

## USE OF BEST PRACTICES - RESOURCES

**Note: Descriptions have been taken from websites and are not intended to provide a critical review of the materials.**

### Articles, Papers, and Presentations

Edmunds, Julie A., and McColskey, Wendy. "Levers for Change: Southeast Region State Initiatives to Improve High Schools. Issues & Answers, REL 2007-No. 024." *Regional Educational Laboratory Southeast*. Retrieved from [http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL\\_2007024.pdf](http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007024.pdf).

**Description:** This descriptive report examines the strategies of the six Southeast Region states (Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina) to improve high school graduation rates and student achievement and to increase the number of students leaving high school with the skills and knowledge necessary for the twenty-first century. These state-level strategies are organized into six themes or "levers for change".

Gentry, Marcia, et. al. (2008). "Talented Students in an Exemplary Career and Technical Education School." *Gifted Child Quarterly*, Vol. 52, No. 3, p. 183-198. Retrieved from <http://gcq.sagepub.com/cgi/content/abstract/52/3/183>.

**Description:** Outstanding talents exist in all areas of human endeavor, yet little information exists concerning gifted and talented students in career and technical education (CTE) settings. This qualitative study investigated an exemplary CTE center and the experiences of the rural secondary students who were identified as *talented* in this setting. Four themes emerged and paralleled suggested practices in gifted education: individualization, student-centered meaningful choices, instructors as developers of talent, and participation in career and technical student organizations. Results offer methods that secondary educators can use to recognize and identify talented CTE students and engage them in challenging, meaningful learning. Findings of positive experiences of talented students in this setting led to the conclusions that CTE programs should be included as part of the continuum of services for gifted and talented youth and that CTE programs should identify, recognize, and serve gifted and talented students..

Harris, Alexander. (2007). "Retooling Career Technical Education." Issue Brief. National Governor's Association Center for Best Practices. Retrieved from <http://www.nga.org/Files/pdf/0706TECHED.PDF>.

**Description:** Career technical education (CTE) rests at the nexus of governors' efforts to improve their states' K–16 education system and develop an economy supportive of innovation. By providing the leadership to strengthen state policies and improve coordination across agencies and systems, governors can improve the outcomes for both high school students and the workforce.

Hyslop, Alisha. (2007). "Create System Incentives and Supports for Connection of CTE and High School Redesign Efforts." *Techniques: Connecting Education and Careers*, vol. 82, No. 4, p. 33-35. Retrieved from [www.eric.ed.gov](http://www.eric.ed.gov).

**Description:** The eighth recommendation in the Association for **Career** and **Technical** Education's (ACTE's) high school reform position statement is to create system incentives and supports for connection of **career** and **technical** education (CTE) and high school redesign efforts. In many states and school districts, CTE leaders are providing the major impetus and resources for rethinking the instructional and organizational design of the traditional high school. However, in some locales, superintendents, school leaders, and school reform advocates are reportedly overlooking the role of CTE in providing meaning, relevance and experience in deeply contextualized learning of subject matter. This oversight will limit the effectiveness and impact of the high school redesign agenda. This article examines recommendations made in ACTE's high school reform position statement and highlights **best** practices for implementation.

Myers, Nancy, and Robertson, Sue. (2008). "Going Straight to the Source." *School Planning and Management*, vol. 47, issue 7, p. 13. (Retrieved through UNT libraries online search engine.)

**Description:** The article focuses on the significance of best practices in education in developing high-standard school facilities in the U.S. It discusses the usefulness of monitoring sources that the educators and school administrators used in enhancing professional development. Organizations that help school planners understand more about school organization and pedagogy includes the National Middle School Association. (NMSA) and the Association for Career and Technical Education (ACTE).

National Governor's Association and Achieve, Inc.... (2005). "An Action Agenda for Improving America's High Schools." Achieve Inc, and National Governors' Association. Retrieved from [www.nga.org](http://www.nga.org).

**Description:** In every state today, students can meet the requirements for high school graduation and still be unprepared for success in college or the workplace. Simply put, our standards have not kept pace with the world students

are entering after high school. To restore value to the high school diploma, governors, legislators and state education leaders need to raise standards for all students and tie high school graduation tests and requirements to the expectations of colleges and employers. Colleges and employers must then honor and reward student achievement on state tests through their admissions, placement and hiring policies. This will send a powerful signal to students that it pays to meet higher standards in high school.

Peterson, Rick and Mahadevan, Lakshmi. (2008). "CTE Teachers and Special Populations." *PowerPoint Presentation for the Career & Technical Special Populations Training and Resource Center*. Texas A&M University. Retrieved from <http://ctsp.tamu.edu/document/recretppt.ppt>.

**Description:** This presentation was intended to acquaint participants with services of the CTSP Center, introduce educational and instructional modules based on needs assessments, and provide content overview of the modules.

Unknown. (2006). "Career and Technical Education Promising Practices Initiative; Featured Promising Practice: Career Academies." Maine Department of Education, Division of Career and Technical Education, and the Maine Association of Career and Technical Educators. Retrieved from <http://www.state.me.us/education/it/promise/2careeracad.pdf>.

**Description:** Students select an integrated program of academic and CTE courses that focuses on preparation for a specific career area. Coursework includes community-based learning experiences, alignment of academic learning standards, and expectations to achieve rigor and relevance in student learning.

Unknown. (2003). "Career Technical Education: A National Perspective Results from a NASDCTEC Survey of the State Directors." National Association of State Directors of Career Technical Education Consortium. Retrieved from [www.careertech.org/uploaded\\_files/synthesis\\_2003.doc](http://www.careertech.org/uploaded_files/synthesis_2003.doc).

**Description:** In order to continue to capture information on CTE nationwide, State Directors were asked a variety of questions about administration of CTE programs in their state. Their responses demonstrate how in many ways it is difficult to create a comprehensive picture of CTE. In many states, the authority and data collection are centralized in the State Director's office, but more often than not local school districts exercise much of the control over CTE programs.

Unknown. (2008). "CTE Instructional Management System – Best Practices." Wake County Public School System. Retrieved from [http://www.wakeschools.com/school\\_to\\_career/cte/vocats\\_best\\_practices.html](http://www.wakeschools.com/school_to_career/cte/vocats_best_practices.html).

Lists of best practice ideas on Blueprint, Itembank, CTE Post Assessment Reports, Instructional and Testing Procedures and Supportive Strategies for Teachers.

Unknown. (2008). "Try These Best Practices to Improve Tech Prep Partnerships." *Career & Technical Education Advisor*, vol. 39, issue 5, p4. (Retrieved through UNT libraries online search engine.)

**Description:** This article offers tips for improving Tech Prep programs in the U.S. The main goal of these programs is to produce new workers who are prepared to thrive in new careers. According to Debra Mills, vice president for partnerships at the Center for Occupational Research and Development, the following steps may be taken to strengthen partnerships: changing mindset; reconsidering representation; planning for the consumer; and collaborating with the economic powerhouse of the region. (Retrieved through UNT libraries online search engine.)

Unknown. (2008). "Virginia Launches CTE Academies to Boost Students' Skills." *Career & Technical Education Advisor*, vol. 39, issue 2, p. 2. (Retrieved through UNT libraries online search engine.)

**Description:** The article announces the plan of Virginia Governor Tim Kaine to launch six Governor's Career and Technical Academies in 2008. The state aims to boost schools' emphasis on 21st century skills, as well as science, technology, engineering and mathematics. Different school districts and community colleges are competing for the academies. The National Governors Association Center for Best Practices awarded a \$500,000 grant to state.

Wonacott, Michael E. (2002). "High Schools That Work: Best Practices for CTE, Practice Application Brief No. 19." ERIC Publications. Retrieved from [www.eric.ed.gov](http://www.eric.ed.gov).

**Description:** High Schools That Work (HSTW) sites have used a variety of specific approaches to implement a challenging curriculum, provide a systematic program of sustained guidance, and enable academic and career and technical education (CTE) teachers to work together in planning and delivering integrated instruction. The HSTW-recommended curriculum calls for a challenging program of study with these two components: upgraded academic core of courses and CTE major. Different HSTW sites have used different approaches to do away with general-track academic courses and expose all students to a curriculum that provides the challenging academic content traditionally taught only in college-prep courses.

## Books

Kowalski, Theodore J. (2008). Data Driven Decisions and School Leadership. Allyn and Bacon.

**Description:** The book provides a unique contribution to the literature in this field in that the studies of decision theory and data-based decision making are integrated. Focusing on educators assuming leadership roles in school improvement, the book's content is equally relevant for administrators, supervisors, and teachers. The book, however, is centered on data-driven decision making, both as a requirement of the No Child Left Behind Act and as a normative professional standard. Issues related to accumulating, storing, and protecting data in districts and schools also are covered. Applications in administration, supervision, and teaching are demonstrated.

Pautler, Albert. (1999). Workforce Education: Issues for the New Century. Prakken Publications.

**Description:** This book presents expert views and advice for creating successful career and technical education programs nationwide. Prominent educators address curriculum content and design, teacher education, federal legislation, and research results and priorities. Fields covered include career and technical education, vocational education, school-to-work, tech prep, and technology education.

Pautler, Albert J., and Buffamanti, Deborah M. (1997). Winning Ways: Best Practices in Work-Based Learning. Tech Directions Book and Media.

**Description:** Students who participate in work-based learning apply and reinforce the knowledge and skills they acquire in school. They learn the value of good work habits, practice essential interpersonal skills, and find school more relevant to their real-life needs. At the community college level, participating students are more likely than others to complete their studies, to graduate with lower school-related debt, and to find permanent employment after graduation. *Winning Ways* presents the surest routes to career success, as described by 25 highly regarded educators, public policy experts, and industrial trainers.

## Additional Websites – State Best Practices Websites

Texas Education Agency Best Practices Clearinghouse

<http://www.tea.state.tx.us/bestprac/>

**Description:** The Texas Education Agency (TEA) Best Practices Clearinghouse was established by House Bill 1, Section 2.02, 79th Legislature, §7.009. This legislation directs the Agency to establish an online clearinghouse of information relating to best practices of high-performing and highly efficient campuses, school districts, and charter schools regarding instruction, dropout prevention, public school finance, resource allocation, and business practices. The goal of the Clearinghouse is to provide information about best practices that is specific, actionable, and accessible to campuses, school districts, and interested members of the public.

North Carolina Department of Public Instruction

[www.dpi.state.nc.us/cte/best-practices/index.html](http://www.dpi.state.nc.us/cte/best-practices/index.html)

**Description:** Information in this document was collected during the 2000 Tech Prep Reviews. The tech prep contacts were asked to present a short, written document that represented a best practice for their consortia. All of the consortia were allowed to choose the practice that was considered to be their best effort or accomplishment. This pamphlet is a collection of the practices as they were presented by the consortia contacts. Only those activities that were not legitimately tech prep were excluded from the document. This collection represents those accomplishments that were completed or in operation at the end of 1999-2000.

Pennsylvania Department of Education Career and Technical Education Best Practices

[http://www.pde.state.pa.us/career\\_edu/cwp/](http://www.pde.state.pa.us/career_edu/cwp/)

(Select Best Practices)

**Description:** The Best Practices initiative is a way of sharing the many exciting things occurring in schools and postsecondary institutions today. Local educational agencies (LEAs) have an opportunity to identify, share and disseminate successful educational programs or practices through the Bureau of Career and Technical Education website. The Bureau continues its commitment to strengthening career and technical educational programs needed for advancing students through high quality career and technical education to build student's knowledge base to assure a skilled workforce.

West Virginia Career and Technical Education On-Line

<http://careertech.k12.wv.us/>

(Select Best Practice Workkeys and End-of-Course Technical Skills Tests)

**Description:** This document is a compilation of responses to a request for best practices for motivating and preparing students for success on the WorkKeys and End-of-Course Technical Skills tests.