

UP for Learning

Winter 2015 Unleashing the Power of Partnership for Learning



Shaping Our Future Together Gains Momentum



Unleashing the Power of Partnership for Learning

Our Mission

Increase student engagement by developing youth-adult partnerships in learning to ensure that each and every student 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 students will take responsibility for their own learning by collaborating with adults to reach their own goals.

A strong movement for change needs an equally strong and strategic communications campaign—one that engages people in shaping their future together. Instead of simply “marketing” a program or policy, this approach to communications helps people understand the need for change and contribute to building the movement. Creating such a campaign for Vermont’s new education goals is a big challenge—but five lead schools have taken it on this year. Inspired by the YATST model, their Communicating School Redesign (CSR) work is grounded in youth-adult partnership and action research. Using an evidence-based communications approach, school teams are working to engage their schools and larger communities in deep dialogue; their aim is to create a shared vision for educational redesign at the local level.

In a fall weekend retreat, the intensity of the five school teams was palpable as they delved into data they had diligently collected about the various stakeholders in their communities using a quantitative survey. In order to help all stakeholders embrace new ways of thinking about education, the teams first needed to know the baseline of current thinking. Grappling with survey results helped the teams see how students, teachers, and community members now define learning and education. Understanding these perceptions has been a key step

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.



Seven UP: Getting to 'Y' Keeps Growing

The Getting to 'Y' Initiative (GTY) is celebrating its seventh year! It's now a mature program that continues to attract fresh interest: fourteen Vermont middle and high schools have chosen to take part in the initiative this year. Getting to 'Y' gives youth-adult school teams tools and strategies to take a significant role in analyzing their own Youth Risk Behavior Survey (YRBS) data, share their findings with their communities, and move to action to improve the health of their school community.

Two training days were held this fall. The first was on October 1 in Montpelier, with nine youth-adult teams from Vermont middle and high schools. The second training day was the first-ever regional training day, made possible through partnership with the North Country Supervisory Union. Five youth-adult school teams from across the supervisory union were in attendance, representing grades 6 through 8. Director Erin Dezell reports, "We were thrilled with the success of the first GTY regional training day and look forward to more next year."

The Getting to 'Y' manual has been undergoing some updates this year. The University of New Mexico at Albuquerque has replicated GTY with support from the Kellogg Foundation. Over the past year they have worked to update the GTY manual with all of the activities, templates and checklists in an easy-to-use format. Drawing on their update, UP for Learning has been working with graphic designer Dana Dwinell-Yardley to give the manual an "UP look," including pictures! Keep an eye out for the new, improved Getting to 'Y' manual in the new year.

The concrete examples and student modeling were highlights from the training day.

—Adult school team member at GTY training

CPR, So Far: Collaborative Peer Review Update

All for one and one for all! Three Vermont school principals who got together last spring didn't chant the adventurers' rallying cry—but they had the same idea. They wanted to work as partners to assess teaching and learning at their schools. They turned to UP for Learning for assistance and the result was a brand new venture: the state's first collaborative peer review with youth-adult teams.

The principals—Dorinne Dorfman at Leland & Gray, Jim Avery at Otter Valley, and Andy Pomeroy at Mill River—already had a number data sources, but they wanted more evidence. They knew that to get a full picture of teaching and learning, there's nothing like actually watching students and teachers at work. Inspired by Margery Ginsberg's Data-in-a-Day model, they decided to collect observation data from every classroom. To do that, they would need each other's help. In a series of reciprocal site visits, each school would host an observation team and send its own team to the other two schools. There would be no need to bring in an outside accreditation group such as NEASC; they could rely on each other, as Vermont school peers.

These principals understood that it's not just adults who have “peers” in schools. They wanted to include students as full participants, grounding their project in youth-adult partnership from the start. The result was a project-based course, with adult graduate or youth dual-enrollment credit through Castleton State College. The full course title, “Collaborative Peer Review: Reflection through Youth-Adult

Partnership and Dialogue,” quickly yielded the inevitable acronym: CPR!

In their initial summer seminar, course participants explored principles of youth-adult partnership, ways to conduct observation respectfully and efficiently, and the dimensions known

in UP programs as the Four Rs: rigor, relevance, relationship, and shared responsibility. The Rs would serve as a lens for analyzing survey data, important school documents such as the course of studies, and the actual activities of classrooms.

CPR site visits got underway shortly after the school year began. Sixteen visitors—students, teachers, administrators, and community members—spent two days at each host school. In teams of four, with each observer concentrating on a single R, they conducted “classroom walkthroughs,” making short visits to every classroom. Later, groups reviewed the findings for each R element and defined key themes in a “Wows and Wonders” format. Finally, the visitors made a presentation to the full faculty of the host school, giving them a chance to respond in small group discussions. After those discussions at the first site visit, a teacher said, “It's amazing how well you saw us! You just nailed it.”

Although such reactions were encouraging, they were just the beginning of a new dialogue for change in each school. “We have a lot of work to do beyond observation,” noted one team member as the site visits concluded. The Collaborative Peer Review teams now turn to their next steps. First they'll identify strengths and concerns that emerge from all data sources, including YATST survey and Global Best Practices results as well as observation findings. Then they'll refine key topics for school-wide discussion and plan ways to structure that dialogue for students, faculty, and the larger community.



Youth-Adult Partnership Rubric Now Available

The Collaborative Peer Review initiative tested a valuable new resource, the Youth Adult Partnership Rubric, developed by Michigan State University in September 2014. Both youth and adult members reported strong appreciation for sharing responsibility in the CPR project. One student put it this way: “I used to think that most teachers were against student opinion and only pretended to listen. Now I think my opinion matters.” Another adult said, “I enjoy sitting back and letting students lead . . . this is new for me.” Contact Mary Whalen at mary@upforlearning.com to learn more about her adaptation of this tool for use in UP for Learning programs.

continued on page 4 ►

◀ CPR, continued from page 3

One team member reflected on the path ahead this way: “I used to think that this could be a long process that might last a few years. Now I think... the same thing.” In fact, the long-term goal of the Collaborative Peer Review process is to establish an ongoing cycle of observation, reflection, and action planning. As schools develop these habits, their capacity for substantive, continuous improvement will grow. Even at this early stage, the three pilot schools have some immediate rewards from their new connection, a bond they value and hope to maintain. “Future consultation with the other...schools,” says one participant, “holds promise for accelerating our path towards excellence.”



◀ Shaping Our Future Together, continued from page 1

in developing a communications campaign to support the Agency of Education’s Act 77 Flexible Pathways legislation and other state efforts to grow student-centered approaches to learning.

Act 77 strives to bring the highest quality educational experience to all young people in Vermont. It highlights the importance of real-life opportunities, the power of a personal learning plan for each student, the chance to take both virtual and college level courses while in high school, and meaningful career development and post-secondary planning for every student.

On behalf of the Vermont Agency of Education, UP for Learning, in partnership with Full Frame Communications

and the School Project Foundation, is spearheading the statewide communications effort. The Vermont School Board Association is also a strong collaborator. In keeping with the UP for Learning mission, students are key agents of change in this process, working in powerful partnership with adults.

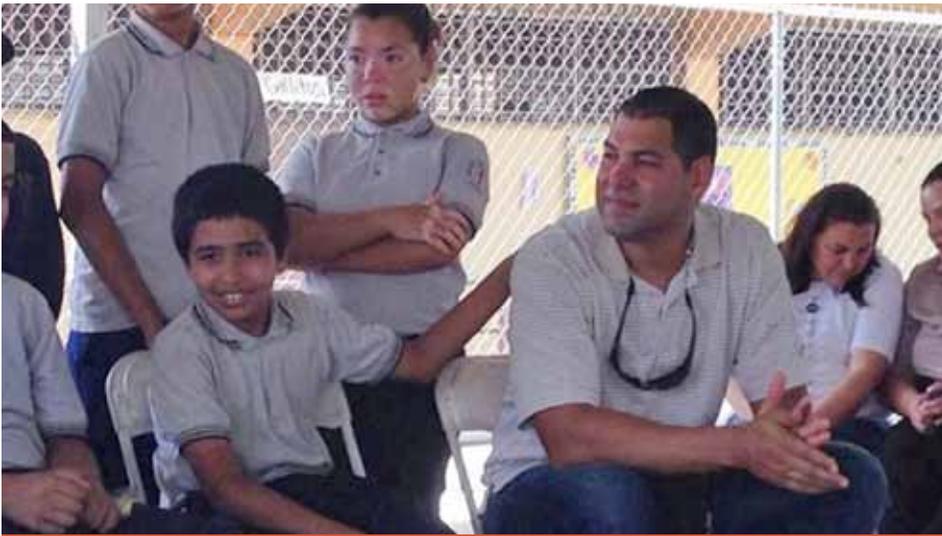
The goals for this year’s effort are to:

- ♦ Develop a strong grassroots effort by supporting five Vermont high school youth-adult teams to design and implement their own campaigns (Colchester, Harwood Union, Hazen Union, Otter Valley, and Twinfield). The teams have met for four full days this fall to build foundational capacity for future work. Youth and adults have committed to this project-based work as part of a credit-bearing academic course.
- ♦ Build statewide understanding of effective communications approaches to Act 77 and student-centered learning by sponsoring two statewide conferences (fall and spring).
- ♦ Grow the statewide campaign, Shaping Our Future Together, of which CSR is a part. The campaign, which launched last September, is intended to build a movement for change over a period of years. This includes the release in early 2015 of a website as a resource for all Vermont schools/communities.
- ♦ Develop a web-based Public Understanding and Engagement Toolkit that will serve not only Vermont, but also the entire New England region (funded by Nellie Mae Education Foundation).

As the five CSR teams forge ahead with this critical work, they pave the way for every Vermont community to realize the potential in Act 77: not just responding to a mandate, but taking the opportunity to shape its own educational future with students squarely at the center.

Cover photo: A school team delves intensely into their local research data at the SOFT fall retreat.





*Who do you want to be?
Not what do you want to be.*

—guiding question for each student’s
personalized learning plan
at Nuestra Escuela

Feed Your Youth With Power: Lessons from Puerto Rico

by Mary Whalen, UP for Learning representative to Learning Breakthrough Series in Puerto Rico

UP for Learning joined a team of a committed Vermont educators to explore education in Puerto Rico and to engage in targeted dialogue on policy and practice with partners across the country. Our Vermont colleagues are connected by a shared determination for educational change and partnership with the Institute for Democratic Education in America (IDEA). They include Shelburne Farms, Green Across the Pacific, the Partnership for Change, and The Bay and Paul Foundations. The Learning Breakthrough Series trip to Puerto Rico is part of IDEA’s commitment to bring teams of educators, youth, policy makers, and community leaders from across the United States together to highlight transformative practices in today’s educational climate.

We were hosted by the Puerto Rican IDEA Team Boricua for five full days visiting schools, engaging in meaningful dialogue with Puerto Rican community, political, and educational leaders. The focus was their commitment to create a responsive school model that can effectively address the needs of a system with a 48% dropout rate beginning in grade 7. Our experience in learning about education and policy was steeped in deep learning of the cultural and historical context of education in Puerto Rico, IDEA Team Boricua’s work and the inspirational work of Nuestra Escuela (Our School) serving 300 young people and their families in five centers of Puerto Rico.

It was clear through our dialogue that Vermont is positioned



uniquely with a public narrative and policy that supports “feeding our youth with power.” We have an opportunity in Act 77 that other states do not have. It was exceedingly clear throughout the dialogue of the IDEA Learning Breakthrough Series that we in Vermont can learn from the effective student-adult partnership that is happening in Puerto Rico.

We have a responsibility to provide models, inspired and informed by others, that will lead to educational equity and transformation. Let us join Justo Mendez, Founder of Nuestra Escuela, who sees youth and adults as change agents and is committed to “celebrating our victories”.



Welcome, Bruce!

We are excited to have Bruce Perlow join the UP for Learning leadership team. Bruce joins UP after twelve years as a classroom teacher. He operates as an educational consultant and YATST school coach, providing support to schools in the Champlain Valley and Southern Vermont. He has also played a major role in updating the evolving YATST Curriculum.

Bruce was first introduced to YATST at the 2011 Rowland Conference and immediately felt “awed and inspired” by the students and the work they were doing, partnering with adults to redesign their schools and their learning experiences. As a result, Otter Valley participated in the Getting to ‘Y’ initiative, which culminated in a “wonderful and successful” community dialogue night. Bruce was then able to bring YATST to Otter Valley in the form of a credit-bearing class.

Now, as a school coach, he’s drawing on that experience to help other school teams realize the potential of YATST affiliation. Bruce says, “It is an honor and pleasure to do this work.”

Youth Voices Break Through at Public Education Summit

by Peter Evans, with GMI participants Helen Beattie, Mary Whalen, and Harry Frank

UP for Learning was well represented at the Green Mountain Imperative: A Breakthrough Summit on Public Education, held in South Burlington on November 17 and 18. The event was co-convened by the Vermont Business Roundtable, Agency of Education, State Board of Education, and Speaker of the House of Representatives as well as several other organizations working on behalf of both children and educators. While there was no debate about the imperative of looking critically at our system of public education in Vermont, many of the participants agreed we’ll have to wait to see if the summit was a breakthrough. If we do the right work, it may be.

The summit activities included a welcome from Governor Peter Shumlin and a sobering talk by Secretary of Education Rebecca Holcombe about the need for change driven by education’s increasing costs, declining student population, and low outcomes, especially for low socio-economic-status students. Speaker of the House Shap Smith delivered a message that ended with a warning that we needed to agree on a plan to reduce the costs of education or one will be designed during this upcoming legislative session that we likely will not like. There were also three panel discussions that offered summit participants the perspectives of administrators, teachers and students. Of the three panels, the students’ unique perspective offered the greatest insight and consensus in terms of what is needed most in education. Among the themes expressed included making education more relevant, providing greater choices for learning, including students in the decisions that school teams are making about education and trusting that students will take responsibility for their learning if given greater opportunity.

Several themes emerged about what to do next. Among the themes were more efficient school governance, changes to the way education is funded, commitment to equity for all, renewed commitment to coordination of support for students- birth to age 20- and working to fully implement the new Education Quality Standards and Act 77. While the summit concluded with no clear consensus about which of the themes will be translated into action steps, the students were clear that they want to see change, they want changes now, and they want to be included in the work. Ironically, only a few of students were aware of the adoption of new Education Quality Standards and Act 77 and of those, fewer yet were clear about how these new policies will impact their learning.

The next steps, whatever they are, will require that every school and community work together to create a new type of school where the focus is on learning instead of teaching, where students work alongside the adults to imagine what that will look like and to accept greater responsibility for their learning. One student shared during closing comments that he hoped every student who participated in the summit would commit to return to their school and talk to every student and teacher about the need for change. If that happens, we might actually be able to call this summit a breakthrough.



We need to take our best ideas, our strongest intuitions, and we need to test them. We need to measure whether we've been successful, and we have to be willing to fail, to be wrong, to start over again with lessons learned. In other words, we need to be gritty about getting our kids grittier.

—Angela Duckworth

UP for Learning at Conference on Developing Character

Every fall The Rowland Foundation offers a one-day conference for Vermont school teams hosted by the University of Vermont. On October 30, 2014 the Rowland Conference keynote address was delivered by noted researcher Angela Duckworth, followed by workshops facilitated by Rowland Fellows and education partners.

Helen Beattie, Mary Whalen, Sally MacCarthy (YATST Advisor and Hazen Union Guidance Counselor) and Clara Lew-Smith (Hazen YATST student) presented a workshop called “Raising Aspirations: Growth Mindset for All Learners.”

Youth and adult participants left the workshop with concrete tools to dispel the common myth that intelligence is fixed. They explored the relationship between grit, mindsets, and student agency, learning several means to share the mindset model and build high expectations. They also witnessed a high school freshman giving voice to her experience. Youth are particularly effective messengers of information about expectations and how the brain learns. As peers, they can engage classmates through stories and activities that come from shared experience.

As a result of the keynote and varied workshops offered, it was clear to those at the Rowland Conference that expectations are a subtle but central force in any relationship and essential to building “grit” and perseverance. In the classroom, they are one of the strongest predictors of a student’s academic success (J. Hattie, 2009). This is one factor youth and adults can influence directly in schools, honoring the potential of all learners and shifting the school culture to incorporate the growth mindset message into day-to-day practices.



Working on logo design at the Shaping Our Future Together conference in September

Connections in All Directions

Congratulations to the **Vermont School Board Association** for publishing their **Guide to Youth on Boards**. This is a significant step in improving the role of student involvement on local school boards. UP for Learning is proud to have participated in the development of this guide. For more information please visit the VSBA's website: vtvsba.org.

There have been more **YATST school visits** to other member schools this fall than ever before, including Otter Valley's visit to Blue Mountain Union to learn how students and adults helped to create a meaningful Student Advisory. We are encouraged by this growing trend to capitalize on the shared wisdom of our schools through site visits.

UP for Learning was asked to lead a panel discussion regarding Act 77 at the **Vermont Student Assistant Corporation's** annual Transition and Career Planning Conference on June 4. Panelists were students Matt Fisher (Harwood Union), Morgan MacIver (Twinfield Union), Asah Whalen (Harwood Union), Maddison Houston (Crosset Brook Middle School). They were joined by YATST advisor Ellen Berrings (Harwood Union).

Helen Beattie has been asked to join the Youth Engagement committee of the **Great Schools Partnership**, which is

the intermediary for the Nellie Mae Education Foundation Community Engagement initiative.

Participants at the **Personalized Learning Plan state-wide conference** this August explored "The Case of the Missing R: Shared Responsibility" during a keynote by Helen Beattie at Castleton State College.



Jane Feinberg of Full Frame Communication, along with UP for Learning student facilitators Asah Whalen and Dylan McAllister (left), presented a workshop at the **Vermont School Board Association's** annual meeting this fall. The workshop explored how to communicate school redesign with a focus on strategic framing.

Dylan McAllister (right), Keilah Figueroa, and Helen Beattie provided the keynote address at the **Vermont Guidance Counselors' Institute** on October 9, focusing on what shared responsibility between students and teachers looks and sounds like through the grades.



Recognition for the Fourth R

"We can count on students to do their part. They will not only accept invitations to partnership, but will exceed expectations, surprising and challenging and stretching their adult partners."
—from "A Case for the Missing 'R'"

UP for Learning faculty Martha Rich, Peter Evans, and Helen Beattie were thrilled to receive news that the article they submitted to the Educational Leadership magazine last spring, "A Case for the Missing 'R'", has been accepted for publication this coming summer. The circulation for the summer digital edition is an international audience of 200,000 readers.

Schools around the country have long recognized the power of the "new three Rs" to increase engagement and learning. Originally formulated by William Daggett of the International Center for Learning in Education, these three basic elements are rigor, relevance, and relationships. UP for Learning programs add one more: shared responsibility. This dimension is most evident in strong youth-adult relationships in the learning context and in school-wide decision making. This "missing R" may well be the most important one, serving as a catalyst to activate the other three. Sharing responsibility makes it possible to realize all the other elements of engaged learning at the highest level.

UP for Learning has been an ardent Vermont advocate for shared responsibility, helping schools embrace a youth-adult partnership model within learning and decision making. This article, with its widespread international reach, is a significant step in furthering this aspect of our organization's mission.



Upcoming Events

A **Great Expectations workshop** will be held on February 11, 2015, at the Capitol Plaza in Montpelier.

Two regional **Facilitation Trainings with Daniel Baron** will be held in February. The Central Vermont Training will be held on February 5, 2015, and the Rutland-Area Training will be held on February 6 and will reach youth and adults from across the state.

UP for Learning will hold a workshop at the **Vermont Association of Middle Level Educators' conference** on March 10, 2015. The workshop will provide an overview of the Getting to 'Y' initiative and be co-facilitated by UP for Learning staff with Montpelier Main Street

Middle School Student Ambassadors.

Youth and adults from across the state will have an opportunity to expand their public speaking skills through an interactive workshop with **Dona Bate of dbate speaking** in central Vermont on March 17, 2015.

UP for Learning will be co-hosting a **Youth-Adult Partnership Convening** in April 2015. Stay tuned for details.

UP for Learning, in partnership with Full Frame Communications and The School Project Foundation, will host a spring statewide conference, **Shaping Our Future Together**, on April 29, 2015, in Montpelier.



Green Mountain Union delegates at the Shaping Our Future Together conference in September

YATST School UPdates

The call for youth and adult partnership to be at the heart of change was central to the September and October YATST Orientations. Teams began to understand the fundamentals of communicating school redesign, the participatory action research cycle of YATST work, and the Four Rs (rigor, relevance, relationships, and shared responsibility) as a lens for school improvement. Two workshops, Meeting Management and Effective Survey Development, provided skills, resources, and tools to YATST teams to successfully fulfill their next steps. Teams also joined in activities to understand engagement in schools and team building exercises. The YATST discussions uncovered deep questions about the challenges and benefits of shared responsibility for students and teachers, what student participation in their own learning could look like, and steps to take toward effective models of sharing responsibility. Participants described the gatherings as helping teams to “move forward” and “calibrate where we are as a team.” Closing words shared to describe the days included “productive,” “inspiring,” “energizing,” and “informative.”

Blue Mountain Union

The Blue Mountain Union team is able to meet as a class and continue our ongoing work to develop the advisory system we launched last year. We attended the YATST Orientation 2014 in September and were able to make a connection with Otter Valley’s YATST class, which resulted in our hosting their team and presenting our experience in a panel discussion on our role in the creation of Blue Mountain’s student advisory system.

Our YATST group is also designing and facilitating a workshop on bullying for grades 6, 7, and 8 as well as a series of individual projects that include exploring PE credit for participation in varsity sports, promoting an artist residency, peer mentoring, establishing a community 4-H, and continuing to upgrade the girls’ and boys’ locker rooms.

Burlington High School

At Burlington High School, School Innovation Seminar students have just finished a rich exploration of motivation, mindset, and grit—including a fascinating critique of grit that energized the room. We are continuing our ongoing

YATST School Updates

exploration of learner-centered environments--from the applied-learning setting of BTC AutoTech, to the field-based experiential learning of Crow's Path, to the 21st-century inquiry center that is Winooski High School's iLab. In addition, we have now hosted two rounds of Student Consultancies, the most recent of which focused on the dilemma of how best to organize the groups that will be established when Advisory rolls out next year.

Craftsbury Academy

The Craftsbury Academy Student Senate (YATST and student council merged last year to form this new entity) has identified a need to strengthen resources to help students navigate exploring post-secondary options and the college application process. They are currently researching resources to help design a course that will be made available to students this winter and spring to address this goal. Their list of potential longer-term priorities includes enhancing student engagement in learning.

Green Mountain Union

We here at Green Mountain are getting ready for our action research project. We have presented about YATST to the student government and the school board. We are setting up a day to meet with faculty. Students are excited about the things they've learned at the YATST trainings. As one student wrote in her reflection, "This class makes me feel like there's hope for our school. I love this class because I get to feel like I am doing something. Something good, something that matters."

Harwood Union High School

Harwood YATST is working to develop a plan of action for this year based on our summary of the survey data and resulting faculty and student chalk talks from last year. We held a longer meeting in November to review the chalk talk summaries and develop key points to bring to a community dialogue, designed to have maximum input on actions to take to improve on the areas that have been selected as in need of action. Our next big task is to plan the community dialogue (all school!) and to develop outreach and an as-

sembly presentation that would lead to the day of dialogue. Our co-principal, Amy Rex, who is also a participant in the Communicating School Redesign course, is in full support of the dialogue day. Other big next steps will be attending the facilitation training to develop a core group of facilitators for the dialogue day. We are looking forward to working with Daniel Baron on this!

Hazen Union School

The Hazen Union YATST team attended the kick-off YATST Orientation 2014 in September. We plan to use data collected last year and this year to engage students and staff in dialogue that will focus on the continuous development of our Teacher Student Advisory Program. YATST continues to provide training and support for Great Expectations to our middle school stu-



dentsto our middle school students. Three student members of YATST, three Hazen Union faculty and one central office member are participating in the UP for Learning communications course, Shaping Our Future Together, as well.

Mill River Union School

Mill River YATST were able to jump right in this year with actions that were informed by last year's

YATST survey and action plan. We have longitudinal data results from surveys given in 2011 and 2013. This fall, teachers were re-surveyed, so now we have 2014 data, too. As a result of the YATST data analysis last year, we created an action plan seeking feedback from each high school student on each of their classes through an end of semester feedback survey, in order to inform teachers of the student learning experience. In December, we held a YATST retreat day where our team analyzed the YATST survey data from the teachers and planned our next steps for this year. Fair Haven High School students and Assistant Principal joined us for our retreat and were able to participate in activities to understand why schools need to change and how YATST can provide youth and adults with an opportunity to be change agents, as well.

continued on page 12 ►

◀ *UPdates, continued from page 11*

Otter Valley High School

This year's OV YATST class has been doing some great things for our school community. We have continued our work on the advisory program for our school. We've done so by: visiting Blue Mountain High School, joining a Power of Advisories course through Castleton College which will help design advisories for next year, created surveys to get responses from students and teachers at our school, and done research about advisories. We have also created a mentoring program for our district elementary schools.



Williamstown High School

The WMHS YATST crew held a retreat in November to regroup and reconnect our active group last year and

prepare for our next steps for this year. Our next steps will be presenting our data at a faculty meeting and a high school assembly. This way both students and adults will see the results of the survey they participated in last spring. We then plan on implementing teacher/student feedback forms to

increase engagement in the classroom and dialogue around curriculum and expectations. We are excited for this work at WMHS! This is what we now call "The Blue Devil Way!"

U-32 High School

U-32 YATST jumped right into the Orientation 2014 and Goddard

Gathering this fall. The team is planning an interactive high school assembly and presentations to the administrative advisory group, and is also creating their survey. As a new team they are focused on creating group cohesion and capitalizing on their members' energy for plans this year.

UP for Learning offers strategies, tools and 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. YATST remains UP for Learning's signature training program and the fullest expression of our core values and principles.

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



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

NEWSLETTER DESIGN BY DANA DWINELL-YARDLEY.

It's not just the students, teachers, and parents [who are] a part of learning in schools. It's the whole community.

—Student participant at the Shaping Our Future Together seminar