How to Connect Peer Mentorship & CTE

Presented by Sarah Robison, M.A. in Severe & Multiple Disabilities & JTED Education Professions Teacher

Co-Presenters: Ed Rising President & Vice President
Let’s answer the first 2 essential questions:

1. What is Peer Mentorship?

**Peer Mentoring** is a form of mentorship that usually takes place between a person who has lived through a specific experience and a person who is new to that experience.

2. What is CTE (Career & Technical Education)?

**Career Technical Education** (CTE) provides high school students with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners.
How have these supports historically been provided?

Peer Mentorship:
- In secondary or higher education, peer mentors support students transitioning from primary school with an emphasis of assistance in settling into the new schedule and lifestyle of secondary or post-secondary school life. Typically provided in a peer mentor > peer mentee model.

- **Advantages**: Peer mentoring may help new students adapt to a new academic environment faster. The relationship between the mentor and mentee gives the mentee a sense of being connected to the larger community where they may otherwise feel lost.

- **Criticism**: This approach tends to be conceived out of the "deficiency model" where multi-ethnic students, women and students with disabilities are perceived as being in need of help and unlikely to succeed unless senior students or successful adults help them.

Career & Technical Education (CTE):
- Also referred to as vocational education. CTE prepares people to work in a trade, a craft, as a technician, or in professional vocations.

- CTE prepares these learners for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context.

- “The high school graduation rate for CTE concentrators is about 90% – 15 percentage points higher than the national average.”

What If?

We removed disadvantage by changing our perception of who benefits. Instead, we shift the historical thought of the relationship as one directional to a relationship where both students are mentors who benefit from teaching and learning reciprocally.
STUDENT WITH A DISABILITY:

- Valued Role: Students with significant disabilities are often designated as receivers only. Healthy relationships are characterized by a sense of reciprocity, of both giving and receiving. Students with significant disabilities need authentic opportunities to share their talents and strengths with peers.

- Students with significant disabilities learn a range of social, academic and self-determination skills when they have opportunities to learn alongside their peers without disabilities.


MENTOR BENEFIT

STUDENT IN CTE:

- Instruction in education career choices, history and structure of the education systems in the United States, legal and ethical responsibility of educators.

- Instruction in developmental stages of children, education theory, pedagogy and methodology.

- Expound on learning styles, interactions with students, use of equipment and resources, analyze the impact of classroom management and discipline strategies on student learning, methodology both in preparation and presentation in the classroom as a workplace and identify instructional methods for student learning.
How do we do that?
We Connect. We Cultivate. We Coach.
We Connect.

Through collaboration with CTE and special education, both students with and without disabilities are provided high school coursework through hands on learning in a real world environment. By using the natural supports of the environment, we are also cost effective in providing service.

Education Professions

- The Education Professions program is designed to prepare students for employment and/or post secondary options in the education field. The program provides instruction in education career choices, education structure and systems, theory, pedagogy, developmental stages, learning styles and methodology. The program utilizes a delivery system made up of four integral parts: form/technical instruction, experiential/service learning, supervised work-based learning and the student organization, Ed Rising.

What professions can you think of in education that work directly with students with disabilities?
We Cultivate.

We recognize the need for “home grown” teachers. Teachers become teachers through experience and education. We cultivate young people to begin this journey through providing application based learning that creates a foundation for the love of teaching. In turn, we create a community who respects the diversity that makes a classroom. This community becomes a part of the school culture.


TEACHER SHORTAGE AREAS

Percentage Of States With Shortages In The Following Area

- **84%**
  - Special Education
- **78%**
  - Math
- **75%**
  - Science
- **57%**
  - Reading/Language Arts
- **51%**
  - Foreign Language
The teacher shortage in America is a strain on our future generations. But we can do something about it, as citizens, as educators, as life changers. Alternative certification programs exist to help those who want to shift the drought of education graduates, and lead the way to getting more people who are passionate about education, in the classroom, teaching.

Dave Saba is the Chief Development Officer at Teachers of Tomorrow.
My quick answer is to “stop treating the problem in a generic way and recognize that it is concentrated in particular subjects (e.g. STEM and special education) and more acute for particular schools and school systems. Recognizing the nature of the issue will help move policy toward the right solutions.”

DAN GOLDBERG IS THE DIRECTOR OF THE CENTER FOR EDUCATION DATA & RESEARCH.
We Coach.

Beyond the Education Professions courses, students have an opportunity to join the associated Career & Technical Support Organization, Educators Rising Arizona.

Ed Rising Arizona provides students with the opportunities to take what they learn in their Education Professions course and apply them in relevant, scenario based competitions at the annual State Leadership Conference. Often associated scholarships are available to students who place in these competitions paving a way toward their continued education in the field. Educators Rising Arizona offers a multitude of professional development opportunities for students who aspire to enter into the field of education by providing them with engaging learning opportunities centered on best teaching practices and leadership development at our Fall Leadership Conference.
I’m interested. What are my next steps?
Find out more information about your local JTED (Joint Technical Education District).

For more information on Education Professions:
http://www.azed.gov/cte/edprof/

For more information on Educators Rising Arizona:
https://www.edrisingaz.org/
Any questions?