

## What Does Tertiary 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.

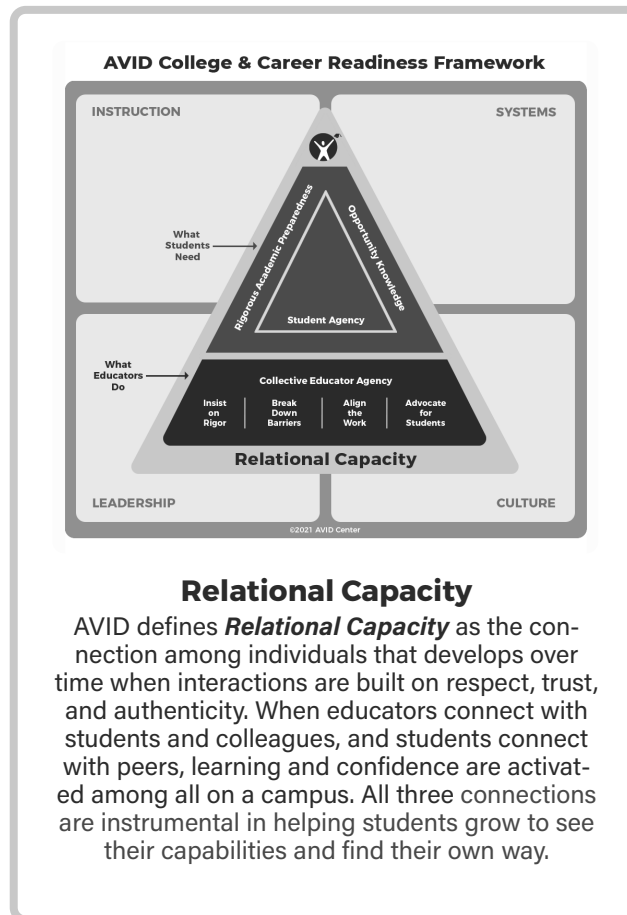
### Ensure Student Success

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 tertiary-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:

1. **Rigorous Academic Preparedness** —Students develop academic skills and can successfully complete rigorous tertiary and career preparatory curriculum and experiences.
2. **Opportunity Knowledge** — Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate transitions to the next level.
3. **Student Agency** —Students believe in them-selves 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 university, TAFE, career, and life.
- **Advocate for Students** — Educators extend social, emotional, and academic support to students and challenge policies, practices, or beliefs that limit potential.

### 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.

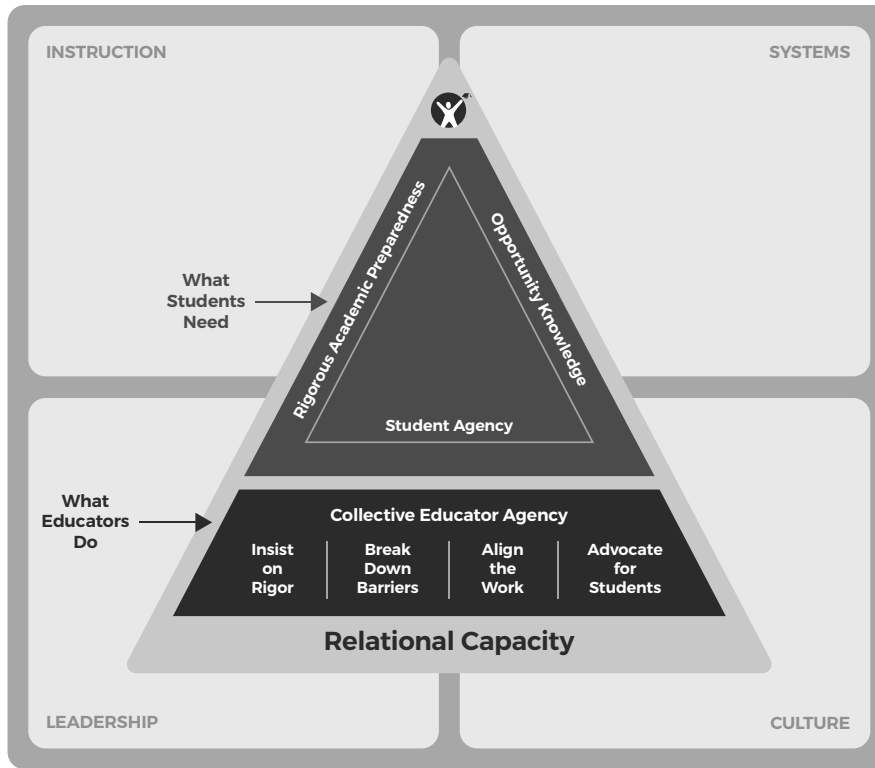
**Your Program Manager will help your school leaders discover and apply AVID tools and resources to develop your AVID Tertiary and Career Readiness System.**

# AVID Essential Skills

## Purpose

This resource describes the skills, knowledge, and behaviors that students need to be prepared for university or TAFE and career readiness by further defining and deconstructing Student Agency, Rigorous Academic Preparedness, and Opportunity Knowledge from the AVID Tertiary and Career Readiness Framework.

## AVID Tertiary & Career Readiness Framework



## Audience and Usage

The AVID Essential Skills can be utilized by preK–12 educators in all content areas to align curriculum, instruction, and assessment practices. The Essential Skills support calibration of AVID’s learning programs, products, and services.

As with all AVID instructional resources, educators should view this resource through a lens of gradual release of responsibility. When implemented in a blended learning setting, this resource should be viewed through an instructional lens of AVID’s digital learning model, The 4 A’s®: Adopt, Adapt, Accelerate, Advocate®.

## Connection to Other Standards

The AVID Essential Skills are designed to be used in conjunction with locally defined content standards and tertiary and career readiness standards. These skills are further articulated for the AVID Elective class via the AVID Elective Grade-Level Standards and for preK–5/6 audiences via the AVID Essential Skills: Elementary Descriptors.

## 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.

### Building Relationships (BR)

- 1 Establish and maintain relational capacity with others.
- 2 Activate a physical and digital network of support for current and future success.

### Persisting Through Obstacles (PTO)

- 1 Monitor progress toward long-term goals and aspirations.
- 2 Seek help and feedback when necessary.
- 3 Develop a strong student voice to self-advocate.

### Activating Knowledge and Skills (AKS)

- 1 Create a strong sense of self-identity by connecting with one's emotions, thoughts, and values.
- 2 Develop and activate leadership traits and behaviors.
- 3 Think critically, behave safely, and participate responsibly in the digital world.

## Rigorous Academic Preparedness

Students develop academic skills and can successfully complete rigorous tertiary and career preparatory curriculum and experiences.

### Writing (W)

- 1 Communicate thoughts and ideas through the writing process.
- 2 Write as a tool to demonstrate learning and deepen understanding of content.

### Inquiry (I)

- 1 Use questioning to demonstrate critical thinking and clarify learning.
- 2 Conduct proficient, academic investigation through the research process.

### Collaboration (C)

- 1 Communicate clearly through effective speaking and active listening.
- 2 Work productively and effectively within groups in blended learning environments.

### Organization (O)

- 1 Manage materials using physical and digital organizational systems and routines.
- 2 Manage time to plan and prioritize appropriately.
- 3 Organize information and thinking.

### Reading (R)

- 1 Deepen understanding of a variety of texts by engaging in the critical reading process.



## Opportunity Knowledge

Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate to the next level.

### Advancing Tertiary Preparedness (ATP)

- 1 Explore education and tertiary pathways based on personal strengths, skills, and interests.
- 2 Explore tertiary admission requirements, including financing, testing, and application.
- 3 Plan education and tertiary pathways based on personal goals.

### Building Career Preparedness (BCP)

- 1 Build awareness of personal fit related to career readiness and selection.
- 2 Plan education and career path based on personal goals.

### Developing Future Readiness (DFR)

- 1 Develop personal financial literacy to make appropriate financial choices.
- 2 Develop a professional profile and monitor digital footprint.

## Glossary

- **AVID Elective Grade-Level Standards (60–70 per grade level):** Define what students should understand and be able to do by the end of each grade of the AVID Elective.
- **Essential Skills (25):** Overarching skills that are developed in grades pre-K–12.
- **Subcategories (11):** Define the major subcategories of skills, knowledge, and behaviors under each category; for example, Building Relationships, Writing, and Advancing Tertiary Preparedness.
- **Categories (3):** Define the major components of what students need to be tertiary and career ready: Student Agency, Rigorous Academic Preparedness, and Opportunity Knowledge.
- **Writing Process:** A complex task consisting of the following stages: Pre-Writing, Drafting, Revising, Polishing, and Publishing; the writing process is not a rigid and linear process, but rather, a flexible and recursive process, with stages being moved through and returned to as needed.
- **Research Process:** A dynamic process that encompasses several distinct stages: Planning, Information Processing, Drafting, Revising, Polishing, and Publishing; while the phases are delineated, the research process is most effective when the stages are fluid and flexible.
- **Critical Reading Process:** The process of closely reading and interacting with a text to determine context, examine the meaning and author's purpose, and make connections and interpretations to arrive at new understandings and new questions; the six steps of AVID's critical reading process include: Planning for Reading, Selecting the Text, Pre-Reading, Building Vocabulary, Interacting With the Text, and Extending Beyond the Text.