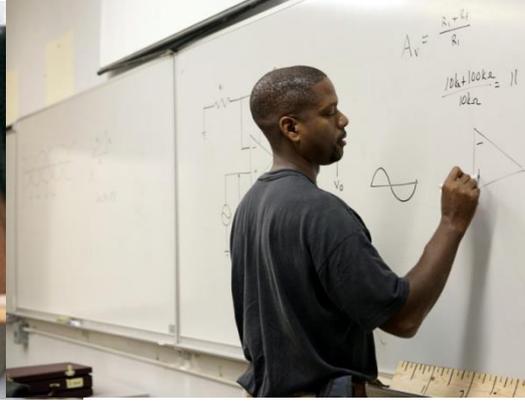




Toward a More Comprehensive Vision of Student Learning

January 21, 2016



Rennie Center Condition of Education in the Commonwealth

The Influence of Teaching

Beyond Standardized Test Scores: Engagement, Mindsets, and Agency

Ronald F. Ferguson

Harvard Kennedy School,
the Achievement Gap Initiative at Harvard University,
and Tripod Education Partners

January 21, 2016

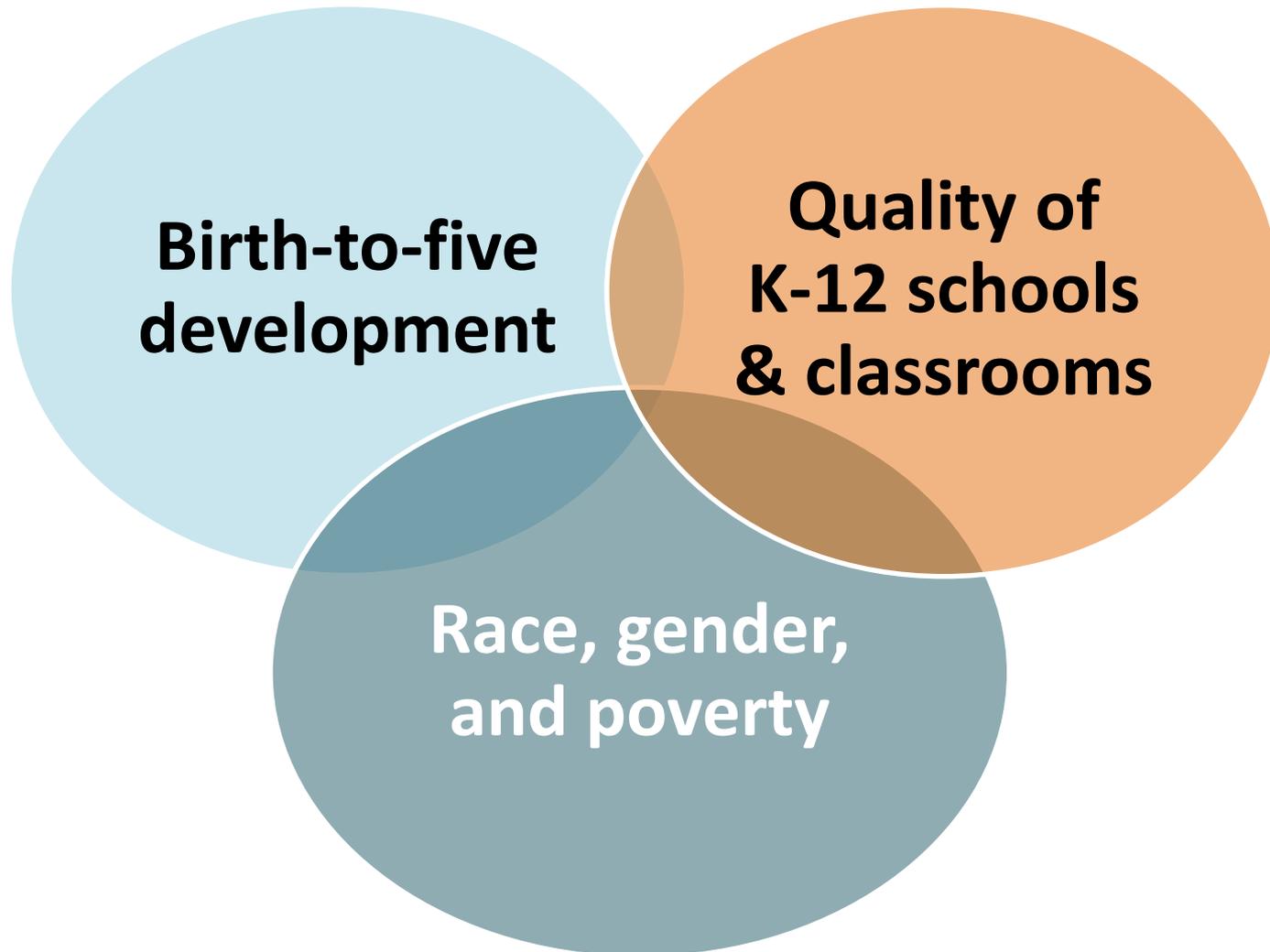


LATENT POTENTIAL

Any fool can count the seeds in an apple, but only God can count the apples in a seed.

Rev. Robert Schuller

Community Leadership Priorities for Students to Graduate from High School Prepared for Additional Schooling or Work Can be Conceived as Falling into these Three Categories



TESTED OUTCOMES

Reading Skills
Math Skills
Reasoning Skills
Academic Knowledge

AGENCY-RELATED FACTORS

Growth Mindset
Conscientiousness
Future Orientation
Social Emotional Skills

- Interpersonal
- Intrapersonal

SUCCESS
IN SCHOOL AND LIFE

Agency

**Student
Has
Agency**

- ✓ Punctuality
- ✓ Good Conduct
- ✓ Mastery Orientation & Effort
- ✓ Growth Mindset
- ✓ Seeks Help when Needed
- ✓ Conscientious
- ✓ Sense of Purpose
- ✓ Future Orientation

**Student
Lacks
Agency**

- ✓ Faking Effort
- ✓ Generally Not Trying
- ✓ Giving Up if Work is Hard
- ✓ Help Avoidance
- ✓ Low on Future Orientation
- ✓ Lacks a Growth Mindset

Kirsten

Kristen is academically passive. She feels indifferently about most of her assignments and does not seem to care whether she arrives on time to classes. She feels uncertain about her ability and resists setting goals for academic performance. Her effort in school is sporadic and she almost never asks for help. Even when she works hard, she hides her effort and pretends to be disinterested. When work is challenging, she tends to give up. **She worries about her future, but feels powerless to chart her own path.**

Jarrell

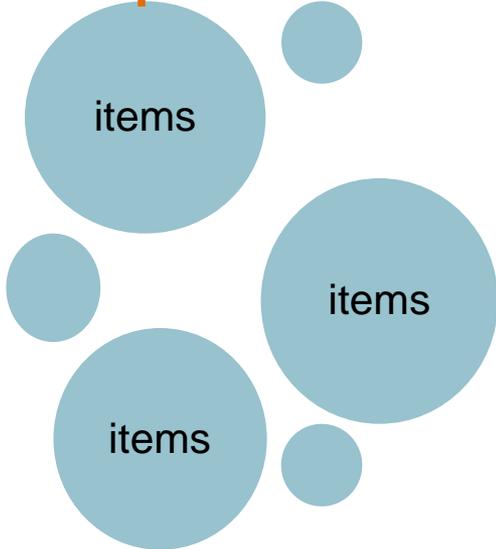
Jarrell was once like Kristen, but his teachers helped him develop agency. Now in eighth grade, he arrives to classes on time and pays attention. Still lagging many of his peers academically, he stays focused on his own goals and progress, not others'. When confused, he seeks help, expecting that confusion will be temporary. He looks forward to high school and is optimistic about the future.

Jarrell anticipates finding a career in which he can be successful and someday raising a family.

Agency is essentially the capacity and propensity to take purposeful initiative.



Student Survey Responses



Tripod 7Cs of Effective Teaching

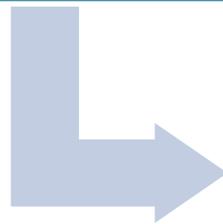
1. Care
2. Confer
3. Captivate
4. Clarify
5. Consolidate
6. Challenge
7. Classroom Management



We distinguish how teaching affects adolescent identity *development* of success skills and mindsets, versus *status*

More agreement among classmates with *development* statements such as:

*“In this class, **we learn** to focus on being organized.”*



More agreement by the individual with identity *status* statements such as:

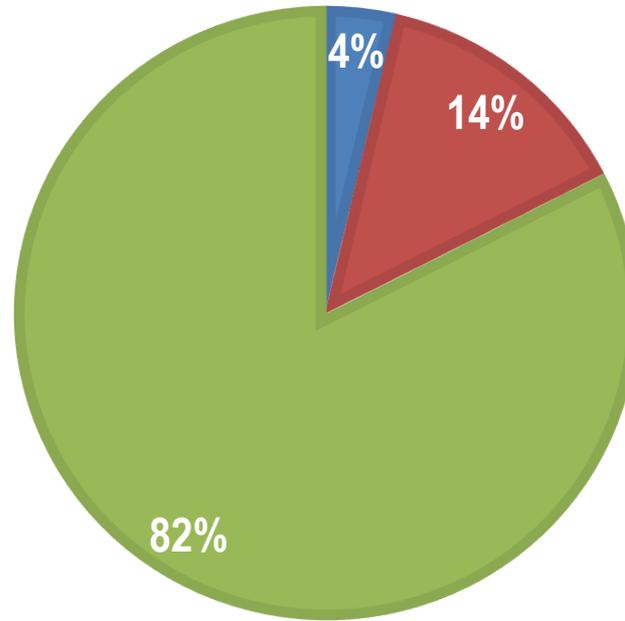
*“I am **the type of person** who is well organized.”*

Selected Expressions of Agency

- I have pushed myself hard to completely understand my lessons in this class.
- When doing schoolwork for this class, I try to learn as much as I can and don't worry about how long it takes.
- I have done my best quality work in this class all year long.
- In this class, students learn to focus more on the quality of their work.
- I would ask the teacher for help, if I needed it.

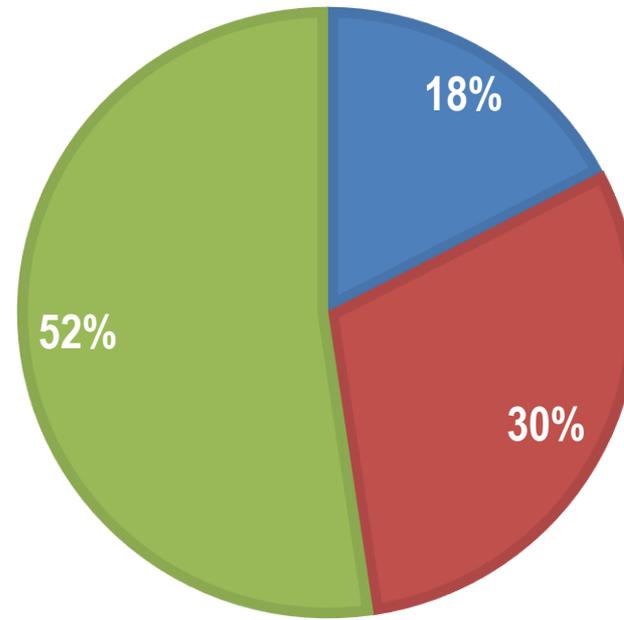
Responses to these statements in classes where the Tripod 7Cs composite ranked in the top 20 percent of 16,000 classrooms,

versus in the bottom 20 percent among those same classrooms.



Student responses:

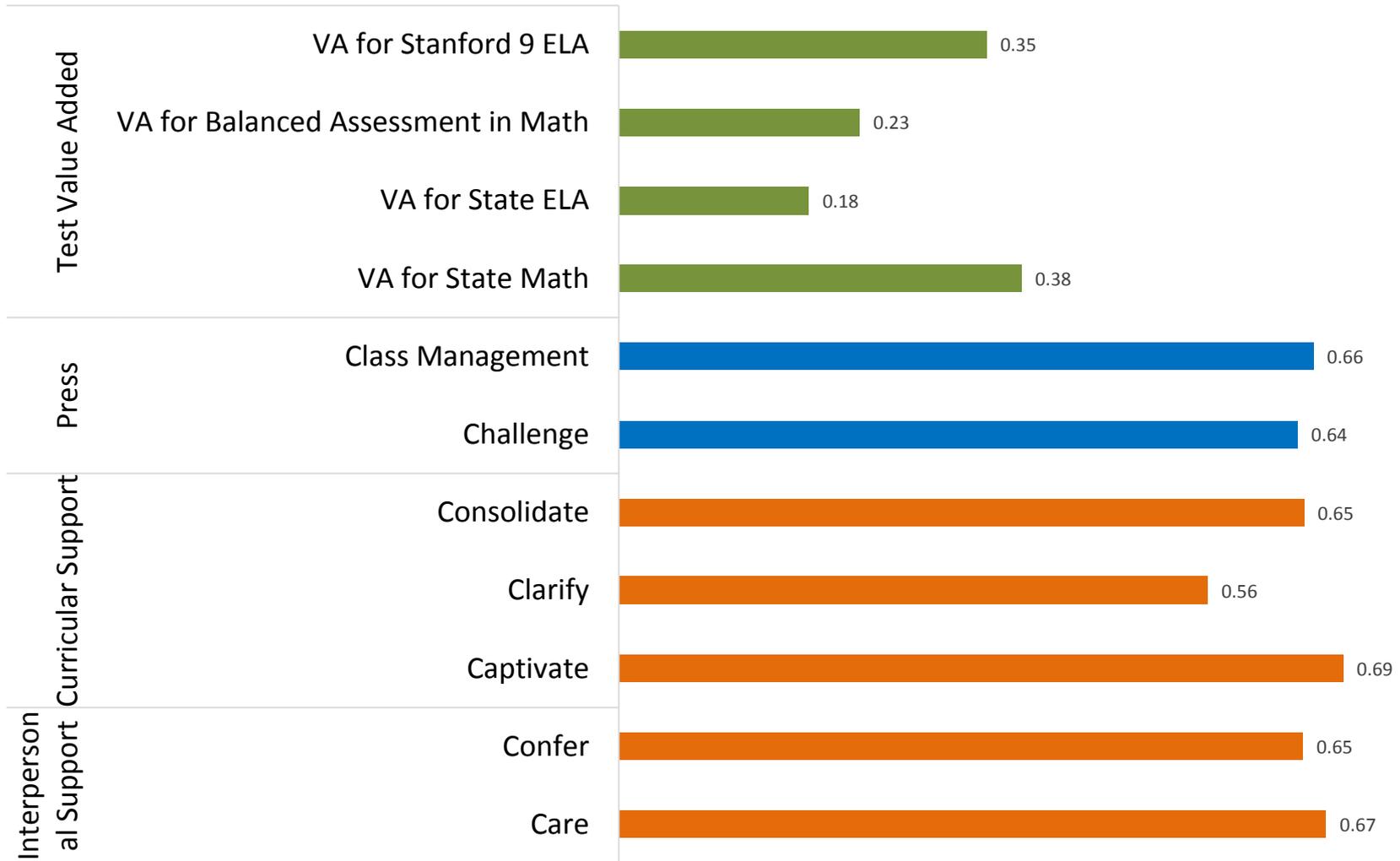
- Totally Untrue or Mostly Untrue
- Somewhat True
- Mostly True or Totally True



Why take student feedback seriously?



The Stability of Value Added & Tripod 7Cs Measures Between Sections Taught by the Same Teacher*

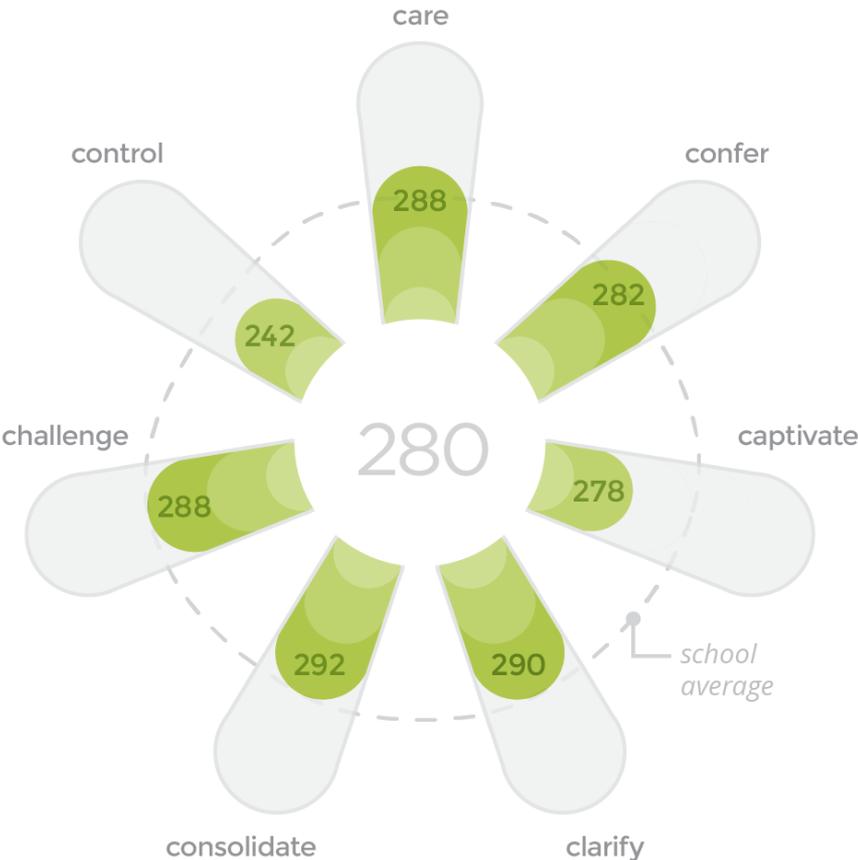


* Adapted from Kane, T. F., McCaffrey, D. F., & Staiger, D. O. (2010), pg. 22.

A Couple Examples of How Feedback is Reported

Teacher-Level Analysis

Surveys are organized to help focus goal-setting discussions and decisions about professional development. These visualizations (below) represent two classrooms.



Teacher-Level Analysis

Surveys are organized to help focus goal-setting discussions and decisions about professional development.

7Cs components



Clarify

I have multiple good explanations; when you are confused, I will help you understand.



1. **[Disagree With]**** When s/he is teaching us, my teacher thinks we understand even when we don't.

YOUR ITEM-LEVEL RATING:

Low Middle **High**

2. If you don't understand something, my teacher explains it another way.

Low **Middle** High

3. My teacher knows when the class understands, and when we do not.

Low **Middle** High

4. My teacher has several good ways to explain each topic that we cover in this class.

Low Middle **High**

A recent discovery:

The teaching components most important for predicting learning are different from those most important for predicting happiness and inspiration to attend college.

**TEN GUIDELINES FOR
TEACHING
TO CULTIVATE AGENCY**

Care

Be attentive and sensitive, but avoid a tendency among sensitive teachers to coddle students in ways that hold them to lower standards and undermine their agency.

Confer

Encourage and respect students' perspectives and honor student voice, but also stay focused on instructional goals; avoid extended discussions that have no apparent purpose and thereby fail to model self-discipline and effective agency.

Captivate

Strive to make lessons stimulating and relevant to the development of agency. If some students seem unresponsive, do not assume they are disinterested. Some students—and especially those who struggle—purposefully hide their interest and their effort.

Consolidate

Regularly summarize and check for understanding, because consolidation helps to solidify learning and models your agency as a teacher, even when students seem reticent or disinterested.

Clarify

Clarify by clearing up confusion: take regular steps to detect and respond to confusion in class, but in ways that share responsibility with students for doing the thinking.

Clarify with lucid explanations: strive to develop clear explanations—especially for the material that students find most difficult—including lucid examples of how the skills and knowledge you teach can support effective agency.

Clarify with instructive feedback: give instructive feedback to help scaffold student agency in correcting their own work and building their own understandings.

Challenge

Challenge by requiring rigor: press students to think deeply instead of superficially about their lessons; set and enforce performance goals that require students to use reasoning and exercise agency.

Challenge by requiring persistence: consistently require students to keep trying even when work is difficult—to give their best efforts and produce their best work—knowing that few things could be more important for developing agency.

Classroom Management

Strive to achieve respectful, orderly, on-task student behavior in your class by teaching in ways that clarify, captivate, and challenge—in support of agency—instead of imposing control by intimidation and coercion.

Should agency be promoted actively as an explicit goal of teaching and learning? How important do you think agency is compared to the knowledge and skills that standardized tests measure? How can agency be promoted?

Internet Addresses

The Achievement Gap Initiative at Harvard Univ.

www.agi.harvard.edu

Tripod Education Partners

www.tripoded.com

The Boston Basics

www.bostonbasics.org



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Rennie Center's Theory of Action



Condition of Education: 2016

- Third annual *Condition of Education in the Commonwealth* series of reports and release
- Focus on system-level issues to catalyze policy choice and action
- Cross-sector engagement on key education issues
- Dissemination activities span a calendar year

Project Overview

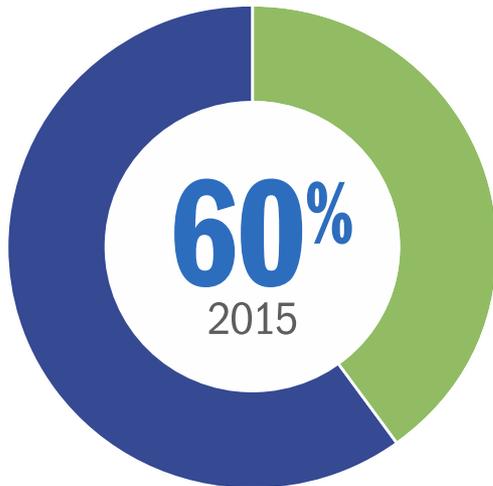
Data Report Criteria

- Review 25 data indicators from birth through college and career attainment
- Indicators and activities must be supported by research

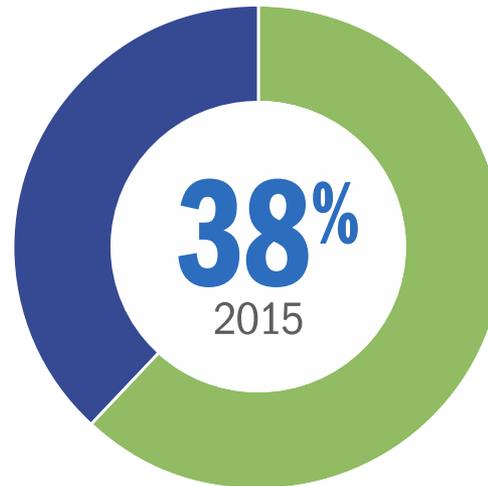
Action Guide Criteria

- Activities must have an established track record in Massachusetts
- There must be a meaningful linkages between indicators and policy solutions
- Activities must have a realistic possibility for expansion in the near future
- Education encompasses more than academic learning
- Schools should not—and cannot—work in isolation.

Where We Are Now: Key Indicators



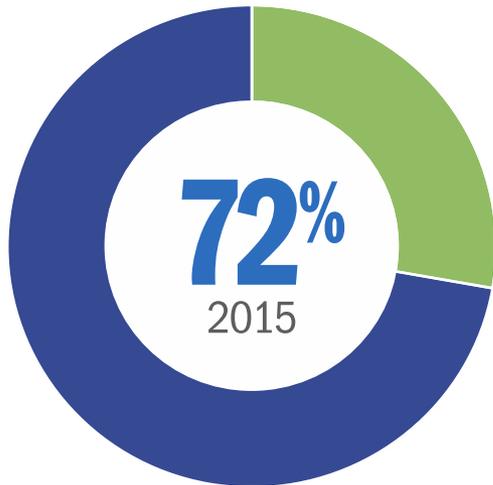
all students



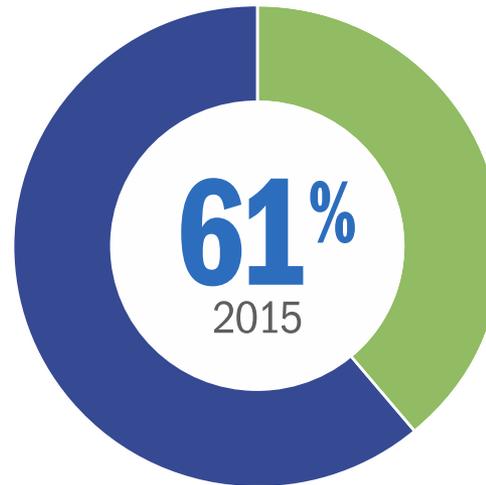
high needs students

Students scoring proficient or advanced on
the **3rd grade English language arts MCAS**

Where We Are Now: Key Indicators



all students



high needs students

Students **completing MassCore coursework**

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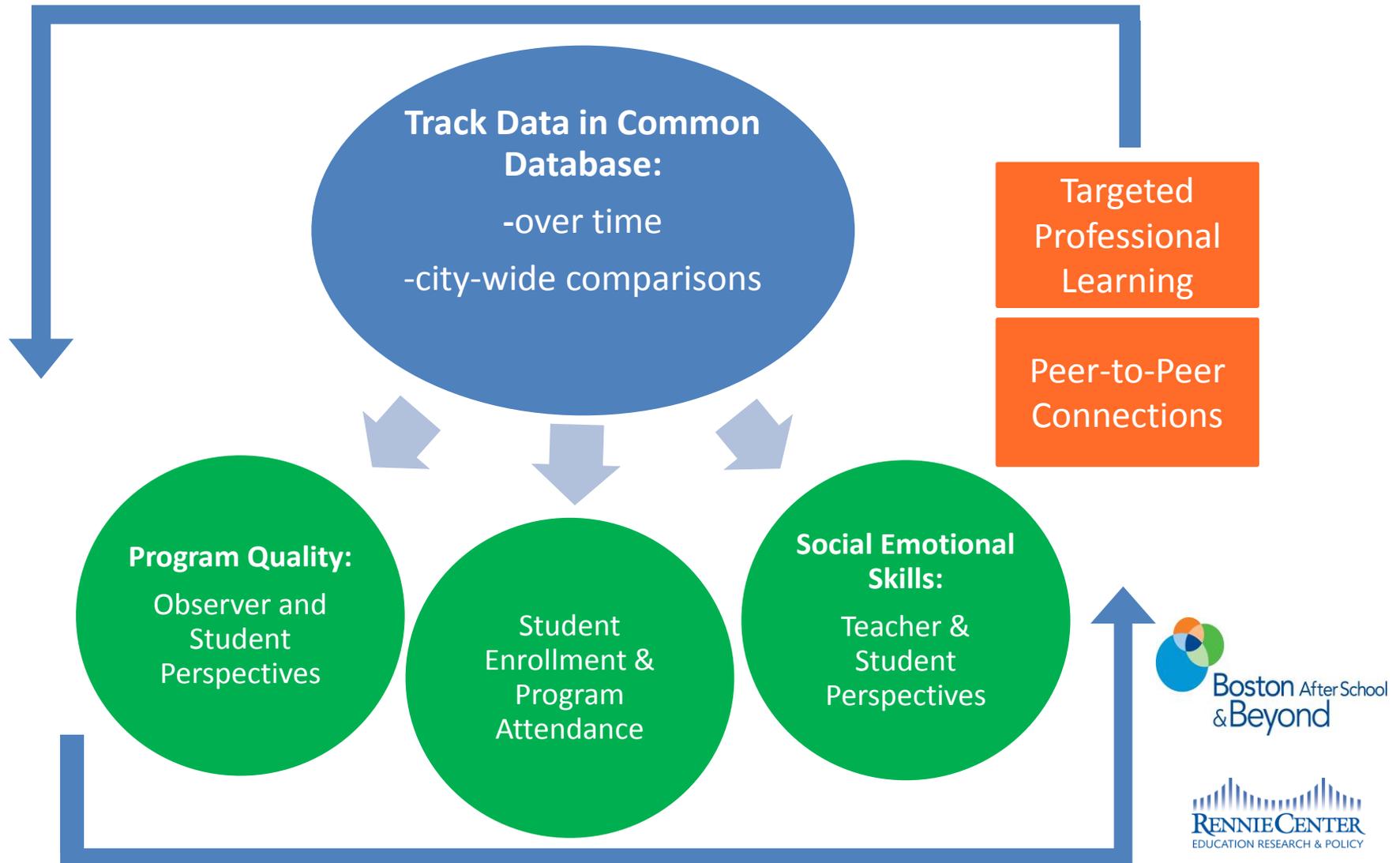
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Innovative and Integrative: Promising Practice at Boston Summer Learning Project



Panel Discussion

Panelists:

- Dr. Nonie Lesaux,
Chair, Board of Early Education and Care
- James Morton,
Vice Chair, Board of Elementary and Secondary Education
- Chris Gabrieli,
Chair, Board of Higher Education

Moderator:

- Jackie Jenkins-Scott,
President, Wheelock College



Thank you!