



2018 Brock International
Prize in Education Nominee

Rob Riordan

Nominated by Sam Duell

September 4, 2017

To my fellow Jurors for the Brock International Prize in Education,

I write to make a case for Rob Riordan's nomination. Please keep in mind that I will not be able to comprehensively or exhaustively present all of Rob's accomplishments in this portfolio. In fact, it has taken me quite some time to understand exactly how to write this letter because I am daunted by the enormity of Rob's contributions, and I'm concerned that I might not do Rob's nomination justice. I mean that sincerely. Since I decided to nominate Rob, I have heard from dozens of people who know him and have worked with him personally. They have written books and filmed movies in his honor and they affectionately call him by several nicknames like the Emperor of Rigor, El Presidente and Yoda. He is incredibly important to them. So, I feel that this portfolio is inadequate because it does not fully capture the influence and impact Rob has had on people or the science and art of education.

However, Rob Riordan is an excellent candidate for the Brock International Prize in Education.

The Brock International Prize in Education recognizes **an individual who has made a specific innovation or contribution** to the science and art of education, **resulting in a significant impact** on the practice or understanding of the field of education. **The innovation or contribution must be specific and must have the potential to provide long-term benefit to humanity through change and improvement in education at any level**, including new teaching techniques, the discovery of learning processes, the organization of a school or school system, the radical modification of government involvement in education, or other innovations. In sum, the prize is not intended to simply recognize an exemplary career or meritorious teaching, administration, or service with a primarily local impact. Instead, the prize is about innovative ideas that make meaningful change in how we think and act.

After reviewing the purpose of the prize, I have chosen to nominate Rob specifically as a co-founder, President Emeritus and as the embodiment of High Tech High's Graduate School of Education (HTH GSE), the first accredited graduate school wholly situated on a campus of charter schools. HTH GSE has re-married the study *and* the practice of education, and it continues to demonstrate a profound impact on educators across the US and internationally. HTH GSE would not exist with Rob Riordan. As one of his co-founders wrote me, "*Without [Rob's] vision, I'm not sure we would have persisted through the challenges.*"

To be direct, Rob's specific contribution to the science and art of education in this case is the successful integration of the study and practice of education at the HTH GSE, which has significantly impacted educators in over 41 states and 33 countries. I believe he's a great candidate that deserves thoughtful consideration.

Therefore, I humbly submit to you the nomination of Rob Riordan for the 2018 Brock International Prize in Education.

Respectfully submitted,

Sam Duell
2018 Juror, Brock International Prize in Education
sam.duell@gmail.com

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CONTRIBUTION

To describe High Tech High's Graduate School of Education, it would be helpful first to describe what HTH and HTH GSE are not.

First, HTH is not a lab school and HTH GSE is not a standard graduate school of education. While the pedagogy and instruction at HTH might be similar to some of the progressive principles found in a lab school, like the one founded by John Dewey at the University of Chicago, HTH is an open-enrollment charter school founded in 2001. The students who attend HTH are a diverse set. In document written by HTH GSE faculty called "Honoring Rob Riordan,"¹ HTH is described like this:

The results have been striking. The thirteen HTH schools – five high schools, four middle and four elementary – serve over 5500 diverse K-12 students drawn from a zipcode-based lottery to ensure that the demographics of the schools mirror the surrounding communities. 97%+ of HTH's graduates have been admitted to college, with approximately 65% attending four-year programs such as Johns Hopkins University, Massachusetts Institute of Technology, Stanford University, Howard University, University of Southern California, University of San Diego, University of California at Berkeley, New York University and Northwestern University. In addition, about 35% of HTH graduates are first-generation college students. Finally, over 30% of HTH alumni enter math or science fields, compared to a national rate of 17%.

HTH predates HTH GSE. The charter school, founded in 2001, came before the graduate school of education, accredited in 2006. This is significant because there is no question that the HTH GSE was created to serve the purposes of HTH. After the Federal Elementary and Secondary Education Act of 1965 was reauthorized in 2001 as the No Child Left Behind Act, public schools were required to hire "highly qualified" teachers. Rob tells me that the implications related to credentialing and degree requirements became an obstacle to hiring some second-career professionals. To address this new challenge, Rob and others at HTH started working on founding their own accredited graduate school of education. Therefore, the HTH GSE was founded in-part to serve the needs of HTH, which is in contrast to many lab schools where the lab school was founded to serve the purposes of the graduate school of education.

HTH GSE differs from standard graduate schools of education in many ways, but two seem most salient. First, most of the faculty at HTH GSE are practitioners. This fact did present a challenge for the GSE when it was enduring the accreditation process by the Western Association of Schools and Colleges (WASC). As Rob tells me, the accreditors were not education PhD's, and were doubtful that a GSE with mainly faculty whose highest degrees were not doctorates could adequately meet standards. In fact, Rob remembers one accreditor saying something like, "You couldn't get me to teach next to a masters person." Things changed when the accreditors sat down with young high school students at HTH to discuss their current projects. The accreditors had to see the school in action in order to understand what HTH GSE was trying to do. As Rob says, "It's easier to move from the concrete to the universal than it is to move from the universal to the concrete."² This concept is actually central to HTH and HTH GSE. For students and teachers at HTH, the interaction with the real world informs theoretical and conceptual understanding as opposed to most standard graduate schools of education where the study of theory precedes and largely outweighs the amount of practice in which graduate students partake.

This connects to the second way HTH GSE differs from standard graduate schools of education. Since HTH heavily focuses on project-based learning and many of the progressive principles that require interaction with the

¹ I strongly recommend reading this three-page document in the appendices, since it provides an insightful recommendation for Rob and his significance to HTH and HTH GSE.

² You can hear Rob and co-founder Larry Rosenstock talk more about their educational philosophy on this film. Changing the Subject – written by Rob Riordan & Larry Rosenstock
https://www.youtube.com/watch?time_continue=1&v=a036N5N5Hlk (5:40)

concrete as a means to discover the universal, HTH GSE's physical presence is completely integrated with HTH. When the WASC accreditors came to visit HTH GSE, they asked where the GSE building was located. Rob said, "We're embedded with HTH."

When I recognized this last point it reminded me of my mom and my grandmother. My mom grew up in Fayetteville, Arkansas and spent her elementary school years attending Peabody Hall, a teacher training school on the campus of the University of Arkansas that was staffed by professors at the university. Her first grade teacher was my grandmother, her mother, who taught little ones *and* university students. My Grandma Maxine was a master teacher who was well versed in both the study *and* the practice of education, and she proved it everyday to her university students when they observed her teaching little ones on the university campus. She was *embedded* in the primary school.³ While HTH is not a lab school, it does share some progressive principles that were common in lab schools 50 or 60 years ago. The old phrase, "If you can't do, teach," doesn't work at HTH or HTH GSE, and it didn't work in my grandmother's college classes either. In fact, in order to be able to teach you had to *demonstrate* excellent practice every day. The professors led by exhibiting excellent practice that led to theoretical understanding. Or as Rob points out, let's use the concrete as a means to understanding the abstract. Most standard graduate schools of education do the opposite. The re-integration of practice and theory is one of Rob's most significant contributions to education.

Second, HTH GSE is not like other graduate schools of education that are also associated with charter schools.

For example, when a charter school in Boston founded the Sposato Graduate School of Education in 2012, their mission was to, "prepare unusually effective novice teachers."⁴ HTH GSE predates Sposato and the mission at HTH GSE has been broadened to include developing school leaders, transforming existing schools and a research center that focuses on the intersection of innovation and equity.⁵

Another prominent example of a graduate school of education that formed in association with charter schools is Relay Graduate School of Education, an independent graduate school formed in 2011 through a partnership with KIPP, Achievement First and UnCommon Schools.⁶ Relay GSE has quickly scaled its impact to train over 2,000 teachers and 400 leaders across the US. They too have had a huge impact in a short amount of time, but their difference from HTH GSE is best described by geography and faculty. HTH GSE is centered on one system of schools in primarily one geographic region, while Relay was formed in partnership with three different charter systems whose locations range from New Orleans to New York. Furthermore, nearly all of the practitioner faculty at HTH GSE work at HTH, while the faculty at Relay are dispersed across the country in several school systems. This is central distinction for HTH and HTH GSE.

Rob told me a genesis story of HTH GSE that goes something like this: HTH had received a grant from Bill Gates several years ago. Well, while Bill was speaking to a number of governors about education and other things he mentioned HTH and the significant things they were doing in San Diego. The next thing Rob knew, he got a call from then governor of Texas, Rick Perry, who said he would like to open 50 HTH's in Texas. This was an interesting proposition and HTH was faced with a question, the answer to which would distinguish them from other charters in the next decade. "How will HTH expand its influence?" The current proposition was replication, but HTH

³ You can check out the history of Peabody Hall at this web address. My mom is in the class photo from 1966, she's holding the sign. <http://coehp.uark.edu/colleague/cied/peabody-university-history.php>

⁴ See the history of Match School's graduate school of education at <http://www.matcheducation.org/about/history/> and see the mission statement for Sposato GSE at <http://www.sposatogse.org/>.

⁵ See the GSE "Snapshot of Impact" for more information about the many programs and residencies HTH GSE offers.

⁶ See the history of Relay Graduate School of Education at <https://www.relay.edu/about-us/institution>.

rejected that notion. They chose inspiration instead.⁷ This decision encouraged the HTH GSE to expand their programs and services while not expanding their physical geographic footprint.

At this point, I would like to note that Sposato and Relay are doing great things. I am not saying that HTH GSE is more effective or that Sposato and Relay are less effective, but I am saying that these three graduate schools of education differ quite drastically in purpose, pedagogy and philosophy.

Hopefully, by contrasting HTH GSE with lab schools and other graduate schools of education, I have more clearly defined what HTH GSE is and is not.

More directly, **here are some of the programs and offerings HTH GSE provides.**⁸

- *Masters of Education, Degree Program* – Previously there were two tracks for this degree, one for teacher leadership and the other for school leadership. In 2016 – 2017, they were combined into one Educational Leadership track. Since 2011, the GSE has granted 138 Masters of Education degrees. In addition to HTH, this program has supported 28 other schools in the San Diego area.
- *HTH Teacher Credentialing Program* – Credentialing services are provided every year to all employees of HTH. For example, in 2016 there were 340 employees at HTH and they all received some form of sort of credentialing support. This is a tremendous, structured benefit to HTH faculty. In addition to HTH staff, this program has supported 25 other schools in the San Diego area.
- *HTH Residencies and Institutes* – The HTH GSE offers several residencies for people from outside San Diego. People from all over the US and internationally attend these residencies. This program hosted 1,480 participants from 35 states and 12 different countries at HTH GSE in San Diego during the 2016 – 2017 year.
- *Customized Residencies & HTH on the Road* – HTH GSE sends staff to speak to educators across the US and around the world. They also host several groups for customized residencies and extended tours. In 2016 – 2017, there were 1,392 unique participants from 41 states and 27 different countries.
- *Education Leadership Academy* - the ELA represents an upgrade over the Leading Schools Program, in that participating teams must include a school or district leader. The program blends face-to-face residencies at High Tech High in San Diego, partnerships with HTH critical friends, and online learning. Participants design their own personal learning plan and execute a Leadership Project that addresses an issue or need at their home schools/districts. Nationally known educators serve as faculty for the Academy, including Stephanie Rogen, Larry Rosenstock, Rob Riordan, Chris Emdin, Tony Simmons others. 41 participants from 6 states, China and Chile participated in 2016 – 2017.
- *Center for Research on Equity and Innovation* – The research arm of HTH GSE is led by Ben Daley and Stacey Caillier. HTH uses the research conducted by the Center and HTH GSE to improve its outcomes. For example, the HTH GSE website claims that in the past three years the research conducted by the Center has reduced the gap in honors course completion for students of color from 18% to 2%; reduced the gap in failing grades for young men of color from 7% to 1%; increased the 4-year college attendance rate from 67% to 73%, cutting in half the gap for low-income students from 12% to 6%; and reduced chronic absenteeism from 11% to 2%.⁹

HTH GSE conducts research, trains teachers and leaders and shares its knowledge with others. It is not your typical graduate school of education and has successfully integrated the study and practice of education in ways that have

⁷ Five HTH educators have in fact written a book about the difference between replication and inspiration.

Inspiration, Not Replication: How Teachers Are Leading School Change From The Inside - Authored by five HTH educators, this book documents the journeys of five diverse, small teams of passionate teachers across California who are recreating their schools through authentic leadership projects supported by HTH professional learning.

⁸ For more in depth analysis of HTH GSE's impact, check out the "Snapshot of Impact (2017)" document in the appendices.

⁹ Check out the Center for Research on Equity and Innovation here. <http://gse.hightechhigh.org/CREI/impact.php>

not been prevalent for 50 years. Among all of its accomplishments, I believe the marriage of practice and theory is HTH GSE's most salient contribution.

IMPACT

I will try to describe HTH GSE's impact quantitatively and qualitatively. First, action research at HTH GSE has directly and significantly improved outcomes for students at HTH. For example, the HTH GSE website claims that in the past three years the research conducted by the Center has reduced the gap in honors course completion for students of color from 18% to 2%; reduced the gap in failing grades for young men of color from 7% to 1%; increased the 4-year college attendance rate from 67% to 73%, cutting in half the gap for low-income students from 12% to 6%; and reduced chronic absenteeism from 11% to 2%.¹⁰

HTH GSE is a huge driver of professional development for all of the HTH campuses, and I can only imagine that HTH GSE has played a significant role in the success of HTH. Here is some 2016 data about college preparation for HTH students.

High Tech High holds the view that students should be prepared for college when they graduate from high school. Thus, HTH students participate in a rigorous, college preparatory curriculum in preparation for both college admissions and persistence.

In relation to college preparation, admission and persistence, the latest data show:

- 98% of HTH SBC graduates completed the University of California/ California State University ("CSU") A-G approved sequence of courses compared to 43% of students in the state.
- 98% of HTH SBC graduates took the SAT or ACT, including 95% of students eligible for free or reduced price meals ("FRL").
- 93% of HTH SBC graduates applied to at least one 4 year college and 73% applied to four or more 4-year colleges compared to 16% nationally.
- 96% of HTH SBC 2016 graduates reported heading to college. This includes 97% of FRL students and 95% of first generation students.
- 72% of HTH SBC graduates enrolled in four-year institutions compared to 30% of students statewide. This includes 76% of students qualifying for FRL and 65% of first generation students.
- According to the College Clearinghouse, 79% of HTH SBC students had either graduated or were still enrolled in college as of 2016. This includes 74% of students qualifying for FRL and 71% of first generation students.

In short, the college programs at HTH SBC schools are meeting the measurable outcomes set forth in the original charter, and are providing statewide benefit to California by preparing students of diverse backgrounds for postsecondary education.¹¹

¹⁰ Check out the Center for Research on Equity and Innovation here. <http://gse.hightechhigh.org/CREI/impact.php>

¹¹ *Data pulled from the 2016 High Tech High State-wide Benefit Charter Renewal Petition

HTH GSE has influenced people in over 41 states.

HTH GSE impact USA



HTH GSE has influenced people in over 33 countries.

International impact HTH GSE



HTH GSE has supported the development of new school creation. As David Williams from Duncanville, Texas wrote to me recently:

I've attended an HTH residency program. As we were working on a school launch, I said, "it's great to know we're not crazy." Rob told us, "Well, you are crazy, but you're not alone." That bit of encouragement coupled with the tremendous knowledge and skill of the HTH crew have been inspirational.

And Cody Miller from Denver said that HTH GSE has, "Given me the opportunity to start a new school to help shift the paradigm of education to create a more equitable experience for all learners."

HTH GSE has inspired new graduate degree programs at other universities. For example, Dr. Philip Bossert wrote:

We used the curriculum of HTH-GSE as a guideline for creating a new PBL-focused master's degree program in Hawaii that was jointly offered by Chaminade University of Honolulu and the Hawaii Assn. of Independent Schools: Master's Degree in Instructional Leadership for 21st Century Teaching & Learning.

HTH GSE has support existing schools to transform their programs. For example, Dr. Thomas Brittain wrote about HTH GSE's influence on Seminole Public High School in Seminole, FL.

The partnership Seminole High School has with HTH has helped us tremendously . We have been able to personalize our learning structures and have experienced great success. The number of discipline referrals written by teachers is down 78% in the past two years while our graduation rate has increased. 2015- 85% 2016- 96.7% (100% of our African-American students) 2017 -95.5% (100% of our African-American students) We are a public high school with over 2000 students and this past year we held our first personalized learning conference and Rob Riordan was our main speaker.

ChiTech Academy in Chicago was on the brink of closure until HTH GSE stepped in to support their transformation. Lauded in [The Atlantic](#) for their full-time internship program, the school has become a success story.¹² This is what Joshua Dresser from Chicago had to say.

Through our initiatives, ChiTech students were able to build a 3-octave chromatic pipe organ affixed to one of our main stairwells, use design software to create fifteen Little Free Libraries which are housed in some of Chicago's book deserts, and visualize regional dialects through a large-scale wooden map of the United States. Without the intentional support, mentorship, and guidance of the faculty at the HTH GSE, we would not have had the focus nor direction to bring about the rapid changes we saw over the course of the year.

From Australia to Israel, **HTH GSE has influenced educators internationally.** Denise Lofts from Ulladulla, Australia said this about HTH GSE's impact.

Absolutely been life changing. We an an Australian school that has been transformed by the innovations and the learnings provided to our Principal and our teaching team. My understanding of rich authentic learning for my students has been brilliant.

And Merav Bareket from Tel Aviv wrote, "This moddle has been an inspiration for lots of educators in Isreal."

¹² You can check out the August 23, 2017 article here.

<https://www.theatlantic.com/education/archive/2017/08/how-student-internships-saved-a-chicago-school/537642/>

Honoring Rob Riordan

Emperor of Rigor, El Presidente, Yoda

~ Larry Rosenstock, John Aird, Stacey Caillier, Angela Guerrero, Ben Daley & Kelly Wilson

Francis wasn't sure if she should have enrolled in this class. She was a runner – a state champion runner who seemed to have been running most of her life, usually away from things and not towards them. She was not a writer. Yet, here she was, her senior year, surrounded by the best writers at Cambridge Rindge and Latin, discussing Richard Wright's book *The Man Who Lived Underground* in Rob Riordan's elective writing class. In the book, the protagonist jumps down a manhole in an attempt to escape the police and is swept away in the sewers, ultimately creating a new world for himself underground and a new identity. As was his custom, Rob invited all of the students to write for 15 minutes, providing them with multiple prompts, while also encouraging them to create a prompt of their own. One of Rob's prompts was, "Write about a time when you ran away..."

Later that day, Rob read Francis's journal, where she had written about running away from her foster home when she was 10. This was the third time she had run away. She knew that if she was caught she was going to juvenile detention. She painted a picture of a scared, but resolute young woman sitting on the bus, thinking "he has hit me for the last time", and realizing that her life from this moment forward would never be the same. And it wasn't.

The next morning Rob met Francis at the door. He asked her if she would read her piece for the class. She said, "No, it's no good." Rob pulled her aside and said, "If you don't want to read it because it's personal, that's ok. But if you don't want to read it because you don't think it's any good, I am here to tell you that it is good." And so Francis read it. When she finished, there was silence. It seemed to go on and on. Finally, Libby, a student known as the best writer in the school, said quietly, "That's the best piece of writing I've heard in here."

Years later, while preparing for a keynote address he would give to 200 English teachers in Tennessee, Rob wrote to Francis. He realized that he had been having a conversation with her in his mind for 10 years and there was a question he needed to ask. She responded and they met for lunch. During the meal, he asked her if she remembered reading her piece about running away to the class. She did. He said, "I've always wondered about that moment when you finished reading and it was quiet. What were you feeling?" Francis told him, "I didn't know what I felt, but then when Libby said what she said, I thought maybe I had something to say after all." That moment was a turning point for Francis. And to this day, she is still running, refusing to be beaten, and she is still writing.

When Rob told this story to the teachers in Tennessee, there was no doubt in his mind that Francis was the hero. This is what has made Rob Riordan such a remarkable educator and change-maker for the past five decades. He has helped both young people and adults connect more deeply to their own lives, and to each other, by finding the power in their own stories. And he has worked with teachers, school leaders and policy makers across this nation and the world to rewrite the story of schooling – to create schools that engage the heart and mind, that value creation over memorization, and that are both diverse and fully integrated.

Rob has worked directly with educators in Barcelona, India, Israel, China, Singapore, Japan, Australia, Canada (and more!) and numerous states in the U.S. who have been inspired by their visits to High Tech High (HTH) in San Diego, a network of public charter schools Rob helped to found in 2001. Rob is a key educational leader for the entire HTH organization, serving as the official, though now emeritus, "Emperor of Rigor" for all of the K-12 schools. As such, he has had a profound influence on not only the vision and design principles that guide the HTH schools, but on the everyday teaching and learning in which students and teachers are engaged. Many of the HTH leaders and teachers refer to him affectionately as "yoda" for his wisdom, patience, and unwavering belief in the power of relationships.¹³ For Rob, this is where true rigor resides – not in the content being covered, but in the decisions teachers and students make together everyday as they pursue issues of interest to them and to the world beyond school.

¹³ Video of HTH and HTH GSE Leadership and Faculty speaking about Rob's impact on education and their practice: <http://www.youtube.com/watch?v=LFdp1ZLtm1E>

High Tech High schools have garnered both national and international attention by consciously overturning several widely-accepted axioms in American public education: to segregate students by class, race, gender, language ability, or perceived academic ability; to separate academic from technical teaching and learning; and to isolate adolescents from the adult world they are about to enter. Instead, High Tech High schools overturn these tenets by grouping students heterogeneously, integrating the curriculum through project-based learning, and placing students in the adult world of work.¹⁴

The results have been striking. The thirteen HTH schools – five high schools, four middle and four elementary – serve over 5500 diverse K-12 students drawn from a zipcode-based lottery to ensure that the demographics of the schools mirror the surrounding communities. 97%+ of HTH's graduates have been admitted to college, with approximately 65% attending four-year programs such as Johns Hopkins University, Massachusetts Institute of Technology, Stanford University, Howard University, University of Southern California, University of San Diego, University of California at Berkeley, New York University and Northwestern University. In addition, about 35% of HTH graduates are first-generation college students. Finally, over 30% of HTH alumni enter math or science fields, compared to a national rate of 17%.

In 2006, High Tech High became the first in the nation to create a Graduate School of Education wholly situated within a community of K-12 schools, for which Rob served as President and founding faculty member. The High Tech High Graduate School of Education (HTH GSE) offers Masters degrees, teaching credentials and a range of professional development programs for local and distant educators. Alumni from its programs have gone on to lead schools across the country, to pursue rigorous research in their own classrooms, and to transform their schools to be more student-centered, teacher-led and focused on deeper learning. As President, Rob shepherded the HTH GSE in becoming the first graduate school of its kind to be accredited by WASC, the Western Association of Schools and Colleges. Throughout his work with the HTH GSE, Rob has remained committed to working closely with teachers, advising graduate students, and teaching graduate courses.

Talking with Rob, it is clear that his journey toward High Tech High began long before HTH opened its doors. After graduating from Haverford in 1964, Rob served in the Peace Corps as a teacher and coach in Morocco for two years. Upon his return to the United States, he entered the doctoral program at the Harvard Graduate School of Education (HGSE) and requested to serve as an intern at the historically black Miles College near Birmingham, Alabama. He was honored to shake Dr. Martin Luther King's hand outside a rally at a local church. During his time at Harvard, he also served as an Editor of the Harvard Education Review and was the first person in the United States to collaborate with Paulo Freire on what would be his revolutionary contribution to the journal, based on his book *The Pedagogy of the Oppressed*.

Rob's time in Alabama and with Freire deeply influenced his thinking about literacy and education as tools of emancipation. These ideas ultimately led him to become one of the founders of the Pilot School, an alternative public high school that was a joint effort of the Cambridge School Department and the Harvard Graduate School of Education. Housed within the Cambridge Rindge and Latin School (CRLS), the Pilot School emphasized informal human relationships and respect for cultural diversity. Rob's leadership in its early years led to the development of the school's guiding goals and principles that focused on education for empowerment rather than education for control. For over a decade there, Rob taught humanities, founded its popular Wilderness Program inspired and modeled after Outward Bound, and devoted his energies to building a culture of engagement, reflection, and respect within the Pilot community. Later, Rob broadened his impact on CRLS by founding and leading for many years its nationally-recognized Student Writing Center, a program that led to his being invited to serve as the founding staff member of the Tennessee Governor's Academy for Teachers of Writing.

¹⁴ In 2009, Edutopia brought a film crew to HTH following the publication of Harvard Professor Tony Wagner's book, *The Global Education Gap*, in which HTH was featured as a school for the future. Edutopia produced a series of videos and articles about 21st Century Skills at HTH. In one video, Rob serves as narrator and discusses the guiding principles of HTH: <http://www.youtube.com/watch?v=Yie4q8LscB>

In 1989, Rob was selected by the Massachusetts Department of Education to be a Lucretia Crocker Fellow and traveled throughout the state offering guidance and giving presentations on best practices in education. After completing his fellowship year, Rob returned to CRLS as the K-12 Language Arts Coordinator for all schools in the Cambridge Public School System. He also was the Lead Founder of the Community Charter School of Cambridge (CCSC), a school that has become one of Boston's premier college preparatory programs serving almost entirely underprivileged 7th-12th grade students. Since 2009, every CCSC graduate has gained college admission, 95% to four-year schools, including Boston College, Cornell, Dartmouth, UMass, Tufts, and many other outstanding institutions. In 2012, CCSC became one of only five public schools, and only three charters, in the state where 100% of 10th graders scored advanced or proficient in both English and math.

At the time that Rob was just embarking on this work, the U.S. Department of Education was also embarking upon an ambitious study of America's high schools. There was a growing sense in the nation that urban high schools were broken and that new models were needed, especially if America's schools were to ensure that diverse students were ready for college and careers. They recruited Rob to help launch and lead the New Urban High School Project, a large-scale effort to identify, describe, and design new models for urban high school education throughout the United States.

This effort took Rob and his partner-in-crime, Larry Rosenstock, across the country for three years, visiting schools, studying best practices, and ultimately documenting their findings in *Seeing The Future: A Planning Guide For High Schools*, a widely-used USDE resource publication to support secondary education reform in the country. In the report, Rob and Larry discussed several "design principles" that later became the foundation for High Tech High. In addition, their research revealed that well-structured internships were more successful than "college-prep" courses in ensuring that under-represented students went to college.

This led Rob and Larry to design two innovative school-to-career programs, the Cambridge-Polaroid Technical Internship Program and the Cambridge-Lesley Careers in Education Program, and an entire internship curriculum for schools attempting to bridge the worlds of school and work. In recognition of this ground-breaking work, Rob was named National School-to-Work Practitioner of the Year in 1994. This work is documented most powerfully in chapters Rob wrote with Adria Steinberg in *Real Learning, Real Work* (1997) and *Schooling for the Real World* (1999), and has become a guiding force for internship programs across the country.

Looking back now over Rob Riordan's entire career is to review the work of a truly landmark figure in his profession. He was the sole creator of two highly-regarded, innovative centers for writing and literacy. He was a pioneer in developing educational programs that bridged the worlds of school and career. He was the national research leader for one of the USDE's major urban high school reform projects of the century, and a frequent contributor to the national discourse about teaching and learning. He was a founding leader of two influential schools in Cambridge committed to serving diverse students and preparing them for life beyond high school. He has been a major figure in the founding and continued success of the High Tech High schools and the HTH Graduate School of Education, both of which have served as models for education reform nationally and internationally.

Rob Riordan's work has provided K-12 students and educators with an expanded sense of what is possible in schools, in the profession, and in their own lives. Like the most inspiring leaders, Rob leads from behind so that others, like Francis, may shine. In doing, he has sparked real change in education, significantly influencing thousands of students and educators, in America and beyond.¹⁵ High Tech High, the HTH GSE, and teachers and schools around the world are greatly indebted to Rob for all of his support, love and inspiration. In Rob's words, *Avanti! Onward we will go!*

~ Larry Rosenstock, John Aird, Stacey Caillier, Angela Guerrero, Ben Daley & Kelly Wilson

¹⁵ Rob Riordan works closely with educators around the world who participate in HTH GSE Professional Development programs. In 2009, Edutopia went to Georgia to capture the impact of HTH practices on a county's school reform efforts. Rob Riordan is featured in the following video: <http://www.youtube.com/watch?v=T1vhn8w85GY>

Online Sources about Rob Riordan and High Tech High.

Films that tell us more about Rob Riordan.	See HTH faculty and HTH GSE faculty speak about Rob’s impact. https://www.youtube.com/watch?v=LFdp1ZLtm1E (4:36) Changing the Subject – written by Rob Riordan & Larry Rosenstock https://www.youtube.com/watch?time_continue=1&v=a036N5N5Hlk (5:40) Rob Riordan gives a keynote at a HTH GSE Fall Residency Program in October, 2016. https://www.youtube.com/watch?v=c2PNhLFGEQM (1:13:13) Rob Riordan lectures about HTH principles at Sha’ar Hanegev High School, Hadarom, Israel. https://www.youtube.com/watch?v=i5WgM77Luol (9:51) Rob Riordan works closely with educators around the world who participate in HTH GSE Professional Development programs. In 2009, Edutopia went to Georgia to capture the impact of HTH practices on a county’s school reform efforts. Rob Riordan is featured in the following video: http://www.youtube.com/watch?v=T1vhn8w85GY (4:46)
Films that tell us more about HTH and HTH GSE.	Tom Vander Ark’s Getting Smart visits the High Tech High GSE and talks to Jennifer Morrison. https://www.youtube.com/watch?v=qzXKiNuWAOo (3:04) Bill Gates and Oprah visit High Tech High. https://www.youtube.com/watch?v=TF06lpwC-ho (2:27) Edutopia talks to Larry Rosenstock, Rob’s co-founder and CEO of HTH, about HTH’s integration of project-based learning and technology. https://www.youtube.com/watch?v=spn1xGycar8 (9:19) Jim Lehrer and PBS talk about High Tech High https://www.youtube.com/watch?v=hLOJ3SD8tc (10:49) The Association for Learning Environments describes project-based learning at HTH. https://www.youtube.com/watch?v=6rv_rmJYorE (14:51) See a video posted by The Obama White House about HTH’s bid for the commencement challenge in 2011. https://www.youtube.com/watch?v=rO1TBud7MBk (3:12) HTH featured in documentary that premiered at the 2015 Sundance Film Festival. “Most Likely to Succeed Trailer” https://www.youtube.com/watch?v=JE5XRrfetu4 (2:23)



Snapshot of Impact

September 2017

GSE Vision

The GSE aspires to serve as a center of inquiry and progressive practice related to teaching, learning, and leading, and a model of transformative graduate education that has a direct impact on K-12 schools.

GSE Mission

The mission of GSE is to prepare reflective practitioner leaders to work with colleagues and communities to develop innovative, authentic, and rigorous learning environments.

GSE Strategic Priorities

- *Strategic priority number one:* The GSE aims to model and promote thoughtful and forward-thinking teaching and leadership both within and beyond its clinical sites. [Promote]
- *Strategic priority number two:* The GSE aims to assist teachers, administrators and policy makers in their efforts to transform teaching and learning locally, nationally, and globally. [Assist]
- *Strategic priority number three:* The GSE aims to secure the financial sustainability of our institution, and ensure its future. [Sustain]

Master of Education (M.Ed.) Programs

Graduates of M.Ed. programs = 138 • 51 School Leadership (14 in June 2016) • 70 Teacher Leadership (8 in June 2016) • 17 Educational Leadership (17 in June 2017)	Total Enrollment for 2017-2018 = 26 • 10- Residents • 17- Part-Time students (7 in the 1st year; 10 in the 2nd year)
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Year	Teacher Leadership Enrollment	School Leadership Enrollment
2010-2011	17	12
2011-2012	21	13
2012-2013	23	8
2013-14	19	9
2014-15	10	12
2015-16	16	18
2016-17	28 in combined Educational Leadership cohort	
2017-18	27	

Number of San Diego area schools impacted = 28

- **Charters (9):** Learning Choice Academy, Magnolia Charter Science Academy, S.D. Cooperative Charter, MAAC Community Charter, Keiller Leadership Academy, Julian Charter, John Muir Charter, Innovations Academy,
- **Non-Charter Public (16):** Gaspar de Portola Middle, Coronado School of the Arts, Jefferson Middle School, Correia Middle, Castle Park Elementary, Myrtle S. Finney School, Vista La Mesa Elementary, Language Academy, Lakeside Middle School, Pershing Middle School, Sherman Elementary School, Ocean Knoll Elementary, Audubon K-8, Washington Middle School, Central Elementary, Field Dual Immersion
- **Private (3):** Pacific Ridge School, Christ Church Day School, Highland Prince Academy (Tijuana, MX)

HTH Teacher Credentialing Programs

Program Completers from 2016-17 → Graduates of Intern Program = 43 → Graduates of Induction Program = 84	Enrollment Data for 2017-18 Total Intern Enrollment = 87 ● HTH Participants = 54 ● Partner School Participants = 33 Total Induction Enrollment (as of 8/22/17) = 90 ● HTH Participants = 45 ● Partner School Participants = 45
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Year	Intern Enrollment	Induction Enrollment	Mentor Program
2008-2009	29	46	50
2009-2010	37	89	75
2010-2011	60	77	85
2011-2012	62	105	105
2012-2013	52	100	100
2013-2014	54	106	110
2014-2015	62	125	135
2015-2016	84 (95)	117	156
2016-2017	84	103	153
2017-2018	87	90	143

- *Credentialing Services are provided each year to all employed teachers and administrative staff (e.g. 2016—there are 340 certificated staff).*

Credentialing

Number of schools impacted = 25

- **Charters (23):** Learning Choice Academy, San Diego Cooperative, Innovations Academy, Urban Discovery Academy, E3 Civic High, Howard Gardner, Diego Valley Public, Charter School of San Diego, Dehesa/Element, Ideate High, America's Finest Charter School, Museum School, Thrive, O'Farrell Middle, New Bridge, All Tribes, Community Montessori, City Heights Prep, Coastal Academy, KIPP Adelante, Escondido Charter, Arroyo Paseo, Health Science High and Middle College.
 - **Non-Charter Public (1):** Encinitas Unified School District
 - **Private (1):** Our Lady of the Peace Academy
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GSE Impact Outside of San Diego

HTH GSE Residencies and Institutes (2016–2017)

Fall Residency 2016: 74 participants

Winter Residency 2016-17: 183 participants

Deeper Learning Conference 2017: 1081 participants

Summer Institute 2017: 142 participants

TOTAL: 1,480 participants

States Impacted: 35 (33 in previous year): California, Colorado, Connecticut, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Maryland, Massachusetts, Minnesota, Montana, Nebraska, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Nevada, New York, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Vermont, Virginia, Washington, Washington, D.C., Wisconsin

Countries Impacted: 12 (11 in previous year): Australia, Brazil, Canada, China, Hong Kong, Israel, Kazakhstan, Netherlands, New Zealand, South Africa, South Korea, United Kingdom

Year	Fall	Winter	Spring/DL	Summer
2010–2011	80	85	48	113
2011–2012	45	37	36	110
2012–2013	110	97	58	126
2013–2014	110	107	(none – 394 @ HTH for DL conf.)	95
2014–2015	73	165	501 for DL conference	142
2015–2016	46	102	860 for DL Conference	110
2016–2017	74	183	1081	142

Customized Residencies, Visits to HTH, and “HTH On the Road” (2016–2017):

The GSE welcomes visitors from around the world to participate in customized workshops and residencies in addition to the four residencies offered each year. The GSE has also received increasing requests to visit school sites and develop tailored workshops on project-based learning, collegial coaching and school reform.

Customized Residencies and Extended Tours at HTH, 2016–2017

TOTAL: 1,392 participants (1,211 in 2016–17)

States Impacted: 41 (37 in previous year): Alabama, Arizona, California, Colorado, Connecticut, Washington, D.C., Delaware, Florida, Georgia, Hawaii, Iowa, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Montana, North Carolina, North Dakota, Nebraska, New Hampshire, New Jersey, Nevada, New York, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, Vermont, Washington, Wisconsin.

Countries Impacted: 27 (30 in previous year): Argentina, Austria, Australia, Brazil, Canada, China, Colombia, Denmark, France, Great Britain, Guatemala, Hong Kong, India, Israel, Japan, Kazakhstan, South Korea, Mexico, New Zealand, Netherlands, Peru, Puerto Rico, Philippines, South Africa, Spain

Year	Customized and Extended Tours
2010–2011	315 participants; 11 states; 8 countries
2011–2012	717 participants; 22 states; 9 countries
2012–2013	1,070 participants; 27 states; 10 countries
2013–2014	815 participants; 23 states, 17 countries
2014–2015	768 participants; 28 states, 16 countries
2015–2016	1,211 participants; 37 states, 30 countries
2016–2017	1,392 participants; 41 states; 27 countries

Customized Workshops at School Sites—*HTH On the Road*

A select group of teachers have traveled to a wide range of public and private schools to lead workshops for practitioners. These events consist of one to five day trainings based on the leadership and design work at HTH and the GSE, and featured between one and six HTH trainers, which could be HTH teachers, GSE staff or other relevant HTH staff.

This count of HTH On the Road “trainings” focuses on locations served. Trips originated from the HTH contract with CDE (for more information, see below), the ChiTech project, or LEA’s that contract directed with the HTH GSE. The CDE contract accounted for 31 trainings; the ChiTech project accounted for three training trips, and the HTH GSE facilitated 22 On the Road training visits independent of the other work.

In 2016–17, HTH On the Road shifted to focus on more in-depth relationships in several specific counties and school districts. The total number of trips was similar to last school year, but more trips were return visits to ensure that specific counties and districts received in-depth training and/or that we could reach every teacher in that region. We continue to grow this aspect of our technical assistance programming and are continually looking for ways to build our capacity to assist the work of other schools.

Number of Trainings	States Impacted (7)	Countries Impacted (2)	Educators Impacted	Students Impacted <i>(Assuming each educator serves 40 students per year)*</i>
56 total: 22 via GSE 31 via CDE 3 via ChiTech	Virginia, California, Colorado, Florida, Illinois, New Hampshire, Texas,	Canada, Israel	Estimated at 2,326	93,040

*Some trainings focused on administrators and educators who support program development—these educators serve hundreds or even thousands of students. The count listed above does not include this type of estimate.

Year	Customized Workshops at School Sites
2010-2011	620 participants; 7 districts
2011-2012	1,052 participants; 12 districts
2012-2013	2,600 participants; 20 districts
2013-2014	2,250 participants, 12 states, 5 countries
2014-2015	1,508 participants, 10 states, 6 countries
2015–2016	2,900 participants, 11 states, 6 countries
2016-2017	2,326 participants, 7 states, 2 countries

California Department of Education Career Pathways Contract with HTH

Led by Randy Scherer, the Career Pathways PBL Leadership Academy, is the result of an contract between HTH and CDE, in order to provide professional development and technical assistance to the grantees of the CDE Career Pathways Trust. The PBL Leadership Academy is a hybrid online and face-to-face professional development project that features Fall and Spring Leadership Institutes in the HTH Forum, online mentorship by HTH staff, CDE-funded HTH On the Road visits to the participants, and online learning. 27 teams from 19 CDE Grantee Consortia participated in the 2016–2017 PBL Leadership Academy, impacting approximately 30 districts and/or counties across California.

Additionally, CDE contracted HTH to produce two publications that highlight this work and aim to share case studies and specific high-leverage practices. The books are:

[***Hands and Minds: A Guide to Project-Based Learning For Teachers By Teachers***](#) - Authored by six HTH teachers, this book shares core practices to design and implement PBL curricula focused on equity, personalization, authentic work, and collaborative design, made accessible for teachers in any context and supported by vignettes from HTH and schools across California.

**Hands & Minds* was the #1 ranked new release in Amazon's "Curricula" category this summer!

Inspiration, Not Replication: How Teachers Are Leading School Change From The Inside - Authored by five HTH educators, this book documents the journeys of five diverse, small teams of passionate teachers across California who are recreating their schools through authentic leadership projects supported by HTH professional learning.

Number of Participants	Regions Impacted
182 participants visited HTH, most visited twice.	Approximately 30 districts and/or counties via a combination of visits to HTH and HTH visits to school sites in each region.

Education Leadership Academy (ELA)

Led by Laura McBain, the ELA represents an upgrade over the Leading Schools Program, in that participating teams must include a school or district leader. The program blends face-to-face residencies at High Tech High in San Diego, partnerships with HTH critical friends, and online learning. Participants design their own personal learning plan and execute a Leadership Project that addresses an issue or need at their home schools/districts. Nationally known educators serve as faculty for the Academy, including Stephanie Rogen, Larry Rosenstock, Rob Riordan, Chris Emdin, Tony Simmons others.

Number of Participants	States Impacted (6)	Other Countries Impacted (2)
41	IL, KY, MI, VA CT, CA	China, Chile

Technical Assistance in Chicago

As part of a partnership between High Tech High and ChiTech Academy High School, the GSE provided technical assistance regarding staffing, curriculum, and school culture as the school re-imagine its role as a technology-infused high school serving underserved students in 2016-2017. Laura McBain, Director of External Relations led this intensive effort. The third year of this project culminated in three onsite visits and coaching and digital support on behalf of the HTH staff. The school now conducts bi-annual exhibitions, offer design and engineering classes and was recently featured in the [Atlantic](#) for its successful turn-around efforts.

Faculty Publications & Presentations

Chiles, A., **Sanoff, B.**, Larson, C., **Griswold, J.**, & Rosecrans, J. (2016). Student consulting: Disrupting Student-Teacher Hierarchies. *UnBoxed*, 15.

Griswold, J., & **Riordan, R.** (2016). Another innovation from High Tech High - embedded teacher training. *Phi Delta Kappan*, 97(7), 25-29.

MacConnell, K. & **Caillier, S.** (2016, forthcoming). [Getting better together: One school's journey with improvement science](#). Manuscript accepted to *Phi Delta Kappan* for publication. (Draft not for quotation, attribution, or dissemination.)

Riordan, R. & **Caillier, S.** (in press). [Schools as equitable communities of inquiry](#). In J. Cook (Ed.) *Education for a Changing World*. (Draft not for quotation, attribution, or dissemination.)

Jones, I., **Gallagher, R.**, **Daley, B.** & **Caillier, S.** (2015, spring). Getting more students to college: A foray into improvement research. *UnBoxed*, 13. Retrieved from http://www.hightechhigh.org/unboxed/issue13/a_foray_into_improvement_science/

Cornelissen, F., Moolenaar, N., Daly, A., Liou, Y., **Riordan, R., Caillier, S. and Wilson, K.** (2015). Relational Agency: Developing the Social Side of Teacher Leadership in a Teacher Education Program. *Teachers and Teaching: Theory and Practice*.

Wilson, K. & May, J. (2015). Deeper Leading. Workshop facilitated at Annual Deeper Learning Conference, San Diego, CA.

Caillier, S. & Lattimer, H. (Eds.) (2015). *Surviving and thriving with teacher action research: Reflections and advice from the field*. New York, NY: Peter Lang Publishing.

Riordan, R., Caillier, S., & Daley, B. (2014). Developing teachers for deeper learning. In J. Bellanca (Ed.) *Deeper Learning: Beyond 21st Century Skills*. Solution Tree Press.

Moolenaar, N.M., Daly, A.J., Cornelissen, F., Liou, Y.-H., **Caillier, S., Riordan, R., Wilson, K.**, Cohen, N.A. (2014). Linked to innovation: Shaping an innovative climate through network intentionality and educators' social network position. *Journal of Educational Change*.

Cheung, R., Alvarez, K., Parachini, N. & **Wilson, K.** (2014). The New Digital Divide: Equity Challenges for K-12 Leadership Preparation. Critical discussion at the annual meeting of the University Council for Educational Administration (UCEA), Washington, DC.

Wilson, K. & Kuhl, R. (2014). Change Leadership Consultancies; Looking at Student Work. Workshops facilitated at EdLeader21 annual meeting, Atlanta, GA.

Wilson, K., Dunn, R. & Lewis, T. (2015). Sourcing and Recruiting High Quality Talent for the Charter Sector. Panel discussion at National Charter School Conference, New Orleans, LA.

Rob Riordan

Keynotes, March 2016 - August 2017

Operational Principles for Deeper Learning. All Saints Academy, Winter Haven, FL via Skype (Aug 2017).

Innovation through Personalization Conference Keynote and workshop, Seminole High School, FL (March 2017)

Deeper Learning and Equity. International Self Directed Learning Symposium, Cocoa Beach, FL via Skype (Feb. 2017)

Mindsets for Rigorous and Equitable Learning. Pentucket (MA) Public Schools (August 2016).

Equity, Innovation, and Deeper Learning. Trigg County Public Schools, Cadiz, KY (August 2016)

Education Leadership Academy Keynote at High Tech High, San Diego (May 2016).

Deeper Learning Conference Closing Keynote at High Tech High, San Diego (March 2016).

Selected Presentations, Workshops, March 2016 - August 2017

Re-Imagining School. Association of International School Heads, Beverly, MA (July 2017).

Deeper Learning, Equity and Innovation. Harvard Graduate School of Education (June 2017, with Jal Mehta and Larry Rosenstock)

InLab Professional Development. Greenwich (CT) High School (June 2017, with Stephanie Rogen).

Project Design and Teacher Development. Programa para Directores de Preparatorias, Unnivers y la Universidad de Guadalajara, Boston (June 2017, with David Stephen and Liz Reisberg).

Keynote Panelist and Workshop Facilitator, Learning Environments for Tomorrow (LEFT) Conference, Harvard Graduate School of Education (March 2017)

Organizing Structures for PBL. Meeting with Olin College Faculty (March 2017)

CTE Advisor Day. The Possible Project, Cambridge, MA (Panelist, Dec. 2016)

Design Principles and Adult Learning in Schools. Brookwood School Board of Trustees, Manchester-by-the-Sea, MA (December 2016)

HTH and the Coalition Legacy. Coalition of Essential Schools Fall Forum, Providence, RI (Panelist, Dec. 2016).

Starting a PBL School. Skype consultation with founding faculty, ETU School, Beijing (August 2016).

Project Based Learning and School Change. GS21 meeting of district leaders, Education First, Marlborough, MA (May 2016).

Innovation in Education. China Symposium, Harvard Graduate School of Education (Panelist, April 2016).

Panelist, Screenings of *Most Likely to Succeed*: Western Michigan University (March 2017); Rivendell Academy (NH) (Sept. 2016); Helsinki, Finland (March 2016)(partial list).

Laura McBain

Keynotes

Misprediction of Engagement: Inculcating Curiosity and Creativity in Schools, Educhange Conference, Melbourne (August 2015)

The Joy of Struggle, Practicing Positive Education in Schools, Sydney (September 2015)

Misprediction of Engagement: Chengu, China (November 2015)

Leaders for Equity: Aligning Culturally Progressive Belief Systems With Progressive Educational Strategies in International. Settings. UCEA, San Diego, CA (November 2015)

Agora Conference, Lima Peru. Transformation in Schools. (February 2016)

Spreading Deeper Learning. School Retool. Denver, Colorado. (March 2016)

Transformation in Schools: . Hunter Valley, Australia (June 2016), Hopewell, VA (June 2016), Johannesburg, South Africa (September 2016)

Workshops:

North Shore School. Sydney Australia: Deeper Learning Keynote & workshops (August 2015)

Knox Grammar School, Sydney, Australia: Designing for Deeper Learning workshops (August 2015)

Mark Oliphant College, Adelaide, Australia. Technical Assistance & Disrupting Mindsets Workshops (August 2015)

Ulladulla High School, Ulladulla, Australia. Designing for Deeper Learning workshops (August 2015, June 2016)

Nido de Aguilas School. Santiago Chile. Designing for Deeper Learning workshops & technical assistance work. (October 2015, February 2016)

Seminole High School. Tampa, Florida. Designing for Deeper Learning (November 2015)

Parque Explora. Medellin, Colombia. Designing for Deeper Learning workshops & Keynotes (April 2016)]

Hopewell, VA. Designing for Deeper Learning. (August 2016)

Publications

McBain, Laura. (2016) It Begins with Disruption. Practising Positive Education: A Guide to Improving WellBeing in Schools.

Transforming Schools Through Strengths-Based PD. *Getting Smart Blog Series* (April 2016)

The Center for Research on Equity and Innovation was prominent at the Carnegie Foundation for the Advancement of Teaching Summit, where participants gave a presentation and two posters:

Ben Daley, Robert Kuhl, Judy Wu, Nicole Hubbard, Lloyd Provost. "Channeling leadership attention to improvement: Senior leadership improvement reviews."

Robert Kuhl, Judy Wu, Ben Daley, Stacey Caillier. "Project Zero: 100% of African American and Latino boys passing their classes first semester."

Isaac Jones, **Ryan Gallagher, Ben Daley, Stacey Caillier.** "Closing the gap: More students apply directly to 4-year colleges."

Hamilton, S., P., Meida, C., Gallagher, R. & Caillier, S. (2016, June). Mentoring for Deeper Learning in STEM. Session facilitated at annual meeting of the American Association for the Advancement of Science, Pacific Division, San Diego, CA.

Caillier, S. & Gallagher, R. (2016, March). Improvement Science for Deeper Learning. Workshop facilitated at the annual Deeper Learning conference, San Diego, CA.

Gomez, L. Perry, J., **Daley, B. & Caillier, S.** (2015, October). Leaders as Improvers: The Role of Improvement Research in Developing Leaders for Social Justice. Session facilitated at the annual meeting of the University Council of Education Administration (UCEA), San Diego, CA.

Heckman, P., Meida, C., & **Caillier, S.** (2014, June). Promoting Deeper Learning in Middle Adolescence: Critical Connections and Implications for STEM Education. Session facilitated at annual meeting of the American Association for the Advancement of Science, Pacific Division, Irvine, CA.

Steve Hamilton was guest editor of a journal issue on Research and the Practice of Youth Development. In addition to his editor's introduction, he was author of one article:

Hamilton, S. F. (2015). Translational research and youth development. *Applied Developmental Science*, 19(2), 60-73.

and co-author of another:

Hamilton, M. A. & Hamilton, S. F. (2015). Seeking social inventions to improve the transition to adulthood. *Applied Developmental Science*, 19(2), 87-107.

Coming up: The University Council for Educational Administration (UCEA) meets in San Diego, November 20-23. The convention theme is "Re-Imagining the Frontiers of Education: Leadership With/In Transnational & Transcultural Spaces." The GSE is a co-sponsor. We will host 20 participants for a school visit on Friday, 11/20. Laura (with Gina Umpstead), Stacey and Ben (with Carnegie colleagues), and Kelly (with Rebecca Cheung from UC Berkeley) have had presentations accepted.

HTH GSE Impact Survey

A simple survey was administered in August, 2017 to people who had participated in programs at the High Tech High Graduate School of Education. We asked them, “How has High Tech High impacted you professionally and/or personally?” Below are 57 responses, and I attempted to organize the responses thematically. Notably, the word “practice” is used 24 times. These firsthand accounts demonstrate the following:

- Rob has been critical to the success of the HTH GSE. (9 responses)
- HTH GSE influences existing schools. (10 responses)
- HTH GSE influences new school leaders. (8 responses)
- HTH GSE influences a diverse education community. (10 responses)
- HTH GSE impacts people personally. (17 responses)
- HTH GSE supports teacher development in refreshing ways for experienced teachers. (3 responses)

Check out the highlighted quotes to see what makes HTH GSE and Rob special.

- Look for the words **show, model and practice** to see what people makes HTH GSE special
- Look for the **blue highlights** to see how HTH GSE has inspired new programs and schools.

How has HTH GSE impacted you professionally and/or personally?	Name and Location	Theme
High Tech High's Graduate School of Education provided an incredibly supportive, inspiring community of educators and leaders. I still have really close bonds with my cohort and Rob and Stacey, who led the program. I went to a workshop by Rob this past week and it took me back to my graduate school days and that sense of clarity of purpose and inspiration that I felt every class. Rob's practice is always grounded in what is the most loving/ best thing to do for students to help them become their best selves. He is truly the one who notices the bright spots in students and teachers. Professionally, the HTH Graduate School gave me direction and made me feel like I could be a positive leader who can make a real, meaningful impact in the lives of my kids and colleagues. I aspire every day to lead and love the way Stacey and Rob led and loved us through the program. Personally, Rob continues to be my inspiration and hero as an educator and a human being who is constantly shining a light on people's bright spots. Like Rob, I want to be the one who notices and lifts up my students.	Cady Staff, San Diego	Rob has been critical to the success of GSE.
I helped co-found the HTH GSE with Rob. Without his vision, I'm not sure we would have persisted through the challenges.	Jennifer Husbands, Chicago	Rob has been critical to the success of GSE.

How has HTH GSE impacted you professionally and/or personally?	Name and Location	Theme
HTH GSE was a life changing experience for me. I transitioned to a career in education from the corporate world and my experiences in education prior to HTH GSE came from my roles as a student, teacher and administrator in more traditional types of schools. I decided I needed to know more about more progressive ways of schooling, however, I didn't want to passively absorb knowledge and skills about how to create more engaging and student centered learning environments. So, HTH GSE was the perfect program to research old and new theories about teaching and learning all while putting it into practice in a school setting. Another plus was the combination of the HTH GSE faculty and my cohort. Learning with other passionate educators and leaders was key in my success in the program and beyond. Being able to discuss current topics and dilemmas with my peers there has granted me more confidence in my abilities to tackle challenges in my current school. Lastly, having faculty that are "walking the talk" or are practicing the very methodologies that we were studying provided immeasurable results as to my abilities to retain and further execute the knowledge and skills I obtained. Lastly, the focus on equity for students was an area that I had previously not spent a lot of time reflecting on and when I took the equity course with Rob Riordan it challenged my core fundamental thoughts on what equity means. Rob was always the most compassionate, intelligent and insightful teacher and leader I have ever experienced. After one particularly challenging discussion with my cohort and instructors, I felt I had alienated myself due to my comments surrounding white privilege. But after class, Rob put his arm around my shoulders and told me how much he appreciated my vulnerability and bravery (even when I think he probably disagreed with a lot of my statements), and it totally changed my mindset on my approach to the issues. It was a critical junction in my journey at HTH GSE and Rob was then and continued to be a source of inspiration and a touchstone for me. HTH GSE is how graduate education should be done. It combines research, theory and action along with the collaborative nature of work to produce the greatest results.	Kelly Lyn Wilson, Annapolis, MD	Rob has been critical to the success of GSE.

How has HTH GSE impacted you professionally and/or personally?	Name and Location	Theme
Rob has been my mentor and my guide to education since 2003. Rob has shown me that power of teaching goes beyond pedagogy -- education is act of love for our students, ourselves, our peers and the world. Through his mentorship I have learned that relationships are what bind schools and community together. And it is through these relationships that we build trust, make connection and innovate in the best way possible. Rob has shown me that innovation starts with people. He shows and understands the true meaning of the popular term- "unleashing." He seeks to help educators unleash the archaic ideas that hold them back so that they can support the innovate ideas and actions of their students.	Laura McBain, San Diego	Rob has been critical to the success of GSE.
I earned my credential through High Tech High's credentialing program and it has led me through a meaningful career as a classroom teacher and not I have the privilege of working at the GSE. Rob Riordan, in particular, has had a profound impact on my growth as an educator. In fact, here is a letter that I wrote to him when he retired, "There is not a week that goes by that I do not implement, utilize, or think about some tidbit or tidal wave of wisdom that I have learned from you. When I began my journey with the High Tech High organization you taught one of the credential classes and I remember thinking, "I can't wait until I am capable of imparting wisdom and cultivating confidence in every human being I speak to the way that Rob Riordan does." You have taught me the importance of making sure that thoughtful, purposeful work happens on a daily basis, and that taking time to write, critique, and share is always worth it. Now entering my 11th year with High Tech, it is difficult to envision a world where I cannot count on seeing you at Odyssey, All Staff Day, Residencies, Summer Institute, or simply observing classrooms and debriefing with teachers in your Yoda like manner. Yet, I am gratified that you are taking time to relish in all that this wonderful life has to offer. Ralph Waldo Emerson said "To leave the world a bit better, whether by a healthy child, a garden patch, or a redeemed social condition; to know that even one life has breathed easier because you have lived - that is to have succeeded." As you move into this new season of life, rest assured that the world has been left better because of the leadership and mentorship you provided to so many grateful educators and students. " I have had the pleasure of watching the GSE's growth and development of the years and it is truly an institution that changes the professional and personal lives of its students for the better!	Michelle Sadrena Clark, San Diego	Rob has been critical to the success of GSE.
The High Tech High Graduate School of Education provided me with a bridge into the world of progressive teaching and learning. It is an oasis of creativity and innovation in public education. For so many years, Rob Riordan has exemplified our approach to teaching. He listens, he relates, he uplifts. Rob's continuous call for dialogue (a practice he often refers to as "Assessment 2.0) could not be more relevant today, as we look out into a world that is struggling to listen. With Rob's guidance, the students of HTH's GSE invite children to understand, learn, and care for one another in dialogic communities.	Paul North, San Diego	Rob has been critical to the success of GSE.

How has HTH GSE impacted you professionally and/or personally?	Name and Location	Theme
I have grown infinitely through my experience and affiliation with the HTH GSE. The HTH GSE has helped me become much more effective, efficient, and learner-centered. More specifically I can't speak highly enough of the profound impact Rob Riordan has had on my career and perspective on education. I find myself reminding my team to reach the content through the student, to celebrate growth and process, to focus first on relationships.	Robert Kuhl - Hauula, Hawaii	Rob has been critical to the success of GSE.
Professionally our grad school has encouraged me to never regress to the mean or settle for "the way things have always been done."- Personally, it has given me a connection to professionals who push me towards leadership and have helped me find and value my unique voice in education and inclusion. These pushes have come in the form of the cultural values Rob has cultivated and in the form of personal conversations, he takes the time to have with each one of us. As an exemplar, when I was writing a piece on Neurodiversity and inclusion Rob generously sat with me and the piece for hours to ensure that my vision for equity in our special education programs came through. He is tireless in his devotion to the people in our program and to the values of the program.	Sarah Barnes, San Diego	Rob has been critical to the success of GSE.
Absolutely been life changing. We an an Australian school that has been transformed by the innovations and the learnings provided to our Principal and our teaching team. My understanding of rich authentic learning for my students has been brilliant.	Denise Lofts, Ulladulla, Australia	HTH GSE influences existing schools.
We used the curriculum of HTH-GSE as a guideline for creating a new PBL-focused master's degree program in Hawaii that was jointly offered by Chaminade University of Honolulu and the Hawaii Assn. of Independent Schools: Master's Degree in Instructional Leadership for 21st Century Teaching & Learning.	Dr. Philip Bossert - Honolulu, Hawaii, and Beijing, China	HTH GSE influences existing schools.
The partnership Seminole High School has with HTH has helped us tremendously . We have been able to personalize our learning structures and have experienced great success. The number of discipline referrals written by teachers is down 78% in the past two years while our graduation rate has increased. 2015- 85% 2016- 96.7% (100% of our African-American students) 2017 -95.5% (100% of our African-American students) We are a public high school with over 2000 students and this past year we held our first personalized learning conference and Rob Riordan was our main speaker.	Dr. Thomas Brittain, Principal of Seminole High School, Seminole, Florida	HTH GSE influences existing schools.
I have participated in several professional development opportunities through HTH and grown as a leader in education because of the practices, instructional strategies, beliefs, values, and how to lead change. This growth mindset has allowed me to be a better leader and to make a difference in our local community.	Heather Tuck, Smithfield, VA	HTH GSE influences existing schools.

How has HTH GSE impacted you professionally and/or personally?	Name and Location	Theme
The Education Leadership Academy at HTH GSE provided my fellow colleagues and I the opportunity to engage in a year long project with the aim of transforming our school culture, enhancing deeper learning practices, and fostering equity throughout our organization. Our project focused on the creation of beautiful work which we hoped would inspire our students and staff by setting a new standard for quality. We wanted to break down the false narratives, barriers, and low expectations our school culture had fostered in previous years. Through our initiatives, ChiTech students were able to build a 3-octave chromatic pipe organ affixed to one of our main stairwells, use design software to create fifteen Little Free Libraries which are housed in some of Chicago's book deserts, and visualize regional dialects through a large-scale wooden map of the United States. Without the intentional support, mentorship, and guidance of the faculty at the HTH GSE, we would not have had the focus nor direction to bring about the rapid changes we saw over the course of the year. In a keynote address to our ELA cohort, Rob Riordan shared with us his concept of collegial pedagogy: the philosophy that students and teachers should have equal standing in the classroom. I was inspired by Rob's approach to honoring the experience of each student as the foundation for equity. Instead of separating students into camps of those who 'know' and those who 'do not,' those who have had access and opportunity and those who have not, those that are members of a dominant class and culture, and those who are not, Rob challenged us to create a community where all students have standing by honoring their unique experiences and joining them on the journey to learn.	Joshua Dresser, Chicago	HTH GSE influences existing schools.
HTH GSE has literally changed the way we "do school" at ChiTech. The focus on Deeper Learning, Equity and Change Leadership helped us shape our school grounded in ensuring distributive leadership, authentic and rigorous projects, real-world learning, supportive structures, and student voice in all of the decisions that are made and the work that is created at ChiTech. The GSE encourages our school to look deeply at our practices and ensuring we are meeting the needs of all students.	Linnea Garrett, Chicago	HTH GSE influences existing schools.

How has HTH GSE impacted you professionally and/or personally?	Name and Location	Theme
Before I came to HTH GSE, I thought I knew how to love students. Boy, was I wrong! What I had back then was more accurately labeled “caring for students.” Love means sacrifice so those you love may thrive. HTH GSE made it safe for me to see how my voice silenced my students’ voices. The program modeled what it looked and sounded like to really listen. I always felt heard and cared for by the HTH GSE faculty and I saw how they extended the same for others. I remember thinking that every child deserved to feel the way I felt every day. HTH GSE helped this lost teacher find her way back to what it really means to love students. It means listening to them. It means responding in a way that honors their individual and collective voices. Because of this significant work, every child believes me when I say their voices matter. The Saving Sea Life project at Cabrillo National Monument will forever be one of the significant learning moments in my life. I felt so insecure and unsure of how to pull this project off with first graders in a school that had never experienced sharing work that mattered to them. Even I had never experienced this before! During every project tuning, HTH GSE never made me feel like I didn’t know what I was doing. I walked away from every conversation with more confidence, passion, and clarity on how to make this project happen for the sake of my students and their families. I will forever, never be the same because of the HTH GSE’s partnership and belief in that project happening for my students.	Melissa Galang Han, San Diego	HTH GSE influences existing schools.
ChiTech’s relationship with HTH, specifically the GSE’s ELA, allowed us to critically examine our practices, empower our teachers, and better serve our students. Personally, my learning in ELA reinvigorated my practice at a time when I was considering leaving the profession. In fact, it made me want to double down and challenge myself to become a teacher leader at my site, trying things that hadn’t been done before. Having the GSE situated in a K-12 context gives life and breath to the work in a way that otherwise wouldn’t be possible. I was able to redefine what equity and rigor were, see what they looked like in practice in HTH schools, classrooms, and projects, and then transfer that learning back into my own classroom. My colleagues who did ELA with me are now leading our school into new territory and I know that our shared experience was a catalyst for this change.	Shannon Haberkorn, Chicago	HTH GSE influences existing schools.

How has HTH GSE impacted you professionally and/or personally?	Name and Location	Theme
In late 2012, I read Tony Wagner’s book, The Global Achievement Gap, where he described the work of High Tech High. As a result, I worked with my local school board to plan a trip to High Tech High in May 2013. The trip to High Tech High forever changed my thinking of what school could and should be. Prior to that my focus had been on continuing to climb the test score charts. Since May 2013, I have continued to engage in professional learning experiences and conversations with the HTH Graduate School of Education. High Tech High has helped us craft a strategy and plan of action. I began by partnering with them to deliver high quality professional development with our middle school and high school staff. They challenged us to engage our students’ interests and passions, as well as, provide authentic and meaningful experiences as they learn rigorous content. We were very fortunate to be able to send teacher teams to the HTH Education Leadership Academy to continue and extend the initial professional learning with our middle school and high school. These experiences have continued to build the needed momentum to transform the learning environments. The first team focused on the implementation of deeper learning protocols which provided frameworks to improve the our project design and product quality. Another team focused on exhibition and curation of work. The result has been the creation of beautiful work by our students that now adorns the hallways of our schools. My heart is overwhelmed on exhibition nights as parents and community members fill the hallways of our schools to see and hear from our students. There is no co-curricular or extra-curricular event that compares. Each year we send a team of educators and board members to participate in the annual Deeper Learning Conference hosted by HTH GSE. I appreciate the opportunity they provide for like minded educators to come together to celebrate success, tackle common challenges, and learn from one another. Interestingly, I had the opportunity to share through a Deep Dive session how our district has been transformed through exhibition and curation of work. It was through the leadership academy that I had the distinct pleasure to meet a tremendous thought leader, the Emperor of Rigor, Rob Riordan. His passion and commitment to see deeper learning scaled across the nation has deeply inspired me. I was fortunate to have Rob address our entire school district staff and approximately 50 community partners in August 2016 for opening day convocation. Finally, during my first visit to High Tech High, I had the opportunity to meet a film producer who was very interested in our visit to the school. The producer continued to follow our implementation of project based learning in our district and featured the partnership with High Tech High in the film, Beyond Measure. The film adequately portrays the importance of partnerships that need to occur between schools and the difficult task it is to implement deeper learning in a very traditional school setting. In the next step of our journey, I am engaging in conversation and work to scale deeper learning throughout our region and state. I believe that High Tech High has created a student centered movement that is empowering students to greatness. The opportunities that our school district has had to engage with High Tech High, the HTH Graduate School of Education, and Rob Riordan have been a catalyst for deeper learning and transformed the experiences for Trigg County students and will continue to impact those across Kentucky.	Travis Hamby, Trigg County Public Schools Cadiz, KY	HTH GSE influences existing schools.

How has HTH GSE impacted you professionally and/or personally?	Name and Location	Theme
Being a part of the Education Leadership Academy through High Tech High's Graduate School of Education has transformed me both as a teacher and a leader in my school. In my own English classroom, I have been inspired by Rob Riordan to not only consider incorporating "experience as text" but to also understand how much more powerful experience can be as both a text source and a way to immerse students in work that has meaning. As a teacher leader, the GSE and Rob's particular call to urgency around equity have led me to see the work of other teachers through multiple lenses and to think about coaching/support through what is best for students. This sounds like common sense, but often in the education world we can get caught up in jargon that comes from a place of good intention but can end up being quite meaningless in practice. We can talk of differentiating, but that may mean simply providing a couple of different difficulty levels for an assignment only. We can discuss equity but limit it to only reading more readings from people of color or women than might have been in the traditional canon. While these changes are good steps forward, I was inspired by the GSE to help teachers to look deeper into their practices, to be vulnerable, and to question themselves on a regular basis. By modeling the type of reflection activities and deeper learning protocols I experienced through the ELA with my own staff, I help them to look at their practices through a different lens. In maintaining a student-centered culture and curriculum, it becomes vital to take action that goes beyond a simple gesture to truly measuring the impact of your choices as an educator and a mentor to young adults. Rob Riordan's particular brand of empathy is infectious, and I aspire to let my students and the work I do to impact me as much emotionally as it does him.	Wesley Davidson, Chicago	HTH GSE influences existing schools.
Teaching school budgets to grad students may not sound like much, but several graduates of the program have described the class as instrumental in preparing them to lead their own schools. We often forget how a well managed budget, informed by a mission of equity, can lead to great school reform. Hosting a GSE resident was a game changer for my leadership. Sharing a space with a graduate student allowed me (forced me?) to take a step back and, metacognatively, process my role in a way I never dreamed possible. I am a changed administrator.	Brett Peterson, San Diego	HTH GSE influences new school leaders.
Given me the opportunity to start a new school to help shift the paradigm of education to create a more equitable experience for all learners.	Cody Miller, Denver	HTH GSE influences new school leaders.
I've attended an HTH residency program. As we were working on a school launch, I said, "it's great to know we're not crazy." Rob told us, "Well, you are crazy, but you're not alone." That bit of encouragement coupled with the tremendous knowledge and skill of the HTH crew have been inspirational.	David Williams, Duncanville, TX	HTH GSE influences new school leaders.
High Tech prepared me to lead a school using collaboration with staff and work with the strengths within.	Debi Gooding, San Diego	HTH GSE influences new school leaders.
HTH's GSE has transformed the way I work with students, teachers, and community members. It has empowered me as an educator and school leader, helped ground me in an ever clearer sense of purpose, and renewed my commitment to creating powerful, innovative schools for underserved students with equity at the center.	Lillian Hsu, Oakland, CA	HTH GSE influences new school leaders.

How has HTH GSE impacted you professionally and/or personally?	Name and Location	Theme
"Teenagers have two imperatives: one is to question authority, the other is to join a community. Schools must be the community they want to join, not the authority they question." Learning at the High Tech High Graduate School of Education was transformative for me because of the complete reframing of the world of education. Like so many, I never questioned the time-tested idea that teachers and administrators GIVE kids their learning and then kids return in, proving they have learned their content. The HTHGSE challenged me to see education as a place where students want to be. I was pushed to design initiatives and real-world grad school projects that incorporated the project-based vision I was learning. The quote above was one of many that I learned from Rob Riordan. It has become a central mantra for me in building community and in learning to relinquish the power structures that usually typify the struggle between students and administrators. The HTHGSE quickly became the community I wanted to join. I am proud of my Masters in School Leadership and I work every day to embody the ideals I learned there.	Melissa Agudelo. San Diego. Principal of The Met High School, A Big Picture School.	HTH GSE influences new school leaders.
As a member of the first cohort of the school leadership class I have the ability to trace back the immense influence and impact of the HTH GSE a few year out. I remember the experience of being a classroom teacher and my passion and love for teaching but also the desire to continue to stretch and push myself. The GSE came at the perfect point where I was able to see what other opportunities there were in education. I came in with the intent to go into school leadership but found so much more. Since then I have created MOOCs that have reached thousand of teacher across the world, helped shape science policy for the state of California, supported a new methodology for continuous improvement, and traveled across the us spreading the principles and ideas of HTH. All thanks to the learning, support and encouragement of the Rob Riordan and HTH GSE.	Ryan Gallagher, San Diego	HTH GSE influences new school leaders.
Although I am just beginning my HighTech High GSE program, the impact has been instantaneous. My engagement is fostering deep questions around how I might be able to transform my "home school" into a model of educational equity	Susan Baldwin, Oklahoma City	HTH GSE influences new school leaders.
I have been connecting with the work out of the GSE for eight years now and have benefited by attending workshops, by having teachers attend and strengthen their professional work, and by learning from their incredibly deep set of resources they have built up to build a professional learning community. What is been remarkable about Rob is that he has made himself available selflessly with incredible smarts and good humor and shares deeply and powerfully whenever he connects with people. For example, we ran online communities of practice around 2010 and he was part of that work that allowed teachers around the world to connect to his expertise, and the work that came out of the graduate school, who were part of the attendance in those online gatherings.	Dr. Mark Hines, Honolulu, HI	HTH GSE influences a diverse education community.
It opened up a new world of possibility for me by transforming my teaching by engaging my graduate students in meaningful work for authentic audiences. It has also inspired my work to promote student voice in my local school district.	Gina Umpstead Mt. Pleasant, MI	HTH GSE influences a diverse education community.

How has HTH GSE impacted you professionally and/or personally?	Name and Location	Theme
Inspired and supported me as an educator to continually look for ways to engage, challenge and empower my students in their learning journey. Shown me how authentic real world project based learning builds capacity and life long skills in students while inspiring them to drive their own learning. As a leader in schools, HTH GSE supported me in change leadership, facilitating strategic development of PBL in my school.	Julie Harris, Victoria, BC, Canada	HTH GSE influences a diverse education community.
HTH's GSE really transformed how I think about both student learning and adult learning. I hold the belief that when surrounded by innovative and collaborative people who are willing to dream possibilities, you can effect lasting, positive change for student learning, innovate better approaches to teaching and learning, and continually improve your practice . I have been away from the GSE for a year and am surrounded by people who are limited in their thinking. I feel equipped and inspired to help push boundaries in my new colleagues thinking and to not just talk about possibilities but to show my colleagues how they can take the next step forward.	Kristen MacConnell, Assistant Director of Teaching and Learning, Santiago, Chile	HTH GSE influences a diverse education community.
I have attended several HTH GSE sponsored PD's over the years (my first visit was in 2009 and I have been back many times since). This connection has made me a better learner and leader. It has helped me be more innovative and better suited to helping others who want to transform their learning environments into more equitable and engaging PBL settings for their students. I have had the great fortune of working closely with several key people from the HTH GSE when we developed a similar graduate program for Hawaii. I taught the Leadership for Learning course for several years in our Hawai'i based program and was blessed to have HTH GSE share their course outline and work with me to ensure that our course captured the essence of HTH's. Several of my former students are now leading the charge for our Schools of the Future initiative here in Hawai'i. I have also presented and attended Deeper Learning Conferences, attended Residencies and participated in Collegial Conversations. Professionally, I count on HTH to keep pushing me toward the edge of innovation and broadening my thinking. Personally, I truly value the friendships and deep relationships I have with many HTH leaders. They are warm, open, caring and inspiring. Rob is the exceptional force that pushes everyone's thinking around the ultimate question, "What is best for kids in our schools?"	Lisa Mireles, Kauai, HI	HTH GSE influences a diverse education community.
HTH GSE showed me that leadership is about building relationships that allow people to trust in one another and to push each other's practice. I went to the GSE hoping to make a greater impact on education, and I feel like it prepared me to do just that. Now, I am leading a campaign to spread and scale deeper learning practices across America.	Mari Jones, San Diego, CA	HTH GSE influences a diverse education community.
High Tech High is setting a national standard for reforming the education of teachers and principals with its theory of school-based teaching and learning.	Martha Kanter Washington, DC	HTH GSE influences a diverse education community.
This middle has been an inspiration for lots of educators in Israel.	Merav Bareket, Tel Aviv, Israel	HTH GSE influences a diverse education community.

How has HTH GSE impacted you professionally and/or personally?	Name and Location	Theme
It has given me the opportunity to get outside of our city-wide bubble to learn from another inspiring community and utilize that reflective experience to challenge and grow the ideas we're working with back home.	Stefin Pasternak, New Orleans	HTH GSE influences a diverse education community.
It has given me the tools and language I need to innovate in my educational setting, the Jewish community.	Tikvah Wiener Teaneck, NJ	HTH GSE influences a diverse education community.
The HTH GSE connected me to community of practice whereby I can continue learning and growing in my practice as a teacher. That growth has changed my life. At this point, there is absolutely a blurred line between where my professional life ends and my personal life begins. Everything I do is a potential project or opportunity for deeper learning either for me and/or my students and colleagues. The HTH GSE pointed started me down this path.	Brian Delgado, San Diego	HTH GSE impacts people personally.
Participating in the Education Leadership Academy fundamentally changed my understanding of equity in education and how to effectively scale innovation in education based equity principles versus engagement or another stand-in for improved student achievement.	Bruce Umpstead, Michigan	HTH GSE impacts people personally.
The GSE has helped me to view myself as a leader in education and has equipped me with a theoretical framework and tools for acting as such. The GSE has also helped connect me to other people and other opportunities to continue sharing, learning, and acting towards change in education.	Bryan Meyer, San Diego	HTH GSE impacts people personally.
HTH GSE was life changing for me professionally. The approach to learning, schooling and education was unlike anything I had ever experienced. Extremely innovative and focused on student thinking at every level.	Cassie Pergament, Washington DC	HTH GSE impacts people personally.
Being part of the High Tech High Graduate program first impacted me personally and in turn, professionally. It helped me find my voice, identify my gifts, and providing me a space and tools to maximize my talents to positively impact education. Everyday, I reflect on my experience, and know in my heart that I would not be who I am or where I am doing important work with you had I not been given the opportunity to work with inspiring role models and mentors.	Celina Vista, CA	HTH GSE impacts people personally.
HTH Graduate School of Education has impacted me greatly as a teacher. This program pushed my thinking, got me to become a confident and positive leader and has helped me see my classroom as a place that can help others. I encouraged my husband to also take this program, and we also walked away a stronger teacher/person.	Charlie Linnik, San Diego	HTH GSE impacts people personally.
The HTH GSE has rejuvenated me personally and professionally. I just graduated and I can't wait to apply what I've learned in my classroom and share innovative ideas with my colleagues.	Donna Peruzzi, Cambridge, MA	HTH GSE impacts people personally.

How has HTH GSE impacted you professionally and/or personally?	Name and Location	Theme
The HTH GSE program changed my life! As an adult who never considered a career in education HTH's Credential program gave me the opportunity to enter a new career and find my true passion. The GSE program took me a step further by giving me the confidence and the voice to be a Teacher Leader on my campus (and beyond). The HTH GSE gave me the tools and a network that has allowed me to connect with educators from all over, given me a forum to present my work at various conferences, and most importantly it blessed me with a sense of purpose as a human being.	Enrique Lugo, High Tech High Chula Vista	HTH GSE impacts people personally.
While I am only in the first month of my learning with the HTH Graduate School of Education, my learning in the Masters program, along with my work at High Tech Middle Media Arts over the past two years significantly impacted my philosophy on teaching and learning. Most notably I used to think that diversity meant I was working with an at risk population that often times was homogenous, for example 98% hispanic. I now believe that school diversity means having a diverse student and teacher population with regard to race, socioeconomic factors, and learning differences. I also see the power of diverse schools to help build a greater understanding between diverse populations and empathy. My work with High Tech High helped hone my vision for what it means to work towards equity in classrooms and schools and helped me define my purpose within this work. I now see my purpose in education not as needing to teach content and fill vessels with knowledge, but to empower students to pursue their passions, identify and love the person they are, and to be able to empathize with the perspectives of others. Because of my work with HTH I feel empowered to "be the one that notices." - Rob Riordan	Jordan Templeton - I am currently a resident in the GSE at High Tech Middle Chula Vista.	HTH GSE impacts people personally.
My year with the GSE helped me to clarify my purpose in education. I have a clearer vision for the work that I want to do with students, and about what my goals are for equitable, rigorous student learning. In the GSE, we were often learning by doing, and the opportunities to engage directly in leadership dilemmas in an authentic context were invaluable.	Julia Jacobsen, San Diego	HTH GSE impacts people personally.
My time as a student in the HTH GSE was my first truly transformative adult learning experience. As a new leader, I felt overwhelmed, insecure, and rudderless. As I started taking classes, my assumptions and fears about leadership were disrupted as I began to re-frame how I perceived my role and my own identity. I learned how to approach my practice from an asset-based lens: from excavating the bright spots within existing systems and structures, to seeking to deeply understand the strengths and needs of my teams. I found an incredible network of support in Rob, Kelly, and my colleagues in the GSE. These individuals supported me as thought partners, fellow problem-solvers, and sounding boards each week as I confronted authentic problems of practice. Every project I completed for my classes made me better at my job. Every, single, one. My projects pushed me to put equity at the center of my practice, to share leadership, and to engage my teams in ongoing, iterative cycles of inquiry, action and reflection. Above all, my work in the GSE transformed the way I perceived myself as a leader and as a human being.	Katie Wright, San Diego	HTH GSE impacts people personally.
The HTHGSE created a learning opportunity for me that was at once profoundly personal. The courses were designed to maximize the time we spent deeply engaged in the material, not as theoretical ideas, but as practices that could transform our classrooms. I continue to reference both the pedagogy and practice from my courses in the GSE.	Kay Flewelling, San Diego	HTH GSE impacts people personally.

How has HTH GSE impacted you professionally and/or personally?	Name and Location	Theme
I learned so much about myself while in the GSE. I learned about Leadership and most importantly how to lead from my heart using my own voice. The relationships that were created during my time in the GSE have been amazing and continue to grow. I feel that it was one of the most important years of my life.	Marci Jubelirer, San Diego	HTH GSE impacts people personally.
HTH GSE has made me rethink what is possible in educating the school leaders of tomorrow. The innovative practice coupled with improvement science has created a culture of agency and equity, accountability and ownership.	Marina Marrelli, San Diego	HTH GSE impacts people personally.
The HTH GSE completely transformed how I think about education--what is learning, what is teaching, and how to do it. My entire philosophy about how to do school in America has changed, and I can attribute that change in thinking to the HTH GSE. I have taken my GSE experience back to my home state, where I am innovating and reforming the education system here. Without the HTH GSE, I wouldn't be able to do the work I'm doing. HTH GSE has given me a framework to organize my thinking, and a network of colleagues to engage with--two invaluable resources in changing the face of education today.	Melissa Mouton, Denver	HTH GSE impacts people personally.
The HTH GSE created a context in which I could pursue my passions with sensitive and expert coaching to my educational needs, so that I could create lasting projects that form the basis of my work today.	Randy Scherer, San Diego	HTH GSE impacts people personally.
High Tech High's Graduate School has widened my educational lense and deepen my ability to design engaging, equitable curriculum for my students. In addition, I learned how to foster effective leadership structures that create a positive work environment.	Signe Miller, Chico, CA	HTH GSE impacts people personally.
The High Tech High Graduate School of Education helped shape who I am as an educator today. My experience was invaluable and the work I did was meaningful. As a new teacher struggling to understand how to be a better educator, being a part of the teacher leadership masters program gave me the tools, resources and permission to do my best work. I learned to master the art of facilitation which still serves me in my work today as I lead professional development workshops for teachers new to project based learning. I created my own action research project that felt relevant to my class and has since helped others create digital stories with their students. I was supported by mentors and faculty who knew me well and who shaped my thinking about teaching and learning. Personally and professionally, I feel like my experience gave me more confidence and challenged me to be a better, more well-rounded person.	Zoë Randall San Diego	HTH GSE impacts people personally.
After 10 years in Special Education, my experience at HTH brought me back from the brink of burn-out. It re-invigorated my career by opening my perspective on the possibilities of education. It pushed me to think deeper about the many facets and responsibilities of education, while boosting my confidence to innovate and bring creativity to the school experience. I am back in the same position, but am using the skills I learned at HTH to lead others and to find ways through difficult situations. I'm extremely grateful to have found my inspiration again to keep doing this important work!	Carlin Mallman, Durango, CO (there are also 2 other HTH GSE grads here in town: Sean Woytek and Chris Hughes)	HTH GSE supports teacher development in ways that are refreshing for experienced teachers.

How has HTH GSE impacted you professionally and/or personally?	Name and Location	Theme
Professionally: I was a part of the HTH GSE as a "critical friend" for my colleague, and when she finished I joined as a masters student myself. The process of having each of us do graduate work in the GSE has made a huge difference for the program we have developed and in which we continue to teach. Although I have been in the field of education for 30 years, I never bothered to get a higher degree because I felt the programs were based in the "ivory tower" and I work in the real world. HTH's GSE is based in the real world, in making real differences for real students. I love that! Personally: I truly appreciate the connections I have made through this program. It makes me question myself and find new answers, even (or especially) after many years as an educator.	Jill Keltner Scripps Ranch San Diego	HTH GSE supports teacher development in ways that are refreshing for experienced teachers.
In the five years I have been teaching, no series of professional development has had a more positive impact on the way I think and teach than that from the High Tech High Graduate School of Education. The HTH GSE creates an environment for deep meaningful work for team to improve their respective schools. Equity is at the core of HTH GSE's mission. This international focus has helped me serve all my students better and become a stronger advocate for all members of my community. I have visited HTH and the GSE six times and each visit leaves me with incredible enthusiasm to make an impact on teaching and learning. I am also proud to consider the GSE staff as more than just colleagues, they are dear friends.	TJ Pavlov, Chicago	HTH GSE supports teacher development in ways that are refreshing for experienced teachers.

Curriculum Vitae

Robert C. Riordan

23 Donnell St.
Cambridge, MA 02138
619-929-9748
rriordan@hightechhigh.org

Education

1967-77	Harvard Graduate School of Education	
	Ed.D. Learning Environments	1977
	M.A.T. Language and Literature Education	1969
1960-64	Haverford College	
	B.A. English	1964

Professional Interests

New school creation, alternative learning environments, integrated studies, project- and work-based learning, humanities education, teacher training. Doctoral thesis: "Defining and Sharing Goals in an Alternative Public High School: An Interpretive Case History."

Work Experience in Education

Current	President Emeritus, High Tech High Graduate School of Education
2007- 2015	Dean, then President, High Tech High Graduate School of Education.
2000- 2007	High Tech High Learning. Director of Instructional Support for all HTH schools. Lead consultant for Gates-funded national replication of High Tech High and related projects. Co-founder of original High Tech High.
1999- 2002	Hands & Minds, Inc. President of non-profit educational consulting and technical assistance firm specializing in school design, program development, and project-based learning.
1996-1999	The Big Picture, Cambridge, MA. Senior Research Associate, then Project Director of <i>Changing the Subject: the New Urban High School</i> , a federally funded initiative to find, assist, and disseminate the work of six urban high schools instituting school-to-work reforms on a whole-school basis.

Cambridge, MA Public Schools, 1970-2002

1999-2002	(Part-time). Special assistant to the Principal, Cambridge Rindge and Latin School (CRLS). <i>Responsibilities:</i> oversee re-design of CRLS, a comprehensive high school, into five small schools.
1993-96	Language Arts Coordinator, K-12. <i>Responsibilities:</i> Develop and implement K-12 Language Arts Curriculum Framework, supervise 50 language arts teachers at grades 7-12, implement authentic assessment, organize and support teacher study groups, chair high school English department, manage operational and grant budgets.

- 1990-93 Integrated studies teacher, Cambridge-Polaroid Technical Internship Program and Cambridge-Lesley Careers in Education Program. *Responsibilities:* design, develop and teach in both programs, supervise high school students interning in elementary schools, document program development.
- 1986-91 English teacher/staff developer. Founding director, CRLS Writing Center, a National Council of Teachers of English Center of Excellence.

Responsibilities: design, develop and document Writing Center program, train peer tutors, design and lead writing workshops for teachers, design and teach Advanced Writing Seminar for juniors and seniors.
- 1977-86 Cambridge Pilot School at CRLS. English teacher/advisor, wilderness program coordinator.
- 1970-75 Cambridge Pilot School. Teacher, advisor, Assistant Director, advising program co-developer and coordinator, wilderness program co-developer in a new alternative public high school program.

Other Employment in Education

- 1988-1995 Harvard Graduate School of Education. Lecturer, part-time.

Responsibilities: design/teach Analytic Seminar for Student Teachers in Humanities, for ca. 65-105 Harvard graduate and undergraduate students; lead staff of 4-6 Teaching Fellows.
- Summers University of Tennessee, Knoxville. Founding Core Faculty member, Governor's
1986-96 Academy for Teachers of Writing.
- Spring 1977 The Group School (Cambridge). English teacher.
- Summer Institute for Services to Education. Consultant, humanities workshops, Thirteen
1970 College Curriculum Program (predominantly Black colleges).
- Summer Amherst College. English Coordinator, Project ABC (inner city youth,
1969 grades 9-10).
- Summer Dartmouth College. English instructor, Project ABC.
1968
- 1967-68 Miles College, Birmingham, Alabama. Teaching Fellow, Freshman English; Instructor, Upward Bound English.
- Summer Princeton University and International College of Beirut. Member, Peace Corps
1966 training staff for Morocco.
- 1964-66 College de Taounate, Morocco. Instructor, physical education and English as a foreign language, junior high school level (Peace Corps volunteer).

Other Professional Experience (partial list)

Co-Founder, Community Charter School of Cambridge (MA), 2005.

Board member, New Bedford Global Learning Charter School, 2003-2007.

Facilitator and Writer, Cambridge Commission on the High School of the 21st Century, 1994-95.

Member, Teacher Assessment Design Team for English Language Arts, National Bureau of Professional Teaching Standards, 1994-95.

Floating Faculty member, Jobs for the Future, Inc. (JFF), consulting with model youth apprenticeship sites, 1992-97. Member, JFF study tour in Denmark, February 1992.

Fellowships, Awards

National Practitioner Leadership Award as “School-to-Work Pioneer,” Jobs for the Future, 1994.

Fellow and Team Leader, American Council of Learned Societies (ACLS) Humanities Curriculum Development Project, 1992-93.

Massachusetts Lucretia Crocker Fellowship. On assignment to Massachusetts Department of Education, disseminating CRLS Writing Center to over 30 Massachusetts schools, 1989-90.

Publications

Riordan, R. and Caillier, S. (in press). School as equitable communities of inquiry. In J. Cook (Ed.) *Education for a changing world*.

Griswold, J., & Riordan, R. (2016). Another innovation from High Tech High - embedded teacher training. *Phi Delta Kappan*, 97(7), 25-29.

Cornelissen, F., Moolenaar, N., Daly, A., Liou, Y., Riordan, R., Caillier, S. and Wilson, K. (2015). Relational Agency: Developing the Social Side of Teacher Leadership in a Teacher Education Program. *Teachers and Teaching: Theory and Practice*.

Riordan, R., Caillier, S. and Daley, B. (2014). Developing teachers for deeper learning. Chapter 5 in Bellanca, J. *Deeper learning: Beyond 21st century skills*. Bloomington, IN: Solution Tree Press.

Moolenaar, N.M., Daly, A.J., Cornelissen, F., Liou, Y.-H., Caillier, S., Riordan, R., Wilson, K., Cohen, N.A. (2014). Linked to innovation: Shaping an innovative climate through network intentionality and educators’ social network position. *Journal of Educational Change*.

Lattimer, H., and R. Riordan (2011). Project-based learning engages students in meaningful work. *Middle School Journal*, 43, 2, 18-23.

With S. Caillier (2009) Teacher education for the schools we need. *Journal of Teacher Education*, Vol. 60, No. 5, 489-496 (2009).

Schooling for the Real World, with A. Steinberg and K. Cushman. San Francisco: Jossey-Bass, 1999.

Seeing the Future: A Planning Guide for High Schools, with B. Roche, H. Goldhammer, and D. Stephen. Providence, RI: The Big Picture Company, 1999.

Principal author, *The New Urban High School: A Practitioner’s Guide*. Providence, RI: The Big Picture Company, 1998.

“Hands On, Heads Up: Uncovering the Humanities in Work-Based Learning Programs” in A. Steinberg, *Real Learning, Real Work: School-to-Work as High School Reform* (Routledge, 1998).

Co-author, “A Triptych on Autobiography.” *The Journal of the ACLS Elementary and Secondary Schools Teacher Curriculum Project*, Vol. 1, No. 1, Summer 1995.

Co-author, "Joining Forces: the Cambridge-Polaroid Technical Internship Program."
Labor Notes, The National Governors' Association, September 1991.

"Red Blood Flowing, Red Birds Singing." *Teaching Voices*, January-February 1991.

Co-editor and contributor, *Going to Gill: A Lucretia Crocker Journal*.
Massachusetts Department of Education, 1990.

"High School Writing Centers: Students Find Their Voices."
Harvard Education Letter, VI, 3, May-June 1990.

"Write On, Florence!" *Teaching Voices*, November-December 1989.

Editor, *Education, Participation, and Power. Harvard Educational Review* Reprint No. 10, 1976.
Alternative Schools in Action.
Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1972.

Co-Editor, *Harvard Educational Review* Special Issues:
Alternative Schools, August 1972, and *Illiteracy in America*, May 1970.

To: Brock Prize Committee:

Our support of the nomination of Rob Riordan is based on 52 years of dedication to the profession of teaching and to educational reform.

Rob's multiple contributions to innovation in our field include these significant elements:

- The sole creator of two highly-regarded, innovative centers for writing and literacy
- A pioneer in developing new educational programs that bridge the worlds of school and career
- The national research leader for a landmark U. S. Department of Education urban high school reform project, and a principal contributor to national discourse about teaching and learning
- The founding leader of two prominent Cambridge (MA) schools that serve diverse student populations, and which help prepare them for post-high school challenges
- A co-founder of the 13 schools of High Tech High in San Diego, and the founder of HTH's Graduate School of Education

Thanks to Rob's leadership, there is a state-of-the-art, completely new pedagogical strategy at work in the HTH classrooms, employing project and experiential learning and other innovative teaching practices. These have generated a qualitative difference in students' lives: passion for deeper learning, personal growth especially where confidence-raising and courage-building are needed, understanding the potency of collaboration and teamwork, sensitivity to the concerns of a community and an understanding of what community responsibility entails, and a fundamental respect for others.

It's particularly noteworthy that Rob has devoted his professional efforts to individuals and communities that are socioeconomically challenged, and the work

of Rob and his colleagues has consistently helped not only its students but indeed have strengthened and reshaped the communities in which they are located.

Beyond that, the Brock philosophy has been in evidence in all of Rob's work – uncompromising quality, personalization, respect for diversity, and emphasis on all voices in a community. No matter where one looks, Rob's career decisions and the commitment to serving all segments of a community are a direct expression of Rob as an educator, from teaching in Morocco for the Peace Corp, to the National Writing project at Harvard, to urban high school students in Boston, to High Tech High in San Diego, to the creation of the only graduate school of education of the 1,400 in the US that is firmly imbedded in K-12 schools..

Honoring Rob with the Brock Award would be an important expression of recognition of his singular contributions to the profession of K-12 education, to tens of thousands of American youth, and indeed to the health of American society.

For all these reasons, I support the nomination of Rob Riordan and thank you in advance for your full and thoughtful consideration.

Respectfully,

Larry Rosenstock (Close colleague of Rob for decades)

CEO, High Tech High

2861 Womble Road

San Diego, California 92106

Cell: 619 347-7495

September 2, 2017

Dear Jury for Brock International Prize in Education:

Rob Riordan's impact on my path as an educator is profound. He is, in essence, my north star, as I begin the hard work of building a new high school here in Oakland, California, founded on design principles and values that I lived and breathed every day throughout the seven years I spent at High Tech High.

Fourteen years ago, I started my teaching career at a public school in Oakland, California. Seeing my students' disengagement with traditional approaches, I began trying out Project-Based Learning in my classroom, seeking out authentic purposes and audiences for my students' work. My students wrote and performed a play about the impact of incarceration on our community, profiled local heroes, created a guide to Oakland's mom and pop restaurants, and recorded podcasts capturing their family's immigration experiences. I did these projects without support from school leadership, within a school culture where teachers received no coaching or feedback.

In 2009, I moved to San Diego and became the first School Leadership resident at the High Tech High Graduate School of Education, founded by Rob. As a resident, I had the opportunity to embed myself within a HTH school, to apprentice with its principal, and to take courses in School Leadership and Design taught by Rob and other faculty who had firsthand experience founding and sustaining innovative schools. For the first time in my career, I had the opportunity to work within a learning environment that nurtured the adults as intentionally as it did the students, where there was a thick symmetry between the way leadership respected and supported the teachers and the way teachers were asked to respect and support their kids.

A year after the residency, I had the opportunity to become the director (principal) of High Tech High Chula Vista. As a director, I drew tremendously from Rob's approach to working with teachers. I dedicated twelve hours of every week to being in classrooms or debriefing with teachers; in my observations, I focused on Purpose, Equity, and Voice and Choice, as well as evidence of Student Thinking, all lenses that Rob brought to his classroom observations. In my debrief with teachers, I strove to follow Rob's example, building on teachers' strengths, highlighting moments of promise, and digging into opportunities for deeper engagement. In the same way that teachers at High Tech High help to inspire student growth through dialogue and through truly knowing each student well, I made it my core practice to inspire my teachers' growth through deeply engaged dialogue and through truly knowing each teacher well.

I am now back in Oakland, California, where my teaching career started, in the process of building a new high school that will open in Fall 2018. The two other members of our founding team are also graduates of High Tech High's GSE, individuals I recruited because I knew that they shared a similar vision of equity, cultivated by Rob, and because they had the lived experience of working in a joyful, collaborative learning environment for adults and students alike. Latitude 37.8 High School, which will focus on using the city of Oakland as our classroom--investigating the stories and challenges within our community--is inspired by Rob on so many levels. Rob's emphasis on honoring students' lives and experiences as our texts is a key driver of our approach to projects. His articulation of High Tech High's integrations informs our charter's zip-code based lottery and our intentional work building a culture of belonging for all students; it also informs our interdisciplinary "think tank" approach to student inquiry, as well as our striving for hands-on and minds-on experiences for our students. Most importantly, even as we strive to personalize each student's educational experience, we never lose sight of the importance of a shared sense of purpose for students and adults alike.

I am honored to call Rob my mentor and friend. Of the many extraordinary educators I have worked with, he has had the most powerful and lasting impact on my vision of what's possible in public education, a light to inspire the work ahead.

Sincerely,

Lillian Hsu

Founding Principal, Latitude 37.8 High School



September 1, 2017

To the Members of the Jury for Brock International Prize in Education:

I am honored to write this letter in support of Rob Riordan. I hope I will do him justice as one of the most profoundly gifted servant leaders and educational practitioners I have the privilege to know.

I am a latecomer to the field of education. Consequently, I sought teachers, guides and mentors who could help me grow, deepen my understanding, and expand my perspective for the what, why, and how of education, the art and science of teaching, and the development of successful schools. I met Rob about four years ago when another great mentor, Larry Rosenstock, introduced him to me. At the time, High Tech High was a school I had read about but only recently visited. By opening up their schools and their vision to me and countless others, Rob and Larry showed us a new way to think about how we learn best. As I spent time in these schools, my eyes opened to a philosophy and understanding of education that transcended my own ideas and experience. While I certainly recognized practices and characteristics of some of the best public and independent schools I work with, I saw something even more profound: a clearly described holistic philosophy for education that translated with coherence to practice. As any student of strategy knows, this translation from ideas and vision to successful execution and culture creation is hard work. What had Rob, Larry and their colleagues created and how did they do this? I had lots of questions and I knew that most others did too.

Rob's reputation as an educator and builder of community preceded him and I knew that he, along with Larry, would help answer my questions about the why, what, and how of their system. I was in awe of the man who was known as the "Emperor of Rigor" and a founder of the first graduate school of education physically embedded with a system of K-12 schools (who knew!). But on meeting Rob, it was his humility, kindness, curiosity, and openness to questions that transformed my awe to understanding: this man was the real deal. In a field that seems often split between academic thought leaders and on the ground school builders and practitioners, I had found a man who was the best integration of both. And not surprisingly, it is in Rob's practice that his thought leadership shines best.

Rob embraced me as a colleague. He is a wise teacher but I don't think he ever thought of me as a "student". Perhaps this is part of his greatness. He engaged with me as a learner, and then as a co-creator and designer when we began to work together in the Education Leadership Academy at High Tech High and in my firm's Strategic Planning Institute. What is striking is that Rob engages with everyone as he did me; meeting them as colleagues, listening closely, opening himself to their perspectives and co-creating new solutions that would serve them in their unique situations. His philosophy about learning was universal, but his stewardship in translating that to practice always honors the unique people and circumstances he encounters. Rob's approach to working with others is truly an exemplar for the craft of teaching, and frankly, for great leadership.

At HTH, and at the HTHGSE, Rob has helped to create a place that is always learning. His work with people and the schools he has helped to create are the evidence of his impact. It is impossible to ignore his genuine, deeply held, and intellectually formidable understanding of what makes a thriving learning community. He has changed me and changed my work. Now I bring what I've learned out to the schools I work with, and I bring them back to see High Tech High.

My hope is that Rob's contributions and his great spirit will in some way be recognized, documented, and transformed for future generations. Perhaps the nomination for this prize is one step towards that end. I hope you will give him serious consideration.

Your Truly,

Stephanie Rogen

P.O. Box 324, Old Greenwich, CT 06870
phone: 203-570-2717 • fax: 775-257-3540
www.greenwichleadershippartners.com



P.O. Box 324, Old Greenwich, CT 06870
phone: 203-570-2717 • fax: 775-257-3540
www.greenwichleadershippartners.com



September 2, 2017

Dear Brock International Prize in Education Committee,

I heartily endorse the nomination of Rob Riordan for your prestigious award. It has been over ten years since I met Rob and his work and ideas continue to influence my thinking. Rob's dedication to K12 education and deep learning is *non pareil*. Three things stand out still for me about Rob. He is deeply committed to the ideas at the heart of any matter. He dives in, sees the heart of a thing and ensures everyone around him understands the goal and the purpose. This is true for K12 students as well as adult learners and colleagues. Second, he sees opportunity and brings a new, nimble lens to problems. For someone in the work for decades, this is a remarkable trait. One of my favorite examples of this is his focus on "vocational" education. Third, he brings a warmth and humanity into every interaction. I hope the pattern of all he has brought to those of us in K12 all these years is clear and that you do in fact award the Brock International Prize in Education to Rob Riordan.

Sincerely,

Heather Kirkpatrick

President, Alder Graduate School of Education



221 SOUTH HANSON STREET
PHILADELPHIA, PA 19139
WWW.WORKSHOPSCHOOL.ORG

Jury for the Brock Prize in International Education

September 1, 2017

Dear Jurors:

I first met Rob Riordan at the American Enterprise Institute—a place I suspect neither of us frequents—about a decade ago. It was an interesting event in which school leaders presented R&D challenges to a group of researchers (at the time I was one of them), who helped them brainstorm solutions. I don't recall a lot of the specifics, but I remember Rob talking about High Tech High GSE. During a break, I introduced myself and explained that I was working with a couple of colleagues to launch a project-based high school that had some things in common with HTH, and we'd been daydreaming about being able to train, develop, and certify our own people. The way Rob responded is the same we he's responded in every conversation I've had with him since: he listened intently, asked thoughtful questions, and only then offered his own thoughts or advice. It was the listening that really struck me, and stays with me to this day. I've been lucky enough to interact with many well-known education leaders, and always gain from the experience. But the truth is that most of them don't listen well. They're so used to being on the soapbox they can't get off it.

Rob is the exact opposite of that. He is gracious, humble, and unbelievably generous with his time. So many of us call on him for advice and consider him a mentor. He has a ton of relationships and obligations. And yet, he has literally never said no when I have asked for his help with something, whether it was grabbing a cup of coffee or reviewing something I've written. Either he's a *really* good actor, or Rob genuinely enjoys being an elder, a wise man. And we are all so much better off for it.

Since that first conversation in DC, Rob has connected me to other school leaders, invited me to attend events at HTH GSE, and helped me think through the conceptualization, planning, launch and evolution of the Workshop School. We are a very different place than High Tech High, but Rob's thinking about how you connect with young people who have been disenfranchised and how you help them rethink what they are capable of is evident in the conversations I have with my team, and more importantly, in the work our students do every day. (And we're still working on training and certifying our own teachers!)

Rob is a true leader, teacher, and mentor. I could not recommend anyone more highly for the Brock Prize.

Sincerely,

Matthew Riggan, Ph.D.
Co-Founder
The Workshop School