Welcome!

CONSIDERING THE WHOLE STUDENT: BETTER PREPARATION FOR SUCCESS

Our webinar will begin shortly

Next Month’s Webinar
Covering All the Angles of Student Success:
Using Many Sources to Inform Admissions and Enrollment Practices
Considering the Whole Student:

Better preparation for success

for K – 12 Educators & Administrators
Rose Babington—Northeast District Manager, ACT State Orgs

ACT STATE ORGANIZATIONS
Helping people achieve education and workplace success

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Considering the Whole Student

ACT’s Holistic Framework
Our Presenters

Dr. Alex Casillas
Principal Research Psychologist
at ACT

Dr. Jared Cleveland
Deputy Superintendent,
Springdale School District

Melody Morgan
Director of Accountability and Assessment,
Springdale School District
Agenda

• The current model of education
• Introduction to ACT’s Holistic Framework
• Explanation and expert insights on each domain:
  • Core Academic Skills
  • Cross-Cutting Capabilities
  • Behavioral Skills
  • Education and Career Navigation
• Q&A
The Common Mode

English Language Arts & Mathematics
THE COMMON MODEL
ENGLISH LANGUAGE ARTS & MATHEMATICS
The Common Model: ELA and Math
Is this model still useful for preparing students for success?
If success is multidimensional, shouldn’t readiness for school and work focus on a diverse set of knowledge and skills?
ACT’s Holistic Framework
ACT’s Holistic Framework
ACT’s Holistic Framework

Core Academic Skills
Cross-Cutting Capabilities
Behavioral Skills
Education & Career Navigation
ACT’s Holistic Model of Education and Work Success

- Core Academic Skills
- Cross-Cutting Capabilities
- Behavioral Skills
- Education & Career Navigation

Education and Work Success
Advantages of ACT’s Holistic Framework

- **Comprehensive** – recognizes broad range of skills needed for college and career readiness
- **Integrative** – can organize personalized results and insights for users in a coherent way
- **Actionable** – addresses the “so what?” (alignment to valued outcomes) and “what’s next” (connecting current K&S to training)
- **Developmental** – outlines progressive learning across key developmental and transition periods in K – career
- **Authoritative** – includes research-based content from a brand you trust
Core Academic Skills: knowledge and skills necessary to perform essential tasks in core academic content.
ACT’s Holistic Framework

**English Language Arts:** Literacy skills related to comprehension and capacity for use of written and oral language.

**Mathematics:** Relating and transforming numeric and symbolic quantities, including applications to data sets, patterns, space, and change.

**Science:** Gathering and interpreting observations, experimental data, and disciplinary content knowledge in order to predict and explain phenomena.
Research on Core Academic Skills

Percent of 2016 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks by Subject

- English: 61%
- Reading: 44%
- Mathematics: 41%
- Science: 36%
- All Four Subjects: 26%
Cross-Cutting Capabilities: general knowledge and skills necessary to perform essential tasks across academic content areas.
ACT’s Holistic Framework

Collaborative Problem Solving: social and cognitive knowledge, skills, and strategies to collaborate with a group to solve a problem.

Learning Skills: strategies and methods to effectively facilitate and manage learning.

Technology and Information Literacy: using technology knowledge and skills to effectively acquire and apply information.

Thinking and Metacognition: employing modes of thinking that apply to a broad range of contexts.
Research on Cross-Cutting Capabilities

• In a survey of elementary, middle, and high school teachers (n= 6,346), respondents were asked to identify areas that, if weak, would be a barrier to success.

• For Cross Cutting-Capabilities, over 40% of respondents identified the following areas:
  • Learning Skills
  • Critical Thinking
  • Problem Solving
Insights on Cross-Cutting Capabilities

• One of our students participated in EAST (Environmental and Spatial Technology)

• She uses cross-cutting skills for the development and delivery of functioning prosthetics

• Skills such as 3D design/printing, robotics, and communication allow for the application and development of workplace skills

“What we try to focus on in this school too is not just only math, science, English and history. Those are fundamentals and that’s what’s going to get us to graduate but there’s other skills like being able to communicate and share your ideas with others.”

~ Abby Herrera, Student, Don Tyson School of Innovation
Behavioral Skills: interpersonal, self-regulatory, and task-related behaviors important for adaptation to and successful performance in education and workplace settings.
ACT’s Holistic Framework

**Acting Honestly:** engaging in ethical behavior, being genuine, acting fairly, and being humble

**Getting Along Well with Others:** interacting and working with others, cooperating, taking others’ perspective, being helpful and patient

**Keeping an Open Mind:** creativity, curiosity, flexibility, and accepting differences in ideas, beliefs, people, and experiences
ACT’s Holistic Framework

Maintaining Composure: adaptability, stress tolerance, and self-confidence

Socializing with Others: being assertive, optimistic, and preferred level of social interaction

Sustaining Effort: dependability, order, persistence, following rules, striving to meet goals, and controlling impulses
### Example of High School PLD

#### Behavioral Skills

**Sustaining Effort → Persistence → Overcoming Challenges**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Willingly attempts challenging tasks and often perseveres through frustrations</td>
<td>• Attempts challenging tasks and generally only asks for help when frustrated</td>
<td>• Will attempt challenging tasks if needed but immediately seeks assistance when difficulties arise</td>
<td>• Does not attempt challenging tasks or gives up at the first sign of difficulty</td>
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<td>• Almost always examines personal mistakes to learn from them, even without prompting</td>
<td>• Uses more than one related resource to help him/her overcome academic difficulties (e.g., instructions, relevant books or subject-area materials)</td>
<td>• Sometimes examines personal mistakes to learn from them with prompting</td>
<td>• Generally unreceptive to the idea that mistakes or setbacks have value</td>
</tr>
<tr>
<td>• Uses multiple relevant resources to overcome academic difficulties (e.g., instructions, books, web resources, interviews)</td>
<td>• Usually examines personal mistakes to learn from them with prompting</td>
<td></td>
<td>• Does not use additional resources to help him/her overcome academic difficulties</td>
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</table>
Insights on Behavioral Skills

- Students involved with the robotics team were able to practice certain behavioral skills

- They had hands on application while simultaneously developing and applying interpersonal skills

- And other skills as well:
  - Social interaction and collaboration
  - Building honesty, trust, and integrity

- Some of these behavioral skills we put on an executive report card that is given on a quarterly basis

“Personalization of learning allows a focus on opportunities to connect students with community partners and real-world experiences that give them the opportunities to learn the skills that they are going to need to be successful after they leave school.”

~Jason House, Assistant Principal, Don Tyson School of Innovation
Education & Career Navigation: focuses on what individuals know about themselves and their environments, and how they use this information to make choices, plan actions, and move along their education and career paths.
ACT’s Holistic Framework

**Self-knowledge:** understanding of one’s abilities, interests, skills, values, attitudes, and beliefs

**Environmental Factors:** education/work knowledge (e.g., types of colleges, work settings) and experiences, as well as the supports and barriers (e.g., financial, family, school resources) that influence education or work progress

**Integration:** exploring and using knowledge about oneself and the environment to evaluate options, and make good fit choices and action plans

**Managing Career & Education Actions:** carrying out plans (e.g., job search, college application), checking for progress, and making adjustments when needed
Research on Education and Career Navigation

• Education and career navigation factors (interests, attitudes, aspirations, self-efficacy, and supports) contribute to important outcomes (academic performance, school engagement, persistence, degree attainment).

• In 2016, 77% percent of ACT test takers reported needing help with education and occupation plans.

• In a survey of elementary, middle, and high school teachers (n= 6,346), 90% rated navigation factors as important for preparing students for success.
Insights on Education and Career Navigation

- An example being *Real World Wednesdays*

- A local hospital, Northwest Health Systems, brought in a surgical robot

- Students got a hands-on opportunity to see what it’s like to be a surgeon

- Students were able to use the technology and experience what a career path in the biomedical field might be like

“We have got to get past the point of having separate conversations about college readiness and career readiness. Students need to leave high school with a plan. They need to have a broad understanding of what careers are out there. They need to have a strong advisory system that includes business and industry members and they need to have the executive skills to survive when they get into the world of work or college classes.”

~Joe Rollins, Principal, Don Tyson School of Innovation
ACT’s Holistic Model of School Success: Grades

ELA
Math
Science

Critical Thinking
Technology and Info Literacy
Studying and Learning

Persistence
Dependability
Self-Confidence

Socialization
Academic Self-Efficacy
Goals

School Grades
ACT’s Holistic Model of School Success: HS Graduation

- ELA
- Math
- Science
- Critical Thinking
- Technology and Info Literacy
- Studying and Learning
- Persistence
- Goal Striving
- Sociability
- Optimism
- Academic Self-Efficacy
- Fit (Congruence)
- Supports
- Goals

High School Diploma
Current Applications of Holistic Framework

- Assessments
- Curriculum
- Interventions
- Serious educational games

You tell us!
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ACT STATE ORGANIZATIONS
Helping people achieve education and workplace success

A UNIQUE NETWORK OF EDUCATION AND WORKPLACE PROFESSIONALS
WORKING TO IMPROVE EDUCATION AND WORKPLACE SUCCESS

Representing individuals from the earliest grades through careers, ACT State Organizations members include teachers, counselors, administrators, enrollment advisors, and business professionals. ACT State Organizations is represented in all 50 states and the District of Columbia, and includes:

- More than 6,100 members—and growing

JOIN US!
Membership is free and open to all who champion the ACT mission.

To update your membership information, please contact state.org@act.org or click here.

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Springdale School District:
springdaleschools.org
Thank You For Attending!

Find more info and resources about ACT’s Holistic Framework at:

act.org/research

If you have more questions about ACT’s Holistic Framework contact:

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Covering All the Angles of Student Success:
Using Many Sources to Inform Admissions and Enrollment Practices