Professional Development

Effective Programs of Study rest, finally, on the shoulders of instructors in the classrooms—academic and technical, secondary and postsecondary. As the field of integrated curriculum is relatively new to many members of both fields, it is essential that instructors receive high quality PD to assist them in:

- Understanding how the courses they teach fit into a course sequence that includes both CTE and academic coursework and leads to non-duplicative postsecondary enrollment.
- Creating coursework that genuinely integrates both academic and technical material and fulfills secondary graduation requirements at the state level (horizontal alignment).
- Developing project-based curricula that allow students to apply what they have learned.
- PD should be delivered in several modalities that include classroom based coaching and projects with colleagues.
- Additionally, instructors at both secondary and postsecondary levels need opportunities to meet and both design and understand an aligned, vertical sequence of coursework

Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.

Effective professional development should:

- Support the alignment of curriculum from grade to grade (9-12) and from secondary to postsecondary education (vertical curriculum alignment).
- Support the development of integrated academic and career and technical curriculum and instruction (horizontal curriculum alignment).
- Ensure that teachers and faculty have the content knowledge to align and integrate curriculum and instruction.
- Foster innovative teaching and learning strategies.
- Encourage instructors to examine and use data to drive instruction and targeted assistance to students.
Professional Development

Self-Assessment Ranking of Current Implementation Status and Importance to Your Implementation

Rank your development and implementation progress for Professional Development according to the measurement criteria listed. Determine the level that most closely aligns with the progress made toward Professional Development implementation. The self-assessment is intended to be an authentic gauge of actual implementation. Results from the self-assessment can be used to target areas for technical assistance and professional development. An analysis of the level of importance can assist in establishing the priority and possible timeline for implementing technical assistance and scheduling professional development.

<table>
<thead>
<tr>
<th>Implementation Characteristics</th>
<th>Current Status</th>
<th>Importance</th>
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<tbody>
<tr>
<td>State has process in place whereby instructors are an integral part of POS development and planning</td>
<td>☐ None ☒ In Progress ☒ Operational</td>
<td>☐ Low ☐ Important ☒ Critical</td>
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<tr>
<td>Professional development opportunities are high quality, sustained, intensive, and focuses on instruction</td>
<td>☐ None ☒ In Progress ☒ Operational</td>
<td>☐ Low ☐ Important ☒ Critical</td>
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<tr>
<td>Technical and academic instructors have regular compensated opportunities to jointly develop and implement curriculum that is both academically challenging and based on industry standards.</td>
<td>☐ None ☒ In Progress ☒ Operational</td>
<td>☐ Low ☐ Important ☒ Critical</td>
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<tr>
<td>Secondary and postsecondary instructors have regular compensated opportunities to meet and design vertical curriculum. Secondary instructors are aware of postsecondary entrance requirements and use entrance exams/criteria to develop secondary curricula.</td>
<td>☐ None ☒ In Progress ☒ Operational</td>
<td>☐ Low ☐ Important ☒ Critical</td>
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<tr>
<td>High quality professional development is offered on contextual teaching strategies including project and work-based learning. Instructors receive consistent mentoring and coaching opportunities to follow up on PD.</td>
<td>☐ None ☒ In Progress ☒ Operational</td>
<td>☐ Low ☐ Important ☒ Critical</td>
</tr>
</tbody>
</table>

Overall Status Summary

After considering each of the implementation characteristics, please rank: 1) your current status of POS Legislation and Policy implementation; and 2) the level of importance this element has to your POS implementation. Transfer these rankings to the Self-Assessment Summary to compare the status and importance of this element to the other POS framework elements.

1. None
2. In Progress
3. Operational
1. Low
2. Important
3. Critical
### State or Local Self-Assessment

- **What's working well that is worth keeping?**
  - Alignment of construction curriculum against career-clusters.org knowledge and skills statements
  - Implementation of NRCCTE’s Math-In-CTE Professional Development system to integrate math into construction classes.
  - Implementation of Geometry in Construction/Technical Geometry system of applying geometry directly to real-time construction problems in class.
- **What goals do you have to sustain and enhance the level of collaboration among the partners?**
  - Continue professional development sessions between math and CTE construction teachers beyond the formal ten day, year-long initial professional development facilitated by NRCCTE.
  - Involve RPOS math and CTE teachers in the Big Sky Pathways state-wide implementation of
- **What strategies will you use to sustain the engagement of partnership members?**
  - The same CTE teachers will join with English teachers to implement the NRCCTE Literacy-in-CTE

### Items of Critical Importance/Action Steps

- **What will be new or needs to be revised?**
  - Extending the math-CTE integration beyond the initial classes of year 1 to other construction CTE classes
  - Implementing the NRCCTE Literacy-In-CTE to the same classes in which Math-in-CTE was rolled out.
- **What strategies will you use to address items identified as being of critical importance?**
  - The integration of academics into CTE is critical for reducing remediation at the postsecondary level. Professional development is the primary tool to accomplish this goal.
- **What are the indicators you will use to measure your improvement?**
  - Growth in enrollment in construction pathway classes
  - Assessments of students’ math capability following completion of integrated course.
- **How will you know if you are successful? And when?**
  - When the majority of construction students participating in integrated instruction complete AAS programs at a higher rate than the baseline year.
  - Construction students enter AAS programs at a reduced level of need for remedial math and English courses.
- How will you know if your partnership is being successful?
- The ultimate measure of success is when the remediation/developmental math and English rates drop significantly at the two-year colleges signifying that students are college ready