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A NOTE FROM EDUCATION REIMAGINED

Kelly Young, Executive Director

AVESON CHARTER SCHOOLS

Profile of their Learning Environment

A Conversation with Kate Bean,
Co-Founder and Executive Director

VOICES FROM THE FIELD

We Have the Power to
Transform Education
by Grant Lichtman

TOOLS & RESOURCES

UPCOMING EVENTS

OPPORTUNITY BOARD

ON OUR BOOKSHELF

WORTH YOUR TIME



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Dear Pioneers,

This summer, we are grappling with how you know a learner-centered environment is learner-centered. This may seem like a silly question since we created the “[learner-centered education](#)” distinction nearly two years ago. But, as you know, going from theory to practice and from a small group to the entire public exposes new opportunities and challenges.

An obvious answer might be that an environment is learner-centered if it is implementing [all five learner-centered elements](#). However, in our experience, you can operate with a learner-centered mindset, while not yet incorporating all five elements.

This is because the paradigm or mindset is actually the launching pad from which the five elements emerge. The learner-centered paradigm is characterized by the view that:

- learning is the work of the education system and the learner is the “worker;”
- all learners are naturally unique, curious, capable, and wondrous; and
- learning happens naturally when we start with learners’ interests and curiosities.

With these characteristics established, how would you recognize a learning environment is learner-centered? Personally, I would base my answer on observations in the field. When learners are co-creating their learning pathways (not just through courses) in and out of school buildings and can express what they are learning and why it excites them—this is learner-centered. When learners can articulate their interests and latest curiosities—this is learner-centered. When educators immediately introduce me to learners who can better express the story of their environment—this is learner-centered.

Oftentimes, the structural changes take all the focus. But, when that occurs, the system is squarely at the center. The conversation becomes: How can education be better delivered to kids? When the learner is at the center, the system changes are embraced because of the freedom they provide learners and educators to put learners’ interests, needs, and aspirations at the center. The system adapts to the individual learner, rather than the learner having to adapt to the rigidity of the system.

As the learner-centered distinction continues evolving, we want to collect the community’s reflections on how they distinguish learner-centered (versus school-centered) education. Please share your thoughts here!

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.





Aveson Charter Schools

ALTADENA, CA

“Being at Aveson helped me build an intrinsic desire to drive my own learning and transcend what the curriculum was doing.” – AVESON GRADUATE

TEN YEARS AGO, three education consultants combined their unique experiences inside and outside the education field and opened the doors at Aveson Charter Schools. In this effort, these pioneers had one simple goal: reach each kid every day and provide the structure they need to succeed.

Learning at Aveson is guided by **eight principles** that have stood strong during a decade of testing, failing, re-calibrating, and evolving. Personalized Mastery Learning has been the vision at Aveson since its inception. And, from the start, they made it clear to everyone that there would be bumps along the way. Data-driven research provided a strong foundation in the early phases of Aveson’s learning design, but they believed action-based research would ultimately provide the evidence needed to effectively meet every learner where they are. This belief in learning through experimentation has led Aveson to develop innovative strategies that match the needs of their community of learners.

As the road has smoothed itself out, learners have found support in every corner of their lives. At Aveson, they have the opportunity to learn in a **socially embedded** environment that is anchored in collaboration through targeted small groups and in partnership with their advisor. In multi-age classrooms, learners work together to develop the **knowledge, skills, and dispositions** that will push them to new heights in their learning and application.

Within this collaborative environment, learners are operating in a **competency-based** structure. When a 12-year-old finds herself in a fast-paced group, deeply exploring the interconnectivity of math and science, she grows confidence and strength to push herself even further and celebrate with her community, as everyone excels together. Similarly, when she discovers the more measured pace of her literacy group, ensuring comprehension is achieved without being pushed to frustration, she creates a healthy relationship with a knowledge and skill that would never develop if she was forced to follow a one-size-fits-all pace.

The flexibility and differentiation of pace, place, and support throughout the learning journey cultivates a firm sense of **learner agency** within every learner—identifying and communicating what they need from their learning experience based on their proficiency in a particular competency. Through this balanced approach, learners at Aveson are challenging themselves to stretch beyond what they might have previously believed they were capable of through a pursuit of **personalized, relevant, and contextualized** work. They are discovering the wide-ranging possibilities for their present and futures selves.

Ten years ago, a dream became a reality. And, today, Aveson Charter School is reaching beyond their environment to encourage and assist other pioneers looking to transform their systems for a better and brighter future. This desire to share is ever-present at Aveson and will help accelerate the learner-centered movement at an even faster rate.

LEARN MORE

- [Aveson: The Promise of Personalized Learning with Mastery](#)
- [Student Agency: Creating an Integrated and Authentic K-12 Approach](#)
- [Personalized Mastery Learning: What it is and What it isn't](#)

FACTS & FIGURES

Public, Charter

2 Schools (Primary & Middle/High with Home School & Flex Studies Options)

Opened in 2007

Started by education leaders, powered by educators, students, and parents

865 Learners

Ages 4-18

3 Tenets: Personalized Mastery Learning, Social Leadership, Healthy Living

27% economically disadvantaged

19% special education (inclusion focused)

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A Conversation with Kate Bean



KATE BEAN

Q. What led you to open Aveson Charter Schools in 2007?

A. My parents are educators, but I never thought I would be a teacher. After finishing undergrad and looking into Masters programs, I ended up being recruited into teaching by Los Angeles Unified School District. I taught there for a few years, but I was still unsure whether or not teaching was my calling. So, I left for the business world, stepping into the roles of financial planner and life coach.

Eventually, I got pulled back into education with a particular interest in the middle school cohort, which launched me into exploring education from a consulting perspective. I started working for a national consulting firm during the comprehensive school reform days of “breaking the mold” and doing things very differently through technology integration and project-based learning. This was really exciting and fun.

At the turn of the century, NCLB came along, and suddenly, comprehensive school reform became the exact opposite of what I was consulting on. The focus was to get everyone on the same page, rather than seeking ways to “break the mold.” I switched to a company that specialized the idea of building fidelity throughout a district. I specifically coached administrators of low performing schools that needed to revamp everything. I found myself making all classrooms look the same and learning how to get test scores up. This didn’t feel right.

I began thinking about starting a school that had a mix of both. Yes, there does need to be attention to data and tracking academic achievement, but at the same time, it needed to be balanced with global competencies, technology, and project-based learning. All of that triggered the idea of creating a charter school with some of my colleagues from the consulting practices I worked for. These folks had similar experience working in these two isolated approaches to education.

All I really knew was I wanted to reach each kid and provide the structure they needed to succeed. That became our mantra. With my colleagues, we took the best of what we all knew and created two charters. And, in 2007, our doors opened for the first time.

Q. Are there particular lessons you took from your experiences as a financial planner and life coach that you brought into your work with Aveson?

A. The financial background gave me knowledge about the business side and took away the fear that often comes when someone is exploring starting a school. A lot of educators are very passionate about the education piece, but the fear of the business side can hold them back. The business knowledge gave me confidence.

The life coaching perspective showed me the importance of values. As I met with each person, I would discover “what do you value?” and then we would explore how to line their lives up with their values. Life coaching was that simple of an equation.

My colleagues and I translated this idea of core values into the [eight guiding principles](#) that have been at the core of our work since we began planning for Aveson.

Over the ten years we've been open, we sometimes argue and debate over a word or phrase in the principles. And, we even have complete disagreement on whether or not one or another should exist. However, the fact that these principles organically spur debate and conversation is what makes them so powerful. It almost doesn't matter what the principles say word for word because they are universal enough to drive conversation and lead us into great work. The dialogue that results brings us closer together and reaffirms who we are and what we're willing to fight for.

Q. How did you gain buy-in from the community to do the action-based research that has been key to Aveson's development, knowing failure is likely to occur along the way?

A. You know, no one has ever asked that question. Honestly, there's no such thing as too much truth, and we experienced a lot of turnover in the beginning.

Before opening, we were fortunate enough to set up a model classroom and do all of our introductory meetings for the first lottery in that space. This allowed everyone to see the space and understand we were going to be doing things very differently. Right up front, we said, "Look at this classroom. It's not like anything you've ever seen before." We wanted them to know we would fail fast and often. But, our promise was that our vision is big, and this is just the beginning. We were not going to give up on the idea of personalization, and we would continuously search for ways to reach every child, every single day.

Now, whenever we hold community forums, we provide updates on where we're shifting our strategy and explain what failed, why it failed, and how we're looking to improve. And, it has paid off with the parents and community members who have stayed with us through it all.

All of this trust is grown through a mantra I came up with during my own leadership development: "I change the world by teaching and inspiring individuals to change the world." I simply changed the "I" to "we" when starting Aveson. When speaking to parents, I would put this up on the screen and emphasize the fact that "change" shows up twice in that one sentence. Change is going to be constant here. Our teachers have autonomy, and their plan and strategy may change weekly, if not daily, based on what they are seeing from their learners. It's always going to be a constructivist model in that way, and we are simultaneously holding teachers accountable to overarching strategies that have been proven to work.

Complete transparency has been the key to community. Even when we weren't entirely confident in what we were doing, parents would say, "Wow, my kid has a voice here." That kept many people on board, and it's worth noting, many others left.

Q. How have learners taken to this new way of learning, particularly in the early years?

A. Obviously, the youngest learners didn't know any different. They simply thought this is what school is—"I have multiple teachers; I'm learning with multi-aged kids; and I move around all day."

"I change the world by teaching and inspiring individuals to change the world."

KATE BEAN

The first 9th grade class was rough. We gave the kids a lot of voice and autonomy right away, and boy did they use it. But, we found that many Aveson learners had not actually chosen to be with us. Their parents had decided this would be best for them without much input from the learner. We had quite a few kids say, “This is not the high school experience I was hoping for.” And, on the flipside, there were kids who saw this as the exact experience they were looking for. We started with 30 in that class and saw about 15 go all the way through to graduation.

We’re always listening, but early on, we had to check ourselves when a kid requested more lecture. We thought, “That’s not who we are.” That’s not personalized. But, what we eventually asked ourselves: If lecture meets the needs of the student, why are we discounting that? Instead, we brainstormed how we were going to provide it and how technology could come into play.

So, *that’s what personalization means*. It doesn’t mean: this is the classroom, and it must never have lecture. Personalization is about reading the student and understanding when they need us close by to provide clear direction and when they need us to get out of the way.

Q. Aveson has a unique alumni network within their community. Where did this idea come from? What has come from staying so connected?

A. The idea came around a few years ago from our Director of AGLA, Shauna Stafford. She was originally a teacher and would watch her kids leave after graduation and think to herself, “Wow, they’re all going off on their own adventures, why don’t we bring them back and start connecting them?”

So, for the past three years during winter break, we’ve been hosting an alumni breakfast and listening to how their experiences at Aveson prepared them for future endeavors. Even for individuals who can’t attend, we gather feedback through surveys. This has become a really great tradition. And, we hear all kinds of things.

We’ve heard, “Aveson is so technology-based. But, I’ll tell you, when I’m actually in class, I like to just take handwritten notes. You need to do more notetaking.” Or, “We still need to know how to read textbooks and have the endurance to read a lot of information in a short period of time.”

Being mindful that our kids are going into more traditional college environments is important. **But, it doesn’t mean we should teach like traditional colleges in order to prepare them for it.** When you teach kids about their learning, they know whatever environment they walk into, they are equipped to quickly figure out what they need to do to navigate that environment.

Of course, we also hear positive feedback like, “You know, my roommates don’t even think that they dare talk to a professor. Of course I’m gonna go talk to the professor. This is my education.” Or, “We learned how to manage things without being told what to do.” Through these moments of reconnection, we hear great things, and we hear what we need to improve upon.

Q. Any favorite moments or stories from your ten-year journey?

A. Every year, I get to be at fifth, eighth, and twelfth grade culminations. We don’t have keynote speakers because the celebration, just like the learning, is all about the kids. What we hear from kids during these culminations is why Aveson is designed to constantly evolve.

“Personalization is about reading the student and understanding when they need us close by to provide clear direction and when they need us to get out of the way.”

KATE BEAN

To best express it, I encourage everyone to listen to [Jake Fernandez's speech](#). His reflection captures so much of what we are striving for at Aveson. A major theme Jake and others speak to is how they learn to deal with change. "If kids can navigate change with the confidence that they can find the answers to things and build a learning network of people and support—that's it."

That's what comes out in these speeches. It's them. . .It's their voice. That's all. And, that is my favorite part of this work: Whenever I hear student voice. Whether I walk through a classroom and hear it. Whether I sit in on student-led conferences and hear it. Whether it's at celebrations of learning or it's at graduations—it's student voice.

Q. What would you say to other leaders looking to transform their systems or start a new model?

A. We've worked with many school leaders who have come to visit us to further their environment's work or to explore starting a school from scratch. Our biggest piece of advice is to start with your guiding principles. They can be held on to as anchors for your work. It doesn't so much matter what they say, as long as they act as a guide in the background that can lead to fruitful discussion and debate.

We would never say another school should have the exact same principles that we use. That would go against what it means to personalize. All of us have to teach the kids who show up, and they are unique to each community. The idea of personalization is to see each kid as an individual and ask the question: What do we need to do collectively to serve the kids showing up to this school? You can have all of these tools and strategies in your back pocket, but it's not going to be a program that we can just sell to another place.

"If kids can navigate change with the confidence that they can find the answers to things and build a learning network of people and support—that's it."

JAKE FERNANDEZ

Kate Bean is founder and executive director of Aveson Charter Schools. Bean started her education career as a teacher with Los Angeles Unified School District (LAUSD). Following her seven year tenure, she worked with two consulting firms. One focused on implementing new project-based and technology models, while the other focused on supporting No Child Left Behind initiatives in California. It was through her experience with NCLB that Bean met the team of educational professionals with whom she would introduce a new personalized mastery learning and teaching model to public education through Aveson Charter Schools.



We Have the Power to Transform Education

by Grant Lichtman

Education Reimagined has had the pleasure of collaborating with Grant Lichtman since 2015. His work, most prominently displayed in his book, #EdJourney, has helped bring national attention to the learner-centered movement and the viable work already underway in communities across the country. Set to release his third book, [Moving the Rock: Seven Levers WE Can Press to Transform Education](#), Grant wants to empower educators to act now in transforming their environments.



GRANT LICHTMAN

The transformation of our schools from the outdated model that focuses on rote learning of content and short-term preparation for tests, to one of deeper learning that prepares students for success in a rapidly evolving future is, finally, inevitable. A decade ago, the number of professional educators and other community stakeholders who either championed or recognized the inevitability of this evolution was relatively small. By no means has this evolution been universally accepted today, but major changes in schools across demographic, geographic, and socio-economic groups have exploded in just the last few years. In my visits and work with thousands of school community stakeholders at more than 150 schools over the last six years, I have seen a remarkable shift away from the prevailing attitude of the early 2000's.

At a 30,000-foot level, our broad community of education stakeholders—learners, parents, practitioners, administrators, and community builders—is faced with three big questions: “Why” should schools change? “What” does that change look like? And, “how” do we make those changes?

Thankfully, we are working our way through these questions. Some schools and districts are engaged in questioning and making significant changes to their core curriculum, pedagogy, and the roles of both teachers and students. Other schools are at an earlier stage of evolution, wrestling with the question of why schools should, in fact, change. And, they are grappling with the disruption, discomfort, and even fear

of the unknown that will become present to the community along the way. This type of staggered or uneven evolution is typical across many industries; one powerful tool the K-12 education sector has is our willingness to share with each other, which gives schools and districts that are still wondering how to proceed the opportunity to partner with others further along the trajectory of change.

WHY SHOULD SCHOOLS CHANGE?

In the late 1990's and early 2000's, a number of authors and forward thinkers gained traction with the idea that the rate of change in the world had entered a new stage of rapid acceleration. By the end of the first decade of the 21st century, it was widely apparent that this rate of change had dramatically eclipsed that of any other time in human history. The other major historical revolutions had evolved over millennia (the agricultural revolution), centuries (communication and transportation), or decades (the industrial revolution). By 2010, changes in technology, communication, global markets, and geopolitics were forcing us to adapt over periods as short as months or just a few years. Yet, over this time of radically increased dynamism in the world around us, our basic system of education has stayed remarkably static.

In just the last five years, we have seen a growing consensus amongst professional educators, students, parents, and community stakeholders—like employers and colleges—that we simply must update how our schools operate and how our students learn. I think there are four primary points of growing agreement on why education must change:

- **First, because we must.** Education is meant to prepare young people for their lives, both in the moment and in their futures. The world our young people will engage with over their lifetimes is already very different from that of former generations and will become even more different as the rate of change accelerates. While there will always be a timeless set of knowledge that helps in this preparation, students need skills that help them navigate a future that is increasingly VUCA (volatile, uncertain, complex, and ambiguous).
- **Second, because we want to.** I, and many others, have asked thousands of educators, parents, students, and community stakeholders what they want education to look like today and in the future, and there is tremendous agreement. We want a system that is more equally balanced between performance in academic subjects and the development of non-cognitive skills that prepare students to lead happy, healthy, and successful lives.
- **Third, because we know better.** Cognitive neuroscientists, armed with brain-mapping technology, have shown us how learning takes place at its most foundational levels. Not only can we see how engagement takes place within the brain, but we can also connect that engagement to better levels of cognitive development through the processes of deeper learning.
- **Fourth, because we can.** Technology is never the driver of transformation, but it is always a critical *enabler*. Like the rise of technologies that fueled the agrarian, industrial, and information revolutions, virtual, connective technologies are already forming the basis of a global socio-neural network with the capacity for deep, authentic, relationship-based learning that is not limited by classroom walls, campus boundaries, and subject-based classes.

“One powerful tool the K-12 education sector has is our willingness to share with each other.”

GRANT LICHTMAN

WHAT DOES THE CHANGE LOOK LIKE?

There is a high degree of convergence about what education looks like in a post-traditional ecosystem. This does not mean all schools are starting to look and act the same; on the contrary, we see a dramatic differentiation of school and non-traditional learning experiences from community to community. But, as I travel the country and interact with school community stakeholders from a wide range of public, private, and charter schools, serving equally wide ranges of student populations, I find dramatically more agreement than disagreement about “what” great education looks like in our world today.

The most common theme is the major shift from “doing learning to learners” to “learning by and with the learner.” Over the last several years, it seems we are increasingly coalescing around the term “deeper learning” to describe this change. I passively mentioned this phrase at the outset, but let’s come full circle on it. In 2013, the Hewlett Foundation defined deeper learning as “an umbrella term for the skills and knowledge that students must possess to succeed in 21st century jobs and civic life. At its heart, it is a set of competencies students must master in order to develop a keen understanding of academic content and apply their knowledge to problems in the classroom and on the job.” Hewlett lists these competencies as follows:

- **Mastering core academic content**
- **Thinking critically and solving complex problems**
- **Working collaboratively**
- **Communicating effectively**
- **Learning how to learn**
- **Developing academic mindsets**

Educators, schools and districts, and their community partners add meat to these bones in many different ways, and those who subscribe to the overall thesis generally agree there is no single path to get there (a more detailed articulation of how these six overarching elements are most frequently manifested in the classroom can be found in the [free download Introduction](#) of my new book, *Moving the Rock*, and on a “Deeper Learning Cheat Sheet,” which you can find on the [Resources](#) page of my website). With multiple paths to choose from, how can a community approach these changes in ways that are most beneficial to their learners?

HOW SCHOOLS ARE MAKING THE CHANGE

In my last book, *#EdJourney*, I reported on my visits with more than 60 individual schools around the country, on how some schools are overcoming the inevitable obstacles to change and successfully transforming when others are not. For my new book, *Moving the Rock*, I asked a more global question: How can we transform the system of education at scale, and, more specifically, get beyond the finger pointing and pendulum swings that have created the massive inertia that has plagued our school systems for decades?

It turns out “the answer” shows up in a number of ways depending on the community exploring the question. What surprised and excited me most is that many schools are able to transform without permission, empowerment, or additional resources from the forces that are largely responsible for the inertia in the first place. Instead, these successful schools and districts identified the freedom and resources already

“One of our many goals is to offer parents the opportunity to learn from each other and partner together as they tackle the many challenges children face.”

GRANT LICHTMAN

available to them and used them in brand new ways. In the words of Kaleb Rashad, principal of High Tech High in San Diego, “The revolution will not be authorized!”

The seven primary chapters of *Moving the Rock* address each of these big “levers” that are successfully changing the school system in typical schools and districts across the country. While I did not do research overseas for the book, I imagine many of these same levers will apply in a range of other national school systems, and they are all within reach of school community stakeholders who want to transform our schools.

Borrowing from the introduction to the book, these seven “levers” are:

- **Creating Demand:** Unlike a decade ago, education is now subject to the market forces of supply and demand. All over the country, parents and families are voting with their feet and money. They are demanding a different approach to learning and seeking out non-traditional learning opportunities that meet those demands.
- **School-Community Learning Laboratories:** Traditional schools are disconnected from their own communities and the powerful learning resources those communities can provide. We need to massively reconnect “school” and “world” in ways that deepen learning, better prepare students for life after school in the real world, and get broader community skin in the game.
- **Free, Universal Access to Knowledge and Curriculum:** The rapid growth in the quality and availability of free, fully vetted curriculum, learning materials, and remarkable web-based knowledge sources is leading to the demise of expensive textbooks and other canned, outdated content delivery mechanisms.
- **Measuring Success and Re-tooling College Admissions:** Schools are afraid to adopt changes that might jeopardize their students’ chances at college admissions. This fear amongst parents and students is one of the most powerful obstructions to school change. We are starting to see major cracks in this dam as both colleges (“[Turning the Tide](#)”) and high schools ([Mastery Transcript Consortium](#)) have begun to re-think what they value most and how to measure those values in individual students.
- **Teacher Training for Deeper Learning:** Most post-secondary education schools are still preparing young teachers for an Industrial age learning model that is on the wane, not the rise. We need a rapid, widespread, collaborative national overhaul of the teacher education program, led by courageous future-focused educators from research universities, teaching colleges, and the practitioners in K-12 schools.
- **Connectivity:** Learning beyond the classroom has held promise for a decade. But, online courses have a core weakness: they have not been able to replicate or replace the critical strengths and relationships of a face-to-face classroom. Booming investment and dramatic advances in virtual reality will revolutionize how people all over the world connect, communicate, create, share, and learn together.
- **Distributed Leadership and Training:** Few educators have ever received training in the skills of management and organizational leadership that promote dynamic innovation in many of our leading companies but is nearly absent in schools. Teachers and administrators need universal access to modern leadership skills that embrace, rather than stymie, change and innovation.

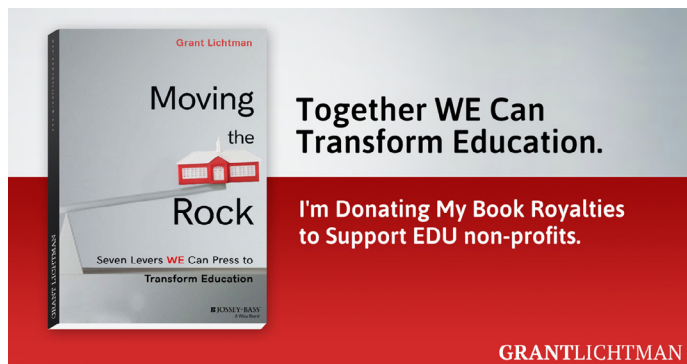
“What surprised and excited me most is that many schools are able to transform without permission, empowerment, or additional resources from the forces that are largely responsible for the inertia in the first place.”

GRANT LICHTMAN

We also see a convergence of tactical processes in individual schools and districts that accelerate transformation. Schools that intentionally embark on this process, and stay the course past inevitable hurdles like leadership changes and interest-group intransigence, can make significant changes to the traditional school operating system in a matter of just a few years. The following is my sequence of common tactics, influenced by and overlapping with those outlined by [Kotter \(2012\)](#) in the *Harvard Business Review*:

- **Create a sense of urgency around a big opportunity**
- **Involve the community through radical inclusiveness and transparency**
- **Unwrap and articulate a shared North Star**
- **Grow a volunteer army of eager change agents**
- **Accelerate movement by removing barriers**
- **Design and test with rigid devotion to logic model progressions**
- **Visibly celebrate significant early wins**
- **Institutionalize changes in culture**

It is not enough to talk about why education must change. And, if we stop worrying too much about the details of “what,” there is enough agreement to move forward with courage and speed. People across our communities who care about good education have proven strategies that don’t require large additional resources or permission to transform many, if not most, of our schools. There is no one left to point fingers at, to blame for a system that has failed to evolve substantively in more than 100 years. It is up to us; we just have to do it. If we fail, it is on us.



CHECK OUT GRANT’S THUNDERCLAP CAMPAIGN ([link](#))

“Since this is about all of us working together, if you buy a copy of the book before October 2017, you can donate my book royalty to an educational non-profit.”—GRANT LICHTMAN

Grant Lichtman is an internationally-recognized thought leader on the transformation of K-12 education. He works with school teams to develop a comfort and capacity for change in a rapidly changing world. Since 2012, Grant has visited more than 125 schools and districts, published three books, written numerous articles, and worked with thousands of school and community stakeholders to develop unique and powerful visions and strategies for transforming education.

It's #PanelPicker Time!

SXSW EDU has over 1,400 sessions competing to land a spot at next year's conference. To ensure learner-centered voices take center stage, we've curated a list of 15 learner-centered sessions for you to "Vote Up." **Before following the links below, be sure to login or register [here](#).** After voting, share [this list](#) with your networks, so learner-centered education will be the talk of Texas next spring.

Site Visits: From Show & Tell to Deep Inquiry	Education Reimagined	Vote here
Leveraging Student Interests: Internships at Scale	Big Picture Learning	Vote here
#cultureofme 2 #cultureofwe: Boston Public Schools	Boston Public Schools	Vote here
Getting Graduates Employed—A New Job For K-12	Cristo Rey Network	Vote here
Building Consensus for Personalized Education	Foundation for Excellence in Education	Vote here
Get Social: Telling Your Story with Social Media	Getting Smart	Vote here
Why Innovate Alone? Harness the Power of Networks.	Getting Smart	Vote here
Leadership Competencies for Engaged Learners	Jobs for the Future	Vote here
Personalized Learning and Gubernatorial Candidates	KnowledgeWorks	Vote here
Preparing Students for an Uncertain Future of Work	KnowledgeWorks	Vote here
Who's Got the Remote? Makin' Learner Agency Real	Make Learning Personal	Vote here
Of the Learner, By the Learner, For the Learner	Making Community Connections (MC ²) Charter School	Vote here
Enlist Your School & Community to Lead the Change	Next Generation Learning Challenges	Vote here
Paradigm Shift: Exploring Learning & Leadership	Salisbury Township School District	Vote here
United in a Statewide Vision for Transformation	Texas Association of School Administrators (TASA)	Vote here

Save the Dates!

March 5-8, 2018
Austin, TX

Registration and Hotel Booking is Open

The SXSW EDU Conference & Festival features four days of compelling content for education professionals, industry leaders, and policy makers looking to connect, collaborate, create and change how we teach and learn.

Best Registration Rates Now!

Purchase your registration for the early-bird rate of \$295 (that saves you \$250!). The early-bird discount expires at 11:59pm PT on Friday, September 8.

[Register here](#)



Promise54

In the famous *Brown v. Board of Education* decision back in 1954, the nation took a giant leap forward in establishing a new cultural truth that every child is deserving of a fruitful educational experience. In honor of this monumental decision, Xiomara Padamsee and Monisha Lozier embedded this historical event within the name of their newly founded organization, [Promise54](#). It's been over 60 years since the ruling of *Brown v. Board*. And, the original idea of equality has evolved into a meaningful conversation about equity—providing personalized, relevant, and contextualized learning opportunities to children that have unique needs, interests, and passions. Promise54 is ready to take this discussion and action to a whole new level. Their mission “will be to work side by side with education organizations to cultivate and maintain healthy, equitable, and inclusive environments where a diverse set of staff can thrive to achieve transformational student outcomes.” In doing so, these pioneers believe every learning environment across the country can serve and maximize the potential of each individual learner.

Patient Centered Network Application

Originally created to support healthcare providers assess the strengths and gaps in their patient's support network, the [Patient Centered Network Application](#) has proven applicable across many industries, including education. Many educators, regardless of their paradigm, recognize the positive and negative impacts associated with the environments learners engage with outside of their formal learning experiences. However, an educator looks to involve each learner in personalized, relevant, and contextualized learning, the life that happens outside of school is often entirely unknown. The PCN App first identifies what's missing in a learner's support network and then connects the learner to community resources that will address their specific needs. By filling these gaps, learners can focus their attention on exploring learning in fun and interesting ways, rather than having their main attention on external factors outside their learning environment.

About PARTNER ([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.

LEAP INNOVATED SUMMIT

Chicago, IL

Aug 28

[Summit Website](#)

25TH ANNUAL MEETING: THE STATE POLICY NETWORK

San Antonio, TX

Aug 29-Sep 1

[Conference Website](#)

INACOL SYMPOSIUM— PERSONALIZING LEARNING: EQUITY, ACCESS, QUALITY

Orlando, FL

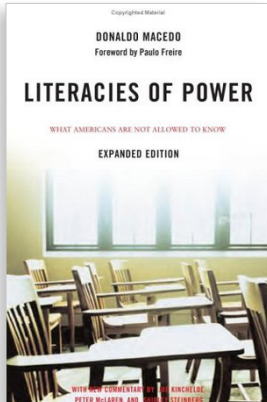
Oct 23-25

[Symposium Website](#)

OPPORTUNITY BOARD

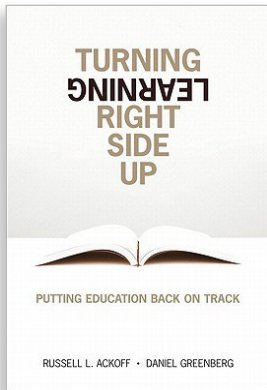
TechBoston Academy is hiring for a Grade 8 Math/Science Educator for the 2017-2018 academic year. They are seeking applicants excited about learner-centered transformation. Learn more [here!](#)

Student Voice is accepting applications for learners across the country to serve as ambassadors amplifying learner voice throughout the education system. Applications are due August 16th. Check out the application [here!](#)



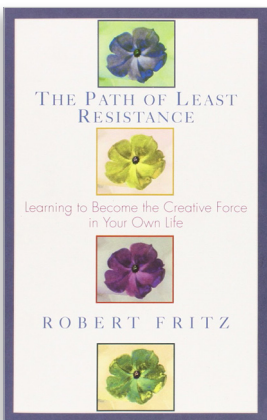
Literacies of Power: What Americans Are Not Allowed to Know by Donaldo Macedo

When we talk about transforming education so that every child has the opportunity to explore their interests and passions in a way that is personalized, relevant, and contextualized, we believe a learner’s cultural upbringing should be central to the conversation. Donaldo Macedo, author of *Literacies of Power*, felt this conversation was nonexistent at all levels of the education system. Explore his work and discover why no system will adequately capture the minds of every learner if it fails to unleash the binds of linguistic and cultural hegemony.



Turning Learning Right Side Up: Putting Education Back on Track by Russell L. Ackoff and Daniel Greenberg

As pioneers of learner-centered education, we sometimes have to take a step back and remember where we first made the paradigm shift, so we can help guide others itching to begin. In their high-impact book, *Turning Learning Right Side Up*, Russell L. Ackoff and Daniel Greenberg attempt to recreate mindset shifting moments through written narrative. They invite readers to explore the traditional system inside and out, provide a blank canvas, and ask “knowing what you know now, how would you design learning for your community?”



The Path of Least Resistance: Learning to Become the Creative Force in Your Own Life by Robert Fritz

“I don’t have a creative mind.” This quip bears a striking similarity to the more common claim, “I’m not good at math.” This idea that people are innately wired to either be creative or analytical (and certainly not both) is a detriment to society. Through this self-fulfilling prophecy, we tend to limit the learning opportunities we pursue. Robert Fritz, author of *The Path of Least Resistance*, had enough of this unjustified self-doubt and invited readers to look at creativity in a brand new light—one that will empower you to create with purpose regardless of your perceived abilities.

WORTH YOUR TIME

Let’s Put Personalized Learning in its Proper Place

Personalized learning has become a buzzword in many education conversations, regardless of how it gets misconstrued to fit a narrative. How can we come to a more cohesive understanding that embodies what this phrase is, and more importantly, what it isn’t? [Read here](#)

How to Be a “Great Student” and Learn Absolutely Nothing At All

The traditional education system is no longer providing a way for learners to learn and grow into their best selves. And, this realization is being discovered by professionals in many industries. [Read here](#)

Why More and More High Schools Are Acting Like Startups

It’s certainly an attractive idea to align the next paradigm of education with the likes of the innovative world of startups. And, although a perfect parallel isn’t likely to be drawn, the startup world offers some great lessons worth exploring as we reimagine education. [Read here](#)

“You’ve done it before, and you can do it now. See the positive possibilities. Redirect the substantial energy of your frustration and turn it into positive, effective, unstoppable determination.”

— **RALPH MARSTON**

Read past issues of
PIONEERING : A LEARNER-CENTERED PUBLICATION
www.education-reimagined.org



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