

Developing Student Mindsets that Support Higher Standards: Academic and Personal Behaviors in the 2012-13 Instructional Expectations

*Office of Postsecondary
Readiness*

June 9, 2012

Agenda

Guiding Questions:

What are the academic and personal behaviors critical to college and career readiness?

Where are the academic and personal behaviors evident in a school?

- I. Introductory Activity 11:30 – 11:40
- II. Student Voices (Video Clips) 11:40-11:45
- III. Welcome & Overview 11:45 – 11:55
- IV. Academic and Personal Behaviors in your school (small group work) 11:55-12:25
- V. Share Out/Wrap Up 12:25 – 12:30

Student Voices

What do students tell us about how they learn the skills that support their success?

Just Listen: Students Talk About Learning

Getting Help

<http://www.youtube.com/watch?v=RNr2hoQ9yEE&feature=relmfu>

Developing Self-Awareness

<http://www.youtube.com/watch?v=ZPKIbQ36-xE&feature=relmfu>

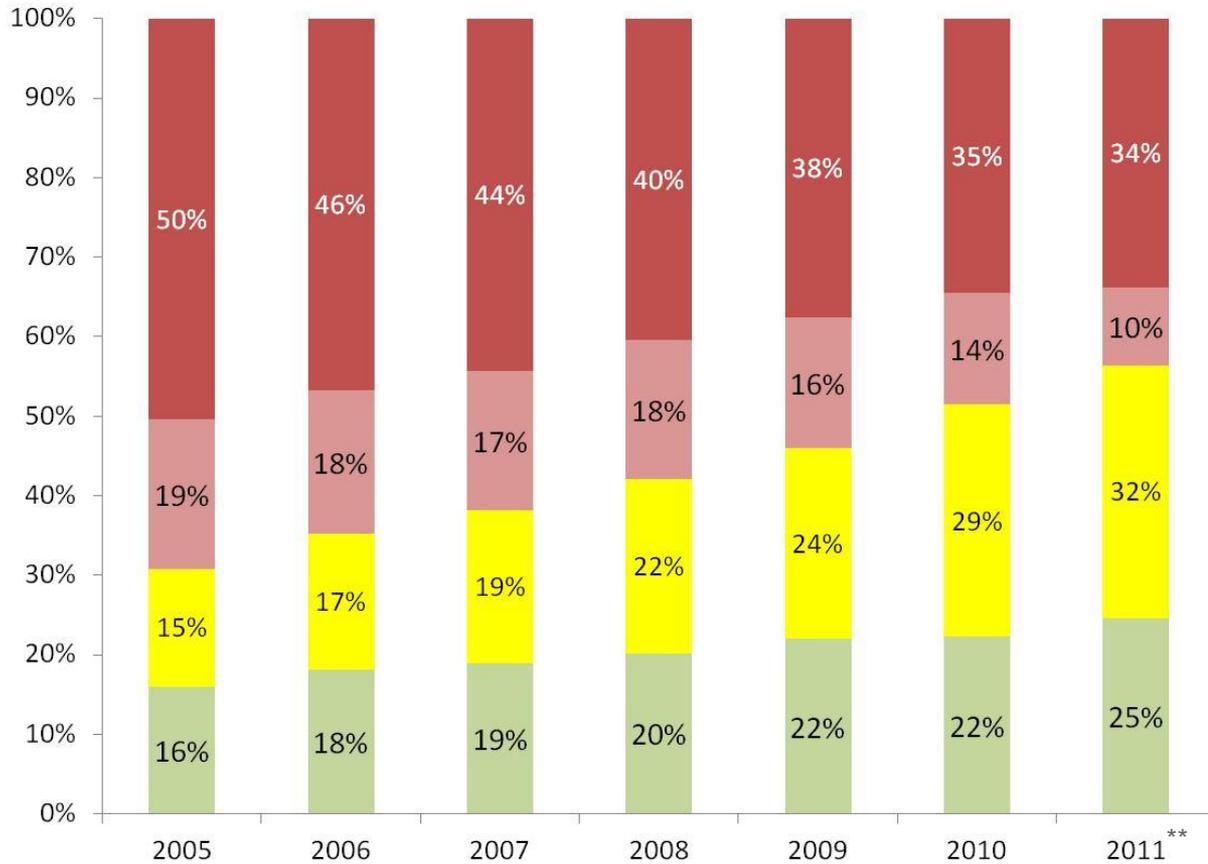
Reviewing Our Answers

<http://www.youtube.com/watch?v=symTaLceCIQ&feature=relmfu>

Taking School Seriously

http://www.youtube.com/watch?v=UBr1JY4v4SA&list=PL34E46C141837CB12&index=7&feature=plpp_video

Students Are Making Gains: Each Graduating Cohort Achieves Better Outcomes than The Prior Year



Best Outcome After Four Years of High School	2005	2006	2007	2008	2009	2010	2011**	Change 2005 to 2011
Non-Graduate	38,118	34,235	33,318	30,720	29,354	27,149	26,641	-17,959
Local Diploma	14,255	13,178	13,119	13,350	12,773	10,995	7,773	
Regents Diploma	11,171	13,472	14,490	16,634	18,757	22,948	25,031	+21,171
College Ready*	12,156	12,867	14,270	15,378	17,168	17,511	19,467	



*According to the Progress Report College Readiness Index, which is defined as the percentage of students who met the 2012 standards for passing out of remedial coursework at CUNY. **2011 graduation outcomes are unofficial pending state release.

College and Career Readiness Benchmarks

Four Domains

DOMAIN	EXAMPLES
Common Core Learning Standards	<ul style="list-style-type: none"> • Benchmarks for leveled texts • Mathematical constructs • Citing evidence in written arguments
Academic & Personal Behaviors	<ul style="list-style-type: none"> • Work habits and organizational skills • Collaboration and communication skills • Persistence • Self-regulation • Engagement
Academic Programming	<ul style="list-style-type: none"> • Course taking • Credit accumulation • Regents test scores • CTE course taking and certifications
College and Career Access	<ul style="list-style-type: none"> • College and Career Exploration • Getting In • Money Matters • Summer Matters

City-Wide Instructional Expectations

CONDITIONS FOR SUCCESSFUL IMPLEMENTATION

The implementation of this work is a multi-year process. Schools, in consultation with their networks, are expected to strategically implement the work in ways most likely to shift teaching practice and enhance individual students' learning based on school strengths and areas of development. Successful schools will create an environment that enables this work.

A. In every classroom, ensure a culture for learning.

Set high expectations for all students.

Plan in advance for multiple access points and ways of demonstrating understanding so that all students engage in rigorous learning experiences. These are two components of Universal Design for Learning (UDL).

Ensure that all students have access to learn within the least restrictive environment appropriate.

Find opportunities to work with all students on critical academic and personal behaviors necessary for college and career readiness: persistence, engagement, work habits/organization, communication/collaboration, and self-regulation.

In K-5 reading, make specific plans for screening and provide tiered instruction and interventions for students, as required by New York State's implementation of Response to Intervention (RTI). Note that while schools will be held accountable in the current phase of implementation for K-5 reading only, all schools should consider systems for supporting students across the content areas.

Academic & Personal Behaviors

<p>This domain includes the learning habits and skills that support academic readiness and includes non-cognitive, socio-emotional qualities that support resiliency, and college/career persistence.</p>	
Persistence	<p>Persistence is needed to support long-term commitment to educational goals through a positive mindset and self-efficacy.</p>
Engagement	<p>Engagement supports achievement in school by increasing students' social-emotional connection to the environment and their social confidence.</p>
Work Habits/ Organizational Skills	<p>Strong work habits and organizational skills support successful navigation of college and careers.</p>
Communication/ Collaboration Skills	<p>Communication and collaboration are essential skills in successful college and career transitions.</p>
Self-Regulation	<p>Self-regulation is key to resiliency. Students must develop coping skills, self-control, and confidence to work through challenges.</p>

Small Group Activity

The Academic and Personal Behaviors Worksheet is color-coded to align with the survey activity you completed at the start of the session.

- Circle the practices that you feel are evident in your school.
- Choose 1-2 behaviors that you feel need further development in your school.
- In groups of 2-3: Share your work in the areas you feel are strengths and ideas for strengthening your work on these behaviors with your colleagues.
- Use the resources worksheet to take notes.

Continue the conversation at your school

How do you plan to continue the conversation about academic and personal behaviors at your school?

Announcements and Next Steps:

If you are interested in working with the Office of Postsecondary Readiness on deepening the Academic and Personal behaviors in your school, please sign the sheet that the facilitator is circulating.