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Collaboration for Career and Technical Education: Teamwork Beyond the Core Content Areas in a PLC at Work®

By Wendy Custable and Paul C. Farmer

Study Guide

This study guide is a companion to the book *Collaboration for Career and Technical Education: Teamwork Beyond the Core Content Areas in a PLC at Work®* by Wendy Custable and Paul C. Farmer. *Collaboration for Career and Technical Education* is a guide on how to incorporate CTE programs into the PLC process, displaying the value of PLCs for CTE teachers and classrooms.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

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Chapter 1

Establishing a Collaborative Culture

1. Define *PLC* and *CTE*. How does CTE benefit a PLC?
2. What are the three big ideas of a PLC? How would you define each of these ideas?
3. What four critical questions guide the work of a PLC?
4. Examine figure 1.2 on page 28. How can the doing the items in the left column benefit collaboration? What is detrimental about the items in the right column?

Chapter 2

Forming Collaborative Teams

1. What are the five types of CTE teams? Which do you feel would be the best fit in your situation?
2. Examine figure 2.1 on pages 37 and 38. What are your thoughts on these vision and mission development methods? What are the benefits?
3. Why do you think mission and vision alignment with the school and district are important?
4. Why do you think action plans are so hard to stick to? What are some ways you can think of to help stick to an action plan?

Chapter 3

Setting Up the Logistics of Teamwork

1. What is the difference between tight and loose expectations in the context of a PLC?
2. Why are *team meeting norms* important? How do they help prevent the five dysfunctions of teams listed on page 45?
3. How do you integrate the four critical questions of a PLC into team meetings?
4. What team member role listed on pages 55 and 56 stands out most to you? Why is having roles within a team important?

Chapter 4

Identifying Essential Learnings and Developing CTE Curricula

1. What are the three steps to developing and refining a CTE curriculum? What is the purpose of each step?
2. Examine table 4.1 on page 64. Based on your area of expertise, what employability skills are you teaching your students? What other subjects overlap with these? Do any surprise you?
3. What is the difference between *knowledge* and *reasoning* as presented on page 72? Why is knowledge a prerequisite for reasoning?
4. Figure 4.6 provides examples of CTE learning targets. What are some learning target examples for what you teach?

Chapter 5

Designing Instruction and Assessments

1. What is the purpose of a *formative assessment*? Give some examples of effective formative assessments.
2. What is the difference between a *formative assessment* and a *summative assessment*?
3. Examine table 5.1 on page 91. Why do multiple choice assessments target knowledge learning? Why do extended written responses target product development?
4. What are some benefits of collaborative grading?

Chapter 6

Reflecting on Data

1. Why is it important to keep action plans separate from goals?
2. What is a *SMART goal*? What does the acronym *S.M.A.R.T.* stand for?
3. Is data objective or subjective? What are the two steps to conduct objective data conversations?
4. Study figure 6.10 on page 118. What aspects of a question needing more study time should be analyzed?

Chapter 7

Responding to Student Learning

1. Describe the three tiers of intervention. How can each tier function within CTE?
2. What are the five teacher actions within the RTI framework? In what type of situation should each be used?
3. What are the three levels of support in tier 2 intervention as portrayed in figure 7.3 on page 133?
4. What are the differences between a schoolwide RTI model and a classroom RTI model?