



SYMPOSIUM BREAKOUT SESSION
TUESDAY, OCTOBER 25, 2022 | 12:00-1:00 PM ET

Getting Smarter Together: Finding and Sharing Information to Advance Equitable, Student-Centered Innovation in Schools

PRESENTERS:

- Chelsea Waite, Center on Reinventing Public Education
- Beth Rabbitt, The Learning Accelerator
- Miguel Gonzalez, Embark Education
- Donnell Cannon, Maureen Joy Charter School
- Alexa Sorden, Concourse Village Elementary School
- Tyler Thigpen, The Forest Schools and Institute for Self Directed Learning



WELCOME!

In the chat, please share:

- Your name and affiliation
- A person or place that inspires you
- The place you're joining from (including indigenous land, if you know it)

To learn about the indigenous land you live or work on, visit <https://native-land.ca/>

Let's do these things together to be an effective group

Participate in full: Let's be present together for this precious time and try to minimize other distractions. We've built in lots of ways to engage!

Value difference: Let's appreciate diversity and respect differences in life experiences or backgrounds.

Take – and reward – risks: Let's put ourselves out there and learn in public. Let's express gratitude to each other for putting ourselves out there, too.

Non-attribution in breakout rooms: The main session is being recorded, but breakout rooms won't be. After the session, please keep your colleagues' identities confidential when sharing what happened in breakouts.

And...

Have fun! Welcome each other with non-judgment as the full quirky humans we are.



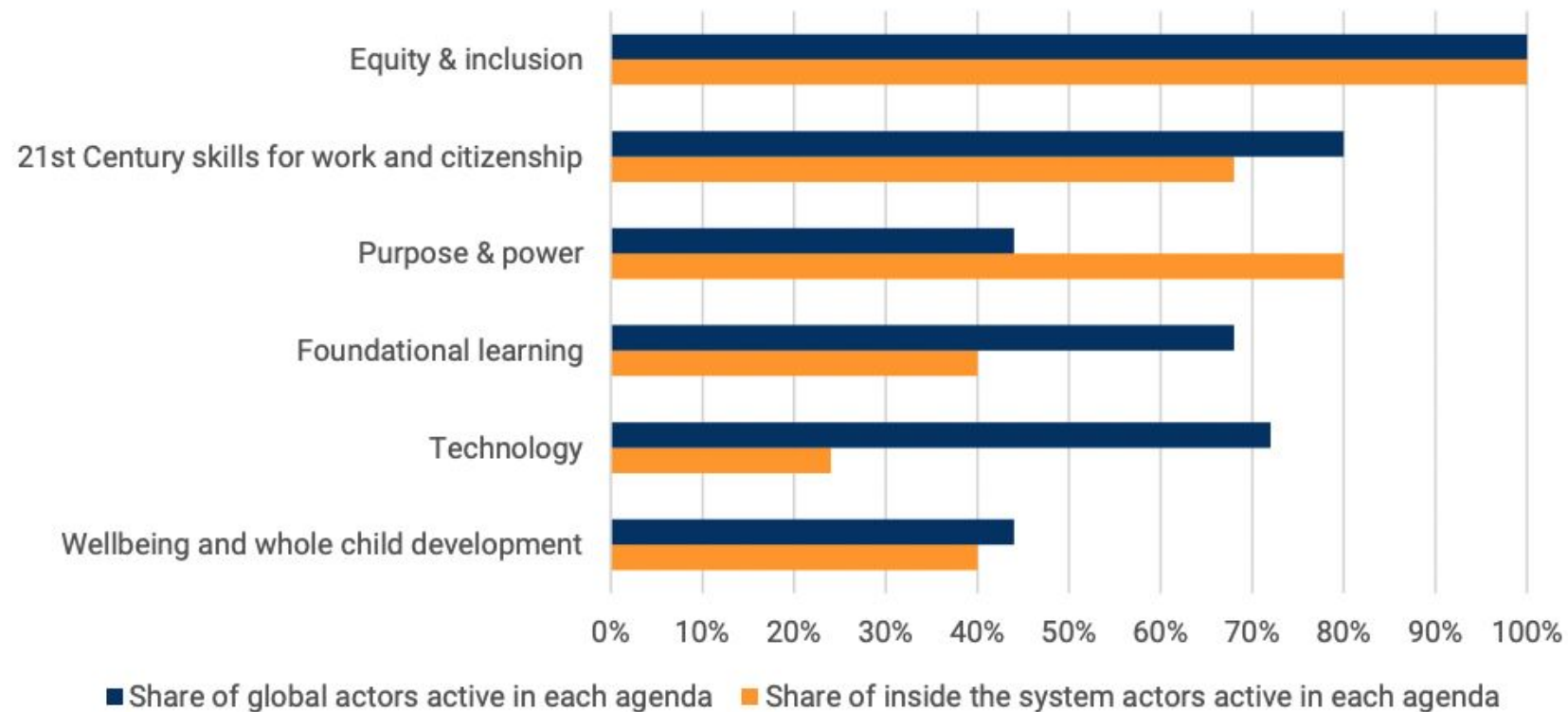
Six themes for education recovery from around the world

| Competencies and Capabilities: What systems should prioritize for transformation | | | Approaches: How systems should prioritize delivering transformation | | | |
|---|--|--|--|---|---|--|
| Agenda | Foundational learning | Wellbeing & whole child development | 21 st Century Skills for Work and Citizenship | Equity & inclusion | Technology | Purpose & power |
| Description | Scaling foundational literacy and numeracy in early learning | Supporting the development of student physical, social, and emotional health and wellbeing | Building skills for the future of work and citizenship in changing world | Building equitable and inclusive education systems that support and empower the vulnerable and marginalized | Harnessing technology to innovate education's approach and delivery | Focusing on the purpose of education through the empowerment of local-leadership and bottom-up movements |

Source: Rebecca Winthrop, "[Shared priorities to transform education systems: Mapping recovery and transformation agendas](#)," Brookings Institution, 2022

Different perspectives on priorities

Global versus inside the system actors



Practices underway in a diverse set of innovative schools



Cluster 1:
**Educational justice and
holistic student
supports**



Cluster 2:
**Postsecondary
pathways and the
world outside school**



Cluster 3:
**Deeper learning for
mastery**



Cluster 4:
**Flexible and
individualized learning
pathways**



Cluster 5:
Blended learning



Alexa Sorden,
Founding Principal

Concourse Village Elementary School

Key practices:

- Station rotation
- Flipped classroom
- Self-assessment opportunities
- Culturally responsive practices
- Real-world problem solving tasks

More about CVES:

- [Collaborative Reading: Building Successful Readers Together](#) (Edutopia)
- [Pairing Teachers to Drive Professional Development](#) (Edutopia)
- [Case Study: Concourse Village Elementary School](#) (Chan Zuckerberg Initiative)



Where Alexa learns:

[Achieve the Core](#)

[The Lexile Framework for Reading](#)

[Visible Learning](#)

Self Development Books: Atomic Habits by James Clear and Eat That Frog by Brian Tracy



Donnell Cannon
Co-founder

Co-founder of North Phillips School of Innovation



Key practices:

- Passion and Purpose-based instruction
- Real-world Instruction
- Student belonging
- Identity development

More about NPSI:

- [North Phillips School of Innovation](#)
- [We Drive It](#)
- [NPSI Journey Guide](#)
- [A Case Study on Innovation & Change Management in Edgecombe County Public Schools](#)

Where Donnell learns:

- [Transcend Education](#)
- [The Inspiration Project- by Franklin Street Studio](#)
- [The Hummingbird Stories](#)
- [Profound Ladies](#)

Recent books he recommends:

- [The 15 Commitments of Conscious Leadership](#)
- [My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies](#)
- [In Search of Deeper Learning: The Quest to Remake the American High School](#)



Miguel Gonzalez
Founder

Embark Education

Key practices:

- Flexible facilities & classroom design
- Multi-age classrooms
- Real-world problem solving
- Student-led conferences
- Competency framework

More about Embark:

- [Embark Education- Overview video](#)
- [A Call for Learner-Centered Leaders to See Each Other Inside the Same Movement](#)
- [A Journey to Radically Change the Way Business, Education, and Community Intersect](#)
- [Embark Education on Embedding Learning in Business](#)



Where Miguel learns:

[The Inspiration Project- by Franklin Street Studio](#)
[Iterative Space](#)
[Finding Mastery Podcast](#)

Recent Books that inspired and made me wonder:

Emergent Strategy- Adrienne Marie Brown
Infinite Game- Simon Sinek



Tyler Thigpen
Founder

The Forest Schools and Institute for Self Directed Learning

Key practices:

- Advancement on mastery
- Assessments for deeper learning
- Real-world problem solving
- Students as co-leaders
- Students progress at own pace

More about The Forest School:

- [How The Forest School builds students' social capital](#) (Getting Smart)
- [Opportunities for school transformation](#) (National Association for Independent Schools)
- [Parent actions that empower children to become independent learners](#) (HundrED)



Source: The Forest School

Where Tyler learns:

- NYTimes
- Youtube
- [Kottke](#)

Recent books he recommends:

- [A new kind of diversity](#)
- [Minerva and the future of higher education](#)
- [The death of character](#)


LET'S HEAR FROM YOU!

Padlet: <https://padlet.com/cwaite61/3pg6bcxjfuauxrz2>

GROUP SHARE-OUT:

Where do you turn when you need to learn something new?

Browse and search among 308 schools in the Canopy project



FILTERS


Expand Table →

| School (website) | State | Nominator(s) | Core Practices |
|--|------------|-------------------------------|---|
| 5280 High School | Colorado | Colorado Education Initiative | <ul style="list-style-type: none">Teachers As Co-LeadersProject-Based LearningTrauma-Informed PracticesSel Integration School-WideExpanded Measures Of Success |
| A Vito Martinez Middle School | Illinois | Anonymous | <ul style="list-style-type: none">Students As Co-LeadersCompetency/Mastery-Based EducationStudent-Led Goal SettingAssessments For Social-Emotional SkillsCulturally Responsive PracticesAccommodations Provided To All StudentsPerformance Based AssessmentCompetency/Mastery-Based EducationStudents Progress At Own Pace |
| A2 Virtual + Academy | Michigan | Michigan Virtual | <ul style="list-style-type: none">Project-Based LearningInterdisciplinaryPortfolios And Public Exhibitions Of Student WorkGrading Policies Focus On MasteryStudents Earn Industry CredentialsRestorative PracticesFamily And Community Support ServicesHiring For Equity And Inclusion ValuesIndividual Learning PathsCulturally Responsive PracticesPeer To Peer SupportPortfolios And Public |
| Ace Leadership High School | New Mexico | Future Focused Education | |
| Achieve Community Charter School | New Jersey | Anonymous | |
| Acton Academy Venice Beach | California | Mastery Transcript Consortium | |

Click a school dot or table row below then here to see profile

Schools308

Nominators103



+

-

Most Common Self-Identified Practices (core and non-core)

| | |
|---|-----|
| Multiple Opportunities To Demonstrate Mast... | 237 |
| Project-Based Learning | 233 |
| Sel Integration School-Wide | 227 |
| Design To Meet Needs Of Students Who Hav... | 226 |
| Real-World Problem Solving | 224 |
| Accommodations Provided To All Students | 222 |
| Mental Health Services | 219 |
| Restorative Practices | 218 |
| Community And Business Partnerships | 217 |
| Interdisciplinary | 217 |
| Blended Learning | 216 |

Self-Identified Core Practices

| Practice | Length of Use |
|---------------------------------|---------------|
| Student On Mastery | ★★★★ |
| Assessments For Deeper Learning | ★★★★ |
| Problem Solving | ★★★★ |
| Teachers As Co-Leaders | ★★★★ |
| Progress At Own Pace | ★★★★ |

1-2 YEARS

3-5 YEARS

6+ YEARS

See all of our practices →

Student Experience Design

Children flourish. They are enabled as young learners to safely explore and understand the world and how they can make it better. Each child has the will: Begin a Hero's Journey; Learn to be a learner; become an independent learner, and love lifelong learning; Discover his or her most precious gifts, along with the dedication it takes to develop real talent.

Key Shifts in Student Experience

Assimilation & Marginalization→Affirmation of Self & Others

Inflexible Systems→Customization

Irrelevance→Relevance


Isolation→Connection & Community

Narrow Focus→Whole-Child Focus

Passive Compliance→Active Self-Direction

School Website

www.theforest.school



FINDER

Select another school below to view their profile

The Forest Schools

▼

The Forest Schools, nominated by Transcend & Mastery Transcript Consortium, is a Elementary/Middle/High/school in Fayetteville, Georgia which describes itself as an Independent (private) school, Virtual school, Microschool, Other: We also have

About The Forest Schools

The Forest School and The Forest School Online serve grades PreK4 through 12 and offer learner-driven technology, Socratic discussions, hands-on projects, and real-world apprenticeships in an intentionally diverse, self-directed, and character-forging community. Our mission is that every person who enters our doors will find a calling that will change the world. Through research, consulting, and curriculum development, our school's Institute for Self Directed Learning partners with public school districts, charter networks, independent schools, and universities to equip educators and school leaders to design and lead schools and classrooms that move students from being dependent learners to becoming self-directed, independent learners.

Why The Forest Schools was Nominated

The Forest School is a micro-school that centers student agency and gives all learners opportunities to design their own learning journey. The school leverages hands-on "quests" in which students are at the center of their own Hero's Journey. They also utilize portfolios and exhibitions rather than grades, as well as mixed-age classrooms rather than industrial-style age-based cohorts. This school has a fully implemented mastery-based learning system and uses the Mastery Transcript as the official summative record for some or all graduates.

Students

163

Free/Reduced Lunch

20%

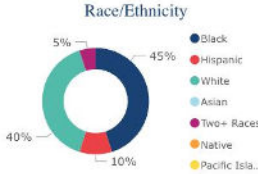
Students with Disabilities

30%

English Learners

2%

Race/Ethnicity



| | |
|------------------|-----|
| Black | 45% |
| Hispanic | 10% |
| White | 5% |
| Asian | 2% |
| Two+ Races | 2% |
| Native | 2% |
| Pacific Islander | 2% |

Resources

[How The Forest School builds students' social capital](#)

[Opportunities for school transformation](#)

[Parent actions that empower children to become independent learners](#)

School Contact: Rebecca Ferguson, Executive Assistant to the Head of School

rebecca@theforest.school

Data Updated: April 2022

www.CanopySchools.org



AURORA INSTITUTE

Symposium

OCTOBER 24 – 26, 2022 | VIRTUAL

Thank you for joining us!

Share Your Thoughts

Participate in our one-minute poll (link in chat box)

