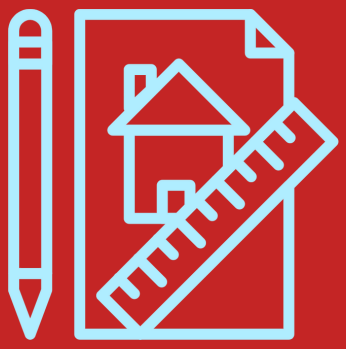
AUGUST 2020

Career and Technical Education



Section 2G.
The purpose of this document is to provide recommendations and ;inks to resources that support teaching CTE in a distance-learning enviornment.

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SECTION 1. Overarching Design Considerations

1A. Essential Learning and Acceleration

Instruction—even in this time of disruption—should be designed to ensure that each student has access to grade-level content so they can progress to the next level of learning and be prepared for college and careers. Leveraging student and family funds of knowledge is critical in connecting student experience to current learning goals and student agency. This year, it is important to account for the range of learning opportunities students encountered during extended school closures and over the summer. Focusing on the most essential content will be critical.

Achieving this goal requires educators to understand the essential knowledge from the current and prior grades. The prior grade's essential knowledge must be woven into the current year's grade-level learning. Focusing on essential knowledge for each grade asks educators to resist the temptation to think students need to learn everything from the prior grade before taking on the next grade's learning. That is not necessary for success. Freeing educators from this inclination will let them focus tightly on the highest-leverage learning.

This fall it will be critical to monitor the potential instinct toward over-remediation. Annenberg Institute for School Reform at Brown University and Results for America's research brief, "School Practices to Address Learning Loss," recommends against strategies that compress additional content into an instructional timeframe or that increase tiered interventions that pull students away from core content. Evidence suggests that these practices may deepen learning gaps that already exist for struggling students.

Much of the content in every grade level and subject is accessible for students of that age, even if they missed some prior learning. **Thus, the recommendation,** supported in the Annenberg research brief, **is to focus on grade-level learning to ensure students keep making progress, even in these complex times, with supplemental instruction on prerequisite skills as necessary** (See Learning Acceleration Guide: Planning for Acceleration in the 2020-2021 School Year**).** This year, school districts/school systems must focus on strong formative assessment practices and adjust how students learn grade-level content through comprehensive distance learning and hybrid instructional models.

What remains in all instructional models and content areas:

- **Keep care and connection at the forefront.**
- **Design learning to include students experiencing disability and who are learning English, as they are first and foremost general education students.**
- **Focus on essential grade-level learning.**
- **Builds on students' academic background, life experiences, culture and language to support culturally relevant learning.**

This content is situated as a discipline-specific resource and intended to supplement rather than repeat content included in *Ready Schools, Safe Learners*; Comprehensive Distance Learning; and Ensuring Equity and Access (all of which are available on the Oregon Department of Education website).

1B. Formative Assessment Practices

Formative assessment practices are the most vital aspect of a balanced assessment system, as they increase student learning and agency. Formative practices inform instruction in the moment, on a daily basis, and apply across all instructional areas, from CTE, to visual and performing arts, to mathematics. Please refer to ODE's Formative Assessment Considerations for 2020-21 for information around where to focus formative assessment efforts for the coming school year. The assessment sections below focus on guidelines and content-specific interim assessment resources that are available for Oregon districts, where appropriate.

SECTION 2. Content-Specific Design Considerations

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 in a comprehensive distance learning environment comes with new challenges and also new opportunities. The suggestions below provide recommendations for practice and links to resources, all designed to help schools continue to offer robust CTE learning experiences for students.

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
Content What is the essential learning?	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, high-demand careers.
Resources	• ODE: Career and Technical Education (CTE) Additional Considerations • Association for Career & Technical Education: High-quality CTE: Planning for a COVID-19-impacted School Year | ACTE, Access and Equity in CTE during COVID • Association for Career & Technical Education: Distance Learning Resources (organized by content area) • Oregon CTE Skill Sets
Instructional Materials What tools and resources do I use?	**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 in distance learning and for, if applicable, an adapted scope and sequence. • ***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 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. ● ***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 Materials Availability:*** CTE teachers typically have the equipment, tools, materials, and other resources they need close at hand when teaching on ground. During CDL, it may be difficult to create the same learning environment. Support teachers as they brainstorm and create mobile learning kits that circulate. It may be necessary to allow students and teachers to access learning spaces based on Guidance for Limited In-Person Instruction During Comprehensive Distance Learning. Please follow ODE guidelines with regard to safety, sanitation, and equipment management. ● ***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	● 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: High-quality CTE: Planning for a COVID-19-impacted School Year | ACTE, ACTE Partnering with Industry video.
Instructional Practices How do I adapt instruction?	● 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 synchronous distance learning. ● 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* training (CareerSafe or other relevant vendors/resources) to increase student expertise, self-efficacy, safety, and provide portable credentials.

	● Create opportunities to bring targeted small groups of students into buildings 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. **Note: OSHA 10 as a free-standing credential does not count as an Industry Recognized Credentials on its own per ODE.*
Resources	● ODE: Career and Technical Education (CTE) Additional Considerations ● Association for Career & Technical Education: High-quality CTE: Planning for a COVID-19-impacted School Year | ACTE ● ODE: Guidance for Limited In-Person Instruction During Comprehensive Distance Learning ● Massachusetts Re-Opening Guidance: CTE ● 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 ● Career Readiness Practices: Advance CTE Career Readiness Overview
Student Engagement How do I engage students in learning?	**Work-Based Learning** ● Modify work-based learning experiences. Identify opportunities for students to complete work-based learning hours or industry-mentored projects virtually. ● Follow physical distancing 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. **CTSOs** ● 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 regardless of access to technology. ● Host 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).
Resources	● Association for Career & Technical Education: High-quality CTE: Planning for a COVID-19-impacted School Year | ACTE, ACTE Engaging Students webinar ● 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
Assessment How will I measure learning?	**After establishing a class culture of learning, assessments options for CTE include:** ● 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 Please see formative assessment information in ODE's Formative Assessment Considerations for 2020-21 for focused considerations and resources.

Resources	● ODE: Industry Recognized Credentials ● Work-Readiness and Preparatory Indicators and Certificates: e.g., NCRC, OSHA-10 ● ODE: Career and Technical Student Organizations