Collaborating for Student Success

Teachers, Administrators and School Counselors:
Using Noncognitive Skills to Improve Student Success

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LEARNING FIRST ALLIANCE
Strengthening public schools for every child

National Association of Elementary School Principals
Serving all elementary and middle-level principals

National Association of Secondary School Principals
American School Counselor Association
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Culture of Collaboration

Evolving Role of Principals and School Leaders as Transformative Leaders

Creating Collaborative Structure for Supportive and Shared Leadership, Vision, Values and Goals

Engaging in Continuous Improvement and Collective Inquiry

Collaboration is Key

School principals set the school conditions and critical foundation of early learning and ongoing success for all students. The foundation focuses on deeper levels of shared understanding of balance of intellectual academic rigor with mindset and non-cognitive behaviors starting in early elementary and middle school years to high school and beyond.
**Key Attributes of Effective Collaborative Learning Schools**

1. Co-vision school learning environment for relational trust and connectedness with mission, values and beliefs
2. Co-lead schools culture in a way that places students and adult learning at the center
3. Co-set high expectations and standards of behavior, skills, attitudes, strategies and dispositions
4. Co-construct climate of continuous improvement for adults tied to student learning and other school goals.
5. Co-manage evidence, data and knowledge to inform decisions and measure progress of performance.

Adapted from NAESP Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do (NAESP, 2nd Edition)

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**Collaboration**

They find that there’s much greater gain in student achievement in a school when people work collaboratively in teams and when teams of teachers stay together over a period of time and build their collective knowledge and collective capacity.

THE SCHOOL PRINCIPAL AS LEADER: GUIDING SCHOOLS TO BETTER TEACHING AND LEARNING (The Wallace Foundation, 2013)
Collaborative School Teams

Learner-centered Leaders

Administrators ~ Teachers ~ School Counselors ~ Families ~ Community ~ Students

Collaborative School Teams help others understand that they are part of something greater than themselves and promote appropriate behavior and belief that, by working together, everyone’s performance can improve for positive students’ college and career trajectory outcomes.

Adapted from NAESP Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do (NAESP, 2nd Edition)

School performance is a complex phenomenon...

shaped by a wide variety of factors intrinsic to students and in their external environment.

In addition to content knowledge and academic skills, students must develop sets of behaviors, skills, attitudes, and strategies that are crucial to academic performance in their classes...

Teaching Adolescents to Become Learners (2012)
The University of Chicago Consortium on School Research
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Noncognitive Factors

Behaviors  Skills  Strategies

nice, but not required
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Noncognitive Skills Research

Employers & Noncognitive Skills

1. Applied knowledge of academic content
2. Effective relationships
3. Workplace skills
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Noncognitive Skills Research

What does GPA measure?
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GPA Measures...

• Content knowledge
• Academic Skills

GPA Also Measures...

• Content knowledge
• Academic Skills

• Completion of assignments
• Class participation
• Punctuality
• Academic behaviors
• Attitudes
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The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Category 1: Mindset Standards
School counselors encourage the following mindsets for all students:

1. Belief in development of others who will achieve a healthy balance of mental, social/emotional and physical well-being.
2. Self-confidence in ability to succeed.
3. Sense of belonging in the school environment.
4. Understanding that continuous education and life-long learning are necessary for long-term career success.
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.
6. Positive attitude toward work and learning.

Category 2: Behavior Standards
Students will demonstrate the following standards through classroom lessons, activities, and individual/small-group counseling.

<table>
<thead>
<tr>
<th>Learning Strategies</th>
<th>Self-Management Skills</th>
<th>Social Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate critical thinking skills to make informed decisions</td>
<td>1. Demonstrate ability to assume responsibility</td>
<td>1. Use effective oral and written communication skills and listening skills</td>
</tr>
<tr>
<td>2. Demonstrate empathy</td>
<td>2. Demonstrate self-discipline and self-control</td>
<td>2. Create positive and supportive relationships with other students</td>
</tr>
<tr>
<td>3. Use time-management, organizational, and study skills</td>
<td>3. Demonstrate ability to work independently</td>
<td>3. Create relationships with adults that support success</td>
</tr>
<tr>
<td>5. Apply media and technology skills</td>
<td>5. Demonstrate perseverance to achieve long- and short-term goals</td>
<td>5. Demonstrate ethical decision-making and social responsibility</td>
</tr>
<tr>
<td>6. Set high standards of quality</td>
<td>6. Demonstrate ability to overcome barriers to learning</td>
<td>6. Use effective collaboration and cooperation skills</td>
</tr>
<tr>
<td>7. Identify large- and small- scale academic, career and social/emotional goals</td>
<td>7. Demonstrate effective coping skills when faced with a problem</td>
<td>7. Use leadership and teamwork skills to work effectively in diverse teams</td>
</tr>
<tr>
<td>8. Activity engage in challenging environments</td>
<td>8. Demonstrate the ability to balance school, home and community activities</td>
<td>8. Demonstrate advocacy skills and ability to assist self, others, and society</td>
</tr>
<tr>
<td>9. Gather evidence and consider multiple perspectives to make informed decisions</td>
<td>9. Demonstrate personal safety skills</td>
<td>9. Demonstrate social maturity and behavior appropriate to the situation and environment</td>
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</tbody>
</table>

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Standards

Knowledge

Attitudes

Skills
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Road to Outcomes

Academics
Behavior
Attendance
Skills
Attitudes
Knowledge

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Key Research
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Summary of Research on Learning Strategies

ACADEMIC MINDSETS

ACADEMIC PERSEVERANCE

ACADEMIC BEHAVIORS

ACADEMIC PERFORMANCE

LEARNING STRATEGIES
Study Skills
Metacognitive Strategies
Self-Regulated Learning
Time Management
Goal-Setting

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Summary of Research on Social Skills

SOCIAL SKILLS
Interpersonal Skills, Empathy, Cooperation, Assertion, and Responsibility

ACADEMIC BEHAVIORS

ACADEMIC PERFORMANCE
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Good Things Happen
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Aligning
Based on The Baldridge Model of Excellence

1. Assess Current Performance & Trends
   1. School Improvement Plan
   2. School Data
## 2. How Do I Make A Difference?

<table>
<thead>
<tr>
<th>Role</th>
<th>Key Points</th>
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<tbody>
<tr>
<td>Teachers</td>
<td>1. State Curriculum Standards</td>
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<td>2. Curriculum/Pacing Guide</td>
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<tr>
<td>School Counselors</td>
<td>1. ASCA Mindsets &amp; Behaviors</td>
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<tr>
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<td>2. SC Core Curriculum Action Plan</td>
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<tr>
<td>Administrators</td>
<td>1. Before, During, After Instruction</td>
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<td>2. Behavioral Outcomes</td>
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## 3. Where Can We Connect?

[Diagram showing overlapping circles labeled Administration, School Counseling, and Subject Areas]
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Level 5

Subject Areas
Administration
School Counseling

Where Can We Connect?

<table>
<thead>
<tr>
<th>Teachers/Content</th>
<th>School Counselors/Activities</th>
<th>Administrators/Support</th>
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4. How Do We Make It Happen?

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<tr>
<th>Grade Level</th>
<th>Subject</th>
<th>Lesson Topic</th>
<th>ASCA Domain and Standard (Mindsets &amp; Behaviors)</th>
<th>Curriculum and Materials</th>
<th>Projected Start/End</th>
<th>Delivered By</th>
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Voices from the Field

*Featuring Gwinnett Co (GA)*
Voices from the Field


Resources

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www.schoolcounselor.org/NoncognitiveResources