HS Counselor and Support Staff Breakout Session

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Agenda

• Welcome! and Introductions
• PrepareRI and Secondary School Regulations
• Structures for active student participation in setting goals and planning for their future
• Discussion: Sharing Learning and Visioning for the (Near) Future
• Wrap-Up
Prepare RI (a brief recap)

Key Objective 1: Employer Engagement

Key Objective 2: Rigor and Quality in Career Pathways

Key Objective 3: K-12 Accountability

Key Objective 4: Scaling Equitable + High-Quality Career Pathways

Key Objective 5: Aligning Funding Streams

Key Objective 6: Cross-Institutional Alignment
The Rhode Island Context
Secondary School Regulations

There are three tenets that permeate the Regulations, enabling educators to develop systems of opportunity for all students to meet the vision of the RI graduate and by preparing youth to be active participants in setting goals and making plans for their future.

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<th>Graduation by Proficiency</th>
<th>Personalization</th>
<th>Multiple Pathways</th>
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<td>Every student learns both broadly and deeply.</td>
<td>Every student is supported in their own learning.</td>
<td>Every student is engaged and exercises choice.</td>
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Students should be exposed to and gain understanding of a broad base of subject areas, while also having opportunity to practice deep learning – bringing together knowledge from multiple academic subject areas to gain full mastery and appreciation of a topic or area of interest.

All learning opportunities should be purposely designed to encourage students to think about how and what they are learning and to support students in taking academic risks that stretch their knowledge and skill. Students should be encouraged to try new things and to learn from their experiences with the mentorship of a caring adult.

All learning experiences should be facilitated in a way that allows students to find relevance and applicability to their own life, interests and previous knowledge. Learning opportunities should be diverse, rigorous, and connected to the world outside the school.
Council Designations

Commissioner’s Seal
- Certifies proficiency in mathematics and ELA
- Validated through external assessment(s)

Seal of Biliteracy
- Certifies proficiency in English and one or more other world languages

Pathway Endorsements
- Certifies deep learning in chosen area of interest
- Combines academic study, career and interest engagement and application of skill through performance-based diploma assessment
Pathway Endorsements and WBL Opportunities

- Academic Study (3+ courses)
- Diploma Assessment (Capstone/Exhibition/Portfolio)
- Career or Interest Engagement

Work-Based Learning Opportunities
## Work-based Learning Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tr>
<td>Internship</td>
<td>A position for a student or trainee to work in an organization, sometimes without pay, to gain work experience, satisfy requirements for a credential, and/or gain course credit.</td>
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<tr>
<td>Apprenticeship</td>
<td>Highly-formal job training experience that involves studying with a master of the trade on the job.</td>
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<tr>
<td>Service-learning</td>
<td>A program or project which combines community service with an outside organization with a structured opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning.</td>
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<tr>
<td>School-based enterprise</td>
<td>Students produce and sell goods or services in the school and learn about business skills and entrepreneurship. This may be part of an entrepreneurship course, and a business professional may serve as a mentor and advisor for the enterprise.</td>
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<tr>
<td>Expanded Learning Opportunity</td>
<td>Credit-bearing opportunity for students to pursue rigorous learning outside of the traditional school day that is student-driven, hands-on, and experiential. Students work with a teacher mentor and community mentor to craft a personalized experience.</td>
</tr>
<tr>
<td>Industry project</td>
<td>Individual, group, or class-wide projects in which students address a real-world, industry-focused question or problem with the guidance of industry professionals.</td>
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How do we get students ready for these opportunities?

**Individual Learning Plan (ILP):** a planning and monitoring tool that customizes and directs students’ goals and development.

ILPs are:

• Developed by students in collaboration with an adult
• Commonly revisited and modified regularly to reflect changes in student learning needs, interests, and aspirations
• Intended to bring greater coherence, focus and purpose to the decisions students make about their education.
ILP Overview: State Regulations

School districts are responsible for developing a student ILP process that helps students identify and meet their goals in three domains: academic, career, and personal/social.

The Secondary School Regulations require ILPs:

• For all students grades 6-12, beginning no later than entry into 6th grade

• To be reviewed no less than 2x/ school year and during key transition periods

• To coordinate with other plans as appropriate: IEPs, 504 plans, personal literacy plans, intervention plans, transition plans, English learner services, etc.

88% of School Counselors report having ILPs in their school.

52% of School Counselors reported the ILP process as valuable or very valuable.
Prepare RI Opportunity

Prepare RI ILP Opportunity

• Invest in tools and resources that can assist schools and students in developing an ILP
• Invest in resources that provide students and educators with better career exploration opportunities, including labor market information
• Invest in resources and supports for comprehensive school counseling programs

Prepare RI ILP Call to Action:

• Revise the existing ILP framework to ensure that every student receives evidence-based career advisement beginning in middle school that helps them make sound, well-informed decisions about course and pathway participation
• A working group was convened in Spring 2017 to make recommendations for a revision of the ILP and associated supports
ILP Recommendations from Workgroup:

**Recommendations:** Broader and deeper supports for school implementation and evaluation.

1. Develop/ coordinate a menu of turn-key ILP options that schools can adopt for grades 6-12 with some options extending K-12.
   a. Systems menu: a list of platforms that can house the ILP and grant multi-level user access for planning, revision and reflection.
   b. Curricula menu: a list of curriculum options that address the ILP domains.
ILP Recommendations from Workgroup:

2. **Create a simple process** in which schools/districts indicate if they have adopted options from the ILP menu, or, if they choose, provide basic information about an alternative model with opportunity to provide more information about their plan/process to be added to the menu of options going forward.

3. **Financially support professional development** that addresses the ILP, goal setting, and related topics.

4. **Release regular best practice report** regarding ILP implementation, use and evaluation that reflects on statewide ILP programs successes and challenges.
Discussion: Sharing Learning

What are the activities you are doing related to ILP, or components of the ILP (academic planning, career awareness and planning, and personal/social goal setting and planning) in your school or district?

Reflect on these activities. Write them on a post-it and put them on the Impact Matrix.
Discussion: Visioning for the (Near) Future

In a small group, discuss:

• What do you need to be doing more of the high impact work?
  • What do you need from RIDE?
    • From district Superintendent?
    • From your school principal?
    • From Department of Labor and Training?
    • From your school committee?
  • Is there anything you can adjust in your own practice?

Capture feedback on post-its. Place post-its on appropriate poster paper.
Wrap-Up

Resources:

• ILP Framework, revised:

• Pathway Endorsement Guidance:

• Secondary School Regulations Tenets, page 3, Reference Guide:
Thank You!

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