

AUGUST 2021

Career and Technical Education



Section 2G.

The purpose of this document is to provide recommendations and links to resources that support teaching CTE in a distance-learning environment.



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!



2G. Career and Technical Education (CTE)

CTE provides students with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to continue adulthood as lifelong learners. CTE prepares learners for the world by introducing them to critical technical skills and professional habits of mind and ways of being. The applied learning approach makes academic content more accessible to students by situating it in real-world contexts. Engaging students in CTE during the 2021-2022 comes with new challenges and also new opportunities. The suggestions below provide recommendations for practice and resources designed to help schools continue to offer robust CTE learning experiences for students.

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
<p>Content</p> <p>What is the essential learning?</p>	<p>Districts are strongly encouraged to prioritize maintaining CTE courses that are part of a recognized CTE Program of Study. Additionally, continue to work with CTE educators to differentiate instructional strategies to meet student needs and ensure all students have access to CTE and the skills necessary to successfully enter postsecondary training or engage in high-wage, in-demand careers.</p>
<p>Resources</p>	<ul style="list-style-type: none"> ● ODE: Student Learning: Unfinished, Not Lost ● Association for Career & Technical Education: High Quality CTE Tools ● Association for Career & Technical Education: Distance Learning Resources (organized by content area) ● Oregon CTE Skill Sets
<p>Instructional Materials</p> <p>What tools and resources do I use?</p>	<p>Start with what you already have in place: Build from the curricular content and lesson planning already in use prior to COVID-19. Supplement or re-align the adopted curriculum as needed for supporting students and for, if applicable, an adapted scope and sequence.</p> <ul style="list-style-type: none"> ● CTE Regional Coordinators, Dual Credit Coordinators: The CTE Regional Coordinator exists at the nexus of partner systems that comprise CTE Programs of Study. They are instrumental in supporting professional development, licensure, and program approval. Dual Credit Coordinators are critical to the success of programs that help students earn post-secondary credit while still in high school. Together they are a significant part of the CTE Network that provides guidance and support for programs across Oregon ● CTE Postsecondary Partners: CTE Programs of Study are built upon relationships with post-secondary partners (normally community colleges). Support teachers as they connect with teaching colleagues at partner institutions. These institutions may be able to assist with distance learning strategies, shop/lab access, and other requirements. The CTE Community College Leaders provide support for these functions. ● Business and Industry Partners: Business and Industry partners collaborate and support CTE Programs of Study in order to ensure that the content offered to students is relevant, rigorous, and of high quality. CTE teachers know their partners and should be supported in

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
	<p>working with them subject to OHA/ODE/local physical distancing and safety protocols. Industry partners often participate on CTE Advisory Committees in order to provide support in coordinated ways.</p> <ul style="list-style-type: none"> ● Open Oregon Learning: CTE Programs of Study have established curricula prescribed by industry standards. There may be circumstances in which typical curricula may be difficult or impossible to implement. The Oregon CTE Group within Oregon Open Learning may provide links to free, high-quality curriculum resources that are appropriate for distance learning. Teachers can use Oregon Open Learning to access Open Educational Resources from virtually anywhere. ● Equipment and Safety Protocols: Depending upon the content area, CTE can be equipment and materials focused. Follow ODE guidelines with regard to safety, sanitation, and equipment management.
Resources	<ul style="list-style-type: none"> ● The Oregon Open Learning Hub has content area resources that are openly licensed and free to use, remix, and share Focus resources include Oregon CTE and Oregon OER Professional Learning. ● Association for Career & Technical Education: ACTE Partnering with Industry video.
Instructional Practices How do I adapt instruction?	<ul style="list-style-type: none"> ● Consider implementing a compressed curriculum for CTE courses that focus on critical content related to foundational skills and knowledge and specific career area skills. ● Schedule CTE instructional time in conjunction with other content areas/educators. ● Share resources and services with other districts offering the same CTE programs for common virtual classrooms, especially regarding challenging content ● Consider how scheduling can maximize in-person and work-based learning opportunities. ● Provide students with options for demonstrating their understanding and incorporate materials focused on instruction and engagement. Use online, interactive simulators (e.g., CAD, online welding simulators, safety lessons and fabrication math). ● Provide short, online learning videos that are integrated into lessons to explain concepts or demonstrations (e.g., Motor Oil on YouTube). ● Offer online OSHA 10* or other training (CareerSafe or other relevant vendors/resources) to increase student expertise, self-efficacy, safety, and provide portable credentials. ● Create opportunities for students to complete CTE performance tasks. ● Focus on skills that align with Program of Study skill sets to ensure students are ready for both progression and available certifications they would qualify to complete. <p><i>*Note: OSHA 10 as a free-standing credential does not count as an Industry Recognized Credentials on its own per ODE.</i></p>
Resources	<ul style="list-style-type: none"> ● ODE: CTE Success Stories ● Professional Development: Oklahoma-In-Person Training and Conferences ● Distance Learning Resources: Promising Practices, Simulated Work-Based Learning, CTE on the Frontier, Distance Learning in Rural Communities

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
	<ul style="list-style-type: none"> ● Career Readiness Practices: Advance CTE Career Readiness Overview
<p>Student Engagement</p> <p>How do I engage students in learning?</p>	<p>Work-Based Learning</p> <ul style="list-style-type: none"> ● Offer work-based learning experiences. Identify opportunities for students to complete work-based learning hours or industry-mentored projects virtually or at the school site. ● Follow safety guidelines for onsite work-based learning experiences. ● Follow safety protocols when transporting students to and from worksites. Follow safety guidelines for any school-based business where clients enter the school building. ● Continue to explore career opportunities with students. <p>CTSOs</p> <ul style="list-style-type: none"> ● Encourage CTE teachers to engage with CTSOs (Career and Technical Student Organizations) in expanding access and opportunity for practice and assessment of professional skills. ● Establish a set of policies and procedures to ensure that students are able to participate in chapter/state/national activities. ● Host both in-person and virtual meetings that would allow for members to fulfill their CTSO officer and/or committee leadership responsibilities. Encourage chapter leaders to connect with national CTSO virtual Professional Learning Communities (PLCs).
<p>Resources</p>	<ul style="list-style-type: none"> ● ODE: Work-based Learning Handbook ● ODE: Work-Based Learning (subject to/compliant with OHA/ODE/local physical distancing and health guidance) ● STEM Oregon Connections, Oregon CIS ● Career exploration for students with disabilities: Explore Work, T-Folio ● ODE: Career and Technical Student Organizations
<p>Assessment</p> <p>How will I measure learning?</p>	<p>After establishing a class culture of learning, assessments options for CTE include:</p> <ul style="list-style-type: none"> ● Use performance assessments, industry credential tests, or other options to assess learning progress and inform instructional decisions. ● Review career plans, secondary transition plans, EL supports, and IEP requirements for students in CTE programs and provide accommodations and intervention support as needed <p>Please see formative assessment page for focused considerations and resources.</p>
<p>Resources</p>	<ul style="list-style-type: none"> ● ODE: Industry Recognized Credentials ● Work-Readiness and Preparatory Indicators and Certificates: e.g., NCRC, OSHA-10 ● ODE: Career and Technical Student Organizations