

Department of



DEPARTMENT OF  
EDUCATION

**Office of Educational Improvement and Innovation**

Public Service Building  
255 Capitol Street NE  
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Fax 503-378-5156  
<http://www.ode.state.or.us/go/cte/>



**Oregon Department of  
Community Colleges and  
Workforce Development**

Public Service Building  
255 Capitol Street NE  
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**Career and Technical Education  
Program of Study Application  
(Perkins Eligible)2012 Version**

**Directions**—please enter information into **ALL** the fields in this application. (If you have technical problems with this application, contact Ron Dodge—503-947-5653, [ron.dodge@ode.state.or.us](mailto:ron.dodge@ode.state.or.us).)

(For detailed information on how to complete this application consult the **Guide to Using the Oregon CTE Program of Study Application 2012**, available at <http://www.ode.state.or.us/search/results/?id=225>.)

<b>CTE POS—Title:</b>	<b>Journalism</b>
Career Area:	Publishing and Broadcasting
Cluster Area:	Publishing and Broadcasting
Focus Area (if applicable):	Journalism and Broadcasting
Secondary CIP Code: <a href="#">(Link to CIP website)</a>	09.04
Community College CIP Code: <a href="#">(Link to CIP website)</a>	09.0702
Strand Code <a href="#">(Link to Strand code list)</a>	<a href="#">130</a>

<b>Secondary School Name:</b>	<b>Tigard High School</b>
Secondary School District:	Tigard Tualatin School District
Secondary School ID Number:	1146
Secondary teacher:	Nancy Mayer
Teacher CTE Endorsement:	Journalism

Secondary/Post-secondary CTE POS <b>Visual/Pathway Map Hyperlink:</b> (or include a file copy of visual in Addendum B)	<a href="https://docs.google.com/spreadsheet/ccc?key=0Ai61ZEn3SbtzdHV0RUIQcGd0YUNzYjFwMHJtU2hrdXc&amp;hl=en_US#gid=0">https://docs.google.com/spreadsheet/ccc?key=0Ai61ZEn3SbtzdHV0RUIQcGd0YUNzYjFwMHJtU2hrdXc&amp;hl=en_US#gid=0</a>	No link, but secondary/post-secondary visual included in Addendum B
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<b>Community College Name:</b>	<b>Clackamas Community College</b>
College Point of Contact:	Andy Mingo
Community College CTE Program Title:	Associate of Applied Science Digital Multimedia Communication
Community College Award:	Associate of Applied Science Digital Multimedia Communication

Community College CTE POS <b>Visual/Pathway Map Hyperlink:</b> (if different than visual link in secondary section above)	<a href="http://www2.clackamas.edu/pathways/arts_information_communications/digital_media_road_map.html">http://www2.clackamas.edu/pathways/arts_information_communications/digital_media_road_map.html</a>	No link, but secondary/post-secondary visual included in Addendum B
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Regional Coordinator/Contact:	Lynn Wilson-Dean
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CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.

Regional Coordinator: Email application and addenda to this mailbox-- [POS.Application@state.or.us](mailto:POS.Application@state.or.us) , or follow an alternative process described in Step 8 of the **Submission Process** on the last page of this application.

# CTE POS Course Lists—Secondary

**Directions**—Please list below the CTE Program of Study Secondary Courses in which the instructor will:

- Teach with intent and purpose the CTE POS knowledge and skills identified in the CTE POS Skill Set
- Assess and record student achievement of those standards

*Note: Additional CTE courses may be listed (and supported with Perkins funds) if they support the identified skill set; but do not mark those as “TSA” Required”*

Secondary Core CTE Courses (Please be complete; this information will be entered into the CTE Program Update database and all fields are required)

TSA* Required	School Course #	Secondary Course Name	# of Credits	5-digit NCES Code	Course Description (brief) (boxes below will expand)	Articulating College (if applicable)	College Course #	College Course Name
Yes	11156	Digital Photography	0.5	11156	This course explores digital photography as an art and a vehicle for visual expression. Students will learn the basics of digital photography, composition, and manipulation of images using Photoshop and iPhoto.			
Yes	11101J	Journaiism	0.5	11101	Students will plunge into the exciting world of journalism, learning to write news, features, editorials, and sport stories. Students will also learn basic newspaper design. Those who successfully complete this course may apply to join the school newspaper staff or the yearbook staff.	Portland Community College	J 103	Introduction to Media Writing (PCC)
Yes	11104NA	Newspaper/ Advanced Publications	0.5	11104	Successful completion of Journalism, Photography, Computer Graphis 2 or advanced advertising/business/marketing class. Students produce the monthly Hi-Spots newspaper. Class time includes planning newspaper coverage, covering beats, discussing ethical issues regarding news coverage, writing stories on deadline and editing and designing the paper. Students will also publish on the school website.			

Yes	11104NB	Newspaper/ Advanced Publications	0.5	11104	Successful completion of Journalism, Photography, Computer Graphics 2 or advanced advertising/business/marketing class. Students produce the monthly Hi-Spots newspaper. Class time includes planning newspaper coverage, covering beats, discussing ethical issues regarding news coverage, writing stories on deadline and editing and designing the paper. Students also publish to the school website.	Clackamas Community College	J 215	Publications (CCC) Requires both semesters for credit
Yes	11104YA	Yearbook/ Advanced Publications	0.5	11104	This is an advanced class consisting primarily of work directed toward publication of The Tiger, the school yearbook. Students learn to practice such skills as planning and designing the yearbook, reporting, writing, interviewing, photographing, plus deadline management, and teamwork. Outside of class requirement: additional time necessary to meet all deadlines and assignments.			
Yes	11104YB	Yearbook/ Advanced Publications	0.5	11104	This is an advanced class consisting primarily of work directed toward publication of The Tiger, the school yearbook. Students learn to practice such skills as planning and designing the yearbook, reporting, writing, interviewing, photographing, plus deadline management, and teamwork. Outside of class requirement: additional time necessary to meet all deadlines and assignments.			

*\*TSA required—Technical Skill Assessment required course—required courses that, when completed, trigger TSA assessment eligibility for the student*

Standards and Content are the foundational elements for designing Perkins-eligible Programs of Study

## Element 1: Standards & Content

This POS design includes:

- x A. Relevant, rigorous technical skill standards-based content, including or aligned with challenging academic standards.  
**Please see attached document (Crosswalk, Addendum 1)**
  - x B. Shared secondary and post-secondary technical content which incorporates the knowledge and skills identified in the Oregon Skill Sets or other industry-based standards, which are validated through national and state employer input.  
**I have an industry committee, which meets yearly to review my program and to recommend changes.**
  - x C. Sufficient size, scope and sequence to include curriculum and instruction leading to student attainment of academic and technical knowledge and skills for high school graduation, college entry, and careers within high wage, high demand field  
**My classes are offered for dual credit through both Clackamas Community College and Portland Community College and are aligned with Clackamas Community College's Associate of Applied Science Digital Multimedia Communication program.**
  - x D. A systemic approach to instructional delivery of academic and technical knowledge and skills where student performance is demonstrated through valid and reliable technical skill assessments (TSA) aligned to industry standards
  - X E. A program design and instructional delivery plan that provide the opportunity for each CTE POS student to:
    - x Meet diploma requirements, post-secondary entry requirements, and/or certificate/degree requirements  
My courses are articulated through Clackamas CC and Portland CC.
    - x Demonstrate mastery of academic and technical content that is aligned with industry standards.  
Industry Committee, TSA
    - x Apply learning through authentic experiences  
Publication of newspaper, yearbook, broadcast media and online newspaper.
    - x Develop skills and build confidence to compete in high wage, and/or high demand occupations.  
Jobs in communication are high wage and high demand occupations.
- 

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Please address these questions through your comments in **Element 1 Comment Box** below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
  - Explain how this POS is aligned with challenging academic standards at the HS and CC levels
  - Identify those who participated in the decision of which skill set to use for this POS
  - Who participated in the crosswalk of the skill sets to HS and CC courses
- 

**Element 1 Comment Box:** Click here to enter information ...

**Explain how this POS is aligned with challenging academic standards at the HS and CC levels**

*This POS has an articulation agreement with both Clackamas Community College and Portland Community College. Please see the Crosswalk document (addendum A) to see specifically how it is aligned with area community colleges. The Crosswalk uses the Oregon Skill Sets that pertain to my POS.*

**Identify those who participated in the decision of which skill set to use for this POS**

*The Professional Committee, which meets once a year, went through the Oregon Skills Set, which is suggested by Oregon Department of Education, and agreed that these were relevant. In addition, this was reviewed by the community colleges.*

*Here are the members of my Technical Skills Assessment Team:*

*John Gaudette, owner of Northwest Photographix*

*Rob Melton, writer of yearbook curriculum,*

*Jerry Casey, online editor, The Oregonian*

*Dee Lane, editor, The Oregonian*

*Jeff Mapes, senior reporter, The Oregonian*  
*Matt Holmes, Walsworth Publishing representative*  
*Jim Springhetti, designer, The Oregonian*  
*Jim Mayer, reporter, The Oregonian*

*I am also pursuing a community college representative for this committee for next year (2012-2013). This was complicated this year as I negotiated two articulation agreements. I am determining which college program would be most appropriate regarding a cc member. I would like to get one from CCC as that is the program I am aligned with regarding the terminal degree.*

*Nevertheless, I have met with journalism instructor Melissa Jones for the purposes of curriculum review regarding articulation. As part of this review we also discussed the skill sets that are most appropriate for my students in preparation for a smooth transition to the CCC program. It is my intention to expand on this new relationship with CCC in order to improve my POS in 2012-2013. As the relationship is only a couple of months old we are in the beginning stages of our work together.*

### **Who participated in the crosswalk of the skill sets to HS and CC courses**

*My crosswalk is being reviewed at Clackamas Community College by DMC Department Chair Andy Mingo; Journalism instructor Melissa Jones; and ACC Department Coordinator Cheryl Willemse. At Portland Community College, my crosswalk was reviewed by the Journalism Department as part of the Articulation agreement process.*

## **CTE POS Course Lists—Post-Secondary**

**Post-secondary Core CTE Courses:** *List all courses that complete the delivery of the identified Skill Set—these courses should be included in the Course/Skill Set crosswalk matrix*

<b>Name of Certificate or Degree Program:</b>	<b>Journalism - Clackamas Community College</b>	<b>Degree or Certificate:</b>	<b>Associate of Applied Science</b>
<b>College Course #</b>	<b>Post-Secondary Course Name</b>	<b>Number of Credits</b>	<b>*College Now?</b>
ART 115	Basic Design: Two Dimensional Design	4	
DMC 100	Introduction to Media Arts	3	
WR 121	English Composition	4	
COMM 100	Speech Communications	3	
J 211	Mass Media and Society	4	
DMC 104	Digital Video Editing	4	
MTH 065	Algebra II or higher	4	
BA 146	Entertainment Law & New Media	3	
HUM 233	Electronic Culture	4	
DMC 191	Digital Multimedia Communications Portfolio Project II	3	
J 216	Reporting	4	

J 220	Introduction to Broadcast Journalism	4	
J 221	Broadcast Journalism	4	
J 230	Multimedia Reporting	4	
J 215	Publications	1	Yes

\* CN = College Now—course identification as College Now (or articulated courses)

## Course-to-Skill Set Crosswalk/Matrix

Please use the Excel spreadsheet posted online at (<http://www.ode.state.or.us/search/results/?id=225>) (or use one you've created locally) to crosswalk the identified skill set to the listed secondary and post-secondary courses.

- You may use the same matrix for both secondary and post-secondary courses.
- It is only required to map courses to the standards (Knowledge and Skill Statements); it is not necessary to map the performance indicators, duties, or tasks.
- Be sure to identify the selected skill set in your matrix.
- If your selected skill set is not from the [Oregon Skill Sets](#) website, please identify its origin and how it was industry validated.

**Secondary:** (check this box to indicate secondary course-to-skills crosswalk is complete and attached)

**Post-secondary:** (check this box to indicate post-secondary course-to-skills crosswalk is complete and attached)



Alignment and Articulation are key to getting Program of Study partners working together to build career pathways for CTE students

## Element 2: Alignment and Articulation

The alignment of this POS includes:

- x A. A unified, cohesive sequence of content among secondary and post-secondary partners contained in a non-duplicative sequence of courses or learning experiences.
- x B. Alignment of content between secondary and post-secondary education partners may include course articulation or other ways to acquire post-secondary education credits (e.g. Oregon's Credit for Proficiency, Dual Credit, Oregon Transfer credit, etc.).
- x C. Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.
- x E. Based on the program design and instructional plan, each student will:
  - x Continually progress in knowledge and skills when ready;
  - x Earn high school or college credit based on performance; and
  - x Make the connection between educational preparation and entry into a career.

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Please address these questions through your comments in **Element 2 Comment Box** below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
- Briefly describe the level of alignment and/or articulation that exists for this POS (you may also identify non-Perkins eligible alignments that exist with private schools, universities, etc.)
- Briefly describe the alignment and/or articulation activities that have occurred, and who participated from HS and CC levels

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**Element 2 Comment Box:** Click here to enter information ...

- **Briefly describe the level of alignment and/or articulation that exists for this POS (you may also identify non-Perkins eligible alignments that exist with private schools, universities, etc.)**

*I am working closely to align my POS curriculum with the Associates Degree in Digital Multimedia Communication offered through Clackamas Community College and through the course work offered at Portland Community College. I met with journalism instructor Melissa Jones and Advanced College Credit Coordinator Cheryl Tallman and showed them my program and completed all of their requirements. I worked with both of these individuals to align my curriculum to CCC and have been granted dual credit for Publications through CCC. The program is now aligned with the Associate of Arts in Digital Media. The program also offers dual credit through Portland Community College for the Journalism class. I have signed alignment and dual-credit agreements with both colleges.*

- **Briefly describe the alignment and/or articulation activities that have occurred, and who participated from HS and CC levels**

*I have become a dual-certified teacher both at Portland Community College and Clackamas Community College, which means that my courses can be taken for dual credit through both those colleges. At Clackamas Community College, I have met with both journalism instructor Melissa Jones and Advanced College Credit Coordinator Cheryl Tallman. From those meetings and the coordination of the two schools, students can get credit for Journalism at PCC and for Advanced Communication through CCC. It is my intention to expand my work with*

CCC in the new school year as we have just started our working relationship in the later portion of this school year. This would include but is not limited to, further discussions concerning the selection of standards and projects I can add to my curriculum to better prepare my students if they choose to continue on in this discipline. I have also worked with my professional advisory committee and had that committee evaluate “completers” in my program this year and to verify that the rubrics I use to evaluate completers meet industry standards (see addendum 3).

**This group reviewed my roadmap and articulation documentation**

- *Lynn Wilson-Dean, PAVTEC Regional Coordinator*
- *Clackamas Community College*
  - *Andy Mingo, chair DMC Department*
  - *Melissa Jones, instructor, journalism program*
  - *Cheryl Willemse, coordinator, ACC Department*
- *Portland Community College*
  - *Karen Jones, articulation coordinator, PCC*
  - *Bob Prior, Instructor of J 103 – Introduction to Media Writing*
- **Professional Technical Skills Assessment Team**
  - *John Gaudette, owner, Northwest Photographix*
  - *Rob Melton, writer of yearbook curriculum*
  - *Jerry Casey, online editor, The Oregonian*
  - *Dee Lane, editor, The ORegonian*
  - *Matt Holmes, representative, Walsworth Publishing*
  - *Jim Springhetti, designer, The Oregonian*
  - *Jeff Mapes, senior reporter, The Oregonian*
  - *Jim Mayer, reporter, The Oregonian.*

*Accountability and Evaluation are core elements for Perkins eligibility—they provide data illustrating the value of CTE to students' future plans*

## Element 3: Accountability & Assessment

In this POS design:

- x A. Business, community and education partners (specifically, an Advisory Committee) participate in CTE Program of Study design and development, including:
    - x Assistance in evaluating program vision, goals and priorities
    - x Validation of industry skill standards for curriculum content and technical skill assessment, where appropriate
    - x Participation in the CTE teacher recruitment, instructor appraisal process, and ongoing faculty professional development
  - x B. Performance will be measured against the Perkins-required performance measures as described in Perkins IV Measurement Definitions identified in Oregon's State Plan
  
  - x C. Perkins performance data is used for data-driven, CTE program of study design and improvement decisions
  - x D. Students have the opportunity to learn in a contextual career related environment that allows them to:
    - x Monitor their own progress through their demonstration of attaining technical and academic skill standards
    - x Demonstrate their technical and academic proficiency in meaningful ways
    - x Adapt their program to meet personal goals based on industry requirements and performance outcomes
- 

Please address these questions through your comments in **Element 3 Comment Box** below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
  - Identify the data used in designing this POS, and the effect that the data had on the design
  - Identify the members of the Business Advisory Committee
  - How will the POS be evaluated, and by whom?
  - How will you know if the POS is successful?
  - What process will you use to decide any changes that need to occur because of the POS evaluation?
  - List the TSA(s) used for this POS
- 

**Element 3 Comment Box:** Click here to enter information ...

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### **Identify the data used in designing this POS, and the effect that the data had on the design**

*I was a professional journalist for 20 years before becoming a teacher. I am a participant in the Journalism Education Association and the Society of Professional Journalists to remain current with industry standards. In addition, I talk to professionals who mentor my students regularly. I also have consulted with my advisory committee.*

*Additionally, data provided by the district to ODE, which is tabulated to show how our district performs in math, reading, and writing, are used on a yearly basis to inform us regarding the embedding of lessons directed at areas where we are not meeting targets at Tigard High School.*

### **Identify the members of the Business Advisory Committee**

*I meet at least once a year with my Technical Advisory Committee. The members include the following:*

*John Gaudette, owner of Northwest Photographix*

*Rob Melton, writer of yearbook curriculum*

*Jerry Casey, online editor of The Oregonian*

*Dee Lane, editor at The Oregonian*

*Jeff Mapes, reporter at The Oregonian*

*Jim Mayer, reporter at The Oregonian*

*Jim Springhetti, designer of The Oregonian*

*I have aligned my rubric for evaluation by having members of this committee use my matrix and evaluate potential "completers" of this program. In the process, they gave me suggestions for how to focus my program for the coming years.*

**How will the POS be evaluated, and by whom?**

*I use a performance-based evaluation system. I meet with my Advisory Committee and have them use my matrix to evaluate students who are completing the program to be sure that I am evaluating students to industry standards. My committee also reviews my curriculum and product once a year and gives me ideas on what areas to focus on. For example, my advisory committee has helped my program develop an online newspaper this year. In addition, I meet once a year with the journalism instructors at CCC and PCC to be sure that my curriculum is aligning with those two colleges.*

**How will you know if the POS is successful?**

*15 percent of students entering any individual course will complete the POS by the end of four years and successfully complete the TSA, which is evaluated through my advisory committee.*

**What process will you use to decide any changes that need to occur because of the POS evaluation?**

*Results of the evaluation of completers from the Advisory Committee will be the primary means to inform curriculum changes or updates to ensure my program maintains current industry standards.*

**List the TSA(s) used for this POS**

*A locally produced performance assessment that includes a portfolio element. (See addendum C)*

*Student Support Services include the ways that all students are made aware of the career and education opportunities available in the CTE career Pathway that is the focus of this POS.*

## Element 4: Student Support Services

In this POS design:

- x A. All CTE students will have informational guidance support and advising to assist them in progressing through a CTE program of study in an efficient and seamless manner (e.g. Career Pathway Templates, Education Plan and Profile, POS visual guides, Career Information System, etc.).

Students will be given an educational plan and profile template, including POS visual guides, at the beginning of each semester. This will include career roadmaps, with check boxes.

- x B. Each student will be able to:
  - x Identify the career path options he/she can follow to a chosen career;
  - x Receive consistent and informed messages about career and possible financial options for post-secondary education;
  - x Take ownership of their education through maintaining a current education plan;

Students will be given career information at the beginning of each semester, including career pathway templates and career roadmaps, which will help them follow the articulation.

- x C. Compliance is evident with Federal regulations, including Title VI- Civil Rights Act of 1964; Title IX – Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, Sex, Religion, National Origin, Age or Disability; Title II of the Americans with Disabilities Acts of 1990; therefore, this POS provides:
  - x Appropriate access for all students, including non-traditional and special populations.
  - x A non-biased and non-discriminating learning environment (race, color, national origin, gender and disability status).
  - x Program facilities with physical access and instruction that accommodates students with disabilities, including various learning styles (e.g. the use of visual, auditory, tactile, and kinesthetic teaching methods, and other appropriate forms of instruction).
  - x Responsiveness to the needs of students for whom English is a second language.

This program actively recruits nontraditional students and, where it is necessary for student support, mentors those students to help them succeed. One example of this is the instructor's contact with special populations through a SET class for students who speak English as a second language. By creating a sense of community and shared purpose within these classes, students are encouraged to enter into the journalism program.

- x D. Student organizations are an available program component and integrated into CTE programs of study instruction. The student organization structure provides leadership development opportunities that meet the following expectations:
  - x Context related instruction, career development , and assessment
  - x Community-based learning experiences
  - x Organizational management and administrative experiences

Students learn basic skills through the journalism and digital photography classes. Once they enter Advanced Publications/Newspaper or Advanced Publications/Yearbook, students are leaders of the class. Students plan, create, design, take photographs for, and publish in a variety of contexts. Throughout the process, students are responsible for working in teams and leading other students through the process. This working environment mirrors the working environment of broadcast and print media organizations.

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Please address these questions through your comments in **Element 4 Comment Box** below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
  - Briefly describe the POS-specific student support services that HS and CC students will receive in this POS that will support their success in the courses
  - How will those student support services help prepare HS and CC students for their next educational and career steps?
  - Briefly describe the specific efforts that will be made to recruit all types of students into this POS (both HS and CC levels)
  - Briefly describe any student leadership opportunities that will be available for both HS and CC
- 

**Element 4 Comment Box:** Click here to enter information ...

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**Briefly describe the POS-specific student support services that HS and CC students will receive in this POS that will support their success in the courses**

*Through our School to Work Coordinator, Tigard High School has more than 100 mentors from industries, including multimedia and digital media. These mentors help students develop post high-school plans that places them on a career pathway. In addition, students in the POS are encouraged to attend Career Fairs at Clackamas Community College and Portland Community College to see first-hand the multimedia offerings at these schools. Professionals come to my classroom to talk to students about career pathways and other career opportunities.*

**How will those student support services help prepare HS and CC students for their next educational and career steps?**

*Students are given ACT and other career interest inventories which evaluate and analyze for them various potential career pathways. Teachers are required to go over their aptitudes to open the door to help students continue their career pathways. Bring in guest speakers and industry professionals to give students a good idea of what the career area looks like currently. Students have Q&A time with these speakers to ask about potential positions in the field and what it takes to be a professional.*

**Briefly describe the specific efforts that will be made to recruit all types of students into this POS (both HS and CC levels)**

*I set up a booth at the school entrance fair each spring to talk to incoming freshmen about enrolling in journalism and broadcast journalism. Students in other classes I teach are encouraged as well to enter in to the POS. Because I teach SET classes with students who do not speak English as a native language, I am able to establish close relationships with nontraditional students.*

**Briefly describe any student leadership opportunities that will be available for both HS and CC.**

*Once students take the journalism course, they are in charge as student leaders of the advanced publication class. Students plan, create, design, write and publish their work in the online newspaper, the news magazine, the website (for broadcast journalism) and the yearbook. Student leaders are in charge of the completion of these products and oversee the work of the students who are completing various elements of this various publications. Students must learn to work in teams and work in a creative environment that mirrors publication jobs.*

*Professional Development for POS teachers should be designed on the needs identified by data, and should focus on continuous improvement of student opportunities within this POS.*

## Element 5: Professional Development

The planned professional development for this POS will:

- x A. Help teachers and administrators develop and improve standards-based curriculum and learning experiences that promote the integration of coherent and challenging academic content and industry-based technical standards, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies.
  - x B. Include professional development that is high quality, sustained, intensive, and focused on instruction designed to increase the academic knowledge and understanding of industry standards
  - x C. Encourage applied learning methodology that contributes to the academic and CTE knowledge of the student  
Students work directly with industry mentors within the classroom on a regular basis.
  - x D. Provide research and training opportunities that help teachers develop appropriate and useful assessment tools and strategies.
  - x E. Provide training and guidance geared to help improve instructional delivery methodology that helps improve student performance and skill acquisition, particularly skills needed to work with and improve instruction for special populations.
  - x F. Assist teachers in accessing and utilizing CTE accountability data, student achievement data, and data from assessments  
Please see TSA assessments, which are used in this program.
- 

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Please address these questions through your comments in **Element 5 Comment Box** below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
  - Briefly describe how PD will be planned and implemented, based on the needs of the POS
  - Briefly describe any planned joint PD ventures for HS and CC teachers, as well as regional trainings
- 

**Element 5 Comment Box:** Click here to enter information ...

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**Briefly describe how PD will be planned and implemented, based on the needs of the POS**

*Technology changes rapidly. This year, I have taken several technology classes through PAVTEC. This last summer I took three classes in film-making to bolster the online video aspect of my POS. I met with Rob Melton, who is a member of my professional advisory committee, to improve the online newspaper, which won first place in the state as an online student newspaper this year through Northwest Scholastic Press. I have John Gaudette, a professional photographer, work individually with photographers in the program. I continue to take classes in Creative Suites, graphics and communications. In addition, I am a member of the Oregon Journalism Association and take students to the national journalism conference every two years for advanced training with professional journalists who run classes at the convention. Through this process, I continue to upgrade my POS to keep it up to date with professional standards.*

**Briefly describe any planned joint PD ventures for HS and CC teachers, as well as regional trainings**

*I regularly attend Regional PAVTEC meetings, where I discuss curriculum with other teachers who have similar CTE programs. This year, I met with journalism teachers throughout the region at Clackamas Community College to align our curriculum with the college. Additionally, students and I are attending the National Journalism Convention, where there are classes offered in advanced Creative Suites, writing, and design.*