Course Outline

UPDATED: October/2021

Program: Career Technical Education

Course of Study: Career Technical Education

70-01-50

Student Tools for Educational Pathways (CTE)

Credits: 0* **Hours:** 12

Prerequisites:
None

**This is a non-credit course and may be repeated to learn specific competencies.*

Course Description:

This competency-based course is designed to assist adults in creating a personal education and career plan by providing students with tools and resources to successfully navigate college and career pathways. The course uses multimodal approaches to engage all learners and to ensure that the needs of the variety of diverse adult learners are met. The course is designed to be used in an online, hybrid, and/or traditional in-school environment. The content and instructional strategies of this course reflect the California CTE Anchor Standards, the Dept. of Education Employability Skills Framework, the College and Career Readiness Standards (CCRS), and the International Society for Technology in Education (ISTE) Standards.

LA Unified School District
Division of Instruction
Division of Adult and Career Education
https://www.launifiedadult.org/

Student Tools for Educational Pathways

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COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements.

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated, and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-10

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are explicit, known, agreed upon, integrated, performance oriented, and adaptive.

INSTRUCTIONAL STRATEGIES

pp. 10-11

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover, pp. 7-10

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

p. 13

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to re-enroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

USING THE STUDENT TOOLS FOR EDUCATIONAL PATHWAYS COURSE

Research shows that the Guided Pathways approach to student onboarding--including structured assessment, counseling, and orientation--leads to higher levels of student persistence and retention.

This course is intended to provide a competency-based orientation for CTE students who are entering the adult school system. Optimally, this course should be taught before students are placed in a CTE class. Students may participate in orientation sessions which are offered virtually or in person at the time of registration or during pre-scheduled orientation sessions. The course is designed around the following three themes: Digital Literacy Skills, Data Literacy Skills, and Counseling and Orientation.

By participating in this course, students will be prepared to participate successfully in adult education and learn the skills needed to reach their educational and/or career goals. Some of the topics addressed in this course are as follows: understanding the school system, understanding how to navigate online learning, goal-setting, organizing and managing time, learning how to monitor and track course competencies, cultivating workplace skills that incorporate technology use and transitioning to the workforce, developing good studying habits, creating a home environment conducive to learning, understanding the difference between asynchronous and synchronous learning, understanding the importance of having good attendance, building data literacy by completing required state and federal forms (e.g., CASAS assessment, TOPSpro Entry Forms, Perkins Forms, CalWORKs Forms) to measure student success and support continuous improvement, identifying what it means to be a good digital citizen, and being familiar with the various programs offered through the Division of Adult and Career Education.

To further assist students with reaching their long and short term educational and/or career goals, students will complete an Individualized Student Plan (ISP). The ISP provides students with a detailed plan identifying the courses needed to attain their educational and/or career goals. The ISP is reviewed periodically with the student to ensure he/she is making progress in meeting their goals.

CBE

Competency-Based Education

COMPETENCY-BASED COMPONENTS

for the *Student Tools for Educational Pathways* course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	Recommended Materials and Activities (Virtual)	Recommended Materials and Activities (In Person)
I. Course Overview and Personal Information (2.5 hours)	1. Identify the objectives of the course (Stress) a. Description of LA Unified Adult and course options b. School student engagement (i.e. follow-up phone call, text, or email) 2. Identify the norms and functions of Zoom (Stress) 3. Identify the different types of devices and internet requirements. (Expose) 4. Activate or reactivate the SSO account.(Stress)	Pre-ISP Presentation (DACE Video) Device Infographic DACE-SIS Quick Guide DACE-SIS SSO Tutorial DACE-SIS SSO GUIDES	Same as Virtual Activities
II. School Environment	5. Recognize the function of Single-Sign-On Email, DACE-SIS Student Portal, Schoology, and Google account. (Stress) 6. Access/Log-in DACE-SIS email account.*(Expose) **Workplace Skills: Understands and uses systems, monitors systems, improves systems* 7. Recognize student rights and responsibilities related to the educational program.(Expose)	DACE-SIS Quick Guide Overview of SSO benefits DACE-SIS SSO GUIDES Overview of OSHA Information Review SkillsUSA Video	School Rules Handout School Behavioral Contract School Emergency Safety Handout School Map

(1 hour)			
III. Curriculum (5 hours)	8. Log-in to Schoology, locate the *Student Tools for Educational Pathways* course, describe and model how to navigate the LMS (**add** a course, how to **submit an** assignment, **take an assessment**, **post** in a discussion group).*(Stress) a. Understand how to navigate online learning using your personal device(s) **Applied Knowledge: Critical Thinking Skills & Applied Academic Skills; Workplace Skills: Technology Use, Resource Management* 9. Fill out state and federal forms in *DACE-SIS Student Portal.*(*Stress*)* *a.* TOPS Entry Form *b.* Perkins Form (CTE/IET Only) *c.* CalWORKs Form (Academic/ESL Only) **Workplace Skills: Technology Use*	Overview of Schoology Functions (i.e., add a course, submit an assignment, how to take an assessment) Guidance based on device type (Computer vs. phone, Android vs. iOS) Review Perkins Form Guide Review CalWORKs Form Guide DACE-SIS Quick Guide (Competency Checklist	Identify different instructional modes (e.g., In-Person, Virtual) and learning tools (e.g., Schoology, Zoom) WIOA-Created Guides
IV. Program Transitions (2 hours)	10. Understand the purpose of the pre- and post-test assessments for meeting short- and long-term goals and navigating college and career pathways.* (Stress) **Workplace Skills: Understands and uses systems, monitors systems, improves systems)* 11. Understand the resources available to support transition to workforce. (Expose)	CASAS pre-test Install CASAS e-testing app CASAS GOALS for placement Overview of resources to support transition to workforce (employability skills, navigators, etc.)	CASAS e-testing

V. Learner Goal Setting and Learner Persistence (.5 hour)	12. Understand support available for meeting and developing short- and long-term college and career pathway goals by creating an Individualized Student Plan (ISP).* (Stress) ** Effective Relationships: Demonstrates responsibility and self-discipline, demonstrates willingness to learn, takes responsibility for personal growth*	ISP (to discuss long-term goals and transitions) School-site Presentation that highlight flagship programs (i.e., Job-related resources, etc.) Instructional Program-Specific Video (i.e., FSI, CTE, ABE, ASE, IET, ESL) DACE Created Videos	ISP (to discuss long-term goals and transitions) School-site Presentation; Instructional Program-Specific Video (i.e., FSI, CTE, ABE, ASE, IET, ESL) DACE Created Videos Schedule of Classes (i.e., school brochures, etc.)
VI. Study Skills and Classroom Environment (.5 hour)	13. Identify appropriate online/virtual behavior.*(Stress) a. Working on class activities in the virtual classroom such as break-out rooms b. Organizing study materials (e.g., charge phone or device to participate in virtual classroom, etc.) c. Identifying good digital citizenship behavior (i.e., understanding basic principles of engaging respectfully online) **Effective Relationships: Demonstrates integrity, demonstrates willingness to learn, demonstrates professionalism, understands teamwork and works with others.*	*Acceptable Use of Technology Agreement* DACE Photo/Video Release Form Technology Standards for the use of technology in teaching and learning published by the International Society for Technology in Education (ISTE)	*Acceptable Use of Technology Agreement* DACE Photo/Video Release Form Technology Standards for the use of technology in teaching and learning published by the International Society for Technology in Education (ISTE) Identify appropriate classroom behavior such as a) participating in group or pair work, working on classroom activities b) organizing study materials

VII. Time Management (.5 hour)	14. Identify/understand the difference between Synchronous and Asynchronous ways of learning to organize and manage their schedule (prioritizing, employability skills).(Expose) 15. Identify the effects of absenteeism on the learning process. (Expose)	Student-created calendar (using Schoology)	Student-created calendar

INSTRUCTIONAL STRATEGIES

Instructional Strategies for the *Student Tools for Educational Pathways* course should be selected so that the overall teaching approach reflects the following standards for adult CTE instruction.

STANDARDS

- CTE Model Curriculum Standards: Introduction - Standards and Framework
  https://www.cde.ca.gov/ci/ct/sf/documents/ctestdfrontpages.pdf

- College and Career Readiness Standards for Adult Education
  https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

- International Society for Technology in Education
  https://www.iste.org/standards

STRATEGIES

1. A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.
2. Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of students.
3. Instructional activities require students to take active roles in the learning process, transferring critical thinking.

PRACTICES AND RESOURCES TO SUPPORT EFFECTIVE DIGITAL LEARNING:

- **Provide feedback**
  - as soon as possible and frequently on both content and process of learning

- **Support students**
  - by being accessible and communicating via multiple platforms, programs, and devices
  - by asking and responding to student goals, interests, and needs
  - by modeling activity completion in synchronous sessions that students will do independently in synchronous breakout sessions or asynchronous practice

- **Vary instructional approaches within an instructional routine**
  - Reduce distraction and cognitive overload with a simple, repeated, and organized
    - Synchronous class schedule
    - Asynchronous "classroom" environment
  - Use a small number of varied and engaging activities:
    - See "The Teacher Guide for Online Instruction" (bit.ly/finalTGOI)

- **Foster student-student interactions**
    - Support social and academic interactions between students using synchronous platform (ex. Zoom) features:
        - breakout rooms
        - chats (“everyone” and “direct message”)
        - screen share
        - annotation
        - collaborative projects

- **Set and share goals and expectations**
    - Clarify expected learning outcomes and specify how learning will be demonstrated
    - Develop methods (checklists, progress charts, reflections, exit tickets) for students to monitor their progress

SUGGESTED EVALUATION ACTIVITIES

Teachers should use a variety of activities to gain information about the students. Activities should be designed to determine placement and appropriate CTE pathway.

Placement Tests

DACE uses CASAS GOALS tests to determine the students' reading level. Most CTE courses within DACE require placement reading levels.

In-Class and Online Evaluation Methods

In-class and online evaluations such as class surveys, online discussion boards, student needs assessments, goal-setting activities, and individualized planning sessions may be used to determine student knowledge before introducing an objective or to identify areas in which students need help.

Ongoing Evaluations to Monitor Student Progress

The Division Learning Management System (i.e., Schoology) will be used to support student learning and monitor student progress. Examples of ongoing evaluation methods include the following:

a. Online activities (e.g., fill-in-the-blank, multiple choice, discussion boards, sentence completion, short answer)
b. Applied performance (e.g., follow oral or written directions, oral interview, complete forms, write a letter)
c. Portfolio of students' work (e.g., completed forms, checklists of class competencies, learning products)

Course Completion

Completion of this course is contingent upon demonstrated mastery of all course competencies/checklist.

SUGGESTED INSTRUCTIONAL RESOURCES

ONLINE RESOURCES

Schoology Master Course
DACE-SIS Quick Guides

INSTRUCTIONAL RESOURCE MATERIALS

International Society for Technology in Education (ISTE):
https://www.iste.org

OCTAE Employability Skills Framework:
https://cte.ed.gov/initiatives/employability-skills-framework

CTE Model Curriculum Standards: Introduction - Standards and Framework
https://www.cde.ca.gov/ci/ct/sf/documents/ctestdfrontpages.pdf

CTE Online California
https://www.cteonline.org/

California Career Center
https://www.calcareercenter.org/

California Career Zone
https://www.cacareerzone.org/

OTHER RESOURCES

CASAS Competency List and Content Standards 2008:
www.casas.org

WEBSITES

Division of Adult and Career Education (DACE) Website:
https://www.launifiedadult.org/
DACE Schoology:
https://dace.schoology.com/
DACE Single Sign-On Resources:
Single Sign-On DACE Website

RESOURCE PERSONS

Administrator
Program Performance Teacher Advisor
Instructional Technology Teacher Advisor
Teacher Counselor
CTE Pathway Advisor

2016

ISTE STANDARDS
FOR STUDENTS

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
b. build networks and customize their learning environments in ways that support the learning process.
c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen

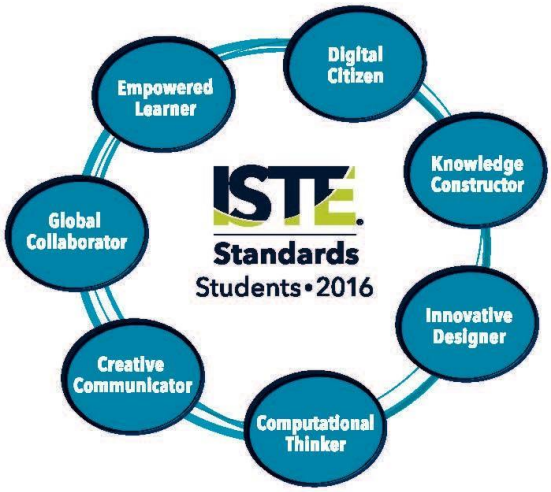
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.



ISTE

iste.org/standards

DEFINITIONS of INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION STANDARDS

4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
c. develop, test and refine prototypes as part of a cyclical design process.
d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
b. create original works or responsibly repurpose or remix digital resources into new creations.
c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
d. publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

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DEFINITIONS of INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION STANDARDS

Digital citizens are. . .

- Inclusive
- Informed
- Engaged
- Balanced
- Alert

Join the movement to redefine what it means to be a digital citizen.

DigCitCommit
digcitcommit.org

I'm inclusive.

I am open to hearing and respectfully recognizing multiple viewpoints, and engage with orhers online with respect and empathy.

Learn more at digcitcommit.org

DigCitCommit

I'm informed.

I evaluate the accuracy, perspective and validity of digtal media and social posts.

Learn more at digcitcommit.org

DigCitCommit

I'm Balanced.

I make informed decisions about how to prioritize my time and activities online and off.

Learn more at digcitcommit.org

DigCitCommit

I'm Alert.

I am aware of my online actions, and know how to be safe and create safe spaces for others.

Learn more at digcitcommit.org

DigCitCommit

I'm Engaged.

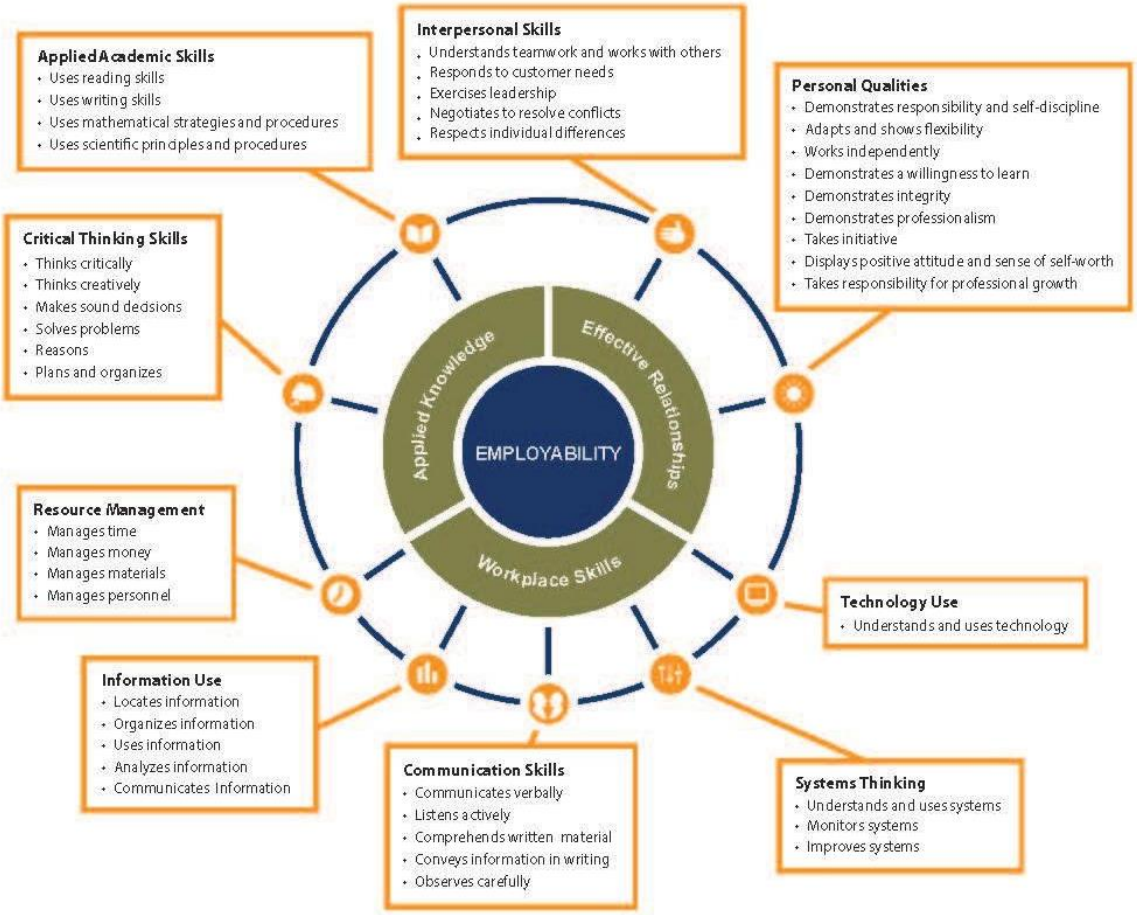
I use technology and digital channels for civic engagement, to solve problems and be a force for good in both physical and virtual communities.

Learn more at digcitcommit.org

DEFINITIONS of OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
EMPLOYABILITY SKILLS FRAMEWORK

EMPLOYABILITY SKILLS FRAMEWORK

Employability Skills: A Crucial Component of College and Career Readiness
Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called "**employability skills**."



Common Framework for Employability Skills

The Employability Skills Framework advances a unifying set of skills that cuts across the workforce development and education sectors based on an inventory of existing employability skills standards and assessments.

The Employability Skills Framework was developed as part of the Support for States Employability Standards in Career and Technical Education (CTE) and Adult Education project, an initiative of the Office of Career, Technical, and Adult Education, U.S. Department of Education. Framework development was guided by CTE, adult education, workforce development and business organizations, and twelve federal agencies.

http://cte.ed.gov/employabilityskills

CALIFORNIA CTE ANCHOR STANDARDS

Table 1: CTE Anchor Standards—Common Core English Language Arts Alignment

ANCHOR STANDARD	CCSS ELA Standards Code(s)
Anchor Standard 1: Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.	Note: alignment listed within each sector
Anchor Standard 2: Communications Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	LS 9-10, 11-12.6
Anchor Standard 3: Career Planning and Management Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SLS 11-12.2
Anchor Standard 4: Technology Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	WS 11-12.6
Anchor Standard 5: Problem Solving and Critical Thinking Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	WS 11-12.7
Anchor Standard 6: Health and Safety Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context.	RSTS 9-10 11-12.4
Anchor Standard 7: Responsibility and Flexibility Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SLS 9-10 11-12.1
Anchor Standard 8: Ethics and Legal Responsibilities Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work.	SLS 11-12.1d
Anchor Standard 9: Leadership and Teamwork Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed.	SLS 11-12.1b
Anchor Standard 10: Technical Knowledge and Skills Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	WS 11-12.6
Anchor Standard 11: Demonstration and Application Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.	Note: no alignment evident for this standard

GLOSSARY of COMMON CTE TERMS

* Definitions for all words in hold can be found in this glossary.

Activate Account - Signing up with a district email address (SSO) by creating a password.

Asynchronous Learning -Teaching and learning that happens not in real-time. This could be using an online Learning Management System such as Schoology, watching a pre-recorded video, learning through a digital program, or working on an independent activity.

Competency (or minimal competency) - A specific objective, such as the ability to navigate online learning.

CalWORKs - Public assistance program that provides cash aid and services to eligible families that have a child(ren) in the home. Families that apply and qualify for ongoing assistance receive money each month to help pay for housing, food and other necessary expenses.

CASAS GOALS Test – The CASAS GOALS tests are state-approved reading and math basic skills assessments. They are used to determine student skill levels for placement purposes and to measure ongoing learning gains.

CTE - Career Technical Education

DACE - Division of Adult and Career Education

DACE-SIS - On July 1st, 2019, DACE upgraded its Adult Student Information System (ASIS) to DACE-SIS.

Digital Device - An electronic device that can receive, store, process or send digital information. Ex: computers, laptops, Chromebooks, smartphones, iPads, tablets etc.

Digital Citizenship - Digital citizenship refers to the responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with others.

Google Account - A Google Account gives a user Google-wide access to most Google products, such as Gmail, Google Docs, and Google Voice, using the same username and password.

IET - Integrated Education and Training: An educational approach that combines basic skills instruction and career training to accelerate student progress toward achievement of employment goals.

ISP - Individualized Student Plan allows for school counselors to help individual students create personal and academic goals as well as to develop career planning.

ISTE - International Society for Technology in Education

GLOSSARY of COMMON CTE TERMS

LMS - Learning Management System**:** A software application or web-based technology that provides an instructor with a way to create and deliver content, monitor student participation, and assess student performance.

OSHA - Occupational Safety and Health Act. OSHA ensures safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education and assistance.

Perkins - Federal act established to improve CTE programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.

Re-Activate - Signing up with a district email address (SSO) by creating a new password.

Schoology - Schoology is a Learning Management System that provides allows teachers to create and manage academic courses for their students.

SkillsUSA - Partnership of students, teachers and industry working together to ensure America has a skilled workforce. A nonprofit national education association, SkillsUSA serves middle-school, high-school and college/postsecondary students preparing for careers in trade, technical and skilled service (including health) occupations.

SMART Goals - A SMART Goal meets the following criteria: **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-Bound.

SSO - Single Sign-On: District-issued username and password used to access school email, Schoology, and other DACE resources.

Student Portal - An online support system that provides personalized access to students to manage their school accounts.

Synchronous - Synchronous learning refers to all types of learning in which student(s) and teacher(s) are in the same place, at the same time, for learning to take place. This includes in-person classes, live online meetings when the whole class or smaller groups get together.

TOPS Entry Form - Tracking of Programs and Students (TOPS) Entry Form: A form used to collect student data required by the Workforce Innovation and Opportunity Act (WIOA).

Zoom - An online video communications app that allows users to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities.

TEACHER FEEDBACK FORM

The Division of Adult and Career Education would appreciate your feedback on this course outline.

Please use the link below to provide feedback:

https://bit.ly/dacecoursefeedback

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