AchieveTexas: Best Practices for Local Implementation

National Career Clusters Institute

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AchieveTexas In Action

Setting marks *that increase student momentum*

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2

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Welcome to Texas

28 **Workforce** Development Areas

26 **Tech Prep** Consortiums

20 **Education Service Centers** (ESCs)

10 **Higher Education** Regions

8 **Adult Education** Service Regions

5 **Rehabilitative** Service Regional Offices

11 existing & 9 developing **P16 Councils**

Texas - *Update 2009*

- Spanish College and Career Planning Guide
- College Readiness Standards (CRS)
- CTE TEKS Revisions
- CTE Leadership Academies

Compiling of Best Practices

- Initial summary of programs already highlighted with AchieveTexas.
- Compiled in one document.
- Represent all 16 clusters.
- Available on the AchieveTexas website.
- School districts will be able to submit examples for inclusion on the website.
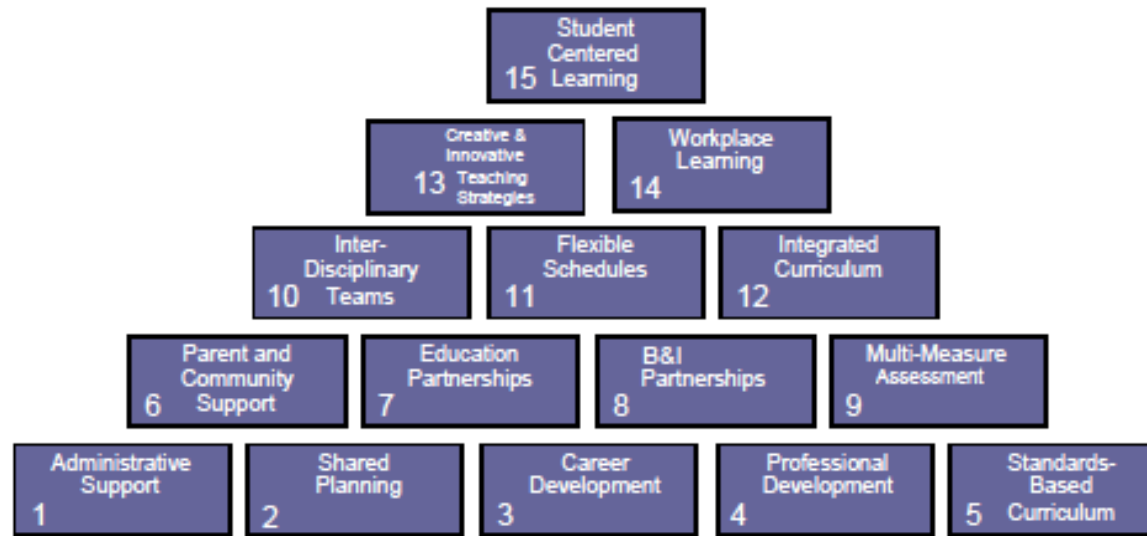- Best Practices Guides

8 steps for system building

1. Decide to implement AchieveTexas
2. Span all grades
3. Add Texas Achievement Plans
4. Enhance guidance and counseling
5. Build seamless connections
6. Establish extended learning
7. Build strong partnerships
8. Support intense professional development

CAREER CLUSTERS:
15 CRITICAL COMPONENTS FOR IMPLEMENTATION

	15 Student Centered Learning	
13 Creative & Innovative Teaching Strategies		**14** Workplace Learning
10 Inter-Disciplinary Teams	**11** Flexible Schedules	**12** Integrated Curriculum
6 Parent and Community Support	**7** Education Partnerships	**8** B&I Partnerships	**9** Multi-Measure Assessment
1 Administrative Support	**2** Shared Planning	**3** Career Development	**4** Professional Development	**5** Standards-Based Curriculum

2008 Questions

How well have the 8 Steps of AchieveTexas been communicated?

Which local implementation strategies appear most promising?

Promising strategies

AchieveTexas is a best practice

- Programs of study developed with career clusters support:
  - Adolescent cognitive development
  - Students in generational poverty

Adolescent thinking???

- Abstract vs. concrete thinking

- Life planning, goal setting, career and college planning can be very abstract

- Payne suggests that mental models are necessary for making the abstract become concrete.

Mental Models

- To translate the concrete to the abstract, the mind needs to hold the information in a mental model.
- Can be a two-dimensional visual representation, a story, a metaphor, or an analogy.
- When directly taught, abstract information can be learned much more quickly because the mind has a way to hold it.
- One of the most important models for students to have is for time, which includes a representation of a past, present, and future.
- **Programs of Study are mental models!**

Human Resources

Business, Management & Administration

Career Goal (O*NET Code): Human Resource Manager (11-2040), Human Resource Assistant (43-4161), Interviewer (13-1071), Benefits (13-1072), Labor (13-1079), Training Specialist (13-1073), Organizational Psychologist (19-3032)

Cluster Overview: Business, Management, and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business, Management, and Administration career opportunities are available in every sector of the economy.

		SUGGESTED COURSEWORK		EXTENDED LEARNING EXPERIENCES	

High School

9th

Core Courses

English I	World Geography
Algebra I	Languages other than English I
Biology	Health/PE or Equivalent

Career-Related Electives

Introduction to Business or Business and Technical Careers or Recordkeeping

10th

Core Courses

English II	World History
Geometry	Languages other than English II
Chemistry	Business Computer Information Systems I**

Career-Related Electives

Administrative Procedures or Database Fundamentals or Banking and Financial Systems

11th

Core Courses

English III	United States History
Algebra II	Communications Applications
Physics	PE or Equivalent

Career-Related Electives

Business Law AND Constitutional Law, Law and Justice or Business Support Systems or Business Computer Information Systems II

12th

Core Courses

English IV	Government/Economics
Precalculus	Fine Arts
Environmental Systems	

Career-Related Electives

Career Preparation* or Business Communications or Administrative Procedures I or Psychology or Business Image Management and Multimedia** or Independent Study

Curricular Experiences:
Business Professional of America (BPA)
DECA
Future Business Leaders of America (FBLA)

Career Learning Experiences:
Career Preparation - Paid and Unpaid
Job Shadowing
Internship

Extracurricular Experiences:
Academic Decathlon
UIL
Language Tutor
School Newspaper
Yearbook

Service Learning Experiences:
Boys and Girls Clubs of America
Boy Scouts of America
Community Service Volunteer
Girl Scouts of the USA

Postsecondary

On-the-Job Training

Human Resource Clerk

Human Resource Assistant	Records Clerk
Receptionist	Office Aide

NOTE: These experiences may be started and/or completed as part of the high school experience.

Professional Associations:
American Compensation Association
American Payroll Association
Employee Assistance Professional Association
Employee Relocation Council
Human Resource Certification Institute
National Association of Personnel Services
Phi Beta Lambda

Certificates

Adobe Certified Expert (ACE)	Internet and Computing Core Certification (IC3)
Microsoft Office Specialist (MOS)	Office Proficiency Assessment and Certification (OPAC)

Note: Students may earn all or part of these certificates as part of the high school experience.

Career Options:

Data Entry Clerk	Adobe Expert
Web Assistant	Editing Assistant

Associate's Degrees

Business Administration and Management	Human Resource Management
Administrative Secretarial Services	Business and Data Processing
Human Services	Accounting

Career Options:

Personnel Recruiter	HR Information Specialist
Training Clerk	Applicant Records Coordinator

Bachelor's Degrees

Human Resource Management	Organizational Behavior
Personnel Management	Management Information Systems
Business Psychology	Human Relations and Business
Human Services	Technology Leadership and Supervision

Career Options:

Human Resource Manager	EEO Specialist
Payroll and Benefits Analyst	OSHA/ADA Compliance Officer
	Compensation Coordinator

Graduate Degrees

Human Resources and Training	Business - Human Resource Management
Human Resources Development Leadership	Human Resource Development
Training and Development	Labor and Industrial Relations
Business Administration	Applied Technology and Performance Improvement

Career Options:

Training Specialist	Human Resource Information Systems Manager
Labor Relations	Operations Manager
Organizational Psychologist	Talent Acquisition Director
	Human Resource Advisor

* May substitute for the required credit for Physical Education
** Satisfies the required credit for Technology Applications
*** May substitute for the required credit for Health Education

Students should take Advanced Placement (AP), International Baccalaureate (IB), dual credit, or Advanced Technical Credit (ATC) statewide-articulated courses, if possible.

This plan of study serves as a guide, along with other career planning materials, for pursuing a career path and is based on the most available information as of 2006. All plans should meet high school graduation requirements as well as college entrance requirements.

Business, Management, and Administration: Human Resources: HR Manager - July 200

Education & Training

Name _____

Learner ID _____

School/College/University _____

Education and Training

Career Cluster Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty

This Career Cluster Plan of Study (based on the Education and Training Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Education and Training	SAMPLE Occupations Relating to This Career Cluster
		Interest Inventory Administered and Plan of Study Initiated for all Learners						▶ Administrator
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	**Career Exploration in Education and Training **Information Technology Applications	▶ Assessment Specialist ▶ CareerTech Administrator ▶ Child Care Worker
	10	English/ Language Arts II	Geometry	Biology	U.S. History		**Human Growth and Development	▶ Clinical Psychologist ▶ Coach ▶ College/University Faculty
	11	English/ Language Arts III	Algebra II	Chemistry	World History Economics		**Fundamentals of Education Professions ** Parenting and/or Child Development	▶ Counselor ▶ Curriculum Developer ▶ Elementary Teacher
		College Placement Assessments-Academic/Career Advisement Provided						▶ High School Teacher
	12	English/ Language Arts IV	Statistics or other math course	Physics	Psychology or Sociology American Govt.		**Applications of Education Professions	▶ Middle School Teacher ▶ Principal ▶ Speech-Language Pathologist
		Articulation/Dual Credit Transcripted-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
POSTSECONDARY	Year 13	English Composition English Literature	Algebra	Chemistry	Psychology American History	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	**Introduction to Education **Introduction to the Exceptional Learner	
	Year 14	Speech/ Oral Communication	Computer Applications	Biological Science Physical Science	Geography and Educational Psychology		**Diversity in Education and Training **Instructional/Educational Technology	
	Year 15	Technical Communication	Tests and Measurements		Political Science Sociology		**Managing the Learning Environment **Methods of Teaching and Learning Continue courses pertinent to the pathway selected.	
	Year 16+		Dependent on chosen pathway		Economics Philosophy of Educ.		Complete teaching/training major. (Fulfill student teaching requirement as needed.)	

NCTEF

**See course descriptions on pages 2 and 3.

AT – *Learning Around Clusters*

- Academic faculty participate

- POS curriculum selected based on postsecondary prerequisites

- POS aligned to external scholarships

- Assessments part of Cluster Action Plan

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Span All Grades – *understand* *explore*

- Vertical alignment and bridges

- ATC/cluster team channels information

- Director of Guidance and Testing assigned to district, not a campus

- Weekly cluster related hands-on activities for all PreK-5 students

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TAP – *compatible with goals*

- TAP **support scheduling** courses
- Specifies options for **both** academic dual credit and Advance Technical Credit
- Designed with post-secondary partner as **6 year** plan
- Parents, counselors, teachers, and students have **ready access** to TAP to modify if goals change

18

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Guidance – *student decisions*

- Open enrollment policies
- Formal application, interview, orientation
- Texas Achievement Plans (TAPs)
  - Advisory Groups
  - Career Connections or Investigation Class
  - Review Cycle
  - Communicate home

Seamless Connections–*Co-develop*

- Cluster faculty jointly grade research papers

- Core academic teachers and CTE teachers develop thematic units

- CTE teachers bring activities into math and science classes

- Curriculum Specialist is dually qualified in core content and Career Cluster/CTE

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Seamless Connections-*Co-develop*

- Texas Tech University College of Engineering, South Plains College, the Lubbock Independent School District and the Lubbock Economic Development Alliance have partnered to develop a Seamless Automotive Technology Curriculum

- The educational program of study provided by the Seamless Automotive Technology Curriculum allow high school students to participate in automotive programs without limiting their opportunities for college careers

Extended Learning - *Motivate*

- Poll students

- Infuse technology; measure gains

- Promote awareness of student service

- Summer Cluster Leadership Camps

- Students join cluster-aligned CTSO

Extended Learning - *WBL*

- Economic Development Clusters

- Branch out; explore related fields

- Students perform a set number of critical, supervised, experiences

- Qualify students for industry certifications

- Global perspective in projects

Build Partnerships – *At all levels*

Formal and informal partnerships

at all levels

helping all *students succeed*

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Build Partnerships – *At all levels*

- **Parent Teacher Association** (PTA) convenes Career Cluster Parent meetings

- Faculty Attend Career Cluster Committee Meeting held by Local **Workforce Board**

- **State & national industry associations** curriculum recommendations

- **County Agent** support services

Offer PD – *Active Educators*

- Weekly, rotating PLC meetings

- Select PD based on project goals

- *Career/Go Center* training

- Schedules support results-driven, team-focused collaboration

- Include Administration

What's Next?

P-16 Director, ACC
President, CTAT

"Achieve Texas could and should be the key tool used by school districts to *"Close the Gaps".* Achieve Texas addresses all of the issues surrounding public school reform and provides the framework that can help Texas remain *economically competitive* in this global economy."

Why is that?

P-16 Director, ACC President, CTAT

"Many initiatives are so tightly structured that they fail to serve all students. The beauty of AchieveTexas is that it is designed to serve all students....it is a key component that can provide structure for the redesign process."

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Your turn

Questions

Answers

Responses

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