



Attending to Student Supports and Social and Emotional Learning

November 18, 2020



Housekeeping

- Use the **chat function** to ask questions and share reflections
- Stay **muted** if you are not speaking
- If you're having trouble with your internet connection, try turning your video off and/or **dialing in by phone**



Engagement

- Introduce yourself in the chat box!
- Please join us on social media today!
- Follow **@linked_learning** on Twitter and **@linkedlearningalliance** on Instagram
- Be sure to use **#LinkedLearning!**



Welcome



Dan Storz

Senior Director, K-12 Engagement
Linked Learning Alliance

Objectives

- Explore how **counselors** can **effectively support** college AND career readiness
- Share **support** and **staffing strategies** that address students needs
- Share **models for integration** of counselors in pathway teams
- Consider how **counselors** can **facilitate meaningful partnerships** that provide work-based learning experiences and SEL support to boost student outcomes



Keep Us Linked: Students Speak Out Amid the Pandemic

- 57% of juniors and 65% of seniors shared **keeping a strong connection with their counselor** was helpful
- 70% of juniors and 72% of seniors shared **being part of a supportive community** was helpful



KEEP US LINKED

STUDENTS SPEAK OUT AMID THE PANDEMIC



SPRING 2020 LINKED LEARNING SURVEY

Linked Learning students will shape the future of the California workforce. Numbering in the tens of thousands, many are first in their families to pursue [college and career](#) on a pathway that combines rigorous academic learning with hands-on career experience. But like many students across the country, their educational journeys were seriously disrupted as the COVID-19 crisis shuttered schools in spring 2020. To understand their realities and their needs, the Linked Learning Alliance engaged FINN Partners to conduct a survey* of Linked Learning high school juniors and seniors—those students facing critical transitions—from May to June.

ABOUT SURVEY PARTICIPANTS

1,341

Linked Learning student respondents

58% high school juniors

42% high school seniors

41%

will be the first in their family to attend college

80%

students of color: African American, Latinx, Asian American, other

7 school districts represented:

Antelope Valley, Lindsay, Long Beach, Los Angeles, Oakland, Pasadena, San Bernardino City

INTEGRATED PROGRAM OF STUDY

- Student cohorts
- Curriculum design
- Instructional delivery
- Assessments
- Early college credit
- Partner Input

STUDENT OUTCOMES

Equitable
College *and* Career focused
Civic minded
Data supported

WORK-BASED LEARNING (WBL)

- WBL plan: exploration to training
- WBL experiences aligned with program of study
- Industry and self-assessment

INTEGRATED STUDENT SUPPORTS

- College AND career preparation/support
 - Social-emotional learning
 - Individual support
- Student Input and validation

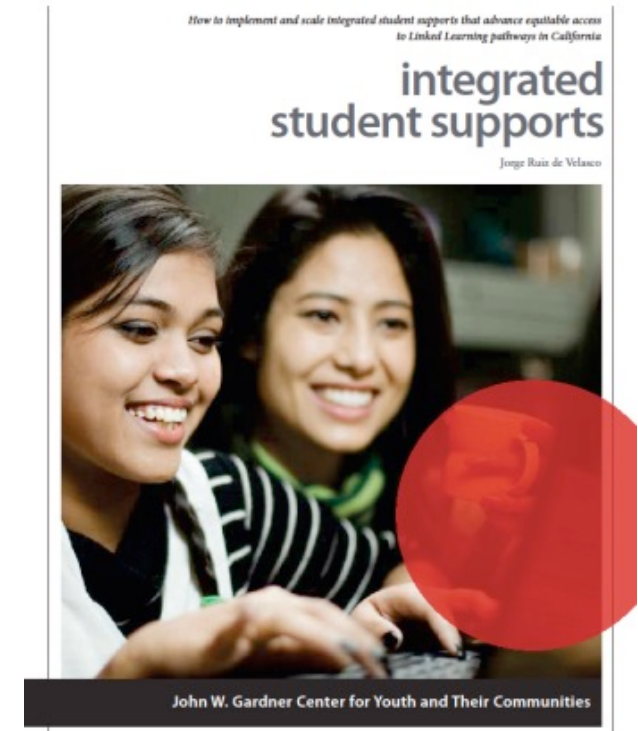


Jorge Ruiz de Velasco

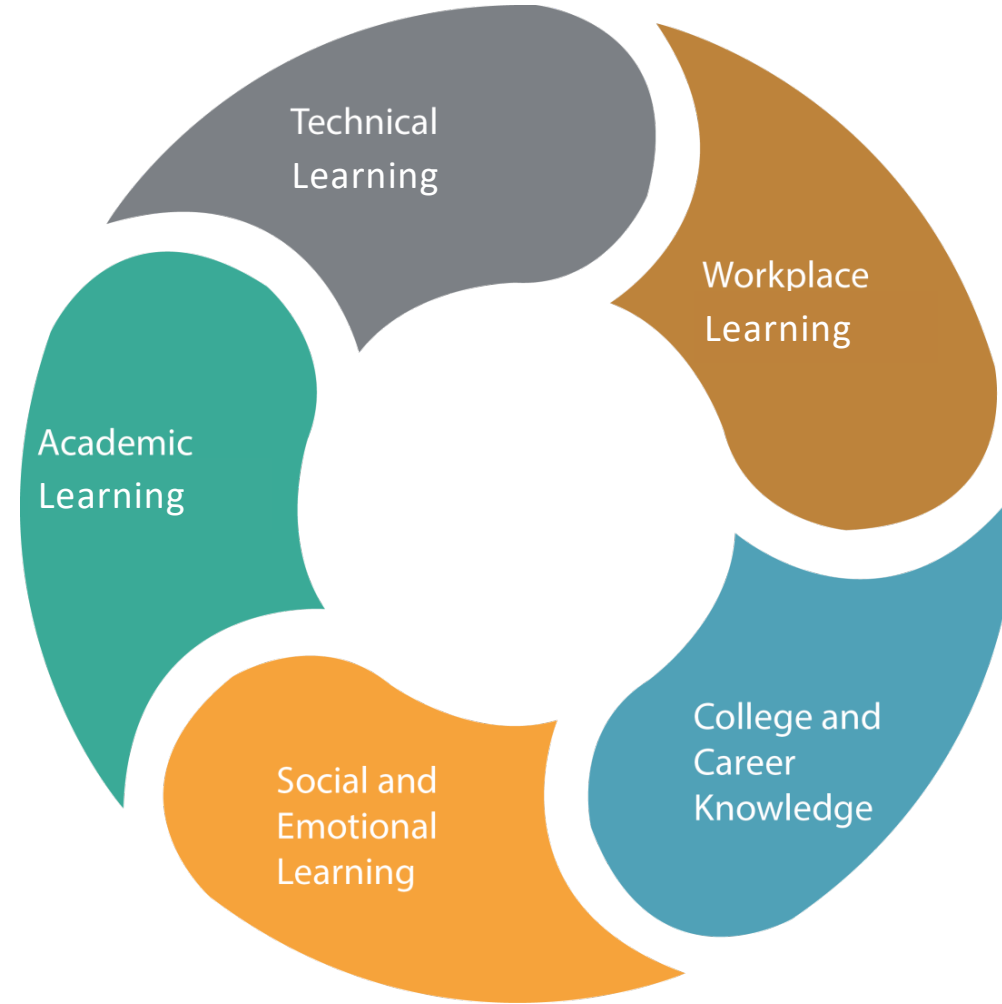
Deputy Director, John W.
Gardner Center for Youth and
Their Communities

Equitable Access through Integrated Student Supports

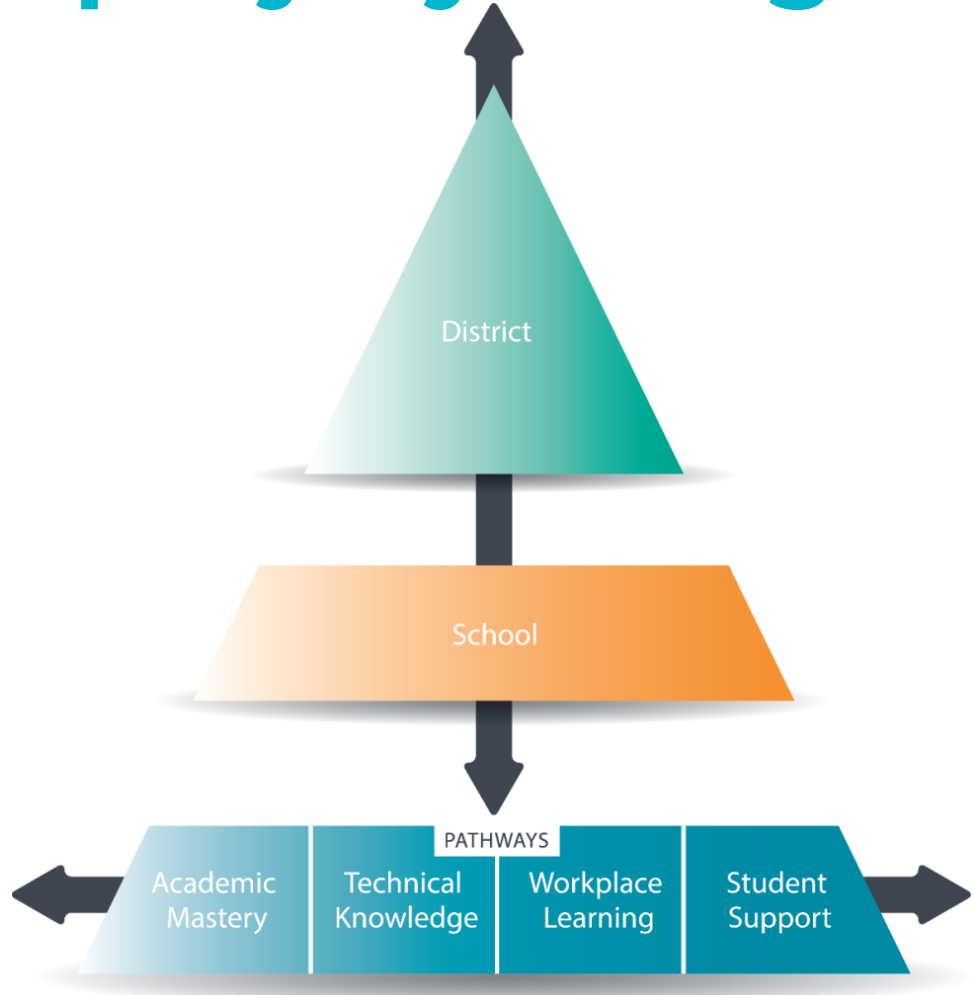
A Guide to Integrated Student Supports for College and Career Pathways: Lessons from Linked Learning High Schools



Defining the Learning Domains



Integration: Equity by Design



School and Pathway Level

Educators are concerned with how student supports are integrated with **schoolwide efforts** to connect with **employers and community-based resources**.





Joy Soares

Director, College and Career,
Tulare County Office of
Education



James Carrillo

College and Career
Counselor, Dinuba Unified
School District



TK College + Career Collaborative

Regional Partnership Collaborative

12 School Districts in Tulare & Kings Counties

4 Community Colleges

2 Universities

2 County Workforce Development Boards

600+ Industry Partners

TCOE College + Career Team

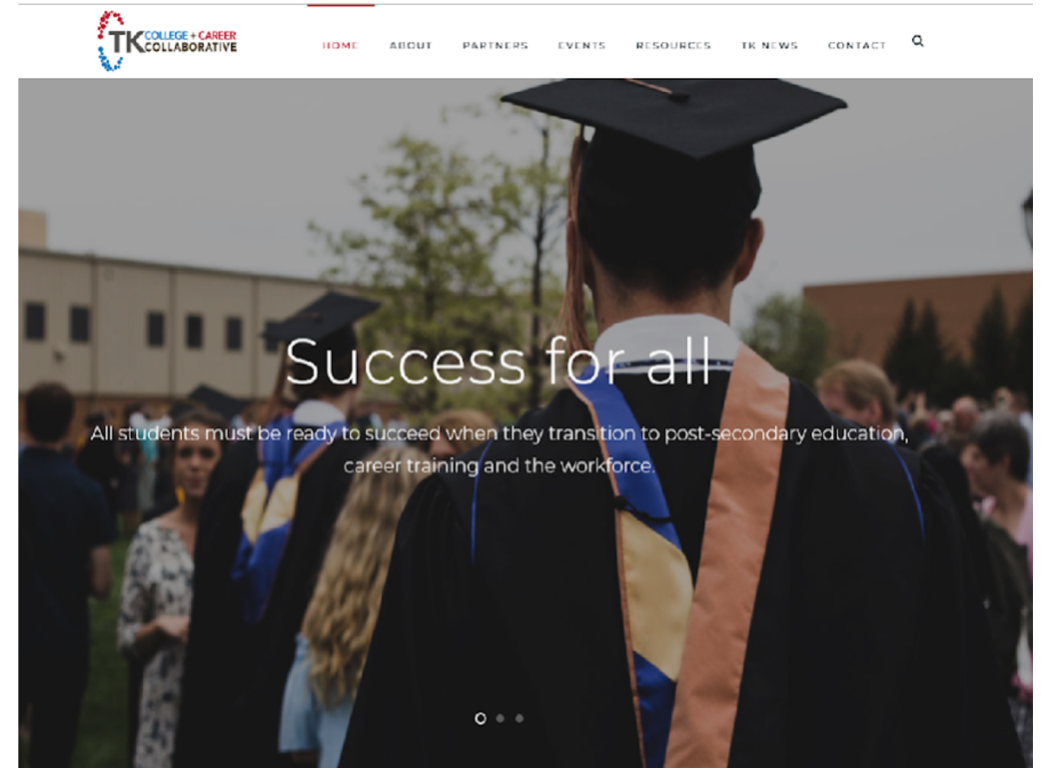
Project and Fiscal Lead for Regional CCR Work

Convenes TKCCC Steering Council & Workgroups

Provides Intersegmental Leadership

Coaches K-12 District and Site Leaders and Teachers

Hosts events for students, counselors, K-12/PS Educators and workforce



www.tkccc.org



**Practical
Strategies for
Developing Strong
Relationships To
Effectively Serve
Students**



**Regional Counselor
Network
114 Members**

TKCCC Counselor Network Outcomes

Collaboration



A space to connect, plan, prioritize, and enhance shared goals and initiatives in the region

Resources



A supported effort to share ideas, site-specific programs and successes to expand and make accessible College and Career Readiness across the region

Counseling with Intention



The opportunity to focus and transform a counselor's tasks and objectives into achievable and quantifiable goals for students



TKCCC Counselor Network 2020 Topics

- How are you marketing your services to support students? (social emotional, academics, priorities and equity)
- How can counselors connect students with college representatives? What will the virtual application season supports look like? Opportunities?
- Foster Youth Resources
- National Suicide Prevention Month
- Parent Engagement: What forms of communication are you using to reach out to your parents? Who is your focus? What is working? What barriers would you like to surface for help?
- Reporting Child Abuse During COVID 19

College/Career

All Students

State



Blue

79% prepared

Increased 14.5% 



DINUBA UNIFIED SCHOOL DISTRICT

Ending Generational Poverty Through Education

EQUITY REPORT

Number of Student Groups in Each Color



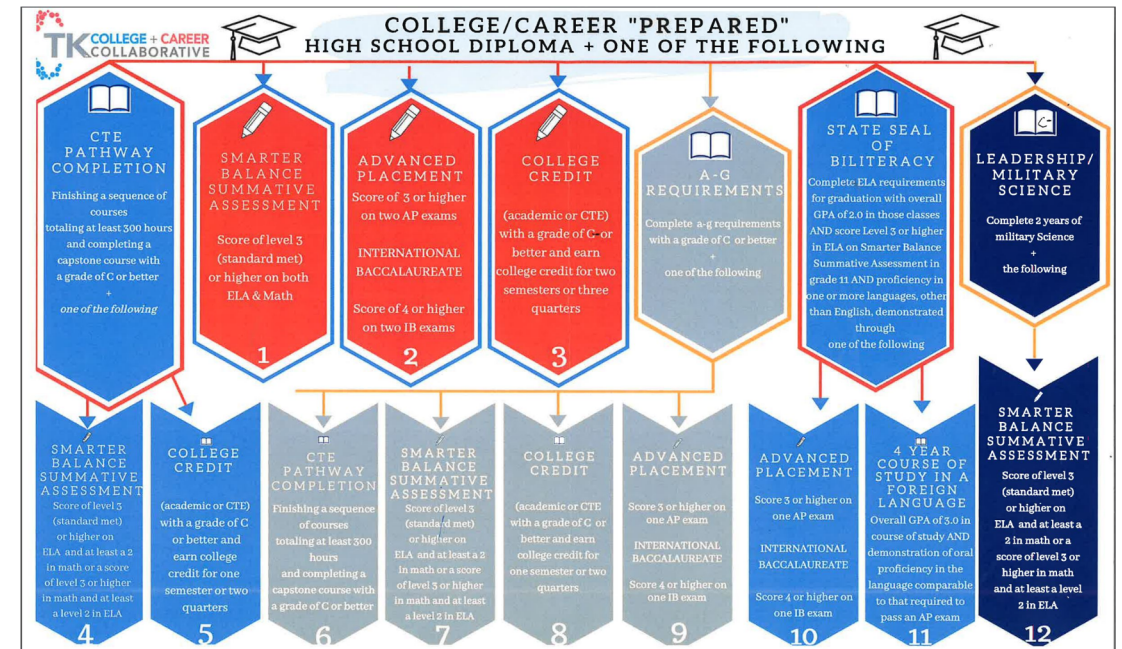
**Practices,
Resources,
and Tools
for Engaging CMA
Students During
Distance Learning**

Dinuba Unified School District's Construction Management Academy



Counseling with Integrity

- **Intentional Team Approach**
 - **VP/Counselor Grade Level Teams**
 - **District Support Counselors**
 - **Interns**
- **Intentionally Implementing MTSS (Multi-Tiered Support System)**
 - **Tier 1= General Support - Personalized Counseling Meetings**
 - **Tier 2= Targeted Support - 3 week Check in's**
 - **Tier 3= Intensive support - LGSSC**
- **Intentional Targeted Support**
 - **Office Hours**
 - **Tutorial**
 - **Home Visits**
 - **Phone Call Check In's**
 - **Career Exploration Activities**
 - **Focus Lessons**
 - **In School Youth Internship Programs (CSET)**
 - **Job Ready Skills / College Workshops**



Providing Social Emotional Learning and Support

- Small Learning Communities Provide SE Support
 - Student Engagement
 - Guest Speakers
 - Monitoring Linked Learning Academy Students
- Intentional Opportunities that Foster SE Support
 - Meet and greet
 - Mentor Breakfast
 - Referrals to LGSSC
 - Drive-Thru - Project Kit Pick-up / Support and Connection with Teachers
 - Office Hours provide a space for additional SE Support

Counseling Support in a Linked Learning Academy

KEY STRATEGIES TO SUPPORT CMA GOING FOR GOLD!



- Integrated Program of Study – Two Counselors
 - Early College Credit – 11 units
 - Pathway Completers
 - Course Cohorts
- WBL – Two WBL Coordinators
 - Partnerships with Job Developers for Job Training
 - Conversations about Paid Internships
 - Advisory Board Support
 - Virtual College Trips
 - Nepris - Online WBL Tool
- Student Support - Two Counselors
 - Intentional Counseling
 - Providing Social Emotional Support
 - Weekly Eligibility Reports and Conversations



Renée Shipman

Vice Principal, School of
Leadership and Public
Service, Wilson High
School, Long Beach
Unified School District

Topics will include:



Define the roles of the Linked Learning Pathway Triad Team



Discuss how these roles focus on integrated student support



Share tools and resources for planning and preparation for high-quality meetings and team structures




Framing Our Learning - Collective Teacher Efficacy

The understanding continuum depicts the journey a group takes as they move towards becoming an effective instructional team.

First Team Practice: Focuses on the conditions needed for collaborative learning teams to work productively

Second Team Practice: Outlines the steps and progression of team learning cycles

Third Team Practice: Develops a shared belief that through the team's experiences and collective actions, student achievement is directly impacted



Effective instructional teams (any team that meets regularly for the purpose of learning together to increase student achievement) **embody a culture of collective efficacy leading to a focus on improving common instructional practice resulting in increased student achievement for all.**

Team Practice 1: Establishes the conditions for collaborative learning teams		
<p>Step 1</p> <ul style="list-style-type: none"> ◆ Establishes a collaborative compact focusing on building relationships that encourage honesty, respect, vulnerability, and trust ◆ Initiates collegial discussions using site data and/or relevant research ◆ Tests a variety of collaborative protocols and/or structures to help move the learning forward 	<p>Step 2</p> <ul style="list-style-type: none"> ◆ Adheres to a collaborative compact while sharing student evidence, interpreting results, discussing ideas, and revising action plans with colleagues ◆ Engages in collegial discussion grounded in data and research to promote actionable change ◆ Uses adopted collaborative protocols and structures consistently 	<p>Step 3</p> <ul style="list-style-type: none"> ◆ Advances collaborative growth by problem-solving, acknowledging conflict, appreciating members' expertise, admitting challenges, and seeking help from others ◆ Schedules regular opportunities for collegial discussion to reflect and move instructional practices across the school ◆ Adapts collaborative protocols and structures to support instructional decision-making
Team Practice 2: Engages in cycles of team learning (analyze data, develop shared goals, learn, implement, reflect)		
<p>Step 1</p> <ul style="list-style-type: none"> ◆ Analyzes one form of data to create a learning goal for both students and teachers that somewhat aligns to site and/or district priorities ◆ Acquires new knowledge or skills tied to the learning goal, with varied levels of participation from team members ◆ Experiments with new knowledge and skills through planning of instruction and assessment for own classroom ◆ Reflects on initial attempts to incorporate new knowledge and skills to identify further learning needed to reach goals 	<p>Step 2</p> <ul style="list-style-type: none"> ◆ Begins to use multiple forms of student data to develop learning goals for both students and teachers that align to site and district priorities ◆ Practices, individually and collaboratively, new knowledge and skills that are tied to learning goals, with all team members taking some part in the learning process ◆ Shares individual plans for instruction and assessment based on new knowledge and skills; invites support and feedback to refine new practices ◆ Reflects on both successful practices and/or further learning needs aligned to goals, using one or more pieces of evidence 	<p>Step 3</p> <ul style="list-style-type: none"> ◆ Uses multiple forms of student data to analyze trends and prioritizes common learning goals for students, as well as personalized learning goals for teachers, all aligned to site and district priorities ◆ Implements, both individually and collaboratively, the learning of new knowledge and skills, tied directly to learning goals ◆ Co-constructs plans for common instruction and assessment based on implementation of acquired learnings; provides support and feedback regularly ◆ Monitors and adjusts implementation, using several forms of evidence, to advance to the next stage of the learning cycle or revisit previous stages, with successful practices being scaled school-wide and beyond
Team Practice 3: Develops a shared belief that through collective action, student outcomes will be positively influenced		
<p>Step 1</p> <ul style="list-style-type: none"> ◆ Develops an interest in others' successes through vicarious experiences (e.g. site visits, watching video, networking, or professional reading) generating expectations of achieving similar results ◆ Attempts new instructional practices, building a greater sense of self-efficacy, with each incremental success ◆ Makes purposeful instructional decisions to ensure that all students in the individual teacher's classroom are successful ◆ Engages in emerging conversations with colleagues around identified goals and/or gaps in student achievement 	<p>Step 2</p> <ul style="list-style-type: none"> ◆ Fosters a supportive team dynamic by routinely sharing instructional materials, methods, and ideas to replicate success ◆ Broadens the notion that collective teacher action (knowledge, skills, effort) directly impacts student achievement ◆ Develops and commits to instructional decisions with team(s) to support teaching and learning for all students 	<p>Step 3</p> <ul style="list-style-type: none"> ◆ Increases interdependence around common priorities, transparency of practice, and the co-construction of curriculum as a result of continued success ◆ Attributes student success to collective team actions propelling the expectation that continued gains are attainable ◆ Embodies the belief that the collective responsibility for the success of all students lies with the team and, therefore, all members are accountable



Pathway Roles on Campus

Lead Teachers

- Lead the pathway in various settings including; certification, choice, meetings, etc.

Counselor

- Student and parent support
- Culture and Climate
- Social Emotional guidance
- Master schedule
- Supervision and student engagement
- Data collection and analysis
- Community engagement
- Post secondary Preparation

Administrator

- Teacher supervision and evaluation
- Instruction: Learning and Teaching
- Master schedule
- Student and parent support
- Data collection and analysis
- Culture and Climate
- Business and Community engagement

Where Do You See the Work of the Counselor?

INTEGRATED STUDENT SUPPORTS

MEETING THE DEVELOPMENTAL NEEDS OF EACH YOUNG PERSON TO EQUIP ALL FOR A SUCCESSFUL TRANSITION TO COLLEGE AND CAREER.

DOMAIN	MEETING THE STANDARD	EXCELLING THE STANDARD
3.1 College and Career Preparation and Support	<p>The pathway is successfully preparing students for college and career transitions, and promoting a college and career culture by:</p> <ul style="list-style-type: none"> Expecting students to pursue postsecondary education or training Exposing students to a variety of postsecondary options Providing targeted student support for postsecondary options (i.e., preparation for PSAT, SAT, ASVAB exams, guidance for college applications, help completing FAFSA and other financial aid applications, etc.) Providing academic, social-emotional, and career counseling services aligned with pathway and graduate outcomes, and helping students to develop and realize their college and career readiness goals Helping students develop job application skills and make connections to apprenticeship and certification programs <p>This domain has corresponding data requirements.</p>	<p>The pathway assures a college and career culture by:</p> <ul style="list-style-type: none"> Making early college, dual enrollment, and other opportunities available on the high school campus Sponsoring professional counselors Developing relationships with postsecondary institutions to promote successful student transitions to higher education <p>Nearly 100% of pathway students achieve one or more of the following directly after graduation:</p> <ul style="list-style-type: none"> Enroll in a postsecondary institution Attain an industry-recognized certificate Enter a pre-apprenticeship or apprenticeship program
3.2 Social-Emotional Skill Development	<p>The pathway program includes embedded learning opportunities that emphasize the development of social awareness, self-management, and a mindset of growth and self-efficacy for all students.</p>	<p>Through the program of study, the pathway standardizes protocols that regularly embed opportunities for students to reflect on their social-emotional learning and growth over time.</p> <p>The pathway team routinely assesses and provides formative feedback related to the development of students' skills in social awareness, self-management, and a mindset of growth and self-efficacy.</p>
3.3 Individual Student Supports	<p>The pathway team monitors student academic, personal, and social-emotional needs, and provides culturally responsive and timely interventions as necessary. The pathway adopts and implements a systematic plan of assessment and referral for students needing academic or social-emotional interventions. Interventions are personalized and engage students' families as appropriate in order to serve each individual student.</p> <p>A system is in place to assess the efficacy of student supports based on progress of identified subgroups.</p> <p>This domain has corresponding data requirements.</p>	<p>Students benefit from regular check-ins with pathway team members to monitor progress against the plan. The pathway team engages families and leverages community assets to contribute to and serve students' academic and social-emotional needs in a more customized way.</p> <p>Structured peer mentoring opportunities are integrated into intervention strategies.</p>
3.4 Student Input and Validation	<p>The pathway seeks and documents student voice and leadership in articulating the pathway theme and making connections between academic studies, WBL opportunities, and college and career preparation.</p> <p>Student feedback solicited on at least an annual basis to gauge whether students understand the relevance of their program in preparing them for life after high school. This information is used to inform pathway improvement and responsiveness to support student needs.</p>	<p>Students often articulate the relevance of their program by serving as leaders, ambassadors, and spokespersons. They are valued partners and leaders in the continuous improvement process by providing regular feedback on the quality of their preparation and helping the pathway team incorporate this feedback into planning and future improvements.</p>

- Expecting students to **pursue postsecondary education or training**
- Exposing students to a variety of **postsecondary options**
- Providing **targeted student support for postsecondary options** Providing **academic, social-emotional, and career counseling services** aligned with pathway and graduate outcomes, and helping students to develop and realize their college and career readiness goals
- Helping students **develop job application skills** and make connections to **apprenticeship and certification programs**

- The pathway program includes embedded learning opportunities that emphasize the **development of social awareness, self-management, and a mindset of growth and self-efficacy** for all students.

Where Do You See the Work of the Counselor?

INTEGRATED STUDENT SUPPORTS

MEETING THE DEVELOPMENTAL NEEDS OF EACH YOUNG PERSON TO EQUIP ALL FOR A SUCCESSFUL TRANSITION TO COLLEGE AND CAREER.

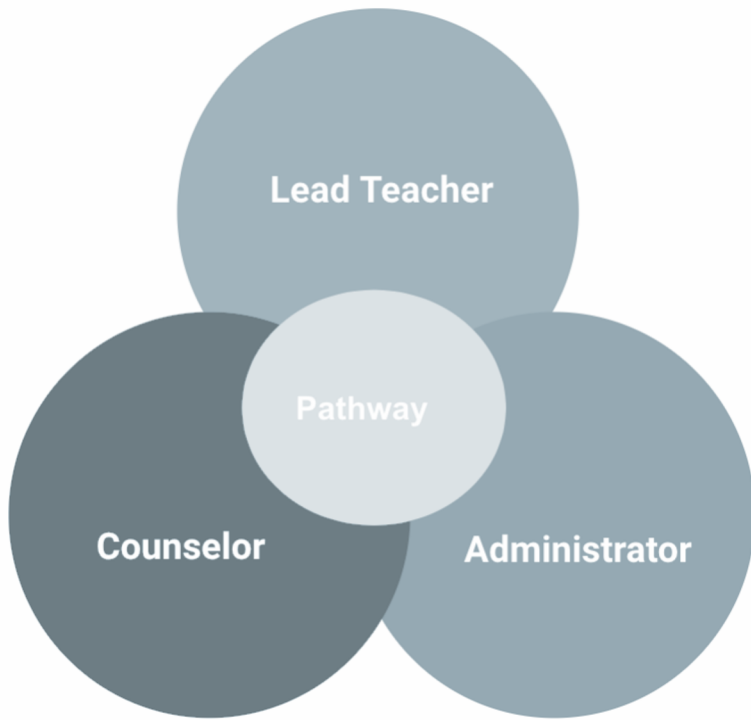
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3.2 Social-Emotional Skill Development	<p>The pathway program includes embedded learning opportunities that emphasize the development of social awareness, self-management, and a mindset of growth and self-efficacy for all students.</p>	<p>Through the program of pathway standardization, the pathway team regularly embeds interventions to reflect on the effectiveness of learning and growth.</p> <p>The pathway team routinely assesses and provides formative feedback related to the development of students' skills in social awareness, self-management, and a mindset of growth and self-efficacy.</p>
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3.4 Student Input and Validation	<p>The pathway seeks and documents student voice and leadership in articulating the pathway theme and making connections between academic studies, WBL opportunities, and college and career preparation.</p> <p>Student feedback solicited on at least an annual basis to gauge whether students understand the relevance of their program in preparing them for life after high school. This information is used to inform pathway improvement and responsiveness to support student needs.</p>	<p>Students often articulate the relevance of their program by serving as leaders, ambassadors, and spokespersons. They are valued partners and leaders in the continuous improvement of the pathway.</p> <p>The pathway team incorporates this feedback into planning and future improvements.</p>

- The pathway team **monitors student academic, personal, and social-emotional needs**, and provides **culturally responsive and timely interventions** as necessary. The pathway adopts and implements a **systematic plan of assessment and referral for students needing academic or social-emotional interventions**. Interventions are **personalized and engage students' families** as appropriate in order to serve each individual student.

- A system is in place to assess the **efficacy of student supports** based on progress of identified subgroups.

- The pathway seeks and documents **student voice** and leadership in articulating the pathway theme and **making connections between academic studies, WBL opportunities, and college and career preparation**.
- Student feedback solicited on at least an annual basis to gauge whether students understand the **relevance of their program in preparing them for life after high school**. This information is used to inform pathway **improvement and responsiveness to support student needs**.

The Pathway Triad: Roles and Responsibilities



Relationships and Communication

The pathway triad sets the tone for the pathway. There should be shared responsibility among the Lead Teacher, Counselor, and Administrator.

Plan Meetings Together

The Triad should meet at least one week prior to the upcoming pathway meeting to plan the agenda. The Triad works together to incorporate the pathways action plan into each meeting so that the pathway can achieve its goals. Each member of the Triad should play a role in most, if not all, pathway meetings.

Data and Quarterly Meetings

Data should drive the pathways action plan and common theme of pathway meetings. The Quarterly Meetings are an opportunity for the Triad to showcase the successes, struggles, and continuous work of the action plan. The Triad relationship is collaborative, so the types of data and the person responsible may adjust based on the needs of the team.

Site Meeting Structure

Type	Frequency	Topics/ Details
Pathway Leadership Team	Monthly Meetings	<p>Led by Pathway Coordinator</p> <ul style="list-style-type: none"> • LL certification • Pathway meeting support • District/ Site business
Pathway Triad Meeting (Counselor, Admin, Lead Teacher)	Varies- at least monthly meetings	<p>Plan pathway meetings together, everyone leads the work</p> <ul style="list-style-type: none"> • Counselor and Admin collect whole pathway data • Lead Teacher collects pathway meeting/teacher data • Review student interventions and support teacher
Pathway Teams	Bi-Weekly Meetings:* Student Support Learning and Teaching	<ul style="list-style-type: none"> • Student support meetings- focus on Tiered interventions, SEL, use CORE survey data • Learning and Teaching meetings- focus on interdisciplinary themes, ways to integrate Technical Core into academic courses, engagement strategies and WBL
Grade Level Team Meetings	Varies- at least monthly meetings	<ul style="list-style-type: none"> • Collaborative groups of teachers using classroom level data to inform student interventions and curriculum

Triad Planning Meeting Topics

- Pathway goals
- Meeting template that support classroom lesson design structure
- Shared meeting facilitation
- Review data
- Future planning
- Teacher support
- Student engagement

LPS 2020-21 Pathway Planning

	Goals	Action Steps
Pathway Student Support:	<ul style="list-style-type: none"> ● Increase school connectedness as measured by the CORE survey Sense of Belonging by 7% for students and staff and maintain 90% or above for parents each year ● Increase the number of Work-Based Learning experiences for all students by 10% each year 	<ul style="list-style-type: none"> ● Increase student voice by holding student focus groups and conducting pathway surveys to mirror CORE survey questions ● Develop quarterly pathway newsletter that will be shared with all community members, with input from all grade levels- collect metrics on outreach. ● Develop advisory board, hold two meetings per year ● Provide training and access to digital resources for teachers to integrate pathway industry into classes/ instruction ● Model engagement and SEL strategies in pathway meetings and be explicit in reason for use with teachers
Pathway Learning & Teaching:	<ul style="list-style-type: none"> ● Increase the frequency and complexity of Industry Integrated lessons based on Linked Learning implementation ● Increase the number of Work-Based Learning experiences for all students by 10% each year 	

Date	Focus	Topics	Data
October 13	Student Support	Show core survey data- be transparent Highlight the DECLINE in responses- this is our signature focus & we have not done well Adapting practices in the COVID world to support students succeed * activity everyone writes one policy they would normally enforced during the school year- team comments on how it could be changed for the virtual world*	Core Survey, Grade level concern document VG- figure out tool
October 27 *grading conversation* -grading scheme -weighted	Learning and Teaching	Share teaching strategies/ tools/ apps that have shown an increase in engagement for virtual learning- What can we commit to doing in our classrooms? Suggestions for tech videos- create screen records Share one digital engagement strategy you have used this week to increase/assess student participation How are you including SEL in your daily check	Doc with tools- with highlights on how to use it Tech Videos Admin visit data Newsletter- Oct 30
November 10	Student Support	Share AA focus group, Ambassador focus group, other focus group possibilities 11/16-11/20 1st Dipstick Survey on student connectedness to be given in classes Equity based task	Testimonials- questions-topics, Google form- Clardy
December 1	Learning and Teaching	Engagement strategies; WBL; Industry Integration Discuss/share one example of an industry integrated lesson	Classroom visits/observations done by Shipman
December 15	Student Support	Review D and F list Discuss Opportunities for students to improve their grade Dipstick Survey on student connectedness discussion	LROIX report Dipstick Survey Data
January 12	Learning and Teaching	New year new me 1/11-1/15 2nd Dipstick Survey on student connectedness given again	Goals on how we are going to model our new way of thinking Newsletter due- January 29
February 2	Student Support	Has there been an increase in Student engagement Discuss Semester 1 grades (maybe-if available) Semester 1 Celebrations Dipstick Survey on student connectedness Data	LROIX Data Synergy grades Dipstick Survey Data
		service challenges for students to engage in their community- send a pic- get gold w's help with core survey- ask student ambassadors	

Counselor Support for Linked Learning



Long Beach Unified School District
Wilson High School
 4400 East Tenth Street
 Long Beach, CA 90804
 562-433-0481 Office ♦ 562-433-2731 Fax



Dear Parent/Guardian:

The School of Leadership and Public Service Team is concerned with your student's progress going into the last eight weeks of the first semester. Currently, your student is in danger of not passing one or more of his/her classes this semester. As your student's teachers, we want to work with your child to be successful this year. Therefore, we want to inform you about the tutoring availability of our 9th grade teachers so your student can receive additional support:

- African American student focus group
- Home visits
- D & F intervention letters
- Tiered intervention system
- Support student/teacher intervention

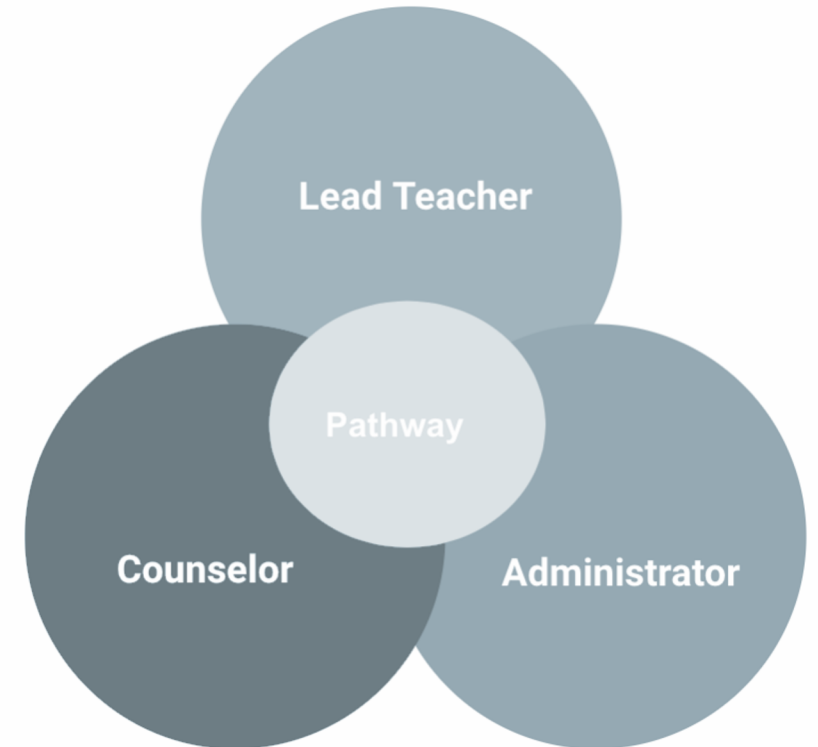
Teacher	Lunch	After School
Robinson		Daily after school - 9th grade
Nesmith	By Appointment	
Dao	Mondays - Fridays	Mondays, Wednesdays, Fridays
Cook	Odd days	
Hamilton		Monday-Thursday
L. Jones	By Appointment	By Appointment
Zarate	Monday-Friday	By Appointment
Ung	Odd days	Odd Days
Winters- Saini	Monday-Friday	By Appointment

LPS 10th Grade Concerns
Fall 2020

Student Name	Teacher comments/ notes	Contact Comments (email, PM, remind, etc)	Counselor comments
Woody Wilson	SMITH: has not been attending english at all, they came once at the beginning of the school year and haven't seen them in zoom	9/23: Emailed parents- no response	Woody has had a hard time connecting to the internet at home We are working on getting them a more stable device Has been given support Will continue reaching out to parents
	BROWN: have seen them about 3 times in zoom, has turned in 2 of the 7 assignments on canvas	9/25: Sent a private message to zoom, they said they were struggling with internet	
	RAMIREZ: has attended spanish about 5 times, participates in the chat, turns in most work	9/21: Sent a general email to all students about missing work	
	VERA: have not seen student in history at all, no work has been turned in, no communication	9/18: Emailed about attendance 9/20: Emailed about attendance and work 9/25: Emailed asking what is happening- no response	
	CALHOUN: has attended two class sessions, half of the assignments are complete	DATE:	
	TEACHER:	DATE:	
	TEACHER:	DATE:	

Reflection and Questions

- How will you create collective efficacy within your triad?
- What support will be needed to build an effective triad?

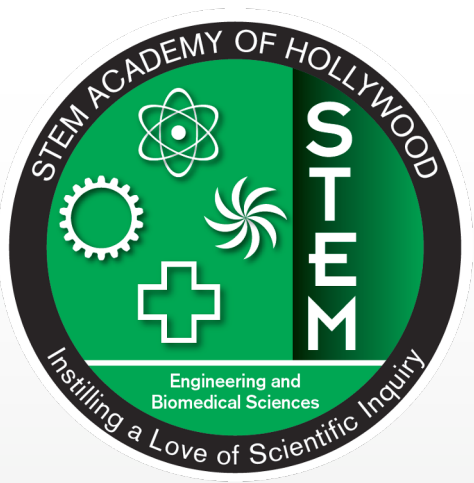




Esther Dabagyan
Principal, STEM Academy
Hollywood, Los Angeles
Unified School District



Susannah Hall
Lead Teacher, STEM
Academy Hollywood, Los
Angeles Unified School
District



Adapting Integrated Student Supports to the Virtual Setting

1 Supports for All Students

- [Mastery Grading](#)
- [Advisory Curriculum](#)
- [Mentoring: Bears and Cubs](#)
- [ACE Training and Programs](#)
- [Partnership Wraparound Services](#)
- [Events and Workshops for Families, Students & Staff](#)
- [Tutoring/Office Hours](#)

2 Supports for Student Groups

- [Counselor Conversations](#)
- [Partnership Wraparound Services](#)
- [Counselor/SpED Team Meetings](#)
- [EL Aides, translation support](#)
- [Small Targeted Virtual Group Tutoring](#)

3 Targeted Student Supports

- [One on One In Person Tutoring](#)
- [Home Visits](#)
- [Counselor Conversations](#)
- [Partnership Wraparound Services](#)
- [Counselor/SpED Team Meetings](#)



On Your Mind?



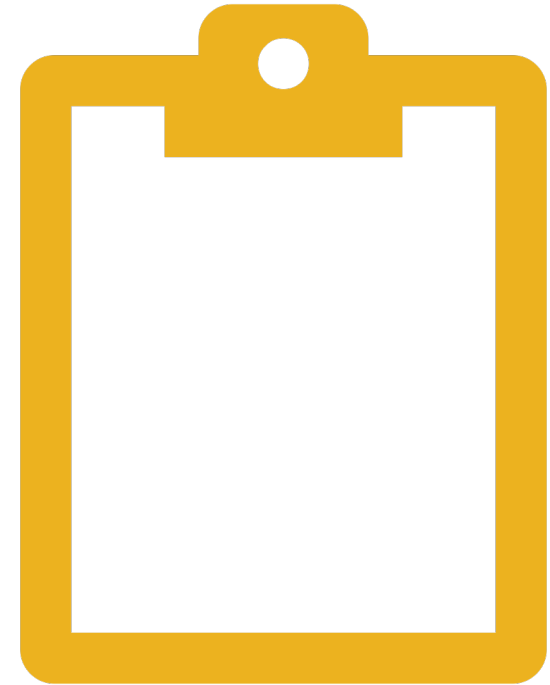
Linked Learning Counseling Network

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Feedback and Networks Interest Survey

- Please take a few minutes to provide feedback on today's webinar

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Upcoming Opportunities



December 9: Leveraging Your Pathway Advisory Board to Engage Industry Partners and Keep Students Connected to Purpose



December 2020: Lessons from Oakland Health Pathways



January 2021: New Certification Platform Supporting Pathway Design and Development Throughout Silver and Gold Certification

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