

CASE STUDY

LENAPE TECHNICAL SCHOOL

FORD CITY, PA



LENAPE TECH KEY STRATEGIES AT-A-GLANCE

- **“MAX Teaching”** literacy strategies emphasize comprehension and engaging interactive learning.
- **“4-Sight” diagnostic assessments** help target academic supports and tutoring
- **“Integrated Thematic Instruction”** links together CTE and academic disciplines through special projects like the KPM prototype partnership.
- **Regional Accountability Team** coordinates services with sending school districts
- **Co-teaching approach** gives extra help to students with disabilities in the regular classroom.
- **“Multiple Client Feedback”** model uses data for planning and improvement
- **“Teachers as Advisors” program** gives every student connection to a teacher advisor/advocate during 11th & 12th grades.

Introduction



Lenape Technical School (Lenape Tech) is located in Ford City, Armstrong County, Pennsylvania, and serves four school

districts, including Apollo-Ridge, Armstrong, Freeport and Leechburg. The area served spans more than 500 square miles. Lenape Tech was opened in 1964 and was the **first comprehensive career and technical center (CTC) in Pennsylvania.**

Lenape Tech is a full-time, comprehensive CTC that serves 500 students in grades 11 and 12. As a comprehensive CTC, students who attend Lenape Tech take academic courses (math, science, English, social studies, health, physical education) as well as career and technical education (CTE) courses on site. **Currently Lenape offers 16 CTE programs.**

Lenape Tech also offers job-related, job-specific and personal-improvement training programs for adults, including a Practical Nursing Program.

The CTC is governed by a nine-member Joint Operating Committee comprised of representatives from its four sponsoring districts. The leadership includes a superintendent of record (which rotates among sponsoring school districts in two-year intervals), an administrative director and two assistant administrators.

Lenape Tech has been successful in meeting its Adequate Yearly Progress (AYP) performance targets in areas such as attendance and graduation rates, but recent substandard performances on the 11th-grade PSSA exams have prompted the CTC to **institute several systemic changes to their methodology for teaching academic subjects.**

The school has 45 professional educators serving approximately 500 secondary students, 9 LPN instructors serving approximately 130 adult nursing students, and approximately 35 non-salaried employees teaching the 800 plus adults who enroll in evening programs.

In recent years, the administrators and instructors at Lenape Tech have implemented a series of initiatives designed to foster student improvement. **The CTC has a fully developed culture of integration and a strong focus on numeracy and literacy in academic and CTE programs.** While they are not currently meeting their AYP targets on the 11th-grade PSSA exams, they have made great strides to improve student performance.





CREATE A STANDARDS ALIGNED SYSTEM

Instruction

- Integrate literacy and numeracy strategies into CTE
- Build relevance through cross-curricular linkages

Intervention

- Provide extra help to strengthen academic and/or technical skill achievement
- Deliver personalized student support and guidance

Curriculum Framework

- Create a standardized and aligned curriculum

Fair Assessment

- Use assessment results to target instructional strategies

Clear Standards

- Create standards for all CTE Majors (established by the Pennsylvania Department of Education Bureau of CTE (PDE-BCTE))

Materials and Resources

- Offer materials and resources to CTE schools and programs (provided by PDE-BCTE, and through the Technical Assistance Project and the CTE Best Practices Initiative)



SUPPORT A STANDARDS ALIGNED SYSTEM

People

- Build a culture of targeted and ongoing professional growth
- Center teacher evaluation within a culture of professional growth
- Develop a cohesive team

Processes

- Be intentional and systemic about change
- Make program and instructional decisions based on data

Partnerships

- Cultivate relationships with community, business and industry partners

Key Improvement Strategies for Pennsylvania CTE

ABOUT THE PENNSYLVANIA CTE BEST PRACTICES INITIATIVE

The Pennsylvania CTE Best Practices Initiative, carried out by the Meeder Consulting Group in partnership with the PDE-BCTE, is documenting the strategies used by CTE programs to create standards aligned systems and to support those systems with people, processes and partnerships. All of these strategies are aligned to the goal of increasing academic and technical achievement among students.

Leaders and teachers in Career and Technical Education (CTE) programs that improve are very intentional about achieving student success. They thoughtfully develop a Standards Aligned System, and support that system with people, processes and partnerships to deliver results.

Pennsylvania has adopted the SAS (Standards Aligned System) as a comprehensive approach to improvement of student achievement across the Commonwealth. The SAS model is supported by six elements: Clear Standards; Interventions; Materials and Resources; Instruction; Curriculum Framework and Fair Assessment.

More information about the SAS Model can be found at www.pdesas.org.



Integrate Literacy and Numeracy Strategies into CTE

Strategies in reading, writing and math form the cornerstone of Lenape's improvement initiatives.

To promote and advance reading skills across the curriculum, the instructors have adopted a content literacy concept based on the **MAX Teaching model** (see Resources). MAX Teaching emphasizes reading comprehension and the retention of important information by engaging students in interactive learning situations. Academic and CTE instructors use the concrete tools of text and student writing, along with instructor modeling and cooperative learning, to help their students achieve higher-order thinking about their subject matter. Instructors are trained in using reading and writing strategies during in-service sessions, then are expected to incorporate these strategies in their classrooms.

Instructors have also adopted the **Collins Writing Program** (see Resources), which commits to enhancing students' communication skills, especially written communication. It provides five levels of writing within the program to allow students to experience early success and then build upon that success at the next level. Following the instructions provided in the Collins Writing Program, instructors find an avenue in which to foster creative and/or technical writing and, at the same time, to motivate students to write and to succeed.

To promote reading, the administrators have established a "**Drop Everything and Read**" (**DEAR**) program. Twice a week students report to their Teacher Advisory Program (discussed later) advisor for 15 minutes of silent, sustained reading sessions.

In 2004, Lenape Tech educators participated in a national program entitled *Effectiveness of Integrated Math Skills* led by the Center for Effective Learning. This program is designed to make a connection between the math concepts learned in the classroom and the application of these concepts in a technical area. After one year of exposure to the math-enhanced lessons, the students in the experimental classrooms performed significantly better on the TerraNova and ACCUPLACER tests of math ability. Based on Lenape's performance in year one, they were also selected to participate in a second year of the program in 2005.

As a comprehensive school where CTE and academic instructors are located in the same facility and have a common planning and prep time at the end of the day, Lenape's instructors have ample opportunities to be aware of what their counterparts are teaching and to collaborate.

Build Relevance through Cross-Curricular Linkages

Administrators and staff emphasize the role of integrating and connecting CTE and core academic subjects to provide students with deep and meaningful learning experiences. Academic and CTE integration occurs on a consistent basis and is strongly supported by the leadership team so it is a sustainable practice. Both staff and students view integration as a normal and important component of daily instruction.

Academic/CTE integration is an active and ongoing process that involves a high degree of collaboration between the core academic and CTE instructors within the CTC. They call their approach “Integrated Thematic Instruction.”

Administrators and instructors follow the **High Schools that Work (HSTW) improvement model** (see Resources).

- One of the major goals of HSTW is to raise the mathematics, science, communication, problem-solving and technical achievement of more students to the national average and above.
- A second major goal of HSTW is to blend the essential content of traditional college preparatory studies with quality technical studies.

Another example of cross-program collaboration involves multiple CTE programs (often referred to as “shops”) as well as a local business in a real-world application. In the fall of 2009, the owner of **KPM Herkules Group (KPM)**, a local company specializing in the manufacture of roll machining equipment, attended the Lenape Tech CADD/Pre-engineering program Occupational Advisory Committee (OAC) meeting. He proposed a cross-curricular linkage project for students to manufacture a small-scale, fully functional grinder for use by his company as a prototype.

The CADD/Pre-engineering instructor coordinated with fellow technical program instructors to meet with the KPM team to discuss the project in more detail and to review some of the original drawings for the grinder. The team defined the scope, phases and timeline of the project. The team determined that it would take approximately two years to complete.

The group submitted a formal request form to the school’s administration and was granted permission to work on this outside project.

The CADD/Pre-engineering instructor and mechatronics instructor serve as the advisors for this project, and continue to meet on a regular basis with the representatives from KPM.



This project incorporates the work of students from at least six technical programs: CADD/pre-engineering, mechatronics, precision machining, welding, collision repair and carpentry.

Technical Program	Task
CADD/PET	Drawings and material/parts lists, 3D prototypes of some parts
Mechatronics	Wiring and programming
Precision Machining	Fabrication of parts
Welding	Fabrication and assembly
Collision Repair	Painting parts
Carpentry	Making forms for parts which need to be sent away for casting

KPM HERKULES GROUP
CROSS-CURRICULAR LINKAGE PROJECT

KPM supplied the CADD/Pre-engineering students with the hand-drawn engineering drawings they had produced in 1993. The CADD/Pre-engineering students will recreate all of the manufacturer's drawing using either Inventor, Solid Works or AutoCAD (three prominent technical drawing software programs).

KPM will provide the mechatronics students with the program and control unit for the grinder. In addition, KPM will supply all necessary materials and mentors to work with the students throughout the project.

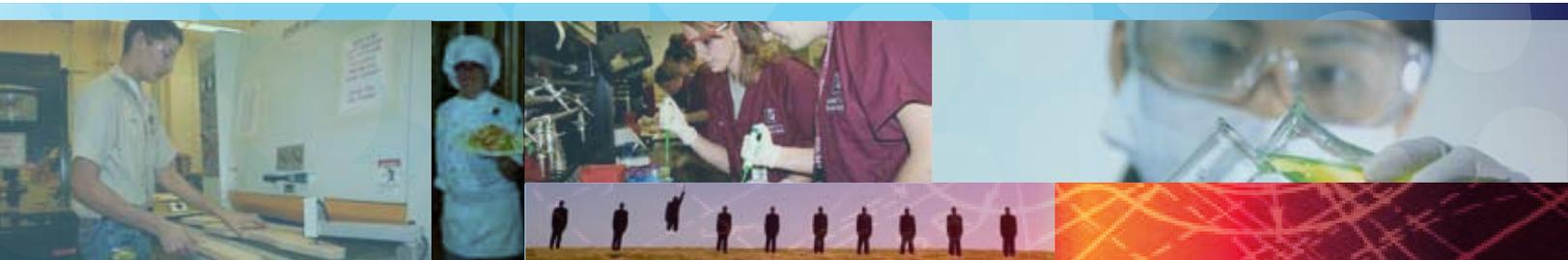
Each CTE instructor was asked to select one or two students from their program to serve as project managers. The student project managers form a project leadership team. They are responsible for knowing the status of the project in their area, keeping their team on track and determining if they are in need of additional supplies. CADD/Pre-engineering students will be responsible for monitoring the progress in each shop and making sure everyone has the materials they need.

In addition, KPM has agreed to assist with fabricating any part that the CTC is not equipped to fabricate. KPM will have the students come to their location and work with a mentor to make the part at the KPM facility.

STANDARDS ALIGNED SYSTEM Intervention

Provide Extra Help to Strengthen Academic and/or Technical Skill Achievement

On average, 26 percent of Lenape Tech students have **Individualized Education Programs (IEPs)**. A mix of strategies that include pull-out instruction and self-paced learning, as well as special education instructors providing additional support in the regular classroom environment, help students with disabilities achieve their full potential.



All seniors not scoring proficient or advanced must re-take the 4Sight Benchmark Assessment (4Sight) at the end of their senior year. Historically, an additional 10 to 12 percent of students achieve proficient and/or advanced status based on the 4Sight test.

The CTC established a **co-teaching program** during the 2004-2005 school year. In co-taught classes, students needing additional support are included in the regular education setting. A regular education instructor and one of six special education instructors team to provide instruction and support. The typical model is that the lesson is delivered by the academic instructor and the special education instructor provides re-teaching and assistance to any students who need additional support.

The co-teaching concept developed based on input from learning support instructors and classroom instructors. They were finding that some students in the pull-out learning support classes seemed to be capable of participating in regular education classes, but the students and their parents were reluctant to make the change because they valued the additional individual support in the learning support classes. In addition, some regular education instructors requested that learning support instructors participate in their classrooms.

Over the course of a year, the CTC followed a systematic planning process to implement the co-teaching program. They began by talking with instructors, students and parents to find out what they would expect in a co-teaching environment. They conducted a needs assessment and visited other schools who were implementing inclusionary practices. Next, they developed a team of regular and

special education instructors to research various co-teaching models. Instructors attended a professional development workshop on inclusionary practices. Based on research, the staff developed a gradual, five-year plan (2004-2009) for implementing the program. In the first year of the program (2004-2005), co-teaching was implemented in two courses: Fundamentals of Algebra and Science, Technology and Society (STS). The co-teaching teams and special programs coordinator met monthly to identify strengths and needs of the program.

Looking ahead, the administrators want to provide professional development opportunities regarding formative assessment and differentiated instruction. The goal is to develop the ability to identify and communicate specific learning targets and expose instructors to more strategies to address the various learning styles of students. Continued efforts will be made to ensure that these practices are consistent school-wide. In addition, administrators strive to provide more common planning times for classroom and special education instructors.

In 2005-2006, Lenape Tech co-hosted an inclusion workshop with one of its sending school districts. The workshop topic was helping co-teachers plan and implement lessons. The CTC used funding from a Special Education Performance Grant through the Pennsylvania Department of Education to hire a "floating" special education instructor.

This provided the opportunity for observations of academic and special education classes and also enabled co-teachers to have common planning time. The leadership team began analyzing student data gathered during this time period to measure student achievement.

During 2006-2009, the co-teaching program was expanded to all core academic classes. They continued to analyze student performance data, including 4Sight scores. They provided professional development opportunities and monthly meetings for instructors to learn and provide feedback about the co-teaching program.

Deliver Personalized Student Support and Guidance

Students who were interviewed spoke of “feeling cared about” or “being more than a number.”

This personal connection between students and instructors, counselors and/or administrators can make a significant impact on the academic and technical attainment of students.

A “Teachers as Advisors Program” was started in 1999-2000. The purpose of the Teachers as Advisors Program is to ensure that every student is kept on track, all junior and senior benchmarks are met, and the required graduation project is completed.

This is an extension of the Armstrong County Career Awareness Program, which begins in seventh grade, and allows students to revise career plans, developing both short- and long-term goals that will assist them in reaching their career objectives.

Under the Teachers as Advisors Program, every incoming junior is assigned an advisor. Students

keep the same advisor, who is from a discipline other than their primary technical program, for their two years at the CTC. Students meet with their advisors every morning in a “homeroom” type setting. During this time, advisors interact with students and may use the time to discuss grades, career planning and any other concerns the students may have. Advisors also oversee the students’ participation in the Drop Everything and Read (DEAR) program.

Each advisor follows a group of 10-12 students. They receive in-service training in the Teachers as Advisors Program and also meet with the guidance counselor once a month to review the topic/lesson for each student session.

Other monthly lessons and activities through the Teachers as Advisors program include literature, presentations and information regarding financial literacy, banking and credit, as well as a variety of other pertinent topics in the world of work.

The advisors serve as the primary contact for parents and students. Parents come to the CTC to meet with a student’s advisor and instructor during the progress report pick-up sessions throughout the school year. Advisors also communicate regularly with parents regarding student progress toward meeting graduation requirements.

Students at Lenape Tech spoke highly of this program. They said that they believe their advisors really care about them. They mentioned that it is nice to have an instructor outside of their technical program to talk to about their concerns. They also stated that they like reviewing their grades with their TAP advisors because they get a better sense of how they are doing.

STANDARDS ALIGNED SYSTEM Fair Assessment

✔ Use Assessment Results to Target Instructional Strategies

All incoming juniors are evaluated based on their eighth-grade PSSA scores, which are received from the sending school districts, and the results of the 4Sight, which new students take two weeks prior to starting at Lenape Tech. The results of the 4Sight are used to place students in appropriate academic courses and to identify students who might need additional support. The test results are analyzed by the administration and then reviewed with the instructors. Instructors are expected to ensure they are providing instruction and support related to those “eligible content areas” (the specific content on which students are tested on the PSSA) in which students are struggling.

The CTC has developed a Regional Accountability Team that brings together educators from its sending high schools to review data, identify needs and develop strategies that can be implemented consistently across systems and buildings. The goals of the team are to: define student success, develop action plans to improve academic performance and implement these plans in accordance with No Child Left Behind (NCLB) and other accountability standards. This team worked through the logistical details to provide the eighth-grade PSSA scores for incoming students.

SUPPORT A STANDARDS ALIGNED SYSTEM With People

✔ Build a Culture of Targeted and Ongoing Professional Growth

The leadership team monitors the performance of staff members through **annual performance evaluations** and **professional portfolio reviews**. All professional staff members are expected to develop professional portfolios. The objectives of the professional portfolios are to enhance teacher evaluation and supervision, provide a tool to stimulate self assessment and improvement and provide a measure of accountability. Professional portfolios are evaluated annually. Each faculty member is expected to demonstrate progress on



institutional goals as well as individual professional goals. The portfolios include lesson plans, instructional materials and faculty credentials.

Lenape Tech provides ongoing opportunities for professional development that address school-specific goals and instructor-specific needs. For example, the CTC offers regular in-service programs for instructors. The theme of the January 2010 in-service program was Sharing Best Practices to Increase Student Achievement. Instructors shared techniques and strategies for incorporating writing and reading as well as examples of projects to integrate technical and academic disciplines.

As a follow up to the session, all instructors were expected to complete a written document detailing strategies that they would use to incorporate the new techniques and strategies into their classrooms.

Instructors participate in **weekly afterschool meetings**. The meetings are held on a four-week cycle and include department/academy meetings, HSTW team meetings, sharing sessions and extended

faculty meetings. The purpose of these sessions is for instructors to share transferable information from conferences that they have attended and to work toward the common CTC goals.

There is also a **“curriculum wall”** in the teacher break room where instructors can share ideas. The CTC has recently launched a **Sharepoint site** with wiki pages and interactive websites.

Build a Cohesive Team

To implement significant and sustainable change, the leadership team emphasizes the importance of hiring staff members who possess the skills and expertise necessary to drive program improvement and who fully buy into the mission and goals of the CTC.

To make sure that prospective instructors have the right “fit,” the screening committee for new instructors includes administrators as well as current instructors and business leaders. Candidates are asked questions to determine their fit with the CTC’s culture. They are also expected to teach a lesson for the screening committee as the first stage of the interview process. Ms. Kocher-Taylor, Administrative Director, described Lenape Tech as a “family environment” where academic and CTE instructors are expected to support the CTC’s philosophy of high expectations.



SUPPORT A STANDARDS ALIGNED SYSTEM With Processes

Be Intentional and Systemic About Change

A Framework for Change

Tech centers that undertake significant program changes need a systemic and process-driven approach toward change. In 1988 the CTC followed a three-step process that started with choosing a framework, identifying and adapting best practices, and finally, developing a set of goals.

Ms. Kocher-Taylor's philosophy for change is to be "creative in establishing goals and methodical in achieving them." As such, selecting a framework to guide the CTC's reform efforts was an important first step.

She reviewed several options and selected the High Schools that Work (HSTW) framework. HSTW was established in 1987 by the Southern Regional Education Board (SREB) State Vocational Education Consortium, a partnership of SREB, its member states, their school systems and school sites. Currently, more than 1,200 high schools actively use the HSTW framework.

HSTW uses research-proven strategies to help states transform their public high schools into places where all students learn at high levels. The initiative is based on the belief that most students can master complex academic and technical concepts if schools create an environment that encourages students to make the effort to

succeed. Member schools implement 10 "Key Practices" (see Resources) for changing what is expected of students, what they are taught and how they are taught.

As the HSTW framework was being put in place, the administrators and staff began researching promising practices in CTE and academic achievement within Pennsylvania and across the country. Ms. Kocher-Taylor explained that by learning about promising practices across the country, they were able to broaden their perspectives.

One way that they were able to build a strong network for idea sharing and learning about what was happening nationally was by attending the annual HSTW Staff Development Conferences.

Ms. Kocher-Taylor emphasized the importance of adapting the promising practices discovered at conferences and written materials to fit Lenape's unique population, setting and needs. She also emphasized the importance of providing ongoing support for professional development and opportunities for instructors to network with colleagues.

The administration and staff work collaboratively each school year to establish institutional goals and tactics that will support and increase student achievement. These goals are posted on the walls of the leadership conference room as an ongoing reminder of the CTC's key goals and strategies.

High Expectations

The first of the "key practices" in the High Schools That Work approach is "High Expectations." As part

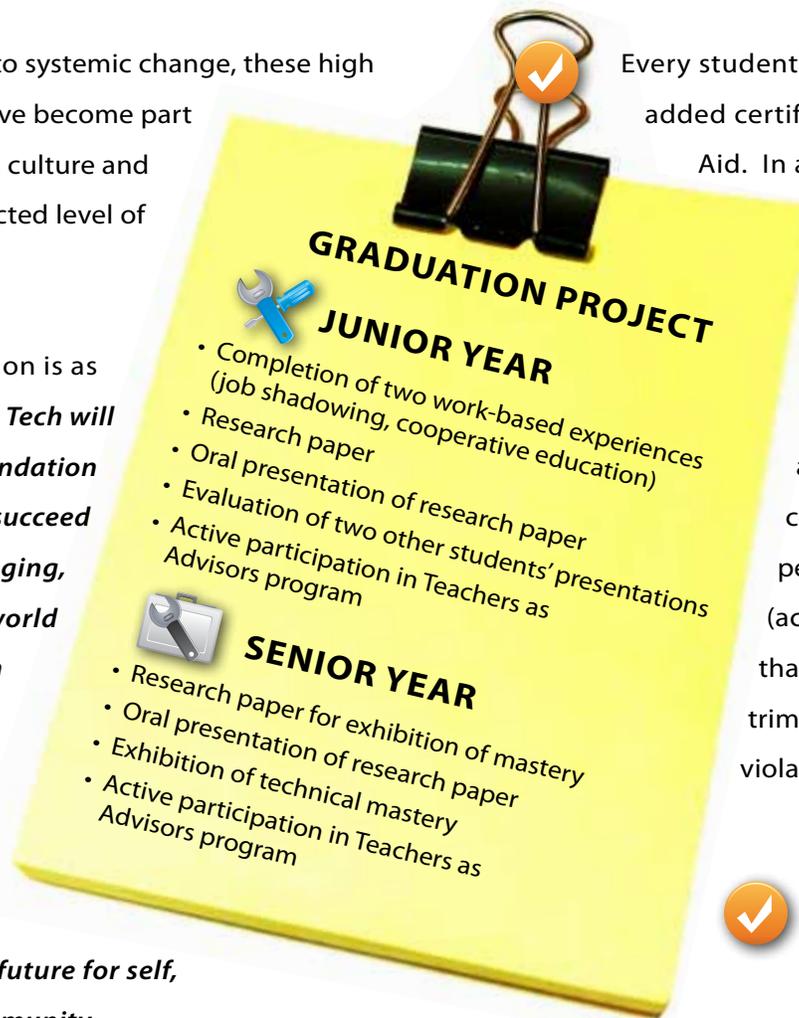
of its approach to systemic change, these high expectations have become part of Lenape Tech's culture and reflect the expected level of achievement.

The CTC's mission is as follows: ***Lenape Tech will develop the foundation for students to succeed in an ever-changing, technological world by providing an active learning environment which will lead to a prosperous and rewarding future for self, family and community.***

Students are expected to achieve at their highest individual level. As the Administrative Director explained,

When students come to Lenape, they are given a clean slate. It doesn't matter where they start; our job is to take the students as far as we can in the right direction.

In order to graduate, all students are required to earn 25.5 credits of academic and CTE coursework, plus successfully complete a Graduation Project. The Graduation Project includes multiple components.



Every student is expected to earn "value-added certifications" such as CPR and First Aid. In addition, Lenape Tech offers a "Gold Technical Certification" to students who complete the entire program (six trimesters), pass all required state-mandated certifications in their technical area, master 80 percent of the course competencies, have an 84 percent minimum for all final grades (academic and technical), have fewer than three unexcused absences per trimester and have no significant violations of the discipline code.

Make Program and Instructional Decisions Based on Data

The leadership team recognizes the importance of accessing and analyzing data to drive key decisions, change and instruction in order to meet the needs of students and the community. By analyzing data at both the aggregate school level and at the individual student level, administrators and instructors can set appropriate and targeted performance goals and measure progress toward meeting these goals.

Lenape Tech formally started using data-driven decision making in the 1999-2000 school year. The "**Multiple Client Feedback**" model that includes the use of multiple indicators is utilized to measure progress toward institutional goals. Among the assessment tools used to gather and analyze data that drives decision making across the institution

are: a nationally-normed, NAEP-aligned assessment administered through High Schools That Work, the Pennsylvania State System of Assessment (PSSA), 4Sight, Keys2Work, Study Island, end-of-program occupational assessments and local assessments.

SUPPORT A STANDARDS ALIGNED SYSTEM With Partnerships



Cultivate Relationships with Community, Business and Industry Partners

Lenape Tech has a strong support network including community, business, government and industry partners. Representatives from business and industry and the community support the CTC through

many initiatives. Each of the 16 technical programs has an Occupational Advisory Committee, which provides guidance for curriculum development and equipment purchases. These Occupational Advisory Committees include a total of 150-160 regional industry and postsecondary partners. In addition, HSTW and various other committees include representation from business and industry.

Examples of strong business and community support include the donation of a precision manufacturing machine valued at \$50,000 by a local bank and the mechatronics project described in a prior section.

THIS CASE STUDY WAS PREPARED BY HANS MEEDER AND JENNIFER GRAMS OF MEEDER CONSULTING, LLC (WWW.MEEDERCONSULTING.COM), A FIRM SPECIALIZING IN LEADERSHIP AND ALIGNING EDUCATION SYSTEMS WITH WORKFORCE NEEDS, ON BEHALF OF THE PENNSYLVANIA BUREAU OF CAREER AND TECHNICAL EDUCATION.

AS PART OF THE PENNSYLVANIA BEST PRACTICES INITIATIVE, BUREAU OF CTE DIRECTOR DR. LEE BURKET AND CONSULTANTS FROM THE MEEDER CONSULTING GROUP CONDUCTED A ONE-DAY SITE VISIT TO LENAPE TECH IN JANUARY 2010. DURING THE VISIT, THE SITE VISIT TEAM CONDUCTED INTERVIEWS WITH THE LEADERSHIP TEAM, GROUPS OF CTE INSTRUCTORS, COUNSELING FACULTY AND STUDENTS, AND TOOK A WALKING TOUR OF CTE PROGRAMS.

INFORMATION ABOUT CTE IN PENNSYLVANIA CAN BE FOUND AT WWW.EDUCATION.STATE.PA.US/PORTAL/SERVER.PT/COMMUNITY/CAREER_&TECHNICAL_EDUCATION/7335/.

LAST UPDATED NOVEMBER 18, 2010



RESULTS

Data indicates that students are achieving growth in math and reading during their junior year on the 4Sight; however, they are not meeting targets established by NCLB. Lenape Tech is in “Corrective Action II: Preparing for School Restructuring Plan” as defined by the Department of Education.

DURING THE YEARS 2006-2009:

- Students averaged a 13 percent gain in their reading 4Sight Benchmark Assessment scores from the beginning to the end of their junior year.
- 62 percent of students did not meet AYP targets and/or proficiency on the 11th grade PSSA reading exam. Of these students, 21 percent did achieve proficiency on the 4Sight by the end of their senior year.
- Students at Lenape Tech averaged an 11 percent gain in their math 4Sight scores from the beginning to the end of their junior year.
- 79 percent of students did not meet AYP targets and/or proficiency on the 11th grade PSSA math exam. Of these students, 20 percent did achieve proficiency on the 4Sight by the end of their senior year.

LENAPE TECH STUDENTS ARE ALSO MAKING PROGRESS ON NATIONAL OCCUPATIONAL COMPETENCY TESTING INSTITUTE (NOCTI) EXAMS AND IN ATTAINMENT OF CERTIFICATIONS:

- In 2008-2009, 70.3 percent of students achieved passing scores on NOCTI written exams.
- In 2008-2009, 89.2 percent of students achieved passing scores on NOCTI performance exams prior to graduation.
- The number of students earning industry certifications increased by 13.7 percent from 2005-2006 to 2006-2007.
- From 2007 to 2009, students’ NOCTI written and performance scores increased 28.4 percent.



FUTURE GOALS /NEXT STEPS

The administrators at Lenape Tech plan to continue their focus on **increasing student achievement** and take steps to **integrate more technology into the classroom**. They have several new initiatives underway.

First, they **pilot-tested online classes** during the 2009-2010 school year. The CTC is offering Spanish and Epidemiology/BioMedical Technology online. These courses are provided as “stand alone” courses to supplement

offerings not currently available at Lenape Tech and as “embedded” courses to enhance the curriculum and to provide students with experience in online learning. **The use of e-readers** was also pilot tested during the 2009-2010 school year. A group of students are using Kindles for their free-reading periods.

The CTC is also initiating efforts to **transition the student and instructor portfolios to electronic media** and exploring an **enhanced coaching initiative**, where master instructors coach other instructors on topics such as how to plan and pace the delivery of the content. Finally, the leadership team members are seeking out **professional development**, including attending conferences and building a strong network, as a means to continue building upon their vision for the CTC, learning how to best support instructors and becoming familiar with best practices that they can adapt to the school setting.

Resources

HSTW Key Practices for Improving Student Achievement • www.sreb.org/page/1078/high_schools_that_work.html

MAX Teaching • www.maxteaching.com

Collins Writing Program • www.collinseducationassociates.com

4Sight Benchmark Assessment • www.successforall.net/elementary/4Sight.htm

Pennsylvania Department of Education - Bureau of Career and Technical Education
www.education.state.pa.us/portal/server.pt/community/Career_&_Technical_Education/7335/

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The following persons have been designated to handle inquiries regarding the non-discrimination policies:

FOR INQUIRIES CONCERNING NON-DISCRIMINATION IN EMPLOYMENT

Pennsylvania Department of Education
Equal Employment Opportunity Representative
Bureau of Human Resources

333 Market Street, 11th Floor
Harrisburg, PA 17126-0333
Voice Telephone (717) 787-4417
Text Telephone: (717) 783-8445
Fax (717) 783-9348

FOR INQUIRIES CONCERNING NON-DISCRIMINATION IN ALL OTHER PENNSYLVANIA DEPARTMENT OF EDUCATION PROGRAMS AND ACTIVITIES

Pennsylvania Department of Education
School Services Unit Director

333 Market Street, 5th Floor
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Amy C. Morton, Deputy Secretary

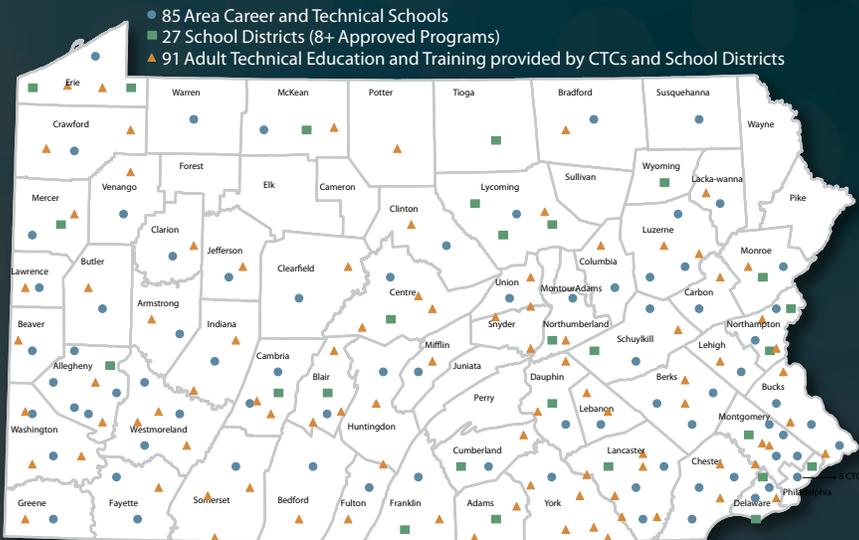
BUREAU OF CAREER AND TECHNICAL EDUCATION
Lee Burket, Director

DIVISION OF PROFESSIONAL DEVELOPMENT
AND SUPPORT SERVICES
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November, 2010

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SECONDARY CAREER AND TECHNICAL EDUCATION DELIVERY SYSTEM



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PENNSYLVANIA CTE *Best Practices Initiative*

Pennsylvania provides a critical state investment of approximately \$62 million in funding for CTE, including some funding for competitive equipment grants, adult training and about \$5 million for high school reform efforts including teacher preparation.¹

Pennsylvania supports 85 career and technical centers, 141 school districts and 44 postsecondary institutions offering Career and Technical Education. These career and technical centers, colleges, universities and private postsecondary institutions offer over 2,100 secondary approved programs, over 1,000 postsecondary programs and over 500 adult programs.

¹ Pennsylvania Area Career and Technical Education Schools 2009 Report
To strengthen the impact of the state's investment, the Pennsylvania Department of Education is implementing a multi-faceted improvement plan. This plan addresses critical issues facing career and technical education in Pennsylvania, including workforce development and academic preparation.

For more information on Pennsylvania CTE and the Best Practices Initiative, visit the Pennsylvania Department of Education – Bureau of Career and Technical Education website at: www.pde.state.pa.us/portal/server.pt/community/Career_&Technical_Education/7335/

Or contact:

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