



## Ramp-Up News

May 2018

### For You:

In this last newsletter of the 2017-2018 school year I want to express my gratitude to you for leading Ramp-Up to Readiness at your site. This work is challenging in many ways, but I also hope it has been rewarding for you as you implemented college and career readiness across your school or system, knowing that you are preparing your students for a bright future. Thanks to all of you, more than 118,000 students in Oregon, Utah, Kansas, Minnesota, Wisconsin, Michigan, Ohio, and Connecticut are learning key information that will help them be prepared for postsecondary. Schools in North Dakota are now in the process of joining the Ramp-Up Network of Schools, too, and we are so excited to have additional partners in this work!

### For Staff:

While maintaining our strong commitment to increasing the numbers and diversity of students who head off to college and earn a certificate or diploma, we have been busy working on several changes that you will notice in the next few months. First, we will soon be unveiling a new, user-friendly Ramp-Up to Readiness website with updated branding. Second, we will be offering easy-to-use student workbooks for each grade level that compile all of the worksheets in PDF form for a nominal fee. Third, we have revised the middle school curriculum to make it better and most up-to-date. Changes you will notice in the middle school curriculum include the following:

1. Most Activities now have accompanying PowerPoints. The PowerPoints are often longer but have fewer words on them;
2. The pedagogy embedded in some of the Activities has been redesigned with the goal of increasing the intellectual quality of students' thinking, and thereby engaging students. The pedagogy focuses on higher order thinking skills, deep knowledge about key concepts, substantive conversation between teachers and students, as well as among students, and making connections to the world outside of the classroom. Specifically, the aim has been to make the following improvements in the pedagogy:
  - a. Questions for class dialogue have often been written or rewritten for higher levels on Bloom's Taxonomy.
  - b. Student reflection on what is being learned is prioritized.
3. Continued attention has been devoted to postsecondary options other than two and four-year schools.
4. More student worksheets have been included. The worksheets, however, require higher level thinking and/or student reflection on what is studied and do not reinforce lower level thinking.
5. New videos and websites have been added.
6. When feasible, cited data have been updated.

The high school curriculum will be fully reviewed next winter but we did make a few changes for 2018-2019:

1. Research options in the trades have been broadened in 9<sup>th</sup> grade; and
2. Frayer Models in 10<sup>th</sup> and 12<sup>th</sup> grade Activities have been modified for easier use.

The 2018-2019 curriculum will soon be accessible on the new Ramp-Up website. Anyone wanting access to the new curriculum now should contact me at [kunze@umn.edu](mailto:kunze@umn.edu).

### **For Families:**

May is a time of celebration for graduating seniors and their family members, but it also is a time of change that can cause anxiety for young and old alike as students transition to college. It may be helpful to share an article (<https://med.nyu.edu/child-adolescent-psychiatry/news/csc-news/2015/transition-college-separation-and-change-parents-and-students>) that outlines what students and their families may experience during this time of separation. Families may feel a void or that they are being left out, or they may have fears about relinquishing control. College students may worry about fitting in, about balancing social lives and school work, and about asking for help when it is needed. The advice provided for families and students in this article may bring peace of mind and some comfort during a time of great change.