



Kansas Alignment to Rose Standards

Division of Learning Services, Kansas State Department of Education

Rose Standards	Kansas College and Career Ready Employability Skills	Kansas 21 st Century Accreditation: Relationships, Relevance, Responsive Culture, Rigor	Kansas MTSS Alignment	Local
<p>1. Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization;</p>	<p>The Kansas definition of college and career ready advocates for employability skills through the subset of Basic Skills. These Basic Skills encompass reading, writing, listening, speaking and performing math computations.</p>	<p>The Relevance Rubric defines the criteria for Technology in a school district. Those criteria include having a vision for 21st Century learning and being able to apply digital learning through the use of technology. Districts must have the infrastructure necessary to support technology needs in the district, provide the professional learning essential to addressing the needs of learners, use technology for systemic improvement, plan strategically for the district's needs and gather data through the use of surveys to all stakeholders about technology and its use.</p>	<p>The Kansas MTSS framework supports the use of evidence-based curricula aligned with the Kansas College and Career Ready Standards (KCCRS) delivered by highly effective staff and the establishment of a system that monitors student progress in reading, math and social skills to inform adjustments in instruction to ensure students have the skills to be successful communicators.</p>	

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<p>2. Sufficient knowledge of economic, social and political systems to enable the student to make informed choices;</p>	<p>The Kansas definition of college and career ready advocates for employability skills through the subset of Critical Thinking Skills, Interpersonal Qualities and Career Interest Development. These sets of skills addresses critical thinking through development of decision-making skills; thinking creatively about ideas and solutions, making decisions and using a problem-solving process; developing interpersonal qualities such as social and self-awareness; and, exploring and planning for career interest.</p>	<p>The Relevance Rubric defines the criteria for Curriculum and Instruction in a school district. Criteria include implementing the Kansas College and Career Ready Standards, using resources that reflect the culture and community of the district and providing professional learning about curriculum and instruction. Content area knowledge of teachers is evaluated in an ongoing manner in order to provide authentic learning experiences and personalized instruction for all students.</p>	<p>The Kansas MTSS framework supports the use of evidence-based curricula aligned with the Kansas College and Career Ready Standards (KCCRS) that is delivered by highly effective staff in addition to having a system that ensures all students have sufficient reading, math and social skills to be successful in other content area curricula.</p>	
<p>3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation;</p>	<p>The Kansas definition of college and career ready advocates for employability skills through the subset of Interpersonal Qualities. The Interpersonal Qualities addresses being self-aware through communication with others in a variety of settings, working well with others including those from diverse backgrounds and exercising leadership. Being aware of civics at many levels can promote success in post-secondary choices.</p>	<p>The Relationships Rubric defines the criteria for Students in a school district. Criteria include implementing policies and practices that encourage and empower students as well as demonstrating student involvement with community.</p>	<p>The Kansas MTSS framework supports the use of evidence-based curricula aligned with the Kansas College and Career Ready Standards (KCCRS) that is delivered by highly effective staff in addition to having a system that ensures all students have sufficient reading, math and social skills to be successful in other content area curricula.</p>	

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<p>4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness;</p>	<p>The Kansas definition of college and career ready advocates for employability skills through the subset of Interpersonal Qualities. This subset of skills specifically addresses students' abilities to self-manage their own thoughts, feelings and behaviors and promotes self-awareness to develop positive self-worth and self-confidence.</p>	<p>The Relationships Rubric defines the criteria for Students in a school district. Criteria include implementation of the Kansas Social, Emotional and Character Development Model Standards aimed at long-range planning. Student surveys target self-efficacy for empowerment and involvement and their relationships with peers, teachers, families and community.</p> <p>The Responsive Culture Rubric defines criteria for District Climate. Criteria include surveying all stakeholders about the physical and emotional well-being of students, evaluating academic and social engagement and providing a safe and supportive environment for students, families and community.</p>	<p>The Kansas MTSS framework supports the use of evidence-based curricula to support social skill development and a system that monitors and informs support for students ensuring all are successful.</p>	

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<p>5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage;</p>	<p>The Kansas definition of college and career ready advocates for employability skills through the subset of Critical Thinking Skills, specifically asking students to engage in creative thinking and being able to generate new ideas and find solutions to problems. The subset of Interpersonal Qualities also expects that students will work with others from diverse backgrounds and experiences allowing for appreciation of their own in the process.</p>	<p>The Relationships Rubric defines the criteria for Students, Families and Community. The criteria include developing positive relationships with students and families, fostering systemic family engagement within the district and the school and investing in community partnerships. The Relevance Rubric defines the criteria for Content Area Knowledge ensuring that teachers are able to advance student learning, creativity and innovation.</p>	<p>The Kansas MTSS framework supports the use of evidence-based curricula aligned with the Kansas College and Career Ready Standards (KCCRS) that is culturally responsive and engages families to ensure that all staff, students and families are empowered to achieve and be successful.</p>	
<p>6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently; and</p>	<p>The Kansas definition of college and career ready advocates for employability skills through the subset of Interpersonal Qualities and Career Interest Development. Through access to information and building relationships, students explore and plan for their interests and career preferences in order to be successful in post-secondary settings.</p>	<p>The Rigor Rubric defines the criteria for Career and Technical Education in a school district. Criteria include integrating career and technical education with academics throughout the curriculum, forming partnerships with stakeholders for the purpose of career exploration and preparation and an established curriculum focused on careers. In addition, an Individual Plan of Study is advocated for every student.</p>	<p>The Kansas MTSS framework supports the use of evidence-based curricula aligned with the Kansas College and Career Ready Standards (KCCRS) that is delivered by highly effective staff in addition to having a system that ensures all students have sufficient reading, math and social skills to be successful.</p>	

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<p>7. Sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market.</p>	<p>The Kansas definition of college and career ready advocates for academic preparation, cognitive preparation, technical and employability skills so that all Kansas students are well rounded and prepared for pathways to post-secondary education or careers.</p>	<p>The Rigor Rubric defines the criteria for Career and Technical Education and Technology in a school district. Criteria include long-term planning through the collection, analysis and use of data focused on economic and work force trends state-wide and nationally. Addressing students' individual academic and career goals while addressing educational priorities with community state and national workforce needs is a priority.</p>	<p>The Kansas MTSS framework supports the use of evidence-based curricula aligned with the Kansas College and Career Ready Standards (KCCRS) that is delivered by highly effective staff in addition to having a system that ensures all students have sufficient reading, math and social skills to be successful.</p>	



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