(APPLAUSE)

TRACY: Alright, I'm gonna transition

and hopefully my mic's gonna follow me. Excellent.

Good morning, hi.

So, lots to think about this morning and in fact, we're talking about

thought leadership today so, first, so that everybody can get a chance

to know you a bit better, let's just kind of go down the line,

introduce yourself and tell us a little bit about your organization.

BETSY: Sure, so my name is Betsy Corcoran,

I am the co-founder and CEO of EdSurge.

We write about the intersection of education and technology.

What we've realised recently is what we're really writing about

is the future of learning.

And so, I want to do a huge thumbs up to everything that John said,

it is an amazing time.

We write, we have newsletters, we do research.

We publish lots of stuff on all of the different technologies,

but at the end of the day, the question that we keep trying to come back to

is why are we doing this,

and what are we trying to accomplish?

KATRINA: Good morning. This is Katrina Stevens.

It's actually lovely to see so many familiar faces out there.

I am the Director of Learning Science

at the Chan Zuckerberg Initiative.

The Chan Zuckerberg Initiative is the philanthropic organization that

Mark and Priscilla started when their daughter Max was born.

We have three major areas, so science...

A very modest goal, trying to solve or cure all disease by the end

of the century.

And then we are working out the aims of J&O,

which is right now focused on criminal justice and immigration.

Then education, which is where I sit.

Really focused on trying to come up with

a broader definition of success.

So, instead of just thinking about just academics, but recognizing

that we come to classrooms both as teachers and as students,

as whole people and that things like mental physical health

and social emotional learning, cognitive, all of these pieces are

just as critical to how we learn, and that what success looks like

in our world is not the report card that you get.

So really trying to broaden how we think about that.

And one of the ways we think about getting there is

to think about personalized learning and by that we don't actually mean...

which I know all you understand, that we (INAUDIBLE) on our laptops

all the time.

We're really being able to get the right kind of resources

and support to kids.

At the right times to build and help them on their trajectory.

And that's really about also making sure that educators are able

to support the relationships. cause I think

relationships really need to have (INAUDIBLE).

And my particular areas are learning science.

I'm really focused on trying to get me some more evidence.

So, how do we get to shift from asking their friends for

suggestions (INAUDIBLE) thinking about, how do you start picking more

evidence based decisions, and that means trying to create more evidence.

That means trying to get to help people understand,

like, how it was completely helpful and then looking at our practice.

Then having (INAUDIBLE) so you can all be able to use that evidence.

KAREN: Well good morning, Karen Gator, (INAUDIBLE), really nice to see

so many people here also.

I was talking on the call we had on 2010,

(INAUDIBLE) came by and launched the 2010 National Education Technology Plan.

And Katrina, Richard and Joseph went on to do one in 2015,

whatever it was.

It was like we followed the direction every five years like we're

supposed to and at any rate, it's really nice to see you all.

So at Digital Promise, we do a variety of things.

Primarily, what you probably know us most for is the networks that we run.

So we have our (INAUDIBLE) schools which is currently a few over

102 or so school district leaders, superintendents, and

professional (INAUDIBLE) get together.

It can be twice a year they work on challenges.

In fact we just launched something on challenge map that is basically

an articulation of the challenges that we pulled from the legal verge on

the last year.

So it's actually pretty interesting when I see all these challenges

kind of (INAUDIBLE) from everything like social and emotional learning

to STEM and parent involvement in behavior et cetera.

So, our networks are the Verizon Innovative Learning Schools,

we have 100 middle schools that we work with deeply so

hopefully if these are in your states, you know about them.

They are deep research and development projects with middle school students.

So, enough about that.

We also then do research.

We have a team of about 15 (INAUDIBLE) scientists and they conduct

research, they do a variety around STEM, around (INAUDIBLE) thinking,

learning and analytics.

And the like, and then the second part of that is bringing research

into practice.

So very much about the translation. How does research actually make

its way into classrooms and products so we work on that

and the one specific project there is around (INAUDIBLE) variability

that we can talk more about.

And then, finally, we also work on what we call learning

experience design.

And so thinking about professional learning opportunities,

personalization, and how do we actually create these challenges,

these ways of students engaging with

material and with relevant challenges.

That's Digital Promise in a nutshell.

MICHAEL: Good morning, I'm Michael (INAUDIBLE).

a former state (INAUDIBLE) Director.

Right here is my third day as Deputy Secretary of Pennsylvania.

Where I can introduce the first (INAUDIBLE) tool kit.

It's a long time ago.

Some faces still in the room, some not.

But, that day, now 15 plus years ago,

really changed my life because

I found that there was a me in every state,

the 50 me's.

And the 50 me's came together as a really powerful network and

there was no competition, there's generosity, there was commitment,

there was passion and so kudos to CEDA for continuing

to support of 50 me's.

Obviously the 50 me's are now 50 you's.

Doesn't sound quite as good. Mine sounds better.

But it really was one of the most important turning points,

I think in my career.

Because it said the impact we're having locally also is being felt

state-wide and nationally, and now globally.

And so, that's something that I take in for the rest of my career

and now one year in at the University of Pennsylvania,

we've created a new center for education innovation called Catalyst.

And our idea is to bring people and ideas and act as a catalyst.

Innovation is happening in many places,

but not often are you able to act as a catalyst to bring those together

and create that chemical reaction, so something's different afterwards

and so we're thinking about that in really two buckets of work.

One is about innovation around entrepreneurship and start ups and

sparking innovation so that we can manage to support people

coming up with new ideas and get those ideas into education

in novel and meaningful ways.

And that includes really this convergence of business technology

and education.

And then the other part is how do we empower leaders and educators

and build supports and capacity building for them to create vibrant

organizations and communities and networks to take the work

that is being invented to scale?

And so it's a pretty daunting undertaking to be national and global

and the K12 higher ed and the executive ed, but really at the core

of it all is equity

and the opportunity for all students to have a student centered experience

and to really change their opportunties.

So, we're excited to flip the model of the university on its head,

which, not everybody's willing to do, but we can we're gonna try

problem source problems and practice from the field instead of disseminating

knowledge from faculty members and putting all these pieces together to

(INAUDIBLE) change.

WOMAN: Excellent so the title of this panel is Inspiring Top Leadership.

So the first question I have and would love to open up a dialogue is,

so, what are your organizations thinking about and how do you get

other people to start thinking about those things and hearing about

the things that you see as important in the field?

We can go in any order if anyone else wants to jump in.

KAREN: I'll jump in

yeah so we're thinking about a lot of things, actually.

But one of the things I guess to kind of pinpoint is this notion of

everyone talks about personalization and as soon as the word gets picked

up and it's used weirdly and whatever,

we stop using it so, we're not using that word anymore.

But in this room, personalization.

So when we think about personalization...so what we've been really thinking about is

how do we improve the accuracy and precision of personalization?

So, in order to do that we need to know much more about the learner.

Right so we have to understand from the, first of all what are they

trying to learn?

What are the social and emotional characteristics and factors

associated with learning to read, for example?

What re the executive function factors?

What does memory have to do with it?

What are the differences, the neuro differences in things that we're

learning from cognitive scientists, from neuroscientists, from

psychologists. What are we learning about how the brain works, and

there are just some tremendous advancements and deeper understandings.

So we're thinking about if we want to improve the precision and accuracy

of personalization we need to know much more as between us we

think about the whole child.

Which does harken me back to my early childhood education.

A lot of years ago.

Anyway, whole child.

So the whole child is obviously critically important.

It also has to do with the home literacy environment,

what happens at home.

Trauma, sleep, nutrition, like all of these things really play into

how a student learns, and when.

So what we're doing is we're digging through the research, everything

that we know about say, learning to read, and then publishing

what we're calling a factor map.

This is the, what are we doing about it?

So it's one thing to think about it and talk about it a lot.

What we're trying to do is present it in a way that is usable to both

developers and practitioners.

So we publish kind of a what we call a factor map.

We call it the learner variability project and it's to present out these

various factors.

How they interact with each other, so emotion and alphabet knowledge

or vocabulary, working memory.

All of those kinds of...how they interact with each other.

And then presents strategies as examples of things that might work.

This is also meant to inform gaps.

So where are diagnostics where do we not have diagnostics.

Where do we not understand how to tell if a child has poor visual

processing, for example, that's getting in the way of their learning.

So that's one thing that we're thinking about doing.

BETSY: And if I could just build off what Karen said so with personalized

learning and all the things she's saying is talking about the how

students are learning, when they're learning, conditions,

another huge trend that you are all deeply aware of came up at the

personalized learning conference, which we had recently, which these

folks participated in and that's - why are you learning?

And so much of what we've talked about at that event came under

this brick of social emotional learning.

(INAUDIBLE) was trying to get the question of why were you trying to learn?

What's the context for what you're learning?

What's the motivation?

What's the motivation for...

You know the motivation question is fundamental.

As John Landis was saying, it's not just about the things that you

know, but it's - how are you going to be applying these?

Why are we learning these things?

Why are you choosing to do this learning and this curation?

And that's something that both teachers, as well as students

are really sort of thinking about and (INAUDIBLE).

So I think if it was one core takeaway that we heard when we were

talking about personalized learning, it's that without deeply thinking

about the social emotional issues,

without thinking about the why of learning, both for the educators as

well as for the students, we won't get anywhere.

BETSY: I'm gonna pick up on that too.

As for thinking about social emotional learning,

and all of these other (INAUDIBLE) like curiosity and motivation,

but one piece of our work is really thinking about innovative assessment

because we, often times we teach the test.

We teach the things that are being assessed

because there's so much accountability (INAUDIBLE)

So my thing is how do we give information to teachers to help them

be able to understand where a student is in a particular moment

and be able to measure that (INAUDIBLE)?

But I do that without having, you know we could come up and create

like 15 new measures.

Here's a measure for curiosity, here's a measure for this.

Then we don't know how kids take (INAUDIBLE) new measures.

So we're trying to deeply think (INAUDIBLE) To be able to communicate

(INAUDIBLE) so that the students are (INAUDIBLE)

from teachers as they're doing things.

And simultaneously we're really aware that there can be unintended

consequences of different kinds of measures.

So, for example, often times like writ and writ kind of like took off

and really started to kind of grapple that and people started making

assessments like here's your grade score.

And there actually one of the funny ones was I saw the growth mindset (INAUDIBLE)

and it's like here's your growth mindset, you're not allowed to

move, your score doesn't move it's who you are.

Like that's (INAUDIBLE).

So there were these weird things that happened.

(INAUDIBLE) particular communities got misidentified in ways

that were not really appropriate in terms of when they're talking

about writ, oh you just don't have enough writ.

It's actually not capturing what's really happening with a lot of kids

and their circumstances.

So being sure as we do all these things we're moving very careful

thinking about unintended consequences and just kind of ethics

of how we think about this work.

MICHAEL: Let me build on that especially since Angela Duckworth is a University

of Pennsylvania professor.

BETSY: Yes. MICHAEL: (INAUDIBLE) then I'll defend her.

BETSY: (INAUDIBLE)

MICHAEL: Right exactly, (INAUDIBLE).

But the notion here is though how do you take (INAUDIBLE)?

That's something we're trying to do because there we have can have

tons of great faculty and all of you are working with many equally

qualifies, amazing faculty members, but it's hard to get that

(INAUDIBLE).

It's either too complicated, it's either a journal article, you have to

go to a conference called BERA, sit through a really long sessions

to get kernels of insight into your practioners world and how do we

make that easy?

How do we take the lessons that aren't bastardising the research or

getting into the context of unintended consequences?

(INAUDIBLE), and another thing, while we're talking,

it's really interesting now because at this time, given where we are in 2018,

that innovation still doesn't walk across the street.

You see amazing classrooms in one school, or amazing schools or

one block and then down the street, the innovation isn't happening.

So how do we think about that?

How do Karen's networks that she's been building so successfully

get pervasive?

And I know she doesn't want to brag about all her schools and all

her networks, but how are those lessons shared?

How does that get communicated and we know with research

that fidelity of implementations and the variations between one classroom and the

teacher next door is actually greater than one school to the next.

So thinking about - what does innovation look like?

How does it walk across the street and how we continue to support that?

By operationalising successful practioner's.

It's a really great opportunity because, as they all said,

we now know an awful lot about how people learn.

We know more about research.

And whatever compelling classroom environment,

teachers and supporters and school leaders and (INAUDIBLE).

(INAUDIBLE)

KAREN: Really fast. BETSY: Go for it.

(LAUGHTER)

(INAUDIBLE)

KAREN: So one of the things we started talking about is

this notion of increase of innovation and how innovation really is

(INAUDIBLE) just when it's a cool idea that's also challenging.

But then it goes to scale.

And so the question we've also been asking is goes to scale for whom?

Right. So this whole equity thing is probably top on all of our minds.

Definitely trying to figure out what are the ways that we create

classrooms and situations that are inclusive, that respect diversity

and create a sense of belonging that helps people value their own

attraction in a classroom.

There are a lot of research and a lot of work being done in that space

so when we think about innovation it's not the x-axis is how innovative is it

and how much does it solve a grand challenge?

The y-axis is who has access to it?

Alright so you think of your schools and you see these amazing

classrooms and then they go, "How do we make that available, not

just to those lucky kids in the classroom but to many more?"

So this notion of inclusive innovation is one I think we all should

really kind of take to heart.

BETSY: And just to go a yes, and what Karen's saying,

I think the other challenge.

So, again, my background is as a journalist.

Spent 30 years doing this including this fine town of Washington Post,

(INAUDIBLE)

But I think that one of the other threads that we certainly heard

in the conference (INAUDIBLE), is how do we

have a constructive dialogue together?

So there are a lot of different paths for doing all kinds of things

that we've talked about.

And we're in a culture right now where it's very easy to say well

that path really worked, but that (INAUDIBLE).

So how can we constructively have a dialogue where it is a yes, and conversation

where we're not being crazy, we're not being

(INAUDIBLE) where we say everything is great.

As Katrina said, there's a lot of unintended consequences to all

of the things that we're talking about.

But how do we have this dialogue in a way where we're not tearing

each other down, but trying to build up the conversation?

BETSY: But then I'll go back to something I think Michael was talking about

cause I think all of us are working on how do we make research insight

(INAUDIBLE) accessible and we think about that is actually

(INAUDIBLE) in a sense that in other ways that we an be helping the

educator voice be apart of that conversation.

We just recently had (INAUDIBLE) on Saturday at and event where

we're supporting (INAUDIBLE) in exchange to work with educators

to get (INAUDIBLE) was a partner.

It was really (INAUDIBLE) here's what we already know.

And here's what we need and then again (INAUDIBLE)

so thinking of ways the ways to elaborate inside a $600 million dollar

budget on research as a way to shift some of that.

But that money is actually going towards things that (INAUDIBLE) care

about and then (INAUDIBLE) we don't do a great job in education.

Which is understanding that even if we figure something out, how does

it actually get to a classroom?

Grants don't have marketing dollars attached to them.

We don't spend a lot of money on new (INAUDIBLE) make it really

easy and accessible for people.

We don't pay enough attention to understand behavioural economics

in terms of how do you get someone to change their mind?

Or change their behavior?

That's actually really significant.

And we've had all these bright spots across the country for years

and I guess how do we start scaling that?

I think that is starting to think about these things.

and we started buying a couple of the other just trying some things

out by taking some really interesting things that researchers have done

in giving a little bit of money for (INAUDIBLE), a little bit of

money for marketing to see whether or not you can start untapping

and pulling out these kind of (INAUDIBLE)

making a way that teachers can just easily put it into their classrooms

instead of trying to figure out how to translate all that work.

MICHAEL: One last thing and (INAUDIBLE).

So last week, I guess it was last week

we brought together, both virtually and physically, about two dozen

school districts and they identified the biggest problem in their school

district is the student belonging in the school.

Increasing diversification.

Diversity of students, immigration, the political context.

Mobility, et cetera, all depend different types of learners, all

converging on student belonging.

And so thinking about what their problem is, bringing them together

and realizing they're all addressing it in different ways,

we thought one of the things the faculty and university can bring is

tools, an inquiry, and a process.

So we brought them together and we identified together

shared vision of what the (INAUDIBLE) survey would be to determine

(INAUDIBLE) students and their sense of belonging.

And then what the intervention would be, which we're building

together, so that they can each apply it in their context and then

because they're a professional learning community,

bring what they learn their practices and solutions to each other.

So it's started to flip the model on its head to get a little bit of

what Katrina was saying is, it comes from both the top and the bottom

from the university and practitioner, then we're getting shared ideas

of how can we implement it and adapt it in context (INAUDIBLE)

KAREN: And what's cool about that actually is research practice partnerships

is we are one of the issues we have is if we get super focused

on just outcomes, it's a really long time before you have outcomes

that can be like RCT, you know RCT getting published out.

So there's a lot we learn along the way as we implement things

as we work in classroom and we couldn't get research has partnered

with practitioners to do and we just call it action research, but

it's a little different than that because you actually have researchers

actively involved as well to design.

And then its' more of an R&D cycle it continues improvement in

learning along with the implementation so there are a lot of fancy

terms for it but the practice is pretty amazing and when you see

that happen everybody gets smarter and better.

The practitioners do, the researchers do, and it isn't the researchers

coming in with their research questions saying, "Who wants to work

with me on my research question?"

But it's working with practitioners saying, "What do we want to

"solve together, design, implement, research, continuously improve

and evolve?"

So there are lots of product developers now that are really working

in this way and it definitely shows promise.

MICHAEL: And the secret, we'll just keep this in this room, cause it's really

not about solving that (INAUDIBLE) problem of who belonging,

it's about building the sense of inquiry and (INAUDIBLE) inquiry

and building in that capacity (INAUDIBLE).

TRACY: So we've had a lot of great thoughts up here.

We also like to model good, professional learning experiences here at

CEDA.

You've been sitting still for over an hour now and we want to give you

a chance to talk.

We're gonna ask more questions of our panel, but for now, what I

would like you to do is take about five minutes and actually if we

could go back to our slides up there,

I want you to think about the concepts that have been shared up here

so far and think about it in terms of your state and if you're not a

state (INAUDIBLE) you're probably sitting near one, and think about this -

what of these concepts resonated with you?

And we've heard things around personalized learning, innovation,

innovative assessments, how the meaning can change with messaging.

You introduce a thought out there and it becomes something else

and people may actually do unintended things with it afterwards.

How do you see this playing out in your state?

So take a few minutes to talk and then you might let

one or two of you share your brilliant ideas so take a few minutes.