

6-12 CAREER AND TECHNICAL EDUCATION INSTRUCTIONAL MODELS

Secondary (6-12) Sample Instructional Day / Week RECOMMENDED GUIDELINES

TEACHER PLANNING GUIDANCE

CTE courses and programs comprise work in theoretical and practical areas connected to a variety of career-related topics. Teachers will provide guidance to students as they work through the application of knowledge and skills tied to and consistent with industry standards and practices. Prior to selecting learning experiences, teachers should ensure that the chosen activities engage students in the learning standards appropriate for the content area. The nature of CTE courses focuses on sequential, non-duplicative learning in order to build to a high level of competence that prepares students to move to career, postsecondary learning experiences, or both after completing their secondary program. Teachers should utilize the applicable Program of Study in determining to which standards students have been sufficiently exposed prior to school closure.

Learning Types	Teacher Facilitated: Student-Centered Learning SUGGESTED STRATEGIES <i>Note: Students may need guidance on interacting remotely and special accommodations. To meet the individual needs of the learner, be flexible and accommodate accordingly. It may mean group and individual check-ins</i>	Independent Learning: Student-Centered Learning SUGGESTED STRATEGIES <i>Note: Students may need guidance on project planning, time and task allocation. To meet the individual needs of the learner, be flexible and accommodate accordingly.</i>	Care and Connection: Social Emotional Health SUGGESTED STRATEGIES <i>Note: Student connections and relationships with trusted adults promote belonging, which is especially important as learning takes place outside of the school setting.</i>
Time	30 minutes per subject	1-2 Hours recommended	Incorporate throughout work
Strategies	Learning experiences are guided by a licensed teacher. <ul style="list-style-type: none"> Center on critical problem solving, collaboration, communication and creativity Focus on essential and relevant learning Create opportunities for 	Learning experiences are guided student and connected to student interest and teacher guided learning. <ul style="list-style-type: none"> Encourage discussion with each other and at home Illustrate to create or demonstrate Include summarizing and writing to 	Learning is possible and enhanced through a sense of community and connection. <ul style="list-style-type: none"> Schedules and consistent routines are important Honor the student environment, harnessing assets including home language, family, and culture. Integrate students environment into the

	<p>interdisciplinary learning</p> <ul style="list-style-type: none"> • Build key skills and focus on concepts • Integrate opportunities for formative assessment and feedback • Differentiate and adjust distance learning delivery models to include paper packets, on-line experiences, blended learning, phone, etc. • Ensure access to qualified educators, grade-level content, and required materials (including technology when possible) 	<p>enhance learning</p> <ul style="list-style-type: none"> • Incorporate the use of common household materials • Inquiry to foster critical thinking • Encourage remote peer-to-peer collaboration 	<p>learning (ask about learning/connections outside of the CTE course)</p> <ul style="list-style-type: none"> • Integrate culturally sustaining practices. • Create a safe place to discuss fears, worries, triumphs, hopes
<p>Sample Schedule</p>	<p>Monday: Office hours with the teacher. Digital class or instructional packet delivered. Feedback/support should be provided to students throughout the process as needed. The teacher introduces a project, design challenge, learning outcome, and/or essential questions.</p> <p>Teacher outlines standards/skill sets to be covered and performance expectations.</p> <p>Additional materials (e.g. rubrics, videos, content support, etc.) should be included at this time.</p> <p>Tuesday: Follow up with students who might need more support to engage with the learning. Try to contact students who you have not had success reaching.</p> <p>Wednesday: Offer office hours for check-ins and provide additional resources to spur successful projects. Monitor student</p>	<p>Team projects: Students work collaboratively to determine questions or define problems based on the project parameters, determine and distribute tasks, determine a schedule for completing tasks, and provide opportunities for group discussion.</p> <p>Individual project: The student determines questions or problems to address within the parameters of the assigned project, determines steps toward completion of the project, and constructs a timeline for completion. (Schedule regular check ins with teacher frequency will depend on the students individual need for support)</p> <p>Link to CTE Guidance</p>	<p>Monday: Connect with teachers share gratitudes/concerns from the week Affirm that emotions like sadness, anxiety, fear and frustration are understandable and encourage communication with trusted adults and/or mental health professionals.</p> <p>Tuesday-Thursday: peer / family / mentor connections Suggested mindful moments Suggested physical activity</p> <p>Friday: Check in! How did the week go? Provide opportunity for conversation about how things are going.</p> <p>Reminder of social emotional supports available</p> <p>The Oregon YouthLine: 877-968-8491 (Text-Teen2Teen: 839863, Email-Teen2Teen@LinesforLife.org)</p> <p>The National Suicide Prevention Lifeline (English: 800-273-8255, Spanish: 888-628-9454)</p>

	<p>chat.</p> <p>Thursday: Feedback on student progress to date, office hours, peer discussion space</p> <p>Friday: Team/Individual project reflection submitted to the teacher. Include questions, concerns, successes, and challenges. The teacher would use these reflections the following week during office hours to provide feedback to students. The teacher would use this feedback to determine additional ancillary support needed by individuals or students to support learning</p>		<p>Oregon 211: dial 211 or 866-698-6155 (Text your zip code to 898211 or Email- help@211info.org)</p> <p>The SafeOregon Tip Line: 844-472-3367 (Text- 844-472-3367, Email- tip@safeoregon.com or download the free app)</p> <p>The National Institute on Mental Health’s child and teen coping strategies for reducing stress related to traumatic events provides guidance for parents and others supporting our students.</p> <p>The National Association of School Nurses and National Association of School Psychologists developed a resource for how to talk with students about COVID-19.</p>
<p>Special notes: Middle Level (6-8)</p>	<ul style="list-style-type: none"> • Offer guided career exploration ideas. • Build key skills and focus on concepts that align vertically K-12; link to Oregon State Standards. • Partner with content teachers to offer career connected learning opportunities in math, social science, science, and reading and writing. 		
<p>Special notes: Secondary (9-12)</p>	<ul style="list-style-type: none"> • Connect students to their next steps after high school (college programs, apprenticeships, business and industry partners). • Offer opportunities for students to earn credentials. • Assist students with creating portfolios of their work that could be shared with future employers. • Partner with content teachers to offer career connected learning opportunities in math, social science, science, and reading and writing. 		
<p>Resources</p>	<ul style="list-style-type: none"> • Distance Learning for All: Tool #5- Sample Instructional Day • Distance Learning for All: CTE Guidance • Oregon Open Learning 	<ul style="list-style-type: none"> • ACTE Distance Learning Resources • CTE Online: Career & College Ready Starts Here (California CTE Online Resources) • Transition to Teaching Online (Register before May 1, 2020) • Career Exploration at the Middle Grade Level 	<ul style="list-style-type: none"> • Supporting Student and Educator Mental and Emotional Well-Being in Distance Learning