

Student Centered Learning at Khan Lab School

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Khan Lab School

is a community of
learners
empowering
every student to
navigate their
own path.





Traditional educational models

are designed for simplicity of delivery and rely on seat-time and grades as proxies for learning.

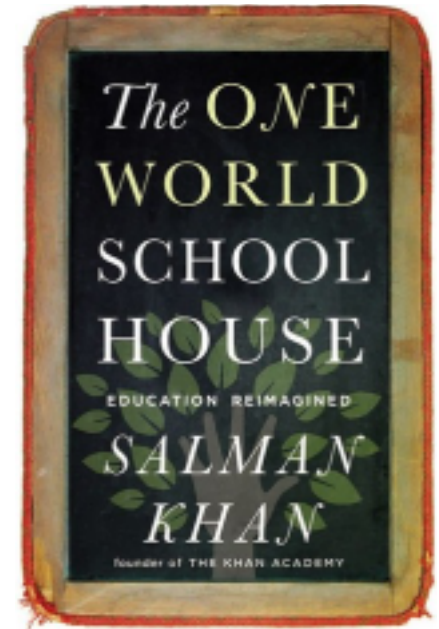


Today's complex and changing world requires a model

that prepares students to meaningfully contribute to a world that values self-motivation, meaning, empathy, and creativity.

“The school I envision would ...”

- Be a place where **mistakes are allowed**, tangents are encouraged, and big thinking is celebrated as a process
- Embrace technology** not for its own sake but as a means to improve deep conceptual understanding, to make quality, relevant education far more portable and... to humanize the classroom.
- Raise both the status and the morale of teachers by freeing them from the drudgery and allowing them **more time to guide and inspire**.
- Give students more independence and control, allowing them to **claim true ownership of their educations**.
- Mixing ages** and encouraging **peer-to-peer tutoring**, this schoolhouse would give adolescents the chance to begin to take on adult responsibilities.
- Be **self-paced** rather than lockstep learning... lessons aimed through mastery of interrelated concept



- Buzz with **collaboration**.

What Makes Us Different?

Khan Lab School	Traditional U.S. Schools
Students set their own goals with help from advisors.	Teachers set goals for students.
School breaks over 12 months. 9-6 pm day.	Closed during summer. Ends early afternoon.
Portfolio of projects and mastery transcript.	Transcript of letter grades.
Academic progression is decoupled from age.	Separated by age.
Designed to prepare students to contribute to a world that values agency, empathy, and creativity.	Designed for uniformity of content delivery and compliance.
Work assigned is completed during school day	Homework after school.
Students progress as they demonstrate mastery of content. Time is a variable.	Students are promoted with a reliance on seat time. Time is fixed.



Our Approach

1. Mastery-Based
2. Project-Based
3. Community Engaged
4. 1:1 Advising



Mastery-Based Learning

In most schools, time spent learning is constant while the quality and level of content mastery varies.

At KLS, learning time is variable – but the quality and level of mastery for all students is constant.

Advancing through the curriculum happens when each student has fully mastered target objectives, concepts, and skills.



Real World Applications

Project Based Learning

Students are given real-world applications for the skills and content they are learning in class.

By providing students **voice** in the direction of projects, they feel a sense of ownership over their learning, and have higher engagement in their content classes.

Community Engaged Learning

Learn from the community through guest speakers, field studies.

Exhibit their work to a public audience.

Internships (high school).



Advising

Our teachers support students' learning through 1:1 advising and group advisory.

This is a structured approach to teaching important **executive skills, work habits**, as well as **social and emotional learning** (SEL) so students are prepared to be successful lifelong learners.





Learning Design

1. Reconfigurable Space
2. Mixed Age Learning
3. Teaching as a Team Sport
4. Structured Flexibility



Reconfigurable Learning Space

- Open and able to change.
- Space to experiment and make mistakes.
- Involve students in the design process.
- “Zones” that support individual focused work as well as group work.
- Students have full use of the learning environment
- Space as a component of the pedagogy.



Mixed-Age Learning

A mixed age setting fosters collaboration and impactful relationships rather than competition.



Teaching as a Team Sport

- Teachers as coaches
- Tandem Teaching



Structured Flexibility

9:00 am
Start Time

4:00 - 6:00 pm
Extended Day

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 Arrival GT (8:15-8:50)	Arrive	Arrive	Arrive	Arrive	Arrive
Block 2 8:50 - 9:45 am	Math	Chemistry 25	Math	Chemistry 25	Math
Block 3 (9:50-10:35)	Monday Break		Wednesday Break		Friday Break
Block 4 10:35 - 11:30	Goal Time	Spanish II (HS)	American Literature	Spanish II (HS)	
Block 5 (11:35 - 11:40)					Foothill College Lab
Block 6 (11:45- 12:30)					
Block 7: Lunch (12:30-1:15)	Lunch	Lunch	Lunch	Lunch	
Block 8 (1:20-2:05)	American Literature	American Literature	Spanish II (HS)	American Literature	
Block 9 (2:10-2:55)	World History (2)	World History (2)	World History (2)	World History (2)	Foothill College Lab
Block 10 (3:00-3:45)	Advisory	CIB 1	Community Seminar		
Block 11: Closing and Reset (3:45- 4:00)	Closing and Reset	Closing and Reset	Closing and Reset	Closing and Reset	
Block 12 Extended Day (4:00- 6:00)	Extended Day	Extended Day	Extended Day	Extended Day	Extended Day

Dual
Enrollment



Our Outcomes

1. Academic Foundation
2. Mastery Based Progress Reports
3. Graduation Requirements



Academic Foundation

Graduation Requirements

External Validators Can Include:

NWEA MAP Testing, AP,
dual enrollment, PSAT and SAT



Mastery Based Progress Reports

Students who have achieved mastery are able to demonstrate their competency autonomously and consistently in multiple contexts.

Course Title	American Literature	Course Description: This course looks to survey the origins, history, and developments of American literature from pre-Colonial times to the present day through the use of their core texts (The Crucible, Narrative of the Life of Frederick Douglass, The Great Gatsby) and supplemental essays and poems. Students will examine how the definitions of both "America" and "The American Dream" have changed over time.
Teacher	Brett Ramsay	
Current Date		
Course Start Date	Fall 2019	
Course Completion Date		
Course Mastery	In Progress	

Unit No.	Unit Title	Learning Outcomes	Assessments				Mastery
1	The Crucible	develop hypotheses to determine character motivations	Portfolio	Seminar	Essay	Project	Advanced Mastery
		use evidence to logically support analysis in an organized structure					
		construct focused theses with specific claims					
2	Narrative of the Life of Frederick Douglass	analyze tone and rhetorical persuasion in writing	Portfolio	Seminar	Essay	Project	Advanced Mastery
		evaluate evidence and propose counter-arguments to existing claims					
		use a variety of rhetorical appeals to persuade according to audience, subject and convention					
3	The Great Gatsby	relate literary devices to tone, theme and purpose	Portfolio	Seminar	Essay	Project	Foundational Mastery
		incorporate point of view, symbolism, and imagery in narrative writing					
		conduct research based off a hypothesis, annotate and evaluate evidence according to convention					
4	Independent Writing Project	use a variety of styles, clauses, and phrases in writing	Portfolio	Seminar	Essay/Narrative	Project	In Progress
		make revisions according to feedback given by peers and teachers					
		develop a consistent theme and tone over a sequence of events					

Graduation Requirements

KLS Upper School Graduation (Course) Requirements									
KLS Graduation Requirements	21 credits	History / Social Science	English	Mathematics	Laboratory Sciences	World Languages	Visual and Performing Arts	Electives	Senior Capstone
		2 credits	4 credits	3 credits	2 credits	2 credits	1 credit	6 credits	1 Credit
	Additional Notes	The two required courses in History and Social Studies can be taken at any point during L6 or L7.	Four years of HS-level English.	Students must take at least three years of math during high school through at least Algebra II.	Two college-preparatory sciences with lab; must include biology	Three recommended. Some students may begin HS level language study in middle school. Students must complete at least one year of language study in HS.	A year long course in the same discipline.	Creative Writing, Computer Science, Economics, Studio. Further language studies. Offerings may change yearly.	Internship; Research project; Art portfolio; Service
a-g	minimum entrance requirements	2 years = 1 World His or Euro His + 1 US History [or 1/2 US His and 1/2 Civics or US Gov]	4 years	3 years (including geometry through Algebra II; two high school courses may be taken in the last two years of middle school)	2 years (3 recommended)	2 years (may be taken during the last two years of middle school) (3 recommended)	1 year	1 year	n/a

Lessons Learned and Recommendations

- Involve the students in the design of the school.
- Think creatively about your space and the resources in your community.
- Hire teachers who want to work collaboratively, are willing to try new approaches, and can teach broadly.
- Establish clear graduation requirements and establish what you want a graduate from your school to know.
- Enlist your parent body early and often.
- Consider progress reports and transcripts that go beyond reducing four years of high school to a GPA and a list of classes.

“The Crucial Task of Education

is to teach kids how to learn. To lead them to want to learn. To nurture curiosity, to encourage wonder, and to instill confidence so that later on they'll have the tools for finding answers to many questions we don't yet know how to ask.”

Sal Khan
The One World Schoolhouse

Khan Lab School Students

<https://www.youtube.com/watch?v=8tp64hiP2Ug>





Thank You!

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