Welcome! The webinar will begin promptly at 1:00 p.m.
WELCOME

Thank you for joining us.

Jenny Curtin
Senior Program Officer, Education
Barr Foundation
Education Goal

Increase the number of youth who connect to **secondary** and **post-secondary success**
Objectives & Agenda

• Understand **positive youth development**
  • Its tenets
  • Mindsets and practices

• Hear **on-the-ground perspectives**

• Discuss your **questions and experiences**

• Learn your **interests**
Presenters

JoEllen Lynch
Executive Director
Springpoint

Sam Sherwood
Director, Instruction and School Design
Springpoint
In Practice

David Krulwich
Principal
The Urban Assembly School for Applied Math and Sciences

Janell Jones
Senior Student
The Urban Assembly School for Applied Math and Sciences

Mark Ford
Teacher
Casco Bay High School

Madegan Lynch
Senior Student
Casco Bay High School
Looking to the Future

Janell Jones
Senior Student
The Urban Assembly School for Applied Math and Sciences

Madegan Lynch
Senior Student
Casco Bay High School
Positive youth development is an approach that brings students’ developmental needs to the forefront, and urges educators to build learning experiences that channel young people’s development in a positive direction.
Positive youth development as an approach to school design

“We tend to think of schools as places where students go to gain knowledge and skills. But schools are—first and foremost—places where young people form their identities and begin to see themselves as independent adults.”

How Students Thrive: Positive Youth Development in Practice
Positive Youth Development Tenets

- Relationships
- High expectations
- Engaging experiences
- Opportunities to contribute

Consistency: you know to expect them from the environment
MINDSETS & PRACTICES

Sam Sherwood
Director, Instruction and School Design
Mindsets

• What mindsets must leaders and teachers have for a school to be grounded in positive youth development theory?

• How can school designers and leaders create and support mindsets needed for a school rooted in positive youth development practices?
Practices

• How can we ensure that all design decisions and practices reflect positive youth development mindsets?
• How does the process of designing a school model serve to influence, build, and support practices tied to positive youth development?
What positive youth development mindsets and practices are needed in the design phase?

- Students are involved in the design and iteration process of the school.
- Designers and leaders have a commitment to rethinking school structure and the experience of school itself.
- All adults in the building embrace a positive youth development mindset.
Young people need caring, trusting, and supportive relationships with adults and other young people.
An adult with this mindset might say:
“We are responsible not only for students’ academic learning, but also for facilitating their identity formation.”

In practice this can look like:
Assigned advisors, or “primary person” matches.
Young people respond to **high expectations**
An adult with this mindset might say:
“We trust students to meet high expectations and we value them as multi-faceted, complex learners.”

In practice this can look like:
Instructional design is built around college and career preparatory expectations, and scaffolding provides a path to meeting those expectations (rather than diluting them).
Young people need opportunities to contribute (often referred to as “choice and voice”)

Diagram:
- Relationships
- Engaging experiences
- Consistency you know to expect them from the environment
- Opportunities to contribute
- High expectations
An adult with this mindset might say: “Students are equal, valuable members of the school community with unique assets and interests.”

In practice this can look like:
Learning experiences are personalized to student passions, needs, and ambitions (e.g., projects allow students to pick content or presentation method).
Young people need learning experiences that intentionally engage their interests, offer opportunities to succeed, and provide feedback to enable them to reflect on their accomplishments.
An adult with this mindset might say:
“Students should be active agents in their own learning; they deserve multiple opportunities to demonstrate success.”

In practice this can look like:
Feedback, whether written or verbal, is robust and specific. Students know where it comes from and recognize its purpose is to help them grow.
These tenets are **consistently present**—young people know to expect them from the environment.
An adult with this mindset might say:
“I want students to know what to expect every day and feel comfortable with the routine of the school and the classroom environment.”

In practice this can look like:
All the tenets we have proposed must be present and pervasive for an effective youth development culture to take hold.
In Practice: The Urban Assembly School for Applied Math and Sciences (AMS)

David Krulwich
Principal

Janell Jones
Senior Student
Caring, Trusting, and Supportive Relationships

• Every student **should be known** by at least one adult
• Being known means crises **won’t be missed**
  o Interventions when important issues arise
  o Counselors who counsel full-time
Caring, Trusting, and Supportive Relationships

- Requires opportunities to **share and talk** in non-academic settings
  - Advisory
  - Trips, summer programs, non-instructional after school
- These **adult-student interactions** are key!
High Expectations

- **For staff**—teachers take ownership over positive youth development in the school
  - Hiring with positive youth development in mind
  - Teachers as advisors
  - Curriculum implications
  - Discipline as “problem-solving” (not “referrals”)
High Expectations

- **For students**—youth who are academically successful feel happier and more supported
  - Rigorous education and curriculum
  - College access
  - Success
In Practice: Casco Bay High School

Mark Ford
Teacher

Madegan Lynch
Senior Student
Students Actively Participate in Their Learning

- Student **voice and contribution**
  - Crew
  - Courageous Conversations
  - School Meeting
Students Actively Participate in Their Learning

- Student *choice and challenge*
  - From Subject to Citizen Expedition
  - Senior Expedition
  - The Power of Words and Rhetoric
  - College Classes
Students Engage in Deep Learning Experiences

- Authentic and relevant work
  - Sustain ME
  - Africa Rising
  - Junior Journey
Students Engage in Deep Learning Experiences

- Pursuing passions
  - Senior Expedition
  - Intensives
  - Junior Internships
  - X Block
Resources
THANK YOU!

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