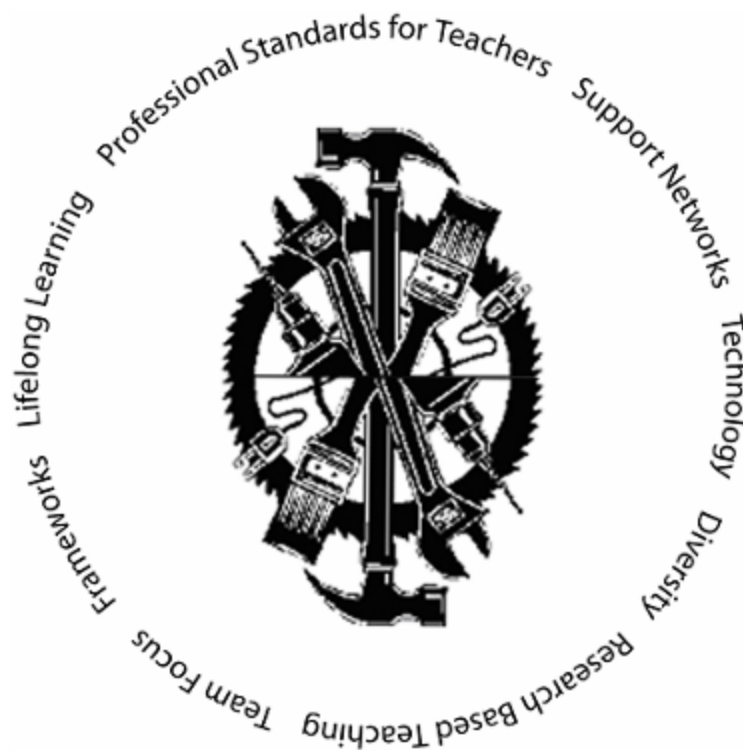


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# An Interactive TOOLKIT for New Vocational Technical Education Teachers

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January 2005

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Practicing teachers and administrators created this Toolkit. The Carl D. Perkins Vocational & Technical Education Act (P.L. 105-332) provided funding for the Toolkit through a contract between Minuteman Regional Technical School and the Massachusetts Department of Education.

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## INTRODUCTION

Practicing vocational technical education teachers and administrators created this Toolkit for new vocational technical education teachers. It is intended to be a supplement for the course titled Seminar for the Beginning Vocational Technical Education Teacher. The Toolkit is an interactive document, capable of being continuously updated to meet the changing needs of today's teachers. Comments regarding the Toolkit are welcome. Please send the comments to [careertech@doe.mass.edu](mailto:careertech@doe.mass.edu).

The current version of the Toolkit is posted on the website of the Massachusetts Career & Technical Education Curriculum Resource Center (MCTECRC) located at Minuteman Regional Technical High School in Lexington, MA. All resources that are referenced in this Toolkit are available from MCTECRC. The Carl D. Perkins Vocational & Technical Education Act (P.L. 105-332) provides funding for MCTECRC through a contract between Minuteman Regional Technical School and the Massachusetts Department of Education.

A DVD was produced to supplement the Toolkit. It has video clips of vocational technical teachers and administrators responding to questions about the challenges facing new vocational technical educators. The DVD is available upon request from MCTECRC.

## ACKNOWLEDGEMENTS

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The following individuals contributed to the creation of this Toolkit:

Kerry Sullivan - Shawsheen Valley RVTS, Michelle Roche - South Middlesex RVTS (Keefe Tech), and Vance Garry - Minuteman RVTS were the primary project team members. Stasia Peters - Southeastern RVTS provided advice on technology issues. The University of Massachusetts at Boston and Fitchburg State College, through Dr. Sumner Rotman and Dr. James Alicata respectively, recommended vocational technical education teachers from their courses to serve as a Focus Group for the project (James Costello, carpentry teacher - Madison Park Vocational Technical High School in Boston, Jacqui Forstrom, graphics teacher - Assabet Valley RVTS, and Sue Bryant, health occupations teacher - Southeastern RVTS.)

Don Hussey, media technology teacher at Lynn Vocational Technical Institute provided both the filming expertise and insights on being a new teacher. The willingness of the teachers who appear on the DVD to share their thoughts about the experience of entering the teaching profession is acknowledged. Their words of encouragement and their suggestions will help many novice vocational technical education teachers.

Marion Palmerino and Premi John of MCTECRC provided production and research support, respectively.

## DISCLAIMER

Reference in this Toolkit to any specific products, processes, or services, or the use of any trade, firm, school/college or corporation name is for the information and convenience of the public, and does not constitute endorsement or recommendation by the Massachusetts Department of Education.

Sections of laws and regulations are reprinted in this Toolkit in order to help with their interpretation and use. Laws and regulations are subject to change, thus, it is recommended that they be researched on a regular basis. The Massachusetts Department of Education does not represent this Toolkit as a replacement for the official copies of laws and regulations. The contractor does not represent this manual as a replacement for the official copies of laws and regulations.

## THE CHALLENGES

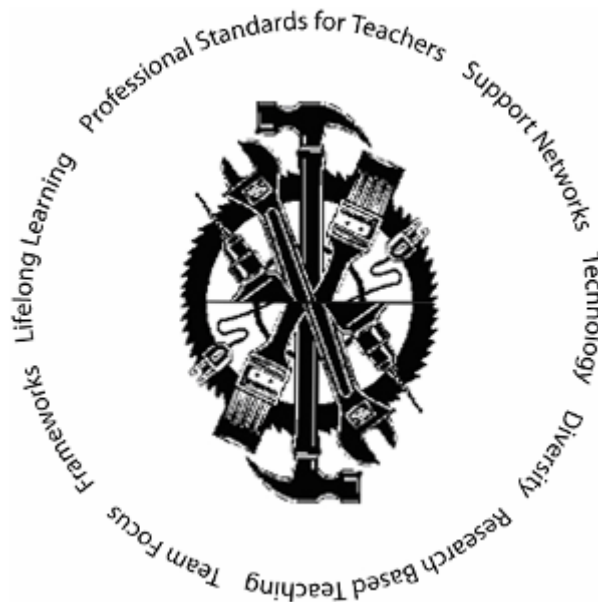
The 21<sup>st</sup> century is an exciting time to join the ranks of vocational technical educators. The world has changed dramatically, and so have vocational technical programs. Some of the changes and challenges that you can expect to find as you begin your teaching career appear below:

1. **DIVERSITY:** a wide range of learners with a variety of learning styles and backgrounds.
2. **TECHNOLOGICAL LITERACY:** learners must be able to use, manage and understand technology.
3. **TEAM FOCUS:** learners must develop skills for working in groups. Teamwork is an essential part of how students learn today and how students must be prepared for their future as workers.
4. **FRAMEWORKS:** Learners must pass tests today in order to graduate. Vocational technical education curriculum must be designed to prepare students to meet these learning expectations.
5. **EXPECTATIONS FOR LIFELONG LEARNING:** More vocational technical students go on to two and four year colleges than ever before. Young people know that today's career paths are wide, with many potential twists and turns. Narrow career preparation is no longer adequate.
6. **RESEARCH BASED TEACHING:** Educational and scientific research has now provided a body of evidence on effective and ineffective teaching. The primary focus today is on students' learning. Teachers are expected to demonstrate a variety of teaching techniques.
7. **SUPPORT NETWORKS:** Vocational technical programs today have infrastructures in place to support successful learning for all students. Guidance and Special Education Services are two examples of the support services that must be utilized by teachers in their efforts to attend to the individual needs of their students.
8. **PROFESSIONAL STANDARDS FOR TEACHERS:** As never before teachers are being held accountable. The Massachusetts Board of Education has clearly articulated the expectations of those who are entrusted with the responsibility of teaching students in our public schools.

Although there are many changes in vocational technical education, it is important to note that what has remained unchanged is the need for vocational technical teachers to stay focused on the individual needs of students. Appreciation for the potential of vocational technical students is what attracts individuals to teach in vocational technical programs. A strong commitment to students is a prerequisite to facing the changes and challenges.

# Part I

## Sink or Swim: What You Need to Know First



*Of all the things that are essential to good schools nothing is more important than the individual teacher and what that person brings to classroom instruction*

*day to day...*

*lesson to lesson...*

*minute to minute...*

*(from R.B.T. "At a Glance")*

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## STRATEGIES FOR SURVIVING THE FIRST MONTHS OF SCHOOL

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**NOTE:** A resource for new teachers is Harry and Rosemary Wong's book entitled *The First Days of School*. More information on this book can be found in the Bibliography.

### Know Your School's Policies and Procedures

The importance of knowing school policies and procedures cannot be overstated. Teachers should thoroughly read the language contained in both the Student Handbook and the Faculty Handbook. You should keep these documents where they can be referred to easily during the school year. Never assume you know the school rules until you have read them thoroughly. Every school has different policies and procedures. Know the protocols in your school and follow them. Do not follow the lead of others who disregard these procedures. Those who hired you expect you to honor school rules. Never forget your status as a "new hire."

New teachers should learn early what behavior is expected in their particular school. Examples of what you should know are:

- Where to park and where not to park
- When and where to report to work
- When and how to leave work
- How to report absence from work
- Personal, professional and sick leave procedures and appropriate paperwork
- Responsibilities for extra assignments; i.e., bus duty and lunch duty
- Communications systems; i.e., faculty mailboxes, telephones, e-mail, voice mail, announcements over the public address system
- Emergency evacuation routes and responsibilities
- Protocols for responding to a crisis.
- Homeroom procedures.
- Procedures for obtaining supplies and equipment
- Procedures for issuing books and equipment to students
- Documenting and reporting accidents
- How to get help for students experiencing difficulties
- Policies and procedures for reporting student progress
- Due dates for reporting student grades
- Policy for using school technology systems
- Timeline for submitting school forms and requested reports



Consistent application and enforcement of school policies and procedures with students is essential for a well-run school. Teachers must serve as leaders in this regard. The following topics and responsibilities deserve emphasis for new teachers:

- Recording and reporting student attendance
- Recording and reporting student achievement (grading)
- Reporting learning progress to parents
- Reporting attitude and behavior
- Completing discipline reports
- Applying consequences for bad behavior
- Determining eligibility for participation in sports and extra curricula activities
- Reporting harassment and abuse
- Authorizing passage in the hallways
- Determining graduation and promotion status of students

It's important to remember that the school committee sets school policies. Teachers who do not respect school policies run the risk of embarrassing the school. Teachers who negatively affect the school's reputation also jeopardize their own professional reputation as well as their employment status.

### **Know Your School's Organizational System**

New teachers should take the time to learn their new surroundings. Starting from your classroom or shop, learn the location of the following:

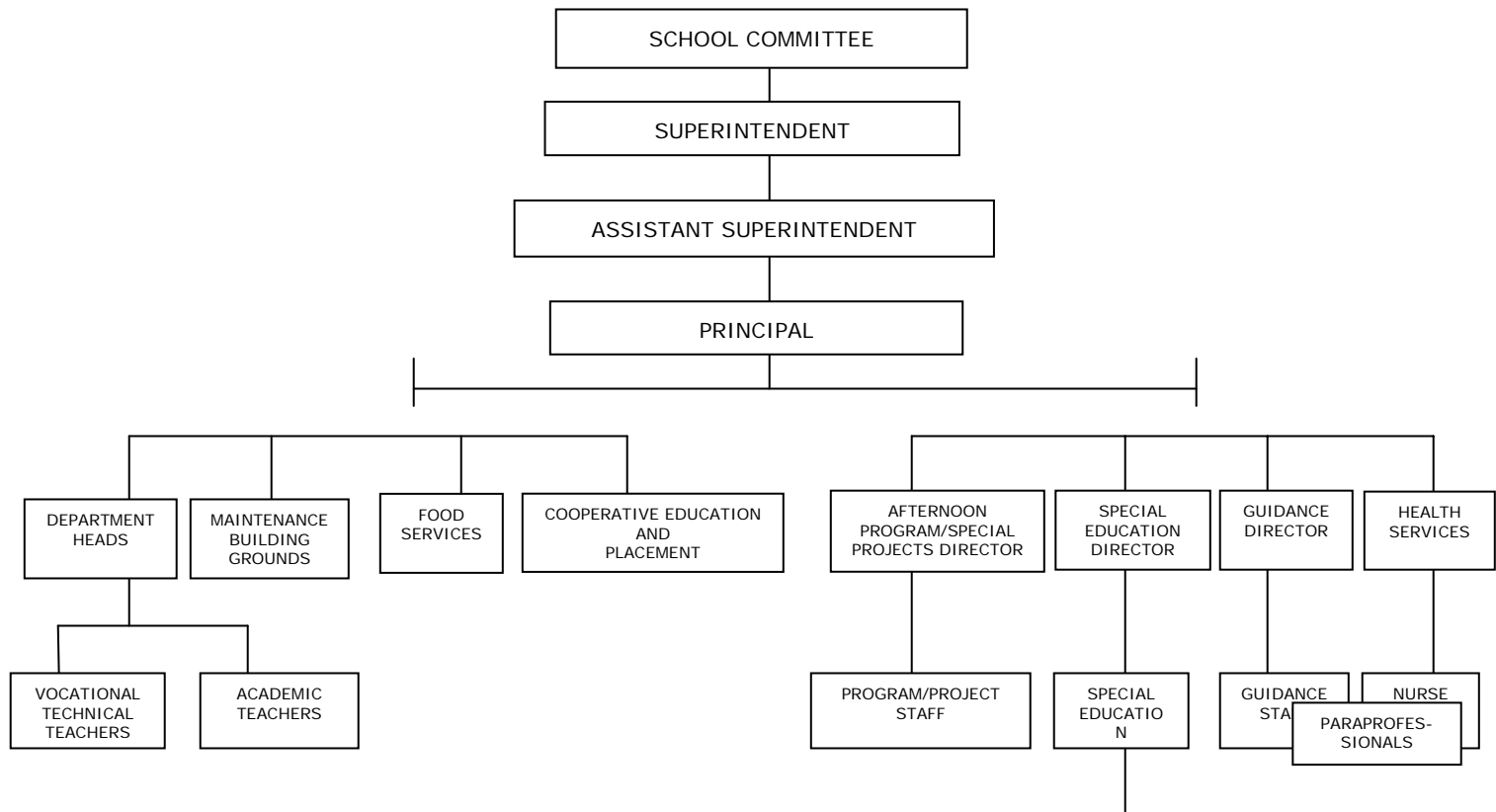
- emergency exit
- the nearest men's/women's room
- the nurse's station
- the copy machine
- the guidance office
- the special education office
- the teachers' room

After you become acclimated to the locations above, make the effort in the early days to:

- Learn the name and telephone extension of the nurse.
- Learn who to call and how to call when a student is having an emotional crisis.
- Learn who to contact and how to communicate about disciplinary issues.
- Learn where you receive school mail. Check your mail at the beginning and end of each school day.
- Learn how to access the school website.
- Know the identity of your immediate supervisor.
- Get to know the school secretaries/administrative assistants.
- Learn which of your students have IEPs (Individualized Education Programs). Know each student's liaison, (the liaison is the special education teacher responsible for the oversight and monitoring of the student's IEP). See example of IEP in section entitled "Measuring the Learning Progress of Students with Disabilities."
- Know the different roles of the maintenance and custodial personnel and know how to access their services.
- Become acquainted with business office personnel that handle financial matters i.e., payroll and purchase orders.
- Become familiar with the library/media center(s) and the individuals who work in the library/media center. Don't be a stranger in these areas.

The charts below depict typical school organizational charts. New teachers should make a point of learning the chain of command. Teachers are expected to go to their immediate supervisor first, with any questions or concerns.

**Typical Vocational Technical High School Organizational Chart**



## **What to do on the First Day of School**

What you do on the first day of school will determine your success or failure for the rest of the school year.

In a piece of timeless research, Douglas Brooks in "The First Day of School"<sup>1</sup> discovered two things:

1. Very few teachers receive any instruction on what to do on the first day of school.
2. Very few teachers receive any experience or training during student teaching on what to do on the first day of school.

There is overwhelming evidence that the first two to three weeks of school are critical in determining how well students will achieve for the remainder of the year.

### **Plan to Make the First Day Count**

A good first day sets the tone for the entire year. Your overriding goal during your first meetings with your students should be to establish a positive relationship with your class. Do everything you can to make students feel welcome in your classroom or shop.

To help to make a positive connection consider the following:

### **Get to Know Your Students' Names**

*Strategies for Learning Students' Names:*

- Use name tags
- Put names on students' workstations.
- Have students introduce themselves.

### **Seven Things Students Want to Know on the First Day of School**

1. Am I in the right room?
2. Where am I supposed to sit?
3. What are the rules in this classroom?
4. What will I be doing this year?
5. How will I be graded?
6. Who is the teacher as a person?
7. Will the teacher treat me as a human being?

<sup>1</sup>Douglas M. "The First Day of School" *Educational Leadership*, May 1985, pp. 76-78.

Used with permission from the Successful Teaching Newsletter, Harry K. Wong Publications, Inc., Mountain View, CA

## **Opening Day Activity to Foster Positive Relationships with Students**

Get to know something about your students as individuals i.e., birthdays, hobbies, likes and dislikes, etc.

Pair up students, and have them ask questions of their partners. For example:

- What is your name?
- Where do you live?
- What is your favorite food?
- What is your favorite leisure activity?
- What is your favorite sport, music, TV show, etc.?

Once students have interviewed their partners, each person introduces him/her to the entire class. Tell students to pay particular attention, since the first person to successfully identify the entire class will win a prize. If no one can complete the task, have everyone repeat his/her own name. Distribute colored markers and paper, and have students print their names and display them at their desks. Give students a few minutes to study the names, remove them, and ask for another volunteer to recite the names. Offer rewards to anyone who attempts the task, and send the message right away that effort counts.

Other activities that help to make students more comfortable:

- Circulate a calendar on which students indicate their birthdays.
- Collect pictures of your students and display them.
- Give a “School Trivia Quiz” i.e., identify the school mascot. What are the school colors? How many boys/girls attend the school, etc.

Whatever activities you choose, remember that while you are gathering and giving useful information, your goal is for students to walk out of your class saying, “I like this school/shop.”

Remember that teaching is based on relationships. Without a positive relationship with your students little, if any, learning will take place.

## **Strategies to Help You Enjoy Your First Day**

- Take a deep breath before you meet your class.
- Remember students are nervous on the first day, too.
- Greet students at the door.
- Make eye contact with students.
- Complete the daily attendance, give out schedules, etc. with confidence. You will gain points right away if you appear organized.
- Introduce yourself first. Don’t tell students too much about yourself, but don’t be afraid to let students know who you are, what you like, and the things you like to do when you are not teaching.
- Have an activity planned for students to get to know each other.

- Avoid giving out of class passes. Remember support service departments are also very busy. Try to solve problems without sending the student out of class. Try calling the appropriate location to get information and have student questions answered.

## **Be Prepared and Organized**

### **Strategies for Being Prepared**

The following facts may help in understanding the need for being prepared and having a routine.

- Despite periodic displays of protest, students the world over need, desire and require direction. They, more than any other age group, are the world's greatest conformists. This is frequently proven by their inevitable submission to peer pressure.
- Students really want to learn. Most of them also sincerely like to be in school, notwithstanding occasional comments to the contrary. In view of this, it is not surprising that effective teachers quickly learn that it is important to have the classroom under control at all times. When confusion exists, concentration is impossible and actual learning is reduced to a minimum.

**The following strategies are meant to help the new teacher begin the year on the right foot.**

- Learn your student's names as soon as possible. Make this a first day priority. Students feel valued when you remember their name.
- The name of the game is Plan, Plan and Plan Ahead
  - ✓ Have a clear idea of what is to be taught and how it is to be taught before you enter the classroom. Post daily assignments in the same location everyday.
  - ✓ Students need to know what they are doing and why they are doing it. As the teacher, you need to tell them, prepare the guidelines and put the directions in writing so they have them as a resource.
  - ✓ The use of written guidelines with objectives increases student completion of assignments.
  - ✓ Teach your students the routine of the shop. Be consistent with your routines and don't vary them much. Students will follow your lead.
- Organize the way you begin the day, practice the routine with your students, and stay with the same routine. Post the routine on the board.
- Post a timeline or agenda for the day's activities. An example follows:

### **Example of Daily Assignment Board for Full Day "Shops"**

7:40 – 8:00	Morning announcements Attendance Submit break orders
8:00 – 8:30	Teacher lecture/demonstrations
8:30 – 9:00	Group Work

9:00 – 9:15	Break
9:15 – 10:00	Individual work
10:00 – 11:00	Teacher checks student work
11:00	Clean up before lunch
11:45	Return from lunch Attendance Announcements/Directions
12:00	Teacher instruction/demonstration
12:15 – 1:15	Student activities
1:15 – 1:45	Review/reflection/assessment
1:45	Clean up and prepare for dismissal
2:00	Final announcements and reminders for next day

- *Set your standards high and communicate those standards and expectations for classroom or shop participation and behavior to students.*
  - ✓ *Students will work to meet the standards if they know what they are.*
  - ✓ *Allow students the opportunity to participate in the shop rules. This will make them feel a part of the learning community.*
  - ✓ *Post the rules around the shop. Make sure all students are aware of the rules before you begin to enforce them.*
  - ✓ *Don't change the rules without discussion.*
  - ✓ *Make sure your rules align with the school rules and policies.*
- *Have a procedure for monitoring students and share it with your students. Let students know how they are doing often.*
  - ✓ *Have a simple grading system that students will understand.*
  - ✓ *Maintain accurate competency lists and an up-to-date grade book.*

### Strategies for Being Organized

Organization is important for students in shop. Maintaining a well-organized shop will help you manage the learning environment. It will save you much energy and wasted time, which is why it's so important for you to have organizational strategies. They will help you to manage your time more efficiently. The more organized you are, the more time you will have to devote to teaching.

Below are some basic organizational tips for teachers:

- Be prompt to school or appointments. It's suggested that you arrive to school a half an hour before the students.

- Use a calendar to keep track of important appointments, meetings, etc.
- Prioritize tasks.
- Try to organize your desk at the end of the day.
- Keep a supply of passes, forms, pens, and other materials on hand.
- Use a “To Do” list.
- Use folders or 3-ring binders to keep important information.
- Document phone calls, parent conferences, or other contacts i.e., phone numbers
- Return phone calls as soon as possible.
- Keep a calendar, pen, and note pad near your phone or computer.
- Learn to use the e-mail at work. It’s a great way to communicate with parents/guardians and other teachers.

## **Build a Support System**

You will more often than not need input and help from others. Schools rely on interdependence. No one should operate in isolation in a school environment. Whether or not you are afforded a veteran teacher as a mentor, it is essential for your satisfaction and success that you begin immediately to develop your own support group within the school. Members of that group should include:

- Your mentor, if you have one assigned to you
- Other teachers in your subject area
- Individuals you naturally gravitate to because you have things in common
- Others in the school who work with students in your classes/shop i.e., guidance counselors, and specialists such as special education educators. Remember to meet the school nurse
- Secretaries/administrative assistants and other office personnel who can answer questions about school procedures
- Your immediate supervisor
- Individuals who handle student discipline and attendance

<sup>1</sup> See “First Year Teachers Survival Kit” by Julia Thompson; p. 50 “What to Ask of your Mentor

## **Be Ready to Deal with Stress <sup>1</sup>**

Stress is a fact of life. In our work as educators, there are very specific circumstances and problems that create stress: time constraints, expectations, control, desire for perfection, and resolving conflicts and problems. It is possible to manage stress. However, when it is ignored, stress can become toxic. Below are some coping strategies that may help you avoid and reduce stress at school.

**TEAMWORK.** When you are part of a team, you can share information, ask questions, and avoid isolation. Seek out supportive colleagues who will help you over difficult hurdles.

**TELL THE TRUTH.** If you have a problem, is it something you can handle by yourself? If not, ask for help and start working toward a solution.

**TIME MANAGEMENT.** Look realistically at your day. What commitments do you have, and how much time do you estimate for your activities. Devise a system and stick to it. You will feel better if you have a sense that you have some control over your time.

**HUMOR.** It's one of the best ways to deal with stress. It can give relief to difficult situations, turn a negative into a positive, and help you realize that, as teachers, we can connect and share classroom experiences.

**FLEXIBILITY.** Check in with yourself, and reflect on what is or is not working. Identify what you need to change in your system or approach.

**GET REAL.** Teachers tend to be idealistic, and have a strong sense of mission. They want to change the world. It's our job to have goals and plans, but then the copy machine breaks, there's a fire drill, and your ninth graders have to attend an assembly at 9:00. Life happens. Have back up plans, and only focus on what you can control.

**PRIORITIZE.** On a regular basis, make a list of what you need to accomplish. Remember the big picture, and arrange the details accordingly.

**AVOID THE RUSH.** Sometimes, in an attempt to do it all, we rush toward our goals and objectives, and forget to bring the students with us. Rushing may create the illusion that you are accomplishing a lot, but inevitably it has a negative impact on student understanding and retention.

**SAY 'YES,' SAY 'NO,'** One key to avoiding stress is knowing when to say "yes" and when to say "no," and only you can decide. Say "yes" to what matters most to you and your students. Say "no" to the rest.

**GET A LIFE.** Separate your school life from the rest of your life. You will do a better job at school if are rejuvenated and well rested. Pay attention to the rest of your life.

Allowed to accumulate, stress blocks real progress, destroys interpersonal relations, and overwhelms us. When managed effectively, it can help us think, listen, and respond to situations in resourceful, intelligent ways.

<sup>1</sup> See "First Year Teachers Survival Kit" by Julia Thompson; p. 453, Section 1B; "Stress Management for Educators"



## **Reduce Stress By Avoiding These Common Mistakes**

### *Mistake #1 – Underestimating The Importance Of Being Prepared For Class Every Day*

Problems in the classroom will appear and expand most often due to lack of preparation on the part of the teacher. You will need to spend considerable time preparing lessons in your first year of teaching. It is definitely time well spent. Plan, plan, and plan some more. Plan how to start, how to take attendance, how to group students, how to check work, how to close the class, etc.

### *Mistake #2 – Not Knowing School Rules And Policies*

Read and reread and keep handy the language in the student and faculty handbooks, especially policy that is related to disciplining students and recording and reporting on daily attendance. You must understand and follow the prescribed procedures in the school handbooks. Everyone in the school should apply school rules uniformly. Don't create your own version.

### *Mistake #3 – Not Being Well Rested And Ready To Teach*

Make a commitment to yourself to arrange your life so that your responsibilities as a teacher are not compromised. Your students need you. They will learn as much about you as a person as they will about what you teach them about subject matter.

### *Mistake #4 – Avoid Asking For Help Or Advice*

Teaching is all about solving problems. A school is a community and those who choose to work in isolation are out of place and detract from a positive school climate. Two, three, or four heads are always better than one. Everyone needs to rely on everyone else in a school setting.

### *Mistake #5 – Overlooking Small Behavior Problems Until They Disrupt A Class*

Keep small problems small by taking the appropriate action before they grow. Documenting behavior and contacting parents should be the next step to take if speaking with the student directly has not worked.

### *Mistake #6 – Losing Your Cool With A Student*

When you find your blood pressure rising during an incident with a student, you put yourself at a considerable disadvantage if you allow your anger to become apparent. If you stay calm, you stay in control. Refuse to argue.

### *Mistake #7 – Inappropriate Language*

Always maintain your decorum and control as a professional and as an adult. Students may forget much of what you teach them, but they will always be listening if you say something inappropriate. When you do you can be sure that they will be telling others about your remark(s).

### *Mistake #8 – Keeping The Class Manageable By Telling A Lot Of Stories And Jokes*

Don't overdo shallow entertainment in place of strong teaching. Apply your energy and humor and creativity to dynamic and engaging lessons on the subject matter you are responsible for communicating.

### *Mistake #9 – Your Lesson Ends Before Class Is Over*

Even if it involves clean up or preparing for the next day, make every moment in your class meaningful. Never allow students to simply wait for the bell to ring. Keep them engaged and focused on something significant. Down time is wasted time and often leads to behavior problems.

### *Mistake #10 – Sitting At Your Desk While Students Are Working*

You are at a disadvantage when you sit down during class time. Circulate and stay on your feet while students are under your supervision. If you must sit while students are working, sit behind, rather than in front of students.

### *Mistake #11 – Remain Positioned At The Front Of The Classroom*

Proximity to students has a great influence on their behavior. Make a point to position yourself near each student, not just the ones seated up front or those who approach you for assistance.

### *Mistake #12 – Disciplining Students In Front Of Other Students*

Discipline students one on one and privately. When you discipline in front of others you do so in front of an audience that often sides with the student. Avoid stopping the learning of others to give attention to one or two students who are misbehaving.

### *Mistake #13 – Becoming Too Friendly With Students*

Students need quality adults in their lives. The school is full of potential friends. Be friendly, but don't act like "one of the boys/girls." Maintain your status and dignity as their teacher. They need good teachers. To be effective as a teacher you need to keep a professional distance emotionally, as well as physically.

### *Mistake #14 – Causing Students To Be Late For Another Class*

When it is necessary to detain a student after class, always send them with a note of explanation/apology to the teacher who is expecting them. Follow up if you can by being in touch with the other teacher regarding the student who was tardy to their class.

### *Mistake #15 – Calling In Sick When You're Not*

Your students need you every day. Use sick time for when it is absolutely necessary. Students lose a lot when their regular teacher is absent.

## **Don't Lose Your Sense of Humor**

### *The top ten signs you're a school teacher*

- 1) When in public, you stare down misbehaving children.
- 2) You correct the English of the clerk at CVS.
- 3) You may be a geek, but your pocket protector is filled with red pens.
- 4) You believe the city should add Ritalin to the drinking water.
- 5) And that one-child policy they have in China? Maybe we should look into it.
- 6) When people call you by your first name, you don't even look up.
- 7) National Endowment for the Arts? Oh, that NEA!
- 8) You start thinking maybe home schooling's a good idea after all.
- 9) You're too tired even to respond to people who say, "You're lucky. You only work six hours a day and get summers off."
- 10) Letterman who?

from Margaret Zen; Your First Year as a High School Teacher

## Consider the Advice and Suggestions of Others

*Note: If you haven't already viewed the DVD that is included with this Toolkit do so to hear from other teachers directly.*

### Wisdom from Veteran Teachers

*During the creation of this Toolkit, experienced teachers were willing to offer the following "Words of Wisdom":*

- ALWAYS be one step ahead of students
- Have an extra lesson for that student who rushes through their work thinking they may get to goof off. Always avoid "down time."
- Give hall passes only when YOU feel it's necessary. A student's job is see how many times they can get out of the shop!
- Call ahead to a teacher if you do give a pass and ask that teacher to call you when that student leaves their room.
- ALWAYS check hall passes.
- Be consistent with the rules.
- If you have a phone in the shop, only allow for emergency phone calls home and make very clear the shop phone policy.
- Have a cell phone policy.
- Take care of your own minor discipline problems in the shop. Have an area where students can be isolated from other students. Students hate not being able to talk with their friends.
- Have only one designated entrance and exit to the shop that students are expected to use during the school day. Additional exits should only be used in emergencies.
- Pace yourself! Don't try to do everything in one day.
- Always stay in tune with the atmosphere in the shop. If something isn't working, don't be afraid to change it.
- Remember when that bell rings at the end of the day the last thing the students are thinking about is you.... So don't take them home with you!
- Always look and act professional. Students have plenty of friends; they need positive role models and someone to look up to. Be that person!
- A teacher's clothing can lower their esteem in the eyes of students. Dress the part of a teacher. Students are more apt to accept you if you look as if you have some authority.
- Learn what to overlook – perfect behavior is unrealistic.
- Don't let negative co-workers affect you.
- Learn to recover from your mistakes quickly.
- Understand that teaching is hard work. Many people enter the profession with no concept of what is required of them.
- Plan effective lessons. If you fail to plan, you are planning to fail.

## 10 Tips for Success

- 1) Be in charge! If you're not, someone else will be. Aim to be a low key, centered and reasonable authority figure.
- 2) Be prepared! You've done your homework, and you're ready for the challenges of the first days of school.
- 3) Be proactive! You've planned for potential snags, and organized yourself accordingly. You recognize a problem before it becomes an emergency.
- 4) Manage time well. You know the schedule, and how your teaching time fits into the school day.
- 5) Be direct and honest about what you know or do not know. Students will respect your candor.
- 6) Know your audience. High expectations are individual, and should challenge rather than frustrate.
- 7) Enforce rules with respect for individual students. You are clear and consistent so that students aren't guessing about what's acceptable.
- 8) Have a balance between ritual and novelty. Students know that the day is organized in a particular way, but there is variety in activities and lessons.
- 9) Know your building and how to locate resources.
- 10) Have a professional demeanor. You look and act the part of a caring and reasonable role model.

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# Understanding the Characteristics of Effective Teaching

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## The Ability to Motivate

What moves us into action? What drives us to succeed? Motivation is an important part of the learning process. When students are motivated, there are fewer behavior problems. Teachers at the high school level sometimes encounter students who arrive with negative attitudes based on prior experience. It is particularly important, therefore, to help students replace their preconceptions with a new enthusiasm for learning. What drives a student to succeed can be personal and individual, but there are also a number of conditions that you can create to raise student motivation levels. Let's look at some of the major motivators that determine student achievement.

### Strategies for Motivating the High School Student

1. **Personal Involvement.** What meaning does the learning have for students? How is it relevant? Why should they be interested in the concepts and ideas?
2. **A Positive Environment.** You, the teacher, set the tone. Your shop is one in which all students and staff are respected. Your demeanor, attitude and body language all create an environment conducive to learning.
3. **Security.** When students have concerns about being harassed or humiliated they become anxious and defensive. When students feel safe they can focus on learning.
4. **Minimize Fear.** When students are fearful they are less likely to take good risks and attempt new learning.
5. **Teacher Approval.** Show that you are pleased, that you care, and that you are invested in teaching.
6. **Clarity.** If there are clear signals, students can make the effort. If there is confusion, students will shut down. Communicate clearly and listen carefully to student responses.
7. **Pleasure.** Is it fun? Is there humor? Your enthusiasm is contagious and your students will enjoy your class or shop.
8. **Novelty.** Is there anything new in your teaching/learning strategies or is it just a repetition of the tried and true?
9. **Success Seminars.** Everyone feels better when success is evident. The level and kind of success may vary, but the effect is the same. Share student success stories with the class, with other teachers and with parents.
10. **Win/Win.** Teacher motivation is tied to student motivation. When students are successful, we succeed as well.

The specific ingredients that motivate individual students may not always be apparent. However, with a desire to problem-solve and a sincere effort to implement a 'motivation plan' your chances of success are virtually assured.

1 See "First Year Teachers Survival Kit" by Julia Thompson; p. 251, "Motivate Your Students to Succeed"

## Using the Student Questionnaire as a strategy for Motivating Students

A veteran teacher offers the following suggestion for motivating students: “Give them a voice and listen to them.”

One strategy offered to allow students to feel more involved in a class is the Student Questionnaire. Examples of questions a teacher might consider asking students at the end of the first week, the first term, or any time are offered below:

*It is suggested that students be allowed to respond to the questionnaire anonymously.*

Examples of Yes/No questions:

- My teacher cares about his/her students.
- My teacher does something about students who pick on others.
- My teacher is fair.
- This class is a good place to be.
- My teacher makes his/her teaching interesting.
- My teacher knows how to keep the class under control.
- My teacher seems to like teaching.
- My teacher gives students help when they need it.
- My teacher keeps students busy.
- My teacher cares that his or her students are really learning important “stuff”.
- My teacher tells students about what they are doing right, not just when they are making mistakes.
- My teacher never makes students feel stupid.

Examples of Open Response Questions:

- What do you like most about this class?
- What suggestions do you have for making this class better?

## Other Ideas to Get Unmotivated Students Working

### • Question of the day

Create a question of the day i.e., situations to solve, trivia questions, opinion of a current event. Give students points for their correct answers.

### • What I Know, What I Think I Know, What I Want to Know...

Have students fold a piece of paper in thirds. In the first column, write what you know about a topic. In the second column, write what you think you know about a topic. In the third column, write what you want to know about a topic. You can also do this exercise on the board.

### • Current events or quotes...

Place a quote or a headline on the board. Have students reflect on the quote in a journal, notebook, or discuss it in class.

- **Incomplete sentences...**

Write out sentence stems and have students complete them. This can be content driven or statements like the following:

I realize that...  
I'm surprised that...  
I am disappointed that...  
I could change if...  
If I were to think more positively...

- **Stump the Teacher...**

The class comes up with questions for the teacher on the topic/unit of study. The teacher gives the answer (may or may not be correct). The class has to decide if the teacher's answer is correct. If the students decide correctly, they get a prize.

- **Question Mark...**

On a large poster board or piece of paper, draw a huge question mark. Have the class brainstorm what they know and place it in the "dot" part of the question mark. Next, have them brainstorm questions and write them in the "question mark" area. At the end of the unit, go back to the question mark, and review the questions.

- **Word Splash...**

Write a word on the board. Have students come up and write the first thing they think of when they see/hear that word. You may want to remind students of discipline codes, including no vulgar or inappropriate language.

### **Motivating Students through Involvement in Career and Technical Student Organizations (CTSOs)**

CTSOs assist in teaching what employers consider essential: employability, academic and technical skills. CTSOs help motivate students to learn. They help students to develop positive attitudes and ethical behavior. CTSOs connect students to you, their teacher, to their community and to each other. Students learn to value their skills, and their ability to work as a team.

CTSOs are partnered with business/industry. Through CTSOs business/industry can get directly involved with students at the local, state and national level.

#### **Career and Technical Student Organizations (CTSOs) include:**

- Business Professionals of America (BPA) – <http://www.bpa.org>
- DECA – An Association of Marketing Students – <http://www.deca.org>
- Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL) <http://www.fbla-pbl.org>
- Family, Career and Community Leaders of America (FCCLS) – <http://www.fcclainc.org>
- Health Occupations Students of America (HOSA) – <http://www.hosa.org>
- National FFA Organization <http://www.ffa.org>
- Skills USA – <http://skillsusa.org>
- Technology Student Association (TSA) – <http://www.tsaweb.org>

## **Focusing on the Needs of Students**

### **Promoting Equity**

Teachers must make every effort to assure that all students receive equal opportunity to learn and to succeed in school. It is not enough to teach to the “middle of the road.” Teachers are expected to make every effort to reach all of their students and to offer appropriate support and encouragement to those students who, for a variety of reasons, are a challenge to teach.

To attend to students equally, teachers must continually reflect on their practice. Some questions that teachers might ask themselves in order to assess fair treatment appear below.

- Do I spend enough time and give enough attention to students who do not ask for help?
- Do I interact or call on one gender group more than another?
- Do I react to poor behavior more quietly with some students than others?
- Do I predict performance or award grades subjectively?
- Do I solicit responses from all students, just a few, or just those who volunteer answers?
- Do I reprimand certain types of students (boys, girls, minorities) more than others?
- Do I afford all students the opportunity to develop skills that require leadership, organization, self-discipline, independence and maturity?
- Do I provide positive reinforcement equally?
- Do I hold all students accountable for abiding by school rules?
- Do I grade students objectively?
- Do I apply standards for performance consistently?
- Am I consistent in applying consequences for misbehavior?
- Am I consistent in applying consequences for non-performance?
- Do I afford consideration for extenuating circumstances equally?

### **Equity Principles**

There are three equity principles that can help teachers create learning, access and opportunity for more students:

- Make learning relevant to students beyond school
- Provide hands-on, experiential activities so students can build their own experiences and develop insight about their learning
- Adopt and adapt course materials to fit the individual needs of students

### **Recognizing Student Diversity <sup>1</sup>**

Diversity is part of schools. Vocational technical programs enroll a diversity of students. Enrollment includes “special populations” including students with disabilities, students who are English language learners, economically disadvantaged students and students enrolled in



programs that are nontraditional for their gender, as well as single parents and single pregnant students. This can be a challenge for a new vocational technical teacher, but this can also be an exciting environment in which to teach. Within the vocational technical education environment teaching students to work in teams can eliminate many stereotypes and prejudices.

Here are some tips to help you implement a plan for working with the wide range of students:

**D ---- Differences** are important and need to be respected.

**I-----Insist** that put downs, comments, and acts of discrimination will not be allowed in your shop or classroom.

**V ----Value** each student as a unique, contributing member of your group.

**E ----Express** to students that they are accepted regardless of their differences.

**R ----Race**, color, religion, national origin, gender, disability, and sexual orientation are no reason to treat someone differently. Reflect on your own biases, and how you will manage them in your day-to-day teaching.

**S ----Speak** to students when issues arise. It may be appropriate to speak individually with students who need to be educated more about diversity. Embarrassing someone in a group will only serve to perpetuate a problem attitude.

**I-----Inform** your students. It is your responsibility as a teacher to address specific issues of discrimination and harassment, what they mean, and how they manifest themselves.

**T-----Train** your students through a variety of methods, including modeling, role-play, reading and writing, and student presentations.

**Y ----You** are the key element in the shop or classroom who determines the tone and develops healthy attitudes about individual differences

1 See "First Year Teachers Survival Kit" by Julia Thompson; Section 15; "The Diverse Classroom"

## Careful Planning of Instruction

Planning, more than any other activity influences the success of new teachers. Although your days, nights, and even your weekends, will be consumed with preparing for your classes during your first year as a teacher, the time spent planning is the very best investment you can make if you intend to be successful as a teacher.

### Strategies for Developing a Lesson Plan

A lesson plan is a guide for the teacher on a planned unit of instruction. The plan ensures that all of the objectives for the lesson are being met in the most efficient and effective manner. Sample lesson plans are shown in the Appendix.

When designing your lesson plan consider:

- Is your lesson plan specifying the name of your shop? Is there a lesson topic? Which class of students are you teaching? Is the lesson outdated?

- What is the objective of this particular lesson? What should the student know and/or be able to do as a result of this lesson?
- What are the materials, tools, etc., the student will need to complete the lesson?
- What, if any, are the safety concerns that must be addressed as part of the lesson?
- How will you introduce the material to the students? What are the instructional steps, essential questions, activities, and strategies you will use to teach this lesson?
- What type of assessment will be used to ensure students' understanding of the lesson?
- How will you evaluate the quality of the lesson and the mastery of student knowledge?
- What types of accommodations have you made in the lesson to include any student you may have with a varied learning style or ability?
- Are you keeping a record of any student who was missing from the lesson? Do you have a plan as to how that student will make up the lesson?

**The lesson plan format that follows, allows you design your lesson by answering ten basic questions.**

DATE: \_\_\_\_\_ UNIT TOPIC: \_\_\_\_\_

LESSON: \_\_\_\_\_ CLASS: \_\_\_\_\_

- 1) What are my **objectives**? What should the students **know and/or be able to do** as a result of this lesson? How are these objectives related to the standards and school district expectations?
- 2) How will students demonstrate what they know or can do? What are the assessment criteria?
- 3) How will I find out what the students **already know**? How will I help them build on prior experiences and correct misconceptions when necessary?
- 4) How will I **introduce** the lesson?
- 5) What are the **key** points, questions, activities, assignments (in class or as homework)?
- 6) How will I check for understanding?
- 7) How will I differentiate instruction so that the learning experiences are productive for all students?
- 8) How will I present this lesson so that the students know the objectives, the rationale for the objectives and activities, the directions and/or procedures, as well as the assessment criteria at the beginning of the lesson?
- 9) How will I present opportunities for students to make real world connections? How will I ensure that my students are using more complex or higher order thinking skills?
- 10) What adjustments, if any, need to be made in the learning environment so that we can work and learn effectively during this lesson?

[Please see Examples of Lesson Plans in Appendix E](#)

## Daily Lesson Plan Templates

### Example A

Shop/Academic Department \_\_\_\_\_

Topic \_\_\_\_\_ Date \_\_\_\_\_

1) Objective(s) \_\_\_\_\_ *Statements of what students are expected to know and be able to do as a result of this lesson*

2) Materials \_\_\_\_\_ *What items, tools, etc. are needed?*

3) Safety concerns \_\_\_\_\_ *What cautions must be included?*

4) Procedure (include key points to cover) \_\_\_\_\_ *How will you deliver the lesson (your instructional steps and strategies)?*

5) Assessment \_\_\_\_\_ *What information will you collect to determine the learning progress of students?*

6) Evaluation of lesson \_\_\_\_\_ *How will you judge the learning levels of the students? (tests, etc.)*

7) Missing students \_\_\_\_\_ *What students have missed part or all of the lesson?*

## Example B

DAILY LESSON PLAN	
INSTRUCTOR	DATE
COURSE TITLE	LESSON NUMBER
UNIT	SPECIFIC TOPIC
INSTRUCTIONAL GOAL (outcome that students should be able to demonstrate upon completion of the entire unit)	
PERFORMANCE OBJECTIVE (use an action verb in a description of a measurable outcome)	
RATIONALE (brief justification – why you feel the students need to learn this topic)	
LESSON CONTENT (what is to be taught)	
<b>INSTRUCTIONAL PROCEDURES</b> <ul style="list-style-type: none"> <li>a. Focusing event (something to get the students' attention)</li> <li>b. Teaching procedures (methods you will use)</li> <li>c. Formative check (progress checks throughout the lesson)</li> <li>d. Student Participation (how you will get the students to participate)</li> <li>e. Closure (how you will end the lesson)</li> </ul>	
EVALUATION PROCEDURES (how you will measure outcomes to determine if the material has been learned)	
MATERIALS AND AIDS (what you will need in order to teach this lesson)	

## Strategies for Writing Learning Objectives

Writing objectives are essential to lesson planning. An objective is a statement that describes what a student will be able to accomplish upon completion of a specific lesson.

To qualify as a good objective you should be able to answer the following questions after reading it:

- **Performance:** What should the learner be able to do? An objective always spells out what a student is expected to do. It sometimes describes the product or some result of the “doing.”
- **Conditions:** Under what conditions do you want the learner to be able to do it? In other words, how are you going to know if the learner is performing the desired outcome? If the objective is covert (a mental process) you’ll need to state how you are going to know the performance took place.
- **Criterion:** How well must it be done? When possible, an objective describes the criterion of acceptable performance.

Some Examples of Learning Objectives:

- ✓ The student will be able to identify the short-term and long-term effects of alcohol use with 80% accuracy on a knowledge test.
- ✓ The student will be able to list all the ingredients needed to make chocolate chip cookies on a recipe card.
- ✓ The student will be able to explain to the teacher the chemical contents of “brand name” fertilizers and how these chemicals enhance the soil.
- ✓ The student will demonstrate to his peers the steps to follow when installing a toilet.

## Strategies for Developing Learning Activities

Planning learning activities consumes the majority of a teacher’s planning time. New teachers are not expected to be able to use all of the instructional strategies that are described below. However, new teachers must be sure that they have planned enough activities to keep all of their students engaged in learning. It is also extremely important that learning activities are varied. Adolescents have short attention spans. It is important to keep lessons active and interesting. Again, to achieve this outcome you must plan thoroughly.

### Instructional Strategies to Consider in Planning Learning Activities

A learning activity must support the learning objective. Consider the sample lesson below in which a student will learn how to write a Damage Report on the repair costs on a front-end collision. Taking the individual procedural steps and breaking them down to individual learning activities will help students achieve a more successful outcome.

Objective:

The student will communicate and define repairs to a customer and write a sequential report using the Original Equipment Manufacturers (OEM) parts manual.

Procedural Steps:

Identify needed repairs.

1. Use the correct terminology to communicate repairs to customers.
2. Listen and be sensitive to customers concerns.
3. Demonstrate proper use of the OEM manual.
4. Demonstrate proper reporting using the OEM manual.

This is one example of a learning activity. The remainder of the procedural steps can be broken down in a similar manner. Learning activities are meant to ensure student success. Some students will go through the learning activities quickly and others may need more time. Each student should be allowed to work at his or her own pace.

Usually the teacher will demonstrate the procedural steps for students to follow. The students will then attempt to follow the teacher's lead. The teacher then assumes the role of coach and guides students through the process. Having specific procedural steps and learning activities will enable students to be more independent learners. This will allow teachers to work with the students that may be struggling, while allowing students to move ahead if they are ready. Having procedural steps and directions on a handout for students prevents the teacher from continually repeating. Teachers should train their students to use handouts to follow written directions.

### Instructional Strategies

<b>Brainstorming</b> stimulates thinking and allows students to generate vast amounts of information.	<b>Instructional technology</b> with computer applications.	<b>Research</b> means students locate and retrieve information from several sources, such as library references, textbooks, other individuals, and electronic databases.
<b>Community service</b> involves learning opportunities in which students do unpaid work that adds value to the community.	<b>Internship</b> as preparation for employment. <b>Cooperative Education</b> as a paid work experience planned & supervised by the <b>school</b> .	<b>Review</b> and <b>re-teaching</b> refer to teachers' planned efforts to review previously learned content and assist students who may not have fully acquired the knowledge.
<b>Compare and contrast</b> activities require identification of similarities and differences.	<b>Lecture</b> by the teacher. Often supplemented by visuals and handouts.	<b>Setting objectives</b> and <b>advance organizers</b> are initiating techniques teachers use to engage students in learning, including emphasizing what will be learned and presenting engaging questions or activities.
<b>Cooperative learning</b> places students in structured groups to solve problems by working cooperatively.	<b>Memorization</b> to recall facts using techniques for remembering information.	<b>Simulation/role playing</b> replicates the way skills or knowledge are used outside school.
<b>Creative arts</b> are artistic products or performances.	<b>Note-taking/graphic organizers</b> for logical notes to reference and use graphics, diagrams, and symbols to represent information.	<b>Teacher questions</b> stimulate significant student thinking in response to thoughtful questions.
<b>Demonstration</b> involves direct observation of physical tasks, such as the manipulation of materials or objects.	<b>Oral presentations/exhibitions</b> by students require stylized and organized ideas and expression in their own words.	<b>Video</b> provides new information to students through visual presentation.
<b>Games</b> engage students in individual or group competition to demonstrate knowledge or completion of a task.	<b>Physical response</b> requires students to engage in a physical activity as well as mental processes.	<b>Work-based learning</b> presents opportunities for students to learn through on-the-job experiences ranging from job shadowing to full cooperative education employment.
<b>Group discussion</b> explores ideas related to an instructional topic.	<b>Problem-based</b> learning introduces concepts through use of problem-solving skills on a real problem or investigation.	<b>Writing</b> makes students organize and articulate their thoughts.
<b>Guided practice</b> refers to homework, worksheets, and computer practice wherein students solve routine problems to reinforce concepts and skills.	<b>Project design</b> requires students to integrate their skills and knowledge to create their own work, as individuals or in a group.	
<b>Inquiry</b> engages students in posing questions around an intriguing investigation, making observations, and discussing them.	<b>Reading</b> to discover use of language; acquire information about people, history, cultures, and society; and develop skills of analysis, inquiry, logic, and recall.	

## Example of Procedural Steps

Procedural steps are the steps of a task broken down to allow students to follow a sequential procedure that will help them to complete the stated objective. New teachers will find it helpful to write down these steps when planning the lesson.

The following example is an integrated English/Auto Body lesson used by a teacher from Minuteman Regional Technical High School.

### **The performance *objective* is:**

The student will write a Damage Report on the repair cost on a front-end collision. The report should include the replacement of a major welded-on panel with new parts, repairing small dents, and refinishing with a base/clear coat system.

### **The *procedural steps* are as follows:**

- 1) Meet with the customer to define repairs and write a sequential report using an OEM parts manual.
- 2) Review with the customer and instructor to determine scheduling dates available for repairs to be completed.
- 3) Order parts and materials needed to do all repairs, verify when parts will be delivered.
- 4) Review the damage report with your teacher and your team and delegate each student member's responsibility along with the time schedule and methods that will be used for repairs.
- 5) Determine the extent of direct and indirect damage, the direction of impact and the order of repair.
- 6) Remove damaged, non-structural body panels and electrical components that may interfere with or be damaged during repairs.
- 7) Analyze frame and align to manufacturer's recommended tolerances.
- 8) Apply corrosion protection.
- 9) Mix and apply the correct number of coats of primers to ensure adhesion and filling capabilities.
- 10) Mask and prepare panel or base/clear coat finish.
- 11) Apply sealer.
- 12) Mix and apply base/clear finish as recommended.
- 13) Prepare car for customer.
- 14) Review repairs with your team and your instructor.
- 15) Inspect car with customer.
- 16) Complete a follow-up phone call to your customer after two weeks and verify satisfaction.
- 17) Write a thank you card to the customer.



## Examples of Assessments

Assessment is much more than testing. Assessment should be a continuous process of gathering and examining information about what and how well students are learning.

Examining student work is at the core of assessment. Teachers need to gather a variety of pieces of evidence of student learning. Tangible products i.e., pieces of writing, written tests, and projects are obvious pieces of evidence. However, contribution to problem solving, group work, discussion and critical thinking also provide information that support evidence of learning and should be included when collecting data.

To assume that students actually understand the material, teachers need to create activities that provide evidence of depth of understanding. Requiring students to explain and apply knowledge will bring them to greater understanding.

Assessment must be focused on students and their individual learning needs, their learning styles and their learning strengths. Because of the diversity of student learning strengths and challenges, learning must be measured in a variety of ways.

Students should be provided with more than one opportunity to demonstrate what they have learned. Tests are certainly an important means of collecting assessment data. However, test questions should be varied. Certain types of test items are far better than others. For example, the guessing factor in true/false items.

Some popular assessment strategies are:

- Multiple choice test items
- Essay questions
- Open response questions
- Research papers/projects
- Experiments/lab reports
- Observations
- Presentations
- Performances
- Demonstrations
- Projects
- Portfolios

In addition to the various types of assessment strategies to utilize in gathering information on how well students are learning, it is important to consider other factors that influence assessment.

Factors influencing assessment:

- Out of class assignments
- Long term projects
- Fixed tests/un-timed tests
- Independent work
- Group work
- On-demand assignments
- Retesting and revising work
- Self evaluation
- Peer review of work

**Teachers must keep in mind the following facts about how people learn:**

*We learn...*

*10% of what we read*

*20% of what we hear*

*30% of what we see*

*50% of what we both see and hear*

*70% of what is discussed*

*80% of what we experience personally*

*95% of what we teach someone else*

William Glasser

### **Examples of Accommodations for Students with Disabilities**

Special education specialists will communicate with teachers regarding the learning accommodations that must be afforded to students on Individualized Educational Programs (IEP's). Note the portion of the IEP that is entitled "Present Levels of Educational Performance". An example of this document appears after the listing of standard accommodations that follows.

### **Standard Accommodations**

#### **I Timing**

1. Administer test in short periods
2. Administer test at a specific time of day

#### **II. Changes In Test Setting**

1. Small group setting
2. Different room from rest of class
3. Administer test individually (routine administration procedures)
4. Seated in front or specified area
5. Administer test in carrel
6. Student wears noise buffers
7. Test administrator is familiar to student

### III. Changes in Test Presentation

1. Use magnifying equipment or enlargement devices
2. Read/clarify instructions and test directions only
3. Large-print edition of test
4. Braille edition of test
5. Student can use a place marker
6. Test Administrator assists in tracking test items
7. Use student's amplification equipment
8. Reads test questions to student

### IV. Changes In How The Student Responds To Test Questions

1. Answers dictated to a scribe
2. Answers recorded using a template or graphic organizer
3. Answers recorded using an audiotape to be later transcribed
4. Answers recorded to be typed by the student using assistive technology (e.g. word processor)
5. Student may use calculator and/or number charts

# Individualized Education Program

IEP Dates: from 09/08/2004 to 06/20/2005

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ ID#: \_\_\_\_\_

## Present Levels of Educational Performance

### A: General Curriculum

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Check all that apply.

#### General curriculum area(s) affected by this student's disability(ies):

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> English Language Arts  | Consider the language, composition, literature (including reading) and media strands.  |
| <input type="checkbox"/> History and Social Sciences       | Consider the history, geography, economic and civics and government strands.   |
| <input checked="" type="checkbox"/> Science and Technology | Consider the inquiry, domains of science, technology and science, technology and human affairs strand.                         |
| <input checked="" type="checkbox"/> Mathematics            | Consider the number sense, patterns, relations and functions, geometry and measurement and statistics and probability strands. |
| <input checked="" type="checkbox"/> Other Curriculum Areas | Specify: Health, Shop and Related  |

How does the disability (ies) affect progress in the curriculum area(s)?

[student name] has difficulty with auditory processing which affects her ability to understand directions and complete assignments. Her short and long term memory skills are weak which affect her ability to grasp new vocabulary, comprehend what she is reading and utilize previously learned information.

What type(s) of accommodation, if any, is necessary for the student to make effective progress?

- \*preferential seating
- \*additional wait time for responses
- \*directions repeated and clarified
- \*pairing oral/written instructions with concrete examples
- \*cueing her to aid in word retrieval (ex. Goes with, sounds like, looks like, category is)
- \*encouraging expansion of oral/written work with specific questions for her to follow
- \*breaking long-term projects down into smaller units w/specific rubrics so she understands expectations
- \*use of word banks on tests as possible
- \*testing should be untimed
- \*small group setting
- \*read/clarify instructions and test directions
- \*read ELA writing prompt, Math, Science, and/or History test to student
- \*answers recorded using a template or graphic organizer
- \*answers recorded or typed by the student using assistive technology (e.g. word processor)
- \*student may use calculator and/or number chart on non-calculator sections of Mathematics test

What type(s) of specially designed instruction, if any, is necessary for the student to make effective progress?

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Content:                             | Curriculum Frameworks, structured study time to review concepts presented in all classes.                                |
| <input checked="" type="checkbox"/> Methodology/Delivery of Instruction: | Specially designed curriculum in Study Skills.   |
| <input checked="" type="checkbox"/> Performance Criteria:                | Quarterly progress reports, report cards, curriculum and achievement testing, informal teacher assessments/observations. |

Use multiple copies of this form as needed.

IEP 2

# Individualized Education Program

IEP Dates: from \_\_\_\_\_ to \_\_\_\_\_

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ ID#: \_\_\_\_\_

## Present Levels of Educational Performance

### B: Other Educational Needs

Check all that apply.

#### General Considerations

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Adapted physical education              | <input type="checkbox"/> Assistive tech devices/services         | <input type="checkbox"/> Behavior  |
| <input type="checkbox"/> Braille needs (blind/visually impaired) | <input checked="" type="checkbox"/> Communication (all students) | <input type="checkbox"/> Communication (deaf/hard of hearing students)                     |
| <input type="checkbox"/> Extra curriculum activities             | <input type="checkbox"/> Language needs (LEP students)           | <input type="checkbox"/> Nonacademic activities  |
| <input type="checkbox"/> Social/emotional needs                  | <input type="checkbox"/> Travel training                         | <input type="checkbox"/> Skill development related to vocational preparation or experience |
| <input type="checkbox"/> Other _____                             |  |  |

#### Age-Specific Considerations

- ☐ For children ages 3 to 5 — participation in appropriate activities
- ☐ For children ages 14\* (or younger if appropriate) — student's course of study
- ☐ For children ages 16 (or younger if appropriate) to 22 — transition to post-school activities including community experiences, employment objectives, other post school adult living and, if appropriate, daily living skills

How does the disability (ies) affect progress in the indicated area(s) of other educational needs?

[STUDENT NAME] disability impacts receptive and expressive language skills, including written expression, across the content areas.

What type(s) of accommodation, if any, is necessary for the student to make effective progress?

\*SEE PREVIOUS PAGE

What type(s) of specially designed instruction, if any, is necessary for the student to make effective progress?

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

- ☒ Content: Curriculum Frameworks with modifications.
- ☒ Methodology/Delivery of Instruction: Small group instruction and opportunities for practice and reinforcement of material presented.
- ☒ Performance Criteria: Progress reports and informal teacher assessments/observations.

Use multiple copies of this form as needed.

IEP 3

## The English Language Learner

In order to close the achievement gap between students who are English language learners (ELL) and all students in vocational technical education programs, Massachusetts vocational technical teachers must learn and implement specific instructional strategies and curricular accommodations to address the needs of this special population. This begins with teachers familiarizing themselves with school and classroom data re: student outcomes, including Perkins Act core indicator performance. Teachers can find a number of professional development opportunities and print and web-based resources available through the Massachusetts Department of Education by visiting the website at <http://www.doe.mass.edu/ell/>.

## Effective Management of the Learning Environment

The time spent setting expectations for your students is the best possible use of your time during the first few days/meetings in a new school year.

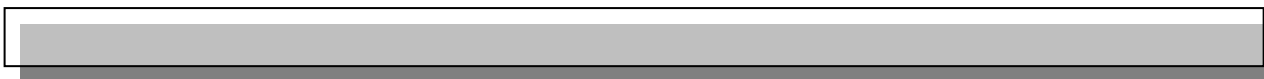
Every teacher should have prepared the following information for the first meeting with students Rules regarding behavior in each classroom/lab/shop:

- 1) Specific classroom/shop learning expectations
- 2) Grading criteria by which you evaluate student performance

You should decide whether you would post this information or distribute it individually, or both. You might also consider distributing this information and require a student and/or parent/guardian's signature. The important thing is that teacher expectations for the performance of students is documented and communicated at the very beginning of the school year and in each and every classroom and shop.

Examples of Class Management Plans for both classroom and shop can be found in the Appendix.

Note: Fred Jones' *Tools for Teaching* is an excellent resource for helping new teachers manage their classes. His approach to classroom management helps prevent the frustrations that can occur in dealing with high school students. Jones explains specific things that you can do so that teaching will be energizing and not draining. His helpful suggestions are available as a paperback book and a series of videotapes.



## Strategies for Managing the Classroom

Remember the teacher who was always easily sidetracked? It might have been entertaining, but you probably didn't learn much. There are a few simple methods for organizing the classroom/shop environment.

*In a classroom setting, post an outline on the board every day. Having a guide to follow can be beneficial to both students and teachers. Include the following:*

DATE AND TIME

THE BIG PICTURE: major objectives, lesson topics, etc.

SPECIFICS: page numbers, skill names, new vocabulary, etc.

IDENTIFY CLASS OUTCOMES: for example, is there an assignment on which students will be graded?

IDENTIFY HOMEWORK ASSIGNMENTS.

*Think about how will you arrange the physical space. Consider:*

The position of your desk.

The students' work area. Is there a place for large, small group, and individual work?

How are the materials and supplies organized?

*Finally, plan how you will keep track of students' work, progress, and behavior?*

Is your record keeping system convenient and clear to both you and the students?

Are your rules for safety and class conduct clearly communicated and displayed?

Do you have a system for keeping important papers and monitoring student progress?

These are the essentials. Having a daily management system will reduce discipline issues, and keep your classroom or shop running efficiently. When you communicate clearly, organize your physical space, and keep good records, you will avoid unnecessary questions, discussion, and wasted time.

<sup>1</sup> See "First Year Teachers Survival Kit" by Julia Thompson; p. 41; "18 Tips for Managing Your Time"

<sup>2</sup> See "The First Days of School" by Harry Wong; Chapter 11; "Management and Organization"

## Strategies for Managing the Shop Environment

Having a daily management system or shop routine will help reduce discipline issues and time wasted, while keeping your shop running efficiently. The daily shop routine should remain consistent and students need to be trained on the routine. The training needs to begin on the very first day of shop.

The number 1 problem in the shop is not discipline. It's the lack of procedures. The lack of structured, well-rehearsed procedures and routines equal discipline problems.

Remember, teachers who are prepared, organized and train students on shop routine will benefit from the structure built into the day and see better results from their students.

A few strategies to consider when thinking about shop routines are:

*Make sure all students understand that attendance in the morning is very important. If they're late, they'll miss the daily assignments and will need to see a classmate for instruction.*

*Posting times for assignments will help teach students the importance of time management. It also will allow tardy students to know what they should be doing during the time they come to shop.*

- Post all assignments on the board first thing in the morning.
- Go over all assignments and times for assignments first thing in the morning.
- Post the time that is given to a specific assignment.
- Keep in mind breaks, lunch or other student activities when posting assignments.
- Post which assignments need to be graded or reviewed by the teacher.

## Six Attributes and Characteristics of Good Teachers

**1. Good teachers care about their students.** They are committed to the success of their students. They simply refuse to let their students fail. They value the opportunity to make a positive difference in the life of young people.

**2. Good teachers know their subjects well.** They are lifelong learners. They are driven to continuously acquire new skills and knowledge.

**3. Good teachers deal with their own problems and reflect on their own practice.** They see problems as challenges and opportunities for learning and improvement. They strive to develop solutions that best address the problems they encounter. By confronting and dealing with the problems and reflecting on their own practice, in the end they acquire skills, knowledge, and confidence.

**4. Good teachers possess good classroom instructional management routines.** Some examples of good routines:

- Being present at the door to greet and gauge students
- Starting classes promptly
- Articulating the objectives at the beginning of a lesson
- Changing the instructional pace and momentum
- Frequently illustrating with concrete examples
- Checking for understanding from time to time
- Providing wait time after a question
- Engaging all students
- Keeping disruptions to a minimum



- Providing or seeking a summary at the end of a class.

**5. Good teachers are the center of attention in a class and appear to be in control.** Their lessons are clear—thus holding their students’ attention, and they have presence—indeed, they strive to develop presence. They are leaders in the classroom and constantly direct the instructional process.

**6. Good teachers understand how to work around difficult situations.** They value long-term relationships. They thrive and shine in crises.

-Boston Public Schools

*All of the books and videotapes referenced in this Toolkit are available to new, veteran, and aspiring teachers. Call the Massachusetts Career and Technical Education Curriculum Resource Center at 781-863-1863 to inquire about availability and to arrange to borrow these resources. Visit the website at [www.mccte.org](http://www.mccte.org).*

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## Strategies for Maximizing Instructional Time

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### Develop Routines and Procedures

The following facts may help in understanding the need for a stable daily routine:

The following practices will assist in maintaining order in class/shop:

- Require students to report to class/shop ON TIME
- Require students to report to class/shop ready to work and learn
- Have a routine for taking attendance and follow it daily
- Record absences and tardies every day
- Have a carefully prepared lesson ready for your students. Don't expect students to be prepared and organized if you are not.

### Strategies for Starting the Day

Establishing a routine on starting the day is a great way to begin the day. You will find that once everyone knows the routine, the day will begin on a positive note. The most important issue to remember is consistency – don't give up on a routine too soon. Give yourself and your class time to settle into the routine. Students will perform much better when they know the routines and procedures.

The number one factor governing student learning is classroom management. Students readily accept the idea of having classroom procedures and classroom/shop rules. Efficient and manageable procedures establish an environment where a variety of learning activities can take place with a minimum of confusion and wasted time. Without clearly established procedures, "down time" negatively impacts productivity and learning. Students should not have to guess what to do next, nor should they waste time waiting for the teacher to direct them. Unnecessary "wait time" contributes to discipline problems.

### Posting a Daily Schedule

Every teacher needs to be aware of the daily school schedule and plan the day accordingly. Most schools have a daily bulletin that lists the student and school activities for the day. It is your responsibility to be aware of these activities and to make students aware of the daily schedule. Just keep in mind that schedules in a school change daily, so make it a point to stay informed of school activities. Do not ignore announcements and inter-office communications.

### Monitoring Student Behavior

- Be on your feet with your eyes on students all of the time.
- Move about the room.
- Listen to everything being said.
- Let students know that you are always paying attention to what they are doing.
- Develop a system for checking student work and recording student progress daily.
- Do not wait until the project or activity is complete to assess student learning.
- Using a clipboard is very helpful when monitoring student work in a shop or lab setting.

Read Chapter 4 of Tools for Teaching by Fred Jones. In this chapter, he addresses how the arrangement of furniture and the location of the teacher's desk can interfere with class control and learning. He suggests:

- Move teacher desk away from its traditional location in the front of the classroom
- Be in close proximity to where students are working.
- Move around the area being sure to get close to everyone not just a few or those who are closest to your line of vision and hearing.

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## Attention to Health and Safety

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### Shop Safety

Safety should be of primary concern to all shop teachers and needs to be an ongoing concern from the first day of school to the last day of school. A safety program needs to be an integral part of the vocational technical environment, and every program needs to establish rules of safety to ensure all students and teachers remain in a safe environment. Each shop will have different safety issues and concerns, but the general guidelines cross over each shop. Listed below are some guidelines that all shops should establish as a part of their shop safety plan.

- 1) Go over all shop rules for safety the first day of school.
- 2) Demonstrate safe use of all machines and equipment used in the program.
- 3) Develop safety tests, both written and performance, to evaluate students and require they pass the test before being allowed to operate machines and equipment.
- 4) Keep documents regarding student grades on safety tests. Be aware of any student that was absent on the day of testing. You may have to show evidence that a student was tested on a machine if there is an accident.
- 5) Closely supervise students when using machines and equipment.
- 6) Make sure students are never in shop unsupervised. For example, a student comes back from lunch early to complete a project and the shop teacher is not back from lunch yet.
- 7) Teachers should secure classrooms, shops and storage cabinets whenever they are not present in the area.
- 8) Set a good example for students by following all shop rules.
- 9) Report all accidents resulting in injury to administration. Keep a detailed written report of any accident in your teacher files.
- 10) Conduct routine safety inspections on all machines/equipment and if something is broken or not working correctly, report it immediately to administration.
- 11) Enforce all safety rules at all times. Establish strong penalties for breaking shop safety rules. You could be saving a finger, hand, or a life.
- 12) Make sure you are aware of all school safety practices and policies.
- 13) Know lockout/tagout (**LOTO**).
- 14) In the event of an accident, know how to handle blood.



**Link to MA DOE  
Website  
SAFETY &**

[http://www.doe.mass.edu/cte/safety\\_health.html](http://www.doe.mass.edu/cte/safety_health.html)

### Organizing the Shop for Safety

Vocational technical shop teachers spend a great deal of time in the shop environment. Organizing and maintaining the shop environment is an important component of a shop teacher's job. As a shop teacher, your job is to provide a learning environment in which students can work efficiently and safely. Organization in the shop environment is an important key element to running a safe and efficient work place where learning is imperative. When thinking about shop organization there are a few tips to keep in mind.

- 1) Efficiency. Teachers and students should be able to work with maximum productivity and a minimum of wasted time and energy. Think about the spatial arrangement of machines/equipment and tools.
- 2) Control. Look around the shop. Are you able to keep students who are working on machines/equipment in your sight? Can you hear the machines/equipment running wherever you are in the shop? Are you close enough to have quick access to all areas in case of an emergency?
- 3) Attractiveness and cleanliness. Is the shop a nice place to be? Is it a clean and attractive environment? Is it a place in which students can take pride?

Training students on how to maintain the shop environment is important. They need to take ownership of the shop and take pride in where they work. Train students right away on where the tools are kept and how to keep them clean. Student should be in charge of keeping the shop environment clean. Assign student clean up duties and make them a part of daily upkeep of the shop. This should be an essential part of the shop training, since students, as workers will be expected to clean in any work environment once they leave school.

### **Shop Floor Plan Layout**

Your vocational technical shop area should have a floor plan. It should show the location of EXITS, all machines/equipment, work stations, electrical panels, air and/or gas shut offs, emergency power shut offs, fire extinguishers, small fire detectors, fire alarms, eye wash stations, fire blankets, first aid kits, Material Safety Data Sheet(s) as well as marked passage aisles.

There can be no changes to the “floor plan layout” without administrative approval and the filing of the updated plan. All safety items shall be conspicuously located and clearly identified.

### **Student Training Safety Log**

In order to document that each student has learned essential safety knowledge/skills, the vocational technical teacher should create, or have for use, a document such as the one shown below. These documents should contain accurate information and be kept in an assessable place for reference.

## STUDENT SAFETY TRAINING LOG

Student's Name: \_\_\_\_\_

### ***General Safety***

Item/Tool/Equipment	ENTER DATE COMPLETED				
	Teacher Demonstration	100% Written Test	100% Performance Test	11 <sup>th</sup> Grade Review	12 <sup>th</sup> Grade Review

### ***Portable Power Tools***



# Part II

## Walking the Walk Now That You're a Teacher



### *The Three Characteristics of an Effective Teacher:*

1. *An effective teacher has positive expectations for student success.*
2. *An effective teacher is an extremely good classroom manager.*
3. *An effective teacher knows how to design lessons for student mastery.*

**Please refer to the Professional Standards for Vocational Technical Teachers.**

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## Reinforcing Positive Student Behavior and Mutual Respect

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**Note:** An excellent resource for new teachers facing the challenges of managing students is Fred Jones' Tools for Teaching. More information on this excellent text and videotape series can be found in the bibliography.

### Dealing with Discipline

#### How to Have Students Do What You Want Them to Do

The number one problem in the classroom is not discipline; it is the lack of procedures and routines. In The Effective Teacher, Harry Wong makes the observation that: Effective teachers spend most of the first week teaching students to follow classroom procedures. Ineffective teachers begin the first day of school attempting to teach a subject, and end up spending the rest of the school year running after students.

#### The Difference Between Discipline and Procedures

Discipline: Concerns how students **BEHAVE**.

Procedures: Concerns how things are **DONE**.

Discipline: **HAS** penalties and rewards.

Procedures: Have **NO** penalties or rewards.

**Every time the teacher wants something done, there must be a procedure or a set of procedures.** For instance, have procedures for taking roll call, exchanging papers, registering the students on the first day, collecting lunch money, and moving from task to task. If not, time that should be spent on learning will be wasted getting these procedures done.

Classroom procedures answer such questions as these:

- What to do when the bell rings
- What to do when the pencil breaks
- What to do when the drill bell rings
- What to do when you have been absent
- What to do when you finish your work early
- What to do when you have a question
- What to do when you need to go to the restroom
- What to do when you want to sign up for something

Knowledge of classroom procedures tells your students such things as these:

- What they are to do when you want their attention
- Where to find the assignment
- When a paper is due
- How a paper is to be done
- Where you want the paper placed
- What they are to do when they enter the classroom
- How to respond when the class has come to an end
- What to do if they want to sharpen a pencil



Every class needs to have a set of procedures. Procedures allow a class to operate smoothly.

1. Procedure for dismissal at the end of the period or day (page 177<sup>1</sup>).
2. Procedure for quieting a class (page 181<sup>1</sup>).
3. Procedure for the start of the period or day (page 185<sup>1</sup>).
4. Procedure for students seeking help (page 186<sup>1</sup>).
5. Procedure for the movement of students and papers (page 189<sup>1</sup>).

**Most behavior problems in the classroom are caused by the teacher's failure to teach students how to follow procedures.**

*1 Refers to page in The **First Days of School**. Also, watch Parts 3 and 4 of The Effective Teacher.*

Used with permission from Successful Teaching Newsletter, Harry K. Wong Publications, Inc., Mountain View, CA.

## **The Importance of Careful Planning**

Good discipline, good control, does not just happen—it is the result of careful planning and it is consistently implemented.

- 1) You must know what you want, what you expect of the students.
- 2) You must convey your expectations to your students.
- 3) You must make them accountable by having them sign an agreement (your student/parent letter).
- 4) You must have a system of consequences and rewards, which are fairly and consistently carried out.
- 5) You must always treat a student with respect. Never allow your anger at a student's misdeeds to impair your good judgment and reduce your professionalism.

Factors that contribute to good classroom control:

- Careful lesson planning is a main component of good discipline.
- It is a good idea to meet the students at the classroom door for the following reasons.
  - 1) You can monitor the hall.
  - 2) Your presence may remind students to hurry on to class.
  - 3) The personal, friendly “Hello” conveys an attitude of interest and caring.
  - 4) You may be able to pick up certain “vibes” to things going on that you will want to watch during the period.
- When students enter the classroom, there should be a routine that is to be followed (an expected behavior).
- An objective written on the board helps students focus and direct their energy and attention during the class period.

- Even at a time when students are working in groups or with partners, the teacher must be in control. This is achieved by advanced preparation in which the teacher carefully explains the lesson and the expectations for completion.
- It is generally advisable to have students submit their work at the period's end, thus holding them accountable and having an immediate assessment of understanding.
- A light, fast paced lesson is more conducive to good discipline than one that is boring or undirected, where neither teacher nor student is certain about the objective or point of the lesson.

### **Creating a Climate for Learning**

Creating a climate for learning is probably the most important—and most difficult—task a teacher faces, but it can be even more difficult for beginning teachers. Setting the classroom environment is key. For a new teacher that means, pretending that you know what you are doing.

The most widespread management technique at home and in the classroom is “nag, nag, nag.” It’s also probably the least effective. How can you avoid making that technique your own and create a “climate for learning”? Here are some suggestions:

- 1) Develop a set of written expectations you can live with and enforce.
- 2) Be consistent. Be consistent. Be consistent.
- 3) Be patient with yourself and with your students.
- 4) Make parents your allies. Call early and often. Use the word “concerned”. When communicating a concern, be specific and descriptive. Call for positive remarks, too.
- 5) Don’t talk too much. Use the first 15 minutes of class for lectures or presentations, then get the students working.
- 6) Break class periods into different activities. Be sure each activity flows smoothly into the next.
- 7) Keep all students actively involved. For example, while a student does a presentation, involve the other students in evaluating it.
- 8) Discipline individual students quietly and privately. Never engage in a disciplinary conversation across the room.
- 9) Keep your sense of perspective and your sense of humor.
- 10) Know when to ask for help.

### **Model the Desired Behavior**

Teachers must model respectful behavior. Below are a few suggestions of behavior teachers should exercise to foster a positive climate in their classes.

**BELIEVE---** Believe that each student can succeed and tell them that you do.

**RESPECT---** Respect the uniqueness of each student and ask them to respect it in others as well.

**APPROVE---** Approve of positive contributions and let the class know you are pleased.

**MOVE---** Move around the room looking for the good work students are producing.

**BUILD---** Build bonds and encourage pride in students and in their effort.

**REWARD---** Reward behavior that enhances a positive climate.

**SHOW---** Show you care. Call home with a positive story or comment.

**HELP---** Help students learn to do the right things by modeling behavior you expect.

**AVOID---** Avoid negativity always.

**PAY ATTENTION---** Pay attention to the good things.

When you create a climate of mutual respect the number of discipline issues decreases dramatically. Students begin to feel that they are part of a group in which they are valued and validated by the teacher and fellow students.

In the student-teacher relationship, a line must be drawn between the teacher and the student. This line could be labeled “respect,” and it should never be crossed. A teacher who tries to be a good sport or a buddy is making a great mistake. This teacher gradually loses the respect of students and eventually finds the class beyond his/her control.

1 See “First Year Teachers Survival Kit” by Julia Thompson; p. 351; “Tips for Enforcing Class Rules”; p. 418; “Handle Behavior Problems Effectively”

## **Classroom Management Techniques**

Once you have applied the monitoring and controlling strategies suggested, the following class management activities can be put into practice.

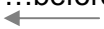
- 1) Organize the room and materials (neat, clean, posters, student work, word wall, etc).
- 2) Develop a workable set of rules and procedures with input from teacher and students (make clear to students the consequences of misbehavior).
- 3) Assure student accountability through grading (be positive).
- 4) Formulate and explain consequences (keep it simple, be consistent).
- 5) Plan activities for the first week (more is better).
- 6) Maintain a management system (address problems immediately...be consistent).
- 7) Increase instructional clarity (state objectives...model lesson).
- 8) Organize instruction (well-thought out, timed, varied lesson plans).
- 9) Adjust instruction for special groups (lesson plan provides for various levels of achievement).
- 10) Establish and communicate high expectations for student behavior (use positive phrases; “You’re doing a great job!”).
- 11) Get to know students as individuals; take an interest in their plans and activities (acknowledge awards, encourage sports activities). Share a bit about yourself to connect with students.
- 12) Make use of humor, when suitable, to stimulate student interest or reduce classroom tensions (don’t take yourself too seriously).

The use of certain classroom management techniques makes for well-managed classroom environments. Students need to be taught what constitutes appropriate behavior, what the school and classroom rules are, and how to follow them. It is important that these teachers are consistent in articulating demands and monitoring compliance, but the most important thing is to make sure that students know what to do in the first place.

With high school students the best results are obtained through vigilantly reminding students about the rules and procedures of the school and classroom and monitoring their compliance with them. High school students generally do regard consequences for misbehavior as fair and acceptable, provided that the consequence “fits the crime.”

The most frequently used management techniques are those that prevent small problems from escalating into big ones. Many classroom incidents can be prevented by a simple technique.

Teachers set the tone for the day by greeting each student personally as he or she enters the classroom. Use the opportunity to establish rapport, and to deal with such minor problems as gum chewing, boisterous behavior, bad moods, or unwanted materials, quietly and discretely...before they erupt into public confrontations that threaten control and disrupt the class.

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Once students are in the classroom, you will want to continue with some of the techniques identified below that will help you to maintain control without confrontation.

- Establish eye contact.
- Move around the room and increase proximity to restless students.
- Send a silent signal.
- Give a quiet reminder.
- Re-direct a student's attention.
- Begin a new activity.
- Offer a choice.
- Use humor.
- Practice positive reinforcement.
- Don't YELL...maintain a firm tone.

And when all else fails, try something else.

### **Suggestions for Reducing Behavior Issues**<sup>1,2</sup>

As has been previously stated, the best way to avoid behavior issues is to manage your shop or classroom well. Being organized and proactive will eliminate most discipline problems. Even in the best learning environments, however, behavior problems will occur. As with other classroom management strategies, it is best to have an effective plan and system to deal with a variety of situations that may arise. There are many experts and many models, but they share some common themes:

- **RULES.** Students need to know what they are. Post them so they are clearly visible. Your list should be short. Focus on what you consider important.
- **CONSEQUENCES.** Identify what will happen as a result of certain behaviors: warning, detention, parental call, referral to the Dean's office, etc.
- **SCHOOLWIDE CONSISTENCY.** Whatever your system is, it should support the school wide policies and the rules in the student handbook.

The following conditions determine effective interaction when conflicts and negative emotions surface.

- **CUES.** Make eye contact with the student, place a name on the board, and continue to teach when possible.
- **NEUTRALIZE EMOTIONS.** If an issue needs to be addressed, refuse to take student behavior personally, and avoid excessive emotion and confrontation.
- **DEFUSE THE SITUATION.** Take a deep breath, talk to yourself internally, and avoid threats.
- **REFUSE TO BE DRAWN INTO AN ARGUMENT**
- **FOCUS ON BEHAVIOR.** If possible, separate the student from the rest of the class to address the behavior and the consequences.
- **RESOLUTION.** Regardless of the infraction, the behavior should be an opportunity to reflect, problem solve, learn, and move on. Listen to the student and give important feedback. Allow the student to redeem him or herself, and leave on a positive note.

Finally, in a well-managed classroom or shop, students who exhibit behavior problems at the high school level sometimes have a history of behavior issues. If you suspect that may be the case, check with staff from the guidance and special education departments for pertinent information. Speak with colleagues who have the same student in their classes to determine if the student is exhibiting similar behavior with them as well. If the behaviors seem particularly disturbing, speak with the school psychologist or social worker. Identify behaviors, look for patterns, and act on your observations. It may be necessary to devise a behavior plan that involves a team to manage the student consistently.

<sup>1</sup> See "First Year Teachers Survival Kit" by Julia Thompson; p. 146; "15 Ways to Earn Your Students' Respect"

<sup>2</sup> See "The First Days of School" by Harry Wong; pp. 141-165, "Discipline Plan"

## **Common Behavior Issues, Their Causes and Possible Solutions<sup>1</sup>**

There are a number of common behavior issues that need to be addressed, and which sometimes seem beyond our control. Let's take a look at what they are, why they occur, and how you can handle them.

### **1) TARDINESS AND ABSENTEEISM**

The problem: They cause disruption in the learning process and students miss essential information.

Possible causes: avoidance, attention getting.

Results: They set a negative tone and encourage a negative work ethic.

Your solution: Keep good records, communicate clearly with the student, staff and family, and enforce consequences.

### **2) SUBSTANCE ABUSE**

The problem: Mixed messages from the media and society coupled with students' desire to experiment and gain status.

Possible causes: Personal issues, students' social circle, family history and availability.

Results: Destructive behavior, students not 'school ready.'

Your solution: Inform students of school policy. Be alert to students for cues, times and patterns.

### **3) BULLYING AND HARASSMENT**

The problem: Verbal and physical abuse interfere with student functioning and create a negative learning environment.

Possible causes: Learned behavior, frustration, revenge, and need for power or control.

Results: The perpetrator continues to use destructive means to deal with issues. The victim feels unsafe and powerless to deal with the situation.

Your solution: Act rather than ignore. Have both parties write what occurred. Follow school policy. If patterns emerge, refer students to support staff.

#### 4) FIGHTING

The problem: Students see fighting as an acceptable method to solve conflict.

Possible causes: Glorification of violence in the media, lack of training in a family environment that encourages violence as a reasonable method of problem solving.

Results: There is a disruption of the learning environment and schoolwide safety issues emerge. Students and staff face potential legal ramifications.

Your solution: Listen for rumors and conflict both in and out of class. Provide a visible adult presence in strategic locations: hallways, the cafeteria, etc. Act on information and communicate with staff regarding peer mediation and conflict resolution.

<sup>1</sup> See "The First Days of School" by Harry Wong; pp. 245-267, "Working Cooperatively"

### Ways to Avoid Negative Interactions with Students

A common problem with new teachers is language and behavior that actually makes a problem or potential problem worse.

#### Don't...

- Use deals or threats to achieve satisfactory behavior.
- Accuse a suspected wrongdoer on the basis of previous behavior.
- Ridicule a student's dress or behavior.
- Pass your discipline problems too quickly onto someone else to solve.
- Get into a "yes you will" contest with students who are "defiers."
- Raise your voice or argue with students.
- Threaten a student in any way.
- Punish an entire class when you can't find out which one or two students did something wrong.
- Associate with other teachers that have a negative attitude towards their job or their work.
- Use any of the following statements with students under any circumstances:
  - ✓ Shut up.
  - ✓ You'll never amount to anything.
  - ✓ You're just like your brother.
  - ✓ Get out of here.
  - ✓ I've had it with you.
  - ✓ What's wrong with you?
  - ✓ What are you stupid?
  - ✓ And so on and so on...

**Note:** An excellent resource on the subject of discipline is Fred Jones' book entitled Tools for Teaching. Jones' advice comes alive on his videotapes. See the Bibliography for more on Fred Jones.

## Dealing with Interpersonal Violence

Vocational technical programs must aim to promote an environment that is safe, respectful, supportive of the learning environment, and free of violence and harassment. When it is determined that inappropriate behavior has been committed, appropriate action must be taken. Examples are provided below.

INAPPROPRIATE BEHAVIORS	CONSEQUENCES MAY INCLUDE
<b>Verbal/Nonverbal/Written</b>	
<ul style="list-style-type: none"> <li>• Use of put-downs, insults, name calling, swearing, or offensive language</li> <li>• Screaming or yelling at another</li> <li>• Making threats, using intimidation or getting friends to threaten or scare another</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to school policies in Student Handbook and Faculty Handbook</li> </ul>
<b>Physical</b>	
<ul style="list-style-type: none"> <li>• Hitting, punching, pinching, pushing, shoving, grabbing, slapping, kicking, choking, pulling hair, biting, throwing things, arm twisting</li> <li>• Intimidation, blocking exits, punching walls, knocking things around</li> <li>• Damaging or destroying another's property</li> <li>• Restraining, pinning someone to the wall, blocking their movements</li> <li>• Using weapons</li> <li>• Stalking</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to school policies in Student Handbook and Faculty Handbook</li> </ul>
<b>Sexual</b>	
<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Cat calls or other offensive noises or whistling</li> <li>• Spreading sexual gossip or graffiti</li> <li>• Comments about a person's body or unwanted verbal or written sexual comments</li> <li>• Staring or leering with sexual overtones, sexual gestures</li> <li>• Forcing obscene materials on others</li> <li>• Pulling off or lifting clothes to expose private parts</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to school policies in Student Handbook and Faculty Handbook</li> </ul>

All issues concerning matters of teen dating violence and harassment must be treated with utmost sensitivity and appropriate notifications. Teachers are deemed “mandated reporters” by Massachusetts General Law Chapter 119 section 51A. See below under “**Becoming Familiar with Federal and State Laws & Regulations**” for a link to this law.

## Maintaining Professional Distance

A very important reminder to new teachers is to maintain personal distance with students. New teachers especially have a tendency to want students to like them and will be very friendly towards the students. Keep a professional distance with students at all times; some students may misread a friendly gesture or comment.

A few simple things to remember are:

- ✓ When having a face-to-face conference with a student sit on the opposite side of the table or desk.
- ✓ Never agree to meet a student beyond school grounds.
- ✓ Never give out your home phone number, cell phone number, or your home e-mail address to a student.
- ✓ Never have physical contact with a student. It is against the law to touch a student! Even non-threatening gestures like high-fives, pat on the back or shoulder, and friendly hugs can be misinterpreted and bring about accusations of inappropriate behavior on the part of the teacher.
- ✓ Keep topics of conversation appropriate.
- ✓ When you meet with a student for extra help, or if they are serving a detention, keep your classroom door open. Tell someone that you are meeting with a student after school. If possible, have another teacher or student in the room.
- ✓ Try not to be alone with a student, especially in a remote location.
- ✓ Do not give students rides in your personal vehicle. Do not invite students to where you live.

Keep in mind that what might seem completely innocent to you could be something totally different in the mind of that student.

Adapted from Your First Year as a High School Teacher

## **Communicating with Parents/Guardians**

**“If you promise not to believe everything your child says happens at this school, I’ll promise not to believe everything he says happens at home.”**

**English Schoolmaster**

*The Wall Street Journal, January 4, 1985*

It is normal for high school students to intentionally try to disconnect their parents/guardians from their teachers at school. Teachers should be aware of this fact, but they should also realize that parents/guardians are very important partners in the education of adolescents and should be aggressive in their efforts to keep parents/guardians informed. Teachers should regard communication with the home to be an important aspect of their professional responsibility in spite of any interference on the part of students.

Although schools have a variety of policies and procedures for sending information home to parents/guardians, it is the individual responsibility of each teacher to take the initiative to communicate with parents/guardians, especially when a student is exhibiting learning difficulty in school.

Above all else, parents/guardians need to believe that teachers care about their students. Parents/guardians can easily interpret a lack of caring when a teacher does not attempt to contact them in the early stages of problems. Teachers should consider parental contact an opportunity to build and strengthen relationships with parents/guardians as well as with students.



Because of the importance and potential of these contacts, teachers should prepare for conversations with parents/guardians and should also learn the skills of relating to the emotions that are connected to conversations about an individual's child. The strategies that follow are offered to assist teachers strengthen relationships with parents/guardians.

### ***Strategies for Communicating With Parents/Guardians***

- Prepare for the conversation by reviewing as much information as is available on the student, i.e., current grades, previous performance, attendance, discipline, etc.
- Whether speaking on the phone or in person, always keep your tone of voice, body language and choice of words pleasant and non-threatening.
- When in person, open the meeting with a smile and a handshake.
- Address parents/guardians by their last names preceded by the appropriate Mr., Mrs. or Ms. (It is best that you expect to be addressed the same way.) Keep the exchange professional. Avoid getting drawn into personal conversations and personal relationships with parents/guardians.
- Listen carefully to the parent/guardian. Eye contact is very important when meeting in person.
- Start the conversation by saying as many positive things as you can about the student.
- Emphasize your concern. Ask the parent/guardian for help and assistance in understanding any problems. Express a genuine interest in hearing from the parent/guardian in order to better understand their child's strengths as well as challenges.
- Listen actively to the parent/guardian by asking questions that can help you to understand what factors may be influencing school performance.
- When addressing late or incomplete work, ask the parents/guardians for information as to why the assignment was not done.
- Work with the parent/guardian to discover possible solutions or strategies to address learning difficulties. Offer specific suggestions that could be implemented at home and could help the student in school.
- Explain grades in terms of specific skills and knowledge. Don't recite a litany of numbers and percentages.
- Do not hesitate to show parents actual examples of student work to support the concerns you want to address.
- Be specific when discussing problems. Be candid but never derogatory or insulting.
- Never allow yourself to become emotional, even if the parent/guardian becomes upset. Be in control at all times. Stay calm and don't be drawn into an argument.
- If the conversation becomes emotional, suggest suspending the meeting and schedule a time to continue.
- Do not discuss other students. Keep the conversation focused on only the behavior or performance of the specific student being discussed.
- Do not discuss other teachers.
- Get to know when a meeting is getting too long and is not productive and bring the meeting to a conclusion or reschedule a time to continue.
- Ask for advice and assistance from your immediate supervisor if a parental conversation has ended badly.

- Inform your supervisor when you believe that the parent/guardian is upset and not satisfied with a conversation they had with you.
- End the conversation cordially. Always thank parents/guardians and encourage them to stay in touch. Provide them with specific information about how and when to contact you.
- Remember your primary objective is to enlist the parent's/guardian's help and cooperation. Never give up in this pursuit.

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## Delivering Effective Instruction

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### Communicating High Standards and Expectations

High expectations are about believing in yourself and your students. The axiom, “They can because they think they can” is absolutely true. Believing and achieving are two sides of the same coin. When you are optimistic about each student’s chances for success, you will naturally get better results. This does not mean that all of your students will achieve in the same way and at the same rate. It does, however, mean that all your students can achieve more when you communicate a “can do” attitude and expect it of others. Start early, make it a theme and say it often: “You can and I expect that you will. I will do everything I can to get you there and I’m looking for the same from you.”

<sup>1</sup> See “The First Days of School” by Harry Wong; pp. 196-207, “High Achievement”

**To teachers, students are the end products, all else is a means. Hence there is but one interpretation of high standards in teaching: standards are highest where the maximum number of students – slow learners and fast learners alike – develop to their maximal capacity.**

**Joseph Seidlin**

### Assigning Meaningful Homework Assignments

Research shows that, under the right conditions, homework can be a useful tool for increasing student achievement. What, then, does a new vocational technical teacher need to know about homework?

- 1) **BENEFITS.** Homework helps to reinforce work done in school, and gives the teacher a better idea of students’ strengths, weaknesses, and mastery levels. It also encourages students to work independently.
- 2) **POLICIES.** It is essential for teachers to have a homework policy that is consistent and clearly communicated. Students will need to know how much homework is worth, as well as how much and how often it will be assigned.
- 3) **RELEVANCE.** Homework must be meaningful to students. They must understand the purpose, and it should be aligned with the skills they are developing. It should never be perceived as busy work.
- 4) **VARIETY.** It is important to vary homework assignments as much as possible to avoid the ‘homework rut’.
- 5) **REVIEW AND GRADING.** If homework was important enough to assign, it is important enough to review and discuss when it is submitted by students. It should be graded and returned promptly.

In addition to traditional homework formats, there is a wide range of on line resources and software available to teachers.

When homework is well integrated into the teaching and learning process, it can enhance skill and personal development.

## Assignments, Tests, and Grading

A teacher gave her students a semester exam and proudly announced, "My students averaged 84% on the semester exam. Unheard of, around here!" How was she able to get her students to turn in their assignments and achieve high grades on the tests? She said, "I worked very hard on my criterion test system." What is she talking about?

Regardless of your philosophy or approach, all teachers give assignments; create tests, and grade students. It's as inevitable as death and taxes. The ineffective teachers complain that their students will not do the assignments and do poorly on the tests. There may be a reason.

### Writing Effective Assignments

Learning has nothing to do with what the teacher **COVERS**. Learning has to do with what the student **ACCOMPLISHES**. In an effective assignment the students are told at the beginning of the assignment what they are to accomplish at the end of the lesson. Thus, if the students know what they are to learn, you increase the chances that the students will learn. The effective teacher knows the procedure for writing an assignment.

### Writing Effective Tests

The major reason for giving a test is to find out if students have accomplished the criteria of the assignment. The criteria govern what questions and how many are to be written for a test. The criteria also govern: 1) what students turn in for homework and 2) how the teacher writes the test.

If the student masters a criterion, give the student enrichment (not more) work or ask the student to help other students in a cooperative mode. If the student does not master a criterion, give the student remediation or corrective help.

### Grading Effectively

Grading on the curve is the worst thing that can be done to a group of students. Grading on the curve gives you rank order; it tells you nothing about achievement. The effective teacher does not grade on the curve. A student earns a grade based on percentage mastery of the criteria.

The role of a teacher is not to grade a student. The main role of the teacher is to help every student reach the highest possible level of achievement.

#### ***In summary, the ineffective teacher:***

- 1) covers chapters and
- 2) finds busy work for the students.

#### ***The Effective Teacher:***

- 1) has the students learn towards a set of criteria and
- 2) teaches to the performance of those criteria.

For details on how to get your students to do their assignments, pass their tests, and earn good grades, read Unit D, The **First Days of Schools** and watch Part 6, The **Effective Teacher**.

Used with permission from Successful Teaching Newsletter, Harry K. Wong Publications, Inc., Mountain View, CA.

**Please see Examples of Scoring Rubrics in Appendix D.**

## Suggestions for Recording Grades

Rosemary Tripi Wong offers the following suggestions for recording grades and for managing group work and class housekeeping.

*Recording grades is easy if you assign numbers to each student. Rather than arranging them in alphabetical order, arrange them in numerical order. It's faster and easier.*

1. Using an alphabetical listing of students, assign each student a number beginning with 1 in your grade book.
2. When new students join the class, add their names to your roll, and assign them the next available number.
3. On all tests, papers, and reports turned in during the school year, students must write their unique number.
4. For consistency, choose one place on papers where this number must be written as a class procedure.
5. For multiple choice, true-false, and fill-in answers, give your student an answer form so that answers are in the same place.
6. After the papers are collected, ask a student to arrange the papers in numerical order.
7. Do not grade tests one at a time while watching the television and munching on snacks. Spread the forms on a large table, perhaps 10 across, and correct the answers three to five questions at a time as you move across the forms.
8. Put the papers back in order ready to be recorded in your grade book. Then ask an aide or friend to record the grades for you.

*You can use the student number system for other activities in the classroom also.*

**Forming Groups:** Random combinations for heterogeneous grouping are endless. Use the numbers to organize groups as even and odd numbers, numbers ending with a certain digit, and numbers divisible by three.

**Volunteering First:** Difficulty often lies with persuading students to "go first." To eliminate this, prepare a stack of 3" x 5" cards with your students' numbers, one per card. To decide who goes first simply select a number from the stack of cards and that student goes first.

**Collecting Papers:** Papers can be collected by calling aloud the number order. This eliminates having to arrange the papers when it comes time to record the grades.

**Selecting Helpers:** Using the same procedure described in volunteering first, students can be randomly selected to assist in classroom chores or to run errands.

## Elements of Quality Curriculum for Career & Technical Education Programs

This guide is a simple outline of the elements required for quality curriculum in career & technical education i.e., vocational technical education programs. More information can be found in the publication, *Quality Curriculum* soon to be available on the Massachusetts Career & Technical Education Curriculum Center (MCTECRC) website at [www.mccte.org](http://www.mccte.org)

**A quality career & technical education program curriculum contains the following elements:**

- 1. Title Page for Program**
  - program title and number, based on school's Program of Study
  - CIP code (Classification of Instructional Programs)
  - school's name and address
  - name of teacher(s)
  - date of development
  - footer containing writer's last name, date, program #, page#
- 2. Program Philosophy**
  - consistent with school and district philosophy
  - describe major goals to be achieved by program
- 3. Program Description**
  - brief narrative of program scope and sequence
  - topics covered and outcomes expected
  - indicate Chapter 74 approval, if achieved
  - indicate National Industry program certification, if achieved
  - licenses, certifications available to students
  - list articulation agreements
  - work-based learning options
- 4. Program Syllabus**
  - expands on program description
  - includes instructional philosophy
  - major program projects and activities
  - program assessment plan
    - include timing of assessments, types of assessment
    - statement of how results will be used and with whom shared
    - include grading rubrics and how grades are determined
  - timeline for program activities
    - when you teach what
    - helps curricula integration effort
- 5. Occupational Analysis**
  - narrative description of the occupation
  - include related occupations and industries that include occupation
  - education requirements for careers and potential career pathways
  - sources of additional training / education
  - future trends and employment positions available
  - salary projections reflecting local, state and national labor markets
- 6. Validated Competency Listing**
  - Vocational Technical Curriculum Frameworks
  - local Program Advisory Committee
  - employability competencies are to be incorporated
- 7. Performance Standards**
  - detail the standards for competency attainment
  - describe observable, measurable characteristics
  - list conditions of performance, work to be performed and performance criteria
- 8. Competency Reporting System**
  - method for teacher to track competency attainment by each student
  - process for periodic reporting to students/guardians
  - should be computerized
- 9. Instructional Activities**
  - opportunity to showcase program
  - variety needed
  - use of technology for learning described
  - curricula integration described
  - samples of student work demonstrating a range of performance

## 10. Resources

- list of resources used in program
  - texts and other printed material
  - audiovisual
  - electronic
  - equipment

**Each course within a quality career & technical education program should contain the following elements:**

### 1. Title Page

- course title and number, based on school's Program of Study
- CIP code (Classification of Programs)
- school's name and address
- name of teacher(s)
- date of development
  - footer containing writer's last name, date, course #, page#

### 2. Course Philosophy

- consistent with school and district philosophy
- describe four to five (4-5) major goals to be achieved by course

### 3. Course Description

- brief narrative of scope
- topics covered and outcomes expected
- licenses, certifications available to students
- list articulation agreements
- work-based learning options

### 4. Course Syllabus

- expands on course description
- includes instructional philosophy
- major course projects and activities
- course assessment plan
  - include timing of assessments, types of assessment
  - statement of how results will be used and with whom shared
  - include grading rubrics and how course grades are determined
- timeline for course activities
  - when you teach what
  - helps curricula integration effort

### 5. Validated Competency Listing

- Vocational Technical Curriculum Frameworks
- local Program Advisory Committee
- employability skills are to be incorporated

### 6. Performance Standards

- detail the standards for competency attainment
- describe observable, measurable characteristics
- list conditions of performance, work to be performed and performance criteria

### 7. Competency Reporting System

- method for teacher to track competency attainment by each student
- process for periodic reporting to students/guardians
- should be computerized

### 8. Instructional Activities

- opportunity to showcase program
- variety needed
- use of technology for learning described
- curricula integration described
- samples of student work demonstrating a range of performance

## 9. Resources

- list of resources used in course
  - texts and other printed material
  - audiovisual
  - electronic
  - equipment

### Criteria for Assessing a Course Syllabus

From A Guide to Preparing a Syllabus Designing Challenging Vocational Courses by  
Gene Bottoms, David Pucel and Ione Phillips

#### Part I: Essential Components for a Syllabus

Does the syllabus contain the essential components of a well-planned course?

- ◆ course description
- ◆ instructional philosophy
- ◆ power standards or course goals
- ◆ major course projects and instructional activities
- ◆ course assessment plan

#### Part II: Indicators of High Expectations and Quality Work

- ◆ 1=Does not meet this criteria
- ◆ 2=Meets the criteria somewhat
- ◆ 3=Meets the criteria in an average way
- ◆ 4=Meets the criteria well
- ◆ 5=Meets the criteria in an exemplary way

#### A: Aligned with High Standards

If the course is a career/technical course, is it based on industry and/or state standards? If it is an academic course, does it reflect highly rigorous state standards?

Are students required to demonstrate the essential concepts, principles, and skills of the industry OR the academic standards established in the state?

Are students required to apply technical literacy and numeracy skills related to the industry/industries?

- ◆ reading
- ◆ writing
- ◆ oral presentation
- ◆ numeracy: Do students have to use mathematics to complete career/technical assignments at least weekly?

Are students asked to demonstrate general workplace competencies?

- ◆ Solving problems: Does the course use open-ended problems at least weekly for which there is no obvious method of solution?
- ◆ Managing technology: Are students required to do computer-assisted research/assignments at least monthly?
- ◆ Managing technology: Are students required to use word processing at least weekly to complete an assignment or project?
- ◆ Managing technology: Are students asked to use a database or spreadsheet to complete an assignment or project at least once a semester?
- ◆ Using teamwork: Does the course require students to work in cooperative groups



weekly to deepen understanding of content?

**B: Challenging Assignments:** Does the course engage students in a variety of intellectually challenging assignments that include:

- ◆ Projects: During this course are students required to work on an extended major project that lasts a week or more at least once a semester?
- ◆ Presentations
- ◆ Writing assignments: Is at least one short writing assignment given weekly?
- ◆ Research: Do students have to prepare a written report/research study at least once a semester?
- ◆ Reading and demonstrating an understanding of what was read: As a result of taking this course, are students reading 25 or more books-or their equivalent-across all classes each year?
- ◆ Are students asked to read career-related articles and demonstrate an understanding of the content?
- ◆ Are students asked to read technical manuals?
- ◆ Homework: Are students asked to do more than one hour of homework weekly for career/technical classes?
- ◆ Do students have to do joint projects directed by both an academic and technical teacher that require:
  - reading
  - writing
  - mathematics
  - science

**C: Quality of Expected Work:** Are students expected to do work of high quality?

- ◆ Producing high quality work: Does the syllabus clearly indicate the amount and quality of work necessary to earn an A or a B?
- ◆ Does the syllabus specify the policy for redoing work to standards of quality?
- ◆ Does the syllabus explain where and when students can receive extra help?

**D: Assessment Methods:** Does the course include clearly defined, expanded assessment methods such as

- ◆ Tests with essay and open-response questions
- ◆ An end-of-course exam that includes oral and written items as well as a project
- ◆ Projects or practical lab exercises
- ◆ Portfolio of student work: Are students asked to keep a portfolio of books or articles read, writing samples, and products or pictures of products made?
- ◆ Do students have to take a performance test containing industry standards they had to meet to pass the course?

**One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.**

**Carl Gustav Jung**

## USING THE MASSACHUSETTS CAREER & TECHNICAL EDUCATION CURRICULUM RESOURCE CENTER

The Massachusetts Career and Technical Education Curriculum Resource Center (MCTECRC) is a resource for new, veteran and prospective vocational technical educators. In addition to providing a wide range of resources, MCTECRC has a friendly and knowledgeable staff to assist you in your search for information. The Carl D. Perkins Vocational & Technical Education Act (P.L. 105-332) provides funding for MCTECRC through a contract between Minuteman Regional Technical School and the Massachusetts Department of Education.

Essentially, the MCTECRC is a free lending library of approximately 4600 titles. In addition to the vocational technical education materials, the collection also includes a variety of related teaching topics, including teaching methods, learning styles, character education, and classroom management. This collection includes print materials (textbooks, journals, and curriculum guides) as well as videotapes and CD-ROMs. These materials can be requested by telephone, email, mail, or fax. You can find out what the library includes by using the search tool at the website [www.mccte.org](http://www.mccte.org).

MCTECRC has been assisting in the development of the first Vocational Technical Education Curriculum Frameworks, covering 44 occupational majors that are organized through 11 clusters. The entire set of 11 Frameworks will be completed by June 30, 2005 and will be posted on the MCTECRC website. In addition, some sample projects from Massachusetts teachers will be posted under the related Framework.

Recently, MCTECRC has developed The Crosswalk Project. Available at the MCTECRC website [www.mccte.org](http://www.mccte.org), the project relates the material in a particular vocational technical area at MCTECRC, and the framework(s) addressing that topic. Currently, the vocational technical topics include:

1. Automotive
2. Carpentry
3. Cosmetology
4. Culinary Arts
5. Electronics
6. Graphic Arts
7. Technology Education

Additional vocational technical education majors will be available in the future. All of the materials, including videotapes that were used to develop this toolkit, are available for loan from MCTECRC.

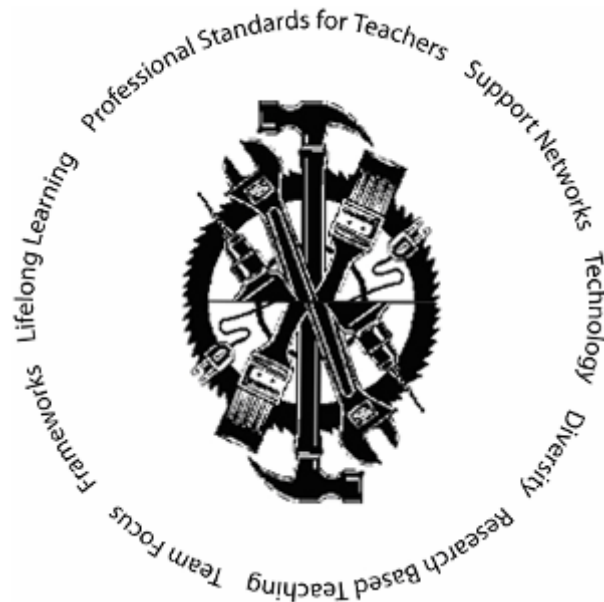
MCTECRC can be contacted at:

Minuteman Regional Technical High School  
758 Marrett Road  
Lexington, MA 02421

Tel: 781-863-1863 or  
800-356-8272 (MA only)  
Fax: 781-863-9965  
Email: [info@mccte.org](mailto:info@mccte.org)  
Website: [www.mccte.org](http://www.mccte.org)

# Part III

## Staying the Course: Building a Career as an Educator



*“Whenever you do a thing...ask yourself how you would act were all the world looking at you, and act accordingly.”*

*Thomas Jefferson*

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## Protecting Yourself

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Teachers must be mindful of many things in addition to the delivery of instruction. It is essential that teachers exercise care and caution in the way in which they behave around students. To protect themselves physically, mentally, legally and professionally, the following circumstances deserve emphasis.

### Touching Students

A teacher who touches a student for perfectly innocent reasons puts himself/herself at risk for accusations of abuse, sexual harassment or even assault. Even groundless charges can destroy the reputation of a teacher.

### Being Alone with Students

Teachers should avoid being alone with students, especially in locations beyond the educational setting. Allegations of misconduct can develop as a result of simple appearances.

### Videos and the Internet

Teachers should be especially careful about the selection and use of videos and websites. During the school day, even when teachers are not teaching, they should not be viewing materials containing adult content. Every school is required to have what is known as an “Acceptable Use Policy” which governs the use of the school technology network/electronic communication system. Know this policy. Read it carefully. You will be expected to sign it and return it to the school administrator. Violations of this policy will bring about disciplinary action and possibly dismissal.

### Student Records and Confidential Information

Teachers are responsible for protecting information about students. Conversations about individual students should be conducted privately with only those who have a right or responsibility to know the information. A student’s test score or report card grade should never be shared, especially with other students. See below under **“Becoming Familiar with Federal and State Laws & Regulations”** for the link to the **Massachusetts Student Records Regulations**.

### Union Representation

Teachers who work in school systems that have a teacher’s union have the benefits of union membership. New teachers should become acquainted with the union leaders and building representatives and should contact these individuals in the event their conduct is being questioned, where disciplinary action may be taken as a result of something they did or said in school.

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# Knowing the Legal and Moral Responsibilities of Teachers

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## Code of Ethics of the Education Profession

Anyone who accepts an assignment to teach should abide by the code that follows.

### Preamble

*The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.*

*The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.*

*The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.*

### PRINCIPLE I

#### Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
  - a. Exclude any student from participation in any program
  - b. Deny benefits to any student
  - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

## **PRINCIPLE II**

### **Commitment to the Profession**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

**Source:** *Adopted by the National Education Association 1975 Representative Assembly*

## **Philosophy of Education**

**"I can humiliate or humor  
hurt or heal.**

**In all situations,  
it is MY response**

**that decides whether a crisis escalates or de-escalates  
and a child humanized or de-humanized.**

**I've come to a frightening conclusion  
that I am the decisive element in the classroom.  
It is My personal approach that creates the climate.**

**It's My daily mood  
that makes the weather.**

**As a teacher,  
I possess a tremendous power  
to make a child's life miserable or joyous.  
I can be a tool of torture or an instrument of inspiration"**  
*Haim Ginnot*

## **Mistakes No Teacher Should Ever Make <sup>1</sup>**

- 1) Drug use
- 2) Lying
- 3) Inappropriate physical contact
- 4) Engaging in illegal or criminal behavior
- 5) Leaving the classroom/shop unsupervised
- 6) Neglecting the specific needs of students in special populations
- 7) Using inappropriate language in front of students
- 8) Maintaining an unprofessional appearance
- 9) Tolerating harassment
- 10) Failing to report neglect or abuse
- 11) Violating a student's right to privacy
- 12) Cheating
- 13) Discriminating against students
- 14) Keeping sloppy records
- 15) Refusing to enforce school rules
- 16) Showing disrespect for colleagues

***What the teacher is, is  
more important than what he  
teaches.***

***Karl Menninger***

- 17) Ignoring students' safety
- 18) Having poor attendance
- 19) Neglecting to take action to maintain order
- 20) Wasting instructional time

Excerpted from First Year Teacher Survival Kit by Julia Thompson, page 93

### **Teachers as Leaders**

Leaders begin with respect for their own worth. Society needs models of leadership. What better models of leaders than the teachers of a community?

- Teachers can be compared productively with business executives in that teachers, like executives, develop, manage, and evaluate the work and productivity of a relatively large number of individuals on a daily basis.
- When comparing teachers and doctors, teachers make more complex decisions than doctors do, and I make them far more frequently.
- More teachers go into teaching because of the influence of another teacher. This is not true for other professions. Teachers have influence.
- Teaching is the profession that makes all other professions possible.
- We are the only profession dedicated to making the world a better place for our future generations. They are our legacy.
- We are the only profession concerned with all youth realization that our children today are our most precious resource, that through them we will realize a better tomorrow.
- We realize that the degree of civilization of any nation, is equivalent to the civilization of its youth.

Our mission is to teach students the important skills, knowledge, and values necessary to be a success in tomorrow's world. What better way to teach these important skills, knowledge, and attitudes than to have us as models?

*Used with permission from Successful Teaching Newsletter, Harry K. Wong Publications, Inc., Mountain View, CA.*



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## Becoming Familiar with Federal and State Laws & Regulations

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*Laws and regulations continue to be made and modified for the purpose of advancing and protecting the rights of members of our society including students and parents/guardians. In public education, a focus is placed on equal opportunity and equal protection. Certain legal references for new teachers are provided below. Whenever a concern arises that is related even remotely to laws and regulations teachers should discuss the issue with a school administrator. Laws and regulations are subject to change, thus, it is recommended that they be researched on a regular basis. The Massachusetts Department of Education (DOE) does not represent this Toolkit as a complete list of laws and regulations or a replacement for the official copies of laws and regulations. The contractor does not represent this Toolkit as a complete list of laws and regulations or replacement for the official copies of laws and regulations.*

The Massachusetts Association of School Committees, Inc. publishes annually a book that is a compilation of education law selected from the Massachusetts General Laws (M.G.L.).

Link: <http://www.masc.org/>

The link to **all the** Massachusetts laws and regulations is <http://www.doe.mass.edu/lawsregs/>.

### **TITLE VI of the Civil Rights Act of 1964 (Federal Law)**

Link: <http://usinfo.state.gov/usa/infousa/laws/majorlaw/civilr19.htm>

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin. This law has, and will continue to have significant impact on public education.

### **TITLE IX of the Education Amendments of 1972 (Federal Law)**

Link: <http://www.dol.gov/oasam/regs/statutes/titleix.htm>

This law extends civil rights protection based on gender to individuals. It provides that no person shall be excluded from or discriminated against in admission to a public school or any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion or national origin.

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Title IX legislation addresses sexual harassment. Educators must understand these terms and be very sensitive to what constitutes a sexual harassment complaint.

#### *What is Sexual Harassment?*

Sexual harassment of students is a real and serious problem in education at all levels, including elementary and secondary schools, as well as colleges and universities. It can affect any student, regardless of sex, race, or age. Sexual harassment can threaten a student's physical or emotional well being, influence how well a student does in school, and make it difficult for a student to achieve his or her career goals.

*Sexual harassment can take two forms: quid pro quo and hostile environment.*

Quid pro quo harassment occurs when a school employee causes a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program or activity. It can also occur when an employee causes a student to believe that the employee will make an educational decision based on whether or not the student submits to unwelcome sexual conduct. For example, when a teacher threatens to fail a student unless the student agrees to date the teacher, it is quid pro quo harassment.

Hostile environment harassment occurs when unwelcome conduct of a sexual nature is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an education program or activity, or creates an intimidating, threatening or abusive educational environment. A school employee, another student, or even someone visiting the school, such as a student or employee from another school, can create a hostile environment.

Regardless of which type of harassment occurs, a school must take immediate and appropriate steps to stop it and prevent it from happening again. The judgment and common sense of the teachers and administrators are important elements of any response.

### **The Rehabilitation Act of 1973 (P.L. 93-112) "Section 504" (Federal Law)**

Link: <http://ericec.org/sect504.html>

As part of the Rehabilitation Act of 1973, Section 504 became the first federal civil rights law to protect the rights of individuals with disabilities.

Section 504 provides that:

"no otherwise handicapped individual in the United States shall, solely by reason of his/her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

What does this mean for students?

- Discrimination against individuals with disabilities is prohibited by the federal government within programs and activities receiving federal financial assistance, including public schools.
- Students who have a physical or mental impairment that substantially limits one or more of their major life activities are protected.
- Most schools require a recent diagnosis by a physician or clinician.
- Those who have disabilities such as orthopedic impairments or medical conditions such as hepatitis, but do not qualify for special education services are included.

What is a 504 Plan?

A 504 plan states the disability and its effect on a major life activity (learning is a major life activity). The plan lists a series of accommodations that the school will provide in order for the student to benefit from the full range of programs and activities that the school provides.

Examples of accommodations: time requirements for testing, learning aids such as electronic devices, software, preferential seating, and extra time for passing between classes.

## **Americans with Disabilities Act, 1990 (Federal Law)**

Link: <http://www.usdoj.gov/crt/ada/pubs/ada.txt>

In 1990, the Americans with Disabilities Act (ADA) was passed, giving full civil rights to all individuals with disabilities. It extends Section 504 by prohibiting discrimination in public and private sector services and telecommunications.

For students with disabilities, the ADA prohibits discrimination and extends the right of access to all educational programs and services whether or not the school receives the federal funding.

## **Carl D. Perkins Vocational and Technical Education Act (P.L. 105-332 (Federal Law)**

Link: [http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=105\\_cong\\_public\\_laws&docid=f:publ332.105.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=105_cong_public_laws&docid=f:publ332.105.pdf)

This federal law that provides significant funding to school districts and public two-year colleges for programs that meet the law's definition of vocational and technical education.

## **Individuals with Disabilities Education Improvement Act of 2004 (IDEA) (Federal Law)**

Link:

<http://edworkforce.house.gov/issues/108th/education/idea/conferencereport/IDEA%20Part%20A.pdf>

IDEA is the federal law addressing educating individuals with disabilities. Some key pieces include:

- Ensuring students with disabilities are included in accountability systems.
- Reducing the special education paperwork by deleting short-term objectives and benchmarks from Individual Education Programs (IEP) (except for students who take alternate assessments).
- Establishing methods to reduce the number of students from culturally and linguistically diverse backgrounds that are inappropriately placed in special education.
- Ensuring the discipline provisions for students with disabilities continue to protect the rights of these students to a free, appropriate public education.
- Providing funding for professional development for special educators.

## **NO CHILD LEFT BEHIND (NCLB) ACT (Federal Law)**

Link: <http://www.ed.gov/nclb/landing.jhtml?src=pb>

The No Child Left Behind Act of 2001 may represent the most significant change in federal regulation of public education over the last 30 years. The statute affects schools (including vocational technical schools and programs) in many ways. Its requirements fall into roughly four areas:

1. Testing and accountability,
  2. Employment and hiring practices,
  3. Choices for parents/guardians, and
  4. Miscellaneous provisions.
- *Employment and Hiring Practices*  
No Child Left Behind (NCLB) places significant and wide-ranging requirements on local school districts' employment and hiring practices.

- *Choices for Parents/Guardians*  
No Child Left Behind gives parents options for helping their children if they are enrolled in schools where student test scores fall below the state's identified "passing" grades. Schools receiving Title I funds must issue an annual Report Card to every parent that includes information on teacher qualifications and school test results.
- *School Choice for Safety*  
States receiving NCLB funds must establish and implement a statewide policy allowing a student who attends a persistently dangerous public school, or who becomes a victim of a violent criminal offense while at school, to attend a different public school.
- *Home Schools*  
No Child Left Behind prohibits the federal government from exercising any control over home schools.
- *Pupil Privacy*  
NCLB requires local school districts to adopt student privacy policies, in consultation with parents.
- *Miscellaneous Provisions*  
*Constitutionally Protected School Prayer*  
To be eligible for funds under NCLB, a local school district must certify that it does not deny participation in constitutionally protected prayer.
- *Boy Scouts*  
If a school allows youth or community groups to meet in its facilities before or after school, it may not deny similar access to the Boys Scouts of America or any other group defined as a patriotic society.
- *Sex Education*  
NCLB expands the ban on using ESEA funds to operate a program of condom distribution in schools and prohibits funds from going to programs that distribute any kind of contraceptives.
- *Military Recruiters*  
Under No Child Left Behind, local school districts receiving funds must, upon request, give military recruiters basic contact information (names, addresses, and telephone numbers) about high school students.
- *Homeless Students*  
No Child Left Behind underscores federal protections for homeless students. Simply put, local school districts may not discriminate against students because of their homelessness.
- *Ban on Indoor Smoking*  
A section entitled Pro-children Act of 2001 prohibits federal, state, or local agencies from permitting smoking in indoor facilities owned or leased by school districts.

### **McKinney-Vento Homeless Assistance Act (Federal Law)**

Link: <http://www.ed.gov/programs/homeless/legislation.html?exp=0>

The primary purpose of the law is to provide continuity and necessary services to students who become students that will allow them to achieve the educational standards set for all children. The law reiterates that homeless students are to be permitted to participate in all the programs for which they are eligible.

### **Massachusetts General Law Chapter 74**

Link: <http://www.mass.gov/legis/laws/mgl/gl-74-toc.htm>

### **Massachusetts Vocational Technical Education Regulations**

Link: <http://www.doe.mass.edu/lawsregs/603cmr4.html>

### **Massachusetts Guidelines for Vocational Technical Education Programs and Educator Licensure**

Link: <http://www.doe.mass.edu/cte/chapter74/603cmr4.pdf>

### **Massachusetts Guidelines for Admission Policies of Vocational Technical Secondary Schools and Comprehensive Secondary Schools**

Link: [http://www.doe.mass.edu/cte/chapter74/manual\\_admpolicy.pdf](http://www.doe.mass.edu/cte/chapter74/manual_admpolicy.pdf)

### **Massachusetts Guidelines for the Vocational Technical Education Program Nonresident Student Tuition Process**

Link: [http://www.doe.mass.edu/cte/chapter74/nonres\\_guidelines.html](http://www.doe.mass.edu/cte/chapter74/nonres_guidelines.html)

This law, regulations and guidelines governs public vocational technical education programs provided by school districts and educational collaboratives. They cover licensure of educators, facilities, equipment, admissions, cooperative education, nonresident tuition and other criteria.

### **Massachusetts General Law Chapter 71B (AKA “Chapter 766”)**

Link: <http://www.mass.gov/legis/laws/mgl/gl-71b-toc.htm>

### **Massachusetts Special Education Regulations**

Link: <http://www.doe.mass.edu/lawsregs/603cmr28.html>

This law and the regulations govern educating students with disabilities.

### **Massachusetts General Law Chapter 76 Section 5B (Chapter 622 of the Act of 1971)**

Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation

Link: <http://www.mass.gov/legis/laws/mgl/76-5.htm>

## **Massachusetts General Law Chapter 111F (AKA “Right to Know”)**

Link: <http://www.mass.gov/legis/laws/mgl/gl-111f-toc.htm>

This law requires all employers, public and private, who make, process, use or store substances which the Department of Public Health deems toxic or hazardous, to label the substances, to inform students and employees about the substances and safety precautions and to provide detailed written information to these individuals upon request. All vocational technical education shops must have Material Safety Data Sheets (MSDS) posted for substances that the Department of Public Health deems toxic or hazardous.

## **Massachusetts Student Records Regulations**

Link: <http://www.doe.mass.edu/lawsregs/603cmr23.html>

These regulations govern student records. It includes the important issue of privacy and access to student records.

## **Massachusetts General Law Chapter 119 Section 51A**

Link: <http://www.mass.gov/legis/laws/mgl/119-51a.htm>

This law mandates reporting of child abuse. It is important to be aware of the following signs of possible child abuse.

- Bruising – look for repeated bruising. Some bruises may be old and some may be new. Be cautious and watchful. Contact the nurse with your concerns.
- Unlikely answers – ask the student about bruising. Consider carefully how the student responds to your questions and relate this information to the nurse or counselor.
- Cowering or tenderness – take notice if you reach out or come close to a student and they back away or cower.
- Behavior- notice students who behave in extremes; i.e., they will be very quiet or withdrawn as to not bring attention to themselves, or they become very angry and abusive themselves.

Whenever you are at all suspicious that a student is being abused, ask advice from the school nurse or guidance counselor.

Knowing when to report is very important. Ask for direction from the guidance staff.

If you know for certain there is a charge of abuse, you must report it to Child Protective Services. However, first you should contact the school nurse and school guidance counselor in order to fill out the appropriate paperwork. The authorities will investigate child abuse charges. It is your responsibility to assure that a case of child abuse gets the necessary attention. Guidance counselors are experienced in processing child abuse reports. They are available to assist you. Never hesitate to discuss concerns about the welfare of students with these individuals.

Adapted from Your First Year as a High School Teacher

## **Criminal Offender Record Information (CORI) Law**

Link: <http://www.mass.gov/legis/laws/seslaw02/sl020385.htm>

Chapter 385 of the Acts of 2002, An Act Further Protecting Children, was enacted into law on November 27, 2002. Section 2 of Chapter 385 amends M.G.L. c. 71, § 38R to require that all schools conduct criminal background checks on current and prospective employees, volunteers, school transportation providers, and others who may have direct and unmonitored contact with children. Criminal offender record information ("CORI") must be obtained from the Criminal History Systems Board (CHSB) - the state agency authorized to provide CORI to certified agencies - at

least every three (3) years during an individual's term of employment or service. In addition, schools may perform CORI checks on subcontractors or laborers commissioned to do work on school grounds that may have direct and unmonitored contact with children. On February 17, 2003 the Commissioner of Education issued an Advisory on the CORI Law and its implementation by school districts <http://www.doe.mass.edu/lawsregs/advisory/cori.html>.

## **Maintaining a License to Teach**

The Vocational Technical Education Regulations and the Guidelines for Vocational Technical Education Programs and Educator Licensure address the requirements for licensure and license renewal. Link: <http://www.doe.mass.edu/cte/chapter74/603cmr4.pdf>

The Chapter 74 Manual for Vocational Technical Educator Licensure is a reference for all aspects of licensure and license renewal. Link: [http://www.doe.mass.edu/cte/chapter74/manual\\_elar.pdf](http://www.doe.mass.edu/cte/chapter74/manual_elar.pdf)

The Massachusetts Department of Education's Educator Licensure and Recruitment (ELAR) online system is a state-of-the-art web-based system for licensure and license renewal.

Link: [http://www.doe.mass.edu/educators/e\\_license.html](http://www.doe.mass.edu/educators/e_license.html)

The following Professional Standards for Vocational Technical Teachers are taken from the Vocational Technical Education Regulations. They are the "backbone" of teacher licensure. All the coursework required for licensure are based on these Standards.

### **603 CMR 4.10 Professional Standards**

#### **(1) Professional Standards for Vocational Technical Teachers**

- (a) Application. The Standards for Vocational Technical Teachers define pedagogical and other professional knowledge and skills required for all teachers. These standards are used by teacher preparation providers in preparing their candidates, by the Department in reviewing courses seeking approval, and by the Department as a basis of written and performance assessments of candidates. Candidates shall demonstrate that they meet the Standards 1) by passing the written and performance tests required for the preliminary license and, 2) as part of the preparation for the professional license.

#### **(b) Standards**

##### **1. Plans Curriculum and Instruction**

- a. Seeks resources from colleagues, families and the community to enhance learning. Coordinates with academic teachers to integrate academic and vocational technical subject matter to fulfill the goals of the learning standards in the Massachusetts Curriculum Frameworks.
- b. Draws on the vocational technical competencies of the appropriate Certificate of Occupational Proficiency (COP) that includes employability skills, national program standard or state license, the content of relevant curriculum frameworks to plan activities addressing standards that will advance students' level of subject matter knowledge and skills.
- c. Plans and provides instruction combining manipulative skills with the technical knowledge needed to perform job tasks.

- d. Plans student activities to include, but not be limited to, research, documentation, task performance, record keeping and evaluation of job performance.
- e. Plans and uses work-based activities to enhance student learning.
- f. Draws on results of formal and informal assessments as well as knowledge of human development and student learning styles to plan learning activities appropriate for the full range of students within a classroom and laboratory.
- g. Employs appropriate sheltered English or subject matter strategies for English learners.
- h. Plans units of study with clear objectives and relevant measurable outcomes.
- i. Plans the pedagogy appropriate to the specific discipline and to the age, cognitive level and learning styles of the students in the classroom and laboratory.
- j. Develops student career decision-making and employability skills by creating opportunities for students to gain understanding of workplace cultures and expectations.
- k. Incorporates appropriate technology and media in planning the unit of study.
- l. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms and laboratories.
- m. Develops a sequential curriculum design that promotes the identification of academic subject area skills utilized within the vocational technical discipline.
- n. Plans and provides a sequential scope of technical knowledge instruction in the areas of materials, processes and procedures of the technical discipline.
- o. Develops a curriculum that supports the successful transition of students from secondary to postsecondary education and apprenticeship programs.

## 2. Delivers Effective Instruction

- a. Communicates high standards and expectations:
  - i. Makes learning objectives clear to students.
  - ii. Communicates clearly in writing and speaking.
  - iii. Uses engaging ways to begin a new unit of study.
  - iv. Builds on students' prior knowledge and experience.
- b. Communicates high standards and expectations when carrying out the unit of study:
  - i. Uses a balanced approach to teaching skills and concepts of reading, writing and speaking.
  - ii. Employs a variety of teaching techniques from more teacher-directed strategies such as direct instruction and practice to less teacher-directed approaches such as discussion, problem solving, applied learning, cooperative learning, research projects (among others) as they apply to the subject matter and skills being taught.



- iii. Employs a variety of reading and writing strategies for addressing learning objectives.
  - iv. Relates appropriate mathematics, science and technology/engineering concepts to the vocational technical program.
  - v. Uses questioning to stimulate thinking and encourages all students to respond.
  - vi. Uses instructional technology appropriately.
- c. Communicates high standards and expectations when extending and completing the unit of study:
  - i. Assigns and evaluates homework that furthers student learning.
  - ii. Provides ongoing feedback to students on their progress.
  - iii. Provides varied opportunities for students to achieve competence.
  - iv. Communicates high standards and expectations when evaluating student learning.
  - v. Measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments and uses results to plan further instruction.
  - vi. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians and school personnel.
- 3. Manages Classroom Climate and Operation
  - a. Creates a safe environment conducive to learning.
  - b. Creates a physical environment appropriate to a wide range of learning activities.
  - c. Assures that students have adequate training in health and safety issues pertaining to the vocational technical program and that safety guidelines are followed at all times.
  - d. Maintains appropriate standards of behavior and mutual respect.
  - e. Manages classroom routines and procedures without loss of significant instructional time.
- 4. Promotes Equity
  - a. Encourages all students to believe that effort is a key to achievement.
  - b. Promotes achievement by all students without exception.
  - c. Assesses the significance of student differences in home experiences, knowledge, learning skills, learning pace and proficiency in the English language for learning curriculum and uses professional judgment to determine if instructional adjustments are necessary.
  - d. Develops students' character, leadership and sound personal, social and civic values and ethics.
- 5. Meets Professional Responsibilities
  - a. Understands his or her legal and moral responsibilities.
  - b. Conveys knowledge of and enthusiasm for her/his technical discipline to students.
  - c. Remains current in research or developments in the vocational technical discipline and exercises judgment in accepting findings as valid for application in classroom and laboratory practice.

- d. Collaborates with colleagues to improve instruction, assessment and student achievement.
- e. Involves parents/guardians in their child's learning and communicates clearly with them.
- f. Develops partnerships with business and industry to extend and enrich the learning opportunities available to students.
- g. Assists in the development of partnerships with postsecondary institutions and apprenticeship programs for the development and implementation of high school to postsecondary education and apprenticeship programs.
- h. Makes appropriate use of the Program Advisory Committee to improve the vocational technical program and incorporate modern workplace skills.
- i. Makes appropriate use of vocational technical student organizations to improve student learning and develop student leadership skills.
- j. Reflects upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals and is receptive to suggestions for growth.
- k. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

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## Collaborating with Colleagues

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*Working effectively with colleagues is an essential part of a successful first year. To provide the best possible service to your students, you need to develop quality relationships with your fellow staff members as well. Many new teachers have natural concerns about working with veteran faculty members. Here are some suggestions to enhance your relationships with your colleagues:*

- 1) **COMMUNICATE.** Learn names of staff members early in the year. Respond to memos, phone messages and emails promptly.
- 2) **USE YOUR EMOTIONAL INTELLIGENCE.** Avoid getting caught up and hung up. In any organization, people have different points of view. Avoid egos and power struggles. When working with difficult staff members, stand up for yourself without being confrontational. Seek out positive and supportive staff.
- 3) **BOUNDARIES.** Maintain a professional demeanor. Refuse to allow your personal life to spill into your workspace. Be mindful of appropriate information, and avoid gossip and rumors.
- 4) **MEETINGS.** Be on time. Listen. Have adequate and accurate information. Be clear, direct, and brief. Record essential information.
- 5) **ACTION VS. TALK.** You will earn your colleagues' respect more through action than through talk. Do what you say you are going to do.
- 6) **ADD TO THE SCHOOL CULTURE AND CLIMATE.** Have a 'can do' attitude that tells your colleagues you are a team player. Add to morale by being a positive force on your staff.

- 7) **BE A BUILDER.** Build relationships. Build teams. Build a better workplace by cooperating with your colleagues.

Your success as a new teacher will develop as you interact effectively with the faculty and staff. As you build relationships, you will begin to see yourself as an important part of a team, and earn a reputation as a dependable and resourceful staff member.

## **Building Learning Communities**

Evidence shows that in schools where teachers work and talk together about effective instruction, the job satisfaction of individual teachers as well as student performance is enhanced. The following suggestions support collaboration that can benefit the new teacher.

- **Maintain an open door.** Welcome colleagues to observe your classes and arrange to visit colleagues' classes.
- **Build strong relationship skills.** Make the effort to work well with others including the principal and parents/guardians.
- **Negotiate in favor of students.** Take the initiative to modify curriculum and instruction for the good of the students and the school.
- **Maintain a commitment to ongoing planning.** Use and value common planning time for developing curriculum, improving instruction and addressing student learning issues.
- **Extend networking beyond the school.** Make use of conferences, the web and other means to stay connected with those outside of the school that can educate and serve your students.
- **Reflect on practice.** Read about new approaches to curriculum and instruction and have conversations with your colleagues about improving your practice.
- **Demonstrate a willingness to explore.** Try different approaches to teaching and be open to learning new skills and content.

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## Using Technology as an Educational Tool

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### Technology Self-Assessment Tool (TSAT)

The Technology Self-Assessment Tool developed by the Boston Public Schools in 1997.

The TSAT has been designed for:

1. Teachers: to determine their own levels of technology proficiency and to identify personal technology professional development needs.
2. Schools/Districts: to assess their professional development needs and to plan professional development activities that will help all teachers become proficient in technology.
3. The State: to gather and report data on technology competencies and technology professional development.

The Technology Self Assessment Tool is available as a PDF file and as an interactive tool on the Department of Education's Virtual Education Space (VES). Link: <http://ves.doe.mass.edu/>.

To use the PDF file, simply print the file and then check off the technology tasks that you know how to do. Put a check only if you are able to do all of the examples given. This questionnaire should require about 15 minutes of your time. A Progress Chart containing the same information is included as Appendix A.

To use the interactive tool, log on to VES, <http://www.ves.mass.edu/>, click the TSAT icon at the bottom of the screen, and follow the instructions. You will need to have a VES account in order to access the TSAT. To register for a free account on VES, click the Educators button on the VES home page.

In order to access aggregated data from teachers in your district who have taken the TSAT, you need to be authorized by your district's superintendent and assigned the role of TSAT District Administrator by your district's VES administrator. Once you have this authorization, simply log on to VES, click the Admin icon at the bottom of the screen, and follow the instructions.

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# Massachusetts Curriculum Frameworks

## Massachusetts Comprehensive Assessment System

### Massachusetts Certificate of Occupational Proficiency



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As a result of the Educational Reform Act of 1993, Curriculum Frameworks were developed for Massachusetts' public schools. Currently, Frameworks in English language arts, mathematics, science and technology/engineering, history and social science, comprehensive health, arts, and foreign language have been adopted and are being used. Curriculum Frameworks are of high quality, results driven, and focus on world-class standards. What is important to remember is that each of the curriculum frameworks will always be considered as works in progress, and we will continue to refine them to strengthen them and to keep them current. Local communities will use the frameworks to develop more specific curriculum. Link: <http://www.doe.mass.edu/frameworks/>.

The Massachusetts Comprehensive Assessment System (MCAS) assesses students for their knowledge and skills of these Frameworks. Link: <http://www.doe.mass.edu/mcas/>.

Vocational Technical Education Curriculum Frameworks (VTECF) are in the process of development. They will form the basis for assessment of students for the award of the Certificate of Occupational Proficiency. Committees of educators and industry personnel are currently developing the VTECF. The VTECF consist of two parts:

1. Occupational Cluster VTECF
2. Occupational Major (Program) VTECF

Each VTECF will be comprised of six strands; one strand for each aspect of the industry (occupation) the students are being prepared to enter.

1. Strand 1 - Industry-Validated Cluster *Health & Safety* Knowledge/Skills/Competencies and Sample Performance Indicators
2. Strand 2 - Industry-Validated Cluster *Technical* Knowledge/Skills/Competencies and Sample Performance Tasks/Indicators
3. Strand 3 - Industry-Validated Cluster *Embedded Academic* Knowledge/Skills/Competencies and Sample Performance Indicators
4. Strand 4 - Industry-Validated Cluster *Employability* Knowledge/Skills/Competencies and Sample Performance Indicators
5. Strand 5 - Industry-Validated Program *Management & Entrepreneurship* (Planning, Finance, Business Ethics, Labor Relations, Community and Environmental) Knowledge/Skills/Competencies and Sample Performance Indicators
6. Strand 6 - Industry-Validated Cluster Underlying *Principles of Technology* Knowledge/Skills/Competencies and Sample Performance Indicators

Occupational cluster VTECF will include the knowledge/skills common to related occupations. Occupational major VTECF will include the knowledge/skills taught within a specific occupational major (program). An example of an occupational cluster framework skill for the Construction Cluster might be standard blueprint reading, since students within any of the occupational majors (programs) in this cluster should have standard blueprint reading skills. The blueprint reading skills that are specific to a certain program would be taught from the applicable occupational major VTECF.

Bookmark this link and check back often to keep up-to-date on progress being made. Link:  
<http://www.mccte.org/frameworks.htm>.

The Massachusetts Certificate of Occupational Proficiency will assess students for their knowledge and skills of the VTECF. The Education Reform Act of 1993 established the Certificate of Occupational Proficiency. The statute - M.G.L.c.69 section 1D (iii) states: "The certificate of occupational proficiency shall be awarded to students who successfully complete a comprehensive education and training program in a particular trade or professional skill area and shall reflect a determination that the recipient has demonstrated mastery of a core of skills, competencies and knowledge comparable to that possessed by students of equivalent age entering the particular trade or profession from the most educationally advanced education systems in the world. No student may receive said certificate of occupational proficiency without also having acquired a competency determination. Nothing in this chapter shall prohibit a student from beginning a program of vocational education before achieving a determination of competency. Such vocational education may begin at grade nine, ten or eleven. No provision of law shall prohibit concurrent pursuit of a competency determination and vocational learning. There shall be no cause of action for a parent, guardian or student who fails to obtain a competency determination, a certificate of mastery or a certificate of occupational proficiency."

The entire assessment system is currently under development. Link:  
<http://www.doe.mass.edu/cte/cop/>.

# Annotated Bibliography

Mentoring New Teachers (1998) Hal Portner.

Best parts: pp 69-75, Tips and Observations. Good general survey of mentor's role.

Coaching and Mentoring (2000) India Podsen.

First Year and Student Teachers

Excellent in-depth coverage of the coaching and mentoring roles with forms, templates, agendas, and check lists

p. 185, Lesson Plan Template

p. 187, Classroom Management Plan Template

p. 182-83, Criteria for Unit Plan Evaluation

p. 177-81, First Year Teacher Checklist

Maximizing Mentoring (2003) Rudney & Guillaume.

The stress is on the mentor's role and the possible involvement of a university or college evaluator. Good quotes on teaching and from teachers about the process of becoming a teacher.

New Teacher Induction (2003) Breax & Wong.

Very colorful presentation of a smorgasbord of facts, model programs, quotes, and ideas.

Focuses on a Louisiana school district's successful teacher induction program and provides a snapshot of scores of other districts' programs.

25 Biggest Mistakes Teachers Make and How to Avoid Them (2000) Carolyn Orange.

235 Scenarios are presented as illustrations of the 25 mistakes. Solutions to each scenario are provided.

First Year Teacher's Survival Kit (2002) Julia Thompson.

472-page book that ends with Stress Management for Educators.

Students Who Drive You Crazy (2002) Jeffrey A. Kottler. Corwin Press

Very helpful and fairly short (123 pages) book that describes student behavior and provides strategies for teachers to deal with the behavior. There is a chapter on parents and colleagues who drive you crazy, but most of the emphasis is on students.

Overview of Career and Technical Education (2004) John Scott, Michelle Sarkees-Wircenski. American Technical Publishers, Inc.

This book is a great resource on the foundations of career and technical education, especially the philosophical, legislative and historical perspective. Appendix B is a 33-page chronology that starts at 2.5 million B.C.

101 Answers for New Teachers and Their Mentors (2003) Annette L. Breaux. Eye on Education, Larchmont, N.Y.

Each answer is covered on one page and they are organized in six categories: Classroom Management, Planning, Instruction, Professionalism, Motivation and Rapport, and A Teacher's Influence. This book is a good survey of positive practices for effective teachers.

Rookie Teaching for Dummies (2003) W. Michael Kelley. Wiley Publishing, Inc. New York, NY

An award winning math teacher wrote this book. It is written in the somewhat breezy style of the rest of the 'Dummies' series and it is quite lengthy. It would serve as a yearlong resource for the second year teacher who would be helped by the reflections and the resources.

Beyond Mentoring, How to Attract Support and Retain New Teachers (2001). John Saphier, Susan Freedman, and Barbara Aschheim. Teachers 21, Newton, MA.

This is a useful book for school or district leaders, including teachers, who are responsible for the entire process described in the title. A systemic and therefore comprehensive approach is emphasized with employment, evaluation, mentoring, and other activities all wrapped around good teaching.

Teaching Your Occupation to Others (1998) Paul A Bott. Allyn and Bacon; Boston, MA

The subtitle is, A Guide to Surviving the First Year, and is a good description of what is covered in this publication. It covers quite a range of topics including how to get into teaching, the role of the teacher, techniques of teaching, and how to organize instruction. This very practical book covers a lot of ground that vocational technical teachers will appreciate.

First Year Teachers Survival Kit. (2002) Julia Thompson. Jossey-Bass: San Francisco, CA

This is an excellent resource stocked with useful, practical strategies for the new teacher. This book has strategies and tips on how to plan a lesson, complete a seating chart, details daily routines, but it also includes sections on how the new teacher can take care of themselves and where to go for help when needed.

Your First Year Teaching as a High School Teacher (2001) Lynn Rominger, Suzanne Laughrea, Packard and Natalie Elkin. Three Rivers Press; New York, NY

Within the pages of this book the new teacher will find helpful hints from veteran teachers, useful vocabulary terms, and encouragement regarding the teaching profession. This resource is easy to read and is a practical hand-book for any new high school teacher. It is full of real world advice and will answer those day to day questions most new teachers have at the start of their career.

Assertive Discipline for Secondary School Educators Lee Canter

There are four videos that accompany workbooks. The videos are entitled:

*Becoming Assertive and Determining a Discipline Plan*

*Putting Your Discipline Plan into Action*

*Dealing with Chronic and Severe Discipline Problems*

*Applying Assertive Skills to Problem Situations*

Each scenario has been gleaned from real experiences of teachers. The sections entitled "Frequently Asked Questions" and "Monthly Tips for Teachers" are most informative.

Tools for Teaching (2000) Fred Jones. Frederick H. Jones & Associates, Inc., Santa Cruz, CA

This book and the video series that accompanies it are outstanding resources for new teachers. Jones' advice and specific suggestions on how to prevent class disruptions from interfering with teaching is as good as any resource that exists on this subject. Chapters such as the one on "working the crowd" has strategies for new teachers as well as veteran teachers, that can have an immediate impact on the learning that takes place in a classroom. Teachers as well as administrators should consider Jones' comment that "The biggest impediment to working the crowd in a typical classroom is the furniture." Chapter 18 on "Eliminating Backtalk" is a must read.

How to Be an Effective Teacher, The First Days of School (1998) Harry and Rosemary Wong. Harry K. Wong Publications, Inc.; Mountain View, CA

If you can read only one book this should be it. Teachers unanimously state that Harry Wong's book gives excellent and very specific examples of how to be an effective teacher. His guidelines for constructive discipline and how to avoid common pitfalls are practical and very doable for new teaching. One teacher writes, "This book is the bible of basic teaching methods. Wong's fundamentals are the building blocks of success. The puzzling little



things that we as teachers run into are sometimes the blocking mechanisms of effective teaching methods. This book is the answer to that puzzle.”

Fires in the Bathroom: Advice for Teachers from High School Students. Kathleen Cushman

This book is as enjoyable as it is valuable. It acknowledges that students are an underutilized resource for teaching teachers how to teach. Eighteen students collaborate and share what students wish for and what they have to say about things that happen in school. They make the point that teachers can learn a great deal by listening to their students.

## Appendix A

### GLOSSARY OF SELECTED EDUCATIONAL TERMS

**Section 504 Plan** – See *Becoming Familiar with State and Federal Laws & Regulations*.

**Accommodations** – This term is applied when teaching students on Individualized Educational Programs (IEPs) or Section 504 Plans. It refers to the modifications in course/test presentation, location, timing, student response or other educational factors that are necessary to provide students with disabilities appropriate education.

**Accountability** – The demand by public officials and taxpayers that school officials show how their investment in education is paying off.

#### **All Aspects of a Current Industry**

The “health & safety,” “technical,” “embedded academic,” “employability,” “management & entrepreneurship” (planning, finance, business ethics, labor relations, community issues and environmental issues), “underlying principles of technology” knowledge/skills/competencies related to a particular occupation or occupational cluster.

**Assessment** - An umbrella term for the process of evaluating student learning. In one sense, assessment is synonymous with “testing,” but today’s assessments should include more than traditional “tests,” including classroom observation, performance testing and portfolios. Assessment is an ongoing process of gathering and analyzing evidence of what a student can do.

**Benchmarks** – Benchmarks are examples of quality student work. Presenting benchmarks to students enables them to see for themselves what quality work looks like.

**Chapter 766** – This Massachusetts law (Chapter 71B) provides specific guidelines for the identification, service delivery and assessment of students with disabilities. See *Becoming Familiar with State and Federal Laws & Regulations*.

**Certificate of Occupational Proficiency** – A certificate to be awarded to students who successfully complete a comprehensive education and training program in a particular trade or professional skill area and shall reflect a determination that the recipient has demonstrated mastery of a core of skills, competencies and knowledge comparable to that possessed by students of equivalent age entering the particular trade or profession from the most educationally advanced education systems in the world.

**Competencies** – Once acquired and verified, skills are termed competencies.

**Curriculum** – The body of knowledge, skills and attitudes to be transmitted to students. It includes such elements as what and how students are taught and what they are supposed to know and be able to do at the end of each unit of instruction.

**Differentiated Instruction** – Refers to the teaching practice that changes the pace, level and kind of instruction in response to individual students’ needs, learning styles and interests.

**Domains of Learning** – All education falls into three major domains:

**Cognitive Domain** – Emphasizes knowledge, understanding and thinking skills.

**Psychomotor Domain** – Emphasizes manipulative, hands-on skills.

**Affective Domain** – Emphasizes interests, attitudes, appreciation and values.

**Embedded Academic Knowledge/Skills/Competencies -**

Those English language arts, mathematical, scientific/technological, social studies knowledge/skills/competencies for which there exist Massachusetts Curriculum Frameworks and that are embedded in the Massachusetts Vocational Technical Education Curriculum Frameworks.

**Employability Skills/Competencies -**

Those skills/competencies that are favored by most employers for hiring purposes and include such skills/competencies as reporting to work on time, time management, teamwork, following directions, politeness, customer service, etc.

**Evaluation** – Professional judgments regarding the quality of student responses, products or performance. Evaluations should include multiple sources of information. Evaluation should be based on defined standards.

**Guiding Principle -**

A principle related to a specific occupational cluster that is shared by educators and business/industry, and that serves as a common guide for students and educators.

**I.E.P.** – An Individualized Educational Program (IEP) describes the services specifically designed to meet the unique educational needs of a student with a disability. See Part I, B for an example and more information on measuring learning progress of students with disabilities.

**Lesson Plan** – A breakdown of the goals, activities and assessments that a teacher records in planning to deliver a daily lesson.

**Lockdown Procedure** – A safety drill designed to secure students and staff inside the school building when there is danger of an armed intruder.

**MCAS** – Stands for Massachusetts Comprehensive Assessment System. This is the State assessment system.

**Modifications** – Term applied when teaching students on IEP's or Section 504 Plans.

**No Child Left Behind Act** - See *Becoming Familiar with State and Federal Laws & Regulations*.

**Occupational Cluster -**

A group of programs that share knowledge/skills/competencies.

**Performance Indicators -**

The manner in which skills are verified as competencies

**Program -**

Also known by schools as a “major”, a program is a sequence of courses or activities designed around competency-based applied learning, that provides individuals with the knowledge/skills/competencies in all aspects of a current or emerging industry that the individuals need to prepare for further education (including apprenticeships, lifelong learning & training) and for careers in the current or emerging industry.

**Objective** – A goal for students to reach at the conclusion of a certain level of instruction.

**Open Response Question** – An open response question is a question for which the student has to create a response rather than select a response. Characteristics of open-response questions are: a) they cannot be answered with a simple “yes” or “no” or one-word answer, b) they may have more than one correct response or solution, and may be answered in a variety of ways, c) they are thought-provoking, demand insight and reasoning, and require thoughtful engagement, d) they are framed for a clear purpose, and are designed to reveal student knowledge and understanding.

**Performance Standards** – Standards that express the degree and quality of proficiency\* at demonstrating a skill/competency.

\*Proficiencies identify how well an individual can demonstrate attainment of a task or competency. (See Rubric below.)

**Portfolio** – A purposeful collection of student work showing effort, growth, achievement and reflection on learning.

**Professional/Staff Development** – The term that refers to the continuous training and learning opportunities for teachers.

**Related Instruction** – Related instruction is that body of integrated academic and technical conceptual and theoretical knowledge purposely organized, sequentially presented and linked to the program in which the students are enrolled. Related instruction introduces, explains and amplifies the concepts, history, theory, business practices, ethics and legal foundations of the technical knowledge and skills to be acquired by students in a vocational technical shop.

**Rubric** – Rubrics are rating scales used to evaluate student performance on a given task. Rubrics are based on established criteria and utilize a point system, for example, 1-4. The characteristics of a performance or product for each score point are fully described. See Appendix C for example.

**Skill** - A learned power of doing something competently and as such the skill becomes a competency.

**Strand** -

Those aspects of a current industry that are included in occupational clusters and programs.

**Technical Knowledge/Skills/Competencies** -

Knowledge/skills/competencies that are technical in nature, and are best acquired and demonstrated by “hands-on” experience.

## APPENDIX B

### EXAMPLE OF SHOP POLICIES AND PROCEDURES

*The policies and procedures below either reinforce or are in addition to the rules and regulations as stated in the Student Handbook. The student should become familiar with the Student Handbook and the Shop Safety Rules and Regulations.*

#### Attendance / Tardiness

- Be in your assigned seat and prepared for class at the bell.
- Absences will result in a grade of zero for that day until the time is made up.
- As stated in the student handbook every student must complete 1500 hours of shop (500hrs. /year) to graduate.
- A note must verify tardiness due to detainment by a teacher or other school staff.
- It is the responsibility of each student to contact his or her shop teacher and arrange to make up work that has been missed due to absence. This should be done the day you return.

#### Discipline

- Appropriate shop behavior is expected at all times.
  - All shop safety requirements must be adhered to.
  - Stay in your assigned work area until the bell rings. Loitering at the door or in the hall will not be allowed at any time.
  - Students will not leave the shop without the teacher's permission and a signed passbook.
  - No loud noises or disruptions.
  - Throwing any objects in shop (even paper), horseplay or physical contact of any kind are safety issues and will not be permitted.
  - Any insubordinate, physically aggressive, destructive or defacing behavior will not be tolerated.
  - Cell phones will not be allowed in shop.
  - Individual speakers will not be allowed in shop.
  - Break is a privilege that can be taken away if abused.
  - The shop computers are to be used only for assigned work. Nothing is to be loaded, run or modified without the permission of the teacher.
  - Food and drink will only be allowed at the center tables.
- **Failure to behave properly will result in a warning to stop the misconduct.**
- **Continued misconduct will result in any or all of the actions below.**
  - Student asked to stay after school with teacher.
  - Anecdotal written and student sent to office / guidance.
  - Parents/guardians notified and parental conference requested.

#### Student Responsibilities

- In order for students to be prepared for shop they are required to have the following at all times:
  - A pencil and calculator
  - A three ring binder / notebook for handouts, returned work, and notes
  - Safety Glasses for soldering, drilling and assembly
- Notebooks need to be neat and organized. They will be checked quarterly.

- Students are responsible for any shop equipment assigned to them. If there is a problem with the equipment it should be brought to the attention of the instructor.
- All students will be assigned a drawer in shop that will be used for your shop material. Keep it neat and clean. It can and will be checked.
- Hats and hooded sweatshirts are allowed to be worn in shop. However, strings on hooded sweatshirts present a potential hazard as they can get caught in machinery. Hoods are not allowed to cover heads. If hats are thrown around, this privilege will be taken away.

### **Housekeeping – Take pride in your shop**

- Keeping the shop neat and clean is everyone's responsibility.
- You are responsible for your work area. Before leaving make sure it is clean and neat. Your weekly grade will be affected.
  - Tools put away
  - All parts and paperwork put away and debris cleaned from assigned work area.
  - All power should be removed from soldering iron and test equipment
- Shop cleanup will be the responsibility of a crew-selected daily.

### **Extra help**

- The teacher is available for extra help. Students should feel free to request this help when needed.

### **Grading policy**

**Each student will be given two weekly grades, one each by their respective half-day teachers. The final grade will be based on the average of all the weekly grades.**

### **The weekly grades will be based on the attached rubric**

Progress reports will be issued once per semester.

**PLEASE REFER TO THE STUDENT HANDBOOK FOR ADDITIONAL RULES AND REGULATIONS. YOUR SIGNATURE BELOW SIMPLY INDICATES THAT THESE RULES HAVE BEEN EXPLAINED TO YOU AND THAT YOU UNDERSTAND YOU ARE RESPONSIBLE FOR ABIDING BY THEM. STUDENTS SHOULD EXPLAIN THIS SHEET TO THEIR PARENTS OR GUARDIANS.**

Student Signature\_\_\_\_\_Date\_\_\_\_\_

Parent or Guardian Signature\_\_\_\_\_Date\_\_\_\_\_

Please also list the phone numbers or E-mail addresses I may use to keep parents/guardians informed of their student's progress. Thank you.

## APPENDIX C

### EXAMPLE OF RELATED CLASSROOM POLICIES AND PROCEDURES

#### Course Instruction

- ❑ Related instruction will consist of lecture/discussion, videos, demonstration and problem solving. Homework may be given to reinforce learning. Test and quizzes will be used to evaluate the student's progress.

#### Attendance

- Be in your assigned seats and prepared for class at the bell.
- Use the Lavatories **before** coming into class.
- Go to your lockers **between** bells, not during class hours.
- Poor attendance will drastically affect your grade.
- Tests and quizzes can only be made up the day the student returns from an absence
- It is the responsibility of the student to make up any work missing due to absences.
- A note must verify tardiness due to detainment by a teacher or other school staff.

#### Appropriate classroom behavior is expected at all times.

Students will abide by the rules and policies as listed in the Student Handbook. The rules below either reinforce or are in addition to these rules

- Do not leave your assigned seat without the instructor's permission.
- Horseplay or physical contact of any kind will not be permitted in the shop or class
- No loud noises or disruptions.
- The teacher dismisses the class.
- No talking during tests, quizzes, or class work.
- Raise your hand when asking questions or giving responses in class.
- No food or drink is permitted in the classroom at any time.
- No headphones are allowed in the classroom.
- Throwing anything (even paper) will not be tolerated.
- Students will come directly into the classroom. There will be no loitering in the hallway or in the shop before class.

#### Student Responsibilities

- A Pencil or a pen is required for related. Do not ask the teacher for one.
- A Notebook is **required** for:
  - o Handouts, returned work, and notes.
  - o Notebooks need to be neat and organized.
  - o The notebook will be checked for neatness and organization and counted as one test.
- Students are required to have calculators with them in class (for those courses requiring them).
- Students are required to bring their textbook with them to class.

**Extra help** — The instructor will make himself/herself available if any student requests extra help.

**Homework** — Is an important extension of a student's daily work. It is the student's responsibility to complete all assigned homework neatly and on time. Homework may be collected during homeroom.

### *Grading Criteria*

Final Grade will be based on the following.

- ☐ Tests \_\_\_\_\_ 30 % of final grade
- ☐ Class participation/Behavior \_\_\_\_\_ 30 % of final grade
- ☐ Quizzes \_\_\_\_\_ 20 % of final grade
- ☐ Homework \_\_\_\_\_ 20% of Final Grade

Please refer to the Student Handbook for additional rules and regulations. All rules of the school noted in the handbook will be strictly enforced. Additionally, students in the Electronics shop have safety rules listed in the handbook as well as other safety sheets that need to read and signed.

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



## APPENDIX D

### EXAMPLES OF SCORING RUBRICS

#### Weekly Activities Log and Time card Grading Rubric

##### Quantity of Work Performed (W)

(A)	30 points	Quantity of work exceeds acceptable job performance of industry
(B)	20 points	Quantity of work meets above the acceptable job performance of industry
(C)	15 points	Quantity of work meets minimum requirements of acceptable job performance of industry
(D)	10 points	Quantity of work is below requirements for acceptable job performance of industry
(F)	0 points	Quantity of work fails to meet acceptable job performance of industry

*Maximum = 30 points*

##### Tests and Tasks Work Quality (T/T)

s (A)	30 points	Project Work Quality exceeds neatness uniformity, spacing, and completion requirements directed by industry standards and specifications
(B)	20 points	Project Work Quality meets above neatness uniformity, spacing, and completion requirements directed by industry standards and specifications
(C)	15 points	Project Work Quality meets minimum of neatness uniformity, spacing, and completion requirements directed by industry standards and specifications
(D)	10 points	Project Work Quality is below neatness uniformity, spacing, and completion requirements directed by industry standards and specifications
(F)	0 points	Project Work Quality fails to meet neatness uniformity, spacing, and completion requirements directed by industry standards and specifications

*Maximum = 30 points*

## RUBRIC EXAMPLE

### Work Habits and Employability Skills

#### *ATTENDANCE AND PUNCTUALITY (A/P)*

(A)	10 points	Student reports on time and ready for work at start of class
(B)	5 points	Student reports to school but is late to shop
(C)	0 points	Student absent (see make-up policy)

#### *DEPENDABILITY AND HONESTY (D/H)*

(A)	10 points	Student displays positive work habits, works well with fellow students and staff, and takes on all tasks without reservation
(B)	5 points	Student displays acceptable work habits, generally works well with fellow students and staff
(C)	0 points	Student demonstrates a poor attitude, not acceptable work performance

#### *HUMAN RELATIONS (HR)*

(A)	10 points	Student treats others with respect and professionalism keeping a positive atmosphere in drafting lab
(B)	5 points	Student treats others with minimal respect and professionalism keeping a somewhat positive atmosphere in the drafting lab
(C)	0 points	Student is disrespectful to others in lab creating a hostile work environment

#### *EFFORT (E)*

(A)	10 points	Students work efforts exceeds shop requirement
(B)	5 points	Students work effort meets shop requirement
(C)	0 points	Students work effort fails to meet shop

*Maximum = 40 points*

			late		Day 1	Day 2
DIRECTIONS						
ently listens and tions	(5) Needs reinforcement		(0) Doesn't listen and needs constant direction		Day 3	Day 4
ON TASK					Day 1	Day 2
s time well and asks	(5) Doesn't stay focused and needs redirection		(0) Not accomplishing work		Day 3	Day 4
N LEARNING					Day 1	Day 2
seeks t	(5) Is willing to try new things when suggested		(0) Resistant to improving work		Day 3	Day 4
F EQUIPMENT					Day 1	Day 2
use/hazard free equipment	(5) Mostly adequate but needs reminding		(0) Careless/unsafe		Day 3	Day 4
					Day 1	Day 2
attitude all of the	(5) Sometimes negative but responsive with encouragement		(0) Resistant, uncooperative		Day 3	Day 4
ONS WITH					Day 1	Day 2
positive,	(5) Occasionally needs intervention		(0) Uncooperative with peers		Day 3	Day 4
TITY OF WORK					Day 1	Day 2
ding. Finishes of ability	(5) Acceptable but not thoroughly completed		(0) Unacceptable amount for given time		Day 3	Day 4
TY OF WORK					Day 1	Day 2
ng demonstrating and creativity	(5) Adequate and acceptable		(0) Doesn't reflect adequate understanding of project		Day 3	Day 4
-UP					Day 1	Day 2
cleans up	(5) Needs to be reminded		(0) Messy. Leaves clean up for others		Day 3	Day 4

## RUBRIC EXAMPLE

### Flight Project Rubric

	A Grade	B Grade	C Grade	F Grade
Flight	Prolonged flight (over 10 seconds)	Short flight (less than 10 seconds)	No flight, but principles of flight are evident	Lead Balloon
Originality	Not from a Supplier's Kit	Supplier' Kit with <b>major</b> modifications	Supplier's kit with <b>slight</b> modifications	Supplier's Kit (alone)
Knowledge of Plane	Explains in detail why their plane flies or not. Fully explains and understands.	Good knowledge base but not explained fully	Some knowledge	No clue
Blue Print Design	Professional quality. Four (4) views with measurements.	Three (3) views with measurements	Two (2) views with measurements	Totally invisible
Formal Paper	Explains all concepts of flight (lift, drag etc.) Explains in detail the design of the plane. Formal term paper. 3 pages minimum and with 3 sources.	Mentions Bernoulli's Principle and explains their plane. 2 pages with 2 sources.	Describes their plane on principles of flight. Less than 2 pages with 1 source.	Typed with invisible ink

	Works cooperatively to achieve team goals. Identifies and provides customer/client services.		assistance.	used appropriately.	consistent.	goals..	t services.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes is used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.	Meets defined outcomes.	Follows a guided plan of action.	A limited range of tools, materials and/or processes are used appropriately.	Quality and productivity are reasonably consistent.	Works cooperatively.	Provides, a limited range of customer/client services.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.	Has not completed defined outcomes.		Tools, materials and/or processes are used inappropriately.			

## RUBRIC EXAMPLE

### Precision Machine Shop

Performance test  
One-Inch Square Block  
(Made from 1 ¼ steel))

Criteria	Excellent Quality	Acceptable Quality	Unacceptable Quality	Employability Review
1 "Dimension	All sides within .001 (4)	All sides within .005 (3)	Four sides within .005 (2)	All sides more than .005 (1)
Squareness	All sides within .001 (4)	All sides within .003 (3)	Four sides within .003 (2)	All sides more than .003 (1)
Finish	All Sides 0-16 (4)	All Sides 0-32 (3)	All Sides 0-48 (2)	All Sides 0-96 (1)
Time	Two hours or less (4)	Two and a half hours or less (3)	Three hours or less (2)	More than three hours or incomplete (1)

### Grading Rubric:

16 = A+      15 = A-  
 14 = B+      13 = B-  
 12 = C        11 = D+

## APPENDIX E

### EXAMPLE OF A DAILY LESSON PLAN

Shop Department Electrical Shop Date 9/21/04

Topic/Lesson Electrical Blueprint Reading Class Junior -- Shop

- 1) Objective(s) Teach students how to interpret and read electrical blueprints  
\_\_\_\_\_  
\_\_\_\_\_
- 2) Materials Drafting paper, ruler, pencil  
Information sheet – containing electrical symbols  
\_\_\_\_\_
- 3) Safety Concerns NONE  
\_\_\_\_\_
- 4) Procedure (include key points to cover) How to convert real world measurements  
to a scale for drawing electrical blueprints  
\_\_\_\_\_
- 5) Assessment Check students' completed drawings for accuracy –neatness  
\_\_\_\_\_
- 6) Evaluation of lesson Assessment will help evaluate if lesson was effective  
and achieved results  
\_\_\_\_\_
- 7) Accommodations, special needs of students, identify specific concerns \_\_\_\_\_  
reading rulers – using measuring tapes. Basic skills listed should already be  
covered.
- 8) Missing students Use peer tutoring to enable absent students to catch up.  
\_\_\_\_\_

## EXAMPLE OF LESSON PLAN

**DUTY: C – FABRICATING COPPER TUBING.**

**ASSIGNMENT / TASK: # 6 (SOLDER 45 DEGREE OFFSET COPPER TUBING.)**

**GIVEN: 1/2" COPPER TUBING, 2 – 45DEGREE 1/2" COPPER ELBOWS, SOLDER, SOLDER PASTE, SANDPAPER, RAG, SAFETY GLASSES AND TORCH.**

### **PERFORMANCE OBJECTIVE:**

**YOU WILL: MEASURE, CUT, SAND, CLEAN AND SOLDER ALL PIECES AS SHOWN IN THE SCHEMATIC TO WITHIN + / - 1/8" AND DEEMED ACCEPTABLE BY THE INSTRUCTOR.**

### **PROCEDURE:**

1. COMPLETE FITTING TAKE-OFF.
2. MEASURE ALL LENGTHS.
3. LIST ALL LENGTHS ON SCHEMATIC.
4. CUT ALL COPPER TUBING TO LENGTH.
5. SAND ALL FITTINGS.
6. CLEAN ALL FITTINGS.
7. PASTE ALL FITTINGS.
8. ASSEMBLE ALL PIECES PER SCHEMATIC.
9. SOLDER ALL PIECES
10. SUBMIT FINISHED PROJECT TO INSTRUCTOR FOR EVALUATION.

**ATTEMPT # \_\_\_\_\_**

**EVALUATOR \_\_\_\_\_**

**DATE PERFORMED \_\_\_\_\_**

**LEVEL OF PERFORMANCE: L M S**

**LEVEL (L) LIMITED SKILL –**

**Performs simple parts of the task using required tools but requires instruction and supervision to do most parts of the job.**

**LEVEL (M) MODERATE SKILL –**

**Performs the task with a minimum amount of supervision. Has command of hand tools and the use of stationary equipment procedures.**

**LEVEL (S) SKILLED –**

**Completes the task with little or no supervision. Tasks that are performed meet with minimum standards in speed and accuracy.**



## EXAMPLE OUTLINE OF LESSON PLAN

**Topic:** Discuss the theory of operation and wiring of GFCI. GFCI is an acronym for Ground Fault Circuit Interrupter.

**Objective:** The purpose of this lesson is to familiarize student with GFCI's so that the student will have enough knowledge to wire this device in shop class.

**Student Preparation:** Student will listen to lectures, watch videos, and do nightly homework and reading assignment so that they will become knowledgeable with theory of operation and wiring of GFCI devices.

**Teacher Preparation:** Teacher will provide student with the concepts behind GFCI devices through class lectures and assignments.

### **Presentation Notes:**

<b><u>Steps</u></b>	<b><u>Resources</u></b>	<b><u>Keywords</u></b>
<b><u>Day # 1</u></b>		
• Give out GFCI handout	GFCI	Grounding GFCI
• Review Grounding		Ground Fault
Demo equipment grounding terminals on switches and receptacles	Equipment Grounding Conductor	
Show GFCI receptacle	GFCI receptacle	
Give out Hw # 1		
<b><u>Day # 2</u></b>		
Collect Hw #1, go over		
Explain how a GFCI works, using transparencies	Transparency # 1- Residential Wiring, Pg 135, Fig. 6-6. Transparency # 2 – Residential Wiring, Pg 136, Fig. 6-7	
Give out Hw # 2		