



MASTER PLAN

Career, Technical, Adult, Community Education

(CTACE)

2019

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Course Group Number: 39000430

Purpose

The purpose of the CTACE Master PD Plan is to ensure quality instruction from our educators and student growth as they gain necessary knowledge and apply industry skill sets. Teachers will attend Professional Development to learn to design effective curriculum and deliver effective instruction. Teachers will collaborate across content areas to ensure that students are consistently exposed to, and are able to demonstrate, 21st century workplace skills. (Effective communication, digital literacy, and inventive thinking.) Comprised of over 25 members from a variety of industry sectors, our CTACE Advisory Board meets quarterly to share current workplace trends, initiatives, and updates on 21st Century workplace skills. This information is then shared with district staff to inform teachers and students of any changes in the workplaces and skills needed to meet mastery for the 21st Century.

Needs Assessment

An Advisory Board comprised of Broward Business and Industry representatives, including Career Source Broward, meets on a quarterly basis to report the types of soft skills that students need for employment success. CTACE staff use the feedback from these meetings to inform the design of its professional development programs. Broward Business and Industry reports that entry level employees are lacking soft skills for employment success.

Through a tri-county study conducted by the BCPS CTACE office, Broward County has demonstrated an increase in Industry Certifications offered and attained over the last 3 years. This information is inclusive of CAPE Academies. Broward County is one of the leaders in the State of Florida in Industry Certification attainment by CTE students (over 6,000 ICs earned by students during the 14-15 school year). There are over 60,000 Broward County students enrolled in a Career and Technical Pathway. Of these students 17,500 students are eligible to take an Industry Certification exam as part of their level 2 or 3 course in their program of study.

One of the fundamentals of college and career success is for students to have an internship opportunity prior to high school graduation. In tracking the BCPS Internship placement data for the last three years, we have continuously increased the number of student internships offered at the end of a student's junior year in high school. In 2014, 9% of our juniors enrolled in an internship program obtained an internship opportunity. In 2015, 13% of our juniors enrolled in an internship program obtained an internship opportunity. We hope to increase this number by 6% for the summer of 2016 and each summer thereafter. Through our Summer Symposium and additional Professional Development sessions during the course of the school year, we will work with teachers in utilizing methods that will guide them in providing students with additional internship opportunities.

Naviance will be used by the CTACE department and CTE teachers and students to track student progress throughout high school and monitor the number of industry certifications attained by each student. In addition, this tool will be used to track student interest in colleges, technical centers, and any majors in which they seek. In turn, this data will be used to enhance district programs and modify the Career and Technical programs being offered at BCPS schools.

Desired Outcomes and Performance Indicators

The tables below and on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

1.0 CTACE Teachers			
1.1 Desired Outcome: High-Quality, Learner Centered Instruction. Develop and design instructional plans aligned with program goals.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Create and implement instructional plans aligned with program goals unique to student needs so that all students demonstrate understanding and growth.</p> <p>Collaborate with one another to create these plans.</p>	<p>Create and implement instructional plans aligned with program goals unique to student needs so that the majority of students demonstrate understanding and growth.</p>	<p>Create and implement instructional plans to assist students in developmental growth.</p>	<p>Create and implement instructional plans that are not unique to individual student's needs.</p>
1.2 Desired Outcome: Continuous Improvement. Continuously track Industry Certifications through data management systems, use Naviance to inform program development, and engage in teacher externship opportunities.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Utilize school-based data to modify curriculum as needed to effectively meet the needs of all individual students.</p> <p>Collaborate with one another to create and implement effective progress monitoring strategies as well as researching and through externship opportunities institute current workplace initiatives in their curriculum.</p>	<p>Utilize school-based data to modify curriculum as needed to effectively meet the needs of the majority of students.</p> <p>Collaborate with one another to create and implement effective progress monitoring strategies as well as researching current workplace initiatives in their curriculum.</p>	<p>Utilize school-based data to modify curriculum as needed to effectively meet the needs of students.</p> <p>Work independently to create and implement effective progress monitoring strategies.</p>	<p>Utilize school-based data to modify curriculum as needed to effectively meet the needs of students.</p>

1.3 Desired Outcome: Provide Positive Learning Environment that Promotes College and Career Readiness and Lifelong Learning. Incorporate project-based learning, literacy, numeracy, authentic learning/business industry connections, employability skills, Industry Certification attainment in their content areas leading to a positive learning environment that promotes college and career readiness.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Utilize ongoing school and district-based data to incorporate project-based learning, literacy and math skills through real world scenarios to effectively make business connections through attainment of soft skills in ways that promote college and career readiness in the classroom unique to the needs of all individual students. Collaborate with one another to create and implement innovative ways to execute this competency.	Utilize ongoing school and district-based data to incorporate project-based learning, literacy and math skills through real world scenarios to effectively make business connections through attainment of soft skills in ways that promote college and career readiness in the classroom unique to the needs of the majority of students. Collaborate with one another to create and implement innovative ways to execute this competency.	Utilize ongoing school and district-based data to incorporate project-based learning, literacy and math skills through real world scenarios to effectively make business connections through attainment of soft skills in ways that promote college and career readiness in the classroom unique to the needs of students. Work independently to create and implement innovative ways to execute this competency.	Utilize ongoing school and district-based data to incorporate project-based learning, literacy and math skills through real world scenarios to effectively make business connections through attainment of soft skills in ways that promote college and career readiness in the classroom unique to the needs of students.

1.4 Desired Outcome: Establish and Support Program Goals and Responsibilities. CTACE teachers will collect, analyze, and share data, ideas, and policies to improve program quality and accountability.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Using a variety of assessments and data tracking methods, collect and analyze data. Share findings district-wide within their content area and through school-based PLCs to improve program quality through collaboration that leads to unique opportunities to	Using a variety of assessments and data tracking methods, collect and analyze data. Share findings within school-based PLCs to improve program quality through collaboration that leads to unique opportunities to address a majority of students' needs.	Using assessments and data tracking method, collect and analyze data. Work independently to improve program quality that leads to unique opportunities to address students' needs.	Using assessments and data tracking method, collect data. Work independently to create program opportunities to address students' needs.

address all students' needs.			
1.5 Desired Outcome: Infuse Technology Within the Curriculum and When Delivering Instruction. CTACE teachers will stay up to date on available software and hardware and use these tools to ensure students acquire 21st century workplace skills.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Use current software and hardware to design effective curriculum and deliver effective instruction. Collaborate across content areas to create cross-curricular projects to ensure all students are consistently exposed to, and are able to demonstrate, 21st workplace century skills (effective communication, digital literacy, and inventive thinking).	Use current software and hardware to design effective curriculum and deliver effective instruction. Collaborate within content areas to create projects that ensure a majority of students are consistently exposed to, and are able to demonstrate, 21st workplace century skills (effective communication, digital literacy, and inventive thinking).	Use current software and hardware to design curriculum and deliver instruction. Collaborate within content areas to create projects that ensure that students are consistently exposed to, and are able to demonstrate, 21st workplace century skills (effective communication, digital literacy, and inventive thinking).	Use current software and hardware to deliver instruction. Work independently to create projects that ensure that students are exposed to 21st workplace century skills (effective communication, digital literacy, and inventive thinking).

Data Collection Plan: CTACE Teachers			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Attendance (PD Mgmt. System) Feedback Forms (PD Mgmt. System)	1x/workshop	CTACE Team
2. Participants' Learning	Certiport Reports: Industry Certification	1x/year	CTACE Team
3. Organizational Supports	Classroom Visits	Monthly	CTACE Team
4. Participants' Practice	School- and District-Based Feedback Assessments, Evidence-based Rubrics	Monthly	CTACE Team
5. Student Outcomes	Samples of Student Work Certiport Reports: Industry Certification Monitor FSA Scores	Monthly Annually Annually	CTACE Team

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
CTACE Teachers	Attendance (PD Mgmt. System) Feedback Forms (PD Mgmt. System)	Review of attendance and feedback data from PD Management System
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
CTACE Teachers	Certiport Reports: Industry Certification	Summary of teachers who attained Industry Certification
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
CTACE Teachers	Classroom Visits	District records of support provided
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
CTACE Teachers	School- and District-Based Feedback Assessments, Evidence-based Rubrics	Summary report of teachers who have submitted evidence of implementation
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
CTACE Teachers	Samples of Student Work Certiport Reports: Industry Certification Monitor FSA Scores	Number, pct. of CTACE students who attained Industry Certification; FSA progress aligned with Strategic plan