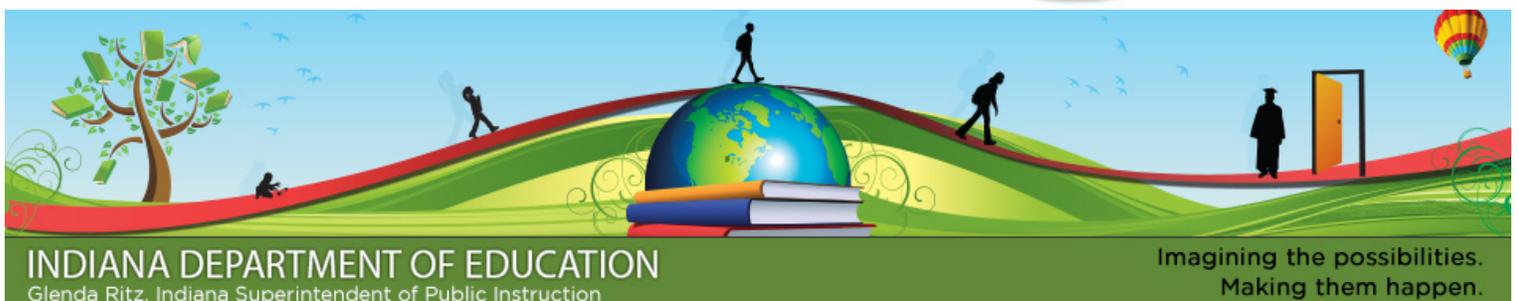




Professional Development Workshop for New and Newer CTE Teachers

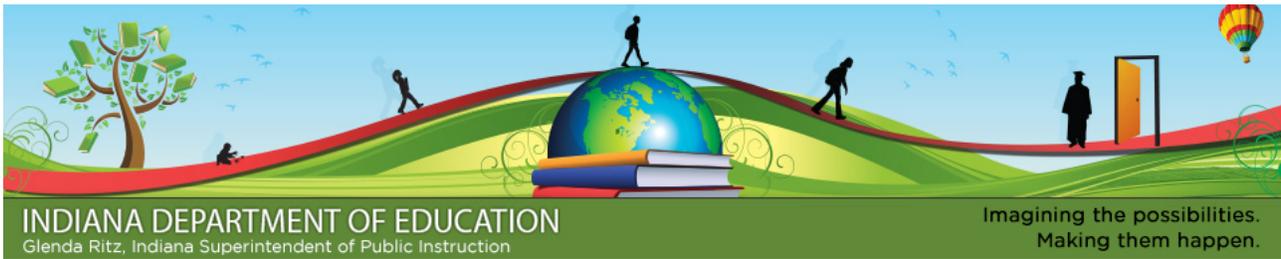
*Sheraton Indianapolis at Keystone Crossing
September 18, 2014*

Preconference for



INDIANA DEPARTMENT OF EDUCATION
Glenda Ritz, Indiana Superintendent of Public Instruction

Imagining the possibilities.
Making them happen.



Professional Development Workshop for New and Newer CTE Teachers

September 18, 2014

9:30-10:00 **Check-In and Breakfast**

10:00-11:00 **Opening General Session – Plaza Ballroom**

11:05-11:50	Breakout Session One	<u>GROUP</u>
Suite 8	Advisory Committees, Regional Works Councils, Career Council	Group A
Suite 9	Recruiting Diverse Students	Group B
Suite 10	Work Based Learning in Every Class	Group C
Suite 16	Classroom Management 101	Group D

11:55-12:40	Breakout Two	
Suite 8	Advisory Committees, Regional Works Councils, Career Council	Group B
Suite 9	Recruiting Diverse Students	Group C
Suite 10	Work Based Learning in Every Class	Group D
Suite 16	Classroom Management 101	Group A

12:45-1:45 **Lunch – Plaza Ballroom**

1:50-2:35	Career and Technical Student Organizations (CTSOs) – Select by subject(s) you teach		
Plaza Ballroom	BPA, DECA, FBLA	Business, Marketing, Information Technology	
Suite 8	FCCLA	Family & Consumer Sciences – all fields	
Suite 9	FFA	Agriculture	
Suite 10	HOSA	Health Sciences – all fields	
Suite 16	SkillsUSA	Trade & Industry – all fields	

2:40-3:25	Breakout Three	
Suite 8	Advisory Committees, Regional Works Councils, Career Council	Group C
Suite 9	Recruiting Diverse Students	Group D
Suite 10	Work Based Learning in Every Class	Group A
Suite 16	Classroom Management 101	Group B

3:30-4:15	Breakout Four	
Suite 8	Advisory Committees, Regional Works Councils, Career Council	Group D
Suite 9	Recruiting Diverse Students	Group A
Suite 10	Work Based Learning in Every Class	Group B
Suite 16	Classroom Management 101	Group C

4:20-5:00 **Closing Session and Wrap-Up – Plaza Ballroom**



Career and Technical Education Staff Contact Information

www.doe.in.gov/CTE

www.doe.in.gov/pathways

<p>Dr. Peggy Wild, State Director of Career and Technical Education</p> <p>Chris Deaton, Director of Adult/Postsecondary Career and Technical Education</p> <p>Alyson McIntyre-Reiger, Family & Consumer Sciences and Work Based Learning</p> <p>Davis Moore, Trade & Industrial Education</p> <p>Eric Ogle, Business, IT, Entrepreneurship, and Marketing Education</p> <p>Jeremy Eltz, Health Science Education</p> <p>Stefany Deckard, Agriculture Education</p>	<p>pwild@doe.in.gov (317) 232-9169</p> <p>cdeaton@dwd.in.gov (317) 233-6697</p> <p>amreiger@doe.in.gov (317) 232-9168</p> <p>dmoore@doe.in.gov (317) 232-0512</p> <p>eogle@doe.in.gov (317) 232-9167</p> <p>jeltz@doe.in.gov (317) 232-9172</p> <p>sdeckard@doe.in.gov (317) 232-9171</p>
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Indiana Association for Career and Technical Education

Sandy Martin, Executive Director
director@indianaacte.org
www.indianaacte.org

For Information on:

- Membership
- Conference
- Job vacancies
- Affiliates
- Calendar of events
- News

Indiana ACTE Affiliates:

- ♦ AAFCS/IN (Family & Consumer Sciences)
- ♦ E/TEI (Engineering/Technology)
- ♦ IAAE (Agriculture)
- ♦ IACTEA (Administration)
- ♦ IACTT (Trade & Industry)
- ♦ IBEA (Business)
- ♦ ICJEA (Criminal Justice Educators)
- ♦ IHCE (Health)
- ♦ IICCA (Coop Education)
- ♦ IMEA (Marketing)
- ♦ CTECI (Counseling & Guidance)

National Organization

ACTE: Association for Career and Technical Education

Website: ACTEonline.org

- › Membership
- › Resources
- › Professional Development
- › Advocacy
- › Leadership Training
- › Financial Benefits
- › Recognition
- › Networking



CTE TODAY!



What is Career and Technical Education?

- Encompasses 94 percent of high school students and 12 million postsecondary students¹
- Includes high schools, career centers, community and technical colleges, four-year universities and more
- Educates students for a range of career options through 16 Career Clusters[®] and 79+ pathways
- Integrates with academics in a rigorous and relevant curriculum
- Features high school and postsecondary partnerships, enabling clear pathways to certifications and degrees
- Fulfills employer needs in high-skill, high-wage, high-demand areas
- Prepares students to be college- and career-ready by providing core academic skills, employability skills and technical, job-specific skills

Today's cutting-edge, rigorous and relevant career and technical education (CTE) prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers.

CTE Works for High School Students

High school students involved in CTE are more engaged, perform better and graduate at higher rates.

- 81 percent of dropouts say relevant, real-world learning opportunities would have kept them in high school.²
- The average high school graduation rate for students concentrating in CTE programs is 90.18 percent, compared to an average national freshman graduation rate of 74.9 percent.³
- More than 70 percent of secondary CTE concentrators pursued postsecondary education shortly after high school.⁴

CTE Works for College Students and Adults

Postsecondary CTE fosters postsecondary completion and prepares students and adults for in-demand careers.

- 4 out of 5 secondary CTE graduates who pursued postsecondary education after high school had earned a credential or were still enrolled two years later.⁵
- A person with a CTE-related associate degree or credential will earn on average between \$4,000 and \$19,000 more a year than a person with a humanities associate degree.⁶
- 27 percent of people with less than an associate degree, including licenses and certificates, earn more than the average bachelor degree recipient.⁷

CTE Works for the Economy

Investing in CTE yields big returns for state economies.

- In Connecticut, every public dollar invested in Connecticut community colleges returns \$16.40 over the course of students' careers. That state's economy receives \$5 billion annually in income from this investment.⁸
- In Washington, for every dollar invested in secondary CTE programs, the state earns \$9 in revenues and benefits.⁹
- In Tennessee, CTE returns \$2 for every \$1 invested. At the secondary level, CTE program completers account for more than \$13 million in annual tax revenues.¹⁰

CTE Works for Business

CTE addresses the needs of high-growth industries and helps close the skills gap.

- The skilled trades are the hardest jobs to fill in the United States, with recent data citing 726,000 jobs open in the trade, transportation and utilities sector and 256,000 jobs open in manufacturing.¹¹
- Health care occupations, many of which require an associate degree or less, make up 12 of the 20 fastest growing occupations.¹²
- STEM occupations such as environmental engineering and science technicians require an associate degree and will experience faster than average job growth.¹³
- Middle-skill jobs, jobs that require education and training beyond high school but less than a bachelor's degree, are a significant part of the economy. Of the 55 million job openings created by 2020, 30 percent will require some college or a two-year associate degree.¹⁴



Indiana Career Council (www.in.gov/icc)

The Career Council was created by a unanimous vote during the 2013 General Assembly to focus on coordination of various participants in the education, jobs skills development and career training system, and to match education and skills training with the jobs market.

The Career Council's Strategic Plan, "Align, Engage, Advance: A Strategic Plan to Transform Indiana's Workforce" focuses on three organizing pillars of transformation: 1) system alignment, 2) worker- and student-centric services, and 3) demand-driven programs and investments.

The Career Council also is responsible for administering HEA 1064, a return on investment and utilization study of career and technical education programs in Indiana. Additionally, HEA 1213 requires the Career Council to form a subcommittee to review the current Core 40 diploma course offerings and make recommendations to the State Board of Education concerning changing course requirements, including the total number of academic credits required, changing the types of diplomas offered, and the need for a career and technical education diploma, and examine and make recommendations concerning career and technical education offerings.

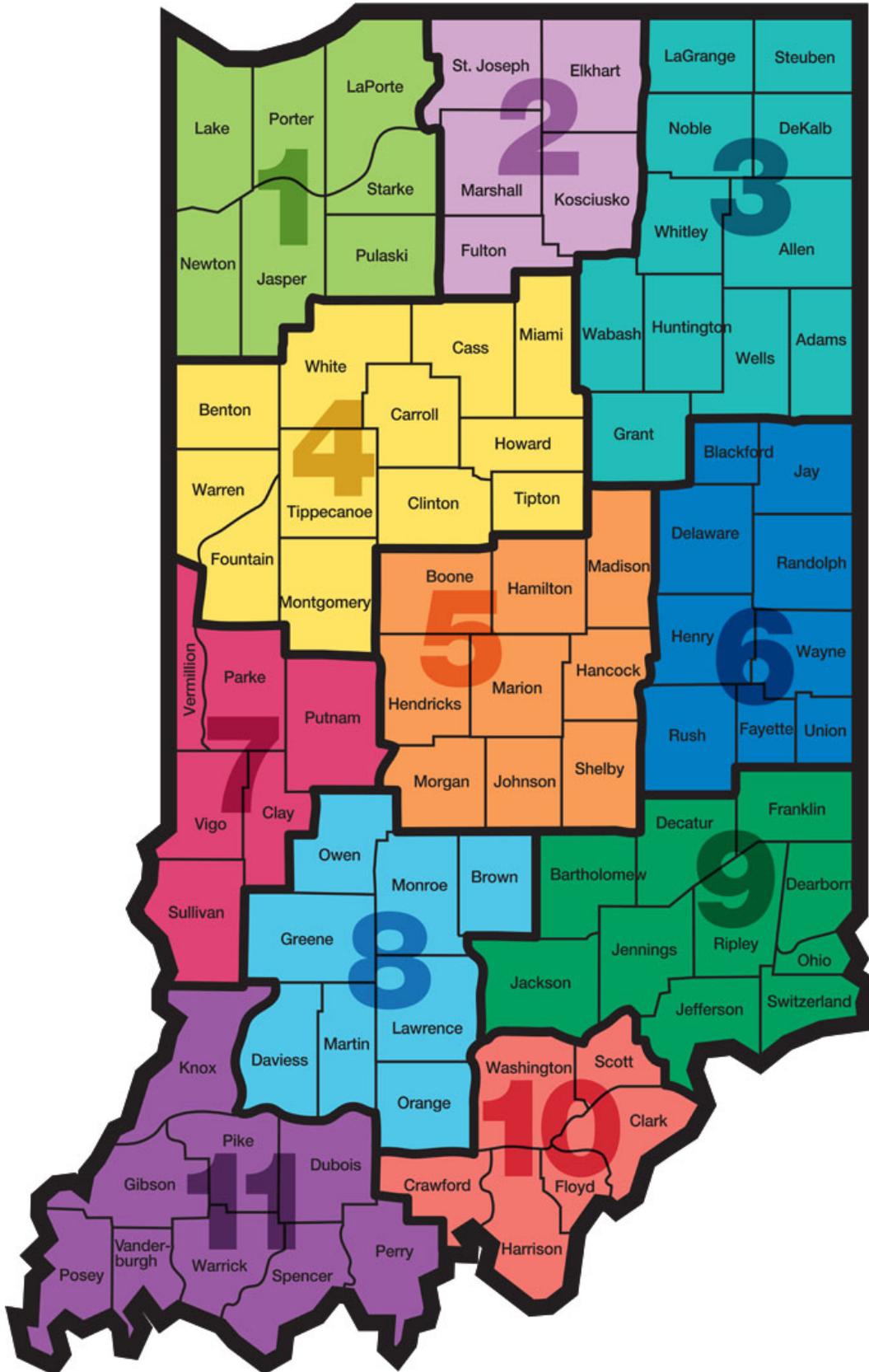
Career Council Taskforces and Subcommittees

- Core 40 Subcommittee
- Pathways Taskforce
- Sector Strategies Taskforce
- System Alignment Taskforce

Indiana Regional Works Councils (www.in.gov/irwc)

Created by a unanimous vote of the 2013 General Assembly the Works Councils research ways at providing opportunities for student success whether they want to go to college, learn a trade, or start their career right out of high school. There are eleven (11) regional councils made up of educators, business/industry representatives, local governmental leaders and community members.

Indiana Works Councils Regions



Advisory Committees for Career and Technical Education*

Purpose. A Career and Technical Education (CTE) Advisory Committee is a broad-based group with representatives from education, industry, and the community at large that actively assists in planning and implementing career and technical education programs. Advisory committees collectively advise the program's educators and administrators on a variety of aspects of the program and provide valuable resources to the program. Advisory committees do not have administrative or policy-making authority, but they serve as valuable partners in the education process. Members are knowledgeable and interested volunteers who represent the community, its businesses, and families. By combining community expertise with educational know-how, advisory committees can assure that the program leads to multiple options for students after high school graduation.

Advantages. You and your program will benefit when your advisory committee is "up and running." The Advisory Committee will:

- Provide linkages between the CTE program, the school, and the community.
- Give prestige to the school, the community, and the CTE program.
- Provide program educators and administrators with data about real community needs.
- Assist in keeping the CTE program up to date.
- Provide the point of view of business, community agencies, and families.
- Provide support and advice from the layperson's point of view.

Standards.

1. Advisory committees (general and program area) are organized as required (511 IAC 8-2-8)
2. Membership includes a balanced representation from business/industry, labor, education, males and females, and advocates for under-represented groups.
3. Advisory committees meet regularly (a minimum of twice per year).
4. Complete, accurate minutes of each meeting are on file.
5. Program advisory committees annually review course standards, curriculum assessment practices, and resources (including equipment) for appropriateness and effectiveness

Functions.

Advisory committees can serve the whole department, or they can serve a single program component such as an individual course, depending on the school situation. It may be the same as the Career and Technical Student Organization (CTSO) advisory committee or a sub-committee of the School CTE advisory committee. An advisory committee can fulfill many functions that benefit the program, the instructor(s), and the students by conducting a variety of useful activities:

There is no limit to the tasks your advisory committee can perform, no "right" or "wrong" activities you can ask members to undertake. Think broadly and creatively about how they can help in order to assure that the advisory committee becomes a valuable asset and resource for you and your program. Areas of involvement include:

Curriculum Involvement, such as

- Review course content to assure its relevancy in meeting the competency requirements of families, society, business and industry.
- Assist in the development of work based learning sites or "live jobs" to be accomplished by students.

Equipment, Supplies, and Instructional Resources

- ❑ Evaluate physical conditions, adequacy of equipment, and layout of facilities.
- ❑ Help prepare and support budget requests for equipment and supplies.
- ❑ Assist in the selection and acquisition of classroom equipment.

Community Resources

- ❑ Provide sample kits of raw materials, finished products, charts, posters, etc
- ❑ Arrange for resource instructors from the community and from businesses or industry.
- ❑ Provide input into the application process for state and federal financial assistance.

Career Guidance and Placement

- ❑ Arrange field trip visits for students, teachers, and counselors.
- ❑ Help with student placements for work based learning such as job shadowing or internships.
- ❑ Render service in developing employment opportunities.

Program Evaluation

- ❑ Determine to what extent programs is consistent with societal and occupational needs.
- ❑ Assist in conducting community surveys to determine demand and trends for the program.

Community Public Relations

- ❑ Attend meetings in support of your CTE content area which may be called by local and state school officials, boards, and legislative groups.
- ❑ Provide speakers to address trade and civic groups about the CTE program.
- ❑ Assist in recruiting students to enroll in the program.

Professional Development

- ❑ Conduct clinics and in-service training programs for teachers.
- ❑ Assist in the establishment of teacher qualification requirements.

Steps to Getting Started

1. Be convinced of the need for an advisory committee.
2. Secure administrator's support and approval.
3. Secure the approval of your Board of Education, if necessary.
4. Select committee members.
5. Personally contact selected members.
6. Secure their agreement to serve and fulfill these responsibilities.
7. Plan the first meeting and its agenda.
8. Notify members, send reminders.
9. Hold the first meeting.
10. Establish action plan(s).
11. Establish future meeting dates.

**Adapted from materials developed by Wanda S. Fox, PhD and Peggy Wild, PhD, CFCS, for presentation at Professional Development Conferences for Indiana CTE Teachers and published on the Indiana Department of Education website at www.doe.in.CTE.*

Work Based Learning Training Plan

Student Name: _____ Student Signature: _____ Date: _____

Supervisor Name: _____ Supervisor Signature: _____ Date: _____

Teacher Name: _____ Teacher Signature: _____ Date: _____

Parent Name: _____ Parent Signature: _____ Date: _____

Work Based Learning Position: _____

Employer/Host: _____

Supervisor Title: _____

E-mail Address: _____

Phone Number: _____

Type of Work Based Learning Experience <i>(Please choose one)</i>	<input type="radio"/> Apprenticeship <input type="radio"/> Cooperative Education <input type="radio"/> Internship <input type="radio"/> School Based Enterprise <input type="radio"/> Service Learning
Career Cluster	<input type="radio"/> Agriculture, Food and Natural Resources <input type="radio"/> Architecture and Construction <input type="radio"/> Arts, A/V Technology and Communications <input type="radio"/> Business and Marketing <input type="radio"/> Education and Training <input type="radio"/> Health Science <input type="radio"/> Hospitality and Human Services <input type="radio"/> Information Technology <input type="radio"/> Manufacturing <input type="radio"/> Public Safety <input type="radio"/> STEM <input type="radio"/> Transportation
Course sequence of related classes taken <i>(Please List all related coursework to WBL position)</i>	
Continuing Education Goals	<input type="radio"/> Vocational/trade/business school <input type="radio"/> Two year college <input type="radio"/> Four year college <input type="radio"/> Branch of the military <input type="radio"/> Apprenticeship <input type="radio"/> Employment <input type="radio"/> Other
Continuing Education Goals= <i>Specific Information</i>	When: Where: Program:

Content Standards

The student completes the following portion of the content standards based training plan in collaboration with the mentor and teacher. Each standard should be related to the content of the chosen career pathway. Standards from related course frameworks in the chosen career pathway can be utilized. For each standard, please list methods to develop the skill at the work based learning site along with how the mentor and teacher will assess the skill. Mentors and teachers need to initial to approve.

Standard#1			
What can I do at the host site to develop this skill? 1.	How will the standard be assessed by the mentor?		Mentor's Initials
	How will the standard be assessed by the teacher?		Teacher's Initials
2.			
Standard#2			
What can I do at the host site to develop this skill? 1.	How will the standard be assessed by the mentor?		Mentor's Initials
	How will the standard be assessed by the teacher?		Teacher's Initials
2.			
Standard#3			
What can I do at the host site to develop this skill? 1.	How will the standard be assessed by the mentor?		Mentor's Initials
	How will the standard be assessed by the teacher?		Teacher's Initials
2.			
Standard#4			
What can I do at the host site to develop this skill? 1.	How will the standard be assessed by the mentor?		Mentor's Initials
	How will the standard be assessed by the teacher?		Teacher's Initials
2.			
Standard#5			
What can I do at the host site to develop this skill? 1.	How will the standard be assessed by the mentor?		Mentor's Initials
	How will the standard be assessed by the teacher?		Teacher's Initials
2.			

Work Based Learning Business and Industry Partners

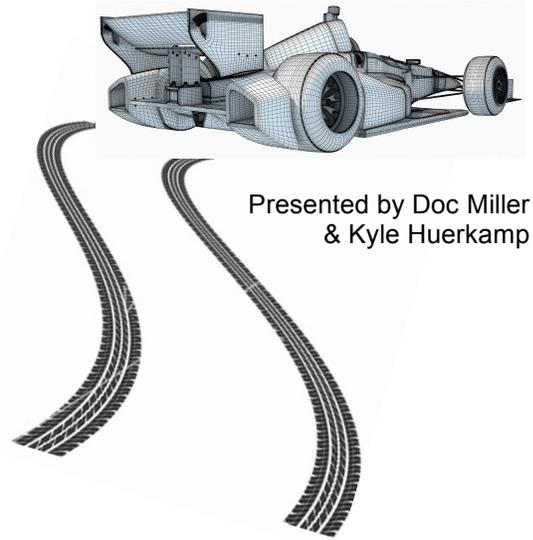
Potential Partner	Website	Contact Information	Type of WBL Experience

After researching potential partners, please enter the information **from the first two columns** along with your city or town in the google form to help create a working database of potential Work Based Learning partners.

Google Form: <http://bit.ly/WBLpartnerships>



Start with the End in Mind: Planning for Student Engagement and Learning



Presented by Doc Miller
& Kyle Huerkamp

Agenda

1. Making the Wheels Turn!
2. Where Do We Want to Go?
3. Adjusting the Throttle!
4. Put the Pedal to the Metal!

STEP 1: Making the Wheels Turn (How Learning Happens)

Build for Learning (Scaffolding)

Check for understanding (and revise)

define, name, memorize, repeat, label, list, recall

Lay a solid foundation of content knowledge (what they need to know first)

restate, report, express, describe, locate, discuss, review, translate

Use understanding to solve a problem (defined)

apply, show, illustrate, demonstrate, practice

Decide if the solution worked (and if not, why)

distinguish, debate, differentiate, question, test

Define and solve new problems

compose, set-up. create. plan, prepare, assemble, design

Compare these problems with others.

estimate, value, rate, predict, assess, compare

STEP 2: Where Do We Want to Go (Learning Objectives)

A good objective is: (Adapted from Teach Like a Champion)

- **Manageable** (Can it be done in the time provided)
- **Measurable** (How will you know if you they are successful)
- **Made First** (It will guide everything that comes after it)
- **Most Important** (Is it the most essential to the ultimate goals of the course)

1. What do I want my students to learn/what skills will they demonstrate?
2. What evidence will I collect that shows that they know?
3. What activities will I plan that will accomplish student learning?

What that looks like...

STEP 3: Adjusting the Throttle (Differentiated Instruction)

Traditional Activities

Examples: Worksheets Reports Others...	Pros: Easy to grade	Cons: Low skill requirement Limited scope Low-order thinking
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Alternative Activities

Examples: Projects Group Work Labs Others...	Pros: Higher-Order Thinking Differentiation	Cons: Difficult to grade Extensive planning High skill requirement
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Formative Assessment

Examples: Exit Cards Discussions Performance Others...	Pros: Feedback "Quick" to assess Informal	Cons: Not really for "grades" Results can/should change "plan."
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Summative Assessment

Examples: Tests Final Exams Capstone Projects Others...	Pros: Relatively Easy to grade Measure achievement	Cons: Limited What if they don't get it? Does not measure growth
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STEP 4: Put the Pedal to the Metal ((Planning for Learning)

Lesson Plan Checklist

1. Determine "Units" & Sequence
2. Select objectives
3. Choose presentation method(s)
4. Choose support materials
5. Choose student performances
6. Choose evaluation method(s)
7. Set day to day sequence
8. Deliver
9. Evaluate/Revise

But remember to...

- Build in time for "re-teaching"
- Remain Flexible
- Keep the "goal" in mind
- Keep it "student-centered"

Career and Technical Student Organizations in Indiana

Business Professionals of America – Business – BPA educates its members to work efficiently, not only in an office setting, but also in a wide variety of business situations. www.indianabpa.org

2014-2014 Indiana BPA membership = 2,701

State Advisor – Debbie Darnell debbie.darnell@indianabpa.org

IDOE Staff Liaison – Eric Ogle



DECA/Delta Epsilon Chi – Marketing - An international association of high school and college students studying marketing, management and entrepreneurship in business, finance, and hospitality marketing, sales and service. <http://www.indianadeca.org/>

2013-2014 Indiana DECA membership = 3,187

State Advisor – Emily Eaton IndianaDECA@gmail.com

IDOE Staff Liaison – Eric Ogle



Future Business Leaders of America / Phi Beta Lambda – Business – A dynamic organization preparing students for success as leaders in business and government. www.indianafblapl.org

2013-2014 Indiana FBLA membership = 460

State Advisor – Julie Jerzak jjerkak@npusc.k12.in.us

IDOE Staff Liaison – Eric Ogle



Family, Career and Community Leaders of America – Family and Consumer Sciences – A dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work and societal issues through family and consumer sciences education. www.indianafccla.org

2013-2014 Indiana FCCLA membership = 2,624

State Advisor – Leslie Gackle lgackle@hotmail.com

IDOE Staff Liaison – Alyson McIntyre-Reiger



Career and Technical Student Organizations in Indiana

FFA – Agribusiness - Dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. www.indianaffa.org

2013-2014 Indiana FFA membership = 10,789

State Director – Steve Hickey shickey@isda.in.gov

Assistant Director—Tamara Neighbors TNeighbors@isda.in.gov

IDOE Staff Liaison – Stefany Deckard



HOSA – Health Sciences - A student organization whose mission is to promote career opportunities in health care and enhance the delivery of quality health care to all people. www.indianahosa.org



2013-2014 Indiana HOSA membership = 1,800

State Advisor – Eddie Erickson eerickson@msdwt.k12.in.us

IDOE Staff Liaison– Jeremy Eltz

SkillsUSA – Trade and Industry - A partnership of students, teachers and industry working together to help students excel ensure a skilled work force for America. www.indianaskillsusa.org

2013-2014 SkillsUSA Indiana membership = 3,232

State Advisor – Kelley Baker kelley.skillsusa@gmail.com

IDOE Staff Liaison – Davis Moore





2014 Action Plan

Action Plans - as a result of attending the 2014 Indiana New Teacher Workshop, I plan the following actions to use what I've learned today. For validation, please enter your information at <https://www.surveymonkey.com/s/CTENEWTEACHER>.

Short Term

In the next few days or within a week or two, I will...

Medium Term

By the end of fall, I plan to...

Long Term

During the upcoming school year, I plan to...