

WSP SPUR/SOFT SKILLS TALK

CRTC TEAM

Website: www.thecrtc.net

This document: <https://tinyurl.com/WSPSPUR>

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[Presentation August 2017](#)

Resources at talk:

- [Soft Skills Rubric over time \(with copy of Crimson Code\)](#) - newest on last page.
- [Videos of SPUR around Soft Skills](#)
 - :00 Auto Tech Welcome and Post-Secondary Planning
 - 2:30 Auto Tech Grades and Soft Skills (concluding summary but not student presentation on soft skills portion)
 - 3:50 Health Science Welcome and Post-Secondary Planning
 - 6:30 Health Science Collaboration
 - 9:27 Health Science Growth Mindset
 - 11:00 Health Science Professionalism
 - 16:36 Health Science Goal Planning
 - 18:58 Cosmetology Welcome
 - 19:58 Cosmetology Post-Secondary Planning
 - 20:59 Cosmetology Collaboration
 - 24:10 Cosmetology Growth Mindset
 - 27:13 Cosmetology Professionalism
 - 29:29 Cosmetology Self-Direction
- [Procedures Manual SPUR v2016](#)
- [CRTC Brochure](#)
- [CRTC Mission and Vision](#)
- SPUR INFO website (thecrtc.net - RESOURCES MENU - SPUR Presentation by Director or <https://tinyurl.com/WSPCRTC>

Understanding CRTC:

- Modern CTE Center; not your “VOC” -- NEW MODEL focused on value proposition: Dual enrollment, certificates, work-based learning, career-connected learning
- Not for those kids NOT going to college - data shows rate is HIGHER than regular education
- CTE competencies reflect industry and postsecondary expectations (adjust regularly)
- VIEW CRTC through the lens of “work” and “career” not “education” - all aspects student including student’s work, study and general practices.
- Loss of credit when surpass attendance limit (like work).

- Everything rooted in personalized learning and COLLEGE AND CAREER PLANNING. In many ways, we take over for school counselor to guide student given teacher expertise in his/her industry.

Brief History:

Competency Movement formalized in NH in 2005 through legislation

At same time CTE had statewide set of competencies (24 centers, 16 career clusters), that to be honest looked more like standards.

Habits of Mind: Competency movement begins thinking about defining what is important - and measuring habits of mind.

June 2009: CRTC Staff moves toward model of deeper integration of competencies including employability skills. OVERALL MODEL is INVENTED CALLED "SPUR". Soft skills is large component of it.

- Big focus on criteria and making sure students understand criteria
- Away from any numerical grading
- Students present their performance, earn their grade and "own" their education
- Discuss performance vs. given grade

September 2009: First year of SPUR and included is integration of soft skills measurement with v1 of Soft Skills Rubric. Introduction of SPUR (Student Performance on Understandings Review) Meeting in 2009/2010 quarter 1. Students asked to reflect and present their performance against soft and hard skills (SPUR conference/meeting). Very messy, teacher realize criteria for assessment is NOT KNOWN.

Systems moves away from typical grading model. Teachers use Powerteacher to hold data, and custom home-grown SPUR database (running on Filemaker Pro) that allows for:

- Competency scoring
- Personalized performance targets
- Integration of what we value
- Reporting

CRTC Staff continues "journey" including attending workshops with Tom Guskey, Bob Marzano and Rick Wormeli. Re-enforcement of system to separate hard and soft. Also "assessment for learning" work by Anne Davis drives criteria thinking.

Motto: Own Your Education

Soft Skill Model involves;

- 4-5 metrics on the rubric

- Reflection on performance
- Multi-competency and/or soft skills measurement on projects and performance
- Separation of scoring for hard and soft skills
- Final grade is 60% Hard Skills (competencies) and 40% Soft Skills
- Adoption of measurement exercises
 - Peer to peer collaboration feedback (index card)
 - Modeling of soft skills using video (clarifying expectations)
 - Professionalism scoring when outside speaker
 - Scoring during labs and similar

All students participate 500-600 per year; Assess four times per year
Model parallels job review and or request for promotion.

Adoption of New Mission and Vision.

- 16/17 New Motto: *Be Prepared to Stand Out.*
- Organizational focus to able to tell a story about CCSSO Core college and career readiness standards (work based learning, employability skills, college credits, industry certificates, performance references..)

Soft Skills upgrades every year including:

- Adoption of GRIT; removal of GRIT
- From Frequency Based Rubric to Performance Based Rubric
- Read left to right; read right to left
- Addition of Rolling Grades model in 2015/2016 (most recent grades counts - eliminate of quarters - every quarter measures total performance up to that point in time; not just two months)
- Adoption of Jump rope Competency Based gradebook in 2015/2016
- Post-Secondary Planning is a HUGE soft skill
- 2016/17 Version
 - Group of four teachers plus admin researching WSP model started summer 2016
 - Beginning integration of WPS NH State Competencies in Soft Skills Rubric 2016 (Self Direction and more)
 - Integration of "BASIC" on right and EXCEPTIONAL on left. Simpler language for BASIC.

2016/17 and beyond

- Team of teacher, average SERESC observational study, establish specific procedures document around SPUR including soft skills (fall 2016)
- Long-range plan to adopt and refocused towards WSP, but through the lens of employment (current)
 - Creativity (focus for future)
 - Collaboration (already in SS Rubric)
 - Communication (thinking about this)

- Self-Direction (added 16/17)
- Common term of national Career Pathway Model, is “Employability Skills”. WSP = Employability Skills (future)
- Performance context for WSP standards will be career-connected, but we will use the same domains (future)

Links:

- [New draft WSP/SS](#)
- Sample reflections
 - [Auto Tech - hard and soft skills - Prep](#)
 - [Cosmetology soft skills example](#)
 - [Graphic Arts soft skills reflection example](#)
 - Soft Skills [Example Cosmetology](#)
- [SPUR Procedures](#)

PRESENTATION 8/2017

SCRIPT:

1. Introduce ourselves..
 - a. SPUR
 - b. Kohler's video
 - c. See more down the road..
2. Thesis.. SS road.. Imperfect.. Talked about..
 - a. David Conley.. Decent research soft skill and performance..
 - b. Deep think including metacognition (who you are, how you learn)
 - i. How to teach it?
 - ii. How do measure it?
 - iii. How adopt system to get improve WSP/SS
3. Cultural History
 - i. Cartoon.. Make people think
 - ii. TALK AMONGST THEMSELVES..
 1. How measure when you were a kid?
 2. Your kids?
 3. Any models?
 4. Who has heard of soft skills?
4. CRTC History
 - a. Big picture
 - i. We've been doing this for many years..
 - ii. Story of its birth..
 - b. SS Rubrics over time
 - i. Grit in and Grit Out

- ii. Growth Mindset - reading Dweck's book
 - iii. 10,000 hours Gladwell
- c. Listening to industry partners
 - i. Acura using.. Brought to all PAB
- d. Talk about dilemma's
- e. Video - tease out elements
- f. Other
- g. Sample reflections
 - i. [Auto Tech - hard and soft skills - Prep](#)
 - ii. [Cosmetology soft skills example](#)
 - iii. [Graphic Arts soft skills reflection example](#)
 - iv. Soft Skills [Example Cosmetology](#)
- 5. Changing the process every year.. Most radical in the past year..
 - a. Content .. needs to feel CTE and not comprehensive high school - aligned to comprehensive high school..
 - b. Also our identity
 - c. Course with 2revolutions: Essential Skills and Dispositions 21st Century
 - d. [Essential Skills and Disposition Document](#) (short version)
 - e. Getting to know Jon Van derEls
 - f. SERESC observational study
- 6. Where we are now..
 - a. Developing more common approaches
 - i. [SPUR Procedures](#)
 - 1. Review section
 - 2. Review lessons created
 - 3. Scott showing video
 - b. LNormalize!!! Keep working in this area
 - c. Our creation - [New Soft Skills/Essential Skills](#) Rubric
 - i. Feedback needed from industry partners and LADS
 - d. Finding a new sweet spot.. Between comprehensive hs and CTE
- 7. Where do you from here?
 - a. How can help?
 - b. What have you learned?