

pioneering

ISSUE 2 • NOVEMBER 20, 2015 • EDUCATION REIMAGINED

A NOTE FROM EDUCATION REIMAGINED

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education 
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• connect. share. discover. lead. • pioneering

Dear Pioneers,

Last week, I had the pleasure of attending the iNACOL Blended and Online Learning Symposium in Orlando, Florida. Given the symposium's name, some might not guess this event would be all about learner-centered education. Well, they'd be wrong! It was populated by incredible learner-centered teachers, principals, superintendents, and state administrators working on the frontier of transforming the education system from one designed to deliver standardized education to one that puts learners at the center and redesigns learning environments to be adaptable to the needs, interests, and aspirations of each child.

I learned about innovation happening all over the country. In Chicago, teachers are working with LEAP Innovations to learn and collaborate together to create any-time, anywhere (open-walled); learner-led (learner agency); learner-paced (competency-based); and learner-focused (personalized, relevant, and contextualized) environments. In New Hampshire, [eight districts](#) are using new locally-developed competency-based assessments to gauge their learners' development—in fact, they are the first districts in the country to have the US Department of Education waive high stakes standardized testing requirements. And, I heard from the Bill and Melinda Gates Foundation about their investments in practitioners' work and in research to support that work. It's happening all over the place!

In addition to meeting all of these courageous pioneers, I moderated an incredible closing keynote panel of two Education Reimagined Advisory Board members—Becky Pringle, the Vice-President of NEA, and Gisèle Huff, the Executive Director of the Jaquelin Hume Foundation. It was thrilling to hear from two people who, 2 1/2 years ago, couldn't have imagined being on stage together sharing about a commonly held vision for education. They are now equally committed to realizing this vision and to doing so together.

My major takeaway from the conference echoes the vision: "Learner-centered education is an idea whose time has come." Though people are starting in different places and digging in deep in different aspects of the vision, there are thousands already headed in the same direction.

Education Reimagined is excited to help connect those people and create the spaces for people to share, learn, and create together. Onward!

Warm wishes,
Kelly Young



CREDITS

Executive Editor:

Kelly Young

Senior Editor & Writer:

Demi Edwards

Creative Director & Designer:

Monica Snellings

Researcher:

Nathan Luft

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Connect. Share. Discover. Lead.

We seek 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.





FROM THE VISION

The Design: Learning Domains and Elements of the Learning Experience

For the next generation of learners to succeed and thrive, their learning experiences must facilitate their development in three primary domains: knowledge, skills, and dispositions.

The below chart includes our description of each of these domains and a set of examples adapted from the work of the Council of Chief State School Officers.

KNOWLEDGE	SKILLS	DISPOSITIONS
The theoretical or practical understanding of someone or something.	The capacities and strategies that enable learners to apply knowledge to novel situations, engage in higher order thinking, problem solve, collaborate, communicate effectively, and plan for the future.	The behaviors and ways of being that contribute to learners fulfilling their full potential.
<ul style="list-style-type: none">• World class standards• Career and technical education• Other content areas and essential literacies• Global competence• Applied knowledge	<ul style="list-style-type: none">• Learning how to learn• Time/goal management• Critical thinking• Problem solving• Working collaboratively• Communicating effectively• Metacognition• Self/social awareness and empathy• Creativity & innovation	<ul style="list-style-type: none">• Agency (self-efficacy)• Curiosity• Initiative• Resilience• Adaptability• Persistence• Leadership• Ethical behavior and civic responsibility• Self-control

There is evidence that this triad of domains can be mutually reinforcing. Deep engagement with disciplinary knowledge builds and develops learners' skills—such as communication, collaboration, creativity, problem solving, metacognition, and critical thinking—and dispositions—such as resilience, curiosity, resourcefulness, persistence, and adaptability. Strong skills and dispositions can then allow learners to broaden and deepen their knowledge, driven by their own interests and motivations, as well as by agreed standards for competency in these domains.

UPCOMING EVENTS

Mark your calendars! We will be speaking at some and hosting workshops at others. In all cases, pioneers will be front and center! Join us.

SXSWedu

Panel Discussion: Abandoning Age-Based Learning with Roger Cook, Taylor County Schools; Dr. Marina Walne, EduStart LLC; Stephan Turnipseed, former president LEGO Education North America

Education Reimagined Summit: A three-hour session for pioneers to learn, share, and explore the possibilities of learner-centered education. More details to come!

Austin, March 7-10, 2016
[Conference website](#)

Texas Association of School Administrators (TASA) Midwinter Conference

More details to come!
Austin, Jan. 24-27, 2016

EduCon 2.8

More details to come!
Philadelphia, Jan. 29-31, 2016



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](#)



A Conversation with Sonya Wrisley

The Education Reimagined team had a great conversation with Design39Campus principal Sonya Wrisley. You can hear Sonya's dedication to learner-centered education in her answer to every question. As of early this month, Sonya has retired, handing over the reins of Design39 to her incredible staff.



Sonya Wrisley

Q. Can you talk about how Design39 got its start?

A. SONYA: I've been in this district for over 20 years and have been pushing to do something like Design39—“out of the box stuff”—the whole time I've been here. Recently, my superintendent gave me latitude to gather a group of five educators together to take a year to collect ideas and imagine the possibilities of what Design39 could be. We spent time developing a broad overall vision, while avoiding getting too deep in details. And, then, with this vision, we hired more educators to participate in the actual designing process. Together, we came up with Design39Campus, which opened in August 2014. This year, we're a K-7 campus and will be growing to K-8 in 2016.

Q. What has this freedom to design meant for what Design39 looks like and focuses on?

A. SONYA: We've been able to use the design thinking process to build an adaptive culture. We adjust for the learner. At Design39, we've focused on two key areas: 1) creating meaningful learning experiences and 2) reimagining leadership structures.

Our classrooms are really the kids' classrooms. They have the power. We have over a 1,000 kids total this year. They are broken up into pods with 150 kids and 5 to 6 educators—Learning Experience Designers (LEDs)—each. The whole ethos is about being completely learner-driven, building collaboration, creativity, and critical thinking. This means that our LEDs are always asking kids questions: “How do you want to work on/learn this?” “Where do you want to learn today?” “What part of this do you want to learn more about?” Along these lines, we also have what we call “Deep Dives,” where we ask learners for their suggestions of what activities or topics we can really dive into. They are then free to explore and discover, with LEDs—or even volunteers or high school learners—playing the role of facilitator in the background.

To support these learning experiences, we've worked hard to flatten our leadership structures—empowering all of the staff to take ownership of the campus and our path forward. All staff went through Adaptive Schools training when we began, and we're constantly coming together to keep the big picture in mind. Adaptive Schools training helps us emphasize collaboration for our day-to-day work. For example, every morning, our pod teams come together for an hour to get down in the weeds about what they're doing, the rationale for it...everything. Because of that consistent time together, we have time to plan and create some really innovative stuff.

“We've made trips to big tech companies—HP, Microsoft, Sony, Intuit, Broadcom—and asked them what skills they'll need in their employees 10 years from now.”

SONYA WRISLEY

We also do a lot of additional professional development work. We've made trips to big tech companies—HP, Microsoft, Sony, Intuit, Broadcom—and asked them what skills they'll need in their employees 10 years from now. We know that these are the kinds of jobs our kids will be graduating into. Even though most of us, as educators, have not been in the business world, we need to know what it's like to prepare our students for that world.

Q. It's great to hear you talk about “LEDs” and “Deep Dives,” what does this change in vocabulary mean for you?

A. SONYA: I once heard someone say, “In order to change what we do, we have to change the way we speak.” We think of our new terms/vocabulary as a shared language, and it's an important part of getting everyone on the same page and changing the entire community's mindset (see Parent Glossary). It challenges all of our assumptions. You can hear the shift in how we think about learners and learning in the new words. We know that, if we can get everyone on board with this shared language, it will become much easier to create buy-in for what we're doing.

Another advantage of developing your own language is that you get to make distinctions and definitions. So, when we say that our school is based on “design thinking” and “collaboration,” those words and phrases are no longer abstract. We've defined them, and our community knows what we mean when we say them. Without that, people slip back into the old ways of thinking (and talking), and we've lost them. But, if we can get them thinking in our terms, a whole new world of possibilities opens up.

Q. It is clear that the community's support and buy-in is essential for you. What has it been like engaging everyone in this new way of thinking?

A. SONYA: Well, first and foremost, the kids love it! They are definitely not in need of any convincing. But, it has certainly been a process to engage and connect with parents and community members. We know it's vital to have their support, so we make it a priority. Parents want their kids to come here, and even still, they don't quite understand what we're doing all the time. So, we try to do things like developing the shared language and hosting public tours for visitors and parents. We also have a really robust FAQ section and our glossary on our website. There are difficulties, though, absolutely.

First off, our learners have a neighborhood school, and we're a school of optional enrollment, so that leads to confusion. Last year, we had 840 kids and had 2,000 students apply. And, out of that 840, we had 55 children leave last year. This is mainly because the parents wanted grades and competition or they weren't sure what to make of what we do at Design39. All that is to say that even with all the prep and outreach work, not everyone is comfortable with it.

But the hardest, most emotional work for us is the people who don't understand us. The best thing we can do is take the Apple approach of “here's what we offer” rather than PC approach of “here's why we're better.” So, we try not to compare ourselves.

Q. Are there others in the district who are supportive and interested in the work?

A. SONYA: We're slowly getting there. Several of the 39 schools in the district are actively involved with us. When educators from those other schools come for observation days, they get really excited. And our superintendent, John Collins, has been a huge support throughout—we couldn't have done this work without him. He asked us to “change the way we do school,” and we're trying our best to do that.

“We think of our new terms...as a shared language, and it's an important part of getting everyone on the same page and changing the entire community's mindset.”

SONYA WRISLEY

PARENT D39C
GLOSSARY

[Download the
glossary.](#)

Q. Were your educators originally part of the district?

A. SONYA: A large majority of our staff are from within our district. This year, we have a handful of educators from the outside, but the others are actually transfers from other schools in the district who really wanted to be doing something different. Our hiring process is a fun process. We do a presentation about the school and expectations for it, spelling out our vision and generating interest from like-minded educators. Then we have group interviews, with all candidates coming in at the same time, split into tables of 4 or 5. This is designed to test their teamwork, innovation, and ability to think about things differently. Those who rise to the top are called back for an interview. It's been so fun to build a staff from the ground up.

Q. Of all the great and innovative things happening at Design39, what makes you proudest?

A. SONYA: The thing that makes me the most proud is watching our learners grow in their self-autonomy. Because of what we do, our kids don't just ask about the who, what, and where, but they ask about the why. We've given our learners a lot more responsibility and autonomy over their education, and they're going for it. They're taking responsibility. They're learning that ideas often fail—and more than once, in many cases—before they get to fly. Because of the flexibility of our design, learners are connecting globally and learning in ways that are centered far outside the classroom. It's thrilling. ●

“The thing that makes me the most proud is watching our learners grow in their self-autonomy. Because of what we do, our kids don't just ask about the who, what, and where, but they ask about the why.”

SONYA WRISLEY



LEARNER VOICES

Check out the articles and videos below. They might just challenge your assumptions of what kids are capable of creating and doing if we let go of the current Industrial-era paradigm and move towards learner-centered education.



“My advice to other high schoolers: as soon as you find that passion, start small, set a goal, and stay determined until you really make a difference.”

Molly Irvin

FROM MIND/SHIFT

Talk to Teachers: Students Share How and Why They'd Change Education

Back in the 1960's, James Baldwin spoke to the influence that educators have to shape a new generation of thinkers and revolutionaries. Today, an Oakland, CA teacher is using Baldwin's words to empower her learners to speak their minds about their own education and future. Hear what these learners have to say. [\(link\)](#)

FROM EDSURGE

Personalized Learning Looks Like This: A Student's Perspective

Learning environments looking to shift toward learner-centered education must keep one very important constituency in mind: their learners. What advice would they have for the transition period? What would help them most to make the changes needed? Read about the experience of two brothers attending a school moving toward personalized, learner-centered education: Innovations Early College High School (UT). [\(link\)](#)

FROM THE WASHINGTON POST

Students have little voice in shaping schools. One wants to change that. [Read here](#)

FROM GETTING SMART

High Schooler Molly Irvin Creates a Mental Health Awareness Campaign [Read here](#)



A VOICE FROM THE FIELD

In the past two years of talking with hundreds of people, we've connected with many like-minded educators and thought leaders throughout the nation. In this space, we'll feature thinking from those who have converged on and arrived at a vision similar to ours. We value different viewpoints and welcome more voices to the conversation. Our first voice from the field: Stephen Kennedy is Executive Director of the Atlanta Association of Independent Schools and the father of triplet sophomores in three liberal arts colleges. He has been Head of School at two independent schools, Trinity School in Atlanta, GA and All Saints Episcopal School in Beaumont, TX, as well as a teacher and administrator at Holland Hall School in Tulsa, OK. He has a Master's Degree in Elementary Education and a Master's Degree in English, both from the University of Tulsa. Below one of ten thought pieces Stephen has written on learner-centered education.

A Vision, Not a Revision

by Stephen G. Kennedy

Men occasionally stumble over the truth, but most of them pick themselves up and hurry off as if nothing had happened. —**Winston Churchill**

EDUCATION IS LIKE RELIGION OR POLITICS OR FAMILY: multifaceted, often controversial, and so overwhelmingly complex that it can never be fully comprehended. Yet we mistakenly treat education as a single entity, a problem that can be reformed and revised, almost as though it were an algebraic equation to be solved. The right curriculum, the right standardized test, the right teacher accreditation, the right legislation plugged into this equation would result in the correct answer popping up on the right-hand side of the equal sign.

But for simplicity's sake—ironically—suppose there are two kinds of problems in the world. One is akin to America's race in the 1960s to put a man on the moon. The other is similar to another U.S. dilemma in the 1960s called the War on Poverty. Both were problems, both complex, both demanding vast resources. But while one was solved, the other remains as pressing as ever, even more so.

Why? One reason is that landing a man on the moon was the kind of problem that relied on a clear mission, largely definable technological strategies, and engineering and practical methodologies that human thinkers at the time could gather together, analyze—or creatively figure out—and apply. Poverty lacked clarity, certainty, and political collaboration and implementation. It was, and is, a vast sociological issue, with deeper roots and more entangled factors than any race to a spinning stone



Stephen G. Kennedy

beyond Earth could imagine. The math was nowhere sufficient for the kind of definition, will, and resources required to solve it.

Likewise, we continue applying quantitative measures to education, as though it were a race to the moon. Simplistically, we seek answers in standardized test scores. To that end we spend untold dollars on constantly revised textbooks and technology hardware and software that merely streamline old techniques. Our paradigm for learning is based on such antiquated models as intelligence quotients, mass testing, and college preparation units, all of which were designed for other times, and for other purposes. We are still recreating our race to the moon on a spaceship made out of cardboard, aluminum siding, and false assumptions.

What we lack in education is not reform and revision, but new vision. We need the national excitement and exuberance of putting someone on the moon, but with a deeper, more multifaceted understanding of the social sciences, of biology and neuroscience, of the “physics and calculus” of individual learning within the social dynamic of an educational community. Instead of the dollars we have thrown at revision of the old spaceship, we need to establish an educational summit of thinkers and doers charged with forming a national vision on education.

Canadian consultant and futurist Richard Worzel writes that “we need a system that customizes a curriculum, and how it is taught, to each learner. There’s very little point in spending all that money to educate people in a rote manner that will be of little value to them or society.” (*Teach*, Jan. 24, 2011)

Pertaining to the learning and teaching aspects of a new model, a 21st century educational vision could be based on three interdependent elements:

1. **The individual student as primary focus**
2. **Other students serving as both learners and teachers**
3. **Adults serving as teachers**

We now essentially treat all students everywhere as one child. One educational shoe for all feet. One classroom, one school, one system for millions of complex, diverse, and individual, powerful learners.

As a result, we have become **a nation of lost opportunity**. Even for children who pass through with straight As, with alleged success, with a bevy of shiny trophies, we must ask: what else could they have truly accomplished for themselves, for others, for the world, had they learned in schools that genuinely placed each child at the center of the learning process? And for the millions of children in impoverished conditions, we already know the glum outlook as we grow into a more divided country economically and socially.

Let this summit of thinkers and doers set a new agenda, a new outline for America’s children, for our country’s learners and future leaders. Yes, we have had enough decades of falling behind, of lagging behind other countries that have moved beyond us. But worse, we have had too many years of lost potential for children who have been inadvertently deprived of their gifts, their talents, and their potential.

Education is about learning, growth, and opportunity—about life opening up and out. Let’s make that process a real one in our schools, and in our country. ●

“Let this summit of thinkers and doers set a new agenda, a new outline for America’s children, for our country’s learners and future leaders.”

STEPHEN KENNEDY



The Learning Accelerator

The Learning Accelerator (TLA) is dedicated to transforming K-12 education by accelerating the implementation of high-quality blended learning in school districts across America. TLA pursues this mission by focusing on finding and supporting ways to bring high-quality blended learning to scale. TLA invests in new and growing organizations that can deliver support and guidance to school districts seeking to implement blended learning. They also partner directly with a select group of innovative school districts through multi-year programs to assist them with a full implementation of blended learning in their schools. Finally, TLA is also pursuing work at the state level, specifically developing a complete set of priorities that states must address to successfully promote blended learning.

In the interest of supporting educators, administrators, and policymakers in pursuing high-quality blended learning, TLA has cultivated a resource library of blended learning implementation tools, guides, and frameworks. Take a look at some of their resources below:

A Framework for Cultivating High-Quality Blended Learning at the State Level ([link](#))

TLA Communications Planning for Blended Learning: Step-By-Step Guide ([link](#))

Students at the Center

Students at the Center is a project launched by Jobs for the Future to synthesize and make widely available the existing research on student-centered approaches to learning. Their goal is to strengthen the ability of practitioners and policymakers to engage each student in acquiring the skills, knowledge, and expertise needed for success in college, career, and civic life. They now curate and maintain an incredibly rich collection of tools and resources for the implementation of student-centered education at the classroom, school, and district levels. Much of this research is geared toward Federal and state policymakers, providing them with accessible and understandable information and data as they seek to solve the critical and persistent problems in US education. Students at the Center is also involved in the broader effort to build understanding of and support for student-centered learning. They publish their edited volume of Students at the Center [research papers](#), present at conferences, lead professional development, and engage in social and mainstream media. Check out a few samples from their extensive resource database:

Let's Get Real: Deeper Learning and the Power of the Workplace ([link](#))

Equity in Competency Education: Realizing the Potential, Overcoming the Obstacles ([link](#))

Putting Students at the Center: A Reference Guide ([link](#))

Move This World

Move This World (MTW) fosters a healthy, safe, and supportive school climate where effective teaching and learning can occur by providing teachers and students with social and emotional coping skills needed to reduce and manage the multiple stresses of day to day life. By collaborating with MTW, schools decrease suspensions, incident reports, chronic absenteeism, teacher attrition and other barriers to teaching and learning and improve educator morale and organizational health.

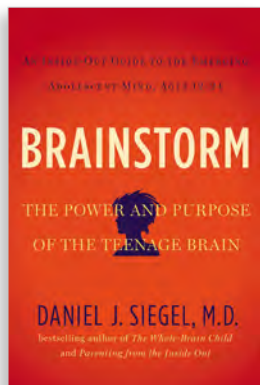
MTW equips educators with the tools to address their own emotional wellbeing and the emotional wellbeing of their students. They are working to improve student climate and overall services for students.

Partners include the NYC DOE, Newark DOE, Baltimore City Schools, DC Public Schools, City Year, University Settlement, Girls for Gender Equity and Urban Teacher Center, among others. You can see highlights of the program in action [here](#).

To learn how to engage Move This World's tools for emotional wellbeing in your school community, please email Cameron Wade at cwade@movethisworld.org or visit www.movethisworld.org

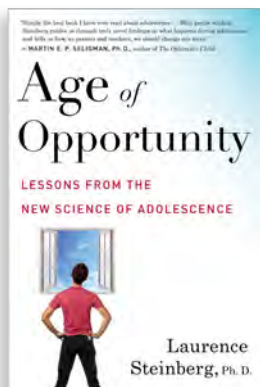


ON OUR BOOKSHELF



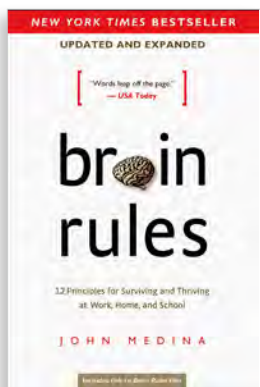
Brainstorm by Dan Siegel, MD

In *Brainstorm*, Dr. Siegel shows us how brain development impacts teenagers' behavior and relationships. Understanding **how** the teenage brain functions can help parents and other adults in their lives—like teachers—make what is often a lonely and distressing time be embraced as an incredibly positive period of growth, change, and experimentation. A great read for parents, teachers, and even learners themselves—filled with activities, tools, and resources to help navigate these critical years to emerge healthy, happy, and grounded.



Age of Opportunity by Laurence Steinberg, Ph. D.

New science indicates that the rate of brain development during adolescence rivals that of the infant and toddler years. In *Age of Opportunity*, Dr. Steinberg shares new research about the importance of these adolescent years. He describes a new timetable of maturity, the “three R’s” of adolescence—the reward system, the relationship system, and the regulatory system—and offers strategies for working with young learners that instill in them resilience, self-control, and other beneficial traits.



Brain Rules by John Medina

Do you know what’s going on inside your head? Or your learners’ heads? In *Brain Rules*, Dr. John Medina, a molecular biologist, shares his lifelong interest in how brain sciences might influence the way we teach kids, the way we work, and the way we approach life. Organized around 12 different brain rules, the topics range from exercise to exploring to wiring to sensory integration. In each chapter, he describes a rule—what scientists know for sure about how our brains work—and then offers ideas that might just transform our daily lives at work, home, and in school.

WORTH YOUR TIME

66 Secondary Schools Worth Visiting

Want to rack up some frequent flyer miles? Check out these 66 schools and districts from across the country that are changing things up for their learners! Compiled by Getting Smart, this list includes MC², Big Picture Learning, and Summit Public Schools, among others. See what you find! [Read here...](#)

How Could and Should Schooling Look in 2030

People all across the country, and abroad, are arriving at visions of what the future of education could look like. They are seeing hope, beauty, and inspiration—and they are seeing everything with the learner at the center. In this article, Sir Michael Barber points to different pieces of the future that he sees coming to life today and shares some thoughts about what he thinks will be necessary to move into that future now.

[Read here...](#)

What We Owe the Mythbusters

Can a TV show change the way we think about learning? Well, for the past 15 years, Mythbusters has been shifting the way kids and adults think about science. [Read here...](#)

“Progress is impossible without change, and those who cannot change their minds cannot change anything.”

—GEORGE BERNARD SHAW



AN INITIATIVE OF CONVERGENCE

1133 19th Street NW, Suite 250,
Washington, DC 20036
(202) 830-2310