The Four Keys to Readiness: Implementing a Holistic Vision for ALL Students

February 23, 2018
8:00am – 9:00am
California SUMS Initiative

MTSS

Academic
Behavior
Whole Child
Social-Emotional

All Means All

Family & Community Engagement
Administrative Leadership
Integrated Education Framework
Inclusive Policy & Practice

MULTI-TIERED SYSTEM OF SUPPORT
MTSS

Academic

Behavior

Whole Child

Social-Emotional
MTSS

Academic
Behavior
Whole Child
Social-Emotional

think
know
act
go
Describe a student walking across the graduation stage who is ready to successfully transition to the world outside of high school.

LIFE-READY STUDENTS

1. **Individual Framing**
   List characteristics, skills, mindsets, and behaviors of this student. Which 1-2 of these attributes have helped you the most through transitions in your own life? Why? Think of specific examples.

2. **Sharing of Ideas**
   Get together with a small group to share and discuss one of the attributes that you think is critical to navigating life transitions. Merge your lists into one list.

3. **Group Mapping to Think, Know, Act, Go**
What problem am I trying to solve?

Where can I find the information I need?

How do I make sense of the information?

What's the best way to communicate what I learned?

How do I know I'm on the right track?

Do I approach learning with curiosity and find ways to work toward my goals in different situations?

What habits and skills do I have to help me achieve my goals?

Do I understand the point of what I'm learning and how it fits with what I already know?

Am I pushing myself to work hard, tackle new challenges, and embrace new ideas?

What am I learning that will open doors to future career paths?

How will I navigate the processes necessary to make my dreams a reality?

Do I set goals and decide if my next step is a good fit?

How do I know how to finance my plans for the future?

Am I developing my identity while respecting the culture and people around me?

Can I advocate for myself and others in a new situation when necessary?
“Nearly 4 out of 5 jobs destroyed by the recession were held by workers with a high school diploma or less.”

Source: Carnevale, Anthony, Tamara Jayasundera, Ben Cheah (August 2012) “The College Advantage” (Figure 1, pg. 5) Authors’ estimate of the Current Population Survey data (2007-2012). Employment includes all workers aged 18 and older.
The economy has moved from mass production of standardized goods to mass customization of goods and services.
Students are consistently given the opportunity to independently develop hypotheses, know how to solve problems with more than one response, and can select strategies to solve a problem from among multiple possibilities.

Students are taught throughout the school day how to collect information from multiple sources and can evaluate the quality of the sources.

As students learn new content, they are also taught to efficiently organize, analyze, and evaluate the information they are learning.

Students are taught to consider their audience when communicating what they have learned and are given the opportunity to develop a variety of media products.

Students are taught how to complete multiple drafts and review their work for high quality.
Teachers require students to collect evidence, construct arguments, and self edit.

Students work through complex problems with multiple possible solutions.

Students employ varied styles of communication, including writing, speaking, and listening skills.
Considering their audience and context...

- Code-Switching
- Built into secondary structure - not intentional
- (How) do we recognize the strengths students of color often bring to the classroom from their life experiences?
Students are consistently given the opportunity to **apply foundational knowledge** in novel and **non-routine ways**. They are also given the opportunity to develop **ways of knowing** that help them retain information and generate ideas.

Students are taught to approach learning with an **effort-based mindset**.

As students learn foundational knowledge, they are taught how to **apply it to a variety of contexts and disciplines**.
Teachers help students see how what they are learning builds upon what they already know.

Classes have clear expectations for the knowledge and skills required to be successful in each course.

Teachers help students gain an understanding of the value of individual effort and academic achievement.

Students are taught to employ multiple modes of writing and when to use them.
• Growth mindset / resourcefulness / always learning

• Students of color transferring life experiences to the classroom

• Foundational knowledge / applied learning
Students are given the opportunity to connect assignments to their interests, to set and pursue goals effectively, and to persist when given challenging tasks.

Students are taught throughout the school day to manage their time, use technology effectively, read strategically, work collaboratively with diverse partners, and to consciously monitor their learning effectiveness.
Students set goals for themselves and create plans for how they are going to achieve them.

Students embrace challenges and persist despite obstacles.

Teachers ensure that students know the expectations in each course for tests, assessments, and assignments.

Students learn to identify strategies for learning such as taking notes and retaining key facts and terminology.
• How do you create the space for skills students are bringing from outside the classroom to be expressed?

• Example: skills developed through family roles (collaboration, self-management)
Students are equipped with the knowledge and skills needed to approach new environments with purpose and also with understanding and respect for others in the environment.

Students are taught to advocate for themselves and others so they can proactively and strategically navigate within organizations as they make their college and career choices.

Throughout their education, students have the opportunity to engage in planning for the future by aligning their choices for after high school to their own interests and aspirations.

Students are presented with multiple college and career options and taught the necessary skills to apply successfully to programs that align with their aspirations.

Students are given opportunities to become familiar with admission process and financial aid options, analyze cost and benefit differences between different types of institutions as well as aligning interest and aspirations with career possibilities.
Students incorporate their strengths into future academic and career plans.

Guest speakers frequently come to classes to provide real-world examples of how they approach the world around them.

Students are encouraged to advocate for themselves and others.

Students are taught how to read financial information so they can make smart decisions.

Students incorporate their strengths into future academic and career plans.
Can I advocate for myself and others in a new situation when necessary?

- How what ways can advocacy present itself?
- Individual vs. collective
- Do we create space for families