

Navigating PBMs: Strategies for Supporting Students Following the OCS

Temeka Epps-Waterman, Guilford County Schools
Ashley Heacox, Guilford County Schools
Courtney McGowan, Asheboro City Schools
Kim Sexton, NCDPI Office of CTE

Welcome

STAND UP IF...

If you identify with the statement, stand up



Session Objectives

- To review responsibilities of CTE staff related to students following the OCS or ECS.
- To consider the methods of modifying a CTE blueprint and reporting Indicator Proofs of Learning (IPOL) results in NCCTE Admin.
- To consider resources and contacts in your PSU and school to assist with the development of modified blueprints and IPOLs.
- To discuss best practices for collaboration between CTE and EC staff at the school level to develop and modify CTE course blueprints and POLs -- specifically PBMs.

Part 1

*Kim Sexton
Curriculum & Instructional Management Consultant
Office of Career and Technical Education
NC Department of Public Instruction*

Why do students following the OCS or ECS take CTE courses?

- Students following the Occupational Course of Study (OCS) receive a Diploma
 - Graduation requirements include 4 CTE course credits
 - May take a CTE course more than one time and earn a credit each time they take the CTE course.
 - A modified blueprint that may or may not include all CTE course standards / objectives will need to be developed.
 - Credit is earned once the identified CTE course standards / objectives on the modified blueprint have been mastered*
 - The CTE course should only repeat standards / objectives that were not mastered in a previous enrollment.
 - May be included as a CTE Concentrator if all standards / objectives have been mastered in all CTE pathway courses

References:

GRAD-004 – State Graduation Requirements

GRAD-010 – Graduation Certificates & Participation for Students with Disabilities

Why do students following the OCS or ECS take CTE courses?

- Students following the Extended Content Standards (ECS) receive a certificate of completion.
 - If enrolled in CTE courses, students will participate just as students following the OCS
 - CTE courses are not required for high school completion
 - No student can be denied enrollment in a CTE course if they meet the requirements for the course as outlined in the NCCTE CMS.

Occupational Course of Study Guidelines

Students following the OCS are in the Exceptional Children (EC) Program and have an IEP. The OCS program is one of two pathways to receive a high school diploma. Students following the OCS Pathway should be provided instruction, per their IEP. They may or may not be instructed on all course standards in the same semester/time frame as non-OCS Pathway students. All OCS Pathway students need four (4) CTE credits to graduate. Students will receive credit if they master the objectives on the modified blueprint. Students participating on the OCS Pathway may take the same CTE course more than once to receive credit. For example, if a student following the OCS Pathway takes a class twice, it is recommended that the course curriculum be divided into two (2) parts. The student will focus on half the objectives one semester and the remaining objectives another semester. In some cases, a student may need to repeat the same objectives for mastery. It is important to measure the student's knowledge of the course content with the CTE IPOL. The goal is to do what is best for students, as it relates to CTE POLs, including maintaining the same expectations as all other students for participation in the CTE SAP for state and federal data collecting and reporting.

What is an IPOL?

An IPOL (Indicator Proof of Learning) is a CTE Proof of Learning developed by the teacher for a student following the OCS or ECS that is aligned to the standards identified on the student's modified blueprint.

Modified Blueprint

- Methods of modifying a blueprint
 - Half of the course standards/objectives
 - First half of the standards
 - First Enrollment: Standards 1.00-3.00
 - Second Enrollment: Standards 4.00-6.00
 - Half the objectives in each standard
 - First Enrollment: Objectives 1.01, 2.01, 3.01, 4.01, 5.01, 6.01
 - Second Enrollment: Objectives 1.02, 2.02, 3.02, 4.02, 5.02, 6.02
 - Modified RBT
 - First Enrollment: All Standards, lower RBT level
 - Second Enrollment: All Standards, RBT level as written in the course standards

Progress Monitoring

Students enrolled in a CTE course that are following the OCS or ECS should assist with progress monitoring.

Determine the process locally.

How do you know if the student following the OCS or ECS needs an IPOL?

Any student following the OCS or ESC must have a Indicator POL that aligns with the standards identified on the modified blueprint.

IPOs (Indicator Proofs of Learning)

Proof of Learning Type	Indicator Proof of Learning
CTE State Assessment	Locally developed based on standards identified in the modified blueprint
Performance-based Measurement (PBM)	Locally developed based on standards identified in the modified blueprint
Local	Locally developed based on standards identified in the modified blueprint
Credential	N/A

How do IPOL results get reported and do they “count” in our data?

All POL and credential results are recorded through NCCTE Admin as Met or Not Met - EXCEPT CTE State Assessment results.

YES - All student POL and Credential results count.

Reporting IPOL Results

- All IPOL results are recorded in NCCTE Admin.
- Each PSU has developed a process for reporting and validating IPOL results.
- Special Notes:

Course Status	Proof of Learning Type	Report Results
Pilot	CTE State Assessment, Local, PBM	NO
Field Test	CTE State Assessment, Local, PBM	NO
Standard	CTE State Assessment, Local, PBM	YES
N/A	Credential	YES

Resources

- [CTE Guidelines for Indicator Proofs of Learning for Students with an IEP](#)
- [NC OCS Guidelines & Resources Livebinder](#)
- [NC Extended Content Standards \(ECS\) 2017](#)
- CTE Support Staff
 - Special Populations Coordinator (SPC)
 - Curriculum & Instructional Management Coordinator (CIMC)
- EC Teacher and Staff

Part 2

*Courtney McGowan
Career Development Coordinator & CTE Support
Asheboro City Schools*

District Point of View

- Up-to-Date Curriculum & PBM guide
- Procedures:
 - Modifying a Blueprint
 - Due Dates
 - Data Collection
 - Secure Storage of Data



**Who is your
Point Person?**

District Point of View To Modify CT10 TED Blueprint:

1. Match Blueprint to PBM Sections(Tracker)

<https://bit.ly/TEDPBMg>

<https://bit.ly/ModBlueEx>

2. Choose Objectives to Include on Blueprint

3. Copy & Return to Point Person

<https://bit.ly/BIModMemo>



District Point of View

Data Collection & Validation

Modified Blueprint

Final Grade Report (<https://bit.ly/OEFinalGr>)

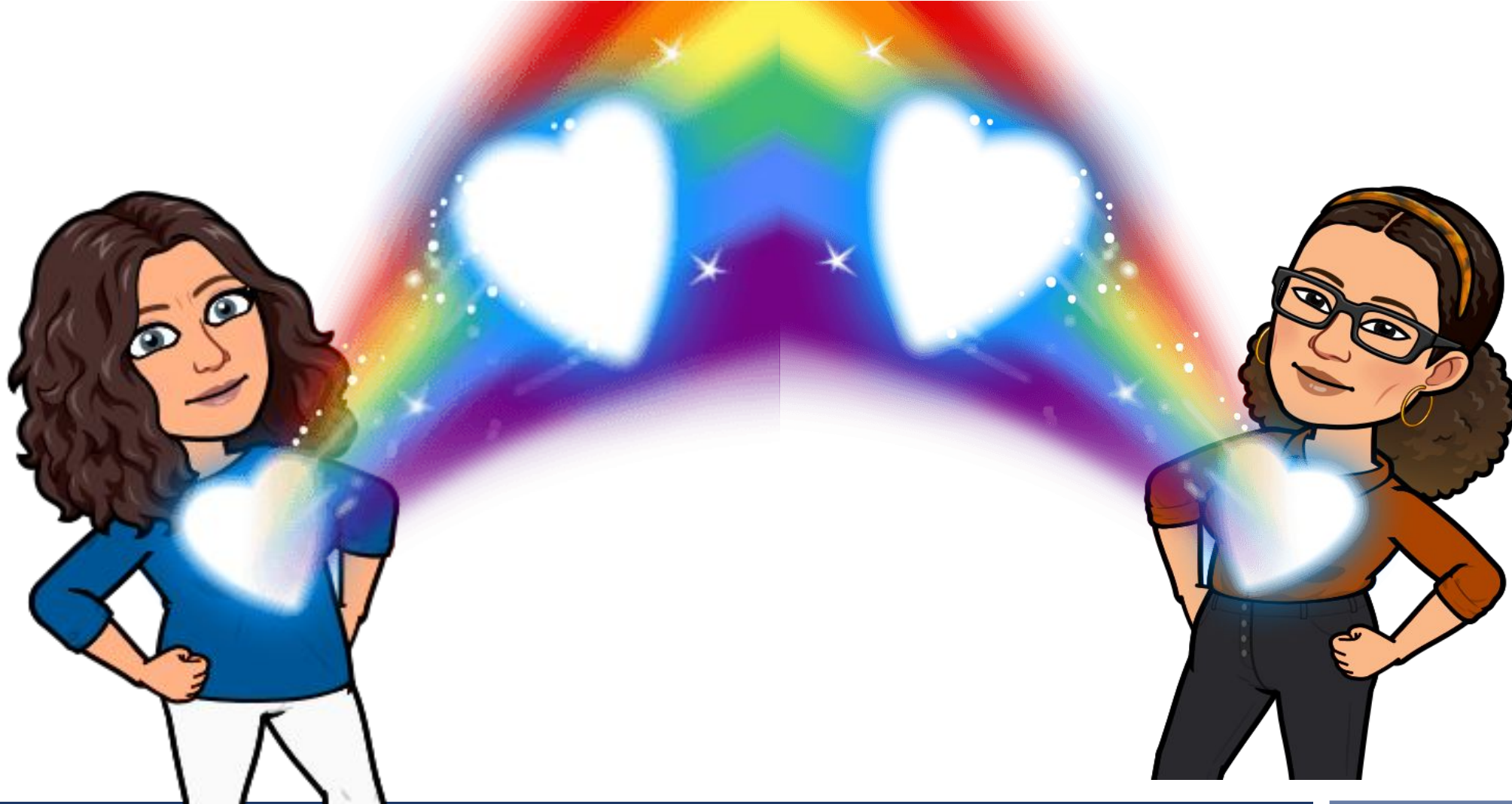
PBM Accountability Form

Documentation(Tracker)

Part 3

*Temeka Epps-Waterman & Ashley Heacox
EC Teacher/ CTE Teacher
Guilford County Schools*

Ashley and Temeka's Story



Working with your EC Teacher- Tips

- **Build Relationship** by getting to know your EC Staff- You all are partners and a co-teaching role is necessary for high academic achievement.



- **TeamWork:** Your EC professionals are there to help facilitate your students learning. They have extensive knowledge about the scholars needs and abilities. You are the CTE Professional and are the master of your curriculum.



- **Collaborate** with your EC Teachers: Set up a time to meet with your EC teacher before the school year begins.

**This is a time to meet and receive important information about your student such as the students accommodations and modifications form. (Signed before 1st day of class); review the modified blueprint and discuss the PBM components and possible task that may be required. IE> Early discussion of the final project may help your EC teacher understand ways they can also be of assistance. Field Trip ideas can also be discussed.

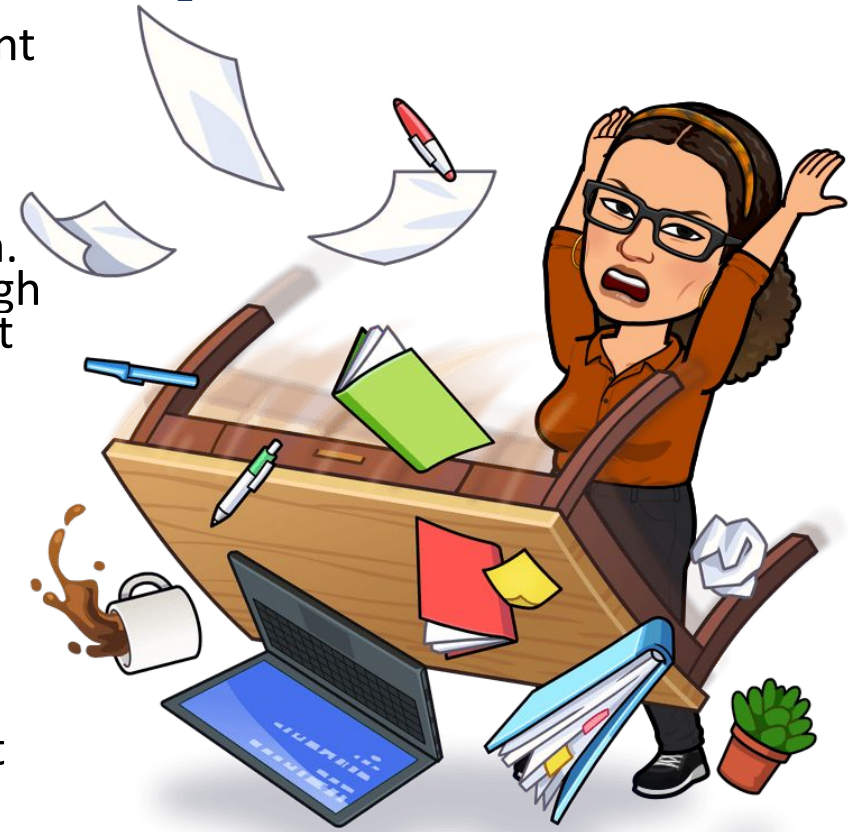


Working with your EC Teacher- Tips

- **Anecdotal Notes**: include date, time and description of task, student actions and verbage used (adult and student)

Make sure you are writing down events happening with that EC students. Remember, your EC teachers are not in your class. They need data about how the student is working within your classroom. These can be in the form of emails, meetings, text messages through REMIND APP, hand-written, included within the modified blueprint

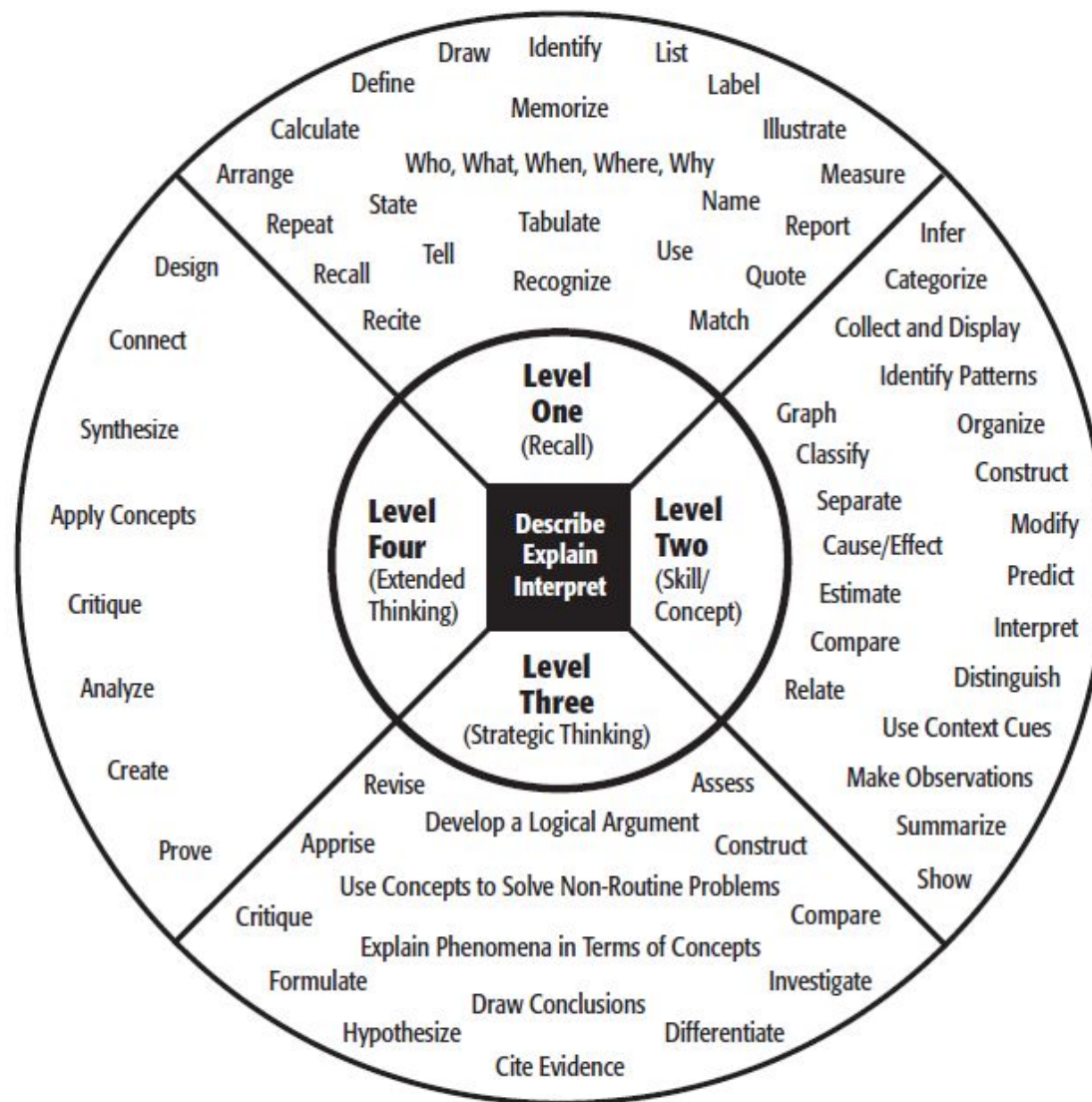
- **Follow-up meeting as needed** with EC Personnel– Follow up periodically with your EC staff about the progress of the FR-EC/OCS/AC students.
- **Plan ahead**, You are now part of this students IEP team. Your voice matters!! If the student is enrolled in OCS or AC you are a major part of that scholars team as the one of the only General Ed CTE Teacher; due to being enrolled in a semi/fully self contained classroom setting. It is mandatory that you support your EC teachers in attending the IEP meetings of OCS/AC. Future Ready EC scholars have more team as they are enrolled in inclusive classrooms with Multiple teachers.



DOK Level Flip Chart



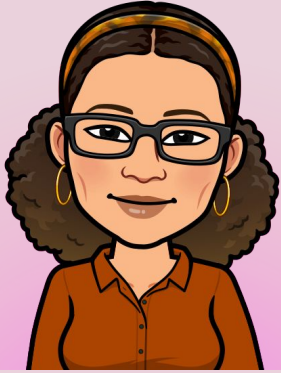
Depth of Knowledge (DOK) Levels



Best Practices for EC/CTE Collaboration

- **Collaborate** –Set a date and time just to have a information break down. Dates can vary, contact can vary. It is what is best for you and your team.
- **Visit** - it standard practice to go to the OCS/AC class setting. Students love to see that you care.
- **Be clear** on what your needs are. IE. disability need, accommodation/modification help, behavior, focus, etc.
- **Contact** parents when needed. It is not a law that the EC teacher be the one to contact EC parents. Be the teacher who cares enough to call too.
- **Be open** to suggestions from your EC professional.
- **Be willing** to share information happening in your classroom. (*written* or verbal)

How can I support you?



Sports and Event Marketing (Title Slide)



This is just a model. Please
revise as needed!

Event Details- What type of event are you planning?

- Create a Title for your event.
- Propose a location ,date and time:
- Provide a specific location:
- Where the event be held, What time of the year, Will it be indoors or outdoors.
- Describe the purpose of your event

Come experience the great show of
all time

SHARON'S HAIR SHOW EXPO

June 7th, 2024 Greensboro Coliseum 1921 W Gate City Blvd
Greensboro NC 27403

9am-2:00pm

Event Details- What type of event are you planning?



Create a Title for your event.

Find an object or picture that can represent your title

Describe the purpose of your event

Event Details

Propose a location and date:

Provide a specific location:

Where the event be held, what time of the year, will it be indoors or outdoors and date and time for your event.

SWOT

Strengths

Opportunities

Weaknesses

Threats

Event Details

Explain who will contribute to the event.

For example; Who is in charge of food, driving, volunteer coordination etc.

Event Details- Personnel- Provide 3 positions required for your event and responsibilities they will complete



Position and list of responsibilities

Position and list of responsibilities

Position and list of responsibilities

Engagement

Title Slide

Engagement- Audience

Who will entertain your guest? (participants)

The people who will entertain are...

We will have speakers from Dudley Hair School who will have seminars and live lab s.

Session 1: Healthy hair care routine

Session 2: Coloring Workshop

Session 3: Cutting or Clipping

Who will come to your event?

The people who will come to my hair show are..

Hair stylist- want to win prize and have recognition of top stylist

Salon owners- persons who own styling centers and may have stylist in the competition.

Beauty School instructors- to learn new techniques and expand knowledge of new styles

Beauty school students- want to learn from specialist already in the field

Make-up artists- looking to gain new clients and show skills

Engagement—Target Market

Who is your event targeting? Who would you like to come out to support your event?

How did you determine this would be the best target market for your event? Where and how did you get this information?

Engagement—--Target Market– explain 4 types of segmentation

Describe the DEMOGRAPHIC segmentation

Describe your GEOGRAPHIC segmentation

Engagement—--Target Market– explain 4 types of segmentation

Describe PSYCHOGRAPHIC segmentation

Describe the BEHAVIORAL segmentation of your target market

Engagement- Audience

Who will entertain your guest? (participants)

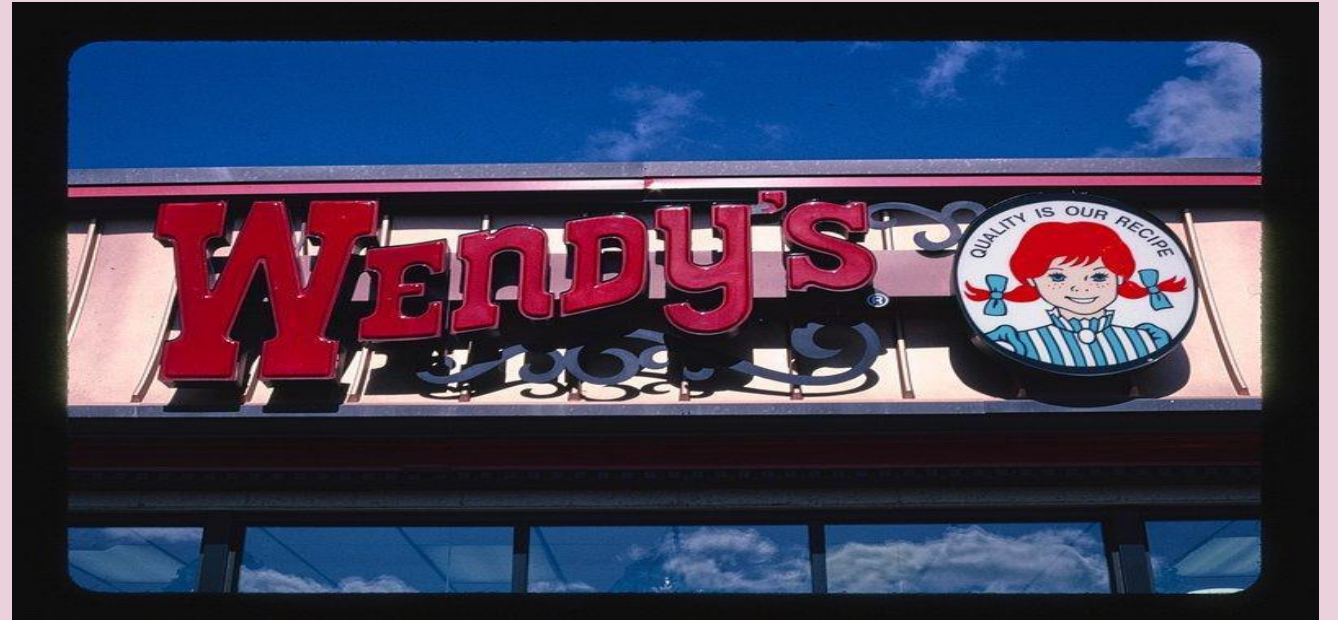
Who will come to your event?

Marketing data-

Add Chart/bar graph image

How did you obtain your data? IE. interview-research,

Branding—



STUDENT WORK SAMPLE



Immersive branding experience with multiple branding elements

Demonstrate that your event has a clear, cohesive brand.

Elements of a good brand include a logo, visually appealing color palette, unique and consistent font, catchy slogan or tagline, and an original trade character.

Elements

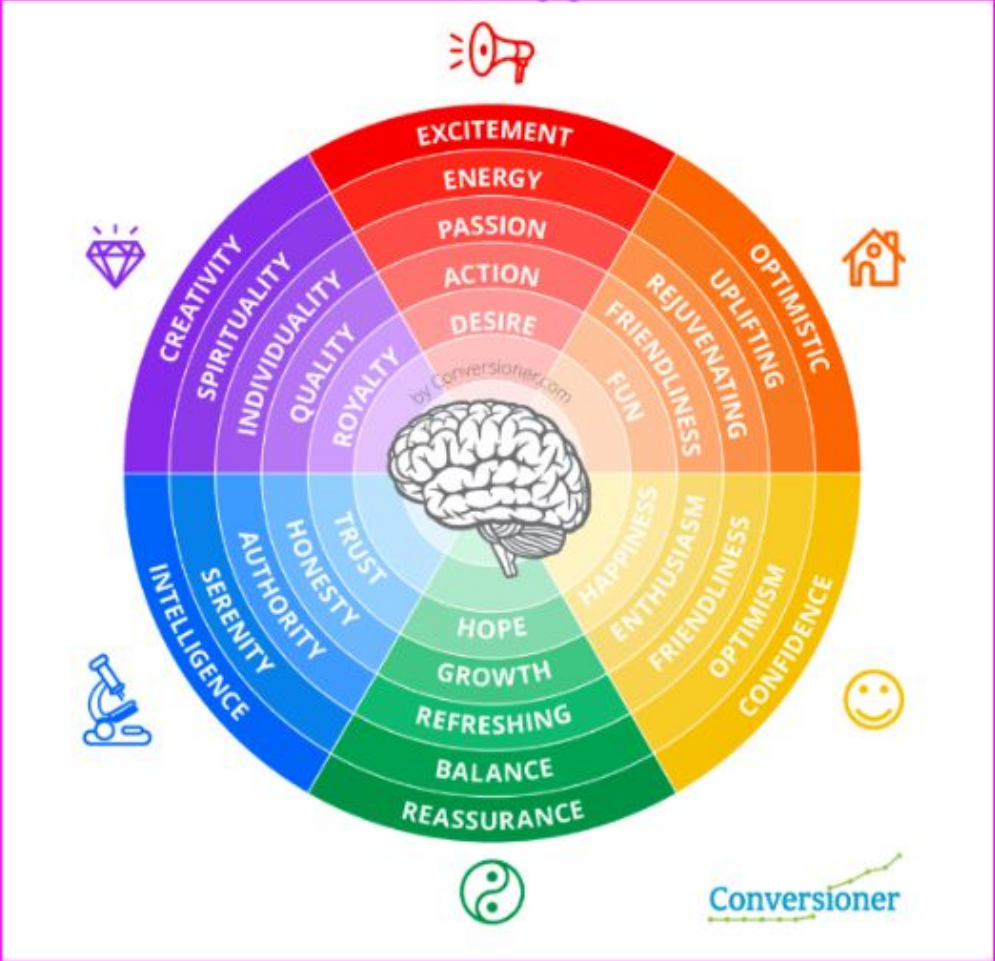
- Licensing: create three original samples of licensed products your event will offer. Each product should be from a different category (i.e., clothing, home goods, eyewear, electronic accessories, etc.).
- Sponsorships & Endorsements: Which endorsements will you have for your event? Who will be your sponsors? Explain your decisions for each.

Color Meaning

Purple Color Meaning- Royalty, Creativity and Individuality

I choose purple because it makes me feels good. Purple is one of my favorite colors and makes me feels like royalty.

I used purple in my advertising because it will make the client feel like they are important and will receive quality from our stylist.



Promotions : You see promotional Ads Everywhere

*You will create advertising using Media.
Choose your media stream and
complete the next two slides.*



Promotions:

Advertising Media: create two different examples of advertising media your event would use

Advertising 1

Advertising 2



Billboard/Flyer
for Hair Show



"The Greatest Hair Show in the Triad"



*Location: Greensboro
Coliseum
Greensboro, NC
Date: June 7th, 2024*



Words to the Radio commercial

- ▶ On June 7th, the Greensboro Coliseum will transform into a exotic hair show that you will never forget! Sharon's Hair Expo will be coming to Greensboro in June, and you don't wanna miss out on the once-in-a-lifetime show! Hairstylist from all around the world will be in Greensboro, ready to give you a show like no other. Tickets will be \$200 a person and there will be celebrity stylist and guest judges. There will be a prize for the top winner, and you will also have bragging rights for the next year. See you there!

Out-of-the-box promotion: create two out-of-the-box promotions for your event

Promo 1

Promo 2

**Social Media: Create at least two different social media accounts for your event (use the template provided in the 5.03 activity).
Create posts for your accounts to demonstrate how you will use the platform to communicate with your audience.**

Post 1

Post 2

Before you attach this to your google site...

Do you have pictures?

Charts, Information?

Is your theme cohesive on each slide?

Is your brand logo located on each slide?

Is each slide easy to read? If it's too crowded, spread it out.

Have you checked in with your EC Case Manager?

Have you checked in with your CTE Teacher?



Evaluating your students IPOL

- Create Rubric that reflects what is in the students Modified Blueprint

[OCS Rubric - MagicSchool Generated\(3 point scale\)](#)

[Full Course Rubric - All standards \(7 point scale\)](#)

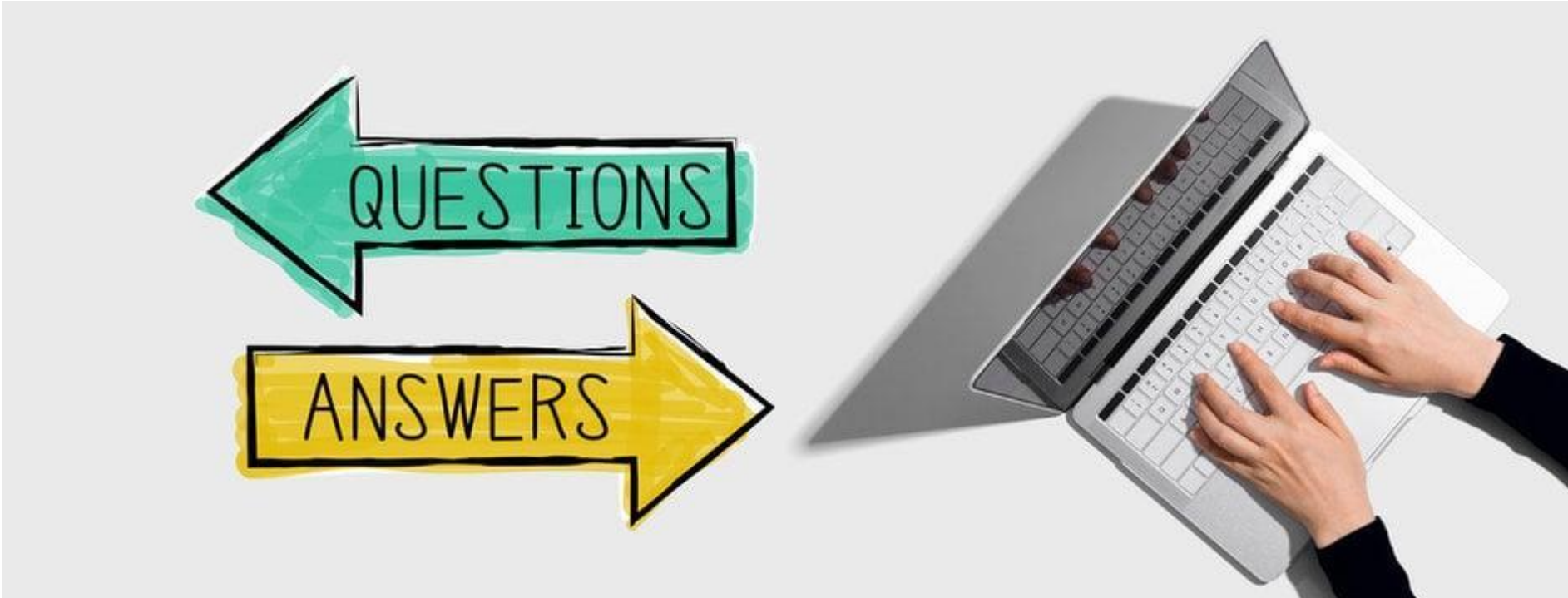
Resources :

[Magic School](#)

[Rubric Maker](#)

[Quick Rubric](#)

Questions?? Let's talk



THANK YOU!

