

Effective Teams, Distributed Expertise, Equitable Practices:

Who Are the Team Members? Where Do We Find Them?

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The Next Education Workforce

- Provide all students with deeper and personalized learning by building teams of educators with distributed expertise and
- 2. Empower educators by developing new opportunities for role-based specialization and advancement.

Session Guiding Questions

- 1. How might we leverage teams of educators with distributed expertise to design deeper, more personalized learning experiences that center equitable practices?
- 2. How might an educator team be able to deliver on this more reliably than a 1-teacher, 1-classroom model?

Session Description

One way to make good on the NEW goal to provide all students with deeper, more equitable, more personalized learning experiences by building and empowering teams of educators with distributed expertise is to stress test our most basic assumptions:

- Who are educators?
- What makes for optimal learning experiences?
- What constitutes community?
- How do our definitions of these terms influence our ability to imagine beyond the 1-teacher, 1-classroom model?



Knowledge to Power Catalysts Amplifying Ideas Vitalizing Partnerships **Accelerating Change**



THE

POWER

EACH &

EVERY ADULT

CARRIES

In Every Setting

In Every School, Family & **Community Organization**

> **For Every** Learner



Part 1. What Research Science Tells Us



NEUROTRANSMITTERS





The brain is malleable.



We can design environments that correct for the impact of stress and drive healthy development for all children and youth.

OXYTOCIN



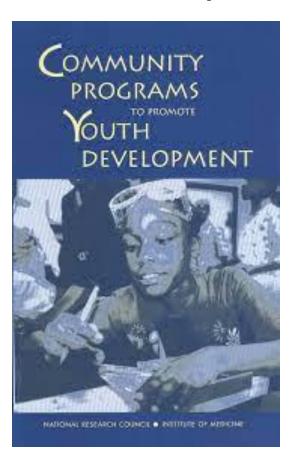
CORTISOL





U.S. Research Syntheses Definition of Youth Success

The <u>2002</u> National Research Council report, Community Programs that Promote Youth Development, identified four interconnected *developmental domains* that predict adult success:



- Physical development
 - good health habits, risk management skills
- Intellectual development
 - school success, critical thinking, decision-making, life skills, vocational skills
- Psychological and emotional development
 - good mental health, positive self-regard, self-regulation, coping skills, autonomy, effective time management
- Social development
 - connectedness, sense of place, attachment to pro-social institutions, ability to navigate cultural contexts, commitment to civic engagement

UPDATED GOALS The ultimate goal.

Developing XQ Learners—students who are deeply engaged in their own learning and fully prepared for all that the future has to offer

This blueprint is not exhaustive — it is meant to illustrate how deep, rigorous, and interconnected XQ learning really needs to be.



- + Building the academic core necessary to prepare for college, career, and life.
- + Critical readers.
- + Compelling writers.
- Mathematical and numeric thinkers.
- + Data and visual thinkers.

Generous collaborators

for tough

problems.

- Self-aware team members who bring their strengths. Talent-seekers who find the expertise of others.
- Essential co-creators—because of what they bring, and how they show up.
- Inquisitive world citizens who seek out—and respect—diversity and diverse points of view.

Holders of foundational knowledge.

- + Curious people who are knowledgeable about the world. Its history and culture.
 Its sciences and underlying mathematics.
 Its biology and cultural currency.
- + Engaged participants who are key to creating a more just and functional democracy—who participate fully in all America has to offer.

Original thinkers for an

uncertain

world.

- Sense-makers—dealing with conflicting knowledge.
- Generative thinkers—creating many ideas in ambiguous and new situations.
- Creative thinkers—reframing, imagining, and seeing problems from different perspectives.

Learners

or life.

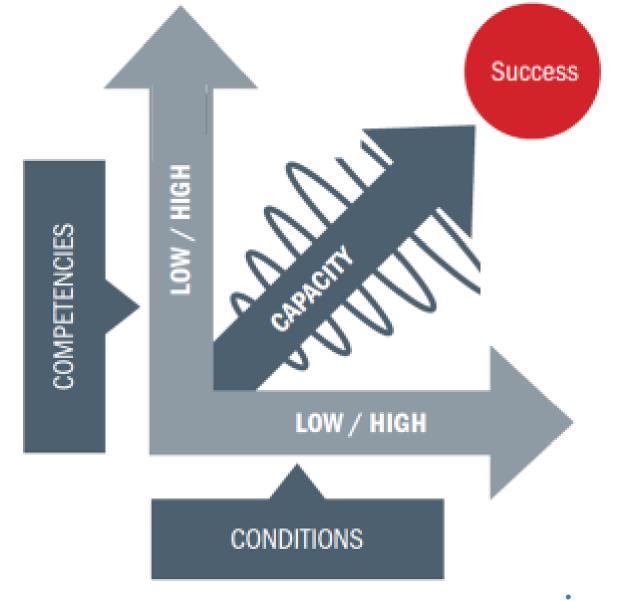
- Self-driven, self-directed.
 Curious learners—about themselves, and the world.
- Inventors of their own learning paths, careers, and lives.



read·i·ness Noun

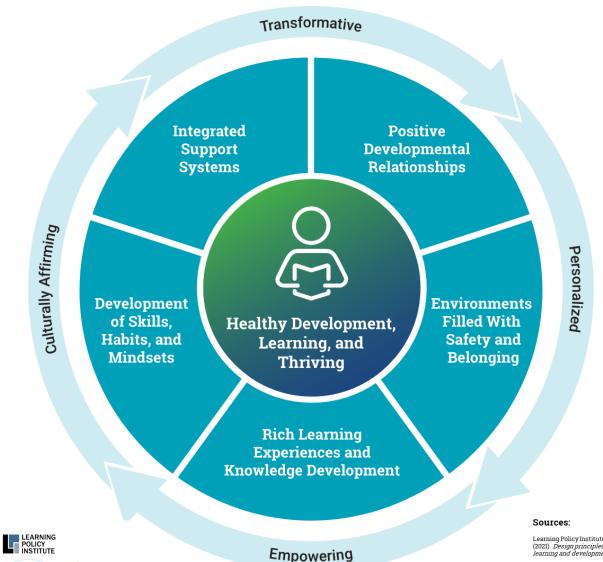
1.the willingness to do something

2.the state of being fully prepared for something





Non-Negotiables for Optimal Learning



Apply to All Types of Learning Settings

Formal – curriculum driven instruction, often graded or credentialled, sometimes required

Flexible/Informal – interest driven learning experiences, usually voluntary, with instructors, guides, coaches

Free-choice – independent, self-guided learning experiences in physical or virtual settings

Learning Policy Institute & Turnaround for Children. (2021). Design principles for schools: Putting the science of learning and development into action.

Forum for Youth Investment (with Learning Policy Institute & Turnaround for Children). (2021). Design principles for community-based settings Putting the science of learning and development into action.





Part 2. Why NEW Should be Promoted in <u>All</u> Learning Environments <u>in</u> School (& Community)



What are the settings where learning happens in schools?





What happens outside the classroom matters



https://www.playworks.org/repo rt/impact-and-implementationfindings-from-an-experimentalevaluation-of-playworks-effectson-school-climate-academiclearning-student-social-skills-andbehavior/ A randomized control trial by Mathematica Policy Research and Stanford University found that compared to control schools:

- •Students are more physically active at Playworks schools: There was a 43% difference in the amount of time students spent in vigorous activity during recess at Playworks schools compared to non Playworks schools.
- •Playworks schools have less bullying: There was a 43% difference in teacher ratings of bullying and exclusionary behavior at Playworks schools compared to non Playworks schools.
- •Teachers gain valuable time transitioning from recess to the classroom: Teachers in treatment schools reported taking significantly less time to transition from recess to learning activities than teachers in control schools, 34% fewer minutes.
- •Students experience increased safety: There was a positive impact of Playworks on teachers' reports of students using positive, encouraging language; teachers' perceptions of the extent to which students felt safe at school; and teachers' perceptions of the extent to which students felt safe and included during recess, a 20% difference in teacher ratings.
- •Students are more attentive in class: Students at Playworks schools were more likely than students at control schools to report better behavior and attention in class after participating in sports, games and play.

How can we help adults and youth describe the assets (and biases) they bring into settings and the assets (and constraints) of the setting/system

in order to optimize experiences? Credentials/training Experience/Interests Adult Demographics Characteristics · Personal history (e.g. Transformative connections to community) **Integrated Positive** Support Developmental **Systems** Relationships Learning resources **Sulturally Affirming** Learning approach & content Group structure/group Setting Characteristics management **Development Environments** of Skills, Healthy Development, Filled With Assessment approach Habits, and Safety and Learning, and Mindsets **Belonging Thriving Rich Learning Experiences** and **Knowledge Development** Credentials/training Experience/Interests Youth **Empowering** Demographics Characteristics Personal history (e.g. connections to community, other systems)

Out-of-School Time Programs Used by Two-thirds of Families Surveyed

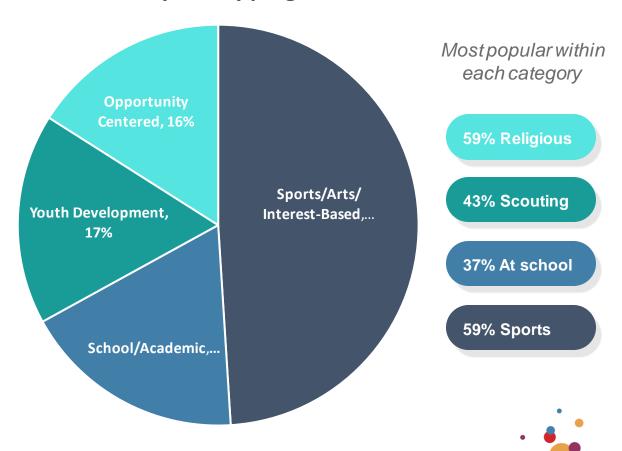
65%

of Parents have children in an OST program

Average 2 programs each

OST Definition: Programs that your child/children might participate in outside of school hours and/or the regular classroom schedule. These are programs that have a learning or skills component, with organized activities and/or learning opportunities, in addition to providing childcare, and may be offered before or after school or on weekends, online, or in person.

Primary or only program





Home

Respect,
Kindness, Patience,
Learning from mistakes,
Self-control, Empathy,
Compassion

Distinct Yet Reinforcing Roles

Venn diagram based on Parent survey responses



Home + School

Communication, Listening,

Being

organized

School

Basic reading, writing, math, etc., Problem-solving, Critical thinking, Focus

OST + Home

Self-esteem, Independence

All 3

Responsible decision-making, Self-motivation

School + OST

Social skills, Creativity

OST

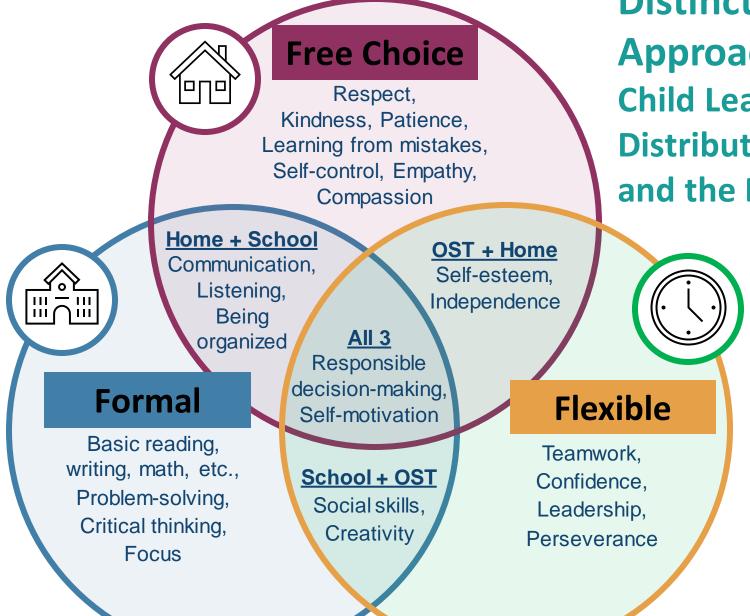
Teamwork,
Confidence,
Leadership,
Perseverance

Subgroup Distinctions

Important for OST to Develop:

- ☆ Communication skills also in the top-tier for Black and Hispanic Parents





Approaches that Support Whole Child Learning Leveraging the Distributive Expertise of Educators and the Diversity of settings.



PROTECTION

Education

Pre-K

K-12

Post Secondary

Education and Career Certification

and Virtual Contexts

Supportive Relationships



Family, Peer Neighborhood

Social Justice Organizations Afterschool/Summer **Employment Pathways** and Jobs

Community, Faith, Civic and

Learning & Development

Community-based

Basic Services

Housing

Health/Mental Health

Social Services

Transportation

Income Security and Unemployment

Protection & Enforcement

Child Welfare Juvenile Justice Police

MANDATORY

VOLUNTARY

PROTECTION 20 BASIC SERVICES

LEARNING

EVELOPMENT



Knowledge to Power Catalysts

Amplifying Ideas | Vitalizing Partnerships | Accelerating Change

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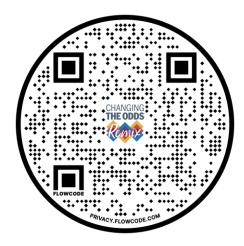


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Today's Resources



Thank you! Please join us for the next session, accessible from the agenda.



Extra slides

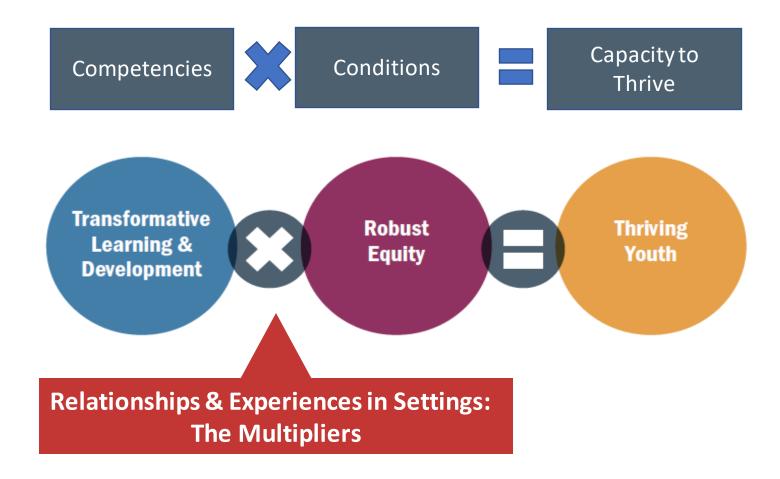


Thriving is more than well-being

Thriving is a dynamic process that goes beyond static states well-being to include a sense of growth, purpose, forward movement.

Success LOW / HIGH CONDITIONS

A Formula for Youth Success



Opportunities for Transformative Learning & Development

- ☐ Meaningful work
- ☐ Inquiry as a major learning and development strategy,
- Well-designed collaborative learning opportunities and servicelearning projects
- ☐ Formative assessments and timely, supportive feedback
- ☐ Opportunities to develop metacognitive skills
- ☐ Opportunities to develop and use social, emotional, and cognitive skills,
- ☐ Opportunities for critical analysis to challenge biases in knowledge sources, learning opportunities and skill assessment
- ☐ Explicitly challenging biases and embracing diversity.

Supportive conditions in equitable learning settings

- Safety
- ☐ Connectedness
- ☐ Support.
- ☐ Relevant Challenges
- Peer and adult social and emotional competence
- ☐ Cultural competence and responsiveness