



WASA
EQUITY | LEADERSHIP | TRUST | ADVOCACY

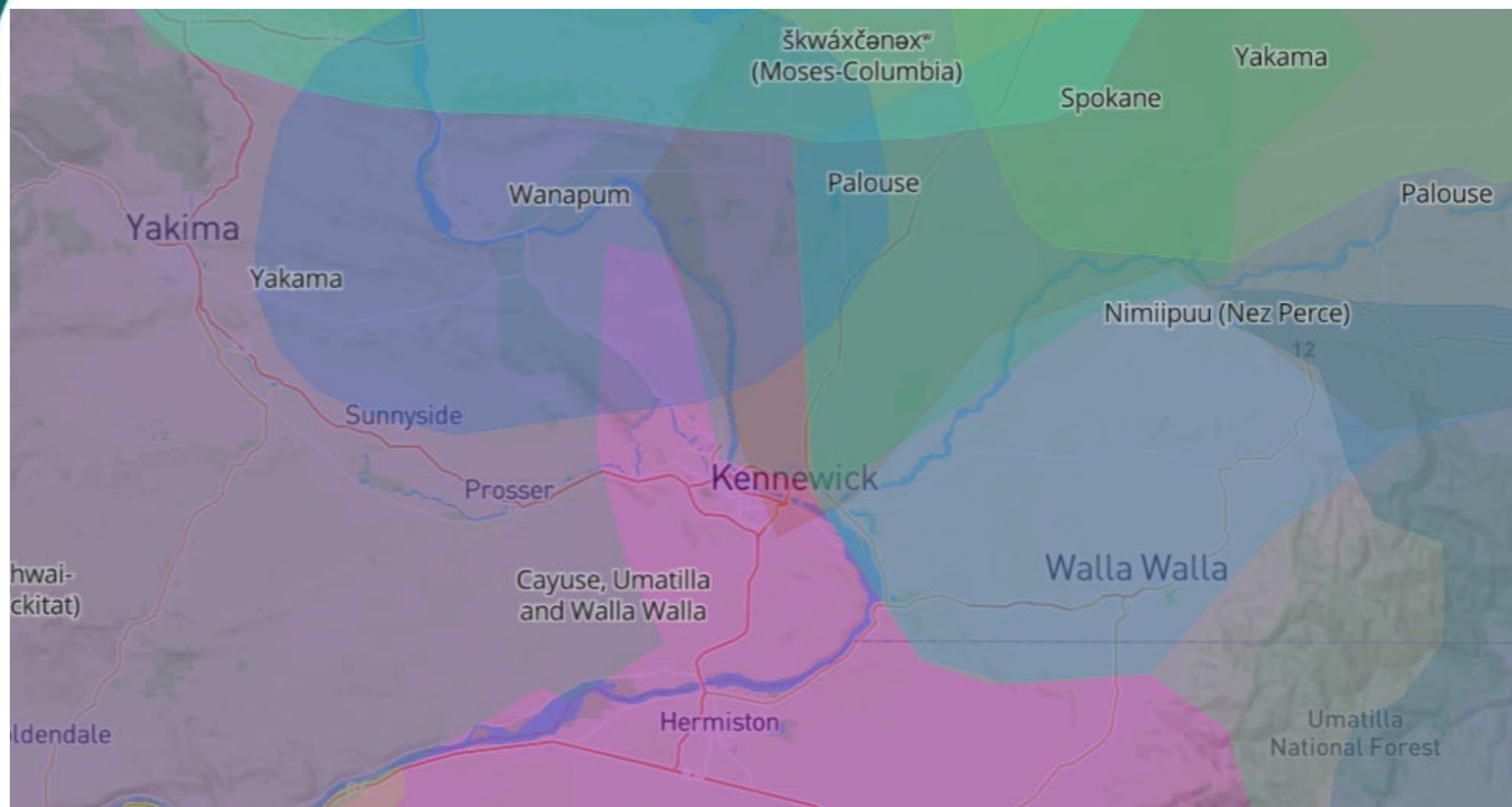
AESD ASSOCIATION OF EDUCATIONAL SERVICE DISTRICTS
Nine ESDs. One Network.
Supporting Washington's Schools and Communities.

MTSS Fest 2023
OSPI's Integrated Conference
Supporting Systems for Leadership & Belonging

AUGUST 3 8:30 a.m.-4:00 p.m.
AUGUST 4 8:30 a.m.-2:00 p.m. | **Three Rivers Convention Center in the Tri-Cities**

Think Big! Career Connected Learning as Intervention and Acceleration

MTSS Fest - August 4, 2023



Native Americans have called the Pacific Northwest home for thousands of years. Native Americans populated the area around modern-day Kennewick for millennia before being discovered and settled by European descendants.

We acknowledge that we are on the un-ceded ancestral lands of the first people **Umatilla, Wanapum, Nez Perce, and Yakama** tribes. We are grateful to them as original and current protectors and inhabitants of this land upon which we gather and dialogue today.

It is important to note that this kind of acknowledgement is not a new practice developed by colonial institutions. Land acknowledgement is a traditional custom dating back centuries for many Native communities and nations. For non-Indigenous communities, land acknowledgement is a powerful way of showing respect and honoring the Indigenous Peoples of the land on which we work and live. Acknowledgement is a simple way of resisting the erasure of Indigenous histories and working towards honoring and inviting the truth.

Introductions

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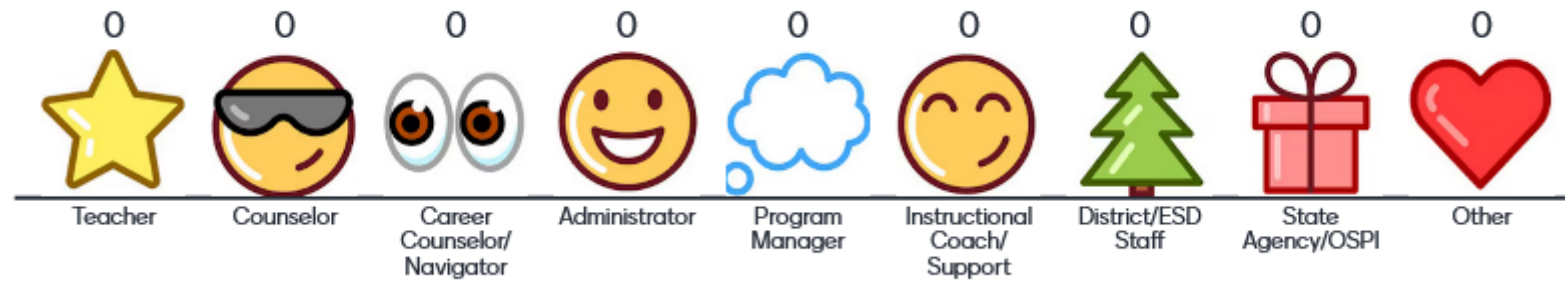
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Agenda

- Welcome!
- Section 1 – A Study of Career and Technical Education
- Section 2 – MTSS: CTE as Support and Differentiation
- Section 3 – Hope and the High School and Beyond Plan
- Wrap-up, Questions

Who's who?





A Study of Advanced CTE Learners

Section 1

Warmup – Word Cloud

What three words come to mind
when you hear the term “CTE”?
(Career and Technical Education)

CTE words that come to mind:

What about:

accommodations?

community-
building?

accelerated?

differentiation?

Cross-subject?

leadership?

talent
development?

MTSS?

Project-based
learning?

Purdue Study - 2008

“Career awareness for gifted students has not received sufficient attention, and some evidence exists that ~~gifted and talented~~ youth have been systematically counseled away from vocational education.”

Purdue Study - 2008

“Society values highly talented and creative craftspeople and technicians as much as it values individuals in other professions. Furthermore, talented students possess demonstrated or potential abilities in areas such as creativity, academics, leadership, and visual arts.”

Purdue Study - 2008

Methodology:

16 students attending a Skills Center-like CTE school in the Midwest for ½ day.

Juniors and Seniors

Variety of socio-economic levels reflective of overall student population

Two of the sixteen students officially identified as 'gifted' at their home school

All students identified as 'talented' or 'advanced' by their teachers at the Skills Center.

Interviewed students, their teachers, and identified ways that CTE had served these students and their needs as advanced learners.

Purdue Study - 2008

Conclusions:

CTE represents a viable option for ~~gifted and talented~~ students

Talented students in CTE programs are often unrecognized in general settings

Many educators still do not believe that CTE is appropriate for ~~gifted and talented~~ students

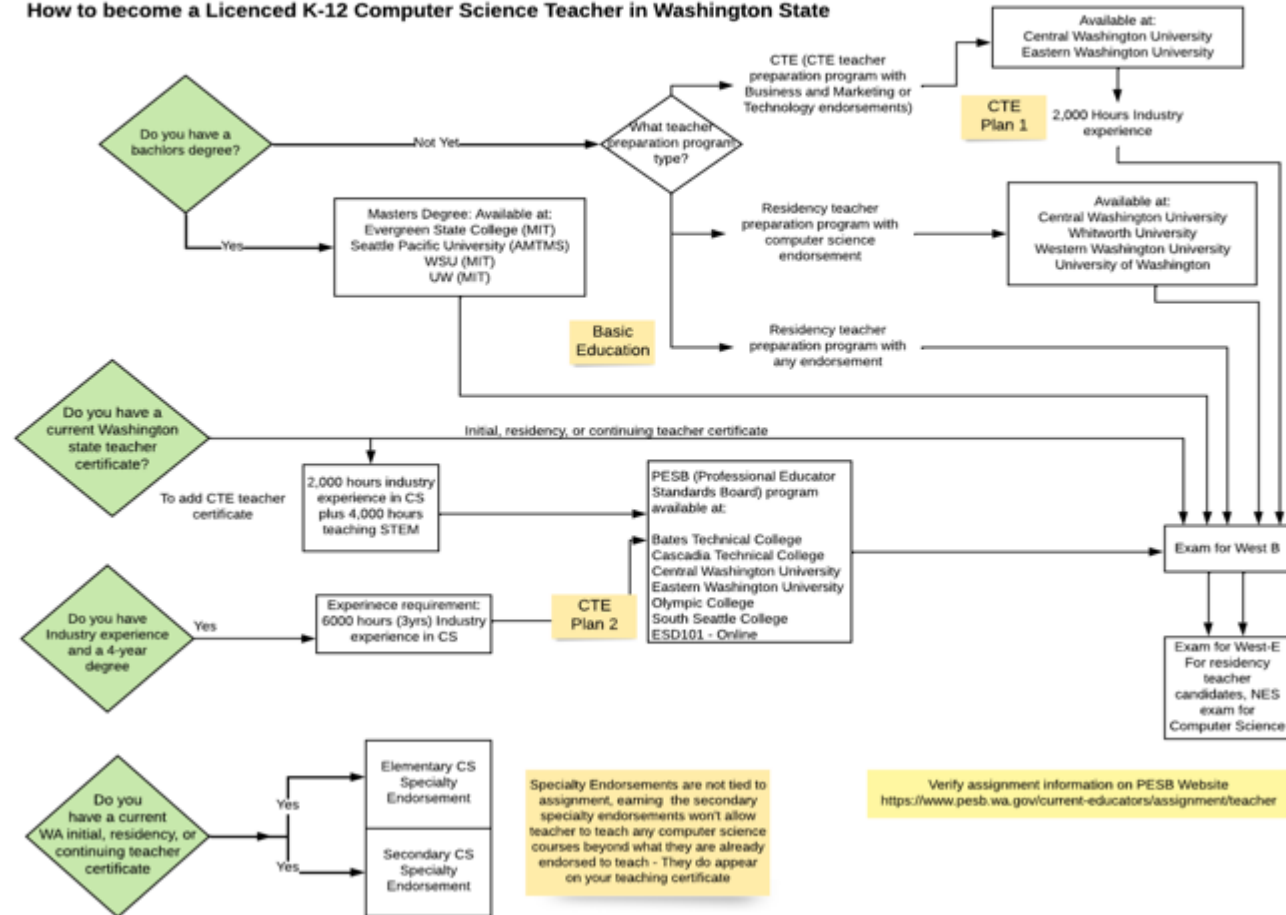
There are connections between ~~gifted and talented~~ all types of learners and CTE programs

Purdue Study - 2008

“The nature of CTE includes opportunities that benefit ~~gifted and talented~~ students and advanced learners.”

Appendix A: Teacher Certification Pathways

How to become a Licenced K-12 Computer Science Teacher in Washington State



CTE High Points:

CTE courses require a specialized teacher with industry experience.

CTE courses and programs of study go through rigorous state approval, sometimes ANNUALLY.

CTE courses include at least three types of standards: academic, industry, and 21st century leadership.

CTE courses must be associated with a Career and Technical Student Organization (club) for a leadership component.

CTE courses can be used for grad requirement equivalency (e.g. Accounting counts as CTE and math, etc.) CTE course sequences can also count as a graduation pathway.

CTE pathways continue into post-secondary education (not necessarily college!)

CTE pathways result in college credit and post-secondary certifications.

CTE is tied to federal dollars as well – Perkins V

FIND YOUR PATHWAY

Agriculture Education

Agriculture, Food, & Natural Resources

Agribusiness Systems • Animal Systems • Biotechnology Systems • Environmental Service Systems • Food Products & Processing Systems • Natural Resources Systems • Plant Systems • Power, Structural, and Technical Systems

Business & Marketing

Arts, A/V Technology & Communications¹

Journalism & Broadcasting (Technical Communications) • Printing Technology (Desktop Publishing/Digital Imaging) • Visual Arts (Publishing)

Business Management & Administration

Administrative Support • General Management • Marketing Management • Operations Management

Finance

Accounting • Banking Services • Business Finance • Business Financial Management

Hospitality & Tourism¹

Lodging • Travel & Tourism

Information & Technology¹

Information Support & Services • Network Systems • Programming & Software Development

Law, Public Safety, Corrections & Security¹

Legal Services

Marketing

Management & Entrepreneurship • Marketing Communications • Marketing Management • Merchandising • Professional Sales

Family & Consumer Sciences

Arts, A/V Technology & Communications¹

Visual Arts (interiors, textiles)

Education & Training

Professional Support Services • Teaching & Training

Health Science¹

Health Informatics (Family Health) • Support Services (Nutrition & Wellness) • Therapeutic Services (Food Science, Dietetics & Nutrition)

Hospitality & Tourism¹

Recreation, Amusement, & Attractions • Restaurants & Food & Beverage Services

Human Services

Consumer Services • Early Childhood Development & Services • Family & Community Services • Personal Care Services

Health Sciences

Health Science¹

Therapeutic Services • Support Services • Biotechnology Research & Development • Diagnostic Services • Health Informatics

Skilled & Technical Sciences

Architecture & Construction

Construction • Design & Pre-Construction

Arts, A/V Technology, & Communications¹

Audio & Video Technology & Film • Journalism & Broadcasting • Performing Arts • Printing Technology

Government & Public Administration

National Security

Information & Technology¹

Information Support & Services (Computer Installation & Repair)

Law, Public Safety, Corrections & Security¹

Emergency & Fire Management • Law Enforcement Services

Manufacturing

Maintenance, Installation & Repair • Manufacturing Production Process Development • Production

Transportation, Distribution, & Logistics

Transportation Operations

STEM

Science, Technology, Engineering & Mathematics

Engineering & Technology • Science & Math



Washington Office of Superintendent of
PUBLIC INSTRUCTION

¹ indicates a **cluster** that appears in more than one Program Area, but is specific in **pathway** content

National: 16 career clusters

WA State: Six Program Areas

*Based on the current
Classification of
Instructional Programs
(CIP) Code Chart

Learn more:
k12.wa.us/CTE

Reflection

- After reviewing some of the information about CTE, career clusters, and pathways, was there anything that surprised you? (Did you know all of this was part of CTE?)
- If your school offers any of these, can you think of any examples of non-traditional learners who found a home in a CTE pathway or class? Why do you think they flourished there?
- Do you have any thoughts on how CTE might benefit students who need interventions or acceleration to succeed, but not necessarily identified as highly capable or needing special programs services?



Questions so far?

Purdue Study - 2008

“The nature of CTE includes opportunities that benefit ~~gifted and talented~~ students and advanced learners.”

Nature of CTE: Four Themes found in Purdue study

Individualization with No Ceiling

- Independent Study
- Mentorships
- Apprenticeships
- Self-pacing
- Curriculum Compacting
- Acceleration

Student-Centered Meaningful Choices

- Dual/College credit
- Industry Certifications
- Areas of focus for more advanced study
- Learning skills in context

Instructor as Developer of Talent

- Instructors with industry experience
- Course frameworks that can address a range of student ability and talent
- Instructors with high expectations and coaching skills.

Participation in CTSOs

- Leadership opportunities
- Camaraderie
- Competition
- Recognition

Needs of ~~High Ability~~ Students

Appropriate pace & level of complexity

Opportunity to demonstrate mastery

Time with others of like ability

High levels of thinking, both critical & creative

Acceptance, respect, encouragement

Feelings of success – with hard work.

Which CTSOs can you identify?
How many have you heard of?



Case Studies – Purdue Study

Review the three student case studies in the handout:

1. Kristy, junior
2. Nancy, senior
3. Jake, junior



Overflowing Abundance of All Types

CTE as Support and Differentiation



Needs of ~~High Ability~~ Students

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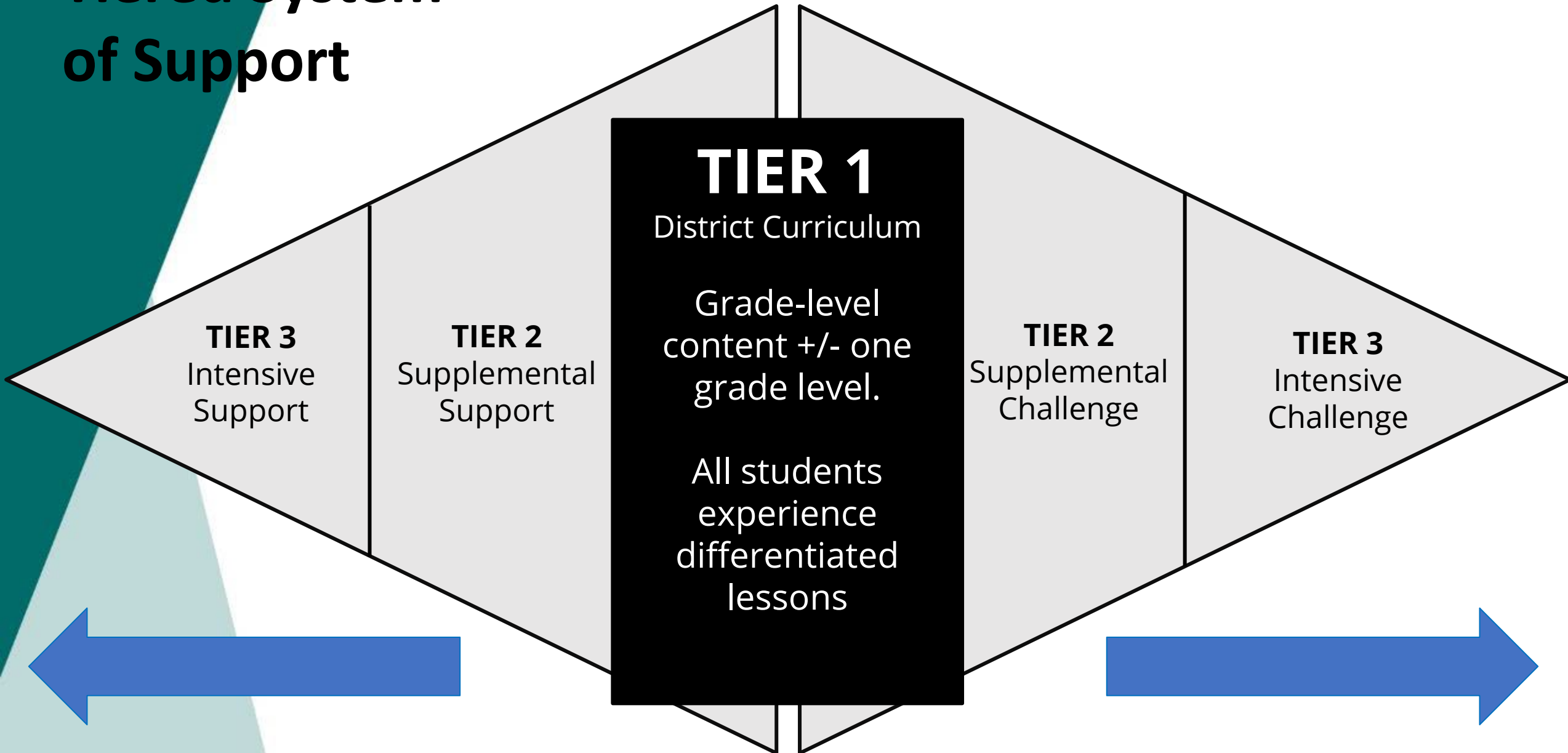
Feelings of success – with hard work.

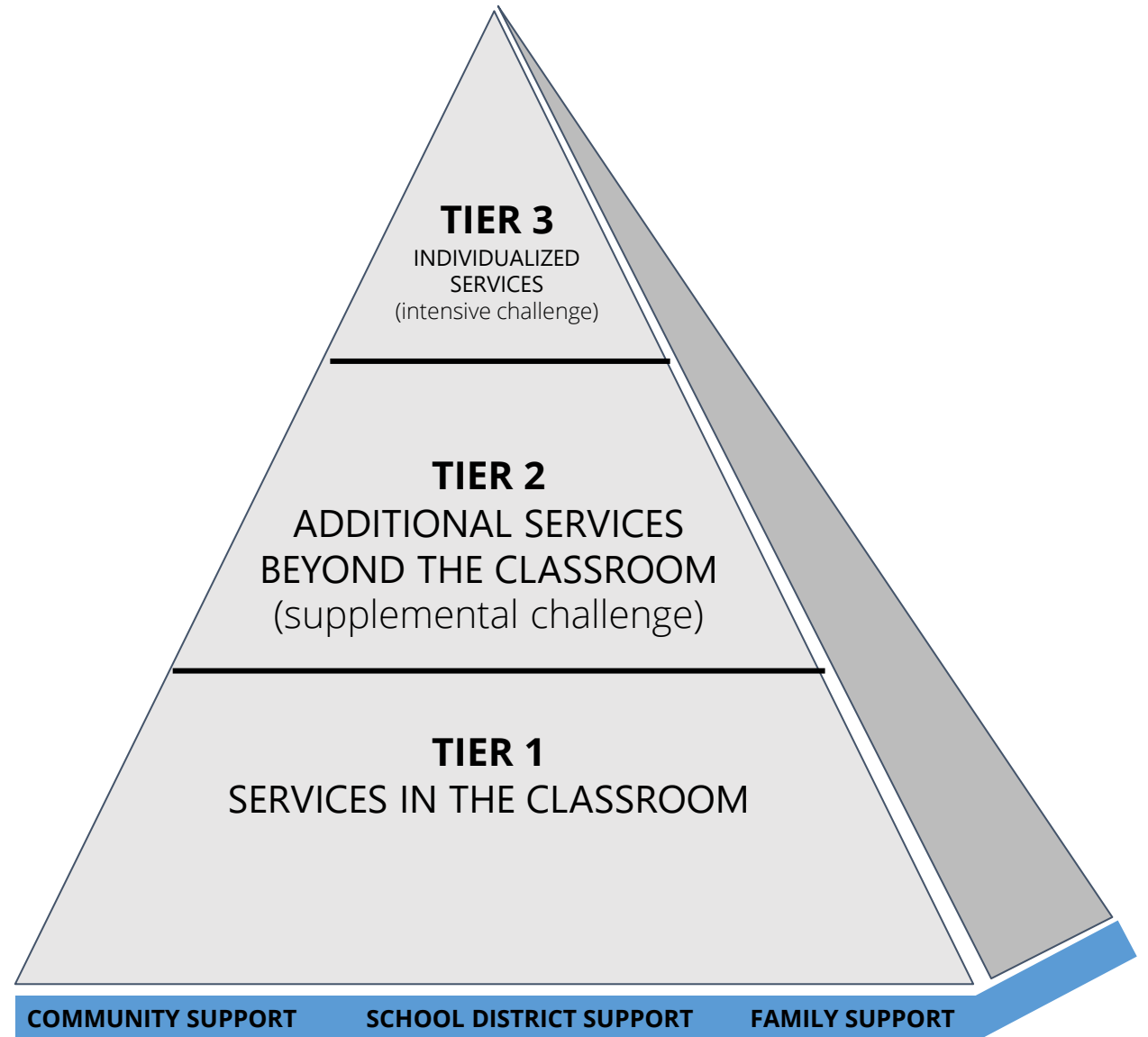
Multi-Tiered Systems of Support (MTSS)



Goal: to address unmet academic and social emotional needs of EACH and EVERY student.

Tiered System of Support





CTE

Self-Contained
Dual Enrollment
Subject or Grade Acceleration
Independent Study
Community Mentorships

Curriculum Compacting
Inquiry Projects
Restorative Justice
Peer-Based SEL
Small group opportunities
Curriculum Design Support

Differentiation/ UDL
Cluster Grouping
Flexible Grouping
Talent Development
Classroom SEL
Racial Equity and Social Justice
Applications

TIER 3
INDIVIDUALIZED
SERVICES
(intensive challenge)

TIER 2
ADDITIONAL SERVICES
BEYOND THE CLASSROOM
(supplemental challenge)

TIER 1
SERVICES IN THE CLASSROOM

Learning Plans
Counseling
Staff Development
Coordination
Ongoing Evaluation
High School and
Beyond Planning

COMMUNITY SUPPORT

SCHOOL DISTRICT SUPPORT

FAMILY SUPPORT

Guidelines for an Atmosphere Conducive to Differentiation

Promote success for all students as they learn important information in different ways.

Encourage respect, responsibility, ownership, and pride.

Allow students to polish and refine their craft.

Recognize where each student begins and enable each to experience as much progress as possible.

Invite challenge and complexity in both thought and production

Integrate high-order thinking, including the encouragement of abstract thinking and symbolism.

Involve students in planning and organizing learning

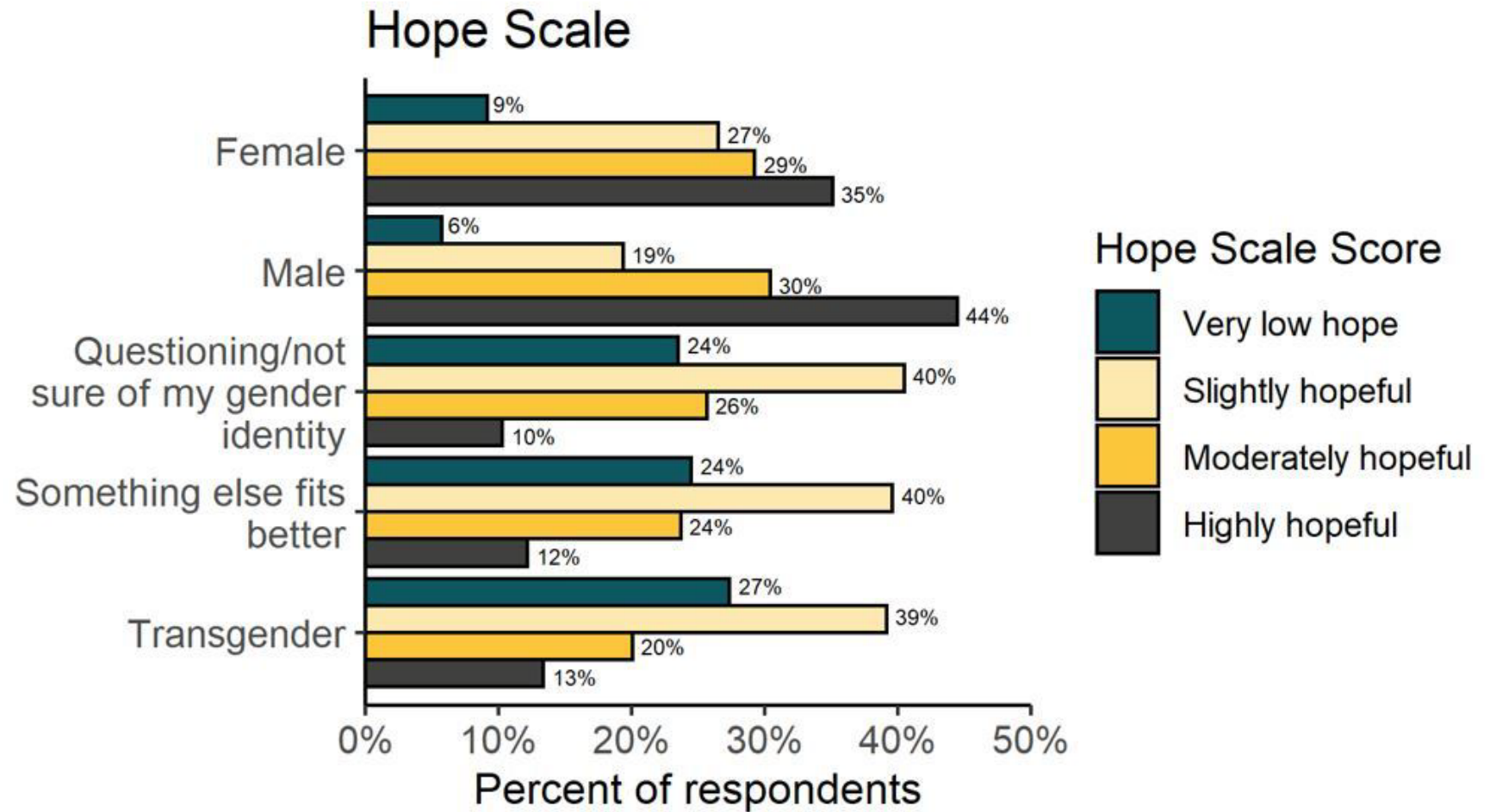
Extend students from consumers to producers



High School and Beyond Plan

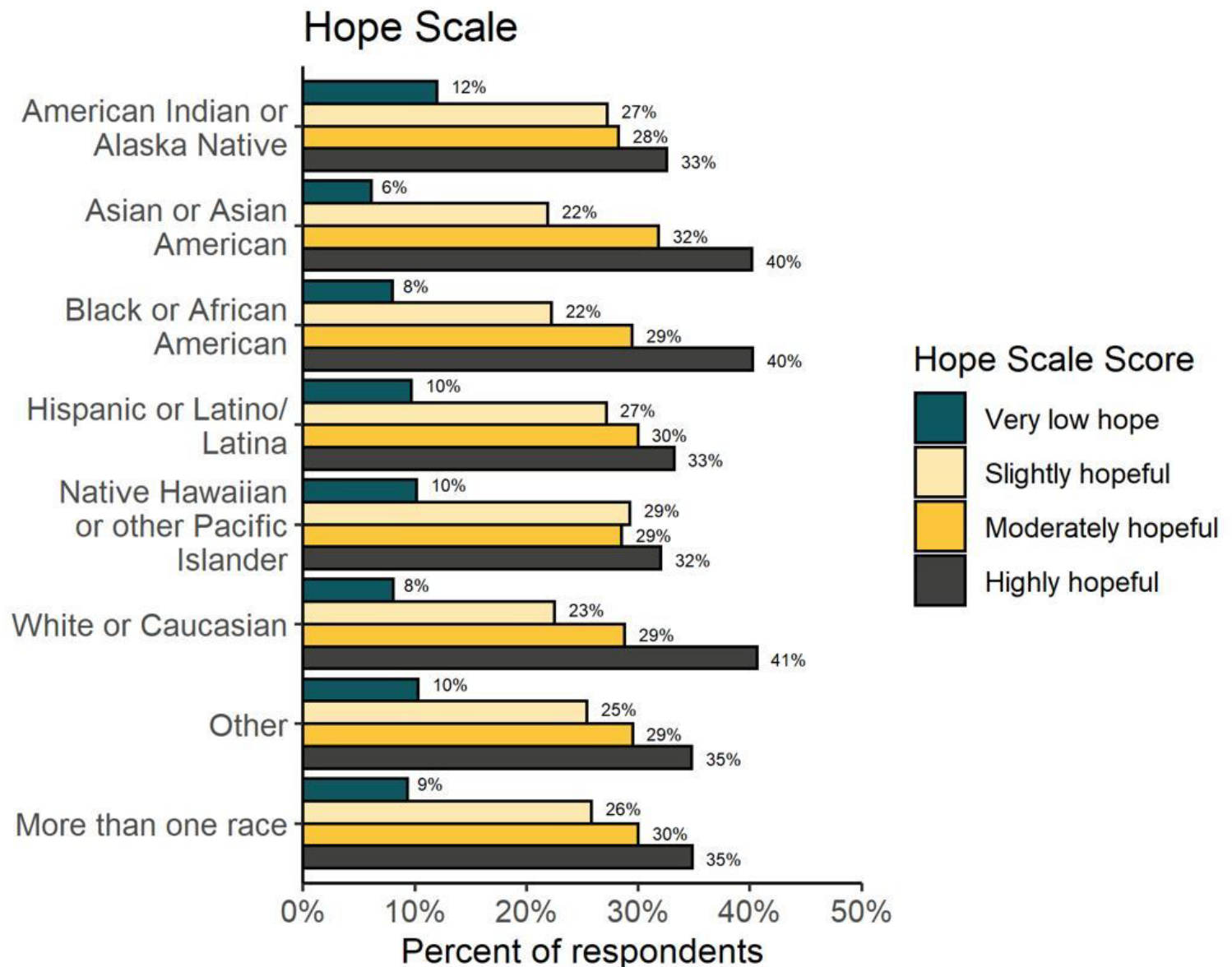
Tier 1 for Secondary Hope and Engagement

Washington Healthy Youth Survey 2021



The percent of middle and high school students that fell into different Hope Scale categories by gender identity (n=54,041 students). Data are from the 2021 COVID-19 Student Survey, which students completed on a voluntary basis. Consequently, these results are representative only of those students who completed the survey and should not be generalized to the state population. Gender identity was determined by a student's response to the question: How do you currently identify yourself?
Data Source: COVID-19 Student Survey 2021.

Washington Healthy Youth Survey 2021



The percent of middle and high school students that fell into different Hope Scale categories by Federal Race/Ethnicity (n= 54,509). Data are from the 2021 COVID-19 Student Survey, which students completed on a voluntary basis. Consequently, these results are representative only of those students who completed the survey and should not be generalized to the state population. Race/Ethnicity was determined by a student's response to the question: How do you describe yourself?

Data Source: COVID-19 Student Survey 2021.

Graduation Requirements



HSBP

+



INSTRUCTION
(24-CREDITS)

+



GRADUATION
PATHWAY

=



MEANINGFUL
DIPLOMA



Building Hope through the HSBP



WHO AM I?



WHAT CAN I BECOME?



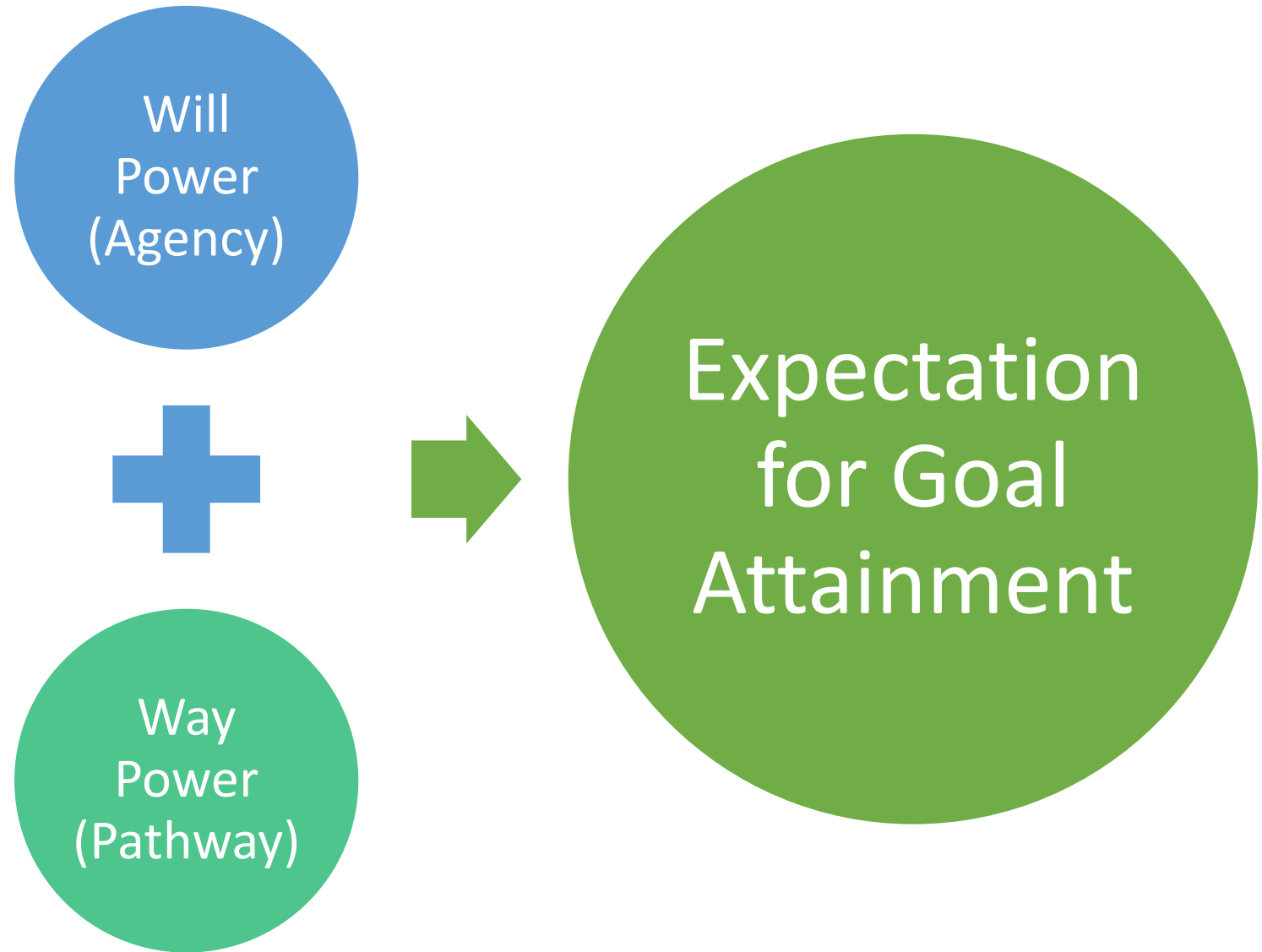
HOW DO I BECOME THAT?

Hope Theory

High school and beyond planning helps students exercise agency while also providing them a way forward.

Q: How does the HSBP factor into Tier 1 plans for your secondary students?

Q: How does 'The Nature of CTE' contribute to will power and way power for your secondary students?



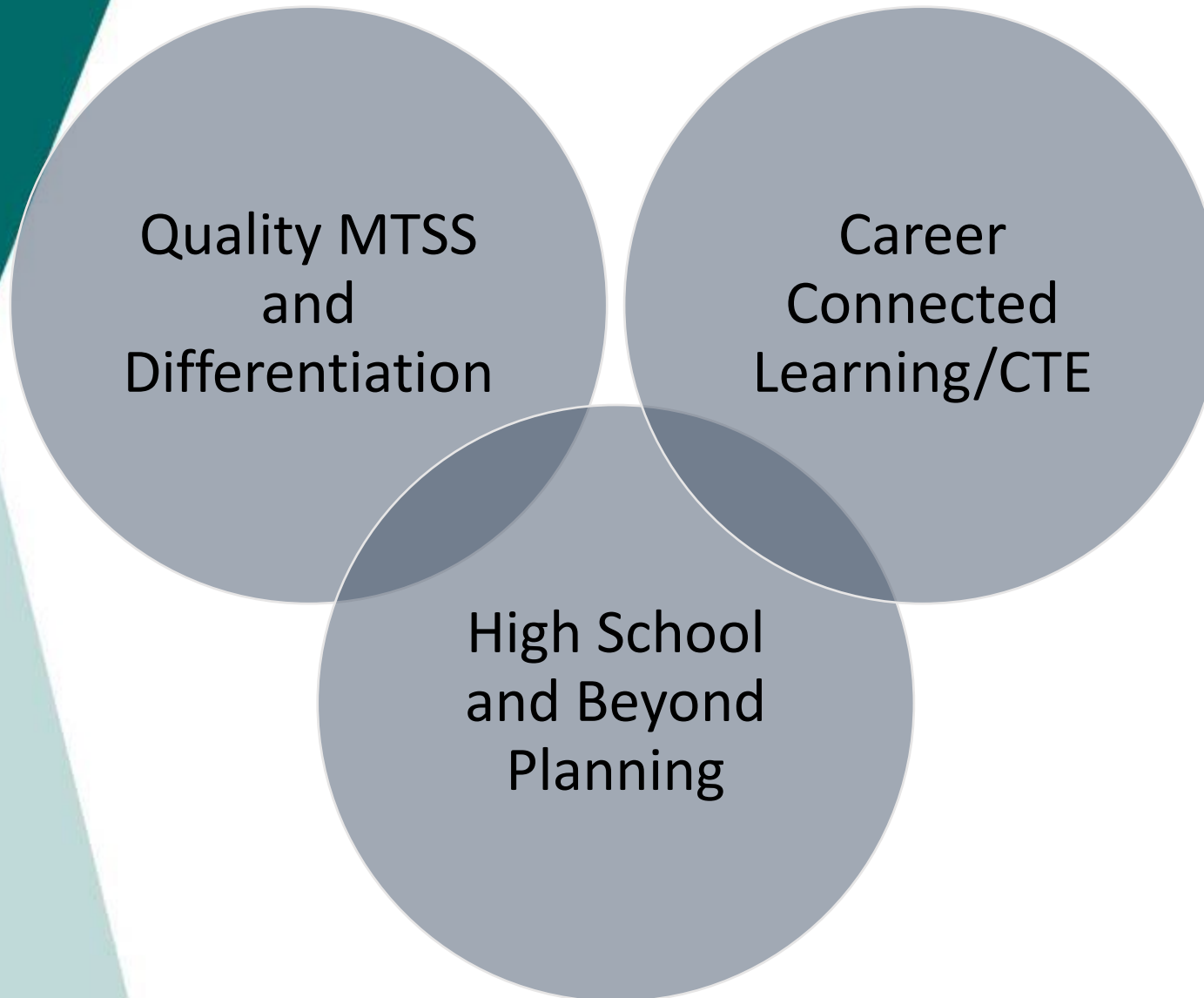
Agency without pathways is a wish!

[More on Snyder's hope theory.](#)

What Barriers Still Exist?

Even with will power and way power?

- Languages
- Mental Health Support
- Geographic Location
- Program availability/staffing/facilities
- ?



Equity efforts overlap!

Efforts to more equitably identify, provide services to, and differentiate for all students go hand in hand with efforts to provide high quality career connected learning.

The opportunity gaps are similar and impact the same groups of students over and over again. Combining efforts can increase their impact for all learners.

What do you want to do next?

- “I will....”
 - Ask someone to tell me more about _____ so I can learn _____.
 - Take a small action within my own influence, which is:
 - Find out more about one terrifying detail that makes me nervous when I think about this topic.

Reflection

- What's one idea you have for serving highly capable students with CTE as differentiation?
- What's one question you want to ask your local career connected learning or CTE team?

Who can tell me more?

1. School CTE Teachers
2. District or School CTE Director or coordinator
3. Local ESD – Career Connected Learning Coordinator
4. Local Regional Network/Regional STEM Network Director

<https://careerconnectwa.org/partners/regional-networks-ccl-coordinators/>

Regional Networks and CCL Coordinators





Questions?

Thank you very much!

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Sources

- Gentry, Marcia & Hu, Saiying & Peters, Scott & Rizza, Mary. (2008). [Talented Students in an Exemplary Career and Technical Education School A Qualitative Inquiry](#). Gifted Child Quarterly - GIFTED CHILD QUART. 52. 183-198. 10.1177/0016986208319300.
- Iowa Department of Education. (2018). [Multi-Tiered System of Support Guide](#): Advanced Learner
- [Washington Office of Superintendent of Instruction.](#)
- [OSPI Updated Report to the Legislature on Highly Capable Students.](#) (2018)
- Perkins Collaborative Resource Network – [Washington State CTE Profile](#)
- [OSPI Data Portal](#) – CTE Demographics 2019
- [Career Connect Washington](#)