






Why Wait? A Toolkit for College & Career Planning: Middle School

Reflection and Resources



Classroom and Group Mindsets & Behaviors Action Plan

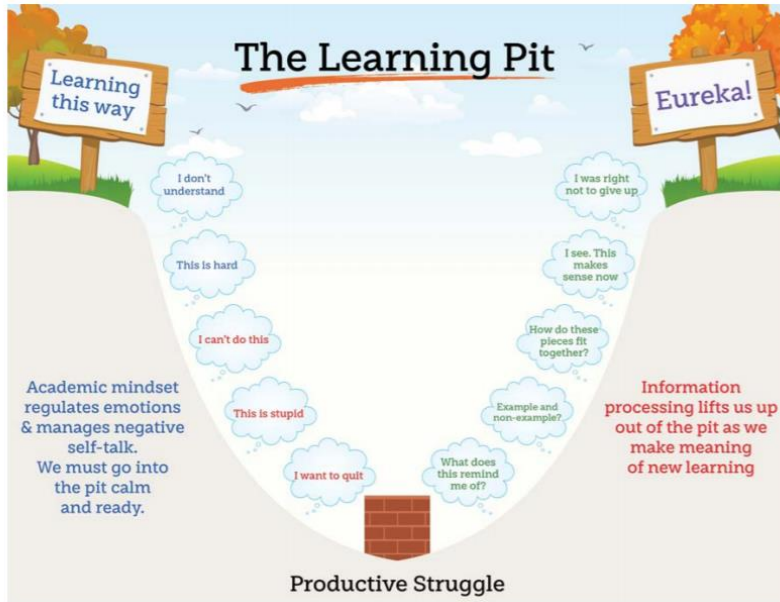
Mindsets - Figure 1	Current State (What we do now)	Opportunities to Improve/Change
M 1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being		
M 2. Self-confidence in ability to succeed		
M 3. Sense of belonging in the school environment		
M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success		
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes		
M 6. Positive attitude toward work and learning		

Elements	Actions	Definitions
 Express Care Show me that I matter to you.	<ul style="list-style-type: none"> • Be dependable.....Be someone I can trust. • Listen.....Really pay attention when we are together. • Believe in me.....Make me feel known and valued. • Be warm.....Show me you enjoy being with me. • Encourage.....Praise me for my efforts and achievements. 	
 Challenge Growth Push me to keep getting better.	<ul style="list-style-type: none"> • Expect my best.....Expect me to live up to my potential. • Stretch.....Push me to go further. • Hold me accountable.....Insist I take responsibility for my actions. • Reflect on failures.....Help me learn from mistakes and setbacks. 	
 Provide Support Help me complete tasks and achieve goals.	<ul style="list-style-type: none"> • Navigate.....Guide me through hard situations and systems. • Empower.....Build my confidence to take charge of my life. • Advocate.....Stand up for me when I need it. • Set boundaries.....Put limits in place that keep me on track. 	
 Share Power Treat me with respect and give me a say.	<ul style="list-style-type: none"> • Respect me.....Take me seriously and treat me fairly. • Include me.....Involve me in decisions that affect me. • Collaborate.....Work with me to solve problems and reach goals. • Let me lead.....Create opportunities for me to take action and lead. 	
 Expand Possibilities Connect me with people and places that broaden my world.	<ul style="list-style-type: none"> • Inspire.....Inspire me to see possibilities for my future. • Broaden horizons.....Expose me to new ideas, experiences, and places. • Connect.....Introduce me to people who can help me grow. 	

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Behavior Learning Strategies	Current State (What we do now)	Opportunities to Improve/Change
B-LS 1. Demonstrate critical-thinking skills to make informed decisions		
B-LS 4. Apply self-motivation and self-direction to learning		
B-LS 7. Identify long- and short-term academic, career and social/emotional goals		
B-LS 8. Actively engage in challenging coursework		
B-LS 10. Participate in enrichment and extracurricular activities		



According to Phillip Schlechty, there are five ways that students respond or adapt to school-related tasks and activities.



ENGAGEMENT

HIGH ATTENTION - HIGH COMMITMENT

The student associates the task with a result or product that has meaning and value for him. There is intellectual curiosity. She will persist in the face of difficulty.



STRATEGIC COMPLIANCE

HIGH ATTENTION - LOW COMMITMENT

The task has little intrinsic value to the student, but he associates it with extrinsic rewards such as grades. The student will abandon work if extrinsic goals are not realized and will not retain what is learned.



RITUAL COMPLIANCE

LOW ATTENTION - LOW COMMITMENT

The student is willing to expend whatever effort is needed to avoid negative consequences. The emphasis is on meeting the minimum requirements. The student will learn at low and superficial levels.



RETREATISM

NO ATTENTION - NO COMMITMENT

The student is disengaged from the task and does not attempt to comply with its demands, but does not try to disrupt the work or substitute other activities for it.



REBELLION

DIVERTED ATTENTION - NO COMMITMENT

The student refuses to do the work, acts in ways to disrupt others, or substitutes tasks and activities to which he or she is committed. Student develops a negative attitude toward formal education and intellectual tasks.

based on P. Schlechty and visualization by R. Rios

<https://lfp.learningforward.org/handouts/St.%20Louis2019/9598/PC208%20-%20Hammond%20-%20Part%201.pdf>

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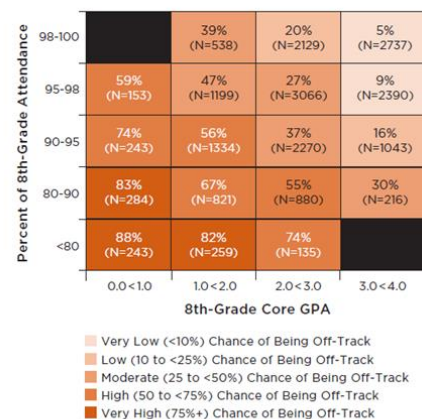
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Behavior Self-Management Skills	Current State (What we do now)	Opportunities to Improve/Change
B-SMS 1. Demonstrate ability to assume responsibility		
B-SMS 2. Demonstrate self-discipline and self-control		
B-SMS 3. Demonstrate ability to work independently		
B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards		
B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals		
B-SMS 6. Demonstrate ability to overcome barriers to learning		
B-SMS 7. Demonstrate effective coping skills when faced with a problem		
B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities		

UNWEIGHTED GPA						
COMPOSITE SAT SCORE		<2.0	2.0-2.4	2.5-2.9	3.0-3.4	3.5-4.0
	Missing or No SAT	Two-Year Colleges	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Selective Colleges	Selective Colleges
	<859	Two-Year Colleges	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges
	860-979	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges	Selective/Very Selective Colleges
	980-1089	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges	Selective/Very Selective Colleges	Selective/Very Selective Colleges
	1090-1600	Somewhat Selective Colleges	Selective/Very Selective Colleges	Selective/Very Selective Colleges	Very Selective Colleges	Very Selective Colleges

FIGURE 15

Risk of Being Off-Track in Ninth Grade by Eighth-Grade Core GPA and Attendance



Note: Based on students who began ninth grade in the 2009-10 school year.

<https://ncs.uchicago.edu/page/college-enrollment-and-success>

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Behavior Social Skills	Current State (What we do now)	Opportunities to Improve/Change
B-SS 2. Create positive and supportive relationships with other students		
B-SS 3. Create relationships with adults that support success		
B-SS 5. Demonstrate ethical decision-making and social responsibility		
B-SS 6. Use effective collaboration and cooperation skills		
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams		
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary		
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment		

Exhibit 31

The Ladder of Student Involvement Assesses the Level of Student Engagement

8	Student-Led Decision Making Shared with Adults	Projects, classes, or activities are initiated by students, and decision making is shared among students and adults. These projects empower students while at the same time enabling them to access and learn from the life experience and expertise of adults
7	Student-Led, Student-Directed, Student-Centered Decision Making	Students initiate and direct a project, class, or activity focused only on student concerns. Adults are involved only in a supportive role
6	Adult-Led Decision Making Shared with Students	Projects, classes, or activities are initiated by adults, but the decision making is shared with the students involved
5	Adult-Led Decision Making Informed by Students' Voices	Students give advice on projects, classes, or activities designed and run by adults. The students are informed about how their input will be used and the outcomes of the decisions made by adults
4	Adult-Led Decision Making with Students Assigned to Respond	Students are assigned a specific role, told about how, and taught, why they are being involved
3	Tokenism	Students appear to be given a voice, but in fact have little or no choice about what they do or how they participate
2	Decoration	Students are used to help or bolster a cause in a relatively indirect way; adults do not pretend that the cause is inspired by students. Causes are determined by adults, and adults make all decisions
1	Manipulation	Adults use students to support causes by pretending that those causes are inspired by students

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 ■ Degrees of Non-Involvement (1 being the lowest)
 ■ Increasing Amount of Involvement

Source: Adapted with kind permission of Adam Fletcher, from Adam Fletcher, *Meaningful Student Involvement: Guide to Students as Partners in School Change*, created for SoundOut.org in partnership with HumanLinks Foundation, 2005

<https://soundout.org/meaningful-student-involvement-in-grades-6-8/>