

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

Agenda

- **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**

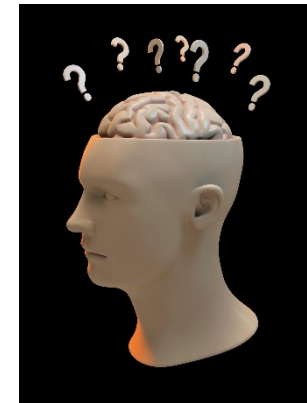
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Equity and Deeper Learning

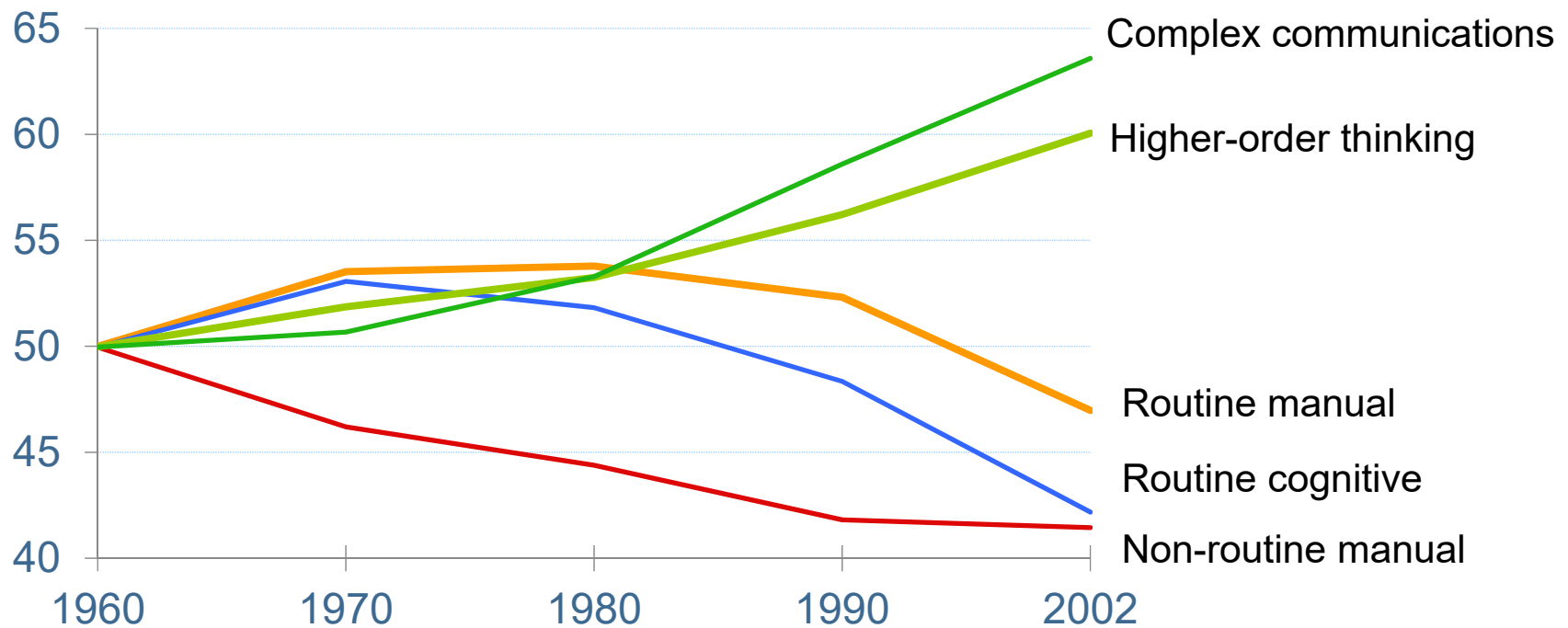


What Deeper Learning is:

- 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.



Demand for Skills is Changing



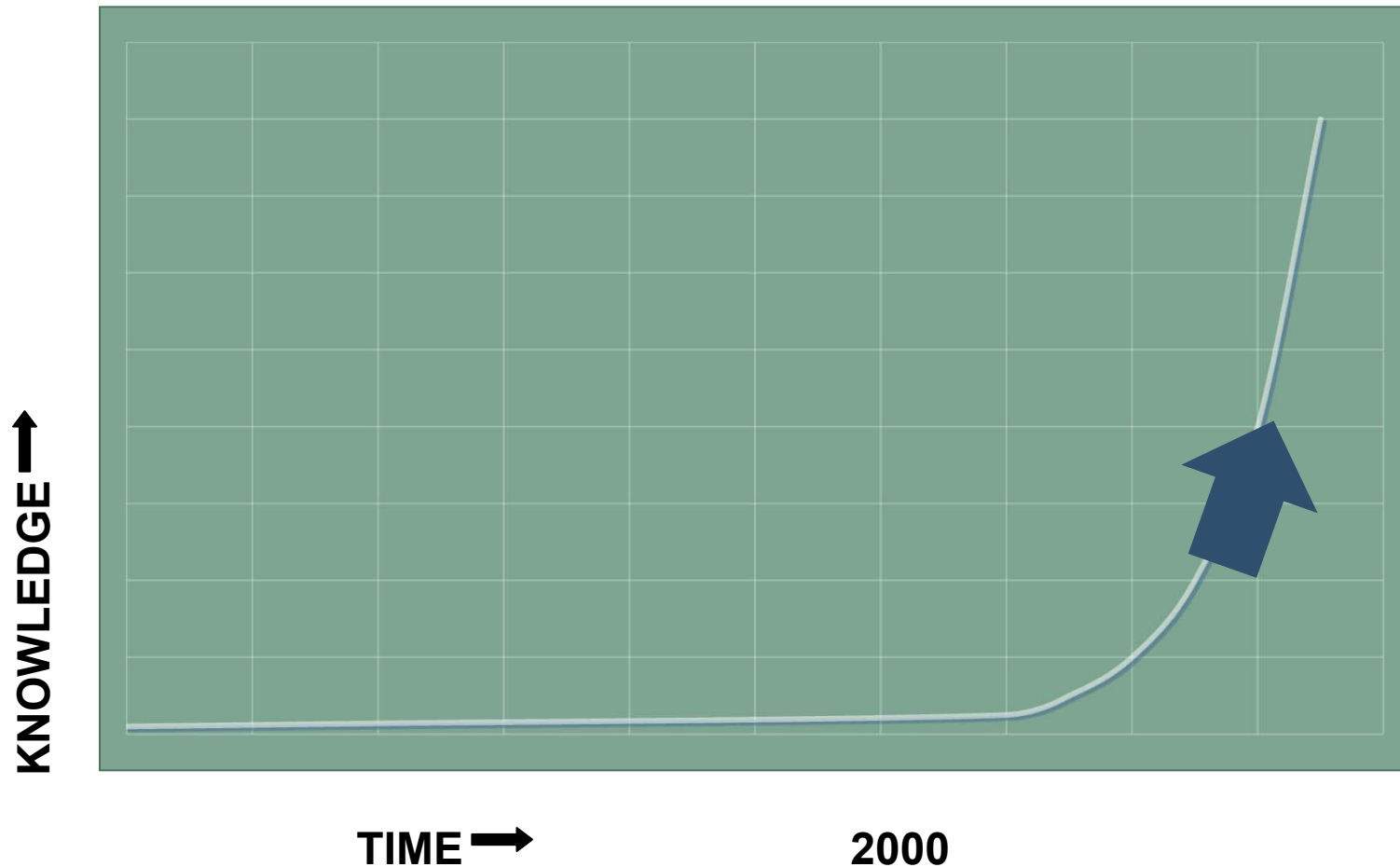
FORTUNE 500 MOST VALUED SKILLS

1970

1999

| | |
|-------------------------------------|-----------|
| Writing | 1 |
| Computational Skills | 2 |
| Reading Skills | 3 |
| Oral Communications | 4 |
| Listening Skills | 5 |
| Personal Career Development | 6 |
| Creative Thinking | 7 |
| Leadership | 8 |
| Goal Setting/Motivation | 9 |
| Teamwork | 10 |
| Organizational Effectiveness | 11 |
| Problem Solving | 12 |
| Interpersonal Skills | 13 |

Knowledge is Growing



The Google logo is displayed in its signature multi-colored font (blue, red, yellow, blue, green, red) on a white sign. The sign is positioned in the foreground, partially obscuring the view of the building behind it.

Google



B44

Lobby

Reform of Curriculum and Assessment is Underway World Wide

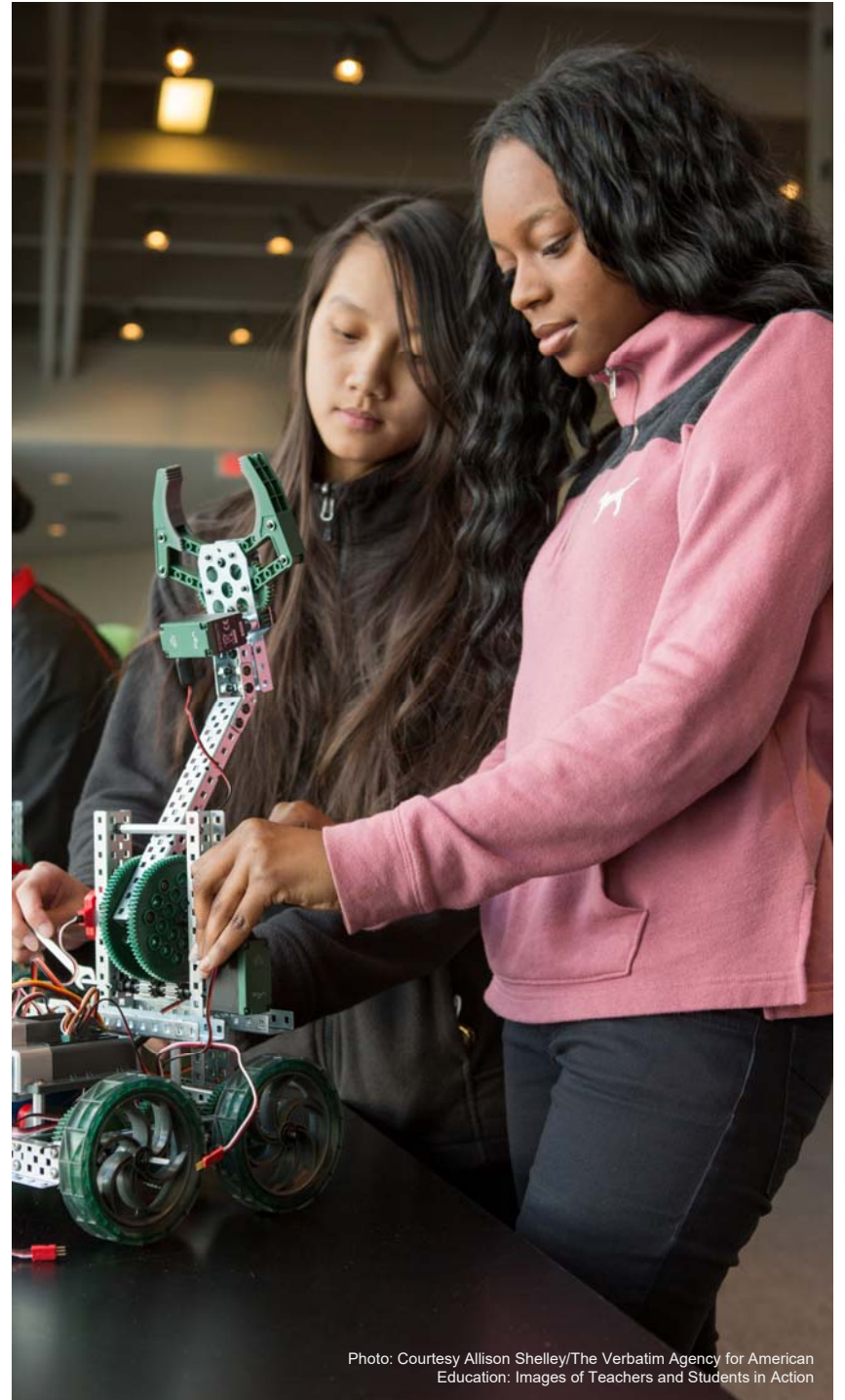


...The goal is less dependence on rote learning, repetitive tests and a ‘one size fits all’ type of instruction, and more on engaged learning, discovery through experiences, differentiated teaching, the learning of life-long skills, and the building of character through innovative and effective teaching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

—Singapore Education Minister Tharman Shanmugaratnam

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*,
Report of the Excellence and Equity Commission, 2013

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

A photograph of a classroom with students working at desks, overlaid with a green tint. A white text box is centered over the image, containing the title and subtitle. The title is in yellow, and the subtitle is in black. The word 'ALL' is in bold in the subtitle.

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

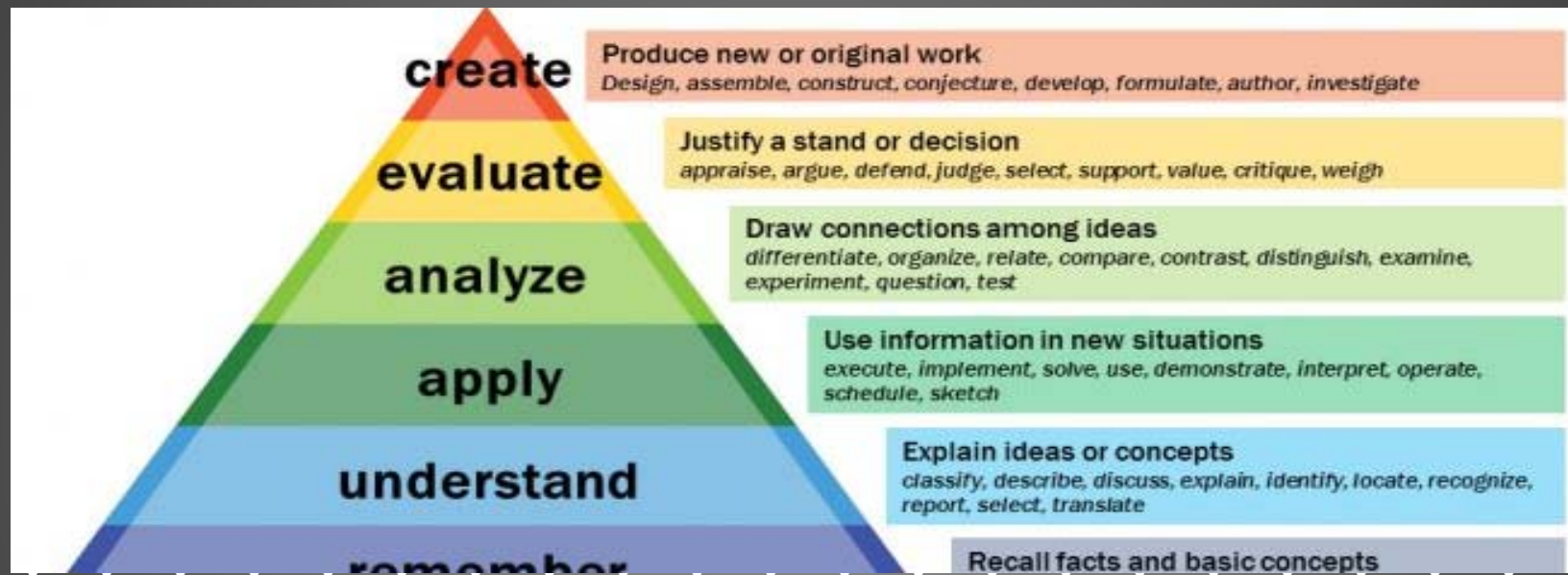
ACCESS TO HIGH STANDARDS IS AN EQUITY ISSUE

- ▶ 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

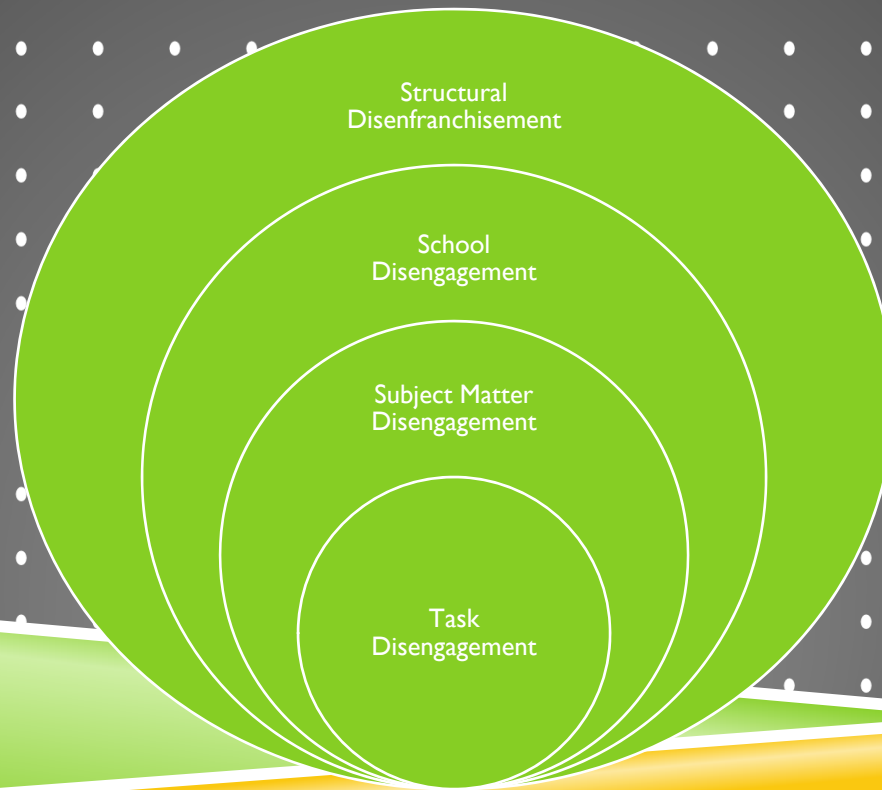
TIME TO FOCUS ON DEEPER LEARNING

- ▶ 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



THE PROGRESSION OF DISENGAGEMENT (TRAJECTORY OF MARGINALIZATION)





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



Behavioral Engagement

- Preparation
- Persistence
- Instrumental Help Seeking

We Must



Cognitive Engagement

- Deep Processing
- Meta-Cognition



Affective Engagement

- Interest
- Value

Students in Control of Learning

Hollenbeck Middle School, LA



DEBATE IN OAKLAND



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

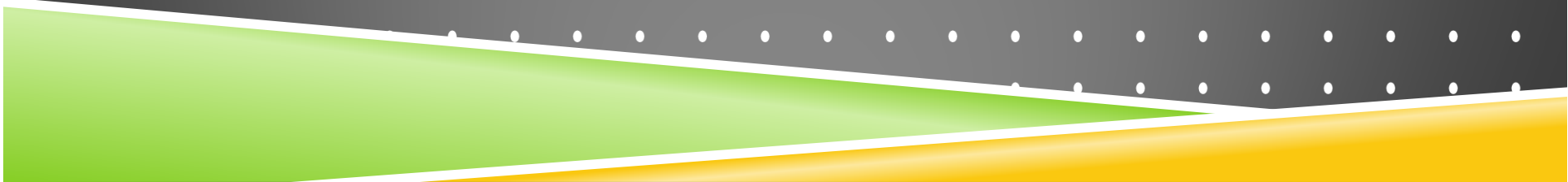
KEY QUESTIONS IN BROCKTON

- ▶ *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.”*
- ▶ James Vaznis, Boston Globe Oct 9, 2009.

HIGH STANDARDS AND EXPANDED OPPORTUNITIES: INTRO TO COMP SCI IN PHILLY





Bronx Academy of Language and Technology
New York

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

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Carlos Moreno

Co-Executive Director

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Panel Discussion



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Audience Q&A

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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

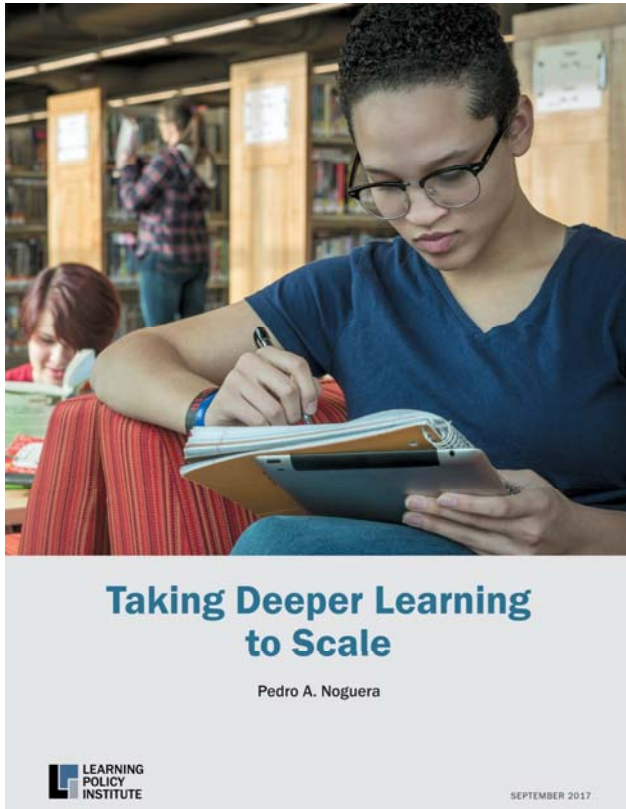
Learn more & register

learningpolicyinstitute.org/events

Sign up for updates: bit.ly/LPIupdates

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

Resources



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

Learning Policy Institute:
learningpolicyinstitute.org

CTS UCLA: transformschoools.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:
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