



Our Mission
The Los Angeles Regional Occupational Program is a collaborative of the Los Angeles County Office of Education and member districts to deliver quality career preparation.

Focus On Learning

A Curriculum Hotsheet

December 2006

Careers in Education is a Model Program!

A Best Practice

Downey High School's *Careers in Education* program, instructed by **Frida Vadgama**, received the Model Programs and Practices Recognition awarded by the California Department of Education (CDE) and the California Association of Regional Occupational Centers and Programs (CAROCP). The award is a result of extensive work and collaboration by **Frida** and ROP consultant, **Debra Mustain**.

The California Department of Education Model Programs and Practices is awarded to outstanding ROCP courses that demonstrate exemplary and replicable qualities, meet the needs of the local community, offers relevant, coherent curriculum that reflects industry and state standards, actively involves stakeholders, and meets student needs. The process for earning this award includes a self-review of the identified program, using rubrics and an application. Applications are evaluated and programs meeting qualifications are selected for an on-site visit to validate the application. The Model Programs and Practices recognition lasts for three years followed by a recertification process and subsequent visit to maintain award status. Benefits of earning the award include a special gold seal on all ROP Certificates for students completing **Ms. Vadgama's** course, further recognition by being listed on the CAROCP web site as a program of distinction, and receiving local and statewide media attention as a model program. A plaque was awarded to **Frida** by the CDE ROP Administrator, Albert Tweltridge, at the CALCP/CAROCP Conference held in Rancho Mirage on November 17, 2006. Her supervisor, **Phil Davis**, and ROP Coordinator-in-Charge, **Linda Matzek** were also in attendance.

CDE Consultants, Clay Mitchell and Julie Wible conducted the visitation of the Downey High School *Careers in Education* program. Characteristics of this model program include strong community partnerships with a variety of schools from preschool through high school in the Downey area. Community and school staff expressed strong support for the inclusion of the ROP students in classrooms throughout Downey. Another unique characteristic of this program is the strong partnership forged with Cerritos College "TeacherTrac," providing students the opportunity for support in priority testing and registration, financial aid assistance, campus tours and parent meetings to create a seamless transition to post-secondary education as a future teacher. Students are able to enter the "TeacherTrac" program and transfer directly in the program at Cal State Long Beach.



Frida Vadgama receiving her plaque from Senator Jack Scott (left) and Al Tweltridge, CDE (right)

Frida will be honored at the LA County ROP All District In-service scheduled for August 2007. Congratulations to **Frida Vadgama** and Downey High School!

Making Standards Work

Standards-Based Instruction

Seventeen of the twenty-two districts that make up the Los Angeles County ROP have already hosted the 3-day Making Standards Work training. The remaining five districts will host the workshop in January and February. One hundred and seventy-two teachers completed the 3-day training and over 42 first drafts of Performance Based Assessments have been submitted. The drafts will be posted on the *lacorop* website as well as the national website for the Center for Performance Assessment in Colorado. "LA County ROP is breaking new ground in implementing standards-based instruction for career technical education," stated **Karen Nelson**, Assistant Director, Curriculum and Instruction.

"I have learned so much from the trainers in unwrapping standards and developing engaging scenarios - it is revitalizing my teaching."

Annette Manu-Revilla, Photography Teacher, Montebello USD

"The best workshop that I have attended in my nine years of teaching. I arrived with an open mind and left with a better understanding of how to effectively update my curriculum to today's career technical education expectations."

Matt Gilmour, Construction Teacher, San Gabriel USD

"This was a great workshop requiring my undivided attention to new concepts. Very challenging, I feel renewed and enthusiastic!"

Dan Cox, Automotive Teacher, Santa Monica-Malibu USD

Trade and Industry Tidbits

California Industrial and Technology Education Association (CITEA) News

The 2007 annual CITEA state conference will be held at the Fresno Convention Center, Thursday through Saturday, March 22-24, 2007. CITEA and the Trade and Industry professional organizations are using their resources to provide you with the very best in-service education.

The conference will open with a general session on Thursday. Following the general session will be seminars which will include technology, CTE standards and frameworks, and the latest subject specific information. Instructors will have several opportunities to visit the exhibitors' booths. The exhibitors will offer the newest in technology and provide information relative to the needs of teachers in industrial and technology education.

Don't miss this conference! Mark your calendar! Go to www.citea.org to download the registration form.



WESTEC Student Summit

The WESTEC Advanced Productivity Exposition Student Summit will be held at the Los Angeles Convention Center, Los Angeles on Thursday, March 29, 2007. This special event allows high school students an opportunity to tour the Society of Manufacturing Engineer (SME) manufacturing technology trade show, interact with industry leaders, view the latest in industry and manufacturing technology, and see first-hand demonstrations. Save this date! Registration materials will be sent after the 1st of the year. Call **Linda Matzek** at 562-922-6724 for additional information.

Jet Propulsion Laboratory's Open House

The Jet Propulsion Laboratory's (JPL) next Open House will take place on Saturday and Sunday, May 19th and 20th, 2007 from 9am to 5pm both days.

This popular event will celebrate JPL's accomplishments with exhibits and demonstrations about the laboratory's ongoing research and space exploration. Many of the lab's scientists and engineers will be on hand to answer questions about how spacecraft are sent to other planets, how scientists utilize space technologies to explore earth, and how researchers are now searching for planets beyond our known solar system. Visitors will see exhibits, displays, demonstrations and presentations about new technologies, solar system exploration, spacecraft communication and much more.

The Open House is a fun and educational experience for children too, with special hands-on activities designed for kids. Food and beverages will be available, along with space souvenirs and NASA and JPL merchandise. Admission and parking is free. No backpacks or ice chests are allowed, with the exception of small purses and diaper bags. Visitors, vehicles, and personal belongings are subject to inspection. JPL is located at 4800 Oak Grove Drive in Pasadena, off the 210 (Foothill) Freeway at the Berkshire Avenue/Oak Grove Drive exit. Parking is available near the Oak Grove main gate and the eastern boundary of JPL, accessible from Windsor Avenue via the Arroyo Boulevard exit off the 210 Freeway. Buses will move people between several locations around the facility. Walking is required to some locations. So make plans now to visit JPL and experience the thrill of space exploration!

For more information, please call (818) 354-0112. (Source: jpl.nasa.gov)

New! New! New! New! New!

Coming this Fall....

The Engineering Education Advocate! This free monthly newsletter will blow your socks off! Find out what is going on in engineering education and how to market your program more effectively. Suffering from decreased enrollment? Wondering how to get women into your program? Want to engage minority students? Looking for the magic that will catapult students into engineering? How to get students interested in engineering? If the answer is yes to any of these questions, then jump aboard and sail over the educational outreach hurdles of the new school year.

This free newsletter is an invaluable reference for engineering organizations, programs, colleges of engineering and engineering technology, summer camps, events, competitions, contests and guidance offices. Get the inside scoop on how to reach students, decrease attrition, and ultimately increase enrollment. Get ideas on planning, assessing your strengths, improving your offerings, publicity, advertising, off beat promotions, hiring consultants, using your resources wisely, making your website more effective, and collaborating for success. (Source: www.engineeredu.com)

Business and Marketing Occupations "Re-engineering for the 21st Century"

By Sarah Vielma

Welcome to the 21st Century, where the term, "Business Education" will be considered so 20th Century. In this century, the term "business education" will be replaced with "Education for Business" to reflect the needs of today's workplace and beyond*. As educators, we must carefully consider what this means for us. Our goal is to prepare students for their future and the workplace they will encounter today and beyond.



Recently, discussions of current and future business trends have referenced the book "The World is Flat" by Thomas Friedman or the 2005 Duke University report, "Framing the Engineering Outsourcing Debate: Placing the United States on a Level Playing Field with China and India." The message of these studies creates the bigger picture, "that our students will live and work in an increasingly competitive, high-skill, global economy. What this means is that a rigorous and relevant education never has been more important than it is today" (Daggett, Views You Can Use Vol. VI No. 4).

Through participation in workshops such as Making Standards Work or Focused Approach to Standards and Testing many teachers have begun support students in increasing increasing student achievement is what does this mean in the support increasing achievement in our English Language Arts, math, problem thinking?

As funding becomes available for our time to collaborate, plan, and purchases that will positively affect are commonly buying technology that classrooms such as interactive white It is an excellent time to examine how mission of preparing and training students for careers, allowing them to gain necessary skills **and** increase their proficiency in essential areas of basic academics. It is a great example of the "tyranny of the *or* and *genius* of the *and*." How do we teach essential standards in our area and go beyond to an interdisciplinary level?

"The workplace of today requires its workers to use computers, understand how they interface with other technologies, think critically, solve problems, communicate effectively, apply technology to task, and work in teams."

asking and planning how to achievement. The goal of commonly established, but classroom? How do we own subject area and solving, and critical

classes it is an important strategize how to make student learning. Districts benefits all students in boards or digital presenters. to continue carrying out our

Quick facts educators are recognizing:

- To succeed in business requires high academic achievement.
 - The business of America **is** business.
 - High school prepares students to transition to college and ultimately to career.
- Therefore,
- Business **is** academic
 - All courses educate for business.

Programs such as Virtual Enterprise "speak to the challenge of preparing students for the workplace of 21st Century. This program is becoming the catalyst for redesigning and redefining business education programs both at secondary and post-secondary institutions—from the content of the programs to the way instruction is delivered". She continues to state the benefits of the program, "its ability to engage students in hands-on applications with tangible results, its emphasis on team work and problem solving, and its success in conveying the expectations of the workplace."* She speaks of business programs that include "rigorous and relevant foundation courses that support the standards, are aligned to academic outcomes, and include content needed to understand business." In addition, students gain knowledge and skills to be competitive in a highly skilled workplace of today and tomorrow.

Current funding sources and legislation ask us to examine how to support increasing student achievement in all areas. Now is a great time to discuss, evaluate, question, re-structure, and strengthen the experience we give our students.

Examples of students' work seen in our classrooms around the county:

Students running their student store, engaged in stocking, cleaning, ordering, presenting, and selling.

* According to author Iris Blanc in her book "Re-engineering Business Education for the 21st Century"

The Pulse of Health By Karin Reynoso

Performance Based Assessment Provides Indicators of Meaningful Engaged Learning

According to the North Central Regional Educational Laboratory, indicators of engaged learning can act as a "compass" for reform instruction, helping educators chart an instructional course and maintain an orientation based on a vision of engaged learning and what it looks like in the classroom and community.



1. Indicator: Vision of Engaged Learning

What does engaged learning look like? Successful, engaged learners are responsible for their own learning. These students are self-regulated and able to define their own learning goals and evaluate their own achievement. They are also energized by their learning; their joy of learning leads to a lifelong passion for solving problems, understanding, and taking the next step in their thinking. These learners are strategic in that they know how to learn and are able to transfer knowledge to solve problems creatively. Engaged learning also involves being collaborative--that is, valuing and having the skills to work with others.

2. Indicator: Tasks for Engaged Learning

In order to have engaged learning, tasks need to be challenging, authentic, and multidisciplinary. Such tasks are typically complex and involve sustained amounts of time. They are authentic in that they correspond to the tasks in the home and workplaces of today and tomorrow. Collaboration around authentic tasks often takes place with peers and mentors within school as well as with family members and others in the real world outside of school. These tasks often require integrated instruction that incorporates problem-based learning and curriculum by project.

3. Indicator: Assessment of Engaged Learning

Assessment of engaged learning involves presenting students with an authentic task, project, or investigation, and then observing, interviewing, and examining their presentations and artifacts to assess what they actually know and can do. This assessment often called performance-based assessment, is generative in that it involves students in generating their own performance criteria and playing a key role in the overall design, evaluation, and reporting of their assessment. The best performance-based assessment has a seamless connection to curriculum and instruction so that it is ongoing. Assessment should represent all meaningful aspects of performance and should have equitable standards that apply to all students.

4. Indicator: Instructional Models & Strategies for Engaged Learning

The most powerful models of instruction are interactive. Instruction actively engages the learner, and is generative. Instruction encourages the learner to construct and produce knowledge in meaningful ways. Students teach others interactively and interact generatively with their teacher and peers. This allows for co-construction of knowledge, which promotes engaged learning that is problem-, project-, and goal-based. Some common strategies included in engaged learning models of instruction are individual and group summarizing, means of exploring multiple perspectives, techniques for building upon prior knowledge, brainstorming, Socratic dialogue, problem-solving processes, and team teaching.

5. Indicator: Learning Context of Engaged Learning

For engaged learning to happen, the classroom must be conceived of as a knowledge-building learning community. Such communities not only develop shared understandings collaboratively but also create empathetic learning environments that value diversity and multiple perspectives. These communities search for strategies to build on the strengths of all of its members. Truly collaborative classrooms, schools, and communities encourage students to ask hard questions, define problems, lead conversations, set goals, have work-related conversations with family members and other adults in and out of school, and engage in entrepreneurial activities.

6. Indicator: Grouping for Engaged Learning

Collaborative work that is learning-centered often involves small groups or teams of two or more students within a classroom or across classroom boundaries. Heterogeneous groups (including different sexes, cultures, abilities, ages, and socioeconomic backgrounds) offer a wealth of background knowledge and perspectives to different tasks. Flexible grouping, which allows teachers to reconfigure small groups according to the purposes of instruction and incorporates frequent heterogeneous groups, is one of the most equitable means of grouping and ensuring increased learning opportunities.

7. Indicator: Teacher Roles for Engaged Learning

The role of the teacher in the classroom has shifted from the primary role of information giver to that of

Business and Marketing Occupations....Continued from page 3

Students exploring their creativity and innovation in creating designs for shoes, shirts, belts and accessories.

Students learning and practicing sales skills, communication and persuasion.

Students giving professional presentations.

If you have a great idea or practice for supporting an increase in student achievement send to vielma_sarah@lacoce.edu.

Have a great holiday season, refresh, rest, and revive for the 2007 New Year!

Sources: "Re-engineering Business Education for the 21st Century", Iris Blanc; "Views You Can Use", Vol. VI, No. 4, Willard Daggett

The Pulse of Health...Continued from page 4

facilitator, guide, and learner. As a facilitator, the teacher provides the rich environments and learning experiences needed for collaborative study. The teacher is required to act as a guide--a role that incorporates mediation, modeling, and coaching. Often the teacher also is a co-learner and co-investigator with the students.

8. Indicator: *Student Roles for Engaged Learning*

One important student role is that of explorer. Interaction with the physical world and with other people allows students to discover concepts and apply skills. Students are then encouraged to reflect upon their discoveries, which is essential for the student as a cognitive apprentice. Apprenticeship takes place when students observe and apply the thinking processes used by practitioners. Students also become teachers themselves by integrating what they've learned. Hence, they become producers of knowledge, capable of making significant contributions to the world's knowledge.

Reference:

Jones, B., Valdez, G., Nowakowski, J., & Rasmussen, C. (1994). *Designing Learning and Technology for Educational Reform*. Oak Brook, IL: North Central Regional Educational Laboratory.

National Registry of Emergency Medical Technicians Gear Up for Systemic Changes

Are your students computer savvy?

On January 1, 2007 NREMT will begin Computer Based Testing (CBT). The certification exam will no longer be administered by paper and pencil. All students will be required to register online with NREMT and be approved by their EMT training program director to take the exam. The Emergency Medical Responders (1st Responder) may also register for National First Responder Certification Testing. Certification and testing fees are the responsibility of the applicant.

SAFETY First – OSHA Improving Business Safety

The Occupational Safety and Health Administration (OSHA) in October 2006 launched a new topics page on its Web site aimed at demonstrating that investment in workplace safety and health makes good business sense.

Making the Business Case for Safety and Health, a new Safety and Health Topic, is a product of several Alliances with OSHA, including the American Industrial Hygiene Association, American Society of Safety Engineers, National Federation of Independent Business, among others. Information on the page focuses on how a comprehensive safety program can help an employer save money and improve business.

This site contains over 200 Safety and Health topics, a great site for students and instructors, <http://www.osha.gov/SLTC/index.html>

Planning for the Future?

Be sure to save these dates:

January 10, 2007	California Counsel of EMS Educators (ww.c2e2.net)
January 2007	L.A. County EMSA Annual EMT Forum (mandated for EMT and EMR instructors)
March 7, 2007	LACOROP Student Recognition
March 23, 2007	LACOROP ELL Workshop
April 11, 2007	California Counsel of EMS Educators (ww.c2e2.net)
April 21, 2007	Sports Medicine Competition, St. Francis High School La Canada (ehallak@sfhs.net)
July 11, 2007	California Counsel of EMS Educators (ww.c2e2.net)
August 17, 2007	LACOROP All District Inservice, Rio Hondo College
October 12, 2007	LACOROP Nurse Instructor's Mandatory Inservice
November 2, 2007	4 th Annual Health & Safety Careers Consortium Advisory – covering Emergency Medical Services (EMT and EMR), Fire Science, Nursing, Biotechnology, Community Counselor, Medical Assistant, Sports Medicine, and Health/Hospital Careers

Pass the Problem By Debra Mustain

PASS the PROBLEM Activity

This is a great activity to use with students in relation to their work experiences in CC and CVE settings.

(Note: The activity worksheet is an insert)

Students of today... must be good communicators, as well as great collaborators. Because of the complexity of the major challenges facing society, organizations expect employees to have the skills to work on teams to interact, relate, and solve complicated problems. When working in a collaborative environment, people need to be able to reach out to others; they should be adept at both asking and giving help and support. Providing our students with opportunities to practice and build their collaborative skills will give them an added advantage in the global workplace. In the collaborative exercise outlined below, *Pass the Problem*, students will ask and give help, communicate with one another, and get diverse and creative insight for dealing with a problem.

Try this:

1. **Ask** some questions: What does collaboration mean? Give me an example of a time you collaborated with others? What kinds of skills do you need to be an effective collaborator?
2. **Distribute** the **Pass the Problem Activity Sheet** (insert) for students to complete. Each participant writes a problem or concern. (About two minutes) Have everyone pass their papers to the participant on their left. Each participant has 1 minute to read the problem and write some advice. Pass the paper again and repeat as many times as time allows. Return the papers to original owners when activity is finished. Give students an opportunity to read the responses they received.

Debrief the activity: How many got one or more ideas that were helpful? How did you feel having to give advice? Why are we not willing to ask for more help, advice, support from others? How will you use this in your everyday life?

Want More? If you are interested in reviewing other collaborative learning activities, check out this site sponsored by the National Institute for Science Education...it's been around for a while but it is still an extraordinary resources. For some insight on the reasons why and how global teams cooperate and collaborate read this Fast Company article, *Virtually There?*

Quik Quote: *I not only use all of the brains I have, but all I can borrow.* Woodrow Wilson

Activity from the *On the QT* Newsletter, Issue 65, September 26, 2006. Permission from Susan Coleman to share this activity with CTE Educators. Subscribe to the FLASH Newsletter by contacting jkelly@mail.occ.cccd.edu

Working with Students in Poverty

Serving the Needs of ALL Students

Working with Students in Poverty was presented as part of the LACOROP workshop series addressing special populations. This newsletter includes an insert with the latest Los Angeles County demographic information from the Children Now organization. It shows the ethnic breakdown of the county, and several important indicators for assessing the health and welfare of our student population. Please take a few minutes to review this information, especially as related to the increasing poverty rates and changing demographics of the students that we serve in ROP programs. Some important indicators to share with students include:

- The 2002-2004 average rate for students meeting UC/CSU entrance requirements for all ethnicities was 36.3%. This is a great opportunity to discuss with students the importance of looking at a variety of post-secondary options for education and training.
- There are several statistics related to child care and development. These are excellent starter topics for discussion or journaling in Careers in Education and Child Care Occupations courses.
- Students in Recreation Occupations and Fitness Occupations may find information on asthma prevalence and physical fitness a great starter for research. In 2004, only 23.7% of 7th grade students were considered physically fit.

WASC All-District Inservice Rio Hondo Community College August 18, 2006



The conference venue with a wonderful view of Whittier hillside



At the outdoor registration area



Celebrating the six-year accreditation with an apple cider toast!



The general session area

Speakers



Technology in Test Taking
Julio Guzman, Teacher
Bellflower USD



Making Standards Work
Herbert Smith, Teacher
Glendale USD



Technology Trends
Keynote Speaker, **Leslie Fisher**



Motivating Students through Competition
Teri Jones & Mariam Shafey, Teachers
Santa Monica-Malibu USD



Increasing Work Productivity
Dave Schreiber, Avery Label



John Stephenson,
Disney Career Start Program



Technology in the Classroom
Brian Ahumada, Teacher
Bellflower USD



Responding to Disasters
Dr. Chris Daylan, LACOE



Student Ambassadors
Becky Garcia, Technician
Bellflower USD

Save the date!
August 17, 2007
All District Inservice

Legislative Update

Proposition 1D Passes!!

Proposition 1D, part of several bond issues known as "Rebuild California", passed on November 6, 2006. This Proposition will provide \$500 million for the modernization and for new construction of California schools.

In a statement released after the election results, State Superintendent of Public Instruction Jack O'Connell said, "I am extremely pleased that voters continue to support California students by voting to approve Proposition 1D and the majority of local school bonds in this election. Proposition 1D will provide funding to build career technical education facilities, relieve overcrowding, and modernize obsolete classrooms. California voters have told us time and again they want our students to learn in an environment that is clean, safe, and up-to-date. I want to thank everyone for this important investment in our future."

Assembly Bill 2448 Signed into Law

AB2448, authored by Assemblywoman Hancock has been signed by the governor and will take effect January 1, 2007. This is a major reform bill for the Regional Occupational Centers and Programs that will bring changes on the students served and how courses are offered. The bill consists of twenty-five sections. Of those sections, the following are most important to LA County ROP and are summarized below:

Section 4

Requires by July 1, 2010 that 90% of all state-funded courses offered by the ROCP, in occupational areas in which the community college also offers courses, are part of occupational course sequences.

Requires by July 1, 2008 that each ROCP develop a plan for sequencing its courses with school districts, community colleges and WIB.

LA County ROP has numerous sequences and pathways within high schools and community colleges all ready in place. The ROP and districts will be meeting in December to begin discussing how to expand what is currently in place.

Section 5

Adds Ed Code language requiring each ROCP to establish and maintain an employer advisory board or boards pursuant to guidelines developed by CDE.

LA County ROP has always held annual employer advisory meetings. The specifics of the meeting, included in legislation, has already been reviewed by consultant staff and have been implemented in the agenda.

Section 9

Limits Adult ADA to no more than 50% of the ROCP total ADA by July 1, 2008, 30% by July 1, 2009 and 10% by July 1, 2011.

LA County ROP has always maintained a low percentage of adult enrollment to maximize service and training to high school students. Currently LA County ROP is serving approximately 13% adults and the reduction is not viewed as a problem.

To read the entire bill, log on to <http://www.leginfo.ca.gov/> and type in AB2448.