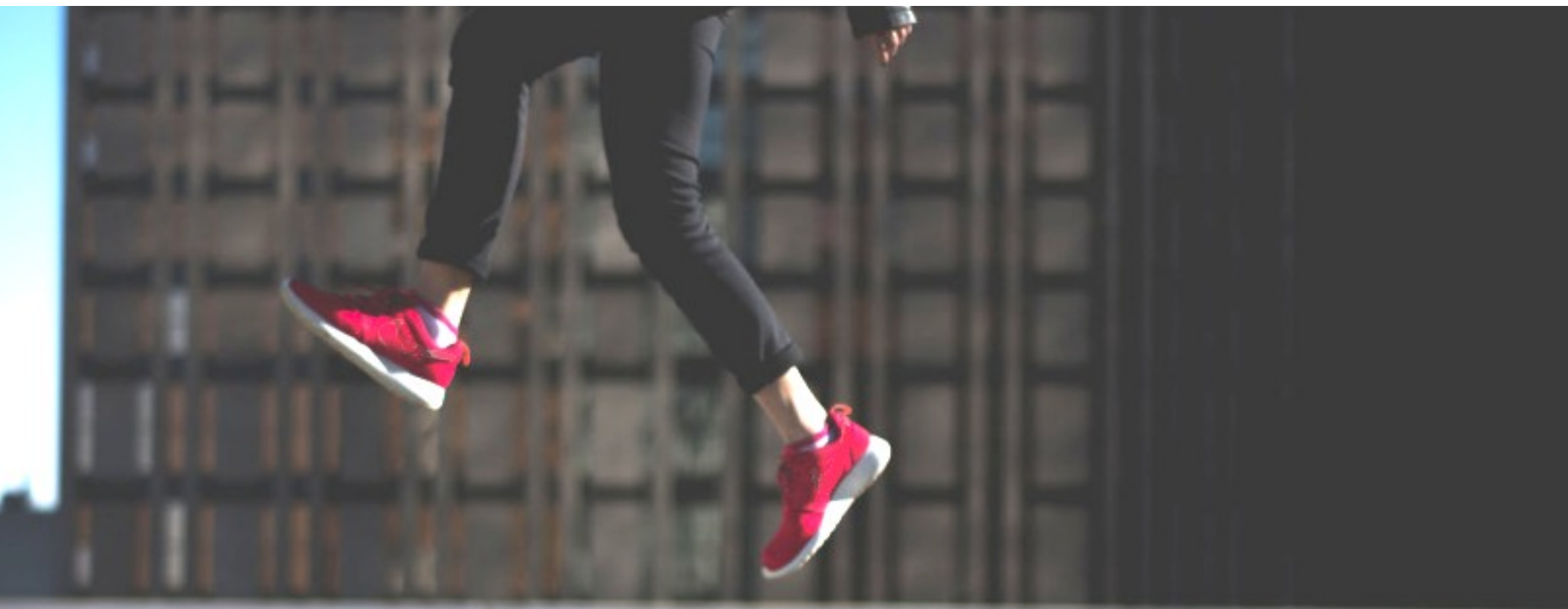NGLC MyWays

The MyWays Learning Outcomes
A Preview

The MyWays Learning Outcomes: A Preview

This preview provides an excerpt of *The MyWays Learning Outcomes* as an illustration of the resources contained within this tool. The preview includes 12 of the more than 130 learning outcomes that make up the complete set, organized by the four competency domains of the MyWays Student Success Framework.

What is the MyWays Student Success Framework?

NGLC MyWays is the place where research and practice converge. The [MyWays framework](#) synthesizes what researchers, educators, learners, and employers have discovered about learning and about the changing world our students are entering. The framework is our effort to build a broader, deeper definition of student success: success for learning, working, and living in the fast-changing world facing today's youth. The framework organizes 20 competencies into four domains: Habits of Success, Creative Know How, Content Knowledge, and Wayfinding Abilities.

What the MyWays Student Success Framework is not:

The framework is not meant to be a curriculum or a checklist. NGLC and our network of schools who are using it do not claim, "If you put a checkmark next to everything here, then you will have students who are ready to succeed and solve the world's most pressing problems." It's not a set of graduation requirements to adopt "as is" for your school or district, and no one subject or course—let alone individual project—will hit every competency in the framework.

Rather, it is a starting point for rethinking your definitions of success. Think of it as a thought-provoking tool, a springboard to collaboration around what your students need and designing learning that will take them there.

What are the MyWays Learning Outcomes?

NGLC created this set of end-of-high-school outcomes in response to requests from practitioners, policymakers, and innovators for guidance on ways to put the MyWays competencies into practice. *The MyWays Learning Outcomes* tool is designed to do just that: to provide greater detail on what each competency means, what it looks like in practice, and the range of evidence, feedback, and reflection that would demonstrate that learning. Our design goal for this resource was to offer to the field a set of reasonable, measureable, and transferable outcomes that empower students to achieve success.

What does the MyWays Learning Outcomes tool include?

The tool is organized by MyWays domain, providing learning outcomes for each of the 20 MyWays competencies. This table identifies the components of the tool, with suggested uses for each one.

Component	Suggested Uses
Specific, end-of-high-school MyWays learning outcomes: Learner-friendly "I can" statements for each of the MyWays competencies	● To serve as a foundation for an actionable, community-engaged definition of success for the learners in your school or district ● To establish a new and broader goal-line for student success to inform K-12 curriculum and instructional planning ● As a starting point for developing learning outcomes for your mastery-based model and/or integration with your learning platforms
Context & Elements: Explanations and elaborations of each outcome, for educators	● To unpack the learning outcomes into subtopics, select relevant tools, and identify key "look-fors" in learners' behaviors and abilities
Examples: Sample projects aligned to each MyWays learning outcome, along with suggested types of evidence to demonstrate learners' development in this area	● To illustrate and support the design of learning experiences and assessments that develop and demonstrate learners' growth in the MyWays competencies
Resources: Specific frameworks, models, and research associated with each MyWays competency and specific learning outcome	● To promote ideas, examples, and inspiration for creating and implementing your school's broader definition of success

Would you like to receive the complete MyWays Learning Outcomes tool?

To access the full set of MyWays Learning Outcomes and resources, please contact Amanda Avallone at aavallone@educause.edu.

NGLC NEXT GENERATION LEARNING CHALLENGES

Habits of Success

Behaviors and practices that enable students to own their learning and cultivate personal effectiveness

- Academic Behaviors
- Self-Direction, Agency, & Perseverance
- Positive Mindsets
- Learning Strategies
- Social Skills & Responsibility

Habits of Success 2.1, Self-Direction, Agency, and Perseverance: Developing Self-Direction and Agency			
Learning Outcome	**Context & Elements**	**Student Work Examples**	**Resources**
HoS 2.1e: I can set and meet my goals.	*This includes:* ● Creating short- and long-term goals in a variety of contexts ● Adjusting/revising goals when necessary ● Using resources effectively ● Asking for help in an appropriate manner ● Translating goals into action steps ● Using goal monitoring and check-in strategies ● Shifting strategies when things are not working	*Portfolio evidence:* Tracking goals, reflections on goals that were met/not met *Project/task:* Students describe in great detail what their life would be like upon reaching their goals. *Project/task:* Students create a process infographic (such as a flowchart or timeline) that traces their progress toward a life goal (e.g., securing a job or internship, preparing for an audition or tryout, or planning for a trip) that represents visually the steps, course corrections, and help/resources along the way.	*Frameworks/Research:* ● Silicon Schools on Personalized Learning *School Model:* ● Acton Academy ● Cornerstone Schools

| | | Systems/structures: Adult modeling and coaching, badging systems.

Behaviors: Goal setting, checking up on learner profiles/platforms, checking SIS systems, setting goals on blended learning programs. | |

Habits of Success 3.4, Positive Mindsets: Believing the Work Has Value			
Learning Outcome	**Context & Elements**	**Student Work Examples**	**Resources**
HoS 3.4a: I believe this work has value for me and that it is relevant to my future.	The degree to which students value an academic task strongly influences their perseverance and performance, and makes them more likely to connect with their goals for the future.

This includes:
- Understanding why the work is important and how it will add value to current and future personal, educational, and professional endeavors
- Connecting work/assignments to real life tasks (relevance) and personal values (identity) | *Portfolio evidence:* Student-selected work products from a variety of real-world activities such as science labs, original writing or artwork, maker projects, or social justice/community initiatives which reflect their identities, issues they care about, and their goals for life after high school

Project/task: As part of selecting or proposing project topics, students identify careers or career skills aligned to the chosen project idea.

Project/task: Students take a content standard and relate it to real-world activities or careers. | *Frameworks/Research:*
- [Turnaround For Children: Building Blocks for Learning](#)
- [Inflexion](#)
- [21st Century Skills Maps](#)

School Models:
- [Summit Public Schools](#)
- [Big Picture Learning](#)
- [High Tech High (Projects)](#)
- [Francis W. Parker Charter Essential School](#)

Other Programs:
- [InspirED](#)
- [Character Lab](#) |

Habits of Success 4.3, Learning Strategies: Ability to Self-Regulate

Learning Outcome	Context & Elements	Student Work Examples	Resources
HoS 4.3a: I can self-regulate in order to be successful in my learning.	*This includes:* ● Monitoring behavior ● Recognizing when behaviors are inconsistent with personal identity, values, goals, and norms ● Practicing self-discipline, including delayed gratification and exercising impulse control ● Using self-talk to improve mood or emotional reactions ● Developing coping strategies for responding to emotions ● Using motivation strategies	*Portfolio evidence:* Student-selected techniques and strategies for regulating emotions and behaviors to serve goals, self-talk sentence starters for improving mood or increasing motivation *Project/task*: Students research, learn, and try out a variety of self-motivating strategies (e.g., sharing goals with peers; small rewards for progress; visualization; or motivational songs, phrases, or self-talk) and then evaluate how effective each one is for their personalities and ways of learning. Students can then work in groups to compile them into a "Top 10 Motivation Strategies" list to share with peers and the adults in the school. *Project/task*: Students identify a strong emotion (e.g., anxiety, anger, excitement, or fear) they experience that has the potential to affect their ability to reach personal or academic learning goals. Students unpack the effects of that emotion by creating if/then scenarios related to a current goal and how the ability (or inability) to self-regulate feelings and behaviors might affect the outcome.	*Frameworks/Research:* ● Turnaround For Children: Building Blocks for Learning ● Collaborative for Academic and Social Emotional Learning (CASEL) ● ASCD Whole Child Approach ● 21st Century Skills Maps ● Next Generation Learning Challenges ● WestEd Assessment for Learning Project *School Models*: ● Valor Collegiate Academies: Compass ● Intrinsic Schools ● Acton Academy ● Cornerstone Schools *Technology/Platforms:* ● Summit Learning ● Cortex

Creative Know How

Skills and abilities to analyze complex problems and construct solutions in real-life situations

- Critical Thinking & Problem Solving
- Creativity & Entrepreneurship
- Communication & Collaboration
- Information, Media, & Technology Skills
- Practical Life Skills

Creative Know How 1.1, Critical Thinking and Problem Solving: Identifying Problems, Creating Solutions, and Implementing Plans			
Learning Outcomes	**Context & Elements**	**Student Work Examples**	**Resources**
CKH 1.1c: I can create and follow a project plan process to implement solutions.	*This includes:* ● Understanding any project plan's core components: goals, measurable objectives, strategies and tactics, capacities and resources required, sequencing, timeline, budget, and tracking ● Gaining experience in creating project plans in a variety of contexts and attempting to implement at least some of them, ideally for an authentic audience	*Portfolio Evidence:* Project plans with documentation/reflections on the plan itself and its implementation *Project/task:* In project-based learning, students create project plans with dates, milestones, and opportunities for feedback, and follow the process, including creating a final product and reflection at the end. *Project/Task:* As a team, students create a virtual field trip for elementary students. In addition to creating a video and narration detailing the site, the team also includes background information from research as well as interviews with	*Frameworks/Research:* ● 21st Century Skills Maps ● Buck Institute (Rubrics) ● Design Thinking for Educators (IDEO) ● LAUNCH ● Stanford d.school ● Cult of Pedagogy *School Models:* ● Building 21 ● High Tech High (Projects) ● New Tech Network ● EL Education (Projects) ● Design Tech High School ● NuVu (Projects)

| | | appropriate experts. Students use a project management tool to organize the tasks, assignments, and deadlines. (21st Century Learning Maps, ELA) | *Technology/Platforms:*
● Crowdschool |

Creative Know How 2.3, Creativity and Entrepreneurship: Implementing Innovation

Learning Outcomes	Context & Elements	Student Work Examples	Resources
CKH 2.3a: I can act on creative ideas to make a tangible and useful contribution to the context in which the innovation will occur.	*This includes:* ● Leveraging many skills and dispositions across the Creative Know How, Habits of Success, and Content Knowledge domains ● Attending to both substance and style ● Understanding and addressing risk ● Practicing in simulated and real-life contexts across different disciplines (e.g., art, writing, engineering, and social impact) ● Implementing small scale via makerspaces or fabrication labs	*Project/task:* Students investigate alternative energy projects and use ideas gleaned from their investigation to design and explain an original design of an electric car, solar house, or renewable energy alternative specific to their school. Students vote on the best use of renewable energy and defend their choice in an alternative energy publication. (NEA) *Project/task:* Students create an original piece of art, writing, research, or technology and then publish, exhibit, or present to a relevant audience (e.g., a photography exhibit of local historical sites at the historical society or an updated 3D map for the state park visitor center).	*Frameworks/Research:* ● National Education Association: Guide to the 4 C's ● Inflexion *School Models*: ● Two Rivers Public Charter School (Rubric)

Creative Know How 3.2, Communication and Collaboration: Using Communication for a Range of Purposes

Learning Outcomes	Context & Elements	Student Work Examples	Resources
CKH 3.2b: I am aware of how my communication can affect others, and	*This includes:* ● Nurturing an effective personal	*Project/task:* Students deliver two presentations on the same topic for	*Frameworks/Research:* ● Inflexion

| can adjust my approach as necessary. | style
● "Reading a room" for clues of receptivity to my messages
● Regulating, tailoring, and adjusting my approach to suit particular audiences | different audiences (e.g., age/grade level, familiarity with the topic, live or virtual, or school or community) and solicit feedback. Students reflect on the differences between the two versions and the insights they gained about communicating effectively to those audiences.

Project/task: Students collaborate with senior citizens in a digital storytelling workshop. The teams bring to life a story from a senior's history as they collaborate on writing and creating the video, including recording the narration and selecting images and music. The finished videos are presented in a community film festival. Each team designs criteria for evaluating its video in advance and grades its work accordingly. (21st Century Skills Maps, ELA) | ● Partnership for 21st Century Learning: 4 C's
● Common Core

School Models:
● Building 21 (Rubric)
● Two Rivers Public Charter School (Rubric)
● Summit Public Schools (Rubric) |

Content Knowledge

Subject area knowledge and organizing concepts essential for academic and real-life applications

- English Core
- Math Core
- Science, Social Studies, Arts, Languages
- Interdisciplinary & Global Knowledge
- Career-Related Technical Skills

Content Knowledge 4.1, Interdisciplinary and Global Knowledge: Developing Interdisciplinary Knowledge and Skills			
Learning Outcomes	**Context & Elements**	**Student Work Examples**	**Resources**
CK 4.1b: I can integrate and apply concepts from multiple disciplines to real-world applications.	*This includes:* - Gaining insight about when it is appropriate to apply an academic concept in a workplace or other real-world situation - Generating multi-faceted solutions that draw on elements from more than one discipline	*Project/task:* Students work in groups to investigate the intersection of science and government policy, such as the role government plays in public health (e.g., vaccination, labeling on food or medication, and clean water and air regulations). Groups explore and evaluate the science related to existing policies as well as other factors influencing policy, and make recommendations for policymakers based on their findings. *Project/task:* Students select a contemporary concept, invention, or phenomenon (e.g., crowdsourcing, 3D printing, or virtual/augmented reality) to nominate as a "big idea" for the near	*Frameworks/Research:* - ConnectEd - Advance CTE: Common Career Technical Core *School Models:* - Big Picture Learning - NuVu - High Tech High (Projects) - New Tech Network - EL Education (Projects) - Design Tech High School - Envision Education

		future. Students make a case for their choice by identifying its applications in multiple industries and other real-world contexts as well as its current and future effects on human society.	

Content Knowledge 4.2, Interdisciplinary and Global Knowledge: Acting on Issues of Global Significance

Learning Outcomes	Context & Elements	Student Work Examples	Resources
CK 4.2b: I can understand and act on issues of global significance.	*This includes:* ● Developing curiosity about both my immediate environment and the world beyond it ● Understanding how the past relates to the present ● Exploring what solutions to local and larger challenges have already been tried ● Deliberating with people directly involved in the issues about how to define and address issues ● Reflecting on actions and their consequences ● Using multiple perspectives	*Project/task:* Students participate in "citizen science" projects related to issues of global significance, such as testing air quality, species monitoring in wild and urban settings, or providing feedback on proposals through collective intelligence initiatives like MIT CoLab. Students collect and share data via technology, submit proposals to local, national, or international organizations, and launch local initiatives to address the issue. *Project/Task:* Students identify a problem in their community, research it, find out what solutions have already been tried, speak to experts, and then propose and present a solution. For example, students who identify opioid addiction as a problem in the community research what has been tried, speak to experts, then propose and present a solution, such as a community action or awareness campaign around prevention and/or treatment.	*School Models:* ● NuVu (Projects) ● High Tech High (Projects) ● EL Education (Projects) ● Building 21 ● East Bay Innovation Academy ● Design Tech High School ● Kettle Moraine School District ● Roses in Concrete *Other Programs:* ● Generation Citizen ● Youth Participatory Action Research (YPAR) ● Cult of Pedagogy ● Buck Institute ● Teaching Tolerance ● High Resolves ● The Service Learning Project

Content Knowledge 5.1, Career-Related Technical Skills: Gaining Knowledge and Skills in One or More Career Clusters

Learning Outcomes	Context & Elements	Student Work Examples	Resources
CK 5.1a: I have developed practical knowledge of one or more career clusters of possible interest.	*This includes:* ● Becoming familiar with a range of potential career clusters ● Developing core knowledge within one or more clusters of interest ● Developing applicable knowledge and skills in one or more career clusters, through some form of direct experience in a simulated classroom environment or on a job site ● Learning about opportunities to experience the world of work, such as through a formal internship offering some form of training *Note:* For students who want to graduate with a specific certificate or go directly into careers after high school, this may involve apprenticeships or taking certificate-required courses (HVAC, IT, radiation technician, phlebotomy, etc.).	*Portfolio evidence:* Research on internships, apprenticeships, informational interviews, volunteer work, career days, job shadowing, or linked learning, for one or more of the career clusters *Project/task:* Using their career-related experiences, real-world job descriptions, and industry publications, students create a list of essential skills, knowledge, and credentials for success in one career cluster and then present these (e.g., a "future resume" that would map to a desirable job or a rubric describing skill levels for beginners to experts in that cluster). *Systems/structures:* academies (e.g., health and science academy), linked learning.	*Frameworks/Research:* ● Advance CTE: Common Career Technical Core ● Perkins Collaborative Resource Network ● ConnectEd *School Models:* ● Linked Learning ● Bard College at Simon's Rock ● Rooted School ● Big Picture Learning ● Crosstown High School ● NAF ● Hive Learning Networks ● Teton Science Schools *Technology/Platforms:* ● ImBlaze *Other Programs:* ● Genesys Works ● Year Up

Wayfinding Abilities

Knowledge and capacity to successfully navigate college, career, and life opportunities and choices

- Survey the Learn, Work, & Life Landscapes
- Identify Opportunities & Set Goals
- Design & Iterate Prototype Experiences
- Find Needed Help & Resources
- Navigate Each Stage of the Journey

Wayfinding Abilities 1.2, Survey the Learn, Work, and Life Landscapes: Investigating Pathways & Successful Entry Strategies			
Learning Outcomes	**Context & Elements**	**Student Work Examples**	**Resources**
WA 1.2a: I can select a number of potential career pathways that match with my interests and abilities, and understand the expectations for each of these pathways.	*This includes:* ● Understanding what people in my fields of interest do, produce, contribute, and earn ● Finding out what the working experience is like and what skills are necessary ● Identifying what background, experience, and credentials (if any) are necessary at entry level	*Portfolio evidence:* Reflections and artifacts after completion of relevant experiences (e.g., resumes, job applications, and mock interviews, informational interviews, job shadowing, internships, and other forms of work-based learning.) Project/task: Students create and share with peers a process infographic that depicts the pathway of information gathering, education or training, and other steps that lead from where they are to one of the careers they are exploring.	*Frameworks/Research:* ● Pathways to Prosperity (Harvard) ● ConnectEd ● NAF Internship Assessment *School Models:* ● Summit Public Schools ● Crosstown High School ● Rooted School ● Hive Learning Networks *Technology/platforms:* ● LiFT *Other programs:* ● Genesys Works

Wayfinding Abilities, 2.1, Identify Opportunities and Set Goals: Developing Self-Knowledge Through Experience & Diagnostic Tools

Learning Outcomes	Context & Elements	Student Work Examples	Resources
WA 2.1b: I can use career and personality assessment tools to better understand my strengths and interests.	*This includes:* ● Diagnosing strengths and areas of growth ● Identifying predispositions ● Identifying social and cultural influences ● Identifying interests ● Identifying values ● Identifying personality traits	*Portfolio evidence:* Career and assessment tool results and personalized learning plans, learner profile, or narrative based on assessment tools (including multiple results over multiple years showing evolution of plans); learner profile, planning document, or narrative based on assessment tools. *Project/task*: Students analyze and reflect on the results of career/strengths assessments by testing them against experience. For example, if an inventory identified "teamwork" as a strength, the student could cite experiences with a community-based service project as an example of that strength in action.	*Frameworks/Research:* ● Careers New Zealand ● Pathways to Prosperity (Harvard) ● South Carolina Personal Pathways to Success ● Washington State Career Guidance *School Models:* ● Big Picture Learning (forms) ● Generation Schools Networks *Other Programs:* ● Careerbuilder/Find Your Calling ● Roadtrip Nation ● CliftonStrengths ● Gallup Strengths Center ● Achieveworks ● ACT Profile Inventories ● College Track ● Sokanu ● Genesys Works *Technology or Platforms:* ● Naviance

Wayfinding Abilities 4.3, Find Needed Help and Resources: Building Social Capital

Learning Outcomes	Context & Elements	Student Work Examples	Resources
WA 4.3b: I can make and maintain professional and personal connections, and begin to deploy these into a network interested in helping me.	*This includes:* ● Connecting and reconnecting with mentors, role models, friends, family, community members, teachers, coaches, religious leaders, etc. ● Reaching out and connecting to lesser-known, weak-tie contacts who may open the doors to more opportunities ● Tapping resources mentioned by network members ● Finding jobs and job opportunities ● Making better informed career decisions ● Engaging with early professional development and knowledge	*Portfolio evidence:* Use of tools like LinkedIn or contact lists, organizations, religious institutions, family and friends, etc.; Additionally, lists of resources they may want to go to in the future: (e.g., alumni organizations, Greek organizations, and professional organizations). *Project/task:* Students interview an adult working in a field of interest to find out how they built their network of support and social capital—--who they asked for advice, what tools or organizations they used to get help finding work or completing other professional tasks to advance their career. Students then create a network-building action plan with three or more tools, organizations, or experts to connect with or follow.	*Frameworks/Research:* ● Pathways to Prosperity (Harvard) *School Models:* ● Big Picture Learning (forms) ● Achievement First: Greenfield *Other Programs:* ● Institute for Community Inclusion ● Big Brothers/Big Sisters ● Genesys Works *Technology/Platforms:* ● LinkedIn