



# Effective Teams, Distributed Expertise, Equitable Practices:

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

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# The Next Education Workforce

1. 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

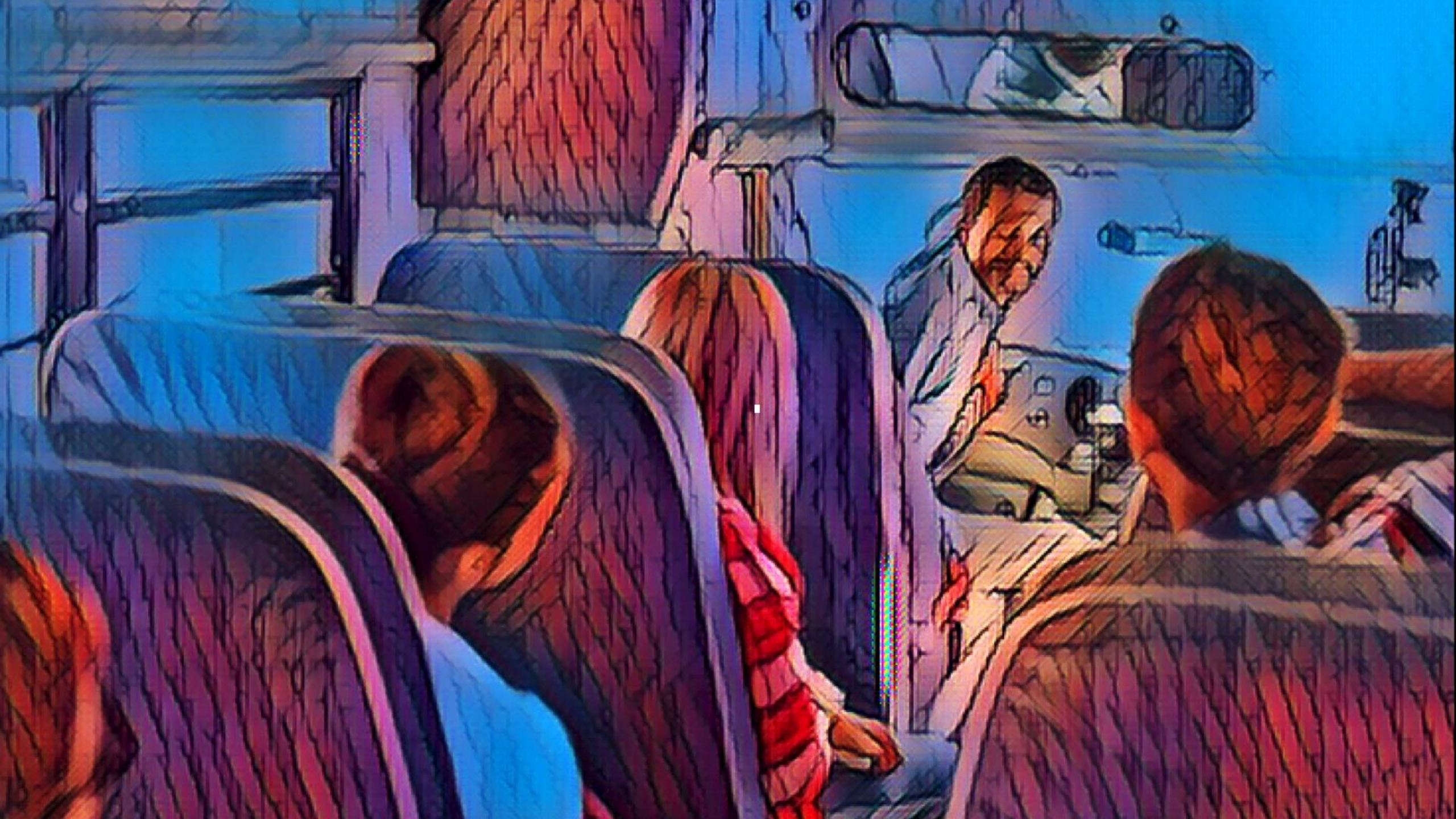
# THE POWER EACH & EVERY ADULT CARRIES

In Every  
Setting

In Every School,  
Family &  
Community  
Organization

For Every  
Learner







# Part 1. What Research Science Tells Us

Each and every  
young person  
has great  
potential  
to thrive.



# The brain is malleable.

## NEUROTRANSMITTERS

SEROTONIN

DOPAMINE



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

## OXYTOCIN



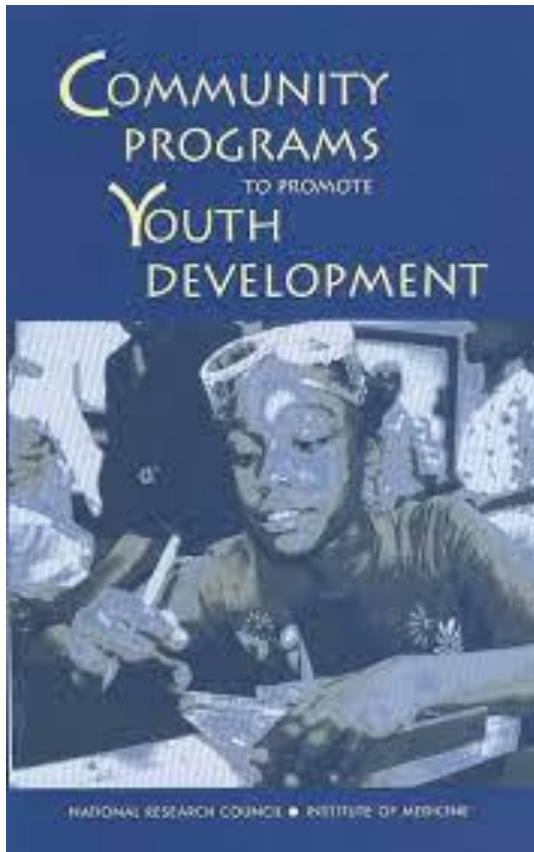
## CORTISOL





# U.S. Research Syntheses Definition of Youth Success

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



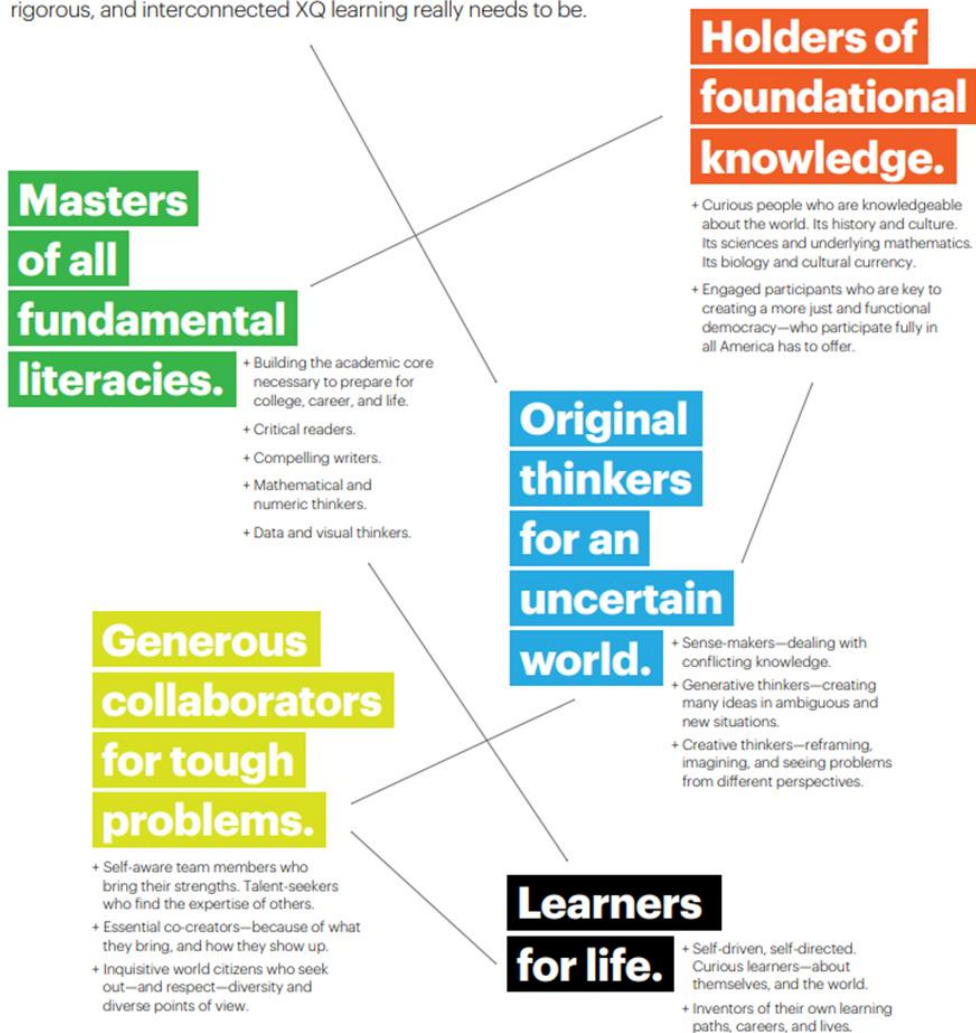
- **Physical development**
  - good health habits, **risk management skills**
- **Intellectual development**
  - school success, **critical thinking, decision-making, life skills, vocational skills**
- **Psychological and emotional development**
  - good mental health, **positive self-regard, self-regulation, 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.

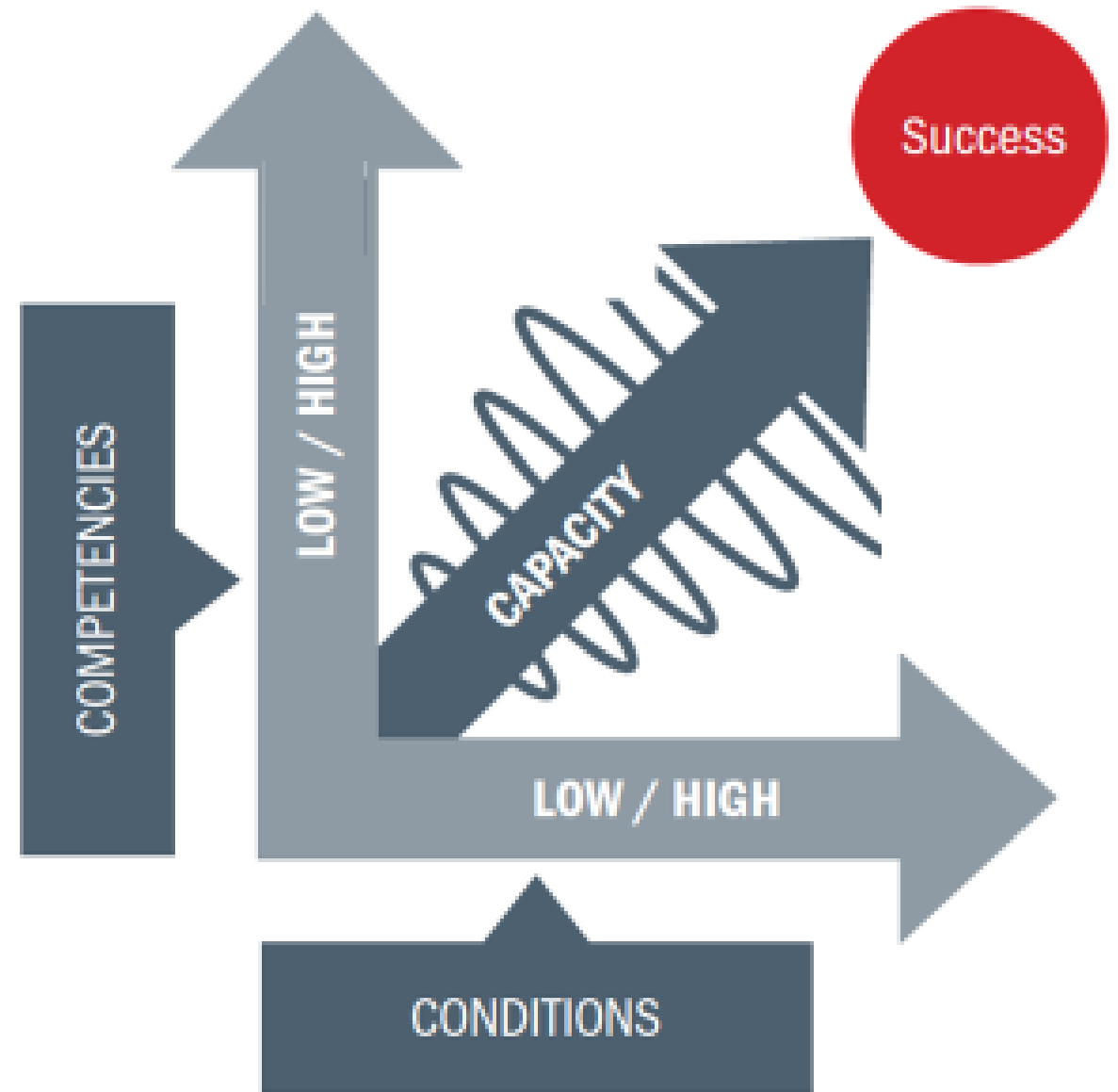


# *read-i-ness*

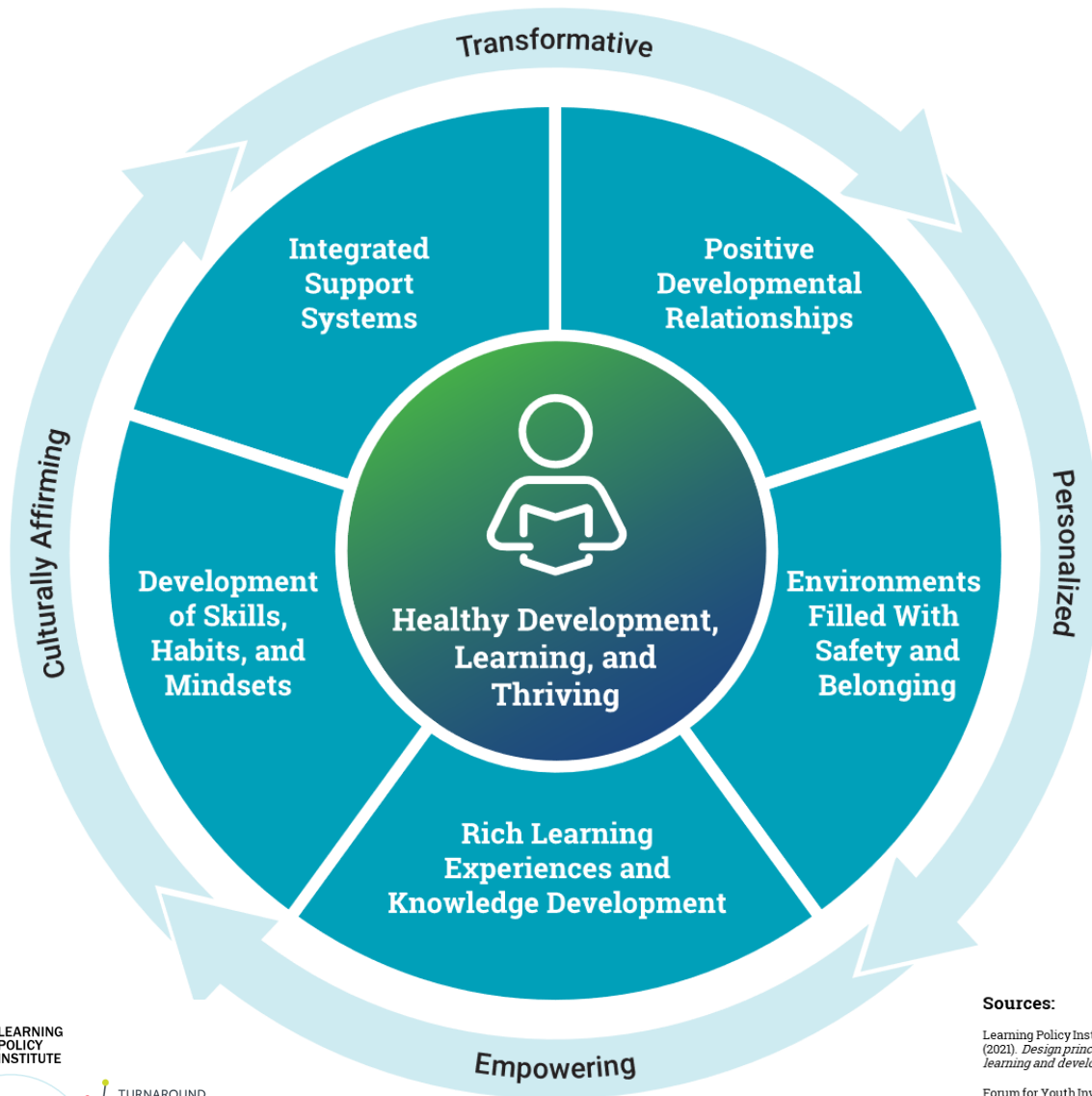
## NOUN

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 credentialed, 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

### Sources:

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 All Learning Environments in School (& Community)



# What are the settings where learning happens in schools?



# What happens outside the classroom matters



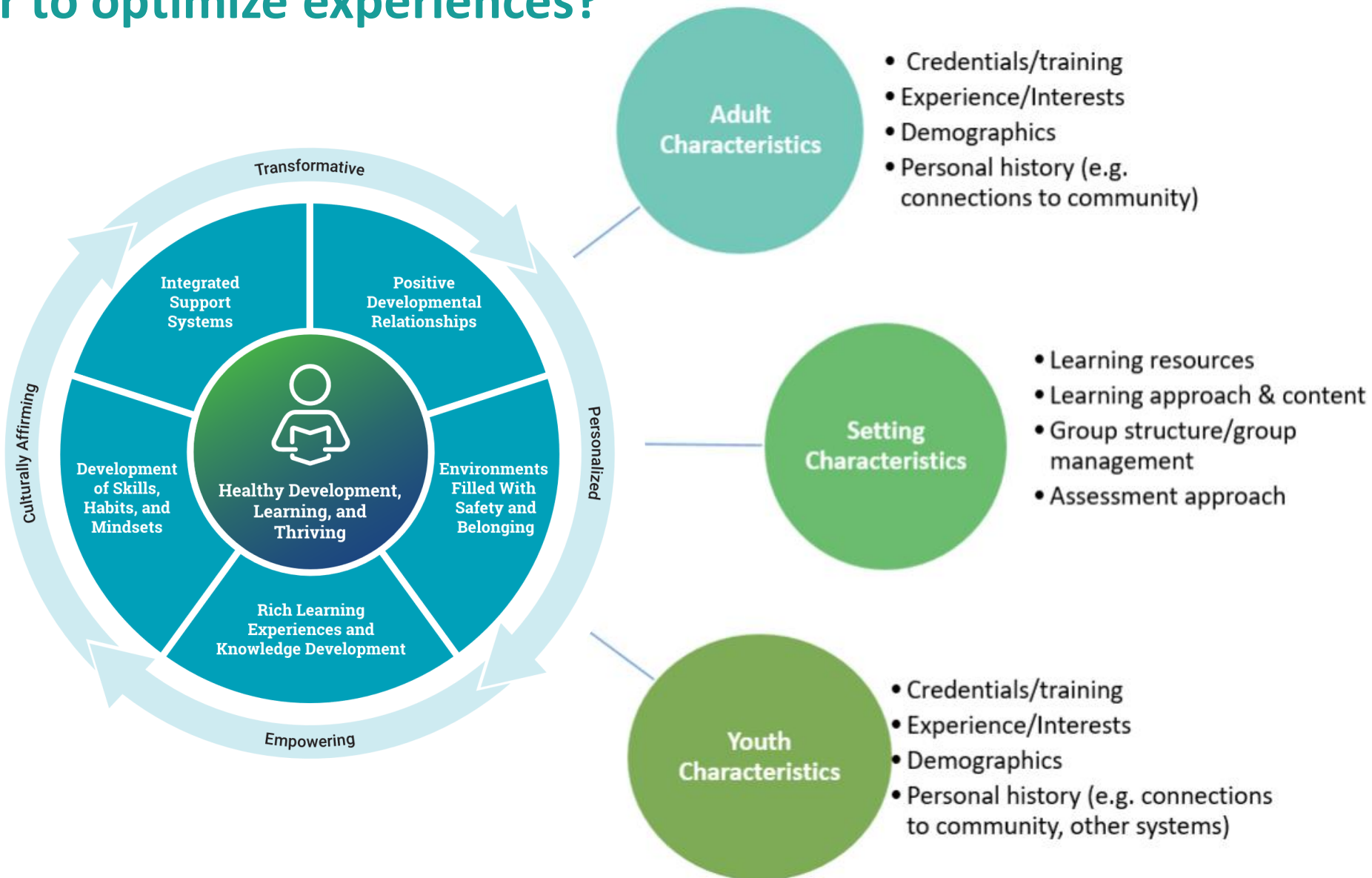
<https://www.playworks.org/report/impact-and-implementation-findings-from-an-experimental-evaluation-of-playworks-effects-on-school-climate-academic-learning-student-social-skills-and-behavior/>

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?





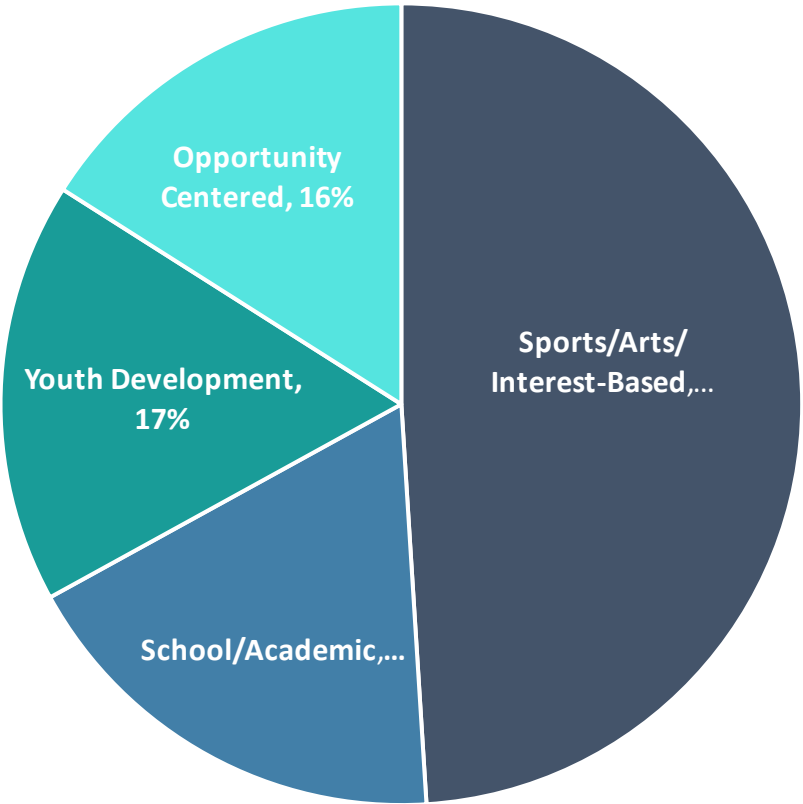
# Out-of-School Time Programs Used by Two-thirds of Families Surveyed

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

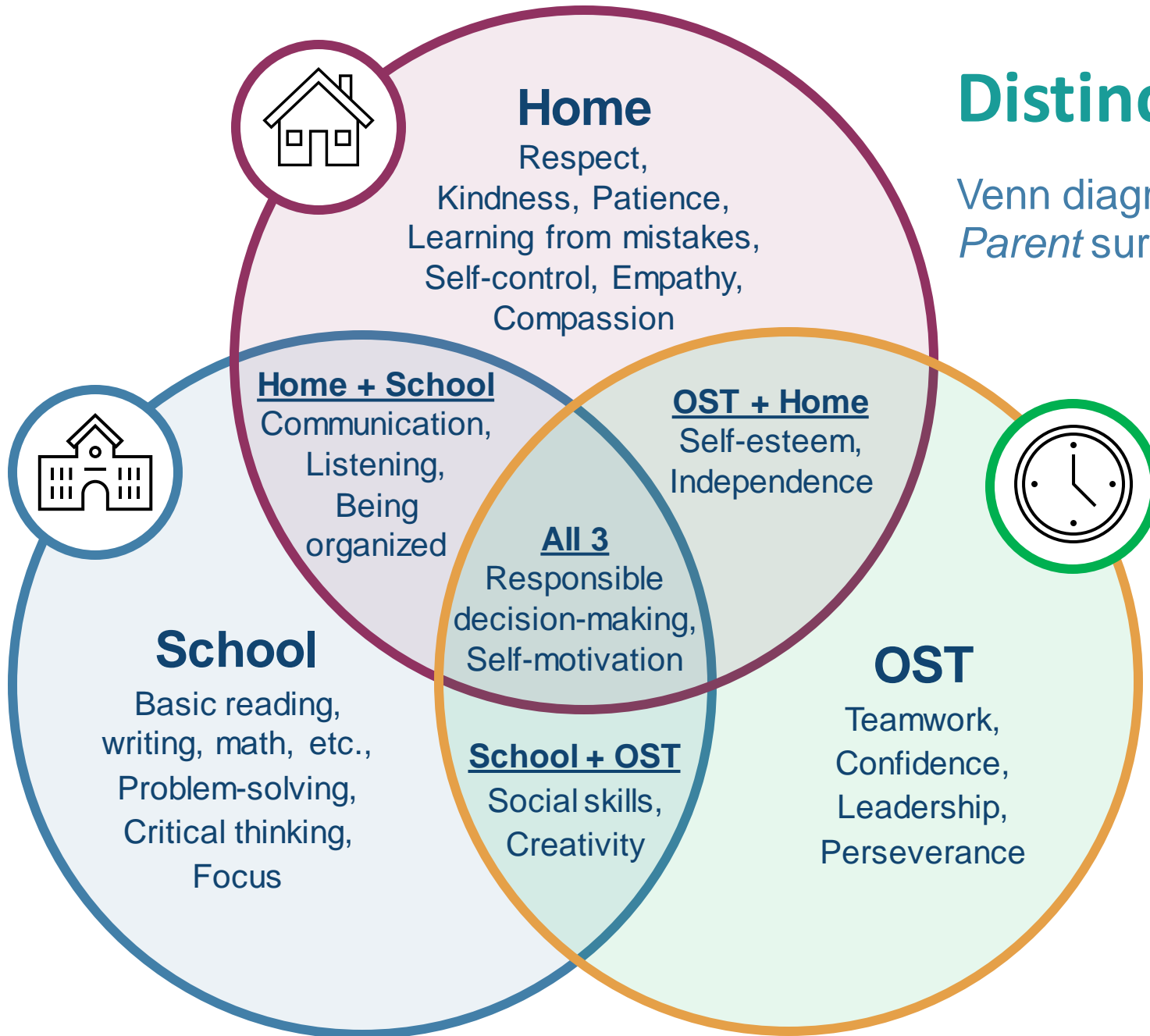


Most popular within each category

- 59% Religious
- 43% Scouting
- 37% At school
- 59% Sports

# Distinct Yet Reinforcing Roles

Venn diagram based on  
*Parent* survey responses

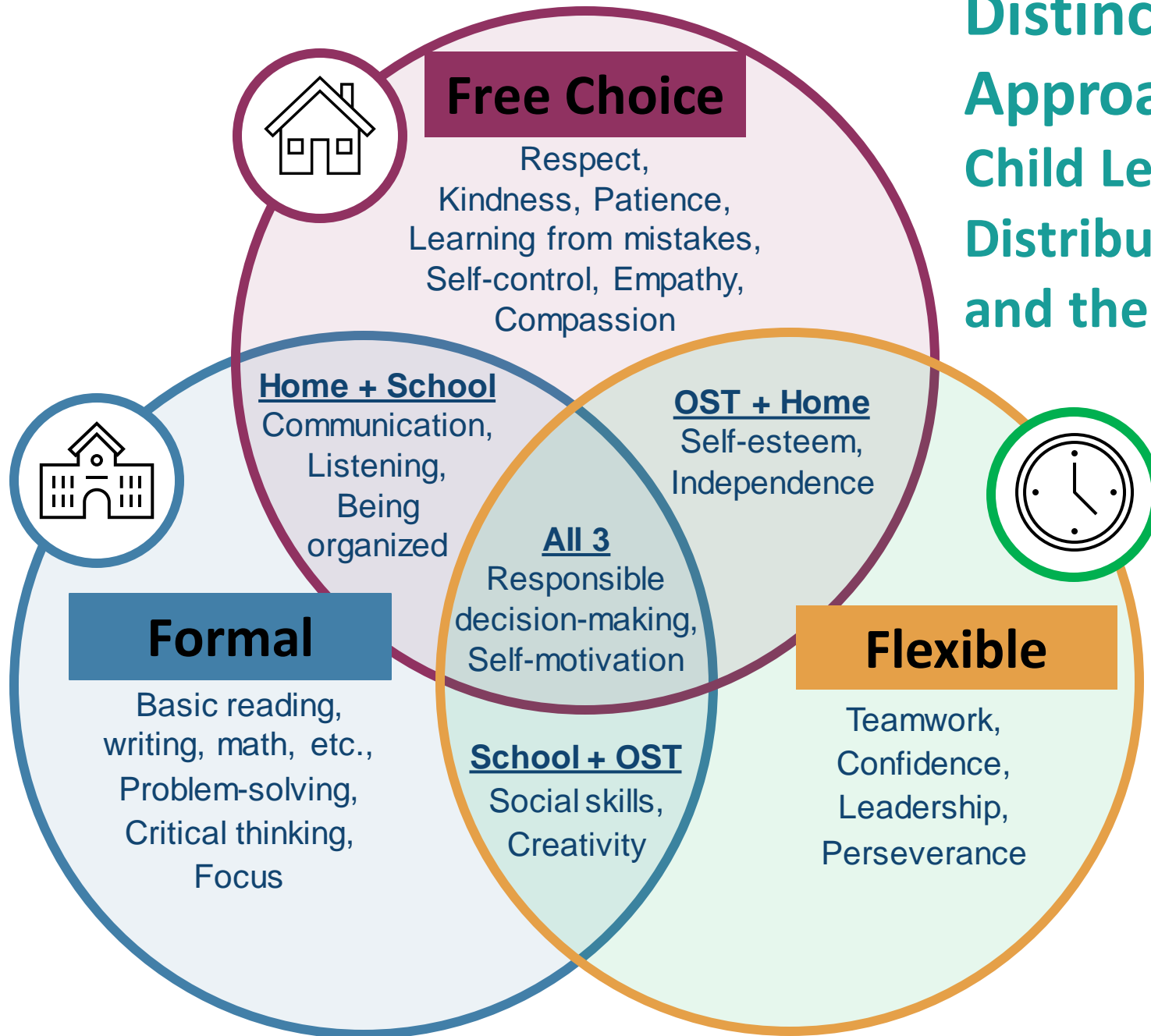


## Subgroup Distinctions

### Important for OST to Develop:

- ★ Leadership more important to 6-8 vs. K-5 Parents
- ★ Communication skills also in the top-tier for Black and Hispanic Parents

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



MANDATORY

## Education

Pre-K

K-12

Post Secondary

Education and Career  
Certification

VOLUNTARY

## Community-based Learning & Development

Community, Faith, Civic and  
Social Justice Organizations

Afterschool/Summer  
Employment Pathways  
and Jobs

Family, Peer Neighborhood  
and Virtual Contexts

Supportive  
Relationships



## Protection & Enforcement

Child Welfare

Juvenile Justice

Police

MANDATORY

## Basic Services

Housing

Health/Mental Health

Social Services

Transportation

Income Security and Unemployment

VOLUNTARY





KP CATALYSTS

# Knowledge to Power Catalysts

Amplifying Ideas | Vitalizing Partnerships | Accelerating Change

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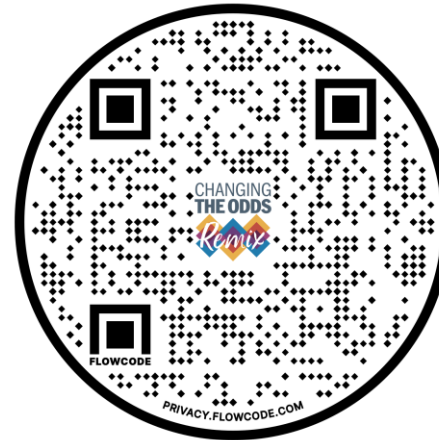


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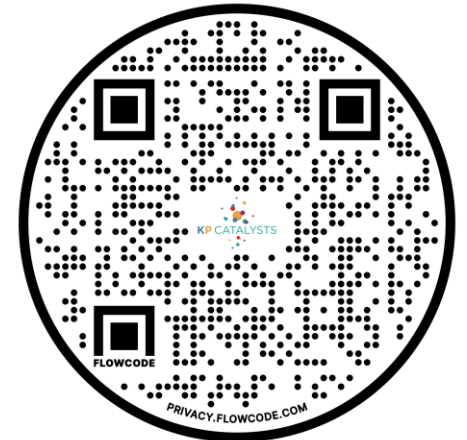


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session, accessible  
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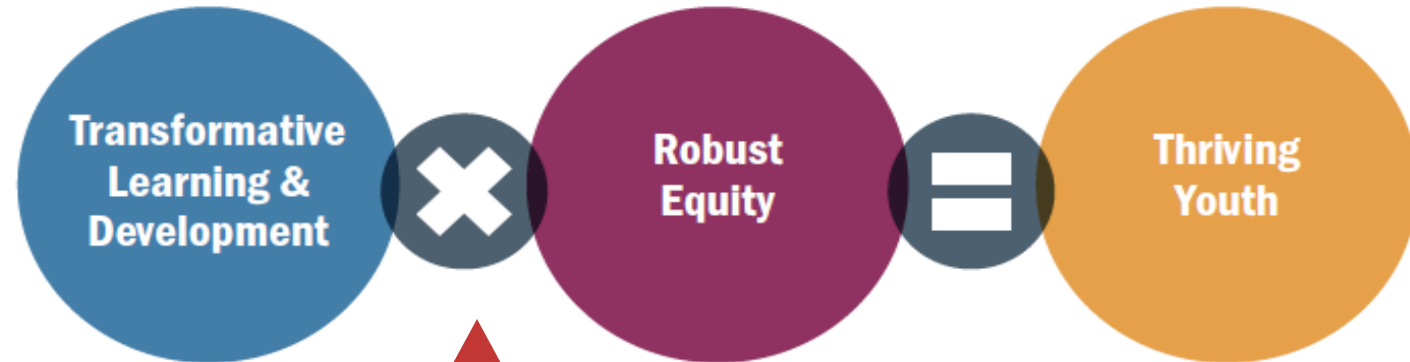
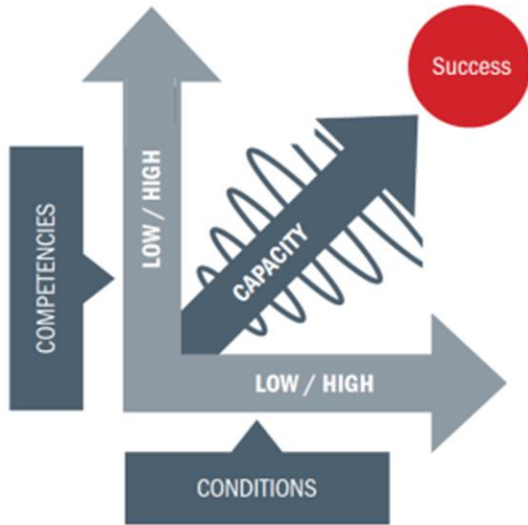
Extra slides

# 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.



# A Formula for Youth Success



**Relationships & Experiences in Settings:  
The Multipliers**

## Opportunities for Transformative Learning & Development

- ☐ Meaningful work
- ☐ Inquiry as a major learning and development strategy,
- ☐ Well-designed collaborative learning opportunities and service-learning 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