Achieving Equity Through Deeper Learning

Increasing Opportunities for Deeper Learning

Join the conversation
#EquityThruDeeperLearning
Moderator

Linda Darling-Hammond

President
Learning Policy Institute

@LDH_ed

#EquityThruDeeperLearning
• Welcome & Introduction
  Linda Darling-Hammond, President, Learning Policy Institute

• Research Presentation
  Pedro Noguera, Distinguished Professor of Education, Graduate School of Education & Information Studies, UCLA and Faculty Director, Center for the Transformation of Schools, UCLA

• Discussion
  Linda Darling-Hammond, President, Learning Policy Institute
  Pedro Noguera, Distinguished Professor of Education, Graduate School of Education & Information Studies, UCLA and Faculty Director, Center for the Transformation of Schools, UCLA
  Kent McGuire, Program Director, Education, The William and Flora Hewlett Foundation
  Carlos Moreno, Co-Executive Director, Big Picture Learning

• Question & Answer

#EquityThruDeeperLearning
Equity and Deeper Learning
What Deeper Learning is:

• Flexible and deep understanding of content so that it can be transferred and applied.
• Critical and creative thinking.
• Ability to communicate ideas in many forms.
• Capacity to collaborate in problem solving.
• An ongoing ability to learn to learn.
• A growth mindset that supports perseverance, resilience, and ongoing improvement.

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Demand for Skills is Changing

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<th>1999</th>
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<td>Leadership</td>
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<td>Problem Solving</td>
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<td>Interpersonal Skills</td>
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Knowledge is Growing
Reform of Curriculum and Assessment is Underway World Wide

—Singapore Education Minister Tharman Shanmugaratnam

"...The goal is less dependence on rote learning, repetitive tests and a ‘one size fits all’ type of instruction, and more on engaged learning, discovery through experiences, differentiated teaching, the learning of life-long skills, and the building of character through innovative and effective teaching approaches and strategies..."
Schools that Develop Deeper Learning

- Rigorous project-based instruction
- Real world integration
- Authentic assessment
- Culture of respect, responsibility, & revision
- Personalized structures
- Attention to social-emotional learning
IN THE UNITED STATES, DEEPER LEARNING IS INEQUITABLY DISTRIBUTED
The Challenges

• Poverty
  ▪ Food insecurity, poor prenatal care, poor health, housing instability, violence, and pervasive and persistent stress influence learning
• Inadequate school funding and supports
• Segregation
• Tracking & presumptions about different students’ futures
• High-stakes tests focused on low-level skills
• Educator training for new, challenging pedagogies
The Costs of Inequality

If Hispanic and African American student performance grew to be comparable to white performance and remained there over the next 80 years, the ... impact would be staggering—adding some $50 trillion (in present value terms) to our economy—more than three times the size of our current GDP. (This) represents the income that we forgo by not ensuring equity for all of our students.

—For Each and Every Child,
Presenter

Pedro A. Noguera

*Distinguished Professor of Education*

Graduate School of Education and Information Studies, UCLA

*Faculty Director*

Center for the Transformation of Schools at UCLA

@PedroANoguera

#EquityThruDeeperLearning
Taking Equity to Scale:
Making high standards and powerful learning opportunities available to **ALL** students
THE CHALLENGE:

- Pursuing Excellence and Equity at a time of growing inequality
- Turning around under-performing schools and providing tangible help to districts
- Moving from compliance driven practice to capacity building
- Responding to pressure from a frustrated public
EQUITY IS:

- Addressing the needs of *all* students
  - Academic, psychological, emotional, social
  - Recognizing differences, compensating for disadvantages, and mitigating harm, hardships and risks to all students

*Staying focused on outcomes – academic and developmental*
ACCESS TO HIGH STANDARDS IS AN EQUITY ISSUE

- We have used assessment to rationalize sorting/tracking students
- We have traditionally “dumbed down” the curriculum for those we thought were not “college material”
- We have confused academic performance with intellectual ability and potential
- We have not given teachers sufficient guidance in how to teach in heterogeneous classrooms
TIME TO FOCUS ON DEEPER LEARNING

- Opportunity to utilize higher order thinking skills
  - Analysis, evaluation, application, creativity
- To undertake and learn through complex tasks and challenging texts
- To acquire skills needed for college
  - Independent research
  - Critical/analytical thinking
- To produce high-quality work that serves as a reflection of what a student has learned — mastery
BLOOM’S TAXONOMY

create
- Produce new or original work
  - Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate
- Justify a stand or decision
  - Appraise, argue, defend, judge, select, support, value, critique, weigh

analyze
- Draw connections among ideas
  - Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply
- Use information in new situations
  - Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand
- Explain ideas or concepts
  - Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember
- Recall facts and basic concepts
THE PROGRESSION OF DISENGAGEMENT (TRAJECTORY OF MARGINALIZATION)

- Structural Disenfranchisement
- School Disengagement
- Subject Matter Disengagement
- Task Disengagement
Time to focus on supporting highly effective teaching and access to deeper learning.
TEACHERS FOCUS ON EVIDENCE OF LEARNING

• Make expectations clear and standards explicit
• Model and expose students to high-quality work
• Utilize diagnostic tools to check for understanding
• Learn about student interests to make lessons relevant
• Expect students to revise and resubmit work
• Solicit feedback and questions from students
• Analyze student work with a focus on evidence of competence and mastery, and with a willingness to reflect on efficacy of methods
We Must

Behavioral Engagement
• Preparation
• Persistence
• Instrumental Help Seeking

Cognitive Engagement
• Deep Processing
• Meta-Cognition

Affective Engagement
• Interest
• Value
Students in Control of Learning
Hollenbeck Middle School, LA
DEBATE IN OAKLAND

the 4 C’s:

Critical Thinking
Communication
Collaboration
Creativity
2016 Adams Scholarship Winners
Brockton High School
KEY ELEMENTS OF THE BROCKTON STRATEGY

- A coherent strategy focused on student needs
- Literacy across the curriculum
- Differentiated professional development
- Concerted effort to obtain buy-in around the strategy
- Shared leadership
- Follow through, examining the evidence, sticking with it
KEY QUESTIONS IN BROCKTON

- What are we teaching, how are we teaching it, and how do we know the students are actually learning it?
- What do our students need to know and be able to do to be successful on the MCAS, in their classes, and in their lives beyond school?
- We are not likely to get any additional staffing or resources, so what resources do we have now that we can use more effectively?
- What can we control, and what can’t we control?
TURN AROUND AT BROCKTON HIGH

“Brockton High School has every excuse for failure, serving a city plagued by crime, poverty, housing foreclosures, and homelessness. But Brockton High, by far the state’s largest public high school with 4,200 students, has found a success in recent years that has eluded many of the state’s urban schools: MCAS scores are soaring, earning the school state recognition as a symbol of urban hope.”

HIGH STANDARDS AND EXPANDED OPPORTUNITIES: INTRO TO COMP SCI IN PHILLY
ALIGN THE SKILLS OF TEACHERS WITH THE NEEDS OF STUDENTS

- Differentiate professional development – content, pedagogy and relationships
- Align PD to student needs
- Provide access to mentors and content area coaches – selected based upon a record of effectiveness and an ability to work well with colleagues
- Provide time for observation and feedback – from veteran teachers and knowledgeable administrators
- Provide time to plan and collaborate with colleagues and learn from student work
- Don’t assign new teachers to teach the most challenging classes
Panel Discussion

#EquityThruDeeperLearning
Panelist

Kent McGuire
Program Director, Education
The William and Flora Hewlett Foundation

@ckmcguire

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Carlos Moreno

Co-Executive Director
Big Picture Learning

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Audience Q&A
Question & Answer

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Next Webinar

*How Performance Assessments Support Deeper Learning and Equity*

March 20 from 1:00 – 2:00 p.m. (PT)

**Featuring**
- Ann Cook, New York Performance Standards Consortium
- Young Whan Choi, Oakland Unified School District
- Paul Leather, Center for Innovation in Education
- Roneeta Guha, Learning Policy Institute

Learn more & register
[learningpolicyinstitute.org/events](http://learningpolicyinstitute.org/events)


This Diversity, Equity, and Inclusion Initiative webinar series is supported by a grant from the William and Flora Hewlett Foundation.
Resources

Learning Policy Institute: learningpolicyinstitute.org

CTS UCLA: transformschools.ucla.edu

Big Picture Learning (BPL): bigpicture.org

Deeper Learning Equity Fellows: equityfellows.org

Upcoming BPL webinars: bigpicture.org/apps/pages/webinars

Big Picture Learning at SXSW: bigpicture.org/apps/pages/sxswedu18

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Report:
learningpolicyinstitute.org/product/deeper-learning-to-scale