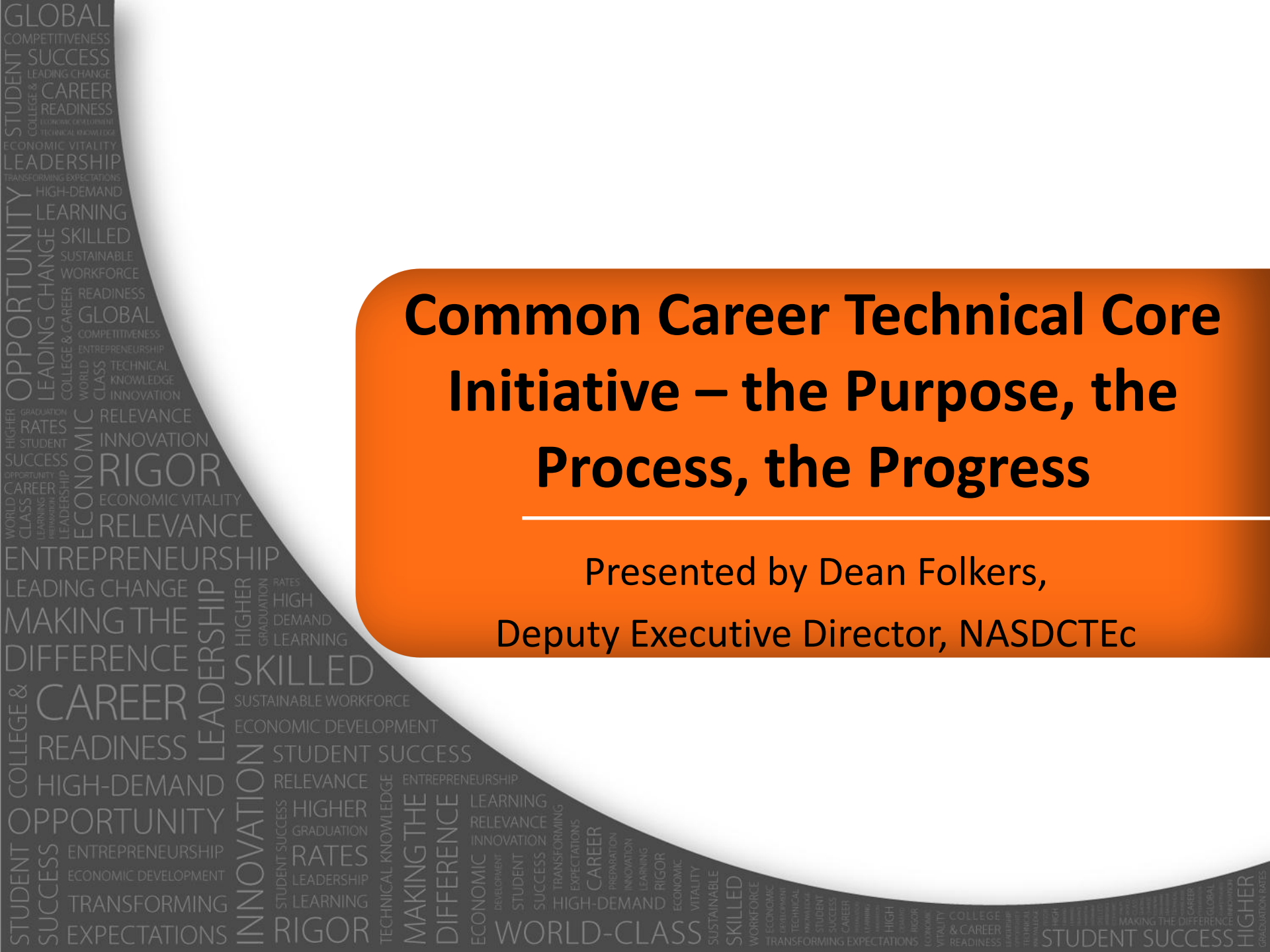
Common Career Technical Core Initiative – the Purpose, the Process, the Progress

Presented by Dean Folkers,

Deputy Executive Director, NASDCTEc

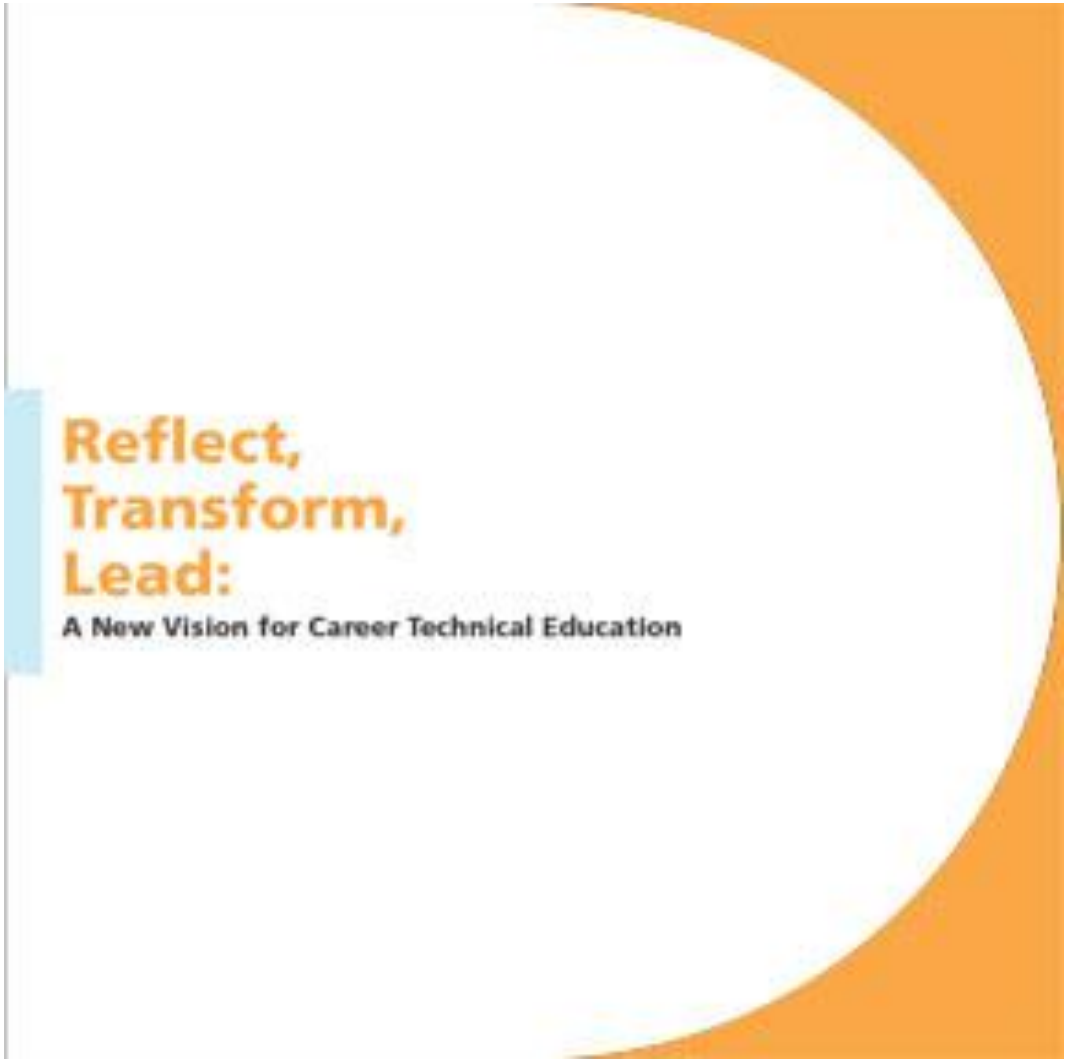


Common Career Technical Core Initiative

Agenda

- Background
- Common Career Technical Core
- Knowledge and Skills Statements
- The Process
- The Progress
- Questions and Answers

NASDTEc's CTE Vision



Background

- NASDCTEc Vision
  "Common Technical Core"
- Support consistency in today's global economy
- High-quality expectations of CTE; regardless of location or delivery system
- Embrace and align with college and career readiness efforts

Background

- Process coordinated by NASDCTEc
- 42 states, DC, and one territory have declared support to develop the CCTC
- Modeled the process and outcomes of Common Core State Standards Initiative
- Marzano Research Laboratory facilitating

Background

- Use National Career Clusters™ Framework
- Build from the revised and validated Knowledge and Skills Statements
- Involve general public

Scope and Use of Standards

- **The CCTC standards are written to address the educational expectations across an entire *program of study.***
- The delivery of programs of study varies by state and may include postsecondary education and work experience.
- These program level standards are intended to provide the core expectations across the different delivery systems and approaches.

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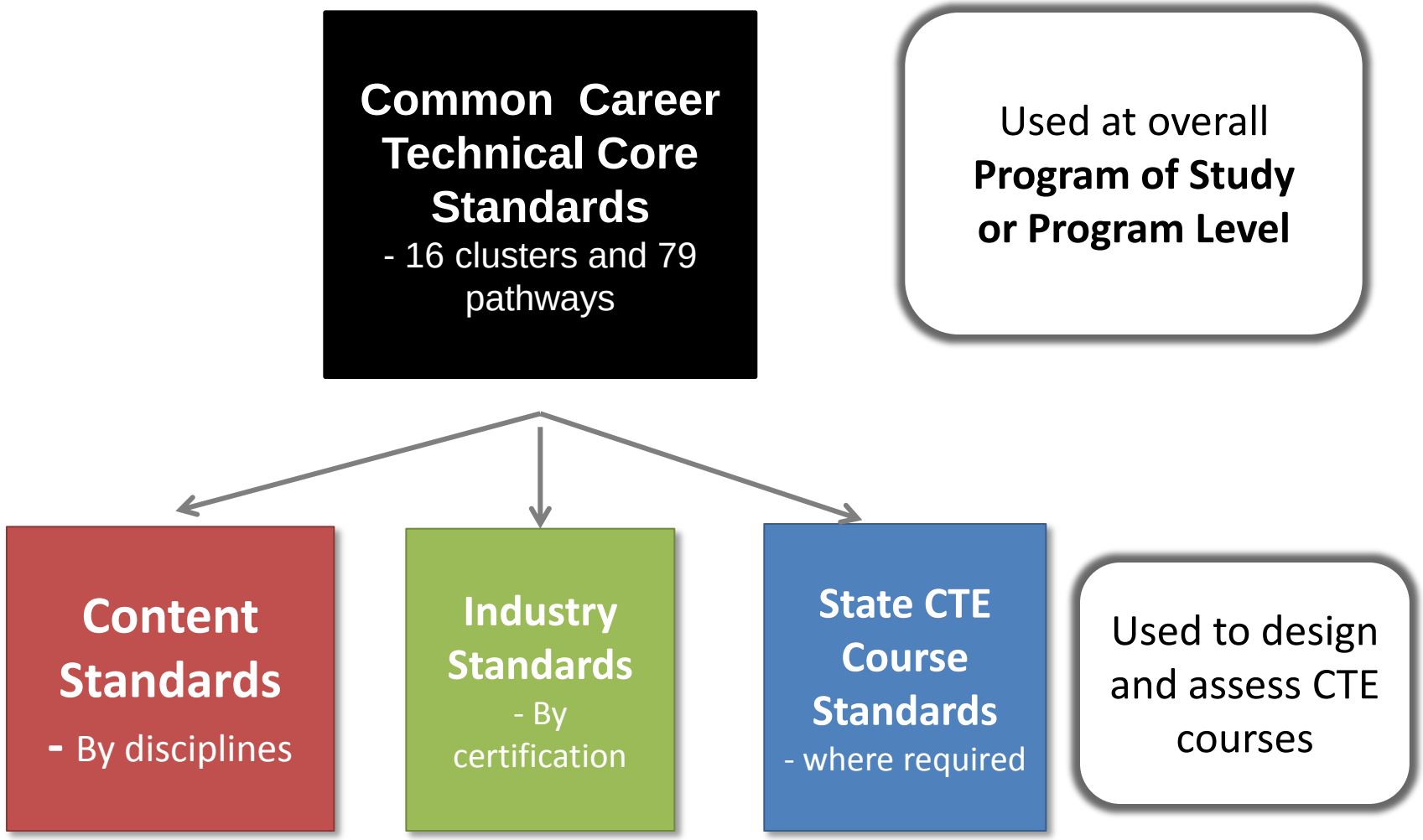
The Connections

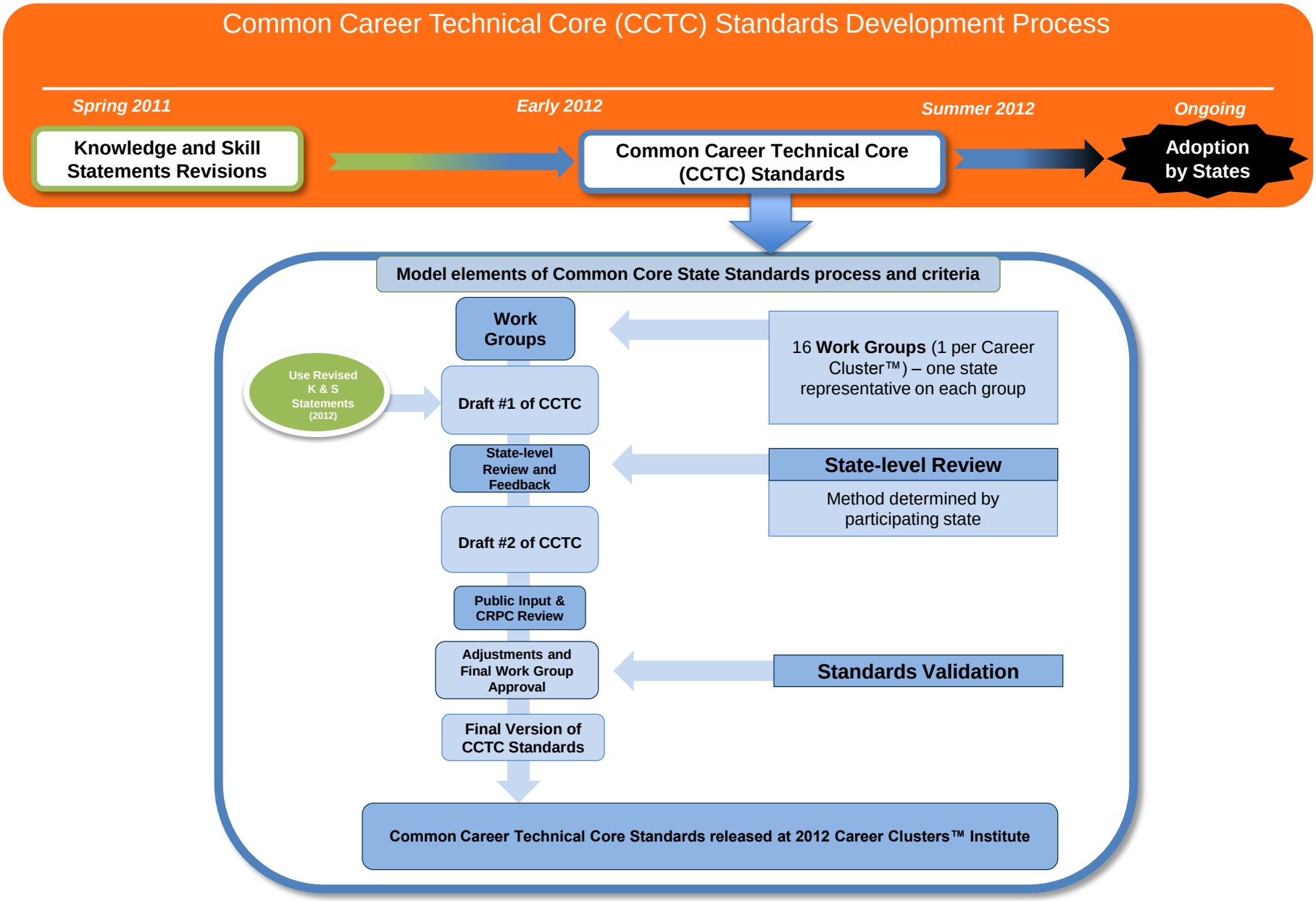


CCTC Considerations

- Common vs. national or federal
- Critical state engagement
- Begin with validated K&S as baseline
- Engage broader education partners
  - Career Readiness Partner Council

Common Career Technical Core Process

Common Career Technical Core (CCTC) Standards Development Process



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Knowledge and Skill Statements Revision

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Basics of K & S Revision Process

- Engaged SMEs (Spring 2011)
  - Online review & rating
  - Identified benchmark standards

- Writing Team (Fall 2011)
  - Analyze input, propose revisions

Basics of K & S Revision Process

- Conducted online industry validation (January 2012)
- Overall Engagement
  - 1748 Review and Responses
  - 45% Business and Industry
  - 17 % State Curriculum Experts
  - 16% Postsecondary
- Baseline for CCTC (March 2012)

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Common Career Technical Core Process

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Working Groups

- One state representative, per work group
- Meetings use virtual interface (Web based)
- Identify consensus among states on CTE standards to frame program of study
- Business and Industry, State Leaders, Postsecondary, Master Teachers
- 320+ working group members

Where in CCTC the process?

- **February**:
  - Validated Knowledge and Skills completed
- **March**: First working group meetings
  - Feedback on the statements
- **April**: Working group meetings
  - Review feedback, recommend draft standards

What is next in the process?

- **April 30 – May 11**
  - Public Comment Period
- **May 23 – 24**
  - Final Working Group Meetings
- **June 19, 2012**
  - Release the CCTC Standards

Common Career Technical Core (CCTC) Standards Development Process

Spring 2011 — **Knowledge and Skill Statements Revisions**

Early 2012 — **Common Career Technical Core (CCTC) Standards**

Summer 2012 — *Ongoing* — **Adoption by States**

Model elements of Common Core State Standards process and criteria

Work Groups

16 **Work Groups** (1 per Career Cluster™) – one state representative on each group

Use Revised K & S Statements (2012)

Draft #1 of CCTC

State-level Review and Feedback

State-level Review

Method determined by participating state

Draft #2 of CCTC

Public Input & CRPC Review

Adjustments and Final Work Group Approval

Standards Validation

Final Version of CCTC Standards

Common Career Technical Core Standards released at 2012 Career Clusters™ Institute

Common Career Technical Core

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Components of CCTC

Standards for Career Ready Practice

- **12 practices with suggested indicators**
- **Positioned to be applied across the entire continuum of instruction**
- **Modeled after Common Core Standards for Math Practices**

Common Technical Core

- Expectations within Career Cluster™ and Pathways that frame a Program of Study
- Based on Validated Knowledge and Skills Statements
- Used to align expectations across states

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Example Career Ready Practices

- Plan education and career path aligned to personal goals
- Communicate clearly and effectively and with reason
- Act as a responsible and contributing citizen and employee

Mathematics » Introduction » Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically

Components of CCTC

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Common Technical Core

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- **Based on Validated Knowledge and Skills Statements**
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The Connections

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What About Assessment?

- Learn from and connect to consortium
  - PARCC
  - Smarter Balanced
- CCTC provides opportunity for alignment to existing assessments
  - Certificates / Credentials
  - Technical Skill Assessments
  - State or Curriculum Assessments

Public Comment Period

April 30 – May 11, 2012

www.careertech.org

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Collective intelligence emerges when a group of people work together effectively. Collective intelligence can be additive (each adds his or her part which together form the whole) or it can be synergetic, where the whole is greater than the sum of its parts.

Trudy and Peter Johnson-Lenz

"Groupware: Orchestrating the Emergence of Collective Intelligence" (c. 1980)

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Setting a New Standard

June 18-20, 2012 • Washington, DC

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