



Spring 2015

The Communiqué

Association for Career and Technical Education of Nebraska
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Your Professional Voice



An Effective Teacher

By Kelly Means, ACTEN President

Recently, I was reading a publication titled *Changing the Odds for Student Success: What Matters Most* authored by Bryan Goodwin. The publication contained varying articles focusing on student achievement and one in particular resonated with me. Specifically, the content was looking at what makes a teacher effective (as research has shown that teachers have the greatest impact on student achievement). Mr. Goodwin ultimately suggests three behaviors that characterize effective teachers:

- 1) Having high expectations. This includes developing challenging lessons that push students to think at a higher level. Essential to the high expectations is the praise that teacher's give not only for the ability, but also the effort. Not to forget the recognition of failures that may have happened along the way, which are essential to the continued learning process.
- 2) Building relationships. Used in conjunction with high expectations, teachers who develop relationships with the student are able to nurture the student growth on an individual level.

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An Effective Teacher

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3) Communicating clear learning goals. This means more than putting a statement on the whiteboard or stating once in a lesson. Effective teachers intentionally utilize best instructional practices to assist students in reaching the identified learning goal. The idea of planning a lesson with the end in mind allows for the teacher to be instructionally effective. It is important to identify first what the student needs to learn and then determining the best strategies (resources, activities, texts, etc.) to get them there.

These behaviors are not new, but as discussions move to student achievement you must ask yourself if you are an effective teacher. Do you have high expectations and teach lessons that are challenging? Do you develop the relationships with students that allow you to know them as an individual? Do you utilize instructional strategies that clearly relate to the learning goals? Do you display all of these behaviors that show a significant impact on the level of student success? Which brings us back to the original challenge for this school year . . . Every Student, Every Day.

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Goodwin, B. (2010). *Changing the odds for student success: What matters most*. Denver, CO: Mid-continent Research for Education and Learning.

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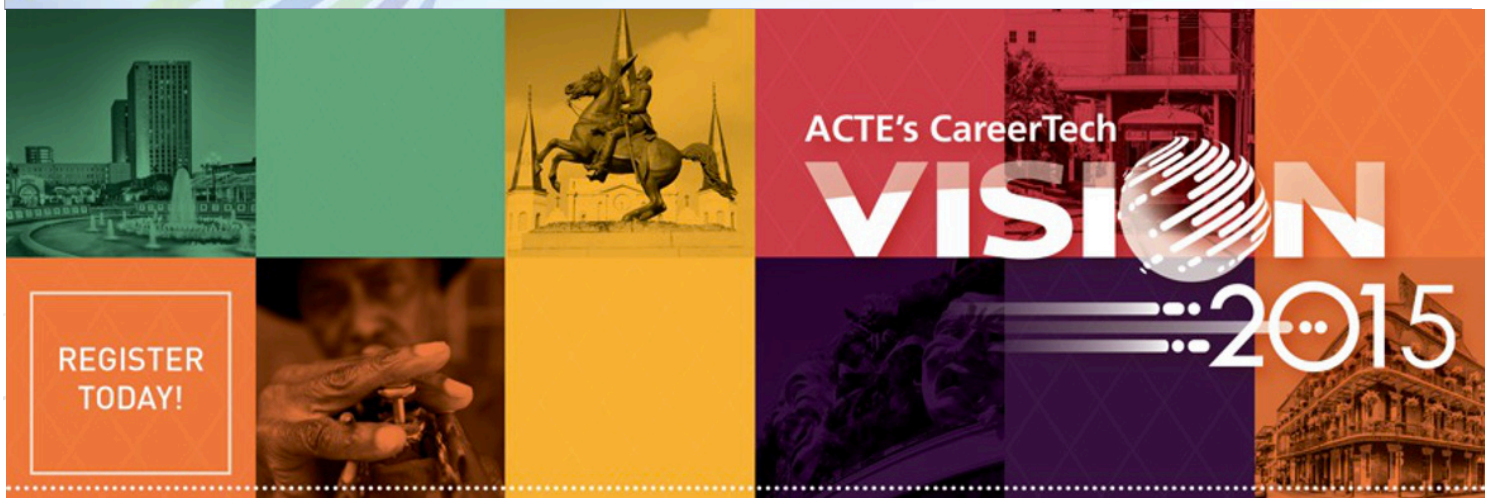
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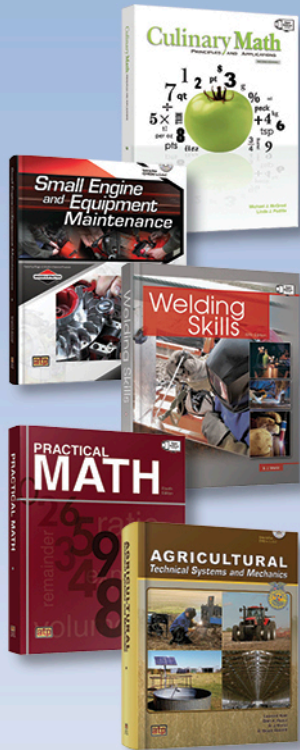


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Elementary and Secondary Education Act (ESEA)

HISTORY OF ESEA

In 2002, President George W. Bush signed into law what was known as No Child Left Behind (NCLB). Prior to that, ESEA was originally passed in 1965 by President Lyndon B. Johnson, as an educational component on the “War on Poverty.” The Act today contains numerous programs directed to elementary and secondary schools, the largest contained in Title I of the Act allocated through a formula grant to states.

The passage of ESEA/NCLB in 2002 built on standards-based reforms that were introduced in previous versions of the Act and added significant provisions, most notably around accountability, low-performing schools, and teacher quality. Congress has heard from many constituents and understands that the rigid accountability and teacher requirements need to be changed. When ESEA was due for reauthorization in 2007, Congress had little success in advancing bipartisan ESEA reauthorization.

CURRENT STATUS

During the 114th Congress, currently happening, House Education and Workforce Committee Chairman John Kline (R-MN) and the new Senate Health, Education, and Labor and Pensions (HELP) Committee Chairman Lamar Alexander (R-TN) both signed out ESEA reauthorization as one of their top priorities. Several hearings have been held discussing ESEA and the committee released a discussion draft of reauthorization. The bill amends ESEA to help ensure students are college and career-ready by strengthening school counseling programs and encourages states to report on career readiness indicators.

Both the House and Senate seek to repeal the Adequate Yearly Progress (AYP) provision in the state accountability system. You may also contact the DeLayne Havlovic at Delayne.Havlovic@ops.org for more information.

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Elementary and Secondary Education Act (Continued from Page 3)

CAREER AND TECHNICAL EDUCATION VIEWPOINT

In February, ACTE provided letters of encouragement to Senators Lamar Alexander and Patty Murray stating important aspects of CTE that should be included in ESEA reauthorization language. It was shared that ACTE feels there are “*additional opportunities*” to better support the career-ready aspect of learning and to more seamlessly align programs under ESEA with those under the Carl D. Perkins Career and Technical Education Act.

ACTE shared that states should be encouraged to include multiple measures of career readiness in their accountability systems including a full-range of recognized postsecondary credentials. ACTE also recommends that states be encouraged to include additional career readiness measures, such as student attainments of career and technical proficiencies.

Also, it was encouraged that the committee consider repealing the outdated High Quality Teacher provision to better allow for industry qualified professionals to enter the classroom as qualified, certified teachers.

Finally, ACTE’s recommendations included support for comprehensive guidance and counseling to support student success in high school, career exploration, and postsecondary education.

In early March, ESEA reauthorization discussions were nearing completion but there was still not a clear indication when Congress would be considering this on the Floor. For more updates on this subject, watch for updates from your Legislative Committee or through ACTE’s Policy Watch Blog.

Perkins Reauthorization

The Carl D. Perkins Career and Technical Education Act (Perkins) was most recently authorized in 2006. Current funding has been established in the interim until reauthorization through a continuing resolution. States and institutions receiving funding are following the same guidelines set forth in 2006. Reauthorization was due in 2013. Reauthorization discussion started during the fall months of 2013 but nothing certain has been concluded. According to policy experts at ACTE and congressional insiders, the Perkins discussion could resurface during the second half of 2015. If no new action is taken, funding will remain in place through a continuing resolution.

As always, the Act provides federal funding to and for Career and Technical Education programs to ensure current students are receiving training that is in line with business and industry needs and relates to workforce and economic development needs in our communities. Perkins funding is provided to states that, in turn, allocate funds by formula to local school districts and postsecondary institutions. States must deliver at least 85 percent of the Basic State Grant funds to local programs using either the needs-based formula included in the Perkins law, or an alternative formula that targets resources to disadvantaged schools and students.

ACTE's role in Perkins reauthorization has been important and relevant. ACTE provided six recommendations and shared them with Members of Congress and relevant congressional committees. Those six areas are:

1. **Redefine the Federal Role of CTE:** The goal is to provide users with clear and consistent direction from the federal level. Historically, there has been much change to Career and Technical Education over the past 40+ years and the language and direction needs to be cleaned up.
2. **Target Expenditures:** Focus on ensuring programs meet high quality standards and areas needing improvement are well address so that student success can be most evident. ACTE also advocates for state and local level control over the grant so that the most immediate needs of communities are addressed. ACTE language maintains that state-to-local formula measures should continue to be used.
3. **Define Program Quality Elements:** The overall goal is to ensure CTE is a vehicle to support school improvement and success. A few examples of quality improvement elements could include CTE-Academic integration, work-based learning experiences, and alignment with labor market needs and community analysis.
4. **Ensure Relevant and Consistent Data:** ACTE suggests that the Perkins accountability system be overhauled to ensure fewer and more meaningful measures are used that are consistent across the state and nation.
5. **Offer Incentives for Innovation:** ACTE is suggesting a new Perkins Innovation Fund that would be a driver of change across the nation. These would be funds over and above the basic grant formula used for state allocations and the goal would be for creation of programs that cannot be done with current and basic funding levels.

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Perkins Reauthorization

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6. Provide the Infrastructure to Support the System: The next Perkins Act should continue to focus on research, evaluation, and dissemination focused on improving practice. Strong state data linkages will be continued or expanded upon.

According to ACTE, it is unclear when the House and Senate will return to consider Perkins reauthorization. At a recent speech at the American Enterprise Institute, House Education and Workforce Committee Chair John Kline (R-MN) shared some insights into his thinking on Perkins:

Replacing No Child Left Behind would be a significant achievement for any Congress, but we need to do more. There are other windows of opportunity to improve education we must pursue. As you may know, the Perkins Act provides federal funding to states to support career and technical education or CTE programs. The law helps high school and community college students access valuable training programs and hands-on experience necessary to gain an edge in the local workforce. The best CTE programs are known for their rigorous coursework and hands-on training in fields ranging from computer science and information technology to law enforcement and nursing. However, like so many federal laws, this one needs to be reformed as well. We need to do a better job connecting coursework with industry demands and local labor market needs. We also need to help students as they leave high school and prepare to enroll in a college or university. Finally, we need to enhance accountability to help ensure taxpayer dollars are well spent. A number of my committee colleagues are passionate about this issue and eager to get to work improving the law.

During ACTE's National Policy Seminar, occurring in Washington, D.C. on March 2-4, 2015, it was shared by both ACTE and congressional insiders that reauthorization of the Elementary and Secondary Education Act (ESEA), previously known as No Child Left Behind (NCLB) is nearing reauthorization. While all of the details of the proposed ESEA language were not presently available, many felt that career readiness language would be included in ESEA language and that there would be CTE components within the law.

For constant updates, stay tuned to ACTE's CTE Policy Watch Blog at www.acteonline.org.

Welcome to New Members

Dani Niss - New & Related Services Discipline (Career Academy Section)
Steve Woodside – Administration Discipline

Student Members:

Trade and Industrial Education

Mason Miller

Family and Consumer Sciences Education

Rachel Hruza

Jenna Hilligoss

Ingrid Olsen

Erin Frevert

Joan Hines

Elizabeth Cosentino

Kate Endorf

Kelly Geschwender

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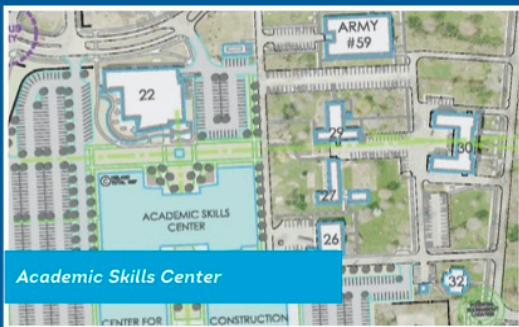
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 Literacy in the CTE Content Area Training (Monday & Tuesday)
 Creating a Culture of Entrepreneurship (Tuesday only)
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Preconference Monday: \$80.00 (includes workshop and lunch, additional materials fees may apply)
 Preconference Tuesday: \$80.00 (includes workshop and lunch, additional materials fees may apply)
 NCE Conference Wednesday-Thursday: \$200.00 (includes two lunches and materials)
 (Late fee after May 8: \$35.00)

Pre-service NCE teachers may be provided complimentary registrations (excluding professional organization meals and activities).

Registration opens April 15. More detailed information will be available February 1 on our website, www.nceconference.com.

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