

Creating Schools and Systems for Deeper Learning, Equity, and Social Justice

February 26, 2020

Moderator



LaVerne Srinivasan

*Vice President, National Program and
Program Director, Education*

Carnegie Corporation of New York

Deeper Learning Principles



Agenda

- **Introduction & Framing**

- **LaVerne Srinivasan**, Carnegie Corporation of New York

- **Presentations**

- **Jal Mehta**, Harvard Graduate School of Education
 - **Jeannie Oakes**, Learning Policy Institute and UCLA
 - **Sarah Fine**, High Tech High Graduate School of Education and UC San Diego
 - **Linda Darling-Hammond**, Learning Policy Institute

- **Panel discussion and Q&A**

Presenter



Jal Mehta

Professor of Education

Harvard Graduate School of Education

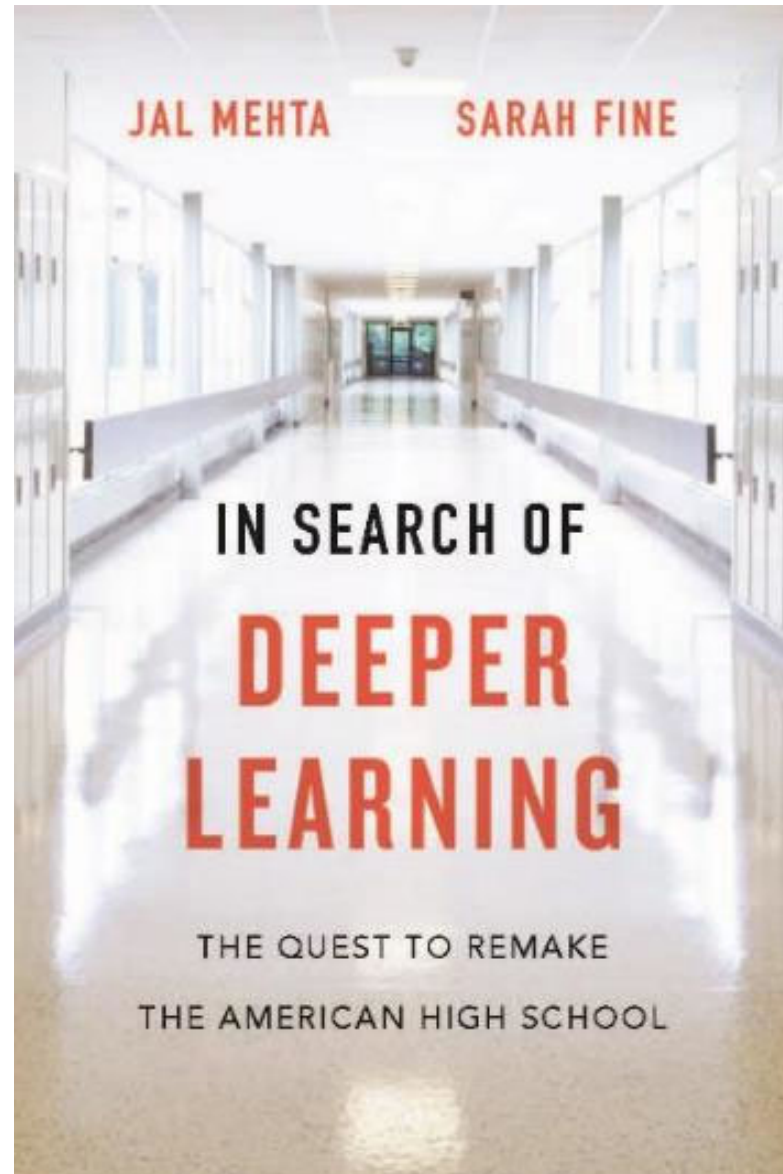
jal_mehta@gse.harvard.edu

IN SEARCH OF DEEPER LEARNING

Jal Mehta and Sarah Fine

Harvard Graduate School of Education & High Tech High

February 26, 2020



Deeper Learning in Classrooms Today: Four Observations from Our DL Study

1. In all schools, opportunities for deeper learning were present but relatively rare.
2. “Deeper” instruction classes differed in their *stance* from most ordinary classes
3. Opportunities were unequally distributed by race, class, and track.
4. Peripheral spaces (electives and extracurriculars) were often more vital than the core.

Deeper Teaching in English



THE PRINCIPLES
OF PHILOSOPHY
René Descartes



Whole Game Teachers: The Stance

	Most Teachers	“Whole game” teachers
Educational goal	Cover the material	Inspire to become a member of the field
Pedagogical priorities	Breadth	Depth
View of knowledge	Certain	Uncertain
Role of student	Receiver of knowledge	Creator of knowledge
View of failure	Something to be avoided	Critical for learning
Ethos	Compliant	Purpose + play

Periphery and the Core

Periphery

Core



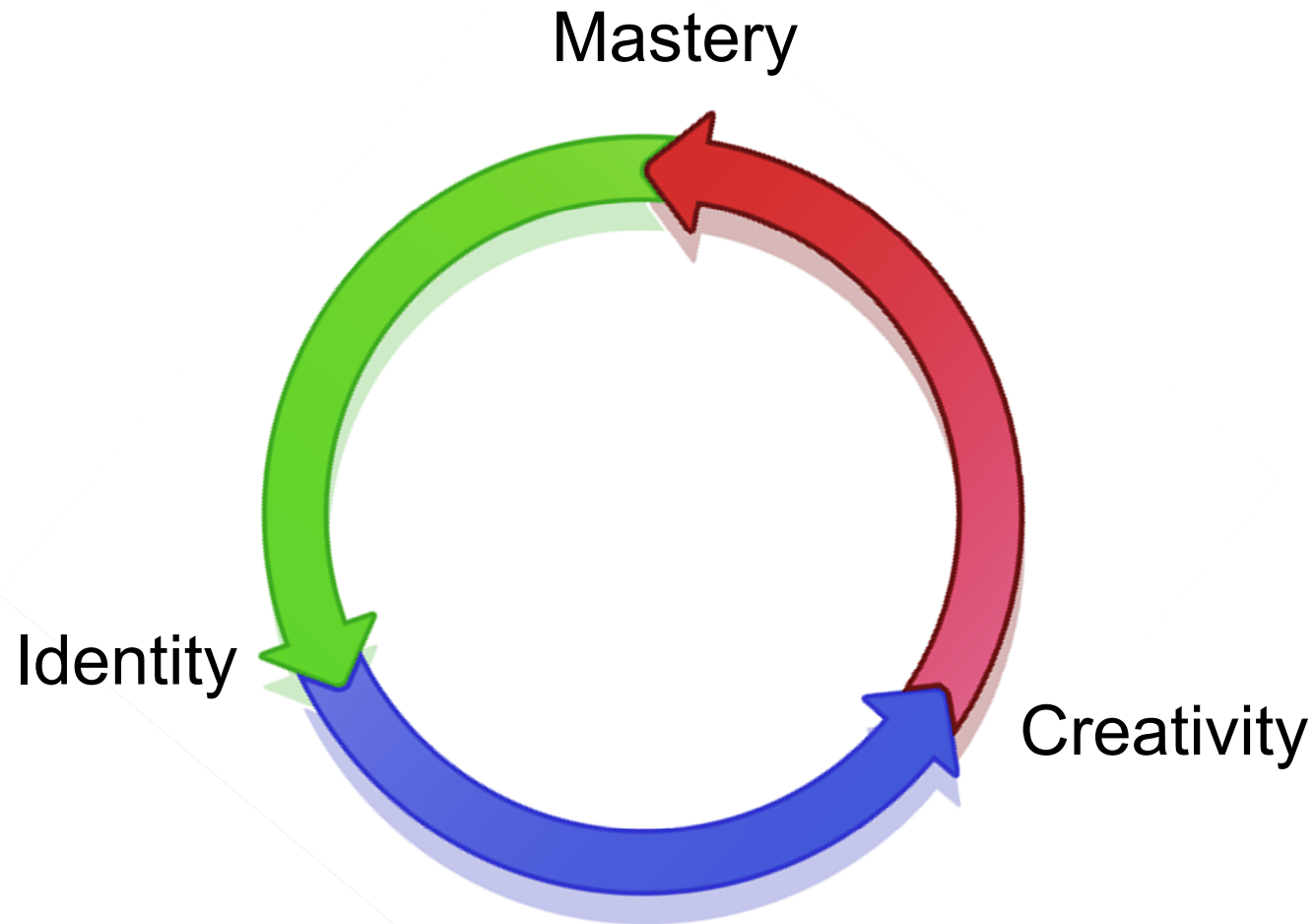
What the “core” can learn from the periphery

- Purposeful arc towards public performance
- Choice
- Community/family
- Apprenticeship learning
- Whole game at junior level



(Consistent with what we know about how people learn, research on youth development, not consistent with how we do school)

The Cycle that Supports Deep Learning



Symmetry: What Do Adults Experience?

- Command and control
- Faddish and churning
- “Driving change”
- Batch processing
- Death by powerpoint
- Absence of trust

(20th century mode of leadership: Command and control, management by objectives, Newtonian metaphors)



Symmetry: What do Adults Need?

- Competence, autonomy, belonging, relatedness
- Own cycles of mastery, identity, creativity
- Agency and choice
- Opportunities to experience as adults the learning we want for students
- Below the green line: Trust and relationships

(21st century mode of leadership: Listening leader, ethic of care, below the green line, emergence, culture of rigor and joy)

Presenter



Jeannie Oakes

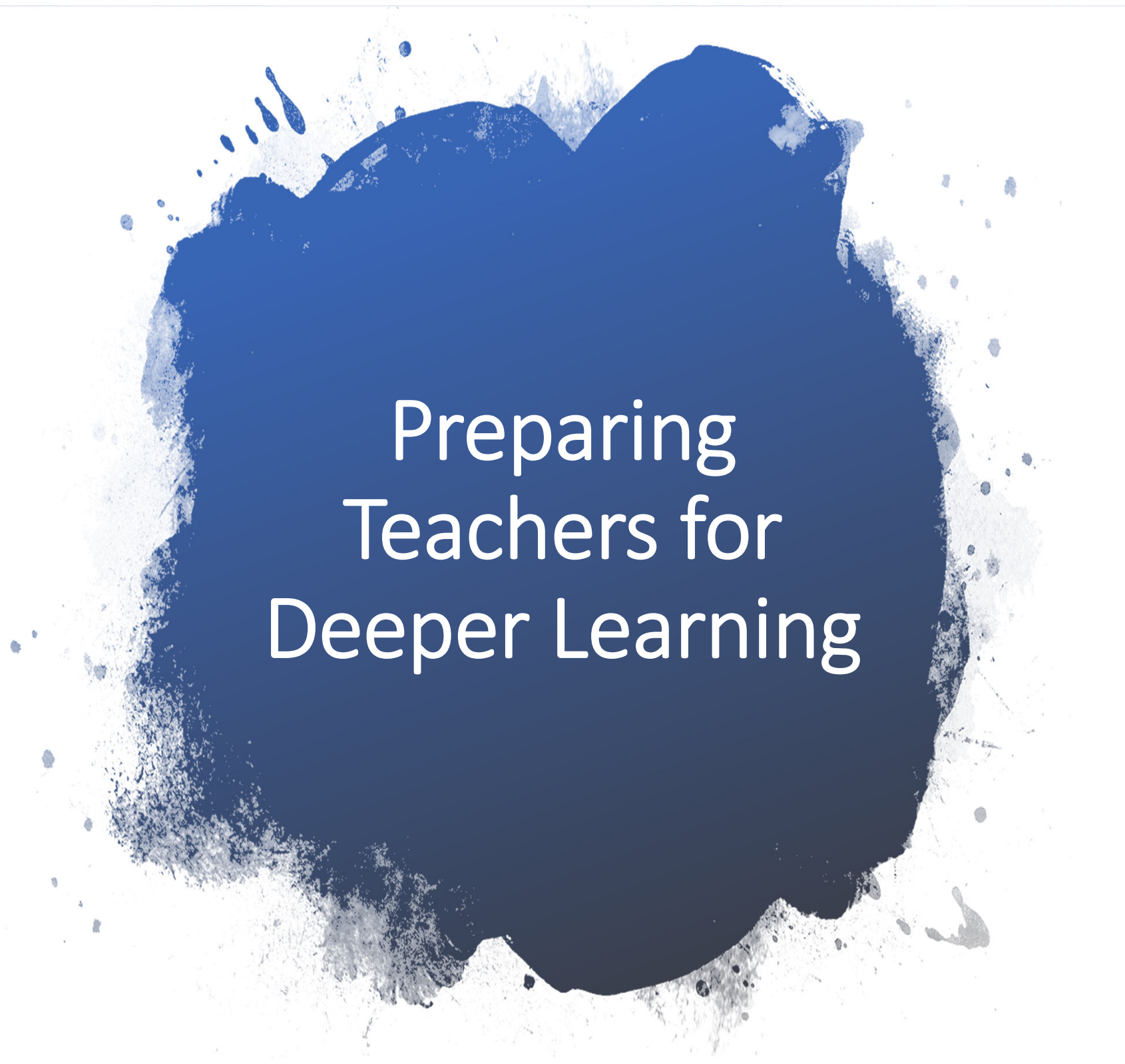
Senior Fellow in Residence

Learning Policy Institute

*Presidential Professor Emeritus in
Educational Equity*

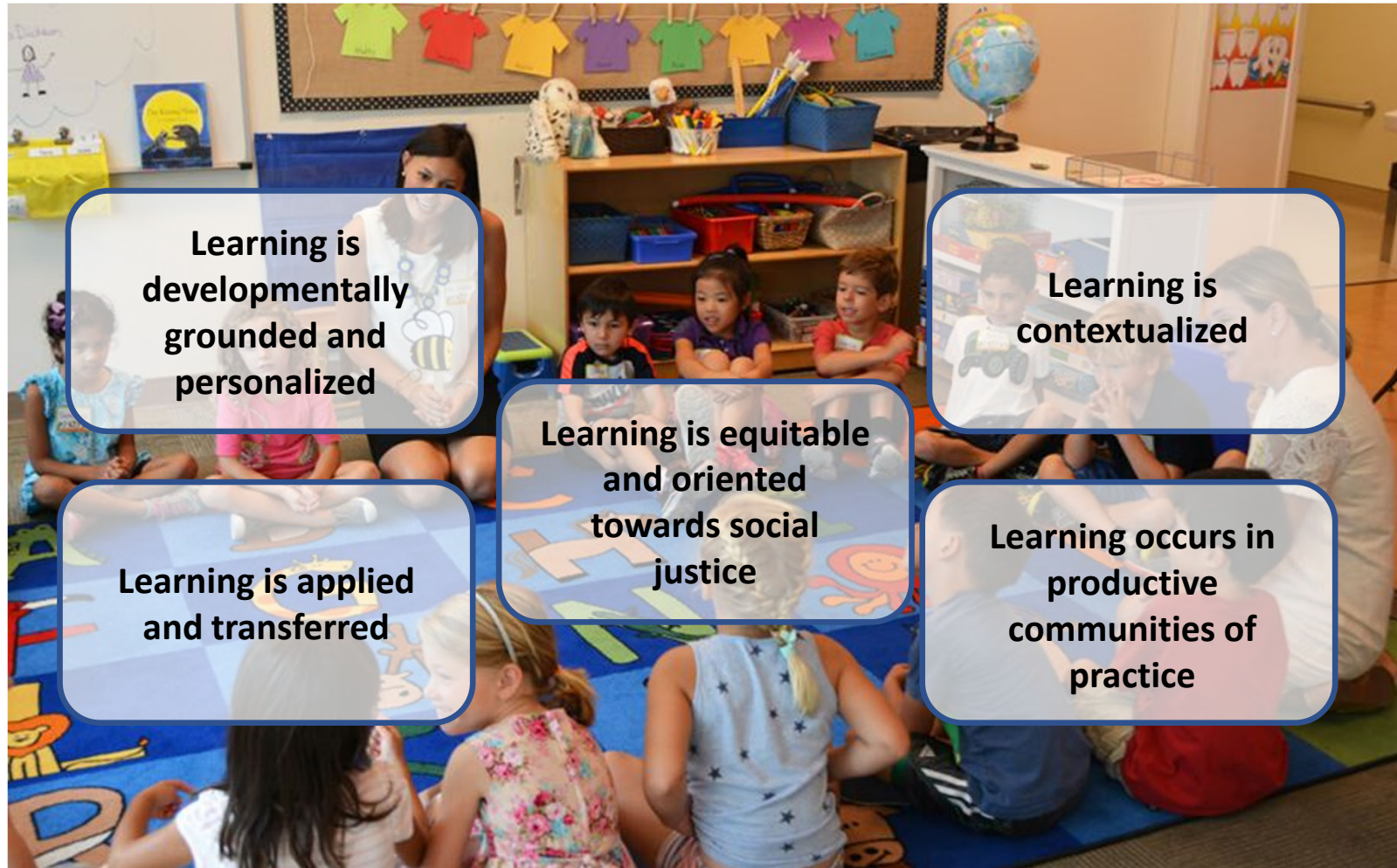
University of California, Los Angeles

oakes@ucla.edu



Preparing Teachers for Deeper Learning

Deeper Learning Principles



**Learning is
developmentally
grounded and
personalized**

**Learning is
contextualized**

**Learning is equitable
and oriented
towards social
justice**

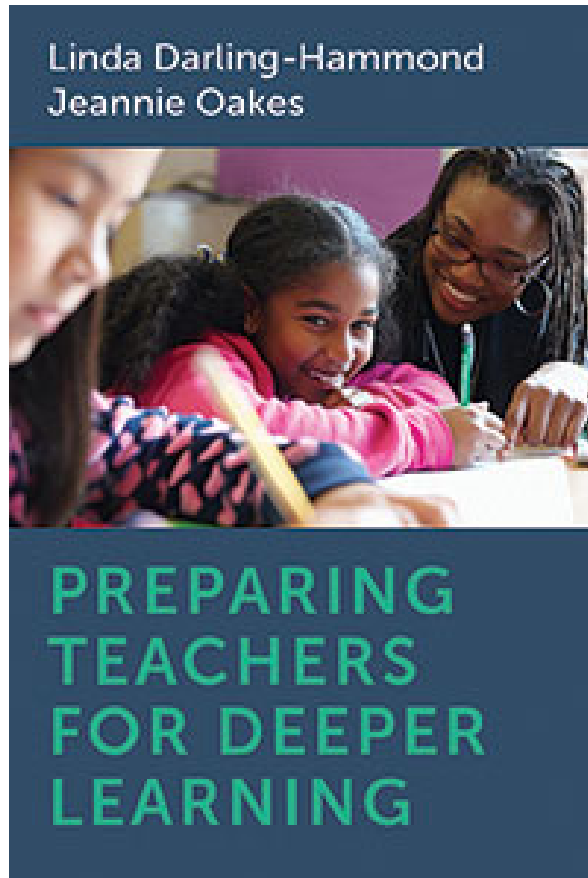
**Learning is applied
and transferred**

**Learning occurs in
productive
communities of
practice**

Educators Need:

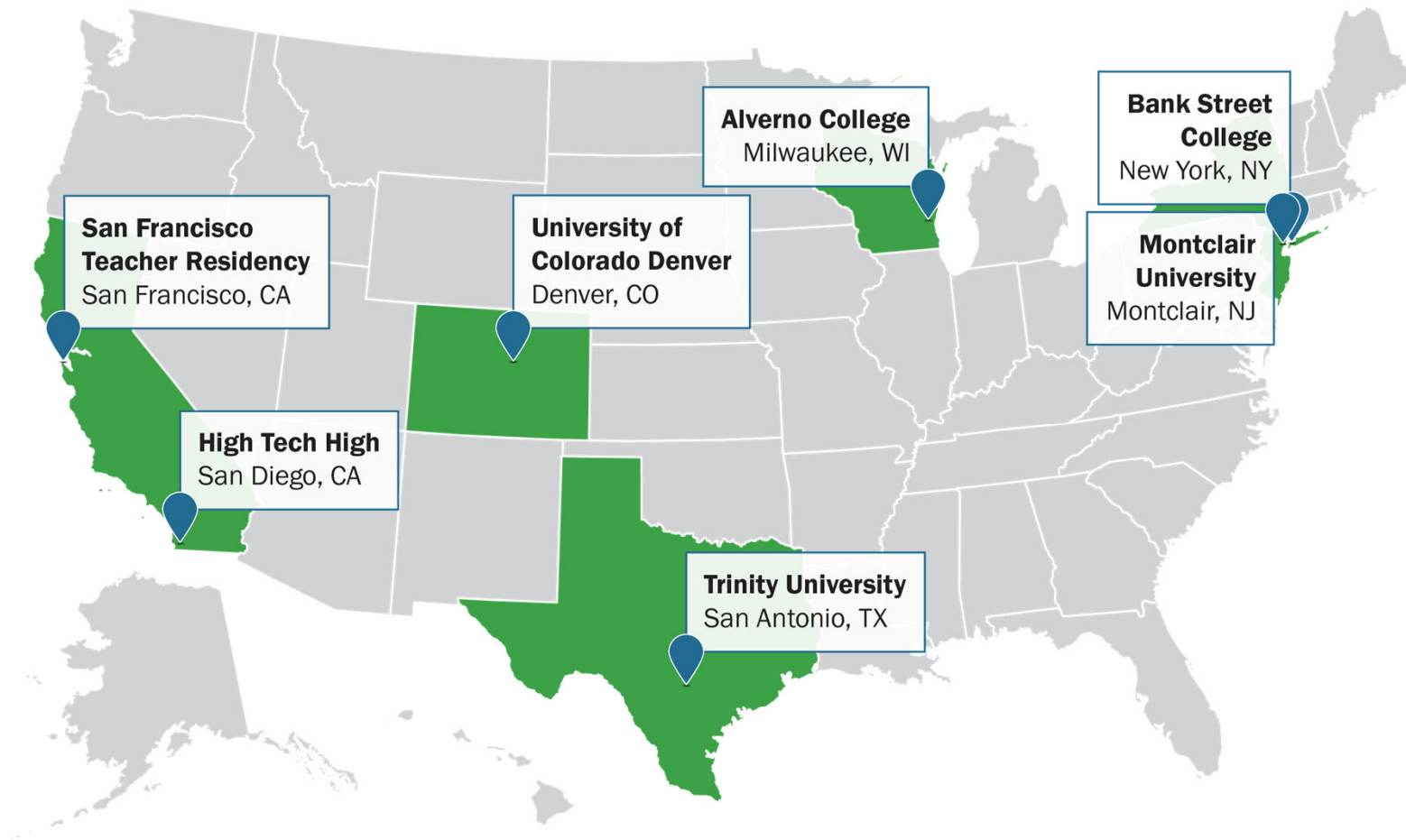


How Can Teachers Learn These Skills?



Authors: Linda Darling-Hammond, Jeannie Oakes, with Steven Wojcikiewicz, Maria Hyler, Roneeta Guha, Anne Podolsky, Channa M. Cook-Harvey, Tara Kini, Charmaine Jackson Mercer, and Akeelah Harrell

Teacher Preparation For Deeper Learning Case Study Sites



How Teacher Learning Happens



CREATE EXPERIENCES



DEVELOP RELATIONSHIPS
THAT SUPPORT CHANGE



SUSTAIN THESE THROUGH
COMMUNITIES OF PRACTICE

EVERYTHING STUDENTS NEED FOR THEIR LEARNING, TEACHERS NEED

How Teacher Learning Happens

Coherent vision of learning enacted across all courses and clinical experiences

Strong knowledge base in development and learning APPLIED to practice

Modeling of practices within university courses and clinical settings

Immersion in settings that support cultural learning

Careful child study focused on contexts and learning

Performance assessments in which candidates demonstrate practices

Ongoing feedback, consultation, and collaboration

Engagement in research about practice

CU Denver's Coherent Vision

**Sociocultural
learning
theory
&
Social justice
values**

STANDARDS FOR Effective Pedagogy

STANDARD 1

Joint Productive Activity (JPA) Teacher and Students Producing Together
Facilitate learning through joint productive activity among teacher and students.

Enacting Level: The teacher and a small group of students collaborate on a shared product.

STANDARD 2

Language & Literacy Development (LLD)
Developing Language and Literacy Across the Curriculum

Develop competence in the language and literacy of instruction across the curriculum.

Enacting Level: The teacher provides structured opportunities for students to engage in sustained reading, writing, or speaking activities; and assists academic language use or literacy development by questioning, rephrasing, or modeling.

STANDARD 3

Contextualization (CTX)
Making Meaning: Connecting School to Students' Lives

Connect teaching and curriculum to experiences and skills of students' home and community.

Enacting Level: The teacher integrates the new activity/information with what students already know from home, school, or community.

STANDARD 4

Challenging Activities (CA) Teaching Complex Thinking
Challenge students toward cognitive complexity.

Enacting Level: The teacher designs and enacts challenging activities with clear standards and performance feedback, and assists the development of more complex thinking.

STANDARD 5

Instructional Conversation (IC) Teaching Through Conversation
Engage students through dialogue, especially the Instructional Conversation.

Enacting Level: The teacher has a planned, goal-directed conversation with a small group of students on an academic topic; elicits student talk by questioning, listening, and responding to assess and assist student understanding; and inquires about students' views, judgments, or rationales. Student talk occurs at higher rates than teacher talk.

STANDARD 6

Critical Stance (CS) Teaching to Transform Inequities

Empower students to transform society's inequities through democracy and civic engagement.

Enacting Level: The teacher consciously engages learners in interrogating conventional wisdom and practices, reflecting upon ramifications, and seeking actively to transform inequities within their scope of influence in the classroom and larger community.



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Careful child study focused on contexts and learning

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Ongoing feedback, consultation, and collaboration

Engagement in research about practice

Reciprocal deeper learning partnerships with schools in diverse communities



Presenter



Sarah Fine

Director, Teaching Apprenticeship Program

High Tech High Graduate School
of Education

Lecturer

University of California, San Diego

sfine@hightechhigh.org

Deeper Learning in Teacher Prep: Perspectives from Practice

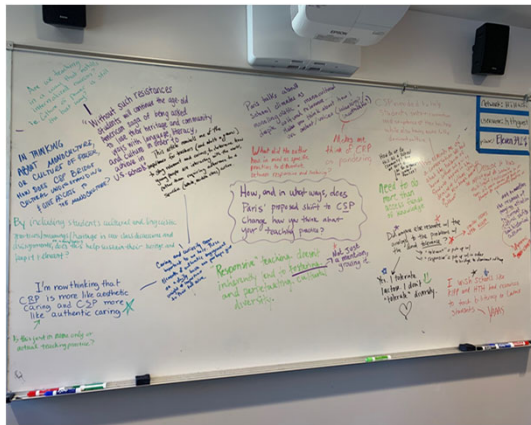
Dr. Sarah Fine, High Tech High Graduate School of Education

Symmetry: New Teacher Odyssey



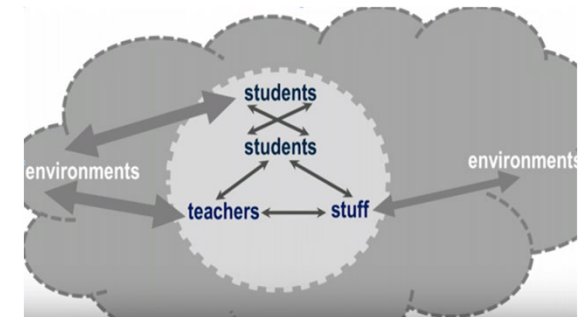
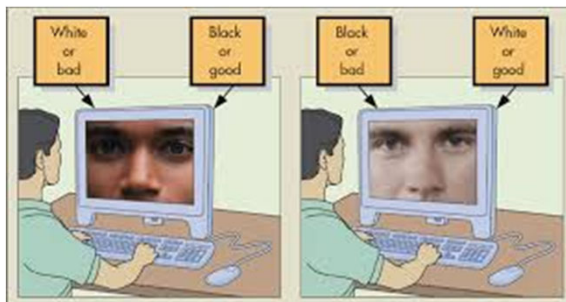
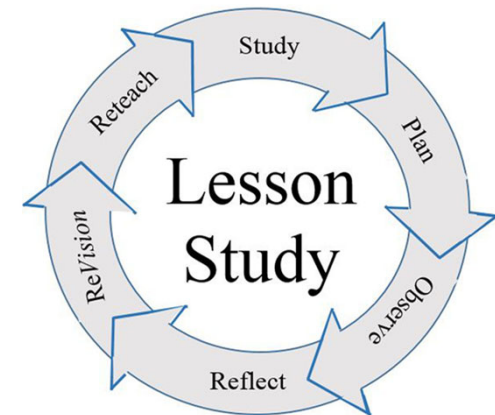
Intentional “meta” moments → Plan → Execute → Reflect

Symmetry: Instructional Routines & Instructional Culture



Intentional “meta” moments → Plan → Execute → Reflect

Practice-Based Teacher Education, Meet Social Justice Teacher Education



Presenter



Linda Darling-Hammond

President and CEO

Learning Policy Institute

@LDH_ed

Policy Levers: Educator Preparation for Deeper Learning

Policy Strategies

Defining High Quality Practice

- Strengthen standards
- Adopt performance assessments
- Establish performance-based accreditation

Supports for Improving Program Quality

- Supporting clinical partnerships
- Seeding residencies and GYO programs in high-need communities

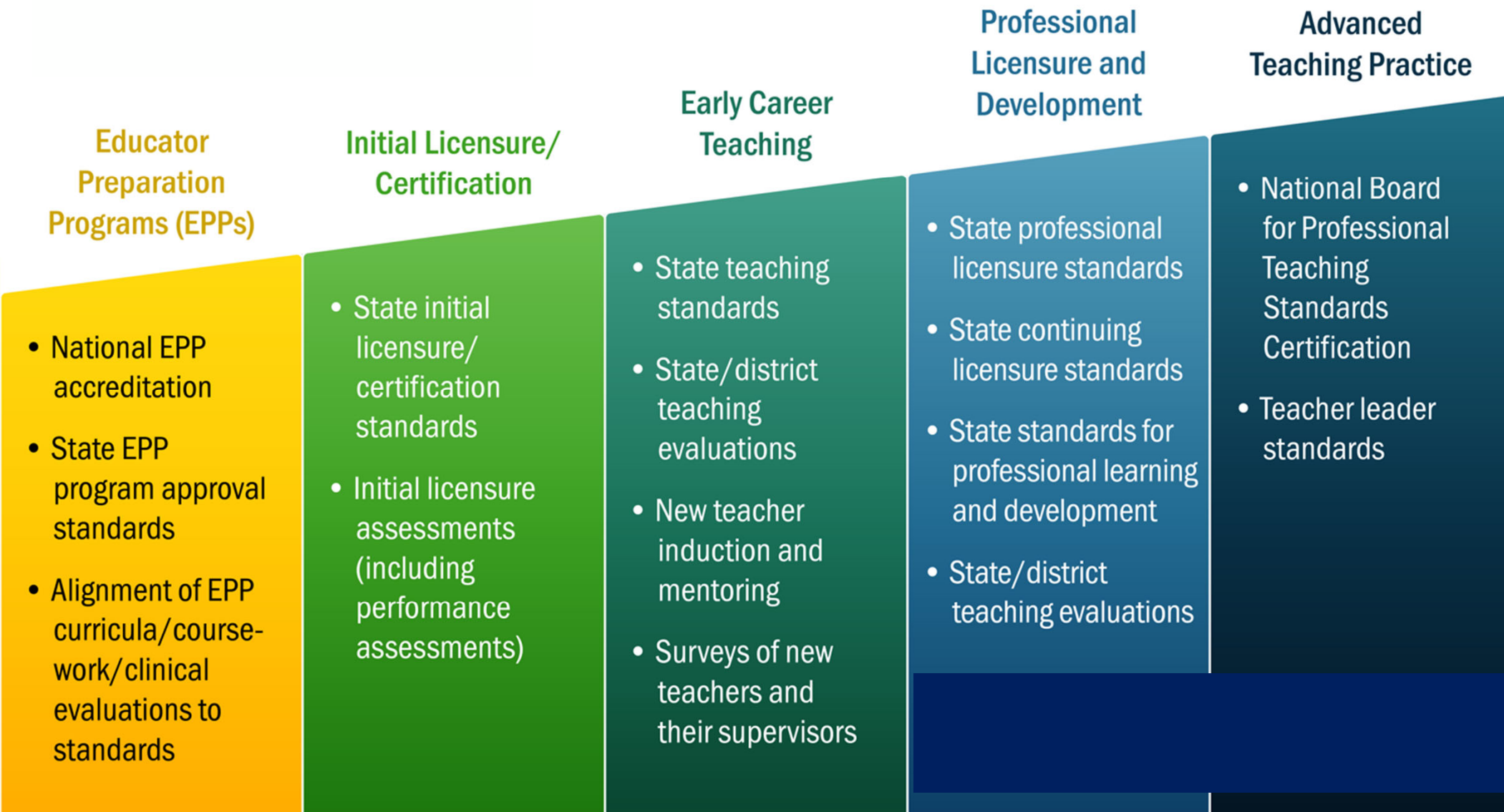
Strengthening Attractions to the Profession

- Underwrite educator training
- Adequately fund teacher & leader education as a clinical practice profession

Strengthening and Using Standards

- The Interstate New Teacher Assessment and Support Consortium (INTASC)
- National Educational Leadership Preparation Standards
- Incorporate the science of learning and development
- Guide licensure & program approval
- Inform performance assessments

Educator Career Stages



Performance-Based Accreditation

- Candidate completion and retention rates
- Candidate, mentor, and employer surveys about preparedness
- Performance assessment data
- Evidence about graduate practice

Adequately funding teacher education

- Support teacher education as a clinical practice profession that requires intensely supervised processes of learning-to-teach in places of practice that instantiate deeper learning
- Establish funding ratios that are comparable to what is provided for other clinically-based professional programs.
- Ensure that candidates can afford to undertake high quality preparation.

Professional Development School Partnerships

modeled on the medical profession's teaching hospitals



Alternatives to lowering the bar

Illinois education

Plan would lower teacher standards to

Wis. Proposal to Ease Teacher-Licensing

States Loosen Teacher-Licensure Rules

Amid Shortage Fears

Thousands of public-school teachers
Despite Public Outcry, Utah Schools Can
Now Hire Teachers With No Training

2,900 nonaccredited teachers working back to teacher
with emergency certification

Service Scholarships & Loan Forgiveness

Iowa: Teach Iowa Scholar Program: \$20,000 for 5-year service commitment in high-need subjects.

Indiana: Next Generation Hoosier Educators Scholarship: \$30,000 service scholarship, 5-year service commitment.

Nebraska: up to \$15,000 in loan forgiveness targeting shortage areas, at rate of \$3,000/year beginning after candidate completes 2 years of full time teaching; repayment accelerated for teachers in rural or high-poverty schools.

Nevada: Teach Nevada Scholarship: \$24,000 scholarship targeting high-need subjects & schools, 5-year service commitment, \$1,000 bonus to EPPs for on-time candidate completion.

North Carolina: \$33,000 scholarship for STEM/special education teachers, 8-year service commitment (or 4 years if at low-performing school).

Residencies in High-Need Communities

- 1** | Strong district/university partnerships
- 2** | Coursework about teaching and learning tightly integrated with clinical practice
- 3** | A full-year residency teaching alongside an expert mentor teacher
- 4** | High-ability, diverse candidates recruited to meet specific district hiring needs, typically in fields with shortages
- 5** | Financial support for residents in exchange for a 3- to 5-year teaching commitment
- 6** | Cohorts of residents placed in “teaching schools” that model good practices with diverse learners and are designed to help novices learn to teach
- 7** | Expert mentor teachers who co-teach with residents
- 8** | Ongoing mentoring and support for graduates

Source: Learning Policy Institute, *The Teacher Residency: An Innovative Model for Preparing Teachers* <https://learningpolicyinstitute.org/product/teacher-residency>

Supports for Residencies

- Federal Teacher Quality Partnership Grants: ~\$43M
- 15 states + DC leveraging ESSA Title II, Part A funds for teacher and leader residencies (residencies explicitly named as allowable use of funds)
- State commitments, e.g. CA, LA

Panel Discussion and Q&A



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sfine@hightechhigh.org

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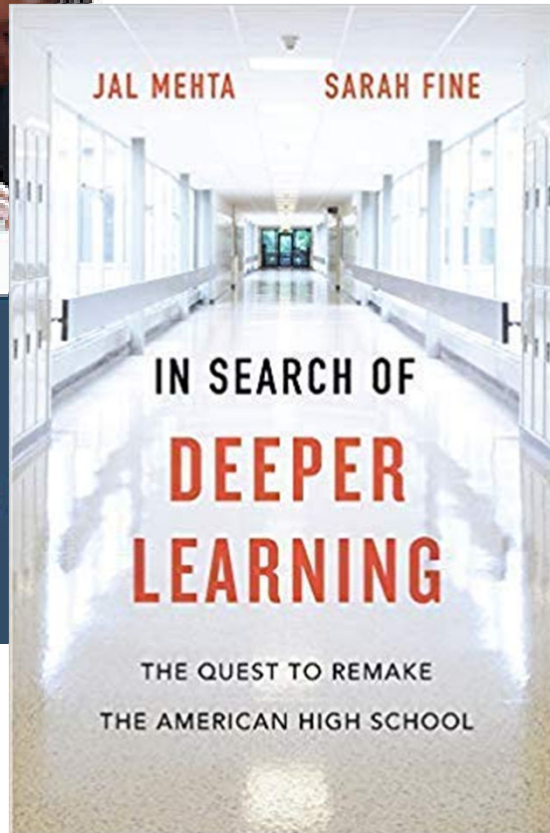
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Resources

Linda Darling-Hammond
Jeannie Oakes



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TEACHERS
FOR DEEPER
LEARNING



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edpreplab.org

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learningpolicyinstitute.org

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Contact

Ryan Saunders, *Research & Policy Advisor, LPI*
rsaunders@learningpolicyinstitute.org