

State Board of Vocational Education

November 17, 2010

10:30 a.m. – 12:30 p.m.

HOLIDAY INN-CASPER EAST MCMURRY PARK
(PRAIRIE ROOM)

A G E N D A

1.	Call to Order ~ Sandra Barton	Action	10:30 a.m.
2.	Roll Call ~ Teresa Canjar		
3.	Approval of Minutes ~ Sandra Barton • September 22, 2010	Action	
4.	Perkins Monitoring Team Update – Sandra Barton, Dana Mann-Tavegia, Jan Torres and Mike Hejtmanek	Information	
5.	Introduction: Teri Wigert, CTE State Director	Information	
6.	Career Guidance 101 – Bill Pannell	Information	10:45 a.m.
7.	WY Careers Website Demo – Bill Pannell	Information	
8.	Career Guidance Delivery Models – Bill Pannell • Wyoming • National	Information	
9.	Adjournment ~ Sandra Barton	Action	12:30 p.m.

****NOTE:** If after reviewing these materials you have questions for a CTE representative, please submit them to Teresa Canjar by November 12, 2010.



**STATE BOARD OF EDUCATION AGENDA
HOLIDAY INN-CASPER EAST MCMURRY PARK (PRAIRIE ROOM)**

**WORK SESSION
~and~
BUSINESS MEETING**

Wednesday, November 17, 2010

	Breakfast		7:30 a.m.
	WORK SESSION		
1.	Rules of Governance Follow-Up (Tab A)		8:30 a.m.
2.	BREAK		10:15 a.m.
3.	Convene as State Board of Vocational Education - Sandra Barton (Please see separate agenda.) (Tabs B-E)		10:30 a.m.
	Working Lunch Transition Issues		12:30 p.m.
	BOARD MEETING		
1.	Call to Order – Sandy Barton • Pledge of Allegiance • Roll Call	Action	1:00 p.m.
2.	Approval of Minutes - Sandy Barton (Tab F) Approval of minutes from September 22, 2010 meeting	Action	
3.	Approval of Treasurer's Report ~ Jan Torres (Tab G) Approval of treasurer's report ending October 31, 2010	Action	
4.	Board Updates, Public Comment and Committee Work Group Updates • Frontier State versus Rural State Task Force – Norine Kasperik • For the Common Good Study Group – Dana Mann-Tavegia • Governmental Affairs Committee – Joe Reichardt • Drop Out Media Campaign – Mike Hejtmanek, Phil Orton, and Joe Reichardt • Skills and Standards Team – Bill Anthony • At-Risk Legislation – Jan Torres • Select School Facilities Committee – Matt Garland	Information	1:30 p.m.
	BREAK		2:30 p.m.
5.	Standards Update – Alan Moore (Tab H)	Information	2:45 p.m.
6.	Smarter Balance Update – Alan Moore (Tab I)	Information	3:15 p.m.
7.	Out of State Residential Treatment Centers –Jo Ann Numoto (Tab J) • National Deaf Academy-Mt. Dora, FL • Camelot of Kansas, Riverside Academy-Wichita, KS • Macon Behavioral Health System-Macon, GA	Action	3:45 p.m.
8.	Chapter 29 Rules – Margie Simineo (Tab K)	Action	4:00 p.m.
9.	Review Legislative Materials – Mary Kay Hill (Tab L)	Information	4:30 p.m.
10.	ADJOURNMENT		5:00 p.m.



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**ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION**

DATE: November 17, 2010

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the September 22, 2010 State Board of Vocational Education Meeting held at the Vee Bar Guest Ranch in Laramie, Wyoming.

SUPPORTING INFORMATION ATTACHED:

- Minutes from September 22, 2010

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Mary Kay Hill
State Board of Education Liaison

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:



**WYOMING STATE BOARD OF VOCATIONAL EDUCATION
September 22, 2010
Vee Bar Guest Ranch
Laramie, Wyoming**

Wyoming State Board members present: Phil Orton, Bill Anthony, Norine Kasperik, Jan Torres, Sandra Barton, Mike Hejtmanek, Dana Mann-Tavegia, Matt Garland, Jim McBride, Jim Rose and Joe Reichardt

Wyoming State Board members absent: Larry McGarvin

Also present: Joe Simpson, Wyoming Department of Education (WDE); Teresa Canjar, WDE; Joe Baker, WDE; Guy Jackson, WDE; Bill Pannell, WDE; Margie Simineo, WDE; Teri Wigert, WDE; Tom Martin, WDE; Linda Scott, WDE; and John Shumway, Attorney General's Office (AG)

Members of the Press and Public Present: Kathy Scheurmann, WEA

CALL TO ORDER

Chairwomen Sandra Barton called the meeting to order at 8:25 a.m.

Teresa Canjar conducted roll call and established that a quorum was present.

APPROVAL OF MINUTES

Minutes from the June 16, 2010, State Board of Vocational Education meeting held at the Fremont County School District #25 Board Room in Riverton were presented for approval.

Mike Hejtmanek moved that the minutes be approved, seconded by Joe Reichardt, motion carried.

PERKINS MONITORING TEAM UPDATED

The audit findings were reviewed. The Board received a copy of the response.

The continuing issue of merging the State Board of Education and the State Board of Vocational Education was discussed. The Department will look further into this issue.

INTRODUCTION

The presentations today will provide you with assistance and information so you can be an action board. The CTE team was introduced. The brochure: Reflect, Transform, Lead: A new vision for career technical education and the New Directions for High School Career and Technical Education in Wyoming, A Strategic Plan were reviewed.



SBVE OVERSIGHT-CTE STRATEGIC GOAL ALIGNMENT

The board was referred to Tab J-CTE Strategic Goal Alignment document. The white portion of the document indicates the work of others and the gray areas are the responsibilities of the board. This is a cross walk of the strategic plan requirements which have been mapped into the national vision.

Joe Reichardt moved to provide recommendations to improve career guidance statewide via policy and legislation, seconded by Dana Mann-Tavegia, motion carried.

SBVE NAME CHANGE

The board was provided the documentation submitted to the feds and their response regarding the board name change.

Norine Kasperik moved that the board seek a legislative change in the board name from State Board of Vocational Education to the State Board of Career Technical Education, seconded by Matt Garland, motion defeated.

The Board received a copy of a draft bill for Hathaway Success Curriculum. The Board will be advised as new information becomes available.

CTE DEMONSTRATION PROJECT

The first round (2008-2010) has two career clusters: Hospitality and Tourism (Restaurants and Food/Beverage Services, and Lodging) and Agriculture, Food and Natural Resources (Power, Structural and Technical Systems). The second round (2010-2013) has three clusters: Architecture and Construction, Health Science, and Manufacturing.

A rubric was developed to provide objective overview of each projects progress. It contains 13 fundamental performance components. Formal evaluations of each project will be conducted by the Department at the end of the third year.

CTE PROFESSIONAL DEVELOPMENT

The goals reiterate the fundamental reason the CTE team exists. The belief is education is economic development. This piece fits into strategic goal alignment especially in teacher preparation. We have a strong working relationship with WACTE and present at their annual conference. We have contracted with LCCC to set up our entire professional development system. We also work closely with the Department of Employment and Workforce Services as a team.

Linda-Work on skill assessments started in 2008. Work groups of teachers were brought back together last week to complete the final editing of the technical skills. We then decided to offer professional development for those teachers in these specific areas (also open to any CTE teacher) to help obtain certifications, etc.

Joe-Putting together the competencies and then the assessments for highly evolved curriculum development require understanding in these groups. Over time these groups have come together and there is a flow of what is taught. They understand each other's roles better.



An invitation was extended to the Board to accompany Department staff on project visits to the various schools across the State. A schedule was distributed.

Jan Torres moved to adjourn as the State Board of Vocational Education, seconded by Bill Anthony, motion carried.

State Board of Vocational Education adjourned at 11:52 a.m.



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WYOMING CAREER TECHNICAL EDUCATION

Pathways to a Bright Future

CAREER GUIDANCE 101

**Presentation to the
Wyoming State Board of Vocational Education
November 17, 2010**

WYOMING CAREER TECHNICAL EDUCATION

Pathways to a Bright Future

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Introduction

The objective of career guidance is to lead and assist others to make choices that lead to a quality life from a financial/occupational standpoint.

Defining what constitutes a quality life varies on an individual basis. We recognize there are many factors that contribute to a quality life and our choice in occupations is certainly one of them.

THE CAREER CLUSTER INITIATIVE

Occupations are grouped by industry and by the type of work. Some occupations are independent of a specific industry and work across industry sectors. An example is computer support specialists. Others are industry specific and movement between occupations is within the same industry. An example is nursing.

Career Clusters combine both methods of grouping occupations and connect education and occupations in a rational manner.

The Career Cluster initiative combines counseling and curriculum into the same context.

Initially students would determine their own interests, skills and aptitudes. They would focus their efforts on course taking and experiential learning through secondary and post-secondary education. Ultimately they would gain employment or create a profitable business within their chosen Career Cluster.

Career Planning Steps

Step 1 Discovering Yourself
Step 2 Exploring Options
Step 3 Making Decisions
Step 4 Taking Action

The major focus of the Wyoming Department of Education's (WDE) Career Cluster efforts have been devoted to Step 2 – Exploring Options.



**WYOMING CAREER
TECHNICAL EDUCATION**
Pathways to a Bright Future

Common Misconceptions

College



Minds

Workforce



Hands

The idea that there are two tracks – College and Work unfairly narrows opportunities.

And, the vision of blue collar versus white collar jobs is outdated and oversimplified

“We want our Kinder to learn mit der book, der paper, und der pencil, not mit der sewing und der shop”

IMMIGRANT MOTHER FROM BROOKLYN
[School – the Story of American Public Education, Pg. 71]

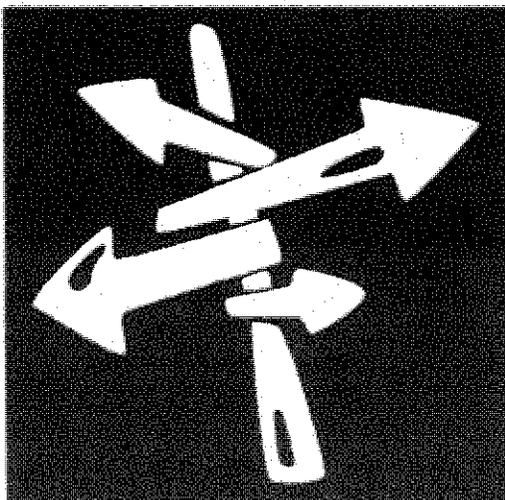


WYOMING
Career Education



What is a Career Pathway?

Education programs and jobs are aligned through the 16 career clusters. Within a career cluster are several pathways. A career pathway is a coherent sequence of academic and technical courses that leads to post-secondary education and training and careers.



Well planned career pathways help students to:

- Understand connections between what they are learning and the world of work
- Determine education needs beyond high school
- Reduce the costs associated with career exploration while in college by engaging in the process earlier
- Reduce the time spent in college and training programs by focusing education
- Focus on a broader career pathway and less on narrowly defined, specific occupations



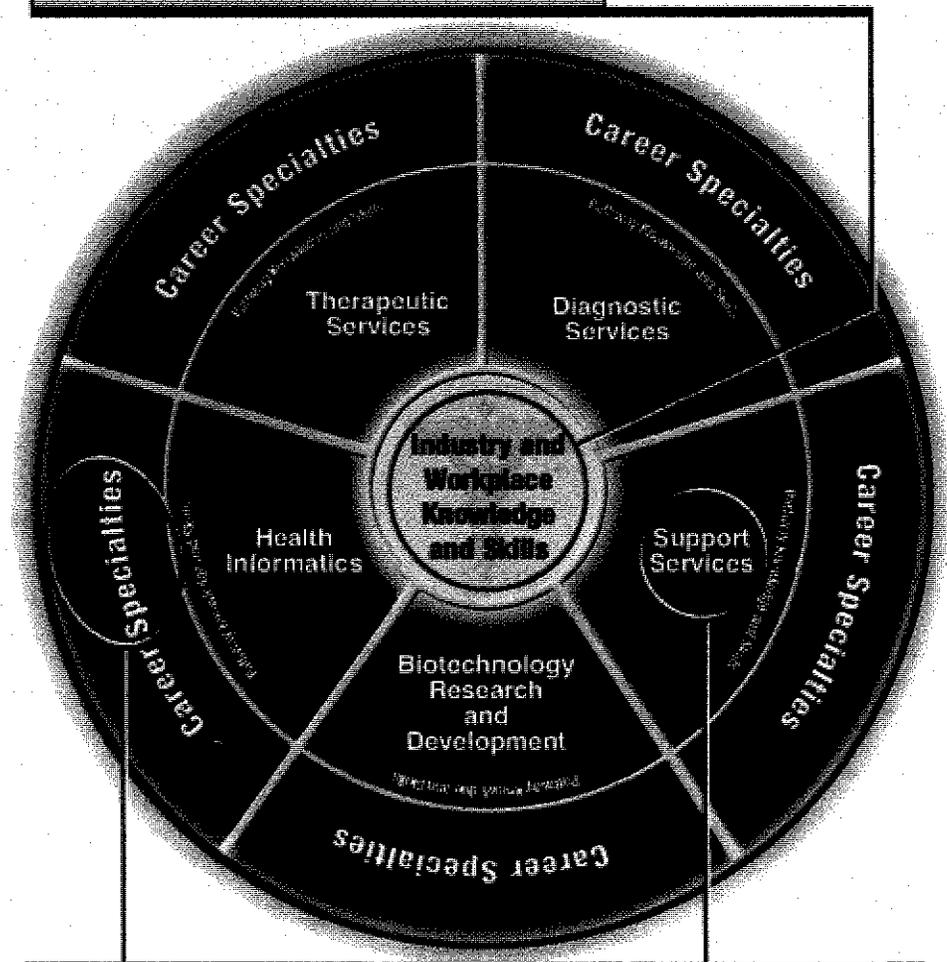
The Pathway Concept

Seamless Transitions

Students receive appropriate career guidance and learn industry and workplace information in middle school and early high school. They choose a pathway in late high school and decide upon an area of specialization for post-secondary which leads to a career.

Some careers within the cluster and pathway require college degrees and some don't.

Industry and workplace knowledge and skills are taught and reinforced in all pathways and at all levels.



Highly specific career specialty skills are taught at the postsecondary level by colleges, trade schools, apprenticeships or other training options.

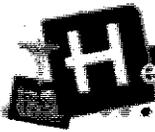
High schools offer some or all pathways to students and teach pathway-specific knowledge and skills.

Health Science Example



WYOMING CAREER TECHNICAL EDUCATION
Pathways to a Bright Future

Career Plans of Study



Health Science - Plan of Study

Name _____
Date _____

The Health Science Career Cluster has five pathways that allow students to further explore and discover their favorite career specialties. Students can choose from several levels of education and training to pursue a career in their chosen pathway.

Pathways	Postsecondary Options
<input type="checkbox"/> Therapeutic Services	On-the-job Training Certificate Associate Degree Bachelors Degree Advanced Degree Military
<input type="checkbox"/> Diagnostic Services	
<input type="checkbox"/> Health Informatics	
<input type="checkbox"/> Support Services	
<input type="checkbox"/> Biotechnology Research & Development	

Coursework				
English	Math	Science	History	Art/Music/Theatre
<input type="checkbox"/> English <input type="checkbox"/> English I <input type="checkbox"/> English II <input type="checkbox"/> English III <input type="checkbox"/> English IV	<input type="checkbox"/> Math <input type="checkbox"/> Pre Algebra <input type="checkbox"/> Algebra I	<input type="checkbox"/> Biology <input type="checkbox"/> Chemistry I <input type="checkbox"/> Anatomy/Physiology	<input type="checkbox"/> American History <input type="checkbox"/> Geography <input type="checkbox"/> American History <input type="checkbox"/> Economics <input type="checkbox"/> Government/Politics <input type="checkbox"/> Modern Problems <input type="checkbox"/> Psychology/Sociology	<input type="checkbox"/> Art/Music/Theatre <input type="checkbox"/> PE/Health/Wellness <input type="checkbox"/> World Languages <input type="checkbox"/> Speech/Communications
<input type="checkbox"/> English I <input type="checkbox"/> English II	<input type="checkbox"/> Geometry <input type="checkbox"/> Algebra I <input type="checkbox"/> Algebra II	<input type="checkbox"/> Biology I <input type="checkbox"/> Chemistry I	<input type="checkbox"/> American History <input type="checkbox"/> Geography <input type="checkbox"/> World History	<input type="checkbox"/> Art/Music/Theatre <input type="checkbox"/> PE/Health/Wellness <input type="checkbox"/> World Languages <input type="checkbox"/> Speech/Communications
<input type="checkbox"/> English III <input type="checkbox"/> English IV	<input type="checkbox"/> Algebra II <input type="checkbox"/> Trigonometry <input type="checkbox"/> Pre-Calculus <input type="checkbox"/> Calculus	<input type="checkbox"/> Chemistry I <input type="checkbox"/> Physics <input type="checkbox"/> Anatomy/Physiology	<input type="checkbox"/> American History <input type="checkbox"/> Economics <input type="checkbox"/> Government/Politics <input type="checkbox"/> Modern Problems <input type="checkbox"/> Psychology/Sociology	<input type="checkbox"/> Art/Music/Theatre <input type="checkbox"/> PE/Health/Wellness <input type="checkbox"/> World Languages <input type="checkbox"/> Speech/Communications
<input type="checkbox"/> Advanced Placement <input type="checkbox"/> Early Entry <input type="checkbox"/> Other	<input type="checkbox"/> Advanced Placement <input type="checkbox"/> Early Entry <input type="checkbox"/> Other	<input type="checkbox"/> Advanced Placement <input type="checkbox"/> Early Entry <input type="checkbox"/> Other	<input type="checkbox"/> Advanced Placement <input type="checkbox"/> Early Entry <input type="checkbox"/> Other	<input type="checkbox"/> Advanced Placement <input type="checkbox"/> Early Entry <input type="checkbox"/> Other
<input type="checkbox"/> Career Cluster Exploration <input type="checkbox"/> Other Career Exploration	<input type="checkbox"/> Introduction to Health Science/Speds Medicine <input type="checkbox"/> Athletic Training/Sports Injury <input type="checkbox"/> Biotechnology/Engineering <input type="checkbox"/> Business Law & Ethics <input type="checkbox"/> Child Human Development <input type="checkbox"/> Computer Applications	<input type="checkbox"/> Consumer Economics <input type="checkbox"/> Family Health <input type="checkbox"/> Food Science/Nutrition <input type="checkbox"/> Introduction to Dental <input type="checkbox"/> Human Relations <input type="checkbox"/> Sport Nutrition <input type="checkbox"/> Technology	<input type="checkbox"/> Child Development <input type="checkbox"/> Clinical Nutrition <input type="checkbox"/> Fundamentals of Health Careers <input type="checkbox"/> Medical Terminology	<input type="checkbox"/> Child Development <input type="checkbox"/> Clinical Nutrition <input type="checkbox"/> Fundamentals of Health Careers <input type="checkbox"/> Medical Terminology
Extended Learning				
<input type="checkbox"/> Athletics <input type="checkbox"/> FGCLA <input type="checkbox"/> HOBA	<input type="checkbox"/> Bills USA <input type="checkbox"/> Career Days <input type="checkbox"/> Internships	<input type="checkbox"/> Career Interviews <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Career Research	<input type="checkbox"/> Senior Year Project <input type="checkbox"/> Cooperative Education <input type="checkbox"/> Science/Alliance Club	<input type="checkbox"/> Job Shadowing <input type="checkbox"/> Membership <input type="checkbox"/> Part-time Employment <input type="checkbox"/> Volunteering



8-06-09 Wyoming Department of Education Draft – Courses are placeholders and should be modified to reflect local offering and requirements.



**WYOMING CAREER
TECHNICAL EDUCATION**
Pathways to a Bright Future

THE SIXTEEN CAREER CLUSTERS

- A**griculture, Food & Natural Resources
- A**rchitecture and Construction
- A**rts, A/V Technology & Communications
- B**usiness, Management & Administration
- E**ducation and Training
- F**inance
- G**overnment & Public Administration
- H**ealth Science

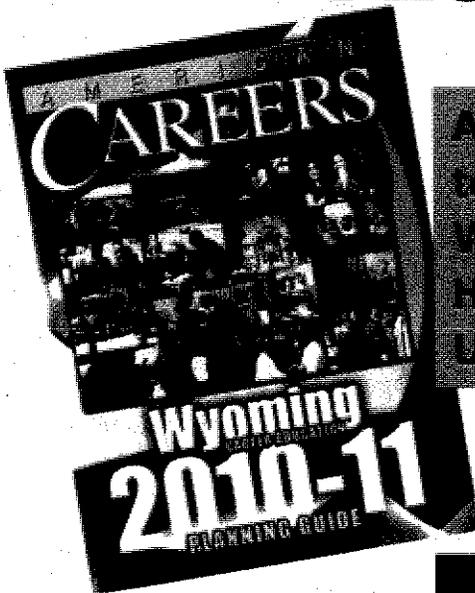
- H**uman Services
- H**ospitality and Tourism
- I**nformation Technology
- L**aw, Public Safety & Security
- M**anufacturing
- M**arketing, Sales & Service
- S**cience, Technology, Engineering & Math
- T**ransportation, Distribution & Logistics

More information – www.careerclusters.org



**WYOMING CAREER
TECHNICAL EDUCATION**
Pathways to a Bright Future

WHAT DOES THE WDE PROVIDE NOW?



American Careers Magazine is distributed to all Eighth Graders and Sophomores in Wyoming as the foundation of the Hathaway Scholarship 8th Grade Career Unit of Study

The Wyoming Careers Web Site provides guidance resources and job information specific to Wyoming

<http://wyad.com/wycareers>

**WYOMING
Careers**

- Home
- Resources
- Guidance
- Jobs
- Education
- Training
- Partners
- About Us

1. Career Assessment Tools

2. Job Search Resources

3. Education & Training

4. Partners & Events

5. About Us

6. Contact Us

7. Privacy Policy

8. Terms of Use

9. Site Map

10. Feedback

11. Help

12. WDE



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TECHNICAL EDUCATION**

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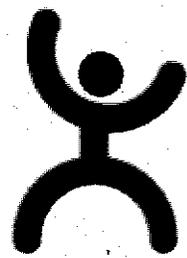
Online Career Resources

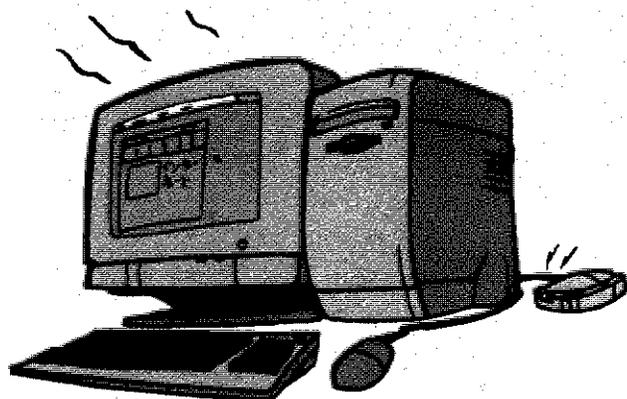
 **CareerCruising**
The Complete Guidance System

Several reputable paid online providers of career planning information exist.

BRIDGES  **XAP**
The Student Success Company

 **kuder**


coin
educational products

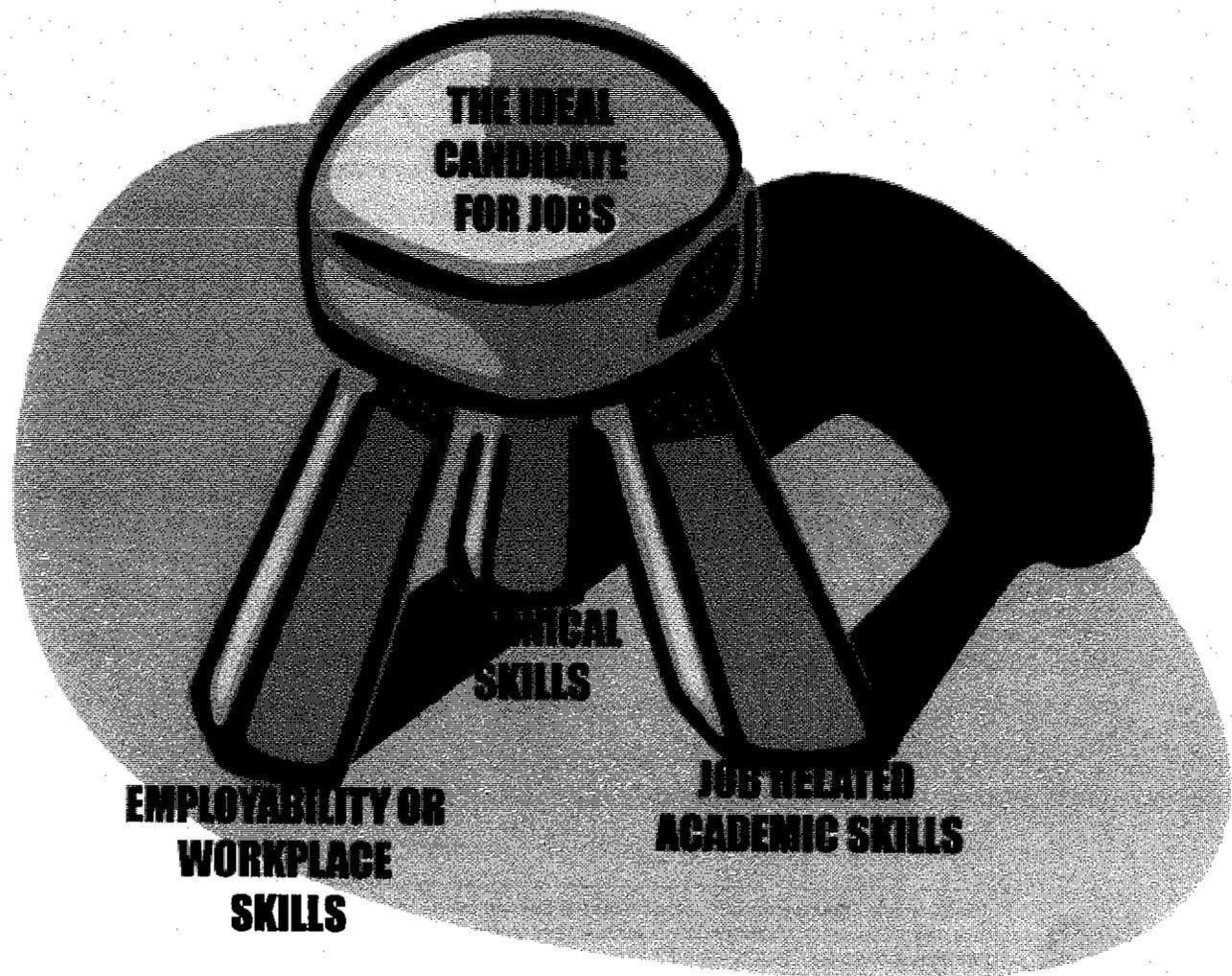


They derive labor market and college information from the same public sources. The major differences are in the self-discovery instruments and format.



**WYOMING CAREER
TECHNICAL EDUCATION**
Pathways to a Bright Future

WHAT DO EMPLOYERS WANT?



AGENCY PARTNERS



UNIVERSITY
OF WYOMING
New Thinking

STATE  DIRECTORS
National Association of State Directors
of Career Technical Education Consortium



The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment of employment in its programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and ADA may be referred to Wyoming Department of Education, Office for Civil Rights Coordinator, 2300 Capitol Ave., Cheyenne, WY, 82002-0050 or 307-777-7673, or the Office of Civil Rights, Region VIII, U. S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582, or 303-844-5695 or TDD 303-844-3417. This information will be provided in an alternative format upon request.

Testo



Wyoming Careers

Web Site



[HTTP://EDU.WYOMING.GOV](http://EDU.WYOMING.GOV)

Click the Career Guidance Tab

Includes:

- Wyoming specific job and education/training information for career planning
- Links to scholarship resources
- Links to Military Options
- School and Counselor Resources

Click on Career Cluster Resources for additional information and Career Cluster Guides

W Y O M I N G
career

Career Planning Systems and Career High School

High School students in GED with an Post-Secondary Education

Low Skill Jobs - Skills and Knowledge are Gained Through On the Job Training

Military - Military/Postsecondary and Training

Trade Subject Apprenticeship or Community College Certificate Program

Skilled Jobs - Skills and Knowledge are Gained Through Education Prior to Employment. These Jobs Require Post-Secondary Training or an Associate Degree

Community College Career/Value Transfer Program

University of Wyoming Career Majors

Professional Jobs - Skills and Knowledge are Gained Through Education Prior to Employment. These Jobs Require a Bachelor's Degree or Higher

More Information for Counselors

Shortcut: <http://tinyurl.com/wyccareers>



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Kelly Walsh Career Center Services and Initiatives



Adrienne Ryder-Moffett

Overview:

The Kelly Walsh Career Center is staffed by a Career Experience Facilitator and a part-time secretary. These are both classified positions, although I am a nationally certified Global Career Development Facilitator. We provide career services for students, (approx. 1450 at KW) and faculty, and are an integral factor in meeting school and district initiatives. We are independent of the Counseling Office, but work closely with them on student issues and even share some duties. We are funded through the Perkins Grant, though we occasionally receive some building funds when we are working on projects that are requested by the Principal. We are answerable to the District Director of Career and Technical Education (CTE), although we work cooperatively with the building principals. The KWCC is also responsible for assisting Roosevelt High School with any of their career advising needs or projects. I will be addressing the things we do at KW and RHS. Although NCHS has some similar activities, I cannot speak with any detail on specific activities of that Career Center.

The KWCC has a multitude of career resources, all available for check out to students, staff and parents. We have a video library, many career information books, numerous pamphlets and handouts on job acquisition and retention, brochures on a large variety of careers and industries, resources for apprenticeships, a dedicated resource area for Casper College and a job board on which we list jobs called in from the community. We also have a bank of computers for students or parents to use when doing research or other career planning activities.

School Wide Initiatives:

Career planning has been an important priority for Kelly Walsh. Several years ago we developed Career Plans of Study (CPS) based on the 16 career pathways from the States Career Clusters Initiative. We selected each of the pathways within the 16 Career Clusters and then aligned each of the classes at KWHS and created a corresponding CPS. These were put into binders, along with the Career Cluster Booklets created by the Dept. of Ed., to be distributed to all Home Room (TROY) teachers to assist their groups during registration time and to have information when questions arose. As courses are added, deleted or names changed, we edit accordingly. These documents are kept current every year.

Natrona County School District uses an online career program called Career Information System (CIS) in all its Junior and Senior Highs. At the lower levels it is an important part of the Hathaway Career Unit that is required in 8th grade. The records are transferable, so we at the high schools can continue to follow up with students on previous assessments or occupational interests.

We selected this program based on several factors, but primarily because of its versatility, user friendliness and assessments offered. Each year, every Freshman and Sophomore take an Interest Inventory, either for the first time if they are new students, or to update a previous assessment.

The TROY teachers are then asked to review the results or have me come into their class to discuss it. Teachers all have binders with detailed information about interest inventories and basic interpretation information. We rely on teachers to do some of this work because of sheer numbers. I cannot possibly personally see each of our 1400+ students to do this and actually give them the time they individually deserve.

As part of the Perkins Grant mandate all CTE concentrators, those students who have taken at least three courses in a vocational sequence, must have individual career plans developed for them, as well as significant follow up through a federal report which the CC secretary completes. I start with a short questionnaire then have one or more individual meetings with these identified students to create an individual career plan. Many of these students also meet with their counselor as a routine part of their post high school planning. The counselors generally take care of the logistics such as transcripts, graduation requirements, etc., and I go more in depth with post high school training and career options. This is one area in which we work cooperatively with student issues.

Managing the Perkins data and requirements is a hugely consuming task. Many schools have this as an added duty for a teacher or counselor, who I can imagine would have a hard time completing all the complex requirements. Again, it is because we have staff assigned to do this throughout the year that we can accomplish so much with such accuracy.

Testing:

Most testing is coordinated through the Counseling office, with two exceptions, the ASVAB and Work Keys. We have always planned, given and interpreted the ASVAB. We schedule the date, arrange logistics, and then I provide the interpretation for students in small group sessions. For those interested in the military as a career, we help connect them with the appropriate recruiter.

I am the primary contact for the Work Keys (WK) assessment. Once the counselors have identified those juniors who have opted for the WK rather than the ACT for their free test, then I coordinate all testing logistics for that group. When the State offered a pilot test last year for seniors, it was also coordinated through our office. I also assist individual students to get WK testing through an agreement I put together with Casper College and the local Workforce Services office. This is particularly useful for those seniors who have not made the minimum score on ACT but still want to go on to college. I meet a lot of these folks in our CTE classes, especially during those Career Plan meetings. I also help anyone who qualifies to get his or her Career Readiness Certificates through the State Dept. of Workforce Services.

Partnerships:

We have developed many close working partnerships with Casper College, from WK testing to career fairs, to job shadows, and many other activities. I work closely with their Hathaway coordinator to get kids connected to that program and assist them with registering if that is their chosen school. Casper College has been a great partner in many endeavors and are generally open to my off the wall proposals and requests.

Our other close partner out of district has been the local Workforce Services Office. They have provided us with job orders, WK testing funds, referrals for services and job hunting materials. We have a long and successful history of partnering on many projects.

One of the biggest and most successful partnerships is with our local business community. I have spent many years cultivating relationships with hundreds of different businesses across many industries. I have generally found that most businesses are willing to help out students with career exploration. It is often as simple as just asking, and surprisingly most businesses are willing to give of their time and human resources. Asking for direct monetary help for something is another issue, one which most businesses are reluctant to give. I have sat on many board and committees. This has raised the profile of our CC and encouraged relationships that I may never have had. This is a fundamental part of our success. Very rarely does a business come knocking at my door with offers of help. I have to reach out to them. Getting to know what is important to them is essential in enlisting their assistance on what is important to us.

Another important partnership has been with the Wyoming Association for Career and Technical Education. Though voluntary, I have found that being a part of a teacher's organization has helped me not only to get to know individual CTE teachers in my district and around the state, but it has given me a greater insight into what their needs and concerns are so I can better assist them through my work in the Career Center.

Basic Student Services:

There are some basic services that are a part of our everyday duties. One of the most popular is job shadowing. I work with teachers who require job shadowing as part of their curriculum, as well as students that come in independently. This activity is a very important component of the career exploration process, and one that I continually seek to expand.

I also coordinate our Work Experience Program. This allows students to earn elective credit for their part time jobs. The credit involves a minimum of 180 hours of work per semester and attendance at a work skills seminar held once a week either before school, at lunch or after school. I conduct all the seminars and coordinate all the paperwork and other aspects of the program.

Two years ago we instituted a Senior Internship program. It is also governed by the district policy for work credit, although these internships are by selection process. Students must meet specific criteria for entrance into the program.

Once accepted, I individually tailor a placement for them. (Hugely time consuming, but necessary) They go to their work site for one to two class blocks each day. We meet as a class once a month to update paperwork, check in and conduct lessons. This program has been extremely successful for the students that have participated, even resulting in employment for several of them. These are not merely observational experiences; they provide real hands on experience in their chosen field. It has begun slowly with limited numbers, but I hope to grow the program over time.

As I mentioned earlier, we maintain a job board. This consists of jobs called in from the community, listings from the Casper Workforce Center and advertisements from the local paper. We scan the want ads weekly for student-appropriate jobs and post them for the students who may not get the paper. We assist students with creating resumes, filling out job applications and improving employability skills.

The KWCC is also the liaison for the military. We coordinate all recruiter visits and provide them with any other assistance they might require, like contacting teachers, etc. We have an area specifically for military information and printed materials.

Teacher Services:

The KWCC also assists teachers with any kind of career information. I go into classrooms and conduct career presentations and mini seminars on a variety of topics. I provide them with Labor Market Information or other resources for their content area. As mentioned earlier, I often will go to homerooms to help provide career planning assistance for the students. I also help schedule field trips and guest speakers, help chaperone groups to career events, and pass along pertinent information about activities off campus related to their content area. For several years we have assisted the business teachers with the planning and coordination of the State DECA conferences. We try to be flexible and make ourselves available to assist teachers with whatever requests they come up with.

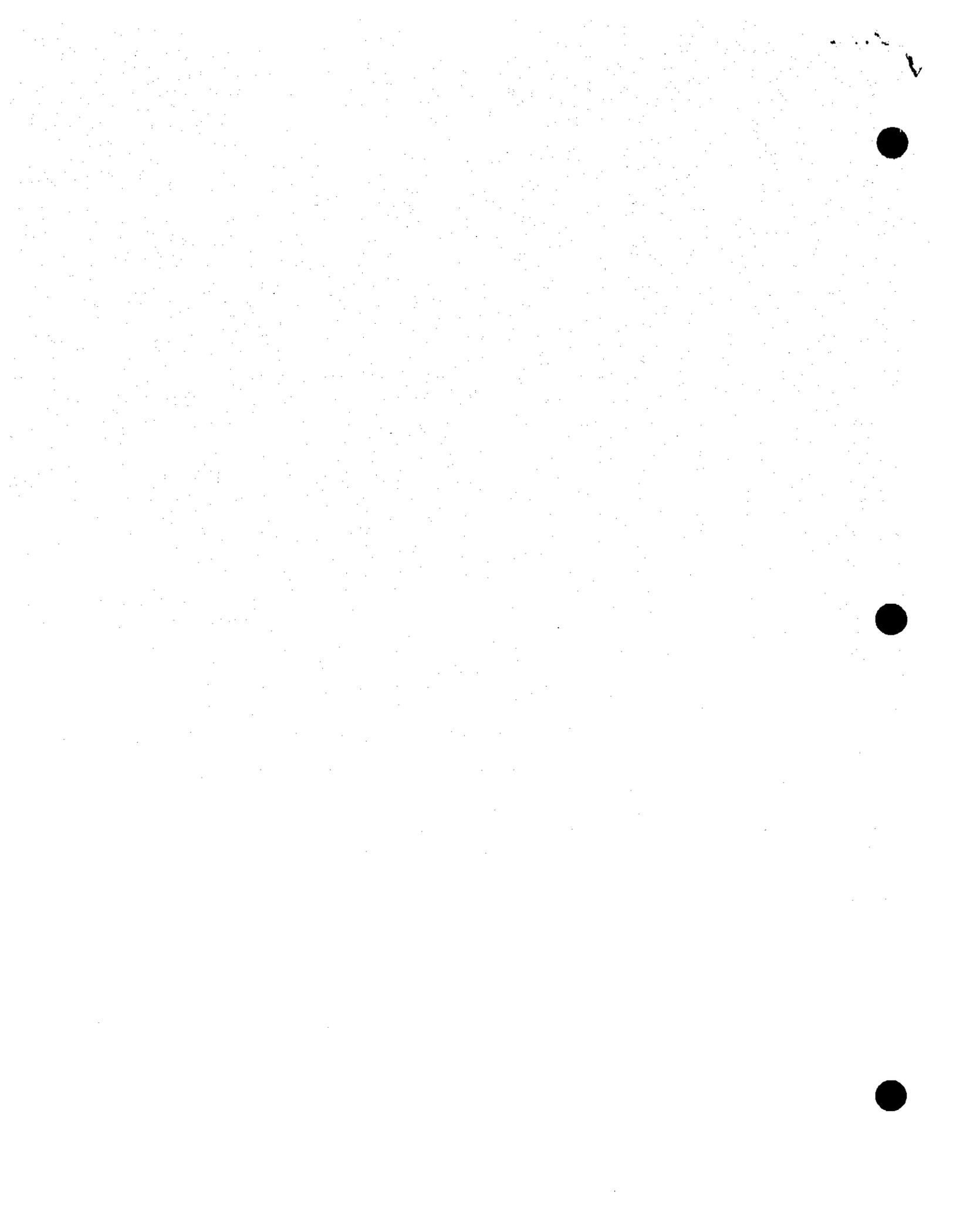
Another ongoing project is coordinating the career fairs at Roosevelt High School each semester. I have been charged with creating a theme, arranging for presenters and coordinating the schedule for each event. I try to have a new and different theme for each semester so the students are exposed to as wide a variety of information as possible. As a footnote, any of the faculty or student services I have outlined for KW, I also do for RHS.

Summary:

Kelly Walsh has tried very hard to meet the career planning and postsecondary needs of its students. We provide comprehensive services that are only possible because we have dedicated staff full time to that endeavor and a physical location that is solely for that purpose. A school counselor or teacher assigned career advising as an extra duty would never be able to do what a full Career Center can. Comprehensive does mean complete, however. There are always areas for improvement and we seek to update our programs and services as needed, and to be creative about ways to expand and improve what we do.

This creative freedom can be attributed to the trust that the building principals and the CTE director have in us. They are open to any sound, creative idea and give us the room to try it out. Leadership support is really the key to much of our success.

There are several areas at which we are looking to improve our services. One of which is figuring out a way to create electronic portfolios for all students that can be expanded and added to each of their four years in high school. We already possess the tools through CIS; we just need to figure out the implementation part. Providing those evermore in depth services will be a trick for us, but we will attack it with our same zeal and creativity.





Wind River Ms/Hs Career Guidance Program

Fremont School District #6
Pavillion, WY



Ceatriss Wall, Principal

Betty Gion, Guidance Counselor

The nuts and bolts, of Wind River MS/HS Career Guidance Program, centers around the Student Career Portfolio. A Career Portfolio is a tool for students to help them think through and plan for their future education and career. Listed below are the strengths, which enables Wind River's Career Counselling program to be effective.

- **The Student Career Portfolio**

- is a **graduation requirement** for **all seniors**, including transfer students, special needs, etc.
- Incorporates the **Career Vocational Body of Evidence standards.**
- Includes a **Career Project** based on the student's Interest.
(projects need prior-approval from advisors)
- all** Career Guidance Activities are embedded in the student portfolio.
- students are assigned to a **staff advisor.**
- Career Portfolio deadline: **Spring of Junior year**
- Student's must receive a **proficient** grade in all areas of 'Portfolio Check List' (see attachment).
- Exit Interviews** conducted by staff advisors.

- **Physical** aspect of the Student Career Portfolios are assembled in **3 ring binders** (provided by the school).

- Plastic sheets are used to hold all documents, certificates, etc.
- Portfolios are kept in Advisor's room
- Senior year; portfolios are kept in the Guidance Office
- *students may check out their Career Portfolios like a library book

- **Career Portfolio adjustments** for the 2010-2011 school year;

- beginning at **6th grade**, students will receive their 3 ring Career Portfolio binders.
- Job Shadow** has been approved as an additional requirement for the 2011-2012 Student Career Portfolio.
- All seniors are required to have a **document** indicating a **post high school plan**, examples –college acceptance letter, apprenticeship, military service, vocational program or workforce employment.

Portfolio Check List

- ✓ Career Survey
- ✓ Career Plan
- ✓ Resume
- ✓ Career Fair
- ✓ Job Application
- ✓ College Application
- ✓ Transcript
- ✓ Career Project
- ✓ Self Reflection
- ✓ Letters of Recommendation
- ✓ Award Certificates/ Recognition
- ✓ Portfolio will be Due March 12th.

*No exit interview will be conducted without receiving a proficient grade and must include all of the fields above.

Vocational BOE Outline

Career Survey

- Online
 - Create an account on the Bridges Web Site.
 - www.bridges.com (see Chatfield, Frazier, Gosnell for password and site ID.5)
 - Bridges online survey completed and results printed.
 - Summarize Information using media format: Word, Power Point, or Publisher (What did you learn about yourself).

Career Plan

- 5 year plan: What do you plan to do during your senior year. College, Trade School, Work Force, Military, life experiences.

Resume

- Should include: self summary, education (chronological order, most recent first), any work experience, skills that apply to the position you're applying for, volunteer work, 2 references, and personal interests.
- Must be composed in a professional and quality format.

Career Fair

- Prepare 5 Interview questions to be approved by sponsors.
- Interview at least 5 different vendors.
- Must have documentation of discussion (Vendor Signed sheet).
- Write up of most interesting/ intriguing interview or interviews (2 pages).

Job/ College Application and Letter of Intent

- 2 required applications (1 for College and 1 for a local job).
 - The application needs to be pre-approved by sponsors.
- Letter of Intent to attend College.
 - This is a letter stating your "intent" to attend that specific college (1/2 page).

Standard Performance Record (Transcript)

- Visit with Mrs. Shaw about your future. Discuss items such as credits to graduate, GPA, college plans, and your plans for your senior year.
 - Take notes and have them initialed by Mrs. Shaw
- Transcript showing first 2.5 years of high school performance.

Career Project

- Personal Budget based upon Project in School.
 - Woods, Welding, Auto, Media, Fish, Agriculture, FFA.
 - Or Pre-approved budget outside of school.

Project should include proof of the following Management areas

- Time
- Resources
- Facilities
- Safety
- Ethics

Self Reflection Summary of Career Plan

- Discuss courses taken in high school and future study on track toward a career.
- Display a working knowledge of your research about a career and your process throughout this portfolio.
- Experience or Training related to this career.

Portfolio Rubric

Technology and Career Vocation

	4	3	2	1
Career Survey	<p>Student completes an online career survey and composes an information summary of 3-4 careers related directly to their personality and interest's survey results, using information from the survey to justify their reasoning.</p> <p>Develops a clear and focused main idea, with descriptive details to enrich the idea development. Writes an effective beginning, middle, and end with sequencing ideas. Consistently uses grade appropriate spelling, grammar, and punctuation.</p>	<p>Student completes an online career survey and composes an information summary of 2-3 careers that relate directly to their personality and interests survey results, making some correlation and supporting their thinking.</p> <p>Presents main idea and uses relevant details. Attempts beginning, middle, and ending with logical sequence.</p> <p>Uses grade appropriate spelling, grammar, and punctuation.</p>	<p>Student completes an online career survey and composes an information summary of 1-2 careers that relate directly to their personality and interests survey results, but are unable to justify the connection.</p> <p>Attempts to present main ideas and uses limited relevant details.</p>	<p>Student completes an online career survey and composes an information summary of 1 career with little or no connection related to their personality and interests survey results.</p> <p>Presents a beginning or ending with some evidence of sequencing of ideas, uses limited grade level punctuation, spelling and grammar.</p>
Career Plan	<p>Student develops a five year plan describing high school and post high school goals. Including Senior year, College, Trade school, Work force, or Military.</p> <p>Includes descriptive details about how goals are to be accomplished. Student outlines classes to be taken or areas of study with detail and presents a clear path toward career.</p> <p>Develops a clear and focused main idea, with descriptive details to enrich the idea development. Writes an effective beginning, middle, and end with sequencing ideas. Consistently uses grade appropriate spelling, grammar, and punctuation.</p> <p>5 paragraphs, 1 for each year. 2 pgs</p>	<p>Student develops a five year plan describing high school and post high school goals. Includes Senior year, College, Trade school, Work force, military. Must include descriptive details about how goals are to be accomplished. Student outlines classes to be taken or areas of study with detail and presents a clear path toward career.</p> <p>Presents main idea and uses relevant details. Attempts beginning, middle, and ending with logical sequence.</p> <p>Uses appropriate spelling, grammar, and punctuation.</p> <p>Less than 2 pages.</p>	<p>Student outlines a five year plan and has some correlation within that outline that connects to current selection of High School courses. Attempts to develop a career path.</p> <p>Attempts to presents main idea and uses limited relevant details.</p> <p>1 page</p>	<p>Student does not outline a five year plan nor makes inference to the connection of High School courses with future career, vocational, or educational plans. Simply Prints out list of college classes from college web site.</p> <p>Presents a beginning or ending with some evidence of sequencing of ideas. Uses limited grade level punctuation, spelling and grammar.</p> <p>Less than 1 page.</p>

	4	3	2	1
Résumé	<p>Student completes a resume' to include:</p> <ul style="list-style-type: none"> • objective or summary • personal information • work experience • education • interests • references • chronological order • fits one page <p>Uses grade appropriate spelling, capitalization, punctuation, and grammar. Avoids abbreviations. Document style displays current resume trends.</p>	<p>Student completes a resume' to include:</p> <ul style="list-style-type: none"> • personal information • work experience • education • interests • references <p>Uses grade appropriate spelling, capitalization, punctuation, and grammar. Document style displays current resume trends.</p>	<p>Student completes a partial resume' to include:</p> <ul style="list-style-type: none"> • personal information • work experience • education • interests • references <p>Format does not represent current and innovative style and design. Attempts to use appropriate spelling and punctuation.</p>	<p>Student's resume does not include one or more of the following.</p> <ul style="list-style-type: none"> • personal information • work experience • education • interests • references <p>Does not use appropriate spelling and punctuation. Uses abbreviations.</p>
Career Fair	<p>Student interviews 5 or more different vendors documenting 5 or more key questions about each vendor, and summarizes their vendor discussions in a 2 page document outlining most interesting career opportunity, major responsibilities, benefits, requirements, and opportunities related to at least 2 career fields.</p> <p>Develops a clear and focused main idea, with descriptive details to enrich the idea development. Writes a effective beginning, middle, and end with sequencing ideas. Consistently uses grade appropriate spelling, grammar, and punctuation.</p>	<p>Student interviews 5 different vendors documenting 5 key concepts about each vendor, and summarizes their vendor discussions in a 1-1/2 page document outlining major responsibilities, benefits and requirements for the specific careers discussed.</p> <p>Presents main idea and uses relevant details. Attempts beginning, middle, and ending with logical sequence. Uses grade appropriate spelling, grammar, and punctuation.</p>	<p>Student interviews 5 different vendors documenting 5 key concepts about each vendor, and summarizes their vendor discussions in a 1 page document outlining major responsibilities, benefits, requirements, and opportunities related to at least 1 career field.</p> <p>Attempts to presents main idea and uses limited relevant details.</p>	<p>Student interviews 5 different vendors documenting 5 key concepts about each vendor, and summarizes their vendor discussions in minimum 1/2 page or more outlining some keys factors related to at least 1 career field.</p> <p>Presents a beginning or ending with some evidence of sequencing of ideas. Uses limited grade level punctuation, spelling and grammar.</p>
Job Application and letter of Intent	<p>Student completes 2 applications one for a job and the second for college application, with an attached 1/2 page letter of intent. Student uses blue or black ink and completes the applications in a neat orderly fashion.</p>	<p>Student completes 2 applications one for a job and the second for college application, with at least a well developed paragraph and letter of intent attached. Job Applications have minimal errors.</p>	<p>Student completes 2 applications for a job and for a college, with an attached brief letter of intent. Job application has mistakes and visible issues. Attempts to presents main idea and uses limited relevant details.</p>	<p>Student completes 2 applications for a job and for college. Letter of intent less than 2 paragraphs. Presents a beginning or ending with some evidence of sequencing of ideas. Uses limited grade level punctuation, spelling and grammar.</p>

	<p>Develops a clear and focused main idea, with descriptive details that enriches the main idea development. Writes an effective beginning, middle, and end with sequencing ideas. Consistently uses grade appropriate spelling, grammar, and punctuation.</p>	<p>Presents main idea and uses relevant details. Attempts beginning, middle, and ending with logical sequence. Uses grade appropriate spelling, grammar, and punctuation.</p>	<p>Organization of details that lacks logical sequence.</p>	<p>Demonstrates some evidence of logical sequencing.</p>
<p>Career Project</p>	<p>Student selects a project based on vocational classes or appropriate personal interests. Project includes visual representations, accurate budget documentation, material supply list, and detailed procedure of project, time schedule including days and hours, completion time, project complications, written summary of all above information in 5-6 pages not including pictures.</p> <p>Develops a clear and focused main idea, with descriptive details to enrich the idea development. Writes an effective beginning, middle, and end with sequencing ideas. Consistently uses grade appropriate spelling, grammar, and punctuation.</p>	<p>Student selects a project based on vocational classes or appropriate personal interests. Project attempts to include visual representations, accurate budget documentation, material supply list, and detailed procedure of project, time schedule including days and hours, completion time, project complications, written summary of all above information in less than 5 pages not including pictures.</p> <p>Presents main idea and uses relevant details. Attempts beginning, middle, and ending with logical sequence. Uses grade appropriate spelling, grammar, and punctuation.</p>	<p>Student selects a project based on vocational classes or appropriate personal interests. Project includes minimal visual representations, accurate budget documentation, material supply list, and detailed procedure of project, time schedule including days and hours, completion time, project complications, written summary of all above information in less than 5 pages, not including pictures. Attempts to present main idea and uses limited relevant details. Organization of details lacks logical sequence.</p>	<p>Student selects a project based on vocational classes or appropriate personal interests. Project does not include visual representations, and has poor budget documentation, missing material supply list, and unstructured procedure of project, no time schedule including days and hours, no time frame, project complications, and weak written summary of all above information in less than 5 pages not including pictures.</p> <p>Presents a beginning or ending with some evidence of sequencing of ideas. Uses limited grade level punctuation, spelling and grammar. Demonstrates some evidence of logical sequencing.</p>
<p>Self Reflection Summary</p>	<p>Student discusses courses taken in high school and future study toward a career. Displays a working knowledge of research about a career and your process throughout this portfolio. Discuss experience or training related to this portfolio.</p> <p>Develops a clear and focused main idea, with descriptive details to enrich the idea development. Writes an effective beginning, middle, and end with sequencing ideas. Consistently uses grade appropriate spelling, grammar, and punctuation.</p>	<p>Student discusses courses taken in high school and future study on track toward a career. Makes correlation and displays some working knowledge of research about a career and your process throughout this portfolio. Discuss experience or training related to this portfolio.</p> <p>Presents main idea and uses relevant details. Attempts beginning, middle, and ending with logical sequence.</p> <p>Uses grade appropriate spelling, grammar, and punctuation.</p> <p>1 ½ pages</p>	<p>Student attempts to discuss courses taken in high school and future study on track toward a career. Displays a working knowledge of research about a career and your process throughout this portfolio. Discuss experience or training related to this portfolio.</p> <p>Attempts to present main idea and uses limited relevant details. Organization of details of lacks logical sequence.</p> <p>Less than 1 ½ pages</p>	<p>Student makes marginal attempts to discuss courses taken in high school and future study on track toward a career. Displays a working knowledge of research about a career and your process throughout this portfolio. Discuss experience or training related to this portfolio.</p> <p>Presents a beginning or ending with some evidence of sequencing of ideas. Uses limited grade level punctuation, spelling and grammar. Less than 1 ½ pages.</p>

	4	3	2	1
Letters of Recommendation				Student has 2 letters of recommendation. Only one may be from a Wind River Staff member. Letters may not be from a relative. Letters must be authentic and factual with reasons as to why they are being recommended.
Transcript				Student has proof of interview with Mrs. Shaw. This includes signed notes from their discussion. Notes include credits to graduate, GPA, college plans, senior year plans. Transcript includes first 2.5 years of high school.

Portfolio Expectations

***** All papers will be Times New Roman, 12pt font, and 1inch margins*****

***** All students are required to have Portfolios neatly organized in a new or clean 1 ½" or 2" 3 ring binder*****

***** Name must be located on the spine of the binder*****

***** All papers must be in new page protectors front and back*****

***** All documents must be put in "portfolio outline" order. NO EXCEPTIONS!*****

***** Must receive a minimum score of "21" in all areas and "2" for Letters of Recommendation and Transcript to score proficient*****



Career Pathways Collaboration Project

Laramie County School District #1 and
Laramie County Community College
(LCCC)

Brenda Abbott



The Career Pathways Collaboration Project in southeastern Wyoming was a true partnership from the beginning. A dedicated team, highly qualified in Career Cluster efforts, scheduled one day a week for eight months to work on seamlessly aligning courses in each program of study (POS). The post-secondary (Laramie County Community College) and the secondary (Laramie County School District #1) members had received Career Pathways Leadership Certification from CORD. Each worked closely on other career pathways efforts and tools as part of their daily work duties and had received professional development training at national career cluster/pathways conferences for several years. Daily exposure to Perkins and other grants, business and industry partnerships, dual enrollment, statewide graduation standards and scholarship requirements, CTE programs, and other transitional tools allowed the team to bring a myriad of skills and knowledge to bear on a common goal: Create seamless educational pathways to viable careers for ALL students, including adult learners!

Similar projects around the country appeared to be unevenly focused on secondary or post-secondary depending on who had created them. A project primarily created by secondary educators might be highly informative with regard to the high school courses a student should take but might not provide useful details about post-secondary certifications or training. Projects created by post-secondary educators usually offered little or no guidance for choosing the best preparatory courses in high school beyond earning a diploma. In both cases, the alignment of curricula with the needs of business and industry in mind, if it existed, was invisible to the learner. The strategy of the Wyoming Career Pathways Collaboration Project was to work backwards from industry through education, creating a career coaching tool for each POS that could be individualized to fit every student's needs.

The College and Career Transition Initiative's (CCTI) career pathways templates were used as the base model. All college courses for each POS were placed on a master grid in the lower half of the template; all high school courses that met graduation and state scholarship requirements were placed on the grid in grades nine through twelve along with its state-mandated SCED code, *Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)*. (The use of national SCED codes allows a broader use of the final product statewide and from state to state.) If an approved concurrent enrollment course was included in the requirements for the industry approved degree or certificate program at the college, that course became the "recommended" course wherever it appeared in the template grid. Others in the same grid square were removed as options for a student following that particular career pathway. Dozens of Individual meetings with curriculum coordinators and lead instructors in every subject and at both levels followed as the next step.

These meetings generated well-informed discussions about the best choices in math or science for a student to make at each grade; again, the other "options" were dropped from that square of the grid. Any student following a roadmap would be fully prepared to be successful in a post-secondary POS. For example, students on a diesel technology pathway were encouraged to take a conceptual physics course which no one had ever suggested that they do!

All Project participants were dedicated to preventing dropouts, eliminating the need for remediation, and motivating students to use their senior year of high school wisely. The result was a set of well-researched roadmaps designed to help every student make the most of his or her dual credit options, electives and core selections within a particular career pathway.

When the Career Pathways roadmaps were finished, the Project team realized that to be fully effective as a comprehensive career coaching tool, the roadmaps should be disseminated in conjunction with other career exploration and diagnostic services. Ideally, this happens when the roadmaps are used in a high school career office where advising and counselling services are offered; however, life-long learners have no age boundaries. To meet this need the college established the **LCCC Career Pathways Hub**, a community-oriented (free) entrance point for learners of all ages who need help finding a career path, assessing their current strengths and weaknesses, objectively determining their need for additional training, and planning their career pathway. Some clients want to change careers, so a coaching session or two combined with a *Work Keys* and *Kuder Career Exploration* assessment can help them focus that change of direction and go directly back into the workforce. Other clients are looking for help effectively planning the required coursework to a degree or credential. Staffed by enthusiastic professionals with credentials in career coaching, counseling, and academic advising, the Hub helps learners make sense of the often confusing selection of college and workforce services designed to help them succeed. Whether the client eventually enrolls in a college POS with the goal of reaching a degree, goes straight to Workforce services, selects from a myriad of available assistance or educational services, or needs a course or two to improve math or English skills, the Hub offers a supportive, comfortable, non-threatening place to begin the journey. Major funding for the Career Pathways Hub was provided by State funds from the Wyoming Department of Education.

Since opening the LCCC Career Pathways Hub on May 15, 2010, 120 clients have been without any advertising other than word of mouth. LCCC is currently working on an ad campaign that will encompass print media, Internet (website), TV and radio.

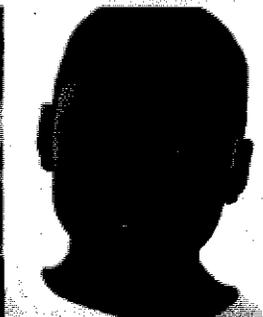
The South Carolina Comprehensive Developmental Guidance and Counseling Program Model



A Guide for South Carolina
School Counseling Programs

Prekindergarten
through
Grade Twelve

South Carolina
Department of Education



**South Carolina
Guidance and Counseling**

Learning to Live + Learning to Learn + Learning to Work

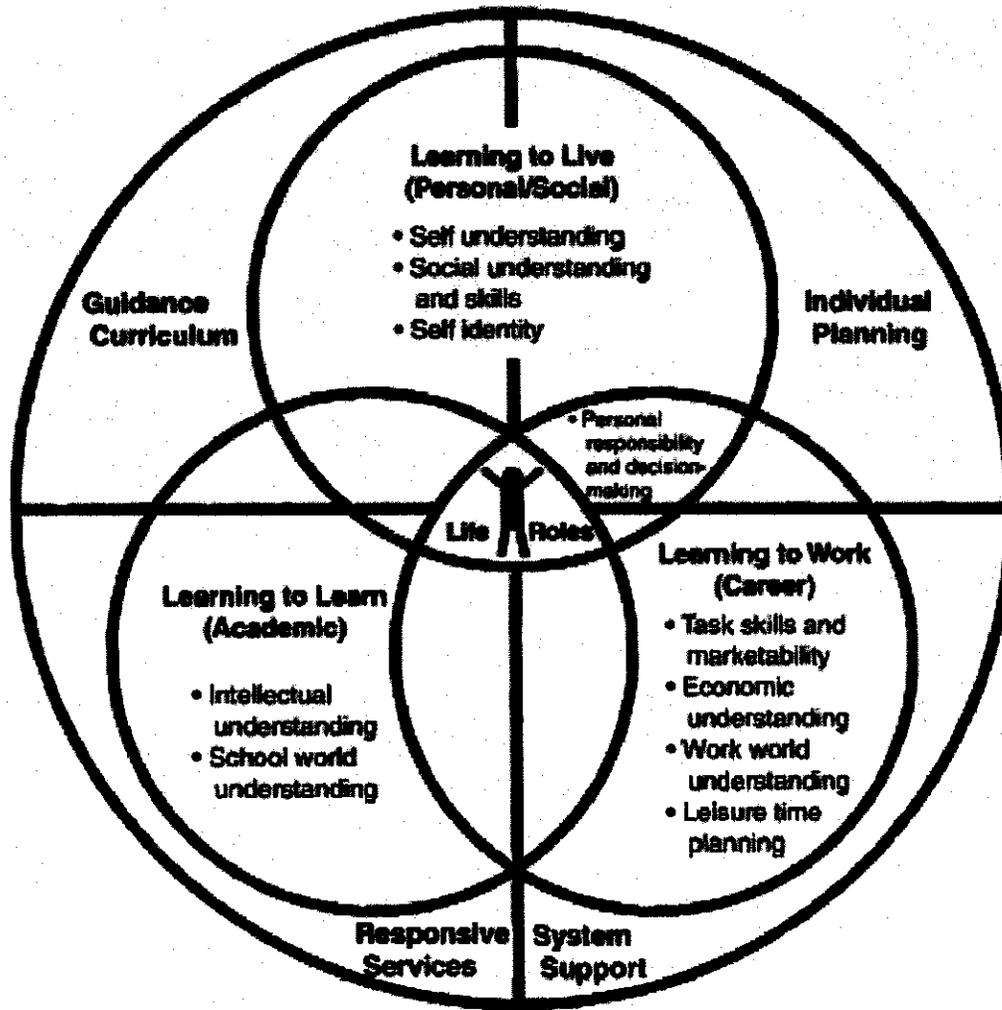
Guidance Curriculum | Individual Planning | Responsive Services | System Support

The Four Components of a Comprehensive School Counseling Program

GUIDANCE CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT
<p>Provides guidance content in a systematic way to all students through classroom and/or group activities</p> <p>Purpose Awareness, skill development, and application needed for the following three student-development areas:</p> <ul style="list-style-type: none"> • Learning to Live (<i>Personal/Social Development</i>) • Learning to Learn (<i>Academic Development</i>) • Learning to Work (<i>Career Development</i>) <p>Counselor Role Guidance Consultation Program implementation and facilitation</p>	<p>Assists students in monitoring and understanding their development for next-step decisions</p> <p>Purpose Student planning and goal setting</p> <p>Issues Addressed</p> <p>Personal/Social</p> <ul style="list-style-type: none"> • Development of healthy self-concept • Development of both short- and long-term goals <p>Academic</p> <ul style="list-style-type: none"> • Acquisition of study skills • Awareness of educational opportunities • Appropriate course selection • Lifelong learning • Utilization of test scores and data <p>Career</p> <ul style="list-style-type: none"> • Knowledge of career opportunities • Knowledge of occupational training • Knowledge of labor market information • Development of an education/career plan <p>Counselor Role Guidance Consultation Assessment Placement</p>	<p>Addresses immediate concerns of students</p> <p>Purpose Prevention, intervention</p> <p>Issues Addressed</p> <p>Personal/Social</p> <ul style="list-style-type: none"> • Relationships • Abuse • Grief, loss, death • Substance abuse • Family problems/concerns • Coping skills <p>Academic</p> <ul style="list-style-type: none"> • tardiness • absences and truancy • school and classroom conduct • dropout prevention <p>Counselor Role Counseling Consultation Coordination Referral</p>	<p>Includes program and staff support activities and services</p> <p>Purpose Program delivery and support</p> <p>Issues Addressed</p> <ul style="list-style-type: none"> • Guidance program development • Parent education • Teacher/administrator consultation • Staff development for educators • School improvement planning • Counselor's professional development • Research and publishing • Community outreach • Public relations • Funding and budget <p>Counselor Role Program management Consultation Coordination</p>

Adapted from Norman C. Gysbers and Patricia Henderson. *Developing and Managing Your School Guidance Program*. 2nd ed. (Alexandria, VA: American School Counseling Association, 1994).

A Model for Program/Curriculum Development



Adapted from New Hampshire State Model for Guidance Programs

Student Standards Organized by Student Development Areas

Standards in the Learning to Live (Personal/Social Development) area provide the foundation for personal growth and enhance the academic and career development of the student in prekindergarten through grade twelve.

LEARNING TO LIVE (Personal/Social Development)

- Students will understand and appreciate self.
- Students will understand and respect others.
- Students will understand and appreciate home and family.
- Students will develop a sense of community.
- Students will make decisions, set goals, and take actions.
- Students will develop safety and survival skills.

The Learning to Learn (Academic Development) area includes standards that require students in prekindergarten through grade twelve to have a command of decision-making, problem-solving, goal-setting, critical thinking, logical reasoning, and interpersonal communication skills.

Standards in this area guide the student to maximize each learning situation. The student experiences success and enhances educational potential through effort and commitment to producing high-quality work.

LEARNING TO LEARN (Academic Development)

- Students will develop personal qualities that contribute to being an effective learner.
- Students will employ strategies to achieve school success.
- Students will understand the interrelationship among life in the school, home, community, and society as a whole.

Business and industry recognize the need for students to make successful transitions from school to work. Whether students choose to continue their education after high school or enter the work force, essential employment skills are necessary. The Learning to Work (Career Development)

area includes standards that target a positive attitude toward work. This area emphasizes the development of skills that will enable students in prekindergarten through grade twelve to make a successful transition from school to the world of work, and from job to job, across the life career span.

**LEARNING TO WORK
(Career Development)**

Students will understand the relationships among personal qualities, education and training, and the world of work.

Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills.

Students will explore careers and the connection of school to work.

Students will demonstrate a positive attitude toward work and the ability to work together.

Students will understand how community awareness relates to work.

APPENDIX A

ASCA National Model Graphic

The ASCA National Model graphic represents the operational structure and components of ASCA's National Model for School Counseling Programs. The graphic contains three levels and four squares, each representing one of the major systems of the ASCA National Model; the arrows in each square point to the systems they influence as in a building-block approach. Note the arrows for the foundation (the first level) lead to the management and delivery systems (the second level). These in turn lead to the accountability system (the third level). Finally, looking closely, one can see how the black arrow points from accountability down to the foundation component. This stresses the importance of using information learned through the accountability process to refine the foundation of an effective school counseling program. The border of the graphic represents school counselor skills and attitudes of leadership, advocacy and collaboration, which lead to systemic change. These overriding concepts surround and affect the blocks representing the interdependence of the four systems.



APPENDIX B

**Appropriate and Inappropriate
School Counseling Program Activities**

A school counseling program recommends counselors spend most of their time in direct service to and contact with students. Therefore, school counselors' duties are focused on the overall delivery of the total program through guidance curriculum, individual student planning and responsive services. A small amount of their time is devoted to indirect services called system support. Prevention education is best accomplished by implementing school guidance curriculum in the classroom and by coordinating prevention education programs such as the conflict resolution and anti-violence programs at school sites. Eliminate or reassign certain inappropriate program tasks, if possible, so school counselors can focus on the prevention needs of their program. Figure 5.3 [below] represents a comparison between the two similar types of activities and serves as a helpful teaching tool when explaining the school counseling program activities. For example, when considering discipline, counseling students who have discipline problems is the role of the school counselor while performing the disciplinary action itself is the role of the administrator.

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
♦ individual student academic program planning	♦ registration and scheduling of all new students
♦ interpreting cognitive, aptitude and achievement tests	♦ coordinating or administering cognitive, aptitude and achievement tests
♦ counseling students who are tardy or absent	♦ responsibility for signing excuses for students who are tardy or absent
♦ counseling students who have disciplinary problems	♦ performing disciplinary actions
♦ counseling students as to appropriate school dress	♦ sending students home who are not appropriately dressed
♦ collaborating with teachers to present guidance curriculum lessons	♦ teaching classes when teachers are absent
♦ analyzing grade-point averages in relationship to achievement	♦ computing grade-point averages
♦ interpreting student records	♦ maintaining student records
♦ providing teachers with suggestions for better management of study halls	♦ supervising study halls
♦ ensuring that student records are maintained as per state and federal regulations	♦ clerical record keeping
♦ assisting the school principal with identifying and resolving student	♦ assisting with duties in the principal's office

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
issues, needs, and problems	
♦ working with students to provide small- and large- group counseling services	♦ work with one student at a time in a therapeutic clinical mode
♦ advocating for students at individual education plan meetings, student study teams and school attendance review boards	♦ preparation of individual education plans, student study teams and school attendance review boards
♦ disaggregated data analysis	♦ data entry

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**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: November 17, 2010

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the September 22, 2010 State Board of Education meeting held at the Vee Bar Guest Ranch in Laramie, Wyoming.

SUPPORTING INFORMATION ATTACHED:

- Minutes of September 22, 2010

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Mary Kay Hill
State Board of Education Liaison

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:



WYOMING STATE BOARD OF EDUCATION
September 22, 2010
Vee Bar Guest Ranch
Laramie, Wyoming

Wyoming State Board members present: Phil Orton, Bill Anthony, Norine Kasperik, Jan Torres, Sandra Barton, Mike Hejtmanek, Dana Mann-Tavegia, Matt Garland, Jim McBride, and Joe Reichardt

Wyoming State Board members absent: Larry McGarvin

Also present: Joe Simpson, Wyoming Department of Education (WDE); Teresa Canjar, WDE; Joe Baker, WDE; Guy Jackson, WDE; Bill Pannell, WDE; Margie Simineo, WDE; Teri Wigert, WDE; Tom Martin, WDE; Linda Scott, WDE; and John Shumway, Attorney General's Office (AG)

Members of the Press and Public Present: Kathy Scheurmann, WEA

CALL TO ORDER

Chairwomen Sandra Barton called the meeting to order at 12:35 p.m.

Teresa Canjar conducted roll call and established that a quorum was present.

APPROVAL OF MINUTES

Minutes from the June 16, 2010, State Board of Education meeting held at the Fremont County School District #25 Board Room in Riverton were presented for approval.

The creation of the AYP Determination Subcommittee which consisted of Jan Torres, Michelle Hoffman, Bill Anthony, Joe Reichardt, and Sandy Barton needs to be reflected in the minutes.

Norine Kasperik moved that the minutes be approved with noted correction, seconded by Mike Hejtmanek, motion carried.

APPROVAL OF TREASURER'S REPORT

Treasurer Jan Torres presented the treasurer's report ending July 31, 2010 with an ending balance of \$48,724.01 and the treasurer's report ending August 31, 2010 with an ending balance of \$200,100.46.

Jan Torres moved that the Treasurer's Reports be approved as presented, seconded by Bill Anthony, motion carried.

BOARD UPDATES, PUBLIC COMMENT, AND COMMITTEE WORK GROUP UPDATES

- Frontier State versus Rural State Task Force – Norine Kasperik
- For the Common Good Study Group – Dana Mann-Tavegia



- Governmental Affairs Committee – Joe Reichardt
- State BOE Committee – Sandra Barton
- Drop Out Media Campaign – Mike Hejtmanek, Phil Orton, Joe Reichardt
- Skills and Standards Team – Bill Anthony
- At-Risk Legislation – Jan Torres
- Select School Facilities Committee – Matt Garland

CHAPTER 29 RULES

The Board was directed to Tab G. Changes to the rules were outlined. The comment period ends October 15, 2010. Meetings have been scheduled to help identify input on student performance. The attendees will report back and gather input for the next meeting.

During the June Board meeting, the recommended timelines for Chapter 29 was approved. There was a misunderstanding and teachers and principals have to be in place by 2011, but other certified personnel won't have to be in place until 2012. Workshops are scheduled throughout the state to provide assistance to districts on their systems (October 15 and November 9). The next phase which will occur in December or January will determine how we report to the federal government our percentage of teachers who are highly effective teachers and leaders.

DROP OUT MEDIA CAMPAIGN KIT

Ernie Over and Susan Kinneman were introduced. The Board received a booklet outlining the toolkit. Susan went through the booklet in detail by PowerPoint and answered any questions. The website address will be www.Wyomingdropoutprevention.org and this link will be made public as soon as it is finished. The next step is to identify the dates and locations of the trainings (3). Ernie and Susan were commended for the work they have done.

Bill Anthony was recognized for attending the drop out summit last August where the toolkit project began.

ADJOURN

Bill Anthony moved to adjourn the meeting, seconded by Matt Garland, motion carried.

The State Board of Education adjourned at 2:40 p.m.



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**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: November 17, 2010

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget for the period ending October 31, 2010 shows a balance of \$189,668.51.

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary through October 31, 2010
- State Board Budget Expense Report September 1, 2010 through October 31, 2010

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Mary Kay Hill
State Board of Education Liaison

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:



WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY09 Biennium Budget
September 1, 2010 thru October 31, 2010

DESCRIPTION	BUDGETED	EXPENDED	REMAINING BALANCE
Supportive Services (200 series)			
Teleconference (0203)	300.00	64.58	235.42
Communications (204)	5,625.00	25.60	5,599.40
Professional Development & Training (207)	34,258.00	2,066.25	32,191.75
Advertising (208)	3,700.00	3,319.09	380.91
State Employee In-State Travel Reimbursement (221)	51,127.00	3,242.70	47,884.30
State Employee Out-of-State Travel Reimbursement (222)	28,474.00	1,206.74	27,267.26
Supplies (230-239)	2,083.00	220.00	1,863.00
Awards, Prizes (271)	2,384.00	0.00	2,384.00
Data Processing Charges (400 series)			
Data Processing (400-440)	1,432.00	171.80	1,260.20
Professional Services (900 series)			
Professional & Consulting Services (901)	71,091.00	488.73	70,602.27
TOTAL	200,174.00	10,805.49	189,668.51





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**ACTION SUMMARY REVIEW
STATE BOARD of EDUCATION**

November 2010

ISSUE:

Wyoming State Statute 21-13-315 requires the Wyoming Department of Education (WDE) to adopt reasonable rules prescribing minimum standards and allowable costs for educational program services in support of Court Ordered Placement of Students. Chapter 14, State Board of Education rules and regulations, lists these minimum standards. For new, out-of-state facilities, written verification of information provided to the WDE and an on-site review are required. WDE representative Jo Ann Numoto visited the National Deaf Academy, Mount Dora, Florida on June 28, 2010. Documentation is on file at the WDE; the State Board of Education reviews this information, and either approves or denies the applicant.

BACKGROUND:

The National Deaf Academy is enrolled with Wyoming Medicaid as an out-of-state Psychiatric Residential Treatment Facility (PRTF) provider. The National Deaf Academy (NDA) is located at 19650 US Highway 441, Mount Dora, Florida. NDA is a private residential treatment center for both male and female youth between the ages of six through twenty-one, and adults eighteen and older. NDA serves five unique populations which include deaf and blind individuals, treatment resistant behavior disorders, deaf individuals dually diagnosed with psychiatric and addiction disorders, autistic individuals not necessarily deaf, but who may benefit from a "signing" environment. Over 70 percent of the staff "sign" using American Sign Language (ASL).

NDA is owned and operated by National Deaf Academy, LLC.

NDA's on-site school is a private, non-profit school with this year as its first year labeled as a "Prep School". At the time of the review, the accreditation process had begun and NDA's current status is "Candidacy" from the Southern Association of Colleges and Schools (SACS). Full accreditation is expected as no concerns or problems are foreseen. One hundred percent of NDA's students have an Individualized Education Plan (IEP) and the school is Exceptional Student Education (ESE) oriented; the school is staffed with four deaf education teachers, two ESE teachers, and one Physical Education teacher, all appropriately certified. A fully certified elementary teacher will be added in the near future.

KEY FACTS:

- NDA is currently at "Candidacy" status from SACS.
- NDA is accredited by the Joint Commission for Behavioral Health Care Accreditation Program.
- NDA is licensed by the State of Florida Agency for Health Care Administration.



SUGGESTED MOTION:

Recommend that the State Board of Education (SBOE) designate the National Deaf Academy as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Section 9 and 10 of Chapter 14, SBOE rules and regulations and completion of the on-site review.

SUPPORTING DOCUMENTATION IS FOUND ON FILE AT THE WDE, HATHAWAY BUILDING, SECOND FLOOR.

APPROVED BY: _____
Mary Kay Hill, Board Liaison

ACTION TAKEN BY STATE BOARD: _____

DATE: _____

COMMENTS:



**ACTION SUMMARY REVIEW
STATE BOARD of EDUCATION**

November 2010

ISSUE:

Wyoming State Statute 21-13-315 requires the Wyoming Department of Education (WDE) to adopt reasonable rules prescribing minimum standards and allowable costs for educational program services in support of Court Ordered Placement of Students. Chapter 14, State Board of Education rules and regulations, lists these minimum standards. For new out-of-state facilities, written verification of information provided to the WDE and an on-site review are required. WDE representative Jo Ann Numoto visited the Macon Behavioral Health System, Macon, Georgia on November 1, 2010. Documentation is on file at the WDE; the State Board of Education reviews this information, and either approves or denies the applicant.

BACKGROUND:

The Macon Behavioral Health System is enrolled with Wyoming Medicaid as an out-of-state Psychiatric Residential Treatment Facility (PRTF) provider. Macon Behavioral Health System (Macon BHS) is located at 3500 Riverside Drive, Macon, Georgia. Macon BHS is a not for profit residential treatment center for both male and female youth between the ages of seven through eighteen, providing a full array of mental health, substance abuse and behavioral health care services.

Macon BHS is owned and operated by Ramsay Youth Services of Georgia, Inc., currently a subsidiary of Psychiatric Solutions, Inc.

Macon BHS's on-site school, under Georgia Senate Bill 618, is a district school aligning and participating in all regulated expectations of Bibb County School District, Macon, Georgia. Each classroom at Macon Academy is assigned a certified Special Education teacher with certified regular education teachers rotating to the classrooms.

KEY FACTS:

- Macon BHS/Macon Academy is accredited by the Southern Association of Colleges and Schools (SACS), a division of AdvancED, and is a certified Special Education School by the Georgia Department of Education.
- Macon BHS is accredited by the Joint Commission for Behavioral Health Care Accreditation Program.
- Macon BHS is licensed by the State of Georgia Department of Human Resources as a Child Caring Institution and as a Psychiatric Hospital.



SUGGESTED MOTION:

Recommend that the State Board of Education (SBOE) designate Macon Behavioral Health System as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Section 9 and 10 of Chapter 14, SBOE rules and regulations and completion of the review.

SUPPORTING DOCUMENTATION IS FOUND ON FILE AT THE WDE, HATHAWAY BUILDING, SECOND FLOOR.

APPROVED BY: _____
Mary Kay Hill, Board Liaison

ACTION TAKEN BY STATE BOARD: _____

DATE: _____

COMMENTS:



**ACTION SUMMARY REVIEW
STATE BOARD of EDUCATION**

November 2010

ISSUE:

Wyoming State Statute 21-13-315 requires the Wyoming Department of Education (WDE) to adopt reasonable rules prescribing minimum standards and allowable costs for educational program services in support of Court Ordered Placement of Students. Chapter 14, State Board of Education rules and regulations, lists these minimum standards. For new out-of-state facilities, written verification of information provided to the WDE and an on-site review are required. WDE representative Jo Ann Numoto visited Camelot of Kansas, Wichita, Kansas on November 3, 2010. Required review documentation is on file at the WDE; the State Board of Education reviews this information, and either approves or denies the applicant.

BACKGROUND:

Camelot of Kansas is enrolled with Wyoming Medicaid as an out-of-state Psychiatric Residential Treatment Facility (PRTF) provider. Camelot of Kansas is a private residential treatment center for both male and female youth between the ages of seven through eighteen, providing a full array of mental health, substance abuse, and behavioral health care services.

Camelot of Kansas is owned and operated by Charter Camelot, LLC & John Harcourt.

Camelot of Kansas' on-site school, Riverside Academy, has contracted with the Wichita Public Schools USD 259 to provide educational services for the residents. These services include general education and special education services including all related services. All staff hold professional licensure/certification through the Kansas Department of Education. All Wichita Public Schools are accredited by North Central Accreditation, a division of AdvancED.

KEY FACTS:

- Camelot of Kansas/Riverside Academy is completing its first year with the Wichita Public Schools and is considered a school within the local school district. Previously, the school was entirely virtual; thus, the transition continues for approximately one more year as a school building is in the planning stages to be erected on site.
- Camelot of Kansas is accredited by the Joint Commission for Behavioral Health Care Accreditation Program.
- Camelot of Kansas is licensed by the Kansas Department of Health and Environment.



SUGGESTED MOTION:

Recommend that the State Board of Education (SBOE) designate Camelot of Kansas as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Section 9 and 10 of Chapter 14, SBOE rules and regulations and completion of the on-site review.

**SUPPORTING DOCUMENTATION IS ON FILE AT THE WDE, HATHAWAY BUILDING,
SECOND FLOOR.**

APPROVED BY:

Mary Kay Hill, Board Liaison

ACTION TAKEN BY STATE BOARD: _____

DATE: _____

COMMENTS:



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**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: November 17, 2010

ISSUE: Chapter 29 Rules for Certified Personnel Evaluation Systems

BACKGROUND: A statewide task force has been working on new rules for Personnel Evaluation Systems for several years. Last November, the State Board of Education was presented with draft rules, which have been widely distributed. Two public comment periods were completed and a public hearing was held on March 25, 2010. In June, it was agreed that the rules needed some clarification. After including those clarifications, another public comment period was completed. No further public comments were received and Chapter 29 Rules are now ready for final adoption.

Additionally, in June, the State Board approved a motion to give districts two years to complete the process of revising their current systems so that they align with the new rules. Since that time, it has been discovered that in order to receive certain federal funds, WDE had to assure that evaluation systems for teachers and principals include a review of student achievement by the 20011-12 school year. Therefore, the State Board should revise their original motion.

SUGGESTED MOTION/RECOMMENDATION: I move to approve Chapter 29 Rules for Personnel Evaluation Systems, as modified. Further, school districts must submit their revised Evaluation Systems for elementary classroom teachers, secondary core teachers, and all principals to the Wyoming Department of Education no later than May 1, 2011, for approval, and implement these revised systems no later than the 2011-2012 school year. Districts will have one additional year to include all other certified and licensed staff in their evaluation systems.

SUPPORTING INFORMATION ATTACHED: Revised Chapter 29 Rules. PowerPoint presentation used in eight regional workshops for districts to understand the revised rules and to begin work on their own evaluation systems. (All but 5 districts attended.)

PREPARED BY: Margie Simineo

APPROVED BY: _____
Mary Kay Hill
State Board of Education Liaison

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:



Chapter 29

CERTIFIED PERSONNEL EVALUATION SYSTEMS

Section 1. Authority. These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 as amended, W.S. 21-2-304.

Section 2. Applicability. These rules and regulations pertain to the development, assessment and approval of Certified Personnel Evaluation Systems.

Section 3. Promulgation, Amendment, or Repeal of Rules. Any amendments to these rules shall become effective as provided by the Wyoming Administrative Procedure Act (W.S. 16-3-101 through W.S. 16-3-115) and when signed by the Governor and filed with the Secretary of State's Office.

Section 4. Definitions.

(a) **Best Practice** – means practices that have produced outstanding, documented results in a similar situation and could be replicated.

(b) **Certified Personnel** – means all personnel, including classroom teachers and others who are required by the State of Wyoming to hold licensure through the Wyoming Professional Teaching Standards Board or a Wyoming professional licensing agency (counselors, media specialists, principals, etc., exclusive of extra-duty positions).

(c) **Department** – means the Wyoming Department of Education (WDE).

(d) **Equitable** – means dealing fairly and equally with all concerned.

(e) **Evaluation Cycle** – means the timelines and timeframes under which the various components of the evaluation process occur. Also included in the cycle will be the different activities and responsibilities that may occur in various stages of the Certified Personnel's career (such as action research one year, intensive assistance, clinical supervision cycles, etc.).

(f) **Evaluation System** – means a standard structure and set of procedures by which a school district initiates, designs, implements and uses evaluations of its Certified Personnel for the purposes of professional growth and continued employment.

(g) **Performance Criteria** means the areas on which Certified Personnel are to be evaluated.

(h) **Reliable** – means dependable; obtaining the same results in successive trials.

(i) **Research Based** – means basic or applied research that:

(i) Has been published in a peer-reviewed journal or approved by a panel of experts;

(ii) Has been replicated by other researchers; and

(iii) Has a consensus in the research community that the study's findings are supported by a critical mass of additional studies.

(j) Significantly Amended – means an Evaluation System that replaces in whole or in part an existing system or plan.

(k) Stakeholder – means an individual who will be directly impacted by the Evaluation System.

(l) “Student Performance Growth Data” means data which shows outcomes for students. This data may be student achievement test scores and other non-academic measures of student outcomes.

(m) Summative Evaluation – means the written summary of performance based on data collected during the Evaluation Cycle.

Section 5. Certified Personnel Evaluation System. The Evaluation Systems for each of the major certified job categories shall be designed to measure the effectiveness with which Certified Personnel in those categories perform their roles. Criteria on which these positions are evaluated shall be reflective of the nature of these positions. The Department shall review each Evaluation System on the criteria identified below:

(a) Was developed and/or adopted with the involvement of stakeholders;

(b) Defines the Performance Criteria on which Certified Personnel are evaluated and that the criteria are Research-Based and/or considered Best Practice;

(c) Facilitates professional growth and continuous improvement;

(d) Is Reliable and Equitable;

(e) Includes evaluation instruments and processes that support the ability to generate the required documentation to make employment decisions;

(f) Provides a description of evaluation procedures including how data will be collected to complete the Summative Evaluation. This may include analysis of observations of job performance, use of various types of data, employee-produced artifacts, etc;

(g) Includes Student Performance Growth Data, relevant to the nature of each Certified Personnel's position which is a measure of a significant function of the position,

and indicates how it is used by the Certified Personnel to improve teaching and/or learning; and

(h) Provides a description of the district's complete Evaluation Cycle, which includes frequency of evaluations for initial and continuing contract teachers and other Certified Personnel and may include cycles of clinical supervision, action research, intensive assistance, etc.

Section 6. Submission of Certified Personnel Evaluation Systems. Each school district within the state shall submit a copy of its Evaluation Systems for all Certified Personnel to the Department. Once established and filed with the Department, the Evaluation System will stand unless changed or Significantly Amended by the district at which time the new system or Significantly Amended system must be resubmitted. Each district shall include in its submission the following documentation, corresponding to each criteria described in Section 5:

(a) A list of members of the committee that was used to develop and/or adopt the Evaluation System. The list contains appropriate representation of Stakeholders;

(b) A list of Performance Criteria on which the Certified Personnel are evaluated. The criteria are defined sufficiently so that an outside reader will clearly understand each criterion. Evidence is provided that each criterion is Research-Based or reflective of Best-Practice;

(c) A description of how the evaluation process is linked to individual and collective professional growth. The description must also include how and when the system provides feedback to each Certified Personnel member and provides opportunities to identify area(s) for improvement and suggestions for how improvement can occur;

(d) Evidence that evaluators are trained on the evaluation process and trained to view criteria similarly so that Certified Personnel across the district are evaluated with consistency;

(e) A description of how the Evaluation System provides for collection of data critical for use in making employment decisions, such as retention or termination. The evaluation instruments and types and amount of data to be collected must be sufficient to provide the required documentation;

(f) A list that details the types of data and how it will be collected in order to make decisions about the Summative Evaluations;

(g) Identification of the types of Student Performance Growth Data, specific to each Certified Personnel's position, that is used in the evaluation process. The Summative Evaluations will identify the outcome of reviewing Student Performance Growth Data, such as identification of a professional development goal, modification of instructional practice, or identification of groups of students that need remediation or enrichment; and

(h) The details of the Evaluation System include the differentiation in evaluations between initial-contract and continuing-contract teachers; the frequency of observations during

Evaluation Cycles; any type of assistance or remediation that is provided; and any other requirements of the Evaluation Cycles used by the district, such as action research or portfolios.

Section 7. Approval Criteria. The department shall determine the approval of the Evaluation System based upon the previous stated criteria. Approval shall be at the following levels:

- (a) Full approval;
- (b) Conditional approval with conditions noted for remediation;
- (c) Disapproval with deficiencies noted; and
- (d) Non Compliance.

Section 8. Technical Assistance. It is recognized that some districts may already have systems which are fully compliant. These may be submitted to the Department for assessment and consideration. Technical assistance will be made available to school districts by the Department to help them develop Evaluation Systems that comply with the requirements of this chapter.

PERSONNEL EVALUATION SYSTEMS

How We Help Our Staff Become More Effective

Margie Simineo – June and October, 2010

- OBJECTIVES FOR PARTICIPANTS**
- o To understand the purpose of evaluation
 - o To know the background about evaluation
 - o To identify which components of their current evaluation system that need to be added or revised
 - o To understand the exemplary components identified by state committees
 - o To have a plan in place to return to the district and begin revising your evaluation systems

HOW DOES YOUR GARDEN GROW?



How is a quality teacher like a garden?

- BACKGROUND IN WYOMING**
- o Statute 21-3-110 – outlines the purpose
 - "Performance evaluation required shall serve as a basis for improvement of instruction . . . measurement both individual teacher performance and professional growth and development and the performance level of all teachers . . ."

- BACKGROUND IN WYOMING**
- o Chapter 29 Rules – outlines the process
 - Last adopted in 1993
 - State Board charge in 2006
 - o Growth is essential in evaluating all certified staff
 - o Use and analysis of data, including student achievement data, is critical for professional growth
 - o WDE should provide/disseminate exemplary practices
 - Task Force formed to work on revised rules that incorporate state board requests and current research
 - New Chapter 29 Rules to be formally adopted November, 2010

- BACKGROUND FEDERALLY**
- o ESEA
 - Required all teachers to be highly qualified by end of 2005-2006 school year
 - HQ – certified and demonstrate content mastery in core academic areas taught through testing
 - o Current Advocacy
 - Move from highly qualified to highly effective
 - Move from credentials to measuring effectiveness



BACKGROUND FEDERALLY

- o RTTT defined effective as teachers whose students gained 1 yr growth and highly effective as those with 1 ¼ yr growth in a yr
- o *Blueprint for Reform, USDE, 2010*

"We are calling on states and districts to develop an implement systems of teacher and principal evaluation and support and to identify effective and highly effective teachers and principals on the basis of student growth and other factors. These systems will inform professional development and help teachers and principals improve student learning."

CHAPTER 29 RULES

o Eight Components of District Evaluation Systems

- Involvement of stakeholders in development
- Performance criteria that are research-based
- Facilitates professional growth
- Is reliable and equitable (evaluator training)
- Collects enough documentation for personnel decisions
- How data will be used for the Summative Evaluation
- Includes use of student performance data
- Describes evaluation cycles

CHAPTER 29 RULES

o Draft Timelines

- Districts revise evaluation systems for elem classroom teachers, sec core teachers, and principals and submit to WDE by May, 2011 (all other certified staff by May, 2012)
- Peer reviews of revised evaluation systems May, 2011 (or May, 2012)
- WDE and districts train certified staff June, 2011 through October, 2012
- Districts implement new systems in 2011-12 and 2012-13

STUDENT ACHIEVEMENT RESEARCH

o Marzano, R.J. (2009). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development,

- In classrooms headed by teachers characterized as "most effective," students posted achievement gains of 58 points over the course of one academic year, whereas in classrooms led by "least effective" teachers, student achievement gains averaged 14 percentage points.

STUDENT ACHIEVEMENT RESEARCH

o Waters, T., Marzano, R.J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-continent Research for Education and Learning. www.mcrel.org

- "Consider two schools (school A & school B) with similar student and teacher populations. Both demonstrate achievement on a standardized, norm-referenced test at the 50th percentile. Principals in both schools are also average – that is, their abilities in the 21 key leadership responsibilities are ranked at the 50th percentile. Now assume that the principal of school B improves her demonstrated abilities to all 21 responsibilities by exactly one standard deviation. Our research findings indicate that this increase in leadership ability would translate into mean student achievement at school B that is 10 percentile points higher than school A." (p. 3)

TIME TO WORK – STEP 1

- o WDE Scoring Rubric for Evaluation Systems
- o District Decision-Making Process
- o District Planning Document

o Determining Stakeholder Involvement

- Ch 29 – Submit a list of members of the committee that was used to develop and/or adopt the Evaluation System. The list must contain appropriate representation of Stakeholders.
- District discussion
- District planning



STEP 2 – EVALUATION INSTRUMENT

- o Ch 29 – Submit a list of Performance Criteria on which the certified employees are evaluated. The criteria are defined sufficiently so that an outside reader will clearly understand each criterion. Evidence is provided that the criterion are research-based or reflective of best practice.
- o Evaluation Rubrics with exemplar criteria for teachers
- o Evaluation Rubrics with exemplar criteria for principals
- o Other certified staff
- o District review and discussion
- o District planning

STEP 3 – PROFESSIONAL GROWTH

- o Ch 29 – Submit a description of how the evaluation process is linked to individual and collective professional growth. The description must also include how and when the system provides feedback to each staff member and provides opportunities to identify area(s) for improvement and suggestions for how improvement can occur.
- o Professional Growth documentation samples
- o Job-Embedded professional development options
- o District review and discussion
- o District planning

NEXT STEPS

- o Evaluator Training
 - Ch 29 – Submit evidence that evaluators are trained on the evaluation process and trained to view criteria similarly so that certified personnel across the district are evaluated with consistency.
- o Data Collection for Employment Decisions
 - Ch 29 – Submit a description of how the Evaluation System provides for collection of data critical for use in making employment decisions, such as retention or termination. The evaluation instruments and types and amount of data to be collected must be sufficient to provide the required documentation.

NEXT STEPS

- o Summative Evaluations
 - Ch 29 – Submit a list that details the types of data and how it will be collected in order to complete the Summative Evaluation
- o Student Performance Data
 - Ch 29 – Identify the types of student performance data that is used in the evaluation process. The Summative Evaluations will identify the outcome of reviewing student performance data, such as identification of a professional development goal, modification of instructional practice, or identification of groups of students that need remediation or enrichment.

NEXT STEPS

- o Evaluation Cycles
 - Ch 29 – Provide the details of the Evaluation System that include the differentiation in evaluations between initial-contract teachers and continuing contract teachers; the frequency of observations during evaluation cycles; any type of assistance or remediation that is provided; and any other requirements of the evaluation cycles used by the district, such as action research or portfolios.

RESOURCES

- o Fusion Community
- o Margie Simineo's contact information
 - msimineo@gmail.com
 - Phone: 421-5537



"To get to school, Margie Simineo's teaching assistant had to open my eyes!"



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