

Reflection Journal

to accompany the online course

Supporting Special Populations Students in CTE

A self-paced online course for
CTE Leaders and Instructors

NAME OF PARTICIPANT:

SCHOOL:

PROGRAM (if applicable):



REFLECTION JOURNAL INSTRUCTIONS

This Reflection Journal accompanies the online self-paced course “Supporting Special Populations Students in Career & Technical Education.”

This course is designed for school leaders, support staff, and classroom teachers involved in Pennsylvania Career and Technical Education.

The course is designed and presented by the National Center for College and Career Transitions under contract with the Pennsylvania Department of Education Bureau of Career and Technical Education.

Learning Outcomes

- Develop a consistent understanding of “Special Populations” as defined under Perkins V legislation.
- Understand other major federal legislation related to the education of special populations.
- Recognize physical, social, and psychological barriers to student success within the school environment.
- Learn how to organize classroom, laboratory, and career/technical student organization activities that do not discriminate against students who are representative of special populations.
- Use research-based strategies to support special populations students in the CTE classroom.

Consult the Master Course Guide that includes information about each learning module, with links to an extensive source of reports and resources, and directions for each module. Be sure to download a copy of the PowerPoint scripts, which will provide you with a deeper explanation of each topic covered.

At the end of each module, there is a Reflection Assignment which you will use to document your responses in this Reflection Journal.

This Reflection Journal gives you a summary of what you have learned during this course and provides you a document that you can submit to your administrator to earn professional learning credits.

Module 1: Introduction to the Course

Description

This module introduces you to the background behind the course and course content, learning outcomes, and expectations. This is a ten-module, self-paced course based on a project sponsored by the Pennsylvania Bureau of Career & Technical Education (CTE). The focus for this project is serving and supporting students from “Special Populations” as defined by Perkins V legislation. The Perkins Act is the federal legislation that provides funding and guidelines for state and local CTE programs.

Module 1 Assignment

Please complete the Module One Prompts (Reflection Journal).

1. What is your current position?
2. What are your individual learning goals for this course?
3. Write a definition of “Special Populations” in your own words.

Module 2: Introduction to Students with Disabilities

Description

In this module, we will be addressing students with disabilities who have met certain criteria that make them eligible for special education services under another federal law called the Individuals with Disabilities Education Act (IDEA).

In Pennsylvania, 29 percent of CTE students have an identified disability, which is why it is important for CTE teachers to understand issues that impact students across a range of disabilities.

Module 2 Assignment

Please complete the Module Two Prompts (Reflection Journal).

1. This module contains a lot of information. What are you wondering about?
2. What is the purpose of the Individualized Education Program (IEP) in special education?

3. What are three strategies or concepts you have learned from these resources that you can use to support students with disabilities? (Please identify the resources for each strategy or concept).

Module 3: Supporting Students with Disabilities in CTE (Part Two)

Description

In Module 2, participants were introduced to Students with Disabilities as one of the special populations identified under Perkins V legislation and served through the requirements of IDEA.

This module delves into the specific strategies and supports that you can utilize to support these students in your CTE classroom.

Module 3 Assignment

Please complete the Module Three prompts below:

1. What do you feel is the most difficult part of differentiation for students with disabilities in your classroom?
2. Why is the special education teacher a valuable source for collaboration in the CTE classroom?
3. What are your next steps in creating a classroom that supports students with disabilities?

Module 4: Supporting English Learners

Description

In this module, you learned about English Learners and strategies to address their needs.

The Strengthening Career and Technical Education for the 21st Century Act defines English Learners (EL) as:

- A secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965.

- An adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and:
 - whose native language is a language other than English; or
 - who lives in a family environment or community in which a language other than English is the dominant language.

Module Four Assignment

Please complete the Module Four prompts below:

1. Which two strategies defined in this module could you integrate into your classroom to support English Learners?

2. How do we prepare EL students with language skills for success for employability in their industry?

Module 5: Supporting Non-Traditional Students

Description

This module provided information and resources related to “Non-Traditional Students.” In Perkins V, the term “non-traditional fields” means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Module Five Assignment

Please complete the Module Five prompts below:

1. What information from today’s lesson was the most interesting to you? Why was it the most interesting and how will you use it in your teaching?
How can you encourage fostering self-esteem and self-efficacy with non-traditional students?

Module 6: Supporting Homeless Students

Description

In this module, you learned about students experiencing homelessness (aka homeless students) and strategies to address their needs. Perkins V defines homeless individuals as “an individual who lacks a fixed, regular, and adequate nighttime residence.”

Module Six Assignment

Please complete the Module Six prompts below:

1. Consider the information in this module in your context as a CTE teacher. What types of supports could you provide in your classroom environment?
2. How can CTE teachers serve as advocates for transitioning homeless students to careers?

Module 7: Supporting Economically Disadvantaged Students

Description

In this module, you learned about students who are economically disadvantaged and a variety of schoolwide and classroom-based strategies to address their needs. Perkins V refers to this special population as, “individuals from economically disadvantaged families, including low-income youth and adults.”

Module Seven Assignment

Please complete the Module Seven prompts below:

1. List two to three strategies that you could use to help meet the needs of Economically Disadvantaged students in your CTE classroom?

Here is a short case study:

A CTE class is participating in a field trip to observe a local business as a required part of the class. There is one economically disadvantaged student in the class. Students are required to dress in business casual attire and to purchase lunch at a fast-food restaurant.

Write a response to each of these questions:

1. What obstacles could prevent the student from participating?
2. How could this affect the student's grade?

3. How can the teacher fix the situation without causing the student to be singled out among the other students?

Module 8: Supporting Foster Care Students

Description

In this module, you learned about students involved in the foster care system as well as a variety of schoolwide and classroom-based strategies to address their needs. Foster care is a temporary service provided by a state agency for children who cannot live with their families.

Module Eight Assignment

Please complete the Module Eight prompts below:

1. How is your institution currently supporting foster care involved students?
2. What are your key takeaways from this module that will impact your classroom practice?

Module 9: Supporting Military Connected Students

Description

In this module, you learned about students from military connected families as well as several schoolwide and classroom-based strategies to address their needs. According to Perkins V, a military-connected student is a “youth with a parent who is a member of the armed forces and is on active duty.”

Module Nine Assignment

Please complete the Module Nine prompts below:

1. How is your institution supporting military-connected students?
2. What specific strategies can you use in your classroom to support these students?

Module 10: Supporting Single Parents & Pregnant Students

Description

In this module, you learned about students who are single parents and pregnant students, and a variety of schoolwide and classroom-based strategies to address their needs. Pregnant and parenting teens encounter a multitude of challenges on their path to high school graduation. While adolescence can be a cumbersome time for any teenager, pregnant and parenting teens have the added stress of juggling schoolwork with parenting responsibilities.

Module Ten Assignment

Please complete the Module Ten prompts below:

1. What did I learn about serving students who are pregnant or parenting in this module?
2. What can I do differently (or continue doing) in my school or classroom to support these students?

Course Final Reflection

Please complete this final reflection relating to the entire course.

1. How has the content of the course impacted/influenced your understanding of special populations?