

**ERIE COUNTY TECHNICAL SCHOOL
PROPOSED AGENDA ITEM**

DATE: August 18, 2015

SUBJECT: BCTE Technical Assistance Program 2015-2016

CATEGORY: Operations

INITIATED BY: Aldo Jackson

Description:

Each year, the Pennsylvania Department of Education, Bureau of Career and Technical Education (BCTE) provides activities and services that support career and technical centers (CTCs) across the state. These services are provided at no cost to the CTCs and are intended to raise student performance on the Keystone Exams and occupational end-of-program assessments (NOCTI and NIMS).

The services and activities include professional development, curriculum development, and end-of-program assessment aides.

Administrative Recommendation:

Motion to approve the Memorandum of Understanding between the Erie County Technical School and the Bureau of Career and Technical Education for participation in the BCTE Technical Assistance Program.



pennsylvania
DEPARTMENT OF EDUCATION

TECHNICAL ASSISTANCE PROGRAM

2015 – 2016 Activities and Services

Career and Technical Distinguished School Leader (CTDSL)

The CTDSL will work as part of the school team to assist in identifying systemic or instructional barriers to improving student achievement. The role of the CTDSL is flexible in its implementation according to the perceived needs of each school and will work closely with the school's administrators and team members. Ultimately, the goal is to identify and overcome barriers and gaps so that students can experience more success with Pennsylvania System of School Assessment (PSSA) reading and math results and end-of-program occupational assessments. All CTDSLs have had experience as a career and technical education administrator and have demonstrated results in student achievement from their own leadership experience.

A key element to the work of the CTDSL is the connection between the Career and Technology Center (CTC) and the sending school districts. The CTDSL can help the school team make the necessary connections so that an approach to common problems can be developed and short-term goals can be set. As the year progresses, the CTDSL can help the team look at the larger scope of technical and academic integration of 21st century learning into CTC programs.

The support that a school receives from a CTDSL may include, but is not limited to, expertise in data analysis, knowledge of current standards-based reform, knowledge of staff development for systemic change and utilization of current practices in integrating career and technical education into academic instruction resulting in improved student achievement.

This service is available to all schools in TAP. Services will be provided on an as requested basis. This service is coordinated through the Pennsylvania Association of Career and Technical Administrators (PACTA).



Enhanced Career and Technical Education Assignments

Target Audience: Administrators, CTE instructors, and academic instructors who possess the attributes necessary to lead change within their schools. For those schools who are interested in participating in the Level 1 activity, it is strongly suggested that an administrator participate in the October session to understand the process and support instructors throughout the year.

This activity will be presented at two different levels. Level 1 training is limited to schools who did not participate in this activity during the 2014-2015 school year or schools who wish to send a new team of instructors to participate. Level 2 training is limited to schools who did participate in this activity during the 2014-2015 school year.

Follow-up coaching will be provided at each individual school.

Regional Level 1 Meeting Dates

Western Region

October 7 and 8
December 8
March 22

Central Region

October 13 and 14
December 9
March 23

Eastern Region

October 15 and 16
December 10
March 24

Regional Level 2 Meeting Dates

Western Region

October 8
December 8
March 22

Central Region

October 14
December 9
March 23

Eastern Region

October 16
December 10
March 24

Problem based learning (PBL) is a teaching strategy that involves a minimum amount of direct and formal instruction characteristic of lecture based teaching. In a PBL model, students are provided with complex problems to work on and during the process they get to learn the lesson content and theoretical knowledge underlying the problem. In other words, unlike traditional content-based teaching where the instructor delivers content and knowledge to students, PBL presents problem-based activities as a way to stimulate students' cognitive skills and engage them in hands-on learning.

PBL is a student centered and process-oriented approach. It puts a premium on the process leading to understanding. Its main objective is to prepare students for real world scenarios where they would have to deal with a variety of problems. It is also a cross-disciplinary approach in that it cultivates skills necessary for learning across multiple disciplines, including:

- Teamwork
- Independent learning
- Communication skills
- Problem solving skills
- Interdisciplinary skills
- Information-mining skills
- Higher-order thinking skills

Creating challenging problems is at the base of an effective PBL approach. When deftly formulated, problems are deemed to sustain students' engagement and drive their learning.

Well-structured problems in PBL should include the following components:

- Contain multiple solution paths
- Change as new information is obtained
- Contain content that is authentic to the discipline
- Generate interest and controversy and cause the learner to ask questions
- Prevent students from knowing that they have made the "right" decision
- Require more information for understanding the problem than is initially available
- Be open-ended and complex enough to require collaboration and thinking beyond recall.

This training will target the challenge CTE instructors face developing authentic project based instruction in career fields which are high wage, high skill, and in considerable demand. The first project will entail seven to ten days of instruction with subsequent projects entailing approximately twenty days of instruction aligned with Pennsylvania Programs of Study and meeting technical standards while deeply embedding literacy and math.

Goal:

The goal of this activity is for CTE instructors to use a sequence of authentic and rigorous workplace projects in their programs that deliver technical standards and provide students with the technical and academic skills necessary for college and career success.

CTE instructors will be provided with training and follow-up coaching on designing robust project assignments. Participants will assess and adjust a current career and technical assignment or develop a new idea into a project assignment at a robust level including embedding academic skills and standards to be mastered. CTE instructors and academic teacher representatives collaborate to develop enabling learning activities to address technical and academic standards and technology skills students must use to complete the project assignment. The outcome for this training is for each instructor or team to develop a minimum of three projects with the expectation of delivery of the projects during the school year with follow-up coaching.

Summary:

As a result of these workshops, instructors will learn how to:

1. Develop an essential question for a project;
2. Develop a project description and project assignment;
3. Determine the technical, academic, critical thinking, and 21st century skills to be learned and applied through the project;
4. Develop a system to grade students' demonstration of mastery of the skills in the project;
5. Develop a clear plan for implementing the project; and
6. Determine a sequence of instructional activities for students throughout the project.



Developing and Assessing 21st Century Skills

Target Audience: This program is designed for school leadership teams, instructional leaders, Enhanced CTE participants and other CTE instructors. It will help schools develop a “laser like” focus towards increasing student proficiency in 21st century skills and define “soft” skills in order to give students explicit expectations.

Statewide Meeting

October 6 – Nittany Lion Inn, State College, PA

Spring, 2016 – Nittany Lion Inn, State College, PA – Date to be announced

CTE instructors will receive training to build 21st century skills by developing clearly defined formative assessments through an implementation plan. CTE instructors will examine existing rubrics and other assessments to analyze how they might be used to develop student mastery over time (formative). They will prioritize three Learning and Innovation Skills that are most important for their program. Working together, instructors will modify or develop new rubrics and assessments for their students along with an implementation plan.

The skills that will be addressed in this workshop are defined as the Learning and Innovation Skills by the Partnership for 21st Century Skills (P21):

- Creativity and Innovation
 - Think Creatively
 - Work Creatively with Others
 - Implement Innovations
- Critical Thinking and Problem Solving
 - Reason Effectively
 - Use Systems Thinking
 - Make Judgements and Decisions
- Communication and Collaboration
 - Communicate Clearly
 - Collaborate with Others

CTE instructors will learn the following strategies:

1. Instructors will gain a common understanding of the 21st century skills,
2. Instructors will analyze assessment methods for the skills,
3. Instructors will develop a plan of the 21st century skills students need and when to introduce them, and
4. Instructors will create their own assessments.

MAX Teaching with Reading and Writing



Target Audience: CTC administrators and instructors and sending district instructors.

Regional Demonstration Session Trainings:

August 21 – Steel Center for Career and Technical Education
Kevin Rice, (412) 469-3200 x6741

August 24 – CTC of Lackawanna County
Colleen Stepanovich, (570) 346-8471 x167

August 25 – Chester County Technical College High School – Brandywine Campus
Seth Schram or Kate Vigano, (484) 593-5100

August 26 – Schuylkill County Career Centers – Mar Lin Campus
Kurt Lynch, (570) 544-4748 x3115

Extended Strategies Modeling Training sessions have already been scheduled for the 2015-2016 school year.

The training illustrates teaching strategies related to literacy for implementation into all instructional environments and, in particular, the CTC classroom. These strategies address current literacy deficiencies of the student population. Through a collaborative effort between the CTC and their sending districts, overall student academic achievement, as well as technical skill attainment, is improved. Professional development activities at each TAP school will allow instructors to learn research-based teaching strategies related to literacy which can be implemented into all instructional environments and in particular the CTE classroom. In addition, instructors will observe the consultant modeling the teaching strategies using the school's own reading materials and lesson plans. Schools will have an opportunity to sign up for a one-day demonstration of literacy strategies (six-hour workshop) or a one-day coaching visit where modeling in the classroom will occur.

Summary:

A one-day demonstration session OR a two-day coaching/modeling session.



NOCTI Pre-Assessments and Study Guides

Pre-Assessments – Seniors in Fall 2015 (if not given the pre-assessment in Spring 2015)
Juniors in Spring 2016

Pre-Assessment Dates – Seniors – September 1 – October 30, 2015

Juniors – March 1 – May 13, 2016

Study Guides – Use with seniors between pre-assessment and post-assessment throughout the 2015-2016 school year.

Statewide Meeting

December 3 – Statewide Meeting for Test Site Coordinators – State College, PA

NOCTI pre-assessments are required to be administered to either juniors in the spring of the year **OR** seniors in the fall of their senior year. Students (seniors) who are anticipated to complete their career and technical programs in June 2016 could have been pre-tested in Spring 2015. If they were not tested, these anticipated completers **must** take the pre-assessment in Fall 2015. The pre-assessment consists of the NOCTI written portion only. Reports include a *Group Score Report* and *Individual Participant Reports*. Comparative data is not provided for pre-assessments. These data reports provide schools with information and data to assist instructors and students in identifying skill strengths, as well as gap areas that need further remediation. These reports are excellent diagnostic tools to help instructors adjust curriculum to meet the specific needs of students. Targeting the identified curriculum areas for remediation throughout the school year will ultimately improve student performance on the post-assessment.

NOCTI Study Guides are required to be used with students between the pre-assessment and post-assessment. Using Study Guides to target the identified curriculum areas for remediation, throughout the school year, will ultimately improve student performance on the end-of-program assessment. Study Guides contain information on both the written and performance portions of the post-assessment including an overview of the assessment which shows percentages of each duty covered and study checklists for each duty in the written and performance portions of the assessment.

Ordering Information:

Pre-assessment and Study Guide orders must be placed by each school's Test Site Coordinator on the NOCTI Client Service Center website using the TAP Order Form. Orders will route through Penn State Greater Allegheny for approval. Information on ordering and the 2015-16 Test Crosswalk will be e-mailed to Test Site Coordinators and school administrators in August 2015. Each school will use the Test Crosswalk to determine which pre-assessment and study guides should be ordered for each program. PDE will pay the costs for pre-assessments and study guides for all TAP schools. Test Site Coordinators are also responsible for ordering post-assessments. Schools must order these testing materials through the NOCTI Client Service Center at <https://clientservices.nocti.org/> using the Pennsylvania TAP Order Form.

Cost:

PDE will assume the costs for pre-assessments, study guides and post-assessments for all TAP schools.



Pennsylvania Inspired Leadership Programs (PIL)

Target Audience: Administrative and supervisory CTE personnel. The Pennsylvania Association of Career and Technical Administrators coordinates this activity.

The PILs are statewide, standards-based continuing professional education programs for school leaders. The comprehensive program is focused on developing the capacity of leaders to improve student achievement. The New Director Academy will begin October 27 and 28 and is described below. The remaining PILs will be offered in Spring 2016.

New Director Academy

First Statewide Meeting

October 27 and 28 – Nittany Lion Inn, State College, PA

The New Director Academy is a 60-hour PIL, PDE approval pending, for new Directors (less than five years of experience), current administrators aspiring to the Director's position, or current Directors who desire a more in-depth understanding of the critical aspects of their roles and responsibilities and desire to network with their peers. The course will be delivered through six sessions (two full days, two half-days, and two on-site mentoring sessions) spread throughout the year. This will allow participants to maintain contact with the instructors and Course/Project Facilitator to provide the maximum opportunity for participants to be able to gain the knowledge and skills necessary to answer the essential questions and to fulfill the competencies and job-embedded assignments of the course.

The first two full-days are scheduled for October 27 and 28 at the Nittany Lion Inn in State College. The remaining sessions are scheduled as half days and as on-site mentoring days. The course topics are (1) Curriculum, (2) Supervision, including some of the components of Act 82, (3) NOCTI and Carl D. Perkins Plan Data Analysis, (4) Chapter 339, (5) Locally Developed Quality CTC Indicators, (6) Community Leadership, including JOC and Superintendent Advisory Committee relationships, (7) Budgeting, and (8) Teacher Evaluation, including correlating teacher evaluation with student achievement data. The sessions related to Budgeting and Teacher Evaluation are planned to be delivered via on-site mentoring at your school or at another school site local to the participant. Job embedded assignments are a Curriculum Plan, Supervision Plan, and documentation of Community Leadership activities.

Educator Effectiveness Level I

Dates to be announced

This PIL is considered the first in the series of the PACTA Educator Effectiveness PILs. It includes application of the SAS to career and technical education (CTE) in the context of the *Danielson Framework for Teaching*.

Participants will learn through instruction, problem solving, and group interaction, and the focus shall be on increasing student achievement through use of the *Danielson Framework for Teaching*. After a review on SAS and its relationship to the Educator Effectiveness project, participants will begin working with CTE instructors to implement the two forms of teacher supervision: formal observation and differentiated supervision. The *Culminating Project* will be based on the creation of appropriate Student Learning Objectives with five CTE instructors

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within the context of career and technical education. Participants will discuss and share with each other at the PIL face-to-face sessions and through online learning communities how they implemented the Educator Effectiveness Model in their schools and lessons learned for future implementation.

Educator Effectiveness Level II – Student Learning Objectives

Dates to be announced

This PIL is considered the second phase or enhancement of the original PACTA Educator Effectiveness PIL. It will include application of the SAS to career and technical education (CTE) in the context of the Danielson *Framework for Teaching*. This PIL will specifically focus participants on the development and implementation of Student Learning Objectives (SLOs) with career and technical education instructors within the context of teacher evaluation.

Participants will learn through instruction, problem solving, case studies, and group interaction with a focus on increasing student achievement. The Danielson *Framework for Teaching* will be used as the basis of increasing student achievement as measured through the Student Learning Objectives. After a review on SAS and its relationship to Student Learning Objectives, participants will begin working with CTE instructors to develop SLOs. Participants will receive instruction in the use of coaching and formative and summative assessments as performance measures. The *Culminating Project* will be based on the creation of appropriate SLOs with five CTE instructors within the context of career and technical education. Participants will discuss and share with each other at the PIL face-to-face sessions and through online learning communities their collaboratively developed Student Learning Objectives, how the SLOs were implemented in career and technical education programs, and lessons learned for future implementation.

Principal Leadership

Dates to be announced

This PIL will focus on teaching career and technical center administrative directors or other administrators to accurately evaluate and rate principals of career and technical centers using the Pennsylvania *Framework for Leadership*. In contrast, it does not focus on the use of strategies for the administrative director to implement his or her own evaluation with the Superintendent of Record or JOC. Participants will discuss and learn how to coach principals to work with career and technical education instructors to implement elements of the four domains of the Danielson *Framework for Teaching*.

Participants will learn through instruction, problem solving, case studies, and group interaction. The six elements of the SAS system will be reviewed as participants demonstrate understanding of the relationship between the Pennsylvania *Framework for Leadership* and the Danielson *Framework for Teaching*. Participants will learn to coach principals in utilizing the Danielson *Framework for Teaching* to pinpoint and target areas of instructional proficiency and areas in need of remediation among career and technical instructors. The *Culminating Project* will involve administrative coaching and evaluation. Part one of the *Culminating Project* will involve the participant coaching the principal in use of the Danielson *Framework for Teaching* for teacher evaluation. Part two of the *Culminating Project* will involve the participants conducting an evaluation of the CTC principal utilizing the Pennsylvania *Framework for Leadership*.

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Curriculum Leadership in Career and Technical Education: Focusing on Aligning Curriculum with Industry Standards for Student Success

Dates to be announced

The purpose of this PIL is to provide CTE school leaders with curriculum leadership and the knowledge to work with instructors to create a CTE program course syllabus which is inclusive of a curriculum map, unit plans and lesson plans. Specifically, the curriculum map will represent a calendar which is inclusive of the CTE content that is to be taught in the timeframe of the course. The calendar will contain unit plans which represent the "chunking" of content into activity and project based lesson plans in the CTE content area. This will take place within the learning focused SAS system which will be an integral part of the PIL. The participants will expand their knowledge of the SAS system while developing the ability to create an all-inclusive course syllabus for a CTE program that covers a complete timeframe for delivering the course materials. The syllabus, course description, curriculum map, unit plans and assessment approaches will contain the instruction, student oriented learning approaches and educational experiences for students to increase their knowledge of industry based standards as demonstrated on the NOCTI post- assessment.



Providing Targeted Support for Instructional Coaches

Target Audience: Instructional coaches, lead teachers and curriculum coordinators.

Dates to be announced.

NC3T will deliver sessions in conjunction with a statewide Pennsylvania education conference during the 2015-16 school year. The sessions will be targeted for instructional coaches and administrators interested in adding coaches to their staff. Sessions will be facilitated by NC3T and led by other instructional coaches in Pennsylvania who work to improve teaching and learning at career and technology centers.

NC3T will also facilitate an online forum and 3 conference calls open to all CTE instructional coaches and lead teachers (Basecamp). The forum will allow participants to post discussion topics related to current statewide initiatives and instructional practices, engage participants in networking and resource sharing.