

MSDE On-Site Visit

Preparation Strategies to Ensure Success
MCTA Conference
July 23-25, 2018

INTRODUCTION:

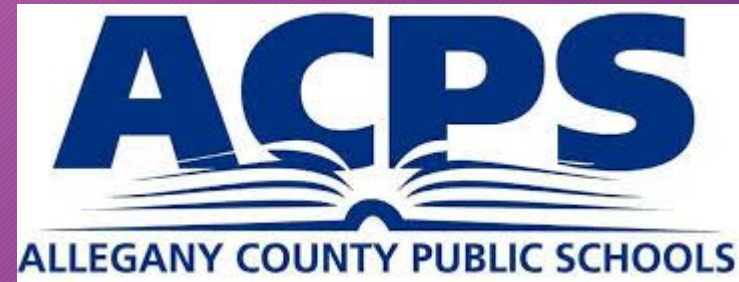
Candy K. Canan

- Principal, Center for Career & Technical Education
- Supervisor of CTE, Allegany County Public Schools
- 11 years Administrative Experience
- 22 Total Years Education
- Veteran, US Army Reserves 351st Ordnance Company
- Married, Mother of One



ACPS Background:

- Allegany County Public Schools-Western MD
- 22 Schools & 1 Alternative School
- 14 Elementary Schools, 4 Middle Schools, 3 High Schools, One Career & Technical Education Center
- Total Enrollment = 8,542



CTE in ACPS

- CCTE- 15 Programs Available
- Grades 11 and 12 Served @ CCTE
- Three Comprehensive High Schools-Each Offering PLTW Biomedical & One Pilot Site for TAM in FY19



Presentation Purpose:

- Share the process the Allegany County Public School Team utilized to prepare for the on-site review conducted on October 26, 2017
- Share key practices that enabled the ACPS Team to have a successful review
- Share stakeholder roles and responsibilities in the process

RULES OF PREPARATION:

- If you wait until the year of the review to begin preparing for the review...you are too late.
- Engage your CTE Stakeholders in discussions relating to CTE Data FREQUENTLY, HONESTLY, and WITH OPEN EARS.
 - Frequency- All meetings should include data discussions
 - Honesty- Not all data is easy to share. Share it anyway.
 - Listen- Stakeholders have unique ideas and perspective.
- Own Your Data- Whether you are new to the Team, or not so new, take on the challenge with your Team.
- Monitor Other Systems

PROCESS:

1. Know Your Data
2. Review Self-Assessment
3. Identify Areas Requiring Input
4. Conduct Team Meetings with Staff & Students
5. Complete Self-Assessment
6. Review Self-Assessment with ALL Stakeholders
7. Develop On-Site Team
8. Prepare Final Details for a Smooth Review

KNOW YOUR DATA!

- As a Director/Administrator...Most Imperative Part of Process
- WHY?
 - Leaders Must Be Equipped to Lead
 - Brings Relevance to Process
 - Review is Based on Data
- WHAT DATA?
 - PQI, PARCC, COLLEGE CREDITS, TSA, CTSO, ARTICULATIONS, General CTE Data Relating to All Programs

REVIEW SELF-ASSESSMENT

- Must Review Prior to Meeting with Team
- Review Previous On-Site Review & Data Relating to Prior Review
- Fill out Self Assessment with Basic Info

IDENTIFY AREAS REQUIRING INPUT

- Identify Areas in Need of Attention
 - Attention because of lack of immediate data availability
 - Attention because of importance of input from others
- **Lack of Immediate Data Availability:**
 - Contact Data Programmer, College Partner, MSDE Regional Coordinator
- **Input from Others:**
 - Develop Team Plan to Gain Input

TEAM MEETING w/ STAFF & STUDENTS

- Come Prepared, Positive, and with Snacks!
- Messaging is VERY Important
- Initial Meeting:
 - Brief Overview
 - Celebrate Strengths and Improvement
 - Set Charge for Next Meeting
 - Provide Individual Program Data/PQI
 - Provide Areas for Discussion and Collection

TEAM MEETING w/ STAFF & STUDENTS

- Follow Up Meeting(s):
- Share Individual Ideas for Responses & Discuss
- Break Large Group into Teams for SWOT Analysis
 - Students Work Together as a Team-Interesting Perspectives
 - Return to Whole Group for Final Creation
- Engage Administration in this Process as Well
 - Include Principal, Assistant Principal, SEF, Director, Chief Academic Officer

COMPLETE SELF-ASSESSMENT & REVIEW-AGAIN

- Once Complete Review with ALL Stakeholders and Collect Any Additional Information for Inclusion
 - LAC, PAC, Former Students/Current Students, Teachers, Administration, Business/Industry Reps/Partners, College Partners
- Begin to Organize Portfolio Collection of Support Materials
 - Each of the Six Areas Should Have Documentation to Support Claims
 - Organize for Easy Access on the Day of the Visit
 - Information Contained Should Support & Expand Upon the Claims Within your Self-Assessment

FINALIZE ON-SITE TEAM

- Included Members:

- Those Who Have Participated in the Preparation Process
- LAC & PAC Members
- Former Students Who Can Share the Value of the CTE Experience in Your System
 - Suggest Well-Spoken Student of Selected Teacher Participant
- Central Office Staff, Supervisors, and Administration
- Comprehensive High Schools or Schools Offering CTE Programs
- College Partners

PREPARE FINAL DETAILS

- Clarifying Questions:

- Convene On-Site Team to Address Clarifying Questions and Prepare a Guidance Document Based on THEIR feedback.
- Should Not Be Scripted...Simply Guidance Document to Assist
- Assign Questions to Stakeholders Who Can Assist in Addressing on the Day of the Visit

- Former Student Presentation:

- Brief but IMPORTANT
- Prepare Overview Presentation to Include SWOT Info
- Comfortable Location w/ Technology Access
- Food & Beverage-Culinary Arts Program Showcase

KEY PRACTICES

- Inclusion of Many in All Facets of CTE
- Data Discussions On-Going & Frequent with Engaging Data Rich Activities
 - Local Accountability Measures Activity-(In Packet)
 - Action Plan Development-(In Packet)
- Dedicated LAC
- Portfolio
- Thorough Responses for Clarifying Questions
- Engaging in Other On-Site Reviews

LOCAL ACCOUNTABILITY MEASURES

- Conducted each year following the release of PQI
- **MUST** be completed by every CTE Teacher
- Strategies Used to Assist with Development of Perkins Plan
- Allows Teachers to See How Their Individual Data Stacks Up Against the State and County Performance Measures
- Provides Teachers with Tools to Discuss Their Data During the PAC Dinner Meeting

ACTION PLAN

- Used During Professional Development @ Beginning of School Year
- Three Critical Elements
 - Summary Perspective- Following Data Review
 - Short Term Actions- Following Data Review
 - Long Term Actions- Ongoing for the Next Year

SUMMARY PERSPECTIVE

- Basic Identifiers- Teacher, School, Program or Specific Course
- Goal Statement- What is the Overall Goal/Reason for the Necessary Action?
- Principal Strengths- Verified by Data
- Principal Weaknesses- Verified by Data

SHORT-TERM ACTIONS

- Current School Year- What You Will Do Before May
- Can be Prioritized or Focused- More than One Area or One Identified Area. (Suggestion, Start Small- 1 or 2)
- Identify- What Data is Needed?
- Identify- What the Indicators of Success Will Be?
- Identify- Steps to be Taken to Achieve Goal for the Current Year
- Identify- Strategies You Will Use for Groups and Individual Students to Assist Them

LONG-TERM ACTIONS

- Ongoing Review of Practice- During School Year
- Identify- What Areas Have You Noticed, Instructionally, That Need Attention Next School Year
- Identify- The Data You Have Collected and/or Need to Collect
- Identify- What Indicators Do You Plan to Use to Determine Success?
- Identify- What Steps Do You Need to Take Before Next School Year?
- Identify- Any New Strategies You Wish to Use to Improve Group and/or Individual Student Performance

STAKEHOLDER ROLES & RESPONSIBILITIES

- Teachers
 - Ownership and Responsibility with a Willingness to Improve
- Guidance Counselor & Building Level Admin
 - Assist in Organizing Data and Information Needed
- CTE Director
 - Lead the Review Process, Facilitate Discussions, Organize Visit
- LAC/PAC Members & Business Partners
 - Serve as Members of the On-Site Review Team & Provide Input
- Students
 - Willingness to Share
- Central Office
 - Support and Share Information

Thank You!

Questions?