



Across the country, there is a growing sense among learners, parents, educators, communities, and national leaders that our current, Industrial-era system cannot meet the needs of our children or society. It's time for a new conversation, a new vision.

We see a vision of the future learning. A future with learners at the center moving far beyond the current constraints of age cohorts, time, pace and place surround by inspired educators, enthusiastic parents and committed community leaders.

Lucky for us all, there are already lots of pioneers out there innovating with new ways of learning. Read a few of their stories. This is education reimagined.

HOW WE GOT TO A NEW VISION FOR EDUCATION REIMAGINED

A group of 28 ideologically diverse practitioners, advocates, and business and union leaders came together to reimagine education. Through a sustained dialogue process, led by the national non-profit, **Convergence**, they created a transformational vision for the future of education where the learner is at the center.

This vision of learner-centered education starts from the overwhelming evidence that all children are naturally curious and motivated to learn. It envisions a system designed to adapt to each learner's needs, contexts, passions, and dreams—supporting them to develop the knowledge, skills, and dispositions they need to thrive. This system prepares learners to drive their own learning, defines the community and world as the play-ground of learning, and builds collaboration among empowered educators, parents, and community members in support of learners.

Education Reimagined seeks to accelerate the growth of the movement dedicated to transforming education in America by connecting, amplifying, and empowering pioneers and contributing to a new public conversation. We invite those excited and interested by the possibility of learner-centered education to discover more, join a growing movement, and begin a journey to make this a reality in diverse communities across the country.

Visit our website at www.education-reimagined.org

Email us at educationreimagined@convergencepolicy.org

CONNECT. DISCOVER. SHARE. LEAD.





CHUGACH SCHOOL DISTRICT

Anchorage, Alaska

We built the plane as we were flying it.

—Bob Crumley, Superintendent

THEY SAY NECESSITY IS THE MOTHER OF INVENTION. So, when faced with questions about their learners' performance; over 70% of learners homeschooled; some schools with just a dozen kids; and a district that reaches over 22,000 square miles of Alaskan wilderness—what could Chugach School District do but step outside of the box and invent something new?

In 1994, the educators, learners, parents, administrators, and community members of Chugach came together to transform their entire education system. Together, they created a new vision for what learning in the Prince William Sound area could look like and got to work. Now known as the first **competency-based**—or performance-based—district in the United States, learners at Chugach move at their own pace—advancing upon their own individual performance rather than in age-based grade cohorts. Guided by both content and process standards, learning is designed to foster kids' understanding of their own learning processes. This means that learners, even the youngest ones, partner with their teachers to lead and participate in their own educational experience—they are the **agents** of their learning.

One fabulous example of Chugach in action is their Voyage to Excellence School, which welcomes any and all Alaskan learners—whether or not they are part of the Chugach district—to participate in project-based immersion courses lasting anywhere from one week to a month. This opportunity **opens the walls** for kids across the state to pursue and cultivate their own interests: there are construction projects, snow science courses, outdoor leadership experiences, an IT Academy—you dream it, they have it. Responsive to learners' needs and interests, VTE creates a truly **personalized, relevant, and contextualized** experience, which moves along Alaska State Standards and “uncommon core” standards—fostering life, career, and technical skills.

Throughout its entire journey of transformation, Chugach has kept its communities engaged, involved, and excited. Ownership and trust are major themes in this Alaskan district. Parents, staff, learners, business leaders, and community members all participated in the initial conversations about what outcomes they wanted for their learners and what environments and systems would foster those outcomes. Chugach now has a radical open-door policy that invites community members—regardless of whether they have kids in the system—to join learners for breakfast, spend time in their classrooms, and support learning in any way they can.

Even in its earliest years, the pioneers of Chugach knew this reinvented system was something big—something that needed to be shared. The Chugach Team wrote the *Guide to Reinventing Schools* to share with like-minded schools and districts across the country, providing insight in the process of developing a learner-centered education from designing—refining—and continuously improving the education system to meet the needs of all students. And so, an experiment and vision from the far-away Alaskan cold has made its way across the country—to inspire, invigorate, and transform.

LEARN MORE

[Delivering the Promise: The Education Revolution](#)

[Driven by Student Empowerment: Chugach School District](#)

[How Alaska's Chugach District Changed Education Through Performance-Based Learning](#)

[Whole-Child Education Delivers Big Gains in Chugach](#)

[Chugach Voyage to Excellence Video](#)



FACTS & FIGURES

Malcolm Baldrige National Quality Award (2001)

Alaska Performance Excellence (APEX) Award (2009)

Public, PK-12

300 learners served

5 schools

ELL or Primary language other than English: 3.5%

IEP: 7%

Free or reduced lunch:

44% district wide

69% in school buildings

2009 Graduation rates (9-12): 85%

77% Students homeschooled

CONNECT

Websites

[District Website](#)

[FOCUS Homeschool](#)

Facebook Pages

[Chugach School District](#)

[Chenega Bay](#)

[Voyage to Excellence \(VTE\)](#)

[FOCUS](#)

[Tatitlek](#)

[Whittier](#)

Twitter

[@BobCrumley](#)

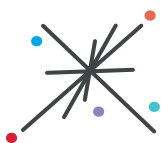
For more information contact:

Bob Crumley, Superintendent

bcrumley@chugachschools.com

EDUCATION REIMAGINED





CITY NEIGHBORS SCHOOLS

Baltimore, Maryland

I love this school. I wake up happy! —City Neighbors learner

WHAT WOULD IT TAKE FOR EVERY STUDENT TO BE KNOWN, LOVED, AND INSPIRED? This question drove the design of Baltimore's City Neighbors. From the hallway design, to the maker mentality, to their pod model, the learner is celebrated in everything City Neighbors does.

Inspired by the Reggio Emilia approach, learning at City Neighbors is deep, passion-driven, and active. Learners grapple with big questions through a myriad of long-term, intensive projects. These projects not only foster learning aligned with State Content Standards but also inspire learners to be creators, explorers, problem-solvers, and risk-takers. **Personalized** to their interests, the projects provide the time and space for learners to delve deeply into topics that compel and intrigue them. This exploration takes them down paths that are both **relevant** and **contextualized**. Learners are challenged to synthesize and demonstrate their discoveries and learnings. And with City Neighbors' arts-infused model, these demonstrations of learning employ visual arts, music, movement, drama, puppetry, poetry, and storytelling. Operating as rotating gallery space, the walls of City Neighbors' hallways come alive with learning.

Guided by their belief that the environment is the third teacher, City Neighbors has redefined the use of hallways, classrooms, and walls—every square foot of physical space engenders a culture of collaboration, independence, and high academic achievement. They've incorporated their values of trust, transparency, and joy into every nook and cranny. Glass is infused between classrooms and hallways to support passive supervision and fluidity of learning; benches and alcoves line the halls encouraging collaboration and conversation; and the cafeteria, lobby, outdoor stage, and village squares act as communal spaces for meetings and events.

Family is a word often heard at City Neighbors, and not just to mean parents and children—it characterizes the relationship of the entire school community. United behind a commitment to diversity and inclusion, no voice at City Neighbors is ignored or left unheard. Parents, educators, and leadership act as collaborators and co-creators to take on the essential work of the school. Their governance model brings all the players—learners, parents, educators, leadership—to the table as a unified Board of Directors.

Perhaps the best expression of City Neighbors' **socially embedded** family ethos is the pod. What's a pod? Sixteen learners, one educator, and four years together. Kids gather every day for a two-hour block of time in spaces designed like living rooms with couches and coffee tables. In addition, each learner has their own desk to use however they please. Each day, pod cohorts gather to discuss whatever is on their minds. When problems surface they are supported to work them out collaboratively and constructively. This time and space together encourages learners to develop **agency** for themselves. Pods are learning spaces, social spaces, and hanging out spaces.

At City Neighbors, relationships are at the core; kids have countless ways to learn and express themselves; and space organically creates community. Welcome home.

FACTS & FIGURES

Charter
800 learners (K-12th grade)
3 schools
Learners with disabilities: 25%
Free or reduced lunch: 70%
Graduation rates: 100%
College enrollment: 93%

CONNECT

Website
[City Neighbors Schools](http://CityNeighborsSchools.org)

Twitter
[@CityNeighbors](https://twitter.com/CityNeighbors)

For more information contact:
Bobbi Macdonald, Executive
Director of City Neighbors
Foundation
bmacdonald@cityneighbors.org



LEARN MORE

VIDEO [Space to Learn](#) [3 Schools on a Rainy Day](#)
[A Smarter Charter: City Neighbors](#)

EDUCATION REIMAGINED





DESIGN39CAMPUS

San Diego, California



We want learner-centered education to be the norm rather than the exception. —Sonya Wrisley, Principal

IN 2013, Principal Sonya Wrisley came to her superintendent with a crazy idea to reimagine school: What if we designed a place with the learner at the center? What would it look like? How would it work? Sonya gathered five teachers to explore these very questions. Once they had a vision in mind, they enlisted parents, learners, and even more educators to design a whole new learning ecosystem from the ground up.

Today, over 1,000 learners pass through the doors of Design39Campus at Poway Unified School District, CA every day. Housed in a beautiful new facility with natural light filtering through its glass exterior; learning happens in pods, makerspaces, imagination studios; and collaboration characterizes every interaction and relationship. This community nurtures curiosity and creativity in everyone.

At D39C, kids are not cohorted by traditional grades. Instead, they are grouped in age spans, known as “pods.” In these pods, educators set the stage for their kids to understand.

They create environments where learning becomes **relevant and contextualized**. Learners are the ones asking questions, exploring, discovering, and probing deeply into why things are the way they are. Through this inquiry-based design, learners have the full freedom to progress at their own pace, move between learning spaces, and discover how they learn best. This **personalized** approach inspires kids to see learning as a journey rather than a destination. D39C partners with the learning management system provider **itsLearning**. Based in Norway, they’ve work closely with D39C to modify the platform to ensure a personalized learning experience for each learner, and to improve the communication with parents regarding learners’ experience and progress.

It takes a special kind of person to create these dynamic, lively learning environments. Educators at D39C live what they teach. They are constantly learning, inquiring, and creating together—and always with the learner at the center. This takes real teamwork and a willingness to innovate beyond what’s been done before. Each pod is led by a team of educators who gather together each morning to make decisions about the day ahead, ask questions, and support each other. At a broader level, all D39C educators have gone through **Adaptive Schools** training. They take field trips together for professional development and meet twice a month for team building exercises. They stand by the idea that “productive teams are developed, not born.”

At D39C, growth mindsets are nurtured in everyone. Persistence and tenacity are known as the keys to achieving great things. Failure is seen as a chance to learn from mistakes. Others’ successes are celebrated. Challenges are embraced. D39C has also partnered with **Thrively**, a company that has developed an online strength finder for learners, to pinpoint each learner’s superpowers. It then provides activities, videos, and articles for the learners to explore in their areas of interest. Sonya Wrisley sums it all up, “We think deeper, dream bigger, and connect globally, with the courage and intellectual mindset necessary to change the world.”

LEARN MORE

[Starting from Scratch: A Public School Built on the Dreams of Students and Parents](#)

[Design39Campus: Case Study](#)

[What Learning Looks Like at Design39Campus](#)

[Design39Campus Furniture for Collaboration](#)

FACTS & FIGURES

Public (4-12 years old)

1030 learners

1 school

ELL or Primary language other than English: 15%

Learners with disabilities: 7%

Free or reduced lunch: 7%

CONNECT

Website

[Design39Campus](#)

Facebook Page

[Design39Campus](#)

Twitter

[@Design39Campus](#)

For more information contact:

Sonya Wrisley, Principal

swrisley@powayusd.com



EDUCATION REIMAGINED





LINDSAY UNIFIED SCHOOL DISTRICT

Lindsay, California

We are not just reforming education. We are completely dismantling the traditional time-based structures and building a learner-centered system of empowerment.

—Tom Rooney, Superintendent

WHAT IF LEARNING COULD HAPPEN ANYTIME, ANYWHERE, AND BE ABOUT ANYTHING?

What if learning were recognized as a lifelong endeavor? What if learning could be engaging, inspiring, relevant, and—even—fun?

In 2007, these “what ifs” inspired and guided California’s Lindsay Unified School District as they tackled a complete transformation of their education system. From the start, they engaged diverse voices—educators, principals, district leaders, parents, union leaders, city officials, and community members—in creating a new vision for learning. Through extensive work with leadership and the community, they emerged with a new mission, vision, and strategic design that set them on the course toward **personalized** learning for all Lindsay learners.

Under LUSD’s Strategic Design, the education system has been turned on its head. Learners no longer advance through the system because of age or grade-level, rather, they are met at their developmental level and progress through required learning based on performance. This **competency-based** system focuses on learner outcomes that prepare each child academically, socially, and emotionally. Lindsay values the development of **skills** and **dispositions** like creativity, problem solving, and critical thinking just as much as the acquisition of knowledge.

Lindsay’s Learning Facilitators are empowered to be “future-focused trend trackers”—they create learning opportunities that are **relevant** and **contextualized** to their learners’ current lives that prepare them for what the future holds. Learning Facilitators work to personalize learning opportunities to the learners’ interests, needs, and learning styles and challenge them with real-world learning experiences. Technology is also brought into play in a big way. With all content soon to be available online, learning will be 24/7 for Lindsay learners. But the Learning Facilitators’ greatest joy is seeing that all Lindsay learners are beginning to take **ownership** of their learning. Such deep levels of learning advance graduates prepared and equipped as lifelong learners—ready to “choose the future they desire.”

Lindsay’s learner-centered mindset and methods, as well as their results, have made them the talk of—well—the nation, and they’ve opened their doors to visitors from across the country for several years. They’ve also been incredibly open about both their successes and mistakes in transforming education. Superintendent Tom Rooney sees Lindsay’s transformation as a model for others to learn from as they transform their own organizations. His biggest piece of advice: Involve, engage, and listen to the voice of the learner at every step along the way.

LEARN MORE

[How Lindsay Unified Redesigned Itself From the Ground Up](#)

[How Lindsay Activated Change by Activating Their Community](#)

[One Valley School District’s Unorthodox Educational Approach: No More Grades](#)

[Six Trends at Lindsay Unified School District](#)

VIDEOS [A Day in the Life of an Empowered Lindsay Learner](#) [Transforming Education](#) [City WiFi Project](#)



FACTS & FIGURES

Public, K-12

4,100 learners

8 schools

ELL or Primary language other than English: 54%

Learners with disabilities: 4.24%

Free or reduced lunch: 100%

Graduation rates: 91%

College enrollment: 58%

CONNECT

District Website

[Lindsay Unified School District](#)

Twitter

[@Lindsay_USD](#)

For more information contact:

Barry Sommer, Director of School & Community Services and Public Relations

bsommer@lindsay.k12.ca.us



EDUCATION REIMAGINED





IOWA BIG
Cedar Rapids, Iowa

Our mantra is: Trust your crazy ideas, build something you're proud of, and join the family table. In other words, let your passions drive you to do something great and be open to building authentic relationships and teams.

—Dr. Trace Pickering, Co-Creator & Associate Superintendent

IOWA BIG STARTED AS AN UNORTHODOX EXPERIMENT: send business and community leaders back to school for a day; not as observers, not as guests, but as students. In 2012-13, 60 local business and community leaders got the “Billy Madison” treatment. After their back-to-school experience, they shared reflections and insights and emerged with a set of principles for the kind of schools they wanted for their kids. These principals became the backbone of Iowa BIG:

1. Use student passion to drive deep learning and deliver core academic credits
2. Engage students in authentic community projects, problems, and opportunities
3. Connect them deeply to the people and resources of the Cedar Rapids Tech Corridor

Iowa BIG brings these principles to life by bridging the gap between learners and their community. It turns the challenges and problems that face Cedar Rapids' businesses, nonprofits, and community organizations into learning opportunities for high school kids.

This knocks down the traditional walls of school.

Learners at Iowa BIG generate new innovations, solve problems for their neighbors, and think critically about the challenges of their community. Started in 2013, this program coordinates with the area's high schools to have learners split their time between traditional classes and Iowa BIG projects. These projects originate from companies and organizations that have untapped ideas and challenges they can't resource. So, when an Iowa BIG learner takes up the challenge—it's a win-win.

When working on their projects, learners come to a co-located space in downtown Cedar Rapids—putting them side by side with local entrepreneurs and million dollar companies. This co-working space has a profound effect on learners. When they're at Iowa BIG, they aren't just students—they're inventors, creators, designers. And they know no limits.

Even when they return to their traditional high schools, their work and accomplishments follow them. Iowa BIG is a fully **competency-based** environment. Learners are tracked standard-by-standard as they move through their projects, ensuring the highest level of mastery. As learners explore the possibilities of their projects, highly qualified staff record experiences and products using proprietary software to ensure progress. Rather than build a pre-fabbed curriculum, at Iowa BIG their community is their curriculum.

Iowa BIG now has nearly 100 learners on board and is collaborating with 120+ business partners. Together they're working on 40+ different initiatives. The learners have innovated and created in the fields of marketing, computer science, public works, STEM, advanced manufacturing, environmental issues, logistics, and many more. At Iowa BIG, real life starts now.

LEARN MORE

[“The Back-to-School Project”](#)

[Competency Based Education: Next Level Learning](#)

[What is Real Academic Rigor?](#)



FACTS & FIGURES

Public (15-18)

92 learners

5 high schools, 3 districts

Learners with disabilities: 5%

Free or Reduced Lunch: 53.1%
as a district

Students reporting efficacy in
STEM fields: 94%

CONNECT

Website

[Iowa BIG](#)

Facebook Page

[Iowa BIG](#)

Twitter

[@IowaBIG](#)

For more information contact:
Dr. Trace Pickering, Co-Creator
& Associate Superintendent
tpickering@cr.k12.ia.us

EDUCATION REIMAGINED





MC² CHARTER SCHOOL

Manchester, New Hampshire



I grew in the way a fire would if you sprayed gasoline on it. —MC² Learner

MAKING COMMUNITY CONNECTIONS (MC²) Charter School empowers its graduates with the knowledge and skills to use their unique voices effectively and with integrity in co-creating our global public world. They become citizens of the world. And how do they cultivate these citizens? By uncovering, recovering, and discovering the unique gifts and talents of each learner.

At MC², learning is a team activity. This **socially embedded** practice involves creating learning teams for each individual child, made up of the learner, family members, and an advisor. The team works together to identify a learner's strengths, needs, interests, and passions—encouraging a proactive, self-driven mindset. At MC², the **learner is in charge**. With the continued support of their team, they establish their own goals, manage their own time, seek out regular feedback, and adjust with new understandings. Community partners and mentors are also along for the ride to provide support and opportunities, as appropriate.

None of this learning involves grades—either letter- or age-based. Nor does it pause for a summer break. Running year-round, MC²'s **competency-based** system allows learners to work with educators and mentors to design personally meaningful work that meets curriculum standards. No topic or subject is off limits—learners can learn anything at anytime. They start with questions and follow the path of inquiry wherever it leads, combining math, English, history, and science as they go. Learners are then coached in how to communicate their learning through a variety of methods, including projects, portfolios, and presentations. Learners prepare daily reflections and present their progress at quarterly exhibitions, which are open to and shared with the community.

The expression of learner's pursuits go in four basic directions:

- **Personal Life Experiences:** Any experience that enables a learner to learn may be documented for credit.
- **Learning Studios:** Learners working together integrate their knowledge and understanding through a variety of challenge-based activities.
- **Treks:** Field experiences develop learners' skills and allow them to apply learning in meaningful settings.
- **Citizenship Internships:** Learners build academic, personal, and workplace skills through one-on-one relationships with adult mentors in the community.

All of this is grounded in promoting everyone's voice. The whole school—learners, educators, administrators, parents—has input in everything from dress code to attendance policies to the decoration of learning spaces. MC² considers itself a laboratory of democratic practice.

Even in its pilot years, MC²'s leaders saw the potential for something bigger. In 2007, they launched the Q.E.D. Foundation to share the stories of MC², consult with and provide support to others pursuing education transformation, and develop and disseminate tools and resources for competency-based education. They are bringing the essence of MC² to life across the country.

FACTS & FIGURES

Public charter, 12-21 years

114 learners

2 schools

ELL or Primary language other than English: 2%

Learners with disabilities: 30%

Free or reduced lunch:

Manchester 50%

Keene (unknown at this time)

CONNECT

Website

[MC2 School](#)

[QED Foundation](#)

Facebook Page

[MC2 School Monadnock](#)

Twitter

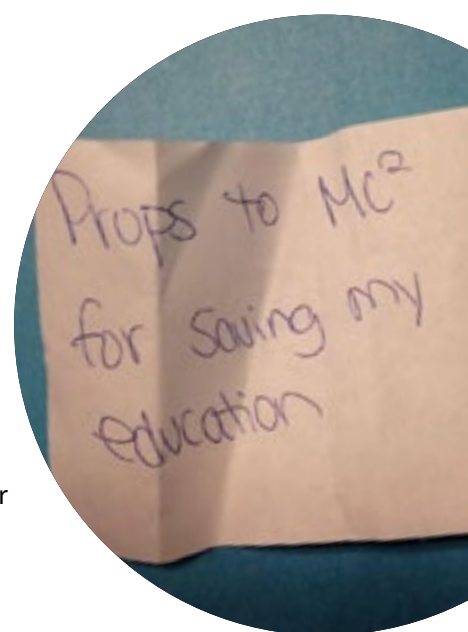
[@MC2_manchester](#)

[@QEDfdn](#)

For more information contact:

Kim Carter, Board Chair/CEO

kim.carter@mc2school.org



LEARN MORE

[Igniting Learning at MC2 Charter School](#)

[MC2 Design Elements](#)

[QED Foundation Learner Sketch Tool](#)

[A Construction Kit for Personalized Assessment of Competency Based Learning](#)

EDUCATION REIMAGINED





NEW DIRECTIONS ALTERNATIVE EDUCATION CENTER

Prince William County, Virginia

Nothing excites me more than students engaging as collaborative partners with their teachers and becoming effective change agents in our school and community. —Bob Eichorn, Principal

AT NEW DIRECTIONS, they “turn despair to hope, create happiness from sadness, and mold failure into success.” Serving the “most socio-economically challenged, emotionally in need, and intellectually starved” learners of Prince William County, VA, New Directions has created a new vision for those who have not thrived in traditional public high schools.

Each learner has a personalized learning plan, allowing them to set their own learning goals based on their interests, needs, and passions. With the support of educators, learners hold themselves accountable for their own progress—and they are “knocking it out of the park!” New Directions successes have been recognized by the National Dropout Prevention Center/Network with the Crystal Star Program Award and the National Education Foundation as a STEM Education and Cyberlearning Model School.

Learners emerging from New Directions are equipped to not only pursue their next academic endeavor but are also armed with the survival skills necessary to be healthy, productive 21st century citizens. These kids know how to balance a checkbook, write an essay, and procure insurance and healthcare. In fact, to graduate, each senior has to complete a comprehensive academic portfolio that includes a resume, cover letter, personal budget, college and career goals, and school evaluation. That portfolio then has to pass muster with the principal.

How does one learning environment do all of this? Well, New Directions is **personalized, relevant, and contextualized**. They offer small classes, project-based learning, blended learning, online courses, along with full, partial, and flex day schedules. Their learners receive remediation when necessary and acceleration as needed. They can even take higher ed classes through Northern Virginia Community College and George Mason University. This level of individualization is working—90% of their seniors graduate. Not only this, they graduate in four years (many of them overcoming the time lost from previous challenges).

There is a recognition that learners’ life experiences matter. New Directions gives learners the flexibility to adjust for jobs, family obligations, and community commitments. They also support learners when they encounter challenges—whatever they might be. Educators are there not only as curators of learning but also as mentors and advisors. The Student Services Department is the first in the nation to be recognized as a two-time American School Counselor Association (ASCA) model program as an alternative school. Professional School Counselors provide academic counseling, individualized affective lessons, team building, and health and wellness experiences for all school stakeholders. This **socially embedded** environment is grounded in strong relationships where each learner knows they are seen, cared for, and championed.

The belief that each learner has potential permeates the culture of New Directions. These kids have overcome more than most and are going further than many. We call that inspiring!

LEARN MORE

[Prince Williams’ New Directions Gives Students a Second Shot at Graduating](#)

[WEBINAR Creating, Developing, and Sustaining Successful Alternative Programs and Schools](#)



FACTS & FIGURES

Public High School Charter

800+ learners

ELL or Primary Language other than English: 17%

Learners with disabilities: 19-22% (rolling enrollment)

Free or reduced lunch: 59%

Graduation rates: 90% on time

College enrollment:

30-40% (2-year)

10-20% (4-year)

10-15% (military)

10-20% (CTE college)

Remainder currently employed, getting ready to get employed (<5%)

CONNECT

Website

[New Directions](#)

For more information contact:

Bob Eichorn, Principal

eichorrl@pwcs.edu

EDUCATION REIMAGINED





SUMMIT PUBLIC SCHOOLS

California & Washington State



If you want to go fast, go alone. If you want to go far, go together. —African Proverb

IN 2000, a group of families and community members came together to reimagine school. They knew their children were entering a more diverse, connected, ever-changing world, and needed powerful and enduring skills to drive their success in college, career, and life. This started a journey to not only reimagine school for all learners, but led to the launch of Summit Public Schools.

At Summit, the focus is on developing learners' deep thinking, life skills, and "Habits of Success." Through project-based learning spanning all disciplines, learning mimics real-world work experiences. With each of these projects, learners are presenting their recommendations to the class and gaining valuable feedback from their peers and teachers. These **relevant** and **contextualized** opportunities let learners be innovators, creators, and problem-solvers—not to mention, contributors, leaders, and collaborators. Summit focuses on learning experiences that empower learners to realize their highest potential, and equip them with the skills necessary to succeed in college, career, and life.

Learning at Summit is also **personalized**. Each learner has their own Personalized Learning Plan (PLP) that connects their long-term goals and aspirations with their daily decisions, actions, and behaviors. Throughout their time at Summit, **competency-based** assessments are available to learners when they are ready to take them—not in standardized time increments. Learners work through content at their own pace, tracking their goals and progress within their personal student dashboard.

All of this happens in combination with teacher-led workshops, peer-to-peer coaching, and one-on-one tutoring. Learners also participate in Expeditions—four separate, 2-week sessions where they take a break from their core courses and immerse themselves in energizing and engaging electives where they explore passions, interests, and future careers. All learning at Summit takes place in a supportive, **socially embedded** environment. Each learner has a mentor who acts as coach, college counselor, and advocate. They support the whole child, providing guidance and encouragement inside and outside the classroom. Every learner is also assigned to a community group, which becomes a safe space to bond with their peers and mentor, express their thoughts and feelings, and build meaningful relationships.

Now with nine schools between California and Washington—and two set to open next year, Summit Public Schools has come a long way. Their learners are thriving, exploring, creating, learning, and innovating—not to mention entering and succeeding in college. Their practices and methods provide inspiration, guidance, tools, and resources to educators across the country. In fact, **Facebook** and Summit are now partnering to co-build the Personalized Learning Plan (PLP) tool to power personalized learning, which will be made available for free to public schools across the country. Big things are happening at Summit.

FACTS & FIGURES

Public Charter

2,500+ learners (6-12th grade)

11 schools

ELL or Primary Language other than English: 11%

Learners with disabilities: 12%

Free or reduced lunch: 48%

Acceptance into a four-year college: 99%

CONNECT

Website

[Summit Public Schools](https://summitpublicschools.org)

Facebook Page

[Summit Public Schools](https://www.facebook.com/SummitPublicSchools)

Twitter

[@SummitPS](https://twitter.com/SummitPS)

For more information contact:

Mira Browne, Chief External Officer

mbrowne@summitps.org



LEARN MORE

[Inside Facebook's Plan to Build a Better School](#)

[Inside Summit's Mission to Redesign Schools](#)

[Learning Deeply, Shared Broadly](#)

[Day in the Life of a Summit Student](#)

EDUCATION REIMAGINED





REMAKE LEARNING

Pittsburgh, Pennsylvania



It's about meeting today's kids where they are, not where we want them to be. —Gregg Behr, Executive Director, The Grable Foundation

COME ONE, COME ALL—kids, tweens, teens, makers and tinkerers, creatives, designers, and digital tech fans! Thanks to the Remake Learning Network in museums, labs, libraries, parks, community centers, schools, and online—learning is happening everywhere, all the time in Pittsburgh.

In 2007, a diverse group of Pittsburgh's educators, funders, academics, and citizens gathered to exchange ideas and look for novel ways to build up the region's learning ecosystem. They envisioned a living, learning community—alive with creativity and opportunity. They wanted to nurture and celebrate imaginative thinking, curiosity, and exploration for all children. What they sought was a 21st century model of creativity, collaboration, and community. Learners in the Pittsburgh region now have a ton of ways to pursue their curiosities, challenge themselves, and deepen their learning experiences both inside and outside the walls of school. And best of all—these experiences count!

From the beginning, this forward-thinking group of engaged citizens saw that learning does not stop when a kid leaves the school building—the playground for education spans the entire community. This demands a network of **open-walled** experiences, creating a comprehensive, citywide learning ecosystem. How do you do this? One way is to use digital badges to recognize deeper learning.

This “badging” is now an important piece of Remake Learning. A rigorous **competency-based** system issues badges when learners can demonstrate that a particular set of **knowledge, skills, and dispositions** have been achieved. The Remake Learning Competencies, developed through the active engagement of more than 100 local subject matter experts, informal and formal educators, youth workers, and program managers, form the foundation of learning pathways that connect learners to the opportunities offered by schools, afterschool programs, cultural organizations, and online learning resources.

These bountiful opportunities and badges are designed to delight, enrich, and inspire learners—setting them up to be lifelong learners who thrive in school, college, and the workforce. With millions of dollars invested, thousands of children engaged, and hundreds of practitioners leading dozens of projects, Remake Learning is yielding tangible results for children and youth in communities throughout the region.

This growing, living, open learning system is part of a growing movement across the country to reimagine and remake learning—inspiring others to look at their communities with new lenses and see a world of opportunities right in their own backyards.

LEARN MORE

[Remake Learning Playbook](#)

[Infusing a Neighborhood with Science and Creativity](#)

[Making Noise at the Library](#)

[Transforming a School District, One Classroom at a Time](#)

[A Playground for Teachers: Turning Teacher PD on its Head](#)

FACTS & FIGURES

[Remake Learning Network](#)
Formerly Kids+Creativity,
inception in 2007

[Hive Learning Network](#)
Since 2013

[City of Learning](#)
Summer 2014

Number of schools: 40+ districts
in Pittsburgh and the surrounding
communities of Southwestern
PA & West Virginia

Number of participating
organizations: 250+

CONNECT

Website
remakelearning.org

Facebook Page
[Remake Learning](#)

Twitter
[@remakelearning](#)

For more information contact:
Sunanna Chand, Learning
Innovation Strategist
sunanna@remakelearning.org



EDUCATION REIMAGINED





TAYLOR COUNTY SCHOOL DISTRICT

Campbellsville, Kentucky

You get to learn the way you want, anytime you want. The doors never close at Taylor County Schools. —Roger Cook, Superintendent

TAYLOR COUNTY'S TRANSFORMATION BEGAN WITH ONE BIG IDEA: "One size definitely does not fit all." Learners don't all learn at the same pace or in the same way. Educators don't all teach in the same way either. And why would we expect them to?

Freedom and flexibility characterize every aspect of Kentucky's Taylor County School District. Learners choose where, how, what, and with whom they learn. It all comes down to this: They are simply expected to learn. Educators and learners work together to create individualized learning plans (ILPs) guided by a set of standards. **Personalized and relevant**, these reflect the unique needs, interests, and potential career paths of each child. This allows learners to move at their own pace, giving them **agency** over their learning. There are no limits to how many courses they can attempt or how far beyond the "classroom" they can explore.

This **competency-based**, or as they call it—performance-based, system takes the shape of a six-spoked wagon wheel of learning:

1. **Online Learning:** Learners log in to learn, participating in a virtual academy with the support of on-site educator guides.
2. **Project-based Learning:** Learners' context shapes their learning. They tackle curriculum through authentic, real-world projects with support from local businesses and organizations.
3. **Self-paced Learning:** In a personalized, blended learning approach, learners access teacher-created video lessons. They then move at their own pace, while educators play a facilitator role. Learners' understanding is formatively assessed on a daily basis through partner activities, projects, online simulations and exercises, whole group activities, and one-on-one instruction.
4. **Peer-led Instruction:** Learners learn from each other, with educators serving as facilitators.
5. **Cardinal Academy:** Learners direct their own learning plan, path, and progress. With the guidance of an advisor, these high schoolers choose their own subjects and timelines and often take advantage of off-campus opportunities and internships.
6. **Traditional Learning:** For those who prefer the teacher-led model, the 176-day, direct instruction option remains available.

And guess what? Kids are moving at amazing rates through Taylor's innovative model. They bus hundreds of elementary schoolers to the middle school daily. Middle schoolers are doing high school-level work. Many finish their core requirements by their sophomore or mid-junior year—and they move on to earning college credits.

The traditional lines are blurred, assumptions about what kids are capable of are being shattered, and innovations just keep emerging. The results speak for themselves. Taylor has had no drop outs in the last six years and, in the last three, has had a 100% graduation rate. As Superintendent Roger Cook says, "Bottom line: we don't give up on our kids—not a single one!"

LEARN MORE

[This Innovative District Lets Students Choose How to Learn Everyone Graduates](#)

[How a District Ended learner Dropouts with Personalized Learning](#)

[Kentucky School Uses Tech to Rethink Schooling](#)

[Taylor County: The district that's shaking things up to keep kids from dropping out](#)

VIDEO [Taylor County Schools](#)

FACTS & FIGURES

District of Distinction
National Award

Public, PK-12

2,900 learners

3 schools

ELL or Primary Language other
than English: 3%

Learners with disabilities: 11.4%

Free or reduced lunch: 60%

Graduation rates: 100%

College enrollment: 43%

CONNECT

Website

[Taylor County School District](#)

Facebook Page

[Taylor County Schools](#)

Twitter

[@TC_Schools_KY](#)

For more information contact:
Roger Cook, Superintendent
roger.cook@taylor.kyschools.us



EDUCATION REIMAGINED



This is about changing a mindset
and letting a million flowers bloom.

— Gisèle Huff, Advisory Board Member

