SELF ASSESSMENT + CONVERSATION GUIDE

EVOLVING EDUCATION

SHIFTING TO A LEARNER-CENTERED PARADIGM

Dr. Katie Martin

A WORKBOOK TO GUIDE DEEPER CONVERSATION AND IMPACT IN YOUR COMMUNITY

INTRODUCTION

Dear friends!

I am so excited for you to read this book and I can't wait to learn about what *validates you, what pushes you, and what inspires you.* Shifting to a Learner-Centered paradigm is not just about adding more. Fundamentally, it is about changing our way of thinking about and how we see learners and what is possible in education. Education Reimagined created A Transformational Vision for Education in the United States that highlights key shifts from a school-centered to learner-centered. Building off of their key shifts, Evolving Education is broken down into three essential questions and each chapter will highlight stories, examples, research, and strategies to address each of the key shifts shared below. You can make of copy of this workbook and use it digitally or print it out.

To address these key shifts, this book is broken into three essential questions:

PART I: WHAT ARE OUR ASPIRATIONS FOR LEARNERS?

I share an overview of what it means to start with a holistic understanding of each learner as an individual rather than emphasizing averages and standardization. We'll look at what it means to get to know each learner and treat each one as if they are capable of learning and contributing in their own, meaningful way. And we'll explore what it might look like to redefine success and expand measures beyond GPAs, standardized tests, and traditional methods of assessment.

PART II: HOW MIGHT WE CREATE THE MOST IMPACTFUL LEARNING EXPERIENCES?

In this section, we'll explore key elements of learner-centered education: the art and science of learning, competency-based learning, personalized learning, empowered learning, and authentic learning. We'll look at real-world examples that I hope will validate you, push you, and inspire you to take action. It's not about changing everything; it's often the smallest shifts that can ignite change and lead to a great impact.

PART III: HOW MIGHT WE CREATE THE ENABLING CONDITIONS TO SHIFT TO A LEARNER-CENTERED PARADIGM?

While the first section will delve into how we see learners, and the second will focus on the key practices, the final section will zone in on how we can shift our mindset. We will look to human-centered design to consider the ways we might bring about more widespread, systemic change. We will explore evolving education examples and practical tips to challenge the status quo and create the experiences our students deserve.

To read the fill intro click here.
You can order the book here and if you would like
10 or more copies email books@ImpressBooks.org
Let's Get Started!

With Gratitude, Katie

STEP 1: SELF ASSESSMENT

	School Centered Paradigm	Not Yet ➜ Always			Learner-Centered Paradigm
Learner Outcomes	Teach to the average and manage expectations.				Variability is the norm, and the uniqueness of learners is something to build upon.
	Relationships and SEL are secondary to learning.				Relationships and SEL are the foundation of effective learning communities.
	Learners are sorted and ranked.				Everyone is capable of learning and contributing in meaningful ways.
	Success is defined by GPAs and standardized test scores..				Success is defined on an individual basis; each learner has their own unique strengths, interests, and goals.
Learning Experiences	Focus on the most effective teaching.				Focus on producing the most effective learning.
	Learners follow a standardized path, place, and pace to assess proficiency.				Learners move at their pace and follow the path that allows them to demonstrate a mastery of knowledge, skills, and dispositions.
	Learners adapt to the standardized system.				The system adapts to meet the needs of the learner.
	Learners must be compelled to learn.				Learners want to learn.
	Education is done to the learner.				Education is done by (and with) the learner.
Enabling Conditions	Implement the plan.				Design the plan based on the goals and needs of your community.
	Fail to learn and improve.				Learn to fail and evolve.
	Maintain the way it has always been.				Evolve to create what's best for learners and learning.

STEP 2: DETERMINE YOUR GOALS

QUESTION #1: What is working well and making an impact on learners?

QUESTION #2: What might be some opportunities for growth?

QUESTION #3: What are your goals to evolve in your practice?

STEP 3: READ, REFLECT, + SHARE

Learning is more fun and impactful when we have opportunities to connect, inspire, and try things out together. Here are some ideas for how you might structure a book study and learn together.

Whole Staff
Each staff member reads independently and come together to debrief. You can use the questions provided or add your own. Setting a regular time (possibly weekly or monthly) to connect will help facilitate discussion. You could also carve out time during each staff meeting to share ideas and reflections.

PLC or Team
Teams read independently and then debrief in pairs on what they have read. After reading a section, the team discusses and directs specific strategies they apply in the classroom. At the next meeting, participants will reflect on the strategies that they applied in the classroom focusing on what worked, didn't work and why. •

Create Your Own Community
If your school or small team isn't reading this book, you can create your own community of colleagues from other schools and districts. If you are looking for people to read and learn with, let me know!

Protocols for Discussion
I love using protocols to facilitate conversations. The use of protocols ensures that all voices are heard. There is opportunity for open conversation, dialogue and reflection. Consider using one of the following protocols from the School Reform Initiative to guide your discussion:
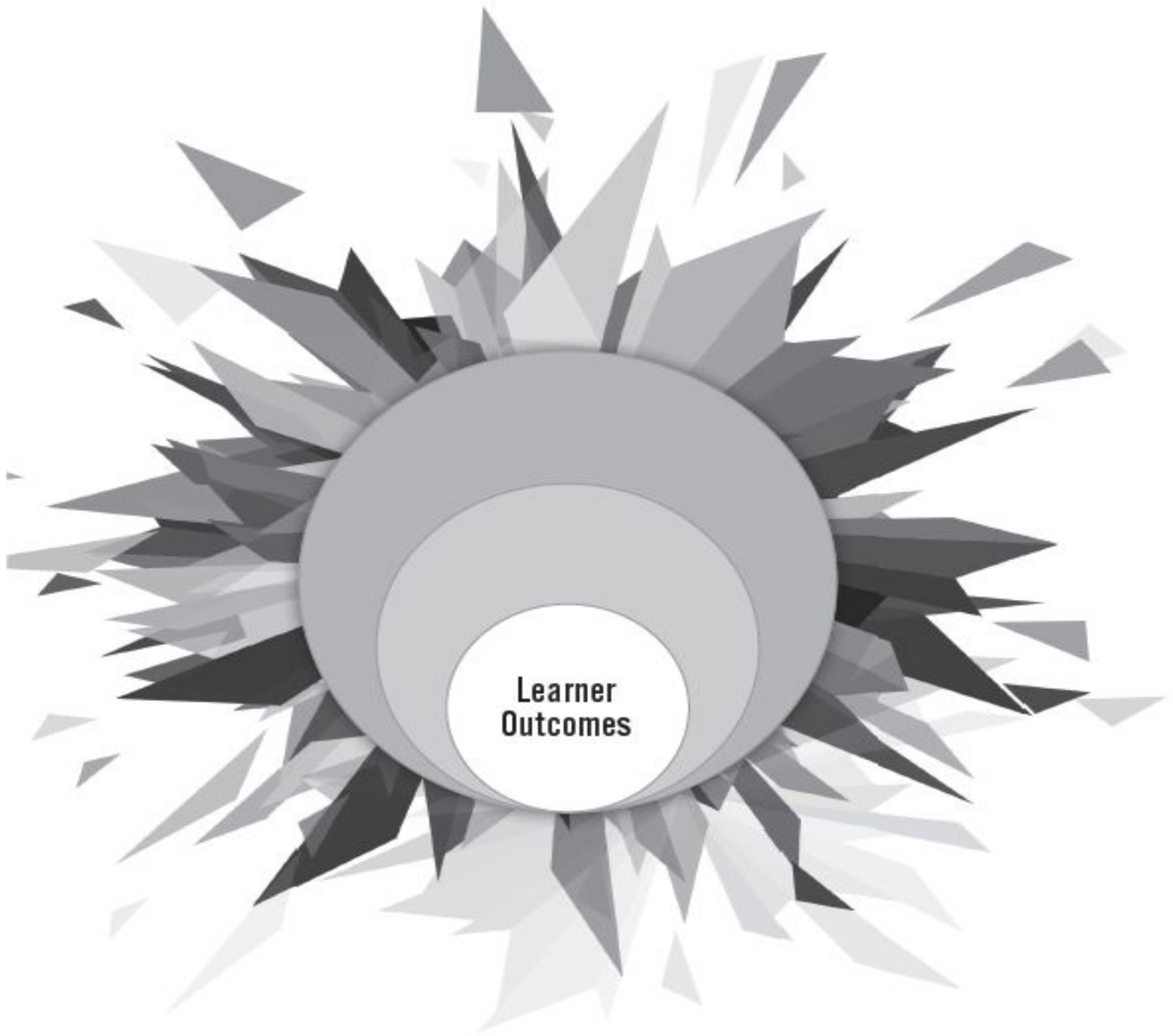
Four As
Final Word
Jigsaw

PART I

WHAT ARE OUR ASPIRATIONS FOR LEARNERS?

Learner
Outcomes

CHAPTER 1: GET TO KNOW LEARNERS

PUT IT INTO PRACTICE

Jot down your ideas and share them with your colleagues near and far.
#EvolvingEducation

QUESTIONS FOR CONSIDERATION

How might you use an existing learner profile or design a new learner profile for your context?

How might you help learners understand their strengths and opportunities for growth?

How might you help learners set goals, track their progress, and share their growth over time?

CHAPTER 2: CONNECT WITH LEARNERS

Jot down your ideas and share them with your colleagues near and far.
#EvolvingEducation

QUESTIONS FOR CONSIDERATION

How might you guide learners to understand their strengths, interests, challenges, and goals?

How might you help all students feel valued and included in the classroom?

How might you help all learners feel valued and included in the classroom?

How might you connect students to mentors, experts, and experiences beyond the classroom?

CHAPTER 3: BELIEVE IN LEARNERS

PUT IT INTO PRACTICE

Jot down your ideas and share them with your colleagues near and far.

#EvolvingEducation

QUESTIONS FOR CONSIDERATION

How might you open doors for students and expand their opportunities?

What assumptions might you be making about students?

How might you use asset framing to reframe how you talk about students (or colleagues or families)?

How might you set high expectations for all learners?

CHAPTER 4: REDEFINE SUCCESS WITH LEARNERS

PUT IT INTO PRACTICE

Jot down your ideas and share them with your colleagues near and far.
#EvolvingEducation
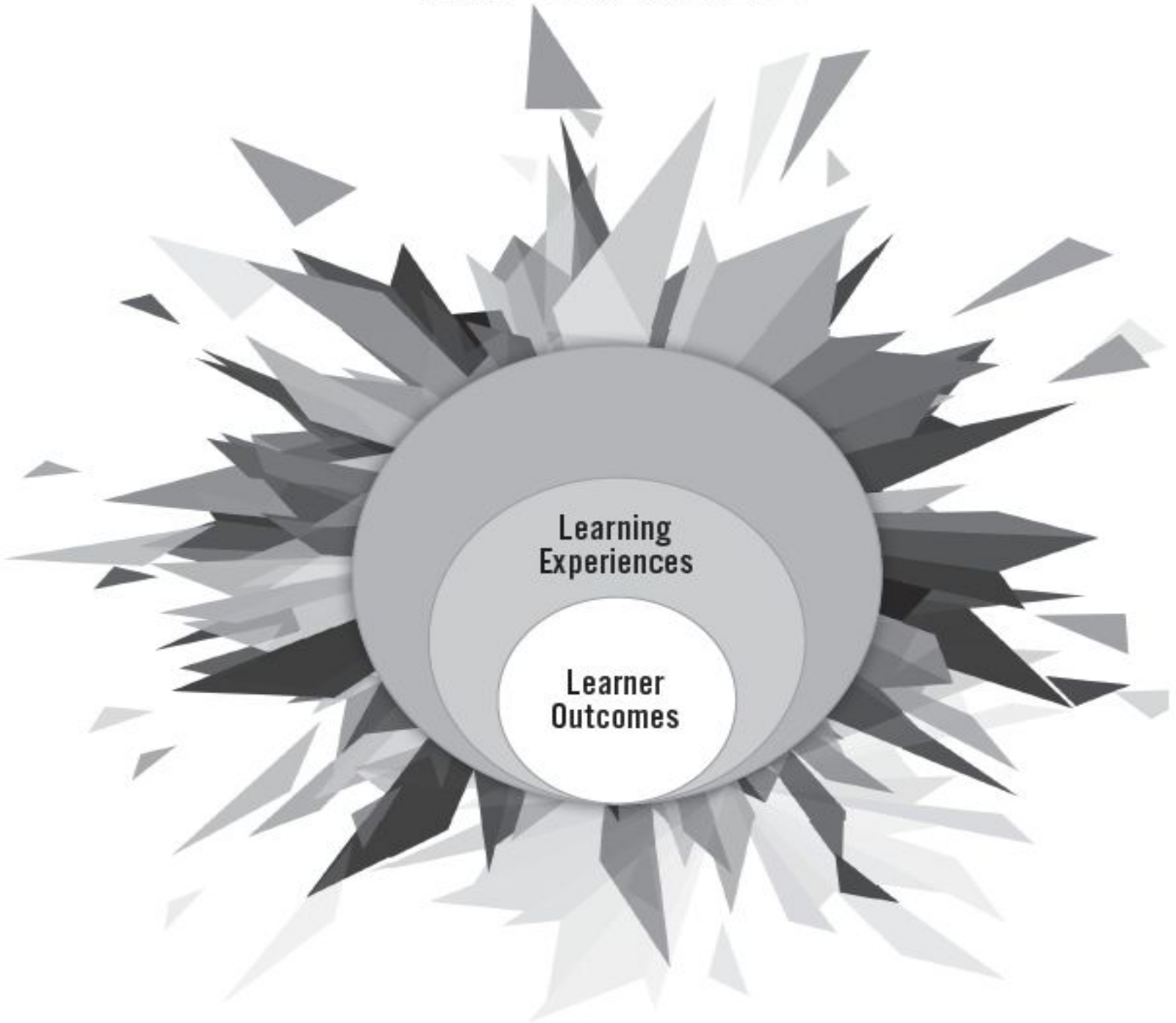
QUESTIONS FOR CONSIDERATION

What does success mean to you? What does it mean to others in your community?

How might you make a broader view of success more explicit?

What experiences might provide opportunities to put your aspirations into practice?

PART II
HOW MIGHT WE CREATE THE MOST IMPACTFUL LEARNING EXPERIENCES?

Learning
Experiences

Learner
Outcomes

CHAPTER 5: THE ART + SCIENCE OF LEARNING

PUT IT INTO PRACTICE

Jot down your ideas and share them with your colleagues near and far.
#EvolvingEducation

QUESTIONS FOR CONSIDERATION

Which of the learning science principles are your greatest strengths as an educator?

Which of these principles highlight opportunities for growth?

How might you create more alignment between research and practice?

How might you create a learning experience like Salad Wars that aligns with your context?

CHAPTER 6: COMPETENCY-BASED LEARNING

PUT IT INTO PRACTICE

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#EvolvingEducation

QUESTIONS FOR CONSIDERATION

What are the most important outcomes for your learners in your class?

How might you make the learning targets clear an divisible to learners?

How might learned be able to take ownership of the assessment process?

CHAPTER 7: PERSONALIZED LEARNING

PUT IT INTO PRACTICE

Jot down your ideas and share them with your colleagues near and far.
#EvolvingEducation

QUESTIONS FOR CONSIDERATION

How might learners have opportunities to navigate their own pace, path, and place?

How might you intentionally remove barriers for learners to access learning opportunities?

How might you create a culture of trust and respect?

CHAPTER 8: EMPOWERING LEARNING

PUT IT INTO PRACTICE

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QUESTIONS FOR CONSIDERATION

How might there be opportunities to create more purposeful learning in your curriculum?

Are you doing work for students that they could do for themselves?

How might you develop learner agency?

CHAPTER 9: EMPOWERING LEARNING

PUT IT INTO PRACTICE

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#EvolvingEducation

QUESTIONS FOR CONSIDERATION

How might you provide the time and support to engage your students in solving problems that matter to them?

How might students have opportunities to develop and explore new questions?

How might their new skills and knowledge be embedded and developed through authentic projects and problem solving?

How might students have opportunities to engage in real-world learning?

PART III

HOW MIGHT WE CREATE THE ENABLING CONDITIONS TO SHIFT TO A LEARNER- CENTERED PARADIGM?

Enabling
Conditions

Learning
Experiences

Learner
Outcomes
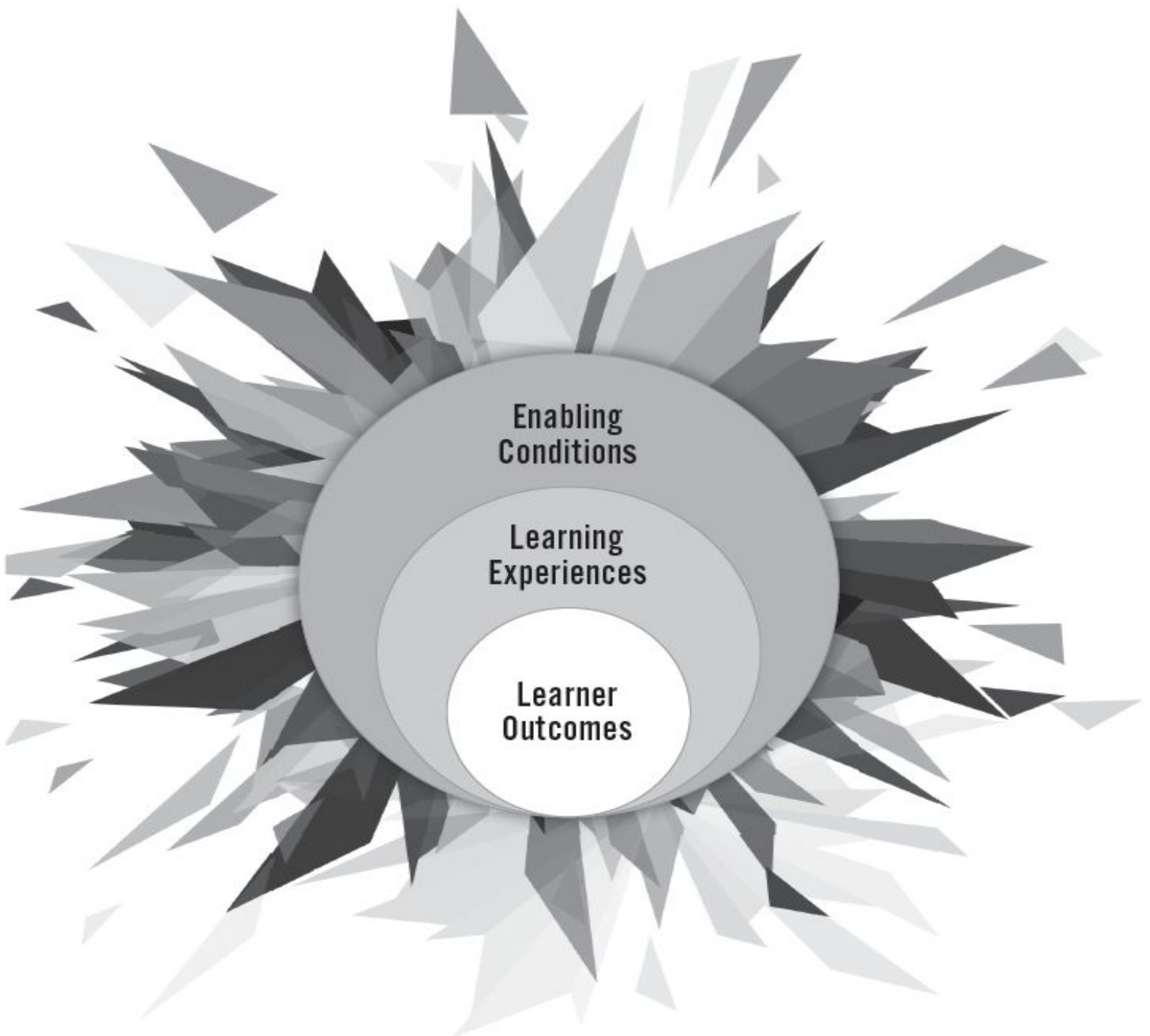
CHAPTER 10: DESIGN THE FUTURE

PUT IT INTO PRACTICE

Jot down your ideas and share them with your colleagues near and far.
#EvolvingEducation

QUESTIONS FOR CONSIDERATION

How might you use human-centered design in your context?

What challenges or inequities do you notice?

How might you empathize with students ot other community stakeholders to better understand their needs?

What ideas would you like to test?

What is stopping you from moving forward?

CHAPTER 11: NAVIGATE CHANGE

PUT IT INTO PRACTICE

Jot down your ideas and share them with your colleagues near and far.
#EvolvingEducation

QUESTIONS FOR CONSIDERATION

What does failure mean to you?

How might you prioritize what's best for learners?

How might you use the neutral zone and new beginnings to make space for creativity and innovation?

What can you let go of?

CHAPTER 12: CHALLENGE THE STATUS QUO

PUT IT INTO PRACTICE

Jot down your ideas and share them with your colleagues near and far.
#EvolvingEducation

QUESTIONS FOR CONSIDERATION

Why might it be important to challenge the status quo?

How might you get others on board?

What shifts can you set in motion right now?

We don't need young people to adapt to a standardized system, we need the system to adapt to the unique learners.
- Dr. Katie Martin

Those who are willing to show up and be brave, not perfect, are paving the way and innovating to create the path forward.
- Dr. Katie Martin

It's not about being the teacher you needed. It's about being the teacher they need.
- Dr. Katie Martin

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