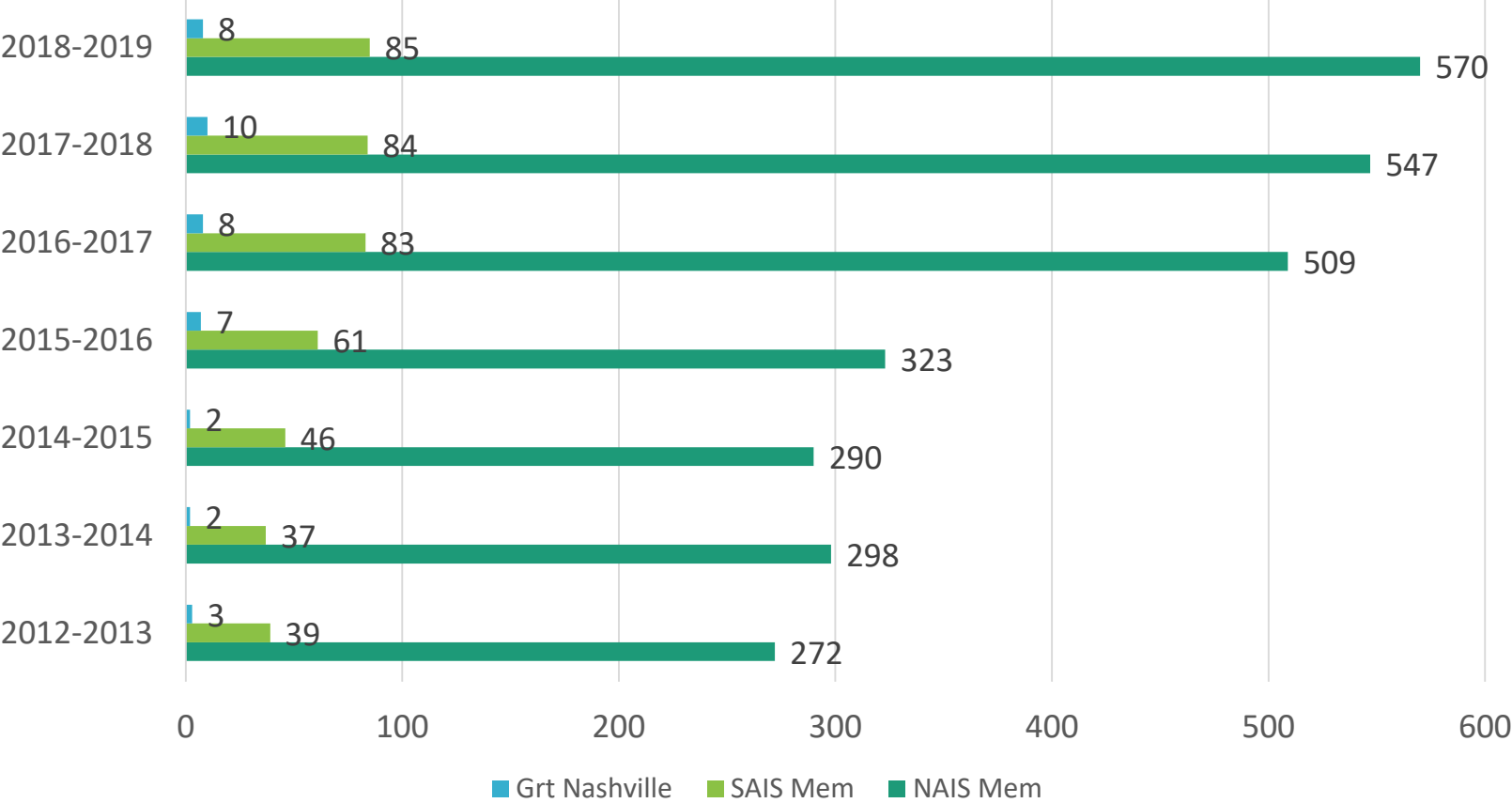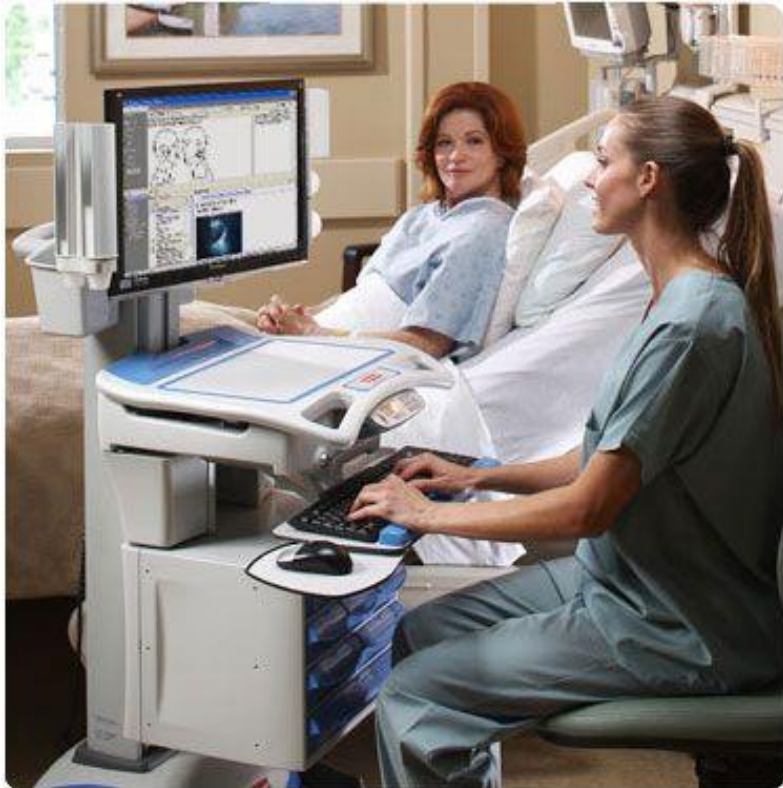# Shift Ahead

Debra P. Wilson

Initial Thoughts on Yesterday

- Grateful for the challenges we don't have.

- Reminder of the good fortune of the vast majority of our families

- What is possible if we changed what works for us?

- What is possible if we engaged families in our work for them?

- What if we help parents and students articulate what "success" and "healthy" are for each child?

- What do those "treatment" plans look like?

Instructional Support: Learning Specialist

	Grt Nashville	SAIS Mem	NAIS Mem
2018-2019	8	85	570
2017-2018	10	84	547
2016-2017	8	83	509
2015-2016	7	61	323
2014-2015	2	46	290
2013-2014	2	37	298
2012-2013	3	39	272

Who has a clear view into their information?

Our clumsy provision of data…

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
WI13	6	229- 226 -231			41- 48 -54
FA14	8	222- 225 -228	3	6	41- 47 -54
SP14	7	218- 221 -223			27- 33 -39
FA13	7	219- 222 -225	8	7	41- 48 -55
SP13	6	222- 225 -228			41- 49 -56
WI13	6	212- 215 -218			26- 32 -39
FA12	6	212- 214 -217	2	6	33- 40 -48
SP12	5	212- 215 -218			28- 34 -41
FA11	5	209- 212 -215	8	10	43- 51 -59
SP11	4	205- 208 -211			28- 36 -43
FA10	4	201- 204 -207	9	11	47- 56 -65
WI10	3	190- 193 -196			27- 34 -43
FA09	3	192- 195 -198			55- 63 -72

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA15	9	208- 211 -214	-5	3	23- 29 -36
SP15	8	206- 210 -213			20- 26 -32
FA14	8	212- 216 -219	6	4	39- 47 -54
SP14	7	208- 211 -214			25- 31 -39
FA13	7	207- 210 -213	6	5	31- 38 -46
SP13	6	213- 217 -220			45- 53 -61
WI13	6	201- 205 -208			20- 26 -33

There are better tools out there

How do

- Parents and students know how they are doing?

- Does the report card reflect their progress and overall development? Grade level performance?

- Do we as an industry really know that?
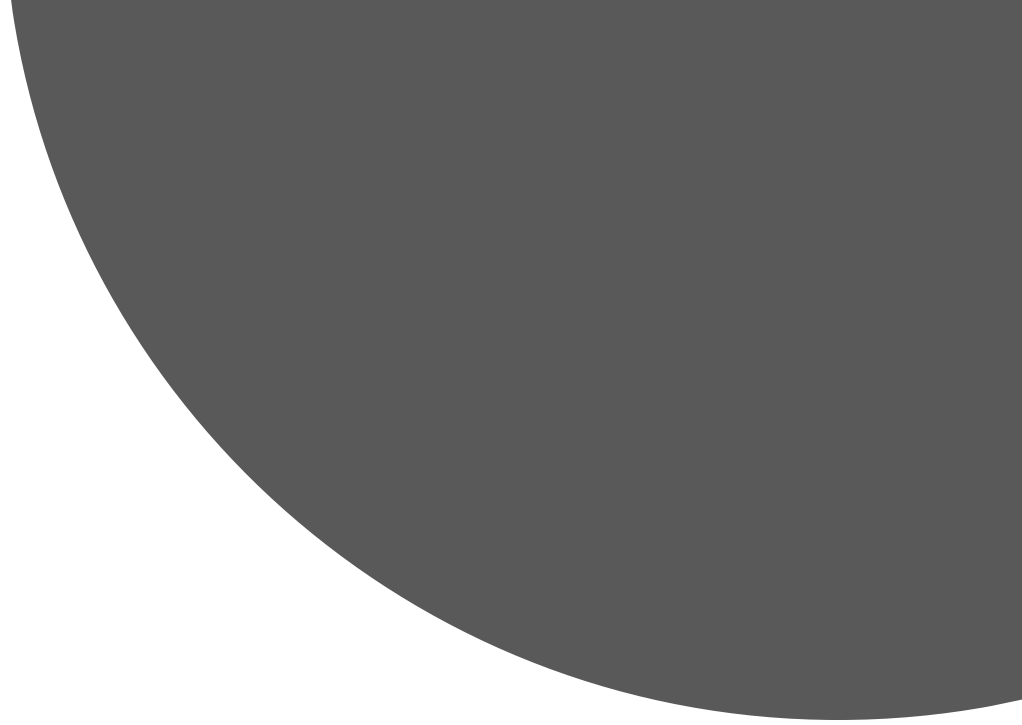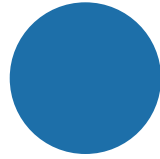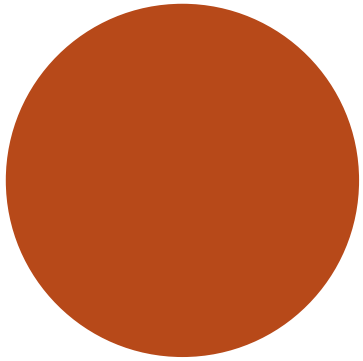
Parents

Fuel to the fire

"I don't know any scary stories, so I thought we could just watch a bunch of YouTube clips of robots performing human jobs."

Current Parents

- Millennial parents deeply affected by the financial crisis.

- Saddled with Student Debt

- Feeling Lasting Effects of Sluggish Economy

- Delaying Home Ownership Delaying/Opting out of Having Families

- Learning (the Hard Way) the Value of Saving and Financial Planning

- Reliant on Parents

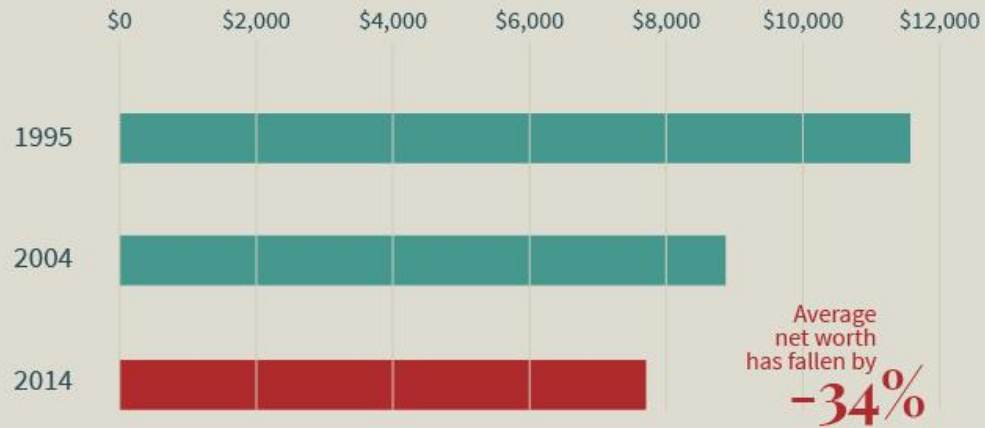- Priorities and perception of excess

As a result of these factors, younger generations are also delaying key life milestones.

Between 2007–2017

Marriage
The average couple is marrying 8 years later than in 1965

Birthrate
The U.S. birthrate is at its lowest in 32 years

Homeownership
Homeownership for ages 24-32 has dropped 9% since 2005

The new consumer is more diverse, but faces rising costs, increased financial pressure, and delayed life milestones.

Education
65%

Today's consumer is the most educated in history, and the most in debt: student loans now total USD $1.5 trillion.

Expenditures have risen dramatically, and education in particular has come at a steep cost.
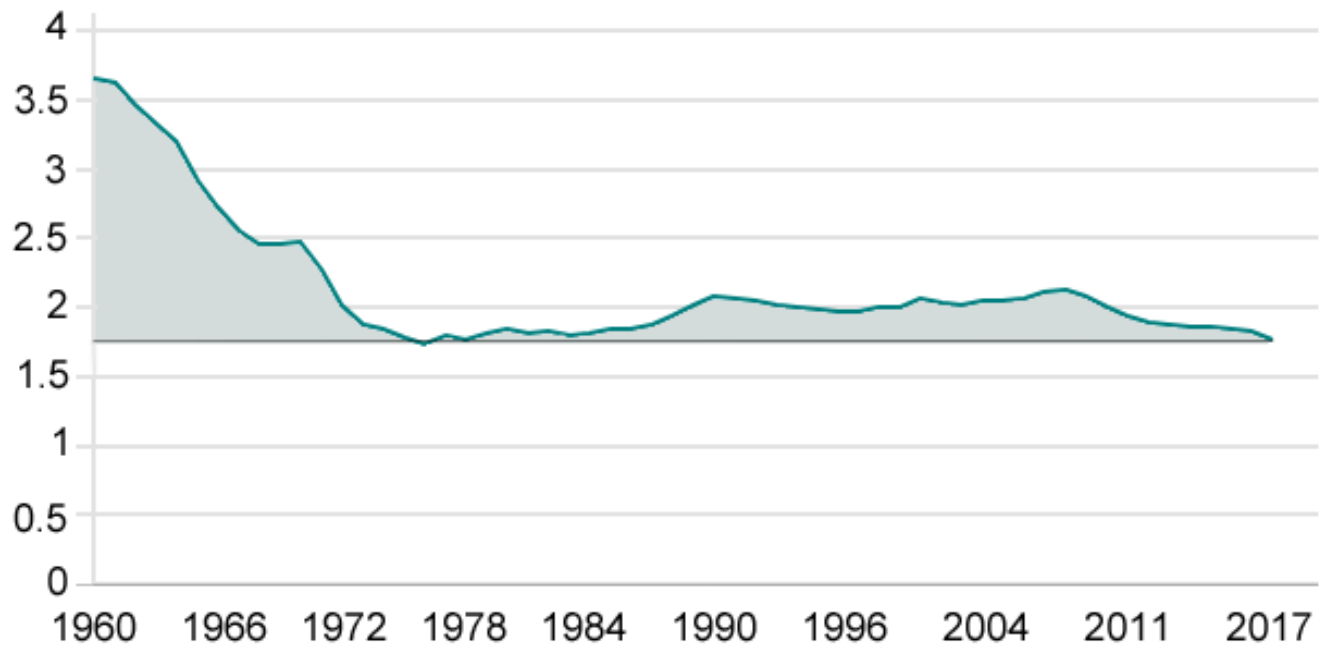
Food
26%

Healthcare
21%

Housing
16%

Transportation
11%

Lowest US fertility rate since 1978

Births per woman 1960-2017

BBC

What is happening with parents?

"It wasn't our first choice of schools, but we had a Groupon for it, so what the hell."

Parent Issues

- Parent anxiety
- Bullying
- Reporting
- Over-engagement
- Under-engagement
- Online activism
- $$s on the line
- Parent Activism

Social Mobility

- According to [one study](), only one out of every 100 children born into the poorest fifth of households, and fewer than one out of every 50 children born into the middle fifth, will join the top 5 percent.

- [Absolute economic mobility is also declining]()—the odds that a middle-class child will outearn his parents have fallen by more than half since mid-century—and the drop is greater among the middle class than among the poor.

How Life Became an Endless, Terrible Competition

Meritocracy prizes achievement above all else, making everyone—even the rich—miserable. Maybe there's a way out.

SEPTEMBER 2019 ISSUE

Daniel Markovits
Professor at Yale Law School and the author of
The Meritocracy Trap

Working Life

In 1962: "There are … approximately 1,300 fee-earning hours per year" available to the normal lawyer.

In 2000: Quota of 2,400 billable hours. Because not all the hours a lawyer works are billable, billing 2,400 hours could easily require working from 8 a.m. until 8 p.m. six days a week, every week of the year, without vacation or sick days

Amazon's Jeff Bezos on why work-life balance is 'a debilitating phrase'

Jane Burnett   May 1, 2018

Balance?

- Today, the higher a person climbs on the org chart, the harder she is expected to work. Amazon's "leadership principles" call for managers to have "relentlessly high standards" and to "deliver results." The company tells managers that when they "hit the wall" at work, the only solution is to "climb the wall."

Time Famine

- [Americans who work more than 60 hours a week report that they would, on average, prefer 25 fewer weekly hours](#).

- Work creates a "time famine" that interferes with strong relationships with their spouse and children, maintaining a home, and even to have a satisfying sex life.

- The capacity to bear these hours gracefully, or at least grimly, has become a criterion for meritocratic success.

- Sociologist Arlie Russell Hochschild for her book *The Time Bind:* "Some people flame out, get weird because they work all the time … The people at the top are very smart, work like crazy, and don't flame out. They're still able to maintain a good mental set, and keep their family life together. *They* win the race."

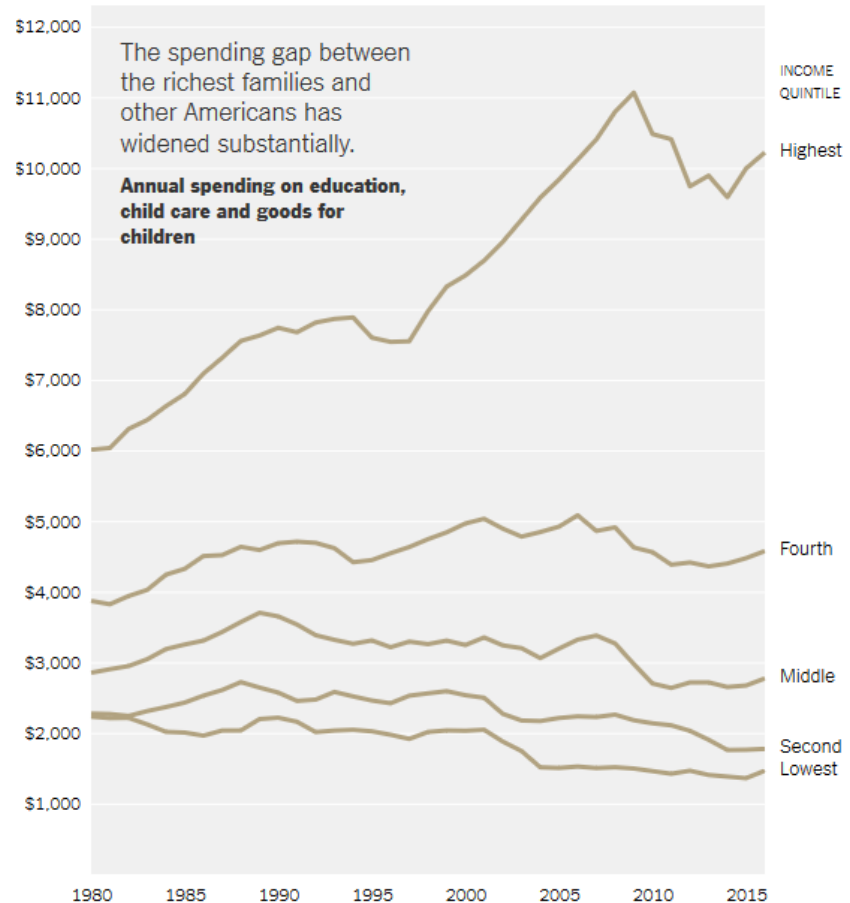# Fudge Eating Contest

- Roughly two-thirds of elite workers say that they would decline a promotion if the new job demanded yet more of their energy.

- Dean of Stanford Law School, Larry Kramer: Higher salaries require more billable hours to support them, and longer hours require yet higher salaries to justify them. Whose interests, he lamented, does this system serve? Does anyone really want it?

Education Spending

- "As the gap between rich and poor increases, the cost of screwing up increases," said Philip Cohen, a sociologist at the University of Maryland who studies families and inequality. **"The fear is they'll end up on the other side of the divide."**

- "**Intensive parenting** is a way for especially affluent white mothers to make sure their children are maintaining their advantaged position in society," said Jessica Calarco, a sociologist at Indiana University and author of "

The spending gap between the richest families and other Americans has widened substantially.

Annual spending on education, child care and goods for children

Intensive Parenting

- Largely fixture of white, upper-middle-class American culture but now permeates all corners

- It starts <u>in utero</u>, when mothers are <u>told to avoid</u> cold cuts of society, and coffee, lest they harm the baby.

- Then: video baby monitors. Homemade baby food. Sugar-free birthday cake. Toddler music classes… Throwing Pinterest-perfect birthday parties. <u>Eating lunch</u> in school cafeterias. <u>Calling employers</u> after their adult children interview for jobs.

"*Thank you, Adrian. Parenting is a learning process, and your criticisms help.*"

Moms

- Family routines: almost **9 in 10 women felt solely responsible for organizing schedules** of the family

- 65% of the women were employed

- At least **7 in 10 women** answered they were also responsible for **other areas of family routines** like maintaining standards for routines and assigning household chores.

- The women who indicated they were in charge of the household reported they felt overwhelmed with their role as parents, had little time for themselves and felt exhausted.

Moms & Child Wellbeing

- The invisible labor of ensuring the well-being of children did, in fact, show strong, unique links with women's distress.

- Clearly predicted feelings of emptiness in the women

- Also associated with low satisfaction levels about life overall and with the marriage or partnership.

- "Research in developmental science indicates that mothers are first responders to kids' distress," Luthar said. **"That is a very weighty job; it can be terrifying that you're making decisions, flying solo, that might actually worsen rather than improve things for your children's happiness."**

Moms

- What is possible if we changed what works for us?

- What is possible if we engaged families in our work for them?

- What are we measuring kids against?

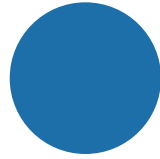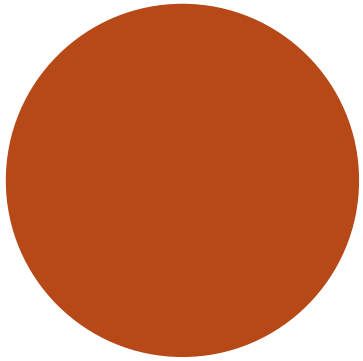- What is their reality on the wider spectrum?

As do the parents…

- **Where aristocratic children once reveled in their privilege, meritocratic children now calculate their future—they plan and they scheme, through rituals of stage-managed self-presentation, in familiar rhythms of ambition, hope, and worry.**

And so what can this look like?

- How many of our schools function in harmony with parents?

- Sign of diminishing trust in institutions

- Sign of higher anxiety around child outcomes

- Lack of control and input

"Please remind your mom and dad that it's a parent-teacher conference, not a parent-teacher-attorney conference."

B. Smaller

Take a Step Back

The Good Life - Harvard Project(s)

- Live a healthy life
  - No smoking or alcohol abuse
- Be educated – parity of education, parity of health
- A happy childhood, but a bad one is not predictive
- Relationships – being connected really is everything
- Coping skills (altruism, sublimation, suppression, and humor)
- Generativity – giving back

What are our objectives?

- What will their lives look like? What should they look like?

- What parts do schools, play?

- How do we talk with parents and kids about their goals?

- How do we talk about development and progress?

"I just know I'm going to love horses all my life. That's why I'm planning to have a career in banking, insurance, and real estate."

Where are we taking our kids?

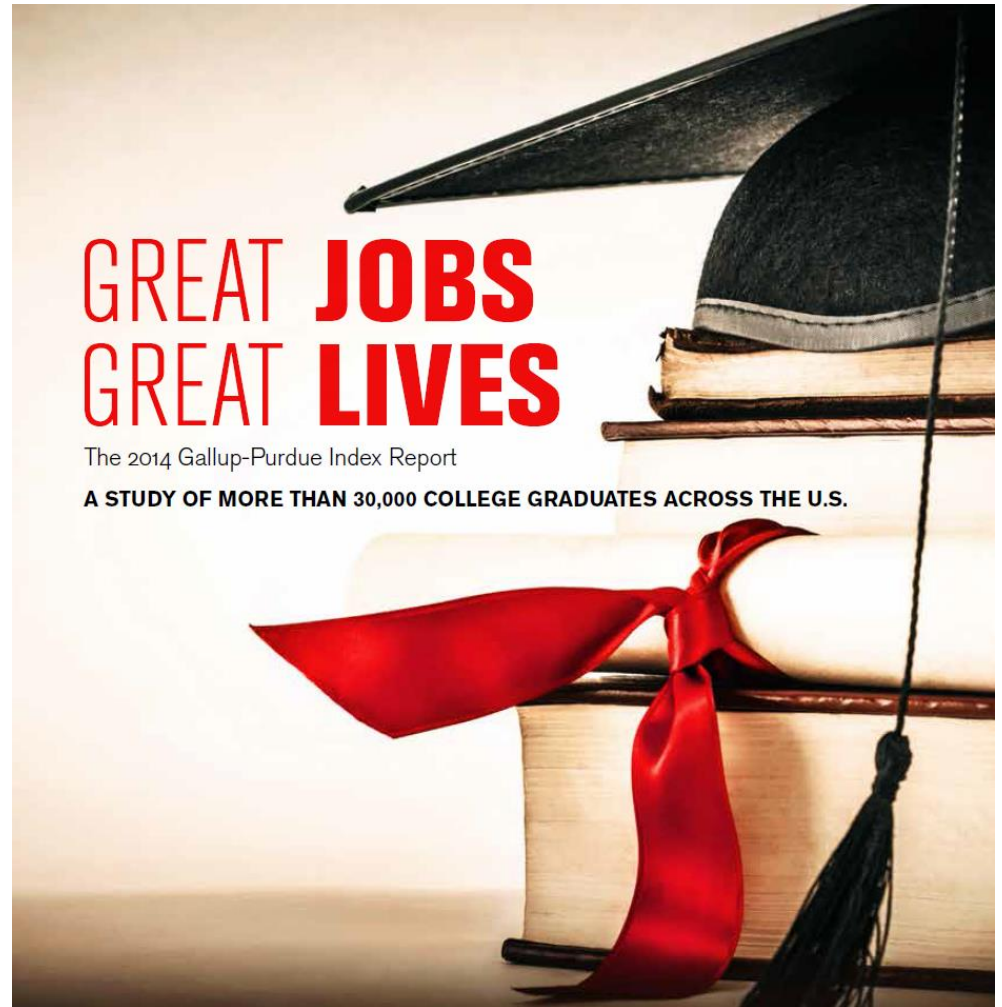"Really, I'm fine. It was just a fleeting sense of purpose—I'm sure it will pass."

"Someday, daughter, all this will be yours, and you'll just have to deal."

Why is this important?

- This is the leadership of the next generation.

Engagement

- Engagement: Only 39% college graduates engaged in their jobs. Engagement leads to well-being

- 5 Areas of Well-being : Purpose, Social, Financial, Community, Physical

- 29% of Americans have none of the five areas of well-being

GREAT **JOBS**
GREAT **LIVES**

The 2014 Gallup-Purdue Index Report

A STUDY OF MORE THAN 30,000 COLLEGE GRADUATES ACROSS THE U.S.

State of Well-Being in the U.S.

SUFFERING:	STRUGGLING:	THRIVING:
Well-being that is low and inconsistent.	Well-being that is moderate or inconsistent.	Well-being that is strong and consistent.

PURPOSE: Liking what you do each day and being motivated to achieve your goals

16%	48%	37%

SOCIAL: Having supportive relationships and love in your life

16%	43%	41%

FINANCIAL: Managing your economic life to reduce stress and increase security

23%	38%	39%

COMMUNITY: Liking where you live, feeling safe, and having pride in your community

15%	47%	38%

PHYSICAL: Having good health and enough energy to get things done daily

12%	56%	33%

Gallup-Healthways Well-Being Index
Jan. 1–June 23, 2014

GALLUP

ENGAGEMENT AND WELL-BEING

Thriving in no elements — 12%
Thriving in one element — 23%
Thriving in two elements — 40%
Thriving in three elements — 50%
Thriving in four elements — 63%
Thriving in five elements — 72%

Engaged at work
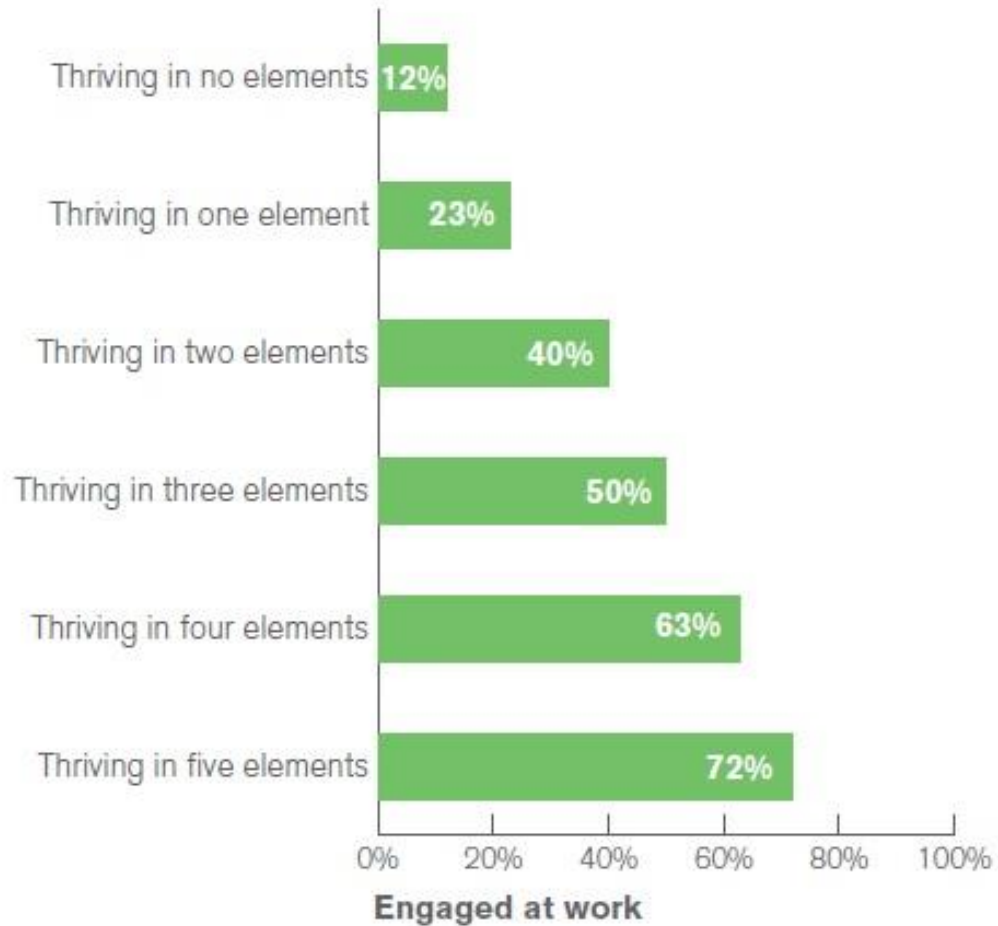
College Graduates

Graduates who experienced the following Gallup-Purdue Index outcome measures had increased odds of workplace engagement and lifelong well-being:

Emotional Support

| Had professors who cared about you as a person	**1.7X** Workplace Engagement **1.4X** Well-Being
Had a professor who made you excited about learning	**1.7X** Workplace Engagement **1.4X** Well-Being
Had a mentor who encouraged your goals and dreams	**1.9X** Workplace Engagement **1.4X** Well-Being

Experiential Learning

Had an internship or job that applied what you were learning in class	**1.8X** Workplace Engagement **1.3X** Well-Being
Worked on a project that took a semester or more to complete	**1.7X** Workplace Engagement **1.2X** Well-Being
Was extremely active in extracurricular activities and organizations	**1.6X** Workplace Engagement **1.2X** Well-Being

Are we intentional about the end goal?

- How do we talk with parents about success?
- How do we help students start defining and practicing success in a safe place?
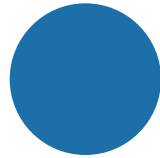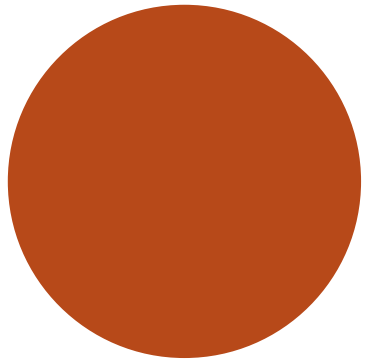
Students in High Achieving Schools

(not always good news)

High Achieving Schools

Elite middle and high schools - three to five hours of homework a night

CDC have warned of schoolwork-induced sleep deprivation.

Higher rates of drug and alcohol abuse than poorer students do.

Depression and anxiety at rates as much as triple those of their age peers throughout the country.

A study of a Silicon Valley high school - 54% students displayed moderate to severe symptoms of depression and 80 % displayed moderate to severe symptoms of anxiety.

- Unusually large proportion show maladjustment

- Substance abuse

- Crime – parents & peers

- Cheating

- Higher rates of serious depressive, anxiety, and somatic symptoms

- Suniya Luthar

Affluent Youth as At-Risk Adolescents

"Son, if you can't say something nice, say something clever but devastating."

Boys

- Substance abuse

- Physical aggression

- Importance of wealth

Girls

- Relational aggression
- Substance abuse – but controlled
- Attractiveness
- Higher rates of serious depression and anxiety
- Also engaged in rule-breaking and delinquency

Research on Affluent Children

- **Impact on identity exploration**

"With the capacity for abstract thinking, youths around 13 begin identity exploration, grappling with the critical question of 'Who am I?' In hypercompetitive, upper-middle-class communities, this broad question narrowly morphs into, 'What will I amount to? Will I get into a top-ranked college? How do I get there?'"

- Suniya S. Luthar, "The Problem With Rich Kids," *Psychology Today* (Nov. 3, 2013)

Research on Affluent Children

Concerning behaviors and difficulty connecting

- "The children of affluent parents … feel relentless … pressure [to meet impossibly high expectations for academics, activities, social life] that plays out in excessive substance abuse … in crippling anxiety and depression, about anticipated or perceived achievement 'failures.'" Super-achievement often leads to less connection and true friendship — a "critical safety valve of life." Friendships are also threatened by lack of leisure time.

- Suniya S. Luthar, "The Problem With Rich Kids," *Psychology Today* (Nov. 3, 2013)

Parenting styles exacerbate anxiety.

"Anxiety and its frequent companions, overinvolvement and intrusion, [make] children hesitant to actively approach a world that the parent portrays as dangerous, and, as a consequence, it limits children's natural eagerness to try out new and challenging experiences."

- Madeline Levine, *The Price of Privilege*

What If…

- They had a safe place to practice their personalities?
  - Gaming?

- What if we worked explicitly on true identity development and all of its facets
  - Chock full of 21st century skills

- What if parents had a safe place to witness?

- What if they could use the safe place to define what they want and where they are going?

Interventions – Suniya Luthar

- **PTA support** – Parent issues

- **Awareness and education** on risks associated with affluent kids

- **Emphasizing** benefits of intrinsic values

- **Address** rampant **substance abuse**, using affluent peer group.

- **Address gender specific challenges** – including sexuality education

- **Assist teachers with roles as mentors** – more training on managing conversations, social emotional learning, curriculum support
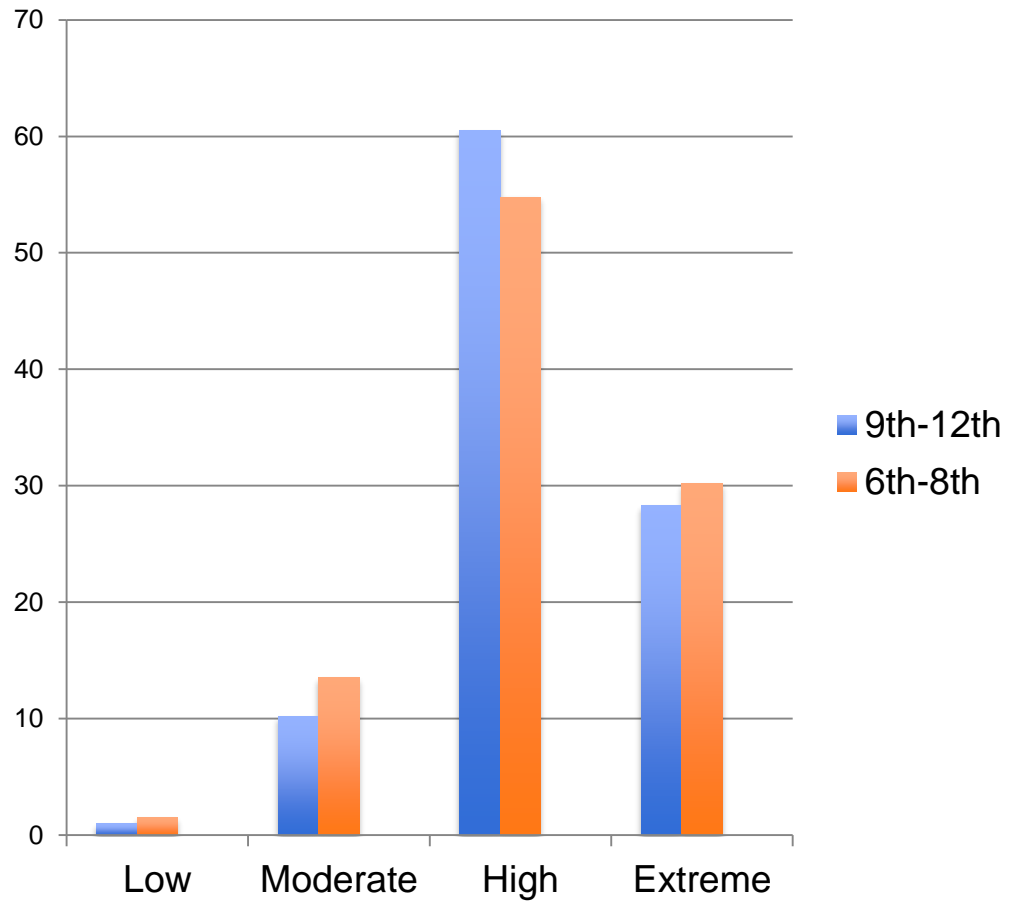

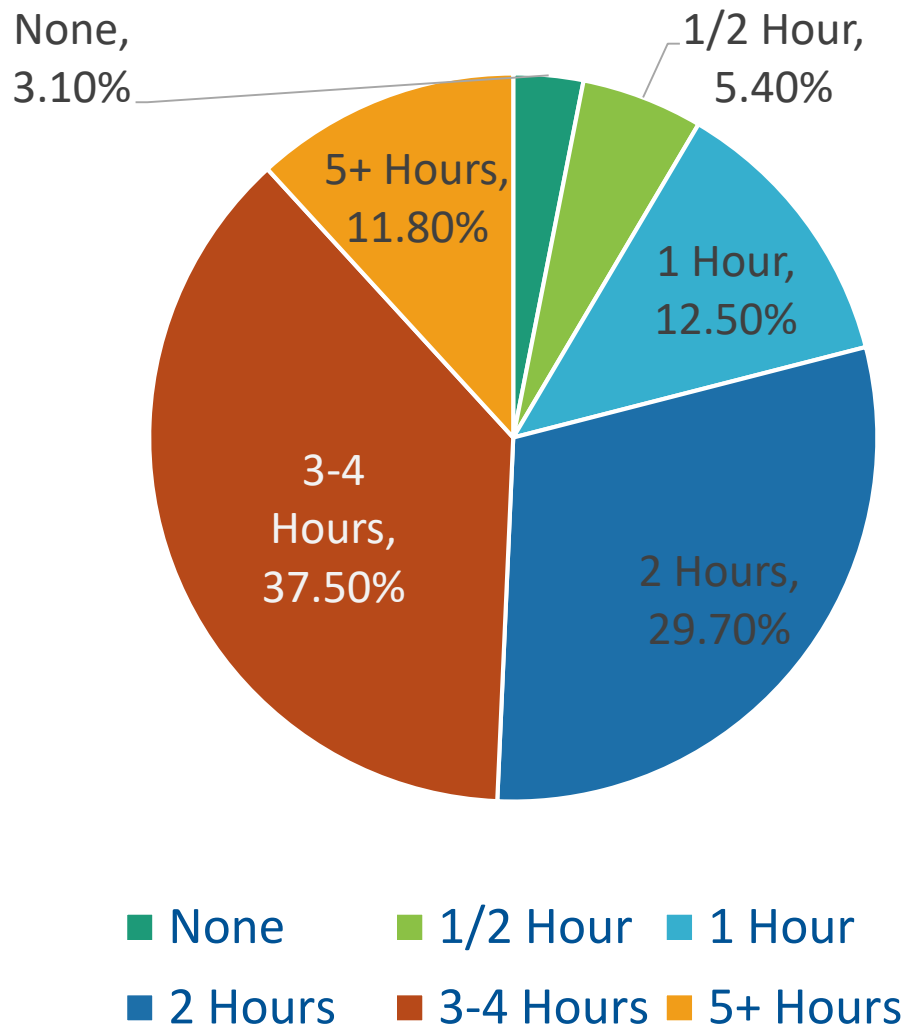- *New work on engagement*.
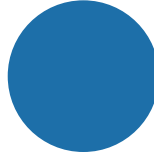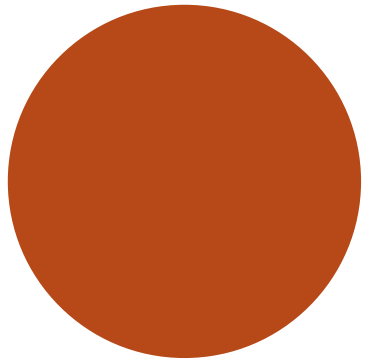
Specific Student Issues

Smoke signals

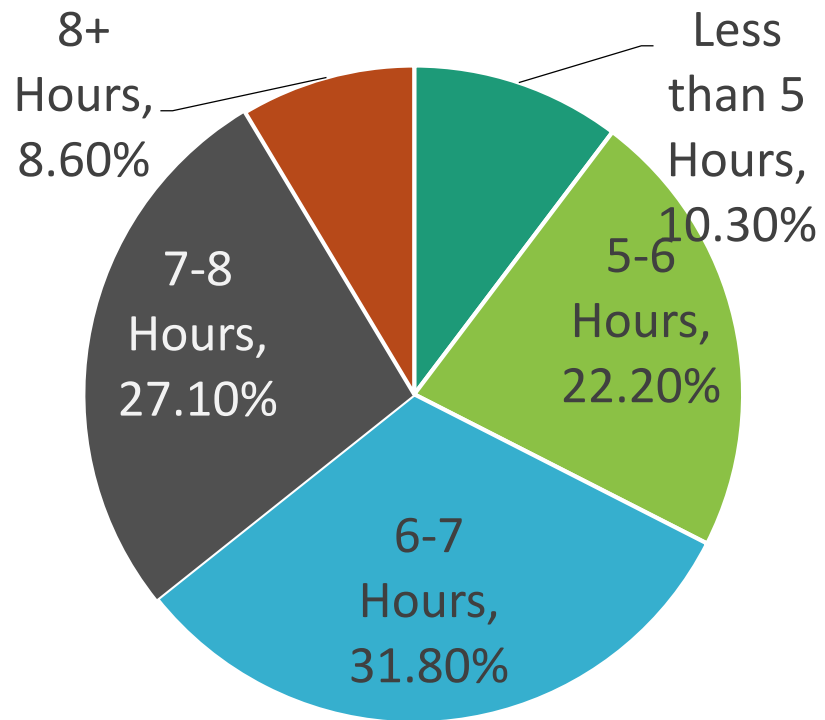# Independent School Health Check: Pressure

Under Pressure…

Time Spent on Homework – ISHC Check
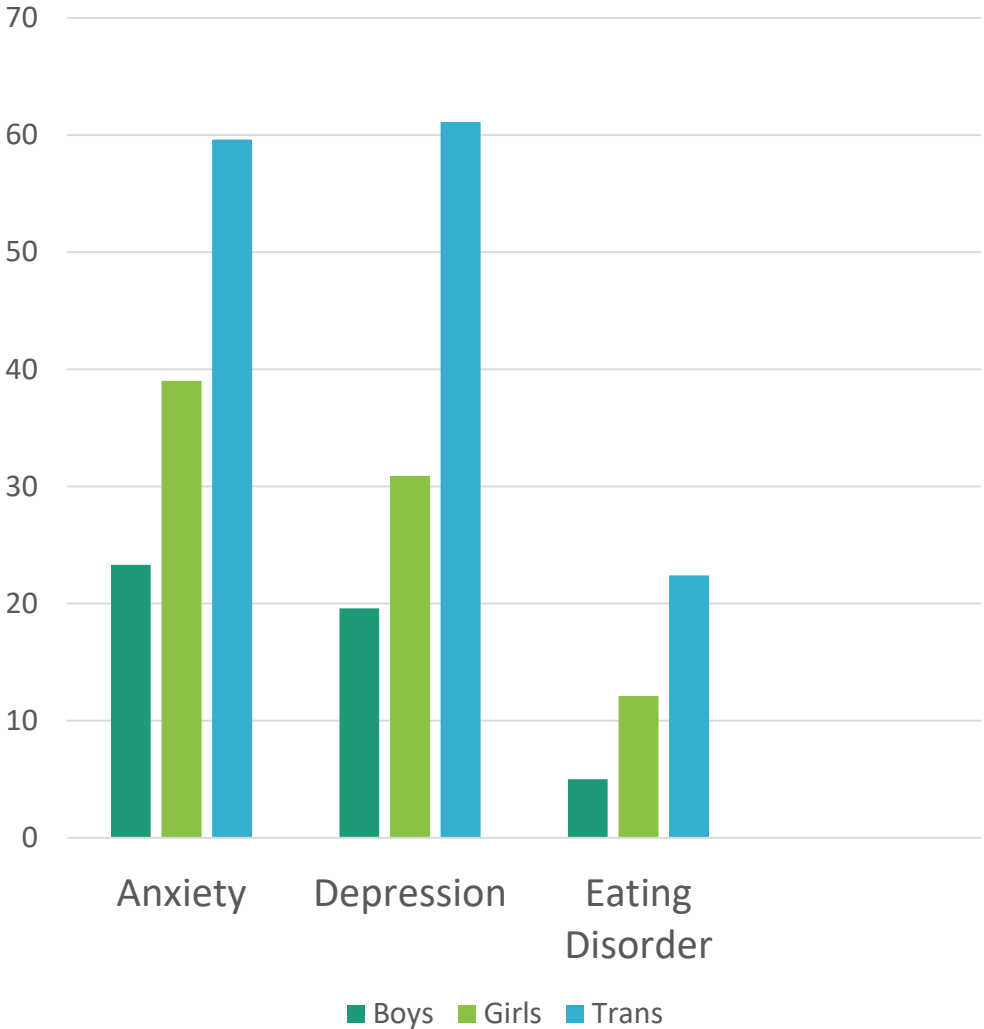
Sleep: Hours Per Night - Independent School Health Check

8+ Hours, 8.60%

Less than 5 Hours, 10.30%

5-6 Hours, 22.20%

7-8 Hours, 27.10%

6-7 Hours, 31.80%

Legend:
- Less than 5 Hours
- 5-6 Hours
- 6-7 Hours
- 7-8 Hours
- 8+ Hours

Sleep & Suicidal Thoughts - ISHC

Sleep	No Suicidal Thoughts	Suicidal Thoughts
Less Than 5 Hours	76.3%	23.7%
5-6 Hours	85.2%	14.8%
6-7 Hours	90%	10%
7-8 Hours	92.7%	7.3%
➤ **8 Hours**	**92.3%**	**7.7%**

Mental Health: ISHC

Self Injury / Considering Suicide
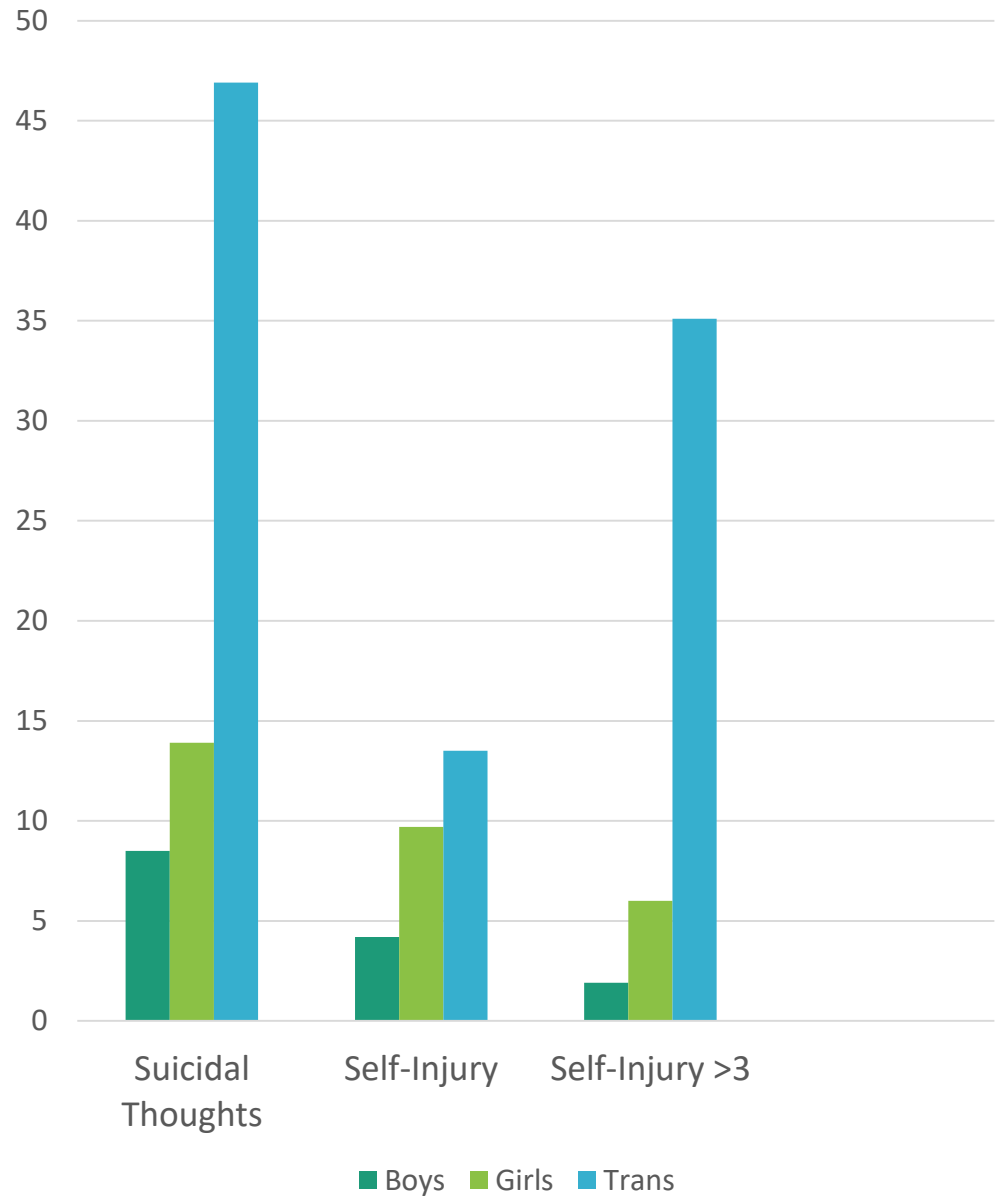
What if…

- We re-organized the school calendar around what needs to be achieved?

- Do all students, in all grades, need to follow the same calendar?

- Should sophomore and junior year run together?

- Should schools provide a complete experience during that window? (with internships, shadowing, jobs, and trips)

- Should senior year be 6 months and pass/fail?

Growing rates of depression and anxiety

- 12.5% of young people (12-17) have experienced at least **one major depressive episode** in the past year (higher than in the previous 10 years). U.S. Dept. of Health and Human Services, *National Survey on Drug Use and Health* (2015)

- 25.1% of teens (13-18) have an **anxiety disorder** of some kind. National Institute of Mental Health, *Lifetime Prevalence of Mental Disorders in U.S. Adolescents*

- *50.7% of college freshman rated their **emotional health** above average (lowest level ever reported).* Higher Education Research Institute, *The American Freshman: National Norms Fall 2014*
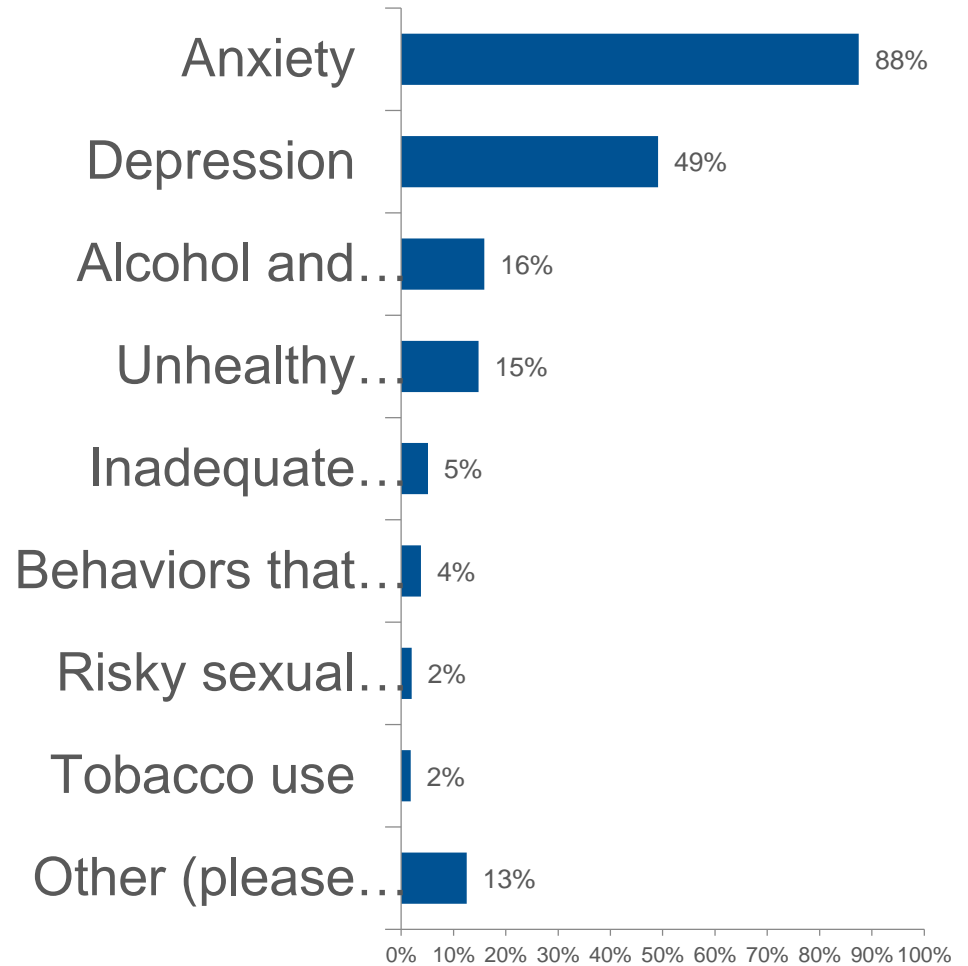
National Norms

For girls, the growth of depressive symptoms is twice that for boys.

- "Boys' depressive symptoms increased by 21 percent from 2012 to 2015, while girls' increased by 50 percent…. The rise in suicide, too, is more pronounced among girls. … [t]hree times as many 12-to-14-year-old girls killed themselves in 2015 as in 2007, compared with twice as many boys." Jean Twenge, "Have Smartphones Destroyed a Generation?" *The Atlantic* (Sept. 2017)
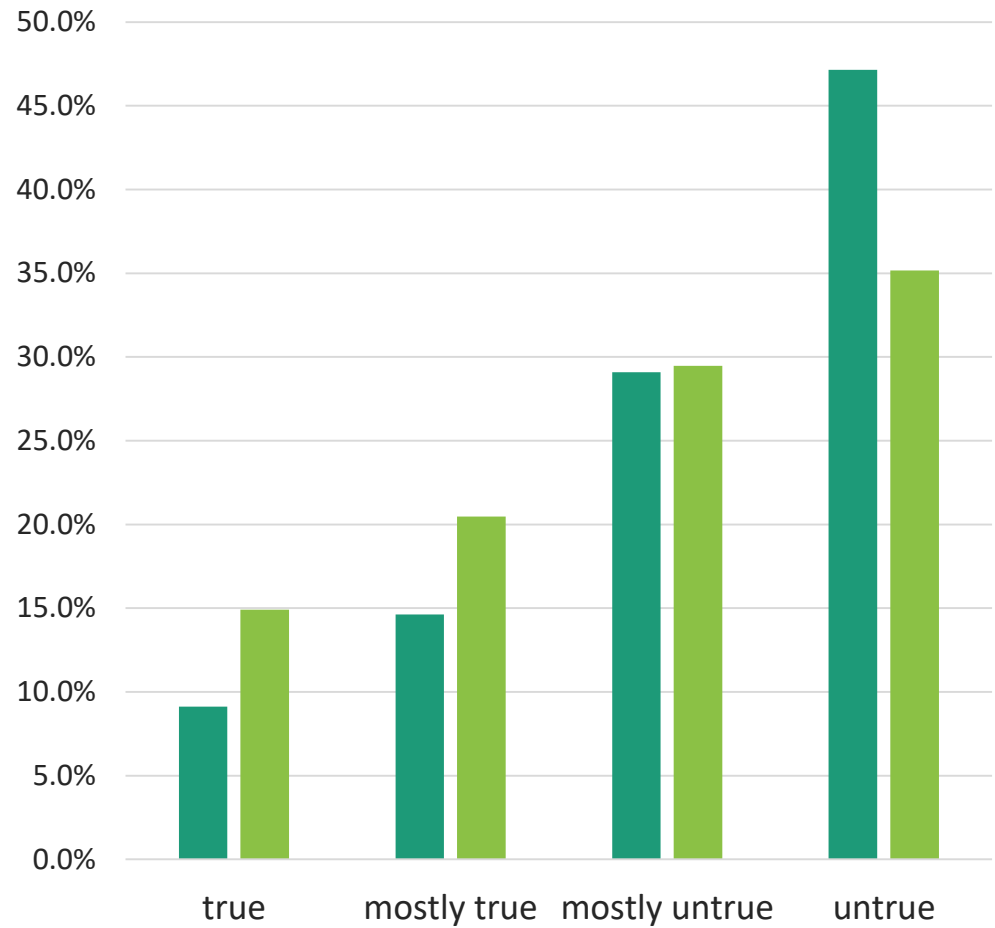
Three-quarters of depressed teens are girls.

- "Between 2005 and 2014 … rates of depression went up significantly — if extrapolated to all U.S. teens it would work out to about a half million more depressed teens. What's more, three-fourths of those depressed teens [in a November 2016 study published in the journal *Pediatrics*] were girls." Patti Neighmond, "Depression Strikes Today's Teen Girls Especially Hard," NPR (Feb. 13, 2017)

Issues Students Report Most Frequently

| Issue	Percentage
Anxiety	88%
Depression	49%
Alcohol and…	16%
Unhealthy…	15%
Inadequate…	5%
Behaviors that…	4%
Risky sexual…	2%
Tobacco use	2%
Other (please…	13%

Loneliness Data ISHC

Boys / Girls High School Loneliness Data – Last 30 Days

Types of peer sex assault at school

Nearly 80 percent of all student-on-student sexual assault cases are incidents of unwanted fondling. The remaining cases are a mix of sodomy, other penetration and rape. Incidents by age:

Legend:
- Sodomy
- Rape
- Object penetration
- Unwanted fondling
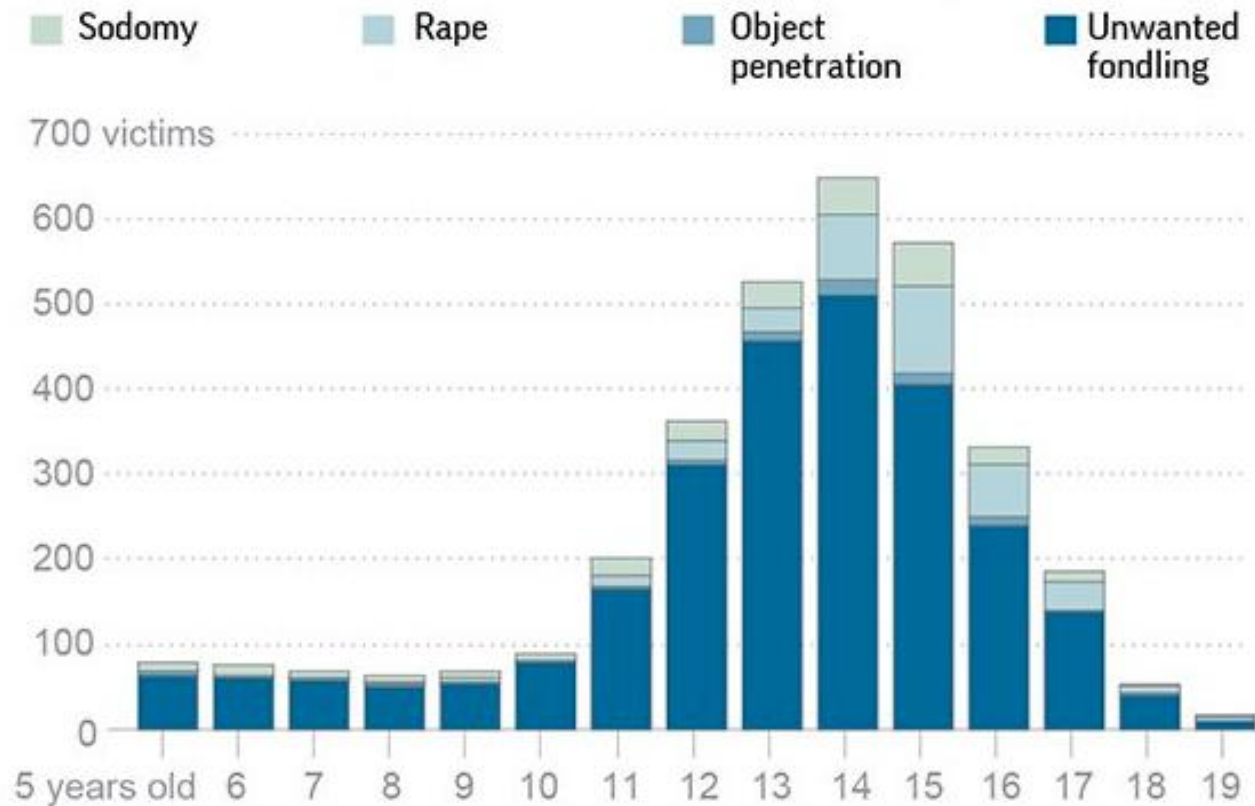
SOURCE: AP analysis of FBI's Incident-Based Reporting System 2013-14 AP

Peer sex assault at school by age, gender

Boys are often victims of student-on-student sexual assault at younger ages. But as the students age into teens, girls are more likely to be the targets of assaults.
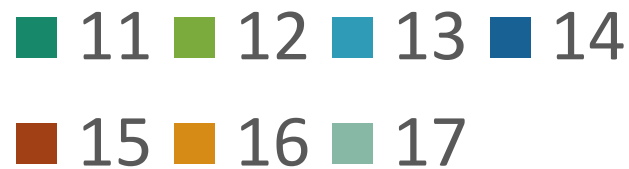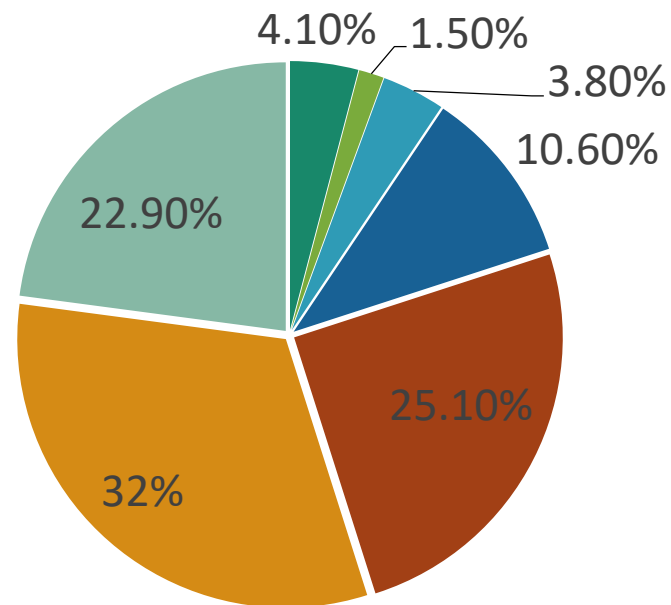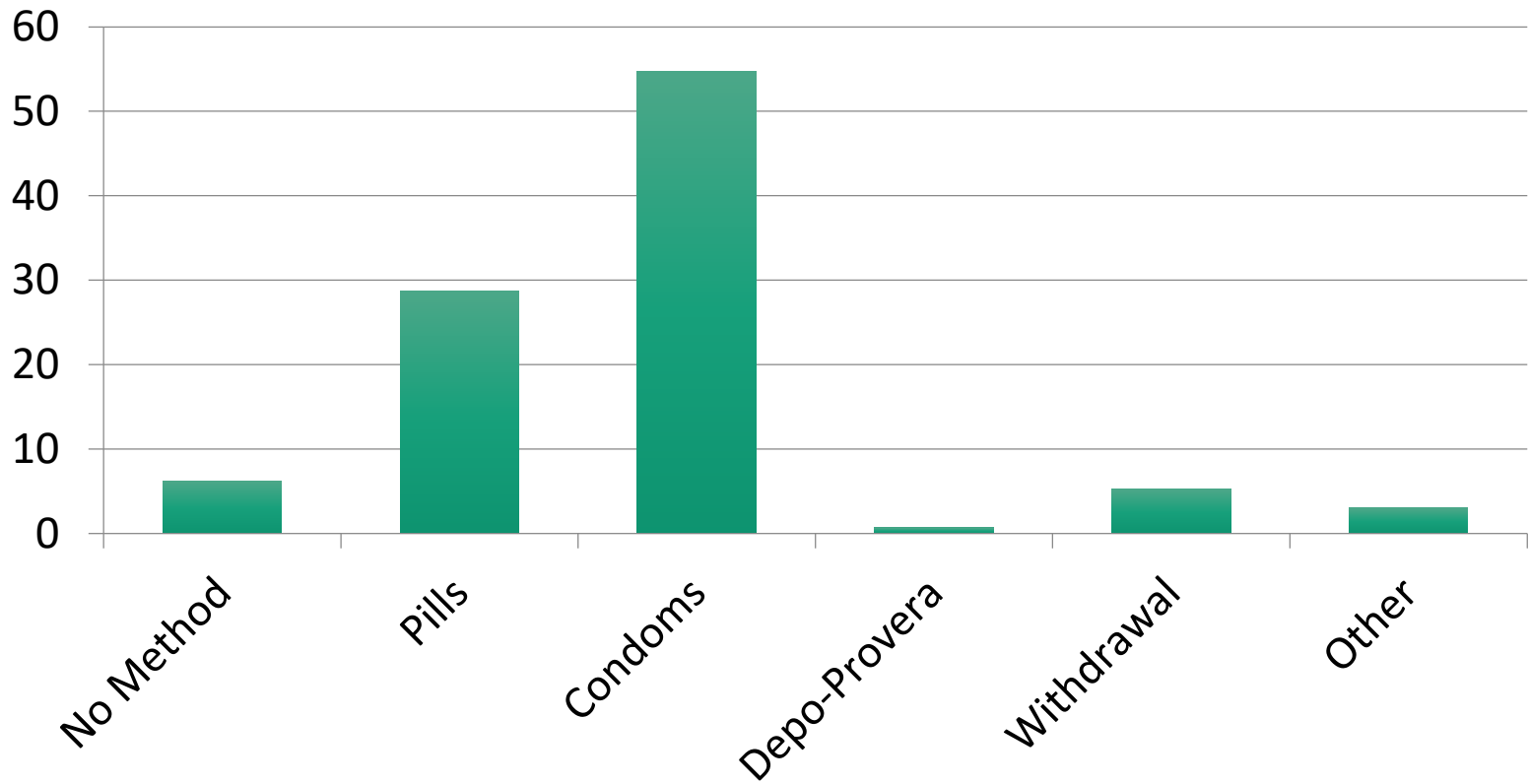
■ Girls   ■ Boys
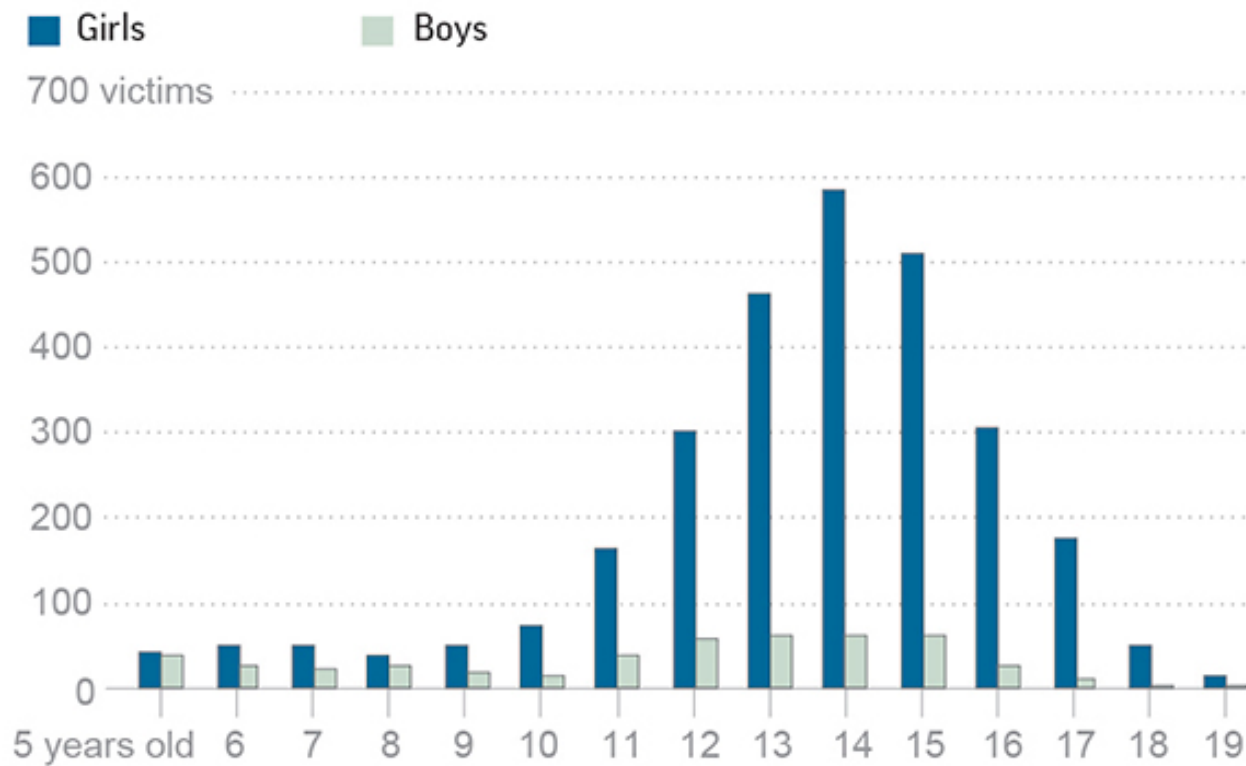
SOURCE: AP analysis of FBI's Incident-Based Reporting System 2013-14   AP

Sex! Independent School Health Check

24.2% 9th – 12th Sexually Active

Age At First Intercourse

4.10% 1.50% 3.80% 10.60% 22.90% 25.10% 32%

Legend: 11 12 13 14 15 16 17
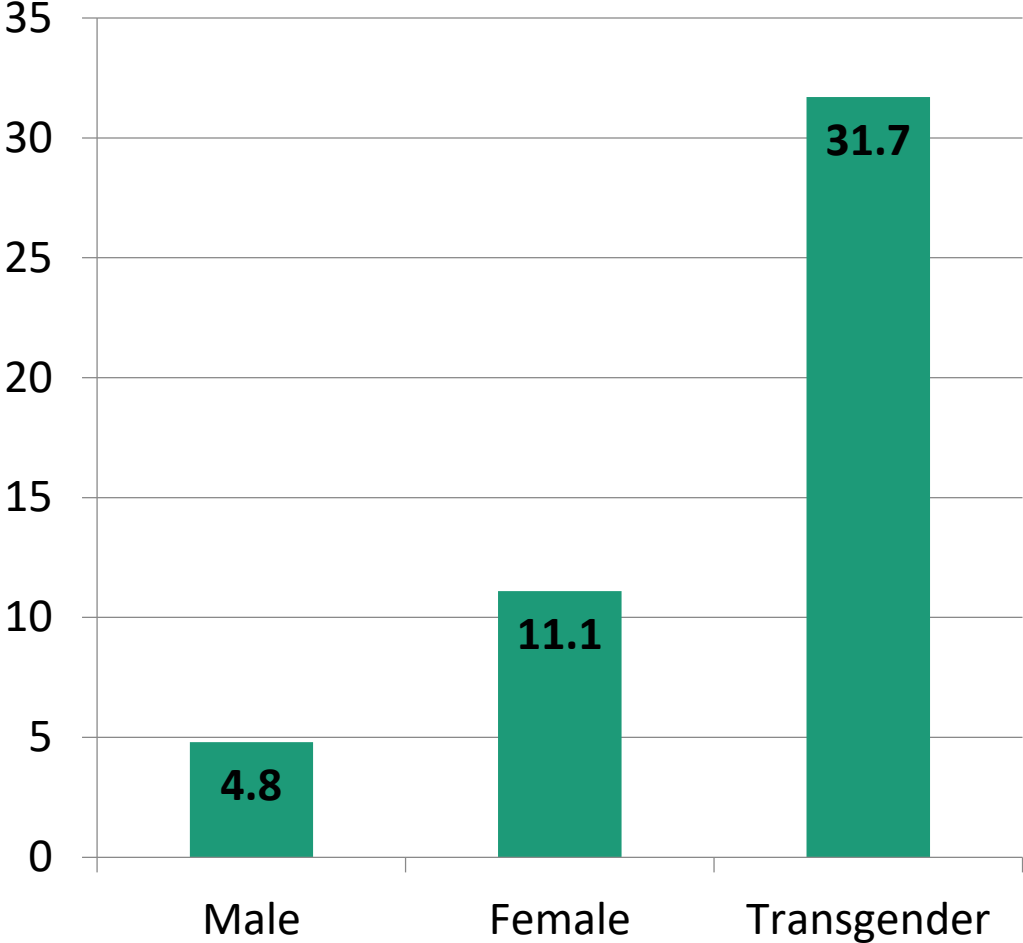
Birth Control

ISHC: Forced Sexual Assault by Gender
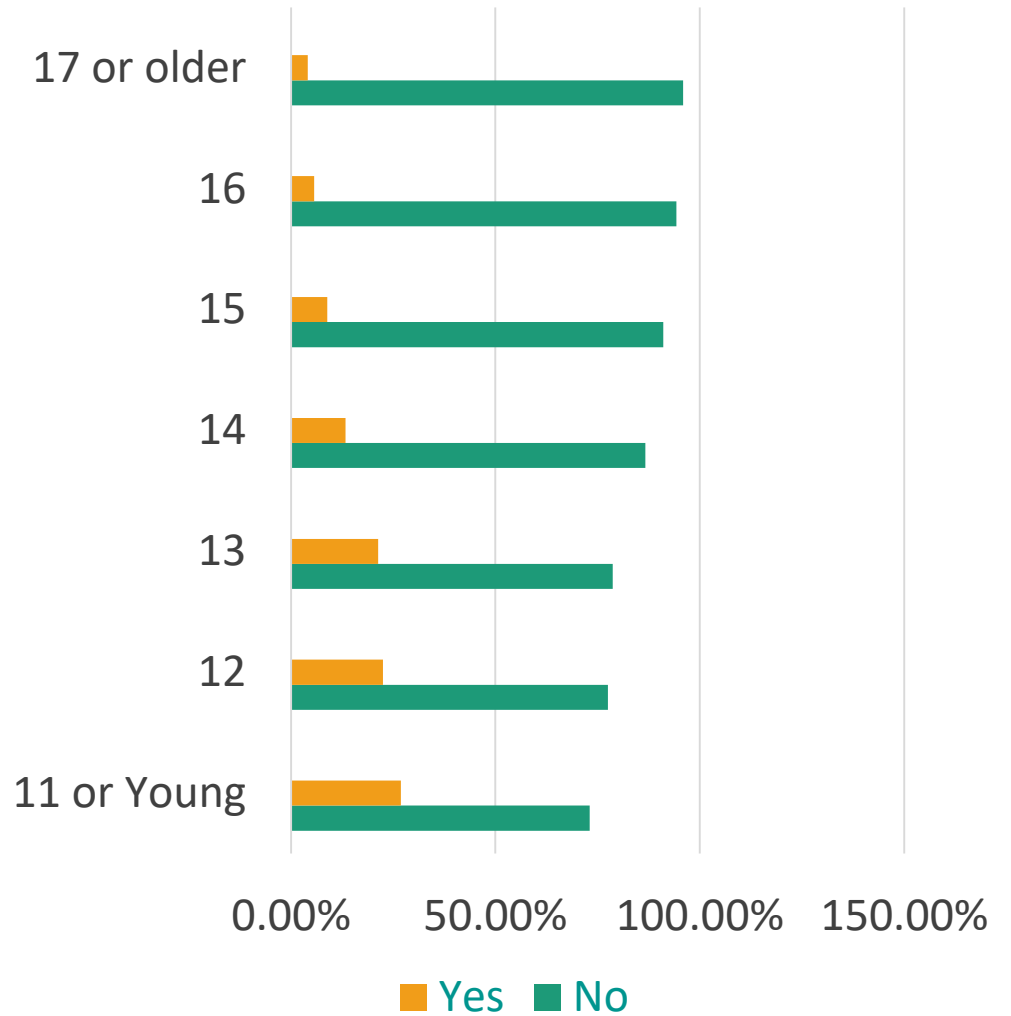
Nonconsensual Sex by Age of First Intercourse

Bullying, by Gender

Figure 1: Bullying, by Gender
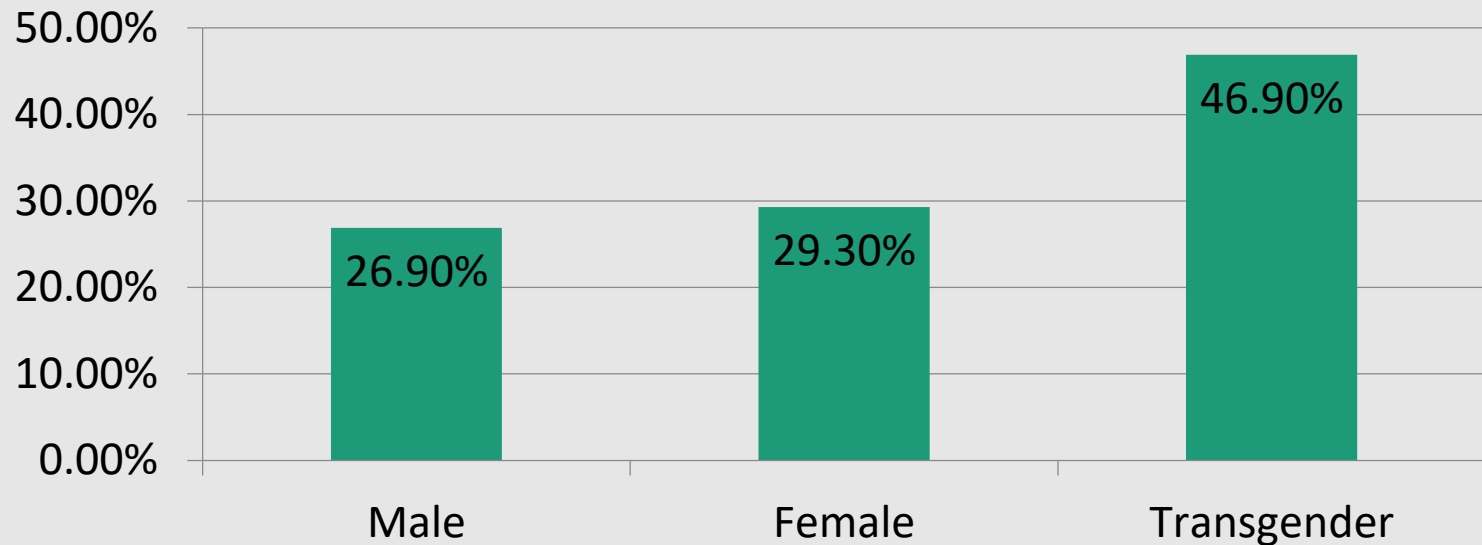
What if?

- We created intentional space to practice healthy relationships?

- What if we give students the words and skills to address and manage their discomfort?

- What if we articulate the need to be comfortable with ambiguity and uncertainty and teach how to do it?

Parental Permission and Binging - Independent School Health Check

Parental Permisson and Binging Frequency
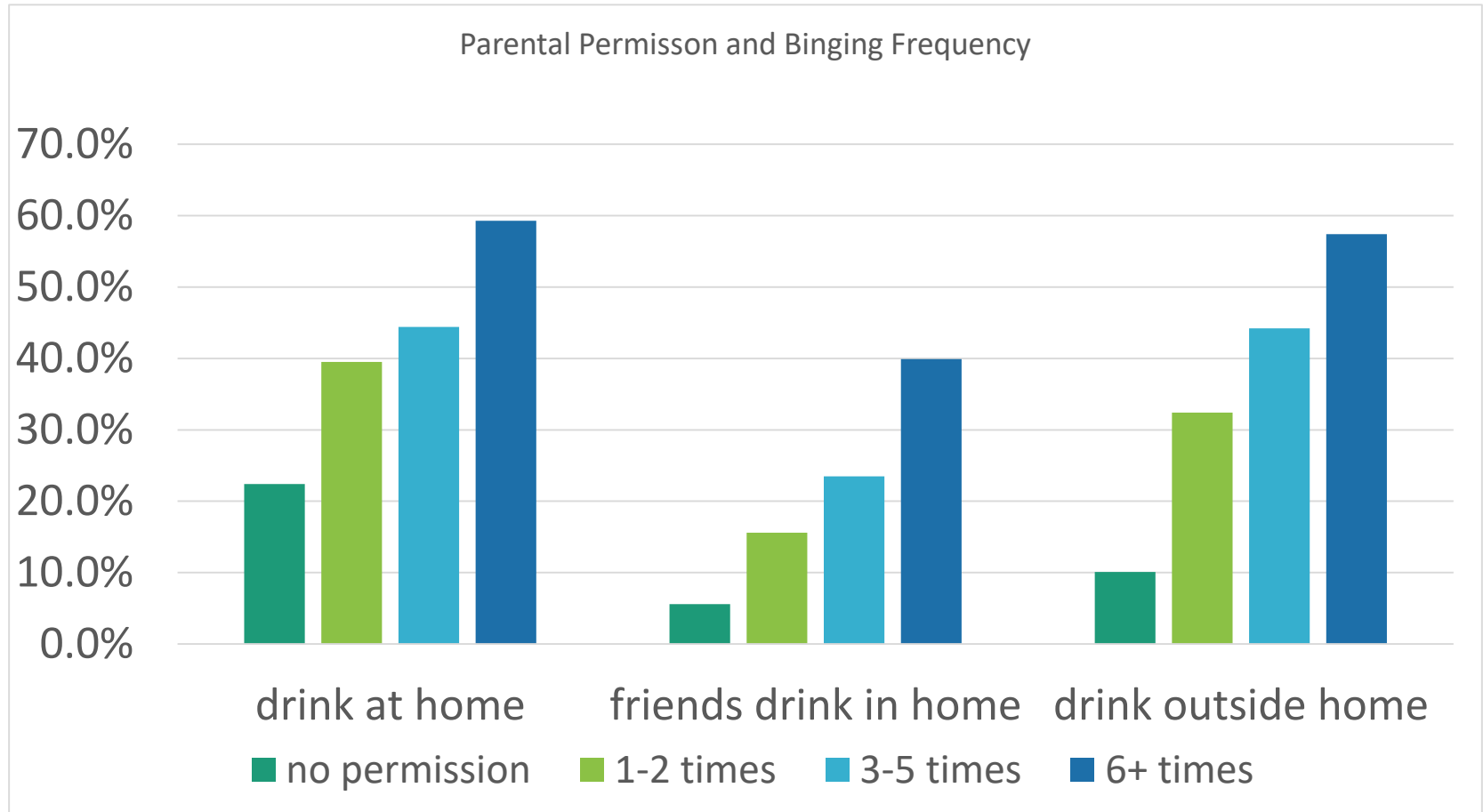
Drinking Behavior 9-12 - Independent School Health Check

Drinking Behavior of 15,743 Independent School Students
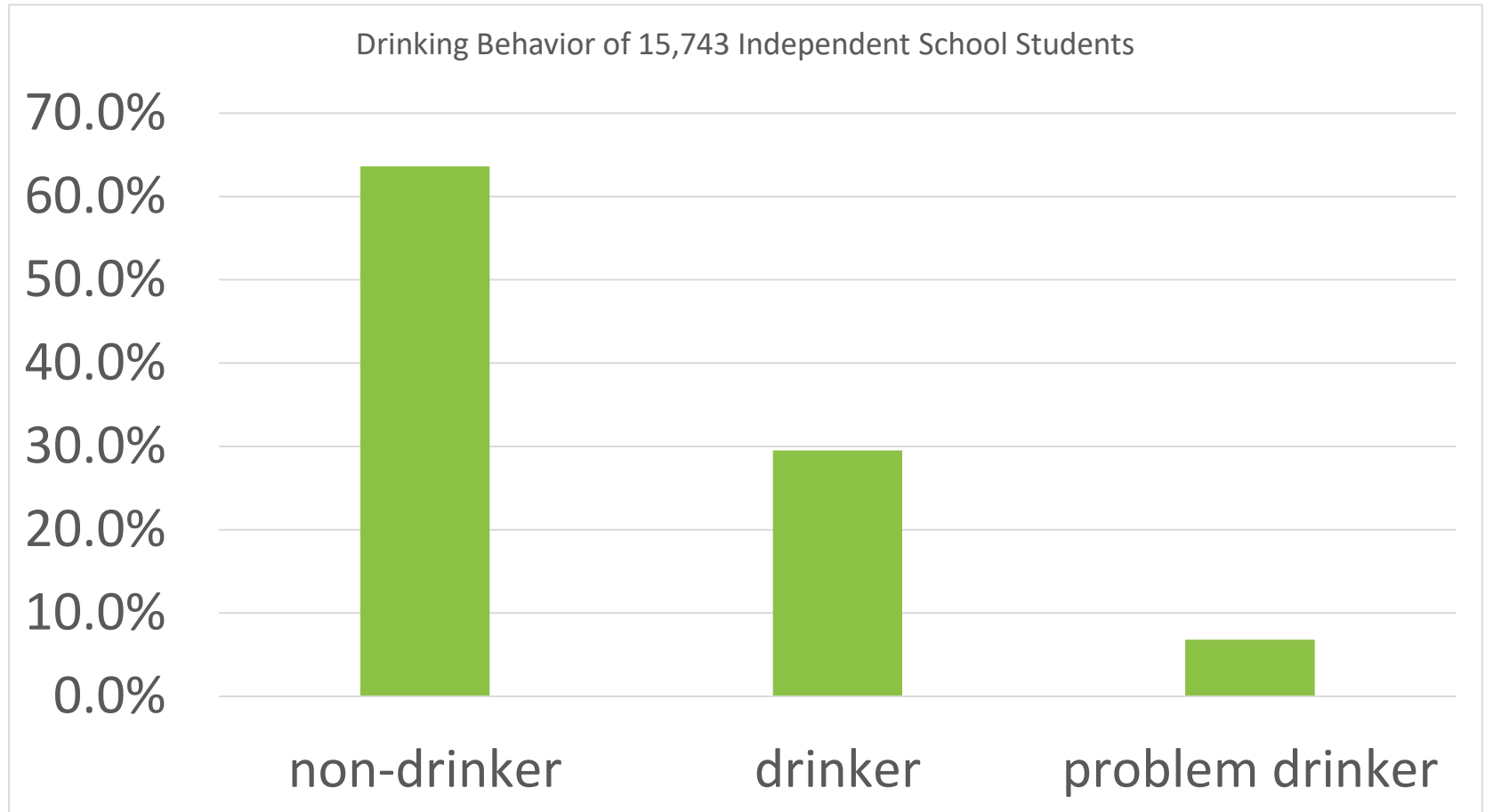
Binge Drinking: Risk Behaviors - Independent School Health Check

Frequency of Binging
30-day recall
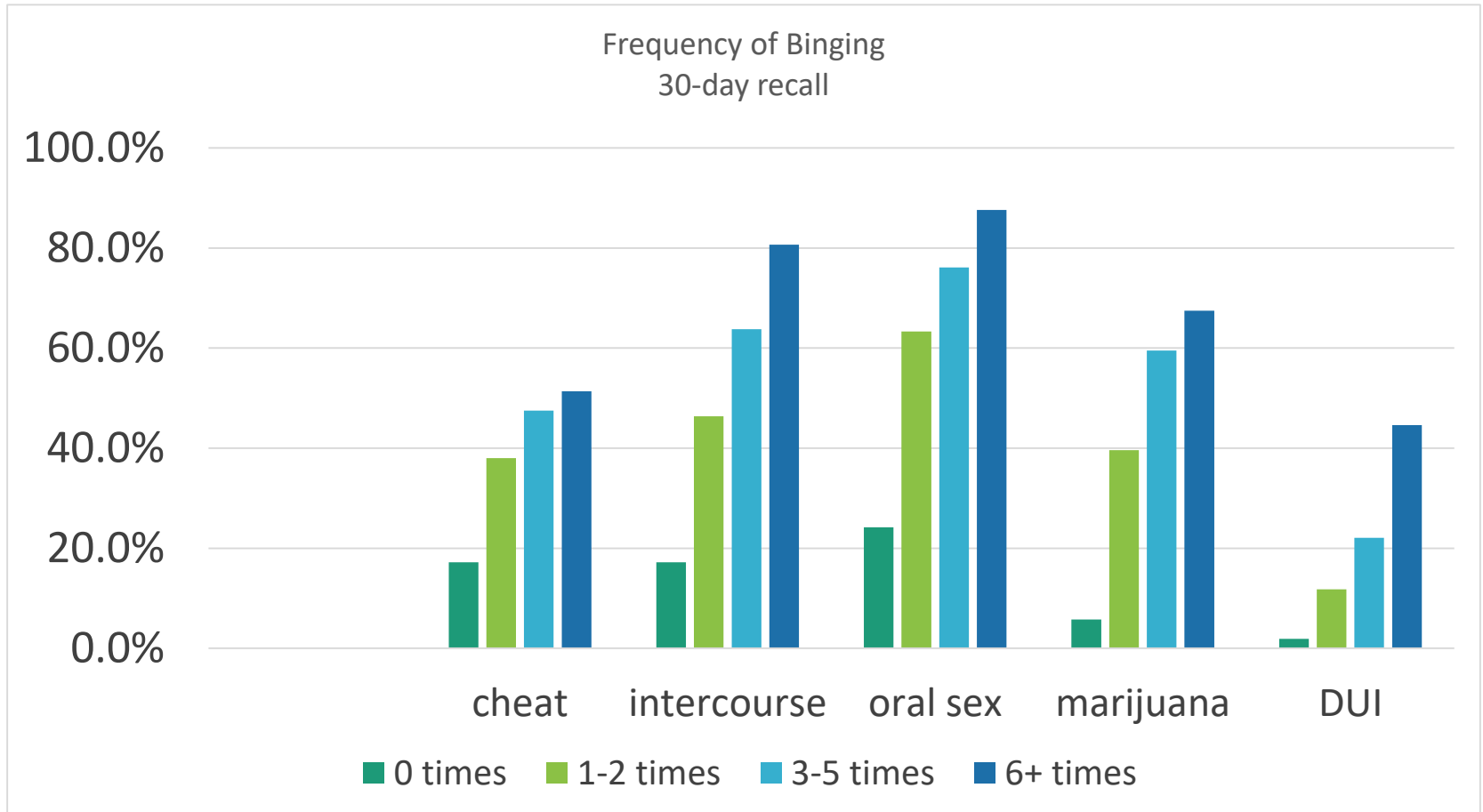
Drinking and Drugs

- "47% of students who begin drinking alcohol before the age of 14 become alcohol dependent at some time in their lives, compared with 9% of those who wait at least until age 21. Nearly half (46%) of drinkers who developed alcohol dependence began drinking at 16 years or younger…"

- # Vaping / Juuling

E-cigarette use grew 900% among high school students from 2011 to 2015.

"E-cigarettes are now the most commonly used tobacco product among youth, surpassing conventional cigarettes in 2014."

U.S. Department of Health and Human Services, "E-Cigarette Use Among Youth and Young Adults: A Report of the Surgeon General" (2016)

Nearly 1 in 3 students in 12th grade reported past-year use of e-vaporizers.

	13%	24%	28%
	8th Graders	10th Graders	12th Graders
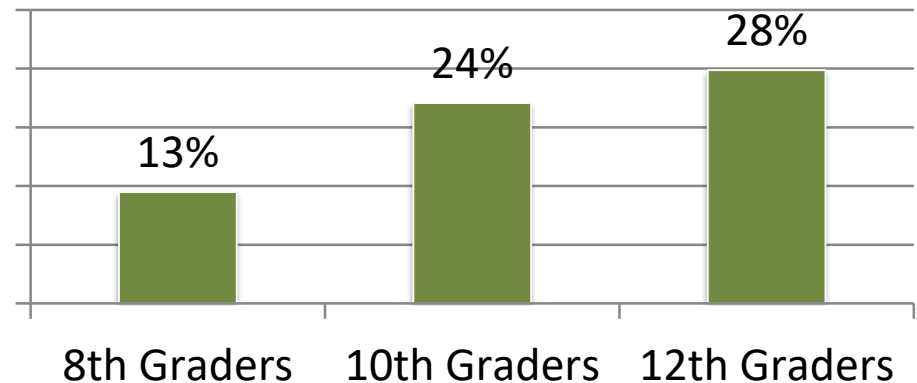
University of Michigan's Institute for Social Research, "Monitoring the Future 2017"
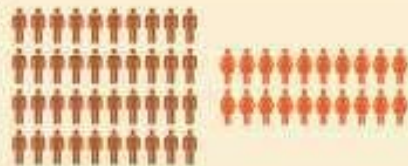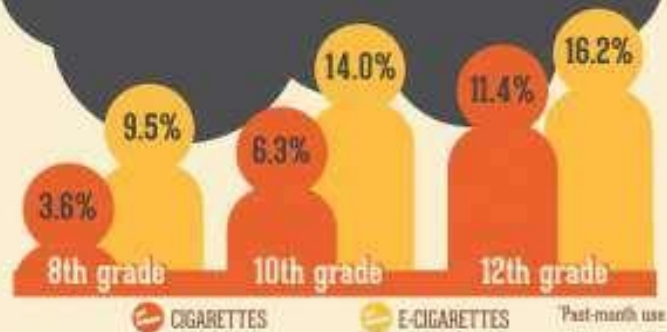
TEEN E-CIG USERS ARE MORE LIKELY TO START SMOKING.[2]

Start Smoking Within 6 Months

30.7%
8.1%

E-CIG USER   NON USER
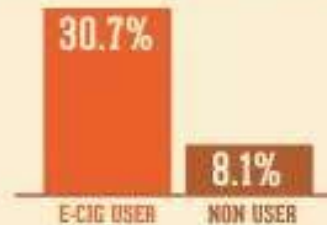
*Includes combustible tobacco products (cigarettes, cigars, and hookahs)

WHAT DO TEENS SAY IS IN THEIR E-CIG?[3]

13.7%
Don't Know

13.2%
Nicotine

1.3%
Other

5.8%
Marijuana

66.0%
Just Flavoring
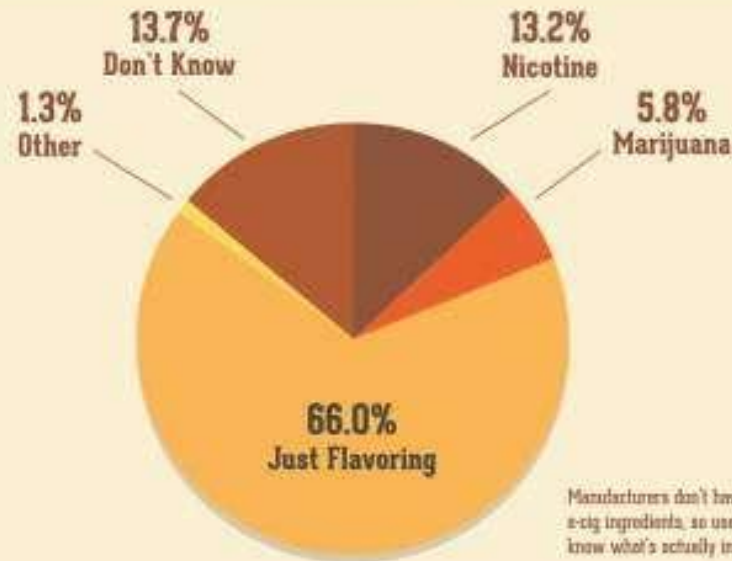
Manufacturers don't have to report
e-cig ingredients, so users don't
know what's actually in them.

What if?

- We explained how self-medication manifests?

- What if we defined "normal"?

- What if we shared what we know about adolescent development and the hard work of parenting?

Increase in programs and support

- **As in higher education, schools are feeling the need to provide more support.**

- "There has been a notable increase in demand for counseling and general well-being in higher education…. [A]n increasing number of independent schools are implementing wellness initiatives that either supplement their health curricula and medical services or provide an overarching structure for their programs." Debra P. Wilson, "The Wellness Outlook," *NAIS Trendbook 2017-2018*

Schools With Health/Well-being Policies Distinct From Medical Services, Physical Education, or Science Education Policies

Yes: 21%

Not currently, but we are developing one: 12%

Not sure: 7%

No: 60%
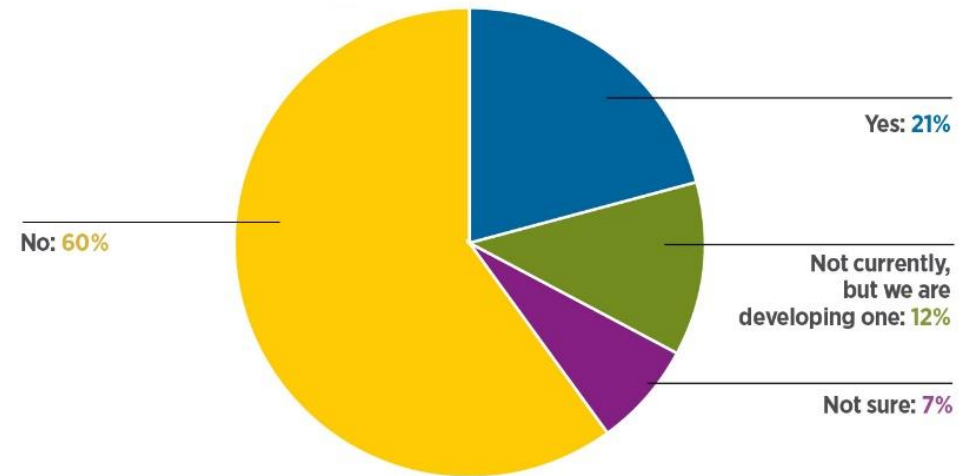
Source: Amada Torres, "2015 NAIS and ISHA Survey on Health and Well-Being in Independent Schools," NAIS

College…

- "In 2014…. the proportion of students who "frequently" felt depressed rose to 9.5%, 3.4 percentage points higher than in 2009 when feeling "frequently" depressed reached its lowest point. "

- "About one in eight entering first-time, full-time students in 2016 (11.9%) reported feeling depressed "frequently" in the past year, and about a third of these students (34.0%) anticipate a "very good chance" of seeking personal counseling, which is substantially higher than the rate for all freshmen (13.9%). "

The American Freshman: National Norms Fall 2016

KEVIN EAGAN | ELLEN BARA STOLZENBERG | HILARY B. ZIMMERMAN | MELISSA C. ARAGON | HANNAH WHANG SAYSON | CECILIA RIOS-AGUILAR

Suicide rate at MIT higher than national average

Peter Gray Ph.D.
Freedom to Learn

Declining Student Resilience: A Serious Problem for Colleges

College personnel everywhere are struggling with students' increased neediness.

f Like 296k

Posted Sep 22, 2015

Grade

Su

thi

th

The Si

Why are so many

Engagement Leads to Learning

- There is no learning without emotion – what emotions do we use?

- Learning should build disciplinary identity. (context and importance lead to long-term engagement with purposeful work)

- Rest is not idleness.

EMOTIONS, LEARNING, AND THE BRAIN

Exploring the Educational Implication of Affective Neuroscience

Mary Helen Immordino-Ya

FOREWORD BY HOWARD GARDNER
AFTERWORD BY ANTONIO DAMASI

Competencies & Mindsets

- "Lakeside's re-envisioning task force defines competencies as what graduates can do, and mindsets are who graduates are – what they value, how they behave, and the frames through which they see the world. While content, sometimes referred to as "domain knowledge" (dates, equations, etc.) remain important, it will become secondary to what students can do with their knowledge."

Ravenscroft School

- Prioritizing skills and character
- On equal footing with academics
- Total training for all faculty and staff
- Commitment to social emotional learning framework
- Strong emphasis on helping students manage relationships: peers, parents, influencers and authorities, and inanimate forces (sports, hobbies, drugs, alcohol, etc.).

LEADING SELF
Self-aware
Growth-minded
Motivated
Resilient
Accountable

LEADING WITH OTHERS
Empathetic
Ethical
Culturally Inclusive
Collaborative
Communicative

LEAD FROM HERE

CHANGING YOUR WORLD
Visionary   Reflective
Strategic   Adaptive
Resourceful

OUR LEARNING SPIRAL CURRICULUM

Ashley Hall has developed a teaching philosophy to guide and shape its educational programs and practices which is called *The Learning Spiral*. Committed to serving the intellectual, emotional, physical, and spiritual needs of each student in every phase of her development and by honoring our mission to "produce an educated woman who is independent, ethically responsible, and prepared to meet the challenges of society with confidence," Ashley Hall has translated these philosophical principles into our curriculum, methods, and programs from our Early Education Center (co-ed 2 years-5 years) all the way through grades kindergarten to twelve. To learn more about *The Learning Spiral* educational philosophy of Ashley Hall, click here.

Mastery Transcript Consortium

JOURNEY TOWARDS MASTERY LEARNING

- Purpose & Vision
- Graduate Profile
- Learning Model
- Alignment
- Sustainability

4 Dimension Learning

Knowledge
"What we know and understand"

Interdisciplinarity
Traditional (i.e., Mathematics)
Modern (i.e., Entrepreneurship)
Themes (i.e., Global Literacy)

21st Century Education

Skills
"How we use what we know"

Creativity
Critical Thinking
Communication
Collaboration

Character
"How we behave and engage in the world"

Mindfulness
Curiosity
Courage
Resilience
Ethics
Leadership

Meta-Learning
"How we reflect and adapt"

Metacognition
Growth Mindset

© Center for Curriculum Redesign

CASEL - Collaborative for Academic,

Roger Weissberg,
Chief Knowledge Officer,
CASEL & Professor,
University of Illinois,
Chicago

SEL Approaches
- Explicit SEL Skills Instruction
- Integration with Academic Curriculum Areas
- Teacher Instructional Practices

SEL Skill Acquisition: Five Competence Areas

Improved Attitudes about Self, Others, and Schools

Positive Social Behavior

Fewer Conduct Problems

Less Emotional Distress

Academic Success

World Economic Forum

Exhibit 1: Students require 16 skills for the 21st century

21st-Century Skills

Foundational Literacies
How students apply core skills to everyday tasks

1. Literacy
2. Numeracy
3. Scientific literacy
4. ICT literacy
5. Financial literacy
6. Cultural and civic literacy

Competencies
How students approach complex challenges

7. Critical thinking/problem-solving
8. Creativity
9. Communication
10. Collaboration

Character Qualities
How students approach their changing environment

11. Curiosity
12. Initiative
13. Persistence/grit
14. Adaptability
15. Leadership
16. Social and cultural awareness

Lifelong Learning

Note: ICT stands for information and communications technology.

4   New Vision for Education

Source: *New Vision for Education*, 2015

What are the common denominators in these learning models?

1. Multidimensional
2. Character is present in ALL visions
3. Skills/Competencies VS. Knowledge
4. Preparation for Life/Work = Outcome

Barriers

- Culture: school culture and teacher culture
- "Toughen them up"
- Requires courage
- Requires commitment to the vision and research
- Requires articulation
- If you are too far in front, you look like the enemy
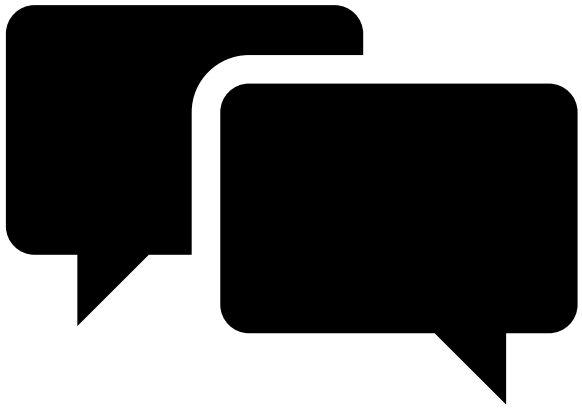
Tradition

(*n.*) Peer pressure from dead people.

What if we stopped leaning on our crutches?

- How do we discuss our expertise and get parent input?

- What if we changed time?

- What if we help students and parents define success for themselves?

- What if we changed how much we provide?

- What if we provided within a consortium?

Discussion