



Priorities of the NYS Board of Regents And There Implications for CTE

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The NYS Reform Wave

1980's Regent's Action Plan

(New Curriculum, Futuring Initiative)

1990's A New Compact for Learning

(Learner-Centered, Essential Skills and
Dispositions, SCANS)

2000's NYS Learning Standards

(Focus on Standards, Cohort
Performance)

2010's Common Core State Standards

(Renewed Focus on
Standards, Student
Performance)

2020's ?

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Regents Reform Agenda: Goals

- 1) **Teacher/School Leader Preparation and Effectiveness** – Change emphasis to content knowledge; pedagogical skills; and measurable, performance-based evaluation
- 2) **Early Childhood** – Expand access to high-quality learning opportunities
- 3) **Raise Graduation Rates for At-Risk Students** – Increase graduation by redesigning secondary schools to increase student engagement and ensure college and career readiness
- 4) **Curriculum and Professional Development** – Provide every student with a world-class, rigorous curriculum and train teachers to use it effectively
- 5) **Assessment** – Align with common core standards, evaluate college and career ready status, provide data for effective decision-making
- 6) **P-20 Data System** – Provide information that will strengthen decision-making at the classroom, school, district, and state policy levels
- 7) **Replace Failing Schools** – Close chronically underperforming schools; work with districts to implement strategies to dramatically improve outcomes for students attending the lowest-performing schools
- 8) **Transform NYSED** – From compliance-oriented to service-oriented agency leveraging its resources to prepare students to be college and career ready

Regent's Goals through RTTT

- Adopting ***internationally-benchmarked standards, curriculum and assessments*** that prepare students for success in college and the workplace
- Building ***instructional data systems*** that measure student success and inform teachers and principals how they can improve their practice
- Recruiting, developing, retaining, and rewarding ***effective teachers and principals***
- ***Turning around the lowest-achieving schools***

Future Directions Initiative (2009-10)

- Identify challenges or barriers to expanding access (develop work plans to accomplish)
- bring CTE in New York State into the school reform discussion
- lay the groundwork for improving student outcomes for students through increased exposure to CTE learning experiences

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Role of CTE in Regents Reform Agenda

RTTT and CTE

- Strategy for reducing the drop out rate
- Increasing student performance and graduation

STEM connection

Multiple Career Pathways

Opportunities for Integrated Instruction

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Role of CTE in Regents Reform Agenda

College and Career Readiness Workgroup Discussions

- CTE and possible revision to graduation requirements

Policy Directions for Consideration:

- Increase graduation requirements
- More flexibility in the ways students can meet requirements
- Offer alternative or supplemental credentials
- Rethink the “safety net” for students with disabilities

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Increase Graduation Requirements Possible Strategies:

- Four Years of Math
- Four Years of Science
- **“College and Career Ready” Credit**
 - a career and technical education (CTE) course (linked to credential)
 - a college course
 - an advanced course (i.e., AP or IB)
- A *Second* Regents Exam in Mathematics
- Increase the Required Passing Scores on the English and Math Regents Exams to a Level that is Associated with College Readiness (75 in ELA; 80 in math)
- Extend the School Day/School Year

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Increased flexibility strategies being considered:

- Student choice in one or more of their five required Regents exams
- **Successful completion of a CTE technical assessment** (as part of an approved CTE program) to substitute for one of the five required Regents exams
- Increase the maximum number of academic credits that students can earn through **integrated CTE programs and specialized CTE courses**
- Flexibility in the courses that students may take in middle school
- Allow students to earn additional credits through demonstration of competency rather than seat time. Current regulations allow for:
 - 6.5 credits via credit by examination
 - 3 credits via independent study
 - 1 credit for visual arts
 - Credit via make-up credit regulations

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Role of CTE in Regents Reform Agenda

Common Core State Standards

"Technical Subjects" reference and alignment of non-tested subjects

- Aligned CTE Curriculum Models
- Integrated Courses
- Embedded Professional Development
- Aligned Formative Assessment/ Instruction

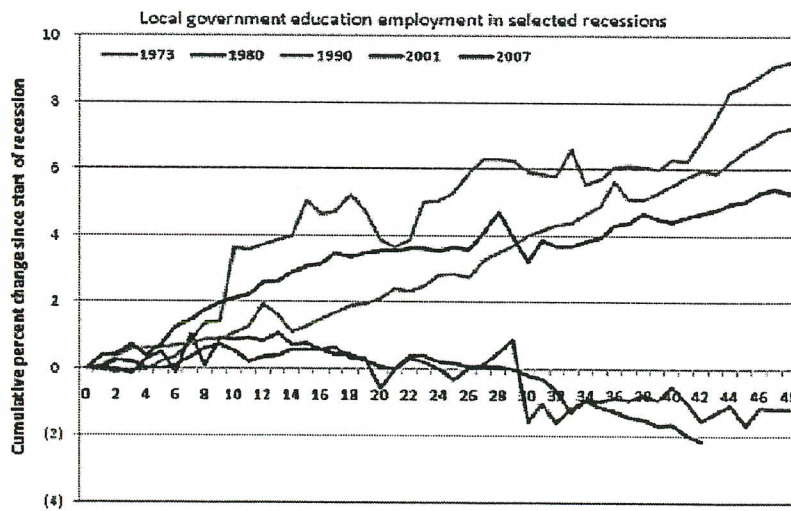
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Challenges

- Old Perceptions
- Data
- Economic Outlook and Declining Workforce

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Local Government Education Employment Has Been Hit its Hardest Since the 1980 Recession



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Integrating Curriculum:
Lessons for Adult Education
from Career and Technical Education

Editor: Christal and Steve Pomeroy
September 2008

CTE
Learning that works for America

CTE and the Common Core Standards - May 2011

What are the Common Core State Standards?

The Common Core State Standards (CCSS) are a set of national standards for English Language Arts and Mathematics. They are designed to ensure that all students, regardless of where they live, are prepared for college and career. The CCSS are a set of standards that define what all students should know and be able to do in English Language Arts and Mathematics. They are designed to be consistent with the standards used in other states and to be aligned with the standards used in other countries.

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Leveraging the Power of SLDS: Turning Data into Useful Information Requires the Right Expertise

Rebecca Shah
Senior Associate, State Policy Initiatives

DATAQUALITY
FOR ALL

Professional Development for Secondary Career and Technical Education: Implications for Change

April 2010

NRI CTE
National Research Institute for Career and Technical Education