Best Practices Standards Survey Background

Use this document as a primary resource for the survey questions contained in the RFP (Question 7a through g). If you answer "partial" or "no" to any of the questions (current status or for 2012-13), please provide an explanation in the box provided at the end of that section. If you need to provide more of an explanation, attach an additional document on Page 5 of the RFP.

Curriculum-delivered Advisories

7a.   The advisory program insures the following:

- Students meet with advisors at least twice per month.
- Navigation101.com and/or OSPI supplemental curricula and standards are used as primary tools.
- Staff will be trained on program expectations and implementation.
- Advisors have been identified and include most certificated staff.

Student Planning Portfolios

7b.   The planning portfolio implementation audit and goals insures the following:

- Portfolios encompass the "whole student" as recognized by ASCA or other research-based developmental guidance system standards that address academic and career developmental domains.
- All students develop and maintain planning portfolios that include their High School and Beyond Plans.
- Navigation 101.com and/or OSPI supplemental curriculum is utilized.
- Students self-assess (or complete written reflections) for most or all work.
- Students use their portfolios in student-led conferences and/or culminating/senior project.

Student-led Conferences

7c.   Student-led conferences insure the following:

- Conferences are held at least once a year.
- Families are invited or required to attend.
- Conference expectations provide each student the opportunity to answer, "Who am I? Where am I going? and How do I get there?"
- Student course selection for registration is part of all student-led conferences.
- Feedback is collected from students, parents, and advisors after each conference.

Student-informed Scheduling

7d.   Student-informed scheduling insures the following:

- Middle/junior high level students receive information about graduation requirements and educational opportunities prior to making course selections.
- High school students receive information about graduation needs, programs of study, and other educational pathway information prior to making course selections.
- Students select and defend education/class choices utilizing portfolio and other conference evidence.
- The master schedule is informed by student data collected in student-led conferences and course registration/selection activities.

- The importance of gatekeeper courses, programs of study, CTE options, and dual credit opportunities is explained in advisory at each grade level, as well as in the secondary school's course catalog.

Evaluation—Data Collection

7e.   Evaluation and data collection insures the following:

- All required grant data, including surveys, is completed and submitted to OSPI or the evaluation contractor in a timely manner.
- Additional data is collected to measure locally-determined outcomes.
- Ongoing, outcome-based assessment of student learning in Navigation 101 is implemented.
- Reporting on progress toward outcomes for each student is implemented.
- Tracking of student progress for those not making progress is implemented.
- Program required and local data is used for continuous improvement and is reflected in the school improvement plan.
- Data is analyzed and shared with all stakeholders annually.

Program Management

7f.   Program Management implementation insures the following:

- School board policy supports the Navigation 101 program.
- School board policy supports a comprehensive guidance and counseling program (CGCP).
- Navigation 101 is linked to the development of a CGCP.
- The Navigation 101 program leadership is a collaboration between administrators, school counselors, and teachers.
- Building staff are regularly informed and trained on program activities.

Comprehensive Guidance and Counseling Program

7g.   A comprehensive guidance and counseling program insures the following:

- Navigation 101 program planning/implementation involves school principal and school counselor leadership.
- ASCA or other research-based developmental guidance system is used to address academic and career developmental domains in the Navigation program.
- Academic and career guidance is provided at every grade level which includes information on dual credit, CTE, and gatekeeper courses.
- A fully-developed Navigation 101 program to provide college and career readiness for all students is a coordinated effort.
- Clear college and career readiness standards to reduce remediation in postsecondary options are established.
- Resources to increase participation in postsecondary options with high expectations toward a college-going culture for ALL students are provided.

If you have any questions regarding the Best Practices survey, contact Danise Ackelson (danise.ackelson@k12.wa.us or 360.725.4967) or Laura Moore (laura.moore@k12.wa.us or 360.725.6433 [line 1]