

Solution Tree | Press

Ready for Anything: Four Touchstones for Future-Focused Learning

By Suzette Lovely

Study Guide

This study guide is a companion to the book *Ready for Anything: Four Touchstones for Future-Focused Learning* by Suzette Lovely. *Ready for Anything* encourages educators to reimagine their work so that they can best prepare their students for the future. As such, the book focuses on learning, not teaching, as the focal point for action, and introduces the reader to four touchstones that will invigorate students' curiosity and aspirations and prepare them for college, career, and life after school

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

Copyright © 2020 by Solution Tree Press

Chapter 1

Rethinking Education

1. Please list the seven skills that are vital for success in the 21st century. Describe each and explain why you believe this skill is important in the 21st century.
2. Explain the various types of occupations and describe the skills and dispositions these occupations require. How have these skills and dispositions changed in the 21st century?
3. What are educational *pushes* and *pulls*? Please describe what they are and how they relate. Also, provide examples of each.
4. What is the four-dimensional model of education? Explain each of the dimensions and describe their relationship.
5. Define *constructive rebellion*. What is it and what is its role in the classroom? How is *constructive rebellion* different from *destructive rebellion*?
6. Please answer the Points to Ponder at the end of the chapter. What have your answers told you about your classroom? Which answer was most valuable to you?

Chapter 2

Implementing Innovative Practices

1. Please list and describe the six characteristics of innovative educators. How do these characteristics ensure greater success in the classroom?
2. Explain the *DREAMING* acronym. What do each of the letters mean and describe how they assist in developing a better, more innovative classroom?
3. What is the Initiative Inventory? Explain how this tool is used, it's primary purpose, and the main objectives of it's use.
4. Define the seven habits of mind that drive innovative school cultures. How are these habits of mind supported by the four courageous commitments?
5. What are *Hot Teams* and the *design thinking framework*? Please describe how these strategies are used in schools, as well as how they relate.
6. What is *the stickiness factor*? What are the guiding principles of the stickiness factor? Lastly, How should the stickiness factor be applied to schools?

Chapter 3

Building a Strengths-Based Culture

1. Please describe the *SIGN* acronym. What do each of the letters mean? How does this acronym support and encourage strengths-based teaching?
2. Explain the usage of the writing challenge described on page forty-three. What is the primary goal of this challenge and how does it enhance your understanding of strengths-based instruction?
3. Please explain four lessons that will develop purposeful interactions in the classroom. How should each of these lesson plans be implemented? In your opinion, are there any obstacles to their implementation?
4. What is the *zookeeper effect* and what role does it play in creating a more innovative classroom? What six strategies can be used to increase the intrinsic value of classroom tasks and how does doing this support the zookeeper effect?
5. Please explain *defining moments*. What are the four primary elements of *defining moments*? Can you provide any examples of defining moments? Please try and provide an example of a defining moment that is not provided in the book.

6. Explain the differences between teacher mindsets with growth orientation and those with fixed orientation. Furthermore, how does teacher mindset affect student mindset?

Chapter 4

Designing Personalized Experiences

1. Please define *Personalized Learning*. What is it and why is it an important concept?
2. What seven questions will help in the development of a sustainable implementation process? Please answer each of the questions. What did you gain from this exercise?
3. Explain the four criteria for any successful system for personalized learning. Who developed these criteria? Have these criteria increased the number of successful personalized learning systems?
4. Please list and explain the three core components of any system of personalized learning. How do these core components form a solid foundation for the implementation of a system of personalized learning?
5. What is a learner profile template? Please explain the template and how you would use it in your classroom while implementing a system of personalized learning.
6. Please describe four strategies that educators may use when designing a personalized learning environment. Explain how and when each strategy should be implemented.

Chapter 5

Collaborating With the Outside

1. What are some of the benefits of education philanthropy? Who are some of the biggest contributors to education through their philanthropy?
2. Please define *collective impact* and describe its use in the classroom. What five conditions provide a framework for successfully implementing collective impact work?
3. Explain the importance of strong mission and vision statements. How can engagement be anchored to these statements? Furthermore, when should an educator refresh their mission statements and how should they go about doing so?
4. In what ways do Millennial parents differ from their Baby Boomer parents? How are their parenting styles different? How should educators connect with these parents?
5. What are the three E's of building effective coalitions? Explain how to build effective coalitions with the Three E's.
6. What is *the Sandbox Manifesto*? What are the six primary tenets of the sandbox manifesto?