

## **STRATEGIC PLAN SURVEY – STUDENT CHARACTERISTICS RESPONSE THEMES**

The following pages display: (1) themes for suggestions about the general content in the category descriptions, and (2) suggestions for specific wording in each theme.

### **Student Category #1. What could improve the descriptions for PRE-K STUDENTS? (See page 2)**

- Theme 1. Needs accessibility, clarity & specifics around “lingo”
- Theme 2. Emphasize play and creativity, not technological literacy
- Theme 3. Emphasize social and emotional learning
- Theme 4. Address developmental appropriateness concerns

### **Student Category #2. What could improve the descriptions for K – 2<sup>nd</sup> GRADE STUDENTS? (See page 3)**

- Theme 1. Emphasize creative thinking, love of learning, and play & movement, not technological literacy
- Theme 2. Simplify; needs accessibility, clarity & specifics around “catch phrases”
- Theme 3. Address individual needs and differentiated learning
- Theme 4. Add writing expectation; focus on reading & also math
- Theme 5. Emphasize social and emotional learning
- Theme 6. Modify or omit the bullet with the term “globalized”

### **Student Category #3. What could improve the descriptions for 3<sup>rd</sup> – 4<sup>th</sup> GRADE STUDENTS? (See page 6)**

- Theme 1. Simplify; needs clarity around “buzzwords” and specifics around goals
- Theme 2. Emphasize curiosity, love of learning, play and physical, experiential & creative learning
- Theme 3. Address middle school readiness concerns, individual needs and differentiated learning
- Theme 4. Modify or omit the bullet with the term “globalized”
- Theme 5. Emphasize social and emotional learning
- Theme 6. Incorporate same improvements suggested for younger student descriptions

### **Student Category #4. What could improve the descriptions for 5<sup>th</sup> – 8<sup>th</sup> GRADE STUDENTS? (See page 8)**

#### General content AND wording suggestions

- Theme 1. SEL, behavior and character development
- Theme 2. Definitions, feasibility, miscellaneous grammar/wording
- Theme 3. Preparedness for high school, college, career
- Theme 4. Specific content areas to include, particularly in the arts

#### General content suggestions ONLY

- Theme 5. Differentiated learning, SWD, ELL
- Theme 6. Comments about technology, “21st century learning,” and “service learning”
- Theme 7. Include parent/family involvement
- Theme 8. Comments about the bullet with the term “globalized”

### **Student Category #5. What could improve the descriptions for 9<sup>th</sup> – 12<sup>th</sup> GRADE STUDENTS? (See page 10)**

#### General content AND wording suggestions

- Theme 1. Comments about career readiness, vocational skills, service learning
- Theme 2. Feasibility, miscellaneous grammar/wording
- Theme 3. SEL, character development skills

#### General content suggestions ONLY

- Theme 4. Differentiated learning, Remove requirement for advanced courses
- Theme 5. Specific content areas to include, particularly in the arts
- Theme 6. Comments about the ACT
- Theme 7. Comments about the bullet with the term “globalized”
- Theme 8. Include family/parent involvement

### **Overall. What else could improve the characteristics of a successful MNPS student? (See page 12)**

#### General content suggestions ONLY

- Theme 1. Include SEL, behavioral and physical health, self-awareness and accountability
- Theme 2. Address students with disabilities, differentiated learning
- Theme 3. Include the arts
- Theme 4. Include practical life skills
- Theme 5. Promote attendance and motivation to learn
- Theme 6. Include family involvement and accountability
- Theme 7. Be more concise

## Category #1. What could improve the descriptions for PRE-K STUDENTS?

### THEME 1. Needs accessibility, clarity & specifics around “lingo”

#### - 21st century learning skills - growth mindset - mastery - literacies -

General content suggestions	Wording suggestions
<ol style="list-style-type: none"> <li>1. identify “21st century learning skills” for Pre-K (25)</li> <li>2. explain “demonstrate a growth mindset”; doubts regarding appropriateness for Pre-K (20)</li> <li>3. define, add specifics for “mastery” and “multiple literacies” (20)</li> <li>4. specify &amp; emphasize the foundations of reading, writing and math (13)</li> <li>5. doubts regarding appropriateness of word and concept of “mastery” for Pre-K (9)</li> <li>6. address measurability, accountability for “buzzword” characteristics in description (5)</li> <li>7. revise bullets related to above terms (see wording suggestions in column to right)</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Bullet 1</i> Should be “in two” not “in a two”</li> <li>2. <i>Bullet 1</i> Check grammar, subject/verb agreement</li> <li>3. <i>Bullet 1</i> Since “students” is the subject, should start with “demonstrate” instead of “demonstrates”</li> <li>4. This whole first section doesn’t read well</li> <li>5. Demonstrates mastery of skills that lead to a strong foundation of reading, language, science and math competencies; demonstrates emerging mastery in two or more of the multiple literacies, including technology literacy.</li> <li>6. Prefer for the first bullet: Demonstrates foundational prerequisite skills that will lead to mastery in reading, language, math, and technology literacy</li> <li>7. Please address specific aspects of literacy, especially reading motivation and early writing.</li> <li>8. "emerging mastery" seems like an oxymoron.</li> <li>9. Change "showing mastery" to "shows growth along the continuum of widely held expectations for children of preschool age"</li> <li>10. Avoid the word “mastery” for Pre-K</li> <li>11. Eliminate technological literacy and 21st century learning skills</li> <li>12. I disagree with the emerging 21st century learning skills. Implies that you will stick a computer in front of them and they will not the basics.</li> <li>13. <i>Bullets 4 &amp; 5</i> Last 2 not needed</li> <li>14. 21st century skills is also redundant and should be eliminated</li> <li>15. Get rid of the “growth mindset” line- a waste</li> <li>16. This is too much "lingo".</li> <li>17. These are ridiculous ways of wording goals for pre-k level education.</li> <li>18. But, shouldn't these be written so that they are easily understood by all those committed to MNPS student success? How can these be simplified for greater understanding and buy-in?</li> <li>19. Make the descriptions simpler in order for more families to access and embrace the concepts.</li> <li>20. Can't we cut this down to "can sit still for x minutes and listen to instructions", "can participate in a group", and "knows 1-10 and letters" (or whatever the "curriculum" is at this point?)</li> </ol>

### THEME 2. Emphasize play and creativity, not technological literacy

General content suggestions	Wording suggestions
<ol style="list-style-type: none"> <li>1. need to focus on play, fun, creativity, exploration, curiosity and developing a love of learning (28)</li> <li>2. opposition, doubts regarding inclusion of technological literacy (19)</li> <li>3. recognize kids are not robots, emphasize hands-on learning &amp; motor skills rather than “rote skills” and “seat work”, accept distractions (18)</li> <li>4. include the Arts, artistic &amp; creative literacy (6)</li> </ol>	<ol style="list-style-type: none"> <li>1. Also need to add "develop a love of learning"</li> <li>2. Explores her/his creativity related to music, art, play, and connection to the natural world.</li> <li>3. add artistic/creative literacy</li> <li>4. I love the expectations but I feel "learning through play" and/or "developmentally appropriate practice" should be emphasized on this goal.</li> <li>5. Enjoys (and is provided with) adequate time during the school day to play, to have fun</li> <li>6. Why not state 'parents reward curiosity'?</li> <li>7. Having fun and playing are not mentioned</li> <li>8. Enjoy learning. Are curious.</li> <li>9. I'd love to see something about inquiry and curiosity</li> <li>10. What about creativity? Nurturing passion and curiosity?</li> <li>11. An emphasis on learning through PLAY -Clear prioritization of play over 'seat work'</li> <li>12. Something should be said about how they develop creatively through the arts (i.e. music, art, physical activity)</li> <li>13. Foster learning through the natural inquisitiveness of the child.</li> <li>14. Describing the characteristics of the normal Pre-K child and how these goals will allow individual creativity.</li> <li>15. Engages in experiential learning opportunities</li> <li>16. The word regulation should never be used with young kids in my opinion. Stifles creativity. Maybe change regulation to stability. Take out the last part about ignoring most distractions. This age needs to have a little distraction that creativity of not being in a box is what is missing as kids get older.</li> <li>17. Change most distractions to "some" distractions, let the teachers decide</li> <li>18. Having raised three boys in MNPS, I think that it is unrealistic to expect 4 year olds to be able ignore most distractions and interruptions. That is a very subjective statement and can be unequally measured based on teacher divination. I would remove that statement.</li> <li>19. Ignoring most distractions is hard for everyone. Add the word "try"</li> <li>20. "Is beginning to sustain his or her attention on an interesting task, ignoring most distractions and interruptions; follows expectations"</li> <li>21. Omit “technological literacy”</li> </ol>

### THEME 3. Emphasize social and emotional learning

General content suggestions	Wording suggestions
<ol style="list-style-type: none"> <li>1. prioritize and focus on social and emotional learning (23)</li> <li>2. explain “intra-personal skills”,</li> </ol>	<ol style="list-style-type: none"> <li>1. I think a student completing pre-K should demonstrate the social-emotional milestones in bullet 2; experience activities that foster pre- reading, language and math skills; and understand behavior expectations in a classroom.</li> <li>2. The second bullet is the most important - put it first.</li> </ol>

<p>social skills (6) 3. provide for individualized needs/goals (4)</p>	<p>3. Since "students" is the subject, shouldn't the first two items start with "demonstrate" instead of "demonstrates"?</p> <p>4. Again, subject/verb agreement changes across bullet points.</p> <p>5. I imagine it is captured in the second one, but you might make more of social-emotional development and conflict resolution skills. Intra-personal would be skills within oneself, interpersonal skills would be skills interacting with others. Both are important!!</p> <p>6. <i>Bullet 2</i> does intra-personal modify skills?</p> <p>7. I would include a component about values and developing empathy for others.</p> <p>8. Recognizing diversity?</p> <p>9. Students need to come out of pre-K with the ability to listen, follow instructions, interact well with others</p> <p>10. Begin to teach those manners, integrity, and responsibility.</p> <p>11. Learning to socialize appropriately with peers.</p> <p>12. Develop the interpersonal skill of appreciating differences and similarities among themselves and their peers.</p> <p>13. I think an extra emphasis on emotional development is warranted here.</p> <p>14. Less focus on Mastery and more on the nurturing, safe environment to learn.</p> <p>15. More appropriate would be a concept around persistence when something is difficult.</p> <p>16. I would provide a statement of flexibility for students well behind and well ahead of the expectations for a successful student.</p>
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**THEME 4. Address developmental appropriateness concerns**

General content suggestions	Wording suggestions
<p>1. doubts whether characteristics and expectations in description are developmentally appropriate for Pre-K (27)</p>	<p>1. Metro needs to study up on the developmental stages for when it's appropriate to include technology and then communicate clearly about it.</p> <p>2. Research helps us understand that what's more important for appropriate development is unstructured play and problem-solving. Mastery of early reading, language and math competencies are not important or developmentally appropriate at this age.</p> <p>3. I'm not sure 4 year olds are capable of sustaining attention while "ignoring most distractions and interruptions."</p> <p>4. Ignoring distractions is an absurd expectation for a 4 year old.</p> <p>5. Follows expectations most of the time...and as long as the expectations are age appropriate.</p> <p>6. What four year old knows what a "growth mindset" is, and can "understand" that?</p> <p>7. How can a four-year-old develop an understanding of what it means to demonstrate a growth mindset? This is an abstract conceptual task.</p> <p>8. "Developing in his/her understanding of what it means to demonstrate a growth mindset" is developmentally inappropriate.</p> <p>9. This description seems very advanced for pre-k.</p> <p>10. As an educator with an early learning background, I disagree with using the words "mastery" in the same sentence as reading and math for 4 year olds.</p> <p>11. There is also no mention of what is developmentally appropriate.</p>

**Category #2. What could improve the descriptions for K – 2nd GRADE STUDENTS?**

**THEME 1. Emphasize creative thinking, love of learning, and play & movement, not technological literacy**

General content suggestions	Wording suggestions
<p>1. emphasize creativity, exploration, curiosity, problem-solving, independent &amp; critical thinking and include the Arts (18)</p> <p>2. emphasize play, fun, love of learning (17)</p> <p>3. include physical health, motor skills, recess (11)</p> <p>4. opposition, doubts regarding inclusion of technological literacy (7)</p> <p>5. need hands-on learning &amp; projects (4)</p>	<p>1. Engages in experiential learning opportunities</p> <p>2. On the last point add while understanding the need for enjoying the school environment.</p> <p>3. Are curious. See learning as fun.</p> <p>4. Continued emphasis on learning through play, especially unstructured free play outdoors -emphasis on love of learning - emphasis on physical health and physical activity -emphasis on 'hands-on learning' over 'seat work' -clear emphasis on the fact that preserving a child's curiosity and love of learning is more important than reading or math proficiency at grade level, especially at this stage.</p> <p>5. Enjoys (and is provided with) adequate time during the school day to play, to have fun, and to be a kid.</p> <p>6. Students should show growth in reading and learn to LOVE reading, this is more important than being "at grade level". Students at this age should also LOVE going to school!</p> <p>7. have "real world" learning</p> <p>8. include more emphasis on SEL time and free play time</p> <p>9. Is developing critical thinking skills to analyze a variety of viewpoints on a subject.</p> <p>10. developing independence and self-directed learning</p> <p>11. Add that students will arrive at 3rd grade demonstrating an appropriate level of independence that is necessary for students to successfully function within the current climate of increased rigor that they will discover at the start of their 3rd grade year.</p> <p>12. Learn how to think (esp. outside of the box), creative solutions (not 21st century learning skills which is a meaningless phrase).</p> <p>13. Bullet 3 include artistic/creative literacy</p> <p>14. Something should be said about how they develop creatively through the arts (i.e. music, art, physical activity).</p>

- 15. Demonstrates basic skills in at least one arts-related subject (be it music, visual arts, theater, or other).
- 16. Art, music, physical agility, interpersonal awareness, and creative thought should also be goals for these students. Success in these areas should be appreciated as much as literacy, math, and technology.
- 17. Emerging/developing basic skills in music, visual art, and physical education.
- 18. Integration of meaningful arts and humanities instruction to help create a creative, thoughtful, internationally engaged young citizen.
- 19. Approaches learning with curiosity
- 20. need specific language... about physical health, nutrition, exercise
- 21. You also do not mention motor skills and physical development.
- 22. Continued development of fine and gross motor skills

**THEME 2. Simplify; needs accessibility, clarity & specifics around “catch phrases”**

**· 21st century learning skills · literacies · growth mindset · mastery ·**

General content suggestions	Wording suggestions
<ul style="list-style-type: none"> <li>1. identify “21st century learning skills” (15)</li> <li>2. explain and specify “literacies”, “growth mindset” and “mastery” (13)</li> <li>3. simplify, focus more, reduce number of skills &amp; standards and pressure (9)</li> <li>4. make accessible and less wordy (6)</li> <li>5. doubts regarding appropriateness for K and doubts given differences in brain readiness for reading among individuals in K-2(6)</li> <li>6. refer to Pre-K comments (5)</li> </ul>	<ul style="list-style-type: none"> <li>1. What does "Emerging/developing 21st century learning skills" mean? Strike it.</li> <li>2. Again, define "21st century learning skills".</li> <li>3. Learn how to think (esp. outside of the box), creative solutions (not 21st century learning skills which is a meaningless phrase).</li> <li>4. Again, the 21st Century Skills meaning is not clearly differentiated from the multiple literacies. Especially since neither is defined.</li> <li>5. Drop the 21st c learning--too vague.</li> <li>6. wondering what the definition of 21st century learning skills is here...we already have technology and computer literacy listed, and below that global citizens. What else? Also - what are the "multiple literacies" besides technology and computer literacy?</li> <li>7. Same criticism about wordiness: "emerging/developing mastery" and "21st century learner".</li> <li>8. Three or more multiple literacies - do you really need the word multiple - isn't that what three or more means? What are the other ones beyond reading, math, technology, and computer? Why is computer not the same as technology?</li> <li>9. Mastery of technology &amp; computer literacy? Are their standards for these subjects?</li> <li>10. Which three of more multiple literacies? I could see families confusing this with being bilingual.</li> <li>11. It's great that you are referring to multiple literacies, but you might give more examples.</li> <li>12. Too many words to be useful. All over the place. "Approaches learning with curiosity; developing understanding of what it means to demonstrate a growth mindset" really?????</li> <li>13. Again with the big words...</li> <li>14. Too many words. If these are the expectations for K-2 students, then they should be able to state them.</li> <li>15. Great goals - let's make sure the parents are on board with these - maybe consolidate them as there seems to be duplication and definitely too many to recite easily.</li> <li>16. Some of the same issues as the PreK characteristics.</li> <li>17. Can you ever have mastery in something? I still don't have mastery in everything that I do/know. Is that an educational term? Will parents understand what it means?</li> <li>18. Reduce the number of standards to be met.</li> </ul>

**THEME 3. Address individual needs and differentiated learning**

General content suggestions	Wording suggestions
<ul style="list-style-type: none"> <li>1. plan for when expectations are not met, including retaining students (8)</li> <li>2. include supports &amp; intervention for those with challenges from background or special needs (7)</li> <li>3. mention academic press including for gifted (7)</li> <li>4. emphasize English language learning, need for supports for EL students (5)</li> <li>5. acknowledge differences in pace, need for differentiation &amp; individual attention (5)</li> </ul>	<ul style="list-style-type: none"> <li>1. It's not feasible for all students to be reading at or above grade level by the end of the year (when taking into consideration new comers to the country, special ed students, etc.).</li> <li>2. I completely agree with these goals; however, when teaching in a high EL population full of immigrants and refugees, it is not always possible. The EL office does a great job helping, but it is extremely difficult to maintain growth with the amount of transient students.</li> <li>3. Idealized; Grade level expectations/proficiencies are not realistic for recently arrived ELLs- or other lower learners</li> <li>4. Unfortunately there is a wide variety of technology/computer literacy resources (materials and instruction) in MNPS</li> <li>5. Not all students will make this. What way will the school system help these children while bolstering their confidence as much as possible - continuing with the growth mindset mentioned above</li> <li>6. Intervention Plan</li> <li>7. At this grade level, kids don't always learn at the same pace, and they might not all be ready to read at the end of kindergarten, for example. That student could still be very successful! The description of a successful k-2 student should express faith that kids will learn to read and do math when they are ready, and that pushing them to perform tasks and skills they are not ready for can be harmful, killing their love of learning.</li> <li>8. It's not feasible for all students to be reading at or above grade level by the end of the year (when taking into consideration new comers to the country, special ed students, etc.)</li> <li>9. I would provide a bullet for children with special needs that focuses on responsiveness to their capabilities</li> <li>10. They need to be making progress on standards for basic reading and arithmetic, and challenged with supplemental programs if they are in the top quartile of the bell curve.</li> <li>11. I would add that students should be challenged at all levels whether below, at, or above grade level to continue to learn and grow.</li> <li>12. Again, without a required parent involvement and learning component, we are unable to achieve such lofty goals when they spend more hours at home in poor learning and poorly supportive environments.</li> </ul>

	12. "Grade level" cannot be achieved by large groups of transient and impoverished students. The ASD has failed. Every state everywhere has failed. The Common Core is simply too rigorous for more than half the students to be "proficient" at grade level.
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**THEME 4. Add writing expectation; focus on reading & also math**

<b>General content suggestions</b>	<b>Wording suggestions</b>
1. include writing (12) 2. emphasize reading at/above grade level (10) 3. focus on math as well as reading (5) cf. comment to have less emphasis on reading	1. need specific language about spelling 2. Please include writing for literacy proficiency 3. Needs a beginning writing target/description 4. Need to have a writing target if expecting proficient writing in 3-4 5. Writing is not mentioned here. Writing cannot be expected to be proficient in third grade without significant focus from the younger grades as well. 6. Please talk about reading and writing motivation, kids seeing themselves in books as well as exposure to cultures they have never encountered (see Mirrors and Windows, Rudine Sims Bishop, 2009). 7. Focus on language, reading, math and scientific curiosity/literacy skills. Keep it simple and focus on reading, read, read, read 8. I think simply focusing on reading, math and social emotional is enough for this age group. 9. Focus on literacy and number sense. 10. Focus should be on children in our public schools to be able to read & write as well as speak the English language. I realize that with our diverse population, this is becoming more of a challenge on our schools & teaching staff.

**THEME 5. Emphasize social and emotional learning**

<b>General content suggestions</b>	<b>Wording suggestions</b>
1. focus on social skills and characteristics (empathy, compassion, respect, manners, getting along, connections with others & community) (11) 2. emphasize character development and emotional skills (self-awareness, self-regulation & ability to focus, behavior, responsibility, integrity, perseverance, goal-setting) (8) 3. make SEL a priority (generally) 4. "intra-personal" intended meaning? (3) cf. 1 comment that SEL is not the job of school	1. Why is emotional regulation not included in the intra-personal and problem-solving statement? Not all K will have emotional regulation before entering 1st grade. 2. need specific language about... character development addressing integrity, personal responsibility, empathy 3. Behavior and social emotional skills need to be a focus in kindergarten so they can be successful the rest of their 12 years and beyond. 4. More emphasis on social, emotional learning. 5. Continued development of ... emotional/social development, and perseverance is extremely important in the early grades. Often these are ignored for the 'academic skills' when they should be intentionally included in the process 6. You should put the more SEL needs first/on top of the academic ones 7. Has developed a positive and developmentally appropriate relationship or connection with at least one caring adult at school (this could be in each category) 8. Encourage self-exploration, free time, and daily PE. Let them teach themselves and each other more. Work on respect, self-awareness, and self-regulation. 9. I like this but would think about using words such as empathy and compassion as well strength of character. 10. Focus on getting along with others and problem solving. 11. My only issue is with the term "intra-personal". In teaching at risk students...some of whom come from horrific home lives, being intra-personal is almost impossible. What measures or steps could be taken to help these students develop this skill when they've already lived 5-7 years without it? 12. How will "value and celebrate diversity" be assessed as a student reaching this goal? These are current catch-phrases that look good on paper, in reality we just need mutual respect. 13. To include more emphasis on SEL time 14. Should say "inter-personal skills". Intra- is within; inter- is between. 15. Do we mean intra-personal (an internal awareness of how one affects the world around them) or interpersonal (relationships between more than one person and relating with one or more other people) or both? 16. See related Bullet 8 comments below

**THEME 6. Modify or omit the bullet with the term "globalized" (bullet 8)**

<b>General content suggestions</b>	<b>Wording suggestions</b>
1. grammar and/or particular words need to be removed or exchanged (13) 2. omit due to political considerations or opposition, irrelevance to education or developmental inappropriateness (7) 3. doubts regarding measurability (2) cf. several comments specifically approving of bullet 8	1. Grammar - last statement, should respect, value and celebrate be singular rather than plural noun/verb - i.e., engaged citizen, who respects, values, and celebrates diversity 2. I also strongly feel you should drop "more" before globalized world. "On target to become a well-informed, responsible, service oriented and engaged citizen in a globalized world who respects, values, and celebrates diversity" 3. Is the word "Service-oriented" supposed to be hyphenated? 4. Also, "...who respects, values and celebrates diversity". 5. I think that the word "respect" or "appreciate" is more appropriate than "celebrate". I strongly agree with the rest of the statement. 6. On the last point add while understanding the need for enjoying the school environment. 7. How would you measure the last bullet? Not sure how to improve that statement. It is loaded with too much descriptive text. 8. Citizens -- who respect, value... or citizen, who respects, values.... 9. I agree with all but the last statement. It is important to respect diverse people but not "celebrate" diversity. That's already a fact. What should be celebrated is when good overcomes evil. 10. Would like diversity either omitted or re-worded. I don't have to celebrate certain types of diversity because of current

	<p>social trends. Your statement suggests a requirement to accept and celebrate diversity that frankly isn't within my social/religious parameters to accept. Might need to define what we're calling diversity.</p> <p>11. Last bullet is bad grammar: if citizen is singular, you need plural verbs.</p> <p>12. More emphases on likenesses rather than diversity.</p> <p>13. "On target to become a well-informed, responsible, service oriented, and engaged citizen in a more globalized world who respect, value, and celebrate diversity" ... Can this be measured? What steps are being taken to make our K-2 students service oriented?</p> <p>14. Trim-off: In a more globalized world who respect, value, and celebrate diversity The promotion of a globalization is a controversial and politicized topic that has no place in MNPS official doctrine.</p> <p>15. Last bullet is irrelevant to education. Diversity and cultural differences are fine, but our youth is being brainwashed into one mindset politically.</p> <p>16. Love it all except for the last line. The language could appear to be political in nature.</p> <p>17. Additionally, one does not have to be service-oriented to be a good citizen. Finally, celebrating diversity is a strange clause - you want everyone treated equally while acknowledging the fact everyone is not the same?</p> <p>18. Globalization has no place being forced on children. It is an opinion and political ideology, you should be ashamed for even suggesting it. Teach cultural diversity but make sure it includes ALL cultures including European cultures. Cherry picking certain cultures or races to celebrate is racism and xenophobia</p>
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### Category #3. What could improve the descriptions for 3rd – 4th GRADE STUDENTS?

#### THEME 1. Simplify; needs clarity around “buzzwords” and specifics around goals

General content suggestions	Wording suggestions
<p>1. identify “21st century learning skills” (10)</p> <p>2. define &amp; specify “mastery”, “growth mindset” and “literacies”, including technology vs. computer vs. digital (9)</p> <p>3. simplify, focus more, make more accessible (6)</p> <p>5. Clarify research and study skills; define “proficient in writing” (8)</p> <p>6. Specify writing goals, including spelling, grammar, sentence writing, cursive &amp; typing) (8)</p> <p>7. Specify reading goals, including comprehension, independent reading, enjoys reading challenge (3)</p> <p>8. Specify math goals, including multiplication (3)</p> <p>9. Expand on Bullet 4 logical argument and abstract thought (2) cf. comment that this age group lacks appropriate motor skills for keyboarding</p>	<p>1. What does "Demonstrates proficiency in 21st century learning skills" mean? Strike it.</p> <p>2. Able to see logical fallacies would be better than the vague 21st century learning skills bit</p> <p>3. "Twenty first century skills" is jargon that has no meaning. What exactly are these skills that are not already included in other descriptions?</p> <p>4. Again, the bullets "Demonstrates emerging/developing mastery in three or more multiple literacies including technology and computer literacy" and "Emerging/developing 21st century learning skills" need to be combined and edited.</p> <p>5. What are "21st century learning skills"? What is "growth mindset". It feels like you are throwing a lot of words on a wall, seeing what sticks, and then going with that because it feels good - and the words let you wriggle out of any scenario where others say you've failed to hit your mark.</p> <p>6. Wording-- "a variety of multiple literacies" is redundant. Can we use one word instead of "technology, computer, and digital literacy?"</p> <p>7. comma after "computer, and digital literacy"</p> <p>8. need specific language about spelling</p> <p>9. proficient in writing at grade level standards</p> <p>10. Better, but what does "proficient in writing" mean?</p> <p>11. Follow up in detail about what proficient writing looks like. Also, hold students accountable for grammar and spelling.</p> <p>12. Students must be able to read at grade before advancing</p> <p>13. How about adding "fact-based" to logical to read "Able to form fact-based, logical arguments." There is a deficiency of fact-based arguments in our current political and media climate of "alternative facts."</p> <p>14. Clarity around what you mean by research and study skills. I'd rather see this as ability to ask a question and to find information on their own, independent exploration, curiosity.</p> <p>15. Instead of reading at or above grade level, this is the outcome of a strong reading culture. Here we should develop their love of reading to make them love independent reading which will support them in their transition towards independent reading.</p> <p>16. On the reading front I would add the word "enjoy" as in "enjoys reading challenging and interesting books."</p> <p>17. Great that you are addressing multiple perspectives Be careful about mindset language--see new Dweck work and response to criticisms.</p>

#### THEME 2. Emphasize curiosity, love of learning, play and physical, experiential & creative learning

General content suggestions	Wording suggestions
<p>1. emphasize curiosity, love of learning, free play &amp; recess (11)</p> <p>2. include the Arts and creativity (9)</p> <p>3. include physical health, nutrition, exercise and motor skills (7)</p> <p>4. Emphasize experiential learning, application of skills, critical thinking and challenging material (5)</p> <p>5. Avoid over-emphasis on proficiency and testing (2)</p>	<p>1. More emphasis on fun and childhood</p> <p>2. Clarity around what you mean by research and study skills. I'd rather see this as ability to ask a question and to find information on their own, independent exploration, curiosity.</p> <p>3. I mostly agree but you need to remove the part about curiosity or change some of your testing/test prep policies because by the age curiosity and growth mindset are squashed</p> <p>4. Bullet #10: Enjoys (and is provided with) adequate time during the school day to play, to have fun, and to be a kid.</p> <p>5. continued emphasis on learning through play, especially unstructured free play outdoors -emphasis on love of learning - emphasis on physical health and physical activity -clear emphasis on the fact that preserving a child's curiosity and love of learning is more important than reading or math proficiency at grade level, and especially more important than the test scores that measure proficiency</p> <p>6. need specific language... about physical health, nutrition, exercise</p>

	<p>7. You also do not mention motor skills and physical development.</p> <p>8. Something should be said about how they develop creatively through the arts (i.e. music, art, physical activity)</p> <p>9. emphasis on physical health and physical activity</p> <p>10. Emerging/developing basic skills in music, visual art, and physical education.</p> <p>11. Demonstrates proficiency in the areas of Music, Visual Arts, and Physical Education.</p> <p>12. Engages in experiential learning opportunities</p> <p>13. critical thinking skills and maybe the logic of coding</p> <p>14. Add a section for the arts</p> <p>15. Something should be said about how they develop creatively through the arts (i.e. music, art, physical activity).</p> <p>16. Bullet #11: Demonstrates basic skills in at least one arts-related subject (be it music, visual arts, theater, or other).</p> <p>17. Add need for arts education.</p> <p>18. Emerging/developing basic skills in music, visual art, and physical education.</p> <p>19. Integration of meaningful arts and humanities instruction to help create a creative, thoughtful, internationally engaged young citizen.</p>
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### **THEME 3. Address middle school readiness concerns, individual needs and differentiated learning**

<b>General content suggestions</b>	<b>Wording suggestions</b>
<p>1. Bullet 7 third &amp; fourth grade is too young for being 'prepared... for middle school' (8)</p> <p>2. include supports &amp; intervention for special ed students, ELL students, students with behavior issues (6)</p> <p>3. plan for when students are not ready for middle school, including retaining students (5)</p> <p>4. modify to reflect students often well behind grade level or developmentally unready (use 'growth' instead of at/above grade level, qualify with 'begin to', 'work toward' or 'encourage', de-emphasize computer skills (5)</p> <p>5. include supports for student unprepared for third &amp; fourth grade (4)</p> <p>6. fifth grade should be included with third &amp; fourth (should not be in middle school) (3)</p> <p>cf. comment that expectation should be above grade level</p>	<p>1. As a 4th grade teacher, I can tell you that NONE of this describes our students. We spend more time teaching skills that weren't acquired in lower grades (academic, social, and emotional) than we do preparing our children to be successful in middle school. We are CONSTANTLY playing catch-up, and it is incredibly frustrating.</p> <p>2. The wording in which "3rd and 4th graders are prepared for middle school". Are the even prepared for 3rd and 4th grade? That should be the bigger focus.</p> <p>3. An emphasis on growth needs to be added. Students are not coming prepared and to expect a 3rd or 4th grade student to be at or above is unrealistic in many cases.</p> <p>4. Again, this sounds great! But, teachers need support and a realistic leader that helps and doesn't sweep problem children under the carpet for fear they will make them look bad.</p> <p>5. Students must be able to read at grade before advancing</p> <p>6. Incorporate component pertaining to students with disabilities</p> <p>7. Again, a statement relating to special needs children and a statement that relates to children from very difficult home environments that targets their special challenges.</p> <p>8. Idealized; Grade level expectations/proficiencies are not realistic for recently arrived ELLs- or other lower learners</p> <p>9. Abstract thinking! Must be encouraged in elementary. Can we move 5th grade to elementary school, though?</p> <p>10. Is the 8th bullet for 3rd or 4th graders?</p> <p>11. Number 8 is great, but we all know 9 and 10 year olds really aren't prepared socially and emotionally for middle school.</p> <p>12. you need to include 5th grade in this as well because 5th grade is NOT middle school; 5th grade needs to be emotionally ready for middle school</p> <p>13. third graders should not be preparing for middle school, but enjoying elementary school without pressures concerning middle school</p> <p>14. Instead of reading at or above grade level, this is the outcome of a strong reading culture. Here we should develop their love of reading to make them love independent reading which will support them in their transition towards independent reading.</p> <p>15. Begin to form logical arguments and examine multiple viewpoints would be more developmentally appropriate. They are just becoming abstract thinkers.</p> <p>16. Number 4 seems a bit much when taking about 8 and 9 year olds</p> <p>17. Look again at Piaget - they are rarely able to exhibit abstract thinking in the lower grades. You could say working toward abstract thinking.</p> <p>18. Once again - the extreme focus on computer skills at such a young age is developmentally harmful. At a bare minimum, this bullet should be sequenced second-to-last in the list.</p> <p>19. Get rid of grade level. It has to be above grade level or their chances of graduation decrease</p>

### **THEME 4. Modify or omit the bullet with the term "globalized" (bullet 9)**

<b>General content suggestions</b>	<b>Wording suggestions</b>
<p>1. correct grammar and/or particular words need to be removed or exchanged (10)</p> <p>2. omit due to political considerations or opposition, irrelevance to education (5)</p> <p>cf. specific approval of Bullet 9; also, suggestion to add world geography &amp; world history</p>	<p>1. Last bullet: who respects, values, and celebrates</p> <p>2. I would recommend replacing the word "celebrate" with "respect". In fact the word "appreciate" may be more appropriate. I strongly agree with the rest of the statement.</p> <p>3. I believe that the last point should state respects, values, and celebrates diversity since it refer to a single citizen.</p> <p>4. Add to the last point well rounded.</p> <p>5. Same issue as before. How do you measure developing? Why not use "on target" for consistency?</p> <p>6. Citizen who respect or respects?</p> <p>7. See answer 18 for comments about "celebrating diversity"</p> <p>8. More emphases on likenesses rather than diversity.</p> <p>9. How will "value and celebrate diversity" be assessed as a student reaching this goal? These are current catch-phrases that look good on paper, in reality we just need mutual respect. What is the target for this goal? Has it been defined with a rubric to determine what "on target" means? Who determines what on target is?</p> <p>10. Trim-off: In a more globalized world who respect, value, and celebrate diversity The promotion of a globalization is a controversial and politicized topic that has no place in MNPS official doctrine.</p>

	<p>11. Globalized world/celebrate diversity should not be forced on children they should be able to grow and mature do their own research and make that decision themselves. It seems a little one sided.</p> <p>12. Last bullet is irrelevant to education. Diversity and cultural differences are fine, but our youth is being brainwashed into one mindset politically.</p> <p>13. Good except last line.</p>
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## THEME 5. Emphasize social and emotional learning

General content suggestions	Wording suggestions
<ol style="list-style-type: none"> <li>focus on social skills and characteristics (empathy, compassion, respect, manners, getting along, connections with others &amp; community) (11)</li> <li>emphasize specific social and emotional skills (integrity, responsibility, accountability, empathy, perseverance, engagement in community, connection with a caring adult, respect, self-awareness, self-acceptance, self-confidence, coping skills)</li> <li>make SEL a priority (generally)</li> <li>(total 11)</li> </ol>	<ol style="list-style-type: none"> <li>need specific language about... character development addressing integrity, personal responsibility, empathy</li> <li>These should be much more about habits of mind: perseverance, curiosity, responsibility, etc.</li> <li>Being an engaged member of their community</li> <li>Has developed a positive and developmentally appropriate relationship or connection with at least one caring adult at school (this could be in each category)</li> <li>Include social emotional skills</li> <li>There is no mention of students this age developing an appreciation for their own strengths as compared to others. It is during these years that students begin to feel like they are "not enough". It is critical that students learn self-acceptance during these years.</li> <li>Teach respect and accountability.</li> <li>There is no mention of students this age developing an appreciation for their own strengths as compared to others. It is during these years that students begin to feel like they are "not enough". It is critical that students learn self-acceptance during these years.</li> <li>social-emotional well-being, academic self-confidence and coping skills</li> <li>Student accountability to help achieve these laid out goals. Student goal setting.</li> <li>How will "value and celebrate diversity" be assessed as a student reaching this goal? These are current catch-phrases that look good on paper, in reality we just need mutual respect.</li> </ol>

## THEME 6. Incorporate same improvements suggested for younger student descriptions

General content suggestions	
<ol style="list-style-type: none"> <li>Incorporate suggestions entered for Pre-K and K-2 students</li> </ol>	

## Category #4. What could improve the descriptions for 5th – 8th GRADE STUDENTS?

### Theme 1. SEL, behavior and character development

General content suggestions	Wording suggestions
<ol style="list-style-type: none"> <li>SEL!</li> <li>More emphasis on fun and individuality</li> <li>More movement/exercise</li> <li>Emotional regulation as they deal with puberty and adolescence</li> <li>Address respect of fellow students. Anti-bully</li> <li>Something about focus and disruption</li> <li>Effective communication both verbal and nonverbal</li> <li>Social emotional</li> <li>Social emotional health, relationships/behavior with staff</li> <li>Bullying prevention, physical health</li> <li>Respecting themselves as well as others.</li> <li>Emotionally, physically, or educationally ready</li> <li>Problem solving is a must that needs to be modeled</li> <li>The development of the early adolescent should be a primary focus</li> <li>Include respect for teachers and a discipline plan</li> <li>Prevention services for drug and gangs-- social-emotional sense of belonging</li> <li>Discipline support</li> <li>Student accountability, goal setting.</li> </ol>	<ol style="list-style-type: none"> <li>Need specific language about character development addressing integrity, personal responsibility, and empathy; and about physical health, nutrition, exercise</li> <li>Add something about sympathy and empathy for the SEL component</li> <li>Last part add well rounded</li> <li>Has developed a positive and developmentally appropriate relationship or connection with at least one caring adult at school (this could be in each category)</li> <li>Demonstrates proficiency in discussions of ideas with peers and with teachers. Insert joy of reading and learning.</li> <li>Bullet #12: Enjoys (and is provided with) adequate time during the school day to play, to have fun, and to be a kid.</li> <li>Bullet #14: Demonstrates at least basic understanding of social-emotional skills.</li> <li>Successfully communicates emotions</li> <li>Accountability, support, and implementation guides</li> <li>Still missing motivation.</li> <li>More emphases on likenesses rather than diversity</li> <li>"Celebrate diversity" How about we CELEBRATE OUR UNITY?</li> <li>Additional emphasis on social awareness, internet safety and empowerment for girls.</li> </ol>

### Theme 2. Definitions, feasibility, miscellaneous grammar/wording

General content suggestions	Wording suggestions
<ol style="list-style-type: none"> <li>How does one "proficiently demonstrate a growth mindset?"</li> <li>Growth mindset is jargon</li> <li>Too many words</li> <li>Not measurable – i.e. approaches learning with curiosity</li> <li>Not feasible</li> <li>What is a "service learning experience"?</li> </ol>	<ol style="list-style-type: none"> <li>Can present logical arguments in both written and orally presentations</li> <li>How about adding "fact-based" to logical to read "Able to form fact-based, logical arguments."</li> <li>Need to check grammar in the last bullet. It should read "who respects, values, and celebrates" (one citizen).</li> <li>Comma after digital, citizen who respects</li> </ol>

<ul style="list-style-type: none"> <li>7. 21st century/multiple literacies not clearly delineated</li> <li>8. Very lofty goals</li> <li>9. 21<sup>st</sup> century skills is vague</li> <li>10. Speak to how these will be demonstrated</li> <li>11. Bullet 7: Identify 21st C learning skills</li> <li>12. How will "value and celebrate diversity" be assessed?</li> <li>13. Has "on target" been defined?</li> <li>14. Please proof grammar and usage prior to survey use.</li> <li>15. Same issues with your wording as in the previous grade levels.</li> <li>16. Nothing should be on this list that is not measurable</li> <li>17. Not a fan of education catch phrases "growth mindset"</li> </ul>	<ul style="list-style-type: none"> <li>5. More subject/verb agreement errors.</li> <li>6. Remove "at", just keep above grade level</li> </ul>
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### Theme 3. Preparedness for high school, college, career

General content suggestions	Wording suggestions
<ul style="list-style-type: none"> <li>1. Stop acting as if middle school is high school. These are children who need to be children</li> <li>2. Prepping for HS and college is pertinent at this stage of learning</li> <li>3. Prepare kids for the next step. Help with reading/writing if they can't already do that by middle school</li> <li>4. Students should be ready to enter high school with confidence</li> <li>5. Don't need to be thinking about careers</li> <li>6. Ninth graders woefully under prepared for high school</li> <li>7. Making sure they have these skills before leaving elementary</li> <li>8. 7th and 8th graders should be preparing for high school, not 5th and 6th graders</li> <li>9. Teach skills they should know before going to high school</li> <li>10. Definite emphasis on post-secondary potential</li> <li>11. Don't push a career choice, teach basic life skills</li> <li>12. Too much emphasis on college instead of jobs</li> <li>13. Being an engaged member of their community</li> <li>14. Other successful options for adulthood workforce- not just college-trade schools</li> </ul>	<ul style="list-style-type: none"> <li>1. Has initial thoughts and plan for post-secondary education and career---NOT ENOUGH "Has exposure to multiple experiences that are shaping thoughts and plans for post-secondary and career"</li> <li>2. "Has initial thoughts ... and a preliminary plan for high school, post-secondary education and career."</li> <li>3. "Has initial thoughts and plan for post-secondary education and career" ... How will schools connect with students who do not have this developed due to family life? Will a student from poverty with lack of access to initial thoughts on career then be considered an "unsuccessful" student?</li> <li>4. Strike "and career" from the following bullet: "Has initial thoughts and plan for postsecondary education and career." This is way too young for career contemplation.</li> <li>5. *"Has initial thoughts and plan for post-secondary education and career"- NO, that is not necessary at this point.</li> </ul>

### Theme 4. Specific content areas to include, particularly in the arts

General content suggestions	Wording suggestions
<ul style="list-style-type: none"> <li>1. Inclusion of the arts</li> <li>2. Add a section for the arts</li> <li>3. How they develop creatively through the arts (i.e. music, art, physical activity)</li> <li>4. More learning and service experiences</li> <li>5. Creative learning</li> <li>6. More technology</li> <li>7. Where are goals around the arts and athletics?</li> <li>8. Add need for arts education.</li> <li>9. Logical arguments! Abstract thinking!</li> <li>10. Development of abstract thinking in these grades</li> <li>11. Add in learning a language</li> <li>12. Add information related to science?</li> <li>13. Need specific language about spelling</li> <li>14. There needs to be a writing curriculum</li> </ul>	<ul style="list-style-type: none"> <li>1. Include experience in appreciation and participation in the creative areas of music, art, drama, physical activity, and social groups.</li> <li>2. Bullet 3: add artistic/creative literacy</li> <li>3. Demonstrates proficiency in one of the Arts at or above grade level.</li> <li>4. Integration of meaningful arts and humanities instruction to help create a creative, thoughtful, internationally engaged young citizen.</li> <li>5. Bullet #13: Demonstrates basic skills in at least one arts-related subject (be it music, visual arts, theater, or other).</li> </ul>

### General content suggestions ONLY

### Theme 5. Differentiated learning, SWD, ELL

### Theme 6. Comments about technology, "21<sup>st</sup> century learning," and "service learning"

<ul style="list-style-type: none"> <li>1. Begin offering advanced educational opportunities to high-achieving students.</li> <li>2. Accommodate students' talents/gifts to keep them motivated rather than bored</li> <li>3. Encouraging them through their deficiencies</li> <li>4. Support for struggling students</li> <li>5. For many students that are already behind, it's hard to catch up to these goals</li> <li>6. Component pertaining to students with disabilities</li> <li>7. Differentiate ELL from SPED</li> <li>8. Address students not on grade level</li> <li>9. All students are not at or above grade level</li> <li>10. Emphasize literacy at appropriate grade level</li> <li>11. Help for students who reach this grade and either can't do the work or don't care</li> </ul>	<ul style="list-style-type: none"> <li>1. "Technology, computer and digital" - seems redundant</li> <li>2. "Coding"</li> <li>3. The bullets "Demonstrates emerging/developing mastery in three or more multiple literacies including technology and computer literacy" and "Emerging/developing 21st century learning skills" need to be combined and edited.</li> <li>4. Move bullet 3 (technology) to the second-to-last bullet in the lists. In general, this bullet should take a back-seat to REAL learning.</li> <li>5. Not sure about 21st century learning skills -- feels like you've already covered it.</li> <li>6. Drop 21st century learner</li> <li>7. Drop the service requirements - stick to the academics.</li> <li>8. Get rid of the service learning line</li> <li>9. The school should not have the responsibility to engage students in "service learning". I would strongly fight a public institution grading my child based upon volunteer work</li> <li>10. Engaged in one or more service learning experiences needs to change to Engages in one or more experiential learning opportunities</li> </ul>
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<p>12. These characteristics can't possibly describe this age group as a whole</p> <p>13. No intervention plan</p> <p>14. More support for language learners</p> <p>15. SPED should get a mention</p> <p>16. Advanced learners need to be as much a priority as struggling students</p> <p>17. Classroom support for SPED teachers</p>	
<p><b>Theme 7. Include parent/family involvement</b></p>	<p><b>Theme 8. Comments about the bullet with the term "globalized"</b></p>
<p>1. Parents need to be involved.</p> <p>2. Improving parental support, students attendance and behavioral</p> <p>3. Education begins and ends in the home</p> <p>4. Training for parents on home and school discipline</p> <p>5. Mention challenging home environments</p> <p>6. Parent involvement, learning, and accountability must be demanded</p>	<p>1. Globalization has no place being forced on children</p> <p>2. Trim-off: In a more globalized world who respect, value, and celebrate diversity The promotion of a globalization is a controversial and politicized topic that has no place in MNPS official doctrine.</p> <p>3. Last bullet is irrelevant to education. Diversity and cultural differences are fine, but our youth is being brainwashed into one mindset politically.</p> <p>4. Drop "more" before globalized</p>

**Category #5. What could improve the descriptions for 9th – 12th GRADE STUDENTS?**

**THEME 1. Comments about career readiness, vocational skills, service learning**

General content suggestions	Wording suggestions
<p>1. Career academies?</p> <p>2. Career readiness</p> <p>3. Prepare kids for college not just to be a citizen</p> <p>4. Vocational studies</p> <p>5. Options for students who will not go on to college</p> <p>6. Alternate educational and career routes</p> <p>7. More on job training</p> <p>8. There is no vocational or trade option. Bring back those tracks and apprenticeship programs.</p> <p>9. Temper the internship requirement</p> <p>10. Vocational course to bullet number four</p> <p>11. Vocational trainings</p> <p>12. Career options other than college</p> <p>13. Real life skills and trades</p> <p>14. Career readiness</p> <p>15. Career goal education with life skills could help</p> <p>16. Should be more of a focus on the "career ready" aspect.</p> <p>17. More trades, skills, hand-on learning</p> <p>18. Not all students want or need college. Need life skills and trade skills for those students</p> <p>19. Better technical skills</p> <p>20. Has one or more work-based/internships and/or service learning experiences change to Engages in one or more experiential learning opportunities</p> <p>21. Fine, except for 'service learning' requirement</p> <p>22. Drop the requirement for service programs</p> <p>23. Basic life skills</p>	<p>1. Last bullet would read better with a dash after college (i.e. college- and career-ready).</p> <p>2. "Graduates high school, college, and career-ready in 4 years".</p> <p>3. Spell out the number, "four." When did we start saying "Graduates high school" instead of "Graduates from high school"?</p> <p>4. The last point is unclear and grammatically incorrect.</p> <p>5. The last part add job and college ready then career ready in four years.</p> <p>6. Need a comma in the last one</p> <p>7. The last bullet is difficult to follow because of "high school college" running together. Change it to "Graduates high school college- and career-ready in 4 years" as those words should be combined as a hyphenated, compound word. Or, change the order of the words so it reads "Graduates high school in 4 years, college and career ready"</p> <p>8. Last bullet point needs to be reworded or put college and career ready in quotes</p> <p>9. Employ a four year transition plan aiming at the post-secondary goal and create the steps to get there.</p> <p>10. Strong push back on "career ready" - high school should be focused on EDUCATION, not JOB TRAINING.</p> <p>11. Having a fully developed plan after high school is not appropriate. There should be planning, but not fully developed.</p> <p>12. "Strong soft skills to interview well"</p> <p>13. Maybe add a focus on life skills - household budgeting, responsible use of credit, financial planning for the future, how to apply for a job/housing (rental), how do apply for a job and conduct oneself professionally during an interview, etc.</p> <p>14. "Has had a class in Finance." Some students' graduate not knowing how to budget and pay bills.</p> <p>15. "Proficient in personal finance, resume writing, and time management. Is a global citizen and environmentalist."</p> <p>16. Add financial literacy skills - managing money, saving, investing, etc.</p>

**THEME 2. Feasibility, miscellaneous grammar/wording**

General content suggestions	Wording suggestions
<p>1. Too lofty</p> <p>2. Not possible</p> <p>3. Setting high yet achievable goals and expectations.</p> <p>4. Too lofty – are these attainable?</p> <p>5. Very ambitious</p> <p>6. Too large a focus</p> <p>7. Too many words</p> <p>8. Not measurable</p> <p>9. Can the wording be changed to be measurable?</p> <p>10. Not feasible</p> <p>11. Curiosity and growth mindset bullet is not measurable</p> <p>12. Be reasonable. Many adults (most) don't have a fully developed plan for their future</p> <p>13. Too many bullets, poorly defined</p>	<p>1. Should be respects, values, and celebrates in second to last bullet.</p> <p>2. Subject/verb agreement (should be "respects" in second to last point, for example.)</p> <p>3. Colon after "literacies" in point 5.</p> <p>4. Fourth bullet should be or not and - Demonstrates mastery in technology, digital information and media literacy</p> <p>5. Remove "regularly" it is implied</p> <p>6. Participates instead of has</p> <p>7. "Technology, computer and digital" - seems redundant</p> <p>8. Please proof grammar and usage prior to survey use.</p> <p>9. Logically build on descriptions. Keep bullets that carry over from each grade and build on them</p> <p>10. Critical thinking should be considered addition</p> <p>11. Does abstract thinking cover critical thinking?</p> <p>12. Regularly forms logical arguments and can express them in written or oral</p>

<p>14. Excessive and not possible</p> <p>15. Very lofty</p> <p>16. Plan to accomplish?</p> <p>17. Undefined, unmeasurable; need clear metrics</p> <p>18. How will "value and celebrate diversity" be assessed as a student reaching this goal?</p>	<p>presentations.</p> <p>13. You don't need to be the one with all the math levels since you already state mastery at or above grade level.</p> <p>14. Strike "media" literacy - totally disagree that this should take up the time of high schoolers. Once again, move the entire bullet down in priority.</p>
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### THEME 3. SEL, character development skills

General content suggestions	Wording suggestions
<ol style="list-style-type: none"> <li>1. Students attendance and behavioral</li> <li>2. Self-discipline and delayed gratification</li> <li>3. Interpersonal skills</li> <li>4. Being conscious of helping the kids deal with the stress</li> <li>5. Address respect of fellow students. Anti-bully.</li> <li>6. Being an engaged member of their community</li> <li>7. Students need to learn self-care. Support for physical/mental health</li> <li>8. Advocates for him or herself</li> <li>9. Add something about being a life-long learner</li> <li>10. Social emotional readiness</li> <li>11. Academic self-confidence: social-emotional well-being is key</li> <li>12. Student accountability, goal setting</li> <li>13. More emphasis on fun and individuality</li> <li>14. Needs something about love of learning and reading, empathy, and character</li> </ol>	<ol style="list-style-type: none"> <li>1. Has developed a positive and developmentally appropriate relationship or connection with at least one caring adult at school (this could be in each category). Is socially and emotionally prepared for post-secondary life (or something like that).</li> <li>2. Integration of meaningful arts and humanities instruction to help create a creative, thoughtful, internationally engaged young citizen.</li> <li>3. Emotional regulation and "Prepared academically, socially, and emotionally" could still be part of this stage</li> </ol>

### General content suggestions ONLY

### THEME 4. Differentiated learning, Remove requirement for advanced courses

### THEME 5. Specific content areas to include, particularly in the arts

<ol style="list-style-type: none"> <li>1. Advanced opportunities</li> <li>2. Opportunities for advanced students</li> <li>3. Opportunities for students who need extra help</li> <li>4. Offer additional work to students that show the ability to do it</li> <li>5. Provide opportunities for different learning styles</li> <li>6. Incorporate component pertaining to students with disabilities</li> <li>7. Should be tailored to the student</li> <li>8. Higher learning opportunities for college driven students</li> <li>9. Remedial classes</li> <li>10. All students shouldn't be expected to take AP course</li> <li>11. All students are not IB or AP</li> <li>12. Advanced courses for all will be a challenge</li> <li>13. Unrealistic to make advanced courses mandatory</li> <li>14. Remedial courses</li> <li>15. Not every student is ready for a fully developed plan</li> <li>16. Not all students go to college</li> <li>17. Don't force every student to take AP</li> <li>18. Address students who get to high school unprepared</li> <li>19. Programs for students aren't academically able to go to college</li> <li>20. Too much emphasis on coercing students into AP courses</li> <li>21. #4 is not a goal for special needs students. These goals should be for ALL students</li> <li>22. Guidance for college and financial aid</li> <li>23. Not all students want to or should take AP</li> <li>24. What about special education students?</li> <li>25. Greater opportunity for dual-enrollment and AP credits</li> <li>26. Unrealistic for all students to complete advanced courses</li> <li>27. All students should not be required to take college course</li> <li>28. Advanced course for all students makes no sense</li> <li>29. Unrealistic for everyone to complete advanced courses</li> <li>30. The advanced course bullet is unrealistic for 100% of students</li> <li>31. Focus more on AP than dual enrollment</li> <li>32. Not every student needs AP course</li> <li>33. Advanced courses should be offered to every student but not required</li> <li>34. Help for students who reach high school and either can't do the work or don't care</li> <li>35. I don't think having a college credit should be a "characteristic of a</li> </ol>	<ol style="list-style-type: none"> <li>1. Inclusion of the arts.</li> <li>2. Develop creatively through arts</li> <li>3. Arts and athletics</li> <li>4. Add need for arts education</li> <li>5. Extracurricular club/sports</li> <li>6. Arts courses</li> <li>7. What about writing?</li> <li>8. Foreign language proficiency</li> <li>9. Demonstrates proficiency and or mastery in one of the Arts.</li> <li>10. Bullet 5: add artistic/creative literacy</li> </ol>
	<h3>THEME 6. Comments about the ACT</h3> <ol style="list-style-type: none"> <li>1. 21 is too low; aim for at least a 26</li> <li>2. ACT score should be higher</li> <li>3. Measure success without ACT piece</li> <li>4. Is 21 realistic?</li> <li>5. Not all students will make a 21</li> <li>6. Statistically impossible for every student to score about average on ACT</li> <li>7. All students shouldn't be required to take ACT</li> <li>8. We cannot define success as "achieves a 21 or higher on the ACT". The ACT is always a bell curve</li> <li>9. Do we really want to label students who don't score 21 as "unsuccessful"?</li> </ol>
	<h3>THEME 7. Comments about the bullet with the term "globalized"</h3> <ol style="list-style-type: none"> <li>1. Globalization has no place being forced on children.</li> <li>2. More emphases on likenesses rather than diversity.</li> <li>3. Trim-off: In a more globalized world who respect, value, and celebrate diversity The promotion of a globalization is a controversial and politicized topic that has no place in MNPS official doctrine.</li> <li>4. Would also add "Prep for globalize engaged citizen," for example cultural awareness and also that meets at minimum linguistic requirements of universities</li> <li>5. Next to last bullet is irrelevant to education. Diversity and cultural differences are fine, but our youth is being brainwashed into one mindset politically.</li> </ol>
	<h3>THEME 8. Include family/parent involvement</h3> <ol style="list-style-type: none"> <li>1. Parent involvement</li> </ol>

successful MNPS student".	<ol style="list-style-type: none"> <li>2. Improving parental support</li> <li>3. Putting focus on home life</li> <li>4. Parent involvement, learning, and accountability</li> </ol>
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**Overall. What else could improve the characteristics of a successful MNPS student?**  
**General Content Suggestions ONLY**

<b>THEME 1. Include SEL, behavioral and physical health, self-awareness and accountability</b>	<b>THEME 2. Address students with disabilities, differentiated learning</b>
<ol style="list-style-type: none"> <li>1. SEL tools and skills</li> <li>2. Behavioral health and support</li> <li>3. Health and social relationships</li> <li>4. Psychological skills</li> <li>5. Behavior, respect, attendance</li> <li>6. Manners, basic common courtesies</li> <li>7. Self-discipline</li> <li>8. SEL skills, whole person</li> <li>9. Communication and interpersonal skills</li> <li>10. Socializing</li> <li>11. Awareness and acceptance of students with learning and/or social difficulties.</li> <li>12. Students are take ownership and accountability for their learning</li> <li>13. Add the word kindness</li> <li>14. Teaching kindness, tolerance, generosity, open-mindedness, positivity, and inclusiveness</li> <li>15. Responsibility for self and actions</li> <li>16. Addressing discipline so that ALL students can truly learn</li> <li>17. Individuality</li> <li>18. Social competencies (teamwork, self-regulation, etc.)</li> <li>19. Statement about respect of adults, others, their country</li> <li>20. A successful student is self-guided, independent and motivated</li> <li>21. Anger management</li> <li>22. Behavior is missing</li> <li>23. Respectfulness</li> <li>24. Make sure that character, empathy and compassion get attention.</li> <li>25. Character growth</li> <li>26. Alternatives for extreme behavior issues</li> <li>27. Specific mentions of behavioral standards</li> <li>28. Hold the student accountable</li> <li>29. Look at behavior and start to create real world consequences for their actions</li> <li>30. Intra personal skills should be a focus at all grade levels</li> <li>31. Hold students instead of teachers accountable</li> <li>32. Feeling that they have value</li> <li>33. Discipline</li> <li>34. SEL and behavior support strategies</li> <li>35. SEL standards</li> <li>36. Online social media awareness</li> <li>37. More on discipline and respectful behavior</li> <li>38. Not addressing SEL problems</li> <li>39. More SEL verbiage</li> <li>40. Respects his/her educators</li> <li>41. Trauma Informed Schools</li> <li>42. Empathy, kindness, delayed gratification</li> <li>43. Respectful of adults, listens attentively, and responds well to criticism</li> <li>44. Student accountability</li> <li>45. More wrap around services are needed</li> <li>46. SEL piece</li> <li>47. Ownership of personal responsibilities</li> <li>48. Physical health along with SEL development</li> <li>49. Physical activity</li> <li>50. Emphasis on physical health and physical activity</li> </ol>	<ol style="list-style-type: none"> <li>1. I am concerned with the language "successful" and the possible cognitive dissonance it will cause in students. If a student is reading below grade level, are they then considered an "unsuccessful" student or essentially an "unsuccessful" person? What if that student has a learning disability (not at all discussed, neither EL in these pages)? What if that student is in extreme poverty? Has grown 2+ grade levels in a year but is still behind? Would all of those students be considered "unsuccessful"? I believe that language could be damaging to student pride and ability to succeed. Could it be re-phrased as MNPS student goals?</li> <li>2. Addressing students with special needs</li> <li>3. Deal with different types of children's needs</li> <li>4. Component pertaining to students with disabilities</li> <li>5. Attend to special needs and special abilities at each grade level, to build in flexibility and challenges appropriate for those who are struggling and those who are academically talented and engaged</li> <li>6. These may not capture what success looks like for students with disabilities or other underserved groups</li> <li>7. I don't know if students with disabilities would feel like these descriptions applied to them</li> <li>8. Recognize students with challenges</li> <li>9. Not at "grade level," just to the highest level of each students' ability</li> <li>10. More student / teacher interaction, after school and before school tutoring</li> <li>11. More individual help for students</li> <li>12. Should be able to learn at their own pace</li> <li>13. Remediation for reading/math</li> <li>14. A workable intervention plan so all students feel successful</li> <li>15. Understanding that a successful MNPS student may not always be proficient at grade level every year, but may catch up later</li> <li>16. Focus on growth for students who struggle with mastery</li> <li>17. What about the student that is well ahead on some standards and trailing on others</li> <li>18. Success looks and feels differently for all people</li> <li>19. Please keep in mind the diversity of MNPS. We can have high achieving goals for all students without making some students feel "less than" because they will not achieve a 21 on the ACT</li> <li>20. Each student will be supported to reach his/her full academic potential - what if these goals are not realistic for all students - what is their path?</li> <li>21. The idea that EVERYONE will do these things is a little naïve and unrealistic</li> <li>22. Do not move a student onto the next course until they have mastered the material in a lower course</li> </ol>
<b>THEME 3. Include the arts</b>	<b>THEME 4. Include practical life skills</b>
<ol style="list-style-type: none"> <li>1. Where is art, music, drama, and athletics?</li> <li>2. Inclusion of arts</li> <li>3. Access to arts</li> </ol>	<ol style="list-style-type: none"> <li>1. Financial education</li> <li>2. Understanding basic health, dealing with real world situations (how to cook a meal, balance a checkbook, and pay bills/taxes)</li> </ol>

<ol style="list-style-type: none"> <li>4. Integrated arts</li> <li>5. More arts, and more project based hands on learning</li> <li>6. Emphasis on learning through play in the lower grades</li> <li>7. A focus on the arts</li> <li>8. Where is the stuff about art, playing an instrument, speaking a foreign language?</li> <li>9. Foreign language</li> <li>10. Respect for the arts</li> <li>11. All categories should include reference to exposure and opportunities for arts education.</li> <li>12. Full access to Music and Visual Arts starting in Kindergarten</li> <li>13. The ARTS. We must address students' creative and expressive opportunities.</li> <li>14. Integration of meaningful arts and humanities instruction</li> <li>15. Involvement in the arts. Band, choir, orchestra, etc.</li> </ol>	<ol style="list-style-type: none"> <li>3. Leadership training, course in personal finance management</li> <li>4. Basic cooking and sewing</li> <li>5. Not all students are college bound, they need to learn real life skills and trades to be productive members of society</li> <li>6. Environmental citizenship</li> <li>7. Environment for lifelong learning</li> <li>8. Combining cultures and communities</li> <li>9. Goal to prepare children for everyday life after school</li> <li>10. Include work-based learning, portfolio completion, and/or capstone completion, are we not doing the practical application of skills pieces anymore?</li> <li>11. Teach skills that are needed in real life/real life application</li> <li>12. A deeper understanding of personal finance and basic life skills like filing taxes and examining a lease.</li> <li>13. Community /Service Learning Projects</li> <li>14. Financial literacy</li> <li>15. Prepping for college and career</li> </ol>
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**THEME 5. Promote attendance and motivation to learn**

**THEME 6. Include family involvement and accountability**

<ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Improve attendance</li> <li>3. Accountability for tardiness/truancy</li> <li>4. Allow no tardiness or skipping</li> <li>5. Attendance and being on time</li> <li>6. Comes to school</li> <li>7. Some language that could be added throughout about a love of learning</li> <li>8. Why is the love of learning not embedded in every one?</li> <li>9. Emphasis on the fact that preserving a child's curiosity and love of learning is more important than reading or math proficiency at grade level</li> <li>10. Make sure there is a love of learning more than a drudgery of learning</li> <li>11. Realizing that intrinsic motivation is more important than extrinsic</li> <li>12. Time management</li> <li>13. Provide MNPS students with numerous opportunities, not numerous requirements</li> <li>14. MOTIVATION &amp; CREATIVITY Motivation to learn, especially to read and write.</li> </ol>
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<ol style="list-style-type: none"> <li>1. Parent support</li> <li>2. Require parent involvement</li> <li>3. At least one parent that is involved, present and knowledgeable about what is going on in their child's life</li> <li>4. More parent involvement.</li> <li>5. More parent involvement!</li> <li>6. Hold parents responsible</li> <li>7. Required and mandated parent learning, involvement, and accountability</li> <li>8. Hold the parents accountable as well.</li> <li>9. Increase community and parental involvement.</li> <li>10. Continue to ask parents to weigh in</li> <li>11. Engaged parents as much as possible</li> <li>12. Has parents who participate</li> <li>13. Parent accountability in a child's education.</li> </ol>
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**THEME 4. Be more concise**

<ol style="list-style-type: none"> <li>1. Break these down into small, measurable and achievable pieces</li> <li>2. Concise, memorable, actionable</li> <li>3. They seem generic and repetitive</li> <li>4. Grammar</li> <li>5. Needs to be rewritten in a more colloquial wording and tone</li> <li>6. Defining certain phrases</li> <li>7. The wording of these are not strong</li> <li>8. I honestly think there are too many</li> <li>9. Get rid of the fluff. Identify measurable traits.</li> <li>10. Statements are repetitive, verbose</li> <li>11. Trim the politicized portions</li> </ol>
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