

Embedded Credit Lebanon Technology and Career Center 2005-2006

The following individuals have agreed to be a part of the initial and ongoing implementation and evaluation of the embedded program.

CTE staff

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| Gail Holcomb | CTE Director |
| Steve Rhoads | Adult and AEL Director |
| Kelly Byrd | Basic Skills Instructor |
| Peggy Starnes | Placement Coordinator |
| Kelly Chapman | Vocational Resource Educator |
| Mike Smith | Automotive Collision Repair Technology |
| Breck Rushing | Machining Technology |
| Stan Green | Manufacturing Technology |
| Jack Stowe | Welding Technology |
| Brian Moore | Automotive Technology |
| Doug Yakle | Automotive Technology |
| Joey Bowling | Early Childhood Careers |
| Natalie Jemes | Early Childhood Careers |
| Steve Gann | Building Trades |

High school math and communication arts teachers

Communication arts

Beth Esther
Aimee Hayes
Sending School representatives

Mathematics

Dave Demuth
Jina Richardson
Curtis Williams
Sending School representatives

Other high school Support staff

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| Robert Smith | Principal |
| Larita Pope | Counselor |
| Bob Boatwright | Counselor |
| Mileen Stephens | Counselor |

District Support

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| Staff Development Coordinators | Carol Bauer Carol Pace |
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Reasons/Purpose (in addition to the rationale)

- LHS students are now required 2 additional core subject credits losing 2 elective credits
- LHS students will also be required a personal finance credit losing ½ credit
- Juniors did not have enough electives to begin a 4 block program
- A CTE course and agriculture classes are not possible currently
- Mathematics is important for all students, especially technical ones
- Will not interfere with MAP preparation
- Focus on mathematics will reduce the number of LTCC graduates who have to take remedial college entrance classes
- Meets the Perkins III requirements for integration of academics in CTE classes
- Sending schools lose travel time anyway and now increased academic credits and personal finance are required
- With certified Math and English teachers on staff for these credits DESE will recognize them as high school credits in Math and Comm Arts and they can reported on core data that way.



2. Teacher preparation and mathematics teacher assistance

- Identify which math topics are embedded in each CTE competency. This has been accomplished through a grant to another school who was willing to share their findings. The high school staff on board will help to provide in-services throughout the year to answer questions and expanded explanations for topics
- The CTE teachers will identify the topics that are not embedded in their curriculums and these topics will be identified for “out of class/additional homework” and “pull-out” instruction.
- The process development for this will take place during the summer 06 By this time teachers will be familiar on all topics and expectations for students. Those topics that are not covered in a particular CTE program will be handled by students being assigned additional work in the adopted textbook for technical mathematics or technical writing

Planning year for CTE Embedded Credit at LTCC

2005-2006

Using many of the findings and the work done by Arcadia Valley Project, Lebanon Technology and Career center began to evaluate our needs and our structure to see how best to implement embedded credit. It was determined that we would begin with our 2 year (7 total credits) programs in the Math and Comm Arts area. It is the goal that embedded credit will be considered advanced coursework in Math and Comm Arts as it will be more process based rather than knowledge based. It will build on all previous knowledge in the K-10 years but take the next step in the actual demonstration of the ability to use these academics to create, develop, decide, and recommend solutions in real world situations. The students will spend 2 years using the academics as the foundation to succeed in a career.

Below is a proposed timeline of activities that will lead to beginning embedded Math and Comm. Arts Fall 2006. Professional Learning Community meetings (PLC) will be the primary vehicle for planning.

| When | Activity | Who is responsible | Product | Location |
|----------------------------|--|---|--|-----------------|
| Spring 2005 | Preview the Arcadia Valley Program and other research and information during the area superintendents meeting | LTCC Director Basic Skills instructor and VRE HS Mathematics and Comm Arts | Notes for discussion Compare and contrast similarities with our situation and theirs | LTCC |
| September during plan time | Meeting with High School Teachers to discuss the observations of Arcadia Valley Embedded Credit | LTCC Director Basic skills VRE High School teachers | Math and Comm Arts Development of Topics that will constitute Advanced Coursework criteria | LTCC |
| October 4, 2006 | 2 hour meeting with Math and Comm Arts teachers and CTE teachers to introduce the topics begin looking through the curriculum to see how it will fit | PLC and Math and Comm Arts Teachers | Begin a notebook in each subject tying all of the topics to each CTE area | Room 65 LTCC |
| October 11, 2006 | School Board introduction to embedded credit | LTCC Director | None | Hillcrest |
| November 1, 2006 | More discussions on the topics and the assessments that could | PLC and Math and Comm Arts Teachers | Begin a notebook in each subject tying all of the topics to each | Room 65 LTCC |

| | be implemented within the CTE program | | CTE area | |
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| When | Activity | Who is responsible | Product | Location |
| November 8, 2006 | School Board Update | LTCC Director | None | LJHS |
| December 13, 2006 | School Board Update | Instructors (CTE and academic) for possible questions | None | Esther |
| January 10, 2006 1:30 Math 2:30 LA | More discussions with High School instructors about the topics that need expanded explanations Plans to train CTE teachers | PLC Facilitator Basic Skills Instructors | List of topics that will involve teacher training and a schedule for those trainings List of Video and other resources available | Room 65 Basic Skills/Machine Shop Classroom |
| January 10, 2006 | School Board Update Discuss Staffing needs | LTCC Director | Approval to place a ½ time Math and Comm Arts teacher in LTCC | Maplecrest |
| Feb 7, 2006 1:30 Math 2:30 LA | Instruction and Assessment development Teacher strategies and expanded explanations on at least 2 of the topics designated in January | PLC Facilitator and Basic Skills Instr. | Notebooks for instruction are begun for each CTE program area Recommendations and progress to Gail Holcomb | Room 65 LTCC |
| February 7, 2006 | School Board Update | Assistant Supt | None | Alternative School |
| March 7, 2006 1:30 Math 2:30 LA | Teacher strategies and expanded explanations on at least 2 of the topics designated in January | PLC Facilitator and Basic Skills Instr. | Additions are made to CTE Instructional Notebooks Recommendations and progress report to Gail Holcomb | Room 65 LTCC |
| March 14 | School Board Meeting | Assistant Supt | Curriculum and Staff Approval | LHS |
| April 4, 2006 1:30 Math 2:30 LA | Teacher strategies and expanded explanations on at least 2 of the topics designated in January | PLC Facilitator and Basic Skills Instr. | Additions are made to CTE Instructional Notebooks Recommendations and progress report to | Room 65 LTCC |

| | | | Gail Holcomb | |
|---|--|--|--|-----------------|
| When | Activity | Who is responsible | Product | Location |
| April 12, 2006 | Meet with Sending School Staff | Basic Skills and LTCC Director | Input and a better understanding of objectives and course description | |
| May 9, 2006 | Additional session for topics not address in previous meetings | PLC Facilitator and Basic Skills Instr. | Additions are made to CTE Instructional Notebooks Recommendations for Summer pay for teachers to Gail Holcomb | Room 65 LTCC |
| ***Summer 2006 3 days ½ day for each of the 6 program areas | Math and LA teachers meet individually program teachers to develop a process for skill acquisition within a two year program | Math Staff Aimee Hays Individual CTE | Recommendations and progress to Gail Holcomb | Rm 65 |

***Ideas that might come from process meetings in the summer.

- ❖ Once each week all CTE teachers attend a short workshop where one of the math/LA topics and study guides are discussed and reviewed. The teachers then teach the lesson within the week to their class. All students complete the lesson.
- ❖ Testing/artifacts that are to be used to identify weakness for all students. Starting in the 2006-2007 school year.
- ❖ When testing will take place
- ❖ Academic teachers will develop final competency assessments.
- ❖ Pullout sessions will be made available for students as needed with the academic teacher or the basic skills instructor for remediation.
- ❖ Classroom assistance: When a CTE teacher is out of the classroom, illness, Professional Development, personal day the students will have opportunities with the academic and basic skills teacher to work on Math and LA skills needed for ultimate acquisition of the embedded credit.
- ❖ Instruction to be completed after the third semester of a students program with the last semester to demonstrate proficiency and/or receive additional help should remediation be needed.