

# **ACTE and National Board Lesson Sharing & Development Roundtable**

Room 2055, Sollers Point Technical High School

April 20, 2018, 9:15 am – 10:00 am

**Michael Gorleski, NBCT, Pre-Engineering Teacher, Mt. Hebron High School, MD**

**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> to follow along and access to the links embedded in the presentation.

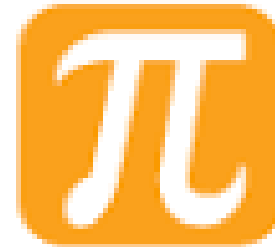
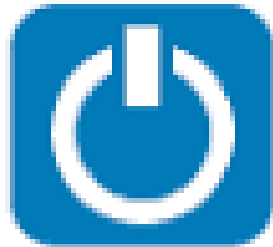
- Context - Lesson Plan Activity Example (15 mins)
- Your Turn: Think – Discuss (20 mins)
- Share Out (10 mins)

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**OVER THE LAST COUPLE OF YEARS, THE NATIONAL CONVERSATION HAS BEEN ALL ABOUT:**

**STEM**

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS



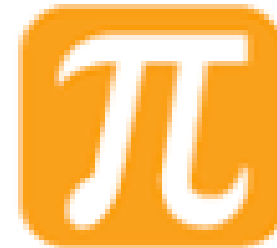
**BUT... AS YOU LISTEN MORE CLOSELY, AND FOLLOW NATIONAL POLICIES, IT BECOMES MORE ABOUT:**

**S T E M**

SCIENCE,



MATHEMATICS



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# WHY DO OUR AREAS OF FOCUS IN CTE BECOME SO EASILY FORGOTTEN IN THE CONVERSATION?

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SCIENCE,

A large, bold, orange letter 'M' is centered in the right column.

MATHEMATICS



## SEVERAL REASONS..



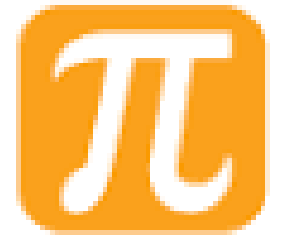
SCIENCE



- 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



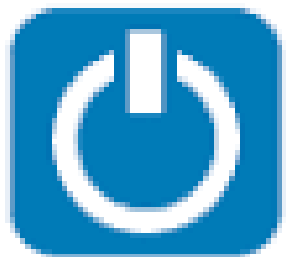
MATHEMATICS



# ENGINEERING AND TECHNOLOGY EDUCATION ARE ALSO PART OF STEM, AND OUR PATH IS OFTEN THE MORE DIFFICULT

**T E**

TECHNOLOGY, ENGINEERING



- 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...



**ACTE** and **NBPTS** Lesson Sharing & Development Roundtable



# SAMPLE CTE LESSON WALK-THROUGH

## Supplies

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

## Multiple Intelligence focus

- Body-Kinesthetic      Visual-Spatial      Verbal-Linguistic

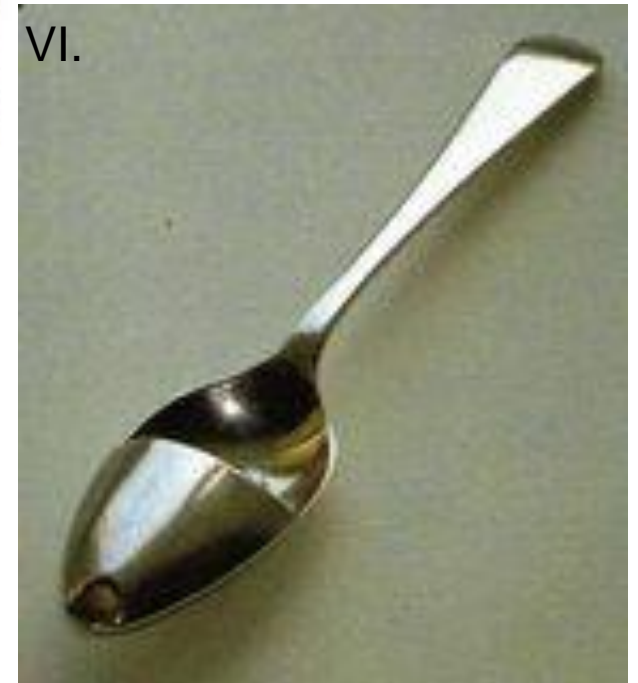
## Activity Description

- 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.

# ANTIQUATE TECHNOLOGY



# Resources

- Lesson [Template](#)
- National Board CTE [Standards](#)
- National Board ATLAS video case library: <http://www.nbpts.org/atlas/>
  - For a free trial, email [ATLAS@nbpts.org](mailto:ATLAS@nbpts.org) and mention that you attended this session at the ACTE region 1 conference and are interested in a trial subscription.

# Your Turn

**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



## For Additional Information Contact

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