Graduation Guidelines ICAP Work Group

"A guiding question is the fundamental query that directs the search for understanding, and helps to provide focus and coherence.” Taken from: Traver, R. (March, 1998).*Educational Leadership,* p.70-73.

**Guiding Thought:** "Every student will have a plan that combines both the academic and the technical training that they need at each stage along the way to move them into a successful career path, that allows them to enter a globally competitive Colorado workforce. Bottom line, the goal is to help students at least start thinking. ICAP's are all about getting them set up on a plan*, where they can touch and feel it and say yes or no*."

**Guiding Questions**

1. What is the benefit of an ICAP for students?
2. How does an ICAP enrich student learning or purpose?
3. How do we define and best promote full implementation?
4. How will the work of educators be affected?
5. What modifications might be necessary within a competency based environment?
6. Who/how will accountability be addressed?

**Goals**

1. To raise the level of importance and benefits of an ICAP for students
2. To clearly define and communicate ICAP indicators, tools and best practices, leading to full implementation statewide
3. To assure alignment with initiatives and programs, i.e., graduation guidelines, PWR, CCR, concurrent enrollment and others
4. To validate/integrate the role of the ICAP in a competency-based learning environment
5. To identify accountability measures and establish parameters

**Objectives**

1. Utilize evidence-based practices and research to provide relevancy to the ICAP process
2. Focus on student outcomes to determine if there is greater engagement and identify productive interventions
3. Identify and address barriers or obstacles to putting ICAP fully into practice
4. Clarify ICAP’s relationship to graduation guidelines, and other programs and initiatives, and higher education
5. Investigate and recommend suggestions to incorporate the ICAP into a mastery/ competency based learning environment
6. Design implementation recommendations, timelines, indicators, milestones, promising practices, and other tools to assist and support districts
7. Outline the ICAP process and benefits for districts, students, parents, and stakeholders
8. Create or obtain examples of strong ICAPs as a resource that school districts may adapt to their individual needs
9. Develop accountability recommendations for school districts and building level uses