

Seven video modules have been designed to inform system staff and other stakeholders about the direction the Board has set for PreK-12 education in Kansas. The content has intentionally been divided into the shorter segments (about six to 10 minutes per module) to give systems greater flexibility in how they may be used for professional learning or other educational opportunities.

The modules consist of the following:

1. Overview
2. Social-Emotional Growth
3. Kindergarten Readiness
4. Individual Plan of Study
5. High School Graduation
6. Civic Engagement
7. Postsecondary Success

Modules reflect the five outcomes by which the Board's definition of a successful Kansas high school graduate will be measured.

The KSDE staff leading the work described in modules 2-7 have designed questions that can be used locally to facilitate conversations. They also provide the opportunity for guided professional learning to enable systems to contextualize the concepts and assess what next steps might be needed in order to make progress in each outcome area.

Modules can be viewed individually in shorter periods of time, such as staff meetings, PLC's, or early/late release days. Or, multiple can be viewed over an extended sitting. However they're viewed, though, it is recommended that time be devoted to addressing the questions for each module before moving to the next one.

Contact information for questions is provided within each module.



INTRODUCTION

- 1** Overview
- 2** Social-Emotional Growth
- 3** Kindergarten Readiness
- 4** Individual Plans of Study
- 5** High School Graduation
- 6** Civic Engagement
- 7** Postsecondary Success

TAKEAWAYS and notes





module
2

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SOCIAL/EMOTIONAL GROWTH

Social/emotional learning is the process through which students and adults acquire knowledge, skills and attitudes necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships.

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• Social/Emotional Growth

What evidence-based programs/practices are we currently using to support the wellness and social-emotional growth of our children and youth? Across which grade levels? Which buildings? What is working well and how do we know? _____

How do our adults emulate the same wellness and social-emotional skills and attitudes we expect of students? To what degree do our family engagement practices model and promote the communication, behavior and relationship skills of social, emotional and character development? _____

To what degree is wellness and the social-emotional character-development standards embedded into our curriculum and instruction? What are some ideas for embedding these concepts into our curriculum and instruction? _____

What considerations need to be taken into account when assessing wellness and social-emotional learning districtwide? What are the possibilities for measuring wellness, social, emotional and character development? _____



module
3

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KINDERGARTEN READINESS

It is important to measure kindergarten readiness to help teachers meet each student where he or she is academically and socially upon entering kindergarten. Knowing the level of readiness for each student provides critical information to families, teachers and administrators.

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QUESTIONS for discussion

Kindergarten Readiness

What do you want high-quality early learning for all children to look like in our community? (This is an aspirational goal.) _____

How might our community bridge the gap in services? Who are the stakeholders and potential partners? _____

What early learning opportunities currently exist in our community? _____

What resources and funds can be leveraged to support your aspirational goal from question one? _____



module

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INDIVIDUAL PLAN OF STUDY

Individual Plans of Study, intended for students in middle and high school, help those students identify strengths and relevant career interest inventories, select courses based on career interests, develop general postsecondary plans and create portable electronic portfolios.

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QUESTIONS for discussion

• Individual Plan of Study

In what ways will an IPS for each student beginning in the middle grades help students as they navigate from high school to postsecondary and/or careers? _____

What indicators could our school/district/community focus on that would speak to the effectiveness of an IPS program? _____

What are the necessary conditions or resources that need to be put in place for an IPS program to flourish in a school? _____

In what ways are commonly-followed courses and course sequences a help to students? In what ways are commonly-followed courses and course sequences a hindrance to students? In a perfect world, what would a term's course load for [sample student] look like? What challenges would we need to manage if we were to develop term course loads around each student's IPS? _____

What are we doing to engage students and families so that attendance is a priority? How are we monitoring daily attendance? What group is in charge of our early warning system for attendance and academic progress? _____



module
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HIGH SCHOOL GRADUATION

Those without a high school diploma qualify for only 17 percent of all jobs, many of which do not provide a livable wage or healthcare benefits. It is important to increase the percentage of Kansans who earn at least a high school diploma so we can meet the educational needs of the workforce.

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• High School Graduation

Refer to the list of pathways and course offerings. What interests do our students have that we don't currently see reflected in our offerings? _____

What strategies/methods are we currently using to develop students' intrapersonal and interpersonal skills? Are these strategies sufficient, based on current research? In what ways do we need to alter our strategies/methods? _____

In what ways do we know students are learning? In what ways do we work to understand how students learn? What processes do we use to ensure that we are effectively scaffolding instruction for the benefit of each student? _____

What have we done to vertically align our schools so that our students have less transitions from building to building in our district? How are we connecting our early childhood providers and our pre-K classrooms? _____

In what ways do we identify necessary technical skills for each student? How do we currently support the development of technical skills for each student? In what ways do we need to improve our processes for helping to develop students' technical skills? _____



module
6

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CIVIC ENGAGEMENT

Civic engagement is an important part of a student's educational journey. Being civically engaged outside of the classroom, whether by voting, donating or volunteering, provides students with a sense of self-efficacy and confidence. It also helps the student focus on issues in his or her community that really matter.

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What are we already doing in each of the Proven Practices?

- Provide rigorous instruction in government, history, law and democracy.
- Discussion of current local, national and international issues and events in the classroom, particularly those that young people view as important in their lives.
- Design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.
- Offer extracurricular activities that provide opportunities for young people to get involved in their schools and communities.
- Encourage student participation in school governance.
- Encourage student participation in simulations of democratic processes and procedures.
- Others?

What else could we incorporate into each of the Proven Practices?

What is our timeline for implementation?

What are the barriers to integrating civic engagement into our curriculum?

How can we engage our community partners in our civic engagement activities?



module
7

KANSANS CAN Vision Training Series

POSTSECONDARY ATTENDANCE/ COMPLETION

The Georgetown Center on Education and the Workforce predicts that by 2020, 71 percent of all Kansas jobs will require some kind of postsecondary education and/or training. Many of these jobs will be “middle skill,” requiring a diploma, but less than a four-year degree.

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What do we know about the students in purple on the NSC Basic Report graph from AMOSS?

- What courses did they take in high school?
- What was the rigor of those courses?
- Were they involved in extracurricular activities?
- Did they have an Individual Plan of Study?
- Were their parents engaged in their learning?
- What other questions might be important?

• Postsecondary Attendance/Completion

What do we know about the students in yellow on the NSC Basic Report graph from AMOSS?

- What courses did they take in high school?
- What was the rigor of those courses?
- Were they involved in extracurricular activities?
- Did they have an Individual Plan of Study?
- Were their parents engaged in their learning?
- What other questions might be important?