



CTE

Technical
Assistance
Center of NY

CTE and the Common Core State Standards

Carol Zygo and Keith E. Babuszcak, Ed.D.

CTE Technical Assistance Center of NY



Our Students Think-Pair-Share

- Take a minute to write down how you think your business program prepares students for college and career readiness.

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- Pair/Team up with a colleague and discuss your thoughts on college and career readiness.

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- Pair/Team up with a colleague and discuss your thoughts on college and career readiness.
- Share some of your statements with the large group.

Your Thoughts

The Challenges

- **Common Core State Standards (CCSS)**
- **Next Generation Assessments (NGA)**
- Teacher Evaluation Based on Student Performance
- Principal Evaluation Based on Student Performance
- **Prepare Students for the World Beyond School**

Agenda

- Why are the CCSS imperative to CTE
 - Educational perspective
 - Business and Industry needs
 - What research tells us
- CTE TAC Resources—making the connection

CTE TAC

Background & Purpose

State Contract to assist SED in carrying out its mission of improving the quality, access, and delivery of CTE through research-based methods and strategies resulting in broader CTE opportunities for all students.

CTE TAC Work Plan

1. Improve CTE data collection to create an accurate picture of career and technical education program performance
2. Assist schools in the integration of the new national common core state standards with CTE.
3. Expand CTE program approvals.
4. Use best practices in CTE for high school improvement.
5. Expand CTE programs and student leadership participation
6. Build relationships and networks to strengthen CTE.



Best Practices



Networking



Program Approval



Standards



Data Collection



Program Expansion

Enter CTE | Technical Assistance Center of NY

Latest News:

Putting the "E" in STEM

To celebrate National Engineering Week, and to highlight the need for highly skilled science, technology, engineering and math (STEM) teachers, Arne stopped by the launch of the new public-private partnership 100Kin10. The 100Kin10 initiative is working to help meet President Obama's goal of recruiting and training 100,000 world-class STEM teachers within 10 years.

“College and Career Ready” --the new vernacular regarding high school graduation



In his Address to the Joint Session of Congress on February 24, 2009, *President Barack Obama* stated:



“I ask every American to commit to at least one year or more of higher education or career training. This can be community college or a four-year school; vocational training or an apprenticeship.

But whatever the training may be, every American will need to get more than a high school diploma.”

- National Governors Association Center for Best Practices (NGA Center)
- Council of Chief State School Officers (CCSSO) Achieve
- ACT
- and the College Board

“common core of standards that are internationally benchmarked, *aligned with work and post-secondary education expectations*, and inclusive of the higher order skills that students need...”

- April 2009--Governor David Paterson and former Education Commissioner Richard P. Mills signed an agreement to participate
- September 2009--the first draft of the national *College and Career Readiness Standards* were released for public feedback.

Janet D. Bray, ACTE

...view this work as foundational in the effort to address the full range of

- academic,
- employability, and
- technical skills

that students need to be successful.”



2012: New York State Commissioner of Education, Dr. John B. King, Jr.

“To implement these critical goals, the Regents are looking to leverage every area of strength we have. That’s why the Board and I continue to examine **how we can best utilize Career and Technical Education (CTE) programs to further our reform goals and ensure college and career readiness** ... CTE is critical to making certain we meet that responsibility.”

(King, 2012, NYS School Boards Association)



What is the current conversation?

<http://vimeo.com/27195570>



Are They Really Ready To Work?

Employers' Perspectives on the Basic Knowledge
and Applied Skills of
New Entrants to the 21st Century U.S. Workforce

2006 by The Conference Board, Inc., the Partnership for 21st Century Skills, Corporate Voices for Working Families, and the Society for Human Resource Management





“The future U.S. workforce is here—and it is woefully ill-prepared for the demands of today’s (and tomorrow’s) workplace.”

Study by The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and the Society for Human Resource Management

- ▶ Surveyed over 400 employers across the United States
- ▶ Articulate the skill sets that recently hired entrants need to succeed in the workplace.

Among the most important skills cited by employers:

- Professionalism/Work Ethic
- Oral and Written Communications
- Teamwork/Collaboration and
- Critical Thinking/Problem Solving

The results of this study leave little doubt that improvements are needed in the readiness of new workforce entrants,

High School Graduates are:

- “Deficient” in the basic knowledge and skills of *Writing in English, Mathematics, and Reading Comprehension,*
- “Deficient” in *Written Communications and Critical Thinking/Problem Solving,* both of which may be dependent on basic knowledge and skills,
- “Deficient” in *Professionalism/Work Ethic,* and
- “Adequate” in three “very important” applied skills: *Information Technology Application, Diversity, and Teamwork/Collaboration.*

Written Communications Stands Out Among Applied Skill

“Deficiencies” for New Entrants with a High School Diploma

- *Written Communications (80.9 percent)*
- *Leadership (72.5 percent)*
- *Professionalism/ Work Ethic (70.3 percent)*
- *Critical Thinking/Problem Solving (69.6 percent)*
- *Lifelong Learning/Self Direction (58.2 percent)*

That Written Communications is at the top of the applied skill Deficiency List is significant. It reinforces the earlier finding that lack of basic writing skills, including grammar and spelling, is also the most frequently reported among basic knowledge “deficiencies.”

Employers Place Responsibility on Educational Institutions and New Entrants

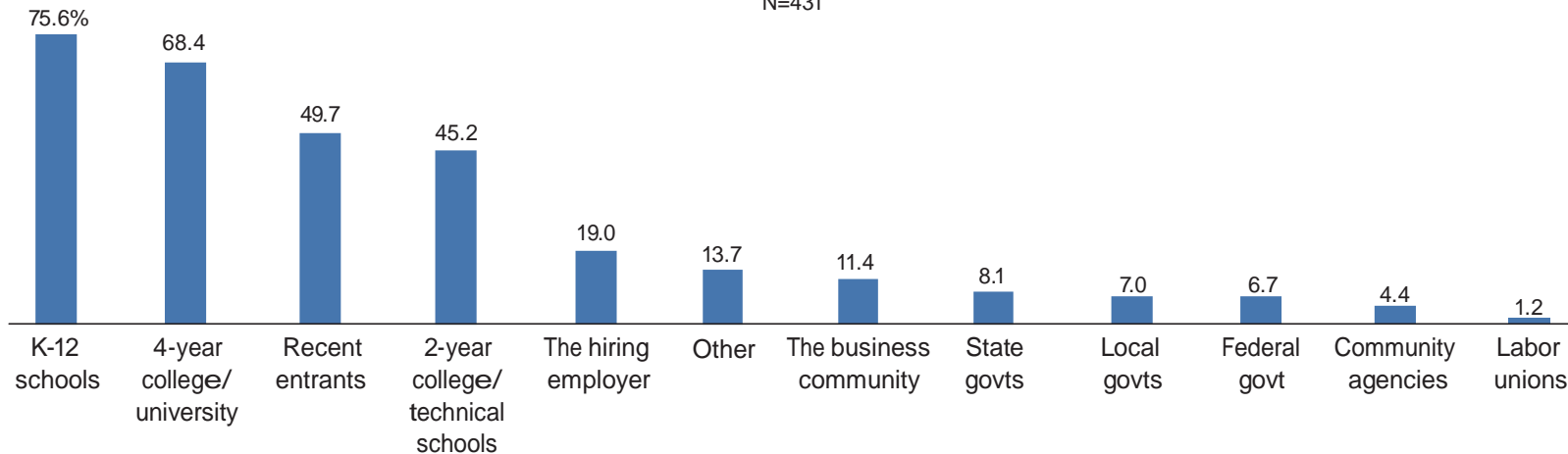
Are They Really Ready to Work?

54

Chart 3

K-12 schools, two-year and four-year colleges, and new entrants themselves considered to have primary responsibility for workforce readiness

N=431



Pawlowski, Brett, *Notes from the 2005 Business Education Network Summit*, October 2005.
 U.S. Chamber of Commerce, DeHavill and Associates.



For CTE to Flourish CTE Leaders & Teachers Must

- develop and reinforce with both rigor and relevance the academic standards that are tested on state assessments by embedding and reinforcing these skills in CTE courses
- find meaningful ways to equip students with the competencies that employment requires

The 2001 Regents CTE Policy

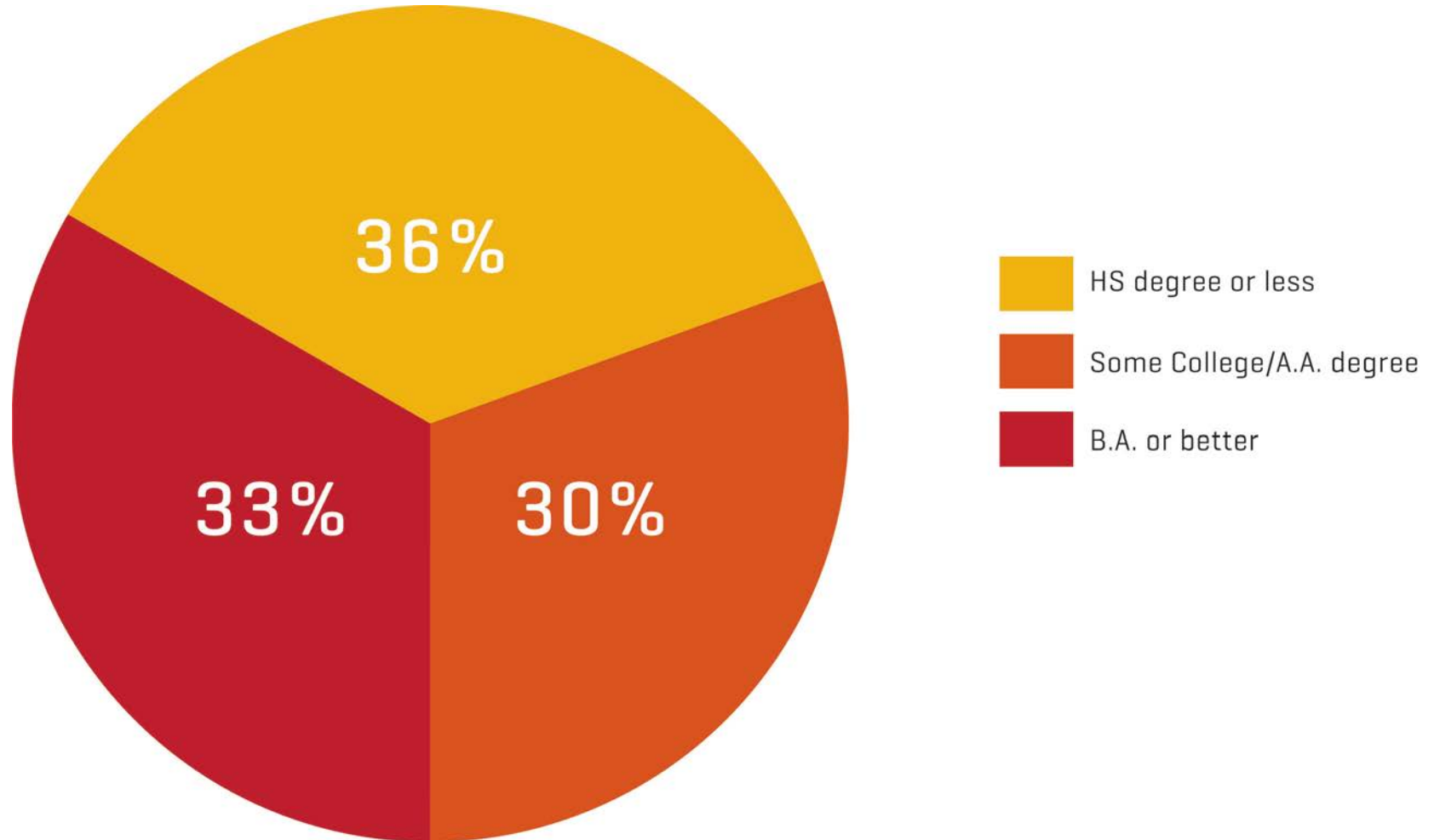
The use of Career and Technical Education as a means by which students can achieve state academic standards is a core concept underpinning the 2001 Regents Policy on Career and Technical Education. The Policy created the Program Approval Process, which has raised the bar for program quality.

Pathways to Prosperity

William Symonds, Harvard University

http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf

College for All does not mean everyone needs a B.A. Even in this decade most jobs do not require a B.A.

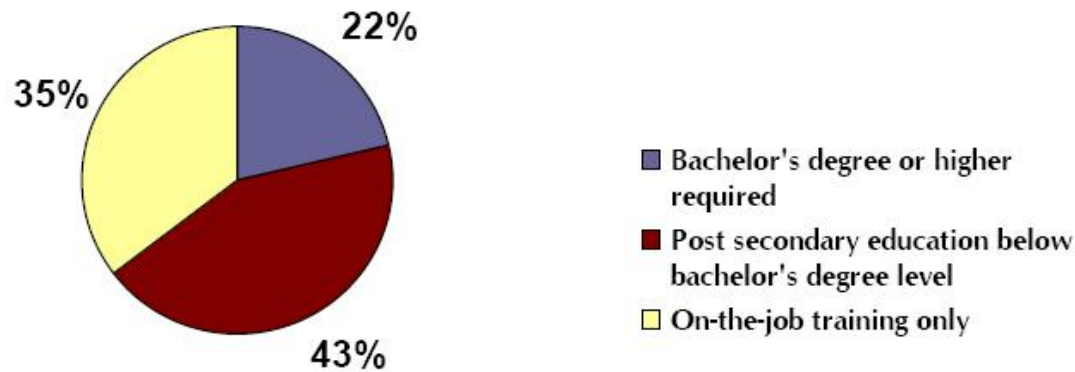


Source: March CPS data, various years; Center on Education and the Workforce Forecast of Educational Demand to 2018.

In the fast-growing healthcare sector, over 78% of jobs require less than a B.A.

Training Requirements for Healthcare Occupations:
Percent of Trained Workers Required by Training Level for
Projected National Workforce Increase 2004 – 2014

Healthcare Occupation Training Requirement	Percent	Number
First professional degree	5.5	165,000
Doctoral degree	0.3	9,000
Master's degree	5.7	170,000
Bachelor's or higher degree, plus work experience	2.6	79,000
Bachelor's degree	7.4	222,000
Associate's degree	27.4	823,000
Postsecondary vocational training	15.6	468,000
High school + moderate-term, on-the-job training	10.8	325,000
High school + short-term, on-the-job training	24.6	737,000



Source: Health Careers Futures/Jewish Healthcare Foundation, *Health Careers Pathways Study* (2008)

What are the Trends in New York?

By 2018, New York is expected to have 9.7 million jobs:

- **63% OF THESE JOBS WILL REQUIRE PSE**
- **SOME 36% WILL REQUIRE A 4-YEAR DEGREE OR HIGHER**
- **BUT 27% WILL REQUIRE AN AA DEGREE OR SOME COLLEGE**
- **AND 37% WILL REQUIRE A HS DEGREE OR LESS**

Engagement Crisis

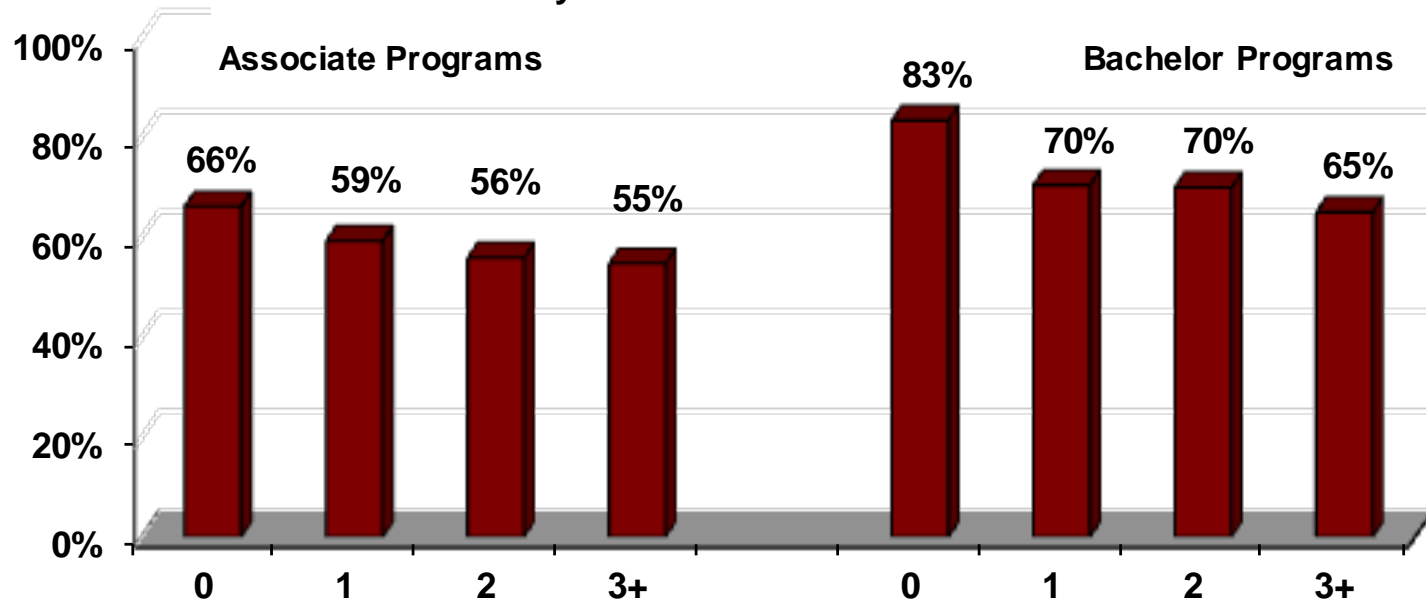
- Lack of meaningful exposure to career experiences to begin developing personal career aspirations;
- Core academic classes that are highly abstracted and devoid of engagement and relevance;
- Lack hope for future after high school.

College Completion in NYS

- 23% who enter complete community college in 3 years (2004 Cohort)
- Only 61% entered the second semester
- 34% who enter community college complete in 10 years (1997 Cohort)
- 58 % who enter a four year college complete bachelors degree programs in 6 years

NYSED and the College Board

**NYS Fall 2009 to Fall 2010
Persistence of Full-time first-time Students
By Number of Remedial courses Taken**



45% of students in Associate Degree programs who take 3+ remedial courses do not continue their college education

Source: Commissioner King/NYSED/EngageNY

CTE integrates CCSS with Rigor and Relevance

CTE Engagement Dividend

Student outcomes improve when CTE programs use a robust integrated curriculum aligning core academics and Career and Technical Education

National Education Longitudinal Study and ConnectEd: California Center for College and Career

Common Core State Standards

- Common Core State Standards for ELA and Mathematics replace the NYS Learning Standards.
- All other NYS Learning Standards remain in use.
- Shifts in content and Depth of Knowledge.
- CCR Anchor standards and grade-span standards.
- ELA Standards and Literacy in History/Social Studies, Science, and Technical Subjects Standards

Related Websites:

- <http://www.corestandards.org/>
- <http://engageny.org/common-core/>
- http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsela.pdf
- http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12ccclsmath.pdf

ELA Common Core Shifts

- Increased reading of informational texts.
- Literacy instruction in all content areas.
- Text complexity.
- Text-based answers.
- Increase writing from sources.
- Academic vocabulary.

Reading Informational Texts & Literacy in Science/Technical Subjects

Reading Anchor Standard 1:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI-1(11-12)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

(p. 52)

RST-1(11-12)

Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

(p. 75)

Math Common Core Shifts

- Focus on foundational knowledge and deep understanding.
- Coherence to prior and next grade levels.
- Students fluent in simple calculations.
- Deep understanding to explain answers.
- Application to real-world situations.
- Intensity includes drills and understanding.

Assessments

- Assessment Blueprints are created to inform educators as to which standards are assessed and their weight on the assessment.
- Next Generation Assessments will be aligned to the CCSS, be more rigorous and relevant, include more student-generated artifacts, and be taken online.

Related Websites:

- <http://www.p12.nysed.gov/apda/pub/ia-tr-rv.pdf>
- <http://parconline.org/parcc-assessment-design>
- <http://parconline.org/parcc-assessment>
- http://gearingup.wikispaces.com/file/view/PerformanceAssessment_sample.pdf

Assessing the CCSS



New York State Assessment Transition Plan: ELA and Mathematics

As of March 12, 2012 (Subject to Revision)

Assessment – Subject / Grade	2011-12	2012-13	2013-14	2014-15
ELA				
Grades 3-8	Aligned to 2005 Standards	Aligned to the Common Core		PARCC ¹
Grade 11 Regents	Aligned to 2005 Standards	Regents Exam Aligned to the Common Core ²		Regents Exam Aligned to the Common Core / PARCC ^{1,2}
Math				
Grades 3-8	Aligned to 2005 Standards	Aligned to the Common Core		PARCC ¹
Algebra I		Aligned to 2005 Standards	Regents Exams Aligned to the Common Core ^{2,3}	Regents Exams Aligned to the Common Core / PARCC ^{1,2,3}
Geometry			Aligned to the 2005 Standards	
Algebra II			Aligned to the 2005 Standards	
Additional State Assessments				
NYSAA ⁴	Aligned to 2005 Standards	Aligned to the Common Core		NCSC ⁵
NYSESLAT	Aligned to 1996 Standards	Aligned to the Common Core		

¹ The PARCC assessments are scheduled to be operational in 2014-15 and are subject to adoption by the New York State Board of Regents. The PARCC assessments are still in development. All PARCC assessments will be aligned to the Common Core.

² The PARCC consortium is developing ELA and mathematics assessments that will cover grades 3-11. New York State will continue to monitor the development of these assessments to determine how the PARCC assessments might intersect with the Regents Exams. Note that all new Regents Exams and PARCC assessments will be implemented starting with the end-of-year administration, rather than the winter or summer administrations.

³ The names of New York State's Mathematics Regents Exams are expected to change to reflect the new alignment of these assessments to the Common Core. For additional information about the upper-level mathematics course sequence and related standards, see the "Traditional Pathway" section of Common Core Mathematics Appendix A (<http://engageny.org/news/traditional-course-pathway-for-high-school-mathematics-courses-approved/>).

⁴ This transition plan is specific to the NYSAA in ELA and mathematics.

⁵ New York State is a member of the NCSC national alternate assessment consortium that is engaged in research and development of new alternate assessments for alternate achievement standards. The NCSC assessments are scheduled to be operational in 2014-15 and are subject to adoption by the New York State Board of Regents.

Exit Ticket

- Consider how further alignment with industry standards, the CCSS, and PARCC assessment can further improve opportunities for student success toward becoming college and career ready.

Sample Item • Performance Event

- a. Assess the cost-effectiveness of Ms. Johnson's new insulation and window sealing. You will need to research on "heating degree days" on the internet. In your response, you must do the following:
- Compare Ms. Johnson's gas bills from January 2007 and January 2008.
 - Explain Ms. Johnson's savings after the insulation and sealing.
 - Identify circumstances under which Ms. Johnson's January 2008 gas bill would have been at least 10% less than her January 2007 bill.
 - Decide if the insulation and sealing work on Ms. Johnson's house was cost-effective and provide evidence for this decision.

Enter response here

Submit

(continued)

Sample Item • Performance Event

- b. Create a short pamphlet for gas company customers to guide them in making decisions about increasing the energy efficiency of their homes. The pamphlet must do the following:
- List the quantities that customers need to consider in assessing the cost-effectiveness of energy efficiency measures.
 - Generalize the method of comparison used for Ms. Johnson's gas bills with a set of formulas, and provide an explanation of the formulas.
 - Explain to gas customers how to weigh the cost of energy efficiency measures with savings on their gas bills.

When you have completed your pamphlet, upload it using the button below.

Performance Event drawn from the Ohio Performance Assessment Project.