MSDE On-Site Visit

Preparation Strategies to Ensure Success

MCTA Conference
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INTRODUCTION:

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- 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?