ACTE and National Board Lesson Sharing & Development Roundtable

Room 2055, Sollers Point Technical High School

April 20, 2018, 9:15 am – 10:00 am

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Kristin Hamilton, NBCT, Vice President Standards, National Board for Professional Teaching Standards
Kimberly Bertocci, Senior Manager Partnerships, National Board for Professional Teaching Standards
Session Agenda

Access today’s power point here: [https://tinyurl.com/ybs4ovje](https://tinyurl.com/ybs4ovje) to follow along and access to the links embedded in the presentation.

- Context - Lesson Plan Activity Example (15 mins)
- Your Turn: Think – Discuss (20 mins)
- Share Out (10 mins)
OVER THE LAST COUPLE OF YEARS, THE NATIONAL CONVERSATION HAS BEEN ALL ABOUT:

STEM

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS
BUT... AS YOU LISTEN MORE CLOSELY, AND FOLLOW NATIONAL POLICIES, IT BECOMES MORE ABOUT:
WHY DO OUR AREAS OF FOCUS IN CTE BECOME SO EASILY FORGOTTEN IN THE CONVERSATION?
SEVERAL REASONS..

• These areas are considered “core” subject areas
• Three to four classes of science/math are typically required for graduation
• Local and National High School Assessments focus on these subject areas
• When comparing student performance in the USA to other countries, the focus is often on these subject areas
ENGINEERING AND TECHNOLOGY EDUCATION ARE ALSO PART OF STEM, AND OUR PATH IS OFTEN THE MORE DIFFICULT

• There are fewer teachers who choose to teach in this area – CTE teachers are always in high demand!
• Our areas of specialty command much higher salaries outside of teaching.
• We often have to teach in and be competent in a variety of CTE subject areas
• There is a critical shortage of college students majoring in our subject areas
LET’S COMPARE A SCIENCE TEACHER TO A CTE TEACHER:

✓ A science teacher has been trained in science; usually a specific area such as biology, physics, earth science, etc.
✓ A science teacher is only expected to teach science.

✓ A CTE teacher might have come from industry, and will likely have several areas of specialization that they are trained in.
✓ A CTE teacher is expected to teach his or her particular subject area but

.....also has to teach

▪ Life skills
▪ Financial math
▪ History
▪ Physics
▪ Food and Nutrition
▪ Technology
▪ Writing
▪ Reading
WE CAN'T CHANGE THE DYNAMIC AS IT EXISTS BUT WE CAN ATTEMPT TO MAKE THE CTE TEACHER'S JOB EASIER…
Supplies

- Images included on successive pages, or physical objects of a similar nature.

Multiple Intelligence focus

- Body-Kinesthetic
- Visual-Spatial
- Verbal-Linguistic

Activity Description

- This activity can be presented in several different ways
- It could be used as an ice-breaker or as an introduction to the “History of Technology” that most of us teach

Directions

➤ Discuss in a small group what the tools in front of you are and what they are used for.

➤ Don’t just make random guesses – decide, through reasoning and discussion, what purpose the tool would be used for.

➤ Make sure you explain how the particular conclusion was reached.
ANTIQUE TECHNOLOGY
Resources

- Lesson **Template**
- National Board CTE **Standards**
  - For a free trial, email **ATLAS@nbpts.org** and mention that you attended this session at the ACTE region 1 conference and are interested in a trial subscription.
4 minutes of individual reflection, identify the problem you’re trying to address, the context, and needs (student and teacher).

- Consider and identify key features of your teaching context that will influence the approach you need to take.
- Identify what National Board Standard areas your problem of practice is connected to? Access the Standards Here, go to page 3 in the Table of Contents to look over the list of Standards:
  - Standard I: Knowledge of Students
  - Standard II: Responding to Diversity
  - Standard III: Knowledge of Content
  - Standard IV: Learning Environments and Instruction
  - Standard V: Assessment
  - Standard VI: Postsecondary Readiness
  - Standard VII: Program Design and Management
  - Standard VIII: Partnerships and Collaborations
  - Standard IX: Leadership in the Profession
  - Standard X: Reflective Practice

15 minutes of table sharing on current problems of practice and discussion of solutions, lesson ideas, strategic approaches, and identification of needs.
Share Out – Learnings From The Room

10 mins
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