

Oklahoma Programs of Study Summit

“Moving from POS to RPOS in Oklahoma”

Moore Norman Technology Center | Feb 27, 2013

*career***tech**

Welcome

Becki Foster

Associate State Director

*career*tech

A National Perspective

Dr. Robert Shumer

University of Minnesota

Research Associate/Lecturer



Background

NRCCTE has been conducting research on POS for past several years.

Information available on website (nrccte.org) and in ACTE Journal (Techniques, Jan. 2012).

I am internal evaluator of the NRCCTE (assessing all program/role of Center)

Also conducted 2 national studies of POS

National Programs of Study Institute

Program by NRCCTE to assist states with development of POS efforts

Selected 4 states/territories (OK, KY, MN, and Guam) that applied to assist with POS development. I was advisor to OK. Currently working with MN and Guam, too.

Assigned a consultant/advisor to each group

Conducted a series of meetings in Louisville, Washington, DC, and at local sites to develop a plan for promoting/training for POS.

The purpose for the Institute: connect research to practice (major theme of the NRCCTE)....develop agenda to share information with actual program development

What Did Research Say?

POS built on history of School to Work/Tech Prep programs and people

POS is about more than just CTE...is about educational reform: project-based learning, contextual learning, connection with real world environments, student engagement

Relationships matter: not rigor, relevance, and relationships; its about relationships, relevance, and rigor

Lots of good examples in each state

Collaboration is key to successful implementation

Challenges

Need time to further relationships between academic teachers, CTE teachers; secondary and post-secondary institutions/programs; business/industry and educational systems; address cultural mission/ misalignment between secondary and post-secondary institutions

Involve counselors more in guidance process (yet students often seek advice from CTE teachers, parents, CTSO advisors)

Career development/job acquisition is not always linear – some students able to find jobs through good high school CTE/POS efforts --- so immediate movement to Community College not always the career path chosen

Collect good data on outcomes: academic achievement, skill certification, graduation, job acquisition

Develop campaign to tell the story of successes:
media exposure

Streamline paperwork

Outcomes of NPOSI

You are experiencing it today! Each state developed a plan to conduct their own “institute.”

Convened meetings with key people, selected small group of exemplary districts/institutions that can/will refine their program so they can share with others.

Developed plans to continue the process....connect research with practice, connect evidence production with program improvement

Go Oklahoma!

Developed one of the most comprehensive plans for the state “institute.”

Created a team of critical players to move the initiative forward. Have been convening meetings of districts/institutions to take POS to next level

Had the vision to connect POS with state agenda of Career, College, and Citizenship readiness

All eyes on OK to see how they do in the future!

POS and Carl Perkins

Janet Cooper
State Coordinator

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Alignment

Effective **ALIGNMENT** between CTE and labor market needs to equip students with 21st-century skills and prepare them for in-demand occupations in high-growth industry sectors

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Collaboration

Strong COLLABORATION among secondary and postsecondary institutions, employers, and industry partners to improve the quality of CTE programs

Accountability

Meaningful ACCOUNTABILITY for improving academic outcomes and building technical and employability skills in CTE programs, based upon common definitions and clear metrics for performance

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Innovation

Increased emphasis on INNOVATION supported by systemic reform of state policies and practices to support CTE implementation of effective practices at the local level.

Moving from

Programs of Study

to

Rigorous Programs of Study

in Oklahoma

Technology Centers That Work

High Schools That Work

Pathways to Prosperity

Reflect, Transform, Lead: A New Vision for
Career Technical Education

Carl D. Perkins Career and Technical Education
Act of 2006

A **Program of Study** is a comprehensive, structured approach for delivering academic and CTE to prepare students for postsecondary education and career success

Program of Study

Cluster

Pathway

Major

Courses

Carl Perkins IV & Programs of Study

Incorporate and align secondary
and postsecondary education
elements

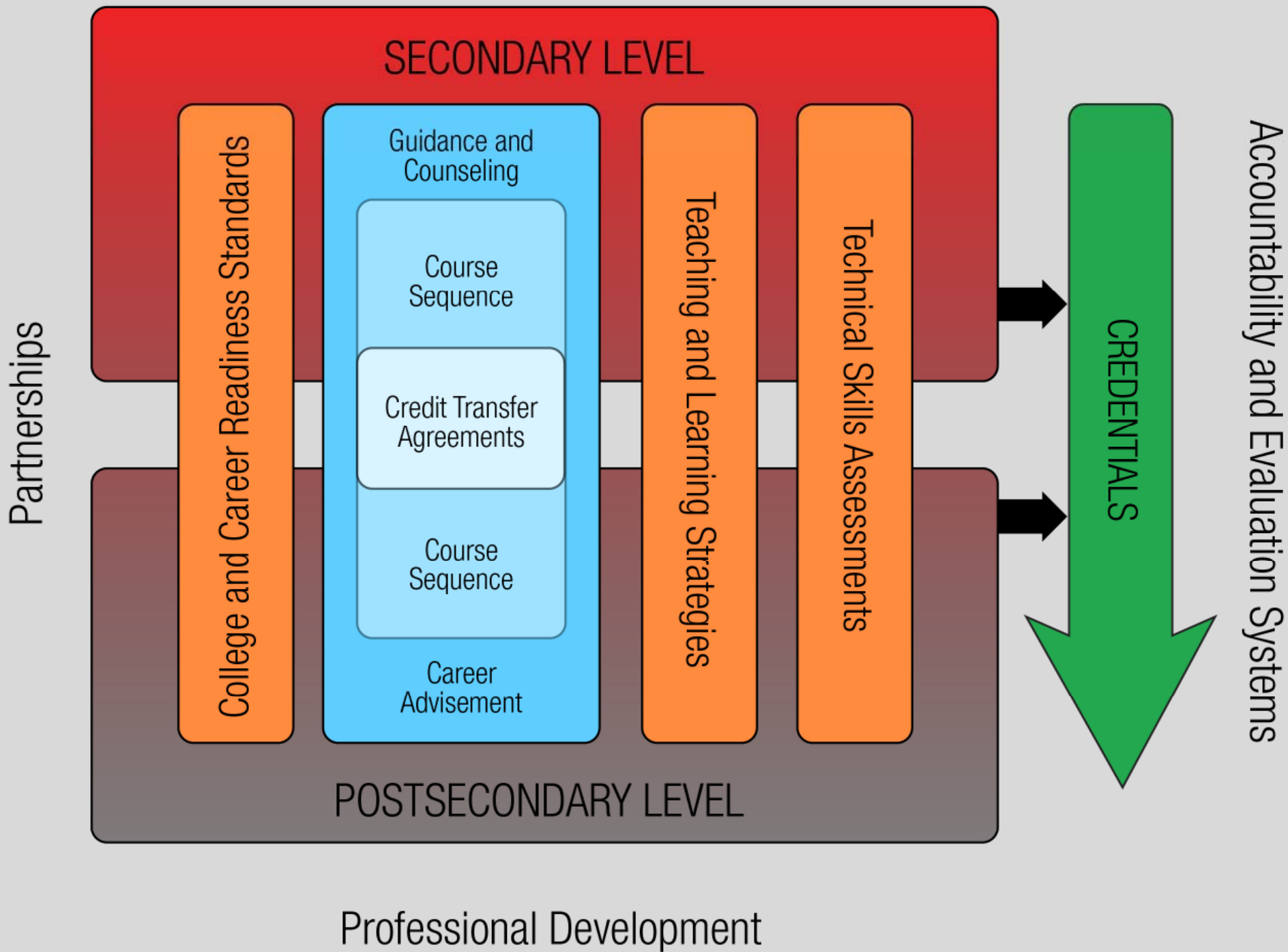
Include academic and CTE content
in a coordinated, non-duplicative
progression of courses

Offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits, and

Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree

**Carl Perkins V &
Rigorous
Programs of Study**

Legislation and Policies



SECONDARY LEVEL

College and Career Readiness Standards

Guidance and Counseling

Course Sequence

Credit Transfer Agreements

Course Sequence

Career Advisement

Teaching and Learning Strategies

Technical Skills Assessments

POSTSECONDARY LEVEL

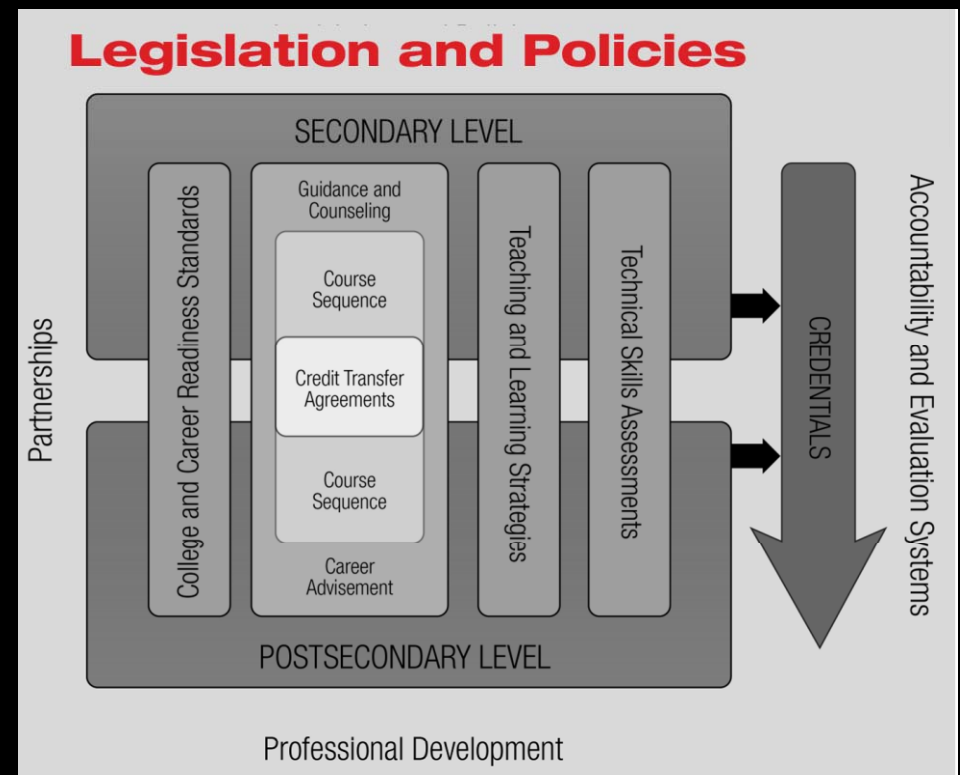
CREDENTIALS

Accountability and Evaluation Systems

Professional Development

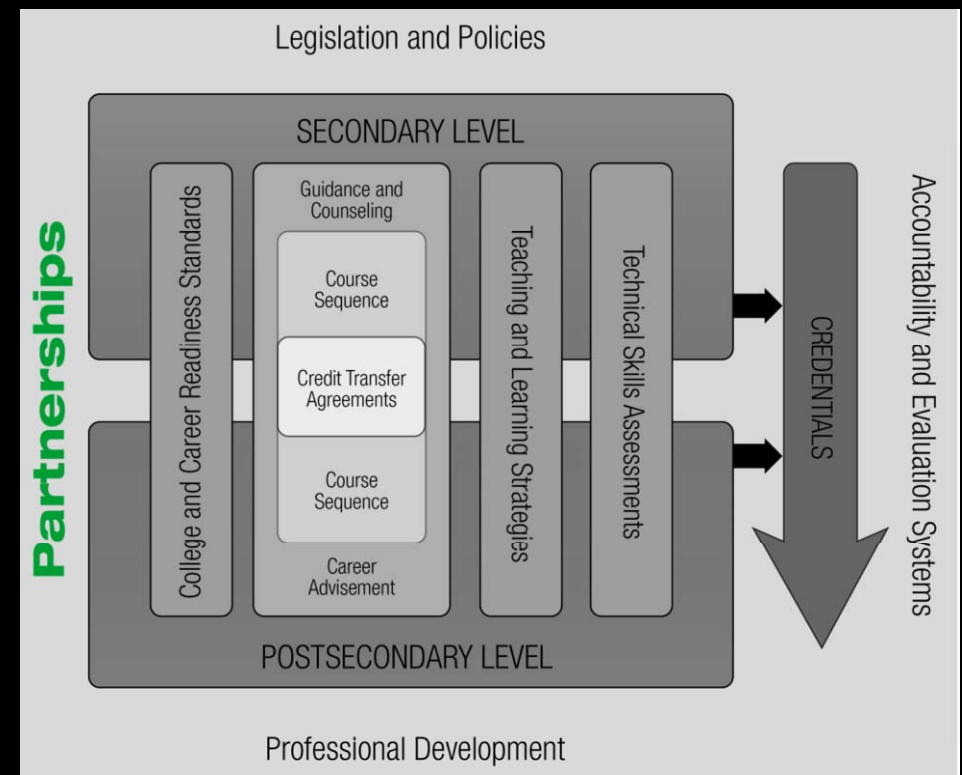
LEGISLATION AND POLICIES

Federal, state, and local legislation or administrative policies promote POS development and implementation.



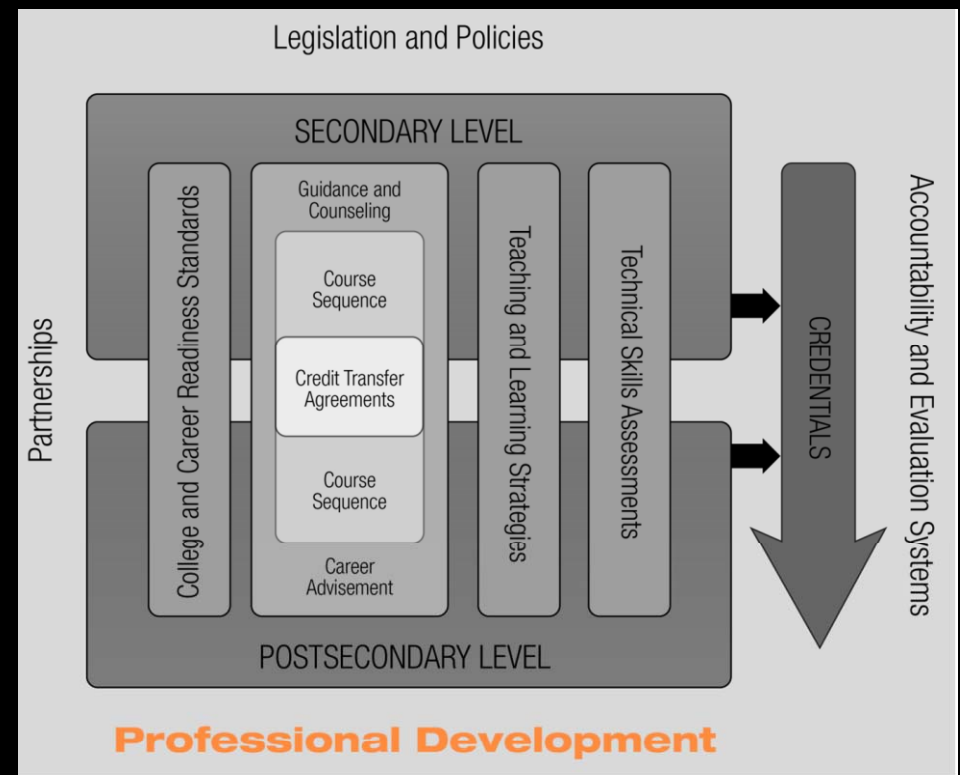
PARTNERSHIPS

Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.



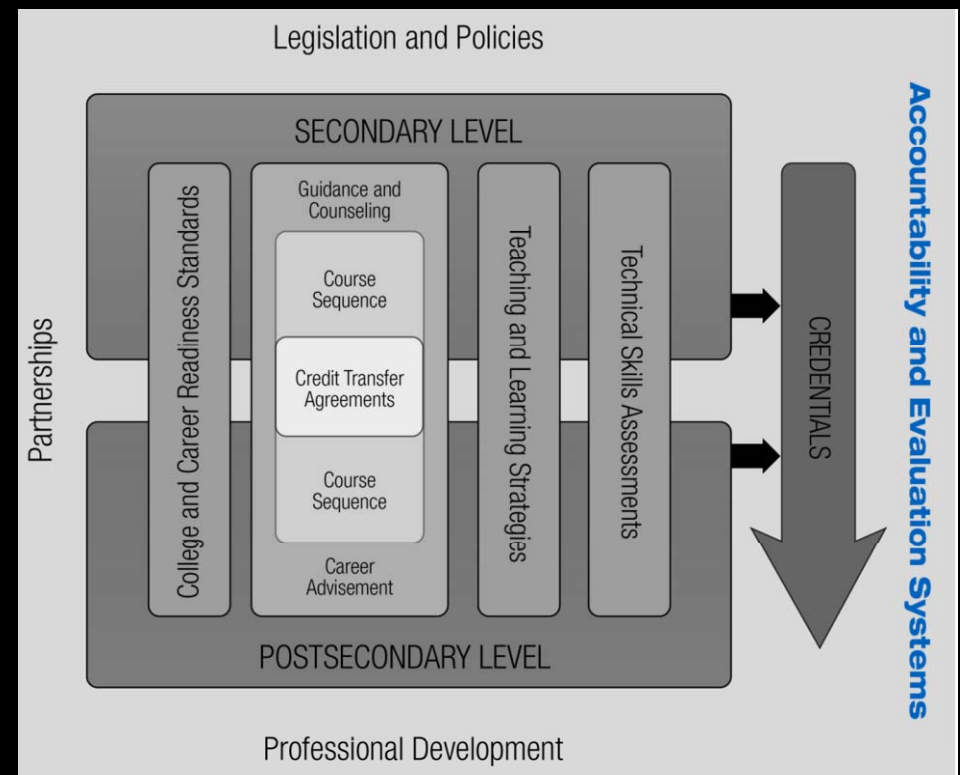
PROFESSIONAL DEVELOPMENT

Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.



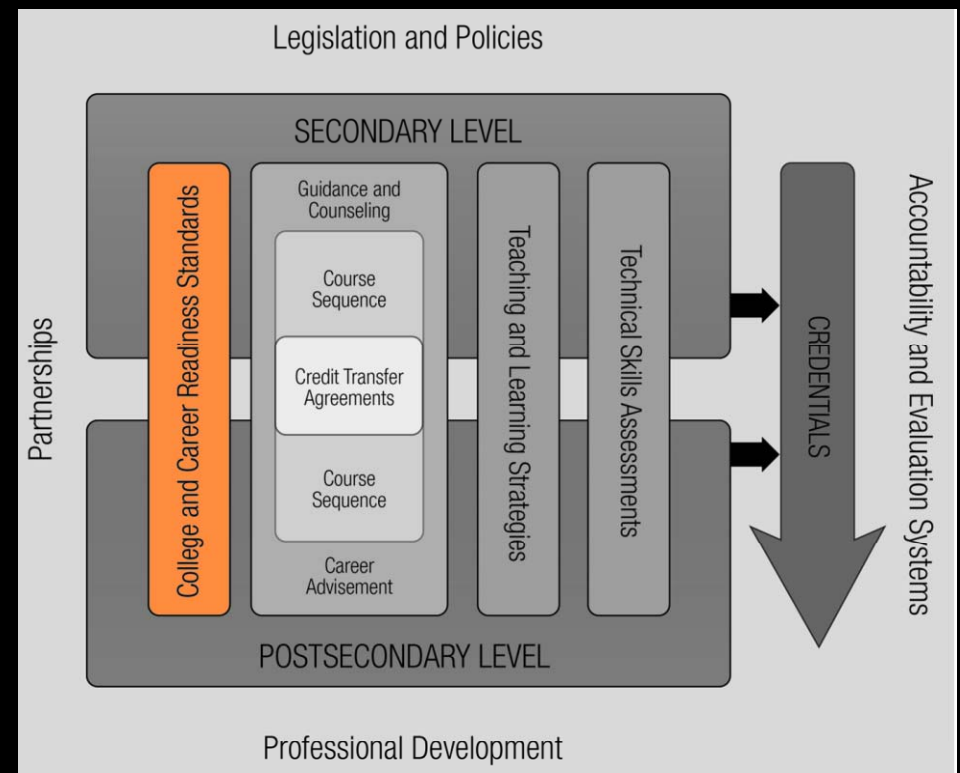
ACCOUNTABILITY AND EVALUATION SYSTEMS

Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.



COLLEGE AND CAREER READINESS STANDARDS

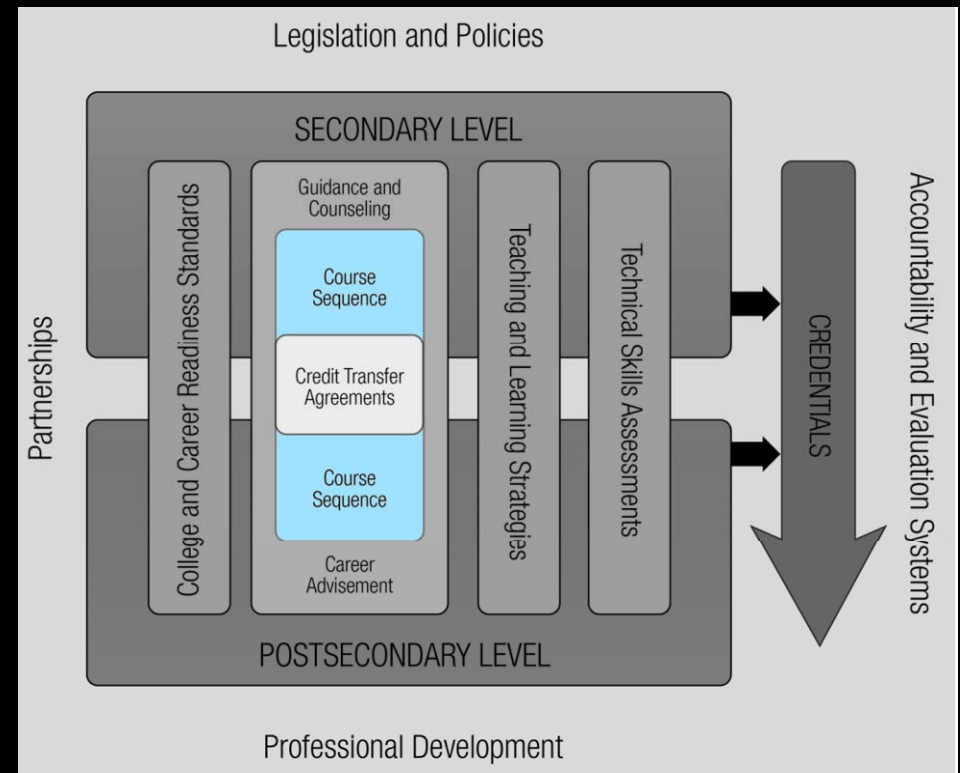
Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS.



COURSE SEQUENCES

Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.

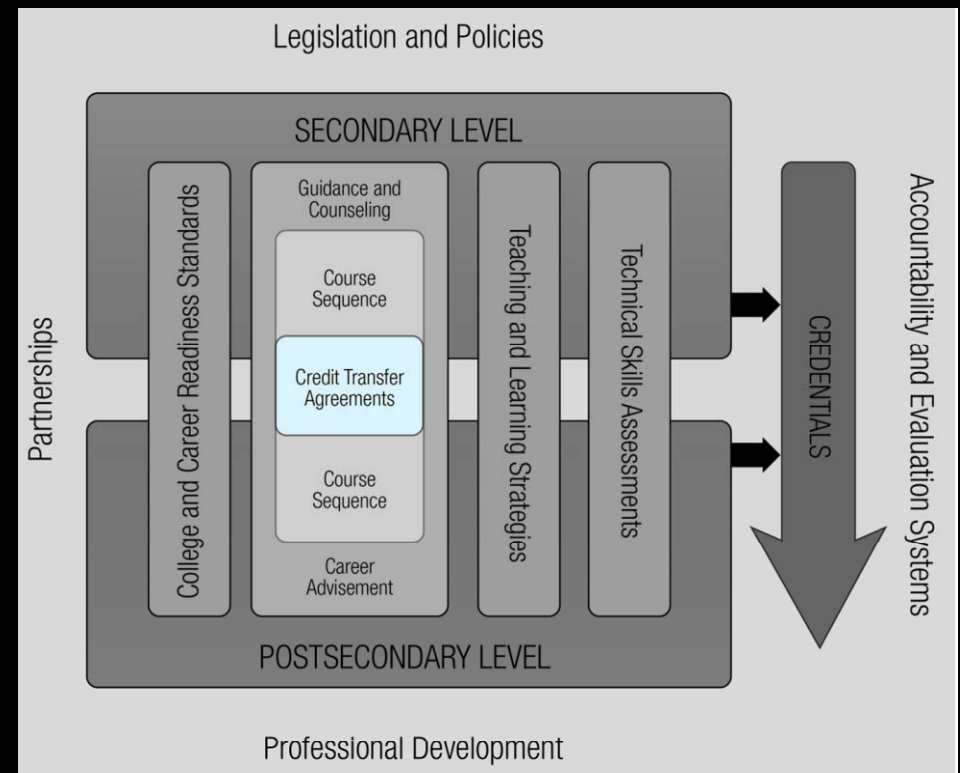
(Individual Career Plan)



CREDIT TRANSFER AGREEMENTS

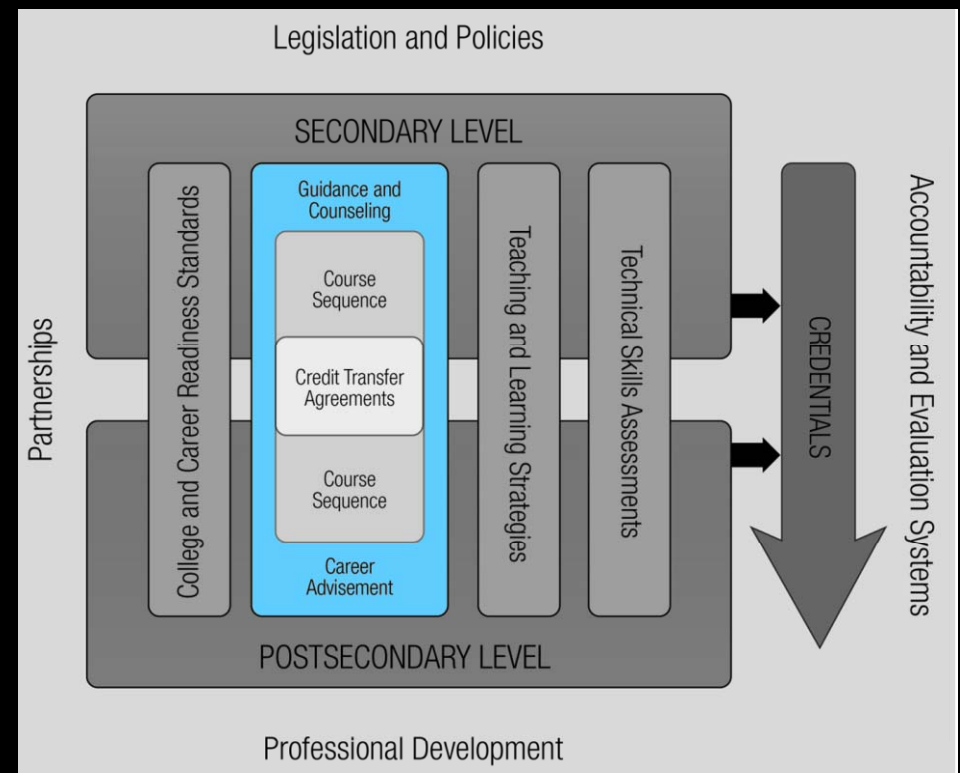
Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.

(Cooperative Alliance Program)



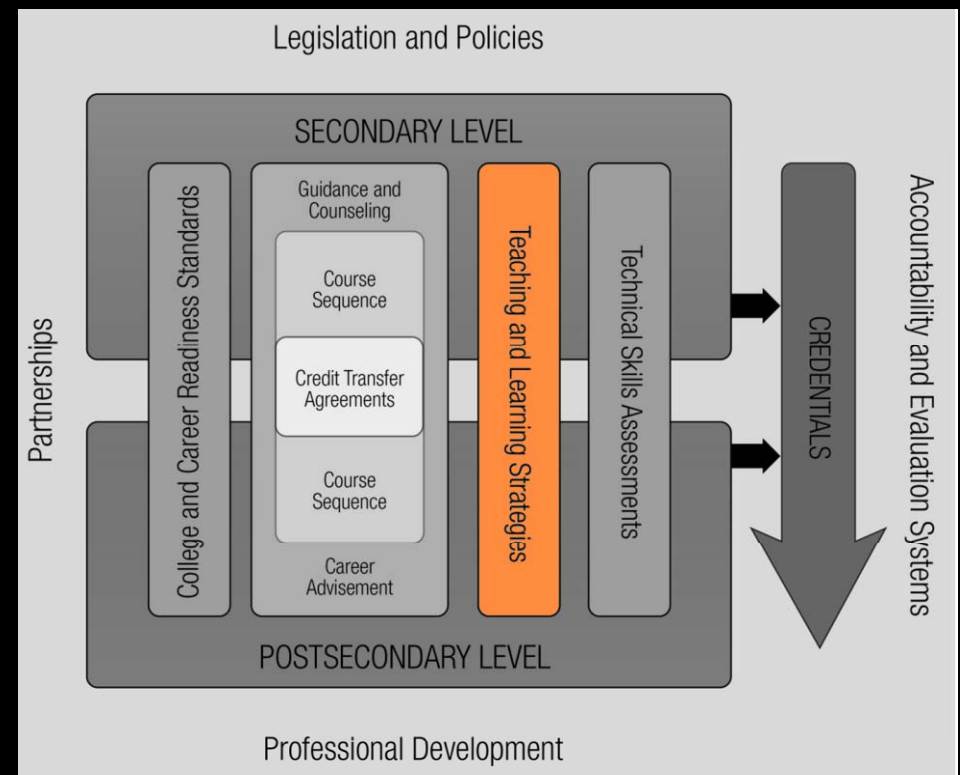
GUIDANCE COUNSELING AND ACADEMIC ADVISEMENT

Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.



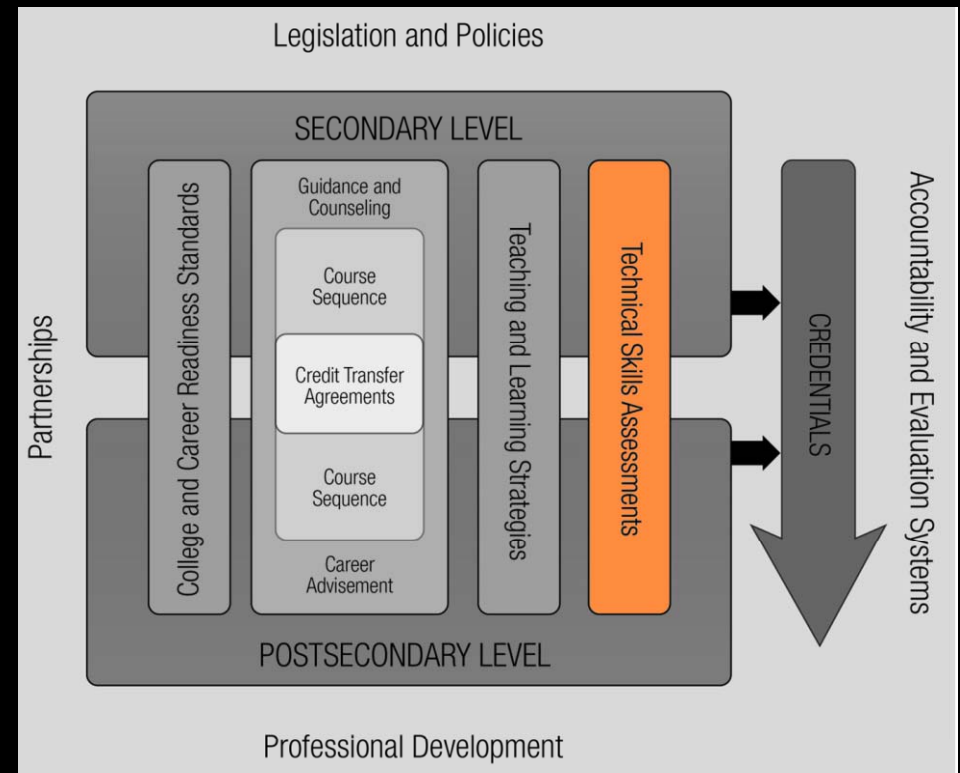
TEACHING AND LEARNING STRATEGIES

Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.



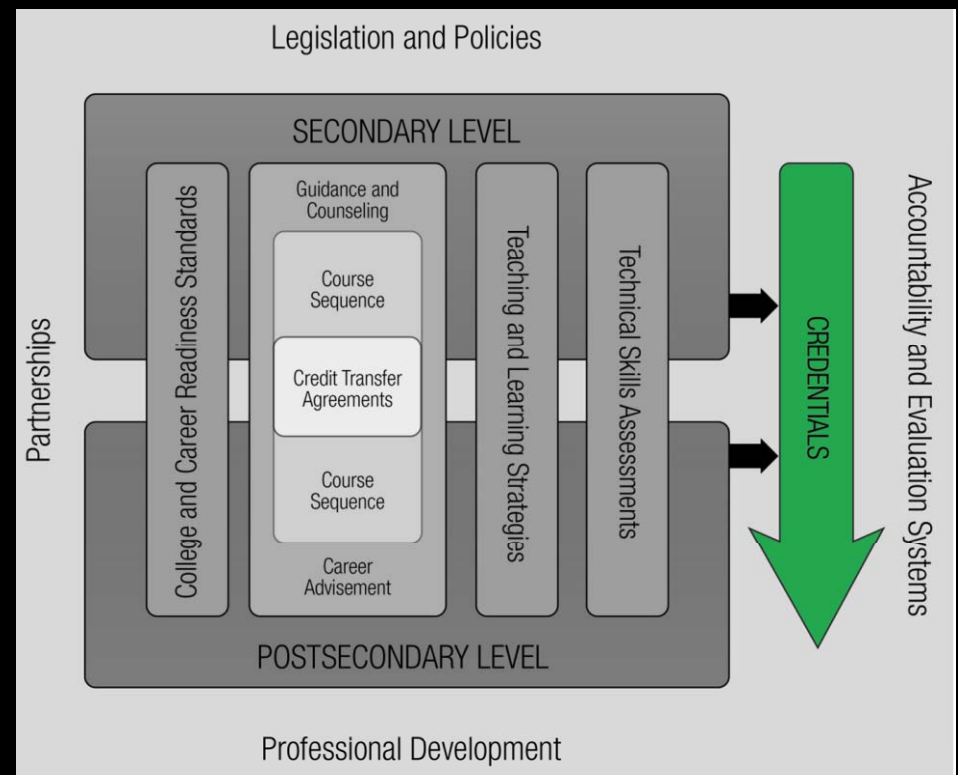
TECHNICAL SKILLS ASSESSMENTS

National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.



Credentials

Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree



National Programs of Study Institute



Challenges

Legislation and Policies

Accountability

Common Language

Common Language

Analysis of Stakeholder Interpretations
of Programs of Study in Oklahoma

Common Language

Analysis of Stakeholder Interpretations
of Programs of Study in Oklahoma

Individual Career Plan

Oklahoma
Programs of Study
Institute

*career*tech

OkPOSI

Caddo-Kiowa Technology Center

Choctaw High School

Claremore High School

Meridian Technology Center

Mid America Technology Center

Oklahoma State University Institute of Technology

Redlands Community College

Tulsa Community College

Tulsa Public Schools

The Project

Action plan for addressing one or more implementation barriers

Implementation barriers could have addressed specific elements of the framework or provide an overall strategy for RPOS implementation

Describe how the action plan developed during the Institute will be communicated with your partners (secondary, technology center, postsecondary), used as a “blueprint” for RPOS design and used to build capacity for RPOS implementation.

What RPOS Could Look Like at Your School

Choctaw High School

Caddo-Kiowa Technology Center

OSU Institute of Technology

“Be Our Guest at CHS”

Kecia Ferguson

Choctaw High School



RPOS Connection

*Guidance, Counseling and Academic
Advisement, Teaching and Learning Strategies,*



Choctaw High School

1,430 students & 83 teachers

9th grade – 12th grade with a Freshmen Center

Suburban community

Bedroom community

Limited Business Partners in the City of Choctaw

Easy access to Tinker Air Force and
OKC Metro Business Partners

Eastern Oklahoma Technology Center
(EOC)

Rose State College (Ticket to Rose)



Project Goal

CHS will enhance and improve all Career Academy curriculums including Program of Study materials, partner participation, curriculum presentations, and resources/materials availability.



What does a Career Academy look like?

Teachers as Advisors program based on students' career interests

15 - 20 students per teacher

Seven Career Academies & the Freshmen Academy

Meet approximately 2 times a month

Curriculum may focus on a variety of topics throughout the year including character building, academics, colleges, career focused, current issues or concerns, enrollment, and guest speakers

Each Career Academy has a lead teacher



CHS Career Academies

Business

Military Studies

Natural Science

Human Services

Health & Medical

Engineering & Technology

Fine Arts & Communication

Freshmen Academy



Problems with Consistency

Not all teachers bring the same enthusiasm for the program to the table

Training new teachers

Difficulty in getting guest speakers

Guest speakers not showing up on Speaker Days

When you get a great guest speaker, you may not always be able to get them back

Curriculum needs to be tweaked occasionally

Curriculum or guest speakers could be relevant to courses



Our Plan

Focuses on the Partnership Program of Study Component

Create web-based resources that can be used by Career Academy Teachers

Video tape our guest speakers and upload the videos to the CHS website aligned to the specific Career Academy

Create links to all curriculum resources used by teachers on the Career Academy WebPages

Upgrade the current Plan of Study to include a 4 year College Plan of Study for various degrees



Guest Speaker Videos Interview Questions

Standard Questions for All Speakers:

Who are you?

What is your job/career? How long have you been in this career?

Where are you currently employed?

What education/certification do you have?



Guest Speaker Videos Interview Questions

Optional Questions for the Speaker to Choose to Answer:

What classes or types of classes would you suggest for someone to take who is interested in your field?

What is your favorite thing about your job?

What degree is required for someone in your field?

Is your job a starting position? If not, how would one work their way into it?

In your career field, what is the expected salary for someone in an entry-level position?

What inspired you toward this career?

What skills are needed?

How does this affect family life?

What is the future outlook for this career? How will technology play a role in its outlook?

What is the work environment like?

How would having a social network affect your job?



Current Status

We have video taped some of our speakers this year.

We are working with the District Webpage person on getting the videos on the Career Academy pages.

Academy Deans have been given some training on how to upload the curriculum on the WebPages.

Career Academy Deans will meet this summer to complete the uploading of all curriculum.



CKTC Visual Design for Program of Study

Polly Bredy

Caddo Kiowa Technology Center



RPOS Connection

*Legislation and Policies, Partnerships,
Professional Development, Accountability and
Evaluation Systems, College and Career
Readiness Standards, Course Sequence, Credit
Transfer Agreements, Guidance, Counseling
and Academic Advisement, Teaching and
Learning Strategies,
Technical Skills Assessments*



Partnerships

The Program of Study Core Team is working with the Washita Valley Regional Partnership Director to Establish Business Education Councils (Spring 2013).

Actions to be completed:

- Develop a memorandum of understanding with each Business Partner who will serve on Business Education Councils
- Work with Business Partners to understand workforce development needs and develop clearly defined goals
- Work with all partners to ensure program meets relevant rigor in the CT content areas



Transportation & Logistics

<i>Student Name</i> _____		<i>Grade</i> _____			
		9 th Grade	10 th Grade	11 th Grade	12 th Grade
HIGH SCHOOL	English I	English II	English III	English IV	
	Algebra I	Geometry or Algebra II	Algebra II or Geometry	***Elective or Math Elective	
	OK History/Government	Geography or World History	US History or American History	*** Elective or Science Elective	
	Physical Science or Biology I	Biology I or Lab Science	Biology II or Chemistry or Lab Science	*** Elective or Social Studies Elective	
	*Art/Music/Speech	*Art/Music/Speech	Elective or Caddo Kiowa Tech	Elective or Caddo Kiowa Tech	
	**Computer I or Foreign Language	**Computer II or Foreign Language	Elective or Caddo Kiowa Tech	Elective or Caddo Kiowa Tech	
	Elective	Elective	Elective or Caddo Kiowa Tech	Elective or Caddo Kiowa Tech	
<p><i>*Students who are planning to attend college are required to take one Art/Music/Speech. Common Core students must take two arts.</i></p> <p><i>** Students should plan to complete either 2 courses in a Foreign Language or Computer Technology to meet college/OK Promise requirements. (Computer Technology may be taken at the Tech Center)</i></p> <p><i>*** To meet college entrance requirements, students are required to take an additional English, math, science, social studies, computer science or foreign language.</i></p> <p><i>NOTE: For NCAA requirements go to www.ncaa.org</i></p>					
Recommended Career Cluster Electives					
High School Electives			Caddo Kiowa Technology Center		
<input type="checkbox"/> Agriculture Education <input type="checkbox"/> Physical Education <input type="checkbox"/> Speech			<input type="checkbox"/> Non-Structural Repair <input type="checkbox"/> Detailing Specialist <input type="checkbox"/> Automotive Chassis Technician <input type="checkbox"/> Medium/Heavy Diesel Preventative Maintenance Technician		
	Technology Center (1-2 Year Program)	Community College 2 Year Associate Degree	College/University 4 – Year Bachelor Degree/Advanced Degree		
Post-Secondary	<input type="checkbox"/> Combination Collision Repair Technician <input type="checkbox"/> Automotive General Service Technician <input type="checkbox"/> Automotive Maintenance & Light Repair Technician <input type="checkbox"/> Automotive Service Technician <input type="checkbox"/> Medium/Heavy Diesel Serve Technician	<input type="checkbox"/> OSU-IT Automotive Collision Repair Technology <input type="checkbox"/> OSU-IT Automotive Service Technology <input type="checkbox"/> OSU-IT Diesel & Heavy Equipment Technology	Business		
Transition Plan: <input type="checkbox"/> Employment <input type="checkbox"/> Tech Center <input type="checkbox"/> Certifications/Licensure/ <input type="checkbox"/> 2-4 Year College <input type="checkbox"/> Military					
This program of study should serve as a guide. Courses listed within this plan are only recommended coursework and should be individualized to meet each student's educational and career goals.					
Career Opportunities With/Without Additional Education/Training					
Auto Body Sheet Metal Repair	Auto Maintenance Technician	Auto Paint Refinishing Technician	Automotive Detailer		
Glass Installer	Auto Restorer	Truck Mechanic	Estimator		
Fabricator	Master Mechanic Gas/Diesel	Specialty Technician	Inventory Control Clerk		
Parts Manager	Business Owner/ Dealership/Body	Transmission Specialist	Repair Shop Manager Truck/Automotive		



Professional Development

Things we do well

- Developed Focus Teams to provide guidance in all areas of school improvement
 - Professional Development Focus Team truly drives professional development decisions based on data collected from a variety of sources
 - Teacher Survey
 - Character First/21st Century Skills
 - Technology Centers That Work (TCTW)
 - Teacher Leader Effectiveness
- Action Steps
 - Develop a system to include secondary and post secondary input into programs



Accountability & Evaluation System

Action Plan:

- Data Focus Team for continuous school improvement
- Development of a Data System (Silverback Learning Solutions) that will collect key information in regards to the Ten Essential Elements

Other Evaluation Tools

- McREL
- Teacher Leader Effectiveness
- TCTW Student & Teacher Surveys
- Perception Surveys

Follow Up Reports



College & Career Readiness Standards

Redlands Community College... 74Hours Available

OSU Institute of Tech...170 Hours Available

Southwestern University 70 Hours Available

Total Enrollment Fall of 2012

- 139 Students

- 1243 College Credit Hours



Course Sequence

Career Plans to be used with partner schools

- Partner School Liaison

Individual Career Plans

- Career Major
- College Credit Available
- Required Competency/National/Industry Certification



Guidance Counseling & Academic Advisement

Partner School Liaison

- Explore
- Plan
- End of Instruction Remediation

Academic Integration Teacher

- Advanced Academics
- Remediation
- Plato
- Work Keys
- OKCIS

Recruitment Director

- Enrollment
- Orientation
- Scholarships



Teaching & Learning Strategies

Southern Education Board

– Technology Centers That Work (TCTW)

Character First

MAX Teaching

ACT Preparation

Focus Team: Quality Instruction & Curriculum

Mentor Teachers

Survey Teachers About Professional
Development Needs



Technical Skill Assessment

National/Industry Certification

- ASE
- CDA
- Licensures
- State Board Certification

Competency Certificates

Career Readiness Certificates (Work Keys)



Evaluating College Readiness in Oklahoma's Cooperative Alliance Students

Jody Craig

OSU Institute of Technology



INSTITUTE OF TECHNOLOGY

RPOS Connection

Partnerships, Accountability and Evaluation
Systems, College and Career Readiness
Standards, Course Sequence, Credit Transfer
Agreements, Technical Skills Assessments



INSTITUTE OF TECHNOLOGY

Background

OSUIT established college credit articulation agreements with many of Oklahoma's CareerTech centers in the 1980s

Since then, these agreements have grown and developed into the current Cooperative Alliance agreements

OSUIT currently has Cooperative Alliance agreements with over 50 technology center campuses



INSTITUTE OF TECHNOLOGY

Background

Approximately 10-15% of OSUIT students enter college with previous Cooperative Alliance credit

Many foundation courses for OSUIT's degree programs are offered at Oklahoma's CareerTech centers through Cooperative Alliance agreements



INSTITUTE OF TECHNOLOGY

Background

Students who enter AAS degree programs at OSUIT with previous Cooperative Alliance credit are enrolled in 2nd or 3rd semester courses that build upon these foundation courses

Student success is dependent upon a thorough understanding of the program's foundation courses



INSTITUTE OF TECHNOLOGY

Purpose

The purpose of this study is to evaluate current cooperative alliance agreements and to determine if students are prepared to enter rigorous degree programs at OSUIT.



INSTITUTE OF TECHNOLOGY

Methodology

We will follow the progress of student cohorts who entered the following OSUIT AAS degree programs in Fall 2008 and Fall 2009

- Culinary Arts
- Engineering Technologies – Electrical/Electronics Specialization
- Engineering Technologies – Engineering Graphics & Design/Drafting Specialization
- Engineering Technologies – Manufacturing Technology Specialization
- Information Technologies



INSTITUTE OF TECHNOLOGY

Methodology

Students sampled will include former Cooperative Alliance (CAP) students as well as students who entered OSUIT with no CAP credit

For the purpose of this study, the control group will be those students who received credit for their technical prerequisites at OSUIT



INSTITUTE OF TECHNOLOGY

Methodology

Student performance will be tracked from initial enrollment in OSUIT program through graduation (or exit date if student does not complete degree)

Data will be analyzed to determine if there is a significant relationship between student performance in OSUIT technical coursework and previous CAP credit in the program area



INSTITUTE OF TECHNOLOGY

Data

- Student Major
- CareerTech Center Attended (if applicable)
- Remediation Required (Reading, English, Math, or Technical)
- Total Number of CAP Credit Hours
- CAP GPA
- Total Number of Non-CAP Technical Hours
- Non-CAP Technical GPA
- Final Cumulative Graduate/Retention GPA
- Persistence to Graduation

Methodology



INSTITUTE OF TECHNOLOGY

Significance

If research shows that former Cooperative Alliance students perform at an equivalent or higher level in OSUIT's technical courses when compared to those students who take their prerequisites at OSUIT, it will justify maintaining and/or expanding agreements in these program areas.



INSTITUTE OF TECHNOLOGY

Significance

However, if research shows that former Cooperative Alliance students do not perform at an equivalent level in OSUIT's technical courses when compared to those students who take their prerequisites at OSUIT, it will serve as an indicator that these agreements may need to be revised.



INSTITUTE OF TECHNOLOGY

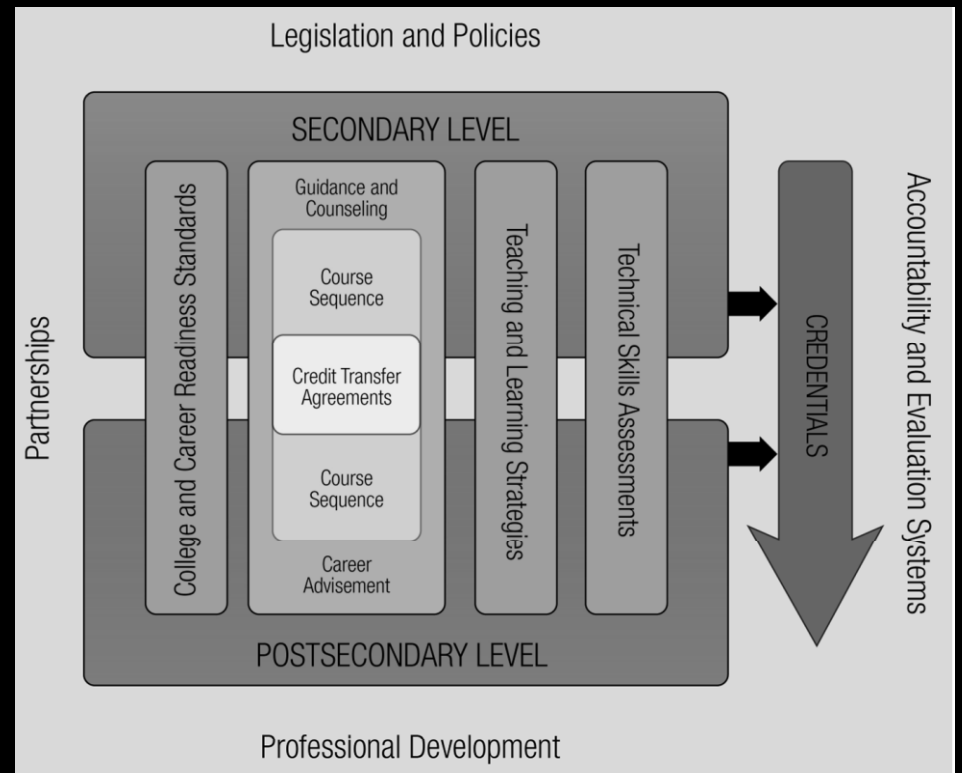
Summary of Initial Findings

How are our Cooperative Alliance students doing?



INSTITUTE OF TECHNOLOGY

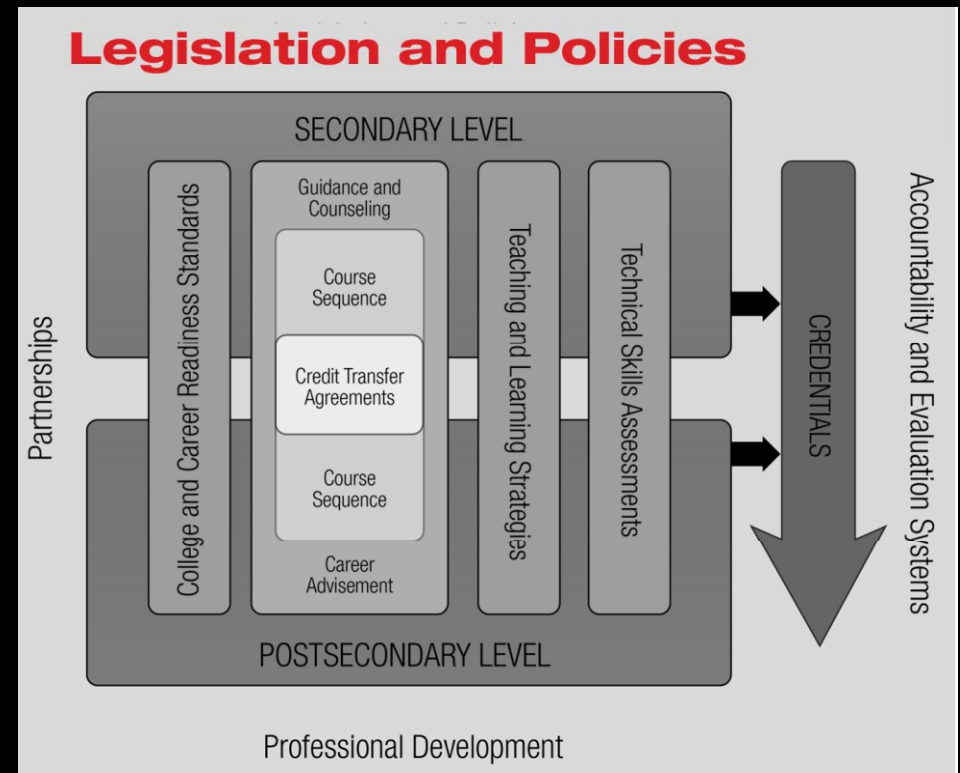
Evaluating the RPOS Framework



LEGISLATION AND POLICIES

Janet Cooper

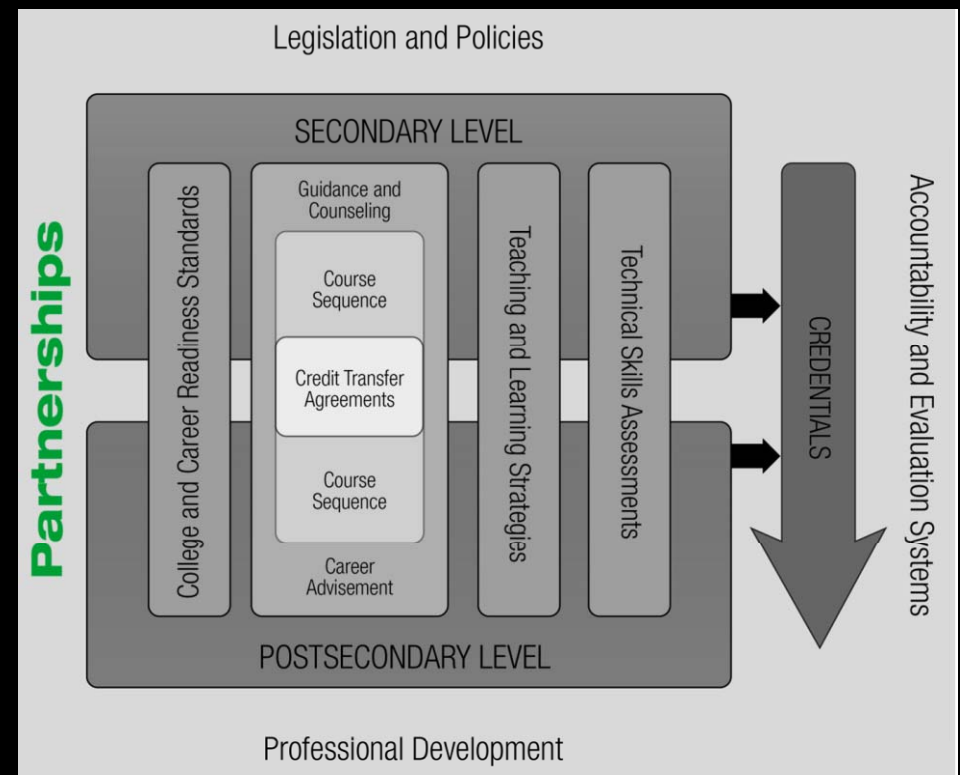
Carl Perkins, State Coordinator



PARTNERSHIPS

Kelly Arrington

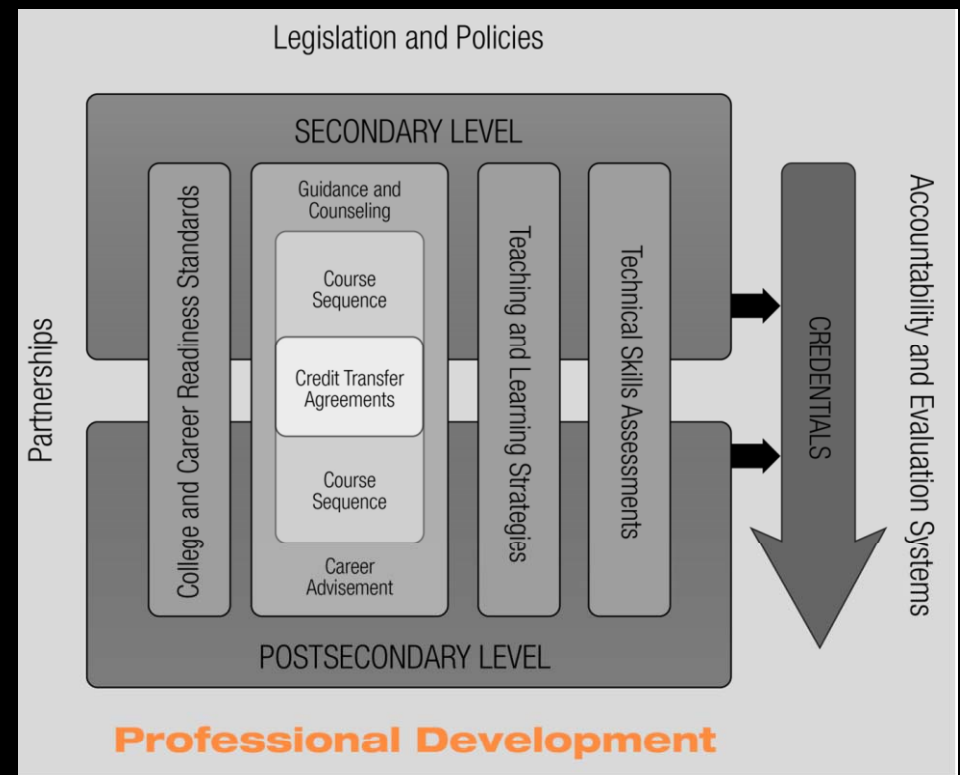
Career and Academic Connections, Manager



PROFESSIONAL DEVELOPMENT

Twila Green

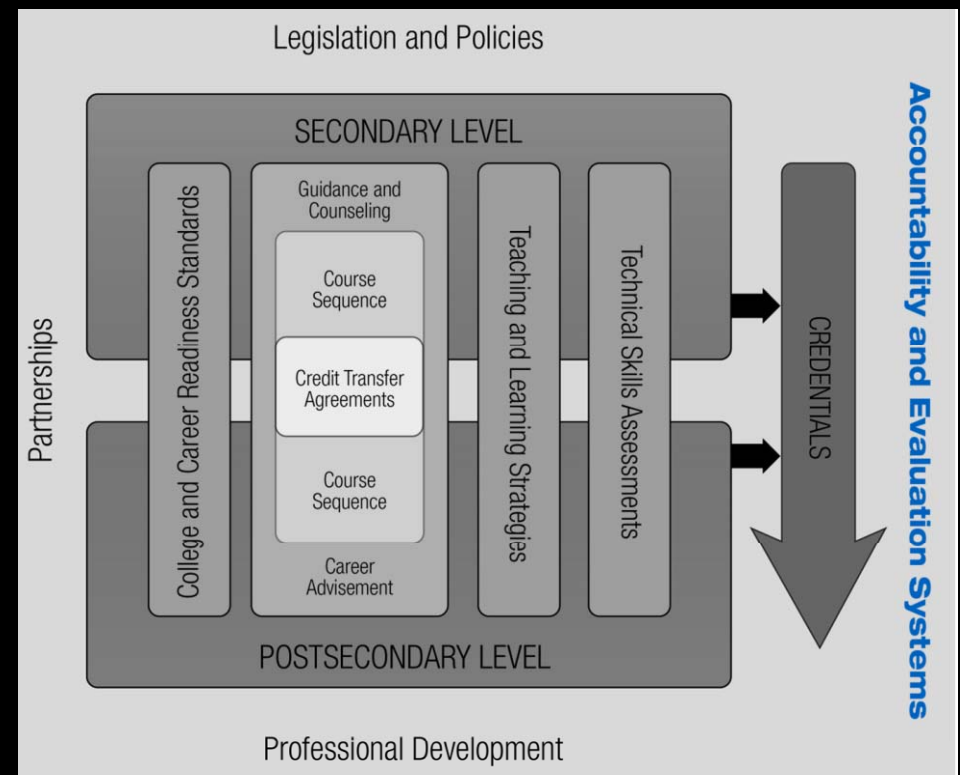
High Schools That Work



ACCOUNTABILITY & EVALUATION SYSTEMS

Janet Cooper

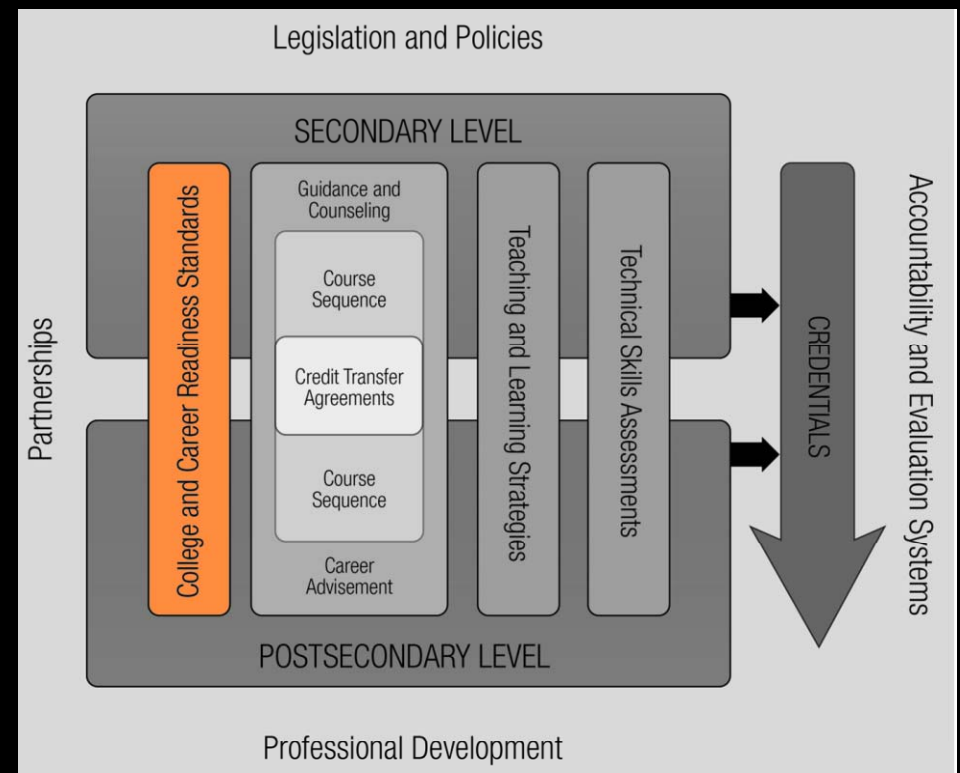
Carl Perkins, State Coordinator



COLLEGE & CAREER READINESS STANDARDS

Jeremy Zweiacker

State Programs of Study Coordinator



What RPOS Could Look Like at Your School

Claremore High School

Meridian Technology Center

Redlands Community College

Zebra Advisement Program

Fielding Elseman

Claremore High School



RPOS Connection

*Partnerships, College and Career Readiness
Standards, Course Sequence, Guidance
Counseling and Academic Advisement*



ZAP

Zebra Advisement Program

Purpose – Enhance students' awareness of educational and career opportunities and to assist students in making meaningful and informed choices regarding their preparation for the future. This will be accomplished through consistent individualized guidance and joint student/parent/teacher comprehensive planning.

Claremore's advisement program is the oldest in the state.



ZAP

Zebra Advisement Program

Each student is assigned a ZAP advisor in the ninth grade and continues working with them until they graduate.

Students meet with their ZAP advisors at least once a month to receive information about Clubs and Activities, resumes, Career Exploration, Career Tech and Post secondary information, grade reports, test results, etc... This culminates each year with a 20 minute enrollment appointment for all students and their parents in early April.

Over the last 14 years we have averaged a 95% participation rate of parents/guardians at ZAP enrollment time. It has become a tradition.



Career Plans of Study

Claremore High School Career Plan of Study – Health Science



Student Name _____ Date _____

Advisor _____

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
High School	English I	English II	English III	English IV
	Math	Math	US History II	World History
	Physical Science	Biology I	*Math	*Math
	US Government/OK History	US History I	*Science	*Fine Arts
			*Fine Arts	
			*These graduation requirements may have been completed in 9 th or 10 th grade.	
	College Prep/Work Ready Grad Plan Requirements = 1.0 Fine Art + 2.0 World Languages or 2.0 Computer Technology Units.			
	Career Cluster Electives			
	Claremore High School Electives: <i>Pre AP Biology I, AP Biology II, Anatomy & Physiology, Botany/Zoology, Pre-AP Chemistry I, AP Chemistry II, Honors Genetics, Hon. Principles of Biomedical Sciences, Hon. Human Body Systems, Hon. Medical Interventions, Hon. Biomedical Innovation, Animal Science, Teen Health, Psychology, Food Science & Personal Nutrition, Athletic Trainer, STW Health Shadow</i>		Northeast Technology Center Electives: Health Careers Certification Veterinarian Assistant Physical Therapy Aide Radiology Aide Chiropractic Assistant Certified Nurse Aide Occupational Therapy Aide Phlebotomy Technician Pharmacy Technician Student Athletic Trainer Fitness Specialist Vision Care Technician	
Post-Secondary	Technology Center 1-2 Year Program	Community College 2-Year Associate Degree	College/University 4-Year Bachelor Degree	
	Practical Nursing Health Careers Certification Nursing Options (Pre-LPN) Veterinarian Assistant Physical Therapy Aide Pharmacy Technician (National Certified) Phlebotomy Technician (National Certified) Certified Nurse Aide	Dental Hygienist Occupational Therapy Assisting Orthotic Prosthetics Technician Physical Therapy Assistant Radiology Technician Respiratory Care Biotechnology	Dentist Nursing Medical Technologist Doctor of Osteopathic Medicine Pharmacist Physical Therapist Physician Veterinarian Science	

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path.

Courses listed within this plan are only recommended coursework and should be individualized to meet each student's educational and career goals.

ZAP 2.0

Problem

All students 9-12 were receiving the same information.

Teachers not attending training or being prepared.

Parent complaints of students not receiving pertinent information.

Teacher complaints of missing class time

Teachers dealing with students having different needs.

Solutions

Created different activities for each grade level.

Involvement of administrators at training and as substitutes. Hand out a list of duties of advisor.

Grade level parent meetings during a P/T conference and before the ZAP enrollment for questions and answers. RSU and NTC have tables.

Created a ZAP schedule in which every class meets.

Pilot for next year: Create ZAP groups by STAR test ranking



Sample ZAP Day

January ZAP

Seniors – Handout – “Interview questions for jobs/scholarships”, letter to the incoming freshmen, Who’s Who, and take all of ZAP folder contents home.

Juniors – Handout – “Further Education and Training” and “Factors to Consider When Choosing A College”. ½ go to computer labs to create an OKCIS account and the other ½ take a Career Survey, “Bobilator”

Sophomores – Guest speaker, Resource Officer Robin Blair, showed film about bullying and held a group discussion.

Freshmen – Began planning a four year course study.



ZAP Advisor Duties

- ZAP Advisors will attend all training that is required.
- ZAP Advisors will prepare for each ZAP session so that students can receive full benefit of the session.
- ZAP Advisors will build a relationship with the 15-20 students with which they have been entrusted.
- ZAP Advisors will make every effort to attend the days that we hold monthly ZAP meetings in which important information is given to our students. (Usually on Wednesday)
- ZAP advisors will recognize the importance of the 3 meetings in January, February, and March leading up to the ZAP enrollment sessions.



ZAP Advisor Duties

- The ZAP enrollment sessions are typically on a Thursday evening and a Friday morning in late March or early April. THESE ARE MANDATORY.
- ZAP advisors will be responsible for the following duties:
 - Float Duty during homecoming week - All advisors will sign up with their corresponding grade.
 - Winter Ball – Sophomore advisors will sign up for duty.
 - Prom – Junior advisors will sign up for duty.
 - Graduation – Senior advisors will sign up for duty.
- Advisors may trade duties, but they need to inform Robin Davis and Todd Steidley.
- ZAP Advisors will contact the counselors as soon as they know they will be missing a ZAP meeting so a substitute may be found.



ZAP Schedule

<u>1st Lunch</u>		<u>2nd Lunch</u>		<u>3rd Lunch</u>	
8:45 – 10:00	1 st Period	8:45 – 10:00	1 st Period	8:45 – 10:00	1 st Period
10:05 – 11:30	2 nd Period	10:05 – 11:30	2 nd Period	10:05 – 11:30	2 nd Period
11:30 – 12:05	lunch	11:35 – 12:15	3 rd Period	11:35 – 12:50	3 rd Period
12:10 – 1:25	3 rd Period	12:15 – 12:45	Lunch	12:50 – 1:25	Lunch
1:30 – 2:15	ZAP	12:50 – 1:25	3 rd Period	1:30 – 2:15	ZAP
2:20 – 3:40	4 th Period	1:30 – 2:15	ZAP	2:20 – 3:40	4 th Period
		2:20 – 3:40	4 th Period		



Technical Skills Assessments

DeAnna Little

David Shelton

Meridian Technology Center



RPOS Connection

*Legislation and Policies, Partnerships,
Professional Development, Accountability and
Evaluation Systems, College and Career
Readiness Standards, Teaching and Learning
Strategies, Technical Skills Assessments*



Project Goals

Create Awareness of the Oklahoma A-F Report Card

Create Awareness of Industry Credentials Types by Program

Create Awareness of Post-Secondary Cooperative Alliance Articulation Enrollments



Communication Plan

Faculty Meeting to Address:

- A-F Report Card Overview
- CTE's Role in the A-F Report Card
- Industry Credential List (Types 1-6)
- Potential issues if program does not meet A-F criteria



Path Home > Educators > Career and Academic Connections > Academics

Navigation - Sitemap

Career and Academic Connections

Academics

Bulletin Board

Career Development Resources

Contact Us

Equity

Guidance and Counseling

Individual Career Plans

Initiatives

Labor Market Information

Oklahoma Career Information System - OKCIS

Special Populations/Special Needs Resources

CTE Options for ACE and Graduation Requirements

- **A-F Report Card & Transcribing**
 - CTE and A-F Report Card Guidelines
 - CTE and A-F Report Card Guidelines with Calculations
 - **Industry Certifications Assessment List**
 - CTE and A-F Report Card Powerpoint
- **Credit Chart for Career and Technology Education Classes for OKPromise (OHLAP) Credit**
- **Checklist for Oklahoma CTE Math/Science Courses and Computer Technology Courses**
- **EOI Alternative Tests and Corresponding Practice Tests**
- **EOI Alternative Test and Cut Scores**
- **Oklahoma CTE Guidelines for Academics**
- **CTE Testing Guidelines**
- **Approved Assessment Request**

Communication Plan

Faculty Meeting to Address:

- A-F Report Card Overview
- CTE's Role in the A-F Report Card
- Industry Credential List (Types 1-6)
- Potential issues if program does not meet A-F criteria



Instructor's Task

Program meets Type 1-2 Industry Credential

Update Course Syllabi and Documents with Testing Information for each Industry Credential offered
(Include Cost, Testing Location, Test Prep Materials)



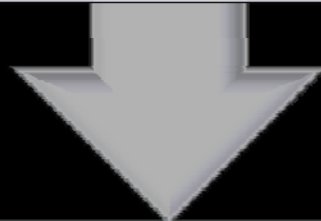
Results

Strive for all student's to obtain the Type 1-2 Credentials and Track Progress on Follow-Up Report

Instructor's Task

Program DOES NOT meet Type 1-2 Industry Credential

Meet with Business and Education Council members to determine which Credentials are most valued in Industry and would count on the Type list



Align curriculum to meet Type 1-2 Credentials or

Submit a request to ODCTE to have a specific test added to the list

Due by April 1

Potential Questions

How do student's pay for the exams?

Need for school policy on paying for exams?

EOI exams are state developed, why do ODCTE exams not count?

How can we get state ODCTE tests endorsed by industry?



Resources

List of approved assessments

www.okcttc.com

Career and Academic Connections

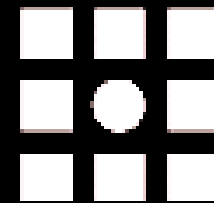
www.okcareertech.org/cac



Child Development AAS and Certificate of Mastery

Dr. Laura Gruntmeir

Redlands Community College



REDLANDS
COMMUNITY COLLEGE

RPOS Connection

*Partnerships, College and Career Readiness
Standards, Course Sequence, Credit Transfer
Agreements, Guidance, Counseling and
Academic Advisement*



REDLANDS
COMMUNITY COLLEGE

CHILD DEVELOPMENT

Associate in Applied Science

General Requirements: Total Hours: 64 • Minimum GPA: 2.0

Program Description: The Associate in Applied Science in Child Development consists of curriculum to prepare child development professionals. The program prepares students for a job in child development centers or in an educational setting for young children.

GENERAL EDUCATION REQUIREMENTS18 hours

Area	Min. Hours	Courses
Communications	6	ENGL 1113 English Composition I ENGL 1213 English Composition II or ENGL 2033 Technical Writing and Reporting
Social Science	6	HIST 1483 U.S. History to 1877 or HIST 1493 U.S. History, 1877 to Present POLS 1113 U.S. Government
Selected General Ed Requirements	6	BISC, BOT, CHEM, MATH, MUS, ART, PSY, SOC, SPCH, CMSC, GEG, PHSC

TECHNICAL-OCCUPATIONAL SPECIALTY COURSES31 hours

Area	Min. Hours	Courses
Child Development Education	31	CD 2101 Portfolio Development in Early Childhood Education CD 2053 Child Growth and Development CD 2063 Behavior and Guidance of Young Children CD 2023 Nutrition, Health and Safety for Children CD 2043 Parent and Community Relations CD 2073 Music, Movement and Creative Arts CD 2103 Education and Services for Children with Special Needs CD 2173 Cognitive Skills for Children CD 2183 Language and Social Skills for Children CD 2203 Early Childhood Education Program Planning and Evaluation CD 2223 Professionalism in Early Childhood Education

SUPPORT AND RELATED COURSES12 hours

CHILD DEVELOPMENT Certificate of Mastery

General Requirements: Total Hours: 18 • Minimum GPA: 2.0

Program Description: The Certificate of Mastery in Child Development allows students to obtain specialized training that can lead to the educational requirements for a CDA credential or to fulfill the requirements for the Department of Human Services professional development. Certificate completers are able to meet the specific needs of children and work with parents and other adults to nurture children’s physical, social, emotional and intellectual growth in a child development framework. All Child Development courses for this certificate must be taken at Redlands Community College.

SPECIALIZED PROGRAM REQUIREMENTS.....18 hours

Area	Min. Hours	Courses
Communications	3	ENGL 1113 English Composition I
Child Development	15	CD 2053 Child Growth and Development
		CD 2063 Behavior and Guidance of Young Children
		CD 2203 Early Childhood Education Program Planning and
		CD 2223 Professionalism in Child Development
		CD 2023 Nutrition, Health and Safety for Children
		CD 2043 Parent and Community Relations
		CD 2073 Music, Movement and Creative Arts
		CD 2103 Education and Services for Children with Special
		CD 2183 Language and Social Skills for Children
		CD 2233 Assessment and Evaluation of Child Growth and

THE TECHNOLOGY CENTER CONNECTION

Enrollment in these courses must be approved by Arlie Schroder, Cooperative Programs Coordinator 405-422-1287

CADDO KIOWA TECHNOLOGY CENTER - FT. COBB

<u>Seq #</u>	<u>Dept</u>	<u>Num.Sec</u>	<u>Title</u>	<u>Location</u>	<u>Instructor</u>						
						9110	CD	2053.02	Chld Grwth & Dev	CKTC	Rexroat
9101	ACCT	2101.02	Payroll Acct	CKTC	White	9111	CD	2063.03	Bhv Guid Yng Chld	CKTC	Rexroat
9102	ACCT	2213.01	Cmptr Acct	CKTC	White	9112	CD	2073.01	Music/Mvmt/Crt Arts	CKTC	Rexroat
9103	AHS	1123.03	Medical Term	CKTC	Oswald	9113	CD	2101.02	Portfolio Dvpmt CD	CKTC	Rexroat
9104	AMT	1043.02	Document Formatting	CKTC	Hutcherson	9114	CD	2103.01	Chld w/ Spec Needs	CKTC	Rexroat
9139	AMT	1313.02	Med Proc Coding	CKTC	Oswald	9115	CD	2173.01	Cognit Skls Chldrn	CKTC	Rexroat
9138	AMT	1323.01	Med Diag Coding II	CKTC	Oswald	9116	CD	2183.01	Lang/Social Skls	CKTC	Rexroat
9105	AMT	2153.02	Word Procs I	CKTC	Oswald	9117	CD	2203.01	Pgm Plan & Eval	CKTC	Rexroat
9106	AMT	2233.03	Medical Trans	CKTC	Oswald	9118	CMSC	1223.04	Bus Appl Sftwr	CKTC	White
9126	AMT	2253.02	Law Office Tech	CKTC	Hutcherson	9122	CMSC	1223.17	Bus Appl Sftwr	CKTC	Pierce
9107	AMT	2303.02	Dsktop Publ	CKTC	Pierce	9123	CMSC	1223.18	Bus Appl Sftwr	CKTC	Oswald
9128	AMT	2353.02	Medical Billing	CKTC	Oswald	9124	CMSC	1223.19	Bus Appl Sftwr	CKTC	Hutcherson
9127	AMT	2423.01	Legal Proc/Pro	CKTC	Hutcherson	9119	CMSC	1233.01	Sprdsht Appl	CKTC	White
9125	AMT	2433.02	Legal Terminology	CKTC	Hutcherson	9120	CMSC	1243.03	Database Appl	CKTC	White
9108	CD	2023.01	Nutr/Hlth/Sfty Chld	CKTC	Rexroat	9121	CMSC	1373.01	Oprng Systems	CKTC	White
9109	CD	2043.01	Parent/Comm Relat	CKTC	Rexroat						

Limitations

Curriculum tends to be mandated from the Regents and Dept. of Human Services

Professional development is unique- Most attend a great deal in their full time professions

Students tend to be online or place bound

Most students are employed in child care settings

Most students are included in the Scholars program which is not friendly to the AAS



REDLANDS
COMMUNITY COLLEGE

Strengths

The articulation is strong and has been for many years

The articulation is well documented

Funding is strong but somewhat complex

Students are employed in child care settings

The players work well together



REDLANDS
COMMUNITY COLLEGE

Areas for Improvement

Need to track students in the field for salary and career paths

Investigate a School Age Certificate

Professional Development of Faculty should be tracked

Need to seal the potential grads who have completed hours but not graduated

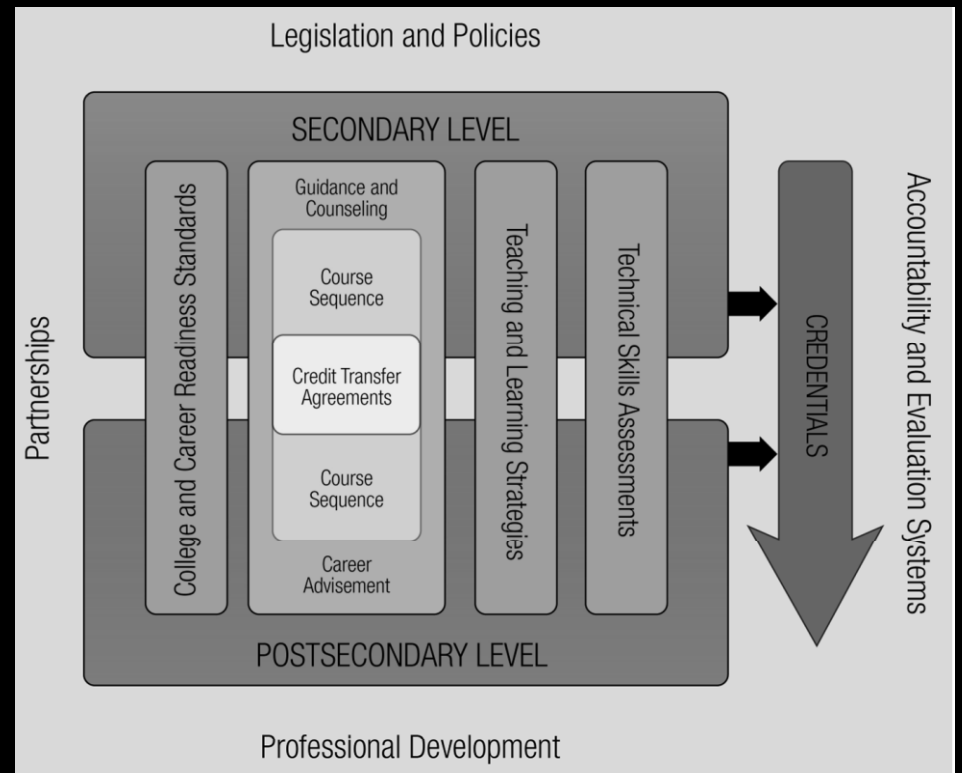
More students need to take advantage of college credit

Potential with Alternative Education students?



REDLANDS
COMMUNITY COLLEGE

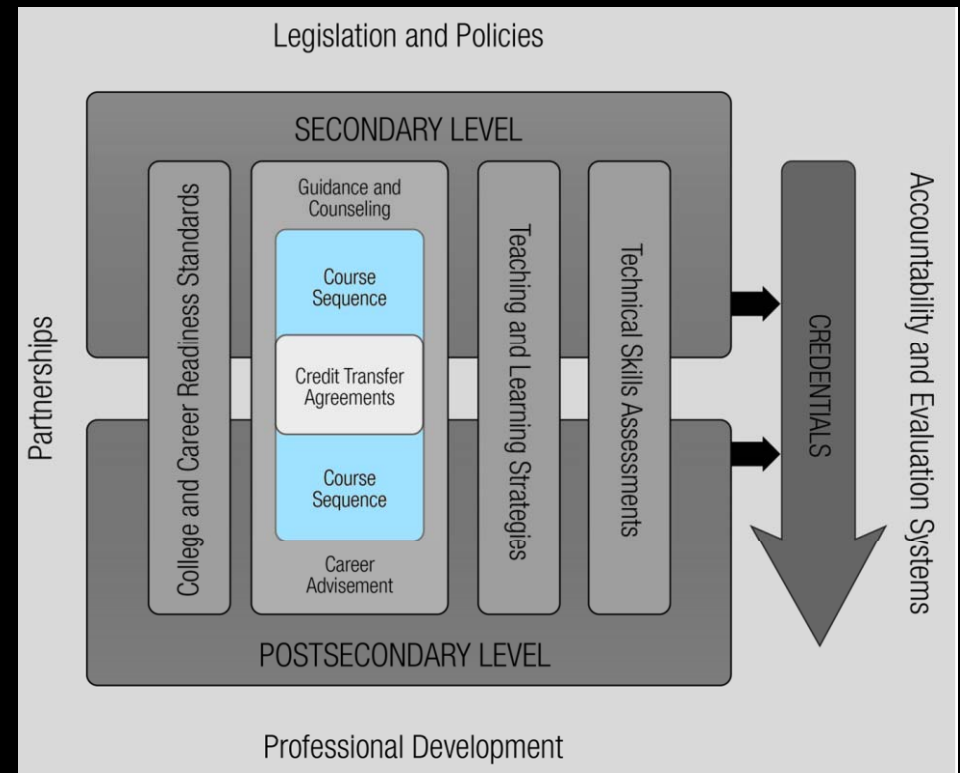
Evaluating the RPOS Framework



COURSE SEQUENCES

Kelly Arrington

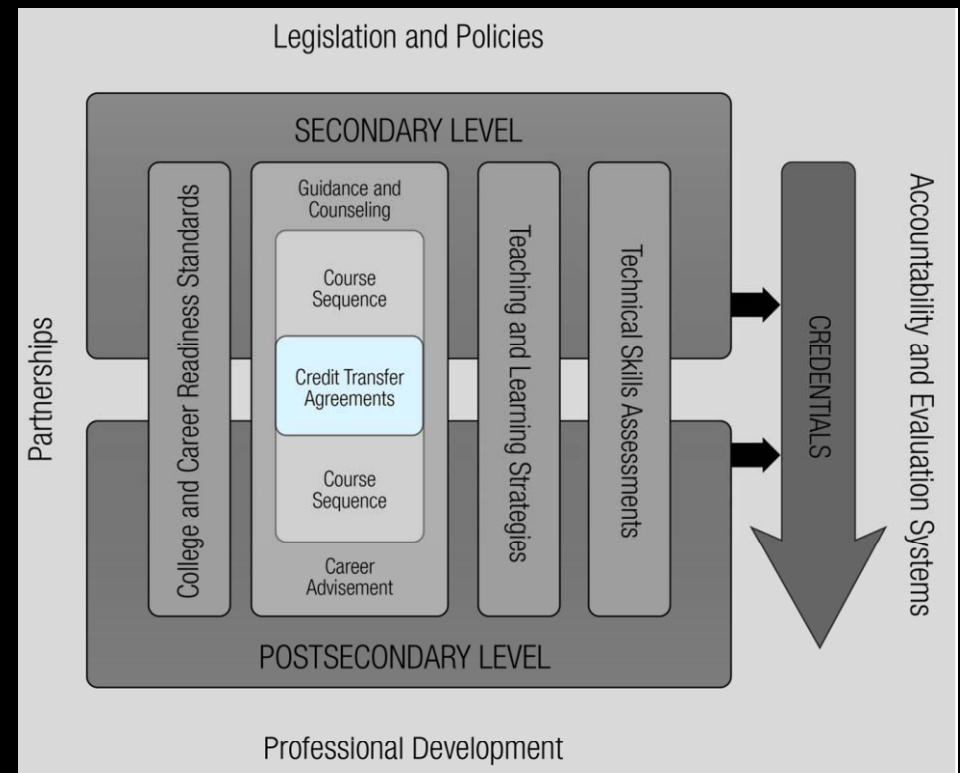
Career and Academic Connections, Manager



CREDIT TRANSFER AGREEMENTS

Jeremy Zweiacker

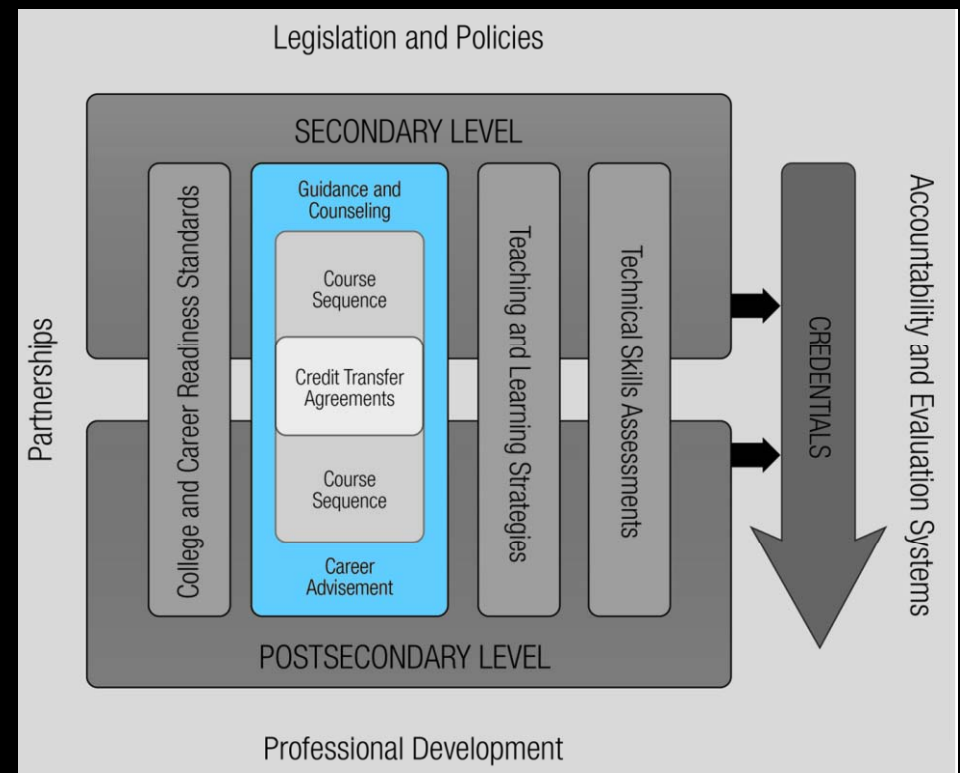
State Programs of Study Coordinator



GUIDANCE COUNSELING AND ACADEMIC ADVISEMENT

Kelly Arrington

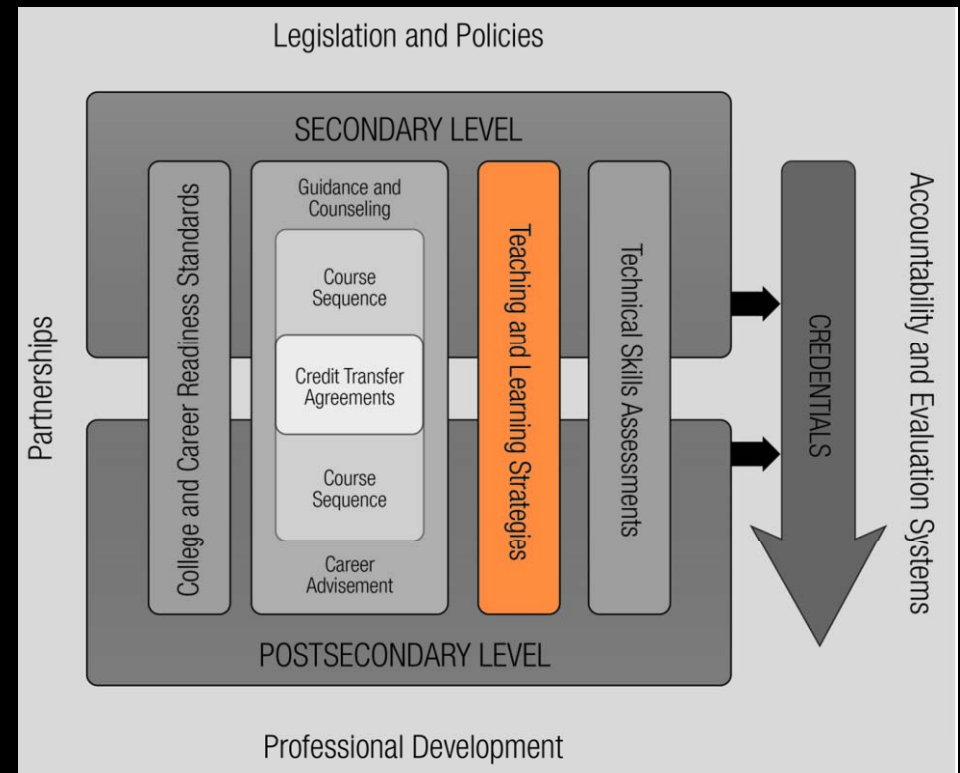
Career and Academic Connections, Manager



TEACHING AND LEARNING STRATEGIES

Twila Green

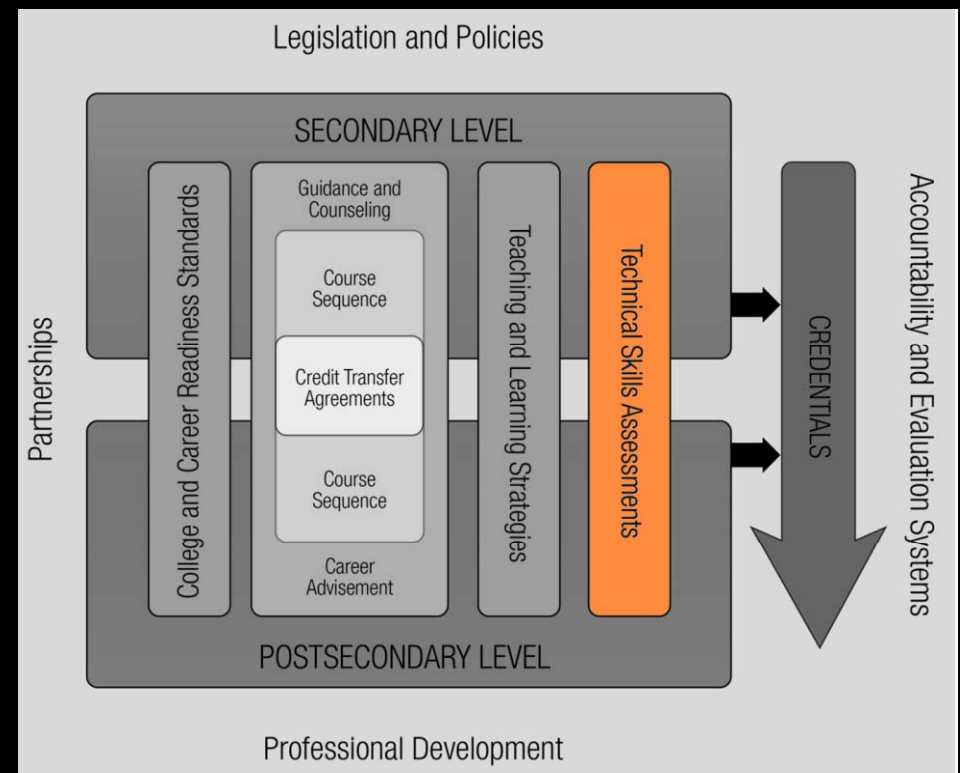
High Schools That Work



TECHNICAL SKILLS ASSESSMENTS

Kelly Arrington

Career and Academic Connections, Manager



What RPOS Could Look Like at Your School

Tulsa Public Schools

Mid-America Technology Center

Tulsa Community College

Professional Development through TLE

Taylor Hill-Taylor
Tulsa Public Schools



T U L S A

PUBLIC SCHOOLS

RPOS Connection

*Legislation and Policies, Professional
Development*



Teacher and Leader Effectiveness

TPS TLE...

**was “home grown”, tested and revised by
Oklahoma’s best... Oklahoma Teachers.
is research-based and externally validated.
measures what matters.**



Professional Development

will be assigned to teachers as needed based on observations and evaluations

will be individualized for each teacher based on needs

will be required for any teacher scoring a 1 or 2 on an evaluation as a personal development plan will be issued

will be required for any teacher that does not have 70% of students passing competency tests (next year will be 80 and then 90% the following year)



Data Collection

Mike Eubank

Mid-America Technology Center



RPOS Connection

*Partnerships, Professional Development,
Accountability and Evaluation Systems, Course
Sequence, Guidance, Counseling and
Academic Advisement, Teaching and Learning
Strategies, Technical Skills Assessments*

Implementation Barriers

Communication with “sending schools”

- Professional development
- Data collection

Data

- Accountability
- Efficiency

Sequence

- Adapt
- Improve

Implementation Barriers

Advisement

- History
- Future

Teaching/Learning

- Team approach
- Hoops

Skills Assessments

- “approved list”
- A-F Report Cards

The Project

Utilize existing and emerging technology to enhance the process by collecting accurate and timely data relating to course work, assessments and guidance/counseling plans.

Student Accounting Software

PowerSchool

- Graduation Requirements
 - EOI
 - PLAN
 - ACT
- Career Major
 - Course sequence
 - Certifications /Licenses
- Post Secondary
 - Alliance hours
 - Options at MATC
 - Other options...
- Tests available*

Plan of Study

Eubank, McKenna

“My place, my future ...MATC”

Grade: 12

High School Courses Required for Graduation	MATC Career Major Courses Required for Completion	Post Secondary
<p>---College Prep Curriculum---</p> <p>*English: 4 units *Math: 3 units no lower than Algebra 1 *Science: 3 units including Biology *Social Studies: 3 units including 1 unit US History, 1/2 unit OK History, 1/2 unit Government *Fine Arts: 1 unit *Foreign Language/Computer Technology: 2 units same *Other core: 1 unit from above *Electives to total units required by school district including MATC</p> <p>---Core Curriculum---</p> <p>*English: 4 units *Math: 3 units including Algebra 1 or Contextual Algebra 1 *Science: 3 units including Biology or Contextual Biology 1 *Social Studies: 3 units including 1 unit US History, 1/2 unit OK History, 1/2 unit Government *Fine Arts: 2 units *Foreign Language/Computer Technology: 2 units same *Electives to total units required by school district including MATC</p> <p>___EOI ___PLAN ___ACT ___SAT</p> <p><i>Please see your high school counselor for your district's requirements.</i></p>	<p>---SKILLED HEALTH TECHNICIAN--- ---992 hours---</p> <p>Health Careers Core Core Medical Terminology Anatomy & Physiology Core Healthcare Provider CPR & First Aid Introduction to Physical Therapy Aid Clerical Skills & Duties for the Physical Therapy Aid Ethics & Law in Physical Therapy Preparation for Patient Care in Physical Therapy Ambulation & Gait Training Therapeutic Exercise Therapeutic Agents & Modalities Clinical Practice for the Physical Therapy Aid Effective Communication for the OTA Home Health Care Nursing Assistant Long Term Care Aide Introduction to Occupational Therapy Aide Clerical Skills & Duties for OTA Ethics & Law for OTA Occupational Therapy Agents & Modalities Clinical Practice for the OTA Applied Concepts in Fitness Clinical Practice in Fitness/Health Exercise Physiology Introduction to Fitness Professional</p> <p>---CERTIFICATIONS & LICENSES---</p> <p>ODOTE Competency Certifications WorkKeys Career Readiness Certifications American Heart CPR CNA MAT</p> <p>Starting Salary Range: \$17,900 - 27,000</p>	<p>---Cooperative Alliance--- Up to 3 hours from Oklahoma City Community College</p> <p>---MATC career majors that complement current major---</p> <p>*Pre-Nursing *Licensed Practical Nurse</p> <p>---Use your OKCIS access to investigate the related occupations---</p> <p>*Occupational Therapists *Physical Therapist</p> <p>---ADDITIONAL RESOURCES--- Occupations Therapy Association www.oota.org</p>
Test Options	Transition Plan	Plan of Action
<p>Work Keys Math: WorkKeys Reading: Work Keys Locating Info:</p>	<p>Career Goal</p> <p>___Work ___Tech Center ___2/4 year school ___Military</p>	<p>Education</p> <p>___Reading remediation ___Math Remediation ___ESL</p> <p>Career Counseling</p> <p>___Job Search Assistance ___Interest Inventory ___Aptitude Inventory ___Resume ___Cover Letter ___Financial Aid</p>

-----REVIEWED-----

___ 1st year ___ 2nd year

Student Signature _____

November 12, 2012

What it doesn't tell us...Yet

Existing data from our sending schools

- Course work from 9th and 10th grade
- Explore (8th) and Plan (10th) test data

Existing data from our school

- Advanced standing credit
- Short term - A. T. & D.
- “Returning students”
- Real time course grades and hours

Existing data regarding “recognized endorsements”

Existing data regarding “degree plans”

Baby steps

- PowerSchool “sharing”
 - Grades
 - Attendance
- E transcripts
- SEAS
- Cooperative Alliance grades and credit

Baby steps

PowerSchool “sharing”

11/09/2012 | 11/10/2012 | 11/11/2012 | 11/12/2012 | 11/13/2012 | 11/14/2012

11/14/2012 Attendance

Student	Course	Attendance
Redus, Casey	Pre-Nursing	Tardy

Student	Absences	Tardies
Bridges, Christopher	6	1
Brooks, Cheyenne	6	0
Casey, Meranda	6	0
Clymer, Maranda	6	3
Crow, Haley	2	2
Duncan, Josh	2	0
Esparza, Adrianna	4	1
Flores, Adriana	0	0
Flowers, Dalton	1	1
George, Stephen	0	3
Gutierrez, Victoria	0	1

Baby steps

E-Transcripts

The screenshot shows the XAP THE CONTROL CENTER web application. At the top, the XAP logo is on the left, and the text "THE CONTROL CENTER" is in the center. To the right of the text, it says "[Server: Live 5] Debbie Scroggins :: MID-AMERICA Tech Center" and a "log-out" button. Below the header, there are three main sections: "My Control Center", "Help", and "My Quicklinks".

My Control Center
Especially for: MID-AMERICA Tech Center

Help
I'm Justin Lu, your Client Services Manager. [Contact CSM](#)

My Quicklinks
Download HSTranscripts (Empty)
Transcripts Report (Empty)
Empty (Empty)
Empty (Empty)

Edit Quicklinks

Navigation: Home | Application Processing | Reports | Outreach | Preferences | Help

My Control Center

Data Management

Data	Last Updated
Undergraduate	
Graduate	

Term Status

Term	Status	Notes
All of your terms are currently closed. Please remember to open your term(s) via the Term On/Off Controls when you are accepting applications.		

Calendar

Event	Start Date	End Date
You have no events scheduled today.		

Announcements

Control Center Download Issues Follow-up

The download issues that occurred on 11/5-11/6 have been resolved.

If you made an attempt to download during the afternoon of 11/5 and morning of 11/6, your records may have been marked even though you were unable to retrieve the file. The following documents provide instructions on how to un-mark the files so they may be re-downloaded manually in the Control Center or with the XAP Communicator.

- [Unmarking application files](#)
- [Unmarking transcript files](#)
- [Unmarking eTranscriptCA files \(California only\)](#)

Control Center Tutorial Webinars

Control Center Training Webinars

- [Getting Started](#)
- [Creating Rules and Reports](#)
- [Downloading Applications](#)

Help

Control Center Tour

A guided tour listing the Control Center modules is available to help you get started. [Click here to take the guided Control Center tour.](#)

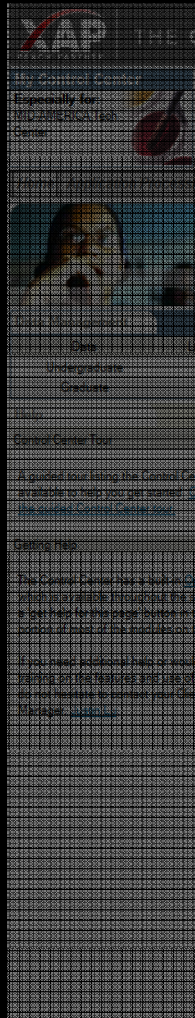
Getting Help

The Control Center has a built-in [Online Manual](#) which is available throughout the site. There is also a 'get help for this page' button in the upper right portion of most of the modules on the site.

If you need additional help or would like to receive training on the features and use of this site, please do not hesitate to contact your Client Services Manager, [Justin Lu](#).

Baby steps

E-Transcripts



This is an automatic reminder to notify you that there are submitted transcripts which have not yet been downloaded.

To retrieve them, simply go to the Xap [Control Center](http://control.xap.com) site at <http://control.xap.com>

Currently, you have the following submitted transcripts(s) that have not been downloaded within the configured reminder period.

<u>Transcripts</u>	<u>Number of Transcripts</u>
MID-AMERICA Tech Center (Slot 3)	3

You received this email because you have been designated as the contact for the download reminder. You may configure your reminder interval and other information on the [Control Center](http://control.xap.com) site.

If you have questions on how to retrieve the transcripts(s) or need assistance logging on, please feel free to contact me by e-mail at jl@xap.com or by telephone at (424) 750-3916 x.

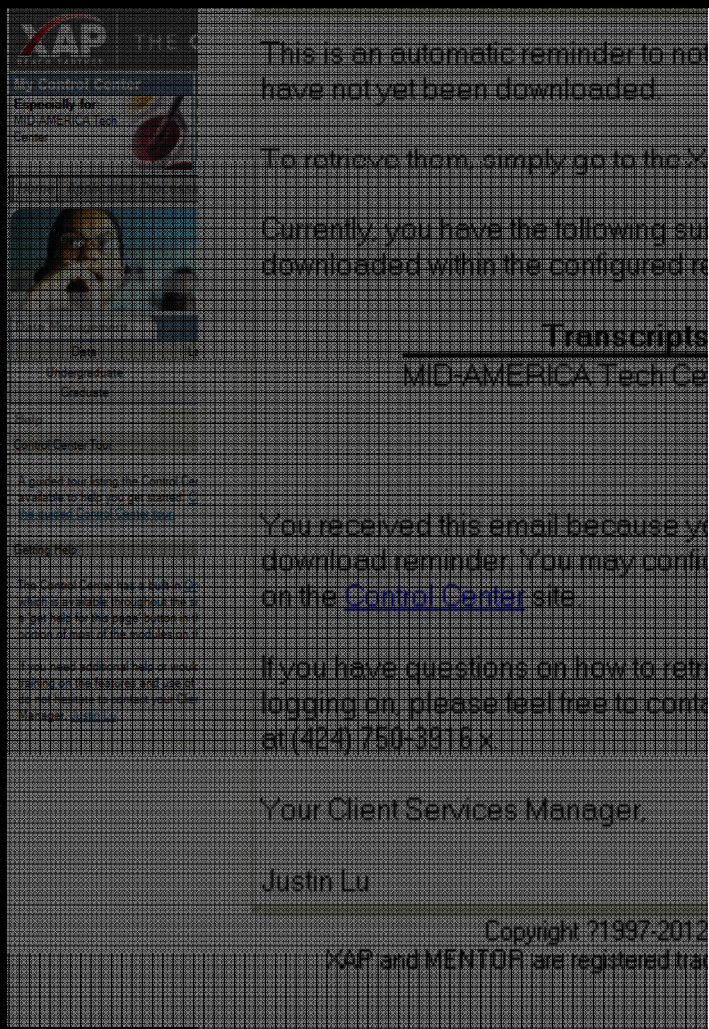
Your Client Services Manager,


Justin Lu

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Baby steps

E-Transcripts





THE CONTROL CENTER



The Control Center

LOG ON

Current users (college and university representatives), log on below:

USERNAME PASSWORD

[log on](#)

WHAT IS THE CONTROL CENTER?

The Control Center is the site created especially for Xap's college and university clients. From here, college and university representatives can update information about their campus, configure their preferences, download admission applications, manage recruitment, and perform many other functions.

- 1 TOTAL CONTROL**
Control applications by term, major, or by your own custom rules. Update common data set information about your campus. Tailor the system to meet your needs, all in real time.
- 2 SECURE**
You can feel confident that your students' data is safe. Xap takes care of the encryption, redundancy, and backups so that your students' data is secured and available for your continued use for years to come.
- 3 EASY-TO-USE**
Non technical people can do technical things. Specify custom file formats using the Export Wizard or use one of the pre-configured options for Banner, PeopleSoft, Datatel, or TS189. Create your own forms using the Supplemental Design Kit. Filter the database using the Rules Wizard. No programming skills required.
- 4 NEW TECHNOLOGY**
The system is here when you need it, twenty four hours a day, seven days a week. No waiting for scheduled batches; no nightly shutdowns. The system is robust enough to support the latest standards, yet flexible enough to fit your custom processes. From total automation to manual printing, Xap can do it all.

HELP FINDER

- CURRENT CLIENTS**
with log on issues or other problems.
[get help](#)
- NEW CLIENTS**
who need information about what Xap can do for them.
[get help](#)

OR

Can't remember your username and/or password?
[get help](#)

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XAP and MENTOR are registered trademarks

Baby steps

OK SEAS

The screenshot displays the OK-Standard Special Education Automation Software interface. At the top left is the logo for OK-Standard, featuring an apple icon and the text 'OK-Standard Special Education Automation Software'. The top right corner shows the text 'Home Page' and the date 'Thursday, March 16, 2006 9:00:00 AM'. The main interface is divided into three columns. The left column is a 'Main Menu' with items: Messages, Conference (highlighted), Forms, Edit Conference, IEP, Setup, Print Form, Print Conference, Reports, Archive, Services Accountability, Medicaid Billing, and Log Out. The middle column is titled 'Conferences' and lists several items: Comprehensive/Evaluation/Eligibility, Forms, IEP 1,3,4,5,6, IEP Conference, MEETS 1,2,3,4, Placement/Individualized Education Program, Referral for Multidisciplinary Services, RoED 1,2,3,4, Sue's Review Conf., and tinatest 1 ok. The right column contains a 'Support Center' section with a list of links: Dynamic Conferencing Update (marked 'New!'), Access/Schedule Upgrade, SEAS Manual, Mac Browser Settings, Tech Support Information, SEASWeb Lessons, Frequently Asked Questions, SEAS Quarterly Newsletter, and SEASWeb Speed Test. Below this is a 'Related Links' section with links to the National Association of School Psychologists (NASP), CAS Website, IDEA, Sped Connection, and US DOE-OSEP. At the bottom right is a 'Contact Us' section with a phone icon.

Baby steps

OK SEAS

Home Page

OK-Standard
Special Education Automation Software

Messages

Conference Comprehensive/Evaluation/Eligibility

Conference Setup

Enter/Select IEP Conference:

Enter/Select Regular Conference: IEP Conference

Forms Available

- FBA Positive Behavioral Intervention Plan p3
- FBA Student Behavior Information
- Form 01 Record of Access
- Form 02 Record of Parent Contact
- Form 03 Review of Existing Data p1
- Form 03 Review of Existing Data p2
- Form 03 Review of Existing Data p3
- Form 03 Review of Existing Data p4
- Form 04 Parent Consent for Initial Evaluation p1
- Form 04 Parent Consent for Initial Evaluation p2
- Form 05 Multidisciplinary Eval Plan and Summa
- Form 05 Multidisciplinary Eval Plan and Summa
- Form 05 Multidisciplinary Eval Plan and Summa
- Form 05 Multidisciplinary Eval Plan and Summa
- Form 07 (p2 of 6) Short Term Instructional Obj
- Form 07 IEP Continued
- Form 06 IEP Review Continued**
- Form 09 Written Notice to Parents p1
- Form 09 Written Notice to Parents p2
- Form 10 Authority to Transfer Education Record
- Form 10 Notification of Rights Under FERPA
- Form 11 Consent for Release of Confidential In

Forms Selected

- Form 06 Notification of Meeting
- Form 08 Individualized Education Program Review
- Form 08 Individualized Education Program Review
- Form 07 (p1 of 6) Individualized Education Program
- Form 07 (p3 of 6) Least Restrictive Environment
- Form 07 (p4 of 6) Transition Services
- Form 07 (p5 of 6) Plan for Needed Transition Services
- Form 07 (p6 of 6) Doc of LRE Placement Considerations
- Adaptations Modifications Supplementary Services
- Form 01 Notification of Rights Under FERPA

Move Up

Move Down

Baby steps

OK SEAS

Home Page
 Thursday, March 14, 2008 9:05 AM
 OK-Standard
 Special Education Automation Software
 Messages
 Conference Comprehensive/Evaluation/Eligibility
 Conference Setup

Enter Selected
 Forms Available
 FBA Positive
 FBA Student
 Form 01 R
 Form 02 R
 Form 03 R
 Form 03 R
 Form 03 R
 Form 04 P
 Form 04 P
 Form 05 M
 Form 05 M
 Form 07 C
 Form 07 T
 Form 08 M
 Form 09 M
 Form 09 M
 Form 10 A
 Form 10 N
 Form 11 C

Campus/Teacher Reassignment Save Exit

Filter By:
 Last Name: School: Teacher: Filter Clear

Download CSV

LAST NAME	FIRST NAME	GRADE	BIRTHDATE	SS #	ID #	ATTENDING SCHOOL	TEACHER
00aaaaa	Billie	03	01/01/2001	111-22-3333	1112223334	My Own School	Asel, Andi
aaa	aaa	05	10/25/1988	000-00-0002	123455	Cave Springs Public School	Hughe, Harvey
Aamalmahey	Calvin	05	08/08/2001	000-00-0004	456458	Hogwarts Magic School	Hughe, Harvey
Aatest1	A1	08	01/09/1992		1010		High, Patti
Aatest2	A2	07	07/25/1995	222-22-2222	222	Cave Springs Public School Hogwarts Magic School	Fry, Linda
Aatest3	A3	05	08/25/1995	333-33-3333	94563064	My Own School Standard High School	Davis, Sherry
Allen	Amber	07	10/21/1999	556-65-6562	63254	Standard Middle School Cave Springs Public School	Baker, Jennifer Marie
Apple	Lisa	04	05/01/1998	123-56-2589	654	Standard Middle School	Milner, Justin

Cooperative Alliance reporting

Baby steps

[LOG OUT](#) | [MAIN MENU](#) | [FACULTY MENU](#) | [HELP](#) | [CONTACT US](#)

FACULTY Welcome Clarissa!

Final Grading

Class Name: AOT-2313-SJ04
 Title: Inter. Word Proc Appl
 Location: Mid America Technology Center
 Term: Fall 2012 Co-Op Tech

Instructor

Ms. Clarissa W. Robison
Ms. Nicki G. Miller

Student	ID	Status	Grade	Expire Date	Last Date of Attendance	Never Attended	Inter Gr 1	Inter Gr 2	Inter Gr 3	Inter Gr 4	Inter Gr 5	Inter Gr 6	Class	Credits	CEUS	Cross-Listed Section
Black, Nichole M.	0518715	A				<input type="checkbox"/>							FR	3.00		
Borja, Sergio A.	0519662	A				<input type="checkbox"/>							FR	3.00		
Boyce, Sara E.	0518541	A				<input type="checkbox"/>							FR	3.00		
Brown, Quantiona O.	0504727	A				<input type="checkbox"/>							FR	3.00		
Cheatham, Justin L.	0519668	A				<input type="checkbox"/>							FR	3.00		
Euwins, Cleotress J.	0519665	A				<input type="checkbox"/>							FR	3.00		
Freeman, Taylor B.	0519938	A				<input type="checkbox"/>							FR	3.00		
Garcia, Vanessa	0519939	A				<input type="checkbox"/>							FR	3.00		
Green, Julie R.	0519943	A				<input type="checkbox"/>							FR	3.00		
Gregory, Brittany N.	0519927	A				<input type="checkbox"/>							FR	3.00		
Harris, Tiffany M.	0519657	A				<input type="checkbox"/>							FR	3.00		
Haynes, David M.	0518491	A				<input type="checkbox"/>							FR	3.00		
Henson, Carlie J.	0520215	A				<input type="checkbox"/>							FR	3.00		
Johnston, Crystale G.	0519933	A				<input type="checkbox"/>							FR	3.00		

When it fails

1. List from ODCTE email “approved endorsements”*
2. Cross walk to our existing “competency tests” **
3. Teachers asked to submit results on “new” list
4. List cleaned up by grade, and school
5. List faxed to school, a couple of times...
6. Data entered into A-F reporting for school
7. Schools compare list to existing AP list
8. X High School records 6 students out of 48 possible and receives an F

Other steps...

The Wave-Early Warning Indicators

Student At-Risk Summary

[Back to Main](#)

NOTE:

- This screen **ONLY** displays students that meet the criteria for **AT-RISK** for this school year.
- Valid risk indicators have a "*" in front and are highlighted in **red**.
- Assessment Legend is: Unsatisfactory (1), Limited Knowledge (2), Proficient (3), Advanced (4)
- Click on a student's name to proceed onto the Student Details page.
- Please [click here](#) to submit feedback or comments.

Page 1 of 1 [Go](#)

Select a Student	Grade	District/School	Scheduled Graduation Year	Risk Indicators: Semester 1							Risk Indicators: Semester 2						Risk Indicators: Year									
				Attendance	Core Courses	Other Courses	# of Credits	GPA	Disciplinary	Mobility	Assessment	Attendance	Core Courses	Other Courses	# of Credits	GPA	Disciplinary	> Mobility	Assessment	Attendance (≥ 10%)	Core Courses (≥ 1)	Other Courses (≥ 2)	# of Credits (< 5)	GPA (≤ 2.5)	Disciplinary (> 4)	Mobility (> 4)
BATAL, MARIO	03	73001109	2019	*20.00	0	0	0.00	0.00	0.00	1.00	0	0.00	0	0	0.00	0.00	0.00	0	*20.00	-	-	0.00	0.00	0.00	1.00	0
BROWN, ALTON	05	73002102	2019	*7.00	0	0	0.00	0.00	0.00	1.00	0	0.00	0	0	0.00	0.00	0.00	0	7.00	-	-	0.00	0.00	0.00	1.00	0
CHILD, JULIA	05	73002102	2019	*9.00	0	0	0.00	0.00	0.00	1.00	0	0.00	0	0	0.00	0.00	0.00	0	9.00	-	-	0.00	0.00	0.00	1.00	0
DEEN, PAULA	03	73001104	2019	7.00	0	*1	0.00	0.00	0.00	1.00	0	1.00	0	0	0.00	0.00	0.00	0	0.00	-	-	0.00	0.00	0.00	1.00	0
PIERI, IGLY	05	73002102	2019	0.00	0	0	0.00	0.00	0.00	1.00	*2	0.00	0	0	0.00	0.00	0.00	0	0.00	-	-	0.00	0.00	0.00	1.00	0
LAGASSE, EMERIL	05	73002102	2019	*9.00	0	0	0.00	0.00	0.00	1.00	0	0.00	0	0	0.00	0.00	0.00	0	0.00	-	-	0.00	0.00	0.00	1.00	0
RAY, RACHEL	05	73001104	2019	*9.00	0	0	0.00	0.00	0.00	1.00	0	0.00	0	0	0.00	0.00	0.00	0	0.00	-	-	0.00	0.00	0.00	1.00	0

Other steps...

The Wave-Early Warning Indicators

Column	Description
Student Name	Displays the name of only the students At-Risk.
Grade	The students' current grade level.
District/School	The students' District/School Code.
Scheduled Grad. Year	The students' scheduled graduation year based on their initial enrollment in public education or IEP. The student may be indicated at-risk if their age is two years greater than normal for their current grade.
Attendance	The aggregate count of absences for the specified timeframe. The student may be indicated at-risk if they were absent the first 20 days of the school year, or they missed 10% or more for the specified timeframe.
Core Courses	The number of D's and F's received by the student in Math and Reading for the specified timeframe. The student may be indicated at-risk if they received one or more D or F in these core courses.
Other Courses	The number of D's and F's received by the student in all other courses excluding Math or Reading for the specified timeframe. The student may be indicated at-risk if they received two or more D or F in these courses.
# of Credits	The aggregate count of credits the student has successfully completed since their 7 th grade year. This field may be blank if they have not yet completed 7 th grade. The student may be indicated at-risk if their count is less than or equal to 5.
GPA	The students' Grade Point Average as supplied by the school. The student may be indicated at-risk if their GPA is below 2.5.
Disciplinary	The cumulative number of in-school and out of school suspensions for the specified timeframe. The student may be indicated at-risk if they have received one or more out of school suspensions or three or more in-school suspensions.
Mobility	The number of times a student has changed schools during the specified timeframe. The student may be indicated at-risk if their count is greater than 4.
Assessment	The number of assessments the student has scored lower than proficient. The student may be indicated at-risk if they have received one or more assessment scores of lower than proficient.

Other steps...

Student Detailed Report

Demographic Data		Performance Data							Assessment Data (List: Goal) < Proficient													
Last Name:	SMITH		F20	Q1	Q2	Q3	Q4	Overall	Grade (Assessment Year)	Reading	Math	Science	Social Studies	Writing	Algebra I	Algebra II	Geometry	English II	English III	Biology I	U.S. History	
First Name:	JOHN	Attendance	0.00	*7.00	*6.00	2.00	0.00	15.00	PK	-	-	-	-	-	-	-	-	-	-	-	-	-
STN:	1234567890	Disciplinary (In School)	-	0.00	0.00	0.00	0.00	0.00	K	-	-	-	-	-	-	-	-	-	-	-	-	-
Gender:	Male	Disciplinary (Out of School)	-	0.00	0.00	0.00	0.00	0.00	01	-	-	-	-	-	-	-	-	-	-	-	-	-
Age:	17	Mobility	-	1.00	0.00	0.00	0.00	1.00	02	-	-	-	-	-	-	-	-	-	-	-	-	-
Current Grade:	10th								03	-	-	-	-	-	-	-	-	-	-	-	-	-
ELL:	False								04	-	-	-	-	-	-	-	-	-	-	-	-	-
Title:	False								05	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed:	False								06 ('08)	*2	3	-	-	-	-	-	-	-	-	-	-	-
Special Ed. Code:									07 ('09)	3	*2	-	-	-	-	-	-	-	-	-	-	-
Scheduled Graduation Year:	2014								08 ('10)	3	3	-	-	-	-	-	-	-	-	-	-	3
									09	-	-	-	-	-	-	-	-	-	-	-	-	-
									10	-	-	-	-	-	-	-	-	-	-	-	-	-
									11	-	-	-	-	-	-	-	-	-	-	-	-	-
									12	-	-	-	-	-	-	-	-	-	-	-	-	-

Course Information				
Course	Start	End	Term	Grade
Core: Algebra II (4412)	08/15/2011	10/14/2011	FIRST NINE WEEKS	73/C
Core: Algebra II (4412)	10/17/2011	12/16/2011	SECOND NINE WEEKS	71/C
Core: AP English Language & Composition (4057)	08/15/2011	10/14/2011	FIRST NINE WEEKS	*62/D
Core: AP English Language & Composition (4057)	10/17/2011	12/16/2011	SECOND NINE WEEKS	*68/D
Core: Biology I (5031)	08/15/2011	10/14/2011	FIRST NINE WEEKS	70/C
Other: U.S. History (5410)	08/15/2011	10/14/2011	FIRST NINE WEEKS	70/C
Other: U.S. History (5410)	10/17/2011	12/16/2011	SECOND NINE WEEKS	82/B

Other steps BREAKING NEWS

“...working on a better connection between common schools and technology centers. Currently developing a *3rd Party Partner Tool* that will allow a *flip switch* to turn on access to data based on enrollment into 8000-9000 OCAS codes”

John Kraman,

Executive Director, Student Information
-Oklahoma Department of Education



Mike Autry

Beth Shumate

Tulsa Community College



Tulsa Community College

RPOS Connection

Teaching and Learning Strategies, Professional Development, College and Career Readiness Standards, Credit Transfer Agreements



Tulsa Community College

Overall Initiative, Related to OK POSI

Replicate, Modify and Implement Career Pathways in Partnership with Many OK Institutions



Tulsa Community College

Teaching and Learning Strategies

Teach-the-Teacher Workshops

- Several NIH and NSF grants have enabled TCC Biotech Faculty to do “teach-the-teacher” workshops.
- Develop and implement MORE internships and practicums in technical fields of study. Research cited on the next slide shows proven positive student outcomes.



Credit Transfer Agreements

Ex.: Trade Adjustment Assistance and
Community College and Career Training grant
through DOL

- Targets Manufacturing, Aviation, and/or
Transportation & Logistics industries
- Stackable and latticed credentials
- Multiple entry/exit points



College and Career Readiness Standards

TCC Individual TAACCCT Award

- MUCH best-practices research (ATD, I-BEST, “Breaking Through”, Complete College America, Network Remedial Reform Resources, InsideTrack)
- Combination = Increased student retention, Decreased time to completion, Increased job placement rates



Tulsa Community College

Professional Development

Ex. TAACCCT: Council for Adult Experiential Learning (CAEL)

- Grant provides professional development opportunities for faculty to learn how to prepare and properly execute Prior Learning Assessment portfolios on students.
- Due to this effort, also looking into expanding the institution's "course catalog/warehouse" so PLA credits may be recognized.

"Research is Teaching"

- TCC created an undergraduate research strategic plan for the College.



Outcomes Measurement

Time will be the most common tool of measurement used:

- Were career pathways built?
- Did students who earned PLA credits graduate “on time” or early compared to their peers?
- Are students gainfully employed upon graduation?
- Grants (especially federal grants) capture much of this kind of student outcome data.



Where do we go from here?

Thank You for Attending
Please Drive Safely

Oklahoma Programs of Study Summit
“Moving from POS to RPOS in Oklahoma”

*career***tech**

