

**Graduation Guidelines  
Work Group Cross-Collaboration  
Notes, January 28, 2015**

**IMPORTANT TOOLKIT ELEMENTS:**

<p><b>FORMAT:</b></p> <ul style="list-style-type: none"> <li>• <b>Short, executive summary</b></li> <li>• Something we could hand to any constituent or stakeholder</li> </ul> <p><b>WHY:</b></p> <ul style="list-style-type: none"> <li>• <b>Purpose and Intention + Context</b></li> <li>• <b>Evidence: It's the right thing to do for students</b></li> <li>• Historical perspective, legislation, rules, mission/vision</li> <li>• Overview of Graduation Guidelines</li> <li>• Benefits for students</li> </ul> <p><b>WHAT</b></p> <ul style="list-style-type: none"> <li>• <b>Specifics/Messages</b></li> <li>• Multiple Pathways</li> <li>• Text for menu</li> <li>• Timeline</li> <li>• Crosswalks and connections: UIP + accountability measures + other initiatives</li> </ul>	<p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>• <b>Implementation</b> = Policy to Practice</li> <li>• <b>Process:</b> <ul style="list-style-type: none"> <li>-What is the change process going to look like in your district?</li> <li>-Overview of activities/responsibilities</li> <li>-Step by step – same process for all pathways?</li> </ul> </li> <li>• <b>Message:</b> <ul style="list-style-type: none"> <li>-Communication pieces for all stakeholders, including parents</li> </ul> </li> <li>• <b>Resources:</b> <ul style="list-style-type: none"> <li>-Best practices</li> <li>-Rubrics</li> <li>-Interactive, online</li> </ul> </li> </ul>
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**Work groups: SUCCESSES, STRUGGLES, SUGGESTIONS, QUESTIONS, MISSING & INCOMPLETE ITEMS**

<p><b>SUCCESSES</b></p> <ul style="list-style-type: none"> <li>• Commitment – GG important</li> <li>• Collaboration</li> <li>• Diverse group assembled to come to consensus (Agreement about recommendations from a variety of stakeholders)</li> <li>• Purpose</li> <li>• Format (big groups + individual work)</li> <li>• Facilitation</li> <li>• Connections made within group</li> </ul>	<p><b>STRUGGLES</b></p> <ul style="list-style-type: none"> <li>• Philosophy vs practicality</li> <li>• Disconnect between worlds (business, industry, higher ed, K-12)</li> <li>• Lack of funding for convening</li> <li>• Attempt to articulate/develop something that has never been done before</li> <li>• Scaffolding</li> <li>• Communication: on/line, distance, mobility of members from district to district</li> <li>• Logistics: transcripts and transcribing</li> <li>• Communication about work of other groups</li> <li>• Group too big at first</li> </ul>
<p><b>SUGGESTIONS:</b></p> <ul style="list-style-type: none"> <li>• Knowledge: our work is valued and will be used</li> <li>• Fund participation and facilitation</li> <li>• Continue meeting – share new knowledge</li> <li>• Implement PWR endorsed diploma after other groups/GG complete work</li> </ul>	<p><b>QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• When will we change term, “21<sup>st</sup> Century Skills”?</li> <li>• What will menu actually look like?</li> </ul>

<p><b>MISSING ITEMS</b> - Essential questions:</p> <ul style="list-style-type: none"> <li>• What does it look like to be a PWR student?</li> <li>• How can we meaningfully assess those skills?</li> <li>• How do we create a meaningful and diverse pathway to assess master of “21<sup>st</sup> century skills” for all students, districts, regions?</li> <li>• What shifts in daily instructional practice are necessary?</li> <li>• What is a way for electronic documents “talk” to each other: ICAP, ALP, IEP, etc.</li> </ul>	<p><b>INCOMPLETE ITEMS</b></p> <ul style="list-style-type: none"> <li>• GG menu</li> <li>• Create/describe steps for “change process” model</li> <li>• Where does newly released Talent Pipeline report fit in?</li> </ul>
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**CHALLENGES**

**SOLUTIONS**

**1. Changing the title, “21<sup>st</sup> Century Skills”?**

<p><b>Why change the title?</b></p> <ul style="list-style-type: none"> <li>• No student in school now remembers 20<sup>th</sup> c</li> <li>• Business world doesn’t use this terminology</li> <li>• Students don’t see title as visionary</li> <li>• Term doesn’t embrace the 5 standards adopted in Colorado</li> <li>• Everyone assumes term in technology alone</li> <li>• Current examples of these skills – murky &amp; confusing</li> </ul>	<ul style="list-style-type: none"> <li>• CDE and CWDC should work together to create this list.</li> <li>• Business must work with educators</li> <li>• Should be the 11<sup>th</sup> standard</li> <li>• Use Common Employability Skills (from National Network of Business and Industry Association)</li> <li>• Personal and people skills</li> <li>• Applied knowledge</li> <li>• Workplace skills</li> <li>• Consider department of Labor definitions:</li> <li>• Workforce Competency Skills</li> <li>• Competency Model</li> </ul>
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**2. Communication across workgroups**

<p>How can we create transparent and timely communication between and across workgroups?</p>	<ul style="list-style-type: none"> <li>• Link on the website for submissions</li> <li>• Include in The “SCOOP”</li> <li>• Consider password protection</li> <li>• Send monthly updates</li> <li>• Post calendar of all meeting dates</li> <li>• Assign someone at CDE to post agendas, minutes, and updates when submitted by groups</li> </ul>
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**3. Higher Ed (HE) admissions and Workforce - alignment with graduation guidelines (GG)**

<p>How can admission requirements for higher education and opportunities for PWR be aligned with the menu of options in the new graduation guidelines?</p>	<p><b>HIGHER ED:</b></p> <ul style="list-style-type: none"> <li>• Convene a group of H.E. decisions makers with CDE, K-12 officials, reps from teaching staff, and stakeholder groups (look at SCAPIE)</li> <li>• Add H.E. reps to CCR Council</li> <li>• H.E. endorses (pledges support and acceptance of) GG</li> </ul> <p><b>WORKFORCE:</b></p> <ul style="list-style-type: none"> <li>• Convene a group of businesses, career experts, community members, industry folks, and military</li> <li>• WF endorses GG</li> </ul>
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