

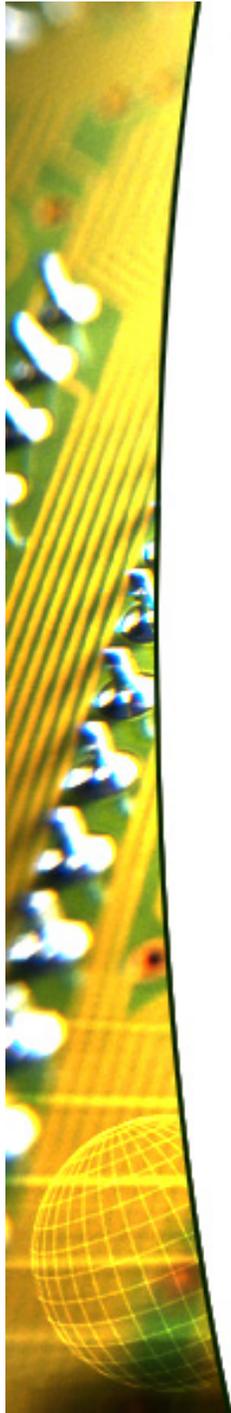
The background features a green printed circuit board (PCB) with intricate gold-colored traces and various components. A large, semi-transparent white circle is centered on the right side of the image. In the lower-left quadrant, there is a glowing, wireframe globe with a yellow and orange color scheme. A series of bright, out-of-focus light spots, resembling stars or data points, are arranged in a horizontal line across the bottom of the frame. The overall lighting is a mix of green and yellow, creating a high-tech, digital atmosphere.

***Tapping the Wisdom of
Practitioners***

**Getting You
Involved**

James Stone – Director

Jan Struebing – Project Director



NRC^{CTE}

National Research Center for
Career and Technical Education



UNIVERSITY OF
LOUISVILLE



UNIVERSITY OF MINNESOTA

CLEMSON
UNIVERSITY



Cornell University

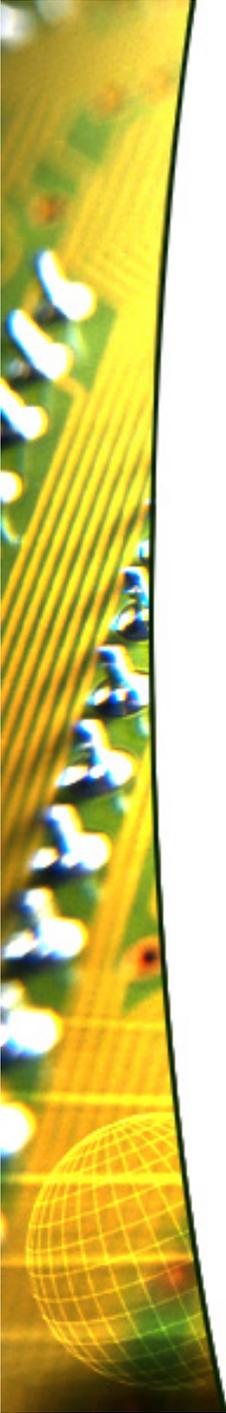
SREB
SOUTHERN REGIONAL EDUCATION BOARD

NOCTI

AED
Academy for Educational Development

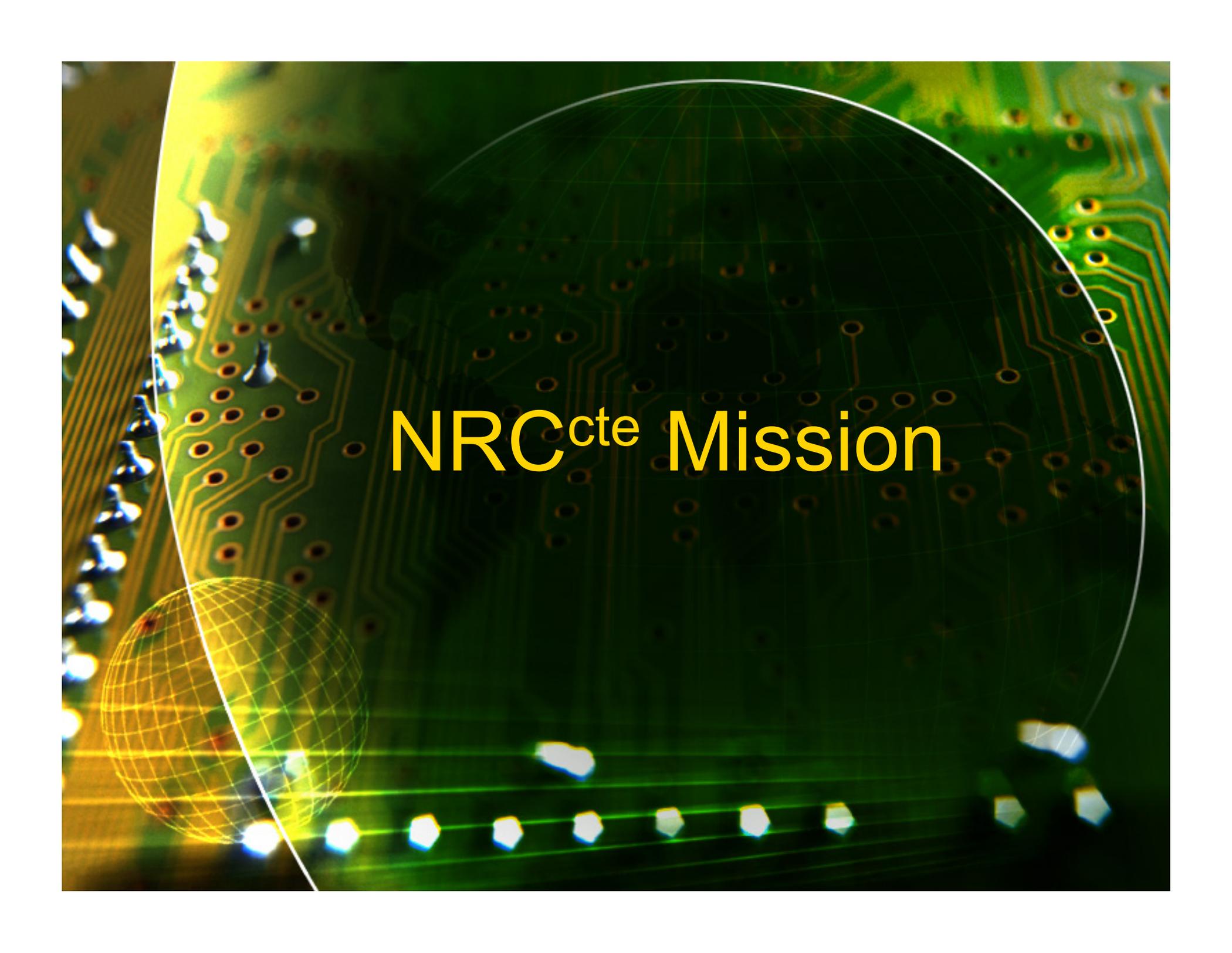
ACTEonline

STATE  DIRECTORS
National Association of State Directors
of Career Technical Education Consortium



Goals

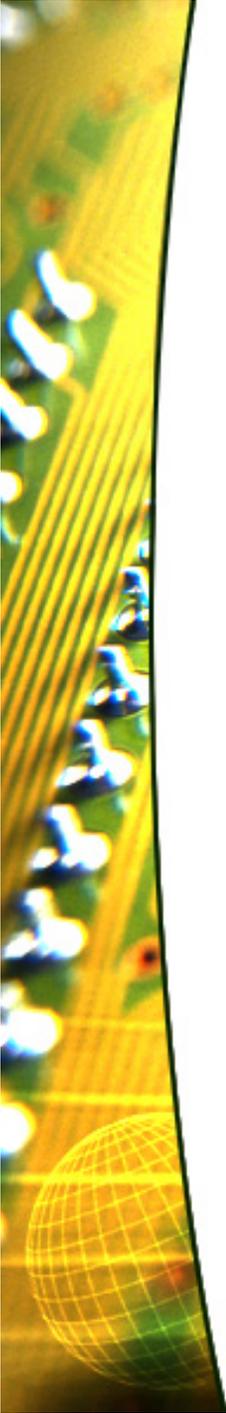
- Share information about an important new NRC^{cte} project
- Solicit your advice

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NRC^{cte} Mission

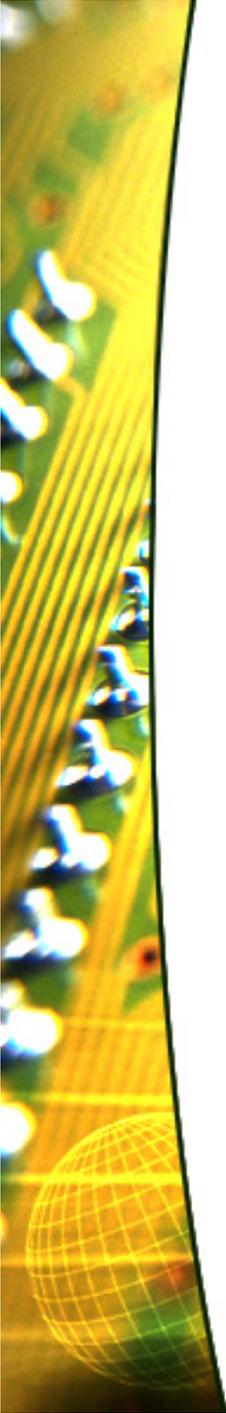


The National Center will improve the ***engagement, achievement, and transition of high school and postsecondary CTE students*** through technical assistance to states, professional development for CTE practitioners, and dissemination of knowledge derived from scientifically-based research.



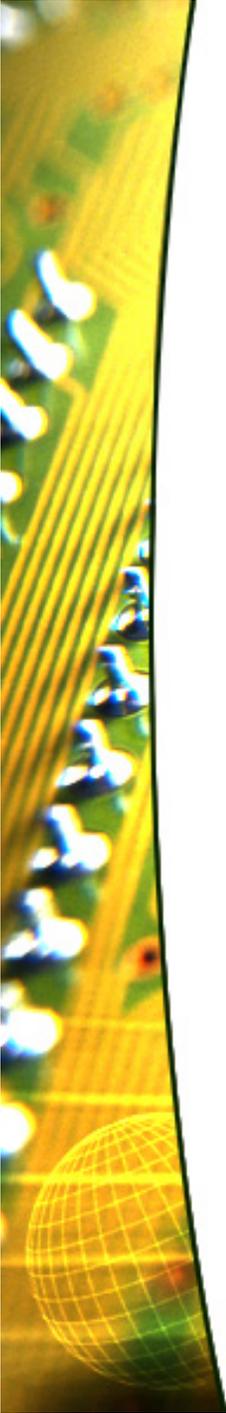
Our Many Challenges . . .

- A high and rising drop out rate of secondary students
- Students who graduate are lacking in basic math and science skills
- Most students think they are going to college but do not prepare for it or any other possible future
- Extraordinarily high remediation rates for two-year college applicants



One way to frame the discussion

- ***Engagement*** – Completing high school, completing PS programs
- ***Achievement*** – technical and academic; acquisition of industry credentials
- ***Transition*** – to continued formal learning without the need for remediation; and to the workplace



Engagement & Achievement

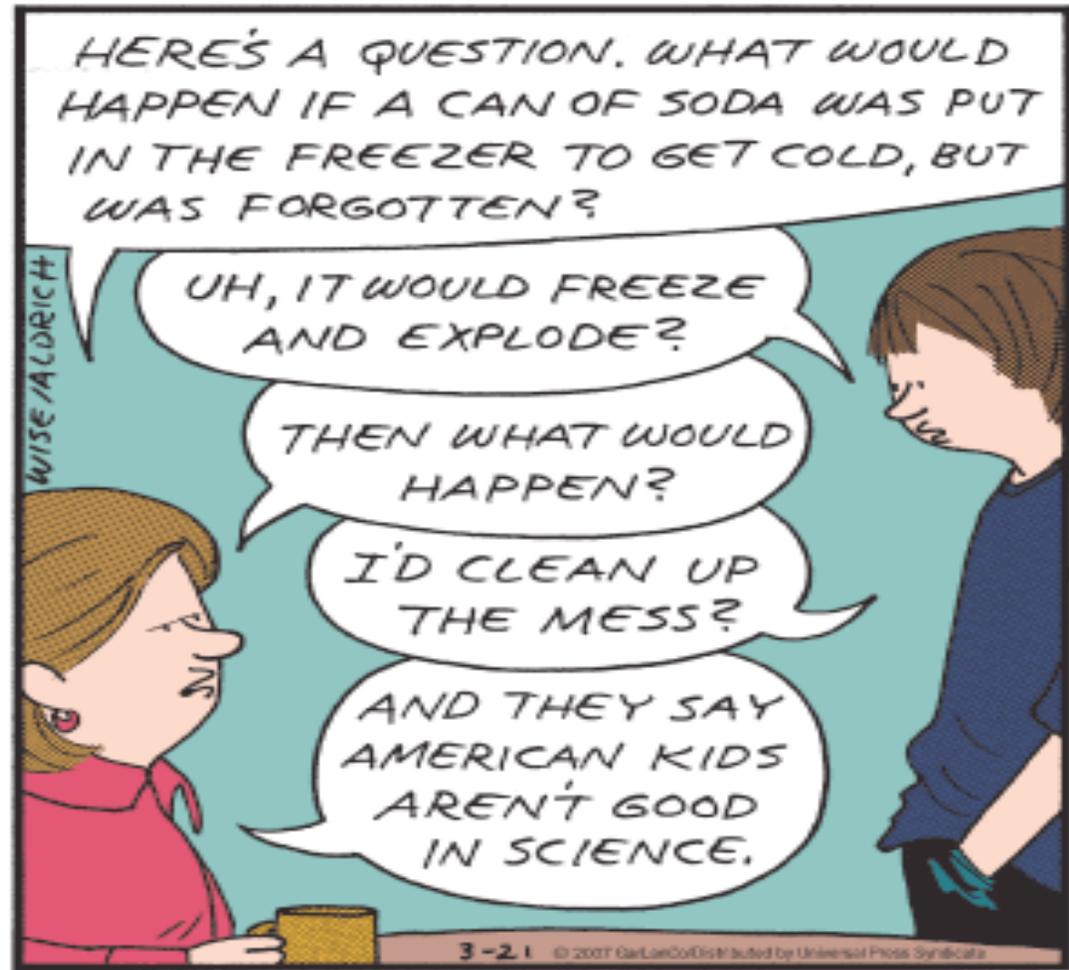
- “Core Academics” increased from 12.9 credits in 1984 to 19 in 2004 and we know that:
- But:
 - Only 68% of 9th graders finish high school on time
 - Average number of CTE credits earned declined (4.2 to 3.5)

Total academic credits=
INCREASED (12.9 to 19.0)



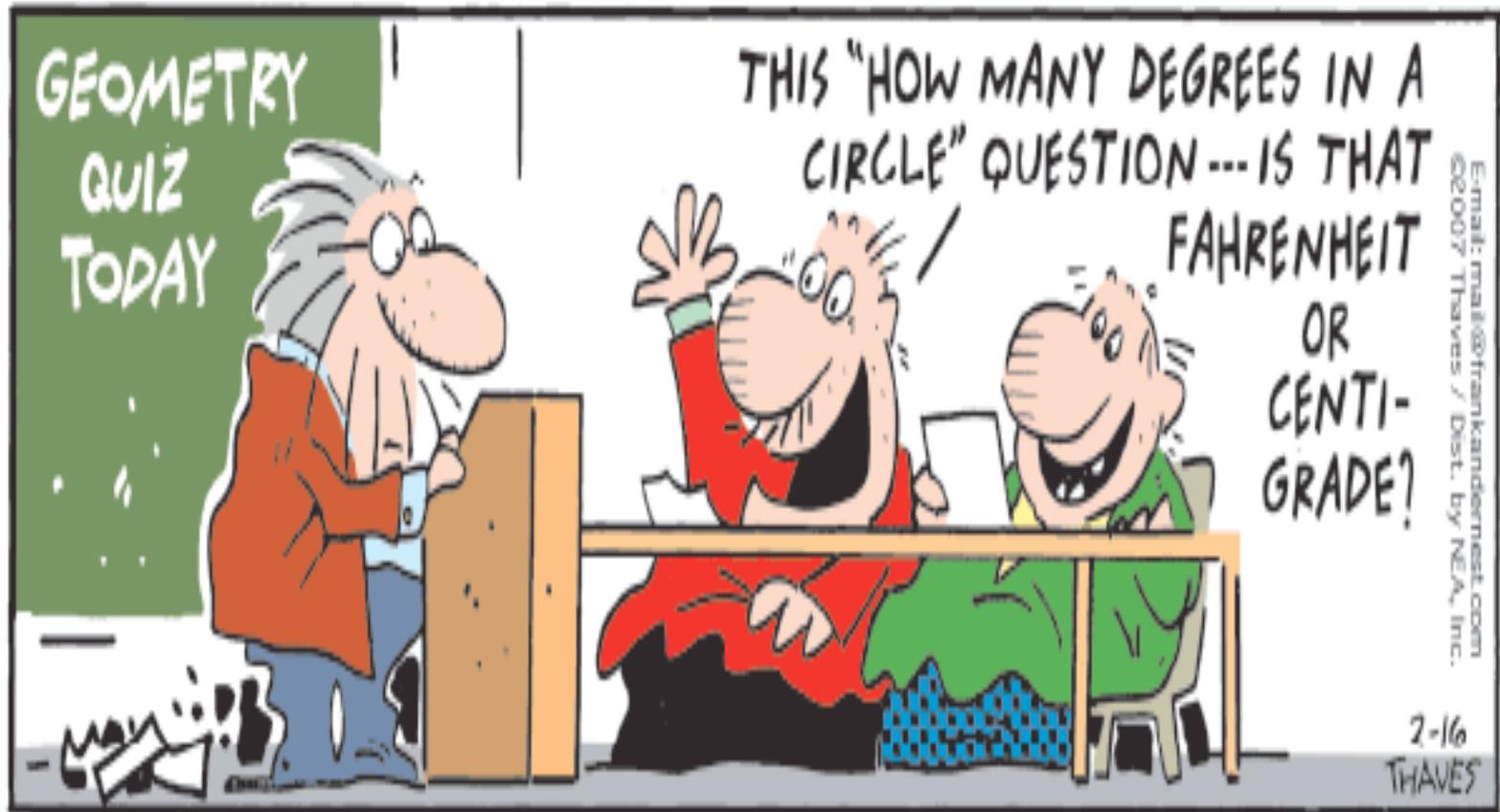
NAEP reading scores = **DECLINED**

Total science credits = **Increased**
(1.5 to 3.2)



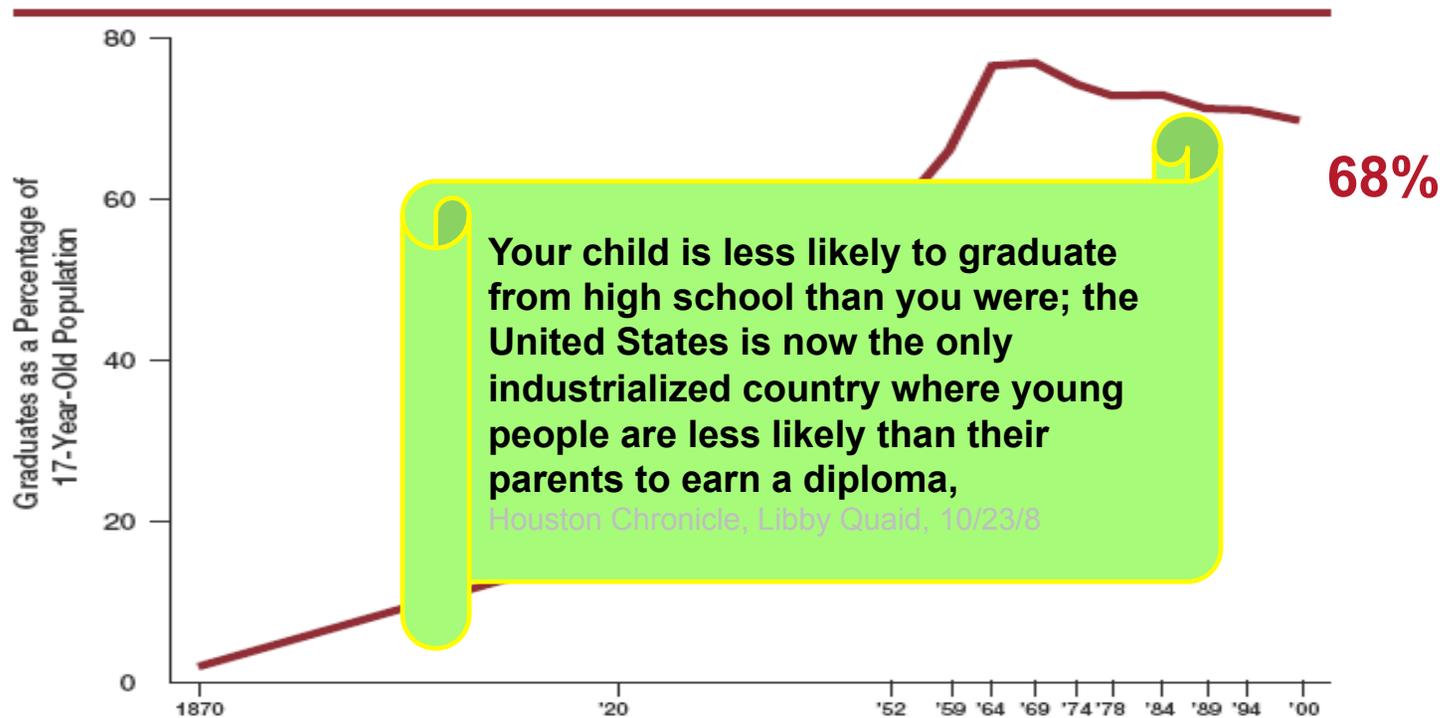
NAEP science scores = **declined**

Total Math Credits **INCREASED** (1.7-3.6)



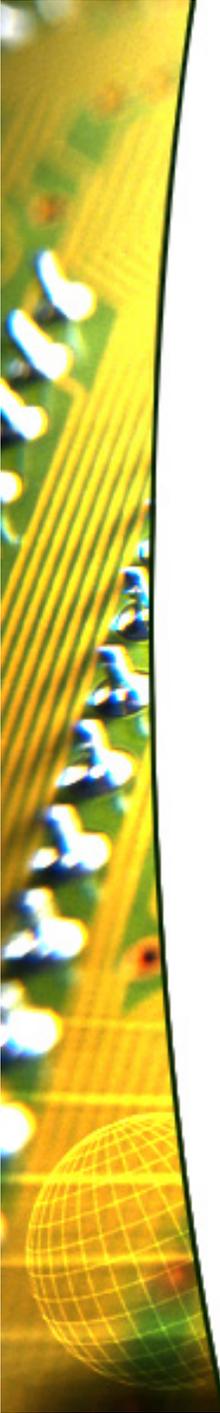
NAEP math scores = no increase

What has gone up?



Note: Graduates are of regular day school programs.
Source: U.S. Department of Education, National Center for Education Statistics.

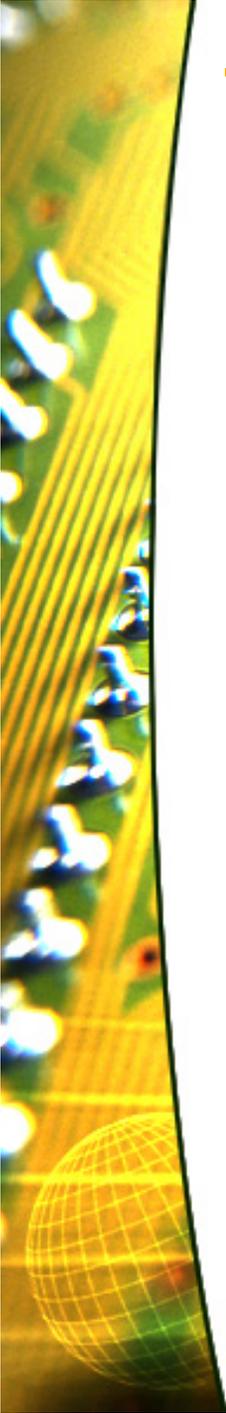
Source: *One-Third of a Nation* (ETS, 2005)



For those who do graduate and try college:

40% of four-year students and 63% of two-year students require remediation. (a report from *Education Commission of the States*)

Source: NCES (2003), *Remedial Education at Degree Granting PS Institutions in fall 2000*



The premise of this project

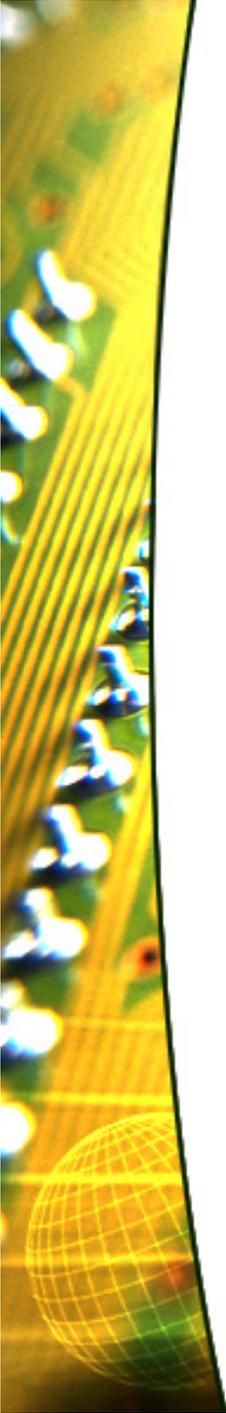
- Teachers and administrators are confronting and solving the everyday problems of improving CTE programs. This session will highlight how you can participate in a new National Research Center for CTE initiative designed to identify and showcase techniques that improve student learning and program effectiveness.

Why you are important



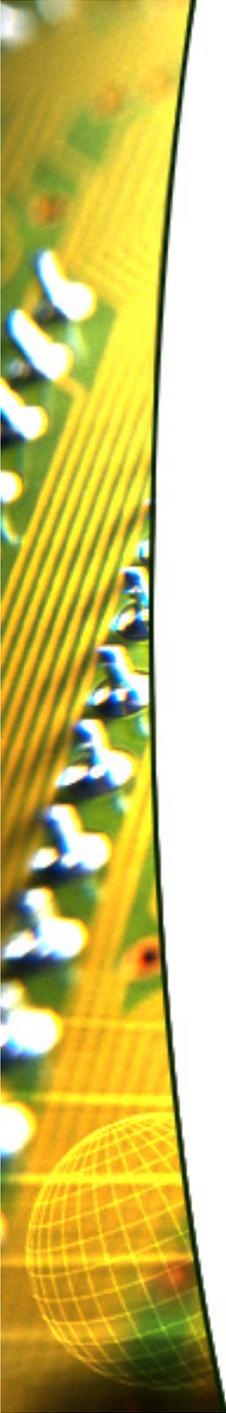


BEST, PROMISING AND PRACTITIONER WISDOM



Method, technique, program or strategy considered highly successful by practitioners and for which evaluation evidence is available.

A DEFINITION: PROMISING PRACTICE



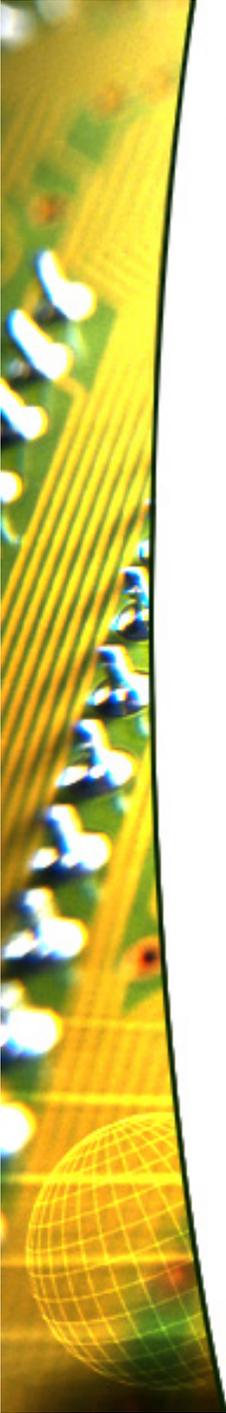
Examples

Practice

- Math-in-CTE
- CTSO activities
- Temple University's Reading Project (contextual literacy)
- NY BOCES math integration

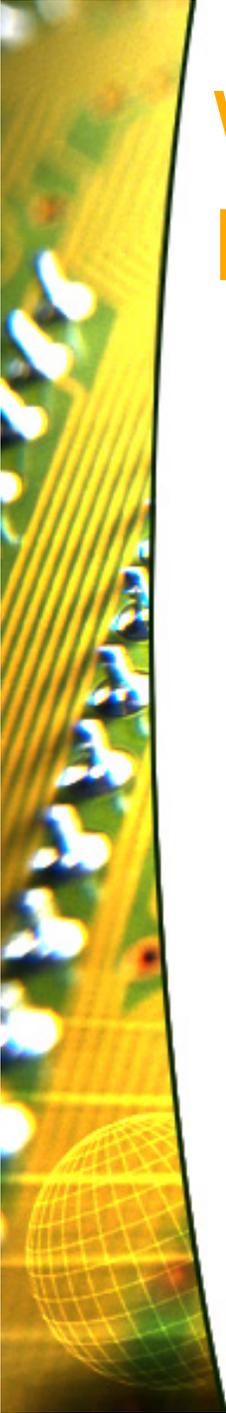
Program

- Anoka MN STEP Program
- Washtenaw Middle College High School
- Career Academies
- Chicago Agricultural High School



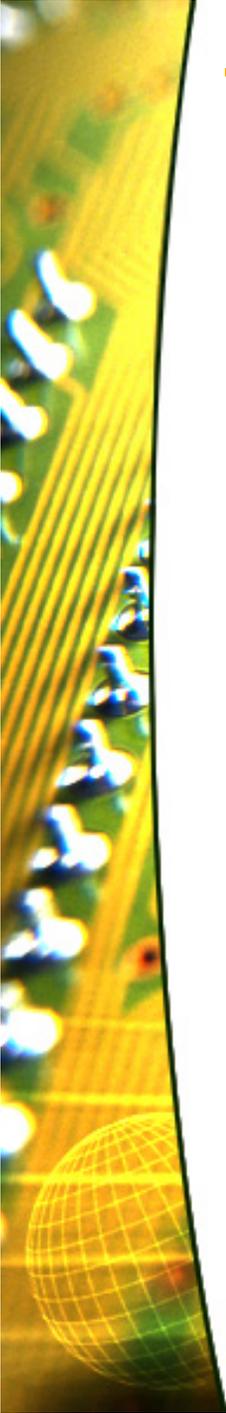
Sources

- Professional Conferences
 - ACTE
 - SREB/HSTW
 - NCPN
- “The Literature”
 - Techniques
 - Other practitioner journals
- Nominations (from YOU!)



We are looking for in Promising Practices - criteria. . .

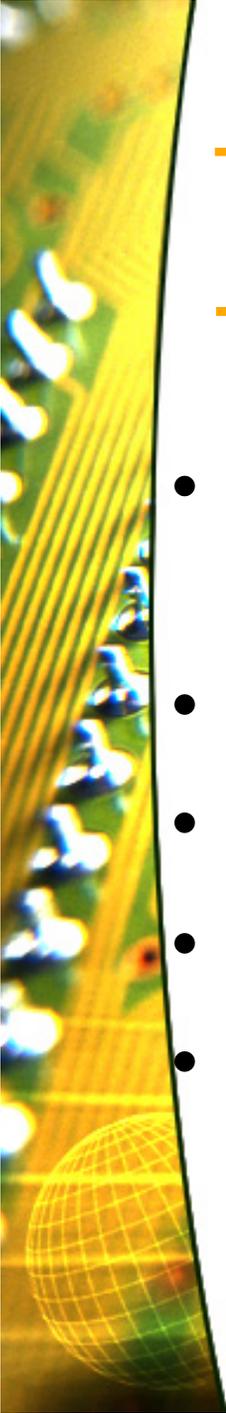
- Outcomes tied to standards
 - National (e.g., NCTM)
 - State (e.g., NC Marketing Education Standards)
 - Industry (e.g., HVAC, SAE)
- Evidence (student responses, data, other)
 - Documentation?
 - Independent evaluation?
 - Practitioner evaluation?



Temple Reading Project-Evidence

- 12% gain on 11th grade PSSA Reading Test scores.
- 15% gain on student NOCTI written tests.
- An 8% to a 20% increase in scores on teacher made tests.
- Students developed their own vocabulary games.
- Other student gains were noted in:
 - vocabulary
 - class discussions
 - number and levels of questions asked
 - ability to follow instructions
 - comprehension of material studied

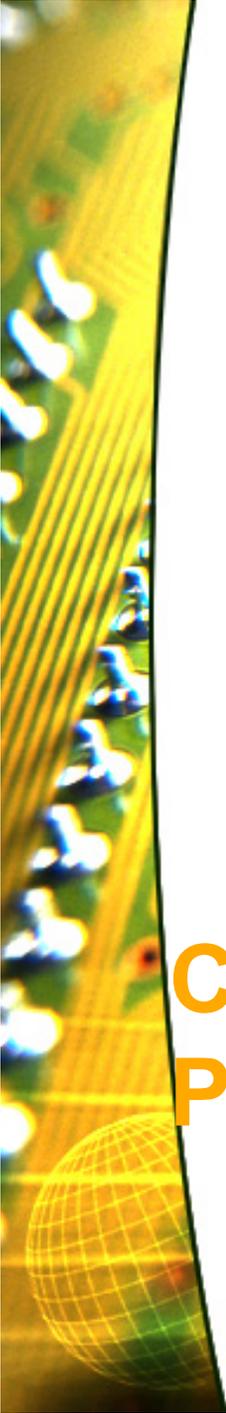
Is this a promising practice?



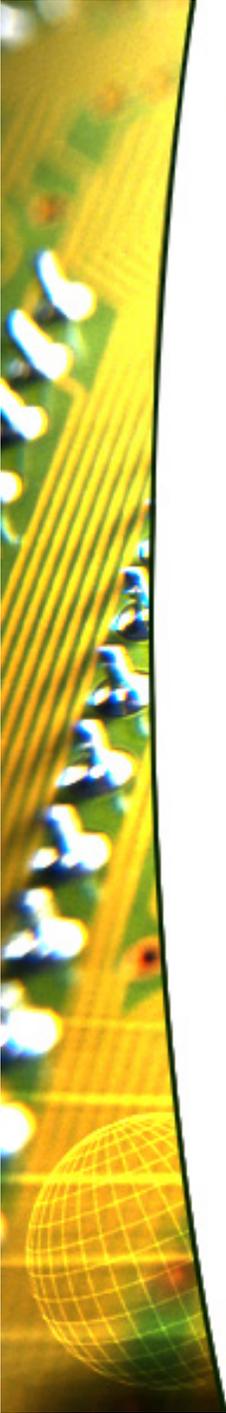
Teacher Developed Math Integration - Evidence

- High School FACS teacher developed math integration activities (Bell Ringers)
- Teacher Developed Test (10 questions)
- 150 students in 6 class periods
- Average results: 5.2 (pre) to 6.4 (post)
- ELL students outgained all others

Is this a promising practice?

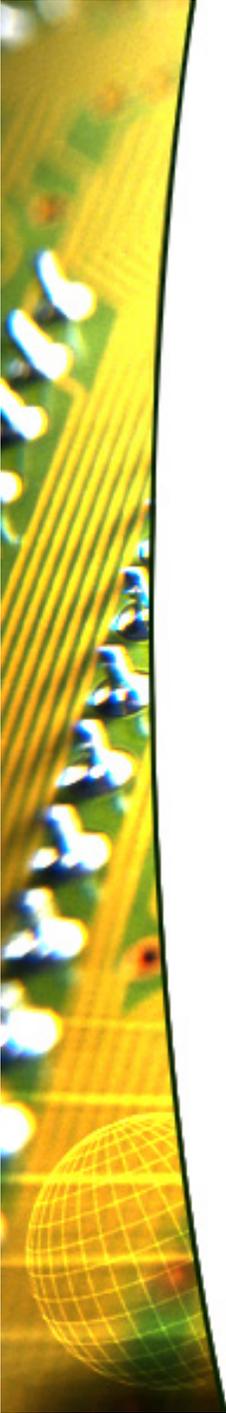


**CAN YOU RECOMMEND A
PRACTICE OR PROGRAM?**



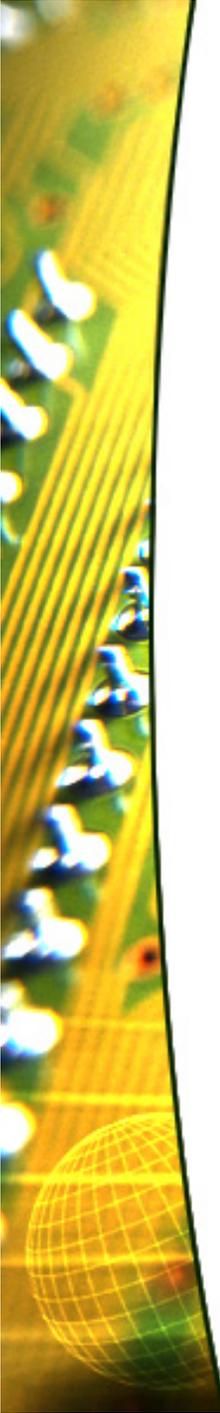
Other possible criteria

- Replicability
 - How often/how long has this been used?
 - Have other practitioners copied this?
- Cost Information
 - Time
 - Resources (\$)
- Other



Getting involved:

- Nominate a promising or practitioner wisdom practice (www.nrccte.org)
- Try out posted practices
- Provide your added wisdom via our website.



What we will need

- Contact person (email, phone) or link to information about the practice.
- Brief description of the practice
- Focus of the practice (engagement, achievement, transition or other?)
- Evidence?
- Why you think we should review the practice?
- Contact:

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www.nrccte.org

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