CTE TAC CONSULTANT SERVICES

2026 2027

Top: Syracuse CSD; Bottom right: Rockland BOCES; Bottom left: Cayuga Onondaga BOCES

CTE | TECHNICAL ASSISTANCE CENTER OF NY

CTE TAC Programming

- Program Approval
- CLNA Process
- CDOS Credential, Pathways and Graduation Requirements
- High School to Post Secondary Articulations
- Advisory Boards

Sarah Hugger, School Outreach Coordinator | Tech Valley High School

- Why Project Based Learning
- Look Who's Talking — Teaching with Socratic Circles
- Better Together — Co-Teaching with Academic Teachers
- Strengthening Student Agency
- Analyzing Anchors
- ReWriting Rubrics
- Problem Solving for the Real World (3 session series) — Aligned with Creative Innovator, Critical Thinker, Global Citizen
- "How Am I Doing?" Using Feedback to Energize Student Growth — Aligned with Reflective & Future-Focused
- What's Your Ikigai? — Aligned with Reflective & Future-Focused
- Questioning to Raise Academic Rigor in the Age of AI — Aligned with Academically Prepared, Critical Thinker
- Unpacking Standards
- Getting Agile with Project Management in your CTE Classroom
- Examining Your Teaching Philosophy

Sherry St. Clair, Reflective Learning | Integrated Academics & PBL & Rigor & Relevance Project-Based Learning

- Effectively Planning Project-Based Learning
- Managing Engagement During Project-Based Learning
- Incorporating Reading Strategies into Project-Based Learning
- Successfully Integrating Authentic Writing into Project-Based Learning
- Assessing Student Learning
- Instructional Strategies for Achieving Rigor and Relevance
- Integrating Reading in CTE
- Writing in CTE
- Enhancing Group Work in CTE Classrooms
- Engagement for Continuous Learning

Timothy Buchanan, Critical Thinking in Motion

- Building a Work Ethic That Sticks: Helping Students Develop an Internal Compass
- Finding the Gap: Targeted Strategies for Helping Every Student Overcome Barriers to Employment
- Beyond the Diploma: Equipping Students to Find Purpose in Work and Life

Joy K. Adams, PhD., Elevated Learning Design | Universal Design for Learning, Support for Special Populations, Instructional Design

- Bringing Universal Design Down to Earth in CTE
- UDL for CTE: Strategies for Accessible & Inclusive Teaching
- Finding the (Gender) Balance: Nontraditional Students in CTE
- Reframing Accommodations as Learner Supports in CTE
- Designing CTE Experiences for Multilingual Learners (and Everyone Else, Too!)
- Uncovering the Skills Behind the Skills: Literacy & UDL as Scaffolds for CTE Instruction
- Eight Reasons Why Faculty Meetings Don't Work … And How UDL Can Help Fix Them
- UDL for Inclusive and Accessible Learning in CTE [workshop series]
- That's So Meta: Making Thinking Visible in CTE

WhyMaker | Best Teaching Practices, Strategic Leadership, Project Based Learning, Coaching, Work-Based Learning, Technology, Google, Zoom & Microsoft

- Building Positive Relations and Culture in the CTE Class
- Universal Design for Learning (UDL)
- Best Practices for Lesson Planning
- Helping Students Master Technical Vocabulary
- Project Based Learning
- Google Classroom Tips & Tricks
- Google Sites as Portfolios: Visualizing Growth Over Time
- LGBTQIA Youth: Creating Safe Environments for Children
- Advanced Google Workspace
- Design Thinking
- Active Learning Strategies
- AI Art and Media Projects
- AI Wrting and Presentation
- Assessing and Evaluating Project-Based Learning Experiences
- Building Portfolios with CTE Students
- Building Student's Confidence
- Getting Every Student Talking
- Explore How AI Can Help in School
- Structured Group Work that Actually Works
- From Activities to Authentic Problems
- Better Questions, Better Thinking
- Understanding Adolescent Psychology so that it is Helpful to my Teaching
- Using Ed Tech Tools Effectively
- AI for Lesson Planning in CTE
- Co-Pilot for Creativity: Prompt Engineering in Project-Based Learning
- Podcasting for Industry Portfolios: Elevating the Student Voice
- Video-Powered Feedback: Streamlining Assessment with Screencasting
- The Ethical AI Lens: Cultivating Global Citizens in CTE

Stacey Eger | Assessments

- Linking Employability Profiles to Reflective, Future Focused Competencies
- Questioning as a Formative Assessment Technique
- The Science of Reading Inside the CTE World

Marker Box Education Consulting | Vocabulary, Project Based Learning, Commencement Level Standards

- Vocabulary! 3 Tiers of Vocabulary & CTE
- Meeting Commencement-Level NYS Learning Standards in CTE Classes
- Three Steps to Project-Based Learning in CTE
- Enhancing CTE Instruction with Educational Technology, Digital Resources, and AI Tools
- Inspiring CTE Teachers
- Inspiring a Love of Learning with Choice Boards
- Introduction to Curriculum Mapping (3 Parts)
- Authentic Connections Between CTE and Academic Courses
- Building a Strong Foundation: Key Strategies & Resources for New CTE Teachers
- Place-Based Learning
- Layering Digital Resources for Student Engagement & Learning in CTE
- The Power of a Snapshot Lesson!
- "Portrait of a Graduate" from your CTE Program
- Sketchnoting and Visual Notetaking
- Bias in AI
- Strategies from the book, "How to Teach So Students Remember" by Marilee Sprenger
- Differentiated Assessment Strategies for CTE Classrooms
- Ready-to-go Resources for Beginning-of-Year Relationship Building
- Supporting Multilingual Learners in CTE
- Authenticity in Project-Based Learning
- Cultivating Creative Innovators in CTE
- The Lesson Hook: Driving Curiosity and Critical Thinking from the Start of Every Lesson
- Speaking and Listening: Students as Effective Communicators, Now and in the Future
- Career Exploration Starts with Self-Exploration
- 3 Parts to an Engaging Lesson

NY HOSA

CTE TAC PRIORITIES

- Provide technical assistance to secondary-level school districts and BOCES. Including:
  - Help with all aspects of NYSED CTE-program approval and re-approval
  - Assist with Perkins V and the CLNA
  - Provide guidance on CTE programs and program development
- Provide technical assistance to secondary and postsecondary local recipients on all aspects of Perkins funding.
- Provide professional development to support reducing the performance gaps with a specific focus on at-risk students, including students with disabilities and ELLs when enrolled in CTE programs. CTE TAC can help coordinate FREE PD and other services.

NYSED CTE-PROGRAM APPROVAL AND RE-APPROVAL

CTE TAC can provide school leaders information and guidance related to the NYSED CTE-program approval process. Initial contact should be directed toward the appropriate CTE TAC field team associate. Field team associates can share important deadlines, forms, and best tips & tricks for ensuring a successful and collaborative application process. Professional development and coaching sessions can be customized for a Local Education Agency (LEA) or a BOCES. Field staff will also share where to find helpful videos and resources, along with the steps of the application process.

PERKINS V AND THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) PROCESS

CTE TAC can provide school leaders and CTE teams with guidance related to their CLNA and Perkins applications, along with the various components of each. Gaps and areas of improvement identified through the CLNA process can then lead to customized professional development and coaching to narrow gaps that have been identified.

POST-SECONDARY ARTICULATION AGREEMENTS

Building connections with postsecondary and developing articulation agreements:

NY Articulation Agreements

CDOS CREDENTIAL, PATHWAYS AND GRADUATION REQUIREMENTS

CTE TAC is available to help identify and build pathways to graduation that are beneficial to students.

ADVISORY BOARDS

CTE TAC can help guide schools to build and sustain advisory boards, which are an integral part of an approved CTE program.

CUSTOM PROFESSIONAL DEVELOPMENT FOR CTE EDUCATORS AND ADMINISTRATORS

The CTE TAC can work with you to build a custom professional development for your educators. Contact your field team associate to discuss your specific needs. All professional development can be customized to meet school goals and educator needs.

CTE TAC TECHNICAL ASSISTANCE AND SUPPORT

CTE Program Approval and Reapproval, Perkins V and CLNAs, CTE Program Development, Professional Development

CTE TECHNICAL ASSISTANCE CENTER OF NY

www.nyctecenter.org

SARAH HUGGER

School Outreach Coordinator,
Tech Valley High School

WHY PROJECT BASED LEARNING

In this introduction to Project Based Learning, participants will learn what Project Based Learning looks like, its advantages, and how it connects to CTE classrooms. There are so many ways to do PBL within CTE classes, you probably are doing some already, come learn how to enhance those to encourage more components of a PBL experience.

LOOK WHO'S TALKING — TEACHING WITH SOCRATIC CIRCLES

This one-hour workshop will model the Socratic Circle method of leading students in learning dialogues. This ancient approach invites students to engage with meaningful "texts" selected by the teacher and develop deeper understandings of the material through structured conversations in the classroom. Learn ways to get students to actively learn important concepts from texts.

BETTER TOGETHER — CO-TEACHING WITH ACADEMIC TEACHERS

Learn strategies to support integration between academic and industry area CTE teachers. Explore ways to build consensus and support with your co-teacher, while attending to the academic outcomes of each trade course.

STRENGTHENING STUDENT AGENCY

How can we support students as they grow in their ability to tackle challenges and change? Learn ways to set up a learning environment that helps develop agency.

ANALYZING ANCHORS

Are your students intimidated by professional products? Learn strategies to help them analyze a finished project and break down complex tasks into a step-by-step plan.

REWRITING RUBRICS

Rubrics communicate expectations to students AND save teachers time when assessing. Learn strategies to re-write your rubrics to simplify language and make them more user-friendly — without AI clutter.

Albany CSD

PROBLEM SOLVING FOR THE REAL WORLD (3 SESSION SERIES) — ALIGNED WITH CREATIVE INNOVATOR, CRITICAL THINKER, GLOBAL CITIZEN

In the age of AI, it's more important than ever to make sure young people learn how to think and solve problems. Learn a six step process to equip students with complex problem-solving skills for real world issues. Apply the model to challenges related to your trade or industry area.

Session 1: Choosing a scenario [ex: Construction Apprenticeships]; Identifying challenges with category list

Session 2: Narrowing to an underlying problem; generating solutions with category list

Session 3: Evaluating solutions with criteria and developing an action plan

"HOW AM I DOING?" USING FEEDBACK TO ENERGIZE STUDENT GROWTH — ALIGNED WITH REFLECTIVE & FUTURE-FOCUSED

Prepare students for improvement cycles that they will encounter in life after high school. Learn how engaging in active cycles of student feedback (peer or teacher) can impact outcomes. Find new ways to add opportunities for reflection to your teaching and curriculum development.

[If you've learned about "Analyzing Anchors," this is a great next step.]

WHAT'S YOUR IKIGAI? — ALIGNED WITH REFLECTIVE & FUTURE-FOCUSED

Learn ways to integrate a continuum of work-based learning experiences throughout your curriculum. Increase student exposure to wide-ranging career opportunities and provide structures for them to research, experience, and reflect on job-shadowing.

QUESTIONING TO RAISE ACADEMIC RIGOR IN THE AGE OF AI — ALIGNED WITH ACADEMICALLY PREPARED, CRITICAL THINKER

Different kinds of questions yield different kinds of answers. Learn how to use probing questions to minimize "cognitive offloading" (getting AI to do your thinking for you).

Gain strategies to craft learning experiences that require active engagement from students.

UNPACKING STANDARDS

Explore sources where you can find standards for your trade and dissect them to identify component skills. What will students who master this standard be able to Know-Understand-Do? How can skills be sequenced effectively to build student abilities?

GETTING AGILE WITH PROJECT MANAGEMENT IN YOUR CTE CLASSROOM

Tech professionals designed methods and tools to help manage sprawling development projects. Learn how to use "Agile" tools such as Scrum and Kanban to organize collaboration in your classroom. Discover physical and digital tools to set deadlines and deliverables with (not for) your students.

EXAMINING YOUR TEACHING PHILOSOPHY

This guided workshop invites you to examine assumptions about teaching and learning that you may hold and refine your philosophy of education through questions, discussions, and reflections.

SARAH HUGGER

School Outreach Coordinator, Tech Valley High School

SHERRY
ST. CLAIR

Integrated Academics &
PBL & Rigor & Relevance
Project Based Learning

Reflective
LEARNING LLC

www.reflecttolearn.com

EFFECTIVELY PLANNING PROJECT-BASED LEARNING

Project-based learning offers an opportunity for students to work cooperatively over an extended period of time to solve complex, real-world problems or challenges. Through high-quality project-based learning, students develop critical thinking, creativity, and communication skills. However, for this type of learning experience to be successful, it requires thoughtful planning that intentionally embeds opportunities for students to take ownership, demonstrate responsibility, and reflect on their learning. Join us as we discuss the steps educators should take prior to implementing project-based learning in the classroom. Using the resources shared, educators can design experiences that foster adaptability, perseverance, and a deeper level of learning aligned to Portrait of a Graduate outcomes.

MANAGING ENGAGEMENT DURING PROJECT-BASED LEARNING

Active student engagement is essential to successfully implementing project-based learning in the classroom. During this workshop, we will explore classroom structures that promote sustained engagement while developing key Portrait of a Graduate skills such as being culturally responsive, effective communication, and engaging in self-reflection. Participants will examine strategies to manage engagement while coaching students to function as productive, respectful team members who take responsibility for shared goals. This workshop will highlight components of group work that encourage students to think critically, solve problems collectively, and adapt to challenges. Strategies to strengthen students' ability to collaborate on rigorous, relevant tasks—while building leadership and interpersonal skills—will be emphasized.

INCORPORATING READING STRATEGIES INTO PROJECT-BASED LEARNING

Learners of all abilities benefit when educators embed engaging, active literacy strategies into project-based learning. These strategies not only strengthen reading proficiency but also support key Portrait of a Graduate competencies such as critical thinking, communication, and being academically prepared. During this workshop, we will focus on authentic reading strategies that proficient readers use to analyze, interpret, and apply information in meaningful ways. These approaches require minimal planning but provide significant benefits by helping students become independent learners who can evaluate sources, communicate understanding, and make connections across content areas. Join us as we explore how to effectively integrate these strategies to check for understanding, promote student voice, and enhance any project-based learning experience.

SUCCESSFULLY INTEGRATING AUTHENTIC WRITING INTO PROJECT-BASED LEARNING

Effective writing skills are essential in today's workforce. This workshop will explore how to seamlessly integrate authentic writing into project-based learning experiences in ways that strengthen students' ability to communicate clearly, think critically, and express ideas with purpose. The powerful strategies and tips shared will support students in retaining learned information while demonstrating their depth of content knowledge through meaningful written communication. Participants will be introduced to a variety of engaging writing techniques that foster creativity, adaptability, and student voice, while promoting ownership of learning. These strategies can be easily adapted across content areas to help students develop as effective communicators and be academically prepared.

ASSESSING STUDENT LEARNING

When implemented effectively, assessments provide an excellent opportunity for students to build important knowledge and real-world skills aligned to the Portrait of a Graduate, including critical thinking, problem-solving, and being culturally responsive. In this workshop, we will examine how to use both formative and summative assessment practices in daily classroom practice to promote student growth, reflection, and ownership of learning. Emphasis will be placed on designing assessments that measure not only content knowledge, but also collaboration, communication, and adaptability. Participants will explore strategies to create a culture of excellence where students are empowered to set goals, monitor their progress, and demonstrate their learning in authentic ways.

INSTRUCTIONAL STRATEGIES FOR ACHIEVING RIGOR AND RELEVANCE

Effective teaching is not about discovering a single perfect strategy, but about developing a versatile repertoire of instructional approaches that meet the diverse needs of students. This workshop emphasizes strategies that promote rigorous and relevant learning while advancing Portrait of a Graduate skills such as creativity, communication, and critical thinking. Participants will explore how to intentionally select and apply instructional strategies that encourage students to analyze, problem-solve, and adapt their thinking in meaningful ways. Staff development activities will support educators in expanding their instructional toolkit to create learning environments where students take ownership, work collaboratively, and apply their knowledge in real-world situations.

INTEGRATING READING IN CTE

In the CTE classroom, students engage with a variety of authentic texts such as lab reports, blueprints, business plans, and technical manuals. Developing the ability to navigate and interpret these texts is essential for building Portrait of a Graduate competencies such as critical thinking, communication, and being academically prepared. This workshop will introduce educators to effective literacy strategies that help students analyze, summarize, and evaluate complex information. Emphasis will be placed on supporting students in thinking critically about what they read, using evidence to support claims, and communicating their understanding clearly. These strategies empower students to become independent learners who can apply literacy skills in both academic and real-world contexts.

WRITING IN CTE

Research indicates that students' success in both college and career requires the ability to write effectively for a variety of purposes. Writing instruction is the responsibility of all educators, as it strengthens students' ability to communicate clearly, think critically, and express ideas with purpose. In this workshop, participants will deepen their understanding of why writing is critical and explore easy-to-implement strategies to integrate meaningful writing experiences into CTE classrooms. These approaches will support students in developing communication skills, reflecting on their learning, and demonstrating content knowledge in authentic ways.

SHERRY ST. CLAIR

Integrated Academics &
PBL & Rigor & Relevance
Project Based Learning

Reflective LEARNING LLC

www.reflecttolearn.com

SHERRY ST. CLAIR

Integrated Academics & PBL & Rigor & Relevance Project Based Learning

Reflective LEARNING LLC

www.reflecttolearn.com

ENHANCING GROUP WORK IN CTE CLASSROOMS

Group work provides valuable opportunities for students to collaborate, build interpersonal skills, and engage in meaningful learning experiences. When structured effectively, it promotes key Portrait of a Graduate competencies such as collaboration, communication, responsibility, and adaptability. In this session, participants will learn how to intentionally design group work to ensure all students are actively engaged and contributing to shared goals. Strategies will focus on fostering productive teamwork, encouraging accountability, and supporting students in solving problems collectively. Tips for structuring and managing group work will help educators create environments where students develop leadership skills and learn to work effectively with others.

ENGAGEMENT FOR CONTINUOUS LEARNING

Effective teaching is not about discovering a single perfect instructional strategy, but about developing a repertoire of approaches that meet diverse student needs and promote continuous learning. This workshop emphasizes strategies that support rigorous and relevant instruction while advancing Portrait of a Graduate competencies such as critical thinking, self-reflection, and being culturally responsive. Participants will explore how to select and implement instructional strategies that maintain student engagement and encourage active participation in the learning process. Emphasis will be placed on creating learning environments where students take ownership, reflect on their progress, and persist through challenges. Staff development activities will support educators in expanding their instructional toolkit to foster engagement through easy-to-implement strategies.

TIMOTHY BUCHANAN

Critical Thinking In MOTION

https://timothymbuchanan.com

BUILDING A WORK ETHIC THAT STICKS: HELPING STUDENTS DEVELOP AN INTERNAL COMPASS

Using self-discovery, self-awareness, and reinforcement, this session equips teachers to help students develop foundational life principles that build a strong and dependable work ethic. Teachers will learn practical strategies for guiding students to identify their core values and align them with the expectations of the workplace, positioning graduates to find stability and success with employers who share those values.

FINDING THE GAP: TARGETED STRATEGIES FOR HELPING EVERY STUDENT OVERCOME BARRIERS TO EMPLOYMENT

Teachers will learn how to identify the specific skill gap or personal barrier holding each student back from finding, keeping, and succeeding in a job after graduation. This session moves beyond generic workforce preparation to equip teachers with targeted approaches that meet each student where they are, turning individual weaknesses into a pathway for lasting employment success.

BEYOND THE DIPLOMA: EQUIPPING STUDENTS TO FIND PURPOSE IN WORK AND LIFE

The transition to full-time adult work can become discouraging fast for young people, and many abandon a promising career before it has a chance to develop. This session equips teachers to facilitate purpose-discovery conversations and activities that connect students' personal values and interests to their career direction, giving graduates the internal motivation to persist through the challenges of early working life and build something meaningful.

BRINGING UNIVERSAL DESIGN DOWN TO EARTH IN CTE

Universal Design for Learning is a framework for designing instructional experiences that meet the needs of ALL students. And it just happens to be a natural fit for CTE! This workshop will introduce you to a series of guides developed by the CTE TAC to illustrate what UDL looks like "on the ground" within each cluster of Advance CTE's newly updated National Career Clusters Framework. You will participate in exercises designed to help you launch or refine your UDL practice by implementing ideas and recommendations tailored to your subject area. You'll leave the session with big ideas and manageable strategies for improving student learning and inclusion in your CTE courses.

JOY K. ADAMS, PhD.

Educational Consultant and Instructional Designer (Elevated Learning Design)

ELEVATED LEARNING DESIGN

www.linkedin.com/in/joykadamsphd

UDL FOR CTE: STRATEGIES FOR ACCESSIBLE & INCLUSIVE TEACHING

Universal Design for Learning is an instructional framework in which teachers proactively remove barriers and build flexibility into the curriculum to make learning more effective and engaging for ALL students. This interactive workshop provides an introduction to UDL and its three guiding principles. You'll discover the many ways in which you already use UDL in your CTE courses and identify simple strategies to supplement, extend, and enhance these practices.

FINDING THE (GENDER) BALANCE: NONTRADITIONAL STUDENTS IN CTE

Although many of today's students are challenging traditional gender norms and stereotypes, CTE enrollments continue to reflect the occupational segregation that characterizes many industries. In this session, we'll explore the latest data on students preparing for careers in occupations that are "nontraditional" for their gender in New York State CTE. We'll explore gender representation within CTE, brainstorm potential barriers to participation, and propose strategies for ensuring that students of all gender identities feel welcome, included, and prepared for success in your CTE courses and programs.

Rockland BOCES

REFRAMING ACCOMMODATIONS AS LEARNER SUPPORTS IN CTE

Accommodations and modifications ensure that students with disabilities and English language learners can fully participate in CTE programs and courses. However, many of the instructional practices and supports indicated in IEPs and 504 Plans could benefit all students — particularly those from special populations. In this session, we'll explore the concept of accommodations as "essential for some; good for all." We will discuss how reframing accommodations as instructional supports makes learning more inclusive, engaging, and effective for everyone (including teachers!) and prepares instructors to more efficiently provide accommodations to those students who require them.

JOY K. ADAMS, PhD.

Educational Consultant
and Instructional Designer
(Elevated Learning Design)

www.linkedin.com/in/joykadamsphd

DESIGNING CTE EXPERIENCES FOR MULTILINGUAL LEARNERS (AND EVERYONE ELSE, TOO!)

Universal Design for Learning (UDL) can play a powerful role in supporting multilingual learners (MLLs) and English-language learners (ELLs) in CTE classrooms by increasing access, participation, and opportunities for success. This workshop will explore practical, high-impact strategies featured throughout the CTE TAC's new Supporting Multilingual Learners in CTE quick reference guide series, which was developed to help educators create more inclusive and accessible learning environments for MLLs across CTE content areas.

Through interactive activities and guided reflection, participants will examine how UDL principles can strengthen language acquisition, comprehension, communication, and engagement in CTE instruction.

UNCOVERING THE SKILLS BEHIND THE SKILLS: LITERACY & UDL AS SCAFFOLDS FOR CTE INSTRUCTION

From interpreting technical information and safety guidelines to communicating with clients, processing spoken instructions, documenting work, and collaborating with coworkers, literacy skills are essential in virtually every CTE subject area and career pathway. In this hands-on workshop, you'll apply a Universal Design for Learning (UDL) framework to recognize the often-hidden literacy demands of CTE-specific tasks and propose ways to make those demands more accessible, explicit, and manageable for diverse learners.

EIGHT REASONS WHY FACULTY MEETINGS DON'T WORK ... AND HOW UDL CAN HELP FIX THEM

When meetings fall flat, it's easy to blame the participants. But the real problem may be the design of the meeting, not who's at the table.

Meetings are, in essence, a type of learning environment. However, they rarely take learner variability into account, resulting in experiences that can be frustrating, uninspiring, marginalizing of differences, and ineffective.

So, why don't we approach faculty meetings the same way we approach instruction? And what would be the benefits if we did?

In this workshop, we'll examine these questions as you experience how Universal Design for Learning (UDL) can help facilitators plan and lead meetings that are not only more productive and more engaging, but also model inclusive practices teachers can take into their CTE classes.

TST BOCES

UDL FOR INCLUSIVE AND ACCESSIBLE LEARNING IN CTE [WORKSHOP SERIES]

This four-part series combines a high-level introduction to Universal Design for Learning with in-depth exploration of each of the three UDL principles. Each session is designed to model effective UDL practices while providing opportunities for self-reflection, hands-on application, and collaboration with other CTE teachers.

Session 1: Intro to UDL in CTE

Perfect for newcomers to UDL or those who want a refresher, this session provides a general introduction to UDL and explores practical ways it can help CTE teachers reduce barriers to learning for all students while promoting learner agency, access to information, and engagement.

Session 2: Promoting Understanding of CTE Content and Concepts with Multiple Means of Representation

Our first topical session focuses on providing options for how students take in (comprehend) and process course content and information. You'll discover how and why varied formats improve learning outcomes for all students and learn how supports originally designed as accommodations can benefit a wider range of learners.

Session 3: Sparking Interest and Maintaining Motivation with Multiple Means of Engagement

Engagement plays a critical role in the learning process. But that doesn't mean teachers need to resort to "edutainment" to foster and sustain it. The UDL practices featured in this session can help CTE students find more meaning and purpose in their learning, persist difficulty, and develop the confidence to tackle new challenges… and even have some fun along the way!

Session 4: Setting Students Up for Success in CTE (and Beyond!) with Multiple Means of Action & Expression

Discover how freedom of choice helps students become more proficient lifelong learners. You'll consider how to balance CTE standards and learner agency as well as ways to broaden your definition of class participation to accommodate the needs of diverse learners. The strategies introduced in this session will help you showcase students' existing strengths while encouraging them to develop new ones.

THAT'S SO META: MAKING THINKING VISIBLE IN CTE

In many classrooms, "thinking about thinking" — or metacognition — is limited to reflection or self-evaluation activities. However, metacognition plays a critical role in learning and skills application. In CTE, students must plan ahead, troubleshoot problems, monitor their progress, adapt to changing circumstances, and evaluate the quality of their work. In this interactive workshop, you will explore how thinking processes that often go unnoticed shape success in labs, shops, classrooms, and workplace settings. You'll also discover how making them more visible can help students become more confident, independent, and adaptable learners.

JOY K. ADAMS, PhD.

Educational Consultant and Instructional Designer (Elevated Learning Design)

www.linkedin.com/in/joykadamsphd

WHYMAKER

Best Teaching Practices, Strategic Leadership, Project Based Learning, Coaching, Work Based Learning, Technology, Google, Zoom & Microsoft

WHYMAKER
EDUCATION THROUGH MAKING

www.whymaker.co

BUILDING POSITIVE RELATIONS AND CULTURE IN THE CTE CLASS

Participants will learn about building relationships with students. We will redefine how we use and practice with some digital tools that will help build classroom communities. We will discuss strategies to build relationships with students and between students.

UNIVERSAL DESIGN FOR LEARNING (UDL)

Every learner is unique: in fact, research shows the way people learn is as unique as their fingerprints. Universal Design for Learning (aka UDL) is an approach to instruction that meets this challenge by minimizing barriers and maximizing learning for all. All classes are highly diverse and the challenge is to give all students options to learn the way they learn best. Teachers will be tasked with reframing instruction to reach all learners. In this workshop teachers will be given strategies, tips and tricks to help students engage and master learning. This workshop is specifically designed for CTE teachers, but all teachers are welcome and will benefit.

BEST PRACTICES FOR LESSON PLANNING

Having very successful lessons hinges on having a great lesson plan. In this workshop educators will practice writing great objectives and ensure that assessments measure what you planned for your students. Educators will also learn the importance of connecting to prior knowledge, and how to hook students to engage them into deeper learning.

HELPING STUDENTS MASTER TECHNICAL VOCABULARY

There are always so many new vocabulary words in our CTE classes, it can be overwhelming for our students. Learn lots of strategies to help students learn and retain new vocabulary.

PROJECT BASED LEARNING

Project Based Learning in CTE classrooms seems like an obvious fit. However, there are some specifics CTE teachers need to include to make Project Based Learning really effective in their classrooms. In this session we will share information and practical, creative ideas to ensure that students benefit from collaborating with each other while engaging in significant problem solving while still learning important CTE content.

GOOGLE CLASSROOM TIPS & TRICKS

Get a refresh on Google Classroom basics. Learn the best practices for setting up your Google Classroom for a CTE class. Determine how to organize your content, set up your gradebook and use the rubric and comment bank tool.

GOOGLE SITES AS PORTFOLIOS: VISUALIZING GROWTH OVER TIME

Google Sites is an exceptional, user-friendly platform for helping CTE students gather, organize, and present their best technical work. This hands-on workshop guides instructors through the process of launching digital student portfolios that act as living resumes for internships or future employment. We will discuss how to structure site pages to cleanly display certifications, project blueprints, and final project photos. Participants will learn how to use these sites as continuous assessment tools that seamlessly blend reading, writing, and self-reflection. You will explore a Pre-Configured Google Site Template that you can copy and deploy to your classes immediately, getting your students building their own professional websites right away.

LGBTQIA YOUTH: CREATING SAFE ENVIRONMENTS FOR CHILDREN

School climate is composed of numerous factors, including not only the level of physical safety at school, but also the extent to which members of the school community feel valued and welcomed at school. LGBTQIA students experience bullying at higher rates than their non-LGBTQIA peers, often with serious consequences. This workshop will describe the differences between gender identity, gender expression and sexual orientation to help educators build safe and positive learning spaces for all students.

ADVANCED GOOGLE WORKSPACE

Do you feel like you have the basics of the Google Workspace fairly well established for your workflow and productivity? This next level PD will help you begin to unpack the next steps to leverage more tools and expedite processes for your daily needs. There is always more to explore in the Google Workspace. This course will be developed with group feedback from the participants as needed as well.

DESIGN THINKING

Design Thinking is a project-based learning methodology that gives students a real world problem for them to solve using the knowledge and skills they are learning in their classroom. Design thinking creates a framework for supporting students through identifying a specific problem and empathizing with the users experiencing that problem to come up with a solution. In this professional development educators will be tasked to think of a way to incorporate elements of design thinking into their subject area teaching. Applicable to all subjects and grade levels.

ACTIVE LEARNING STRATEGIES

Keeping students actively engaged in the classroom is a difficult but crucial skill for teachers to grasp. In this workshop, educators are empowered to effortlessly implement engaging strategies, enhancing student participation and deepening learning. Applicable to all grade levels.

AI ART AND MEDIA PROJECTS

Learn, Explore, and Plan how to use Artificial Intelligence to work with multimedia tools for any class.

AI WRITING AND PRESENTATION

Artificial Intelligence is often thought about as chat-bots or text generators since they were the first and most common. Explore how to use AI text generators and checkers in your student work.

WHYMAKER

Best Teaching Practices, Strategic Leadership, Project Based Learning, Coaching, Work Based Learning, Technology, Google, Zoom & Microsoft

WHYMAKER
EDUCATION THROUGH MAKING

www.whymaker.co

TST BOCES

WHYMAKER

Best Teaching Practices, Strategic Leadership, Project Based Learning, Coaching, Work Based Learning, Technology, Google, Zoom & Microsoft

WHYMAKER
EDUCATION THROUGH MAKING

www.whymaker.co

ASSESSING AND EVALUATING PROJECT-BASED LEARNING EXPERIENCES

Together we will discuss the elements of a PBL project for CTE Teachers. And we will learn strategies to include assessment and evaluations into these experiences. Educators will identify an assessment strategy that they can implement in their class this school year that ensures students are mastering CTE content and professional skills and academic standards.

BUILDING PORTFOLIOS WITH CTE STUDENTS

Google Sites are such a wonderful tool for documenting student work as a portfolio. Learn how to use a template of a Google Site to capture your students' learning and growth over time. You can use it as an assessment tool and integrate writing and reading. Once you see how easy and current it is to use Google Sites, you will be hooked and have your students making sites right away.

BUILDING STUDENT'S CONFIDENCE

Many students face tremendous obstacles in their academic journey, often feeling discouraged or hesitant to take on tough tasks. Some even contemplate giving up altogether. This workshop aims to support educators in establishing clear expectations for students while equipping them with effective strategies to nurture resilience in the face of academic challenges.

GETTING EVERY STUDENT TALKING

Since the COVID-19 pandemic, students have been increasingly reluctant to raise their hands and share their opinions during class. With public speaking being a vital skill in today's job market, this workshop equips teachers with tools to master the art of leading meaningful discussions. Discover question prompts and sentence starters that empower every student to contribute. Suitable for all K-12 grades.

EXPLORE HOW AI CAN HELP IN SCHOOL

Explore the power of AI to create better workflows, save time, and manage your workload through machine learning tools. This training will explore the basics of popular tools like Google's Bard and OpenAI's ChatGPT for use in schools.

STRUCTURED GROUP WORK THAT ACTUALLY WORKS

This full-day professional development session, Group Work Strategies: Encouraging Student Collaboration, provides educators with practical tools and strategies to foster meaningful student collaboration in their classrooms. Participants will explore techniques to create a positive group dynamic, design effective collaborative tasks, and address challenges that arise when students work together.

FROM ACTIVITIES TO AUTHENTIC PROBLEMS

This interactive workshop helps CTE educators and coordinators meaningfully integrate project-based learning (PBL) with work-based learning (WBL) experiences to prepare students for real-world careers. Participants explore practical strategies for building industry partnerships, tracking WBL hours, and designing PBL units that emphasize both technical and 21st-century skills. Through collaborative activities and planning tools, attendees leave with ready-to-use ideas that strengthen student career readiness and deepen community connections.

BETTER QUESTIONS, BETTER THINKING

This professional development session, Questioning Strategies for CTE Teachers, focuses on enhancing educators' ability to craft and implement effective questioning techniques in their classrooms. The session will explore strategies to assess students' comprehension, promote critical thinking, and encourage deeper engagement with course material.

UNDERSTANDING ADOLESCENT PSYCHOLOGY SO THAT IT IS HELPFUL TO MY TEACHING

Sometimes teenagers can feel like aliens to adults! In this helpful session educators will learn about typical social, emotional and academic developmental characteristics of teenagers. Then we will think about how we can apply that knowledge to our teaching practice to align expectations to be developmentally appropriate in our classrooms.

USING ED TECH TOOLS EFFECTIVELY

Tailored to your school's technology, this workshop provides teachers with strategies and resources for seamless integration of digital applications. Boost engagement through peer-to-peer discussions and teacher-student interactions. Applicable to all grade levels.

AI FOR LESSON PLANNING IN CTE

CTE teachers often balance technical content, academic standards, employability skills, and industry relevance within a single lesson. This session explores how AI can streamline planning while helping educators create more authentic learning experiences. Educators will learn how to use AI to generate industry-based scenarios, workplace problem-solving tasks, differentiated supports, performance assessments, and career-connected learning activities. Through guided practice, teachers will develop resources tailored to their own programs and leave with tools that reduce planning time while enhancing student engagement and career readiness.

WHYMAKER

Best Teaching Practices, Strategic Leadership, Project Based Learning, Coaching, Work Based Learning, Technology, Google, Zoom & Microsoft

WHYMAKER
EDUCATION THROUGH MAKING

www.whymaker.co

West Islip

WHYMAKER

Best Teaching Practices, Strategic Leadership, Project Based Learning, Coaching, Work Based Learning, Technology, Google, Zoom & Microsoft

WHYMAKER
EDUCATION THROUGH MAKING

www.whymaker.co

CO-PILOT FOR CREATIVITY: PROMPT ENGINEERING IN PROJECT-BASED LEARNING

How do we teach students to treat AI as a collaborative partner rather than a shortcut? In project-based learning, the quality of a student's final creation relies entirely on the depth of their inquiry. This session explores prompt engineering as a core technical skill for the modern workforce, helping students refine their curiosity, voice, and critical thinking. We will discuss methods for setting up a classroom environment where students actively write, test, and iterate prompts to solve complex industry scenarios. Attendees will engage with practical design thinking frameworks and a trade-specific empathy map template. You will leave the session with a Prompt Engineering PBL Milestone Cheat Sheet designed to keep your students' digital collaboration structured, safe, and highly innovative.

PODCASTING FOR INDUSTRY PORTFOLIOS: ELEVATING THE STUDENT VOICE

Effective communication is an essential workforce asset, yet traditional technical writing can sometimes alienate or disengage students. This workshop introduces an exciting, modern alternative: audio portfolio creation. Participants will explore how audio recordings and podcast-style segments can be utilized to document a student's technical knowledge, growth, and mastery over time. We will share strategies for helping students summarize complex trade procedures, reflect on their project challenges, and speak confidently using industry-specific vocabulary. Attendees will interact with a Technical Insight Podcast Script Template that balances structured technical communication with creative student agency. Come discover how easy it is to leverage basic audio tools to turn reflection into a powerful, professional portfolio asset.

VIDEO-POWERED FEEDBACK: STREAMLINING ASSESSMENT WITH SCREENCASTING

Are you tired of spending hours grading project files or reading text-heavy student submissions without knowing if the feedback is truly hitting home? Screencasting and video-powered feedback offer a highly personal, efficient, and visual method for assessing student work. This session demonstrates how brief video clips allow instructors to visually highlight blueprint errors, point out code bugs, or praise excellent digital design while speaking directly to the student. We will share practical tips for setting up easy video workflows that boost engagement and strengthen the teacher-student connection. Participants will receive a Screencasting Submission Checklist to immediately streamline their grading routine while making feedback clearer and more actionable for every learner.

THE ETHICAL AI LENS: CULTIVATING GLOBAL CITIZENS IN CTE

As AI tools become deeply embedded within industrial workflows, technical professionals must be equipped to handle the ethical challenges that come with them. How do we prepare our students to spot bias, protect proprietary data, and make ethical choices in an automated world? This workshop addresses the intersection of technology, equity, and global citizenship in career and technical education. Educators will explore strategies for leading meaningful classroom discussions centered on algorithmic bias, data privacy, and the social impact of automated automation. You will leave this session with a pre-assembled AI Bias Discussion Prompt Bank, giving you a ready-to-go toolkit to inspire critical thinking and ethical awareness in your digital classroom.

LINKING EMPLOYABILITY PROFILES TO REFLECTIVE, FUTURE FOCUSED COMPETENCIES

This workshop will focus on driving instruction from the essential performance skills that are key to career readiness in an industry. Using the profile to set student goals, provide actionable feedback, and push students to own their own professional skills and learning will be emphasized.

QUESTIONING AS A FORMATIVE ASSESSMENT TECHNIQUE

We all use questioning in our classrooms. Rote questions, in-depth questions, and logistical questions are all pieces of a day for both us as educators and our students. But, what happens to the brain when questions are posed to students? Why is wait time important anyway? Investigate some of these topics and think more critically about the questions you ask in your classroom of your students.

THE SCIENCE OF READING INSIDE THE CTE WORLD

What does the secondary strand of the NYSED Science of Reading briefs mean for practices in literacy within CTE? Take a look at the big ideas, the concepts, and consider how to embed these into your CTE classroom.

STACEY EGER

West Genesee Central School District, Assistant Superintendent for Curriculum and Instruction

Ulster BOCES

MARKER BOX EDUCATION CONSULTING

Marker Box: Vocabulary, Project-Based Learning, Commencement-level Standards, Student Engagement, Educational Technology & AI

www.markerboxeducationconsulting.com

VOCABULARY! 3 TIERS OF VOCABULARY & CTE

Strong vocabulary skills are essential for student success in both CTE classrooms and future careers. In this interactive workshop, participants will explore the three tiers of vocabulary and learn practical strategies for helping students acquire, understand, and use new terminology in authentic, real-world contexts. Teachers will leave with classroom-ready resources and activities that support ongoing vocabulary development and meaningful language use in CTE programs.

MEETING COMMENCEMENT-LEVEL NYS LEARNING STANDARDS IN CTE CLASSES

How do you meet commencement-level learning standards in ELA, Science and Math in CTE courses? In this 3-part series, Jen Hesseltine will give an overview of commencement-level NYS learning standards for each academic content area and discuss ideas and strategies for meeting those standards in NYS CTE courses. Educators will leave this workshop with a bank of awesome resources for each academic content area that can be used in any CTE course.

THREE STEPS TO PROJECT-BASED LEARNING IN CTE

Bring some sticky notes and a pen to this session! During this hands-on workshop, participants will brainstorm and design rich project-based learning (PBL) experiences that focus on key learning targets while making authentic connections to real-world and community happenings. Experienced PBL educator, Jen Hesseltine will give a brief introduction, share examples, and then guide participants through three simple steps to crafting high-quality PBL experiences in CTE. Each participant will leave with a ready-to-go project-based learning experience for their classroom.

ENHANCING CTE INSTRUCTION WITH EDUCATIONAL TECHNOLOGY, DIGITAL RESOURCES, AND AI TOOLS

In today's rapidly evolving classrooms, educational technology and AI offer powerful ways to enrich instruction, personalize learning, and streamline lesson planning — especially in CTE settings. This professional development workshop is designed specifically for CTE teachers looking to integrate digital tools that enhance student engagement and support differentiated assessment. Participants will explore a range of technologies including interactive platforms, digital resources, and relevant AI tools that can assist with lesson planning, formative feedback, and content creation.

INSPIRING CTE TEACHERS

How do we move forward and continue to do our best work in education? How do we reconnect with our purpose and passion for teaching? This professional development workshop is designed to uplift and reenergize CTE teachers by offering a collection of meaningful resources, powerful stories, and practical ideas to spark inspiration. Participants will explore blogs, articles, and media that can provide ongoing motivation throughout the year, along with real-life stories from CTE educators that highlight creativity, resilience, and impact.

INSPIRING A LOVE OF LEARNING WITH CHOICE BOARDS

Providing students with a choice can make all the difference in student engagement, and provide students with opportunities to be independent and self-motivated. This session will provide choice board templates for CTE teachers to copy and use, as well as examples of the many ways choice boards are being used by teachers across disciplines.

INTRODUCTION TO CURRICULUM MAPPING (3 PARTS)

Part 1: Introduction to Curriculum Design

The series will launch with information and ideas for ensuring your CTE curriculum is rich with a balance of engaging learning experiences for students. This session explores the essential elements of curriculum mapping and design. CTE teachers will engage in hands-on lesson design throughout the session.

Part 2: Crafting Essential Questions

This session will dig into one of the best ways to inspire student-driven inquiry in all units of your CTE course: through the crafting of inquiry-based essential questions for each unit of study! Participants in this session will be given examples of essential questions and will collaborate with colleagues to write their own.

Part 3: Authentic Assessments

So now you have an engaging CTE curriculum, but how do you know whether or not students are actually learning the content and skills outlined in the unit objectives? Formative and summative assessments! Participants in this session will explore a variety of differentiated tasks students can do in order to gauge whether or not they are learning the priority content and skills outlined in the curriculum. CTE teachers will use information gleaned from assessments to inform their next instructional steps.

MARKER BOX EDUCATION CONSULTING

Marker Box: Vocabulary, Project-Based Learning, Commencement-level Standards, Student Engagement, Educational Technology & AI

Marker Box EDUCATION CONSULTING

www.markerboxeducationconsulting.com

TST BOCES

MARKER BOX EDUCATION CONSULTING

Marker Box: Vocabulary, Project-Based Learning, Commencement-level Standards, Student Engagement, Educational Technology & AI

Marker Box
EDUCATION CONSULTING

www.markerboxeducationconsulting.com

AUTHENTIC CONNECTIONS BETWEEN CTE AND ACADEMIC COURSES

Career and Technical Education is naturally connected to core academic skills. In this professional development workshop, CTE teachers will identify and highlight the authentic crossover that exists between CTE content and the skills and knowledge taught in academic subjects like math, science, ELA, and social studies. Participants will be prompted to explore the natural connections that exist, helping students see the real-world relevance of academic learning through their CTE experiences. By bridging these worlds, teachers can promote deeper understanding, student engagement, and collaboration across disciplines. CTE teachers will leave this session with the tools to identify opportunities for natural interdisciplinary learning within your CTE curriculum.

BUILDING A STRONG FOUNDATION: KEY STRATEGIES & RESOURCES FOR NEW CTE TEACHERS

Designed specifically for new and early-career CTE educators, this professional development workshop will equip teachers with essential tools and strategies to build a successful and sustainable teaching practice. Proven instructional techniques, effective classroom management approaches, and innovative educational technology tools tailored for CTE classrooms will be shared. Participants will explore a variety of resources to support planning, engagement, and assessment, all grounded in real-world CTE education. In addition, attendees will learn how to connect with a statewide network of CTE professionals for ongoing collaboration, mentorship, and inspiration through resources provided by CTE TAC of New York.

Cayuga Onondaga BOCES

PLACE-BASED LEARNING

This session considers the many ways you might harness the uniqueness of your “place” or community to provide students with real-world connections to the CTE content and skills they are learning in your classroom each day. Experienced, Place-Based Educator, Jen Hesseltine will give a brief overview of place-based learning and provide an opportunity for participants to brainstorm around their own unique location, community, or “place” and how they might incorporate aspects of this into their CTE course or program.

LAYERING DIGITAL RESOURCES FOR STUDENT ENGAGEMENT & LEARNING IN CTE

Ready to walk away with some outstanding digital resources and tools to use in your classroom tomorrow? This session provides a robust list of new digital resources for layering into your CTE lessons including video resources, image sites, games, music, AI, and more.

THE POWER OF A SNAPSHOT LESSON!

A snapshot lesson is a multimodal lesson broken down into 10-15-minute segments that includes a combination of direct instruction, demonstration, stations, collaboration, movement, and more. Snapshot lessons provide a framework for incorporating multi-modal opportunities for students to grapple with the content and skills they are learning in a variety of ways. After reviewing examples of snapshot lessons, session participants will craft one of their own!

"PORTRAIT OF A GRADUATE" FROM YOUR CTE PROGRAM

What will your students know and be able to demonstrate before they leave you at the end of the school year? How about at the end of a sequence or program? Hop into this session to participate in a hands-on activity that will prompt you to use "backward design" to map learning experiences for students while working toward priority content and skills students will "graduate" with at the end of the year or program.

SKETCHNOTING AND VISUAL NOTETAKING

Join a high school teacher who uses sketchnoting and visual notetaking with her students to learn more about how to provide students with this alternative form of notetaking. Participants in this session will be provided with guidelines and example rubrics for sketchnoting, sample student sketchnotes, and ideas for helping your students become confident visual notetakers. Presenters will also share current research on the benefits of drawing, sketching, and doodling on student learning and the retention and recall of information.

BIAS IN AI

Join a high school library media specialist for an informative session around bias in AI, and what to look out for as you use AI tools in educational settings. This will be an interactive session with a variety of examples! We will also open the floor for participant discussion around the topic of bias in AI.

STRATEGIES FROM THE BOOK, "HOW TO TEACH SO STUDENTS REMEMBER" BY MARILEE SPRENGER

Concerned about your students' retention of important information? Hop into this session for highlights of important strategies, routines, and ideas from the book, "How to Teach So Students Remember" by Marilee Sprenger. Participants will walk away with research-backed information about how the human brain processes and retains information and the strategies we can use in class to help students learn and retain important information.

MARKER BOX EDUCATION CONSULTING

Marker Box: Vocabulary, Project-Based Learning, Commencement-level Standards, Student Engagement, Educational Technology & AI

Marker Box EDUCATION CONSULTING

www.markerboxeducationconsulting.com

MARKER BOX EDUCATION CONSULTING

Marker Box: Vocabulary, Project-Based Learning, Commencement-level Standards, Student Engagement, Educational Technology & AI

www.markerboxeducationconsulting.com

DIFFERENTIATED ASSESSMENT STRATEGIES FOR CTE CLASSROOMS

In this interactive workshop, CTE educators will explore a variety of differentiated assessment strategies that provide students with multiple ways to demonstrate their knowledge, skills, and understanding. Participants will examine authentic assessment approaches that align with CTE standards and industry practices, including performance tasks, projects, presentations, portfolios, demonstrations, and other student-centered assessment options. Teachers will reflect on their current assessment practices, explore examples from CTE classrooms, and discover how AI-powered tools can support the creation of engaging and differentiated assessments. Participants will leave with practical strategies, ready-to-use resources, and fresh ideas for assessing student learning in ways that are meaningful, equitable, and reflective of real-world skills.

READY-TO-GO RESOURCES FOR BEGINNING-OF-YEAR RELATIONSHIP BUILDING

Strong relationships are the foundation of every successful CTE classroom. In this professional development session, CTE teachers will explore practical strategies to foster meaningful connections with and among students from the very start of the school year. The session will focus on leveraging students' stories, interests, and lived experiences to create a culture of trust, respect, and belonging. Participants will learn how relationship-building supports learning and engagement, setting the tone for a positive and productive learning environment. You'll leave with ready-to-use activities designed to help students connect with each other and with you, building the foundation for a collaborative CTE classroom all year long.

SUPPORTING MULTILINGUAL LEARNERS IN CTE

Join Marker Box Education Consulting, along with experienced educators and multilingual learning experts, for a dynamic virtual workshop designed to help CTE teachers support the success of multilingual learners in CTE classrooms. Through hands-on activities, collaborative discussions, and research-based practices, participants will explore practical strategies that promote active learning, language development, and content mastery in CTE settings. This session will highlight how to build welcoming classroom environments and meaningful learning activities that use the experiences of multilingual learners as a platform for learning CTE content and skills. Whether you are an experienced educator or new to teaching, this workshop will equip you with strategies to ensure all learners thrive in your CTE classroom.

AUTHENTICITY IN PROJECT-BASED LEARNING

There are plenty of engaging and creative projects out there, but what does it mean for a learning experience to be truly authentic? In this hands-on workshop, participants will explore examples of authentic project-based learning and identify an existing lesson, activity, or project from their own classroom and use a guided design process to reimagine it as a more authentic learning experience. Participants will leave with a redesigned project they can immediately put into practice with their students.

CULTIVATING CREATIVE INNOVATORS IN CTE

The New York State Portrait of a Graduate identifies students as creative innovators who can generate ideas, solve problems, and transform their learning into meaningful solutions. In this engaging session, participants will explore ready-to-use resources and instructional strategies that help students apply the technical skills and content knowledge they are learning in CTE courses to real-world challenges and opportunities. From identifying problems to pitching innovative solutions, teachers will discover practical ways to foster creativity, innovation, and entrepreneurial thinking in their classrooms. Participants will leave with resources and routines for providing students with opportunities to be creative innovators now and in the future.

THE LESSON HOOK: DRIVING CURIOSITY AND CRITICAL THINKING FROM THE START OF EVERY LESSON

The first few minutes of a lesson can set the tone for everything that follows. In this interactive workshop, participants will explore a variety of curiosity-driven hooks, questioning strategies, and engagement routines designed to capture student interest and spark critical thinking. Teachers will leave with new routines and resources for hooking students from the start of every lesson.

SPEAKING AND LISTENING: STUDENTS AS EFFECTIVE COMMUNICATORS, NOW AND IN THE FUTURE

The New York State Portrait of a Graduate identifies students as effective communicators who can clearly express ideas, actively listen, collaborate with others, and communicate with purpose across a variety of settings. In this engaging session, participants will explore practical strategies for strengthening students' speaking and listening skills in CTE classrooms. Drawing on her experience as a TEDx speaker coach and advisor to a TED-Ed Student Talks program, Jen Hesseltine will share five simple, high-impact shifts that help students build confidence, communicate effectively, and prepare for success in college, careers, and life. Participants will leave with ready-to-use ideas and resources they can immediately implement in their classrooms.

CAREER EXPLORATION STARTS WITH SELF-EXPLORATION

Students are more likely to pursue meaningful career pathways when they understand who they are, what they value, and what motivates them. In this engaging workshop, participants will explore identity mapping as a strategy for helping students develop self-awareness while exploring career interests and future goals. Through hands-on activities including identity wheels, core values exercises, and personal storytelling prompts, teachers will discover practical ways to help students identify their strengths, interests, and aspirations. Participants will leave with classroom-ready resources and materials that support student growth as future-focused & reflective learners.

3 PARTS TO AN ENGAGING LESSON

Whether your CTE class is 45 minutes or 2 hours long, your lessons can be organized into three engaging parts–keeping your students motivated and you accountable to student engagement! This session will support you in simplifying lesson design, while making your lessons even more engaging for your students. During this session you will explore new routines and resources for incorporating novelty, curiosity, and critical thinking into your daily lessons. Participants will leave with a bank of new resources and classroom routines.

MARKER BOX EDUCATION CONSULTING

Marker Box: Vocabulary, Project-Based Learning, Commencement-level Standards, Student Engagement, Educational Technology & AI

Marker Box EDUCATION CONSULTING

www.markerboxeducationconsulting.com