

Supporting 21st Century Educators

Presentation will begin at 2:00 p.m. Eastern Time. You will hear silence until that time.

Supporting 21st Century Educators

How States Are Promoting Career and Technical Educator Effectiveness

March 7, 2014

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■



Partners

- Center on Great Teachers and Leaders (GTL Center)
- National Association of State Directors of Career Technical Education consortium (NASDCTEc)
- Central Comprehensive Center (C3)
- South Central Comprehensive Center (SC3)
- Mid-Atlantic Comprehensive Center (MACC@WestEd)

Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

About NASDCTEc

NASDCTEc, through leadership, advocacy, and partnerships, aims to support an innovative career technical education (CTE) system that prepares individuals to succeed in education and their careers, and positions the United States to flourish in a global, dynamic economy.

Our mission is to support visionary state leadership, cultivate best practices, and speak with a collective voice on national policy to promote academic and technical excellence that ensures a career-ready workforce.

About C3/SC3

The mission of the Central Comprehensive Center (C3) and South Central Comprehensive Center (SC3) is to provide high-quality/high- impact technical assistance that helps build or expand the capacity of state education agencies, intermediary agencies, and other education systems to implement, support, scale up, and sustain reform efforts to improve teaching and learning. C3 provides support to Colorado, Kansas, and Missouri. SC3 provides support to Arkansas, Louisiana, New Mexico, and Oklahoma.

About MACC



The Mid-Atlantic Comprehensive Center helps state leaders in Delaware, the District of Columbia, Maryland, and New Jersey to advance their top priorities in the following areas:

- College and Career Readiness and Success
- Common Core Standards and Assessment
- Effective Teachers and Leaders
- Early Learning Outcomes
- Data Use to Improve Instruction
- Innovation and Scaling Up
- Building State Capacity

Welcome

- **Introductions**

- Sharon Miller, Director of the Division of Academic and Technical Education, Office of Career, Technical, and Adult Education (OCTAE)

- **Moderators**

- Kate Blossveren, Associate Executive Director, NASDCTEc
- Catherine Jacques, Technical Assistance Consultant, GTL Center

- **Oklahoma Department of Career and Technology Education**

- Jennifer Wehrenberg, Leadership & Professional Development Specialist

- **Missouri Department of Elementary and Secondary Education**

- Tyler Barnett, Coordinator for the Office of Educator Quality
- Dennis Harden, Coordinator of Career Education
- Janice Rehak, Coordinator of Career Education

- **New Jersey Department of Education**

- Marie Barry, Director of the Office of Career and Technical Education
- Sean McDonald, Manager of the Office of Career and Technical Education

Introductions

Sharon Miller, Director of the Division of Academic and Technical Education, OCTAE

The Importance of CTE

- Fundamental to college and career readiness
- Primary solution to skills mismatch
- Improves student engagement

Agenda

Beginning CTE Teacher Experiences and Support

- Certification and Licensure Policy Overview
- Oklahoma's CTE Teacher Preparation Project: Alternative Certification and Induction
- Missouri's Career Education Mentoring Program and New Teacher Institute

CTE Teacher Evaluations

- Evaluation Policy Overview
- Missouri's CTE Teacher Student Learning Objectives Development
- New Jersey's CTE Teacher Student Learning Objectives Development

Q&A

Format

■ Polling

Poll Questions:

1.What are your top 3 priorities for Q2?

- ☐ a.Maintaining costs
- ☐ b.Growing revenue
- ☐ c.Attracting talent
- ☐ d.Increasing margins
- ☐ e.Increasing public awareness

How many business trips do you plan to take this

■ Questions

Meeting Controls

▼ Participants

Name
Uwe Steinmuell ... (Host)
Brad Polt-Jones

▼ Chat

Send to: **All Participants**

Select a participant in the Send to menu first, type chat message, and send...

Poll in progress:

Questions	Results	Bar Graph
1.What are your top 3 priori...		
a. Maintaining costs	0/3(0%)	
b. Growing revenue	1/3(33%)	
c. Attracting talent	1/3(33%)	
d. Increasing margins	0/3(0%)	
e. Increasing public a...	1/3(33%)	
No Answer	2/3(67%)	
2.How many business trips d...		
a. 0-4	0/3(0%)	
b. 5-9	1/3(33%)	
c. 10-20	0/3(0%)	
d. more than 20	0/3(0%)	
No Answer	2/3(67%)	

Polling status

Not started 1/3(33%)

In progress 1/3(33%)

Finished 1/3(33%)

Remaining time: 4:39 Time limit: 5:00

New Poll Edit Questions Close Poll

Beginning CTE Teacher Experiences and Support

Polling Question (Moved to WebEx)

- What kind of training and support do CTE teachers need the most to increase their effectiveness?
 - Training and support on classroom management and procedures
 - Training and support on instructional strategies/pedagogy
 - Training and support on use of assessments and student data
 - Training in how to integrate and embed the academic college- and career-ready standards into CTE instruction, authentic tasks, and assessments within CTE coursework



Oklahoma's CTE Teacher Preparation Project

Jennifer Wehrenberg, Oklahoma Department of Career and
Technology Education

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Oklahoma CTE Structure

- One of three arms in the education system
 - State Department of Education
 - Oklahoma Department of Career and Technology Education (ODCTE; aka CareerTech)
 - Higher education
- ODCTE does not report to the State Department of Education.
- The ODCTE director also is the Secretary of Education and Workforce Development.
- CareerTech programs are located in technology centers (shared-time centers), high schools, junior high schools, and middle schools.

*career***tech**

Avenues of Recruiting and Retaining Teachers

New Teacher Support

- New Teacher Academy
- Teacher Induction Program
- CareerTech Teacher Institute (Southern Regional Education Board [SREB] Induction Model)

Other

- CareerTech Teacher Certification Charter
 - Currently reevaluating teacher competencies

Need for the Teacher Institute

- Shortage of CTE teachers
- Teacher attrition
- Unique needs of beginning CTE teachers
- Diversity of certification routes
- Increasing percentage of teachers entering through nontraditional routes

CTE Teacher Preparation Project

- Develop an induction model for new CTE teachers pursuing alternative route certification
- Increase competence, self-efficacy, and career commitment
- Prepare the intervention for experimental trials



Increased CTE Teacher Responsibility

- Challenges of the new mission—students are college and career ready
- Role of CTE in school improvement
- Student diversity
- Intellectual rigor
- Project-based learning
- Embedded academic content

Components of 2013–14 Program

Professional Development

8

- 8-day Summer Session 1
- Prior year 1 or 2 teaching

10

- 10 days of follow-up during year 1 teaching

8

- 8-day Summer Session 2
- After year 1 teaching

6

- 6 days of follow-up during next school year

Support

- On-site instructional coaching visits from trained coaches
- Mentoring from a trained, experienced teacher
- Enhanced support from a building administrator
- Electronic communities of practice

*career***tech**

Professional Development Content

Instructional Planning:

Create short-term and long-term standards-based instructional plans based on the varying learning needs of students.

Instructional Strategies:

Use instructional strategies that actively engage students in learning, and encourage the development of problem-solving, critical thinking, and teamwork skills.

Teacher Competence

Classroom Assessment:

Use formal and informal assessment strategies to evaluate student progress toward learning goals and provide feedback to improve student learning.

Classroom Management:

Create a learning environment that encourages student motivation, positive behavior, and collaborative social interaction.

Teacher Reflection: Reflect, both individually and collaboratively, on the effects of instruction and use the reflective process to continually improve instructional practice.

Outcomes

- Preliminary:
 - 87 percent of the teachers trained by the Teacher Institute are currently in CTE classrooms.
 - 85 percent of our teachers are provisional or alternatively certified.
 - SREB findings are mostly anecdotal.
- Next five years:
 - Have multiple cohorts
 - Build the program to a regional level and include more higher education institutions
 - Continue offering the program to first- or second-year teachers
 - Develop evaluation measures on student impact

Contact

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*career***tech**



CAREER EDUCATION MENTORING PROGRAM AND NEW TEACHER INSTITUTE

January 2014

Missouri Department of Elementary
and Secondary Education



Career Education Mentoring Program

Dennis Harden, Ed.D.

Coordinator, Career Education

Why Mentoring in Missouri?

- State statute requires possessors of initial professional certification to participate in two years of mentoring.
- Flexibility as to where mentoring can take place
- Mentoring for teachers, administrators, and all other certificate holders
- Mentoring program standards incorporated by state statute

History of CTE Mentoring Program

- Started during the 2003–04 school year
- Includes all career education program areas
- Transitioned from a statewide kickoff meeting to program-specific meetings held in conjunction with other meetings (i.e., Missouri Association for Career and Technical Education [MoACTE] Summer Conference, Fall Career Technical Student Organization [CTSO] meetings)

Complements In-District Mentoring

- Provides an outstanding teacher in the same content area.
- Allows each teacher in a program to focus on the specific courses taught.
- Assists with and addresses content-specific issues related to alternative certification.
- Brings new ideas and resources into a program and is less threatening as the mentor is from a different school.

Complements In-District Mentoring

- Provides additional help for a new teacher even though the in-district mentor may be in the same content area.
- Avoids potential personality conflicts with fellow teachers, and protects the self-respect and confidence of the new teachers.
- Creates a partnership with the in-district mentor to ensure thorough coverage of the district as well as content-specific policies and procedures.

How Does It Work?

- Mentors and protégés apply to the program and are matched by Department of Elementary and Secondary Education (DESE) staff.
- Supports from DESE:
 - Beginning-of-year and midyear inservice sessions for mentor/protégé teams
 - Mentoring manual
 - Stipends available to participants to offset travel and substitute teacher expenses

Research Says

- Longitudinal data collected over two years (2005 and 2006) suggested that retention rates were higher for those who participated in the Career Education Mentoring Program (31 percent) than for those new teachers who did not participate.



New Teacher Institute (NTI)

Janice Rehak

Coordinator, Career Education Curriculum

New Teacher Institute (NTI)

- Provides information, practice, and a network of support for teachers coming into education directly from industry
- Established in the 1970s
- Serves secondary and postsecondary CTE teachers
- Combines expertise from
 - Master teachers who are currently teaching
 - Content area experts
 - Leaders in curriculum and instruction
- Has online evaluation system

Program Content

- Four-day boot camp
- Designed to model desired classroom behaviors
- Role-alike cohort groups of six to seven new teachers
- Experienced, trained teachers work with each cohort
- Supported by leaders across the state
- Topics covered:
 - Learning Theory
 - Instructional Strategies
 - Legal Issues
 - Assessment
 - Special-Needs Students
 - Classroom Management
 - Course Syllabus and Lesson Plans
 - Relationships With Colleagues and Stakeholders
 - Teacher Certification

Program Overview

- Participants experience
 - Teaching in front of a cohort group
 - Reflecting on their teaching experience
 - Development of student management and academic expectations
 - Development of introductory course-mapping skills

They leave NTL with a first-day lesson plan.

Expectations and Outcomes

- Participants focus on first day, first week, and first month of teaching
- Network of support for first year
- Fulfillment of first required course for initial certification
- Increased self-efficacy
- Increased retention rates

Contacts

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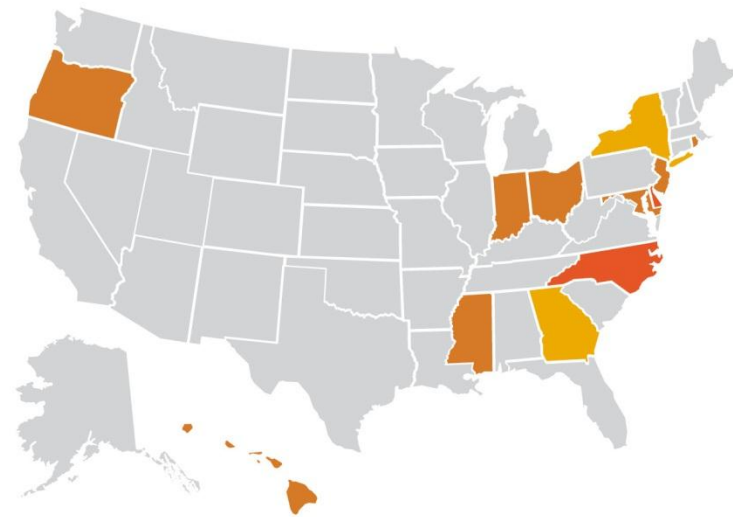
Questions?

CTE Teacher Evaluations

Policy Landscape for CTE Teachers

CTE-specific guidance can ensure that CTE teachers have evaluations that include meaningful performance feedback and professional growth opportunities.

Has state-level CTE-specific evaluation policies or recommendations



Source: State Teacher and Principal Evaluation Databases, Center on Great Teachers and Leaders

Polling Question (Moved to WebEx)

- In what area concerning measures of student growth for use in CTE teacher evaluation does the field need the most guidance?
 - Choosing, identifying, or creating appropriate assessments to measure student growth, or combining and weighting multiple measures (e.g., graduation rates, academic growth, certification attainment)
 - Determining rigorous, but attainable academic growth targets
 - Calculating and attributing academic growth among multiple teachers
 - Training and supporting teachers on the role of student growth in their evaluation
 - Not sure yet

Student Learning Objectives (SLOs) as a Measure of Student Growth



An SLO is a measurable, long-term, academic goal informed by available data that a teacher or teacher team sets at the beginning of the year for all students or subgroups of students.

Unique Considerations for CTE Teachers' SLOs

Outcomes/Learning Targets

- College- and Career-Ready Standards
- CTE Learning Standards/Specific Industry Sector Standards

Measures

- CTE Licensure Exams/End-of-Course Assessments
- Standardized Assessments (College- and Career-Ready Standards)
- Portfolios/Authentic Assessments/Work Samples
- Career Plans

Context/Delivery Models

- CTE-Approved Program (approved program contains series/combination of courses/experiences in a career and technical area)
- CTE Integrated/Specialized Courses

For More Information on SLOs

See the GTL Center's [SLO Resource Library](#), [SLO Professional Learning Module](#), and [Business Rules for SLOs](#)
[Ask the Team Brief](#)

The SLO Resource Library includes:

- Overview information
- **Sample SLOs**
- Briefs
- Presentations and handouts

STUDENT LEARNING OBJECTIVE TEACHER TEMPLATE

Teacher Name: Ms. Aloha	School: Mahalo High	Complex: North Central
Grade: 11-12	Content Area: Career and Technical Education (CTE), Hospitality Program of Study	Course Name: Hotel Operations
		Period:

Student Population:			
Total Number of Students	24	Males	6
Females	18	SPED Inclusion	4
SPED Pullout	0	ELL	2
GT	0	Any Other	Disadvantaged
	16		
Additional Information:			

SLO Components	For a complete description of SLO components and guiding questions, use the "Student Learning Objective Planning Document" attachment.
Learning Goal	<p>Learning Goal: Students will collect, organize and analyze data, draw evidence-based conclusions and propose logical next steps on problems or issues related to the Hospitality Program.</p> <p>Big idea: A problem solver understands what has been done, why the process is appropriate, and can support it with reasons and evidence realizing that there can be different strategies used to solve a problem, but some are more effective and efficient than others.</p> <p>Standards/Benchmarks: Operations PLH 2.1 Assess hotel and lodging functions to determine how operational efficiency affects the overall success within the visitor industry. PLH 2.2 Analyze how Total Quality Management techniques are applied to the successful operation of the hotel. PLH 2.3 Analyze the financial impact of operational components for their effect on the viability of the hotel. Guest Services PLH 4.1 Promote the "Aloha Spirit" with guests and visitors to ensure sustainability of the hotel. PLH 4.3 Assess and apply effective guest service to ensure guest satisfaction and the sustainability of the hotel. PLH 4.4 Apply problem solving and service techniques to provide culturally-sensitive service. External Factors PLH 5.1, Bullet 3 Analyze the impact of customer experiences on the viability of the hotel. PLH 5.4 Evaluate how sustainability issues provide opportunities and challenges for the hotel and lodging industry. Communication PLH 6.2 Communicate orally to convey and/or receive information that facilitates service delivery in the hotel and lodging industry. PLH 6.4 Compose written documents to facilitate communication between internal customers,</p>

1

	<p>external clients/vendors and guests. Common Core Oral Communication Standards, Grade 12 ELA 4, 5, 6 Research to Build and Present Knowledge CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Rationale: Data shows that the percentage of CTE completers (as compared to the total number of CTE students) has decreased from 19% in SY2010 to 11% in SY2012. Moreover, the percentage of senior class CTE completers has also decreased, from 53% in SY2010 to 29% in SY 2012. Hence, students need to be engaged in their learning by problem-solving relevant real-life experiences.</p> <p>Interval of instruction necessary to address goal: <u>x</u> yearlong <u> </u> semester</p>
Assessments, Scoring and Criteria	<p>Planned assessments and criteria used to determine levels of performance: Quarter 1: Students will be pre-assessed on the steps of the problem solving process using on-line Hospitality Core and Hotel Operations assessments. (75% is proficient)</p> <p>Quarter 2: Students will be post-assessed on the problem solving process using on-line Hospitality Core and Hotel Operations assessments. (75% is proficient).</p> <p>Quarters 3 and 4: Students will be assessed on their application and communication of the process used and potential solution(s) using a client-based scenario, (see attached Oral and Product Presentation Rubrics)</p>
Expected Targets	<p>Starting point for student performance groups: Based on the pre-assessment, 7 students scored in the 0-30% range and 17 students scored in the 40% - 50% range.</p> <p>Expected target for each student performance group: 19 students will progress to the 75% minimum or above range. 5 students will be at least 50% proficient on the post-assessment.</p> <p>Rationale for expected targets: Students will be engaged in learning experiences that promote problem solving different scenarios as well as be expected to relate orally and in writing their experience(s).</p>
Instructional Strategies	<p>Instructional strategies for each level of performance: Implementation of the problem solving process via a variety of scenarios and/or hotel contexts via student teams (no more than 4 to a team). Daily teacher observation will assess if student teams are productive and/or if students need to be reassigned. Weekly team reviews will determine on task/off task and/or which team may need more structured guidance.</p> <p>Quarter 1: Introduce the problem solving process components through classroom activities such as determining which would be the "better" establishment to run, a bed and breakfast or a hotel, what activities would be needed to ensure guests keep coming back, what type of food, if at all, would be served, and so forth. Students will need to use data to identify potential problems, use background data (via research) to determine possible solutions, select solutions to implement, determine methods for evaluating effects of the solutions, then collect data to determine the</p>

2

Student Growth and SLOs in Missouri

Office of Educator Quality

January 2014



Educator Evaluation

Senate Bill 291

Development of New Teacher Standards

NCLB Flexibility Waiver

**Essential Principles of Effective Evaluation
(2014–15)**

**Missouri Educator Evaluation Model
(Pilot)**

Educator Evaluation Training

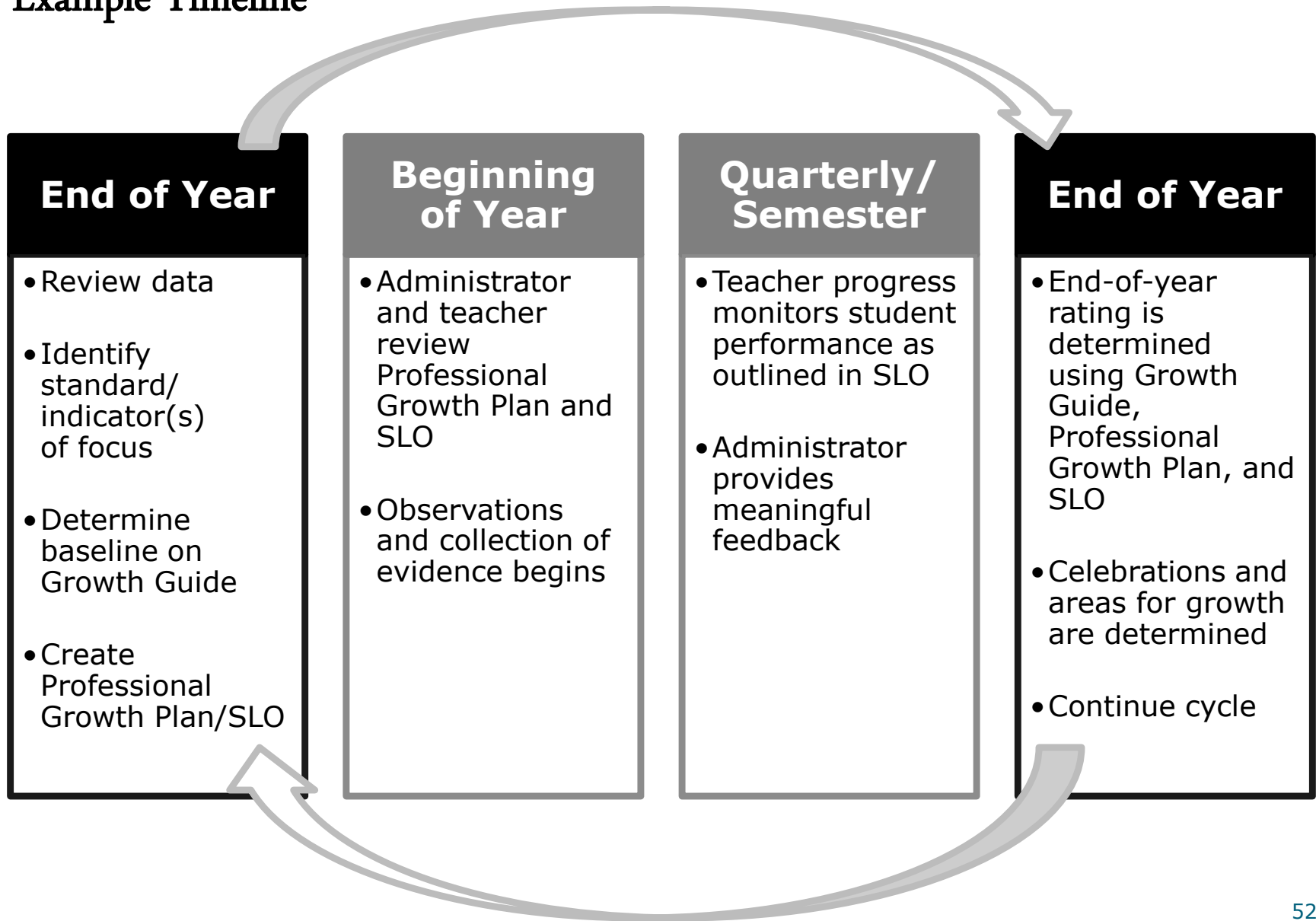
Student Learning Objectives

Student Learning Objectives (SLOs)

Standard: **Indicator:**

Key Component	Description
Population	
Learning Context	
Time Interval	
Growth Target	
Rationale	
Instructional Strategies	
Assessment	

Example Timeline



Student Learning Objective

Example

Grade/Course: *11th and 12th/Agriculture Management, Economics and Sales*

Population: *25 students*

Learning Content: *The student will demonstrate the knowledge of economic principles while making real-world agriculture management decisions.*

Time Interval: *12 weeks*

Assessment: *Agriculture Economics Unit Pre- and Post-Assessments*

Student Learning Objective

Example

Growth Target:

20 students	Preassessment Score: 26–45	Target Score: 65
5 students	Preassessment Score: 15–25	Target Score: 50
10 students	Preassessment Score: 46–60	Target Score: 75

Rationale: *Aligned with National Agriculture Food and Natural Resource Standards: Agriculture Business Systems; allows growth for all students; all students meet benchmark score; based on trend data*

Instructional Strategies: *Student Inquiry-Based Learning, Cooperative Learning, and Student Problem Solving*

How Do We Assess SLOs?

Teachers and administrators must select assessments that:

- Are aligned to course content standards/ state standards
- Are appropriately rigorous
- Include critical thinking questions
- Are free of bias

Confidence Hierarchy of Assessments



State Assessment

Commercial Assessment

District or Building Assessment

Single Teacher Assessment

State Resources

- Guidance Document: Student Growth Measures
- Statewide Training Modules
- Student Growth Webinars
- Student Growth Toolbox, including:
 - SLO Handbook
 - SLO Samples
 - SLO Templates
 - Other Resources

Contact Us

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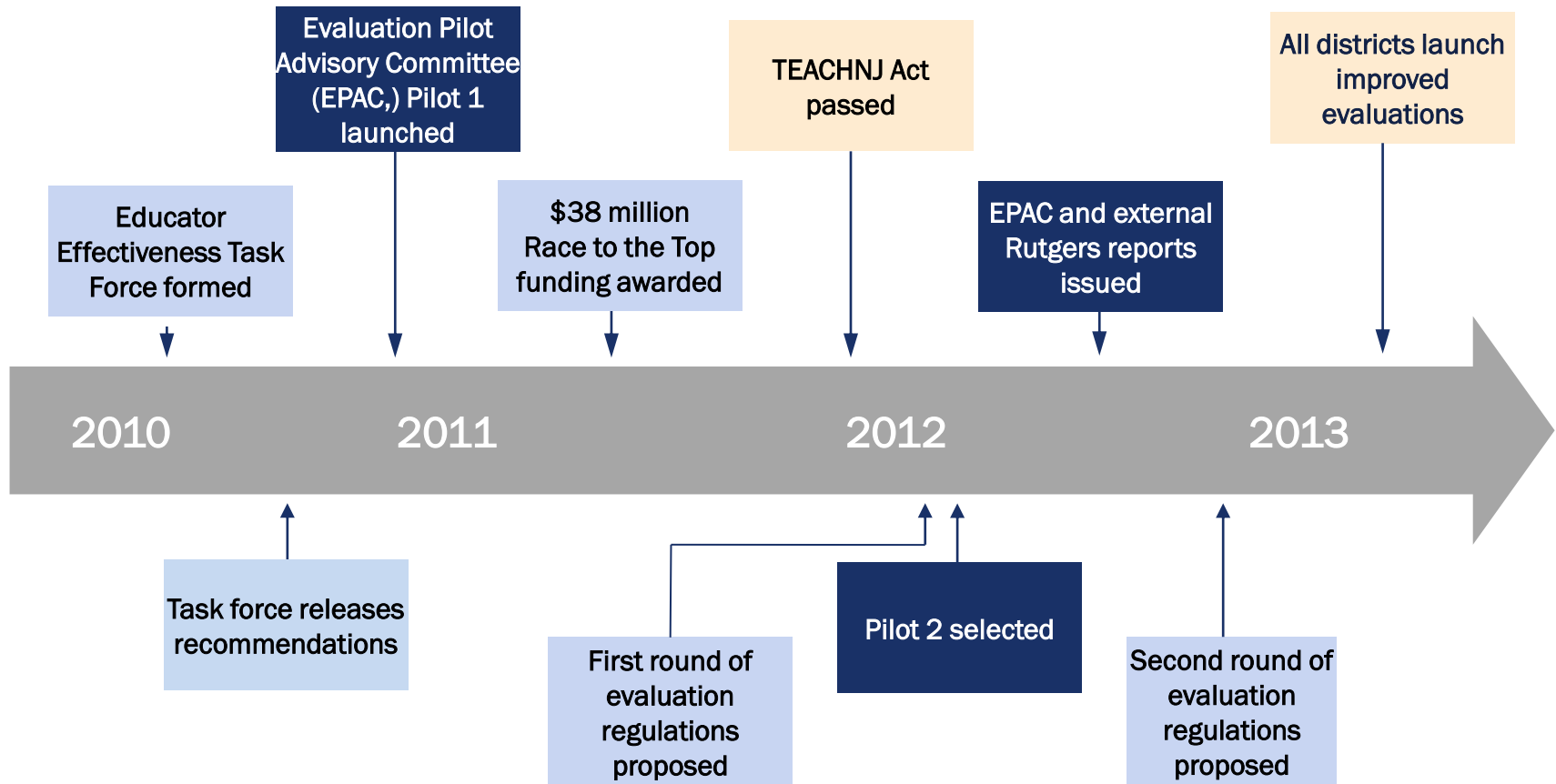
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STUDENT GROWTH OBJECTIVES (SGOs)

NEW JERSEY OFFICE OF CAREER AND TECHNICAL EDUCATION

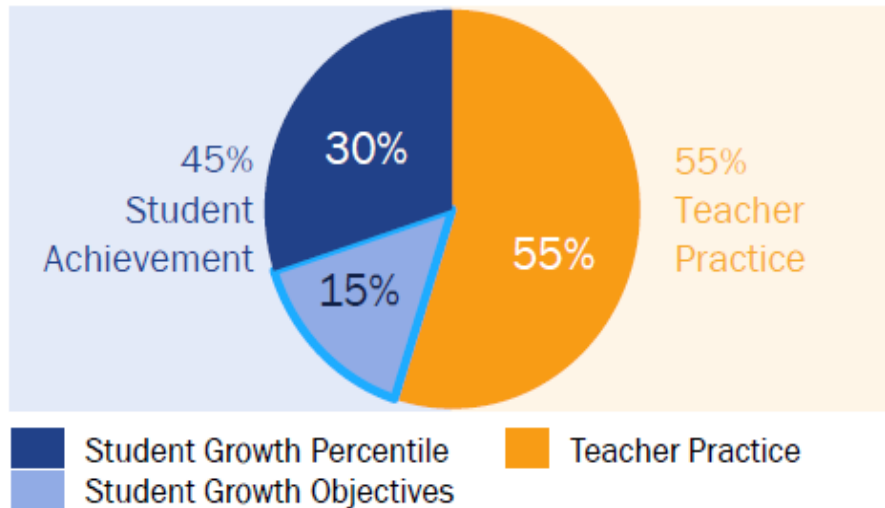
Careful, Deliberate Path Toward New System



SGOs = 15 percent of annual evaluation

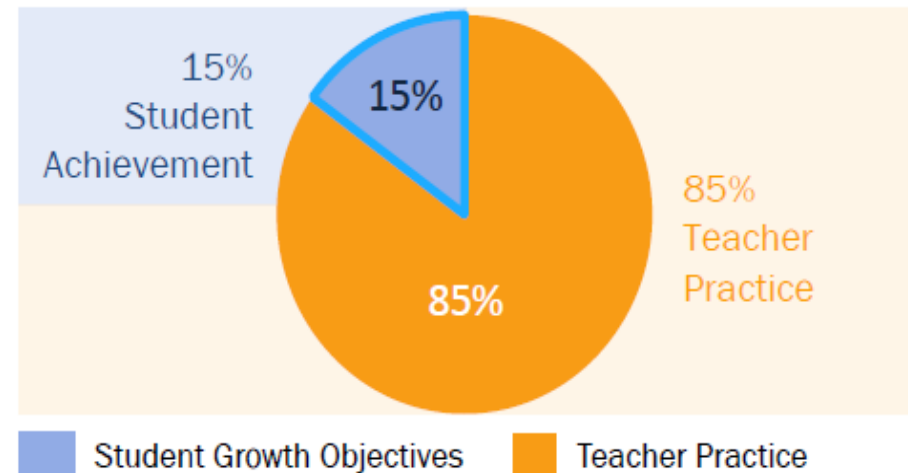
2013– 2014 Weights: Tested Grades and Subjects

Teachers in Grades 4-8,
Language Arts Literacy and Mathematics



2013 – 2014 Weights: Non-Tested Grades and Subjects

Teachers Outside of Grades 4-8,
Language Arts Literacy and Mathematics (CTE)



Required to set two SGOs to cover most students

Support Versus Directive

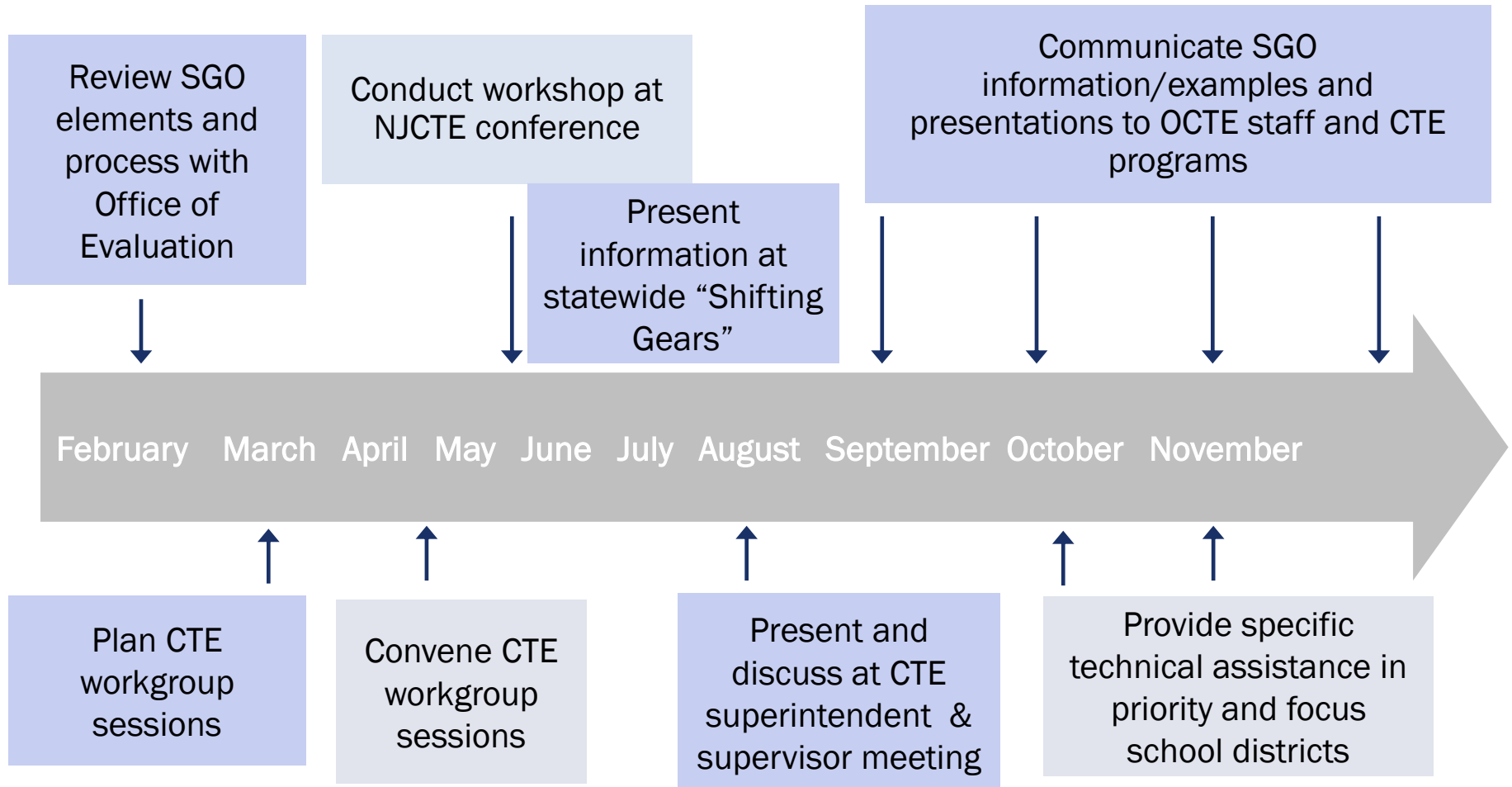
- The New Jersey Department of Education (NJDOE) has chosen to allow district flexibility in setting SGOs and assessments.
- Teachers set SGOs with administrative support.
- SGOs should be designed based on the teachers' expertise in the subject matter and knowledge of students.
- The SGO elements can be adjusted by February 15, 2014, with administrative approval.

CTE Context

Office of Career and Technical Education (OCTE) initiatives:

- Standards: Common Core State Standards (CCSS) and New Jersey Core Curriculum Content Standards (including CTE standards in 16 Career Clusters)
- Literacy in CTE
- Mathematics in CTE
- Alternate route CTE teacher preparation program
- Model program of study: curriculum development

2013 CTE Implementation



Student “Growth”

Growth: An increase in learning between two points in time, such as that indicated by:

- Acquisition of knowledge or skill from a particular starting point or readiness level.
- Development of a portfolio indicating a change in skill or knowledge over a period of time.
- Difference in learning on pre- and post-tests.

Assessment Scope

What do you want your students to KNOW/DO?

- 9.4.12.C.(1).3** Employ knowledge and skills related to audio production equipment & demonstrate understanding of basic tools used in pathway
- 9.4.12.C.(1).5** Edit audio and video productions to demonstrate basic production system skills
- 9.4.12.B.(2).5** Plan building in accordance with contracts to meet budget and schedule
- 9.4.12.B.(2).6** Describe testing and inspection procedures used to ensure successful completion of construction projects

Assessment Quality

Types of Assessments

Traditional Assessments	Portfolio Assessments	Performance Assessment
<ul style="list-style-type: none">Practice tests and/or <i>modified</i> final exams	<ul style="list-style-type: none">Research and writingLab notebookPortfolio of workProject-based assessment	<ul style="list-style-type: none">Skills demonstrationProgramming, designing, organizing, etc.Dramatic performancePractical performance

Distinguishing Between SGO Types

- **General:** broad in scope and include significant proportion of curriculum, key standards, and number of students
- **Specific:** focus on a particular subgroup of students, or specific content or skill

STEM Example

A STEM program teacher focuses an SGO on the design (problem-solving) process.

The teacher develops a portfolio assessment that requires students to demonstrate the skills of critical thinking and documenting the problem-solving/design process.

The teacher sets the SGO for the class based on preassessing students.

Students build a portfolio throughout the year that will be graded by a rubric.

Video Production Example

A video production teacher teaches two sections of Intro to Video, two sections of Video 2, and one section of Video 3.

The teacher sets one SGO for Intro to Video and one SGO for Video 2 (the majority of students).

The assessments are portfolio-based and include NJ Core Curriculum Content Standards and the CCSS.

Child Care Example

A child care teacher preassesses his/her students and finds on the free-response portion that many students were unable to write clearly or cite evidence to support their points of view.

The teacher sets one SGO to measure child care-related Language Arts Literacy (LAL) skills.

The SGO addresses the CCSS for English language arts and literacy in history/social studies, science, and technical subjects.

Got Rigor?

100 percent of culinary students will be able to demonstrate proficiency in knife skills, with a score of 70 percent or better.

versus

85 percent of culinary students will score 90 percent or better on a catering plan final project.

Limited Skills or Scope?

80 percent of automotive students will complete an oil change service on a vehicle in 30 minutes or less, with at least 70 percent accuracy.

versus

80 percent of automotive students will attain an average score of 80 percent or better on a portfolio assessment that includes a comprehensive written assessment and performance assessments on customer service, shop procedures, oil change, fluid assessment, brake service, and shop-related documentation.

Response to FAQs

A final exam or other end-of-program test is **not** generally recommended to use for SGOs.

- It is difficult to measure learning during the specified timeline.
- Test questions and results are generally not disaggregated to determine appropriate expectations for participators or concentrators and need to be taken too early for completers. Results should be analyzed during teacher-administrator conference.

Teachers can create new assessments based on these exams, but they should be modified to assess only what the specific group of students should have learned during the time frame.

Final Thoughts on SGOs

- Focus on what is most important/effective for students
- Recreating the wheel is NOT necessary! Revised assessments may be used.
- It should be good, but it doesn't have to be perfect!
- Support each other and share examples!

Lessons Learned

- Align to the broader vision of the state and CTE
- Thoughtful and thorough training on SGOs
- Need to be an inclusive process; provide opportunities for input and feedback
- Communication is critical
- Provide support and technical assistance
- Acknowledge that you don't have all the answers

For Further Information

Resources on NJDOE website:

<http://www.nj.gov/education/AchieveNJ/>

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▶ *Advancing state efforts to grow, respect, and retain great teachers
and leaders for all students*