

pioneering

ISSUE 6 • JANUARY 28, 2016 • EDUCATION REIMAGINED

A NOTE FROM EDUCATION REIMAGINED

Kelly Young, Director

CHUGACH SCHOOL DISTRICT

Profile of their Learning Environment

Q & A with Superintendent, Bob Crumley

TETON SCIENCE SCHOOLS

Connecting Learners to Place

LEARNER VOICES

Let's hear what learners have to say about their education

FROM THE VISION

SXSWEDU 2016

TOOLS & RESOURCES

UPCOMING EVENTS

ON OUR BOOKSHELF

WORTH YOUR TIME

JOB BOARD

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• connect. share. discover. lead. •

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Hello Friends,

What an incredible couple of weeks! The excitement around the learner-centered movement seems to grow by the day.

I just spent two fabulous days at the Texas Association of School Administrators' Midwinter Conference, which hosted thousands of district leaders from across Texas. TASA is leading the way in learner-centered education with their own transformational vision—created by a cohort of Texas superintendents eight years ago. Their network of transformational Texas schools and districts continues to grow and gain momentum every year. It was an honor to meet many of these school and district leaders—and to hear about their remarkable journeys toward learner-centered education.

And, before flying to Texas, I spent two days in Albuquerque, NM with over 200 amazing Fellows from the Pahara Institute, as they continued their work to create a vision for the future of education.

It is clear to me that something big is happening all over the country. In widely different circles, pioneers in the learner-centered space are sharing and learning together from the results they are getting and the challenges they are facing. They are inviting more and more people to explore what transformation, rather than reform, could mean for all children.

To top it off, one of the most amazing books I've ever read came out last week—*The End of Average: How We Succeed in a World That Values Sameness* by Todd Rose. It is a MUST READ! And, I don't say that lightly. *The End of Average* exposes how the last two hundred years gave us not only our Industrial-era systems but also a very limited view of humans. Todd definitively shows that there is no such thing as an average (or above- or below-average) person. Freeing ourselves and our systems from this concept of the average, we can see an entirely new world.

Could the implications for learner-centered education be any more dramatic? With this new viewpoint, the possibilities for creating learning experiences that adjust and adapt to the learner's unique needs and circumstances are even more present. Thank you, Todd.

Please read the book, share it, and discuss it! This is a game changer.

Warm wishes,

Kelly



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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.



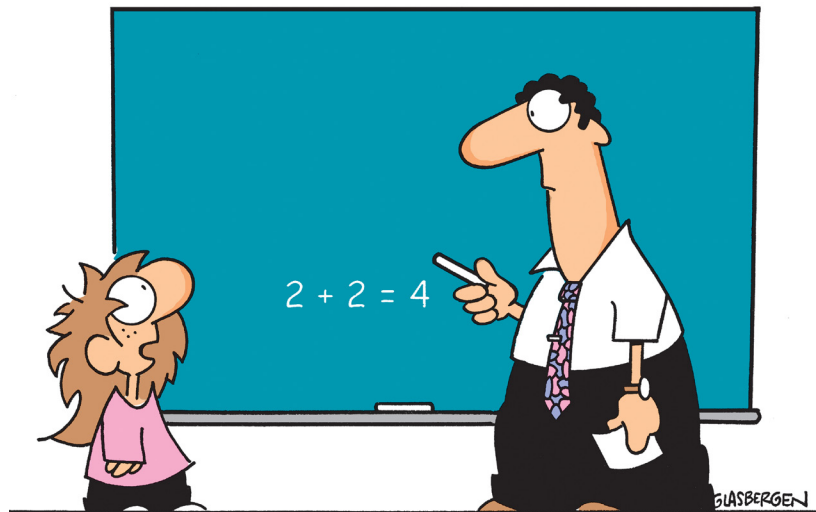


FROM THE VISION

Components of a Learner-Centered Education System—Technology & Data

TECHNOLOGY enables reimagined learning to happen for all learners, as it increases accessibility and reduces costs. Technology integrates diverse sources of learning experiences, embeds assessment seamlessly into learning, helps provide adaptable and personalized learning pathways, and enables coordination among networks of learners and adults. Technology supports learning in diverse settings and times, helping to make it adaptable to the learner. With the assistance of technology, adults in the system have expanded opportunities to develop meaningful relationships with learners and to guide, facilitate, and encourage their learning.

DATA is employed to further children on their learning journeys, to support their understanding of their own learning, and to provide information on their progress to adults in the system. The amount and type of data shared is tailored to protect the child's privacy and wellbeing. The data systems and data privacy protections used in other sectors, such as healthcare, serve as particularly useful models in the arena of education data.



“How can I trust your information when you’re using such outdated technology?”

© Randy Glasbergen www.glasbergen.com

UPCOMING EVENTS

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

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](#)

Mid-Atlantic Conference on Personalized Learning

Keynote

Baltimore, MD

Feb. 29-Mar. 2

[Conference Website](#)

Mark a ★ on your schedule for these don't miss events!

THE LEARNER-CENTERED UNIVERSE WILL BE FRONT AND CENTER ON TUESDAY, MARCH 8TH AT SXSWEDU!

Don't miss the panel—**Reimagine Education: Abandoning Age-Based Learning**—featuring the amazing **Roger Cook, Superintendent of Taylor County**, whose six-spoke wheel of learning allows learners to learn the way they want and his teachers to teach the way they want. Taylor County's 8+ years of 100% graduation rate speaks volumes about his transformational model for education. Complementing Roger will be **Stephan Turnipseed**, formerly of LEGO Education and now executive vice president and chief strategy officer for Destination Imagination, and **Dr. Marina Walne** of EduStart LCC, who will share why this is an idea whose time has come and some resources to help get you started. We promise you'll walk away inspired to reimagine your whole system!

Round out your afternoon with a mind-blowing **Summit: Transforming Education with Learners at the Center**. Pioneering educators and organizations that are challenging our notions of how, where, when, and with whom learning happens will share their stories. Then this amazing panel will roll up their sleeves to engage with you in an interactive experience. Prepare yourself to see way beyond what you ever thought was possible! Whether you are just beginning to explore or have been on the learner-centered path for decades, walk away reinvigorated to redesign learning in your own community.

Finally, immediately following the Summit, wrap up your day with a **Texas-style cocktail party** hosted by Education Reimagined. We hope to see you there!

TUESDAY, MARCH 8, 2016

11:00AM - 12:00PM

PANEL • REIMAGINE EDUCATION: ABANDONING AGE-BASED LEARNING

Hilton Austin Downtown Salon E

[Roger Cook \(Taylor County Schools\)](#)

[Dr. Marina Walne \(EduStart LLC\)](#)

[Stephan Turnipseed \(Destination Imagination\)](#)

3:00PM - 6:00PM

SUMMIT • TRANSFORMING EDUCATION WITH LEARNERS AT THE CENTER

JW Marriott Salon 3

[Kelly Young \(Education Reimagined\)](#)

[Virgel Hammonds \(KnowledgeWorks\)](#)

[Michael Hinojosa \(Dallas Independent School District\)](#)

[Trace Pickering \(Iowa BIG\)](#)

6:30PM - 8:30PM

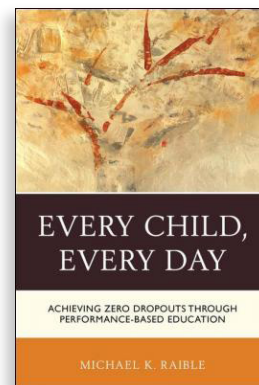
EDUCATION REIMAGINED'S TEXAS STYLE COCKTAIL PARTY

Cedar Door, Longhorn Room



March 7-10, 2016
Austin, Texas

Follow all the news
via Twitter [@SXSWedu](#)



BOOK SIGNING WITH ROGER COOK

Immediately following the panel presentation, Roger Cook will be signing *Every Child, Every Day*.

Written by Mike Raibel, this book chronicles Roger and his staff's efforts to provide every child what they need to succeed in school and life—it's the next best thing to a visit to Taylor County, Kentucky!

education reimagined



KICK BACK & JOIN US
FOR A TEXAS-STYLE
COCKTAIL PARTY!

March 8th

6:30 pm-8:30 pm
Immediately
following our
Summit!

Cedar Door

Longhorn Room
201 Brazos Street

@EdReimagined

RSVP

SXSWedu KEYNOTES

MONDAY

Helping Different
Kinds of Minds Solve
Problems

Temple Grandin

Austin Convention Center
Ballroom D

11:00AM - 12:00PM

TUESDAY

The Role of Maker Ed
in Schools

Ayah Bdeir

Austin Convention Center
Ballroom D

9:30AM - 10:30AM

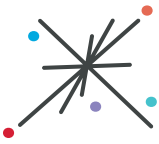
WEDNESDAY

How to Think
(and Learn)
Like a Futurist

Jane McGonigal

Austin Convention Center
Ballroom D

9:30AM - 10:30AM



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@chugachschoools.com

A Conversation with Bob Crumley

The Education Reimagined team checked in with Chugach School District's Superintendent Bob Crumley. Bob's dedication to learner-centered education is present throughout the conversation. The state of Alaska has recognized Bob's dedication as well, naming him the 2016 Superintendent of the Year. Congratulations Bob!



Bob Crumley

Q. Chugach was the first public district in the United States to transition to a competency-based model—back in 1994! What made you take the first steps in this journey?

A. BOB: We had this burning sense of urgency that we had to do something different to get different results. We cover a huge expanse of geographical territory and have a very low population density. In Alaska, you have to have 10 kids physically in a brick-and-mortar learning environment to keep a school funded and open, and, throughout the years, some of our facilities have gotten pretty close to that number. We also serve about 280 homeschooled learners from all over the state. Yet, despite all the ways we are unique, we were still behaving like a traditional district—and we've heard it said, "The definition of insanity is continuing to do the same thing and expecting different results."

Q. How did you approach this process of transformation?

A. BOB: The important thing to know is that our process was very organic. We used a process called "Onward To Excellence" to encourage meaningful community discussion and to gather authentic input. We knew we had to use the input—to honor the input—in developing an improved learning system for our students. We used all of the community input, along with research we'd reviewed and our own common sense, to collaboratively develop our improved learning system. And, we weren't trying to change the world. We were out to create something great for our own kids, based on common sense and what would work for us.

Also, we didn't want to launch right in without doing the preparation and planning to make the transformation successful. The last thing we wanted to do was to end up as just another swing on the pendulum of education reform. So, we made a 5-year commitment to the transition—to ensure that we'd have the time to do it right.

Q. Was there one aspect of the process that stood out to you as being essential to Chugach's success?

A. BOB: We started with the community. We received a 2-3 year grant to hold a series of community engagement meetings. Those were difficult but served as a really important piece of the puzzle. We felt that if we were going to ask people to show up and spend time talking about what education should be, we'd better make a commitment to act on the input we got. If you can't or won't act on it, why even have the process?

"We had this burning sense of urgency that we had to do something different to get different results."

BOB CRUMLEY

In the years since, I've seen many other people attempt to replicate what we did. It usually ends with mixed results. I think that's because a vast majority of the districts that have tried have not given the community engagement piece the emphasis that it deserves. They already knew what they were going to do and didn't go through that open period of showing stakeholders that their input could change the system. When there were bumps in the road—as there always are—stakeholders didn't have a sense of ownership in the system, so they weren't invested in identifying solutions and, instead, became naysayers.

Now, compare that to Chugach. We've tweaked our model six or so times because of the input we've gotten from the community, as well as from our staff and learners. When we've had bumps in the road, our stakeholders have stayed in the game and helped to develop the fixes.

Q. That's impressive. Can you share a bit more about what that level of community commitment has meant for Chugach?

A. BOB: Because of the process, even those who were initially most resistant began to buy in. Their recommendations were being built into the system, and they could see it happening. Those early doubters became some of our most powerful voices for change—that is to say, besides our kids.

Learners were naturally the first to take ownership over the process. It was and is easy for them to see the strengths of our system, and they quickly became the strongest advocates for it. The kids are some of the most equipped to explain it to others, and they use some really creative methods to do so—skits, plays, discussion facilitation. They really have a lot of credibility with their families and the community.

All of this has meant that we have shifted our vocabulary—it became an “our,” “us,” and “we” conversation. That's, by the way, the distinction between ownership and buy-in. It's one thing to support the kind of transformative changes we were doing but another thing entirely for the community to see themselves as part of it. With our communities, it's not an “us against them” conversation. Never a mentality of “we know more than you.” Our staff is part of the community, not apart from it. The lines are blurred. That collaborative perspective really changes the scope of everything.

Q. What has this meant for how business has been involved in the Chugach story?

A. BOB: We included business partners in the process from the start. Now, in Alaska, businesses are the oil companies. Alaska's economy is 90% based on oil. We wanted to know what they thought was wrong with our current system. We asked them, “Why aren't you able to hire from our district?” It was really informative. In fact, I believe business is the most untapped resource in education improvement. They want to help, but there is a disconnect—educators don't know how to ask businesses to help, and businesses aren't sure of how they can help.

We also realized early on that educators are hesitant to allow business practices into the education world and vice-versa. But now, for example, some businesses have developed a proficiency-based model for their training programs—which they learned from our education system. So, there's a back and forth here that is really powerful for all involved.

“Learners were naturally the first to take ownership over the process. It was and is easy for them to see the strengths of our system.”

BOB CRUMLEY

Q. It is clear that this process has changed not only the way you approach education in Chugach but also how the entire community approaches learning and kids. Can you talk about what this has meant for the learners and for their experience?

A. BOB: Our emphasis is on teaching learners how to think, rather than what to think. We try our best to foster critical thinkers. Our system allows learners to move from learning content to applying it. And that's everywhere—our brick and mortar schools, our homeschooled kids, our residential schools, and our online learning opportunities. The fact that we work in all of these venues was actually a catalyst for a lot of the changes in our system. We really need to be flexible, and we have to always be innovating to find out the best ways to serve our learners.

Here's an example. For the last eighteen years, we've been operating what has now been termed a "variable term residential school"—the Voyage to Excellence School. It's statewide, and learners come in from all over Alaska for immersion courses. While some of these are aligned with Common Core, others are in uncommon subject areas—life, career, and technical skills. Kids come in and spend a week, two weeks, or a month with us, before returning to their regular learning environments. It enhances what is happening at Chugach. And, while we've been doing this for eighteen years, it's only been recognized by the state as an official school in the last two. That's an example of what I mean when I say we're continuing to "build the plane as we fly it." Our plane today is just a bit better suited to meet individual learner needs than the plane we started with about 20 years ago.



Learners in the First Responder Course at the Voyage to Excellence School.

“Our emphasis is on teaching learners how to think, rather than what to think. We try our best to foster critical thinkers. Our system allows learners to move from learning content to applying it.”

BOB CRUMLEY



Connecting Learners to Place: The Teton Science Schools Approach

by Nate McClennen, Vice President of Education and Innovation

ALMOST FIFTY YEARS AGO, a Wyoming science teacher decided that students would learn more if they experienced science rather than be told about science. From humble beginnings, Teton Science Schools (TSS) emerged as a set of diverse programs connecting people, place, and nature through education, science, and stewardship. TSS has a core belief that students of all ages need to reconnect to the places within which they live. Whether the cultural, economic, political, or ecological components of place, an educated student who understands how communities function will be better equipped to address future challenges and opportunities faced by the world.

This encompasses the broad definition of place-based education: interdisciplinary learning through inquiry and design to connect people and communities. Inquiry is understanding local economic, social, and ecological communities through the scientific method, while design learning helps guide students to find creative solutions to steward and positively impact communities.



Nate McClennen

Since 1967, TSS has educated, trained, and inspired thousands of children, youth, and adults from across Wyoming, the Intermountain West, the nation, and around the world. By providing a scientific inquiry lens through which to understand the world and a design learning approach with which to create innovative solutions, graduates have the potential to deeply impact the communities within which they live. While the approach focused solely on science content and skills at first, the mission has broadened over the last fifteen years to include all aspects of community—ecological, social, political, economic, etc.

The programs are diverse and range from one day to thirteen years. TSS runs two independent schools (Teton Valley Community School (PK-6) and Journeys School (PK-12)), which both integrate the community into learning when and where relevant. Field Education programs bring students from around the country to northwest Wyoming for multi-day science education programs. In addition, Field Education programs support an eco-tourism group (Wildlife Expeditions), a short-duration teacher-training program (Americorps), and a center for dialogue and discussion on conservation (The Murie Center). TSS believes deeply in training teachers through our Teacher Learning Center and Graduate Program, as we recognize the need for more teachers to be trained in these approaches if they are going to impact more students.

Personalized, relevant, and contextualized learning is a hallmark of TSS programs. Deeply rooted in the local and regional community which serves as a relevant classroom, TSS students complete programs with a strong understanding of how communities function. Our graduate program has a focus on Place-based Education to gain an understanding of how communities can serve as classrooms. The two schools participate in experiences out of the classroom throughout the year to investigate topics such as local sustainability, the wilderness, culture, and scientific research. The Americorps programs design capacity-building projects in conjunction with local non-profits—implementing solutions to help support the mission of other organizations.

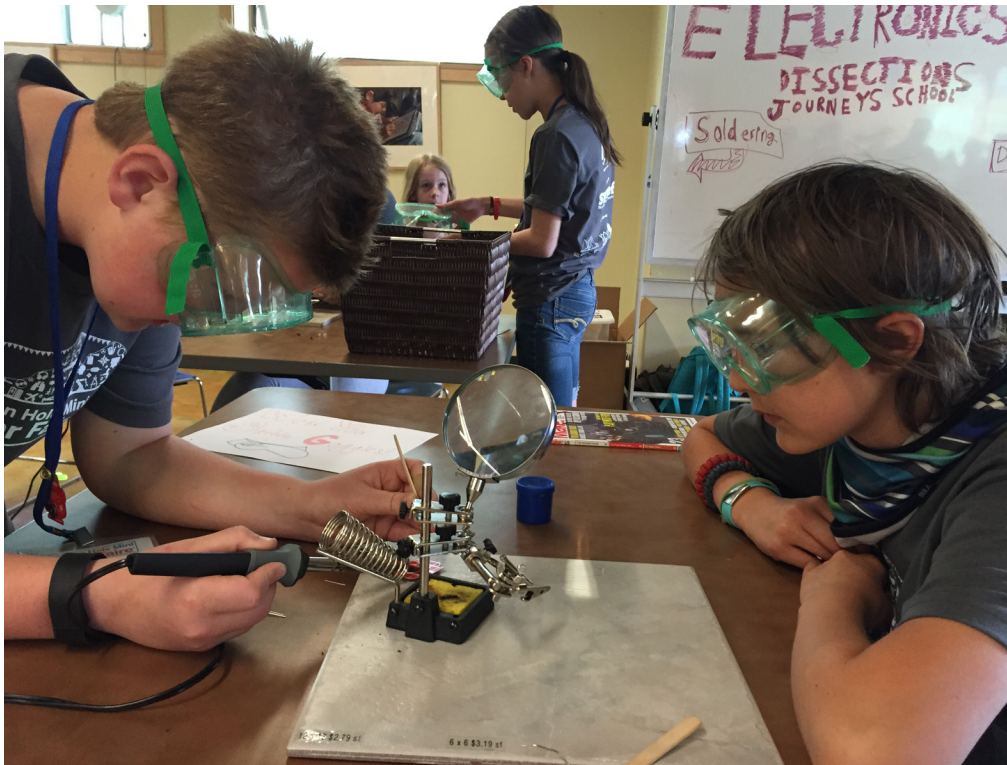
While the two independent schools still implement traditional grading schemes (albeit with authentic assessment and detailed rubrics), Teton Science Schools is now piloting a competency-based online academy for students in grades 3-8, which delivers a competency-based and integrated curriculum that connects virtual learning and actual communities through inquiry and design.

Journeys School students complete self-designed projects in 2nd, 5th, 8th, 10th, and 12th grade, which provide an avenue through which they develop their agency. These projects are part of a capstone program, which guides students through a year-long process to develop a rigorous exploration of a specific topic. In addition to research topics of interest, older learners design “grassroots projects” through the International Baccalaureate program to positively impact their community. Graduate students support research on our educational practices through thesis work.

The TSS Framework for Education guides the curriculum and, at the core, teaches students to understand place through inquiry and design. Essential to this philosophy are three socially embedded competencies: instructional excellence, community leadership, and intentional culture. Each of these three competencies is deeply rooted in program areas through curriculum that focuses on communication, leadership, reflection, understanding of self, collaboration, and design learning. Parents, staff, participants, and students all interact in authentic ways to provide a rich learning experience for all constituents. Experts are invited into classrooms to critique

“...an educated student who understands how communities function will be better equipped to address future challenges and opportunities faced by the world.”

NATE MCCLENNEN



student work, such as when middle school students presented innovative solutions to the challenge of accessibility for physically disabled individuals. A flagship example are our Reggio-Emilia Nature Based Early Childhood Programs, which combine experience in the outdoors with the student-centered approach for students ages three to five.

By nature, place-based education is open-walled and brings learning out of the narrowly defined constraints of the classroom. All of our participants and students gain a deeper understanding of the community as classroom, the scientific process of inquiry in all disciplines, and the design-learning methodology to make impact in a place.

The organizational evolution has been fast over the last twenty years. The next challenge is how to scale mission impact. Early initiatives involve increasing the amount of work we do to train teachers in other schools (large initiatives already exist in Wyoming, Missouri, and the country of Bhutan) and how to create online delivery systems to connect virtual learners with local and relevant learning. As the world becomes increasingly connected with technology but increasingly disconnected to actual communities, TSS is excited to explore and lead in the interface, providing learning experiences that not only create relevancy but also prepare students to understand and tackle some of the great challenges (and opportunities) that we as a species will face into the future.

Further resources:

[WEBSITE](#)

[FACEBOOK](#)

[INSTAGRAM](#)

[TWITTER](#)

“All of our participants and students gain a deeper understanding of the community as classroom.”

NATE MCLENNEN



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 CONNECTICUT ASSOCIATION OF PUBLIC SCHOOL SUPERINTENDENTS

CAPSS Student Voices 2015

In environments all over Connecticut, learners are being recognized as important players in their own education. Hear from some of the winners of the Connecticut Association of Public School Superintendents' "Student Voices" 2014-15 competition and understand why voice and choice matter so much to them. [Watch here](#)

FROM STUDENT VOICES AT MEDIUM

I Am the Subject of Education Reform

In all the discussions, webinars, and conferences about what needs to change in education, one important voice is all too often missing from the conversation—the learner's. In this powerful essay, one such learner demands to be heard and shares what he needs to succeed. [Read here](#)

FROM THE PHILLY VOICE

11-year-old Jersey Girl Launches #1000BlackGirlBooks

Read the inspiring story of Marley Dias, an enterprising 11-year old who didn't see herself in the books she was reading—and is working to change that. [Read here](#)

FROM THE PROVIDENCE JOURNAL

Students Design their Own Day at Two Providence Schools

[Read here](#)

“I want people to...create more social action projects—and do it just for fun.”

MARLEY DIAS



Center for Teacher Quality

The **Center for Teaching Quality (CTQ)** ([link](#)) is a national nonprofit that connects, readies, and mobilizes educators to transform their own learning environments. As part of this mission, CTQ cultivates not just input but active leadership from educators. They have created the hybrid role of “Teacherpreneur.” Expert teachers whose workweeks are divided between teaching students and designing systems-level solutions for public education. Thus, a “teacherpreneur” can expand their leadership capacities, while also continuing their direct work with kids. CTQ provides consultations to assess an environment’s ability to incorporate these hybrid roles into their leadership structure. They also host a virtual community curriculum, VOICE, that facilitates PD and project collaboration, as well as the CTQ Collaboratory—a collection of free-to-join networks of thousands of educators. These networks serve as virtual spaces for feedback and support for educator-led efforts, on a global, national, and statewide (Colorado, Florida, Kentucky, and North Carolina) scale. Once an innovation’s successes are ready to be presented to the outside world, CTQ’s Teacher Solutions makes it easy for an environment to share out about their work. With all of these capacities and opportunities, CTQ is jam-packed with tools and resources—check some of them out:

A Case Study—Julie Hiltz: Teacherpreneur, Hillsborough County Public Schools (FL) ([link](#))

CTQ Collaboratory ([link](#))

Global Education Leaders’ Partnership (GELP)

An initiative of the Innovation Unit, the **Global Education Leaders’ Partnership (GELP)** ([link](#)) is a powerful alliance of global education leaders who are seriously committed to transforming the practice of education and to developing the personal skills they need to lead that transformation. The partnership operates as a “network of networks” for people in the education sphere, as well as those involved in business, politics, the entrepreneurial world, and civil society. More than just a space for discussion, GELP also offers numerous useful tools for educators, including a “Roadmap to Education Transformation,” which guides system leaders in the evolution of their educational transformations to create actionable plans. Other tools include the Elements for System Transformation map, which helps leaders visualize the steps and planning needed to advance towards transformation, and *Redesigning Education: Shaping Learning Systems Around the Globe*, which highlights GELP’s global members as they journey towards the education systems they need and want. Check out all that and more:

Roadmaps to Educational Transformation ([link](#))

Redesigning Education: Shaping Learning Systems Around the Globe ([link](#))

Elements for System Transformation ([link](#))

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

• • • •

City Neighbors Foundation, the operator of a network of urban progressive schools serving a diverse community in northeast Baltimore City, is seeking **two new school leaders** beginning 2016-17.

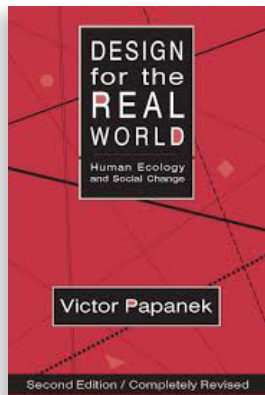
Full job description available [here](#).

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.

Full job description available [here](#).

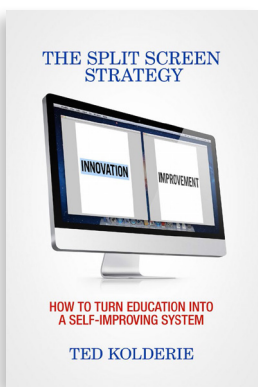


ON OUR BOOKSHELF



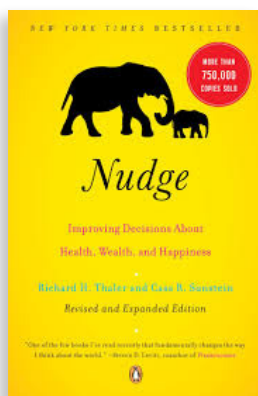
Design for the Real World: Human Ecology and Social Change by Victor Papanek

Victor Papanek opens his call-to-action design guide by declaring that “there are professions more harmful than industrial design, but only a few.” Leveraging his own experience as a product designer, he advocates a broader and more inclusive focus to design. He encourages us to see the potential for responsible, sensible, and sustainable design to highlight and adjust for individuality. Imagine the possibilities if we equipped our learners with an understanding of design—talk about developing a force for positive change.



The Split Screen Strategy: Improvement + Innovation by Ted Kolderie

Education | Evolving co-founder Ted Kolderie believes that, without significantly changing our schools, we may never reach the mark of a truly thriving public education system. In this challenging but hopeful book, Kolderie invites us to rethink the notion that change is “something the boss does to us.” He advocates for a “split screen strategy” in which we merge innovation and reform to create a self-improving system. Under this system, older, standards-based changes provide an anchor while newer, innovation-based ones allow educators and learning environments the freedom to step outside our current, Industrial-era paradigm.



Nudge: Improving Decisions About Health, Wealth, and Happiness by Richard H. Thaler and Cass R. Sunstein

According to economist Richard H. Thaler and law professor Cass R. Sunstein, human beings are not always the best decision makers; often, we could use a little “nudge” to help us make good choices. In the thought-provoking and aptly titled *Nudge*, they describe how choice architecture can be used to influence the way people—and learners—make decisions and to encourage healthier and more sensible choices. From dinner menus to retirement plans, Thaler and Sunstein show us that the presentation of a choice can have a significant impact on what we actually do.

WORTH YOUR TIME

User Guide to Me

To inspire a more collaborative and communicative work environment, some Google employees create personal User Guides that highlight strengths, preferences, and tips for working together. How might these tools for self-reflection be adapted for learners? [Read here](#)

Education and underemployment in the age of machine intelligence

Even as computers automate routine labor, they create new opportunities for work that requires creativity, problem solving, and social collaboration. Technology and innovation are rapidly transforming our world, and the only way to keep up is to change the way we do education. [Read here](#)

Common Assessment: Exactly the Same but Different, Learner-Centered Tip

What if we focused on standards of rigor rather than standards of task? In this short piece, RSU2 Instructional Coach Courtney Belolan lays out what assessment might mean in a learner-centered world. [Read here](#)

Class Moves into the Hallways

No hallways? Principal Glenn Robbins and Northfield, NJ teachers have transformed them into Idea Streets: spaces that move learning outside the traditional classroom. We call this—inspired!

[Read here](#)

“ ...we know how to grow and evolve in the midst of constant flux. There is a path through change that leads to greater independence and resiliency.”

—MARGARET WHEATLEY

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