



Below are the [10 Leaps for Equitable, 21st-Century Learning](#) as well as some examples of ideas that align. The leaps were designed by [Transcend Education](#).

1. High Expectations with Unlimited Opportunities: All learners experience high expectations and have equitable access to many opportunities, enabling them to progress toward their aspirations for themselves, their families, and the community—regardless of the time and support needed.

- Example(s) of potential proposals aligned to this leap include: (1) a teacher education proposal to support small class groups for their classes that enable interventions and enrichment opportunities in a virtual setting, (2) a group of parents works with a school to provide a site and childcare for children of essential workers so these children are equally able to access online education.

2. Whole-Child Focus: Learners engage in experiences that nurture the totality of cognitive, emotional, social, and physical factors that impact their learning, development, character, and overall health and well-being.

- Example(s) of potential proposals aligned to this leap include: (1) a school that provides new training on supporting social and emotional learning in a virtual environment for their teachers/staff, (2) a non-profit that offers virtual counseling for students and families.

3. Rigorous Learning: Learners use critical thinking skills to make deep meaning of diverse, complex ideas and are assessed on their ability to apply, analyze, and use their knowledge in creative ways across contexts.

- Example(s) of potential proposals aligned to this leap include: (1) a school that implements a new form of interim assessments to better track student academic needs and gaps in a virtual setting, (2) a non-profit that partners with school(s) to connect with disengaged students/families, identify needs, connect to support services, and do all the things necessary to support reengagement in virtual learning.

4. Relevance: Learning explores young peoples' interests and goals, is connected to their communities, and enables them to understand and tackle real problems in authentic contexts.

- Example(s) of potential proposals aligned to this leap include: (1) a non-profit that brings in virtual learning experiences from different industries as an exciting way to create new ways to engage and support student interests, (2) a non-profit or school that creates online clubs and enrichment options for students such as a virtual school newspaper or math club.



5. Affirmation of Self & Others: Each learner develops a unique, positive sense of self and purpose as well as a deep respect for the identities of others; these diverse identities are celebrated, nurtured, and leveraged in meaningful and anti-oppressive ways to support everyone’s learning.

- Example(s) of potential proposals aligned to this leap include: (1) a non-profit that supports trainings for creating virtual restorative practices at a school.

6. Social Consciousness & Action: Learners critically examine social problems and work toward a more just world; they develop the knowledge, skills, and mindsets needed to continue taking anti-oppressive actions that disrupt and dismantle racism and other inequities.

- Example(s) of potential proposals aligned to this leap include: (1) a principal and leadership team that comes together to build and implement anti-racist lessons within a grade level or subject area, (2) a non-profit that trains families in learning how to advocate for their immediate education related needs with their schools.

7. Connection & Community: The environment is relationship-rich: learners are deeply known and respected by a variety of adults and peers; collaborate closely; and form meaningful relationships across lines of difference that nurture empathy, foster belonging, support well-being, and build social capital.

- Example(s) of potential proposals aligned to this leap include: (1) parent and school group create parent support and communication webs to ensure families have access to info and resources, (2) a parent-teacher organization creates school-level pods to help ensure families are receiving support as needed and able build cohesive community in a virtual structure.

8. Customization: The focus, pace, and sequence of learning, as well as the resources and supports provided, are tailored to each learner’s identity, prior knowledge, development, way of learning, and life experiences, ensuring that all learners have what they need to be successful and those who need more receive more.

- Example(s) of potential proposals aligned to this leap include: (1) a group of teachers commit to a new self-initiated professional development and the subsequent implementation of differentiated online practice for their virtual classrooms, (2) a non-profit collaborates with a school to get critical school supplies and academic materials to families that lack resources or transportation



9. Active Self-Direction: Young people are active drivers of their learning; they grapple directly with concepts while receiving adult and peer guidance and support; they have a voice in decisions about how and what they learn, so that the process grows agency and meaningfully builds on their interests and prior knowledge.

- Example(s) of potential proposals aligned to this leap include: (1) a group of high school students partner with a school to create a support network amongst themselves or a network to support community and learning needs they are seeing

10. Anytime, Anywhere Learning: Learning can happen anywhere and at any time for all learners with teachers, families, community members, and other important figures in a young person's life all playing important educational roles.

- Example(s) of potential proposals aligned to this leap include: (1) a school records virtual lessons to enable families to schedule virtual learning around what works for them, (2) a Go-Team and School get a mobile Wi-Fi bus that is parked at a low connectivity apartment complex to support access for their families