Deeper Learning prepares students to:
- know and master core academic content;
- think critically and solve complex problems;
- work collaboratively;
- communicate effectively; and
- be self-directed and able to incorporate feedback.
Deeper Learning Network

New Visions for Public Schools

Envision Schools

EdVisions Schools

Expeditionary Learning

Asia Society Partnership for Global Learning
Deeper Learning Network Schools
Linked Learning integrates rigorous academics with real-world experiences. This approach transforms education into a personally relevant, wholly engaging experience — and opens students to career and college opportunities they never imagined.

**A practical, proven approach**

Linked Learning incorporates four elements that research shows as essential to student success.

- Rigorous academics
- Real-world experience
- Work-based learning
- Personalized support
PISA Top Performers in Math

Percent of Population Scoring At or Above Level 5 on PISA Math by Country Over Time

- United States
- Poland
- Korea
- Singapore
- Finland

What PISA Can Reveal About the Learning That Matters
Deeper Learning in Federal Policy
States must commit to four principles. The first is “College- and Career-Ready Expectations for All Students” defined as:

- Developing and adopting rigorous academic content standards to prepare all students for success in college and careers in the 21st century; and
- Developing the next generation of assessments aligned with these new standards, and to advance essential skills that promote critical thinking, problem solving, and the application of knowledge.
Successful applicants required to demonstrate “an approach to learning that engages and empowers all learners, in particular high-need students in an age-appropriate manner such that with the support of parents and educators, all students master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving.”
The purpose of [Title I] is to ensure every child has a fair, equal, and significant opportunity to obtain a high quality education and graduate from high school ready for college, career, and citizenship. This purpose can be accomplished by—(1) setting high expectations for children to develop deep content knowledge and the ability to use knowledge to think critically, solve problems, communicate effectively, and collaborate with others, in order to graduate, from high school, college and career ready.

Content standards set by states must “be evidence-based and include rigorous content and skills, such as critical thinking, problem solving, and communication skills.”

State assessments must “measure students’ mastery of content knowledge and their ability to use knowledge to think critically and solve problems, and to communicate effectively; and may be partially delivered in the form of portfolios, projects, or extended performance tasks.”

Grants for assessments may to be used for “developing multiple measures of student academic achievement, including measures that assess higher-order thinking skills and understanding, and elicit complex student demonstrations or applications of knowledge and skills to increase the reliability and validity of State assessment systems.”

Includes funding for a “Competency Pilot” which would allow states or consortia of states to incorporate competency into their statewide accountability system.

3. 2013 Senate HELP Committee-passed ESEA Reauthorization bill:
Innovation Lab Network working to identify, test and implement student-centered approaches to learning that will transform public education.
Deeper Learning in the States

Massachusetts:
• will review and align its professional standards for teacher licensure with the new standards and indicators for teacher evaluation, which are linked to the state’s curriculum frameworks
• teacher evaluations include district-determined measures of student learning across grades and subjects, such as student portfolios, capstone projects, and performances.

Washington State:
professional development should support teachers in implementing a multi-tiered instructional framework to support student mastery of the rigorous content knowledge and ability to apply this knowledge