

Training Session Catalog

Developing Quality CTE Programs	
Title	Description
CTE Program Approval Process	This training introduces participants to the NYSED Program Approval Process for CTE programs. It explores the rationale for and benefits of seeking CTE approval. This session will include a discussion of what the process entails and the essential elements of Program Approval.
Creating Effective CTE Programs	Developing effective CTE Programs requires a school to consider many factors including: consulting economic data to ensure that positions in the career pathway will exist in the future; developing sequential, non-duplicative curricula; determining which technical assessment will be offered; creating a Business Advisory Board; creating Collegiate Articulations; among others. This training will provide guidance in all these areas.
Post-Secondary Articulations	All effective CTE programs should include connections to post-secondary institutions. Students in these programs should be offered "value added" options at their partner institutions. A post-secondary Articulation Agreement is a requirement for NYS CTE Program Approval. This training will provide information on various formats and how to develop these Articulations.
Creative Business Advisory Boards	All schools that offer CTE Programs should have a Business Advisory Board. Community and business people can provide valuable insights into the workplace as well as provide assistance to schools in developing and improving CTE programs. Schools can also offer their Advisory Board members with many benefits. This training will provide guidance to creating and improving Business Advisory Boards.
CDOS Credential, Pathways, and Graduation Requirements	The Board of Regents has provided students with multiple pathways to graduation. There are options that will enable students to demonstrate mastery while exploring and capitalizing on their interests and strengths. The training session will provide participants with the most up-to-date information and regulations.
Development of Industry-Driven Career and Technical Workforce Development Programs	This workshop has been designed to facilitate the process of developing new CTE programs and the significance of identifying business and industry sectors in high demand occupations. CTE programs must be driven by the demands of the business community effecting both the identification of new programs and standards for program content.
Building Career Intelligence!	A positive, accurate vision of the future increases motivation for success. Knowledge of one's abilities, interests and how they relate to careers expands the possibilities. In this workshop you will learn how to equip yourself, your staff, and your students with the latest career intelligence that connects academic learning to career paths. Topics in this training will include Career DNA, Career Clusters, GPS Career Plan, virtual internships and corporate partnerships. Be armed to ensure that "Every Student Succeeds" by developing career intelligence.

Virtual Teaching and Student Engagement

Title	Description
Virtual Learning Platforms: Zoom, Google Meets, Microsoft Teams	Need more in-depth knowledge on exactly HOW to maneuver your video platform? Do you want to learn the bells-and-whistles of screenshare, how to write on the screen, and use those "sharing drives"? Then please join us for this deep dive into virtual learning platforms for CTE teachers. We'll even be able to address your specific and individual questions!
Developing a Remote Learning Lesson Using Explicit Instruction	Join us to discuss how to build an asynchronous or synchronous lesson using explicit instruction. We will review the structure as well as some tips for making these lessons simple yet engaging. This model can be replicated for all future lesson experiences. This session is designed for teachers and/or administrators.
Tech Tools for All Learners – ENL & ELLs	Get ready to explore a database of tech tools to help all learners; with an emphasis on ENL. While diving into this professional development you will get to help target instruction and gain access to materials for your language learners. Participants will have access to over 100 different tools to help them with their online learning needs. This session is appropriate for all learners.
Building Relationships with Students Virtually	Participants will learn about building relationships with students virtually. We will highlight what we know from in-person teaching and translate it to virtual settings. We will redefine how we use and practice with some digital tools that will help build classroom communities virtually. We will discuss strategies to build relationships with students and between students even if we are not physically together.
Conversations Around Classroom Management	2020 has certainly shown us that as educators, we most-certainly must remain attentive to our work to ensure we are guiding our youth in their quest for knowledge, learning, and understanding. Whether the 20-21 school will be in-person, virtual, or a hybrid model for you – we invite to you join in a conversation centered on classroom management. Tips and tools will be shared to use as we navigate planning for the upcoming year. Perhaps the most valuable (or invaluable) aspect will be the time for conversation among our CTE peers to discuss and troubleshoot strategies for student engagement and accountability with their learning.
Flipped Classroom: What is it and how can it help now!	During this session participants will learn about: *What is a flipped classroom. *What are some things that can be flipped. *How a flipped classroom can maximize in class instruction.
CTE Learn – Continuing Educator Platforms	As a result of the discussions over the last several months with ACTEA, CTE TAC has developed a comprehensive list of professional learning needs for existing, new and prospective CTE leaders and is preparing to launch a CTE Leadership Mentoring Program. The focus for supporting school leaders in working with CTE programs is based on the CTE Leadership Competency Model. This model is based on research of Successful Practices Network and national resources in Career and Technical Education. The model reflects the scope of competencies which leaders need to be effective and encompass the generic areas of school leadership plus the unique demands of CTE programs. This session will describe the Competency Model and share resources that are being developed including a unique New York version of CTE Learn has been created in partnership with NYSACTE which allows creation and sharing of free online professional lessons.
CTE Student Engagement: Stoking the Fire	Delivery of CTE has certainly taken a unique twist over the past several months. Between in-person, hybrid, or fully virtually delivery models – keeping up the momentum, interest, and energy among our CTE students has proven to be challenging. While it is challenging, it is also doable. Join this conversation to discover new ways to ‘stoke the fire’ with our CTE students no matter what delivery model we are using and keep their passion for knowledge in CTE alive and thriving all year long!

Rigorous and Relevant Curriculum and Assessment

Title	Description
Project/Problem-Based Learning (PBL) in CTE	Problem-Based Learning (PBL) is an increasingly popular instructional strategy that engages students in problem solving to increase student achievement, interest, and engagement. A concern for educators is to ensure that this strategy results in learning experiences that are rigorous and relevant, and students are still focused on standards. In this session, the elements of PBL will be provided and participants will discover strategies, tools and checklists to keep teachers' innovative PBL instruction moving toward increased rigor and relevance.
Core and CTE Curriculum Integration	Knute Rockne once famously said, "The secret of winning football games is working more as a team, less as individuals. I play not my eleven best, but my best eleven." The same is true for teachers and schools. For students to be truly college and career ready, particularly in the areas of literacy and numeracy, teachers must work—that is, plan, execute, assess, and reflect—as teams not as individual team members. This training will explore ways teachers can collaborate to create learning environments that will prepare their students for the rigors of college and career.
Instructional Strategies for Achieving Rigor and Relevance	Discovering the perfect instructional strategy. Effective teaching requires developing a full repertoire of strategies and selecting one or more that will be most successful based on the needs of students and the particular learning objectives. This workshop reviews instructional strategies to use based upon rigorous and relevant learning. Staff development activities to help CTE teachers expand their competence in multiple instructional strategies will also be described.
Creating Assessment Blueprints and Writing Multiple Choice Questions	Teachers often wonder whether their multiple-choice questions really assess what they want them to assess. This workshop provides an opportunity for CTE teachers to learn the importance of creating an assessment blueprint, and how to create multiple choice test questions. Whether they are using this information for pre and post assessments or daily classroom use, CTE teachers will find the information presented during this workshop valuable.
Assessment in a Hybrid World	We can definitely predict that schools and instruction will be unique this coming year. Teachers are re-imagining and re-designing instruction. Re-imagining ASSESSMENT must also be a part of this planning. Different but effective assessments that ensure student mastery of the content, employability skills, and collaborative projects will be shared in this session.

Students with Disabilities in CTE

Title	Description
Teaching and Learning of Students with Disabilities in the CTE Classroom	This interactive workshop will provide the CTE teacher with a refresher on federal and state regulations relating to students with disabilities, and information on characteristics of the disability categories most frequently found in CTE classrooms. There will be an opportunity to share with others concerns, barriers, and difficulties associated with meeting the needs of SWD in the CTE classroom. Instructional strategies and best practices will be learned, discussed, shared and recorded for use in the participants' classrooms. This workshop is for CTE, integrated academic, and special education teachers, school counselors, and administrators. The workshop will be preceded by a presentation explaining the CDOS Credential, CDOS Pathway and CTE Pathway. The components and requirements for each of them will be reviewed and questions will be answered.

Relationships and Student Engagement

Title	Description
Preventing Drop Out Through CTE	This session will focus on context-based learning as a model for keeping students interested in remaining in school and succeeding academically. Strategies will also be shared as a means of understanding the common academic content across multiple course strands and their relationship to CTE, creating the necessity to collaborate and share work among all staff. We also explore the potential for guiding students in career pathways they find enjoyable and fulfilling, and which reflect readiness to pursue their aspirations.
Authentic Teaching and Authentic Learning	When students are engaged in authentic learning, their motivation is heightened, and their achievement is improved...a winning formula! Designing instruction which challenges students to solve rigorous and relevant problems ensures that they will develop the requisite skills of problem solving, critical thinking, collaboration, and presentation. This workshop will assist both school administrators and teachers to design effective, authentic, problem-based learning instruction.
Writing Across the Curriculum	Research indicates that students' success in both college and career demand an ability to write effectively for a variety of purposes. Business leaders are begging for better writing skills in the workplace. Participants will develop an understanding of the factors and traits of writing, a common language for teaching and assessing student writing, and a practical prescription for teaching the tools of self-assessment. Writing instruction is not just the responsibility of K-6 or English Language Arts educators. In fact, it is the responsibility of all educators, K-12. Writing should be an integral part of all instruction to provide all students with the requisite writing skills.

Literacy in CTE

Title	Description
Reading Across the Curriculum	Reading instruction is often abandoned after elementary school. In fact, ALL teachers K-12 should be teaching reading strategies to ensure Career and College Readiness. This workshop is designed to help participants improve academic performance within the content areas and increase reading comprehension levels for all students simultaneously. Literacy training will assist CTE teachers in focusing on giving students an education that prepares them for the world they face today and the future that lies ahead.
Strategies for the Integration of Students with Special Needs in CTE	This workshop provides participants with an overview of CTE and the process of integrating students with special needs in CTE. The workshop will provide guidance for school counselors related to the high school selection process and the technical and academic requirements of CTE programs.

Improving Support Systems

Title	Description
Creating School-Based WBL Programs for Students with Special Needs	This workshop provides a model for creating Work-based Learning (WBL) experiences within the school and government agencies for students with special needs. Many students require the opportunity to experience paid or un-paid work experience in an environment where they receive guidance and support from school instructors and counselors. A WBL program provides a bridge to competitive employment. This workshop provides models for instructional content and contextualized academic material.
ALL Means ALL: Designing an Education System with the Growing ELL Population in Mind	When the English Language Learner (ELL) population in your school or district spikes, will you be ready? Not only is the growing achievement gap between English learners and native English speakers startling, but the latest U.S. Census data trends show that the Hispanic population will become the largest ethnic group in the United States by 2044. School districts and states with a high, low, or even no ELL population must prepare for this shift and design an education system in which stakeholders are fully committed to achievement for ALL students, with a focus on Spanish-speaking English learners. This session will highlight the reasons immediate action is needed and the four-step process to systematically impact teacher effectiveness and student achievement for ALL students.
Career and Technical Education – Challenge and Opportunity for School Leaders	High School leaders, seeking to raise test scores and move students on to college, often overlook CTE in secondary schools. School leaders may admire those hands-on projects students produce in Technology, Agriculture or Family and Consumer Sciences labs and value the student interest and engagement, but the pressure for school accountability keeps leaders focused on required academic and tested subjects. However, successful high school leaders recognize CTE's contribution to overall student and school success. Learn how high-quality CTE programs can be a vital asset to a high school leader's agenda of achievement.

CTE Leadership

Title	Description
Getting Teacher “Buy In” for Instructional Improvement	A frequent complaint from school leaders is the difficulty of getting teacher "buy-in" for efforts to improve instruction. All teachers teach with the best skills they have, and it is natural for any of us to reluctantly admit that we need improvement. Further, too often instructional improvement focuses on introducing some new teaching strategy or rating a teacher's performance, both of which elevate teacher defensiveness, and opposition. Innovation from the outside ignores the need to build a foundation of teacher interest in and passion for improvement. This workshop explains a powerful mental model for school leaders and teachers to embrace improvement instruction jointly and solve that elusive obstacle of teacher "buy-in."