

Captivate and Motivate:

Transforming High School Literacy Through Student-Centered Learning

June 2nd, 2025



Today's Co-Hosts



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About Education Elements

Practical, personalized support for district strategy, instruction, and leadership—designed with your goals, people, and community in mind.

What we bring:

- **National presence** with deep expertise across diverse school systems.
- **Experienced educators** onsite working directly with district leaders and staff.
- **True partnership** in change, walking alongside you from development to implementation.
- **Proven results** year over year, driving measurable improvements in student outcomes, instructional quality, and leadership capacity.

*We've met the
unique needs of:*



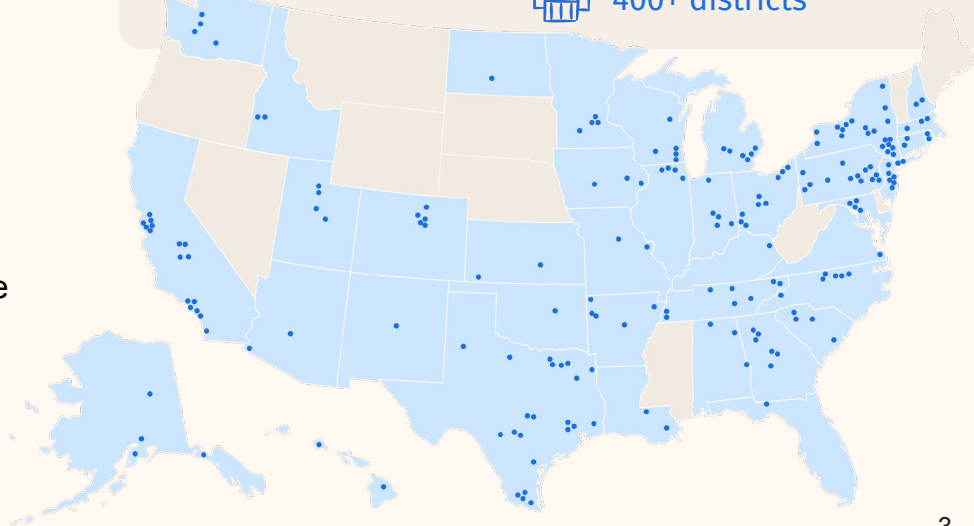
500+ million students



5,700+ schools



400+ districts



About Odell Education

Our curriculum transforms high school classrooms into vibrant learning communities where students engage with complex texts and compelling questions that matter to them and their world.

Empowering students to think critically, read deeply, and write with purpose through authentic, inquiry-driven literacy experiences.



Student choice and voice drive every unit



Rigorous texts paired with relevant, real-world questions & media



Community-based learning that connects classroom to life



Research-backed approach to building reading and writing stamina

Real Change, Made Local.

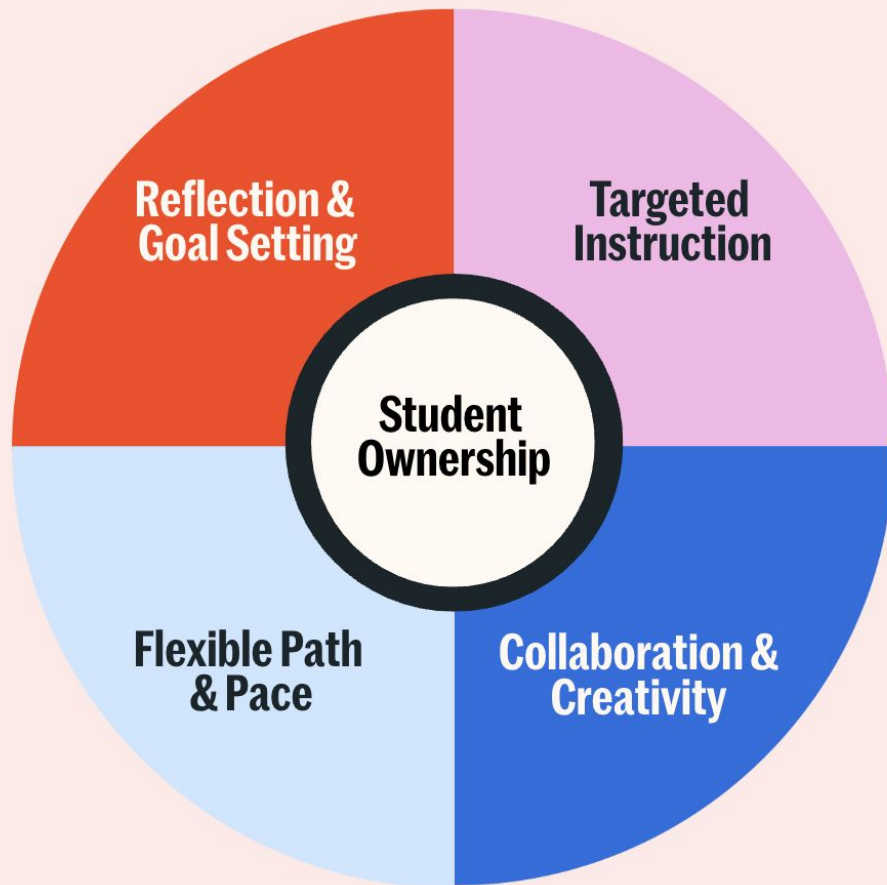
Education Elements partners with district leaders to transform teaching and learning through our Blueprint for Change methodology. We begin by understanding your district's unique context, then develop customized strategies based on our work with hundreds of districts nationwide.

Our Customized Action Plans provide detailed implementation guidance with proactive barrier resolution, ensuring transformation moves from vision to reality. Working across 40+ states, we help create lasting improvements that honor local context.



The Core Four of Personalized Learning

- Students thrive when they **own their learning** through choice, voice, and reflection
- Instruction is most powerful when it's **targeted, flexible, and responsive** to individual needs
- Collaboration and creativity are not extras—they are **essential for engagement and meaning**
- **Nurturing relationships and environments** are the foundation for all personalized learning



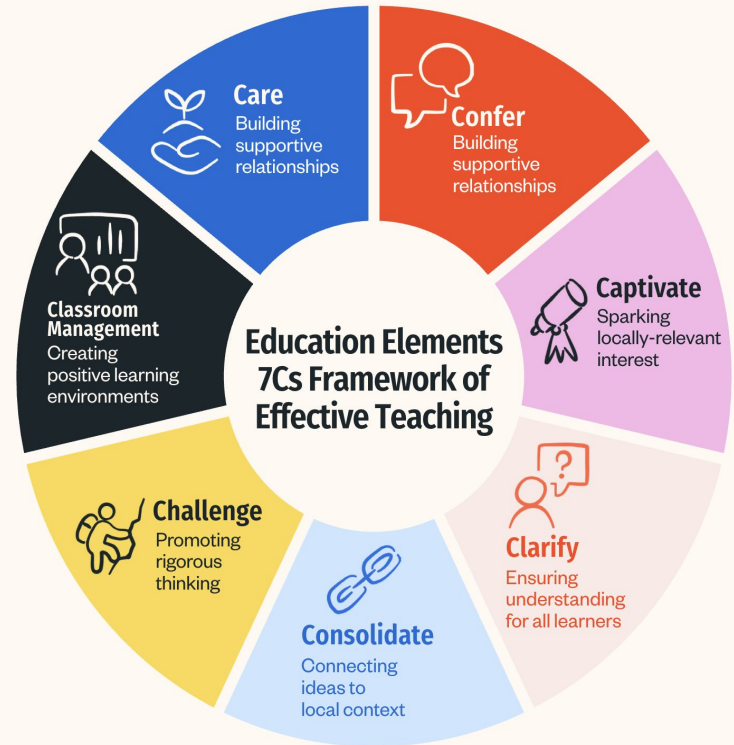
The 7Cs of Effective Teaching

Traditional metrics like test scores and teacher evaluations miss the day-to-day student experience.

Student surveys provide predictive insights into student achievement (Measures of Effective Teaching, 2012).

Schools using student voice strategies see improved engagement, classroom culture, and teaching.

Longitudinal studies show that higher 7Cs scores correlate with increased student achievement (Phillips, Ferguson & Rowley, 2017).



Schools that prioritize student voice using the 7Cs Framework create more effective and engaging learning environments.

**There is a disconnect
between what
student-centered learning
looks like in practice,
especially when it comes
to literacy engagement
and stamina.**



Many classrooms *aspire* to be student-centered, but lack the tools to get there in literacy



One-size-fits-all instruction doesn't meet diverse student needs



Students struggle to build stamina and engage meaningfully in rigorous reading and writing tasks.



Students lack ownership and voice in the learning process

Our Esteemed Panelist



Anne Marie Blieszner

High School Literacy Curriculum Specialist
Denver Public Schools

Panel Discussion

Framing the Landscape

1. What led your district to begin exploring a more student-centered approach to literacy?
2. Can you describe the key challenges you were facing before implementing Odell (or similar instructional shifts)?
3. How did your teachers and students respond at the beginning of this work?

Instructional Shifts & Outcomes

3. What does “student-centered literacy” look like in your classrooms today compared to before?
4. How has student engagement changed, particularly when it comes to reading stamina or writing quality?
5. What shifts did you notice in your teachers' planning or instructional mindsets?

Curriculum & Implementation: Tools That Made the Shift Possible

6. How did you support teachers in making the shift to a more student-centered approach using curriculum?
7. What about the structure or design of Odell made implementation easier—or more impactful—for your teachers and students?
8. What advice would you give to a district trying to implement a curriculum like Odell in a way that truly supports student-centered learning?

Shared Decision-Making

9. How are you planning to sustain or deepen this work in the long term?
10. What does success look like for your district in the next few years when it comes to student-centered literacy?

Year long Student-Centered and Community-Based Learning



Creating a Student-Centered learning community

Each year begins with a **Foundation Unit**, where students **choose** among pathways to explore significant and relevant questions like “Who Changes the World?” or “What does it mean to be an American?”



The community develops its knowledge, habits, and abilities.

Through Development Units, students read, discuss, and write about substantive texts and topics. They develop their perspectives on authors like Alvarez, Achebe, and Shakespeare and issues like feeding the world and making public health decisions.



Students use their abilities and agency within their wider school community.

Each year culminates with an Application Unit, where students research something they think is compelling and important for their community. Student-formed teams present their research to their school.

STUDENT AGENCY

Grade 10: Telling Stories

< Telling Stories


UNIT OVERVIEW


CULMINATING TASK

TEXT OVERVIEW

MATERIALS

CULMINATING TASK

 Telling Stories: Culminating Task Checklist


 Telling Stories: Evaluation Plan

Central Question
What makes a good story?

Task Question
What is your story?

Write an original narrative that presents an interesting story from your life, your imagination, current events, or history. Choose from one of the following genres to structure your narrative:

- **Option 1:** Personal Narrative or Memoir: Recall an experience that was important in your life. Tell the story of that experience and its meaning to you so that it comes to life for your readers.
- **Option 2:** Original Story or Folk Tale: Combine your experiences and imagination with the art and craft of storytelling to tell a fictional story that is entertaining and meaningful.
- **EXTENSION: Option 3:** Nonfiction or Historical Narrative: Identify a contemporary or historical event or character and use new-journalism narrative techniques to tell the story of the event or character in an original and engaging way.

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STUDENT AGENCY: CHOICE

Grade 11: The American Dream of Homeownership

< The American Dream of Homeownership

UNIT OVERVIEW

CULMINATING TASK

TEXT OVERVIEW

MATERIALS

CULMINATING TASK

The American Dream of Homeownership: Culminating Task Checklist

The American Dream of Homeownership: Evaluation Plan

Central Question

How viable is the American dream of homeownership?

Based on the texts you have read in this unit and your own research, write an argumentative essay that establishes and supports a position in response to a current issue related to homeownership, choosing from one of the following subtopics:

- **Subtopic 1** - The American Dream: Should homeownership still be an important component of “making it” in America?
- **Subtopic 2** - The Role of Government: What role, if any, should government take in relation to supporting homeownership, funding affordable housing, and enforcing the Fair Housing Act?
- **Subtopic 3** - The Dream Deferred: Has the expectation of a decent home and suitable living for every American family been a false promise? Should the federal government take responsibility for the history of discriminatory housing practices that continue to cause disparity of opportunities for Black Americans?
- **Subtopic 4** - Future Aspirations: Should you and other members of your generation aspire to or reject the traditional American dream of homeownership? Why?

Why this conversation now?

- More districts are turning to student feedback to understand what's really happening in classrooms.
- Research shows that students **can reliably identify effective teaching**, and their feedback can predict achievement gains.
- Student voice isn't just feedback, it's a foundation for smarter teaching and stronger school culture.



Want to dive Deeper into this work?

Scan the QR code to book a consultation with Education Elements, request Odell HSLP Literacy samples, and explore how we can support your team.

