



# Spring Professional Development Workshop

Debby Thompson  
Career Cluster Consultant

# Do Now

Welcome to the workshop!

Find your seat by looking for the table tent with your name.

While we are waiting to begin, please fill out the "Get to Know You" sheet found in your seat.

We will start promptly at 9:00 a.m.



# CTE Spring Workshop

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# What's Happening Today

## My commitment to you:

- I will keep on schedule and keep us focused on our objectives.
- I will model classroom techniques and best practices.
- If I cannot answer a question for you today, I will find the answer and get back to you.
- You will walk away this afternoon with tools to use in your classroom.

## Expectations:

- Trust we are all here for the same reason: Our Students!
- Follow the norms and stay actively engaged.
- Address questions as they come up.

# Objectives

By the end of training today, each of you will be able to:

**1. Understand the instructional expectations of the standards, including:**

- Alignment to Tennessee Standards for Literacy in Technical Subjects
- The knowledge and skills expected in each standard
- Connections to general education course standards

**2. Develop initial resources for use in your classroom to implement the standards, including:**

- Instructional strategies that promote research
- Authentic writing prompts
- High quality objectives

**3. Know where to find resources, tools, and support for implementing the standards.**

**4. Have access to Department of Education personnel to get your specific questions answered.**

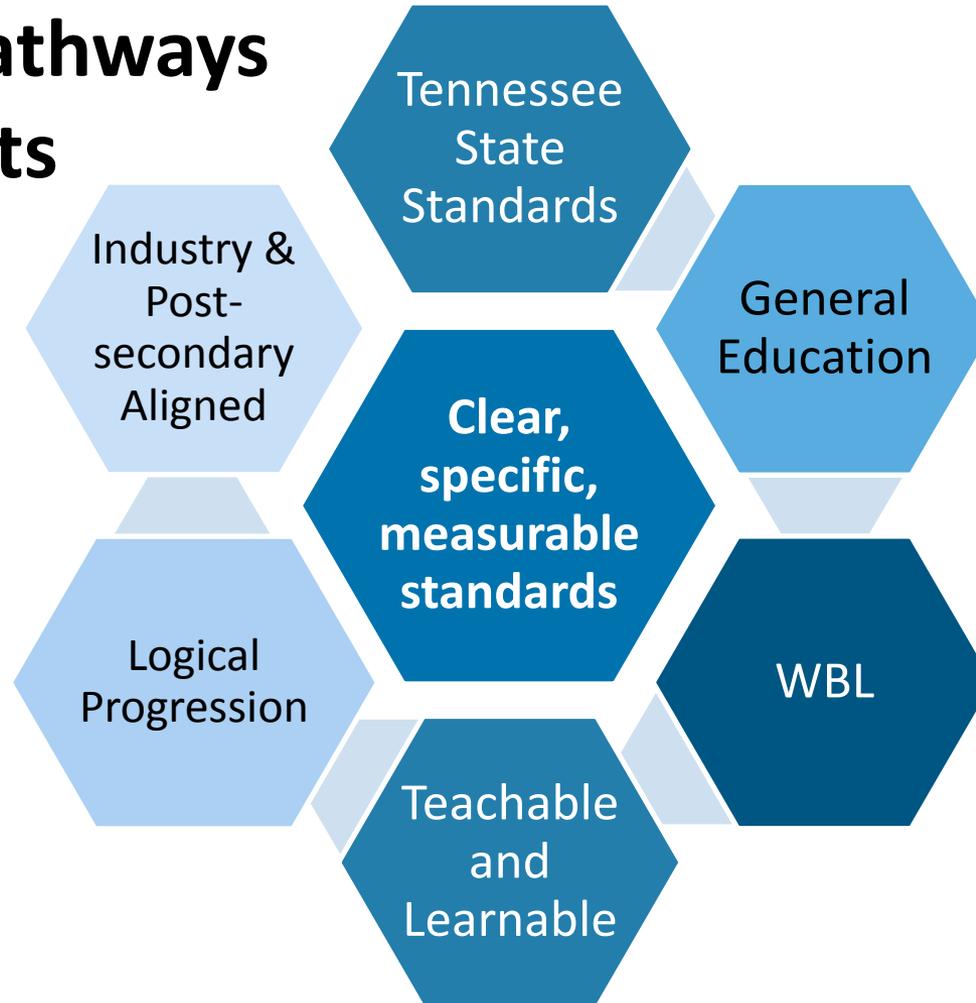
# Agenda

Time	Activities
9 – 9:10	Welcome and Introductions
9:10 – 9:45	Setting the Context: Overview of Standards Revisions
9:45 – 11:15	Breaking Down Standards into Knowledge and Skills*
11:15 – 12:45	Lunch (on your own) <i>Optional brown-bag work session and Q&amp;A tables</i>
12:45 – 2:15	Engaging Research and Writing in Your Content*
2:15-3:45	Developing High Quality Objectives & Units*
3:45 – 4:30	Bringing it all Together

\* Participant work time, take breaks as needed

# Setting the Context: Standards Revision Process

## Building Pathways for Students



# Setting the Context: Standards Revision Results

## Hospitality & Tourism Courses Approved on Final Reading:

- Culinary Arts I
- Culinary Arts II
- Culinary Arts III
- Culinary Arts IV
- Hospitality & Tourism Explorations
- Hospitality Marketing
- Hospitality Management
- Event Planning and Management

# Course Description Documents

Features of standards that will help you in your classroom.



# Course Description Documents: Overview



## Culinary Arts I

Primary Career Cluster:	Hospitality and Tourism
Consultant:	Deborah Thompson, (615)-532-2840, <a href="mailto:Deborah.Thompson@tn.gov">Deborah.Thompson@tn.gov</a>
Course Code(s):	5979
Prerequisite(s):	None
Credit:	1
Grade Level:	9
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality and Tourism courses.
Programs of Study and Sequence:	This is the first course in the <i>Culinary Arts</i> program of study.
Necessary Equipment:	Commercial Kitchen Laboratory
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): <a href="http://www.tennesseefccla.org/">http://www.tennesseefccla.org/</a> SkillsUSA: <a href="http://tnskillsusa.com/">http://tnskillsusa.com/</a> Brandon Hudson, (615) 532-2804, <a href="mailto:Brandon.Hudson@tn.gov">Brandon.Hudson@tn.gov</a>
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <a href="http://www.tn.gov/education/cte/work_based_learning.shtml">http://www.tn.gov/education/cte/work_based_learning.shtml</a> .
Available Student Industry Certifications:	ServSafe
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement. (050 and 060), (050 and 043), (051 and 060), (051 and 453), (450 and 60), (450 and 453), 562, 563, 564, 566 and Serve-Safe or National Registry of Food Safety Professionals or Culinary Chef Educator (CCE) Industry Certification
Teacher Endorsement(s):	
Required Teacher Certifications/Training:	Teachers supervising a school-sponsored enterprise must complete the state-approved work-based learning training.
Teacher Resources:	<a href="http://www.tn.gov/education/cte/HospitalityTourism.shtml">http://www.tn.gov/education/cte/HospitalityTourism.shtml</a>

### Course Description

*Culinary Arts I* equips students with the foundational knowledge and skills to pursue careers in the culinary field as a personal chef, caterer, executive chef, and food and beverage manager. Upon

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completion of this course, proficient students will have knowledge in the components of commercial kitchen safety and sanitation, history of the foodservice industry, careers, nutrition, recipe basics, proper kitchen tools and equipment, and kitchen staples. Throughout the course students will gain experience in commercial food production and service operations, while preparing for further training at the postsecondary level. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects.\* In addition to implementing the following standards, the course should include a suggested 30 hours spent in a commercial kitchen laboratory.

### Program of Study Application

This is the first course in the *Culinary Arts* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Hospitality and Tourism website: <http://www.tn.gov/education/cte/HospitalityTourism.shtml>.

### Course Standards

#### Safety & Sanitation

- 1) Synthesize research from government publications such as Food and Drug Administration (FDA) Food Codes to identify the pathogens found in foods. Create an alphabetical index of pathogens, citing the research, which illustrates the required environmental factors for transmission, symptoms, and categories. (TN Reading 1, 4; TN Writing 8, 9)
- 2) Summarize the requirements for proper disposal and storage of chemicals used in the commercial foodservice laboratory and adhere to laboratory work requirements throughout the course. Create or update an existing binder of Material Safety Data Sheets (MSDS) outlining how to work with chemicals and potential hazards. Develop a list of, and demonstrate, procedures to schedule when cleaning and sanitizing the commercial foodservice laboratory using the proper chemicals and disposal of waste; include the list in the student portfolio. (TN Reading 2)
- 3) Compile, practice, and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify, review, and demonstrate general laboratory safety procedures including but not limited to prevention and control procedures of pest, insects, and rodents and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in course portfolio. (TN Reading 3)

#### History & Influences on the Food Service Industry

- 4) Articulate important historical events and milestones that influenced culinary practices from ancient times to the present. Create a timeline or other graphic to illustrate the major impacts of these culinary practices on the progression of various styles of cuisine, citing specific textual evidence from research. (TN Reading 1, 2, 7; TN Writing 2, 9)

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# Course Description Documents: Look and Feel

## Existing: Culinary Arts I

**7.0** Students will examine and perform all aspects of kitchen knife use and classic knife skills.

7.1 Identify the different types of knives, their use, parts, and components.

7.2 Identify and practice proper knife safety procedures and rules.

7.3 Demonstrate correct knife sharpening.

## Revised: Culinary Arts I

**6** Distinguish among the different types of knives (i.e. paring, serrated, slicers, utility, and chef's) and explain their elements of construction. Identify and demonstrate the correct use, sharpening techniques, and storage options for each type of knife examined. Create a how-to graphic outlining the proper safety handling techniques when using knives in the kitchen, citing evidence. (TN Reading 1, 3, 7; TN Writing 1, 9)



# Course Description Documents: Overview

## Course Description Document Read-Through

Take 5 minutes to skim through a full course description document for a course in your folder. Get out a pen and take notes using the following conventions:

! I am really excited about this.

? I have a question about this.

⚡ This will be a challenge standard for me.

\* This will be important for me.



# Knowledge and Skills

How to Unpack a Standard

Debby Thompson

Career Cluster Consultant

# What's Happening Today

## Part One of Three-Part Series

Please take out your *Knowledge and Skills* worksheets.

- **“Knowledge and Skills: Unpacking Course Standards”** is part one of a three-part series developed to assist CTE teachers in preparing for implementation of the CTE course standards for the 2015-16 school year.
- You will walk away this afternoon with tools to use in your classroom.

## Objective for this Session

### 1. Understand the instructional expectations of the new standards, including:

- Alignment to Tennessee State Standards for Literacy in Technical Subjects
- The knowledge and skills expected in each standard
- Connections to general education course standards

# Why Unpack a Standard?

- Unpacking a standard into knowledge and skills allows for a **sequenced approach to instruction** that is grounded in real world application.
- Once teachers have broken down the knowledge and skills inherent in their standards, they can start to **group standards with like content** to conceptually **deepen student understanding**.

# Process for Unpacking a Standard

The first step in translating CTE course standards into relevant, engaging and student outcome-focused lessons involves a careful reading of the standards to ensure clarity and an understanding of how the parts fit together.

## Process we'll be using today:

1. Identify and highlight nouns and verbs in the standard
  - Determine the “knowledge” and “skills” students need to be proficient
2. Reference aligned Tennessee State Standards for additional detail
  - Enhance K&S with embedded Tennessee State Standards expectations for students

# Process for Unpacking a Standard

Process can be started by simply **underlining or highlighting the nouns and verbs within the standard**. The nouns are the “what” and the verbs are the “how.”



Knowledge

- Nouns within the standards
- What a student should know



Skills

- Verbs within the standards
- What a student should be able to do

# Process for Unpacking a Standard: Knowledge

**Step 1:** Highlight/Underline the **NOUNS** to identify the “knowledge” components.

## Example: Culinary Arts I

### Standard 19

Distinguish among the different types of knives (i.e. paring, serrated, slicers, utility, and chef’s) and explain their elements of construction. Identify and demonstrate the correct use, sharpening techniques, and storage options for each type of knife examined. Create a how-to graphic outlining the proper safety handling techniques when using knives in the kitchen, citing evidence. (TN Reading 1, 3, 7; TN Writing 1, 9)

# Process for Unpacking a Standard: Skills

**Step 1 continued:** Highlight/Underline the **VERBS** to identify the “skills” components.

## Example: Culinary Arts I

### Standard 19

Distinguish among the different types of knives (i.e. paring, serrated, slicers, utility, and chef’s) and explain their elements of construction. Identify and demonstrate the correct use, sharpening techniques, and storage options for each type of knife examined. Create a how-to graphic outlining the proper safety handling techniques when using knives in the kitchen, citing evidence. (TN Reading 1, 3, 7; TN Writing 1, 9)

# Process for Unpacking a Standard: Skills

**Step 1 continued:** Be careful! Sometimes, you need to search for **descriptive adjectives** to really know what the standard is looking for.

## Example: Culinary Arts I

### Standard 19

**Distinguish** among the **different types** of **knives** (i.e. paring, serrated, slicers, utility, and chef's) and explain their **elements of construction**. **Identify** and **demonstrate** the **correct use**, **sharpening techniques**, and **storage options** for each type of knife examined. **Create** a **how-to graphic** outlining the proper **safety handling techniques** when using knives in the kitchen, citing evidence. (TN Reading 1, 3, 7; TN Writing 1, 9)

# Process for Unpacking a Standard: Add to Chart

**Step 1 continued:** Once the knowledge and skills are identified in the standard, the teacher can place these into a knowledge and skills chart.

Standard	Knowledge	Skills
<p>Distinguish among the different types of knives (i.e. paring, serrated, slicers, utility, and chef's) and explain their elements of construction. Identify and demonstrate the correct use, sharpening techniques, and storage options for each type of knife examined. Create a how-to graphic outlining the proper safety handling techniques when using knives in the kitchen, citing evidence. (TN Reading 1, 3, 7; TN Writing 1, 9)</p>	<ul style="list-style-type: none"> <li>Knives</li> <li>Elements of Construction</li> <li>Correct Uses</li> <li>Sharpening Techniques</li> <li>Storage Options</li> <li>Safety Handling Techniques</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish</li> <li>Identify</li> <li>Demonstrate</li> <li>Create</li> </ul>

# Process for Unpacking a Standard: Add to Chart

**Step 1 continued:** It is important to not stop here! Many times, you will need **to expand concepts** into what students would need to know to fully grasp concepts. This needed detail will be necessary to plan thorough lessons.

Knowledge
Knives <ul style="list-style-type: none"><li>• Paring</li><li>• Serrated</li><li>• Slicers</li><li>• Utility</li><li>• Chef's</li></ul>
Elements of Construction <ul style="list-style-type: none"><li>• Tang</li><li>• Handle</li><li>• Rivet</li><li>• Heel</li><li>• Edge</li><li>• Blade</li><li>• Bolster</li></ul>

# Process for Unpacking a Standard: TN State Standards

**Step 2:** Once you have identified the knowledge and skills within the standard, reference the aligned Tennessee State Standards in Technical Subjects and relevant general education standards (if applicable) listed at the end of the standard.

## **Example: Culinary Arts I**

### **Standard 19**

Distinguish among the different types of knives (i.e. paring, serrated, slicers, utility, and chef's) and explain their elements of construction. Identify and demonstrate the correct use, sharpening techniques, and storage options for each type of knife examined. Create a how-to graphic outlining the proper safety handling techniques when using knives in the kitchen, citing evidence. **(TN Reading 1, 3, 7; TN Writing 1, 9)**

# Process for Unpacking a Standard: TN State Standards

You can find additional information on these referenced standards by scrolling to the bottom of the [course description document](#) to the *Standards Alignment Notes* section.

## Example: Culinary Arts I

TENNESSEE DEPARTMENT OF <b>EDUCATION</b> FIRST TO THE TOP	
Culinary Arts I	
Primary Career Cluster:	Hospitality and Tourism
Consultant:	Deborah Thompson, (615)522-0240, <a href="mailto:Deborah.Thompson@tn.gov">Deborah.Thompson@tn.gov</a>
Course Code(s):	9979
Prerequisite(s):	None
Co-req:	1
Grade Level:	9
Graduation Requirement:	This course satisfies one or more credits required for an activity that when taken in conjunction with other capability and Tourism courses.
Programs of Study and Sequence:	This is the first course in the Culinary Arts program of study.
Necessary Equipment:	Commercial kitchen, laboratory
Aligned Student Organization(s):	There are no known dual credit or endorsement opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement. (You and the institution must have an articulation agreement in place.) If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <a href="http://www.tn.gov/education/standards/standards/learning/learning.htm">http://www.tn.gov/education/standards/standards/learning/learning.htm</a>
Coordinating Work-Based Learning:	Work-based learning opportunities are available through the Tennessee Department of Education's Work-Based Learning Program. For more information, please visit <a href="http://www.tn.gov/education/standards/standards/learning/learning.htm">http://www.tn.gov/education/standards/standards/learning/learning.htm</a>
Available Student Industry Certification:	Sendable
Dual Credit or Dual Enrollment Opportunity:	There are no known dual credit or endorsement opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement. (You and the institution must have an articulation agreement in place.) If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <a href="http://www.tn.gov/education/standards/standards/learning/learning.htm">http://www.tn.gov/education/standards/standards/learning/learning.htm</a>
Teacher Endorsement(s):	None
Required Teacher Certification/Training:	Teachers supervising a school-sponsored enterprise must complete the state-approved work-based learning training.
Teacher Information:	<a href="http://www.tn.gov/education/standards/standards/learning/learning.htm">http://www.tn.gov/education/standards/standards/learning/learning.htm</a>
Course Description:	Culinary Arts I equips students with the foundational knowledge and skills to pursue careers in the culinary field as a personal chef, catering executive chef, and food and beverage manager. Upon



### Standards Alignment Notes

#### \*Reference to other standards include:

- **TI Reading:** [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Reading Standards for Literacy in Science and Technical Subjects 8-12](#) (Grade 9-10 Students) (page 65)
  - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- **TI Writing:** [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 8-12](#) (Grade 9-10 Students) (pages 64-66)
  - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5 and 10 at the conclusion of the course.
- **P21:** [Partnership for 21st Century Skills Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

# Process for Unpacking a Standard: Tennessee State Standards

**Step 2 continued:** These referenced standards will assist you in creating strong objectives, understanding how to present information to students and what additional types of information should be used to support conceptual understanding of the knowledge and skills identified in the CTE standard.

## Example: Culinary Arts I Standard 19

- **TN Reading 1: Cite** specific **textual evidence** to support analysis of science and technical texts, attending to the precise detail of explanations or descriptions.
- **TN Reading 3: Follow** precisely a **complex multistep procedure** when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or expectations defined in the text.
- **TN Reading 7: Translate** quantitative or **technical information expressed in words** in a text into **visual form** and translate information expressed visually or mathematically into words.
- **TN Writing 1: Write arguments** focused on **discipline-specific content**.
- **TN Writing 9: Draw evidence** from information texts **to support analysis reflection and research**.

# Process for Unpacking a Standard: Add to Chart

**Step 2 continued:** Once you have read the reference and the aligned Tennessee State Standards in Technical Subjects. List any parts of the standards that can support conceptual understanding.

Standard	Knowledge	Skills
<p>Distinguish among the different types of knives (i.e. paring, serrated, slicers, utility, and chef's) and explain their elements of construction. Identify and demonstrate the correct use, sharpening techniques, and storage options for each type of knife examined. Create a how-to graphic outlining the proper safety handling techniques when using knives in the kitchen, citing evidence. (TN Reading 1, 3, 7; TN Writing 1, 9)</p>	<p>Knives</p> <ul style="list-style-type: none"> <li>• Paring</li> <li>• Serrated</li> <li>• Slicers</li> <li>• Utility</li> <li>• Chef's</li> </ul> <p>Elements of Construction</p> <ul style="list-style-type: none"> <li>• Tang</li> <li>• Handle</li> <li>• Rivet</li> <li>• Heel</li> <li>• Edge</li> <li>• Blade</li> <li>• Bolster</li> </ul> <p>Correct Uses</p> <p>Sharpening Techniques</p>	<p>Distinguish</p> <ul style="list-style-type: none"> <li>• R1 Cite Textual Evidence</li> <li>• W1 Arguments</li> <li>• Explain</li> <li>• R1 Cite Textual Evidence</li> <li>• W9 Draw evidence to support reflection</li> </ul> <p>Identify</p> <ul style="list-style-type: none"> <li>• R1 Cite Textual Evidence</li> <li>• W9 Draw evidence to support reflection</li> </ul> <p>Demonstrate</p> <ul style="list-style-type: none"> <li>• R3 Multiple step procedure</li> <li>• Create</li> <li>• R7 Translate technical information into visual form</li> <li>• W9 Draw evidence to support reflection</li> </ul>

# Let's do one together

## **Culinary Arts I**

### **Standard 22**

Create an index of basic seasonings, herbs, and spices used in professional kitchens. Research and cite evidence from digital text resources and culinary guides that describes the sources, varied forms, and uses in professional kitchens. Assess the cost of using fresh herbs or substituting dried herbs without affecting the quality of the final product. Provide an example of a recipe for which the substitution may be made successfully. (TN Reading 1, 4; TN Writing 2, 8, 9)

# You do!

Now, continue this process for the rest of the standards in your selected course.

## Resources:

- Consultant and facilitator are available to assist (raise hand)
- Tablemates working on the same course
- *Tennessee State Standards* Poster
- *Course Description* Document
- *Knowledge and Skills* worksheet

# Exit Slip Summary

Please get out your index card from your folder.

- On Side 1 (plain side), write one big idea that you gained from the morning sessions.
- On Side 2 (ruled side), identify something that you do not fully understand and would like further explanation.

# **Break for Lunch**

## **11:15 a.m. – 12:45 p.m.**

Lunch is “on your own.”

Local restaurant information can be found at the registration table.

Tennessee Department of Education staff will be available to answer questions.

We will resume in this room promptly at 12:45 p.m.  
You will need to sign-in upon arrival.



# Agenda

Time	Activities
9 – 9:10	Welcome and Introductions
9:10 – 9:45	Setting the Context: Overview of Standards Revisions
9:45 – 11:15	Breaking Down Standards into Knowledge and Skills*
11:15 – 12:45	Lunch (on your own) <i>Optional brown-bag work session and Q&amp;A tables</i>
12:45 – 2:15	Engaging Research and Writing in Your Content*
2:15-3:45	Developing High Quality Objectives & Units*
3:45 – 4:30	Bringing it all Together

\* Participant work time, take breaks as needed



**Engaging Research and Writing in Your Content**

# Agenda

Time	Activities
9 – 9:10	Welcome and Introductions
9:10 – 9:45	Setting the Context: Overview of Standards Revisions
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11:15 – 12:45	Lunch (on your own) <i>Optional brown-bag work session and Q&amp;A tables</i>
12:45 – 2:15	Engaging Research and Writing in Your Content*
2:15-3:45	Developing High Quality Objectives & Units*
3:45 – 4:30	Bringing it all Together

\* Participant work time, take breaks as needed

# What's Happening Today

## Part Two of Three-Part Series

Please take out your *Engaging Research and Writing in Your Content* worksheets.

- **“Engaging Writing and Research in Your Content”** is part two of a three-part series developed to assist CTE teachers in preparing for implementation of the CTE course standards for the 2015-16 school year.
- You will walk away this afternoon with tools to use in your classroom.

## Objective for this Session

- Develop initial resources for use in your classroom to implement the new standards, including:
  - Instructional strategies to promote research
  - Authentic writing task or prompt

# Recap

- New look of course description document
- New format of course standards
  - Tennessee State Standards aligned with and embedded in standards
  - Comprehensive standard with competencies embedded
- Knowledge and Skills identified

*Now: Use knowledge and skills to create authentic research and writing tasks for students.*

# Instructional Strategies that Promote Research



# What is Research?

**Research** has numerous **definitions**:

- The **pursuit** of **knowledge**.
- The **systematic investigation** into and study of materials and sources in order to **establish facts** and **reach new conclusions**.
- The **collecting** of **information** about a **particular subject**.

# Key-Word Strategy

- Please take out your course description document.
- For the next three minutes, complete a close-read of the text.
- Highlight or underline the word **“RESEARCH”** in the course standards.

Be prepared to answer the following questions:

- Why is research important?
- What does research look like in your class?
- What are some of your “glows” when implementing research in your class?
- What are some of your “grows” when implementing research in your class?

# Primary Research

- Primary research is **new data** from the field or laboratory that is collect by a student.

## Examples

- Observations
- Survey Responses
- Interviews
- Lab Activity
- Data Collection

# Secondary Research

- Secondary research is **compiling data that was previously collected** by an outside source.
- “Data mining” may be conducted by the teacher or student.
- Provides you insight into changes over a longer period of time.

## Examples

- Database Searches
- Case Studies
- Industry Articles
- Technical Manuals
- Textbooks
- Newspaper Articles
- Websites

# Let's Check Our Understanding

- Please take out your course description document.
- For the next five minutes, complete a close-read of the text.
- Highlight or underline the words or phrases that **imply** **"RESEARCH"** in the course standards.
- Be prepared to share out words or phrases.

# Let's Check Our Understanding

- In small groups, refer to the worksheets that you captured the examples of primary and secondary.
- In the third column of the worksheet, list examples of instructional strategies that promote research.
- Be prepared to share out.

# Writing in Your Content



# Why integrate writing in your content?

CTE courses' unique combination of rigor and relevance, motivate students in the education process to read, write and apply critical thinking skills in authentic situations.

Writing assignments can:

- Encourage students to process course material more deeply.
- Allow you to assess students' comprehension of course topics.
- Provide an opportunity for students to develop writing and research skills.
- **Introduce and train students in the writing conventions of a field.**



# 3 Types of Writing for CTE Courses

Writing-to-  
Learn

Writing-to-  
Demonstrate  
Learning

Writing-to-  
Apply  
Learning

# Writing-to-Learn

- The main purpose of **writing-to-learn** is to help students **think** through **key concepts** or **ideas** presented in a course.
- Writing-to-learn **assignments** are **short, impromptu**, or otherwise **informal writing tasks**.
- Provide **students** an **opportunity** to **reflect** on themselves as **learners**.

## Examples:

- Think-pair-share
- Journaling
- One-sentence summary
- Capturing notes during lecture

# Writing-to-Demonstrate Learning

- The **main purpose** of writing-to-demonstrate learning is for the **teacher** to **gauge a student's understanding** of the **content** and/or **concepts** being taught.
- By regularly asking students to **think** and **write** at the higher levels students are **challenged** to **think through** the **content** and **reveal their understanding in more depth**.

## Examples:

- Summary of a demonstration
- Lab Report
- Explanation of a process
- Essay

# Writing-to-Apply Learning

- The **main purpose of writing-to-apply learning is to engage students in authentic writing tasks. This creates a bridge between what is learned in the classroom and why this knowledge is important to the world outside of the classroom.**
- Authentic writing tasks require students to **demonstrate proficiency by applying existing knowledge** to solve a real-world problem in their **content, simulating a work-place experience.**

## Examples:

- Diet recommendations for a patient
- Safety Infographic (Similar to those at a work site)
- Food log analysis
- Proposal, memo, or customer quote

# Examples of Writing in CTE Classes

## Example Read Through

Take 5 minutes to skim through the list of writing examples in your folder. Take a pen take notes using the following conventions:

- ! I am really excited to try this.
- ? I have a question about this.
- \* I currently use this in my classroom.

# Process for Creating Authentic Writing Tasks

We will be using a four step process to create authentic writing task.

## Process we'll be using today:

1. Read the course standard, are there any authentic writing tasks outlined in the standards? If not, consider how students are expected to write in their academic and professional career.
2. Refer to the nouns and verbs worksheet from the previous session with the embedded TN State Standards expectations for students.
3. Design your authentic writing task based on skills students need to develop in the course. (Guiding Questions)
4. Ensure the expectations of the writing task are clear and precise.

# Process for Creating Authentic Writing Tasks

**Step 1:** Read the course standard, are there any authentic writing tasks outlined in the standards? If not, you should think critically about how students are expected to write in college and career.

## **Example: Culinary Arts I**

### **Standard 19**

Distinguish among the different types of knives (i.e. paring, serrated, slicers, utility, and chef's) and explain their elements of construction. Identify and demonstrate the correct use, sharpening techniques, and storage options for each type of knife examined. **Create a how-to graphic outlining the proper safety handling techniques when using knives in the kitchen, citing evidence.** (TN Reading 1, 3, 7; **TN Writing 1, 9**)

# Process for Creating Authentic Writing Tasks

**Step 2 :** Refer to the nouns and verbs worksheet from the previous session with the embedded TN State Standards expectations for students.

Standard	Knowledge	Skills
<p>Distinguish among the different types of knives (i.e. paring, serrated, slicers, utility, and chef's) and explain their elements of construction. Identify and demonstrate the correct use, sharpening techniques, and storage options for each type of knife examined. Create a how-to graphic outlining the proper safety handling techniques when using knives in the kitchen, citing evidence. (TN Reading 1, 3, 7; TN Writing 1, 9)</p>	<p>Knives</p> <ul style="list-style-type: none"> <li>• Paring</li> <li>• Serrated</li> <li>• Slicers</li> <li>• Utility</li> <li>• Chef's</li> </ul> <p>Elements of Construction</p> <ul style="list-style-type: none"> <li>• Tang</li> <li>• Handle</li> <li>• Rivet</li> <li>• Heel</li> <li>• Edge</li> <li>• Blade</li> <li>• Bolster</li> </ul> <p>Correct Uses</p> <p>Sharpening Techniques</p>	<p>Distinguish</p> <ul style="list-style-type: none"> <li>• R1 Cite Textual Evidence</li> <li>• W1 Arguments</li> <li>• Explain</li> <li>• R1 Cite Textual Evidence</li> <li>• W9 Draw evidence to support reflection</li> </ul> <p>Identify</p> <ul style="list-style-type: none"> <li>• R1 Cite Textual Evidence</li> <li>• W9 Draw evidence to support reflection</li> </ul> <p>Demonstrate</p> <ul style="list-style-type: none"> <li>• R3 Multiple step procedure</li> <li>• Create</li> <li>• R7 Translate technical information into visual form</li> <li>• W9 Draw evidence to support reflection</li> </ul>

# Process for Creating Authentic Writing Tasks

**Step 3:** Design your authentic writing task based on expectations of how students would apply the knowledge and skills of the standard in the workplace.

## Culinary Arts I

### Standard 19

Distinguish among the different types of knives (i.e. paring, serrated, slicers, utility, and chef's) and explain their elements of construction. Identify and demonstrate the correct use, sharpening techniques, and storage options for each type of knife examined.

Create a how-to graphic outlining the proper safety handling techniques when using knives in the kitchen, citing evidence. (TN Reading 1, 3, 7; TN Writing 1, 9)

## Writing Prompt:

Congratulations! You are hired as the head dishwasher at the local hotel. In the past, there have been numerous violations of proper knife safety, leading to workman comp claims. Your manager gives you the duty of creating an infographic on proper knife safety and cutting techniques.

# Process for Creating Authentic Writing Tasks

**Step 4:** Ensure the expectations of the writing task are clear and precise.

Ask yourself these guiding questions:

- What is the purpose of the writing prompt or task?
- Which of the Tennessee State Standards conventions does it follow?
- Does the writing prompt or task follow the description in the Tennessee State Standards?

# Let's do one together

## **Culinary Arts I**

### **Standard 22**

Create an index of basic seasonings, herbs, and spices used in professional kitchens. Research and cite evidence from digital text resources and culinary guides that describes the sources, varied forms, and uses in professional kitchens. Assess the cost of using fresh herbs or substituting dried herbs without affecting the quality of the final product. Provide an example of a recipe for which the substitution may be made successfully. (TN Reading 1, 4; TN Writing 2, 8, 9)

# You do!

Now, continue this process for the rest of the standards in your selected course.

## Resources:

- Consultant and facilitator are available to assist (raise hand)
- Tablemates working on the same course
- *Tennessee State Standards* Poster
- *Course Description* Document
- *Knowledge and Skills* worksheet



## **Strong Objectives**

How to Write Aligned, Specific and Measurable Statements

# What's Happening Today

## Part Three of Three-Part Series

Please take out your *Strong Objectives* worksheets.

- **“Strong Objectives: How to Write Aligned, Specific and Measurable Statements”** is part three of a three-part series developed to assist CTE teachers in preparing for implementation of the CTE course standards for the 2015-16 school year.
- You will walk away this afternoon with tools to use in your classroom.

## Objective for this Session

- Develop initial resources for use in your classroom to implement the new standards, including:
  - High quality objectives

# Recap

- New look of course description document
- New format of course standards
  - Tennessee State Standards aligned with and embedded in standards
  - Comprehensive standard with competencies embedded
- Knowledge and Skills identified
- Authentic research and writing tasks

*Now: Use knowledge and skills, and authentic research and writing tasks, to write strong objectives to teach standards.*

# Why Write Strong Objectives?

- Objectives **guide the activities and assessments** we chose to improve and evaluate our students' understanding of concepts.
- Objectives should be the learning related to the standards, meaning, they **describe the intended student learning outcome** inherent in a standard.
- Objectives refer to a description of **observable student knowledge** and/or performance.
- The stronger the objective, the **higher the level of understanding** the students are able to reach.

# Components of a Strong Objective

A strong objective should be clearly aligned to standards, specific and measurable. The objective should tell us explicitly what a student should be able to do fluently by the end of the lesson or unit to demonstrate proficiency of a specific standard or set of standards.

It should answer two questions:

## **What should the student be able to do?**

- What new pieces of knowledge (such as the description of a concept or the definition of a key term) will students be able to understand and explain?
- What new skill will students be able to perform? This is something each student is going to walk away with inside his or her head that wasn't there before.

## **How is the student going to reach that outcome?**

- What process or strategy will students use to achieve the learning goal?
- What activities will we use to assess student understanding?

# Components of a Strong Objective

## Work It Out

### Objective Structure

Students will be able to \_\_\_\_\_, by \_\_\_\_\_.

What?/Nouns                      How?/Verbs

### Check the Strength

- Is it clear how this objective connects to a standard or set of standards in my course?
- Is it clear what methods/activities students will use to gain and demonstrate their understanding?
- Is it specific enough to differentiate the distinct pieces of knowledge and/or skills students need?
- Is it measurable? Does it give details on specific activities a proficient student would be able to complete effectively to demonstrate their understanding?

# Components of a Strong Objective

## Writing Process:

1. Determine the specific knowledge and skills you are trying to accomplish.
2. Arrange the knowledge and skills into a “students will be able to” statement, noting the distinct concept(s) you will be covering and also the approach you will be using with your students.

# Components of a Strong Objective

## Make it Specific!

A specific objective differentiates the distinct pieces of knowledge and/or skills a student needs to become proficient in a standard. It clearly describes, in detail, exactly what the teacher is going to cover and what the student will know by the end of the lesson/unit.

### Strong

**Students will demonstrate correct safety and handling procedures of knives following a multistep procedure outlined in the textbook.**

### Weak

**Be safe when using knives.**

## Make it Measurable!

A measurable objective outlines specific activities students will be using to gain, and demonstrate, an understanding of the concept in the standard. It clearly describes, in detail, what a proficient student would be able to accomplish by the end of the lesson/unit. How a teacher would assess the knowledge/skill should be clear.

### Strong

**Cite textual evidence from two sources to distinguish the different types of knives and classify their uses into a multi-column chart.**

### Weak

**Identify knives in the commercial kitchen.**

# Writing a Strong Objective: Example

**Step 1:** Start with knowledge and skills from previous worksheet. Remember to also consider the referenced standards in TN State Standards for technical subjects, general education, and others.

## Example: Culinary Arts I

Standard	Knowledge	Skills
Research the development of self-esteem and self-image in individuals. Create a list of factors that promote and hinder the development of positive self-esteem and self-image. Formulate a plan to build/improve self-esteem in a class project or school based project. (TN CCSS Reading 2, 5; FACS 12)	Development of Self-Esteem/Self-Image <ul style="list-style-type: none"> <li>Compare &amp; Contrast the differences of terms</li> <li>Outline the development process</li> </ul> Factors & Influences <ul style="list-style-type: none"> <li>Positive/Promote</li> <li>Negative/Hinder</li> </ul> Build/Improve Self-Esteem <ul style="list-style-type: none"> <li>Making affirming list</li> <li>Reinforce a positive self-image</li> </ul>	Research <ul style="list-style-type: none"> <li>The development of self-esteem</li> <li>The development of self-image</li> </ul> Create a list <ul style="list-style-type: none"> <li>Key terms</li> </ul> Formulate a plan for project using FCCLA Planning Process Workshop <ul style="list-style-type: none"> <li>Identify Concerns</li> <li>Set a Goal</li> <li>Form a Plan</li> <li>Act</li> </ul>



Students will be able to (SWSAT)	Objective
SWSAT	<ul style="list-style-type: none"> <li>Cite textual evidence from two sources to distinguish the different types of knives and classify their uses into a multi-column chart.</li> <li>Students will demonstrate correct safety and handling procedures of knives following a multistep procedure outline in the textbook.</li> </ul>

# Checking our work

- Let's take a look at our sample objectives and see if they meet the criteria we established earlier for strong objectives. We said that strong objectives should be specific and measurable.
- Did we accomplish this?

Students will be able to (SWBAT)	Objective
SWBAT	<ul style="list-style-type: none"><li>● Cite textual evidence from two sources to distinguish the different types of knives and classify their uses into a multi-column chart.</li><li>● Students will demonstrate correct safety and handling procedures of knives following a multistep procedure outline in the textbook.</li></ul>

# Objective Gallery Walk

- After creating strong objectives, select one and write it on the chart paper provided for you.
- Make sure to reference the course name, standard number, and any standard alignments.
- Post your strong objective on the wall.
- With a partner for the next 8 minutes, rotate around the room and provide feedback to peer's objectives, using small yellow post-it notes
- Use the following guiding thoughts:
  - 1 Praise... (positive feedback)
  - 1 What if.... (changes or improvements)
- Return to your original objectives.
- Be prepared to report out.

# You do!

Now, continue this process for the rest of the standards in your selected course.

## Resources:

- Consultant and facilitator are available to assist (raise hand)
- Tablemates working on the same course
- *Tennessee State Standards* Poster
- *Course Description* Document
- *Knowledge and Skills* worksheet
- *Objectives* worksheet