

**Embedded Credit
Lebanon Technology and Career Center
2005-2006**

The following individuals have agreed to be a part of the initial and ongoing implementation and evaluation of the embedded program.

CTE staff

Gail Holcomb	CTE Director
Steve Rhoads	Adult and AEL Director
Kelly Byrd	Basic Skills Instructor
Peggy Starnes	Placement Coordinator
Kelly Chapman	Vocational Resource Educator
Mike Smith	Automotive Collision Repair Technology
Breck Rushing	Machining Technology
Stan Green	Manufacturing Technology
Jack Stowe	Welding Technology
Brian Moore	Automotive Technology
Doug Yakle	Automotive Technology
Joey Bowling	Early Childhood Careers
Natalie James	Early Childhood Careers
Steve Gann	Building Trades

High school math and communication arts teachers

Communication arts

Beth Esther
Aimee Hayes
Sending School representatives

Mathematics

Dave Demuth
Jina Richardson
Curtis Williams
Sending School representatives

Other high school Support staff

Robert Smith	Principal
Larita Pope	Counselor
Bob Boatwright	Counselor
Mileen Stephens	Counselor

District Support

Staff Development Coordinators	Carol Bauer Carol Pace
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Reasons/Purpose (in addition to the rationale)

- LHS students are now required 2 additional core subject credits losing 2 elective credits
- LHS students will also be required a personal finance credit losing ½ credit
- Juniors did not have enough electives to begin a 4 block program
- A CTE course and agriculture classes are not possible currently
- Mathematics is important for all students, especially technical ones
- Will not interfere with MAP preparation
- Focus on mathematics will reduce the number of LTCC graduates who have to take remedial college entrance classes
- Meets the Perkins III requirements for integration of academics in CTE classes
- Sending schools lose travel time anyway and now increased academic credits and personal finance are required
- With certified Math and English teachers on staff for these credits DESE will recognize them as high school credits in Math and Comm Arts and they can reported on core data that way.



2. Teacher preparation and mathematics teacher assistance

- Identify which math topics are embedded in each CTE competency. This has been accomplished through a grant to another school who was willing to share their findings. The high school staff on board will help to provide in-services throughout the year to answer questions and expanded explanations for topics
- The CTE teachers will identify the topics that are not embedded in their curriculums and these topics will be identified for “out of class/additional homework” and “pull-out” instruction.
- The process development for this will take place during the summer 06 By this time teachers will be familiar on all topics and expectations for students. Those topics that are not covered in a particular CTE program will be handled by students being assigned additional work in the adopted textbook for technical mathematics or technical writing

Planning year for CTE Embedded Credit at LTCC

2005-2006

Using many of the findings and the work done by Arcadia Valley Project, Lebanon Technology and Career center began to evaluate our needs and our structure to see how best to implement embedded credit. It was determined that we would begin with our 2 year (7 total credits) programs in the Math and Comm Arts area. It is the goal that embedded credit will be considered advanced coursework in Math and Comm Arts as it will be more process based rather than knowledge based. It will build on all previous knowledge in the K-10 years but take the next step in the actual demonstration of the ability to use these academics to create, develop, decide, and recommend solutions in real world situations. The students will spend 2 years using the academics as the foundation to succeed in a career.

Below is a proposed timeline of activities that will lead to beginning embedded Math and Comm. Arts Fall 2006. Professional Learning Community meetings (PLC) will be the primary vehicle for planning.

When	Activity	Who is responsible	Product	Location
Spring 2005	Preview the Arcadia Valley Program and other research and information during the area superintendents meeting	LTCC Director Basic Skills instructor and VRE HS Mathematics and Comm Arts	Notes for discussion Compare and contrast similarities with our situation and theirs	LTCC
September during plan time	Meeting with High School Teachers to discuss the observations of Arcadia Valley Embedded Credit	LTCC Director Basic skills VRE High School teachers	Math and Comm Arts Development of Topics that will constitute Advanced Coursework criteria	LTCC
October 4, 2006	2 hour meeting with Math and Comm Arts teachers and CTE teachers to introduce the topics begin looking through the curriculum to see how it will fit	PLC and Math and Comm Arts Teachers	Begin a notebook in each subject tying all of the topics to each CTE area	Room 65 LTCC
October 11, 2006	School Board introduction to embedded credit	LTCC Director	None	Hillcrest
November 1, 2006	More discussions on the topics and the assessments that could	PLC and Math and Comm Arts Teachers	Begin a notebook in each subject tying all of the topics to each	Room 65 LTCC

	be implemented within the CTE program		CTE area	
When	Activity	Who is responsible	Product	Location
November 8, 2006	School Board Update	LTCC Director	None	LJHS
December 13, 2006	School Board Update	Instructors (CTE and academic) for possible questions	None	Esther
January 10, 2006 1:30 Math 2:30 LA	More discussions with High School instructors about the topics that need expanded explanations Plans to train CTE teachers	PLC Facilitator Basic Skills Instructors	List of topics that will involve teacher training and a schedule for those trainings List of Video and other resources available	Room 65 Basic Skills/Machine Shop Classroom
January 10, 2006	School Board Update Discuss Staffing needs	LTCC Director	Approval to place a ½ time Math and Comm Arts teacher in LTCC	Maplecrest
Feb 7, 2006 1:30 Math 2:30 LA	Instruction and Assessment development Teacher strategies and expanded explanations on at least 2 of the topics designated in January	PLC Facilitator and Basic Skills Instr.	Notebooks for instruction are begun for each CTE program area Recommendations and progress to Gail Holcomb	Room 65 LTCC
February 7, 2006	School Board Update	Assistant Supt	None	Alternative School
March 7, 2006 1:30 Math 2:30 LA	Teacher strategies and expanded explanations on at least 2 of the topics designated in January	PLC Facilitator and Basic Skills Instr.	Additions are made to CTE Instructional Notebooks Recommendations and progress report to Gail Holcomb	Room 65 LTCC
March 14	School Board Meeting	Assistant Supt	Curriculum and Staff Approval	LHS
April 4, 2006 1:30 Math 2:30 LA	Teacher strategies and expanded explanations on at least 2 of the topics designated in January	PLC Facilitator and Basic Skills Instr.	Additions are made to CTE Instructional Notebooks Recommendations and progress report to	Room 65 LTCC

When	Activity	Who is responsible	Product	Location
April 12, 2006	Meet with Sending School Staff	Basic Skills and LTCC Director	Input and a better understanding of objectives and course description	
May 9, 2006	Additional session for topics not address in previous meetings	PLC Facilitator and Basic Skills Instr.	Additions are made to CTE Instructional Notebooks Recommendations for Summer pay for teachers to Gail Holcomb	Room 65 LTCC
***Summer 2006 3 days ½ day for each of the 6 program areas	Math and LA teachers meet individually program teachers to develop a process for skill acquisition within a two year program	Math Staff Aimee Hays Individual CTE	Recommendations and progress to Gail Holcomb	Rm 65

***Ideas that might come from process meetings in the summer.

- ❖ Once each week all CTE teachers attend a short workshop where one of the math/LA topics and study guides are discussed and reviewed. The teachers then teach the lesson within the week to their class. All students complete the lesson.
- ❖ Testing/artifacts that are to be used to identify weakness for all students. Starting in the 2006-2007 school year.
- ❖ When testing will take place
- ❖ Academic teachers will develop final competency assessments.
- ❖ Pullout sessions will be made available for students as needed with the academic teacher or the basic skills instructor for remediation.
- ❖ Classroom assistance: When a CTE teacher is out of the classroom, illness, Professional Development, personal day the students will have opportunities with the academic and basic skills teacher to work on Math and LA skills needed for ultimate acquisition of the embedded credit.
- ❖ Instruction to be completed after the third semester of a students program with the last semester to demonstrate proficiency and/or receive additional help should remediation be needed.

Grade: 12 Embedded Credit English (12)

Course Curriculum Report

Approved By Board on :

Alignment with Show-Me Standards	MEASURABLE LEARNER OBJECTIVES	ASSESSMENT	CONCEPTS	LEVEL OF EXPECTATION												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50px; text-align: center;">1.10</td> <td style="width: 50px; text-align: center;">CA 3</td> </tr> <tr> <td style="text-align: center;">1.4</td> <td></td> </tr> <tr> <td style="text-align: center;">1.6</td> <td></td> </tr> </table>	1.10	CA 3	1.4		1.6		<p>LOCAL OBJECTIVE: 01. Develop and apply vocabulary strategies to the reading process.</p> <p>A. Apply decoding strategies to problem-solve unknown words when reading</p> <p>B. Predict meaning of new words and concepts from context.</p> <p>C. Develop vocabulary through texts using context clues and reference books (e.g. glossary, dictionary, and thesaurus)</p> <p>LEARNING ACTIVITY: MAX Strategies (INSERT, Cloze), Vocabulary notebook with correct definitions</p>	<p>Students will complete tests matching vocabulary words to correct meanings and defining words from reading selections.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Vocabulary</td> <td style="width: 20%;">MC</td> </tr> <tr> <td>Vocabulary</td> <td>CR</td> </tr> </table>	Vocabulary	MC	Vocabulary	CR	80% M		
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LEARNING ACTIVITY:

INSTRUCTIONAL METHOD	RESOURCES	CORRECTIONS	ENRICHMENTS	SPECIAL NEEDS
	Aimee Hays			

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1.10 1.5 1.6 2.6	CA 3 CA 7	LOCAL OBJECTIVE: 04. Compare, contrast, analyze, and evaluate connections between textual elements and real-world environments and issues. A. Compare text ideas and own experiences. B. Evaluate text ideas and the world by analyzing and evaluating relationships between historical period and culture.		Compare Contrast	CR 80% M	
		LEARNING ACTIVITY:				
		INSTRUCTIONAL METHOD	RESOURCES	CORRECTIONS	ENRICHMENTS	SPECIAL NEEDS
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2.1	CA 1							
2.2	CA 4							

GLE Code(s)
CA/2/2/B/12
CA/2/2/C/12
CA/2/2/D/12
CA/2/2/E/12

INSTRUCTIONAL METHOD	RESOURCES	CORRECTIONS	ENRICHMENTS	SPECIAL NEEDS

Aimee Hays

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CA 1

LEARNING ACTIVITY:

- GLE Code(s)**
- CA/2/1/A/12
 - CA/2/1/A/12
 - CA/2/3/B/12
 - CA/2/3/C/12
 - CA/2/3/D/12
 - CA/2/3/E/12

INSTRUCTIONAL METHOD	RESOURCES	CORRECTIONS	ENRICHMENTS	SPECIAL NEEDS

Aimee Hays

Grade: 12 Embedded Credit English (12)

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GLE Code(s)
 CA/3/1/A/12
 CA/3/1/B/12

INSTRUCTIONAL METHOD	RESOURCES	CORRECTIONS	ENRICHMENTS	SPECIAL NEEDS
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	<p>LOCAL OBJECTIVE: 08. Develop and apply effective speaking skills and strategies for a variety of audiences and purposes through discussions and presentations.</p> <p>A. Create concise presentations on a variety of topics incorporating appropriate media and technology</p> <p>B. Demonstrate poise and self-control during presentations</p> <p>LEARNING ACTIVITY:</p>			80% M

INSTRUCTIONAL METHOD	RESOURCES	CORRECTIONS	ENRICHMENTS	SPECIAL NEEDS
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Lebanon R-III POLICY ONLINE

School District

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FILE: IKF
CRITICAL

GRADUATION REQUIREMENTS

The Board of Education for the Lebanon R-III School District establishes the following graduation policy and instructs the administration to develop all necessary procedures for proper implementation.

Requirements

A student must meet the following requirements in order to graduate from the Lebanon R-III School District, unless one (1) of the stated exceptions apply. The student must:

1. Complete a total of 26.5 credits in grades nine (9) and above, including credits required by the State Board of Education.
2. Pass proficiency exams concerning American History, American Institutions, and the Missouri and the United States Constitutions.
3. Successfully complete a course of instruction of at least one (1) semester in length on the institutions, branches and functions of the government of the state of Missouri, including local governments, the United States government and the electoral

process.

Exceptions

1. Graduation requirements and grading scales for a student with a disability receiving special education services pursuant to the Individuals with Disabilities Education Act (IDEA) may be determined according to the student's Individualized Education Program (IEP).
2. Students transferring from another accredited Missouri school as a junior or senior who cannot reasonably complete the district's requirements may be permitted to graduate based on the successful completion of a program of studies that would have met the graduation requirements at the school formerly attended, including the requirements of (2) and (3) above.
3. Students who transfer from another state or country or an unaccredited private, public or home school and who are placed in the ninth grade will be required to meet all established graduation requirements. If such a student is placed in the tenth grade or higher, the district will work with the student and the parents to develop a program of studies that will result in graduation if successfully completed.
4. Eligible students who successfully complete the GED Option Program will be awarded a high school diploma.

Earning Credit

1. The superintendent or designee is directed to assign credit values for courses offered by or through the school district and to develop formulas and procedures for awarding credit to transfer students who transfer from a district that uses a different standard for awarding credit.
2. The Lebanon R-III School District recognizes units of credit

obtained through correspondence courses or courses delivered primarily through electronic media (such as satellite video, cable video or computer-driven or online courses) as long as they are earned through the University of Missouri Center for Distance Learning or from a school accredited by the North Central Association of Colleges and Schools or its equivalent regional accrediting agency.

3. Students may earn advanced-standing credit by successfully completing high-school level courses prior to entering the ninth grade. This advanced-standing credit may be counted toward meeting the subject-area requirements for graduation and for meeting the district requirements, but it will not be counted toward the minimum number of credits required by the State Board.
4. The district will waive one (1) unit of academic credit in communication arts, math, science or social studies, whichever is most appropriate, for students who successfully complete an eligible three-unit career/technical program.
5. Students may earn credit by other means as approved by the Board and in accordance with law.

Diplomas

Students will be awarded either a diploma or certificate of attendance in accordance with this policy and as permitted by law.

All students who have successfully completed the graduation requirements for a high school diploma and are in good standing may participate in graduation exercises. However, any student who has otherwise met all scholastic requirements for graduation will be granted a diploma, whether or not he or she participates in graduation exercises.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 12/14/2004

Cross Refs: JECC, Assignment of Students to Grade Levels/Classes

Legal Refs: §§ 167.031, 170.011, 171.171, RSMo.

5 C.S.R. 60-100.020

Lebanon R-III School District, Lebanon, Missouri

[Link to Missouri Statutes](#)

[Link to Missouri Regulations](#)

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CRITICAL

GRADUATION REQUIREMENTS

The Board of Education for the South Harrison County R-II School District establishes the following graduation policy and instructs the administration to develop all necessary procedures for proper implementation.

Requirements

A student must meet the following requirements in order to graduate from the South Harrison County R-II School District, unless one (1) of the stated exceptions apply. The student must:

1. Complete a total of 25 credits in grades nine (9) and above, including credits required by the State Board of Education.
2. Pass proficiency exams concerning American History, American Institutions, and the Missouri and the United States Constitutions.
3. Successfully complete a course of instruction of at least one (1) semester in length on the institutions, branches and functions of the government of the state of Missouri, including local governments, the United States government and the electoral

process.

Exceptions

1. Graduation requirements and grading scales for a student with a disability receiving special education services pursuant to the Individuals with Disabilities Education Act (IDEA) may be determined according to the student's Individualized Education Program (IEP).
2. Students transferring from another accredited Missouri school as a junior or senior who cannot reasonably complete the district's requirements may be permitted to graduate based on the successful completion of a program of studies that would have met the graduation requirements at the school formerly attended, including the requirements of (2) and (3) above.
3. Students who transfer from another state or country or an unaccredited private, public or home school and who are placed in the ninth grade will be required to meet all established graduation requirements. If such a student is placed in the tenth grade or higher, the district will work with the student and the parents to develop a program of studies that will result in graduation if successfully completed.

Earning Credit

1. The superintendent or designee is directed to assign credit values for courses offered by or through the school district and to develop formulas and procedures for awarding credit to transfer students who transfer from a district that uses a different standard for awarding credit.
2. The South Harrison County R-II School District recognizes units of credit obtained through correspondence courses or courses delivered primarily through electronic media (such as satellite video, cable video or computer-driven or online courses) as long as they are earned through the University of Missouri Center for Distance Learning or from a school accredited by the

North Central Association of Colleges and Schools or its equivalent regional accrediting agency.

3. The district will waive one (1) unit of academic credit in communication arts, math, science or social studies, whichever is most appropriate, for students who successfully complete an eligible three-unit career/technical program.
4. Students may earn credit by other means as approved by the Board and in accordance with law.

Diplomas

Students will be awarded either a diploma or certificate of attendance in accordance with this policy and as permitted by law.

* * * * *

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Adopted: 08/10/1992

Revised: 09/25/2003

Legal Refs: § 170.011, RSMo

South Harrison County R-II School District, Bethany, Missouri

[Link to Missouri Statutes](#)

[Link to Missouri Regulations](#)

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