

Strategies to Meet the Perkins IV Perkins Core Indicators of Performance (Standards and Measures)

Academic Attainment:

- **Core Indicator 1S1, Reading/Language Arts**
- **Core Indicator 1S2, Mathematics**

- ◆ Read the *Techniques* journal published by the American Association for Career and Technical Education – many articles on classroom strategies, program promotion, new technical innovations, best practices, innovative programs, and much more.
- ◆ Coordinate with special population's personnel to assess abilities, interests, aptitudes, unique learning needs and styles.
- ◆ Foster achievement of academic skills by relating real-world applications to classroom and work-based learning.
- ◆ Create a climate of excellence in the classroom with high expectations for all students.
- ◆ Impress on students the importance of doing their best on standardized tests and implement a reward system, such as giving them a grade, points, or extra credit; coupons for ice cream; special in-class celebration, etc.
- ◆ Orient learners to your classroom, laboratory procedures, and expectations.
- ◆ Provide frequent feedback to learners concerning their progress.
- ◆ Provide examples of what good work looks like.
- ◆ Provide students with the grading rubric or criteria "up-front," so they know course and project standards.
- ◆ Have students help develop rubrics for class projects.
- ◆ Post course standards and teacher expectations around the classroom.
- ◆ Present material in small, distinct steps appropriate for learners in the class.
- ◆ Introduce potentially troublesome or misunderstood vocabulary at the beginning of each assignment.
- ◆ Integrate *Writing to Win* strategies such as "What I thought you taught . . .," acrostics (vocabulary), quad clusters, either . . . or
- ◆ Involve other instructors in a team-approach to teaching.
- ◆ Use Perkins funds to hire tutors or classroom/lab aides.

- ◆ Make appropriate adaptations in assignments to meet learner strengths (e.g., substitute a project for a written report.)
- ◆ Encourage your students to work toward attaining the CTE Scholar Recognition. Visit the web at <http://doe.sd.gov/octe/>. Contact your regional Tech Prep Coordinator (see end of document)
- ◆ Provide students and parents with course syllabi and outlines of planned events and projects.
- ◆ Use the mastery approach to learning, where students complete and revise work until they meet standards.
- ◆ Institute a “Redo” policy. Grade A, B, C, or Redo. Do not accept mediocre work.
- ◆ Integrate a variety of instructional activities into classroom lessons: small and large group interaction, self-paced multimedia instructional packages, independent study, and assignments with outside resources, activities to develop problem-solving skills, student-teacher contracts, demonstrations, simulations, and role-playing activities.
- ◆ Grade class projects for academic, as well as skill content and proficiencies.
- ◆ As a part of your instructional strategies, stress reading, math and writing in your technical field.
- ◆ Make sure assessment is authentic and performance-based.
- ◆ Align your course curriculum with academic and technical standards.
- ◆ Revise/revisit your curriculum annually, to make sure it is meeting the needs of students, as well as standards for the career area.
- ◆ Provide instruction that includes academic skills, workplace skills, and technical skills taught in an integrated manner to assist learners in connecting high school, postsecondary education and careers.
- ◆ Call your regional Tech Prep coordinator, your Education Service Agency (ESA), Office of Curriculum, Career and Technical Education, and your local school to see what professional development is being offered.
- ◆ Go to <http://www.cehd.umn.edu/NRCCTE/Math-In/> to find hints on integrating math into CTE lesson plans. This is the home page of the National Research Center's Math-in-CTE project.
- ◆ Use writing in math problems as both reflective and content journals. Writing will provide students with the opportunity to demonstrate their understanding of abstract mathematical concepts. These do NOT have to be graded but can be used for extra points, as a basis for class or small group discussions, or to demonstrate students' knowledge of a mathematical concept. Use of cooperative learning groups also gives students' the opportunity to discuss, explain, collaborate, and work as teams to demonstrate math knowledge. ERIC document # ED436354 for the complete research study.
- ◆ Have students answer questions that identify prior knowledge and/or misunderstandings about a topic. For example, write four or five statements related to the topic, some true and some false.

Have students agree or disagree with the statements. Discuss each statement as a class and have students explain why they agree or disagree. Then have them defend their position. *

- ◆ Use graphic organizers to give concepts a visual image. They help students see the key parts of the whole and their relationships, helping the learner to comprehend text and solve problems. Use the question words to focus thinking - who, what, where, when, why, how. *
- ◆ Use K-W-L to activate prior knowledge to connect with new information. Students respond to three statements: "What I Know," "What I want to know," and "What I Learned." *
- ◆ Have students write "Learning Logs" to reflect on what they have just read, discussed, or experienced. Log writing covers the content being studied and not just personal feelings or impressions. Learning Logs can be used at any time during the classroom period - as an introduction, right after a reading selection or presentation of a major concept, or as a closing to the class period allowing students to summarize what they have learned. *
- ◆ Increase reading retention through "Pairs-Read." Pairs of students take turns reading paragraphs aloud, then paraphrasing what they have just heard. This strategy combines auditory and visual learning styles and allows students to collaborate and summarize major ideas. *
- ◆ Use structured note-taking to help students select, organize, and remember important points from their reading. Students use visual organizers to make notes of key points immediately after completing a passage. *

* *Strategic Reading in the Content Areas - Boosting Achievement in Grades 7-12*, International Center for Leadership in Education, Rexford, NY 12148, 2003.

Technical Skill Attainment

➤ Core Indicator 2S1

- ◆ Provide flexible pacing of instruction and assignments to meet the needs of individual learners.
- ◆ Develop a student mentor/tutor system to increase student achievement
- ◆ Involve technical and academic teachers in a team-approach to teaching.
- ◆ Organize instruction into self-contained units, modules, and mini-courses.
- ◆ Introduce demonstrations by reviewing previously taught information and/or skills that are relevant to the demonstration.
- ◆ Introduce and discuss any technical terms that are used relevant to demonstrations, assigned readings, homework assignments, or the field in general.
- ◆ Reinforce why students need to learn the material by discussing how it relates to their future academic and career goals.
- ◆ Use *Writing to Win* strategies to reinforce the course's technical content.

- ◆ Provide follow-up activities to clarify, reinforce, or extend what is being learned.
- ◆ Work with the post-secondary technical institutes to prepare articulation agreements for the courses you teach.
- ◆ Teach to individual learning styles, varying instructional methods and strategies.
- ◆ Foster learning of technical skills relating closely to real-world experiences.
- ◆ Incorporate the SCANS skills (employability) in lessons and projects.
- ◆ Orient learners to your classroom/lab procedures and expectations. Display the course's standards and teachers expectations around the classroom.
- ◆ Design your course curriculum according to identified academic and technical standards.
- ◆ Provide students and support personnel with course syllabi and/or outlines of planned instructional content and activities in easy-to-read formats.
- ◆ Involve businesses in the design and delivery of course content to students. Enlist business representatives to serve on your advisory committee.
- ◆ Invite business and industry representatives to visit your classroom and to be involved in evaluating classroom projects, presentations, and written work.
- ◆ Integrate a variety of instructional activities: individualized learning, computer applications, self-paced multi-media projects, independent study, field trips, job shadowing, mentoring, internships, interviews, etc.
- ◆ Provide instruction that includes applied academics to assist students in making the connection between school and their career choice.
- ◆ Complete all the requirements to ensure that your program is state approved.
- ◆ Use an advisory committee for your program area to provide input on program design and the needs of business.
- ◆ Incorporate the SD Career and Life Planning Student Portfolio into classroom activities.
- ◆ Introduce students to the benefits of Guidance Central career planning software
- ◆ Serve as faculty advisor to the Career and Technical Student Organization applicable to your program area.
- ◆ Conduct follow-up studies of past students for use in planning.
- ◆ Assist students in achieving national certifications or licensures in content areas where available.

Secondary School Completion and Student Graduation Rates

➤ Core Indicator 3S1

➤ Core Indicator 4S1

- ◆ Maintain close contact with parents as to student progress.
- ◆ Evaluate and discuss the school's course schedule with your administrator to see if conflicts with your courses can be minimized or eliminated. Be proactive! Sell your program!
- ◆ Work with the postsecondary technical institutes in developing articulation agreements for your program.
- ◆ Encourage your students to attain the CTE Scholar Recognition. <http://doe.sd.gov/octe/>
- ◆ Demonstrate the advantages of completing your program.
- ◆ Revise the curriculum to the career pathway model and include advanced-level supporting academic courses, dual credit, and advanced placement as part of your "program."
- ◆ Develop new courses.
- ◆ Offer independent study courses.
- ◆ Develop and implement a marketing plan for your program. Include your students in the planning. Sell, sell, sell.
- ◆ Encourage students to explore your program area in a careers class or middle school course. Show them the links between middle school and high school courses.
- ◆ Add internships and senior projects to your course selections.
- ◆ Count credits students took in middle school towards program completion – 1 semester MS course = ½ credit. 9 weeks in 7th grade and 9 weeks in 8th grade (same program) = ½ credit
- ◆ Get involved with your school's School Improvement Plan.
- ◆ Ask school administration to implement Teachers As Advisors to provide students with a consistent, trusted adult advisor.

Secondary Placement

➤ Core Indicator 5S1

- ◆ Include information for learners on general workplace skills, legal rights on the job, and techniques to prevent and diffuse sexual and racial harassment.
- ◆ Expand the availability of work-based learning experiences in high-wage, high-skills careers.
- ◆ When providing work-based learning lessons and experiences for students, make sure they are exposed to all aspects of that particular industry or business.
- ◆ Develop articulation agreements with postsecondary technical institutes.

- ◆ Assist students in developing a Personalized Learning Plan.
- ◆ Provide current information and updates to all students and their parents on graduation requirements and entrance requirements for postsecondary education.
- ◆ Develop linkages with employers to ensure all learners have equal access to work-based learning experiences and employment.

Nontraditional Participation and Completion

➤ **Core Indicator 6S1**

➤ **Core Indicator 6S2**

- ◆ Create and maintain an atmosphere of acceptance and support for all students in your classroom.
- ◆ Help plan career expos, job fairs, and other activities, including information on nontraditional careers.
- ◆ Evaluate work-based learning experiences by gender and racial/cultural backgrounds to determine that students are represented equally in all areas.
- ◆ Ensure that learners are assisted in determining skills and interests which are transferable to nontraditional careers, prior to being matched to work-based learning experiences.
- ◆ Develop and provide nontraditional work-based experiences for all students.
- ◆ Expose each student to a full range of careers, including those which are nontraditional for their gender.
- ◆ Provide students with career exploration activities, experiences, and information about high-wage, high-skill, and nontraditional careers; access to role models in nontraditional careers; and visits to work sites.
- ◆ Ensure that career fairs include nontraditional careers and role models that represent the workforce, including those in nontraditional careers.
- ◆ Involve women-owned and minority-owned businesses in all phases of planning and implementation of work-based learning experiences.
- ◆ Train workplace mentors on gender issues and methods to mentor girls and boys interested in nontraditional careers.
- ◆ Participate in the Nontraditional Program Days offered through the technical institutes.
- ◆ Ask your Tech Prep coordinator, school administration or OCCTE for in-service on nontraditional participation and completion.

- ◆ Check websites for equity information: www.napeonline.com; AGELE.org; www.womenwork.org and many more.

For professional development related to any of the core indicators of performance, contact your regional Tech Prep Coordinator, Education Service Agency (ESA), SD Department of Education, or Office of Curriculum, Career and Technical Education.

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Education Service Agencies: <http://www.sdesa.org/>