



Career and Technical Education Teacher Tool Kit

2024-2025 Edition

Michigan Department of Education
Office of Career and Technical Education

Mission: To prepare students so they have the necessary academic, technical, and work behavior skills to enter, compete, and advance in education and their careers.

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Acronyms and Abbreviations

Many acronyms and abbreviations are used in this publication, and overall, by Michigan CTE professionals. A user-friendly and searchable directory of common terms is located on the Michigan Department of Education’s Office of Career and Technical Education (MDE-OCTE) website under CTE Instructional Resources, [Acronyms and Abbreviations](#).

OVERVIEW

Welcome to the exciting world of experiential teaching and learning through the lens of career and technical education (CTE). This document is designed for a certified teacher with a Standard or Professional CTE Endorsement or a person entering education from business and industry with an Annual Career Authorization (ACA). The guidance in this document is designed for all CTE teachers who wish to make a difference in the lives of young people.

CTE is defined through the Strengthening Career and Technical Education for the 21st Century Act of 2018, commonly referred to as Perkins V. CTE programs are guided by the Association of Career and Technical Education (ACTE) [High Quality Program of Study](#).

TEACHER TOOL KIT OBJECTIVES

The Teacher Tool Kit is designed as a source of information and guidance for teachers in the CTE field. This tool kit is not designed to be a large-scale, all-encompassing document but one that provides the educator with a reference guide to important information about CTE. To that end, this document is divided into the following overarching sections:

- Support Materials for CTE Teachers
- Sample Resources

Support materials include information related to the professional development needs of CTE instructors. This may include progression toward an advanced degree. If working under an ACA, this may include the development of a plan to acquire an initial standard certificate in the CTE teaching area.

Sample resources include materials to help better understand the Four Components of a CTE Program:

- Student Leadership
- Work-Based Learning (WBL)
- Advisory Committees
- Development of a Calendar of Activities (Appendix A)
- Additional resources that may help in the management of a successful program

CTE CERTIFICATION SUPPORT MATERIALS

Professional development is a critical component for all educators. CTE certified and ACA educators must adhere to the Michigan Department of Education's (MDE) requirements for certification and recertification. The Michigan Department of Education's Office of Educator Excellence (MDE-OEE) provides information about Michigan's teaching law, types of certifications, Michigan certification requirements, teaching licensure renewal, and progression toward standard and professional teaching certifications. CTE [teacher certification](#) information and resources can be found on the [MDE-OEE website](#).

PROFESSIONAL DEVELOPMENT OF CTE CERTIFIED TEACHERS

All CTE teachers are required to obtain annual professional development related to the Classification of Instructional Programs (CIP) area that they are teaching. This can be completed in many ways such as directly from business and industry, through state or national teacher associations, and/or at some regional and state conferences. The key is that professional development must be sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.

A template to record professional development experiences can be found under the [CIP Self-Review Resources](#) on the Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) website.

An educator is a lifelong learner. All teachers are strongly encouraged to earn an advanced degree related to their CIP Code area in CTE. An advanced degree will provide valuable tools that will help with technical content knowledge, teaching skills, and programmatic management.

There are a wide range of advanced degrees that could be considered depending on the program, area of study, and future interests. Many Michigan institutions offer advanced degrees (e.g., M.S., M.A., Ed.S., Ph.D., Ed.D.).

When choosing a program of study, some things to consider include:

- Location of institution
- Desired program
- Online opportunities
- Relevance of the program to current teaching requirements
- Cost of program
- Personalization of the program toward career goals

PROFESSIONAL DEVELOPMENT FOR TEACHERS WITH AN ANNUAL CAREER AUTHORIZATION (ACA)

This section is for those individuals who were previously employed in business and industry and are now teaching under an ACA based on related work experience. An ACA is obtained by the school district and is not a certificate held by the teacher. It is an authorization that the district holds, which allows a person with previous business and industry experience to teach in state-approved CTE program courses and also in exploration courses in the CIP Code area.

To continue teaching for the short- and long-term, it is important that teachers take the necessary steps to become fully certified. The first step is to consult with the appropriate individual at the MDE-OEE to develop a plan for certification.

The second step is to find an institution that prepares CTE teachers in the desired teaching area. A searchable database of approved Michigan Educator Preparation Programs for CTE are listed on the MDE-OEE Website. Certain postsecondary institutions prepare CTE teachers in only one area, while other institutions may provide multiple programs.

REQUIREMENTS FOR MAINTAINING AN ACA

MDE-OEE provides guidance for districts using the option of the Annual Career Authorization (ACA). A district may continue employing the ACA individual for up to 10 years if the following requirements are met:

1. Verify the individual maintains hours of experience in accordance with the [CTE: Recent and Relevant Experience Requirements](#).
2. Must have an assigned mentor teacher throughout the duration of the authorization.
3. Teacher has received a rating of highly effective or effective through his/her teacher evaluations.

For a complete list of Michigan's ACA law, administrative rules, and application requirements, refer to the [Annual Career Authorization](#) webpage.

View a two-page, at-a-glance on [Teacher Certification](#).

PROFESSIONAL DEVELOPMENT GROWTH PLAN FOR CTE TEACHERS

Complete this 5-year plan to pursue the desired degree. List the courses, credit hours, and year taken for each semester in the plan below.

Degree _____

Year 1

Semester/Year	Course Name	Credits
Fall 20XX		
Spring 20XX		
Summer 20XX		

CTE Teacher Certification _____

Year 2

Semester/Year	Course Name	Credits
Fall 20XX		
Spring 20XX		
Summer 20XX		

Year 3

Semester/Year	Course Name	Credits
Fall 20XX		
Spring 20XX		
Summer 20XX		

Year 4

Semester/Year	Course Name	Credits
Fall 20XX		
Spring 20XX		
Summer 20XX		

Year 5

Semester/Year	Course Name	Credits
Fall 20XX		
Spring 20XX		
Summer 20XX		

_____ TOTAL CREDITS TO COMPLETION OF PROGRAM

Michigan Online Educator Certification System

The Michigan Online Educator Certification System (MOECS) is a secure web-based system that allows an educator to register, create a private account, gain access to personal certification data, apply for certificates and endorsements, and renew certifications. At the site listed below, educators can upload coursework and professional development activities which will allow them to keep their certification current. There are directions on the first page of the site on how to obtain a login and password. The system provides easy to use links to update a certificate. The best way to ensure that the professional development will work for a certificate advancement is to visit the [MOECS website](#).

NETWORKING GUIDE

Networking is an important part of the CTE profession. Networking is defined as information gathering utilizing colleagues, CTE career professionals, and business and industry professionals. The greater the person-centered resources educators have access to, the more successful they will be in developing a CTE program that is relevant to students and the community. For each contact, list the name, position, email, mailing address, phone number, and date contacted in the chart provided.

Name	Position, Title, and Affiliation	Email Address	Mailing Address	Phone	Date and Comment

MENTORSHIP

It is critically important that all teachers have a support network to be successful over the long-term. As part of the requirements of a public school district, teachers will have a locally arranged mentor within the school district. The mentor should be assigned by a district administrator. Ideally, the mentor would be teaching in the same CIP Code. If no teacher is available in the same CIP Code, another CTE teacher or experienced non-CTE teacher could be assigned. It is critically important that if a teacher is the only CTE teacher in their area in that district, they should seek out a mentor outside the district that teaches in the same CTE program area. Many CTE teachers find support and professional development opportunities through CIP-specific teacher associations.

To find teachers in the area, who may work well as mentors, contact the Career Education Planning District (CEPD) Director or the state association for the CTE area (see list below).

CTE State Association List:

1. Family & Consumer Science Educators of Michigan (FCSEM): Coming soon.
2. [Michigan Association of Agriscience Educators](#) (MAAE)
3. Michigan Association of Diesel Educators (MADE): Coming soon.
4. Michigan Automotive Teacher's Association (MATA): Coming soon.
5. [Michigan Business Education Association](#) (MBEA)
6. [Michigan Educational Careers Association](#) (MECA)
7. [Michigan Health Science Educators](#) (MiHSE)
8. [Michigan Marketing Educators](#) (MME)
9. [Michigan Restaurant and Lodging Association](#) (MRLAEF) is evolving to the Michigan Hospitality Foundation (MHF).
10. [Michigan Construction Teachers Association](#) (MCTA)

FOUR COMPONENTS OF A CTE PROGRAM

Students enrolled in state-approved secondary CTE programs have an opportunity to acquire skills that prepare them for successful career entry, advancement, and/or continuing education. Each secondary state-approved program is required to integrate four key components.

- **Classroom Instruction:** Integration of academic and technical skills to support core knowledge needs. Focused instruction, reinforcement, and additional depth on academic concepts that support technical skills.
- **Laboratory Learning:** Hands-on learning to develop technical skills. Simulation labs, project-based learning, and student skill demonstration.
- **Work-Based Learning:** WBL opportunities to further develop and apply skills. Sustained interactions with employers in real workplace settings that foster first-hand engagement with tasks required of specific careers.
- **Student Leadership:** Student leadership opportunities to support employability and Career Ready Practices. Intra-curricular activities that prepare students to become effective leaders; for example, participation in a Career and Technical Student Organization (CTSO).

View a one-page, at-a-glance on the [Four Components of a CTE Program](#).

CLASSROOM INSTRUCTION AND LABORATORY LEARNING

Classroom and laboratory learning are the first two components of a CTE program and can take place in a variety of forms. This is the basis for building student knowledge and hands-on demonstration of understanding. A sequence of courses is developed based on employment opportunities, community need, advisory committee input, and teaching personnel.

Michigan is transitioning from Perkins IV to Perkins V. For programs in CIP codes that have already completed the Career Pathways Grant (CPG) process and have established Perkins V courses, the CIP Overview document contains a specific instructional design form to be completed. Standards have been associated to competencies and the competencies are grouped into Perkins Course Competencies (PCCs). It is crucial that teachers work with their advisory committee to determine the order in which the program will cover the Perkins V courses. The CIP Overview documents are located on the MDE-OCTE website, under [CTE Instructional Resources, by Career Cluster](#).

Programs in CIP codes that are still operating under Perkins IV guidance will develop their instructional design form using segments. The placement of segments in the instructional design form will identify the class where each standard is taught. Each segment is broken down into standards and performance indicators in the Gap Analysis, which can also be found on the MDE-OCTE website under [CTE Instructional Resources by Career Cluster](#).

All programs are required to upload the completed instructional design form to the [MDE CTE Portal](#) for the [CIP Self-Review](#).

STATE-APPROVED CREDENTIALS

Perkins V legislation increased the importance of [recognized postsecondary credentials](#) (industry-recognized certifications, educational certificates, licenses, educational degrees, and certification of completion of an apprenticeship program) attained by CTE students. All state-approved CTE programs that have undergone the CPG process have an updated curricular framework and have identified state-approved recognized postsecondary credentials for students to obtain. Teachers should consult with their advisory committees to identify the appropriate credentials from the [state-approved recognized postsecondary credential list](#). Key factors in selecting these credentials should include value to students when applying for a job, alignment to curriculum taught in the classroom, students' ability to earn the credential and alignment to workforce needs. While it is essential that all students work toward earning a credential, it is important that students are ready before taking the assessment. The percentage of students who attain a state-approved recognized postsecondary credential will be calculated and evaluated by OCTE. Currently, approximately half of the state-approved CTE programs have state-approved recognized postsecondary credentials identified. These programs must offer the opportunity for students to earn the credential.

Syllabus

All CTE programs are required to have a syllabus for each course. Each course syllabi must include:

- Course title
- Instructor's name and school contact information
- Course dates (example fall 20XX)
- Course description (general summary of what the course will cover)
- Special features of the course (all that apply)
 - Academic Credits
 - Postsecondary Connections
 - Available Recognized Postsecondary Credentials
 - Off-Site Delivery
 - WBL
 - Safety Training
 - Student Leadership / CTSO opportunities
- Course outline with topics to be covered
- Resources: Include textbooks, software, website URLs, tools, special facilities, and other materials or equipment used to successfully complete the course

Additional items may be included as required by the local district or as desired by the instructor.

Safety

Safety training is an important part of CTE program delivery. A template to record student safety training and other resources are available on the [CIP Self-Review](#) webpage. MDE-OCTE

strongly recommends that teachers record all safety training. This record will need to be uploaded into the CIP Self Review. By adopting a strong “safety first” approach in the CTE program, a pattern of safety is established for students to follow throughout their career, reducing liability for the instructor, school, and future employers. Completing this template provides a guide for the overall safety training in the CTE program. See examples in [Appendix B](#).

STUDENT LEADERSHIP AND CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO)

All state-approved CTE programs are required to provide student leadership opportunities for each student. Because leadership is an integral part of a CTE instructional program and embedded throughout all experiences, students should have the opportunity to engage in multiple activities to demonstrate **self-improvement** over time. Initially, students will need to build confidence and take initiative. The goal is to move students from thinking as an individual to taking on team member, project manager, and stronger leadership roles. Use a continuous improvement lens to help students progress as leaders. Important concepts for building student leadership include:

Understanding Leadership

Students will gain experience working with a wide variety of people, from fellow students, teachers, and members within the community, giving them a well-rounded view of what it means to be a leader. These experiences allow students to assess and shape their leadership abilities. Students will be able to understand their leadership impact once participating in and learning about the following:

- Leadership types and styles
- Personality types and their relationship to leadership and human behavior
- Leading teams and groups

Personal Development

Students will develop a sense of who they are and their ambitions in life while working alongside individuals with similar interests. The goal of this objective is for students to become self-assured and confident in their professional and social lives.

The following skills will allow students to develop relationships with their fellow colleagues, managers, supervisors, and anyone the individual works with in a professional work environment. Personal development skills include:

- Self-concept and personal assessment
- Beliefs and attitudes
- Ethical practices in the workplace

Career Success

CTE programs allow students to develop hands-on skills and experience within a field that interests them both personally and professionally. This provides an opportunity to focus on job opportunities that are available to students and will help them appreciate the necessary steps to take to succeed within these fields. Career success allows students to develop resources and skills which will benefit them for the rest of their lives by:

- Selecting a career and finding a job
- Developing employability skills: resumes, applications, interviews, and keeping the job

Communications and Speaking to Groups

Becoming an effective communicator is vital in today's workplace. Through various activities, competitions, and community engagement projects, students will acquire appropriate communication strategies and determine where those strategies are most beneficial in specific situations. By focusing on the following, students will be able to develop strong skills which will assist them in developing their professional careers:

- Communication skills
- Prepared speaking
- Conducting meetings
- Using a non-biased personal voice

Managerial Leadership Skills

Working in a CTE program will give students insight into the type of managerial skills that will be crucial for their extended careers. Focusing on the following topics will allow students the opportunity to develop these skills before entering the workforce:

- Problem-solving
- Decision making
- Goal setting
- Time management
- Positive reinforcement and motivation
- Conflict resolution

View a one-page, at-a-glance on [Perkins V CTE Student Leadership](#).

“Moving from ME to WE”

The graphic below can be used as guidance when measuring the development of individual leadership.



Individual student leadership reporting realistically should look like a bell curve. In any CTE program, there may be students who are at the community leader area and students who are just gaining self-awareness and basic skills at the individual level. Most students will typically fall within the areas of team member, project manager, and local leader.

Using a CTSO for Leadership

A CTSO is an intracurricular student leadership organization option that *may* be utilized within the CTE program to provide leadership opportunities. As part of a CTSO, there are many components that can help to make a program successful. First, it is important for the instructor to realize that they are not only the teacher of the CTE program but also the advisor of the respective CTSO.

Many of the competitions that are offered through CTSOs provide leadership opportunities. Please consult the particular CTSO website to identify which competitions fall within leadership.

Ideally, teachers will work with students, encouraging them to take on leadership positions and authority for participation in a CTSO.

A CTSO is the medium for students to learn and grow their leadership and personal growth skills. The purpose of a CTSO is to help students develop valuable skill sets, which will increase their capabilities in the workforce. For students, a CTSO may increase communications, interpersonal, and public speaking skills to provide the needed tools to become effective future leaders.

Students can learn and enhance personal development skills such as how to select a job or get a job to obtain career success and how to gain leadership positions both in their community and career. Students will accomplish these principles by learning about leadership and communication by speaking to groups, leading individuals, and groups, developing managerial leadership skills, personal growth, and career success. Much of the CTSO work completed by students should be incorporated within classroom lessons and concepts, providing students with knowledge and hands-on experience related to the course curriculum.

There are several organizations that provide the framework to help programs excel in the delivery of leadership training. Below is a list of those organizations and a link to learn more about creating and maintaining an appropriate CTSO.

Organization	State Resource Link	National Resource Link
BPA	Michigan BPA	Business Professionals of America
DECA	Michigan DECA	DECA
FCCLA	Michigan FCCLA	Family, Career and Community Leaders of America
FFA	Michigan FFA	National FFA Organization
HOSA	Michigan HOSA	Future Health Professionals
Skills USA	Michigan Skills USA	Skills USA

Below is a suggested checklist that a teacher *may* use as a self-assessment for a student leadership organization or CTSO. A teacher can modify this list to fit the needs of the CTE program.

Help students:	Yes ✓
Create a Leadership/CTSO officer team	
Create a Leadership/CTSO constitution/bylaws	
Develop a Leadership/CTSO calendar of activities or program of activities for the upcoming year	
Develop a calendar that includes activities that build leadership capacity in ALL CTE program students	
Develop a calendar of activities that includes community development	
Determine appropriate ways to showcase their learned leadership skills?	
Help administrators:	Yes ✓
Discuss experiential learning with school administrators to help them better understand concepts of students becoming leaders.	
Utilize MDE-OCTE At-A-Glance materials, such as Perkins V CTE Student Leadership , to communicate the importance of working with students - both in and out of the classroom - to develop leadership skills and participate in activities that will assist them in their future careers.	

Reporting Leadership in the CIP Self-Review

A template to record student leadership opportunities can be found under the [CIP Self-Review Resources](#) located on the MDE-OCTE website. Only program-level data should be uploaded to the CIP Self-Review.

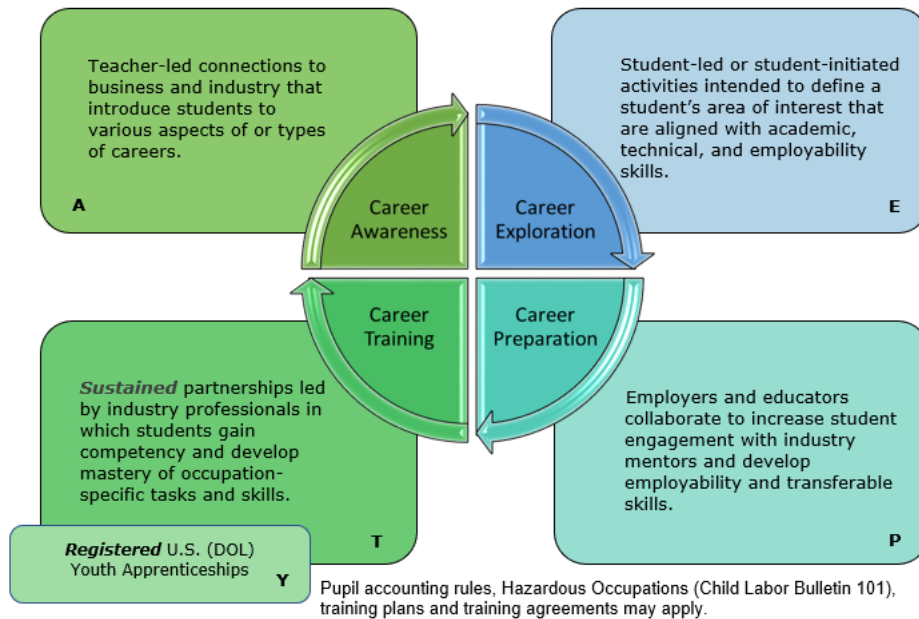
WORK-BASED LEARNING (WBL)

The term **WBL** means **sustained interactions** with **employers** or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, first-hand engagement with the **tasks** required of a given career field, which are aligned to curriculum, instruction, and CTE program standards.

CTE programs must provide WBL experiences for each student related to the program area. High-quality WBL opportunities integrate academic concepts, technical standards, and employability skills. WBL is **not** simply a job.

WBL provides a continuum of relevant training through career awareness, exploration, and preparation experiences. Prior to the completion of a state-approved CTE program, each student, individually, will utilize the continuum grid to identify all experiences during the school year. Experiences should be matched to the student's interests, abilities, maturity, and progression through the program. After participating in each WBL experience, students must have the opportunity to engage in reflection and document the learning experience such as through a journal entry, portfolio, or presentation.

WORK-BASED LEARNING CONTINUUM



View a one-page, at-a-glance on [Work-Based Learning](#) or a two-page, at-a-glance on [WBL Myth vs. Fact](#).

The WBL Continuum

Career Awareness: (A)

Career awareness activities are connections to business and industry that introduce students to various aspects of, or types of, careers. The CTE student interaction with employers or community partners exposes the student to jobs and the tasks associated with those jobs that are related to their career cluster or program. Career awareness activities are typically organized and led by the teacher and allow groups of students to participate in the experience at the same time.

Career Exploration: (E)

Career exploration activities are interactions with business and industry that focus on defining a student's area of interest within a career cluster or pathway. They include closer examination of the academic and technical skills required, as well as career ready practices to allow the student to determine the compatibility of the occupation with specific career goals. Oftentimes, these activities are more amenable to small groups or individual students and can be initiated or led by the student.

Career Preparation: (P)

Career preparation activities are collaborative activities with business and industry that focus on guided, in-depth, and sustained real-world situational experiences. They may focus on various aspects of an industry, specific skill sets, or career-ready practices and transferable skills. Students may engage with industry partners in one-to-one or small group settings. [Pupil accounting rules](#) apply.

Career Training: (T)

Career training activities are collaborative activities with business and industry that focus on student competency and occupational skill mastery. They will focus on various aspects of an industry related cluster, specific tasks monitored and coordinated through the program's sustained industry partnerships. Students will engage with industry partners in one-to-one or small group settings. [Pupil accounting rules](#) apply.

Youth Apprenticeship: (Y)

A United States Department of Labor (USDOL) Registered Youth Apprenticeship (RYA) experience is a collaborative venture with business and industry that focuses on student competency and occupational skill mastery within a credentialed apprenticeship program with qualified employers. Students will focus on various aspects of an industry's workforce skills specific to the business or cluster area through the program's sustained industry partnerships. They will be directly supervised by an expert in their field.

WBL Resources for Teachers

WBL information and resources are located on the [CTE Instructional Programs](#) page under the WBL heading. Those resources include presentations, guidance, and links to sample forms. More detailed information about the [WBL Continuum](#) can also be found on the MDE-OCTE website.

Please speak with the appropriate program consultant regarding WBL questions specific to the career cluster areas. Contact information is located on the [Career Cluster and CIP Codes by Consultant](#) list, which is available on the MDE-OCTE website.

A template to record WBL can be found under the [CIP Self-Review Resources](#) on the MDE-OCTE website.

WBL Rules and Regulations

Students participating in career preparation or career training WBL experiences at a work site may be subject to additional rules and regulations. WBL requirements are in place to provide guidance on protecting students from workplace dangers. Even though students are participating in these learning experiences through the CTE program, schools and employers are required to follow Federal and State Rules and Regulations set forth by:

- [Perkins V](#)
- [Michigan Department of Education Pupil Accounting Manual](#)
- [Michigan Department of Education Pupil Auditing Manual](#)
- [Fair Labor Standards Act \(Child Labor Bulletin 101\) for Hazardous Occupations](#)
- [Office of Career and Technical Education Technical Review, Assistance, and Compliance \(TRAC\) Monitoring](#)

A short list of WBL rules includes, but are not limited to:

- Laws governing when and how long a student can work when school is in session
- Specified dates and times of work allowable, which must be executed in the training agreement
- Safety instruction that must be provided prior to placement, including the date training occurred and documentation of training kept on file
- Specific insurance coverage required to be held by the employer prior to student placement
- Documentation provided by teacher and employer to meet pupil accounting requirements

Please refer to the MDE-OCTE [WBL Toolkit \(Managing Your Risk\) webpage](#) for specific information on workplace safety.

Youth Employment

The Michigan Department of Labor and Economic Opportunity (LEO) encourages employers to invest in young talent. Visit the [Youth Employment](#) webpage for more information.

Teacher Certification for CTE WBL

The CTE program teacher may supervise his/her own students in a WBL placement, or the district may employ a WBL coordinator. Career and technical education WBL programs require an occupationally endorsed/vocationally certified teacher or coordinator employed by the district. Occupational Endorsements are managed through the MDE-OEE and may come in the form of an ACA, contracted instructors, or a Michigan teaching certificate. Please see section 5-P of the [Pupil Accounting Manual](#) and the [MDE Work Based Learning Manual](#) for more specific information regarding guidelines for scheduling and supervising WBL placements.

Specific endorsement questions may be answered by the CTE/school administrator or should be directed to MDE-OEE. Please contact MDE-OEE at mde-educatorhelp@michigan.gov or by calling 517-241-5000.

PROGRAM ADVISORY COMMITTEES

Although the individual school district or boards of education are ultimately responsible for all decisions regarding the programs, the program advisory committee assists in the decision-making process by giving advice. Complete direction on program advisory committees can be found in the [CTE Program Advisory Committee Tool Kit](#) .

A template to record needed information for program advisory committee work can be found under the [CIP Self-Review Resources](#) found on the MDE-OCTE website.

APPENDICES

- | | |
|------------|--|
| Appendix A | CTE Teacher Suggested Calendar of Activities |
| Appendix B | Safety Check List |

APPENDIX A - CTE TEACHER SUGGESTED CALENDAR OF ACTIVITIES

August

- Prepare classroom for the upcoming year (Make sure it is clean and orderly)
- Purchase materials needed for the school year
- Determine program budget and how to access funds, including added cost dollars
- Develop a general calendar of important dates
- Talk with the administration about important dates, such as field trips with students. Complete the required paperwork for approval
- Develop lesson plans for the first month of school
- Talk with co-workers and develop collaborative relationships
- Sign up for any fall semester college courses needed to advance teaching credentials
- Talk to CTE/school administration and plan professional development (locally, regionally, or statewide)
- Create a record of all hours of professional development attended for entry into the [MOECS system](#)

September

- Meet with CTE/school administrator to gain access to [MDE CTE Portal](#)
- Meet with or elect a new officer team for the respective CTSO
- Work with the student leadership team/CTSO to develop a constitution and calendar of activities for the upcoming year
- Share student leadership team/CTSO calendar with school administrators, alumni, and community partners
- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their WBL placements
- Determine appropriate student leadership team/CTSO activities for the month
- Lesson plan for the next month
- Send initial letter of invitation to program advisory committee members

October

- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their WBL placements
- Determine appropriate student leadership team/CTSO activities for the month
- Parent-teacher conferences
- Lesson plan for the next month
- Set members and date for first advisory committee meeting

November

- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their WBL placements
- Determine appropriate student leadership team/CTSO activities for the month
- Lesson plan for the next month

December

- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their WBL placements
- Determine appropriate student leadership team/CTSO activities for the month
- Lesson plan for the next month
- Determine the needs of the program and responsibilities over winter break
- Sign up for any spring semester college courses needed to advance teaching credentials

January

- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their WBL placements
- Determine appropriate student leadership team/CTSO activities for the month
- Lesson plan for the next month
- Find out if the district holds an open house for the community
- Talk to counselors about student sign-up for classes next year and how to promote the program
- Create a record of all hours of professional development attended to enter into the MOECS system
- Work with administration to build budget needs for the next school year

February

- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their WBL placements
- Determine appropriate student leadership team/CTSO activities for the month
- Lesson plan for the next month
- Have a second advisory committee meeting date set

March

- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their WBL placements
- Determine appropriate student leadership team/CTSO activities for the month
- Lesson plan for the next month

April

- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their WBL placements
- Determine appropriate student leadership team/CTSO activities for the month
- Lesson plan for the next month
- Sign up for any summer semester college courses needed to advance teaching credentials

May

- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their WBL placements
- Determine appropriate student leadership team/CTSO activities for the month
- Lesson plan for the next month
- Work with students to plan and have a banquet for the student leadership team/CTSO to celebrate accomplishments over the past year
- Develop a calendar and work with administration to determine a summer schedule for the program

June

- Visit and build relationships with community partners (potential advisory committee members)
- Develop/change curriculum as necessary and appropriate for the upcoming year
- Visit students at their WBL placements
- Be sure all professional development is properly entered into the MOECS system

July

- Visit and build relationships with community partners (potential advisory committee members)
- Develop/change curriculum as necessary and appropriate for the upcoming year
- Visit students at their WBL placements
- Meet with leadership of student leadership team/CTSO to determine calendar for the following year

Note: The CEPD Director or local district CTE Administrator may have dates and deadlines different than the above suggestions. For a complete list of statewide CTE dates, please see the [CTE and EMC Professional Events Calendar](#).

APPENDIX B - SAFETY CHECK LIST

Not all items will be in all CTE Programs

Safety Plan:

1. Is there a safety plan for the use and operation of equipment? (i.e., a safety curriculum and safety exam with a sign-off from students acknowledging that they received the training and exam)
2. Do faculty and staff have safe work habits?
3. Do staff and students know what to do in emergencies?

Doors:

1. Are there an adequate number of exits?
2. Are the exits clearly marked which lead out of the building?
3. Is there an unobstructed and clear way to the doors/exits?
4. Are the door/exit handles accessible by all students?

Eyewash/Deluge Stations:

1. Appropriate washing facilities must be available when students are exposed to corrosive materials, flying chips, or dust.
2. If an eyewash unit is unavailable, are enough eyewash bottles placed throughout the lab?
3. Are the eyewash unit(s) and/or wash bottles accessible within 10 seconds for student use?

Electrical Devices/Power Shut-Offs:

1. Are there an adequate number of outlets and switches?
2. Are all the outlets, switches, and covers in good condition?
3. Are all outlets properly grounded?
4. Is there a master power switch (off), and is it easily accessible?
5. Are Ground Fault Circuit Interrupters (GFCI) used near water sources?
6. Are GFCI outlets used with extension cords?
7. Are there emergency equipment shut-off switches where necessary?

Fire and Tornado Instructions

1. Is there fire and tornado drill instructions posted in the room?
2. Are drill practices held?

Fire Extinguishers

1. Are fire extinguishers the correct type (ABC)?
2. Are fire extinguishers accessible?
3. Have all fire extinguishers been checked in the past year?

Work Areas

1. Is the work area clean and orderly?
2. Is there a secured tool crib for shop supplies?
3. Are cleaning products stored away from food products?
4. Are floors clean and dry?
5. Are signs posted for cleaning hands if appropriate?
6. Are hazardous signs posted where appropriate?
7. Is the area accessible to all students?



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