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Student Activism in the Era of Parkland and What It Means for Educators

March for Our Lives. DREAMers. Black Lives Matter. Young people are lifting up their voices and demanding a seat at the table to discuss issues of immigration, gun violence, and inequality that permeate their lives. These are problems that students carry from their homes to their schools each day.

As an educator or school leader, student activism may lead to difficult questions. Should you support your students when they stand up for change? What if your beliefs differ from theirs, or you have trouble relating to their experiences? If you want to support them, what's an appropriate way to do so?

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In Roughly 1,300 High Schools Across America, On-Time Graduation Still Elusive

After more than a decade of progress in improving high school graduation rates, there remain about 1,300 traditional high schools in need of serious improvement and redesign, according to new research from the GradNation campaign. Among them are more than 800 low-graduation-rate high schools with an average graduation rate of 49 percent. From the inner city to the heartland, these high schools sit at the fault lines of race, class, and inequity in America.

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 [Click to Tweet:](#) In roughly 1,300 high schools across America, on-time graduation still elusive shows new report by @CivicEnterprise & @JHU_EGC in partnership with @AmericasPromise & @All4Ed. [http://bit.ly/2yyRboZ](https://bit.ly/2yyRboZ) #RedesignHS #GradNation




What Does #FutureReady Mean, Really?

I wish I could say that educators have always been focused on helping young people develop the competencies they need to be ready for their future. After all, traditions of K-12 education we hold dear today were largely developed to help young people in the early 20th century be ready for their future in a compliance-driven, standardized industrial workforce and life in urbanized settings. But, as the world began to change rapidly in the latter part of the 20th century, we seemed to become a profession more focused on sustaining the status quo of those early assembly line, cookie cutter schools than considering how to evolve practices in response to

changes in demographics, technology, the workforce, and community needs.

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 [Click to Tweet:](#) @FutureReady leader @pammoran shares her perspective on what it really means to be #FutureReady.
futureready.org/what-does-futureready-mean-really/



Deeper Learning Digest: Are Your Students "Life Ready?"

What skills do students need to be considered "life ready?" For Virginia high school graduates, they may sound familiar: "critical and creative thinkers, excellent communicators and collaborative and civic-minded citizens." So what steps can states take to give their students opportunities for deeper learning?

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 [Click to Tweet:](#) In this #DeeperLearning Digest from @All4Ed: Are Your Students "Life Ready?" bit.ly/2R45JUu



Did You Know? Adolescence is a Critical Window for Learning

Adolescents' brains are growing and changing as they prepare for adulthood. But what do these changes mean for learning? Find out in this new infographic from All4Ed's Science of Adolescent Learning (SAL) team!

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 [Click to Tweet:](#) Adolescence is a critical window for student learning. Here's why. Learn more from @All4Ed at <http://all4ed.org/SAL> #ScienceofLearning

Coming Soon

Timeless Learning: How Imagination, Observation, and Zero-Based Thinking Change Schools



In this webinar, Pam Moran and Ira Socol, two authors of *Timeless Learning: How Imagination, Observation, and Zero-based Thinking Change Schools*, will discuss how developing a culture of invention and innovation creates new pathways to activate creativity, voice, agency, and influence in all young people. Through making, engineering, creating, designing, and producing projects and products that enrich learning experiences, students can impact their classrooms, schools, communities, states, and even the world.

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How can states use #ESSA funding to drive innovation and strategies for #deeperlearning? @afhyslop shares with education leaders from 11 states here at @All4Ed today!



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"We have to make the traditional not the enemy of transformation. There's a lot of tradition we want to honor and respect. But we're asking people to apply this [information about [#wholechildequity](#)] in ways they don't understand or expect." - [@BobWise48](#), [@All4Ed](#)

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"This is a magic moment for #ESSA - they have to designate the lowest 5% of schools and identify low-performing. There's enough work for all of us [doing #wholechildequity work]. But this is also manageable. We have a target. We know where to go." -@BobWise48 [twitter.com/opportunityorg...](#)

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Socio-economic status has a strong influence on students' performance, but disadvantaged students perform well in more equitable education systems 🏛️⚖️

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