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

- Learning is developmentally grounded and personalized
- Learning is contextualized
- Learning is applied and transferred
- Learning is equitable and oriented towards social justice
- Learning occurs in productive communities of practice
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

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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
# Whole Game Teachers: The Stance

<table>
<thead>
<tr>
<th></th>
<th>Most Teachers</th>
<th>“Whole game” teachers</th>
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<tbody>
<tr>
<td>Educational goal</td>
<td>Cover the material</td>
<td>Inspire to become a member of the field</td>
</tr>
<tr>
<td>Pedagogical priorities</td>
<td>Breadth</td>
<td>Depth</td>
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<tr>
<td>View of knowledge</td>
<td>Certain</td>
<td>Uncertain</td>
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<tr>
<td>Role of student</td>
<td>Receiver of knowledge</td>
<td>Creator of knowledge</td>
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<tr>
<td>View of failure</td>
<td>Something to be avoided</td>
<td>Critical for learning</td>
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<td>Ethos</td>
<td>Compliant</td>
<td>Purpose + play</td>
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Periphery and the 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

Mastery

Identity

Creativity
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

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Preparing Teachers for Deeper Learning
Deeper Learning Principles

- Learning is developmentally grounded and personalized
- Learning is contextualized
- Learning is applied and transferred
- Learning is equitable and oriented towards social justice
- Learning occurs in productive communities of practice
Educators Need:

- Knowledge of and support for child and adolescent development and learning across all domains
- Development of practices that support integrated social, emotional, and cognitive development
- Development of a curricular vision that supports progress across domains
- Development of cultural knowledge and competence, including capacity to engage with families / communities
- Development of wide repertoire of skills and resources for scaffolding student learning and meeting needs
- Development of practices for teaching metacognition and strategies for “learning to learn”
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

- San Francisco Teacher Residency
  San Francisco, CA

- High Tech High
  San Diego, CA

- University of Colorado Denver
  Denver, CO

- Trinity University
  San Antonio, TX

- Alverno College
  Milwaukee, WI

- Bank Street College
  New York, NY

- Montclair University
  Montclair, NJ
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
# How Teacher Learning Happens

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Reciprocal deeper learning partnerships with schools in diverse communities
Presenter

Sarah Fine

Director, Teaching Apprenticeship Program
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Lecturer
University of California, San Diego

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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

- Cultural Competence: to use culture as a vehicle for learning
- Critical Consciousness: to discover, challenge, and change inequities
- Cognitive Capacity: to develop intellectual capacity

Lesson Study

- Reflect
- Plan
- Observe
- Reflect
- Reteach
- Study

Environments

Students

Teachers

Stuff
Presenter

Linda Darling-Hammond

President and CEO
Learning Policy Institute

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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

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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

**Educator Preparation Programs (EPPs)**
- National EPP accreditation
- State EPP program approval standards
- Alignment of EPP curricula/coursework/clinical evaluations to standards

**Initial Licensure/Certification**
- State initial licensure/certification standards
- Initial licensure assessments (including performance assessments)

**Early Career Teaching**
- State teaching standards
- State/district teaching evaluations
- New teacher induction and mentoring
- Surveys of new teachers and their supervisors

**Professional Licensure and Development**
- State professional licensure standards
- State continuing licensure standards
- State standards for professional learning and development
- State/district teaching evaluations

**Advanced Teaching Practice**
- National Board for Professional Teaching Standards Certification
- Teacher leader standards

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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

Plan would lower teacher standards to...
**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.

**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.

**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.

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

*Source: Learning Policy Institute*
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


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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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