High School Graduation Remodel Recommendations

Idaho Speech Arts Teachers Association
September 27, 2024

High School Graduation Remodel

Why Now?

- Statewide Graduation Requirements have not been reviewed or updated comprehensively in over 10 years.
- Industry and workforce needs have changed dramatically over the last 10 – 15 years.
- The post-secondary pendulum has shifted to focus on post-secondary preparation for **ALL** students.

Who Benefits?

- **Students**: creating an individualized and meaningful secondary experience for **ALL** students.
- **Districts & Public Charter Schools**: retaining and increasing flexibility for schools.
- **Stakeholders:** creating a solid foundation of support from OSBE, SDE, and other education partners.

Summary of Recommendations

Flexibility for Meeting Core Academic Requirements

Recommendation
Any instruction in applied concepts that meet Idaho Content Standards can be considered for academic credit requirements.

Outcome
The State Department of Education will support Local Education Agencies and Public Charter Schools in developing crosswalks and templates to assist in awarding credit for prior learning in ways that meet course requirements for high school graduation.

The department will provide clear flexibility in IDAPA for CTE courses or work-based learning to apply for core academic credits.

Digital Literacy as a Core Academic Requirement

Recommendation
One (1) Digital Literacy credit requirement would replace the existing one (1) credit Communications credit as a minimum core academic requirement.

Outcome
Students will be prepared to adapt to the changing needs of the workforce, have the foundation to learn and relearn jobs (roles, technology, equipment), and understand the reality of being online and the consequences associated with an online presence.

Localized Pathways

Recommendation
Local education agencies and public charter schools will develop and publicly share at least two localized pathways aligned with regional workforce and education opportunities.

Outcome
Localized pathways will be defined as a "framework of locally-provided offerings identifying core and elective credits, assessments, and other opportunities aligned to various post-secondary goals." They should be structured as a tool for students to make informed decisions about their post-secondary goals.

Students may select offerings aligned with localized pathways; however, they are not required to complete a localized pathway for graduation.

Future Readiness Project

Recommendation
Update the existing senior project to the new Future Readiness project to demonstrate students' ability to analyze, synthesize, and evaluate information and communicate that knowledge and understanding.

Outcome
Beginning with the class of 2028, students will complete a Future Readiness project that includes an experiential component, such as a work-based, service-based, research-based, or portfolio-based experience in which a student demonstrates the acquisition of the State Board of Education adopted Idaho College and Career competencies.

Why Are We Adding Digital Literacy?

The World of Work is Changing:
- Students will need to learn and relearn jobs (roles, technology, equipment) faster than any previous generation.
- As students prepare to enter the workforce, they will be carrying with them the most extensive resumes in history, their digital footprints.
- As the workforce changes, employees with digital skills will be more employable.

Maintaining Flexibility for School Districts:
- Acknowledging the ongoing and increasing push amongst external stakeholders to implement digital/computational literacy, computer science, and online safety concepts into high school instruction, including a push to require all students to take a standalone computer science course.
- Responding to consistent advocacy for digital citizenship skills that align with our state constitutional requirements to develop citizens in an online age.

Student Safety and Mental Health:
- Ensuring students understand how to navigate online news and information and the privacy risks associated with being online and using social media.
- Considering youth suicides, bullying, and other negative consequences, preparing students for the reality of being online.

What Happens to Communications?

Minimum Credit Requirements
- The state sets <u>minimum</u> academic and elective credit requirements.
- Most districts and public charter schools require additional, locally-required credits.

Communications as an Elective Credit
- Districts and public charter schools **<u>WILL</u>** retain the ability to require communications as a graduation requirement.
- Communications courses **<u>WILL</u>** be offered as electives to meet local graduation and post-secondary credential requirements.

<u>Communication skills are important</u> and **<u>WILL</u>** continue to be met across a student's high school career through the ELA standards and the Idaho College and Career Readiness Competencies.

Digital Literacy

Definition

Digital literacy refers to the ability to effectively use digital tools and technologies to find, evaluate, create, and communicate information. Strong digital citizenship skills are key to enabling individuals to participate with civility in society, access information, and engage in lifelong learning.

Digital literacy encompasses a range of skills, including:

1.Technical Skills: How to operate devices like computers, smartphones, and tablets. Understanding introductory computer science concepts.

2.Information Literacy: The ability to locate, evaluate, and use information from digital sources.

3.Digital Communication Skills: Using digital platforms to communicate effectively and identify the most effective online tools.

4.Critical Thinking: Assessing the credibility and reliability of digital content.

5.Safety and Responsibility: Understanding how to protect personal information and use digital tools ethically.

Instructor Certification & Support

Who Can Teach Digital Literacy
- Digital Literacy is structured to be a 1-credit **INTRODUCTORY** course.
- An individual with a valid Idaho Standard Instructional Certificate is qualified to teach the Digital Literacy Course.

How Do I Teach Digital Literacy

- The State Department of Education will provide free Digital Literacy resources for educators, just as it did for Financial Literacy.
- Industry and stakeholder groups have committed to providing resources and support for the implementation of a digital literacy course.
  - STEM Action Center
  - Idaho Technology Council

Timeline...

October to November 2024
- SDE will be visiting each educational region starting October 8.
- State Board conducts negotiated rule-making, starting October 3.

December to January 2024
- State Board votes to accept the administrative rule.

January to March 2025
- Legislature considers graduation requirements updates in administrative rule, phasing in for the class of 2028.

March to July 2025
- SDE works with districts and charter schools on implementation in anticipation for the 2025-2026 school year and beyond.

Feedback

State Department of Education
- Provide feedback at gradupdates@sde.Idaho.gov

State Board
- Submit comments to rules@edu.Idaho.gov

Local Decision
- Engage your local administration and board.

Questions?

Idaho Speech Arts Teachers Association
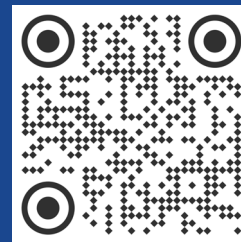September 27, 2024
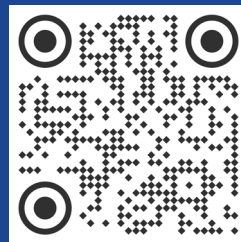
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FAQ

Presentation