



Academics in Action: Access for All

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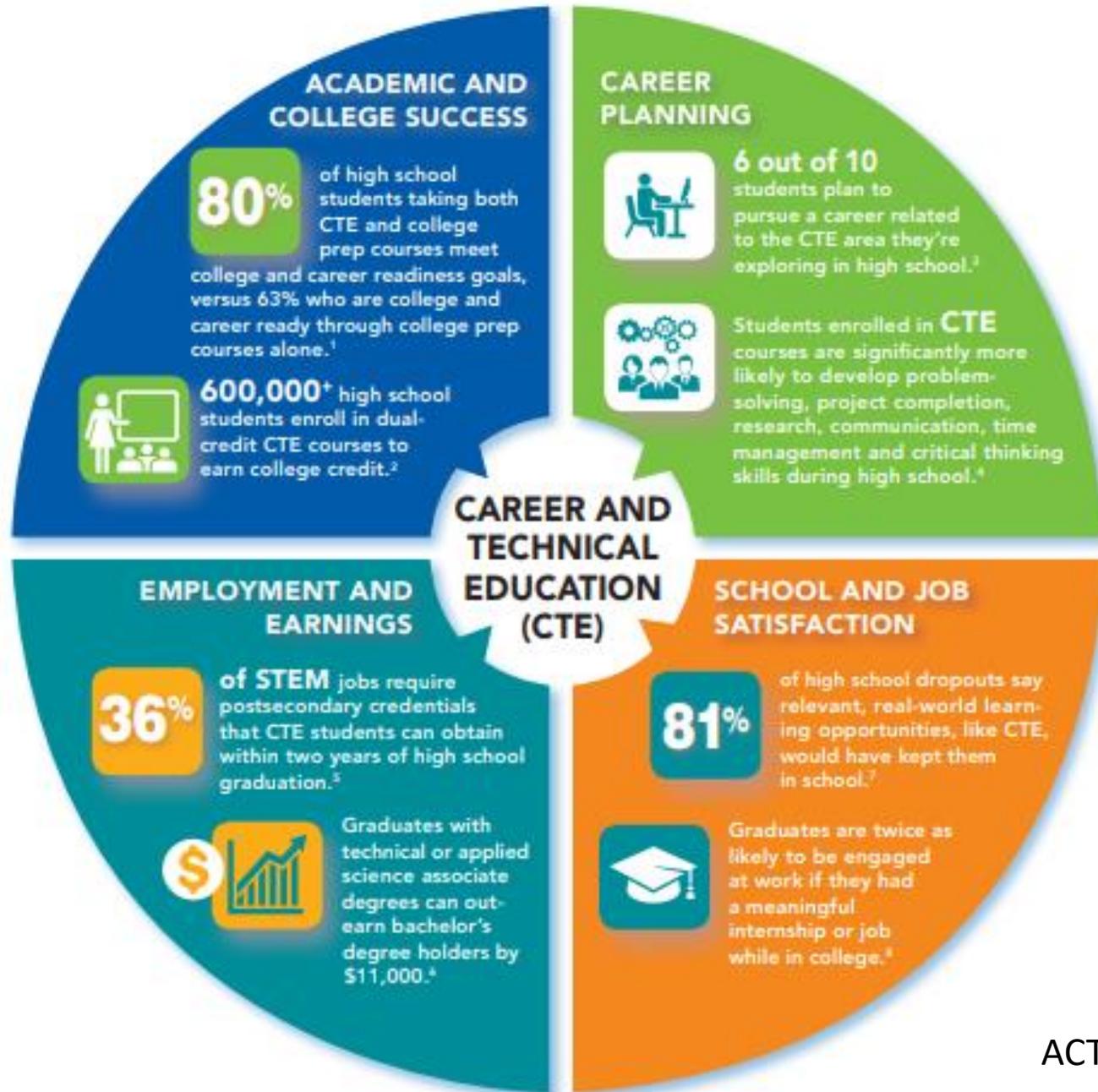


Preview

- ❑ **CTE Works!**
- ❑ **EMCC Overview**
- ❑ **Integrated Academics Offerings and Data**
- ❑ **3 R's**
- ❑ **Roles and PD**
- ❑ **Co-planning, Co-teaching, Co-assessment**
- ❑ **Curriculum in Atlas**
- ❑ **Supporting All Students**
- ❑ **Active Learning Strategies**
- ❑ **Questions and Artifacts**



CTE WORKS!



**Shared-Time Technology Center
Eastside of Monroe County**

Serving 10 districts

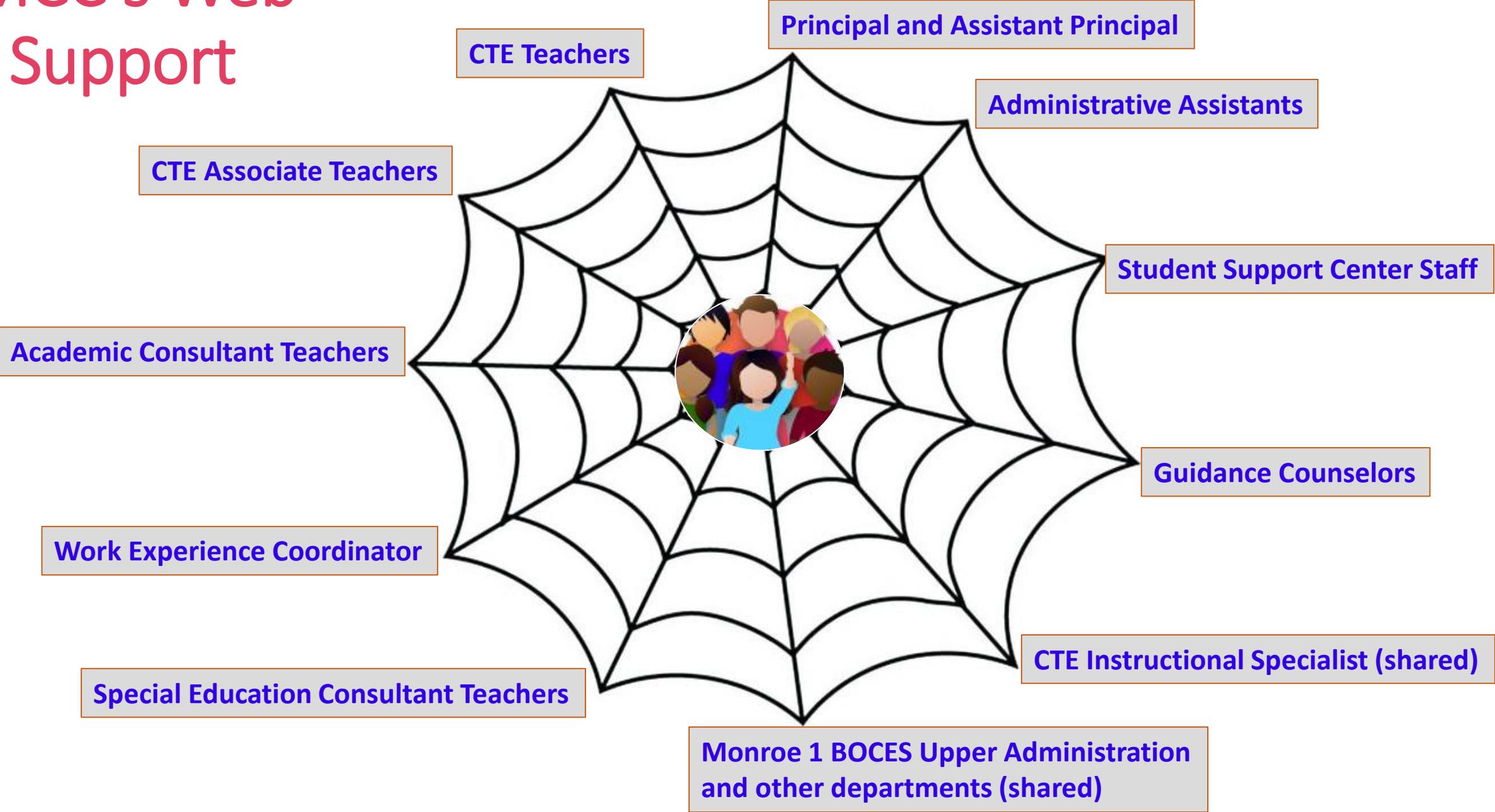
16 CTE Programs

~580 students

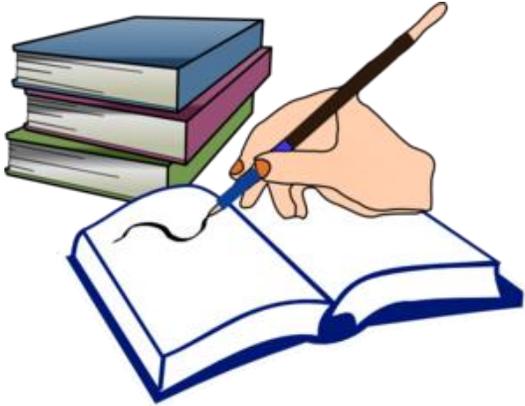
~54 staff



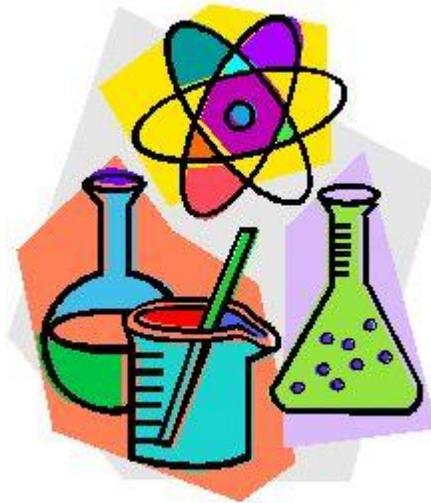
EMCC's Web of Support



Integrated Academic Offerings



English 12 (15)



Technical Science(8)



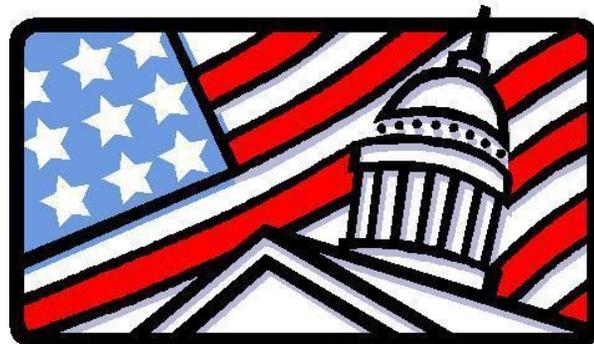
Technical Math (3)



Health(3)



Physical Education(1)



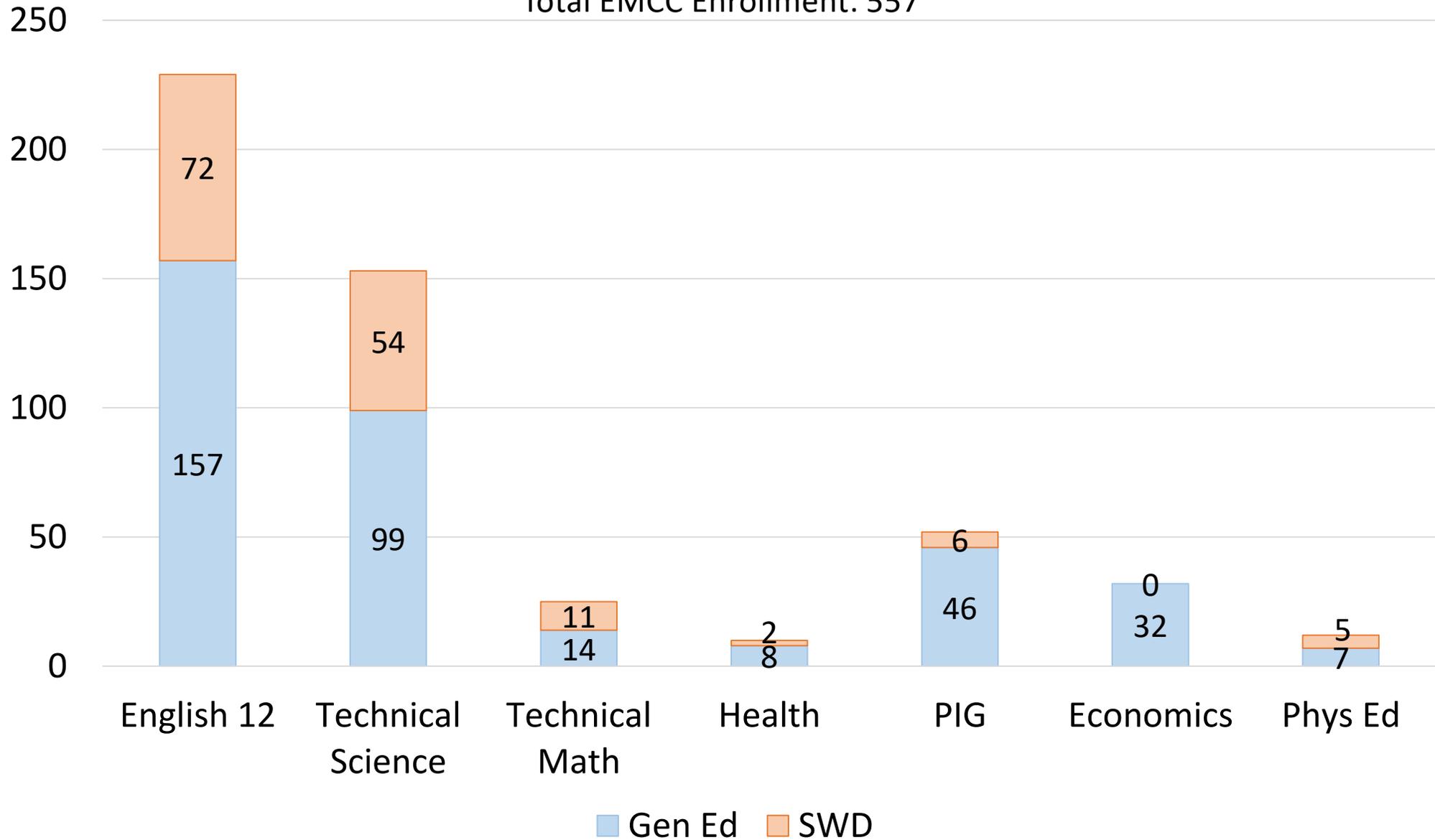
Participation in Government(2)



Economics(1)

Integrated Academic Course Enrollment 2017-2018

Total EMCC Enrollment: 557



Academic Integration → Results

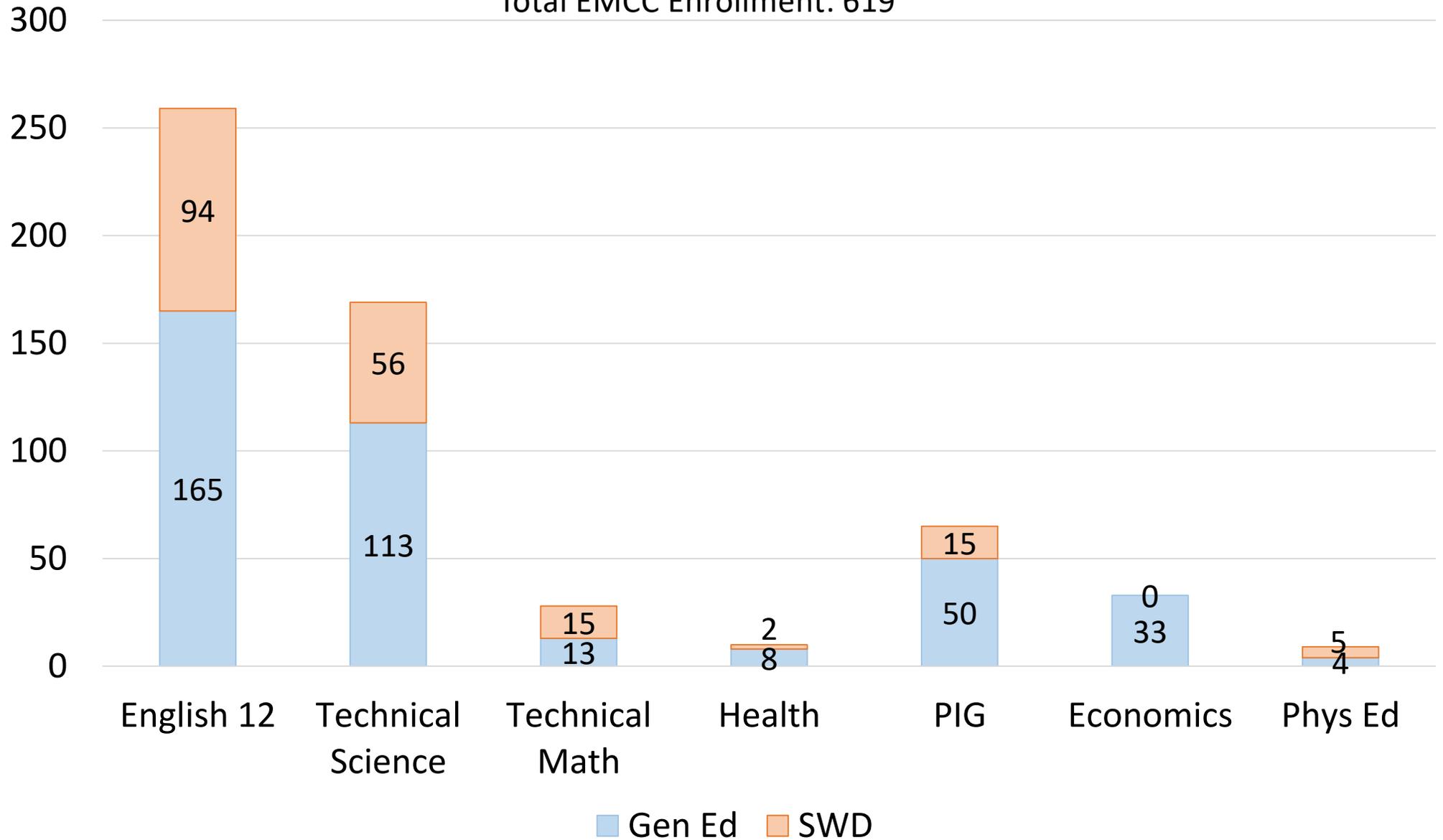
2017-2018

Total EMCC Enrollment: 557

IA Course	GEN ED	SWD	TOTAL	# GEN ED PASS	# SWD PASS	TOTAL PASS RATE	GEN ED PASS RATE	SWD PASS RATE
English 12	157	72	229	156	71	99%	99%	99%
Technical Science	99	54	153	99	54	100%	100%	100%
Technical Math	14	11	25	13	11	96%	93%	100%
Health	8	2	10	8	2	100%	100%	100%
PIG	46	6	52	46	6	100%	100%	100%
Economics	32	0	32	32	0	100%	100%	-
Phys Ed	7	5	12	7	5	100%	100%	100%

Integrated Academic Course Enrollment 2016-17

Total EMCC Enrollment: 619



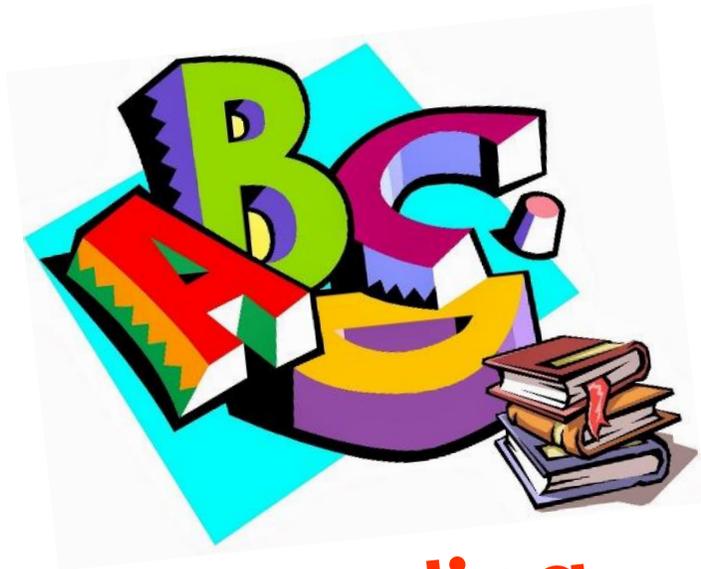
Academic Integration → Results

2016-2017

Total EMCC Enrollment: 619

IA Course	GEN ED	SWD	TOTAL	# GEN ED PASS	# SWD PASS	TOTAL PASS RATE	GEN ED PASS RATE	SWD PASS RATE
English 12	165	94	259	163	94	99%	99%	100%
Technical Science	113	56	169	110	55	98%	97%	98%
Technical Math	13	15	28	13	15	100%	100%	100%
Health	8	2	10	8	2	100%	100%	100%
PIG	50	15	65	50	15	100%	100%	100%
Economics	33	0	33	33	0	100%	100%	-
Phys Ed	4	5	9	4	5	100%	100%	100%

The Original 3 R's ...



Reading



'Riting



'Rithmetic

CTE programs prepare students for college and careers:¹

The top 3 **SKILLS** and experiences that students report gaining in their CTE classes are:

1



SKILLS to help them get jobs in the future

2



REAL-WORLD EXAMPLES

to help them understand academic classes

3

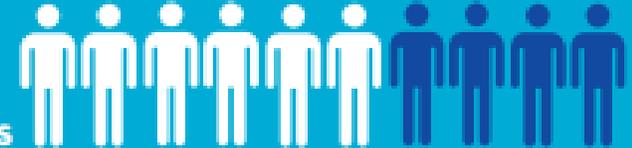


The chance to work as **PART OF A TEAM**



More than **88** percent of CTE students are planning to continue on to postsecondary education.

6 in 10 students



are planning to pursue a career related to the CTE area they are exploring in high school.



Almost **1/3** of CTE students have the opportunity to earn college credit and/or an industry certification through CTE.

¹Source: My College Options[®]/ACTE research study (2016). National sample includes 40,192 high school CTE students.

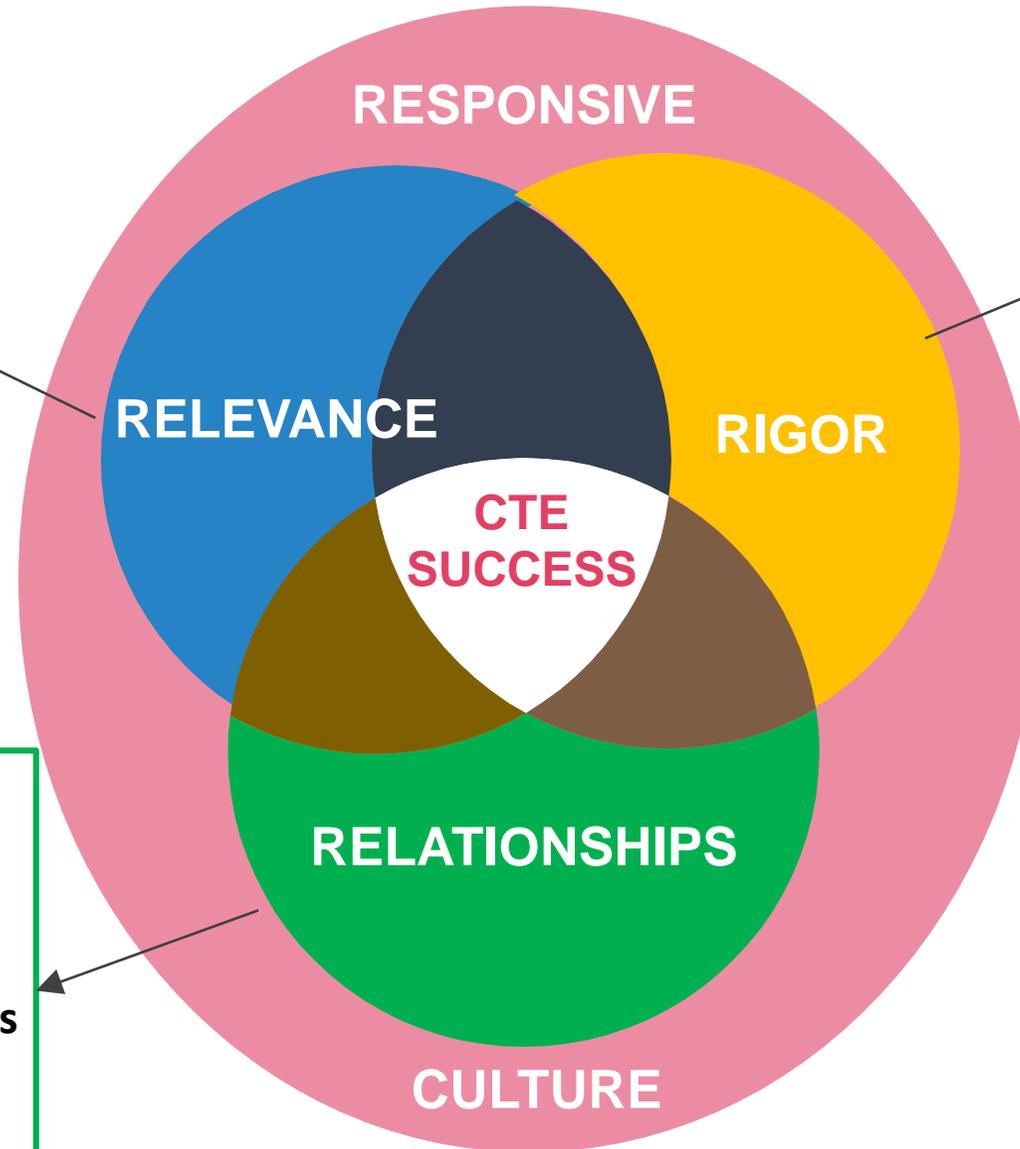
**The New 3 R's
Relationships, Relevance, Rigor!**

ACTE (2016)

The New 3 R's → Results

Relevance: “the power and ability of specific information to meet the needs of its user – strengthens learner motivation and allows learning to become more **engaging, empowering, connected, applicable to the real world, and socially significant**” (KSDE, 2010, p. 42)

Relationships: “a state of **interconnectedness - among people, curricula, programs, projects, and communities** – is critical in establishing connections that result in high performing learning environments” (KSDE, 2010, p. 40)



Rigor: “a relentless pursuit of that which **challenges and provides opportunity to demonstrate growth and learning** – is essential in addressing the needs of our rapidly expanding society and world” (KSDE, 2010, p. 44)

Responsive Culture: “one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stake holders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community” (KSDE, 2010, p. 48).

Relationships with Students

Yale University Professor of Child Psychiatry Dr. James Comer once said, “No significant learning occurs without a significant relationship.”



[Rita Pierson TED Talk: Every Kid Needs a Champion](#)



Relationships with Students

“Teaching and learning should bring joy. How powerful would our world be if we had kids who were not afraid to take risks, who were not afraid to think, and who had a champion? Every child deserves a champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.”

Rita Pierson

Champion

Treasurer

Social Worker

Teacher

Counselor



Special Educator

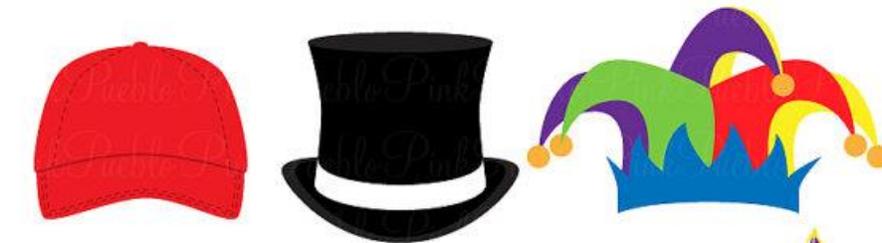
Entertainer



Nurse

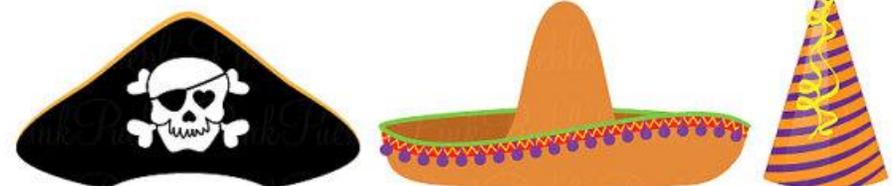
Parent

Chaperone



Evaluator

Friend



Disciplinarian

Role Model

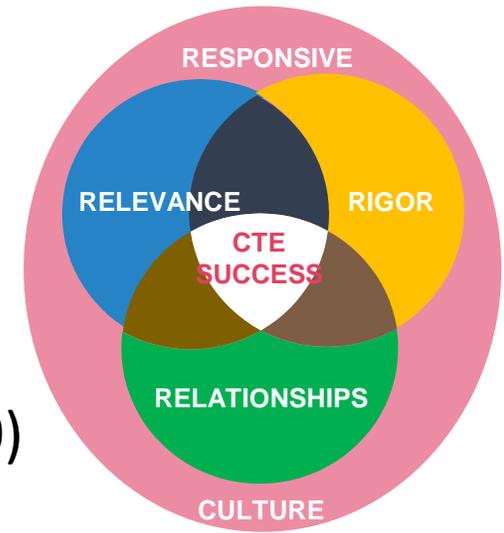
Advertiser

Coach

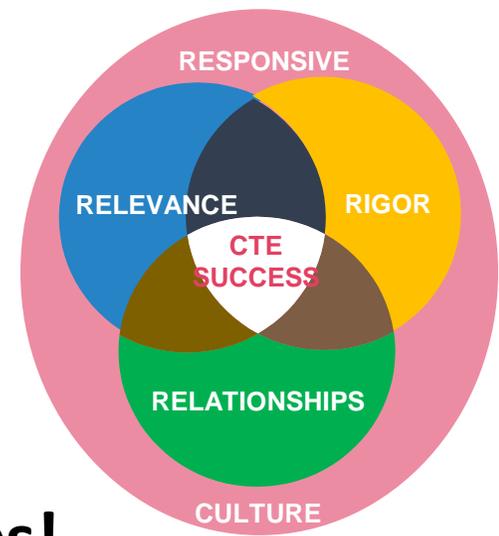
Restaurant Server

CTE Professional Development

- Instruction for All (2001)
- Curriculum Development and Maps (early 2000s)
- Rachel Billmeyer Literacy and Active Learning Strategies (2007-2010)
- Six Sigma (2009)
- Introduction to Atlas (2010)
- Tech Centers That Work! (2010-2012)
- Curriculum Mapping Review in Atlas (2011)
- CTE and The Common Core (2012)
- Differentiation in CTE and Atlas (2012)
- Rubicon Atlas and Curriculum Mapping (with our JMT BOCES, 2012)
- Instruction for All (2014/2015)
- EMCC Multi-Tiered System of Support (MTSS in development, 2017-2019)



Co-planning, Co-teaching, Co-assessing

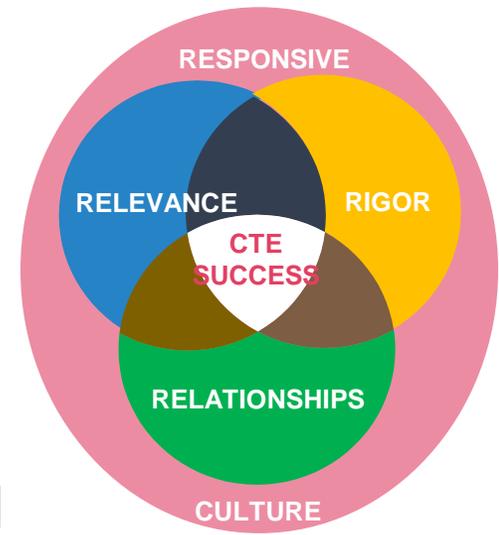


- ❑ **The POWER is in the “CO!”**
- ❑ **The “CO!” strengthens rigor, relevance and relationships!**
 - **Culinary Arts Restaurant Project - CTE, Math, ELA**
 - **Collision Repair Technology and Automated Manufacturing and Machining Six Sigma Project – CTE, Science, ELA**
 - **Collision Repair Technology Evidence-based Claims– CTE, ELA**
 - **Collision Repair Technology Persuasion Letter – CTE, ELA**
 - **Trade Electricity Final Exam and Exam Blueprint – CTE, Math**

Culinary Arts Restaurant Project

Objective

Each student is able to develop a menu concept, create and design his/her own menu that supports the concept, and cost out recipes based on his/her knowledge and understanding of the concepts learned in EMCC Advanced Culinary Class/ MCC FSA 107 Menu Planning class.



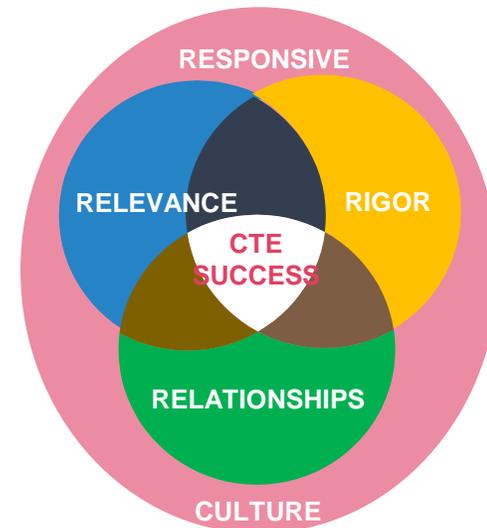
Deliverables

- ✓ Restaurant Concept Paper
- ✓ Recipes Costing Outs in Excel
- ✓ Menu in Publisher

Access for ALL

- ✓ “Excellent, Moderate, Needs Work” projects shared
- ✓ Model project posted in room
- ✓ SSC staff trained in Excel recipe costing out
- ✓ Differentiated recipe selection
- ✓ Get Ready, Do, Done (Get Done) strategy
- ✓ Viz Comm teacher video on designing in Publisher
- ✓ Teachers/ATs can support all pieces of the project

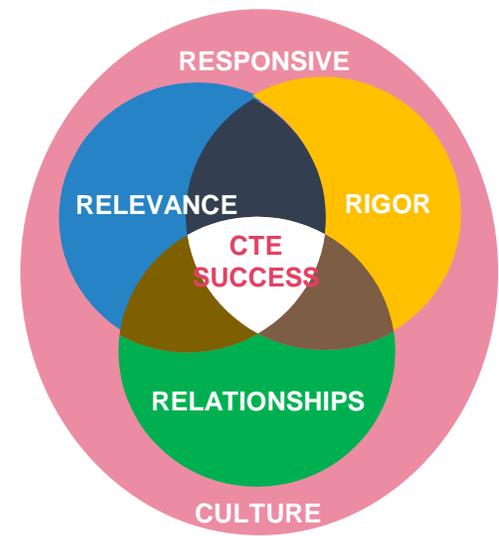
Culinary Arts Restaurant Project



Student Name: KEY						Recipe Name: Fall Gnocchi with Butternut Squash, Brown Butter, Pancetta, Olives & Sage								
# of Portions (below):	Recipe Quantity (EP)					Quantity (AP)			Cost				Total Cost	
4	Volume #	Volume unit	Weight #	Weight unit	Count	Yield %	AP	unit	Market (invoice)		AP Cost \$ per unit		Extension	
Ingredient	Qty info from recipe; units must match unit for cost per units or you need to convert					For produce (volume or weight): AP = EP divided by yield %			\$ price	pack #s	pack unit info	market \$ divided by pack-unit; may need to divide again to get correct units		Multiply qty by cost \$ per unit
butternut squash	2	c	0.68	lb		85.0%	0.80	lb	\$22.27	40 lbs		\$0.56	lbs	\$0.45
olive oil(EVOO)	1	T							\$22.30	1 gal		\$0.09	T	\$0.09
salt	TT								Q-factor		x			x
pepper	TT								Q-factor		x			x
potato gnocchi			1.00	lb					\$16.35	12 lbs		\$1.36	lbs	\$1.36
pancetta			4.00	oz					\$7.77	1 lbs		\$0.49	ozs	\$1.94
black olives(pitted)	3/4	c							\$41.10	6 #10 cans		\$0.52	c	\$0.39
butter	5	T	0.16	lb					\$125.05	36 lbs		\$3.47	lbs	\$0.54
sage leaves(pack)	1/3	c	0.40	oz		60.0%	0.67	oz	\$8.60	4 oz		\$2.15	oz	\$1.43
lemon					1				\$12.75	12 ct		\$1.06	ea	\$1.06
Add all total extension costs from above (use sum function)									Subtotal Recipe Cost				\$7.27	
"Q-Factor" - for complimentary & very small item amounts. Restaurants determine their own % based on their costs -we use 5% Q-factor = .05 x subtotal									Q-factor (5 % of total)				\$0.36	
Total Recipe Cost = Subtotal Recipe Cost + Q-factor									Total Recipe Cost				\$7.63	
Cost Per Portion = Total Recipe Cost ÷ # of portions (from above cell A3)									Cost per Portion				\$1.91	
Given value, set by the restaurant owners or management; restaurant uses the same food cost % for all recipe costing outs.									Food Cost %				30%	
Math Selling Price = Cost per Portion ÷ Food Cost %									Mathematical Selling Price				\$6.36	
Use your business sense (about your restaurant and competition) and math price to set the menu price.									Menu Selling Price				\$7.95	

Student Name: Key			Recipe Name: Fall Gnocchi							
Recipe Quantity										
Ingredient	Amount	Conversion	Calculations: Show Ratios				New Amount (#)	new unit		
from the recipe	from the recipe	from conversion chart or table # new units # recipe units	conversion amounts #, new unit	recipe amounts = x (calc new amount), unit	recipe amount, unit	recipe amount, unit	recipe amount, unit	recipe amount, unit	recipe amount, unit	Copy the new amount and new unit onto the costing out (yellow) sheet!
			#	unit	=	#	unit	#	unit	
squash	2 cups	1 lb	1	lb		x	lb	0.68	lb	
			2.935 c	2.94		2	c			
			#	unit	=	#	unit	#	unit	
butter	5T	1 lb	1	lb		x	lb	0.16	lb	
			2 c	32		5	T			
			#	unit	=	#	unit	#	unit	
sage	1/3 c	1.2 oz	1.2	oz		x	oz	0.40	oz	
			1 c	1		1/3	c			

Culinary Arts Restaurant Project



Silver Moonflower



Vegetarian and Vegan Restaurant

Located: 42 Snow St. Providence RI 02903

Phone: (401) 369-9094

Website: www.silvermoonflower.com

Silver Moonflower



Appetizer

Warm Corn, Black Bean, & Salsa Dip \$4.50

Cream cheese dip with corn, black beans, jalapeno, Greek yogurt, and cheddar cheese melted on top.

Crispy Fried Goat Cheese \$6.00

Small wheels of goat cheese coated in panko breadcrumbs and fried.

Baked Parmesan Zucchini Fries \$5.00

Zucchini Fries coated in a cracker parmesan crust with parsley and a dash of cayenne pepper.

Cucumber Bites \$4.00

Cucumber cups filled with a mixture of mayonnaise, cream cheese, and ranch with dill and garlic salt. For garnish a halved cherry tomato.

Creamy Garlic Mushrooms \$4.50

Mushrooms cooked in a creamy sauce made from cream cheese, butter, parmesan, garlic, and parsley.

Rosemary White Bean Dip \$6.00

White beans, garlic, rosemary, lemon juice, and olive oil processed until smooth.

Pot stickers \$5.00

V

Pot sticker wraps filled with onion, cabbage, mushrooms, garlic & ginger paste, and soy sauce.

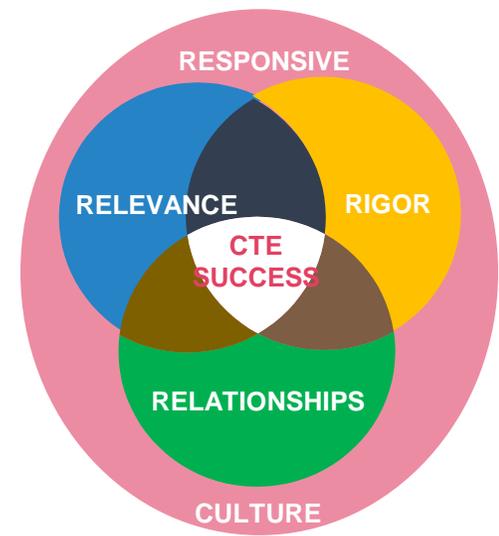
Pan Fried Dumplings \$5.00

Homemade spinach dough filled with bok choy, carrots, shiitake mushrooms, mung bean vermicelli noodles, ginger, and spring onion.

Vegan= V

Six Sigma Project

- Collision Repair Technology and Automated Manufacturing and Machining completed a Six Sigma Project integrating CTE, Science, ELA
- Multi-day project spanning three weeks
- Culminated in presentations to an Industry Representative



Access for ALL

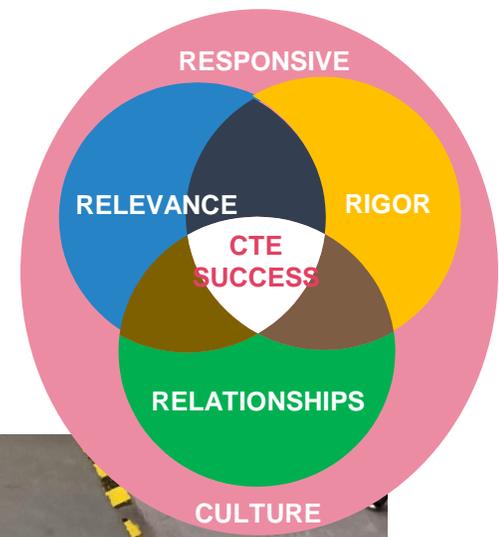
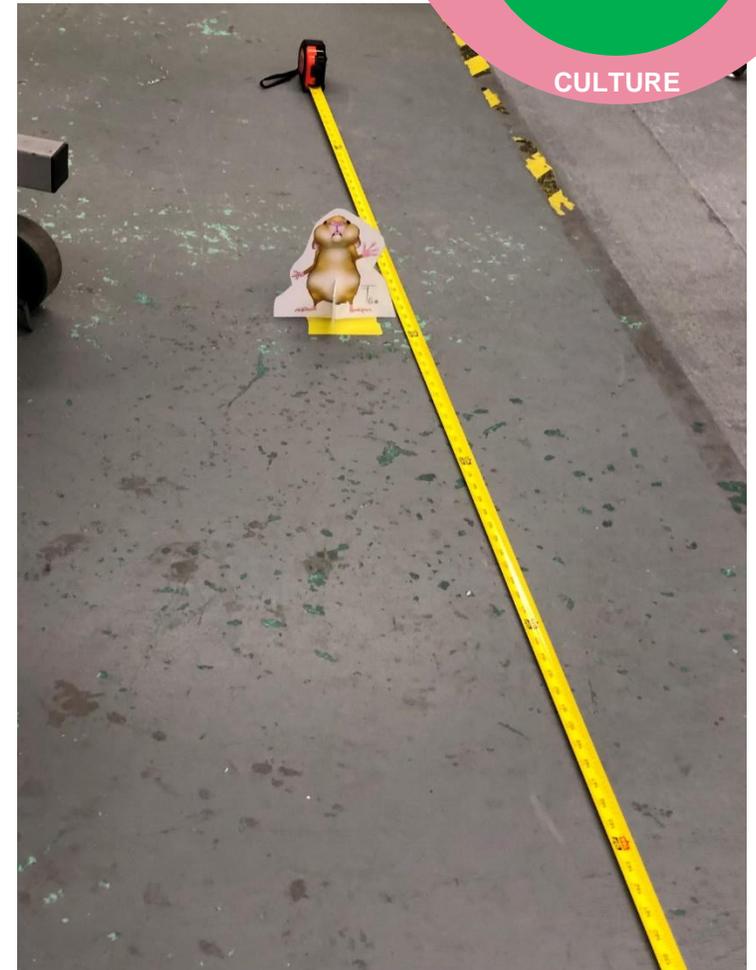
- ✓ Former projects shared
- ✓ Heterogeneous groups
- ✓ Teachers/ATs can support all pieces of the project
- ✓ Support of M1B alternative HS staff
- ✓ Involved Sp Ed Consultant



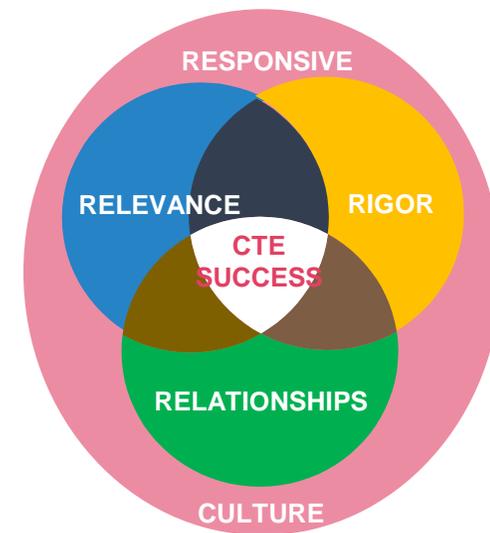
Six Sigma Project

Presentation Day & Date	Phase	Topic/Tool	Learning Targets and Tasks	Deliverables Due on listed date
Wednesday 1/2/19		Lean/Six Sigma Overview DMAIC Map	Students are introduced to Six Sigma project	5-2-1 Ticket Out the Door
Thursday 1/3/19	DEFINE	Identify Project	Students outline project and problem	Problem Statement Map including Smart Goal
Friday 1/4/19	MEASURE	Data Collection Process Mapping	Students map current process	Data Records(before) High Level Process Map
Monday 1/7/19	ANALYZE IMPROVE	C&E Fishbone Brainstorming Model/test improvements	Students identify some of the causes Students brainstorm ways to improve the process and develop solution, including what is in/not in their control. Students model/test collect data.	Fishbone Diagram Brainstorm(Control/No Control)
Tuesday 1/8/19	CONTROL	Standard Operating Procedure	Students write the new standard operating procedure	Data Records(after) Detailed Process Map Written SOP
Wednesday 1/9/19	CONTROL	Mistake Proofing (Poka-Yoke) Executive Summary	Students brainstorm different ways to eliminate potential mistakes in the process.	Poka-Yoke Matrix Team Name and Logo Executive Summary Paragraph
Wed. 1/16/19 & Thurs. 1/17/19	PREP	Presentation Preparation	Students prepare for project presentations.	All Presentation materials including speaker notes
Friday 1/18/19	PRESENT to Industry Representative	Presentations	Students deliver project presentations.	Presentation (1/18/19)

Six Sigma Project

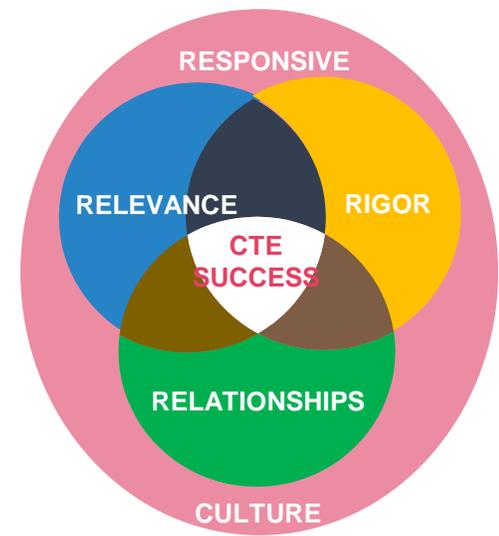


Six Sigma Project Presentation Day!



Six Sigma Project

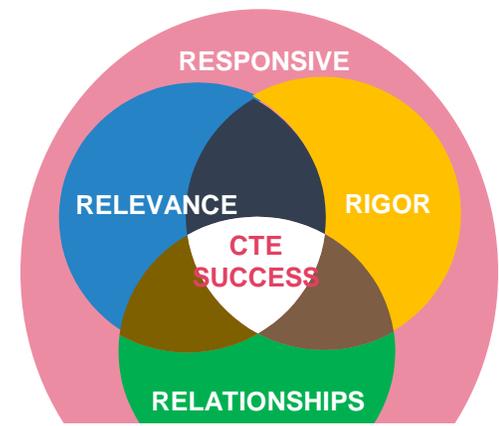
Focus: Understanding/Internalization of DMAIC Process, Application of Tools, Teamwork



White Belt 1	Yellow Belt 2, 3
<p>Presentation/Binder</p> <ul style="list-style-type: none"> • General description of problem • Knowledge of tool • Articulate/demonstrate the improvement– the Impact before and after - • Binder just has PowerPoint 	<p>Presentation/Binder</p> <ul style="list-style-type: none"> • Specific articulation of problem • Knowledge of tool • Tool use rationale and relation to DMAIC • Articulate/demonstrate the improvement – the Impact before and after - measurable using numbers, percentages, charts, how close did they get to their original smart goal and explain gap in performance if it exists • Demonstrate internalization/understanding of DMAIC process – be able to apply it to other settings • Binder just has PowerPoint and all supporting materials
<p>Team Member rubric evaluation - 1</p>	<p>Team Member rubric evaluation - 2 -3</p>



Trade Electricity Final and Blueprint



Advanced Trade Electricity Final 2019 Assessment Blueprint

Final Points

Performance: 400 Points
 Written: 200 Points
Total: 600 Points

Performance Assessment - Practical is Open Notes and Open Codebook!

Assessment Days/Dates: Monday June 10th –Thursday June 13th

Performance Skill Points

Stub 90	20
Box Offset	20
Offset	40
Saddle	50
Transformer	70
<u>Wiring Project</u>	<u>200</u>
Total	400

Written Assessment - Test is Open Notes and Open Codebook!

**Assessment Days/Dates: Wednesday April 10th & Thursday April 11th
 (before Spring Break!!)**

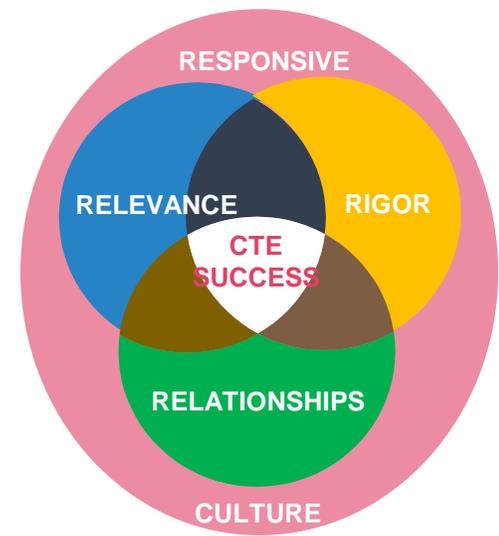
Section	Question #s	Question Point Value	Section Total Points	Topic in Section
Multiple Choice	1-4	2	8	General/mixed
Definitions	5 a-c	3	9	General/mixed
Item Identification	6 a-j	2	20	Equipment Photos
Short Answer	7-17	8 questions – 2 1 question - 3 1 question -4 1 questions – 5	28	Code Book Usage, Boxes and Fittings, Print reading, Bending, Conduit Installation, Derating, Total Resistance calculation
Long Answer	18-25	7 questions - 10 1 question - 15	85	Sizing conductors Delta/Wye Configurations Transformers: winding ratios, step up & down, voltage & amperage calculations Box fill calculations Lighting calculations
Supercharged Long Answer	26-27	1 question - 20 1 question - 30	50	Multi-step OCPD and conductor sizing calculations Multi-step Commercial Job estimation and calculations

Collision Repair Evidence Based Claims

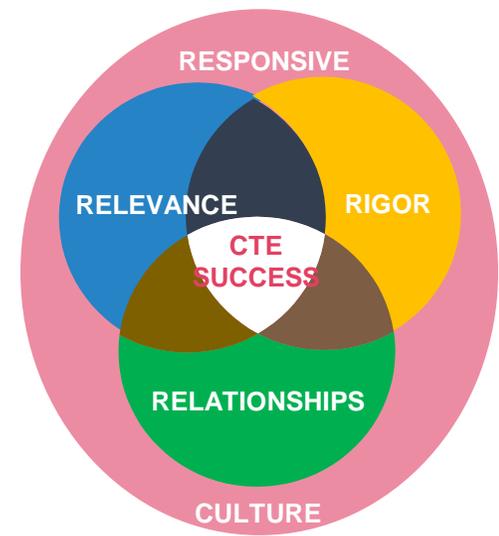
Performance Objectives

After completion of the lesson, students will be able to:

- Effectively engage in a range of collaborative discussions on the topic of base coat labor time reduction on a repaired panel.
- Conduct research to draw evidence, analyze the evidence and assemble it to prove or disprove a position to an insurance company regarding a published flat rate labor time.
- Cite several pieces of textual and internet based evidence to support or dispute whether base coat application labor time should be deducted on a repaired vehicle panel.



Collision Repair Evidence Based Claims



Researcher Name _____ Scribe/presenter Name _____

Estimating Controversy - If the flat rate refinish time to paint for a new fender is 2 hours, should we charge less or accept less than the 2 hours from an insurance company for a spot in panel repair? Why or why not?

Watch video:

<http://www.autobodycalifornia.com/repair-basecoat-reduction-controversy.html>

Claim: There are 16 or more tasks or operations that need to be completed to spot in the repaired panel. These added operations equal a minimum of an hour of extra work for the refinish technician.

Research (Google: estimating base coat reduction)

Directions: Work in pairs. One person is the researcher the other the scribe and presenter. Use your text, procedure pages, technical reference information and/or a blog or an article to support the claim. Create a list or chart documenting your research to support or dispute this claim. Present your finding to the class.

Provided resources

<http://www.collisionhub.com/forum/topics/base-coat-reduction-5-partial>
<http://www.ciclink.com/EstCom112801/2006-11-EstC.pdf>

Supporting Evidence-source 1	Supporting Evidence-source 2	Supporting Evidence – source 3
Reference	Reference	Reference

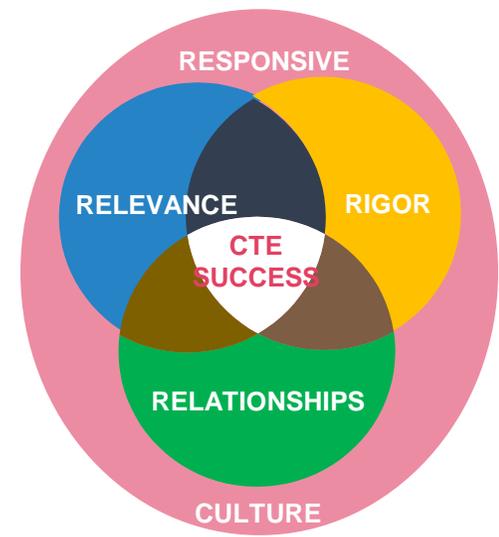
Cite References: What do references need to include? Use Purdue OWL, APA style citation..

Collision Repair Persuasion Letter

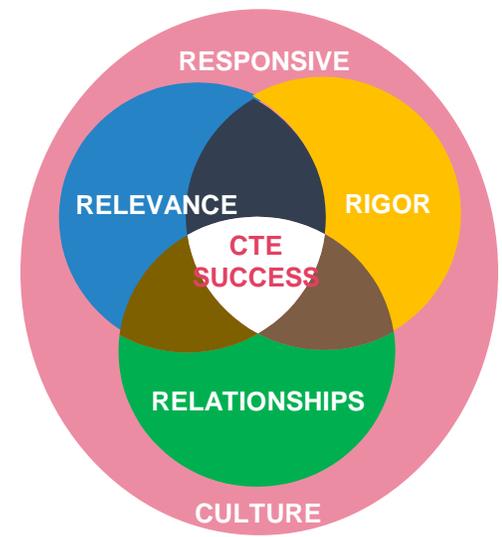
I can build a rapport and trust with a potential customer.

I can use my listening skills and apply what I hear to meet the customer's needs.

I can convince the patron to become a customer and to have their vehicle repaired in my collision repair facility.



Collision Repair Persuasion Letter



Ethos, Pathos, Logos

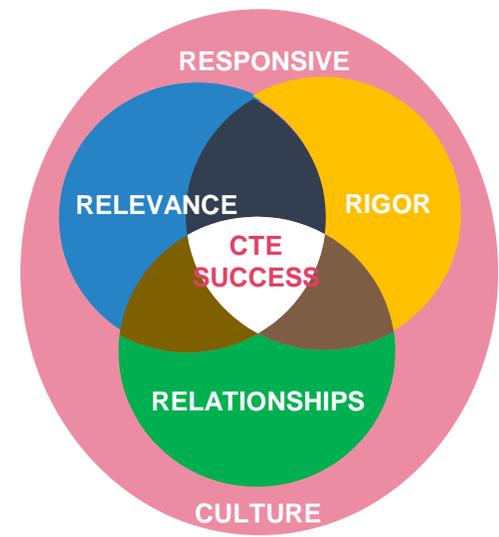
Rhetorical Strategies

Collision Repair Persuasion Letter

Ethos (appeal to ethics or authority)

Pathos (appeal to emotion)

Logos (appeal to reason)

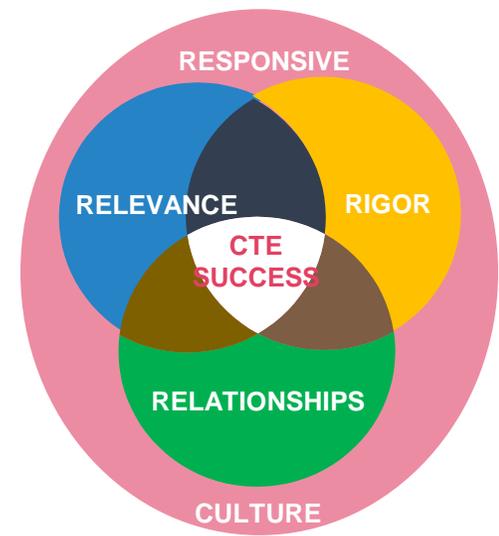


Collision Repair Persuasion Letter

I can listen, contemplate and analyze what will be important to the customer.

I can define a position to persuade a specific audience to change an opinion or take a particular action using logical arguments.

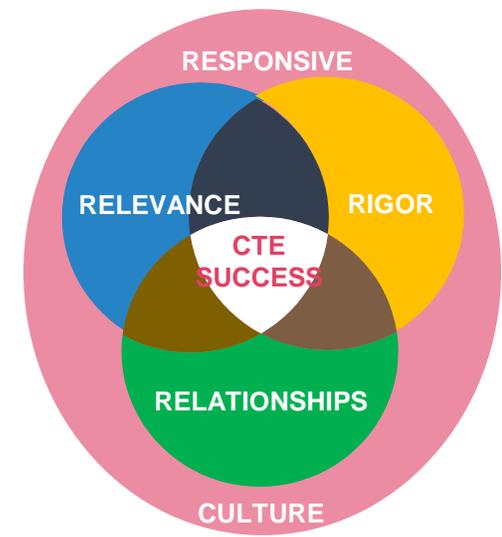
I can persuade a customer in writing to have repairs done in my shop.



Collision Repair Persuasion Letter

Your Role: An estimator for a small collision repair shop.

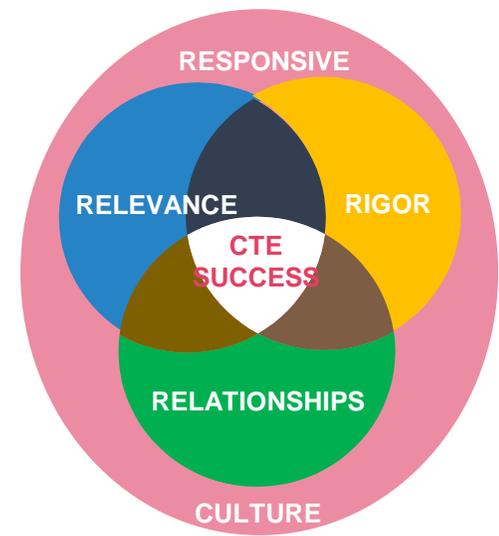
Your Audience: Biff Beamer, a elite BMW driver, who has a large scrape going along the left side of his car. It will require painting. Biff is a very fussy person. He insists that the shop does not use soap on his car because it dissolves the wax that he religiously applies to his prize possession, the 2016 BMW Z4 Roadster. This man is very particular about his car that he spent \$66,000 on. Mr. Beamer is also a member and Treasurer of the very elite, Genesee Valley BMW Club. He is worried that others will be able to tell that the car was repaired.



Collision Repair Persuasion Letter

The Goal: Use what you learned about Rhetorical Styles to write a persuasive letter that will lock in the business of the customer. Book an appointment to repair the car.

Before Writing-Take some time to think about which Rhetorical style that would most likely appeal to Mr. Beamer. With a partner, re-read the task above and then brainstorm some answers to the questions below. Consider if you will incorporate all three rhetorical styles into the letter or just one.

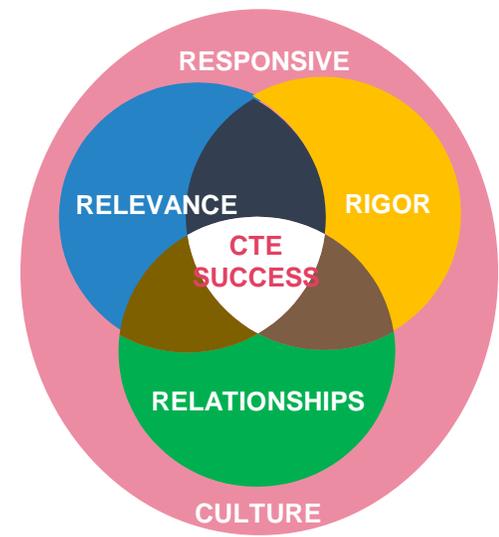


Collision Repair Persuasion Letter

Also consider:

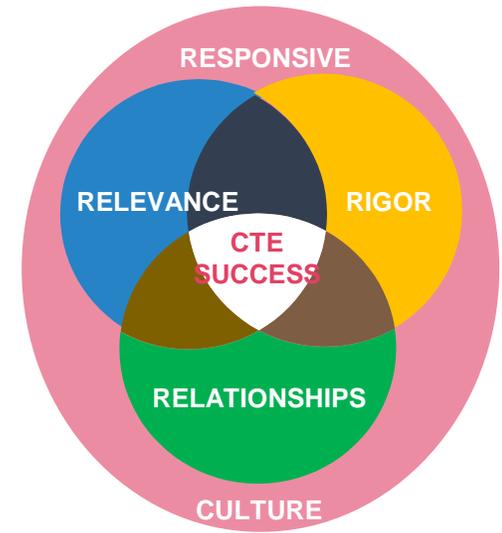
- What types of concerns might Mr. Beamer have?
- What if Mr. Beamer can find the service done somewhere else cheaper?
- What characteristics would help you get Mr. Beamer or any other client to do business with your shop?
- What makes your company the best place for Mr. Beamer to spend his money?

Take some time to find **Strong verbs related to the words persuade and trust**. Use a thesaurus to discover similar words to use in your writing.



Curriculum in Rubicon Atlas

- First program in our district to use Atlas (2010)
- Co-develop and co-write integrated academics
- Continuously developing new connected content
- All integrated academics are embedded in the CTE curriculum maps with the exception of English 12
- Math is highlighted in blue, science in green, to facilitate the re-approval process



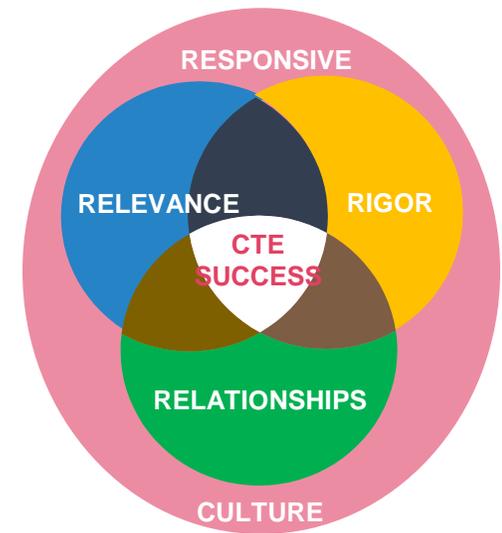
Let's Look!

<https://authenticate.rubicon.com/#/login>

<https://monroe1boces.rubiconatlas.org/Atlas/Portal/View/Default>

Supporting ALL Students

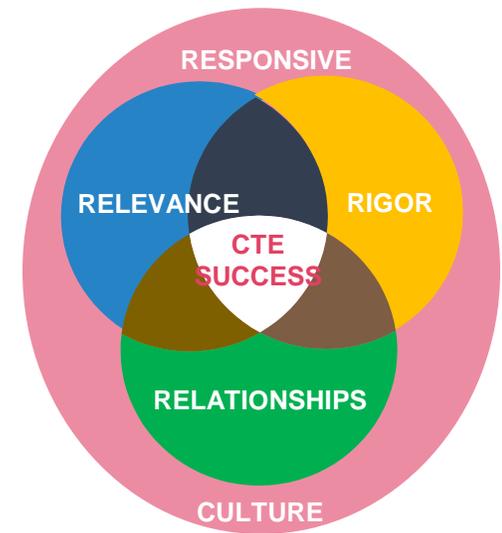
Services provided by the Special Education Consultants, Student Support Center (SSC), Counselors, and Academic Consultants



- Maintain and implement IEP's /504s/BIPs
- Testing accommodations
- 1:1 support for struggling students
- Study groups
- Liaison with home districts
- Liaison with parents
- Counsel/mediate
- Assist /push-in to every program
- Integrated Academics support
- Record keeping of students that are helped
- Attend Parent-Teacher meetings
- Update Case Notes
- Create Kahoot, flashcards, other study and review materials
- NOCTI/Precision/Final Exams
- Follow up with students that failed 5wk/10wk
- Model/teach study strategies
- Snap-n-Read/ Co-writer
- Support classrooms with differentiation and other active learning strategies
- Substitute when needed

Support Center (SSC)

- ❑ Established 2015 (with 2 teachers)
- ❑ Supports ALL students and ALL programs
- ❑ Current Staff
 - 1 – teacher
 - 1.5 – associate teachers
 - 3 – building subs



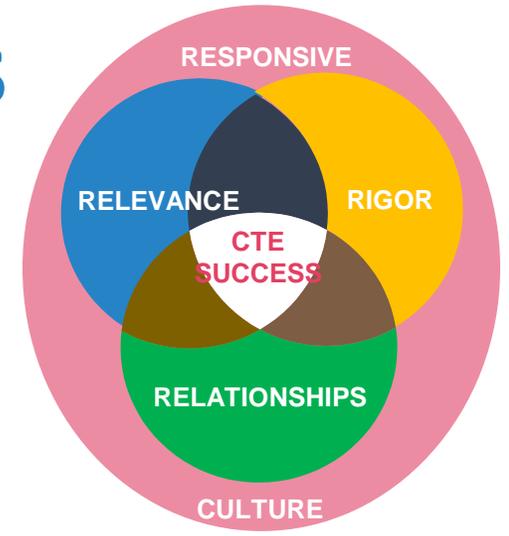
Supporting ALL Students



National Technical
Honor Society



SkillsUSA®



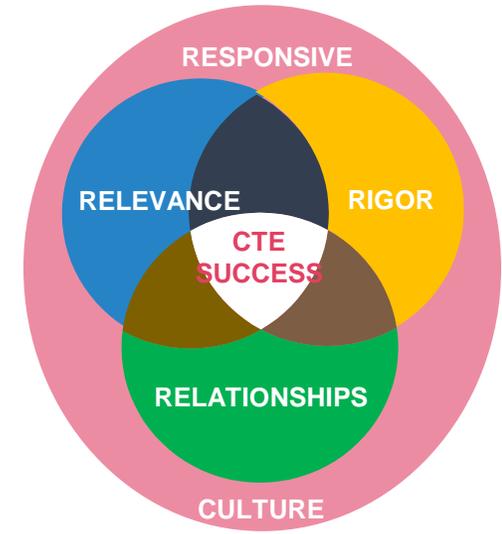
Peer Leaders



Active Learning Strategies

**Spotlight on
Active Learning
Strategies**

**Enhance student success...
use strategies
Before
During and
After Learning!**



- Many different instruction and strategy models and PDs
 - Whittle It Down
 - Get Ready, Do, Done (Get Done)
 - Breakout EDU

Whittle It Down



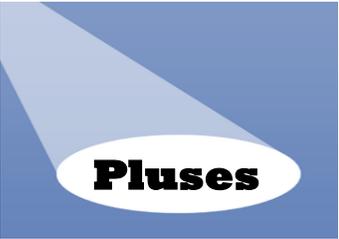
Purpose

The *Whittle It Down* strategy is designed to scaffold summarization by having students work independently, then collaboratively in a small group, and finally as a whole class to “whittle down” a list of words/topics.



Process

1. Share learning targets.
2. Share the lesson/ resources.
3. Provide three minutes for students to work independently to generate their list of five.
4. Small groups share their top five, then whittle down their list to top three.
5. Each group shares final three words/topics to the whole class and teacher records.
6. Individual students will select a minimum of three words from the class list to write a summary.



Pluses

Whittle It Down can be used before, during or after learning to facilitate comprehension and summarization.

Bloodborne Pathogens: Automated Manufacturing and Machining

My 5 most important words/topics:

1. Clean
2. PPE
3. Wet is bad
4. Hygiene
5. PACT

My group's top 3 words/topics:

1. PACT
2. PPE
3. Keep it clean.

Whole Class Words/Topics:

PACT
BBP
Universal precautions
exposure
hand hygiene
keep it clean
Safety

workplace controls
First aid
wet is bad
Hep-B

My summary:

It is important to use Universal Precautions when an accident occurs in the workplace. BBP can be very dangerous so you need to make sure you aren't exposed to it. Anything wet from the body can have BBP so you should always use PPE when dealing with it. When handling BBP, remember PACT: Protect yourself, Act immediately, Clean the area and Tell your supervisor.

Bloodborne Pathogens: Automated Manufacturing and Machining

My 5 most important words/topics:

1. PPE - Personal Protection equip
2. How BBP can be transmitted
3. Hand hygiene
4. How to respond if exposure occurs
5. Avoiding exposure to BBP

My group's top 3 words/topics:

1. Hand Hygiene
2. PPE
3. Avoiding exposure to BBPs

Whole Class Words/Topics:

PACT
BBP
Universal precautions
Hand Hygiene
PPE
Avoiding exposure
keep it clean
My summary:

Safety
Work practice controls
Wet is bad
First aid response
Response after exposure
Hepatitis B

BBP - Blood Borne Pathogens - are dangerous in the workplace. Some common ones, like HIV, can't survive outside the body for more than a few weeks, while some like Hepatitis B can survive for up to 2 weeks. It is important to know how to protect yourself with Personal Protection equipment (PPE), as well as know how to prevent exposure to BBPs. If exposure occurs, you should be educated on how to respond to an event like that to keep yourself healthy.

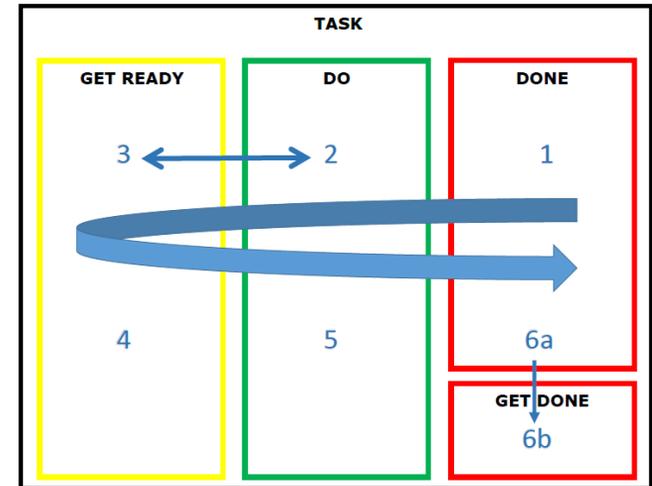
Get Ready, Do, Done (Get Done)

Purpose

Get Ready, Do, Done is an executive functioning strategy designed to facilitate students' organization and completion of work. It is a planning process based on visual imagery of the final product, then "planning backwards" to "move forward" to complete the task.

Process

- 1) Walk the students through the planning steps:
 1. Done – what will it look like?
Get Done – what do I need to do to really be done?
 2. Do – what do I need to do?
 3. Get Ready – what materials will I need?
- 2) Walk the students through completing the task using the template.
 4. Get ready – gather materials
 5. Do – complete tasks, may include checkpoints
 6. Done – finish, review and compare to what it should look like
Get Done – submit work as specified by the teacher



Pluses

Get Ready, Do, Done can be used during and after learning to facilitate independent organization and completion of tasks.

How do I ...

GET READY

- Computer
- Recipe
- Equivalent Sheet (green)
- Small Conversion Chart (blue)
- Large Conversion Chart (blue)
- Sysco Price Packet (yellow)
 - #10 can = 13.113 cups
 - 104.9 fl oz
- Yield % Sheet (white)
- Old costing outs (paper + Excel)
- sheet on getting to share drive

What I need to ...

DO

Open Costing Out Template 2018
 ↳ workgroups/daily classes/ Culinary - Levy
 ↳ Lab 2 students
 Save As in your drive ① Template
 ↳ recipe name + your name ② specific recipe

In Excel!

- ① "No brainers" - name, recipe, ingredients, # of portions
- ② ingredient amounts - volume, wt, ct?
- ③ Prices (yellow) \$ / pack size
- ④ Decide - which ingredients need ratios?
 Look ingred qty + prices → cups to weight?
 count to weight?
 mismatch unit types?

⑤ Do ratios - bluesheet + ratio tab

⑥ Ap costs/unit (:))

Divide more than 1x for some match ingredient units (green sheet) pack size = 6 * .5

⑦ Yields (white/large blue)
 ↳ vegetables/fruits that need to be trimmed; by cup

⑧ Extension Cost (x) - use correct cells

⑨ Finish bottom = sum ()
 'set reasonable menu price'

What will it look like when I'm ...

DONE

How do I ...

GET DONE

- ① SAVE
- ② Email to Mrs. Harris
- ③ Do corrections and re-email if asked to

Recipe Costing Out in Excel

How do I ... GET READY

- Turn on computer/sign in
- Go to Office/Teams/Notebook
- Costing out excel template
- Open excel template
- Save as: lastname.recipe name
- Yield percentage sheet (white)
- Yellow price packet
- Green equivalent sheet
- Blue weights & measure
- Blue book of yields
- Recipes to cost out
- Completed costing outs in excel (optional)

What I need to ... DO

1. Recipe name, your name, # portions
2. Ingredient names
3. Ingredient amounts in correct area/column
4. Look up prices/yellow sheets (market invoice)
5. Compare *market invoice unit type* to *recipe quantity unit type* to see if they match. No match= Do ratio
6. Cost per unit/smaller unit needed?
7. Yield needed? Produce by volume/cup or weight
8. Total extension cost/final column (use correct quantity; check ratios and yields for quantity)
9. SAVE
10. Go to bottom: subtotal using sum function type =sum(highlight cells), 5% total, total recipe cost, cost per portion, Food cost =30%, selling price, menu price

What will it look like when I'm ... DONE

Ingredient	Amount	Unit	Price	Cost	Yield	Portions	Cost per Portion
Butter	1/2	cup	2.00	1.00	1	1	1.00
Flour	1	cup	0.50	0.50	1	1	0.50
Eggs	2	eggs	0.50	1.00	1	1	1.00
Sugar	1/2	cup	1.00	0.50	1	1	0.50
Vanilla	1	teaspoon	0.50	0.50	1	1	0.50
Milk	1	cup	0.50	0.50	1	1	0.50
Yogurt	1	cup	1.00	1.00	1	1	1.00
Whipped Cream	1	cup	1.00	1.00	1	1	1.00
Chocolate Chips	1	cup	1.00	1.00	1	1	1.00
Walnuts	1	cup	1.00	1.00	1	1	1.00
Almonds	1	cup	1.00	1.00	1	1	1.00
Coconut	1	cup	1.00	1.00	1	1	1.00
Macadamia Nuts	1	cup	1.00	1.00	1	1	1.00
Pistachios	1	cup	1.00	1.00	1	1	1.00
Cashews	1	cup	1.00	1.00	1	1	1.00
Walnuts	1	cup	1.00	1.00	1	1	1.00
Almonds	1	cup	1.00	1.00	1	1	1.00
Macadamia Nuts	1	cup	1.00	1.00	1	1	1.00
Pistachios	1	cup	1.00	1.00	1	1	1.00
Cashews	1	cup	1.00	1.00	1	1	1.00
Walnuts	1	cup	1.00	1.00	1	1	1.00
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Cashews	1	cup	1.00	1.00	1	1	1.00
Walnuts	1	cup	1.00	1.00	1	1	1.00
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Cashews	1	cup	1.00	1.00	1	1	1.00
Walnuts	1	cup	1.00	1.00	1	1	1.00

Visual Communications Example

(how do I...)

GET READY

Camera/ Camera Bag
Battery Charged
SD card
Light Stand
Tripod
Continuous tone light
Extension cord
Diffuser
Model
Assistant

(what do I need to...)

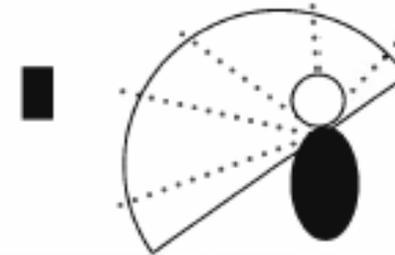
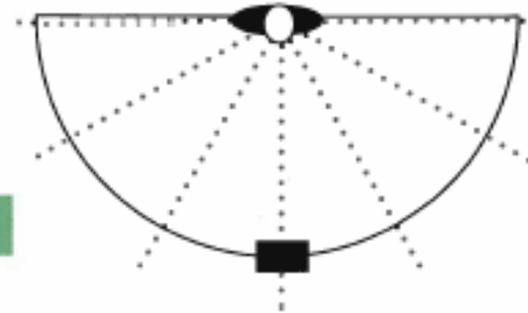
DO

SET YOUR CAMERA ON ISO OF 400-800

SET YOUR MODEL UP AT THE CENTER OF THE 180° ARC. Position the model's face so that you have **catch lights**

Maintain **key light** height position once you have found light position you like. Move light through 1-7 positions on the arc and 8-11 more from front to back as shown in egg video.

SKILL BUILDER LIGHTING 1.1 180° Degree Light



(what will I have when I'm...)

DONE

Follow Studio Clean up guide posters and ensure all lights are unplugged and wrapped. Tripods are away and INCLUDE QR PLATE.

UPLOAD, Batch Rename, make a contact sheet of your experiment

(how do I...)

FINISH

Complete light analysis sheet with the photos you took.

Try other variations with diffusion and lenses if you have time.

Copy your light skill builder 1.1 photos to the shared server for evaluation
FOLDER: Lighting 1.1

Breakout EDU Welcome



It's time for something different!

WHAT IS BREAKOUT EDU?

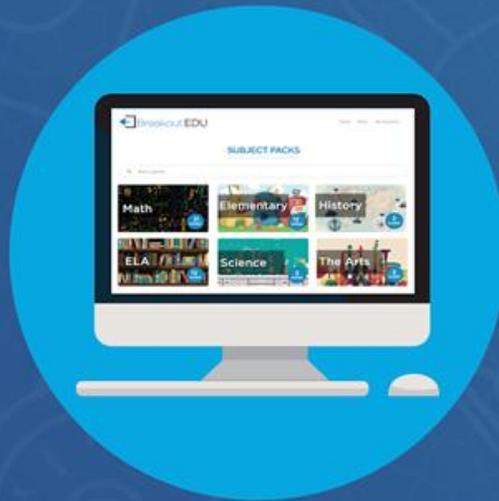
Breakout EDU is the immersive learning games platform that empowers educators to facilitate content-aligned games in their classrooms. Games cultivate critical thinking, teamwork, and complex problem solving.

Focus on
Physical



Physical Games

Physical games are great for team building activities or to introduce a new unit of study.



Digital Games

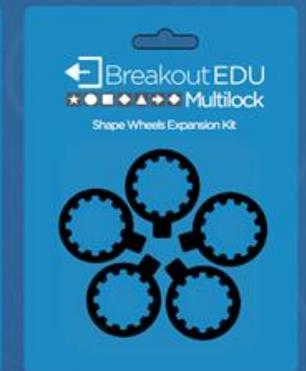
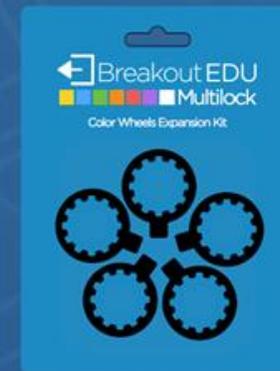
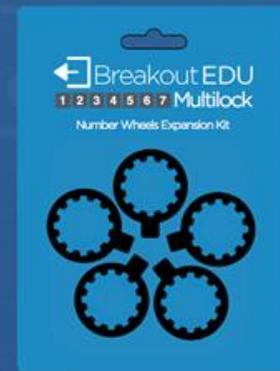
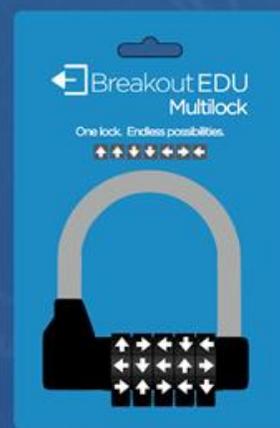
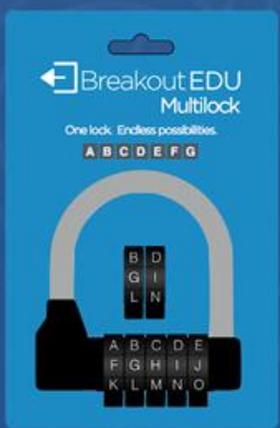
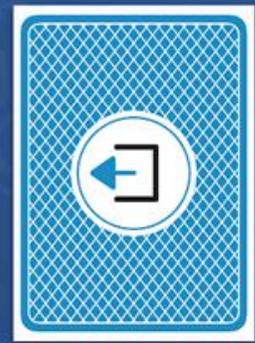
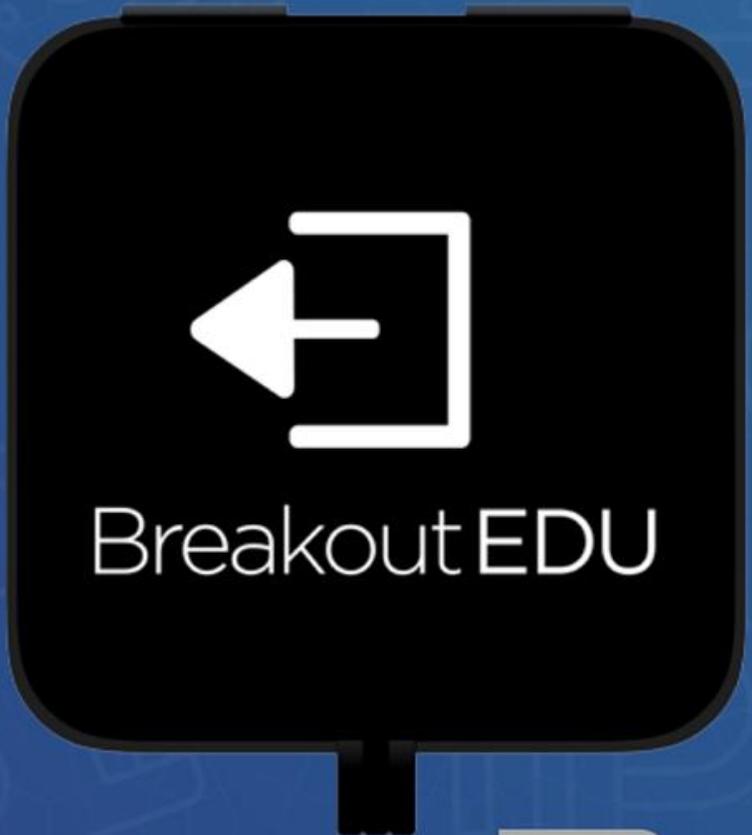
Digital games are great for quick classroom activities to review content or a fun way to conclude a lesson.



Digital Game Builder

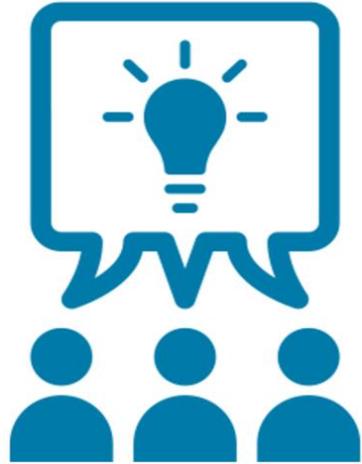
Students and teachers can build their own content-aligned games for classroom sharing.

WHAT COMES IN THE Breakout EDU KIT



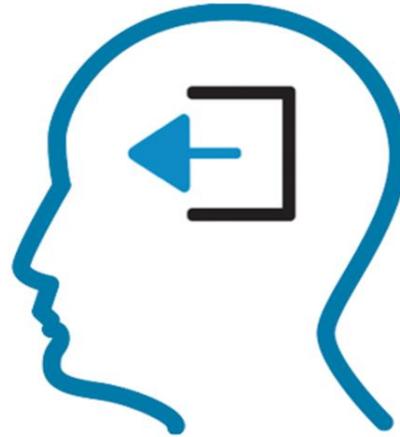
THE POWER OF BREAKOUT EDU

ACTIVE LEARNING



Breakout EDU games transfer the ownership of learning from the instructor to the students, making it easy to observe how learners approach problem solving and apply their knowledge.

THE FOUR Cs



In addition to the content knowledge needed to succeed in a specific game, all Breakout EDU games require **critical thinking, collaboration, creativity, and communication.**

CULTIVATING GRIT



A Breakout EDU game provides the learners with many opportunities to fail forward. Every unsuccessful attempt to solve a puzzle or open a lock forces the players to try again.

Construction Trades Breakout



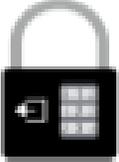
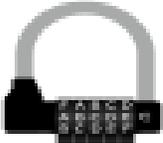
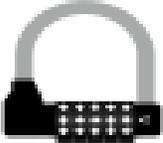
Scenario:

Mr. Glessner put candy in the Black Box for safekeeping during the school day and has misplaced the key for the box! He will share if you just help him find the key. You have 45 minutes to solve the clues, unlock the Key Box, and rescue your reward 😊!

CTS Rafter Vocabulary Review Breakout Plan

Set-up:

- ✓ Team Tables in, Parking Lot Box: Clue #1, Team Materials Envelope , *Big Black Lock Box*
- ✓ Team Materials Envelope for Team Table: 2 Hint Cards, red viewer card, black light, Picture Maps (3), Team Reflection Sheet/Materials Check (1)
- ✓ *Small Black Lock Boxes*: candy, 2 Reflection Cards. Note – black boxes are labeled by kit# 1,2,3,4- be sure to give team the box with lock# to match their key# . Have extra bags of candy with the most candy in #1, next most #2, etc. and hand after teams complete *Reflection Share Out and Materials Check*.
- ✓ Follow table to complete set-up.

CLUE/ Location	Challenge Puzzle Task	Type of Lock	Lock attached to	Unlock Code/ What's inside
#1-includes rafter diagrams(5) and "Dial It In" phone decoder (3) Team Table	Letter to Number Phone Cipher (Vocab # 3,6,15)	3-Digit 	<i>Big Black Lock Box</i> 	626 Clue #2 and all team materials
#2 in <i>Big Black Box</i> on Team Table	Crossword (Vocab # 9,10,11,14, 16,18)	5- ABC (letters) 	<i>Wood Cabinet</i>	BRACK Clue #3
#3 in <i>Rolling Wood Cabinet</i> by Swilley's wall	Picture Map (Vocab # 1,7,8,13,17)	5-Directional 	<i>Toolbox</i>	Right, down, right, down, left Clue #4
#4 in <i>Toolbox</i> on table outside CTS class room	Word Jumble (Vocab # 2,4,5,12)	4-Digit 	<i>Student Locker</i>	2245 Clue #5 with Key for Small Black Box
#5 in <i>Student Locker</i>	Secret Code Red Message Card	Key 	<i>Small Black Lock Box w/ Mr. Stanley</i> 	Candy 2 Reflection Cards

Construction Trades Breakout

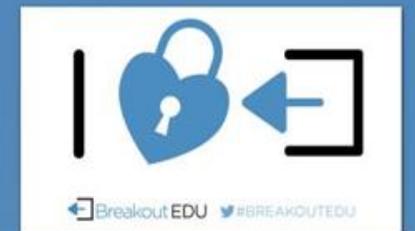
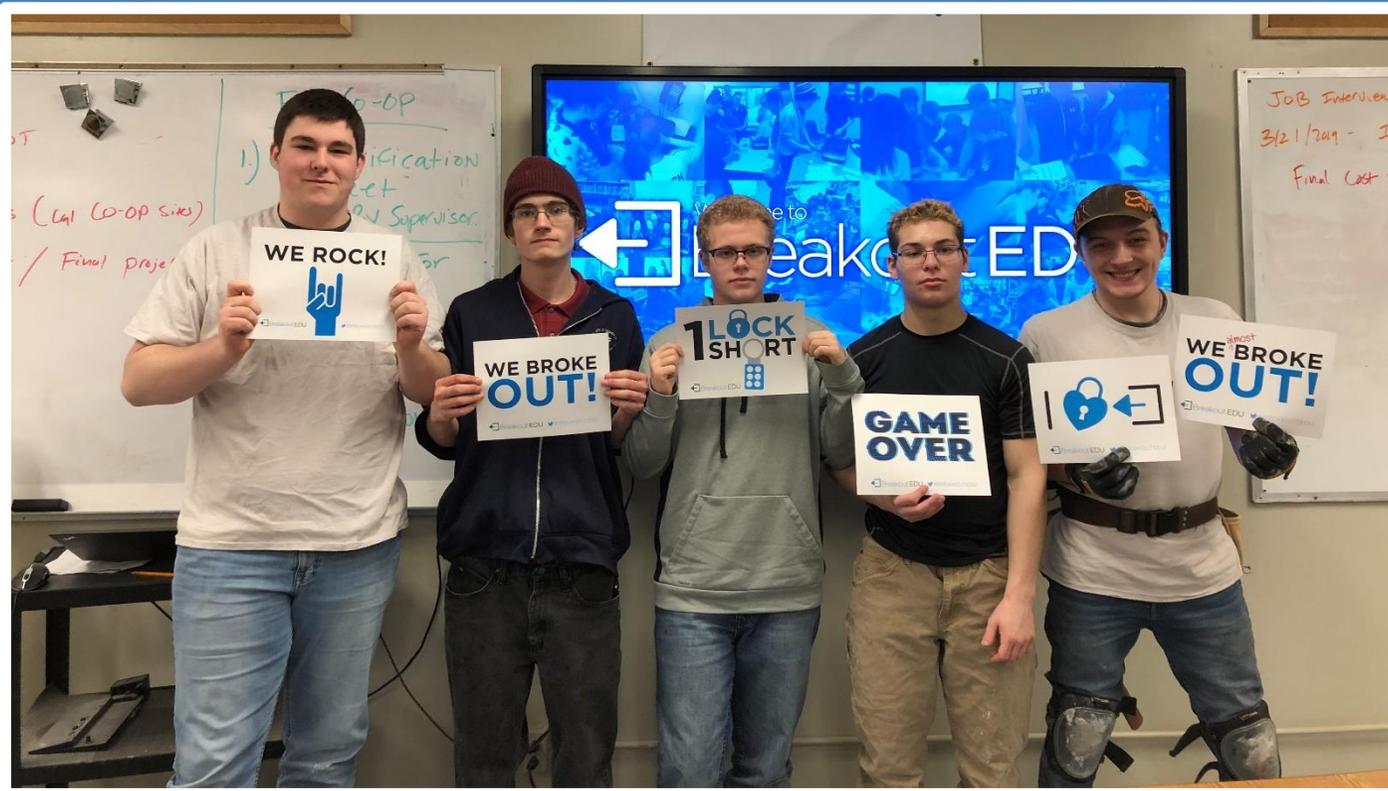


Construction Trades Breakout



End of Game Photo

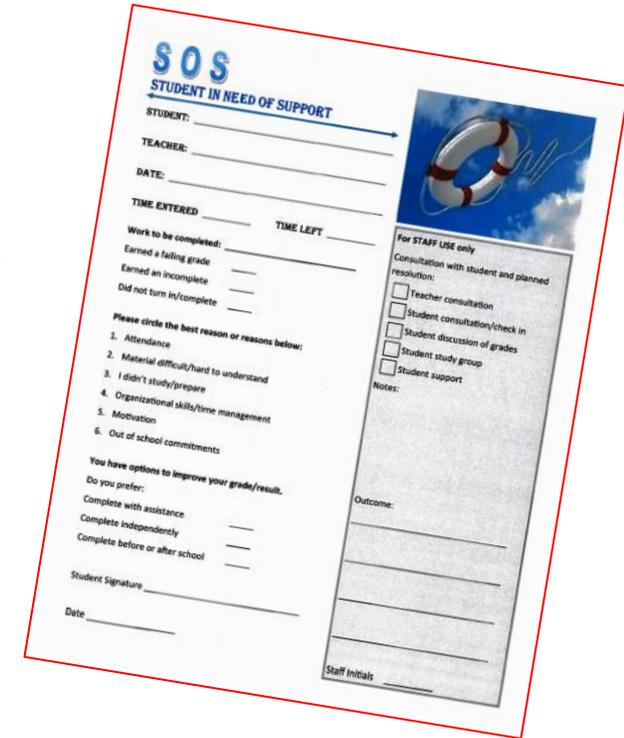
Win or lose, it's always great to celebrate the learning experience of a Breakout EDU game with a team photo!



ANY QUESTIONS?

Artifacts

- ❖ ELA, Culinary Arts, Trade Electricity, Auto and Automated Manufacturing and Machining curricula
- ❖ Breakout EDU kit with Construction Trades Facilitation Guide and Student Materials
- ❖ Before-During- After Learning Strategies
- ❖ Culinary Project Book
- ❖ Six Sigma Binders
- ❖ SOS Student Tracking Sheet
- ❖ Trade Electricity NEC Code Chart, Final Blueprint, and Written Final Exam



The image shows a 'SOS Student Tracking Sheet' form. At the top, it says 'SOS STUDENT IN NEED OF SUPPORT'. Below this are fields for 'STUDENT:', 'TEACHER:', and 'DATE:'. There are also fields for 'TIME ENTERED' and 'TIME LEFT'. A section titled 'Work to be completed:' lists three options: 'Earned a failing grade', 'Earned an incomplete', and 'Did not turn in/complete'. Below this is a section 'Please circle the best reason or reasons below:' with a list of six reasons: 1. Attendance, 2. Material difficult/hard to understand, 3. I didn't study/prepare, 4. Organizational skills/time management, 5. Motivation, and 6. Out of school commitments. There is a section 'You have options to improve your grade/result.' with three options: 'Complete with assistance', 'Complete independently', and 'Complete before or after school'. At the bottom, there are fields for 'Student Signature', 'Date', and 'Staff Initials'. On the right side, there is a section 'For STAFF USE only' with a checkbox for 'Consultation with student and planned resolution:' and three sub-options: 'Teacher consultation', 'Student consultation/check in', and 'Student study group'. There is also a 'Notes:' section and an 'Outcome:' section. The form is framed with a red border and has a small image of a life preserver in the top right corner.