

**Maryland Career and Technology Administrators
Annual Fall Meeting, Baltimore Museum of Industry
Education Building, Liberty Room
October 30, 2014, 8:30 a.m. – 1:45 p.m.**

MINUTES

Attendees:

Debra Albert, Anne Arundel County
Nicole Allain, Montgomery County
Mark Buckel, Kent County
Pam Clay, MCTA President, Talbot County
Sue Garrett, Treasurer, Harford County
Douglas Handy, Baltimore County
Marjorie Lohnes, Carroll County
Ted McNett, Carroll County
Nicole Parr, Cecil County
Kristine Pearl, President-Elect, Frederick County
George Phillips, Washington County
Gene Smith, Caroline County
Michael Thomas, Baltimore City
Tina Thomas, Queen Anne's County
Charlene Bonham, MCTA Exec. Director

President Pam Clay opened the meeting at 9:10 a.m.

All attendees introduced themselves and gave a brief description of their position and responsibilities.

Agenda Topic: MSDE's Division of Career and College Readiness' Master List of Career and Technology Education Programs

Pam distributed the recently-developed MSDE/DCCR CTE Program List and launched a discussion on this multi-page document. Pam walked the participants through each page and provided comments on this document, prepared under the leadership of Pat Mikos, Program Manager, Student and Assessment Services Branch. Charlene Bonham will send this document out to each CTE Director via email. The MCTA participants expressed how useful this document will be to their work and shared their appreciation with Pam for representing MCTA participants' needs in the development of this document.

Overall Agenda Topic for This Meeting: Consider big picture decisions to be made relative to developing a few exemplar curriculum frameworks during 2014-15 school year.

Pam reviewed and requested feedback on the purposes of the day's work session, referring back to the Summer PD Institute goals, the value of this project to MCTA, the limits to the scope of this initial effort, and the need to develop a workable timeline for this initial effort.

Agenda Topic: Participants reflect on, and set, common priority components of an exemplary curriculum framework.

This topic generated on-going concerns among the MCTA participants present:

- George Phillips opened the discussion, expressing the concern that there is no scope and sequence included in some of the standardized Maryland CTE programs of study developed by MSDE in concert with state and national level partners. His superintendent has questioned why there are CTE programs of study approved at the state level, for local implementation, that do not have a scope and sequence.
- Marjorie Lohnes added to George's comments: CTE personnel in the local school systems need the Division of Career and College Readiness' (DCCR) help to put pressure on the state/national organizations which are developing and providing the curricula. Maryland school systems have put these Maryland-approved programs in place and, in some cases, have to pay for the use of the curricula.
- Sue Garrett noted that she is using local CTE funds to pay a fee to purchase curricula for some of Maryland's CTE programs of study, but the state and national curriculum development personnel for these programs are asking teachers to bring their own curricula to the curriculum writing workshops.
- The participants concurred that one of their greatest needs for improving instruction is getting a comprehensive set of program materials that include a scope and sequence.
- Or, Marjorie said, the CTE Directors need full access to the national curricula and then they could create their own scope and sequence.
- In addition, they need a final assessment for each and every course, not just the standardized test that comes with national curricula.
- In summary, the CTE Directors need program standards and course standards, a scope and sequence, and a final assessment for each course for these approved CTE programs of study. It was noted that the core standards are available for most of these programs.
- George said Maryland's school systems are encouraged to implement the Maryland CTE programs of study, but the curricula for these programs do not meet Maryland school systems' expectations for the quality curriculum standards listed above.
- Participants expressed serious concern regarding the quality of professional development sessions for these Maryland CTE programs of study: They gave examples of professional development that is not the high quality professional development expected for Maryland's teachers.

Related Topic: MCTA participants identified a significant challenge they face in developing and improving CTE curriculum frameworks.

- All CTE Directors need access to CTE POS curriculum documents, which are not made available to them by state/national curriculum development sponsors.

- CTE Directors are very hampered by not having access to Maryland POS curriculum documents. They need DCCR's intervention with their state/national partners in curriculum development to obtain all curriculum documents for Maryland POS.
- The teachers have the curriculum, but not the CTE Directors. Only those who take the curriculum development training in a Maryland POS has access to the curriculum.
- As an example, George said he cannot get access to Frederick Community College's curriculum documents for the emergency management program; only teachers who train there can access the curriculum documents.
- Michael Thomas gave another example: He was directed to meet with his Board of Education in order to have all of the CTE curricula approved. He did not have access to important components of CTE POS curriculum to present to the Board.
- Michael also referenced the lack of access to curricula when having to make late/mid-year hires for CTE POS. Teachers who have not yet had training to teach a program--Project Lead the Way, for example—do not get the curriculum without the school system paying a fee.
- George suggested asking DCCR to develop the high quality curriculum frameworks for CTE POS that are missing essential components, such as scope and sequence, e.g.
- Marjorie said she felt local school systems could develop their own scope and sequences and final exams because they can control the quality of these curriculum components.
- Kristine Pearl proposed that CTE Directors and school system personnel from several school systems work together collaboratively in planned meetings to address the quality components needed in CTE POS.

Pam summarized the concerns expressed above, and will meet with DCCR staff to discuss the critical areas of interest expressed by MCTA participants in attendance.

Agenda Topic: MCTA participants share, on a flash drive or hard copies, exemplary curriculum frameworks to discuss with the group.

Pam introduced the curriculum frameworks' content discussion. Sue asked the group: What is the essential content that needs to be assessed? The MCTA participants began by narrowing the essential content to: outcomes for all courses in the program, a scope and sequence, and a final assessment. Sue recommended adding "enduring understandings." Pam encouraged the group not to make the curriculum frameworks too detailed.

Pam asked the MCTA participants to decide which CTE POS are the priorities, such as using DCCR's premier programs. She recommended starting with a few CTE POS. MCTA participants presented sample curriculum frameworks that they use in their school systems:

1. Debra Albert described a summer curriculum framework development program for welding, in which she brought one welding teacher, one support service educator to focus on teaching techniques, and a special educator. Ultimately, the system's goal is that every CTE program will be developed in this way; this effort started two years ago.

2. www.cteresource.org
George walked the participants through a preview of Virginia's Department of Education website (above) for comprehensive CTE curriculum components. There is extensive content for CTE programs of study on this website. George focused the group on A *Strategic Review of Agricultural Education Executive Summary*, as a specific example of one type of CTE information available on this website, which requires no password to access.
This document was also produced by the Virginia department of education and can be found at:
www.doe.virginia.gov/instruction/career_technical/agriculture/agriculture_education
3. George distributed a sample curriculum framework for Human Body Systems (first course) developed by a Washington County teacher for the national PLTW organization.
4. Kristine presented an overview of a curriculum framework developed in Frederick County for the Automotive Fundamentals course, referencing the required program content and various components of the course of study.

Pam asked for a summary list of critical curriculum framework needs that she can share with Kathy Oliver. The MCTA participants agreed on the following:

- Access for CTE Directors to all content for the Maryland POS curricula
- A scope and sequence for all Maryland POS
- Updated competency profiles for Maryland POS
- A final content assessment for each course
- Requesting DCCR to assist local agencies in developing curriculum frameworks

Agenda Topic: Participants propose, discuss and confirm the number of CTE curriculum frameworks that are obtainable priorities for this year's focus.

The MCTA participants chose the following CTE POS as their first priorities for developing exemplar curriculum frameworks:

1. Construction Trades (masonry, carpentry, electrical)
2. Computer Science
3. Academy of Health Professions
4. Print Education

Methodology:

The MCTA participants recommended that the CTE Director and a teacher from each of the four programs above develop the four exemplary curriculum frameworks. Debra said the CTE

Directors need to determine if there are documents which already exist that could be referenced, so MCTA doesn't have to start from scratch.

Marjorie recommended that the authors of each curriculum framework should indicate the numbers of hours in the course, as those vary by school system. Debra recommended asking teachers to share their course outline(s) to facilitate the development of the curriculum frameworks.

The MCTA participants discussed securing an online site where the sample curriculum frameworks can be posted. Participants discussed securing a Blackboard site initially and then decided to use an Edmodo site, recommended by Ted McNett for ease of use, as the central location. Ted said *Edmodo.com* is a free site which MCTA could use for posting new curriculum frameworks. Tina Thomas demonstrated how to access the site. Any individual or group can set up a site. MCTA can have a folder for each curriculum framework program under development. One can restrict access to MCTA only. The group asked Charlene Bonham to set up one generic Edmodo site for MCTA, which will include four folders for each of the four agreed-upon curriculum frameworks. Charlene will send one access code for the whole website to CTE Directors. Tina also paged through the www.marylandpublicschools.org site as a resource.

Sue distributed a Teacher Academy of Maryland document as an example of a curriculum framework. Sue walked the participants through the document, which includes enduring understandings, recommended pacing, and course-level standards.

Pam walked the group through a Talbot County document that contains a framework for Principles of Finance and Accounting. This framework lists content standards by unit and key learnings. This electronic document was well-received as a model for all four of MCTA's initial curriculum frameworks. Marjorie said Pam's framework could be easily adapted for use in MCTA's development of curriculum frameworks. Pam's chart includes these columns: name of the course, course description, units and all content standards. MCTA participants agreed that Pam should forward the electronic version of her document to Charlene, who will create a new template to be used for all four curriculum frameworks to be developed by MCTA. Charlene will post this on a website for use by the volunteers who are crafting the exemplar curriculum frameworks. The three edited column headings for the new MCTA template will be: Units, Essential Unit Outcomes, and Total Equals 90% of Total Hours.

Next steps and deadlines:

The group agreed on the following timelines for progress:

Charlene: Develop an online site for postings and comments from CTE Directors

- Establish an online site—perhaps Edmodo—with separate folders for each of the four CTE programs listed on page four of these minutes.
- Invite all CTE Directors via email to submit an exemplar curriculum framework under one (or more) of the agreed-upon CTE programs, to the corresponding folder.

CTE Director Volunteers: By December 19

- Upload exemplar curriculum frameworks in WORD format (not PDF), using the template emailed to them and also posted on the Edmodo website.
- CTE Directors who volunteered to develop an exemplar curriculum framework, by CTE program:
 - Marjorie and George- Computer Science
 - Tina and Mark Buckel – Construction Trades, upper shore
 - George and Sue - Academy of Health Professions
 - Debra and Douglas Handy - PrintED

All CTE Directors: After December 19

- Review curriculum framework submissions in the four folders on the online site (under development) set up by Charlene and upload comments and suggestions.
- Pam will request one hour on DCCR's December meeting to announce and describe this curriculum framework project to the CTE Directors. She will ask that CTE Directors post comments. She will also ask for time on the February DCCR meeting to follow up on this topic.

All CTE Directors submitting exemplar curriculum frameworks: Prior to March 26, 2015 meet in small groups, by CTE POS, to review the frameworks and prepare to make recommendations at the 3/26/15 meeting.

For CTE Directors who were not able to attend on October 30:

- Preview the online site (currently under development) and review the site after December 19 to see exemplar curriculum frameworks. Pam said she would address this topic at the DCCR's December meeting for CTE Directors. She will ask MSDE for some time to explain how to use the Edmodo site and encourage the Directors to enter curriculum frameworks using the Word format developed at today's meeting.

Confirming Parameters:

- Charlene will email a Word template to all CTE Directors and post the template of the agreed-upon format for the curriculum frameworks on an online site set up for MCTA's use.
- CTE Directors are asked to submit exemplar curriculum frameworks, using the electronic framework enclosed with the minutes, to keep all examples posted in parallel format.
- By December 19, all exemplars should have been posted.

Previewing the March 26, 2015 meeting:

- The March 26 meeting will be a review day where the MCTA participants will consider all curriculum frameworks submitted and make decisions on next steps.
- Kristine will be on the agenda for a 10-15 presentation related to CTE research she is conducting. Kristine is attending the ACTE policy conference on recent research for CTE.

Agenda Topic: Treasurer's Report

Sue Garrett presented the balance sheet as of today, October 30, 2014. Sue reported:

- All 24 school systems paid the \$300 MCTA dues for 2013-14.
- Payments for 2014-15 are in process at this time. Eight systems have paid and, as in the past few years, three systems with new CTE Directors this year do not need to pay for the first year.
- As of October 30, 2014, MCTA's total assets are \$19,408.18, which includes a PNC checking account with a balance of \$3,685.22, a Howard Bank \$5,000 CD with a value of \$5189.92 and a Howard Bank \$10,000 CD with a value of \$10,533.04.

Agenda Topic: Executive Director's Report

Charlene Bonham notified the participants that on October 29, 2014 she submitted, online, the annual IRS-required 990N federal tax form for small non-profit organizations. This form includes confirmation that MCTA's income for fiscal year 2013 -14 was under \$50,000. The IRS confirmed the receipt of this submission and sent Charlene an email of approval of the MCTA submission within 30 minutes of receipt. Note: If a small federally approved non-profit fails to submit the 990N tax form for three years in a row the non-profit loses its non-profit status.

Charlene announced that the 2014-15 school is her last year serving as MCTA Executive Director. She will arrange for all the 2015 Summer PD Institute activities and reservations, as in the past. The effective date of her resignation will be June 30, 2015.

CTE Director Topic for Discussion

Doug raised a concern about the annual fees invoice from the Maryland Center for CTE Studies (MCCTES). He asked his CTE colleagues the amount of their 2014-15 invoices. He said his fee went from around \$8,000 last school year to \$11,000 this year. He and other CTE Directors are questioning what the return is on this expense. Doug said he has not been able to get an answer as to what Baltimore County's increase in fee is based on. Charlene explained the history of the original fee schedule, which originated in the early 1990s when the MCCTES was established, and was based on the State Categorical funding ratio. However, that ratio is no longer used, and Doug and other MCTA participants need more information to justify the expense to their supervisors and/or Boards of Education. The MCTA participants agreed that more information is needed from the BMI staff as to how the fees were determined in 2014-15.

There being no further business, Pam Clay adjourned the meeting at 1:45 p.m.

Next meeting: The annual March meeting is at Arlington Echo on March 26, 2015. The address is **975 Indian Landing Rd, Millersville, MD 21108.**