

Extended Application ~ Rex Putnam High School and Colton School District  
Strategies for Student Success ~ Oregon Department of Education Workshop

**Rex Putnam High School**  
Integrating New Diploma Requirements

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**Rex Putnam & Colton High School**

- Building a Culture to Sustain Change
- Program Structure to Support Student Success
- Data Driven Decisions
- Underlying Philosophy/Belief System

**ODE Diploma Requirements**

**PURPOSE**

Create high schools that enable *each student* to demonstrate knowledge and skills they will need for successful *transitions* and post high school success in advanced learning, work and citizenship.

GOAL: Each student demonstrates the knowledge and skills necessary to transition successfully to their next steps: *advanced learning, work, and citizenship.*

2006-2007 OREGON DIPLOMA

- Demonstrate *extended application* of knowledge & skills
- Participate in *career-related learning experiences*
- Develop an *education plan & profile*
- Demonstrate *career-related knowledge & skills*
- Earn 22+ Required & Elective credits
- ▲ Comprehensive guidance & counseling

**Rex Putnam Profile**

- Opened 1963
- Suburban, comprehensive high school (1 of 4 high schools in the district including a professional technical school.)
- Approximately 1500 student
- 102 staff members (Administration, Certified & Classified)
- 316 volunteers

**Rex Putnam Profile**

- Semester
- Block Schedule / Alternating days
- Four periods each day

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### Impetus for Change

- District Vision
- School Ownership
- Three year plan
- School Improvement Plan

### Graduation Requirements- 2006-2007

26 Credits (including 6 credits of Focused Electives)

CIM or NCSD Performance Standards

Personal Education Plan (PEP)

Career Related Learning Experiences (2 CRLE)

Career Related Learning Standards (CRLS)

Senior Seminar Experience (SSE)

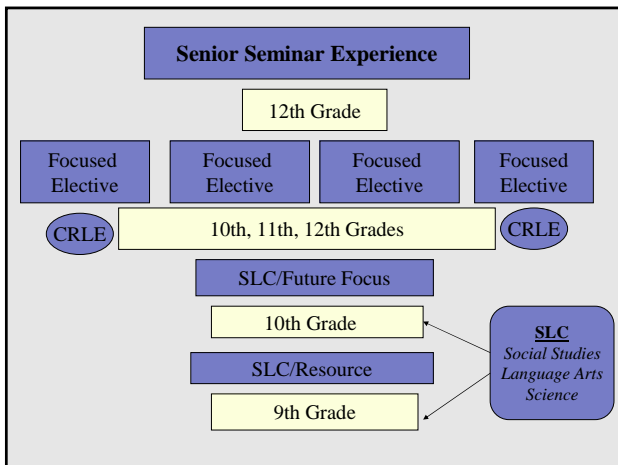
### Develop an education plan

- Academic, personal, & career interests & goals
- Post-high school plan
- Personal learning plan

Who am I? ↔ Where am I going? ↔ How do I get there?

### Middle School

- Pilot - 4-year plan
  - High School Presentations
  - Introduction to Career Information System (CIS)
    - Creation of portfolio
    - Inventories
  - Individual Counselor meetings
    - 30 minutes
    - Ten days/Three Counselors



### Education Plan & Profile

There are five designated courses where in revision of the PEP takes place.

- All students develop an electronic four-year plan.
  - 8th Grade - Teams
  - 9th Grade - Resource
  - 10th Grade - Future Focus
  - 11th Grade - Social Studies
  - 12th Grade - Senior Seminar
- Guides the student's learning through high school and prepares him or her for a successful transition to next steps after high school.

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### Career Related Learning Standards

- Personal Management
- Problem Solving
- Communication
- Teamwork
- Employment Foundations
- Career Development

9th Grade - SLC  
Resource - CRLS Introduction  
10th Grade - SLC  
Future Focus - CIS Exploration  
CRLS Documentation  
11th Grade - Focused Electives  
CRLS Documentation  
12th Grade - Senior Seminar  
CRLS Assessment

### Future Focus

- Self Exploration - Inventories
- CIS - Next Step Exploration - CIS "My Plan"
- CRLE Introduction
- CRLS Documentation Opportunities
- Personal Education Plan (CIS)
- Select Focused Program of Study

Art & Communication  
Business Management  
Health Services  
Human Resources  
Natural Resources  
Industrial & Engineering

### Focused Electives

- Connected to Focused Program(s) of Study
- Teach Unifying Concepts
- Teach Career Related Learning Standards
- Connect Classroom Learning with World Outside of School
- Provide Career Related Learning Experiences

**FPS**  
Arts & Communication  
Business & Management  
Human Services  
Health Services  
Natural Resources  
Industrial & Engineering

### Components of CRLE

- Inquire - Essential Question
- Adult connection
- Product
- Professional Standards (CRLS)
- Reflection

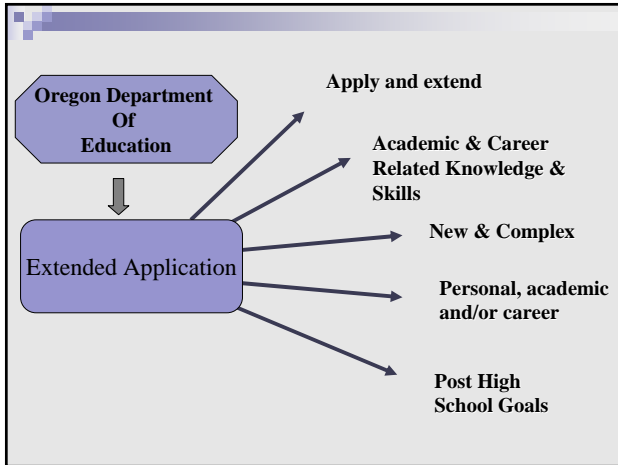
### Student CRLE Example

- Health Services - Six week rotation
- Psychology - Research Paper
- PE - Develop & Teach an Aerobic Routine
- Drama - Character Development
- Special Education - Bicycle Repair

### April Junior/Senior Focus

- Senior Seminar Exhibitions
  - Six sessions / approximately 190 students
- Junior Workshops
  - Focus: "Next Step" Preparation
- Senior Seminar Exhibition Review
  - Brainstorm activities
- College & Career Fair
  - CRLE

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### Senior Seminar Experience

**Requirements:**

1. Connects to the Focused Program of Study
2. Involves an adult consultant from the community.
3. Must address one of the following:
  - \* Solve a problem
  - \* Benefit others,
  - \* Design or invent something original
  - \* Conduct an experiment or other in-depth research.

### SSE Components

- Portfolio of Evidence
- Product
- Exhibition
- Reflective Essay

### Assessment Criteria

- Collaboration and Professionalism
- Product
- Exhibition
- Life-Long Learning
- Career Related Learning Standards

### Senior Seminar Experience

- 1 Credit
- Grades - A/P/F
- Parent Communication - On-going
- Class Structure
  - Direct Instruction
  - Mandatory Meetings
  - Individual Meeting

### Student Examples

- Border Issues (Mexico & America)
- Getting in to College Guide
- Automatic Door Opener
- Teen Diabetes Guide
- Photography
- Laser Research
- Teaching

## Building Implementation

### SSE Options

Summer - Semester - Year

### Delivery Models

Stand Alone

Embedded

### Advisor Role

### Staff Development

*"I'm now confident that I have the skills to design a project by myself and I can see it through to its conclusion."*

*Student Reflection*

*"I don't think I would have realized the totality of what I accomplished without having to pull all the pieces together in my Senior Seminar portfolio."*

*Student Reflection*

## Bring the Community Into Your School

- Guest Experts - as CRLE connections
- Parent Volunteers
- Liaisons between colleges and high school
- Panel Members - for SSE exhibitions
- SSE Community Consultants

## North Clackamas Resources

- <http://www.nclack.k12.or.us>
- Instruction
  - Student/Teacher Resources
  - North Clackamas SSE Information and Requirements
- Assessment
- Community Consultant
- Exhibition
- Feedback
- Parent Communication
- Student Help
- Timeline
- What is SSE

*"I liked taking responsibility and being able to put something together and call it my own."*

*Student Reflection*

“I liked the experience of getting to do something I’m interested in for my future profession. This process made it clear that I was headed in the right direction.”

Student Reflection

### Key Points

- Building a Culture to Sustain Change
- Program Structure to Support Student Success
- Data Driven Decisions
- Underlying Philosophy/Belief System

## Colton High School’s Journey to Success

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### Presentation Highlights

- Demographics
- Challenges
- Culture
- Colton’s approach to graduation requirements
- CIP/data-driven decisions

### Colton High School Demographics

- Small, rural high school in SE Clackamas County approximately 35 miles SE of Portland
- Unincorporated area; limited business (post office, market, telephone company, gas station, fire station, public schools)
- School district encompasses 189 square miles
- 250-275 student population at high school (includes 8 exchange students)
- 15 certified teachers (2 part-time); 1 principal; 1 counselor
- 26 credits required for diploma
- 7 period day

### Challenges

- 5 high school principals in the last 10 years
- Decreasing budgets
- Staff buy-in early on
- Communication with parents and community

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## What Worked

- Commitment and support of administrators
- Focus on contextual/project-based learning
- Dynamic administrator at the high school to lead the way
- Core leadership group of “out of the box” thinkers
- Consistent focus of “What’s best for kids.”
- Continuous improvement model
- Common use of language around rigor, relevance, and career-related learning

## How Colton is Approaching the New Graduation Requirements

- 8<sup>th</sup> grade semester long “Careers Exploration” class
- Freshmen Focus class – 6 rotations of skill building courses
- Guidance curriculum activities in classroom and small groups
- Individual planning – guidance and career counselors
- Advisory programs at both middle and high school
- Senior project approach to “Extended Application”
- Next steps component added to senior year

## Education Planning

- Comprehensive Guidance and Counseling program
  - Articulated K-12
  - Guidance curriculum and individual planning
  - Advisory programs – middle and high
- Process follows Oregon CIS “My Plan”
- Forecasting process
- 6 year plan (2 years **beyond** high school)
  - Begins in middle school in advisories and Career Learning exploratory class

## 6 year plan tracker

- Electronic tracking system (accessible from school’s network server) that students can indicate progress on:
  - Career-related learning, exploration and development
  - Academic preparation
  - Assessment scores (CIM)
  - Collection of evidence documentation
  - School and community involvement
  - Post-secondary planning

## Advisories

- Middle school
  - Meets every morning for .5 hour
  - Students are divided among staff, including principal, principal’s secretary, child development specialist, media specialist, educational assistants and teachers
  - Curriculum primarily focuses on Comprehensive Guidance and Counseling Program and Character Education

## Advisories

- High school
  - 2006-07 school year - students divided by grade level to enable more targeted activities
  - Meets once a week for 32 minutes
  - Curriculum focused on ODE’s Comprehensive Guidance and Counseling model and national ASCA competencies:
    - Academic Preparation
    - Career Development
    - Personal/Social Development
    - Community Involvement

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## 8<sup>th</sup> Grade Career Exploration Class

- Career Exploration Inventory
  - Identify strengths, skills and talents
  - Identify past, current and future interests
  - Inventory of work, leisure and learning activities
  - Create an interest profile
  - Identify and research their top career interest areas
  - Create an action plan including:
    - Career goal/objective
    - Identify high school courses
    - Post-secondary training
    - Volunteer/Work experiences to support career goal
  - Demonstrate job seeking skills
    - Prepare job applications (2)
    - Participate in mock interviews (2)

## Freshmen Focus

Students rotate between six 6 week skill-building courses:

- Keyboarding
- Study skills
- Personal/social skill development
- Library and research skills (including writing a research paper)
- Career-related learning
- Speech and communication

## Integrated into Classrooms

- Sophomores – English II
  - Workplace readiness skills
    - Resumes – CIS “My Career Planning Portfolio”
    - Mock interviews
    - CRLEs and Career Expo
- Juniors – Health
  - Assessments, Aptitudes
    - ASVAB
    - PSAT
    - CIM
    - Healthy Teens

## Senior Seminar/Next Steps

- A/B schedule
  - 2 days in Senior Seminar to work on senior project
  - 2 days in Next Steps to work on post-secondary education/training selection, financial aid/scholarship applications, job seeking skills, etc.

## Next Steps

- Course focused on skills necessary for post-secondary education/training success
- One day a week – CCC was on-campus to provide HD 120 program to CHS students
- Students can earn 1 college credit for successful completion of this course
- Students explore intellectual, personal and social goals that are appropriate for their learning styles including:
  - How to choose a college
  - How to pay for college
  - Personal responsibility
  - Choosing a major and a career field
  - Time management and goal setting
  - Reading and studying, note taking and test taking skills

## Senior Seminar

- Required class for 2005-06
- Purpose:
  - Student-designed senior project approach to extended application
    - Product
    - Performance
    - Paper
  - Demonstration of CRLS through senior project
  - Collection of evidence that meets the new graduation requirements

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## Extended Application Standard

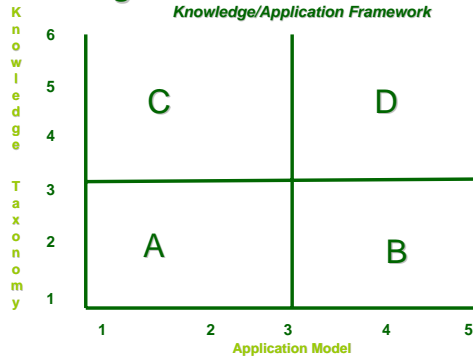
- The student will be able to apply and extend academic and career-related knowledge and skills in new and complex situations appropriate to the student's personal, academic and/or career interests and post-high school goals.

Students will apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts. (The Oregon Diploma and Summary of State Board Action – January 2007)

## Extended Application

- Rigor and Relevance
  - Career Research Paper
  - Project Proposal – CIS “My EA Projects”
  - Developmental Abstract
- Reflection
  - Reflective Essay

## Rigor/Relevance Framework®



## Career-Related Learning Standards

- Personal Management
    - Detailed project timeline
    - Weekly goals and accomplishments
    - Attendance at weekly meetings
- One page concise description in relation to senior project:
- Teamwork/Collaboration
  - Problem-Solving
  - Communication
  - Employment Foundations – response paper
  - Career Development – response paper

## CRLEs

- One at the senior level directly associated with senior project
  - Defined learning objectives using CIS CRLE Planner
  - Evaluation by community/work-based mentor
  - Experience specifically addressed in personal/reflection essay

## Assessment

- **Sufficiency:** *how much* evidence is necessary to make a valid and reliable decision about whether a student has met the standard.
- ODE Guidelines for a Sufficient Collection of Evidence (EA and CRLS)
  - CHS version for diploma scoring purposes
  - Each piece must meet “sufficiency” performance standard
  - Outcome: Collection of evidence that meets requirements for diploma
- **Proficiency:** *how well* a student must perform to meet the standard.

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## Connection to Colton's School Improvement Goals

- All district students will show continuous growth in all core academic subjects and *career related knowledge and skills and extended applications...*
- All students will attend school and *graduate from high school with a post-high school plan...*

## CONTINUOUS IMPROVEMENT PLAN Sample Alignment of Goals

BOARD GOALS	DISTRICT IMPROVEMENT GOAL	HIGH SCHOOL IMPROVEMENT GOALS STRATEGY/ACTIVITY	CCGP STUDENT COMPETENCIES/ INDICATORS	ICLE/SPN 5-YEAR INITIATIVE: LEARNING CRITERIA INDICATORS
3. Focus student academic expectations and achievement to exceed state and comparison school averages with continual improvement	All district students will show continuous growth in all core academic subjects and career-related knowledge and skills and extended applications as evidenced by data on state report card.	All teachers will complete data analysis of all of their students test scores as a part of each teacher's goals. All teachers will complete teaching plans based upon data analysis. Articulation of curriculum and teaching practices between grade levels.	Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. Students will complete school with the academic preparation essential to choose from a wide-range of substantial post-secondary options, including college.	Core Academic Learning: Core academic learning in reading, writing, mathematics, science and social science Achievement levels on standardized tests other than state exams: PSAT, ACT/SAT, ASVAB Percent of students graduating high school in four years
5. Explore ways to understand students' interests and ways to advance student learning through integration of technology	All students will attend school and graduate from high school with a post-high school plan.	Beginning in the 7 <sup>th</sup> grade, all students will create an educational plan and profile. All students, grades 6-12 will have access to Oregon Career Information System and career information. Every student, grades 9, 12, will have an advisory teacher to track graduation progress.	Students will understand the relationship of academics to the world of work and to life at home and in the community. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. Students will employ strategies to achieve future career goals with success and satisfaction.	Stretch Learning: Demonstration of rigorous and relevant learning beyond minimum requirements Average number of college credits earned by graduation Enrollment in advanced math or science courses Percent of students completing career majors or career/technical education programs Average number of credits earned at graduation

## "My Voice" Student Aspirations Survey

Sample Survey Statement	Total in Agreement	Gender		Grade			
		M	F	9	10	11	12
School is a welcoming and friendly place	06-07 67.4	64.7	70.4	75.0	65.0	61.0	70.2
	05-06 52.2	52.2	55.2	50.0	44.2	73.7	44.4
I have a teacher who is a positive role model for me	06-07 54.1	46.6	62.4	47.1	48.3	58.3	61.4
	05-06 51.4	41.9	62.2	34.7	43.1	60.5	70.6
Getting good grades is important to me	06-07 83.0	79.8	86.8	88.2	81.4	83.1	78.6
	05-06 79.1	67.7	91.9	80.4	78.8	83.8	80.6
Learning can be fun	06-07 58.7	47.9	72.2	62.7	52.5	52.5	71.4
	05-06 54.7	42.4	69.0	52.0	48.0	70.3	58.3
What I learn in school will benefit my future	06-07 78.5	76.3	76.9	86.5	79.7	70.0	69.1
	05-06 71.6	64.5	79.3	75.0	70.6	78.9	69.4
Teachers think I can be successful	06-07 74.1	69.0	80.4	68.6	72.9	76.7	75.5
	05-06 68.9	65.2	72.6	64.7	73.5	81.1	65.7
Teachers encourage students to make decisions	06-07 64.9	60.5	70.1	63.5	68.3	72.9	53.6
	05-06 59.9	59.1	61.6	54.9	52.9	65.8	66.7
I work hard to reach my goals	06-07 80.1	75.2	85.3	84.6	77.6	75.0	83.9
	05-06 73.1	73.1	74.4	76.0	65.4	78.9	69.4
My parents care about my education	06-07 94.4	94.1	94.4	98.1	94.9	93.2	91.1
	05-06 95.5	92.2	98.8	98.0	93.9	100.0	94.3

*Thank you.*