

West Virginia Board of Education
Approval of County Embedded Credit Policy

Official request for approval by West Virginia Board of Education (WVBE) for _____ County's Embedded Credit Policy per WVBE Policy 2510, 5.4.g.2. (Please see of *High School Guidance Document* for suggested guidelines for policy development.)

Pages two through five of this document provide guidance for policy development as well as a 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 (WVDE) on or before June 1 of the current year so that credit may be awarded. 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.

County Contact Person _____

Business Phone (____) _____ E-mail _____

County Office Mailing Address

The policy was placed on a public comment period from _____ to _____.

The policy was approved by the _____ County Board of Education on
____/____/____.

- Please attach electronic copy of official board agenda and minutes.
- Please attach electronic copy of embedded credit policy.
- Please attach electronic copy of content alignment documents (see page 5 of this document).

Name of Person Submitting the Policy

Title of Person Submitting the Policy

Signature of Person Submitting the Policy

____/____/____
Date Submitted

Submit this form and required attachments to: Robert Joey Wiseman, Executive Director of the Office of Middle/Secondary Learning at rjwisema@k12.wv.us.

Embedded Credit Policy Template and Considerations

Policy Number and Title –

Scope of Policy – to establish procedures for the awarding of embedded credits at the secondary level in _____ County, as authorized by WVBE Policy 2510: Assuring the Quality of Education: Regulations for Education Programs.

5.4.g.2. 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. If these embedded credit course are used to meet graduation requirements, the county policy and alignment documentation must be reviewed by the WVDE and approved by the WVBE.

Intent is that by implementing embedded credit courses, students in _____ 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 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.

Embedded Credit Courses will be: *(Add additional lines as needed.)*

Original Course Code	Original Course Name	Embedded Course Code	Embedded Course Name

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

Content Alignment: Development of embedded credits/courses requires that teachers of both content areas determine alignment of the content standards from both content areas (attach copies of the following documents).

- ✓ Course syllabus with enabling learning activities that reflect level of lesson plans, intellectual assignments, analysis and reflection needed for mastery of the content standards for the given courses.
- ✓ Alignment document showing a minimum of 80% alignment of the standards to warrant the utilization of an embedded credit course(s).
 - It is possible to use a sequence of two or more courses to encompass sufficient standards and objectives.
- ✓ List all academic standards that are missing but are needed to warrant the awarding of a full credit or a partial credit if utilizing more than two identified courses.
 - Provide documentation of how those gaps will be filled (e.g., develop online modules; pullout class time, etc.).

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

Delivery – Content standards or career/technical content skill sets may be integrated into class time, while some may need to be addressed through additional time allotted for pullout 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.

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).

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 allow students extended time to master the content without losing a credit.

Participation in Statewide Assessment.

Students in grade 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.

CTE and Approved Embedded Programs of Study

CTE Completers in WVDE approved embedded programs of study may receive embedded credit for Transition English Language Arts or Transition Math in grade 12.

There are three scenarios that allow students the opportunity to earn embedded ELA/Math Transition credit:

1. Students enrolled and successfully completes an embedded credit program of study (concentration) during senior year will be awarded the credit for transition ELA and/or Math.
2. If the student completes the four required courses for approved CTE embedded program of study during the 11th grade and does not achieve a level 3 or 4 on the WV Summative Assessment, the ELA and/or math CTE teacher will implement a plan to address the deficiencies with specific strategies, (i.e.: pull out tutoring, online resources, applied CTE skills and academic gap hands-on projects in senior year CTE elective) and the embedded ELA or math credit will be awarded at the end of grade 12. (Comprehensive high schools would have to assign an ELA/Math teacher to address the deficiencies within approved embedded credit CTE program offerings at their school.)
3. If the student completes the four required courses for the approved CTE embedded program during the 11th grade and achieves a level 3 or 4 on the WV Summative Assessment the embedded ELA/Math credit will be awarded at the end of grade 12.

WVEIS Course Codes for Scheduling

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 properly documented on transcripts in such a way that it will be recognized by a two or four year college/university. For example, if the course Health High School 9-12 (WVEIS course code 6909) is being embedded in CTE Health Sciences by both the Health and the Health Sciences Instructors utilize the High School Health course code 6909 and the fifth (5th) digit "C" to indicate a collaborative embedded credit environment is occurring and the WVEIS code for the appropriate CTE health science course(s).

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.

Embedded Credit – Content Standards Alignment Matrix

Teachers and Administrators who completed the matrix:

Recommendation that embedded credit be awarded: Yes No Provide rationale for decision

Embedded Credit Course Standards	Alignment to Host Course Standards	Content Alignment			How Standards that do not have strong alignment will be delivered
		Strong Alignment	Moderate Alignment	Weak / No Alignment	