

Compass Charter Schools

Great place to learn

Great place to work

September 13, 2021



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Learner-Centered
COLLABORATIVE

Section I | An Overview

An Introduction to Learner-Centered Collaborative

As an organization, **Learner-Centered Collaborative** is driven by our mission to partner with educators to define whole-learner outcomes, design meaningful learning experiences, and create the enabling conditions for their unique journey to inclusive and equitable learner-centered education.

We envision education ecosystems that empower all learners to know who they are, thrive in community, and actively engage in the world as their best selves.

Our Vision

Our dedicated team is composed of passionate educators with vast experience from the classroom to superintendency. We have the honor of supporting over 120 partnerships with states, districts, charter and private schools across the United States, including Hawai'i and Alaska. This first-hand knowledge translates to a deep understanding of what is working, what is challenging, and ultimately what is possible.

We are both theorists and practitioners who can bring expertise and leadership to support your state to develop a community of learners who are prepared to live, work and contribute to an ever-changing society. We hope to collaborate with your teams to bring about transformative, learner-centered change that will ultimately empower learners with agency, enable all learners to reach their full potential, and ensure success of your strategic priorities.

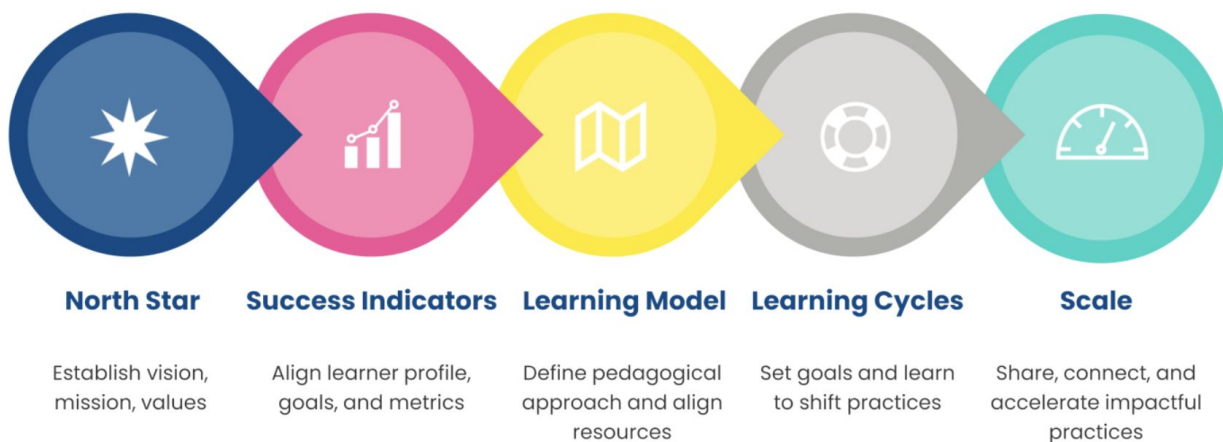
Devin Vodicka
Chief Executive Officer
devin@learnercentered.org

Our Theory of Change

Successful change leadership starts with a shared vision, guiding goals and practices which impact student learning at scale. Sustaining meaningful change requires input and buy-in from multiple stakeholders. We want to help Compass Charter Schools guide a coalition of key leaders, educators, parents and scholars to establish alignment and ensure continued improvement as you progress toward learner-centered education and becoming the “Gold Standard” of instructional effectiveness and student achievement.

Too often, our past practices and mindsets about change prevent us from developing learner-centered experiences aligned with our vision. To build a shared understanding of the vision and how our practices can help us get there, we need to **move beyond words** and talk about what we want for our scholars.

So then, what does Compass want for its’ scholars? How do we move the needle to boldly claim that Compass Charter School’s is the Gold Standard of virtual schools? Our approach will continue the great work from the Spring to leverage the goals and success indicators to create a clear framework for the future; a partner guide to the strategic plan that elevates the whole child and enables educators and parents to deliver a “gold standard” education.

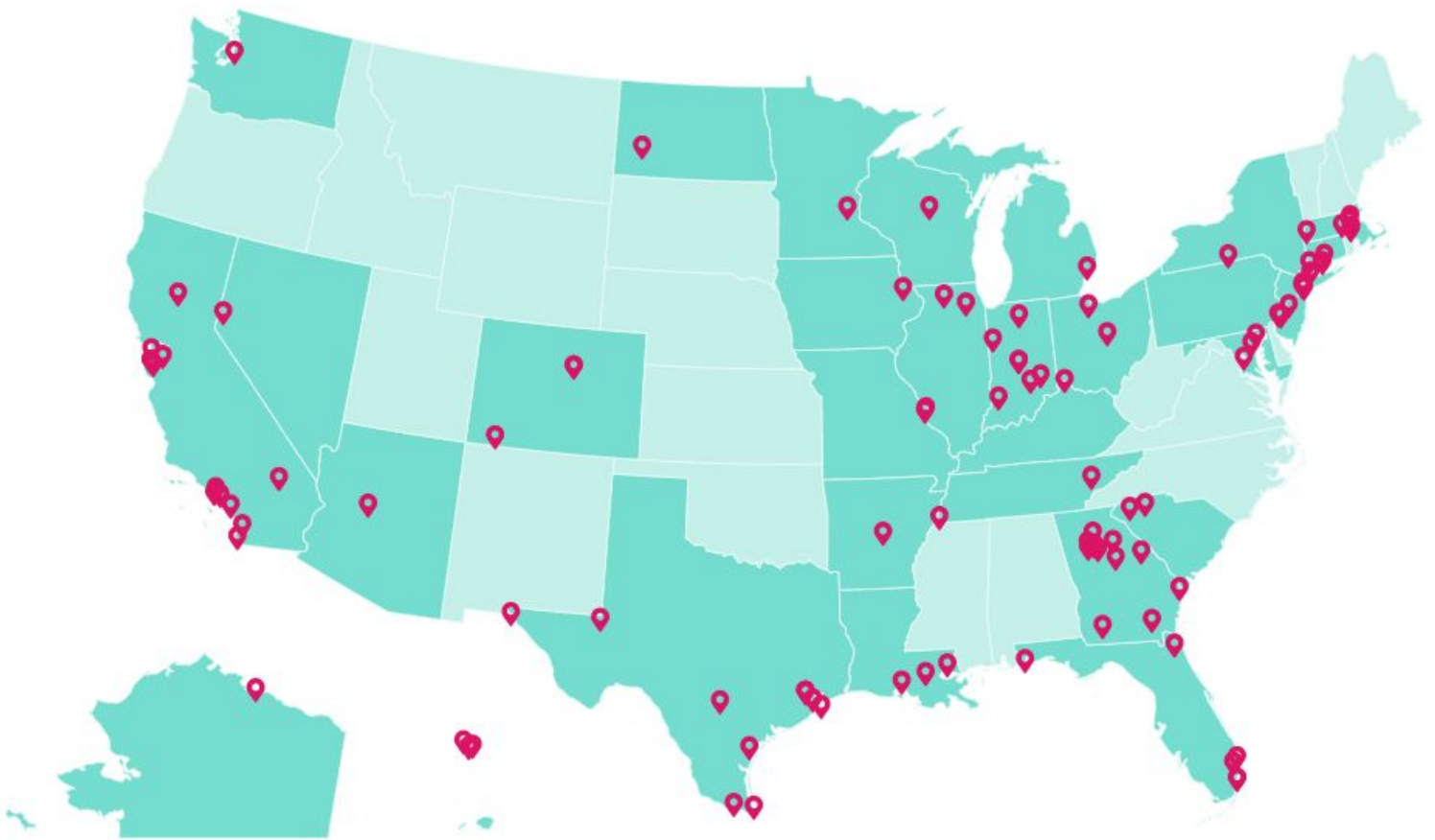


Guiding Coalition

Message, learn, share, iterate to improve and scale

Our Partner Network

Our diverse and growing community of partners spans public, private, charter, urban, and suburban settings across 30+ states. Over the past five years, our team has supported over 125 partners impacting one million learners and counting.



Section II | Scope of Work

Aligning our support

Great Place to Learn

Designing Your Learner Profile

Clarifying the why for change and articulating a compelling vision of the future is crucial. The “why” is a call to action for innovation, the vision is a statement of values and a description of what the future can be for students, parents, and teachers. A Learner Profile identifies the broad set of knowledge, skills and dispositions students need to succeed, and recognizes that all students are capable of demonstrating these competencies with the right supports; preparing them not only to graduate from high school, but also to thrive in work, life and citizenship.

Key Deliverables

- Clarify a compelling reason to innovate
- Seek community input on desired knowledge, skills and habits
- Define your learner profile
- Publish documents with branded learner profile

Aligning your Learner Profile, Goals and Metrics

There is often a misalignment between what we say we value and what we measure in standardized tests. To actualize your vision and learner profile, it is critical to align the goals and metrics that elevates the knowledge, skills and habits of the whole child and measure what matters.

Key Deliverables:

- Define competencies: knowledge, skills and dispositions
- Align the success metrics
- Create an assessment framework

Aligning our support

Great Place to Learn Continued

Defining Your Pedagogical Approach and Aligning Resources, Learning Model

Resources and frameworks allow for creativity and innovation when they provide the foundation—not the ceiling—for what teachers can build on, adapt, and innovate. Based on the context, the resources, and the desired learning goals, teachers and parents can leverage foundational resources across the following continuum to meet the needs of the learners.

Based on your vision and learner profile, the learning model should identify the type of learning experiences to develop the desired knowledge, skills, and midsets. The resources, schedules and priorities should be designed to reflect the vision and learning model.

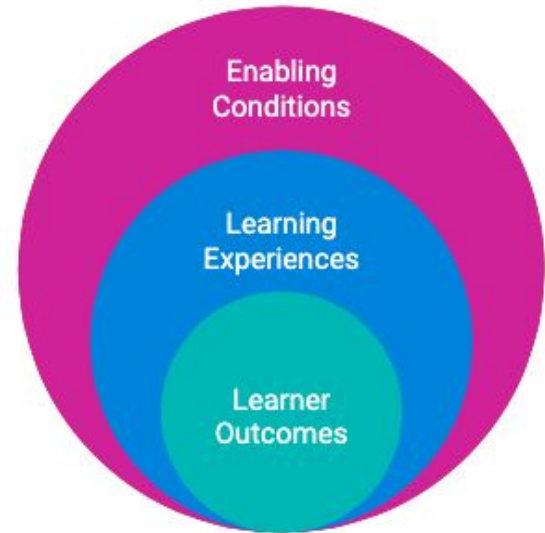
Key Deliverables:

- Examine existing models and frameworks
- Define the Compass learning model
- Align curricular resources to support the implementation of the learning model

Collaboration to support this workflow and deliverables will occur virtually over 6 months with bi weekly leadership calls and monthly convenings with the guiding coalition to seek input, provide feedback and guide the development of the deliverables.

Great Place to Work...Educator Support

Research shows that adult learners thrive in the same environments that best support our younger learners: environments that promote agency, position learning in ways that feel personal and relevant, and equip learners with the transferable skills and competencies they need to engage in authentic learning. Transformational professional learning is a process, not a singular event.



If we want to change how students learn, we have to change how educators learn.

Self Assessment & Goal Setting

Leveraging Compass' unique Learning Model and competencies, educators will self assess and set goals to guide their personalized learning path for the year in connection with the Compass evaluation process.

Communities of Practice

Communities of Practice (grouped by like goals) will be established to build capacity and develop a shared understanding of what powerful teaching and learning looks like, sounds like, and feels like. It is critical to model, experience, and observe desired teaching and learning practices.

Personalized & Authentic

Creation of personalized professional learning plans will be created that align to the elements of Compass' learning model, providing access to research, tools, and a wealth of resources to deepen Educators abilities to support all scholars.

Learning Cycles

Educators will collect evidence, share student work and use protocols to provide and receive feedback based on scholar learning outcomes to inform next steps.

Coaching and Support

We intentionally design learning experiences and provide coaching and support for both educators, leaders and learning coaches to ensure we learn from and with the community to share and amplify lessons learned.

Great Place to Work...Leadership Support

We provide site-level leadership, individual, and team coaching that supports creating the enabling conditions for learner-centered practices. These regularly scheduled sessions inform the progress toward partnership goals and include resources, ideation, and advising tailored to your current needs.

Enabling Conditions

Coherence

- Framework for the Future
- Enabling Policies
- Holistic Learner Outcomes & Aligned Learning Progressions
- Resource Allocation

Culture

- Collective Efficacy
- Relational Trust
- Capacity Building

Connectedness

- Digital Ecosystems
- Use of Time & Space
- Community Partnerships

If we want to change how students learn, we have to change how leaders learn.

Self Assessment & Goal Setting

Leaders will self assess and set goals to guide their professional growth aligned to the Compass roles and responsibilities and in conjunction with the 2021-2022 Goals and Priorities.

Personalized & Authentic

Based on goals, leaders will investigate new solutions, study the outcomes, and learn to improve. Learning cycles allow us to continually improve competency in an area that is relevant to one's own practice and unique context.

Learning Cycles

Leaders will collect evidence, share experiences and use protocols to provide and receive feedback based on learning outcomes to inform next steps.

Coaching and Support

Coaching and support for leaders to ensure we learn from and with the community to share and amplify lessons learned.

An Overview of Deliverables

We have organized the deliverables into larger categories in order to better capture the phases of this work. We suggest these categories:

1

Family forums and input sessions. Communication resources, including social-media friendly graphics, would be produced to document and share parent insights.

2

“Listening to scholars” forums and input sessions. Communication resources, including social-media friendly graphics, would be produced to document and share student insights.

3

Defined Learner Profile, Competencies, and Learning Model (including infographics for sharing)

4

Educator Self-Assessments, personalized learning plans, and communities of practice. 5 pathways aligned to the Compass Learning Model.

5

Leadership Self-Assessments, goal setting and coaching

6

Learning Coach development and support

7

District wide professional learning support at annual retreat. Topic/s TBD

Section III | Pricing

Pricing Proposal

Item	Deliverables	Price
Scholar Engagement "Listening to Learners"	Listening to the Learners forums (2 hours each) x 2 Communications resources, including social-media friendly graphics	\$1200
Family Engagement	Family Forums (2 hours each) x 2 Communications resources, including social-media friendly graphics	\$1200
Guiding Coalition	Facilitation of virtual convenings of cross-functional stakeholder group to develop learner profile, learning model and competencies	\$50,000
Personalized Professional Learning Plan and Resources	Based on the defined Compass Learning Model, personalized professional learning plans for teachers will be created to include self assessment, goal setting, online resources/modules and learning cycles. (Includes 5 Pathways, 2-3 created late Winter and Spring, the remaining late Spring and Summer. Full pathways ready for use to start the 22-23 school year)	\$100,000
Learning Coach Learning plan	Based on the defined Compass Learning Model (workshops, webinars and self-paced offerings); 5 times per year, 2 hours each "live" session. 5 self-paced, one per element of the learning model	\$30,000
Executive Coaching	Leadership capacity building aligned to goals and priorities (WIG and Evaluation) 14 leaders, 2 hours per month	\$88,000
District Wide PD at the annual Compass Retreat	Topics TBD, 1 day	\$5,000.00/ day / trainer
Discount (less 60 hours of coaching already contracted for the 2021-2022 school year + "great partner" savings)		-\$54,400
Estimated total for all work		\$200,000

Section IV | Our Team

Our LCC Team

Devin Vodicka, Ed.D. – Chief Executive Officer

Over the past 20 years, Devin’s vision for how to drive high-quality student outcomes enabled him to quickly ascend to the roles of educator, school principal, district administrator, and superintendent. During his tenure serving Vista Unified’s more than 25,000 students, Devin was recognized as California Superintendent of the year in 2016 (AASA), 2015 (ACSA), 2015 (Pepperdine University). In 2014, he received Classroom of the Future Foundation’s “Innovative Superintendent of the Year” award. After joining Vista in 2012, he was invited to the White House nine times, both in recognition of district-wide achievements and to partner on national efforts with the U.S. Department of Education Office of Educational Technology and the Digital Promise League of Innovative Schools. He is the author of Learner-Centered Leadership.

Katie Martin, Ph.D. – Chief Impact Officer

As Chief Impact Officer, Katie is developing professional learning programs to support schools and districts in their shift to learner-centered education. Katie began her career as a middle school English language arts teacher and instructional coach. Katie is recognized internationally for her approach to learning for both educators and students. She is guided by her principles that are informed by research and inspired by practice. She has worked directly with thousands of teachers and administrators to understand what has worked, what has been challenging, and what is possible for effective and engaging learning for students, any time, anywhere. Katie is the author of Learner-Centered Innovation: Spark Curiosity, Ignite Passion and Unleash Genius. She earned her Master of Education in middle school education and Ph.D. in curriculum and instruction.

Catina Hancock, MS, Educational Admin – VP of Professional Learning

A lifelong educator, Catina is in her 23rd year working in education and currently serves as Vice President of Leadership and Learning at Learner-Centered Collaborative. A strong collaborator who believes in growing team culture and capacity, Catina designs, delivers, and coaches school leaders and teams. Prior to joining our team, she was the proud Principal of the Vista Academy of Visual and Performing Arts, an International Baccalaureate magnet school with a VAPA focus. During her tenure there, she led the school out of program improvement to be one of only 3 schools in CA to earn the state’s top recognitions (Title I High Achieving, Excellence in the Arts, and CA Gold Ribbon).

Section V | Our References

References

Texas Learning Exchange Program, Educate Texas (TX)

Chris Coxon, Director of Programs, ccoxon@cftexas.org, (214) 750-4222

Our work: Leading state-wide COVID relief program focused on continuity of instruction in remote and hybrid settings. Work includes publication of reopening guide, curation of OER resources, learning and school model framework design and implementation support.

Logan County School District (KY)

Paul Mullins, Superintendent, paul.mullins@logan.kyschools.us, (270) 726-2436

Our work: Build capacity of district leadership team to create learner-centered experiences across the system so that their design team can learn, implement, collaborate, and iterate to improve learner outcomes through workshops and quarterly learning cycles.

El Segundo Unified School District (CA)

Melissa Moore, Superintendent, mmoore@esUSD.k12.ca.us, (310) 615-2650

Our work: Supporting the alignment of learning models and strategy to align with the Graduate Profile in person and in distance learning through comprehensive partnership that includes strategy, leadership, technology, and professional development services. Leading guiding coalitions to ensure implementation of learning frameworks.

SEEQS Charter School (HI)

Buffy Cushman-Patz, Executive Director, bcp@seeqs.org, (808) 677-3377

Our work: Support network of school leaders to rethink assessment and develop outcome frameworks and tools to support competency-based assessment and culturally responsive assessment practices.

Peninsula School District (CA)

John Hellwich, Assistant Superintendent, hellwichj@psd401.net, (562) 602-6011

Our work: New school design support, strategic planning and ongoing coaching to assist the leadership team and community to co-construct their vision, mission, and values. Creation of learner profiles, goals and success metrics while exploring and defining pedagogical approach, instructional model, and alignment of resources.