

State Board of Education

Work Session Agenda

November 1, 2012

Uinta CSD #1 Board Room

537 Tenth Street, 2nd Floor

Evanston, Wyoming

8:30 a.m. – 4:15 p.m.

1.	Strategic Goal Updates/Monitoring/Progress- Paige Fenton-Hughes <ul style="list-style-type: none">• Future Agenda Creating	Tab A	8:30 a.m.
2.	State Board of Education Coordinator Report- Paige Fenton-Hughes	Tab B	9:45 a.m.
3.	Shared Responsibilities Report- John Masters	Tab C	10:15 a.m.
	BREAK		10:45 a.m.
4.	Subcommittee Reports <ul style="list-style-type: none">• Legislative- Ron Micheli<ul style="list-style-type: none">* Legislative Agenda• Supervisory- Sue Belish		11:00 a.m.
	Lunch		12:15 p.m.
5.	School Visits		12:45 p.m.
6.	Timeline on the Common Core- Sheryl Lain & Shelly Andrews	Tab D	3:00 p.m.
7.	Update on Chapter 6 Revisions- Dianne Frazer	Tab E	3:30 p.m.
8.	Future of State Assessments- WDE Assessment Division	Tab F	3:45 p.m.
	ADJOURNMENT		4:15 p.m.

State Board of Education

Work Session Agenda

November 1, 2012

Uinta CSD #1 Board Room

537 Tenth Street, 2nd Floor

Evanston, Wyoming

8:30 a.m. – 4:15 p.m.

1.	Strategic Goal Updates/Monitoring/Progress- Paige Fenton-Hughes <ul style="list-style-type: none">• Future Agenda Creating	Tab A	8:30 a.m.
2.	State Board of Education Coordinator Report- Paige Fenton-Hughes	Tab B	9:45 a.m.
3.	Shared Responsibilities Report- John Masters	Tab C	10:15 a.m.
	BREAK		10:45 a.m.
4.	Subcommittee Reports <ul style="list-style-type: none">• Legislative- Ron Micheli<ul style="list-style-type: none">* Legislative Agenda• Supervisory- Sue Belish		11:00 a.m.
	Lunch		12:15 p.m.
5.	School Visits		12:45 p.m.
6.	Timeline on the Common Core- Sheryl Lain & Shelly Andrews	Tab D	3:00 p.m.
7.	Update on Chapter 6 Revisions- Dianne Frazer	Tab E	3:30 p.m.
8.	Future of State Assessments- WDE Assessment Division	Tab F	3:45 p.m.
	ADJOURNMENT		4:15 p.m.

**Notes from Strategic Planning Discussion
Wyoming State Board of Education Meeting
September 2012**

Proactive vs Reactive

Empowerment

Goal 2—have we attended JEC or local school district meetings, been in contact with legislators?

We haven't gone out of our way to engage districts..be at meetings, send people out...used to do this, including NASBE (use as a resource).

Could we have a master calendar? Or just assign people?

Do we need to meet monthly face-to-face?

We can't sell our ideas w/out bringing the education community along...

If we attend we can get information out...and how can we gather input if we aren't there?

the work...we need a mechanism to join the conversation early (ie. Phase II)

If you have a relationship...you have an opportunity to have the conversation.

Groups might be unclear about where we participate.

Find opportunities for all groups

Purpose of communication

1. Garner input
2. Shape ideas...influence policy

Agenda revision discussion

We have to focus on “the conversation”...we have to talk

When do we set up the policy...

Set up a time at each meeting to talk about policy and what we need to do to advance it

Can we pursue a meeting w/ JEC or select committee before the session?

Or w/ the College of Ed...or community colleges...meet as small groups with key stakeholders...

Can we shape or influence Phase II? Need to understand their beliefs (legislature), reasons for actions

Goal 1

Internal policy book is clear

Issues

- Process for building the agenda and getting information in time for review; need background information
- Time to be out in schools...
- Focus on efficiency...timeline/deadline for information in the packet

Possible solutions

- Dedicate two (2) hours to policy development
- Report outs by individual members on outreach efforts

Goal 3

Maybe most reactionary about this goal

These items are what we *have* to work on...don't have a framework

How do we engage area districts...offer them a time to give input...focus on developing a common understanding...meaningful dialogue...be in a community purposefully

Is goal three (3) focusing on items that are too small for a broad goal?

Is our strategic plan aligned to legislative goals...which came from advisory panel...with additions

WY needs to be on the same page...not too many sets of disparate goals

Should we revisit Goal 3?

Priorities/Goals	Legislative	Board Professional Growth	Outreach & Communication	Working Norms/Relationships	Processes and Procedures
Develop top 3 policy goals for SBE	Develop a systematic method to facilitate input with legislators	Educate Board on current trends in education both nationally and internationally	Solicit opportunities to visit w/districts about concerns-celebrations	Put aside personal pride/ownership and work together to accomplish tasks	Build an agenda for our meetings which will deal more with policy
A few focused goals and time to address @ each meeting	Meet with legislative co-chairs regularly	Use the great resources at NASBE effectively	Agree to participate in outreach activities	Ensure we listen to one another; plan at every meeting; act on our plan; check our progress at each meeting	Make certain projects in progress, like today's "model," are shared with the Board
Make priority how we receive info to drive efficient use of time	Have a team of WSBE members who will make certain to keep in contact with key legislators and communicate with them to the board	How can we understand the intent/purpose behind descriptors of legislation?	Dedicate ourselves to representing the WSBE at more district, board, legislative, etc...meetings		Limit reports from WDE to those items that require action by SBE
Promote/address one continuing consistent problem in WY Ed (Graduation rates			Meet with folks around the state-subcommittees		Get documentation ahead of time

don't include 5 th yr. graduates)					
Think outside the box and develop "future" of Ed in WY			Solicit an opportunity to the community (school, families, educators) to attend & participate w/input...do this by inviting & sharing topics prior		Manage agenda so it aligns with SBE (goals, duties, district input/outreach, other)
					Topics of discussion /presentations are prepared and shared prior to the meeting...in advance
					Agenda formation and <u>materials</u> received in timely manner
					Please make retreats really be retreats! Do something fun together at least once a year!!!
					Meet often enough that we are not drowning in work and data
					More sub committee meetings
					Schedule SBE mtgs once per month; different locations; keep mtg. dates consistent (3 rd wk

					of month, or 4 th)
					Establish a purpose/objective prior to each topic's discussion/presentation

L

Legislative Issues

Mary Kay's comments—Input on Phase I...still a work in progress and Phase II is still “young” ...stay on the curve

Some of our input we will be on the PJP and EOC

Help the legislature without being oppositional

Need a cover sheet, explanation of anything we share or submit...and documentation, research, evidence

Get wide input...share views

Legislation will be conceptual in November

Draft in December

One issue that is shared by the board members is assessment

What is the purpose of the assessment? Do we have a balanced approach? Does it improve instruction? What about assessment literacy?

What about teacher/leader eval?

Chapter 31?

Accountability in general?

Accreditation?

Getting some data...input from perhaps an on-line survey...about what a system of support might look like? What will be helpful?

Wyoming State Board Agenda

The Wyoming State Board of Education will empower an educational system that will enable Wyoming students to have the knowledge, skills, and habits of mind to succeed.

Evening Before	
6:00 pm to 7:00 pm	Dinner
7:00 pm to 9:00 pm	Subcommittee Meetings
Work Session	
7:30 am to 8:30 am	Breakfast
8:30 am to 9:15 am	Strategic Goal Updates/Monitoring/Progress
9:15 am to 10:15 am	Board Reports and Updates Paige Fenton Hughes and John Masters
10:15 am to 10:30 am	Break
10:30 am to Noon	Subcommittee Reports
Noon to 12:30 pm	Lunch
12:30 pm to 2:30 pm	School Visits
2:45 pm to 4:00 pm	Professional Learning and Growth
6:00 pm to 8:00 pm	Evening Reception and Dinner (plan something fun if available)
Business Meeting	
7:30 am to 8:30 am	Breakfast
8:30 am to 9:30 am	Board of Vocational Education (change to 2 hours; maybe put this at the end)
9:30 am to 9:45 am	Break
9:45 am to 10:15 am	Housekeeping such as call to order, approval of agenda, minutes and treasurer's report
10:15 am to Noon	Discussion Items—these are informational reports about items that will be on the <i>next</i> board agenda for action. Background information should be provided to the board in the board packet by the deadline Chelsie provides, or the item will not be on the agenda. If board members have questions when they review the packet, those questions should be sent to Chelsie so answers can be provided by the presenters. Other questions will undoubtedly arise during discussion. Presenters then have until the next SBE meeting to take suggestions and input from the board to formulate a proposal that can be approved by the board at the next meeting.

Noon to 12:30 pm	Lunch
12:30 pm to 1:30 pm	Action Items—these are items that have been on discussion during a previous meeting. Unless it's an emergency, the board should not be asked to take action on items that have not been on discussion during a prior meeting. If the discussion is successful, it will allow presenters to take board input and modify proposals for approval. Therefore, this section should really be a series of motions and votes.
1:30 pm to 2:00 pm	Other issues, concerns, discussion
2:00 pm to 2:30 pm	Meeting evaluation (plus/delta or other) Maybe go until 4 PM

Process for creating an agenda:

1. Executive assistant calls for agenda items.
2. Members or others may submit items; however, the items must be linked to current SBE work, legislative or statutory mandates, or strategic priorities
3. Chair, vice-chair, supervisory chair determine which items will appear on the agenda and when they will appear.
4. Executive assistant determines a deadline for submission of supporting items for the board packet. If support information is not provided by the deadline, the item may not appear on the agenda. The board understands emergencies arise, and some items may occasionally need to be added.
5. A complete board packet is distributed to members for their review prior to the meeting.
6. If board members have questions or want to request additional information, they should submit the questions or requests to the executive assistant prior to the meeting so she can communicate with the presenter.
7. Written report from WDE on SBE matters such as compliance issues (accreditation, submitting reports or systems), progress on legislative initiatives, professional development offered to districts, new WDE initiatives, progress on WDE initiatives, progress on content standards, progress on statewide testing development, progress on improvement of education in WY)



WYOMING

State Board of Education

Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050
(307) 777-6213 • (307) 777-6234 FAX

GERALD REICHARDT
Chair, Wheatland

RON MICHELI
Vice Chair, Fort Bridger

PETE GOSAR
Treasurer, Laramie

MATT GARLAND
Gillette

SUE BELISH
Ranchester

KATHY COON
Lusk

DANA MANN-TAVEGIA
Osage

HUGH HAGEMAN
Fort Laramie

SCOTTY RATLIFF
Riverton

WALT WILCOX
Casper

BELENDIA WILSON
Thermopolis

CINDY HILL
State Superintendent

JOHN MASTERS
Board Liaison

CHELSIE BAILEY
Executive Assistant

MEMORANDUM

TO: Wyoming State Board of Education Members

FROM: Paige Fenton Hughes, Coordinator

DATE: October 24, 2012

SUBJECT: Tasks update

October 15 Report on the Phase I Accountability Model—On October 15, 2012, we submitted the State Board's report to the LSO. The report contained two parts. One part was Mike Beck's preliminary report. The report could not be completed because we didn't have final school-level performance ratings. As of this writing, we do not have the final school-level performance ratings, and the data used to make the final computations has not been reviewed by Mike Beck. When the information has been received and reviewed, Mike Beck will complete the summary portions of the report.

The second part of the report was the system of support the WDE presented to the board. This information was submitted with a recommendation for more collaborative work with the ad hoc committee of the Advisory Committee.

November 15 Report on the End-of-Course Assessment System Study—During the State Board business meeting, you will hear a presentation from Chad Buckendahl of Alpine Testing Solutions regarding the outcomes of the EOC study that's been conducted over the past couple of months. There is an overview included in this board packet, and a draft report will be available for your review during the meeting. We are fully expecting this study to be completed and a final report submitted for Select Committee review before November 13.

November 13 and 14, 2012 Select Committee Meeting—On November 13, the State Board will present information to the Select Committee on the phase I accountability model, including the results of the PJP, and on the results of the end-of-course assessment study. Both Mike Beck and Chad Buckendahl will be at the meeting to make those presentations. This will also be an opportunity for the board to present to the Select Committee other matters of concern and interest. Some of this information will come from the work and input of the legislative subcommittee.

We don't know what changes the legislative session will bring, but we have plenty of tasks ahead of us with the current WAEA. As you know, the changes in both Chapter 6 and Chapter 31 are being contemplated and revisions are underway. You'll be hearing reports about that work and the



Wyoming Department of Education

Cindy Hill, Superintendent of Public Instruction
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne WY 82002-0050

Phone: 307-777-7673 Fax: 307-777-6234 Website: edu.wyoming.gov

October 25, 2012

Status Memo regarding Joint Responsibilities of Wyoming Department of Education and State Board of Education Report for meeting on November 1, 2012

State-wide assessment:

The existing state-wide assessment contract with ETS (Educational Testing Services) expires following the 2014 administration. For 2015 and beyond consideration should be given to extending existing contract or awarding a new contract. It is also possible that one or more national consortia-based instruments will be available at that time. If a new contract is desired, an RFP process should start soon. WDE is in discussion with existing contractor on an estimated cost to extend the present contract for one additional year. It should remain a concern that an on-line instrument (such as those suggested for both consortia-based models)

Rules and rule making

Chapter 29: Rules for the evaluation of certified personnel will be re-written/written following development of the Advisory Committee's recommendation to the Select Committee, and their decision on the Advisory Committee's recommendation. Following significant discussion on October 17, 2012, it appears that the Advisory Committee is going to recommend a re-write/expansion of the Chapter 29 Rules for the Evaluation of Certified Personnel.

Accountability system operation and development:

Much remains to be done in terms of the visualization and display of information to administrators, teachers, students and the public but WDE is working on this with an internal workgroup and its contractor, Choice Solutions. It will also be necessary at some point in the future to rollout a series of public meetings describing the Growth Indicator and how to properly use this information. A functioning copy of the WDE model and associated data set have been delivered to Michael Flicek in response to a request of LSO.

In addition the WDE anticipates the Professional Judgment panel may wish to re-visit cut points decisions after taking into consideration (1) additional data to be gathered by summer 2013, (2) any legislative changes made in 2013 in response to the pilot model or to public comment, and (3) impact data that can be reviewed by the PJP works on its decisions.

The WDE is working with Dr. Marion and the US Dept. of Education on how to transition to the 11th grade ACT from 11th grade PAWS. At this point in time it appears that an alignment study and equipercentile linking of PAWS to ACT will be a necessary component for the transition as it



Wyoming Department of Education

Cindy Hill, Superintendent of Public Instruction
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne WY 82002-0050

Phone: 307-777-7673 Fax: 307-777-6234 Website: edu.wyoming.gov

is passes through peer review. WDE is expecting formal guidance from USDE as to the requirements it will place on the process. The WDE will seek conditional approval of the substitution during the interim.

District teacher and leader evaluation systems.

The advisory committee to the Select Committee continues to work on teacher evaluation systems. Among the major challenges is the integration of student performance information into individual teacher evaluations. It is being suggested that attribution of student scores be based upon conventions adopted on a school-by-school basis subject to district approval. Drawing comparative information from such a system will present its own set of challenges but WDE suggest value in fostering the opportunity for innovative solutions to develop in this environment. It is also being suggested that the recently performed work around Chapter 29 be preserved and legislatively incorporated in this effort.

Special items:

ACT 11 substitution for PAWS 11

As discussed above, WDE is working for an orderly transition to ACT for use in the 11th grade state-wide assessment. The WDE has prepared an time-line of the tasks required for submission to the US Dept. of Education of the proposed accountability change. This time-line and a covering memo were submitted by the agency through the LSO liaison in response to a memo from Scott Marion. Several of the steps anticipate work by contractors and the funding source for this work is not yet established. Among the tasks to be complete will be an equating study to link PAWS performance to ACT performance and an alignment study to establish the degree to which ACT aligns with the Common Core State Standards. Only one other state seems to have performed such a study (of 48 contacted) and the results were not encouraging.

direction being given to districts. The Advisory Committee work on devising teacher/leader evaluations linked to student performance continues. The committee is planning to present a draft plan in December.

As requested at the September board meeting, notes were compiled from our strategic planning discussion and are included in this packet for your review. A draft agenda format was drafted from input and notes as per your suggestions and is included in this packet as well. Legislative subcommittee Chairman Micheli requested information on the phases of WAEA and a draft of legislative issues. That information was provided for review by his committee and will be discussed with the board during the meeting.



Wyoming Department of Education

Common Core State Standards Implementation Blueprint

2011-2012

Implementation and Communication:

- Follow rule making process to adopt new Common Core State Standards (CCSS) in English Language Arts (ELA), math and literacy across the content areas (Complete and approved on July 11, 2012)
- Initiate general awareness of CCSS initiatives
- Post ELA and math crosswalk to show degree of alignment between CCSS and Wyoming Content and Performance Standards (WyCPS)
- Post grade-level Wyoming ELA and math standards documents
- Participate in conversations with Wyoming Curriculum Directors Association (WCDA)
- Provide updates through public communication and Superintendent Memos to all stakeholders via standard communication channels
- Post CCSS Factsheet and Frequently Asked Questions (FAQ) on Wyoming Department of Education (WDE) website

Assessment:

- Implement Spring 2012 PAWS, grades 3-8, 11
- Remove Spring 2012 writing test from PAWS, per Enrolled Act 65
- Pilot Spring SAWS writing assessment, grades 3, 5 and 7, per EA65
- Eliminate constructed response items from 2013+ PAWS, per EA 65
- Remove grade 11 PAWS from 2013 test and replace it with college entrance exam, per EA 65
- Adopt College and Career Readiness (CCR) assessment suite at grades 9, 10, and 12, per EA65
- Eliminate reference to Body Of Evidence (BOE) in district assessment systems, per EA 65
- Require online, adaptive assessments in grades 1 – 8, per EA65

Professional Development:

- Provide alignment with constructed responses
- Provide 3+8 workshops
- Demonstrate alignment with special education
- Develop Module One for math
- Begin work on Module One for ELA



Wyoming Department of Education

Common Core State Standards Implementation Blueprint

2012-2013

Implementation and Communication:

- Develop digital resources (webinars, podcasts, websites, and instructional videos) to disseminate information about CCSS that principals can use in faculty meetings and teachers can access
- Develop and post collaborated state implementation timeline
- Identify and distribute resources from the Council of Chief State School Officers (CCSSO) and other sources
- Develop CCSS “General Awareness” presentations for the public and WDE staff
- Consult with districts to develop a master timeline of CCSS professional development events
- Post examples of district progress on implementing CCSS
- Develop a parent guide
- Provide CCSS presentations on various levels at statewide events
- Facilitate ongoing collaboration with educational partners throughout the state
- Promote awareness of CCSS literacy across the content areas
- Anticipate implementation of standards revision of science, P.E., social studies, and fine and performing arts

Assessment:

- Begin Phase I PAWS transition to CCSS; spring 2013 test includes operational items from the existing bank that are compatible with CCSS. Field test items measuring CCSS
- Implement entire ACT suite in grades 9-12 (Explore, PLAN, ACT, COMPASS)
- Implement WorkKeys as a voluntary option for grades 11 and 12
- Implement SAWS aligned to CCSS in Spring 2013 at grades 3, 5, and 7; continue to field test items
- Design new ALT assessments for primary and high school grades
- Collaborate with WDE, UW, and districts to redesign guidance for district formative assessment system to meet CCSS
- Submit documents for federal peer review of both the ALT assessments as well as the ACT
- Implement standards revision of science, P.E., social studies, fine and performing arts 2012

Professional Development:

- Implement Module One for ELA
- Identify gaps related to professional development needs
- Work with districts to provide training on use of CCSS
- Develop and implement math Module Two analyzing/evaluating content, skills, practices and changes made by grade-level to inform curriculum alignment
- Provide ongoing awareness and general understanding for parents, boards, public, and local businesses
- Develop a writing test the will be a reading test based on writing standards
- Support district book studies discussions
- Develop and implement assessment literacy
- Develop ELA Module Two
- Develop professional development for literacy across the content areas



Wyoming Department of Education Common Core State Standards Implementation Blueprint

2013-2014

Implementation and Communication:

- Facilitate ongoing collaboration with educational partners throughout the state
- Conduct CCSS trainings with Wyoming legislature
- Continue expansion and enhancement of WDE website to include new CCSS and assessment information

Assessments:

- Begin Phase II PAWS alignment to CCSS; include more CCSS-aligned items on the operational test and continue field testing
- Continue to implement new SAWS (grades 3, 5 & 7) and ACT suite
- Continue work with UW on district assessment systems

Professional Development:

- Implement literacy across the content areas
- Post samples of CCSS lessons
- Provide regional support
- Provide ACT training and information
- Provide content literacy training
- Provide science standards training



Wyoming Department of Education Common Core State Standards Implementation Blueprint

2014-2015

Implementation and Communication:

Assessment:

- Implement fully-aligned PAWS in spring 2015, grades 3 - 8
- Continue fully aligned SAWS in grades 3, 5 and 7
- Continue ACT suite, grades 9 - 12

Professional Development:

DRAFT



Wyoming Department of Education Common Core State Standards Implementation Blueprint

2011-2012

DRAFT

Implementation and Communication

- Follow rule making process to adopt new Common Core State Standards (CCSS) in English Language Arts (ELA), math and literacy across the content areas (Complete and approved on July 11, 2012)
- Initiate general awareness of CCSS initiatives
- Post ELA and math crosswalk to show degree of alignment between CCSS and Wyoming Content and Performance Standards (WyCPS)
- Post grade-level Wyoming ELA and math standards documents
- Participate in conversations with Wyoming Curriculum Directors Association (WCDA)
- Provide updates through public communication and Superintendent Memos to all stakeholders via standard communication channels
- Post CCSS Factsheet and Frequently Asked Questions (FAQ) on Wyoming Department of Education (WDE) website

Assessments

- Implement Spring 2012 PAWS, grades 3-8, 11
- Remove Spring 2012 writing test from PAWS, per Enrolled Act 65
- Pilot Spring SAWS writing assessment, grades 3, 5 and 7, per EA65
- Eliminate constructed response items from 2013+ PAWS, per EA 65
- Remove grade 11 PAWS from 2013 test and replace it with college entrance exam, per EA 65
- Adopt College and Career Readiness (CCR) assessment suite at grades 9, 10, and 12, per EA65
- Eliminate reference to Body Of Evidence (BOE) in district assessment systems, per EA 65
- Require online, adaptive assessments in grades 1 – 8, per EA65

Professional Development

- Provide alignment with constructed responses
- Provide 3+8 workshops
- Demonstrate alignment with special education
- Develop Module One for math
- Begin work on Module One for ELA



Wyoming Department of Education Common Core State Standards Implementation Blueprint

2012-2013

Implementation and Communication

- Develop digital resources (webinars, podcasts, websites, and instructional videos) to disseminate information about CCSS that principals can use in faculty meetings and teachers can access
- Develop and post collaborated state implementation timeline
- Identify and distribute resources from the Council of Chief State School Officers (CCSSO) and other sources
- Develop CCSS “General Awareness” presentations for the public and WDE staff
- Consult with districts to develop a master timeline of CCSS professional development events
- Post examples of district progress on implementing CCSS
- Develop a parent guide
- Provide CCSS presentations on various levels at statewide events
- Facilitate ongoing collaboration with educational partners throughout the state
- Promote awareness of CCSS literacy across the content areas
- Anticipate implementation of standards revision of science, P.E., social studies, and fine and performing arts

Assessments

- Begin Phase I PAWS transition to CCSS; spring 2013 test includes operational items from the existing bank that are compatible with CCSS. Field test items measuring CCSS.
- Implement entire ACT suite in grades 9-12 (Explore, PLAN, ACT, COMPASS)
- Implement WorkKeys as a voluntary option for grades 11 and 12
- Implement SAWS aligned to CCSS in Spring 2013 at grades 3, 5, and 7; continue to field test items
- Design new ALT assessments for primary and high school grades
- Collaborate with WDE, UW, and districts to redesign guidance for district formative assessment system to meet CCSS
- Submit documents for federal peer review of both the ALT assessments as well as the ACT

Professional Development

- Implement Module One for ELA
- Identify gaps related to professional development needs
- Work with districts to provide training on use of CCSS
- Develop and implement math Module Two; analyzing/evaluating content, skills, practices and changes made by grade-level to inform curriculum alignment
- Provide ongoing awareness and general understanding for parents, boards, public, and local businesses
- Develop a writing test that will be a reading test based on writing standards
- Support district book studies discussions
- Develop and implement assessment Literacy
- Develop ELA Module Two
- Develop professional development for literacy across the content areas



Wyoming Department of Education Common Core State Standards Implementation Blueprint

DRAFT 2013-2014

Implementation and Communication

- Facilitate ongoing collaboration with educational partners throughout the state
- Conduct CCSS trainings with Wyoming legislature
- Continue expansion and enhancement of WDE website to include new CCSS and assessment information

Assessments

- Begin Phase II PAWS alignment to CCSS; include more CCSS-aligned items on the operational test and continue field testing
- Continue to implement new SAWS (grades 3, 5 & 7) and ACT suite
- Continue work with UW on district assessment systems

Professional Development

- Implement literacy across the content areas
- Post samples of CCSS lessons
- Provide regional support
- Provide ACT training and information
- Provide content literacy training
- Provide science standards training



Wyoming Department of Education Common Core State Standards Implementation Blueprint

DRAFT

2014-2015

Implementation and Communication

Assessments

Professional Development

- Implement fully-aligned PAWS in spring 2015, grades 3 - 8
- Continue fully aligned SAWS in grades 3, 5 and 7
- Continue ACT suite, grades 9 - 12



Wyoming Department of Education

Cindy Hill, Superintendent of Public Instruction
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne WY 82002-0050

Phone: 307-777-7673 Fax: 307-777-6234 Website: edu.wyoming.gov

Report to State Board of Education

Chapter 6 Rules Revision Progress

Issues Raised by the Wyoming Accountability in Education Act

Items to be included:

- New statutory authority in connection with accreditation
- Tying accreditation to accountability
- Definitions pertinent to the Accountability Act
- Alignment of school improvement process and plans
- Definition of non-accreditation and result

Items Needing Update

Virtually all sections need updates or complete revision.

Input has been provided by some WDE divisions, more is needed

Structure Change Recommended

The original rules were promulgated to define and clarify the state accreditation process as developed in the 1990's. Much of what is currently in the rules still pertains to this process. When No Child Left Behind was enacted by Congress, new regulations were needed to establish the state accountability system. The rules for this accountability system, driven by federal law, was incorporated into the Chapter 6 rules. In addition, since the state accreditation process, used at that time, included requirements for district assessment systems, assessment was also included in Chapter 6.

WDE is recommending that Chapter 6 be limited to rules on accreditation only. In order to accomplish this, we further recommend breaking out accountability into a separate chapter of rules. Assessment could continue to be included with accountability as the two work together. Separating accountability and assessment into a different set of rules would accomplish the following:

- Provide flexibility in rule promulgation. Accountability rules could be revised without revising accreditation and vice versa.
- Eliminate a cumbersome and confusing set of rules and provide clarity for accreditation, accountability, and assessment.
- Provide the opportunity to cross-reference between rules to better define how they are interrelated.
- Establish ongoing accreditation requirements while the accountability system is continuing to be developed.

WDE Assessment Update

Wyoming State Board of Education

November 2, 2012



Wyoming Department of Education

Purpose of State Assessment in Wyoming

- Primary: Promote instructional improvement
- Secondary: Provide data necessary for school accountability under ESEA and EA65; transparency of outcomes
- Other: Provide data to support research and program/curricular evaluation



Wyoming Department of Education

Purpose of State Assessment in Wyoming

- Improvement of teaching and learning in schools
- Attaining student achievement targets for performance indicators established under W.S. 21-2-204, and
- Fostering school program improvement

EA65



Wyoming Department of Education

State Assessment System

- Proficiency Assessment for Wyoming Students (PAWS)
 - Reading, Math: Grades 3-8
 - Science: Grades 4 & 8
- Student Assessment of Writing Skills (SAWS): Grades 3, 5 & 7
- Explore, Plan, ACT & Compass:
Grades 9 – 12 (optional—WorkKeys)



Wyoming Department of Education

State Assessment System

Alternate Assessments

- Provided for students with the most significant cognitive disabilities, <1% of student population
- Required for all assessments in statute, including PAWS, ACT suite (9-12), SAWS, and district benchmarks (1-2)
- Necessitates new development at grades 1, 2, 9, 10, and 12



Wyoming Department of Education

Other Assessments

- ACCESS: English proficiency assessment for ELLs administered once a year to monitor progress in attaining English per NCLB
- NAEP: Administered every other year to a sample of students nationwide (generally 4, 8, and 12) to monitor student achievement; provides state level data only



Wyoming Department of Education

District Assessment Systems

- Require online, adaptive assessments required in grades 1-8
 - Grade 1: 1X per year
 - Grades 2-8: 2X per year
 - Measure student performance, integrated with state assessment system, relative to standards in all content areas
 - WDE will work with UW and educators to develop guidance for districts that
 - promotes coherence of state and local assessment systems, and
- supports quality formative assessment practices



Wyoming Department of Education

SAWS Design

- Grade 3
 - Expressive or Expository (12 pt analytic scored) Operational Test
 - Opinion (12 pt analytic scored) Field Test
- Grade 5
 - Expressive or Expository (12 pt analytic scored) Operational Test
 - Opinion (12 pt analytic scored) Field Test
 - Response to Text (4 & 8 pt holistic scored)
- Grade 7
 - Expressive or Expository (12 pt analytic scored) Operational Test
 - Argument (12 pt analytic scored) Field Test
 - Response to Text (4 & 8 pt holistic scored)



Wyoming Department of Education

SAWS Design (2013 only)

- Grade 4: Expressive or Expository
12 point analytic
- Grade 6: Expressive or Expository
12 point analytic
- Grade 8: Expressive or Expository
12 point analytic



Wyoming Department of Education

PAWS Design

- Design is intended to be
 - Instructionally supportive, and
 - Instructionally sensitive
- Design is phasing into full alignment with the CCSS in reading and math (no new design in science)



Wyoming Department of Education

PAWS Design

- Guided by assessment purpose
- Framed by
 - CCSS content
 - Technical Advisory Committee guidance
 - Requirements in Federal and State legislation
 - State Board action



Wyoming Department of Education

PAWS Design

- Spring 2013 – Phase I
 - Bank items from Wyoming 2008 that align to CCSS, plus
 - Field test items (phase I)
- Spring 2014 – Phase II
 - Bank items from Wyoming 2008 that align to CCSS, plus
 - New operational items from 2013 field test items (phase I), plus
 - New field test items aligned to CCSS



Wyoming Department of Education

PAWS Design

- Summer 2014
 - Standard setting; new cuts to be determined in reading and math based on CCSS by grade and content area
- Spring 2015
 - First operational test fully aligned to CCSS
 - Ongoing field testing of new items to build item bank



Wyoming Department of Education

2013 Testing Dates

- PAWS March 11 – April 5
- SAWS April 22 – May 3
- PAWS-ALT February 25 – April 5
- SAWS-ALT April 15 – May 10
- ACT April 23 (May 7)
- WorkKeys (optional) April 24
- Plan/Explore April 22 – May 3
- COMPASS



Wyoming Department of Education

Federal Approval

- Changes to state assessment system (replacement of grade 11 PAWS with ACT) requires federal peer review
- Initial direction from legislature's consultant focused on accountability workbook; now have agreement that peer review is required
- Alternate assessments also require peer review in 2013



Wyoming Department of Education

Federal Approval

- Working with U.S. Assistant Secretary at Department of Education to establish a timeline for spring 2013 peer review submission for changes r/t ACT
- Peer review will require substantial effort and evidence (e.g. content validity -- alignment of assessment items to content standards)
- ALT timeline includes a January submission for a mid-February review



Wyoming Department of Education

Federal Approval

- Establish cut scores on ACT via equi-percentile linking
- Write performance level descriptors
- Establish content validity via in-house alignment studies
 - WY 2008 standards & WY 2012 standards to the ACT standards
 - ACT content generally equivalent to PAWS, Grade 11
- Describe transition to CCSS (WY 2012)



Wyoming Department of Education

2015 & Beyond PAWS-SAWS-ALTs

- Current ETS contract for PAWS, SAWS and associated ALTs began on March 1, 2012 and expires on 12-30-15, covering two administrations – spring 2013 and 2014 – and development for 2015.
- Continuation of PAWS administration will require either an RFP or a contract amendment to extend work with ETS



Wyoming Department of Education

2015 & Beyond Consortia

- Wyoming is an advisory state in the Smarter Balanced Assessment Consortium (SBAC) and a member state of the National Center and State Collaborative (NCSC) for alternate assessments for students with significant disabilities
- Both consortia, SBAC and NCSC, have timelines indicating operational assessments will be available in the 2014-15 school year
- Test blueprints should be released in the next several months; both are on-line assessments
- Both plan to include optional formative assessments in addition to summative assessments and tools and resources for educators in a digital library



Wyoming Department of Education

State Board of Vocational Education

November 2, 2012

8:00 a.m. – 9:00 a.m.

Uinta CSD #1 Board Room

Evanston, Wyoming

A G E N D A

1.	Call to Order – Joe Reichardt Pledge of Allegiance		Action	8:00 a.m.
2.	Roll Call – Chelsie Bailey			
3.	Approval of Agenda – Joe Reichardt	Tab G	Action	
4.	Approval of Minutes – Joe Reichardt Minutes from September 27, 2012	Tab H	Action	
5.	Common Career Technical Core - Teri Wigert	Tab I	Information	8:10 a.m.
6.	What it Means to be Career Ready - Teri Wigert	Tab J	Information	8:40 a.m.
7.	Adjournment – Joe Reichardt			9:00 a.m.

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

DATE: November 2, 2012

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the November 2, 2012 meeting

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

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

DATE: November 2, 2012

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the September 27, 2012 meeting.

SUPPORTING INFORMATION ATTACHED:

- Minutes from September 27, 2012

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

WYOMING STATE BOARD OF VOCATIONAL EDUCATION
September 27, 2012
Snow King
Jackson, Wyoming

Wyoming State Board of Vocational Education members present: Ron Micheli, Scotty Ratliff, Kathy Coon, Cindy Hill, Sue Belish, Pete Gosar, Walt Wilcox, Jim Rose and Dana Mann-Tavegia

Wyoming State Board of Education members absent: Hugh Hageman, Belenda Willson, Joe Reichardt and Matt Garland

Also present: John Masters, WDE; Chelsie Bailey, WDE; Teri Wigert, WDE; Guy Jackson, WDE; Mary Kay Hill, Governor's Office; Mike Flicek, LSO; Ruth Sommers, LSO; John Paul, WDE; Pam Shea, TCSD #1; Vince Gutwein, TCSD #1, Bob Gates, CCSD #2, Bill Winney, Member of the Public; Kathy Scheurman, WEA; Paige Fenton-Hughes, SBE and Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 8:30 a.m.

Chelsie Bailey conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Pete Gosar moved to approve the agenda as presented seconded by Scotty Ratliff; the motion carried.

APPROVAL OF MINUTES

Minutes from the April 27, 2012, State Board of Vocational Education meeting were presented for approval.

Sue Belish moved that the minutes be approved, seconded by Dana Mann-Tavegia; the motion carried.

UPDATE ON DUAL/CONCURRENT ENROLLMENTS

Teri Wigert, WDE, reviewed with the Board the graphs provided in their packets on Dual/Concurrent Enrollment in Wyoming Public School Districts and addressed the difference of Dual and Concurrent enrollments. She notified the Board that this data was a one time collection for the Wyoming Community College Commission, and is considered preliminary data.

Teri Wigert acknowledged in future collections the WDE may collect if there were certifications or degrees received by any of those students in Dual/Concurrent enrollments and if general education courses or career technical education courses were taken.

Dr. Rose presented to the Board the manual of procedures on Dual/Concurrent Enrollment and a student handbook that is located on the Wyoming Community College Commission website.

Dr. Rose will share with the Board the report on Post Secondary Options Program that was prepared for the Joint Education Interim Committee after October 1, 2012

PERKINS REAUTHORIZATION UPDATE

Teri Wigert reminded the Board that they are the eligible receiving agency of Perkins funding. The law that provides that funding expires on June 30, 2013. The U.S. Department of Education has prepared A Blueprint for Transforming Career and Technical Education which is located in the Board packet. This blueprint is to address how the law might be rewritten.

Guy Jackson, WDE, reviewed with the Board the U.S. Department of Education's "Investing in America's Future, A Blueprint for Transforming Career and Technical Education".

Ron Micheli moved to adjourn the meeting, seconded by Scotty Ratliff; the motion carried.

The State Board of Vocational Education adjourned at 9:52 a.m.

The next Wyoming State Board of Vocational Education meeting will be November 12 - 13, 2012



Wyoming Department of Education

Cindy Hill, Superintendent of Public Instruction
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne WY 82002-0050

Phone: 307-777-7675 Fax: 307-777-6234 Website: edu.wyoming.gov

MEMORANDUM

TO: State Board of Vocational Education

FROM: Teri Wigert, CTE State Director

RE: Documents for Your Review

DATE: October 24, 2012

FOR YOUR INFORMATION

These two attachments are intended to inform the State Board of Vocational Education of significant activity that has occurred and been released across the nation by (my) association of state directors, the National Association of State Directors of Career Technical Education Consortium (NASDCTEc). No course of action is requested or advisable at this time.

Common Career Technical Core

This attachment is a 2-part document.

1. The Career Ready Practices are career ready skills that educators should seek to develop in their students. They are written as 12 statements.
2. The Clusters of Standards define what students should know and be able to do after completing a program of study. There are 16 Cluster Standards. Please note that the Cluster Standards are highlighted in yellow. Below the Cluster Standards are the Pathway Standards for that Cluster. There are 79 Pathway Standards.

What it Means to be Career Ready

The Career Readiness Partner Council was formed this year. It united education and workforce organizations to define “career readiness”. The work of this group was released October 18, 2012. It is intended to inform policy and practices in states and communities.

I look forward to our conversation on November 2 in Evanston!

Brought to you by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc)

Introduction to The Common Career Technical Core

The Common Career Technical Core (CCTC) is an important step forward for the Career Technical Education (CTE) community. For the first time in the history of CTE, states throughout the nation have a common benchmark for what students should know and be able to do after completing a program of study.

The CCTC is a state-led initiative, with 42 states, the District of Columbia and Palau participating in the development stage. Business and industry representatives, educators and others helped guide the development of the CCTC from beginning to end to ensure CTE students will have the knowledge and skills to thrive in a global economy.

The resulting CCTC is a set of rigorous, high-quality standards for CTE that states can adopt voluntarily. The CCTC includes a set of standards for each of the 16 Career Clusters™ and their corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study (pages 3 - 21 of this document).

The CCTC also includes an overarching set of Career Ready Practices that apply to all programs of study. The Career Ready Practices include 12 statements that address the knowledge, skills and dispositions that are important to becoming career ready (pages 1-3 of this document).

To appropriately cite the Common Career Technical Core, including the Career Ready Practices, use the following:
Author: National Association of State Directors of Career Technical Education Consortium/National Career Technical Education Foundation

Title: Common Career Technical Core

Publisher: National Association of State Directors of Career Technical Education Consortium/National Career Technical Education Foundation, Silver Spring, MD.

Copyright Date: 2012

Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

4. Communicate clearly, effectively and with reason.

Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.

6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information and practices in their workplace situation.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale and organizational culture.

10. Plan education and career path aligned to personal goals.

Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.

11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks -- personal and organizational -- of technology applications, and they take actions to prevent or mitigate these risks.

12. Work productively in teams while using cultural/global competence.

Career-ready individuals positively contribute to every team whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

The Common Career Technical Core

Agriculture, Food & Natural Resources Career Cluster™ (AG)

1. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster™.
2. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster™ and the role of agriculture, food and natural resources (AFNR) in society and the economy.
3. Examine and summarize the importance of health, safety and environmental management systems in AFNR businesses.
4. Demonstrate stewardship of natural resources in AFNR activities.
5. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.
6. Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

Agribusiness Systems Career Pathway (AG-BIZ)

1. Apply management planning principles in AFNR businesses.
2. Use record keeping to accomplish AFNR business objectives, manage budgets, and comply with laws and regulations.
3. Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.
4. Develop a business plan for an AFNR business.
5. Use sales and marketing principles to accomplish AFNR business objectives.

Animal Systems Career Pathway (AG-ANI)

1. Analyze historic and current trends impacting the animal systems industry.
2. Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare.
3. Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.
4. Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.
5. Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.
6. Classify, evaluate and select animals based on anatomical and physiological characteristics.
7. Apply principles of effective animal health care.

Environmental Service Systems Career Pathway (AG-ENV)

1. Use analytical procedures and instruments to manage environmental service systems.
2. Evaluate the impact of public policies and regulations on environmental service system operations.
3. Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.
4. Demonstrate the operation of environmental service systems (e.g., pollution control, water treatment, wastewater treatment, solid waste management and energy conservation).
5. Use tools, equipment, machinery and technology common to tasks in environmental service systems.

Food Products & Processing Systems Career Pathway (AG-FD)

1. Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.
2. Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
3. Select and process food products for storage, distribution and consumption.
4. Explain the scope of the food industry and the historical and current developments of food products and processing.

Natural Resources Systems Career Pathway (AG-NR)

1. Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.
2. Analyze the interrelationships between natural resources and humans.
3. Develop plans to ensure sustainable production and processing of natural resources.
4. Demonstrate responsible management procedures and techniques to protect or maintain natural resources.

Plant Systems Career Pathway (AG-PL)

1. Develop and implement a crop management plan for a given production goal that accounts for environmental factors.
2. Apply the principles of classification, plant anatomy and plant physiology to plant production and management.
3. Propagate, culture and harvest plants and plant products based on current industry standards.
4. Apply principles of design in plant systems to enhance an environment (e.g, floral, forest, landscape and farm).

Power, Structural & Technical Systems Career Pathway (AG-PST)

1. Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.
2. Operate and maintain AFNR mechanical equipment and power systems.
3. Service and repair AFNR mechanical equipment and power systems.
4. Plan, build and maintain AFNR structures.
5. Use control, monitoring, geospatial and other technologies in AFNR power, structural and technical systems.

Architecture & Construction Career Cluster™ (AC)

1. Use vocabulary, symbols and formulas common to architecture and construction.
2. Use architecture and construction skills to create and manage a project.
3. Comply with regulations and applicable codes to establish and manage a legal and safe workplace.
4. Evaluate the nature and scope of the Architecture & Construction Career Cluster™ and the role of architecture and construction in society and the economy.
5. Describe the roles, responsibilities and relationships found in the architecture and construction trades and professions, including labor/management relationships.
6. Read, interpret and use technical drawings, documents and specifications to plan a project.
7. Describe career opportunities and means to achieve those opportunities in each of the Architecture & Construction Career Pathways.

Construction Career Pathway (AC-CST)

1. Describe contractual relationships between all parties involved in the building process.
2. Describe the approval procedures required for successful completion of a construction project.
3. Implement testing and inspection procedures to ensure successful completion of a construction project.
4. Apply scheduling practices to ensure the successful completion of a construction project.
5. Apply practices and procedures required to maintain jobsite safety.
6. Manage relationships with internal and external parties to successfully complete construction projects.
7. Compare and contrast the building systems and components required for a construction project.
8. Demonstrate the construction crafts required for each phase of a construction project.
9. Safely use and maintain appropriate tools, machinery, equipment and resources to accomplish construction project goals.

Design/Pre-construction Career Pathway (AC-DES)

1. Justify design solutions through the use of research documentation and analysis of data.
2. Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
3. Describe the requirements of the integral systems that impact the design of buildings.
4. Apply building codes, laws and rules in the project design.
5. Identify the diversity of needs, values and social patterns in project design, including accessibility standards.
6. Apply the techniques and skills of modern drafting, design, engineering and construction to projects.
7. Employ appropriate representational media to communicate concepts and project design.
8. Apply standards, applications and restrictions pertaining to the selection and use of construction materials, components and assemblies in the project design.

Maintenance/Operations Career Pathway (AC-MO)

1. Recognize and employ universal construction signs and symbols to function safely in the workplace.
2. Use troubleshooting procedures when solving a maintenance problem in buildings.
3. Apply construction skills when repairing, restoring or renovating existing buildings.
4. Determine work required to repair or renovate an existing building.
5. Plan and practice preventative maintenance activities to service existing buildings.
6. Maintain and inspect building systems to achieve safe and efficient operation of buildings.

Arts, A/V Technology & Communications Career Cluster™ (AR)

1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster™.
2. Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster™.

A/V Technology & Film Career Pathway (AR-AV)

1. Describe the history, terminology, occupations and value of audio, video and film technology.
2. Demonstrate the use of basic tools and equipment used in audio, video and film production.
3. Demonstrate technical support skills for audio, video and/or film productions.
4. Design an audio, video and/or film production.

Journalism & Broadcasting Career Pathway (AR-JB)

1. Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
2. Demonstrate writing processes used in journalism and broadcasting.
3. Plan and deliver a media production (e.g., broadcast, video, Internet, mobile).
4. Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

Performing Arts Career Pathway (AR-PRF)

1. Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
2. Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
3. Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
4. Demonstrate knowledge of music theory.
5. Explain key issues affecting the creation of characters, acting skills and roles.
6. Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
7. Describe how technology and technical support enhance performing arts productions.
8. Analyze all facets of stage and performing arts production management.

Printing Technology Career Pathway (AR-PRT)

1. Manage the printing process, including customer service and sales, scheduling, production and quality control.
2. Demonstrate the production of various print, multimedia or digital media products.
3. Perform finishing and distribution operations related to the printing process.

Telecommunications Career Pathway (AR-TEL)

1. Demonstrate the use of telecommunications terminology, tools and test equipment.
2. Demonstrate telecommunication installation processes using appropriate tools, materials, schematics, diagrams, blueprints and industry specific codes and regulations.
3. Demonstrate decision making, problem-solving techniques and communication skills when providing services for customers.
4. Demonstrate the installation, repair and delivery of network systems.

Visual Arts Career Pathway (AR-VIS)

1. Describe the history and evolution of the visual arts and its role in and impact on society.
2. Analyze how the application of visual arts elements and principles of design communicate and express ideas.
3. Analyze and create two and three-dimensional visual art forms using various media.

Business Management & Administration Career Cluster™ (BM)

1. Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
2. Describe laws, rules and regulations as they apply to effective business operations.
3. Explore, develop and apply strategies for ensuring a successful business career.
4. Identify, demonstrate and implement solutions in managing effective business customer relationships.
5. Implement systems, strategies and techniques used to manage information in a business.
6. Implement, monitor and evaluate business processes to ensure efficiency and quality results.

Administrative Support Career Pathway (BM-ADM)

1. Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
2. Access, evaluate and disseminate information for business decision making.
3. Plan, monitor and manage day-to-day business activities.

Business Information Management Career Pathway (BM-BIM)

1. Describe and follow laws and regulations affecting business operations and transactions.
2. Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
3. Access, evaluate and disseminate information for business decision making.
4. Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
5. Plan, organize and manage an organization/department to achieve business goals.

General Management Career Pathway (BM-MGT)

1. Describe and follow laws and regulations affecting business operations and transactions.
2. Access, evaluate and disseminate information for business decision making.
3. Apply economic concepts fundamental to global business operations.
4. Employ and manage techniques, strategies and systems to enhance business relationships.
5. Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
6. Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
7. Plan, organize and manage an organization/department to achieve business goals.
8. Create strategic plans used to manage business growth, profit and goals.

Human Resources Management Career Pathway (BM-HR)

1. Describe and follow laws and regulations affecting human resource operations.
2. Access, evaluate and disseminate information for human resources management decision making.
3. Motivate and supervise personnel to achieve completion of projects and business goals.
4. Plan, monitor and manage the use of financial and human resources to ensure a business's financial wellbeing.
5. Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
6. Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.
7. Plan, organize and implement compensation, benefits, health and safety programs.

Operations Management Career Pathway (BM-OP)

1. Describe and follow laws and regulations affecting business operations and transactions.
2. Develop and maintain positive customer relationships.
3. Apply inventory tracking systems to facilitate operational controls.
4. Plan, monitor and manage day-to-day business activities to maintain and improve operational functions.

Education & Training Career Cluster™ (ED)

1. Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
2. Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
3. Use critical thinking to process educational communications, perspectives, policies and/or procedures.
4. Evaluate and manage risks to safety, health and the environment in education and training settings.
5. Demonstrate group collaboration skills to enhance professional education and training practice.
6. Analyze ethical and legal policies of professional education and training practice.
7. Explain legal rights that apply to individuals and practitioners within education and training settings.
8. Demonstrate ethical and legal behavior within and outside of education and training settings.
9. Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.
10. Apply organizational skills and logic to enhance professional education and training practice.
11. Demonstrate group management skills that enhance professional education and training practice.

Administration & Administration Support Career Pathway (ED-ADM)

1. Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
2. Identify behaviors necessary for developing and sustaining a positive learning culture.
3. Create instructional programs to meet the learning organization's objectives.
4. Identify instructional practices that meet the learning organization's objectives.
5. Model leadership skills for personnel in order to improve the performance of the learning organization.
6. Identify operations to meet the learning organization's objectives.
7. Plan strategically to meet the learning organization's objectives.
8. Apply internal and external resources to meet the learning organization's objectives and learner needs.
9. Describe advocacy strategies to promote the learning organization's needs.

Professional Support Services Career Pathway (ED-PS)

1. Identify strategies, techniques and tools used to determine the needs of diverse learners.
2. Implement methods to enhance learner success.
3. Identify resources and support services to meet learners' needs.
4. Identify resources and support services available in the learning organization to enhance the learning environment.

Teaching/Training Career Pathway (ED-TT)

1. Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
2. Employ knowledge of learning and developmental theory to describe individual learners.
3. Use content knowledge and skills of instruction to develop standards-based goals and assessments.
4. Identify materials and resources needed to support instructional plans.
5. Establish a positive climate to promote learning.
6. Identify motivational, social and psychological practices that guide personal conduct.
7. Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
8. Demonstrate flexibility and adaptability in instructional planning.
9. Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
10. Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
11. Implement strategies to maintain relationships with others to increase support for the organization.

Finance Career Cluster™ (FN)

1. Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.
2. Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
3. Plan, staff, lead and organize human resources in finance to enhance employee productivity and job satisfaction.
4. Determine effective tools, techniques and systems to communicate and deliver value to finance customers.
5. Create and maintain positive, ongoing relationships with finance customers.
6. Plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations.
7. Implement safety, health and environmental controls to ensure a safe and productive finance work workplace.
8. Describe and follow laws, regulations and ethical standards that affect finance operations and transactions.
9. Plan, manage and maintain the use of financial resources to protect solvency.
10. Plan, organize and manage a finance organization/department.
11. Plan, monitor and manage day-to-day activities required to sustain continued business functioning.
12. Access, evaluate and disseminate financial information to enhance financial decision-making processes.
13. Manage a financial product or service mix in order to respond to market opportunities.
14. Employ financial risk-management strategies and techniques used to minimize business loss.

Accounting Career Pathway (FN-ACT)

1. Describe and follow laws and regulations to manage accounting operations and transactions.
2. Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
3. Process, evaluate and disseminate financial information to assist business decision making.
4. Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop an accounting career.

Banking Services Career Pathway (FN-BNK)

1. Describe and follow laws and regulations to manage business operations and transactions in the banking services industry.
2. Create and maintain positive, ongoing relationships with banking customers.
3. Manage the use of financial resources to enhance banking performance.
4. Demonstrate the use of banking technology and equipment.
5. Plan, monitor and manage the day-to-day activities within a banking organization to ensure secure operations.
6. Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop a career in banking services.
7. Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future business opportunities in banking services.

Business Finance Career Pathway (FN-BFN)

1. Describe and follow laws and regulations to manage business operations and transactions in corporate finance.
2. Manage the use of financial resources to ensure business stability.
3. Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop in a corporate finance career.
4. Employ risk-management strategies and techniques in corporate finance to minimize business loss.

Insurance Career Pathway (FN-INS)

1. Describe and follow laws and regulations to manage business operations and transactions in the insurance industry.
2. Plan, monitor and manage day-to-day insurance organization activities.
3. Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop a career in insurance.
4. Demonstrate underwriting techniques and strategies to evaluate the risk posed by potential insurance clients.
5. Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future insurance business opportunities.

Securities & Investments Career Pathway (FN-SEC)

1. Describe and follow laws and regulations to manage business operations and transactions in the securities and investments industry.
2. Manage the use of financial resources to perform key duties in the securities and investments industry.
3. Plan, monitor and manage day-to-day securities and investments operations.
4. Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop in a securities and investments career.
5. Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future securities and investments opportunities.

Government & Public Administration Career Cluster™ (GV)

1. Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.
2. Analyze the systemic relationships of government and public administration agencies.
3. Describe health, safety and environmental management systems, as well as policies and procedures in government and public administration agencies.
4. Describe the implementation of plans and policies to respond to public health, safety and environmental needs in government and public administration agencies.
5. Describe career opportunities and the means to achieve those opportunities in each of the Government & Public Administration Career Pathways.
6. Explain the administration of human, financial, material and information resources in government and public administration agencies.

Foreign Service Career Pathway (GV-FOR)

1. Apply the knowledge acquired from history, law, geography, science, language studies, social sciences (including economic and political science), business, foreign policy and culture to perform diplomatic functions.
2. Describe the laws, customs and current administrative practices of the United States and host countries used to manage administrative, social and policy matters.
3. Describe the application of United States and host country laws, regulations, policies and procedures used to manage consular administrative matters.
4. Describe the application of host country laws, customs and effective administrative practices used to manage the conduct of diplomatic operations.

Governance Career Pathway (GV-GOV)

1. Employ research skills to gather and document factual information, analyze data and interpret statistics applicable to matters of public policy.
2. Develop and articulate reasoned, persuasive arguments to support public policy options or positions.
3. Select and apply appropriate political processes to gain consensus for the resolution of differing opinions and positions.
4. Advocate to gain support for new laws, regulations, ordinances, programs or procedures; alternatively, advocate to gain support to reform or revoke existing laws, regulations, ordinances, programs or procedures.

National Security Career Pathway (GV-SEC)

1. Instruct persons who will perform tasks relating to national homeland security.
2. Describe the appropriate duties, responsibilities and authority of a national security agency's personnel at all levels.
3. Describe the leadership characteristics necessary to ensure compliance with rules of engagement and applicable ethical standards.
4. Collect and analyze information from within and outside the United States to assess threats and opportunities regarding national security.
5. Develop strategies to defend against and respond to the effects of chemical, biological, radiological, nuclear (CBRN) or other emergent events.

Planning Career Pathway (GV-PLN)

1. Explain the planning process used to support the development and implementation of new and updated plans, programs and regulations for government and public administration agencies.
2. Develop a comprehensive and focused strategic planning process for government and public administration agencies to manage change.
3. Formulate plans and policies that meet the social, economic and physical needs of the public.

Public Management & Administration Career Pathway (GV-MGT)

1. Describe the organization of a government or public administration department or agency.
2. Design strategies to maximize the potential of a government or public administration department or agency to meet its vision, mission and goals.
3. Utilize fiscal management skills to manage budget and allocation processes to ensure that resources are applied in a manner consistent with the department or agency's vision, mission and goals.
4. Facilitate the flow of ideas and information to keep the department or agency and its constituency informed of policies and operations.
5. Create plans that utilize department or agency expertise to help elected officials and others identify, implement, and achieve common goals and objectives.
6. Use analysis, planning and fiscal services to fund department or agency priorities.
7. Describe ethical and fiscally responsible procurement systems and procedures used to meet department or agency needs.
8. Prepare procurement requirements, procedures and solicitations for bids or proposals.
9. Evaluate bids and proposals consistent with the requirements of the procurement process.
10. Describe the oversight of awarded contracts to ensure the ethical and optimal use of public funds.
11. Describe laws and policies that are used to protect or disclose information.
12. Develop strategies that encourage a creative and innovative environment in a government or public administration department or agency.

Regulation Career Pathway (GV-REG)

1. Describe enforcement of compliance with legal requirements and regulatory standards.

Revenue & Taxation Career Pathway (GV-REV)

1. Examine evidence and ensure revenue compliance by interpreting applicable laws, applying appropriate investigative principles and following relevant procedures.
2. Acquire, analyze and disseminate information to facilitate clear and accurate communication with revenue and taxation stakeholders.
3. Design, develop, operate and review data analysis systems and procedures to minimize and eliminate revenue-related financial problems.

Health Science Career Cluster™ (HL)

1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
2. Explain the healthcare worker's role within their department, their organization, and the overall healthcare system.
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.
4. Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
5. Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.
6. Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

Biotechnology Research & Development Career Pathway (HL-BRD)

1. Summarize the goals of biotechnology research and development within legal and ethical protocols.
2. Apply the fundamentals of biochemistry, cell biology, genetics, mathematical concepts, microbiology, molecular biology, organic chemistry and statistics to conduct effective biotechnology research and development of products.
3. Demonstrate basic knowledge of recombinant DNA, genetic engineering, bioprocessing, monoclonal antibody production, nanotechnology, bioinformatics, genomics, proteomics and transcriptomics to conduct biotechnology research and development.
4. Demonstrate the principles of solution preparation, sterile techniques, contamination control, and measurement and calibration of instruments used in biotechnology research.
5. Determine processes for product design and production and how that work contributes to an understanding of the biotechnology product development process.
6. Summarize and explain the larger ethical, moral and legal issues related to biotechnology research, product development and use in society.

Diagnostic Services Career Pathway (HL-DIA)

1. Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.
2. Assess and report patient's/client's health status in order to monitor and document patient progress.
3. Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.
4. Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.
5. Select, demonstrate and interpret diagnostic procedures.

Health Informatics Career Pathway (HL-HI)

1. Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality.
2. Describe the content and diverse uses of health information.
3. Demonstrate the use of systems used to capture, retrieve and maintain confidential health information from internal and external sources.

Support Services Career Pathway (HL-SUP)

1. Describe, differentiate and safely perform the responsibilities of healthcare support services roles.
2. Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.
3. Follow established internal and external guidelines in order to provide high-quality, effective support services in the healthcare facility.
4. Maximize available resources for proper care and use of healthcare equipment and materials.
5. Implement healthcare facility standards in order to maintain high-quality healthcare facilities.

Therapeutic Services Career Pathway (HL-THR)

1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.
3. Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.
4. Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

Hospitality & Tourism Career Cluster™ (HT)

1. Describe the key components of marketing and promoting hospitality and tourism products and services.
2. Evaluate the nature and scope of the Hospitality & Tourism Career Cluster™ and the role of hospitality and tourism in society and the economy.
3. Demonstrate hospitality and tourism customer service skills that meet customers' needs.
4. Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.
5. Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.
6. Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.

Lodging Career Pathway (HT-LOD)

1. Use various communication technologies to accomplish work tasks in lodging facilities.
2. Explain the role and importance of housekeeping operations to lodging facility.
3. Allocate staff positions to meet the needs of various lodging departments.
4. Describe the role and responsibilities of lodging managers.
5. Compare the advantages and disadvantages of independently owned and chain-affiliated lodging facilities.
6. Analyze the departmental interrelationships of a lodging facility.
7. Explain various check-in and check-out procedures used in the lodging industry.
8. Understand reservation procedures used in the lodging industry.
9. Explain how room access policies and procedures ensure guest safety and minimize risks to the lodging facility.
10. Explain how cash control procedures are used in the lodging industry.
11. Explain how guests and property are protected to minimize losses or liabilities in the lodging facility.
12. Explain the basic legal issues in lodging management.

Recreation, Amusements & Attractions Career Pathway (HT-REC)

1. Describe career opportunities in the Recreation, Amusements & Attractions Career Pathway.
2. Explain admission and traffic control procedures used to manage and control individuals, groups and vehicles in recreation, amusement and attraction venues.
3. Determine the maintenance and technology needs for various recreation, amusement and attraction venues.
4. Describe safety and security issues unique to the Recreation, Amusements & Attractions Career Pathway.
5. Compile a resource base to manage emergency situations in recreation, amusement and attraction venues.
6. Identify safety and security issues for recreation, amusement and attraction venues that might require customer education.
7. Compare different ticket sales options to maximize revenue for recreation, amusement and attraction venues.
8. Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.
9. Develop marketing strategies for recreation, amusement and attractions venues.
10. Analyze the merchandising, program and product potential for different recreation, amusement and attraction venues.
11. Compare and contrast various types of recreation, amusement and attraction venues.

Restaurants & Food/ Beverage Services Career Pathway (HT-RFB)

1. Describe ethical and legal responsibilities in food and beverage service facilities.
2. Demonstrate safety and sanitation procedures in food and beverage service facilities.
3. Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
4. Demonstrate leadership qualities and collaboration with others.
5. Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.
6. Explain the benefits of the use of computerized systems to manage food service operations and guest service.
7. Utilize technical resources for food services and beverage operations to update or enhance present practice.
8. Implement standard operating procedures related to food and beverage production and guest service.
9. Describe career opportunities and qualifications in the restaurant and food service industry.
10. Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

Travel & Tourism Career Pathway (HT-TT)

1. Apply information about time zones, seasons and domestic and international maps to create or enhance travel.
2. Apply unit and time conversion skills to develop travel schedules and compute cost, distance and time (including travel time) factors.
3. Analyze cultural diversity factors to enhance travel planning.
4. Assess the potential (real and perceived) hazards related to multiple environments, and recommend appropriate safety, health and security measures for travelers.
5. Develop a safety and security plan containing proactive and reactive solutions to manage emergency situations for travelers and staff.
6. Use common travel and tourism terminology used to communicate within the industry.
7. Customize travel with diverse transportation, lodging, cruise and food options.
8. Compare and contrast services and products from related industries to understand and evaluate how they impact the delivery of travel and tourism products and services to customers.
9. Identify the community elements necessary to maintain cooperative tourism development efforts.
10. Develop a travel product that matches customer needs, wants and expectations.
11. Design promotional packages to effectively market travel and tourism.
12. Select the most effective communication technique and media venue to convey travel marketing information to a target audience.

Human Services Career Cluster™ (HU)

1. Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services.
2. Evaluate the role of the family, community and human services in society and the economy.
3. Use effective communication with human services clients and their families.
4. Demonstrate ethical and legal conduct in human services settings.
5. Evaluate career opportunities in each of the Human Services Career Pathways.
6. Explain how human development principles enhance the wellbeing of individuals and families.

Consumer Services Career Pathway (HU-CSM)

1. Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services.
2. Communicate product or equipment features that meet the needs of clients and consumers.
3. Make consumer services recommendations meeting the needs of clients or customers.
4. Analyze financial/economic situations when making recommendations about consumer services.
5. Use standard business processes or procedures to create consumer service information and facilitate client interactions.
6. Use a variety of methods to educate audiences about consumer services.
7. Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services.
8. Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes.

Counseling & Mental Health Services Career Pathway (HU-CMH)

1. Use clear written, spoken and nonverbal messages when communicating with clients about mental health services and the counseling process.
2. Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.
3. Evaluate client motivation, strengths and weaknesses to develop a client treatment program.
4. Demonstrate knowledge of an operational mental health or counseling program that meets organizational goals.
5. Demonstrate the ethical and legal responsibilities of counseling and mental health services.
6. Choose appropriate counseling and therapy techniques to serve identified needs.

Early Childhood Development & Services Career Pathway (HU-EC)

1. Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
2. Communicate effectively with fellow staff members to facilitate child development activities.
3. Maintain working knowledge of child development licensing and certification organizations to keep abreast of current procedures and changes.
4. Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning.
5. Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards.
6. Adhere to ethical and legal responsibilities, laws and regulations to protect children and families.
7. Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.
8. Evaluate curriculum for inclusiveness of children with special needs.

Family & Community Services Career Pathway (HU-FAM)

1. Use formal and informal assessment practices to create and evaluate a prevention and/or treatment plan.
2. Identify community resources to provide family and community services.
3. Communicate effectively to gain support from the client's family and other support groups.
4. Comply with laws and procedures that govern abuse, neglect, confidentiality and other health and safety situations.
5. Evaluate crisis prevention, intervention and resolution techniques to formulate emergency plans.

Personal Care Services Career Pathway (HU-PC)

1. Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.
2. Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.
3. Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.
4. Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.
5. Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.
6. Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends.
7. Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.

Information Technology Career Cluster™ (IT)

1. Demonstrate effective professional communication skills and practices that enable positive customer relationships.
2. Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.
3. Demonstrate the use of cross-functional teams in achieving IT project goals.
4. Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.
5. Explain the implications of IT on business development.
6. Describe trends in emerging and evolving computer technologies and their influence on IT practices.
7. Perform standard computer backup and restore procedures to protect IT information.
8. Recognize and analyze potential IT security threats to develop and maintain security requirements.
9. Describe quality assurance practices and methods employed in producing and providing quality IT products and services.
10. Describe the use of computer forensics to prevent and solve information technology crimes and security breaches.
11. Demonstrate knowledge of the hardware components associated with information systems.
12. Compare key functions and applications of software and determine maintenance strategies for computer systems.

Information Support & Services Career Pathway (IT-SUP)

1. Provide technology support to maintain service.
2. Manage operating systems and software applications, including maintenance of upgrades, patches and service packs.
3. Apply appropriate troubleshooting techniques in resolving computer hardware, software and configuration problems.
4. Perform installation, configuration and maintenance of operating systems.
5. Demonstrate the use of networking concepts to develop a network.
6. Evaluate the effectiveness of an information system.
7. Employ system installation and maintenance skills to setup and maintain an information system.
8. Employ system administration and control skills to monitor the performance of an information system.
9. Employ technical writing and documentation skills in support of an information system.
10. Apply quality assurance processes to maximize information system operation.

Network Systems Career Pathway (IT-NET)

1. Analyze customer or organizational network system needs and requirements.
2. Analyze wired and wireless network systems to determine if they meet specifications (e.g., IEEE, power, security).
3. Design a network system using technologies, tools and standards.
4. Perform network system installation and configuration.
5. Perform network administration, monitoring and support to maintain a network system.

Programming & Software Development Career Pathway (IT-PRG)

1. Analyze customer software needs and requirements.
2. Demonstrate the use of industry standard strategies and project planning to meet customer specifications.
3. Analyze system and software requirements to ensure maximum operating efficiency.
4. Demonstrate the effective use of software development tools to develop software applications.
5. Apply an appropriate software development process to design a software application.
6. Program a computer application using the appropriate programming language.
7. Demonstrate software testing procedures to ensure quality products.
8. Perform quality assurance tasks as part of the software development cycle.
9. Perform software maintenance and customer support functions.
10. Design, create and maintain a database.

Web & Digital Communications Career Pathway (IT-WD)

1. Analyze customer requirements to design and develop a Web or digital communication product.
2. Apply the design and development process to produce user-focused Web and digital communications solutions.
3. Write product specifications that define the scope of work aligned to customer requirements.
4. Demonstrate the effective use of tools for digital communication production, development and project management.
5. Develop, administer and maintain Web applications.
6. Design, create and publish a digital communication product based on customer needs.
7. Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.
8. Implement quality assurance processes to deliver quality digital communication products and services.
9. Perform maintenance and customer support functions for digital communication products.
10. Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

Law, Public Safety, Corrections & Security Career Cluster™ (LW)

1. Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster™ and the role law, public safety, corrections and security play in society and the economy.
2. Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.
3. Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.
4. Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.
5. Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.
6. Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.

Correction Services Career Pathway (LW-EFM)

1. Evaluate the correctional environment for signs of potential problems and/or danger.
2. Demonstrate leadership roles, responsibilities and collaboration in correctional environments.
3. Analyze the impact of federal, state and local laws on correctional facilities.
4. Describe the various roles and impacts of forensics and computer forensics in the resolution of crime in the correctional environment.
5. Describe the legal, regulatory and organizational guidelines governing the correction services.
6. Compare and contrast different career fields in the correction services.
7. Demonstrate effective communication skills (e.g., writing, speaking, active listening and nonverbal communication) in the correctional environment.
8. Analyze the techniques used to manage crisis situations and resolve conflicts in correctional environments.
9. Demonstrate the protocols regarding the reduction or elimination of sexual harassment or abuse in the correctional environment.
10. Analyze situations that require the use of force, including deadly force, to determine when varying degrees of force should be utilized in correctional facilities.
11. Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments in the correction services environment.
12. Apply the ethical and legal responsibilities of correctional staff to various situations in the correction services environment.
13. Describe the knowledge and technical skills needed to carry out the day-to-day operations at a correctional facility.

Emergency & Fire Management Services Career Pathway (LW-COR)

1. Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) while utilizing communications equipment and platforms common to emergency and fire management services.
2. Manage an incident scene as the first responder using emergency response skills.
3. Utilize up-to-date technology equipment and applications to facilitate the management of emergency and fire management situations.
4. Demonstrate an understanding of the objectives and a commitment to the mission of emergency and fire management services.
5. Execute safety procedures and protocols associated with local, state and federal regulations.
6. Develop an organizational professional growth plan including the development of team building and leadership skills within the emergency and fire management environment.
7. Describe the legal, regulatory and organizational guidelines governing emergency and fire management services.
8. Compare and contrast the different career fields in fire and emergency management services.
9. Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents.
10. Demonstrate the use and various applications of the equipment commonly used in emergency and fire management services.
11. Implement an appropriate Incident Command System to effectively manage an incident scene.
12. Use common codes and icons to properly handle and transport potentially hazardous substances in fire and medical emergency scenes.
13. Implement public relations plans to enhance public awareness and safety in fire and emergency situations.
14. Describe the elements and issues involved in using the preparedness and response systems available to manage large-scale disasters.
15. Analyze the key functions and techniques of critical infrastructure protection in cases of terrorism and/or natural disasters.

Law Enforcement Services Career Pathway (LW-ENF)

1. Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.
2. Demonstrate proficiency in the operation of communication equipment used in an emergency telecommunications center.
3. Utilize anger and conflict management strategies to resolve problems in law enforcement settings.
4. Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.
5. Analyze the impact of federal, state and local laws on law enforcement procedures.
6. Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.
7. Manage crime and loss prevention programs in collaboration with the community.
8. Explain the appropriate techniques for managing crisis situations in order to maintain public safety.
9. Evaluate for the signs of domestic violence, child abuse and neglect.
10. Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.
11. Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.
12. Demonstrate the procedures to properly protect, document and process the crime scene and all related evidence.
13. Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.
14. Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.

Legal Services Career Pathway (LW-LEG)

1. Demonstrate effective communication skills (writing, speaking, listening and nonverbal communication) in the legal services environment.
2. Interpret nonverbal communication cues in order to discern facts from fabrication.
3. Produce written legal materials using writing strategies applicable to the legal services environment.
4. Apply information technology tools to perform daily tasks assigned to legal services professionals.
5. Analyze the role forensics plays in preventing and solving crimes.
6. Use legal terminology to communicate within the legal services community.
7. Compare and contrast different career fields in the legal services.
8. Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.
9. Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.

Security & Protective Services Career Pathway (LW-SEC)

1. Demonstrate effective communications skills (e.g., writing, speaking, listening and nonverbal communication) when communicating security-related directives, technical concepts and other information.
2. Utilize conflict resolution skills to resolve conflicts among individuals.
3. Compare and contrast the roles, responsibilities, tools and techniques of the criminal justice and security fields.
4. Describe the legal, regulatory and organizational guidelines governing the security and protective services.
5. Analyze the impact of federal, state and local laws on the security and protective services field.
6. Apply ethical and legal responsibilities of security and protective services personnel to various situations in the security and protective services field.
7. Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the security and protective services.
8. Compare and contrast the different career fields in the security and protective services.
9. Evaluate the application and relevance of crime prevention concepts and security assessments to security and protective services functions.
10. Explain the application of risk management principles to the protection of assets in various settings.
11. Describe the importance of utilizing good public relations techniques and building relationships in security and crisis situations.
12. Describe the role of security systems in an overall security strategy.
13. Explain the duties of security and protective services personnel in terrorism, homeland security and disaster preparedness.
14. Apply basic management principles for the effective supervision and management of a security force or an organization's security program.
15. Perform the roles and responsibilities of a security officer, including basic incident response.
16. Compare types and techniques of security approaches within the public and private sectors.
17. Demonstrate the concepts and techniques used to ensure the security of information-based and intangible assets.
18. Summarize the importance and roles of intelligence analysis in crime prevention and homeland security.

Manufacturing Career Cluster™ (MN)

1. Evaluate the nature and scope of the Manufacturing Career Cluster™ and the role of manufacturing in society and in the economy.
2. Analyze and summarize how manufacturing businesses improve performance.
3. Comply with federal, state and local regulations to ensure worker safety and health and environmental work practices.
4. Describe career opportunities and means to achieve those opportunities in each of the Manufacturing Career Pathways.
5. Describe government policies and industry standards that apply to manufacturing.
6. Demonstrate workplace knowledge and skills common to manufacturing.

Health, Safety, & Environmental Assurance Career Pathway (MN-HSE)

1. Demonstrate the safe use of manufacturing equipment.
2. Develop safety plans for production processes that meet health, safety and environmental standards.
3. Demonstrate a safety inspection process to assure a healthy and safe manufacturing environment.
4. Evaluate a system of health, safety and/or environmental programs, projects, policies or procedures to determine compliance.
5. Evaluate continuous improvement protocols and techniques in health, safety and/or environmental practices.
6. Conduct job safety and health analysis for manufacturing jobs, equipment and processes.
7. Develop the components of a training program based on environmental health and safety regulations.

Logistics & Inventory Control Career Pathway (MN-LOG)

1. Demonstrate positive customer service skills in regard to logistics and inventory control issues.
2. Demonstrate proper handling of products and materials in a manufacturing facility.
3. Develop a safety inspection process to assure a healthy and safe manufacturing facility.
4. Manage inventory using logistics and control processes and procedures.

Maintenance, Installation, & Repair Career Pathway (MN-MIR)

1. Demonstrate maintenance skills and proficient operation of equipment to maximize manufacturing performance.
2. Demonstrate the safe use of manufacturing equipment to ensure a safe and healthy environment.
3. Diagnose equipment problems and effectively repair manufacturing equipment.
4. Investigate and employ techniques to maximize manufacturing equipment performance.
5. Implement a preventative maintenance schedule to maintain manufacturing equipment, tools and workstations.
6. Implement an effective, predictive and preventive manufacturing equipment maintenance program.

Manufacturing Production Process Development Career Pathway (MN-PPD)

1. Produce quality products that meet manufacturing standards and exceed customer satisfaction.
2. Research, design and implement alternative manufacturing processes to manage production of new and/or improved products.
3. Monitor, promote and maintain a safe and productive workplace using techniques and solutions that ensure safe production of products.
4. Implement continuous improvement processes in order to maintain quality within manufacturing production.
5. Develop procedures to create products that meet customer needs.

Production Career Pathway (MN-PRO)

1. Diagnose production process problems and take corrective action to meet production quality standards.
2. Manage safe and healthy production working conditions and environmental risks.
3. Make continuous improvement recommendations based on results of production process audits and inspections.
4. Coordinate work teams when producing products to enhance production process and performance.
5. Demonstrate the safe use of manufacturing equipment.

Quality Assurance Career Pathway (MN-QA)

1. Evaluate production operations for product and process quality.
2. Recommend and implement continuous improvement in manufacturing processes.
3. Coordinate work teams to create a product that meets quality assurance standards.
4. Employ project management processes using data and tools to deliver quality, value-added products.
5. Perform safety inspections and training to ensure a safe and healthy workplace.
6. Implement continuous improvement processes to maintain quality products.
7. Identify inspection processes that ensure products meet quality specifications.

Marketing Career Cluster™ (MK)

1. Describe the impact of economics, economics systems and entrepreneurship on marketing.
2. Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
3. Plan, monitor, manage and maintain the use of financial resources for marketing activities.
4. Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
5. Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
6. Select, monitor and manage sales and distribution channels.
7. Determine and adjust prices to maximize return while maintaining customer perception of value.
8. Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
9. Communicate information about products, services, images and/or ideas to achieve a desired outcome.
10. Use marketing strategies and processes to determine and meet client needs and wants.

Marketing Communications Career Pathway (MK-COM)

1. Apply techniques and strategies to convey ideas and information through marketing communications.
2. Plan, manage and monitor day-to-day activities of marketing communications operations.
3. Access, evaluate and disseminate information to enhance marketing decision-making processes.
4. Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
5. Communicate information about products, services, images and/or ideas to achieve a desired outcome.

Marketing Management Career Pathway (MK-MGT)

1. Plan, organize and lead marketing staff to achieve business goals.
2. Plan, manage and monitor day-to-day marketing management operations.
3. Plan, manage and organize to meet the requirements of the marketing plan.
4. Access, evaluate and disseminate information to aid in making marketing management decisions.
5. Determine and adjust prices to maximize return and meet customers' perceptions of value.
6. Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
7. Communicate information about products, services, images and/or ideas.

Marketing Research Career Pathway (MK-RES)

1. Plan, organize and manage day-to-day marketing research activities.
2. Design and conduct research activities to facilitate marketing business decisions.
3. Use information systems and tools to make marketing research decisions.

Merchandising Career Pathway (MK-MER)

1. Plan, organize and lead merchandising staff to enhance selling and merchandising skills.
2. Plan, manage and monitor day-to-day merchandising activities.
3. Move, store, locate and/or transfer ownership of retail goods and services.
4. Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.
5. Determine and adjust prices to maximize return and meet customers' perceptions of value.
6. Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
7. Communicate information about retail products, services, images and/or ideas.
8. Create and manage merchandising activities that provide for client needs and wants.

Professional Sales Career Pathway (MK-SAL)

1. Access, evaluate and disseminate sales information
2. Apply sales techniques to meet client needs and wants.
3. Plan, organize and lead sales staff to enhance sales goals.

Science, Technology, Engineering & Mathematics Career Cluster™ (ST)

1. Apply engineering skills in a project that requires project management, process control and quality assurance.
2. Use technology to acquire, manipulate, analyze and report data.
3. Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
4. Understand the nature and scope of the Science, Technology, Engineering & Mathematics Career Cluster™ and the role of STEM in society and the economy.
5. Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
6. Demonstrate technical skills needed in a chosen STEM field.

Engineering & Technology Career Pathway (ST-ET)

1. Use STEM concepts and processes to solve problems involving design and/or production.
2. Display and communicate STEM information.
3. Apply processes and concepts for the use of technological tools in STEM.
4. Apply the elements of the design process.
5. Apply the knowledge learned in STEM to solve problems.
6. Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner.

Science & Mathematics Career Pathway (ST-SM)

1. Apply science and mathematics to provide results, answers and algorithms for engineering and technological activities.
2. Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
3. Analyze the impact that science and mathematics has on society.
4. Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

Transportation, Distribution & Logistics Career Cluster™ (TD)

1. Describe the nature and scope of the Transportation, Distribution & Logistics Career Cluster™ and the role of transportation, distribution and logistics in society and the economy.
2. Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution and logistics problems.
3. Describe the key operational activities required of successful transportation, distribution and logistics facilities.
4. Identify governmental policies and procedures for transportation, distribution and logistics facilities.
5. Describe transportation, distribution and logistics employee rights and responsibilities and employers' obligations concerning occupational safety and health.
6. Describe career opportunities and means to achieve those opportunities in each of the Transportation, Distribution & Logistics Career Pathways.

Facility & Mobile Equipment Maintenance Career Pathway (TD-MTN)

1. Develop preventative maintenance plans and systems to keep facility and mobile equipment inventory in operation.
2. Design ways to improve facility and equipment system performance.

Health, Safety, & Environmental Management Career Pathway (TD-HSE)

1. Describe the health, safety and environmental rules and regulations in transportation, distribution and logistics workplaces.
2. Develop solutions to improve performance of health, safety and environmental management services.

Logistics Planning & Management Services Career Pathway (TD-LOG)

1. Develop solutions to provide and manage logistics services for the company and customers.
2. Analyze and improve performance of logistics systems to provide logistics planning and management services.

Sales & Service Career Pathway (TD-SAL)

1. Analyze the ongoing performance of transportation, logistics and distribution-related sales and service operations.
2. Demonstrate the use of sales and ongoing service of products and services that are transportation related to promote development of existing and future clients and customers.

Transportation Operations Career Pathway (TD-OPS)

1. Develop and evaluate transportation plans to move people and/or goods to meet customer requirements.
2. Analyze performance of transportation operations in order to improve quality and service levels and increase efficiency.
3. Comply with policies, laws and regulations in order to maintain safety, security and health and mitigate the economic and environmental risk of transportation operations.

Transportation Systems / Infrastructure Planning, Management & Regulation Career Pathway (TD-SYS)

1. Develop plans to maintain and/or improve the transportation infrastructure.
2. Assess, plan and manage the implementation of transportation services.
3. Describe ways to improve the system utilization, flow, safety and environmental performance of transportation systems.

Warehousing & Distribution Center Operations Career Pathway (TD-WAR)

1. Demonstrate efficient and effective warehouse and distribution center operations.
2. Describe ways to improve the performance of warehouse and distribution operations.
3. Analyze compliance with company policies and government laws and regulations in warehouse and distribution operations.

The CCTC is being coordinated by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), which represents the state and territory heads of secondary, postsecondary and adult CTE across the nation.

www.careertech.org/career-technical-education/cctc/.



BUILDING BLOCKS FOR CHANGE:

What it Means to be Career Ready

The ever-changing demands of the global economy and the desire to remain competitive, coupled with mounting frustration over decades of lackluster academic performance, are converging to create an opportunity for change.

Once a powerhouse, the United States now trails many nations in achievement and attainment in secondary and postsecondary learning. And, increasingly, there is evidence of a mismatch between employer needs and the knowledge and skills of the current and future workforce, on display in employment figures and reports from business and industry leaders.

Policymakers and the public alike are embracing “college and career readiness” as the solution, but what does it mean? Much of the policy debate focuses on college entrance and completion, without remediation, as a solution. However, college readiness is only part of the answer. What is needed is a more comprehensive strategy that bridges the gap between education and workforce preparation.

What is needed is a more comprehensive strategy that bridges the gap between education and workforce preparation.

To find that solution, the Career Readiness Partner Council was formed in 2012. The Council unites leaders from national education and workforce organizations with the goal of bringing clarity and focus to what it means to be career ready. This document highlights the outcome of the collaborative efforts of the Council to help inform policy and practice in states and communities.



Career Readiness Partner Council

Achieve
Alliance for Excellent Education
American Association of Community Colleges
American School Counselor Association
America's Promise Alliance
ASCD
Asia Society
Association for Career and Technical Education
Business-Higher Education Forum

ConnectEd: The California Center for College and Career
Corporate Voices for Working Families
Council of Chief State School Officers
The Eli and Edythe Broad Foundation
Ford Motor Company Fund
Gallup
James B. Hunt, Jr. Institute for Educational Leadership and Policy
The Manufacturing Institute
National Academy Foundation

National Association of State Boards of Education
National Association of State Directors of Career Technical Education Consortium
National Council of La Raza
National Education Association
National Governors Association
National League of Cities
National Youth Employment Coalition
Skills for America's Future, The Aspen Institute
Smarter Balanced Assessment Consortium

Defining What it Means to be Career Ready

There is an often-confusing mix of definitions, frameworks, policies and implementation strategies for career readiness. Some viewpoints center around learning skills for a specific entry-level job, while others define career readiness as a broader understanding of workplace skills. Still other definitions focus on knowledge and skills for a particular industry sector such as health sciences or marketing. Career readiness is a convergence of all of these definitions.



A career-ready person effectively navigates pathways that connect education and employment to achieve a fulfilling, financially-secure and successful career. A career is more than just a job. Career readiness has no defined endpoint. To be career ready in our ever-changing global economy requires adaptability and a commitment to lifelong learning, along with mastery of key knowledge, skills and dispositions that vary from one career to another and change over time as a person progresses along a developmental continuum. Knowledge, skills and dispositions that are inter-dependent and mutually reinforcing. These include:

Academic and Technical Knowledge and Skills

A career-ready person is proficient in the core academic subjects, as well as in technical topics. This foundational knowledge base includes competence in a broad range of academic subjects grounded in rigorous internationally-benchmarked state standards—such as the Common Core State Standards for English language arts and mathematics. It also includes a level of technical-skill proficiency aligned to a chosen career field and pathway, and the ability to apply both academic and technical learning in the context of a career. Many careers also require deeper learning and mastery in specific academic or technical subjects.

Employability Knowledge, Skills and Dispositions

A career-ready person has a good understanding of their interests, talents and weaknesses and a solid grasp of the skills and dispositions necessary for engaging in today's fast-paced, global economy. These include, but are not limited to:

- Goal setting and planning;
- Managing transitions from school to work and back again, and from one occupation along a career pathway to another;
- Clear and effective communication skills;
- Critical thinking and problem solving;
- Working productively in teams and independently;
- Effective use of technology; and
- Ethical decision-making and social responsibility.

These academic and employability knowledge, skills and dispositions are acquired in a range of secondary, postsecondary and workplace settings, and help to address an increasing reality: Today, most career pathways require some form of postsecondary education, whether it's an entry-level job, a management position for a mid-career professional or perhaps even a shift from practicing a profession to teaching others. A particular job might require a certificate, a two-year degree, a four-year degree, a doctorate or even a handful of courses to hone in on a particular piece of knowledge or a skill. Indeed, the "college and career" tagline that has become part of the education reform rhetoric encompasses all of these postsecondary options. Career readiness also incorporates engaging workplace experiences that allow a person to apply academic and technical learning to real-world projects and problems alongside professionals. This starts with career awareness and exploration and includes job shadowing, internships, apprenticeships and service learning.

Building a Comprehensive System That Supports Career Readiness

Career readiness also requires a comprehensive system of supports that deliver learning when it is needed, where it is needed, how it is needed and by a cadre of experts that includes teachers and career professionals. It includes both classroom and workplace experiences, high-quality standards and instructional materials to support learning, a portfolio of assessments that gauge progress using multiple measures along a continuum from being not at all career ready to fully career ready, and finally a policy and funding structure that is aligned across K-12, higher education and business and industry sectors.

No one group or individual can realize change of this magnitude; however, uniting around a common goal is a powerful catalyst for change. Working together there are strategies to ensure our nation's prosperity and the success of future generations:

Policymakers. Align policy and funding infrastructures that break down long-standing silos between secondary, postsecondary and workforce systems and provide the full spectrum of supports needed to ensure seamless transitions from high school to college and beyond. One step to accomplish this is to clearly define what it means to be career ready in policy and to adopt a set of metrics to measure career readiness that will help to strategically align funding and programs.

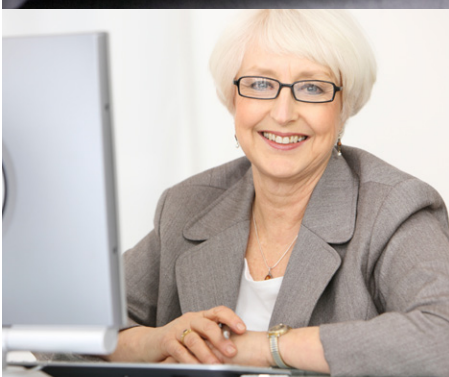
High school teachers, leaders and counselors. Engage with business and industry and higher education leaders and faculty to better understand what is expected of high school students and to develop joint goals for college and career readiness. Also, actively engage parents and students in developing long-term goals and strategies around college and career aspirations.

Business and industry. Actively partner with secondary and postsecondary stakeholders to develop shared goals. Also, share expertise and provide engaging opportunities for students and educators to experience hands-on, work-based learning.

Higher education. Engage with secondary educators and business and industry to develop common goals that seek to align systems. Ensure career-readiness knowledge, skills and dispositions are fully integrated into curriculum and instruction, and help students chart a course for career success beyond college.

Parents and students. Expand the goal of "college bound" to include career goals. For students in particular, take responsibility for charting a course that aligns with personal interests and talents. For parents, strive to provide support and guidance in helping students meet education and career goals.

Community. For social service professionals, after school providers, healthcare practitioners, religious leaders and other community leaders, engage with K-12, higher education and business and industry to create common goals that align with the values, beliefs and economic needs of the community. Support the shared goals by aligning community resources and programming.



A Call to Action

For too many years, high school graduates throughout the United States faced a fork in the road. One path led to a four-year college, the other to an entry-level job. Some students chose for themselves, while others were tracked based on aptitude and, all too often, on race and income. In today's 21st century global economy, the choices are much more complex and interconnected, and the fork in the road has been replaced by numerous paths, all of which require a rigorous and rich high school experience that prepares all students—not just some—for college and a career.



The attempt of the Career Readiness Partner Council to bridge diverse viewpoints and develop a joint statement about what it means to be career ready is an important step in leveraging current efforts to transform education and workforce development. But much more is needed.

We hope this definition spurs conversation and action in communities across the nation. The inextricable link between education and the economy has never been more apparent; the urgency for change unparalleled. We have a window of opportunity for bold change, and the future of our nation, and each and every citizen depends on it.

Please visit us at CareerReadyNow.org to learn more about the Career Readiness Partner Council.



**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: November 2, 2012

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the November 2, 2012 State Board of Education teleconference meeting

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

**STATE BOARD OF EDUCATION
BUSINESS MEETING AGENDA**
 Uinta CSD #1 Board Room
 537 Tenth Street, 2nd Floor
 Evanston, Wyoming

November 2, 2012

	BOARD MEETING	Tab	Action/Info	
1.	Convene as State Board of Vocational Education – Joe Reichardt (Please see separate agenda)	Tab G-J		8:00 a.m.
2.	Adjourn as State Board of Vocational Education – Joe Reichardt			
3.	Call to Order – Joe Reichardt Roll Call			9:00 a.m.
4.	Approval of Agenda – Joe Reichardt	Tab K	Action	
5.	Approval of Minutes – Joe Reichardt Approval of Minutes from October 9, 2012	Tab L	Action	
6.	Approval of Treasurer’s Report – Pete Gosar Approval of Treasurer’s Report Ending September 30, 2012	Tab M	Action	
7.	End of Course Report- Paige Fenton Hughes	Tab N	Action	9:30 a.m.
	Break			10:30 a.m.
8.	SBE Legislative Agenda- Ron Micheli		Action	10:45 a.m.
9.	Nominating Committee Appointment- Joe Reichardt	Tab O	Action	11:00 a.m.
10.	District Certified Personnel Evaluation Systems- Carol Illian	Tab P	Action	11:15 a.m.
11.	Wyoming Fine and Performing Arts Content and Performance Standards- Dr. Jim Verley	Tab Q	Action	11:30 a.m.
	Lunch			12:00 p.m.
12.	Chapter 31 Guidance to Districts- Julie Magee	Tab R	Action	12:30 p.m.
13.	Board Updates, Public Comment • Advisory Committee- Sue Belish	Tab S	Information	1:00 p.m.
	ADJOURNMENT			1:30 p.m.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: November 2, 2012

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the October 9, 2012 State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Minutes of October 9, 2012

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
October 9, 2012
Teleconference

Wyoming State Board of Education members present: Joe Reichardt, Ron Micheli, Scotty Ratliff, Belenda Willson, Hugh Hageman, Kathy Coon, Cindy Hill, Sue Belish, Matt Garland, Dana Mann-Tavegia and Walt Wilcox

Wyoming State Board of Education members absent: Pete Gosar

Also present: Chelsie Bailey, WDE; Sam Shumway, WDE; Ruth Sommers, LSO; Shelly Andrews, WDE; Rebecca Glasgow, WDE; Bill Pannell, WDE; Deb Lindsey, WDE; Paige Fenton-Hughes, SBE; and Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Joe Reichardt called the meeting to order at 3:00 p.m.

Chelsie Bailey conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Sue Belish moved to approve the agenda, seconded by Walt Wilcox; the motion carried.

APPROVAL OF MINUTES

Minutes from the September 27, 2012 State Board of Education meeting were presented for approval.

Sue Belish moved to amend the minutes in section Wyoming Fine and Performing Arts Content and Performance Standards paragraph two to read:

Sue Belish noted that she liked the idea of writing separate benchmarks for the four areas of fine arts including dance and theater. She is interested in knowing if the Fine Arts committee is suggesting that all Wyoming students meet all four areas of fine arts or that districts have a choice in selecting which fine arts programs to include. She also wondered if there were any certification issues for people who are hired to teach dance and theater.

Dana Mann-Tavegia seconded; the motion carried

Dana Mann-Tavegia moved that the amended minutes be approved, seconded by Walt Wilcox; the motion carried

IMPLEMENTATION OF THE STATEWIDE EDUCATION ACCOUNTABILITY SYSTEM

Michael Beck, a hired contractor for the SBE, outlined the process of work that took place by the Professional Judgment Panel (PJP) on October 2-4, 2012. There were a total of 24 members of the PJP that participated throughout the whole meeting.

Michael Beck reviewed the preliminary report on the Result of the State Professional Judgment Panel Meetings and Recommendations on the State School Accountability Program.

Dana Mann-Tavegia, Walt Wilcox and Kathy Coon all felt the work of the PJP was intentional and felt confident about the process and recommendations.

Scotty Ratliff moved to submit Dr. Beck's report on the implementation of the phase I Statewide Accountability System to the Legislative Service Office in fulfillment of the State Board's duties under WAEA, Section 5 (a) and (b), seconded by Sue Belish; the motion carried.

MULTI-TIERED SYSTEM OF SUPPORT

Bill Pannell, from the WDE, presented the Board with the revised Multi-tiered System of Support. Bill Pannell suggested to the Board to revise the "Effective Practices" section to make these frameworks as optional examples and not required.

Sue Belish asked if it has been determined how much the system would cost to make it large scale and if the Department had looked at any other states that are doing this, such as Massachusetts. Also, the one part of legislation that is not reflected in the report is the report out from Superintendent Hill to the Board on how things have gone with assistance given to districts and the measure of success. Sue offered to discuss these questions further with Bill Pannell at a later time.

Sue Belish moved to acknowledge receipt of the Wyoming Department of Education's report on a multi-tiered system of support, interventions, and consequences to be submitted to the Legislative Service Office with a recommendation for continued study in collaboration with the ad hoc committee of the Advisory Committee to the Select Committee on Statewide Education Accountability. Seconded by Dana Mann-Tavegia; the motion carried.

REPLACEMENT FOR THE ADVISORY COMMITTEE

Cindy Hill presented the Board with four possible candidates for the replacement of Molly Kinsey on the Advisory Committee as an elementary teacher representative.

Dana Mann- Tavegia moved to name Craig Williams to the Advisory Committee of the Select Committee on Statewide Education Accountability, seconded by Kathy Coon. A roll call vote was taken:

Joe Reichardt- Yes
Ron Micheli- No
Matt Garland-Yes
Sue Belish- Yes
Kathy Coon-Yes
Belenda Willson- No
Hugh Hageman- No
Dana Mann- Tavegia- Yes
Cindy Hill- No

The motion did not carry.

Cindy Hill moved to name Heidi Hunt to the Advisory Committee of the Select Committee on Statewide Education Accountability, seconded by Ron Micheli. A roll call vote was taken:

Joe Reichardt- No
Ron Micheli- Yes
Matt Garland-No
Sue Belish- No
Kathy Coon-No
Belenda Willson- Yes
Hugh Hageman- Yes
Dana Mann-Tavegia- No
Cindy Hill- Yes

The motion did not carry.

Cindy Hill moved to name Tess Hopkin Egger to the Advisory Committee of the Select Committee on Statewide Education Accountability, seconded by Hugh Hageman. A roll call vote was taken:

Joe Reichardt- Yes
Ron Micheli- Yes
Matt Garland-Yes
Sue Belish- Yes
Kathy Coon-No
Belenda Willson- Yes
Hugh Hageman- Yes
Dana Mann- Tavegia- No
Cindy Hill- Yes

The motion carried.

NOVEMBER MEETING

The Board discussed the need to move the November meeting from November 13-14, 2012 to November 1-2, 2012

Cindy Hill moved to change the date of the Evanston, Wyoming State Board of Education meeting from November 13-14, 2012 to November 1-2, 2012, seconded by Kathy Coon; Dana Mann-Tavegia opposed; the motion carried.

Dana Mann-Tavegia, Belenda Willson and Matt Garland will not be able to attend the meeting on November 1-2, 2012.

Chairman of the Board, Joe Reichardt, called for motion to adjourn the meeting. Cindy Hill moved, seconded by Sue Belish; the motion carried.

The State Board of Education meeting adjourned at 4:43 p.m.

The next Board meeting is scheduled for November 1-2, 2012 in Evanston, Wyoming

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: November 2, 2012

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget for the period ending October 22, 2012 shows a balance of \$178,731.80

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary from July 1, 2012 through October 22, 2012

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Budget
7/1/2012 thru 22 Oct 2012

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE
Personal Services (100 series)				
Salaries (0104)	0.00	0.00	0.00	0.00
Employer Paid Benefits (0105)	0.00	0.00	0.00	0.00
Supportive Services (200 series)				
Teleconference (0203.07)	1,500.00	1,110.12	0.00	389.88
Communications (0204.06)	7,625.00	129.78	0.00	7,495.22
Professional Development & Training (0207)	34,258.00	492.00	0.00	33,766.00
Advertising (0208)	2,000.00	0.00	0.00	2,000.00
State Board, In-State Travel Reimbursement (0221)	51,127.00	5,846.21	0.00	45,280.79
State Board, Out-of-State Travel Reimbursement (0222)	28,474.00	1,760.90	0.00	26,713.10
Supplies - Safety-Security-Law Enforcement (0230.24)	20.00	20.00	0.00	0.00
Supplies - Office, Printing, Reproduction & Stationery (0231.00)	1,411.00	1,271.46	0.00	139.54
Supplies - Education & Recreational (0236)	672.00	0.00	0.00	672.00
Intangible Assets (0240)	300.00	261.61	0.00	38.39
Office, Institutional & Household Equipment & Furnishings (0241)	200.00	179.00	0.00	21.00
Data Processing & Other Computer Equipment (0242)	5,000.00	263.55	0.00	4,736.45
Education, Recreational & Technical Equipment (0246)	0.00	0.00	0.00	0.00
Conference Room Rental (0251.04)	500.00	240.00	0.00	260.00
Awards, Prizes (0257.01 Monetary/Taxable) (0257.02 Non Monetary/Not Taxable)	0.00	0.00	0.00	0.00
Awards, Prizes (0271.0)	2,384.00	0.00	0.00	2,384.00
Data Processing Charges (0400 series)				
A&I Telecommunications (0420)	1,003.00	867.57	0.00	135.43
Professional Services (0900 series)				
Contract Services (0901)	63,571.00	1,180.00	7,691.00	54,700.00
TOTAL	200,045.00	13,622.20	7,691.00	178,731.80

From: "Chad Buckendahl" <Chad.Buckendahl@alpinetesting.com>
Date: Oct 25, 2012 3:19 PM
Subject: Wyoming SBE overview
To: "Paige Fenton Hughes (paige.fentonhughes@gmail.com)" <paige.fentonhughes@gmail.com>
Cc: "Myisha Stokes" <Myisha.Stokes@alpinetesting.com>

Hi Paige,

Here's a draft overview that you can share with the SBE in advance of next week's call:

The foundation of the ongoing Wyoming End of Course (EOC) feasibility study was based on a series of questions that guided the inquiry. Specifically, how should assessment scores be interpreted and used, at what level of responsibility should assessments be administered, and what configuration of assessments are needed to most efficiently and effectively respond to the range of intended uses?

To respond to these questions, the contractors for this project implemented a design that collected input from multiple sources including representatives of Wyoming stakeholder groups, professional literature, and national trends. The Wyoming stakeholder group included representatives of educator, administrator, and policymaking bodies participating in two focus groups in Cheyenne and Casper, respectively. The purpose of these meetings was to solicit input on legacy, current, and proposed assessment system designs relative to prioritized, intended uses. Summary reports from these meetings were shared with participants who then solicited additional input from colleagues and provided feedback to the contractors to be able to revise the report and inform solutions. This information was then incorporated in the context of other available evidence to produce the findings and suggested options for Wyoming to consider.

The general findings yielded feedback on strengths and weaknesses of legacy and current assessment systems. A consideration of options for future EOC systems was influenced by attempts to retain perceived strengths of current systems. In any change process, an ability to secure buy-in from the field is important for credibility of any future system. The options proposed for consideration represent a combination of assessment strategies, some of which are developed through a centralized system and some that are guided, but not fully developed and maintained through a centralized system. The options are intended to suggest greater efficiency, but include differing levels of commonality. A primary assumption of any of the proposed system is the support system needed for sustainability. We will also discuss characteristics of technology infrastructure, personnel, technical support, professional development, and external review that would be part of a successful transition to an EOC system.

Let me know if this is what you need or if there's additional things that you would like to see in an overview for the Board. Again, sorry for the delay.

Thanks,
Chad

Chad W. Buckendahl, Ph.D.

Senior Psychometrician

Director of Education, Licensure &

Professional Certification Services

Alpine Testing Solutions, Inc.

2467 Cordoba Bluff Ct.

Las Vegas, NV 89135

Office Phone/Fax: [\(702\) 586-7386](tel:(702)586-7386)

E-mail: chad.buckendahl@alpinetesting.com

www.alpinetesting.com

This message is the property of Alpine Testing Solutions and may contain information that is confidential, sensitive or privileged. If you have received this message in error or are not the named recipient, please delete the message and notify the sender immediately.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: November 2, 2012

ISSUE: Nominating Committee

BACKGROUND: In accordance with Wyoming Statute §21-2-301, a meeting shall be held in the first quarter of the calendar year at which a chairman will be elected.

SUGGESTED MOTION/RECOMMENDATION: It is recommended that the Wyoming State Board of Education select a nominating committee to offer nominations during the January 9, 2013 meeting for a board chairman.

SUPPORTING INFORMATION ATTACHED:

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

CERTIFIED PERSONNEL EVALUATION SYSTEMS (CPES)

Districts' Approval Status

October 24, 2012

District	Core Teachers & Principals	Other Certified Personnel	CPES Complete	SBE Approved
Albany CSD #1	WDE Approved	Conditional		
Big Horn CSD #1	WDE Approved	Conditional		
Big Horn CSD #2	WDE Approved	WDE Approved	Yes	9/27/12
Big Horn CSD #3	WDE Approved	WDE Approved	Yes	
Big Horn CSD #4	WDE Approved	WDE Approved	Yes	9/27/12
Campbell CSD #1	WDE Approved	WDE Approved	Yes	9/27/12
Carbon CSD #1	WDE Approved	WDE Approved	Yes	
Carbon CSD #2	WDE Approved	WDE Approved	Yes	
Converse CSD #1	WDE Approved	WDE Approved	Yes	9/27/12
Converse CSD #2	WDE Approved	WDE Approved	Yes	9/27/12
Crook CSD #1	WDE Approved	Conditional		
Fremont CSD #1	WDE Approved	WDE Approved	Yes	9/27/12
Fremont CSD #2	WDE Approved	WDE Approved	Yes	9/27/12
Fremont CSD #6	WDE Approved	WDE Approved	Yes	
Fremont CSD #14	WDE Approved	WDE Approved	Yes	9/27/12
Fremont CSD #21	WDE Approved	WDE Approved	Yes	9/27/12
Fremont CSD #24	WDE Approved	WDE Approved	Yes	
Fremont CSD #25	WDE Approved	Conditional		
Fremont CSD #38	WDE Approved	Not Submitted		
Goshen CSD #1	WDE Approved	WDE Approved	Yes	9/27/12
Hot Springs CSD #1	WDE Approved	WDE Approved	Yes	9/27/12
Johnson CSD #1	WDE Approved	WDE Approved	Yes	9/27/12
Laramie CSD #1	WDE Approved	WDE Approved	Yes	9/27/12
Laramie CSD #2	WDE Approved	Conditional		
Lincoln CSD #1	WDE Approved	WDE Approved	Yes	9/27/12
Lincoln CSD #2	WDE Approved	Conditional		
Natrona CSD #1	WDE Approved	WDE Approved	Yes	9/27/12
Niobrara CSD #1	WDE Approved	WDE Approved	Yes	9/27/12
Park CSD #1	WDE Approved	WDE Approved	Yes	9/27/12
Park CSD #6	WDE Approved	WDE Approved	Yes	9/27/12
Park CSD #16	WDE Approved	WDE Approved	Yes	9/27/12
Platte CSD #1	WDE Approved	WDE Approved	Yes	9/27/12

Platte CSD #2	WDE Approved	WDE Approved	Yes	9/27/12
Sheridan CSD #1	WDE Approved	WDE Approved	Yes	
Sheridan CSD #2	WDE Approved	WDE Approved	Yes	9/27/12
Sheridan CSD #3	WDE Approved	WDE Approved	Yes	9/27/12
Sublette CSD #1	WDE Approved	WDE Approved	Yes	9/27/12
Sublette CSD #9	WDE Approved	WDE Approved	Yes	9/27/12
Sweetwater CSD #1	WDE Approved	WDE Approved	Yes	9/27/12
Sweetwater CSD #2	WDE Approved	WDE Approved	Yes	9/27/12
Teton CSD #1	WDE Approved	WDE Approved	Yes	9/27/12
Uinta CSD #1	WDE Approved	WDE Approved	Yes	9/27/12
Uinta CSD #4	WDE Approved	WDE Approved	Yes	9/27/12
Uinta CSD #6	WDE Approved	WDE Approved	Yes	9/27/12
Washakie CSD #1	WDE Approved	WDE Approved	Yes	9/27/12
Washakie CSD #2	WDE Approved	Conditional		
Weston CSD #1	WDE Approved	WDE Approved	Yes	
Weston CSD #7	WDE Approved	Conditional		
Snowy Range Academy	WDE Approved	WDE Approved	Yes	9/27/12

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: November 2, 2012

ISSUE: Approval of Wyoming School Districts' Certified Personnel Evaluation Systems

BACKGROUND:

- Adjusted Chapter 29 Rules for Certified Personnel Evaluation Systems were approved in November 2010.
- State statute requires the State Board of Education to approve districts' certified personnel evaluation systems.
- Chapter 29 aligned district evaluation systems for core teachers and principals were to be approved and implemented during the 2011-2012 school year.
- Chapter 29 aligned district evaluation systems for all other certified personnel were to be approved and implemented during the 2012-2013 school year.
- The State Board of Education approved the Certified Personnel Evaluation Systems of thirty-two (32) districts and one (1) school at its meeting on September 27, 2012

SUGGESTED MOTION(s)/RECOMMENDATION(s):

It is recommended that the State Board of Education approve the Certified Personnel Evaluation Systems for Big Horn CSD #3, Carbon CSD #1, Carbon CSD #2, Fremont CSD #6, Fremont CSD #24, Sheridan CSD #1, and Weston CSD #1.

SUPPORTING INFORMATION ATTACHED:

Certified Personnel Evaluation Systems Approval Narrative
Certified Personnel Evaluation Systems Approval Status Chart

PREPARED BY: *Carol Illian*

Carol Illian, Supervisor of Teacher/Leader Quality

APPROVED BY: _____

John Masters
State Board of Education Liaison

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

COMMENTS:

CERTIFIED PERSONNEL EVALUATION SYSTEMS
Approval by State Board of Education

November 2, 2012

Following approval of Chapter 29 Rules and Regulations for Evaluation of Certified Personnel in November 2010, all Wyoming school districts were asked to have approvable evaluation systems aligned with the Rules in place by the beginning of the 2011-2012 school year. That deadline was extended to the fall of the 2012-2013 school year following districts' requests supported by legitimate concerns for ensuring the adoption/development of quality systems.

The Wyoming Department of Education (WDE) reviews all submitted systems to ensure that all Chapter 29 requirements are included in the districts' systems. When not all requirements are included, the districts are asked to make the necessary adjustments; they have made adjustments, and some are still working on adjustments and/or completing development of their certified personnel evaluation systems for those "other" certified personnel.

The attached chart identifies the seven (7) districts whose complete systems have been approved by WDE since the State Board of Education approved thirty-two (32) districts' and one (1) charter school's systems on September 27, 2012. Eight (8) districts continue to work on their systems for "other certified personnel", and one (1) district has not submitted its system for the "other certified personnel".

State statute requires the State Board of Education to approve districts' certified personnel evaluation systems. WDE is recommending that the Board approve the certified personnel evaluation systems for the additional seven (7) districts that it has approved.

*Compiled and submitted by
Carol Illian
Supervisor, Teacher/Leader Quality
Wyoming Department of Education*

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: November 2, 2012

ISSUE: Wyoming Fine and Performing Arts Content and Performance Standards

BACKGROUND:

SUGGESTED MOTION(s)/RECOMMENDATION(s):

Proposed motion for revised Fine and Performing Arts Standards:

I move to adopt the 2012 Wyoming Content and Performance Standards for Fine and Performing Arts.

Proposed motion for the inclusion of the Advisory Companion to the Wyoming Content and Performance Standards:

I move to include the Advisory Companion document in the Wyoming Content and Performance Standards.

SUPPORTING INFORMATION ATTACHED:

- **Preamble to Fine and Performing Arts Content and Performance Standards**
- **Proposed Advisory Companion to the Wyoming Content and Performance Standards**

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

Advisory Companion to the Wyoming Content and Performance Standards

Wyoming Department of Education
2300 Capitol Ave.
Cheyenne, WY 82002

This best practice document has been drafted as a companion to the Wyoming Content and Performance Standards. This is an advisory companion document only and is not part of the standards.

The tragic incidents of bullying and teen suicide that have occurred around the nation in the past decade have caused serious reflection. We are reminded of the known and established link between student developmental assets, character qualities, and positive behaviors in the classroom and at home.

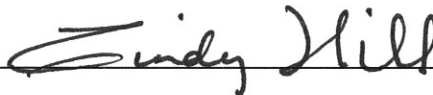
Therefore, an invitation is warmly extended to Wyoming teachers to include the following positive basic student character traits into the work of teaching the Wyoming Content and Performance Standards.

These sixteen baseline student character traits* are:

1. **Respect**
2. **Compassion**
3. **Perseverance**
4. **Honesty**
5. **Self-Discipline**
6. **Service**
7. **Responsibility**
8. **Courage**
9. **Trust**
10. **Gratitude**
11. **Citizenship**
12. **Patience**
13. **Integrity**
14. **Cooperation**
15. **Goal Setting**
16. **Wisdom**

Your cooperation in this matter is critical for the overall health of Wyoming schools. Thank you for your efforts.

Cindy Hill, State Superintendent



*Ten Badges of Character, The 40 Developmental Assets of Adolescents, and the sites:

<http://education.jhu.edu/PD/newhorizons/Transforming%20Education/Articles/Award%20Winning%20District%20Reaches%20All%20of%20Its%20Kids/>,
<http://characterhealth.com/matters/charactermatters.html>, <http://charactercounts.org/overview/about.html>, <http://www.goodcharacter.com/HStoics.html>,
and <http://charactered.net/main/traits.asp>.

Preamble to Wyoming Fine and Performing Arts Standards

With the advent of the revised Wyoming Fine and Performing Arts Standards, there is a need for clarification on the implementation expectations for the standards and attendant assessments. While the standards reflect the desire for all Wyoming students to receive a uniform and consistent art education prepared for success in and out of the classroom, *they do not presume that the revised standards in the four disciplines will be implemented at every grade level.*

Each discipline, Dance, Music, Theatre and Visual Arts, has developed their own benchmarks, while recognizing foundational skills and knowledge through common standards. The Content and Performance Standards are organized by grade bands to provide specific guidance about *what students need to know and be able to do at the end of 4th, 8th and 11th grades.*

Splitting the disciplines into the new benchmarks supports the work of teachers and principals regarding what a quality program may look like in their buildings. The proposed benchmarks will guide teachers to understanding the critical components of arts instruction that will support the growth of students' knowledge, skill, and interest in a particular arts discipline; however, the committee recognizes that districts may not offer *all disciplines* associated with the arts. Therefore, it is the intent that the standards for each discipline be applied *only for the Fine and Performing Arts courses offered within a district.*

They do not dictate curriculum or teaching methods. Teachers ensure students achieve standards by using a variety of instructional strategies based on their students needs. Fostering students' creativity is the foundation of the Wyoming State Fine and Performing Content and Performance Standards.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: November 2, 2012

ISSUE: Chapter 31 Guidance to Districts

BACKGROUND:

SUGGESTED MOTION(s)/RECOMMENDATION(s):

1. I move to remove Section 8: Uniform Student Content and Performance Standards from Chapter 31 and rename them in their own chapter: Chapter 10: Wyoming Content and Performance Standards.
2. I move to include language regarding the date of effectiveness for newly adopted standards.
3. I move to rename Chapter 31 to from “Wyoming Graduation Requirements and Content and Performance Standards” to “Wyoming Graduation Requirements”.
4. I move to rename Section 10 of the Chapter 31 Rules from “Evidence” to “District Assessment System”.
5. I move to include language specifying Section 10 applies to grades nine (9) through twelve (12).

SUPPORTING INFORMATION ATTACHED:

- **Draft Chapter 10**
- **Draft chapter 31**
- **Chapter 31 Statement of Reasons**
- **Chapter 31 Rules Draft Governor's Memo**

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

APPROVED BY: _____
John Masters
State Board of Education Liaison

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

COMMENTS:

Wyoming Department of Education

Chapter 10

Wyoming Content and Performance Standards

Section 1. Authority.

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002)[W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. Applicability.

(a) These rules and regulations pertain to the uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b).

Section 3. Promulgation, Amendment, or Repeal of Rules.

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115).

Section 4. Definitions.

(a) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(b) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(c) Content and Performance Standards. Standards which include the K-12 content standards, benchmark standards at grades 4, 8, and 11 for science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, and benchmark standards at grades kindergarten through grade 8 and grade 11 for language arts and mathematics, and the performance standards level descriptors established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)]

Section 5. Wyoming Statutes.

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. Wyoming State Board of Education Policies and Regulations.

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 87. Uniform Student Content and Performance Standards.

(a) Uniform student content and performance standards, including standards for graduation, are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:

(i) Wyoming Language Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Language Arts Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2014-2015 school year.

(ii) Wyoming Mathematics Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Mathematics Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2014-2015 school year.

(iii) Wyoming Science Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, and amended on November 19, 2008;

(iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003 and amended on November 19, 2008;

(v) Wyoming Health Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Health Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2014-2015 school year.

(vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, and amended on November 19, 2008;

(vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, and amended on November 2, 2012;

(A) Wyoming Foreign Language Content and Performance Standards amended on November 2, 2012 shall be fully implemented on or before the first day of the 2015-2016 school year.

(viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, and amended on November 19, 2008;

(ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, and amended on November 2, 2012.

(A) Wyoming Fine and Performing Arts Content and Performance Standards amended on November 2, 2012 shall be fully implemented on or before the first day of the 2015-2016 school year.

(b) The above-referenced content and performance standards are available at the Wyoming Department of Education website at edu.wyoming.gov, or are available at cost from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming, 82002.

(c) The above-referenced content and performance standards dated November 19, 2008, ~~and~~ September 23, 2011, and November 2, 2012 are the most current editions.

(d) The above-referenced content and performance standards do not include any amendments to or editions of the standards since the effective date of this rule.

Wyoming Department of Education

Chapter 31

Wyoming Graduation Requirements ~~and Content and Performance Standards~~

Section 1. **Authority.**

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002) [W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. **Applicability.**

(a) These rules and regulations pertain to the requirements for graduation from any public high school within any school district of this state. It is the intention of the state board of education to prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b) and to establish requirements for earning a high school diploma with which public schools (K-12) must comply.

Section 3. **Promulgation, Amendment, or Repeal of Rules.**

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115)

Section 4. **Definitions.**

(a) Advanced Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a) (iii) and W.S. 21-9-101 (b)]

(b) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(c) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(d) Compensatory Approach. A compensatory approach for combining information allows higher scores on some measures (or standards) to offset (i.e., compensate for) lower scores on other measures. The most common example of the compensatory approach is the simple average. Within a single common core content area, students can use higher performance on a particular standard, for example, to offset lesser performance on another standard and still be considered proficient in that content area (e.g., mathematics).

(e) Conjunctive Approach. A conjunctive approach requires that scores on all measures used must be above the criterion point (cut score) for the student to have met the overall standard. Students must be above the cut score in all common core content areas to meet the graduation requirement.

~~(f) Content and Performance Standards. Standards which include the K-12 content standards, benchmark standards at grades 4, 8, and 11 for science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, and benchmark standards at grades kindergarten through grade 8 and grade 11 for language arts and mathematics, and the performance standards level descriptors established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)]~~

(gf) Proficient Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii) and W.S. 21-9-101 (b)]

(hg) School Years of English/Mathematics/Science/and Social Studies. With reference to Chapter 31, “school years” is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil-teacher contact days in the district calendar as approved by the State Board of Education. This instructional time is usually between 125 and 150 hours in a calendar school year.

(ih) Standards for Graduation. The K-12 content standards contained in the uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. They define what students are expected to know and be able to do by the time they graduate. [W.S. 21-2-304 (a)(iii)]

Section 5. Wyoming Statutes.

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. Wyoming State Board of Education Policies and Regulations.

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. Common Core of Knowledge and Common Core of Skills.

(a) All public school students shall be proficient in the uniform student content and performance standards at the level set by the state board of education in the following areas of

knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8) (W.S. 21-9-101):

Common core of knowledge:

Reading/Language Arts;

Social Studies;

Mathematics;

Science;

Fine Arts and Performing Arts;

Physical Education;

Health and safety;

Humanities;

Career/vocational education;

Foreign cultures and languages;

Applied technology;

Government and civics including state and federal constitutions pursuant to W.S. 21-9-102.

Common core of skills:

Problem solving;

Interpersonal communications;

Keyboarding and computer applications;

Critical thinking;

Creativity;

Life skills, including personal financial management skills.

~~Section 8. Uniform Student Content and Performance Standards.~~

~~(a) Uniform student content and performance standards, including standards for graduation, are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:~~

~~(i) Wyoming Language Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;~~

~~(ii) Wyoming Mathematics Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;~~

~~(iii) Wyoming Science Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, and amended on November 19, 2008;~~

~~(iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003 and amended on November 19, 2008;~~

~~(v) Wyoming Health Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;~~

~~(vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, and amended on November 19, 2008;~~

~~(vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, and amended on November 19, 2008;~~

~~(viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, and amended on November 19, 2008;~~

~~(ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, and amended on November 19, 2008.~~

~~(b) The above-referenced content and performance standards are available at the Wyoming Department of Education website at edu.wyoming.gov, or are available at cost from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming, 82002.~~

~~(c) The above-referenced content and performance standards dated November 19, 2008 and September 23, 2011, are the most current editions.~~

~~(d) The above referenced content and performance standards do not include any amendments to or editions of the standards since the effective date of this rule.~~

Section ~~9~~ 8. High School Diploma.

(a) Requirements for earning a high school diploma from any high school within any school district of this state shall include:

The successful completion of the following components in grades nine (9) through twelve (12), as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:

(i) Four (4) school years of English;

(ii) Three (3) school years of mathematics;

(iii) Three (3) school years of science;

(iv) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions. [W.S. 21-2-304 (a)(iii)]

(b) Satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. (W.S. 21-9-102)

(c) Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under Section 8 of this chapter. [W.S. 21-2-304(a)(iii) and (iv)] A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:

(i) Advanced endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills and proficient performance in the remaining areas of the specified common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(ii) Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(iii) General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

Section ~~10~~ **9. Evidence District Assessment System.**

(a) Determination of proficient performance shall be demonstrated by the district and approved by the district board of trustees. [W.S. 21-2-304 (a)(iii) and (iv)].

The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform student content and performance standards as specified in ~~Section 8 of this chapter~~ **W.S. 21-9-101 (b)**. The assessment system shall be designed **for grades nine (9) through twelve (12)** and evaluated according to the following criteria: alignment, consistency, fairness, standard-setting, and comparability.

(i) The alignment criterion shall be met if the combination of assessments that comprise the system are aligned with district content and performance standards so that the full set of standards, both in terms of content and cognitive complexity are assessed. Multiple assessment measures and formats shall be employed in the system to maximize the alignment between standards and assessments.

(ii) The decision regarding whether or not a student has met the graduation requirements for a given content area must demonstrate a high degree of consistency such that the rates of classifying students into performance categories incorrectly are minimal. The focus of this evaluation should be concentrated on the system and should examine, for example, how different judges would evaluate the same set of data about a group of potential graduates. In order to satisfy this criterion, the district should also document that the results of the assessments are not overly influenced by error due to raters or the specific tasks/items used comprising the assessments. Individual assessments within the system shall be evaluated for consistency, in terms of error due to raters, tasks, administration conditions, and occasions.

(iii) The assessment system shall be designed, implemented, and evaluated so that it is not biased against any groups of students. Appropriate accommodations shall be employed so students with disabilities and Limited English Proficient students have as fair a chance as possible to demonstrate what they know. Multiple assessment opportunities and formats shall be used to maximize fairness. The results of the assessments comprising the system and the results of the system itself shall be disaggregated to examine both the fairness of the assessment system and opportunities for all students to learn the standards.

(iv) The method for establishing cut scores between various performance levels on the district's assessment system should be based on a research-based methodology and the district shall indicate a clear rationale for choosing their particular method. The method selected shall incorporate clear descriptions of the performance levels and should not be based on arbitrary performance distinctions (e.g., traditional percentages).

(v) The assessments comprising the system shall be comparable across schools and classrooms within the same school district both within a given year and across years.

(b) At a minimum, districts shall use a compensatory approach for combining assessment information at the benchmark and standard level when determining whether students have met the performance requirements for each common core content area.

(c) Districts shall use a conjunctive approach for combining assessment information across common core of knowledge and skills content areas to determine whether students have met the graduation requirements.

(d) A committee of peers shall review each district's assessment system. The committee of peers shall recommend to the Superintendent of Public Instruction the district's status regarding its assessment system. The committee of peers shall be comprised of Wyoming educators who have successfully completed peer review training conducted by the Wyoming Department of Education. The district shall submit evidence to the committee of peers in accordance with the peer review guidance provided by the Wyoming Department of Education based upon the evaluation criteria identified in Section 10 (a). This evidence shall include the following components: district assessment plans; evidence of alignment among standards, curriculum, and assessments; sample assessments; evidence of consistency, documentation of the standard setting methods, evidence supporting the fairness of the assessment system, documentation supporting the comparability of the assessment system across schools and years, and other documentation that the district chooses to submit to support the technical quality of the assessment system.

(e) All Wyoming school districts with a high school shall submit their assessment system documentation, as described in Section 10(d) of this chapter to the Wyoming Department of Education according to the following schedule:

(i) For the 2003-2004 school year and all following years, districts shall submit yearly updates to their documentation to the Wyoming Department of Education. For the 2004-2005 school year and all following years, this documentation shall include the student performance results relative to the district's assessment system including disaggregation of passing rates.

(f) For special needs students include accommodations in accordance with their individualized educational programs or 504 plans, and the policies as described in the Policies

for the Participation of All Students in District and Statewide Assessment and Accountability Systems, which is available from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.

Section ~~9~~ 10. Effective Date for Graduation Requirements.

(a) Beginning with the graduating class of 2003, each student who successfully completes the requirements set forth in Section 9(a) of this chapter will be eligible for a high school diploma. (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.) Thereafter, each student who demonstrates proficient performance on the uniform student content and performance standards for the common core of knowledge and skills listed in Section 8 of this chapter as set forth in Section 10 of this chapter and who also completes the requirements set forth in Section 9 of this chapter will be eligible for a high school diploma in accordance with the following timeline: (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.)

(b) Students graduating in 2006 and thereafter shall demonstrate proficient performance on the uniform student content and performance standards for language arts, mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts as set forth in Section 9(c) of this chapter.

CHAPTER 31 GRADUATION REQUIREMENTS STATEMENT OF REASONS

Pursuant to Wyo. Stat. § 21-2-304(a)(iii), the Wyoming State Board of Education must prescribe uniform student content and performance standards for the common core of knowledge specified by Wyo. Stat. § 21-9-101(b)(i). The common core of knowledge includes reading/language arts, social studies, mathematics, science, fine and performing arts, physical education, health and safety, humanities, career/vocational education, foreign cultures and languages, applied technology, and government and civics.

After careful consideration, and with support from members of the Foreign Language Review Committee and the Fine and Performing Arts Review Committee, the Wyoming State Board of Education approved the adoption of the 2012 Revised Wyoming Content and Performance Standards for Foreign Language and Fine and Performing Arts.

The Board is promulgating revised rules for Foreign Language and Fine and Performing Arts. These standards define the knowledge and skills students should know and be able to do throughout their K-12 education so they can graduate from high school able to succeed in college and career.

Additionally, it is proposed that the Wyoming Content and Performance Standards be removed from the Chapter 31 Rules and renamed in their own chapter: Chapter 10: *Wyoming Content and Performance Standards*. This will enable educators, students, parents, and the general public to locate the current standards more easily. As

a result of this change, Chapter 31 will be renamed *Wyoming Graduation Requirements*.

Finally, Section 10 of the Chapter 31 Rules is being renamed from “Evidence” to “District Assessment System” to reflect the governor’s line-item veto of the phrase “Body of Evidence” during the July 2012 promulgation of the Chapter 31 Rules. Also, Section 10 now specifies that the District Assessment System applies to grades nine (9) through twelve (12). The purpose of explicitly stating this is to restore the status quo: Chapter 31 addresses high school requirements while Chapter 6 addresses the requirements for the entire K-12 system. The Board understands that additional changes to the Chapter 31 Rules may be necessary in the future as a result of the Wyoming Accountability Education Act.

These rules meet the minimum substantive state statutory requirements and are within the Board and Department’s statutory authority. No part of this action should be interpreted as any attempt to dictate curriculum at the national or state level.



WYOMING

State Board of Education

Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050
(307) 777-6213 • (307) 777-6234 FAX

GERALD REICHARDT
Chair, Wheatland

RON MICHELI
Vice Chair, Fort Bridger

PETE GOSAR
Treasurer, Laramie

MATT GARLAND
Gillette

SUE BELISH
Ranchester

KATHY COON
Lusk

DANA MANN-TAVEGIA
Osage

HUGH HAGEMAN
Fort Laramie

SCOTTY RATLIFF
Riverton

WALT WILCOX
Casper

BELENDIA WILSON
Thermopolis

CINDY HILL
State Superintendent

JOHN MASTERS
Board Liaison

CHELSIE BAILEY
Executive Assistant

To: Honorable Matt Mead, Governor

From: Joe Reichardt, Chair
Wyoming State Board of Education

Subject: Amended Rules for Chapter 31

Priority: HIGH – Deadline for response is **Month DD, YYYY**

Summary: The State Board of Education is proposing to amend rules for Chapter 31. The revised rules include the following changes:

- 2012 Wyoming Content and Performance Standards for Foreign Language;
- 2012 Wyoming Content and Performance Standards for Fine and Performing Arts;
- Removal of Wyoming Content and Performance Standards from the Chapter 31 Rules and renamed in their own chapter (Chapter 10);
- Including a date of effectiveness for each newly adopted standard;
- Renaming Chapter 31 Rules to *Wyoming Graduation Requirements*;
- Renaming Section 10 of Chapter 31 Rules to "District Assessment System"; and,
- Explicitly stating that the District Assessment System applies to grades nine (9) through twelve (12).

Specific information on the changes can be found in the Statement of Reasons.

Agency Contact Name: Julie Magee

Agency Contact Phone: 307-777-8740

Agency Contact Email: Julie.Magee@wyo.gov

Governor's Response Options (to be completed by Governor's Office):

_____ Agency may proceed.

_____ Delay Public Comment and Set Up Meeting with

Signature: Governor's Counsel

If no response has been received by the 10th working day, the Agency will proceed with these rules.

Recent Impacts on Education in Wyoming

✓ Revised Content and Performance Standards

- Already approved – Health, Language Arts, Math
- Ready for rule making process – Foreign Language, Fine and Performing Arts
- In the review process – Science, Social Studies, Physical Education, Career Vocational
- Requires aligning curriculum and revising district assessments
- Could require implementing different instructional strategies and using different teaching and learning materials.
- Will require changes to District Assessment Systems

✓ Wyoming Accountability in Education Act

- School Level Performance designation signals specific requirements for school improvement
 - State System of Support
 - Other capacity building initiatives
- Teacher and Leader Performance Evaluation systems
 - Description of an effective teacher – draft description
 - Description of an effective leader – not yet determined
 - Ratings on four domains of professional practice for teachers – The learner and the learning environment, Knowledge of Content, Instructional Practices, and Professional Responsibilities
 - Ratings on domain of professional practice for leaders - not yet determined
 - Student performance results
 - Growth from PAWS reading and math grades 4-8 when applicable and Student Learning Objectives (SLO) for all teachers
 - Growth from PAWS reading and math grades 4-8 when applicable and some other measure for leaders – not yet determined
 - Professional growth goals for all educators
 - Support systems for both leaders and teachers
 - Guidelines for combining information on professional practices with student performance data for teacher/leader performance ratings
 - Need to analyze how state framework will mesh with the systems that districts have developed in the past three years based on recently revised Chapter 29 rules and regulations
 - Professional development requirements for implementation of teacher/leader performance evaluation systems
 - Understanding the standards of professional practice
 - Understanding how to evaluate an educator's professional practices
 - Assembling a professional portfolio
 - Evaluating a professional portfolio
 - Writing appropriate SLO goals
 - Developing accurate SLO assessments
 - Analyzing SLO results
 - Developing support systems for new or struggling teachers/leaders
 - Writing appropriate professional growth goals
 - Monitoring professional growth goals

✓ State Assessment System

- PAWS alignment to revised content standards in language arts and math in grades 3-8
- Explore, Plan, ACT, Compass tests at secondary level require alignment to different set of standards
- End of Course assessments at the secondary level – where do they fit
- SAWS (writing) in grades 3,5, and 7