



Standards-aligned and Integrated Curriculum

Stephen DeWitt: Please enter your questions or resources as the webinar proceeds. Thank you for joining!

Response: The need for uniformity of digital systems due to the mobility of families and students between districts and states.

Paul Bommersbach: How do you see blended learning look like in the auto, drama, and choir classes?

Response: I teach film and I am looking to use Zoom where possible, but I am still working on strategies. We have a monthly Zoom meeting with advisory members to review student work. Students create a Google Slides presentation with what they did and learned. They present that to the class, with some advisory members in attendance, and get feedback from both students and advisory members.

Lisa Martino: Considering all the work faculty has done to adjust to online and blended learning, do you think that getting back to our "normal" way of teaching will return or will it be some type of new normal?

Response: I think we have an opportunity to make changes to improve the whole educational process. We need to decide what our core beliefs in education are and build around these. Will Richardson and Homa Tavangar are leading some workinars on the future of education, <https://bigquestions.institute/lens-series/>. Also, check out this informative presentation from last week, Free Leadership Lenses Webinar, https://www.youtube.com/watch?v=q0OifLeU5aU&feature=emb_logo I have compiled resources that I have found helpful at my blog, <https://scottleduc.org/2020/06/08/distance-learning-issues-solutions/> Also, here is my distance learning workflow from this spring, <https://scottleduc.org/2020/05/23/mr-le-ducs-distance-learning-routine/>

Michael Connet: A recording of this webinar will be distributed following today's event at <https://www.acteonline.org/hqcte-planning-covid-19/>

Jessie Hunt: Do you feel that internships/apprenticeships would be a viable alternative to traditional classroom time for CTE students this fall?

Response: In Idaho we are currently working on launching youth apprenticeships so I believe that it will be a good alternative to the traditional classroom. The question that we have not addressed yet is are youth apprenticeships recession proof, as the economy recovers we do not know if employers will hire students or just the previous employees.

Response: Labor laws and age restrictions come into play (especially for secondary)

Rosie Zwaduk: I'm in Arizona, we have the "flair ups" covered. My question is, how can we get funding from the Federal Government to actually be spent to make sure education is equitable and safe. Teachers are flexible, but we need the money to a) make sure online (and in school) is safe and equitable, and b) paying the teachers for a month before school starts to create lessons for this new reality. We need to know how this will look, and we can plan within the boundaries.

Response: ACTE has been advocating to Congress about funding. Please view ACTE's advocacy page and share with your colleagues to urge your Members of Congress to support CTE through this crisis. <https://www.acteonline.org/advocacy/take-action>

Dawn Fregosa: 1. Am hoping for some student autonomous simulations that can be deployed to support hands-on at home, that align to their industry certifications and 2. Curious if any of you are doing the 'kit' model, sending specific materials or resources to every student?

Response: I'm curious about your #1....otherwise credentialing is not an option for many of the ones we offer because of the hands-on component.

Response: Dawn, prior to end of school year we prepared as many hands on kits and documents for parents to pick up at the school and we had buses who actually delivered materials weekly to students.

Sean Reisdorf: I disagree to an early start school year because I use my summer to teach for an automotive manufacturer as well as my update training ... I know other teachers have "plans" already underway

Sherri Gleaves: Hands-on opportunities are a real issue. Theory can be taught but actually putting hands on equipment and actually do projects using that equipment is the real issue in being strictly online.

Response: I teach School of Rock. We have purchase a guitar and connection device, iRig HD2, so students can work at home with the physical device and use Soundtrap.com to record and collaborate with other students on compositions. Student document growth and record progress. Here is an outline on how we use both SMART and Stretch goals for all student projects: <http://capitalcomtech.info/2017/10/12/setting-goals/> The SMART goal is based on 21st Century skills. These should be easier for students to attain. The Stretch Goal is based on core technical skills. If the students do not achieve standard in one iteration, we

documentment growth and they can set another Stretch goal based this same skill in a later project to continue and document their progress.

Sean Reisdorf: to Justin ... does your State requires ASE Education Foundation accreditation for your Auto programs? If so, there is "seat time" and task requirements that HAVE to be met

Response: They may at the post-secondary level I would have to verify with Chet in our office to verify and he might be able to address that better than I can. Send me an email and I will send the question to him justin.touchstone@cte.idaho.gov

Response: Can't you use Electude or similar program to supplement hours for ASE certification?

Diane Walker: @Dawn, we are just working on the kits to send home with students to use with synchronous online classes for summer school, and plan to do something similar for fall, as necessary. We ordered the supplies, compiled the kits, and students and parents are picking them up along with their grab-n-go lunch service.

Answered Live

Mary Beth Echeverria: Can't you use Electude or similar program to supplement hours for ASE certification?

Sean Reisdorf: Electude is GREAT but it only covers electrical ... there are 7 other content areas required from ASE

Mary Beth Echeverria: I thought it covered all 8 ASE areas, maybe there are various packages. I may be confused :-)

Response: "The need for uniformity of digital systems due to the mobility of families and students between districts and states."

Flonnie Wullenwaber: We are offering summer camps for our students in Pender County of NC beginning in July, but many families are not comfortable in sending students back to school at this time.

Anonymous Attendee: Forgive my ignorance but does extended reality refer to simulations or (what)?

Response: It is very similar. Following is a link to a Fobes article with a definition included in the article:

<https://www.forbes.com/sites/bernardmarr/2019/08/12/what-is-extended-reality-technology-a-simple-explanation-for-anyone/#31b5f5aa7249>

Response: XR or Extended Reality is an umbrella term for Augmented Reality, Virtual Reality, and Mixed Reality <https://www.youtube.com/watch?v=lbJ-IKpn2l8>

Response: thank you, both!

Anonymous Attendee: It is still important to look directly at the person whether in person or virtual

Response: I think it's also important to look directly in the camera. We should be teaching tech-tips like placing the window underneath your camera.

Anonymous Attendee: Question for Scott Le Duc - I have a student that is interested in Game Design but we do not have any program or classes in our area for his interest. What software would you recommend for him to get his feet wet and help him determine if this is actually the right fit for him? I am especially interested in some of the software/programs you mentioned that you were using that we available for free.

Response: Unity, based on C#, is an amazing game design engine (tool), which you can download for free (PC and Mac only), and their learning resources at this site are incredible and very clear: <https://learn.unity.com/> This free Google Chrome extension, based on Javascript, allows for free online game building. Great for Chromebooks, <https://chrome.google.com/webstore/detail/playcanvas-editor-plus/ebedfcjmdjbaboecddbjiioleddfap?hl=en> Lastly, <https://www.sololearn.com/> is a great place for students to learn C# and Javascript for either game engine.

Bobbi Eichhorst: Resource: the SkillsUSA Career Essentials Suite provides curricula that can be used for ages 12-20+ based on thier Framework <https://www.skillsusa.org/about/skillsusa-framework/> <https://www.careeressentials.org/>

Sherri Gleaves: Scott, I teach Broadcast and Video Production. It takes a team to produce a video—talent, camera ops, audio, etc. How will you handle this?

Response: We use Trello.com (free for basic) to plan collaboratively (students share their Trello boards with me), Celtx.com (free for basic) for screenwriting, converse and brain storm with Zoom and some students use Slack.com to communicate. Students share files with Google Drive. Adobe is giving students free copies of Premiere, during COVID, and there are other free editors, too. Here are the top 5 free film editors, https://www.youtube.com/watch?v=UyYzyWrR5iU&feature=emb_logo
So that is where we are starting.

Lisa Martino: I think social distancing guidelines need to be at the local level because they know what resources they need and what they have. Of course, based off the federal and research-based guidelines.

Flonnie Wullenwaber: Our state will not allow our student or faculty to use Zoom any longer.

Anne Willard: Only two or three of our school districts have access to reliable internet connections. This is an issue that moving forward we need to address and rectify in this Country (not just in NV). Even if a school may have internet access there may not be internet access from home.

Anne Willard: For clarification on my previous post I am referring to county school districts not individual school districts.

Lisa Martino: <https://www.everyoneon.org/> is a resource for low cost internet service

Sherri Gleaves: And let's not forget that every household looks different. Some have parents in the workplace and not at home, some have to share devices with siblings, etc.

Anne Willard: Cost is not always the barrier to internet access, although is a limiting factor, but in NV there is very limited broadband access.

Anonymous Attendee: Liked your reference to "how many ways can we IMAGINE how to show competency."

Great answer. In NorCal we are working on having out CTE classes having a WBL experience. I have attended many meetings where I have asked the same question. How do we ask for internships when California has a +20% unemployment rate. My job is to find WBL experiences for our CTE capstone classes. I have been told to focus on interviews now as a form of data.

Bobbi Eichhorst: Culturally & Linguistically Responsive Instruction in CTE

We had school buses parked throughout our district at various times to provide wi-fi temporarily. We have a very rural district. However, not everyone can get to those spots (students who are old enough to stay home alone but no one available to take them to the buses to get wi-fi access).

Sapph Espinoza: The challenge with reducing the skills portion of CTE, to push to post-secondary, is that it reduces the interest level for students who are more kinesthetic learners and reduces exposure.