

Pennsylvania Technical Assistance Program

Improving Academic and Occupational Achievement in Career and Technical Education

2023-2024 TAP OVERVIEW

During the 2023-2024 school year, the Pennsylvania Department of Education, Bureau of Career and Technical Education (BCTE) continues a statewide initiative to increase the quality and impact of Career and Technical Education (CTE) programs, while ensuring that these programs are aligned with the commonwealth's economic and workforce development priorities. Two major goals set by BCTE, outlined in the current Strategic Plan, are to increase academic and occupational achievement and success for all CTE students.

To support progress toward these goals, PDE is providing assistance to career and technical centers (CTCs) and high schools with CTE programs through this Technical Assistance Program (TAP). Through TAP, participating schools are working to raise student academic and occupational performance. Each school agrees to develop an improvement plan for increasing student achievement, work closely with a designated improvement coach (Career and Technical Distinguished School Leader) and participate in professional development activities provided by the BCTE.

Although some schools already have an established track record of solid performance in raising student achievement and others are accelerating their efforts at improvement through participation in the TAP program, the activities of this program are not enough to influence student achievement alone. Each CTC and their participating school districts must take ownership of the actions necessary to achieve the desired student improvement on occupational end-of-program assessments and academic assessments. This is critical to achieving future performance standards and to institutionalize the continuous improvement process.

The technical assistance and professional development activities listed below are being delivered to achieve the goals of this Technical Assistance Program.

DISTINGUISHED SCHOOL LEADERS

Career and Technical Distinguished School Leaders (CTDSL) provide expertise and leadership to assist CTCs in identifying instructional or systemic barriers and critical gaps to improving student achievement. The CTDSL's role is flexible in order to meet the unique needs of each CTC. The support that a school receives from a CTDSL may include expertise in data analysis, knowledge of current standards-based reform, knowledge of professional development for systemic change and utilization of current practices in integrating career and technical education into academic instruction resulting in improved student achievement.

NOCTI PRE-TESTS AND STUDY GUIDES

NOCTI Pre-Tests provide CTE programs with information and data to assist instructors and students in identifying skill strengths as well as gap areas that need further remediation. These reports are excellent diagnostic tools to help instructors adjust curriculum to meet the specific needs of the students.

NOCTI Study Guides can be used to target the identified curriculum areas for remediation throughout the school year in order to improve student performance on the end-of-program assessment. Study Guides contain information on both the written and performance portions of the end-of-program assessment including an overview of the assessment.

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SOUTHERN REGIONAL EDUCATION BOARD (SREB)

Curriculum and Instruction Review (CIR) and Career Pathway Review will conduct Technical Assistance Visits consisting of curriculum and instruction reviews (CIR) and career pathway reviews (CPR for CLNA/Perkins V follow-up improvement process). In addition to the review, each site will receive a full-written report on best practices and areas of growth, as well as recommendations for school improvement. These visits will be followed-up with a site-development workshop where focus teams will be developed and composed of teachers, leaders, and community partners that will be trained in the application of SREB's problem-solving process to find the root cause of problems of practice and develop action plans to address those problem.

SREB Training Programs will provide a variety of training programs for schools in the 2022-2023 school year. SREB will adapt the trainings below to fit the needs of each school.

High Quality CTE Programs will blend instructional strategies with career pathways, effective Occupational Advisory Committees, work-based learning strategies, and high-quality assignments using the 12 Elements of the Framework for High Quality CTE Programs of Study.

Leadership Training will address scheduling challenges, teacher feedback, and support professional development implementation in their schools using the 12 elements of the Framework for High-Quality CTE Programs of Study.

Data Analysis Training are designed to assist schools with problem-solving for a root cause and action planning for continuous improvement. These sessions are designed to help school leaders look at data to meet CLNA/Perkins V goals.

Advanced Career Pathways Curricula gives access to SREB's nine Advanced Career (AC) Curricula for all sites in Pennsylvania. Each turnkey four-course pathways offers everything schools need to implement the curricula, from fully developed lesson plans, projects, assessments, tools, and technology to extensive training and support for teachers.

INTERMEDIATE UNIT 3/INTERMEDIATE UNIT 13

Writing in CTE Content Areas will provide the foundation of an effective writing program and will demonstrate to instructors in any career and technical program how to use writing-to-learn and learning-to-write activities to increase students' understanding and retention of course content while simultaneously increasing student engagement and motivation to learn. Most importantly, this workshop will give instructors the help they need to efficiently and fairly evaluate writing so that students become more skillful as a result of the process. Coaching activities will include: planning time to incorporate writing prompts into lessons; modeling and co-teaching; implementing effective writing practices in classrooms; and observing and providing feedback on implementation of effective writing practices.

MAX TEACHING, INC.

MAX Teaching with Reading and Writing illustrates research-based teaching strategies related to literacy for implementation into all instructional environments, including the CTE classroom. These strategies address current literacy deficiencies of the student population. In addition, instructors will observe the consultant modeling the teaching strategies using the school's own reading materials and lesson plans.

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COACHING CLINICS

Teacher Coaching Clinics will bring lead/mentor teachers and instructional coaches together to support teachers, including new teachers, and share best practices and integration strategies across career and technical education program areas. The clinics are open to all CTE Coaches, Academic/CTE Teachers, Perkins Facilitators and Administrators interested in learning new techniques and strategies to support teachers which will improve instruction and student achievement through a coaching model.

NATIONAL CENTER FOR COLLEGE AND CAREER TRANSITIONS (NC3T)

Regional Career Pathways Partnerships will establish new Pathways Partnerships in which the local career and technology center is a key organizing partner, and in which effective career development systems are guiding students into more effective CTE program decisions, and generally enhancing student understanding of career options. Each new Pathways Partnership will have an active Strategic Plan to guide its collaborative activities.

THE MID-ATLANTIC EQUITY CONSORTIUM'S (MAEC) CENTER FOR EDUCATIONAL EQUITY (CEE)

Equity Data Inquiry in Career and Technical Education will use data to identify and address equity issues to meet the diverse needs of all students in career and technical education (CTE). The MAEC Center for Educational Equity will support Career and Technology Centers in uncovering areas of strength and areas of focus related to student's academic experiences and sense of belonging.

PENNSYLVANIA INSPIRED LEADERSHIP PROGRAM (PIL)

Pennsylvania Inspired Leadership Programs are statewide, standards-based continuing professional education programs for school leaders. The comprehensive program is focused on developing the capacity of leaders to improve student achievement. The 2022-2023 PILs are:

- *Equity in CTE for Non-traditional (Gender) Students*
- *Making Personnel Decisions with a Focus on High-Quality Instruction*
- *New Director Academy – Part 1*
- *New Director Academy – Part 2*
- *Supervising Remote Instruction*
- *Using Advocacy to Support Student Achievement*
- *Using the CTE Budgeting Process to Support Student Achievement*

FOR ADDITIONAL TECHNICAL ASSISTANCE PROGRAM INFORMATION CONTACT

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