

Achieving Equity Through Deeper Learning

Opening the Gates: Using Deeper Learning to Expand College Access

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#EquityThruDeeperLearning



LEARNING POLICY INSTITUTE
Research. Action. Impact.

Moderator



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Agenda

- **Welcome & Introduction**

Roneeta Guha, *Senior Researcher*, Learning Policy Institute

- **Discussion**

David Hawkins, *Executive Director for Educational Content and Policy*, National Association for College Admission Counseling (NACAC)

Paul Leather, *Director for State and Local Partnerships*, Center for Innovation in Education

Michael Reilly, *Executive Director*, American Association of Collegiate Registrars and Admissions Officers (AACRAO)

David Ruff, *Executive Director*, Great Schools Partnership

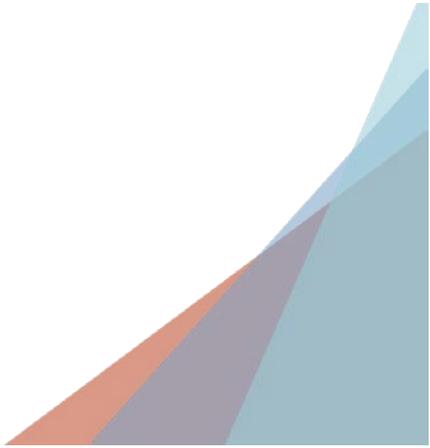
- **Audience Q&A**

REIMAGINING

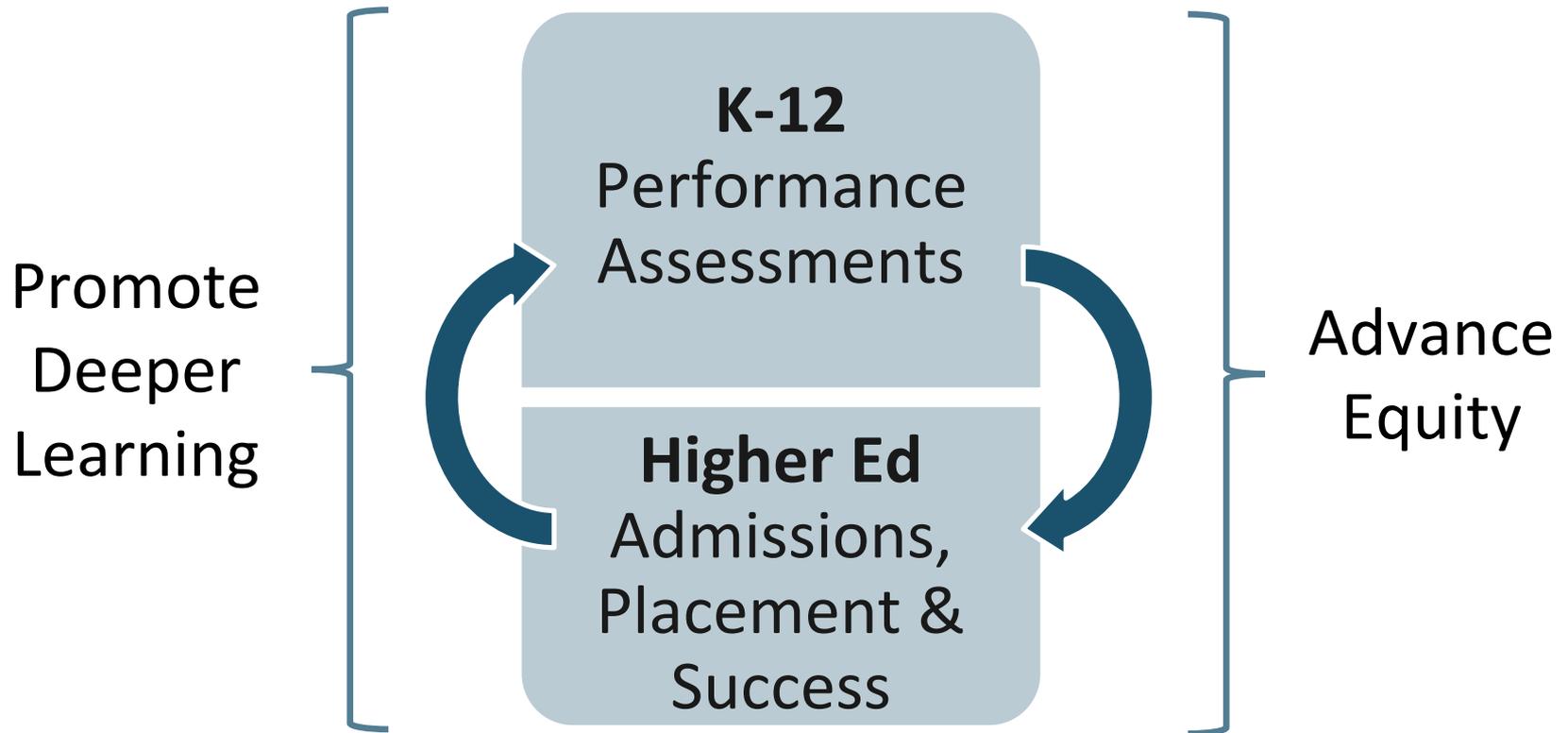
COLLEGE ACCESS

Performance Assessments From K-12 Through Higher Education

Roneeta Guha, Senior Researcher, Learning Policy Institute



Reimagining College Access Initiative

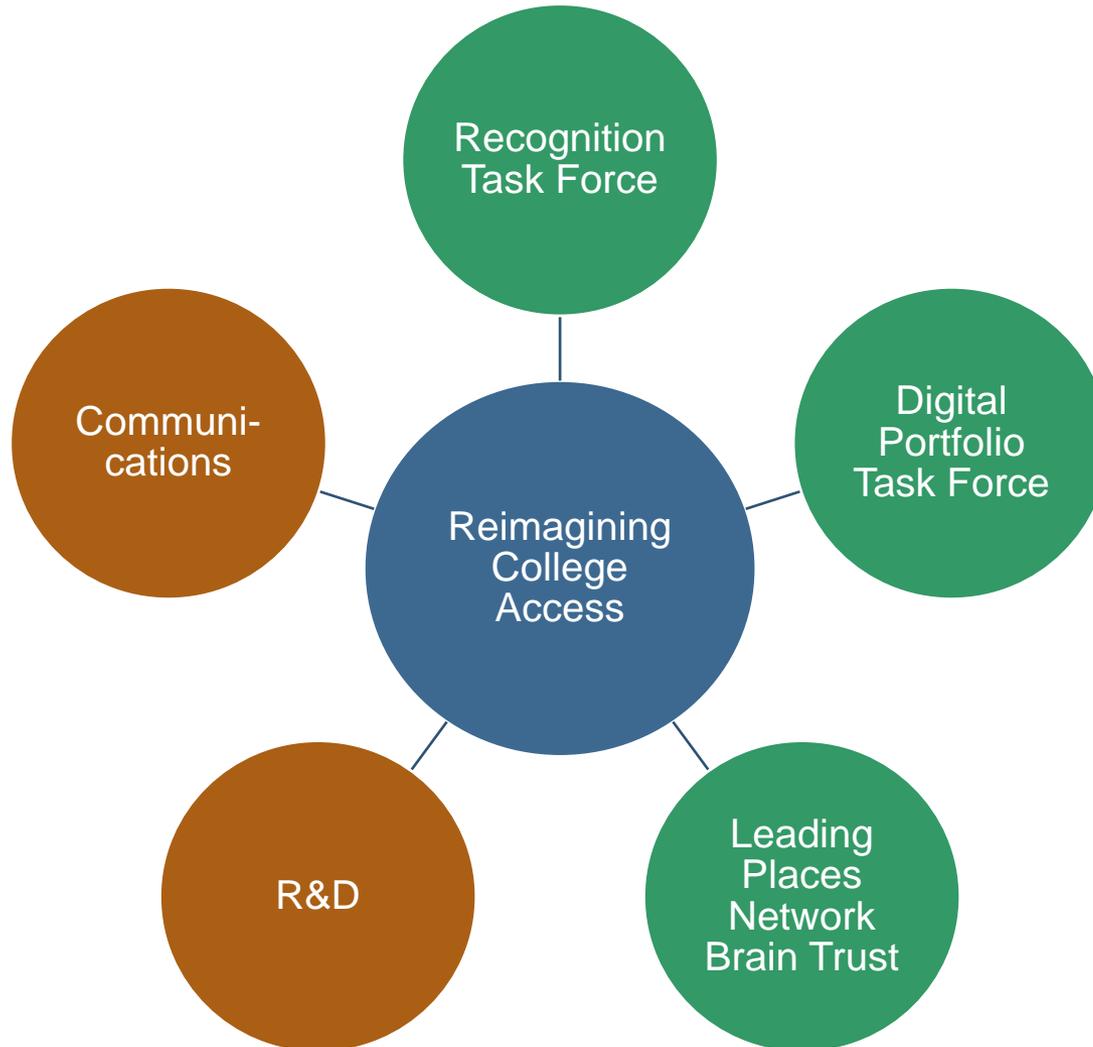


Phase I: Convening k-12 and higher education leaders

In June 2017, LPI and EdCounsel convened a diverse national group of policy and practice experts from both sectors to explore:

1. How can college admissions, placement, and advising better account for students' development of 21st century skills and encourage the kinds of learning experiences that students need to develop those skills in k-12? ^[L]_[SEP]
2. What can be learned from existing and emerging k-12 and higher education partnerships that include performance assessments, including capstone projects, portfolios, extended-performance tasks, competency-based learning, and ethical engagement as a part of the admissions, placement, and advisement processes?
3. How can such a system support the development of a more diverse pool of qualified applicants, as well as their enrollment and persistence in higher education? What actors within systems should be involved to make this happen?

Phase II: Developing Recommendations Through 3 Task Forces

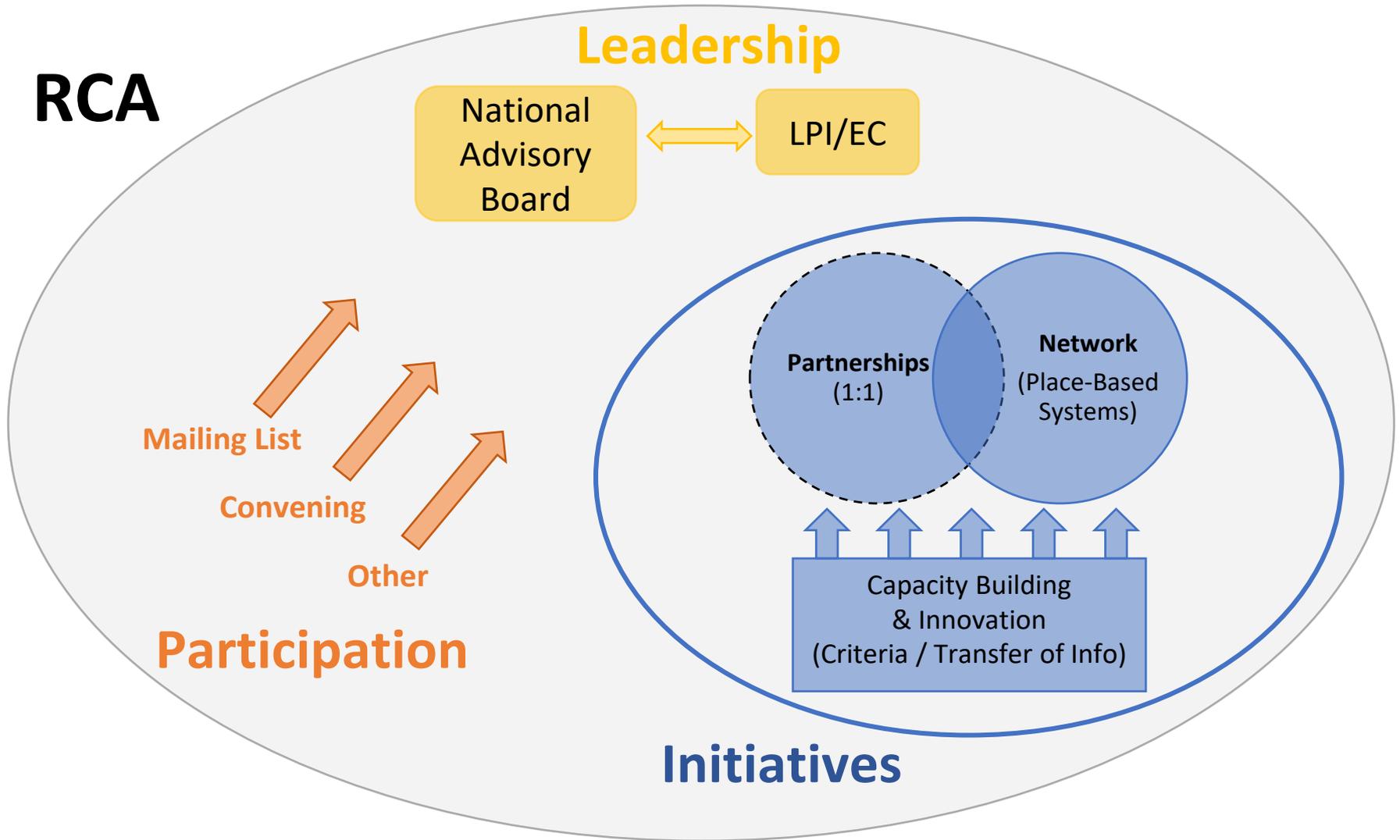


Emerging recommendations

- **Develop a set of research-based criteria** to assess the system-level quality and rigor of performance assessments
 - Include criteria for the quality of instruments and processes, such as tasks and rubrics, and opportunities for feedback and revision
- **Adapt and leverage existing platforms**
 - Include robust description of performance assessment systems in k-12 school profiles sent to IHEs
 - Include performance assessments on high school transcripts
 - Train and support high school and IHE admissions officers re the inclusion and value of including performance assessments in admissions
- **Pilot** with institutions that are ready
- **Conduct research** on the use of performance assessments in admissions
- **Develop a communications plan** to share these learnings
- **Explore ways to include in higher education placement and advising**

Phase III: Refining and implementing recommendations

RCA



Learning Policy Institute Resources



The Promise of Performance Assessments: Innovations In High School Learning and College Admision

Roneeta Guha, Tony Wagner, Linda Darling-Hammond,
Terri Taylor, and Diane Curtis



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Discussion

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Discussion and Q&A

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Upcoming & Previous Webinars

UPCOMING WEBINARS: FALL/WINTER 2018-19

How It's Done: What School Networks Can Teach Us About Scaling Up Deeper Learning Practices

Positive Outliers: How High-Performing Districts Advance Equity and Deeper Learning

PREVIOUS WEBINARS

learningpolicyinstitute.org/webinar-series-equity-deeper-learning

STAY TUNED!

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Resources

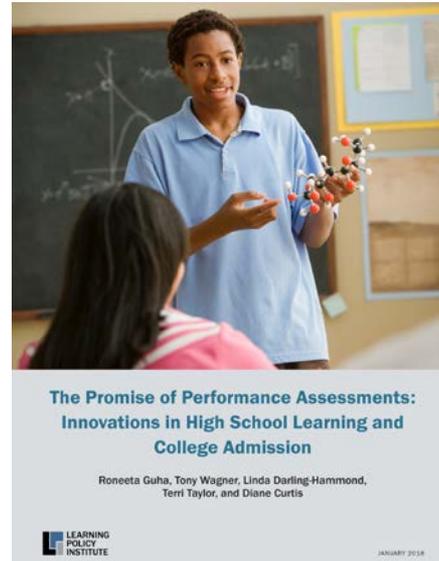
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American Association of Collegiate Registrars and Admissions Officers:
aacrao.org

Center for Innovation in Education:
leadingwithlearning.org

Great Schools Partnership:
greatschoolspartnership.org

National Association for College Admission Counseling:
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