Exercise Two - Define Success
Fine-tune your Community’s Definition of Student Success

“In the past, education was about teaching people something. Now it’s about making sure that individuals develop a reliable compass and the navigation skills to find their own way through an increasingly uncertain, volatile, and ambiguous world.”
- Andreas Schleicher, OECD

“The world is different today. Success is ‘obtaining enjoyable and productive work with good prospects for growth, raising a family, contributing to the community, and figuring out how to navigate life’s ups and downs. Indeed, navigating is an appropriate metaphor, since success is better thought of as a journey than a destination. Like happiness, success is an ever-emerging state that differs for each individual.’”
- Elliot Washor and Charles Mojkowski, Big Picture Learning

In the 21st century, a high school diploma needs to represent much more than proficiency on state tests and completing required courses. It’s time to think deeply about the success that Elliot Washor and Charles Mojkowski of Big Picture Learning reference in their quote above, and this exercise is aimed to help you do just that.

Using the tools in this exercise, we’re going to focus on addressing one of MyWays big important questions, which get at the heart of this definition of student success:

What does success look like for students in a world of accelerating change?
What competencies promote a broader, deeper definition of success?

◆ Here are the tools we’ll use:

• **Competency Correlation Worksheet to Define and Map Your Definition of Student Success** - Picture a graduate of your school. What should each graduate know and be able to do? The Competency Correlation Worksheet provides a table describing the 20 MyWays competencies and prompts you to analyze how your school or district’s definitions align or differ.

• **Create a Graphical Learning Plan for Student Success using a Whole Student Competency Plot** - After completing the Competency Correlation Worksheet, the Whole Student Competency Plot tool lets you create visual maps of individual student’s current strengths, needs, and goals across MyWays competencies.
Before you dive into using the tools, there are some important concepts to dig into first. With each of the exercises, reading the associated reports will be most beneficial to deepen your learning and understanding (and because they are rich with insight and fun to read!). But we want you to be able to roll your sleeves up and play with these tools even if you haven’t yet read the reports. Understanding these concepts will let you do that.

### Concept 1 - MyWays Framework

As you likely know from exploring the website, the MyWays framework is a synthesis of 20 student competencies needed for success in college, career and life. These competencies draw on research across a broad landscape, and provide a composite framework applicable to all students regardless of aptitude or socioeconomic circumstance.

The framework, as you can see below, covers considerable ground because it embraces a whole-person approach. No one learner or one school model will address all 20 competencies in a granular, sequential way. The aim of the framework is to keep breadth and depth front of mind for the creation of individual journeys that vary based on learner strengths and interests.

Organized in four arenas: Habits of Success, Content Knowledge, Creative Know How, and Wayfinding Abilities, the MyWays competencies have pulled from the broad, multi-disciplinary student success landscape. Think of it as a Rosetta Stone, a translator that improves the interoperability of the many 21st-century success frameworks available. The tools in this exercise will ask you to review these competencies in depth, and think how they compare to your current definitions of student success.
### Habits of Success — for learning, work, and well-being

Developing the interpersonal and intrapersonal skills, habits, and behaviors that research suggests are essential to success in learning, self-direction, and well-being.

<table>
<thead>
<tr>
<th>Academic Behaviors</th>
<th>Going to class, participating fully, completing homework and projects, and managing time and resources</th>
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<tbody>
<tr>
<td>Self-Direction &amp; Perseverance</td>
<td>Initiative, flexibility and adaptability, grit and tenacity, self-control</td>
</tr>
<tr>
<td>Positive Mindsets</td>
<td>“I belong in this learning community. My ability and competence grow with my effort. I can succeed at this task. This work has value for me.”</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>Study skills and strategies, goal-setting, self-regulated learning, help seeking</td>
</tr>
<tr>
<td>Social Skills &amp; Responsibility</td>
<td>Interpersonal skills, empathy, cooperation, leadership, ethics, and ability to build social networks</td>
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**3 Key Principles for Practice**

1. **Experience day-to-day the active, authentic learning** that enables students to work on their Habits of Success in integrated, sequenced, and explicit ways.
2. **Benefit from strong adult relationships**, which are necessary for all students to develop the Habits — and even more vital for those affected by poverty, trauma, or other challenges.
3. **Avoid the unintended and negative consequences possible in emerging measurement of Habits of Success**, particularly as part of high-stakes accountability.

### Content Knowledge — for the life students will lead

Developing knowledge of a broader, more future-ready range of subjects than we have today, including interdisciplinary and global literacies, and career-related technical skills for all.

| English Core | Deep English learning and application across settings, aligned with the Common Core and similar standards |
| Math Core | Deep math learning and application across settings, aligned with the Common Core and similar standards |
| Science, Social Studies, Arts, Languages | Active learning of core disciplinary concepts and their application in a broad selection of liberal arts and sciences, and performing and language arts |
| Interdisciplinary & Global Knowledge | Integrated interdisciplinary thinking and empathetic development of global, cross-cultural, civic, environmental, and economic literacies |
| Career-Related Technical Skills | The integration of academic, technical, and employability skills in at least one existing career area or emerging problem space of personal interest |

**3 Key Principles for Practice**

1. **Focus on a few “high-leverage” constructs** in each subject that are central to the structure of the discipline, transfer, and continued learning in a world of change.
2. **Engage with content through learner-driven, purposeful, real-world experiences**, which improve learning while preparing students for life.
3. **Attain balance by developing “T-shaped” knowledge**, pursuing appropriate breadth while also developing depth of expertise in chosen areas.

Consider printing out the competency arenas and tape them to your workspace as visual reference point when you use the tools.
Creative Know How — for a novel, complex world

Developing strength in the 4Cs (Critical Thinking, Communication, Collaboration, Creativity) as well as skills relevant to the increasingly “disorderly” world — entrepreneurship, media/IT, and practical life.

<table>
<thead>
<tr>
<th>Critical Thinking &amp; Problem Solving</th>
<th>Ability to analyze and reason effectively, and use systems thinking and design thinking toward solving problems in varied settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity &amp; Entrepreneurship</td>
<td>The imagination, inventiveness, and experimentation to achieve new and productive ideas and solutions</td>
</tr>
<tr>
<td>Communication &amp; Collaboration</td>
<td>Oral, written, and visual communication skills and the ability to work effectively with diverse teams</td>
</tr>
<tr>
<td>Information, Media, &amp; Technology Skills</td>
<td>Ability to access, evaluate, manage, create, and disseminate information and media using a wide variety of technology tools</td>
</tr>
<tr>
<td>Practical Life Skills</td>
<td>Ability to understand and manage personal finances, health, and independence</td>
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4 Key Principles for Practice

Educators should help students to:

1. **Develop and transfer competencies in novel, real-world contexts**, incorporating a variety of complex and rapidly changing situations.
2. **Work on skills and knowledge in integrated ways** — learners need to apply skills to and through content knowledge, learning both more deeply, in a virtuous cycle.
3. **Focus explicitly on these skills** — naming, practicing, and reflecting on them, as well as being coached on them and receiving on-going and effective feedback.
4. **Explore the ways in which Creative Know How competencies are intimately interrelated** with each other and with the Habits of Success.

Wayfinding Abilities — for destinations unknown

Developing the five Wayfinding competencies through an integrated, iterative process with multiple entry points — and particular focus on navigating transitions, learning from failure, and building social capital.

<table>
<thead>
<tr>
<th>Survey the Learn, Work, &amp; Life Landscapes</th>
<th>Ability to research and understand information, resources, external barriers, and internal factors relevant to upcoming transitions in school, career, and life</th>
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<tbody>
<tr>
<td>Identify Opportunities &amp; Set Goals</td>
<td>The self-awareness, focus, and strategic thinking to cultivate individual strengths and set goals for learning, work, and life</td>
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<tr>
<td>Design &amp; Iterate Prototype Experiences</td>
<td>Ability to translate goals into prototype experiences for each new stage or transition, especially the transition from high schooler to independent, contributing adult</td>
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<tr>
<td>Find Needed Help &amp; Resources</td>
<td>Ability to identify, locate, and secure the time, money, materials, organizations, mentors, and partners needed to support one’s plans</td>
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<tr>
<td>Navigate Each Stage of the Journey</td>
<td>Ability to implement plans in the worlds of education, work, and life, making mid-course adjustments as required based on new experience</td>
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4 Key Principles for Practice

Educators should help students to:

1. **Start early**, so that building awareness of one’s own profile and interests, and of the world outside the school walls, informs learning choices and enhances relevance and motivation.
2. **Harness the Wider Learning Ecosystem** to engage with the adult world and give learners access to opportunities for developing Wayfinding Abilities.
3. **Access the kind of support necessary** to enable real progress in Wayfinding Abilities.
4. **Address the barriers to equity** inherent in competencies that are built on relationship-based supports and community-based lines of sight to college, career, and life outcomes.
Concept 2 - Capability + Agency = Competence

Another concept we researched in depth throughout the MyWays creation process is the relationship between a person's internal behaviors and dispositions, their learning and skill development, and their confidence and effectiveness operating in the real world — since it is operating in this real world that is essential to success in college, career, and life. The research suggests that the competence to operate in our real world is all about the union of capability and agency. Capability (knowledge and the understanding of how to use it in real-life situations) and agency (a deep and durable self, acting to shape one's own learning and environment) are twined together and run across all of the MyWays competencies.

As you work through the tools and think of your competencies and designs, consider how students will develop this capability and agency as a part of each competency, as opposed to separate, disconnected skills.

Competence in any pursuit is the union of capability and agency

Knowledge and the understanding to use it in real-world situations

A deep and durable self, acting to shape one's development and environment
**Dig Deeper**

The MyWays website is rich with information for you to explore. Here are the reports we recommend taking a look at as you complete this exercise:

- Introduction and Overview of the MyWays Student Success Series
- Welcome to the MyWays Student Success Framework (Report 6)

Then, as you are ready, read through Reports 7-10, which dive into each of the competency arenas:

- Habits of Success for Learning, Working, and Well-Being (Report 7)
- Creative Know How for a Novel, Complex World (Report 8)
- Content Knowledge for the Life Students Will Lead (Report 9)
- Wayfinding Abilities for Destinations Unknown (Report 10)

As you dive into the research and envision using the tools below, for this particular Exercise you might also visit Profile of a Graduate, an online tool from EdLeader21 that provides a different — though quite compatible — experience in developing your school or district's definition of student success.

**Putting Concepts to Work: Download Tools**

Now that you have explored the key concepts, it's time to start using the tools. When you download the tools, you will find the tool itself, along with a deeper description of its purpose and instructions for use.

- Competency Correlation Worksheet
- Whole Student Competency Plot Worksheet