

Curriculum Development and Enhancement for Standards in Career and Technical Education (CTE)

COMPONENT #: 1-211-001

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to develop and/or update knowledge of the curriculum relevant to the Career and Technical Education (CTE) program being taught, including technology integration; curriculum development and STEM integration; Effective instructional strategies and practices; Industry certification standards and attainment; Program-related district, state and legislative updates; CTSO and district competition requirements and event participation; Development of relevant leadership opportunities for students.

Upon successful completion of this professional development activity, the participant will be able to demonstrate attained knowledge and skills and incorporate the principles presented in this workshop into his/her instructional practices.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input checked="" type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

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IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

Educator knowledge/skill (content)
 Educator (professional growth)

Student learning
 Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Demonstrate technical knowledge and skills in the processes and systems related to the integration of STEM and Communication skills relative to their program.
2. Demonstrate technical knowledge and skills in the curriculum for the targeted Career and Technology Education program.
3. Identify the application of Science, Technology, Engineering, and Mathematics (STEM) concepts and problem solving embedded in their curriculum.
4. Identify the Career and Technical Education student performance standards that correlate with specific instructional objectives related to STEM and targeted standards.
5. Develop learning strategies that address the issues surrounding the diverse needs of learners.
6. Identify the Standards for STEM integration that correlate with the implementation of the lesson study models for a specific job assignment as related to Career and Technology Education careers.
7. Identify the Standards that correlate with the implementation of reading, and STEM in relation to Career and Technical Education careers.
8. Develop Hands-on instructional activities that integrate technology and critical thinking into the curriculum and learning delivery system(s).
9. Develop interim and final assessments of students' skill levels as preparatory for student Career and Technical Student Organization (CTSO) competitions and industry certification.
10. Identify current issues and developments in the Career and Technology Education area within postsecondary educational opportunities and within program related industry.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

- Participants will engage in a variety of experiences that will include, but not be limited to, the following professional development designs:
- Learning and application through a blended/hybrid format that will include
- Collaborative learning activities
- Discussion of research-based best practices
- Use of web-based resources
- Review of Industry standards, certification and best practices and their impact on instructional practices
- Industry visits or guest lecturers
- Curriculum design

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- Case Studies
- Reflective Practices and use of the Continuous Improvement Model to improve instruction

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator (professional growth): The Educator will implement specific instructional strategies and activities that will address the needs of diverse learners as observed through lessons and classroom walk-throughs (SLO 2, 4, 5, 7 & 8).
2. Educator knowledge/skill (content): The Educator will demonstrate and practice using technology and critical thinking in “hands-on” activities as evidence in walk-throughs and lesson plans. Standards for CTE and Core Standards that apply to the skills attained and apply to lesson planning, using the Career and Technology Education curriculum frameworks as a guide (SLO 1-10).
3. Student Learning: The student will apply relevant STEM and Communication knowledge and skills applicable to the CTE course work provided as evidenced in assignments, planning, and portfolios submitted which are demonstrated in the problem-solving and/or critical thinking to accomplish hands-on tasks related to CTE course work of which they are engaged. Students will engage in CTSO and district related activities and competitions that utilize the skills and knowledge obtained in their CTE classes. Students will demonstrate increased knowledge and understanding of industry standards as demonstrated by class work, assessments and opportunities to attain industry certification.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection,

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assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

- X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

- X Use summative and formative data from state or national standardized student achievement measures, when available or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: Career and Technical Education

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