



BEST PRACTICES: CAREER & TECHNOLOGY EDUCATION IN MIDDLE SCHOOLS

EFFECTIVE AND HIGHLY EFFECTIVE TEACHING PRACTICES INCLUDE BULLETED PRACTICES FROM PREVIOUS COLUMNS

BEST PRACTICE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Classroom Environment	<ul style="list-style-type: none"> • Post CTE & Academic Standards • Utilize technology • Provide a safe and positive environment for learning 	<ul style="list-style-type: none"> • Display models of student work • Utilize current technology 	<ul style="list-style-type: none"> • Create atmosphere of an inviting workplace • Utilize cutting edge technology
Student Independence/ Leadership	<ul style="list-style-type: none"> • Students apply and discuss concepts to test understanding • Students apply prior knowledge to current tasks • Students synthesize several sources of information 	<ul style="list-style-type: none"> • Students judge own and others work • Students reflect on learning strategies • Students monitor and manage the quality of their learning 	<ul style="list-style-type: none"> • Students raise questions to solve problems and to reason • Students become agent of their own learning • Incorporate leadership competencies as part of curriculum
Teaching Practices	<ul style="list-style-type: none"> • Organize curriculum and instruction around major concepts • Develop projects based on rubric prepared by teacher • Promote students working independently and in small teams • Provide samples, examples, models, and products in the classroom for students to examine and compare 	<ul style="list-style-type: none"> • Focus teaching and assessment on the mastery of core concepts • Develop and implement projects based on guidelines developed by peers • Recognize differences in student performance and address this in each unit • Focus on team work 	<ul style="list-style-type: none"> • Create environment that encourages the creation of challenging assignments in every unit • Conduct collaborative project based learning • Plan and implement real-life projects along with evaluation tool individually or in teams • Scaffold student performance during initial learning; gradually remove supports • Show evidence of differentiated classroom • Have students complete course evaluations for all classes

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Academic Integration/ Contextual Learning	<ul style="list-style-type: none"> • Incorporate use of academic terminology in teaching • Use contextual based concepts as a teaching methodology in the classroom 	<ul style="list-style-type: none"> • Access training on methods of academic integration and contextual learning • Make link with appropriate academic teachers 	<ul style="list-style-type: none"> • Conduct multi-disciplinary teaching between instructors using integrated contextual learning methods in math, science, and communications with career/technical education instructors • Complete training on integrated contextual learning • Encourage other teachers to use technology
Connecting with High Schools	<ul style="list-style-type: none"> • Contact high school instructors to build relationships 	<ul style="list-style-type: none"> • Understand the articulation process between high school and community college courses, and its benefits • Offer students, parents and counselors information related to value and focus of courses, as well as link between middle school and high school courses 	<ul style="list-style-type: none"> • Demonstrate understanding by students of the link between middle school and high school courses – sequence of courses • Avoid repetition of curriculum in middle and high schools by the use of articulated curriculum that depends on use of concepts that align with high school courses • Serve on high school program's Advisory committee
Authentic Experience/ Business Involvement	<ul style="list-style-type: none"> • Provide information on careers related to subject 	<ul style="list-style-type: none"> • Provide opportunities for students to research careers and to do job shadow • Utilize outside experts for speakers in the classroom 	<ul style="list-style-type: none"> • Provide opportunities for students to participate in work-site experiences • Use expert from outside classroom to assist students with projects

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Assessment	<ul style="list-style-type: none"> • Show relationship to standards and syllabi in assessments (test, rubrics, ...) 	<ul style="list-style-type: none"> • Show and explain to a student, parent, or administrator his or her accountability systems (points, percentage, etc) • Grade against absolute standards not the curve 	<ul style="list-style-type: none"> • Progress toward expected standards for students is made clear through a reporting system
Artifacts	<ul style="list-style-type: none"> • Small group projects • PowerPoint Presentation for class • Samples, examples, models, and products produced by students are available in the classroom for students to examine and compare 	<ul style="list-style-type: none"> • Students independently create displays of their course projects/ products • Use of a variety of media for presentation 	<ul style="list-style-type: none"> • Students create authentic products and performances for interested critical audiences from outside of class • Portfolio
Recognition	<ul style="list-style-type: none"> • Frequent recognition of student work • Recognize student progress at demarcated points 	<ul style="list-style-type: none"> • Give recognition for real accomplishment • Encourage recognition by peers for outstanding work 	<ul style="list-style-type: none"> • Conduct celebration with family and community for accomplishments • Provide recognition of accomplishments from community