

Welcome to the MyWays Student Success Framework

Report 6 of the MyWays Student Success Series



The MyWays™ Student Success Series

All reports in the series are available for download at myways.nextgenlearning.org/report.

Visual Summary
Introduction and Overview

Part A: Adolescence in an Age of Accelerations

Summarizes specific real-world realities and conditions confronting today's young people.

- Report 1: **Opportunity, Work, and the Wayfinding Decade**
- Report 2: **5 Roadblocks to Bootstrapping a Career**
- Report 3: **5 Decisions in Navigating the Work/Learn Landscape**
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- Report 5: **Preparing Apprentice-Adults for Life after High School**

Part B: Broader, Deeper Competencies for Student Success

Provides a composite definition of student success in learning, work, and life.

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Brings the broader and deeper competencies of the MyWays Student Success Framework into educational practice.

- Report 11: **Learning Design for Broader, Deeper Competencies**
- Report 12: **Assessment Design for Broader, Deeper Competencies**

About this report

Report 6, *Welcome to the MyWays Student Success Framework*, summarizes what student success looks like in an age of accelerations. The report offers an overview of the framework; a preview of the four MyWays domains and the five competencies in each domain; a description of what you will find in Reports 7–10 on the individual domains; and a starter selection of important resources.

Report 6 is the first of five reports in Part B of the *MyWays Student Success Series*. **Part B, “Broader, Deeper Competencies for Student Success,”** provides a composite definition of student success in learning, work, and life, drawing on over 25 highly-regarded frameworks and the literature in the education, work, and human development fields.

The *MyWays Student Success Series* examines the through-line of four essential questions for next generation learning and provides research and practice-based support to help school designers and educators to answer these questions. The series consists of 12 reports organized into three parts, plus a Visual Summary and Introduction and Overview.

The **primary researchers and authors** of the *MyWays Student Success Series* are Dave Lash, Principal at Dave Lash & Company, and Grace Belfiore, D.Phil., Principal Consultant at Belfiore Education Consulting.

MyWays is a project of Next Generation Learning Challenges, an initiative of the non-profit EDUCAUSE. MyWays is supported through a grant from the William and Flora Hewlett Foundation with additional support from the Bill & Melinda Gates Foundation, the Barr Foundation, and the Oak Foundation.



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REPORT 6

Welcome to the MyWays Student Success Framework

“ In the back of the class, there’s that idly waving hand... You gesture toward the hand, Let’s hear it. And of course Smartass says “Why do we need to know this?”

It’s an uppity question... but when I cool down and think about it... [it’s] an uppity version of one of the most important questions in education, a question with only three words: What’s worth learning...?

[And] it’s a good reminder that the question doesn’t just belong to state school boards, authors of textbooks, writers of curriculum standards, and other elite. It’s on the minds of our students.

—David Perkins

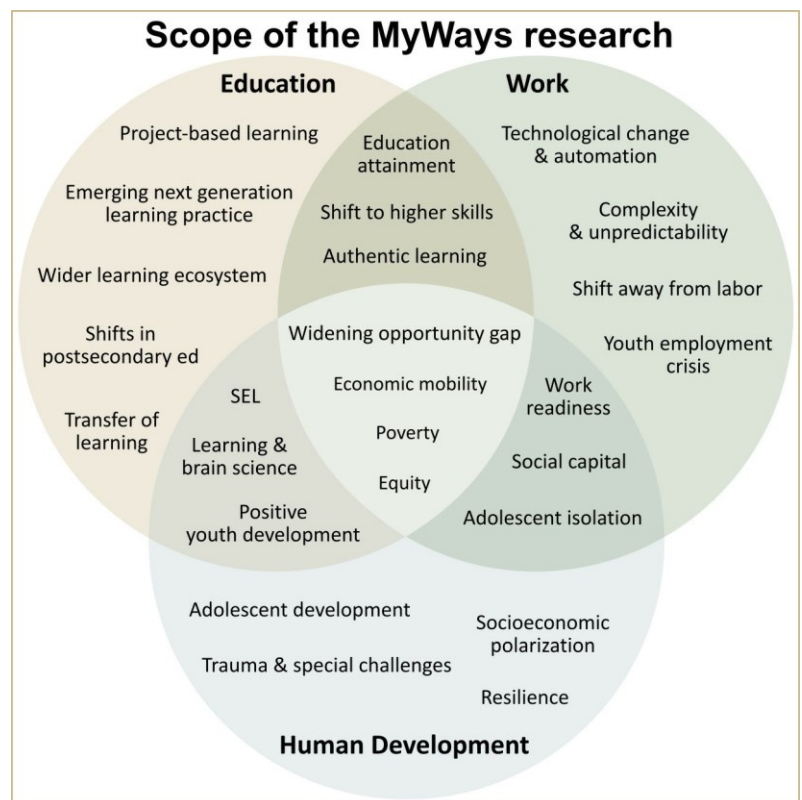
A founder of Project Zero and Professor Emeritus, Harvard Graduate School of Education¹

Competencies for a new kind of readiness

Perkins’s colleague from Project Zero, Howard Gardner, contends that “students need an education that is deeply rooted in . . . what is known about the human condition, in its timeless aspects, and what is known about the pressures, challenges and opportunities of the contemporary and coming scene. Without this double anchoring, we are doomed to an education that is dated, partial, naïve, and inadequate.”² The previous reports in this series reveal how the development of the MyWays Student Success Framework was shaped by Gardner’s lenses, including research on the human condition and *human development* (such as adolescent development, learning and brain science, trauma, and resilience) while simultaneously examining the challenges and opportunities in the contemporary and coming scene in both *education* and *work*. The *Introduction and Overview of the MyWays Student Success Series* summarizes the scope of the MyWays research. For a snapshot of the research see the Venn diagram to the right; for more detail and a list of the frameworks we analyze, see that Introduction and Overview report.

In this first report of Part B, we reintroduce the MyWays Student Success Framework, covering:

- The framework’s characteristics
- A preview of the four domains and the five competencies in each domain
- What you will find in the reports that follow, dedicated to each of the domains
- A starter selection of important resources



Building a success framework for an age of accelerations

It is clear from our analysis that what’s worth learning revolves around what learners will need to navigate in today’s “disorderly world” — both for their own personal advancement and fulfillment and to work with others to address that world’s challenges.

Clearly, this calls for a broader, deeper, more integrated, and more adaptable set of competencies than our schools typically address today. A true “success framework” must stress not only the ability to do college level work but also the ability to bootstrap a career despite a troubled labor market; to plot a path to entry and advantage in the complex work/learn landscape; and to develop the social capital needed to progress in the “wayfinding” decade of

their twenties. These key trends and challenges that are likely to confront all young people we have called the 5-5-5 *Realities*. They are described fully in the reports in Part A, “Adolescence in an Age of Accelerations,” and are summarized to the left. These realities were kept firmly in mind as we developed the MyWays Student Success

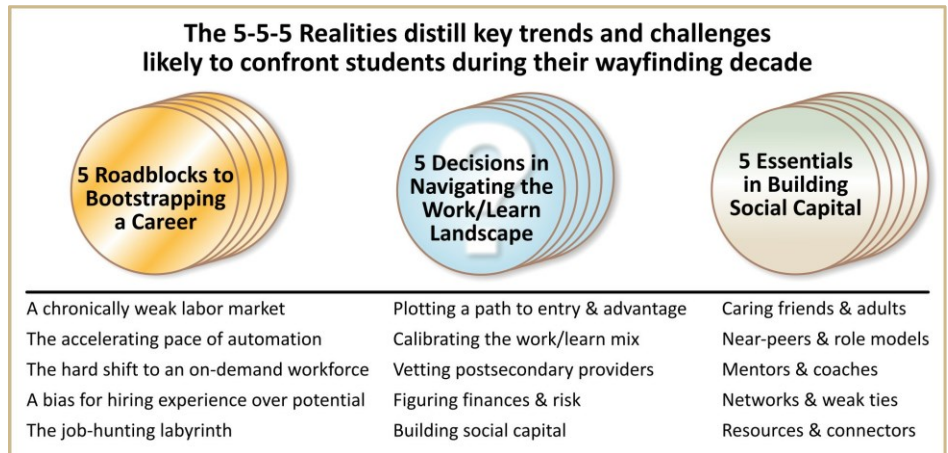
Framework, helping to shape competencies that boost resourcefulness, resolve, innovative thinking, adaptability, an orientation toward the big picture, and building networks.

The MyWays framework must serve not only academically prepared students from higher income families who complete college in large numbers but also the two-thirds of all students — many from less advantaged families — who leave high school not fully prepared or not prepared for college work. (For background on these groups, see Report 3.) Finally, a true success framework must encompass not only fundamental academic competencies but also whole-person mindsets, behaviors, interpersonal skills, and individual strengths that contribute to personal resourcefulness, adaptability, and ingenuity.

As the OECD’s Andreas Schleicher puts it,

In the past, education was about teaching people something. **Now it’s about making sure that individuals develop a reliable compass and the navigation skills to find their own way through an increasingly uncertain, volatile, and ambiguous world.** [emphasis added]³

Hence (as first discussed in the Introduction and Overview report) our choice of the title “**MyWays**” for this Student Success Framework, a name that elevates the navigational aspects of this new kind of readiness.



Andrew F. Kazmierski / Shutterstock.com

Major characteristics of a future-oriented, student-centered goal set

As we discussed in detail in Part A, our analysis of the needs of today and tomorrow led us to both an expanded set of competency domains and to a more nuanced, two-dimensional view of the nature of competency. We will recap these important MyWays characteristics, starting here with the expansion of the competency set.

A broader competency set

The competencies required for a student-centered (rather than content-centered) goal-line extend well beyond NCLB-era math and ELA content knowledge. They include other “future ready” content, a range of adaptable skills, key social-emotional habits, and the application of all of these to create one’s own path in life. We clustered this collection of competencies into four domains:



Habits of Success are:

Behaviors and practices that enable students to own their learning and cultivate personal effectiveness

Creative Know How involves:

Skills and abilities to analyze complex problems and construct solutions in real-world situations

Content Knowledge focuses on:

Subject area knowledge and organizing concepts essential for academic and real-world applications

Wayfinding Abilities cover:

Knowledge and capacity to successfully navigate college, career, and life opportunities and choices

A wealth of research, analysis, synthesis, and practice lies behind these brief descriptions. For now, it is important to highlight the breadth and future orientation of this set of competencies (when compared to those addressed in most schools today), as well as to recognize what’s new in each domain.

MyWays is a goal-line in which:

- *Habits of Success not only joins the definition, but leads the way;*
- *21st century skills development has become the more agile and adaptable Creative Know How;*
- *Content Knowledge is extended into authentic application; and*
- *developing the Wayfinding Abilities to navigating one’s own life merits equal standing with the other three domains.*

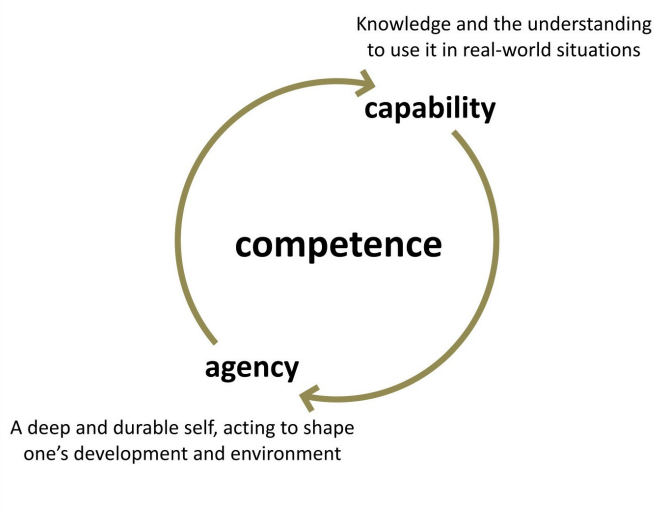
For more on why these changes are necessary and how they are evolving, see the preview of the MyWays competencies in the last section of this report, as well as Reports 7–10, in which we explore the domains and their competencies in more depth. Note that while the MyWays framework is organized in discrete constructs, in reality the domains and competencies are highly interrelated. They support each other in numerous ways, and learners will use them in a rich variety of combinations to address the particular roadblocks, decisions, and adversities they face, driven by their unique interests, and opportunities.

A richer view of the meaning of competency

As introduced in Report 5, not only do we need a broader set of competencies, but each of the competencies needs to include elements of both capability and agency. This holds true through all four domains, as well as the five competencies in each domain.

Within each of those domain sections, look for craftsmanship, mastery, and artistry⁴ — all part of demonstrating capability; and self-management, self-reflection, and creative empowerment — all associated with developing student agency. For more on these and other practices integral to these aspects of competency, see also the section on Capability and Agency in Report 5, as well as the section in Report 11 that goes into more detail on the Levers for Capability and Agency that learning research indicates to be effective in developing these two aspects of competence.

Competence in any pursuit is the union of capability and agency



Our review of the accelerated and complex world our students will encounter reinforces just how vital agency, in particular, will be to their survival, success, and well-being. One principle embedded in our exploration of the four MyWays competency domains — as well as in the learning and assessment needed to foster the broader and deeper approach — is that, for agency to develop, educators must support students in exercising and developing agency as they work along acceleration lanes into adult life.

If you are interested in reading more about the four-question through-line that drives the MyWays Student Success Framework and the research that went into the creation of this definition of student success, please see the *Introduction and Overview of the MyWays Student Success Series*.

The MyWays Student Success Framework

Like much that happens in the realm of education reform and learning innovation, where unintended consequences abound, it is instructive to consider not only what the MyWays framework is (its goals and purposes), but also what it is not (with cautions about how its constructs could be mis-used).

What the MyWays Student Success Framework is

This framework is the result of analysis and synthesis conducted over more than two years, drawing on over 25 existing competency frameworks and, at last count, more than 200 papers and research studies. Our goal with MyWays, however, is not to replace or compete with the frameworks that shaped it; instead, we offer a universal translator for them — a *rosetta stone* of competency definition — to surface the commonalities among these frameworks, increase their interoperability, and maximize their usefulness and impact in the field.

The MyWays Student Success Framework was designed with six primary goals in mind:

1. **Synthesize the student success landscape for educators and policy makers**, and provide a means to organize and access the related research, concepts, best practices, and practitioner tools to maximize its usefulness.
2. **Develop a common language** that can be used to promote learning goals that are comprehensive, coherent, and empowering.
3. **Accommodate a wide spectrum of postsecondary career and education pathways** and choices, **and highlight the need to incorporate more authentic, out-of-school opportunities** to develop competencies.
4. **Provide a flexible, easy-to-use tool for self-evaluation and continuous improvement** to help educators gauge the breadth and depth of student success competencies.
5. **Offer a clear and adaptable set of success signposts** for students and parents to consider in navigating the way forward.
6. **Encompass the needs of students of all incomes and abilities, including those who must overcome the challenges of intergenerational poverty and racial and other discrimination.** As the goal implies, like other frameworks — including ConnectEd — we see a broader and richer competency framework as a potent equity strategy that empowers students, families, educators, communities, and policymakers to make more informed decisions and engage effectively in aligning systems and resources to close equity gaps.

Using the MyWays Student Success Framework: “Stories from the Field”

EdSurge recently published “Stories from the Field,” five outstanding early examples of educators using MyWays to shift their models toward a broader set of success competencies:

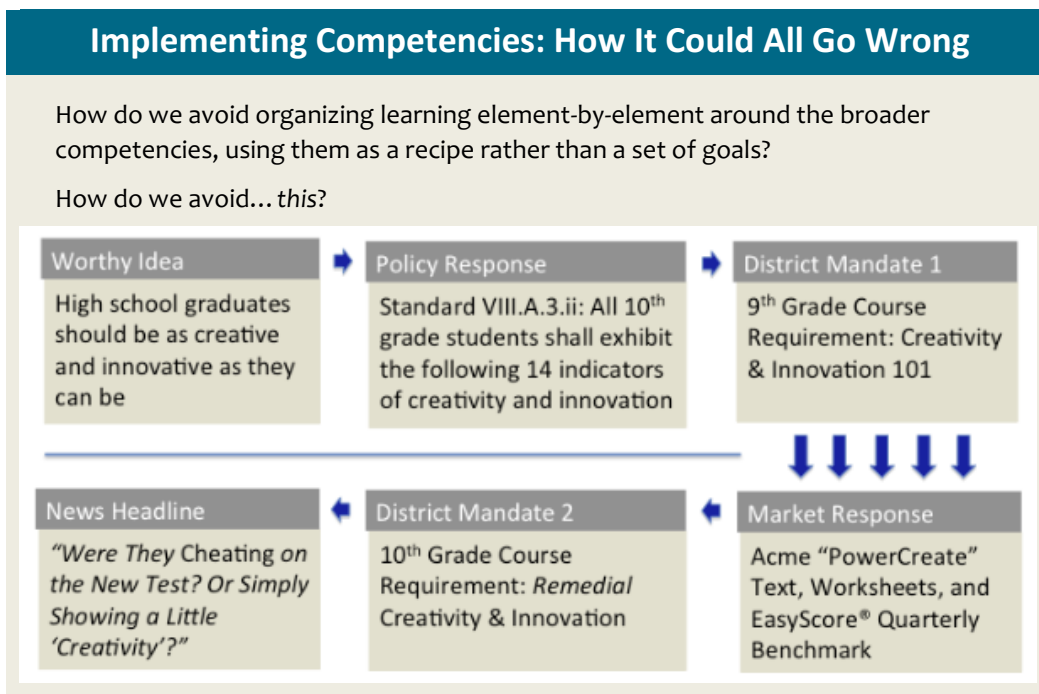
- [How Brooklyn LAB Charter School is Integrating Non-Academic Habits into the Classroom](#)
- [Teachers at Two Rivers Roll Up Their Sleeves to Build Assessments from Scratch](#)
- [How State Reform in New Hampshire Led to Teacher Autonomy](#)
- [Can SEL Support Personalized Learning? How One Chicago School Is Finding Out](#)
- [How Valor Collegiate Academy is Rethinking SEL](#)

In these stories, teams of educators experiment with the framework in various ways, including incorporating Habits of Success in the design of a mentor block (CICS West Belden); evaluating the MyWays Whole-Student Competency Plot as a tool to visualize learner profiles (Two Rivers); and even integrating the entire framework into the Cortex learning platform (Brooklyn LAB).

What the MyWays Student Success Framework is not

What the framework is *not* is the “one best” compilation of student competencies to be addressed in full, simultaneously or in sequence, for all learners. As the Stories from the Field illustrate, individual learners, schools, school districts, or school networks can use MyWays to look more thoughtfully at and update an existing goal-line or to create a new one — and even then, they will need to use their own language, choose priorities from each domain, and establish guidelines to enable teacher choice and student personalization on specific goals to be addressed within the broad domains.

This framework is also emphatically *not* a checklist of component parts intended individually to drive curriculum, pedagogy, scheduling, and assessment. We view the whole competency set as crucially important for school leaders, teachers, and students to hold and use as a North Star. Still, we worry that some people might take a classic standards-based reform approach and use individual competencies to define individual assessments that “atomize” the skills and lead to unintended consequences in learning and instruction, such as creating stand-alone courses in creativity or online programs in remedial collaborative skills. (The box below may be an exaggeration, but it is close enough to what’s already happening in some instances to act as an important warning.)



Hopefully, time spent exploring the competency domains will make abundantly clear how and why the applied knowledge, transferable skills, practiced habits, and personalized wayfinding they include could never develop in such an atomized way. (This, in turn, explains why the MyWays approach to learning and assessment is so focused on authenticity and holistic experience.)

Our greatest hope is that the MyWays framework will provide a thought-provoking and practical tool that can help educators decide how to incorporate skills that students will desperately need in tomorrow’s “disorderly world” into holistic learning experiences, both within and outside the school walls.

Preview of the MyWays domains

The MyWays Student Success Framework covers considerable ground because it embraces a whole-person approach. No one learner and no one school model is expected to address all 20 competencies in a granular, sequential way. The value of this comprehensive rosetta stone framework is to keep breadth and depth front of mind for the creation of individual journeys that vary based on learner strengths and interests — an approach vital to adolescence in the age of accelerations.

In this section we preview the four MyWays domains in a two-page spread, highlighting for each domain its five competencies and a few key principles to keep in mind in addressing the domain. For more extensive treatment of these competencies and principles see the four domain reports, Reports 7–10.

But first we would like to share some context on how the domains developed. While MyWays emerged partly from the study of dozens of existing competency frameworks, we were also cognizant of the needs of the complex, rapidly changing future facing our students, as dramatically revealed in the research behind Part A of this series.

We start our MyWays domains with Habits of Success rather than with Content Knowledge. We do this intentionally because we believe *Habits of Success represents the biggest gap between what students currently learn in school and what they MUST now learn* in order to thrive in the rapidly changing and disorderly world. We place Creative Know How next not only because of its interconnections with Habits of Success but also because these adaptable skills are changing rapidly even as educators begin to embrace them. We include Content Knowledge in order to highlight a new focus on organizing concepts and application and also to provide a paradigm in which content learning can be fully integrated with other domains. And, in another departure from most frameworks, *MyWays gives the development of personal Wayfinding Abilities equal standing* with the other domains as a set of competencies required by the increasing novelty and complexity of the world in which our students will live.

While the inclusion of even two or three of these revised priorities is rare among the more than 25 frameworks we studied, we firmly believe all four are justified by growing understanding of the complex and uncertain future, including the importance of developing social capital and the need to hone the uniquely human elements of work and social organization.

KnowledgeWorks' Forecast 4.0, [*Redefining Readiness from the Inside Out*](#), which portrays the world of 2040, offers many of the same priorities, especially relating to the new focus on Habits of Success:

“To prepare for a future in which smart machines will be able to perform increasingly complex, non-routine work and full-time employment will be decreasingly common, *today's education systems must change their central operating principles*. They must continue to *shift from a limiting focus on mastering content and must also move beyond the more recent focus on thinking and doing to establish a new focus on feeling and relating*. [Emphasis added.]



Leveraging the emotion system to interface with the world and to connect deeply with other people represents the uniquely human capacity that people bring to work. This capacity will ensure that we will continue to add distinctive value alongside smart machine partners. Establishing a new focus on feeling and relating will help education institutions and systems align with a future of readiness in which the core social-emotional skills and foundational cognitive and metacognitive practices that we have described in this paper will be more important and enduring than specific content or job- and task-related skills. While there will still be a place for both mastering content and thinking and doing, making feeling and relating central to learning will enable students to develop the skills and practices necessary to meet the emerging realities of work with adaptability and resilience.”⁵

Clearly there is some correlation between KnowledgeWorks’ Mastering Content and MyWays’ Content Knowledge, between Thinking & Doing and Creative Know How, and between Feeling & Relating and Habits of Success, and this graph is useful in clarifying the need for shifting emphasis over time. However, it is also true that each of the MyWays competency domains incorporates multiple principles, and that our research into learning science and adolescent development convinces us that Feeling & Relating are essential not only to prepare for an uncertain future, but also for the development of more deep, durable, and adaptable learning of Content Knowledge and Creative Know How. So we see the shift as additive rather than focused on replacement.

And MyWays takes the additional step of including Wayfinding Abilities as a fourth competency domain, highlighting the need for learners to leverage all these attributes to make their own way in the world — and indeed to wayfind new paths for the world they will be inhabiting. We believe this set of competencies will continue to increase in importance as the number of ways to create value and communicate with others, and the number of ways to continue to learn, work, and serve our communities continues to proliferate.

A summary of the four MyWays domains appears on the following pages.



Preview of the MyWays Competency Domains

The framework covers considerable ground because it embraces a whole-person approach. No one learner or one school model will address all 20 competencies in a granular, sequential way. The aim of the framework is to keep breadth and depth front of mind for the creation of individual journeys that vary based on learner strengths and interests.

Habits of Success — for learning, work, and well-being

Developing the interpersonal and intrapersonal skills, habits, and behaviors that research suggests are essential to success in learning, self-direction, and well-being.

Academic Behaviors	Going to class, participating fully, completing homework and projects, and managing time and resources
Self-Direction & Perseverance	Initiative, flexibility and adaptability, grit and tenacity, self-control
Positive Mindsets	“I belong in this learning community. My ability and competence grow with my effort. I can succeed at this task. This work has value for me.”
Learning Strategies	Study skills and strategies, goal-setting, self-regulated learning, help seeking
Social Skills & Responsibility	Interpersonal skills, empathy, cooperation, leadership, ethics, and ability to build social networks

3 Key Principles for Practice

Educators should help students to:

1. **Experience day-to-day the active, authentic learning** that enables students to work on their Habits of Success in integrated, sequenced, and explicit ways.
2. **Benefit from strong adult relationships**, which are necessary for all students to develop the Habits — and even more vital for those affected by poverty, trauma, or other challenges.
3. **Avoid the unintended and negative consequences possible in emerging measurement of Habits of Success**, particularly as part of high-stakes accountability.

Creative Know How — for a novel, complex world

Developing strength in the 4Cs (Critical Thinking, Communication, Collaboration, Creativity) as well as skills relevant to the increasingly “disorderly” world — entrepreneurship, media/IT, and practical life.

Critical Thinking & Problem Solving	Ability to analyze and reason effectively, and use systems thinking and design thinking toward solving problems in varied settings
Creativity & Entrepreneurship	The imagination, inventiveness, and experimentation to achieve new and productive ideas and solutions
Communication & Collaboration	Oral, written, and visual communication skills and the ability to work effectively with diverse teams
Information, Media, & Technology Skills	Ability to access, evaluate, manage, create, and disseminate information and media using a wide variety of technology tools
Practical Life Skills	Ability to understand and manage personal finances, health, and independence

4 Key Principles for Practice

Educators should help students to:

1. **Develop and transfer competencies in novel, real-world contexts**, incorporating a variety of complex and rapidly changing situations.
2. **Work on skills and knowledge in integrated ways** — learners need to apply skills to and through content knowledge, learning both more deeply, in a virtuous cycle.
3. **Focus explicitly on these skills** — naming, practicing, and reflecting on them, as well as being coached on them and receiving on-going and effective feedback.
4. **Explore the ways in which Creative Know How competencies are intimately interrelated** with each other and with the Habits of Success.

Content Knowledge — for the life students will lead

Developing knowledge of a broader, more future-ready range of subjects than we have today, including interdisciplinary and global literacies, and career-related technical skills for all.

English Core	Deep English learning and application across settings, aligned with the Common Core and similar standards
Math Core	Deep math learning and application across settings, aligned with the Common Core and similar standards
Science, Social Studies, Arts, Languages	Active learning of core disciplinary concepts and their application in a broad selection of liberal arts and sciences, and performing and language arts
Interdisciplinary & Global Knowledge	Integrated interdisciplinary thinking and empathetic development of global, cross-cultural, civic, environmental, and economic literacies
Career-Related Technical Skills	The integration of academic, technical, and employability skills in at least one existing career area or emerging problem space of personal interest

3 Key Principles for Practice

Educators should help students to:

1. **Focus on a few “high-leverage” constructs** in each subject that are central to the structure of the discipline, transfer, and continued learning in a world of change.
2. **Engage with content through learner-driven, purposeful, real-world experiences**, which improve learning while preparing students for life.
3. **Attain balance by developing “T-shaped” knowledge**, pursuing appropriate breadth while also developing depth of expertise in chosen areas.

Wayfinding Abilities — for destinations unknown

Developing the five Wayfinding competencies through an integrated, iterative process with multiple entry points — and particular focus on navigating transitions, learning from failure, and building social capital.

Survey the Learn, Work, & Life Landscapes	Ability to research and understand information, resources, external barriers, and internal factors relevant to upcoming transitions in school, career, and life
Identify Opportunities & Set Goals	The self-awareness, focus, and strategic thinking to cultivate individual strengths and set goals for learning, work, and life
Design & Iterate Prototype Experiences	Ability to translate goals into prototype experiences for each new stage or transition, especially the transition from high schooler to independent, contributing adult
Find Needed Help & Resources	Ability to identify, locate, and secure the time, money, materials, organizations, mentors, and partners needed to support one’s plans
Navigate Each Stage of the Journey	Ability to implement plans in the worlds of education, work, and life, making mid-course adjustments as required based on new experience

4 Key Principles for Practice

Educators should help students to:

1. **Start early**, so that building awareness of one’s own profile and interests, and of the world outside the school walls, informs learning choices and enhances relevance and motivation.
2. **Harness the Wider Learning Ecosystem** to engage with the adult world and give learners access to opportunities for developing Wayfinding Abilities.
3. **Access the kind of support necessary** to enable real progress in Wayfinding Abilities.
4. **Address the barriers to equity** inherent in competencies that are built on relationship-based supports and community-based lines of sight to college, career, and life outcomes.

User guide to the domain reports

Reports 7–10 provide an expanded introduction to each of the domains and its competencies and include the following content.

A conceptual introduction to the domain as a whole:

- Why the domain is so important
- An overview of the domain’s five competencies
- Key principles for addressing practice in the domain
- A short summary of the state of play in learning and assessment in the domain
- A quick resource dive for the domain (starter resources, competency frameworks, school models)

One-page primers on each of the domain’s five competencies:

- A brief description of competency outcomes
- Where to look for ideas on understanding and activating the competency
- Additional resources as food for thought

Please note: although we have surveyed the field extensively, what’s presented in these reports barely scratches the surface of available research and practice. Entire books are written on the domains and many of the individual competencies. Where existing competency frameworks are strong on particular domains, we point you to them. It is also important to highlight the fact that **the maturity of research, learning design, and assessment approaches is highly variable among the four domains**. Learning objectives and authentic learning approaches for Content Knowledge, for example, are relatively mature, whereas effective ways to develop and especially assess Habits of Success are only beginning to emerge, and Wayfinding Abilities are rarely addressed at all. At the individual competency level, there is even greater variation: one or two mindsets in Habits of Success are surprisingly mature, while some competencies within Creative Know How lag behind the others. Each report’s section on the state of play in learning and assessment offers context (and cautions); we suggest you read those pages carefully.

The MyWays project is collective and ongoing work, and Next Generation Learning Challenges is interested in collaborating with its grantees and other organizations to augment and refine the MyWays rosetta stone, as well as to gather a professional community to share practices for the broader and deeper student success competencies. Please visit the [MyWays website](#), where you can express interest in the [MyWays Community of Practice](#), [share your thoughts](#), and [sign up for MyWays updates](#).

What education is becoming more about

We hope this welcome report has successfully oriented you to the four MyWays domains. Preparing our students for a challenging, unpredictable tomorrow clearly calls for a broader, deeper, and, in some cases, qualitatively different set of competencies from those of the past. As the Center for Curriculum Redesign’s characterization of the role of education today suggests:

Educational success is no longer mainly about reproducing content knowledge, but about extrapolating from what we know and applying that knowledge in novel situations. Put simply, the world no longer rewards people just for what they know — search engines know everything — but for what they can do with what they know, how they behave in the world, and how they adapt.

Because that is the main differentiator today, education is becoming more about creativity, critical thinking, communication, and collaboration; about modern knowledge, including the capacity to recognize and exploit the potential of new technologies; and last but not least, about the character qualities that help fulfilled people live and work together and build a sustainable humanity.⁶

For MyWays’ take on what education is “becoming more about,” please see Reports 7–10.

Quick Resource Dive for the MyWays Student Success Framework

A starter selection of important resources:

- See the *Introduction and Overview of the MyWays Student Success Series*, especially the sections on the framework’s foundations and our decisions on including and clustering competencies; the latter section has a list of other frameworks that informed MyWays and a chart showing alignment between MyWays and eight of the most prominent existing frameworks.
- David Perkins, [*Future Wise: Educating Our Children for a Changing World*](#)
- Charles Fadel, Maya Bialik, and Bernie Trilling, [*Four-Dimensional Education: the Competencies Learners Need to Succeed*](#)
- EPIC and David Conley, [*The Four Keys to College and Career Readiness*](#)
- VIDEO: The OECD’s [*Andreas Schleicher discusses Four-Dimensional Education*](#) and provides an excellent summary of both why the world is more volatile and how broader and deeper competencies are needed to succeed in it.

Note: These resources are intended to support the overview nature of this welcome report. You will find quick resource dives in each of the four domain reports, as well as further resource links in each of the 20 individual competency primers.

Endnotes for Report 6

¹ David Perkins, *Future Wise: Educating Our Children for a Changing World*, Jossey-Bass, 2014, p. 1.

² Howard Gardner, *The Disciplined Mind: Beyond Facts and Standardizations*, Penguin Random House, 2000, p. 20, quoted in Anna Rosefsky Saavedra and V. Darleen Opfer, *Teaching and Learning 21st Century Skills: Lessons from the Learning Sciences*, Asia Society, April 2012, p. 9.

³ Charles Fadel, Maya Bialik, and Bernie Trilling, *Four-Dimensional Education: the Competencies Learners Need to Succeed*, Center for Curriculum Redesign, 2015, p. 2.

⁴ Ibid., p. 1.

⁴ See the excellent discussion of artistry, mastery, and craftsmanship in Elliot Washor and Charles Mojowski, *Leaving to Learn: How Out of School Learning Increases Student Engagement and Reduces Dropout Rates*, Heinemann, 2013, pp. 66-69.

⁵ Katherine Prince, Andrea Saveri, and Jason Swanson, *The Future of Learning: Redefining Readiness from the Inside Out* (KnowledgeWorks Forecast 4.0), p. 40.