

Thriving School Systems: How the XQ Competencies Anchor Youth Thriving and Propel School Transformation

August 20, 2024



Agenda

- **Introductions**
- **The XQ Competency Framework**
 - A. *Purpose / Why Competencies*
 - B. *Structure*
 - C. *Research Background*
- **XQ Competency Tools**
- **XQ Learning Experiences**
- **XQ Learning Experience Design Mini-Sprint**
 - A. *Features*
 - B. *Exemplars*

Next Steps—Join us!

OBJECTIVES

- *Understand* the purpose, research, and pedagogy of the XQ Competencies.
- *Engage* with the XQ Competencies through an interactive demo and conversation.
- *Explore* how the XQ Competencies might be most valuable to your site.
- *Join* a community of XQ Competency pilot-testers

XQ Competency Framework



The XQ Competencies sit within a larger framework for rethinking the way we define and organize student learning.

- ❑ Comprehensive competency framework
- ❑ Learning experiences
- ❑ Adoption strategy
- ❑ Application/set of tools



Structure:

5 Integrated Learner Outcomes

37 Competencies

118 Component Skills

- Wholly integrative approach to academic, social, and emotional learning
- Summative measurement occurs at the component skill level



The XQ Competencies were developed in tight and careful alignment to the most cutting edge research about adolescent learning and development.

See also our [annotated resources](#) for more explanation.



- Aspen SEAD Commission
- CASEL framework
- Harvard EASEL Lab
- Lerner, Cantor, Pittman
- Neurobehavioral work by Immordino–Yang, Somerville, and others
- Chicago Consortium

Reviewed throughout design and development by:

- ❑ Academic and research experts
- ❑ XQ educators and students
- ❑ XQ students

Technical and Formal Reviews:

- ❑ Knowledge to Power Catalysts (Karen Pittman, Merita Irby+Harvard EASEL Lab) technical review
- ❑ Lerner (2024) conceptual paper

XQ Competency Cards & Navigator

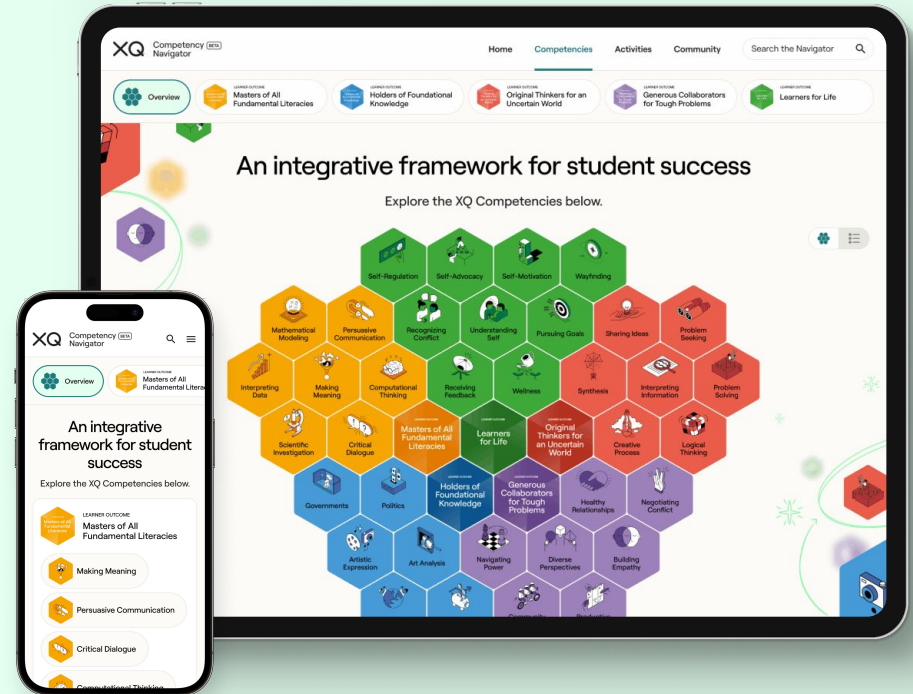


Introducing the XQ Competency Navigator!

The XQ Competency Navigator is a digital platform designed to help educators integrate the development of essential academic, cognitive, and social-emotional knowledge and skills into every aspect of their practice.

Key Features

- Learning Progressions
- Competency-Based Activities
- AI-Powered Semantic Search
- Online Teacher Community



[Demo Walkthrough](#)

XQ Competency Cards



Navigating Power
Read and manage social dynamics.




Pursuing Goals
Set goals and work to achieve them.




Economics
Understand economic forces.

LEARNER OUTCOME
Masters of All Fundamental Literacies

Persuasive Communication
EXPLORE THIS COMPETENCY




Problem Solving
Generate creative solutions.



Mathematical Modeling
Use math to make predictions.

LEARNER OUTCOME
Generous Collaborators for Tough Problems

Productive Collaboration
EXPLORE THIS COMPETENCY



XQ Learning Experiences



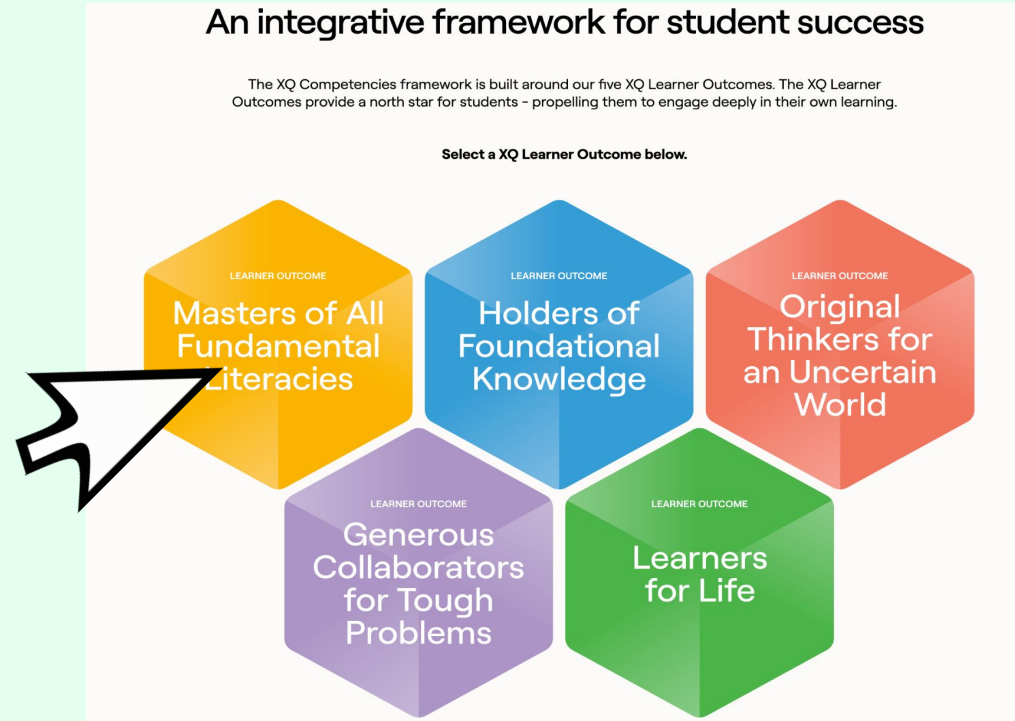
A high quality learning experience (LX) is:

- Multi-Dimensional and aligned to XQCs
- Project-based
- High-interest
- *Sparks curiosity*
- *Authentic*
- *Rigorous*
- *Expansive in use of time and space*

Get Familiar

1. Click the picture to the right to explore the XQ Competency framework.
2. NO need to memorize them just organically click through the framework.
3. You have 2 minutes.

02:00



Cold War LX by iThrive Games:

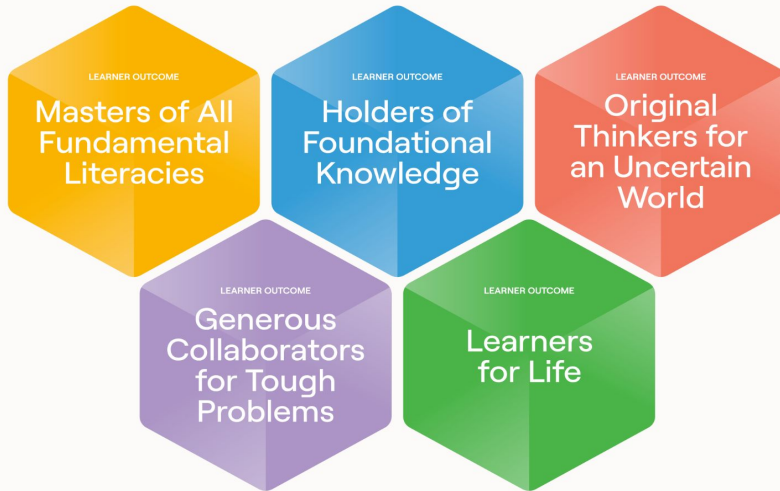


Choose your Competencies

An integrative framework for student success

The XQ Competencies framework is built around our five XQ Learner Outcomes. The XQ Learner Outcomes provide a north star for students - propelling them to engage deeply in their own learning.

Select a XQ Learner Outcome below.



This section provides a detailed view of the 'Masters of All Fundamental Literacies' Learner Outcome. It features a large yellow hexagon at the top with the text 'LEARNER OUTCOME' and 'Masters of All Fundamental Literacies'. Below this, the text reads: 'Critical readers. Compelling writers. Mathematical and numeric thinkers. Data and visual thinkers. Capable learners who are well-prepared for college, career, and life. Take a seat at the table.' A small yellow triangle points downwards.

Below the Learner Outcome, the section is titled 'COMPETENCIES'. It is divided into two categories:

- Communicating and Receiving Ideas**: This category includes three yellow hexagons with icons and text: 'Making Meaning' (with a lightbulb icon), 'Persuasive Communication' (with a speech bubble icon), and 'Critical Dialogue' (with a speech bubble containing a question mark icon).
- Mathematical and Scientific Thinking**: This category includes four yellow hexagons with icons and text: 'Computational Thinking' (with a laptop icon), 'Mathematical Modeling' (with a globe icon), 'Interpreting Data' (with a bar chart icon), and 'Scientific Investigation' (with a microscope icon).

The background of this section is light orange and features decorative elements like starburst icons and faint line art of a person's head and shoulders.

Cold War LX by iThrive Games:

- GOVERNMENTS (Public Policy)
- CULTURES (Global Connections)
- DIVERSE PERSPECTIVES
(Collaborating Across Difference)
- COMMUNITY ADVOCACY (Power Dynamics)
- PERSUASIVE COMMUNICATION
(Crafting Narrative)



XQ Learning Experience Design Mini-Sprint



History LX Idea →

LX Idea for History→ Through a collaborative Cold War simulation, students will learn diplomacy by deepening their understanding of international relations. Students will also be able to apply theoretical knowledge as they navigate the simulated geopolitical conflict, honing skills in government affairs, power navigation, and appreciating diverse perspectives.

CCSS.ELA–Literacy.RST.11–12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Look at you! Your group is designing an LX Idea for a World History class!

What 3 XQ Competencies will students develop as part of the experience?	
What academic content will students need to learn to accomplish that? (think about your state standards and academic content area here)	
What will students make or produce in this learning experience?	
What will be the hook that drives student curiosity and engagement?	
Who are unique partners you could bring in to help deepen the learning experience?	

Look at you! Your group is designing an LX Idea for a World History class!

<p>What 3 XQ Competencies will students develop as part of the experience?</p>	<p>Students will need to use data to understand relationships, while also sharing generative and creative thoughts with others. Since this learning experience relies on students to develop their own interactive approach, they will also need to plan to seek and act on feedback from others.</p> <ul style="list-style-type: none"> - Receiving Feedback, Sharing Ideas and Interpreting Data
<p>What academic content will students need to learn to accomplish that? (think about your state standards and academic content area here)</p>	<p>Students will need to be able analyzing varying perspectives and experiences accounting the same event, theme, and situation.</p> <ul style="list-style-type: none"> - CCSS.ELA–Literacy.RH.11–12.6 and - CCSS.ELA–Literacy.RH.11–12.9
<p>What will students make or produce in this learning experience?</p>	<p>Students will then develop their own interactive approach to mobilize their community by sharing firsthand accounts of migration.</p>
<p>What will be the hook that drives student curiosity and engagement?</p>	<p>Students will take an immersive field trip to the Carne y Arena installation – a groundbreaking and immersive virtual reality experience by Alejandro G. Iñárritu, allowing individuals to walk in a vast space and thoroughly live a fragment of the refugees’ personal journeys.</p>
<p>Who are unique partners you could bring in to help deepen the learning experience?</p>	<p>United We Dream, a youth led organization for immigration would be a fantastic group!</p>

XQ Learning Experiences

BRAINSTORM

GROUP 1



LX Idea for Biology →

After our roundtable with youth from the UN's Youth Advisory Group on Climate Change, students will begin to interrogate if sustainability efforts on Earth could influence sustainability efforts on Mars. Working in pairs, students will develop project plans, carry out robust research sprints, and defend their final comparative analysis at a community exhibition.

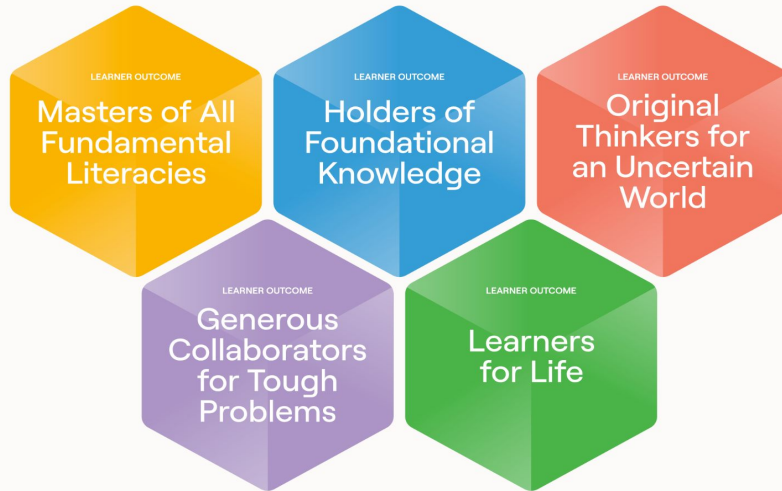
NGSS: HS-ESS3-4. Evaluate or refine a technological solution. Constructing Explanations and Designing Solutions.

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Holders of Foundational Knowledge
LEARNER OUTCOME

Curious people who are knowledgeable about the world—its history, literature, and cultures, its sciences and underlying mathematics. Engaged participants who are committed to a just and functional democracy, and who participate fully in all America has to offer.

See your own place in history.

COMPETENCIES

Social Systems

- Governments
- Politics
- Economics
- Cultures

Appreciating and Creating Art

- Artistic Expression
- Art Analysis

Look at you! Your group is designing an LX Idea for Biology!

What 3 XQ Competencies will students develop as part of the experience?	Scientific investigation, productive collaboration, creative process
What academic content will students need to learn to accomplish that? (think about your state standards and academic content area here)	Biology, Environmental Science (understanding of climate); project management
What will students make or produce in this learning experience?	Artifacts– what is the climate on Mars?
What will be the hook that drives student curiosity and engagement?	Entrepreneurship – inventing something to make life sustainable on Mars; Game-ify/competition
Who are unique partners you could bring in to help deepen the learning experience?	

XQ Learning Experiences BRAINSTORM GROUP 2



LX Idea for Math →

Students will be introduced to elements of a successful marketing campaign, through local consumer data of their choice. In pairs, students will then interview local business owners to consider and begin to measure what makes a campaign effective in their community. Students will compare their findings to national marketing consumer data, making recommendations for local business owners.

CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.

MP.2 Reason abstractly and quantitatively. (HS-LS4-1), (HS-LS4-2), (HS-LS4-3), (HS-LS4-4), (HS-LS4-5)

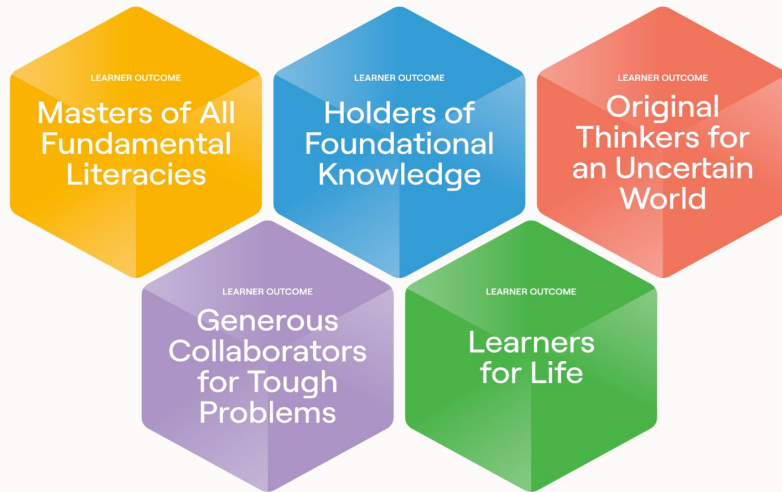
MP.4 Model with mathematics. (HS-LS4-2).

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COMPETENCIES

Social Systems

- Governments
- Politics
- Economics
- Cultures

Appreciating and Creating Art

- Artistic Expression
- Art Analysis

Look at you! Your group is designing an LX Idea for Math!

What 3 XQ Competencies will students develop as part of the experience?	Community Advocacy, Problem Seeking, Interpreting Data, Wayfinding
What academic content will students need to learn to accomplish that? (think about your state standards and academic content area here)	
What will students make or produce in this learning experience?	Empathy and ethnographic interviews, surveys, analytic tools and protocols, creative assets/deliverables, culminating presentation, rationale that keeps data front of mind, effective social media (the definitions/elements of which they will have mastered!)
What will be the hook that drives student curiosity and engagement?	
Who are unique partners you could bring in to help deepen the learning experience?	Tech experts, local community leaders and public servants

XQ Learning Experiences BRAINSTORM GROUP 3



LX Idea for World History →

After learning about historical and current migration patterns, students will catalog the stories of volunteers from the Memphis Refugee Project. Students will then develop an interactive approach to mobilize their community by sharing firsthand accounts of migration, presenting a robust understanding of motives, historical and current patterns, and the urgency of migration for individuals, families, and communities.

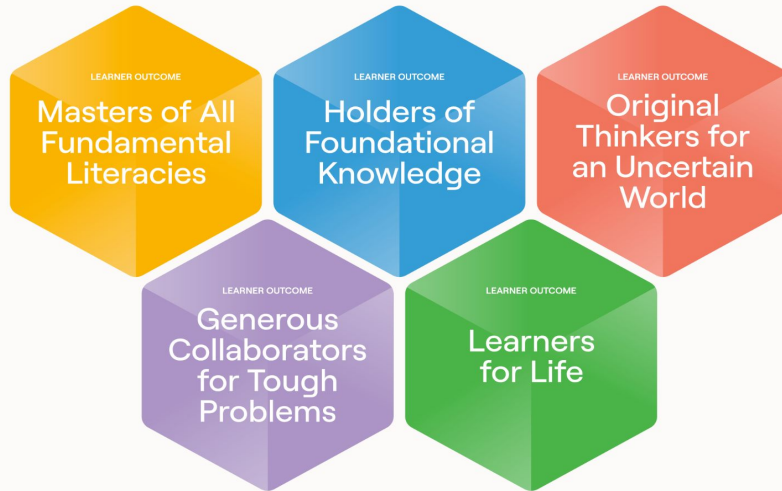
CCSS.ELA–Literacy.RI.11–12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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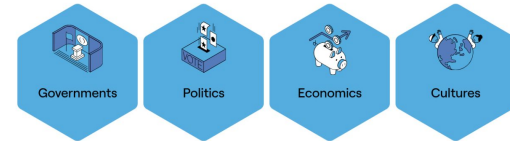
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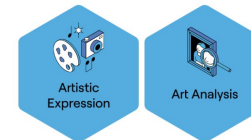
See your own place in history.

COMPETENCIES

Social Systems



Appreciating and Creating Art



Look at you! Your group is designing an LX Idea for World History!

What 3 XQ Competencies will students develop as part of the experience?	
What academic content will students need to learn to accomplish that? (think about your state standards and academic content area here)	
What will students make or produce in this learning experience?	
What will be the hook that drives student curiosity and engagement?	
Who are unique partners you could bring in to help deepen the learning experience?	

XQ Learning Experiences BRAINSTORM GROUP 4



LX Idea for World History →

After learning about historical and current migration patterns, students will catalog the stories of volunteers from the Memphis Refugee Project. Students will then develop an interactive approach to mobilize their community by sharing firsthand accounts of migration, presenting a robust understanding of motives, historical and current patterns, and the urgency of migration for individuals, families, and communities.

CCSS.ELA–Literacy.RI.11–12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Look at you! Your group is designing an LX Idea for a World History class!

What 3 XQ Competencies will students develop as part of the experience?	Community mobilization (effective advocacy), Persuasive communication (“mobilize their community by sharing firsthand accounts”); Politics – understand political & social power
What academic content will students need to learn to accomplish that? (think about your state standards and academic content area here)	<i>CCSS.ELA–Literacy.RI.11–12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</i> <i>Data analytics?</i>
What will students make or produce in this learning experience?	Good opportunity for student agency. Students choose what they produce
What will be the hook that drives student curiosity and engagement?	
Who are unique partners you could bring in to help deepen the learning experience?	

LX Idea for World Literature →

Students must develop a new social structure for *Handmaid's Tale* that is responsive to the needs of Gilead but decreases patriarchal leadership, while completely eradicating “The Eyes”. Remind students to pay special attention to the ability to use clothing as a means to delineate utility, social ranking, age, and gender.

CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

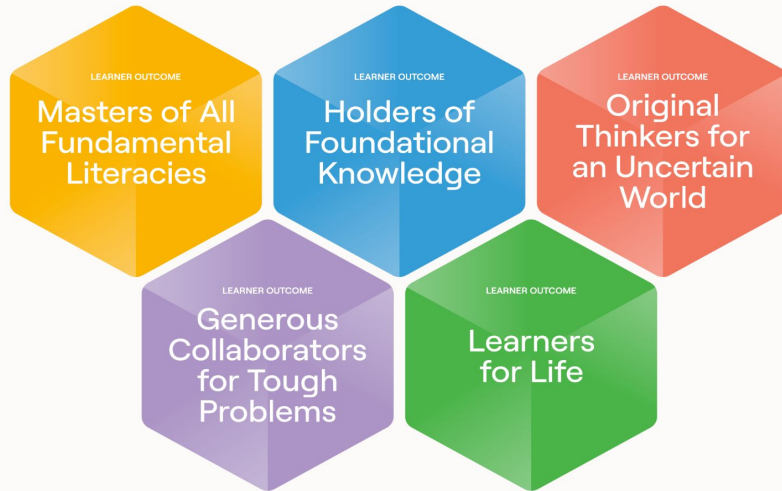
CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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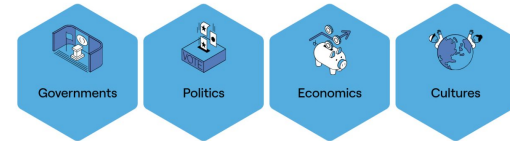
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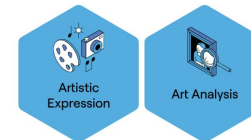
See your own place in history.

COMPETENCIES

Social Systems



Appreciating and Creating Art



Look at you! Your group is designing an LX Idea for World Literature!

What 3 XQ Competencies will students develop as part of the experience?	
What academic content will students need to learn to accomplish that? (think about your state standards and academic content area here)	
What will students make or produce in this learning experience?	
What will be the hook that drives student curiosity and engagement?	
Who are unique partners you could bring in to help deepen the learning experience?	

XQ Learning Experiences BRAINSTORM GROUP 5



Economics LX Idea →

Students will design NFT's representative of communal artists and talents that both increase communal wealth, elevate their own interests, and bring awareness to the culture of their community.

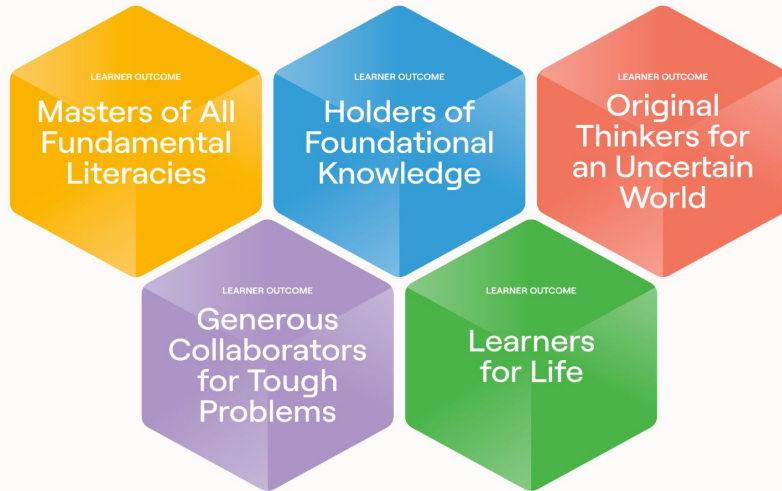
CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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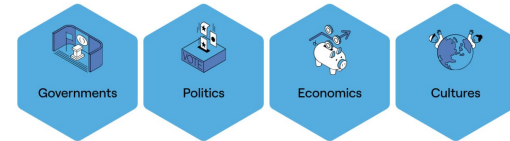
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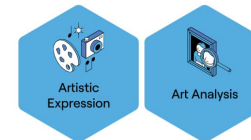
See your own place in history.

COMPETENCIES

Social Systems



Appreciating and Creating Art



Look at you! Your group is designing an LX Idea for Economics →

What 3 XQ Competencies will students develop as part of the experience?	Understand different cultures, Economic, Community Mobilization, Artistic Expression
What academic content will students need to learn to accomplish that? (think about your state standards and academic content area here)	Economics, Cultures Math: Statistics Business Development/ Macroecon Collaboration: Presentation, communication, active listening, empathy Computer Science
What will students make or produce in this learning experience?	NFT with a business plan
What will be the hook that drives student curiosity and engagement?	Collage of images that represent us and our community
Who are unique partners you could bring in to help deepen the learning experience?	Artists/Storytellers in the community

Share out:

- *What were your XQCs?*
- *What is your hook?*
- *What will students do in this LX?*
- *How did you integrate the XQCs with academic content?*
- *How is your LX interdisciplinary?*
- *How does your LX bring in partners to deepen the LX?*

Next Steps

Join Us!

Implement & Engage

- *Check it out/try it out:*
<https://xqcompetencies.xqsuperschool.org>
- *Receive your own set of XQ Competency cards*
- *Spread the word: Help us identify Teacher Leaders for deeper advisory engagement*
- *Continue in community: Sign up for October follow-up webinar for program and school leaders*
- *Support the classroom: Invite interested teachers to a PD-focused webinar in November*

Please fill out this [form](#) to express interest



Questions? Thoughts?



Give us your feedback!



Feedback Poll

- *How informative did you find this webinar? (1-5)*
- *How likely are you to continue exploring the XQ Competencies (1-5)*
- *How can we improve this webinar for other learners like yourselves? (open ended)*

Thank You!

