



## **BEST PRACTICES FORUM**

### ***Raising 21<sup>st</sup> Century Citizens: The Evolution in Teaching and Learning***

Abbreviated Version\*

*\*to view individual member school submissions, please go to*  
[www.parentscouncil.org](http://www.parentscouncil.org) under Resources (Best Practices Forum e-Binders)

*or*

<http://www.parentscouncil.org/resources/best-practices-forum/>

Hosted by:  
National Presbyterian School  
March 7, 2018

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*(due to document length of 100+ pages, this version is abbreviated\* without individual school submissions)*

*\*for the complete e-binder, please go to the Resources section at [www.parentscouncil.org](http://www.parentscouncil.org)*

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March 2018

Dear PCW Member School Community:

Thanks for your support of our March 7, 2018 Best Practices Forum ***Raising 21<sup>st</sup> Century Citizens: The Evolution in Teaching and Learning.***

At the forum, PCW member school faculty and administrators (representing lower, middle, and upper schools) shared their perspectives, methods, and findings in regard to best practices supporting 21<sup>st</sup> century learners. Panelist presentations are summarized in this e-binder, along with an abbreviated list of 'takeaways' for parents and educators from each panelist.

Following program panelist summaries in the e-binder is a compilation of member school submissions on the topic. Due to the impressive breadth and depth of this year's member submissions (20 schools in total), we have consolidated golden nuggets and valuable takeaways from member schools; thus, a subsequent section entitled *Resources Mentioned in Individual Member School Submissions*, broken down into specific categories of *Books, Articles, People, Documentaries, Programs & Resources*, and *Miscellaneous Mentions*.

The entire e-binder is available on the PCW website at [www.parentscouncil.org](http://www.parentscouncil.org).

A sincere thanks to our insightful panelists Dr. Mary Dickerson from McLean School, Mr. Ryan Woods from Alexandria Country Day School, and Ms. Corinne Fogg from Stone Ridge School of the Sacred Heart. Another special thanks to National Presbyterian School -- Mr. Malcolm Lester (Head of School), Margie Topf (Executive Assistant), Mary Marra (Associate Director of Development), and Bill McNett (Operations and AV Service Manager) for hosting, organizing, and helping with all of our presentation needs.

Please feel free to share the ideas and practices contained in the e-binder with all administrators, faculty, staff, and parents in your school community.

Sincerely,

Susan Newell and Malvika Paddock  
2018 Best Practices Forum Chairs  
Parents Council of Washington



## **BEST PRACTICES FORUM SUMMARY**

### ***Raising 21<sup>st</sup> Century Citizens: The Evolution in Teaching and Learning***

#### **WELCOME AND OPENING REMARKS**

PCW President Kathy Stallings opened the event, welcoming attendees and introducing our program host:

- ❖ **Malcolm Lester, Head of School, National Presbyterian School**

After a welcome and comments by Mr. Lester, PCW Board Members and Program Chairs Susan Newell and Malvika Paddock greeted guests, presented the topic, reviewed the agenda, and introduced the day's panelists:

- ❖ **Mary Dickerson, PhD, Head of Lower School, McLean School**
- ❖ **Ryan Woods, Head of Middle School, Alexandria Country Day School**
- ❖ **Corinne Fogg, Director of Curriculum, Stone Ridge School of the Sacred Heart**

*For Program Announcements/Flyers, please see **Appendix 1**.*

*For Panelist Biographies, please see **Appendix 2**.*

#### **PANELIST TAKEAWAYS FOR PARENTS AND EDUCATORS**

##### **MARY DICKERSON, HEAD OF LOWER SCHOOL, MCLEAN SCHOOL**

- Simple Takeaways
  - Importance of embracing the foundation of childhood and the whole child
  - Community building through connections
  - Program strategies to support learning
  - 21st century integrated technology in K-4 with a focus on a mindful use of technology
  - Importance of partnership with parents
- Tying It All Together
  - Importance of a partnership with parents "It Takes a Village!"
  - Empathy, diversity, sensitivity, building community
  - *The Importance of Being Little*, by Erika Christakis focusing on the value of "play" with insights into the world of imaginative play, allure of nature
  - *Mindset*, by Carol Dweck, growth mindset versus fixed mindset

- Promoting a healthy lifestyle with wellness, family time to “play”
- Closure

**RYAN WOODS, HEAD OF MIDDLE SCHOOL, ALEXANDRIA COUNTRY DAY SCHOOL**

➤ Grading and Assessment

- Encourage your child to engage in regular reflection that focuses on the process that created the product and looks beyond the grade to identify the skills mastered.
- Recognize and celebrate even the smallest signs of growth, change, and maturation that you see in your child.

➤ Communication Skills

- Push your child to engage in the difficult and emotional conversations that often present themselves during Middle School (concerns related to grades, playing time on a sports team, a conflict with a peer) while you coach from behind the scenes.

➤ Social and Emotional Learning

- Pay attention to social emotional growth as well as academic achievement to ensure that your child is exhibiting a growth mindset and a healthy self-concept.
- Help your child find “balance” by avoiding overload while still participating in a variety of activities.

**CORINNE FOGG, DIRECTOR OF CURRICULUM AND PROFESSIONAL DEVELOPMENT,  
STONE RIDGE SCHOOL OF THE SACRED HEART**

- How can we foster purpose over passion? Instead of asking your children what they want to be when they grow up; ask what they care about and what problem they seek to solve. How can we grow their sense of purpose?
- How do we cultivate intrinsic motivation? Share in activities that promote learning for learning’s sake. Practice failure.
- What should schools know about students, about learning, about the brain, about education? How should this knowledge inform practice and decision making?
- What values are we communicating through action, words, content, pedagogy, and mission?
- How does a school cultivate social intelligence, soft skills & emotional intelligence? How can I help?
- How can the partnership between parents and school optimally prepare students for a world yet imagined, technology yet undiscovered, and a landscape we cannot yet envision?

*For the Handout of Panelist Takeaways, please see Appendix 3.*

## PANELIST PRESENTATION SUMMARIES

### LOWER SCHOOL PRESENTATION

**Mary Dickerson, Head of Lower School, McLean School, Potomac, MD**

Dr. Dickerson discussed the educational theories that McLean School puts into practice in five key areas: embracing childhood, community building, teaching and practice strategies to support learning, integrating technology, and prioritizing partnerships with parents.

#### 1. Embracing Childhood (Theory vs Practice):

- Lower School learning provides life's foundation.
- Play, curiosity and wonder allow children to learn through discovery with teachers as their mentors and guides.
- McLean School follows the Reggio Emilia approach, where student-centered, experiential learning drives the teaching and learning environment.
- McLean also looks to the psychological development work of Lev Vygotsky and the power of social interactions and the need for social and emotional learning.

#### 2. Community Building:

- Mindfulness is incorporated through whole school training and daily implementation with *Mindful Minute*.
- *Responsive Classroom* focuses on an evidence-based approach to education focusing on the strong relationship between academic success and SEL (social-emotional learning).
- Students learn to keep their cool, become emotionally literate and embrace the need for respect for others.
- All classrooms K-4 implement the *Golden Hand Pledge* to use words and hands to help self and others.
- Faculty meetings are focused on building community through *FISH! For Schools* philosophy - helping to support morale and teamwork, fostering positive environments for engaged learning, practicing positive behavior, and encouraging leadership – and four tenets “play, be there, make their day, choose your attitude.”
- Weekly grade level meetings focus on strategies to meet the needs of children, both in terms of academics and social issues.
- Building community is also done in classrooms, among faculty and staff, and in the wider community through all school community service day and Cecily's Advocacy Workshop (annual community outreach).
- Recommended reading: *Unselfie: Why Empathetic Kids Succeed in Our All-About-Me World* by Michelle Borba.

#### 3. Teaching and Program Strategies to Support Learning:

- No homework for K-Grade 2. Family reading to children is encouraged.
- For Grades 3-4, homework focus is on executive functioning and sense of responsibility.
- Flexible classroom seating (self-identified) maximizes comfort for learning.

- Move from content-based to concept based, wanting children to illustrate their understanding of concepts.
- Encourage students to show evidence of their deeper understanding by putting *thinking* at the center of teaching and learning.
- A room dedicated to STEM (Science, Technology, Engineering and Math) encourages all students.
- K-Grade 4 use of Orton-Gillingham reading program - a language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible reading program as the basis for later learning.
- Focus on student abilities not disabilities - what *can* the student do is celebrated and encouraged.
- Student-centered, not teacher-centered.
- Moving from two-dimensional learning (factual knowledge and skills) to a three-dimensional model of learning, focusing on a deeper conceptual understanding supported by related facts and skills (“backwards design”).
- Professional development allows teachers to find their passion. For example, a trip to a learning conference before the Iditarod resulted in a Grade 2 project that involved making a sled and using technology to “participate” in the race (virtually riding the sled).
- Some key resources for parents and schools: *Making Thinking Visible* by Ron Ritchhart, *Concept-Based Curriculum and Instruction* by Lynn Erickson and Lois Lanning.

#### 4. Integrating Technology in the Classroom:

- Mindful use of technology - adaptive and collaborative technology to support learning differences and all learners (one-to-one iPad program; text to speech to support writing, reading and thinking; Google Docs; *Book Creator*; *Kidspiration*; *Explain Everything*; *Seesaw*, an app documenting learning benchmarks that allows teachers to post learning progress for student families, STEM utilizing coding and programming; media skills; and digital literacy skills, *Common Sense Media*).

#### 5. Prioritizing Partnerships with Parents:

- A partnership with parents helps encourage empathy, diversity, sensitivity and community building: “it takes a village.”
- Encouraging a healthy family lifestyle focused on wellness, to include family time for imaginative play and the allure of nature.
- Recommended reading for parents - *The Importance of Being Little* by Erika Christakis, focusing on the value of play, and *Mindset* by Carol Dweck, discussing the benefits of growth mindset versus fixed mindset.

## **MIDDLE SCHOOL PRESENTATION**

**Ryan Woods, Head of Middle School, Alexandria Country Day School, Alexandria, VA**

Mr. Woods encouraged middle schools to focus on students' current abilities and to give them the tools they need for ongoing development. In that context, he reviewed grading and assessment practices, communication skills building, and social and emotional learning.

### 1. Grading and Assessment Practices:

- Explore whether practices promote continuous growth – in academic skills/content and in learning habits.
- Seek to instill a growth mindset in students.
- Encourage self-reflection on process, rather than a reliance on grades.
- Guide self-awareness so that students explore who they are as learners.
- Encourage a passion for learning not a passion for grades.

To achieve these goals, ACDS assessments are based on a 10% formative and a 90% summative breakdown. Performance mastery is key and a prime focus.

- Each classroom has a learning traits rubric that looks at collaboration, effort, independent learning, participation, and content mastery.
- Students are asked to reflect on the process of learning and mastery of skills.
- Disaggregation of grades helps students assess whether they are at a basic or advanced mastery of material in individual areas.
- In order to redirect a grade-centric focus, parents are encouraged to ask:
  - What did you learn?
  - How did you get there?
  - What are your next steps?
- Growth and maturation are celebrated as accomplishments in and of themselves.

### 2. Communication Skills Building:

- The ability to respectfully and effectively convey powerful and sometimes emotional messages is a life skill for all students that must be practiced.
- All forms of communication – spoken, written, multimedia, artistic -- are highlighted, explored, and practiced through in-class work and interpersonal communication.
- Public speaking opportunities are provided, including peer-to-peer and students-to-parents presentations, and student-led conferences
- Multimedia awareness is emphasized so students can be nimble as technology and communication methods change.
- Parents should push their students to engage in difficult conversations in middle school when they face the inevitable challenges of the age: grades, playing time on a sports team, conflicts with peers, and more.

### 3. Social and Emotional Learning:

- Students need to know that their future success is not determined by academic accomplishment alone.



- Help students understand and appreciate themselves and build their capacity to cope with any challenge life may bring.
- Develop an appreciation for the challenges and rewards of relationships and community.
- Parents and schools need to help students understand and appreciate that core values, character education, digital citizenship, diversity and inclusion, current events, community issues, and health and wellness are all important.
- ACDS provides opportunities to embrace these through:
  - Morning meeting (LS) and Circle of Power/Respect (MS) for 25 min/day
  - Overnight trips to build community within grades
  - Leadership programs.
  - Service Learning initiatives
- Finding balance and creating a growth mindset is critical in the face of an unknown future.

## UPPER SCHOOL PRESENTATION

Corinne Fogg, Director of Curriculum & Professional Development, Stone Ridge, Bethesda, MD

We are already 18 years into the 21<sup>st</sup> century. Best practice learning . . . is personal, applicable to the life lived, and transferable. Best practice classrooms . . . “honor the individual in a range of ways . . . learning has to happen *in* student, not *to* them . . .” (Tomlinson) Best practice tasks . . . are appropriately challenging, fostering greater satisfaction as students “engage fully in work that is meaningful and interesting to them.” (Berger)

### The Stone Ridge Mission:

Stone Ridge School of the Sacred Heart inspires young women to **lead** and **serve**, through lives of **purpose** that integrate **faith, intellect, community, social action, and personal growth** in an atmosphere of wise freedom.

#### 1. Understanding “the Girl” (student):

- Based on the pioneering spirit of Sacred Heart education – connecting to something greater.
- Learning needs to be dynamic, think purpose vs. passion
- Intrinsic motivation is essential and helps students keep going when things are tough or when they fail.
- Self-actualization is critical.
- Provide students with “grade-free” time and opportunities where they can self-generate ideas and explore without the pressure of grades.
- Students must learn how to thrive not just survive.
- Promote bravery in students, which requires listening to them and learning what they need from us.
- Much of the discussion for teenagers centers around what is expected of them and the external pressures that are placed on them to be the “best.”
- Recommended reading:
  - *How Girls Thrive* by Joanne Deak
  - *Untangled: Guiding Teenage Girls Through the Seven Transitions into Adulthood* by Lisa Damour
  - *How to Raise an Adult* by Julie Lythcott-Haims
  - *Enough as She Is* by Rachel Simmons

#### 2. Depth versus Breadth:

- Curriculum review process – curriculum development is an ongoing process.
- Understanding by Design – six facets of understanding
- Inter/Intra-Disciplinary Lessons of Study –
  - Stone Ridge partnered with Glenn Whitman at St. Andrew’s to work on engagement and growth, which led to kinetic engagement and more interdisciplinary lessons of study. For example, a physics teacher and a PE teacher joined together to teach the physics of sports to their colleagues.
  - A STEAM project on Milton’s *Paradise Lost* promoted extracurricular engagement via cross-disciplinary thinking; encouraging abstract reasoning;

using creativity to solve complex problems; appealing to different learning styles; and allowing collaboration with peers and teachers.

- Block Schedule – Personalized Learning - Engage students by asking what they need.
  - Recently Stone Ridge brought alumnae and students together to give feedback to teachers and administrators. It was an open and frank discussion about their experience.
  - Use creative tools, such as Lucinda Levine’s Creative Visuals to document ways to Make Teaching Visible.

### 3. Professional Development:

- Allow for Faculty Choice - authentic assessment and research-informed educators
- Student -centered

## **QUESTION AND ANSWER SESSION**

### **Is there a way to balance the use of technology-for-fun (in this instance, gaming) with school work in the afternoon hours?**

*Mr. Woods* - Sometimes we demonize technology. Gaming in moderation has benefits and can be collaborative, but it must be in moderation. Engage your child in a discussion about how he/she will create the necessary balance. Ask your child what he/she sees as the benefit of gaming, and why it is important. Then explain your point of view. Work together with patience.

### **In regard to extracurricular activity, how can we encourage our kids to do what they want to do and not just follow what their peers decide to do or not do?**

*Ms. Fogg* - Kids are expected to specialize at an early age, yet youth should be a time of trying many different activities. As children grow, parents often make activities or subjects optional, like sports or the arts, and that gives children a sense of parent priorities -- what we see as important. Parents should explore with their child what they enjoy or are drawn to, and should encourage choices independent of peers.

*Dr. Dickerson* - Encourage your child to stick with an activity, like music, until they reach 16. If they choose not to, ask them to consider what they will miss if the activity is given up.

*Mr. Woods* - Give your child a choice with limits, but be aware that middle school is a time when students want to do what their friends are doing.

### **Are insights from Project Zero used in the Classroom?**

*Dr. Dickerson* - At McLean, "Making Thinking Visible" is used in classrooms and throughout the school. Many of the teachers and staff have gone to summer conferences hosted by WIS.

*Ms. Fogg* - We try to implement pieces of various programs. One thing we ask, for example, is 'how do you measure resilience?'. Project Zero gives parameters for bringing teaching into visible development.

### **How are schools grappling with pressures of increased rigor necessary for college admittance?**

*Ms. Fogg* - I tell my advisees that they are great and that they are not just their grade. They remind me that they still have to get into college. The push from colleges is real. There is always talk of moving away from AP courses but very few are willing to be the first. There is a movement for mastery transcripts that would more fully reflect the student than a regular transcript, but that is at odds with the fact that 18 seconds is the average time an admissions officer spends on a transcript. We have to teach our children that the "best school" may not be the best for you.

Google looked at what made for a successful hire and STEM skills came in last. Instead, the top seven attributes for success at Google were: being a good coach, communicating and listening well, possessing insights into others (including different values and points of view), having empathy toward and being supportive of colleagues, being a good critical thinker and problem

solver, and being able to make connections across complex ideas (for The Washington Post article by Valerie Strauss on December 20, 2017, *The Surprising Thing Google Learned about its Employees and What it Means for Today's Students*, see **Appendix 4**).

**How can parents cultivate creativity at home?**

*Dr. Dickerson* - Make different experiences available to children -- go to museums and other cultural events in the area. Give children ready access to creative items at home and give them time to explore and discover.

*Mr. Woods* - Unscheduled time with no devices is key. Make sure that you model the behavior and that you explore and play.

*Ms. Fogg* - Our children watch their parents and other adults closely. Creating space for creativity in your own life will help them create it in their lives. Set aside unstructured time for you and your children to explore and play.

**Do you have suggested strategies for building self-confidence and/or a process for helping children grow?**

*Mr. Woods* - Kids cannot be experts at everything and we need to show them they do not have to be. Start the conversation at home with what they are good at and give them perspective in areas where they may not be as proficient. Do not focus on grades or specific accomplishments; rather, focus on what the child learned, what their process was, and what they will do next.

*Dr. Dickerson* - Celebrate what your child does do and their small successes. Send them a note with specific small successes highlighted. Show your children you value what they are good at and what they achieve.

*Ms. Fogg* - As role models, parents show children what they find to be important and validate those things. Parents and teachers need to show children that they are learners as well. Stay away from focusing on strengths and weaknesses and instead work on the process.

**2018**

**Best Practices Forum**

**Member School Submissions**

*For the Questionnaire sent to PCW Member Schools, please see **Appendix 5**.*

Bullis School

Congressional School

Flint Hill School

Foxcroft School

Georgetown Day School

Holton-Arms School

Maret School

McLean School

National Presbyterian School

Norwood School

Oneness-Family School

Potomac School

Sheridan School

Sidwell Friends School

St. Albans School

St. Andrew's Episcopal School

St. Stephens & St. Agnes School

Stone Ridge School of the Sacred Heart

The Siena School

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The Evolution in Teaching and Learning***

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*Summary of*

***Resources Mentioned in Individual Member School Submissions***

## **BOOKS**

***Abundance: The Future Is Better Than You Think (2014)***

by Peter H. Diamandis and Steven Kotler

***An Ethic of Excellence: Building A Culture of Craftsmanship with Students (2003)***

by Ron Berger

***A Whole New Mind (2005)***

by Daniel H. Pink

***Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools (2015)***

by Ron Ritchhart

***Creating Innovators: The Making of Young People Who Will Change the World (2012)***

by Tony Wagner

***D!Lab Guide to Imagination and Design Thinking (2018)***

by Charles C. James

***Drive: The Surprising Truth About What Motivates Us (2009)***

by Daniel H. Pink

***Enough As She Is: How to Help Girls Move Beyond Impossible Standards of Success to Live Healthy, Happy, and Fulfilling Lives (2018)***

by Rachel Simmons

***Grit: The Power and Passion of Perseverance (2016)***

by Angela Duckworth

***How Girls Thrive: An Essential Guide for Educators (and Parents) (1998)***

by Joanne Deak

***How to Raise an Adult: Break Free of the Overparenting Trap and Prepare Your Kids for Success (2015)***

by Julie Lythcott-Haims

***Leaders of Their Own Learning: Transforming Schools Through Student-Engaged Assessment (2014)***

by Ron Berger, Leah Rugen and Libby Woodfin

***Learning That Lasts: Challenging, Engaging, and Empowering Students with Deeper Instruction (2016)***

by Ron Berger, Libby Woodfin, and Anne Vilen

***Learning Transformed: 8 Keys to Designing Tomorrow's Schools, Today (2017)***

by Eric C. Sheninger and Thomas C. Murray



***Make it Stick: The Science of Successful Learning (2014)***  
by Peter C. Brown, Henry L. Roediger III and Mark A. McDaniel

***Making Thinking Visible: How to Promote Engagement, Understanding  
and Independence for All (2011)***

by Ron Ritchhart, Mark Church, and Karin Morrison

***Mindset: The New Psychology of Success (2006)***

by Carol S. Dweck

***Most Likely to Succeed: Preparing Our Kids for the Innovation Era (2015)***

by Tony Wagner and Ted Dintersmith

***Neuroteach: Brain Science and the Future of Education (2016)***

by Glenn Whitman and Ian Kelleher

***Overloaded and Underprepared: Strategies for Stronger Schools and Healthy, Successful Kids  
(2013)***

by Denise Pope, Maureen Brown and Sarah Miles

***Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom  
Instruction (2015)***

by John Larmer, John Mergendoller and Suzie Boss

***Thank You for Being Late: An Optimist's Guide to Thriving in the  
Age of Accelerations (2016)***

by Thomas L. Friedman

***The Better Angels of Our Nature: Why Violence Has Declined (2011)***

by Steven Pinker

***The Differentiated School: Making Revolutionary Changes in Teaching Theory (2008)***

by Carol Ann Tomlinson, Kay Brimijoin and Lane Narvaez

***The Education of Catholic Girls (1911)***

by Janet Stuart, RSCJ

***The Gift of Failure: How the Best Parents Learn to Let Go So their  
Children Can Succeed (2015)***

by Jessica Lahey

***The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills  
Our Children Need -- and What We Can Do About It (2008)***

by Tony Wagner

***The Importance of Being Little: What Preschoolers  
Really Need From Grownups (2016)***

by Erika Christakis

***The Innovator's Mindset: Empower Learning, Unleash Talent,  
and Lead a Culture of Creativity (2015)***

by George Couros

***The Power of Moments: Why Certain Experiences Have Extraordinary Impact (2017)***

by Chip Heath and Dan Heath

***The Tao of Montessori: Reflections on Compassionate Teaching (2007)***

by Catherine McTamaney

***The Upside of Stress: Why Stress Is Good for You and How to Get Good at It (2015)***

by Kelly McGonigal

***The Yes Brain: How to Cultivate Courage, Curiosity, and Resilience  
in Your Child (2018)***

by Daniel J. Siegel and Tina Payne Bryson

***Transitioning to Concept-Based Curriculum and Instruction: How to Bring  
Content and Process Together (2014)***

by H. Lynn Erickson and Lois A. Lanning

***Trivium 21c: Preparing Young People for the Future with  
Lessons from the Past (2013)***

by Martin Robinson

***Understanding by Design (2005)***

by Grant Wiggins and Jay McTighe

***Ungifted: Intelligence Redefined –The Truth About Talent, Practice, Creativity,  
and the Many Paths to Greatness (2013)***

by Scott Barry Kaufmann

***Unselfie: Why Empathetic Kids Succeed in Our All-About-Me World (2016)***

by Michele Borba

***Untangled: Guiding Teenage Girls Through the Seven Transitions  
into Adulthood (2016)***

by Lisa Damour

***Where You Go Is Not Who You'll Be: An Antidote to the  
College Admissions Mania (2015)***

by Frank Bruni

***Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do (2010)***

by Claude M. Steele

## **ARTICLES**

### ***The Surprising Thing Google Learned about its Employees and What it Means for Today's Students***

by Valerie Strauss, December 20, 2017

[www.washingtonpost.com](http://www.washingtonpost.com)

### ***Think Differently and Deeply***

online articles via CCTL

[www.thectl.org/think-differently-deeply/](http://www.thectl.org/think-differently-deeply/)

### ***The Bridge***

newsletter via CCTL

[www.thectl.org/thebridge/](http://www.thectl.org/thebridge/)

## **PEOPLE**

- Atwell, Nancie (educator)
- Berger, Ron (expeditionary learning)([www.eleducation.org](http://www.eleducation.org))
- Boaler, Jo (mathematical mindsets)([www.learn.stanford.edu](http://www.learn.stanford.edu))
- Bryant, Jennifer (health and guidance)
- Chaltain, Sam ([www.samchaltain.com](http://www.samchaltain.com))
- Chard, Sylvia (project based learning)
- Clapp, Edward (Project Zero)([www.gse.harvard.edu/faculty/edward-clapp](http://www.gse.harvard.edu/faculty/edward-clapp))
- Cort, Jen (diversity, equity, inclusion, student leadership)([www.jecort.com](http://www.jecort.com))
- Couros, George (innovative teaching)([www.georgecouros.ca/blog](http://www.georgecouros.ca/blog))
- Damour, Lisa (insights into girls)([www.drlisadamour.com](http://www.drlisadamour.com))
- Eisler, Riane (cultural transformation)([www.rianeeisler.com](http://www.rianeeisler.com))
- Hattie, John (visible learning)([www.visible-learning.org](http://www.visible-learning.org))
- Heitner, Devorah (digital media and technology)([www.raisingdigitalnatives.com](http://www.raisingdigitalnatives.com))
- Kahan, Seth (change and innovation)([www.visionaryleadership.com](http://www.visionaryleadership.com))
- Katz, Lillian (project based learning)
- Kriebel, Michelle (identity and decision making)

- Lee, Rosetta (diversity, cross-cultural communication)
- Levine, Lucinda (creative visuals)([www.inkquiryvisuals.com](http://www.inkquiryvisuals.com))
- Markham, Thomas (project based learning)([www.pblglobal.com](http://www.pblglobal.com))
- Pope, Denise (student engagement, curriculum studies)([www.challengesuccess.org](http://www.challengesuccess.org))
- Reese, Jim (DC-Project Zero) ([www.pdcollaborative.org](http://www.pdcollaborative.org))
- Reimers, Fernando (globalization/citizenship)([www.fernando-reimers.gse.harvard.edu](http://www.fernando-reimers.gse.harvard.edu))
- Robinson, Martin (trivium)([www.martinrobinson.net](http://www.martinrobinson.net))
- Seldin, Tim (Montessori educator)([www.montessori.org](http://www.montessori.org))
- Simmons, Rachel (adolescent girls)([www.rachelsimmons.com](http://www.rachelsimmons.com))
- Steiner-Adair, Catherine (healthy education/parenting)([www.catherinesteineradair.com](http://www.catherinesteineradair.com))
- Tomlinson, Carol Ann (differentiated instruction)([www.caroltomlinson.com](http://www.caroltomlinson.com))
- Ward, Sarah (cognitive connections)([www.efpractice.com](http://www.efpractice.com))
- Vygotsky, Lev (social interaction)(e.g. [www.simplypsychology.org](http://www.simplypsychology.org))
- Whitman, Glenn (author/educator)([www.thectl.org/aboutus/leadershipfaculty](http://www.thectl.org/aboutus/leadershipfaculty))

### **DOCUMENTARIES**

*Most Likely to Succeed: Preparing Our Kids for the Innovation Era (2015)*

*Screenagers: Growing Up in the Digital Age (2015)*

### **PROGRAMS & RESOURCES**

- ❖ Book Creator (creating ebooks)([www.bookcreator.com](http://www.bookcreator.com))
- ❖ CASEL framework (evidence-based SEL)([www.casel.org](http://www.casel.org))
- ❖ Cecily's Advocacy Workshop ([www.mcleanschool.org](http://www.mcleanschool.org))
- ❖ Center for Transformative Teaching and Learning (CTTL)([www.thectl.org](http://www.thectl.org))

- ❖ Challenge Success (Stanford)(balanced living)([www.challengesuccess.org](http://www.challengesuccess.org))
- ❖ Circle of Power and Respect (building community)([www.originsonline.org](http://www.originsonline.org))
- ❖ Cognitive Connections (executive functioning skills)([www.efpractice.com](http://www.efpractice.com))
- ❖ Common Sense Media (media/technology use)([www.commonensemedia.org](http://www.commonensemedia.org))
- ❖ Community Education Series at McLean ([www.mcleanschool.org](http://www.mcleanschool.org))
- ❖ Computer Science program ([www.code.org](http://www.code.org))
- ❖ Creative Curriculum ([www.teachingstrategies.com](http://www.teachingstrategies.com))
- ❖ Creative Visuals ([www.inkquiryvisuals.com](http://www.inkquiryvisuals.com))
- ❖ Design Thinking (e.g. [www.creativityatwork.com](http://www.creativityatwork.com))
- ❖ Developmental Designs ([www.originsonline.org](http://www.originsonline.org))
- ❖ Differentiated Instruction (e.g. [www.ascd.org](http://www.ascd.org))
- ❖ Digital Citizenship Program ([www.commonense.org](http://www.commonense.org))
- ❖ Edpuzzle (video visualization)([www.edpubzzle.com](http://www.edpubzzle.com))
- ❖ Edutopia (K-12 education)([www.edutopia.org](http://www.edutopia.org))
- ❖ Explain Everything (interactive whiteboard platform)([www.explaineverything.com](http://www.explaineverything.com))
- ❖ FISH! For Schools (school culture)([www.fishphilosophy.com](http://www.fishphilosophy.com))
- ❖ Flipgrid (flipped classroom approach to video)([www.flipgrid.com](http://www.flipgrid.com))
- ❖ Google Classroom/Coding/Digital Citizenship/Docs (learning)
- ❖ Greater Good Science Center (UC Berkeley)([www.greatergood.berkeley.edu](http://www.greatergood.berkeley.edu))
- ❖ Growth Mindset ([www.mindsetworks.com](http://www.mindsetworks.com))
- ❖ Haiku Learning Systems (learning management system)([www.powerschoolcom](http://www.powerschoolcom))
- ❖ Harvard Graduate School of Education ([www.gse.harvard.edu](http://www.gse.harvard.edu))
- ❖ Independent Curriculum Group ([www.independentcurriculum.org](http://www.independentcurriculum.org))
- ❖ Institute for SEL ([www.instituteforsel.net](http://www.instituteforsel.net))
- ❖ Johns Hopkins Science of Learning Institute ([www.scienceoflearning.jhu.edu](http://www.scienceoflearning.jhu.edu))

- ❖ Kidspiration (cross-curricular visual workspace)([www.inspiration.com/kidspiration](http://www.inspiration.com/kidspiration))
- ❖ Making Caring Common Project ([www.mcc.gse.harvard.edu](http://www.mcc.gse.harvard.edu))
- ❖ Making Thinking Visible (Harvard/Project Zero)([www.pz.harvard.edu](http://www.pz.harvard.edu))
- ❖ Malone Schools Online Network (MSON)([www.maloneschoolsonline.org](http://www.maloneschoolsonline.org))
- ❖ Mastery Transcript Consortium ([www.mastery.org](http://www.mastery.org))
- ❖ Mathematical Mindsets (Stanford)([www.learn.stanford.edu](http://www.learn.stanford.edu))
- ❖ Mindful Schools ([www.mindfulschools.org](http://www.mindfulschools.org))
- ❖ Mindset Scholars (interdisciplinary research)([www.mindsetscholarsnetwork.org](http://www.mindsetscholarsnetwork.org))
- ❖ Mindshift (learning practices)([www.kqed.org/mindshift](http://www.kqed.org/mindshift))
- ❖ Morning Meetings ([www.responsiveclassroom.com](http://www.responsiveclassroom.com))
- ❖ Newsela (instructional content platform)([www.newsela.com](http://www.newsela.com))
- ❖ Noodletools (student research platform)([www.noodletools.com](http://www.noodletools.com))
- ❖ NPS Diversity Institute (NPS conference July 10-13, 2018, featuring Rosetta Lee)
- ❖ NuVu (innovation school)([cambridge.nuvustudio.com](http://cambridge.nuvustudio.com))
- ❖ One Schoolhouse (online courses)([www.oneschoolhouse.org](http://www.oneschoolhouse.org))
- ❖ Orton-Gillingham (reading program)([www.orton-gillingham.com](http://www.orton-gillingham.com))
- ❖ Partnership for 21st Century Learning ([www.p21.org](http://www.p21.org))
- ❖ Peardeck (add on for google slides)([www.peardeck.com](http://www.peardeck.com))
- ❖ Project Approach (project-based learning)([www.projectapproach.org](http://www.projectapproach.org))
- ❖ Project Zero (Harvard)([www.pz.harvard.edu](http://www.pz.harvard.edu))
- ❖ Reading and Writing Project (Columbia)([www.readingandwritingproject.org](http://www.readingandwritingproject.org))
- ❖ Reggio Emilia Approach (preschool/primary)([www.regioalliance.org](http://www.regioalliance.org))
- ❖ Responsive Classroom (teaching w/ SEL)([www.responsiveclassroom.org](http://www.responsiveclassroom.org))
- ❖ ScratchEd (creative programming language)([www.scratched.gse.harvard.edu](http://www.scratched.gse.harvard.edu))

- ❖ Seesaw (student driven digital portfolios)(web.seesaw.me)
- ❖ Singapore Math (mathematics program)(www.singaporemath.com)
- ❖ Smithsonian Science Education Center (science curriculum)(www.ssec.si.edu)
- ❖ Sutori (visual stories)(www.sutori.com)
- ❖ The Center for Transformative Teaching and Learning (CTTL)(www.thecttl.org)
- ❖ The Project Approach (project based learning)(www.projectapproach.org)
- ❖ The Stixrud Group (neuropsychology practice)(www.stixrud.com)
- ❖ Typing (learning touch typing online)(www.typingclub.com)
- ❖ Understanding by Design (framework)(www.ascd.org)

**MISCELLANEOUS MENTIONS**  
(some of the HOWs)

Advisory Program	Digital Citizenship Initiatives
Aquatic Science Lab	Diversity/Inclusion/Equity
Assessment Practices	Entrepreneurship Initiatives
Block Schedules	ePortfolios
Bring-Your-Own-Device Programs	Executive Functioning Programs
Capstone Courses/Projects	Experiential Learning
Character Development Initiatives	Financial Sustainability
Circle Time (self-discovery)	Flexible Curriculum
Class Projects	Flexible Seating Initiatives
Classroom Furniture Changes	Foreign Language Initiatives
Club and Team Activities	Golden Hand Pledge
Collaboration Circles (Schools/Faculty/Admin)	Guest Speakers
Communication Means/Methods	Habits of Mind Programs
Community Building	Health and Wellness Programs
Connection to Something Greater	Holistic Learning
Curriculum Reviews	Homework/Exam Evaluations
Digital Awareness Project	Independent Study/Learners

Integrating Technology	Professional Development (Faculty Choice)
Interdisciplinary Learning	Professional Learning Communities
Internships	Project Based Learning
Junior Journeys	Recorded Exams
Leadership Academy	Redirecting Grade-Centric Focus
Learning Areas/Spaces	Robotics Programs
Learning Collaborations	School-Wide Community Service Days
Learning Expectations	Self-Reflection and Self-Awareness
Lifelong Learning	Seminars
Makerspaces	Senior Thesis
Mentor Programs	Service Learning
Mindful Minute	Signature Programs
Minimesters	Skills Programs
Monthly Town Hall Meetings	Socratic Seminar
Movie Screenings	Solving Real-World Problems
Multimedia Awareness	Speakers/Specialists
Multiple Modality Instruction	Spiritual Growth
One-to-One iPad or Chrome Book Programs	STEM/STEAM/STREAM Programs
Online Learning	Student-Centered Initiatives
Oral History Project	Student-Generation/Exploration
Out-of-the-Box Days	Student Support/Counseling
Partnerships with Parents	Studios/Theater
Partnerships with Thought Leaders	Study Trips
Personal Reflection	Thematic Units
Personalized Learning	Trimesters
Play (all different forms)	Unique Student Potential™
Policy Institutes	United Nation Day
Portrait of a Graduate	Values/Virtues of the Month
Pragmatics	Wintermission
Presentations (stud/stud, student/adult, student-led)	World Culture Day
PRIDE/GOLDEN programs (character programs)	Young Alumni Day
Procedural Understanding of Concepts	



(some of the WHATs)

*-Noted Themes and Focus Areas-*

Architecture	Global Citizenship
Arts (Performing/Visual)	Graphic Design
Character Building	Growth Mindset
Coding	Habits of Mind
Computer Science	Health & Well-Being
Construction/Building	Homelessness
Current Events	Life Skills
Cybersecurity	Literature
Democracy & Human Rights	Makers Curriculum
Design Thinking	Mindfulness/Yoga
Digital/Social Media	Poverty
Elderly Issues	Quantitative Literacy
Engineering	Reading/Writing Skills
Environmental Issues	Robotics
Entrepreneurship/Innovation	Science
Executive Functioning	Social/Emotional Learning
Financial Literacy	Technology
Food Science	Visualization
Foreign Languages	

**2018**

**Best Practices Forum**

***Raising 21<sup>st</sup> Century Citizens:  
The Evolution in Teaching and Learning***

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**Appendices**

- 1. Program Announcements/Flyers**
- 2. Panelist Biographies**
- 3. Handout of Panelist Takeaways**
- 4. Google Article Referenced in  
Question & Answer Session**
- 5. Questionnaire Sent to  
PCW Member Schools**

## Appendix 1

### Program Announcements/Flyers

# Parents Council

O F W A S H I N G T O N  
CONNECTING SCHOOLS • SHARING IDEAS • ENGAGING PARENTS

Parents Council of Washington presents the

## 2018 BEST PRACTICES FORUM

*Raising 21st Century Citizens:  
The Evolution in Teaching and Learning*



**Wednesday, March 7, 2018**

National Presbyterian School  
4121 Nebraska Avenue, NW  
Washington, DC 20016

8:30am to 9:00am – Light Breakfast  
9:00am to 11:00am – Program

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### **Come find out how our schools:**

- Define their own vision for 21st century learning
- Emphasize continuous individual growth and development
- Incorporate and implement promising strategies on a daily basis
- Recommend practices, programs, books, or speakers

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Join us for a panel of enlightening presentations by:

**Mary Dickerson**, Head of Lower School, McLean School

**Ryan Woods**, Head of Middle School, Alexandria Country Day School

**Corinne Fogg**, Director of Curriculum and Professional Development,  
Stone Ridge School of the Sacred Heart

This program is open to all PCW member school parents, administrators, faculty and staff.  
Learn more and RSVP at [www.parentscouncil.org](http://www.parentscouncil.org).

# Parents Council

O F W A S H I N G T O N

CONNECTING SCHOOLS • SHARING IDEAS • ENGAGING PARENTS

## Parents:

Are you curious about how our area independent schools define their vision for 21st century learning and implement strategies for continued student growth and development in the classroom and beyond?

*To find out please join us at our annual*

## 2018 BEST PRACTICES FORUM

*Raising 21st Century Citizens:  
The Evolution in Teaching and Learning*

**Wednesday, March 7, 2018**

National Presbyterian School (Stone Hall)  
4121 Nebraska Avenue, NW Washington, DC 20016  
(cars should enter via Van Ness Street entrance)

8:30am to 9:00am – Light Breakfast  
9:00am to 11:00am – Program

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Come join us for enlightening panel presentations  
by selected PCW lower, middle and upper school.

Learn more and RSVP at [www.parentscouncil.org](http://www.parentscouncil.org).

**Appendix 2**  
**Panelist Biographies**

**MARY DICKERSON, PhD**  
***Head of Lower School***  
***McLean School, Potomac MD***

Dr. Dickerson has more than two decades of leadership experience in public and independent schools, including K-6 Principal in a large regional district public school in Massachusetts, Lower School and Middle School Division Head, and Head of School PK-12. Prior to entering school leadership, she taught general and instrumental music to students at the preschool, primary and secondary levels. Dr. Dickerson is a sectional violinist in the Trinity Chamber Orchestra in Maryland.

Dr. Dickerson is deeply committed to providing a "student-centered learning environment, which encourages independence and self-advocacy." She is passionate about meeting the needs of all learners, and is deeply committed to leadership and support of teachers.

Dr. Dickerson holds a PhD in Educational Leadership from Boston College, a Master's Degree in Educational Leadership from Harvard University, a Master's Degree in Education from Lesley University, and a Bachelor's Degree in Music Education and an Applied Minor in Violin from the University of Kansas. In addition, she teaches graduate and doctoral level classes for aspiring school leaders, most recently *Advanced Early Childhood Education, Action Research, and Values, Ethics, and Professionalism*. Currently, she is doing research on how playing a stringed instrument is good for all learners in developing executive functioning skills, self-esteem, and academic success in other areas.

**RYAN WOODS**  
***Head of Middle School***  
***Alexandria Country Day School, Alexandria VA***

Mr. Woods earned his undergraduate degree from Eastern University and his Master's Degree in Organizational Communication from Queens University of Charlotte, NC. He has spent his entire professional career working in independent schools and is in his fifth year as the Head of the Middle School at Alexandria Country Day School.

Mr. Woods has worked at Georgetown Day School, St. Paul's School, Providence Day School, and most recently was the Middle School Dean of Students at St. Stephen's & St. Agnes School. Throughout his career he has coached soccer, basketball and baseball at the Middle and Upper School levels. Before becoming a full time school administrator, Mr. Woods taught life science.

Mr. Woods has been honored with the Distinguished Young Alumnus Award from St. Paul's School, The W. W. Smith Charitable Trust Scholarship, and the Donald A. Walker Athletic Fund.

**CORINNE FOGG**

***Director of Curriculum & Professional Development  
Stone Ridge School of the Sacred Heart, Bethesda MD***

Ms. Fogg has served as the Director of Curriculum and Professional Development at Stone Ridge School of the Sacred Heart for the past three years. Prior to this, she worked at Woodside Priory School where she taught in the Upper School, coached softball, served on both the Diversity and Parent Communication Committees, and wrote UC approved curriculum for the English and History Departments.

From 2012-2015, she served as Academic Dean and Site Director for the Johns Hopkins University Center for Talented Youth summer program. Previous to her time at Priory, Ms. Fogg taught at the Fay School and Hudson High School. She has also served as Upper Level Question Writer for the SSAT. Ms. Fogg has presented at a range of national conferences on teaching, and she is currently partnering with Rachel Simmons to write an educator's guide to Simmons' most recent text *Enough As She Is*. Ms. Fogg holds a Bachelor's Degree and a Master's Degree in Education from Boston College.

**Appendix 3**

**Handout of Panelist Takeaways**



***Raising 21<sup>st</sup> Century Citizens: The Evolution in Teaching and Learning***

**PCW 2018 BEST PRACTICES FORUM • PANELIST TAKEAWAYS FOR PARENTS**

➤ **MARY DICKERSON, HEAD OF LOWER SCHOOL, MCLEAN SCHOOL**

Simple Takeaways

- Importance of embracing the foundation of childhood and the whole child
- Community building through connections
- Program strategies to support learning
- 21st century integrated technology in K-4 with a focus on a mindful use of technology
- Importance of partnership with parents

Tying It All Together

- Importance of a partnership with parents “It Takes a Village!”
- Empathy, diversity, sensitivity, building community
- *The Importance of Being Little*, by Ericka Christakis focusing on the value of “play” with insights into the world of imaginative play, allure of nature
- *Mindset*, by Carol Dweck, growth mindset versus fixed mindset
- Promoting a healthy lifestyle with wellness, family time to “play”
- Closure

Notes:

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➤ **RYAN WOODS, HEAD OF MIDDLE SCHOOL, ALEXANDRIA COUNTRY DAY SCHOOL**

Grading and Assessment

- Encourage your child to engage in regular reflection that focuses on the process that created the product and looks beyond the grade to identify the skills mastered.
- Recognize and celebrate even the smallest signs of growth, change, and maturation that you see in your child.

Communication Skills

- Push your child to engage in the difficult and emotional conversations that often present themselves during Middle School (concerns related to grades, playing time on a sports team, a conflict with a peer) while you coach from behind the scenes.

Social and Emotional Learning

- Pay attention to social emotional growth as well as academic achievement to ensure that your child is exhibiting a growth mindset and a healthy self-concept.
- Help your child find “balance” by avoiding overload while still participating in a variety of activities.

Notes:

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➤ **CORINNE FOGG, DIRECTOR OF CURRICULUM & PROFESSIONAL DEVELOPMENT, STONE RIDGE**

Takeaways

- How can we foster purpose over passion? Instead of asking your children what they want to be when they grow up; ask what they care about and what problem they seek to solve. How can we grow their sense of purpose?
- How do we cultivate intrinsic motivation? Share in activities that promote learning for learning’s sake. Practice failure.
- What should schools know about students, about learning, about the brain, about education? How should this knowledge inform practice and decision making?
- What values are we communicating through action, words, content, pedagogy, and mission?
- How does a school cultivate social intelligence, soft skills & emotional intelligence? How can I help?
- How can the partnership between parents and school optimally prepare students for a world yet imagined, technology yet undiscovered, and a landscape we cannot yet envision?

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## Appendix 4

### Google Article Referenced in Question & Answer Session

#### **The surprising thing Google learned about its employees — and what it means for today’s students** - by Valerie Strauss, The Washington Post, December 20, 2017

The conventional wisdom about 21st century skills holds that students need to master the STEM subjects — science, technology, engineering and math — and learn to code as well because that’s where the jobs are. It turns out that is a gross simplification of what students need to know and be able to do, and some proof for that comes from a surprising source: Google.

This post explains what Google learned about its employees, and what that means for students across the country. It was written by Cathy N. Davidson, founding director of the Futures Initiative and a professor in the doctoral program in English at the Graduate Center, CUNY, and author of the new book, “The New Education: How to Revolutionize the University to Prepare Students for a World in Flux.” She also serves on the Mozilla Foundation board of directors, and was appointed by President Barack Obama to the National Council on the Humanities.

*By Cathy N. Davidson*

All across America, students are anxiously finishing their “What I Want To Be ...” college application essays, advised to focus on STEM (Science, Technology, Engineering, and Mathematics) by pundits and parents who insist that’s the only way to become workforce ready. But two recent studies of workplace success contradict the conventional wisdom about “hard skills.” Surprisingly, this research comes from the company most identified with the STEM-only approach: Google.

Sergey Brin and Larry Page, both brilliant computer scientists, founded their company on the conviction that only technologists can understand technology. Google originally set its hiring algorithms to sort for computer science students with top grades from elite science universities.

In 2013, Google decided to test its hiring hypothesis by crunching every bit and byte of hiring, firing, and promotion data accumulated since the company’s incorporation in 1998. Project Oxygen shocked everyone by concluding that, among the eight most important qualities of Google’s top employees, STEM expertise comes in dead last. The seven top characteristics of success at Google are all soft skills: being a good coach; communicating and listening well; possessing insights into others (including others different values and points of view); having empathy toward and being supportive of one’s colleagues; being a good critical thinker and problem solver; and being able to make connections across complex ideas.

Those traits sound more like what one gains as an English or theater major than as a programmer. Could it be that top Google employees were succeeding *despite* their technical training, not because of it? After bringing in anthropologists and ethnographers to dive even deeper into the data, the company enlarged its previous hiring practices to include humanities majors, artists, and even the MBAs that, initially, Brin and Page viewed with disdain.

Project Aristotle, a study released by Google this past spring, further supports the importance of soft skills even in high-tech environments. Project Aristotle analyzes data on inventive and productive teams. Google takes pride in its A-teams, assembled with top scientists, each with the most specialized knowledge and able to throw down one cutting-edge idea after another. Its data analysis revealed, however, that the company's most important and productive new ideas come from B-teams comprised of employees who don't always have to be the smartest people in the room.

Project Aristotle shows that the best teams at Google exhibit a range of soft skills: equality, generosity, curiosity toward the ideas of your teammates, empathy, and emotional intelligence. And topping the list: emotional safety. No bullying. To succeed, each and every team member must feel confident speaking up and making mistakes. They must know they are being heard.

Google's studies concur with others trying to understand the secret of a great future employee. A recent survey of 260 employers by the nonprofit National Association of Colleges and Employers, which includes both small firms and behemoths like Chevron and IBM, also ranks communication skills in the top three most-sought after qualities by job recruiters. They prize both an ability to communicate with one's workers and an aptitude for conveying the company's product and mission outside the organization. Or take billionaire venture capitalist and "Shark Tank" TV personality Mark Cuban: He looks for philosophy majors when he's investing in sharks most likely to succeed.

STEM skills are vital to the world we live in today, but technology alone, as Steve Jobs famously insisted, is not enough. We desperately need the expertise of those who are educated to the human, cultural, and social as well as the computational.

No student should be prevented from majoring in an area they love based on a false idea of what they need to succeed. Broad learning skills are the key to long-term, satisfying, productive careers. What helps you thrive in a changing world isn't rocket science. It may just well be social science, and, yes, even the humanities and the arts that contribute to making you not just workforce ready but *world* ready.

[https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/?utm\\_term=.a0744001c8d8](https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/?utm_term=.a0744001c8d8)

## **Appendix 5**

### **Questionnaire Sent to PCW Member Schools**



### **2018 Best Practices Forum Questionnaire**

#### **Raising 21st Century Citizens: The Evolution in Teaching and Learning**

##### **Questions Posed to Member Schools**

- Has your school defined its own vision of 21<sup>st</sup> century learning? If so, what does it entail in terms of values and priorities and how is that vision communicated with school faculty, parents, and students? *(Provide a general overview)*
- Twenty-first century learning has moved from the rote acquisition of information to an emphasis on mastery and manipulation of content, and on the growth and development of the individual. *Please share your experience/thoughts on any or all of the following:*
  - What has changed in your school's traditional academic curriculum? *(e.g., the 3Rs, STEM, other)*
  - Has your school gone beyond 'knowledge' curriculum as noted above? What particular skills are your school's focus? *(e.g., the 4Cs)*
  - Does your school offer instruction, coaching, or mentoring in interpersonal and/or intrapersonal growth and development? *(e.g., social and emotional skills) Please elaborate.*
- How is 21<sup>st</sup> century learning incorporated and implemented on a daily basis? What methods or strategies do you use to apply/differentiate instruction in the classroom and in the school? Are there additional offerings outside of the school day for students and families?  
*Please share what you have found most useful for successful integration and personalization in reference to teaching, pedagogy, assessment, etc. Some examples might include design thinking, project based learning, interdisciplinary models, use of technology, classroom environment, homework types/amounts, flipped instruction, counseling classes, green initiatives, service programs, and so on.*
- What are the "best practices" you would recommend for other schools? Are there specific books, authors, speakers, programs, or opportunities you would recommend? Do you have ideas for partnerships with other schools, students, families, or broader communities (events, speaker series, book clubs, discussion groups, other)?

***Submissions must be emailed in a WORD document  
with 'Best Practices' listed in the subject line.***

***Email submissions to [administration@parentscouncil.org](mailto:administration@parentscouncil.org) by February 28, 2018***

***Thank you!***

**End of 2018 Best Practices Forum e-Binder**

March 28, 2018