



Equity and Deeper Learning:

Making high standards and powerful learning opportunities available to **ALL** students

Are we ready for our students?

- Changing demographics requires institutional change –
 - 21st century learners with different needs
- Understanding our students, their needs and the risks:
 - Males of color, single moms, veterans, etc.
- Education practices have not evolved: Too much focus on lecture, not enough on powerful teaching practices that promote deeper learning

What is 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 careers
 - Independent research
 - Critical/analytical thinking
 - Presentation skills
- To produce high-quality work that can serve as a reflection and proof of what a student has learned — mastery

Social skills and key non-cognitive attributes must be integrated into academic core

This includes:

- Impulse control, deferred gratification, empathy, ability to develop positive relationships w others
 - Emotional awareness, social intelligence
- Help seeking behavior
- Coping with stress
- Time management, study skills

Strong relationships between faculty and students can foster success

Pervasive inequality makes the pursuit of equity difficult but essential

Equity is:

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

Staying focused on outcomes – academic and developmental

Bloom's Taxonomy



The Learning Pyramid



Access to high standards and rigorous courses 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 place less prepared students in remedial courses where they often fail and become discouraged
- We have confused academic performance with intellectual ability and potential
- We have not given teachers sufficient guidance in how to teach in heterogeneous classrooms



Human Development – a holistic approach to learning (social and emotional factors) and the need for differentiation



Neuroscience – elasticity of brain requires the use of strategies to promote cognitive development. Investigate harmful factors in the environment

A Framework for Pursuing Equity



Relationships – Understanding and responding to the way students are affected by family, peers, community, and society



Behavioral Engagement

- Preparation
- Persistence
- Instrumental Help Seeking

We Must F



Cognitive Engagement

- Deep Processing
- Meta-Cognition



Affective Engagement

- Interest
- Value

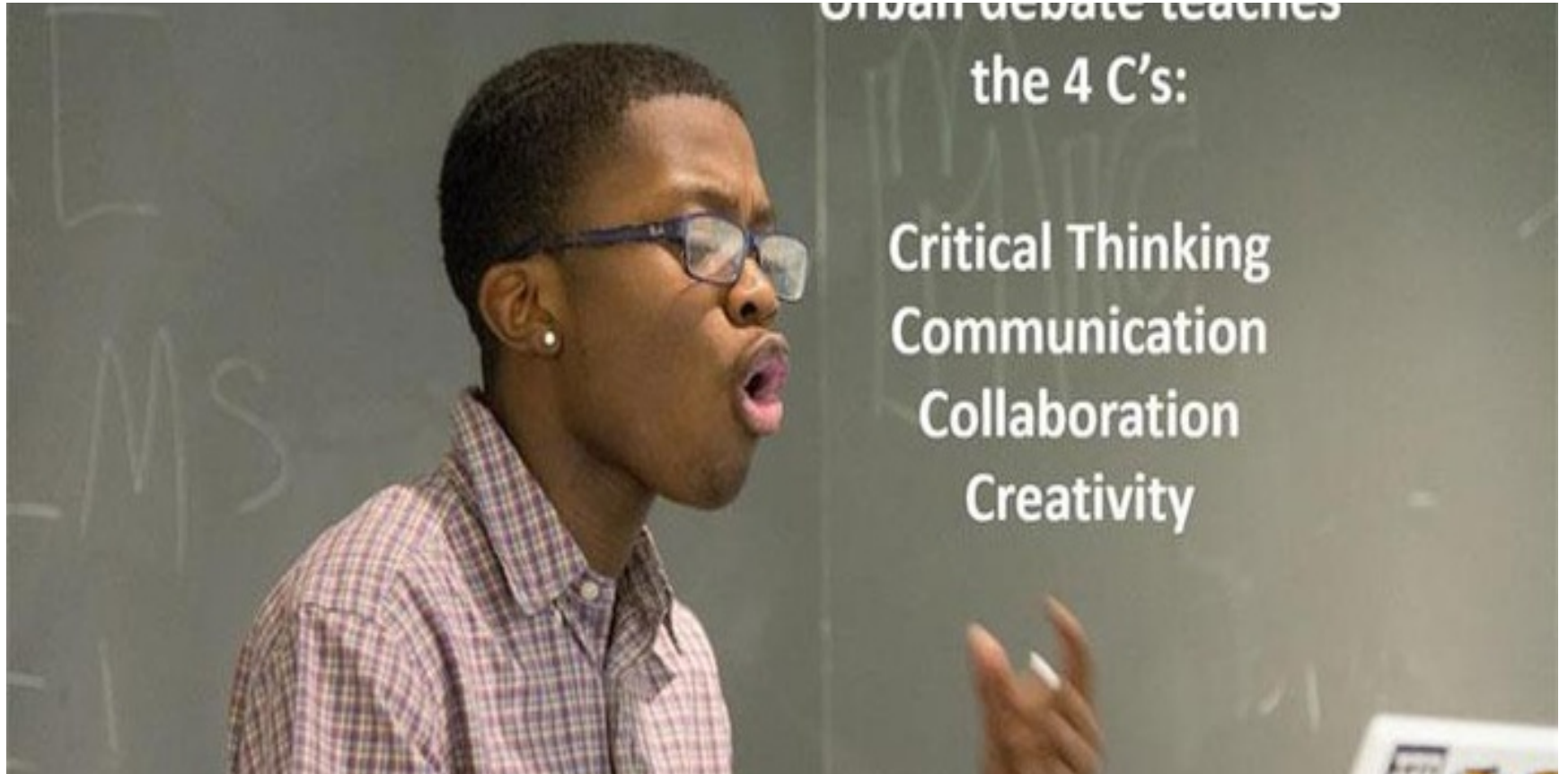
Teachers Focus on Evidence of Learning

- Make expectations clear and standards explicit
- Model and expose students to high-quality work
- Utilize diagnostic tools to check for understanding
- Learn about their students' interests in order to make lessons culturally 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

Utilize strategies that promote deeper learning and increase academic engagement

- Personalized learning
- Inquiry-based pedagogical strategies
- Simulations
- Socratic seminars
- Project-based learning
- Experiential learning
- Student presentations in the classroom
- Popular culture

Developing higher order thinking through debate



Agency vs. Grit

Grit

- Individual attribute
- Emphasis on self help
- Ignores contextual barriers
- Hard to measure except after outcomes are achieved

Agency

- Can be individual or collective
- Recognizes barriers and strategizes to confront
- Includes help-seeking behavior
- Measureable through observation of actions and attitudes
- Examples: Harriett Tubman and Jane Goodall

Address the Needs of Students

- Teacher-student gap
 - Need for mentors, advisers and role models
- Peer support – Triesman, AVID
- Economic and social needs – food, housing
- Gap between ability and performance
 - Challenge students to work to their potential by treating every assignment as a first draft
 - Place greater attention on motivation and engagement
 - Demystify what it takes to produce excellent work

Students will be more likely to succeed if they see themselves as agents of change

- Freire: Critical literacy, learning to read the world and the word
- Apply knowledge to address the challenges in their community, our society and the world
- Unleash the imagination: encourage students to think critically and creatively about how to solve and respond to problems

Need for a Paradigm Shift

Old Paradigm:

- Intelligence is innate
- Schools measure intelligence and sort accordingly
- Students expected to meet the requirements of school — learn passively
- Failure is normalized
- Discipline is used to weed out the bad kids

New Paradigm:

- Intelligence and ability are influenced by opportunity
- Schools focus on cultivating talent and resilience
- Schools organized to meet student needs and teachers adopt strategies to meet student needs
- Discipline is used to reinforce pro-social values and norms