YouthForce NOLA (YouthForce) is looking for school teams interested in participating in the third iteration of the Soft Skills Teacher Fellowship (SSTF) for the 2019-20 school year. The SSTF program will provide an opportunity for educators to develop, practice, and spread soft skills instructional practices at their schools as well as help their students develop skills critical for academic, professional, and life success. The Fellowship program will support educators passionate about student empowerment and will provide opportunities for educators from different schools and networks to come together to share ideas, learnings, challenges, and solutions related to helping New Orleans public school students bridge the gap from the classroom to the world. Educators must apply as a team of two teachers. Each teacher is an equal partner in this endeavor and will be responsible for codesign and co-implementation of your instructional practices.

**PROGRAM OBJECTIVES:**

-Expose educators to, and build their understanding of, soft skills critical for academic, professional, and life success
-Improve pedagogical practices by exploring the many possibilities for designing and integrating the soft skills framework into classrooms through experimentation, professional development, classroom visits, and communities of practice
-Increase student understanding and application of soft skills in their daily lives
-Create multiple proof points across YFN partner and affiliate high schools of the power to accelerate student outcomes by intentionally focusing on soft skill development in classrooms
-Inform opportunities for future school-wide expansion of the soft skills framework

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1 “Soft Skills” refers to social, emotional and cognitive skills critical to success in education, career, and life. They are often also referred to as “21st Century Skills” or “Social Emotional” skills.
2 See Appendix A for a list of YFN partner schools.
WHO WE’RE LOOKING FOR:

Potential teacher fellows must apply as a team of two teachers from the same school
  ○ Each teacher must be a full-time employee at a YouthForce NOLA partner or affiliate school
  ○ Each teacher must teach at least half-time (ex: 2 out of 4 block class periods)
  ○ Each teacher must have at least two years of teaching experience

This opportunity might be for you if you have:
  1. The Belief that soft skills are crucial to students’ academic, career, and life success
  2. The Capacity to participate in an intensive fellowship (~2.5 hrs/week, 10-12 hrs/month)
  3. The Skills to identify one or more soft skills crucial to students’ success in your class

➔ Please note: Competitive priority will be given to teacher teams that are vertically aligned within their departments or horizontally aligned across a grade level.

A support staff member (Instructional Coach, Asst. Principal, etc.) may join the teacher duo, in an advisory role.
  ● The support staff must also be a full-time employee at a YouthForce NOLA partner or affiliate school
  ● The person in this role would ideally be able to:
    ○ Increase the efficacy and impact of the core teacher team’s efforts
    ○ Facilitate opportunities to widen the scope of soft skills practices within the school

PROGRAM COMMITMENTS:

During SSTF 2019-20, all participants will be expected to:
  ● Learn the MHA soft skills framework and skill building best practices
  ● Secure school leader approval and support of participation. School leaders will also be required to attend three SSTF-related meetings or events throughout the program (in July or August 2019, and May 2020)

<table>
<thead>
<tr>
<th>Attend</th>
<th>Participate In</th>
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<tbody>
<tr>
<td>● SSTF Kick-Off + Retreat (July 16-18, 2019)</td>
<td>● In-School co-planning meeting with school leader and YFN VP of Programs</td>
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<td>● Regular community of practice meetings (Aug. ’19 - May ‘20; ~2 hrs./mo.)</td>
<td>● Weekly meetings with school teammate(s)</td>
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<td>● Full-day development workshops throughout the school year (~7 hrs each, likely to occur in for Aug. ‘19, Dec. ‘19, and March ‘20)</td>
<td>● Monthly classroom observations and feedback conversations</td>
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<td>● SSTF Showcase (May ‘20)</td>
<td>● Class visitations of other fellows within the cohort (‘Intervisitation’)</td>
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<td>● Program debrief meeting (May ‘20)</td>
<td>● Presentations at the SSTF Showcase</td>
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Expectations for deliverables and actions will differ slightly based on school team role:

3 See Appendix A for a list of YFN partner schools.
<table>
<thead>
<tr>
<th>Teachers Complete/Submit</th>
<th>Third Team Member (if applicable) Complete/Submit</th>
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<tr>
<td>● Classroom implementation plan (<em>July/Aug ‘19</em>)</td>
<td>● Monthly soft skill observation &amp; support plans (<em>Aug ’19 - May ‘20</em>)</td>
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<tr>
<td>● Monthly feedback surveys to YouthForce (<em>July ‘19 - May ‘20</em>)</td>
<td>● Presentation materials for SSTF Showcase (<em>May ‘20</em>)</td>
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<td>● Final Plans for SSTF Showcase (<em>May ‘20</em>)</td>
<td>● Soft Skill-related professional development session for teachers within a grade level, department, school, and/or network (<em>February ‘20 - July ‘20</em>)</td>
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<tr>
<td>● Presentation materials for SSTF Showcase (<em>May ‘20</em>)</td>
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<tr>
<td>● Photo release form for each student in soft skill-integrated classes</td>
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<td>● Data release form for each student in soft skill-integrated classes</td>
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**EARLY PROGRAM RESULTS:**

Fellows at Cohen College Prep (2017-18 cohort) were able to achieve these results via soft skill integration in their second semester

- **59% reduction** in “disrupting class” detentions
- **25% increase** in tutoring attendance

Fellows at ReNEW Accelerated High (2017-18 cohort) were able to achieve these results via soft skill integration in their second semester

- **10% increase** in attendance and assignment attempts
- **85.7% (+21.7 growth)** of students agreed/strongly agreed to the statement “I developed time management skills in order to meet deadlines” on the end-of-course survey

Our teacher fellows and their students have also repeatedly expressed positive outcomes as a result of the fellowship. Here are a few quotes from fellows and students:

- “Students bought into the idea of learning soft skills, because they viewed them as valuable.” - Fellow, 2017-18
- “Soft skills work in tandem with academic skills; increased soft skills increase academic progress too.” - Fellow, 2017-18
• “This fellowship has given me new strategies to implement with my students, and a new lens to approach coaching other teachers. I feel that my toolbox has gotten bigger, which is great!” - Fellow 2018-19

• “Being able to make tie ins to soft skills to almost everything we do in the classroom has not only altered my thinking a bit, but I believe it has made some of my students more aware of themselves and their skills and abilities.” - Fellow, 2018-19

• “The big thing for me is working on communication. Talking mostly, because I’m good at writing. Like when I’m in these [soft skill] groups, I can have more fun.” - Student, Sci High

• “I feel like I’m a real problem solver now. I mean, everything we do is new so it’s all a challenge... it’s a problem to get solved“ - Student, Edna Karr

APPLICATION PROCESS:

In order to apply, interested teams must complete the following by 5pm on April 25, 2019.

1) Complete and submit the team application via email (~30 minutes)
2) Complete and attach the deliverable lesson plan and prompts for each teacher (~60 minutes)
3) Have your school leader to complete this school leader recommendation form (~15 minutes)

Fellows will be selected and notified on or before Friday, May 24, 2019.

BACKGROUND:

YFN is an education, business and civic collaborative that exposes, prepares, and connects participating New Orleans open enrollment public high school students to career pathways in regional high wage, high demand industries.

YFN Vision: New Orleans public school graduates are thriving economically, and are the most sought after talent for hiring and advancement in the region’s high-wage, fast-growing industries.

YFN Mission: YouthForce NOLA is an education, business, and civic collaborative that prepares New Orleans public school students for successful pursuit of high-wage, high-demand career pathways. YouthForce NOLA offers expanded coursework offerings, career exposure and experience, soft skills training and application opportunities, and employer-validated credentials.

Guiding Belief: Our guiding belief is that this work - when done well - will prepare an increasing percentage of New Orleans public school graduates for success in both college and career.
A. **YouthForce NOLA partner schools**
   - Abramson Sci Academy
   - Collegiate Opportunities Academy
   - Edna Karr High School
   - Einstein Charter High School
   - Eleanor McMain Secondary School
   - G.W. Carver High School
   - John F. Kennedy Senior High School at Lake Area
   - KIPP Booker T. Washington High School
   - KIPP Renaissance High School
   - L.B. Landry-O.P. Walker College and Career Preparatory High School
   - Livingston Collegiate Academy
   - McDonogh 35 College Preparatory High School
   - Morris Jeff Community School
   - New Harmony High
   - New Orleans Charter Science and Mathematics High School (Sci High)
   - New Orleans Military and Maritime Academy (NOMMA)
   - ReNEW Accelerated High School
   - Rooted School
   - Sophie B. Wright Charter School
   - The Net Charter High School: Central City
   - The Net Charter High School: Gentilly
   - Walter L. Cohen College Prep
   - Warren Easton High School
B. MHA LABS BUILDING BLOCKS

MHA Labs 21st century skills system focuses on a common set of easy-to-understand 21st century skill targets called The Building Blocks. To address cultural and contextual differences, MHA Labs researchers, subject matter experts and practitioners isolated the core human success factors deemed most critical for college, career and life success.

**Personal Mindset**
- Needs minimal supervision to complete tasks.
- Attempts to complete tasks independently before asking for help.
- Follows rules/directions as required by the task/situation.
- Maintains focus on tasks despite internal (e.g., emotional) and/or external distractions.
- Avoids actions that have produced undesirable consequences or results in the past.
- Strives to overcome barriers/set-backs, seeking assistance when needed.
- Adapts approach in response to new conditions or others’ actions.

**Planning for Success**
- Sets and prioritizes goals that reflect a self-awareness of one’s capabilities, interests, emotions, and/or needs.
- Breaks goals into actionable steps.
- Accurately estimates level of effort and establishes realistic timelines.
- Manages time to complete tasks on schedule.
- Applies existing/newly acquired knowledge, skills, and/or strategies that one determines to be useful for achieving goals.
- Monitors progress and own performance, adjusting approach as necessary.
- Demonstrates a belief that one’s own actions are associated with goal attainment.

**Social Awareness**
- Recognizes the consequences of one’s actions.
- Balances own needs with the needs of others.
- Takes into consideration others’ situations/feelings.
- Develops and implements strategies for navigating in different contexts (i.e., manages different patterns of behavior, rules, and norms).

**Verbal Communication**
- Organizes information that serves the purpose of the message, context, and audience.
- Uses and adjusts communication strategies as needed based on the purpose of the message, context, and audience.
- Signals listening according to the rules/norms of the context and audience.
- Seeks input to gauge others’ understanding of the message.
- Asks questions to deepen and/or clarify one’s understanding when listening to others.

**Collaboration**
- Completes tasks as they have been assigned or agreed upon by the group.
- Helps team members complete tasks, as needed.
- Encourages the ideas, opinions, and contributions of others, leveraging individual strengths.
- Provides feedback in a manner that is sensitive to others’ situation/feelings.
- Clarifies areas of disagreement/conflict that need to be addressed to achieve a common goal.
- Seeks to obtain resolution of disagreements/conflicts to achieve a common goal.

**Problem Solving**
- Defines problems by considering all potential parts and related causes.
- Gathers and organizes relevant information about a problem from multiple sources.
- Generates potential solutions to a problem, seeking and leveraging diverse perspectives.
- Identifies alternative ideas/processes that are more effective than the ones previously used/suggested.
- Evaluates the advantages and disadvantages associated with each potential solution identified for a problem.
- Selects and implements best solution based on evaluation of advantages and disadvantages of each potential solution.