

Course Outline

<b>Course Identification</b>	XBA9502R	<b>Credit</b>	3	<b>Date:</b>	Sept. 07 – June 08
<b>Course Title:</b>	<u>Tools N Training, Professional Development series, Strategies for High School Re-design</u>				

Total Instructional hours, for the course: **30**

22 hours of regular class time: TnT meetings Nov. – May (3.15 hours/session) & June (6 hour session).

8 hours structured meeting time (OACTE conference)

**Required text:**

Woods, G. Grammar for Dummies, 2001, Wiley Publishing Inc.

**Suggested text:**

1. Web resources
2. Articles related to Career Pathways, technical skills, and technical skills measurement tools.

**Course Description:**

The *Tools N Training, Professional Development Series, Strategies for high school re-design* focuses on the needs of the high schools in Oregon as they develop and implement career pathways and integrate academic learning into the Career & Technical education courses. The participants will attend the monthly TnT meetings as part of a team: consisting of one Language Arts and one or more CTE teachers. Each participating team will provide sample lesson plans that demonstrate the integration of literacy skills in a CTE course and create a career pathway template that is customized to each school. Each teacher team will create a presentation to share with their faculty.

**Performance Based Learner Outcomes:**

Upon successful completion of the course, the Career & Technical Education (CTE) and Language Arts (LA) educators will be able to:

1. use the literacy skills and examples embedded in the CTE curriculum to increase students performance in writing, specifically in technical writing.
2. understand how CTE provides a rich context for delivering technical writing and other literacy skills and knowledge. (for LA teachers specifically)
3. clearly explain the career pathway opportunities that result from successfully completing a CTE course at the high school.
4. conduct a lesson plan that integrates the Literacy skills into the CTE courses.
5. Identify the most critical technical skills needed for each CTE area.
6. Identify and compare the most appropriate measurement tool(s) and/or documentation available to assess technical skill knowledge and skills.
7. create and present a quality presentation based on the outcomes of the course.

## PART I

### Integrating Literacy Skills and CTE for Student Achievement

TnT Program Session Plan

Colleen Vancil

#### ► November 5

##### Preloaded on the finger drives:

- English Language Arts standards for CIM level
- Curriculum mapping document template

##### Content

- General background and rationale for infusing English Language Arts(ELA) standards into Career/Technical classes
  - Why the two areas need to come together to reach more students
  - How ELA is woven through everything we do in the work arena
- How others judge – and often pre-judge – candidates based on language arts skills
- Discussion of test taking preparation, skills and student support
  - Discussion of the basic format for ELA testing, both Reading/Literature and Writing.
  - Discussion of helpful strategies for reluctant ELA students during the test period, such as setting, proctoring, etc.
- Identification of ELA standards applicable to Career/Technical courses
  - Locating the standards on line and in written form
  - Learning how to use the new standards format ODE is rolling out to better meet the needs of teachers and how that might apply to CTE settings
  - Choosing standards that fit naturally into CTE classes and which ones to avoid
- Mapping of the identified standards
  - Creating teaching plans for classes that incorporate ELA standards to compliment CTE standards and objectives
  - Identifying standards to introduce, develop, and maintain from other learning experiences
  - Coordinating learning experiences with other teachers for a cohesive, recursive package

##### Homework:

1. Finish gathering applicable ELA standards that can be integrated into CTE classes.
2. Create a curriculum map of the ELA standards integrated into at least one class to be taught during second term.
3. Bring to the next TNT meeting:
  - a. a syllabus for a second term class
  - b. a list of ELA standards that you plan to infuse into the class work
  - c. a curriculum map of the class chosen with ELA standards included

#### ► January 14

- Presentation of research-based instructional strategies related this project
  - Discussion of Robert Marzano, et al's work in *Classroom Strategies that Work* and Zemelman's work with Daniels and Hyde in *Best Practice* to focus on research based strategies that have been proven to bring student achievement up.
  - Mapping when and how to include these strategies in CTE classes – where they are a natural fit and perhaps already in place.
- Development of CTE lessons that include English Language Arts standards
  - Using a unit or lesson set that has natural places to include ELA standards and research based strategies, the teaching team members will design a set of lessons.
  - The team members will teach the lessons to students and record lesson reflections

##### Homework:

1. Finish designing the unit or series of lessons integrating ELA standards and CTE objectives as a team.
2. Teach at least one of the lesson(s) to students and record reflections.

3. Bring to the next TNT meeting:
  - a. Copies of your lesson for everyone in the group
  - b. Examples of student work generated by the teaching (with names removed for confidentiality)
  - c. Your recorded reflections
  - d. Be prepared to teach or share your lessons with the group

### ► February 11

- Discussion and refinement of lessons after teaching the lessons
  - Team members will present their lessons and their reflections about the teaching to the group for thoughtful discussion and reflection on the strategies used, student reaction and impact on achievement
  - The team members will discuss student work generated by the instruction with focus on the lesson design, the scoring of student products, and enhancements for future use.
- Formative assessment strategies applicable to the lessons and/or units of study containing the lessons
  - Teams will create at least two formative assessments together that will provide the teacher (s) with information regarding what students are learning from the lesson and documenting progress towards lesson/unit objectives.
  - Assessments will give the teacher clarification regarding the next steps for instruction.

### ► April 16 – 18 OACTE Conference

### ► May 12

- Student achievement data collection and analysis applied to this project
    - What data might reflect the partnership's work to support student achievement
    - Design activities as a team that will generate data
    - Implement data collection plan and bring raw data to meeting
    - Analyzing the collected data – “mining for the treasure that lurks in all those numbers”
    - Determining what is useful data and why, versus what is simply a pile of numbers that doesn't serve a purpose
- Celebrate a successful year!

### ► June TBA

## PART II

### Career Pathways-Programs of Study

TNT Program Session Plan

Tami Volz ,

### ► November 5

Clarify and define Career Pathway-Programs of Study so there is a common definition to use throughout the Tools n Training professional development series.

Develop an understanding of the Career Pathway “exit” points at CCC and then identify the scaffolding required to support high school students.

### ► January 14

High School teacher and CCC partners share technical skills measurement tools, begin to evaluate the tools for effectiveness and usefulness for students, post-secondary and industry partners.

Begin to define where the technical skills will be assessed.

Develop a plan to involve industry partners in the assessment discussion.

### ► February 11

Begin identifying the timeline in which high school students will be assessed.

How will the assessment results be communicated to post-secondary and industry partners? Transcripts, certificates?

## ► **May 12**

Celebrate the technical skills assessments identified and practiced.  
Collect student performance data.  
Plan next steps.

The homework will include:

1. Identifying the measurement tools currently used at the high school and community college level.
2. Create a Career Pathway-Program of Study for each state approved Career & Technical Education program.
3. Present the Career Pathway-Program of Study your high school faculty and participants of TnT.

## ► **June TBD**