

pioneering

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A NOTE FROM EDUCATION REIMAGINED

Kelly Young, Executive Director

MILLENNIUM SCHOOL

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Dear Pioneers,

My kids are a constant source of learning for me. Recently, my nine-year-old son Tucker and I decided to do “homeschooling” one day each month. Although it’s been a bit less frequent than that, we both look forward to these days immensely. Last November, in preparation for our first day, I asked Tucker if he wanted to set aside an hour to discuss our plan for the day. As he climbed into bed, he said (without skipping a beat), “No, Mom. That’s your job. You’re the teacher...”

Out of the mouths of babes...comes the school-centered paradigm. I was startled to hear how matter of fact he was about his role and the role of the teacher. For him, “school” is what happens to you—teachers always know what’s best or, at the very least, are in charge. He simply does as he is directed, acting as a recipient of education and not a main actor in his own learning.

For the first day of homeschooling, I did as he expected: I planned the whole day. We had a blast! By our second “homeschooling” day, he’d already caught on that he could participate in the planning. Without any prompting from me, he opened up a Google Doc a month before our second day and asked me to start planning out the day with him. In our first conversation, he wanted two things for the next session: to learn how to buy a stock and to brainstorm ideas for a new business. Tucker wants to be an entrepreneur, as you can tell, and his first business of making and selling rainbow loom jewelry has slowed down due to saturation of his fourth grade market.

Over the course of the month, he tweaked the schedule to include more ideas like adding a half hour of DreamBox and another half hour of shooting hoops.

Once the second “homeschooling” day came around, we executed nearly everything we planned. Not only did Tucker learn about stocks, he actually purchased a share of Amazon stock (with most of his savings)! In the second half of our day, he created a list of seven business ideas to investigate further with the intent to pick one in the near future. Another successful “homeschooling” day was in the books, and we are already planning for the next one.

Many lessons have been learned on this new journey, and in my next letter, I’ll expand on what I think allowed Tucker’s mindset to shift so quickly.

We’ve got another great issue! Enjoy!

Warm wishes,
Kelly Young



CREDITS

Executive Editor:

Kelly Young

Creative Director:

Monica Snellings

Senior Editor:

Demi Edwards

Senior Writer:

Paul Haluszczak

Senior Designer:

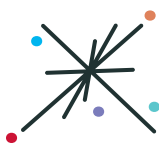
Jillian Kornswieg

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1133 19th Street NW, Suite 410
Washington, DC 20036
(202) 830-2310

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.





Millennium School

SAN FRANCISCO, CA

“Millennium School’s work is the most groundbreaking we’ve seen, and represents the future of education if what we hope to do is prepare young people to be agents of learning and to thrive as adults.”

— MELINA UNCAPHER, DIRECTOR OF EDUCATION, UCSF NEUROSCAPE LAB

IN THE HEART OF THE VIBRANT HAYES VALLEY NEIGHBORHOOD in San Francisco, you’ll find something quite unexpected. Millennium School, located at the local Boys and Girls Club, is the first learning environment of its kind.

With a design founded on adolescent developmental science, Millennium School focuses on creating a safe **socially embedded** environment, connecting learners to the real world through **open-walled** opportunities, and providing the necessary tools for learners to fully understand themselves. Through Socratic Seminars, project-based learning, and apprenticeships, learners are consistently engaged—developing the **knowledge, skills, and dispositions** that will propel them into a world of possibility.

The day in the life of a learner is filled with **personalized, relevant, and contextualized** learning. Take founding sixth-grader, Shima. Her day begins with a morning meeting that kicks off with 10 minutes of mindfulness meditation—a practice that sets an intentional tone for the day.

From there, Shima attends her first self-selected Quest—interdisciplinary projects rooted in either Humanities or STEM disciplines that faculty, or “Guides,” craft based on learner interests, world trends, or other special opportunities for learning. Each six-week Quest is oriented around a guiding question such as “Are we alone in the universe?” or “Has America dealt with slavery?” The culmination is a learner presentation to an external audience of experts.

Shima moves on to her humanities seminar, where a dozen of her peers hone their speaking, debate, and critical thinking skills, while engaging in discussions relevant to the topics they’re studying.

After lunch is Creative Expression. While Shima focuses on sculpture, other learners work on music recording, hip hop dance, and other projects that relate to their creative interests. Towards the end of the day, Shima becomes a true **agent** of her learning and works on a Personal Quest of her choosing during advisory period.

Millennium School isn’t just a middle school for Shima and her peers. It is a multi-tiered vision to transform how we educate adolescents. Utilizing the best in neuroscience and developmental psychology, Millennium School has teamed up with faculty from Stanford, UC Berkeley, and UC San Francisco to co-design methodologies and curriculum for the 21st-century learner. To this end, Millennium is a true innovation lab school. The goal is to test, refine, and modify instructional learnings and best practices and, ultimately, create teacher professional development programs that will scale to teachers everywhere through an online, blended learning platform.

LEARN MORE

[Are Middle Schoolers Still Curious?](#)

[What Are High Expectations?](#)

[What Does Parent Involvement Look Like in Middle School?](#)

[5 Lessons From Our Launch](#)

FACTS & FIGURES

Independent Non-Profit

Innovation Lab based on developmental science and adolescent education

Partnering with university professors from University of California, Berkeley; University of California, San Francisco; and Stanford University

Vision: create a large-scale blending learning teacher professional development platform

Opened August 2016

24 founding learners (ages 11-12)

75 learners by fall 2018 (ages 11-14)

CONNECT

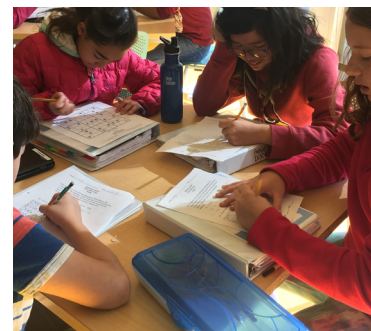
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A VOICE FROM THE FIELD

Bridging the Gap Between Groundbreaking Research and Real-World Learning

by Jeff Snipes and Chris Balme

Education in the US is undergoing a renaissance in innovation. Countless initiatives are exploring the potential impact of technology integration, project-based learning, and rigorous college preparation. Most of this innovation is driven by the demand for a higher performance workforce ([link](#)). Fueled by a growing anxiety about low test scores and a more competitive global economy, our schools push students to learn more, faster.

However, along with advances in technology and productivity have come increases in depression, anxiety, and substance abuse ([link](#)). We're successfully creating more efficient ways to acquire content while the amount of content we are seeking to acquire continues to grow; yet, this leaves less time for learning how to apply this increased knowledge wisely. Traditional schools are not designed to foster a sense of self-awareness, wholeness, and connection to others. It's time to apply modern developmental science to advance these internal goals, through an education that explicitly develops individual and social wisdom, compassion, and purposeful wellbeing.

As pioneers in this pursuit, the two of us (Jeff Snipes and Chris Balme) were drawn together through a persistent and urgent question: "How do we create an education model that shifts away from content acquisition alone to better prepare students for the skills they need to lead happy, successful lives and become conscious leaders in the 21st century?" Said more succinctly... "Can we teach wisdom?"

A VISION FOR 21ST CENTURY HUMANISTIC EDUCATION

Following in the footsteps of Dewey, Montessori, Steiner, Maslow, Rogers, and other alternative education and psychology pioneers, we are focused on establishing a school that prepares students for the 21st century workplace (learning agility, innovation, design and systems thinking, collaboration, complex problem solving, and global perspectives), while also helping them develop a deep connection to their inner sense of Self.

Adolescent and developmental psychologists, from Steinberg ([link](#)) to Kegan ([link](#)), to Wilber ([link](#)) and Wade ([link](#)), stress that adolescent development is a period of great significance in an individual's formation of a healthy identity. Middle school students



JEFF SNIPES



CHRIS BALME

are actively exploring and deciding who they are and how they want to be in the world. They are forming a belief system about how the world works and how they should act as a member of a global society. They may embrace this inner voice—their authentic Self—or abandon it in exchange for security, achievement, or affiliation with others. We seek to create an environment that actively fosters students’ exploration of their authentic Self and the adoption of a wise, compassionate worldview.

To this end, Millennium Project is leading the way in developing a new model for education—one in which our innovation lab school enables us to test, refine, and modify instructional learnings and best practices through our Institute, as well as to create professional development programs that will scale to teachers everywhere through an online, blended learning platform.

WHAT BROUGHT US HERE

Our shared experiences inspired us to pursue a broader definition of education success.

Jeff spent 16 years building a global leadership consulting business—coaching and advising executives in Fortune 500 companies. His firm’s research indicated that regardless of an individual’s intelligence and technical skills, when successful leaders plateaued in their careers, it was largely due to a lack of self-awareness of their personal potential, patterns, and belief systems. In parallel, he became engaged in the pursuit of how to develop these skills and this awareness earlier in life. While serving as the Board President at Marin Montessori School, he helped launch a progressive junior high program grounded in the pursuit of humanistic education—or education for life.

Chris served as CEO of Spark for nearly 10 years, a national nonprofit whose apprenticeship-based programs place underserved middle school students in organizations ranging from Google to city government. After graduating from Penn, Chris began his career as a middle school teacher, where he soon realized that for students to succeed, in school and beyond their educational experience, their learning must be relevant and connected to the real world.

Together, we spent three years researching and developing our vision before Millennium School opened its doors in August 2016. We traveled across the US and visited schools in other countries to observe successful models, study best practices, and meet with leading professors, researchers, scientists, and thought leaders in education.

Our travels took us as far as Finland where we sought to understand how the Scandinavian nation consistently ranks near the top of international student assessments while reducing standardized testing and giving teachers freedom to design their own curricula. One example of our key takeaways was Finland’s elimination of siloed subjects in favor of interdisciplinary “topics,” which we developed into Millennium’s concept of “Quests,” a foundation for inquiry-based learning at Millennium School described more below.

Through our efforts, we designed the Millennium Project, which will ultimately be an integrated educational institute in San Francisco, California showcasing the best developmental, science-based approaches for teaching and learning in the 21st century. Our roadmap for this project consists of three phases: 1) Innovation Lab School; 2) Research and Design Institute, and 3) Broad-Scale Professional Development.

PHASE 1: INNOVATION LAB SCHOOL

Founded in 2016, Millennium School is an urban middle school in San Francisco where leading research in developmental science is applied in an authentic, student-centered

“We seek to create an environment that actively fosters students’ exploration of their authentic Self and the adoption of a wise, compassionate worldview.”

**JEFF SNIPES
& CHRIS BALME**

learning environment. The methodologies are measured and adapted to foster integrated academic mastery and student growth across multiple lines of development (cognitive, social, emotional, creative, somatic, ethical, psycho-spiritual). The innovation lab serves a uniquely diverse population of students through its flexible tuition program. The founding class includes 24 sixth-graders blending low, middle, and high-income families from a wide range of racial and cultural backgrounds.

Millennium School is guided by a set of general principles for how to put a developmental science model into practice—the specifics of which are continually explored and tested with our scientific partners. Key model components include:

Inner World & Skills Focus: Developing skills in areas like executive function, emotional awareness and self-regulation, conflict resolution, and concentration.

Guides vs. Teachers: Shifting the model from teachers as content-holders to *Guides* who have the abilities to Mirror, Model, and Mentor.

Living Village: By using *Occupations*—important roles which each student fulfills for the community, from cooking lunch to managing budgets—students develop skills and a sense of their ability to contribute to something larger than themselves.

Experiential Learning Design: Shift from lecture-based, passive classrooms to project-based learning, Socratic seminar, and Apprenticeships as our core learning modalities.

Integrated Curriculum: Students engage in six-week projects, all oriented around personally relevant, authentic Questions emerging from the class.

Real World: We deeply integrate with the city around us, teaching global citizenship, civic participation, and applied learning, while bringing outside professionals in to teach, evaluate, and motivate student work.

Whole-Self Measurement: We're designing a whole-self measurement tool to include traditional cognitive measurements and go deeper into other areas of development.

Curriculum at Millennium School is largely oriented around “Quests”—interdisciplinary projects rooted in either Humanities or STEM disciplines that faculty, or “Guides,” craft based on student interests, world trends, or special opportunities for learning. Quests are also augmented with an integrated Math Mindsets program (leveraging the work of Jo Boaler and Carol Dweck) and an immersive foreign language program using Comprehensible Input ([link](#)).

In practice, learners engage in each Quest for six weeks. Using guiding questions, our students are encouraged to run with these topics in a variety of directions based on their unique interests. At the end of each Quest, students display their learning and gain real-world speaking experience in front of the community.

As Millennium School matures, we are developing a second phase in the overarching Millennium Project, the Research and Design Institute.

PHASE 2: RESEARCH AND DESIGN INSTITUTE

A key missing link in educational transformation today is sufficient research that demonstrates new techniques in a real-world context. To address this need, Millennium Project's Institute partners with university professors to coordinate ongoing research projects in related fields of study. Millennium will then integrate and translate key findings into applicable instructional design and, ultimately, into professional development programs (Phase 3).

“... regardless of an individual's intelligence and technical skills, when successful leaders plateaued in their careers, it was largely due to a lack of self-awareness of their personal potential, patterns, and belief systems.”

JEFF SNIPES
& CHRIS BALME

Each aspect of the innovation lab school's design is informed and supported through these partnerships. The lab school provides an active "feedback loop" between research and practice, affording researchers a statistically diverse and consistent environment to apply, test, measure, and codify results.

Current Institute partners and their areas of contribution include:

Stanford's Graduate School of Education: Millennium is working to design, implement, and measure the efficacy of a student-centered model of emergent curriculum and an integrated growth mindsets math curriculum for middle school. (Dr. Denise Pope, Stanford Graduate School of Education)

UC Berkeley's Greater Good Science Center: Millennium integrates the science of social, emotional, mindful, and pro-social psychology directly into the overall curriculum and learning environment (in contrast to an independent social-emotional learning course). This partnership intends to study the key educational influences on creating healthy adolescent identity and morality formation. We will co-develop an online resource atlas for teachers nationwide. (Dr. Vicki Zakrzewski, Education Director of Greater Good Science Center and Dr. Dacher Keltner, Dept. of Psychology at UC Berkeley)

UCSF Neuroscape Lab: Millennium is working closely with the translational neuroscience center engaged in technology creation and scientific research designed to better assess and optimize brain function, as well as to design, test, and measure interventions that actively improve the cognitive functioning of adolescents. We hope to co-create a student dashboard that can dynamically track and measure increases in executive functioning over time. (Dr. Melina Uncapher, Director of Education Program and Assistant Professor of Neurology, UCSF)

Columbia University Teachers College: Millennium is exploring the role of spirituality in healthy adolescent development and seeks to document the health and wellness implications of a spiritual practice among early adolescents. (Dr. Lisa Miller, Founder of the Spirituality Mind Body Institute and Professor of Psychology and Education at Columbia University - Teachers College)

Millennium is exploring two projects with our partner institutions. With the Greater Good Science Center at UC Berkeley, we are co-creating their Online Resource Atlas, a toolkit that will offer a wide range of social-emotional learning practices, as well as short articles on forming school culture around prosocial human development. And, with the University of California, San Francisco's (UCSF) Educational Neuroscience Lab, EQ., we are applying research and new tools to build cognitive capacity—specifically working memory, concentration, and executive function.

In the neuroscience Quest, our students took the ACE Executive Function Assessment—a tool produced through UCSF's Gazzaley Lab in partnership with Zynga in the form of an engaging video game on iPads. Our intention is to roll out a comprehensive program for building executive functioning among our middle school students next year.

These collective partnerships enable Millennium to test and implement the latest research in real-time, continuously learn from results, and ultimately share our insights so that other schools may benefit.

PHASE 3: BROAD-SCALE PROFESSIONAL DEVELOPMENT

The final component of the Millennium Project involves sharing our key findings and methodologies broadly with the educational community.

“Millennium will then integrate and translate key findings into applicable instructional design and, ultimately, into professional development programs.”

**JEFF SNIPES
& CHRIS BALME**

While there is already significant research available to demonstrate the positive impact of applied neuroscience, wellness, and pro-social, psycho-spiritual development on both academic and student health outcomes ([link](#)); there is a wide gap between existing research and classroom implementation. This is a result of a lack of 1) practical models of application in real-world environments; and (2) cohesive, easily accessible professional development for teachers.

Millennium believes that teachers are the most critical change agents in schooling. We intend to work closely with representatives from local public school districts and charter management organizations to identify the specific practices that are most transferable to individual teachers.

Our goal is to create a high-quality, technology-optimized blend of in-person, live broadcast, social media, and online learning programs that will be available directly to individual educators at a low cost. Millennium will also seek to license its methodologies to third-party teacher training organizations for even broader distribution.

By providing them with research-backed models of instruction that integrate 21st century skills AND authentic student-centered learning within a real-world context, we seek to empower teachers to facilitate active learning.

The future of education is exciting. As a society, we are at an inflection point of transforming education to better prepare our children to lead meaningful lives, able to make the conscious contributions to society that we need now more than ever. Millennium Project hopes to serve as an innovative model and testing ground for the latest advances in developmental science-based adolescent education. We look forward to sharing our insights with others and working together to cultivate the next generation of leaders.

“These collective partnerships enable Millennium to test and implement the latest research in real-time, continuously learn from results, and ultimately share our insights so that other schools may benefit.”

**JEFF SNIPES
& CHRIS BALME**

Jeff Snipes is actively engaged as an advisor and board member to organizations such as Mindful Schools, Education Superhighway, Stanford’s Challenge Success, and Aspire Public Schools. Previously, Jeff served as CEO and Co-Founder of PDI Ninth House (now KornFerry). In that role, he was named one of the top 25 Leadership advisors in the US, a Deloitte Fast50 company, and an ABA “CEO of the Year.” Along the way, Jeff served as the Board President at Marin Montessori School. That experience inspired him to pursue a broader collective definition of success.

Chris Balme is an educator and social entrepreneur, passionate about developing schools and programs that help students reach their full potential. From 2004 – 2013, Chris was CEO of Spark (www.sparkprogram.org), a nonprofit he co-founded and built into a national organization to improve student success in middle and high school. Prior to this work, Chris received degrees from the University of Pennsylvania and the Wharton School of Business and has taught with the Breakthrough Collaborative and in the Philadelphia public schools.



This is What Happens When Learning in an Atmosphere of Self-Discovery

by Eva Neuenschwander



EVA NEUENSCHWANDER

In my first year of high school, I've had time to reflect on my education journey up to this point. From kindergarten to seventh grade, I was taught to sit still at a desk, do my work, and keep quiet even if I had questions or needed help. This was the norm at the "high-performance" magnet schools I used to attend. It was assumed everyone was at the same level, which led me to believe this was how the world worked—everyone should have the same knowledge and skills at all times.

With this mindset ingrained in me, I was great at school. I did well memorizing barely enough information from the textbook to pass the test. I learned what the teachers wanted me to write rather than expressing my own thoughts. And, I knew how to make good grades. But, I eventually discovered memorizing information and writing for the grade had nothing to do with the learning.

ROTE MEMORIZATION WAS NOT THE WINNING FORMULA

As I moved along my seventh grade year, I started wondering why school was like this. I had never really questioned it before. In my mind, this was just how school was. But, when the work (and teachers) started getting tougher, I didn't understand why this "learning" was being pushed on me like a dreaded chore. Why not include what I liked to do or what I was interested in?

During the end of the year, I started having trouble understanding the concepts in my math class. My memorization strategies weren't working anymore. However, the teacher just continued moving forward with the lesson plan without helping the students struggling to keep up. I ended up passing the class with a B average, thanks to the help of a much needed math tutor. But, there was one question that was running rampant in my mind: Why was this the only option of schooling? I was so confused.

TRANSFORMING THROUGH TRANSFER

Adding to my confusion after my seventh grade year, I found myself transferring into the Pike Road School system. A new school had been built, and everyone was rezoned. Like anything first starting out, Pike Road School has had its ups and downs. This made transferring here a struggle for me.

"I...discovered memorizing information and writing for the grade had nothing to do with the learning."

EVA NEUENSCHWANDER

I had built many friendships during my time at my magnet schools, and now it felt like I was having to start all over. I knew I would need to build new relationships with completely different people, which has never been my strong suit. I also struggled making the change from a strict, extremely traditional setting to a more flexible and collaborative one. However, I eventually made new friends, found where I belonged, and adjusted to what originally seemed like a hectic environment. I began to understand the “Pike Road Way.”

IT'S ALL ABOUT THE ATMOSPHERE

The biggest difference at PRS compared to my old schools is the atmosphere. At PRS, we focus on collaborative learning, which honestly scared me when I first arrived. I'm a very self-sufficient, independent person, so I was startled when I had to work with others in this new, dynamic way. Instead of sitting at a desk and doing my work silently, I was working with others on projects to complete standards.

These projects differ from traditional school projects; they are more immersive. The entire lesson is made into a project, making the student work harder and strive to complete more. This way of “school” was completely out of the ordinary for me.

Because this is a public school, there are learners with different skill levels and talents, resulting in a more diverse environment. Although I'm still working on my teamwork skills and will continue refining them in the future, they are far greater today than I ever imagined they would be. Teamwork is a valuable skill in the world we live and work in. As we enter the workforce, my generation will depend on collaborating with many individuals to complete important work, thus making that skill very important to learn while still young.

WHAT DOES THIS LOOK LIKE IN PRACTICE?

Earlier this year, my collaboration and many other skills were put to the test. The Community Nine learners were split into groups based on our interests, and we dove into researching various topics connected to our Renaissance Faire project. My group chose to research and demonstrate our knowledge of Renaissance fashion, since we all have a common interest in that area.

We worked very hard to assemble our booth and have all of our information ready to display at our town-wide presentation, which usually occurs once a year. We created and modeled custom, time-period dresses and paired them with a customly designed magazine. As a group, we were proud of the end result and couldn't wait to show our beautiful product to the community.

Through this experience, I discovered I can work well in groups if I just open myself up to their ideas. Another example of this was a project in which we worked on presenting a world faire. We had to choose a country and learn all about it, then present it to the community. My group chose Denmark—one of my partner's ancestors were from there. There were many ideas that my team members came up with that I may not have originally thought of myself but were wonderful ideas. Even though I wouldn't have chosen Denmark to be our group focus originally, I'm glad it was so that I was able to discover this perspective.

BUILDING COMMUNITY THROUGH COLLABORATION

The Renaissance Faire was one of many “first times” at Pike Road School and leads to another great thing I've discovered. Every school I've previously attended has been well established with traditions, school clubs, school sports, etc. already set in stone. What I

“I eventually made new friends, found where I belonged, and adjusted to what originally seemed like a hectic environment. I began to understand the “Pike Road Way.”

EVA NEUENSCHWANDER

like about PRS is that learners are given opportunities to change things and make it even better for future learners.

Last year, I joined a group called the Trailblazers, a student-run planning committee working with our Principal, Mrs. Angela Lang. It is composed of a group of around twenty learners, each with an important role to play.

On this committee, I have ownership in my school and feel like we are changing things for the better. Currently, we are designing our new high school, Pike Road High School, in both the aesthetics and how it will be run and managed. We are creating a space for students to have a sense of safety and togetherness.

My group, for example, is in charge of creating the spaces for the elective classrooms. Each person in the group works hard to design an individual space according to the elective they chose. This committee is just one example of the overall feeling I have toward our Lead Learners (“teachers” in the more traditional sense) at PRS. Overall, I feel like our Lead Learners actually care about their learners and not just their test scores. They want to see us flourish and will help us with whatever we need to guarantee our individual and collective success.

DISCOVERING WHO I’LL BECOME

PRS is making me realize and grow into the person I want to be more and more every day. I’ve discovered a self confidence and leadership that I wouldn’t have otherwise known, while also developing a sense of community within the school environment. These qualities are very important to me.

Outside of the classroom, I won’t just wait around for someone to teach me how to do every job I need to perform and then memorize it. I will have to learn to work with people collaboratively that are very different than me and come up with fresh ideas on a daily basis. Pike Road School has helped me realize this need and continues shaping me to be successful in the real world. Even though I’m still coming out of the shell that was created in my previous schools, I’m excited to see what’s to come during the rest of my time at PRS. I can’t wait to discover who I will become!

“I have ownership in my school and feel like we are changing things for the better.”

EVA NEUENSCHWANDER

Eva Neuenschwander is in Community 9 at Pike Road School. She attended a magnet program until eighth grade, when she transferred to PRS. Some of her interests are running, painting, guitar, soccer, whitewater kayaking, and reading. She dreams to someday work within the medical field.



Unleashing the Power of Partnership (UP) for Learning

In the quiet town of East Hardwick, Vermont, there is a not-so-quiet call to action being amplified by the folks at **UP for Learning** ([link](#)) —“shared responsibility” must be at the core of all learning environments. UP sees this as the missing “R” of the more commonly heard, research-based three Rs (rigor, relevance, and relationship). With shared responsibility, UP believes in cultivating “a commitment to partnership [that] makes [educators and learners] co-creators, actively engaged in the central dynamic of teaching and learning.” With shared responsibility comes a sequence of guidelines to completely transform a traditional school into a learner-centered environment—starting with strengths, assuming positive intentions, seeking equity and justice, creating open dialogue, and employing data to drive change. Working chiefly in Vermont but with their sights set on a much broader scale, “UP for Learning provides expert coaching, facilitation, and training to youth-adult teams. It offers strategies and tools for building a school community in which learning is engaging for everyone and youth are fully empowered.” Learn more about their work in the links below!

A Case for the Missing R: Shared Responsibility ([link](#))

Youth and Adults Transforming Schools Together ([link](#))

Our Time ([link](#))

Unleashing Partnership ([link](#))

Technology & Innovation in Education (TIE)

Based in Rapid City, South Dakota, the team at **Technology & Innovation in Education (TIE)** ([link](#)) believes in the implementation of “an empowerment learning model [that] allows us to mass customize learning to meet individual learning needs based on what we know about student motivation and learning.” They have subscribed to the belief that the “time and space based method of mass production” had its relevance during the Industrial Age but has stuck around for far too long. Working on a national scale, TIE provides services to assist in the transformation of learning environments of all types to meet learners where they are and provide customized learning opportunities relevant to their interests and passions. The Information and Technology Age has created unlimited opportunities for learners to be treated as the unique, capable, curious, and wondrous individuals they truly are. And, it is TIE’s mission to present these opportunities to every learning environment in the country so that all learners flourish. Discover more about TIE’s work below!

What is Customized Learning? ([link](#))

CustomizedU ([link](#))

Portfolio of Learning Opportunities ([link](#))

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.

BOYS AND YOUNG MEN OF COLOR: INNOVATORS, CREATORS AND GAME CHANGERS

Austin, TX

April 26-28

[Conference Website](#)

FUTURENOW!

CONFERENCE 2017

San Diego, CA

April 27-29

[Conference Website](#)

PERSONALIZED LEARNING SUMMIT 2017

San Francisco, CA

May 10-12

[Summit Website](#)

NEWSCHOOLS VENTURE FUND SUMMIT 2017

San Francisco, CA

May 16-17

[Summit Website](#)

OPPORTUNITY BOARD

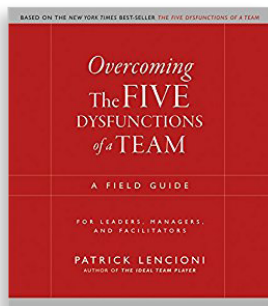
Education Reimagined

is hiring for three dynamic, diverse team members! We’re seeking an **Associate Director of National Outreach & Community Building**; a **Web & Social Media Manager**; and a **Personal Assistant**.

[Learn more here!](#)

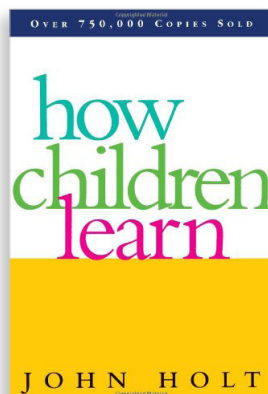
Iowa BIG is hiring for a **Social Studies Educator!**

[Apply here.](#)



**Overcoming the Five Dysfunctions of a Team:
A Field Guide for Leaders, Managers, and Facilitators**
by Patrick Lencioni

When your team is in a state of dysfunction, it doesn't take an insightful leader to say so. Every team member recognizes this reality. What makes a leader special is the ability to pivot, create a sense of rebirth, and guide the team into new possibilities of collaboration and productivity. As Patrick Lencioni describes in *Overcoming the Five Dysfunctions of a Team*, this transformation begins with trust. Having the courage to plainly tell your team "I've made mistakes, let's make changes together" will open up brand new doorways. Explore Lencioni's strategies for overcoming the most common dysfunctions for any team in any industry—education included.



How Children Learn by John Holt

Twenty-two years ago, a classic in child development literature was published. John Holt, author of *How Children Learn*, invited educators and parents alike to gain a profound understanding of early childhood development and how they can use this knowledge to enhance the intellectual and personal growth of their children. His work is a great conversation starter for anyone interested in transforming the education system, which as it stands, recognizes all learners as one in the same. As you flip through the pages of *How Children Learn*, ask yourself, "What can I do to help transform my learning community?"



Power Play: How Video Games Can Save The World
by Asi Burak and Laura Parker

Hot off the press as of January 31st, *Power Play: How Video Games Can Save the World* shifts the negative conversation about video games being harmful time-wasters to one that explores the possibility of what positive outcomes they could bring to the world. What if learners—young and old—could immerse themselves in a virtual environment that addresses some of the world's biggest issues? What if it allows them to compete and collaborate to save the world? How might this change the lens through which we see the world? Explore Burak and Parker's insights today!

WORTH YOUR TIME

Alike

It took four years for filmmakers Daniel Martínez Lara & Rafa Cano Méndez to produce their eight-minute animation, *Alike*. This film is a must-watch (get some tissues) for all educators, parents, and learners.

[Watch here](#)

The Importance of Encouraging Colleagues: Why Everyone Needs a 'Nudger'

The learner-centered system is founded on the principle of constant evolution and growth. Stagnation cannot exist. Does your professional community embrace accountability and motivate one another to continue learning and pushing the envelope? [Read here](#)

Who Needs Charters When You Have Public Schools Like These?

If you can see beyond this article's divisive title, you'll get the chance to explore a great example of what is possible when learner-centered education knows no bounds. Check out the story of an environment in rural Oklahoma inspired and supported by none other than Innovations High (featured in our last issue). What a small world it is after all! [Read here](#)

“There is no end to education...
The whole of life, from the moment
you are born to the moment you die,
is a process of learning.”

— **JIDDU KRISHNAMURTI**

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1133 19th Street NW, Suite 410
Washington, DC 20036
(202) 830-2310