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!

ACTE (2016)
Shared-Time Technology Center
Eastside of Monroe County
Serving 10 districts
16 CTE Programs
~580 students
~54 staff
Integrated Academic Offerings

English 12 (15)
Technical Science (8)
Technical Math (3)
Physical Education (1)
Participation in Government (2)
Health (3)
Economics (1)
Integrated Academic Course Enrollment 2017-2018

Total EMCC Enrollment: 557

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Gen Ed</th>
<th>SWD</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>157</td>
<td>72</td>
</tr>
<tr>
<td>Technical Science</td>
<td>99</td>
<td>54</td>
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<tr>
<td>Technical Math</td>
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<td>11</td>
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<tr>
<td>Health</td>
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<td>2</td>
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<tr>
<td>PIG</td>
<td>46</td>
<td>6</td>
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<tr>
<td>Economics</td>
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<tr>
<td>Phys Ed</td>
<td>7</td>
<td>5</td>
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</table>
## Academic Integration → Results

### 2017-2018

**Total EMCC Enrollment:** 557

<table>
<thead>
<tr>
<th>IA Course</th>
<th>GEN ED</th>
<th>SWD</th>
<th>TOTAL</th>
<th># GEN ED PASS</th>
<th># SWD PASS</th>
<th>TOTAL PASS RATE</th>
<th>GEN ED PASS RATE</th>
<th>SWD PASS RATE</th>
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<tbody>
<tr>
<td>English 12</td>
<td>157</td>
<td>72</td>
<td>229</td>
<td>156</td>
<td>71</td>
<td>99%</td>
<td>99%</td>
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<tr>
<td>Technical Science</td>
<td>99</td>
<td>54</td>
<td>153</td>
<td>99</td>
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<td>100%</td>
<td>100%</td>
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<tr>
<td>Technical Math</td>
<td>14</td>
<td>11</td>
<td>25</td>
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<td>96%</td>
<td>93%</td>
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<td>8</td>
<td>2</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>PIG</td>
<td>46</td>
<td>6</td>
<td>52</td>
<td>46</td>
<td>6</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Economics</td>
<td>32</td>
<td>0</td>
<td>32</td>
<td>32</td>
<td>0</td>
<td>100%</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>Phys Ed</td>
<td>7</td>
<td>5</td>
<td>12</td>
<td>7</td>
<td>5</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Integrated Academic Course Enrollment 2016-17
Total EMCC Enrollment: 619

- English: 165 (12 Gen Ed, 94 SWD)
- Technical Science: 113 (56 Gen Ed, 56 SWD)
- Technical Math: 15 (13 Gen Ed, 2 SWD)
- Health: 2 (2 Gen Ed, 0 SWD)
- PIG: 50 (50 Gen Ed, 0 SWD)
- Economics: 33 (33 Gen Ed, 0 SWD)
- Phys Ed: 5 (5 SWD, 0 Gen Ed)
## Academic Integration ➔ Results

### 2016-2017

**Total EMCC Enrollment: 619**

<table>
<thead>
<tr>
<th>IA Course</th>
<th>GEN ED</th>
<th>SWD</th>
<th>TOTAL</th>
<th># GEN ED PASS</th>
<th># SWD PASS</th>
<th>TOTAL PASS RATE</th>
<th>GEN ED PASS RATE</th>
<th>SWD PASS RATE</th>
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<tr>
<td>English 12</td>
<td>165</td>
<td>94</td>
<td>259</td>
<td>163</td>
<td>94</td>
<td>99%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>Technical Science</td>
<td>113</td>
<td>56</td>
<td>169</td>
<td>110</td>
<td>55</td>
<td>98%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>Technical Math</td>
<td>13</td>
<td>15</td>
<td>28</td>
<td>13</td>
<td>15</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Health</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>PIG</td>
<td>50</td>
<td>15</td>
<td>65</td>
<td>50</td>
<td>15</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Economics</td>
<td>33</td>
<td>0</td>
<td>33</td>
<td>33</td>
<td>0</td>
<td>100%</td>
<td>100%</td>
<td>-</td>
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<tr>
<td>Phys Ed</td>
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<td>9</td>
<td>4</td>
<td>5</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
The Original 3 R’s …

Reading

’Riting

’Rithmetic
The New 3 R’s
Relationships, Relevance, Rigor!

CTE programs prepare students for college and careers:

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.

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

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 stakeholders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community” (KSDE, 2010, p. 48).

Kansas State Department of Education, 2010
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
“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
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)
- 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)
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

### Recipe Name: Fall Gnocchi with Butternut Squash, Brown Butter, Pancetta, Olives & Sage

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity (AP)</th>
<th>Market (invoice)</th>
<th>Cost Per Portion</th>
<th>New Amount (#)</th>
</tr>
</thead>
<tbody>
<tr>
<td>butternut squash</td>
<td>2 c / 1 lb</td>
<td>$22.27 / $0.56</td>
<td>$0.45</td>
<td></td>
</tr>
<tr>
<td>olive oil (EVOO)</td>
<td>1 T / 1 gal</td>
<td>$22.30 / $0.50</td>
<td>$0.09</td>
<td></td>
</tr>
<tr>
<td>salt</td>
<td>Q-factor</td>
<td>$16.35 / $1.36</td>
<td>$1.36</td>
<td></td>
</tr>
<tr>
<td>pepper</td>
<td>Q-factor</td>
<td>$7.77 / $0.49</td>
<td>$0.49</td>
<td></td>
</tr>
<tr>
<td>potato gnocchi</td>
<td>1.00 lb</td>
<td>$41.10 / $0.52</td>
<td>$0.39</td>
<td></td>
</tr>
<tr>
<td>pancetta</td>
<td>4.00 oz</td>
<td>$125.05 / $3.47</td>
<td>$0.54</td>
<td></td>
</tr>
<tr>
<td>black olives (pitted)</td>
<td>3/4 c</td>
<td>$8.60 / $2.15</td>
<td>$1.43</td>
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<tr>
<td>butter</td>
<td>5 oz / 36 lbs</td>
<td>$125.05 / $3.47</td>
<td>$0.54</td>
<td></td>
</tr>
<tr>
<td>sage</td>
<td>1/3 c / 0.40 oz</td>
<td>$12.75 / $1.06</td>
<td>$1.06</td>
<td></td>
</tr>
</tbody>
</table>

### Calculations:

1. **Subtotal Recipe Cost:** $7.27
2. **Total Recipe Cost:** $7.63
3. **Cost per Portion:** $1.91
4. **Food Cost %:** 30%
5. **Mathematical Selling Price:** $6.36
6. **Menu Selling Price:** $7.95

**Q-Factor:** - for complimentary & very small item amounts. Restaurants determine their own % based on their costs - we use 5% Q-factor = .05 x subtotal

**Add all total extension costs from above (use sum function):**

**Copy the new amount and new unit onto the costing out (yellow) sheet!**
Culinary Arts Restaurant Project

Silver Moonflower

Vegetarian and Vegan Restaurant

Located: 42 Snow St. Providence RI 02903
Phone: (401) 389-9094
Website: www.silvermoonflower.com

Silver Moonflower

Appetizers

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
Pot sticker wrappers 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

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

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

<table>
<thead>
<tr>
<th>White Belt 1</th>
<th>Yellow Belt 2, 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation/Binder</strong></td>
<td><strong>Presentation/Binder</strong></td>
</tr>
<tr>
<td>• General description of problem</td>
<td>• Specific articulation of problem</td>
</tr>
<tr>
<td>• Knowledge of tool</td>
<td>• Knowledge of tool</td>
</tr>
<tr>
<td>• Articulate/demonstrate the improvement – the Impact before and after -</td>
<td>• Tool use rationale and relation to DMAIC</td>
</tr>
<tr>
<td>• Binder just has PowerPoint</td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate internalization/understanding of DMAIC process – be able to apply it to other settings</td>
</tr>
<tr>
<td></td>
<td>• Binder just has PowerPoint and all supporting materials</td>
</tr>
</tbody>
</table>

Team Member rubric evaluation - 1  
Team Member rubric evaluation - 2 -3
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
Wiring Project 200
Total 400

Written Assessment - Test is Open Notes and Open Codebook!
Assessment Days/Dates: Wednesday April 10th & Thursday April 11th (before Spring Break!!)

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

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?


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

Reference Reference Reference

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

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

Peer Leaders
Active Learning Strategies

Spotlight on Active Learning Strategies

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

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

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.

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.

*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

### Whole Class Words/Topics:
- PACT
- BBP
- Universal precautions
- Exposure
- Safety

### 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.

### My group’s top 3 words/topics:
1. PACT
2. PPE

### Whole Class Words/Topics:
- First aid controls
- HEP-A
- Disease transmission
- Hand hygiene
- OPE
- Avoiding Exposure
- Keep it clean

### My summary:

HBV - Blood Born Pathogens are dangerous in the workplace. Some common ones include HIV and hepatitis B. BBP can survive for up to 2 weeks. It is important to know how to protect yourself with Personal Protective Equipment (PPE), as well as know how to prevent exposure to BBP. If exposure occurs, you should be educated on how to respond to an event line that helps you stay healthy.

### My group’s top 3 words/topics:
1. Hand hygiene
2. PPE
3. Avoiding exposure to BBP
Get Ready, Do, Done (Get Done)

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.

1) Walk the students through the planning steps:
   1. Done – what will it look like?
   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

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 11/3 cups 104.9 fl oz
- Yield % Sheet (white)
- Old costing cuts (paper + Excel)
- Sheet on getting to share drive

**DO**

Open Costing Out Template 2018
- Workgrouped (do classes)
  - Culinary - Long
  - Lab 2 - Shanks
- Save it in your drive
- Template
- Specific recipe
- Recipe name + your name
- In Excel
  - No browsers = Name, Recipe, Ingredients, # & portions
  - Ingredient amounts = volume, wt, oz?
  - Prices (yellow) $ / pack size
  - Decide - which ingredients need ratios?
  - Look, insight list prices $ / count to weight
  - This model and then?

5. Do ratios - bluesheet & ratio tab

6. Ap costs/unit ($)
- Divide more than 1x for some match ingredient units (green sheet)
- Price / size = L/H/S

7. Yields (white/large blue)
- Vegetables, fruits that need to be trimmed, by cup

8. Extension Cost ($).
- Use Excel cells

9. Finish bottom = sum ( )
- Set reasonable menu price

**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 recipename
- 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... DO

1. Recipe name, your name, # portions
2. Ingredient names
3. Ingrediant 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. If no match, do ratio
6. Cost per unit/smaller unit needed?
7. Yield needed? Produce by volume/cup or weight
8. Total extension cost/total 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

How do I... GET DONE

Submit in TEAMS for credit
Check for corrections!!!!
Resubmit if needed
Visual Communications Example
Breakout EDU Welcome

James Sander, Founder (2015)

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
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.

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