



# eNews Capsule

New York State Association of Family and Consumer Sciences Education  
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## President's Message

HAPPY NEW YEAR! I hope you are all rested and relaxed after your winter break. The ringing in of the New Year brings many exciting developments for FACS educators. One of the most exciting for me is the launch of our new website that will go live this month. Pay careful attention to your Monday Memos for the announcement. The website has been several months in the making and I am excited to see our organization fully launched into the 21<sup>st</sup> century. Please contact me if you are interested in helping Amy with website content updates.

If you have been following the eNews Capsule you know that the Regents CTE Content Advisory Panel had its final meeting in December to finalize the recommendations it will send to the Regents. In January, panel recommendations will be sent to the Board, but regulation changes will not be discussed until the February meeting. We cannot predict exactly what the Regents will do with the CTE Content Panel recommendations, although we can expect that we will have to make instructional changes in the next year. Here is what I know. The Regents would like us to implement stronger career planning in our curriculum. This goes beyond doing one career project in the 7<sup>th</sup> or 8<sup>th</sup> grade. It means discussing career possibilities in every one of our content areas. It means having more guest speakers. It means having a business advisory panel. It means not only teaching the process skills but thoroughly explaining to students why they are so important in today's job market.

I have no doubt that this year will bring change to our programs. Be sure to attend your local meetings to keep up with the latest news and Professional Development opportunities. Remember that NYS AFCSE is all about staying current and staying relevant.

Since CTE is a focus at the State level, what better way to show the benefits of CTE FACS than with a CTE month activity in February? My task for each of you is to do one more CTE month activity than you did last year. If you did nothing last year look at the information in this eNews Capsule and do something this year. If you are a regular promoter of CTE Month then do one additional activity to promote FACS as part of the bigger CTE picture.

No one will promote FACS programs for us. We must be our own best advocates!

Constance Costley, NYS AFCSE President  
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**CTE MONTH 2013**

~ SHOW

~ TELL

~ CELEBRATE

This February join with CTE professionals across the country and celebrate that Career and Technical Education works.

Share at least one CTE experience each week:

### **February 1-8: SHOW that CTE Works**

If you are doing something cool in your classroom, community or as part of FCCLA show it off this week.

**February 11-15: TELL that CTE Works**

Participate in Social Media Advocacy Week. Talk about your CTE success stories and tell your district what you are doing.

**February 18-28: CELEBRATE that CTE Works**

Recognize your CTE teachers, administrators, business members and other CTE leaders in your community during this week.

So get ready now, plan your February activities and spread the word that CTE Works.

For more materials, ideas, video and press releases visit:

<https://www.acteonline.org/ctemonth.aspx>

**What happened at the December Regents meeting...and**

**What happened at the December CTE Content Advisory Panel...and  
What action might you take?**

This month I have structured my article in a different way for you. The December Regents meeting, the Regents CTE Content Advisory Panel, and the actions you may wish to take seemed so connected, that I’ve arranged this piece to show you the connections.

The Board of Regents met on December 10 and 11, 2012. There was one career and technical education (CTE) item presented and it was an update on the Regents CTE Content Advisory Panel (available at <http://www.regents.nysed.gov/meetings/>). The piece, entitled “CTE Pathway and Advisory Panel Update,” included preliminary recommendations from the panel which were framed as a series of “belief statements.”

So, here are the connections. In the left column of the chart below I have listed the content panel’s belief statements as presented at the Regents meeting; in the right column I have suggested how each statement applies to CTE FACS educators and possible actions you may wish to take.

<b>Belief Statements</b> published in “CTE Pathway and Advisory Panel Update”	<b>Application to and Possible Actions</b> for CTE FACS educators
<p>1. All students can benefit from a CTE experience and it must be available as early in their education as practicable (no later than 5<sup>th</sup> or 6<sup>th</sup> grade)</p> <p>2. CTE should not be viewed as separate from academic instruction</p> <p>3. Career-focused integrated instruction can be a strategy to engage more students and increase performance</p> <p>4. Integrated coursework should be foundational, intentional, and contextualized and connect the student to an area of interest</p>	<p>1. Support for middle level CTE (possibly as an updated Home and Career Skills course) for all students beginning in grade 5 or 6</p> <p>2. Continue to include academic content in each FACS learning experience</p> <p>3. Emphasize career connections in each FACS learning experience; collect and widely share data and/or testimonial evidence showing the impact of FACS classes on students’ school lives and futures</p> <p>4. Plan for academic and career connections in each learning experience; explicitly show students, parents, colleagues, and administrators how a FACS learning experience is tied to academic content and to career readiness</p>
<p>5. Existing CDOS standards must be fully implemented and assessed with the Common Core and must be aligned with the national</p>	<p>5. Speak the language of the CDOS standards; be able to show how the CDOS standards and the Common Core standards are aligned (for example, CDOS standard 2 Integrated Academics with CCLS standards for</p>

<p>Career Clusters</p> <p>6. “Career Readiness” needs to be clearly and unambiguously defined</p> <p>7. Business/Industry must be engaged in more than an advisory capacity</p> <p>8. Business/Industry views CTE as a vehicle for innovation and experimentation</p> <p>9. Business/Industry can advocate for educational change</p> <p>10. Teachers must continuously reinvent themselves through professional development in order to stay current in their fields</p>	<p>literacy in the technical subjects); assess CCLS on project rubrics</p> <p>6. Publicize the FACS process skills (communication, leadership, management, and thinking) as career readiness skills; assess them on project rubrics defined</p> <p>7-9. Work with CTE colleagues to establish a district CTE business/community advisory board; ask for and utilize business/community suggestions for updating your program; encourage business/community members to be ambassadors for your program to school district policymakers</p> <p>10. Take advantage of any and all PD programs offered, including those that may not seem directly related to FACS instruction; invite yourself into meetings and onto district committees where PD is planned. At those meetings, activate # 3, 4, and 5 above</p>
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Although the belief statements above are not the direct recommendations which will be made by the CTE Content Advisory Panel, they are the foundations on which the actual recommendations will be built. By taking the actions suggested above, you are taking action to

position yourself and your FACS instruction for the changes that are sure to come.

**So what is next?**

For January’s meeting, the Regents have asked for one more formal CTE presentation by CTE teachers on ways they integrate academic content into their CTE classrooms. Family and Consumer Sciences teacher Jessica Williams from Newark Valley Middle School has been invited to speak on this the panel! We expect that she will present her innovative model seventh grade Home and Career Skills program “Interest, Talent, and Academic Rigor” to the Board. (Some of you may have seen Jessica’s presentation at the state conference in October). Jessica will be joined on the panel by two CTE teachers each representing high school programs. This is an exciting opportunity for another of our exceptional FACS educators to show the Regents the real potential for middle-level CTE instruction.

Also in January, we expect the Regents will receive the final report, with recommendations for regulation changes, from the CTE Content Advisory Panel. We do not expect discussion on regulation changes until February.

As always, I’ll keep you posted!

Dawn B. Scagnelli  
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Ask a Pro

*Dear Pro: Project Based Learning has all kinds of benefits for students, but how can you use it with Human Development topics?*

You're right. Project based learning is a great way to teach content skills while also helping students practice the 21st century skills such as collaboration, communications and critical thinking. While Human Development isn't the first topic that comes to mind when you think 'project', it certainly does lend itself to this mode. Think application.

When learning about Teen Issues have students create PowerPoint Presentations on an approved topic of their choice. These can then be shared with the class (and the best ones sent on to administrators or school counselors for a little added PR). If dealing with peer pressure or bullying is the topic, have students create pamphlets, stories, or even comic books for 6th graders on the topic. You could even have students create and implement an anti-bullying campaign at your school.

When teaching child development, why not let students invite preschoolers into the classroom for a breakfast (or lunch or snack) and have students plan activities for them. When learning about aging, let students plan a get together with seniors.

Personal safety issues lend themselves well to school campaigns, public service announcement for the school or local radio station, posters and pamphlets for the school or local recreation center, or student created lesson plans for younger students.

Don't forget FCCLA. Many FCCLA activities lend themselves well to this type of learning. FCCLA can be done as an after school club or right in the classroom itself so every student can benefit from the great projects.

What ever you choose, the idea is to have students apply what they're learning to real life in meaningful ways. It would be interesting for some of you to share your ideas as well. Send them to me and I'll post in a future column.

*Ask a Pro appears monthly. If you'd like information, suggestions or advice from a seasoned FACS veteran, just email [phillip3@twcny.rr.com](mailto:phillip3@twcny.rr.com). If you'd like an answer sooner than the next month's issue, just ask. NYS AFCSE is there for YOU!*

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The *eNews Capsule* is edited by Ann Coleman and sent monthly to our paid membership. If you know of a teacher who could benefit from our organization ask him or her to contact Kim DeHart, [FACSmembership@nycap.rr.com](mailto:FACSmembership@nycap.rr.com)  
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The Glogster logo features the word "Glogster" in a large, white, sans-serif font on a red rectangular background. To the right of the main text, the word "BETA" is written in a smaller, white, sans-serif font.

## What is Glogster?

**Glogster** is a social network that allows users to create free interactive posters, or Glogs. A "Glog", short for "graphics blog", is an interactive multimedia image. It looks like a poster, but readers can interact with the content. Currently this social network has over one million registered users. Although the majority of Glogster users are teens, the tool is currently being used for advertising as well as for CVs.

Glogster provides an online environment to design interactive posters. The user inserts text, images, photos, MP3 audio, videos, special effects and other elements into their glogs to generate a multimedia online creation. Glogster is based on Adobe Flash elements. Posters can be shared with other users on the site, embedded in external wikis or blogs, and shared via many social networks such as Facebook and Twitter. Glogs can also be exported and saved to computer-compatible formats.

<http://www.glogster.com/>