



Considering a Deeper Learning Approach

A Set of Toolkits for State and District Leaders

Think back on your own high school experience or the high school experiences of your children or the high school experiences of students who may be attending schools in your state, districts, or schools. What types of learning opportunities are the most relevant to the world in which we live? What types of learning experiences best position students to engage more deeply in topics in ways that are more innovative or interesting?

In recent years, a growing number of states, districts, and schools have embraced educational approaches that entail the delivery of challenging academic standards to students in innovative ways that allow them to learn and apply what they have learned. Schools are investigating and implementing a variety of approaches to develop students' deeper learning competencies—the set of skills students need to succeed in college and a career in a changing economy. The fastest-growing job sectors are those that require problem-solving and critical-thinking skills. In addition, jobs that require

routine manual skills are in decline. As the Alliance for Excellent Education (Alliance) reported in its review of a 2016 report from Georgetown University's Center on Education and the Workforce (<http://all4ed.org/articles/haves-and-have-nots-ninety-nine-percent-of-jobs-created-since-the-great-recession-have-gone-to-workers-with-at-least-some-college-says-new-georgetown-university-report/>), for the first time in U.S. history, college graduates outnumber high school-educated workers in the labor force, highlighting a national shift in employment opportunities that now favors workers with postsecondary education. Ninety-nine percent of jobs created since the Great Recession go to workers with some postsecondary education.

Changes in the ways we approach learning experiences are necessary in light of the ongoing surveys of students that show that engagement in school declines dramatically by high school. Students need to be meaningfully engaged in their learning. Yet, as was pointed out by

the Alliance in the *Deeper Learning Digest, Looking Ahead With Deeper Learning* (<http://all4ed.org/deeper-learning-digest-looking-ahead-with-deeper-learning/>), the 2015 Gallup poll results show that nearly half of U.S. students report that they are not engaged or are actively disengaged from schools.

According to Governor Bob Wise, president of the Alliance, “In today’s world, twenty-first-century skill demands are steadily increasing. Most high-paying jobs require additional education and training beyond a high school diploma. We must make sure that our children, particularly those who are traditionally underserved, are prepared for and have access to postsecondary education.”

Although the specific description of the deeper learning competencies varies among educators and organizations, most definitions of deeper learning include a variation of similar abilities. Deeper learning prepares students to

- know and master core academic content;
- think critically and solve complex problems;
- work collaboratively;
- communicate effectively;
- be self-directed and able to incorporate feedback; and
- develop the academic mindsets necessary for learning.

While deeper learning experiences are important for all students, research shows schools that engage students from low-income families and students of color in deeper learning have stronger academic outcomes, better attendance and student behavior, lower dropout rates, higher graduation rates, and higher rates of college attendance and perseverance than comparison schools serving similar students. (For more information, see the report, *Graduation Advantage: Deeper Learning Approaches May Boost High School Graduation Rates, According to Updated AIR Study* (<http://all4ed.org/articles/graduation-advantage-deeper-learning-approaches-may-boost-high-school-graduation-rates-according-to-updated-air-study/>).



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Moving to a Deeper Learning Approach

A shift to approaches that foster deeper learning in schools requires careful consideration and planning regarding the knowledge and capacity of educators to successfully shift teaching and learning to twenty-first-century instructional approaches. Changes in these approaches should respond to the need not only to change how students are learning, but also to create an infrastructure that routinely solicits feedback from students. Such practices ensure that the changes are resulting in learning experiences that feel more aligned with real-world issues that students find engaging.

As such, state and district leaders will need to review and consider various policies, procedures, and practices that lead to deeper learning competencies and outcomes. This set of toolkits defines policies, procedures, and practices as follows:

- **Policies:** A federal law, state regulation, or school board rule that governs the operation of education systems and mandates educators to follow specific guidelines. Examples of federal law include the Every Student Succeeds Act (ESSA), the Higher Education Act (HEA), the Carl D. Perkins Career and Technical Education Act (Perkins), and the Individuals with Disabilities Education Act (IDEA). State regulations may include adopting new state standards or assessments, establishing long-term goals for the high school graduation rate, establishing new requirements for teachers and/or building leaders, and developing multi-tiered systems of



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support and evidence-based interventions for students. School board policies might adopt multi-tiered systems of support and evidence-based interventions; develop guidance for interim and classroom assessments, student learning plans, or internship opportunities; and/or regulate teacher planning time.

- Procedures:** A procedure describes how a state, district, or school will put a policy into action (i.e., how the school superintendent designs the implementation strategy at the district and local school level). A policy adopted at the state level may, but not always, require a change in a policy at the district level. However, all policies require procedures to support their implementation. If, for example, the state moves to a multi-tiered system of support with evidence-based intervention, the district may have to change its rules for referring students to special education and devise a new system that requires educators to use intervention and assessment data to support student learning and success prior to referring a student to special education. If the state adopts new college- and career-ready standards, the superintendent might design a plan to administer those standards at the district level, prepare teachers to support that work, and revisit collective bargaining agreements to provide more teacher professional development. State adoption of new computer-based assessments may require local school districts to review the school system's technology infrastructure and develop a plan to train teachers, communicate with parents, and allow students to practice using the technology.

- Practices:** Practices are what educators do at the building and classroom levels to implement the policies and procedures. For example, teacher leaders may use weekly teacher planning time to meet with their teams to review student intervention results and use that information to plan lessons. Principals may conduct classroom observations and provide feedback to teachers on the implementation of a policy. Students may work with teacher mentors and business representatives to write their own learning goals or determine topics and artifacts for portfolios. At events such as back-to-school nights, principals may inform parents and community members about policy changes, such as new learning standards or assessments.

Purpose

These toolkits introduce state and district leaders to policies, procedures, and practices that may support deeper learning outcomes. The toolkits are not designed to guide implementation of deeper learning approaches at the classroom level and do not provide "how to" resources or specific instructional strategies that teachers use in their classrooms. These toolkits support state and district leaders as they explore whether to launch a deeper learning approach or move toward one; strengthen or expand existing practices; and commit the financial resources, political support, and expertise necessary to ensure success.

As a leader in education policy, advocacy, and practice, the Alliance has produced numerous reports, fact sheets, webinars, videos, blogs, and other resources about deeper learning. These resources provide the starting point for the toolkits. A purpose of the toolkits is to help states and districts utilize the various resources the Alliance has developed to support their work.

Each toolkit contains conversation starters that state and district leaders can use to guide discussion and/or reflection on the information presented. They provide insights into planning, communication, and implementation issues related to launching or strengthening a deeper learning initiative. The tools themselves (e.g., discussion questions, surveys, inventories, vignettes, etc.) assist state and district leaders in thinking about deeper learning and having formal and/or informal conversations about

their capacity to support a deeper learning agenda through policies, procedures, and practices.

Many organizations support and inform deeper learning work. A listing of additional experts and advocates for deeper learning is found in the Appendix at the end of this introduction.

The graphic representation on page 5 shows the structure of the set of toolkits. The toolkits are organized according to three topic areas: understanding deeper learning; assessing deeper learning; and considering opportunities for deeper learning at the high school level. There is an introduction for each topic that sets a context for the particular toolkits for that topic area.

- **The What and Why of Deeper Learning.** The purpose of this topical area is to provide an overview of deeper learning and its rationale. There is one toolkit, **Deepening Your Understanding of Deeper Learning**, which provides state and district leaders with basic content and information about deeper learning. It also includes a section on equity and deeper learning, and ways to leverage the moral and economic imperatives for deeper learning.
- **Assessing Deeper Learning.** The purpose of this topical area is to describe policies, procedures, and practices that support assessing deeper learning outcomes. There are two toolkits: **Using Assessment Results**, which describes the different approaches to using and communicating student assessment data that focuses on deeper learning outcomes; and **The Every Student Succeeds Act and Assessing for Deeper Learning**, which provides a summary of the opportunities within the law to support a deeper learning approach.
- **High School Deeper Learning Opportunities.** The purpose of this topical area is to describe policies, procedures, and practices that foster deeper learning that are unique to high schools. There is one toolkit, **Infrastructure Support**, which describes how time, space, and digital literacy can enhance deeper learning.

Using the Toolkits

The flexible design of the toolkits allows leaders to pull freely from the information and tools that best suit their situation. Consider these examples:

- The district superintendent has heard about deeper learning at conferences. Several building principals meet with her to consider if deeper learning might be a good fit in the district. After reading through the toolkits, the superintendent creates a committee of district and building leaders to use the toolkits to discuss the types of infrastructure changes necessary to launch a school improvement planning initiative focused on deeper learning.
- The state leader in charge of standards and assessments wants to explore how well the state assessments reflect deeper learning outcomes. He forms an ad hoc team with staff members and uses the tools and information contained in the Assessing Deeper Learning toolkits to review their assessment program. They begin their conversations by prioritizing the various issues discussed in the toolkits and then select one—ESSA and Assessing for Deeper Learning—to review in its entirety.
- Principals recognize the need for deeper learning practices in their buildings. They have requested help from the district leadership to expand these practices within their respective schools. One high school principal focuses on the work of the English/language arts department in her building. Using the Deepening Your Understanding of Deeper Learning toolkit, she meets with the department staff to gauge the department's progress. The team records its discussions and reviews the various tools contained in the toolkit. The team then turns to the toolkit in High School Deeper Learning Opportunities to explore additional ways to strengthen deeper learning outcomes at their school. Once the team has completed its work, the principal reflects on her staff members' capacity to expand their work as well as perceived buy-in to expand the work. The principal uses the information collected from these discussions to determine next steps.

These toolkits do not, of course, cover all of the issues and challenges that states and districts must consider when planning policy, procedures, and practices that support deeper learning outcomes. The Alliance also recognizes the vast array of documents and tools already available to state and district practitioners. However, these toolkits provide state and district leaders with a starting point as they consider infrastructure issues that can support or hamper a deeper learning initiative.

Considering a Deeper Learning Approach: An Overview of a Set of Toolkits for State and District Leaders

Topic Area Introduction **The What and Why of Deeper Learning**

TOOLKIT: DEEPENING YOUR UNDERSTANDING OF DEEPER LEARNING

- Blended Learning Policies, Procedures, and Practices (SDL)
- Connected Learning Policies, Procedures, and Practices (SDL)
- Engaging Students in Deeper Learning (SDL)
- Inquiry-Based Learning Opportunities (SDL)
- Inquiry-Based Learning Policies, Procedures, and Practices (SDL)
- Personalized Learning Policies, Procedures, and Practices (SDL)
- Project-Based Learning Policies, Procedures, and Practices (SDL)
- Reflecting on Deeper Learning Approaches and Outcomes (SDL)
- Work-Based Instruction Policies, Procedures, and Practices (SDL)
- Work-Based Learning Challenges (SDL)

Topic Area Introduction **Assessing Deeper Learning**

TOOLKIT: USING ASSESSMENT RESULTS

- Communicating Positive Perspectives (DL)
- Data Review Meetings (DL)
- Examples of Data Usage (SDL)
- Using Data Dashboards (SDL)
- Using Deeper Learning Assessment Results (SDL)

TOOLKIT: ESSA AND ASSESSING FOR DEEPER LEARNING

- Building a Comprehensive System of Assessment (SDL)
- District Use of Portfolios, Projects, and Extended-Performance Tasks (DL)
- Interim Assessment Design Elements Checklist (DL)
- Learn More About Performance Assessment (SDL)
- Reviewing Assessment Comprehensiveness (DL)
- Sharing with Building Leaders (DL)
- Surveying Districts (SL)
- Using ESSA to Enhance Assessment (SL)

Topic Area Introduction **High School Deeper Learning Opportunities**

TOOLKIT: DEEPER LEARNING INFRASTRUCTURE SUPPORT

- Digital Infrastructure: A Look at What Districts Are Doing (SDL)
- Do We Have Space for Deeper Learning? (DL)
- Educator Capacity to Use Technology for Deeper Learning (SDL)
- Making Time for Teacher Professional Learning (DL)
- Opportunities in ESSA That Support Digital Learning (SDL)
- Organizing Time for Deeper Learning (DL)
- Reviewing Your District's Technology Infrastructure (DL)
- Scaling Up Technology (SDL)

DL = for District Leaders
SL = for State Leaders
SDL = for State and District Leaders

Appendix: Some Experts and Advocates for Deeper Learning

Following is a list of organizations that provide information and resources on deeper learning. Users of the Alliance's deeper learning toolkit can find additional information by visiting their websites. [Note: Information for many of the annotations below came from http://hewlett.org/grants/search?order=field_date_of_award&sort=desc&keywords=Council+of+Great+City+Schools&year=&term_node_tid_depth_1=All&program_id=All]

- **Achieve** is a nonpartisan education reform organization dedicated to working with states to raise academic standards and graduation requirements, improve assessments, and strengthen accountability. Achieve works to ensure that deeper learning outcomes are useful and encourages states to adopt new assessment systems. <http://www.achieve.org>
- **Alliance for Excellent Education** is a Washington, DC-based national policy, advocacy, and practice organization dedicated to ensuring that all students, particularly those who are traditionally underserved, graduate from high school ready for success in college, work, and citizenship. The Alliance hosts www.DeeperLearning4All.com, which provides educators and policymakers with information related to expanding deeper learning opportunities as well as examples from ten deeper learning network schools. www.all4ed.org
- **American Institutes for Research (AIR)** has conducted analyses for the *Study of Deeper Learning: Opportunities and Outcomes*. With that information, AIR is dedicated to determining how to update analyses of high school graduation rates and postsecondary outcomes; ways in which these outcomes are associated with the development of deeper learning outcomes; and factors that facilitate/challenge implementation and sustainability. www.air.org
- **American Youth Policy Forum** is a nonpartisan organization that convenes policymakers, practitioners, and researchers to frame issues, inform policy, and create conversations about improving education and young people's lives. www.aypf.org/tag/deeper-learning/
- **Asia Society's International Studies Schools Network (ISSN)** is a national network of design-driven public, charter, and private schools committed to developing college-ready and globally competent graduates. The ISSN works with school communities to prepare students for work and civic roles in a globalized environment, where success increasingly requires deeper learning outcomes, such as collaboration, critical thinking, and teamwork. www.asiasociety.org
- **Aspen Institute** is an international nonprofit organization dedicated to fostering leadership and the pursuit of common ground. The Aspen Institute, along with the Collaborative for Academic, Social, and Emotional Learning and Civic Enterprises, is planning a commission to promote policies that incorporate social and emotional learning in the classroom and communicate a policy framework to advance critical components of deeper learning. <http://www.aspeninstitute.org/education>
- **Association of Chamber of Commerce Executives** supports business engagement in education to provide opportunities for students to develop the skills needed to be successful in the twenty-first-century workforce. The chamber fosters partnerships in high schools, colleges, and communities. www.acce.org/divisions/deeper-learning/
- **Beryl Buck Institute for Education** creates, gathers, and shares high-quality, project-based learning instructional practices and products and provides services to teachers, schools, and districts. The Institute facilitates the creation and adoption of project-based learning standards that include deeper learning outcomes. www.bie.org
- **Business Innovatory Factory (BIF)** is an organization that uses human-centered design to develop new education models. With BIF's Student Experience Lab, research is conducted to better understand the issues schools face when implementing deeper learning practices, and strategies are created for increasing deeper learning in public schools. <http://businessinnovationfactory.com/about-bif>
- **Capitol Impact** is a consulting firm dedicated to improving policy and practice in California, with an emphasis on public education. Capitol Impact works with the California Education Policy Fund to advance policy and practice form to promote deeper learning in elementary and secondary schools. <http://www.capitolimpact.org/what-we-do/>
- **Carnegie Foundation for the Advancement of Teaching** is committed to developing networks

of ideas, individuals, and institutions to advance teaching and learning. They join together scholars, practitioners, and designers in new ways to solve problems of educational practice. Toward this end, they integrate the discipline of improvement science into education with the goal of building the field's capacity to improve. <https://www.carnegiefoundation.org/>

- **Center for American Progress (CAP)** is an independent, nonpartisan educational institute that develops interrelated state and national frameworks for next-generation school accountability systems. CAP explores how policy can change instruction and assessment and align it with students' deeper learning outcomes. <http://www.americanprogress.org>
- **Center for Innovation in Education** is an organization within the University of Kentucky that provides advice and support to states to make school systems more accountable for K–12 education. The center provides assistance to states and districts as they align their standards and assessments with deeper learning. <http://www.leadingwithlearning.org/>
- **Children Now** is a national, state, and local research, policy development, and advocacy organization dedicated to improving children's overall well-being. Children Now is dedicated to improving teacher training and evaluation and state accountability, and supports programs (e.g., Linked Learning) and teaching strategies (e.g., blended learning). <https://www.childrennow.org/>
- **Collaborative for Student Success** is a nonprofit organization dedicated to improving public education through a commitment to high standards for all students. The collaborative supports local organizations and advocates in state-led efforts to educate and inform all stakeholders, including parents, students, teachers, and community leaders about the need for high state standards and high-quality assessments. www.forstudentsuccess.org
- **ConnectEd: The California Center for College and Career** is an educational organization that supports schools in implementing career-themed high school pathways that prepare students for success in college, a career, and life. ConnectEd helps school districts build capacity for assessing deeper learning and identifies competencies for measuring deeper learning. <http://www.connectedcalifornia.org>
- **Council for a Strong America** is a national, bipartisan nonprofit that works at the state and federal levels to educate lawmakers about the importance of

investments in the U.S. education system that teach students the skills and knowledge they need to compete in today's workforce. www.strongnation.org/topics/deeper-learning

- **Council of Chief State School Officers** is a nonpartisan organization of public officials nationwide who head state departments of elementary and secondary education. The council builds awareness and multistate consensus on policies and practices that move deeper learning and open educational resources forward. <http://www.ccsso.org>
- **Council of Great City Schools** brings together the nation's largest urban public school systems in a coalition dedicated to the improvement of education for children in inner cities. To do this, the council conducts research, promotes legislation, and builds networks with other school systems. <http://www.cgcs.org>
- **Council of State Governments** is a nonpartisan, nonprofit organization in the United States that serves all three branches of state government. One focus of the council is on analyzing state legislation on deeper learning education policy reform. <http://www.csg.org/education.aspx>
- **Data Quality Campaign (DQC)** is a nonprofit educational organization that is dedicated to ensuring that families and educators can access and use quality student data to raise achievement. DQC advocates that state policymakers should develop set policy and practice questions that will link data to student success. <http://dataqualitycampaign.org/>
- **Deeper Learning Equity Fellowship** is a partnership between Big Picture Learning and the International Network for Public Schools. The fellowship is a cohort-based program that develops, strengthens, and sustains the next generation of diverse and exceptional leaders. These leaders influence policies and practices that expand access to deeper learning in public education across the country. http://www.bigpicture.org/apps/pages/index.jsp?uREC_ID=389378&type=d&pREC_ID=882378
- **Digital Promise** is a nonprofit organization focused on expanding the opportunity to learn. It disseminates a set of deeper learning micro-credentials to current and aspiring educators, develops new deeper learning aligned micro-credentials in partnership with Education Rising, and supports the increasing focus of deeper learning within educator-preparation pathways. <http://www.digitalpromise.org/>

- **EdLeader21** is a nationwide professional learning community for school district leaders focused on implementing a variant of deeper learning. EdLeader21 focuses on a performance assessment system to improve teacher, school, and district practices; provide deeper learning aligned capacity-building opportunities focused on Common Core State Standards implementation; and support evidence-based district analysis and transformation through its STEP21 self-assessment rubric, online tool, and peer review process. www.edleader21.com
- **EdReports** is an independent nonprofit that publishes reviews of instructional materials and helps districts and educators make informed purchasing that support improving student outcomes. EdReports allows educators to access deeper learning materials and learn the strategies of deeper learning that have been successful in different districts. <http://www.edreports.org/>
- **EdSource** is a highly respected source of education information, research, and analyses that produces content on the Common Core State Standards, college and career readiness, California education policy reforms, early education, expanded learning initiatives, and student wellness via *EdSource Today*. www.edsource.org/topic/deeper-learning
- **EducationCounsel** is a mission-based education consulting firm that combines significant experience in policy, strategy, law, and advocacy to drive improvements in the U.S. education system. It develops and advances evidence-based ideas at the local, state, and national levels to strengthen educational systems and promote expanded opportunities and improved outcomes for all students in order to close achievement gaps and significantly improve education outcomes for all children from early childhood through postsecondary education. <http://educationcounsel.com/>
- **Education First Consulting** (EFC) is a for-profit consulting firm that supports clients that have an impact on education systems, teachers, and students. EFC is developing metrics and monitoring progress against goals for high-quality assessments that measure deeper learning. <http://www.educationfirstconsulting.com>
- **Education Trust–West** is an educational organization dedicated to increasing academic achievement for students pre-K through college. Education Trust–West helps districts invest in instructional models that promote deeper learning with the goal of preparing students for college and a career. <https://west.edtrust.org/>
- **Education Week's Learning Deeply** is an opinion blog that engages a broad range of conversations around the knowledge and skills students need, what these abilities look like in the classroom, and what the policies are that inhibit and enable the development of those skills, and challenges policy-makers and educators face in creating the needed conditions. http://blogs.edweek.org/edweek/learning_deeply/2014/02/welcome_to_learning_deeply.html
- **EdVisions Schools** provides project support to the Deeper Learning Network, a network of networks consisting of ten school reform models totaling more than 500 public schools across the country. www.edvisionschools.org
- **Envision Education** offers training, tools, and technology that make it possible to change schools' practices and results, partnering closely with school and district leaders to transform the culture and school systems' support of deeper learning. www.envisionschools.org
- **Getting Smart** is a community for news, stories, and leadership on innovations in learning and teaching. They have produced more than 5,600 blogs as well as several reports and white papers on deeper learning implementation and preparing leaders for deeper learning. www.gettingsmart.com
- **GlassLab Games** is an educational organization focused on transforming learning and assessment by developing and distributing effective and engaging digital learning games to improve student learning outcomes. GlassLab uses its games to demonstrate how games can measure collaboration, which is a key deeper learning outcome. <http://www.lrng.org>
- **Hechinger Report** is an independent, nonprofit newsroom that explains education policy and how it affects young people. The *Report* highlights the impact of deeper learning schools on graduation rates and the types of policies, practices, and procedures that should exist for deeper learning frameworks. <http://hechingerreport.org/>
- **High Tech High** (HTH) is a small public charter school where teachers practice a learner-centered, inclusive education approach that supports and challenges each student. Teachers collaborate to design curriculum and projects and lead professional development. HTH also provides information on their Graduate School of Education, credentialing, and the annual deeper learning conference. www.hightechhigh.org

- **Illustrative Mathematics** is a community of educators dedicated to the coherent learning of mathematics. Illustrative provides expert guidance to states, districts, curriculum writers, and assessment writers who improve mathematics education and align instruction with deeper learning outcomes. <https://www.illustrativemathematics.org/>
- **Jobs for the Future (JFF)** designs education and career pathways and promotes their adoption. Visit JFF's website for more information on their national summit, state summits, and resources on assessment. www.jff.org
- **Leadership Public Schools (LPS)** is a charter school network that prepares traditionally underserved students to succeed in college and become leaders in their communities. LPS is developing a technology tool designed to enhance/enable personalized learning in the classroom, which will assist teachers in advancing deeper learning outcomes. <http://www.leadps.org>
- **Learning Policy Institute (LPI)** conducts and communicates independent, high-quality research to improve education policy and practice. Working with policymakers, researchers, educators, community groups, and others, the LPI seeks to advance evidence-based policies that support empowering and equitable learning for each and every child. www.learningpolicyinstitute.org
- **Monica Martinez Consulting** has created a deeper learning planning guide, user guide, facilitator guide, and downloadable examples that demonstrate how schools can create conditions necessary for deeper learning. These resources help school leaders develop a strategic plan to transform their schools. www.dlplanningguide.com
- **National Academy of Sciences (NAS)** is a private, nonprofit organization of the country's leading researchers. The NAS recognizes and promotes outstanding science, and through the National Academies of Sciences, Engineering, and Medicine, it provides objective, science-based advice on critical issues affecting the nation. The NAS informs test developers and research funders about recommendations regarding assessments and how to make deeper learning applicable in the classroom. <http://www.nasonline.org/>
- **National Board for Professional Teaching Standards** develops standards for K–12 educators. It compares standards and aligns them with deeper learning outcomes to determine whether teacher support materials can improve deeper learning instruction in the classroom. <http://www.nbpts.org/>
- **National Conference of State Legislatures (NCSL)** is a bipartisan nongovernmental organization designed to improve the quality and effectiveness of state legislatures, promote policy innovation, and ensure that state legislatures have a voice in the federal system. The NCSL builds awareness for college- and career-ready outcomes and supports state legislative capacity as deeper learning reforms shift to the national and federal levels. <http://www.ncsl.org>
- **National Association of State Boards of Education (NASBE)** provides state policymakers with essential tools to make smart decisions on ways to prepare more students for college, a career, and civic success. To access NASBE's publications, webinars, online seminars, and face-to-face events, visit www.nasbe.org/project/deeper-learning/
- **New America** is a nonprofit, nonpartisan public policy institute. It builds learning-based pathways, advocates for changes in education policies that promote the use of technology, and focuses on improving equity for traditionally underserved students. New America is dedicated to ensuring that students are ready for college and a career and encourages the use of deeper learning strategies to ensure that students receive a quality education. <https://www.newamerica.org/>
- **New Tech Network** supports schools and school districts to ensure that all students gain the knowledge and skills necessary to succeed in college, a career, and civic life. The New Tech Network focuses on improving student outcomes that will ensure that deeper learning is fostered and provided to all students. <http://www.newtechnetwork.org/>
- **Next Generation Learning Challenges** supports educators who are reimagining public education, from helping them apply innovation to school design to issuing challenge grants that enable practitioners to transform education to a more student-centered deeper learning model. <http://nextgenlearning.org/>
- **North Carolina State University** with the Friday Institute for Educational Innovation focuses on creating a next-generation education system. NC State is focused on preparing educators to use instruction to enhance students' deeper learning and to develop personalized, technology-enhanced approaches that enable students to become deep learners. <http://www.ncsu.edu/>

- **Openstax College, Rice University** develops and disseminates a library of high-quality textbooks for the twenty-five most popular college courses in the United States. Openstax is dedicated to establishing a self-sustaining infrastructure and alternative to traditional educational materials. Openstax aligns materials with deeper learning outcomes that are accessible for instructors and students in pre-K through secondary schools. <http://www.rice.edu>
- **Partners for Each and Every Child** has developed a comprehensive set of tools to be used by states to assess their current stakeholder engagement efforts and further develop their engagement strategies. These tools allow states and districts to engage various audiences around policies that enable deeper learning. <http://partnersforeachandeverychild.org/StateEngagement.html>
- **Partnership for 21st Century Learning** is a voluntary, national, independent partnership among education, business, community, and government leaders to advance student skills such as deeper learning outcomes. The partnership identifies and connects those working explicitly to help the education system and further innovation. <http://www.p21.org>
- **Partnership for Assessment of Readiness for College and Careers** is a combination of states working together to develop new student tests that measure college- and career-learning standards and prepare students for success in college and the workforce. This state collaboration will create assessments that measure deeper learning outcomes. <http://www.parconline.org>
- **Peer 2 Peer University (P2PU)** is a nonprofit organization that facilitates learning outside of institutional walls. P2PU strives to cultivate a high-quality, low-cost model for lifelong learning by designing and leveraging open education tools and resources. www.p2pu.org
- **Policy Innovators in Education (PIE) Network** connects, accelerates, and amplifies the work of forty-nine state-based advocacy organizations. The PIE Network identifies and distributes resources, provides related training, and develops and deepens connections among advocates. www.pie-network.org
- **Project for Education Research That Scales (PERTS)** is dedicated to increasing the impact of research on education policy by working with scholars and policymakers. PERTS has advocated for the transformation of funding formulas and has fostered a new accountability system for California's schools. The new formula will influence district capacity to engage students in deeper learning. <https://www.perts.net/about>
- **RAND Corporation** is a nonprofit think tank that aims to help policymakers make decisions. The RAND Corporation is developing assessments of deeper learning in order to further approaches that promote deeper learning outcomes. <http://www.rand.org>
- **Rockefeller Philanthropy Advisors** manages the California Education Policy Fund, which supports groups working to advance policy and reforms that encourage deeper learning in schools. Rockefeller aims to improve alignment between the state's K-12 and higher education systems and improve measurement of deeper learning. <http://www.rockpa.org>
- **Society for Organizational Learning (SoL), North America** runs the SoL Education Partnership, which was created to form strong collaborative relationships within, between, and among schools and communities. This community of practice facilitates shared learning, reflection, and action to create systemic change in public education. SoL Education Partnership identifies and works with three school districts to cultivate system leaders, drawing on educators from teachers to school board leaders, in order to develop deeper learning outcomes for adults and students. www.solonline.org and <http://soledpartnership.org/>
- **Student Achievement Partners** offers hundreds of math and literacy resources for teachers, resources for leaders who are putting college- and career-readiness standards into action in their schools, and opportunities to become an advocate for the Common Core State Standards and college and career readiness for all students. www.achievethecore.org
- **Teach for America (TFA)–Bay Area** is a regional site of the national nonprofit organization that trains recent college graduates and professionals to teach for at least two years in low-income communities. TFA–Bay Area developed a new preservice training model, cultivates early adopters of deeper learning, and builds an alumni school leaders network. www.teachforamerica.org
- **Teaching Channel** is an online community and nonprofit organization where teachers can watch, share, and learn diverse techniques to grow every

student. The Teaching Channel has launched more than fifty videos showcasing schools that focus on deeper learning outcomes. Read *4 Big Ideas for Engaging Students (Deeper Learning)* to learn more. <https://www.teachingchannel.org/>

- **Understanding Language/Stanford Center for Assessment, Learning, and Equity (UL/SCALE)** is a recently merged research and practice center based at Stanford University that focuses on both language and performance assessment in K–16 settings. The mission of UL/SCALE is to support educators and policymakers in transforming systems to advance equity and learning for students—particularly for English language learners—by illuminating the symbiotic ways students learn language and academic content, and through the development and use of curriculum-embedded performance assessments. <http://ell.stanford.edu> and <http://scale.stanford.edu>

- **University of Chicago Consortium on School Research** conducts research and development work with select school and district partners to develop survey reports, protocols for data use, and training practices for its new Becoming Effective Learners student survey. Development of these tools will enable research on best practices that encourage academic mindsets, which constitutes an essential outcome of deeper learning. <https://consortium.uchicago.edu/>
- **WestEd** is a research, development, and service agency that aims to improve learning in educational settings. WestEd provides teacher training, develops assessments, and helps educators develop new practices and strategies that help instruction and result in students' deeper learning outcomes. <http://www.wested.org>

