

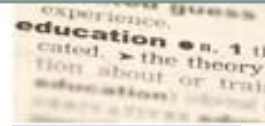
# **How do we modify our current educational system to meet the needs of all children?**

New Mexico Triannual Meeting  
April 21, 2009

Presenters:

Leah Johnson, NM PED

Wayne Ball, MPRRC

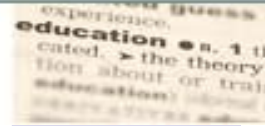


## The Challenge!

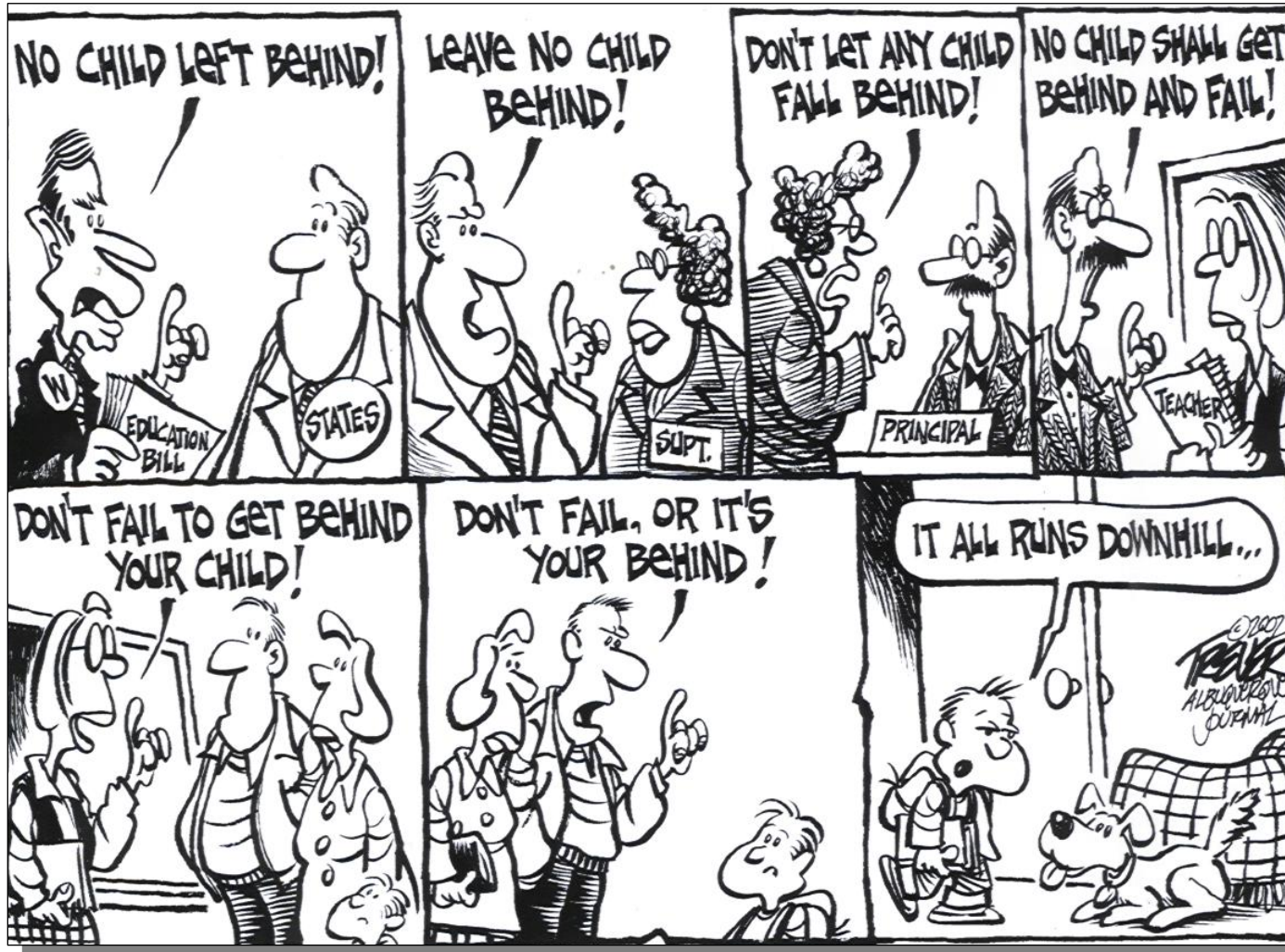
- How to do we help every child in New Mexico graduate with a regular diploma?
- How do make education relevant and meaningful for every child?
- How do we change our educational system to meet the needs of all children?
- How do we change our current system to meet the educational needs of the future?



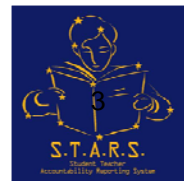
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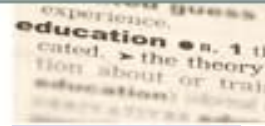


## Leave No Child Behind!



Funded Partners Meeting 0 9/16/08





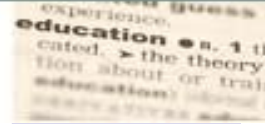
## School Reform at the National Level

- National Centers Developed!
- Chief State School Officers Unite in Systems Change!
- IDEA 2004 Looks ahead to life after public schools
- National High School Reform!
- What are you doing at your school?

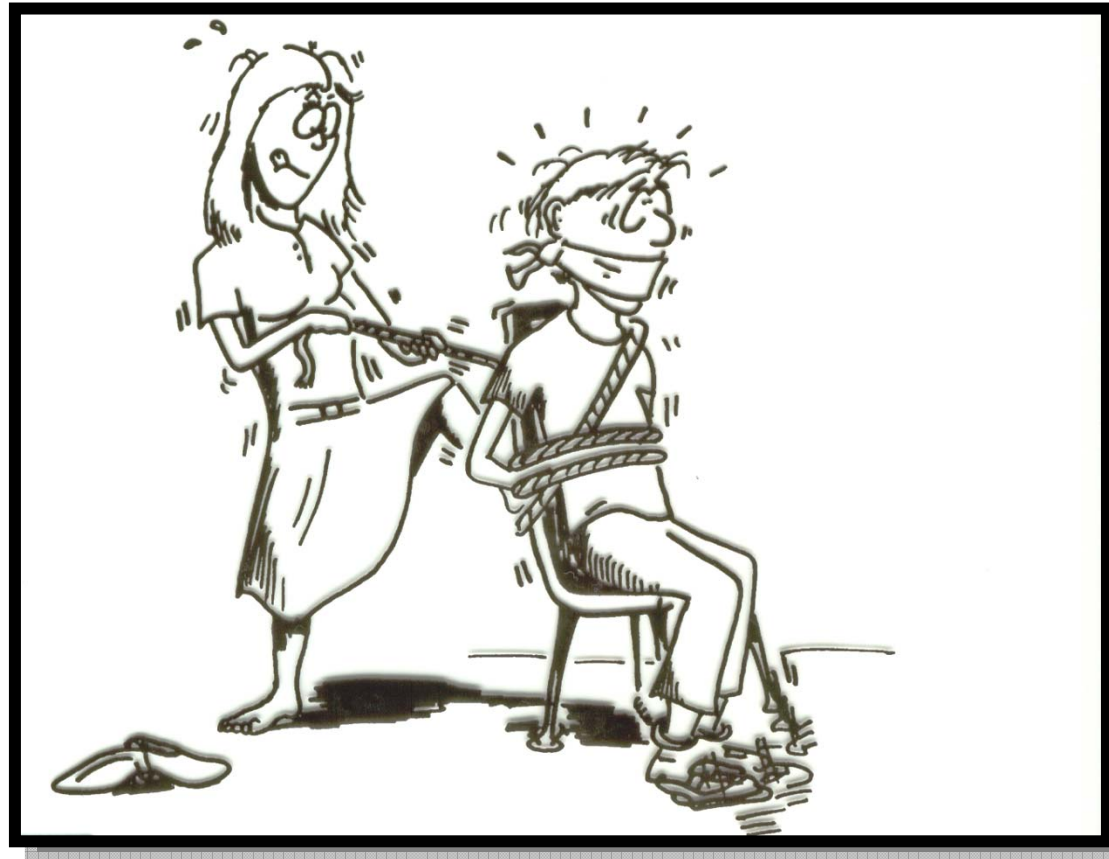




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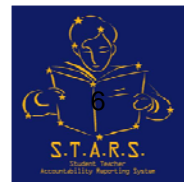


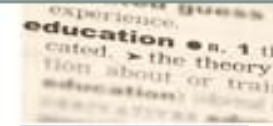
## Effective Classroom Practices



**“Am I doing all I can?”**

Funded Partners Meeting 09/16/08





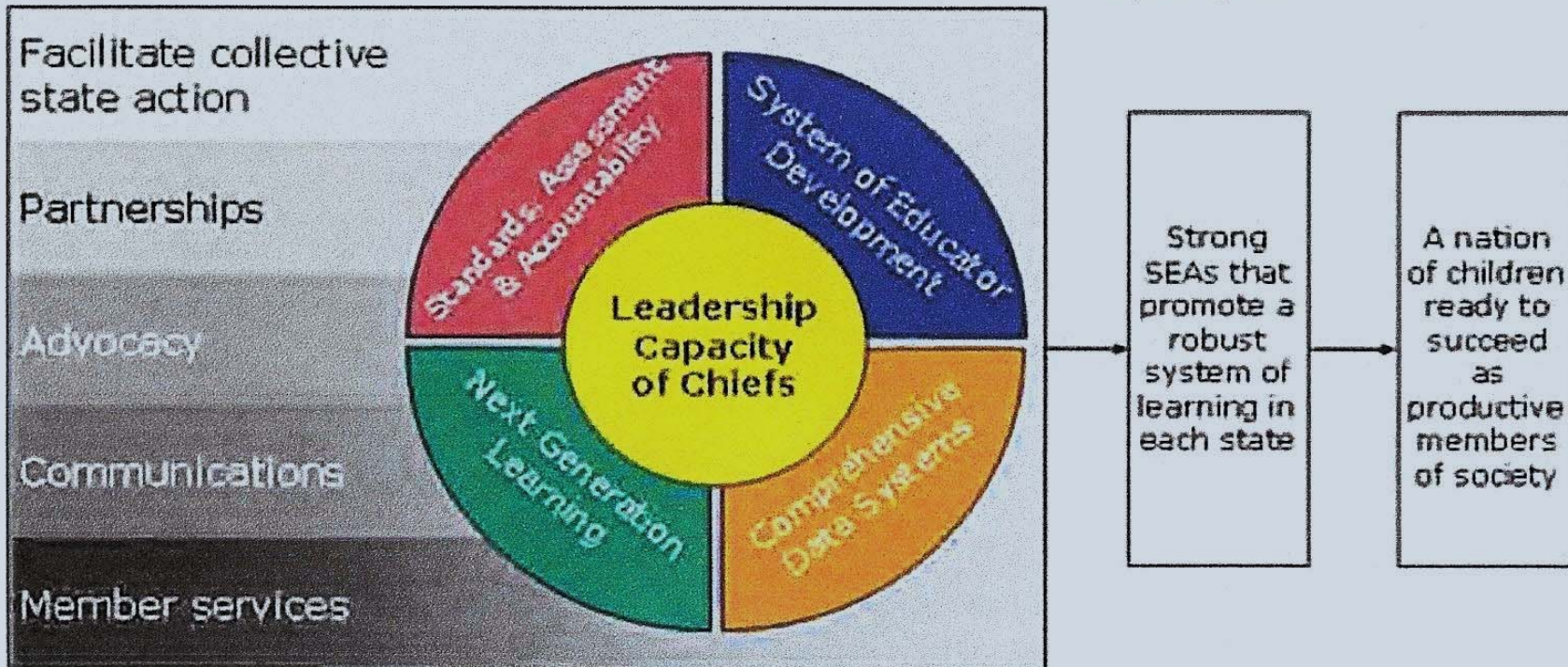
## CCSSO supports state education agencies to create successful students

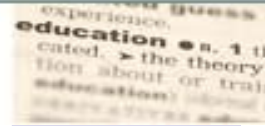
Using these tools and tactics...

... and focusing on these state-driven leverage points...

... CCSSO seeks to build the capacity of...

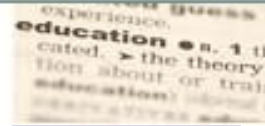
... leading to...





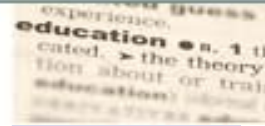
## IDEA 2004 Looks ahead to life after public schools

- Throughout the educational process we must keep the end in mind! Are students prepared to become productive members of our communities?
- IDEA strengthens transition services. Indicator #14 in the State Performance Plan looks at what students are doing after they leave the education system.



## IDEA 2004 Looks ahead to life after public schools

- How you make schools a place students want to be?
- How do you modify curriculums and instruction to meet the needs of students while maintaining the integrity of our core education system that provides instruction to same high standards for all children?

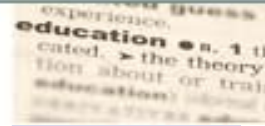


# National High School Reform

## Meeting Five Critical Challenges of High School Reform

### Challenge 1

- **Creating a Personalized and Orderly Learning Environment**
- A positive school climate — where students and adults know each other well and where adults express care and concern for students' well-being, intellectual growth, and educational success — is a key motivational element in the learning process for adolescents.



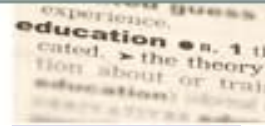
## National High School Reform

### Meeting Five Critical Challenges of High School Reform

### Challenge 2

- **Assisting Students Who Enter High School with Poor Academic Skills**
- Tackled the problem of low achievement among entering ninth-graders head-on through interconnected changes in scheduling and curricula and produce positive results for many students.

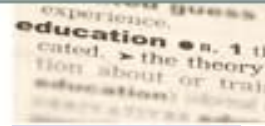




## National High School Reform

### Meeting Five Critical Challenges of High School Reform

- **Challenge 3**
- **Improving Instructional Content and Practice**
- While only limited data are available linking instructional improvement efforts to changes in student outcomes, the experiences of the program developers and of the participating schools and teachers suggest a number of operational lessons about putting instructional improvement efforts in place.



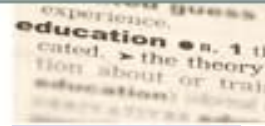
## National High School Reform

### Meeting Five Critical Challenges of High School Reform

- **Challenge 4**

- **Preparing Students for the World Beyond High School**

- Students in low-performing schools need special assistance in preparing for postsecondary education and for better-paying jobs. Among the initiatives considered, Career Academies are most clearly oriented toward the goal of helping students prepare for a productive future after they leave high school. Enhanced Transition Services are key to success beyond High School.



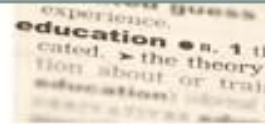
## National High School Reform

### Meeting Five Critical Challenges of High School Reform

#### Challenge 5

##### ● Stimulating Change

- • Creating effective change demands an investment of personnel resources.
- • School and district administrators should consider the adequacy of what is already in place and the capacity of local personnel to envision and implement change
- • Strong support of the initiative by the school district helps to ensure effective implementation and the reform's continuing existence.
- • It is important to have high ambitions but also reasonable expectations about the size of impacts that reforms can produce.

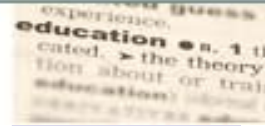


How do we change our current system to meet the educational needs of the future?

- **“When the technology we will be using five years from now has not even been developed”**



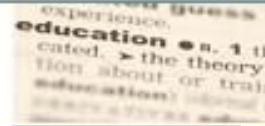
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## Alternative Credit Courses at the Local Level

- Think outside the educational
- Student centered
- Standards-based
- Local school districts can create alternative credit courses as electives
- Career Technical courses as crosswalks



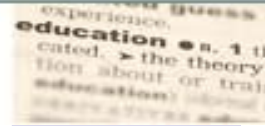


## Standards-based Instruction in Alternative Courses

- Knowing the academic content standards
- Knowing the student
  - Student's interests, strengths and needs
  - How could student benefit from alternative courses?
- Accommodations in IEP to include alternative credit courses



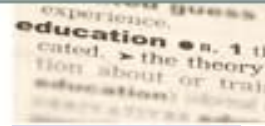




## Alternative Credit Course Process

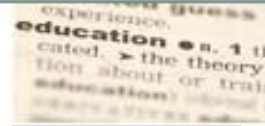
- The appropriate course standards have been cross-walked and match the associated academic credit course. (i.e. a computer aided drafting class may meet the standards for teaching geometry)
- Academic credit may be at a 1:1 ratio or may accumulate through the completion of a sequence of courses.
- The course itself is taught by a teacher who is also certified to teach in the academic area that is being addressed. (i.e. above mentioned CAD teacher has an academic math endorsement) and/or
- The course is “team taught” by both Career Technical Education (CTE) certified and academic certified teachers.





## Examples of Possible Crosswalks

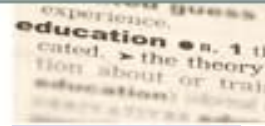
- Computer Aided Drafting to Geometry
- Principles of Technology to Science
- Pre-engineering to Algebra
- Ag-Science to Biology
- Must have highly qualified teacher in core area



## Career Technical Education (CTE) Initiatives

- School to career programs
- Apprenticeship
- Internship
- Schools based enterprises
- Cooperative education
- Job shadowing
- Mentoring

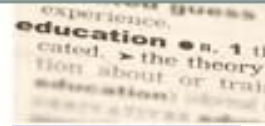




## Helping Districts Achieve Goals

- Align courses with state and federal standards and benchmarks
- Keep students with learning disabilities in regular education classes
- Lower dropout rates
- More students graduating on standard option
- Students prepared for post high school/transition goals





## What Are Other States Doing?

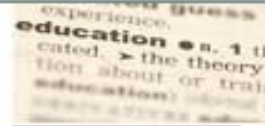
### California

- Citizen Advisory Committee comes up with alternative credits
- Parent Involvement
- Practical demonstration of skills and competencies
- Work experience/supervised work experience





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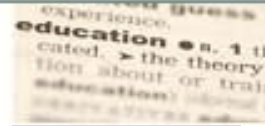
## Florida

- Industry certification programs
- Partnership with local business for mentorship opportunities
- Students must pass end of course assessment





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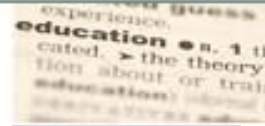


## Oklahoma

- Student's IEP team determines if an alternative course would best meet individual needs
- Written request by parent/guardian prior to enrollment in an alternative course



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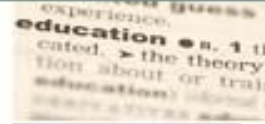
## Resources

- Regional Occupational Center “ROC on the Job”
  - [www.khsd.k12.ca.us/ROC/alternativecredit](http://www.khsd.k12.ca.us/ROC/alternativecredit)
- CTWEB
  - <http://www.ped.state.nm.us/CTWEB>
- IRIS-Center for Training Enhancements
  - <http://iris.peabody.vanderbilt.edu>





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## What are you doing at your school?

- Group Discussion
- &
- Report Out