

LEADERSHIP FOR THE FUTURE OF LEARNING

# STUDENT-CENTERED LEARNING

News & Updates

ISSUE 24 | JUNE 28, 2016

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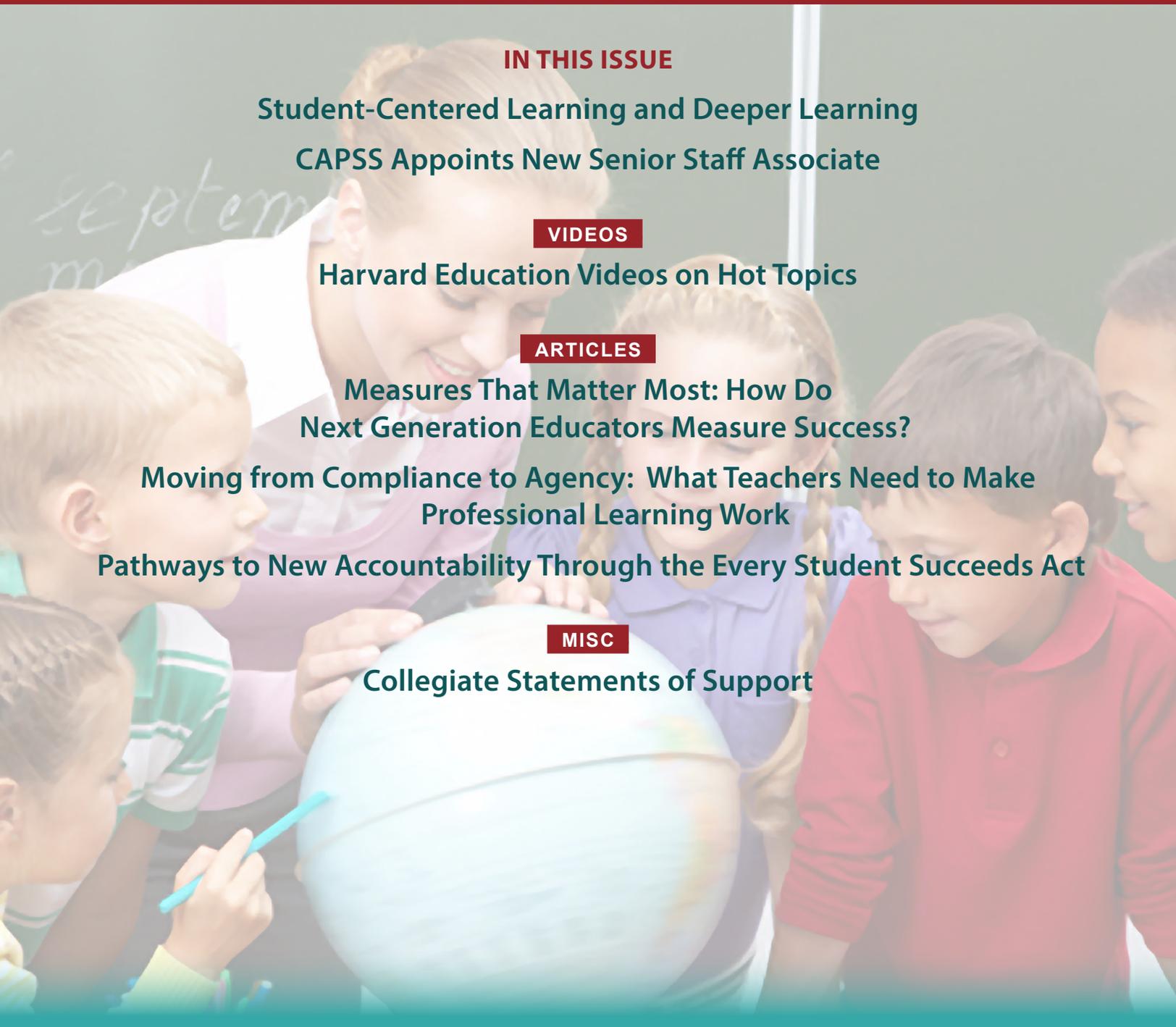
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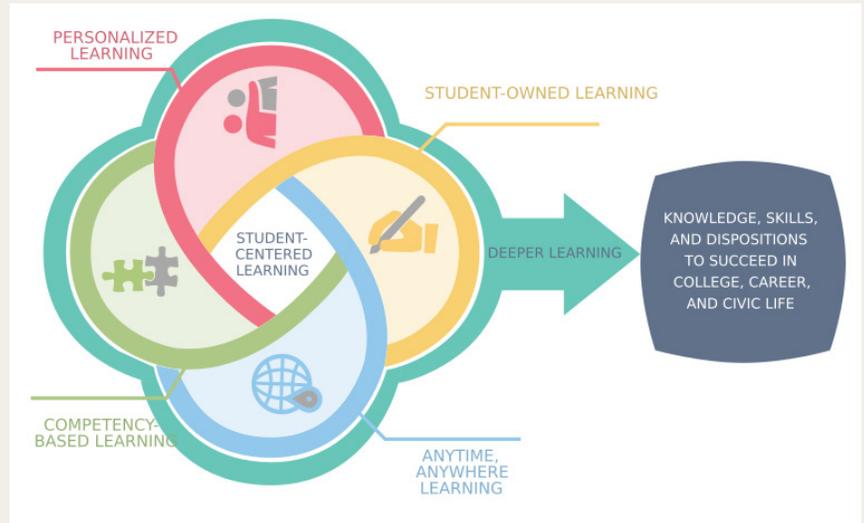
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## Student-Centered Learning and Deeper Learning: What is the Relationship?

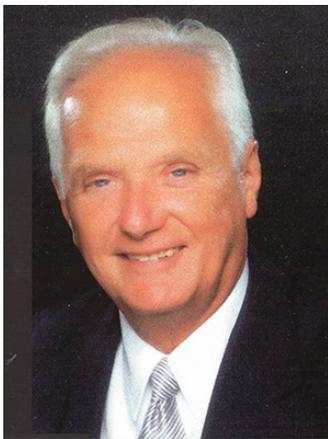
This newsletter is designed to support staff, schools and policy makers interested in the process of implementing student-centered learning. Student-centered learning is defined as having four components: personalized learning, student-owned learning, competency-based learning and anytime, anywhere learning. In this framework the outcome of the four components is **deeper learning**. Learn more about the four components by [clicking here](#).



Learn more about deeper learning by visiting the [Student at the Center Hub](#).

### FEATURED VIDEO

## CAPSS Appoints New Senior Staff Associate for Leadership Development



Joe Cirasuolo, CAPSS Executive Director announced the appointment of Dr. Richard W. Kiesel as the new Senior Staff Associate for Leadership Development effective July 1, 2016. His responsibilities include the CAPSS Leadership Development Programs and the Educational Transformation Project. He replaces Larry Schaefer who is retiring in June.

Recently, Richard was Interim Superintendent in Manchester and Mansfield. Prior to those positions, he was Superintendent in the Avon Public Schools. Dr. Kiesel also served as Superintendent in Massachusetts prior to his Connecticut work. Richard currently is an Adjunct Professor of Education at the University of Connecticut.

Join us in welcoming Richard to the CAPSS team.

## FEATURED VIDEOS

## Harvard Education Videos on Hot Topics

Harvard Graduate School of Education faculty have recorded super brief talks on a variety of topics. All are eight (8) minutes or less. Included below are several videos related to students at the center work. These videos include:

[The End of Average](#) by Todd Rose. Rose argues that we can't understand individual brains by using group averages. The same goes for how we deal with students; we must treat them as individuals, which we can do better with recent advances in classroom technology. A longer TedTalk on this topic — [Myth of the Average](#) (18 minutes) — is available as well.

[Getting to "All Means All"](#) by Paul Reville. What can we learn from the failure of education reform, so far, to deliver on the promise to bring high-quality education to all? Reville asks how can we get past demography being destiny?

[Learning What Works](#) by Tom Kane. The U. S. labor market has changed in recent decades, and schools haven't kept up with the task of preparing students for the changed world. What strategies will work and how can we develop them quickly?

[Linking Family Engagement to Learning](#) by Karen Mapp. Relationships between schools and families have to be relational, interactive, collaborative, developmental, and linked to what students are learning, says Mapp, so that families can be more effective supporting learning at home. In particular, Mapp is critical of traditional open house meetings in schools.

*Excerpted from [The Marshall Memo](#) 554 September 29, 2014.*

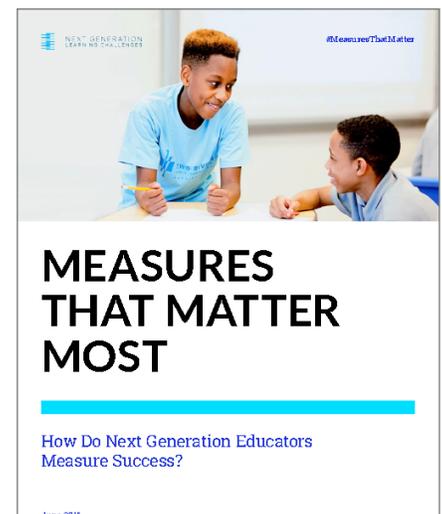


## FEATURED ARTICLES

## Measures That Matter Most: How Do Next Generation Educators Measure Success?

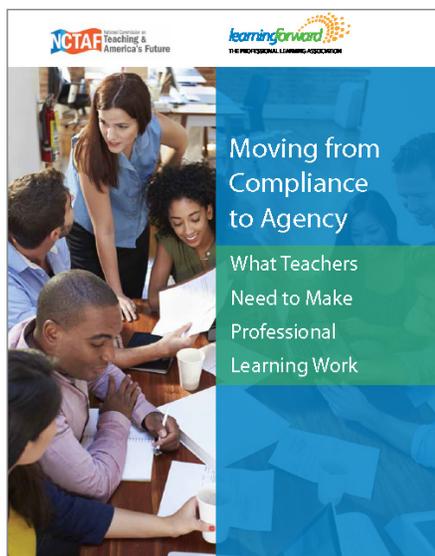
Educators and policymakers are eager for evidence of success of the new models. Yet there does not currently exist a consensus on how to measure the success of educational innovation. For this report, Next Generation Learning Challenges decided to turn to their own community of educational innovators to discuss what measures matter most to them. They also asked their network what measures they would like to see more of in the future. They were particularly interested in highlighting the different approaches and methodologies that their community of next generation educators find useful in measurement. By consulting those on the front lines, they believe that they will elevate the national conversation.

[Visit website](#) (link to download the report is on bottom left)



FEATURED ARTICLES *continued*

## Moving from Compliance to Agency: What Teachers Need to Make Professional Learning Work



Learning Forward and the National Commission on Teaching & America's Future interviewed teachers and school administrators to understand the disconnect between the professional learning that teachers need and want and what they actually experience on the job. Teacher agency emerged as a factor that needs to be elevated in the discourse about professional learning.

Authored by Laurie Calvert, education policy advisor for Learning Forward and NCTAF, this report emphasizes the importance of teacher agency and pinpoints strategies that education leaders and policymakers can use to leverage agency in designing more effective professional learning. Classroom? They suggest ways to introduce Genius Hour to kids and outline the process to help students uncover the questions they want to pursue.

[Download the report](#)

## Pathways to New Accountability Through the Every Student Succeeds Act

This paper examines the options available to states to redefine their accountability systems as they begin to implement the Every Student Succeeds Act (ESSA). The new law provides the possibility that states can create more balanced systems of support and accountability focused on educating young people so they can become productive, engaged citizens who are prepared for 21st century college and careers. We examine these possibilities, beginning with an overview of the law's requirements, including its allowances for indicators of school progress, methods of identifying schools for support and intervention, and requirements for the use of evidence-based interventions. We then look more closely at the range of indicators that might be considered in a multiple measures accountability system as evidence of learning, opportunities to learn, and student engagement. Next we discuss how these indicators might be combined to identify schools for intervention and support, and how they could be used within a continuous improvement system that also examines school practices through school visits and observations. We close with a discussion of research supporting evidence-based interventions that may be worth considering to support school improvement in a new accountability system.



### Pathways to New Accountability Through the Every Student Succeeds Act

Linda Darling-Hammond, Soung Bae, Channa M. Cook-Harvey, LiVa Lam, Charmaine Mercer, Anne Podolsky, and Elizabeth Leisy Stosich

April 2016

[Download the report](#)

## MISC

## Collegiate Statements of Support



NEW ENGLAND  
SECONDARY SCHOOL  
CONSORTIUM

Over the last three years the New England Secondary School Consortium (NESSC) has engaged in outreach to institutions of higher education to discuss the implications for students applying to colleges or universities with a diploma and transcript from a proficiency-based, mastery-based or competency-based system. The discussions have been

very encouraging. Many of the colleges and universities have sent statements of support indicating that graduating from a mastery-based system will not impact a student's admission. Letters have been received from University of Connecticut, Harvard, MIT, Wellesley, University of Vermont, University of New Hampshire and many more colleges and universities. The full collection of letters from colleges and universities can be found on the [NESSC website](#).

The primary feedback that NESSC has received is related to the quality of the transcript and profile. Future issues of this newsletter will provide examples of profiles and transcripts in mastery-based systems.

Email [Larry Schaefer](#) or [Janet Garagliano](#) with suggestions for improvement or for items to include in CAPSS' *Personalized Learning News & Updates*.

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