

Intentionally Including ICAP

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Overview:

Individual Career Academic Planning
 Why we have it
 What it is

- □ Where are you
- How to Make It Work
 Individualization
 Intentionality
 Implementation
 Inspiration

Resources



ICAP—Where Are You Now?

Assemble ICAP Team that meets regularly	Provide professional development on ICAP	Enroll students in local career technology center	
Select an online tool to facilitate ICAP (i.e. OKCollegeStart, OKCareerGuide)	Assess student career interest and awareness for use as reflective tool throughout ICAP process	Provide students with authentic and applied career exploration opportunities	
Provide time in schedule to expose students to college/career opportunities (i.e. daily advisory class, career exploration class)	Have an established programs that provide real-world experiences (internships, job shadowing, mentorships)	Offer advanced coursework to enhance student curricular options	ageok



It's Not Optional



Individual Career Academic Planning Why we have it: HB2155

- Career and college interest surveys
- Written postsecondary & workforce goals and progress toward goals
- Intentional sequence of courses
- Academic progress
- Scores on college & career ready assessments
- Experience in service learning and/or work environment



Individual Career Academic Planning Why we have it: OK Edge—Comprehensive Plan

 Oklahoma's Every Student Succeeds Act (ESSA) plan outlines the 8-year strategic goal of 100% of grade 6-12 students developing a meaningful Individual Career Academic Plan (ICAP)

 ICAP equips students with the awareness, preparation, and action to create individualized, meaningful exploration of college- and career-readiness opportunities.



Individual Career Academic Planning What it is?

Process that helps students engage in academic and career development activities

Product that is created and maintained for students' academic, career, and personal advancement

> ICAP is a multi-step process, not a checklist.



ICAP process includes...

- Awareness Who Am I?
- **Exploration** Where do I want to go?
- □ **Preparation** How do I get there?
 - ✓ Set goals
 - Connect instruction and interests
 - ✓ Participate in work, school, and community
 - ✓ Explore options
- Action How can I revise and update to my needs and interests through school?



ISEE

Individualized Scheduled Exploration Experiences



Explore Best Path For YOU

- ► True Vine Baptist Church Learning Academy Pre-K thru 5th
- Millwood Arts Academy Grades 6-8
- ► Francis Tuttle Biomedical Sciences Academy Grades 10-12
- 30 Concurrent hours (6 hours summer prior to junior year)
- 2016 Valedictorian 4.23 GPA
- Oklahoma Academic Scholar
- Chooses Langston; gets University of Kansas Paid Internship Summer of Freshman Year (declined...why?)
- Earns NASA Paid Internship Summer of Freshman Year
- Major: Biology
- Accepted to medical school at 20 years old!





Why Schedule ICAP?

Fills The Schedule

- Shorten Class Times
- Move other electives to high need periods
- Room for Career Tech
- Room for Concurrent

Ability to Cover Required Items

- Financial Literacy
- □ CPR
- Career Exploration
- College Readiness

Grade Level Access
Counselor Intervention
Experiential Learning Opportunities
Guest Speakers
Class Meetings



Why Schedule ICAP? - 2

- Teachers Have Enough Already
- Implementing ICAP into the Master Schedule ensures that every teacher and student is aware of ICAP and it is not just the counselor and a few teachers meeting student career planning needs.
- It also allows common language for students as they repeat "my ICAP" class each year they are in high school!
- Parents see ICAP on student schedules and are able to discuss during Parent-Teacher Conferences among other courses.



What To Do...Communication

Find out what ICAP is

□ PD on ICAP...what is it and why do we need it?

State Trainings (ICAP team)

□ Site Trainings (ICAP team, all staff)

Tell parents and students

Parent nights / Freshman orientations

- Explain course on schedule
 - Designed to meet graduation needs
 - Grade level specific
 - Everyone is enrolled in an ICAP class every year
 - Takes the place of X, Y, Z courses formerly offered



What To Do...Collaboration

Staff Meetings

Focus Group Roundtables

□ What Every "Mascot" Should Know

□ Resource Review...What Do We Have?

What are you willing to do?

Credit checks

Contact Parents

Follow OKCareerGuide / OKCollegeStart and other platforms

Plan as a team

- Get out of your comfort zone
- □ Have "one more prep"



What To Do...Collaboration - 2

What would you PREFER not to do?

- □ Have one more prep
- Have students multiple times a day
- Be responsible for missing graduation requirement
- Have to use planning time

How do you think we should do it?

- Every day? Same period? End of day? Middle of day?
- By grade or by career interest?
- Plan by topic or by day
 - Started out M-Credits/T-Career/W-Public Speak/R-Team/F-Fun
 - Ended up 10th/12th by topic; 9th/11th by day
- Be sure not to repeat content every year



PFL/CPR Marados What to do? Dues du lug 312t 3rd Period Charlet 3rd period 035 All Classes -College transition (TO) 73 21 Tues Aradonic Elizib 12)\$120 Schodule ANID- organization (binder) TWho are you? Log-In Specific Mon vurade v SACadomic Eligibility Creating Charles Creating Charles ACT CPR Elled. Notebaking TRE PFL Ammunician H Bell Ringe Syllabi Who are we? -school history by-In mission, Vision - 1/0 Binder requirements 22 NO EXCUSES ... Tues Cureer Guide We're bout that action at THE WOOD! Public speaking Critical Thinking Thurs. Corevse ready 23 Thurs Binder Set Up General Rules-Dues Excuses are the tools of the incompetent. STUBENT intrut is it? 24 Get Involved * EPIC They build monuments Team Work class Amminiements Lockdue of nothingness. Fri Fun day/college day Those who dwell on them Ð D (10) Known Resources (9) are Seldom good for Techbook #Inf. Camp Handbook anything else. Qtr 1 7- 3fridy Island +-* - Edmenium Plato atr 2 -School history - School Song - School mission/Vision/motto Notes: Provide teaches - ICAP (SDE) · Dagin Key (students) Qtr 3 · Extraction wher options + - Everti atr 4 · AVID Supply list -GEARUP K- OKCareerGuide FLOGIPS #- Chrome Books - Weokie (Fin. hid.) *- myAvid.org - Character Counts **OOO**e

Weekly Lesson Plan

Week of: August 21-24, 2018

Grade(s): 9-12 Subject: ICAP

ICAP

Chapter: Welcome To The Wood

Teacher: All Teachers—3rd Period

Monday-A	Tuesday-B	Wednesday-A	Thursday-B	Friday A/B
Objective:	Objective:	Objective:	Objective:	Objective:
	Welcome To The Wood	The Rule Is: Academic Eligibility	School Safety	Resource Central
Opening:	Opening:	Opening:	Opening:	Opening:
	Introduce yourself and have students tell about themselves. Discuss Word of the Week: <i>Excellence</i> . Discuss blue ICAP info sheet and bell schedule with students and the purpose of FLEX, ADVISORY, AND EPIC. Review copy of <i>What Every Falcon Should Know</i> and discuss how the advisory period will assist in ensuring they leave Millwood ready for success.	Distribute a copy of the handbook in groups. Review Pages 5-9. Talk to students about the graduation requirements and need to pass all classes the 1 st time. Distribute a copy of the Activity Eligibility to all students. Review the guidelines in detail. Have them sign that they received a copy of it and reviewed the handbook.	Discuss Handout "Things I Should Know About The Wood" Review Safety Procedures (red folder near door) showing students how to exit your room in case of fire drill (including location) and how to perform tornado drill (everyone down, facing lockers outside room in Blue Hall)	Talk About The Resources we have available to help students enrich their school experience. Attempt logins to the following platforms: Google Chromebook Study Island/Plato Techbook NWEA Map OKCareerGuide Exerti My.Avid.Org
<u>Assessment:</u>	Assessment:	Assessment:	Assessment:	Assessment:
	Review the EXCUSES MOTTO and share this year's slogan. NO EXCUSESWe're 'bout that action at the Wood!" Have students write one thing they expect to GET from school this year and one thing they expect to GIVE. Share aloud.	Have students write about how good grades and bad grades impact their graduation status, college application process, and job attainment.	Have students participate in drill. Have students compile a list of barriers to safety in a school and brainstorm ways we can ensure everyone is safe in case of an emergency.	Have students complete the Resource Availability Survey you shared with them via Google Classroom that has them check off each platform they are able to access.
Homework:	Homework:	Homework:	Homework:	Homework:
	Begin memorizing the EXCUSES MOTTO—due Fri.	Have students come up with 3 questions about graduation requirements (use 10 of the questions from the group for a quiz tomorrow).	Have students research one interesting fact about Millwood that was not on the sheet and bring it tomorrow.	Get all materials required to set up the AVID Notebook (see list provided by AVID teacher and bring a lock for the locker if it is not purchased yet. Bring everything back on Monday.
<u>Closina/Summarize:</u>	Closing/Summarize:	Closing/Summarize:	Closing/Summarize:	Closing/Summarize:
	Stress importance of being engaged in activities and making the most of their high school experience with excellence and without excuses.	Encourage students to get engaged in school activities or leadership opportunities and to maximize the design of the schedule to help them (FLEX, EPIC, etc.). Remind students about EXCUSES Motto due Friday.	Discuss how school rules are important and how rules are designed to keep students safe.	Congratulate students on completing their first week and encourage them to take advantage of the Advisory period ensuring them that it is a class meant to help them. Next week we will discuss AVID schoolwide and get organized.



How? High School Restructured

From 3rd Period Classes

- Career Exploration
- Leadership
- Personal Financial Literacy
- ACT Prep

To Advisory Sessions

- Freshman Focus
- Sophomore Success
- Junior Journey
- Senior Seminar

Grade-Level Appropriate...

- ICAP Reviews
- Update Graduation Requirements
- Regular Contact with Students
- Character Development
- Build Relationships
- Critical Thinking
- Teambuilding



How? Middle School Advisory

Advisory Sessions

- Sixth Grade Success
- Super Seventh
- Elite Eighth

What to Cover

- Online ICAP Tool
- Career Exploration
- Leadership
- Test Prep
- Soft Skills
- Virtual Job Shadow

Grade-Level Appropriate

- ICAP Reviews
- Update Transition Requirements
- Regular Contact with Students
- Character Development
- Build Relationships
- Critical Thinking
- Teambuilding



Advisory Talking Points...

- Character (word of the week)
- Academic Success
- Career Options
- Research
- Self-Awareness

- Post-Secondary Opportunities
 - Community College
 - Universities
 - Career Tech
 - Trade School
 - > Workforce
 - Military

LIFE



What To Do...Commitment

Principal

- Get the "Board" on board
- Review master schedule
- Determine teacher strengths
- Assign grade level teams
- Poll on course names
- What classes can be covered in which courses
- Recommend appropriate resources

District

- Approve modification in schedule
- Provide resources
- Allow time for PD



What To Do...Commitment - 2

Counselor

- Confirm appropriate course codes
- Confirm what requirements need to be included
 - Personal Financial Literacy

 - Internships
- Enroll students in appropriate course

Teachers

- Review AND use appropriate resources
- Participate in PD on resources
- Plan as a team
- Assume mentorship role for your class



Be Intentional – Middle School

6th & 7th Grade Career Assessment

Early awareness is critical to developing an appropriate, relevant career pathway for students. Elementary/Middle School counselors and teachers must introduce ICAPs AND share that information with receiving schools.

- o Introduce ICAP
- Assessment—OK CareerGuide, OKCollegeStart
- Guest Speakers
- Counseling Classroom Visits
- Career Fairs/Projects
- Exploration Activities

8th Grade Academic Career Plans

Students must see value in coursework. Many pathways require some courses taken prior to 10th grade; therefore, middle school counselors/teachers must identify those students who are eligible for and need to take high school courses in middle school such as Algebra I, English I and/or Technology.

- Update ICAP
- Purposefully Plan HS Enrollment
- Visit Career Tech
- Promote ACT/SAT
- Oklahoma's Promise Application



Be Intentional – High School 1

Parents and students play a major role in high school success and developing a plan that best fits the needs of the student. Orientation PRIOR to 9th grade helps parents and students make informed decisions about high school.

9th Grade Freshman Super Saturday

- Update ICAP
- Review HS Course Selection
- Review Pathways:
- Career Tech
- Concurrent
- o Internships

10th Grade Sophomore Seminar

- Career Tech Plan
- Concurrent Plan PreACT/ACT Score
- Credit Check
- Attendance/Grades
- Oklahoma's
 Promise Deadline



Be Intentional – High School 2

11th Grade Junior J.A.A.M. Junior Academic Advisement Meetings

- Academic Status PRIOR TO Senior Year
- o Group w/Juniors, Parents, Counselor
- Community Service
- Diploma of Distinction
- OK Promise Review
- Concurrent Enrollment
- Career Tech Program
- Internship Readiness
- State Assessment (ACT/SAT)

12th Grade Senior Exit Meetings

- Senior Year PRIOR TO Fall Break
- Individual w/Senior, Parent, Counselor
- Finalize Credits
- Class Honors / Diploma of Distinction
- Community Service
- Concurrent Enrollment / Career Tech
- Finalize OK Promise
- Scholarships / FAFSA
- College Applications / Requirements
- Career Tech Certifications
- Internships/Apprenticeships



Subject (Course) Codes

Summary of 2019-2020 Subject Codes Changes

PK-8th Grade Subject Codes for 2019-2020

9th-12th Subject Codes for 2019-2020

Career Technology Subject Codes for 2019-2020*

*May only be taught by Career Technology Education teachers

More information about **subject codes** can be found at: Office of Accreditation, Office of Accountability, CareerTech



Action Plan

	NDIVIDUAL CAREER ACADEMIC PLANNING: OUR ACTION PLAN
PATHWAYS TO EQUITY IN COLLEGE AND CA Choose one of the four pathways to focus your problem of Our pathway to equity in college and care PROBLEM OF PRACTICE: Create a pro- identifies a	ractice: Family Engagement, Limited Capacity, College and Career Readiness Culture, Underserved Populations or Business and Community Engagement read lem c
O DEEP! Analyze the challenge you and by reflecting on the root cast. I. Discuss and identify. Brainstorer A share and organize. Determine The and organize and the result of the analyse of the result of the analyse of the analyse. InPUTS Who are individuals you need to accomplish this action plan, and how will you used to make your idea a success?	es.

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I MAY

Intentionally Monitor All Year



Monitoring the ICAP Graduation Requirement: College Prep/Work Ready

70 O.S. § 11-103.6 (OSCN 2019)

In order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall complete the following *College Preparatory/Work Ready Curriculum* units or sets of competencies at the secondary level:

- 4 English
- 3 Math
- 3 Science
- 3 History & Citizenship Skills
- 2 Same Foreign Language or Computer Technology
- 1 Additional Unit from the above approved for college admission
- 1 Fine Art
- 6 Electives to total 23



Monitoring the ICAP Graduation Requirement: CORE Pathway

Parents must meet with a school official and complete the **Curriculum Choice** Opt Out Form to pursue the CORE graduation pathway prior to

4 English

- 3 Math (May include Computer Science or 1 year of approved 3-hour Career Tech program)
- 3 Science (May include Agriculture, Technology or approved STEM courses)
- 3 History & Citizenship Skills
- 1 Technology or Foreign Language
- 1 Fine Art
- 8 Electives to total 23

Highly recommended that 2 of the Electives are 2 of same Foreign Language or 2 Physical Education units





Student Full Name

Career Goal

23 units or sets of competencies are required to meet state graduation requirements.

70 O.S. § 11-103.6; OAC 210:35-25-2

Mark beside each course upon successful completion of required unit or set of competencies as each semester credit for course is earned. Refer to the most recent <u>Subject Codes list</u> for approved courses in each area, and the <u>OSDE's Instruction page</u> for more information regarding each subject area.

Coursework Requirements			
English (4)	History & Citizenship (3)	Additional Unit (1)	
 English I English II English III English IV Other Approved Course Mathematics (3) 3 are required in grades 9-12. — Algebra I — Geometry — Algebra II — Algebra II — Other Appendic to the second to the sec	 1/2 Oklahoma History 1/2 Government U.S. History Other Approved Course World/Non-English Language OR Computer Technology (2) Ist year of Language: 2nd year of same Language 1st year of Computer 	Choose either one of the following subjects: • English • Math • Science • History • World Languages • Computer Technology Or one of the following courses approved for college admission: • Career Technology Education • Concurrently Enrolled • Advanced Placement • International Baccalaureate	
Pre-Calculus Other Approved Course Laboratory Science (3)	2nd year of Computer — Technology Excludes keyboarding or typing courses.	Electives (6)	
Biology I Chemistry, Physics, or Physical Science AND Other Physical Science	Fine Arts or Speech (1) — Music, Art, Dance, or Drama — Humanities — Speech or Communications		
OR Other Life Science OR Earth/Space Science	23 units or sets of competencies are required to meet state graduation requirements. Total Units Upon Final Check must match Total Units Earned on Page 2.		

Monitoring the ICAP Other Requirements

Personal Financial Literacy

- □ 14 Competencies
- Request Passport upon withdrawal from school
- Provide copy of PFL Passport to new school
- Completion is posted to transcript

CPR / AED

- Requires instruction in Cardiopulmonary Resuscitation (CPR) and the use of an automated external defibrillator (AED)
- No certification required
- Can opt out of requirement
- Completion is posted to transcript

ICAP

- Career and college interest surveys
- Written postsecondary & workforce goals
- Intentional course sequence
- □ Academic progress
- Scores on college & career ready assessments
- Experience in service learning and/or work environment activities



Roadblocks to Building Blocks

Securing adequate team planning time

□ First year is the hardest

Ensuring ALL team members are on same page

- Some go rogue!
- Difficult monitoring (who's takes the lead?)
- Students tell all! ("We didn't do that in our class!")



Roadblocks to Building Blocks - 2

Consistency in resource usage

 A must for replication purposes
 Online platform rolls students by grade level (can HS continue?)
 Catching up new students

Building "The Binder"

- Google folders
- Copies
- Documenting Lesson
- Plans/Activities

Duplicating subjects but not content

- i.e. embedding Financial Literacy w/o using same resource each year
- New students (catching them up)



Benefits of Administrative Awareness

- Owner of Master Schedule
- Staffing Assignments
- Communication with All Stakeholders
- Connection Between Site and District
- Professional Development
- Access to Funding
- Open communication and positive relationships with faculty
- Assistance with transitioning to college or career training
- Accountability Agent



Take The Lead:

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(Oklahoma promotes local control; use flexibility based on your resources)



ICAN

Implement Career Advisory Networks



Getting Started

Create School Partnership Team

School / District

- Superintendents
- Principals
- Counselors and Teachers
- Parents and Students
- Youth and Family Coordinators
- Site Advisory Councils
- College- and Career-Readiness Staff



Know Your AIMs

Apprenticeships Paid or not paid Age Requirements Scheduling Insurance/Liability Areas of Need (Student Interest) Location Transportation **Connected:** Your Local Resources

Internships Paid or not paid Transportation/Location **Relevant Experience** Student Schedules **Graduation Requirements Connected: County Health County Parks/Recreation** Colleges/University **Businesses**

Mentorships Availability Consistency Hidden Agendas Privacy Social vs Career **Connected: Community Programs Church Groups Girl/Boy Scouts Fraternities/Sororities**



(HB 2535): AIMS Internship Credit on Academic Indicators

Internships Course Codes: These course codes should be used for all approved internships. Only the following internship course codes will be used for the Postsecondary Opportunities indicator in accountability.

- 2790 Internship I Juniors
- 2791 Internship II Seniors

- 8102 Business Information Technology Internship
- 8468 Culinary Arts Internship
- 8622 Marketing Internship

Reporting: Internship participation is also reported to the Wave by the school. The reporting process for internships aligns closely with the College Prep Coursework reporting procedures previously discussed. Schools should ensure that their local SIS accurately populates the required fields:

- 1) Course Code and Title
- 2) Local Course Description
- 3) Instructional level

4) Term Span Code5) Length of Course6) Grade(s)



Service and Work-Based Learning

- The key is to provide students opportunities that allow exposure to and experience in career-goal related activities at least ONCE during high school. This link is to the Reflection template that emphasizes that the student can reflect on a hands-on experience in the work environment. <u>https://www.okedge.com/wpcontent/uploads/2019/08/Work-Sample_Reflection-Sheettemplate2.pdf</u>
- For true Service Learning, the student should participate in "thoughtfully, organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community."



We are here to help. Please contact us with any questions:

Oklahoma Office of Workforce Development Work-Based Learning Team 405-945-6708 WBL@osuokc.edu

Central Oklahoma Workforce Investment Board Eddie Foreman, Chief Executive Officer eddieforeman@cowib.org 405-622-2026

Eastern Workforce Board Jerri Stoutermire, Executive Director jstoutermire@easternwib.org 918-683-8553

Northeast Oklahoma Workforce Development Board

Michelle Bish, Executive Director michelle.bish@northeastworkforceboard.com 918-907-0902

South Central Oklahoma Workforce Investment Board

Trina Southard, Executive Director trinas@scworkforceboard.org 580-467-3486

Southern Workforce Board, Inc

Kerry Manning, Executive Director kmanning@swb-ok.com 580-380-7872

Tulsa Area Workforce Development Board, Inc

Cherie Stierwalt, Interim Executive Director ctierwalt@workforcetulsa.com 918-595-4661

Western Oklahoma Workforce Development Board

Christi Porter, Executive Director christiporter@wowdb.org 580-256-8553

Suggested Partnership Process

Getting Started

Connect with Local Workforce

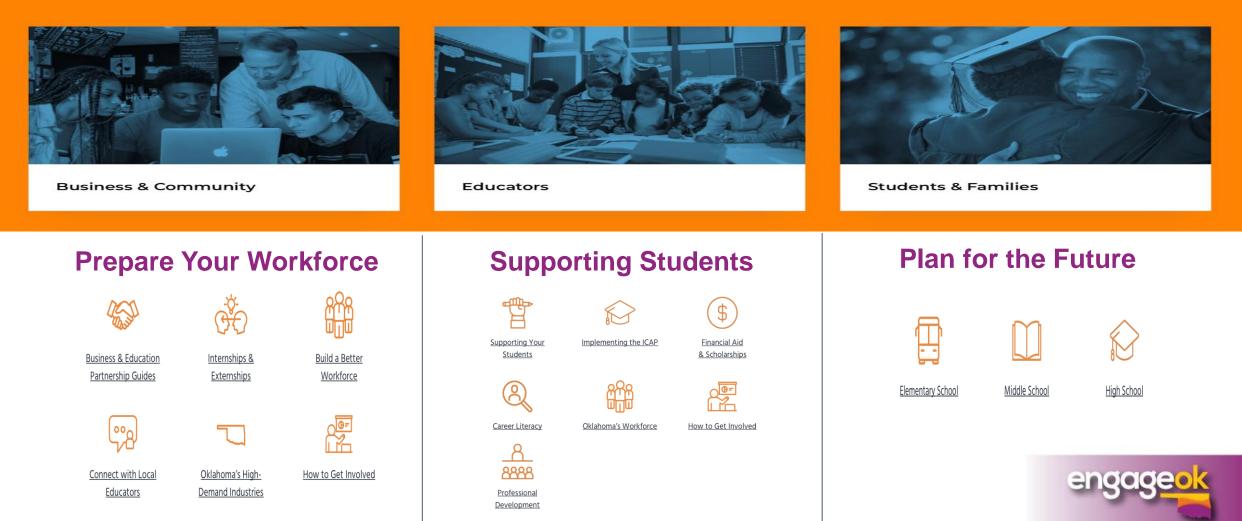
Boards





Make a difference.

In order to be successful later in life, students need to make a plan for their future now – and you can help. Learn how you can encourage students to pursue college degrees and other career pathways beyond high school.





SAMPLE PARTNERSHIP CALENDAR: GRADES K-12

AUGUST

- Create a partnership letter(s), brochure or newsletter. Possible topics:
 - Why partner?
 - What school event(s) need partnerships?
 - When does your school event happen?
 - How do partnerships benefit the school, students, families, business and community?
- Include partnership letter(s) (signed),
 brochure or newsletter within back-to-school packets.
- Review school needs and find out partner needs/interest to identify possible partners.

OCTOBER Create partnership development/ agreement(s) calendar of activities.

 Have faculty, student, parent and community discussions to host a <u>Beating the Odds</u>
 Summit over the summer.

SEPTEMBER

- Create a compelling story about your school with demographics, successes, history, etc.
- Create a schedule to invite partners to visit classrooms (in person or virtually), host career fairs and/or provide industry tours.
- Create a plan to begin incorporating an apprenticeship, mentorship and/or internship program.

NOVEMBER

- Ask partners to visit classrooms (in person or virtually) as guest speakers, host career fairs, judge academic competitions and/or provide industry tours.
- Have students create thank-you notes or posters.

To view, visit <u>OKEdge</u>.

Some Resources To Use

OKCareerGuide (free—district choice)

OKCollegeStart (free—district choice)

CPR Kits (American Heart Association)

Copies/Binders (School Improvement)

Student Planners (purchased)

GEAR Up

Boys & Girls Club

Junior Achievement

Other Sites: www.Characterfirsteducation.com https://www.okcareertech.org/educat ors/cimc/resources www.my.avid.org https://sde.ok.gov/icap-pilot-schools-2017-2018 www.okedge.com



Additional Resources:

New! College & Career Readiness Website: <u>OKEdge.com</u> New! Online Learning Community: <u>OSDEconnect</u>

- New! ICAP Toolkits
- **New!** Internships FAQs
- New! Employer Guide to Work-Based Learning

New! Class of 2023 College Preparatory/Work Ready Curriculum Graduation Checklist

Coming Soon:

• Business and Education Partnership Toolkit

ICAP Online Tools: OKCollegeStart Trainings & OKCareerGuide Trainings



Partnerships in Action Senior Conferences



Oklahoma high schools are giving their seniors a taste of adulthood with a full day devoted to the next steps after graduation.



Inspire: Build Into Teacher Effectivness



TAP Teaching Standards

https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/Oklahoma%20TAP%20Teaching%20Standards%20Guide.pdf

	Exemplary (5) Above Proficient (4) Proficient (3)			
Environment	 The classroom welcomes all members and guests is organized and understandable to all students. supplies, equipment, and resources are easily and readily accessible. displays student work that frequently changes. is arranged to promote individual and group learning. 	 The classroom welcomes all members and guests is organized and understandable to most students. supplies, equipment, and resources are easily and readily accessible. displays student work that sometimes changes. is arranged to promote individual and group learning. 	 The classroom welcomes most members and guests. is organized and understandable to most students. supplies, equipment, and resources are accessible. displays student work. is arranged to promote individual and group learning. 	 The classree welcom guest is organi understa students supplies resource students displays not char is arrang group le
Respectful Culture	 Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Teacher seeks out, and is receptive to the interests and opinions of all students. Positive relationships and interdependence characterize the classroom. 	 Teacher-student interactions generally demonstrate caring and respect for one other. Students exhibit caring and respect for one another. Teacher seeks out, and is receptive to the interests and opinions of most students. 	 Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for the teacher, and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. 	 Teacher somewh reflect ir Student respect each otl Teacher the inte student



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TAP Teaching Standards

	THE LEARNING ENVIRONMENT				
	Exemplary (5)	Above Proficient (4)	Proficient (3)		
Expectations	 Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	 Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students complete their work according to teacher expectations. Teacher optimizes instructional time, teaches more material, and demands better performance from most students. 	 Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	 Tea suff stuk Tea enw and lear Stuk pric word exp 	
Managing Student Behavior	 Students are consistently well- behaved, and on task. Teacher and students establish clear rules for learning and behavior. 	 Students are consistently well- behaved, and on task. Teacher and students establish rules for learning and behavior. The teacher uses some 	 Students are mostly well- behaved, and on task, some minor learning disruptions may occur. Teacher establishes rules for 	 Stu beh off- Tea lear 	



17 Domain: Professional Growth and Continuous Improvement Dimension: Professional Learning Uses Professional Growth as a Continuous Improvement Strategy Dimension: Professional Learning				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of prof. development and add'I training, the teacher makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, conducting action research, working towards Master Teacher Certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.

Tuls Q Mode

engageo

https://sde.ok.gov/documents/2017-05-25/2017-focused-model-and-protocol

Domain: Leadership

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Dimension: Professional Involvement & Leadership

Exhibits Positive Leadership through Varied Involvements.

Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Consistently declines becoming involved in school or district events when asked.	Avoids becoming involved in school or district events.	Agrees to participate in school or district events when asked.	Volunteers or eagerly accepts an invitation to substantially contribute to a school or district event.	Develops or leads important school or district events.
Impedes colleagues' efforts to share their knowledge or assume professional responsibility.	Makes no effort to assume professional responsibilities or share professional knowledge with colleagues in the school or district.	Finds ways to contribute to the profession and follows through.	Actively participates in assisting other educators in their growth as professionals.	Initiates important activities contributing to the profession, such as mentoring new teachers, writing articles for publication or making presentations.
Perpetuates biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.	Rarely contributes to the modification of school practices that would result in students being better served by the school.	Assumes a proactive role in addressing student needs.	Works within a team of colleagues to ensure that all students have a fair and equal opportunity to learn and succeed in school.	Leads others to challenge and reject biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.

Promoting Teacher Leadership and Collaboration

Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

Example Teacher Evidence

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- Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- Documents specific situations of mentoring other teachers
- Works cooperatively with appropriate school personnel to address issues that impact student learning
- Accesses available expertise and resources to support students' learning needs
- Promotes positive conversations and interactions with teachers and colleagues
- □ Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- Encourages parent involvement in classroom and school activities
- Demonstrates awareness and sensitivity to social, cultural, and diverse needs of families
- Uses multiple means and modalities to communicate with families
- Seeks a role and participates in Professional Learning Community meetings
- Serves as a student advocate in the classroom, school, and community
- Participates in school and community activities as appropriate to support students and families
- $\hfill\square$ Serves on school and district-level committees
- Works to achieve school and district improvement goals

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Teacher makes no attempt to promote teacher leadership and a culture of collaboration.	Teacher attempts to promote teacher leadership and a culture of collaboration.	Teacher promotes teacher leadership and a culture of collaboration.	Teacher promotes teacher leadership and a culture of collaboration <i>and</i> provides evidence of promoting leadership as a teacher and promoting a school- wide culture of professional learning.	Teacher helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

https://sde.ok.gov/sites/default/files/documents/files/2017_Focused_Model_Map_and_Protocol.pdf



Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.

Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- Encourage students to share their thinking and perspectives
- Seek student input regarding classroom activities and culture
- Relate content-specific knowledge to personal aspects of students' lives
- Discuss with students about topics in which they are interested
- Discuss equity and individual needs of students
- Use student input and feedback to maintain an academic focus on rigor
- Build student interests into lessons (i.e. incorporate cultural connections)
- Use students' personal interests to highlight or reinforce conative skills (e.g. cultivating a growth mindset)
- Compliment students regarding academic and personal accomplishments
- Engage in conversations with students about events in their lives outside of school
- □ When appropriate, use humor and/or playful dialogue with students
- Use nonverbal signals (e.g. smile, nod, "high five", pat on shoulder, thumbs up, fist bump, silent applause, eye contact, etc.)
- Remain calm in response to inflammatory situations
- Interact with each student in the same calm and controlled fashion
- □ Remain objective and in control by not demonstrating personal offense at student misconduct
- Celebrate students' individual diversity, uniqueness, and cultural traditions

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their actions show they feel valued and part of the classroom community. Student evidence is obtained during group activities and/or student work.)

- □ Change behavior when the teacher demonstrates understanding of their interests and diverse backgrounds
- Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher
- Respond positively to verbal interactions with the teacher
- Respond positively to nonverbal interactions with the teacher
- Readily share their perspectives and thinking with the teacher
- Describe their teacher as respectful and responsive to the diverse needs of each student
- Actions show students trust the teacher to advocate for them
- □ Contribute to a positive classroom community through interactions with peers

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

Seek additional input from students

- Seek additional resources for self and students
- Utilize peer resources







Ready...set...

IF YOU WANT SOMETHING YOU'VE NEVER HAD, THEN YOU'VE GOT TO DO SOMETHING YOU'VE NEVER DONE.



If we achieved our goal of properly and purposefully preparing students for college and career!







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