

# #reThink Curriculum

A NEW MODEL FOR HIGH-QUALITY,  
CULTURALLY-RELEVANT, COMPETENCY-BASED  
LEARNING EXPERIENCES.

ANYTIME. ANYWHERE

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**OCTOBER 2021**

**AURORA INSTITUTE VIRTUAL SYMPOSIUM**





## MISSION

Creating **learner-centered communities** where all young people thrive.

## WHAT WE DO

- Design
- Adult development
- Change leadership

## CORE VALUES

**#equity** a vision for racial and economic justice through education inspires and focuses our work.

**#excellence** we commit to delivering exceptional designs and experiences, always.

**#care** we strive to always humanize, connect, and support one another in the journey; everything with love.

**#humility** we are dedicated learners who recognize the limitations of our own perspectives and experiences.

**#possibility** pushing the creative boundaries of purposeful change is in our organization's DNA.

# a bit of history

# 1892

The Committee Of 10 Prioritized English,  
Math, History/Civics, Physics, Chemistry





# 1993-2001

The New Standards Project + No Child Left Behind resulted in Federally mandated grade-level testing in 4 subjects



# 2010-13

61 Writers on 4 Teams Developed the  
Common Core Math & ELA Standards; C3  
Social Studies Framework; and Next  
Generation Science Standards



**Young people are expected to  
'master' 4,758 academic  
standards.**

*Is this a reasonable  
expectation, and does it  
promote relevant  
learning for all of our  
learners?*



# 2019-'20

**It didn't work.**

**Young people aren't becoming more competent.**





## Student test scores fall for first time in national test's history

BY MONIQUE BEALS · 10/14/21 07:29 PM EDT

1,586 COMMENTS

NAEP science scores down for fourth-graders, flat for older students; are reading challenges to blame?

**LA SCHOOL REPORT**

THE **TEXAN**★

## STAAR Scores Plunge in All Subjects but English Following 2019 Drops in Federal Scores

THE HECHINGER REPORT

## National test scores reveal a decade of educational stagnation

## *'It Just Isn't Working': PISA Test Scores Cast Doubt on U.S. Education Efforts*

An international exam shows that American 15-year-olds are stagnant in reading and math even though the country has spent billions to close gaps with the rest of the world.

**Forbes**

May 26, 2021, 07:00pm EDT | 1,691 views

## Scores For Low-Performing Students Get Steadily Worse,

**THE**  
JOURNAL

Policy & Assessment

## PISA: U.S. Students Flat in Math and Science

In 2021, **more than 7 million jobs remain unfilled** despite widespread unemployment.

74% of employers agree there's a **skills gap** in the labor market.

48% of employers say **candidates lack the skills** to fill open jobs.

--America Succeeds, Durable Skills Initiative, 2021

The top **missing skills**:  
problem solving;  
critical thinking;  
innovation and  
creativity; the ability to  
deal with complexity  
and ambiguity; and  
communication.

--Survey conducted by the Society for Human Resource Management, 2017



# Percentage of Adults with a College Degree, by Age and Race and Ethnicity: 2017



# the need



TWO STATES. EIGHT TEXTBOOKS.  
TWO AMERICAN STORIES.

American history textbooks can differ  
across the country, in ways that are  
shaded by partisan politics.



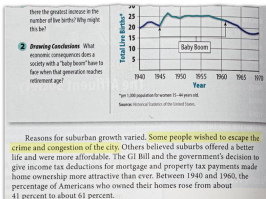
(Luttwagen, New York, was one of the earliest of the mass-produced suburbs with hundreds of simple, similar-looking homes springing up 10 miles east of New York City. Between 1947 and 1951, families rushed to buy the inexpensive homes. Similar suburbs multiplied throughout the nation. The suburban population doubled, while the population of cities rose only 10 percent.

The GI Bill and the government's decision to give income tax deductions for mortgage and property tax payments made home ownership more attractive than ever. Reasons for suburban growth varied. Some people wished to escape the crime and congestion of the city. Movement of some white Americans from cities to suburbs was driven by a desire to get away from more culturally diverse neighborhoods. Others believed suburbs offered better and more affordable living.

While suburban living offered a better life for some, African Americans encountered discrimination when they tried to buy houses in the suburbs. Many of these communities were funded through guaranteed bank loans from the FHA on the condition that no homes be sold to African Americans, and that every deed have a clause prohibiting resale to African Americans.

McGraw-Hill, "United States History & Geography: Continuity and Change" California, P. 308

California notes the suburban dream of  
the 1950s was inaccessible to many  
African-Americans.



McGraw-Hill, "United States History Since 1877: Texas, P. 436

Texas does not.

December 2019

## The Supplemental Curriculum Bazaar: Is What's Online Any Good?

By Morgan Polikoff with Jennifer Dean

DATA NOTE  
Insights from the American Educator Panels

JULIA H. KAUFMAN, KATIE TOBI, TERNY MATTOX

### Are U.S. Teachers Using High-Quality Instructional Materials?

In many states, college and career-ready standards for mathematics and English language arts (ELA) are more rigorous than ever before.<sup>1</sup> However, research suggests that teachers do not always have access to high-quality curricula that reflect key elements of state college and career-ready standards.<sup>2</sup> Influenced by this research, as well as studies finding significant relationships between curricula and student achievement, the Council of Chief State School Officers formed a High-Quality Instructional Materials and Professional Development (HQPDP) Network of eight states in 2017 to support the adoption and use of high-quality materials.

The RAND Corporation's American Teacher Panel (ATP) has documented which instructional materials public school teachers are using regularly for classroom instruction in mathematics and ELA.<sup>3</sup> In this data note, we specifically consider the percentage of U.S. teachers reporting that they used high-quality materials for mathematics and ELA instruction during the 2017-2018 school year. We also consider which factors were related to whether teachers reported using high-quality materials. These data also provide some baseline indication of high-quality curriculum use in the HQPDP Network states.

We cross-referenced responses with materials that met expectations of college and career-ready standards adopted in most states, according to independent reviews of commonly used curricula conducted by EdReports.org.<sup>4</sup> Teachers were categorized as using high-quality materials if they reported using at

We used data from the ATP to ask a representative sample of math and ELA teachers to select (from a list of commonly used instructional materials) which materials they used regularly in their classrooms for ELA and mathematics (teachers who taught both ELA and mathematics were asked about both subjects). The survey asked a nationally representative sample of teachers the following questions:

- For mathematics teachers: Which of the following mathematics curricula, programs, and/or instructional tools do you use regularly (i.e., once a week or more) in your classroom this school year (2017-2018)?
- For ELA teachers: Which of the following ELA curricula, programs, and/or instructional tools do you use regularly (i.e., once a week or more) in your classroom this school year (2017-2018)?

<sup>1</sup> Porter et al., 2013; Schmidt and Hoxby, 2012.  
<sup>2</sup> Cypher et al., 2018; Kaufman et al., 2018; Pollock, 2015.  
<sup>3</sup> Kauffman, 2017, provides a summary of some of the more prominent of these studies.  
<sup>4</sup> Cypher, Kaufman, and Thompson, 2019; Kaufman et al., 2018.

NEW AMERICA

## Embracing Culturally Responsive and Sustaining Instructional Materials

Promising Strategies for State and District Leaders





QUESTION OF THE DAY:

When you think about climate change and/or the environment, what do you wonder?



Q17

QUESTION OF THE DAY:

What was the last problem you solved using something you learned at school?



Q12

QUESTION OF THE DAY:

What makes a story or novel worth reading?



reDe

# a new map

# It's time to reorganize learning



- Rethink how we classify knowledge

- Use the research



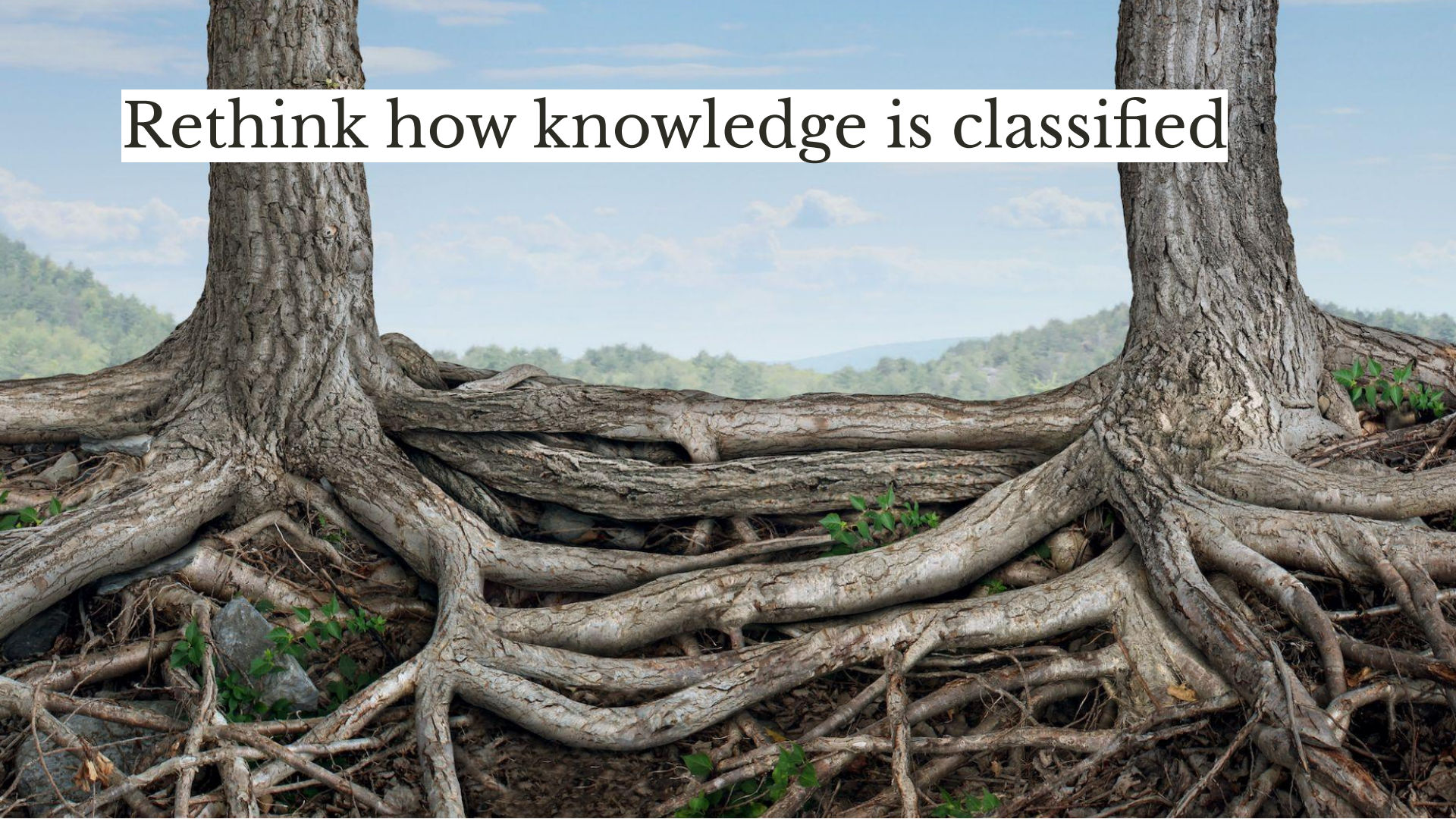
- Be relevant to student needs & interests

- Affirm & inspire identities & experiences





Rethink how knowledge is classified



# CHANGE



## TRANSFORMATION



*How do caterpillars become butterflies?*



*How do revolutions create change?*



*How do I predict how this will scale?*

Biology

Algebra

Engineering Design



## CAUSE & EFFECT



*Why is there such a wealth gap in the US?*



*Can we continue to burn fossil fuels?*

Human History

Life Science



## STABILITY & EVOLUTION



*How do we design for stability?*



*Why are some communities way more impacted by pandemics than others?*

Civics

let's  
#rethinkcurriculum

# Let's respond to:

- Educators
- Young people
- Families
- Higher Education
- Employers





# With learning experiences that:

- Engage interests and passions
- Explore and celebrate different cultures, lived experiences, and ways of knowing
- Nurture agency and self-regulated learning
- Develop competency that aligns with the demands of postsecondary life
- Mirror real life, deep learning
- Connect to our communities



# In formats that are:

- Affordable
- Accessible
- Adaptable
- Engaging
- Visual
- Non-linear





- One **central compelling question** tied to an important community issue
- Supporting questions with **diverse curated resources**
- **Flexible** pathways and destinations; **decoupled** from specific forms of assessment
- **Support shared power, knowledge, and co-creation**: Any learner can add questions, resources, and contribute to community knowledge



[Click to explore >>](#)





# How can we **equitably** improve **livability**?



## How can your **zip code** influence your own **identity** and your **perceptions of others**?



## How does **livability** impact **mental health**?

How does **livability** impact **mental health**?



# How can livability be defined, measured, and used?

How can livability be **defined**, **measured**, and **used**?



## How do communities **organize** in order to **improve** livability?

When government and economic policy are detrimental to the livability of communities, citizens can take action to advocate for policy changes, to support leaders and candidates who care about livability issues, and organize together to raise a collective voice to demand change.

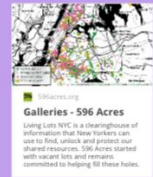
The collection of resources here provide examples of communities taking action to improve livability. As you explore, think about not only the policy changes they are advocating but also their methods of advocacy. What can you learn from them, to take back to your own community?



Read to learn about the work of the Center for Community Progress does to create public spaces.



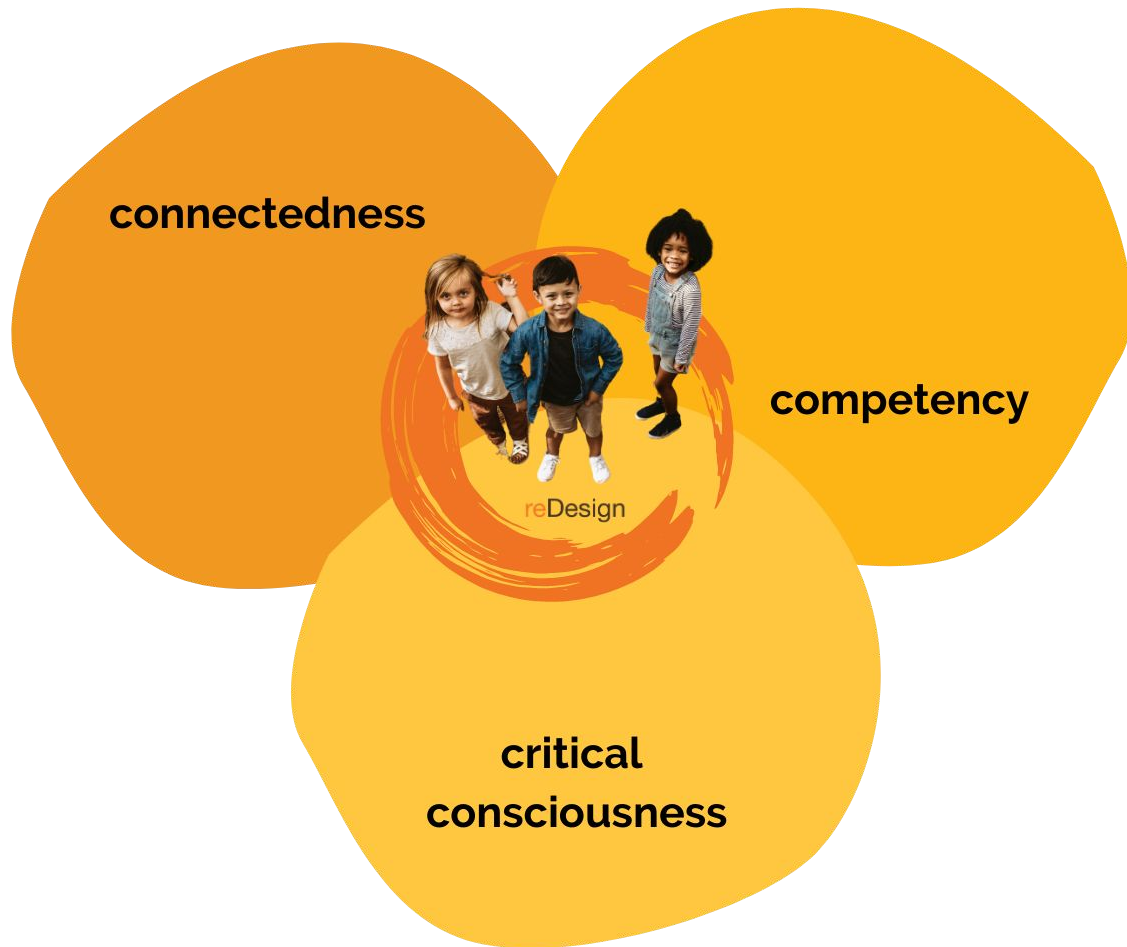
Explore this workbook designed to help community members advocate for livable communities.



Read to learn about 596 Acres which champions resident stewardship of land to build more just and equitable cities.



a new “outcome”



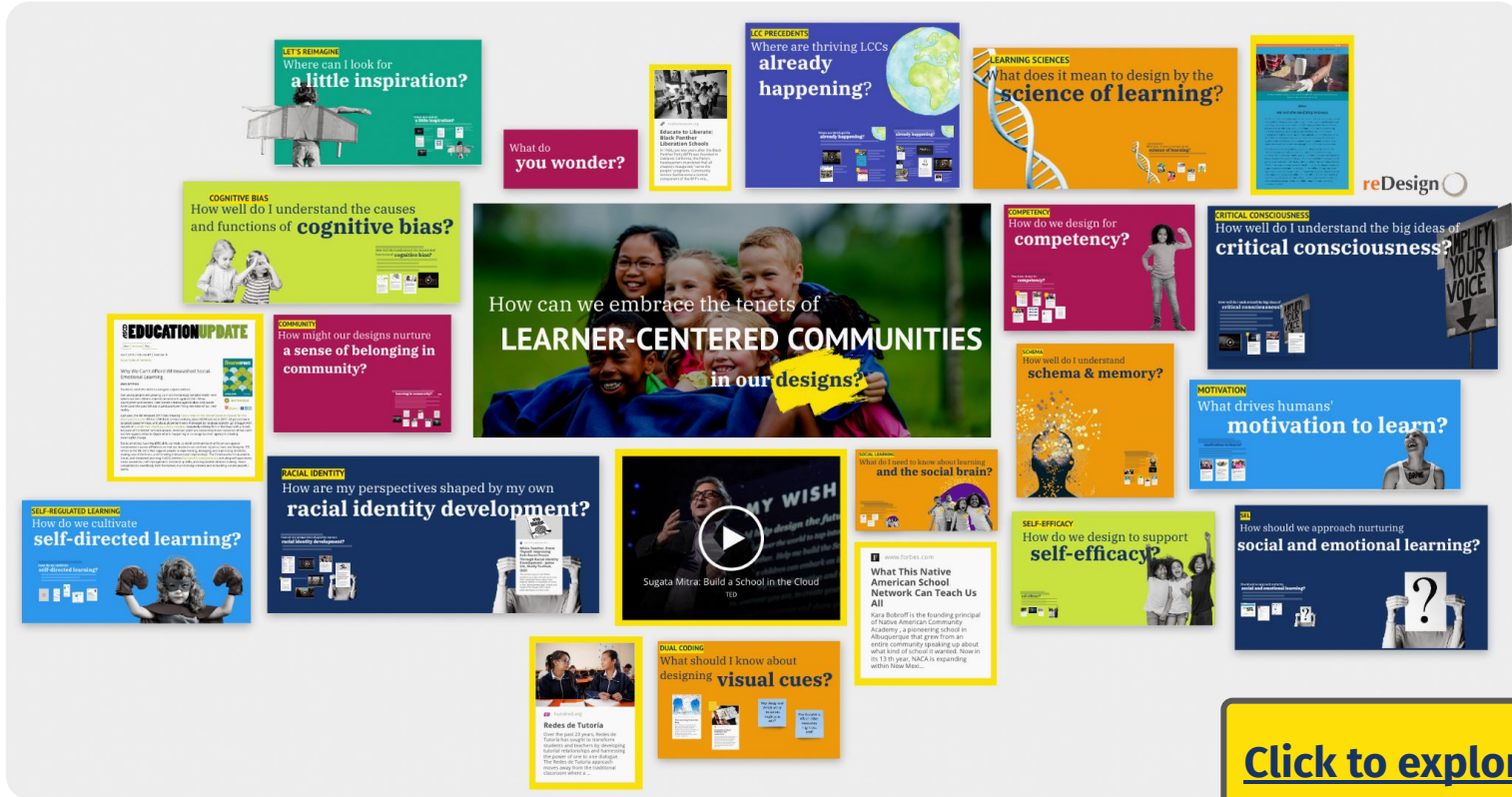
CORE ELEMENTS OF

# LEARNER- CENTERED COMMUNITIES

a reDesign  framework (2019)

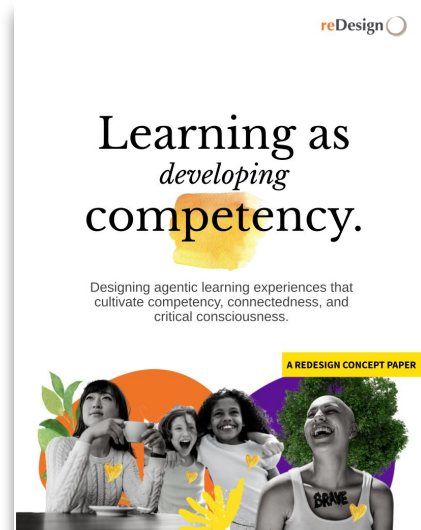
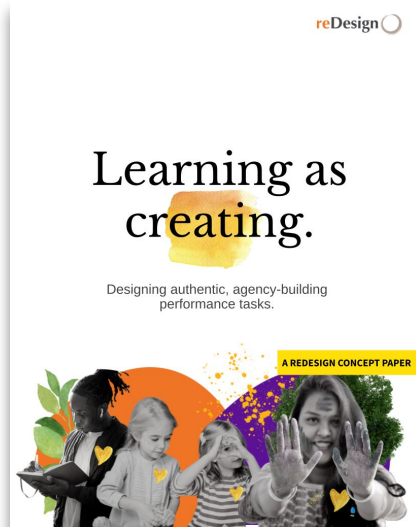


# Learner-centered Communities



# 3 \*NEW\* Concept Papers - Hot off the press!

The best of reDesign's thinking over the years



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Reach out: [antonia@redesignu.org](mailto:antonia@redesignu.org)



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