Career & Technical Education: Opening Day
CTSO

Procedural Knowledge Level
Opening Day

CTE Instructional Strategies
Opening Day

Mission

The mission for this chapter is to explore, read, review, watch video, and reflect on how the teacher starts the first day of class. Teacher candidates should pay attention to the planning, structure, organization, and information shared with students. The ability to transfer the skills and knowledge gained from the chapter content will assist you during your internship.

First Impressions

Images of smiling teachers and happy students comes to mind when you think of the first day of class. However, hidden among the teachers smiling faces is a great deal of planning that takes place prior to the first day. In fact, what you plan, the look of the classroom environment and how you act can set the tone for the reminder of the class offering. Suffice to say the first day of class for a teacher begins weeks and months prior to the first day of school.
Prior to the 1st Day of School

1. Plan, Plan, and Plan
2. Know School Policies
3. Become familiar with the school environment (classrooms, offices, resource rooms, and restrooms)
4. Become a colleague and meet your coworkers
5. Plan your classes (Unit Planning, Lesson Plans, Assessment Plans – Create a Syllabus for each course)
6. Setting the Stage: Organize your classroom and establish a learning environment (Teacher supplies, student supplies, and classroom materials)
7. Outline policies and procedures for your classroom.
8. Prepare all the necessary materials prior to the first day of class (Syllabi, lesson, student information sheet, letter to parents etc...)

On the 1st Day of School

1. Arrive Early
2. Greet Students as they arrive
3. Introduce yourself
4. Prepare an Ice Breaker Activity (if appropriate to learn students names)
5. Gather baseline data on student knowledge, skills, and abilities.
6. Review School Policies (if appropriate)
7. Review classroom policies and procedures (seek student input and make adjustments)
8. Review Syllabi
9. Start Student Learning (lesson plan with homework)

Establish a connection with parents (send home a letter or student contract to be signed)
Exploration

Context for Learning

Information about the class

Teacher: Mrs. Ashleigh Phillips-Wagoner

Course: Microsoft IT Academy

The course curriculum focuses on Microsoft Word and PowerPoint and includes a Certiport certification exam for each program. Students are expected, but not required, to pass the certification exam. The semester culminates with an end of course CTE post-assessment.

This is an introductory class composed of 13 students: 1 senior, 6 sophomores and 6 freshmen.

Modifications: One student has an IEP for extended time and read-aloud assessments. One student receives services through our ELL program.
Junius H Rose High School Information

School location:
600 WEST ARLINGTON BLVD
GREENVILLE, NC 27834
(252) 321-3640

School district:
PITT COUNTY SCHOOLS

This high school has a total enrollment of 1670 students with approximately 103 full-time teachers. It has a student to teacher ratio of about 16 students per teacher. The average student-teacher ratio for Pitt County is 15 to 1.

Enrollment by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade Students</td>
<td>491</td>
</tr>
<tr>
<td>10th Grade Students</td>
<td>424</td>
</tr>
<tr>
<td>11th Grade Students</td>
<td>405</td>
</tr>
<tr>
<td>12th Grade Students</td>
<td>350</td>
</tr>
<tr>
<td>Total students</td>
<td>1,670</td>
</tr>
<tr>
<td>Total Full-time teachers</td>
<td>103</td>
</tr>
<tr>
<td>Student / Teacher Ratio</td>
<td>16:1</td>
</tr>
</tbody>
</table>

Students eligible for free lunch 601 (36%)
Students eligible for reduced lunch 55 (3%)
A lesson agenda is a brief synopsis of a lesson plan that may be submitted to administration.

<table>
<thead>
<tr>
<th>DATE: 01/23</th>
<th>MSITE: FIRST DAY OF SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Indicator</td>
<td>None - 1st day of school</td>
</tr>
</tbody>
</table>

**Learning Objectives**

- Students will be able to:
  - Understand the rules, policies, and procedures for this course
  - Understand course expectation and targeted learning outcomes

Students will complete the Student Information Sheet

**Activities**

1. Student Information Sheet
2. Course Overview
3. Parent Letter
4. ECU Permission Form & Letter
Video Segment

As you prepare to watch video segment on the first day of class, think about the planning required to prepare the content, room, materials, rules, and protocols.

Think about how the teacher sets the tone of the classroom.

Now watch the video.
This is an example of an expanded lesson plan that accompanies the video that you just reviewed. Teacher candidates at ECU are expected to create a similarly constructed expanded lesson plan for the edTPA.

<table>
<thead>
<tr>
<th><strong>Lesson By:</strong></th>
<th>Ashleigh P. Wagoner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong></td>
<td>January 23, 1st period</td>
</tr>
<tr>
<td><strong>Lesson Title:</strong></td>
<td>Opening Day of School</td>
</tr>
<tr>
<td><strong>Grade level for the lesson:</strong></td>
<td>9th-12th grade</td>
</tr>
<tr>
<td><strong>Essential Standards Curriculum (Subject) Area(s):</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Essential Standard Statement and Number:</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Essential Standard Clarifying Objective Statement and Number:</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Baseline Data:</strong></td>
<td>This is an introductory computer-based class. Students will learn Microsoft Word and PowerPoint 2010.</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>Teacher laptop, student workstations, Computer LCD projector, LAN school Classroom management software, Opening Day of School handouts (Student Information Sheet, Course Overview, Course Expectations, ECU Letter &amp; permission form)</td>
</tr>
<tr>
<td><strong>Lesson Objectives:</strong></td>
<td>After the lesson, students will be able to:</td>
</tr>
<tr>
<td></td>
<td>1. Understand the rules, policies and procedures for this course and the classroom.</td>
</tr>
<tr>
<td></td>
<td>2. Understand the course expectations and targeted learning outcomes</td>
</tr>
</tbody>
</table>
Assessment Strategy: n/a

Focus/Review: Students will complete the Student Information Sheet at the beginning of the class period.

Statement of Objective: n/a

Academic Language: n/a

Teacher Input:
Teacher will review all of the documents necessary for the first day of the semester.

Guided Practice: n/a

Independent Practice: n/a

Closure: Teacher will review the bell schedule for the day as well as highlights of information covered during the class period.

Modifications if any: None.

Works Cited: None.
Reflection 1 of 1

What is the purpose of knowing students’ previous knowledge? School and community demographics? Click the icon to the right to provide your answer.

Reflection 2 of 2

Now that you have completed the CTE Procedural Opening Day Module click the link to open TaskStream in your browser. Login to respond to the reflection questions.
First Impression

According to the Association for Career and Technical Education (ACTE), “Career and Technical Student Organizations (CTSO) play an important part in preparing young people to become productive citizens and to assume roles of leadership in their communities. These organizations provide a unique program of career and leadership development, motivation, and recognition for secondary and post-secondary students.” Any student enrolled in a career and technical course is eligible for membership in the career and technical student organization associated with that program.

Mission

DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe.

- deca.org
These organizations provide excellent opportunities for students to work cooperatively with their peers in a number of ways. They also allow for teachers to use Career and Technical Student Organization’s (CTSO) resources to provide unique learning opportunities for their students such as competitive events.

Explore the DECA website and be sure to view the “About Us: and” Career and College Readiness” pages @ [http://www.deca.org/](http://www.deca.org/)

Watch the following “Let’s Talk About DECA” video @ [http://www.deca.org/about/](http://www.deca.org/about/)
Context for Learning

Faculty DECA Advisor: Mrs. Ashleigh Phillips-Wagoner

CTSO: DECA

Junius H Rose High School Information

School location:
600 WEST ARLINGTON BLVD
GREENVILLE, NC 27834
(252) 321-3640

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Students eligible for free lunch: 601 (36%)
Students eligible for reduced lunch: 55 (3%)

Demographics

- Black 55%
- White 39%
- Hispanic 3%
- Asian 3%
- Other 0%
DECA Agenda April 17 2014

- Mellow Mushroom Fundraiser: members will need to sign up with Verena for shifts
- End of Year Dinner: Winslow’s Thursday May 29 6:30, all RSVPs must be in by Tuesday May 27
- Projects:
  - CrossFit: youth program promotion, exhibition day in the fall - need volunteers to lead this project (Verena has stepped up and will use this event in conjunction with her Project Connect.)
  - FROGGS: want our help reaching out to younger audience. They need more members and want to have larger teenager membership base. Need volunteers to lead this project.
- Officer Voting: all members cast their votes. Winners will be announced after spring break.
Video Segment One

As you prepare to watch video segment one on DECA think about how the advisor leads the group.

How does DECA assist students in becoming leaders in the field?

Is the space conducive for a CTSO meeting?

Now watch the video.
Video Segment Two

After viewing the first video if you are unsure of the purpose of DECA please click on the link.

Prior to watching the second video segment on DECA please think about what your response would be to the following questions.

- What do you think the advisors role includes in running DECA meetings?
- How do students within the school get involved in CTSO’s?
- Why do students at the school get involved with CTSO’s?
- How does the advisor communicate with DECA members outside of school meetings?

Now watch the second video.
First Impressions

According to the Association for Career and Technical Education (ACTE), “Career and Technical Student Organizations (CTSO) play an important part in preparing young people to become productive citizens and to assume roles of leadership in their communities. These organizations provide a unique program of career and leadership development, motivation, and recognition for secondary and post-secondary students.” Any student enrolled in a career and technical course is eligible for membership in the career and technical student organization associated with that program.
These organizations provide excellent opportunities for students to work cooperatively with their peers in a number of ways. They also allow for teachers to use Career and Technical Student Organization’s (CTSO) resources to provide unique learning opportunities for their students such as competitive events.

FBLA-PBL is a dynamic organization of young people preparing for success as leaders in our businesses, government, and communities. This site was created to help current and prospective FBLA-PBL members find information about the association, its programs and services, and its members.

Exploration

Explore the FBLA website and be sure to view the “About Us” pages @ [http://www.fbla-pbl.org/](http://www.fbla-pbl.org/)

Context for Learning

Faculty FBLA Advisor: Mr. Kurt Garner

CTSO: FBLA

D H Conley High School Information

School location:
2006 WORTHINGTON RD
GREENVILLE, NC 27834
(252) 756-3440

School district:
PITT COUNTY SCHOOLS

This high school has a total enrollment of 1413 students with approximately 84 full-time teachers. It has a student to teacher ratio of about 17 students per teacher. The average student-teacher ratio for Pitt County is 15 to 1.

Enrollment by Grade Level

- 9th Grade Students: 448
- 10th Grade Students: 361
- 11th Grade Students: 328
- 12th Grade Students: 276

Total students: 1,413
Total Full-time teachers: 83.9
Student / Teacher Ratio: 17:1

Students eligible for free lunch: 317 (22%)
Students eligible for reduced lunch: 48 (3%)

Demographics
FBLA Agenda

D. H. Conley FBLA

Pre-State Competition Meeting Spring 2014

1. Permission Forms
2. Code of Conduct
3. Dress Code
4. Chaperones
5. Transportation to State Competition
6. Remind 101
7. Itinerary
8. FBLA President
   i. Recap previous conferences
   ii. What to do while at the conference
9. Name Badges and wristband
10. FBLA Dance and T-Shirts
11. Remaining Balance
12. Talent Show
Video Segment One

As you prepare to watch video segment one on FBLA think about how the advisor leads the group.

How does FBLA assist students in becoming leaders in the field?

Is the space conducive for a CTSO meeting?

How does the advisor communicate with FBLA members outside of school meetings?

Now watch the video.
Video Segment Two

After viewing the first video if you are unsure of the purpose of FBLA please click on the link.

Prior to watching the second video segment on FBLA please think about what your response would be to the following questions.

- What do you think the advisors role includes in running FBLA meetings?
- How do students within the school get involved in CTSO’s?
- Why do students at the school get involved with CTSO’s?

Now watch the second video.
**Reflection 1 of 1**

Brainstorm a minimum of ten ways that the activities in a CTSO can reinforce career readiness. Share your sketch with your instructor by clicking the icon to the right.

**Reflection 2 of 2**

Now that you have completed the CTE Procedural CTSO Module click the link to open TaskStream in your browser. Login to respond to the reflection questions.


Public Schools K12: http://publicschools.k12.com/high-schools/nc/pitt-county/370001201495.html

Public Schools K12: http://publicschools.k12.com/high-schools/nc/pitt-county/370001202142.html


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Credits

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