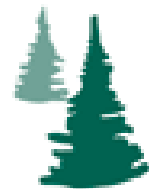


# Curriculum Directors Meeting

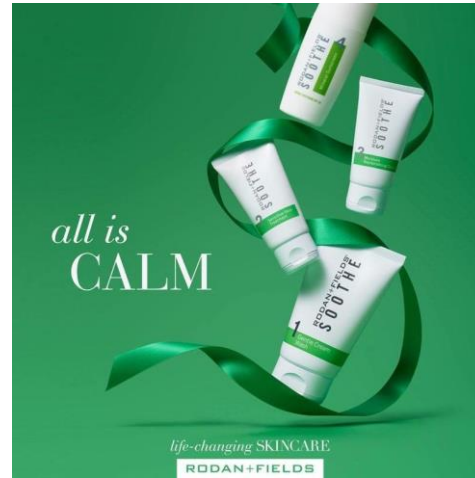
Northwest Educational Service District 189



**Northwest Educational  
Service District 189**

*Together We Can*

# Introductions



## Outcomes for today:

- Continue our learning about Science.
- Hear one administrator's Problem of Practice
- Receive updated information about Washington's Interim Assessments.
- Receive updates from NWESD on curriculum—dyslexia; math; , assessment, and SMC.
- Learn about some new resources for Cultural Competency.
- Collaborate with colleagues about your districts

# MISSION

Together We Can...  
promote *equity*  
and *excellence*  
through *leadership*  
and *service*.

# VISION

To be an *indispensable partner* to our region's school communities.

## Northwest Educational Service District 189

### 5 Counties:

Skagit, Snohomish, Whatcom,  
Island, San Juan



### 35 School Districts:

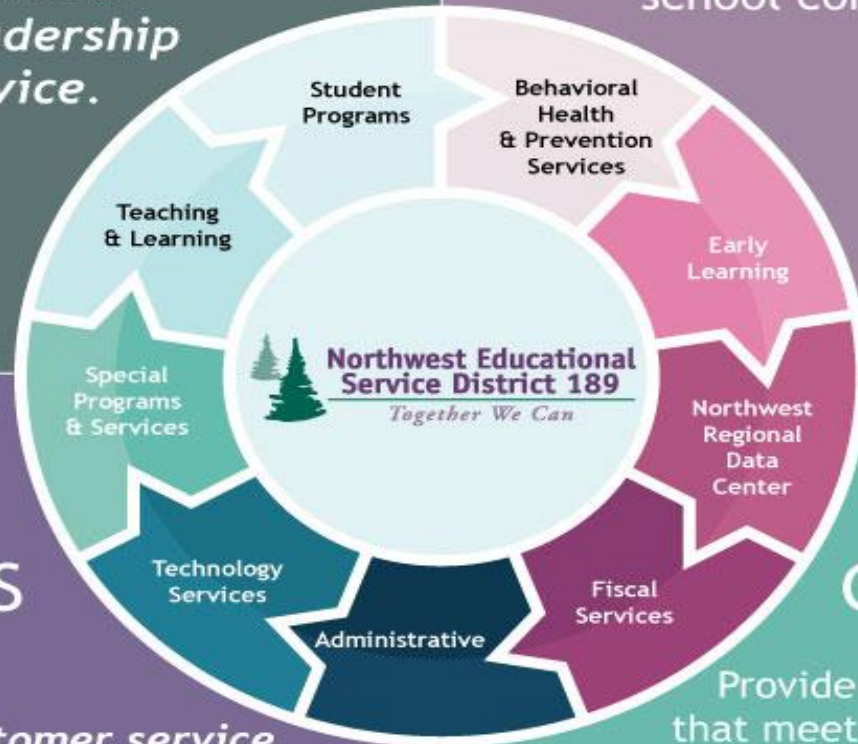
Anacortes, Arlington, Bellingham, Blaine, Burlington-Edison, Concrete, Conway, Coupeville, Darrington, Edmonds, Everett, Ferndale, Granite Falls, Index, La Conner, Lake Stevens, Lakewood, Lopez Island, Lynden, Marysville, Meridian, Monroe, Mount Baker, Mount Vernon, Mukilteo, Nooksack Valley, Oak Harbor, Orcas Island, San Juan Island, Sedro-Woolley, Shaw Island, Snohomish, South Whidbey, Stanwood-Camano, Sultan

165,791 Students

439+ Schools

8,845 Classrooms

For every \$1 of State core funding  
we generate \$40.11 of programs and  
services to students and staff across our region.



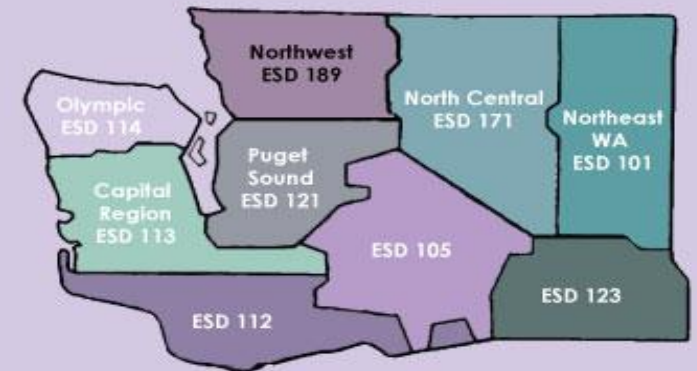
# VALUES

- Responsive *customer service*
- Open *communication*
- Regional *collaboration*
- Flexible *teamwork*
- Adaptable *professional learning*
- Positive *relationships*

# GOALS

- Provide *quality services* that meet our region's needs.
- Prepare *students* for college, career and citizenship.
- Foster *educator effectiveness* to assure equity and opportunity for all students.

## Washington State's ESD Network



Nine ESDs. One Network.  
Supporting Washington's  
Schools and Communities.



Brian MacNevin  
Regional Science Coordinator

# Problem of Practice

Whitney Meisner,  
La Conner SD

Superintendent





# English Language Arts Updates

Office of Superintendent of Public Instruction

# Update on 6162- Early Screening of Dyslexia



<b>Dyslexia Advisory Council Expectations</b>	<b>Deadlines</b>	<b>District Expectations and Access</b>
Advise on Dyslexia	ongoing	ongoing
Identify Screening Tools	June 2019	September 2019
Develop Recommendations for Implementation use of Screeners, MTSS, and Family Resources	June 2020	Statute-Spring 2021 OSPI Preferred-Fall 2020
Review Assessment Inventory Data Collection for Best Practice Implementation	ongoing	ongoing
Review Implementation	June 2022	

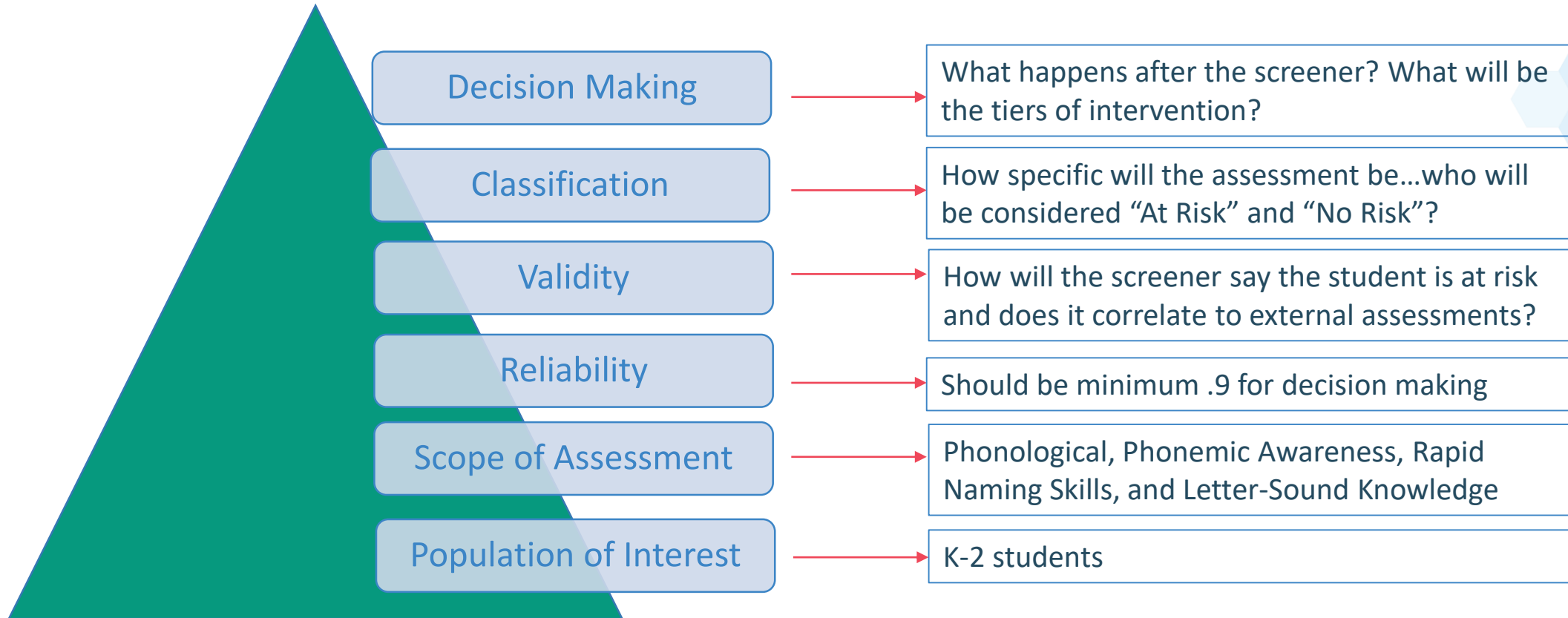


# E2SSB 6162-District Expectations

- **Fall 2019**-Review recommendations of screeners (indicating typical literacy development or dyslexia) and best practices for selecting a screener made by Dyslexia Advisory Council.
- **Spring 2021**-Review implementation guidelines and family resources as recommended by the Dyslexia Advisory Council.
- **Fall 2021**-Implement screenings for typical literacy development or dyslexia and Multi-Tiered Systems of Support in grades K-2.
- **Fall/Winter 2021**-Provide OSPI feedback on the implementation process of the selected screener and resources.



# Update on 6162-Early Screening of Dyslexia



# Questions?



## Aira Jackson

Director of English Language Arts  
and Literacy, OSPI

[Aira.Jackson@k12.wa.us](mailto:Aira.Jackson@k12.wa.us)

[LINK to OSPI Dyslexia page](#)





# Leveraging the Smarter Balanced System

Shelley O'Dell

ELA Assessment Specialist

OSPI

# Interim Assessment Blocks Update



# Do districts/schools use Interims?

Washington state numbers of ELA Interim blocks for 2017–18:

## ELA/Literacy (Interims)

Grade	Number of Students Tested at Least One Block
Grade 3	3473
Grade 4	3926
Grade 5	5396
Grade 6	5586
Grade 7	6105
Grade 8	5473

## ELA/Literacy (Summative)

Grade	Number of Students Tested	Percent Proficient
Grade 3	84931	56%
Grade 4	85398	58%
Grade 5	84854	60%
Grade 6	81938	57%
Grade 7	79552	61%
Grade 8	78985	60%

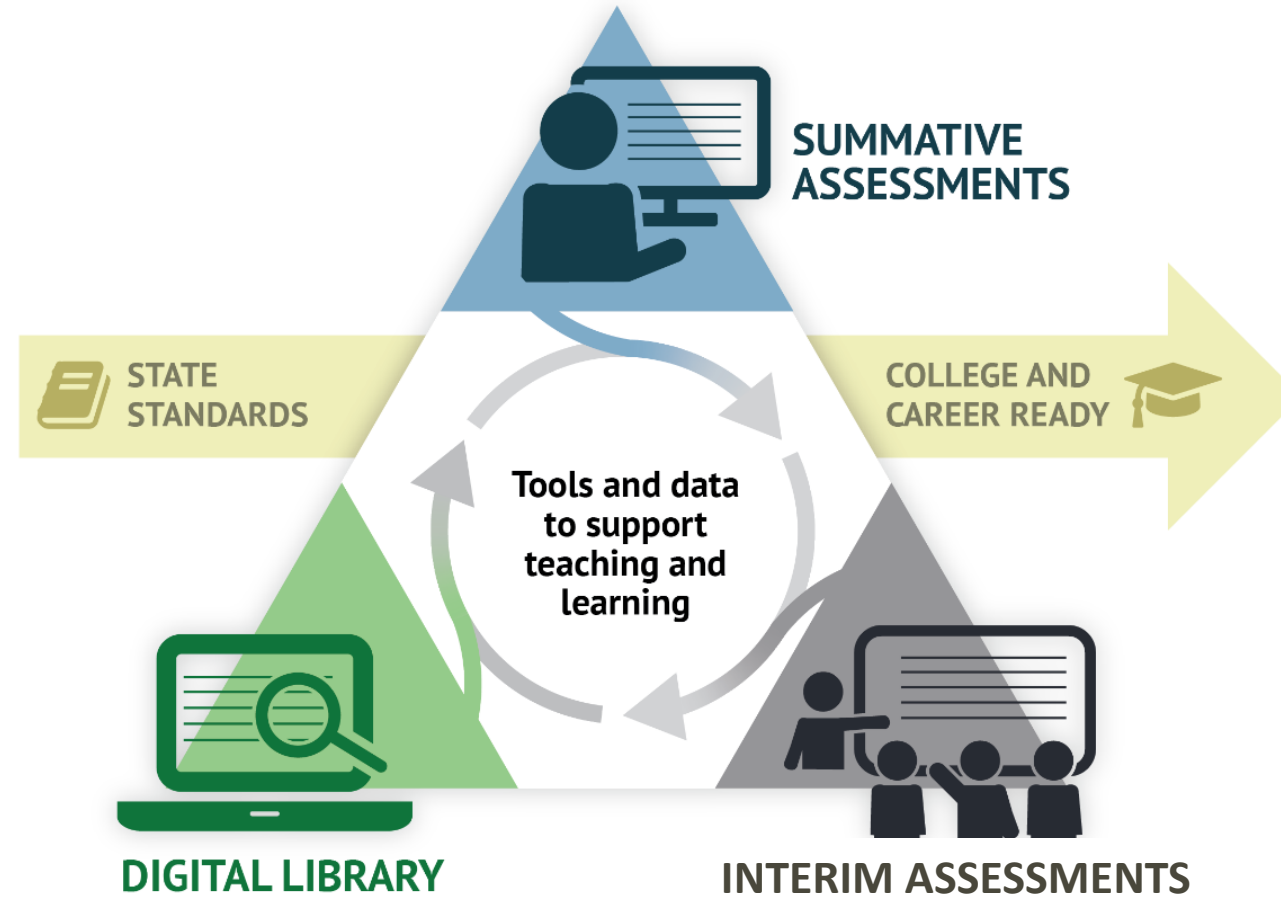


# Smarter Balanced as a System

- Intentional year-long implementation
  - Interim assessments
  - Digital Library resources
  - Summative assessment
- Reporting applications to dig into data and content
- Connections Playlists to understand skills and knowledge, find targeted Digital Library resources for instructional purposes



# Smarter Balanced System



# Our Assessment System

## Standards

### English language arts:

- ELA K-12 Learning Standards
- ELA/Literacy Standards

### Math:

- Math K-12 Learning Standards
- Mathematical Practice Standards

## Tools and Resources to improve learning

### Interims:

- Interims blocks (IABs)
- Comprehensive (ICAs)

### Digital Library:

- Formative Resources
- Connections Playlists

## Summative Assessment

### Smarter Balanced Summative tests:

- English language arts
- Mathematics



# Summative or Formative?

The garden analogy... If we think of our children as plants

**Summative assessment** of the plants is the process of measuring them. It is interesting and important to compare and analyze measurements but, in itself, this does not affect the growth of the plants.



**Formative assessment**, on the other hand, is the equivalent of feeding and watering the plants appropriate to their needs – directly affecting their growth.



# Purpose of Assessments

- Summative: Assessment **OF** learning
  - Generally high-stakes
    - Accountability
      - Evaluation of curriculum and instruction
    - End of unit/class
      - Evaluation of student understanding
- Formative: Assessment **FOR** learning
  - Generally low-stakes
    - Classroom purposes and involves learners
  - Improvement of ongoing instruction and learning
    - Non-graded
    - Actionable feedback



# Purpose of Interims

## Designed for instructional use to support learning and teaching:

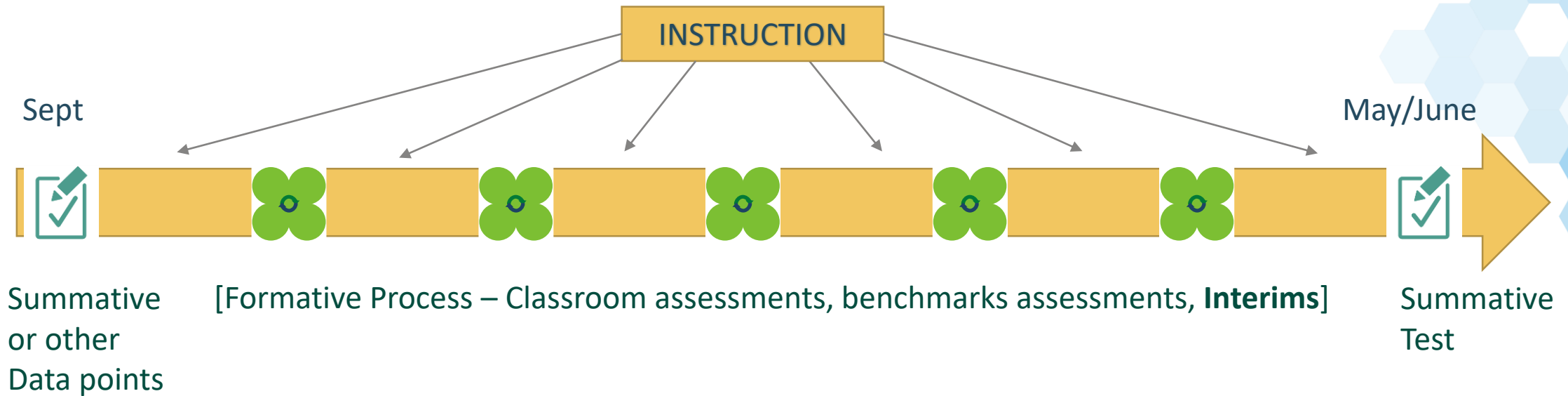
- Check student progress
- Inform classroom instruction
- Practice with online system and accessibility tools (accommodations)

## Important considerations:

- Interims are “non-secure, non-public”
  - Non-secure = Meant for teachers and students to access
  - Non-public = Not meant for posting publicly or distributing
- In other words: Interims are only meant to be **used in classrooms** with students—do not send them home or post online!

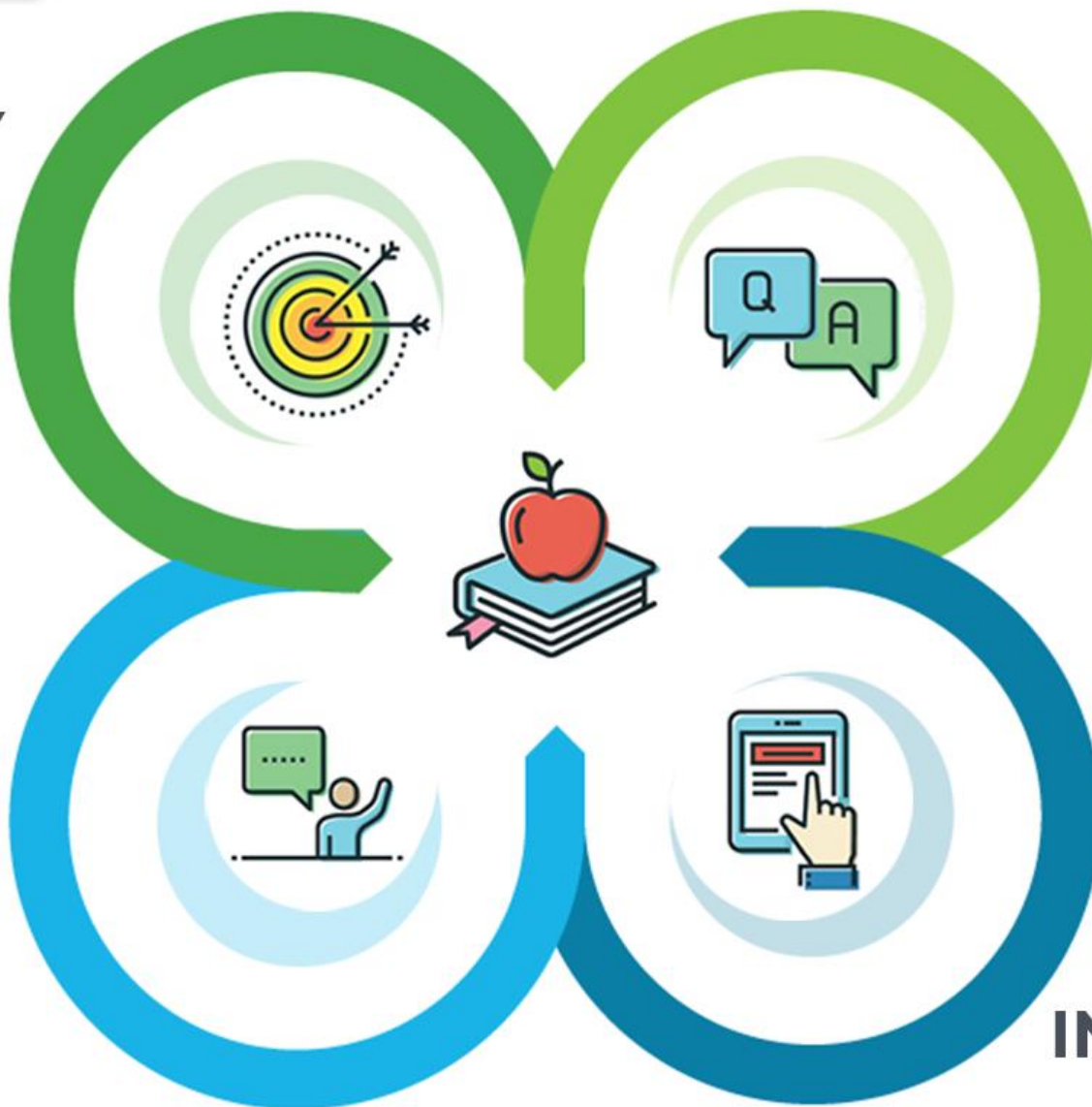


# Year-long Implementation



# FORMATIVE ASSESSMENT PROCESS

**CLARIFY**  
Intended  
Learning



**ELICIT**  
Evidence



**ACT ON**  
Evidence.

**INTERPRET**  
Evidence

# Using the WCAP Portal Formatively

## Clarifying Learning:

- Assessment Viewing Application (AVA) – preview interim items
- Interim Blueprints – targets and standards

## Elicit Evidence:

- TA Administration – Full interim

## Interpret Evidence:

- Online Reporting System (ORS)
- AIRWays Reporting – Scoring student responses, analyzing data and content

## Act on Evidence:

- Digital Library – Connections Playlists and Digital Library resources



# The WCAP Portal



## Use APPLICATIONS for the following tasks:

- Administer summative/interims – [Test Administration](#)
- Preview Interims - [AVA](#)
- Download Scoring Training materials - [TIDE](#)
- Score Interims – [AIRWays Reporting](#)
- View reports for summative/interims – [ORS](#) and [AIRWays Reporting](#)
- **Find next instructional steps**– [Digital Library](#)



# Connections Playlists and Digital Library

- What is a “playlist”?
  - Collections of Digital Library resources that focus on a particular interim block – there is one for each block at each grade
- Each Playlist includes:
  - Achievement Levels: Above, At/Near, Below Standard
  - Skills students should demonstrate at each level
  - Educator-recommended next steps
  - Digital Library resources aligned to next steps



# Connections Playlist

- Connections Playlists for every interim block (108!)
  - Built by educators based on student performance on IABs
  - Resources organized by achievement level: Below, At/Near, or Above Standard
  - Focus on specific skills and topics



# How are interims used in your district?

- How does your district use interims?
  - For what purpose:
    - Practice/training
    - Inform instruction
    - Other?
- Does your district/school use the Digital Library?
  - Yes – for what purpose and how often
  - No – why not (be honest)



Capture new ideas for how to implement the interims and Digital Library

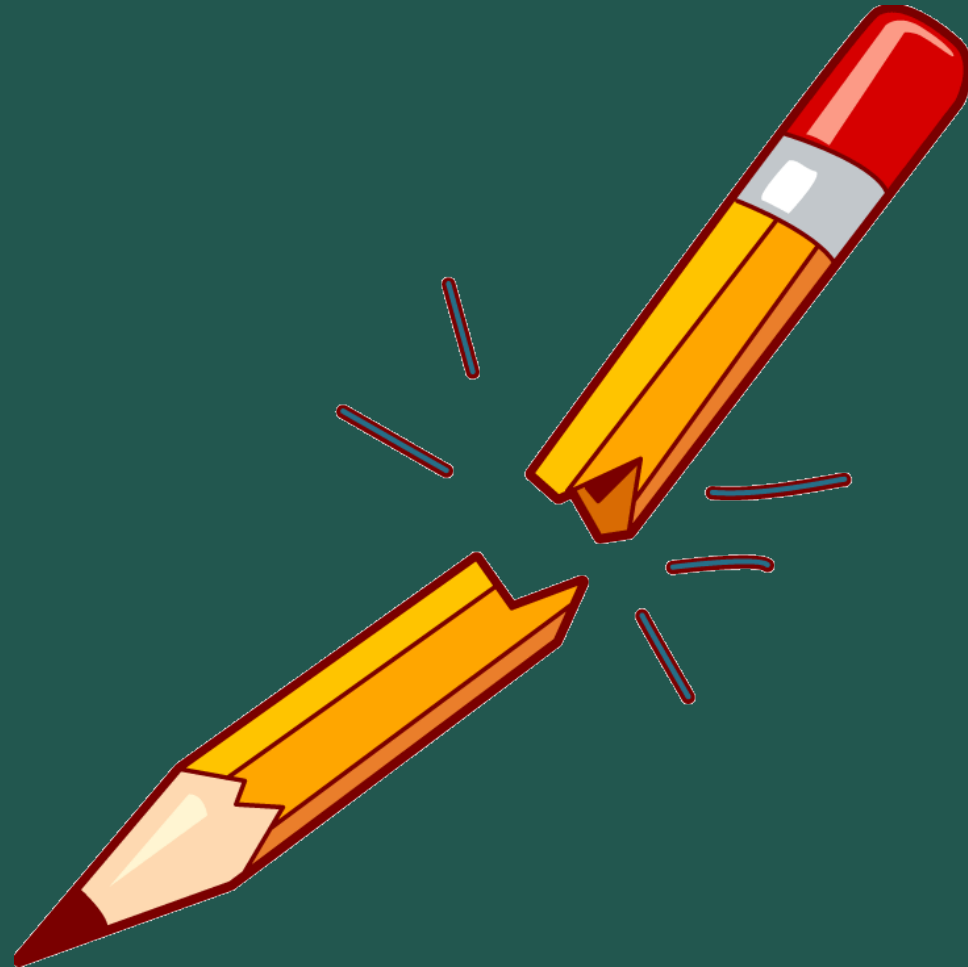


# Smarter Balanced Content Contacts

- Shelley O'Dell – ELA Assessment Specialist  
[shelley.odell@k12.wa.us](mailto:shelley.odell@k12.wa.us)
- Anton Jackson – Director of Assessment Development  
[anton.jackson@k12.wa.us](mailto:anton.jackson@k12.wa.us)
- Terese Otto – Program Specialist/Administrative Support  
[terese.otto@k12.wa.us](mailto:terese.otto@k12.wa.us)



# Break Time



# Culturally Competency module

**Larry Francois**

**From:** Smith, Joanna <jolsmith@pcgus.com>  
**Sent:** Thursday, November 29, 2018 12:50 PM  
**To:** Larry Francois  
**Subject:** OSPi Online Course – Get Started



Hello!

PCG Education welcomes you to the Cultural Competency and Language Acquisition training modules brought to you by the Office of Superintendent of Public Instruction (OSPI) and the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC).

Below are instructions for accessing the Program Resource Center and PCG Education's online course *Becoming a Culturally Responsive Teacher with Strategies for Language Acquisition* by Gary Howard and Eugenia Mora-Flores.

We hope you enjoy the engaging, video-rich format and the effective instructional design of the course.

Registration details to access your course are below:

- Your course access **begins today**.
- Your course access will **end June 30, 2019**.

**To get started:**

- Access your course here: <https://plp.educatorcd.com/>
- Your username is:
- Your temporary password is:

**Support & FAQs**

If you have any questions or require assistance, please contact the PCG Customer Support Team available Monday through Friday 5:00am - 4:00pm PST at 1-800-728-0032 or via email at [onlinepl@pcgus.com](mailto:onlinepl@pcgus.com). Limited support is available during other times.

Please check your system requirements to ensure your system is accurately configured to access all course elements. Answers to frequently asked questions, including system requirements, are available at <https://wsls.freshdesk.com/support/home>.

We wish you a rewarding and enjoyable eLearning experience.

Sincerely,



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

1/28/2019

31

# A Moral Imperative

---

“The term ‘opportunity gap’ refers to the **systemic inequity in the education system that structurally disadvantages certain demographics of students**. When educational opportunity gaps exist, achievement gaps form...Problems in education cannot be thought about or solved in isolation. **Positive systemic change requires a complete shift in the system”**.”

-EOGOAC Annual Report 2015



“Closing the opportunity gap for our African American, Asian, Latino, Native American, Pacific Islander, and other diverse students is a **moral imperative** and a **civil rights obligation**. The opportunity gap in Washington State is persistent, pervasive, and unacceptable. It does not put the responsibility where it belongs on the public school system to provide an equitable education to all students. **In reality, it is our public school system failing our students not our students failing the system”**.”

-EOGOAC Annual Report 2015

# Cultural Competence

---

“**Quality public education** for all students requires all educators (e.g. school board members, superintendents, principals, teachers, and para-educators) to be **effective in diverse settings**. To achieve this, the educator workforce must first, be **cognizant of systemic racism and the inequities of the public education system**, and second, **develop culturally competent skills and mindsets**.

Cultural competence is a **professional and organizational development model** designed to **promote reflective, inclusive, and culturally relevant practices** by school professionals and school systems.

**Training in cultural competence** provides educators with a **set of attitudes, respect, awareness, knowledge, and skills** that enable **effective work** in cross-racial, cross cultural, diverse contexts.”

EOGOAC



# What is Cultural Competence?

---

**Video:** [\*Definitions of Cultural Competence\*](#)

**Participants:** After viewing this video, respond to the following prompt:

**Whole Group:** Consider the elements in Gary Howard's **definition of cultural competence**.

On a scale of 1-4, **rate** each of the following:

- your will
- your skill
- your authenticity
- your effectiveness in building relationships across difference

**Turn & Talk:** Based on your assessment, describe your personal goals for this workshop training.



# Leading for Equity: School Improvement Team



**GAYLE EVERLY**

- ADMINISTRATOR OF SI

• **LIBBY TILLOTSON**

- SI COORDINATOR

• **LARA COLE**

- SPECIALIST/LEADER SI FOR SWD

• **JOANNE JOHNSON**

- DATA FOR SI

• **STEVE WHARTON**

DATA/LEADERSHIP COACH

# New Washington State Report Card



 State of Washington  
**OSPI**  
Office of  
Superintendent of Public Instruction

Home | Certification | Offices & Programs | Learning & Teaching | Assessment | Finance & iGrants | Data & Reports | Website Access

**Supt. Reykdal's Statement on the 2018 Supplemental Budget**



Stop 1 2 **3** 4

**What's Happening**

Tools for Schools: OSPI Support for Continuous Improvement  
April 11

**Superintendent Chris Reykdal**

- [Vision | Priorities](#)
- [What We Do](#)
- [Government Relations](#)
- [School Performance](#)
- [Contact Us](#)

**News**

[Washington Releases New School Accountability Index under ESSA - 3/15/18](#)

[Reykdal: Education Budget a Strong Foundation for What's to Come - 3/8/18](#)

[More Washington Schools Offer College Prep Courses - 2/22/18](#)

**A-Z Index**

**Offices and Programs**

**State Report Card**

**Maps & Web sites Districts**

**K-12 Data & Reports**

**• Certification**



# OSPI Report Card View



**414**

Students Enrolled



**84.1%**

Students Regularly Attend



**46.9%**

Met Math Standards

**40.6%**

Met ELA Standards



**\$15,948**

Per-pupil Expenditure



Graduated in 4 Years



**33**

Number of Classroom Teachers



**27.9%**

High Math Growth

**29.5%**

High ELA Growth



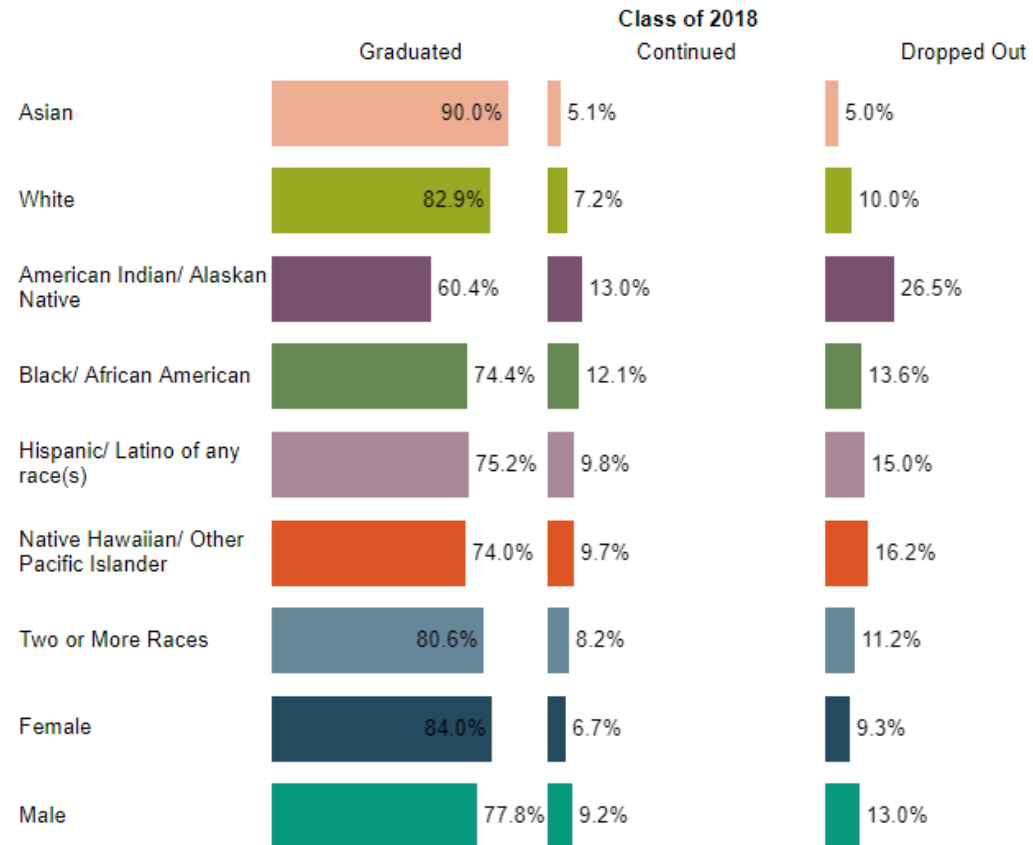
**13.7**

Average Years of Teaching Experience

# State of WASHINGTON High School Graduating Class of 2018

Summary Trend

How many years does it take students to graduate, by student demographics?



Supt. Reykdal's Statement on the 2018 Supplemental Budget



Stop 1 2 3 4

Superintendent Chris Reykdal

- Vision | Priorities
- What We Do
- Government Relations
- School Performance
- Contact Us

- A-Z Index
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- News
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**What's Happening**

Tools for Schools: OSPI Support for Continuous Improvement April 11

http://reportcard.ospi.k12.wa.us/Schoolindex\_2018.aspx

OSPI Office of Superintendent of Public Instruction  
**Washington State Report Card**

Home Home Help Feedback

District	Non-District	ESD	P-20 High School Feedback	Tools: Compare My School
Summary	AYP	CTE	AMO	WaKIDS
MSP/HY	EOC	Smarter Balanced	WASD PORT	WA-AIM
<b>*NEW* Washington School Improvement Framework</b>				
Graduation Progress Report				
ELPA21				
NAEP				

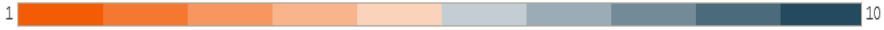
Background School Level Detail School Level Data Table

**WA School Improvement Framework Snapshot**

Select a District:

Select a School:

School Status:



Missing Data? Click here to find out why

Overall Framework Score by Student Group



# WA School Improvement Framework Snapshot

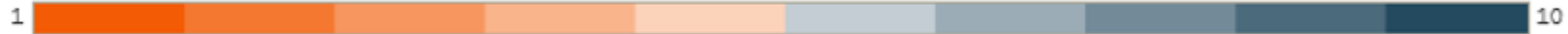
School Status:



Select a District

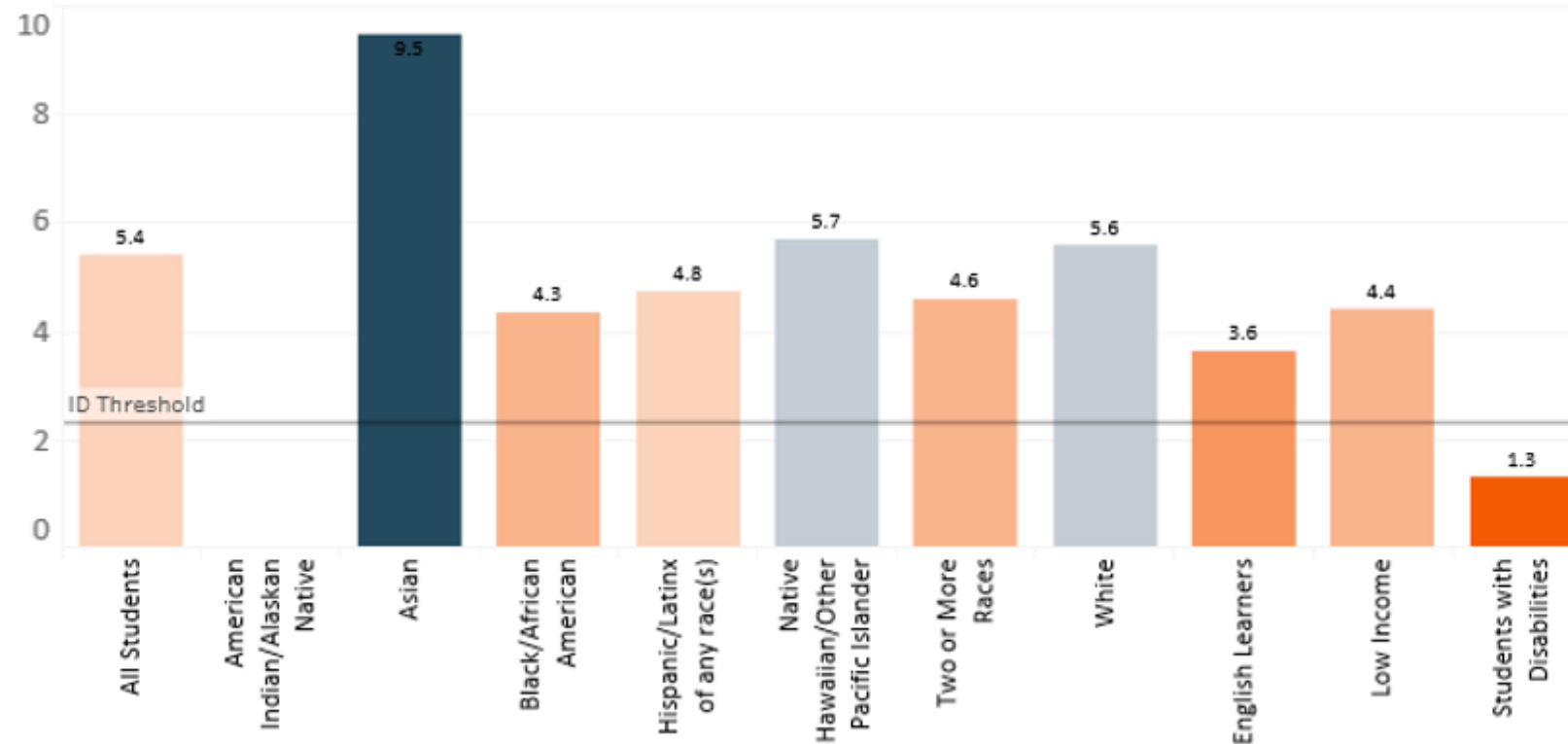
Select a School

Support Tier 1:  
Targeted 1-2



Missing Data? [Click here to find out why](#)

### Overall Framework Score by Student Group



# OSPI WSIF Data – 2 elementary schools, same school district

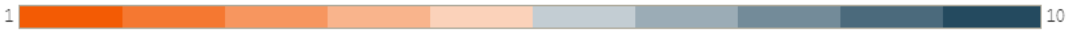
## WA School Improvement Framework Snapshot

Select a District

Select a School

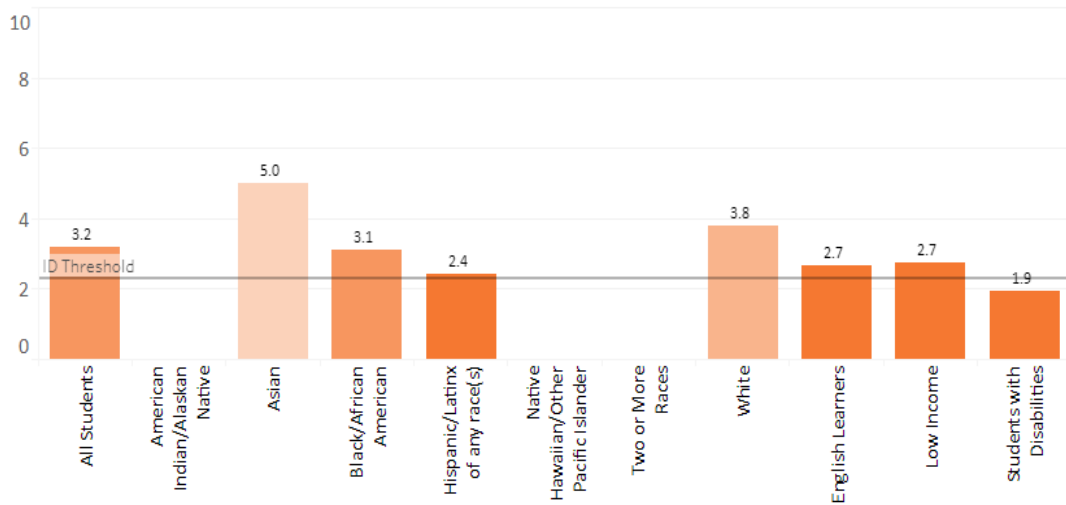
School Status:

Support Tier I:  
Targeted 1-2



Missing Data? Click here to find out why \*

Overall Framework Score by Student Group



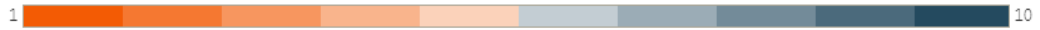
## WA School Improvement Framework Snapshot

Select a District

Select a School

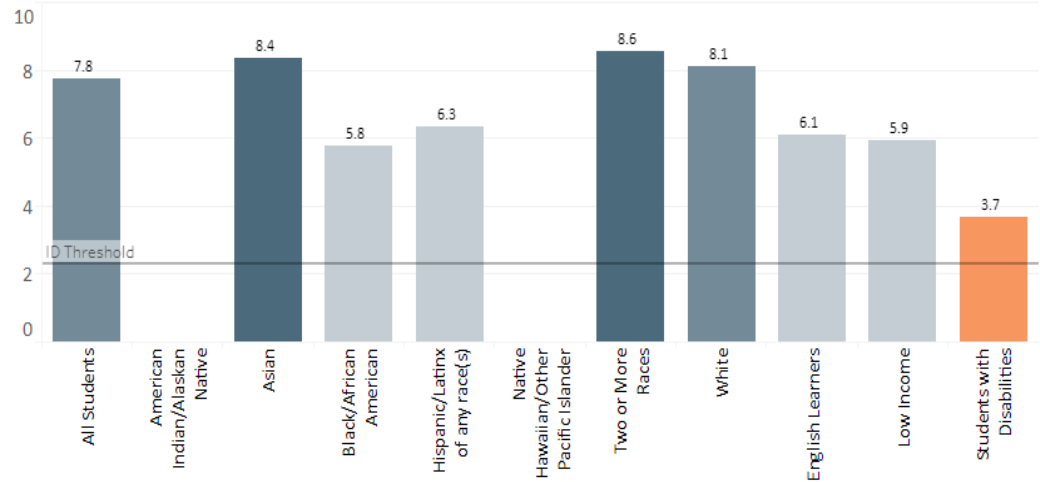
School Status:

Foundational  
Supports



Missing Data? Click here to find out why \*

Overall Framework Score by Student Group



# Student Groups for Equity Focus

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Students with Disabilities

English Language Learners

(American /Alaskan Native)

Hispanic/Latino

Low Income



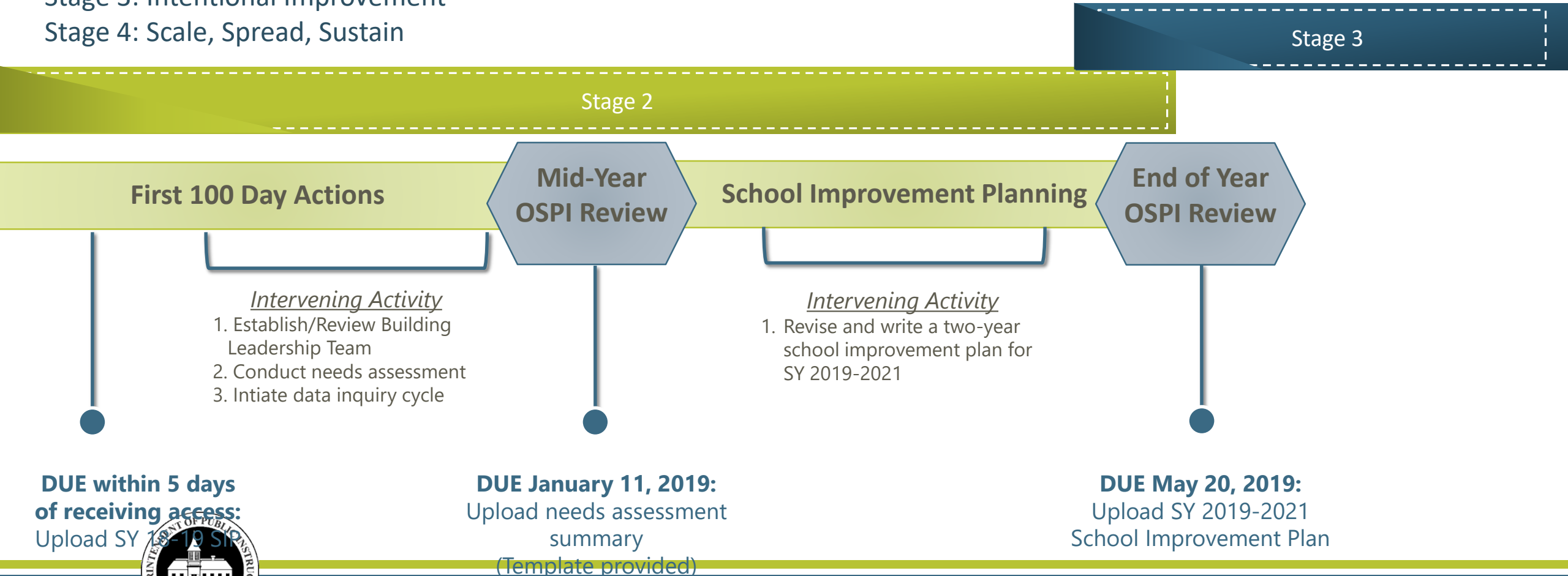
# Stages of Implementation for the System & School Improvement Model

Stage 1: Understanding the WSIF (January – July 2018)

Stage 2: Study & Strategize

Stage 3: Intentional Improvement

Stage 4: Scale, Spread, Sustain



# Improvement Required Activities

Comprehensive  
For All Students

Comprehensive  
Grad Rate

Targeted 3+ and  
EL Progress

Targeted for 1-2  
Student Groups

e.g. Comprehensive needs assessment required by Title I for comprehensive services

Needs Assessment  
Required by OSPI

Needs Assessment  
Required by OSPI

Needs Assessment  
Required by OSPI

Needs Assessment  
Requirement  
**Determined by District**

All schools in Washington required to submit a school improvement plan 28A.150.220(4)(2)(b)

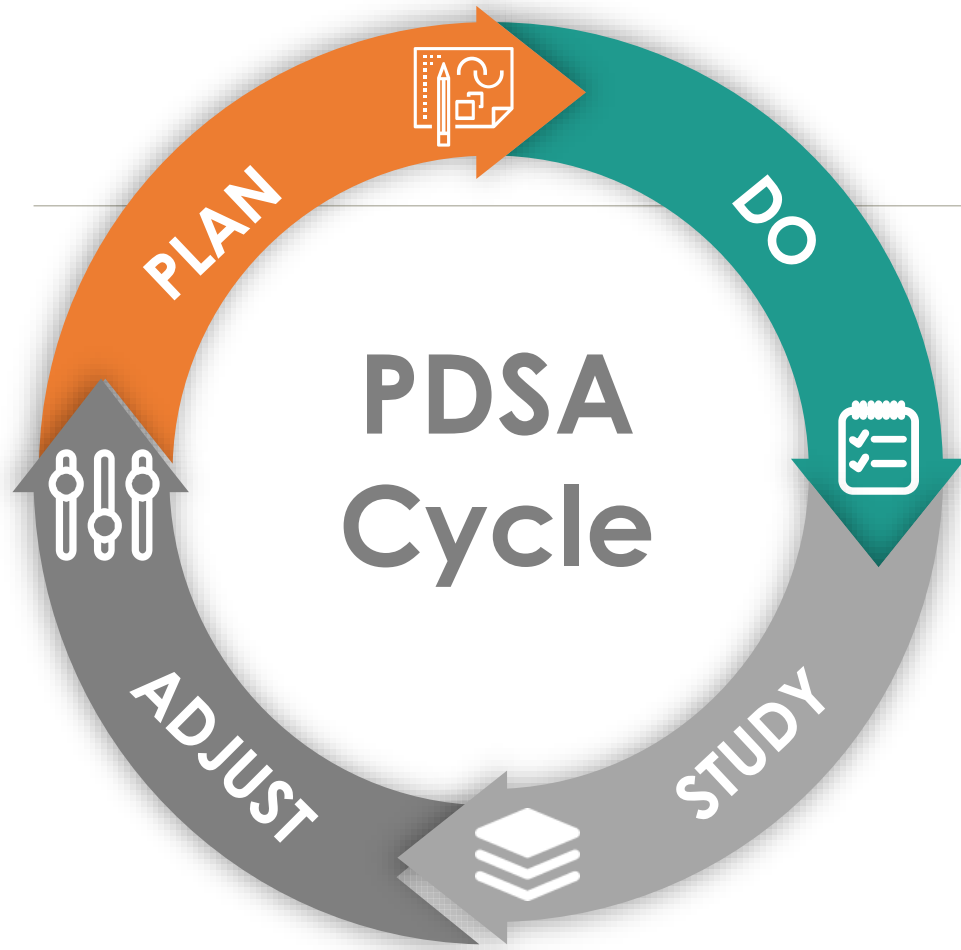
School Improvement  
Plan Requirements  
**Determined by OSPI**

School Improvement  
Plan Requirements  
**Determined by OSPI**

School Improvement  
Plan Requirements  
**Determined by OSPI**

School Improvement  
Plan Requirements  
**Determined by District**

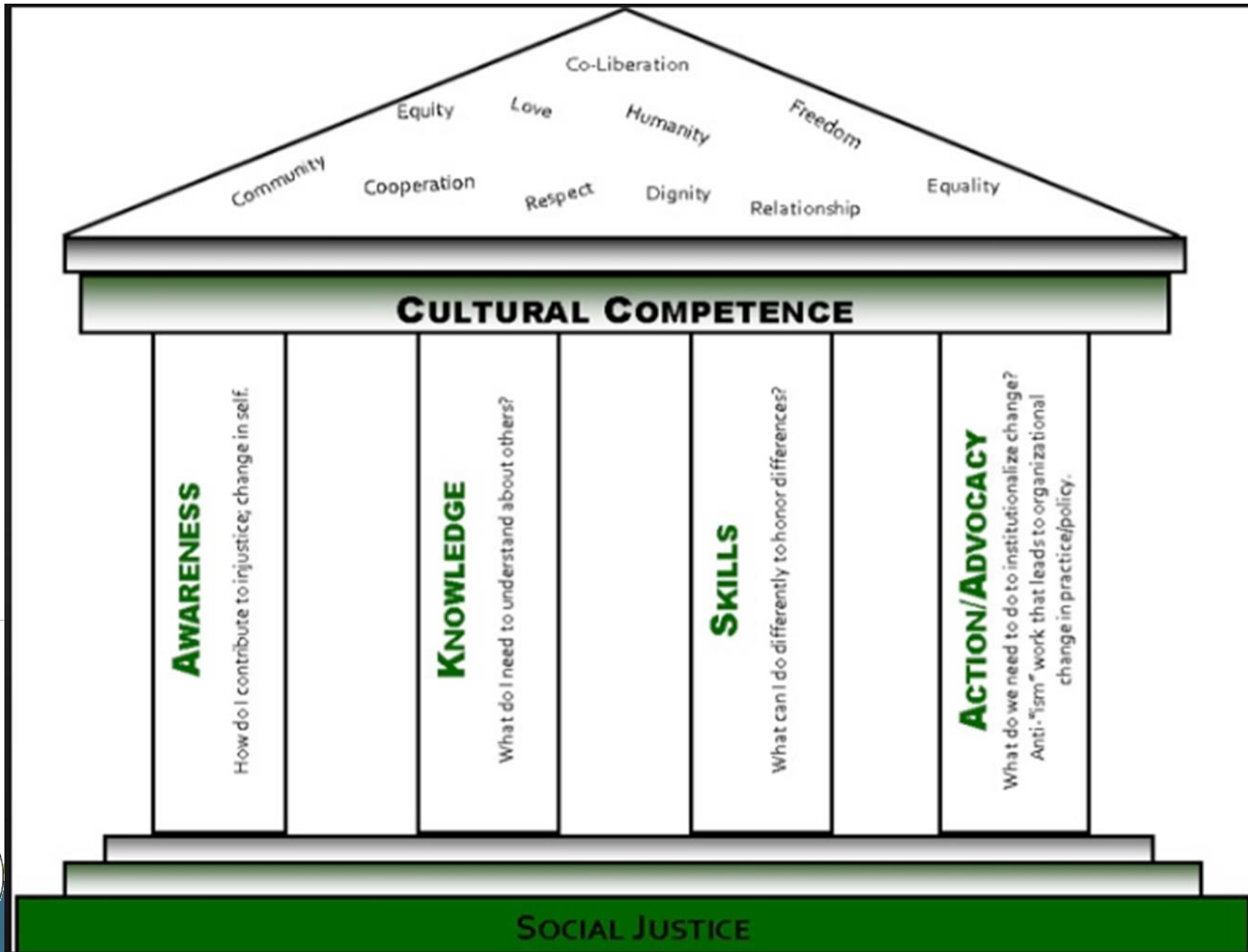




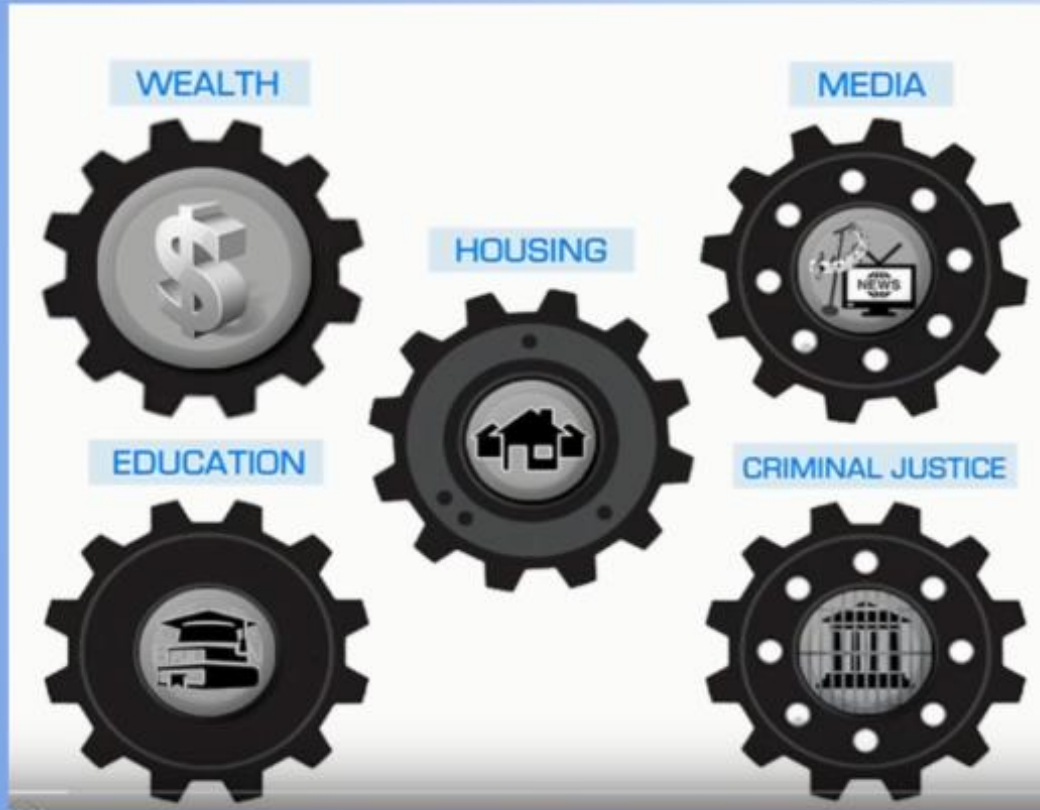
- *Data and Equity*
- *Core Instruction*
- *Tiered Support - MTSS*
- *Service Delivery of Special Education*
- *Educator Effectiveness*



Priority Areas for Regional Support



# Structural Racism: understanding our part as individuals and as educators

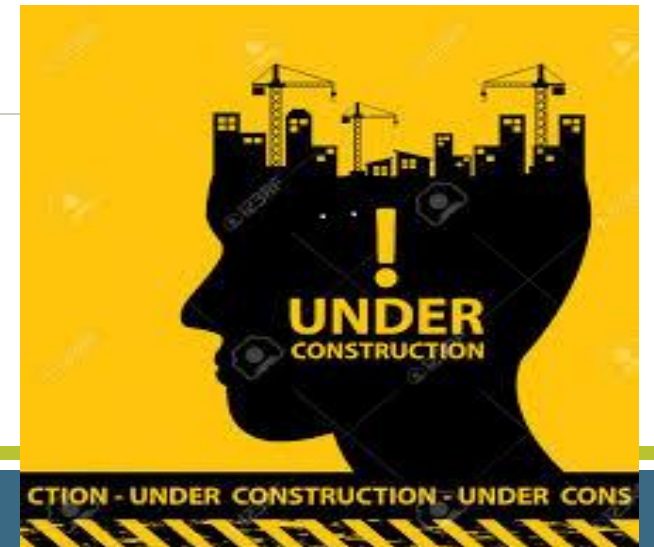


**“Racism is a system, not an event”  
- J. Kehaulani Kauanui**

# NWESD will build responsive and collaborative Professional Learning as your teams require:

- PROFESSIONAL LEARNING, SUPPORT AND TECHNICAL ASSISTANCE CAN BE CUSTOMIZED TO FIT YOUR NEEDS.

- THINK ABOUT WHAT SUPPORTS WILL BENEFIT YOUR DISTRICT, STAFF AND COMMUNITY.



# How Can NWESD Support your School Improvement and Equity Work?

---

\_\_\_\_\_ MTSS: Starting with Early Warning Systems

\_\_\_\_\_ School Improvement Planning: Team Work Sessions

Building Effective Teams, Lens of Equity, Data Collection and Analysis, Narrowing Focus, Measuring Progress

\_\_\_\_\_ Customized School Improvement Planning on Site

\_\_\_\_\_ Developing Your School's Lens of Equity: Make a Plan





# From the Math Office

Learning & Teaching  
OSPI

Office of Superintendent of Public Instruction  
Chris Reykdal, State Superintendent



# Vision:

All students prepared for post-secondary pathways, careers, and civic engagement.

# Mission:

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

# Values:

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



# Equity Statement:

Each student, family, and community possesses strengths and cultural knowledge that benefit their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

# Modeling Our World With Mathematics (2018-19 version)



Five subject modules,  
each related to a non-math specific field,  
designed to supplement a Locally Determined Course  
in preparation for  
COE tasks to be used as a  
Locally Administered Assessment.



## Arts and Music

Right Triangle  
Trigonometry  
Congruence  
Similarity  
Perspective

## The Digital World

Linear,  
Quadratic &  
Exponential  
Functions  
Graphing  
Best Fit

## Civic Readiness

## Finances for Life

## Health

# Moving forward on MOWWM

- 2 Modules Published
- 3 Modules in Development
- Getting the word out
- Next steps:
  - Consider survey data
  - Publish remaining modules
  - Develop assessments
  - Broaden the scope of modules to a menu



# NWESD Updates

# Putting the “G” in TPEP: Using Educator Growth and Evaluation to Leverage Student Growth

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SUE ANDERSON

DIRECTOR, EDUCATOR EFFECTIVENESS (TPEP, BEST)

OSPI

CARC MEETING

NOVEMBER 8, 2018



## Conclusions

1. How TPEP is implemented reflects school and district leadership capacity and belief systems
2. TPEP's strength is in the use of an instructional framework to support continuous growth
3. Relying on scoring to prompt improvement is not a productive strategy
4. TPEP cannot be done in isolation



# TPEP eVAL calibration videos

- Demo site for eVAL
- <http://labs.eval-wa.org>
- March 7-TPEP Toolkit
- May 20-eVAL and best practices

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

1/20/2019



# eVAL

- Administrator goes to “settings” and “enable video”
- Videos are then found under “training”
  - BERCC
  - National Board videos
  - Calibration exercises and videos



# Computer Science Network Update

## Next meeting: Tuesday, March 12



# Early Learning Update



# Migrant Education Update



# Science Materials Center Cooperative Update





# Career Guidance Washington

**Curriculum That Supports Students'  
Middle/High School & Beyond Planning**

*Kim Reykdal*

Program Supervisor Lead, School Counseling

# Washington's Framework for Comprehensive School Counseling Program Model





# How did your Top 3 Responsibilities for School Counselors align with the 3 domains?

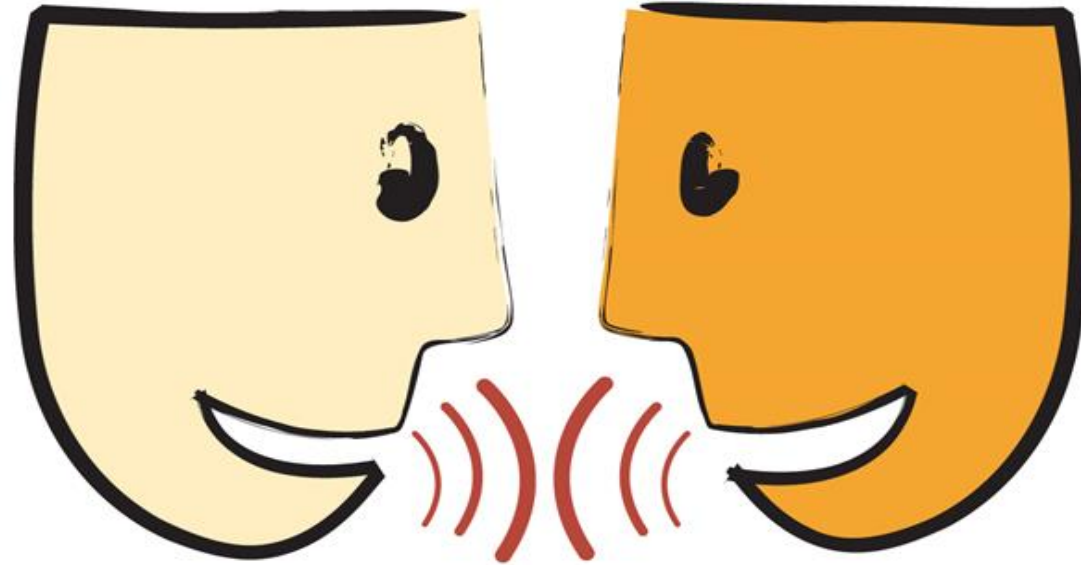


Image from <http://eric01pd2012.wikispaces.com/13.+thinking+and+communicating+with+clarity+and+precision> CC BY-SA

**3 minutes**

# High School & Beyond Plan on the OSPI Website



The screenshot shows the OSPI website homepage. At the top left is the OSPI logo and the text "State of Washington Office of Superintendent of Public Instruction". To the right are links for "Languages", "A - Z Index", and "Print Version", along with a search box. Below the header is a navigation bar with links: "Home", "Certification", "Offices & Programs", "Learning & Teaching", "Assessment", "Finance & iGrants", "Data & Reports", and "Website Accessibility".

The main content area is divided into three columns:

- Left Column:** A featured article titled "Congratulations Mr. Hand!" with a photo of Robert Hand, Washington State Teacher of the Year. Below it is a "What's Happening" section with several upcoming events: "SEAC Community Meet & Greet November 6", "SEAC Meeting November 7-8", "Leveraging Partnerships with Early Warning Implementation November 14", "Safety Net Rule Making Hearing Scheduled November 27", and "Youth Engagement, Mentoring & 9th Grade Success December 11".
- Middle Column:** A profile for Superintendent Chris Reykdal with a photo and a list of links: "Vision | Priorities", "What We Do", "Government Relations", "School Performance", and "Contact Us". Below this are "News" items: "More Students Taking, Passing Advanced Tests - 10/26/2018", "Superintendent Reykdal's Budget Moves K-12 Education Forward - 10/9/2018", and "Reykdal Announces Finalists for National Teaching Award - 9/25/18". At the bottom are "Bulletins" with links for B102-18, B101-18, B100-18, B099-18, B098-18, and B097-18.
- Right Column:** A "Tweets by @waOSPI" section. The top tweet is from WA State OSPI (@waOSPI) about a class at MRHS Rams. Below it is a "Classroom Snapshot: Emojis, Goal..." tweet with a photo of a classroom. At the bottom are "Embed" and "View on Twitter" links.

On the right side of the screenshot, there is a red hexagonal callout box with the text: "Type in box: Career Guidance Washington".

Type in box:  
Career  
Guidance  
Washington



## LESSON 12-9 ▲ THE HIGH SCHOOL AND BEYOND PLAN

### GRADE LEVEL FOCUS

*Because of the importance of this topic, this lesson spirals itself each year from 7<sup>th</sup> through 12<sup>th</sup> grade, with a combination of consistent content and new content.*

The focus for this High School and Beyond Plan (HSBP) Lesson in each grade level is as follows:

- *Grade 8: Introduction to HSBP*
- *Grade 9: Understanding the HSBP*
- *Grade 10: Completing elements of the HSBP*
- *Grade 11: Understanding my Pathway Choices*
- *Grade 12: Completing HSBP with Next Year Plans*

# Career Guidance WA on the OSPI Website

## K-12 Tiered Supports

### High School & Beyond Planning

#### Resources for High School and Beyond Plan

##### What is the High School & Beyond Plan?

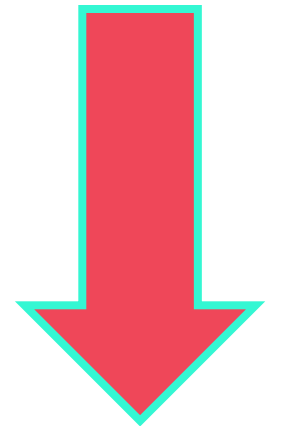
- [High School and Beyond Plan Template for Students](#)  
[Spanish](#) | [Vietnamese](#) | [Russian](#) | [Khmer](#) | [Korean](#) | [Punjabi](#) | [Simplified Chinese](#) | [Somali](#) | [Tagalog](#)
- [PowerPoint: High School & Beyond Plan Implementation and Planning Tools](#)
- [High School and Beyond Lesson Plan](#) (Guidance Lesson)
- [Replicating an Effective Advisory Program](#)
- [Grade 7-12 Family Newsletters](#) - from WA Student Achievement Council
- [FAQ: High School & Beyond Plan](#)

##### **Postsecondary Enrollment Analytics**

- [Postsecondary Self-Directed Worksheet](#)
- OSPI Performance Indicators for Postsecondary Enrollment and Remediation Rates [WA College and Career Data Analytics](#)
- [Integrated Approach to College, Career and Life Readiness](#)
- [ERDC High School Feedback Reports](#)
- [College, Career, and Life Ready Report](#)



Scroll  
Down  
for  
CGW



# Career Guidance WA on the OSPI Website



## Guidance Curriculum for High School & Beyond Systemic Development: Career Guidance Washington

Read the [Curriculum Map](#).

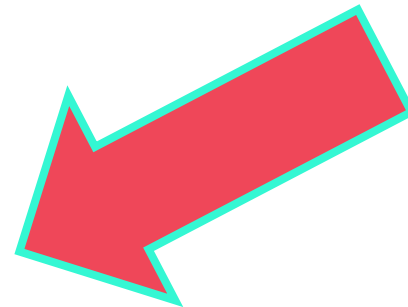
- College and career readiness model program for student secondary and postsecondary planning
- Lessons develop High School & Beyond Plan
- Provides Personalized Pathway Requirement planning tools
- Resources, templates and curriculum for development of school-wide program
- 29-30 Lessons for Grades 6-12
- [Handbook](#) — Navigating College & Career Readiness for All Students
- [FAQ: Career Guidance WA](#)

[Grade 7](#) [Grade 8](#) [Grade 9](#) [Grade 10](#) [Grade 11](#) [Grade 12](#) **Grades 6-12**

Grade 9	
#	Lesson
1	<b>Where Am I Going in 9th Grade?</b> <ul style="list-style-type: none"><li>• Review the key elements of their Portfolio</li><li>• Define the components of college and career</li><li>• Identify high school goals for each aspect</li><li>• Set academic and activity goals for 9th grade</li></ul>
2	<b>Study Like Your Hair's on Fire</b> <ul style="list-style-type: none"><li>• Identify important study skills that transfer</li></ul>

[Link to the Lessons](#)

1. Complete our short [online form](#) to get the link.
2. We'll also send you an email with the link.



Fill out the  
Lesson  
Request Form  
to access  
curriculum

# Career Guidance WA Exploration



Career Guidance Washington - Career and College Readiness

Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12



Look at a Lesson OR Peruse the Curriculum Topics per Grade

## Grade 6

[Curriculum Map](#)

#	Lesson	Theme
1	<p><b><u>What is Career Guidance Washington?</u></b></p> <ul style="list-style-type: none"> <li>• Introduce themselves to members of a small group.</li> <li>• Outline the role of their Career Guidance Washington Advisor.</li> <li>• Outline the key products of the 6th grade portfolio.</li> <li>• Commit to 'take charge of your future' in personal plan and portfolio development.</li> <li>• Commit to being 'high school ready' by the end of 8th grade.</li> </ul>	Career and College Development
2	<p><b><u>Welcome to Middle School</u></b></p> <ul style="list-style-type: none"> <li>• List key differences between elementary school and middle school.</li> <li>• Create at least three academic and two activity goals for 6th grade.</li> </ul>	Ownership of Learning
3	<p><b><u>Succeeding in Middle School</u></b></p> <ul style="list-style-type: none"> <li>• Define the three keys to academic success: attendance, performance, and assistance.</li> <li>• Define the elements of their ideal home-based study environment.</li> <li>• Compare personal methods for time/event management to those of others.</li> </ul>	Ownership of Learning
4	<p><b><u>Sharpening My Skills</u></b></p> <ul style="list-style-type: none"> <li>• Create a comprehensive list of things people can do.</li> <li>• Create a list of skills students possess and a list of skills they can acquire.</li> <li>• Identify skills required to be successful in various types of work and/or life activities.</li> </ul>	Ownership of Learning
5	<p><b><u>Time Management</u></b></p> <ul style="list-style-type: none"> <li>• Assess what occupies time.</li> <li>• Determine time efficiencies.</li> <li>• Use a time management tool.</li> <li>• Analyze their personal use of time.</li> <li>• Create a simple plan to improve time management.</li> </ul>	Learning Techniques



Please take the time and  
complete the Reflection.

Thank you for coming!

Questions?