

# pioneering



ISSUE 5 • JANUARY 14, 2016 • EDUCATION REIMAGINED

## A NOTE FROM EDUCATION REIMAGINED

Kelly Young, Director

## SUMMIT PUBLIC SCHOOLS

Profile of their Learning Environment

Summit Basecamp Helps Teachers &  
Students Jumpstart Personalized Learning

## LEARNER VOICES

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to say about their education

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education   
reimagined

# • connect. share. discover. lead. • pioneering

## Dear Pioneers,

Last issue, we reflected on what 2015 meant for us. Now firmly into the new year, we want to share what we see as possible for 2016. And, to sum it up, we see some pretty big and exciting things on the horizon.

We firmly believe that, in 2016, the learner-centered movement will transition from one that is just emerging to one that is blossoming and flourishing. There will be a growing national recognition of the importance of developing knowledge, skills, and dispositions in our children. We will hear it from parents, learners, educators, politicians, and business leaders. And, with that, we see a burgeoning understanding that, just as our current education system was designed by people in the 18th and 19th century, a new system can be invented, designed, and created by people now.

Luckily, pioneers across the country are already innovating beyond our traditional assumptions about when, where, how, with whom, and by whom learning happens. Furthermore, with the ESSA's passage, states are starting to grapple how to create friendly policy environments for transformation to take root.

All of these factors paint a bright picture for the future, and we're hearing from more and more people excited about the opportunities to make it a reality. In particular, there is an increasingly vibrant community of organizations seeking to support and resource both those already engaged in transformation and those who want to get started. In this and coming issues, we'll highlight many of these organizations and the opportunities that they are offering—including Summit Public Schools (see page 6); Collective Shift; XQ: The Super School Project; Transcend, NewSchools Venture Fund; and more.

As we continue to highlight these opportunities and your stories, we hope that you will share *Pioneering* with your own networks to grow the community of engaged, innovative, and dedicated pioneers!

Best wishes,

**Kelly**

**PS:** Make sure to pre-order Todd Rose's incredible new book, *The End of Average*. Read our thoughts on what it could mean for education and society in the next issue of *Pioneering*.



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#### Connect. Share. Discover. Lead.

We seek to accelerate the growth of the movement dedicated to transforming education in America. 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

## Components of a Learner-Centered Education System—Assessments

In a learner-centered education system, assessments are aligned with the critical knowledge, skills, and dispositions to guide each learner towards mastery of agreed upon competencies.

There are three primary types of assessment:

<b>ASSESSMENT OF LEARNING</b> is summative and performance-based.	Used this way, <b>assessment judges results</b> against established standards and benchmarks. This most traditional use of assessment can reveal how the learner and the system are performing over time.
<b>ASSESSMENT FOR LEARNING</b> is formative, real-time, and diagnostic.	Used this way, <b>assessment provides immediate feedback</b> both to the learner and to adults on developing knowledge, skills, and dispositions while learning is actually happening.
<b>ASSESSMENT AS LEARNING</b> is self-examination by the learner.	Used this way, <b>assessment supports the development of metacognition</b> , the understanding of how learners learn and who the learners know themselves to be. This use of assessment provides the kind of self-awareness needed to become a better learner and to develop higher-order skills and dispositions.

In the new paradigm, assessment “for” and “as” learning are the predominant types employed. Assessments help learners and adults identify progress and challenges and tailor strategies and pathways towards mastery. Assessments are embedded in the learning experience and provide opportunities to demonstrate mastery through performance-based tasks and in real-world settings.

### UPCOMING EVENTS

We will be speaking at some and attending others. In all cases, pioneers will be front and center! Join us.

#### City Neighbors' Progressive Ed Summit

In attendance.

**Baltimore, MD**

**Jan. 23, 2016**

[Conference website](#)

#### Texas Association of School Administrators (TASA) Midwinter Conference

##### Panel Discussion:

Kelly Young will lead a conversation with Stephan Turnipseed, former President, LEGO Education North America; Michael Hinojosa, Superintendent, Dallas ISD; Greg Smith, Superintendent, Clear Creek ISD; and Kevin Brown, Superintendent, Alamo Heights ISD.

**Austin, TX**

**Jan. 24-27, 2016**

[Conference Website](#)

#### EduCon 2.8

In attendance.

**Philadelphia, PA**

**Jan. 29-31, 2016**

[Conference website](#)

#### AASA National Conference on Education

##### Thought Leader

##### Presentation:

The Future of Learning is Now

**Phoenix, AZ**

**Feb. 11-13, 2016**

[Conference Website](#)

# The learner-centered universe will be front and center at SXSWedu!

Our pioneering community will be well represented on panels, in summits, at workshops, and as keynote presenters. Make your plans to attend SXSWedu now! Friday, February 12, 2016 is the Final Registration Discount Deadline. Check out a few of the many session below.

## SUMMIT • TRANSFORMING EDUCATION WITH LEARNERS AT THE CENTER

Kelly Young (Education Reimagined)

Trace Pickering (Iowa BIG)

Virgel Hammonds (KnowledgeWorks)

How do we realize a new future of learning in which every child fulfills their boundless potential? Join us to explore the learner-centered universe. Play with and expand your notions of where, how, when, and with whom learning happens. Engage with leading pioneers and hear about their transformational journeys to reimagine and create learning environments that work for all learners. Whether you are just beginning to explore or have been on the learner-centered path for decades, walk away inspired with new ideas to redesign learning in your own community.

## PANEL • STUDENT-CENTERED LEARNING: 3 WHOLE-SCHOOL MODELS

Jackson Westenskow (Institute of Play)

Seth Webb (Compass Montessori School)

Jane Shirley (Catapult Leadership)

Christine Fleming (Denver Public School—Joe Shomaker Elementary)

There are many ways that teachers put students at the center of learning. But how do you design an entire school where inquiry, discovery and play form a core instructional model that ensures high achievement for all students? In this panel, 3 Colorado school leaders will share how they craft authentic contexts for learning based on their community's needs. Learn about best practices for student-centered learning emerging from these innovative schools, where game design, a microeconomy, and environmental responsibility provide a new way of thinking about teaching, learning and leadership.

## PANEL • CHANGEMAKER ED: TRANSFORMING HOW KIDS GROW UP

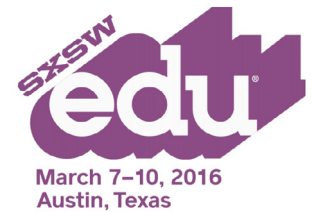
Bobbi Macdonald (City Neighbors Charter School)

Tomás Alvarez III (Beats Rhymes and Life)

Luis Perales (Changemaker High School)

West Willmore (Rainbow Community School)

We live in a world of uncertainty defined by rapid change. While we do not know what tomorrow's problems will be, we know we will need everyone equipped to deal with them. Educators are uniquely positioned to empower students to be changemakers—



**MORE THAN 1,300 IDEAS WERE POSED BY THE SXSWEDU COMMUNITY FROM ALL AROUND THE WORLD!**

More than 190 sessions were selected in a wide variety of formats, ranging from panels to summit programming.

This year's attendees can look forward to a rich and engaging event with plenty of interactive learning opportunities and outcome-based approaches.

**Follow all the news via Twitter [@SXSWedu](https://twitter.com/SXSWedu)**



able to collaborate, create, and act empathetically in ambiguous and changing environments. In this session, we bring together a dynamic panel pioneering innovative ways of empowering youth to be agents of change in the world. Drawing on diverse experiences and approaches, panelists will discuss why we must transform the way in which kids grow up and how they are doing it in their own schools and communities.

## **PANEL • REIMAGINE EDUCATION: ABANDONING AGE-BASED LEARNING**

Roger Cook (Taylor County Schools)

Dr. Marina Walne (EduStart LLC)

Stephan Turnipseed (formerly LEGO Education North America)

Our education system is fundamentally stagnant and it is time that it is overhauled. The aged-based education structure worked well for most of the 20th century, but it has now run its course and will leave students ill prepared for the careers of the future. To improve the outlook for students, we must put them first and move towards a mastery system, where students graduate when they demonstrate a deep knowledge of the subject matter. Join this panel discussion to learn how school systems can implement a “learner-centered paradigm” where students complete day to day tasks at their own pace until they have mastered the curriculum, ensuring they are prepared with a Network Age education.

## **PANEL • STUDENTS UNFILTERED: DIGITAL IN THE CLASSROOM**

Elana Golub (Northwestern University)

Zak Malamed (Student Voice)

JoAnna Zalkovsky (Navarro College)

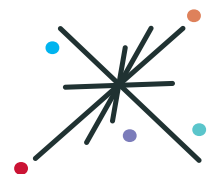
Matt Bilotti (Northeastern University)

There’s a multitude of digital tools available to students aimed at increasing engagement and improving student outcomes. But are students using these tools and to what extent? Forget the BS, drop the sales pitch and join an interactive conversation that brings students—the MOST IMPORTANT part of the equation—to the spotlight. This session will seek to understand how technology’s increasingly important role in the classroom impacts students.

## **FUTURE15S • INVITING THE PUBLIC BACK INTO PUBLIC EDUCATION**

Troy Miller (Iowa BIG)

How can we prepare students for the “real world” when many of the future jobs they will tackle have yet to be created, and those that currently exist, already experience radical upheaval and elimination? The answer is to invite the public back into public education. As a rapidly changing world increases the need for authentic and contextualized education, we must embed students in real businesses, nonprofits, government organizations, and co-work spaces with real-world professionals and Initiatives. This “Initiative Based Learning” infuses teachers and students alike with a new zeal for teaching and learning, while Partners experience a multitude of benefits.



**WE’RE PLANNING  
A PARTY! STAY  
TUNED FOR MORE  
DETAILS. WE’D  
LOVE TO SEE ALL  
OUR FRIENDS  
AND FELLOW  
PIONEERS.**



## 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.

### 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](#)

### 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](#)

Facebook Page

[Summit Public Schools](#)

Twitter

[@SummitPS](#)

For more information contact:

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# Summit Basecamp Helps Teachers & Students Jumpstart Personalized Learning

by Summit Public Schools

**JORDAN ARBUCKLE'S MATH STUDENTS IN PASADENA, TEXAS, ARE ONLY IN SIXTH GRADE**, but they're already taking charge of their education. This year, Arbuckle and her colleagues at Carter Lomax Middle School are implementing a personalized learning model that allows students to become self-directed learners.

For these students, the daily experience of school has changed. There's more time for collaboration between students and more one-on-one support from teachers. To demonstrate their skills, students work together on deeper learning projects that tap into their interests across subject areas.

Instead of a lecture at the beginning of each class, students participate in Personalized Learning Time, where they work at their own pace through playlists of online videos, practice problems, and assessments. Arbuckle and the students see real-time data on how they're progressing and areas where they need more practice, which allows her to provide individualized support on the spot.

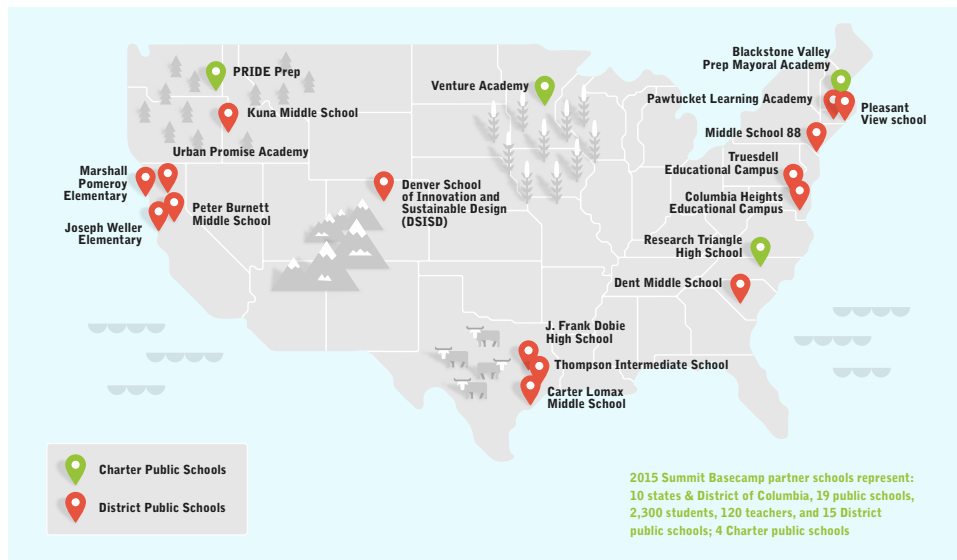
Arbuckle still guides her students along their learning paths, but they are in the driver's seat. "The teacher is always the facilitator. This format lets us use the best practices that we know are effective," she said.

For educators, the shift to personalized learning has helped them form stronger connections with their students. "The teachers and administrators in this program have

Summit Basecamp is a **free** program that provides teachers and schools across the U.S. with the resources they need to bring personalized learning into the classroom.

changed their way of thinking to approach this new model of learning,” said Vickie Vallet, director of instructional technology at the Pasadena Independent School District. “Teachers are driving the program; they are invested in its successful execution and are essential to helping students to build the habits and skills required to excel in school and in life.”

Carter Lomax Middle School is part of the Summit [Basecamp](#) pilot program—a collaborative effort led by [Summit Public Schools](#) to bring personalized learning to more schools across the country. In 2015, teachers from three schools in [Pasadena ISD](#) (one high school, one intermediate school, and one middle school) volunteered to be part of Summit Basecamp. And, last summer, teachers from Pasadena and other schools around the country joined us at Summit for two weeks of free summer professional development to ensure their schools were set up for success with the program.



Throughout the school year, educators at the [19 Summit Basecamp](#) schools receive support and resources for free to explore or expand personalized learning and adapt it to meet the specific needs of their individual school communities. These schools reflect the diversity of American education and include district and public charter schools from rural and urban communities, in small and large school districts.

At Summit, we’re learning from participating schools, as well. Educators are sharing their personalized learning experiences with us as part of a dynamic community of practice. This feedback reinforces what we have seen over the past decade—that personalized learning helps students reach their fullest potential.

### SUMMIT’S JOURNEY TO PERSONALIZED LEARNING

Summit didn’t intend to start a program like Summit Basecamp. When our first school opened in 2003, we offered outstanding teachers, a college-prep curriculum for every student (no tracking), and high expectations with high support.

Several years ago, we noticed that while nearly all of our students were accepted into a four-year college or university, few completed their college education on time. The biggest barriers were remedial courses and students’ inability to drive their own learning without the supports of our Summit schools.

Students explore their personal passions as an authentic part of their core school experience and go deep on the issues and questions that matter most to them.



This insight caused us to rethink our approach, creating a richer learning experience that empowers every child to realize his or her highest potential. Across Summit's schools today, our students participate in deeper learning projects—where they apply content to solve authentic problems, work in teams, develop strong communication skills, and think critically. And, they work at their own pace and demonstrate competency in content knowledge through teacher-created playlists and assessments, peer-to-peer tutoring, and one-on-one coaching.

For example, instead of just solving algebra equations in math class, our ninth grade students use mathematical models to predict growth in the stock market. In science class, our seventh graders become chemical engineers and design innovative products that prevent heat exhaustion in athletes.

Each student plans, organizes, and prioritizes their work in their Personalized Learning Plan (PLP) based on their individual needs and goals. The [PLP tool](#) helps students connect their long-term goals and aspirations to their daily decisions, actions, and behaviors. Developed initially by Summit educators, we've [partnered with a team of engineers from Facebook](#) to build out this platform and make it even more powerful for students, teachers, and parents.

The end result: Students explore their personal passions as an authentic part of their core school experience and go deep on the issues and questions that matter most to them. And, teachers have the tools to tailor their instruction to the students they know so well, freeing them to spend more one-on-one time mentoring students and facilitating deeper learning experiences.

Our journey to personalized learning wasn't always easy, but it was worth it. It's a journey that many schools—both district and charter public schools—are beginning. Many schools have asked us to help them bring personalized learning into their classrooms. That's why we decided to create the Summit Basecamp program. We believe personalized learning can have as meaningful an impact in other schools as it has had at Summit, and our partner schools are already showing us what's possible when educators work together to customize instruction to students' individual needs and interests.

## EARLY SIGNS OF PROGRESS

Schools in the Summit Basecamp program have just finished their first semester. While it's too early to review assessment results, we have heard from teachers and students about how personalized learning has changed their approach to teaching and learning. Teachers are changing their practice, and students are taking greater responsibility for their learning while also building the skills to become strong leaders, collaborative partners, and creative problem-solvers.

One partner school, Oakland, CA's [Urban Promise Academy](#), is already seeing how teachers are better able to customize instruction to meet their students' diverse needs, while still holding everyone to rigorous standards. Teacher Julia Lehman explained that students are much more engaged in school than in years past because they're working together on projects they feel invested in, have choices, and are challenged every day. They "appreciate being the owners and directors of their own education."

Thousands of miles east of Oakland, at [Venture Academy](#) in Minneapolis, MN seventh grade English teacher Dex Summers has used the PLP to create a data-

Our journey to personalized learning wasn't always easy, but it was worth it.

driven culture in his classroom. He begins personalized learning time by leading his class in discussions about learning styles and preferences—for example, the students share methods that have helped them learn. Mr. Summers also shows class-level data from the PLP so that his students can gauge their overall progress, which in turn increases their motivation and accountability.

Reflecting on learning has also been a key part of the experience at [Columbia Heights Educational Campus](#) (CHEC) in Washington, DC. As part of an activity to introduce them to personalized learning, the students created paper airplanes, reflected on the learning strategies they used to make the planes, and planned how they would apply them during their deeper learning projects. CHEC teachers designed the activity with their student population in mind, and they continue to adapt Summit's personalized approach, learning resources, and tools to their school's unique context.

And, at [Denver School of Innovation and Sustainable Design](#), teacher Caitlin Ross has created a goal-setting document to guide her students through self-directed learning and allow her to provide feedback on each student's goals and plans. The document has caught on with other teachers as well, and now students consistently use the time management and goal-setting tool across their subject areas.

We've also seen schools collaborating closely to share lessons learned. In [Rhode Island](#), three schools (two district and one charter public school) are working together on professional development to ensure that personalized learning is successful.

These experiences—and the inspiring work happening in all 19 Summit Basecamp schools—demonstrate that personalized learning can work in a variety of school settings. We're thrilled to be able to expand Summit Basecamp to more schools in the fall of 2016.

**Educators interested in Summit Basecamp can learn about the program, hear from schools participating this year, and apply [online](#). Applications are being accepted through January 25, 2016.**

At Summit, we are energized to see personalized learning catch on across the country. What was once a collection of individual schools trying new approaches has coalesced into a community of practice where educators across the country gain insights from each other. This dynamic collaboration within the education community has been incredibly exciting, and it is helping us continue to improve the Summit Basecamp program to meet schools' ever-evolving needs. We remain inspired by just how far students go when they can take hold of the wheel and drive their own education.

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## 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.



### FROM THE CENTER FOR URBAN PEDAGOGY

#### **Students from 5 Bronx high schools investigate why transit costs what it does and who decides**

Feeling the effects of the recent subway fare hike in NYC, learners from five Bronx high schools came together to ask the question: How much does it really cost to ride the subway? In a partnership with the Center for Urban Pedagogy (CUP), these learners interviewed stakeholders in the transit field and produced a short documentary exploring what you're really getting into when you step onto the NYC subway. [Watch here](#)

### FROM MOUNT VERNON PRESBYTERIAN SCHOOL

#### **Anya Smith: Thinking Like a Designer**

"What does school create? Who drives learning?" Asking these very questions led Anya Smith, a Mount Vernon Innovation Diploma learner, to take control and redesign her learning experience. [Watch here](#)

### FROM KNOWLEDGEWORKS

#### **5 Necessities for an Ideal High School, According to College Freshmen** by Mary Kenkel

When asked what they wish school could be, college freshmen came up with a list of five ingredients for an ideal high school. [Read here](#)

### FROM DNAINFO—CHICAGO

#### **Teens Learn Who They Are, Who They Want To Be By Helping Their Community** [Read here](#)

"It helped me stand up to people. I opened up more to people."

**CELESTE MORALES**



## TOOLS & RESOURCES

# 50CAN

The **50-State Campaign for Achievement Now (50CAN)** ([link](#)) is a nonprofit organization that works at the local level to advocate for high-quality education for all kids, regardless of their address. Operating seven state-based CAN chapters, they span the country—Rhode Island, Minnesota, New York, Maryland, North Carolina, New Jersey, and Pennsylvania. 50CAN provides tools and trainings for new advocates seeking to build bottom-up support for education policy change. Some of these include: an in-depth guide for building local advocacy campaigns, an online course on education policy, and an Advocacy Essentials workshop that focuses on the basic skills and knowledge that local advocacy leaders will need to succeed. For those burgeoning local advocates interested in a more in-depth dive, 50CAN has launch YouCAN, a 10-month paid program that takes trainees through their step-by-step process of strategizing and developing winning campaigns. In addition focus on training opportunities and materials, 50CAN boasts an extensive library of key policy research and reports, as well as a number of case studies from their own trials and successes.

**The 50CAN Guide to Building Advocacy Campaigns** ([link](#))

**50CAN Policy Library** ([link](#))

# K-12 OER Collaborative

The **K-12 OER Collaborative** ([link](#)) is a state-led collaborative non-profit organized to produce high-quality, standards aligned, full course Mathematics and English Language Arts courses licensed as Open Educational Resources (OER) for kindergarten through twelfth grades. The Collaborative is set to produce a curriculum of 28 courses supporting both integrated and traditional paths for high school mathematics. When completed these courses will be consistent and highly coherent across lessons, grades, and even across subject areas. The Collaborative has an intense focus on intentionally designed supports for English language learners, whether new arrivals or long-term learners. In addition to making its courses freely available directly to educators and learners globally, the Collaborative plans to proactively market these offerings to school districts by creating innovative bundles that will combine the freely available content with aligned professional services, digitally enhanced print versions, or fully digital implementation support services and more.

## JOB BOARD

Let us know if you have a job opening and are looking for a practioner with a learner-centered mindset Send job description [here](#), and we will include it in the next 3 issues.

• • • •

The **K-12 OER Collaborative** is seeking a **Quality Assurance Director, Middle School Mathematics** to lead quality assurance and piloting efforts, ensuring that the materials are aligned to standards and meet the needs of teachers, students, and families.

### Responsibilities

- Lead a team of teacher-reviewers to evaluate and provide feedback on instructional materials as they are created.
- Serve as first point of contact for reviewers with questions about the CCSS, the review tools and rubrics, and the instructional materials.
- Lead piloting efforts, including coordinating with pilot schools and districts.
- Collect and analyze feedback from pilot classrooms. Communicate results to the content developers to facilitate improvements to the materials.

### Qualifications

- 5+ years of classroom experience teaching middle school mathematics
- Expertise in CCSS for Mathematics content and practice standards
- Demonstrated experience using EQulP and IMET
- Experience training and leading groups of educators

### Location

Work can be done remotely with travel for trainings, reviewer calibration, and pilot coordination. Compensation dependent on experience. Benefits package included. Equal opportunity employer.

Submit cover letter and resume: [karl.nelson@k12oercollaborative.org](mailto:karl.nelson@k12oercollaborative.org)

Full job description available at: [www.k12oercollaborative.org](http://www.k12oercollaborative.org)





## ON OUR BOOKSHELF



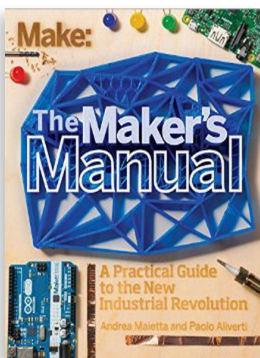
### **The Third Teacher: 79 Ways You Can Use Design to Transform Teaching & Learning** by O'Donnell Wicklund Pigozzi and Peterson, Bruce Mau, and David W. Orr

Written to inspire educators, parents, and others with children in their lives, *The Third Teacher* considers the impact of environment on learning. With recommendations ranging from installing height-adjustable, mobile seating to using architecture and curricula to highlight unique geological features, this book lays out 79 ideas for enhancing learning by improving the learning environment. Through interviews, facts, statistics, and stories, the authors encourage us to recognize place and space as essential elements of learning.



### **Make Space: How to Set the Stage for Creative Collaboration** by Scott Doorley and Scott Witthoft

How can we change the physical space around us to ignite creativity and encourage communication? In *Make Space*, Scott Doorley, Scott Witthoft, and the d.school at Stanford provide simple tools for making spaces more collaborative and creative. Included in this guide are clever tips, scenarios, case studies, and templates that can be used by educators and parents to design comfortable and enjoyable learning environments that foster creativity. Does a messy room create potential to build on past ideas or does the clutter get in the way of new work? *Making Space* addresses this and many other considerations of building and experimenting with physical spaces.



### **The Maker's Manual: A Practical Guide to the New Industrial Revolution** by Andrea Maietta and Paolo Aliverti

Andrea Maietta and Paolo Aliverti understand that transforming ideas into reality can be intimidating. Their guide, *The Maker's Manual*, aims to make taking the first step easier by introducing a variety of cutting-edge technologies that can bring to life innovative ideas. Educators can use the colorful illustrations and thorough explanations of topics, such as 3D printing, Raspberry Pi, and laser cutting, to incorporate relevant and practical tools into their library of problem-solving and teaching resources.

## WORTH YOUR TIME

### **The Superintendent Who Turned Around A School District**

At Jennings School District, they changed how they served their kids and their community. Under the strong leadership of Superintendent Tiffany Anderson, the district sought ways to meet the challenges of poverty facing their learners—no matter what it took. [Read here](#)

### **The Best Equity in Education is Personalization**

Giving learners control of the time, path, pace, and place of their learning, Innovations Early College High School is on a journey towards personalized education and the promise of true educational equity. [Watch here](#)

### **Next Generation Career Pathways: A Manufacturing Case Study**

“Blended, personalized, adaptive, immersive, applied, work-based, and grounded in a competency-based approach...” Imagine if all of these words came together in a learning experience. In Tom Vander Ark and Mary Ryerse’s report, they do. [Read here](#)

### **The Simple Human Interactions That Make Learning Possible**

Pittsburgh’s Remake Learning Network is full of different, fun, exciting, and vibrant opportunities for learning. They offer rich open-walled experiences. But, another element shines through just as much: socially embedded. [Read here](#)

“Forcing yourself to use restricted means is the sort of restraint that liberates invention. It obliges you to make a kind of progress that you can’t even imagine in advance.”

—PABLO PICASSO

Read past issues of  
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