

**Connecticut State Department of Education**  
**Student Success Plan: Model Criteria and Recommended Elements**  
**Rigor – 21<sup>st</sup> Century Skills – Engagement**

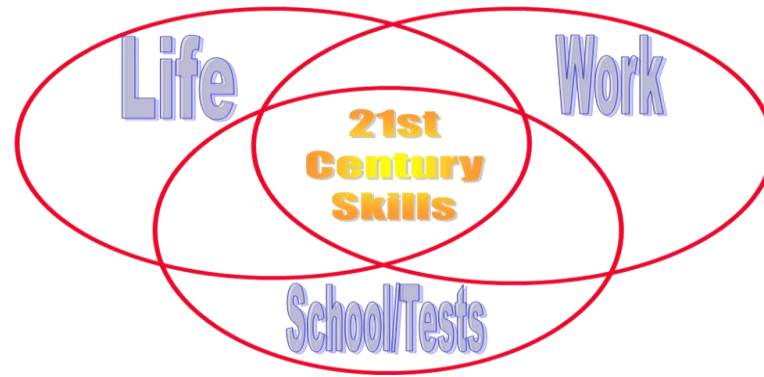
Core Component	Common Model Criteria	Specific Model Criteria	Other Recommended Elements	Examples
Academic Development	<ul style="list-style-type: none"> <li>• Goal Setting</li> <li>• *21<sup>st</sup> Century Skills</li> <li>• District/State assessments up to date</li> <li>• Attendance monitored</li> <li>• Use of technology support/management systems</li> <li>• Career Interest / Skill Survey</li> <li>• Career Awareness and Exploration</li> <li>• Developmental Guidance</li> <li>• Support Services and Referral (as needed)</li> </ul>	<ul style="list-style-type: none"> <li>• Course selection on track for graduation and related to Interests, Skills &amp; Career Pathway</li> <li>• Capstone Project Link</li> <li>• Student Understanding and Utilization of Supports</li> <li>• Support Services &amp; Referral (as needed)</li> <li>• Developmental Guidance</li> <li>• Time management/organizational skills</li> </ul>	<ul style="list-style-type: none"> <li>• Course/Credit Options Explored:               <ul style="list-style-type: none"> <li>○ Internships/service learning</li> <li>○ Dual Enrollment/ College Credit</li> </ul> </li> <li>• Study skills/learning strategies</li> </ul>	<p><b>Participate in:</b></p> <ul style="list-style-type: none"> <li>• College Career Pathways courses</li> <li>• UConn ECE courses</li> <li>• AP courses</li> <li>• Workplace learning</li> <li>• Online Learning</li> </ul> <p><b>Utilize:</b></p> <ul style="list-style-type: none"> <li>• Online technology resources such as “Naviance”, “Career Cruising”, “Kuder”, etc.</li> </ul>
Career Development	<ul style="list-style-type: none"> <li>• Contact / Communication Tracking               <ul style="list-style-type: none"> <li>○ Parent(s), student(s), staff</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Career Planning and Preparation</li> <li>• Career Pathway Selection</li> <li>• Capstone Project Connection/ Career Pathways/Areas of Interest</li> <li>• Post Secondary Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Career speakers</li> <li>• Work-based learning experiences</li> <li>• Summer/Part-time employment</li> </ul>	<p><b>Demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Resume writing</li> <li>• Interviewing</li> <li>• Knowledge of 21<sup>st</sup> Century Skills</li> <li>• Capstone Project presentation</li> </ul> <p><b>Participate in:</b></p> <ul style="list-style-type: none"> <li>• Job shadowing</li> <li>• Internships</li> <li>• Work experience</li> <li>• Career Technical Student Organizations</li> <li>• Other leadership activities</li> </ul>
Social/Emotional Development		<ul style="list-style-type: none"> <li>• Learning Style Inventory</li> <li>• Personality / Interest Inventory</li> <li>• Healthy &amp; Safe Life Skills / Choices</li> <li>• Appreciation/Respect for Ethnic, Linguistic, and</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of school &amp; community resources</li> </ul>	<p><b>Demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Conflict resolution skills</li> <li>• Responsible decision-making skills</li> <li>• Concern for the well-being of others</li> <li>• Ability to establish and maintain positive interpersonal relationships</li> </ul>

		<p>Culturally Diverse Populations</p> <ul style="list-style-type: none"> <li>• School / Community Engagement</li> <li>• Capstone Project Link</li> <li>• Decision making skills</li> <li>• Empathy and Community service</li> <li>• Social and emotional self-regulation and resiliency</li> <li>• Positive peer relationships (inter and intra-group)</li> <li>• Help seeking behaviors and recognition of need</li> <li>• Family consultation and collaboration</li> <li>• Support Services &amp; Referral (i.e., Individual and/or group counseling) as needed</li> </ul>		<ul style="list-style-type: none"> <li>• Ability to manage own feelings and emotions</li> <li>• Ability to develop and achieve positive and healthy goals</li> </ul> <p><b>Participate in:</b></p> <ul style="list-style-type: none"> <li>• Student open-ended self interest exploration</li> <li>• Health / PE courses</li> <li>• Peer Mediation</li> <li>• Positive inter and intra-group relations</li> <li>• Co-curricular involvement Clubs, sports, &amp; activities</li> </ul> <p><b>Identify:</b></p> <ul style="list-style-type: none"> <li>• Values, interests, attitudes &amp; beliefs <ul style="list-style-type: none"> <li>○ Resources to support healthy social, emotional and physical development</li> </ul> </li> </ul>
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# EDUCATION CONNECTION

## *21<sup>st</sup> Century Skills Crosswalk*

**- Six Critical Skills that Form the Foundation for 21<sup>st</sup> Century Success -**



Domain	NCREL/ enGauge	ISTE/ NETS	21 <sup>st</sup> Century Skills Partnership	Consensus Alignment <i>Six Among Equals</i>
<b><i>Information, Media And Technology Skills</i></b>	- 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	<b>1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.</b>
	- 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.	
		- Troubleshoot systems and applications.	- Understand how media messages are constructed and for what purposes.	
		- Transfer current knowledge to new technologies.	- Understand how media can be interpreted differently, how values are included or excluded, and how it can influence beliefs and behaviors.	
		- Ethically use information.	- Fundamental understanding of the ethical and legal issues related to information use.	

Domain	NCREL/ enGauge	ISTE/ NETS	21 <sup>st</sup> Century Skills Partnership	Consensus Alignment <i>Six Among Equals</i>
<b><i>Learning and Innovation Skills</i></b>	<ul style="list-style-type: none"> <li>- Teaming and collaboration to create, solve problems, and master content.</li> </ul>	<ul style="list-style-type: none"> <li>- Interact, collaborate and publish with peers, experts and others employing a variety of digital tools and media.</li> <li>- Contribute to project teams to produce original works or solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to work effectively with diverse teams.</li> <li>- Work appropriately and productively with others.</li> <li>- Leverage collective intelligence of groups – use different perspectives to increase innovation and work quality.</li> <li>- Flexibility and willingness to make necessary compromises to accomplish a common goal.</li> <li>- Use interpersonal and problem solving skills to influence and guide others toward a goal.</li> </ul>	<p style="text-align: center;"><b>2. Work independently and collaboratively to solve problems and accomplish goals.</b></p> <p style="text-align: center;"><b>3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.</b></p> <p style="text-align: center;"><b>4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.</b></p> <p style="text-align: center;"><b>5. Effectively apply the analysis, synthesis, and evaluative processes that enable productive problem solving.</b></p>
	<ul style="list-style-type: none"> <li>- Read and manage their own and others emotions, motivations and behaviors.</li> </ul>		<ul style="list-style-type: none"> <li>- Assume shared responsibility for collaborative work.</li> </ul>	
	<ul style="list-style-type: none"> <li>- Generate meaning using a range of contemporary tools, transmissions and processes.</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate information and ideas effectively to multiple audiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Articulate thoughts and ideas clearly and effectively through speaking and writing.</li> <li>- Develop, implement and communicate new ideas.</li> </ul>	
	<ul style="list-style-type: none"> <li>- Desire to know, a spark of interest that leads to inquiry.</li> <li>- Set goals, plan, and independently manage and assess the quality of learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Personal responsibility for life-long learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate commitment to learning as a lifelong process.</li> <li>- Monitor own understanding and learning needs.</li> <li>- Go beyond to explore and expand own learning.</li> </ul>	
	<ul style="list-style-type: none"> <li>- Bring work into existence that is original (personally or culturally).</li> </ul>	<ul style="list-style-type: none"> <li>- Apply existing knowledge to generate new ideas, products or processes – create original works as a means self-expression.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate originality and inventiveness in work.</li> <li>- Work effectively in a climate of ambiguity and change.</li> </ul>	
	<ul style="list-style-type: none"> <li>- Willing to make mistakes, advocate unconventional positions, or take on challenging problems to enhance growth.</li> </ul>	<ul style="list-style-type: none"> <li>- Use multiple processes and diverse perspectives to explore alternative solutions.</li> </ul>	<ul style="list-style-type: none"> <li>- Be open and responsive to new and diverse perspectives.</li> <li>- Bridge cultural differences and use differing perspectives to increase the innovation and work quality.</li> <li>- Adapt to varied roles and responsibilities.</li> </ul>	
	<ul style="list-style-type: none"> <li>- Adept at cognitive processes of analysis, inference, synthesis and evaluation in a range of contexts and domains.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify trends, forecast possibilities, and use models to explore complex systems and issues.</li> <li>- Identify and define authentic problems and significant questions for investigation.</li> <li>- Collect and analyze data to identify solutions.</li> </ul>	<ul style="list-style-type: none"> <li>- Make complex choices, understand interconnected systems, identify and ask significant questions, clarify points of view.</li> <li>- Frame, analyze, and synthesize information in order to solve problems and answer questions.</li> </ul>	

<b>Domain</b>	<b>NCREL/ enGauge</b>	<b>ISTE/ NETS</b>	<b>21<sup>st</sup> Century Skills Partnership</b>	<b>Consensus Alignment Six Among Equals</b>
<b><i>Life and Career Skills</i></b>	<ul style="list-style-type: none"> <li>- Manage multiple environments, goals, tasks and inputs while understanding and adhering to organizational constraints (time, resources, and systems).</li> <li>- Organize to efficiently achieve the goals of specific projects or problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Plan and manage activities to develop a solution or complete a project.</li> </ul>	<ul style="list-style-type: none"> <li>- Leverage strengths of others to accomplish a common goal.</li> <li>- Define, prioritize and complete tasks without direct oversight.</li> <li>- Utilize time efficiently and manage workload.</li> <li>- Demonstrate diligence and positive work ethic.</li> </ul>	<b>6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</b>
	<ul style="list-style-type: none"> <li>- Develop intellectual, informational, or material products that serve authentic purposes.</li> </ul>		<ul style="list-style-type: none"> <li>- Set and meet high standards and goals for delivering quality work on time.</li> </ul>	
	<ul style="list-style-type: none"> <li>- Social and civic responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibit leadership for digital citizenship.</li> <li>- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.</li> </ul>	<ul style="list-style-type: none"> <li>- Act responsibly with the interests of the larger community in mind.</li> </ul>	
	<ul style="list-style-type: none"> <li>- An appreciation for the legal and ethical issues related to technology – there is balance and integrity in the perception and approach.</li> </ul>	<ul style="list-style-type: none"> <li>- Advocate and practice safe, legal, and responsible use of information and technology.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate integrity and ethical behavior.</li> </ul>	
	<ul style="list-style-type: none"> <li>- Recognize and appreciate similarities and differences between the customs, values, and beliefs of their own culture and the cultures of others.</li> <li>- Recognize and understand relationships among various entities across the globe.</li> </ul>	<ul style="list-style-type: none"> <li>- Cultural understanding and global awareness</li> </ul>	<ul style="list-style-type: none"> <li>- Use 21<sup>st</sup> Century skills to address global issues.</li> <li>- 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.</li> </ul>	
	<ul style="list-style-type: none"> <li>- Basic language, scientific, economic, and visual literacy proficiencies.</li> </ul>			

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