



BEST PRACTICES: CAREER & TECHNOLOGY EDUCATION IN HIGH SCHOOLS

EFFECTIVE AND HIGHLY EFFECTIVE TEACHING PRACTICES INCLUDE BULLETED PRACTICES FROM PREVIOUS COLUMNS

BEST PRACTICE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Classroom Environment	<ul style="list-style-type: none"> • Post CTE & Academic Standards in the classroom • Utilize technology • Provide a safe and positive environment for learning 	<ul style="list-style-type: none"> • Display models of student work • Utilize current technology 	<ul style="list-style-type: none"> • Create atmosphere of a professional workplace through high expectations in communication, resource and information management, and team and individual work • Utilize cutting edge technology that is used in industry
Student Independence/Leadership	<ul style="list-style-type: none"> • Students apply and discuss concepts to test understanding • Students apply prior knowledge to current tasks • Students synthesize several sources of information 	<ul style="list-style-type: none"> • Students judge own and others work • Students reflect on learning strategies • Students monitor and manage the quality of their learning • Incorporate student leadership component through CTSOs (DECA, FBLA, TSA...) • Direct educational and leadership development activities for students such as fundraising, school store, credit union 	<ul style="list-style-type: none"> • Students raise questions to solve problems and to reason • Students become agent of their own learning • Incorporate leadership competencies as part of curriculum • Serve as lead for CTSO activities at the state level, such as state officer development

BEST PRACTICE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Teaching Practices	<ul style="list-style-type: none"> • Organize curriculum and instruction around major concepts • Scaffold student performance during initial learning; gradually remove supports • Develop projects based on rubric prepared by teacher • Promote students working independently and in small teams • Provide samples, examples, models, and products in the classroom for students to examine and compare • Have students complete on-line (or bubble sheet) course evaluations for one or two classes 	<ul style="list-style-type: none"> • Focus teaching and assessment on the mastery of core concepts • Recruit students to reflect ethnic community of school • Develop and implement projects based on guidelines developed by peers, both academic and elective • Focus on team work between academic and elective teachers • Have students complete on-line (or bubble sheet) course evaluations for all classes • Get input from Advisory Board and implement suggestions 	<ul style="list-style-type: none"> • Provide challenging assignments in every unit • Plan and implement real-life projects along with evaluation tool individually or in teams • Recruit and actively retain students reflecting gender equity and the ethnic community of school • Utilize data from results of on-line end of course evaluation to refine course • Articulate activities and projects with academic and other electives peers
Academic Integration/ Contextual Learning	<ul style="list-style-type: none"> • Incorporate use of academic terminology in teaching • Make connections apparent to students as they occur in the curriculum • Complete training on integrated contextual learning • Use contextual based concepts as a teaching methodology in the classroom 	<ul style="list-style-type: none"> • Access training on methods of academic integration and contextual learning • Make link with appropriate academic teachers • Develop lessons that demonstrate connections with academic subjects 	<ul style="list-style-type: none"> • Conduct multi-disciplinary teaching between instructors using integrated contextual learning methods in math, science, economics, and communications with career/technical education instructors • Make integration with academic subjects a focus of planning

BEST PRACTICE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Tech Prep	<ul style="list-style-type: none"> • Contact college instructors to build relationships • Contact middle school teachers to build relationships • Is aware of articulation agreements or escrow credit, which are already in place 	<ul style="list-style-type: none"> • Strengthen relationships with middle school and college teachers • Offer students, parents and counselors information related to the post-secondary credit available to students through CTE courses • Demonstrate understanding by students related to the process of receiving college credit for articulated or escrowed classes after completing the HS CTE course(s) • Promote information related to the benefits of articulation • Follow use of articulation agreements and escrow credit by students entering Colorado community colleges 	<ul style="list-style-type: none"> • Promote articulation agreements or escrow credit options to students as they work on post high school graduation plans • Understand and explain to students how they initiate process for receiving college credit for their HS CTE courses when entering a community college • Follow-up with colleges to note how many students accepted college credit for articulated or escrowed classes while in high school or upon entering the community college • Initiation of distribution of information to students and parents by counselors • Avoid repetition of curriculum by the use of articulated curriculum that depends on the concepts that align with post-secondary institutions
Authentic Experience/ Business Involvement/ Work-based Learning	<ul style="list-style-type: none"> • Provide information on careers related to subject • Participate in teacher externships with employers • Utilize outside experts for speakers in the classroom • Conducts meetings of advisory committee twice a year 	<ul style="list-style-type: none"> • Provide opportunities for students to research careers and job shadow • Use expert from outside classroom to assist students with projects • Involvement of advisory committee members in the classroom 	<ul style="list-style-type: none"> • Provide opportunities for students to participate in internships or work experiences related to their career interests • Co-teach with outside experts in the classroom • Conduct meetings of advisory committee that take place more than twice a year to allow for special planning and review

BEST PRACTICE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Assessment	<ul style="list-style-type: none"> Show relationship to standards and syllabi in assessments (test, rubrics, ...) 	<ul style="list-style-type: none"> Show and explain to a student, parent, or administrator his or her accountability systems (points, percentage, etc.) as documented on DPS Student Information System (SIS) Grade against absolute standards not the curve Critique and guide student work by experts in the field (i.e. Advisory Board reviews, contests) 	<ul style="list-style-type: none"> Progress toward expected standards for students is made clear through a reporting system Meet workplace standards of quality on students finished work
Artifacts	<ul style="list-style-type: none"> Small group projects PowerPoint presentation for class Samples, examples, models, and products produced by students are available in the classroom for students to examine and compare 	<ul style="list-style-type: none"> Portfolio Students independently create displays of their course projects/products Projects using a variety of media for presentation 	<ul style="list-style-type: none"> Extended project presentation to community/business groups/Advisory Committee Students create authentic products and performances for interested critical audiences
Recognition	<ul style="list-style-type: none"> Frequently recognize student work Recognize student progress at demarcated points 	<ul style="list-style-type: none"> Give recognition for real accomplishment and outstanding achievement Encourage recognition by peers for outstanding work on display 	<ul style="list-style-type: none"> Provide celebration with family and community for accomplishments at events such as open houses, back to school nights, displays during other events Provide recognition of accomplishments by employers and colleges (Escrow Credit, articulation, internships, scholarships...)