INDIVIDUAL LEARNING PLANS

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Lisa Harney
College and Career Readiness
Individual Learning Plans

AGENDA

⭐ Setting the stage
⭐ What is an ILP?
⭐ Who is involved?
⭐ ILP Components
⭐ ILP Best Practices
⭐ District and School Policies
MA Adopts Common Definition of College and Career Readiness

- The Boards of Elementary and Secondary Education (BESE) and the Higher Education (BHE) voted to adopt a common definition of “college and career readiness” in February and March 2013.
- This common definition supports a more seamless transition for students from elementary through the secondary level and on to post-secondary education, with educators at each stage sharing an aligned vision of what the end goals are for all students.
- These end goals are based on students acquiring knowledge, skills and experiences in three domains: Learning (academic), Workplace Readiness, and Qualities and Strategies (personal/social) with the ultimate goal in each domain being competency attainment.
Career readiness means an individual has the requisite knowledge, skills and experiences in the academic, workplace readiness and personal/social domains to successfully navigate to completion an economically viable career pathway in a 21st century economy.
Planning for Success

- How does a student know what careers are possible and appropriate for him/her?
- How does a student know what it takes to make that possibility a reality?
- What role does the school play in guiding and supporting students in achieving the goals?
- How can parents/families influence and support their children in achieving their goals?
- What physical, social, and emotional supports are available to students who have risk factors that may hinder their academic and professional success?
- How/Where do we capture the planning?
What is an Individual Learning Plan? (ILP)

The ILP is:

- a student-directed, multi-year, dynamic tool that maps academic plans, personal/social/emotional skill development, and career development education while taking into account each student’s unique interests, needs and goals for post-secondary success.

- a process and an instrument
The ILP Instrument

The ILP instrument:

- Is often an online planning tool selected by district/school leadership. *Your Plan for the Future, Naviance, Career Cruising* and *MassCIS* are some examples of, but not the only, online tools currently used by schools.

- Maps the student’s skill attainment across the three domains - academic, personal/social, and workplace readiness

- Captures the student’s interests, strengths, barriers, and short- and long-term goals

- Includes action steps for moving towards goals
The ILP Process

The ILP process:
- Engages students in the development of academic, personal/social and workplace readiness skills
- Encourages students to set realistic goals and identify the actions necessary to achieve those goals
- Encourages students to give voice to barriers and needs both inside and out of school
- Is a collaborative effort involving the student, parent/guardian or other concerned adult indentified by the student, and staff (not limited to school mentor) and can improve communication among all parties
The ILP Process

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★ is ongoing and requires multiple meetings during the year between the student and his/her school mentor
★ supports a school and district’s improvement efforts to be responsive to students interests and needs
★ Increases the likelihood that students will accept responsibility for their future success
Individual Learning Plan
Who is Involved?

**Student:** creates a realistic plan for success after high school taking into account personal interests, strengths, challenges, and barriers. Establishing short- and long-term goals assists in generating action steps. Self-reflection provides continual improvement and refined goal setting.

**Families:** The ILP process can be an opportunity for conversations between a child and identified adult supporters about the student’s dreams, choices, learning needs, and goals.
Individual Learning Plan
Who is Involved?

★ School Staff:
1. Leadership: Sets the vision and ensures adequate time and resources are available to implement ILP’s with fidelity
2. School Mentor (e.g., teacher, administrator, counselor): provides guidance and support in aligning learning with unique interests and goals, accessing career development opportunities and identifying appropriate postsecondary pathways.
3. Teachers and other school staff can use data from students’ ILPs to identify additional experiences to support a student’s learning. (e.g. course selections or differentiated in-class projects)

★ District: Develops policies for ILP implementation and monitoring and provides adequate resources such as professional development, access to technology, and time for appropriate planning and implementation.
ILP Components

**Personal Information:**

- Basic student information such as name, address, date of birth, grade, parent/guardian information, etc.
- Student self-identified strengths and areas of interest
- Recognition of in- and out-of-school barriers to success
- Identification of short- and long-term goals
- Reflections from the student, parent/guardian, and school should happen at the beginning and at the end of the school year.
ILP Components

**Academic Domain**: student identifies the course taking plans needed to enter postsecondary degree/certificate programs that are essential to pursue their career goals.

- Course selections aligned with interests and skills and geared to an identified career pathway
- Grades
- Assessments
- Learning opportunities (dual enrollment, AP, project-based, contextual learning, etc.)
- Interventions and accommodations
ILP Components

**Personal/Social Domain**: documentation of activities in and out-of-school that support, encourage and assist students in acquiring and effectively applying the knowledge, attitudes, and skills necessary for success in the workplace and in society. Often called “soft skills” they include:

- Communication
- Team work
- Problem-solving
- Decision-making
- Professionalism
ILP Components

**Workplace Readiness Domain**: documentation of the career development education, which will include varied and flexible opportunities to access the three stages of career development as outlined in the CDE Guide:

- **Awareness**: Interest inventories, exploring the job market information through websites and publications, career speakers, participating in career days or fair

- **Exploration**: Workshops or classes, “job shadow”, informational interview with local professionals, career-related research projects

- **Immersion**: Career-related clubs and after-school activities, internships, capstone projects, entrepreneurial projects, community-based volunteer work, work-based learning, after-school/summer job
Implementation Best Practices

- Begin the ILP process for ALL students no later than 6th grade
- Implement ILP development in a structured environment such as advisory, homeroom, college and career planning time, etc.
- Consider a college and career readiness framework such as the Massachusetts Model for School Counseling to foster high quality ILP development
- Encourage active participation in the process by student, staff, and families
- Identify and document key adults who will share responsibility for action items to support implementation of student plans.
- Establish procedures for regular communication between school and parent/guardian including student-led parent/teacher conferences.
Implementation Best Practices

★ Use an online tool designed to allow students to search, explore, build skills, and plan for success in all domains. Common tools include, but are not limited to, Your Plan for the Future, Naviance, Mass CIS, and Career Cruising.

★ Include written reflections by students on strengths, challenges, and areas for improvement across the three domains.

★ Include written reflections by school personnel and parents to express their goals and aspirations for the student and identify progress being made.

★ Connect ILP implementation with other student plans, such as the Education Proficiency Plan (EPP) and Special Education transition plan.

★ Reflect on students’ goals, challenges, strengths, and activities that are identified through the ILP process and/or documented in the ILP when planning for school and district improvements.
Individual Learning Plan
District and School Policies

★ Communicate clear rationale for ILP implementation and connectivity to the varied school-level innovation and improvement efforts.

★ Establish district and school level leadership teams with key stakeholders

★ Create Professional Learning Communities (PLCs) to support teachers and other key adults in understanding the value of the ILP, their role in the ILP process, and the design and implementation of action plan strategies.

★ Provide professional development to address roles and responsibilities, as well as strategies for engaging families and community partners.
Individual Learning Plan
District and School Policies

- Create a systematic process and time in student, staff and school schedules for every student and school mentor to develop, review, and update the ILP on a regular basis.
- Establish protocols for how the school and district will follow-through on implementing the student plans and activities established through the ILP process.
- Create methods for monitoring the effectiveness of the ILP process by using student data.
- Ensure that district support systems for students with limited English proficiency (LEP) are in place to ensure clear communication and access in ILP implementation.
Questions and Comments

The *Massachusetts Guide for Implementing Individual Learning Plans* will be available later this summer. In addition to the implementation guidance, the document will include an ILP Template as well as three self-assessment tools that may be helpful resources to plan for and reflect on ILP implementation in your school or district.

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Feel free to contact me if you have additional questions or comments:

Lisa Harney

lharney@doe.mass.edu

781-338-3903