

Extended Application ~ Rex Putnam High School and Colton School District  
Strategies for Student Success ~ Oregon Department of Education Workshop

**Rex Putnam High School**  
Integrating New Diploma Requirements

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**Rex Putnam & Colton High School**

- Building a Culture to Sustain Change
- Program Structure to Support Student Success
- Data Driven Decisions
- Underlying Philosophy/Belief System

**ODE Diploma Requirements**

**PURPOSE**

Create high schools that enable *each student* to demonstrate knowledge and skills they will need for successful *transitions* and post high school success in advanced learning, work and citizenship.

GOAL: Each student demonstrates the knowledge and skills necessary to transition successfully to their next steps: *advanced learning, work, and citizenship.*

2006-2007 OREGON DIPLOMA

- Demonstrate *extended application* of knowledge & skills
- Participate in *career-related learning experiences*
- Develop an *education plan & profile*
- Demonstrate *career-related knowledge & skills*

▲ Comprehensive guidance & counseling

■ Earn 22+ Required & Elective credits

**Rex Putnam Profile**

- Opened 1963
- Suburban, comprehensive high school (1 of 4 high schools in the district including a professional technical school.)
- Approximately 1500 student
- 102 staff members (Administration, Certified & Classified)
- 316 volunteers

**Rex Putnam Profile**

- Semester
- Block Schedule / Alternating days
- Four periods each day

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### Impetus for Change

- District Vision
- School Ownership
- Three year plan
- School Improvement Plan

### Graduation Requirements- 2006-2007

- 26 Credits (including 6 credits of Focused Electives)
- CIM or NCSD Performance Standards
- Personal Education Plan (PEP)
- Career Related Learning Experiences (2 CRLE)
- Career Related Learning Standards (CRLS)
- Senior Seminar Experience (SSE)

### Develop an education plan

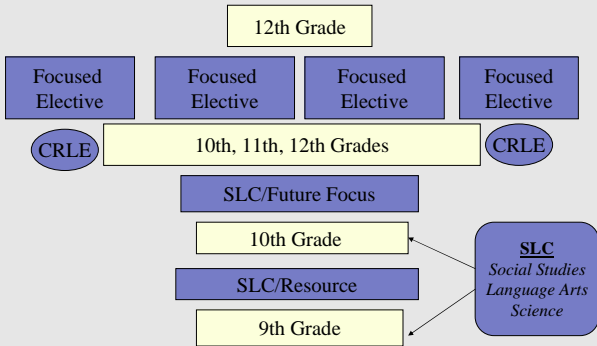
- Academic, personal, & career interests & goals
- Post-high school plan
- Personal learning plan



### Middle School

- Pilot - 4-year plan
  - High School Presentations
  - Introduction to Career Information System (CIS)
    - Creation of portfolio
    - Inventories
  - Individual Counselor meetings
    - 30 minutes
    - Ten days/Three Counselors

### Senior Seminar Experience



### Education Plan & Profile

There are five designated courses where in revision of the PEP takes place.

- All students develop an electronic four-year plan.
  - 8th Grade - Teams
  - 9th Grade - Resource
  - 10th Grade - Future Focus
  - 11th Grade - Social Studies
  - 12th Grade - Senior Seminar
- Guides the student's learning through high school and prepares him or her for a successful transition to next steps after high school.

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### Career Related Learning Standards

- Personal Management
- Problem Solving
- Communication
- Teamwork
- Employment Foundations
- Career Development

9th Grade - SLC  
Resource - CRLS Introduction  
10th Grade - SLC  
Future Focus - CIS Exploration  
CRLS Documentation  
11th Grade - Focused Electives  
CRLS Documentation  
12th Grade - Senior Seminar  
CRLS Assessment

### Future Focus

- Self Exploration - Inventories
- CIS - Next Step Exploration - CIS "My Plan"
- CRLE Introduction
- CRLS Documentation Opportunities
- Personal Education Plan (CIS)
- Select Focused Program of Study

Art & Communication  
Business Management  
Health Services  
Human Resources  
Natural Resources  
Industrial & Engineering

### Focused Electives

- Connected to Focused Program(s) of Study
- Teach Unifying Concepts
- Teach Career Related Learning Standards
- Connect Classroom Learning with World Outside of School
- Provide Career Related Learning Experiences

**FPS**  
Arts & Communication  
Business & Management  
Human Services  
Health Services  
Natural Resources  
Industrial & Engineering

### Components of CRLE

- Inquire - Essential Question
- Adult connection
- Product
- Professional Standards (CRLS)
- Reflection

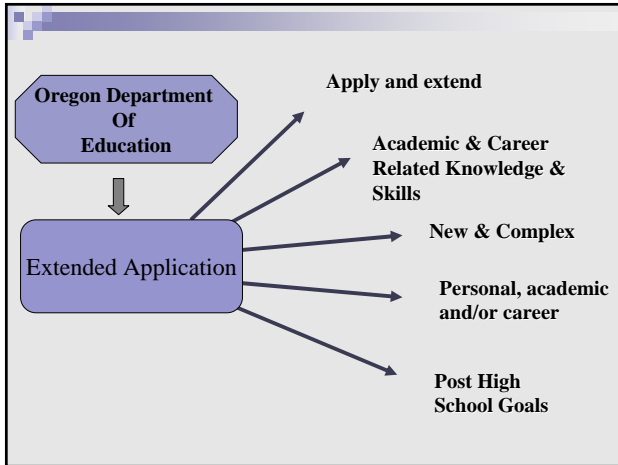
### Student CRLE Example

- Health Services - Six week rotation
- Psychology - Research Paper
- PE - Develop & Teach an Aerobic Routine
- Drama - Character Development
- Special Education - Bicycle Repair

### April Junior/Senior Focus

- Senior Seminar Exhibitions
  - Six sessions / approximately 190 students
- Junior Workshops
  - Focus: "Next Step" Preparation
- Senior Seminar Exhibition Review
  - Brainstorm activities
- College & Career Fair
  - CRLE

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### Senior Seminar Experience

**Requirements:**

1. Connects to the Focused Program of Study
2. Involves an adult consultant from the community.
3. Must address one of the following:
  - \* Solve a problem
  - \* Benefit others,
  - \* Design or invent something original
  - \* Conduct an experiment or other in-depth research.

### SSE Components

- Portfolio of Evidence
- Product
- Exhibition
- Reflective Essay

### Assessment Criteria

- Collaboration and Professionalism
- Product
- Exhibition
- Life-Long Learning
- Career Related Learning Standards

### Senior Seminar Experience

- 1 Credit
- Grades - A/P/F
- Parent Communication - On-going
- Class Structure
  - Direct Instruction
  - Mandatory Meetings
  - Individual Meeting

### Student Examples

- Border Issues (Mexico & America)
- Getting in to College Guide
- Automatic Door Opener
- Teen Diabetes Guide
- Photography
- Laser Research
- Teaching

## Building Implementation

### SSE Options

Summer - Semester - Year

### Delivery Models

Stand Alone

Embedded

### Advisor Role

### Staff Development

*"I'm now confident that I have the skills to design a project by myself and I can see it through to its conclusion."*

*Student Reflection*

*"I don't think I would have realized the totality of what I accomplished without having to pull all the pieces together in my Senior Seminar portfolio."*

*Student Reflection*

## Bring the Community Into Your School

- Guest Experts - as CRLE connections
- Parent Volunteers
- Liaisons between colleges and high school
- Panel Members - for SSE exhibitions
- SSE Community Consultants

## North Clackamas Resources

- <http://www.nclack.k12.or.us>
- Instruction
  - Student/Teacher Resources
  - North Clackamas SSE Information and Requirements
- Assessment
- Community Consultant
- Exhibition
- Feedback
- Parent Communication
- Student Help
- Timeline
- What is SSE

*"I liked taking responsibility and being able to put something together and call it my own."*

*Student Reflection*

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“I liked the experience of getting to do something I’m interested in for my future profession. This process made it clear that I was headed in the right direction.”

Student Reflection

### Key Points

- Building a Culture to Sustain Change
- Program Structure to Support Student Success
- Data Driven Decisions
- Underlying Philosophy/Belief System

## Colton High School’s Journey to Success

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### Presentation Highlights

- Demographics
- Challenges
- Culture
- Colton’s approach to graduation requirements
- CIP/data-driven decisions

### Colton High School Demographics

- Small, rural high school in SE Clackamas County approximately 35 miles SE of Portland
- Unincorporated area; limited business (post office, market, telephone company, gas station, fire station, public schools)
- School district encompasses 189 square miles
- 250-275 student population at high school (includes 8 exchange students)
- 15 certified teachers (2 part-time); 1 principal; 1 counselor
- 26 credits required for diploma
- 7 period day

### Challenges

- 5 high school principals in the last 10 years
- Decreasing budgets
- Staff buy-in early on
- Communication with parents and community

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## What Worked

- Commitment and support of administrators
- Focus on contextual/project-based learning
- Dynamic administrator at the high school to lead the way
- Core leadership group of “out of the box” thinkers
- Consistent focus of “What’s best for kids.”
- Continuous improvement model
- Common use of language around rigor, relevance, and career-related learning

## How Colton is Approaching the New Graduation Requirements

- 8<sup>th</sup> grade semester long “Careers Exploration” class
- Freshmen Focus class – 6 rotations of skill building courses
- Guidance curriculum activities in classroom and small groups
- Individual planning – guidance and career counselors
- Advisory programs at both middle and high school
- Senior project approach to “Extended Application”
- Next steps component added to senior year

## Education Planning

- Comprehensive Guidance and Counseling program
  - Articulated K-12
  - Guidance curriculum and individual planning
  - Advisory programs – middle and high
- Process follows Oregon CIS “My Plan”
- Forecasting process
- 6 year plan (2 years **beyond** high school)
  - Begins in middle school in advisories and Career Learning exploratory class

## 6 year plan tracker

- Electronic tracking system (accessible from school’s network server) that students can indicate progress on:
  - Career-related learning, exploration and development
  - Academic preparation
  - Assessment scores (CIM)
  - Collection of evidence documentation
  - School and community involvement
  - Post-secondary planning

## Advisories

- Middle school
  - Meets every morning for .5 hour
  - Students are divided among staff, including principal, principal’s secretary, child development specialist, media specialist, educational assistants and teachers
  - Curriculum primarily focuses on Comprehensive Guidance and Counseling Program and Character Education

## Advisories

- High school
  - 2006-07 school year - students divided by grade level to enable more targeted activities
  - Meets once a week for 32 minutes
  - Curriculum focused on ODE’s Comprehensive Guidance and Counseling model and national ASCA competencies:
    - Academic Preparation
    - Career Development
    - Personal/Social Development
    - Community Involvement

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### 8<sup>th</sup> Grade Career Exploration Class

- Career Exploration Inventory
  - Identify strengths, skills and talents
  - Identify past, current and future interests
  - Inventory of work, leisure and learning activities
  - Create an interest profile
  - Identify and research their top career interest areas
  - Create an action plan including:
    - Career goal/objective
    - Identify high school courses
    - Post-secondary training
    - Volunteer/Work experiences to support career goal
  - Demonstrate job seeking skills
    - Prepare job applications (2)
    - Participate in mock interviews (2)

### Freshmen Focus

Students rotate between six 6 week skill-building courses:

- Keyboarding
- Study skills
- Personal/social skill development
- Library and research skills (including writing a research paper)
- Career-related learning
- Speech and communication

### Integrated into Classrooms

- Sophomores – English II
  - Workplace readiness skills
    - Resumes – CIS “My Career Planning Portfolio”
    - Mock interviews
    - CRLEs and Career Expo
- Juniors – Health
  - Assessments, Aptitudes
    - ASVAB
    - PSAT
    - CIM
    - Healthy Teens

### Senior Seminar/Next Steps

- A/B schedule
  - 2 days in Senior Seminar to work on senior project
  - 2 days in Next Steps to work on post-secondary education/training selection, financial aid/scholarship applications, job seeking skills, etc.

### Next Steps

- Course focused on skills necessary for post-secondary education/training success
- One day a week – CCC was on-campus to provide HD 120 program to CHS students
- Students can earn 1 college credit for successful completion of this course
- Students explore intellectual, personal and social goals that are appropriate for their learning styles including:
  - How to choose a college
  - How to pay for college
  - Personal responsibility
  - Choosing a major and a career field
  - Time management and goal setting
  - Reading and studying, note taking and test taking skills

### Senior Seminar

- Required class for 2005-06
- Purpose:
  - Student-designed senior project approach to extended application
    - Product
    - Performance
    - Paper
  - Demonstration of CRLS through senior project
  - Collection of evidence that meets the new graduation requirements



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## Extended Application Standard

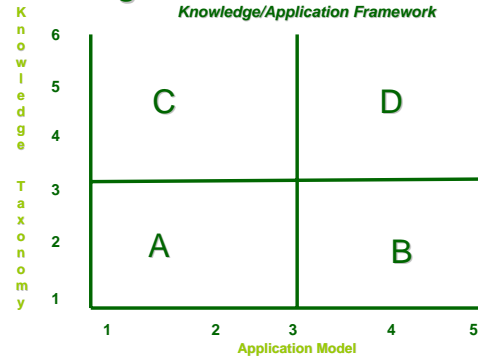
- The student will be able to apply and extend academic and career-related knowledge and skills in new and complex situations appropriate to the student's personal, academic and/or career interests and post-high school goals.

Students will apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts. (The Oregon Diploma and Summary of State Board Action – January 2007)

## Extended Application

- Rigor and Relevance
  - Career Research Paper
  - Project Proposal – CIS "My EA Projects"
  - Developmental Abstract
- Reflection
  - Reflective Essay

## Rigor/Relevance Framework®



## Career-Related Learning Standards

- Personal Management
    - Detailed project timeline
    - Weekly goals and accomplishments
    - Attendance at weekly meetings
- One page concise description in relation to senior project:
- Teamwork/Collaboration
  - Problem-Solving
  - Communication
  - Employment Foundations – response paper
  - Career Development – response paper

## CRLEs

- One at the senior level directly associated with senior project
  - Defined learning objectives using CIS CRLE Planner
  - Evaluation by community/work-based mentor
  - Experience specifically addressed in personal/reflection essay

## Assessment

- **Sufficiency:** *how much* evidence is necessary to make a valid and reliable decision about whether a student has met the standard.
- ODE Guidelines for a Sufficient Collection of Evidence (EA and CRLS)
  - CHS version for diploma scoring purposes
  - Each piece must meet "sufficiency" performance standard
  - Outcome: Collection of evidence that meets requirements for diploma
- **Proficiency:** *how well* a student must perform to meet the standard.

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## Connection to Colton's School Improvement Goals

- All district students will show continuous growth in all core academic subjects and *career related knowledge and skills and extended applications...*
- All students will attend school and *graduate from high school with a post-high school plan...*

## CONTINUOUS IMPROVEMENT PLAN Sample Alignment of Goals

| BOARD GOALS  | DISTRICT IMPROVEMENT GOAL  | HIGH SCHOOL IMPROVEMENT GOALS STRATEGY/ACTIVITY   | CCGP STUDENT COMPETENCIES/ INDICATORS   | ICLE/SPN 5-YEAR INITIATIVE: LEARNING CRITERIA INDICATORS   |
|--|--|---|---|--|
| 3. Focus student academic expectations and achievement to exceed state and comparison school averages with continual improvement | All district students will show continuous growth in all core academic subjects and career-related knowledge and skills and extended applications as evidenced by data on state report card. | All teachers will complete data analysis of all of their students test scores as a part of each teacher's goals.<br>All teachers will complete teaching plans based upon data analysis.<br>Articulation of curriculum and teaching practices between grade levels.                                      | Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.<br>Students will complete school with the academic preparation essential to choose from a wide-range of substantial post-secondary options, including college.  | Core Academic Learning: Core academic learning in reading, writing, mathematics, science and social science<br>Achievement levels on standardized tests other than state exams: PSAT, ACT/SAT, ASVAB<br>Percent of students graduating high school in four years   |
| 5. Explore ways to understand students' interests and ways to advance student learning through integration of technology         | All students will attend school and graduate from high school with a post-high school plan.  | Beginning in the 7 <sup>th</sup> grade, all students will create an educational plan and profile.<br>All students, grades 6-12 will have access to Oregon Career Information System and career information.<br>Every student, grades 9, 12, will have an advisory teacher to track graduation progress. | Students will understand the relationship of academics to the world of work and to life at home and in the community.<br>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.<br>Students will employ strategies to achieve future career goals with success and satisfaction. | Stretch Learning: Demonstration of rigorous and relevant learning beyond minimum requirements<br>Average number of college credits earned by graduation<br>Enrollment in advanced math or science courses<br>Percent of students completing career majors or career/technical education programs<br>Average number of credits earned at graduation |

## "My Voice" Student Aspirations Survey

| Sample Survey Statement                              | Total in Agreement | Gender |      | Grade |      |       |      |
|--|--------------------|--------|------|-------|------|-------|------|
|  |                    | M      | F    | 9     | 10   | 11    | 12   |
| School is a welcoming and friendly place             | 06-07 67.4         | 64.7   | 70.4 | 75.0  | 65.0 | 61.0  | 70.2 |
|  | 05-06 52.2         | 52.2   | 55.2 | 50.0  | 44.2 | 73.7  | 44.4 |
| I have a teacher who is a positive role model for me | 06-07 54.1         | 46.6   | 62.4 | 47.1  | 48.3 | 58.3  | 61.4 |
|  | 05-06 51.4         | 41.9   | 62.2 | 34.7  | 43.1 | 60.5  | 70.6 |
| Getting good grades is important to me               | 06-07 83.0         | 79.8   | 86.8 | 88.2  | 81.4 | 83.1  | 78.6 |
|  | 05-06 79.1         | 67.7   | 91.9 | 80.4  | 78.8 | 83.8  | 80.6 |
| Learning can be fun                                  | 06-07 58.7         | 47.9   | 72.2 | 62.7  | 52.5 | 52.5  | 71.4 |
|  | 05-06 54.7         | 42.4   | 69.0 | 52.0  | 48.0 | 70.3  | 58.3 |
| What I learn in school will benefit my future        | 06-07 78.5         | 76.3   | 76.9 | 86.5  | 79.7 | 70.0  | 69.1 |
|  | 05-06 71.6         | 64.5   | 79.3 | 75.0  | 70.6 | 78.9  | 69.4 |
| Teachers think I can be successful                   | 06-07 74.1         | 69.0   | 80.4 | 68.6  | 72.9 | 76.7  | 75.5 |
|  | 05-06 68.9         | 65.2   | 72.6 | 64.7  | 73.5 | 81.1  | 65.7 |
| Teachers encourage students to make decisions        | 06-07 64.9         | 60.5   | 70.1 | 63.5  | 68.3 | 72.9  | 53.6 |
|  | 05-06 59.9         | 59.1   | 61.6 | 54.9  | 52.9 | 65.8  | 66.7 |
| I work hard to reach my goals                        | 06-07 80.1         | 75.2   | 85.3 | 84.6  | 77.6 | 75.0  | 83.9 |
|  | 05-06 73.1         | 73.1   | 74.4 | 76.0  | 65.4 | 78.9  | 69.4 |
| My parents care about my education                   | 06-07 94.4         | 94.1   | 94.4 | 98.1  | 94.9 | 93.2  | 91.1 |
|  | 05-06 95.5         | 92.2   | 98.8 | 98.0  | 93.9 | 100.0 | 94.3 |

*Thank you.*