CTE Best Practices:

CTE Course	Best Practices
EC 102	- Be conscious that you may have Students with Disabilities and if so you should be aware of the accommodations, modifications and supports that their IEPs stipulate. - Create "SMART" Goals/Lesson Plans
EC105	- Provide students a safe environment that is judgment-free, this can allow them to view the teacher/classroom/school as a safe place and enable them to find success in the classroom.
ED130	- If physical touch is required (to demonstrate a task), communicate prior to engaging with the student to ensure they are comfortable. - Be prepared to use de-escalation techniques (such as CPI), as this can help defuse potentially volatile situations/students
ED400	- Take care of yourself as an educator and a person (self-care) - Engage in positive thinking and mindfulness
ED408	- Collaborate with other teachers (especially Special Education Teachers) - Don't be afraid to go to your co-workers with questions about a shared student
ED401	- If a crisis occurs in a classroom/school or to a student staff should use CISD, or bring in another qualified professional to help students work through the crisis
EL110	- Use Social Media when appropriate with students - Have a Rubric that guides Social Media interactions, and teach students what is expected when they communicate virtually
EL105	- Have students complete "end of course evaluations" - Use the feedback from students to improve your course for future classes/students - Have a Rubric and a Code of Conduct for all online interactions
EL103	- Have students complete "self-assessments" - Use quantitative and qualitative data along with formative and summative assessments

CTE Reflections

1. Class Number: EC 101	**Date:** 3/4/2021
Course Name: Your First Year as a CTE Teacher (Part I)	**Notetaking Column:** There are 16 CTE Career Clusters - **1.** Agriculture, Food & Natural Resources, **2.** Architecture & Construction **3.** Arts, Audio/Video Technology & Communications, **4**. Business, Management & Administration, **5**. Education & Training, **6**. Finance, **7**. Government & Public Administration, **8**. Health Science, **9**. Hospitality & Tourism, **10**. Human Services, **11**. Information Technology, **12**. Law, Public Safety, Corrections & Security, **13**. Manufacturing, **14**. Marketing, Sales & Service, **15**. Science, Technology, Engineering & Mathematics, **16**. Transportation, Distribution & Logistics

Summary
This Course was a great introduction to CTE. I learned about the basics of CTE, and how many CTE Teachers come from other Career Fields prior to becoming Educators. There are 16 CTE Career Clusters, each of which relates to a field of work and consists of various jobs/skills specific to that Cluster.

2. Class Number: EC 102	**Date:** 3/5/2021
Course Name: Your First Year as a CTE Teacher (Part II)	**Notetaking Column**: SMART Goals have 5 key components – **1**. Specific, **2**. Measurable, **3**. Attainable, **4**. Relevant, and **5**. Time-Bound

Summary
Inquiry-based learning can provide a unique opportunity for students in CTE to use questioning and research to develop a better understanding of the content. This course also briefly touched on Students with Disabilities and the idea that CTE Teachers, like all Public Educators, have a legal obligation to follow the IEP, and provide Accommodations and Modifications for each Student with an IEP.

3. Class Number: EC105	**Date:** 3/5/2021
Course Name: Teaching Secondary Students Affected by Trauma	**Notetaking Column** Self-care is important for teachers and can help prevent burnout.

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Summary:
Students with PTSD have a significantly lower graduation rate than their peers. Treatment for PTSD can help increase graduation rates and improve the overall quality of life for students who have experienced Trauma. Trauma-informed practices can help teachers recognize the potential symptoms of PTSD and Trauma. It is important to be able to recognize symptoms of PTSD for what they are, because if handled incorrectly it can lead to behavioral concerns and significantly decrease student achievement. Students who have experienced Trauma often suffer from emotional dysregulation. While it is more common in females, it impacts males as well and can lead to poor choices and disruptive behaviors. Providing students a safe environment that is judgment-free can allow them to view the teacher/classroom/school as a safe place and enable them to find success in the classroom.

4. Class Number: ED130	**Date:** 3/20/21
Course Name: Teaching Students with Post Traumatic Stress Disorder	**Notetaking Column** A study by the RAND Corporation (2016) found that 7% of veterans returning from combat in Iraq and Afghanistan wars have both PTSD and a TBI. It is postulated that this number is actually much higher but it is difficult to get accurate data, as the symptoms may not occur until years after the trauma has occurred or the individual realizes that his/her brain has been injured.

Summary
PTSD was originally thought to be a result of a physical event. Over time the definition has changed, and it was added to the DSM and labeled as PTSD within the last 30 years. As we continue to learn more about PTSD, and its effects on individuals, we as educators will be able to implement additional strategies to help our students and level the playing field for them with their peers who have not experienced trauma. Students with a TBI or who have PTSD may exhibit symptoms that manifest as anger problems, anxiety, and depression. In the case of anger concerns, it is important for educators to be aware of how to use de-escalation techniques to diffuse potentially volatile situations and provide the opportunity for students to take a break when they need one. Students with a Disability are provided legal protections under IDEA while in School and under Section 504 both during and after completion of High School. An IEP or 504 Plan provides specific Accommodations, Modifications, and Supports that Professors and Teachers are required to provide to help students with a Disability be successful. As a CTE Teacher, you may at times need to demonstrate how to do what is being taught, and physical touch is required. During times like this, it is important to communicate with students with PTSD prior to the demonstration to make sure they are comfortable with being shown. In CTE classrooms loud noises may also become triggers for Students with PTSD, so encouraging them to advocate for themselves and self-disclose their Disability prior to entering the classroom.

5. Class Number: ED 402	**Date:** 3/20/21

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Course Name: Fostering Soft Skills in the Classroom I	**Notetaking Column** Communication Skill Types: Verbal skills, Interpersonal skills Teamwork skills, Presentation skills, Networking skills and Listening skills

Summary
I feel that each skill type is important in different class settings. For instance, Presentation Skills can be important for a Final Project, whereas Listening Skills are important during Lectures and Direct Instruction. Networking Skills (in a High School class) could look like the "least important skill", but when other aspects such as Transition are taken into consideration it becomes extremely important. One of my current students is enrolled in a Work-Study Class, where the employer has had the opportunity to see what a hard worker they are, and after Graduation, they will be able to either use them as a Work Reference, or they may even decide to apply to work with them. I feel that at our High School most of the skills are taught and students have the opportunity to enroll in classes throughout their HS Careers. I think that there is always room for improvement, and I would like to see the HS I work at increase these opportunities for all students, and really prepare students to enter the workforce upon Graduation. As I mentioned previously, I think that many of these "Soft Skills" can be integrated into the curriculum, and even expanded upon to increase student readiness to enter the Workforce. I would not rank them in order of importance because each one can be valuable and important for a different job or even aspect of the same job. Having a broad skill base can only help students in their futures, and as Educators, we should not try and put them into a box that we think fits them best.

6. Class Number: ED400	**Date 3/20/21**
Course Name: Coping with Stress and Burnout	**Notetaking Column** **What is burnout?** Exhaustion caused by sustained exposure to elevated stress over long periods of time. **What are the symptoms of burnout?** Feeling like: lack of support, lack of fulfillment, lack of relaxation/restoration, too busy, or spreading thin. **How do you know you are close to burnout?** Consistent negative mood, grouchy/grumpy, feeling tired, each day is a bad day, feel unmotivated, effort/work is pointless, find yourself becoming excited to leave work. **Ways to counter burn-out symptoms:** SLEEP, nutrition, exercise, meditation (breathing), and positive perspective. **WAYS TO SHIFT PERSPECTIVE:** for 21 days: write three new things each day that you are thankful for; thank you letter to one new person each day; meaningful experience each day; identify something to look forward to; ask for support from family and friends.

Summary
The course allowed me to pinpoint the risks for burnout that I experience, which are as followed: planning, administering, and completion of state and district testing, as well as the upcoming year schedule. These stressors are tasks that can be supported and worked on as a team to decrease the amount of stress that one person has.
As the course progressed, it was helpful to identify alternative thinking patterns and behavioral cues that can assist with reducing the level of stress in the workplace. These thinking patterns and behavioral patterns

include writing a thank you letter to one new person each day, identifying one positive thing that happened over the last 24 hours, getting up to walk around during the day, and ensuring that off-work time, is time to relax, recuperate, and refresh. The challenge of this course will be incorporating these thinking and behavioral patterns into a busy day, to ensure that I am in control over shifting my thinking from negative to positive.

7. Class Number: ED408	**Date:** 3/21/21
Course Name: Introduction to Educating Students with Disabilities	**Notetaking Column** Brown v. Board of Education introduced the idea of equal access to education. The Rehabilitation Act of 1973 prohibited businesses with Federal Contracts from discimination based on Disability. Person-first language and thinking is important when considering Students with Disabilities.

Summary
For me as a Special Education Teacher, Collaboration with my General Education Peers is a huge part of my job. At my school, most Students with Disabilities are educated in the General Education Curriculum, and having good relationships with the General Education Teachers allows me to go to them and vice versa with any concerns we have and work as a Team to help our shared students be successful. The Education of Students with Disabilities truly is the responsibility of all members of each School, and as this section discussed, Collaboration is key.

8. Class Number: ED401	**Date:** 3/21/21
Course Name: Basics of Crisis Management	**Notetaking Column** A crisis, specifically what we're referring to is a subjective experience in which a person has some type of acute emotional response that arises from either something that happens, so a situation, from some type of developmental or social cultural source. This reaction causes a temporary inability to cope by means of one's usual problem-solving skills. Avoiding alcohol, drugs and isolation are key things to remember when going through a crisis or counseling someone through one. There is a formal process known as a critical incident stress debriefing, a CISD, that can be conducted by professionals who will come on site to your location and walk the group through a formal structured process that helps identify what folks are going through, and helps arm them with information and knowledge for getting through the incident. In most communities around the country, CISD services are provided by local professionals. Situational origins of a crisis may include material, environmental, personal, physical, interpersonal, and social situational origins.

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Summary
Reactions to crisis can involve a physical, emotional, behavioral, and cognitive response from the individual in crisis. I don\'t think that any of these responses is \"easiest to deal with\", as each individual will respond in a way that is specific to them, and could involve not only what is on the surface, but also underlying effects that may be long term. I think that being aware that the effects of a crisis may last long after the crisis is over. This ties into trauma-informed teaching, by being aware that an event that causes trauma or is a crisis could have long-term effects that will not be obvious and that something that worked with that individual in the past may not now.

9. Class Number: EL110	**Date:** 3/29/21
Course Name: Effective Use of Social Media in Online Courses	**Notetaking Column** Social networking can improve the online learning experience in several key areas. First, as students build a community, they are increasing the number of interactions, and through those exchanges, they are sharing experiences, discussing resources, developing a support system, and adding a human element to the digital environment. A media hosting site is simply defined as a platform for users to upload their media for storage at a distant location. Some media hosting sites are simply provided for storage purposes, but other sites also provide areas in which the media can be searched and/or shared with others.Online instructors can effectively consider activities used in the traditional, face-to-face (F2F) classroom and discover ways to transform them into activities appropriate for the online environment. A microblog is a form of blog, but in an abbreviated format. Microblogging is basically a medium that allows the user to broadcast short messages. This provides users an opportunity to exchange brief content about specific or general topics. There are basically three different ways to develop course content through microblogging: 1) online instructors develop the content; 2) students develop content; and 3) other people are followed and their Tweets are the content. The instructor may use microblogging to: 1) Tweet reminders of or changes in due dates or upcoming assignments; 2) push out sample quiz or test questions, which can be done effectively as a test review session; 3) take a poll of students' opinions; and 4) post a definition and ask students to respond with the correct vocabulary word

Summary
Social Networking as part of an Online Course can help students connect with one another, the instructor, and the material in a way that allows them to become more than just an anonymous poster on the other side of a keyboard. Social networking allows students to improve online learning experiences in several key areas. First it builds community; second, it increases the number of interactions; and third, it develops a support system adding the human element to the digital environment. When assessing Social Media interactions it is important to teach students what is expected, and the use of a Rubric can show students exactly what is being asked of them. Microblogging can be used by Instructors to engage students in an Online Learning Community. As with other methods of assessment and evaluation, it is important to include a Rubric to let students know what is expected and how they will be graded. Blogging can be used in a variety of ways, that align with traditional F2F Assessments. Blogging allows students to post their responses, get feedback from their peers and continue to interact in an Online Learning Community.

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10. Class Number: EL105	**Date:** 3/29/21
Course Name: Online Language: Communicating with Students	**Notetaking Column** Technology-based communication tools typically fall into the following three categories: 1) small group or one-to-one meeting software; 2) large group meeting software; and 3) social networking sites. Using an end-of-course evaluation is an excellent way to obtain feedback from students about the entire communication process. Asking students for feedback every three to five weeks (when the course time frame allows) sets up a pattern of communication to obtain feedback on an ongoing basis. This allows for changes to be made to technology communication tools immediately if necessary. Developing a pattern of communication benefits all individuals involved in the course. This pattern helps develop consistency in communication and establish an easy-to-navigate communication system for the instructor and students. The communication guidelines basically become a 'Communication Code of Conduct.' The guidelines should include information about being respectful, appropriate communication and language, and other necessary issues related to responding to others in an online environment. The instructor should refrain from posting immediate answers to the discussion board; refrain from stating immediately whether answers are right or wrong; avoid posting too much, too often; and facilitate the sharing of ideas and opinions. Purposeful reflection involves incorporating the following questions into the learning process: 1) How were you as a learner before you came into this course? 2) How have you changed? and 3) How do you anticipate this will affect your learning in the future?

Summary
Instructors should be prepared to use an end-of-course evaluation AND use this feedback to improve the course. If an end-of-course evaluation is requested, but the feedback is not used to improve student outcomes it is a waste of time for the instructor and students. In an Online Course, effective communication will likely take many different forms, and it is important to maintain professionalism throughout the multiple means used. Instructors should not only model appropriate communication, but they should also provide a detailed Rubric that defines how students will be assessed, and what the consequences will be for inappropriate communication. When interacting with students in an online course it is important for instructors to keep in mind that they are not dealing with a homogeneous group and that they will likely have students born in multiple Generations in their courses. This is important to keep in mind because each Generation has different traits and preferences, and will require the Instructor to interact with them in a unique manner. Online Courses, just like F2F Courses will require Instructors to have conflict resolution skills to deal with issues that arise between students and, students and the instructor. Having a well thought Rubric and a Code of Conduct can allow the Instructor to refer the students back to when conflict arises and will help take the emotion out of the response.

11. Class Number: EL103	**Date:** 3/29/21

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Course Name:	Notetaking Column

Teaching Online: A Student-Centered Approach	Questions to ask when developing a course framework, "What do I want students to know and do?"
	
	1. How will content be delivered?
	2. How will students receive the content?
	3. How will students be assessed in their knowledge of the content?
	    1. What do students know?
	    2. What can students do?
	
	- Types of Online Communication include: effective communication among all of the course groups – S2S, S2I, I2S, G2G, G2I, G2G, and I2
	
	- Scaffolding is the building of knowledge and skills based on prior knowledge to create a new individual knowledge structure. As an online course is developed, the course framework and the module template provide the consistency to help students scaffold their learning. Students build upon their prior knowledge, experiences, and skills with new knowledge presented in an online course to develop more complex and robust learning scaffolds.
	
	- As you review the rubric, you should identify the key components: 1) title, 2) objectives, 3) specific criteria, 4) points associated with the criteria, 5) rows for totaling columns and an overall total, and 6) grading scale.
	
	- Use quantitative and qualitative data to complement each other. Quantitative data usually gives you the what; qualitative data usually answers the why or the how. Quantitative data also typically contains numerical data, whereas qualitative data typically includes interviews, written comments, etc.

Summary
Developing an Effective Online Course will take planning, revision and flexibility. It will be important to allow time for trial and error to work out the kinks. Creating and testing a module template or module must be a cyclical and ongoing process to continually improve the design to more effectively meet students' needs. There are multiple types of Effective Online Communication including S2S, S2I, I2S, G2G, G2I, G2G, and I2G. Providing students with the opportunity to engage with the Instructor and their peers is a crucial part of learning, and will make any Online Course more effective and beneficial for the students. Assessments are broken into two broad criteria, Formative and Summative. Students who are involved in self-assessment demonstrate higher learning outcomes and are likely to retain and be able to use what they learned better than their peers who were only provided with opportunities to be Assessed by their Instructor. Students are one of the three Key Stakeholders (Institution and Teaching/Professional Community are the other two) in an Online Course, and their Feedback and input should be taken into consideration when making revisions to the Online Course.