Closing the Attitude Gap: How to Fire Up Your Students to Strive for Success

Based on 5 Topics

• **Attitude Toward Students**
  – You cannot effectively teach and inspire students if you do not believe in them.

• **Relationship with Students**
  – You cannot effectively teach and inspire students if you do not know them.

• **Compassion for Students**
  – You cannot effectively teach and inspire students if you do not care about them.

• **Environment for Learning**
  – You cannot effectively teach and inspire students if the classroom environment is not conducive to learning.

• **Relevance in Instruction**
  – You cannot effectively teach and inspire students if you do not take into account who they are historically and culturally.
Attitude Gap

Attitude gap is the gap between those students who have the will to strive for academic excellence and those who do not.
Reflective Questions Chapter 1

• What do my students see in my CTE classroom/laboratory?
• What do my students hear in my CTE classroom/laboratory?
• What do my students feel in my CTE classroom/laboratory?
• What do my students experience in my CTE classroom/laboratory?
• Do I provide a learning environment that fosters the proper attitude for my students' success?
Reflective Questions Chapter 2

- Do I believe in my CTE students?
- Do I have a passion for teaching my CTE students?
- Do I have a purpose for teaching my CTE students?
- Do I treat teaching my CTE students as a mission?
- Do I have a vision for what I expect of my CTE students?
- Do I set incremental and long range goals for my CTE students to achieve?
- Do I plan each day thoroughly toward my CTE students’ success?
- Do I see myself as a role model for my CTE students and always conduct myself as a professional?
- Do I see myself as the number one determinant of my CTE students’ success or failure?
- Do I conduct daily self reflections and self assessments of my practice of teaching my CTE students?

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Reflective Questions Chapter 3

- Do I know my CTE students?
- Do I know how my CTE students learn?
- Do I know how to keep my CTE students inspired about learning?
- Do I know how to keep my CTE students motivated to excel?
- Do I know my CTE students’ goals and aspirations?
- Do I know my CTE students’ needs and interests?
- Do I know my CTE students’ experiences and realities?
- Do I know my CTE students’ challenges and obstacles?
- Do I know my CTE students’ parents?
- Do I know my CTE students’ neighborhoods?
Reflective Questions Chapter 4

- Do my CTE students perceive that I care about them?
- Do my CTE students perceive that I like them?
- Do my CTE students perceive that I appreciate them?
- Do my CTE students perceive that I respect them?
- Do my CTE students perceive that I understand them?
- Do my CTE students perceive that I have empathy toward them?
- Do my CTE students perceive that I am patient with them?
- Do my CTE students perceive that I treat them equally and fairly?
- Do my CTE students perceive that I am committed to them?
- Do my CTE students perceive that I fear them?
Reflective Questions Chapter 5

- Do I provide *my CTE students* with a learning environment of excellence?
- Do I have our *CTE* classroom mission and vision statements posted?
- Do I have our building-level standardized assessment objectives posted?
- Do I have *CTE* classroom academic excellence criteria posted?
- Do I have our *CTE* student goals and strategies posted?
- Do I have a *CTE* Wall of Fame posted?
- Do I have motivational quotes and affirmations posted?
- Do I have historical images that reflect my students posted?
- Do I have the names and pictures of colleges and universities posted?
- Do I have the names of *CTE* careers and their descriptions posted?
Reflective Questions Chapter 6

- Do I realize who my CTE students are?
- Do my CTE students realize who they are?
- Do I think it is important for my CTE students to learn their story?
- Do my CTE students think it is important to learn their story?
- Do I have a responsibility to teach my CTE students their story?
- Do my CTE students have a responsibility to learn their story?
- Do my CTE lessons take their story into consideration?
- Do my CTE students identify with and relate to what I teach them?
- Will knowing their story affect the way my CTE students see themselves?
- Will knowing their story affect the way I see my CTE students?
Overall Salient Points of Text

• How **climate and culture shape attitude** is the theme of the text.
• Feeling sorry for students is not going to help them out of their situation. Students do not need our sympathy. Students need our inspiration and encouragement to change their realities for the better. We must therefore continue to hold students accountable for nothing less than excellence.
• We need to make it a priority to ensure a welcoming climate and culture for the sake of your students' academic success.
• Because poverty is a variable that we cannot do anything about, our energy must be devoted to those areas where we have absolute control—the climate and culture of the classroom.
• How can we expect students to perform at optimal levels if we lack the belief that they can do so?
• Students have to know what excellence is in your classroom if they are going to strive to attain it.
• Lessons should be culturally relevant, responsive, and sensitive for all learners.
Professional Development

• Copy of text for each teacher or group of teachers
• Meet over multiple weeks to discuss each chapter; new group leader each time you meet
• Create an action plan that addresses the most important reflective questions found at the conclusion of each chapter
• Revisit quarterly
• Share best practices
HIT YOUR Target
An Introduction to Marketing Your Career and Technical Education Program

Association of Career and Technical Education. (2010). Alexandra, VA.
About MARKETING

• What are you doing to market your program?

• Marketing is more than distributing brochures, it’s a calculated approach to spreading your CTE message to all existing and potential stakeholders.

• Definition: “an organizational function and a set of processes for creating, communicating and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders.”
So what does this mean?

• **Purpose of book**
  - Outlines marketing process
  - Provides examples, samples, & resources

• **Six Parts**
  - Introduction
  - Start at the End
  - Build a Plan
  - Get your Materials
  - Go After your Goal
  - Just the Beginning
Overview of the Marketing Process

1. Determine your goal: S-M-A-R-T
   - Examples: increase enrollment; start a new program
   - Must be measurable – increase enrollment by 10%

2. Analyze current doings
   - What are you doing now? May repeat same results
   - Gather information - survey

3. Build a plan
   - Put together a team; Who?
   - Define audience – develop a student profile
   - Develop a plan and timeline on paper (action items, budget, delegate duties, outcome)
Overview of the Marketing Process

4. Materials
   - Logos, brochures, PPT presentations, downloadable videos, freebies, blogs, podcasts, social media
   - Brochures: use photos, black & white, serifs font, use slogans (“Empower, Excel, Enrich”)

5. Go After your Goal
   - Put your plan into action
   - Examples
• CTE Center in New Hartford, CT
  ➢ Survey students: Why attended center?
  ➢ Results: Peers so now use student ambassadors

• Start early – sponsor after school programs/summer camps

• Parents: reach through pocketbooks
  ➢ Career exploration component for future career
  ➢ Technical degree great investment
  ➢ Old joke, so true

• Community: invite speakers; go on tours

• Use billboard advertising: local hangouts – success stories

• Showcase skills
  ➢ CTE Center in OK – accounting program offers tax assistance
  ➢ FCS programs – create quilts for sick children, hospice patients
  ➢ Cosmetology – provide manicures at an open house

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Take Away

Reach the right audience, with the right message, at the right time, for the right cost.

If you do not effectively market your program, you will remain the best kept secret.
Building Academic Vocabulary: Teacher’s Manual

Need to know vocabulary...WHY?

Did you know of all the subjects, CTE courses require the most amount of reading.

General knowledge =
Academic background knowledge =
Improve academic performance =
Narrow the achievement gap

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Book specifics.....

• List of 7,923 words from national standards across 11 subjects for K-12\textsuperscript{th} grades

• Six-step teaching process
  ✓ Provide description, example
  ✓ Have students restate description in own words
  ✓ Construct a picture or graphic of term
  ✓ Engage students in learning voc
  ✓ Discuss term with classmates
  ✓ Participate in review games to reinforce term

• Templates and review games provided
Support for Vocabulary in CTE

1. Common language spoken – students ‘see’ the connection

2. Improve student academic performance

3. NAEP (2011), 35% of the nation’s 12th graders were reading below the basic level and approximately 70% high school students need some form of reading remediation because they cannot comprehend the words they read.
Professional Development

• Develop a taskforce team of teachers to develop an action plan
  ➢ Use book as a guiding resource to have all teachers teach vocabulary regardless of subject (especially using same words)

• Implement plan

• Evaluate – reflection, pre-post test scores, state tests

• Reflect

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Poor Children...

• Spend less time exploring the world and more time trying to survive.
• Have fewer and less-supportive networks.
• Live in neighborhoods lower in social capital.
• More likely to rely on their peers than adults for emotional and social support.
• More likely to come from single guardian homes with less emotionally responsive parents.
Most Significant Risk Factors

• Emotional and Social Challenges
• Acute and Chronic Stressors
• Cognitive Lags
• Health and Safety Issues
Emotional and Social Challenges

- Action Steps
  - Embody respect to the students
  - Embed social skills into each grade level to strengthen.
  - Be inclusive by creating familial atmosphere by using inclusive language (such as “our school”)

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Acute and Chronic Stressors

• Action Steps
  – Recognize the signs
    • Student believe they have minimal control over stressors
    • Student has no idea how long the stressor will last
    • Student interoperates stressors getting worse.
  – Alter the environment
    • Allow in class time for homework or right after class
    • Use cooperative structures; avoid top-down authoritative approach
    • Help students blow off steam by incorporating physical activities (Walks, relays, games, etc.)
Acute and Chronic Stressors

• Action steps
  – Empower Students
    • Introduce conflict resolution skills
    • Teach students how to deal with anger
    • Introduce responsibilities and value of restitution
    • Teach students to set goals
    • Role model how to solve real world problems
    • Give students weekly “real world” live problems to solve
    • Teach social skills
    • Introduce stress reduction techniques.
Cognitive Lags

• Action Steps
  – Build core skills
    • Attention and focus
    • Memory
    • Sequencing and Processing
    • Problem solving
    • Perseverance
    • Social Skills
    • Hopefulness and self-esteem
  – Pinpoint assessments on specific skills
  – Provide hope and support
Health and Safety Issues

• Action steps
  – Provide a physician on-site once a week
  – Work with local pharmacy to provide medications
  – Arrange for dentist to make school visits
  – Educate the caregivers about school resources
  – Provide tutors to help students “catch-up” missed work
  – Improve awareness among staff about health-related issues
SHARE Factors

- Standards-based curriculum and instruction
- Hope building
- Arts, athletics, and advanced placement
- Retooling of the operating system
- Engaging Instruction
Professional Development

• Research supporting the struggles and needs of students in poverty.

• Resources to help classroom teachers understand the daily lives of many students in poverty.

• Action steps to guide instruction for students in poverty.
Engaging Students with Poverty in Mind

About the Text

• Time to rethink how we engage students in poverty.
• Seven factors critical to engagement
• Five rules for engagement
• Specific strategies to engage students
The Seven Engagement Factors

- Health and nutrition
- Vocabulary
- Effort and Energy
- Mind-set
- Cognitive capacity
- Relationships
- Stress level
The Five Rules for Engagement

• Upgrade your attitude
• Build relationships and respect
• Get buy-in
• Embrace clarity
• Show your passion
Specific Strategies

• Engage for positive climate
• Engage to build cognitive capacity
• Engage for motivation and effort
• Engage for deep understanding
• Engage for energy and focus
• Automate engagement
Four Actions for Successful Implementation

• Get organized
• Engage with differentiation
• Know what to expect
• Break down the breakdowns
Professional Development

• Research supported instructional approaches
• Concise tips for teacher use in the classroom
• Many “use tomorrow” strategies for the classroom
• Organized check lists to improve instruction with students in poverty.
Putting Your Data to Work: Improving Instruction in CTE

John C. Foster
Carol L. Hodes
Sandra G. Pritz

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Overview of Text

• 13 Chapters

• The primary purpose of the text is to focus on data derived from standardized summative assessments.

• CTE educators face different situations with regard to data:
  – Technical Skill Assessment
Points of Text

• Each chapter concludes with “Key Points”
• Chapter 2 (pages 14-19) focus on how data-driven professional development can be conducted with CTE educators
• Industry certifications are discussed as positive credentials for students
• Dual credit is discussed as a positive for students
Points of Text

• After reviewing classroom or group-level data, make a list of patterns of strength and/or needs found in the data
• Need to use similar data to compare results
• “Data Teams” provide for success
Questions for Teachers

• What is going well?
• What are the challenges you are facing?
• How have your students reacted?
• Are there additional resources that you need?
Student Action Plan

• What do I excel at?
• What are my challenges?
• What is my plan to improve?
• What will I need from my teacher?
• How will I know I am improving?

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Professional Development

• Are there gaps in student achievement, teacher instruction, or the curriculum being used?
• Has there been an impact of a new curriculum or facility?
• Are there performance differences among subgroups of students?
• Does the same assessment show differences between instruction or between two groups of students?
Professional Development

• 5 Steps to Instructional Improvement
  – Collect Data
  – Analyze Data
  – Verify and Triangulate
  – Design Action Plan
  – Implement Plan and Review Outcomes
STEM Your School DVD
ASCD Video
Points of DVD

• Divided into three sections
  – Elementary School
  – Middle School
  – High School

• Exemplar Schools
  – Magnet, but public
  – Private

• Running Time 48 minutes
Points of DVD

• Elementary -
  – Mathematics and Science are the key concepts at the elementary and middle school
  – Technology and Engineering are poorly communicated
  – Parental involvement is key to success

• Middle –
  – Focus on females
  – Mathematics and Science are the key concepts
  – Computer Science is used as the “hands-on” connection
Points of DVD

• High School -
  – Research-based approach to school
  – Engineering Design is the theme of school
Professional Development

• Elementary education section could be used for district-level professional development coupled with engineering design and technological literacy expertise

• Middle school portion of DVD does not convey STEM education

• High school section is well done in relation to engineering design and the focus on comprehensive research in a collaborative environment; video could be used with T&EE teachers
Shortfalls of DVD

• Other than obvious connections to T&EE, no other CTE area is addressed
• Focus is on mathematics and science and not STEM education
• How STEM education works in a typical public school setting, including rural, suburban, and intercity