



Promising Practice Capture Sheet

School: Portland and Station Camp High Schools

District: Sumner County Schools

Practice: Honors CTE Course Offerings

Point of Contact: Dr. Gay Burden

CTE Director

gay.burden@sumnerschools.org, 615-451-5227

Name

Title

Rural Suburban Urban

Region: Mid-Cumberland

Email / Phone

Connection to Strategic Plan:

Goals:	Top Half of States on NAEP – 4th and 8th Grade Math and ELA		State Average of 21 Composite ACT		55% of the class of 2020 obtains postsecondary credential
How best practice addresses:					Increasing rigor in CTE courses by offering more CTE honors courses and preparing students for postsecondary.
Priority Areas:	Early Foundations	Empower Districts	Support Educators	High School Bridge to Postsecondary	All Means All
How best practice applies:				Encouraging students to take rigorous coursework through the addition of CTE honors courses (agriscience, marketing, and virtual enterprise)	



Practices:

- Culture
- Instructional
- Training/PD
- Accountability
- Programmatic
- Policy Change
- Funding
- Other:

Project Specific Indicators:

-
-
-
-

The Challenge:

Our challenge was to expand honors course offerings to include CTE courses.

Results:

- Increased student achievement results
 - ACT TNReady/EOC/TVAAS NIC EPS
- Decreased remediation and/or subgroup gaps
- Increased student readiness results (non-academic)
- Increased partnerships / alignment
- Increased participation / program growth

The Vision:

Our vision is for CTE courses to be seen as rigorous and attract all students. We also want to increase the amount of students prepared for postsecondary coursework.

Action Steps Taken / Summary of To-Do's:

1. Teachers initiated the desire to offer CTE honors courses to the assistant superintendent for instruction.
2. The CTE director worked with three teachers to create a CTE honors course proposal in the areas of agriscience, marketing, and virtual enterprise. The proposals included student samples of exemplary work.
3. The CTE director shared proposals with the curriculum committee.
4. The curriculum committee approved proposals.
5. Communicated to other high schools in the district on how they can also offer the approved CTE honors courses by submitting a request to the curriculum committee chair (high school instruction coordinator)

Lessons Learned: *Include advice on start-up and sustainability*

1. Teacher initiating the CTE honors course should demonstrate buy-in and commitment.
2. Create one strong CTE honors course proposal and use that as a model for other teachers. This ensures consistency in what CTE honors courses look like.
3. Timing must be aligned to district curriculum committee work so that course(s) can be placed in school schedules for the next school year.
4. This supports a cultural shift in recognizing CTE courses as rigorous and challenging.
5. Honors students see CTE programs of study as a viable option in their high school educational plan.
6. Start off with a few honors courses, and make sure they are rigorous.



Communications:

On-going communication between the principal, teachers, and the curriculum committee.

Stakeholder Management:

The initial support from the assistant superintendent for instruction was critical in the process.

Metrics & Measurements:

Baseline Data	Progress to Date	Goals
Current amount of students enrolled in honors and/or early postsecondary CTE courses	While all capstone courses may be taught at the honors level, the addition of three lower level courses will attract honor students.	Increase number of students prepared for postsecondary coursework.

Resources:

- CTE Honors Course Proposal Outline
- District Curriculum Guide