

Strengthening CTE PLCs Through Collaboration

Strengthening CTE Teacher Collaboration Models Professional Development Outline

The following is a comprehensive outline for an alternative professional development (PD) plan focused on CTE Professional Learning Communities (PLCs) and strengthening collaboration. This outline aligns with best practices from Darling-Hammond et al. (2017), Fink's Significant Learning framework, and the goals of innovation-based PD from Gulamhussein, A. (2013).

I. Purpose & Rationale

- To create a sustainable, collaborative culture among CTE teachers through high-functioning PLCs.
- To ensure CTE instruction is industry-aligned, interdisciplinary, and rooted in shared professional growth.
- Address CTE teachers' need for structured collaboration, ongoing support, and cross-curricular alignment.

II. Audience

- CTE teachers (middle and high school)
- Core content partners (optional integration)
- CTE department chairs
- Campus instructional coaches/administrators

III. Big Hairy Audacious Goal (BHAG)

- By the end of the school year, all CTE Professional Learning Communities will function as high-performing, collaborative teams that co-design and implement interdisciplinary, industry-aligned learning experiences—resulting in increased teacher efficacy, student engagement, and alignment to career-readiness standards.*

IV. Instructional Design Framework

- Fink's 3 Column Table—Used to guide planning and alignment of learning goals, activities, and assessments (linked on eportfolio page)
- Focus on significant learning: foundational knowledge, application, integration, reflection, and personal growth

V. Key Components Based on 5 Principles of Effective PD

1. *Ongoing & Sustained Duration*

- Year-long PD cycle with monthly workshops and bi-weekly PLC sessions
- Embedded learning in staff meetings, department time, and coaching check-ins

2. *Implementation Support*

- Peer mentors/CTE Collaboration Leads assigned to PLCs
- Planning time during PD days for lesson integration and refinement
- Ongoing access to coaching, observation feedback, and lesson tuning protocols

3. *Active, Engaged Learning*

- Teachers participate in strategy labs, lesson design sprints, and gallery walks
- Co-create real-world projects and reflect in learning logs

Strengthening CTE PLCs Through Collaboration

Strengthening CTE Teacher Collaboration Models Professional Development Outline

- Use role-play, case studies, and collaborative planning simulations

4. Modeling Best Practices

- Live or video-modeled interdisciplinary lessons from CTE leaders
- Teachers visit or observe peer classrooms with intentional focus
- Modeling of PLC protocols and collaboration tools

5. Content-Specific Focus

- PD grouped by cluster/pathway with time for cross-collaboration
- Focus on aligning to TEKS, certifications, and industry standards
- Use real CTE scenarios to solve instructional problems collaboratively

VI. Collaboration Strategy

- Launch *CTE Collaboration Pods* (small cross-pathway teacher groups)
- Use protocols: tuning protocols, design thinking, lesson study
- Host quarterly “Collab Showcases” to share wins, failures, and insights

VII. Roles & Responsibilities

Role	Responsibility
------------	----------------

<i>CTE Collaboration Leads</i>	Facilitate PLCs, model practices, coach peers
--------------------------------------	---

<i>Admin/ Instructional Coaches</i>	Provide protected time, monitor progress, support sustainability
--	--

<i>CTE Teachers</i>	Participate actively, co-design lessons, reflect and revise
---------------------------	---

<i>District CTE Coordinator</i>	Align vision, provide PD resources, invite industry partners
---------------------------------------	--

VIII. Timeline

Month	Focus	Key Activities
August	Vision & Team Building	PLC launch, BHAG creation, goal setting
Sept-Oct	Building Skills	Strategy labs, peer modeling, project design
Nov-Dec	Implementation/Showcase	Teach & collect feedback on first projects
Jan-Feb	Deepening Practice	Mid-year PLC review, coaching support
Mar	Reflection/Adjustments	PD session to analyze and build momentum
April-May	Advanced Collaboration	PLCs use lesson study cycles to refine practices
June	Celebrate and Sustain	Collab Showcase, growth plans for next year

IX. Resources Needed

- Collaboration time (embedded in calendar)
- Stipends/sub coverage for PLC Leads or peer coaching
- Shared planning tools and templates
- Access to digital platforms for collaboration (e.g., Google Drive, Canvas)
- Books/PD texts (e.g., *PLC at Work*, *Creating Cultures of Thinking*)
- Industry partner involvement or guest speakers

Strengthening CTE PLCs Through Collaboration

Strengthening CTE Teacher Collaboration Models Professional Development Outline

X. Assessment & Reflection

- Pre/Post self-assessments of collaboration confidence & practices
- Rubrics for PLC performance (adapted from DuFour's PLC essentials)
- Lesson artifacts: project plans, student work samples, peer feedback
- Final reflection or growth plan per teacher/PLC

XII. Format & Sharing

- Plan formatted in Google Docs or Slides for collaboration and updates
- Shared through PD hub and included in ePortfolio
- Revisited quarterly and revised based on teacher feedback

REFERENCES

Fink, L. D. (2003). A self-directed guide to designing courses for significant learning. University of Oklahoma. https://www.bu.edu/sph/files/2014/03/www.deefinkandasociates.com_GuidetoCourseDesignAug05.pdf

Gulamhussein, A. (2013). Teaching the teachers: Effective professional development in an era of high stakes accountability. Center for Public Education. http://www.centerforpubliceducation.org/system/-files/2013-176_ProfessionalDevelopment.pdf

Goodwin, B. (2015). Does teacher collaboration promote teacher growth? Educational Leadership, 73(4), 82 to 83. <http://www.ascd.org/publications/educational-leadership/-dec15/vol73/num04/Does-Teacher-Collaboration-Promote-Teacher-Growth%C2%A2.aspx>

Harapnuik, D., Thibodeaux, T., Cummings, C. (2018). Choice, ownership, and voice through authentic learning [eBook]. Creative Commons License. http://tilisathibodeaux-.com/wordpress/wp-content/uploads/2019/04/COVA_eBook_Jan_2018.pdf

Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development in the U.S. and abroad. National Staff Development Council.