

# The Blueprint for Maryland's Future: Update

November 9, 2023

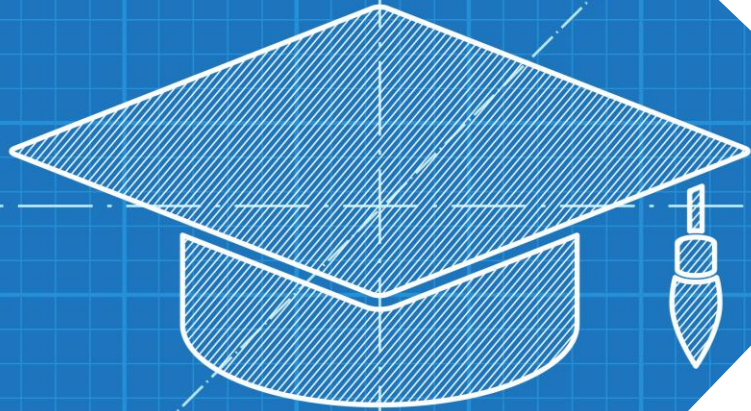
# Today's Agenda

NBC

Career Ladder

Strategic Facilitator

Career Advisor Update



OR	WEB ICON
	EPS, JPEG, TIFF
BLUEPRINT	





# National Board Certification

**Memorandum Of Understanding signed and submitted to MSDE**

21 Initial Candidates

21 Continuing Candidates

50 Retake Candidates

**NBPTS<sup>®</sup>**

31 Elementary

61 Secondary

Score Reports issued December 9, 2023 (for the 2022/23 Cycle)

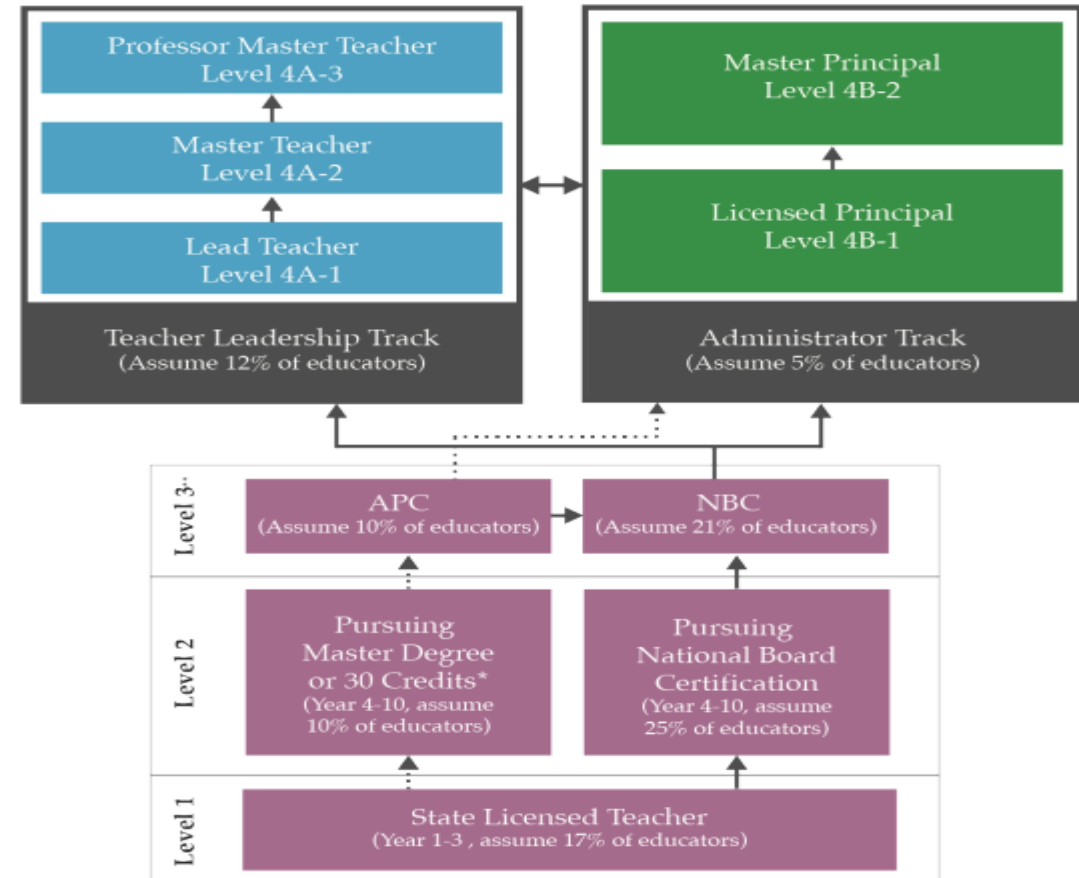


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# Career Ladder Update

- Implemented by July 1, 2024
- Four Levels
- Collaboration
- Staff Perceptions
- Collectively Bargained

Exhibit 4.6: Maryland Career Ladder for Educators



\* 30 Credits in an approved program of study  
\*\* Educators in Level 3 include Assistant Principals  
Dotted lines are transition plan for existing teachers and administrators.  
Teachers pursuing NBC may also be pursuing a Master's Degree.



# Strategic Facilitator Partnership

- AIB Initiated
- TA Grant Funded
- LEAs Optional Participation
- CCPS Selected and AIB Paired Facilitators with Districts



# Additional Updates

- AIB and MSDE staff will be offering a preview of the draft LEA Blueprint plan template on November 9, 2023
- Staff will review the structure of the template and major changes prior to sending the actual template out for feedback.
- AIB and MSDE staff will be convening a meeting to share career ladder updates with LEA reps, association reps, and other selected individuals on November 17, 2023



# Career Advising Program



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# Career Advising Program

- Partnership with Tri-County Council of Southern Maryland (TCCSMd) and CSM
- Blueprint funding was used to hire 10 Career Advisors: one is placed in each middle and high school. There is one advisor who also serves as the coordinator.
- The Blueprint requires that we offer “individualized career counseling to all students in grades 6-12.”





# Overarching Goals of the Career Advising Program

- Provide ALL students with a meaningful “head start” toward a successful future and an advantage over students from across the country and around the world.
- Help students find their “passion,” through interests and talents, and then help students navigate “how to get there” by building capacity for the students to know what kinds of questions to ask about future opportunities.
- Provide for strategic, intentional, and individualized planning with students in reaching their post-secondary goals.
- Enable students to make connections between coursework and future careers – across all disciplines and content areas (helping to answer “Why do I need to know this?”)



# What does career advising look like?

- Career advisors will help connect students to a variety of experiences such as field trips, guest speakers, career fairs, and other similar events.
- Most importantly, career advisors provide “before” and “after” learning so that “experiences” do not occur in isolation. In this portion of career advising, we are building capacity for students to “know how to find their way” – on their own.
- Career advisors may have student groups built on various student interests, support clubs, pull in small groups of students, work with individual students 1:1, and/or present to whole classes and grade-levels.
- We will look to deepen our use of the Xello career exploration software students are already using to add features within the software, such as the ability to build resumes and portfolios.





## “Dialogic Questions” and the RIASEC Model

- Who are you?
- How are you growing?
- What are your options?
- Where are you headed?



# What is *not* part of Career Advising?

## Career advising is NOT:

- “Giving” each student a pathway or “tracking” and it is not “making sure” students know *exactly* what career they plan to pursue, starting in middle school
- “Finding” jobs for students or “Getting them into jobs.”
- Working with “*only*” a certain “type” of student (e.g. students who are “failing”)
- Exclusively educating students about CTE or CTA programs (career advising is as much for our college-bound students as it is for students who want to pursue entry level career opportunities immediately after high school).
- College admissions advising (although helping build awareness of the role of a college degree or a specific college major and how one could gain access to those paths could be part of career advising)
- Creating a “transition plan” (such as part of the IEP process), although career advisors might assist students and the IEP team in supportive activities that could inform the transition planning process.



Before Career Advising...	Where we are going...
“Telling” kids about opportunities	Educating about opportunities, pros and cons, and students self-select to participate
Adults driving the process and/or “no one is driving”	Kids driving the process – the students will be equipped to know what questions to ask “next” to keep their progress moving forward.
Career/Job/College Fairs, Career days	Students equipped with Q’s to ask headed to career/job/college fairs. Also, students being able to process what they saw/learned at an event and how to apply it to their own individual plan.
“What career you want	What kind of lifestyle do you want to have? What do you want your job fit to be/feel like?
Adults telling students what knowledge “is important” in various career fields.	Students recognizing how skills or content can be applied to, combined with, or found within their own interests and values.
Students select classes, programs, or pathways because someone “tells them they should.”	Students are armed with the knowledge of what questions to ask to ensure classes, programs, and pathways are in line with their own goals and plans. With all information in front of them, they are equipped to consult with the important people in their lives and make decisions.



# Questions?



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