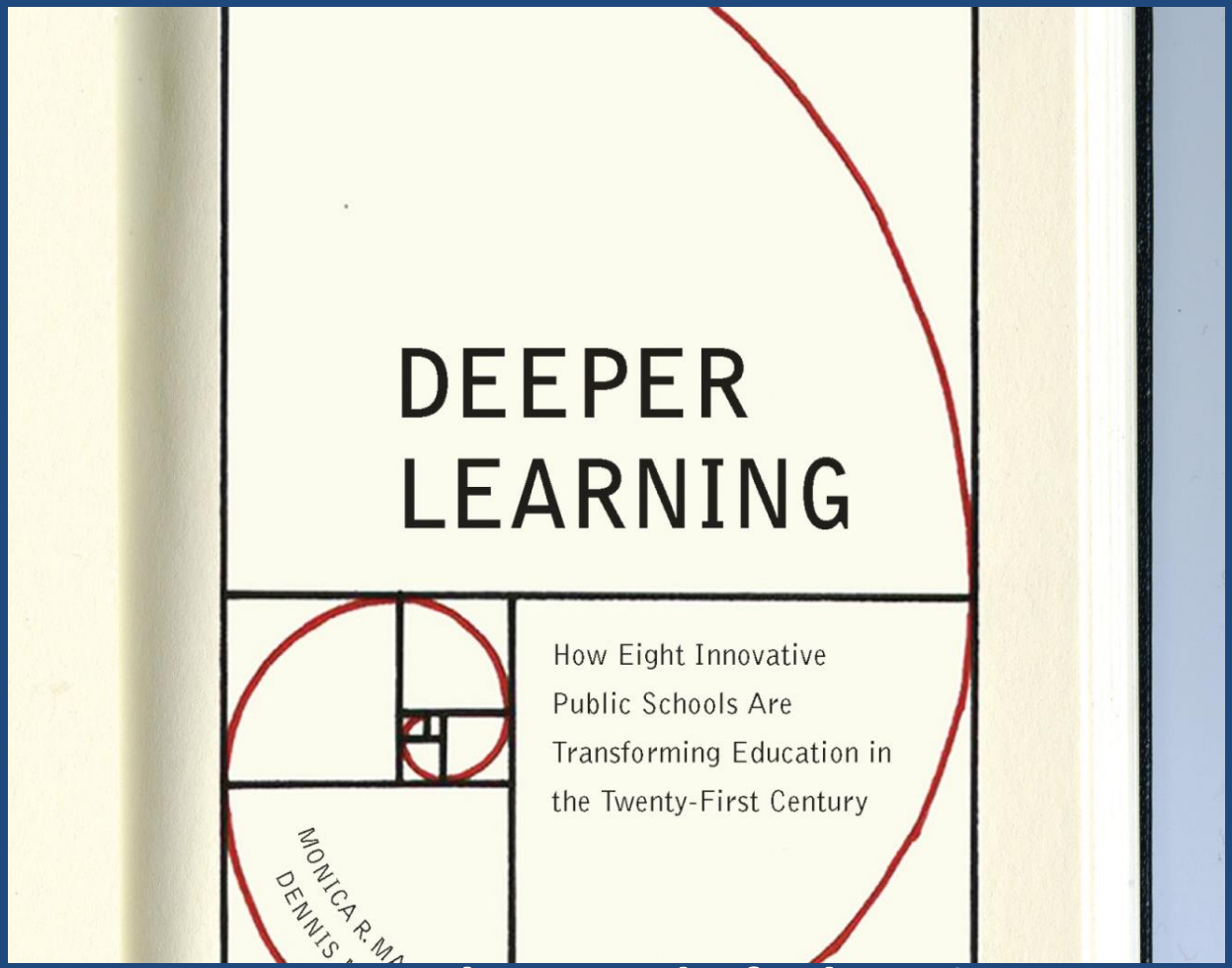
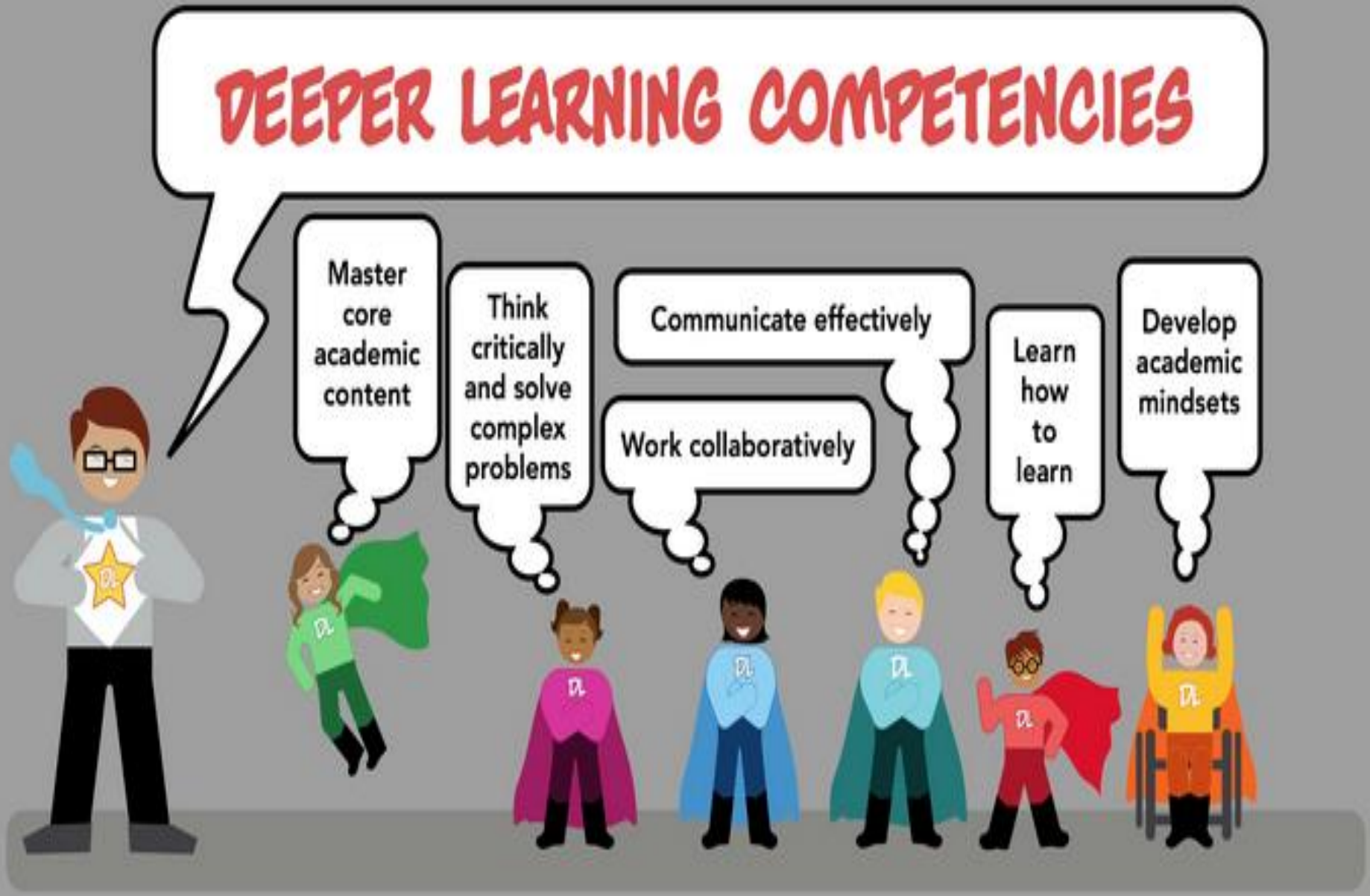


Kentucky Board of Education
2015 Study Session
Deeper Learning – From Practice to Policy
June 2, 2015
Monica R. Martinez, PhD


DEEPER LEARNING COMPETENCIES
Master core academic content
Think critically and solve complex problems
Work collaboratively
Communicate effectively
Learn how to learn
Develop academic mindsets

Content & Cognitive Strategies

- Mastery of Core Academic Content
- Critical Thinking and Problem Solving

Key Learning Skills & Techniques

- Productive Collaboration
- Effective Communication

Metacognitive Capabilities

- Self-directed Learning:
- An “Academic Mindset

"For every job, ***the No. 1 thing we look for is general cognitive ability, and it's not I.Q.***

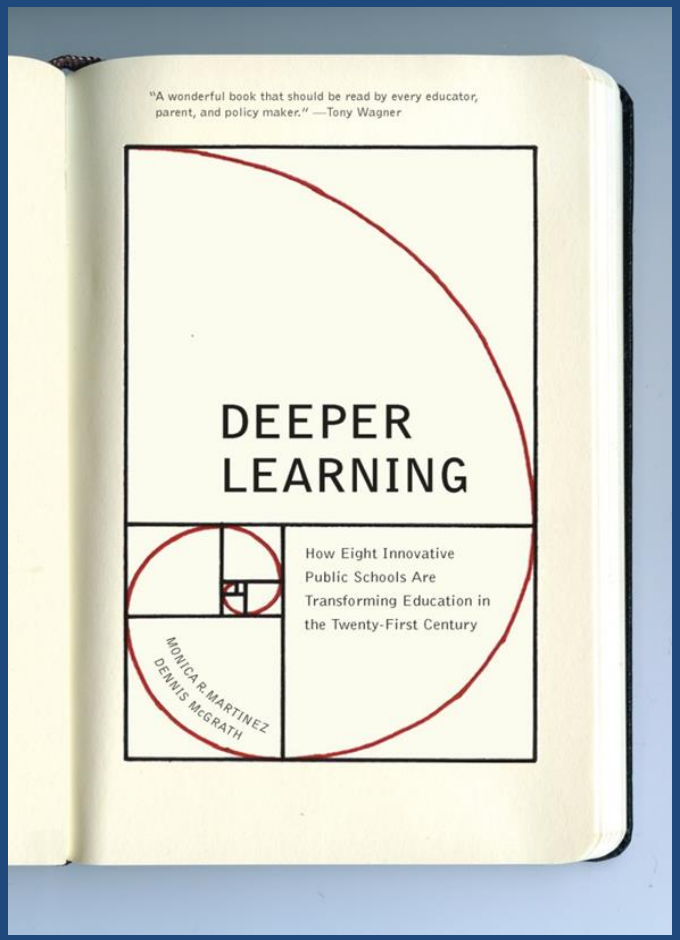
It's learning ability.

It's the ability to process on the fly. It's the ability to pull together disparate bits of information."

Lazlo Bock, SVP,

People Operations

But what has our standards/curriculum, teaching and testing done?



What does teaching look like for deeper learning competences?

SIX Core Strategies for DEEPER Learning

1. **EMPOWER** Students
2. **CONTEXTUALIZE** Knowledge
3. **CONNECT** Learning to Real Life
4. **EXTEND** Learning Beyond School
5. **CUSTOMIZE** Learning
6. **WIRE** Learning

source: **DEEPER Learning**:
How Eight Innovative Public Schools Are Transforming Education in the Twenty-First Century
by Monica R. Martinez with Dennis McGrath

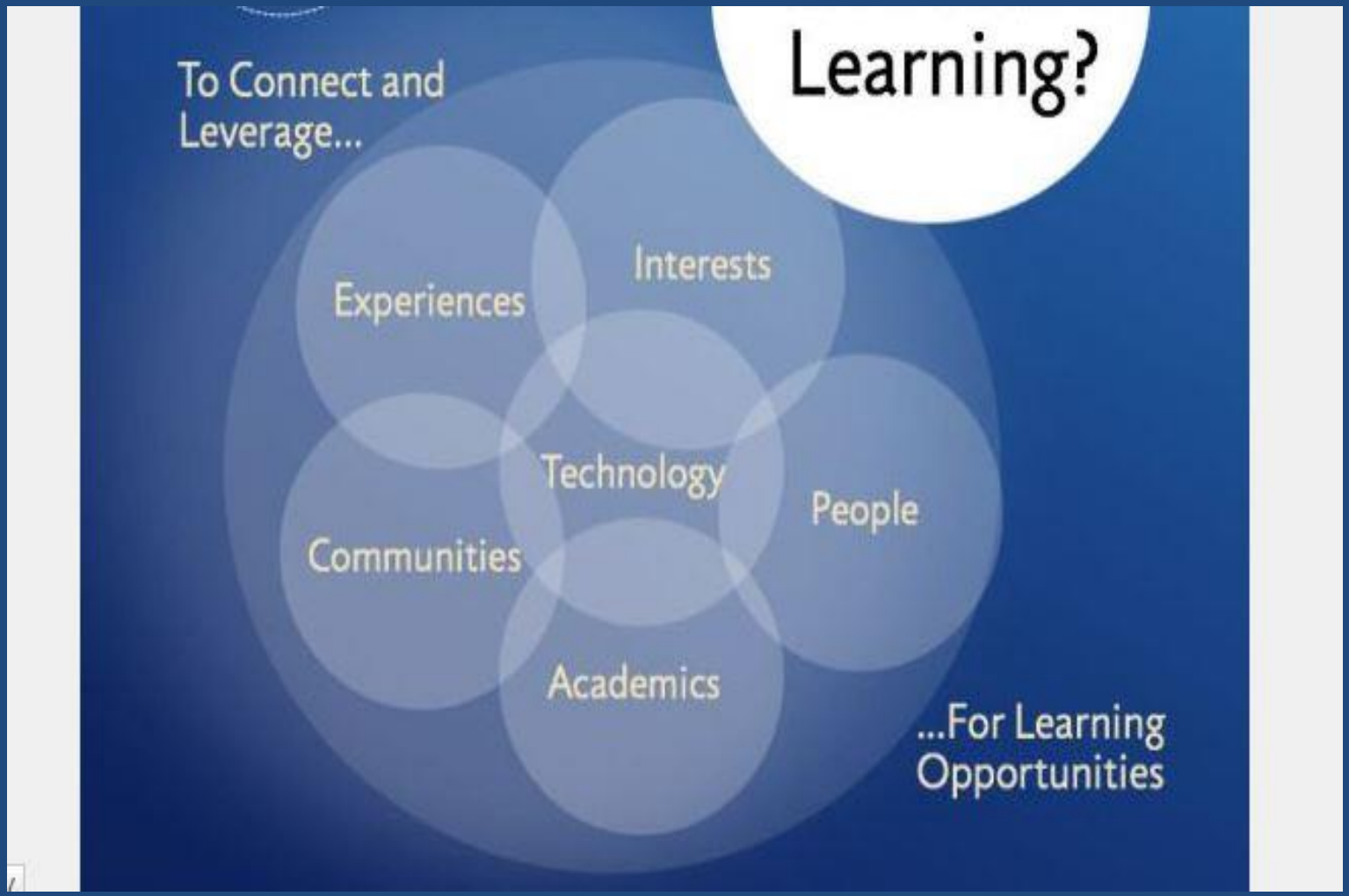
www.monicarmartinez.com

Infographic by Carol Ehrlich

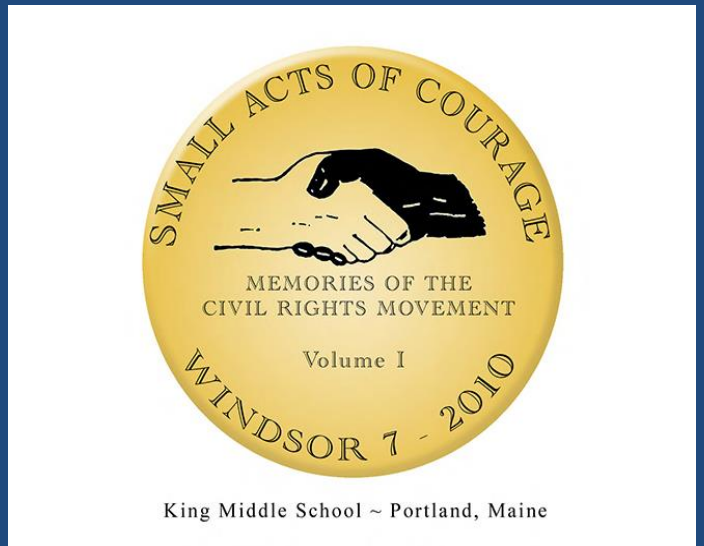
Empower Students as Learners

"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

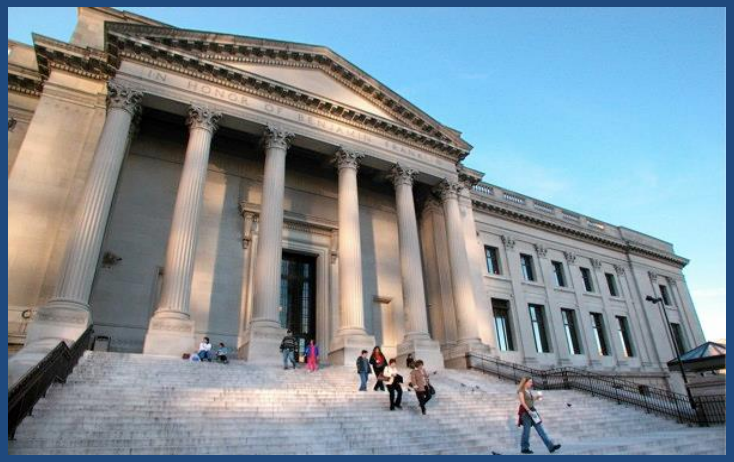
Contextualize knowledge so it is coherent



Connect learning to real life



Extend Learning
Beyond the School Walls



CLEVELAND STATE UNIVERSITY
1964

GE

Customize Learning

Wire to Enhance Learning:
Make Technology the Servant, Not the Master

Example: King MS Video

BREAK

10 minutes and then we will focus on policy

DEEPER 4 LEARNING

COMPONENTS OF THE *Theory of Action*

The **RESULT** of **DEEPER LEARNING** is students leave school with **HOW, WHEN & WHY** to apply **SKILLS & KNOWLEDGE** to face challenges of college, career & LIFE.

4 Deliberate Practice of DEEPER LEARNING Outcomes

Students demonstrate their **MASTERY OF KNOWLEDGE & SKILLS**

Learning is related to **REAL LIFE**

Learning is aligned to standards & DEEPER LEARNING **OUTCOMES**

Learning has **COHERENCE & MEANING**

3 Teachers Design Meaningful Learning Experiences for Students

2 Teachers Function as Professionals in a Collaborative Community

1 Create a Strong School Culture

source: **DEEPER Learning** by **Monica R. Martinez** *with Dennis McGrath*

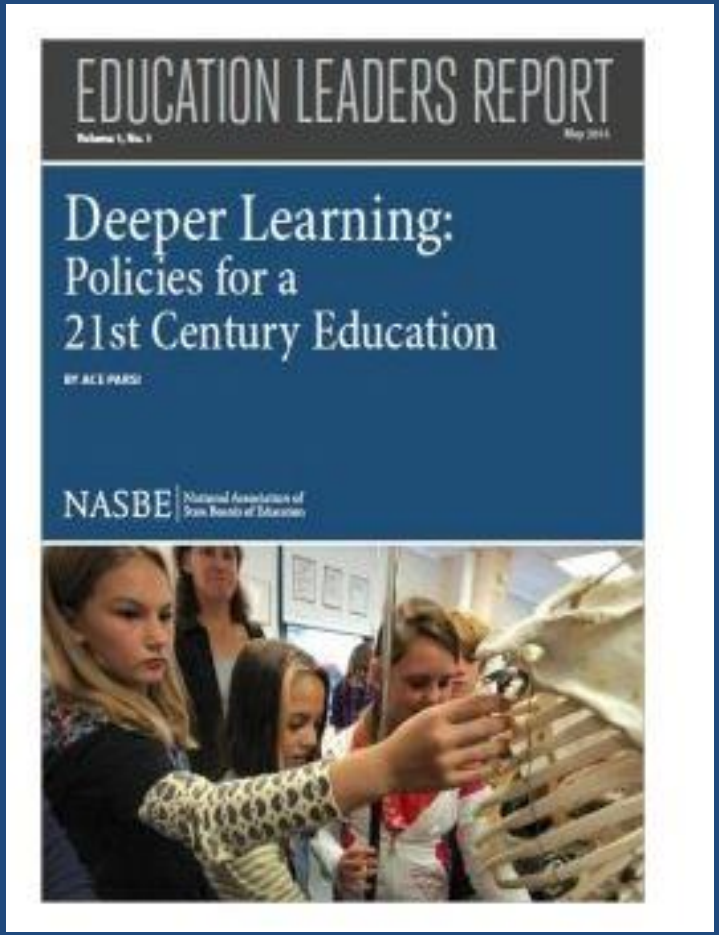
Infographic design by Carol Ehrlich

DEEPER Learning
The Planning Guide
www.DLplanningguide.com

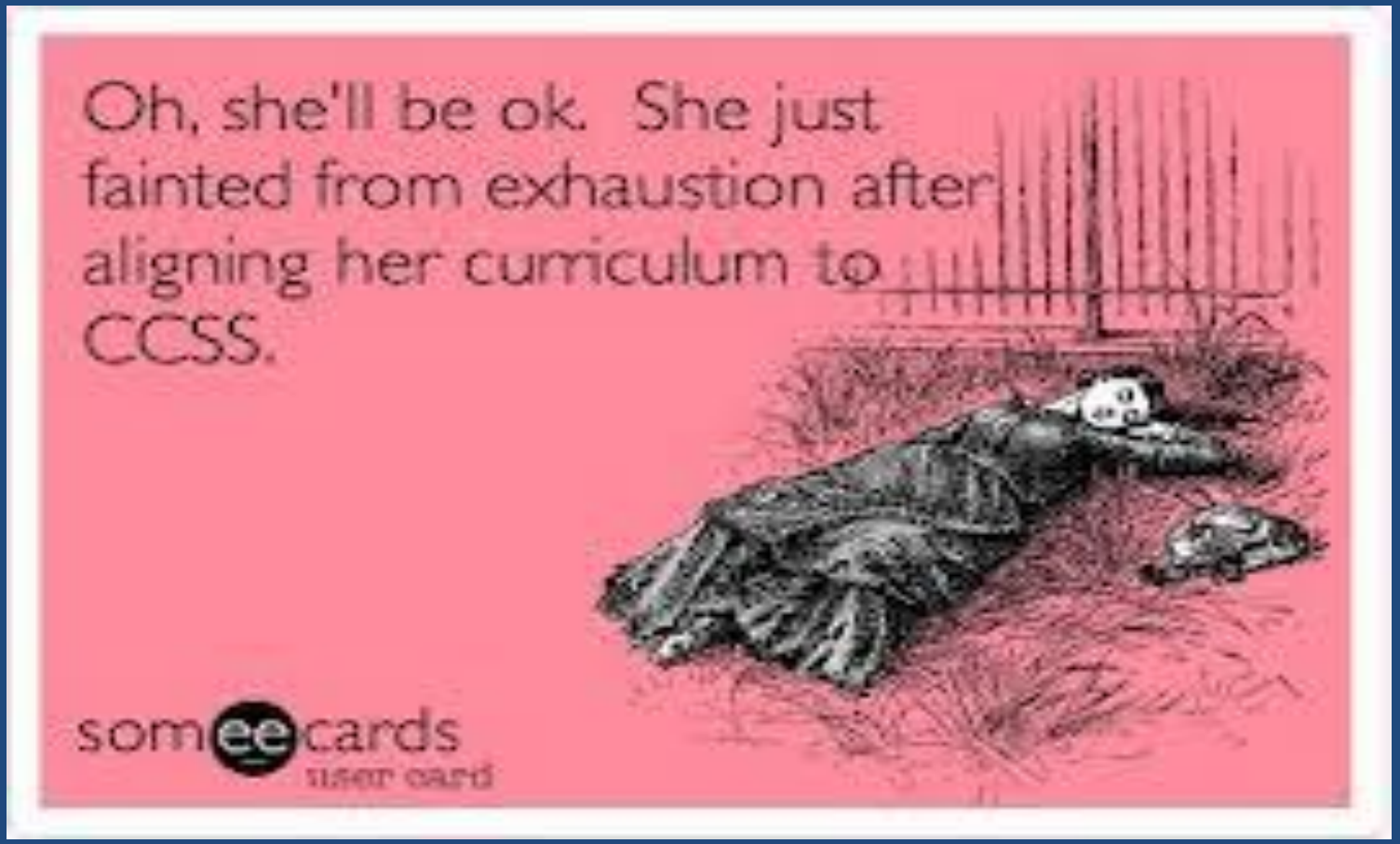
www.monicarmartinez.com

Policies to Support and Enable DL

1. Approve standards, curriculum, and materials that reinforce deeper learning.
2. Develop high-quality professional learning systems that reinforce deeper learning.
3. Ensure that evaluation structures of effectiveness highlight deeper learning.
4. Provide schools and educators with flexibility to innovate.
5. Facilitate systemwide change to enable deeper learning.



Approve standards, curriculum, and materials that reinforce deeper learning



Policies for standards, curriculum, and materials that reinforce deeper learning

1. Conduct a gap analysis between existing standards and their potential to support student deeper learning.
2. Guide statewide implementation of standards.
3. Adopt curriculum frameworks, rubrics, and materials necessary to implement standards.
4. Establish clearinghouses for practitioners to share materials supporting implementation.

State Exemplars for standards implementation (Handout)

- Washington State- Comparison of NGSS to current science standards.
- New York – EngageNY
- Illinois - EQuiP rubric to align instructional materials
- Utah – Use of OER for instructional materials

Reflection Questions

- How well do think your state's existing standards have the potential to support student deeper learning (5, very well; 4, well; 3, average; 2, poor; or 1, very poor)?
- What potential actions do you think you may need to consider specific to implementation and support?

Develop high-quality professional learning systems that reinforce deeper learning

"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

Develop high-quality professional learning systems that reinforce deeper learning

See Hand Out

DL Competencies	Teacher Competencies
Mastery of Academic Content	
Critical Thinking & Problem Solving	
Collaboration	
Communication	
Learning to Learn/Self Directed	
Academic Mindset	

Develop high-quality professional learning systems that reinforce deeper learning

- Standards for teacher preparation programs that highlight deeper learning competencies.
- Licensure and re-licensure of teachers, including alternative licensure models, that support educator competencies leading to student deeper learning.
- Development of quality instructional practices that lead to deeper learning in teacher and leader induction and mentoring experiences.
- Educator evaluation and support systems that highlight educators' abilities to collaborate and support student deeper learning.
- Inclusion of practices leading to deeper learning within state professional learning standards.

State Exemplars for quality professional learning? (Handout)

- *Kentucky* -revising its teacher preparation programs specific to competency based learning
- *Delaware* - Professional development activities for license renewal must be aligned to specific a set of teaching Standards
- North Carolina- Mentor program identified specific instructional & professional practices
- *New Hampshire* –Supporting teachers transition to competency based learning

Policies based on the Planning Guide:

- Districts and schools need to set aside a percentage of the school year for school-based, teacher-directed professional development or collaborative planning after the creation of a professional development plan based on teachers' needs.
- Encourage and support schools to create schedules that provide time for teachers to work together to design curricula, create common assessments, and analyze student data and to improve instruction through observing other classes, providing feedback to one another, and meeting with instructional coaches.

Reflection Questions:

- *How well does your state's current educator preparation programs address instructional practices for deeper learning?*
- *How well do your induction and mentoring experiences address instructional practices for deeper learning?*

Common Core Standards NOT measured by Consortia Assessments

- Conducting extended research using multiple forms of evidence.
- Using mathematical tools and models in science, technology, and engineering contexts.
- Communicating ideas—discussing or presenting orally or in multimedia formats.
- Collaborating with others to define or solve a problem.
- Planning, evaluating, and refining solution strategies.

What signals for DL are you sending?

- Can students believe they are expected to master and apply academic content if requirements for graduation are based solely on seat time, or if formative and summative assessments only ask them to recall information through multiple-choice exams?
- Are schools measured on a narrow set of outcomes as part of the accountability system?
- Can the schools receive sufficient feedback from the currents measures your states have to improve practice?
- Is the feedback they are provided with is only summative rather than summative and formative?

Video On Assessment

Ensure that evaluation structures of effectiveness highlight deeper learning

- High school graduation requirements provide students the ability to demonstrate deeper learning competencies.
- Multiple-measure, holistic accountability systems credit schools for providing students a well-rounded education aligned to and accountable for student postsecondary success.
- A comprehensive system of assessments drive toward continuous improvement across the education system including both summative data that are reflected on retrospectively and formative data such as performance based assessments that can be acted on proactively.

State Exemplars (Handout)

- Maryland's Service Learning High School graduation requirements
- Oregon Diploma
- Ohio Performance Assessment Pilot Project
- New Hampshire's Comprehensive System of Assessments

Reflection Questions

- *How well do think your state's existing system of assessments capture student deeper learning competencies? (5, very well; 4, well; 3, average; 2, poor; or 1, very poor)?*
- *Within its sphere of authority, has the state board taken steps to ensure successful implementation of your system of assessments*?

Policy Implementation Guidelines (Handout)

- *Timing*
- *Funding*
- *LEA Capacity*
- *State Capacity*

Provide schools and educators with flexibility to innovate

"This really is an innovative approach, but I'm afraid we can't consider it. It's never been done before."

Provide schools and educators with flexibility to innovate

- Develop the state's vision for an education that prepares all students for college, career, and civic success.
- Pass policy that enables local districts and schools to expand who delivers learning and where, when, and how learning takes place.
- Provide local districts and schools waivers, creating innovation zones, or sparking pilot programs to try out new policies.
- Guide and/or monitoring implementation plans of new state policies.

What about the use of time?

- Provide schools with the flexibility to reconsider their use of time by restructuring their schedule appropriately and extending the school day.
- Inquiry-based learning requires longer instructional blocks and opportunities to extend student learning outside school in field-based experiences and in public presentations of classwork.
- Expanding the school day can provide additional support to students who are struggling in developing their academic proficiency and deeper learning outcomes.
- There has to be time for teachers to work together, review student work, plan or integrate curriculum as a team, and participate in other professional learning opportunities.

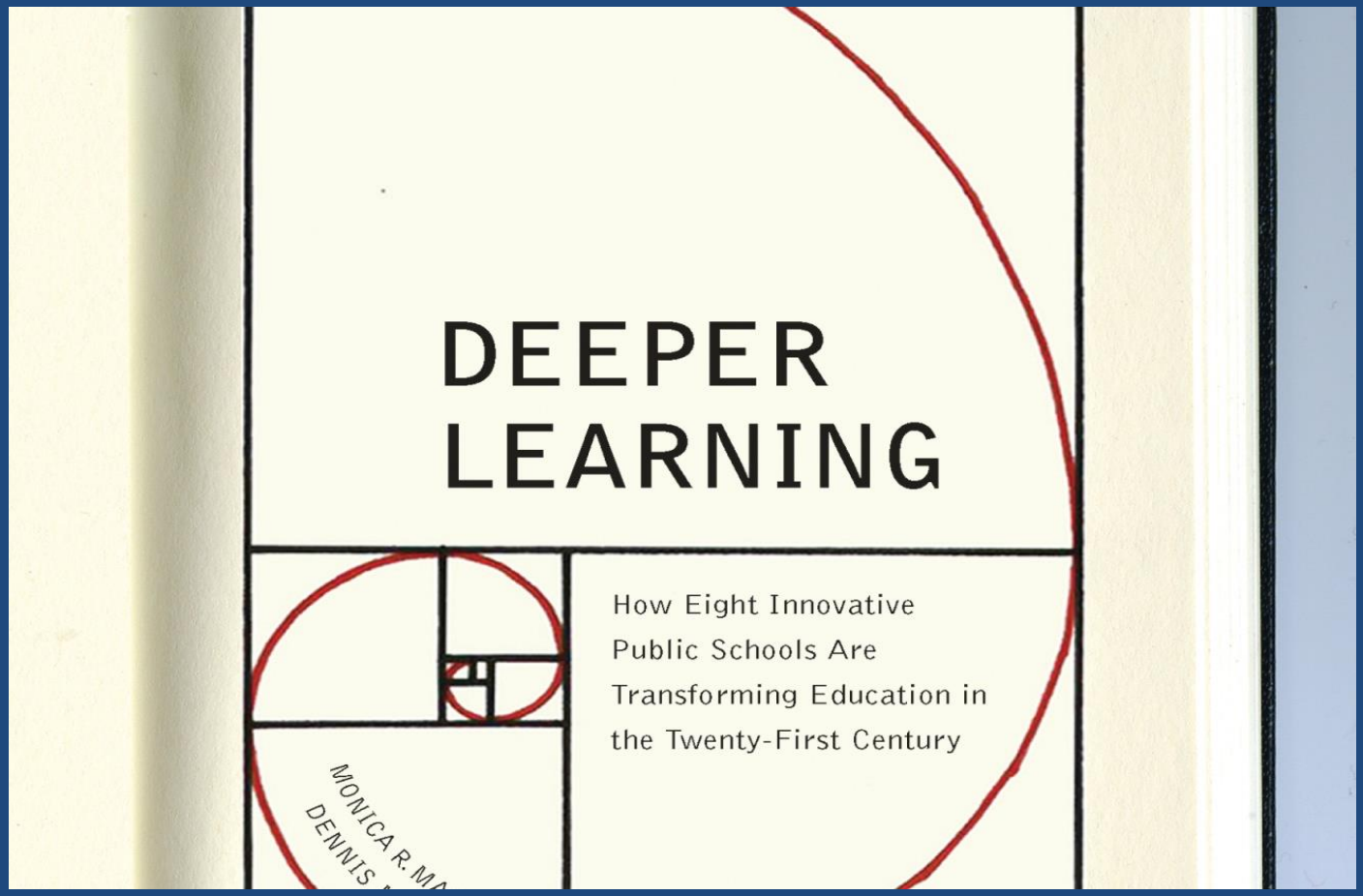
State Exemplars (Handout)

- New Hampshire definition of College and Career Readiness includes knowledge, skills, & dispositions & is embedded in the state's ESEA waiver and accountability model.
- The Colorado State Board of Education revised the state's graduation requirements with a menu of competency-based reqmts districts select from in crafting new diploma policies.
- West VA - Policy 2510, Assuring Quality
- of Education; Regulations for Education Programs, where the board removes restrictive requirements around time and provided local autonomy in decision making around student needs.

Reflection Questions

- *Does the state policy expands "who" students learn from, "where" learning takes place, "when" learning happens, or "how" learning takes place?*
- *Within its sphere of authority, has the state board taken steps to ensure successful implementation of a new innovative effort including:*
  - Evaluating successes, challenges for the purpose of suggesting improvements.
  - Provision of technical assistance.

20th Century Learning for the 21st Century



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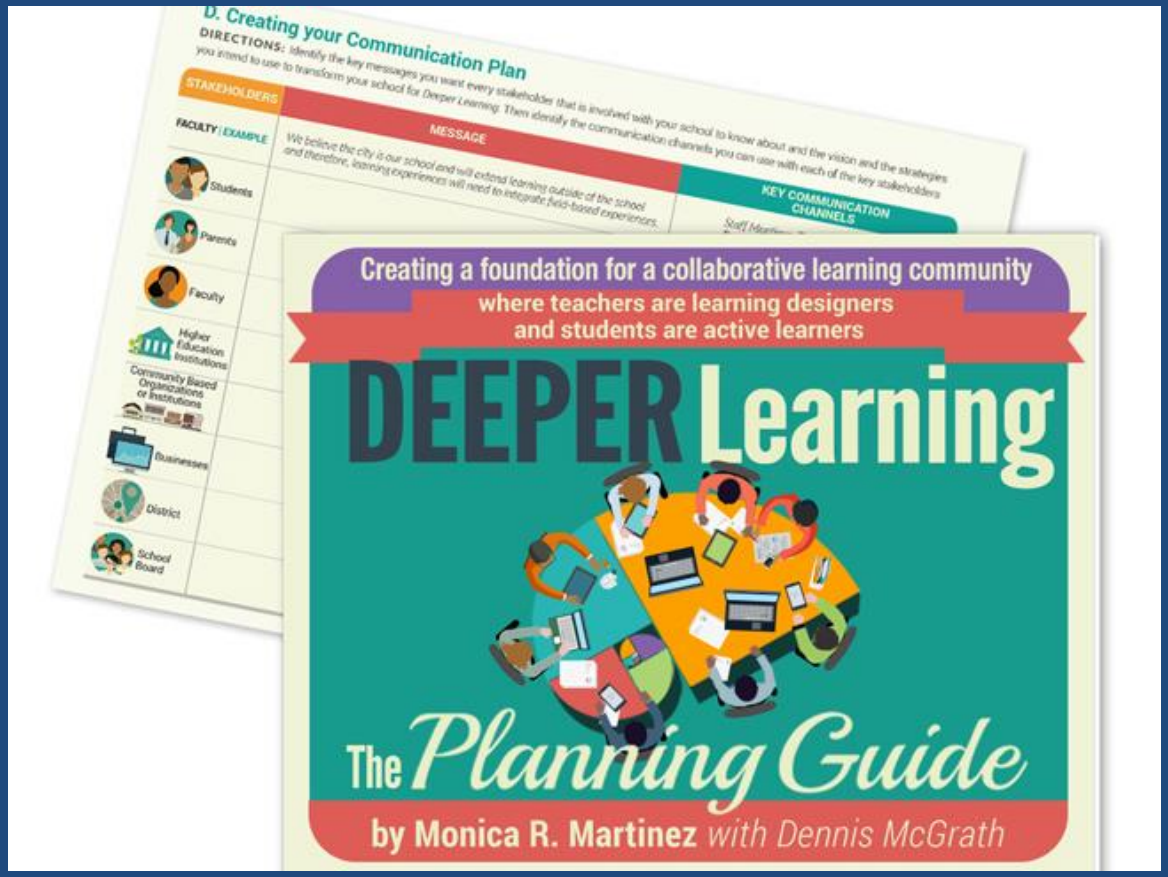
D. Creating your Communication Plan
DIRECTIONS:
STAKEHOLDERS
MESSAGE
KEY COMMUNICATION CHANNELS
FACULTY | EXAMPLE
Students
Parents
Faculty
Higher Education Institutions
Community Based Organizations or Institutions
Businesses
District
School Board
Creating a foundation for a collaborative learning community
where teachers are learning designers
and students are active learners
DEEPER Learning
The Planning Guide
by Monica R. Martinez with Dennis McGrath

APPENDIX

Content & Cognitive Strategies

- **Mastery of Core Academic Content:** Students build their academic foundation in subjects like reading, writing, math, and science. They understand key principles and procedures, recall facts, use the correct language, and draw on their knowledge to complete new tasks.
- **Critical Thinking and Problem Solving:** Students think critically, analytically, and creatively. They know how to find, evaluate, and synthesize information to construct arguments. They can design their own solutions to complex problems.

Metacognitive Capabilities

- **Self-directed Learning:** Students develop an ability to direct their own learning. They set goals, monitor their own progress, and reflect on their own strengths and areas for improvement. They learn to see setbacks as opportunities for feedback and growth. Students who learn through self-direction are more adaptive than their peers.
- **An "Academic Mindset":** Students with an academic mindset have a strong belief in themselves. They trust their own abilities and believe their hard work will pay off, so they persist to overcome obstacles. They also learn from and support each other. They see the relevance of their schoolwork to the real world and their own future success.

Key Learning Skills & Techniques

- **Collaboration:** Collaborative students work well in teams. They communicate and understand multiple points of view and they know how to cooperate to achieve a shared goal.
- **Effective Communication:** Students communicate effectively in writing and in oral presentations. They structure information in meaningful ways, listen to and give feedback, and construct messages for particular audiences.