

CTE, OCS Modified Blueprints, and Indicator Assessments



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This session will:



- CTE Course Considerations for students in OCS
- Explain the ABSS OCS Modified Blueprint Process
- Provide overview of new Indicator Assessment Audit process

OCS “Friendly” Courses



- OCS students can take a course in its modified format **MULTIPLE TIMES**. (Part A and Part B)
- All courses without a prerequisite may be appropriate for OCS students.
- Courses that are good for OCS students are first level courses.
 - Course may not be titled #1.
 - Course is first level if it does not have a prerequisite.
 - **ALL OBJECTIVES IN THE FIRST LEVEL COURSE MUST BE MASTERED BEFORE MOVING TO A SECOND LEVEL COURSE.**
- Keep in mind math and reading levels needed.

IEP Specifics for CTE



- “Vocational” is old term for CTE.
- **Classroom Accommodations**
 - Ensure students have accommodations for CTE.
 - Document for OCS (and ECS) students should include that they are on a modified curriculum (use of modified blueprints) and receive modified post-assessment (teacher-made Indicator Assessment).

IEP Specifics for CTE



- CTE has state testing just like the EOC or NCFE.
- **State Assessment Accommodations**
 - Add CTE components even if they do not have a CTE course that semester.
 - **Include WorkKeys along with PLAN and ACT.**
 - OCS are the only students to receive a teacher-made final exam to count as their state assessment (Indicator Assessment).

Modified Blueprints



OCS Modified Blueprints in ABSS



- **What are OCS Modified Blueprints?**
 - NC DPI CTE Blueprints to start
 - Split into two parts – Part A and Part B
 - Each OCS student has their own individual blueprint
- **Who creates ABSS CTE OCS Modified Blueprints?**
 - SPCs and EC Program Specialist
 - Consultation from CTE teacher
- **Who updates OCS Modified Blueprints during the semester?**
 - The CTE teacher (and the EC teacher as needed).

OCS Modified Blueprints in ABSS



- **How are these updated throughout the semester?**
 - Work together - CTE teacher and EC Case Manager.
 - Individualize each one by student mastery. (Documentation verbiage can vary. Examples include mastered, partial mastery, did not master, etc.)
- **What happens at the end of the semester?**
 - CTE teacher keeps updating throughout the semester.
 - After completion, must be stored in student's EC file under **Miscellaneous**. (ABSS policy)
 - Another copy goes to the district SPCs for future use.
- **Where are these stored when completed?**
 - EC teacher, EC Chair, CDC or other school-based personnel.
 - Your school decides.

OCS Modified Blueprints in ABSS



- **What to include?**

- Student information
- Case manager
- Any changes to curriculum you feel appropriate
- Comments as student progresses
- Updates

- **Why?**

- Documentation of modification
- Exemption from NC state CTE Post-assessment
- Used in creation of Indicator Assessment
- Assist in “Part B” planning
- Show mastery of objectives. Must master all objectives before moving on.

OCS Modified Blueprint - Sample



ALAMANCE-BURLINGTON SCHOOL SYSTEM		Student Name		John Smith
FAMILY AND CONSUMER SCIENCES EDUCATION		EC Case Manager		Ms. Johnson
OCS MODIFIED COURSE BLUEPRINT FOR FN41		CTE Teacher		Mr. Apple
FOODS I		Date		August 18, 2014
		Part A	Part B	Notations
A	FOOD PREPARATION, PROCESSES AND METHODS			
1.00	Understand methods for safety, sanitation, processes and conserving resources.			
1.01	<i>Understand safety and sanitation for food preparation.</i>	√		
1.02	<i>Understand processes and benefits of a work plan and teamwork for preparing healthy foods.</i>	√		
1.03	<i>Understand food conservation practices.</i>		√	
2.00	Understand methods for food preparation.			
2.01	<i>Remember recipe parts and sources.</i>	√		
2.02	<i>Remember equipment and procedures for its use and care.</i>	√		
2.03	<i>Remember measuring, cutting/preparation, mixing, and cooking/cleaning terms.</i>	√		

Indicator Assessment Audit



To be included for DPI:

- CTE Indicator Assessment (Student Copy)
- CTE Indicator Assessment (Key)
- Student IEP
- CTE Modified Blueprint

Checklist for IA Audit



Request for audit will go to the CTE Instructional Management Coordinator (IMC):

- Submit all required documents within 5 days.
- Submit documents as a PDF with the correct naming convention to VAULT
- Submit the requested number of student packets

Checklist for IA Audit - IA



- IA reflects the student's modified blueprint.
- Standards from the modified blueprint are identified/labeled on the IA.
- IA should reflect question types used throughout the semester.
- IA should be given during the testing window (even when it is performance).
- "OCS" or "ECS" should not be in the title. Use "Indicator Assessment" instead.

Checklist for IA Audit - IEP



- IA was completed within dates stated on the IEP.
- IEP reflects correct graduation pathway.
- IEP reflects correct testing and classroom accommodation for CTE (and these are implemented throughout the semester).
- Within IEP, CTE course/assessment references should be reflected in the section “NC Assessment Program” and/or “District-Wide Assessments”.

Checklist for IA Audit - Blueprints



- Modified blueprint is from the current curriculum.
- Document progress on the blueprint throughout the semester.
- Modified blueprint is completed and indicates standards/objectives covered, mastered, and assessed.
- Modified blueprint is individualized for each specific student's needs.

Reference Documents



- *Guidelines for Indicator Assessments for Students with an Individualized Education Program and/or English Learner Plan (August 2017 Version)*
- *CTE Indicator Assessments Audit Memo (October 4, 2017)*
- *Policies Governing Services for Children with Disabilities (Amended March 2018)*

**OCS¹ FLOW CHART
FOR
CTE² INDICATOR ASSESSMENT³**

**IEP's⁴ Provided for CTE Teachers
(By EC⁵ Case Manager
or School Designee)**

**Student Participating in the
*OCS Pathway***

OCS Flag Set to "Yes" in PowerSchool

**CTE Teacher Creates
CTE IA Based on
Modified Blueprint**

**Student Participating in the OCS Pathway
takes the CTE IA (IEP Accommodations/
Modifications Provided)**

CTE Teacher Grades IA

**CTE Teacher Enters
"Met/Not Met"
in NCCTE Admin Site**

**Graded CTE IA Filed in
LEA's Designated Location**

**Per IEP, Student Identified as
*EC, but Not on the OCS Pathway***

**EC Student Takes
CTE State Assessment
(IEP Accommodations/
Modifications are Provided)**

**Teacher Receives Grade in
NCCTE Admin Site**

- ¹ Occupation Course of Study
- ² Career and Technical Education
- ³ Indicator Assessment (Teacher-made)
- ⁴ Individual Education Program
- ⁵ Exceptional Children

Note: If a student is on the OCS Pathway and English Learner (EL), the student will take CTE IA. It is with the understanding that the EL plan should be reflected within the IEP.

**ECS¹ FLOW CHART
FOR
CTE² INDICATOR ASSESSMENT³**

**IEP's⁴ Provided for CTE Teachers
(By EC⁵ Case Manager
or School Designee)**

**Per IEP, Student is
Participating on *ECS***

**CTE Teacher Creates
CTE IA Based on
Modified Blueprint**

**Student Participating on ECS Takes
CTE IA (IEP Accommodations/
Modifications Provided)**

CTE Teacher Grades IA

**CTE Teacher Enters
"Met/Not Met"
in NCCTE Admin Site**

**Graded CTE IA Filed in
LEA's Designated Location**

**Per IEP, Student Identified as
*EC, but is Not on ECS***

**EC Student Takes
CTE State Assessment
(IEP Accommodations/
Modifications are Provided)**

**Teacher Receives Grade in
NCCTE Admin Site**

¹ Extended Content Standard
² Career and Technical Education
³ Indicator Assessment (Teacher-made)
⁴ Individual Education Program
⁵ Exceptional Children

Questions?



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