

Supporting 21st Century Educators: How States are Promoting Career and Education Teacher Effectiveness

Unanswered Questions from the Webinar

With career and technical education (CTE), how does the Missouri Department of Elementary and Secondary Education determine which content teacher to pair with a new CTE teacher?

The program is designed to pair protégés with mentors in their same content area. An agriculture teacher is paired with an agriculture teacher, a business teacher is paired with a business teacher, and so on.

How has the Missouri Department of Elementary and Secondary Education gone about securing out-of-district mentors?

Two methods are used for securing out-of-district mentors: (1) department staff members in the CTE program area select mentors based on their knowledge of successful classroom teachers in the content area; and (2) we have an application process for both mentors and protégés. Mentors can fill out the application and send it to our office. The link to the application is <http://www.dese.mo.gov/divcareered/documents/MO-500-2456-06-13-ce-mentor-application.pdf>.

To the Missouri Department of Elementary and Secondary Education: your statement “we know if teachers last until labor day, ...they are more likely to last” sounds positive and wonderful, but what types of data have you collected to support this?

We know that improving retention rates for teachers can help reduce spending for districts. There also is research to support our finding that helping teachers be successful initially can help long-term retention: one third of novice teachers leave the profession within their first three years ([Stansbury & Zimmerman, 2000](#)) and experts have argued that teachers’ successes or struggles in the first days of school set the tone for their experiences through the year ([Blackwell & Pepper, 2009](#)). Anecdotally, we have heard this from administrators across Missouri. As an administrator and teacher, I also witnessed that novice teachers who had difficulties the first week or two of school rarely recovered to become effective educators.

The New Jersey Department of Education is not recommending the end-of-program test for student growth objectives. Why not use both a pretest and an end-of-program test, and one that allows for the disaggregation specified?

There are a few reasons we do not recommend the end-of-program test at this time in the process. Using these third-party tests can be more expensive. Also, there are so many variables between classes that it is hard to determine the appropriate disaggregation. At this time, as we are in the initial steps of rolling out student growth objectives, we did not want to add to the process burdens of teachers and administrators. These are our recommendations, but they are not requirements. We think end-of-program assessments provide wonderful data on completers' achievements and use them to measure program performance data.