Redesigning Schools for the 21\textsuperscript{st} Century

Joe DiMartino – President
• The CSSR process builds on work started at Brown University by key players on the CSSR Team, continuing an emphasis on supporting schools to implement major changes to become student centered learning environments.

• Supporting strong leadership for PERSONALIZED LEARNING – from local school redesign to national high-level conversations, CSSR works to create a richer secondary school experience for each and every student.
CSSR Resources and Publications

The CSSR staff has contributed a number of books and articles to the education community. Recent publications include The Personalized High School and Personalizing the High School Experience for Each Student, and Breaking Ranks: A Field Guide for Leading Change.
CSSR is currently conducting a policy audit for the 7 school districts across five New England States that are implementing district level systems change to create student centered learning environments in their high schools.

We designed the audit process to connect policies against existing school practices as well as new initiatives.
What we’ve learned about policy:

On a day-to-day basis, people don’t spend much if any time thinking about policies, and do not find policy work particularly interesting.

Typically, people understand better other levers that shape, guide, and motivate thoughts and behavior in the service of improving SCL practice implementation.

What is front of mind are the typical daily challenges, and focusing on efforts to better implement high-priority SCL practices – which does not include policy considerations.
Policies (with a big “P”) are appreciated when it comes to those that create change opportunities and have a major impact at the state or district level that allow for adoption of high-impact practices. For example, the seat-time waiver (state level policy) and flexible scheduling (district level policy) to allow for any time, any place, any pace learning are major policies that everyone is tuned into and whose value is recognized.

However, these policies are often misunderstood.

To be effective policies need to be very clearly communicated to all stakeholders.
In August 2010, CSSR and our partners (Plymouth Public Schools, UCLA Center X, and the New Hampshire Department of Education), won a highly competitive innovation fund grant. This grant has allow us to provide design and implementation support to a network of 13 schools that are changing to a more personalized approach founded in a competency based approach to learning that includes demonstrating mastery through performance assessment.
A continuum of assessments in a balanced system to assess student mastery along learning progressions

**Examples**

- **Traditional Tests**
  - CCSS Assessments (SBAC & PARCC)
  - Common Performance Tasks (Ohio, New York)
  - C-PAS College Ready Assessments
  - Student-Designed Projects (Envision, NY Performance Standards Consortium, Singapore, IB)

**Narrow Assessment**

- Standardized, multiple-choice tests of routine skills
- Standardized tests with m-c & open-ended items + short (1-2 day) performance tasks of some applied skills
- Standardized performance tasks (1-2 weeks) that include structured inquiry and demand more integrated skills, including collaboration
- Performance tasks that require students to formulate and carry out their own inquiries, analyze & present findings, and (sometimes) revise in response to feedback
- Longer, deeper investigations, (2-3 months) & exhibitions, including graduation portfolios, requiring students to initiate, design, conduct, analyze, revise, and present their work in multiple modalities

Linda Darling-Hammond
The Power of a Network

- Student Agency
- Student Driven Learning
- Power of a Network
- Leadership & Sustainability
- Culture of Inquiry
Putting Students at the Center:
Building Bright Futures Through High School Redesign.

Culture of Inquiry
How do we keep students at the center of instruction and assessment practices while equally valuing and promoting teacher learning? How can schools...

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Power of a Network
To change school culture we must question the traditional philosophy of "my kids, my classroom." For far too long, educators have operated within...

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Shared Leadership
When we think of leaders, we typically imagine an individual or individuals who are positioned at the top of a hierarchy—or "positional leaders."

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Student Agency
How do learning environments embrace student agency in a way that allows students to create their own pathways and be engaged allowing the deepest...

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Student Driven Learning
Student driven learning is at the heart of personalized learning and teaching. In a word, school transformation is only possible when students are...

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