

PLC Guide: The following is a sample protocol that school-wide or teacher PLC teams might use to explore the student skills necessary for students to be a “ready” learner. This should take approximately 20-25 minutes.

Topic: “Soft” skills required for students to be “ready” for next level of learning and opportunity.

Materials required: Chart paper and markers or digital ppt sldie

Prior to the meeting: On chart paper, chart the following obstacles: Attendance, communication skills, social-emotional supports, and growth mindset.

Step 1:	Read the following introduction: During a student’s educational journey, obstacles can arise that are outside of the academic arena but have a direct impact on a student’s success and readiness. This list of attendance, communication skills, social-emotional supports, and a growth mindset is not an exhaustive list of obstacles, but they are a few that are critical for student readiness.
Step 2:	Divide the group into smaller groups and assign each group one of the “soft skills” that are necessary for learner readiness.
Step 3:	<p>Each small group will work together to discuss the soft skill assigned to the group. Using the readiness soft skill assigned to the table, complete the following activity. Provide teachers 5-10 minutes to complete a group activity with the following expectations:</p> <ol style="list-style-type: none"> 1) Define the soft skill in your own words and language. 2) Discuss and list the ways the assigned skill impacts student readiness. 3) List ideas, strategies, and/or resources that can help students. 4) Tell them to be prepared to share the information about their soft skill with the group. <p>Before they begin, share an example of expectations with them about student mobility.</p> <p>Student mobility is defined as students that move between schools during the school year. Student mobility has been researched and proven to have a negative impact on student achievement and readiness. To reverse this negative impact, students that move into a school or district should be immediately connected with a student peer within 48 hours. Teachers should build a positive relationship with students and reach out to parents of students that are mobile to build a positive relationship between the school and home.</p>
Step 4:	Teachers work in small group on soft skill development and readiness.
Step 5:	<p>Allow each group two minutes to present their information to the larger group. Encourage teachers to define the soft skills and their impact on readiness, as well as strategies that can be utilized in the classroom for development. Potential answers and points for discussion are listed below:</p> <p>Attendance: Attendance is a critical factor for student achievement. Students that are chronically absent perform at a lower level than students with regular attendance. There are articles in the resources folder for this course that</p>

demonstrate the negative impact of truancy for academic achievement and literacy.

Communication skills--Students must be able to express their thoughts and ideas through the spoken word and in writing. They also must possess strong listening skills as part of readiness. Accountable talk is a great resource for both speaking and actively listening. Providing students the opportunities to present information publicly and express themselves in writing contribute to readiness.

Social-Emotional Supports: Skills in social-emotional awareness include relationship skills with others, decision making, responsibility, and self-awareness and management. Students should continually build relationship skills so that they will be able to collaborate and engage in teamwork, which is important in readiness, college, and the workplace. Ready students are able to make responsible decisions that are age-appropriate. They can also advocate for themselves by expressing their needs and seek out resources to help them. Educators must be able to identify students that lack these skills and intervene appropriately.

Growth mindset--Students that believe they can grow their basic abilities demonstrate higher levels of achievement and motivation! Educators should cultivate students' beliefs in themselves, their potential, and their teachers' abilities to help them grow! In classrooms, this looks like students and teachers that are focused on academic progress and growth over time. Strategies could include students that self-monitor and tracking performance.

Step 6:

Based on the information presented, how important are the development of student readiness skills in addition to academic preparedness?