

# The Common Core and Role of Guidance & Counseling



GEAR UP WEST CONFERENCE  
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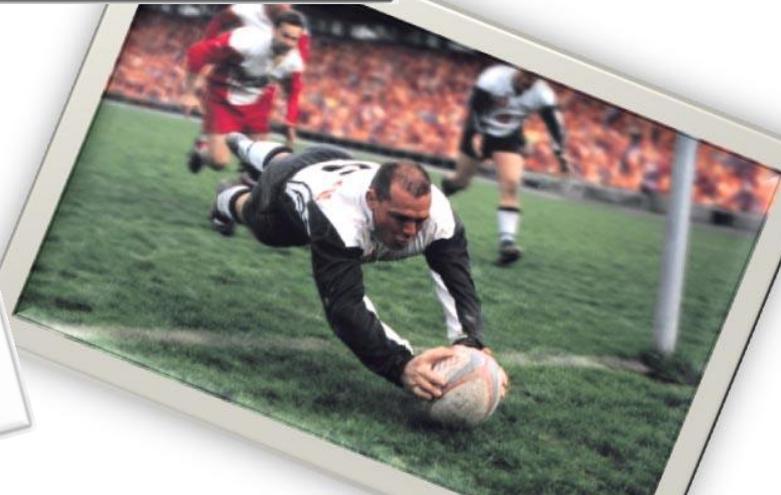
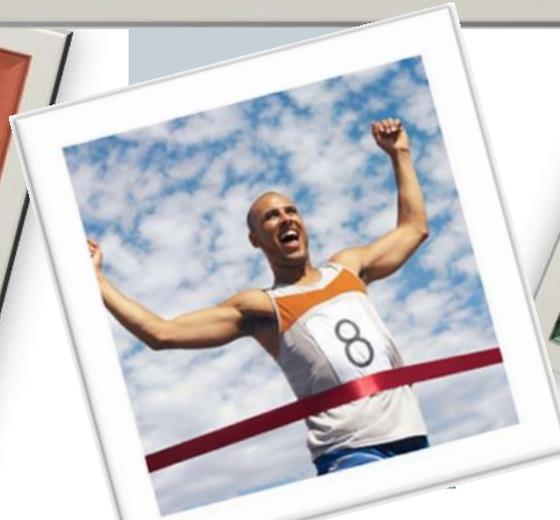


# Topics to Cover



- What are the Common Core State Standards all about?
- Why should guidance & counseling support the standards?
- What can be the role of guidance & counseling programs in implementing the standards?
- Acting on it – How can CGCA support the implementation in our state?

# What's the End Game for K-12 Education?



# College & Career Readiness & School Guidance & Counseling



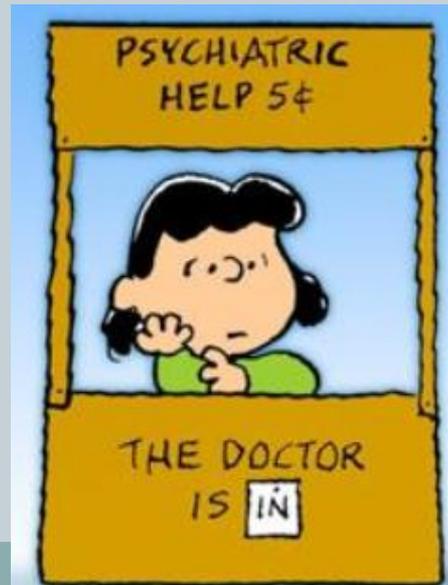
“School counselors design and deliver comprehensive school counseling programs that promote student achievement.”

*Opening statement from the Executive Summary of the ASCA National Model, Third Edition*

# CCSS for School Counselors?



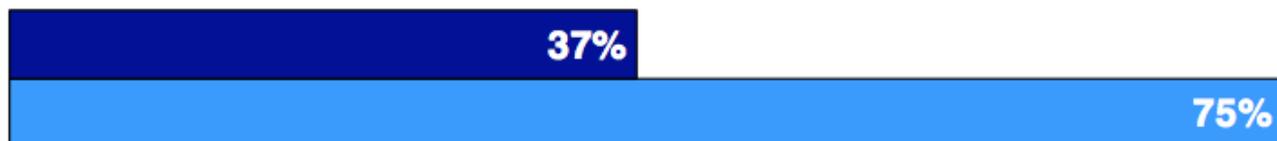
- **Crazy Counselor Should Slowdown?**
  - **Counselor Consistently Shuns Sleep?**
  - **Collaborative Counseling Satisfies Students?**
  - **Comprehensive Counseling Simple Steps?**
- *What do you think?*



# Counselors Underutilized in Common Core State Standards

This statement is true\*: ■ Counselors ■ Administrators

**I am knowledgeable about the common core state standards and how they will affect students and school counseling**



**School counselors should receive training about the common core state standards**



**I have received training about the common core state standards**



**I would like to receive further training about the common core state standards**



\*8-10 ratings on zero-to-ten scale: 10 = statement is completely true

# What is Common Core?



Common Core is a real-world approach to learning and teaching. Developed by education experts from 45 states, these K-12 learning standards go deeper into key concepts in math and English-language arts. The standards require a practical, real-life application of knowledge that prepares Washington students for success in college, work and life.

# The Common Core provides:



- Consistent learning expectations for all students.
- Clear standards that focus on understanding over memorization.
- Emphasis on the critical topics students need to succeed after high school.
- Faster testing results with a better, more focused online assessment system.



# The CCSS are:



- Aligned with college and work expectations
- Focused and coherent
- Rigorous content and application
- Builds upon strengths and lessons of current standards
- Internationally benchmarked / global economy
- Evidence-based

# CCSS does not define:



- How teachers should teach
- All that can or should be taught
- The nature of advanced work
- The interventions needed for low performers
- The full range of ELL and special needs supports
- All knowledge and skills needed to be college and career ready

# CCSS: College and Career Readiness



These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

-*Common Core State Standards*

# What is the Difference Between Readiness and Eligibility?



Today's high school diploma certifies college *eligibility* via specified courses taken and grades received.

College *eligibility* is not the same as college *readiness*. College and career readiness is more complex and multi-dimensional than meeting eligibility standards.

*-Educational Policy Improvement Center, David Conley*

# ELEMENTS OF CAREER AND COLLEGE

## READINESS

**think:**

*Problem Formulation  
Research  
Interpretation  
Communication  
Precision & Accuracy*

**know:**

*Structure of Knowledge  
Challenge Level  
Value  
Attribution  
Effort*

**Key  
Cognitive  
Strategies**

**Key  
Content  
Knowledge**

**Key  
Transition  
Knowledge  
and Skills**

**Key  
Learning  
Skills and  
Techniques**

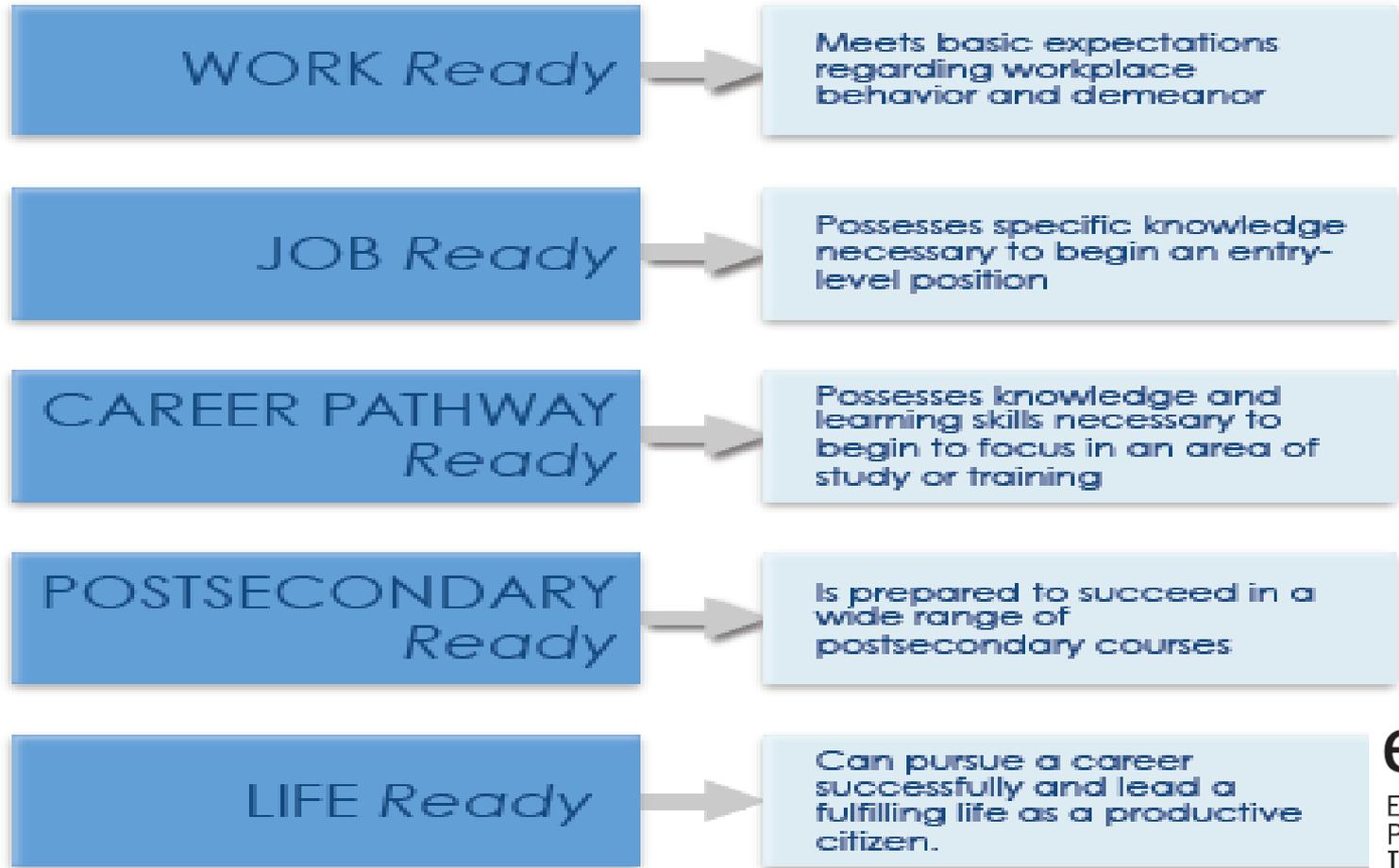
**go:**

*Postsecondary Awareness  
Postsecondary Costs  
Matriculation  
Career Awareness  
Role and Identity  
Self-advocacy*

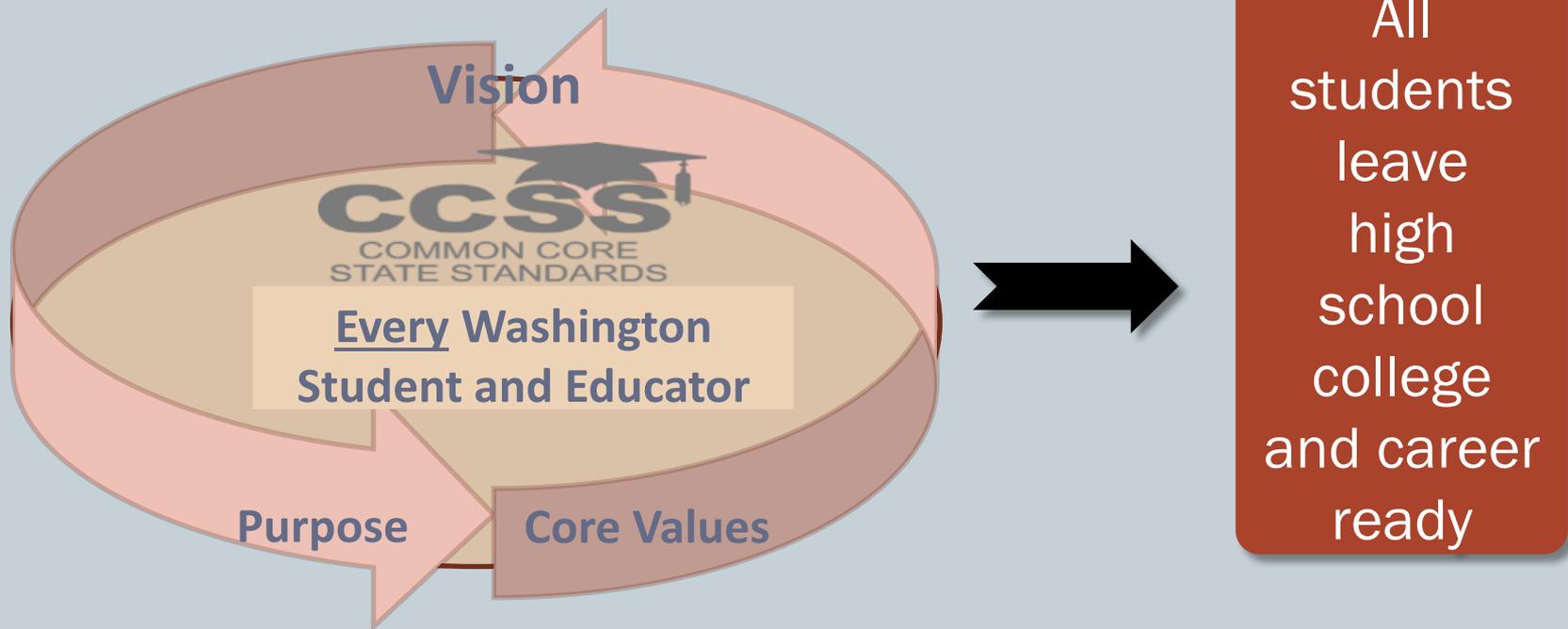
**act:**

*Ownership of Learning  
Learning Techniques*

# How do we prepare students?

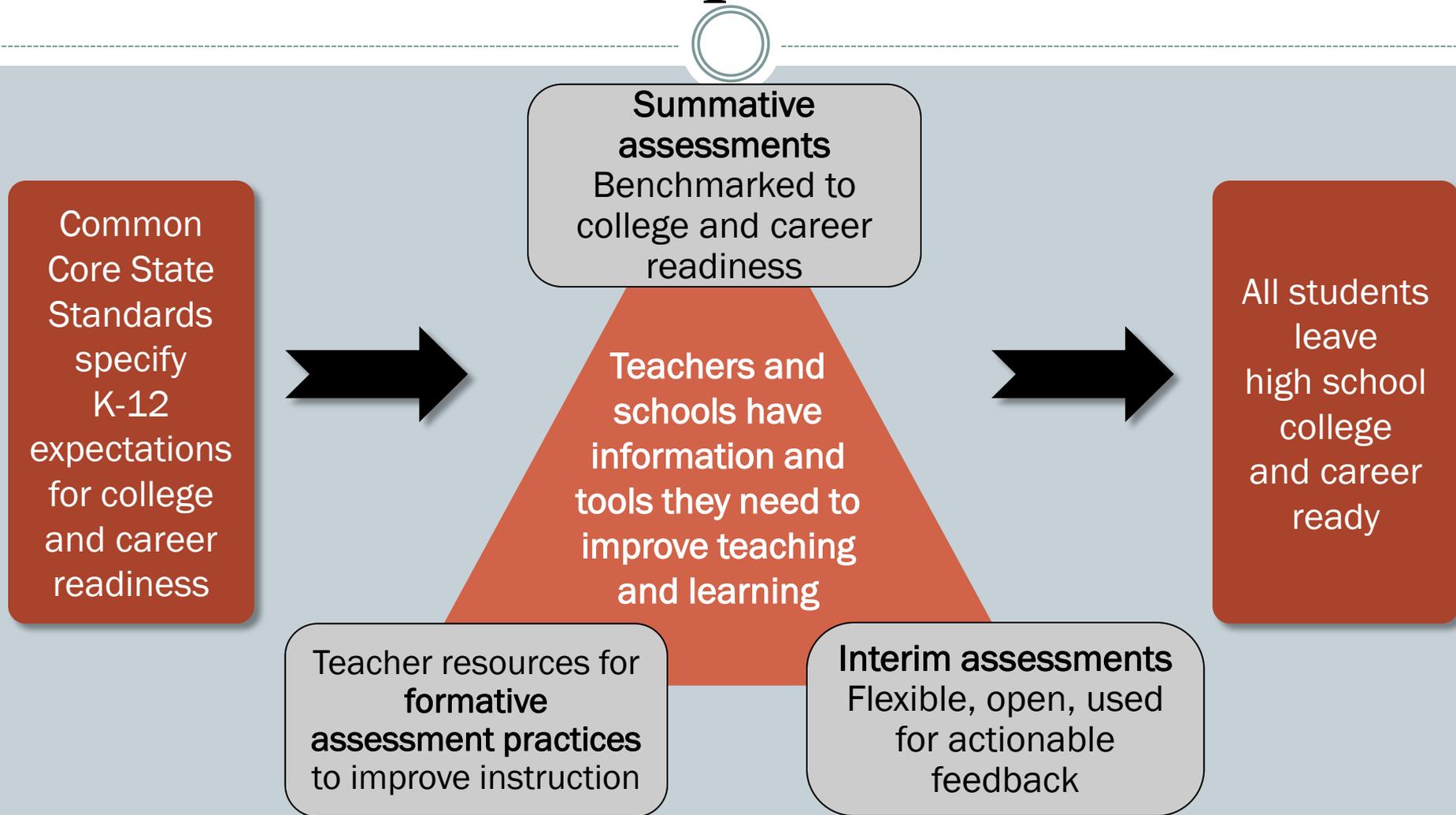


# Career and College Ready Learning Expectations for k-12



**Our Purpose:** To develop a statewide system with resources that support partners at all levels in their preparation of educators and students to implement the CCSS.

# Smarter Balanced Assessment System Components



# Testing System Transition in WA

## 2014-2015

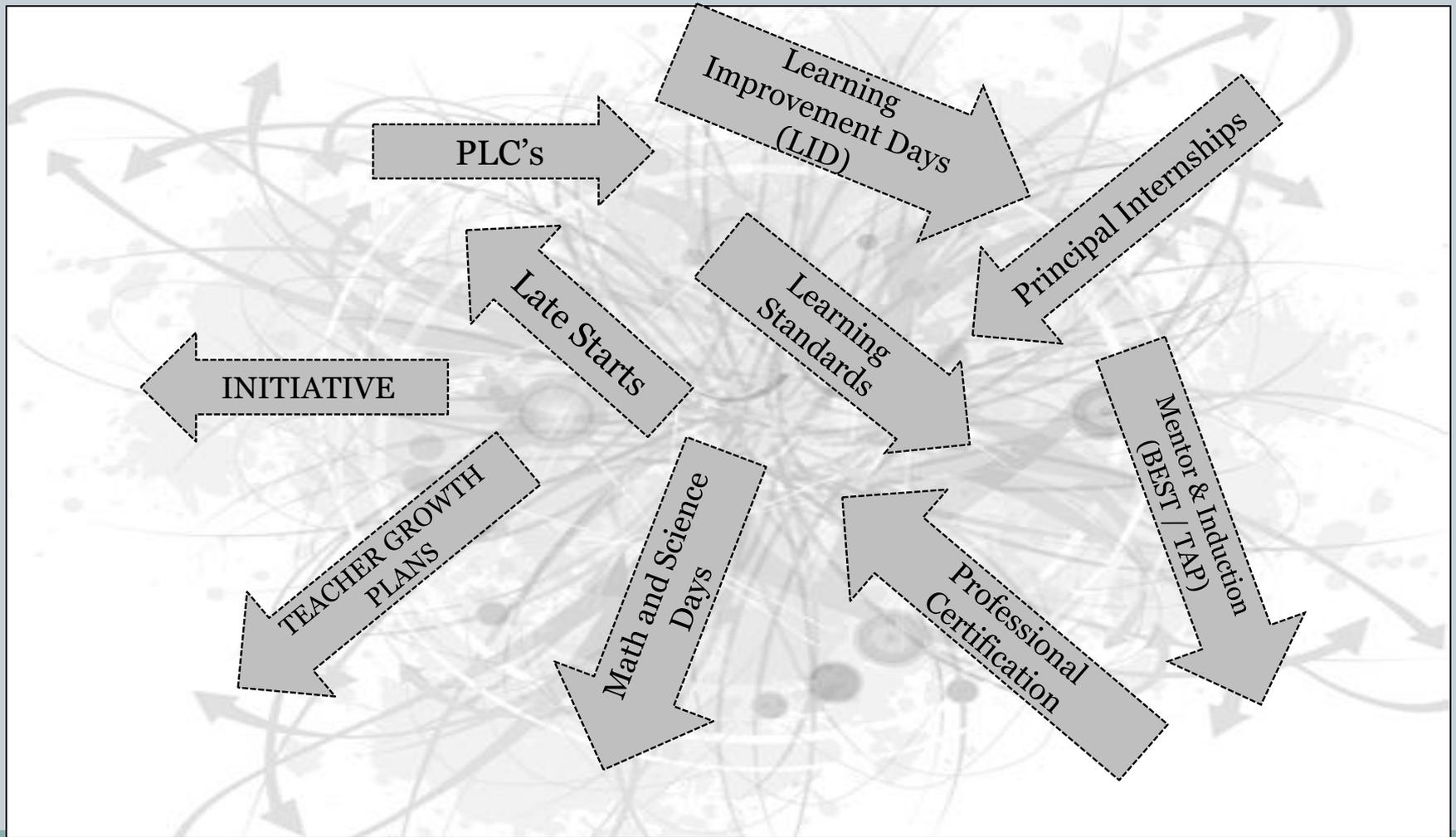


	English/LA	Mathematics	Science (no change)
Grade 3	SBAC	SBAC	
Grade 4	SBAC	SBAC	
Grade 5	SBAC	SBAC	MSP
Grade 6	SBAC	SBAC	
Grade 7	SBAC	SBAC	
Grade 8	SBAC	SBAC	MSP
Grade 10 (until Class of 2019)	<i>Comprehensive ELA exit exam</i>	<i>Year 1 or Year 2 EOC exit exam</i>	<i>EOC Biology exit exam (until NGSS)</i>
Grade 11	SBAC – College and Career Ready	SBAC – College and Career Ready	

SBAC=Smarter Balanced Assessment Consortium  
MSP= Measurements of Student Progress  
EOC= End of Course exams  
NGSS = Next generation Science Standards

# Scattering the Seeds of Reform

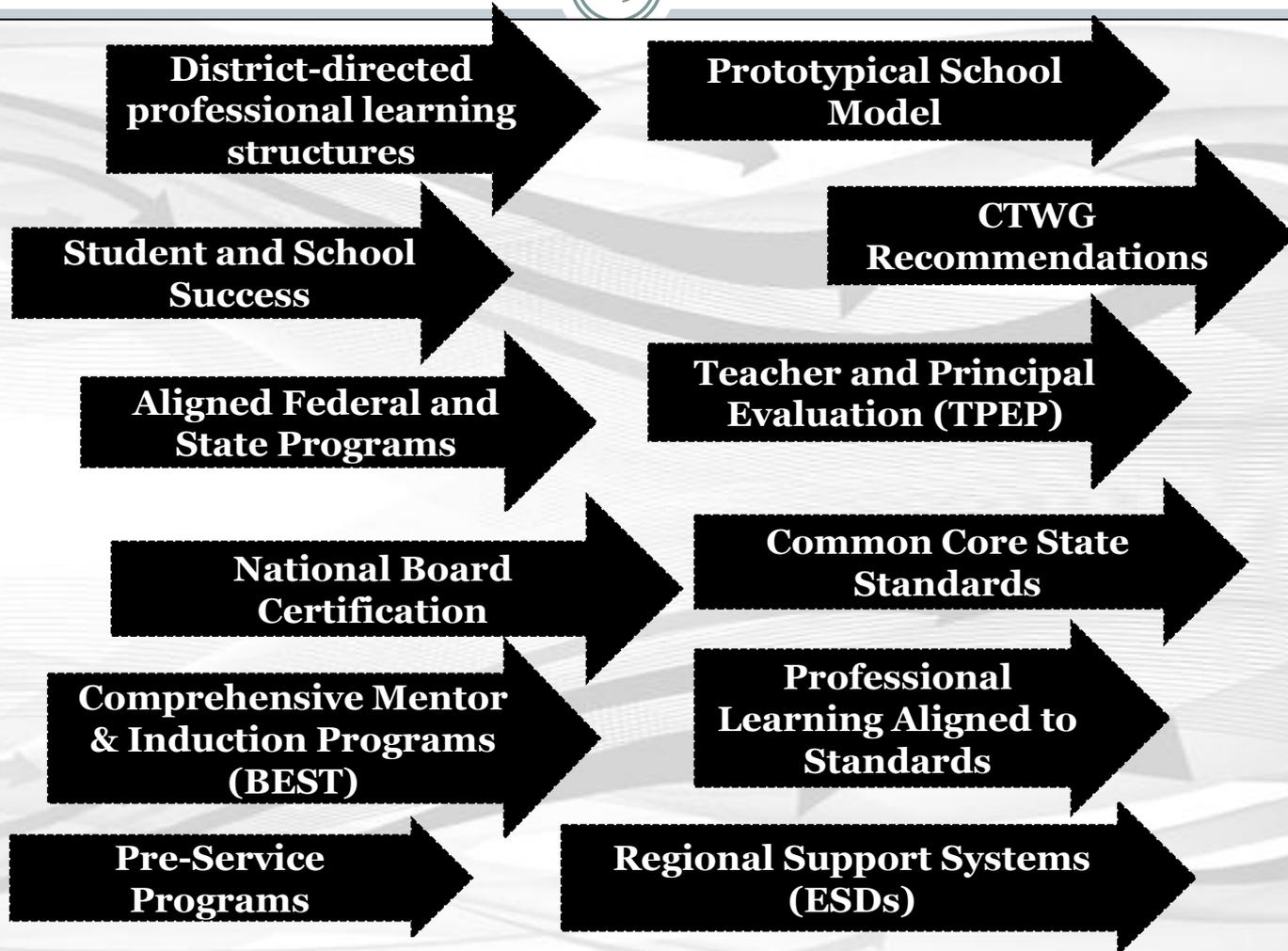
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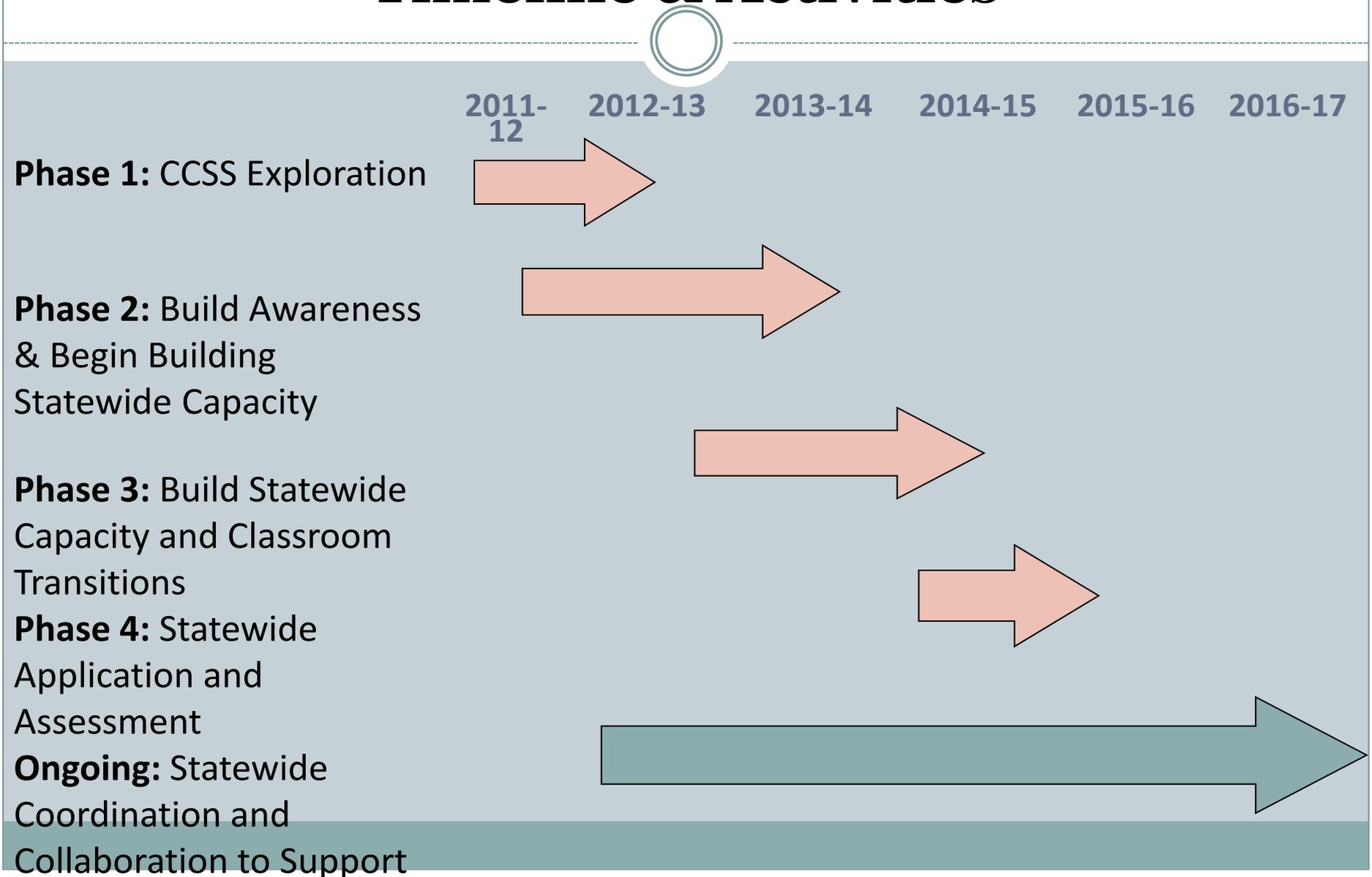
# A Landscaped Design and Approach

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McCleary Court Decision  
Research Demonstrating Student Achievement  
Nine Characteristics of High Performing Schools



# CCSS Washington's Implementation Timeline & Activities



“ 21st century thinkers that are prepared for college and career have identifiable characteristics, ‘Habits of Mind’, which attribute to their success. These patterns of intellectual behavior can be taught by intentionally designing environments in which learning, teaching, and assessment all focus on developing students’ ‘Habits of Mind’ capabilities, practices, and metacognition.”



# Habits of Mind

# The big ideas: Language Arts / Reading



- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology strategically and capably
- Come to understand other perspectives and cultures

# Standards for Mathematical Practice



- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

# Act on it – Key Action Steps



- **Literacy Instruction**

**Example Activities:**

- Assist in identifying Tier 2 and Tier 3 interventions
- Monitor student progress
- Other ideas???

# Act on it – Key Action Steps



- Literacy Instruction
- **Mathematics Instruction**

## Example Activities:

- Identifying students off-track for college and career readiness
- Tracking and responding to students repeating math courses
- Encouraging dual enrollment options
- Examining and addressing issues related to accessing higher-level math courses
- Link high-demand STEM opportunities to Math skills
- Other ideas???

# Act on it – Key Action Steps



- Literacy Instruction
- Mathematics Instruction
- **Instructional Time**

## Example Activities:

- Help identify ways to extend learning time including such Tier 2 strategies as tutoring and additional review sessions
- Monitor student progress to Tier 2 and Tier 3 interventions
- Determine effects of interventions on student achievement school-wide
- Help identify extended learning opportunities
- Other ideas???

# Act on it – Key Action Steps



- Literacy Instruction
- Mathematics Instruction
- Instructional Time
- **Instructional Practice**

## Example Activities:

- Determine impacts of CCSS on student development of individual learning / HSBPs / Programs of Study
- Develop and deliver college and career readiness lesson plans aligned with C & C standards
- Other ideas???

# Act on it – Key Action Steps



- Literacy Instruction
- Mathematics Instruction
- Instructional Time
- Instructional Practice
- **Professional Learning**

## Example Activities:

- Organize PD within your CGCP to address Habits of Mind, and career readiness outcomes
- Other ideas???

# Act on it – Key Action Steps



- Literacy Instruction
- Mathematics Instruction
- Instructional Time
- Instructional Practice
- Professional Learning
- **Assessment**

## Example Activities:

- Ensure that students and parents understand themselves through interpretation of assessment results and implications for readiness for college and career
- Learn about Smarter Balanced Assessment system
- Use data to identify student needs and monitor progress
- Other ideas???

# Act on it – Key Action Steps



- **Literacy Instruction**
- **Mathematics Instruction**
- **Instructional Time**
- **Instructional Practice**
- **Professional Learning**
- **Assessment**
- **Technology Integration**

## **Example Activities:**

- Utilizing student achievement, attendance, and behavior data to identify struggling students, address barriers to learning and provide supports utilizing RTI/PBIS models
- Other ideas???

# Act on it – Key Action Steps



- **Literacy Instruction**
- **Mathematics Instruction**
- **Instructional Time**
- **Instructional Practice**
- **Professional Learning**
- **Assessment**
- **Technology Integration**
- **Culture**

## Example Activities:

- Develop a written philosophy for the school guidance & counseling program
- Indicate an agreed upon set of beliefs and expectations relating to the ability of every student to achieve at high levels
- Enhance the visual and auditory signals that indicate a school culture focused on college and career success of all students
- Other ideas???

# CCSS Requires Guidance & Counseling to



- Think across grade levels
- Develop comprehensive guidance and counseling programs
- Provide focused professional support to teachers
- Provide academic supports to students
- Create standards-based college and career focused lessons
- Align guidance and counseling accountability with ASCA standards
- Design clearer processes for course sequencing and credit articulation

# School Guidance and Counseling Programs address:



...barriers that interferes with student ability to learn, to succeed, and participate in the learning process.



# What is practical for counseling programs?



- Content of guidance curriculum and activities – aligned with college and career readiness
  - OSPI has Career Guidance WA 
    - ✦ <http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx>
  - Career Bridge – WA Workforce <http://www.careerbridge.wa.gov/>
  - WSAC – Ready Set Grad <http://readyssetgrad.org/>
- Increase focus on career development initiatives
  - Use tools for HSBP and CP in WA
    - ✦ Lessons to develop portfolio starting in middle school
    - ✦ Student-led conference that lead to student-informed scheduling
- Evidence-based practices
  - Data tells the story for schools

# Act on it – Signaling a College-Going Culture



- **Visuals**

- College and STEM posters
- Posting of scholarship information
- Posting a list of postsecondary acceptances
- Posting CTE program completers / certifications recipients
- Other practices???

# Act on it – Signaling a College-Going Culture



- **Auditory**

- Announcements of postsecondary acceptances, scholarship winners
- Conversations with students about readiness and preparation
- College / career talk among students and teachers
- Announcing a list of AP scholars / Tech Prep completers and other awards
- Other practices???

# Act on it – Signaling a College-Going Culture



- **Rituals & Practices**

- Celebrations for academic achievement
- Celebrations of STEM and CTE Achievements
- Honors luncheons
- NHS inductions
  
- Other practices???

# Act on it – Signaling a College-Going Culture



- **Systems and Structures**
  - Open access to AP and IB
  - C & C readiness guidance curriculum
  - Registering for rigor
  - College/career positive advisory curriculum in place for all students
  - Outreach activities to engage underrepresented student communities in “readiness” activities and supports

# CGCA 's CCSS Action Plan



## Potential plan considerations & questions

- Communications to membership
- Professional learning opportunities
- Supporting statewide implementation
- What are the resources you need to do this work?

*Thank You for  
attending!*



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