# Student Voice: Personal Learning Plans & Career Pathways

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# Welcome and Introduction

Superintendent Dr. Gothard

# What is a Personal Learning Plan?
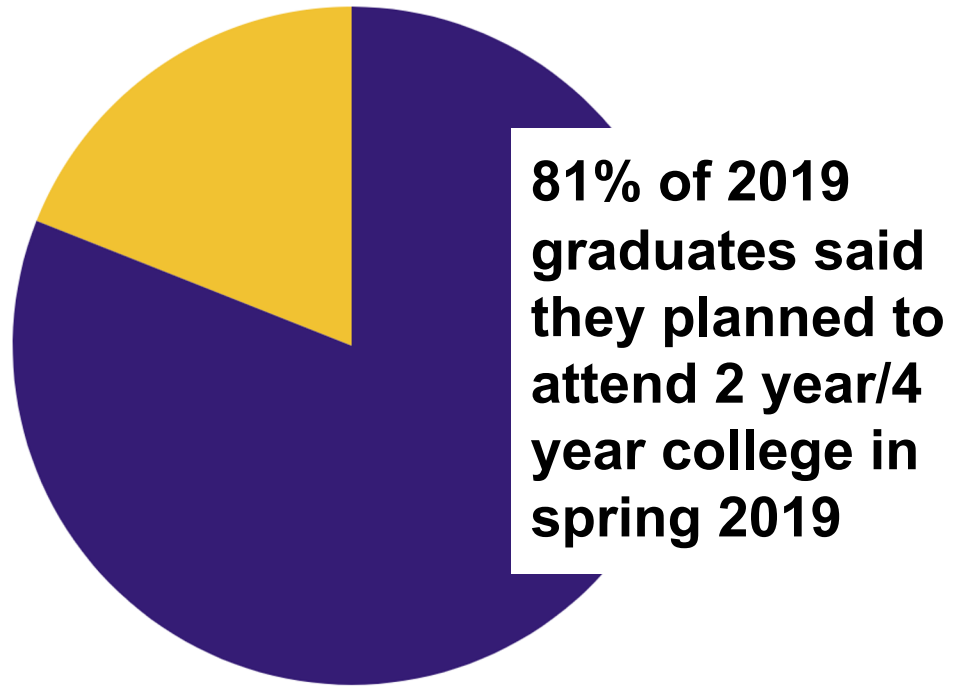
# Learning Objectives

Participants will...

- Reignite student engagement related to Personal Learning Plans (PLPs) in your school or district
- Learn practical & meaningful ways to engage in this work PreK-12
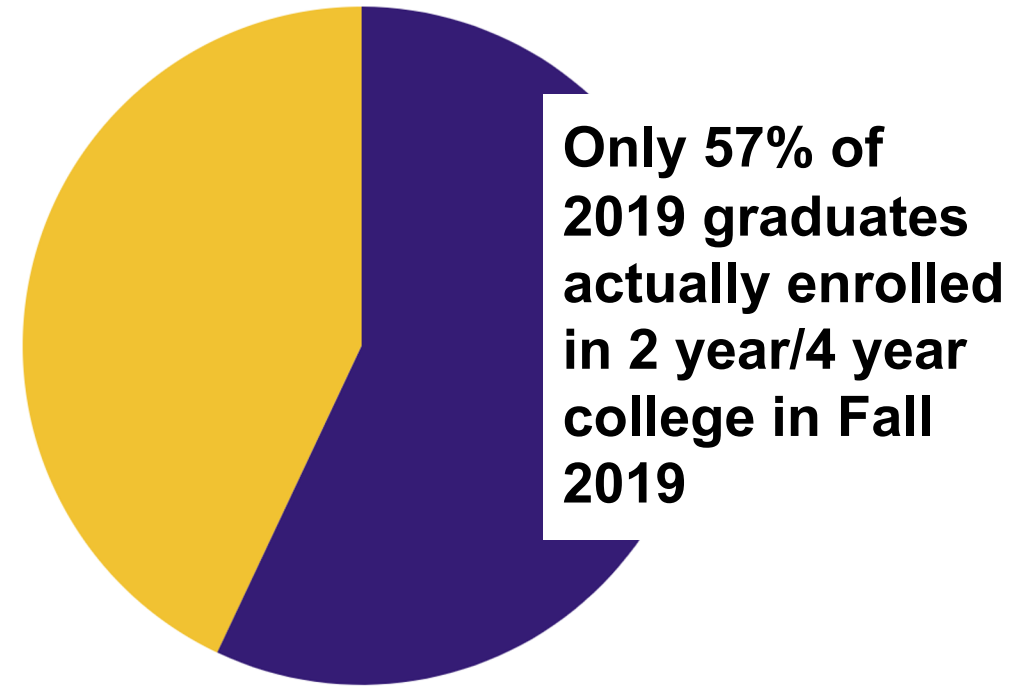- Utilize PLPs as a tool to improve student outcomes

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# How can we close that gap?
## What would this look like in your site?

**In 2019 …**

**But...**

**81% of 2019 graduates said they planned to attend 2 year/4 year college in spring 2019**

**Only 57% of 2019 graduates actually enrolled in 2 year/4 year college in Fall 2019**

Source: SPPS Senior Survey

Source: MDE SLEDS

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# Theory of Change

| Through developing & monitoring a PLP, students create a "career readiness identity" | → | Students perceive school as more meaningful & connected to career & life goals | → | Students pursue more rigorous in- and out-of-school learning opportunities | → | Students experience better academic outcomes and increased enrollment into & completion of post-secondary programs |
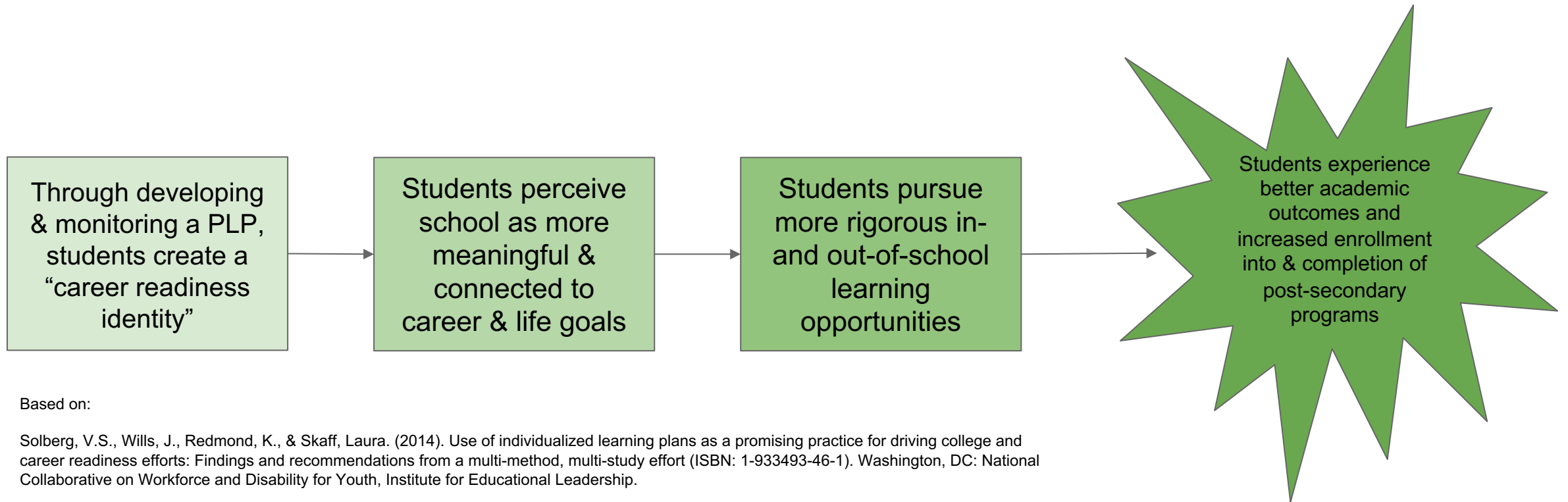
Based on:

Solberg, V.S., Wills, J., Redmond, K., & Skaff, Laura. (2014). Use of individualized learning plans as a promising practice for driving college and career readiness efforts: Findings and recommendations from a multi-method, multi-study effort (ISBN: 1-933493-46-1). Washington, DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership.

Solberg, V.S., Martin, J., Larson, M., Nichols, K., Booth, H., Lillis, J., & Costa, L. (2018). Promoting quality individualized learning plans throughout the Lifespace: A revised and updated "ILP how to guide 2.0." Washington DC: National Collaborative on Workforce & Disability for Youth, Institute for Educational Leadership. Retrieved from: http://www.ncwd-youth.info/wp-content/uploads/2018/03/Promoting-Quality-ILPs-Throughout-the-Lifespan-WEB.pdf

# Personal Learning Plans
# Bringing everything together

*Personal Learning Plan (PLP) - A tool (and accompanying support and progress monitoring system) that allows students to document, reflect on and monitor their interests, strengths, and values and connect those to coursework, career development activities and career & postsecondary education aspirations.*
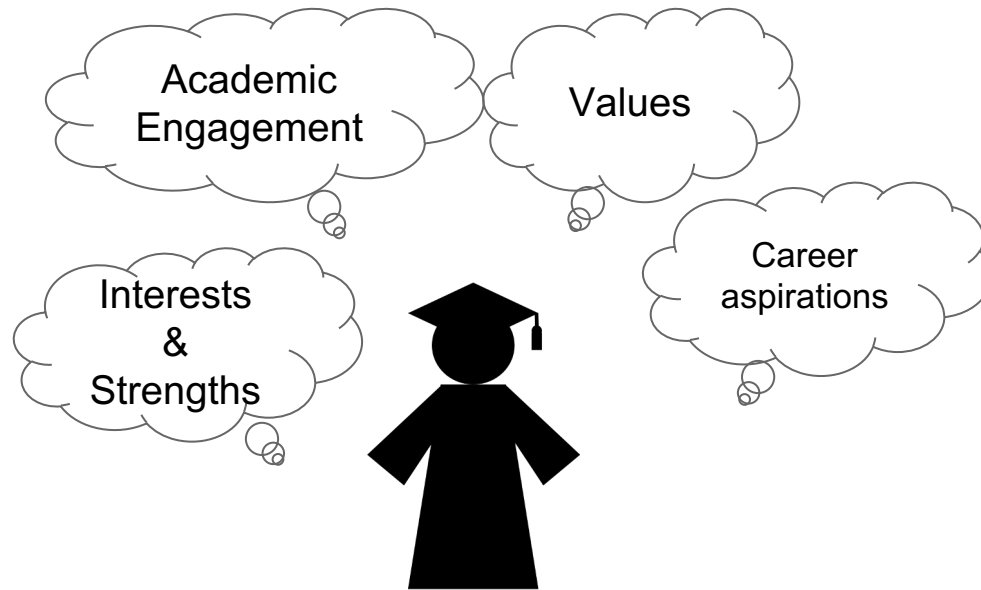


➔Courses
➔Extracurricular activities
➔Work based learning
➔Postsecondary plans
➔Other

# What does the research* say about PLPs & related activities?



**Quality ILP Activities**

- Self-Exploration
- Career Planning & Management
- Career Exploration

*Supported by family, a caring adult and ongoing reflection*

## Findings

Students…

- Set goals
- Take more rigorous courses
- Seek out more out-of-school learning opportunities
- Perceive their courses & postsecondary education as more relevant
- Create stronger relationships with families, teachers & peers
- Consider new & different future options

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# What does the research* say about PLPs & related activities for students receiving specialized services?



**Quality ILP Activities**
- Self-Exploration
- Career Planning & Management
- Career Exploration

*Supported by family, a caring adult and ongoing reflection*

## Findings

IEP (Individualized Education Plan) process…
- Complements the transition planning
- Allows for increased efficiency in team meetings
- Supports cross-departmental collaboration
- Provides space for career development activities

Solberg, V.S., Wills, J., Redmond, K., & Skaff, Laura. (2014). Use of individualized learning plans as a promising practice for driving college and career readiness efforts: Findings and recommendations from a multi-method, multi-study effort (ISBN: 1-933493-46-1). Washington, DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership.

# Notes about the research at elementary

Beginning the career development process at an early age will help students:

- Develop social and emotional learning skills
- Develop a better understanding of how one gains access to a career
- Understand how education supports one's ability to pursue careers.*

*Solberg, V.S., Martin, J., Larson, M., Nichols, K., Booth, H., Lillis, J., & Costa, L. (2018). Promoting quality individualized learning plans throughout the Lifespace: A revised and updated "ILP how to guide 2.0." Washington DC: National Collaborative on Workforce & Disability for Youth, Institute for Educational Leadership. Retrieved from: http://www.ncwd-youth.info/wp-content/uploads/2018/03/Promoting-Quality-ILPs-Throughout-the-Lifespan-WEB.pdf

# Developmental Framework

Pre-K → K → 1st → 2nd → 3rd → 4th → 5th

**Awareness:** Affirm student identity and early exposure to options and opportunity to build vocabulary and interest that is foundational to deeper exploration

6th → 7th → 8th → 9th → 10th → 11th → 12th
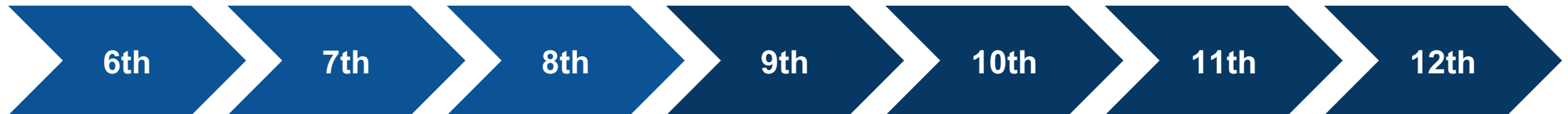
**Exploration:** Students dive into more specifics and identify how career options align with their unique preferences, skills, interests, and values

**Preparation**: Students enroll in rigorous courses that explicitly tie the knowledge and skills learned to those necessary for future careers of interest. Education and workplace experiences allow students to gain hands-on skills and knowledge.

For many years, we checked the "PLP box" by having high school students fill out a form
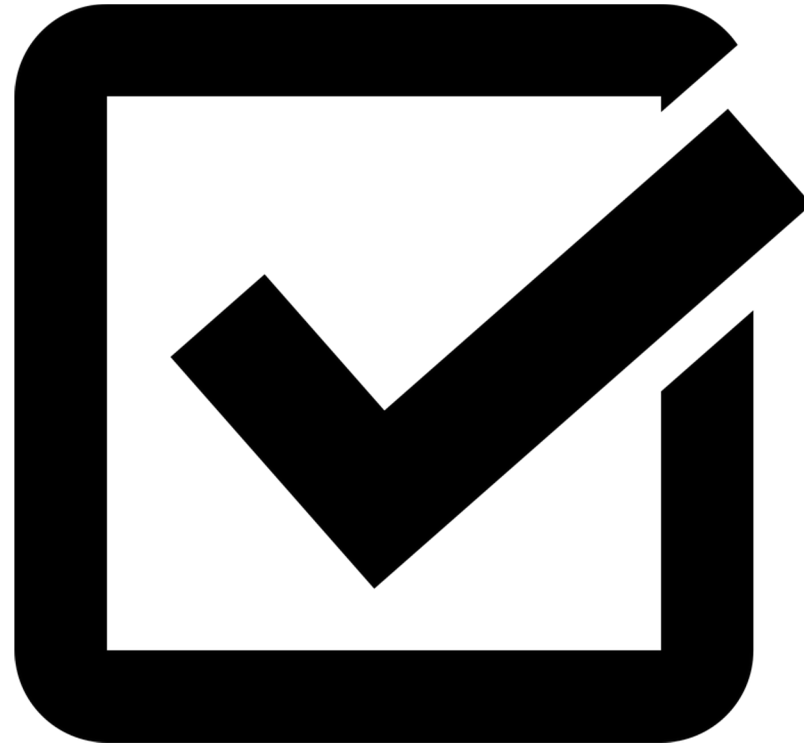
# But we believe that we can make the process more meaningful by…

- Starting at elementary
- Facilitating developmentally appropriate learning activities at all levels
- Supporting students in creating meaningful artifacts
- Holding space for voice, choice & reflection
- Utilizing a tool that is visually appealing and easy to navigate
- Supporting ALL students in participating
- Encouraging students to own their PLP
- Connecting PLPs to career pathways
- Making this a schoolwide effort

# Key Roles in PLP Implementation

**SPPS Counselors:**

- Continue to provide holistic support for all students in alignment with the three ASCA domains: social emotional, academic & career readiness

- Implement refreshed Core Counseling Curriculum that reflects PLP work

- Implement individual advising for students in grades 5, 8 and 9

- Use Xello to track key components of students' PLPs

- Middle & High School Counselors will help students and families understand how to stay on track for graduation

# Key Roles in PLP Implementation

**Elementary Teachers:**

- Integration into Literacy (Read Alouds)
- Integration in Math (Financial Literacy)

**Middle School Teachers:**

- Delivery of lessons in Foundations.
- Student reflections and career research at the end of Career Curriculum Integrated units

**Secondary Teachers:**

- SY 2022/23 Delivery of lessons in Foundation.
- Student reflections and career research at the end of Career Curriculum Integrated units

**Work Based Learning Coordinators:**

- Provide internship opportunities and work based learning experiences

# What did the PLP look like in 2019-2020?



# Elementary

Through a set of learning opportunities facilitated primarily by school counselors, students collected artifacts and uploaded them to a Schoology course or to Seesaw. Students also engaged in an EOY Reflection to synthesize learning from the year.
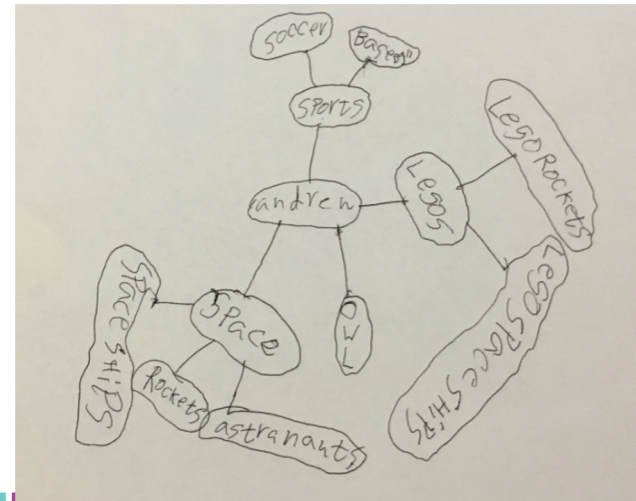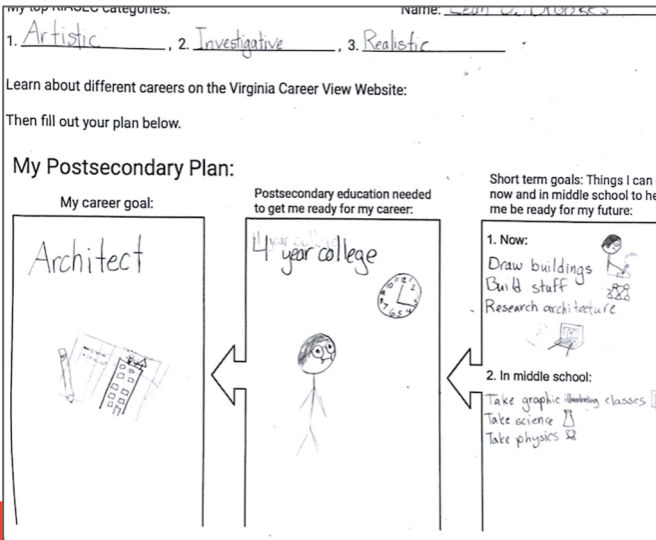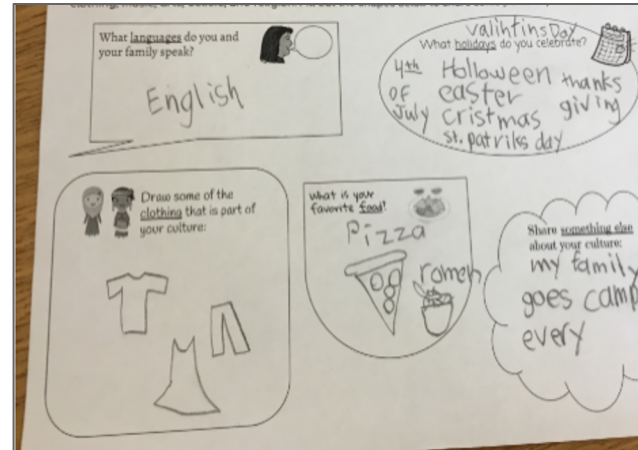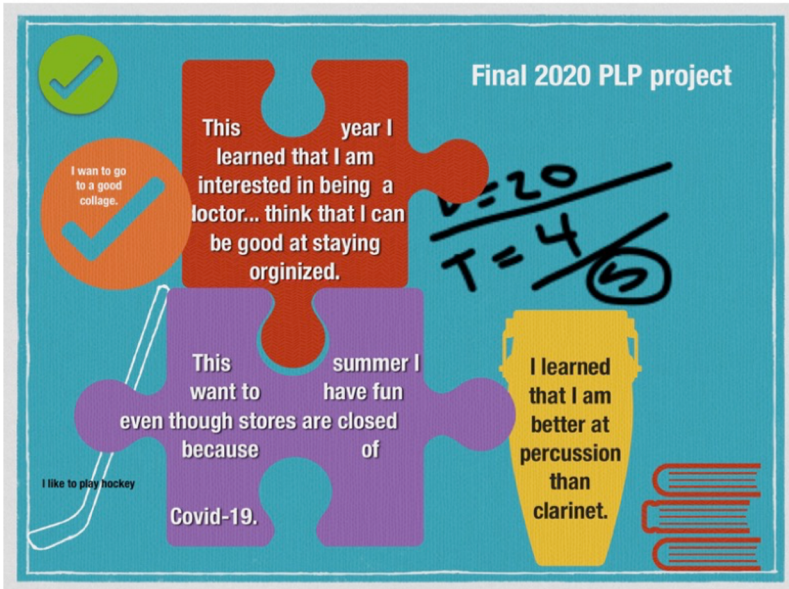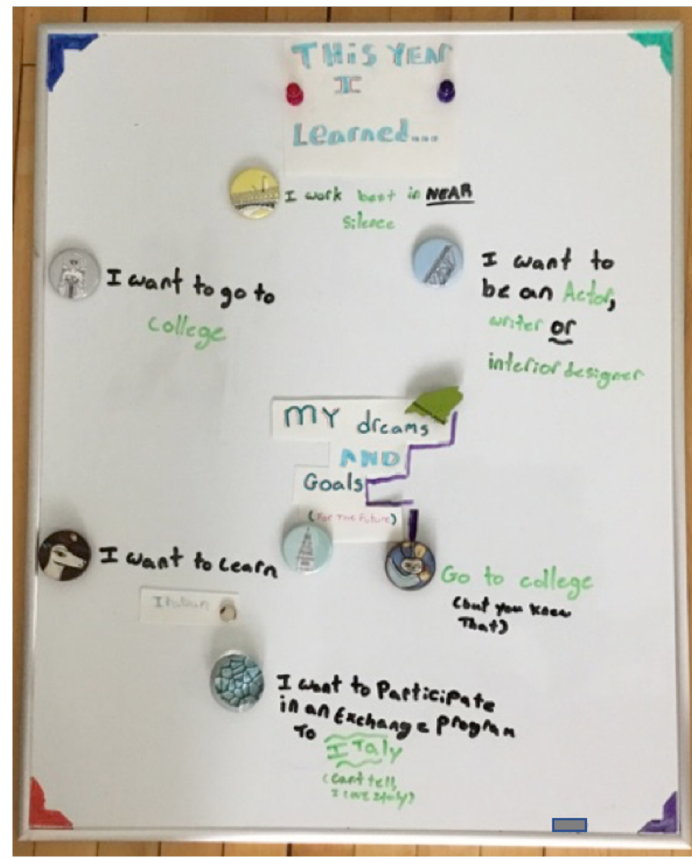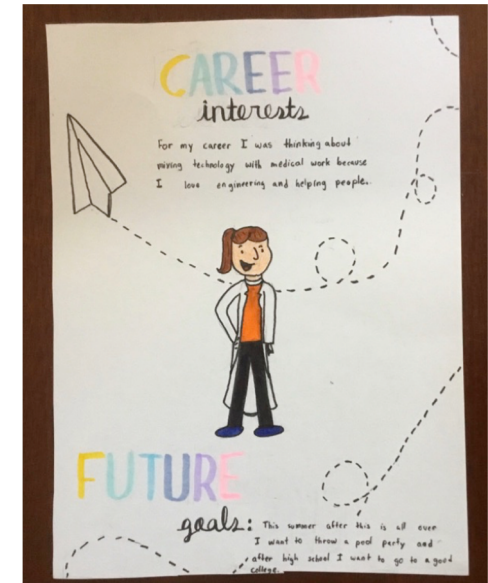
# Middle School

Thank you to the amazing students at Global Arts Plus Upper (Middle School) for giving us permission to share their work!

# High School

PLP was originally just a student questionnaire

## Academic Goal Setting & Planning

Question 1a (required, multiple choice): An academic goal I have is to:
- Pass classes I failed
- Pass all current classes
- Maintain my GPA
- Improve my GPA
- Improve study habits
- Improve attendance
- Take accelerated courses
- Other: ____

Question 1b (required, short essay): Actions I will take to achieve this goal are to ____

Question 1c (required, short essay): My counselor can help me achieve this goal by ____

## Career Planning

Question 2a (required, check all that apply) Careers I am interested in include:
- Agriculture, Food & Natural Resources (i.e. animal scientist, environmental engineer, wildlife biologist, petroleum technician, farmer)
- Architecture and Construction (i.e. architect, carpenter, electrician, interior designer, pipefitter)
- Arts, Audio/Video Technology and Communications (i.e. broadcast technician, actor, fashion designer, film & video editor, graphic designer)
- Business Management and Administration: (i.e. human resource specialist, purchasing manager, payroll clerk)
- Education and Training: (i.e. K-12 teachers, college professor, librarian, teacher assistants, interpreter)
- Finance: (i.e. accountant, fraud investigator, loan officer, tax preparer)
- Government and Public Administration (i.e. building inspector, legislator, urban planner, emergency management director)
- Health Science: (i.e. acupuncturist, biomedical engineer, dental hygienist, genetic counselor, physician, occupational therapist, nurse)
- Hospitality and Tourism: (i.e. concierge, chef, food service manager, travel agent, housekeeper)
- Human Services: (i.e. childcare worker, social worker, health educator, counselors, clergy, cosmetologist)
- Information Technology: (i.e. software developer, database administrator, video game designers, web developer)
- Law, Public Safety, Corrections and Security: (i.e. judge, court reporter, firefighter, lawyer, police)
- Manufacturing: (i.e. machine operator, electromechanical equipment assemblers, gas plant operator, home appliance repairer, mechanical drafter)
- Marketing, sales & services (i.e. advertising manager, market research analyst, real estate agent, sales representative, product promoter)
- Science, technology, engineering and mathematics (i.e. aerospace engineers, chemist, economist, environmental scientist, robotics engineer)
- Transportation, distribution & logistics (i.e. air traffic controller, pilot, automotive body repairer, truck mechanic, dispatcher, recycling coordinator)

Question 2b (required, check all that apply) : The counseling department can help me access these careers by ____
- Providing information to me about coursework I can take in high school that connects to these careers
- Providing information to me about postsecondary education options that connect to these careers
- Connecting me with internship programs
- Connecting me to job shadows
- Connecting me to informational interviews
- Helping me research different careers within these pathways
- Helping me research different careers in any pathway
- Other: ____

## Postsecondary Education Planning

Question 3 (required, multiple choice): After graduating from high school, my postsecondary education plan is to complete a(n):
- Apprenticeship
- Military training
- Certificate program
- 2 year degree
- 2 year with an option to transfer to a 4 year college or university
- 4 year degree
- On the job training through an employer
- Other: _____

Question 4 (required, click all that apply): My counselor can help me access these postsecondary options by
- Connecting me to the appropriate postsecondary testing opportunities (i.e. ACT, SAT, Accuplacer, etc.)
- Connecting me to a college rep visit
- Connecting me to a campus visit
- Talking to me about how I can finance this post-secondary education option
- Connecting with my family to discuss these postsecondary education option
- Other:_____

# What did the PLP Look like in 2020-2021?

Rooted in a strong Core Counseling Curriculum, students started building their PLP in Xello, a K-12 digital tool that has developmentally appropriate platforms for K-2, 3-5 and 6-12.

Student work will stay in their PLP as they progress through 3 -12.
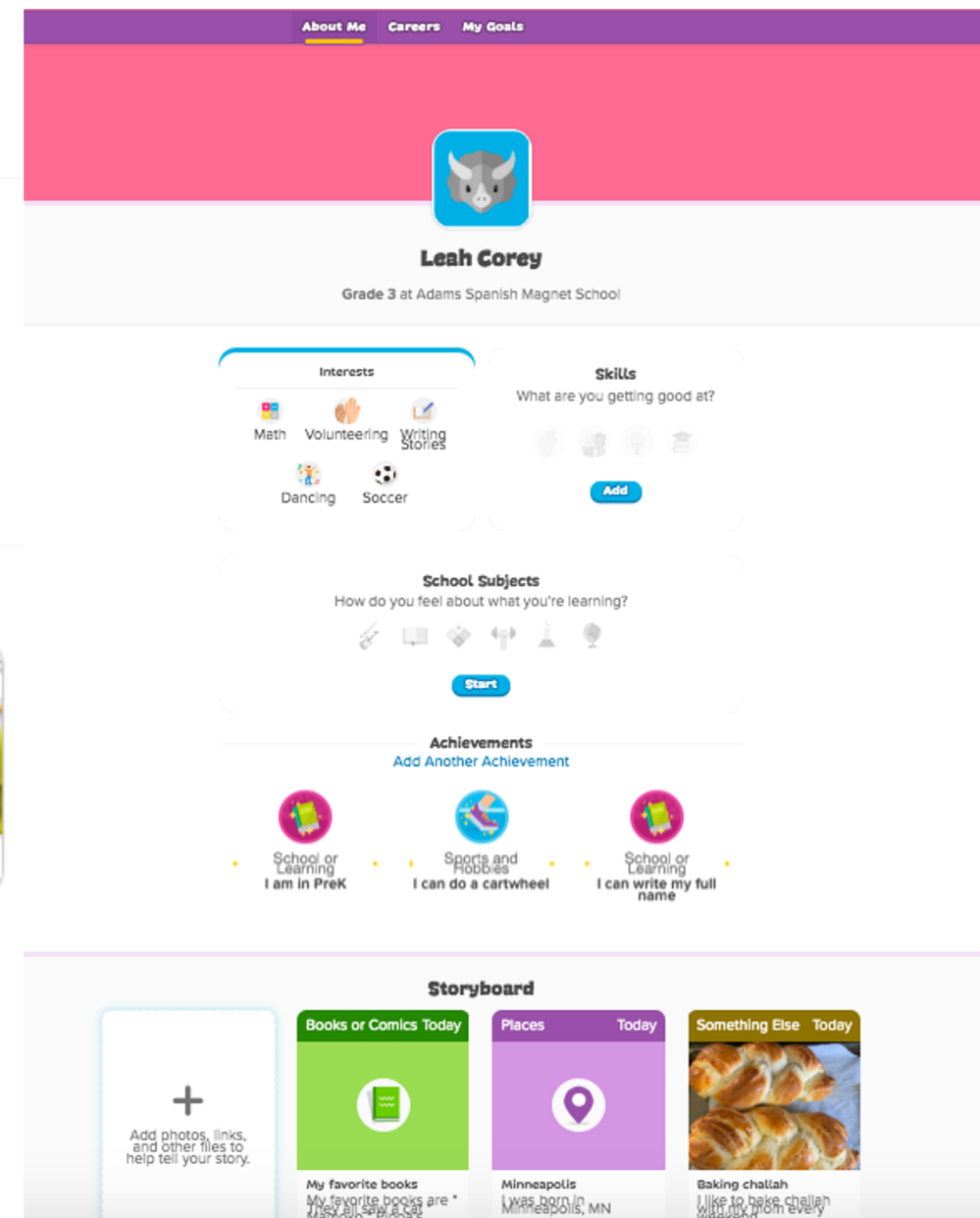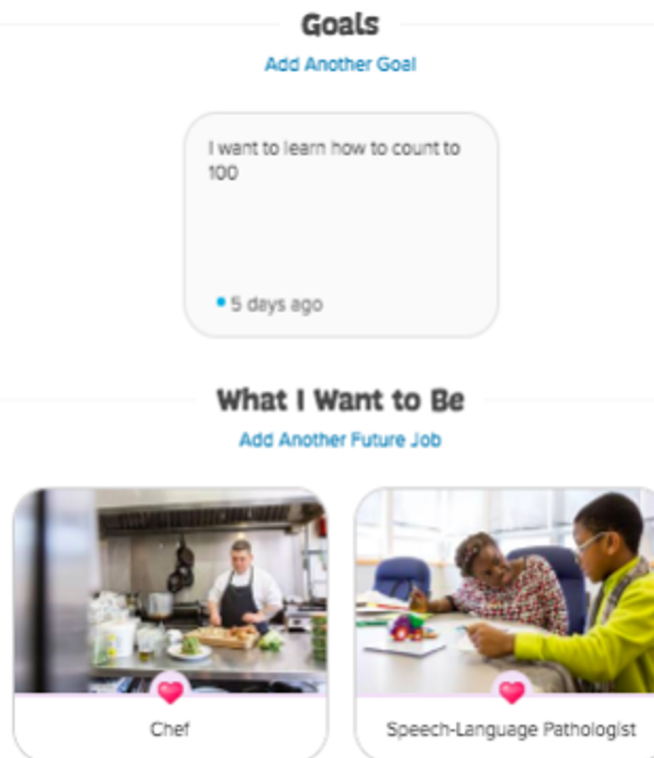
# Kindergarten - 2nd Grade PLP



Students play games to help them explore careers. Students add files and other details about themselves to their Storyboard.

# 3rd-5th PLP: Student View

Students add interests, skills, school subjects they like, and achievements. They can also add files and other details about themselves to their Storyboard.

Students also set goals and can save careers they want to learn more about throughout elementary, middle & high school.

# 6th-12th PLP: Student View

Students save interests, skills, experiences and complete assessments that yield insight into what careers they might like based on their learning preferences or personality. They also add files or work samples to their Storyboard.

Students also set goals related to their saved careers, colleges or majors

# 6th-12th PLP: Educator View

Educators can see everything that students save to their PLP including the documents and files they upload into their Storyboard.

# Foundations in Middle School

- Foundations is our middle school "advisory" program
- Core Counseling Curriculum lessons and Individual Advising alignment with Foundations content

# Individual Advising



*"It is so cool to spend individual time with amazing kids! So many of these kids fly under the radar, I barely know them, and they love the time with an adult. … It is going to make a huge difference! Kids were super excited that they were going to get to look back and change stuff as they grew older."* - SPPS Counselor

# PLPs as a Lever for Systemic Change

- Individual advising seen as a Tier 1 intervention
- Slowing down to allow time for reflection (both students and staff)
- Build deeper connections with students
- Document Social and Emotional Learning
- Validate students' experiences
- Connect concepts and standards to students' interests
- Find relevance for students

# PLP Learning Targets Sample- 6th grade

| | | | | | |
|---|---|---|---|---|---|
| 6th Grade | Self Awareness | * I believe that my strengths can guide me to a career I enjoy.<br>* I know my personal strengths. | Lesson: What does your PLP look like in middle school? | Core counseling curriculum | 1 event saved to Timeline<br>1 artifact saved to Storyboard |
| | | | Lesson: My interests (part 1) | Foundations | Saved 5 interests<br>Saved 3 careers |
| | | * I am aware of my core values | Lesson: Personal Legacy - Core Values | Core counseling curriculum | TBD |
| | | * I will create a work product that illustrates my interests, strengths, & values | Lesson: EOY Reflection | Foundations | Reflection saved to assignment and/or storyboard |
| | Career Awareness | * I believe there is a career for me.<br>* I can organize careers into career fields.<br>* I can evaluate at least 1 career field that interests me. | Lesson: My interests & strengths (part 2) | Foundations | Saved 5 interests<br>Saved 3 careers<br>Completed Interests lesson |
| | | | Lesson: My future visioning | Foundations | N/A |
| | | * I understand the connection between what I am learning in middle school and future careers | Lesson: School subjects at work (Xello) | Foundations | Completed lesson |
| | Postsecondary Education Exploration | * I believe that I have multiple options to continue my education after high school. | Lesson: What is postsecondary education? | Foundations | TBD |
| | | * I know how to use Xello to search for a postsecondary option. | Lesson: What is postsecondary education? | Foundations | TBD |
| | Financial Literacy | * I understand the purpose of a budget.<br>* I know how to use a budget<br>* I will share the reasons why I designed my budget in the way I created it. | Lesson: Vault (Everfi) | Foundations | Maybe as an assignment |

# Our next steps in PLPs

→ Continue to strengthen our foundational work

→ Work based learning planning

→ High School course planning & course selection

→ Career Related Experiences at all levels

Engage Families (Parent Portal)

# What are your next steps?

Review the [Learning objectives](#) and identify how you are supporting students in these areas

# Our Contact information

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