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New All4Ed Report Asks Congress to Open Federal Pell Grants to High School Students

Early college high schools (ECHSs) and dual-enrollment programs allow students to take college courses while still in high school. Research has shown that students participating in these programs are more likely to enroll in college, post higher college grade point averages, persist, and ultimately graduate from college. Too often, however, the costs associated with these courses are prohibitive for students from low- and middle-income families.

To reduce the cost burden associated with these courses, while increasing college enrollment and persistence rates for students from low-income families, students of color, and other historically underserved students, a new report from the Alliance for Excellent Education (All4Ed) recommends that the U.S. Congress include a pilot program in the Higher Education Act that would allow high school students to use Federal Pell Grants to pay for college courses.

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Ten Facts About Dual-Enrollment and Early College High School Programs

Early college high schools and dual-enrollment programs offer students the opportunity to pursue college-level credit-bearing course work while still in high school. Find out how these programs are impacting students and why it's critical to continue supporting them.

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Deeper Learning Digest: Have You Seen This New Deeper Learning Video?

How must education change to prepare students for success in today's jobs—and for the jobs that haven't even been invented yet? This week's digest features a brand-new video from All4Ed on how deeper learning is preparing students for the jobs of today and tomorrow. Also check out new policy briefs on supporting teachers, a deeper learning showcase in Kentucky, and a "self-paced" learning model in Wyoming.

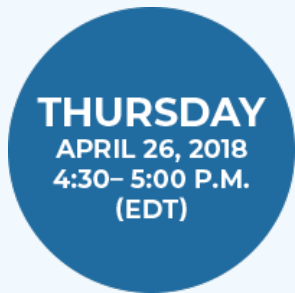
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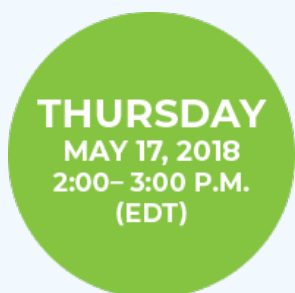
Future Ready Schools Webinar: Renegade Leadership



In this webinar, Brad Gustafson, EdD, principal at Wayzata Public Schools in Minnesota, and Future Ready Schools' Tom Murray will delve into innovative leadership practices to support student learning. They will share strategies to applying positive deviance in all roles that serve kids. Participants will collect examples of innovative leadership and hear about leadership behaviors that positively disrupt traditional thinking.

Register Now

The Graduation Effect: High School Graduation Rates and Their Effect on the American Economy



During this webinar, All4Ed will release new economic data demonstrating how increasing the high school graduation rate to 90 percent will lead to higher earnings for individuals, as well as new job creation and overall economic growth that benefit local communities, states, and the nation. Business, community, and education leaders will see the direct economic impact for their states and metropolitan areas, broken down by various demographic groups.

Panelists: **Lillian M. Lowery**, Vice President for Policy and Practice, *The Education Trust*, **Gilbert Zavala**, Vice President of Education and Talent Development, *Austin Chamber of Commerce*, and **Bob Wise**, President, *All4Ed*.

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In Case You Missed It



Future Ready Librarians Webinar: Ensuring Equitable Digital Access

How can librarians help ensure equitable digital access in their schools? Future Ready Librarians (FRL) discuss how librarians can provide and advocate for equitable access to connectivity, digital devices, information, resources, programming, and services in support of the district's strategic vision.



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The Every Student Succeeds Act



To keep you up to date on the latest happenings with the Every Student Succeeds Act (ESSA) and its implementation, the Alliance for Excellent Education has created a series of bite-sized materials – both print and video – that provide concise but comprehensive analyses of several key areas within ESSA.


Access ESSA Materials

Federal Flash ⚡



This Federal Flash checks in on the Education Department's approval of state plans created under the Every Student Succeeds Act (ESSA), plus the first meeting of Education Secretary Betsy DeVos's Federal Commission on School Safety. It also covers new federal reports on digital access, school discipline, and the latest results from the Nation's Report Card in math and reading.

Watch the Video

 [Click to Tweet:](#) #FederalFlash has news on state #ESSA plan approval, Betsy DeVos's Federal Commission on School Safety, and new federal reports on digital access, school discipline, and the Nation's Report Card in math and reading. Watch at all4ed.org/FederalFlash

[Watch Previous Episodes](#)

All4Ed in the News

Approving ESSA Plans That Violate the Law

Education Week's Politics K-12 blog covers recent documentation questioning whether or not several state plans, approved by Education Secretary Betsy DeVos under the Every Student Succeed Act (ESSA), actually meet the law's requirements. This includes a legal brief by All4Ed and a letter to Congress asking them to tell DeVos to stop approving "unlawful" plans, the article notes.

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Our new policy updates by @DonWLong and @GAColletti discuss how states can refine relicensure policies and #teacherprep to advance #deeperlearning: bit.ly/2Hu1xpf bit.ly/2H9qsS4

POLICY UPDATE

Vol. 25, No. 2
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National Association of State Boards of Education

Leveraging Relicensure Policies to Advance Deeper Learning

By Don Long

An effective teaching workforce and students' acquisition of deeper learning competencies are widely regarded as crucial to preparing students for careers, college, and life. Many states, however, appear headed in the opposite direction—lowering the bar to a “safe to teach” standard so more teachers can enter the field and stay there.¹

State boards of education should combat with strong initial licensure policies to improve teacher preparation. This is a long-term strategy, however.² The more immediate, powerful lever for developing current teachers and transforming schools and classrooms is relicensure policy.³

A BROKEN SYSTEM
Relicensing affects the 3.5 million public school teachers with a standard license, but until recently no potential for advancing the

profession has been little studied or used. In 2017, Louisiana was the only state to require objective evidence of effectiveness for both advancement from a provisional to a standard license and for its license renewal policies. Just seven other states—Delaware, Idaho, Maryland, Michigan, New Jersey, New Mexico, and Pennsylvania—require this evidence for license advancement.⁴ License renewal is tied to evaluations in only a few states.

Teacher licensure and relicensure requirements vary from state to state in a confusing, inconsistent patchwork that generally fails to require rigorous content and pedagogical knowledge. The system that fails to support the profound instructional shifts required for advancing deeper learning skills such as applied and self-directed learning, growth mind-sets, teamwork, and leadership.⁵

Some states are doing away with relicensure altogether. In 2017, Wisconsin joined four other states—Missouri, New Jersey, Pennsylvania, and West Virginia—in giving

lifetime licenses, removing a key tool of accountability for ineffective teaching. Meanwhile, more than half of state boards focused on teacher shortages during their meetings in 2017, often approving emergency licenses.

FRESH LOOK AT RELICENSURE
State boards can leverage relicensure policy—directly or indirectly—to help districts meet the twin challenges of transforming professional learning and requiring evidence of effective teaching. There are promising state efforts to use relicensure to support effective professional learning and develop career progressions toward increasing mastery and expert judgment.⁶ For example, the National Council on Teacher Quality ranked Rhode Island and Louisiana highly in 2015 for integrating licensure, licensure renewal, and educator evaluations based on evidence of effectiveness.

Thoughtful relicensure policy can support teacher leadership and build a diverse workforce. Relicensure can help drive continuous improvement in school quality when embedded within it is the notion of organizing schools around cycles of goal setting, professional learning, changes in classroom and school-wide practice, reflection, and evaluation.

Yet professional development for educators must overcome a legacy of minimal impact on student outcomes.⁷ In overhauling Title I, the Every Student Succeeds Act (ESSA) defined effective professional learning as “sustained intensive job-embedded collaboration”



National Association of State Boards of Education

Engaging Philosophy in the Quest for K-12 Deeper Learning

By Gary Colletti

Students gravitate toward philosophy. As a 10th-grade philosophy teacher, I once had a student ask for detention so we could continue a discussion about Plato and Aristotle without furnishing his reputation as a respected gang member. That request revealed the paradox of teaching philosophy in K-12 classrooms: Many find it an unsuitably difficult subject to teach to children, and yet children are drawn to its ability to help them make sense of a complex world.

Education experts have urged schools nationwide to engage students in deep, personalized, collaborative learning—to get students thinking creatively and to get them questioning and reasoning. In 2013, the William and Flora Hewlett Foundation published its first set of student skills and competencies, dubbed deeper learning competencies, to help educators develop students' higher-order thinking and engage them in learning.⁸

What teachers sometimes lack is the how. Most educators have difficulty deciphering critical thinking and engaging students in doing it. Yet the teaching of philosophy provides an elegant framework for building deeper learning competencies in K-12 settings: to discern the real from the fake, regulate their own behavior, express ideas, interpret others' messages and respond appropriately, and attain subject matter mastery, metacognition, and social learning, for starters. In addition, “philosophy

Although parents and educators alike view self-analysis, evaluating choices, questioning, and expressing original thought as desirable K-12 endeavors, placing them under the heading “philosophy” makes them sound impossibly difficult for young children, only appropriate for some gifted older students, or unlikely to build measurable skills. None of these statements is true.

I have seen students across many grades and socioeconomic backgrounds, at Advanced Placement and special education classes, engaged in philosophical thought and supporting positions with topic and theory. Studies bear out my experience. For example, one OK study of 3,000 students in 48 schools found that students who had participated in K-12 philosophy discussions outperformed the control group long after the classes had finished. Children from disadvantaged backgrounds saw an even bigger leap in reading, math, writing, as well as increased confidence, comfort with asking questions, and ability to listen. Teachers reported that engaging in philosophy with children improved their teaching style.⁹

Philosophy instruction does occur in schools nationwide and takes many forms. In 29 states, students engage in programs supported by centers for philosophy for children, university outreach programs, or ethics bowls supported by colleges and foundations. A number of high schools offer philosophy classes, clubs, or integrate logic, ethics, or metaphysical skills into other classes. Whether these opportunities are

students typically engage in a dialogue-based model called philosophy for children (P4C). Middle and high school students learn logic and substantive argumentation, citing ancient and modern thinkers as they examine big questions such as the nature of reality, evaluate media messages, and wrestle with situational ethics—all the province of philosophy.

High school students participate in ethics bowls in 30 states and the District of Columbia. Observing the rounds at these bowls, one can see students exploring complex topics, collaborating, and expressing thoughts with well-composed, philosophically based critical and creative thinking. Presumably, these fortunate students had teachers capable of guiding them.

PREPARING TEACHERS TO DEVELOP PHILOSOPHERS
The second obstacle to teaching philosophy is teachers' lack of comfort with the subject.¹⁰ This is an opportunity. Currently, teacher preparation programs generally touch only on the philosophical underpinnings of pedagogy and enable teachers to name their “philosophy of teaching.” Thus teachers typically miss the chance to gain the skills they need to develop critical thinkers in the classroom.

Regardless of whether they are certified in math, all teachers have had sufficient exposure to enable them to teach math to young children. As one researcher put it, “However, the best English teacher in the world would not be expected to teach teachers calculus.” Similarly, teachers must be prepared to teach critical thinking rather than engaging it.

Strengthening teachers' ability to foster philosophical thought requires grounding

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