

UP for Learning

Winter 2018

Unleashing the Power of Partnership for Learning



Unleashing the Power of Partnership for Learning

Our Mission

Increase youth engagement by developing youth-adult partnerships in learning to ensure that each and every young person has the skills, self-confidence, and opportunities to assume meaningful roles in shaping their learning and their lives.

Our Vision

We envision a time when youth will take responsibility for their own learning by collaborating with adults to reach their own goals.

Youth Take the Lead in Shaping a Culture of Growth Mindsets, Metacognition and Motivation



When we asked students at Cabot High School what excited them about M3 and their role, we heard:

“Being a leader in my class!”

“Encouraging people to see the shifts that can happen by learning strategies such as ‘not yet.’”

“Being able to teach my peers about how we learn and developing strategies to get the most out of school.”

A student-centered learning model requires an increase in student responsibility in order for learners to shape their own educational path. To meet these new demands, youth must gain fluency in the language of learning —mindset, metacognition and motivation. Only then will ALL young people be able to optimize personalized learning opportunities and thrive in a proficiency-based system, thereby realizing their full potential.

M3, continued on page 4 ►

Our Values & Guiding Principles

Share Responsibility. The process of change must be transparent and must be driven by adults and youth, in equal measure.

Start from Strength. Students, educators and parents possess the wisdom and capacity to orchestrate change. Beginning with what's working—as opposed to what's not—provides hope and energizes a community to embrace change.

Assume Positive Intentions. Educators truly want students to thrive. Young people are ready and able to commit to their learning and be involved in its design.

Seek Equity & Justice. The most effective learning environments are ones in which youth and adults are equally valued and heard. Those who have been most disenfranchised have the right to aspire to a more meaningful education.

Employ Data to Drive Change. Research is a powerful means to create a shared understanding and a vitally important way to build credibility between youth and adults. When a community works together to make meaning of their own data, they are strengthened by what they learn and emboldened to take action.

Create Open Dialogue. Deep conversation is central to changing school cultures. Young people are particularly able initiators of this dialogue, creating a shared vision for education and the learning process.

◀ M3, continued from page 1

UP for Learning's M3: Mindset, Metacognition and Motivation initiative supports youth as peer-to-peer messengers of these concepts over the course of ten advisory sessions (or six advisory session on the middle school level). The M3 teams also collect pre- and post-data on student perceptions of their own learning process, and youth team members lead two faculty meetings to share their work and survey findings. Concurrently, the adult M3 advisors are engaged in a graduate course to scaffold their year-long efforts to 1) support youth facilitators in their teaching roles, 2) adopt brain-based pedagogical strategies in their own classrooms, and 3) become peer leaders in order to shift the school culture to one aligned with brain-based learning strategies.

A shared language for learning builds learners' intrinsic motivation, engagement and ownership. The primary goal is to close the achievement gap and ensure equity in access to a quality education. Research affirms the powerful impact of establishing a growth mindset culture, particularly for those from economically challenged families.

Feedback from students who participate in the M3 advisory program affirms that learning this content from their peers is more effective than teacher-directed efforts. When students assume the role of M3 teachers and guides, they demonstrate their capacity as co-owners of their education and change agents in school redesign. Both the M3 content and process are therefore contributing to a culture shift of shared responsibility in learning in the eight schools undertaking M3 this year. In the words of one M3 youth facilitator, "I was reminded of how much power we have as individuals to change our own world and the world of others...for the better."

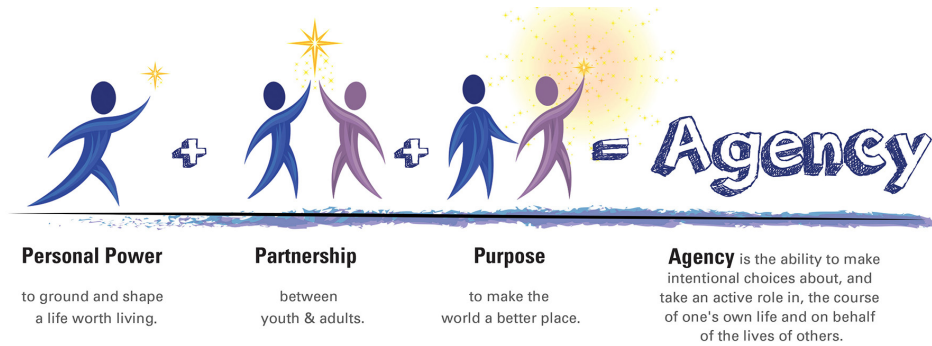


As a school in search of resources to support our shift to a proficiency based system, M3 was a welcome compliment. The lessons provide students and teachers with useful and clear ways to build self-esteem, increase learning potential and reinforce understanding for why we are transforming instructional practices. Youth leaders as facilitators is a powerful way build student body interest and buy-in for the work.

—Phil Grant, principal, Peoples Academy

Why do we seek to anchor UP initiatives in youth leadership and agency?

- We believe youth are capable and effective as social change agents working at a systems level in their own schools.
- We believe youth should have opportunities to practice and gain skills to better understand the power of their own internal focus, skills, experience and environment.
- We believe in authentic and powerful opportunities to explore agency through UP programs by employing an action research model or other means to improve teaching, learning and school climate.
- We seek to establish patterns of effective practice in the ways youth and adults interact as learners and educators in an effort to promote agency for themselves and others.
- The 4th R in our conceptual model, shared responsibility, assumes shared agency. Further developing this concept, making it explicit in our framework, will serve to strengthen our work.
- We seek students and teachers to see themselves as agents of change and transfer their experience to their expectations for themselves not only as members of school communities but also beings in the world.



Building Agency: Personal Power with Purpose: Change Agents at the Center of UP for Learning

UP for Learning provides leadership opportunities for young people to develop personal power with purpose (P3). As members of UP for Learning Teams, youth are in a position to activate their own agency, partner with adults, and together make a difference in their school communities as well as the statewide community.

Young people demonstrate leadership in service to their school community and UP for Learning's mission by playing an active role in key change efforts: making learning structures responsive to those who experience the most direct impact of school policy and practice. That means putting youth, in partnership with adults, at the center of decision making about factors that affect their own education. Young people are redefining and invigorating leadership with their curiosity, experience, and desire to collaborate. They contribute to a purpose that not only serves their own educational interests but also the interests of their school community.

Through UP for Learning's initiatives, young people co-create events and resources with adults to support change through participatory action research and school redesign across Vermont.

In service of this work, UP for Learning has created an Agency Survey to explore the factors that impact personal power and the ability to empower others. UP Teams are using this survey to reflect on their work and set goals both individually and as a team. The survey is organized around the following factors:

- Factor #1: My Thinking as a Leader/Change Agent.
- Factor #2: My Skills as a Leader/Change Agent.
- Factor #3: My Experience as a Leader/Change Agent.
- Factor #4: My Environment as a Leader/Change Agent.

The survey will be available as part of a comprehensive curriculum module on Agency on the UP for Learning website this spring.

Funding UPdate: Generous Supporters

UP for Learning would like to thank the following organizations for their continued support.

THE
BAY & PAUL
FOUNDATIONS

 VERMONT
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 The Wisdom Connection
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The communicating of a school redesigned course really gets into the bigger motivational reasons for doing the school redesign. How does it really serve students better?

—CSR participant



Communicating School Redesign

Communicating School Redesign teams at Peoples Academy and Stowe High School have been hard at work, shaping and implementing their communications campaigns to build public understanding and support for school redesign. Their work has been particularly timely and valuable in this period of heightened concern and questions about proficiency-based assessment measures at both schools. The teams spent this fall learning about research-based communication practices and conducting research to chart student and teacher mental models of education and learning. This data informed their subsequent communications plan development.

The Peoples Academy team has focused on student understanding of the core concepts of this shift to a new learning assessment system, working with individual classes to ground their grasp of the reasons for this change and to field questions. Stowe High School CSR students have played an integral role in several School Board meetings, building a common vision for education and learning as a foundation for change. Youth team member insights about the transition are being shared with faculty as a whole to build a strong bridge between implementation efforts and the felt experience of the student body. This will inform their next steps in the proficiency journey.

One of the greatest challenges of proficiency-based implementation is that parents, teachers and students have no known reference point for this model. Over the past four years, Communicating School Redesign has been committed to supporting the grassroots work of a limited number of CSR schools, as well as developing materials and strategies for all schools in their redesign process.

The “Stories on the Road to Proficiency” video series and Dialogue Guide, produced by UP for Learning in partnership with the Vermont Folklife Center, were released statewide in August. The goal is to help schools ease anxieties and answer fundamental questions about the “why” of proficiency-based learning. These videos provide a window into four Vermont classrooms where proficiency-based practices are transforming learner and teacher roles while improving the basic integrity of learning itself. Importantly, these tools capture a balance of both youth and adult perspectives, reinforcing that youth and adults are full partners in this new learning paradigm.



Left, the Vergennes team.
Right, Michelle Maseroni.

Getting to ‘Y’: Where Will It Take You?

As Getting to ‘Y’ reaches its tenth birthday this year, we celebrate the many youth and adults throughout Vermont who have created positive change in their schools and communities through this initiative. Close to 100 middle and high school teams in 72 different schools have participated in Getting to ‘Y’ in the past decade, with students taking the lead in bringing meaning to their own Youth Risk Behavior Survey data to shape discussions and promote health amongst their peers. The strengths-based GTY model uses an action research process, where students learn about the importance of assets, identify community strengths, analyze data, and lead multi-generational conversations to create concrete action steps. Over the years, these efforts have led to a myriad of positive changes in schools and communities throughout Vermont, ranging from single events such as anti-bullying assemblies, to ongoing changes such as forging partnerships with local law enforcement and prevention coalitions to combat substance abuse or helping move suicide prevention into their health curriculum.

While it is easy to see the positive outcomes in the schools and communities who utilize GTY, there are less recognized but no less valuable benefits to the young individuals who take a leadership role in this work. Not only do the students learn about facilitation skills, public speaking and data analysis, they also practice the action research approach to public health, and these experiences can open many new doors as illustrated by the experience of one GTY alumna.

Michelle Maseroni began her involvement with Getting to ‘Y’ as a high school freshman as part of her school’s GTY leader-

ship team. After two years of implementing the program in her school, she began to co-facilitate the GTY training days, teaching other youth and adults the skills needed to implement the process in their own schools. Michelle became passionate about the importance of youth-adult partnerships and meaningful youth engagement in shaping their own learning and lives. Now a junior in college, Michelle is working toward a degree in Health and Educational Policy with a double minor in Special Education and Education for Cultural and Linguistic Diversity, a learning path she attributes to her involvement with GTY and UP for Learning. She continues to support the work as an UP for Learning Board Member and has also become actively involved in public health regionally and nationally. She facilitates a newly created youth council to raise awareness for youth services through the Vermont Children’s Health Improvement Program and has started a program with the National Adolescent and Young Adult Health Information Center and the Health Resources and Services Administration to help foster intergenerational partnerships, transformational learning, and peer-to-peer leadership at a national agency level. Michelle notes, “As a freshman in high school I knew that GTY would positively impact my school, but I had no idea that it would foster a passion of mine that ended up turning into a lifelong career ambition.”

Congratulations to Michelle and the many other youth, adults, schools and communities who have embraced the importance of partnership and youth voice in creating positive change in education and health. And happy birthday to Getting to ‘Y’!

Meet the New Staff at UP for Learning!



Harry Frank joined the staff at UP for Learning in July 2018. It is really a homecoming for him, as he worked with UP in its early years and is again focusing on Youth and Adults Transforming Schools Together (YATST). He brings extensive experience to his new role, having served as Chairperson of the UP Board of Directors.

Harry started teaching 30 years ago and has always looked for ways to create the circumstances for everyone to thrive. He has taught in public, private, and alternative schools and served as Director of Curriculum and Instruction at Central Vermont Union School. He has worked in public, private, and education-focused nonprofit organizations, and has managed a number of education grants and projects in Vermont. He served as the Vice President for Programs at the Vermont Youth Conservation Corps.

Most recently Harry served as Director for Education Services at the Vermont School Boards Association, where he collaborated with youth and adults around the state to develop a Guide to Student Voice in Education Governance. His primary role was to develop and deliver a comprehensive orientation, training, and support for board development to school board members throughout Vermont.

Harry earned his undergraduate degree at Wesleyan University and holds a master's degree in education from Saint Michael's College.



Jessica Butler joined UP for Learning in August of last year. Jessica was first introduced to UP for Learning as a school counselor in 2012, and has been a firm supporter of the organization's mission and approach ever since. She appreciates the opportunity to support educators and students through her work here as an educational consultant and a YATST school coach. In addition

to those roles, she is also working diligently with others to design a middle school program that combines youth-adult partnership, personal-power development, and participatory action research to strengthen learning experiences for all. Jessica has a passion for honoring diversity, for fostering



Karen Scott brings over 25 years of experience in education in Vermont working with college access partnerships, nonprofits, schools, state agencies, and community organizations to improve the quality of and access to higher education and afterschool programs.

Karen started her professional career as a TRIO counselor for the Vermont Student Assistance Corporation (VSAC), helping students, their families, and adults returning to learning navigate the higher education and financial aid application processes. For 12 years, she managed Vermont's first federal GEAR UP program for VSAC. She brings extensive grant writing and fiscal planning experience to UP for Learning. As a member of the national Board of Directors for the Council on Opportunity in Education, Karen participated in professional education exchange programs in England, the Netherlands, and France, and more recently in New Zealand through UVM.



Sharon Koller joined UP for Learning in June 2017 as the Coordinator for Getting to 'Y': Youth Bring Meaning to their Youth Risk Behavior Survey. After starting her career as a licensed mental health counselor working largely with youth, Sharon became deeply involved with local schools — serving on the school board, volunteering, and implementing leadership and student engagement initiatives. Most recently,

she served as the Student Assistance Program Counselor at Mount Abraham Union Middle and High School, where she implemented Getting to 'Y' and other student leadership programs. After almost ten years of implementing Getting to 'Y' with student teams at her own school, Sharon is especially excited to be supporting other schools as they create meaningful change through student voice and youth-adult partnership.

New Resources: 'Stories on the Road to Proficiency' Video Series

Please share widely! The UP for Learning website, upforlearning.org, has added many new and useful resources to support schools in our efforts to support school redesign.

The **Stories on the Road to Proficiency series** is a compendium of video options to help spark dialogue and further understanding about the implementation of proficiency-based learning. It validates that this work has both challenges and rightful moments of celebration. It also provides compelling testimony that the destination is well worth the effort.

Students and teachers from BFA St. Albans, Champlain Valley Union High School, Harwood Union High School, and Peoples Academy contributed to this resource. Teachers from the social studies, math, science, and English content areas offer their varied experiences and insights. Student testimony spans a broad, heterogeneous mix of individuals.

These tools were designed as a catalyst for dialogue among students, teachers, and community members, as all of us in Vermont work to understand the purpose of proficiency-based learning and the promising practices that are emerging to guide this change process. These videos were produced by UP for Learning, in partnership with the Vermont Folklife Center, as a component of their Communicating School Redesign initiative: upforlearning.org/initiatives/communicating-school-redesign/video-series

Our resources are all open source at upforlearning.org. Do contact us by email (info@upforlearning.org) and friend us on Facebook at UP for Learning. Don't forget to include us in your tweets, @upforlearningvt! Let us know how you are using any of our materials and what needs you might have in terms of your own school redesign. Please share widely!

I will be taking away a strong sense of having people who I can reach out to beyond this conference. From Australia to Vermont, the people here all showed a constant enthusiasm and shared valuable perspectives.

—International Seminar participant

3rd International Seminar: Amplifying Student Voice & Partnership

June 26–28, 2018 at the University of Vermont

This international seminar, Amplifying Student Voice and Partnership, will convene experts from practice, research and policy realms from around the world to consider the pressing questions of amplifying youth voice and the development of the youth-adult partnership paradigm.

This seminar is co-sponsored by Penn State University, The



University of Vermont and UP for Learning. This year, Education Reimagined is joining our efforts to help increase youth participations from around the country and recruit educational leaders from the research, teacher training programs and policy domains.

upforlearning.org/initiatives/events/international-seminar-on-amplifying-student-voice-and-partnership

Connections in All Directions

4th Annual Power² Vermont Summit

May 1, 2018 at the Lake Morey Resort and Conference Center in Fairlee, VT

The critical importance of youth-adult partnership in transforming educational efforts is the focus of this energizing gathering. We will explore the role youth-adult partnership is playing in successfully shaping learning and educational experiences.

Consider bringing a youth-adult team to the P2 Summit if you would like to explore:

- What does it look and sound like when young people partner with adults as they shape their educational experience?
- How can we learn from other schools engaged in similar work to elevate student voice?
- What are our next steps to address the youth-adult relationship in our school, ensuring that both power and responsibility in learning and education are shared?

upforlearning.org/initiatives/events/power-2-summit

UP for Learning is taking a lead role in the Youth-Adult Partnership Lever Group for **Vermont Learning for the Future**, whose mission is “transforming education for a just, joyful, and sustainable world.”

Helen Beattie and Clara Lew-Smith (a Hazen Union High School junior at the time) participated in the **Education Reimagined** conference last spring. This led to an invitation for Clara to attend this fall’s **SparkHouse** convening, attended by youth leaders throughout the country. (See her report on page 9.)

Harry Frank and Helen Beattie presented at the **Deeper Learning Summer Institute** of the Center for Secondary School Redesign in Nashua, NH, July 17-19, 2017.

UP attended three convenings of the **GripTape Learning Accelerator** think tank group comprised of youth and adults from around the country who are committed to elevating the role of young people in their learning. GripTape is a part of the America Achieves organization.

Karen Scott presented at the **Vermont Educational Opportunity Programs** annual conference in October about UP for Learning and our initiatives. Jessica Butler manned an information table at the **Vermont School Counselors Association** annual conference.

UP hosted Kathleen Kryza, a national expert in building positive school cultures that embrace growth mindsets and metacognitive strategies, at the **Think Smart Seminar** on November 16 at the Capitol Plaza in Montpe-



lier. This was funded by the Vermont Department of Health.

UP for Learning was invited to join the **Transformational Learning Collaborative (TLC)**. This work is spearheaded by the Q.E.D. Foundation, in partnership with the School Reform Initiative, the Yellin Center for Mind, Brain, and Education, the School Project Foundation, and the Eagle Rock Professional Development Center. Grounded in current mind, brain and education science (MBES), TLC provides a framework to support educators in uncovering how each student learns, along with his/her talents and assets, and leveraging that information to build learning communities that support every learner. The TLC group supported Helen’s attendance at the fall **Learning and the Brain** conference in Boston.

This past October, UP was invited to attend New Profit’s **Reimagine Learning** national conference in Boston. Sam Chaltain, a national school reform leader, was also in attendance and gladly agreed to keynote at our upcoming International Conference. New Profit advocacy has led to an invitation to a **Youth Activation Summit** being held at Menlo Park, CA in April. Peoples Academy will be sending a team.

SparkHouse: Young People Gather to Explore Learner-Centered Education

by Clara Lew-Smith, Hazen Union High School

Even within the realm of progressive, student-centered, and/or flexible education, there is a conspicuous (and ironic) lack of young people at the table making decisions or even contributing to the conversation. The convening I attended in D.C. a few weeks ago, called SparkHouse and put on by Education Reimagined, was a marked and refreshing departure from this trend. It consisted of two days of learning, exploration, and connection, and with the exception of the facilitators and mentors, everyone involved was a young person, including some of the people who helped to plan the time and lead some of the discussions. The conversation was focused on learner-centered education, and the convening, rather than being a self-contained and conclusive event, was meant to foster a community of young people working to transform schools and communicate the power and importance of learner-centered education.

One of the conversations which I appreciated for its almost endless range of applicability was that on leadership. It was framed differently than a discussion about leaders or their qualities, and focused not on individuals but on the effects of leadership on any given group of people. It nullified the idea that groups must be separated into leaders and followers, or that leaders are defined by power and authority rather than vision and purpose. It emphasized the power of movement towards a collective goal and the inclusion of everyone's skills, whether that be the kind of vocal eloquence which is often conflated with leadership or something different or quieter.

The sense of community and collective movement towards a more equitable and effective future for education was echoed in the execution of the convening, and it was inspiring to be in the company of so many young people with ideas about how to make education valuable and serve communities, each an expert in their experience and often in the pedagogy of education as well—something rarely expected of students. I feel as though people my age are too often unable to find the channels in which to make positive change (though not always for lack of trying), and we are groomed to live and work in competitive spaces. So it meant a lot to dedicate several days simply to talking and thinking and connecting with other learners in such a purposeful and collaborative way.



UPcoming Events

4th Annual Power² Vermont Summit:
May 1, 2018, Fairlee

3rd International Seminar: Amplifying Student Voice & Partnership: June 26-28, 2018, Burlington

Mindset, Metacognition, and Motivation (M3)

Graduate Class Meeting: High School:
February 1, 2018

Graduate Class Meeting: Middle School: March 8, 2018

Getting to 'Y' (GTY)

High School Training:
October 16, 2018, Montpelier

Middle School Training: October 22, 2018, Montpelier

Youth and Adults Transforming Schools Together (YATST)

Winter Advisor Dinner:
January 31, 2018, Montpelier

YATST Design Day:
spring TBD, Randolph

Communicating School Redesign (CSR)

CSR Design Day:
February 8, 2018

Culminating project presentations: May 4, 2018, Greensboro



YATST youth facilitators planning the next activity.

YATST School *UP* dates

YATST teams focused on Proficiency-Based Learning in the first half of this school year. Here are a few of their stories.

BFA Fairfax

Building on an all-school dialogue at the end of the '16-'17 school year focused on proficiency-based learning, the YATST Team facilitated a freshman dialogue day in November to bring the new students into the discussion.

The agenda for the day started with the video: "What is the Deal with Proficiencies?" and was followed by a Chalk Talk to discuss the reasons behind school change. Questions included "How will proficiency-based learning benefit you as a student?" and "What skills will be helpful for you to learn and practice now and use after school?" among others. From there, the work moved to a Wagon Wheel exploring brain research and how it connects to engagement in learning through the lens of the 4 Rs (rigor, relevance, relationships and shared responsibility). The dialogue closed with an exit card that asked: "What did you learn & how?" and "What can BFA do to increase your voice as you develop your own path to learning?" Moving forward, BFA wants to focus on what they can do to encourage student voice in leadership.

Brattleboro

In its first year, the YATST Team was established as a credit-bearing class for freshmen that meets every other day. The same group of students takes Environmental Science

with the YATST Advisor. This structure has given the team significant time to move their work forward. This fall, the team developed, administered, and analyzed the results from their 4 Rs survey, and presented and facilitated a dialogue on their preliminary findings with the faculty. 72% of the community—youth and adult—responded to the survey. The YATST Team developed posters and produced a brief video to introduce the YATST Team in general and the survey in detail.

The presentation and dialogue with the faculty began with a Wagon Wheel to discuss the 4 Rs. That was followed by a Chalk Talk to discuss the data points the team had identified as strengths, concerns, and puzzling gaps. The youth team members presented the information, directed the dialogue activities, and facilitated discussion. They closed the meeting with the following statement.

We have shared this data with you, the faculty, and we plan on sharing it with the students and school board. We are still in the process of reviewing our data, and coming up with an action to improve student-teacher relationships and engagement at BUHS. This is the action research cycle that YATST uses to help teams create change in schools. The first step to changing BUHS for the better is asking you to use the data we shared

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YATST School Updates

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with you today to try and make some small change in your classrooms. We think a partnership between youth and adults will make our school a better place. We can't do this without your help. Thank you for being teachers who care.

From here, the YATST team is planning to facilitate student forums to consider the same data presented to the faculty. Their work is to develop an approach that is strengths-based and focuses on proficiency-based grading.

Burlington High School

Burlington High School offers a School Innovation Seminar which is a student-centered social science course open to students who want to learn more about school—and about learning itself. In the first quarter, the course focuses on the psychology of learning, including brain science, motivation, mindset, and learning styles. Next, the course explores the sociology of education. How are schools organized? Why are schools set up the way they are? How should schools evolve to meet the needs of today's world? In the second semester, students are introduced to key principles of social science research, and design an individual research project that focused on authentic issues at BHS. Overall, the course is a unique opportunity to apply a social science lens to school itself, and to engage directly in the world of school change.

The SIS teacher is a former YATST Advisor and shares their work through our network. This fall the conversation included the following reflections and questions:

- How do we ensure the work we are pursuing is at a constructive place: it involves some risk, but also is a dilemma that will really utilize what we hear from students?
- It's important to have a structural practice/protocol of how to really incorporate student voice. This doesn't often "just happen," come organically or naturally.
- The best model for student empowerment is partnership. We are all better when we're working together.

Harwood Union High School

Building on their work last year, the Harwood YATST Team has been focusing its work on enhancing student voice outside of the classroom, student-teacher feedback, and the use of technology in the classroom.

While there is a long history of student voice in decision

making at Harwood, the team is concerned that many new students do not know the history of student voice or the ways to have a voice in their learning experience and in the life of the school. In an effort to inform and engage all students, the team will conduct a series of focus groups to address the question: What actions can we do to further the impact of student voice at Harwood?

In other work this fall, the team presented to the faculty on communication and feedback. They posed the question: Your students have a voice. How will they know you hear them? They will use data from the Teacher Feedback / Student Self-Evaluation Survey to work toward solutions.

In the all-school dialogue last year, the YATST Team focused on technology use and found that many students were concerned about how technology was being used in the classroom. Using this data, YATST will help teachers implement effective use of technology that enhances learning.

Lamoille

Building on last year's all-school dialogue, the Lamoille Union High School YATST Team recommended and the school instituted a flexible schedule on alternate Fridays that allows and encourages students and teachers to create opportunities for student-centered learning. The new structure has been used to enhance the school's advisory program, support students to develop and carry out individual programs in their Personal Learning Plans, and bring the school community together for expanded learning opportunities.

At the same time, the YATST Team has been focusing on proficiency-based learning in an effort to support the school's transition. The team worked with teachers to develop an informational video on proficiency-based learning practices in the classroom, and presented the video as part of a faculty meeting. The next step is to conduct another survey of the school community that focuses on proficiency-based learning.

Finally, the YATST Team hosted the Fall Design Day. The gathering brought 40 team members together from Lamoille Union High School and BFA Fairfax to learn about each other's work on student voice. The exchange was structured around a Consultancy Protocol and yielded some useful take-aways for both teams.

North Country Career Center

The North Country Career Center YATST Team came

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YATST School Updates

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together with a shared commitment to informing and supporting new students, and increasing student voice in the individual's learning experience and the school's decision making.

In the short term, the team is working with the Career Center administration to develop and implement an outreach and communications plan that will focus on students who are considering the Career Center as a path for their education. The team's proposal includes student presentations to area schools, along with practices at the Career Center to welcome and support all students—especially those who are new.

In the longer term, the team is developing a new survey to focus on the strengths, concerns, and puzzling gaps that emerged from the previous survey. They began by reviewing the executive summary from last year's survey, conducting a second analysis of the data, and developing new questions for the survey that focused on the possible causes and solutions identified in the data analysis.

The next steps will be to carry out the survey. YATST Team members will visit every classroom in the Career Center to present background information on student voice and the survey tool, and facilitate the logistics of the survey. From there, the team will analyze the data, plan and facilitate dialogue activities with the whole school community and work toward agreement on best steps to take moving forward.



The UP team at the Education Reimagined Pioneer Lab Training.

UP at the Pioneer Lab

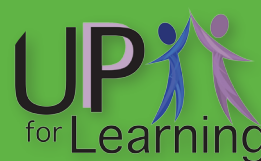
A team from UP for Learning, including Helen Beattie, Harry Frank, BFA Fairfax students Kiana Labor and Natalie Bates, and teacher Danielle Kicsak, attended the Pioneer Lab Training in San Francisco on January 24-26, 2018.

The Pioneer Lab Community comprises learner-centered pioneers committed to making learner-centered education available to every child in America. The Pioneer Lab Training gathered learner-centered advocates to understand how to better advocate for this powerful educational model that: 1) enables every single learner, regardless of background or circumstance, to reach their full potential, and 2) prepares each young person to thrive in the 21st century as self-directed, lifelong learners. UP for Learning is honored to be part of this rich and engaging movement, and excited to give Kiana and Natalie the opportunity to share their experiences with a national audience.

UP for Learning offers strategies, tools & expert coaching

for building a school community in which learning is engaging for everyone and youth are fully empowered. Vital youth-adult partnerships lie at the heart of this vision.

For more information about UP for Learning, go to upforlearning.org or contact Executive Director Helen Beattie at helen@upforlearning.org.



Supporting the Power of Partnership for Learning

The **UP for Learning** newsletter provides a brief snapshot of our work. It documents our efforts, strengthens communication between schools engaged in similar work, sparks reflection and celebration, and inspires others. Partnership — we can learn a great deal from each other!

