

Savannah County Counselor Professional Learning

Jacqueline Melendez

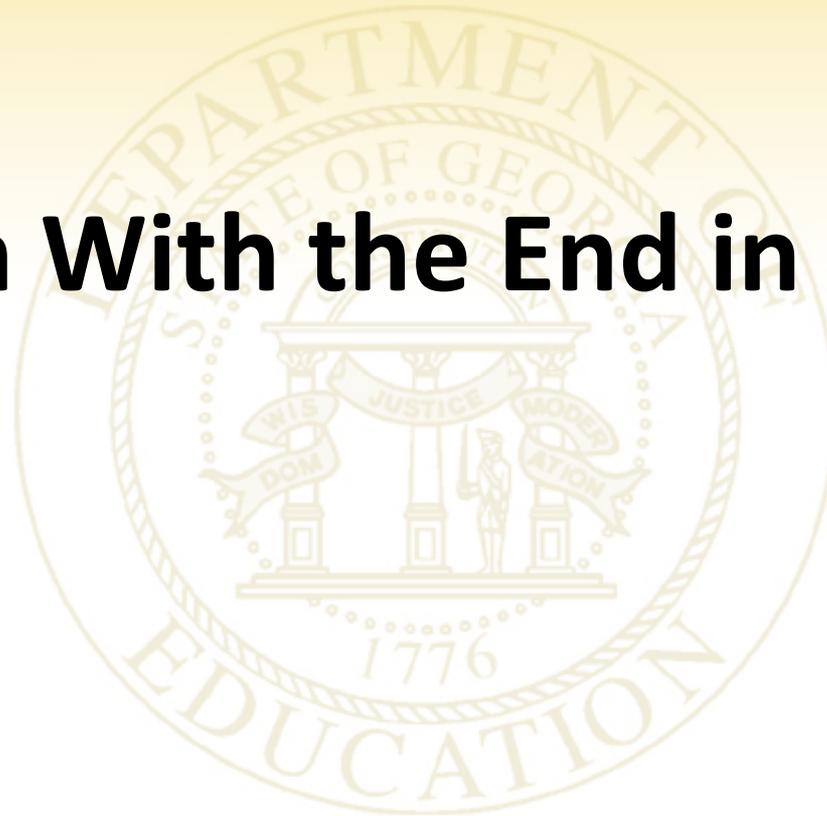
Program Specialist

School Counseling/School Social
Work

Georgia Department of Education

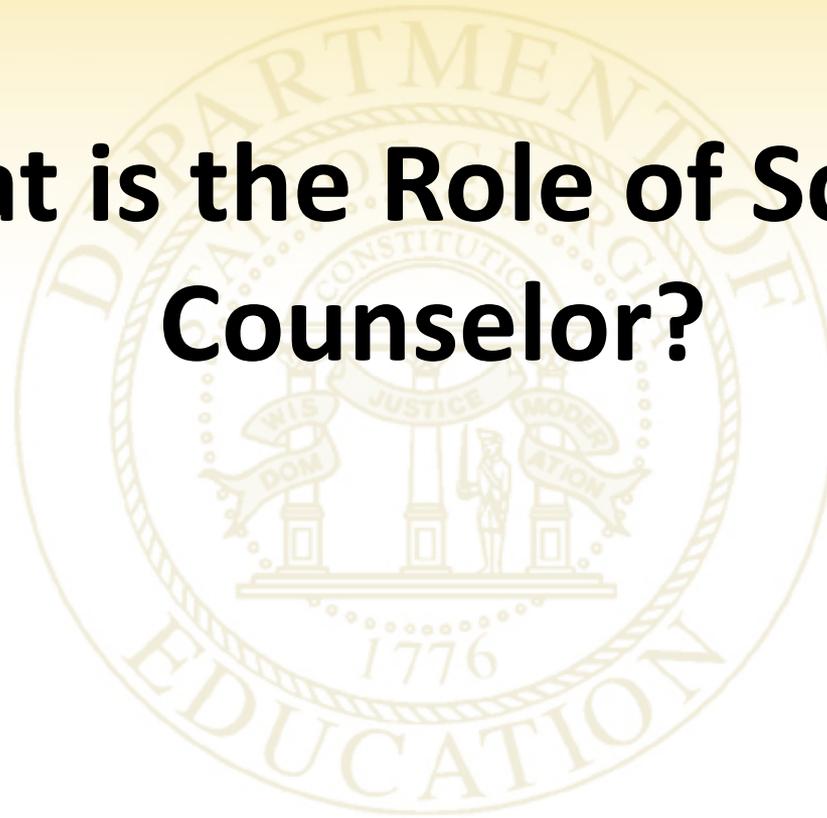


Begin With the End in Mind!



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What is the Role of School Counselor?



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Fundamental Questions

- What do students need that the school counseling profession can provide?
- How does guidance and counseling relate to the overall academic achievement of ALL students?

Utah Department of Education



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Artifacts and Evidence

- What are the performance standards?
- What are the methods of communication with parents and students?
- What does collaboration look like?
- How do you assess and evaluate?
- What is your evidence?



School Counselor Program Leadership

Develops
students

Sets directions

Creates high
expectations

Uses data to
track progress

Helps re-
design school
climate



Leadership Outcomes

- Systemic Change
- Advocacy/Equity
- Teaming and Collaboration
- Validity for School Counseling Programs
- Partner in School Improvement



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School Counselors Assist With

- Perkins Compliance Reviews
- OCR Compliance Reviews
- CCRPI Data
- Career Development
- School Climate



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Principal/Counselor Relationship

Understanding the relationship can lead to more effective practices for both counselors and principals. College Board (May, 2009) [*A Closer Look at the Principal-Counselor Relationship*](#)

- Describe your relationship.

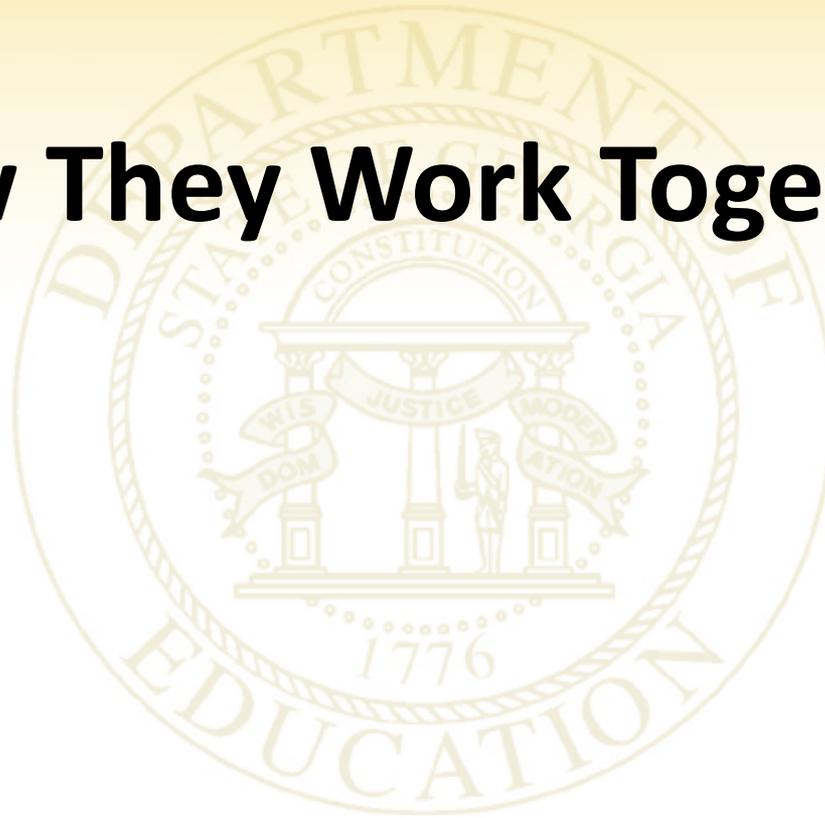


Program Questions

- Does your administrator know and understand the scope and vision of your school counseling program and career development program?
- Have you developed data-driven results (CCRPI) and objectives of your program?
- How will your work be measured?
- What defines a good school counseling program?



How They Work Together!



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House Bill 186

- During the 2011 legislative session the Georgia General Assembly passed House Bill 186
- House Bill 186 mandates that Georgia will align with the 16 Federal Career Cluster framework
- Georgia is adding a 17th Cluster: Energy Systems
- All courses shall include embedded academic standards



House Bill 713

... so as to delay implementation of some career and college readiness initiatives until the 2013-2014 school year; to **require career education in grades kindergarten through 12**; to change the mandated assessment for postsecondary readiness to the end of the eleventh grade;...



160-4-8-.09 Student Advisement

- Each local education agency (LEA) shall provide students in the sixth, seventh, and eighth grades counseling, advisement, career exploration, career interest inventories, and information to assist them in evaluating academic skills and career interests.



ASCA and Career Development Legislation Crosswalk: Academic

A
S
C
A

Career Development Legislation

Students will complete school with academic preparation to make postsecondary and career choices

IGP ensures rigorous academic core preparation to prepare students for postsecondary education or immediate employment after high school.



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ASCA and Career Development Legislation Crosswalk: Career

A
S
C
A

Students will acquire skills to investigate the world of work in relation to knowledge of self.

Career Development Legislation

All students are provided career awareness, career interest inventories and must create electronic career portfolios



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ASCA and Career Development Legislation Crosswalk: Personal/Social

A
S
C
A

Career Development Legislation

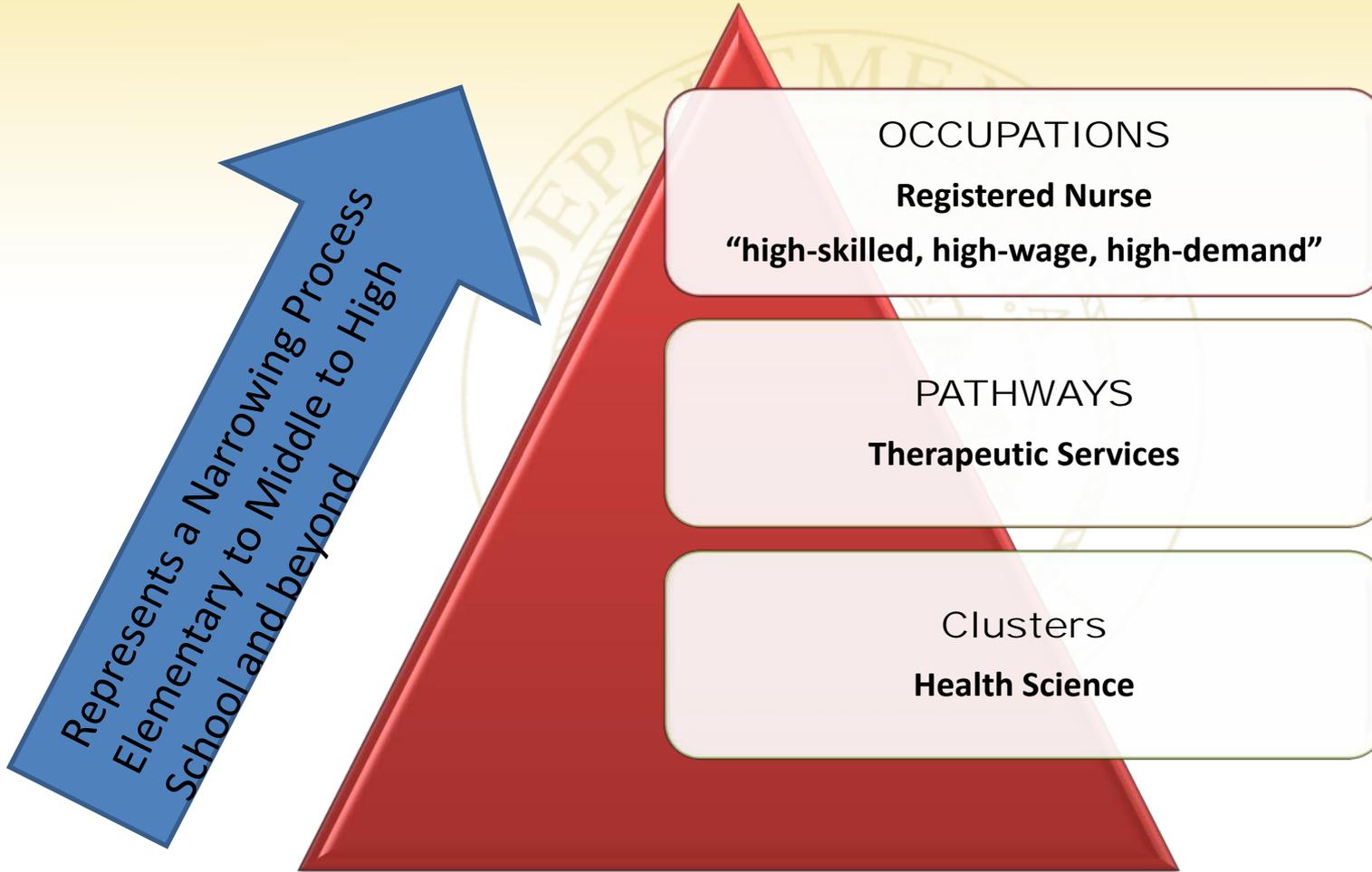
Students will make decisions , set goals, and take necessary action to achieve goals.

K-12 Career Development Education that focuses on employability skills.



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Career Development Model



National Career Development Guidelines (NCDG)

Nontraditional Occupations Indicators: Career Management

Goal: Using accurate, current and unbiased information during career planning and management. (CM3)

- Identify occupations that you might consider without regard to your gender, race, culture or ability. (CM.K5)
- Identify the advantages and disadvantages of being employed in a nontraditional occupation. (CM3.K6)
- Demonstrate openness to considering occupations that you might view as nontraditional (CM3.A5)
- Make decisions for yourself about being employed in a nontraditional occupation.
- Assess your openness to considering nontraditional occupations in your career management. (CM3.R5)
- Assess the impact of your decision about being employed in a nontraditional occupation. (CM3.R6)





Career Awareness in Elementary Schools

- Career Awareness lessons on specific Career Clusters designed for Grades 1-5
- Career Portfolio in Grade 5



Career Exploration in Middle Schools

Student accounts on websites such as GAcollege411.org

- Career Inventories taken in Grades 6 & 7
- Students developing an Individual Graduation Plan in the 8th grade with student, counselor and parent review



Career Development in High Schools

Counselor, Parent, and Student Review of the Individual Graduation Plan regularly to ensure success and maintain continuity



Career Development Domains

- **Personal/Social Development-** students are provided the knowledge, tools, and resources to develop an understanding of self
- **Educational Achievement/Lifelong Learning-** students are provided the knowledge, tools, and resources to reach their educational and career goals
- **Career Management-** students are provided the knowledge, tools, and resources to create a plan of action to obtain their goals





- Accountability
- Assessment Research, Development and Administration
- Career, Technical and Agricultural Education**
- Curriculum and Instruction
- School Psychological Services
- Special Education Services and Supports
- Student Support Teams
- State Schools

Career Development

Vision

The Georgia Department of Education's Career Development Initiative will provide the necessary tools, knowledge, and resources for systematic, developmental, and comprehensive career planning for all students in grades K-12.

Career development is a vital part of one's educational career and is a school-wide initiative. Individuals define and re-define career-related choices and outcomes in a life-long process. In general labor trends indicate that many workers will change jobs an average of 7-10 times in their career, will work in teams, and will need more education and training to be competitive in their selected field. Therefore, this process will be used repeatedly in one's work career. Educators in Georgia are responsible for providing the tools, knowledge and resources that young people along with their parents need to make these critical education and career-related decisions.

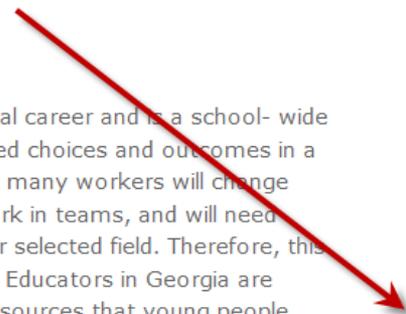
The Georgia Department of Education's (GaDOE) career development initiative has selected as its framework the National Career Development Guidelines (NCDG). The framework identifies three major domains aligned with goals and indicators to represent the knowledge, skills and attitudes people need to be successful in the

Contact Information

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Career Development Links

- [Georgia Connections](#)
- [Additional Information](#)
- [Career Organizations](#)
- [November is Career Development Month](#)



Counseling to Support Georgia's Students



What are you doing to help your students be college and career ready?

This web site is devoted to helping school counselors review, understand, and implement the many aspects and current procedures necessary to help students graduate high school prepared for postsecondary studies, the workforce, military, or attend a state-approved apprenticeship. The tools and resources on these pages have been developed and designed to help School Counselors or Teachers as Advisors comply with recent state laws found in House Bill 400,

House Bill 186, and House Bill 713.

Click on the appropriate link below to find information related to your current situation.

High School Counselors	A large red triangle pointing upwards. Inside the triangle, there are three white rounded rectangular boxes with colored borders, stacked vertically. The top box has a blue border and contains the text "High School Counselors". The middle box has an orange border and contains the text "Middle School Counselors". The bottom box has a green border and contains the text "Elementary School Counselors".
Middle School Counselors	
Elementary School Counselors	

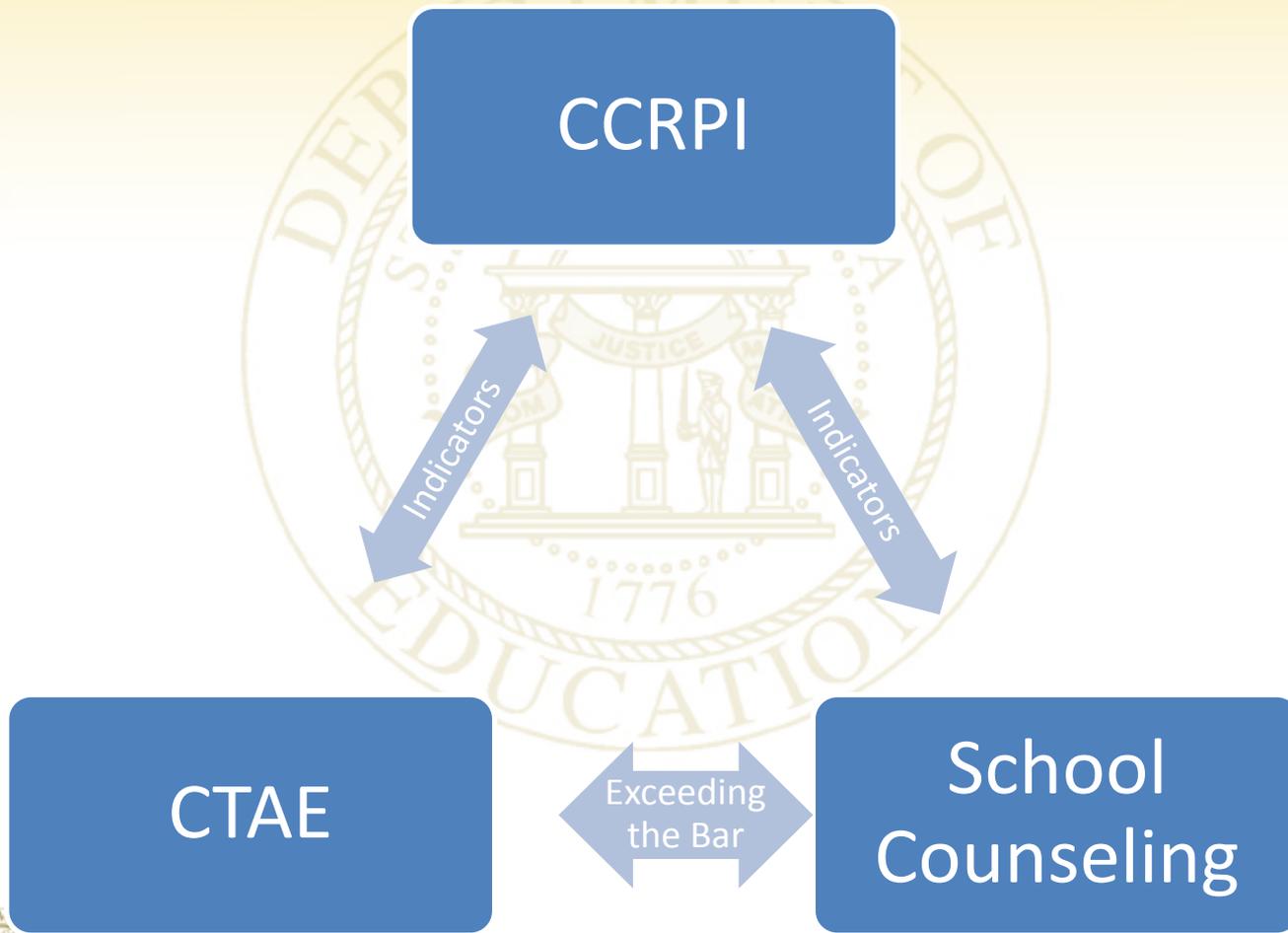
Georgia Department of Education

Career Development web page



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What is the Relationship?



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College and Career Ready Performance Index, High School, Grades 9 - 12

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"Making Education Work for All of Georgia's Students"

CONTENT MASTERY (END of COURSE TESTS in some areas to be REPLACED by COMMON CORE ASSESSMENTS in 2014-15)

1. Percent of students scoring at Meets or Exceeds on the Ninth Grade Literature End of Course Test (required participation rate \geq 95%)
2. Percent of students scoring at Meets or Exceeds on the American Literature End of Course Test (required participation rate \geq 95%)
3. Percent of students scoring at Meets or Exceeds on the Mathematics I/GPS Algebra (transitioning to CCGPS Coordinate Algebra) End of Course Test (required participation rate \geq 95%)
4. Percent of students scoring at Meets or Exceeds on the Mathematics II/GPS Geometry (transitioning to CCGPS Analytic Geometry) End of Course Test (required participation rate \geq 95%)
5. Percent of students scoring at Meets or Exceeds on the Physical Science End of Course Test (required participation rate \geq 95%)
6. Percent of students scoring at Meets or Exceeds on the Biology End of Course Test (required participation rate \geq 95%)
7. Percent of students scoring at Meets or Exceeds on the US History End of Course Test (required participation rate \geq 95%)
8. Percent of students scoring at Meets or Exceeds on the Economics End of Course Test (required participation rate \geq 95%)

POST HIGH SCHOOL READINESS

9. Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study
10. Percent of CTAE Pathway Completers earning a national industry recognized credential, or a passing score on a GaDOE recognized end of pathway assessment (operational in 2014-2015)
11. Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams
12. Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses
13. Percent of graduates earning 2 or more high school credits in the same world language (operational in 2013-2014)
14. Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test
15. Percent of students achieving a Lexile measure greater than or equal to 1275 on the American Literature EOCT
16. Percent of EOCT assessments scoring at the Exceeds level
17. Student Attendance Rate (%)

GRADUATION RATE

18. 4-Year Cohort Graduation Rate (%)
19. 5-Year Extended Cohort Graduation Rate (%)



College and Career Ready Performance Index, High School, Grades 9 - 12

DRAFT

CONTENT MASTERY (END of COURSE TESTS in some areas to be REPLACED by COMMON CORE ASSESSMENTS in 2014-15)

1. Percent of students scoring at Meets or Exceeds on the Ninth Grade Literature End of Course Test (required participation rate \geq 95%)
2. Percent of students scoring at Meets or Exceeds on the American Literature End of Course Test (required participation rate \geq 95%)
3. Percent of students scoring at Meets or Exceeds on the Mathematics I/GPS Algebra (transitioning to CCGPS Algebra I) End of Course Test (required participation rate \geq 95%)
4. Percent of students scoring at Meets or Exceeds on the Mathematics II/GPS Geometry (transitioning to CCGPS Analytic Geometry) End of Course Test (required participation rate \geq 95%)
5. Percent of students scoring at Meets or Exceeds on the Physical Science End of Course Test (required participation rate \geq 95%)
6. Percent of students scoring at Meets or Exceeds on the Biology End of Course Test (required participation rate \geq 95%)
7. Percent of students scoring at Meets or Exceeds on the US History End of Course Test (required participation rate \geq 95%)
8. Percent of students scoring at Meets or Exceeds on the Foreign Languages End of Course Test (required participation rate \geq 95%)

POST-HIGH SCHOOL READINESS

9. Percent of graduates completing a CTAE pathway or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study
10. Percent of CTAE Pathway Completers earning a national industry-recognized credential, or a passing score on a GaDOE recognized end of pathway assessment (operational in 2014-15)
11. Percent of graduates entering TCSG not requiring remediation or learning support courses; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams
12. Percent of graduates earning high school credit for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses
13. Percent of graduates earning 2 or more high school credits in the same world language (operational in 2013-2014)
14. Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test
15. Percent of students achieving a Lexile measure greater than or equal to 1275 on the American Literature EOCT
16. Percent of EOCT assessments scoring at the Exceeds level
17. Student Attendance Rate (%)

GRADUATION RATE

18. 4-Year Cohort Graduation Rate (%)
19. 5-Year Extended Cohort Graduation Rate (%)

Exceeding the Bar: a companion to the College and Career Ready Performance Index for High Schools

In addition to the nineteen (19) items within the College and Career Ready Performance Index, high schools may earn additional points for these supplemental indicators.

1. Percent of graduates taking a nationally recognized college entrance examination
2. Percent of graduates earning credit in a physics course
3. Percent of first time 9th grade students with disabilities earning 3 Carnegie Unit Credits in 3 core content areas (ELA, mathematics, science, social studies)
4. Percent of first time 9th grade students earning 4 Carnegie Unit Credits in 4 core content areas (ELA, mathematics, science, social studies)
5. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band based on the ACCESS for ELLs
7. *Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project
(moves to face of CCRPI in 2016-2017)
8. Percent of students in International Baccalaureate High Schools (IB) completing IB Career-Related Certificates
9. School or LEA-defined innovative practice accompanied by documented data supporting improved student achievement: **examples include but are not limited to**-participation in Charter System status, students enrolled in a Georgia College and Career Academy, partner participation in Race to the TOP award, participation in Striving Reader initiative, participation in dual language immersion program, participation in Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), comprehensive implementation of Response to Intervention (RTI) and/or Positive Behavioral Interventions & Supports (PBIS).
10. School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: **examples include but are not limited to**-comprehensive Teachers as Advisors program; comprehensive mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning programs; peer mediation; conflict mediation. (operational in 2013-2014)

To be considered at a later date for inclusion on the mandatory indicators or as an Exceeding the Bar indicator:

*Percent of tested students scoring at a proficient level on a Soft Skills Assessment (moves to face of CCRPI in 2014-2015)

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement



College and Career Ready Performance Index, Middle School, Grades 6 - 8

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CONTENT MASTERY (CRCT in some areas to be REPLACED by COMMON CORE ASSESSMENTS in 2014-15)

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate $\geq 95\%$)
2. Percent of students scoring at Meets or Exceeds in reading (required participation rate $\geq 95\%$)
3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate $\geq 95\%$)
4. Percent of students scoring at Meets or Exceeds in science (required participation rate $\geq 95\%$)
5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate $\geq 95\%$)

POST MIDDLE SCHOOL READINESS

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
7. Percent of Students With Disabilities served in general education environments greater than 80% of the school day
8. Percent of students scoring at Meets or Exceeds on the Grade Eight Writing Assessment (required participation rate $\geq 95\%$)
9. Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050
10. Percent of students completing 2 or more state defined career related assessments/inventories by the end of grade 8
11. Percent of students with a complete state defined Individual Graduation Plan by the end of grade 8
12. Student Attendance Rate (%)

PREDICTOR FOR HIGH SCHOOL GRADUATION

13. Percent of students in grade eight passing at least four courses in core content areas (ELA, mathematics, science, social studies)
14. Percent of CRCT assessments scoring at the Exceeds level

Exceeding the Bar: a companion to the College and Career Ready Performance Index for Middle Schools

In addition to the fourteen (14) items within the College and Career Ready Performance Index, middle schools may earn additional points for these supplemental indicators.

1. Percent of students in grades 6 - 8 earning credit in above grade level core courses (ELA, mathematics, science, social studies)
2. Percent of students earning three middle school course credits in the fine arts, or career exploratory, or world languages by the end of grade 8
3. Percent of students earning at least one high school credit by the end of grade 8 (ELA, mathematics, science, social studies, world languages, fine arts, CTAE)
4. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
5. Percent of students in grade 8 scoring proficient/advanced on the 21st Century Skills Technology Assessment
6. Percent of students in grades 6 - 8 with a fully documented ***Fitnessgram*** assessment
7. School or LEA-defined innovative practice accompanied by documented data supporting improved student achievement: **examples include but are not limited to**-participation in Charter System status, students enrolled in a Georgia College and Career Academy, partner participation in Race to the TOP award, participation in Striving Reader initiative, participation in dual language immersion program, participation in Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), comprehensive implementation of Response to Intervention (RTI) and/or Positive Behavioral Interventions & Supports (PBIS).
8. School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: **examples include but are not limited to**-comprehensive Teachers as Advisors program; comprehensive mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning programs; peer mediation; conflict mediation. (operational in 2013-2014)

To be considered at a later date for inclusion on the mandatory indicators or as an Exceeding the Bar indicator:

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement



College and Career Ready Performance Index, Elementary School, Grades K - 5

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CONTENT MASTERY (CRCT in some areas to be REPLACED by COMMON CORE ASSESSMENTS in 2014-15)

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate $\geq 95\%$)
2. Percent of students scoring at Meets or Exceeds in reading (required participation rate $\geq 95\%$)
3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate $\geq 95\%$)
4. Percent of students scoring at Meets or Exceeds in science (required participation rate $\geq 95\%$)
5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate $\geq 95\%$)

POST ELEMENTARY SCHOOL READINESS

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
7. Percent of Students With Disabilities served in general education environments greater than 80% of the school day
8. Percent of students scoring at Meets or Exceeds on the Grade Five Writing Assessment (required participation rate $\geq 95\%$)
9. Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650
10. Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850
11. Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters (operational in 2012-2013)
12. Student Attendance Rate (%)

PREDICTOR FOR HIGH SCHOOL GRADUATION

13. Percent of students in Grade 5 passing at least 4 courses in core content areas (ELA, mathematics, science, social studies) (optional in 2012; required 2013 and beyond)
14. Percent of CRCT assessments scoring at the Exceeds level

Exceeding the Bar: a companion to the College and Career Ready Performance Index for Elementary Schools

In addition to the fourteen (14) items within the College and Career Ready Performance Index, elementary schools may earn additional points for these supplemental indicators.

1. Percent of students in grades 1 – 5 earning credit in above grade level core courses (ELA, reading, mathematics, science, social studies)
2. Percent of students earning credit in world language courses
3. Percent of students earning credit in fine arts courses
4. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
5. *Percent of fifth grade students with a complete career portfolio by end of grade 5 (moves to face of CCRPI in 2016-2017)
6. Percent of students in grades 1-5 with a fully documented *Fitnessgram* assessment
7. School or LEA-defined innovative practice accompanied by documented data supporting improved student achievement: **examples include but are not limited to**-participation in Charter System status, partner participation in Race to the TOP award, participation in Striving Reader initiative, participation in dual language immersion program, participation in Governor Deal's Early Literacy Initiative, comprehensive implementation of Response to Intervention (RTI) and/or Positive Behavioral Interventions & Supports (PBIS).
8. School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: **examples include but are not limited to**-comprehensive Teachers as Advisors program; comprehensive mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning programs; peer mediation; conflict mediation. (operational in 2013-2014)

To be considered at a later date for inclusion on the mandatory indicators or as an Exceeding the Bar indicator :

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement

Elementary Tracking Form Document for HB 713 and CCRPI

Student Name: (Please Print) _____

Grade Level _____

Name of Current Enrolled School _____

System _____

Name of Receiving School _____

System _____

Name of School Official Completing Form: (Please Print) _____

Title _____

Signature _____

Phone Number _____

Email address _____



Elementary Tracking Form Document for HB 713 and CCRPI (Continued)

Instructions: Please check the appropriate box for completed and not completed career activities

Grade 1 Activities Completed <input type="checkbox"/> Agriculture, Foods, and Natural Resources <input type="checkbox"/> Law, Public Safety, Corrections & Security <input type="checkbox"/> Transportation, Distribution and Logistics	Grade 1 Activities Not Completed <input type="checkbox"/> Agriculture, Foods, and Natural Resources <input type="checkbox"/> Law, Public Safety, Corrections & Security <input type="checkbox"/> Transportation, Distribution and Logistics
Grade 2 Activities Completed <input type="checkbox"/> Arts, AV/Technology, and Communications <input type="checkbox"/> Education and Training <input type="checkbox"/> Health Science	Grade 2 Activities Not Completed <input type="checkbox"/> Arts, AV/Technology, and Communications <input type="checkbox"/> Education and Training <input type="checkbox"/> Health Science
Grade 3 Activities Completed <input type="checkbox"/> Energy <input type="checkbox"/> Hospitality and Tourism <input type="checkbox"/> Human Services	Grade 3 Activities Not Completed <input type="checkbox"/> Energy <input type="checkbox"/> Hospitality and Tourism <input type="checkbox"/> Human Services
Grade 4 Activities Completed <input type="checkbox"/> Architecture and Construction <input type="checkbox"/> Business Management and Administration <input type="checkbox"/> Manufacturing <input type="checkbox"/> Science, Technology, Engineering, and Mathematics	Grade 4 Activities Not Completed <input type="checkbox"/> Architecture and Construction <input type="checkbox"/> Business Management and Administration <input type="checkbox"/> Manufacturing <input type="checkbox"/> Science, Technology, Engineering, and Mathematics
Grade 5 Activities Completed <input type="checkbox"/> Finance <input type="checkbox"/> Government and Public Administration <input type="checkbox"/> Information Technology <input type="checkbox"/> Marketing	Grade 5 Activities Not Completed <input type="checkbox"/> Finance <input type="checkbox"/> Government and Public Administration <input type="checkbox"/> Information Technology <input type="checkbox"/> Marketing
Grade 5 Career Portfolio <input type="checkbox"/> Completed	Grade 5 Career Portfolio <input type="checkbox"/> Not completed



Middle School Tracking Form

Student Name: (Please Print) _____

Grade Level _____

Name of Current Enrolled School _____

System _____

Name of Receiving School _____

Name of School Official Completing Form: (Please Print) _____

Title: _____

Phone Number _____

Signature

Email Address _____



CCRPI Accountability Team

Office of Standards, Instruction and Assessment
Georgia Department of Education
205 Jesse Hill Jr. Drive, 1766 Twin Towers East
Atlanta, GA 30334

Website: http://www.doe.k12.ga.us/sia_account.aspx

Joanne Leonard, Ed.S. – Director of Accountability
(404) 463.1538 / jleonard@doe.k12.ga.us

Meg Connor, Ed.S. - Accountability Specialist
(404) 463.1159 / mconnor@doe.k12.ga.us

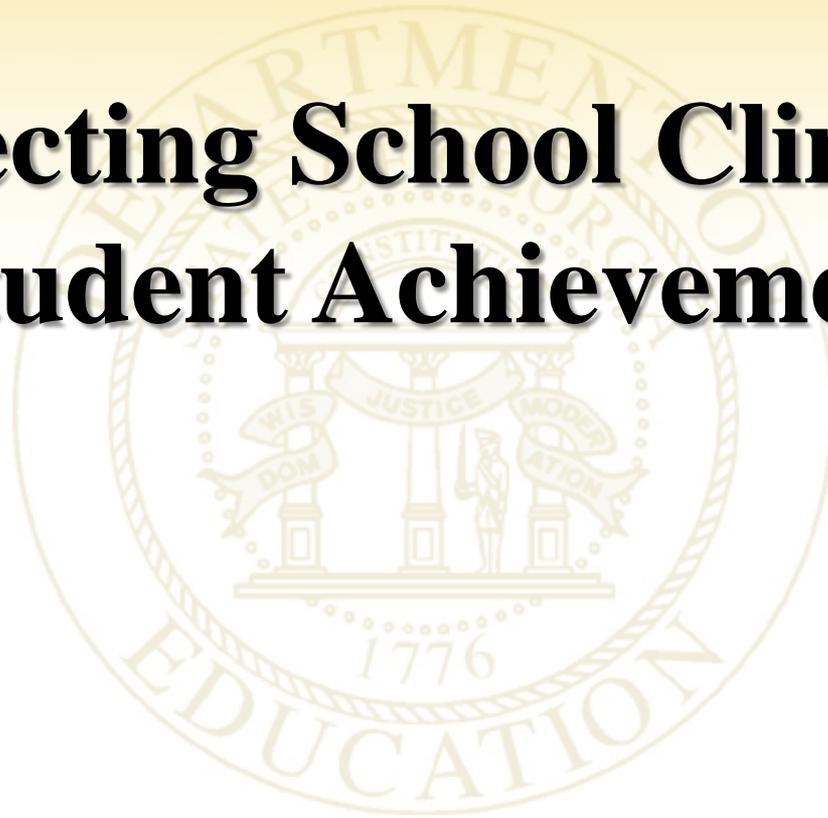
Nancy Haight - Accountability Specialist
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Connecting School Climate to Student Achievement



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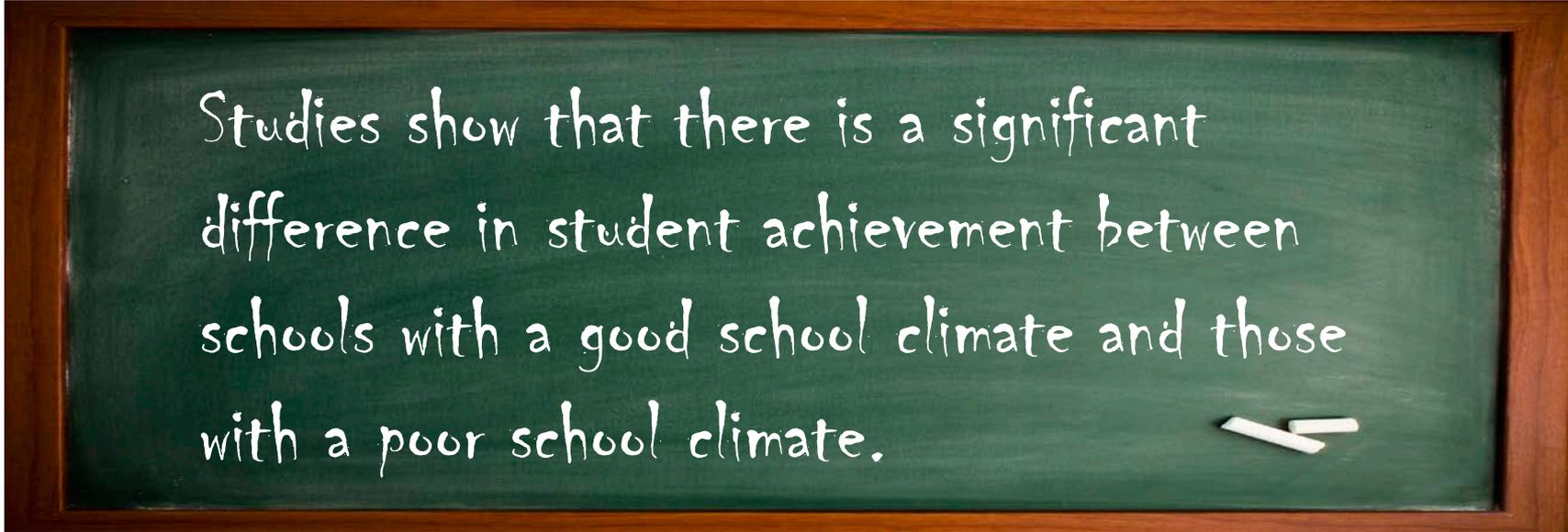
What is School Climate?

“**School Climate** refers to the quality and character of school life. **School Climate** is based on patterns of students’, parents’, and school personnel’s experience of school life and reflects norms, goals, values, interpersonal interactions, teaching and learning practices and organizational structures.” -National School Climate Center



Research has demonstrated that a **positive school climate** is associated with:

- **Academic achievement**
- **Student engagement in school**
- **Positive social skills development**



Studies show that there is a significant difference in student achievement between schools with a good school climate and those with a poor school climate.



School Climate vs. School Culture

- Climate and Culture are often used interchangeably.
 - Climate emphasizes shared perceptions of those within the organization
 - Culture focuses on shared assumptions, shared meanings, and shared beliefs
- Climate measures are based on student, teacher, and administrator perceptions or personal experiences.
- Culture measures are based on the rooted organizational values.
- Climate is the measure and culture is the change agent.



School Climate Includes:

- Norms, values, and expectations that support people feeling socially, emotionally and physically safe.
- People are engaged and respected.
- Students, families and educators work together to develop, live, and contribute to a shared school vision.
- Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.
- Each person contributes to the operations of the school as well as the care of the physical environment.



Four Dimensions of School Climate

Safety: referring to the physical and emotional safety of students and the rules and procedures in place to ensure student safety;

Relationships: student social support from educators and parents, the level of respect students have for others, school and community engaged, and student and parental leadership;

Teaching and Learning: a positive and professional student-teacher-school relationship, social and emotional skills training, civic education, and positive support for learning; and

Institutional Environment: the physical environment of the school.

Source: National School Climate Center



What Does That Mean?

Students:

If students do not feel safe at school, do not feel welcomed at school, are not treated with respect, and are not given opportunities to learn, mature and grow, they will not meet their academic potential or learn positive social lessons.

Schools:

If the school climate is not positive, students will underperform, student attendance and student discipline are not likely to improve, school safety could be compromised, and teacher retention may be negatively affected.

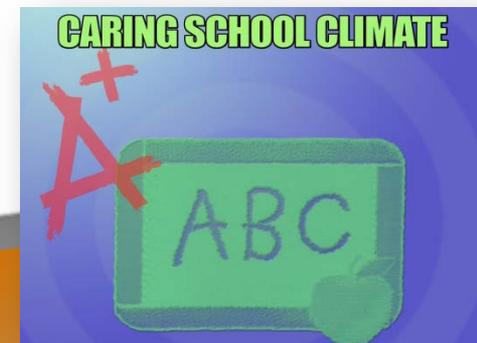


The Georgia Department of Education (GaDOE) is one of the first states with a defined method in the collection and analysis of **school climate** data through the implementation of a statewide annual survey: **Georgia Student Health Survey II (GSHS II)**.

The **GSHS II** is an anonymous, statewide survey instrument developed by the GaDOE in collaboration with the Georgia Department of Public Health and Georgia State University. The **GSHS II** identifies **safety and health issues that can have a negative impact on student achievement and school climate**.



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Measuring School Climate in Georgia

- **Georgia Student Health Survey II**
 - Administered annually to all students in grades 6-12.
 - Covers various topics such as school climate and safety, graduation, school dropouts, alcohol and drug use, suicide, nutrition, sedentary behaviors, and teen driving laws.
- **Georgia School Personnel Survey**
 - Administered annually to teachers, staff and administrators
 - Developed to accompany the GSHS II
- **School Climate Star Rating (Forthcoming)**
 - Part of Georgia's new accountability system – *College and Career Ready Performance Index (CCRPI)*



The College and Career Ready Performance Index (CCRPI)

- ESEA Flexibility under NCLB
 - CCRPI is Georgia's new accountability system replacing AYP
- Incentivizes student performance across a number of academic and behavioral areas.
- Student attendance, GSHS II, GSPS, and student discipline will be included within the reporting document.



College and Career Readiness Performance Index (CCRPI)

CCRPI Additional Points for Supplemental Indicators

School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: examples include but are not limited to **Positive Behavior Intervention Supports; Teachers as Advisors; Mentoring; Peer Mediation; Conflict Mediation**



School Climate Star Rating Components:

- ***Student Responses – Georgia Student Health Survey II***
 - 75% Participation Required
- ***Personnel Responses – Georgia School Personnel Survey***
 - 75% of Teachers/Administrators Required –
 - Survey administered in May 2013 for 2012-13 school year
 - 75% Participation requirement begins in 2013-14
- ***Parent Responses***
 - No participation requirement for parents
 - Working on issues of repeat survey completers
- ***School-wide Agreement***
 - Variance between composite answers of students, teachers, and parents



School Climate Star Rating Components: Student Discipline

- **Weighted Suspension Rate**
 - Maximum value for each student – each student counted once
 - Suspension Weights:
 - Any # of ISS: 0.50 pts.
 - 1 – 2 OSS: 1.00 pts.
 - 3 – 4 OSS: 3.00 pts.
 - 5 or more OSS: 5.00 pts.
 - Alternative School Assignment (for disciplinary reasons only) 6.00 pts.
 - Expulsion 7.00 pts.
- **Scores will be on a 0 – 100 scale**
 - Schools receiving a negative student discipline output will be recoded to 0.
 - Impact Data: **Statewide Average is 81.52**



School Climate Star Rating Components:

School Attendance

- ***Average Daily Attendance Rate of Students***
 - All students will be included
- ***Average Daily Attendance Rate of Teachers***
 - Includes those who have a job code designated as a teacher
 - Removes individuals who have more than 45 days of total leave
- ***Average Daily Attendance Rate of Administrators***
 - Includes those who have a job code designated as an administrator
 - Removes individuals who have more than 45 days of total leave
- ***Average Daily Attendance Rate of Staff***
 - Includes those who have a job code designated as staff
 - Removes individuals who have more than 45 days of total leave
 - Discussion still in progress whether to include all staff or just instructional staff



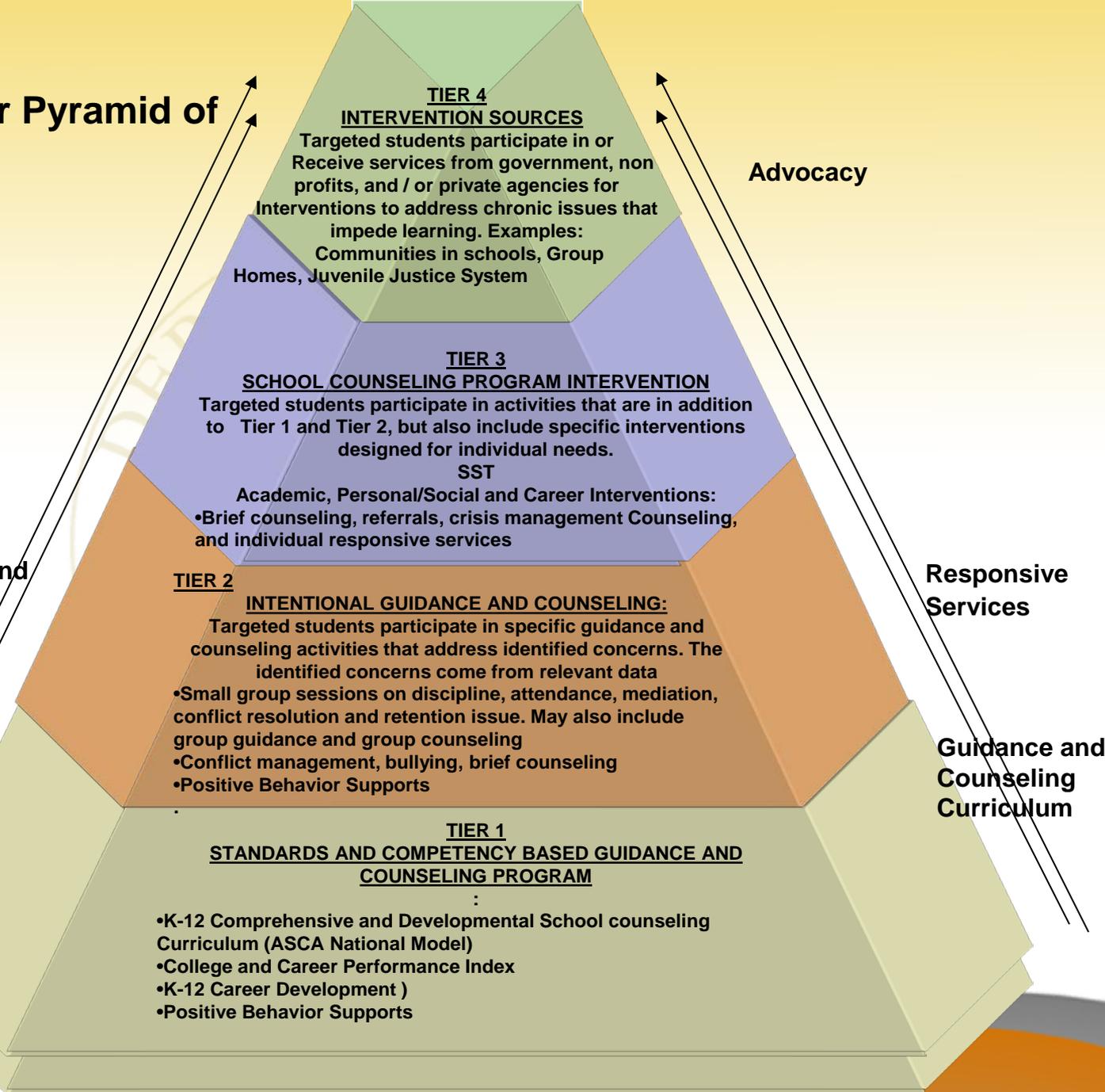
School Counselor Pyramid of Intervention

Assessments and use of Data.

CCRPI



www.wisconsin.gov





Tier 2 Non-negotiables

NEEDS-BASED LEARNING:

- In addition to Tier 1, targeted students participate in learning that is different by including:
 - Standard intervention protocol process for identifying and providing research based interventions based on need and resources.
 - On-going progress monitoring to measure student response to intervention and guide decision-making.

(GaDOE, 2012)





Tier 3 Non-negotiables

SST Driven Learning

In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including:

- Intensive, formalized problem solving to identify individual student needs.
- Targeted research based interventions tailored to individual needs.
- Frequent progress monitoring and analysis of student response to intervention(s). (GaDOE, 2012)





Tier 4 Non-negotiables

Specially Designed Learning

In addition to Tiers 1 through 3, targeted students participate in :

- Specialized programs, methodologies, or instructional deliveries.
- Greater frequency of progress monitoring of student response to intervention(s).

(GaDOE, 2012)



Perkins Compliance Reviews

- Nontraditional classes and are they equitable?
- Are students participating in CTSO's?
- How career development being implemented
- Do students have access to career courses?
- Are students receiving appropriate career guidance and advisement?
- How is Work based Learning being implemented?



OCR Compliance Reviews

- Federal law to prohibit gender discrimination in education— regulations require that schools take steps to ensure that disproportionate enrollment of students of one gender in a course is not the result of discrimination

Addressed in Civil Rights Compliance Reviews:

- Annual notice of discrimination includes all protected groups including gender (sex)
- Continuous nondiscrimination notice includes all protected groups including gender (sex)
 - Student course selection should be based on future career goals not gender (counseling)
- Annual evaluation of course and recruitment materials (system/school; counselors; instructors)



News You Can Use!



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Advanced Academic Pathways

English/Language Arts, Math, Science, Social Studies

An advanced academic pathway may be followed in any one of the content subjects listed above. Upon graduation, students earn an advanced academic pathway when they complete the required coursework to include at least one Advanced Placement (AP) or one International Baccalaureate (IB) or one [Dual Enrollment](#) course. An advanced academic pathway should also include at least two credits in one world language.

ACCEL and [Georgia Virtual School](#) courses are available in all academic areas

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx>



Fine Arts Pathways

Visual Arts, Dance, Music, Journalism, Theatre

A fine arts pathway may be followed in any one of the five areas listed above. Upon graduation, students complete a fine arts/performing arts pathway when three courses have been successfully completed in any one of the five areas. A student should consult a counselor or advisor for related coursework.

AP, Dual Enrollment and Georgia Virtual School courses may be available in fine arts.

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx>



World Language Pathway

2 credits required for admissions to University System Institutions

For a listing of world language courses offered at your high school, please check with your advisor, counselor, or local course description catalog. A world language pathway may be followed in any of the world language areas included in the state list of approved courses. Upon graduation, students earn a world language pathway when they complete 3 units in one language. The third course may reflect an Advanced Placement (AP), International Baccalaureate (IB) or Dual Enrollment designation

Georgia Virtual School and ACCEL courses may be available.

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx>



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Career, Technical & Agricultural Education (CTAE) Pathways

A Career, Technical & Agricultural Education pathway may be followed in any of Georgia's career-related plans of study aligned with the national career clusters to include Georgia's Energy Cluster.

AP, Dual Enrollment and Georgia Virtual School CTAE courses may be available.

Student must complete a series of courses to complete a career-related pathway and be eligible to participate in Georgia Department of Education recognized end-of-pathway assessment activities. Successfully passing the end-of-pathway assessment may result in an industry-recognized credential that may be used for future employment.



Work-Based Learning (WBL)

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Career-Related-Education.aspx>

Georgia Department of Education > Curriculum, Instruction and Assessment > Career, Technical and Agricultural Education > Career Related Education

- Surveys
- Counselor Resources
- Guidance and Counseling
- Development and Transition
- Program Delivery
- Agricultural Education
- Accountability and Improvement
- Finance and Resource

Career Related Education

(Including Information for Work-Based Learning Programs)

[Career Related Education Manual \(Work-Based Learning\)](#)

Career Related Education (CRE) is structured age appropriate experiences which prepare students for the school-to-career transition. The range of CRE experiences begin with Career Awareness and Exploration in middle school and culminate with work-based learning during the eleventh and twelfth grade. Work-Based learning provides students the opportunity to be enrolled in an internship, cooperative education or youth apprenticeship

Career Related Education Manual

(Including Standards and Guidelines for Work-Based Learning)

The Career Related Education Manual formerly titled Standards and Guidelines for Work-Based Learning Programs in Georgia was revised and disseminated in 2007. The link to the CRE Manual can be found in the blue box labeled "helpful links". Twenty four standards provide guidance to all aspects of Career Related

Contact Information

Dwayne Hobbs
Program Manager, Program Delivery, Career, Technical and Agricultural Education

Phone: 404-657-8334
Email: dhobbs@doe.k12.ga.gov

CRE Links

- [CRE Presentations](#)
- [Helpful Web Links](#)
- [Archive Files](#)
- [CRE Resources](#)



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Work Based Learning numbers require insertion of the subject CIP code.

The first digit past the decimal is "7" for all WBL enrollments.

Indicates Semester 1 or 2 of WBL enrollment

Last two digits for local use.

XX.711400

Subject Code is inserted matching the students pathway

Indicates Year 1 or 2 of WBL enrollment

4 = one credit
5 = two credits
6 = three credits



EOCT Test Out Procedures

- EOCT scores are not required to be on student's transcript
- Required to be on, in or with a student's report card
- A field will be added to the Student Record that will identify "Credit in Lieu of enrollment in the course"
- Yes or no dropdown to indicate if student received credit by "testing out"



Awarding of Math Units for Special Education Students RULE

- 160-5-1-.15 AWARDING UNITS OF CREDIT AND ACCEPTANCE OF TRANSFER CREDIT AND/OR GRADES.

(e) Awarding Units of Credit for Mathematics Courses for Students Receiving Special Education Services Under the Individuals with Disabilities Education Act (IDEA).

<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-5-1-.15.pdf>



Math Graduation Guidance 2013-14

Home ▾	Students	Parents	Teachers	Business & Industry
CCRPI				
Curriculum, Instruction and Assessment ▾				
External Affairs and Policy ▾				
Finance and Business Operations ▾				
Race to the Top (RT3)				
School Improvement ▾				
State Board of Education				
Technology Services ▾				
School Psychological Services	language of			
	to make con			

Information for Administrators, Counselors, and Educators

- [Administrator CCGPS Mathematics Training](#)
- [Mathematics Sequence Options for a Diploma](#)
- [Mathematics Graduation Guidance for Students Who Entered Ninth Grade in 2013-2014 and thereafter.](#)
- [Mathematics Graduation Guidance for Students Who Entered Ninth Grade in 2012-2013.](#)
- [Mathematics Graduation Guidance for Students Who Entered Ninth Grade in 2011-2012 or prior years.](#)
- For general information, email **Mr. Brooke Kline**, Lead Mathematics Program Specialist, at bkline@doe.k12.ga.us.



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Mathematics Graduation Guidance for Students Who Entered Ninth Grade in 2013-2014

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Elementary and Middle School Counselors

- 5th grade career portfolio, middle school information, the 17 career awareness activities, and the guidance documents are now posted on the GaDOE website
- Click on the following link:
- <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Elementary-Cluster-Activities.aspx>



New School Counselor web site

www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Counselor-Information-.aspx

or

counselor.gadoe.org

- Much easier to remember the second link
- Second link is live and available now



Nontraditional DOE Webpage

- <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Non-Traditional-Career-Resources.aspx>

Nontraditional Resources

- www.nwlc.org/education - The National Women's Law Center site has information regarding Title IX generally, and on Title IX's application to career education programs.
- www.work4women.org/userguides/forgirls.cfm - A project of Wider Opportunities for Women (WOW), this website provides girls with information about high-wage, non-traditional careers, helps them assess what careers might be right for them, and helps them to locate role models.
- <http://www.girltech.com/index.aspx> - Provides lesson plans to encourage girls in technology, links, and an information exchange. Areas for both students and teachers.
- www.girlstart.org - Non-profit organization created to empower girls in math, science, engineering and technology. Website offers profiles of working women, fun information and projects for girls, websites designed by girls, and links to other sites.



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Who Are We?

The CTAE Resource Network is a statewide organization supporting Career, Technical, and Agricultural Education initiatives in Georgia's public school systems. As a non-profit consortium, the Network provides effective, economical services and support to CTAE educators in the areas of professional learning, instructional resources (supporting career pathways), and technical skill assessment.

Vision: To be a model for providing local systems with the educational resources to prepare tomorrow's competitive workforce.

The CTAE Resource Network is committed to the development and establishment of a quality, equitable, and cost effective electronic communications system. The website's sole purpose shall be for the advancement and promotion of quality resources for Georgia's CTAE staff. The website and its content shall be used only for purposes consistent with the network's mission and goals. Commercial and/or personal use of the website and its contents is prohibited.

548,497 visits

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[Site Requirements](#)



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2/11/2014

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Artifacts and Evidence

- What are the performance standards?
- What are the methods of communication with parents and students?
- What does collaboration look like?
- How do you assess and evaluate?
- What is your evidence?



What is Your Impact?

- Thoughts?
- AHA's?
- Next steps?



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What is Missing?

- Updated comprehensive and developmental school counseling curriculum.
- A review of data and is it demonstrating results?
- Can you identify objectives of your school counseling program to reflect state and system/school goals and objectives?

