KSDE & NRCCTE

The Kansas State Department of Education has partnered with the National Research Center for Career & Technical Education to bring the Math-in-CTE Model to Kansas Schools. The model utilizes teacher pairs consisting of one CTE instructor and one math instructor from the same district/building who share a common planning time. They work together to identify and teach mathematical concepts that are embedded within the CTE curriculum. By working together, the instructors are better able to standardize the math vocabulary used in both classes which will enable students to make better connections between what is taught in math class and what is taught in CTE classes.

Steve Myer & Stephanie Harris—Basehor-Linwood High School

Contact:

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Funding Information:

KSDE provides the location for training, national and state trainers, technical assistance, and facilitates the continuing education credits.

Districts provide transportation and lodging to attend training/workshops along with follow-up work days; participants pay for their own continuing education credits; and school districts are encouraged to apply for Professional Development funds through their local Carl D. Perkins Career and Technical Education Grant.

How Can You Become Involved?

Career and technical education teachers, partnering with a math teacher, must first gain permission from their local administrator then contact a participating Service Center for enrollment details. Or visit the KSDE website: http://www.ksde.org/Default.aspx?tabid=3010

An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave., Topeka, KS 66612, 785-296-3201

leadership and support for student learning
Kansas state department of Education

CTE Courses Can Improve Your Students' Math Skills!

Bethany McCarty, Roger Daniels, Misty Russell (Parsons), Lori Hower (Central Heights), and MaryAnn Gillig (South Barber)

Math + Career Technical Education = A Partnership

Improvement Grounded in Evidence-Based Research

The Math-In-CTE research showed that high school students who participate in a math-enhanced CTE curriculum develop a better understanding of mathematical concepts.

*CTE Instructors are **not** asked to replace their curriculum.*

The Math-in-CTE model is not a curriculum, rather, it is a process and a pedagogy through which the math that naturally occurs in existing CTE curricula may be enhanced.

CTE teachers are not asked to replace their curriculum. Instead, CTE teachers work with math teacher partners to identify the intersection of CTE and math concepts. They then create math-enhanced CTE lessons using a seven-element model of curriculum delivery.

COME JOIN US IN 2010—2011 !!

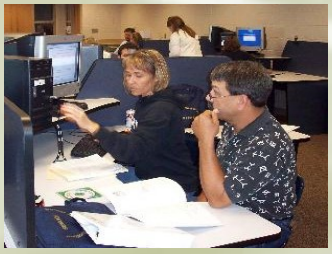
Criteria for participation:

1. The Team consists of at least one math and one CTE teacher from the same district/building.
2. The Team must secure permission from local administrator.
3. The Team will attend 9 days of training.
   - 4-days May 25-28, 2010

     or July 19-22, 2010
   - 2-days Fall, 2010
   - 2-days Winter/Spring, 2011
4. The Team must be granted a common planning time in their home district for the year 2010-2011.
5. The Team will be expected to assume leadership roles during the implementation year and into the future.

Register now

Contact KSDE or a participating Service Center for details.



Lynnette Kill & Jim Bob Thompson (Sedan High School)

Comments from Participants:

CTE teachers know their fields require mathematics skills and are excited to be able to help students master those skills in a way that will help them excel in a career.

"As a math teacher this training has helped me to see some new areas where practical application of the math I teach can be used. I had one student who was excited about the fact that she already knew a lot of what we were discussing because she had already covered in it health services. She could SEE THE CONNECTION! The interdisciplinary aspect was great!"

- Ramona Phelps, Kentucky math teacher

"After participating in this training, I learned how to integrate real world relevance into my math classroom. I didn't realize what was taught in the other side of the building."

- Amy Crider, Parsons High School Math Teacher

"It was exciting to learn more about other lessons and apply real world applications into the math classroom along with helping my new partner teach the math concepts in his Ag classes, the students are making connections and sparking with ideas."

- Lynnette Kill, Sedan High School Math Teacher