

Communicator

An Honor Society in Workforce Development

Iota Lambda Sigma Will Meet for Annual Meeting in Atlanta on Nov 30-Dec 2



The Constitution of Iota Lambda Sigma requires that it hold its Annual Grand Chapter Meeting at the same time and place as the Association of Career and Technical Education holds its meeting.

The 2006 Annual Grand Chapter Meeting will be held in **Atlanta, GA** during the period of **November 30-December 2, 2006**. This meeting is held in conjunction with the 2006 ACTE Convention and Career Tech Expo.

Each chapter has two delegate seats at the National Advisory Council Meeting and one seat at the Annual Grand Chapter Meeting. **Members who will attend the 2006 meeting are encouraged to email Anna Skinner at ILSgrandchapter@aol.com.**

Atlanta is gearing up for a great professional development experience. More than 5,000 career and technical educators will travel to the Peach State to participate in the professional development event dedicated to the entire career and technical education (CTE) field.

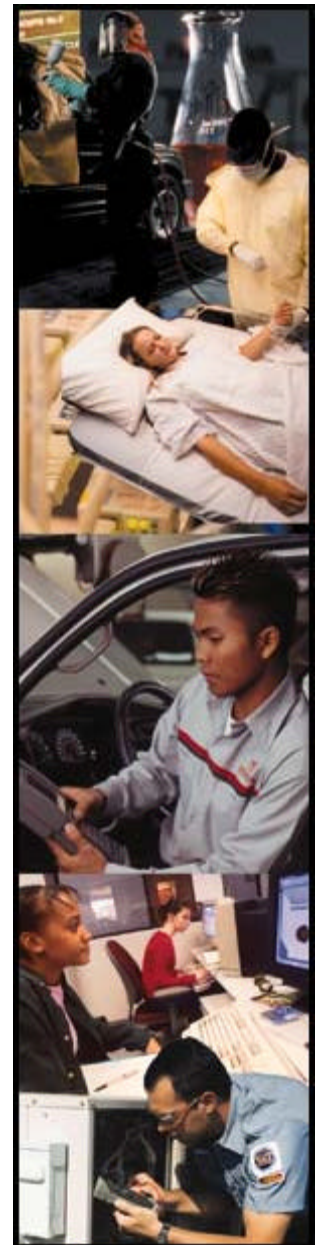
Career and technical educators will have their choice of workshops, seminars and sessions on a wide variety of CTE topics.

ACTE has announced that it will be part-

nering with High Schools That Work (HSTW) for the 2006 Annual Convention. HSTW will present a 10-session strand that will feature best practices in using the HSTW reform model to make high-quality CTE programs a central part of school improvement. In addition to an overview session, several high schools will tell their school reform stories, highlighting how they used HSTW and high-quality CTE to boost academic and technical student achievement. These schools represent a wide variety of delivery models -from schools of choice to shared-time schools to comprehensive high schools.

ACTE is offering first-time attendees a stipend to attend. Generous sponsors help make this program possible. Recipients receive a stipend to help defray the cost of attending the ACTE Annual Convention. The number of stipends awarded depends on the amount of donations received from the sponsors. **Deadline for Application to ACTE for this stipend is September 29, 2006. Application is at:**

www.acteonline.org/convention/upload/2006



ILS Annual Meeting 2006

will be held in conjunction with the ACTE Connecting Education and Careers Conference:

Nov. 30 - Dec. 2, 2006

Carl D. Perkins Bill Signed — Finally!

The Carl D. Perkins Career and Technical Education Improvement Act of 2006, which was passed almost unanimously by Congress in late July, was officially signed into law August 12, 2006 by President Bush.

The new law includes three of ACTE's top conference priorities; using the term "career and technical education" instead of "vocational education," maintaining the Tech Prep program as a separate federal funding stream within the legislation and maintaining state administrative funding at 5 percent of a state's allocation. The new law also includes new requirements for "programs of study" that link academic and technical content across secondary and postsecondary education, and strengthened local accountability provisions that will ensure continuous program improvement.

ACTE's president Bob Scarborough stated, "The new law reflects the positive changes being made and implemented in many career and technical education programs across the country, and ensures we are providing all students with an education that will help them succeed in the workplace and in life."

The Perkins Act provides almost \$1.3 billion in federal support for career and technical education programs in all 50 States. The new Act would authorize the legislation through FY 2012, for a total of six years instead of the current five. Other major changes include a section on local accountability that did not exist in the 1998 law, the separation of performance indicators for secondary and postsecondary programs, and requirements for "Career and Technical Programs of Study."

Purposes

The four purposes of the 1998 law are expanded, and two completely new purposes are added. The purposes now include:

(1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;

(2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;

educational students;

(3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;

(4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;

(5) providing technical assistance that promotes leadership, initial preparation, and professional development at the State and local levels; and that improves the quality of career and technical education teachers, faculty, administrators, and counselors;

(6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;

(7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

The most significant change in this section is to the definition of "Vocational and Technical Education," which is now "Career and Technical Education." The clause in the first part of the definition restricting preparation for careers to those not requiring a baccalaureate, master's or doctoral degree is eliminated. This would allow for CTE programs that prepare students for careers eventually requiring baccalaureate degrees, such as engineering. Two additional clauses are also added to the definition. One states that CTE "provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree" and the other specifies that CTE may include prerequisite courses that meet the requirements of the definition, as long as they are not remedial in nature.

The definition of an "eligible institution" was changed. At the postsecondary level, the change would ensure that only public or non-profit private institutions of higher education that offer CTE courses qualify for funding under the Perkins Act.

For a more complete description of the provisions of the act go to ACTE's web site at:
http://www.acteonline.org/policy/legislative_issues/upload/Perkins_Changes_Summary.doc



SMiShing (phishing via SMS)

Along with good old-fashioned theft, as of this week, IT users have a new type of threat to worry about: McAfee's Avert Labs released a statement that identifies "SMiShing (phishing via SMS) as the newest data collection tactic. Evidently, some mobile phone users have been receiving SMS messages that say, *"We're confirming you've signed up for our dating service. You will be charged \$2/day unless you cancel your order: www.smishinglink.com."*

Avert Labs researchers say the new attacks are "yet another indicator that cell phones and mobile devices are becoming increasingly used by perpetrators of malware, viruses and scams."

ADDING VARIETY TO THE CLASSROOM

Consider that a class – let's say that it's a 40 minute class – can be thought of not as a whole 40 minute block, but a period containing sections. The thinking is that most students can't do the same thing (like just listen to a teacher) for that long. So, it's a good idea to divide the block of time into smaller sections. Here are some activities that can add to the fun of a class period – at any level of instruction. The point of these activities is to provide a little fun for you, variety for the students, and give students a "rack on which to hang the hat of memory."

1. Begin each class period with some kind of reading. It might be a famous quotation, a humorous quotation, a "Murphy's law," a startling statistic, a great passage from literature, or whatever. Consider allocating the first five minutes of any period for this activity. Your reading can relate to the subject matter at hand if you like, but that's not really critical. Any valid material is worthwhile.
2. Have a repertoire of demonstrations to do. The nature of the demonstration depends on the nature of the subject you're teaching or the topic at hand. If you prepare a series of 5 to 10 minute demonstrations ahead of time, you'll have them ready. The more dramatic the demonstration, the better!
3. Keep an inventory of things to pass out for students to examine. Again, your inventory will depend on what you're teaching. Collect and store your objects and have them ready for use.
4. Be prepared to appear in costume. I know, it sounds a little crazy, but almost any age student will enjoy your appearance as some character. I've been Sherlock Holmes, Arthur Conan Doyle, Shakespeare, and even a few characters I've made up (Arthur, the Australian Astronomer, for



example). A five or ten minute presentation of some important fact or concept done in costume is likely to be remembered (often for years to come!). If you have any feel for the stage or you're at all a ham, you'll have fun doing this.

5. Have a game that you play periodically with students. Select a game with learning value, but one which is fun for students. You can decide for yourself how competitive the game gets. Play the game for 5 or 10 minutes during each, some, or occasional class periods.
6. End your class with some regular expression or quotation. When "Hill Street Blues" was popular, I'd always end class with "...and hey...be careful out there." Then there's Yogi Berra quotes like "It ain't over 'til it's over." Lately, I've been using "The truth is out there" from the "X-Files" TV show. Whatever. Find one that kids will associate with you. It's fun and pretty soon you won't have to say it. The students will do that for you.

TEN RULES FOR POWERPOINT PRESENTATIONS

Robert Morgan (c) 2000

<http://www.geocities.com/radiolake/powerpoint.html>

1. Never, but never, use Powerpoint's built in backgrounds (customize your own)
2. Never put too much text on one page (less is more)
3. A picture is worth much more than a thousand words
4. Avoid too many stupid animations and flying objects -- they distract from your message
5. Avoid stupid sounds (lasers, typewriters, squealing brakes, etc.) -- they distract from your message
6. Don't rely on Powerpoint to give your message. stop, interact with the audience, create a relationship with the audience, use other "visual aids" as well
7. Do whatever you can to make your Powerpoint presentation unique (some would say "if you've seen one Powerpoint presentation, you've seen them all")
8. Know your purpose -- is the presentation for a large audience, a small group, or for individual interactive use?
9. Practice your presentation before a friend to make sure that what you think is going to happen, happens. and the number one, most important power point rule:
10. Always, always, be sure your equipment is set up and working well before the presentation. always have a back-up...be ready with something else in case your Powerpoint presentation can't be shown.



Veteran Teachers Talk

<http://www.ed.gov/pubs/FirstYear/ch8.html>

The wisdom of experience

Award-winning veteran teachers have supplied a set of tips to pass on to their first-year colleagues. Some recurring suggestions: contact parents in the beginning of the school year, fostering a friendly rapport before problems arise; be well prepared for class; and model and enforce rules of courtesy and respect. Here are a few samples of veteran teachers' tips:

- Consistency—do what you say you are going to do at all times and with every child.
- Model a love for learning.
- Maintain a sense of humor.
- Offer a variety of interesting choices of activities for kids when they finish work or have down time.
- Keep an open door to parents.
- Reward and praise students.
- Maintain respect above all.
- Learn the names of your students quickly and correctly.
 - Don't be sarcastic to children or correct them in ways that cause embarrassment.
- Veteran teachers' advice in a nutshell: be yourself, work with parents, love the kids, love teaching.



Iota Lambda Sigma

Office of the Executive Secretary-Treasurer
607 Park Way West
Oregon, Ohio 43616

Phone: 419-693-6860

Fax: 419-693-6859

ILSgrandchapter@aol.com

We are on the web!
www.iotalambdasigma.com

Iota Lambda Sigma

Iota Lambda Sigma is an honorary professional society in Workforce Development. It recognizes individuals for excellence in their various endeavors in workforce education and development.

Workforce development includes entry-level employment training through advanced education and development in the workplace. Persons invited into this professional society may come from the fields of education, business, and industry.

Iota Lambda Sigma is dedicated to scholarship and excellence in education, business, and industry workforce development. The Society as a community of professionals dedicated to worthy ideals:

- Recognizes scholarship and excellence in Workforce development.
- Promotes the development and dissemination of worthy educational ideals and practices in workforce development.
- Enhances the continuous professional growth and leadership of its diverse membership.
- Fosters inquiry and reflection on significant educational and training issues.
- Maintains a high degree of professional fellowship.