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Introduction

The world of college, work, and citizenship that students will enter demands more of students than memorization and extends to knowledge creation. To use a cooking analogy, students must have the knowledge, skills, and dispositions to be chefs rather than recipe readers: recipe readers see and know the steps, while expert chefs apply a deeper understanding to develop new dishes that delight the senses. To that end, this toolkit is designed to support state boards of education and their members in publicizing the board’s vision for providing students with the knowledge, skills, and dispositions essential for college, career, and civic success, and promoting broader dialogue around this vision.

The term deeper learning is used throughout the toolkit to mean an education that builds key competencies that include, but are not limited to, critical thinking and problem solving, effective communication, collaboration, learning how to learn, self-regulation, and academic mind-sets important for success in college, career, and civic life. The common thread among these skills is that they represent “the process by which an individual becomes capable of taking what was learned in one situation and applying it to new situations,” according to a 2012 National Research Council panel, and this process is referred to as educational transfer. Recent studies by the American Institute for Research highlight that schools focusing on deeper learning are not only successful at improving the competencies highlighted above but other outcomes such as academic achievement and graduation rates as well.

As states work to integrate deeper learning within other educational goals, NASBE encourages each state to convene a diverse array of stakeholders, including employers, postsecondary institutions, civic leaders, legislators, educators, parents, students, and others to reach a commonly understood definition that can result in greater ownership by stakeholders across the state. Through this process, a number of states have identified additional measures that reflect deeper learning, such as South Carolina’s “True North” definition, which includes creativity and innovation; Kentucky’s explicit definition of Global Competencies, and Oregon’s Essential Skills, which include demonstration of civic and community engagement.

Because deeper learning is so often misconstrued, it is essential for boards to identify and communicate their visions effectively. Once the state has its own vision—including plans and terminology—in place, this toolkit can be used as a resource that can help communicate that vision.

<table>
<thead>
<tr>
<th>Why use this toolkit?</th>
<th>What is included in this toolkit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Articulate your board’s vision for schools in the 21st century.</td>
<td>❖ Guide to crafting a communications strategy.</td>
</tr>
<tr>
<td>❖ Promote a vision that is local and strong.</td>
<td>❖ Considerations on misperceptions and strategies to address misperceptions.</td>
</tr>
<tr>
<td>❖ Spark dialogue that will generate feedback that can be used to improve policy goals.</td>
<td>❖ Checklist of steps to take in crafting an effective, targeted message.</td>
</tr>
<tr>
<td>❖ Mitigate the risk of misunderstanding.</td>
<td>❖ List of resources available for reference including metaphors, evidence to cite, social media resources, and useful graphics.</td>
</tr>
<tr>
<td>❖ Create opportunity for alliances with community partners.</td>
<td></td>
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</table>
Creating a Communications Strategy

Below we provide five questions designed to help state boards of education (SBEs) and their members develop a communications strategy to advance opportunities for students to engage in deeper learning. The questions support the board in identifying the following:

- a global message to direct focus;
- a targeted audience to reach;
- a specific communications goal;
- a vehicle to advance the goal; and
- a means to evaluate success.

Questions often come with both sentence stems (to help spark thinking and conversation among board members) and sample answers. Through answering these questions, the board should come away with both a focused message and concrete strategy to convey that message.

1. **Global Message Identification:** *Which messages dealing with deeper learning should the board focus on?*

In order to maintain a more focused approach to developing the board’s message on deeper learning, the SBE should ensure its main messages relate back to its strategic plan. To that end write strategic plan goals in column 1; then in column 2, assign a priority rank to the goal in the coming year; and in column 3 define the connection between the goal and deeper learning. Two examples are provided.

<table>
<thead>
<tr>
<th>State board strategic goal</th>
<th>Considering all goals, how high a priority is this goal? Rate on a scale of 1 (low) to 5 (high).</th>
<th>Connection to deeper learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example 1:</strong> Reduce achievement gap between low-performing and high-performing students.</td>
<td>4</td>
<td>The achievement and opportunity gap may also include differences between key skills such as critical thinking and problem solving of high-performing and low-performing students.</td>
</tr>
<tr>
<td><strong>Example 2:</strong> Ensure all school buildings meet code for safety.</td>
<td>3</td>
<td>The connection to deeper learning here is not as strong.</td>
</tr>
</tbody>
</table>
2. **Audience Identification**: *Who is the target audience for the state board of education’s communication?*

The board should target a distinct audience, while considering both the audience’s standing—as an opponent, supporter, or potentially both—and the audience’s interests related to the issue. Fill in the chart below to identify desired audiences. The sentence stems can serve as a guide:

Considering the state board’s strategic goal related to deeper learning identified in question 1, and what we know to be necessary to achieve this goal, it is important that our board engage (insert in column 1). Based on past experience and what we know about this stakeholder, they are likely to be (insert in column 2) because of their interest in (insert in column 3).

<table>
<thead>
<tr>
<th>Audience</th>
<th>Opponent, supporter, or both</th>
<th>What are their interests?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example 1: Suburban parents</strong></td>
<td>Initially opponents due to concerns that these efforts may dilute children’s education (may be a supporter in the long term)</td>
<td>Ensuring their children have the knowledge and skills to succeed in postsecondary education.</td>
</tr>
<tr>
<td><strong>Example 2: Business leaders</strong></td>
<td>Supporters</td>
<td>Having future employees with the necessary skills and abilities</td>
</tr>
</tbody>
</table>

| | | |
3. **Goal Identification. What are the board’s goals in communicating to these audiences?**

There can be a variety of goals for communication that differ by the policy being considered, the intended audience, and the stage in policymaking. For example, when boards are first considering a policy, they may be simply soliciting feedback, ideas, or partnerships that can support the development and implementation of that policy. Once a policy is adopted, the board may communicate the rationale for the policy and elicit support for its intended benefits with the governor, legislature, and other policy stakeholders.

In the box below, list the intended audience column 1 and the intended goal in reaching this audience in column 2. Some potential goals in column 2 can include soliciting feedback, informing stakeholders of a given action, changing perceptions/misperceptions, enlisting action, and initiating or strengthening on-going partnerships. For your reference, two examples are provided below.

<table>
<thead>
<tr>
<th>Audience/Stakeholder</th>
<th>Considering this audience’s influence on the policy and the stage of the policymaking, our goal in reaching this audience is …</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Example 1: Suburban parents</em></td>
<td>Changing perceptions on the initiative and enlisting positive support</td>
</tr>
<tr>
<td><em>Example 2: Business leaders</em></td>
<td>Enlisting ongoing partnership</td>
</tr>
</tbody>
</table>
4. Targeted Message and Messaging Means Identification: *What will the board’s message be and what is the most appropriate forum to convey it?*

Once audience and interests are identified, the board should tailor a message to that audience and identify a means to reach it. As the state board frames its message, it should ensure that the message accomplishes the following:

- aligns with goals identified in questions 1 and 3,
- is presented in a way that is clear and effective, and
- identifies an expected response. (What does the reader need to do? How do they need to change?)

The means to communicate the message should reflect both the purpose of the communication as well as the depth of the investment the board aims to solicit. For example, while social media can help inform stakeholders of activities, deeper investment and more proactive support from influential stakeholders may require direct contact. Fill in the chart below to identify the message and means to communicate to that audience.

Considering the stakeholder, (insert in column 1), and their interests, the most compelling message to reach this stakeholder is (insert in column 2). In light of the goal, the most strategic means for communication is (insert in column 3).

<table>
<thead>
<tr>
<th>Audience/Stakeholder</th>
<th>Message</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example 1: Suburban parents</td>
<td>Reforms are about aligning education to goals of state’s postsecondary education and should be supported by all parents.</td>
<td>Videos and PTA meetings</td>
</tr>
<tr>
<td>Example 2: Business leaders</td>
<td>The skills schools are called to focus on are essential to preparing tomorrow’s work force. To ensure employers have employees in the future with these skills, it is essential that they join other stakeholders to ensure schools deliver these skills today.</td>
<td>Social media, education summit, direct contact</td>
</tr>
</tbody>
</table>
5. Evaluation Identification. How will the board evaluate its success?

Lastly, how will the board evaluate whether its communications have been successful? This will differ based on the target audience, goal, and means of communication. For example, evaluation of a Twitter campaign aimed at informing the public of a policy can be evaluated based on how many times a message has been retweeted, while a meeting with influential stakeholders can be evaluated based on the commitments stakeholders make at the meeting.

In light of our goal of (insert in column 1) in reaching our intended audience (insert in column 2) through (insert in column 3), we can evaluate success by (insert in column 4).

<table>
<thead>
<tr>
<th>Goal (see question 3)</th>
<th>Intended audience (see question 2)</th>
<th>Means to communicate (see question 4)</th>
<th>Evaluation method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changing perceptions on the initiative and enlisting positive support</td>
<td>Suburban parents</td>
<td>Videos</td>
<td>How many times a video has been downloaded and reactions by parents reflecting understanding of the initiative</td>
</tr>
<tr>
<td>Enlisting ongoing partnership</td>
<td>Business leaders</td>
<td>Direct contact</td>
<td>Commitment to write an op-ed supporting the initiative</td>
</tr>
</tbody>
</table>


Messaging Checklist

✓ Does our board have a comprehensive shared vision for how our state education system will facilitate deeper learning skills and the purpose for doing so?

✓ Have we established goals for when, how, and with whom we want to share our vision for the future of our education system?

✓ Does our message clearly define deeper learning and explain its importance for our students’ future?

✓ Does the message we seek to promote on deeper learning align with our goals for improving our educational systems?

✓ Is our message targeted to address the unique concerns of students, families, teachers, staff, higher education officials, business leaders, or the broader community to whom it is addressed?

✓ Do we set appropriate expectations of our audience?

✓ Do we have a plan for evaluating the effectiveness of our communication strategy?
Potentially Misconstrued Messages

No initiative—especially one aimed at shifting the status quo—will address the needs of every constituent or stakeholder. Nevertheless, while board leadership is often defined by taking hard stances on important issues facing children, the board should understand the arguments of skeptics and opponents to its position and the lens or filter through which they approach the issues.

Below is an example of how the audience’s filter can affect how they hear the message. The policymakers’ intent is to communicate a new focus for the state education system. Based on their experiences and context, the three audiences—the skeptical parent, overwhelmed teacher, and concerned community member—hear the message differently, worried that the new initiative will deprive their child of a quality education or otherwise unduly burden them.

Message delivered as … Message received as …

Success for our state in the 21st century requires a new education that ensures all students can be creative critical thinkers and problem solvers

Skeptical Parent- “My education served me well and my kids are doing great in the system. Why are we calling for something new all of a sudden”

Overworked Teacher- “I’m already feeling overwhelmed. Is this another unfunded mandate?”

Community Member- ”This is code for those soft skills we hear about. Kids in schools can barely read and write. Why are we taking focus off the hard skill basics?”

After assessing how skeptics and opponents might misconstrue its message, a board can then assess the best way to counter or defuse criticism. Strategies include logical and emotional appeals (see table).

<table>
<thead>
<tr>
<th>Type of appeal</th>
<th>Summary</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td>Arguments relating emotions</td>
<td>It is the God-given right of every child to receive an education that prepares them with skills to succeed in the future.</td>
</tr>
<tr>
<td>Bandwagon</td>
<td>Everybody else is doing it</td>
<td>Other nations across the world are focusing on these skills and so should we.</td>
</tr>
<tr>
<td>Ethos</td>
<td>A credible source says …</td>
<td>According to Andreas Schleicher, division director of the OECD, these skills are essential.</td>
</tr>
<tr>
<td>Evidence/Logic</td>
<td>The evidence bears this out</td>
<td>Surveys of our state employers highlight the need for these skills.</td>
</tr>
<tr>
<td>Fear</td>
<td>Worst-case scenario</td>
<td>Failing to act means setting students up for future failure.</td>
</tr>
</tbody>
</table>
In the following table, insert in column 1 intended messages (perhaps those crafted in question 4 of the previous section). Then, in column 2, consider how the message may be misconstrued and in column 3 identify how your board will address this misconception. You can use the following sentence stem to spur discussion:

Our message ______________ can be mis-heard/received/perceived as ___________________. Our board can counter or defuse this concern by ________________________________________.

<table>
<thead>
<tr>
<th>Message</th>
<th>Can be mis-heard/received/perceives as …</th>
<th>Our board can counter or defuse this concern by …</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Success for our state in the 21st century requires a new education that ensures all students can be creative critical thinkers and problem solvers.</td>
<td>Another unfunded mandate placed on educators</td>
<td>Being very clear about the capacity and support schools will be provided in implementing the new initiative.</td>
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Tips for Effective Communications on Social Media

Using social media can effectively draw attention to deeper learning issues and initiate dialogue. According to a 2011 Pew Internet sample, 79 percent of American adults use the Internet, and 59 percent of users say that they use at least one social networking site. While some social media platforms are image based, like Instagram and Pinterest, others are message based, such as Twitter and Facebook. Regardless of platform, some best practices apply across the board.

- Decide who will be responsible for managing the social media presence. Will the state board of education be represented as an organization or will board members work individually to promote the board’s vision?
- Choose content that is relevant, interesting, engaging, and easy to understand. Including visual representations such as graphs or infographics can help attract reader’s attention.
- Existing web content such as blogs, news articles, or published research studies can be repurposed for social media but may need to be introduced with a compelling claim or finding that explains more than just the title of the article in order to draw readers in. Choose familiar terms and use them consistently and be cautious about the use of acronyms.
- When mentioning another organization or individual, put an @ symbol before their username to link your content with their web presence. This will increase the size of the audience that may see the post and provide an opportunity for that user to contribute additional input.
- Hashtags can be used for cataloguing conversations around certain topics. Some hashtags that are frequently used in association with #DeeperLearning are #growthmindset, #PBL, #CompetencyBasedEd, #EdLeaders, and #EdChat. Use these when appropriate or to create a hashtag that resonates with your audience and is easy to use.
- Respond to negativity with positivity. Soliciting points of view on a controversial topic may yield mixed results, but testimonials about bad experiences can be used to highlight the need for change and reform.
Making a Case Based on Research

Here are six arguments that make the case that deeper learning addresses the educational and economic well-being of students, states, and the nation. Some arguments and supporting facts will be more pertinent for some states than others. These arguments can be tailored to reach diverse audiences.

1. Greater focus on deeper learning increases student engagement. Too many students are disengaged at school, leading far too many to drop out altogether and incur the lifetime consequences. An education that elicits greater engagement and investment on the part of students, educators, and parents will reduce dropout rates.

   - Nearly half of US students are mentally and/or physically disengaged from their current education. A recent Gallup survey of engagement showed that on average 45 percent of students consider themselves not engaged or actively disengaged from school.¹
   - Boredom rises as students progress through school, eventually leading many to drop out. Many students begin their educational experiences engaged and ready to learn, an attitude that too often declines throughout their educational careers. The 2012 My Voice National Student Report reported that student enthusiasm significantly declines over the school years: Between 6th grade and 11th grade the percentage of students who say, “I put in my best effort at school” declined from 87 percent to 69 percent, and the percentage of students who claimed, “Teachers make school an exciting place to learn,” declined from 60 to 33 percent.² A 2006 survey of students who had dropped out highlighted that nearly half cited lack of engagement as their primary reason. The same survey said that nearly 7 in 10 dropouts were not inspired or motivated to work hard.³
   - Schools focusing on deeper learning engage and motivate students. Research by the American Institutes for Research comparing 19 schools that were focusing on deeper learning strategies with 19 peer schools that were not indicated that students in the deeper learning schools were significantly more engaged in their academic work, motivated to learn, and had greater confidence in their abilities than peers in the control group.⁴

2. A greater focus on deeper learning ensures that more students are prepared for postsecondary success. Without deeper learning skills, students entering postsecondary education are ill prepared.

   - Postsecondary education is important for economic well-being. Many analyses have demonstrated the importance of postsecondary education—including trade, two-year, and four-year degrees—to economic success. According to the Bureau of Labor Statistics, the 2013 unemployment rate for those without a high school diploma was 11 percent compared with 5.4 percent for those with associate’s degrees and 2.3 percent for those with professional degrees, and wages were significantly higher for those with greater education.⁵
   - Deeper learning is important for postsecondary achievement. Surveys of postsecondary faculty highlight that critical thinking, problem solving, analytic thinking, and communication are critical to postsecondary success and too often students enter postsecondary education lacking these skills.⁶
   - Schools could do a better job preparing students for postsecondary success. According to the American Institutes for Research, “The percentage of full-time students at four-year institutions
who complete a bachelor’s degree in four years is only 37.9%, and the completion rate after six years is only 58.3.” Furthermore, the United States, which once ranked first among countries whose adults have college degrees, now ranks twelfth.

3. Schools that focus on deeper learning help their students adapt to a shifting labor market. The nation’s economy is rapidly transforming, demanding higher levels of education and greater demonstration of deeper learning skills. Too many schools—secondary and postsecondary—are preparing students for the past rather than the future.

- **The job market increasingly demands postsecondary education.** According to an analysis by the Georgetown Center on Education and the Workforce, while nearly three-fourths of the middle class was made up of those with only high school degrees in 1973, by 2007 that percentage had dropped to 31 percent. By 2020, it is estimated that only 7 percent of 55 million job openings in the United States will be available for dropouts.8

- **The job market demands deeper learning skills.** Both secondary and postsecondary institutions have not adapted shifting demands for skills in the national and global economy. In 1970 the skills most valued by Fortune 500 companies were reading, writing, and arithmetic. At the start of the 21st century, the top-valued skills were teamwork, problem solving, and interpersonal skills.9 Other research by Richard Murnane and Frank Levy highlights that, as routine tasks have become automated, the labor market has shifted to a greater emphasis on interactive and analytic skills and tasks that place higher cognitive demands on the work force.10

- **Unemployment and underemployment are on the rise.** Problems persist even for students with postsecondary degrees who lack deeper learning skills. As Harvard Education Innovation Fellow Tony Wagner notes, “The combined unemployment and underemployment rate since 2006 of college graduates in the United States is 52 percent. More than 36 percent of college graduates are finding that the only kinds of jobs they can get do not require a BA degree and certainly do not pay a college graduate wage. They are often earning 40 percent less than others with a BA.”11

4. Deeper learning promotes creativity, a key engine for future success. Creativity and entrepreneurship drive the economy, and there are signs that the existing education system stifles creativity.

- **Creativity and entrepreneurship are important.** The World Economic Forum emphasizes the importance of innovation and entrepreneurship for both companies and countries. Both create jobs, generate growth, and advance human welfare.12

- **Schools pay insufficient attention to these skills.** In analyzing results of the Torrance Tests of Creative Thinking, William & Mary researcher Kyung Hee Kim concludes that creativity among students has significantly declined over the last 20 to 30 years. Kim’s analysis shows that between 1984 and 2008, student’s abilities to elaborate on their ideas declined by 4 percent, and student’s abilities to come up with a number of solutions to problems, otherwise referred to as fluency, declined by 7 percent. The majority of these declines took place after sixth grade.13

- **Creativity declines as students progress through school.** Research has long shown that traditional educational structures could actually diminish creativity. For example, in 1968 George Land administered a creativity test to 1,600 five-year-olds and readministered the test
5 and 10 years later. Land found that the percentage of students scoring at the genius level on the creativity scale diminished by nearly two-thirds over each five-year period.\(^{14}\)

5. **A focus on deeper learning increases US competitiveness in the global marketplace.** Technology has flattened the global economy, a cause for concern as US students now trail many of their international peers.

- **Globalization increases demand for higher order skills.** Researchers Thomas Kemeny and David Rigby assert that the United States has dramatically increased imports of products made using routine tasks and low skills. At the same time, the task structure of work in many advanced, industrialized economies has shifted away from routine cognitive tasks and manual labor toward interactive and analytical activity.\(^{15}\)

- **Other nations have gained an educational lead.** In a global economy, there is no guarantee that the United States will maintain an advantage in jobs requiring deeper learning skills; indeed, there is evidence to the contrary. Results on the latest international PISA assessments (which more accurately reflect higher order thinking skills than state assessments) show US students trailing peers they once led. Of the 44 countries that took the international problem-solving assessment in 2012, US ranked 18th among 44 countries. This C+ performance was better than other rankings. Out of the 34 countries that took those PISA exams, US students ranked 27th, 17th, and 20th in mathematics, reading, and science, respectively.\(^{16}\)

- **Students enrolled in deeper learning–focused schools perform better on international assessments.** A recent study by the American Institutes for Research comparing 19 schools that focus on deeper learning outcomes to 19 similar schools that don’t found that on average the deeper learning schools performed better on a PISA-based tests in math, reading, and science.\(^{17}\)

6. **Schools focusing on deeper learning create more equitable outcomes.** Education is a means to provide opportunity for all students, especially those most disadvantaged. Unfortunately, the existing system still leaves disadvantaged students behind.

- **Demographics are shifting.** The demographics of the nation’s students are shifting significantly. Minorities now account for about half of all US births, and by 2050 the nation is expected to become majority-minority (more than half the nation will be made up of people of color).\(^{18}\) Simultaneously, the percentage of low-income students is on the rise. Analysis by the Southern Education Foundation indicates that just under half (48 percent) of the nation’s students qualified for free and reduced-priced lunch in 2011.\(^{19}\)

- **There is an opportunity gap among US students.** According to analyses by the Organization for Economic Cooperation and Development, of the about 36 million US adults with low skills, more than half are black or Hispanic.\(^{20}\) These trends show no sign of abating: 15-year-olds from families with lower socioeconomic status scored about 20 percent lower than peers from families with higher economic status on international PISA exams.\(^{21}\) These outcomes underlie significant educational opportunity and experience gap that cuts across race, income, and other factors.\(^{22}\)

- **Deeper learning schools help close opportunity gaps.** The American Institutes for Research found positive impacts for students on a range of key outcomes, including high
school graduation rates; scores in math, science, and reading on PISA-based tests; and key skills such as collaboration and self-efficacy.\textsuperscript{23}
Appendix 1:

10 Ways to Describe the Importance of Deeper Learning

NASBE’s Deeper Learning State Policy Action Group came up with 10 phrases to help communicate succinctly the need for deeper learning:

1. A 19th century education will not provide you with a 21st century career.

2. iPhones versus rotary phones.

3. Ride the bike, don’t just watch people riding the bike.

4. Not filling the pail but lighting the fire.

5. Today’s students are tomorrow’s work force.

6. The not yet invented career will employ today’s students.

7. Design opportunities for kids so that they can design the future.

8. Kids should be the architects of their own education so that they can be the architects of the future.

9. Horse and buggy versus a modern car.

10. People learn by baking the cake, not just by looking at a recipe.
Appendix 2:

Deeper Learning Blogs

A number of blogs can help state boards of education keep abreast of new research and resources on deeper learning and provide fodder for their own message dissemination:

http://www.edutopia.org/blogs  Edutopia’s blog is focused on providing teachers with practical classroom strategies and tips from real educators, as well as lesson ideas, personal stories, and innovative approaches to improve teaching practice.

http://blogs.edweek.org/edweek/learning_deeply/  Education Week’s Deeper Learning Blog is a forum for students, teachers, administrators, researchers, and policymakers to explore the practice and policy issues around deeper learning.

http://all4ed.org/issues/deeper-learning/  The Alliance for Excellent Education’s blog, High School Soup, compiles a weekly summary of articles, blog posts, and other content around deeper learning under the title “Deeper Learning Digest.”

http://www.p21.org/news-events/p21blog  The Partnership for 21st Century Skills blog is edited by Jim Bellanca. Each week Jim invites several prominent authors, classroom teachers, or school administrators to respond to a driving question about 21st century skills and deeper learning connections.

http://blogs.kqed.org/mindshift/category/guide-to-deeper-learning/  Mind/Shift is a blog launched in 2010 by KQED and NPR, which explores the future of learning in all its dimensions, groundbreaking research, education policy, and more.

http://bie.org/blog  The Buck Institute for Education creates, gathers, and shares high-quality project-based learning (PBL) instructional practices, and many of their blog posts discuss the relationship between PBL and 21st century competencies.

http://www.aypf.org/blog/  The American Youth Policy Foundation works to educate, inform, and engage policymakers in the development of effective and supportive youth policies. Their Forum for Thought frequently addresses issues around deeper learning.
Appendix 3: Deeper Learning Videos: The Next Best Thing to Seeing It In Person

As the old proverb reads, “Tell me, I forget. Show me, I remember. Involve me, I understand.” Unfortunately, too often, policy makers stop at the first stage of that process, telling or directing, and go no further. To be more invested in a significant shift in learning demanded of states, the public and key stakeholders must see the benefits of this learning firsthand. While in-person site visits and deeper investment opportunities are optimal, the videos below—which can be used in presentations or simply sent directly to stakeholders with less exposure to deeper learning—can be a good first step.

Performance Assessments-Schools focusing on deeper learning rely on performance assessments as a key means to evaluate the quality of learning. These assessments serve as high quality student and professional learning experiences and better reflect the extent to which cognitively rich learning takes place in a classroom or school. The videos below highlight two examples of this approach in action.

- **Comprehensive Assessment Video**- This Edutopia video provides a good scan of the benefits of performance assessments.
- **Portfolio Assessment Video**- The video highlighting Envisions Schools’ approach to ensure students not only understand content, but can demonstrate that understanding, thereby reflecting college, career, and civic readiness.

Standards Implementation-Deeper learning and educational standards are not in conflict. On the contrary, deeper learning relies on the effective implementation of high quality standards. The videos below demonstrate two examples.

- **Implementing Standards**- This video demonstrates how teachers and schools are translating the Common Core to student experiences that facilitate deeper learning.
- **Teaching Text Analysis**- This video highlights reading instruction and approaches that lead to deep understanding of content.

Professional Learning-Facilitating deeper learning instruction demands new ways to prepare and support teachers. Two examples of new types of professional learning—teacher externships and professional learning communities—are highlighted below.

- **Teacher Externship**- This video highlights the benefits to teachers in participating in externship opportunities.
- **Curriculum Integration**- This video highlights ways teachers work together to integrate their curriculum across different disciplines.

Partnerships-One means to advance deeper learning is to promote partnerships that help expand through whom, where, when, and how student achieve high quality learning. The videos below highlight how partnerships can leverage student internship and contextualized learning opportunities.

- **Work-Based Learning**- This video highlights the power of quality work-based learning opportunities on student learning.
Partnerships That Contextualize Learning - The video highlights the work of one smaller learning community, Life Academy in Oakland, California in engaging students in meaningful, contextualized learning experiences that expose them to potential career opportunities in the future.

Personalization - Schools that implement deeper learning are known and supported much more comprehensively. The two videos below highlight how two schools do this, the first through social and emotional learning and the second through empowering teaching to utilize personalized modes of instruction that build off students’ interests.

- Social and emotional learning - The video highlights the importance of social and emotional learning to a school’s success at achieving its overall learning goals.
- Engaging Instructional Approaches - This PBS News Hour story highlights how teachers are utilizing engaging, project-based approaches to enhance students’ learning.

Project-based/Inquiry-based Modes of Learning - By in large, deeper learning schools rely more on a project-based, inquiry-based modes of learning rather than the lectured-centered formats most schools rely on. Below are two examples of this approach in action.

- Expeditionary Learning - This video, produced by Learning Matters and featured on the PBS News Hour, highlights Expeditionary Learning’s inquiry based approach to teaching and learning. For more videos on Expeditionary Learning, please refer to the organization’s Vimeo website.
- Center for Advanced Research and Technology - This video highlights a school outside of Fresno, California focusing on a more hands-on, project-based mode of instruction.

Use of Time - Limitations on time and how it can be used can be significant barriers to student deeper learning. The following videos highlight how time and the way time is credited can be re-conceptualized to support student deeper learning.

- Maine Proficiency-Based Learning - These videos by the Maine Department of Education Center for Best Practices highlight a series of student experiences demonstrating how flexibility in use of time can lead to high quality student learning experiences (see textbox).
- Extended Learning Time for Deeper Learning - This video by the National Center on Time Learning highlights ways one school leverages additional learning hours to support deeper learning experiences for their students.

SHOW ME, I’LL REMEMBER.

Both Maine and New York have taken innovative approaches to communicating key education policies. To support implementation of its’ new proficiency based learning policy, Maine Department of Education established the Center for Best Practice, which provides case studies, self-assessments, and videos highlighting best practices in implementation of proficiency based learning. Similarly, New York’s EngageNY website includes videos and a multitude of other resources to support implementation of new college- and- career ready standards.
Appendix 4: Pictures That Tell a Story

The following are drawn and cited from research relating to the need for deeper learning and may be helpful in getting stakeholders to visualize the need for deeper learning.


By 2018, about two-thirds of all employment will require some college education or better.

Source: Authors’ analysis of March CPS data, various years; Center on Education and the Workforce forecast of educational demand to 2018


17 Zeiser et al., “Evidence of Deeper Learning Outcomes.”


23 Alliance for Excellent Education, “A Time for Deeper Learning.”