**New CTE Teacher Checklist**

This checklist is designed to guide a new Career and Technical Education (CTE) teacher as they plan for a successful school year. It is a general list of activities that a new teacher might need to plan for and be aware of. **This list is not intended to be an all-inclusive or required list of activities and should complement, not supersede, any requirements and training provided by a local school district.**

The new CTE teacher should contact a school district mentor for elaboration and specific expectations related to items on this checklist.

**This is a suggested list for informational purposes only.**

| **Month** | **Activity** |
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| **August** | Complete New Employee Paperwork required by your school district. |
| Attend/complete all district, campus and departmental new teacher training sessions. |
| Read and review New Employee Handbook provided by your school district. |
| Confirm the courses you will be teaching. |
| Review TEKS for courses you will be teaching. |
| Review both teacher and student district policies and procedures documentation. |
| Develop a professional development plan with your mentor teacher. |
| Create a process to record ideas to implement in the next school year. |
| Create/modify Scope and Sequence for courses you will be teaching. |
| Review class roster, including any student 504 plan or IEP accommodations, modifications, or food allergy restrictions. |
| Create a calendar for important deadlines and dates. |
| Prepare class guidelines/syllabus documents. Establish classroom routines. |
| Identify Career and Technical Student Organization (CTSO) student registration deadlines, leadership conference dates, and student competition registration deadlines. Submit activity requests/ group calendar to principal for approval. Connect with parents/booster club if it exists. |
| Create a substitute binder (include: student rosters, class rules, nurse passes, restroom passes, seating chart). |
| Build teacher website framework/foundation. |
| Meet the school bookkeeper (identify your budget, spending and documentation procedures). Meet the school secretary (learn other campus procedures) |
| Meet the school counselors; they can be a good resource if you are having problems with students in your classes. |
| Meet the attendance clerk, to understand what happens if you have students out of class for CTE or CTSO activities. |
| Sign up for the CTE New Teacher Mentor Program. Secure permissions for attending CTE conference in November. |
| Obtain CTSO bulletin board location approval. Reserve this space for students to create CTSO bulletin board in September. |
| Attend district and state required training for money management. |
| **September** | Begin presenting Safety Procedures instruction to students. Post Safety Rules in the classroom |
| Conduct CTSO Information meetings for students (communicate dues information and payment deadlines). |
| Create a CTSO monthly activity and meeting calendar. Submit the calendar to the school principal for approval, including any other activity requests as needed |
| Edit and update your website. |
| Assign CTSO members creation of CTSO bulletin board. |
| Determine manner which CTSO can be involved in Homecoming activities. |
| Create a parent questionnaire. Many parents are happy to present about their career and are excellent sources for information and supplies. |
| Prepare for new teacher PD travel (if any). |
| **October** | Register students for CTSO membership. |
| Identify CTSO competition participation goals. |
| Make time for yourself – Use a personal day, if needed. |
| **November** | Attend [New Career and Technical Education (CTE) Teacher Conference](http://cte.tamucc.edu/new-teachers/) sponsored by TEA. |
| Prepare for end of semester procedures. |
| Plan CTSO participation in school winter holiday events (i.e. hall decorating) |
| **December** | Administer a class survey asking for student feedback. |
| Prepare for changes to courses for spring semester (new students, new courses, etc.) |
| **January** | Determine budget funds still available for spending and create a purchasing plan. |
| Notate state mandated standardized testing dates and schedule changes in calendar. |
| **February** | Begin articulation testing planning. Identify deadline dates for testing. |
| Create a plan for marketing your courses to students for the upcoming year (brochures, flyers, announcements, brown bag lunches etc.) Ask about any transition days for middle school students or course showcases for parents/students and how you can help. |
| Take time for yourself – Use a personal day |
| **March** |  |
| **April** | Plan and register for summer professional development conferences. |
| Review recorded ideas to implement in the next school year. |
| Plan supply ordering for upcoming year. Make informed budget request for following school year. |
| **May** | Take a class photo of each of your classes. |
| Administer a class survey asking for student feedback. |
| Conduct CTSO officer elections for upcoming year. |
| Plan and schedule CTSO summer student leadership training travel arrangements. |
| **June** | Clean, organize and purge your classroom and supplies. |
| Conduct CTSO officer planning session for upcoming year (activities, calendar, recruiting new members) |
| Research teacher discounts available for summer activities. |
| Participate in a teacher externship to strengthen teaching and add relevance to student learning. |
| **July** | Work on your list of ideas for implementation next school year. |
| Look for new and updated curriculum resources to implement in the next school year. |

**School District Procedures**

The following checklist is designed to serve as a prompt for a new CTE teacher. The new teacher can read through the list, identify the individual responsible for each item on the list by talking with a mentor, principal or CTE Administrator. Once a point of contact has been identified, the new teacher can talk with that person to better understand the unique school district expectations related to the item on the list. Keep in mind that many procedures are district driven which may affect whether each item is necessary information for the new CTE teacher.

| **School District Procedures** | |
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| **Procedure** | **Why** |
| Acceptable Use Policy | School districts have guidelines and expectations about internet usage and network resources. |
| Bad Weather Procedures | School districts have a notification procedure for school schedule changes resulting from bad weather. |
| Child Abuse Procedures | State law and district policies govern the reporting of child abuse. |
| Collection of money from students and parents | State law and district policies govern the collection of money. |
| Copyright Laws | Federal law and school district policies affect resources you may use, even in the educational setting. |
| Drills (fire, severe weather, emergency, lockdowns) | State law requires key school safety initiatives and mandates. |
| Emergency Procedures | District policies describe emergency procedures that should be in place at schools. |
| Ethical behavior guidelines | District policies describe ethical behavior expectations for school district employees. |
| Fieldtrip Guidelines and Forms | School district rules govern the planning and implementation of field trips. |
| Food in the classroom guidelines and rules | Policies and procedures for dealing with students with food allergies |
| Grading period and progress report due dates and procedures | School districts determine grading procedures and dates that grades are submitted. |
| Lunchroom Procedures | Schools determine where teachers can purchase and eat lunch. |
| Nurse/ Medication Procedures | State law and district policies govern the guidelines for administering medications. |
| Parent Communication | School districts may require you to adhere to a parent communication process. |
| School Announcement Procedure | Understand the process for submitting an announcement for the school population. |
| Sexual Harassment Policies | Federal law and district policies govern how you interact with both students and colleagues. |
| Social Media Guidelines | School district policies describe social media expectations for teachers. |
| Student Discipline Referral Process | School districts have a specific process for students that are disrupting class or breaking school/classroom rules. Understand this process for students in and out of your classroom. |
| Teacher Duty Expectations | Your school may have specific expectations on the  teacher requirements for duty stations and times. |
| Teacher Observation/Evaluation Process | State law and district policies govern the teacher performance review process. |
| Teacher Supplies | Identify where can you obtain general start up supplies. |
| Use of copy machine | Schools determine copy allotments and procedures. |
| Video use in the classroom | School districts determine guidelines for the selection and showing of videos as part of classroom instruction. |

**Classroom Procedures**

Establishing classroom procedures at the beginning of the school year will help in creating good habits for students in your classroom. Remember to post all policies on your teacher website and include them on your class syllabus so that they are accessible to both parents and students. Your class syllabus should require a student and parent signature indicating understanding. Doing these things will help alleviate confusion and many fundamental questions and enable both parents and students to understand your expectations

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| **Classroom Procedures** | |
| **Procedure** | **Why** |
| Develop class rules/establish behavior expectations and post both on your website. | Setting expectations at the beginning of the year is crucial for success in the classroom. |
| Explain class procedures. | Students are creatures of habit; having routines enables class to run smoothly throughout the year. |
| Communicate late assignment policy to students and parents. | Make sure the policy is communicated and enforced consistently. |
| Explain student procedure for after an absence and post it in the classroom/website. | This will eliminate the question being asked repeatedly every time any student is absent. |
| Describe restroom rules. | Make sure policy is aligned with school policy about students out of class (for example- a specific hall pass required or not during the first 10 minutes of class). |
| Communicate procedure for returning student work. | Make sure the policy is communicated and consistent. |
| Communicate technology rules (cell phone, lap tops). | Make sure the policy is enforced consistently and may be determined by school rules. |
| Explain process for turning in assignments. | This policy will help ensure that student assignments are not misplaced. |
| Describe what to do when classwork is finished early. | Make sure the policy is communicated and enforced consistently. Have other extension activities/projects ready for students who finish early. |

**Payroll, Purchasing and Personnel Procedures**

Payroll, purchasing and personnel policies are created and implemented primary to ensure a smooth school year for students, parents and teachers. Most policies are district driven and developed in response to state or federal law. The district policies should be followed closely to prevent any negative legal situations in the education process.

| **Payroll, Purchasing and Personnel Procedures** | |
| --- | --- |
| **Procedure** | **Why** |
| Faculty meetings | Schools have a frequency, process and expectations for faculty meetings. Check with your school for details. |
| Payroll procedures | School districts have a payroll process (direct deposit vs check; pay date each month, etc.) |
| Professional portfolio process | Identify the expected district process and begin early. The end of the year is a busy time; you will be glad if you have this already done. |
| Purchase order process | State and district policies govern this process. Be sure that you understand the expectations and timelines. |
| Purchasing procedures | Be sure you understand the expectations before you make any purchases to avoid not getting reimbursed. |
| School credit card use | State and district policies govern this process. Be sure that you understand the expectations. |
| Sick leave/ Absence policies | School districts determine the policies and teacher notification process and responsibilities. |
| Substitute scheduling procedures | Determine who is responsible for scheduling the substitute and the process for doing this. |
| Teacher dress code | School districts and local schools set the guidelines for what is acceptable. |
| Teacher/student travel request, approval, and reimbursement procedures and requirements | School districts determine the policies and processes for teacher and student travel. |
| Activity Requests | Schools or districts will approve on and off-campus activities. Learn procedure/timeline to secure appropriate approvals. |

**Important People to Know**

Getting to know the following people will help you be a successful CTE teacher.

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| **School VIPs** | | |
| **Position** | **Name** | **Extension** |
| School Principal(s) |  |  |
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| Assistant Principal(s) |  |  |
|  |  |  |
| Attendance clerk |  |  |
| Building custodian |  |  |
| Principal’s secretary |  |  |
| School bookkeeper |  |  |
| School nurse |  |  |
| School receptionist |  |  |
| Professional School Counselor(s) |  |  |
|  |  |  |
| Others: |  |  |
|  |  |  |

**TEA Helpful Links**

The following links are available on the **Texas CTE Resource Center** at [www.txcte.org](http://www.txcte.org)

[Scope and Sequence Templates](http://txcte.org/resource-index/?f%5b0%5d=sm_field_resource_type%3Ascope)

[Programs of Study](http://txcte.org/resource-index/?f%5b0%5d=sm_field_resource_type%3Aprogram)

[Lesson Plan Templates](http://txcte.org/resource-index/?f%5b0%5d=sm_field_resource_type%3Alesson)[New Teacher Checklist](https://txcte.org/resource/new-teacher-checklist)

[CTE Terms and Definitions List](https://txcte.org/resource/cte-acronymtems)