Securing the Right to Learn: How School-University Partnerships Can Help Close the Teaching and Learning Gap
Challenges of 21st Century Teaching

- Greater Need for Education in Society and Economy
- Higher Standards for Learning
- More Diverse Students with Greater Educational Needs
- Greater Expectations of Schools for Ensuring Success
The Need for More Powerful Teaching
Effective Teachers...

- Engage students in active learning
- Use a wide variety of teaching strategies
- Create ambitious tasks
- Assess student learning continuously and adapt teaching to student needs
- Provide clear standards, constant feedback, and opportunities for revising work
- Work with colleagues to design and refine curriculum, instruction, and assessment
A Changing Economy Makes Education More Important

- Low skill jobs
- Knowledge work jobs
20th Century Schools Were Not Designed to Meet these Demands

In current U.S. system:
- 70-75% graduate from high school
- 60% of graduates go on to college
- 40-50% of college entrants finish
- About 30% of the age cohort gets a degree

Yet 70% of jobs involve “knowledge work” requiring specialized higher education
# U.S. Outcomes in International Perspective

(PISA Results, 15 year olds, 2006)

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U.S. is #21 / 30 OECD nations

U.S. is #25 / 30
The U.S. is Falling Behind in Educational Attainment

Approximated by percentage of persons with ISCED3 qualifications in age groups 55-64, 45-55, 45-44 and 25-34 years

1. Excluding ISCED 3C short programmes
2. Year of reference 2004
3. Including some ISCED-3C short programmes
4. Year of reference 2003

13
27
College Participation is also Declining

- U.S. is now 15th in the world in college-going rates
- About 1/3 of U.S. young adults attend college (most in community colleges) vs. 50% in OECD nations
- Causes include decline in financial aid, reduction of high school pipeline, and under-preparation
The Consequences of Under-Education

- A new high school dropout in 2000 had less than a 50% chance of getting a job.
- That job earned less than $\frac{1}{2}$ of what the same job earned 20 years ago.
- Lack of education is ever more strongly correlated with incarceration, which has grown by more than 300% over 20 years.
- Prison costs now compete with higher education expenditures in most states.
Inequality Drives Low US Rankings

Figure 1
U.S. PISA Results, by Subgroup, Compared to OECD Average
Issues in the System We’ve Inherited

- Unequal funding of schools, by race and class
- Inadequate investments in teaching – Lagging salaries; uneven preparation; few school supports for learning.
- Emphasis on curriculum coverage rather than deep learning
- Fragmented factory model schools
Poor and Minority Children Get the Least Qualified Teachers

Distribution of Underqualified Teachers by School Income and Minority Status in California

Curriculum Access Matters for Learning (But is Unequal)

Holding SES constant, minority and white students who have equally well-qualified teachers and comparable curriculum perform comparably in reading and mathematics.
How School-University Partnerships Can Make a Difference

- Breaking the Cycle of Underinvestment
- Creating, Protecting, and Documenting New Educational Designs
- Supporting Rich Curriculum Offerings
- Visioning and Enacting More Ambitious Educational Goals
- Creating a College-Going Culture
- Preparing and Developing Teachers
- Improving University Programs, Pipelines, and Understandings of the Urban Context
Redesigning Teacher Education and Schools Simultaneously Allows...

- Tight connections between coursework and the “clinical curriculum”: Theory & practice
- Learning *about* practice *in* practice
- University faculty participate in schools, to develop curriculum, teaching, & organization
- School faculty participate in university course design and delivery, connecting the wisdom of practice to research & theory
- Research and demonstration of innovations
Science Exhibitions
High Schools for Equity
Policy Supports for Student Learning in Communities of Color

Diane Friedlaender • Linda Darling-Hammond
with the assistance of
Alethea Andree • Heather Lewis-Charp • Laura McCloskey
Nikole Richardson • Ash Vasudeva

A Study by the School
Redesign Network at Stanford University
Sponsored by Justice Matters
Characteristics of the Schools Studied

- Predominantly low-income students of color
- Graduation rates above the state average (averaging 90%)
- 80-100% of students accepted to college
- Non-selective admissions
- Engaging, empowering approach to education, connected to communities and families
School Features
Supporting Success

- School-university partnerships
- Personalized School Designs
- Rigorous and Relevant Instruction
- Internships and College-Going Opportunities
- Teachers Prepared and Supported for Learner-Centered Practice
- Strong Instructional Leaders
- Professional Collaboration and Learning
- Coherent, Authentic Curriculum
- Powerful Performance Assessment
Challenges in School-University Partnerships

- Expertise: “Charity is No Substitute for Justice”
- Parity
- Two-Way Learning
- Organization of Resources
- Perseverance
- University Incentives
- Political Skill
What’s Really Needed in Order to Leave No Child Behind

- Redesigned schools that support teacher learning and relationships with students
- Access to higher education
- Investments in recruiting, retaining, and distributing well-qualified teachers who can address diverse student needs
- More equitable and adequate funding