

Habits of Success for Learning, Work, and Well-Being

Report 7 of the MyWays Student Success Series



October 2017

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for Next Generation Learning Challenges

The MyWays™ Student Success Series

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

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Introduction and Overview

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

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

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About this report

Report 7, *Habits of Success — for Learning, Work, and Well-Being*, considers the Habits of Success domain of the MyWays Student Success Framework, including why the domain not only joins the definition but leads the way, key principles for implementation, and the state of play in the field, as well as offering resources and essential one-page primers for each competency.

Report 7 is the second 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 7

Habits of Success — for Learning, Work, and Well-Being

Introduction

This domain incorporates a number of established and new fields of inquiry from both education and youth development; these fields have unique but overlapping definitions of traits, attributes, and competencies that we explore in this report. MyWays pulls together the competencies central to successful learning, work, and well-being in the accelerated world we described in Part A. In keeping with the language of several other success frameworks, we call this cluster of competencies *Habits of Success* — see our definition and the list of competencies in the box to the right. Attention to these habits continues to increase, spurred on by forces as diverse as research on brain science, studies of youth who thrive despite significant barriers, and experiences with pioneering models in self-directed learning. While the importance of these competencies is evident given the world our students will live in, the emerging nature of learning strategies and especially assessment call for thoughtful consideration of how we approach the Habits of Success domain.

In this report, we will provide an overview of the domain, by covering the following:

- Why the Habits of Success domain is so important
- An overview of the five Habits of Success competencies
- Three key principles for addressing Habits of Success
- A brief summary of the state of play in Habits of Success learning and assessment
- A quick resource dive for Habits of Success (highlighting starter resources, competency frameworks, and school models that address this domain)
- Five one-page Habits of Success competency primers

We invite you to start with a compelling holistic description of this domain by Linda Darling-Hammond, followed by a brief vignette that brings this work to life in a fifth-grade classroom. We hope that this quick immersion will provide a good base from which to pursue this exploration of Habits of Success:

All young people—and particularly those who live in stressful contexts—need to be able to recognize and address their feelings, so that fear, hurt, and anxiety do not overwhelm



The graphic features a green header with a white diamond containing a head profile with a plus sign. To the right, the text 'Habits of Success' is written in white. Below the header, on a light beige background, is the definition: 'Behaviors and practices that enable students to own their learning and cultivate personal effectiveness'. Underneath, the text 'Habits of Success competencies:' is followed by a bulleted list of five categories: Academic Behaviors, Self-Direction & Perseverance, Positive Mindsets, Learning Strategies, and Social Skills & Responsibility.

Habits of Success

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

Habits of Success competencies:

- **Academic Behaviors**
- **Self-Direction & Perseverance**
- **Positive Mindsets**
- **Learning Strategies**
- **Social Skills & Responsibility**

them; to recognize and respect the feelings of others; to learn problem solving and conflict resolution skills; to have the opportunity to contribute directly to the welfare of others; to understand that problems and challenges are part of the process of learning and living, so that they can persist in the face of difficulties; and to become ‘growth oriented’ in their approach to life.¹

Habits of a Fifth Grader: “I tried and tried, so I got better at empathy”

Darling-Hammond’s prescription for Habits of Success sounds powerful... and daunting. Indeed, this report will show how complex this domain is and how the best way to promote these Habits is still a work in progress. Despite the challenges, simple but powerful work on Habits is already being woven into authentic academic and social experiences in day-to-day classes. In Report 5, *Preparing Apprentice-Adults for Life after High School*, we introduced Terry Bolduc’s fifth graders from Sanborn Regional School District in New Hampshire, who developed self-direction and agency by working on the Responsive Classroom CARES competencies (Cooperation, Assertiveness, Responsibility, Empathy, Self-control). Here’s more about how Terry does it, with comments from both the student and teacher perspectives:

Terry’s approach

Terry introduces and develops the CARES version of Habits of Success in six steps:

1. **Familiarize students with the competencies** through the actions of fictional characters in mentor texts.
2. **Move through the core learn/do/reflect cycle:** Set goals (target self-control in groups this week; empathy for the next month), get feedback, self-reflect, and try again. Use a weekly advisory or circle time, or project prep slots.
3. **Go deeper by adapting CARES** to different subject areas (this step was suggested by a fifth grader!) and to the phases of a research project.
4. **Go deeper still by having students teach and coach** younger students.
5. **Go broader by applying the competencies outside class**, in the lunchroom and the gym, on the bus, and at home.
6. **Evolve the program** based on student results and feedback.

Terry’s key takeaways

- **Student work on Habits is foundational, not extra** — it improves classroom behavior, frees teacher time, and encourages growth mindset.
- **It absolutely integrates with academics** and extends to life outside the classroom.
- **Tracking progress is essential for student self-reflection**, and separating it from grading avoids negative consequences.

For more on these takeaways see the key principles for Habits of Success presented in this section. (Further analysis of Terry’s work, student samples, and tools are also available.²)

STUDENT COMMENTS

“This year what I learned about CARES is don’t choose a goal just because it’s easy. For example, empathy was really hard for me. But I tried and tried, so I got better at empathy.”

“In 5th grade I learned everything you needed to know about CARES including what the word is, what it meant, and examples of actions...”

“CARES you can learn at any grade. It makes you a better student and a better friend. I think everyone should know about CARES even adults.”

“It changed the way I behave at home at my friend’s house at school or anywhere. It changed the way I say things to people.”

Working on cares in 5B has changed me. I feel like I became a better person because while you work on cares you really have to be aware of your actions. Also I have become a lot more focused in class using CARES.”

Why Habits of Success are so important

While caring teachers have always helped their students cultivate positive attitudes and behaviors, the profile of this domain has never been higher. As Jonathan E. Martin notes,

A great new consensus is emerging in K-12 education today: social and emotional learning (SEL) is essential not just for its own sake, but for its wide outcomes in academic and life success. Schooling in all its forms must place a greater priority on developing student noncognitive skills and character strengths. Education leaders have similarly embraced this understanding — ASCD made the “[whole child](#)” its slogan — and many district leaders are shifting the emphasis of schooling from content knowledge to intrapersonal and interpersonal skills and [college readiness](#).

In the past decade or so, this common sense point of view — the importance of whole child education — has been emphatically endorsed by researchers, social scientists and think tanks, including Nobel Prize-winning economist [James Heckman](#), *New York Times* journalist [Paul Tough](#), MacArthur “genius” prize winner [Angela Duckworth](#), the [Hewlett Foundation](#), the [RAND Corporation](#), the [National Research Council](#), the [Brookings Institute](#), the [Economic Policy Institute](#) and the [New America Foundation](#).³

The study of habits that lead to success attracts this attention for many reasons. In part, it is inspired by the explosion of brain-based research on both how learning works and how child and adolescent brains develop. In part, it is based on multiple lines of research that show the importance of attributes such as self-direction, perseverance, and positive mindsets, as well the extent to which academic behaviors, social skills, and responsibility predict and influence success in academics, careers, and life outcomes.⁴

This focus also stems from the evaluation of two very different educational approaches practiced over the past decade. First, some “no excuses” charter schools — which feature high expectations on a narrow set of academic goals, along with teacher-directed learning and zero-tolerance discipline — have determined that this narrow “no excuses” approach may improve some outcomes in the short term (such as college acceptance rates) but not prepare the students for meaningful success in the longer term (such as college completion and the ability to meet today’s workforce demands). At the same time, separate research on integrated, well-implemented social-emotional learning (SEL) approaches shows that they not only improve standardized academic test performance — by an average of 11 percentile points across ages and socio-economic status — they also increase prosocial behaviors (such as kindness, sharing, and empathy), improve student attitudes toward school, and reduce depression and stress among students. In addition, teachers’ ratings of social competence in kindergarten successfully predict which students will graduate college within six years and hold full-time jobs by age 25.⁵

Indeed, most educators already invest large amounts of time in helping students work on SEL, whether in identified programs or as part of classroom management, social skills training, restorative justice, or similar efforts.⁶ The passage of the [Every Student Succeeds Act](#), which requires states to include at least

one nonacademic indicator in their school evaluation measures, is drawing additional attention to helping students develop Habits of Success.

Furthermore, MyWays research on the complex and rapidly changing future our students face suggests that the need to build Habits of Success will only increase, and substantially so, as we head deeper into that future. As Thomas Friedman says, “The three largest forces on the planet — technology, globalization, and climate change — are all accelerating at once.”⁷ Opportunities abound, but so do threats and risks that previous generations have not had to confront. Here are a few of the questions that a student facing the real-world conditions described in Reports 1 to 5 (Part A) might ask in relation to their internal mindsets, habits, and skills:

Do I have the internal agency, mindsets, perseverance, and open-mindedness to discover and develop my strengths while navigating my way through a postsecondary sector with myriad options (including short-term certificate programs, competency-based badges and other emerging choices), rising education costs, and the need to learn, work, and build social capital?

Am I sufficiently mature, enterprising, and resilient to succeed when under-30 employment is anemic, jobs are disappearing or transforming because of automation and the shift to an on-demand workforce, and the hiring process is increasingly convoluted and impersonal?

Do I have the relationship, empathic, cooperative, and leadership skills to work effectively with others (including adults), secure needed help, create value, and build social networks?

Am I sufficiently disciplined, directed, and knowledgeable about how I learn successfully to manage my own ongoing learning — across a wide learning ecosystem — to continually adapt and prepare for new opportunities in work or life?

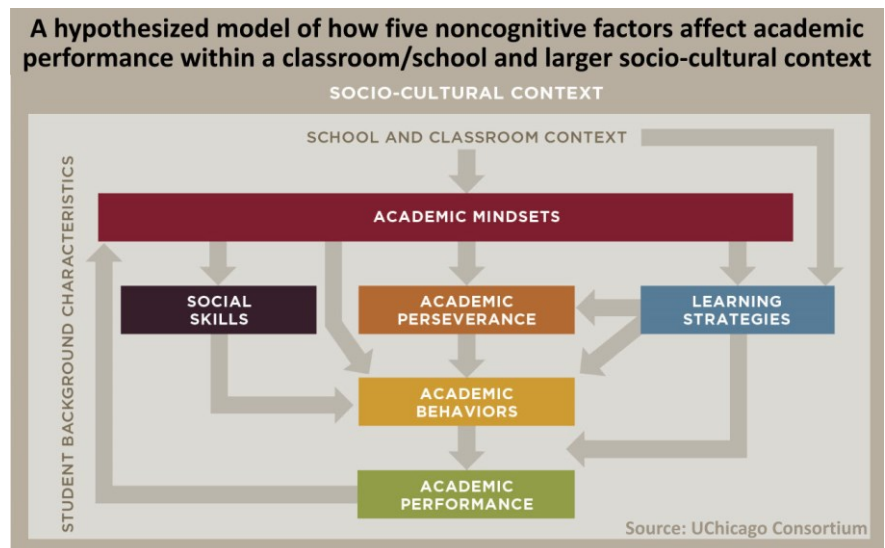
Sadly, too few students today can answer “Yes” to these questions, which are fundamental to being prepared for the wayfinding decade after high school. Consequently, as Robert Halpern observes, “Too many [young people] are caught in a gale of creative destruction that makes it difficult to find individual solutions to changing economic realities.”⁸ Habits of Success are an important step toward a better way.

As we suggest in Report 5, adolescence itself needs to be rethought and reinvented; we offer there the metaphors of “preparing apprentice-adults for life after high school” and the need for longer “acceleration lanes” to help young people merge into the adult world. The key developmental tasks of modern adolescence discussed there — *reclaiming the potential of adolescence; finding self, strengths, and direction; acquiring capability and agency; overcoming trauma and personal challenges; and seeking relationships, social capital, and guidance* — can be addressed by encouraging the development of Habits of Success. At the same time, poverty and class polarization dramatically impact mindsets, agency, and self-direction, helping explain both the persistence of the achievement gap and the widening opportunity gap. We know that promoting Habits of Success will not address all the structural issues in our society, but we also know that the healthy human development at which Habits of Success aims is a vital part of closing these gaps and achieving a fair and just society.

An overview of the Habits of Success competencies

In analyzing recent literature and research on personal success attributes, we find that most of the work emanates from three broad traditions: 1) the study of academic mindsets and behaviors; 2) social-emotional learning (SEL); and 3) character education. We also see educators paying increasing attention to youth development models that are based in developmental theory and are highly contextual. (The box on page 9 summarizes the three main education traditions, while the box on page 10 profiles important new youth development models.) To encompass a range of approaches (for those using MyWays as a rosetta stone to compare and evaluate their competency goal-line), while still providing a coherent framework for our own domain, we chose to anchor Habits of Success in an academic mindset and behaviors framework, and then broadened it by integrating developmental and intrapersonal elements from other traditions.

Because we are centrally (though not exclusively) concerned with student success in learning and work, we started with the well-researched and thoughtfully constructed framework of noncognitive factors from *Teaching Adolescents to Become Learners* by the University of Chicago Consortium for School Research (UChicago Consortium; see the graphic for details). We were convinced by the researchers’ evidence that “virtually all . . . noncognitive factors work through academic behaviors to affect performance” — and that this framework focuses on the factors that are malleable (that is, teachable).⁹



This starting point was also supported by the following: 1) our analysis of the workplace and social realities awaiting learners today and in tomorrow’s world, where “work behaviors” will need to mirror the self-directed, self-monitoring, “academic performance” behaviors included in the model; 2) the weight of research on each of the five competencies, which was persuasive; and 3) the argument that, in today’s world, academic behavior and metrics (whether standardized or, hopefully, more authentic) count, and that focusing on competencies likely to improve these behaviors and metrics, as well as more holistic learner needs, makes sense. However, we also wanted to broaden the framework (for example, changing “academic perseverance” to “perseverance” and “academic mindsets” to “positive mindsets” to emphasize the whole person aspects of more authentic, real-world learning and work, and to include developmental perspectives found in the other models mentioned. Lastly, we made homes for self-direction, and for responsibility. Some frameworks group these competencies with those in MyWays’ Creative Know How domain, but in our view, they are more closely related to Habits of Success.

We are certainly not attempting to cover the entire personal attributes landscape, which would make this domain too complex to be of practical value to educators. Instead, to marshal attributes central to successful learning, work, and well-being, we focus on the following five Habits of Success:

Academic Behaviors

Key performance behaviors such as going to class, participating fully, completing homework and projects, and managing time and resources. (Workplace and personal efficacy behaviors have direct parallels.)

Addressing this competency includes helping students to: go to school and go to class, achieving regular school attendance; participate fully in instructional activities and class discussion, without behavior issues that interfere with these actions; and complete homework and projects, using out of school time and managing time and resources to complete courses and support academic achievement.

Self-Direction & Perseverance

Self-direction abilities such as initiative, flexibility, and adaptability; perseverance abilities such as grit, tenacity, and self-control.

Addressing this competency includes helping students to: develop self-direction by working on agency, initiative, adaptability, executive functioning, reflection, mindfulness, and curiosity; cultivate perseverance by identifying and practicing grit, self-discipline, self-control, and resilience; and nurture the mindsets and learning strategies that underlie many of these elements.

Positive Mindsets

Mindsets include, *“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.”*

Addressing this competency includes helping students to develop mindsets such as: “I belong in this learning community” (increases learner perception of themselves as more autonomous); “My ability and competence grow with my effort” (increases persistence); “I can succeed at this task” (also sustains effort); and “This work has value for me” (strongly influences both perseverance and performance).

Learning Strategies

Such strategies include study skills, goal-setting, self-regulated learning, help-seeking, and other meta-cognitive strategies.

Addressing this competency includes helping students to: learn study skills, processes, and strategies; engage in goal-setting for learning; develop the ability to self-regulate; seek help as necessary to progress in learning objectives; and develop metacognition, including the ability to explain one’s use of learning strategies, and reflect on one’s progress.

Social Skills & Responsibility

Among these are interpersonal skills, empathy, cooperation, and the ability to build social networks, as well as ethics and leadership.

Addressing this competency includes helping students to: progress on interpersonal skills including assertion, empathy, and open-mindedness; develop responsibility and leadership abilities, including conscientiousness, delegation, negotiation, and humility; develop moral reasoning and understand and act on ethical considerations; and build social networks.

For expanded descriptions of each competency, see the primers at the end of this report.

Habits of Success competency primers

For more on each of these competencies, be sure to see the one-page primers at the end of this report.

We have included a primer for each of the five competencies. As indicated in the sample provided here, these primers briefly cover:

- what the competency covers;
- where to look for guidance on addressing the competency; and
- additional resources.

The primers are intended to provide a brief introduction to the most important aspects of each competency. They offer only a taste of the research and activity in each area, but we’ve tried to ensure that they include many of the key issues and resources. We hope that our MyWays [Community of Practice](#) and other educators will help add to and update these resources over time.

Regardless of how these competencies are parsed or labeled, their role is to help educators think about what they can actually do, day-to-day, to support their students in developing Habits of Success, and through these habits, their personal identity. In the following, two EL Education teachers describe the types of behavior or “performance character” that the Habits of Success target:

The research of Duckworth and others shows us that performance character in particular can be taught and learned, just as academic content and skills are. [Paul] Tough quotes Duckworth discussing an idea brought forth by American philosopher and psychologist William James: ‘Habit and character are essentially the same thing.... Kids understand it when you... [talk about habits], because they know that habits might be hard to change, but they’re not impossible to change.’ The term ‘habit’ is powerful. It emphasizes the concept of agency — the ability humans have to make choices about their behaviors — and the notion of practice.¹⁰

COMPETENCIES OF HABITS OF SUCCESS REPORT 7

Social Skills & Responsibility

“Emotional vulnerability [courage], for example, is essentially a state of open-heartedness that anyone can access in the right context. These skills are often about taking off armor and we quickly realize that children often have significantly less of this armor than do adults.”
—Daren Dickson, Valor Collegiate Academies[®]


Brief description:

- This MyWays competency is defined as “interpersonal skills, empathy, cooperation, leadership, ethics, and ability to build social networks.”
- Addressing this competency includes helping students⁴⁰:
- Progress on interpersonal skills, including assertion, empathy, perspective-taking, compassion, open-mindedness, cultural competency, and cooperative learning.
- Develop responsibility and leadership abilities, including conscientiousness, delegation, negotiation, and humility.
- Develop moral reasoning and understand and act on ethical considerations with integrity and courage.
- Build social networks
- Equity/diversity considerations: given racial and gender disparity in patterns of disciplinary action, need to consider whether certain aspects of social skills are interpreted differently for different groups of students.

Where to look for ideas:

- Learn from early childhood and elementary educators, such as those described in the vignette on Sanborn NH’s work with Responsive Classroom CARES (Cooperation, Assertion, Responsibility, Empathy, and Self-control) in the box on page two of this report.
- Whole-school SEL programs like [Responsive Classrooms, Turnaround for Children](#) (designed to serve students facing poverty and other adversities), School-wide [Positive Behavioral Interventions and Supports \(PBIS\)](#), and [restorative justice and circles](#), all support social skills.
- Most studies of social skills come from SEL research; see the Collaborative for Academic, Social, and Emotional Learning (CASEL) [practitioner resources](#) and its [Collaborating Districts](#) initiative, including work in Austin, Cleveland, Nashville, and Oakland.

• For other school models that emphasize SEL and social skills, including Grandview High School’s culture of kindness, see [Getting Smart: Increase Social Awareness, Action Steps from 4 Schools](#). See also the box earlier in this report on Valor Collegiate Academy’s Compass model, which has four dimensions ranged around True North: Noble Purpose, Sharp Mind, Big Heart, and Aligned Action.



Collaborative for Academic, Social, and Emotional Learning (CASEL)

• For views on whether technology can help, see [Hechinger Report’s Can Personal Robotics “Teach” Empathy?](#) (on Stanford’s Virtual Human Interaction Lab [Empathy at Scale](#) project), as well as the [Building Assets, Reducing Risks \(BARR\)](#) program, a relationship-centered SEL program that also uses tech.

• For ideas on leadership, see this [Getting Smart Blog](#) on a New Tech Network school’s use of student ambassadors.

• For building social networks, see this [Can DIY blog](#) on building networks and brand through collective impact.

• Out-of-school time learning also offers rich opportunities for developing social and leadership skills. For one take, see [AfterSchool Ready for Work? How AfterSchool Programs Can Support Employability Through SEL](#).

Additional resources as food for thought:

- UChicago Consortium’s [Teaching Adolescents to Become Learners](#) has chapters and sections on social skills, including responsibility.
- For summaries of SEL work, see the Aspen Institute’s 2017 report on [integrating SEL into college and career readiness](#), and [Edutopia’s SEL series](#) on how to implement, fund, and assess SEL at your school.
- Tools available for elements of SEL implementation include [Transforming Education’s Social Awareness toolkit](#), which features a helpful video, strategies for the classroom, and a facilitator’s guide.

FOR MORE RESOURCES, see the [MyWays website](#).

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Sample competency primer (See primers starting on page 23.)

Education Models for Habits of Success

Recently, personal skills have taken on a high profile and are being promoted under an ever-evolving range of labels, including student agency, character, values, MESH (for mindsets, essential skills, and habits), success skills, social-emotional skills, academic mindsets, emotional intelligence, soft skills, and noncognitive skills. Grit and growth mindset have garnered particular individual attention. The following three main education models feed into this trend; each brings its own emphasis, even as the elements overlap.

Academic Attitude & Behaviors

The leading formulation of academic mindsets and behaviors is the Chicago Noncognitive Factors framework used as the starting point for the MyWays Habits of Success. See more on this framework in the overview above.

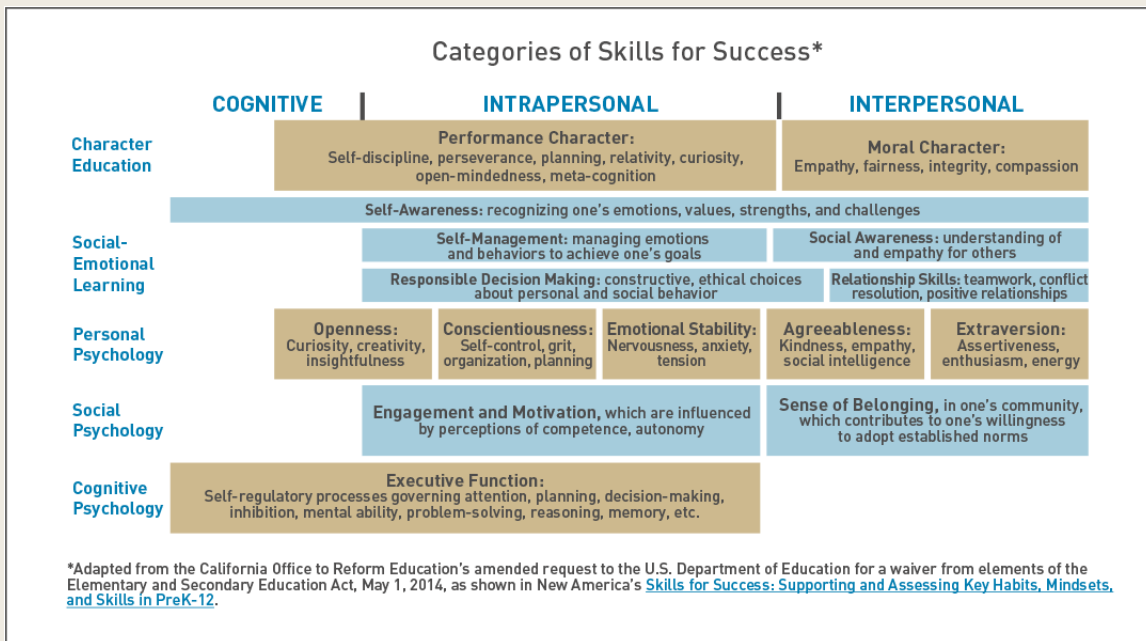
Social-Emotional Learning

The field of social-emotional learning (SEL) has been exploding in recent years. A good touchpoint is the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL)'s five-part definition: self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. (See the chart below.) CASEL's website provide SEL practice guides for all school levels, along with many other resources. Linda Darling-Hammond's succinct but nuanced description of SEL appears at the start of this report.

Character Education

Character education encompasses a range of efforts, from those targeting broad inter-personal and intra-personal strengths to those based around particular sets of values. [Character Lab](#) explores strengths of heart, mind, and will. [EL Education](#) works with both performance character and relational character (the latter similar to the "moral" character classification in the table below). In *Four-Dimensional Education*, Charles Fadel writes that character education is "about the acquisition and strengthening of virtues (qualities), values (beliefs and ideas) and the capacity to make wise choices for a well-rounded life and a thriving society."¹¹

The following table illustrates how SEL and character approaches align with each other and other well-known approaches to personal, social, and cognitive psychology:¹²



Youth Development Models for Habits of Success

In further broadening the academically focused framework from *Teaching Adolescents to Become Learners*, we found the following three youth development frameworks to be particularly helpful. All three incorporate a developmental and contextual approach typical of that field and are attracting greater interest from educators.



Foundations for Young Adult Success: A Developmental Framework

—University of Chicago Consortium on School Research, 2015

This [paper](#) identifies **three key factors of young adult success** (see outside circle) and **four foundational components** (inner circle). The framework accounts for how children develop and how their backgrounds and contexts affect that development. It highlights the importance of developmental experiences — opportunities for young people to interact and make meaning out of their experiences — as the central vehicle for learning and development, supported by developmental relationships. Importantly,

Foundations also offers age-bracket developmental progressions for each of the foundational components and key factors, as well as implications for practitioners, youth, and families.

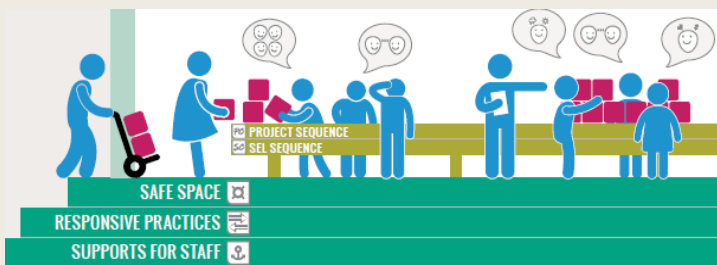


Ready by Design: The Science (and Art) of Youth Readiness

—Ready By 21, a Forum for Youth Investment project, 2016

This [report](#) synthesizes existing research, including brain research, trends in SEL, 21st century skills, employability skills, and childhood well-being, into **10 Readiness Abilities** (see subset to the left), **12 Skillsets**, and **16 Mindsets**, along with Readiness Practices, Traps, and Gaps.

The report is particularly good at describing the contextual elements around its competency framework, and includes a useful list of the latest resources and research from a broad, cross-system, cross-field scan of the “science (and art) of youth readiness.”



Preparing Youth to Thrive: Promising Practices for Social & Emotional Learning

—Weikart Center for Youth Program Quality/Forum for Youth Investment, 2016

The domains and standards in this [resource](#) were synthesized from the work of eight mature but diverse youth organizations that, in essence, live the *readiness by design* framework referred to above. The work focuses on six competencies — emotion management, empathy, responsibility, initiative, teamwork, and problem-solving (the first four correlate to MyWays Habits of Success; the last two fall into Creative Know How) — and includes examples of youth experiences and staff practices that support skill building for these important habits.

Key



STANDARDS FOR SEL PRACTICE

FOR EACH DOMAIN THERE ARE A SET OF STAFF PRACTICES AND KEY YOUTH EXPERIENCES THAT SUPPORT SOCIAL AND EMOTIONAL SKILL BUILDING.

Key principles for addressing Habits of Success

Though much remains to be explored and developed across the Habits of Success domain, our research suggests that educators focus on **three key principles**, helping 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 students affected by poverty, trauma, or other challenges.
3. **Avoid the unintended consequences possible in emerging measurement of Habits of Success**, particularly as part of high-stakes accountability.

Because this domain is still emerging, additions to and further iteration of these principles are likely. For now, these three provide solid initial guide-rails for choosing which Habits to spend time on and how best to ensure that learning and assessment design provide optimal support for building Habits of Success. We'll now explore each of them in more detail.



KEY PRINCIPLE 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.

As discussed above, emerging research suggests that we really can help students develop and improve their Habits of Success. However, fulfilling this promise depends on a deeper understanding of how to design and implement this kind of learning. Researchers on both SEL and growth mindset, for instance, have noted that simply “teaching” these habits is not enough to guarantee success; that success depends a great deal on how the efforts are implemented — and especially on the learners’ developmental experience of the habits in increasingly authentic contexts.¹³ Just as we are learning about optimal ways to design learning for Content Knowledge or Creative Know How to increase understanding, retention, and transfer, we are also learning a lot about how to help students learn and develop Habits of Success.

The primary message from the field is to **use integrated practices rather than add-on programs**. “Rethinking How Students Succeed,” an excellent *Stanford Social Innovation Review* article summarizing a convening of CASEL, Character Lab, the UChicago Consortium, and others, notes that when they chose just two goals to move their joint fields forward, the first was to “shift from replication of programs to *integration of practices into daily interactions with students*.”¹⁴ Charles Fadel agrees, pointing out that even in terms of teaching learning strategies, traditional methods focused on prescribed procedures are less likely to produce lasting, transferrable results, while “more strategic methods” that focus on metacognition, and more integrated practices like setting and monitoring one’s learning goals over time through activities “have been shown to result in more permanent learning gains.”¹⁵

Beyond integrating the Habits strategies into curriculum and school life, an evaluation of the most effective SEL programs to date suggests that approaches incorporate four elements, represented as follows by the acronym SAFE¹⁶:

Sequenced: connect and coordinate sets of activities to foster skills development. The Habits competencies, like those in other MyWays domains, have a “novice to expert progression,” or what, in this domain, would be more likely referred to as a *growth continuum*. Additionally, in the Habits domain, progressions of increasing expertise interact with age- and stage-related developmental progressions, and Habits strategies must take these into account.

Active: use active forms of learning to help students master new skills. Not coincidentally, the same self-directed, holistic, real-world approach to learning proven to provide the best chance for learners to develop and use Content Knowledge, Creative Know How, and Wayfinding Abilities also provides what they need to engage and practice Habits of Success. A traditional teacher-centric, compliance-oriented learning environment simply does not offer students the opportunities they need to develop self-direction, perseverance, positive mindsets, responsibility, and the other Habits.

For more on this kind of authentic, holistic learning, see the description of Whole Learning in Report 11 on learning design. For enlightening perspectives on how Habits of Success work in project-based learning (PBL), see, for example: “[Grit Happens in PBL](#),” and “[Don’t Just Talk About Character: Teach Habits](#).” Thomas Markham, in an [Edutopia blog](#) on using SEL in PBL, notes that research from human performance, youth development, adolescent mental health, developmental psych, and SEL has identified three of the elements involved in good PBL — *caring relationships* (see Principle 4 below), the *desire for meaning*, and *the power of mastery* — as core factors in maximizing individual effort and desire to achieve. The Whole Learning aspect to developing Habits requires that learners work on a habit or cluster of habits using a “Plan-Do-Reflect-Improve” cycle, including both formative feedback from others and self-reflection. This is what Terry’s students, described at the start of this report, were doing when they chose to focus on empathy in the lunchroom for three weeks and on responsibility in a project’s group presentation stage.

Focused: emphasize the development of personal and social skills.
and

Explicit: target specific social and emotional skills.

While it is clear that Habits of Success are best developed in an integrated way within active, holistic, student-directed learning, just “talking about” or “practicing” these attributes within that kind of learning environment is not likely to produce significant results. Practitioners who see significant change, like Terry with her fifth graders, confirm that it is critical also to be explicit about Habits development. This involves allocating specific time, and creating tools and procedures for tasks such as goal-setting,

Instead of asking students to show grit through... meaningless assignments, give them challenging, long-term projects that call for grit.

—Thomas Markham

reflection, and iterating practice. It also includes “instructional” elements such as naming the Habits, describing them, pointing out examples of them in practice, modeling them, providing feedback on them, and providing increasingly advanced opportunities to use them. As Terry points out, once you are truly integrating Habits, this explicit time commitment, “instruction,” and effort are not, in fact, overwhelming. They become part and parcel of learning the knowledge and skills, and without them, the needle simply won’t shift in the same way.

For insight into one of the leading examples of an integrated, sequenced, and explicit Habits practice, see the box below on Valor Collegiate Academies’ Compass program.

Before leaving this discussion of student learning experiences that best promote the development of Habits of Success (and as we’ve noted, the other three MyWays domains as well), it is worth highlighting a critical “prerequisite” that is in some ways particular to this domain. When the main Habits thought leaders CASEL, Character Lab, the UChicago Consortium, and others got together for the Rethinking How Students Succeed convening, the second of the two priorities they set for the field was

The need to support educators to change their own beliefs and mindsets first.

As efforts related to teaching Habits have increased, it has become clear that we must devote much more attention to educators’ beliefs and mindsets, and to the development of their own competencies in this domain. Reflecting on her work with the UChicago Consortium 8/9 Teacher Network, Camille Farrington had this to say:

It’s not just that educators feel unfamiliar with noncognitive skills and unprepared to teach them. In many cases, they also need to change long-held beliefs in their own and their students’ capacity to learn—such as embracing the power of a growth mindset and self-efficacy. The need to focus attention and support on educators came as a surprise, but it’s an insight central to advancement of the field. Students can’t develop as effective learners unless their teachers understand, model, and believe in the skills and behaviors they seek to teach.

... Much of our work in this last year has been as much or more around teacher mindsets and teacher self-efficacy, without which it will be impossible for teachers to effectively support noncognitive development in their kids.¹⁷

Other district and charter systems are also helping educators make this shift and so also must address the underlying conditions necessary to make it happen. One of the most important supporting conditions for educators to work on their own Habits of Success, according to those doing it, is to ensure that the educators feel safe enough to reveal their own vulnerabilities related to this journey.

The New Hampshire Learning Initiative, for example, in partnership with the New Hampshire DOE and 2Revolutions, has been putting teams of practitioners through their own learning experiences based on the

Center for Innovation in Education and Education Policy Improvement Center’s Essential Skills & Dispositions (ES&D) Developmental Frameworks. Part of the roll out of the state’s incorporation of what it calls “Work Study Practices“ for students, New Hampshire educators who went through the ES&D training report just how vulnerable they had to be when working on their own mindsets and habits. They also note that the resulting personal discoveries were profoundly significant, both for themselves and for their ability to help students with their work study practices.¹⁸ Valor’s Compass Model (see box below) is also being used with adults; in fact, one of Valor’s core principles is that the adults follow the same model as the learners. (Among other benefits, this is seen as a “hierarchy flattening mechanism.”) We suggest you read the Compass box first, then visit these links to a Valor [Circle Overview](#) and a [video](#) (3m) on what this experience looks and feels like for educators.

Valor Collegiate Academies — Working Your Inner Compass

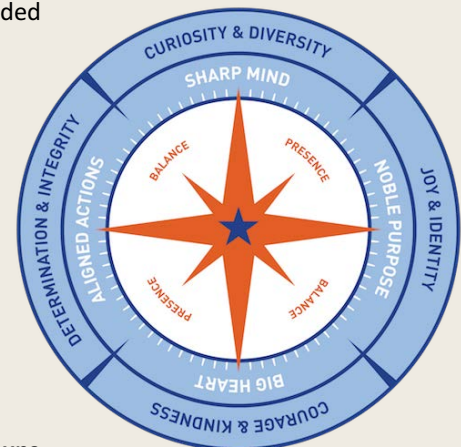
“Jack stood face-to-face with Sergio, surrounded by a circle of 20 other sixth grade boys. The room was thick with emotion as their teacher, Ms. McShea, thought to herself, ‘Uh oh, this may not go well.’ The boys were agitated, but they followed a relationship work protocol — one that’s taught to every student at [Valor Collegiate Academies](#).”* The two boys shared information about how each other’s actions affect them and why they act as they do, brainstormed solutions, and came up with a plan they thought could work for both.



Valor Collegiate Academies is a Nashville public charter network (and Next Generation Learning Challenges grantee) that serves grades 5–7 (and is expanding to grade 12). Fifty-five percent (55%) of Valor students are low-income, 24% are English Language Learners, and its student body is approximately 20% Middle Eastern, 20% Hispanic, and 20% black. During its inaugural year, 2014–15, 94% of Valor students were tested proficient in math and nearly 79% tested proficient in reading, according to state data — higher than even Metropolitan Nashville Public Schools’ well-regarded

magnet programs.

Fostering integration is part of Valor’s mission; to further this goal, the school has developed one of the most comprehensive approaches to SEL in the country. Students devote a minimum of four hours a week over eight years to Compass. As the graphic shows, the Compass concept has five dimensions: **Noble Purpose** (values and identity), **Sharp Mind** (curiosity and diversity of thought), **Big Heart** (courage and kindness), and **Aligned Action** (determination and integrity), with **Truth North** (balance and presence) lying at the center.



The Compass program is organized around two experiences: 1) **Mentor groups** comprised of 22 students and a teacher meet in Circle, a highly structured and ritualized process, for a full hour twice a week throughout students’ eight years, to resolve conflicts (such as Jack and Sergio’s) or to present progress on student plans; and 2) **Individualized Compass plans**, within which students earn badges and work through Phases by demonstrating mastery of skills in the five dimensions.

The program also evaluates overall student well-being through surveys designed by the nonprofit Six Seconds that measure emotional safety, connection to peers, and perceived school support; Valor is still investigating

how best to measure individual student development in well-being. But perhaps the best evidence of success comes from the students themselves. A parent reported that her fifth grader used breathing techniques he learned in Circle to help his little brother get over a tantrum. “You just need to be able to find your balance when you are like this,” he said. Another 12-year-old asked a sibling who was arguing without listening, “Haven’t you ever heard of diversity of perspective?”¹⁹

Valor is fully committed to a character-first approach. Its Chief Culture Officer and Compass developer, Daren Dickson, is a psychotherapist who brings his expertise from outside the school sector. In addition, all Valor teachers participate in Circle and other Compass processes themselves and restorative justice is used to resolve problems. Dacia Toll, cofounder of the Achievement First charter network, told a charter conference audience that she had never seen a school do SEL so well. Still, the Valor team is working to further develop its approach, including iterating a theory of action and principles of development. For a public share of excellent resources by this thoughtful MyWays Community of Practice member, see links to over a dozen resources in Valor’s [“Working the Compass” Resource Guide, Summer 2017](#).

*This vignette and much of this profile was condensed from an [EdSurge article](#) on Valor by Alex Hernandez. Other details added as otherwise noted. See also a set of excellent videos from Valor in [this article](#) from the National Charter School Resource Center.



KEY PRINCIPLE 2: Benefit from strong adult relationships, which are necessary for all students to develop the Habits — and even more vital for students affected by poverty, trauma, or other challenges.

Earlier in this report, we looked at “Adolescence in the Age of Accelerations” (Part A), which paints an impressive, if not downright daunting, picture of the journey our learners have just begun. The interplay of developmental factors with the 5-5-5 hurdles to learning, work, and life provide serious stretch goals for educators attempting to help apprentice-adults ramp up to life in the fast lane. In this context, the role of strong relationships with one or more adults is absolutely central to developing effective Habits learning environments. Because Habits include attitudes, behaviors, and practices related to ongoing learning and personal effectiveness, adults play essential roles in areas such as modeling behavior (both positive Habits behaviors and the experience of falling short, reflecting on, and improving hard-to-attain Habits); scaffolding to help learners reach new levels of competence in these skills and dispositions; providing assistance in culturally sensitive ways; and helping to build social capital.

As mentioned above, we can learn a lot from the developmental approach of the out-of-school time and youth development field about how to foster strong learner-adult relationships and other supports for promoting Habits of Success. An example of resources educators might find useful is the national mentoring standards, [Elements of Effective Practice for Mentoring](#). Another excellent set of resources is the SEL Strengths Builder Method, based on the Preparing Youth to Thrive framework (see the “Youth Development Models” box above). Based on an evaluation of the eight exemplar out-of-school time programs, the field guide includes standards for SEL practice, as well as tools to evaluate SEL curriculum and practices, and youth SEL skills. The SEL Strengths Builder Method also has an excellent [video overview](#) (11m).

Growing numbers of youth are also grappling with additional challenges in this increasingly complex and fast-changing world. Those challenges include being first in their families to attend college or learn English, having learning differences or mental health issues, living in poverty, or facing discrimination. The section in Report 5 on overcoming trauma and personal challenges reminds us of the prevalence of adverse childhood experiences (ACEs); nearly half of all children experience ACEs, including two-thirds of children living below the federal poverty level.

Triage

When they first come in my door in the morning, the first thing I do is an inventory of immediate needs: Did you eat? Are you clean? A big part of my job is making them feel safe,” said Sonya Romero-Smith, a veteran teacher at Lew Wallace Elementary School in Albuquerque. Fourteen of her 18 kindergartners are eligible for free lunches. She helps them clean up with bathroom wipes and toothbrushes, and she stocks a drawer with clean socks, underwear, pants, and shoes.

Romero-Smith, 40, who has been a teacher for 19 years, became a foster mother in November to two girls, sisters who attend her school. They had been homeless, their father living on the streets and their mother in jail, she said. When she brought the girls home, she was shocked by the disarray of their young lives.

“Getting rid of bedbugs, that took us a while. Night terrors, that took a little while. Hoarding food, flushing a toilet and washing hands, it took us a little while,” she said. “You spend some time with little ones like this and it’s gut wrenching. . . . These kids aren’t thinking, ‘Am I going to take a test today?’ They’re thinking, ‘Am I going to be okay?’ ”

—Quoted in [“Majority of U.S. Public School Students Are in Poverty,”](#) *The Washington Post*

The challenge this poses for addressing Habits of Success is clear. Toxic stress significantly impacts brain development, including many functions that underlie Habits of Success, such as concentration, impulse control, and executive function. Among children who have four or more ACEs, 51% have learning or behavioral problems. While we want to increase the authenticity, complexity, and challenge of learning situations to prepare students for a complex world, “a student dealing with trauma at home won’t deal with complexity at school. . . . Challenging work requires on-ramps for kids living in challenging circumstances.”²⁰

Report 5 introduces a number of holistic approaches for dealing with trauma. Among the important characteristics, “having a strong relationship with an influential adult can provide stability for a child, helping to counteract the effects of trauma on their brain.”²¹ Fortunately, people in youth development have a long track record of working with disadvantaged students and trauma-informed programs, so they often embed attention to trauma, disadvantage, and discrimination in their designs for mentoring and SEL mentioned above.

The other element we can incorporate from the youth development field is its approach to human capital. Meaningful relationships with all kinds of adults are needed to help learners develop Habits of Success, from teachers to parents to caregivers to “near-peer” mentors such as college students and apprentices,

and to members of the broader community. But if we are going to take seriously a commitment to developing Habits of Success in line with Content Knowledge and other domains, then schools should be looking to redesign learning environments to ensure young people are surrounded in their core teams by caring adults with diverse backgrounds, including social workers, psychologists, music and art therapists, counselors, and others with expertise and experience with human development. Brooklyn LAB Charter School in New York City and Powderhouse Studios, a Somerville, Massachusetts, public school launching in fall 2018 (both Next Generation Learning Challenges grantees and XQ Super Schools grant winners) are taking major steps to include more adults with these backgrounds; Nashville’s Valor Collegiate (see box above) has already done so.

[Brooklyn LAB](#) has embedded MyWays in its practice partly because of its focus on Habits of Success (as well as Wayfinding Abilities and student agency in general; for more, see EdSurge’s case study, [How Brooklyn LAB Charter School is Integrating Non Academic Habits into the Classroom](#)). Brooklyn LAB places greater emphasis on staff capacity in social work, therapy, psychology, and youth development than most other schools: their student services team, serving 442 students, includes two social workers (with specialized MSWs), two [personalized leadership training](#) staff, and three art therapy interns — and they are considering hiring a third social worker. In addition they include attention to youth development, psychology, SEL, and other related competencies in their teacher hiring protocol.²² [Powderhouse Studios](#) will have a social worker as one of the three education team members working with each student cohort. The other two members are a project manager and a curriculum developer; students will also work with subject matter tutors to learn core subjects and inform their project work, and with professionals and community members. For more, see this [introductory video](#) (2m) and [this article](#) on the Powderhouse approach.²³

Dweck and her colleagues launched the Mindset Scholars Network with the explicit goal of understanding how mindset research depends critically on context.

Carol Dweck, in her January 2017 update on the state of play in implementing growth mindset, “[Growth Mindset Is on a Firm Foundation, but We’re Still Building the House](#),” also provides a relevant early finding from recent evaluation studies. As the article describes, schools using their painstakingly designed and iterated online mindset intervention apparently had good results; the effects were not as positive, however, when teachers implemented their own mindset interventions in the classroom. As Dweck noted, “Given the efforts we have made to craft our interventions, can we expect non-psychologists or teachers to create their own materials and produce positive effects with more informal or in-class activities? Perhaps not...” Furthermore, Dweck reports that “We began to see and accumulate research evidence that the growth mindset concept was poorly understood by many parents and educators...” In response to these findings, Dweck and her colleagues launched the [Mindset Scholars Network](#), with the explicit goal of understanding how mindset research depends critically on context.



KEY PRINCIPLE 3: Avoid the unintended consequences possible in emerging measurement of Habits of Success, particularly as part of high-stakes accountability.

Assessment is still emerging for many of the Habits of Success (as well as for many of the Creative Know How competencies and virtually everything in the Wayfinding Abilities domain). Careful thought is warranted about the use of some of these assessment measures. In MyWays, we focus on assessment *for* learning and *as* learning — to enable student reflection and progress to competency, rather than for accountability. We particularly like Andrew Miller’s vision of assessment as a “force for knowing our students”:

Truly, assessment can be a powerful force for knowing our students... We simply have to move past the baggage that comes with the term assessment, and understand that it can mean a lot of things. We can assess for content and skills, yes, but we can also assess for passions, interests, success skills, and the like for the purposes of the right instruction at the right time.²⁴

For more on MyWays’ “informative and formative” approach to assessment design, see Report 12, *Assessment Design for Broader, Deeper Competencies*, where we discuss the background to this approach, and survey five different assessment strategies. Even when intended for such reflection- and growth-oriented purposes, we are still learning how best to share assessment results with learners — and how to encourage shared reflection among learners. For a consideration of the role of vulnerability, see Valor Chief Culture Officer Daren Dickson’s *EdSurge* article, “[3 Tips for Developing and Assessing Soft Skills: First, Take Off Your Emotional Armor.](#)”

Report 12 looks at this and other challenges to formative assessment; it also explores the enormous potential for richer student growth in this whole domain and ways to work together to move the field forward. Regarding assessment *for* learning, Angela Duckworth and David Yeager urge the following at the end of their famous cautionary paper on assessing personal qualities, “Measurement Matters”:

Given the advantages, limitations, and medium-term potential of such measures, our hope is that the broader educational community proceeds forward with both alacrity and caution, and with equal parts optimism and humility.²⁵

With regard to accountability, however, the emerging state of measurement for Habits of Success suggests, to us, much greater caution than alacrity. Andy Calkins, Director of Next Generation Learning Challenges, puts it this way:

As much as it appears to be a major step forward when policymakers embrace a richer, deeper goal-line for student success, it is by no means clear that the customary next step of standards-based reform — to force schools to comply with that goal-line by requiring assessments that carry accountability stakes — will lead to the kind of deep,

comprehensive re-imagining of student learning experiences that would enable genuine, enduring development of the richer/deeper competencies reflected in that new goal-line.²⁶

Calkins argues that there are two fundamental flaws in that approach: first, “the basic dissonance between forcing behavior change through mandated compliance and next generation learning design, which is all about *enabling agency* on the part of both students and teachers”; and second, the nascent state of development of the strategies and measures to assess Habits of Success.²⁷

Stacey Childress is CEO of the New Schools Venture Fund, a nonprofit philanthropy firm that is “moving away from supporting no-excuses charters and investing heavily in schools grappling with how to teach social and emotional skills.” She also sees accountability policymakers’ new interest in SEL skills as both a blessing and a curse. Regarding the inclusion of non-academic SEL factors in the [California CORE](#) accountability system, she explains,

I’m ambivalent about CORE. I’m excited about their willingness to get going and I’m sure they are going to use the best instruments to date. But I worry that it’s going to take some time for us to sort all of this out.... I understand the seductiveness of getting a policy win, but this could squash all the grassroots excitement we are seeing right now.²⁸

For more on proceeding on formative and informative assessment with “alacrity and caution,” see “The state of assessment” below.

The state of play in Habits of Success

Across the four MyWays domains, the extent of consensus on the competencies included, the evidence for learning/instructional strategies, and the maturity level of assessment options varies — in some cases substantially. For Habits of Success, the state of play is still emergent, though activity is occurring on many fronts, and there is a considerable sense of urgency and enthusiasm for these competencies. To inform your thinking and prompt you to investigate further as you design learning models and experiences to address this domain, we offer the following notes.

The state of competency definition and learning strategies

Summary: We are beginning to understand which competencies have the greatest impact, which are malleable and amenable to development, and which are most important to academic performance and to learners’ developing sense of identity, their lives, and their work in an age of accelerations.

- **For the research base**, see the key reports mentioned in the text and listed in the “Starter Resources” box below. For the academic mindset, see especially [*Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review*](#) from the UChicago Consortium. Much of the research on the SEL side has been summarized in the [*Handbook of Social and Emotional Learning: Research and Practice*](#), by Joseph A. Durlak and his colleagues.

- **Learning strategies** that support development and mastery across the range of Habits of Success are based on practices integrated into daily interactions and characterized by the SAFE elements summarized in Key Principle 2. Project-based and other holistic and challenging learning experiences (as described in Report 11) offer the best opportunity to meaningfully develop and practice Habits, and to integrate mentoring and reflecting on Habits progress. Mindset competencies, such as growth mindset, have their own needs for carefully designed instructional inputs. See more on these in the Positive Mindsets primer.

The state of assessment

Summary: The growing interest in measuring Habits of Success is partly due to the growing belief in the importance of a broader skillset for all students and partly due to the addition of a non-academic element to ESSA accountability. Effective measurement is still emerging, however, and we need to be cautious about what kind of metrics to use and how to share them with learners. In particular, opinion about the use of this domain in accountability systems is sharply divided, and caution is urged.

The range of assessment approaches for Habits of Success includes the following:

- Three main approaches:
 - **Early Warning Indicators (EWI)** to monitor critical academic behaviors (Johns Hopkins’ [EWI](#), Stanford and Chicago’s [CRIS](#) – College Readiness Indicator System)
 - **Rubrics, reflections, and peer assessments within performance assessment** from [New Tech Network](#), [Summit Public Schools](#), The Center for Innovation in Education (CIE) and Educational Policy Improvement Center (EPIC)’s [Essential Skills and Dispositions Developmental Frameworks](#). For more on these and other tools on self-direction and social skills, see the “Practice Resources for the Four Cs and More” box near the end of the Creative Know How domain report (Report 8).
 - **Various agency and SEL assessments** from different fields, including Likert and other self-reports (such as the [Holistic Student Assessment](#) for resiliency available from the Harvard University/McLean Hospital PEAR Institute), behavioral observations, ratings by others, situational judgment, climate surveys, and other measures. Ideally, such measures would be undertaken within an enhanced guidance/youth development function by teams that include people with psychology or social work backgrounds.
- Other assessments:
 - **Simulation and game-embedded assessments** ([Newton’s Playground](#), which measures conscientiousness and persistence as well as the learning of physics concepts, [ZooU](#))
 - **Clickstream analysis of learning behaviors** (See, for example, the mention of clickstream analysis in this Summit [blog](#).)
 - **New instruments in development** (Subscribe to the [Transforming Education](#) MESH e-newsletter to track the latest developments.)

Ongoing challenges in assessing Habits of Success include inconsistent attribute definitions and “fakeability” (socially desirable responding); the need for care and nuance in sharing assessment results with learners; and potential for misuse in accountability (on the last, see Key Principle 3 above). For more on Habits of Success assessments, see the Habits of Success one-page competency primers at the end of this report; Report 12, *Assessment Design for Broader, Deeper Competencies* and two recent

external reports: the Center for Curriculum Redesign’s [*Evolving Assessments for a 21st Century Education*](#) and the National Academies Division on Behavioral and Social Sciences and Education’s [*Supporting Students’ College Success: The Role of Assessing Intrapersonal and Interpersonal Competencies*](#).

A quick dive into Habits of Success resources

Because the purpose of the MyWays Student Success Framework is to provide a rosetta stone for thinking about the broader, deeper, future-ready goal-line for today’s learners, we have focused on describing that goal-line in conceptual terms. We also believe deeply that school designers, educators, and individual learners need to invest in constructing and evolving their own goal-lines within the broader framework.

In doing this work, educators may find the following resources helpful:

Starter Resources for Habits of Success

Substantial new resources are coming out monthly in the various sub-strands of this domain. Here are just a few resources to get you started. To keep up with new research and practice resources as they are published, check out the [Transforming Education](#) MESH newsletter.

Resources featured in the text and boxes for Key Principle 1:

- UChicago Consortium, [Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance](#): A Critical Literature Review
- UChicago Consortium, [Foundations for Young Adult Success: A Developmental Framework](#)
- Forum for Youth Investment, [Ready by Design: The Art \(and Science\) of Youth Readiness](#)
- Weikart Center for Youth Program Quality and Forum for Youth Investment, [Preparing Youth to Thrive: Promising Practices for Social and Emotional Learning](#)

In addition, see the following:

- The Collaborative for Academic, Social, and Emotional Learning (CASEL), [CASEL Effective Social and Emotional Learning Programs Guides](#), Pre-K and Elementary, and Middle and High School
- On the importance of Habits/SEL for high schools, see What Kids Can Do’s [Learning by Heart: SEL in Secondary Schools](#) overview and the accompanying [five case studies of practice](#)
- Lija Farnham, Gihani Fernando, Mike Perigo, & Colleen Brosman’s article with Paul Tough, [“Rethinking How Students Succeed,”](#) *Stanford Social Innovation Review*
- One of many reviews of promising practice is Public Profit’s [Strategies to Promote Non-Cognitive Skills: A Guide for Youth Developers and Educators](#)
- Key organizations include [CASEL](#), [Character Lab](#), [Transforming Education](#), [Mindset Scholars Network](#), and the Carnegie Foundation for the Advancement of Teaching’s [Student Agency Improvement Community](#)
- Helpful videos include [Habits of Success](#) (3m) from Summit Public Schools; [Introduction to Social and Emotional Learning](#) (6m) from CASEL (click “watch our video” from the link); and [Introduction to the SEL Challenge](#) (6m) from [Preparing Youth to Thrive](#)

Relevant Competency Frameworks

Competency frameworks that emphasize this domain include the following (the first three are featured in the MyWays alignment matrix in our series' Introduction and Overview):

- UChicago Consortium, Developmental Framework in [Foundations of Young Adult Success](#)
- ConnectEd, [College and Career Readiness Framework](#)
- UChicago Consortium, Noncognitive Factors Framework in [Teaching Adolescents to Become Learners](#)
- Forum for Youth Investment, Ready by Design Framework (readiness abilities, skillsets, and mindsets) in [Ready by Design](#)
- Forum for Youth Investment, SEL Practice and Skill Domains in [Preparing Youth to Thrive](#)
- Collaborative for Academic, Social, and Emotional Learning (CASEL), [Core SEL Competencies](#)
- Turnaround For Children, [Building Blocks for Learning](#)
- The Search Institute, [Developmental Assets for Adolescents](#)
- State standards for SEL (see the CASEL ongoing [scan](#) of all 50 states)

Models with Strong Emphasis on Habits of Success

There are many holistic models — some longstanding, others new — that have Habits of Success or their own version of character or SEL principles baked into their approach. Among these models are the following:

- [Summit Public Schools](#) — Habits of Success is one of Summit's four primary drivers of student success. See Adam Carter's blog post [Habits of Success: Seeking the Invisible Thread](#).
- [Valor Collegiate Academies](#) — Valor's Compass Developmental Pathway is a competency-based framework that uses activities and projects to develop mastery of habits over time. (See box on its Compass program, above, and [this article](#) in *EdSurge's* MyWays practice series.)
- [Kettle Moraine Public Schools](#) — this Wisconsin school district is [scaling personalized learning](#) for all students, with a focus on self-direction using personal learning plans and Habits of Mind. These elements are evident for example in their [KM Explore](#) K-5 elementary school (3m [video](#)).
- [Brooklyn LAB](#) — all about a broader goal-line from the beginning, Brooklyn LAB is increasing attention to Habits of Success by partnering with [Alpha Public Schools](#) to incorporate their [Personalized Leadership Training](#) program, working with Valor Collegiate Academy (see bullet above) to implement its Circles program, and embedding MyWays into its student learning system. See more in this [EdSurge](#) article.
- [Thrive Public Schools](#) — "Interwoven in all we do at Thrive is an emphasis on students' self-advocacy and self-actualization." (At Thrive this is referred to as [Learn to Be](#).)
- [Montessori for All](#) — this Next Generation Learning Challenges grantee [updates](#) the student-led, hands-on Montessori approach that has long incorporated emphasis on many of the Habits of Success.
- The William and Flora Hewlett Foundation's [Deeper Learning network](#) — models in this network emphasize Habits of Success in their deeper competencies approaches. Deeper Learning models include: EL Education, High Tech High, Big Picture Learning, Envision, New Tech Network, Big Picture Learning,

ConnectEd, Asia Society, Internationals Network for Public Schools, and New Visions for Public Schools. In this Teaching Channel [Deeper Learning Video Series](#), see videos from all these models using the academic mindset and self-directed learning tags.

- [ASCD’s Whole Child](#) approach, pioneering when initially developed in 2006, focuses on Habits of Success and other aspects of SEL in its five Whole Child tenets, especially “[Safe](#)” and “[Engaged](#).” See their [schoolwide indicators](#) for all five tenets, and [profiles](#) of the 10 Whole Child Network schools.
- Youth Development and Out of School time mentoring models — see, for example, the [Ever Forward Club](#), a mentorship and support club for young men, particularly underserved, at-risk and of color, founded by Ashanti Branch, who was born and raised by a single mother on welfare in Oakland, CA and returned there to teach and develop Ever Forward. [Self Enhancement, Inc.](#) is another model that has had exceptional success by providing individualized mentoring and comprehensive support for students in developing their Habits of Success.

We know from our beta piloting work with next generation educators that those interested in and inspired by the MyWays Student Success Framework are also thirsty for practitioner tools, as well as other implementation descriptions and documentation. In some cases, practitioners may be tempted to latch onto tools (such as the MyWays Whole-Student Competency Plot of the 20 competencies) and use them without the internal mindset-changing and learning-model-revising work required for successful implementation; we caution against this! We also realize that many thoughtful developers and practitioners simply want and need to see more concrete exemplars and tools in order to better understand the broader, deeper goal-line and to help them work through their own approach. As the MyWays Community of Practice grows, more pathways for use of the tools will arise, along with deeper levels of support and advice on building good practice around your own locally customized version of the MyWays framework.

In addition to the resources listed above, the one-page primers on each of the five Habits of Success competencies that follow provide links to existing tools, such as standards, rubrics, or learning progressions. Such tools can help educators decide what to include or exclude in next generation student competency goal-lines and how best to shape them. Note that MyWays and Next Generation Learning Challenges do not endorse any specific tools for assessment or curriculum planning — particularly in ways that are incompatible with authentic Whole Learning (see Report 11, *Learning Design for Broader, Deeper Competencies*). This [set of EdSurge resources](#) offers case studies of schools using MyWays, and Next Generation Learning Challenges’ report, [Measures that Matter Most](#), reviews some of the tools used by next generation schools to measure their progress in addressing the broader, deeper range of competencies.

The Habits of Success one-page competency primers

The one-page primers that follow provide a brief introduction to the most important aspects of each competency, with pointers to why the competency is important (given students’ developmental needs and the challenges of today’s rapidly changing world), further description of what the competency entails, where to look for inspiration and guidance, and additional resources. These primers provide only a taste of the research and activity in each area. We hope that our MyWays Community of Practice and other educators will help add to and update these resources over time. To meet the Community of Practice members and share your ideas see our [Community of Practice page](#) on the MyWays website. To receive updates on MyWays, join our [mailing list](#).

Academic Behaviors

“The research is clear: If you want to know whether a child is on a path toward graduating or dropping out, standardized test scores are not very useful. Far more telling is whether that child comes to school regularly, behaves in class and earns passing grades.”

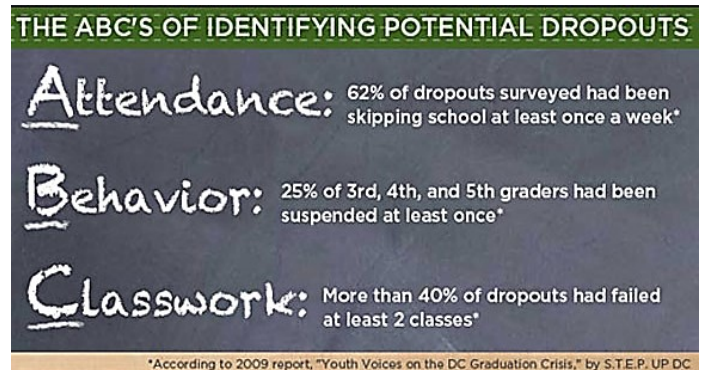
—*Washington Post*, [summarizing results](#) from Early Warning Systems²⁹

Brief description:

- This MyWays competency is defined as “going to school and going to class; participating fully; completing homework and projects; and managing time and resources.”
- Addressing this competency includes helping students³⁰:
 - Attend school and class regularly and avoid chronic absence. Small differences in attendance can have big impacts on engagement and grades.
 - Participate fully in instructional activities and class discussions, without behaving in ways disruptive to others and their own learning.
 - Complete homework and projects, managing out-of-school time and resources to complete courses and support academic achievement.
 - Note: “Virtually all other factors that affect school performance... exercise their effect through students’ academic behavior.”³¹ That is, academic behaviors need to be addressed not only through direct monitoring and intervention, but also by working on other factors, including mindsets, learning strategies, and responsibility.

Where to look for ideas:

- Early Warning Indicator systems (EWI or EWS) use real-time data to identify students who are off track and provide appropriate interventions, such as “check and connect,” and the use of near-peer mentors. These systems have been highly successful in identifying students at risk of falling behind or dropping out. Two leading examples include the following (see more in resources below):
 - Bob Balfanz and colleagues at The Everyone Graduates Center were among the first to show the predictive power of the [ABCs](#) (attendance, behavior, and classwork), and have used the approach in their [Talent Development](#) and [Diplomas Now](#) schools.



[American Graduate D.C.](#)

- Brown University’s Annenberg Institute, Stanford’s Gardner Center, and the UChicago Consortium developed a [College Readiness Indicator System](#) (CRIS) that tracks academic behaviors (tenacity), coursework (preparedness), and college knowledge.
- While acknowledging the great value of academic ABCs as a starting point, Karen Pittman mused early about [Alternative ABCs](#) (adding youth development indicators), leading to the creation of [Ready by Design](#).
- **Early warning systems** can also highlight learners who have multiple adverse childhood experiences (ACEs); for these students, **trauma-informed strategies** will likely improve results. For more, see Key Principle 3 in this report, Report 4, and the excellent [Hechinger Report article](#) on the use of such an approach in New Orleans. The Every Student Succeeds Act (ESSA) references trauma-informed strategies, and 20 states have implemented trauma-sensitive strategies.
- **For a broader approach** to improving Academic Behaviors, see the primers for the four other Habits of Success, which all contribute significantly to Academic Behaviors.

Additional resources as food for thought:

- See the academic behavior sections in UChicago Consortium’s [Teaching Adolescents to Become Learners](#).
- AIR’s Early Warning Systems in Education website features a free online EWS tool, research, indicators, and other resources. Also, this [US Department of Education Issue Brief](#) covers key findings from a national survey on EWS use.

FOR MORE RESOURCES, see the [MyWays website](#).

Self-Direction & Perseverance

“If we value independence, if we are disturbed by the growing conformity of knowledge, of values, of attitudes, which our present system induces, then we may wish to set up conditions of learning which make for uniqueness, for self-direction, and for self-initiated learning.”

– Psychologist Carl Rogers, *On Becoming a Person*³²

Brief description:

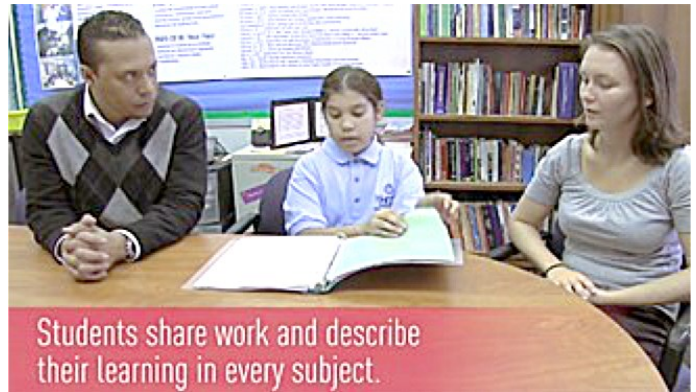
- This MyWays competency is defined as “initiative and goal-setting; self-management; self-monitoring and flexibility; grit and tenacity; self-control.”
- Addressing this competency includes helping students³³:
 - Develop self-direction, including: initiative and goal-setting (curiosity and challenge-seeking); self-management (self-efficacy and executive functioning); self-monitoring and flexibility (progress-checking, reflection, seeking feedback, strategy-shifting, and responding to setbacks); and effective use of resources to pursue and attain goals (including appropriate help-seeking).
 - Cultivate perseverance, including: grit and tenacity, self-discipline, self-control, and resilience.
 - Note: the mindsets necessary for self-direction and perseverance are covered in the next competency. Research shows that the best way to influence perseverance is not directly but through positive mindsets and the development of effective learning strategies (see the following two primers).

Where to look for ideas:

- **On self-direction:** This FSG report on [Self-Directed Learning at Summit Public Schools](#) outlines roles for students and adults, as well as five important lessons learned at Summit. Self-direction is a major driver of other schools as well; see, for example, Vista Unified’s personal learning pathway (see 5m [video](#)) and Thrive Public Schools’ student-led conferences.
- **On self-direction and “student agency”:** Recent work on agency provides a rich take on self-direction. See [this exploration](#) of how [the Aveson Charter Schools](#) approach is founded on agency; the important work of Carnegie Foundation’s [Student Agency Improvement Community](#); and the models and copious links provided in Next Generation Learning Challenges’ excellent set of blogs

on “How Next Gen Learning Can Support Student Agency,” parts [one](#) and [two](#); as well as WestEd’s [“Student Agency in Learning and Assessment.”](#)

- **On perseverance:** See Angela Duckworth’s Character Lab, which offers a [Growth Card](#) that features eight elements including grit, self-control, curiosity, and other factors related to this competency. One of the most high-profile models, Duckworth’s [Grit](#) has also attracted criticism; see Jal Mehta’s [“The Problem with Grit”](#) and this Slate article, [“Is ‘Grit’ Really the Key to Success?”](#)



Students share work and describe their learning in every subject.

[Leaders of Their Own Learning](#)

- For an **alternative approach to perseverance**, see the Carnegie Foundation’s [Productive Persistence Network](#), which focuses on improving developmental math (see this outstanding 2m [video](#)). This approach harnesses learning strategies (skills) plus mindsets (tenacity) to build persistence.

Additional resources as food for thought:

- **On persistence:** see the persistence sections in UChicago Consortium’s [Teaching Adolescents to Become Learners](#) and the sections on self-regulation, self-awareness, and self-control in [Foundations for Young Adult Success](#).
- **On self-direction:** See Report 8’s Practice Resources for the 4Cs box (items 5 and 6), which include rubrics and progressions on self-direction and agency; and Transforming Education’s [MESH Self-management Toolkit](#).
- **On perseverance:** See Starr Sackstein’s [“What Makes Struggle Productive?”](#) and Edutopia’s [resource collection](#) on grit and perseverance.

FOR MORE RESOURCES, see the [MyWays website](#).

Positive Mindsets

“Learning that the brain is like a muscle that grows with effort motivates students to continue working hard to learn despite setbacks or early failures. But this message may lose its persuasive power if a student’s school relies largely either on competitive, one-shot summative assessments to evaluate her performance or on other similar practices that reinforce the value of natural ability over persistent work.”

—Teaching Adolescents to Become Learners³⁴

Brief description:

- This MyWays competency incorporates four mindsets³⁵:
 - “I belong in this learning community.” Those who feel they belong perceive themselves to be more competent and autonomous, and have a stronger sense of identity. A student’s sense of belonging has a strong impact on academic performance.
 - “My ability and competence grow with my effort.” Students who believe this are more likely to work hard and persist. Beliefs about intelligence and the reasons for success/failure are a bigger influence on school performance than is measured ability.
 - “I can succeed at this task.” Beliefs about the likelihood of completing a given task are a prerequisite for putting forth sustained effort.
 - “This work has value for me.” The degree to which students value an academic task strongly influences their perseverance and performance, and makes them more likely to connect with their own future goals.
- Mindsets are malleable at the individual level, but also strongly shaped by school and classroom context.

Where to look for ideas:

- **Positive mindsets** are a focus in whole-school SEL programs like [Responsive Classroom](#) and [Turnaround for Children](#); the latter serves students facing poverty and other adversities.
- **Carol Dweck’s work** on growth mindset and her blended-learning mindset program Brainology is at [Mindset Works](#). For recent evaluations and cautions, see her article [“Growth mindset is on a firm foundation, but we’re still building the house.”](#)

- **Besides direct instruction** on how growth and other mindsets work, positive mindsets are fostered by giving students supportive feedback on meaningful and challenging work. A sense of belonging is often addressed through advisories and with adult or near-peer mentors. See this [NGLC blog](#) by Sarah Luchs, which discusses joy at [Valor Collegiate](#), growth mindset at [Alpha Middle School](#), and mindfulness at [Generation Schools Network](#).
- This [Edweek article](#) describes Mayerson Academy’s Thriving Learning Communities, which use the Happify app (created using the VIA Institute on Character’s 24 character strengths) to help students self-reflect as part of a broader character education program.
- [InspirED](#), designed by teens, Facebook, and the Yale Center for Emotional Intelligence, offers a five-step process to empower students and educators, along with tools and resources.
- As researchers note, **educators need to explore their own mindsets** to successfully help their students. For more on this, see Key Principle 2 in this report.

CONNECTED &
SUPPORTED

CONTENTED &
BALANCED

ENERGIZED &
MOTIVATED

HAPPY & EXCITED

INSPIRED &
EMPOWERED

[InspirED](#)

Additional resources as food for thought:

- For more on the four mindsets listed to the left, see the reports on academic mindsets in the UChicago Consortium’s [Teaching Adolescents to Become Learners](#).
- Also see the new Mindset Scholars Network’s “What We Know” [summary](#); Transforming Education’s [growth mindset toolkit](#); and Larry Ferlazzo’s [resource overview](#), including links to great videos such as [“Growth Mindset”](#) (2m).
- For a broader set of 16 mindsets, including curiosity, humility, and pragmatism, see [Ready by Design](#).

FOR MORE RESOURCES, see the [MyWays website](#).

Learning Strategies

“Learning strategies... [are] part of a cycle of increased performance. Having strategies leads to persistence and engagement in the face of challenge, which leads to academic growth and achievement.”

—Summit Public Schools³⁶

“The concepts of learning through failure and the ability to iterate and evolve were central. The materials we used in this traditional wooden boatbuilding process provide their own feedback loop. The construction techniques inherent to this type of construction — 10 planks to hand on each side of the boat, and 40 frames to hold the shape together — provide the student builder the opportunity to participate in a process, make mistakes, and improve in the next round.

—Brett Hart, Philadelphia Wooden Boat Factory³⁷

Brief description:

- This MyWays competency is defined as “study skills and strategies, goal-setting, self-regulated learning, help-seeking, and metacognition.”
- Addressing this competency includes helping students³⁸:
 - Learn study skills, processes, and strategies, including the ability to follow multiple steps and amend efforts that don’t work.
 - Engage in goal-setting for learning.
 - Develop the ability to self-regulate, including the enactment of executive functioning skills.
 - Seek help as necessary to progress in learning objectives.
 - Develop metacognition, including the ability to clearly explain why, how, and when to use learning strategies, and to reflect on one’s own progress.

Where to look for ideas:

- **Summit Public Schools** includes learning strategies as one of its five Habits of Success. Summit focuses on time management, note-taking, studying, and reading comprehension. The schools assess through badging, and students are required to show use of strategies successfully across contexts. For a candid assessment of how a leading next gen model is experimenting with this and other Habits of Success, see this [blog](#) by Summit’s Chief Academic Officer, Adam Carter.

- **Make it Stick** provides an excellent introduction to the most effective study strategies identified by learning science. The [graphic](#) to the right summarizes the key concepts. For a brief overview, see this [review of key takeaways for teachers](#). See also references within this report series to strategies from *Make it Stick*, in the Levers part of Report 11 on learning design, and the shift to authenticity part of Report 12 on assessment design.

Additional resources as food for thought:

- The UChicago Consortium’s [Teaching Adolescents to Become Learners](#) has chapters and sections on learning strategies and study skills.
- [Foundations for Young Adult Success](#) has sections on self-regulation and metacognition.
- Neurologist and teacher Judy Willis’ series of Edutopia blogs on [executive function](#), [cognitive flexibility](#), and other brain-science informed strategies are instructive, as are Edutopia’s [Resources on Learning and the Brain](#).

FOR MORE RESOURCES, see the [MyWays website](#).



David Vaillancourt’s summary of Make it Stick concepts

Social Skills & Responsibility

“Emotional vulnerability (courage), for example, is essentially a state of open-heartedness that anyone can access in the right context. These skills are often about taking off armor and we quickly realize that children often have significantly less of this armor than do adults.”

—Daren Dickson, Valor Collegiate Academies³⁹

Brief description:

- This MyWays competency is defined as “interpersonal skills, empathy, cooperation, leadership, ethics, and ability to build social networks.”
- Addressing this competency includes helping students⁴⁰:
 - Progress on interpersonal skills, including assertion, empathy, perspective-taking, compassion, open-mindedness, cultural competency, and cooperative learning.
 - Develop responsibility and leadership abilities, including conscientiousness, delegation, negotiation, and humility.
 - Develop moral reasoning and understand and act on ethical considerations with integrity and courage.
 - Build social networks
- Equity/diversity considerations: given racial and gender disparity in patterns of disciplinary action, need to consider whether certain aspects of social skills are interpreted differently for different groups of students.

Where to look for ideas:

- **Learn from early childhood and elementary educators**, such as those described in the vignette on Sanborn NH’s work with Responsive Classroom CARES (Cooperation, Assertion, Responsibility, Empathy, and Self-control) in the box on page 2 of Report 7.
- **Whole-school SEL programs** like [Responsive Classroom](#), [Turnaround for Children](#) (designed to serve students facing poverty and other adversities), School-wide [Positive Behavioral Interventions and Supports](#) (PBIS), and [restorative justice and circles](#), all support social skills.
- **Most studies of social skills** come from SEL research; see the Collaborative for Academic, Social, and Emotional Learning (CASEL) [practitioner resources](#) and its [Collaborating Districts](#) initiative, including work in Austin, Cleveland, Nashville, and Oakland.

- **For other school models that emphasize SEL** and social skills, including Grandview High School’s culture of kindness, see Getting Smart’s [Increase Social Awareness: Action Steps from 4 Schools](#). See also the box earlier in this report on Valor Collegiate Academy’s Compass model, which has four dimensions ranged around True North: Noble Purpose, Sharp Mind, Big Heart, and Aligned Action.



[Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)

- **For views on whether technology can help**, see Hechinger Report’s [Can Virtual Reality “Teach” Empathy?](#) (on Stanford’s Virtual Human Interaction Lab [Empathy at Scale](#) project), as well as the [Building Assets, Reducing Risks](#) (BARR) program, a relationship-centered SEL program that [also uses tech](#).
- **For ideas on leadership**, see this [Getting Smart blog](#) on a New Tech Network school’s use of student ambassadors.
- **For building social networks**, see this [Gen DIY blog](#) on building networks and brand through collective impact.
- **Out-of-school-time** learning also offers rich opportunities for developing social and leadership skills. For one take, see [Ready for Work? How Afterschool Programs Can Support Employability Through SEL](#).

Additional resources as food for thought:

- UChicago Consortium’s [Teaching Adolescents to Become Learners](#) has chapters and sections on social skills, including responsibility.
- For summaries of SEL work, see the Aspen Institute’s 2017 report on [integrating SEL into college and career readiness](#), and *Edutopia*’s [SEL series](#) on how to implement, fund, and assess SEL at your school.
- Tools available for elements of SEL implementation include Transforming Education’s [Social Awareness toolkit](#), which features a helpful video, strategies for the classroom, and a facilitator’s guide.

FOR MORE RESOURCES, see the [MyWays website](#).

Endnotes for Report 7

¹ Linda Darling-Hammond, “Social and Emotional Learning: Critical Skills for Building Healthy Schools,” in the *Handbook of Social and Emotional Learning: Research and Practice*, edited by Joseph A. Durlak, Celene E. Domitrovich, Roger P. Weissberg, and Thomas P. Gullotta, Guilford Press, 2016.

² You can find further analysis of Terry’s work, student samples, and tools in this [MyWays Micropilot respository](#). The Grade 5 folder includes a helpful PowerPoint overview of her work, the Design and Reflection documents offer more detail, and the Analysis of Terry’s 6 elements document uses a tool that enables practitioners to analyze the authenticity of a learning approach or activity using Whole Learning (WL) principles (see Report 11 of this series for an explanation of WL).

³ Jonathan E. Martin, “[Social and Emotional Learning and Assessment: The Demand Is Clear](#),” blog, *Getting Smart*, May 17, 2016.

⁴ See Reports 3, 4, and 5.

⁵ Roger Weissbury, Joseph A. Durlak, Celene E. Domitrovich, and Thomas P. Gullotta, “[Why Social and Emotional Learning Is Essential for Students](#),” blog, *Edutopia*, February 15, 2016; and the “[Social and Emotional Learning Explained: How SEL Helps Students in College, Career, and Life](#),” video, American Institutes for Research, 2016.

⁶ Chris Gabrieli, “[Non-cognitive Skills and Education Policy: Research and Practice Considerations](#),” presentation, Transforming Education, The Brookings Institution, 2015.

⁷ Thomas L. Friedman, *Thank You for Being Late: An Optimist’s Guide to Thriving in the Age of Accelerations*, Farrar, Strauss and Giroux, 2016, p.1.

⁸ Robert Halpern, *Youth, Education, and the Role of Society*, Harvard Education Press, 2013, p. 15.

⁹ Jenny Nagaoka, Camille Farrington, Stacy B. Ehrlich, and Ryan D. Hearth, *Foundations for Young Adult Success: A Developmental Framework*, UChicago Consortium, 2015, p. 8.

¹⁰ Liza T. Eaton and Cyndi D. Gueswel, “[Don’t Just Talk About Character: Teach Habits](#),” *Unboxed*, Issue 10, Spring 2013, p. 94.

¹¹ Charles Fadel, Maya Bialik, and Bernie Trilling, *Four-Dimensional Education: The Competencies Learners Need to Succeed*, CreateSpace Independent Publishing, 2015, p. 123.

¹² Melissa Tooley and Laura Bornfreund, *Skills for Success: Supporting and Assessing Key Habits, Mindsets, and Skills in PreK-12*, New America, 2014, p. 8.

¹³ On SEL, see the special issue summary in “[Spotlight on Social and Emotional Learning](#),” *Changing Schools*, vol. 76, Fall 2016, p. 5; On growth mindset, see Carol Dweck, “[Growth Mindset Is on a Firm Foundation, but We’re Still Building the House](#),” blog, *Mindset Scholars Network*, January 18, 2017.

¹⁴ Lija Farnham, Gihani Fernando, Mike Perigo, and Colleen Brosman, with Paul Tough, “[Rethinking How Students Succeed](#),” *Stanford Social Innovation Review*, February 17, 2015.

¹⁵ Fadel, Bialik, and Trilling, p. 148, quoting two studies cited in John Biggs, “[The Role of Metacognition in Enhancing Learning](#),” *Australian Journal of Education*, vol. 32, no. 2, 1988, pp. 127–138.

¹⁶ See a good summary, with references to the research papers, in Joseph Durlak and Roger P. Weissberg, [Afterschool Programs That Follow Evidence-based Practices to promote Social and Emotional Development are Effective](#), on [expandinglearning.org](#).

¹⁷ Farnham, et al., “[Rethinking How Students Succeed](#).”

¹⁸ Author conversations with New Hampshire educators and Ali Brown, Director of Learning Transformation at [2Revolutions](#), who delivered the ES&D development; the ES&D frameworks are available at [epiconline](#).

- ¹⁹ Quoted in “[A New Nashville School Is Integrating its Students, Eliminating Suspensions — and Acing the State Tests](#),” *The74*, August 21, 2016.
- ²⁰ Tom Vander Ark, “[Novelty and Complexity: 13 Youth Onramps](#),” blog, *Getting Smart*, November 3, 2016.
- ²¹ Evie Blad, “[Watch: Child Trauma Survivors Reunite With the Adults Who Made a Difference](#),” *Education Week*, October 19, 2016.
- ²² Information from correspondence with Brooklyn LAB.
- ²³ Amy Rolph, “[Should High School Be More Like the Real World? These Innovators Think So](#),” *USA Today*, March 1, 2017.
- ²⁴ Andrew Miller, “[Using Assessment to Create Student-Centered Learning](#),” blog, *Edutopia*, September 2, 2015.
- ²⁵ Angela Duckworth and David Yeager, “[Measurement Matters: Assessing Personal Qualities Other Than Cognitive Ability for Educational Purposes](#),” *Educational Researcher*, vol. 44, no. 4, 2015, p. 246.
- ²⁶ Author communication with Andy Calkins, Director of [Next Generation Learning Challenges](#).
- ²⁷ Ibid.
- ²⁸ Emmanuel Fenton, “[When Social and Emotional Learning Is Key to College Success](#),” *The Atlantic*, March 2, 2016.
- ²⁹ Emma Brown, “[Can ‘early warning systems’ keep children from dropping out of school?](#),” *The Washington Post*, June 28, 2016.
- ³⁰ The Academic Behaviors competency description draws on treatments of academic behaviors in the UChicago Consortium noncognitive framework described in Camille Farrington, Mellissa Roderick, Elaine Allensworth, Jenny Nagaoka, Tasha Seneca Keyes, David W. Johnson, and Nicole O. Beechum, [Teaching Adolescents to Become Learners: The role of noncognitive factors in shaping school performance: a critical literature review](#), 2012, from which we adapted the MyWays Habits of Success, as well as in the Johns Hopkins Everyone Graduates Center’s [work on ABCs](#) and the John W. Gardner Center for Youth and Their Communities, Annenberg Institute for School Reform, and UChicago Consortium’s [College Readiness Indicator System \(CRIS\) Resources](#), 2014.
- ³¹ Farrington, et al., [Teaching Adolescents to Become Learners](#), p. 19.
- ³² Carl R. Rogers, [On Becoming a Person: A Therapist’s View of Psychotherapy](#), Houghton Mifflin, 1961, p. 292.
- ³³ The Self-Direction & Perseverance competency description was developed as follows. The **self-direction** competency description draws on: the definition of self-direction in Stephanie Krauss, Karen Pitman, and Caitlin Johnson, [Ready by Design: The Art \(and Science\) of Youth Readiness](#), The Youth Investment Forum, 2016; Summit Public Schools’ elements of self-directed learning discussed in FSG’s [Self-Directed Learning at Summit Public Schools, 2014](#); the self-management skills element of the Collaborative for Academic, Social, and Emotional Learning (CASEL)’s [five-part framework](#); and Catalina Foothills School District’s [Self-Direction Rubric](#). The **perseverance** competency description draws on the research the UChicago Consortium’s noncognitive framework in Farrington, et al., [Teaching Adolescents to Become Learners](#) framework (from which we adapted Habits of Success); the sections on resilience in Fadel, Bialik, and Trilling’s [Four-Dimensional Education](#), and other sources.
- ³⁴ Farrington, et al., [Teaching Adolescents to Become Learners](#), p 36.
- ³⁵ The Positive Mindsets competency description draws on the research behind the UChicago Consortium’s noncognitive framework in Farrington, et al., [Teaching Adolescents to Become Learners](#) (from which we adapted Habits of Success), as well as other sources.
- ³⁶ Summit Public Schools, [Changing Education, Changing Lives](#) presentation at iNACOL “Hard Data, Soft Skills” session, 2015, slide 17.
- ³⁷ Quoted in Charles Smith, Gina McGovern, Reed Larson, Barbara Hillaker, and Stephen Peck, [Preparing Youth to Thrive: Promising Practices in Social Emotional Learning](#), Forum for Youth Investment, 2016, p. 113.
- ³⁸ The Learning Strategies competency description draws on the research behind the UChicago Consortium’s noncognitive framework in Farrington, et al., [Teaching Adolescents to Become Learners](#) (from which we adapted Habits of Success), as well as sections on self-regulation and metacognition from Nagaoka, et al., [Foundations for](#)

Young Adult Success: A Developmental Framework, and Peter Brown, Henry L. Roediger III, and Mark A. McDaniel, *Make It Stick: The Science of Successful Learning*, Harvard University Press, 2014.

³⁹ Daren Dickson, “[3 Tips for Developing and Assessing Soft Skills: First, Take Off Your Emotional Armor](#),” *EdSurge*, November 1, 2016.

⁴⁰ The Social Skills & Responsibility competency description draws on the research behind the UChicago Consortium’s noncognitive framework in Farrington, et al., *Teaching Adolescents to Become Learners* (from which we adapted Habits of Success); the self-awareness, social awareness, responsible decision-making, and relationships skills elements of the Collaborative for Academic, Social, and Emotional Learning ([CASEL](#))’s [five-part framework](#); and on the self-awareness, self-management, social awareness, responsible decision-making, and relationship skills in Fadel, Bialik, and Trilling, *Four-Dimensional Education*.