Securing the Right to Learn:
How We Can Help Close the Teaching and Learning Gap

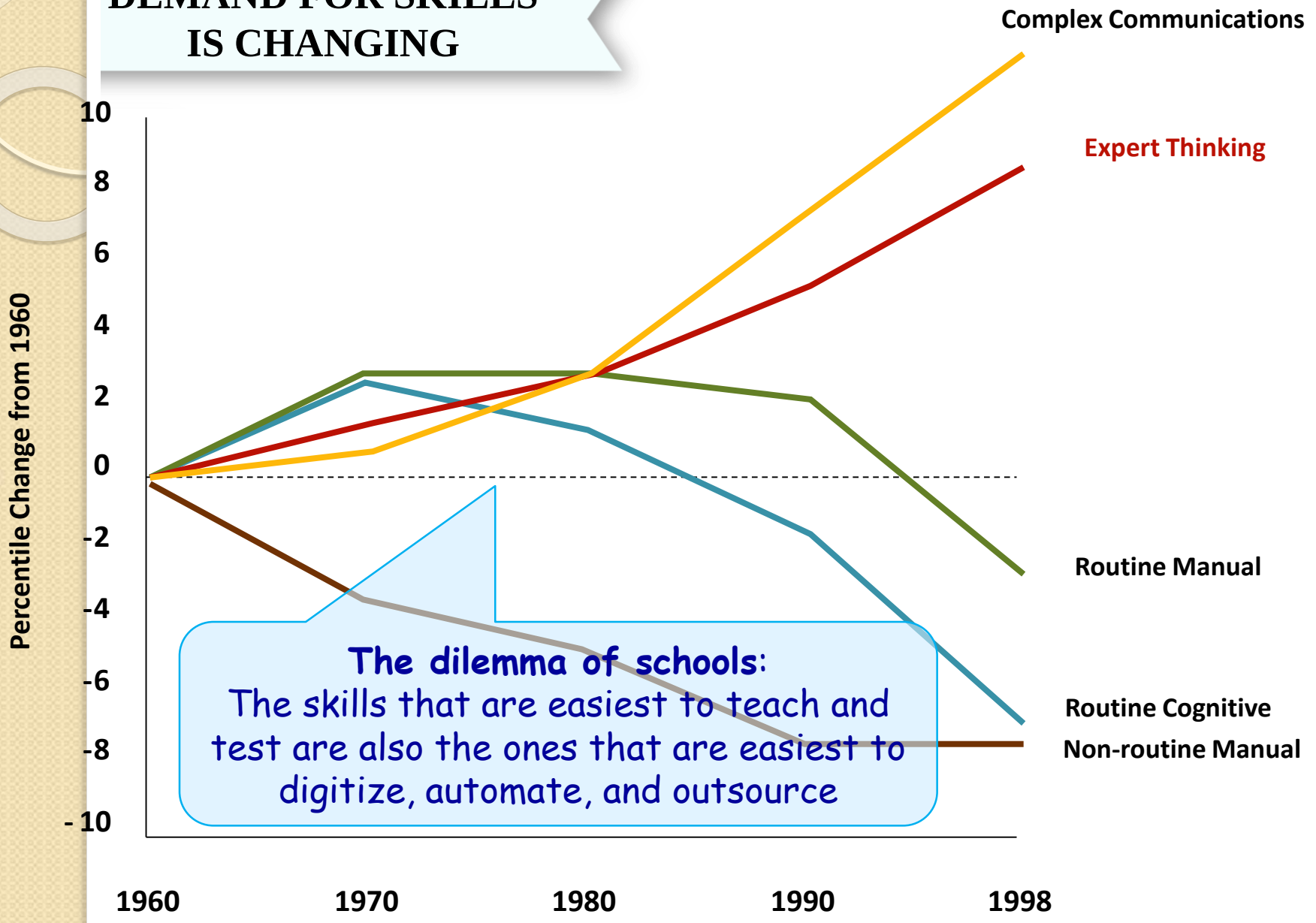
June Jordan School

We can whenever and wherever we choose successfully teach children whose schooling is of interest of us.

-- Dr. Ronald Edmonds

What Kind of Learning?

DEMAND FOR SKILLS IS CHANGING



Source: Murnane & Levy

FORTUNE 500 MOST VALUED SKILLS

1970		1999
	1	
Writing	2	
Computational Skills	3	
Reading Skills	4	
Oral Communications	5	
Listening Skills	6	
Personal Career Development	7	
Creative Thinking	8	
Leadership	9	
Goal Setting/Motivation	10	
Teamwork	11	
Organizational Effectiveness	12	
Problem Solving	13	
Interpersonal Skills		


Google
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Lobby

Teaching for Learning Ability

The abilities to

- Transfer and apply knowledge
- Analyze, evaluate, weigh and balance
- Communicate and collaborate
- Take initiative
- Find and use resources
- Plan and implement
- Learn to learn

Dependent learners	Independent learners
rely heavily on the teacher	are self-reliant
cannot make decisions about their learning	can make informed decisions about their learning
do not know their own strengths and weaknesses	are aware of their strengths and weaknesses
do not connect classroom learning with the real world	connect classroom learning with the real world
think that the teacher is wholly responsible for their learning	take responsibility for their own learning
do not know the best way to learn something	know about different strategies for learning (generally and personally)
do not set learning goals.	plan their learning and set goals.
work for extrinsic motivators such as grades or rewards	are intrinsically motivated by making progress in learning
do not reflect on how well they are learning and why	often reflect on the learning process and their own progress

DEEPER LEARNING IS INEQUITABLY DISTRIBUTED

How Learning Occurs

- Connections to what is known
- Caring about content and communicator
- Psychological and physical safety
- Investigation and experimentation
- Application to a meaningful situation
- Articulating / discussing ideas
- Practice, feedback, and trying again
- Growth mindset

Mindsets Matter

Fixed Mindset: Intelligence is a fixed trait

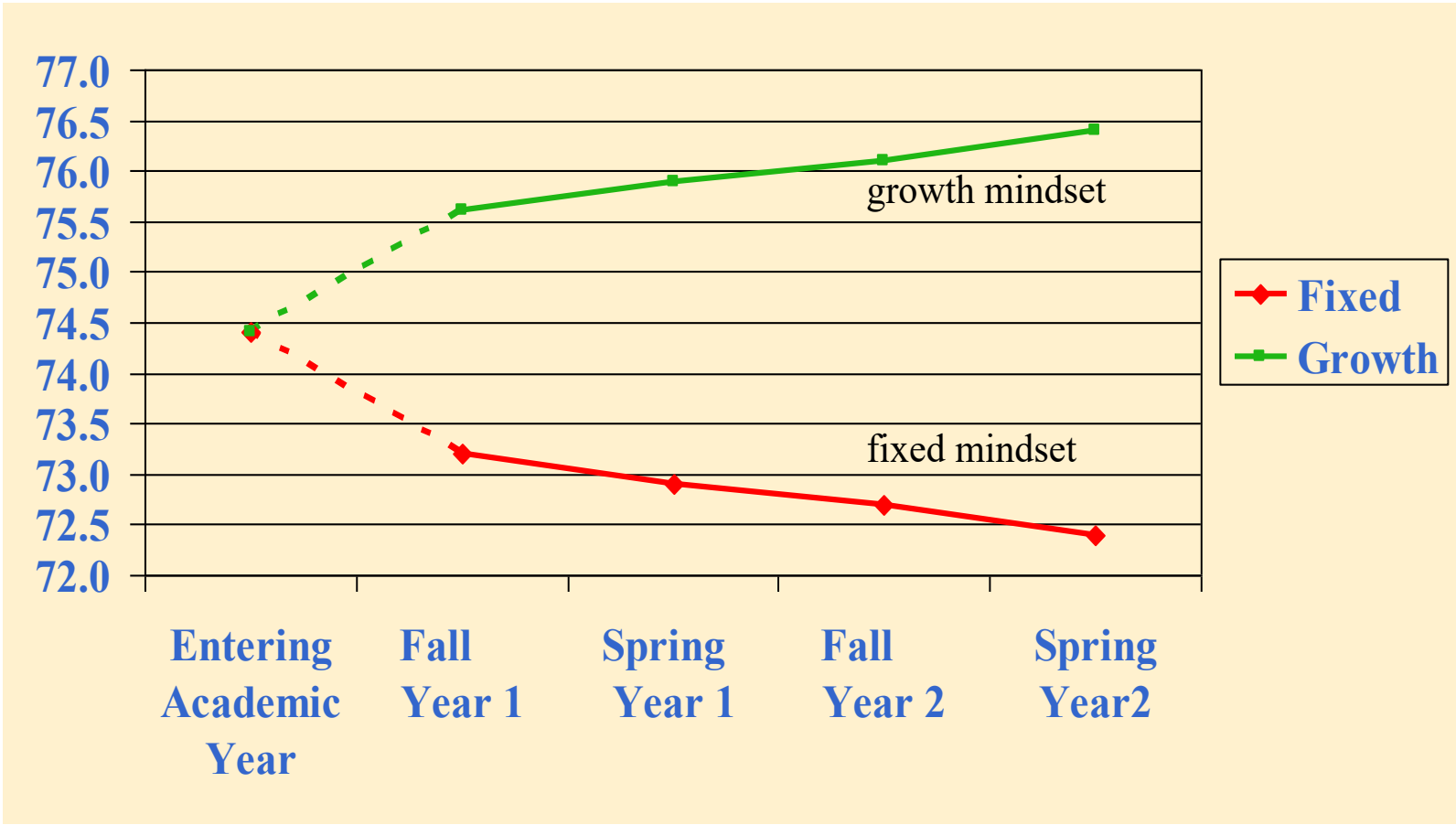
Growth Mindset: Intelligence is a malleable quality; a potential that can always be developed

Transition to 7th Grade

- Carol Dweck ollowed hundreds of students across difficult transition
- Measured their mindsets
- Measured their attitudes toward learning
- Monitored their grades in math for two years

Achievement in Junior HS

Blackwell, Dweck, & Trzesniewski (2007)



Mindset Rule #1

Fixed Mindset:

LOOK SMART AT ALL COSTS

Growth Mindset:

LEARN AT ALL COSTS

Mindset Rule #2

Fixed Mindset:

IT SHOULD COME NATURALLY

Growth Mindset:

WORK HARD, EFFORT IS KEY

Mindset Rule #3

IN THE FACE OF SETBACKS…

Fixed Mindset: It's about me

HIDE MISTAKES

CONCEAL DEFICIENCIES

Growth Mindset: It's about learning

CAPITALIZE ON MISTAKES

CONFRONT DEFICIENCIES

After Setback

Fixed Mindset:

"I'd spend less time on this subject from now on."

"I would try not to take this subject ever again."

"I would try to cheat on the next test."

Growth Mindset:

"I would work harder in this class from now on."

"I would spend more time studying for the tests."

Blackwell, Trzesniewski and Dweck, 2007

Changing Mindsets

- Praise / focus on effort, not 'intelligence'
- The power of "yet" (e.g. I haven't learned this…. yet)
- Learning about the brain

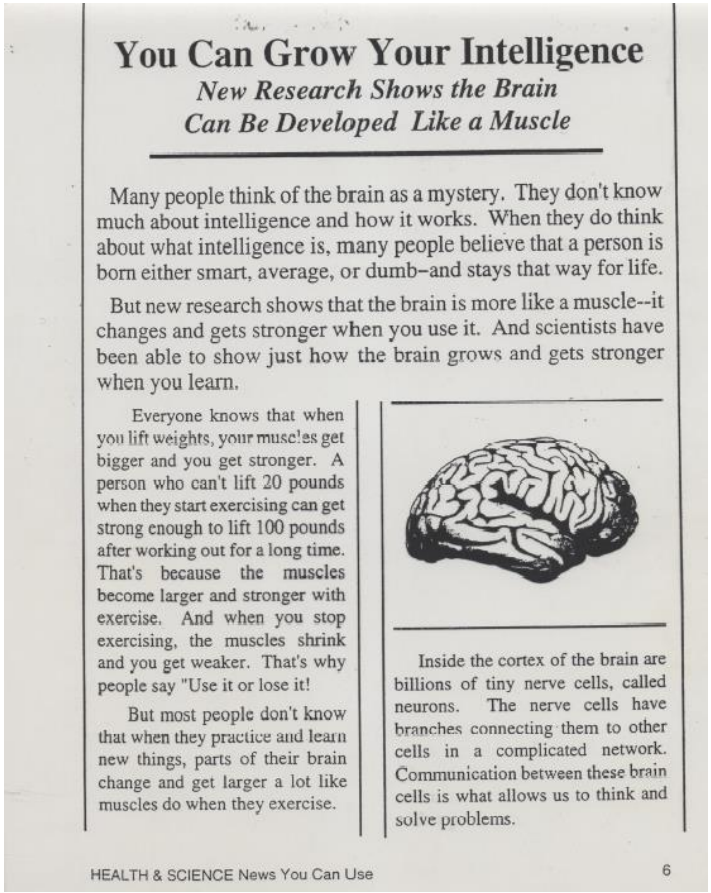
  -- Using the brain makes it better

  -- It grows new connections when you learn

  -- It can become more effective and efficient at any point in life

What happens when you change students' minds about the brain

- Control Group: Study skills
- Experimental Group: Study skills plus brainology (8 sessions)



You Can Grow Your Intelligence

New Research Shows the Brain Can Be Developed Like a Muscle

Many people think of the brain as a mystery. They don't know much about intelligence and how it works. When they do think about what intelligence is, many people believe that a person is born either smart, average, or dumb–and stays that way for life.

But new research shows that the brain is more like a muscle--it changes and gets stronger when you use it. And scientists have been able to show just how the brain grows and gets stronger when you learn.

Everyone knows that when you lift weights, your muscles get bigger and you get stronger. A person who can't lift 20 pounds when they start exercising can get strong enough to lift 100 pounds after working out for a long time. That's because the muscles become larger and stronger with exercise. And when you stop exercising, the muscles shrink and you get weaker. That's why people say "Use it or lose it!

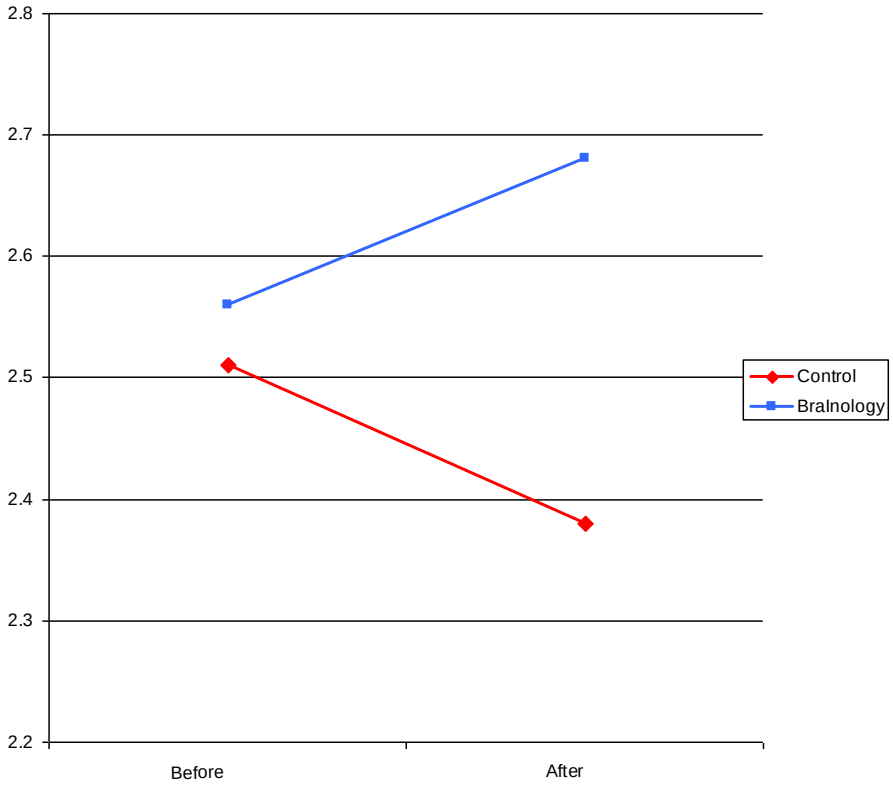
But most people don't know that when they practice and learn new things, parts of their brain change and get larger a lot like muscles do when they exercise.

Inside the cortex of the brain are billions of tiny nerve cells, called neurons. The nerve cells have branches connecting them to other cells in a complicated network. Communication between these brain cells is what allows us to think and solve problems.

HEALTH & SCIENCE News You Can Use 6

Math Grades
(Blackwell, Trzesniewski, & Dweck)

- Gains are greatest for students who often experience stereotype threat



Curriculum Access Matters for Learning

Holding SES constant, minority and white students who have equally well-qualified teachers and comparable curriculum perform comparably in reading and mathematics.

Effective Teachers…

- Engage students in active learning
- Build on children's strengths, experiences, and prior knowledge
- Create intellectually ambitious tasks
- Use a variety of teaching strategies
- Assess learning to adapt teaching to student needs
- Create effective scaffolds for language and content learning
- Provide clear standards, constant feedback, and opportunities for revising work
- Reinforce students' competence and confidence
- Develop and effectively manage a collaborative classroom in which all students have membership

Culturally Responsive Teaching

- Treat parents and families as partners
- Communicate high expectations
- Offer strong scaffolding & support
- Draw on students' experiences and families' funds of knowledge
- Connect curriculum to the community and world beyond school
- Use culturally grounded materials / modes of communication in instruction

Gloria Ladson-Billings

Carol Lee

What Kind of Schools Do we Need?

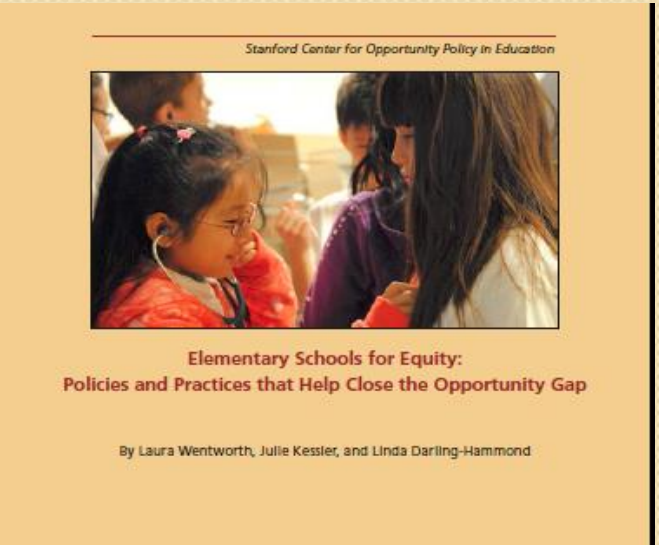
Deeper Learning Environments

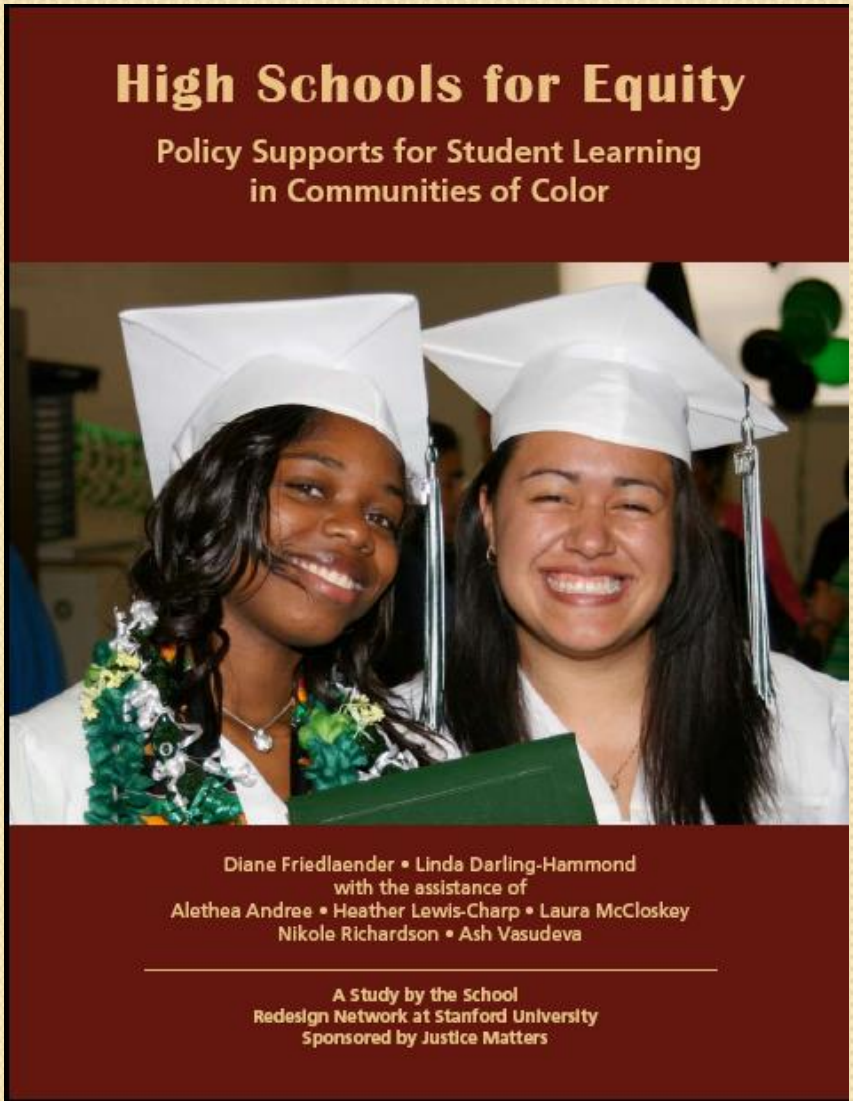
….that offer support for "discovery, differentiated teaching, learning of life-long skills, and building of character"

- Engagement
- Motivation
- Grit
  - -- Resilience
  - -- Resourcefulness
  - -- Perseverance
  - -- Growth mindset
  - -- Ability to take and use feedback
  - -- Opportunities to contribute to social justice

SCHOOLS DESIGNED FOR EFFECTIVE CARING…

- Small Schools
- Looping
- Long-term Relationships
- Advisory Systems
- Close parental contact





Social Emotional Learning in High School: How Three Urban High Schools Engage, Educate, and Empower Youth

MarYam G. Hamedani, Xinhua Zheng, & Linda Darling-Hammond
with the assistance of Alethea Andree & Brandy P. Quinn

And Authentic Learning

- Project-Based learning
- Performance assessment
- A Pedagogy of Revision

"It makes it easier to come to school.... We learn from textbooks, and we go on to apply them to real life projects that we're working on in class, and then you see how the textbook work is relevant."

— 12th grade student at Construction Tech Academy

A Pedagogy of Confidence

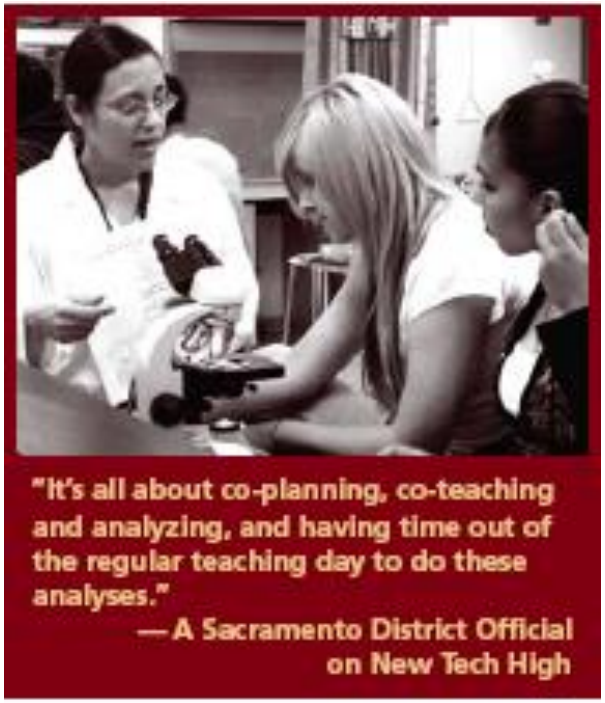
- Focus on strengths
- Teach cognitive strategies
- Build confidence and motivation
- Build educator capacity

Eric Cooper

Yvette Jackson

Professional Collaboration & Learning

- Shared planning time
- Teaching teams
- Regular professional development
- Inquiry about student learning
- Problem solving around students
- Leadership focused on instruction



"The leadership belongs not to the loudest, not to those who beat the drums or blow the trumpets, but to those who day in and day out, in all seasons, work for the practical realization of a better world—those who have the stamina to persist and remain dedicated."

-- Congressman Augustus Hawkins
Founder, National Council on Educating Black Children