

# Integrating Frameworks: School Counseling, Personalized Learning, and Flexible Pathways

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**Vermont Agency of Education**

# Presentation Description

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Members of the Agency of Education's Personalized Learning team will show how personalized learning plans and flexible pathways resources easily integrate into the Vermont School Counselor Comprehensive Model.

This workshop will show how school counselors – uniquely qualified and positioned to bring multiple areas of student-centered learning alive – can use AOE resources in their daily work with students and staff. This thoughtful integration will advance the goals of both the school counseling model and student-centered learning at the AOE: To support every student in becoming productive community contributors, competent and satisfied in their future careers, and socially/emotionally healthy individuals throughout their lifespan.

# Context Setting

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**What are Personalized Learning Plans (PLPs) and Flexible Pathways (FPs)?**

# Personalized Learning Plan

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A plan developed on behalf of a student...

- Created by student with school staff and parents/guardian.
- Updated annually
- Developmentally appropriate;
- Reflect emerging abilities, aspirations, interests, and dispositions;
- Begin in 7<sup>th</sup> grade;
- Define academic and experiential opportunities necessary for the student to successfully complete secondary school and attain college and career readiness;
- Reviewed annually.

# PLP Critical Elements (the process)

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# Flexible Pathways

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Act 77 was created to provide opportunities for secondary students to pursue graduation and post-secondary readiness through a personalized learning planning process that utilizes appropriate flexible pathways.

## Flexible Pathways included in [16 V.S.A. § 941](#):

- CTE
- WBL
- Virtual-Blended Learning
- Dual Enrollment
- Early College
- HSCP/ADP/GED

# PLPs Inform FPs

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PLPs and the personalized learning planning process are **NECESSARY** to help students decide what Flexible Pathway experience is the best for their path toward career and college.

The PLP comes **FIRST**; the Flexible Pathway comes **AFTER**.

# Our Frameworks

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VERMONT  
SCHOOL  
COUNSELOR  
ASSOCIATION

**Vermont School Counselor  
Comprehensive Model**

## Personalized Learning Plans (PLP)

### Process Manual

The *Personalized Learning Plan Process Manual* offers guidelines, strategies, resources and tools to assist district administrators, school leaders, and educators working to implement the Personalized Learning Planning (PLP) process. This manual is intended to clarify statutory expectations, establish a standard for PLPs to allow for coherence across the state, and provide tools and resources to enable educators to work with students, parents/guardians, and the community to create a process and a product that reflects the distinct context of each school and the unique qualities of each student.

This manual is a compilation of previously published guidance on the Agency website as well as lessons learned since the introduction of Act 77.





# Our Premise

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There are many overlaps in the purpose and goals of personalized learning and school counseling. Is it possible to find ways to better integrate the work?

“School counselors are uniquely qualified and positioned to serve as critical intermediaries for Vermont students in numerous ways as they prepare all students for academic success, college and career readiness, and healthy social/emotional development.”



“The plan shall define the scope and rigor of academic and experiential opportunities necessary for the student to successfully complete secondary school and attain college and career readiness.”

# Themes & Sample PLPs

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- 1) Whole School Processes
- 2) Self-Knowledge, Positive Relationships
- 3) Supports All Learners
- 4) College and Career Readiness

## Sample PLPs:

- [History-focused PLP](#)
- [Art-focused PLP](#)
- [STEM-focused PLP](#)

# Theme 1:

## Whole School Processes

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School Counseling	Personalized Learning
When <b>comprehensive</b> school counseling services are fully implemented in local school district/supervisory unions using the VTCSCP model as a guide, many benefits can occur. (p.18)	Personalized learning changes the roles of <b>students, families, teachers, school and district leaders</b> , and the institutions that support them like state governments and teacher preparation programs. (p. 9)
The crosswalk will outline standards for <b>each content area</b> that can be taught or co-taught in the classroom by school counselors. (p. 6)	<b>Teachers</b> ...Promote the concept of PLPs as a cross-disciplinary tool that integrate with current instructional practices and align to performance indicators <b>School admins</b> ...Foster and understand the connections between positive school climate and student achievement; Foster a culture that supports personalized learning. (p. 13-15)

# Theme 1:

## Whole School Processes

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### Winooski High School PLP Redesign PLC Members

**FP  
Coordin-  
ator**

**English  
Teacher**

**School  
Counselor**

**Ed Dir  
from The  
Generator**

**Dir of  
Multil-  
ingual  
Learning**

**AOE PLP  
Coordin-  
ator**

Others pop in and out  
when able (students  
and parents, etc.)

# Theme 1: Whole School Processes



Burlington City and  
Lake Project

3D Vermont Competition  
with After School Program



Using History Day for Social Studies Credit

I want to use an independent study and my participation in History Day to earn an 11th grade history credit.



Art Sample from Internship

Poetry Out Loud Competition in ELA



# Theme 2:

## Self-knowledge, Positive Relationships

### School Counseling

2194, a developmental Service, addresses the needs of all students by facilitating their academic, career and social/emotional development, creating a positive and safe school climate, and improving school connectedness **through fostering caring relationships with peers and at least one adult at school**. At the same time, the Service assists students to overcome problems that interfere with their education and impede their healthy development. (p. 11)

### AOE Personalized Learning

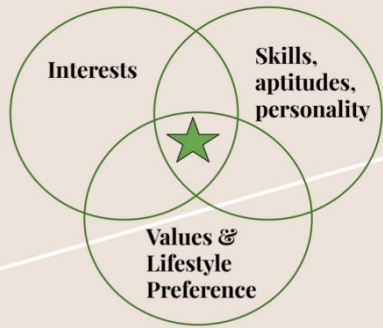
#### Essential Attributes of Personalized Learning Environments:

- **Personal Relationships:** In a PL environment, students and staff have mutual respect, every student **feels connected to at least one trusted adult**, educators know their students' interests, goals, and academic levels, and students experience higher levels of achievement.
- Flexibility
- Learner Profiles
- Proficiency-Based Progression
- Student Agency

[What is Personalized Learning?](#)

# Theme 2: Self-knowledge, Positive Relationships

## Core Components of Career Exploration & Planning



Finding a good fit and building a good plan depends on knowledge about:

- ★ Self
- ★ Work
- ★ Training & Educational Pathways



**Ikigai:** the Japanese concept of having a direction or purpose in life, a reason for being

I LOVE MAKING ART. I ALSO LOVE ANIMALS, AND I'M ENJOYING LEARNING TO FLY.

THE WORLD NEEDS ART TO HELP PEOPLE UNDERSTAND THINGS AND TO MAKE THEM FEEL HAPPY. THE WORLD NEEDS PEOPLE TO RESCUE ANIMALS TO HELP DIVERSE EXTINCT.

YOU LOVE IT  
PASSION  
MISSION  
THE WORLD NEEDS IT  
YOU ARE GREAT AT IT  
PROFESSION  
YOU ARE PAID FOR IT  
YOU ARE GREAT AT IT  
YOU ARE PAID FOR IT  
PURPOSE

I'M GOOD AT CREATING ART, COMMUNICATING WITH PEOPLE AND ANIMALS, COMING UP WITH CREATIVE IDEAS OR SOLUTIONS TO PROBLEMS, AND WRITING.

ARTIST, ART DIRECTOR, ANIMATOR, GRAPHIC ARTIST, VETERINARIAN, CONSERVATIONIST, ZOOLOGIST

PERSEPOLIS

NATIONAL PARK SERVICE



# Theme 2:

## Self-knowledge, Positive Relationships

### Visual Thinking

Something else that made me think about the type of person I am was an activity we did in our history class - we examined historic artifacts and were given the assignment: "If you could choose 3 of these to describe yourself, what would they be? Why?" My teacher had us look at the artifacts from the [British Museum's Teaching History with 100 Objects](#) site. The 3 artifacts I chose all symbolize women's empowerment.



**Anglo-Saxon Woman's Key**

These keys are believed to symbolize a woman's authority over the home.



**Aircraft Factory Worker Pass**

This pass belonged to a woman who worked in a factory during World War II.



**Queen Victoria's Jubilee Badge**

Remembrance from the longest reigning British monarch's diamond jubilee celebration



# Theme 2:

## Self-knowledge, Positive Relationships

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### Strengths and Weaknesses

I took the [High 5 test](#) to discover my strengths and talents. The test highlighted these strengths:

- **Catalyst:** enjoy getting things started and creating momentum in a stagnant environment. Catalysts could be getting things off the ground.
- **Commander:** Commanders love to be in charge, to speak up, and to be asked for a direct opinion. They have a 'beating around the bush' mentality.
- **Storyteller:** Storytellers are masters of communication. They like to host, speak in public and to be allowed to express themselves through words.
- **Brainstormer:** Brainstormers are excited when asked to come up with new no-limits ideas and to get quickly bored by standard practices or closed minded people.

### Personality Type

I took an online personality test at [MyCareerProject](#) and here are my results:

#### ISTJ

**Introverted:** You feel energized and alive when you are deep in intellectual thought.

**Sensing:** You learn about your world using your five senses – see, feel, hear, smell, taste.

**Thinking:** You use facts and logic to make decisions not emotions.

**Judging:** You judge the correctness or appropriateness of yourself and others with a high degree of accuracy.

### My Strengths and Weaknesses

#### Strengths:

- I am motivated to learn
- I connect to prior learning.
- I understand content with pictures

#### Weaknesses:

- I sometimes have trouble seeing the whiteboard
- I have trouble focusing

# Quick Check-In

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How does the information we've just covered about Theme 1 (**Whole School Process**) and Theme 2 (**Self-knowledge, Positive Relationships**) align with your day-to-day work, guidance curricula, or your goals for the future?

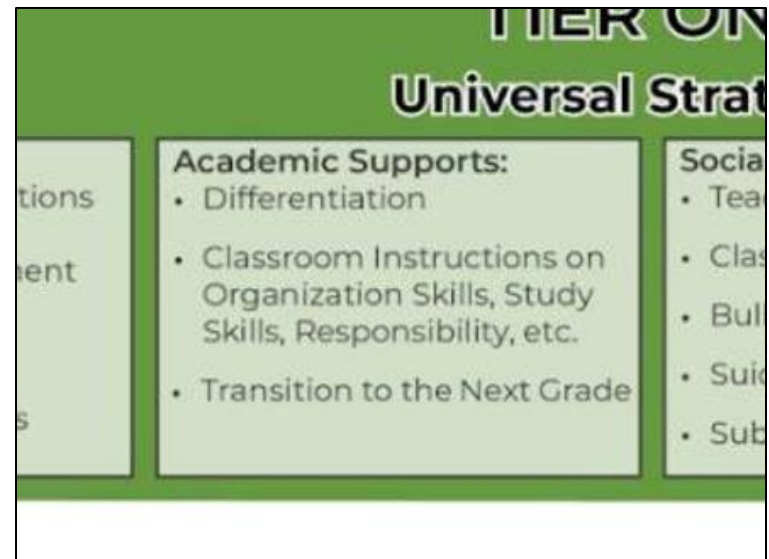
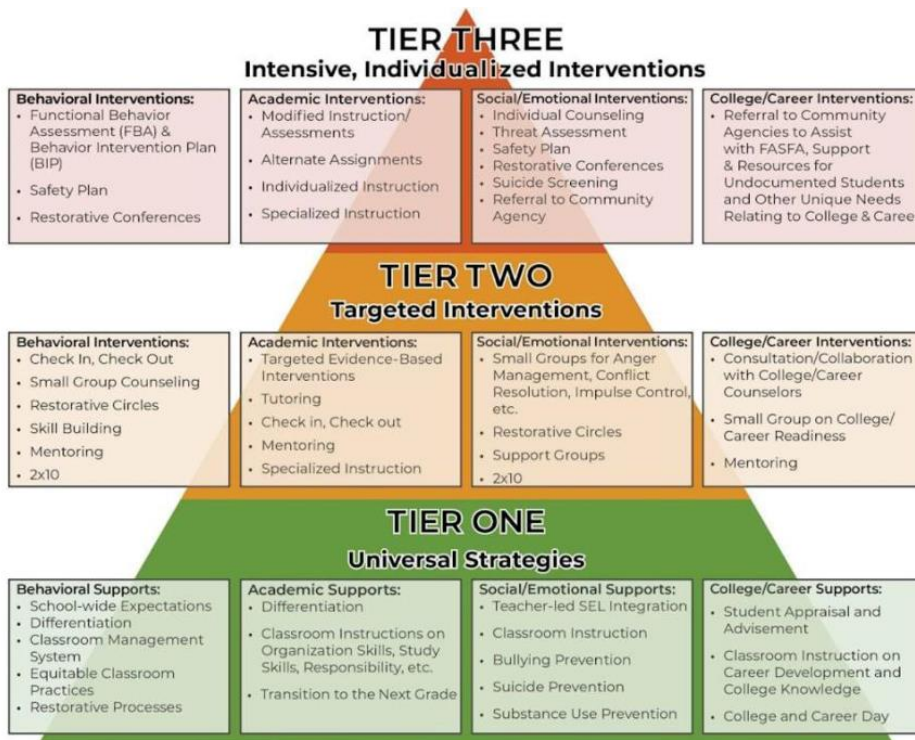
# Theme 3:

## Supports All Learners

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School Counseling	AOE Personalized Learning
Advocate for the equity and access of <b>all students</b> , taking into consideration the unique needs of its own diverse population. (p. 6)	Act 77:  (1) to identify and support secondary students <b>who require additional assistance</b> to succeed in school and to identify ways in which individual students would benefit from flexible pathways to graduation; (2) to work with <b>every</b> student in grade seven through grade 12 in an ongoing personalized learning planning process that
Through the use of data-informed decision-making, the model ensures a <b>whole-school and student-focused approach</b> to student success. (p. 12)	In draft document “PLPs and EST,” the AOE is suggesting schools use a student’s PLP as a source of data for the EST process.

# Theme 3: Supporting All Learners



# Theme 3: Supports All Learners

## Goal

I really like to learn about history, and I really like learning by doing projects, so I decided to develop and complete an independent study to earn a history credit.

[See [Independent Study Forms](#) for more information]

## My Strengths and Weaknesses






Strengths:

- I am motivated to learn
- I connect to prior learning.
- I understand content with pictures

Weaknesses:

- I sometimes have trouble seeing the whiteboard
- I have trouble focusing

These are my grades from last semester. I love reading and writing, but have a hard time with math.

<b>English 1 College Prep</b>		<b>3.3</b>
<b>Overall Academic Mastery (100% of total)</b>		<b>3.3</b>
English 1: Acquire and apply domain specific vocabulary in a variety of contexts		<b>3.1</b>
English 1: Demonstrate command of grammar and usage		<b>3.0</b>
English 1: Engage in collaborative discussions and express ideas clearly and persuasively		<b>4.0</b>

# Theme 4:

## College and Career Readiness

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### School Counseling

Appraisal and Advisement: Emphasis has been placed on the processes where school counselors work with students to **analyze and assess their abilities, interests, skills, and achievement**, make recommendations based on the appraisal of tests, inventories, and other data **to help students make decisions about their future**. This two part-process occurs with individual students, small groups and in classroom settings. From Vermont Service Components section of manual p. 14

### AOE Personalized Learning

Student Profile section of PLP

- **Student strengths, abilities and skills**
- Student core values
- Baseline Assessments results

Student Goals section of PLP

- Secondary school goals
- **Post-secondary goals**

# Theme 4: College and Career Readiness

## CAREER PLAN

### My Career Plan

Student Name:	Date:
Grade:	Plan #
CTE Program:	High School:

### About Me

My Interest profile	1.	2.	3.
Skills & Aptitudes			
Personality Type			
Values & Lifestyle Preferences			
Additional descriptions of me			

### My Career Interest

Career Goal	
Average Salary	
Education/training required	
Why this career a good fit for me	
Areas of development for me	

### My Career Plan

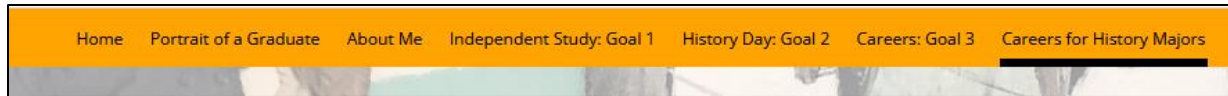
Long term Goal (3-6 years)	1.	
Short-term goals (this year - 6-12 months)		Date Completed
1.		
2.		
3.		
4.		
5.		
Mid-term goals (14-36 months)		Date Completed
1.		
2.		
3.		
4.		
5.		

Barriers or challenges	Support, resources, & assistance
1.	
2.	
3.	

From past VTSCA conference presentation

# Theme 4:

## College and Career Readiness



The American Historical Association has a lot of resources about careers for history majors, including a good article "[What Can You Do with that History Major?](#)" The two graphics below represent the information from this web site: 1) Career Fields of History Majors, and 2) a Wordle of career fields of History PhDs.

Career Fields of History Majors:



■ Top 5 fields of work ■ Fields with less than 5% ■ Fields with less than 1%



# Theme 4:

## College and Career Readiness

[Home](#) [Portrait of a Graduate](#) [Who Am I? Student Profile](#) [Explore Social Justice: Goal 1](#) [Public Speaking: Goal 2](#) [Careers in the Arts: Goal 3](#) [f](#)



The series [Young at Art](#) from Vermont Public Radio has really been inspirational to me. It focuses on young artists who are making a living and creating their art in this tiny state.

My experiences this year have been great and have made me think about the following future plans:

This summer, I am going to attend [The Governor's Institute on the Arts](#) at Castleton University, where I'll get to:

- Network with professional artists
- See professional performances by visual, technical and performing artists
- Learn new techniques, strategies and context about your favorite artistic medium
- Experiment with new media, professional-grade supplies and expert resources
- Discover where your unique talents lie and hone your original voice
- Learn about college, art school and making arts part of your career (whether arts is your career plan or not)
- Make artistic friends from all over the state

# Theme 4:

## College and Career Readiness (5)

### My Goal

In thinking about having a career in the arts, my goal is to create either an internship or a work-based learning experience with an organization that has an artistic component. I got this idea when I read an article about how professional photographers can help in increase adoption rates at animal shelters ([Before and After: Why Animal Shelters Need Good Photographers](#)). It made me wonder how incorporating art could help animal shelters in many different ways.

The Portrait of a Graduate indicator that my goal relates to is about financial well-being and career planning.



Art Samples from Internship

### Evidence

After going through the steps above to secure an internship, I decided to work with an animal rescue organization and offer to help them create promotional materials. I decided to put together a portfolio of work in different visual mediums to offer to the organization for their use in their promotional materials, on their web site, in advertising their rescue animals, etc. Here is some of the work I created:



Watercolor

# Quick Check-In

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How does the information we've just covered about Theme 3 (**Supports All Learners**) and Theme 4 (**College and Career Readiness**) align with your day-to-day work, guidance curricula, or your goals for the future?

# Wrap-Up Discussion

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- Are there examples of school counselor curricula that we should be aware of?
- How do we become more aware of each other's work, how it overlaps, and how our work can support one another?
- What additional information or resources would help you and your colleagues?

# Exit Ticket

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# Personalized Learning Resources

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- [Personalized Learning Plans Process Manual](#)
- [Conceptual Framework For Adults](#): Outlines the process that supports the development and use of Personalized Learning Plans from the adult perspective.
- [Conceptual Framework For Students](#): Outlines the process that supports the development and use of Personalized Learning Plans from the student perspective.
- [Critical Elements of a Personalized Learning Plan](#)
- [Glossary of Terms](#)
- [Crosswalk of Personalized Learning Plans, Educational Support Team Plans, Individualized Education Program, and Section 504 Plans](#)
- [Vermont AOE Case Study Learning Project](#)

# Flexible Pathways Toolkit

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The AOE has tools to assist schools in designing and evaluating FP options offered at their school and tools to assist counselors with preparing students as they explore, plan, and participate in Flexible Pathways that are appropriately matched to the student and their needs.

## Available Toolkits:

- [Facilitation Guide: Developing Flexible Pathway Profiles at the Local Level](#)
- [VT Flexible Pathways Profile: A Tool to Evaluate Flexible Pathways at the Local Level](#)
- [Facilitation Guide: Considerations for Student Participation in a Flexible Pathway](#)
- [VT Flexible Pathways Tool: Considerations for Student Participation in a Flexible Pathway](#)

# Contacts and Questions

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