

Revised: 4/9/12

Connecticut State Department of Education Student Success Plan Framework Appendix B

CORE	Model Criteria	Recommended Elements	Examples	Delivery Assignment of Staff
Academic Development	<ul style="list-style-type: none"> • Goal Setting • *21st Century Skills • District/State assessments up to date • Attendance monitored • Use of technology support/ management systems • Career Interest / Skill Survey <ul style="list-style-type: none"> ○ Career Awareness and Exploration • Developmental Guidance • Healthy and Balanced Living • Support Services and Referral (as needed) 	<ul style="list-style-type: none"> • Course selection on track for graduation and related to Interests, Skills & Career Pathway • Capstone Project Link • Student Understanding and Utilization of Supports • Support Services & Referral (as needed) • Developmental Guidance • Time management/organizational skills • Course/Credit Options Explored: <ul style="list-style-type: none"> ○ Internships/service learning ○ Dual Enrollment/ College Credit • Study skills/learning strategies 	<ul style="list-style-type: none"> • Academic Goal Setting (S.M.A.R.T. Goals) • Study skills lessons and practice • Time Management instruction • Test-taking strategy sessions • Portfolio/Capstone development • Individual planning meeting <ul style="list-style-type: none"> ○ Course plan/credit check ○ Understanding academic strengths and weaknesses • College Career Pathways courses • UConn ECE courses • AP courses • Learning Styles inventory • 21st Century Skills coaching • Parent Teacher conference • Parent Information programs. • Workplace learning • Online Learning • Online SSP Management Systems • Other 	<p>Advisor*</p> <p>School Counselors School Psychologists School Social Workers School Nurse Classroom Teachers Administration Library/Medial Specialist Developmental Guidance Career Center Staff Resource Officer Other Support Services and school staff</p>
Career Development	<ul style="list-style-type: none"> • Contact / Communication Tracking <ul style="list-style-type: none"> ○ Parent(s), student(s), staff 	<ul style="list-style-type: none"> • Career Planning and Preparation • Career Pathway Selection • Capstone Project Connection/ Career Pathways/Areas of Interest • Post Secondary Planning • Career speakers • Work-based learning experiences • Summer/Part-time employment 	<ul style="list-style-type: none"> • Career goal setting or revision • Career interest/exploration • College Information sessions • College Search • Career and Technical Education courses • Career-readiness skill preparation, i.e. resume writing, interviewing • Career speakers • Financial aid sessions • Work-based learning experiences, i.e. job shadows, internships, paid employment • Post-secondary career exploration • Knowledge of 21st Century Skills • Capstone Project presentations • Career Technical Student Organizations • Other leadership activities/clubs • Other 	<p>Advisor*</p> <p>School Counselors School Psychologists School Social Workers School Nurse Classroom Teachers Administration Library/Medial Specialist Developmental Guidance Career Center Staff Resource Officer Other Support Services and school staff</p>

CORE	Model Criteria	Recommended Elements	Examples	Delivery Assignment of Staff
Social/ Emotional/ Physical Development	<ul style="list-style-type: none"> • Goal Setting • *21st Century Skills • District/State assessments up to date • Attendance monitored • Use of technology support/ management systems • Career Interest / Skill Survey <ul style="list-style-type: none"> ○ Career Awareness and Exploration • Developmental Guidance • Healthy and Balanced Living • Support Services and Referral (as needed) • Contact / Communication Tracking <ul style="list-style-type: none"> ○ Parent(s), student(s), staff 	<ul style="list-style-type: none"> • Learning Style Inventory • Personality / Interest Inventory • Healthy & Safe Life Skills / Choices • Appreciation/Respect for Ethnic, Linguistic, and Culturally Diverse Populations and Practices • School / Community Engagement • Capstone Project Link • Decision making skills • Healthy and Balanced Curriculum Standards • Guidelines for a Coordinated Approach to a School Health • Empathy and Community service • Social and emotional self-regulation and resiliency • Positive peer relationships (inter and intra-group) • Family consultation and collaboration • Support Services & Referral (i.e., Individual and/or group counseling) as needed • Help seeking behaviors and identification of school & community resources 	<ul style="list-style-type: none"> • Social, emotional, and physical goal setting <ul style="list-style-type: none"> ○ Positive and healthy goal setting/achievement • Conflict resolution skills • Personality/Interest inventory • Responsible decision-making skills • Concern for the well-being of others • Establishing and maintaining positive interpersonal relationships • Managing feelings and emotions counseling support • Student open-ended self interest exploration • Health / PE/Family and Consumer Sciences courses • Peer Mediation • Drug and Alcohol awareness program • Healthy Choices-Multimedia presentation • School Nutrition Services • Internet safety student/parent program • School climate (anti-bullying) activities • Getting to Know You surveys • Character Education Programs • Positive inter and intra-group relations • Co-curricular involvement Clubs, sports, & activities • Identification of healthy values, interests, attitudes & beliefs <ul style="list-style-type: none"> ○ Resources to support healthy social, emotional and physical development ○ Other 	<p>Advisor*</p> <p>School Counselors</p> <p>School Psychologists</p> <p>School Social Workers</p> <p>School Nurse</p> <p>Classroom Teachers</p> <p>Administration</p> <p>Library/Medial Specialist</p> <p>Developmental Guidance</p> <p>Career Center Staff</p> <p>Resource Officer</p> <p>School Nutrition Staff</p> <p>Dietician</p> <p>Other Support Services and school staff</p> <p>Local Hospital Staff</p> <p>Community Groups</p>

*There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations. (NEASC Standard)

EDUCATION CONNECTION

21st Century Skills Crosswalk

Six Critical Skills that Form the Foundation for 21st Century Success

Domain	NCREL/enGauge	ISTE/NETS	21 st Century Skills Partnership	Consensus Alignment <i>Six Among Equals</i>	
<i>Information, Media And Technology Skills</i>	- Evaluate, locate, synthesize and use information effectively and accomplish these functions using technology.	- Plan strategies to guide inquiry. - Select sources and digital tools based on the appropriateness of specific tasks.	- Access, evaluate, and use information actively and creatively. - Use technology as a tool to research, organize and evaluate – function in a knowledge economy	1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.	
	- Can use technology to efficiently and effectively to achieve specific goals.	- Locate, organize, analyze, evaluate, synthesize - use from a variety of sources.	- Use appropriate tools for the problem at hand.		
	- Use real-world tools (hardware, software, networking, and peripheral devices) in real-world days.	- Demonstrate a sound understanding of technology concepts, systems, and operations.	- Use digital technology and communications tools appropriately.		- Understand how media messages are constructed and for what purposes.
		- Troubleshoot systems and applications.	- Understand how media can be interpreted differently, how values are included or excluded, and how it can influence beliefs and behaviors.		
		- Transfer current knowledge to new technologies.	- Fundamental understanding of the ethical and legal issues related to information use.		
		- Ethically use information.			
<i>Learning and Innovation Skills</i>	- Teaming and collaboration to create, solve problems, and master content.	- Interact, collaborate and publish with peers, experts and others employing a variety of digital tools and media. - Contribute to project teams to produce original works or solve problems.	- Ability to work effectively with diverse teams. - Work appropriately and productively with others. - Leverage collective intelligence of groups – use different perspectives to increase innovation and work quality. - Flexibility and willingness to make necessary compromises to accomplish a common goal.	2. Work independently and collaboratively to solve problems and accomplish goals. 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.	

Domain	NCREL/enGauge	ISTE/NETS	21 st Century Skills Partnership	Consensus Alignment <i>Six Among Equals</i>
			<ul style="list-style-type: none"> - Use interpersonal and problem solving skills to influence and guide others toward a goal. 	<p>4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.</p> <p>5. Effectively apply the analysis, synthesis, and evaluative processes that enable productive problem solving.</p>
	<ul style="list-style-type: none"> - Read and manage their own and others emotions, motivations and behaviors. 		<ul style="list-style-type: none"> - Assume shared responsibility for collaborative work. 	
	<ul style="list-style-type: none"> - Generate meaning using a range of contemporary tools, transmissions and processes. 	<ul style="list-style-type: none"> - Communicate information and ideas effectively to multiple audiences. 	<ul style="list-style-type: none"> - Articulate thoughts and ideas clearly and effectively through speaking and writing. - Develop, implement and communicate new ideas. 	
	<ul style="list-style-type: none"> - Desire to know, a spark of interest that leads to inquiry. - Set goals, plan, and independently manage and assess the quality of learning. 	<ul style="list-style-type: none"> - Personal responsibility for life-long learning. 	<ul style="list-style-type: none"> - Demonstrate commitment to learning as a lifelong process. - Monitor own understanding and learning needs. - Go beyond to explore and expand own learning. 	
	<ul style="list-style-type: none"> - Bring work into existence that is original (personally or culturally). 	<ul style="list-style-type: none"> - Apply existing knowledge to generate new ideas, products or processes – create original works as a means self-expression. 	<ul style="list-style-type: none"> - Demonstrate originality and inventiveness in work. - Work effectively in a climate of ambiguity and change. 	
	<ul style="list-style-type: none"> - Willing to make mistakes, advocate unconventional positions, or take on challenging problems to enhance growth. 	<ul style="list-style-type: none"> - Use multiple processes and diverse perspectives to explore alternative solutions. 	<ul style="list-style-type: none"> - Be open and responsive to new and diverse perspectives. - Bridge cultural differences and use differing perspectives to increase the innovation and work quality. - Adapt to varied roles and responsibilities. 	
	<ul style="list-style-type: none"> - Adept at cognitive processes of analysis, inference, synthesis and evaluation in a range of contexts and domains. 	<ul style="list-style-type: none"> - Identify trends, forecast possibilities, and use models to explore complex systems and issues. - Identify and define authentic problems and significant questions for investigation. - Collect and analyze data to identify solutions. 	<ul style="list-style-type: none"> - Make complex choices, understand interconnected systems, identify and ask significant questions, clarify points of view. - Frame, analyze, and synthesize information in order to solve problems and answer questions. 	
<p><i>Life and Career Skills</i></p>	<ul style="list-style-type: none"> - Manage multiple environments, goals, tasks and inputs while understanding and adhering to organizational constraints (time, resources, and systems). 	<ul style="list-style-type: none"> - Plan and manage activities to develop a solution or complete a project. 	<ul style="list-style-type: none"> - Leverage strengths of others to accomplish a common goal. - Define, prioritize and complete tasks without direct oversight. - Utilize time efficiently and 	<p>6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</p>

Domain	NCREL/enGauge	ISTE/NETS	21 st Century Skills Partnership	Consensus Alignment <i>Six Among Equals</i>
	<ul style="list-style-type: none"> - Organize to efficiently achieve the goals of specific projects or problems. 		<ul style="list-style-type: none"> - manage workload. - Demonstrate diligence and positive work ethic. 	
	<ul style="list-style-type: none"> - Develop intellectual, informational, or material products that serve authentic purposes. 		<ul style="list-style-type: none"> - Set and meet high standards and goals for delivering quality work on time. 	
	<ul style="list-style-type: none"> - Social and civic responsibility. 	<ul style="list-style-type: none"> - Exhibit leadership for digital citizenship. - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 	<ul style="list-style-type: none"> - Act responsibly with the interests of the larger community in mind. 	
	<ul style="list-style-type: none"> - An appreciation for the legal and ethical issues related to technology – there is balance and integrity in the perception and approach. 	<ul style="list-style-type: none"> - Advocate and practice safe, legal, and responsible use of information and technology. 	<ul style="list-style-type: none"> - Demonstrate integrity and ethical behavior. 	
	<ul style="list-style-type: none"> - Recognize and appreciate similarities and differences between the customs, values, and beliefs of their own culture and the cultures of others. - Recognize and understand relationships among various entities across the globe. 	<ul style="list-style-type: none"> - Cultural understanding and global awareness 	<ul style="list-style-type: none"> - Use 21st Century skills to address global issues. - Learn from and work with individuals who represent diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in a variety of contexts. 	
	<ul style="list-style-type: none"> - Basic language, scientific, economic, and visual literacy proficiencies. 			

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*Consensus Alignment, Six Among Equals by Jonathan Costa & Dan Cogen-Drew, Center for Digital Learning & Center for 21st Century Skills respectively @ EDUCATION CONNECTION.