

Approval of County Embedded Credit Policy

Official request for approval by West Virginia Board of Education (WVBE) for Calhoun County's Embedded Credit Policy per WVBE Policy 2510, 5.4.f.1.B.

Pages two through five of this document provide guidance for policy development as well as the template for determining alignment of content for the courses for which embedded credit will be offered.

All local policies and required attachments must be submitted to the West Virginia Department of Education on or before April 7 if embedded credit will be awarded during the following school year. Upon approval by the WVBE, the local policy will not need to be resubmitted unless additional courses are identified for embedded credit or the local policy undergoes significant revision.

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The policy was placed on a public comment period from 4/10/17 to 4/24/17.

The policy was approved by the Calhoun County Board of Education on 5/15/17.

Please attach electronic copy of official board agenda and minutes for which the embedded credit was approved

Please attach electronic copy of embedded credit policy

Please attach electronic copy of completed content alignment documents provided (see page 5 of this document)

Name and Title of Person Submitting Policy: Timothy L. Woodward, Superintendent of Schools Date 4/2/15.

Submit this form and required attachments to: Betty Jo Jordan, Executive Assistant to the State Superintendent at bjjordan@k12.wv.us

Embedded Credit Policy

Policy Number and Title –

Scope of Policy – to establish procedures for the awarding of embedded credits at the secondary level in Calhoun County, as authorized by WVBE Policy 2510: Assuring the Quality of Education: Regulations for Education Programs, Section 5.4.f.1.B. *County boards of education are encouraged to establish policy which permits a student who masters the approved content standards for a credit bearing high school course that are embedded within a second course to receive credit for both courses.*

Intent is that by implementing embedded credit courses, students in Calhoun County will

- 1) have continued opportunities to complete both a rigorous academic and career technical education courses/concentrations, and
- 2) be prepared for college and career by improving their achievement.

The intent of embedded credit is not to create a time-shortened high school experience but rather to provide opportunities for students to participate in advanced academic and/or career/technical education courses without having to choose one over the other.

Definitions:

Embedded Credit Course – incorporates content standards and objectives for an embedded credit from one credit bearing high school course into another (host) course(s) and allows students to earn credit for both.

Embedded Credit – the approved content standards and objectives for a credit bearing high school course that are embedded within a second course or courses to receive credit for both courses. Embedded credit does not allow for two courses in the same content area (e.g., Math III RT and Math IVTR) to be embedded into one course.

Beginning with the 2016-2017 school year and beyond, embedded credit may not be transcribed for Transition Math for seniors or Transition English for seniors until after the 11th Grade WVGSA is taken and results are known for CCR benchmarks.

- If student achieves the benchmark—credit may be transcribed
- If student ***does not*** achieve the benchmark
- Credit ***may not*** be transcribed for the Transition Course students will be required to participate in a remedial program to obtain credit. If students completes remedial program credit will be transcribed at the end of their senior year. Student will receive an I for incomplete on their transcript until remediation program is completed.
- Student may be enrolled in Transition Course during senior year or in a higher-level course and retake the WVGSA at the end of the course
- Students and parents must be notified of this change.

Provide a list of what labs credit will be earned through embedded credit

Calhoun-Gilmer Career Center Embedded Credits Classes Students are required to complete all 4 core classes

Transition ELA for Seniors will be offered in

Law and Public Safety

Therapeutic Services

Transition Math for Seniors will be offered in

Automotive Technology

Carpentry

Welding

Ornamental Metalwork Art will be offered in

Welding

Calhoun Middle/High School Embedded Credits Classes

Transition Math for Seniors will be offered in

Careers in Education

Energy, Power, and Engineered AC

Art Floriculture will be offered in

Plant Systems

Third Science Credit will be offered in

Energy, Power, and Engineered AC

The Programs of study listed above are Career and Technical Education State Approved Clusters, Pathways for Embedded Credit.

Awarding Credit-credit will be awarded at the completion of the core classes where the credit is embedded. If the student does not demonstrate mastery on the 11th grade GSA they will be required to participate in a remedial course to demonstrate mastery. Progress toward mastery will be reported every 9 weeks to the student and parents in the form of a report card grade. The teacher of record will co-plan with the Career –Technical Education instructor to identify assignments, which cover embedded content (ELA and Math). These assignments will then be graded based on standards from Transition English and/or Math and recorded by the teacher of record into the WVEIS program. Each student will receive separate grades for identified assignments as well as separate final course grades. The standard grading scales as assigned by the state of West Virginia will be used.

Limitations on Number of Embedded Credits-a student may only earn 1 unit of required graduation credit through embedded credit for each of the following areas: Transition English for Seniors, Transition Math for Seniors, Art, and Third Science.

Academic Progress and Credit Recovery- students who fail embedded credit their junior year must repeat the course at Calhoun Middle/High School their senior year. Students who are failing the embedded at the conclusion of the first semester during their senior year will be referred back to Calhoun Middle/High School for credit recovery opportunities.

Participation in Statewide Assessment-Students in grades 10 and 11 who participate in an embedded credit course that contains content that is necessary by the state assessment shall participate in the state assessment.

The following documentation will need to accompany your Embedded Credit Policy for approval:

Content Alignment Document: Development of embedded credits/courses requires that teachers of both content areas determine alignment of the content standards and objectives from both content areas (attach copies of the following documents). It is possible to use a sequence of two or more courses to encompass sufficient standards and objectives.

The county must assure that any weak or no alignment is clearly addressed in delivery of embedded credit. Therefore, it is the county's responsibility to inset the following proviso in their local policy:

Students will receive high quality instruction that will allow them to work toward mastery on 100% of the content Standards and objectives for all embedded credit courses approved by the county and submitted for approval to the WVBE.

Please consider the following as you create your policy for embedded credit:

Delivery – Content standards and objectives or career/technical content skill sets may be integrated into class time, while some may need to be addressed through additional time allotted for pull-out instruction, homework, extended projects, etc.

Assessment – Validation can be accomplished by an end-of-course assessment, portfolio, project-based performance assessment, or other methods for the student to demonstrate mastery of the embedded credit.

Awarding credit – Credit will be awarded at the end of a particular course or multiple courses where the credit is embedded. Policy must address how the teacher of record will record the grade for the embedded credit. E.g. if the embedded credit is identified for Transition English for Seniors and a sequence of two or more health sciences courses, the policy should state how the final grade will be determined for the embedded credit course.

Limitations on number of embedded credits – Demonstration of mastery for two content areas is at stake; it is prudent to consider how the time allotted for one course will equip students to attain mastery of two courses. Careful consideration should be given to this point of the policy (e.g., a student may not earn more than XX units of *required* graduation credits through embedded credit may).

Academic Progress and Credit Recovery – a review of student progress must be held in enough time to allow the student to enroll in the actual course (if applicable) or a plan should be in place for possible recovery of that course credit.

Other Guidance Regarding Embedded Credit:

What is not embedded credit – two courses in the same content area are not eligible for embedded credit. For example, Math I Lab cannot be embedded into Math I because it is the same content; the purpose of Math I Lab is to allow students two class periods per day to master the concepts of Math I. These two courses were created to allow students extended time to master the content without losing a credit.

Participation in Statewide Assessment – students in grades 9, 10, and 11 who participate in an embedded credit course that contains content that is assessed by the statewide assessment shall participate in the state assessment.

Implication for Educator Evaluation – when the embedded credit is an English or mathematics course, the results of the statewide assessment become part of the teacher evaluation for the teachers of the embedded credit course.

Issue of Multi-County CTE Centers – students who attend CTE centers will have the opportunity to earn embedded credits in participating counties based upon the Memorandum of Understanding between the multi-county center and the participating counties.

Will Highly Qualified Teacher be an issue for schools awarding embedded credit? Who is the teacher of record for the embedded credit? Approach this situation in same manner as collaborative teaching.

If only one teacher is involved in the delivery of the embedded credit course, the course must be carefully coded using the code “B” in the fifth (5th) digit of the WVEIS course code. For example, if the course is Health High School 9-12 (WVEIS course code 6909) and is being embedded in Health Sciences courses – use 6909 B and the WVEIS code for the appropriate health science courses. Please note that the use of the code “B” in the fifth digit of the course code would not allow the teacher to be considered HQ without being properly credentialed in both content areas.

However, if two teachers are collaborating to deliver the embedded credit, it is very important that courses be properly entered into WVEIS to ensure the course is identified with a HQT and is documented on transcripts in such a way that it

will be recognized by a two or four year college/university. In this situation, each teacher (both the health and the health sciences teacher) would be assigned the course code 6909 and the fifth (5th) digit "C" to indicate a collaborative embedded credit environment is occurring.

Communication with students and parents: What's at stake?

Required assessments, awarding of embedded credit, is not simply completing a defined amount of time. Opportunity to recover credit if embedded credit is not awarded.