# CAREER/TECHNICAL IMPLEMENTATION PLAN

**Career/Technical Considerations**

Prior to placement into a career/technical education program a student' must be evaluated to determine interests, aptitudes, and abilities. When considering a student for a career/technical education program, the following should be considered.

* What is the student’s educational and occupational goals?
* Which program is best for the student?
* What are the possibilities for employment upon completion of the program**?**

#  Is there a reasonable expectation for success?

As a general rule, a student should be placed in the career/technical education program most compatible with the students’ interests, aptitudes, and abilities. It is the responsibility of the career/technical administrator to ensure that teachers develop career/technical implementation plans for each student with disabilities and to establish procedures for maintaining the confidentiality of those plans.

**The Career/Technical Implementation Plan (CTIP)**

A CTIP must be developed for a student with disabilities who is placed into a career/technical education program where accommodations/modifications are needed. The plan must be developed as part of the placement process prior to the student catering the program. The plan must contain at least:

* A career goal - This goal should be that which, in view of all evaluation and assessment data, the student can reach. Goals should be realistic but challenging.
* The specific annual goal - To set this goal, determine what the student can reasonably expected to accomplish by the end of the year.
* Short-term measurable objectives - As a general rule, these objectives should be based on tasks from the occupation which, when mastered, can lead to employment.
* Evaluation data methods - Explain how the short-term objectives will be evaluated and the expected dates of the evaluation.
* Accommodations -Procedures and/or activities that are incorporated by the teacher for students with disabilities to lessen the impact of their disability on the instructional process and on student achievement When accommodations are made for students with disabilities, the content standards are the same. Accommodations in secondary coursework may lead to the Alabama High School Diploma or a certificate.
* Modifications -Changes made to the course content. When course content is modified, the student is not pursuing the required content standards for completion of CTE programs. In order for any student (including a student with disabilities) to earn credit that can be applied toward obtaining an Alabama High School Diploma, the content that is prescribed in the applicable Alabama course of study must be taught. If the prescribed content is not taught, then credit may not be given for this course toward the regular Alabama High School Diploma. Modifications can only be made for students seeking certificates of attendance, not for students seeking diplomas.

It should be remembered that the CTIP is the master plan and should be supplemented with more specific lesson plans containing specific strategies and activities. CTIP development, implementation, and evaluation should be on going.

It is the responsibility of the CTE administrator to ensure that teachers develop the CTIP for each student with disabilities requiring accommodations and/or modifications and to establish procedures for maintaining the confidentiality of these plans.

 DeKalb County Career Tech

**CAREER/TECHNICAL IMPLEMENTATION PLAN**

**Student’s Name**

School Year 2020-2021

Student’s Career Objective Special Education Teacher\_

**CTE** Program Teacher

**Accommodations needed** (changing how the student is taught without changing the curriculum):

**Modifications needed** (ONLY for students on the Alternate Achievement Standards Pathway; **Do not modify safety requirements**):

**Major topics/objectives to be covered and evaluations:** **Objectives** **Evaluation**

**Date**

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**Competencies required for this career objective:**

Parent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SPE Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CTE Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District CTE Representative:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DeKalb County Career Tech

 **CAREER TECHNICAL IMPLEMENTATION PLAN**

Student’s Name Student's **Career Objective**

Special Education Teacher

CTE Program Teacher

**Check the accommodations needed**:

 Student will be responsible for a homework folder to record assignments.

 Student will be seated in the front of the classroom.

 Tests should be read orally.

 Extend time on classroom assignments/tests.

 Assign a peer helper.

 Tests may be shortened, or choices eliminated.

 Provide a word bank on fill-in-the-blank tests.

 Lengthen practice sessions, give additional examples.

 Assign reading/written tasks at appropriate level.

 Credit should be given for classroom participation and effort.

 Student should be allowed to use notes and/or textbook when taking exams.

 Student should be allowed to retake failed test after reviewing material with

 Special Education Teacher.

 Reduce the number of the same type of problems required on math assignments.

 lntroduce key terms and concepts at the beginning of each unit.

 Needs assignment sheet supplied by special education teacher.

 Pair with strong students for group projects.

 Periodic monitoring by the special education teacher.

 Other

**Modifications needed**: **(ONLY** for students earning a certificate of attendance; do not modify safety requirements).