

TAFE Special Edition Advisors' Handbook:

How to Implement TAFE Special Edition



A practical Guide for implementing TAFE Special Edition on a Campus

By: Ashton Waguespack

College Park High School

2018-2019

Table of Contents

Introduction	2
How to Identify Possible Students	3
TAFE Special Edition Bulletin Board	4
TAFE Special Edition Goal Setting	5
TAFE Special Edition Project Visualize	6
TAFE Special Edition Teacher Created Materials	7
Permission to Compete in TAFE Special Edition	8
Survey of Interests	9
Practicing for Competition	10
Permission to Travel	11
Need for Special Travel Accommodations	12
Rubrics	13 – 16
Conclusion	17

INTRODUCTION

TAFE Board of Directors voted in July, 2018 to implement the TAFE Special Edition Division into the Teach for Tomorrow Summit. The TAFE Special Edition division is specifically designed to accommodate special needs students who need accommodations to compete in the competitions. Specifically, TAFE has created four areas of competition within the division for this first year.

Students may choose to compete in the Bulletin Board, Goal Setting, Project Visualize or Teacher Created Materials in the TAFE Special Edition division. Each of the competitions has an alternate rubric created to equal the playing field for the special needs students. Students may have other accommodations as specified per the diagnostician at their home campus' recommendation.

Realizing TAFE prepares students to work in the education and training field, the Board of Directors saw the need to recognize the many students mainstreamed in the education and training courses who are great TAFE members within their chapters. The Board saw a need to find a way for TAFE to become more inclusive and open in their response to the needs of special needs students. Thus, TAFE Special Edition was born.

College Park High School TAFE is proud to have assisted in the development of the division. Most importantly, College Park is thrilled to open our doors of competition to our special needs students. Implementing the TAFE Special Edition division and growing it on our campus and across the state is a goal of CP TAFE.

Through that desire to reach students across the state, this handbook for advisors became a priority.

IDENTIFICATION OF STUDENTS FOR TAFE SPECIAL EDITION DIVISION

Teachers know the students in their Education and Training courses under the special education umbrella. Teachers also know the specific IEPs needed to assist each student on his or her road to success in their classroom. This same knowledge is the roadmap to bringing TAFE Special Edition to your campus.

Advisors are encouraged to watch students in the special education arena and find the talent within each. Advisors would then approach their TAFE officers and have them try to recruit the student to TAFE, if not already a member, and then share all about the fun of competitions.

TAFE members are encouraged to take pictures of their projects or make your own TAFE Chapter videos of projects before competitions. Add the videos to a google drive for your TAFE Chapter so special needs students can have samples and ideas to look at. When your TAFE Chapter members build a positive relationship with your special needs students then the special needs students are more inclined to trust the members and try a competition event.

TAFE SPECIAL EDITION: BULLETIN BOARD

OBJECTIVES:

- To provide students an opportunity to practice their presentation skills and communicate their ideas to their peers and adults by presenting their interactive bulletin boards.
- To provide students an opportunity to highlight the importance of creating an engaging learning environment.
- To share ideas and approaches of interactive bulletin board display.

OVERVIEW:

The most common display system found in an instructional setting is a bulletin board. Basically, the bulletin board is a vertical surface to which an assortment of visuals can be attached and displayed. The Interactive Bulletin Board Contest is an individual or team event that recognizes participants who demonstrate their knowledge, skills, and ability to create an interactive bulletin board display for teaching and for student interaction. Participants must prepare a display board and an oral presentation introducing the display and summarizing how it could be used in a classroom setting to teach a lesson. The display board may be no larger than 36" x 48".

HOW TO VIDEO:

<https://youtu.be/qjqY2TUoeGE>

TAFE SPECIAL EDITION: GOAL SETTING

OBJECTIVES:

- To provide students an opportunity to find out what career will fit their interests and abilities best, research the suggested career choices, choose and research one career that most interests the student, and set goals to attain a career in their selected career choice.
- To provide students an opportunity to practice their presentation skills and communicate the results of their career search to their peers and adults.

OVERVIEW:

As we know life doesn't always work out how we plan. The career a person chooses without any prior knowledge of their likes and skills could be a choice that will burden them for the rest of their working career. By taking aptitude tests and filling out career surveys people can find out what profession is most suitable for each individual's interests. As well as what ways to achieve them. This contest is an individual event in which students will use resources provided on the internet such as surveys, aptitude tests, and questionnaires to discover what profession and career would be most suitable to their interests and skills. Students will research ways to achieve the goal and present their findings to judges a slide deck presentation encapsulating the basics of the career as well as key milestones, education needed, and goal process/plan. Participants must prepare a display board no larger than 36" x 48" to be used in the oral presentation to present their findings.

TAFE SPECIAL EDITION: PROJECT VISUALIZE

OBJECTIVES:

- To develop chapter creativity, teamwork, time management, public speaking skills and organization skills by giving students an opportunity to highlight and present one of their local chapter projects.
- To share ideas and approaches to various TAFE project areas.
- To encourage chapters to participate at the state level.
- Allow students the opportunity to practice writing project summaries.

OVERVIEW:

The Project Visualize Contest is a dual event that recognizes participants who illustrate one of their chapter's projects. Chapters may choose to enter one project for each of the seven TRAFLES areas. Contestants will thematically construct a cardboard tri-fold display (36" x 48"). Participants must prepare a display and an oral presentation introducing the display and summarizing the project.

HOW TO VIDEO:

<https://youtu.be/GKPzNz2yJCI>

TAFE SPECIAL EDITION: TEACHER CREATED MATERIALS

OBJECTIVES:

- To provide students an opportunity to practice their presentation skills and communicate their ideas to their peers and adults by presenting their teaching materials/manipulatives.
- To provide students an opportunity to highlight the importance of creating activities that engage learning.
- To share ideas and approaches of various types of teaching materials.

OVERVIEW:

Teacher Created Materials encompasses all the materials and physical means a teacher might use to implement a lesson and facilitate the students' achievement of the objectives. This may include materials such as flip charts, board games, folder games, puppets, lap books, etc.... The Teacher Created Materials Contest is an individual or dual event that recognizes participants who demonstrate their knowledge, skills, and ability to create a resource that can be used for teaching and/or for student interaction. Participants must create a teaching material display and an oral presentation introducing the display and summarizing how it could be used in a classroom setting to teach a lesson. (The display is not a bulletin board and does not have to be on a display board.)

HOW TO VIDEO:

<https://youtu.be/lGrsxjvYy08>

PERMISSION TO COMPETE

Advisors must download the “Permission to Compete” form from www.tafeonline.org for students wishing to compete in the TAFE Special Edition division.

The form is found under **TAFE SPECIAL EDITION**.

The form must be signed by the Diagnostician, the student, the student’s parent and the chapter advisor then emailed or scanned directly to the Region President. For students advancing to state, the form is then sent to the State Director.

TAFE Special Edition STUDENT ELIGIBILITY FORM

This form must be completed to provide student eligibility for the TAFE Special Edition division.

The purpose of this form is as follows:

1. to confirm a student's eligibility for this event
2. to allow the student to have appropriate accommodations and/or use a support person if appropriate for the presentation

Student Name:

School:

City:

Teacher Leader's Name:

Area #

Competitor's and Teacher Leader's Responsibility: The competitor and teacher leader are responsible for completing this form. *It is the student and his/her teacher leader's responsibility to scan the completed form and send it to the Area Coordinator by the Area Conference Registration deadline.* If the student competitor listed above does not get the form submitted on time, the student will not be eligible to advance to the state level even if his/her score is 90% or higher which would qualify him/her for state the competition.

SECTION 1: Student Eligibility

- A School Diagnostician, Parent and Chapter Teacher Leader **MUST** sign below to verify the named student is classified under the provision of the 2004 reauthorized Individuals with Disabilities Education Act (IDEA) and has permission to compete in the TAFE Special Edition division of the Teach for Tomorrow Summit.
*(Students classified under Section 504 are **NOT** eligible to compete in this division.)*
- For purposes of this competition, only this completed form is needed as verification of eligibility. Do not send the actual IEP or other documentation.

SECTION 2: Accommodation Requested

- A School Official or Chapter Teacher Leader completes this section
- Based on the student's IEP, what, if any, accommodation is being requested for the student to compete in this event? If none, please write "none."
- Additional time is NOT considered a reasonable accommodation for this event.

School Diagnostician:

Printed name

Signature

Date

Parent:

Printed name

Signature

Date

Chapter Teacher Leader:

Printed name

Signature

Date

This page to be completed by Area and State officials.

Student: _____

Teacher Leader: _____

For documentation purposes, Area Coordinator/Area President Teacher Leader shall list below accommodations provided for this student at the area conference.

Area Coordinator/Area President Teacher Leader

Printed name

Signature

Date

For documentation purposes, State Program Director shall list below accommodations provided for this student at the TAFE Teach Tomorrow Summit.

TAFE State Program Director:

Printed name

Signature

Date

INTEREST SURVEY

What are some of the things you like or enjoy?

Do you enjoy creating art projects with your hands?

Do you enjoy reading and researching on the computer?

Do you prefer to share your work with visuals or by giving a speech?

PRACTICING FOR COMPETITION

Watch the “How To Videos” for examples of how to present a project to the judges. Students may present alone or have an assistant. The assistant can have a shared role in the presentation, the major role in the presentation or as a standby in case the presenter needs help while presenting. Students benefit from practicing their presentations before the competition.

Have the student and his/her assistant present to different personnel on campus. Students can schedule appointments and present to counselors, para-educators, assistant principals, the principal, librarians or other staff members. It is beneficial to have the student present to someone they know at first but then progress to presenting to people they do not know. This helps to build confidence.

NEED FOR SPECIAL TRAVEL ACCOMMODATIONS

Advisors will need to find out about travel for the special needs students. This could include special bus services needed, a para-educator or assistant to travel with the student and in some cases the parent may need to travel with the student. The diagnostician, advisor, parent, special education staff member and an administrator may need to meet to discuss any special needs for travel.

If traveling out of town, make sure you have a plan for the safety of the student. This could be a buddy to watch out for the student, a parent volunteer or a staff member in charge of watching the special needs students. While the desire is not to segregate the students at the competitions, it is imperative to ensure the student's safety if considered and planned thoroughly. This would include rules and discussions between all decision makers regarding swimming, if the school allows students to swim, as well as rooming arrangements at the hotel.

The decision makers would also want to consider how the money per meals is handled. It would be important to make sure the student understands money, knows how to budget while on a trip or has an adult monitoring and assisting his/her money during meals.



Conclusion

TAFE Special Edition is an opportunity for teachers to demonstrate to all future teachers how to adapt and make accommodations so all students can be successful. TAFE Special Edition is a great way to grow your program while modeling an inclusive and empathetic environment. Take a small step forward and try to add one more TAFE Special Edition participant next year than you had competing this year. Good luck and enjoy the process and intrinsic rewards!

