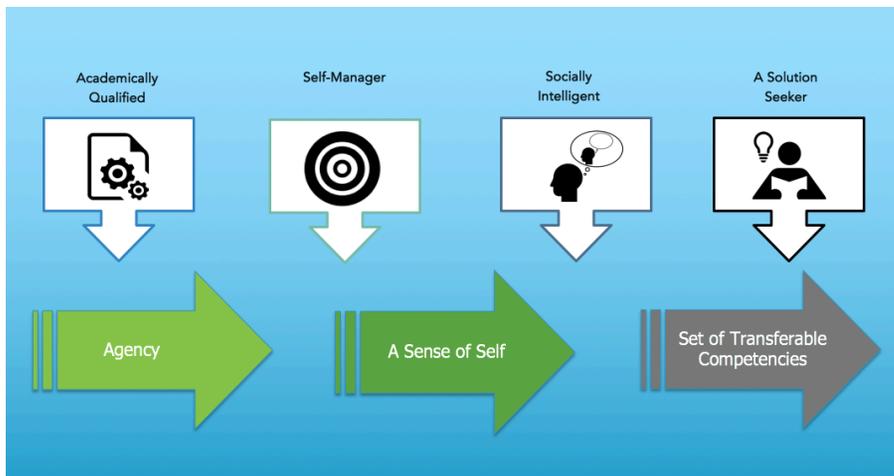


A Framework for the Future of Learning

DRAFT (V.4) – Colleen Broderick



Success for young adulthood begins early and depends on more than “college and career” preparedness. A definition of success should include the multi-faceted ways individuals may seek meaning in life and contribute to the world.

The Learning Framework is designed to guide the efforts of learning in a competency-based system focused on success in the educational, economic, social and civic tasks of adulthood. Its core purpose is to ensure all learners have access to a multitude of rich developmental experiences that lead to agency, a clear sense of self and a core set of transferable competencies.

Why agency?

- ✓ Agency represents a collection of competencies, knowledge, skills, and mindsets
- ✓ Agency is the ability to make choices about and take an active role in one’s life path, rather than solely being the product of one’s circumstances
- ✓ Requires the intentionality and forethought to determine a course of action and adjust as needed to reflect one’s identity, competencies, knowledge and skills, mindsets, and values
- ✓ Allows one to confront the challenges and barriers that are encountered in life, not as fixed limits to what is possible, but as obstacles that can be overcome, individually and as a community

Why a clear sense of self?

- ✓ A clear sense of self serves an internal consistency of who one is across time and across multiple social identities (e.g., race/ethnicity, profession, culture, gender, religion)
- ✓ Serves as an internal framework for making choices and identifying next steps
- ✓ Provides a stable base from which one can act in the world

Why a core set of transferable competencies?

- ✓ Competencies are the abilities that enable people to effectively perform roles, complete complex tasks, or achieve specific objectives
- ✓ Successful young adults have sets of competencies (e.g., critical thinking, responsible decision-making, ability to collaborate) that allow them to be productive and engaged, as well as navigate and make informed choices in a complex world
- ✓ Depending on the paths a learner chooses to pursue, different competencies will have different saliency

The three core anchors are dependent upon proficiency within **four outcome domains**: academically prepared, a self-manager, socially intelligent, and a solution seeker. The intersection of the three core anchors and the four domains lend to explicit support in ensuring children and youth develop a set of navigational tools for exploring the world and cultivating an adaptive orientation toward life associated with success in a rapidly changing world.



Academically Prepared

A Self-Manager

Socially Intelligent

A Solution Seeker

Each stage of development, whether cognitive, emotional or physical is dependent upon opportunity, support, and experiences that solidify a learner's place on their unique pathway. To reflect academic preparedness, a learner demonstrates appropriate progress and preparation for their next step as well as their long-term goals, cognitively, emotionally and physically.

Throughout the course of their lives, learners' interests may change, as does their level of engagement and motivation. Self-managed learners continue to challenge themselves, learn to cope with disappointment, to rebound from failure, to work towards success and to persevere despite setbacks or difficulty.

Social intelligence spans a wide spectrum, beginning with social skills development in early childhood and encompassing the level of social consciousness that leads to collective action and societal transformation. It reflects an understanding of the importance of different cultures, perspectives and belief systems.

The Solution Seeker recognizes and responds to concrete problems and identifies new opportunities that hold the potential to make an individual's, a community's, or an organization's state of being better. They demonstrate deep understanding of content, glean important insights from others, and leverage a collection of relevant and compelling information.

- ✓ Evidence towards meeting key developmental and cognitive milestones
- ✓ Demonstrates understanding of the core academic disciplines (standards)
- ✓ Has mastered at least one way of thinking that characterizes a specific scholarly discipline, a craft, or profession

- ✓ Sets prioritized goals that reflect a self-awareness of one's capabilities, interests, emotions, and/or needs
- ✓ Accurately estimates level of efforts, establishes realistic timelines
- ✓ Knows how to work steadily over time to improve skill and understanding

- ✓ Notes and welcomes differences and commonalities among individuals and groups
- ✓ Seeks to work effectively within diverse groups
- ✓ Recognizes the impact of one's actions
- ✓ Adapts to different social situations

- ✓ Takes information from disparate sources, understands and evaluates that information objectively, and puts it together in ways that make sense to others, resulting in positive actions
- ✓ Puts forth new ideas, poses unfamiliar questions, and conjures up fresh ways of thinking that find acceptance in knowledgeable communities

The Framework as a systemic mechanism

The Learning Framework is designed to ultimately empower synergies with and for a learner. More than just a way to list student outcomes, it is a systemic mechanism designed to facilitate connections and make transparent the learning that unfolds over time. The Framework is most actionable on a level closest to the student in a community of learning and support best positioned to articulate a granular level of understanding. As an example, the crosswalk below highlights alignment across diverse models and assessment structures.

Framework Domains	Terms Often Used to Represent Domains Skills, Knowledge, Dispositions	Teaching Strategies Gold (Birth-Kindergarten)	Wagner’s 21 st Century Survival Skills (K-12)	ACT Work Keys (9 th -Career)
Academically Prepared	Subject-based learning progressions Discipline standards Disciplined-base “ways of knowing” Developmental milestones Career Awareness/Pathway Development	Physical/Motor Development Language Development Literacy Cognitive Development Math/Science Technology	Critical Thinking and Problem Solving Effective Oral and Written Communication Accessing and Analyzing Information	Applied Mathematics Applied Technology Business Writing Locating Information Reading for Information Listening for Understanding
A Self-Manager	Goal setting Academic Tenacity Autonomous Grit Persistence Resilient Self-Discipline Self-Regulation	Social-Emotional Physical/Motor Development Language Development Social Studies Cognitive Development	Agility Adaptability Initiative Entrepreneurialism	Teamwork Performance Talent
Socially Intelligent	Ethical Considerate Confident Cultural Competence Empathy Emotional Intelligence Pro-Social Behavior Collaborative	Social-Emotional Language Development Social Studies Cognitive Development	Agility Collaboration Across Networks Leading By Influence	Teamwork Workplace Observation Listening for Understanding Fit Talent
A Solution Seeker	Creative Analytical Critical/Strategic Thinking Decision Making Information Management Innovative Process Oriented Flexible Thinking	Social-Emotional Language Development Social Studies Cognitive Development	Agility Adaptability Entrepreneurialism Curiosity Imagination	Locating Information Reading for Information Listening for Understanding Performance Talent