

pioneering

A young child with curly hair, wearing a striped shirt and jeans, is standing in a field of tall grass, smiling and holding a large white kite. The kite is a diamond shape with a cross frame and long, thin tails. The child is holding the strings with both hands, one near the top and one near the bottom. The background is a soft-focus field of green grass and wildflowers. The entire image has a greenish-blue tint.

ISSUE 34 • MAY 11, 2017 • EDUCATION REIMAGINED

A NOTE FROM EDUCATION REIMAGINED

Kelly Young, Executive Director

WASHTENAW ALLIANCE FOR VIRTUAL EDUCATION (WAVE)

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education 
reimagined

The logo consists of a stylized starburst or sunburst shape made of thin lines radiating from a central point, with small dots at the end of each line.

• connect. share. discover. lead. • pioneering

Dear Pioneers,

Today, we had our first planning meeting for our next **SparkHouse** ([link](#)) event in November. Every time I get to interact with young learners, I become more present to the power and leadership they're able to grow into at their learner-centered environments.

The learners from SparkHouse are sparking transformation all over the country. Here's a quick taste of what's happening in the community:

- Two days ago, the **Shift Your Paradigm** ([link](#)) podcast launched its first two episodes. In each episode young learners kick-off an incredible conversation with their principal or superintendent on learner-centered leadership.
- As I write this, Jemar Lee, co-founder of **EdRevision** ([link](#)) and learner at Iowa BIG and Trace Pickering, Associate Director of Education Reimagined, are hours away from an afternoon presentation at Education Elements' Personalized Learning Summit. Check out Jemar's story [here](#) ([link](#)).
- Later this month, SparkHouse learners Anya, Abby, and KJ from Mount Vernon Presbyterian School in Atlanta are publishing the first issue of their learner-centered magazine that features learner voices throughout.
- In June, we'll be hosting our fourth Pioneer Lab Training where learners will join with superintendents, educators, and other learner-centered pioneers in common purpose to accelerate the movement together.
- In July, Angel, Halima and Tenaj from Camden Big Picture will be joining us to speak at the **2017 Big Bang** ([link](#)) conference in Saint Louis.

The energy the Education Reimagined team and I gain from seeing and participating in all of this activity is almost immeasurable. The ideas and actions of these young learners reminds us of the immense power this movement holds.

We only get the pleasure of working with these incredible young people because of the courage of pioneers to create learning environments that unlock and nurture learners' endless potential.

Thank you!

Warm wishes,
Kelly Young



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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.





Washtenaw Alliance for Virtual Education (WAVE)

YPSILANTI, MI

“It took everybody here at WAVE to push me and show me that it doesn't matter where you come from or what you've been through, you're in charge of your own destiny.” — WAVE LEARNER

BACK IN 2010, THE LAST FEW ALTERNATIVE learning environments in Washtenaw County, Michigan were closing their doors. 500 learners, in need of an alternative academic path, were left wondering what their future had in store. Would they return to their old learning environments where they had felt left behind and unsupported? Or, would a new space be provided that was designed to meet their unique circumstances and empower their success, “ensur[ing all learners had] every opportunity available to complete a high school education and be prepared for the next steps in life”?

Looking to achieve the latter, a nine-district partnership formed into the Washtenaw Educational Options Consortium, which today provides three alternative options for learners, including the Washtenaw Alliance for Virtual Education (WAVE). WAVE learners, ages 14-18, come in battling drug addiction, neglect and abuse at home, lack of permanent housing, multiple jobs, and a host of other unique scenarios. The one-way road of traditional schooling simply isn't going to work for them. Acknowledging this reality, WAVE strives to support their learners in cultivating a sense of empowerment, while at the same time acknowledging the very real hardships each learner is going through.

Taking on the challenge of transforming education for these kids, WAVE started with a time-independent, **competency-based** structure in which every learner could explore **personalized** learning paths. Each learner comes into WAVE with such a unique story, the academic focus is only one part in WAVE's multi-faceted, around-the-clock support network. Every staff member is part educator, part mentor, and part “whatever role needs to be played in the moment.”

With this holistic approach to every child, WAVE gives **open-walled** learning a whole new meaning. Not only is there a staff member solely dedicated to forming community partnerships, but staff visit their learners at home and work to provide support in every way possible.

Learner agency is infused in every part of WAVE's learner-centered system. If a learner is disinterested in everything an educator has suggested, the two team up to create a self-designed curriculum that fits the interests and needs of the learner. On the flipside, particularly for learners who have only recently enrolled and have yet to rebuild their self-confidence, WAVE provides a more rigid frame so they are not overwhelmed. Then, as their confidence grows, learners are encouraged to take on full ownership of their learning.

Overall, WAVE provides a learning environment where the burden of carrying the “at-risk” label is all but extinguished from each learner's self-identification. When this weight is removed, learners go from seeing themselves as “those kids” to acquiring the **knowledge, skills, and dispositions** to take on any new challenges the world throws their way.

FACTS & FIGURES

Public, alternative

One of three consortium option programs for students in all nine traditional school districts in the county

100% at-risk student population

302 learners

28% Special Education

15% homeless / 10% unaccompanied youth

46% economically disadvantaged

CONNECT

Website

[Washtenaw Alliance for Virtual Education \(WAVE\)](#)

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[What Forgiveness Means to Students](#)

[Washtenaw Educational Options Consortium supplements public school offerings](#)



VOICES FROM THE FIELD

How This Alternative Learning Environment is Weaving Social-Emotional Skills into Their Learner-Centered Practice

by Monique Uzelac and Sarah Giddings

How can an alternative education for at-risk students look when taken to the next level—becoming learner-centered, community-supported, and embedded with social-emotional skill strategies to target students' diverse needs? To illustrate this possibility, we need to share Luke's story and the support structure that has put him on the cusp of a previously unreachable achievement.

Luke was raised in a chaotic household where he suffered from abuse and neglect by his drug-addicted parents. Naturally, this resulted in low attendance rates and little to no academic progress. His situation was so dire that Luke became addicted to drugs himself before he was finally removed from his parents' custody.

When Luke enrolled at Washtenaw Alliance for Virtual Education (WAVE) in 2011, he was getting clean through a court intervention program. As his health improved, he continued struggling with stability in housing and education. Despite those obstacles, Luke and WAVE staff were able to make headway using a trauma-informed approach focusing on the social-emotional skills he needed to progress through high school.

At most schools, the needs of their students are only addressed Monday-Friday during typical "business" hours. At WAVE, our supports go beyond our walls and are available around the clock. For Luke, this meant multiple home and workplace visits by WAVE's teaching and counseling staff. It's now a joke between WAVE staff and Luke that he will never be able to escape his education.

These visits are used both to help staff understand a full picture of each student's challenges and supports outside of school and to provide support tailored to each student's individual needs. Staff may focus on a variety of areas during each visit, including goal setting, problem solving, counseling, academic progress reviews, and other topics. Creating individual supports that connect students like Luke to the resources they need is what WAVE is all about. And, we believe all schools have an opportunity to do the same.

Of course, these outside supports provided by WAVE staff are also found inside WAVE's building. Each teacher at WAVE has an advisory caseload of up to 25 students. Staff and students, at the very least, talk weekly and have formal quarterly meetings. WAVE advising



MONIQUE UZELAC



SARAH GIDDINGS

meetings use motivational interviewing techniques and provide students like Luke and their respective teacher with a consistent framework for their decision-making. For Luke, this has meant an ongoing focus on his self-talk, trauma-informed practices, and a commitment to building the necessary academic and social-emotional skills that have, so far, positioned him less than two credits away from graduating.

In 2016, Luke earned more credit in one year than he had earned in his previous four years of high school. Despite his incredible growth, he still felt daunted by the idea of completing high school. Inside his head, as graduation grew closer, he was constantly criticizing himself, saying he was stupid and would never graduate. This mindset almost led Luke to drop out of school altogether, but the support structure he has at WAVE kept him from making that endgame decision. His teacher told him that if schools had survival skills at the core of their curriculum, he would have graduated before any of his peers. In fact, if there were a zombie attack tomorrow, we would all be dead in the first wave, but Luke would be just fine.

It's important to note Luke's story is not a glorified anomaly. He is one of many success stories at WAVE. 100% of our enrolled students meet the criteria for "at-risk" and have documented struggles in social and emotional learning competencies. Many of our students have experienced high numbers of adverse childhood experiences. They need social-emotional infused approaches in their learning to navigate and succeed in high school.

Early on in our strategy development, we realized our target group of at-risk students could not succeed if we simply handed them a computer and left them to their own devices. We knew learner-centered education meant we must focus on more than just the curricular piece of school. Luke's story is a great example of the dynamic nature of our education model. However, we continue looking for ways to make the learning experience at WAVE even better. We want to incorporate continued academic development while also strengthening our students' social-emotional learning. We do not want our students to graduate because they simply know and understand content. We also want them to show they can manage themselves, their emotions, and their communication with others in the world.

For our students to accomplish these goals, we constantly ask ourselves: How do we support the growth and development of these social-emotional skills as we approach curriculum and instructional practice? In the beginning, the first answer was data, then came an intentional review practice.

HOW DATA INFORMED OUR APPROACH IN CULTIVATING ENGAGED LEARNING

Unfortunately, social-emotional learning (SEL) and mental health support is seldom integrated into general education classrooms and curricula in our nation's schools. To combat this norm, WAVE joined a countywide effort to collect data on student self-perception. As part of this effort, all nine districts in our county administered the ACT Engage survey to all ninth grade students.

Taking this effort a step further, WAVE also included student focus groups with 10% of our school population over three years. Additionally, we began collecting annual data from school improvement surveys, parent surveys, and staff observations. Through this data, we have identified key areas of difficulty for at-risk students.

For specific examples of need, our data shows the majority of our students struggle with self-awareness and management. They do not know how to accurately identify their thoughts and feelings and struggle with impulsivity and managing their anger. When they come to us, they lack confidence in their ability to succeed at school, and many equate themselves with failure. After all, their lack of "success" in traditional school is why they are at WAVE in the first place. Like we said, Luke is not an anomaly.

"Creating individual supports that connect students like Luke to the resources they need is what WAVE is all about. And, we believe all schools have an opportunity to do the same."

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In many cases, our students have also developed unhealthy coping mechanisms for dealing with stress. Front and center is avoidance. We receive a high degree of referrals from students who struggle with chronic absenteeism, disciplinary issues, and a pattern of unhealthy behaviors. From this information, we constantly adjust and evolve our programming, including being a part of a countywide social justice partnership and an adaptive leadership network, as well as offering cultural literacy opportunities and professional learning for all school staff. This professional learning for staff enhances our student-staff relationships and continues to make our personalized curriculum responsive to students' needs. We reflect on professional learning together and use this reflection as encouragement to keep an ongoing focus on student data.

If we recognize during our regular staff meetings that a student is exhibiting signs of self-harm or produces work that indicates such a concern, we have protocols for how to intervene and adapt their work so they can express their authentic thoughts and emotions in positive ways. We also have a documentation system, so we can track what interventions are or are not working. And, we have a readily-accessible list of global interventions we could use for that child.

CONSTANT REVIEW POINTS CONTINUE PUSHING OUR WORK TO THE EDGE

Our course review practice is particularly distinct from other schools that only provide advisory time or offer specific courses that may use positive SEL practices. At WAVE, we embed social-emotional learning vocabulary, student self-assessments, and opportunities for staff and students to engage in discussion of SEL skills in the context of each subject area. This work begins as soon as a student enters our program. Each student has an advisory teacher who completes an in-person orientation, in-depth interview, and needs-assessment process.

The intake interview is a structured question series that elicits information about the student's SEL competencies and their past history as a learner in and out of school. For Luke, his advisor read the intake interview answers about his past school experiences, as well as his history of personal trauma, and together they set goals for self-management. Practices for Luke included work on regulating his emotions when he feels frustrated or upset and positive ways of managing these emotions. This intentional work requires in-depth understanding of social-emotional skills and has become a teacher-led, school-wide project that incorporates consistent review points.

With these needs in mind, curriculum development includes specific teaching of skills across the CASEL [\(link\)](#) core competencies: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. We adopted CASEL's core competencies after working through multiple projects dedicated to SEL. Staff understanding of various SEL domains required a common language and understanding of the skills we wanted to target with our students, and CASEL provided a great structure.

Further connecting our SEL work with proven strategies, we participated in an extensive University of Michigan study about providing cognitive behavioral therapy in schools, which aligned well with the CASEL core competencies. Their study, Trails to Wellness [\(link\)](#), provides a resource for schools to offer evidence-based mental health supports for students with anxiety and depression. Looking to continue this work once the study concluded, we applied and received an SEL Innovation Fund grant in order to partner with outside training from MINT (Motivational Interviewing Network of Training), as well as the lead investigator for the Trails to Wellness project. We are currently conducting online course reviews and updating components that will integrate common language about

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these skills into content-area classes. When we spend the time working with students on SEL skills, we know they are able to take advantage of the personalized curricular components of our program.

THE JOURNEY CONTINUES

As WAVE staff continue to improve our countywide, alternative school program for at-risk youth, we will continue asking ourselves how these SEL strategies can be further integrated into the day-to-day learning for these kids. Students like Luke inspire us to become better at what we do and make us take a hard look at the areas of support we could better provide. We know when we help our students improve their mental health, their relationship with school and academics also improves. This will set the stage for future positive outcomes.

When Luke walks across that graduation stage in a few short weeks, he will begin writing the next chapter of his life with the academic and mental health skills he needs to succeed in the future. As a staff, we could not be prouder of his achievement, knowing we have equipped him with the SEL skills that have allowed him to see a new world of possibilities.

“This intentional work requires in-depth understanding of social-emotional skills and has become a teacher-led, school-wide project that incorporates consistent review points.”

**MONIQUE UZELAC
& SARAH GIDDINGS**

Monique Uzelac is the founding director of the Washtenaw Alliance for Virtual Education, a program of the Washtenaw Educational Options Consortium. Her passion is providing access to information and education for those who have been traditionally underserved. Prior to her work with WAVE, Monique was the Director of Instructional Technology for Ann Arbor Public Schools, overseeing technology planning and large roll outs for special education information systems, student information systems, and Google Apps.

Sarah Giddings is a National Board Certified teacher, advisor, and curriculum coordinator for Washtenaw Alliance for Virtual Education—a Washtenaw Educational Options Consortium high school program she helped develop and is a part of the leadership team. Sarah is also a Hope Street National Teaching Fellow, a Teacher-Powered Schools Ambassador, Teacher Champion with the Collaborative for Student Success and served as a 2014-2015 Michigan Educator Voices Fellow.



LEARNER VOICES

Why I Became an Advocate for Learner-Centered Transformation

by Lewis Cha

Albert Einstein once said, “Education is what remains after one has forgotten what one has learned in school.” In my opinion, my job as a learner is to create memories rather than forget everything school has taught me.

Along my academic journey, I experienced a transition from a traditional system to a learner-based system. My district calls it a “Performance Based System,” or PBS for short. During this transition, I’ve started to notice more learners who’ve taken their learning to the edge. They’ve been more motivated to get on top of their responsibilities as a whole. The success of our PBS has led these learners to create the memories they’ll keep after they graduate from high school.

The key to this PBS environment is how every learner can be their unique self. Something that differentiates me from many of my peers, for example, is the fact that I wasn’t born in Central Valley, California (where Lindsay USD is located). I was originally born on the coast of Long Beach, CA. When going to elementary school in Long Beach, things were run traditionally—students weren’t really learning and were swept along to the next grade regardless of whether or not they knew the material.

I remember being frustrated that I struggled in math, but I would still move on to the next grade even though I didn’t completely understand how to multiply by 9s or perform long division. This made me feel like I had no control over my learning. I was a bird trapped inside a cage, unable to spread my wings and fly.

Throughout my K-4 education in Long Beach, I was flustered by how restricted my learning experience was. Growing up around an Asian culture where I was taught the importance of education and persistence, I felt as if my values weren’t being adhered to. Even though I struggled in math, I couldn’t get the help I desperately needed. Instead, I was swept under the rug and not paid attention to. I needed to unlock the cage that was holding me back.

It wasn’t until I moved to Lindsay, California that the possibility of being set free became more than a hope. In the beginning, this new school still felt very traditional. It felt like I never left Long Beach. Almost nothing changed, except for the people who went to the school.



LEWIS CHA

But, during the first couple years at Lindsay Unified, I began to notice slight changes. I noticed that if I finished a subject (Measurement Topic), I could instantly move on to the next topic. Along with the changes in our ability to make progress, I also began seeing a lot of competition when it came to striving towards the best grade possible. Being the little kid I was, I didn't really understand what was going on. All I knew was that the cage that held me was suddenly unlocked. I was able to flutter around, and eventually, as the strength of my wings grew, I was able to soar high into the educational sky.

With this newfound freedom, I graduated from the K-8 little leagues and found myself in the majors (high school) where there was even more space for me to explore. When I first stepped foot on my high school campus, I felt like a baby sparrow who just crawled out of the nest and was experiencing the big world around me for the first time. Everything was foreign to me.

All of a sudden there was no "line leader." I was the leader of my own life, and I could explore my interests, so I started doing work in Music Tech and Multimedia Design. I could choose my path and move at my pace. Finally, I could soar.

Then, I thought it might have really just been a dream, as I was called into the administrative office towards the end of my freshmen year. "Oh no, did I do something wrong? Was it because I got a 2.5 (D+) on my project?" The usual thoughts that run through a learner's mind when called into the office.

As it turned out, I was called in because the district wanted me to become a member of Team Empowered—a team devoted to expressing to visitors why Lindsay is different from traditional high schools. I let out a sigh of relief, nervously laughed, and quickly agreed to join. So, as my sophomore year began, I began learning about the importance of being a leader, as well as the importance of cooperation and public speaking.

As a Team Empowered member, I was introduced to Barry Sommer, the Director of Advancement at Lindsay, who was part of the team that created the PBS. By working with Barry, I had connections to a wide variety of different staff from many different Lindsay schools. For example, I met Jeanette Roach, a librarian from Lincoln Elementary with background in graphic design (one of my key passions). Little did I know at the time but being connected to Mr. Sommer would result in a great opportunity down the line.

"I could choose my path and move at my pace. Finally, I could soar."

LEWIS CHA



Within the early months of my sophomore year, I led my first tour for visiting teachers, grant holders, and Lindsay staff around Lindsay High School explaining what education means to me and how PBS has shaped my beliefs. Since then, I've led 15 Team Empowered tours, and every time I do one, my voice and passion for education strengthens.

By developing this strength, an unexpected opportunity arose during my junior year. I was invited to a convening in Washington, DC, called SparkHouse ([link](#)), where learners like myself would be speaking about transforming the nation's education system into one centered around the learner.

So, with two other learners and Barry Sommer, we flew out for three days to explore the possibilities. At the convening, we had the opportunity to meet learners and educators from all over the country. During two day-long sessions, we, the young learners, discussed how we could take the lead in transforming our education system to better suit all learners.

This experience raised my interest in the education world to a new peak. Questions started running through my head. Why has technology advanced so far, but our system of education has remained the same? How come we still practice the same knowledge from the 1920's, when we were developing children to work in factories? How can we implement education in the modern world?

Through this event, it became clear to me that the traditional educational system had failed to move forward in a long time. At SparkHouse, Lindsay learners got to see the passion that everyone in unique learner-centered environments shared. The burning passion to transform education for all learners, as well as the relationship of teachers with their students and even with their students' parents.

As the event concluded, all the learners exchanged phone numbers, created the greatest "GroupMe" Chat in history, and said our salutations. Six months have gone by since SparkHouse, and I still feel the passion and excitement we all shared during our time together. After my graduation at Lindsay, I'll never forget the many friends I've made throughout my journey. I plan on sharing this story with everyone I meet. I'll always be a voice in the work to transform the education system.

"All of a sudden...
I was the leader of
my own life."

LEWIS CHA

Lewis Cha is a learner at Lindsay High School and an advocate for learner-centered education. With a passion for technology, Lewis built his own computer in 2015 and works as a freelance multimedia manager—working with video editing, Photoshop, and computers in general. Lewis strongly believes education has to evolve like technology has or else society will find themselves stuck in the past.



Epiphany Learning

Imagine every learner having the power to create personal assignments that seek to achieve high-level standards built to carry over into everyday life, career, and other academic pursuits. And, rather than having to pursue each task within a rigid time schedule, imagine if learners could adapt their pace of learning to fit their needs. These are the elements **Epiphany Learning** ([link](#)) continuously strives to perfect within their Learning Management System. Their platform is customizable to the learning community it is integrated into and places the learner at the center of their design. While the learner maintains majority control of the application, their educators and parents can also view the learner's work and progress, lending "visibility of the learner from their own voice, and increasing transparency between the student and their support network." Epiphany Learning not only empowers the learner but also provides professional development support for educators looking to enhance their ability to cultivate a learner-centered environment. With educators and learners gaining a full understanding of how it feels to direct and own their learning, transforming the learning environment to a learner-centered system becomes even more possible.

K-12 Platform ([link](#))

Why Every Good Teacher Must Stop Teaching Students ([link](#))

Professional Growth Platform ([link](#))

Shift Your Paradigm Podcast

In partnership with Education Reimagined, TLTalkRadio ([link](#)) hosts Randy Ziegenfuss and Lynn Fuini-Hetten have launched a new podcast: **Shift Your Paradigm** ([link](#)). Focusing on learner-centered learning and leadership, Lynn and Randy are diving into deep conversations with pioneers from across the nation—including young learners. The podcast was born out of a single, yet dynamic question: Does leadership look different in the learner-centered paradigm compared to the school-centered paradigm? As the hosts gather opinions from leaders enveloped in this transformational work, they hope to uncover a clearer answer to the question at hand. And, by doing so, they "hope [to] have made a contribution to the larger field of education and educational leadership." The podcast kicks off with our very own Executive Director, Kelly Young, who sets the stage for what learner-centered education is all about. From there, you'll have to check things out and see what Lynn and Randy have to offer—you won't regret it.

Episodes ([link](#))

Blog ([link](#))

Subscribe on iTunes ([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.

NEWSCHOOLS VENTURE FUND SUMMIT 2017

San Francisco, CA
May 16-17

[Summit Website](#)

BIG PICTURE LEARNING'S BIG BANG CONFERENCE

St. Louis, MO
July 25-28

[Conference Website](#)

ELEVATE! BY MESA COUNTY VALLEY SCHOOL DISTRICT 51

Grand Junction, CO
July 31-Aug 1

[Event Info](#)

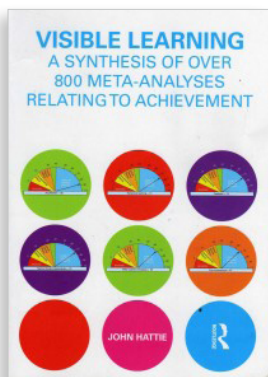
OPPORTUNITY BOARD

Education Reimagined is hiring for three dynamic, diverse team members! We're seeking an **Associate Director of National Outreach & Community Building**; a **Communications Associate—Social Media**; and a **Personal Assistant**. [Learn more here!](#)

Iowa BIG is hiring for a **Social Studies Educator** for the 2017-2018 academic year! Learn more [here!](#)

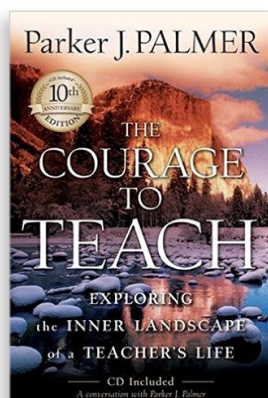
Springpoint is seeking a **Manager of Instruction & School Design** to support design team leaders and practitioners to design, launch, and grow new high schools. Learn more [here!](#)

Transcend is hiring for a **Research and Development Specialist**. Learn more [here!](#)

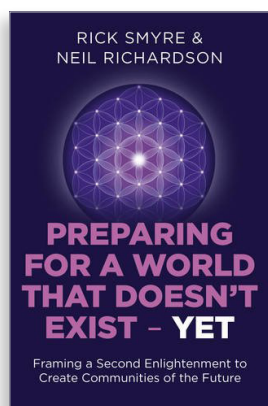
**Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement**

by John A.C. Hattie

What if learning environments set aside the use of standardized test score data as evidence to the effectiveness of their pedagogy and, instead, turned their attention to the learner as an individual? John A.C. Hattie had a similar thought and decided to take massive action on it. After gathering evidence from over one million learners on the influences of “student, home, school, curricula, teacher, and teaching strategies,” Hattie synthesized his finding in his pivotal work, *Visible Learning*. Discover how his findings might translate to your transformational work.

**The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life** by Parker J. Palmer

The Courage to Teach was written for an audience of educators who began their careers with their hearts open to the endless joy learners’ passions bring and, over time, found the traditional systems trying to shut their hearts down. As educators move to transform their learning environments into learner-centered spaces, Parker Palmer’s words are more relevant than ever. The road is challenging and can oftentimes feel impassable. But, by reconnecting with your purpose, Palmer shows just how far you can go.

**Preparing for a World that Doesn't Exist—Yet: Framing a Second Enlightenment to Create Communities of the Future** by Rick Smyre and Neil Richardson

It might be overstated (but that doesn’t make it any less true): The world is changing at an alarming rate. So, how do we prepare ourselves and our learners for such an unpredictable future? Rick Smyre and Neil Richardson dedicated years to pondering this very question because they realized little was actually being done to prepare communities for this new future. In *Preparing for a World that Doesn't Exist—Yet*, join the authors on a journey of self-discovery into the knowledge, skills, and dispositions we will all need to stay ahead of the curve.

WORTH YOUR TIME

Call for Learner-Centered Voices

Larry Ferlazzo from *Education Week* is calling for educators to share their opinions on a variety of education topics. We would love to have learner-centered pioneers be part of the discussion. Check out more details [here](#)!

The Case for the Rebel

What if the classroom rebel was celebrated for her gifts rather than punished for her disruptions? What if she was given the freedom to explore her interests rather than instructed to fall in line?

[Read here](#)

The Essential Underpinnings Of Shifting to ‘Modern Learning’

As more and more environments begin their learner-centered transformations, they are identifying key characteristics that will allow for further progress. Discover some of those elements [here](#).

“If your actions inspire others to dream more, learn more, do more, and become more, you are a leader.”

— **JOHN QUINCY ADAMS**

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