

What Does College and Career Readiness Mean?

No matter what postsecondary path high school graduates choose, students must develop certain essential skills to design their own futures: critical thinking, collaboration, reading, writing, and relationship building. The development of these skills is rooted in belief in self. If students believe they are capable, there is a foundational confidence to learn and a resiliency to overcome setbacks.

Ensure Student Success

Over four decades, we have seen that when school leaders focus on rigorous instruction, insist on access and equity for all students, align work to a common vision, and believe in students' potential, student outcomes improve. In addition to graduating more college-bound and career-ready students, schools are equipping their students with the social and emotional faculties they need for life and career success. By placing students in a learning setting that engages them in rigor with support, opportunities to explore their future pathways, and deliberate instruction in self-management and leadership, students develop the agency and skills that will serve them for life. With AVID, students excel regardless of their circumstances, socioeconomic status, ethnicity, or English proficiency.

What Students Need

AVID students receive intentional support and mentoring in three major areas that help them become confident individuals who can successfully navigate life and career:

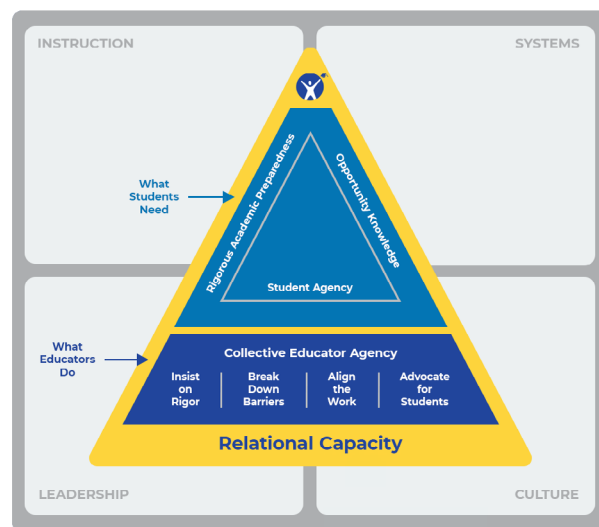
- **Rigorous Academic Preparedness** — Students develop academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.
- **Opportunity Knowledge** — Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate transitions to the next level.
- **Student Agency** — Students believe in themselves and act intentionally to build relationships, persist through obstacles, and activate their academic, social, emotional, and professional knowledge and skills to reach their potential.

What Educators Do

Teachers and other adults on a school campus play an important role in student success. To bring about this transformation, educators must:

- **Insist on Rigor** — Educators provide learning experiences in which every student is challenged, engaged, and develops a greater ownership of their learning through increasingly complex levels of understanding.
- **Break Down Barriers** — Educators actively identify and work to eliminate structural and perceptual barriers that limit students' access to relevant and challenging learning opportunities.
- **Align the Work** — Educators increasingly align policies, practices, and beliefs to the shared vision of all students succeeding in college, career, and life.
- **Advocate for Students** — Educators extend social, emotional, and academic support to students and challenge policies, practices, or beliefs that limit potential.

AVID College & Career Readiness Framework



Relational Capacity

AVID defines **Relational Capacity** as the connection among individuals that develops over time when interactions are built on respect, trust, and authenticity. When educators connect with students and colleagues, and students connect with peers, learning and confidence are activated among all on a campus. All three connections are instrumental in helping students grow to see their capabilities and find their own way.

Collective Educator Agency

AVID defines this as educators taking intentional actions based on shared beliefs and trust that, together, they can increase opportunity and measurable success for all students and each other. When Collective Educator Agency develops on a campus, the learning environment transforms into one where students are challenged, supported, and provided the tools needed to succeed.



AVID McKinley Essential Skills



Student Agency

1. Building Relationships
2. Persisting Through Obstacles
3. Activating Knowledge and Skills

Instructional Strategies

- Academic Discourse and collaborative learning opportunities
- Morning Community Meetings
- Responsive Classroom
- Culturally responsive practices
- Restorative Justice
- Second Step social-emotional skills curriculum
- Mindfulness strategies
- Student voice and choice
- Tap into prior knowledge and build background



Rigorous Academic Preparedness

WICOR Strategies:

1. Writing
2. Inquiry
3. Collaboration
4. Organization
5. Reading

Instructional Strategies

- Academic Discourse and cooperative learning opportunities
- Cognitively Guided Instruction in Math
- High level questioning
- Teach note-taking skills
- Utilize binders, folders, and planners to teach organization skills
- Thinking Maps
- Diverse, culturally relevant, inclusive literature
- Tiered academic vocabulary
- Differentiated sentence frames



Opportunity Knowledge

1. Advancing College Preparedness
2. Building Career Preparedness
3. Developing Future Readiness

Instructional Strategies

- Foster talents and interests through supplemental enrichment
- Academic and personal goal setting
- Use technology to enhance instruction and teach 21st century skills
- Project-based learning and service-learning
- College and career field trips and speakers
- Teach financial literacy
- Partnership with SAMOHI and JAMS AVID for peer mentorship



AVID® McKinley WICOR

Writing

Writing is:

- A tool for communication, reflection, and learning
- Inquiry
- Visible organization of thought
- Communication with authentic audiences

Students who write:

- Engage frequently, in every content area and classroom
- Cite evidence to support their thinking
- Deepen their understanding of content
- Demonstrate command of academic vocabulary
- Communicate as a content expert
- Communicate their thinking competently and confidently

McKinley supports Writing through experiences including:

- Writing across content areas
- Explicit teaching of tiered academic vocabulary
- Teaching the writing process through Writers Workshop
- Thinking Maps
- Differentiated sentence frames
- Peer editing and feedback

Inquiry

Inquiry is:

- Uncovering one's understanding
- Critical thinking and questioning
- Exploring a variety of ways to solve problems
- Engaging in thinking, learning, and discussion to inspire innovation

Students who inquire:

- Analyze and synthesize materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity
- Solve authentic problems

McKinley supports Inquiry through experiences including:

- Academic discourse protocols
- Project-based learning
- Making connections across content areas
- Cognitively Guided Instruction (CGI) and gamification in math
- Varied and high-level questioning
- Inquiry-based STEM instruction

Collaboration

Collaboration is:

- Positive group interactions
- Teamwork with shared responsibility
- Sharing of ideas, information, and opinions

Students who collaborate:

- Create a safe and supportive physical and philosophical environment
- Work through identified structures and roles to achieve a common goal
- Develop positive interdependence
- Clearly communicate verbally and nonverbally
- Listen effectively to decipher meaning
- Deepen the learning of others through inquiry and active engagement

McKinley supports Collaboration through experiences including:

- Academic discourse protocols
- Morning Community Meetings
- Culturally responsive and inclusive practices
- Teaching of social-emotional skills through Second Step and Olweus
- Peer Assisted Learning (PALs) K-2

Organization

Organization is:

- Managing materials, time, and self
- Practicing methodical study habits
- Planning and prioritizing school, work, and social tasks
- Engaging in goal-setting, planning, and reflection
- Strategically and intentionally taking responsibility for one's own learning

Students who organize:

- Self-direct, self-evaluate, self-monitor, and self-advocate to reach academic goals
- Develop and use tools to organize thinking, resources, and time
- Develop and use processes, procedures, and tools to study effectively
- Prepare for rigorous courses and engage fully in instruction

McKinley supports Organization through experiences including:

- Schedule planners in 4th/5th grades
- Binders and folders
- Google Classroom and Seesaw folders and assignments
- Thinking Maps and Graphic Organizers
- Teaching of note-taking strategies
- Goal setting in Reading and Writing Workshops

Reading

Reading is:

- Making connections between texts, self, and the world
- Navigating and comprehending rigorous texts
- Evaluating information from a variety of formats
- Organizing and applying text-based learning

Students who read:

- Activate, engage, and extend beyond the text
- Make predictions and create visual images as they read
- Understand text structures
- Question the text and engage in deep inquiry
- Become content experts
- Evaluate sources for accuracy and bias

McKinley supports Reading through experiences including:

- Diverse, culturally relevant, inclusive literature
- Shared Reading Character Books of the Month
- Interactive Read Alouds
- Modeling and teaching of reading skills such as predicting, summarizing etc.
- Discussion and critical thinking about reading content
- Explicit teaching of tiered academic vocabulary