The Mastery Transcript Consortium (MTC) is a collective of high schools organized around the development and dissemination of an alternative model of assessment, crediting, and transcript generation. This model calls for students to demonstrate a mastery of skills, knowledge, and habits of mind by presenting evidence that is then assessed against an institutionally specific standard of mastery.

This MTC model is substantively different from the traditional model of assessment that is typically organized around content-oriented courses, Carnegie units for credit, and A to F letter grades. The Mastery Transcript model is organized around performance areas (rather than academic departments), mastery standards, and micro-credits (rather than letter grades). Each micro-credit applied to a transcript signifies complete mastery of a specific skill, knowledge block or habit of mind as defined by the crediting high school.

The MTC schools are supported by a technology platform that allows the complete record of a student's credits, submitted evidence, and institutional standards to be submitted to college admission offices for evaluation. This electronic Mastery Transcript allows college admission officers to dive deep within a transcript to see the specific standards of the sending high school and actual evidence of student work and mastery, thus giving depth and transparency to the student's work record.

The initial formation of the MTC hopes to use the collective influence, access, and flexibility of established independent schools to change the college preparation model for all high schools—not just private schools. However, we are starting with just independent schools to minimize complication and maximize our initial influence in partnership with college presidents and admission deans.
Once McDonogh developed clarity on its “summit” vision—a vision shaped by its academic strategic plan, LIFEREADY—the school began to tell the story of this taxonomy, prioritizing a culture of thinking as the core driver to all our other decisions. At that point, the Director of Innovation & Learning steered financial resources, developed school-year and summer professional learning planning, and identified other professional development opportunities so that faculty could have ample opportunities to develop their own expertise in teaching and learning methods that would ensure our academic vision for the school.

We are certainly early in our implementation phase. The task was to take LIFEREADY and to develop a concrete vision of what a radical year would be like. How are we going to support innovation at McDonogh? How should we do it? At the center of all this is the need to tell a CLEAR, AUTHENTIC, and COMPELLING story about what we truly believe is at the center of relevant & transcendent teaching and learning. At this point, we are “flooding the plain” with opportunities and resources so that teachers can find their way into this new phase in the school’s history. Eventually, though, this must not be rushed; we will communicate expectations for evidence of a culture of thinking—and the kinds of teaching practices supporting these outcomes—and review this in our evaluation protocols.

What would we do differently? When we first developed LIFEREADY, our excitement and enthusiasm caused us to try out many different frameworks from project-based learning to team-based learning, etc. We were focused too much on the what and not enough on the WHY. As the Director conducted research on learning and the brain and began to identify the next driver of the vision for teaching and learning, which eventually led the school to the research and tools from Project Zero, it became clear that the why had to focus on the axiom that learning is a consequence of thinking. As a result, we conducted research on learning and the brain and began to identify the next driver of the vision for teaching and learning, which eventually led the school to the research and tools from Project Zero, it became clear that the why had to focus on the axiom that learning is a consequence of thinking. As a result, we conducted research on learning and the brain and began to identify the next driver of the vision for teaching and learning, which eventually led the school to the research and tools from Project Zero, it became clear that the why had to focus on the axiom that learning is a consequence of thinking. As a result, we conducted research on learning and the brain and began to identify the next driver of the vision for teaching and learning, which eventually led the school to the research and tools from Project Zero, it became clear that the why had to focus on the axiom that learning is a consequence of thinking. As a result, we conducted research on learning and the brain and began to identify the next driver of the vision for teaching and learning, which eventually led the school to the research and tools from Project Zero, it became clear that the why had to focus on the axiom that learning is a consequence of thinking. As a result, we conducted research on learning and the brain and began to identify the next driver of the vision for teaching and learning, which eventually led the school to the research and tools from Project Zero, it became clear that the why had to focus on the axiom that learning is a consequence of thinking. As a result, we conducted research on learning and the brain and began to identify the next driver of the vision for teaching and learning, which eventually led the school to the research and tools from Project Zero, it became clear that the why had to focus on the axiom that learning is a consequence of thinking. As a result, we conducted research on learning and the brain and began to identify the next driver of the vision for teaching and learning, which eventually led the school to the research and tools from Project Zero, it became clear that the why had to focus on the axiom that learning is a consequence of thinking. As a result, we conducted research on learning and the brain and began to identify the next driver of the vision for teaching and learning, which eventually led the school to the research and tools from Project Zero, it became clear that the why had to focus on the axiom that learning is a consequence of thinking. As a result, we conducted research on learning and the brain and began to identify the next driver of the vision for teaching and learning, which eventually led the school to the research and tools from Project Zero, it became clear that the why had to focus on the axiom that learning is a consequence of thinking. As a result, we conducted research on learning and the brain and began to identify the next driver of the vision for teaching and learning, which eventually led the school to the research and tools from Project Zero, it became clear that the why had to focus on the axiom that learning is a consequence of thinking. As a result, we conducted research on learning and the brain and began to identify the next driver of the vision for teaching and learning, which eventually led the school to the research and tools from Project Zero, it became clear that the why had to focus on the axiom that learning is a consequence of thinking. As a result, we conducted research on learning and the brain and began to identify the next driver of the vision for teaching and learning, which eventually led the school to the research and tools from Project Zero, it became clear that the why had to focus on the axiom that learning is a consequence of thinking.
At Mount Vernon, our imperative to innovate stems from our Mission. “We are a school of inquiry, innovation, and impact.” Beyond the lenses of foundational knowledge and skills, we also seek to nurture results in six fundamental mindsets: Creative Thinker, Solution Seeker, Ethical Decision Maker, Collaborator, Innovator, and Communicator.

To establish and nourish a culture for our community to build and utilize these mindsets together, we thrive from our norms. Start with questions, Fail up, Share the Wall, Assume the Best, and Have Fun.

And to guide our design of daily excursions in purposeful learning, we depend on our principles and practices. Relationships are foundational for learning, Empathy Drives Learning, Iterative and Flexible Spaces, Curiosity and Passion Drive Learning, Learning Demands, and Flexible Spaces, Empathy Influences Learning, and Learning Aids Knowledge to Make an Impact.

Collectively, these four dimensions of our purpose, results, culture, and design reinforce one another in what we call the Mount Vernon Continuum.

We have developed these interconnected components and the continuum over a number of years, by connecting the dots looking backwards while ambitiously researching and designing how we might innovate school to meet the needs of the future. Most recently, our three design drivers are expressed in their questions.

1. How might we make school more reflective of real life?
2. How might we empower all learners to be seekers and explorers?
3. How might we inspire one another—and the larger world—through the work we undertake together?

Just like in an investment portfolio, we look for a particular mix and ratio of multiple items. Additionally, because we are practitioners of Design Thinking, we “build, build, build, test, gather feedback, iterate, and plan further.” We lead and manage complex, ambiguous situations by working through phases of discovery, empathy, experiment, and produce. What’s more, we have created a dual operating system with synergy among our operations of Mount Vernon Presbyterian School and our future-making R&D lab known as the Mount Vernon Institute for Innovation (MVIFI).

Consequently, all of our faculty and staff at Mount Vernon are dual agents—both practitioners and researchers/designers.

At Mount Vernon we implement our summit idea by progressively and intentionally building an innovation portfolio—leading and managing a collection of interconnected prototypes to advance the capabilities and capacities of our learners and our community. We think of tier one, tier two, and tier three innovations:

**TIER 1**
Those that incrementally move us toward

**TIER 2**
Those that create breakthrough opportunities

**TIER 3**
Those that transform the very way that people think about “school.”
How might we help teachers become innovators and designers of learning experiences in their classrooms while creating new methods for professional development? How can we develop a movement that reframes the role of teachers in our schools and society?

We have been working on ways to embed design thinking processes into schools with IDEO for the last ten years. Our first step in that direction with support from E.E. Ford leadership grant, was to create the DESIGN THINKING TOOLKIT FOR EDUCATORS (designthinkingforeducators.com) with IDEO and to host conferences for educators. This gave us the confidence to believe that we could create a product that could help other schools. That work allowed us to think how could Riverdale be of greater service to the broader educational community.

We founded PLUSSED+—a learning design studio that helps develop tools and services for schools. This allowed us to take design thinking to the next level by developing a design thinking platform, THE TEACHERS GUILD (teachersguild.org), that would allow teachers across the nation in all sorts of different schools—Independent, charter, and public—to redesign schools, classrooms and systems creatively in response to specific challenges.

Our overall belief is that it is imperative for INDEPENDENT SCHOOLS to leverage the resources of human capital and the wherewithal to be LEADERS in education broadly: for other independent schools, public schools and charter school in the US and across the globe. We believe that it is our DUTY to educate our students to the best of our abilities while helping our practices thrive. That is why we founded PLUSSED+ which then helped us develop the Teachers Guild.

One of the bolder initiatives of PLUSSED+ was called THE TEACHERS GUILD (teachersguild.org), that would allow teachers across the nation to form communities and help develop other tools and services. One of the broader initiatives of PLUSSED+ is Teachers Guild—a way to take our design thinking work, in collaboration with IDEO, to the next level and have teachers become more innovative and creative by working on a series of design challenges that aim to help all schools. We are also thinking that this platform is a way to DISRUPT COMMON PRACTICES OF PROFESSIONAL DEVELOPMENT by allowing teachers a choice in challenges—and how and when they participate in the challenges. The current challenge is on EMPATHY (To learn more, visit https://goo.gl/7XiAFN). The idea that it is valuable and meaningful to better understand your student’s lives and also to be more aligned with the way they learn effectively. This journey involved CHANGING COURSES, number of times and REFRAMING what we were doing.

We have had donors who are interested in having Riverdale play a part in the broader efforts to CHANGE EDUCATION and they have helped fund these initiatives. We developed the Design Thinking Toolkit for Educators and that was successful. This inspired us to develop an incubator called PLUSSED+. The Teachers Guild platform is an initiative of PLUSSED+. The Teachers Guild platform launched last year and now has over 5000 TEACHERS engaged in its work. It has been successful, but we would like by much more teachers. Several of my teachers have been instrumental in helping it develop and have worked on coaches on the platform. PLUSSED+ has one full-time manager and about six Riverdale faculty with some faculty from other schools involved in helping develop its ideas for products and services. We will be announcing a FELLOWSHIP FOR STUDENTS AND TEACHERS soon to help them take their ideas to the next level.

This journey involved CHANGING COURSES and resources.

**RESOURCES**

- **TEACHERS GUILD PRESENTATION**
  - A presentation of the presentation with images and quotations visit https://goo.gl/3x88MN
  - To learn more about the presentation visit teachersguild.org

- **WEBSITES**
  - designthinkingforeducators.com
  - teachersguild.org
  - riverdale.edu
  - ideo.com
  - teachersguild.org
  - WEBSITES
  - designthinkingforeducators.com
  - teachersguild.org
  - riverdale.edu
  - ideo.com

- **TWITTER**
  - @TeachersGuild
  - TWITTER
WILD AND THOUGHTFUL INNOVATION
THE SINGAPORE AMERICAN SCHOOL R&D JOURNEY

Singapore American School

As Singapore American School (SAS) has a long history of high performance and an outstanding reputation, the school’s leadership recognized a need to innovate and change in order to remain relevant. We understood that good schools are often the most difficult to change, with good often getting in the way of being truly great. Further, for our students to be competitive in the global economy, NEW SKILLS AND COMPETENCIES would be required that were not adequately addressed in our current teaching and learning model.

SAS sought to develop a PROCESS OF CHANGE that would move a large and successful system to a new place of excellence and relevance. This change process would ensure that the school effectively serves students for the future. SAS is in its fifth year of transformative change. Each division undertook a comprehensive research and development process, with a full year for research, a full year for development, a year for planning, capacity building, and testing, and then implementation that will take several years. Our plan is now captured in our strategic plan—SAS 2020. Building the plan helped us to hone in on the most important priorities and to realize that it all will ultimately lead to PERSONALIZED LEARNING.

Each step along the way required deliberate planning and action, and would build upon previous work and experiences. The process was messy at times, but the result is a deeply committed staff and new direction for learning. The SAS R&D process is now found in a documentary—CHANGING EDUCATION FROM THE INSIDE OUT—an authentic look at the SAS journey and the challenges and triumphs of change.

IDEA

Our summit idea is to use a deliberate process of change—THE SAS R&D PROCESS—that would transform the school profoundly and systemically. The R&D process would inspire SAS educators, engage a broad range of constituencies, tap into research and the expertise of educators around the globe, and ultimately result in profound changes at Singapore American School—from the inside out.

The SAS R&D process is now found in a documentary—CHANGING EDUCATION FROM THE INSIDE OUT—an authentic look at the SAS journey and the challenges and triumphs of change.

IMPLEMENTATION

It was critical that faculty were leading this process across the system. By engaging faculty from the beginning, we had early champions and significant learning. Some of our lessons include:

Be unapologetic about who we are and what we will stand for

Hire for what we want to become

Invest in leadership development at all levels

Create an environment of healthy discourse

Engage our people at all levels in the discovery phase, not just the outcome

Create a culture of innovation in which it is safe to fail

Stay focused on the vision and the big goal

Push the organization’s limits to learn the capacity for change

Do it right and not just do it fast

Be willing to adapt along the way to new learning

Pace the timing in order to build capacity and focus on what is most important

Decide what has to go in order to make time for the change we have planned
**RESEARCH AS INSPIRATION**

**MIND, BRAIN, AND EDUCATION SCIENCE AS A DRIVER FOR SCHOOL INNOVATION**

**ST. ANDREW'S EPISCOPAL SCHOOL**

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**THE GAP**

The imperative for St. Andrew's to innovate in the field of Mind, Brain, and Education Science was driven by the desire to claim and achieve excellence in school improvement, and a distinctive and compelling school profile. We were looking to bridge the gap between the science of learning and teacher practice.

**EXCELLENCE MIND, BRAIN, AND EDUCATION SCIENCE**

We recognize the multiple paths we can take to get there. Efficiently and confidently communicating the St. Andrew's Mind, Brain, and Education Science language that is understood equally well internally (among faculty and prospective students and parents) and externally (among current and past students, teacher, and school leaders, has now been distributed to over 10,000 public, private, and public-charter school teachers, leaders, and policymakers. The goal of the CTTL is to work with and present to 20,000 teachers and school leaders by 2020, all while making sure that St. Andrew's remains a model school for research informed teaching and learning.

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**BASECAMP 1**

Train and provide ongoing professional development to 100% of the St. Andrew's Preschool through 12th grade faculty and administration in Mind, Brain, and Education Science research.

**BASECAMP 2**

Challenge and support each individual teacher’s efforts and experimentation in using MBE research to inform how he or she designs their classes and works with each individual student.

**BASECAMP 3**

Synergistic research-to-practice partnerships with leading research universities and professors to help evaluate research and design research studies.

**BASECAMP 4**

Launch a new MBE research-informed teaching and learning initiative.

**BASECAMP 5**

Efficiently and confidently communicates the St. Andrew's Mind, Brain, and Education Science journey to demonstrate the value added at St. Andrew's education.

**BASECAMP 6**

Measure the impact of this MBE research-informed “experts.”

**BASECAMP 7**

Create a clearly defined “blended” professional growth pathway for both St. Andrew's teachers and the larger educational community to become MBE research-informed "experts."
RESOURCES
SCHOOL WEBSITE
synapseschool.org

Synapse strives ultimately to educate children to make the world a better place. This aligns directly with OUR MOTTO, EDUCATING CHANGEMAKERS. We believe that changemakers impact the world in positive and authentic ways, are robustly prepared for real world challenges that require the integration of academic, creative and social emotional domains, and are not defined by numbers or scale. We strive towards this summit consistently providing each child with a vigorous academic, social, and creative experience uniquely designed by our staff to inspire each child to use their HEAD, HEART, AND HANDS in order to make positive change everywhere, all the time.

A snapshot of Synapse students in their classrooms, no matter what the grade or who the teacher, would capture eyes shining with curiosity and fingers busy manipulating pencils, scissors, cardboard, papers, clay or whatever else comes within their grasp.

EACH SCHOOL YEAR WE CHOOSE AN OVERARCHING THEME FOR THE CURRICULUM that makes it meaningful and engaging for our students. This theme guides the students as they acquire knowledge and skills and work productively with their peers and mentors. This program envelopes each student in its creative and world-relevant themes, fully engaging their minds in the learning process. We also choose a changemaker each year and students study in depth, the way that person was able to change the world.

Synapse was founded in 2008. The founders were dedicated to establishing a school that would redefine education by combining leading edge academic instruction with SOCIAL EMOTIONAL LEARNING experiences. The school is committed to developing the CHANGE LEADERS of tomorrow, young people with the skills and mindset to shape the future, and the wisdom to make it one worth creating. The foundation of the school rests on these pillars, BRAIN BASED ACADEMICS, INNOVATION AND SOCIAL EMOTIONAL LEARNING. The school intends to integrate these concepts into everything it does.

"I came to Synapse to teach, because Synapse teaches the way children learn."
FACTOR MEMBER

"At Synapse we get to know ourselves really well. We understand how we learn best."
6TH GRADE STUDENT

"At Synapse we get to know ourselves really well. We understand how we learn best."
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"I came to Synapse to teach, because Synapse teaches the way children learn."
FACTOR MEMBER
THE NORTH STAR
TILTON’S INNOVATION JOURNEY

TILTON SCHOOL

IMPERATIVE

We believe that the current model of education is broken and does not provide a powerful educational experience for teenagers to navigate the world they will inherit. We put our pack because we are frustrated with the lack of change and innovation in all schools (public and private). The problem we are solving is the fact that the current educational system prepares students to work in a factory economy, and that is no longer relevant.

IDEA

Tilton will help each student discover their own unique aptitudes, skills, interests and learning style and develop a personalized roadmap of intentional opportunities across all facets of school life to develop the skills they need to become their best self and thrive at Tilton and beyond. This highly personalized experience (the TILTON EXPERIENCE or TEx)—supported by exceptional curricula, faculty development, a culture of innovation, a commitment to social responsibility, and physical spaces that foster community and learning—will ensure that no matter how the world changes, Tilton graduates will have the essential skills and the motivation to make a difference in our communities and the world.

The DAY HIKES along the way include a reimagining of our school schedule, assessment redesign, evaluation of the skills that matter (i.e. creativity, communications, critical thinking, mindfulness and design thinking), off-campus learning experiences, intensive faculty professional development, redesign of campus spaces, and presenting our graduates to colleges and universities in a way that allows their true abilities to shine through beyond GPA’s, test scores and recommendations.

Tilton School challenges students to embrace and navigate a world marked by diversity and change. Our TEx is aligned perfectly with this mission by reimagining what it means to educate teenagers in the rapidly evolving world they will inherit.

This idea was born out of a brainstorming session based on input from our alumni, faculty, parents and students. Nearly every problem we attack at school has benefited from our work in our faculty and students. Nearly every problem we attack at school has benefited from our work in our faculty and students. Nearly every programmatic change, a technology platform will be designed and operational on a pilot basis for faculty and students that brings together goals and metrics (Folio Collaborative), new professional development programs will be implemented to reinforce and bolster the skills of our faculty and a commencement of a redesigned transcript (Mastery Transcript Consortium) process will be underway. It is our vision to have all elements of our emerging design be fully deployed by 2020. Running concurrently with this vision is a capital campaign that will be announced in the next 12-18 months with both physical plant and endowment as its cornerstones.

IMPLEMENTATION

We are in year two of this journey and have collaborated with our entire faculty, staff and students as well as trustees and parents to design thinking experience. With a NORTH STAR document to clarify and guide our vision, our re design teams along with a 2016 summer intensive team produced initial prototypes and directions that we have implemented this year. These include a BETA SCHOOL SCHEDULE we are implementing for six weeks, a REDESIGN OF OUR 10TH GRADE PROGRAM, a PILOT FACULTY EVALUATION PROGRAM, and changes to our RESIDENTIAL EXPERIENCE.

Next year, our ninth and tenth graders will be implementing significant programmatic changes, a technology platform will be designed and operational on a pilot basis for faculty and students that brings together goals and metrics (Folio Collaborative), new professional development programs will be implemented to reinforce and bolster the skills of our faculty and a commencement of a redesigned transcript (Mastery Transcript Consortium) process will be underway. It is our vision to have all elements of our emerging design be fully deployed by 2020. Running concurrently with this vision is a capital campaign that will be announced in the next 12-18 months with both physical plant and endowment as its cornerstones.

We have embedded the capacity of DESIGN THINKING in our faculty and students. Nearly every problem we attack at school has benefited from our work so far. We have also implemented system wide strengths assessment for all of our students (Gallup). The most difficult part of the process has been trying to manage the pace of change.

#T6Experience
LEADING THE WAY

What is the Tilton Experience?

The TILTON EXPERIENCE (TEx) is aligned perfectly with this mission by reimagining what it means to educate teenagers in the rapidly evolving world they will inherit. This idea was born out of a brainstorming session based on input from our alumni, faculty, parents and students.

The fundamental question was HOW DOES TILTON NEED TO CHANGE TO BETTER SERVE OUR STUDENTS BY BUILDING ON THE HISTORICAL STRENGTHS OF THE SCHOOL WHICH INCLUDE RELATIONSHIPS, SMALL SIZE, AND A PERSONALIZED PROGRAM—supported by exceptional curricula, faculty development, a culture of innovation, a commitment to social responsibility, and physical spaces that foster community and learning—will ensure that no matter how the world changes, Tilton graduates will have the essential skills and the motivation to make a difference in our communities and the world.

This is aligned perfectly with this mission by reimagining what it means to educate teenagers in the rapidly evolving world they will inherit.

The Tilton Experience is a comprehensive approach to educating teenagers and to share our experiences with every school across the world.

How much change is too much and how much too little?

How do you identify those who believe we are moving too fast and those that are impatient?

How do you create space and time while we all still do all the other work?

How much risk do you take on big bets? (i.e. zero-sum position)

How do you Voronoi, and substantial change?

RESOURCES

THE TILTON EXPERIENCE
ILTERNATIVE.com/nettle.php?/tilton-experience
From the inspiration of our school’s mission to our shared belief that ongoing societal change requires constant curating of the educational experience of students, we see innovation as, in essence, the routine and culture of effective schools.

**What Drives Us Is the Development of Students’ Voice and Agency**

In the work of collaborative innovation, we’re not just connecting dots but engaging in a process of deep learning and growth. Our belief is that this process is not only necessary for our students but also critical to our ability to fulfill our initiative. At the end of the day, the meaningful relationship between students and teachers serves as the cornerstone upon which our entire initiative is built.

**Implementation**

Effective and sustainable innovation begins with teachers and their creative questions and ideas that are supported and nurtured. Processes and decision-making are distributed, well-organized, and thoughtfully facilitated. We accept that effective change in schools is rarely linear, and that it requires the active engagement of all constituents of the community.

**UNIVERSITY PREP**

Our teachers play the most critical role in preparing our students to become intellectually courageous, socially responsible citizens of the world. Their ongoing commitment to their professional growth and development through our nationally recognized Individualized Teacher Improvement Plan (ITIP), and reducing teaching loads to ensure that our teachers have the capacity to continuously improve, with collaboration as a core value, is critical to our ability to fulfill our initiative. At the end of the day, the enduring relationships between students and teachers serve as the cornerstone upon which our entire initiative is built. Friedman shares the findings of a 2014 Gallup poll of college graduates regarding what helped them be prepared to be successful. The answer: having had a teacher “who cared about them as a person or having had a mentor who encouraged their goals and dreams.” This is why our initiative is teacher-led. Fortunately, we do not need to retool our program to match the needs of the future; instead, we need to commit to evolve our program to keep pace with the rapid acceleration hitting every facet of society.

**BAY SCHOOL OF SF**

What began as a desire among teachers to collaborate and create more hands-on experiences has led to thousands of hours of planning and collaboration between the faculty, staff, and community. The faculty, staff, and community is energized around a renewed focus on personalized, project-based learning. Teacher morale is at the highest place it’s been in many years, and the culture of our school is one where trust is not just in administrative offices but throughout the school.

**UNIVERSITY PREP**

In Thomas Friedman’s new book Thank You For Being Late: An Optimist’s Guide To Thriving In The Age Of Accelerations, he writes, “Indeed, as the world becomes more interdependent and complex, it becomes more vital than ever to widen your aperture to synthesize more perspectives.” University Prep’s next generation learning initiative seeks to do exactly that: open and broaden our students’ ability to see, hear, learn and make sense of a world accelerating at a rate unseen for centuries, according to Friedman. Again, Friedman explains: “So many aspects of our societies, workplaces, and geopolitics are being reshaped and need to be reimagined.” Who else is there to reimagine the world than the students who will inherit and lead the next generation of change?

**Bay School of SF**

Innovation and the disruption of the traditional learning paradigm have been baked into Bay’s mission since the founding in 2004. Curriculum is forever evolving, and so must our program to sustain relevance. Innovative experiential models and long-term projects are occurring in the classroom, and we’re engaged in a faculty-driven, strategic, inclusive process to reimagine the next iteration of the Bay program, leading to our faculty’s new education in innovation and change. This is the opportunity for the entire community to Unlock the Potential of Each Child and the Student Community in a complex, rapidly transforming world.

**University Prep’s Next Generation Learning Strategic Initiative**

The decision-making process has great value. Disciplinary thinking still has great value. Disciplinary thinking is necessary, but it’s not enough. It’s about never resting along the journey to reach our “summit” we will further eliminate the boundaries of the two “intensive” terms in which a student dives deeply into a single academic pathway and become fluent in the practices of several academic pathways and the ability to apply them to different contexts and situations. Our focus is on the development of the student’s voice and agency. This is the challenge of any educational institution: to commit to evolve our program to keep pace with the rapid acceleration hitting every facet of society.

**University Prep’s Next Generation Learning Initiative**

Our “hikes” and “seeds” germinated from our philosophy and implemented in our classrooms and progress is distributed among students and faculty. Innovation requires the active engagement of all constituents of the community. At the end of the day, the meaningful relationship between students and teachers serves as the cornerstone upon which our entire initiative is built.

**Bay School of SF**

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**Bay School of SF**

“The challenging work of collaborative innovation and making meaningful, well-researched decisions with our entire community is critical to our ability to fulfill our initiative. At the end of the day, the enduring relationships between students and teachers serve as the cornerstone upon which our entire initiative is built. Friedman shares the findings of a 2014 Gallup poll of college graduates regarding what helped them be prepared to be successful. The answer: having had a teacher who cared about them as a person or having had a mentor who encouraged their goals and dreams.” This is why our initiative is teacher-led. Fortunately, we do not need to retool our program to match the needs of the future; instead, we need to commit to evolve our program to keep pace with the rapid acceleration hitting every facet of society.

**University Prep**

There was a time when I was a young teacher who thought I could change the world. Well, it never gets any easier.” Friedman concludes. “We have the ability to see, hear, learn and make sense of a world that is constantly evolving, and so must our program to sustain relevance.” But what about the problem of how to implement this new paradigm? Friedman shares the findings of a 2014 Gallup poll of college graduates regarding what helped them be prepared to be successful. The answer: having had a teacher who cared about them as a person or having had a mentor who encouraged their goals and dreams.” This is why our initiative is teacher-led. Fortunately, we do not need to retool our program to match the needs of the future; instead, we need to commit to evolve our program to keep pace with the rapid acceleration hitting every facet of society.

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