

**Note:** Terminology in green is educational terminology for professional writing.

**Academic Credit:** The unit of measurement an institution awards when the determined course or subject requirement(s) are fulfilled.

**Academically Disadvantaged:** Individuals who score at or below the 25th percentile on a standardized achievement aptitude test or whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0) or who fail to obtain minimal academic competencies. This definition does not include individuals with learning disabilities.

**Accommodation Plan:** A plan developed in cooperation with a qualified person with a disability (as defined by the ADA or Section 504) designed to address the reasonable accommodations needed for the individual to participate in a career and technology education program.

**ACTE Region IV:** The regional division of the Association for Career and Technical Education to which the Oklahoma Association for Career and Technical Education belongs. States in the region are Louisiana, Texas, New Mexico, Arkansas, and Oklahoma.

**Active Learning:** A teaching and learning approach that "engages students in the process of learning through activities and/or discussion in class, as opposed to passively listening to an expert. It emphasizes higher-order thinking and often involves group work." (Freeman et.al. 2014)

**Ad Valorem Tax:** A tax levied on the value of the taxed item. Local property taxes are generally ad valorem taxes. Based on property tax values of the district, disbursed through the county when tax revenues are received.

**Advanced Placement:** Credit and/or advanced standing in certain course sequences that postsecondary institutions may offer to high school students who have taken high-level courses and passed certain examinations.

**Agency:** The term used to refer to the ODCTE as a state agency.

**Agricultural Business Management Services:** An approved Business and Entrepreneurial Service that combines classroom experience with practical application to help Oklahomans improve the skills they use in managing farm, ranch, and agricultural-based businesses.

**Agricultural Education Division:** An occupational division of the ODCTE that administers agricultural education programs that prepare students for careers in production agriculture, agribusiness, and other emerging occupations.

**Agricultural Education Programs:** Course offerings designed to prepare students in eight major areas of study within the agriculture, food, and natural resources career cluster—food products and processing; plant systems; animal systems; power, structural and technology systems; natural resources systems; environmental systems; agribusiness systems; and biotechnology systems.

**AET (Agriculture Experience Tracker):** A comprehensive student-centered agricultural education management system.

**Assessment:** The use of standardized instruments, interviews, or other means to determine factors that may contribute to the success of students in career and technology programs. These factors may include interest, aptitude, academic achievement, work experience, learning style, and work values. Assessment may also be administered to determine progress attained by students during training or areas of need to address through remediation.

**Association for Career and Technical Education:** The national professional association for CareerTech educators.

**Average Daily Attendance:** The aggregate attendance of a school during a reporting period divided by the number of days the school is in session during the period.

**Best Practices:** Examples of how high-performing schools, programs, or strategies are achieving success.

**Booster Club:** An organization of parents established to support an extracurricular program such as Agriculture Education or sports teams. The booster club may be a nonprofit organization or may be affiliated with a school or school district. A booster club is part of parent involvement.

**Capacity (Physical):** The maximum recommended number of students in a physical shop, classroom, or laboratory based on curriculum, square footage, number of machines used in instruction, and/or safety issues.

**Capstone Course:** A culminating experience in which students integrate special studies with their majors and extend, critique, and apply knowledge related to their majors; a final mastery experience. Example: *8021 Employment in Agribusiness (Seniors Only)*

**Career and Technical Education (CTE):** A sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. It provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree and may include prerequisite courses (other than a remedial course) that meet other requirements. It includes competency-based applied learning that contributes to academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, or an individual (Carl D. Perkins Career and Technical Education Act of 2006).

**Career Assessment:** Process of measuring vocational or career aptitude and interest. It may include such factors as work history, physical capacity, work values, and temperament.

**Career Development Event (CDE):** Through Career and Leadership Development Events, participating FFA members are challenged to develop critical thinking skills and effective decision-making skills, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement.

**CareerTech:** Career and Technology Education in Oklahoma.

**CareerTech Information Management System is CTIMS**

**CareerTech Student Organization (CTSO):** Student organizations are designed to support the CareerTech goals of students and prepare members to be the leaders of the future. EX. **FFA**

**CareerTech Testing Center (CTTC):** A division of the ODCTE that develops, maintains, and analyzes competency tests and skill standards for occupational programs and licensing agencies.

**Carl Perkins Career and Technical Education Act (“Carl Perkins” or “Perkins”):** Federal legislation that provides funding to states to develop more fully the academic, vocational, and

technical skills of secondary and postsecondary career and technology education students by promoting the integration of academic and vocational-technical instruction, including links to secondary and postsecondary education for participating students. Eligible recipients are public schools with career and technology education programs, technology centers, and community colleges that offer Associate of Applied Science degrees. The Act establishes allowable expenditures by federal statute and requires each state to develop measures of accountability.

**Carnegie Unit:** Credit that may be given for the successful completion of a course that meets 40 minutes a day, five days a week, for at least 36 weeks or the equivalent of 120 clock hours within the school year or the equivalent in block scheduling. Oklahoma State Department of Education, *Rules of the Oklahoma State Board of Education, Administration, and Organization, Accreditation Standards 210:35-25-2*, paragraph (3).

**Case Studies:** Stories or scenarios, usually in narrative form, created and used as a tool for analysis and discussion; places the student in the position of problem solver.

**Certificate:** A formal award issued by a duly authorized body certifying the satisfactory completion of an educational program.

**Certification:** A designation granted to a person who has fulfilled the educational, performance, and assessment requirements and who meets the standards established by a professional organization or government agency that regulates a particular career.

**Civil Rights Compliance:** Nondiscrimination based on race, color, national origin, sex, age, or disability.

**Classroom Climate:** “The intellectual, social, emotional, and physical environments in which our students learn” (Ambrose et al., 2010, p. 170). Course climate is determined by factors like faculty-student interaction, the tone the instructor sets, course demographics, student-student interactions, and the range of perspectives represented in course content.

**Classroom Management:** Practices and procedures used by teachers to maintain an optimum environment in which instruction and learning can occur.

**Coherent Sequence of Courses:** A series of courses in which CareerTech and academic education are integrated and directly related to both academic and occupational

competencies.

**College Prep Graduation Requirements:** The courses designated by the Oklahoma Legislature to graduate in Oklahoma that meet or exceed Oklahoma Higher Education admissions requirements.

**College Preparatory Program:** Specific courses in academic subjects that stress preparation for college or university study.

**Community Services:** Courses and activities that do not meet the guidelines for formula funding and that are typically not occupational in nature.

**Compare & Contrast:** Instruction that highlights similarities and differences.

**Competency:** A specific work task performed on the job or in the classroom. It is a large enough task to be valued in and of itself and is measurable and observable.

**Competency Assessment:** An ODCTE/CTTC-developed assessment of occupational readiness as outlined in the skills standards and taught using the curriculum materials.

**Competency-Based Education:** An educational system based on individualized instruction, emphasizing outcomes, and allowing flexible pathways for achieving the outcomes. It identifies what is to be achieved and the standards for measuring achievement.

**Competency Certificate:** A recognition document that is awarded to an individual who has passed an ODCTE/CTTC-developed competency assessment.

**Comprehensive School:** PK-12 public school that offers CareerTech courses in addition to academic curriculum.

**Content Standard:** A description of a skill, fact, or topic a student should learn in a particular grade. The standards your child is expected to learn should be clear, specific, and easy for you and your child to understand.

**Cooperative Learning:** Instructional method used to encourage students' academic and social skills; work together in small groups to complete a common learning task.

**Core Content:** A set of competencies common to the occupations within a career cluster.

**Core Graduation Requirements:** The courses designated by the Oklahoma Legislature to graduate in Oklahoma as an alternative to College Prep.

**Course:** A single subject described in an institutional catalog or bulletin.

**Course Identification Number:** Numbers assigned by ODCTE to identify courses for **CTIMS**.

**Course Offering:** An instance of a course that is being delivered.

**Course Roster:** A listing of students who attended a specific course.

**Credit:** Quantitative measurement assigned to a course and awarded upon successful completion of the course. Students demonstrating competency in a curriculum subject shall receive credit. Credit can also be given for the successful completion of a Carnegie Unit. *Oklahoma State Board of Education Accreditation Standards 210:35-25-2, paragraph (3).*

**Credit or Credit Hour:** A unit of measurement some institutions award for fulfilling course requirements.

**ctYOU.org:** CareerTech's Moodle-based learning management system.

**ctYOUiverse:** CareerTech's online student-ready classroom.

**Curriculum and Instructional Materials Center:** The division of the ODCTE that published competency-based instructional products and services for CareerTech programs.

**Curriculum Materials:** Instructional and related or supportive materials designed to prepare the individual for employment or to upgrade occupational competencies. Appropriate counseling and guidance materials are included.

**Data-Driven Instruction:** Teachers use results from standardized tests to determine what skills and curriculum points to emphasize in their teaching.

**Dependent School:** School districts serving prekindergarten through eighth-grade students that transfer students beyond the eighth grade to comprehensive school districts.

**Differentiated Instruction:** A teacher tweaks lesson plans for students' individual needs, based on their level of understanding. For example, a teacher may plan a lesson on prepositional phrases that includes an overview for the whole class, plus additional small-group instruction for weaker students and additional independent study for high-achieving students.

**Dropout:** Any student under the age of 19 who has not graduated from high school and who is not attending any public or private school or otherwise receiving an education (OSL section 819).

**Economically Disadvantaged (Including Foster Children):** Any person who is eligible for or receiving Aid to Dependent Children under Part A of Title IV of the Social Security Act or benefits under the Food Stamp Act of 1977; is counted for purposes of Section 1005 of Chapter 1 of Title 1 of the Elementary and Secondary Education Act of 1965; is participating in a program assisted under Title II of JTPA; is receiving a PELL grant or assistance under a comparable state program; or is determined as low-income according to the Department of Commerce or the Department of Health and Human Services Poverty Guidelines.

**Employability Skills:** Skills needed to perform a given job satisfactorily, including reading, writing, mathematics, communication, critical thinking, problem-solving, creative thinking, goal setting, interpersonal skills, teamwork, and technology.

**English as a Second Language (ESL):** English language education for adults whose inability to understand, speak, read, or write the English language is a barrier to their ability to get or keep employment. It also affects their ability to function in society or complete the citizenship application process.

**Experiential Learning:** Experiential learning is a process by which students develop knowledge and skills from direct experience, usually outside a traditional academic setting. Examples include internships, study abroad, community-based learning, service learning, and research opportunities. The concept was introduced by David Kolb in 1984 and combines both a cognitive and behavioral approach to learning (Kolb 1984).

**FERPA (Family Educational Rights and Privacy Act):** Protects the privacy of parents and students regarding access to records and the release of records maintained by educational agencies receiving funds from the U.S. Department of Education. The Act gives postsecondary students and parents of students under age 18 the right to inspect the students' school files

and prohibits the release of any information or material in the files without written consent from the parents or students aged 18 and over.

**Fiscal Year (FY):** The annual financial cycle for the ODCTE and the state of Oklahoma begins July 1 and ends June 30. It is designated by the ending year. For example, July 1, 2023, to June 30, 2024, would be FY-24.

**504 Plan:** A written plan that identifies and explains accommodations and services that a student with a disability will receive.

**Follow-Up:** The collection of data on students who were enrolled in a CareerTech offering that is used to evaluate the effectiveness of a career major/program, school, and/or system.

**Form 2:** A document submitted to the ODCTE for approval of additions, deletions, or changes to career and technology education programs.

**Full-Time Program (Comprehensive School):** A full-time program in a comprehensive school shall consist of five CareerTech instruction class periods and one planning period for a six-period day, and six CareerTech instruction class periods and one planning period for a seven-period day. Exceptions to this rule shall include the following:

*(A) Two planning periods. Teachers who supervise students' agricultural experience programs shall have a minimum of two periods to plan, supervise, and coordinate the activities of student learners (see 780:20-3-1(e) and 780:20-3-2(b)(7)(A)). For schools on non-traditional schedules, teachers shall have the equivalent of a minimum of 90 minutes per day for planning and supervision of students. It is recommended that the last hour of the school day be utilized as one of the planning periods. Schools offering Agricultural Education courses the final period of the day must provide a written explanation to the program administrator.*

**Grant:** A sum of money given by a government or other organization for a particular purpose.

**Hidden Curriculum:** The hidden curriculum is a collection of unwritten norms, values, rules, and expectations that one must have awareness of to successfully navigate educational settings, but which remain unknown to those who have not been socialized into the dominant discourse (Smith, 2015, p.9). The hidden curriculum includes an understanding of school structures, resources, financial aid systems, and institutional rules, along with an awareness of



cultural expectations for participating in class and communicating with peers and instructors. See also *social belonging* and *transparent assignments*.

**Inclusion:** Serving a child with special needs in a classroom environment along with students who do not have special needs. Some children with special needs are in a regular classroom with support from a teacher's aide. Others split their time between a regular classroom and a specialized environment.

**Individual Career and Education Plan (ICAP):** A multi-year process that intentionally guides students as they explore career, academic, and postsecondary opportunities.

**Individual With a Disability:** An individual with any disability as defined by the Americans with Disabilities Act, Amendments Act of 2008. The term "disability" means, concerning an individual, (A) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (B) a record of such an impairment; or (C) being regarded as having such an impairment. Americans with Disabilities Act of 1990, Section 3; and 34 CFR Part 400 et al (Education Department General Administrative Regulations).

**Individualized Education Program (IEP):** A legal document that outlines the special education program for a student with a disability. This document is developed, reviewed, and revised annually by a team including the parent, teacher, special education teacher, school administrator, and others as determined appropriate by the team.

**Industry Aligned Assessment:** Valid and reliable technical skill assessments aligned to the knowledge, skills, and industry standards.

**Instructional Strategy:** An approach used by a teacher to teach a specific content or skill.

**Integrated Academics:** The incorporation of mathematics, science, written communication, and reading into CareerTech curriculum and technical information into academic content to improve student understanding.

**Interest Inventory:** Carefully constructed questionnaires that enable an individual to identify preferred activities that are then correlated to career clusters.

**Internship:** Secondary or postsecondary work-based learning in which a three-way partnership is established among the school, an employer or business, and the student to provide practical

education to the student through productive work opportunities. Experiences take place in a workplace setting and offer teachers and students the opportunity to see a relationship between school courses and career choices.

**Jigsaw:** Each student in a group specializes in one aspect of a learning unit; students assigned to the same aspect meet and after mastering the material go back to their home group and teach the material to the others in the group.

**Job Shadowing:** A career awareness/exploration opportunity in which a student observes a worker for a designated period to learn about that worker's career.

**Lecture:** The instructor presents the content orally as students actively listen.

**Limited English Proficiency:** Secondary students, adults, or out-of-school youths who have limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English or who live in a family or community environment in which a language other than English is the dominant language. Refer to 34 CFR Part 400 et al (Education Department General Administrative Regulations).

**Local Application for Ongoing Career and Technology Education Programs:** An annual application is required of all comprehensive school districts and other eligible recipients requesting funds for CareerTech education programs, services, and/or activities. The application includes a listing of programs being funded and assurances of compliance. Approval and return of the assurances of compliance to the ODCTE indicate the school district's intent to form a contract for CareerTech programs and to comply with all terms outlined in the local application. The local application allows school districts to verify ongoing programs, request new or expanded programs, or request the deletion or reduction of programs.

**Local Education Agency (LEA):** In general, a public board of education or other public authority legally constituted within a state for either administrative control or direction of or to perform a service function for public elementary schools or secondary schools in a city, county, township, school district or other political subdivision of a state or for a combination of school districts or counties. It is recognized in a state as an administrative agency for its public elementary schools or secondary schools.

**Mentor:** An experienced person who provides guidance and support by being a role model, guide, tutor, coach, or confidant to the developing novice.

**Model Sequence of Courses:** A designated sequence of academic and technical courses that successively builds content from introductory to advanced information and culminates in academic and technical skill proficiency certificate, licensure, and/or degrees.

**NAAE Region II:** The region of the National Association of Agricultural Educators to which the Oklahoma Agricultural Education Teachers Association belongs.

**Nontraditional Training and Employment:** Individuals studying or working in occupations or fields of work, including careers in computer science, technology, and other current and emerging high-skill occupations, in which their gender constitutes less than 25 percent of those employed.

**Occupation:** A person's usual or principal work or business, especially as a means of earning a living or vocation.

**Occupational Pathway:** A plan of study leading to a specific occupation or job title.

**Official Enrollment:** The verified cumulative count of participants in CTE programs and courses during a given fiscal year.

**Oklahoma Agricultural Education Teachers Association:** A division of the Oklahoma Association for Career and Technology Education.

**Oklahoma Career and Technology Education Board:** Nine-member board composed of the state superintendent of public instruction, who serves as the chair of the board; two members of the State Board of Education; a representative of each congressional district; and one member at large. Members are appointed by the governor and confirmed by the state Senate. The state director of career and technology education serves as an ex officio non-voting member and executive officer.

**Oklahoma Department of Career and Technology Education:** The state agency that provides leadership, and resources, and assures standards of excellence for a comprehensive statewide system of career and technology education. The system offers programs and services in 29 technology center districts operating on 60 campuses, comprehensive school districts, skill

centers (prisons), and juvenile facilities. The agency is governed by the state Board of Career and Technology Education and works closely with the State Department of Education and the state Regents for Higher Education to provide a seamless educational system for all Oklahomans. The agency is in Stillwater in north-central Oklahoma.

**Oklahoma Superintendent of Public Instruction:** See State Superintendent of Public Instruction.

**Pedagogy:** Pedagogy is the method, practice, and study of effectively teaching children. To be effective, instructors must have both subject-based knowledge and pedagogic knowledge and skills (Barkley & Major, 2016)

**Peer Partner Learning:** A collaborative experience in which students learn from and with each other for individual purposes; students work as partners, one as “doer” and the other as “helper;” doer performs a task and helper observes and provides feedback; they then reverse roles.

**Performance Assessment:** The process of measuring performance against a set of standards through examination, practical test, performance observation, and/or the completion of portfolios of work and assignments.

**Portfolios:** A portfolio is a collection of artifacts, or individual work samples, that represents a student’s performance over a period of time. In general, this type of assessment allows teachers to more accurately evaluate a student’s mastery of content or skill than a single assessment such as a test that captures one moment in time. A portfolio also allows a student to reflect on his or her performance over time and perhaps establish future goals.

<https://iris.peabody.vanderbilt.edu/module/di/cresource/q2/p08/>

**Problem-Based Learning:** A form of student-centered teaching that focuses on having students work through open-ended problems to explore course material. Students are asked to define the problem as part of the process, research content outside of class time, and literate solutions to arrive at their final response (Nilson, L.B., 2016).

**Project-Based Learning:** A form of student-centered teaching that engages students with course content as they work through a complex project. These projects are typically real-world scenarios and are multifaceted. Project-based learning encourages interdisciplinary conversations and group work.

**Reflective Discussion:** Encourages students to think and talk about what they have observed, heard, or read; questions posed should get students to relate content to life experiences and prior learning.

**Regional Accreditation Officer:** A representative of the State Department of Education who evaluates comprehensive school districts.

**Rubrics:** A rubric is an objective set of guidelines that defines the criteria used to score or grade an assignment. It describes the requirements of the assignment and clearly outlines the points the student will receive based on the quality of his or her work. Teachers can give students the rubric in advance to help them understand the requirements and expectations for the assignment. Even if the students are completing a variety of products to demonstrate their knowledge of the same content or skill, teachers can use the same rubric for grading all the students' products.

<https://iris.peabody.vanderbilt.edu/module/di/cresource/q2/p08/>

**Salary and Teaching Schedule:** A document that is a part of the contract for ongoing career and technology education programs. Comprehensive school districts must complete and return the salary and teaching schedule for each CTE teacher in the district.

**Secondary CareerTech Student:** A student in grades 6 through 12 who is enrolled in a CareerTech offering at a comprehensive school or at a technology center with the intent of completing the required objectives or coursework.

**Section 504 of the Americans with Disabilities Act of 1990 ("Section 504"):** Regulations of the Architectural and Transportation Barriers Compliance Board that identify and help provide facility and transportation accommodations for individuals with disabilities not eligible for special education resources.

**Self-assessment:** Student self-assessment is the process of students using specific criteria to evaluate and reflect on their work. In doing so, students become more responsible for their learning and may be more prepared to work with the teacher to develop individual learning goals. For students to effectively evaluate their work, teachers should provide them with criteria to evaluate themselves against.

<https://iris.peabody.vanderbilt.edu/module/di/cresource/q2/p08/>

**Service Learning:** A program in which students participate in meaningful, needed service that uses their academic and social skills and knowledge. Participants receive credit toward graduation.

**Single Parent:** An individual who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody. Carl D. Perkins Vocational and Applied Technology Act of 1990, Section 521(30).

**Social Belonging:** The sense of community or connectedness in a social group, a basic human need.

**Soft Skills or Professional Skills:** Attributes such as adaptability and flexibility, problem-solving, creative thinking, communication, conflict resolution, time management, self-motivation, and teamwork.

**Special Populations:** Individuals with disabilities; individuals from economically disadvantaged families (including foster children); individuals preparing for nontraditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency. Carl D. Perkins Act of 2006.

**Student-Centered Teaching:** Instructor-centered teaching refers to instructors teaching content solely through a passive approach such as lecturing while students listen and take notes with minimal interaction with other students. *Student-centered teaching*, however, consists of instructors using a wide range of pedagogical approaches for students to learn and actively engage with the course content by having students construct knowledge with peers through collaboration, discussion, group projects, and problem-solving (Felder & Brent 1996, Freeman et.al. 2007, Handelsman et.al. 2007).

**Student Follow-Up:** The completion and placement data for students who were enrolled in designated CTE offerings and collected by the ODCTE six months after the end of the previous fiscal year or six months after completion of a skills centers program.

**Supervised Agricultural Experience (SAE):** An agricultural education program component dealing with the tracking of data and relating to profitable business practices.

**Syllabus:** Identifies standards and district requirements to communicate local curriculum.

**Teacher Certification Program:** A program designed to prepare students to meet the requirements for certification as teachers.

**Think, Pair, Share:** Used to provide time to think about and process new ideas and then share with a partner; helps develop a conceptual understanding of a topic, develops the ability to filter information, draw conclusions, and consider others' points of view.

**Transcript:** The official school record of a student's performance showing all course work completed, including course titles, course hours, grades, or other evaluations earned and grading scale.

**Transparent Assignments:** Teaching practices aimed at making learning more explicit and accessible.

**Unduplicated Headcount:** A student who is counted only once for the full year time, regardless of the number of courses or programs in which he or she is enrolled.

**Work-Based Learning:** Designed to provide students with work experiences that provide instruction in such things as positive work attitudes, employability skills, and participative skills. These experiences may occur within the classroom or the workplace.