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 taken into account.

- What are 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 these 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 entering 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 is capable of reaching. Goals should be realistic but challenging.
- The specific annual goal - To set this goal, determine what the student can reasonably be 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. A completed CTIP might look something like the following:

### SAMPLE (PROVIDED BY LEA)

**CAREER/TECHNICAL IMPLEMENTATION PLAN**

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Joe GoGetter</th>
<th>School Year</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Career Objective</td>
<td>Electronic Repair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>Gordon Persons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTE Program</td>
<td>Electronics Teacher Marco Polo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Accommodations needed**

- Administering an oral test
- Allowing additional time on an assignment
- Reducing the length of the research paper

**Modifications needed**

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

- Completing 2 of 5 objectives

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

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Evaluation</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use DC theory to construct circuits/solve problems.</td>
<td>Written &amp; Practical Test</td>
<td>11/20/15</td>
</tr>
<tr>
<td>Use AC theory to construct circuit/solve problems.</td>
<td>Written &amp; Practical Test</td>
<td>2/26/16</td>
</tr>
<tr>
<td>Use solid state theory to construct devices/solve problems.</td>
<td>Written &amp; Practical Test</td>
<td>5/13/16</td>
</tr>
</tbody>
</table>

**Competencies required for this career objective:**

- Construct circuits
- Troubleshoot circuits
- Safety
SAMPLE (PROVIDED BY LEA)
CAREER/TECHNICAL IMPLEMENTATION PLAN

Student's Name __________________________________________ School Year ______________________

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.
_____ Copy of notes taken by an honor student should be provided.
_____ 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 major 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.
_____ Introduce 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):

__________________________________________

__________________________________________

__________________________________________

__________________________________________