



BUILDING THE DEEPER LEARNING RESEARCH BASE FOR POLICYMAKERS

With support from The William and Flora Hewlett Foundation, Jobs for the Future is producing a series of white papers and ancillary products meant to introduce federal and state education policymakers to the concept of deeper learning (www.jff.org/deeperlearning), its research base, and its relevance to current efforts to improve students' college, career, and civic readiness.

TITLES INCLUDE:

1. A New Era for Educational Assessment

www.jff.org/publications/new-era-educational-assessment

Among education researchers, there is a growing consensus that college and career readiness depends on not just academic knowledge and skills but on a wide range of social and developmental competencies, as well—such as the ability to monitor one's own learning, persist at challenging tasks, solve complex problems, set realistic goals, and communicate effectively in many kinds of settings. Yet, most U.S. schools continue to use standardized achievement tests, focusing exclusively on reading and math, as their primary means of gauging student progress. In this paper, David T. Conley, well-known for his influential research on college readiness, argues that the time is ripe for a major shift in educational assessment. State and federal policymakers should reconsider their overreliance on standardized tests, he argues, and they should embrace the use of multiple measures that, in combination, provide much deeper and more useful information about students' readiness to succeed after high school.

*Author: David Conley, EdImagine Strategy Group and the University of Oregon
October 2014*

2. The Role of Digital Technologies in Deeper Learning

www.jff.org/publications/role-digital-technologies-deeper-learning

To compete in today's global, knowledge-based, innovation-centered economy, young people must go beyond a high school diploma and acquire not just academic knowledge, but interpersonal and interpersonal capacities. That is, they must engage in deeper learning. As schools shift away from traditional education models in favor of providing deeper learning environments, they are required to replace their outdated technology practices and implement a new infrastructure to support student learning. This report explores how partnering deeper learning strategies with effective technology designs allows for greater educational success.

*Author: Chris Dede, Harvard Graduate School of Education
December 2014*

3. Let's Get Real: Deeper Learning and the Power of the Workplace

<http://www.jff.org/publications/lets-get-real>

Educators today assert that "college and career readiness" should be the goal for every high school student, but "career readiness" is too often an empty tagline. What does it mean to be

ready for a career? In this paper, Nancy Hoffman argues that, in a period when very few teens have access to jobs, high school experience must incorporate gradual exposure to the workplace. Learning to work and learning about work are major milestones for adolescent social and cognitive development. If deeper learning is the end, then work is a powerful means. The United States needs to make visible the strong models of high schools incorporating work-based learning, and establish policies at the state level and federal levels to scale and support them.

*Author: Nancy Hoffman, Jobs for the Future
February 2015*

4. Civic Education and Deeper Learning

<http://www.jff.org/publications/civic-education-and-deeper-learning>

This paper proposes that the turn toward deeper learning in education reform should go hand in hand with a renewed emphasis on high-quality civics education. Not only does deeper learning have great potential to promote civic outcomes and strengthen our democracy but, at the same time, civic education exemplifies deeper learning, in that it provides students with challenging, collaborative, and engaging experiences. The report addresses evolving contexts for civics education and suggests a shared agenda, calling for new approaches in teaching civics that involve deeper and more collaborative learning, take better advantage of advanced technologies, are assessed in more authentic ways, and pervade the entire high school curriculum.

*Authors: Peter Levine & Kei Kawashima-Ginsberg,
CIRCLE, Tufts University
February 2015*

5. Deeper learning and equity

This series of three shorter papers will discuss what districts and states can and should do to ensure that all schools—whatever populations they serve—infuse the curriculum with intellectually meaningful content and opportunities for deeper learning. It will ask, for example, how many students currently have

access to the sorts of educational resources and classroom instruction that are likely to result in Hewlett's six Deeper Learning outcomes? What supports and services must schools provide in order to guarantee that all kids have real opportunities to learn deeply? And how does the gradual re-segregation of the nation's schools complicate efforts to promote deeper learning?

Forthcoming: March 2015

» Equal Opportunity for Deeper Learning

Authors: Linda Darling-Hammond, Stanford University, & Pedro Noguera, Teachers College, Columbia University

» English Language Learners and Deeper Learning

Authors: Guadalupe Valdés, Stanford University & Bernard Gifford, University of California at Berkeley

» Deeper Learning for Students with Disabilities

Authors: Louis Danielson, American Institutes for Research & Sharon Vaughn, University of Texas

6. Deeper Teaching

This paper will begin with an overview of existing research into the kinds of instruction that are, and have been, most prevalent in the nation's secondary schools, with particular attention to teaching practices that seek to produce deeper learning outcomes. It will ask, for example, how common are classroom assignments and activities that engage students in active discussions, debates, independent writing, and careful analysis? What does it look like to teach for higher-order thinking, collaboration, creativity, and the strengthening of academic mindsets? Where has such teaching occurred in the past, and where is it taking place today? Additionally, the paper will discuss the status of and pros and cons of some contemporary proposals to change teachers' preparation, professional status, roles and responsibilities, cultural norms, and workplace conditions, asking what strategies are most likely to have the

greatest impact on instruction, resulting in more opportunities for more students to learn more deeply.

*Author: Magdalene Lampert, Boston Teacher Residency and the University of Michigan
Forthcoming: Spring 2015*

7. District Leadership for Deeper Learning

Of late, numerous commentators have voiced concern about the capacity of state and local education agencies to handle the new managerial responsibilities they have been asked to take on. How prepared are they, example, to oversee the teacher evaluation systems now coming on line across the country, and how will they administer the new data warehouses that many states have put in place? This paper will take a somewhat different perspective on SEA and LEA's leadership role, focusing not on their management of accountability and data systems but, rather, their ability to support high-quality instruction. Specifically, it will ask, what sorts of capacity will they require in order to make it possible for local schools to teach for deeper learning?

*Authors: Meredith Honig & Lydia Rainey,
University of Washington
Forthcoming: Spring 2015*

8. Profiles of Deeper Learning

Many high schools aspire to help students acquire the sorts of knowledge, skills, and capacities that add up to deeper learning. As yet, however, there exists very little empirical evidence as to which students, at which schools, truly are learning deeply. In order to help lay the groundwork for a strong knowledge base in this area, this paper will identify—through a rigorous analysis of data on classroom instruction and student experiences

in hundreds of schools—a number of high schools that do in fact provide regular opportunities for students to develop some or all of the six deeper learning competencies. The paper will describe organizational and cultural features of those schools, review their performance on state assessments and other measures of school success, and discuss implications for further research.

*Author: Rafael Heller, Jobs for the Future
Forthcoming: Spring 2015*

9. Reflections on the Deeper Learning Research Series

This paper will introduce policymakers to the concept of deeper learning, showing them what it adds to current conversations about school reform and where it fits into contemporary efforts to improve students' college, career, and civic readiness. It will include a candid discussion about the limits of previous standards-based reforms, which have not resulted in the depth of learning that will enable young people to succeed beyond high school. While taking care to touch on the positive aspects of NCLB, Race to the Top, and other initiatives, it will also describe their unintended consequences, showing how little those reforms have done to foster the kinds of teaching and learning that cognitive psychologists and other researchers have found to be most powerful. And it will explain how deeper learning fits into current efforts to promote the Common Core standards, align the secondary and postsecondary curriculum, and create better bridges between school and work.

*Authors: Jal Mehta & Sarah Fine, Harvard Graduate School of Education
Forthcoming: Spring 2015*