

Unit 5

Professional Development

Introduction:

Professional development is essential for the continued growth of teachers. In order to achieve excellence as a teacher, opportunities for professional development must be carefully considered. Two key elements of professional development for technical teachers are the Planned Program for Occupation-Based Certification and the Kentucky Teacher Internship Program (KTIP) for all first-year teachers in Kentucky. Successful completion of these programs during the early years of teaching and a continued attitude of professionalism provide a basis for excellence in technical teaching.

Two other areas of professional development that evolve with experience are classroom management and working with special needs students. These topics will be stressed as essential areas of professional development due to their importance for achieving excellence in teaching.

Unit Objectives:

Upon completion of Unit 5– Professional Development, new teachers will be able to:

- Describe the process of re-certification and certification for occupation-based teachers in Kentucky
- Describe the intent of the Kentucky Teacher Internship Program (KTIP) to enhance effective teaching
- Describe effective classroom management techniques
- Explain effective equipment and tool management
- Identify and explain the differences between special education categories
- Describe accommodations that can be used in working with special needs students

Unit Outline:

5-1 Occupation Based Teacher Certification / KTIP

- A. 64 Hour Program**
- B. Degree Programs**
- C. Rank III, II, I**
- D. Re-Certification**
- E. Professional Teaching Certification**
- F. KTIP Program for new teachers**

5-2 Classroom Management

- A. Bell Ringers**
- B. Personality Types**
- C. Learning Climate**
- D. Professional Standards**
- E. Managing Assignments**
- F. Work Ethics and Values**
- G. Course Syllabi**
- H. Lab and Safety management**
- I.**

5-3 Teaching Students with Special Needs

- A. Special Education Categories**
- B. ARC**
- C. IEP**
- D. Accommodations**

E. Teaching Strategies

F. Placement

Activities for Unit 5—Professional Development:

Upon completion of Unit 1, you should be able to answer the following:

1. Who is responsible for an Occupation-Based teacher's certification?
2. What is meant by "FBTE?"
3. Who is your FBTE contact person? E-Mail Address? Which University?
4. In which PROGRAM are you / will you be enrolled at your University?
5. How do you apply for ADMISSION at your University? When?
6. How do you register for credit at your University?
7. **When does your One-Year Teaching Certificate expire?
8. How do you apply for renewal of your One-Year Certificate?
9. When initially hired as an Occupation-Based teacher, what is your Rank / Pay Grade?
10. How do you obtain Rank II? Rank I?
11. At your University, when should you register for Summer classes? Fall classes?
Spring classes?
12. What is the process for submitting TUITION WAIVERS to your University when you enroll
for classes?
13. How many credit hours can a Tuition Waiver be used for each term?
Each academic year?
14. What is required during the first year to renew your teaching certificate?
15. What is required from your 2nd year until you earn your Professional Teaching Certificate
(along with Rank II /Pay Increment) to renew your One-Year teaching certificate?
16. Describe the KTIP program for new teachers in Kentucky school systems.
17. Describe classroom management techniques that you could use to be a more
effective classroom manager.

18. Briefly describe ways that you could work with special education students in your classroom.
19. Considering the BEST teachers you have ever had, describe some of the characteristics that made them excellent teachers.
20. How does a teacher continue to be an excellent instructor?
21. Describe at least two differentiated teaching strategies you could use in your classes to accommodate special needs students.

Unit 5 – Professional Development

TEACHER CERTIFICATION

- Dr. Steve Fardo
- Dept. of Applied Engineering and Technology
- Eastern Kentucky University

1

Objectives

- 1. Describe the process for Occupation-Based teacher certification and re-certification.
- 2. Describe the Kentucky Teacher Internship Program (KTIP)

2

Important Terms

- Teacher Educator (FBTE)
- Tuition Waiver
- Programs
 - ◆ Certification (ATC/HS)
 - ◆ Degrees : Associate
 - * Bachelors
 - * Masters

3

YOUR Responsibility

- **Certification is the "Occupation-Based" Teacher's responsibility
- Therefore pay close attention

4

Certification* (ATC/HS)

- 64 Hour Program
 - ◆ 1. General Education
 - (at least 20 hours-English,
 - Math, Humanities,
 - Social Science)

*YOUR Responsibility

5

Certification (continued)

- 2. Professional Education
 - ✧ (at least 20 hours)
 - ✧ Teaching Methods, Evaluation, Curriculum
 - ✧ (Teaching-Related)
- ✧ 3. Technical (24 hours)

6

Recertification

- 1st Year- KTIP and 3 Hrs of "Classroom Mgt" (NTI Credit)
- After 1st Year --At least 6 hours per year (Fall, Spring, Summer) toward the Planned Program Until Certification is complete
- Rank III – Beginning Teachers
- Rank II – 3 years of Teaching and Certification program complete
- Rank I – 6 years of Teaching and "Technical" Bachelors Degree

7

Associate of Science Degree (A. S.)

- At least 64 hours
- Career and Technical Education (CTE) --Similar to Certification program

8

Bachelor of Science Degree (B. S.)

- Approximately 120 hours
- Career and Technical
 - * General Education
 - * Professional Education
 - * Technical

9

Master of Science (M. S.)

- Teaching/Occupational
- Technical Administration

10

Kentucky Teacher Internship Program (KTIP)

Completed during the 1st Year
Committee assigned – Resource
Teacher, Principal, Teacher
Educator

Three Cycles during the year
Classroom observations by
Resource Teacher, Principal
and Teacher Educator

11

KTIP (continued)

- Detailed Lesson Plan format used for each observed class
- Committee Meeting is scheduled at the end of each cycle (after three observations)
- The 10 Teacher Standards are evaluated by the Committee during each Cycle (see I P R)
- ** www.kyepsb.net

12

QUESTIONS

- Please let us know any questions you have about your certification
- ECU – Steve.Fardo@ecu.edu

13

Remember

- The Teacher Educator in your region can help you:
- Certification
- Degree Programs
- KTIP Program
- “Life-Long” Learning

14

Management of Classroom Instruction

Kemaly Parr
Murray State University

Teachers will :

- Be able to define effective classroom management
- Learn how to use of work ethic as a classroom management tool
- Discuss strategies for more effective management of all aspects of class time

How do you define classroom management?

- The establishment and maintenance of the classroom environment so that educational goals can be accomplished. ---Kenneth Moore
 - What's included under the umbrella of classroom management?



Creating a Climate for Learning

The teacher plays a large role in establishing the climate in the classroom.

What kind of climate do you create in the classroom?

Think about how you learn best.



Classroom Management Styles



<https://www.youtube.com/watch?v=UMePtlk8kAk>



Classroom Management Profile Assessment

- Complete the Classroom Management Profile Assessment.

What is your classroom management profile?

Answer these 12 questions and learn more about your classroom management profile.

- Read each statement carefully.
- Write your response, from the scale below, on a sheet of paper.
- Respond to each statement based upon either actual or imagined classroom experience.
- Then, follow the scoring instructions below. It couldn't be easier!

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree

- (1) If a student is disruptive during class, I assign him/her to detention, without further discussion.
- (2) I don't want to impose any rules on my students.
- (3) The classroom must be quiet in order for students to learn.
- (4) I am concerned about both what my students learn and how they learn.
- (5) If a student turns in a late homework assignment, it is not my problem.
- (6) I don't want to reprimand a student because it might hurt his/her feelings.
- (7) Class preparation isn't worth the effort.
- (8) I always try to explain the reasons behind my rules and decisions.
- (9) I will not accept excuses from a student who is tardy.
- (10) The emotional well-being of my students is more important than classroom control.
- (11) My students understand that they can interrupt my lecture if they have a relevant question.
- (12) If a student requests a hall pass, I always honor the request.



Which Are You?

- Authoritarian
- Authoritative
- Laissez-faire
- Indifferent



Authoritarian

- Places firm limits and controls on students
- Assigned seats for entire term
- Quiet class, no interruptions
- Limited two-way communication
- Vigorous discipline – swift obedience
- Infrequent praise and encouragement





Authoritative

- Places limits, yet encourages independence
- Open to verbal interaction, even debates
- Encourages self-reliant and socially competent behavior
- Fosters higher achievement motivation





Laissez-Faire

- Places few demands or controls on the students (*"Do your own thing!"*)
- Accepts the student's impulses and actions
- Less likely to monitor their behavior
- When discipline is offered, it is likely to be inconsistent.
- Students often like this teacher.



Indifferent



- Not very involved in the classroom
- Doesn't want to impose on the students
- May lack the skills, confidence, or courage to discipline students
- Students have low achievement, motivation, and lack self-control


CTE

The truth is...teaching is a journey taken one step at a time! We all likely exhibit one or more of the profiles at one time or another.




CTE

Rules, Policies and Expectations...

- Have you established rules in your classroom? Are they displayed?
- Establish professional standards & procedures the first day of school
- Let students have a part in establishing classroom standards/rules---don't let them be too harsh
- Make sure standards are positive in nature
- Standards must be short, simple, & well defined

www.education.gov/ODE/instructional/Resources/Career+and+Technical+Education/Career+and+Technical+Education/Types+and+Topics/for+CTE+Teachers/Establishing+Classroom+Rules.html#


CTE

Rules, Policies and Expectations...

- Keep the list short
- Reflect your values in your standards
- Enforce standards consistently

www.education.gov/ODE/instructional/Resources/Career+and+Technical+Education/Career+and+Technical+Education/Types+and+Topics/for+CTE+Teachers/Establishing+Classroom+Rules.html


CTE

What topics will you include?

- Cell phones
- Ear buds
- Talkative—raise hand?


CTE

Keep it Positive

- *Let's practice...*
- *Work with your neighbor to change the list of rules on the next slide from negative to positive.*


CTE

Negative to Positive...

1. NO HORSE PLAY IN THE LAB!
2. Don't stand by the door before the bell.
3. NO eating or drinking in the classroom or lab.
4. NO sleeping in class!
5. Cheating on tests or assignments is forbidden.
6. No fighting!
7. Don't be late for class.
8. Don't forget your supplies.
9. No talking while others are talking.
10. Don't disrespect the instructor or fellow classmates.



Work Ethics include what?...

- **Attendance:** Arrives on time and gives advance notice of absence.
- **Character:** Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility.
- **Teamwork:** Respects the rights of others; is a team worker and is cooperative.



Work Ethics cont...

- **Appearance:** Displays appropriate dress, grooming, hygiene and etiquette—*fashion show?*
- **Attitude:** Demonstrates a positive attitude.
- **Productivity:** Good work habits result in a good work product.



Work Ethics...

- **Organizational Skills:** Manifests skill in personal management, time management, prioritizing, flexibility, stress management and the ability to deal with change.
- **Communication:** Displays appropriate verbal and nonverbal skills.



Work Ethics...

- **Cooperation:** Displays leadership skills; maintains appropriate relationships with supervisors and peers.
- **Respect:** Deals appropriately with diversity and treats everyone with respect.

(Georgia Department of Technical and Adult Education)



Why should I care?

"The U.S. Department of Labor estimates that **80 percent of workers** who **lose** their **jobs** do so not because of lack of occupational skills, but **because of poor work ethics.**" (Georgia Department of Technical and Adult Education)



How To Use Work Ethic as a Tool

- When based on **Classroom Standards**, work ethic can be used as a **assessment tool**
- Substitutes for a **"conduct" grade**



How To Use Work Ethic as a Tool

- Advantages:
 - A regular **assessment** of student performance and growth
 - **Objective (rubric based)** rather than subjective



Evaluation Rubric

WORK ETHICS EVALUATION FORM

STUDENT NAME _____ ID# _____ QUARTER _____

COURSE TITLE _____ CEN# _____ INSTRUCTOR _____

Grading Scale	Mid-Course				End-of-Course			
	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable
3 - 24-30 Exceeds Expectations								
2 - 20-23 Meets Expectations								
1 - 17-19 Needs Improvement								
0 - 0-16 Unacceptable								
Work Ethic Trail	Point Score				Point Score			
	3	2	1	0	3	2	1	0
Attendance: Average daily attendance in the school district in absence of partial absences		2				2		
Assignment: COURSE SCORE FOR THE WORK ETHIC TRAIL		2				2		
Assignment: punctuality, neatness, self-direction, and self-management		2				2		
Assignment: respects the rights of others, respects confidentiality, and works cooperatively in a positive, healthy & supportive manner		2				2		



The First Day of Class...

- Game time!
- Hours and hours of preparation getting ready to play out.
- You're ready to go...are your students?



Questions and concerns...

The seven things students want to know on the first day of school:

- Am I in the right room?
- Where am I supposed to sit?
- What will I be doing this year?
- How will I be graded? Will there be grades for formative assessments/bell ringers?



Questions and concerns...

The seven things students want to know on the first day of school:

- What are the rules in this classroom?
- Will the teacher treat me as a human being?
- Who is the teacher as a person?

From, *The First Days of Class*, Henry and Rosemary Wong.



First Day of Class...

- Involve students quickly
- Identify the value and importance of the subject
- Set expectations

WHY?



First Day of Class...

It is imperative that you do on the first day whatever it is you want the class to do the rest of the semester.

- If you want them to discuss, discuss on the first day.
- If you want them to work in small groups, find something for them to do on the first day.



L. Dee Fink



First Day of Class...

- Establish rapport
- Reveal something about yourself
- Establish your own credibility

WHY?



First Day of Class...

- Establish the "climate" for the class
- Introduce subject matter last, *why?*


CTE

Class Participation---First Day

- Covey---begin with the end in mind
 - With the students, create a classroom mission statement
 - Stick to it

**Mrs. Rector's
Mission Statement**

We are here to learn. We promise to respect others, never give up, use the 7 Habits, and make smart choices. Our goal is to be good leaders and to never stop learning!


CTE

Classroom Rules/Behavior Contract

- Printed and attached to syllabus; requires signature of student and parents

College Entry High School
Course Syllabus

1. Course Description
2. Course Objectives
3. Course Prerequisites
4. Course Materials
5. Course Schedule
6. Course Evaluation
7. Course Policies
8. Course Contact Information

My 9th Grade
Agreement Form
(Student Expectations)

1. Be on time to school every day.
2. Do not use profanity, or make obscene language.
3. Use appropriate and respectful language and gestures.
4. Bring your school books and materials to class each day.
5. Keep your desk, locker, and locker room clean and neat.
6. Do not drink alcohol, smoke, or use any drugs.
7. Do not use cell phones, headphones, or use your phone in class.
8. Be respectful to others and do not engage in any behavior that is disruptive, disrespectful, or disrespectful to the school.
9. Show respect for the staff, students, and the school property.
10. Do not use force or threaten others.
11. Do not use profanity, or make obscene language.
12. Do not use profanity, or make obscene language.


CTE

Classroom Management

- Bell ringer for grade and attendance?
- Seating charts—let students choose?
- Name tents
- Ice breaker/Info card
- How to motivate students to participate?
- What to do with students who just stand up for no reason---defiant?



Supplemental Materials

During the first days of class and/or with a "welcome to my course packet" you may wish to include some supplemental materials.

- Study helps/guides
- Note taking strategies
- Glossary of terms used in the course
- References for more in-depth exploration
- Bibliography of supplemental readings
- Copies of past exams
- Test taking strategies
- Provide a course calendar or schedule



Beginning Class

- Meet students at the door!
 - Gage the "attitudes" of the day
 - Greet with a "Hello"
- Bell Ringer – start from Day One!
<http://education.ky.gov/cte/documents/bellringactivities.pdf>
- Bell-to-Bell Instruction



Beginning Class

- Look over the bell ringer handout in your binder.
 - *Do you have different ones to share?*



Managing Assignments



- Teacher
 - Mail boxes – one per student
 - Folder for all work turned in
 - No wasted time passing out assignments
 - Special communications and missed work



Managing Assignments

- Student
 - Mail box check – daily
 - Find missed work or handouts there
 - Turn in work to **one place only**
 - Possibly place **cellphone** in a **bag** in the folder?
 - Accountability



Managing Assignments

- *What do you think about students helping to design curriculum/topics for the class?*
 - *Think about why we learn the things we learn...hobbies, etc.*


CTE

Breaks & Interruptions

- What types of breaks and interruptions do you occasionally have?
- What is your "regroup" strategy?
- Plan ahead...overplan!
- Be consistent, withitness, eyes in the back of your head




CTE

Breaks & Interruptions

Work with your partner to develop a "regroup" strategy.

What did you come up with?

Standard 7 – Program Area 
Safety ... A Clean and Orderly Area

- Provide an inviting area conducive to learning.
- Maintain a clean and orderly lab and classroom.
- Remove clutter.
- Organize tools and supplies.
- Surplus broken/outdated equipment.
- Store excess supplies.



Equipment & Tool Management

- How do you inventory classroom & lab equipment?
- Label accordingly
- Standards of care & respect
 - Consequences for stolen tools, misplaced tools, and/or tools taken home
 - When tools are missing...how do you handle it?
- Place students in the role of monitoring inventory



Safety & Accident Procedures

- SAFETY FIRST!
- SAFETY ONGOING...
- Student-led Safety Inspections
 - Safety Checklists
- When accidents occur...



Clean Up Procedures

- Allow ample time for clean up
- Clean up during practice
- Rotated responsibilities throughout the course
- Be consistent
- Consequences for violations
- Rolls into Work Ethic Grade



Managing Assessments

- Do students cheat?
- Academic Integrity...
- Academic Ethics...
- Classroom structure...
- Consequences...



Resources for class

- Desk/review copies
- Links to e-content
- CDs with videos
- Test banks
- PowerPoint slides



Resources for Class

- American Technical Publishers
- <http://www.atplearning.com/default.aspx>
- Goodhart-Wilcox
- <http://www.g-w.com/>



Resources for Class

- Evolve/Elsevier
- <https://evolve.elsevier.com/>
- LWW
- <http://stage-thepoint.wkhpe.com/>



Ending Class

- Plan quality time until the end
 - Remember "bell-to-bell?"
- Allow time to formally end class



Ending Class

- Set the stage for the next class
- Give reminders
 - Homework
 - Deadlines



Top 5 Reasons People Leave Teaching

5. Ill prepared
4. Bored
3. Paper Work
2. Money

And, the #1 reason...

1. Student Behavior!



End of Course Evaluation

- Process improvement begins – on day 1
- Process improvement is continuous!!!
- Value time for daily reflection
- Ask your students at the end of course what was beneficial or challenging
- Adjust the Course Syllabus as needed for the upcoming year



End of Course Evaluation

- Use the "end of course evaluation form" provided by OCTE to improve instruction
- Review with your Advisory Committee



Quick Review...

- Four Classroom Management Styles...
- The most important action an effective teacher takes at the beginning of the year is...
- Classroom Standards are only effective if the Instructor is...
- The top reason people leave teaching?



Strategies to Keep Students Learning in a Calm Classroom Environment

2:00

Vignette – you have 45 minutes with your students. What can you do to keep the lesson moving while maintaining a calm, effective learning environment



Strategies to Keep Students Learning in a Calm Classroom Environment

2:00

Vignette – Lecture can get very boring. What are some ways you can get the information across without lecturing?


Strategies to Keep Students Learning in a Calm Classroom Environment

2:00

Vignette – what are some ways you can engage your students outside the classroom? Ways to show them that you care about them.


Strategies to Keep Students Learning in a Calm Classroom Environment

2:00

Vignette – you have some students who are acting up in class. What are some strategies for handling this?


Strategies to Keep Students Learning in a Calm Classroom Environment

2:00

Vignette – you have tried various strategies to deal with disruptive students. What next?

Learning that works for America
CTE

Maintaining classroom Discipline



Learning that works for America
CTE

Questions?



You've Arrived at Your Destination – Student Success!

Learning that works for America
CTE

Links

- <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachln/teachln.htm>
- <http://www.cbvns.ca/studies/index.html#1>
- <http://education.ky.gov/cte/pa/documents/beltringeractivities.pdf>
- <http://education.ky.gov/cte/cte/Pages/CRclassroomrules.aspx>
- <http://www.nctm.org/resources/content.aspx?id=23089>
