

# CTSP CENTER UPDATES

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## Inside this issue:

Wording Changed	2
ESEA Blueprint	2
IEA Practice Guides	3
SIOP	3
CTSP Updates	4

## A Message from the Project Director—Dr. Rick Peterson

### Pathways to Career Readiness for All Students

The goal of all students to become career and/or college ready requires a focus not only on gaining knowledge but also on applying skills. For example, employers report a “high need” for applied job skills, including: 92% for critical thinking/problem solving, 71% ethics and social responsibility, 70% professionalism/work ethic, 69% creativity/innovation, and 64% lifelong learning and self-directories. The U.S. Chamber of Commerce (Institute for a Competitive Workforce, 2008) reports that future jobs will require “at least a high school education and more likely will necessitate some level of post-secondary education and/or training that result in a two- or four-year degree or an industry-recognized credential/certification. CTE educators are in a position to respond to this call for preparing students for post-secondary careers and college by teaching practical academic skills, employability, technical knowledge, and skills that employers are requesting. CTE classes that focus on the 4 C’s – critical thinking, communication, collaboration, and creativity – often bridge the gap between knowledge and skills. Offering pathways to career readiness for all students, including special populations, is critical to ensure that each student has post-secondary opportunities. It starts with innovative instruction and the creation of compelling learning environments that foster achievement for all students. CTE educators have to provide student-centered learning within career clusters and pathways that allows both teacher and student to put knowledge and skills to work in meaningful ways that benefit both the student and future employers.

Offering these opportunities can be challenging for CTE teachers with diverse students in their classroom, which include groups like the gifted, English-language learners, and those with disabilities. This is where the CTSP Center can help. The CTSP Center, through our website at <http://ctsp.tamu.edu>, provides access to training, resources, frequently asked questions, newsletters, and live chat to better equip you to serve your students with special needs. We have a number of online educational multimedia-based modules delivered through an E-Learning System that provides free Continuing Professional Education credit on such issues as accommodations and modifications in CTE classroom instruction, CTE teachers’ role in transition ARD meetings, career guidance, building successful partnerships, instructional strategies, behavior and classroom management, transition assessment and evaluations, and working with English-language learners.

## Upcoming Conferences

World Congress on Disabilities – Dallas, November 18-19, 2010  
<http://www.thewcd.org>

ACTE: 2010 Annual Convention and Career Tech Expo—Las Vegas, December 2-4, 2010  
<http://www.acteonline.org/convention.aspx>

## Bill changes wording referring to intellectual disabilities

"For far too long we have used hurtful words like 'mental retardation' or 'MR' in our federal statutes to refer to those living with intellectual disabilities," said the bill's sponsor Sen. Barbara Mikulski, D-MD., in a statement Wednesday. "Rosa's Law will make a greatly needed change that should have been made well before today — and it will encourage us to treat people the way they would like to be treated."

Echoing this sentiment, the House of Representatives unanimously approved a bill paving the way for the term "mental retardation" to be replaced with "intellectual disability" in many areas of federal law.

Under the bill, the terms "mental retardation" and "mentally retarded" would be removed from federal health, education, and labor policy. "Intellectual disability" and "individual with an intellectual disability" would be inserted in their place.

The change in language would not alter the rights that individuals with disabilities have, but it is intended to

bring the federal government more in line with a trend toward using the term "intellectual disability." Already, the term is used by most states and some federal agencies, including the Centers for Disease Control and Prevention.

The legislation, known as Rosa's Law, will now go to President Barack Obama, who White House officials say intends to sign the measure. To read the full article, go to [www.patriciaebauer.com/2010/09/23/house-oks-rosas-law-30137/](http://www.patriciaebauer.com/2010/09/23/house-oks-rosas-law-30137/).



## Department of Education—Blueprint on the Elementary and Secondary Education Act



On March 13, 2010, President Obama's administration released its blueprint for revising the Elementary and Secondary Education Act (ESEA).

The blueprint provides incentives for states to adopt academic standards that prepare students to succeed in college and the workplace. It creates accountability systems that measure student growth toward meeting the goal that all children graduate and succeed in college. State accountability systems using measures of progress and growth will recognize and reward high-poverty schools and districts that are showing improvement in getting their students on the college and career path.

States and districts will also identify and take rigorous actions in the lowest-performing schools. The administration has proposed a significant investment to help states and districts in these efforts. The blueprint also asks states and districts to develop meaningful ways of measuring teacher and principal effectiveness to provide better support for educators, enhance the profession through recognizing and

rewarding excellence, and ensure that every classroom has a great teacher and every school has a great leader.

States will adopt state-developed standards in English language arts and mathematics that build toward college and career readiness by the time students graduate from high school, and high-quality statewide assessments aligned with these standards. Standards must be based on evidence regarding what students must know and be able to do at each grade level to be on track to graduate from high school college- and career-ready.

States will continue to implement statewide science standards and aligned assessments in specific three-grade spans, and may include such assessments—as well as statewide assessments in other subjects, such as history—in their accountability systems. Finally, states will develop and adopt statewide English language proficiency standards for English learners, aligned so that they reflect the academic language necessary to master state content standards. For more information, go to <http://www2.ed.gov/policy/elsec/leg/blueprint/index.html>.

## Institute of Educational Sciences—Practice Guides

The Institute of Educational Sciences (IES) has various practice guides available on its website. The IES practice guides, which are subjected to rigorous external peer review, provide practical recommendations for educators. These recommendations are designed to help educators address the everyday challenges faced in their classrooms and schools.

Developed by a panel of nationally recognized experts, the practice guides consist of actionable recommendations, strategies for overcoming potential roadblocks, and an indication of the strength of research-based evidence supporting each recommendation.

Currently, the IES website hosts 13

practice guides. Topics of particular interest to CTE teachers include:

- Using Student Achievement Data to Support Instructional Decision Making
- Helping Students Navigate the Path to College: What High Schools Can Do
- Structuring Out-of-School Time to Improve Academic Achievement
- Dropout Prevention
- Improving Adolescent Literacy: Effective Classroom and Intervention Practices
- Turning around Chronically Low-Performing Schools

- Encouraging Girls in Math and Science
- Organizing Instruction and Study to Improve Student Learning

Other topics covered include RTI for struggling math and reading students, reducing behavior problems in elementary classrooms, and working with English-Language Learners in primary grades.

The IES site also encourages educators to suggest topics for the development of future practice guides.

To download these free guides, go to <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

## SIOP: Making Content Comprehensible for ELLs

As the number of English-Language Learners (ELLs) increase in schools across the United States, educators are seeking effective ways to help them acquire the knowledge and skills needed to succeed in the classroom and beyond.

The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model. The SIOP Model provides for:

- a research-observation tool to evaluate the implementation of SIOP,
- a classroom observation tool for administrators and supervisors to use with in-service and pre-service teachers, and
- a teacher lesson plan checklist or planning guide.

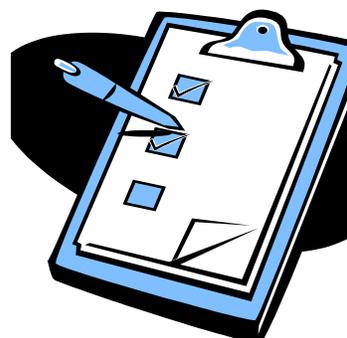
The SIOP Model consists of eight interrelated components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment. Using instructional strategies connected to each of these components, teachers will be able to design and deliver lessons that help address the academic and linguistic needs of ELLs.

Research shows that when teachers implement the SIOP Model, English learners' academic performance improves. Teachers report that SIOP-based teaching benefits all students – not just those who are learning English as an additional language.

To learn more about the SIOP model, visit: <http://www.unk.edu/coe.aspx?id=20152>.

For specific tips on how to implement SIOP in your classrooms, visit: <http://www.siopinstitute.net/classroom.html>.

To attend a SIOP institute, visit: <http://www.siopinstitute.net/register.cfm>.



## CTSP Happenings

### WE ARE ON FACEBOOK

The CTSP Center is on Facebook. "Like" us at <http://www.facebook.com/ctspcenter>. Follow our posts on the latest educational, legislative, and disabilities-related happenings.

### FOLLOW US ON TWITTER

Not a fan of Facebook? No problem. Follow our 140-character "tweets" on Twitter at [http://www.twitter.com/ctsp\\_center](http://www.twitter.com/ctsp_center).

### CHECK OUT OUR LATEST ONLINE MODULE ON WORKING WITH ELLs

The module and related training manual is posted at <http://ctsp.tamu.edu/videos/videos10>. To enroll in the course for CPE credit, visit: <http://ctspmodules.tamu.edu>. FAQs related to the module are available at <http://ctsp.tamu.edu/FAQ.php>.

### VISIT OUR BOOTH AT THE WORLD CONGRESS ON DISABILITIES

We are one of the official sponsors of the World Congress on Disabilities (WCD) in Dallas on November 18th and 19th, 2010. Stop by our booth to check out our resources and our new professional development opportunities. WCD's mission is to educate, inform, and provide a useful exchange of ideas for people with disabilities and special health care needs and those involved in their care and development. WCD offers a magnificent exhibit area and features 100s of exhibitors, including non-profit organizations and companies whose focus is on products and services designed to help those with disabilities. The conference also consists of educational seminars given live by leaders in their respective fields, including medicine, science, government, and non-profit organizations. Register to attend the event at <http://thewcd.org/>.



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