6-12 CAREER AND TECHNICAL EDUCATION INSTRUCTIONAL MODELS

LEARNER-CENTERED MODEL

SUGGESTED STRATEGIES

Note: Students may need guidance on project planning, time and task allocation. To meet the individual needs of the learner, be flexible and accommodate accordingly.

5 C's: Critical thinking, creative thinking, communication, collaboration, and citizenship skills

- Allow for student autonomy/choice
- Check for understanding through formative assessment
- Create (i.e., students can create an actual model or presentation, which can be shared with their peers)
- Encourage discussion with each other and at home
- Illustrate to create or demonstrate
- Include summarizing and writing to enhance learning
- Incorporate the use of common household materials
- Inquiry to foster critical thinking
- Encourage remote peer-to-peer collaboration
- Provide graphic organizers (helpful strategy for SPED and ESOL students)
- Provide rubrics for PBL assignments
- Scaffold instruction
- Select activities from a project/choice board

RESOURCES

- Virginia's Educational Resource System Online (Verso) -a repository for all the state's CTE curricula and related pathways
- Career and Technical Education Consortium of States (CTECS) - competency-based career and technical education resources that are validated by business, industry, and labor
- 6-12 Online Resources - additional resources

SAMPLE WEEK-LONG AGENDA

(Maximum instruction in CTE 2.5 hours per week)

Monday:
Office hours with the teacher. Feedback/support should be provided to students throughout the process as needed.

- The teacher introduces parameters of the project, essential questions, outlines standards/content to be covered and performance expectations of the project/design challenge. Ancillary materials (e.g. rubrics, videos, content support, etc.) should be included at this time.
- Team projects: Students work collaboratively to determine questions or define problems based on the project parameters, determine and distribute tasks, determine a schedule for completing tasks, and provide opportunities for group discussion.
- Individual project: The student determines questions or problems to address within the parameters of the assigned project, determines steps toward completion of the project, and constructs a timeline for completion.

(Note: This project may take more that one week for content mastery.)

Tuesday:
Students submit a project plan to the teacher. Students begin work individually and/or collaboratively to complete the project.

Wednesday-Thursday:
Student works individually and/or collaboratively to complete the project.

Friday:
Team/Individual project reflection submitted to the teacher. Include questions, concerns, successes, and challenges. The teacher would use these reflections the following week during office hours to provide feedback to students. The teacher would use this feedback to determine additional ancillary support needed by individuals or students to support learning.

This process would continue until the conclusion of the project.

6-12 CAREER AND TECHNICAL EDUCATION INSTRUCTIONAL MODELS

TEACHER-CENTERED MODEL

SUGGESTED STRATEGIES

Note: Students may need guidance on project planning, time and task allocation. To meet the individual needs of the learner, be flexible and accommodate accordingly.

[5 C's](#): Critical thinking, creative thinking, communication, collaboration, and citizenship skills

- Allow for student autonomy/choice
- Allow for application: transdisciplinary activities
- Check for understanding through formative assessment
- Connect previous knowledge and assess after the topic is taught
- Demonstrate or model desired tasks
- Develop activities for a project/choice board
- Develop opportunities for students to create artifacts or other manipulatives
- Encourage discussion with each other and at home
- Include summarizing and writing to enhance learning
- Incorporate the use of common household materials
- Allow for remote peer-to-peer collaboration
- Provide graphic organizers
- Provide rubrics for PBL assignments
- Scaffold instruction

RESOURCES
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SAMPLE WEEK-LONG AGENDA
(Maximum instruction in CTE 2.5 hours per week)

Monday:
Office hours with the teacher. Feedback/support should be provided to students throughout the process as needed.

- Synchronous or Asynchronous presentation of material and expectations for the week (i.e. Video, lecture/reading, PPT-Interactive Notes, etc)

(Note: This lesson may take more that one week for content mastery.)

Tuesday:
Students participate in an individual exploration of the content through teacher-provided materials to reinforce content-specific concepts previously introduced. Additional support materials provided by the teacher might include worksheets, videos, hands-on exploration.

Wednesday-Thursday:
Students work on teacher-assigned product of concepts introduced on Monday-Tuesday.

- Products might include worksheets, mini-project, or Powerpoint presentations to present concepts learned, etc.

Friday:
End of week check-in with students.

- Relevant feedback provided to students on the previous work submitted.
- Student reflections on what was learned

6-12 CAREER AND TECHNICAL EDUCATION INSTRUCTIONAL MODELS

HYBRID MODEL

SUGGESTED STRATEGIES

Note: *Students may need guidance on project planning, time and task allocation. To meet the individual needs of the learner, be flexible and accommodate accordingly.*

5 C's: Critical thinking, creative thinking, communication, collaboration, and citizenship skills

- Allow for student autonomy/choice
- Allow remote peer-to-peer collaboration
- Allow for application: transdisciplinary activities
- Check for understanding through formative assessment
- Connect previous knowledge and assess after the topic is taught
- Create (i.e. students can create an actual model or presentation which can be shared with their peers)
- Demonstrate or model desired tasks
- Develop activities for a project/choice board
- Develop opportunities for students to create artifacts or other manipulatives
- Encourage discussion with each other and at home
- Illustrate to create or demonstrate
- Include summarizing and writing to enhance learning
- Incorporate the use of common household materials
- Inquiry to foster critical thinking
- Encourage remote peer-to-peer collaboration
- Provide graphic organizers
- Provide rubrics for PBL assignments
- Scaffold instruction
- Select activities from a project/choice board

RESOURCES
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SAMPLE WEEK-LONG AGENDA
(Maximum instruction in CTE 2.5 hours per week)

Monday:
Office hours with teacher feedback/support should be provided to students throughout the process as needed.

- The teacher provides instructional delivery of new content or a continuation of a topic using a variety of tools.
- The teacher introduces the weekly agenda including assignments and project overview which includes expectations, due dates, and communication options.
- The teacher will post an essential question that the students will answer as part of their reflection based on the learned content.

(Note: This lesson may take more that one week for content mastery.)

Tuesday-Thursday:
Students participate in individual or collaborative exploration of the content through teacher provided materials to reinforce or introduce new content-specific concepts. Materials provided by the teacher might include worksheets, videos, articles, chats/discussions, WebQuests, station activities, demonstration lab activities, interactive lab activities, and scientific articles.

- **Team projects:** Students work collaboratively to determine a question or a defined problem based on the project parameters, determine and distribute tasks, determine a schedule for completing tasks, and provide opportunities for group discussion. *Students interact with the teacher and team members as needed.*
- **Individual projects:** Student determines question or problem to address within the parameters of the assigned project, determines steps toward completion of the project, and constructs a timeline for completion. *Students interact with the teacher as needed.*

Friday:
Students will continue to work on projects and other assignments. Each student would reflect on the work accomplished and plans for the upcoming week. Reflections should include a conceptual understanding of learning goals, collaboration, and personal strengths/growth.