Annotated bibliography for our shared work on

Expected School-wide Learning Results

September 2016

Frameworks and models

Calkins, Andrew and Vogt, Kristen. *Next Generation Learning: The Pathway to Possibility*. EDUCAUSE, 2013. Online at http://net.educause.edu/ir/library/pdf/NGW1301.pdf

> This position paper presents a framework for the design of learning experiences that contribute to progressive learner outcomes, which include both cognitive and non-cognitive skills and dispositions. It offers a holistic guidance on defining and measuring goals, designing and implementing teaching methods, and creating learning environments that enable and build evidence of effectiveness for the purpose of scaling. It has live links to relevant research and professional bodies. It was developed for United States schools.

Farrington, Camille; Roderick, Melissa; Allensworth, Elaine; Nagaoka, Jenny; Seneca Keyes, Tasha; Johnson, David; and Beechum, Nicole. *Teaching Adolescents to become Learners: The Role of Non-cognitive Factors in Shaping School Performance: A Critical Literature Review*. University of Chicago Consortium on Chicago School Research, 2012. Online at https://consortium.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf

> This literature review begins with definitions on non-cognitive factors and presents a framework of non-cognitive factors that includes: academic behaviors, academic perseverance, academic mindsets, learning strategies and social skills. It also suggests a hypothesized model of how the five factors affect academic performance within a classroom, in a school and in a larger socio-cultural context. The review also considers the role of these same non-cognitive factors in transitions from Middle School to High School and in post-secondary success – in both higher education and the workplace. Its focus on middle grades as this is a period of significant neurobiological, cognitive, social and emotional change – a time when adolescents begin to think and act differently from when they were children. The review concludes with a description of the research needed to further understand the role of non-cognitive factors in academic performance, and the promise of non-cognitive factors in teaching adolescents to become learners.

King, Lance. *Approaches to Learning in the IB Diploma: A Literature Review of the Key Skills of Effective Learning*. The Art of Learning, May 2013. Online at http://taolearn.com/atl_resources/article156.pdf

This literature review presents the research evidence for teaching and assessing the skills and dispositions that support effective learning. The author explains why these practices are essential in the preparation of students for life beyond secondary school and the links between the 160+ individual skills that have been identified by the International Baccalaureate's Middle Years Programme (MYP) and the skills and disposition that have been identified by universities and employers as critical for success. The paper provides an in-depth discussion of the metacognitive, cognitive and affective processes that positively influence students' academic development. It questions the assumption that the focus on these approaches to learning (ATL) in the MYP are sufficient to prepare students for the International Baccalaureate's Diplomma Programme (IBDP), which assumes mastery of the ATLs as a prerequisite.

SSAT. *Mind the Gap: Collected Essays on the Development of Character, Non-cognitive Skills, Mindfulness and Well-being*. The Young Foundation, 2014. Online at

This collection of essays has been written by leading educationists and experts in the areas of education policy and progressive education. It provides a range of perspectives on the importance of addressing non-cognitive development as a key factor in academic growth and attainment, as well as post-secondary success in higher education and the workplace. The range of models illustrates the different ways educators have interpreted the research evidence to achieve a common end – well-rounded and grounded learners prepared for success in and beyond school.

Assessing outcomes and impacts

Kafka, Tina. *A List of Non-cognitive Assessment Instruments.* Community College Research Center, Teachers College, Columbia University. January 2016. Online at http://ccrc.tc.columbia.edu/images/a-list-of-non-cognitive-assessment-instruments.pdf

This brief document provides basic information about 21 non-cognitive assessments, currently in use across the United States. It includes basic information about the author/publisher, factors assessed, assessment administration and URL.

Kyllonen, Patrick. *Chapter 10: Designing Tests to Measure Personal Attributes and Non-cognitive Skills*. In Handbook of Test Development. Routledge Handbooks Online, 2015. pp. 190 – 211. Online at https://heckman.uchicago.edu/sites/heckman2013.uchicago.edu/files/uploads/OECD_Spencer_2015/Kyllonen-Test-Development-Chapter.pdf

The chapter provides a review of research-informed models, frameworks and assessments for students' non-cognitive development. It summarizes the research evidence explaining the importance of non-cognitive development for education and work. It also raises important concerns about the validity and reliability of non-cognitive measures and how these have been addressed by assessment developers. The chapter

concludes by highlighting the growing use of non-cognitive assessments in high-stakes processes including college admissions and employment screening.

Next Generation Learning. Measures That Matter Most: How Do Next Generation Educators Measure Success? EDUCAUSE, June 2016. Online at http://measuresthatmattermost.org/assets/media/pdf-report.pdf

This report addresses the challenges of measuring the successes of educational innovations. Schools across the United States – funded in part by the Bill & Melinda Gates Foundation, the Eli and Edythe Broad Foundation, the Michael and Susan Dell Foundation and the William and Flora Hewlett Foundation – and committed to accelerating educational innovation to improve college readiness and completion. These schools have invested in personalized learning, competency-based learning, blended learning and student centered learning, among other approaches. The report used a range of research methods – including interviews, literature reviews, surveys and case studies – to build a picture of the positive short- and long-term outcomes of their approaches. The study revealed that schools use more than 30 different data sources to build evidence of effectiveness. Data collection tools meriting further development include student longitudinal data, validated performance task data, and evaluations of socio-emotional support programs. The paper includes live links to a range of useful resources.