



Symposium 2021

OCTOBER 25-27, 2021 | VIRTUAL

WELCOME TO DAY 2!

#Aurora21



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Symposium Agenda Overview

TUESDAY, OCTOBER 26

11:00-11:45 AM ET – Keynote
Transforming Toward Equity-Centered, Whole-Child Personalized Learning

11:45 AM - 12:00 PM ET - Break

12:00-1:00 PM ET - Breakout Sessions

1:00-1:15 PM ET - Break

1:15-2:15 PM ET - Breakout Sessions

2:15-2:30 PM ET - Break

2:30-2:40 PM ET - Ten-Minute Ignite Sessions

WEDNESDAY, OCTOBER 27

11:00-11:45 AM ET - Morning Keynote
Former Students: Where Are They Now?

11:45 AM - 12:00 PM ET - Break

12:00-1:00 PM ET - Breakout Sessions

1:00-1:15 PM ET - Break

1:15-1:35 PM ET - Twenty-Minute Power Sessions
and Programs to Watch

1:35-1:45 PM ET - Closing Keynote
*The Time Is Now: Students Take the Driver's Seat
to Share Reflections on the Past to Inform
Innovative, Student-Centered Education
Transformation for the Future*



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Welcome

- **Introduce Yourself.**
 - We welcome you to introduce yourself in the Chat.
- **Use the Chat Box.**
 - We welcome commentary, questions, and answers.
- **Share your Learning.**
 - Use #Aurora21 on Twitter and mention @Aurora_Inst.
- **We are recording the Symposium keynotes and breakout sessions.**
- **Zoom Links:**
 - Zoom links for all sessions are on the Aurora Institute Symposium website, program book, and in your email.



Morning Keynote

Transforming Toward Equity-Centered, Whole-Child Personalized Learning

October 26, 2021 | 11:00-11:45 a.m. ET



Transforming Toward Equity-Centered, Whole-Child Personalized Learning



DR. LINDA DARLING-HAMMOND

President and CEO, Learning
Policy Institute; Charles E.
Ducommun Professor of
Education Emeritus, Stanford
University



DR. PAMELA CANTOR, M.D.

Founder & Senior Science
Advisor, Turnaround for Children



There are
20,000 genes
in the
human genome —

fewer than 10%
get expressed.



Genes are chemical followers.

CONTEXT



There is no separation of
nature and nurture,
biology and environment,
or brain and behavior—
only a collaboration
between them.

3

THINGS TO REMEMBER ABOUT BRAIN DEVELOPMENT

1

2

3





ACADEMY









CORTISOL



OXYTOCIN



CORTISOL











edutopia

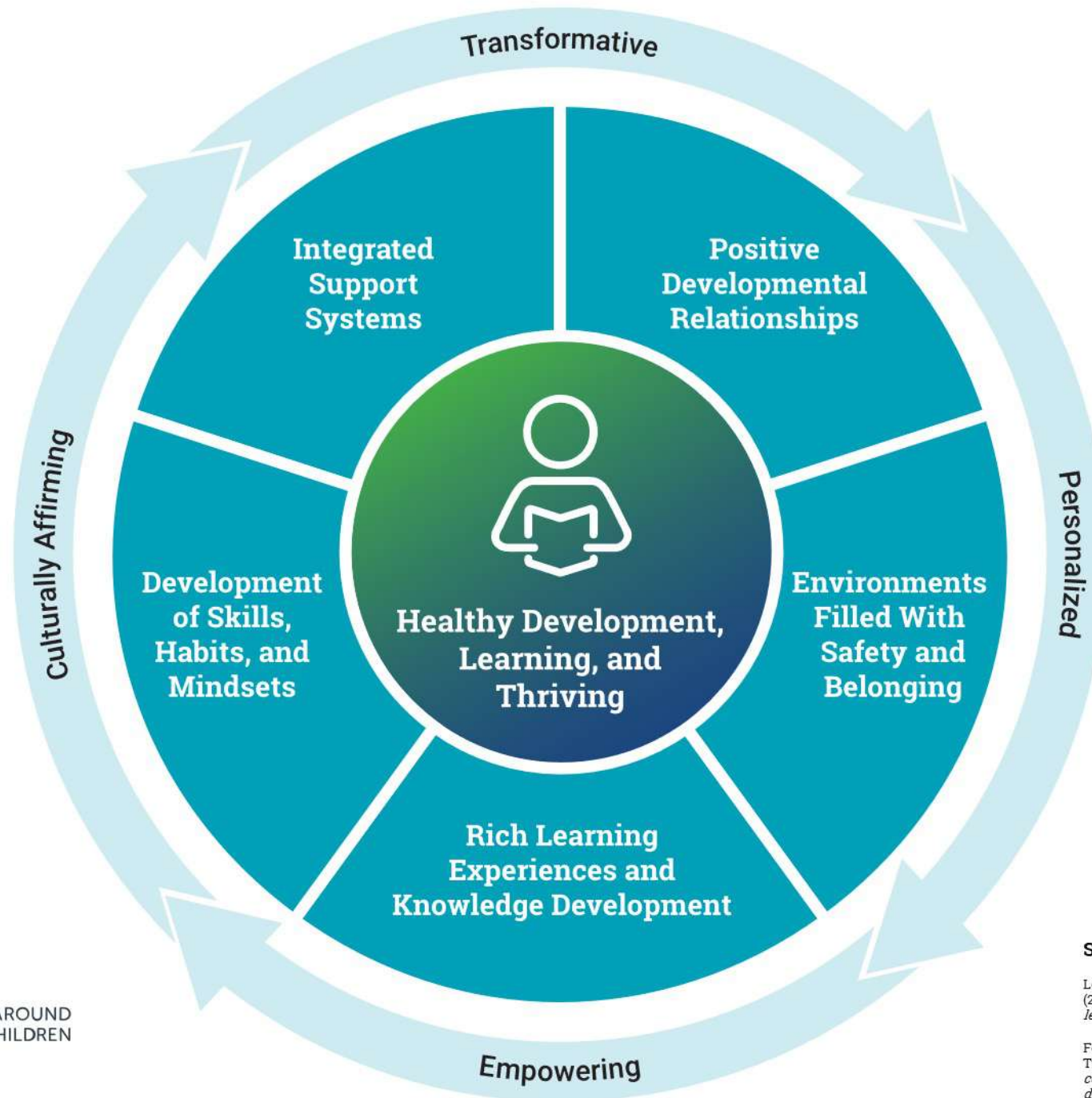
HOW LEARNING HAPPENS

edutopia.org/how-learning-happens





Essential Guiding Principles for Equitable Whole-Child Design



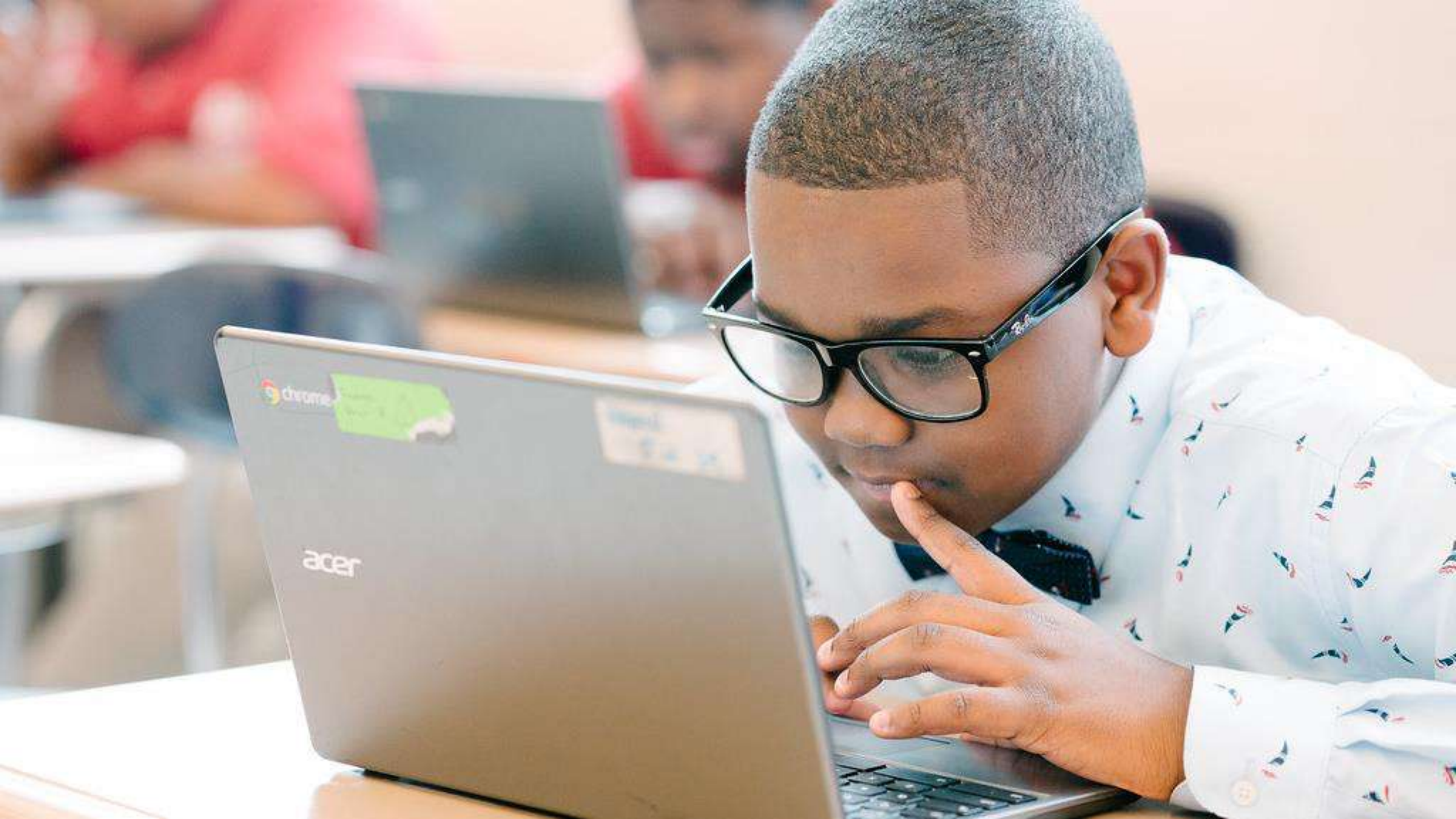
Sources:

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

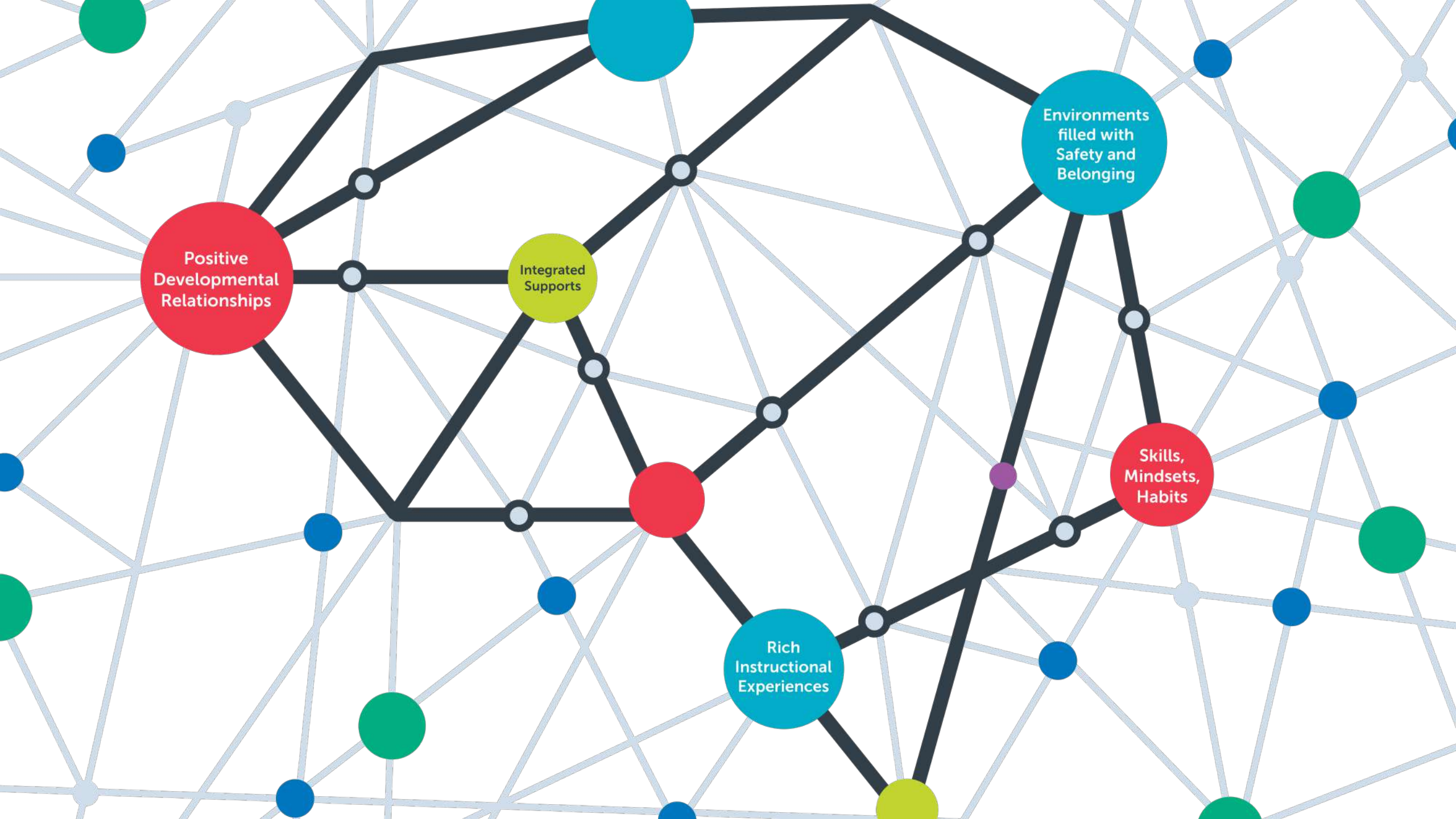
Forum for Youth Investment (with Learning Policy Institute & Turnaround for Children). (2021). *Design principles for community-based settings: Putting the science of learning and development into action.*















The background is a dark blue field filled with a complex network of glowing blue lines and small orange dots. The lines are thin and wavy, creating a sense of movement and connectivity. The orange dots are scattered throughout, some appearing as bright points of light and others as softer glows. The overall effect is reminiscent of a neural network or a digital data landscape.

motivation

belief

purpose

focus



MATH CENTERS

LOOK WHO'S PITCHING IN!

Maths Well

Fractions

Parts of a whole

Numerator	Denominator
3	4
27	25
$\frac{3}{6}$	$\frac{1}{2}$
$\frac{4}{6}$	



WORDS OF THE WEEK
Charles H.
Houston
pledge
positive
respect
behavior
courage
opious
voracious
punctual
studious
institution

MINUS

PLUS

DIVIDE

MULTIPLY

LESS THAN OR EQUAL TO

GREATER THAN





Design Principles for Schools

Putting the Science of Learning
and Development Into Action

Learning Policy Institute and Turnaround for Children
in partnership with the Forum for Youth Investment
and in association with the SoLD Alliance

JUNE 2021

**LEARNING
POLICY
INSTITUTE**

**the
forum**
FOR YOUTH INVESTMENT

**Science of
Learning &
Development
Alliance**



**TURNAROUND
FOR CHILDREN**

designprinciples.org



- Interactive website
- Design Principles for K-12 Schools
- Design Principles for Community Settings



TURNAROUND FOR CHILDREN

turnaroundusa.org



What Does the Science Mean for
Practice and Policy?

FALSE

Genes determine our intelligence and who we become.

Potential is knowable in advance (so we should track children accordingly).

The standardized factory model is the best way to educate children.

Average stands for the individual.

Talent is scarce.

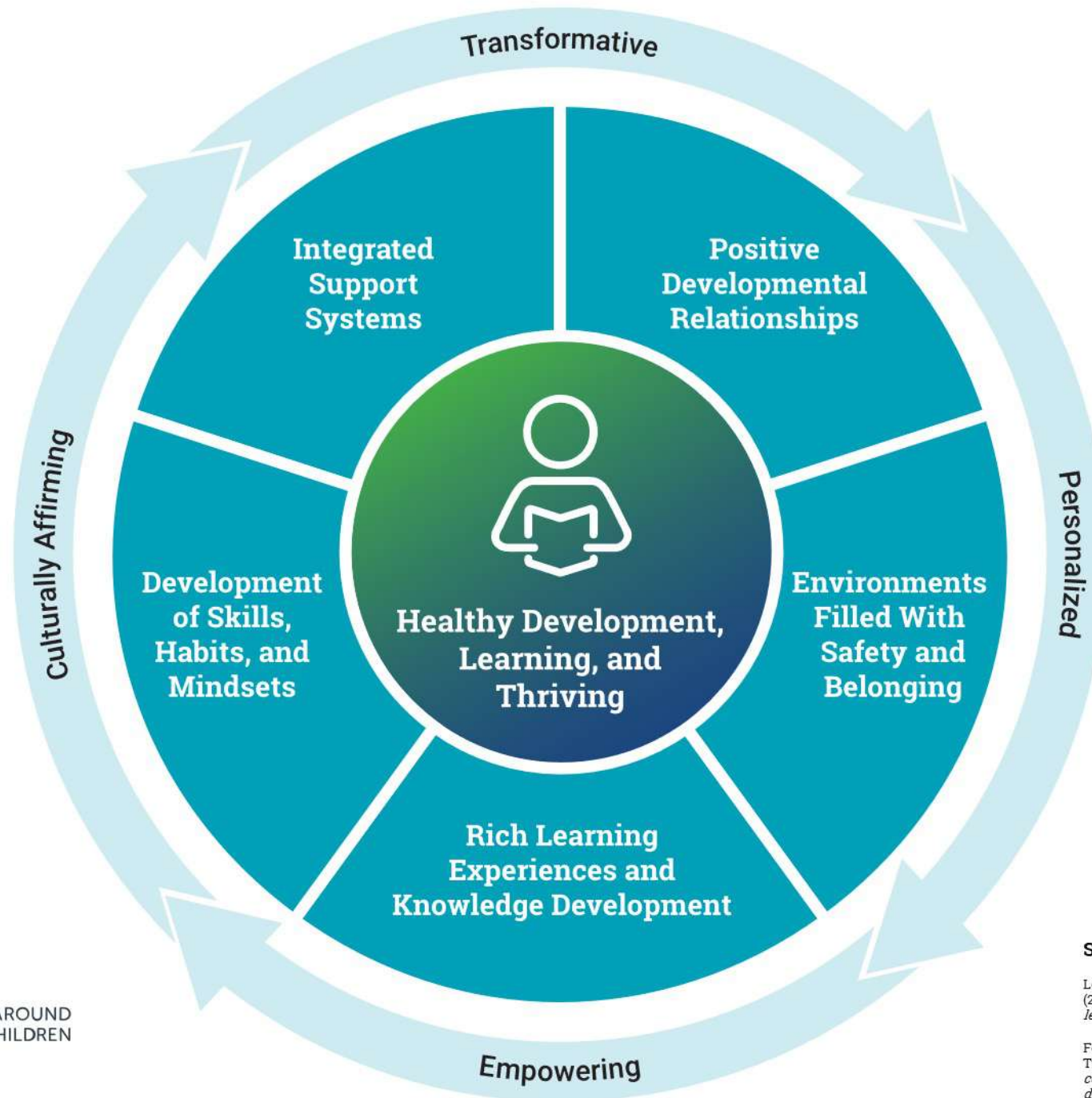
TRUE

- Context is the primary driver of who we become.
- Potential is visible in environments designed to reveal it.
- Agency, engagement, and personalized connections stimulate deep learning.
- Average rarely represents the individual.
- Talent is plentiful and not on a bell curve.

If the science of learning and development disproves most of what we now do in schools,

How should we transform them to places that support how people learn?

Essential Guiding Principles for Equitable Whole-Child Design



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.*



Design Principles for Schools

Putting the Science of Learning
and Development Into Action

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JUNE 2023



designprinciples.org



- Interactive website
- Design Principles for K-12 Schools
- Design Principles for Community Settings

From

To

- Zero tolerance exclusion
- Impersonal structures
- Lists of rules that determine punishments
- Tracking
- Transmission teaching
- Teach, test, grade
- Norm-referenced MC tests used to select, sort, and exclude
- School as an island

- Restorative practices
- Relationship-centered designs
- Classroom communities + explicit teaching of skills, habits, mindsets
- Inclusive classrooms plus supports
- Active, inquiry-based learning
- Support, provide feedback, revise
- Standards-based performance tasks used to develop abilities
- School as hub of family & community



Teaching the Way Students Learn Best

Lessons from Bronxdale High School

Jacqueline Ancess, Bethany Rogers, DeAnna Duncan Grand,
and Linda Darling-Hammond



Social Justice Humanitas Academy

A Community School Approach
to Whole Child Education

Marisa Saunders, Lorea Martínez, Lisa Flook, and Laura E. Hernández



MAY 2021

[Learningpolicyinstitute.org](https://learningpolicyinstitute.org)



Teaching for Powerful Learning

Lessons From Gateway Public Schools

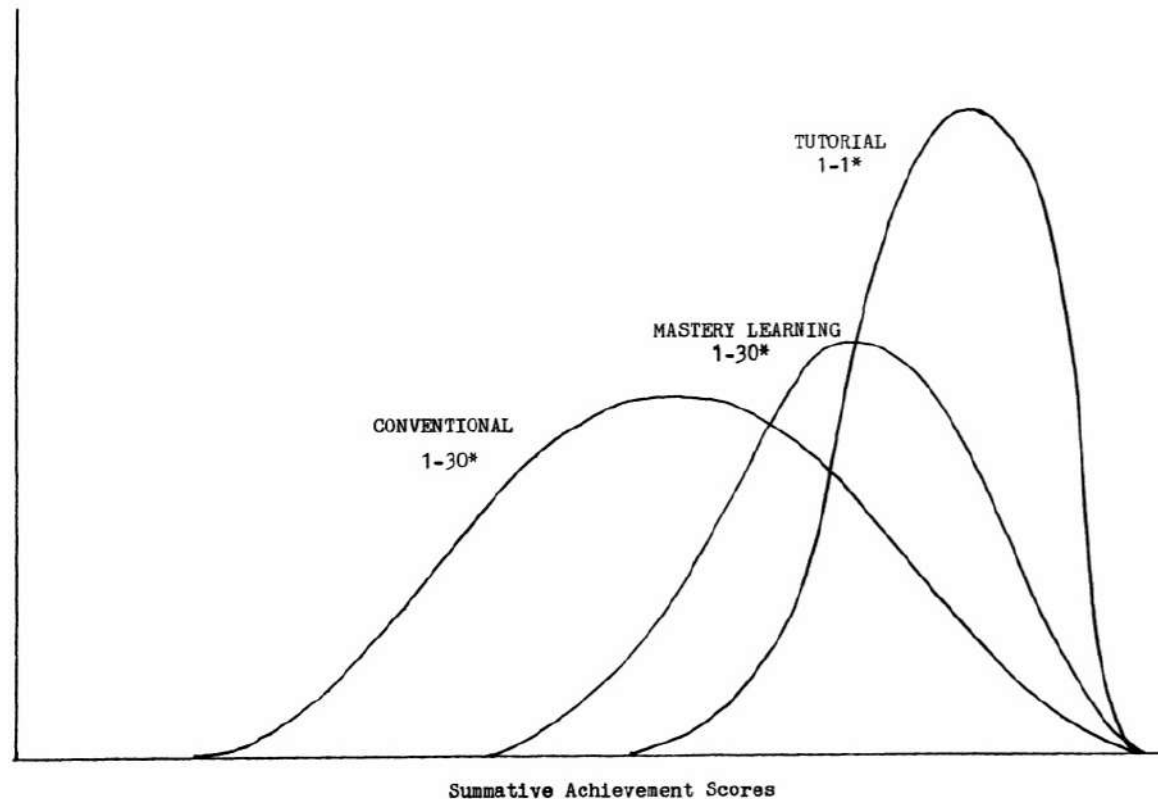
Channa M. Cook-Harvey, Lisa Flook, Emily Efland,
and Linda Darling-Hammond



OCTOBER 2020

Benjamin Bloom's 2 Sigma Study (1984)

FIGURE 1. Achievement distribution for students under conventional, mastery learning, and tutorial instruction.



Students who received mastery learning increased performance by 1 full SD.

Students who received individualized tutoring increased their performance by 2 standard deviations.

A student at the 50th percentile could grow to the 98th percentile with

1-to-1 Relationship
Immediate feedback
Opportunities to practice and revise

Major Policy Shifts

- Educator Preparation
- School Design
- Curriculum and Assessment
- Integrated (and readily available) Student Supports



Restarting & Reinventing School

“

“Reprioritize. This is the time to see if something can be different. To reset the system, we have to take a loss, but we can recoup the loss if we actually get kids excited about education and create a more positive space for them to learn.”

—Michelle Ampong
Atlanta parent and school volunteer





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Thank you for joining us!

**Share Your Thoughts.
Participate in our 1 minute survey by
following the link in the chat.**

BREAKOUT SESSIONS

October 26, 2021
12:00-1:00 PM ET

TO JOIN:

Zoom links available on
Aurora Institute Symposium
website and program book.

Combating the Idea of Learning Loss: Reframing Learning

Demonstrating Evidence of Learning – Anytime, Anywhere – Spotlighting State Efforts to Leverage This Unprecedented Opportunity to Dismantle the Legacy of Seat-Time

From Chaos to Sustained Innovation – Leveraging Partnerships to Rethink Barriers and Enable New Learning, Relevance, and Engagement

It's Up to Us to Make Competency-Based Education Culturally Responsive and Sustaining

Possible, Practical, and Actionable: Breaking Down the Artificial Silos Between Education and Community

Schools Need a Success Coach for Every Learner

BREAKOUT SESSIONS

October 26, 2021
1:15-2:15 PM ET

TO JOIN:

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website and program book.

24/7 Professional Growth: How to Completely Flip Professional Learning with Component-Based Learning through Instructional Design

Ambitious Teaching and Learning

Calling the Equitable Open System into Existence: How Colorado School Districts Partnered with their Students, Families, and Community Members to Create DEI Taskforces to Move from Talk... to Action

Competency-Based Education: Getting Started with Learner-Centered Practice and an Equity Lens

Empowering Online and Blended Programs to Customize Legally Sound Opportunities for Individuals with Disabilities, Especially in a Post-COVID-19 World

Excellence through Micro-Credentials: Lessons from Juab Teacher Leadership

Hearts, Hands, and Minds: Engaging Students in Performance-Based Assessments that Emphasize Social Justice and Social-Emotional Learning

Shields Elementary: The Story of a District-Run Texas School that Used Community Redesign Process to Move Toward Personalized Learning

Stopping Learning Loss in Deprived Communities by Treating Daily Toxic Stress: A Mental Health/Trauma-Informed Model

The Harbor Freight Fellows Initiative – A New Form of Apprenticing to Support Youth Entering the Trades

IGNITE SESSIONS

October 26, 2021
2:30-2:40 PM ET

TO JOIN:

Zoom links available on
Aurora Institute Symposium
website and program book.

How Competency-Based Education Helps Address Some of the Inequities Baked into the K-12 Education System

How Schools Can Help Cultivate Learner Identity and Agency

How States Are Redefining Success Using a Profile of a Graduate

Key Principles for Project-Based Learning