Parents Council
OF WASHINGTON
CONNECTING SCHOOLS • SHARING IDEAS • ENGAGING PARENTS

BEST PRACTICES FORUM

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

Hosted by:
National Presbyterian School
March 7, 2018

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March 2018

Dear PCW Member School Community:

Thanks for your support of our March 7, 2018 Best Practices Forum ***Raising 21st 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 21st 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 our 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 under the *Resources* section (Best Practices Forum e-Binders).

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

Parents Council
OF WASHINGTON
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BEST PRACTICES FORUM SUMMARY

Raising 21st 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 programing; 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 21st 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 3***).

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

BULLIS SCHOOL

Coeducational, grades 2-12, nonsectarian, college preparatory, day school in Potomac, MD, 810 students.

Has your school defined its own vision of 21st 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?

Two recent initiatives define the Bullis vision of 21st century learning:

Completion of the Dr. Gerald R. Boarman Discovery Center (BDC) which provides state-of-the-art learning spaces for 21st century learners. Opened in September 2017, the BDC includes 23 classrooms, a studio theater, Makerspace and Fabrication Lab, and Innovation Center for Entrepreneurship. It also features an aquatic sciences lab, student center and 1930 Grille, digital media lab and much more to nurture student design-thinking for the 21st century and beyond. We hosted the BDC dedication on September 12, 2017 to share the incredible learning space with our parent community.

Unveiling of the 2017-2021 Bullis Strategic Plan. Created to guide our vision of 21st century learning, the plan focuses on four distinct areas: the academic program, the student experience, support for student success and resources for a high performing system. The plan builds on the success of our last five-year strategic plan (2011-2016) which helped to establish our four distinct K-12 Signature Programs (Entrepreneurship, Humanities and Global Studies, STEM, Visual and Performing Arts) and transform our academic program and campus space into a place for innovative teaching and learning.

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.

- ***What has changed in your school's traditional academic curriculum? (e.g., the 3Rs, STEM)***

In the Lower and Middle Schools, Bullis has a history of combining tradition with modern approaches. Reading, writing, social studies, and math are conveyed through the latest sound pedagogical practices. They are balanced with classes in STEM and in design and coding, and every Bullis class is infused with lessons that emphasize character building, resourcefulness, collaboration, critical thinking, and creativity. Classes like art and music are not "specials" but an integral component of the curriculum and taught by teachers who specialize in the grades they teach. The BITLab and technology bring subjects to life, field trips provide context to coursework, and long-term projects ensure students absorb and practice knowledge rather than just memorizing it.

In the Upper School, we allow students to take deep dives in areas of interest by offering "signature" programs in four areas: entrepreneurship, humanities and global studies, STEM and visual and performing arts. Students are exposed to each of the program areas during their lower and middle school years. In Upper School, students may choose from several classes in each signature program to deepen their experience, and by senior year can enroll in a capstone course, a year-long rigorous honors program for seniors to research and explore areas of interest.

Please see this *https://www.edsurge.com/news/2018-01-30-how-senior-capstone-projects-let-students-research-and-present-their-passions* which discusses the Bullis Senior Capstone Experience and our April Symposium Day or *see* ***Appendix 4***.

We have moved our curricular focus to skill-building, specifically our core academic values (see below).

All K-5 (we added K and 1st grade this year!) students participate in coding, design thinking and theater classes.

The Middle School added several new programs this year: the Emerging Leaders Academy and IMPACT, a program that teaches design thinking skills.

The Upper School added several new courses this year: Leadership in Action, Global Issues, Cybersecurity Foundations, Introduction to Digital Media and Food Science.

- ***Has your school gone beyond 'knowledge' curriculum as noted above? What particular skills are your school's focus? (e.g., the 4Cs)***

Our curricular philosophy emphasizes a balance between content taught and skill-building centered around our adopted core academic values: critical thinking, collaboration, communication, resourcefulness, creativity and independence.

We have added a new core institutional value, leadership, as we want all our students to develop leadership capacity throughout their learning journey at Bullis.

This past summer the entire faculty read *Most Likely to Succeed: Preparing our Kids for the Innovation Era* by Wagner and Dintersmith. The authors present a new vision on how to educate students to be creative and critical thinkers in today's world, focusing on skill-building and process. We have followed up with subsequent discussions in faculty and administrative meetings.

We held a screening of the companion documentary, *Most Likely to Succeed*, for community members in November 2017. It was followed by a Q&A session with our Head of School.

- ***Does your school offer instruction, coaching, or mentoring in interpersonal and/or intrapersonal growth and development? (e.g., social and emotional skills)***

The Lower School follows the Responsive Classroom methodology which provides a nurturing social curriculum that promotes civil discourse, empathy and the development of good manners.

Advisors mentor and coach Middle and Upper School students using an established curriculum tied to Bullis academic core values (critical thinking, collaboration, communication, resourcefulness, creativity and independence) and core institutional values (leadership, integrity, respect, diversity, service and responsibility).

Each senior capstone student is assigned a mentor to help them pick topics, set goals and conduct their research. Our mentors are typically drawn from program directors, other faculty members and people in the community.

Educational consultant Jen Cort (http://www.jencort.com/) has conducted numerous workshops this year with Bullis faculty and parents to address issues around diversity, equity and inclusion.

To provide opportunities for all staff to work together on areas of interest that positively impact student learning and the broader Bullis school community, Bullis provides time for *Professional Learning Communities (PLCs)* to meet on campus. Presently, we have 12 active, voluntary PLCs.

Bullis acknowledges and accommodates academic diversity and welcomes students who can benefit from the curriculum without significant modifications. We have a core team of learning specialists in each division to personalize learning and provide support. These individuals work with students in all grades to help them access the curriculum while instilling the important life skills of self-awareness and self-advocacy.

The Bullis Learning Support team provides programs, such as *Developing a Growth Mindset: Embracing Challenges and Building Resiliency*, for parents to learn how best to support their children's learning.

How is 21st 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?

Digital literacy is an important skill all students need to learn. With an emphasis on research skill mastery and news bias identification, our librarians partner with faculty in all grades through project-based learning and direct instruction. Students leave Bullis with strong skills in navigating Noodletools, an online research management platform.

Students and faculty in all three divisions utilize a wide variety of software, which coupled with our one-to-one laptop/iPad program makes for a dynamic learning experience. Bullis faculty also use a wide array of online tools to engage our learners including Haiku, Peardeck, EDPuzzle, Sutori, Flipgrid, Newsela and Google classroom.

Bullis offers blended learning modules and/or courses in the Middle School and the Upper School. The blended approach combines an online environment with the opportunity to meet face-to-face. The modules and/or courses have been developed by the teaching staff and are housed in and taught through its web-based learning management platform called Haiku Learning Systems.

Bullis provides interdisciplinary learning opportunities for our students including team-taught courses. In 2018-19 we will launch Discovery Days, a miniterm intensive learning opportunity, in all three divisions. During this time, students will take deep dives into topics of interest outside the traditional classroom. An individual or faculty team will lead students in these full-days of learning.

Bullis offers numerous opportunities for Upper School students to take fully online classes, such as Public Health and Wellness, AP Psychology and AP Calculus AB.

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)?

- "Buzz" books this year on our campus:
  - *Most Likely to Succeed* by Wagner and Dintersmith
  - *Overloaded and Underprepared* by Pope, Brown and Miles
  - *Learning Transformed: 8 Keys to Designing Tomorrow's Schools, Today* by Sheninger/Murray
  - *The Power of Moments* by Heath and Heath
  - *Make it Stick: The Science of Successful Learning* by Brown, Roediger and McDaniel

- Challenge Success (http://www.challengesuccess.org/) - educational organization based at Stanford University that identifies strategies schools may use to ensure students lead balanced and healthy lives (social-emotional, homework, schedule). We would welcome the opportunity to partner with one or more schools to bring Denise Pope, the director of Challenge Success, to the Washington DC metropolitan area.

- Greater Good Science Center (https://greatergood.berkeley.edu/) - research institute at UC Berkeley that studies the psychology, sociology and neuroscience behind leading a healthy, well-balanced life. We would welcome the opportunity to partner with one or more schools to bring an expert speaker to the Washington DC metropolitan area.

If there are additional questions, please feel free to reach out to Lisa Vardi, Director of Cross-Divisional Curriculum, at Lisa_Vardi@bullis.org.

CONGRESSIONAL SCHOOL

Coeducational, infant-grade 8, day school in Falls Church, VA, 330 students.

Has your school defined its own vision of 21st 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?

Our vision of 21st century learning includes an emphasis on critical thinking and problem solving skills. We often quote Harvard professor, Tony Wagner, the author of several books including *The Global Achievement Gap and Creating Innovators.* In order for students to develop 21st century skills, transitioning curriculum from consumption to application is critical and requires an emphasis on project-based learning. We want our students to be deeply involved in their learning and rather than passively consuming knowledge, we want them to be creating knowledge through meaningful and authentic engagement and involvement in classroom activities and lessons.

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.

- ***What has changed in your school's traditional academic curriculum? (e.g., the 3Rs, STEM)***

We have moved away from a more traditional curriculum where rote memorization and drill and kill type exercises have been replaced with inquiry-based learning and project-based learning. An example is we replaced our math curriculum several years ago, a traditional Houghton-Mifflin textbook series for all the grades and moved to Singapore Math which emphasizes numeracy, critical thinking and problem solving. Congressional is in its 5th year of Singapore Math; Faculty are committed to this program due to its focus on the skills mentioned above.

We have also implemented the Readers and Writers Workshop model in our English/Language Arts program. Students have the opportunity to read dozens of books each year rather than four to five shared novels. In writing, students are writing multiple drafts, peer editing, self-editing and bringing multiple genres of writing to polished pieces.

While there is room to grow, Congressional is growing its STEM program and sees opportunity to integrate design and fabrication into many areas of the curriculum. We have begun exploring the potential in this area and expect to hire a STEM educator for 2018-2019. This educator will work with all the grades in helping to shift and shape pedagogy that reflects 21st century learning.

- ***Has your school gone beyond 'knowledge' curriculum as noted above? What particular skills are your school's focus? (e.g., the 4Cs)***

Our school has moved beyond 'knowledge' curriculum. We focus on critical thinking, collaboration, the application of knowledge and content, and student adaptability.

- ***Does your school offer instruction, coaching, or mentoring in interpersonal and/or intrapersonal growth and development? (e.g., social and emotional skills) Please elaborate.***

Five years ago, Congressional organized in-house professional development with Responsive Classroom and Developmental Designs. All Faculty have taken the one-week workshop of Responsive Classroom 1 or Developmental Designs 1 with some teachers returning for the second week of intensive training in RC 2 or DD 2. In Primary and Lower School, the day begins with a 20-30 minute Morning Meeting and in Middle School, every day begins with a 20 minute Advisory or Circle of Power and Respect (Developmental Designs). Teachers and Administration are very committed to social-emotional learning at Congressional.

How is 21st 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?

Congressional acknowledges and values the academic diversity within each classroom setting. The teachers at Congressional have continued to emphasize differentiation as a key component of their pedagogy. Through professional development opportunities, the teachers employ strategies within the classrooms to meet the various needs of their students. Through individualized instruction, small group work and student interests, teachers are able to reach each student. In addition, Congressional employs math and learning specialists to help enrich and support learning.

Congressional has had great success with the following: Interdisciplinary Learning, Project Based Learning and Design Thinking. In addition, we have a thriving Service Learning Program focused on sustainability. This year, a Capstone Project was added for the 8th grade students as a way for them to research and apply a developing passion.

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)?

- Best practices include project-based learning and interdisciplinary learning. We continue to emphasize collaboration across disciplines and work to dismantle silos occurring in a more traditional curriculum.
- Books from thought-leaders that we have read as a Faculty recently and recommend include:
  - *Mindset* – Carol Dweck
  - *A Whole New Mind* – Daniel Pink
  - *Creating Innovators* – Tony Wagner
  - *The Gift of Failure* – Jessica Lahey
- Other books that we recommend include:
  - *Most Likely to Succeed* – Tony Wagner and Ted Dintersmith
- Other professional development opportunities that we recommend:
  - *Mathematical Mindsets Online Course* – Jo Boaler - Stanford University
  - *NuVu* - Design Thinking & Application
  - *Teachers College - Readers & Writers Workshop* - Columbia University
  - *Center for Teaching and Learning* - Nancie Atwell
  - Responsive Classroom & Developmental Design

FLINT HILL SCHOOL

Coeducational, grades JK-12, college preparatory, day school in Oakton, VA, 1100 students.

Has your school defined its own vision of 21st 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?

A few years ago, Flint Hill School updated its mission and vision to reflect the educational experiences students would need to succeed in this century. Our vision for our students is "Take Meaningful Risks. Be Yourself. Make a Difference." Our mission: *A Flint Hill education focuses on the learner. Within a context of strong relationships, we create developmental experiences that embrace the best practices of traditional and contemporary education. Through continuous growth, we actively and thoughtfully implement the ideas and resources that help each student investigate, create, and communicate collaboratively and effectively in a rapidly changing, interconnected world.*

The School also developed a guiding document, *The Portrait of a Flint Hill Student*, to anchor our curricular and programmatic development. The Portrait of a Flint Hill Student includes the following: self-directed learner, leader, ethical citizen, effective communicator and problem-solver. These guiding documents are used internally with faculty and staff as a way to test out new ideas and to keep our work centered on our mission, vision and philosophy. We also reference these documents with parents and community members to explain the vision and the why for all our programs.

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.

A few years ago, Flint Hill School updated its mission and vision to reflect the educational experiences students would need to succeed in this century. The School also developed a guiding document*, The Portrait of a Flint Hill Student,* to anchor our curricular development. The Portrait of a Flint Hill Student includes the following: self-directed learner, leader, ethical citizen, effective communicator and problem-solver. Two curricular and programmatic additions to our program reflect our commitment to the evolving educational demands for our students. We developed an Innovation Department to allow students to engage in computer science, robotics, entrepreneurship studies, and makers curriculum. All students JK-6 take computer science or Innovation classes. All students in grades 7-12 have the choice of a wide variety of Innovation courses including computer science, robotics and entrepreneurship studies. Flint Hill also incorporated social emotional learning programs in grades JK-12 both through dedicated specials in the lower grades and through advisor and division-wide programming in grades 5-12.

How is 21st 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?

In order to design a program to balance the best aspects of both contemporary and traditional education, it is important to have the contemporary parts become as much of the fabric of the school as the tradition. In this way, Flint Hill provides much professional development and

support for faculty and staff to learn about technology integration, instructional best practices, differentiation and innovative habits of mind. Each year our Curriculum Committee has a thematic focus and we review our curriculum for that theme. Over the past several years we have audited for differentiation, technology integration, assessment types, rubrics and diverse voices. One of the most important best practices is to develop personalized approaches to organizational change and to acknowledge with resources, time and feedback that departments and areas of schools can be at different points along the journey. Organizational growth in these areas do not always respond well to a "one size fits all" approach.

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)?

- Allow for personalized professional development toward strategic goals or visions.
- Find ways to intentionally educate the parents and community members.
- Use your mission and vision as anchors to evaluate the new ideas that come by your desk.

FOXCROFT SCHOOL

Single-sex girls, grades 9-12, college preparatory, boarding/day school in Middleburg, VA, 157 students.

Has your school defined its own vision of 21st 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?

The academic, co-curricular and residential philosophy statement was revised in collaboration with the department chairs and curriculum committee in the spring of 2015 to reflect the newly adopted mission, promises and values.

How Girls Learn Best

For more than one hundred years, Foxcroft has prepared young women for success in college and in life by holding high expectations for what girls can accomplish with the support of an expert and caring faculty in a small residential setting. Students learn in the classroom, on the field and in the dorm, while developing responsibility, integrity and leadership. Responding to advances in neuroscience and cognitive studies, Foxcroft's program is intentionally designed for how girls best learn: through context, collaboration, and relationships, and by developing strong affiliations.

Our commitment to understanding how girls learn best means that while Foxcroft offers a diverse and engaging array of more than 81 classes in core disciplines and 16 Advanced Placement courses, our curriculum focuses on interdisciplinary connections, experiential learning and solving real-world problems. We seek to strengthen learning opportunities that utilize our 500-acre campus as well those that take advantage of our proximity to our Nation's Capital. In addition, Foxcroft enjoys strategic partnerships with a variety of businesses, foundations and nonprofits, which further strengthen real-world application of learning.

To meet the opportunities and challenges of the future in a digital age, Foxcroft's students hone important skills in all of their classes: research, analytical thinking, quantitative reasoning, problem solving, creativity, and clear communication in a variety of media. Acknowledging that women continue to be underrepresented in the STEM fields, Foxcroft provides an engaging program to spark students' curiosity, encourage exploration and develop skills.

In a world transformed by scientific and technological advances, our program helps every Foxcroft graduate gain a basic STEAM (Science, Technology, Engineering, Arts and Math) education, which makes them informed citizens and creative innovators. Further, our program celebrates the rich diversity of our Foxcroft community -- representing 18 states, the District of Columbia, and 14 foreign nations, and provides opportunity for travel and service learning, helping each student to develop ethical decision-making, an appreciation for difference, empathy, and cultural competency. These are key skills for living in a global society.

Each Girl is Known and Valued

Our program responds to the individual learning and developmental needs of each young woman – meeting each girl where she is and helping her achieve her utmost potential. This student-centered approach helps provide unique learning experiences that acknowledge different interests, gifts, and learning styles in programs such as Senior Thesis, independent study, course

options through Online School for Girls, Wintermission and off-campus internships. These experiences take place in our classrooms, the Learning Center, the ESL and STEAM Labs, and through our advising and college counseling programs.

Some students can enroll in Foxcroft's unique Exceptional Proficiency (EP) program. Since 1991, EP has allowed students at a high level of training and competition or performance to study away from campus while maintaining rigorous academics through tutorial support and regular contact with their Foxcroft teachers. Indeed, at Foxcroft, Each Girl is Known and Valued.

A Healthy Mind in a Healthy Body

While academic endeavor is the School's primary purpose, Foxcroft's philosophy is rooted in our School Motto: mens sana in corpore sano, a healthy mind in a healthy body. Believing that intellectual growth is only one component of a girl's total development, Foxcroft's educational approach is holistic and reflects the core belief in the integral connection between a girl's physical, mental and emotional well-being and her academic success. Therefore, Foxcroft emphasizes wellness through a research-based curriculum that is delivered in the classroom, in our residential program and through an active and healthy lifestyle. Foxcroft offers 14 teams in 8 sports, a nationally known equestrian program, yoga, Pilates, dance, and outdoor activities.

One beloved traditional activity dating back to the School's founding involves Foxcroft's intramural teams: the Foxes and the Hounds. Each member of the Foxcroft community --students, faculty, and staff, is assigned to one of the two teams, and it is through these teams that students enjoy contests in field hockey, basketball, and riding, among other good-natured competitions. Not only does Fox/Hound provide physical activity, but also leadership opportunities and affiliation for each and every girl. Old Girls show New Girls the traditions, assign responsibilities and positions, and hand down songs, cheers and a healthy dose of spirit and friendships, which last a lifetime.

Respect, Integrity, Kindness, Service

Living together, students develop an appreciation for our values: respect, integrity, kindness and service. Students have a voice in creating the community in which they study, live and play. Student Council leaders, Judicial Council members, the Student Athletic Association and the Activities Committee lead morning meetings, advise the administration, uphold community standards, and plan fun programs and weekend activities for students.

Prefects and Whips are seniors and juniors who work with resident faculty to implement structure in the dorms, uphold community expectations, and provide peer support for younger girls. Foxcroft's Internship Program also provides students with the opportunity to learn important leadership and work skills while supporting one of the School's departments. Our students have the opportunity to edit student publications, perform on stage, play instruments, or sing in a variety of solo and ensemble groups.

Beyond formal leadership positions, students have the opportunity to form or join activity clubs. Foxcroft also enjoys a longstanding tradition of giving back to the community through volunteerism. All Foxcroft students are expected to participate in service and may propose service projects or participate in one of the many opportunities to work with community partners.

Everything We Do Is Curriculum

At Foxcroft we seek opportunities to integrate learning in the classroom and learning for life. At the center of all we do, we hold this philosophy: Everything We Do is Curriculum. Even the dining hall menu is part of our learning experience through our "Foodies" group. Most notably, the rebuilding of Court and the building of our Gold LEED Certified Dorm, Stuart Hall, became the subject of a seminars taught by the architects, engineers and builders.

Our historic $40 million plus bequest became the impetus for a financial literacy seminar called Fireside Financial. Through work and play, Foxcroft's residential community paves a path for academic, social and interpersonal growth; provides the stimulus for lifelong learning; and helps every girl explore her unique voice and develop the skills, confidence and courage to share it with the world.

For sample pages of the Foxcroft Student Leadership Guide, see ***Appendix 5*****.**

GEORGETOWN DAY SCHOOL

Coeducational, grades preK-12, nonsectarian, day school in Washington, DC, 1075 students.

Has your school defined its own vision of 21st 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?

Yes. Our GDS Student 'will' capacities include 10 areas in which we prioritize student growth.

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.

- ***What has changed in your school's traditional academic curriculum? (e.g., the 3Rs, STEM)***

We've substantially added more computer science offerings: we now have 12 in the HS; we have integrated robotics into our MS program, providing students with 1:1 devices in grades 3-8, and developed more interdisciplinary learning opportunities for students across the school. We've also created a number of programs that require students to apply skills in authentic contexts ("minimester", policy institute, etc.).

- ***Has your school gone beyond 'knowledge' curriculum as noted above? What particular skills are your school's focus? (e.g., the 4Cs)***

A GDS student will:

- Build networks and collaborate across difference
- Innovate and create
- Take risks, tolerate failure, and learn from failure
- Self-advocate
- Think critically
- Communicate clearly and powerfully
- Tackle complex problems
- Learn actively and resourcefully
- Engage as a just, moral, ethical citizen
- Lead

- ***Does your school offer instruction, coaching, or mentoring in interpersonal and/or intrapersonal growth and development? (e.g., social and emotional skills) Please elaborate.***

Yes, we adopted the CASEL framework for developing students' social-emotional capacities, hired a fulltime counselor in LS, MS and HS (3 total) who work together to develop our social emotional learning programming from PK-12. We are also focusing on student wellness and joining the Common Good campaign to support our data-driven, student-centered work.

How is 21st 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?

At the HS we have design thinking opportunities throughout the year through elective course offerings. We also began a minimester in which students go off-campus to learn about any number of topics, engaging with professionals in relevant fields. Our math program at the LS and MS particularly is now informed by standards-based assessments, allowing teachers, students and families to have specific feedback on each student's growth in each area of math development.

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)?

- Change the structure of Professional Development from sending folks to conferences to on-campus, integrated and supported work across the year. Much more effective.

- We've implemented "GDS University" (GDS U) at our school if anyone wants to learn more. www.gds.org/gdsu

Georgetown Day School - Laura Yee, Assistant Head of School for Curriculum and Instruction

HOLTON-ARMS SCHOOL

Single-sex girls, grades 3-12, college preparatory, day school in Bethesda, MD, 664 students.

Has your school defined its own vision of 21st 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?

A number of years ago, we created a document entitled 21st Century Skills and Habits of Mind. We distributed it to all faculty and created a graphic that hangs in classrooms. Here it is:

21st century Skills and Habits of Mind

Civic Responsibility

- Global perspective and responsibility to community and environment
- Understanding of local issues

Character

- Empathy
- Emotional intelligence
- Self-awareness
- Respect for self and others
- Integrity
- Resilience
- Curiosity and eagerness to learn
- Self-discipline and work ethic
- Accountability
- Commitment
- Courage

Communication

- Communication (interpersonal, non-verbal, written and oral, media, visual etc.) skills

Foundation of Knowledge (Content)

- Knowledge of human cultures and the physical and natural world through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts, and health and wellness

Habits of Mind

- Problem solving
- Ability to see the big picture, integrated thinking
- Application, analysis, synthesis, evaluation
- Critical thinking
- Organization
- Flexibility and adaptability
- Creativity, imagination, innovation
- Collaborative approach and teamwork

- Ability to think under pressure
- Gameness for risk taking
- Reflection

Literacy

- Critical reading and comprehension
- Information
- Media and Communications
- Quantitative
- Artistic
- Health and Wellness
- Kinesthetic

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.

- ***What has changed in your school's traditional academic curriculum? (e.g., the 3Rs, STEM)***

We have moved to ePortfolios in Lower School and will continue to move that approach into Middle School and then Upper School. We reduced exams from twice a year to once and substituted experiential learning program in the spring for US. We have moved from semesters to trimesters to increase choice for students and are encouraging departments to create electives (US). We have created Out-of-the-Box Days in Middle School (and to some extent in LS) when students explore a topic in depth in an interdisciplinary way. We also created a minimester program in MS during which students explore a topic ranging from tea in both Chinese and Japanese culture to dogs to building a cardboard boat. Each of the offerings is interdisciplinary, requires use of resources in the DC area and must have some kind of product. We've encouraged broader use of technology and more student-centered teaching across the board. We have also integrated teaching global perspectives and citizenship throughout the curriculum beginning in 3rd grade and including opportunities to apply learning outside Holton beginning in 6th grade and culminating in Junior Journeys, opportunities to travel to Peru, China and India.

- ***Has your school gone beyond 'knowledge' curriculum as noted above? What particular skills are your school's focus? (e.g., the 4Cs)***

Please see above. I think our biggest focus is on building global citizens basing our program on Harvard professor Fernando Reimers' and the Asia Society's definition. We are also focusing deeply on diversity, equity and inclusion work as well as social and emotional learning, including the intersection and mutually supportive aspects of these.

- ***Does your school offer instruction, coaching, or mentoring in interpersonal and/or intrapersonal growth and development? (e.g., social and emotional skills) Please elaborate.***

Yes. We use Responsive Classroom in LS; we have a health and guidance curriculum for grades 3-9 that includes digital citizenship, and invite in appropriate speakers for US students. Seventh graders view Screenagers and discuss scenarios (students and parents and students with their

Landon peers); we have Michelle Kriebel work with 8th grade students and parents on identity and decision-making; 10th graders and their families attend the alcohol symposium focused on risky behaviors particularly around substances. We've been working with Catherine Steiner-Adair and Jennifer Bryant to enhance our health and guidance and SEL programming to make it more comprehensive. We had 22 faculty and administrators attend IFSEL last summer, and they have been implementing SEL tactics such as check-ins in their classes, while modeling these approaches for their peers.

How is 21st 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?

I answered most of this in questions above. The most differentiated instruction happens in LS, and eportfolios obviously focus on the learning process and utilize technology. We have been a 1:1 school for more than 20 years and now have students using ipads in grades 5-8 and a device of their choosing in grades 9-12. We were a founding member of the Online School for Girls, now One Schoolhouse. We have recently been looking at classroom furnishings and have replaced traditional tablet desks in some classrooms with tables with wheels to allow for more flexibility in grouping, etc. We've also looked and continue to look deeply at homework. We've reduced it across all divisions and built in some free weekends. We have also joined the Mastery Transcript Consortium which is looking at completely restructuring how we assess and report on students.

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)?

- Catherine Steiner-Adair, Jennifer Bryant, and Rosetta Lee are all terrific resources
- One Schoolhouse - great professional development courses for faculty on personalized learning
- Mastery Transcript Consortium, Independent Curriculum Group, IFSEL - great resources
- Highly recommend *Whistling Vivaldi* by Claude M. Steele

MARET SCHOOL

Coeducational, grades K-12, college preparatory, day school in Washington, DC, 650 students.

Has your school defined its own vision of 21st 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?

Maret is a vibrant, K–12, coeducational, independent school in Washington, DC. We ignite our students' potential; foster their academic, artistic, and athletic talents; and promote their well-being. We develop the mind, nurture curiosity, welcome challenge, embrace joy, and build community that is equitable and inclusive.

Our Philosophy

Maret provides a vigorous and dynamic curriculum, created by a skilled faculty of lifelong learners. We instill a devotion to academic excellence and a love for discovery and exploration. From our inception in 1911, Maret has adopted proven educational tenets while pursuing innovative approaches to learning. At every grade level, our students receive a broad and deep educational experience that allows them to cultivate individual strengths and interests.

Maret believes that social and emotional development is central to students' well-being and success. We encourage our students to tackle challenges in a culture of nurtured risk taking. We want them to push beyond their comfort zone so they can build resilience, character, and robust problem-solving skills. We understand the need for balance in our lives and seek opportunities to infuse our school day with moments of laughter and surprise.

Maret is an inclusive community that embraces diversity of perspective, experience, identity, circumstance, and talent. Our size and single campus foster meaningful connections among students, faculty, and parents. Our historic campus and its location in the nation's capital are integral to our program. We engage in service opportunities that enhance students' sense of civic responsibility and leadership. Students graduate from Maret well equipped to excel in future academic endeavors and to lead confident and fulfilling lives in an ever-changing world.

What We Think About Our World

The educational landscape is evolving rapidly, and Maret finds itself at a critical juncture. Fundamental questions about the nature of classrooms and the curriculum, the impact of technology, equity and inclusion, and financial sustainability must be addressed. These require us to recognize — and then balance — a series of dynamic, interconnected forces:

- Our commitment to academic excellence, and the importance of physical, social, and emotional wellness.
- Integration of technology into the life of the School, and using technology in ways that are constructive and developmentally appropriate.
- Maret's established practice of keeping tuition increases low while advancing student aid, and ensuring financial sustainability and across-the-board programmatic distinction.

While we cannot predict with certainty how the world will change, we know that change is inevitable and fast-paced. How can Maret not merely respond to all these forces, but also

innovate—to prepare for the uncertainties, seize opportunities, and remain true to its defining mission?

The School's motto is "To Learn is to Live." Learning demands change. Experimentation, testing assumptions, and transformation are strategies that have been adopted by Maret to meet evolving circumstances. As we have developed over our century-long history, we have been deliberate, adventurous, and focused on measuring our impact. Never complacent, we force ourselves to look outward into the world to make the best choices for our students.

Successful change requires careful, honest, and fact-based assessment of our progress, our failures, and our accomplishments.

- We evaluate our curriculum to keep pace with changing societal demands, current research on education, and evidence-based teaching techniques.
- We examine our program critically to ensure it will develop talented, well-adjusted learners who are prepared to succeed in the world they will inherit. This includes reviewing student data for any disparities in academic achievement among groups with different social identifiers.
- We see a dramatic increase in the availability of data and the tools for analyzing it — and look forward to making productive use of them.

Guiding Principle 1
ADVANCING A MARET EDUCATION IN THE 21st CENTURY

Students face a complex world once they leave Maret—one that requires engaging in respectful cross-cultural dialogue, thoughtful decision-making, increased interaction with widely divergent opinions, and mastery of interrelated and rapidly changing areas of skills and knowledge.

The value of a Maret education will be evident in traditional measures of success, such as standardized test scores; academic, athletic, and artistic achievement; and college placement. We also know that other dimensions are needed, that these traditional measures alone do not adequately predict the ability of our graduates to thrive in college, in the workplace, and throughout their lives.

ACADEMIC EXCELLENCE AND ACHIEVEMENT

Academic excellence and achievement are celebrated at Maret and form a core component of the educational experience. Our academic program is deep and challenging, and teachers set high standards for their students. Our graduates should be able to present reasoned arguments, write logically and persuasively, and speak with precision and eloquence.

QUANTITATIVE LITERACY

Quantitative literacy is the ability to understand numerical data, exhibit number sense (the ability to estimate numerical quantities and understand when numerical answers or ideas make sense), and utilize numbers or quantitative thinking to solve new problems. Maret's STEM programs emphasize quantitative literacy in all classrooms K–12: our 6–12 mathematics program is premised on the idea that students should leave Maret with the ability to solve problems confidently and know whether their answers make sense.

DIGITAL CITIZENSHIP

Digital Citizenship is the careful, thoughtful, and respectful participation in the virtual world. Maret teaches students to use technology responsibly with strategies for navigating its social, emotional, and intellectual impacts. Students K–12 learn to leverage the power of technology to move safely through a system with evolving rules.

WE BELIEVE THAT STUDENTS WILL THRIVE IN THE 21ST CENTURY WHEN:

- They are members of a vibrant educational community that fosters individual interests, celebrates talents, and promotes success. This community seeks to be equitable and inclusive across race, ethnicity, religion, gender, sexual orientation, class, and culture.
- They develop into well-rounded citizens through experiences in cohesive academic, arts, athletic, and wellness programs.
- They are equipped with a set of indispensable skills such as analytical, critical, and creative thinking; problem-solving; oral, written, and digital communication; and the ability to seek, understand, and engage productively with differing opinions.
- They expand their technological and quantitative literacy and agility; prepare for future advances and develop facility with different technological platforms; and practice responsible, careful, and wise digital citizenship.
- They are exposed to an evolving and responsive curriculum that promotes global competence, encourages entrepreneurial spirit, and cultivates leadership capabilities.

Guiding Principle 2
SUPPORTING OUR STUDENTS' SUCCESS

Maret's superior educational program is merely the starting point for student success. Students learn best when they have meaningful relationships with caring faculty, and reach their fullest potential when given resources that help them make good choices for managing their health and personal growth.

GROWTH MINDSET

Growth Mindset (a term coined by Stanford professor Carol S. Dweck) is a belief that academic, athletic, artistic, and social skills can be learned. Students with a growth mindset understand that they learn and improve through practice, success, and even failure. Maret believes that all the core competencies of our program — whether a student is learning calculus, improving his or her batting, drawing a picture, or seeking balance — should foster this growth mindset so that all students experience the fruits of hard work, persistence, and experimentation.

WELLNESS

Wellness is an active and evolving process of learning how to take care of our emotional, social, and physical well-being. We aim to help students develop self-awareness and empower them to make healthy choices, lead balanced and fulfilling lives, and contribute to a positive culture at Maret and beyond.

EQUITY

Equity at Maret assures that everyone in our community has the opportunity and support to succeed. We challenge and respond to bias, harassment and discrimination, and work to remove the barriers that inhibit progress.

INCLUSION

Inclusion ensures that Maret is a place where differences are welcomed, diverse perspectives are respectfully heard, and every individual has a voice and feels a sense of belonging.

WE BELIEVE THAT WE BEST SUPPORT STUDENT SUCCESS WHEN:

- Our students develop a growth mindset, learning how to learn in a challenging academic environment that emphasizes nurtured risk-taking and persistence.
- We help students to practice thoughtful reflection and self-evaluation, as these lead to resilience, a sense of confidence, and healthy relationships.
- We hire, develop, and retain high-performing and diverse faculty who reflect the demographics of our student body and are afforded sufficient time to make authentic and trusting connections as mentors and role models to their students.
- Our exceptional faculty and curriculum are responsive and flexible in ways that embrace students' varied interests, learning styles, and goals; offer innovative approaches to what we teach, how we teach, and how we bring technology into the classroom; and foster intellectual, physical, social, and emotional development.
- We provide our faculty with the opportunities, resources, and schedule they need to experiment and innovate in order to fulfill their programmatic goals, grow as professionals, and develop as leaders in our community. That includes regular assessment of our physical and virtual space requirements.
- We engage our parents through clear and regular communications about our programs, frequent opportunities to be engaged with the life of the School, and occasions to increase their understanding of the challenges children face in a dynamic and evolving world.

Guiding Principle 3
CONNECTING TO OUR COMMUNITIES

Maret is anchored in the values of connectedness and respect; it strives to embody these values in all its actions. Emerging technologies offer new ways to broaden and deepen our community. As a result of Maret's participation in the Malone Schools Online Network (MSON), we know that technology will enable connections in ways that we cannot imagine today.

Maret aspires to become increasingly equitable and inclusive and to play a responsible and constructive role as a member of our local, national, and global communities. Our graduates should be capable, confident, and committed to making the world a better place.

Maret is justifiably proud of its pioneering work to keep tuition costs down while offering an extensive program, paying competitive salaries, and providing substantial financial aid. The result is increasing financial sustainability and greater diversity among students, alumni, faculty, and families—all of whom feel connected to one another through the School.

COMMUNITY

Community at Maret is an expansive notion. It begins on our seven-acre campus, with 650 students and approximately 140 faculty. By naming as "faculty" all adults on campus who teach, coach, nurse, maintain the physical plant, and provide support in business, development,

admission, and other administrative capacities, we emphasize that ensuring a quality educational experience for our students is a collective effort.

The Maret community extends beyond our current faculty, students, and families, and includes alumni, parents of alumni, former faculty, and friends of the School. Outside of our gates, we are deeply committed to being a good neighbor to those in the blocks surrounding the School. We also aspire to be a productive and active part of the city and region — for example, through community partnerships with other non-profits. Finally, our sense of community extends beyond Washington to include vital relationships with other schools in the United States and abroad.

FINANCIAL SUSTAINABILITY

Financial sustainability refers to Maret's systematic, long-term budgeting philosophy, grounded in economic realities, that works to balance controlled tuition increases with programmatic excellence, student aid, and competitive faculty salaries. It includes the yearly revision of the assumptions that drive our five-year financial model, based on clear strategic goals.

WE BELIEVE THAT WE ARE A MORE FULLY CONNECTED COMMUNITY WHEN:

- We strengthen what is best in our school culture with a sustainable financial framework that allows Maret to attract superb students reflecting the demographic and socioeconomic diversity of the greater Washington DC area.
- We acknowledge the vital role that our faculty play in fulfilling our Mission, and we create conditions in which they can thrive.
- We share our innovation with others, expand access to our campus and facilities to other organizations, and provide our students with academic and service experiences in the real world.
- We make a commitment to future generations who will enjoy the benefits of our prudent stewardship. We will continue to educate students about environmental sustainability and seek ways to ensure that the School uses its physical resources responsibly.
- Members of the Maret community contribute whatever they can (time, money, energy, skills, ideas) to support our collective endeavor. In this way, we can expand our programs, support our faculty, maintain our campus, and build an endowment that can sustain the future we envision.

McLEAN SCHOOL

Coeducational, grades K-12, college preparatory, day school in Potomac, MD, 350 students.

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.

- ***What has changed in your school's traditional academic curriculum? (e.g., the 3Rs, STEM)***

Using the methods listed, we strive to ensure that our students are able to interact with material beyond memorization and use the digital tools available to create engaging products to demonstrate their learning.

- Focus on problem solving and the process of learning over the final product
- Access to technology individually and as a class in lessons and as a supportive tool
- Project-based learning opportunities incorporating goal-setting, self-reflection, and collaboration with others
- Cross-curricular instruction of thematic units with culminating events to showcase learning through art, writing, music, etc. (World Culture Day)
- Interest based learning opportunities, student-centered instead of teacher-driven
- Flexible curriculum and ways for students to demonstrate knowledge
- Multi-sensory approach to teaching reading and math (OG, Multisensory Math)
- Seesaw digital portfolios to document student work and provide opportunities for peer, teacher, and parent feedback
- Use of collaborative technology, such as Google Docs and Book Creator
- Report card comments focus on personal skills and attributes
- Change in homework policy in Lower School to focus on executive functioning and responsibility instead of content

- ***Has your school gone beyond 'knowledge' curriculum as noted above? What particular skills are your school's focus? (e.g., the 4Cs)***

McLean has created a list of personal skills and attributes that are essential to becoming productive members of a community. Community activities focus around each of the themes listed below.

- Ethics, time management, curiosity, consideration towards community, problem-solving, creativity, grit, growth mindset, self-advocacy

- ***Does your school offer instruction, coaching, or mentoring in interpersonal and/or intrapersonal growth and development? (e.g., social and emotional skills) Please elaborate.***

McLean believes that the relationship we build with our students is essential to their personal and educational growth. Below are some examples of how we develop that relationship with our students.

- In Lower School, Pragmatics classes are co-taught by the Counselor and Speech Language Pathologist and focus on community building

- In Middle School, Good Morning McLean focuses on social emotional communication and current events
- Advisors in Upper School follow students for 4 years to develop relationship over the course of the Upper School years
- Small class sizes and tutorials w/ teachers encourage modeling behavior
- Responsive Classroom techniques guide daily Morning Meetings with a focus on community building and sharing of students' voices
- Monthly Town Hall Meetings focus on topics of interest to the community
- GOLDEN program in Lower School to reinforce character goals
- PRIDE program and PRIDE Matters class in Middle School to reinforce character goals
- Mindfulness Curriculum integrated throughout the school day
- 5 Counselors between grades K-12
- School-wide Community Service Day
- Weekly team meetings to discuss strategies to support students' social/academic needs

How is 21st 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?

McLean is constantly evaluating how to prepare our students for the 21st century work environment. This includes examining access to technology, work spaces, STEAM programs and interpersonal skills. Listed below are some examples of how we ensure each student's needs are met.

- Flexible seating options in classrooms to encourage self-awareness and self-advocacy
- K-6 - One to One iPad program
- 7-8 - One to One Chrome Book program
- Upper School - Bring Your Own Device program
- Use of Seesaw for Digital Portfolios
- Robotics and STEM programs
- Digital readers
- Recorded exams to give students options for remaining in class or in quiet location for testing
- Separate English and Literature classes to give students time to hone specific skills and be placed appropriately into differentiated groups for each area
- Separate Handwriting, Written Language, and Spelling classes to give students time to hone specific skills and be placed appropriately into differentiated groups for each area
- Assistive technology so that learning challenges do not impact demonstration of full understanding
- Abilities model
- Integrate support from specialists (Math Specialist, Learning Specialists, Reading Specialists, Counselors, Occupational Therapists, Speech Language Therapist) into classrooms
- Celebration of diverse learning types, personalities
- Opportunities to be involved in responses to Current Events (ACEs program and Equity Committee)
- Digital Citizenship program

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)?

Mclean looks to a variety of experts in the community to help educate our community. Additionally, we welcome the opportunity to host other schools to share in our learning experience.

- Books
  - Sarah Ward of Cognitive Connections
  - *The Gift of Failure* by Jessica Lahey
  - *Ungifted: Intelligence Redefined* by Scott Kaufmann
  - *Mindset* by Carol Dweck
  - *Grit* by Angela Duckworth

- Education
  - Cecily's Advocacy Workshop
  - Stixrud Group Lecture Series
  - Community Education Series at McLean

NATIONAL PRESBYTERIAN SCHOOL

Coeducational, nursery-grade 6, Presbyterian, day school in Northwest, Washington, DC, 300 students.

Has your school defined its own vision of 21st 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?

The goal of an NPS education is to form students who are confident, skilled, curious, and compassionate, with a strong sense of identity rooted in the School's Core Values of love, respect, honesty, responsibility, and safety.

The NPS curriculum offers a rigorous, yet balanced and developmentally appropriate academic program. We not only teach students solid academic skills but how to apply them as they explore, question, and think about the ever-evolving world they will inherit. NPS prepares students in the key 21st century competencies: cognition, communication, connection, collaboration, and creativity.

Cognition

Thinking and questioning come naturally to young learners. NPS teachers are highly skilled in harnessing their students' natural curiosity and teaching them to think critically about the world around them. All NPS teachers are trained in and use the Harvard Graduate School of Education's Project Zero thinking routines as a framework for lessons.

Communication

One of the hallmarks of the NPS program is our focus on communication. Students graduate able to share their thoughts and opinions confidently and in a respectful manner. They value the opinions of others as they learn to appreciate the many voices of our community.

Connection

NPS students are connected to both the local and global communities through projects in and out of the classroom. As students move through the grades, their sphere of exposure expands from that of their family, to the cultures and traditions of their classmates' families, to those of the world at large through a hands on integrated social studies, art, drama, music, and service learning curriculum.

Collaboration

All children are taught to work together respectfully through the framework of our strong social-emotional learning (SEL) program. Led by our two school counselors, all faculty and staff are trained in SEL practices and integrate this training into the daily curriculum.

Creativity

NPS students are encouraged to take risks and find new ways to accomplish tasks. Teachers recognize that creativity is the path to invention and innovation and work collaboratively on STEAM and Arts Integration projects at all grade levels.

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.

- ***What has changed in your school's traditional academic curriculum? (e.g., the 3Rs, STEM)***

- ***Has your school gone beyond 'knowledge' curriculum as noted above? What particular skills are your school's focus? (e.g., the 4Cs)***

Perhaps the biggest shift NPS has made over the last 5 years in a move away from rote acquisition of information to deep thinking is the adoption of the Harvard Graduate School of Education's Project Zero Visible Thinking and Learning frameworks. Using the research of Ron Ritchhart, NPS has adopted Making Thinking Visible thinking routines in all classrooms N-6 as a way to slow down and draw out student thinking and decision making. The result has been a boost in deliberate introspection, critical thought, and respectful dialogue. The School has recently looked at the Project Zero design thinking work of Edward Clapp with its focus on student problem solving and agency and hopes to expand these ideas to its burgeoning makerspace curriculum.

- ***Does your school offer instruction, coaching, or mentoring in interpersonal and/or intrapersonal growth and development? (e.g., social and emotional skills) Please elaborate.***

NPS's academic programming is rooted in Social and Emotional Learning with the understanding that children are not available to learn if they do not feel physically and emotionally safe and understood. To demonstrate our commitment to this principle, the School employs two counselors and a chaplain to support students, faculty, and families. All faculty and staff are trained in SEL as well through the Institute for SEL. Lastly, there is a 4th grade mentor program that allows students to meet in small groups with mentor faculty.

How is 21st 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?

NPS educators work hard to differentiate instruction for students with the help of the learning support team, which includes a Learning Specialist (N-6), two Reading Specialists, a Math Specialist, and two Counselors. In the area of programmatic personalization, NPS believes the connection between school and home must be a strong one so communication is frequent and mutually beneficial.

Over the last three years, NPS has recognized a growing interest in STEAM and foreign language initiatives as paths towards creating 21st century problem solvers and global citizens. The School has hosted several STEAM community events and created a makerspace to address burgeoning needs. NPS has also leveraged after school programming to support school day foreign language classes.

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)?

NPS is always available for tours for prospective parents and/or educators. As part of the School's ongoing work in diversity, equity, and inclusion, we invite all schools to attend the second annual NPS Diversity Institute July 10-13, 2018 with well-known presenter Rosetta Lee. *http://www.nps-dc.org/our-program/diversity-institute*

National Presbyterian School
Tara Montague, Director of Studies

NORWOOD SCHOOL

Coeducational, grades K-8, day school in Bethesda, MD, 440 students.

Has your school defined its own vision of 21st 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?

Teaching and learning continue to develop and evolve. As information and the access to it expand widely, what is asked of students and teachers changes as well. It is insufficient to simply memorize and occasionally apply information and concepts. As we adapt to these changes, our mission provides a strong focus for how we sort through emerging practices and opportunities. True to those ideas, we are a child-centered institution that believes students grow best in a nurturing and challenging environment.

Through this lens, we consider 21st century learning to be focused around critical thinking, creativity, communication, collaboration, and perseverance. Students and teachers must be able to critically analyze information to evaluate it, but also need to find novel and creative ways to construct meaning from it. Students and teachers must also effectively communicate their work to others; throughout this process, they must negotiate challenges and setbacks. We have communicated this focus to our community through various dialogues and documentation.

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.

- **What has changed in your school's traditional academic curriculum?** ***(e.g., the 3Rs, STEM)***

Our curriculum has changed somewhat, though the biggest changes have come in our instruction. For instance, in English classes, students continue to read whole group texts, though we are asking them to create understandings and conclusions from those texts in novel ways; rather than a traditional paper test, students demonstrate their understanding of theme and character through a student run Socratic Seminar. In math classes, though the content hasn't drastically shifted, students spend more time developing conceptual understandings and applications of traditional procedural content. In a class, one might see students spending more time explaining how they found an answer or comparing different solutions to find the most efficient method.

- **Has your school gone beyond 'knowledge' curriculum as noted above? What particular skills are your school's focus?** ***(e.g., the 4Cs)***

In many areas, our school has, for a long time, gone beyond "knowledge" curriculum. Math is a good example of more recent shifts in our focus. Traditionally, a "good" math student is one who could execute particular algorithms with speed and precision. Students who could memorize patterns were rewarded; however, we weren't asking students to develop deep understandings of mathematical concepts. Students weren't really being asked to explain their thinking. We focus more now on students developing a deep procedural understanding of math concepts so that they can develop a strong conceptual understanding; specifically, students are assessed on their knowledge of how math processes work so that, regardless of setting, they can find novel solutions

to challenges and explain their thought processes. As noted above, skills around critical thinking, creativity, collaboration, and perseverance are all part of this focus.

- **Does your school offer instruction, coaching, or mentoring in interpersonal and/or intrapersonal growth and development? (e.g., *social and emotional skills) Please elaborate.***

Our school has a longstanding commitment to character education. This focus comes to life daily through our chapel program, our values of the month, our student support program, our homeroom/advisory program, and our mission driven focus on knowing each student well. We see ourselves as a child-centered institution with each child's development at its core.

How is 21st 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?

Differentiated instruction has been a point of emphasis for our school over the past few years. Specifically, we've focused on developing strategies and systems that challenge students with the right amount of stress. Some amount of stress is appropriate and helps students focus and grow. Too much stress leaves students feeling defeated and overwhelmed. We use a wide array of strategies to find these points with students, including items like: pre-assessments, designing lessons that convey content through multiple learning styles, considering how written material given to students is formatted, and offering students choices in how they will demonstrate their understanding of a concept or topic. Across the school, we work with parents to deepen their knowledge on the topic through speakers and other events. We also have a student support office that works with teachers to develop their instruction and with students to support their learning.

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)?

We have found success with focusing our "best practices" discussion on discrete topic areas and defining what those are at our school. Then, we found resources that supported our work in those areas. This strategy has helped members of our community to see the direction the school is going in this area and helped us to narrow down the professional development opportunities for faculty.

ONENESS-FAMILY SCHOOL

Coeducational, grades preK-10, nonsectarian, Montessori, day school in Chevy Chase, MD, 125 students.

Has your school defined its own vision of 21st 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?

Oneness-Family School equips and empowers every student to cultivate their own highest potential, uniquely preparing them to succeed and lead in the changing and challenging 21st century. Our vibrant, inclusive community rooted in rigorous, cutting-edge curriculum and character development cultivates *good people* — not just good students. Oneness-Family School fosters global leaders of the 21st century by approaching the education of a child, not only by paying attention to their academic skills, but also focusing on the development of their emotional awareness and inner strength.

Our vision is communicated through monthly school newsletters and weekly newsletters from the teachers to the parents, as well as weekly community meetings which all students and teachers attend and to which all parents are invited. Our community night gatherings at local restaurants and our parent partnership events, held four times a year, are another way to impart our vision to parents. Oneness-Family School's vision is also communicated through Founder and Head of School, Andrew Kutt's blog and through our social media posts on Facebook, Twitter and Instagram, which include the updates and accomplishments of our current students, as well as alumni students. We also communicate our vision through our parent association/administration meetings, our faculty meetings and our board meetings.

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.

- **What has changed in your school's traditional academic curriculum? *(e.g., the 3Rs, STEM)***

Our Montessori approach has always focused on big picture thinking, communication skills, collaboration skills, creativity, self-organization, self-advocacy, civics, information literacy, critical thinking, and related outcomes. In today's world these outcomes are ever more recognized as being central to career success.

Oneness-Family School provides the distinctive, cross-curricular advantages of Montessori education during the most important years of a child's development--from Preschool to High School and our students emerge, not only prepared for college success, but confident in their distinct individual gifts and passionate about their contributions to the world.

- **Has your school gone beyond 'knowledge' curriculum as noted above? What particular skills are your school's focus? *(e.g., the 4Cs)***

Yes, our school's curriculum continues to evolve to empower students to be successful in the complex society of the 21st century. Our learners are challenged and supported to fully realize their *Unique Student Potential** and to find their own voice. Through our emphasis on the Montessori tradition, project-based learning, mentoring and internships, macro themes (like Sustainability, Global Connections, Democracy & Human Rights, Innovation & Design), our school

embraces a paradigm for education that integrates learning across disciplines and empowers students to significantly contribute to the global future.

**Our ultimate goal is to develop every student's Unique Student Potential™ or USP.*

USP is the aggregate of the unique gifts and capacities within each person. Our educational approach is designed so that students can maximize their USP, set goals for the pathways they choose and turn their dreams into realities. Our aim is to help students accelerate their progress, laying the foundation for their own success and happiness.

The increasing complexity of our quickly changing world has made the traditional information-based education model -- where students matriculate through unrelated subject classes to master digestible bits of knowledge -- both obsolete and counterproductive.

Students develop their USP by working toward skill sets in 3 major areas - ***Personal Skills, Social Skills and Thinking Skills.*** *They practice these skills in class and in real-world settings with the support of teachers and mentors who are professional experts in a wide variety of fields. Our students thrive in an environment where they are both encouraged and critiqued. We focus on high achievement, but with low stress.*

We teach students to analyze and evaluate information, to generate new ideas, and to develop projects on questions or topics they are highly interested in. This is paired with a focus on personal reflection, collaboration and citizenship that enables students to develop interpersonal awareness and their own personal ethical code. The ultimate goal is for them to gain the skills necessary to become effective, respected leaders in whatever fields they choose to pursue.

➢ **Does your school offer instruction, coaching, or mentoring in interpersonal and/or intrapersonal growth and development? (e.g.,** ***social and emotional skills) Please elaborate.***

From its founding Oneness-Family school has made social and emotional learning an integral part of our curriculum, which we call **Self-Discovery**. The self-discovery program includes instruction in communication skills, conflict resolution, gratitude and acknowledgments, personal reflection and mind-body fitness.

How is 21st 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?

Students at all levels have a circle time or community time every day where elements of the self-discovery curriculum are taught. Another example, are bi-weekly communication classes taught by a speech and language pathologist, which help to build language skills, including listening, having conversations, and using and understanding the nonverbal communication skills necessary for both academic and social competence. All students learn a conflict resolution process to help resolve conflicts in a non-violent way. All students learn various personal reflection activities from mindfulness to yoga to journaling and more. Middle and High School students undertake a heroic journey program and engage in community service and internships. The school offers a wide variety of extracurricular programs each day after school, that include art, music, science, drama, and athletic opportunities.

Oneness-family school has a long tradition of teaching using **interdisciplinary** themes, for example in the Middle School there is a different theme for each cycle, such as power, structure, forces, or connection. These overarching themes tie together the history, science, literature, and personal world curriculum at our Middle School.

Project-based learning has been a central part of our school's curriculum since the school's conception. Younger students work on science fair projects as well as United Nation Day projects each year. Beginning in the fourth-grade students learn to organize their research projects and passion projects that are then presented to their peers, parents, and invited guests. Middle and High school students learn to receive critiques of their presentations, based upon accuracy of the content as well as the effectiveness of their presentation. Meanwhile, they also learn to self-critique themselves individually and as a team.

Design thinking is always a facet of our Montessori approach. Our teachers are constantly encouraging original ideas and new ways of solving problems. Our graduates have gone on to pursue multi-disciplinary advanced degrees and to become project leaders at IBM, NASA, and at many different colleges and universities.

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)?

- The world is changing so quickly, we recommend that every school undertake an annual review of its curriculum program and that teachers and staff have a chance to contribute their thoughts and ideas on what is effective in preparing students with 21st century skills and to have the opportunity to share new connections, and innovative ideas that they may have discovered during the year.
- We recommend partnering with local and national thought leaders who can serve as a sounding board for initiatives that the school wants to explore as well as a source of research and ideas the school might want to investigate or utilize. Thought leaders Oneness-Family School has partnered with include Sam Chaltain (www.SamChaltain.com), Tim Seldin (www.Montessori.org), Riane Eisler (www.rianeeisler.com) and Seth Kahan (www.visionaryleadership.com).
- We recommend that teachers and staff be encouraged to collectively read books that will enhance everyone's knowledge and inform new 21st century-based instruction in the classrooms. Books we recommend include *Drive* and *A Whole New Mind*, both by Daniel Pink, *Thank You for Being Late: An Optimist's Guide to Thriving in the Age of Accelerations* by Thomas Friedman, *The Tao of Montessori: Reflections on Compassionate Teaching* by Catherine McTamaney, *The Better Angels of Our Nature* by Steven Pinker, and *Abundance* by Peter Diamandis.
- We recommend collaboration circles between schools as well as between school heads and administrators to learn from each other and to provide occasions to share new ideas and to provide support for each other in terms of opportunities and challenges we are all facing. Oneness-Family School holds a bi-annual Montessori leadership conference for Montessori educators throughout the DC region.

POTOMAC SCHOOL

Coeducational, grades K-12, nonsectarian, college preparatory, day school in McLean, Virginia, 1060 students.

Our work to prepare students for success in the 21st century is grounded in The Potomac School's commitment to thorough academic preparation, character formation, and the development of critical life skills.

The well-educated 21st-century individual will have a broad foundation of knowledge across academic disciplines, coupled with the intellectual curiosity and growth mindset that fuel continued learning. Potomac's rigorous, comprehensive curriculum provides the **breadth** of understanding characteristic of a liberal education. Driven by a commitment to excellent teaching, classroom practice at Potomac combines traditional pedagogical approaches with innovative techniques and cutting-edge technologies. Our robust faculty professional development program ensures that Potomac teachers benefit from the latest research in their particular disciplines, in cognition and learning styles, and in classroom best practices. Potomac also provides opportunities for students to develop greater **depth** of understanding and practical application in areas of particular interest; for example, our Upper School offers three intensive concentration programs -- the Science and Engineering Research Center, the Global Perspectives and Citizenship Program, and the Visual and Performing Arts Concentration. In addition, Potomac actively supports its students' pursuit of various avenues for **individual exploration and achievement** in areas that fall outside, or go beyond, the scope of the curriculum.

As in any century, the productive and contributing 21st-century citizen will be a person of good character. Potomac's **core values** -- courage, respect, integrity, perseverance, and humility – underpin everything that we do. They are woven into the K-12 curriculum in thoughtful and age-appropriate ways, and they shape activities, events, and personal interactions within the school community. A commitment to responsible **leadership** grows out of these values. As they move from one division to the next, Potomac students have progressively greater opportunities to learn and practice such leadership skills as goal-setting, active listening, collaboration, inclusion, and the responsible use of authority to achieve shared goals. **Service** is an equally important tenet for the Potomac community. The school's integrated K-12 service-learning program affords students at every level opportunities to build understanding of complex issues and take an active role in initiatives that meet community needs. Potomac's service learning program is constructed around four broad themes: poverty, hunger, and homelessness; literacy; the elderly; and the environment. The school works with partner organizations throughout the greater DC area to develop meaningful service opportunities that advance students' commitment to making a difference and help them develop confidence in their ability to do so.

Finally, success in the 21st century will depend upon mastery of critical life skills. While essential capabilities will continue to emerge and evolve, Potomac is currently focused on empowering its students in five key areas: **public speaking**, **financial literacy**, **information literacy**, **cultural competence**, and **real-world problem solving**. These skills are integrated into the curriculum in every division, and time and resources are being directed to initiatives that take achievement in these areas to higher levels. For example, Potomac recently established a full-time K-12 director of public speaking position; this faculty member works with teachers across the divisions to develop age-appropriate initiatives that help students become more articulate and compelling speakers, as well as more effective listeners. He also serves as coach of the Upper School's interscholastic speech and debate team, which has emerged as a top national competitor. Similarly, Potomac recently introduced an entrepreneurship course, in which seniors develop projects to meet real-

world needs, devise budgets and business plans, and present their concepts to a panel of businesspeople for feedback. The Upper School Finance Club has an innovative, student-led microbank project under way, and Potomac's nationally competitive robotics program is helping to fuel students' passion for technological innovation. An emphasis on cultural competence – the ability to work together effectively across differences – underpins all of our efforts. Genuine respect for the contributions and value of others is a defining aspect of Potomac's community-focused culture.

Through the initiatives described above, and all of its programs and operations, The Potomac School demonstrates its commitment to preparing students to lead lives of purpose, achievement, and generosity of spirit in the 21st century.

SHERIDAN SCHOOL

Coeducational, grades K-8, progressive, day school in Washington, DC, 226 students.

Has your school defined its own vision of 21st 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?

At Sheridan, we believe that all students can learn and that all students can rise to high academic standards. We also believe our teachers need to learn to teach everyone in order to be efficient and effective in their instructional practice, so we heavily invest in teacher training around learning differences, communication styles, equity, and justice. We engage our students in hands-on projects that stretch their IQ and EQ. We stand firmly behind the principles of learning through play and make sure that we have student-centered classrooms and culminating projects that tie into our beliefs on the power of student voices in service learning projects and community activism. Our communication team, which is comprised of administrators, teachers, and staff, have worked tirelessly to ensure that our students, families, and faculty are entirely supportive of our learning vision. We communicate our beliefs in videos, articles, and in face-to-face conversations with our community.

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.

We are in the process of completely transforming our library space into an innovative maker space/library. We've hired a talented librarian/STEAM expert to lead us to and through our vision. We want to make sure all of our students are ready for the technological feats they will encounter in the future.

At Sheridan, we believe in teaching students how to think not what to think. We believe in graduating thoughtful, respectful, and capable students, thus to produce these types of graduates, we pour resources into our faculty. We have a robust professional development budget and the administrators, in collaboration with the teachers, create professional development plans for each of the teachers each year.

We focus on strengths and weakness inside the classroom and within the community to generate these professional development plans. And at the beginning of each year, we share with all the students the risks we are taking as faculty members so that our students can see us as lifetime learners and risk takers.

How is 21st 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?

Each morning, at Sheridan, all of the students, faculty, and staff meet for Morning Meeting. Morning Meeting is a tenet of the Responsive Classroom Approach where we circle up in small groups and check in with each other emotionally. We believe that in order for our students to be ready and willing to learn we need to know how they are entering school so that we can prepare them fully for the academic day. By taking time to check in with everyone in the building, specifically our students, we are showing them that their academic success is not the only aspect

of their education and development that we are interested in, but their emotional and social-emotional health is just as important. In preparing our students for the real world, we want to fully equip them with the tools to handle anything the world throws at them by helping them each day tap into their emotional well-being through engagement in the Morning Meetings, mindfulness activities, and Responsive Classroom conversation.

We not only meet our student where they are emotionally, but we also meet them where they are academically. We have a full-time Director of Student Support, a full-time School Counselor, a full-time Literacy Specialist K-5, and we are in the process of hiring a full-time Middle School Learning Specialist. We create learning profiles for all of our students and allocate time throughout the year to have conversations about their academic and social-emotional growth. We have a co-teaching model so that we can easily differentiate instruction and work in small groups with all of our students. We do not believe in standardized tests, but we do believe in students presenting what they are learning in every subject, so we have a number of class presentations throughout the school year K-8.

Our middle school is currently in the process of working with a design thinking specialist because one of our goals is to further differentiate the middle school and lower school experiences for our students. All of our units are built around project-based learning, and we attempt to have cross-curricular elements in every unit as well. We begin our technology education in 3rd grade and by 8th grade our students are coding, working with 3D printers and designing robots. In short, we remain on our learning edge as educators because we want to model that grit and excitement for our students.

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)?

- One "best practice" that we could recommend is an all-school read.

Each spring, the administrators consult various blogs, newspapers, magazines, and podcasts to decide on which book the entire faculty, staff, parent body, and 8th-grade class will read for the following school year. We factor in hot topics in the news, our mission, strategic plan, and ideas from parents, then we create a list of roughly five books. Finally, we vote on the best one for the next school year. We then spend the year immersed in conversations about the all-school read. An all-school read is a beautiful community builder because the Parent Association then pulls themes from the all-school read to book speakers and organize discussion groups. The teachers are then able to incorporate themes from the all-school read throughout the school, K-8, in developmentally appropriate ways.

Stephanie Folarin, Lower School Head
Sheridan School
Email: administration@parentscouncil.org

SIDWELL FRIENDS SCHOOL

Coeducational, grades preK-12, Quaker, day school in Bethesda, MD and Washington, DC, 1146 students.

Has your school defined its own vision of 21st 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?

The Sidwell Friends Board of Trustees recently issued a new strategic plan, "Lead in the Light: Empowering Students to Let Their Lives Speak" (Oct. 2017). This document was provided to faculty, parents, students and alumni. It contains the following vision:

"We live in extraordinary times. The frenetic pace of our society calls us to deepen our enduring values, and yet the pace of economic, cultural, and technological change requires us to be both nimble and responsive. Our mission compels us to let our lives speak to the challenges of the moment, redoubling our commitment to intellectual engagement and integrity while nurturing essential skills and ways of being in the world.

In a city brimming with power and privilege, we need students who understand the importance of diversity, who think deeply about equality and justice, and who let their lives speak through action.

In a politically fractious society, we need citizens who have the confidence, skills, and patience to listen deeply, seek consensus, and work for the greater good.

In a world of conflict, we need emissaries who have the cultural competence, emotional intelligence, and courage to broker meaningful compromise.

In the face of dramatic environmental, technological, and economic change, we need leaders in all walks of life who think critically and adventurously across disciplines, who discover nontraditional solutions, who promote ethical economic development, and who offer creative ways to see the world."

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.

From "Lead in the Light," Sidwell Friends' strategic plan:

"At Sidwell Friends, teaching and learning are inextricably linked. We expect our teachers to be life-long learners who will encourage our students to be the same. Teachers learn as much as they teach. Students teach as much as they learn. And by challenging students to hone their academic, athletic, and artistic skills, by awakening their minds, bodies, and spirits to the teacher that exists within them, our teachers and coaches embolden students to pursue their passions and live with purpose. In this environment, our students become leaders who possess humility, resilience, and independence. They become problem solvers who relish challenge, understand complexity, grapple with moral dilemmas, and discern novel solutions."

- ***What has changed in your school's traditional academic curriculum? (e.g., the 3Rs, STEM)***

Sidwell Friends supports curricular and co-curricular initiatives that, in accordance with the School Philosophy and Diversity Statements, honor a "multiplicity of voices," recognize that "differences among us enhance intellectual inquiry, expand understanding, and deepen empathy," and encourage students to value human rights and cross-cultural exchange. The curriculum of the School is ever evolving.

- ***Has your school gone beyond 'knowledge' curriculum as noted above? What particular skills are your school's focus? (e.g., the 4Cs)***

Sidwell Friends seeks to strengthen the Quaker connection between intellectual engagement and social witness by encouraging students to understand diverse cultural and ethical traditions and to develop their talents so that they might let their lives speak. Our curricular and co-curricular programs stress student leadership and critical thinking skills, as well as interdisciplinary and spiritual understanding, in connection with opportunities that support social justice, community building, environmental sustainability, peaceful resolution of conflict and economic development.

- ***Does your school offer instruction, coaching, or mentoring in interpersonal and/or intrapersonal growth and development? (e.g., social and emotional skills) Please elaborate.***

See above.

How is 21st 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?

All of the examples provided above are utilized at Sidwell Friends on a PK-12 basis.

Sidwell Friends. Ellis Turner, Associate Head (202.537.8108)

ST. ALBANS SCHOOL

Single-sex boys, grades 4-12, college preparatory, boarding/day school in Washington, DC, 585 students.

Has your school defined its own vision of 21st 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?

We have not.

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.

- ***What has changed in your school's traditional academic curriculum? (e.g., the 3Rs, STEM)***

We've added more STEM-type units in the Lower School.

- ***Has your school gone beyond 'knowledge' curriculum as noted above? What particular skills are your school's focus? (e.g., the 4Cs)***

We still value knowledge and content mastery, and we will focus on the typical skills. There has a been a greater emphasis placed on the boys "learning how to learn."

- ***Does your school offer instruction, coaching, or mentoring in interpersonal and/or intrapersonal growth and development? (e.g., social and emotional skills) Please elaborate.***

Yes. Through our advisory system and life skills program.

How is 21st 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?

We've done work in various grades with PBL, interdisciplinary units, and assessment variety.

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)?

A full-on curriculum review is helpful for schools to inventory what's currently happening in their programs. The inventory matters because it's key to know what to keep and what to jettison. The day is only so long, so schools can't simply add items without subtracting others. Figuring that out is vital.

St. Albans School. (The Lower School). Fred Chandler, Head of Lower School

ST. ANDREW'S EPISCOPAL SCHOOL

Coeducational, grades preschool-12, Episcopal, college preparatory, day school in Potomac, MD, 525 students.

Has your school defined its own vision of 21st 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?

We now know more about the brain than ever before in history. Therefore, 21st century learning at St. Andrew's means that 100% of the school's Pre-school through 12th grade teachers are trained in Mind, Brain, and Education science and how the brain learns, works and thrives. It is why St. Andrew's strategic vision for itself is to become "The destination school for research-informed teaching, learning, and leadership." Equally important is the way in which teachers share research-informed strategies with each individual student. The goal is to create more efficient, confident, and independent learners, whether a child is in kindergarten or 11th grade, who feel equipped to learn new things in new contexts in college and throughout their lives. St. Andrew's is also very intentional in merging the values of its Episcopal faith with the progressive ideas of Mind, Brain, and Education science research. There is an emphasis on providing the right balance between the school's rigorous academic program and developing each student's growth mindset and individual health and well-being. Our community celebrates diversity and utilizes an inclusive curriculum where all can find opportunities for success and challenge.

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.

The classroom environment at St. Andrew's is inquiry based and promotes exploration, dialogue, collaboration, and questioning. Each student is challenged to connect and extend new learning and experiences to prior learning and experiences. St. Andrew's teachers deliberately support the development of each student's memory skills in order to help them to link prior knowledge to new contexts. Knowledge acquisition is a stepping stone from which students do their most critical thinking about the globalized world and the problems students can contribute ideas to begin solving.

- ***What has changed in your school's traditional academic curriculum? (e.g., the 3Rs, STEM)***

Design thinking has been elevated as a problem-solving routine across all grade levels and each of the school's four divisions: Lower, Intermediate, Middle and Upper School. Course offerings and programming in engineering and robotics have sparked new levels of creativity among some of St. Andrew's youngest scientists and mathematicians. In the Lower and Intermediate schools, there is a research-informed commitment to prioritize play and physical education every day for children. In the Middle School, a single-gender advisory program provides safe spaces for students to explore some challenging social and emotional topics. Upper School students have an array of internship opportunities and can apply to be CTTL Student Research Fellows in which they collaborate with individual faculty from Johns Hopkins Science of Learning Institute and Harvard's Graduate School of Education around a research question. St. Andrew's continually explores how best to enhance teaching and learning for all students.

➢ ***Has your school gone beyond 'knowledge' curriculum as noted above? What particular skills are your school's focus? (e.g., the 4Cs)***

Each month, the Center for Transformative Teaching and Learning at St. Andrew's produces "The Bridge" (available to teachers, administrators, and parents from all schools). Knowledge is part of the "Trivium" that Martin Robinson identifies as the heart of a good education but is often over-looked in the race to creative and project-based learning. St. Andrew's hires teachers for their content and grade level expertise as well as their emotional intelligence. Such teachers provide, in differentiated ways, the knowledge that students can then apply in new, creative contexts. Writing, oral communication and collaboration remain essential skills for success in college and life, as recent alumni of St. Andrew's convey each January that they return to campus for "Young Alumni Day." Such knowledge and skills are applied to an array of design thinking and problem-solving projects and have led the school's robotics team to the Maryland State Finals in 2018. A signature project of the St. Andrew's Upper School, the Oral History Project (OHP), is the most demanding project a St. Andrew's student will experience. They research, conduct and record an interview, transcribe, empathize, analyze, publish, and present in multiple mediums a first-hand perspective of an event or period in history. St. Andrew's is home to the largest pre-collegiate oral history archive in the United States.

➢ ***Does your school offer instruction, coaching, or mentoring in interpersonal and/or intrapersonal growth and development? (e.g., social and emotional skills)***

Research-based academic rigor and student well-being are the complementary foundations of educational achievement. The homeroom-based Responsive Classroom (RC) program up to grade 5, and the Middle and Upper School advisory program (grades 6-12), are signature elements of St. Andrew's belief of the complimentary nature of academic challenge and student social and emotional well-being. Research from the Mindset Scholars Network around the mindsets of growth, belonging, and purpose & relevance informs RC opening and closing meetings and the group and individual conversations advisors have with each of their advisees. Mindfulness training, as well as yoga for Lower School students, have been important additions to the social and emotional programming at St. Andrew's. Weekly chapel for all students also provides important time for students to reflect on their religious identity and spiritual growth and to empathize with their experience of other religions, faiths, and life outlooks.

How is 21st 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?

Solving problems and asking big questions are central to each student's learning regardless of grade level or discipline. Developing disciplined thinking routines and providing opportunities to communicate one's ideas, whether orally, written, or via multiple artistic and technological mediums, is central to each student's academic journey. Design labs on both of St. Andrew's campuses provide creative space and tools for students to build and innovate a mechanical arm in science class. Service learning also creates real-world opportunities to support those most in need, whether locally in the Washington, DC region or as far away as South Africa and Haiti. Central to the research-informed work of 100% of St. Andrew's teachers is multiple modality instruction. Students will experience each week ways to enhance current strengths as well as ways to improve upon current areas of challenge. Critical to this work is the importance of one-on-one conversations, and the building of trusting relationships between teachers and students. Having

each student reflect on his or her learning comes both before and after many learning experiences. Providing student choice on assignments and projects also enhances intrinsic motivation and allows students to pursue their individual passions.

A new research-informed daily schedule that will launch in the 2018-2019 school year has intentionally built in time for students to be curious, to seek out teachers for extra help during "office hours". Students will have more time to think deeply each day about fewer academic subjects where they can create and innovate using cutting edge tools such as a laser cutter, 3D printer or the creative power of technology through St. Andrew's one-to-one laptop program for grades 3-12 (iPads are used by students in a developmentally appropriate manner for grade PK-2). Fewer classes each day for students allows for less homework and more time for sleep, a critical time for consolidating learning and taking care of one's personal health.

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)?

St. Andrew's and its Center for Transformative Teaching and Learning has published two books in the last two years that reflects the school and its faculty's commitment to using research in Mind, Brain, and Education science to inform, transform and validate exceptional teaching and learning for every student. *Neuroteach: Brain Science and the Future of Education* was written by the CTTL's Director and Head of Research. *The Guide to Imagination and Design Thinking* is written by St. Andrew's D!Lab Director and the CTTL's publication of 'Think Differently and Deeply' has been distributed to more than 10,000 educators worldwide.

These resources highlight best practices in visible thinking routines, social and emotional learning, memory strategies, coaching student-athletes, and project-based learning. They provide teachers and school leaders a replicable model, and next day resources, in which to elevate MBE science and design thinking among their faculty and students.

St. Andrew's also partners with Research Schools International, that is led by Harvard's Graduate School of Education, and the Science of Learning Institute at Johns Hopkins University, to ensure that the St. Andrew's faculty is on the cutting edge of using the latest research in the Science of Learning to inform how they design their classes and work with each individual student. Interested schools can become "partner schools'" of the CTTL at St. Andrew's through its Science of Teaching and School Leadership Academy.

St. Andrew's Episcopal School (Glenn Whitman-gwhitman@saes.org)

ST. STEPHEN'S & ST. AGNES SCHOOL

Coeducational, grades JK-12, Episcopal, college preparatory, day school in Alexandria, VA, 1120 students.

Has your school defined its own vision of 21st 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?

St. Stephen's and St. Agnes School has always focused on providing our students with those skills that will position them for success in school and beyond, and this commitment to student success remains our prime focus in the 21st century. While it is true that our purpose as educators remains steadfast, our understanding of our learners and the world they inhabit has changed dramatically as technology, neuroscientific advances, and innovations in the marketplace have proven true disruptors in learning and teaching. Today our students have instantaneous access to a world of information, and this has profound implications on how and what we teach. Just as our students have access to the world at their fingertips, so too, do educators. With immediate access to educational research specifically targeting 21st century learners and learning environments, classroom practice is changing profoundly. Schools are better able to meet the needs of our students and to support the growth of our teachers than ever before. St. Stephen's and St. Agnes School's mission states that we will help our students succeed is this complex and changing world, and we continually review and incorporate educational research to direct that vision and inform our practice.

As a result, St. Stephen's and St. Agnes School launched a bold new Strategic Plan in the 2015-2016 school year that is designed to foster deeply engaged learners and leaders. This new Strategic Plan is mission-centric and born out of the understanding that our students are 21st century citizens and their learning lives should reflect that reality. Our goals include, but are not limited to:

- Furthering a culture of thinking and learning, exploration, and academic risk-taking
- Supporting and encouraging innovation in the classroom and beyond
- Articulating our 'Hallmarks of Teaching Excellence' to guide the work of our faculty
- Enhancing student-centered learning experiences, opportunities, and environments
- Promoting digital citizens and savvy consumers and producers of content
- Fostering a culture of wellness that promotes health and balance in mind, body and spirit
- Developing signature programs where students positively impact the greater community by utilizing strong academic skills, creative problem-solving, and exceptional communication skills
- Providing meaningful opportunities for learning collaborations

The Strategic Plan and the vision for 21st century learning have been shared with our stakeholders through a variety of media including video, hardcopy, and digital text versions. In addition, faculty regularly discuss and plan for strategic initiatives and are collaborative members of the strategic vision moving forward.

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.

- ***What has changed in your school's traditional academic curriculum? (e.g., the 3Rs, STEM)***

We are currently in the process of an academic and programmatic review as an implementation step in our strategic plan. We are looking closely at the skills, processes, and subjects we teach, and refining our pedagogical approaches to support our strategic plan initiatives. As a result, we have made substantial transitions in many areas, including but not limited to:

- Establishing 1 to 1 iPad and Macbook environments in our Lower School and Middle School
- Establishing a BYOD learning environment in the Upper School
- Incorporating the reading and writing workshop model of language arts instruction in the Lower School
- Creating interdisciplinary courses at the Upper School
- Employing mindfulness and reflection practices in our classes and at our faculty meetings
- Reviewing and revising assessment practices to incorporate more collaborative learning experiences, inquiry-based assignments, and project-based learning practices
- Supporting our students in using the design thinking process in order to solve real-world problems
- Developing a social entrepreneurship program in our Upper School
- Incorporating Harvard Graduate School of Education's Project Zero work in our classrooms, including thinking routines and visible learning practices
- Establishing a cutting-edge technology education program with aligned course offerings
- Teaching coding in each of our divisions
- Flipped classrooms

➢ ***Has your school gone beyond 'knowledge' curriculum as noted above? What particular skills are your school's focus? (e.g., the 4Cs)***

As part of our Strategic Plan process, we have placed special emphasis on the skills (known as the 4Cs) that employers have identified as necessary in a 21st century workforce. Those skills of communication, critical thinking and problem solving, creativity and innovation, and collaboration are taught in a variety of ways at each of our divisions. Some might argue that a mindset is not a skill, but we understand that our mindsets determine our attitudes toward learning. Thus, we strive to develop a growth mindset in all community members. Through this work we hope that our students develop the ability to be resilient, independent, self-advocating, and engaged learners in their time with us and beyond. In addition, we are focused on developing those traits such as cultural competency and a commitment to service that we believe our students need in order to pursue goodness as well as knowledge throughout their lives. For example, our Lower School has incorporated mindsets for learning into the classroom and school culture and we have developed our guidelines for respectful discourse in our Middle School and Upper School.

➢ ***Does your school offer instruction, coaching, or mentoring in interpersonal and/or intrapersonal growth and development? (e.g., social and emotional skills)***

Social and emotional skills are a clear priority for St. Stephen's and St. Agnes School as evidenced by our Strategic Plan commitment to foster a culture of wellness. The Lower School is a Responsive Classroom school and incorporates community-building and connection as central focuses of student success. The Middle School Saints Mission Skills Program provides opportunities for students to develop empathy, resilience, teamwork, curiosity, equity, and

responsibility. Our Middle School and Upper School advisory programs create safe spaces in which the advisor offers mentoring and advocacy. We also have a strong counseling team with a counselor available in each division to provide support for all community members.

How is 21st 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?

We incorporate 21st century learning in a variety of ways beyond the classroom experience. For example, we have a very strong after-school program that includes offerings in coding, robotics, design thinking, and makerspaces. In addition, we have a strong sustainability program that regularly features a Students for Sustainability conference that highlights student efforts for change. We also offer a variety of parent education offerings throughout the year on topics such as managing anxiety, raising cultural competent children, digital literacy, and our spotlight on learning.

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)?

Here are a few of the educational resources and leaders that have deeply influenced our work with students:

- George Couros, *Innovator's Mindset, https://georgecouros.ca/blog/*
- Ron Ritchhart, *Creating Cultures of Change*
- Ron Ritchhart, Mark Church, and Karin Morrison, *Making Thinking Visible*
- Thom Markham, https://pblglobal.com/
- John Hattie, *Visible Learning,* https://visible-learning.org/
- Ron Berger, *An Ethic of Excellence, Leaders of Their Own Learning*
- Glenn Whitman and Ian Kelleher, *Neuroteach*
- Suzie Boss, John Larmer, John Mergendoller, *Setting the Standard for Project Based Learning*
- Project Zero - Harvard Graduate School of Education group researching the nature of intelligence, understanding, thinking, creativity, cross-disciplinary and cross-cultural thinking, and ethics, www.pz.harvard.edu/
- Jim Reese, DCPZ, www.pdcollaborative.org/initiatives/dc-pz/
- Mindful Schools, https://www.mindfulschools.org/
- Devorah Heitner, https://www.raisingdigitalnatives.com/
- Common Sense Media, https://www.commonsensemedia.org/
- Most Likely to Succeed - a film produced by Ted Dintersmith
- Partnership for 21st Century Learning, http://www.p21.org/
- Edutopia, https://www.edutopia.org/
- Mindshift, https://ww2.kqed.org/mindshift/

STONE RIDGE SCHOOL OF THE SACRED HEART

Single-sex girls, grades 1-12, Catholic, college preparatory, day school in Bethesda, MD, 706 students. (Coeducational through Kindergarten)

Has your school defined its own vision of 21st 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?

Stone Ridge focuses its vision of 21st century learning around ideologies and values rooted in our Sacred Heart traditions. Founded during the French Revolution and then brought to the United States in 1818, Sacred Heart education has always bespoke a pioneering spirit. Our priorities are directly represented in our Goals and Criteria:

I. A personal and active faith in God
II. A deep respect for intellectual values
III. A social awareness that impels to action
IV. The building of community as a Christian value
V. Personal growth in an atmosphere of wise freedom

Our curriculum is based on the Goals and Criteria, on educational research, and it undergoes a continuous, organic evolution as it is evaluated each year. We seek to cultivate intellectual habits of mind, depth of thought, critical thinking, and a complexity of content that allows students to engage intellectually, personally, and emotionally.

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.

The School has fully completed its most recent five-year Curriculum Review Process, and the result is a streamlined scope and sequence for learning in every discipline across Pre-K-Grade 12. Likewise, all twelve academic departments have a Mission, Statement of Educational Philosophy, and a Portrait of a Graduate.

The Language Arts/English Department **example** is included here:

Mission:

We teach students to think boldly, express themselves elegantly, and make meaning out of the human experience.

Statement of Educational Philosophy:

We believe that the ability to write with precision and elegance, to read with fluency and insight, and to evaluate with clarity is essential for participating in and understanding the human experience. Our students are superb communicators and thinkers who take joy in self-expression and seek to make meaning of their experiences. Engaging in the writing process, they make discoveries by refining their thoughts and presenting them coherently. Through their reading of great literature, they make connections between self and the world, seeing their own lives reflected in timeless stories while developing empathy for the experiences of others. As they search for answers to challenging questions, they formulate

responses based on their cogent analysis and synthesis of information. In all aspects of their expression, they revel in the process of creating and make their own voices known.

We view ourselves as guides and facilitators who empower our students to express themselves and be active interpreters of their own experiences. They learn and we teach reciprocally as we make meaning together. Because every student is unique, we support each student in her own personal journey and encourage all students to enrich themselves by learning from one another and from their engagement with other disciplines.

We accomplish this through:

- Providing a rich program of sequenced and integrated skills in grammar, vocabulary, writing, and speaking that enables students to communicate fluently, vividly, and confidently.
- Teaching students to engage in all aspects of the writing process and to view this as a method of discovery through which they make meaning.
- Engaging students in different kinds of writing—formal, informal, analytical, creative, personal, poetry, journaling, and research.
- Building students' confidence as writers by giving feedback and empowering students to become thoughtful peer editors and self-editors.
- Establishing and maintaining high standards for analysis, argumentation, and expression.
- Empowering students to express viewpoints articulately not only in writing but also in oral expression; encouraging them to assert their own voices while being respectful of others.
- Developing tactical reading skills and reading fluency that enables students to comprehend and interpret texts across all disciplines while reading for purpose and pleasure.
- Instilling in students an awareness of self and others through studying great literature.
- Introducing students to a wide range of authors and genres by thoughtfully diversifying reading selections.
- Providing opportunities to differentiate self-expression creatively through various forms of writing, art, or technology, or through the self-selection of topics; differentiating instruction to meet the needs of all learners.
- Creating opportunities for students to learn from each other by supporting student-directed learning.
- Making connections between English and other areas through cross-curricular collaboration.
- Providing a learning environment in which students advocate for themselves and find it safe to take risks and even to fail because they will always receive the support to recover.

<u>Portrait of a Graduate</u>:

Our graduates will…

- Use language to convey meaning confidently and effectively
- Explore the human condition and act on the empathy great literature inspires
- Consider and solve problems and issues from multiple viewpoints

- Think for themselves and ask thought-provoking questions driven by intellectual curiosity
- Analyze evidence to build meaningful, well-reasoned arguments
- Create with joy and originality

As the School embraced Understanding by Design (UbD) as its pedagogical model for instruction and lesson facilitation, all classes, as appropriate by grade level, are rooted in lasting understandings, essential questions, and Stone Ridge generated Learning Expectations (student outcomes for mastery). This approach places emphasis on transferrable skills and knowledge across disciplines; authentic assessments; inter- and intra-disciplinary work (e.g. STEAM and humanities-based collaboration), engaging multiple facets of understanding, knowledge, and skill; learning that impels to social action through a sense of purpose and service; open-ended, inquiry-based lessons; and student voice, choice, autonomy, and individuality.

Our work on UbD has allowed faculty to explore Creative Curriculum and the Project Approach in the Lower School, cross-curricular assessments in the Middle School, and critical thinking with hands-on learning experiences in the Upper School over the course of the last year specifically.

How is 21st century learning incorporated and implemented on a daily basis?

The School uses UbD as its pedagogical model for instruction, and we take a best practices approach to learning, rather than focusing on the concept of 21st century ideologies. At Stone Ridge, 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 students, 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). We utilized the Project Approach for holistic learning and instruction with our earliest learners. Middle and Upper School students share in developmentally appropriate EdTech tools (coding, flipped classrooms, device-free activities, makerspace learning, etc.), adaptations of project based learning, more collaborative learning environments in classrooms, and the Socratic Seminar - all to promote and enhance student learning outcomes. Across all three divisions of the School students are engaged in authentic assessments of their understanding via UbD, transferrable measures of their knowledge and skill, and activities that cultivate their understanding of content alongside with their development of character.

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)?

As connected to our mission as an all-girls, Sacred Heart, Catholic school, Stone Ridge has used the following research to inform our pedagogical and curricular work:

- Rachel Simmons' research on adolescent girls
- *Enough As She Is* by Rachel Simmons
- *The Upside of Stress* by Kelly McGonigal
- *Where You Go Is Not Who You'll Be* by Frank Bruni

- *The Yes Brain* by Daniel Siegel
- Lisa Damour's research on girls' education
- *Untangled* by Lisa Damour
- *How to Raise an Adult* by Julie Lythcott-Haims
- *Understanding by Design* a framework for teaching from Wiggins & McTighe
- Creative Curriculum for early childhood
- The Project Approach and the research of Lillian Katz and Sylvia Chard
- Columbia University's Readers and Writers Workshop
- Partnership with Glenn Whitman and St. Andrew's Center for Transformative Teaching and Learning
- Janet Stuart's, RSCJ, *The Education of Catholic Girls*
- Responsive Classroom and Developmental Designs
- Various Professional Learning Communities (PLCs), guided by faculty interest

THE SIENA SCHOOL

Coeducational, grades 4-12, day school in Silver Spring, MD, 115 students.
(serving students with language-based learning disabilities)

Has your school defined its own vision of 21st 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?

A focus on: skills (including technology skills) over content; interdisciplinary connections; experiential learning for all grades (including extensive high school internships, for example); and authentic assessments (assessments that relate learning to real-world activities in which the students might engage in life, such as letters to the editor or persuasive presentations, etc.).

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.

At Siena, we have taken it a step further. We agree that 21st Century learning does not mean "rote acquisition of information", but we also believe it does not mean "mastery of content," either. We teach from the philosophy that 21st Century learning means using content as a vehicle for the skills the students need in life, rather than content as an end in itself. Students can learn about President James Garfield in minutes by searching online. And there is far too much content to cover, even if you move at a breakneck speed (which traditionally public schools have done, trying to "cover" all of US history or all of Chemistry in one year). Instead, we work on what skills we can teach by using that information: critical thinking, analysis, synthesis of information, reading, writing, etc. Thus, in college or at a job, when students are asked to work with new material--manipulate content, in your words—we hope they will understand a) how to break the content down into manageable pieces for comprehension and b) how to analyze, synthesize, evaluate and otherwise use it to support the goal of the project.

- ***What has changed in your school's traditional academic curriculum? (e.g., the 3Rs, STEM)***

More interdisciplinary work; integration of the arts into academic classes.

- ***Has your school gone beyond 'knowledge' curriculum as noted above? What particular skills are your school's focus? (e.g., the 4Cs)***

Skills: reading, writing, researching, evaluating sources, critical thinking, analysis, synthesis of information, presentation, collaboration, teamwork, working with the broader community.

- ***Does your school offer instruction, coaching, or mentoring in interpersonal and/or intrapersonal growth and development? (e.g., social and emotional skills)***

Not explicitly; these skills are embedded in the curriculum. For example, we incorporate mindfulness in certain classes—even at the beginning of a math class, sometimes. And we foster empathy through the way we discuss the literature and history our students study, and we teach collaboration through extensive small group activities, whether in the science lab, in small group discussions or in projects in the arts (art, photo, music, drama, etc.). We also run small group

meetings through our school counselor, geared towards particular grade levels (social drama and social media for 6th grade, for example).

How is 21st 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?

Twenty-first century skills of communication, critical thinking, creativity, and collaboration are integral components in the Siena curriculum across all grade levels. In science, for example, students regularly engage in the engineering process and design thinking in a collaborative group to utilize the brain power from each member of the group to design, plan, build, test and improve a product.

Sixth graders learned about access to clean water in developing versus developed countries and the problems many people have accessing clean water. In groups, students determined the problem to solve, the constraints, and the desired outcomes for helping people access clean water. With this knowledge, they designed, built, tested and improved their gravity-fed water systems.

Eighth graders collaborate to brainstorm by mind mapping potential arguments to affirm and negate a thesis statement about mass extinction. With these ideas generated from collaboration, they individually sought evidence to support their arguments to prepare for a debate. After interpreting reliable sources and collating evidence for both affirmative and negative, students teamed up to share and incorporate individual research to formulate a group plan for debating.

Much skill building in Science from elementary to high school is done collaboratively from understanding vocabulary in context to creating a story to explain scientific processes.

To differentiate and individualize instruction for students, teachers employ a variety of different visual, spatial frameworks and structures to help students organize their thinking, work, and time. Most often these frameworks are color coded to help students with association.

We individualize instruction and assignments for students who have difficulties with working memory chunking all aspects of their instruction and assignments to help them integrate and connect skills and content. Furthermore, Siena teachers individualize for students who possess both an enhanced skill and area of difficulty by constantly adding and subtracting supports to push their comfort zone with positive reinforcement.

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)?

A predictable system with routines that is replicated across the curriculum and grade levels. Emphasis on visual, spatial systems and tools to help students capture and structure their thinking.

The Siena School, Clay Kaufman, Head of School

WASHINGTON EPISCOPAL SCHOOL

Coeducational, nursery - grade 8, day school in Bethesda, MD, 285 students.

- ***What has changed in your school's traditional academic curriculum? (e.g., the 3Rs, STEM)***

Over the past two years we have completely redesigned our STEM program. Last year, WES created a committee to explore new STEM opportunities through research, school visits, professional development, collaborative work sessions and partnerships. WES also piloted STEM and Innovation classes in Grades 1 and 3, which received a great deal of positive feedback from both students and parents. Based on the work of the committee and our learnings from the pilot implementation, WES has developed a STEM program for Grades 1-5. Throughout the year, Grade 1-5 students now participate in STEM units taught by our science teacher, Applied Concepts, Innovation, and Entrepreneurship teacher, and technology teacher. The overarching goals of this program are to engage students in a relevant and exciting curriculum that fosters 21st Century Learning Skills and breaks down the walls between science, technology, engineering, and mathematics. Students rotate through these courses across the year having two 9-week quarters of science, one 9-week quarter of technology and one 9-week quarter of Applied Concepts, Innovation, and Entrepreneurship.

The Applied Concepts, Innovation, and Entrepreneurship course has been particularly well received. This course takes concepts that students are learning across STEM disciplines and helps them see how they transfer into the real world. Our teacher's breadth and depth of knowledge comes to life in this class as students explore wide ranging topics such as Grade 1 unit: Tinker Town-Engineering, Optical Science, and Animation or Grade 2 unit: The Working World-Simple Machines, Industry, Nature, Chemical and Physical Change. Through each unit students are led to seek understanding and make connections in the world, from carbon footprints to carbon in soda.

Throughout each unit students learn and create through in class projects, guest speakers, and study trips. Recent speakers have included a retired naval captain from the USS Nebraska-submarine, representatives from the US Patent and Engraving Office, as well as technicians from Verizon who help students understand the interworking of telephone technology from copper wire to fiber optics. This course reinforces the belief that to truly foster a sense of innovation, students need to experience and witness innovation first hand in the real world. Students have ventured beyond the school walls on diverse trips ranging from seeing the process of making and selling chocolate at one of the nation's best chocolate makers, Spagnvola's, to learning about the science behind watercraft development at Carderock Naval Center. Always seeking to connect the past to the present, with trips to The Baltimore Museum of Industry and the Bureau of Printing and Engraving, students learn about how ideas and technology go through an endless process of innovation over time.

Each unit also includes a culminating project where students use the Engineering Design Process to put their innovative thinking into action. Students develop a class product and engage in deep collaboration to manufacture, market, and sell the product to the community. Fostering a mindset of service, the proceeds of each project go to charity.

The science curriculum we use is created and developed by the Smithsonian Institute and the National Science Resources Center and focuses on physics, engineering, biology, and chemistry. Students experience a hands-on project based learning approach through various units in their two 9-week quarters that they have throughout the year.

The technology course focuses on developing students' digital skills which will serve them during their time in school and beyond. Students are learning how to responsibly use technology and become digital citizens. This course includes the following areas of focus:

- Digital storytelling using iPads and various apps to create digital stories
- Programming and coding using Code.org, ScratchEd, and Google CS coding
- Typing/Keyboarding using Typingclub.org
- Digital citizenship using Common Sense Media and Google Digital Citizenship curriculums
- Graphic Design

➢ ***Does your school offer instruction, coaching, or mentoring in interpersonal and/or intrapersonal growth and development? (e.g., social and emotional skills)***

At WES, we integrate social and emotional learning into our curriculum and throughout the school. The WES motto is "Be Kind," and we encourage our community to live out that motto in day-to-day practice. We celebrate students for acts of kindness and we teach character values such as tolerance, justice and compassion through the "Virtue of the Month" program in our chapel and religion classes.

In the Early Childhood division, teachers put an emphasis on emotional literacy, building empathy, and friendship skills. We explicitly teach children to recognize each other's body language and facial expressions, and to act and react accordingly. We also model and practice self-regulation, teaching children calming strategies to monitor their energy levels.

Students build upon this foundation in the Elementary years. We continue conversations around the themes of empathy, self-control and social awareness. Teachers coach students in conflict resolution strategies and managing feelings.

In Middle School, students are organized into mixed-grade advisories. In advisory, students participate in activities and discussions that delve deeply into topics such as identity development, diversity, positive friendships and healthy relationships. Advisors act as mentors and emphasize the power of community, encouraging students to treat each other and the wider world with compassion and respect.

We have added topics about Social Media to our Middle School Curriculum, including sessions on appropriate social media interactions, guidelines for appropriate use, texting vs face-to-face conversations, sexting, and other similar topics. We have included these topics in both our Advisory and Health curriculums. In addition, we have had two screenings of *Screenagers* at our school in the last two years. *Screenagers* is a powerful documentary that tells stories about the messy struggles over social media, video games, academics, and Internet addiction, AND offers many solutions to help parents and students to find a balance with screen time. After both screenings WES included panel discussions with area experts for parents and students to share their thoughts, concerns, and questions about this topic.

One of our most successful programs was the Digital Awareness Project (DAP) we did as an Advisory topic last year. Here's how it worked:

- Each advisory (about 8-10 students from Grades 6, 7, and 8) were assigned an app to research such as Facebook, SnapChat, Instagram or Twitter. There were about ten in total.
- Students researched what the app was originally supposed to be used for and compared that with how it's used today.
- Students identified positive and negative outcomes in using the apps.
- Students made presentations about their findings which were shared in a DAP Fair with all Middle School students and parents.

The Fair was followed up on with discussions with students about what they learned from this activity.

Are there additional offerings outside of the school day for students and families?

We have after-school robotics clubs, both for beginners and for competitive teams. In the beginner's club, students use Lego robotics kits to build robotic vehicles, and learn the programming basics for movement and the use of some sensors. The teams compete in FIRST Lego Robotics, and must create a robot that can accomplish various missions, as well as research and create an innovative solution to a real world problem related to that year's theme.

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)?

Discovery Learning in Early Childhood

Good early childhood programs have always fostered skills that promote:

- Critical thinking
- Communication
- Collaboration
- Creativity

Children need to take part in daily activities that help them reason, think creatively, analyze data, express their emotions, and work collaboratively. At WES, we do this by focusing on play. Classrooms should encourage dramatic play, constructive play, creative play, physical play, and cooperative play. These areas of play should incorporate lessons involving mathematics, literature, the sciences, and the visual and performing arts. Discovery should be one of the key components in a young child's learning where activities give the child opportunities to explore, create, listen, speak, feel and tell.

How to best do this?

- Begin by asking open-ended questions that have many right answers
- Ask children to explain their thinking
- Recognize original ideas
- Brainstorm - reflect on own ideas & others
- Give feedback - decide which ideas work best
- Role model your own curiosity about the world and your willingness to try different things

- Be flexible - use different approaches and consider learning styles of each child-personalize it as much as possible (differentiation)
- Encourage imaginative play, inquiry and discovery in common, everyday experiences
- Applaud perseverance and creative solutions
- Reflect on how things make you feel
- Provide opportunities for social understanding
- Involve students in the creation of their own play spaces
- Make student thinking visible in the classroom

There was a time when our teachers built the dramatic play areas in the corners of our classrooms. Now, the students are involved in the process, from brainstorming ideas to constructing elements, collecting props, and organizing their own playthings. We begin with reading books, non-fiction and fiction. We ask the students what they already know. And before you know it, the students are generating ideas, discussing connections, and asking questions. They begin to "own" the content. They are active participants in their own learning. Critical thinking, Communication, Collaboration, and Creativity take place before, during, and after the placement of our thematic installations. Through discovery learning, the children are building their own structures of knowledge.

2018

Best Practices Forum

Raising 21st Century Citizens:
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

Think Differently and Deeply
online articles via CCTL
www.thecttl.org/think-differently-deeply/

The Bridge
newsletter via CCTL
www.thecttl.org/thebridge/

PEOPLE

- Atwell, Nancie (educator)
- Berger, Ron (expeditionary learning)(www.eleducation.org)
- Boaler, Jo (mathematical mindsets)(www.learn.stanford.edu)
- Bryant, Jennifer (health and guidance)
- Chaltain, Sam (www.samchaltain.com)
- Chard, Sylvia (project based learning)
- Clapp, Edward (Project Zero)(www.gse.harvard.edu/faculty/edward-clapp)
- Cort, Jen (diversity, equity, inclusion, student leadership)(www.jecort.com)
- Couros, George (innovative teaching)(www. georgecouros.ca/blog)
- Damour, Lisa (insights into girls)(www.drlisadamour.com)
- Eisler, Riane (cultural transformation)(www.rianeeisler.com)
- Hattie, John (visible learning)(www.visible-learning.org)
- Heitner, Devorah (digital media and technology)(www.raisingdigitalnatives.com)
- Kahan, Seth (change and innovation)(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)
- Markham, Thomas (project based learning)(www.pblglobal.com)
- Pope, Denise (student engagement, curriculum studies)(www.challengesuccess.org)
- Reese, Jim (DC-Project Zero) (www.pdcollaborative.org)
- Reimers, Fernando (globalization/citizenship)(www.fernando-reimers.gse.harvard.edu)
- Robinson, Martin (trivium)(www.martinrobinson.net)
- Seldin, Tim (Montessori educator)(www.montessori.org)
- Simmons, Rachel (adolescent girls)(www.rachelsimmons.com)
- Steiner-Adair, Catherine (healthy education/parenting)(www.catherinesteineradair.com)
- Tomlinson, Carol Ann (differentiated instruction)(www.caroltomlinson.com)
- Ward, Sarah (cognitive connections)(www.efpractice.com)
- Vygotsky, Lev (social interaction)(e.g. www.simplypsychology.org)
- Whitman, Glenn (author/educator)(www.thecttl.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)
- CASEL framework (evidence-based SEL)(www.casel.org)
- Cecily's Advocacy Workshop (www.mcleanschool.org)
- Center for Transformative Teaching and Learning (CTTL)(www.thecttl.org)

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

- Kidspiration (cross-curricular visual workspace)(www.inspiration.com/kidspiration)
- Making Caring Common Project (www.mcc.gse.harvard.edu)
- Making Thinking Visible (Harvard/Project Zero)(www.pz.harvard.edu)
- Malone Schools Online Network (MSON)(www.maloneschoolsonline.org)
- Mastery Transcript Consortium (www.mastery.org)
- Mathematical Mindsets (Stanford)(www.learn.stanford.edu)
- Mindful Schools (www.mindfulschools.org)
- Mindset Scholars (interdisciplinary research)(wwwmindestscholarsnetwork.org)
- Mindshift (learning practices)(www.kqed.org/mindshift)
- Morning Meetings (www.responsiveclassroom.com)
- Newsela (instructional content platform)(www.newsela.com)
- Noodletools (student research platform)(www.noodletools.com)
- NPS Diversity Institute (NPS conference July 10-13, 2018, featuring Rosetta Lee)
- NuVu (innovation school)(cambridge.nuvustudio.com)
- One Schoolhouse (online courses)(www.oneschoolhouse.org)
- Orton-Gillingham (reading program)(www.orton-gillingham.com)
- Partnership for 21st Century Learning (www.p21.org)
- Peardeck (add on for google slides)(www.peardeck.com)
- Project Approach (project-based learning)(www.projectapproach.org)
- Project Zero (Harvard)(www.pz.harvard.edu)
- Reading and Writing Project (Columbia)(www.readingandwritingprogject.org)
- Reggio Emilia Approach (preschool/primary)(www.regioalliance.org)
- Responsive Classroom (teaching w/ SEL)(www.responsiveclassroom.org)
- ScratchEd (creative programming language)(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
Aquatic Science Lab
Assessment Practices
Block Schedules
Bring-Your-Own-Device Programs
Capstone Courses/Projects
Character Development Initiatives
Circle Time (self-discovery)
Class Projects
Classroom Furniture Changes
Club and Team Activities
Collaboration Circles (Schools/Faculty/Admin)
Communication Means/Methods
Community Building
Connection to Something Greater
Curriculum Reviews
Digital Awareness Project
Digital Citizenship Initiatives
Diversity/Inclusion/Equity
Entrepreneurship Initiatives
ePortfolios
Executive Functioning Programs
Experiential Learning
Financial Sustainability
Flexible Curriculum
Flexible Seating Initiatives
Foreign Language Initiatives
Golden Hand Pledge
Guest Speakers
Habits of Mind Programs
Health and Wellness Programs
Holistic Learning
Homework/Exam Evaluations
Independent Study/Learners

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

(some of the WHATs)

-Noted Themes and Focus Areas-

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

2018

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Raising 21st 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**
6. **Bullis: Senior Capstone Experience Article**
7. **Foxcroft: Student Leadership Guide Sample Pages**

Appendix 1

Program Announcements/Flyers

Parents Council
OF WASHINGTON
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

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

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.

Parents Council
OF WASHINGTON
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

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

Learn more and RSVP at 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

Parents Council
OF WASHINGTON
CONNECTING SCHOOLS • SHARING IDEAS • ENGAGING PARENTS

Raising 21st 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.

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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

Appendix 5

Questionnaire Sent to PCW Member Schools

Parents Council
OF WASHINGTON
CONNECTING SCHOOLS • SHARING IDEAS • ENGAGING PARENTS

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 21st 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 21st 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 by February 28, 2018

Thank you!

Appendix 6

Bullis: Senior Capstone Experience Article

How Senior Capstone Projects Let Students Research—and Present—Their Passions

By Lisa Vardi Jan 30, 2018

Seniors present at an annual capstone symposium in April 2017, Bullis School

Listening to Nicole's impassioned and detailed presentation on the Puerto Rican debt crisis and its impact on the island's healthcare system, it was easy to forget a high school senior was addressing a group of 100 students and teachers.

Nicole's story was a personal one. She has family members on the island who deliver and receive health services, and she described her cousin's personal struggle as a doctor who could have gone to the mainland United States to practice medicine but strongly desired to stay in his native homeland despite the economic difficulties. Nicole's engagement and mastery of the subject matter was evident to everyone in the room as she skillfully wove together her personal story with facts, policy issues and a vivid picture of the political and economic environment of the island.

How does a school engage a senior and the entire learning community, especially in late April when seniors are close to exams and all students are grappling with spring fever and the not-too-distant target of summer? The answers are found in independent learning, deliberate community building and one very special event.

Passion Projects

Nicole's presentation was the culmination of a yearlong in-depth study she undertook as part of a rigorous honors program for seniors, called capstone. To allow for deep dives in areas of interest for students, Bullis, a K-12 independent school in Potomac, Maryland, where I work, offers "signature" programs in four areas: entrepreneurship, humanities and global studies, STEM and visual and performing arts. Students are exposed to each of the program areas during their lower and middle school years. In Upper School, students may choose from several classes in each signature program to deepen their experience, and by senior year can enroll in one of the rigorous courses if they choose.

Each capstone student is assigned a mentor to help them pick topics, set goals and conduct their research. Our mentors are typically drawn from program directors, other faculty members and people in the community. To celebrate the learning journey of these seniors, and give them a chance to reflect on their work, Bullis hosts a Signature Program Symposium every April. It is a remarkable day! Our regular schedule is set aside to allow the entire community—students, faculty and staff, parents—to celebrate the intellectual accomplishments of our seniors.

Learning, Evolved

It's not just the students who have undertaken a journey. Over the years, the symposium has evolved from an evening program with a small group of attendees, mostly parents, to a full-day of rotations that allow everyone to witness and honor the breadth and range of passions of these seniors. We revel in their research, discoveries, conclusions and mastery of their projects.

During the last five years, since the inception of the Bullis signature programs, we have seen an enormous growth in student capstone participation. We began with about 20 students. Now almost half the senior class, or about 70 students, choose to enroll. Why the increase? I believe it is because the program gives students a rare chance to choose how their year will proceed, both in subject area and format. They determine what they will study and how they will present their findings.

This was not always the case. When signature programs were first developed, the program directors specifically defined how students would document their learning journey and their presentations during the symposium day.

In that first year, Faith Darling, our STEM Director, required all students follow a prescriptive format on symposium day: there was a template for the powerpoint presentation and students created an accompanying science fair-like poster presentation. This year, Darling has asked students to identify the best modes of delivery for their learning based on the type of work they are doing. Thus, students who work primarily in a lab might require a different mode of presentation from those who conducted research more independently. Now they might give short TED-style talks, present a hands-on demonstration or even conduct a live experiment. Ultimately, the student must decide what format best matches his or her goals.

"When a teacher lets go of some of the control and becomes a facilitator of learning, a real mentor, students set higher goals and the work becomes more bolder," explains Darling about the change in format. Sara Romeyn, humanities and global studies director, has taken the same approach this year for symposium day. "My overarching criteria is to ensure audience members are engaged and the mode is interactive," she says. As the student projects have come together, at the year mid-point, they have identified their chosen presentation formats, including interactive simulations, photo exhibits, film documentaries and an art show. Performing arts students put on performances and those in the entrepreneurship program host a Shark Tank competition. "Each year, the presentations have become more varied," she explains, "making the symposium day incredibly interesting."

Nicole (right) and peers answer questions during the symposium.

Romeyn wants audience members to learn from the presentations and also build interest in her program. In a way, symposium day is most important for freshmen and sophomores so they might visualize what their own future projects might look like. Romeyn's students share their content findings but also much of their learning journeys. Time for audience members to ask questions is built into the schedule, and many relate to the learning journey as much as the content.

Signature symposium day has become a much-anticipated community event on the Bullis calendar. Last year, for the first time, we held a culminating event at the end of the day to specifically recognize the work of capstone students and to give closure to the day. We assembled the entire Upper School in the auditorium, awarded each student a certificate of participation and invited them on stage to be recognized by their peers—to thunderous applause.

Nicole in particular received numerous accolades from students and staff. I congratulated her for demonstrating a commitment to the people of Puerto Rico and modeling deep thinking and learning for her peers to see, and I was honored to attend an evening benefit she held at a local restaurant a few days later to raise funds for Hospital del Niño, a children's rehabilitation hospital in San Juan. Combining her love of music and dedication to her project, Nicole performed in front of a large group of students, family and friends to purchase two life-saving defibrillators for the hospital.

Having taught Nicole as a junior, I can attest to the remarkable intellectual and personal growth I witnessed during her senior experience. Why such growth? I think it comes down to the fact that Nicole had opportunities to shape and steer her own learning in ways that made it meaningful to her. As we continue on our learning journey as a school, we anticipate continuing to personalize the learning for both capstone students, audience members and our school. It's gives our students a chance to shine, and we know this day will serve as a peak moment for many in our community.

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Lisa Vardi is the director of cross-divisional curriculum at Bullis School in Potomac, Maryland.
This story is part of an EdSurge Research series about how personalized learning is implemented in different school communities across the country. These stories are made publicly available with support from Chan Zuckerberg Initiative, which had no influence over the content in this story.

https://www.edsurge.com/news/2018-01-30-how-senior-capstone-projects-let-students-research-and-present-their-passions

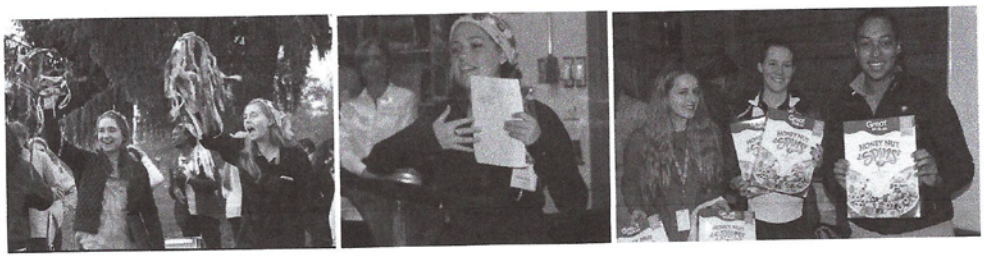
Appendix 7

Foxcroft: Student Leadership Guide Sample Pages

Foxcroft SCHOOL

Foxcroft Student Leadership Guide

Contents



Foxcroft Students: Engaged and Empowered

Foxcroft women make a difference, and a big part of the reason is that, at Foxcroft, every student learns that she has the ability to affect her community and the world. We call on each student's active engagement in a variety of student-centered programs that range from Student Council, Fox/Hound, Athletic Association, and Activities Committee to internships, service learning projects, class trips, and dorm meetings. In each of these realms, our mission is the same: to empower girls to have an active role in shaping our community and upholding our shared values - respect, integrity, kindness and service.

Leadership Growth

We know that confidence is gained through active engagement, self-awareness and skill development. That is why leadership at Foxcroft is an honor, a responsibility and a *skill*. No matter the role - whether formal or informal - each girl is intentionally stretched to develop as a leader. Through advising and mentoring, she will learn to identify her strengths, match her skills and interests with the needs of the community and then *communicate* her ideas effectively to her audience. Communication can be done through a leadership application, a formal speech for election, or through her daily words, actions and community participation. Guided self-reflection, authentic feedback and strong adult mentorship teaches girls how to navigate challenges, take appropriate risks and identify opportunities for personal growth. Ultimately, she will gain the confidence, self-awareness, and courage to be an effective leader in college and beyond.

Clear Vision, Clean Hearts: Student Leadership at Foxcroft School

With "clear vision" and "clean hearts" Foxcroft leaders understand and model our core values of respect, integrity, kindness and service. Through their honest actions and cheerful spirits, they inspire others to do the same.

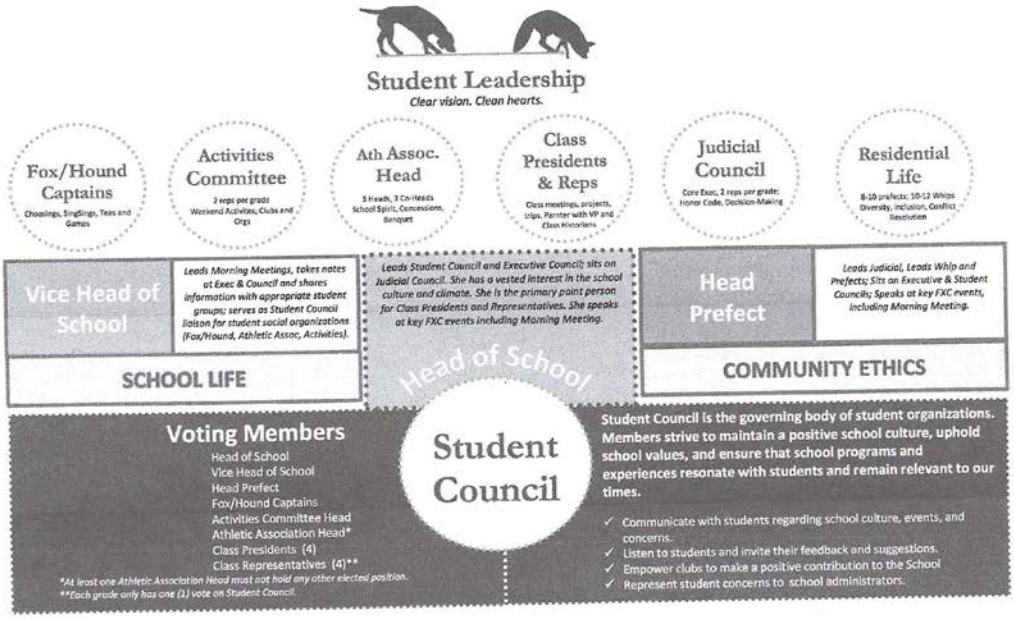
Foxcroft leaders work hard and play hard. They are determined to fulfill the responsibilities of their role and they are dedicated to creating positive and memorable community experiences for all. Foxcroft students identify four specific skills that are essential to successful leadership: communication, listening, time management, and how to involve others.

Communication
To effectively lead, girls need to have a clear vision, give clear direction, provide a solid understanding of the group's goals and individuals' roles. They must learn how to lead effective meetings, make clear announcements, and serve as honest and faithful advocates for the people and organizations they represent.

Listening
Strong leaders are careful and active listeners. They are able to empower and validate their peers by inviting feedback, considering diverse perspectives, and following through on suggestions.

Time Management
Foxcroft girls are busy and they understand that good leadership is also about good time management. They are organized, plan ahead, and have a clear sense of their priorities and obligations. They make good use of their time and they demonstrate their concern for others by coming to meetings prepared and making effective and efficient use of their time.

Involving Others
Good leaders inspire, motivate and encourage others to participate. They want everyone to feel a part of the energy and excitement of a project or activity, so they are creative about seeking opportunities to engage others. They understand that they must take the time to get to know all of the members of their group; to notice their talents, to learn about their interests, and to understand what motivates them. Knowing their "team" allow them to match their skills and interests with the needs of the group or the task at hand.



Preparing for Student Leadership.
Questions to consider:

- What are my strengths?
- What kind of impact do I want to make in my school community?
- What are some skills that I need to develop? What opportunity will help me to develop them?
- Do I participate in school activities? Which ones do I enjoy the most?
- Am I willing to listen to ideas and suggestions that are different from my own? How do I demonstrate that?
- Do I follow school expectations and encourage my peers to do the same?
- What are my priorities?
- What roles interest me?
    - Do I understand the role that I am interested in fulfilling?
    - Do I have the skills for this role?
    - Does this role play to my strengths?
    - Am I able to commit the time to do what is expected of me in this role?
    - What can I learn by serving my school in this capacity?

Student-Advisor Conversation

Leadership Planning Worksheet

Due to Mrs. Johns by March 30, 2018

Name: _____ **Advisor:** _____

Course Worksheet: *What courses are you **hoping** to take next year? **This is **not** your course registration.***

Semester 1	Course	Semester 2	Course
English		English	
Social Science		Social Science	
Language		Language	
Science		Science	
Math		Math	
Art		Art	
Elective		Elective	

Academic Goals or Priorities for 2018-2019

Consider what areas of your academic life do you anticipate giving most of your time?

Out of School Projects / Programs Commitments for 2018-2019

(consider lessons, family obligations, religious or spiritual life commitment, club sport, etc.)

Athletic Preferences for 2018-2019

Fall:_____ Winter: _____ Spring: _____

Athletic Goals / Priorities (list 2-3):

How many hours per week (outside of school) do you anticipate needing to reach these goals? (Consider additional coaching, working out time, weekend commitments tournaments.)

40

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Student Leadership Planning for 2018-2019

What leadership positions, if any, do you currently hold?

What positive impact have you made to your current club(s), class or organization(s)?

What do you identify as your strengths?

What are your opportunities for growth?

	Position	Application?	Speech?	Application or Election Deadline
1st Choice		Y / N	Y / N	
2nd Choice		Y / N	Y / N	
3rd Choice		Y / N	Y / N	

First Choice Position: _____

1. Describe the position.

2. Explain how your skills and interests are a fit for the demands of this position.

3. How do you feel you will make an impact in our school in this role?

4. Estimated time commitment each week (consider required meetings, projects, goals):

Second Choice Position:_____

1. Describe the position.

2. Explain how your skills and interests are a fit for the demands of this position.

3. How do you feel you will make an impact in our school in this role?

4. Estimated time commitment each week (consider required meetings, projects, goals):

Third Choice Position: _____

1. Describe the position.

2. Explain how your skills and interests are a fit for the demands of this position.

3. How do you feel you will make an impact in our school in this role?

4. Estimated time commitment each week (consider required meetings, projects, and goals)

Leadership Agreement and Commitment Statement

I understand that if I am elected or selected to a leadership position, that I am making a commitment to the club/organization and that my enthusiasm, participation, and teamwork is essential. It is an honor and a privilege to represent my peers and Foxcroft School in this capacity. I am willing to take appropriate risks and try new things; to be responsible to myself and the group; to learn new skills and new perspectives; and, to act with integrity and kindness at all times.

Student Signature

Advisor Signature

End of 2018 Best Practices Forum e-Binder

March 29, 2018