




CTE Competency Attainment Rubric Tool Kit

	Tennessee Career and Technical Education • Competency Attainment Rubric			
	Advanced 4	Proficient 3	Basic 2	Below Basic 1
Knowledge Attainment	Applies technical vocabulary and past knowledge to design solutions to complex problems.	Consistently demonstrates comprehension and use of technical vocabulary and content.	Demonstrates comprehension and use of foundational technical vocabulary and content.	Recognizes various technical terms and knowledge.
	Identifies and analyzes a problem, completes a project or research, and reports results/solutions.	Applies knowledge to new situations and to complete a relevant project.	Needs assistance in applying knowledge to complete a relevant project.	Requires detailed supervision to complete a relevant project.
Technical Skills	Consistently applies and synthesizes technical skills in authentic situations and extends skills to emerging technologies and problems.	Consistently applies technical skills and adapts to emerging technology.	Applies limited technical skills and demonstrates limited knowledge of emerging technology.	Requires assistance to apply technical skills and displays limited knowledge of technologies.
Problem Solving	Works independently and collaboratively to investigate a complex authentic problem using multiple resources; generates solutions to the problem using appropriate technology and data to provide evidence of reasoning.	Works independently and collaboratively in solving authentic problems and incorporates technology as appropriate.	Conducts observations, identifies patterns of events or behaviors, formulates simple inferences, and incorporates technology with assistance.	Describes a situation, condition, or issue using limited technical terminology. Uses technology with significant assistance.
	Identifies and analyzes complex or routine problems, prioritizes and implements multiple solutions, and evaluates the solutions' effectiveness.	Identifies and analyzes a routine problem, recommends and implements a solution, and evaluates the solution's effectiveness.	Identifies and analyzes a routine problem and implements a solution with occasional assistance.	Follows a set of uncomplicated/simple instructions.
Career Awareness	Demonstrates initiative in integrating information from diverse career-related resources for professional growth.	Identifies and uses various career-related resources (i.e., professional/student organizations, professional publications, occupational certifications, etc.).	Identifies some career-related resources (i.e., professional/student organizations, professional publications, occupational certifications, etc.).	Displays limited knowledge of career-related resources (i.e., professional/student organizations, professional publications, occupational certifications, etc.).
	Demonstrates/models occupational safety procedures.	Demonstrates/models occupational safety procedures.	Demonstrates/models occupational safety procedures.	Demonstrates/models occupational safety procedures.
	Demonstrates/models exemplary soft skills and applies professional practices in a career field related to ethical behavior and environmental and legal considerations in complex situations.	Demonstrates/models professional practices in a career field related to soft skills, ethical behavior, occupational safety, and environmental and legal considerations.	Identifies fundamental professional practices in a career field related to soft skills, ethical behavior, and environmental and legal considerations.	Has difficulty identifying fundamental professional practices in a career field related to soft skills, ethical behavior, and environmental and legal considerations.
Communication/Literacy	Analyzes two selections for common themes and disparate elements. Communicates complex ideas and themes verbally. Constructs multiple paragraph/page reports or texts that demonstrate a deep awareness of purpose and audience and provides supporting evidence.	Reads multiple technical materials and interprets to formulate logical, evidence-based conclusions and communicates findings in verbal, written, and visual formats.	Reads technical materials and summarizes in verbal, written, and visual formats providing some pertinent details.	Reads text and recalls in verbal, written, and visual formats with some assistance.

SE004A CE 123-0810

Table of Contents

<u>Title</u>	<u>Page</u>
Competency Attainment Rubric	3
CTE State Staff Directory at a Glance	4
How to Help Teachers Complete the Competency Attainment Rubric	5
Webb's Depth of Knowledge Guide	6
Looking at Student Work	12
Accessing CTE Online	31
Benchmark Lesson Plan Guide	32
Special Needs Students in CTE	36



Tennessee Career and Technical Education • Competency Attainment Rubric

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	Advanced	Proficient	Basic	Below Basic
	4	3	2	1
Knowledge Attainment	Applies technical vocabulary and past knowledge to design solutions to complex problems.	Consistently demonstrates comprehension and use of technical vocabulary and content.	Demonstrates comprehension and use of foundational technical vocabulary and content.	Recognizes various technical terms and knowledge.
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CTE State Staff Directory at a Glance

For a complete directory listing visit: <http://tn.gov/education/cte/contacts.shtml>

<u>Programs & Initiatives</u>	<u>Division Office</u>	<u>Name</u>	<u>Email</u>	<u>Telephone</u>
	Administrative Secretary	Modena Barton	Modena.Barton@tn.gov	615-532-2800
<u>Curriculum & Instructional Improvement</u>				
	Director	Will Lewis	Will.Lewis@tn.gov	615-532-2846
	Executive Secretary	Donna Tiesler	Donna.Tiesler@tn.gov	615-532-2829
<u>Program Areas</u>				
	Agriculture	Steven Gass	Steven.Gass@tn.gov	615-532-2847
	Business Technology	Kara Burkett	Kara.Burkett@tn.gov	615-532-2845
	Contextual Academics	Lynne Cohen	Lynne.Cohen@tn.gov	615-532-2837
	Family & Consumer Science	Emily Williams	Emily.C.Williams@tn.gov	615-532-2840
	Health Science	Sheila Carlton	Sheila.Carlton@tn.gov	615-532-2839
	Marketing	Joy Smith	Joy.Smith@tn.gov	615-532-6248
	Technology Engineering	Tom D'Apolito	Tom.Dapolito@tn.gov	615-532-2844
	Trade & Industrial	Sue Tucker	Sue.Tucker@tn.gov	615-532-2835
<u>Career & Technical Student Organizations</u>				
Agriculture	FFA	Mr. Chaney Mosley	Chaney.Mosley@tn.gov	615-253-5207
Business Technology	FBLA	Iris Hicks	Iris.Hicks@tn.gov	615-253-1988
Family & Consumer Sciences	FCCLA	Sandy Gregory	Sandy.Gregory@tn.gov	615-532-2828
Health Science	HOSA	Sheila Carlton	Sheila.Carlton@tn.gov	615-532-2839
Marketing	DECA	Joy Smith	Joy.Smith@tn.gov	615-532-6248
Technology Engineering	TSA	Heather Henderlight	Heather.Henderlight@tn.gov	865-594-6044
Trade & Industrial	SKILLS USA	Carol Myers	Carol.Meyers@tn.gov	865-594-6044
<u>Fiscal & Information Management</u>				
	Director	Marty Willis	Marty.Willis@tn.gov	615-741-8836
	Administrative Services Assistant	Sue Goodson	Sue.Goodson@tn.gov	615-253-5034
	Web, Information Resources, eTIGER,	Dr. Li-Zung Lin	Li-zung.Lin@tn.gov	615-532-1256
	eTIGER questions	Tina McNeal	Tina.McNeal@tn.gov	615-532-6219
	Competency Attainment Rubric	Heather Justice	Heather.Justice@tn.gov	615-532-2830
	Dual Credit/Dual Enrollment	Heather Justice	Heather.Justice@tn.gov	615-532-2830

HOW TO HELP TEACHERS COMPLETE THE COMPETENCY ATTAINMENT RUBRIC

BASIC STEPS:	DETAILED STEPS:	DETAILED STEPS FOR NEW USERS:
Log on eTIGER	Log on eTIGER	Log on eTIGER
	Go to eTIGER Log on page	Go to eTIGER Log on page
	Enter: UserID	https://www.k-12.state.tn.us/authorize/login.aspx
	Enter: Password	Enter: UserID
	Click: "Login"	Enter: Password
	Select "Instructor"	Click "Login"
	eTIGER home page displayed	Select "Instructor"
		eTIGER home page displayed
View Standards and Competencies	View Standards and Competencies	View Standards and Competencies
	Click "View CTE Courses"	Click "View CTE Courses"
	Click "Course Code"	All CTE courses including middle school courses listed
	Standards and Competencies of the selected course listed	Click "Course Code"
		Standards and Competencies of the selected course listed
		Work-Based Learning courses, Special courses, and Contextual Academic courses do not have standards and competencies listed and WILL not report the competency data through the "Competency Attainment Rubric Data entering screen". Refer the teacher tutorial p.54
Access a Class	Access a Class	Access a Class
	Click "School Course Listing" at eTIGER home page.	Click "School Course Listing" at eTIGER home page.
	Select a class from "Course Code/Local Class Number".	The default "Year" is "2011-2012" or current school year. You may change to another year to view the classes of the selected year.
	Make sure "Current Students" is selected.	Select a class from "Course Code/Local Class Number".
		The class roster of selected class is opened.
		Make sure "Current Students" is selected.
	Extra, missing, or no students/courses appear, contact your CTE director	"All Students" will display current, withdrawn, and transferred students of this class.
Open Rubric Competency Input	Open Rubric Competency Input	Open Rubric Competency Input
	Locate "Course Standards" (only for courses with standards and competencies) with numbers listed.	Locate "Course Standards" (only for courses with standards and competencies) with numbers listed.
	Select the standard for data entry from the listed numbers.	"Course Standards" is listed at the top of class listing roster.
		Select the data entry standard from the listed numbers. (Numbers listed under "Course Standards" link to the specific standards for data entry.)
		Competency Rubric entry for selected standard will display.
Enter Data and Save	Enter Data and Save	Enter Data and Save
	Enter proficiency levels for students for each competency.	Enter proficiency levels for students for each competency.
	Click "Save Changes".	Move mouse or use "tab" key to locate the cell for competency entry.
		Click "Save Changes".
		Saved data entered into cells will turn pink to show the "pending" status. Once the data reaches "pending" stage, we will be able to track this data. (Note: Saved data will leave the "pending" status when it is "extracted" by the state according to the schedule.) If your data does not appear after three days, contact your CTE director.
		"Competencies Assessed", "Competencies Attained", and "Competencies Attained Percent" will calculate automatically when the entered competency data have been saved to database. The calculation results will show at Class Listing Roster and Individual Student Data Entry Screen (Dual Credit/Dual Enrollment and Competencies Information screen).

For additional assistance with eTIGER, please contact Tina McNeal: tina.mcneal@tn.gov, 615-532-2800.

For additional assistance with the Rubric, please contact Heather Justice: heather.justice@tn.gov, 615-532-2830



Tennessee Career and Technical Education

Webb's Depth of Knowledge Guide: Career and Technical Definitions

Getting Students to Proficient

OVERVIEW

Webb (1997) developed a process and criteria for systematically analyzing the alignment between standards and standardized assessments. Since then the process and criteria have demonstrated application to reviewing curricular alignment as well. This body of work offers the Depth of Knowledge (DOK) model employed to analyze the cognitive expectation demanded by standards, curricular activities and assessment tasks (Webb, 1997). The model is based upon the assumption that curricular elements may all be categorized based upon the cognitive demands required to produce an acceptable response. Each grouping of tasks reflects a different level of cognitive expectation, or depth of knowledge, required to complete the task. It should be noted that the term knowledge, as it is used here, is intended to broadly encompass all forms of knowledge (i.e. procedural, declarative, etc.). The following table reflects an adapted version of the model.

DOK Level	Title of Level
1	Recall and Reproduction
2	Skills and Concepts
3	Short-term Strategic Thinking
4	Extended Thinking

DOK levels are assigned to each course objective. The following served as general guidelines for developers:

- The DOK level assigned should reflect the level of work students are most commonly required to perform in order for the response to be deemed acceptable.
- The DOK level should reflect the *complexity* of the cognitive processes demanded by the task outlined by the objective, rather than its *difficulty*. Ultimately the DOK level describes the kind of thinking required by a task, not whether or not the task is “difficult”.
- If there is a question regarding which of two levels a statement addresses, such as Level 1 or Level 2, or Level 2 or Level 3, it is appropriate to select the higher of the two levels.
- The DOK level should be assigned based upon the cognitive demands required by the central performance described in the objective.
- The objective's central verb(s) alone is/are *not sufficient* information to assign a DOK level. Developers must also consider the complexity of the task and/or information, conventional levels of prior knowledge for students at the grade level, and the mental processes used to satisfy the requirements set forth in the objective

LEVEL 1 – RECALL & REPRODUCTION

Curricular elements that fall into this category involve basic tasks that require students to recall or reproduce knowledge and/or skills. The subject matter content at this particular level usually involves working with facts, terms and/or properties of objects. It may also involve use of simple procedures and/or formulas. There is little transformation or extended processing of the target knowledge required by the tasks that fall into this category. Key words that often denote this particular level include: list, identify and define. A student answering a Level 1 item either knows the answer or does not; that is, the answer does not need to be "figured out" or "solved."

POSSIBLE PRODUCTS

Quiz	List	Collection	Podcast	Social Bookmarking
Definition	Workbook	Explanation	Categorizing/Tagging	Searching
Fact	Reproduction	Show and Tell	Commenting	Googling
Worksheet	Vocabulary Quiz	Outline	Bulleting	
Test	Recitation	Blog	Highlighting	
Label	Example	Wiki	Social Networking	

ROLES

	<u>Teacher</u>		<u>Student</u>	
Directs		Tells	Responds	Absorbs
Shows		Examines	Remembers	Recognizes
Questions		Evaluates	Memorizes	Describes
Demonstrates		Listens	Explains	Translates
Compares		Contrasts	Restates	Demonstrates
Examines			Interprets	

POTENTIAL ACTIVITIES

- Develop a concept map showing a process or describing a topic.
- Make a timeline.
- Write a list of keywords you know about...
- Make a chart showing...
- Recite a fact related to...
- Write in your own words...
- Cut out, or draw a picture that illustrates an event, process, or story.
- Report or present to the class.
- Make a cartoon strip showing the sequence of an event, process, or story.
- Write and perform...
- Write a brief outline and explain the event, process, or story.
- Write a summary report of the event.
- Prepare a flow chart that illustrates the sequence of events.
- Paraphrase a chapter in the book.
- Retell in your own words.
- Outline the main points.
- Recall, restate, remember, or recognize a fact, term, or property (recognizing, listing, describing, identifying, retrieving, naming, locating, finding).

LEVEL 2 – WORKING WITH SKILLS & CONCEPTS

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; classify or sort items into meaningful categories; describe or explain issues and problems, patterns, cause and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.” The learner should make use of information in a context different from the one in which it was learned.

Elements found in a curriculum that fall in this category involve working with or applying skills and/or concepts to tasks related to the field of study in a laboratory setting. The subject matter content at this particular level usually involves working with a set of principles, categories, heuristics, and protocols. At this level students are asked to transform/process target knowledge before responding. Example mental processes that often denote this particular level include: summarize, estimate, organize, clarify, and infer.

POSSIBLE PRODUCTS

Photograph	Presentation	Reverse-Engineering	Blog Commenting
Illustration	Interview	Cracking Codes	Blog Reflecting
Simulation	Performance	Linking	Moderating
Sculpture	Dairy	Mashing	Testing (Alpha/ Beta)
Demonstration	Journal	Relationship Mind Maps	Validating

ROLES

<u>Teacher</u>		<u>Student</u>	
Shows	Facilitates	Solves problems	Demonstrates use of knowledge
Observes	Evaluates	Calculates	Compiles
Organizes	Questions	Completes	Illustrates
		Constructs	

POTENTIAL ACTIVITIES

- Classify a series of steps
- Construct a model to demonstrate how it looks or works
- Practice a play and perform in class
- Make a diorama to illustrate an event
- Write a diary/blog entry
- Make a scrapbook about the area of study
- Make a topographic map
- Make up puzzle or game about the topic
- Write an explanation about this topic for others
- Make a model...
- Routine application tasks [i.e. applying a simple set of rules or protocols to a laboratory situation the same way each time)
- Explaining the meaning of a concept and/or explaining how to perform a particular task
- Stating relationships among a number of concepts and or principles

LEVEL 3—SHORT-TERM STRATEGIC THINKING

Items falling into this category demand a short-term use of higher order thinking processes, such as analysis and evaluation, to solve real-world problems with predictable outcomes. Stating one's reasoning is a key marker of tasks that fall into this particular category. The expectation established for tasks at this level tends to require coordination of knowledge and skill from multiple subject-matter areas to carry out processes and reach a solution in a project-based setting. Key processes that often denote this particular level include: analyze, explain and support with evidence, generalize, and create.

POSSIBLE PRODUCTS

Graph	Survey	Debate	Conclusion	Podcast
Spreadsheet	Database	Panel	Program	Publishing
Checklist	Mobile	Report	Film	Wiki-ing
Chart	Abstract	Evaluating	Animation	
Outline	Report	Investigation	Video Cast	

ROLES

<u>Teacher</u>		<u>Student</u>		
Probes	Guides	Discusses	Uncovers	Argues
Observes	Evaluates	Debates	Thinks deeply	Tests
Acts as a resource	Questions	Examines	Questions	Calculates
Organizes	Dissects	Judges	Disputes	Compares
Clarifies	Accepts	Assesses	Decides	Selects
Guides		Justifies		

POTENTIAL ACTIVITIES

- Use a Venn Diagram that shows how two topics are the same and different
- Design a questionnaire to gather information
- Survey classmates/industry members to find out what they think about a particular topic
- Make a flow chart to show the critical stages.
- Classify the actions of the characters in book
- Prepare a report about an area of study
- Conduct an investigation to produce information to support a view
- Write a letter to the editor after evaluation product
- Prepare and conduct a debate
- Prepare a list of criteria to judge
- Write a persuasive speech arguing for/against...
- Make a booklet about five rules you see as important. Convince others.
- Form a panel to discuss viewpoints on...
- Write a letter to advertising on changes needed.
- Prepare a case to present your view about
- Short-term tasks and projects placing a strong emphasis on transferring knowledge to solve predictable problems
- Explaining and/or working with abstract terms and concepts

LEVEL 4 – EXTENDED STRATEGIC THINKING

Curricular elements assigned to this level demand extended use of higher order thinking processes such as synthesis, reflection, assessment and adjustment of plans over time. Students are engaged in conducting investigations to solve real-world problems with unpredictable outcomes. Employing and sustaining strategic thinking processes over a longer period of time to solve the problem is a key feature of curricular objectives that are assigned to this level. Key strategic thinking processes that denote this particular level include: synthesize, reflect, conduct, and manage.

POSSIBLE PRODUCTS

Film	Project	New Game	Newspaper
Story	Plan	Song	Media Product

ROLES

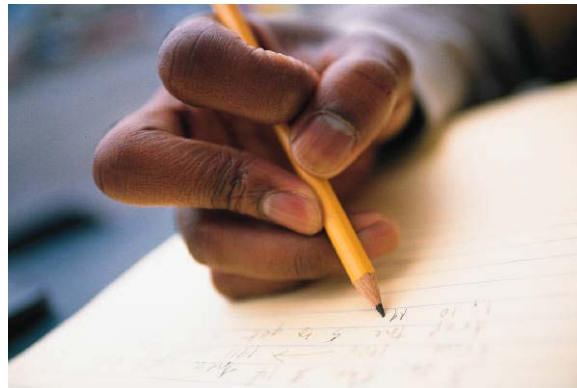
<u>Teacher</u>		<u>Student</u>		
Facilitates	Extends	Designs	Formulates	Plans
Reflects	Analyzes	Takes Risks	Modifies	Creates
Evaluates		Proposes		

POTENTIAL ACTIVITIES

- Applying information to solve ill-defined problems in novel situations
- Tasks that require a number of cognitive and physical skills in order to complete
- Writing and/or research tasks that involve formulating and testing hypotheses over time
- Tasks that require students to make multiple strategic and procedural decisions as they are presented with new information throughout the course of the event
- Tasks that require perspective taking and collaboration with a group of individuals
- Creating graphs, tables, and charts where students must reason through and organize the information without instructor prompts
- Writing tasks that have a strong emphasis on persuasion
- Devise a way to...
- Develop a menu for a new restaurant using a variety of healthy foods
- Sell an idea
- Write a jingle to advertise a new product
- Conduct an internship in industry where students are faced with real-world, unpredictable problems



Looking At Student Work!



LOOKING AT STUDENT WORK

Tuning Protocol

**STICK TO THE PROCESS LIKE
GLUE...**
Trust the process.

Description: A format for receiving *feedback* for the purpose of *improving* work in progress.

Process:

1. Select members to play important roles in the protocol.
Facilitator: Manages the protocol and keeps the group on task
Timekeeper: Helps the group adhere to the time schedule
2. Ask a **focus question**. For example:
 - Which Rubric categories am I addressing?
 - How can I increase the Rigor in this assignment?
3. Follow a specific procedure for the protocol.



Presentation of Work (5-10 minutes)

The presenters describe the work. Be specific and describe the work in detail. Identify the competency and the Rubric categories addressed in the assignment. If presenters have specific request for areas of feedback, make that clear.

Clarifying Questions (2-3 minutes)

Participants ask questions eliciting more information needed to give feedback. Questions should be short, and so should answers. This is not the time to start giving feedback.

Reflection Time (As much time as needed—depends on focus question)

Participants write down their input.

Feedback

Warm Feedback (5 minutes): Participants share warm feedback only and presenters listen, taking notes. Participants should focus on one or two key ideas, so that everyone has a chance to speak. If time permits, facilitator may focus discussion, or remind participants of presenters' request for feedback.

The supporting perspective: What are the strengths, features, and highlights of this work?

Cool Feedback (5 minutes): Participants share cool feedback only and presenters listen, taking notes. Time proceeds as with warm feedback.

The questioning perspective: What could be improved, changed, refocused about this work?

Presenters' Response (3 minutes)

Presenters respond to feedback.

Debrief (3-5 minutes) Critique the experience: What was helpful? What wasn't? What did we learn? What might be done differently or more thoroughly?

Engaging Teachers in Looking at Student Work

*Student work is the most tangible artifact of the
teaching craft.*

Kate Nolan, Annenberg Institute for School Reform

Why look at student work?

- **A New Staff Development Paradigm**
 - **Higher Order Thinking**
 - **Depth of Knowledge**
 - **Substantive Dialogue**
 - **Connection to “Real” Work of Teaching**
- **Follow-Up to Professional Development Events (On-Site Presentations, Conferences)**
- **Support for Accountability to Standards-Based Reform**
- **Use of Data: The End Product of Teaching**

**STICK TO THE PROCESS
LIKE GLUE...**

Trust the process.

Engaging Teachers in Looking at Student Work

Tuning Protocol

Description: A format for presenting and receiving *feedback* for the purpose of *improving* work in progress.

Process:

1. **Select members to play important roles in the protocol.**

Facilitator: Manages the protocol and keeps the group on task

Timekeeper: Helps the group adhere to the time schedule

2. **Ask a focus question, depending on school improvement goals or focus for improving instruction.** For example, “How can we continue to raise expectations for students?” or “How can we continue to improve students’ reading and writing skills?”

3. **Follow a specific procedure for the protocol.**

Presentation of Work (5-10 minutes)

The presenters describe the work. Be specific and describe the work in detail. The more thorough the description, the better the feedback. If presenters have specific request for areas of feedback, make that clear.

Clarifying Questions (2-3 minutes)

Participants ask questions eliciting more information needed to give feedback. Questions should be short, and so should answers. This is not the time to start giving feedback.

Reflection Time (1 minute)

Participants write down their input.

Feedback

Warm Feedback (5 minutes): Participants share warm feedback only and presenters listen, taking notes. Participants should focus on one or two key ideas, so that everyone has a chance to speak. If time permits, facilitator may focus discussion, or remind participants of presenters’ request for feedback.

- The supporting perspective
- What are the strengths, features, and highlights of this work?

Cool Feedback (5 minutes): Participants share cool feedback only and presenters listen, taking notes. Time proceeds as with warm feedback.

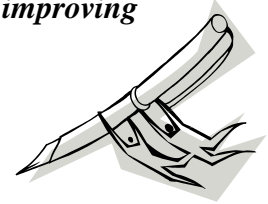
- The questioning perspective
- What could be improved, changed, refocused about this work?

Presenters’ Response (3 minutes)

Presenters respond to feedback.

Debrief (3-5 minutes)

Critique the experience: What was helpful? What wasn’t? What did we learn? What might be done differently or more thoroughly?



Engaging Teachers in Looking at Student Work

Organizing Staff to Look at Student Work and Teacher Assignments/Assessments Checklist of Considerations

_____ Forming Teams: What Staff Work Together?

_____ **Kinds of Teams:** Develop a **system of teams** who will look at student work and teacher assignments. Teachers may serve on more than one team. Include administrators on teams.

_____ **Teacher Selection of Teams (Surveys, Assignments):** Some teams may be voluntary and some assigned.

_____ **Finding Time for Teams to Meet: When and Where?** Establish **meeting time** for teams. Do not intrude on this time, but expect accountability.

_____ Providing Training: What Do Staff Need to Know and Be Able to Do?

_____ **Nature of Teaming/Working Together:** Ask teams to develop a **mission statement** for their team and to set **goals** concerning what they will do. Develop written action plans each school year. A mission statement might read, “To review assignments and student work for the purpose of raising expectations and student achievement.” In terms of group goals, a group may agree to review samples of student work twice per month and report to the entire staff on their findings twice per year. Have each team write a set of **operational guidelines and rules of interaction** (where they will meet, when, who will facilitate, and what members agree to do to be respectful and stay on task).

_____ **Processes Teams Will Use: Train the teams** in the processes they will use such as action research/study processes or protocols for looking at student work.

_____ Managing and Sustaining Teacher Teams: How Do We Keep the Momentum and Learning Going?

_____ **Productive Meetings and Facilitation: Challenge teams** to continuously learn—by providing them with school-wide data or essential questions to guide their discussion.

_____ **Progress Reports:** Collect summaries of what was reviewed and discussion points. Ask teams to **regularly report** their progress and what they have learned to the site team. This could be as often as monthly.

_____ **Sharing Across Teams and with the Whole Staff:** Establish a **site team** made up of representatives from each team. Create communication channels for reporting how teams are doing and disseminating information to teams. Provide opportunities for representatives of the team to **share practices and findings** with the rest of the staff, particularly to draw conclusions and celebrate what was learned at the end of the school year.

Engaging Teachers in Looking at Student Work

For each of the possible ways to generate time for looking at student work, identify how you might use time that already exists and possible ways to make better use of that time.

Staff Meetings and/or Department Meetings	
What exists . . .	What is possible . . .
Common Planning Time/Common Planning Periods	
What exists . . .	What is possible . . .
Chunking Time: Before or After School/Moving Small Pieces of Time from Several Days Together for One Day	
What exists . . .	What is possible . . .
Professional Development Time: Summer Retreats, Staff Development Days, Early Release or Late Arrival Days	
What exists . . .	What is possible . . .
Other	
What exists . . .	What is possible . . .

Name _____

MY TRANSFERABLE SKILLS 

Transferable skills are skills you have acquired during any activity in your life -- jobs, classes, projects, hobbies, sports, virtually anything -- that are transferable and applicable to what you want to do in your future job.

Competency: 4.5 Examine skills needed for working in a global marketplace.

Directions: For inter-rater reliability training purposes, assume this student work is your only assignment to assess student level of performance. Use the Competency Attainment Rubric to determine level of proficiency.

Student A: _____

Student B: _____

Student C: _____

Student D: _____

Student E: _____

Notes:

Student A

Performance Level_____

My future career choice is being an auto body technician. I learned about a lot of the tools and how to use them properly. There are a lot of tools involved in being an automotive technician and you need to know how to use and choose the right tool for the job.

I have also learned how to problem solve and narrow a problem down and fix it. That is one of the main skills needed in the automotive field today.

The last thing that I learned in here that will help me is how to stay organized. Being organized is the best thing you can be. It helps you find things when you need them and saves that much time, instead of running around looking for the tool you need.

The one thing I wish we did learn in here is body panel repair and paint. I would have just liked to know the basics about the career I chose.

Student B

Performance Level_____

I am a member of Skills USA, FCCLA. I enjoy being outside working and spending time with family. Upon graduation I would like to pursue a career as a full time cosmetologist. My dream is to move to Franklin, TN. And open my own salon where I will offer all beauty control services. I want to pursue a career in cosmetology because when you look good you feel good and my goal in life has always been to make the people around me smile and feel good.

Student C

Performance Level_____

My transferable skills that I have carried with me year after year are communication, patience, and caring. They are all very good characteristics to have when I go into the health field.

Communication is my best transferable skill. I can talk to anyone, even if I don't know them. I am a very friendly person. I love to just sit down and just talk to people about anything.

My other good transferable skill I have is patience. I can wait on anyone. I love to just watch people do their hair and makeup. I think it is so cute to watch the elderly do stuff. They just take their time and do everything perfectly.

I am a very caring person. My heart is very big and I care about everyone. I love to see the person's smiling face whenever I help them do something. I really like to be there for someone in the time of need like when something bad happens I know I can comfort them.

Student D**Performance Level_____**

My ultimate career goal is to become a certified registered nurse anesthetist. With this goal in mind, I have tailored my high school education so that I will obtain the skills necessary to start off my college career on a positive note.

At this juncture in my senior year, I have taken every health education course available to me and have developed a wide variety of abilities that will aid me in the future. Through my experience in my clinical internship, I have gained immense knowledge in the process of taking vital signs. A semester in anatomy and physiology has left me with an in-depth understanding of the human heart and how it pumps blood throughout the body. My emergency medical services class taught me how to effectively transport injured patients on stretchers and how to properly perform CPR. All of these skills will put me a step ahead of other students pursuing health-care careers who have not had as much experience as I have.

It is my hope that as I continue my education, I will gain a better understanding of medical terminology. I also hope to learn more on the subject of patho-physiology and the usage of anesthetics on patients. My greatest accomplishment has been my interaction with patients which has built upon my level of communication skills and understanding of humanity.

Student E**Performance Level_____**

My future job that I am working toward is to become an x-ray technician. I am in a CTE class known as Medical Therapeutics. Medical Therapeutics is a very beneficial class for me. I have learned how to interact with patients and others in the workforce. I have learned how to collect information and also how to fill out a patient's record chart. Since my job involves me working in a hospital, all these skills will become very useful and helpful in the near future.

Another class that is beneficial would be Spanish class. Learning a foreign language is always beneficial to any job. Working in a hospital will include working with different minorities. It is possible for someone who does not speak any English to walk into a hospital needing an x-ray. Communication is one of the most important skills you can take with you when you leave high school.

Keyboarding class and Document class are two important classes for my future job. To become an x-ray technician, I will have to type information of some sort and I will probably be expected to know how to keep documents. The more skills I have to take with me, the better. It is important to take in as much information possible for the career I'm working toward.

If I could take a class that would benefit my future career, it would probably be a class that involves machinery and technological equipment. X-ray technicians are working around big machinery every day. Those skills would be very beneficial to have. I think I am prepared for college because of my skills I've learned in high school. When I get to college, I will take in more information in becoming a successful x-ray technician.

Name _____

MY TRANSFERABLE SKILLS 

Transferable skills are skills you have acquired during any activity in your life -- jobs, classes, projects, hobbies, sports, virtually anything -- that are transferable and applicable to what you want to do in your future job.

Competency: 4.5 Examine skills needed for working in a global marketplace.

Directions: For inter-rater reliability training purposes, assume this student work is your only assignment to assess student level of performance. Use the Competency Attainment Rubric to determine level of proficiency.

Student A: _____

Student B: _____

Student C: _____

Student D: _____

Notes:

Student A

Performance Level_____

For the past year I've been wanting to study interior design in college. I am taking an interior design class in school and it is helping me a lot. As in preparing myself to know what I'm doing in my career and helping me know how to do certain things.

Student B**Performance Level_____**

My future career goal is to be a software designer. I have gained some transferable skills over my life through my CAD and computer hardware classes.

In my CAD classes that I have taken I have learned to use the CAD program and to better visualize 3D objects which could help me later in trying to become a graphic or game designer. Being able to easily visualize 3D objects that are represented on paper can help me in creating layouts or objects inside a program or game.

Throughout my computer software and hardware classes that I have taken I have learned my way around both Windows and Linux based computer which could help me if I work in a corporation in the future. These classes have helped me learn about what makes up the inside of a computer and how it all works together. I have learned about the basic programs that are used to do computations. I have learned about networking and cabling which could help land me a networking and computer electrician job. I have a great imagination which could help me visualize and create different scenarios and backgrounds for a game design job.

I am lacking a few skills that could help me do these jobs including know how to use certain programs and I don't currently have a class in school that could help me with this. I don't really know what my greatest accomplishment is, I don't really think I have lived long enough and gained enough information to really settle on a job that I want to do for the rest of my life.

Student C

Performance Level_____

I would like to work in the medical field as my future career. Some of my accomplishments in school that may help with my future goals include accounting, health science, and rehabilitation therapies. Accounting could help in business management; I would be able to manage my money more accurately. Health science and rehabilitation therapies have already prepared me for what to expect in a medical career. They have also taught me to listen to others and respect their decisions. I believe that learning those skills are a good accomplishment that will help me in my future and career.

Student D**Performance Level_____**

My goal is to become an elementary teacher. My entire high school career has been planned and executed according to this goal. My major focus has been on doing well in school and learning skills that will help me later in life. From these many skills that I have found within myself, the three most transferable are planning and organizational skills, patience, and leadership quality.

The Early Childhood Education Academy has taught me how to become better prepared for a life in my career as an elementary school teacher. By knowing in advance the planning and organization that must be put into being a teacher, I am able to start practicing now and by doing this I will be more efficient when I enter my career. In addition, I have been able to learn how to be more patient. Working with our preschoolers has shown me how they think and operate. This insight has and is still helping me to realize and understand that it takes them longer to grasp some ideas and concepts. Also, I have become a stronger leader. Because of the leadership opportunities that I have been able to experience within the Early Childhood Education Academy, I have developed skills that will enable me to take on more responsibility and become a better and more effective teacher.

Even though I have developed many useful and helpful skills, I have one major downfall: I take on too much. If anyone asks for my help, I will give it without any thought. This sometimes means that I put what I need to do off until I finish helping them and some long nights for me. However, I feel better knowing that I helped someone accomplish their goals and that they might succeed a little bit more since I helped them.

My involvement in the Early Childhood Education Academy has prepared me for the world job market. The class has shown me what to expect as a teacher in the real world. Also, I have had hands-on experience that most other teachers would only dream of. This class has helped to make my high school career a major success and without it I don't know how prepared I would be for my future career.



Accessing *CTE Online!* Benchmark Lessons

1. Go to <http://www.cteonline.org>
2. Click on “Curriculum” (located underneath the CTE Online logo)
3. In the text box located on the left hand side under “Find Curriculum” type Benchmark and check the box below the “Search” button labeled “Lesson”
4. Click the “Search” button
5. The lessons will appear in the center of the page

Creating an Account in *CTE Online!*

1. Go to <http://www.cteonline.org>
2. Click on the “Sign Up” button located on the left hand side under “New to CTE Online”?
3. Fill in the information keeping in mind that usernames and passwords are case sensitive
4. Under “Institution Name” please enter Tennessee (it will automatically bring up Tennessee Nashville, CA this is because we are using a California system, go ahead and select this). This will make sure that you are in the Tennessee group and will give you access to the Benchmark lessons.
5. Do not worry about a registration code
6. Type the words that appear at the bottom and click on the “Register” button
7. You will now be on your home page. Please take the time to upload a picture of yourself and feel free to browse the lessons that are available to you.

If you have any questions and complications with this process, please contact Heather Justice, Special Projects Coordinator: HeatherJustice@tn.gov or 615-532-2830

Benchmark Lesson Plan Guide

Tips for a quality lesson plan and definitions of terms/components

Lesson plan originally created by: _____

Quality Lesson Components	My Lesson
Lesson Title	
Lesson Plan Overview / Details Summary of the task, challenge, investigation, career-related scenario, problem, or community link	
Tennessee Focus of Study: Grades: 9 to 12	
Course Title	
Lesson Time	
Tennessee Standards/CLEs/CTE Competencies	Course Standard: Course Competency:
Common Core Standards	
Objectives and Goals	
Materials and Resources	
1. Hook/Set Getting Started/Essential Question Also called a "hook" to grab the students' attention, the Hook Activity is a brief activity or event at the beginning of the lesson that effectively engages all students' attention and focuses their thoughts on the learning objective(s). Your Essential Question encourages students to put forth more effort when faced with a complex, open-ended, challenging, meaningful and authentic questions. Have students: <ul style="list-style-type: none"> • Observe a scenario or process • Listen to a story • Predict an outcome • Inspect a machine, tool, part or instrument • Assess prior knowledge • Review an external document (article, ad, interview or job application) • Connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school 	

Benchmark Lesson Plan Guide

Tips for a quality lesson plan and definitions of terms/components

Quality Lesson Components	My Lesson
<p>2. Lecture (Discover/Explain) The teacher provides the basic information needed for students to gain the knowledge or skill through brief, direct instruction.</p> <p>Teacher might:</p> <ul style="list-style-type: none"> • State primary objectives of the day in easy, accessible language • Introduce essential vocabulary • Identify how students will be ultimately assessed on their skill and/or knowledge • Provide detailed overview of skill or process • Explain where this skill/info is applied in the field • Connect standards to real-world and help students “make sense” of the content <p>Students should:</p> <ul style="list-style-type: none"> • Build on experiences and background knowledge • Organize information • Incorporate literacy strategies through teacher prepared, interactive, or combination note taking (graphic organizers) 	
<p>3. Demo/Modeling This part of the Discover/Explain process provides students with proficient modeling by the teacher.</p> <p>Teacher should:</p> <ul style="list-style-type: none"> • Explain critical aspects moving from basic to complex • Reinforce understanding through labeling, categorizing, explaining, comparing • Balance talking with showing • Identify real application of skill in workplace <p>Students should:</p> <ul style="list-style-type: none"> • Follow along closely • Ask questions • Take notes or diagram a sequence • Follow along or perform steps themselves 	
<p>4. Checking Understanding (Formative Assessment) Continuous monitoring of whether or not a student "got it"</p> <p>Teacher should:</p> <ul style="list-style-type: none"> • Summarize process or knowledge • Ask questions that go beyond recall • Clarify expectations • Allow students to redo <p>Students should:</p> <ul style="list-style-type: none"> • Monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why 	

Benchmark Lesson Plan Guide

Tips for a quality lesson plan and definitions of terms/components

Quality Lesson Components	My Lesson
<p>5. Guided Practice (Group Work or Lab) An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision and support.</p> <p>Teacher should:</p> <ul style="list-style-type: none"> • Guide whole group • Move through room to provide spot-check support • Monitor for participation • Remind students required elements for summative assessment <p>Students should:</p> <ul style="list-style-type: none"> • Go through all steps of the process or items to be learned • Have assistance from teacher and solve routine and authentic problems • Self assess and monitor own learning 	
<p>6. Independent Practice (Lab) To help students reach proficiency, next is reinforcement practice. Applies knowledge to new situations to complete a relevant project (this may happen in class or in extended time such as homework).</p> <p>Teachers should:</p> <ul style="list-style-type: none"> • Define proficiency and mastery • Provide assistance materials such as safety posters, etc. • Provide clear expectations for performance, timelines, evaluation elements (rubric), etc. • Provide regular opportunities to accommodate individual student needs • Measure student performance in more than three ways (in the form of a project, experiment, presentation, essay, short answer, or multiple choice test) <p>Students should:</p> <ul style="list-style-type: none"> • Work independently • Have less direct guidance and intervention as deemed safe and appropriate • Use their notes and materials to assist with recall and performance • Monitor their own learning gaps in relation to what will be expected of them on the summative assessment 	

Benchmark Lesson Plan Guide

Tips for a quality lesson plan and definitions of terms/components

Quality Lesson Components	My Lesson
<p>7. Closure Designed to help students bring things together.</p> <p>Teachers should:</p> <ul style="list-style-type: none"> • Provide informal review of proficiency and determine if gaps exist on behalf of individuals and/or class • Remind what this is leading up to <p>Students should:</p> <ul style="list-style-type: none"> • Assess their own performance/learning (in pairs) • Identify gaps by self evaluation • Review steps, procedures, information to increase performance (independent practice) • Use practical thinking by applying and implementing what they learn in real-life scenarios 	
<p>8. Assessment Students provide evidence of their proficiency.</p> <p>Teachers should:</p> <ul style="list-style-type: none"> • Assess skills/knowledge for each individual • Provide feedback in accordance with rubric and/or guidelines for performance • Look for ways to exhibit student work beyond the classroom for authentic feedback <p>Students should:</p> <ul style="list-style-type: none"> • Organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it • Draw conclusions, make generalizations, and produce arguments that are supported through extended writing • Model appropriate soft skills, ethical and occupational safety behaviors 	
<p>Career and Postsecondary Readiness Standards</p>	
<p>Webb's Depth of Knowledge (DOK) Level</p>	
<p>Scaffolding Extensions (modifications provided to IEP or GT students)</p>	

Special Needs Students in Career and Technical Education

Resource

Special Needs Students in Career and Technical Education

Resource

Introduction:

A committee, composed of state and local level representatives from career and technical education, special education and school counselors, was developed to conduct a study related to services for special needs students in career and technical education. Their mission was to determine and address barriers to appropriate placements of special education students into career and technical programs and to develop and implement written suggested guidelines for use by school personnel. This resource is the result of the study and it is hoped that it will serve as a tool in the process of developing an Individual Education Plan (IEP) and in modifying competencies for special needs students.

Description of Career and Technical Education:

Career and technical education (CTE) courses are electives available to all students at the high school level. The purpose is to provide students with training so they may enter the workforce immediately following high school or pursue further training at a technical or community college. Students may also earn a four year degree from a college or university related to training received in a technical program. It is hoped students will earn three or more CTE credits in a single program area (or two if the state and/or local eligible recipients recognize two course sequences) to be a CTE Concentrator.

Work-based learning activities may be available to all students. This gives the student an opportunity to apply theories and skills learned in the classroom to an actual job situation. Sometimes opportunities are available for apprenticeships and the pursuit of industry certification.

Special needs students would select areas of career interest in the same way that all other students do. Some may already have selected one. Additionally, school counselors are knowledgeable about career assessment tools available from the Department of Education. These same tools are appropriate for use with students who have special educational needs.

Career and technical education currently has 16 career clusters and 71 state approved programs of study. Information on CTE career clusters, programs of study, and CTE courses is available on the Division of Career and Technical Education's website: <http://tennessee.gov/education/cte/>

Description of Special Education:

Special education services are available to all students who qualify through certification. Students who enroll in Career and Technical Education courses are eligible for the same services as those provided in any other classroom. The IEP team determines modifications to be made for these classes in the same way they are determined for other classes. Special consideration should be given to the student's interest, ability level, maturity level, and ability to pass a safety test if the course involves a lab/shop component.

Accommodations may include extended time, having material read, oral testing, abbreviated assignments, etc. The safety test can be read to students but they must understand the questions and answer correctly.

If the students are working toward attainment of a regular high school diploma, they must pass the Gateway Exam in the areas of English II, Biology I, and Algebra I. If students do not pass all three exams, they will be eligible to receive a special education diploma if they meet the requirements of their IEP.

Development of the IEP:

When developing the IEP for a high school student, career and technical courses may be considered as part of the student's education plan. These courses can provide knowledge and skills to enter the workforce or pursue postsecondary training or education. Appropriate placement for the student is very important to ensure both success and satisfaction of the student in the program.

When considering a career and technical education program, the following steps could be considered in IEP development.

1. What is the interest of the student? What are the student's plans after graduation? What are the student's career goals?
2. What is the ability level of the student? Career and technical education courses involve both hands on activities and a certain level of reading, math and technology. These may be found in the course competencies. Consideration should also be given to all students' level of maturity with regard to safety issues. Students are required to pass a safety test before working and using tools in a lab/shop area. The IEP team should choose the most appropriate program for the student based on interest, ability and readiness of the student to not only master the safety test but to participate in the class without compromising the safety of the student and other members of the class.
3. A member of the IEP team (career and technical instructor, school counselor, special education teacher) should be able to adequately describe the course that is being considered for the student. This should include an overview of what the course is about and the competencies that are taught in the course. Course competencies can be found on the State Department of Education web page under the respective program area in career and technical education.

4. Once the course is determined, the IEP team should look at the competencies listed for the course and determine which competencies will be included in the student's IEP.
5. The IEP team should then determine the modifications that should be made for the student based on the competencies the student will be working toward mastering.

If your school system is using Easy IEP, career and technical education instructors can gain access to a student's IEP. This enables the teacher to read the information included through the "Read Only" link.

Frequently Asked Questions

1. What is an Individual Education Plan (IEP) Meeting?

An IEP Meeting is held to develop an Individualized Education Plan for a student with disabilities. An IEP is a legal contract between the local education agency (LEA) and the student/parent(s)/guardian(s).

2. Who should attend an IEP Meeting?

A parent/guardian, school administrator, school counselor, special education teacher, regular education teacher, career-technical teacher and the student should attend the IEP meeting. Other resource personnel may also attend the meeting. Other service providers who are not school-based may attend to provide relevant information towards the development of goals and objectives.

3. What takes place in an IEP Meeting?

The IEP Team discusses the student's educational needs as well as the student's interests and abilities and determines the best plan to meet the student's needs and postsecondary and career goals. Your signature indicates your participation in the development of the IEP.

4. What is the role of the career-technical teacher in the IEP process?

The career-technical teacher is encouraged to attend the IEP meeting and should be prepared to:

- provide course description
- describe program of study (sequence of courses)
- review the course competencies
- discuss and document any occupational hazards that exist in the course
- discuss the safety test for the course
- participate in the discussion to
 - determine the best placement for the student
 - determine appropriate modifications and accommodations
 - determine which competencies the student will be accountable for mastering

5. What are the liability issues when students are placed in classes with dangerous equipment? (example: saws, milling machines, lathes, lifts, electrical circuits)

Safety tests should be administered to all students. All students are required to pass safety tests at 100% accuracy. Tests should be kept on file for five years.

6. What can the career-technical teacher do if a student is not succeeding in the career and technical class?

The career-technical teacher should consult with the special education teacher for assistance in providing services for the student. If the student continues to be

unsuccessful, the teacher may request an IEP Team Meeting to review the student's placement in the course.

7. What is the role of the school counselor?

The school counselor is responsible for the administration of career assessment inventories (such as Kuder or TCIDS), development of the Six-Year Plan, appropriate placement of the student in a career-technical program and creation of a schedule for the student. The counselor must also be directly involved in the development of the student's Transition Plan within the IEP.

8. What is the role of the special education teacher?

The special education teacher is responsible for scheduling and conducting the IEP meeting, developing the IEP with the IEP team, maintaining the student's records and providing and/or coordinating whatever services are needed for the child.

9. What is the role of the parent/guardian?

The parent/guardian is invited to participate in the IEP meeting and in development of the IEP. Consent of the parent/guardian is required for initial evaluation and change of placement of the student unless the student has reached the age of 18.

10. What is the role of the school administrator?

The school administrator is generally the LEA designee representing the local system in IEP team decisions. He/she is responsible for obligating the LEA's resources to implement the IEP.

11. What should the team consider when discussing enrollment of the student in a career-technical course?

- Career interest inventory results
- Student performance
- safety
- student's abilities
- behavior plan
- student's physical limitations
- student's strengths
- CTE course competencies

12. What is a behavior plan?

It is part of an IEP that addresses assessed (Functional Behavior Assessment) behavioral issues and prescribes remedies via objectives. The team must agree on the contents of the plan.

13. What is a career-technical concentrator?

A concentrator is a secondary student who earns 3 or more CTE credits in a single program area or 2 credits if the state and/or local eligible recipients recognize 2 course sequences.

14. Is a special needs student responsible for mastery of all course competencies?

No. The IEP Team can modify the number of competencies.

15. What accommodations or modifications may be appropriate for a special needs student enrolled in a career-technical course?

See Appendix (safety test accommodations, career and technical course accommodations/modifications).

16. Can a career technical teacher ask for an IEP meeting at any time?

Yes. Contact the special education teacher.

17. If the teacher doesn't agree with the IEP Team's decision, does the teacher have to sign the IEP?

No; however, the teacher's signature does not indicate agreement with the plan; it indicates participation in development of the plan. It is the teacher's responsibility to follow the modifications recommended in the plan.

18. What should a teacher do who determines a need for assistance with a special needs student?

The teacher should request assistance from the special education teacher, counselor and an administrator. The teacher should document the request.

19. Are students with disabilities required to take the Gateway Tests?

All students must be given the opportunity to take the Gateway test unless the IEP team determines that the student is eligible for the Tennessee Comprehensive Assessment Program Alternate Assessment. The TCAP Alternate Assessment has been developed in order to include students with the most significant cognitive/adaptive disabilities in the statewide accountability program. If a student does not take and pass the Gateway exams, the student will not receive a regular high school diploma.

Glossary/Terms

Accommodations – Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities. Accommodations are intended to reduce or even eliminate the effects of a students' disability; they **do not** reduce learning expectations. Examples of accommodations include extended testing time, using magnifying equipment, oral test responses, testing in a separate room, and listening to a technical manual instead of reading it.

Articulation – An agreement between the high school and a postsecondary institution for a postsecondary credit to be earned in high school.

ACTE (Association for Career and Technical Education) – The largest national education association dedicated to the advancement of education that prepares youth and adults for successful careers. ACTE's mission is to provide leadership in developing an educated, prepared, and competitive workforce.

BIP (Behavior Intervention Plan) – A component of a child's IEP that describes positive behavioral interventions and other strategies that the district must implement to prevent and control unacceptable behaviors.

Career and Technical Education (CTE) Concentrator – A secondary student who has earned three or more CTE credits in a single program area or two credits if the state and/or the local eligible recipients recognize two course sequences.

Cluster – Career Clusters are groupings of similar occupations and industries. These groupings are used as an organizing tool for curriculum design, technical skill assessments, instructional and guidance models, sequencing for four or six year plans, and to provide seamless transitions between secondary and postsecondary education. Tennessee currently has 16 career clusters.

Consulting Teacher – A special education teacher who provides services for special needs students by working with the regular classroom teacher as a consultant. The consultant may also serve the student in a resource program.

Course Competencies – Learning expectations designed for each course standard. Also known as course objectives.

CTE (Career and Technical Education) – A program that provides middle, high school, and adult learners with training in a particular career. The careers require varying levels of education, with some students gaining enough training to enter the workforce immediately following high school, while others may require a four-year college degree. Students may elect to take only a single course or a concentration in a particular program area. The CTE program areas of study in Tennessee include

agricultural education, business technology education, family and consumer sciences education, health science education, marketing education, technology engineering education and trade and industrial education.

DECA – The student organization for Marketing students formerly known as Distributive Education Clubs of America.

Elective – Any course that a student may choose to meet the total number of credits required for graduation.

ELL (English Language Learners) – Non-English language background students who have problems meeting the same high educational standards set by the state as their English-speaking counterparts because of a lower level of proficiency in English and have difficulty in the regular classroom because of limited English proficiency.

FAPE (Free Appropriate Public Education) – Students with disabilities are entitled to a free appropriate educational placement.

FBLA (Future Business Leaders of America) – One of the student organizations for Business Technology students.

FCCLA (Family, Career and Community Leaders of America) – The student organization for Family and Consumer Sciences students.

FFA – The student organization for Agriculture students (formerly Future Farmers of America).

Gateway Exams – Exams that students must pass in order to receive a regular high school diploma. Areas tested include Algebra I, Biology, and English II.

HOSA – The student organization for Health Science students formerly known as Health Occupations Students of America.

IEP (Individualized Education Plan) – A written document that describes the abilities and needs of a child with a disability and prescribes the placement and services designed to meet the child's unique needs.

IDEIA (Individuals with Disabilities Education Improvement Act) – Federal legislation that requires states to provide all children with disabilities with a free appropriate public education.

Informed Parental Consent – Informing the parent of all information relevant to the activity for which consent is sought, in the parent's native language or mode of communication.

LEA (Local Education Agency) - The school system in which the student attends.

LRE (Least Restrictive Environment) – Educating a special needs student with his/her peers without disabilities to the maximum extent appropriate.

Modifications – Changes that are designed to "level the playing field" for students with disabilities. Examples of modifications include: requiring less material (fewer competencies, shorter units or lessons, fewer pages or problems) and abbreviating assignments and assessments so that the student only has to complete certain problems or items.

Program Areas – The career and technical education program areas include: agricultural education, business technology education, family and consumer sciences education, health sciences education, marketing education, technology engineering education and trade and industrial education.

Program of Study – Recommended sequence of courses that end in credentials such as industry certification, associate degree, baccalaureate degree, or higher credential.

Regular Diploma – A diploma awarded to students who successfully complete path requirements or goals of the IEP and pass the Gateway exams.

Required Course – A course that the state requires a student to pass before he/she may graduate.

Steam – Building level problem solving teams that address the needs of students with academic or behavioral difficulties.

SkillsUSA – The student organization for Trade and Industry. Formerly VICA (Vocational Industrial Clubs of America).

Specialized Diploma – A diploma awarded to students who qualify for special education services and who successfully complete the goals outlined in their Individualized Education Plan.

Technology Student Association (TSA) – The student organization for Technology Engineering Education students.

Tennessee Comprehensive Assessment Program Alternative (TCAPAlt) – An alternate assessment that has been developed in order to include students with the most significant cognitive/adaptive disabilities in the statewide assessment and accountability program. The TCAPALT includes a determination of participation by the IEP team and a development of a portfolio assessment.

Transition Planning – A coordinated set of activities designed within a results oriented process based upon the functional and academic abilities of the student that facilitates movement from school to post-school activities.

Transition Work-Based Learning Activities – Transition WBL activities are designed to facilitate community based instruction, employment experiences and socialization skills for the student with disabilities. The transition WBL method includes both paid and nonpaid training activities for both credit and/or completion of the IEP goals and objectives.

Work-Based Learning (WBL) – WBL activities are part of a structured system—for all students—at the high school level that allow students to apply classroom theories and explore career options at the work site or connect classroom learning to work.

Websites

<http://acteonline.org> (includes a lesson plan library, information about Special Needs Division, and a link to Techniques which is the ACTE magazine)

<http://acteonline.org/about/division/snd.cfm> (direct link to the ACTE Special Needs Division resources)

<http://www.tennessee.gov/education/cte/> (link to State of Tennessee, Division of Career and Technical Education webpage; links to CTE Program information)

<http://www.state.tn.us/education/speced> (link to State of Tennessee, Special Education Division)

<http://www.tennessee.gov/education/cte/wb/> (link to Work-Based Learning manual and resources)

http://www.teachology.com/teachers/lesson_plans/vocational_ed/ (link to both CTE and Special Education lesson plans)

<http://vocserve.berkeley.edu/CenterFocus/CF6.html> (National Center for Research in Vocational Education)

<http://www.disabilityresources.org/> (disability resources on the net)

<http://www.heath.gwu.edu> (National Clearinghouse on Postsecondary Education for individuals with disabilities)

<http://www.ilr.cornell.edu/ped/tsal/tsal.html> (employment and disability)

<http://www.cec.sped.org/index.html> (Council for Exceptional Children)

<http://web.utk.edu/~lre4life/lreinfo.htm> (Least Restrictive Environment for Living, Inclusion, Friendships, & Employment)

<http://kc.vanderbilt.edu/kennedy/> (Vanderbilt Kennedy Center for Research on Human Development)

<http://www.pathfinderscareerdesign.com/> (Career Inventory)

<http://www.state.tn.us/education/mcurriculum.htm> (TN Department of Education curriculum links)

<http://www.tennessee.gov/education> (TN Department of Education)

http://www.awesomelibrary.org/Library/Special_Education/Blind_and_Visually_Impaired/Blind (collection of Web resources)

Safety Test Accommodations

Accommodations are techniques, means, etc., in helping the student reach mastery of Safety Test contents.

Safety Test Accommodations	
Modifications	Person Responsible
1. Teach Test	
2. Test used as a study guide	
3. Read test	
4. Tape test	
5. Extended time to take test	
6. Test taken in alternative setting	
7. Retake test	
8. Other	

Career and Technical Course Accommodations/Modifications

Modifications are techniques, means, strategies, etc., for helping the student reach mastery of critical course competencies.

Career and Technical Course Accommodations/Modifications	
Accommodations/Modifications	Person Responsible
1. Extended time	
2. Shorten assignments	
3. Alternative materials	
4. Preferential seating	
5. Notes taken by designated person	
6. Tape recording of lecture	
7. Study guides	
8. Tests taken in alternative settings	
9. Open book tests	
10. Retake tests	
11. Other	