

Supervisors of Instructional Support Services Report
March 2016
Jan Kennerknecht and Patrick Holland

Curriculum Development

DACUM Workshop- a DACUM workshop was held for our Facility Maintenance program on Friday, February 26th. The DACUM Research Chart and Task Rating Analysis are available for your review tonight.

Professional Development

Regional Meeting- Jan presented an overview of the variety of articulation agreements available to our students at the Career Pathways Conference, held at the Ambassador Conference Center on March 17th. That meeting was attended by local school superintendents, guidance counselors, and representatives from various workforce development groups and support agencies.

Special Education

Junior Transition Staffing Meetings: The junior transition staffing meetings that were rescheduled for March were attended by both Jan and Pat. Again, these meetings are held to join our high school students who have disabilities with the governmental agencies who may be able to provide needed supports in job placement or further schooling after high school graduation. Referrals were made for approximately one-half of our 92 juniors with disabilities.

Term III ended on Tuesday, March 22. Jan and Pat are continuing to follow up with our students with disabilities who have low grades either for this term or for the year.

ECTS Literacy

Literacy from book to lab to work... observations from our part time reading coach, Robin Grimes.

“In the culinary arts lab, I saw an excellent lesson on baking perfect cookies, using the textbook and MAX teaching strategies. The instructor started her class by having students write/identify as many cookies as they could in their journal. This activating strategy prepared student to partner read 5 pages in their text. Each pair of students had to read 15 sections of the unit on cookies and paraphrase/summarize each section in one sentence in their journals. They had to discuss each section and agree on the wording of their 15 summary sentences. Once that was done, they had to whittle that information

down further trying to get to the gist of this section of the book. It was a real pleasure watching student analyze text and prioritize information.

Also, in talking with one of our auto technology teachers about students on co-op, I was pleased to learn that students who participate in the summer AYES (Automotive Youth Education System) internship program track their different jobs in writing. One of these jobs becomes a longer journal entry explaining the 3 Cs of automotive service – customer’s concern, the cause, and the correction. Additionally, students write about new information and skills they have learned by doing this particular job.”