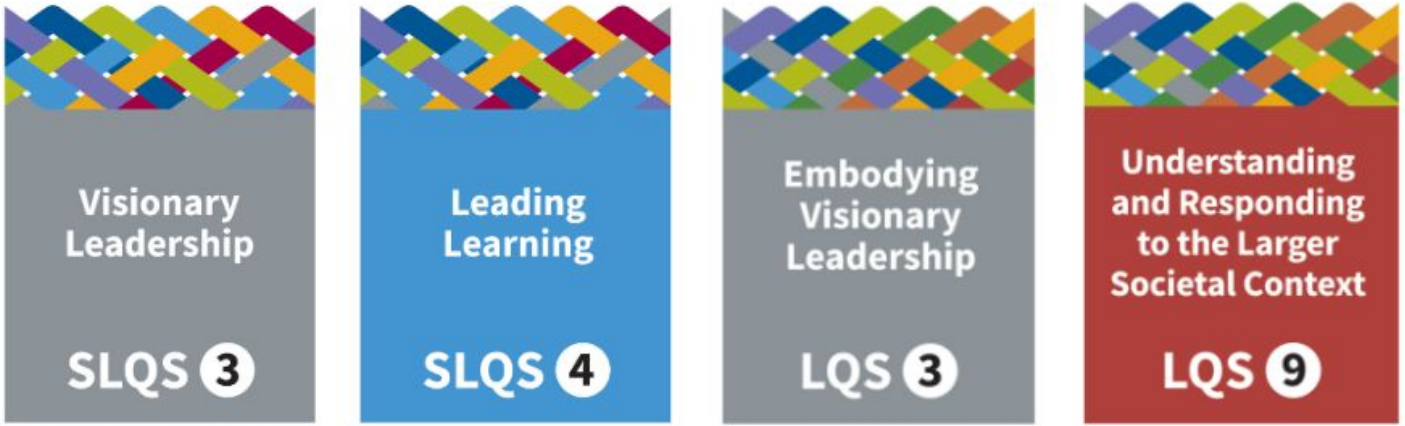
Supporting Student Success
School Division Roles for Student Coaching/Supervision in Career Pathways



Alberta Treaty Land Acknowledgement

We acknowledge that we live and work on the traditional territories of the many First Nations, Métis, and Inuit in Alberta. We express gratitude and respect for the land we use, pledge to do our part in ending systemic racism, and commit to advancing reconciliation and partnering with Indigenous peoples in our work in education across our province.

Agenda

- ❑ Welcome
- ❑ Land Acknowledgement
- ❑ Agenda
- ❑ Mentimeter
- ❑ Introductions
- ❑ Career Pathway Design
- ❑ Centralized Staff Utilization
- ❑ Creative Timetabling
- ❑ The Equity Game and Barrier Removal
- ❑ Supporting Student Mental Health and Accomodations
- ❑ Teacher Supporting Student Success
- ❑ Program Review to Enhance Future Iterations
- ❑ Summary and Discussion

Mentimeter

EXPLORE ENGAGE EXPERIENCE

Calgary Board of Education

Carolyn Mahovlich
Learning Leader Unique Pathways School Improvement

The work of the Calgary Board of Education's (CBE) Unique Pathways team supports opportunities for students to experience work integrated learning, career development and post-secondary education. We are a centralized division, with relations to all high school students and their Off - campus Coordinators, Guidance Counselors and administration.

We support educational outcomes via Dual Credit and Exploratory programming, as well as Off-campus Education (Work Experience and Registered Apprentice Program (RAP). Unique Pathways off-campus program enrollments have grown 32% in the last 3 years.

Chinook's Edge School Division

Brianne Fletcher
Career Connections Coordinator

Chinook's Edge School Division is staying focused on our WHAT & WHO: Achieving Our Goal for Our Students

- Every student will leave high school with valuable career readiness learning experiences that lead to an intended transition plan to post-secondary (whether in apprenticeship certification, certificates, diplomas, degrees) with confidence in their choice, skills and abilities.

- Encouraging students to explore interests and aptitudes, learn about relevant career pathways and engage in learning opportunities that equip them with passion, skills and confidence to be successful in the future.

EXPLORE ENGAGE EXPERIENCE

High Prairie School Division

Monica Edwards
Career Coach Lead

Career Coaching Program

Career Coaches will foster an environment of high expectations and lifelong learning, and will encourage students to always work to their full potential. Career Coaches will engage secondary students in the development and implementation of their transition plans. A student's individual transition plan may include high school programming, post-secondary and career planning. This will be done through a student centered approach, focusing on exploration, and engaging a student's support system in the process whenever possible.

EXPLORE ENGAGE EXPERIENCE

Palliser School Division

Charlene Foster
Off Campus Teacher

Palliser is a public school division that includes small rural schools north of Lethbridge, and alternate schools in the Calgary area.

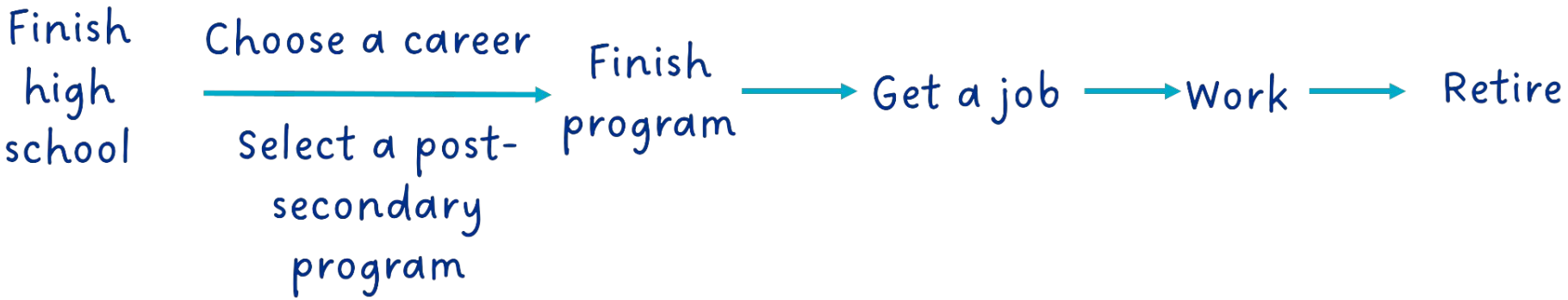
Mission: to create opportunities that enable students to explore and pursue their passions, and make informed, confident decisions about their pursuits after high school.

Off Campus Teachers work closely with Learning Commons Facilitators as they are the primary career advisors in our schools.

TAVE Trades, Apprenticeship, and Vocational Education Committee
EXPLORE ENGAGE EXPERIENCE

Mentimeter

Why Career Pathway Design is Important



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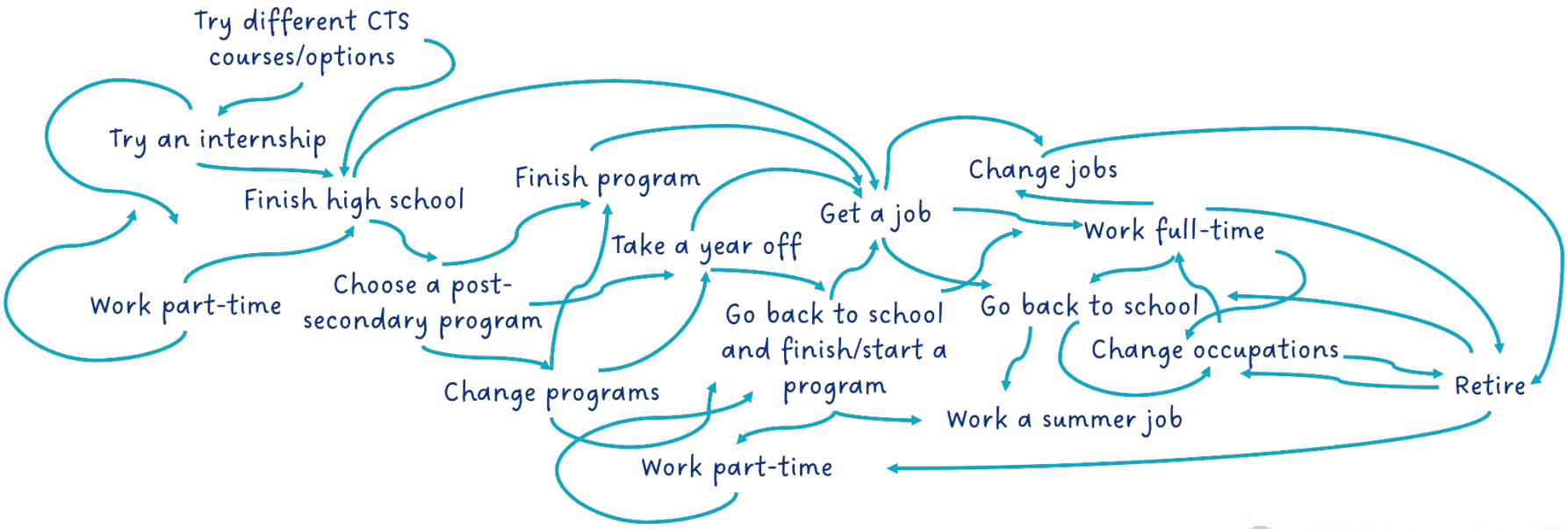
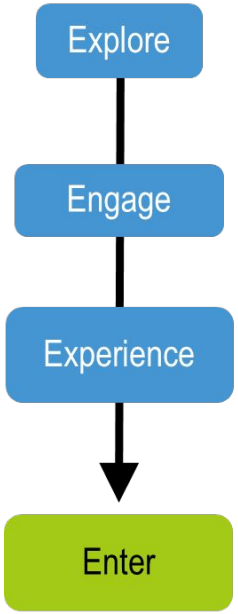


Career Pathway from Junior to Senior High

Career and Technology Foundations to Post Secondary or Workforce



CTF
Grade 5-9

CTS
Grade 10-12

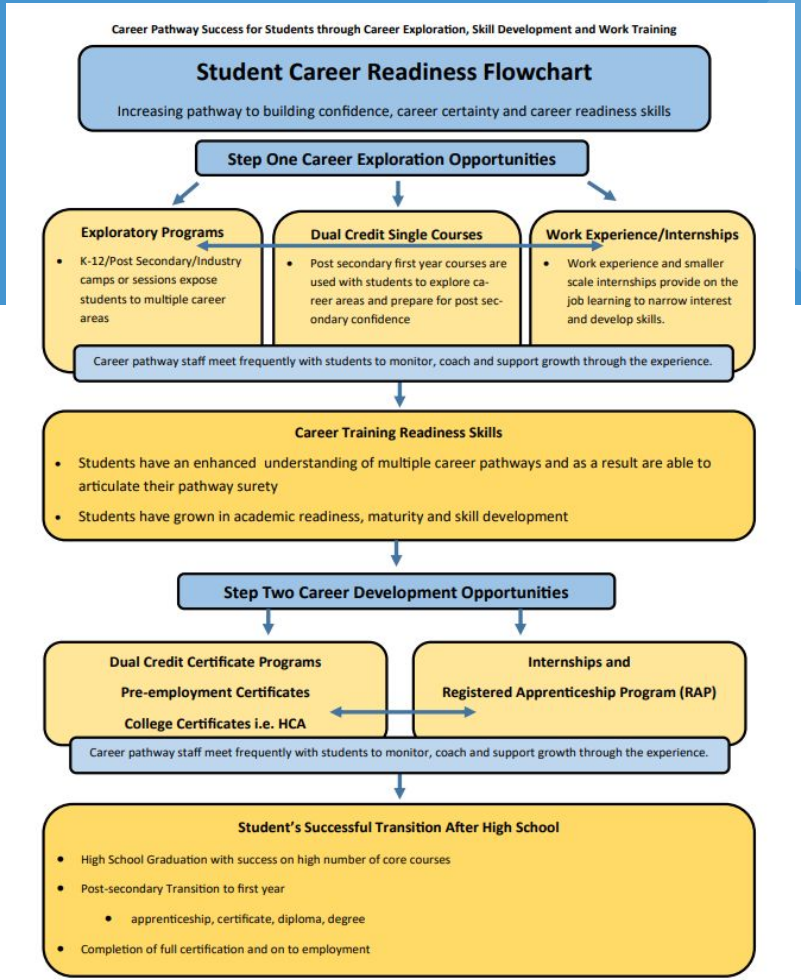
Exploratory
Grades 5-12

Dual Credit
Grades 10-12

Off-campus Education
WE, RAP, Internships

Post-secondary or Workforce

Career Pathway Readiness Model



Our work with individual students needs to be meaningful and purposeful to their career readiness journey.

High School Completion Data

CBE, CSSD, Chinook's Edge, Palliser, Red Deer, Wolf Creek

- Measured three graduating classes 2019-2021
- Graduation rates for students who participated in at least one single dual credit course in their high school journey
- Average graduation rate of a dual credit student for all 4 school authorities = 98%

Assurance Domain	Measure	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.8	88.2	88.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	85.5	85.6	86.3	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	90.3	88.5	88.3	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	92.7	92.1	92.7	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a

Mentimeter

How Centralized Staff is Utilized in the Supervision of Students

- Central and School Structures for Student Supervision, Coaching and Advising
- A district approach with expectations that are supported with leadership and learning
- Staff expertise and skill set developed

Centralized Staff Support & Student Career Advising

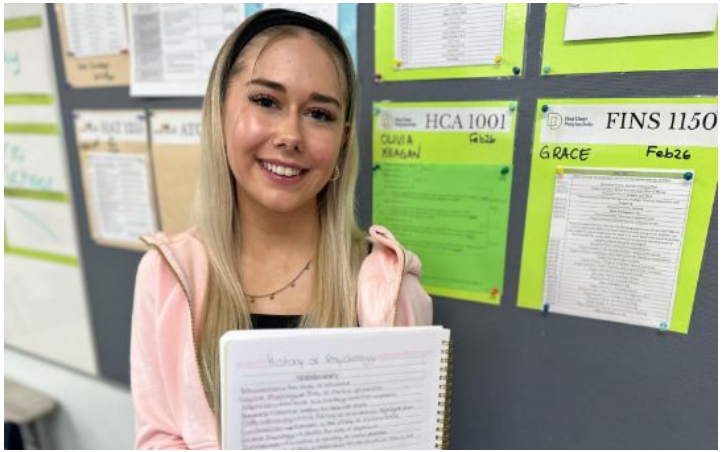
Potential~Advice~Motivation~Direction~Support~Training~ Success~Goals

Career Advising

- ❑ High School Academic
- ❑ Career Coaching
- ❑ Social Emotional Well Being
- ❑ Vetting students for the opportunities (purpose)

Student Support

- ❑ Levels of Support - Unconditional positive regard for the student, critical way to build trust and rapport
- ❑ Scheduling Design - Making learning accessible
- ❑ Building structure, routine and organization
- ❑ Use of Career and Technology Studies



How Program Instructors are Supported

As divisions, we support student success and instructor success through:

- Needed structures in Schools, Divisions and Post Secondary institutions.
  - Accessing Course Outlines
  - Tracking Expectations through: Assignments, Deadlines, Grades, Attendance, Emails, and Accomodations
- Selecting the ‘right fit’ of student for the opportunity.
- Collecting data and reflecting on the student selection and success.

Personal Student Development

Within Student/ Instructor support and constant interactions to develop the student in the following:

- ❑ Time management
- ❑ Soft skills i.e. email etiquette, use of calendars, ability to advocate
- ❑ Career awareness and exploration to develop certainty
- ❑ Maturity and confidence
- ❑ Post-secondary programming awareness
- ❑ Understanding of the purpose of high school programming for their future success

Creative Timetabling

Blended model: Intro to the Trades at Lethbridge College

- ❏ Online assignments completed at home school during the week
- ❏ In person lab days - full Friday
- ❏ Students participate from multiple school divisions across Zone 6

Creative Timetabling

Itinerant Instructor model: Pastry Fundamentals through SAIT

- Instructor rotates between schools
- Students bake in the foods lab in their home school, either in person with the instructor or joining online
- Teacher supervisor in the class supporting learning and marking using rubrik from Instructor

The Equity Game and Barrier Removal

The Equity Game

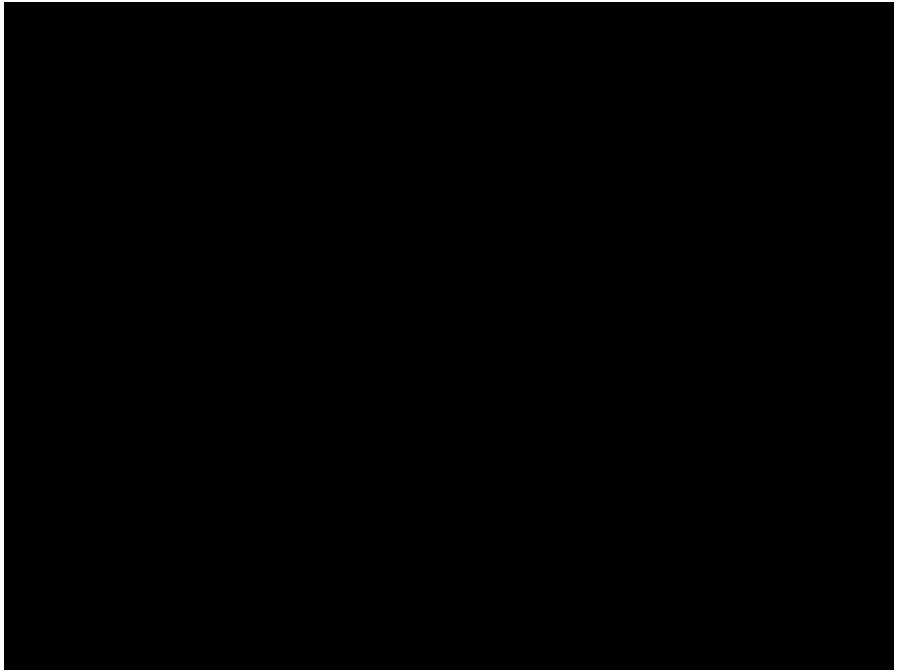
High school students can access programming at multiple entry points based on where they are at in their learning journey. Considerations for students and often involve holistic conversations with homeschool Counselors and Off campus Coordinators. Some of these considerations are:

- ❏ Student's experience in trades
- ❏ Priority given to Grade 12 students for graduation
- ❏ Students attending a high needs school
- ❏ Home school programs and student timetables
- ❏ Student's lifestyle and home setting
- ❏ Student career readiness

Barrier Removal

The **Barrier Removal** grant funding is critical for students who are experiencing financial hardship. This grant support is accessed through a waiver, based on individual student needs and/or attend a high needs school as indicated by the CBE Equity Index. Barrier Removal funding can apply to:

- ❑ Personal Protection (PPE) gear
- ❑ Transportation- monthly bus pass or cab run
- ❑ Completion of pre-employment certification or industry level certification
- ❑ Start up tool kits for post program apprenticeship/job opportunities and workplace readiness
- ❑ Learning resources- textbooks, modules, lab fees
- ❑ Access to technology
- ❑ And in exceptional cases, food



Supporting Student Mental Health

Dual Credit and Exploratory programs can have students feel like they are not ready for an adult opportunity. In order to support student mental health for success in off campus programs, the following actions have been proven helpful. **Relationships are the key!**

- ❏ Regular student check ins with:
  - ❏ Program instructors and program providers
  - ❏ School Resource and Guidance
  - ❏ School and Postsecondary Indigenous connection
- ❏ Student and parent connection before/during the program understanding
  - ❏ How they learn
  - ❏ When they learn
- ❏ Supporting Post Secondary Instructors
- ❏ Supervising Teacher SLT's

Student Learning Accommodations in Programs

Students are often surprised their learning accomodations can be transferred over to post secondary institutions and are welcomed in a skill trade learning environment. Classic accommodations such as extra time, a scribe or reader, the use of technology, quiet spaces and even music can be arranged for assessments. Key actions are:

- ❏ Be proactive with students and talk about learning needs, before, during and after they start the program
- ❏ Lead students to access Student Services on campus
- ❏ Connect with program instructors about student day to day needs
- ❏ Checking in with school support for student learning updates

Teachers Supporting Student Success for Career Pathways

EXPLORE → ENGAGE → EXPERIENCE

Student Academic & Career Coaching

Veterinary Technical Assistant Graduate
Tabitha Martin

Dual Credit: Program: 2 YR Veterinary Technical Assistant (VTA) Certificate

Post-Secondary Programs Post Certificate

- ❏ Veterinary Medical Receptionist (Certificate)
- ❏ Animal Health Technician (Diploma)

Industry Partners: CARE Animal Hospital

Student Supports: School division and College instructors

Teachers Supporting Student Success for Career Pathways

Teacher roles are designed to coach, advise and support students to cause growth, resiliency, maturity and success for students that will carry on with them beyond high school.

Tips:

- ❏ Establish expectations at the start
- ❏ Encourage communication with instructor, school staff
- ❏ Dual Credit experience increases self-confidence, pathway surety
- ❏ Team approach to the processes
- ❏ Purposeful student selection
- ❏ Preparation of students for dual credit learning
- ❏ High levels of assigned weekly coaching/advising to students to support student success in building confidence, skills, academic success, post-secondary career readiness

Program Review with Students and Partners

Student Success

- ❏ Successful completion of the dual credit experience

Student Voice

- ❏ Dual credit exit surveys / interviews

Partnerships

- ❏ Ensure all partners are able to provide feedback

Career / Industry Trends

- ❏ Is the opportunity still in alignment with industry needs and meaningful career opportunities?

Successful Programming = Successful Students

- ❏ Success in the dual credit opportunity
- ❏ Success in their high school courses
- ❏ Success in career certainty to lead to transitioning to post-secondary/career training
- ❏ Success = strong supports and structures in school divisions

Mentimeter

Supporting Student Success Summary

Career Pathway Design

Career Pathways Design for students should relate to intentionally support student graduation and career readiness while connecting them to post secondary and industry opportunities.

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Centralized Staff

Student success is supported when staff provides them with expertise around program best fit, career advice, supervision, and mentoring.

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Student Support

Students thrive in programs when mental health, financial aid, timetabling and learning accommodations are provided as a wrap around, holistic approach.

Programming Best Practice

The neverending possibilities of career opportunities fuels student futures, whether it be post secondary learning or a skill trade pathway. The collaboration of school jurisdictions and partnerships provides meaningful ways to support students and their learning needs and passions. Student voice is always at the center of learning, leading the way to successful off campus programming.