



Success

Timely tips to improve student achievement

May 2019

Ohio robot competition helps generate interest in manufacturing

Manufacturers and student teams in Ohio have been working together to develop robots for the Xtreme Bots and Collegiate Clash competition and show at Wright State University. **Steve Staub** of Staub Manufacturing Solutions and several local manufacturers are partnering with area youth for an event aimed at encouraging ingenuity in young people and generating interest in STEM sciences and skilled trades. For more, go to <http://links.ohioschoolboards.org/SU550>.

Canfield Local uses guest speaker series to teach students about kindness

Canfield Local's (Mahoning) Canfield Village Middle School eighth-graders got a refresher lesson on kindness. **Rose Seitz**, mother of **Freddie Seitz**, came to talk with students about being kind. Freddie was born with Goldenhar Syndrome, a craniofacial syndrome that left him without a right ear, cheek or jawbone. Seitz was brought in as part of a monthly speaker series themed "Everyone's story matters," hosted by **Sabrina Eaton**, an eighth-grade language arts teacher. For more, visit <http://links.ohioschoolboards.org/SU551>.

Ukuleles instrumental to building students' English language learning skills

Moving to a new school in middle school can be overwhelming. Imagine moving to a new country at that age. The language and culture barriers can be devastating to some kids. At Wachter Middle School in Bismarck, N.D., English language instructional aide **Rissa Williams** is teaching students a unique way to help them succeed in class, while building their confidence one note at a time. For more, go to <http://links.ohioschoolboards.org/SU552>.

Supporting stressed students using social emotional learning

Schools should develop plans to help students cope with stressors they experience, both inside and outside the classroom, writes **Duane Woelfel** of Port Washington-Saukville School District in Wisconsin. Woelfel shares tips for using data and community partnerships to help build a strong social-emotional learning program. For more, visit <http://links.ohioschoolboards.org/SU553>.

Student achievement in-depth

Each month, **Success** brings you a research brief or in-depth article to discuss with board members and administrators.

Report lists skills needed by the class of 2030

Today's kindergartners are the class of 2030, and by the time they enter the workforce, it will look vastly different. Occupations will need expertise, creativity, grit and, most importantly, people who can learn and cultivate new skills.

But if we're going to ensure the class of 2030 succeeds, a study, "Preparing the Class of 2030," suggests our current education system needs an overhaul and refreshed focus. The report from Microsoft was based on surveys of 2,000 students and 2,000 teachers and was conducted with McKinsey & Co.

The report outlines a number of factors contributing to the need to overhaul the education system. It urges policymakers and educators to ensure the nation is preparing the class of 2030 and each class after that for the future in a very different way:

- unprecedented opportunities for collaboration;
- the progressive automation of lower-skilled jobs;
- employers' demands for workers with more well-rounded skills;
- students' desire and expectation to operate with autonomy and choice.

In general, the study shows a need for a heightened focus on learners and more student-centric learning. Key educational changes advised in the study include more focus on helping students develop social-emotional skills, a shift to student-centered and personalized learning and adoption of existing and emerging technologies.

In addition to the three areas of change, which are discussed in greater detail in the report, there are a number of actions educators can take, big and small, to help the class of 2030 start off on the right foot:

- Teachers can collaborate with fellow educators to create or pilot programs addressing social-emotional skills.
- School leaders can create the cultural climate for their school. Including staff in personalized learning experiences and identifying the social-emotional skills they want teachers to model in classrooms are two examples of setting the stage.
- Education system leaders will have to prioritize social-emotional skills and personalized learning approaches.

To read the article, which contains a link to the findings published in Microsoft Report, visit <http://links.ohioschoolboards.org/SU554>.

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