NEW CTE TEACHER WORKSHOP

Presented by MI ACTE and OCTE
WELCOME and INTRODUCTIONS
New CTE Teacher Technical Tool Kit

- Guidance for New Teachers in CTE
- Quick Reference Guide to Important CTE Information
- Sample Documents, Support Materials, Other Resources
Core Components in all CTE Programs

- Classroom and Laboratory Learning
- Experiential or Work-based Learning
- Youth Leadership CTSO
Core Components in all CTE Programs

- Rigor in the classroom
- Relevance of material learned to the workforce
- Relationships developed through leadership
What Makes CTE Unique and Relevant?

CTE Program Requirements

- Program Teacher Certification
- Program Teacher Professional Development
- Program Advisory Committee: Industry Experts Providing Input to the Program
- Implementation of Program Standards/Course Content
- Strategies to Eliminate Barriers to Program Access
- Secondary-Postsecondary Connections
# Academics in CTE

## Michigan Merit Curriculum (MMC)

### High School Graduation Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong> - 4 Credits</td>
<td></td>
</tr>
<tr>
<td>Proficiency in State Content Standards for ELA (4 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong> - 4 Credits</td>
<td></td>
</tr>
<tr>
<td>Proficiency in State Content Standards for Mathematics (3 credits)</td>
<td></td>
</tr>
<tr>
<td>Proficiency in district approved 4th mathematics credit options (1 credit) (Student must have a math experience in their final year of high school.)</td>
<td></td>
</tr>
<tr>
<td><strong>Online Learning Experience</strong></td>
<td></td>
</tr>
<tr>
<td>Course, Learning or Integrated Learning Experience</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education &amp; Health</strong> - 1 Credit</td>
<td></td>
</tr>
<tr>
<td>Proficiency in State Content Standards for Physical Education and Health (1 credit); or Proficiency with State Content Standards for Health (½ credit) and district approved extra-curricular activities involving physical activities (½ credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong> - 3 Credits</td>
<td></td>
</tr>
<tr>
<td>Proficiency in State Content Standards for Science (3 credits); or beginning with the class of 2015: Proficiency in some State Content Standards for Science (2 credits) and completion of a department approved formal career and technical education program (1 credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong> - 3 Credits</td>
<td></td>
</tr>
<tr>
<td>Proficiency in State Content Standards for Social Studies (3 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>Visual, Performing and Applied Arts</strong> - 1 Credit</td>
<td></td>
</tr>
<tr>
<td>Proficiency in State Content Standards for Visual, Performing and Applied Arts (1 credit)</td>
<td></td>
</tr>
<tr>
<td><strong>World Language</strong> - 2 Credits</td>
<td></td>
</tr>
<tr>
<td>Formal coursework OR an equivalent learning experience in grades K-12 (2 credits); or Formal coursework or an equivalent learning experience in grades (1 credit) and completion of a department approved formal career and technical education program or an additional visual, performing and applied arts credit (1 credit)</td>
<td></td>
</tr>
</tbody>
</table>
What is Classroom Management?

Teacher Advice: Classroom Management Video
What is Classroom Management?

GROUP ACTIVITY

• At your table, share two effective classroom management strategies.

• Appoint two people from your group and have each person share a best strategy from the table discussion.
Dear Teacher, I talk to everyone.

@astroashb

Moving my seat will not help.
KEEP CALM
IT'S BREAK TIME
Small Group Presentations

- Program Advisory Committee Tool Kit
- Program and Instructional Design
- Syllabus
- Work-Based Learning (WBL)
- Leadership and Career and Technical Student Organization (CTSO)
- Special Populations Students (SPOPS)
Small Group Presentation

Program Advisory Committee Tool Kit

Mark Forbush
Program Advisory Committee Tool Kit

When you think of Advisory Committee -

THINK PROGRAM ADVOCACY!
Program Advisory Committee Tool Kit

• Give members something to do.

• Program advisory committee members will...
  o need to feel more engaged than just listening to a report.
  o need to have ownership.
  o be your best community advocate.
  o connect you with resources for your program.

*Involvement will increase program advisory committee attendance.*
Program Advisory Committee Requirements

• Program advisory committee chair must be from business and industry. Membership must include representatives from the appropriate program-specific business, industry, and postsecondary representation, and a parent representative.

• The majority of the membership must be from business and industry.

• Representation on the committee should reflect persons from all genders, and racial and ethnic minorities represented within the community.

• Additional non-voting members may include administrators, counselors, students, academic teachers, or a Special Populations SPOPS coordinator.
Program Advisory Committee

REQUIRED DOCUMENTATION

• Committee Roster
• Meeting Agenda
• Meeting Minutes

Reference Program Advisory Committee Tool Kit for sample documentation.
Small Group Presentation

Program and Instructional Design

Tom Knight
Program and Instructional Design

• A CTE program is a sequence of courses

• Each CTE program is composed of 12 curricular segments

• Segments consists of standards and performance elements defined in the program gap analysis

• CTE students are identified as Participants/Enrollees, Concentrators, Completers based on the number of completed segments

• Participant/Enrollee - completes 6 or fewer segments of a program

• Concentrator - successfully completes with a C or better 7 but fewer than 12 segments of a program

• Completer - successfully completes with a C or better all 12 segments of a program
Gap Analysis Document

- 12 Segments
- Students are expected to demonstrate to the Performance Element level.

<table>
<thead>
<tr>
<th>Knowledge Area</th>
<th>Gap Analysis</th>
<th>12.0500 Cooking and Related Culinary Arts (2013) Standards</th>
<th>Academic Standards Crosswalk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical - ProStart</td>
<td></td>
<td></td>
<td>Rate Only the Performance Element Standards</td>
</tr>
<tr>
<td>ProStart Level 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welcome to the Foodservice Industry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Identify the two segments of the restaurant and foodservice industry, and give examples of businesses in each of them.</td>
<td>2</td>
<td>Technical</td>
</tr>
<tr>
<td>2</td>
<td>Categorize the types of businesses that make up the travel and tourism industry.</td>
<td>12</td>
<td>Technical</td>
</tr>
<tr>
<td>3</td>
<td>Outline the growth of the hospitality industry throughout the history of the world, emphasizing growth in the United States.</td>
<td>12</td>
<td>Technical</td>
</tr>
<tr>
<td>4</td>
<td>List chefs who have made significant culinary contributions, and note their major accomplishments.</td>
<td>12</td>
<td>Technical</td>
</tr>
<tr>
<td>5</td>
<td>List entrepreneurs who have influenced foodservice in the United States.</td>
<td>12</td>
<td>Technical</td>
</tr>
<tr>
<td>6</td>
<td>Identify foodservice opportunities provided by the travel and tourism industry.</td>
<td>12</td>
<td>Technical</td>
</tr>
<tr>
<td>7</td>
<td>Identify career opportunities offered by the travel and tourism industry.</td>
<td>12</td>
<td>Technical</td>
</tr>
<tr>
<td>8</td>
<td>Identify the two major categories of jobs in the restaurant and foodservice industry.</td>
<td>12</td>
<td>Technical</td>
</tr>
<tr>
<td>9</td>
<td>Name industries that people travel</td>
<td>12</td>
<td>Technical</td>
</tr>
<tr>
<td>10</td>
<td>Describe the differences between leisure and business</td>
<td>12</td>
<td>Technical</td>
</tr>
<tr>
<td>11</td>
<td>Identify national organizations that rate commercial lodging and foodservice establishments, and list factors used in making their rating judgments.</td>
<td>12</td>
<td>Technical</td>
</tr>
</tbody>
</table>
Syllabus

• Course title
• Instructor’s name and school contact information
• Course dates
• Course description
• Special features of the course
  o Academic Credits
  o Postsecondary Connections
  o Available Certifications and or Licensures
  o Off-site Delivery
  o Work-Based Learning
  o Safety Training
  o Student Leadership (CTSO) opportunities
Syllabus

• Course Outline with topics to be covered and CTE segments to be covered in the course.

• Resources
  o Textbooks
  o Software
  o Special facilities
  o Materials

Reference New CTE Teacher Technical Tool Kit for sample documentation.
Small Group Presentation

Work-Based Learning (WBL)

Dana Hughes
Work-Based Learning

The term “work-based learning” means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.

Taken from the proposed Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act, July 2016.
Work-Based Learning Opportunities

• One work-based learning opportunity for each student in the program

• Per the CTE Administrative Manual (2017) opportunities may include
  • Workplace Tour/Field Trip to program specific business/industry
  • Job Shadow
  • Volunteering
  • Mentoring

See the Michigan Career Placement Association website for additional work-based learning information.
## Work-Based Learning Documentation

**What is Required to meet Work-Based Learning when under a Program Review:**

### Mechatronics WBL Record for Sweet Valley High

<table>
<thead>
<tr>
<th>Student</th>
<th>2/1/2017 Field Trip</th>
<th>2/15/2017 Apprenticeship</th>
<th>3/2/2017 Volunteer @ Local Business for their Technical Open House</th>
<th>3/5 Job Shadow</th>
<th>4/1 - 4/5 WBL Rotation with Industry Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Student B</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Student C</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Student D</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Student F</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
It’s Time For A Break
Small Group Presentation

Leadership and Career and Technical Student Organization (CTSO)

Candice Vinson
Important Concepts for Student Leadership

• Communications and Speaking to Groups
• Managerial Leadership Skills
• Personal Development
• Career Success
## Student Leadership/CTSO Checklist

<table>
<thead>
<tr>
<th>Have you:</th>
<th>Yes ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped your students to create a Leadership/CTSO officer team?</td>
<td></td>
</tr>
<tr>
<td>Helped your students to create a Leadership/CTSO constitution/bylaws?</td>
<td></td>
</tr>
<tr>
<td>Helped your students to develop a Leadership/CTSO calendar of activities or program of activities for the upcoming year?</td>
<td></td>
</tr>
<tr>
<td>Helped your students develop a calendar that includes activities that build leadership capacity in ALL CTE program students?</td>
<td></td>
</tr>
<tr>
<td>Helped your students develop a calendar of activities that includes community development?</td>
<td></td>
</tr>
<tr>
<td>Helped students determine appropriate ways to showcase their learned leadership skills?</td>
<td></td>
</tr>
<tr>
<td>Discussed experiential learning with school administrators to help them better understand concepts of students becoming leaders and your need to work with students both in and out of the classroom to develop leadership and participate in activities that will assist them in their future careers?</td>
<td></td>
</tr>
</tbody>
</table>
Small Group Presentation

Special Populations Students (SPOPS)

Lee Greenacre
Student who have special learning needs are considered special populations students in CTE and are defined by Perkins IV as:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for nontraditional training and employment
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with Limited English Proficiency (LEP)
Special Populations Students

Individualized Education Program/Plan (IEP)

The Individual with Disabilities Education Act (IDEA) is a federal law that makes available a free appropriate public education to children found eligible of having a disability.

IEPs are created for youth who face challenges such as academic and/or economic disadvantages/disabilities.

An IEP outlines required accommodations to assist your student to be successful.

An instructor is legally responsible to follow the accommodations in an IEP.
Special Populations Students
Section 504 Plan

Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities not identified as IEPs. A student with a 504 plan, may require accommodations and modifications.
Wrap-Up and Questions

Workshop Survey
Resources - Found at MI ACTE Site

Workshop Agenda
Workshop PowerPoint Slides

- Career Clusters and CIP Codes by Consultant
- CEPD Map
- CIP Self Review
- CTE Administrator Manual
- New CTE Teacher Technical Tool Kit
- PD Calendar
- Program Advisory Tool Kit
- State Recognized CTSOs by Cluster and CIP Code
Resources

MI ACTE
www.miacte.org

Michigan Department of Education, Office of CTE
www.Michigan.gov/octe

Michigan Center for CTE (MCCTE)
www.ctenavigator.org

Michigan Career Placement Association
www.Micareerplacement.org