Core Strategic Plan Committee

Thursday, January 10, 2019

9:00 – 11:00

Conference Room B

Central Administrative Offices

Members: Chris Clouet, Lorraine Rossner, Dina Marks, Dan Ebert, Victoria White, Jeff Nichols (unable to attend), Ken Saranich, Amy Yost, Joan Tichy, Anne Gaydos, Tom Minotti

Guest Presenters: Martha Parkins and Mike Merati

Agenda:

- Chairman’s Thoughts......

- Articles to Share:
  - “4 Tips for Navigating Ambiguity” – Suzanne Gibbs Howard
    - Read and discussed this short article about “change” and the “change process”
  - “The Class of 2030 and life-ready learning: The Technology Imperative” – Microsoft
    - Share to “read on your own”

- General Overview and Summary of Actions to Date
  - Status – Implementation – Outcome – Victoria White
    - Vision of a Graduate
      - VOG Pamphlet Overview
    - District Website Roll Out
      - Shelton Website Overview
Dropdown Menus and Content Areas

- **SHS Business Advisory Council**
  - **Overview Discussion of Business Advisory Council Activities** – Michael Merati
    - As part of the Perkins Grant Funding opportunity you must have an “advisory group” – Business Advisory Council
    - Comprised of local businesses – big and small – Shelton Chamber of Commerce has worked to help advertise the existence of this council
    - Meet 3 times a year – goal provide “real-world” activities for students to participate in and with through a wide range of opportunities like “internships” focused on these opportunities
    - In the future – businesses may be able to provide “externships” for teachers
    - Focus on “soft skills” of our students and bring those skills into their “real” lives in school and business
  - **Bottom line** – provide opportunities for our students in the educational environment, volunteer activities, internships (job shadowing), and career pathways

- **“Keys to Success” – District Committee Work**
  - **Overview Presentation** – Martha Parkins
  - The “study skills” committee has morphed into “Keys to Success” Committee – currently a 6 member committee
  - What do our students need regarding these “soft skills”
  - Start with three skills to focus on in a roll-out this fall:
    - **Digital Organization**
      - What skills do students need to remain “organized” digitally
  - Explicit technology instruction
    - Digital Expectations by Grade Level
    - Universal Expectations across the district
  - How do we get this work embedded within the “Milestones” expectations of the district
  - **Presentations**
    - Currently opportunities within the established “milestones”
- Real-world skills to use throughout their educational careers as well as in the “real world”
- Aligns to “student-led” conference
- **Active “Good” Listeners**
  - Explicitly teach these skills – work with a partner – share another’s viewpoint – *Habits of Mind* – “active listening supports active learning”
  - What constitutes a “good” or “active” listener
- A “rough” overview of the committee work was shared with the committee – this is a working document of the committee work to use as a structure for the future

- **Beyond Fake News: News and Media Accuracy** – Joan Tichy
  - How do students learn and discern what is true and what is not true
  - Don’t believe everything you see on the internet
  - Where do students get most of their information – home, family, and friend
  - “Fake News” fools kids – Mainstream News vs. Fake News
- Sharpen student skills regarding media literacy
- How will this be incorporated into educational opportunities for our kids?
- Proposed “milestones” for consideration

- **Other Items:**
  - Mindfulness in Kim Atkinson’s Kindergarten Class – she will be highlighted at BOE meeting this month
  - Mindfulness @ E. Shelton – Mindfulness Yoga practices during PE classes with Keefe Manning – all second graders – now requests from staff members

Next Meeting Date - TBD
4 Tips for Navigating Ambiguity

"Teams can only handle ambiguity if there’s high trust."

–Suzanne Gibbs Howard, Dean of IDEO U

Ambiguity makes people feel uncomfortable—it’s a fear amplifier. The pace of change is fast, disruption is coming from many directions, and what worked in the past just doesn’t work anymore. New technologies, global competition, radical changes in long-standing business models, and policy shifts are rampant. Meanwhile, the challenges we face in every direction—healthcare, education, financial and beyond—are more complicated than ever before. And yet, you can’t plan your way forward the way you could in the past.

When navigating ambiguity, instead of a finite plan, you’re choreographing moments where people come together to make progress. It’s about guiding people through the process even though you don’t know what’s going to happen. It’s about having the right people
3. Get Curious

Reframe fears as opportunities. Give yourself room to explore the existential questions from a place of curiosity and opportunity, rather than apprehension or denial. Frame them as “What ifs?” What if we no longer had to rely on our old system of suppliers? What if our team could be globally distributed and we broke with traditional hierarchies?

Look for inspiration outside of your own challenge. Make time to ask colleagues and trusted advisors what they might do in a similar challenge. Or better yet, look for analogous challenges. What can we learn from the way other teams, organizations, or industries have evolved. What can we learn from the ways doctors have adjusted to the need for remote patient interaction? What might it look like for us to operate a more environmentally sustainable business, like Patagonia?

A recent example of this curiosity comes from a project with an automotive manufacturer dealing with the high level of ambiguity around how we’ll use cars in the future. An exercise we did with them to start understanding the future of mobility was to get out of the building and have different team members navigate the city using combinations of different modes of transportation including public transit, bikes, ride sharing, and walking.

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4. Start Doing

Turn big changes into tiny steps. Pick a couple small things to try. Bill Burnett and Dave Evans authors of Designing Your Life, and the creators of the Stanford University course by the same name, recommend you don’t get caught up planning, but rather begin trying out potential new directions as prototypes. The trick is to find small experiments to get started.

In a large telecommunication company working at the forefront of technology, one team was encumbered by their company culture, which typically enforced a culture of knowing the right answers. As an experiment, they decided to create 10 radical prototypes by sketching ideas on paper. They shared the paper prototypes with customers to learn what might be appealing in the future. And
The class of 2030 and life-ready learning: The technology imperative

A summary report
Executive summary

Learners and learning take center stage

The ways people interact, socialize, and work are shifting rapidly. By the time the kindergartners of today become the graduates of 2030, the world will be vastly different from anything previous generations have experienced.

Unprecedented opportunities for collaboration, the progressive automation of lower-skilled jobs, employers' demands for workers with more well-rounded skills, and students' desire and expectation to operate with autonomy and choice all indicate that our education system needs to prepare students for the future in a very different way than it has in the past.

Advances in technology will cause major disruptions in the workforce, as automation could replace up to 50 percent of existing jobs in the U.S. alone. Occupations associated with lower
A paradigm shift for the class of 2030

By the time today's kindergartners enter the workforce, activities will substantially change across most occupations and will increasingly require the application of expertise and creative problem solving, as well as collaboration, management, and the development of people.

The McKinsey Global Institute (MGI) estimates that, globally, about half the work people are paid to do today could be automated by existing technology by 2030, and up to 375 million people may need to switch occupational categories between now and then.*

Yet MGI also predicts that new jobs created by technology, rising incomes, and consumption as well as by investments in infrastructure and renewable energy will fuel strong growth in global employment. So, there will be plenty of jobs.
Core elements of social-emotional learning

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social and emotional learning (SEL) as students obtaining skills that enhance their capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. CASEL’s SEL framework encompasses five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Social skill deficits also create major obstacles for a significantly large subgroup of learning-disabled students and adults.

For more, visit https://casel.org/core-competencies/

Cognitive skills that drive learning

While definitions of cognitive skills vary, many agree that these skills consist of core academic knowledge as well as higher-order skills that apply this knowledge to answer questions and solve problems. In a study of more than 150 countries, The Brookings Institution found that more than 70 percent of education systems prioritize the following six cognitive skills: literacy, numeracy, communication, creativity, critical thinking, and problem solving.

For more, visit https://www.brookings.edu/research/skills-for-a-changing-world-2/

Social-emotional skills provide students with the perspective and flexibility necessary to function at a high level even when faced with uncertainty, change, pressure, stress, and other work and life challenges. This is critical, because change and uncertainty are going to be increasingly pervasive for the class of 2030. Trends indicate the class of 2030 will change jobs more frequently than any previous generation, as across nearly all industries, the impact of technological and other changes is shortening the shelf life of employees’ existing skill sets.

For example, the rise of the gig economy, with its emphasis on short-term project work, is expected to further amplify the need for flexibility from students entering the workforce. In 2014, 91 million people worked in the gig economy in the U.S., according to tax forms filed with the IRS, or nearly 30 percent of the American population.

In addition to the numerical rise in expected lifetime jobs among this generation, “on average, by 2020, more than a third of the desired core skill sets of most occupations will be comprised of skills that are not yet considered crucial to the job today, according to our respondents. Overall, social skills—such as persuasion, emotional intelligence, and teaching others—will be in higher demand across industries than narrow technical skills, such as programming or equipment operation and control. In essence, technical skills will need to be supplemented with strong social and collaboration skills.” These social competency-based hiring criteria are very familiar to large technology companies, where hiring for the ability to collaborate effectively or earn trust have long been part of both recruiting ethos and criteria for advancement.
Personalizing learning to accelerate progress

"Modern learning experience design should center attention on the needs of students; approaching learning as a fluid, holistic, seamless set of experiences. Modern learning experience designs include inquiry-based learning, project-based learning, challenge-based learning, phenomenon-based learning, and personalized learning."

Dr. Cathy Creanbaugh
Catholic Education of Western Australia (CEWA)
Beyond degree attainment, increasing personalized learning and ensuring a deliberate focus on social-emotional skills could also lead to a wider set of life, health, and well-being outcomes. Individuals with bachelor’s degrees or higher are 40 percent more likely to be satisfied with their jobs and show higher levels of civic engagement and participation (for example, increased volunteering and voting rates). Despite all the potential benefits, teachers in the four countries we surveyed said a lack of time, tools, and resources prevent many from doing more to improve their students' social-emotional skills and increase personalized learning. This is where technology solutions that already exist today can help teachers better serve their students.
By pooling all available institutional data on the students securely in the Azure cloud, along with accessing additional data from government departments and even social media, the Tacoma Public School District was able to use machine learning and AI to gain deep insights into its students and identify, in real time, any "at risk" students who required immediate intervention and support.

AI-powered enablers of inclusion

AI can be harnessed to increase the inclusiveness of classrooms in innovative ways. Machine language translation involves the use of software to translate text or speech from one language to another, a need we know is increasingly important in today's diverse classrooms and societies. Real-time translators enable students to engage in cross-language conversation by translating spoken languages and text languages.

In another example, AI-powered robotics currently support students who experience long-term medical absences from their classrooms. Avatarion is a Swiss company which builds robot avatars that provide absent children a physical presence in class, with full video and audio connections to their hospital or home so they can continue to participate in their learning. The child uses a tablet to control the robot’s movements and speech, to send images to classmates, and to answer questions by raising the robot’s hand and speaking through a connected microphone and speaker. Cloud-based AI monitors the robot’s performance at all times, sending valuable information back to the developers to ensure it performs securely and consistently as it represents the absent child in the classroom.

These are just a few examples of how AI can be applied for educational purposes. There are innumerable other opportunities to apply the power of machine learning and massive computing power to educational diagnostics, real-world problem solving in the classroom, and hands-on curricula. Either way, incorporating the technology skills of tomorrow into the classrooms of today will help bridge the knowledge gap for future employability.

Incorporating the technology skills of tomorrow into the classrooms of today will help bridge the knowledge gap for future employability.

Exploring virtual reality to observe and practice social-emotional skills

Mixed reality blends the physical world and virtual reality. It can also include augmented reality and holds promise for its ability to support experiential learning.

One especially effective teaching method is to provide students with opportunities to observe social-emotional skills and then practice those skills. Blends of multisensory stimuli—sight, sound, touch, smell, and taste—can better approximate natural settings, creating higher impact experiences for the brain to develop, learn, and operate. Immersive and mixed reality technologies can provide these stimuli for students and help them see the world from others’ point of view. Gaining such new perspective can help students develop empathy—a crucial skill—and discover, practice, and apply that skill.

These technologies are becoming increasingly accessible, putting them within reach of many school systems. For instance, students might "visit" Egypt to understand what it is like to be an archeologist or travel back in time 2,000 years and
**Education system leaders** will need to prioritize social-emotional skills and personalized learning approaches high on their agendas, clarify standards and expectations, and determine how to measure their benefits. The promise of these approaches to build social capital and meet the needs of a dynamic workforce are critical to the function of schooling.

In order to scale success, system leaders must provide opportunities for school leaders and their teachers to explore current and emerging technologies and the role they play in developing social-emotional skills and personalized learning.

System leaders can identify schools within their systems that are already successfully piloting programs to deepen social-emotional skills and personalized learning or that provide promising opportunities to implement new courses, training, or technology. With the right metrics of success and tracking methods in place, deeper analytics can then be applied to project the impact of different approaches on the broader system.

System leaders can better understand the impact of interventions, spot trends, and scale best practices when they are able to visualize rich data sets.

For example, the Catholic Education Western Australia (CEWA) is connecting previously disparate rich data sets, including student well-being, and applying algorithms to drive predictive analytics. These approaches are providing a system-wide view of the impact of interventions and will help identify patterns of success that can be replicated.

The World Economic Forum notes that the way forward will require “a multifaceted ecosystem of stakeholders” to collaborate and devise solutions that foster social-emotional skills and learning approaches such as personalized learning.

We know there will be continued changes in the world of work driven by technology, globalization, shifting demographics, and other factors. How we socialize, collaborate, and engage in personal and civic life will be transformed and bring new challenges and opportunities. And while we can anticipate, model, and make predictions about the probable social and work opportunities for the graduating class of 2030, the reality is, these students will shape the future.

The skills and attitudes young people develop across their schooling will impact their mindset, skill set, and capacity to learn, unlearn, and relearn.

The young people who contributed to this landmark study were clear: they had high aspirations for their future learning in order to engage in impactful work; they valued creativity, problem solving, and the use of technology; and they wanted more time spent developing the social and emotional skills that will help them navigate a future which will be profoundly social.

We believe that when all stakeholders agree on the problems to solve and set this agenda as a critical priority, we can help young people develop the skills and mindset they need to succeed and thrive in work and life.

The class of 2030 is ready to learn.
### Keys to Success Committee

**Skills to Teach Students:**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Example</th>
<th>Suggestions for when and where the skill should be taught:</th>
<th>Vision of a Graduate/ Habits of Mind it is connected to</th>
</tr>
</thead>
</table>
| Presenting     | Both presenter and audience perspective                                   | • 3rd Grade- Focus on presentation skills (possibly through Living Museum if it was district wide)  
• 4th Grade continue to build presentation skills and present Invention Convention projects  
• 8th Grade Personal Experience Projects  
• Capstone Project in Junior Year High School                                                                                           | ❖ Critical Thinking and Problem Solving  
❖ Creativity and Innovation  
❖ Collaboration  
❖ Empathy                                                                                                                                  |
| Active listening | Listen to other comments, rather than just wait for your time to share. | • K-4 Second Step Program- Skills for Learning lessons  
• K-4 Model active listening, share with a partner, then share out what your partner shared  
• Formally embedded starting in grade 5                                                                                                   | ❖ Critical Thinking and Problem Solving  
❖ Initiative and SelfDirection  
❖ Collaboration  
❖ Empathy  
❖ HoM Listening with Understanding and Empathy                                                                                           |
| Persisting     | How to find a solution—where do you need to be? Where should you be in your schedule? If your computer is not working right now, what can you do? What resources can students use to figure it out on their own? | • Habits of Mind- K- 12  
• 21st Century activities  
• Handle adversity                                                                                                                          | ❖ Critical Thinking and Problem Solving  
❖ Initiative and Self Direction                                                                                                               |
| Note Taking | How to take notes  
How do you choose which information to write down? | • Perry Hill - copy notes from teacher  
• SIS - how to evaluate information to determine what information should be written  
• SHS - sketchnoting - active listening and evaluation of information | • Flexibility and Adaptability  
• Initiative and Self Direction |
|-------------|-------------------------------------------------|-------------------------------------------------|----------------------------------|
| Communication | How to write an email | • How to contact your teachers - taught within google drive lessons | • Initiative and Self Direction  
• Collaboration |
| Time Management | Meeting deadlines | • High school - calendar google app  
• Homework is assigned on Monday, due Friday, you need to manage when it gets done.  
• How do you utilize your ATT/ study hall times. | • Initiative and Self Direction |
| Collaboration | Being able to adapt within a group - accepting decisions made by the group. | • Embedded in all curriculum areas  
• Introduce norms and roles for collaboration  
• Physical Education lessons  
• Second Step Lessons could be used to explicitly teach collaboration skills | • Collaboration  
• Empathy |
| Keyboarding | Need to be able to type to create document, write emails, etc. | • Taught within Library curriculum | • Already a milestone |
### Kindergarten

**Unit 1: Skills for Learning**
1. Learning to Listen
2. Focusing Attention
3. Following Directions
4. Self-Talk for Staying on Task
5. Being Assertive

**Unit 2: Empathy**
6. Feelings
7. More Feelings
8. Identifying Anger
9. Same or Different?
10. Accidents
11. Caring and Helping

**Unit 3: Emotion Management**
12. We Feel Feelings in Our Bodies
13. Managing Frustration
14. Calming Down Strong Feelings
15. Handling Waiting
16. Managing Anger
17. Managing Disappointment
18. Handling Being Knocked Down

**Unit 4: Problem Solving**
19. Solving Problems
20. Inviting to Play
21. Fair Ways to Play
22. Having Fun with Our Friends
23. Handling Having Things Taken Away
24. Handling Name-Calling
25. Reviewing Second Step Skills

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### Grade 1

**Unit 1: Skills for Learning**
1. Listening to Learn
2. Focusing Attention
3. Following Directions
4. Self-Talk for Learning
5. Being Assertive

**Unit 2: Empathy**
6. Identifying Feelings
7. Looking for More Clues
8. Similarities and Differences
9. Feelings Change
10. Accidents
11. Showing Care and Concern

**Unit 3: Emotion Management**
12. Identifying Our Own Feelings
13. Strong Feelings
14. Calming Down Anger
15. Self-Talk for Calming Down
16. Managing Worry

**Unit 4: Problem Solving**
17. Solving Problems, Part 1
18. Solving Problems, Part 2
19. Fair Ways to Play
20. Inviting to Join In
21. Handling Name-Calling
22. Reviewing Second Step Skills

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### Grade 2

**Unit 1: Skills for Learning**
1. Being Respectful
2. Focusing Attention and Listening
3. Using Self-Talk
4. Being Assertive

**Unit 2: Empathy**
5. Identifying Feelings
6. Learning More About Feelings
7. Feeling Confident
8. Respecting Different Preferences
9. Showing Compassion
10. Predicting Feelings

**Unit 3: Emotion Management**
11. Introducing Emotion Management
12. Managing Embarrassment
13. Handling Making Mistakes
14. Managing Anxious Feelings
15. Managing Anger
16. Finishing Tasks

**Unit 4: Problem Solving**
17. Solving Problems, Part 1
18. Solving Problems, Part 2
19. Taking Responsibility
20. Responding to Playground Exclusion
21. Playing Fairly on the Playground
22. Reviewing Second Step Skills

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### Grade 3

**Unit 1: Skills for Learning**
1. Being Respectful Learners
2. Using Self-Talk
3. Being Assertive
4. Planning to Learn

**Unit 2: Empathy**
5. Identifying Others’ Feelings
6. Understanding Perspectives
7. Conflicting Feelings
8. Accepting Differences
9. Showing Compassion
10. Making Friends

**Unit 3: Emotion Management**
11. Introducing Emotion Management
12. Managing Test Anxiety
13. Handling Accusations
14. Managing Disappointment
15. Managing Anger
16. Managing Hurt Feelings

**Unit 4: Problem Solving**
17. Solving Problems, Part 1
18. Solving Problems, Part 2
19. Solving Classroom Problems
20. Solving Peer-Exclusion Problems
21. Dealing with Negative Peer Pressure
22. Reviewing Second Step Skills

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Second Step: Skills for Social and Academic Success
### Second Step Scope and Sequence cont'd

**Grade 4**

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<th>Unit 2: Emotion Management</th>
<th>Unit 3: Problem Solving</th>
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<tr>
<td>7. Conversation and Compliments</td>
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<td>22. Reviewing <em>Second Step</em> Skills</td>
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<tr>
<td>8. Joining In</td>
<td></td>
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<td>9. Showing Compassion</td>
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**Grade 5**

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<th>Unit 2: Emotion Management</th>
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<tr>
<td>7. Disagreeing Respectfully</td>
<td>15. Avoiding Assumptions</td>
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<tr>
<td>8. Responding with Compassion</td>
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