

Zoomerang Survey Results

CORE 24 NEWASA Dec, 2009

1. Consider a definition of career concentration that integrates both academic and CTE/occupational courses with sufficient flexibility to address students' interests in a variety of ways, such as: Fulfill three (3) credits of career concentration courses by taking: CTE courses; credited, work-based learning experiences; approved independent study, and/or general education courses that prepare students for postsecondary education based on their identified program of study in their high school and beyond plan. One of the three credits should meet the standards of an exploratory CTE course. Advantages: • Provides sufficient flexibility to address different students' needs • Retains core (employability and leadership skills) of occupational education requirement • Connects High School and Beyond Plan with course selection Disadvantages: • Relies on High School and Beyond planning process that may not exist in some schools

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Disapprove of Consideration	Disapprove of Consideration	Undecided	Approve of Consideration	Strongly Approve of Consideration
Practicality/Workability at the local level	14 20%	9 13%	5 7%	25 35%	18 25%
Personalization: Will meet individual needs	12 17%	8 11%	4 6%	33 47%	13 19%
Equitable: Can be implemented across districts:	12 17%	13 19%	17 24%	16 23%	12 17%
Integrity: Maintains integrity of intent to prepare all students for career/college	15 21%	6 9%	4 6%	27 39%	18 26%

2. Consider implementing a "2 for 1" or "Credit Plus" policy that would enable students taking classes formally identified as CTE course equivalents to document the academic credit on the transcript and satisfy a career concentration requirement at the same time, thereby creating space for an additional elective. Advantages: •Provides greater flexibility for students to build other courses into their schedules •Provides greater flexibility for students in skills centers •Will encourage districts to establish course equivalencies, and the process of collaboration among teachers to establish equivalencies could contribute to professional learning communities Disadvantages: •Without clear state parameters, the policy could be interpreted inconsistently across districts and make it difficult for students to transfer credits across schools •Might require changes to standardized assessment

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Practicality/Workability at the local level	5 7%	7 10%	7 10%	31 44%	20 29%
Personalization: Will meet individual needs	3 4%	4 6%	6 9%	27 39%	29 42%
Equitable: Can be implemented across districts:	9 13%	8 12%	16 23%	23 33%	13 19%
Integrity: Maintains integrity of intent to prepare all students for career/college	7 10%	9 13%	12 17%	25 36%	16 23%

3. The ITF recognizes that CORE 24 could work with any schedule, but the current time-based requirement creates inconsistencies across different types of schedules. Different policies may be needed to assure that whatever type of schedule a school adopted, they could still meet the CORE 24 requirements. The ITF will revisit this at upcoming meetings. One consideration is to eliminate the time-based WAC definition of a credit. Advantages:

- Consistent with the state's direction toward standards-based learning
- Does not artificially connect learning to time
- Creates more flexibility for districts to focus on student-centered learning allowing students to progress at their own rates
- Acknowledges the realities of online learning
- Eliminates existing inconsistencies created by

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Practicality/Workability at the local level	4 6%	9 13%	9 13%	33 48%	14 20%
Personalization: Will meet individual needs	4 6%	4 6%	8 12%	32 47%	20 29%
Equitable: Can be implemented across districts:	10 15%	6 9%	17 25%	23 34%	12 18%
Integrity: Maintains integrity of intent to prepare all students for career/college	7 10%	6 9%	18 27%	21 31%	15 22%

4. Consideration: Permit students who meet proficiency on end-of-course state assessments to earn credit, even if they fail the course. Note: Individual districts could elect to grant credit in this way today, based on the SBE's current WAC that defines a high school credit. Whether this statement would become part of the SBE's WAC is the issue. The ITF will be returning to this question and seeking feedback from stakeholders on key questions such as, "Does a student have to take the course at all? Is proficiency on an end-of-course (EOC) assessment sufficient to earn credit? What if a student asks to take the EOC assessment before ever taking the course (assuming this were feasible)-and the student passes the EOC?" Advantages:

- Provides guidance to districts about competency-based credit
- Consistent with the state's direction toward standards-based learning
- Disadvantages: If students know they can earn credit, how do they see the EOC then

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Personalization: Will meet individual needs	9 13%	4 6%	14 20%	28 41%	14 20%
Equitable: Can be implemented across districts:	7 10%	8 12%	16 24%	22 32%	15 22%
Integrity: Maintains integrity of intent to prepare all students for career/college	12 18%	12 18%	15 22%	19 28%	10 15%