**WHY DEEPER LEARNING?**

The U.S. education system must prepare students to be engaged citizens and to succeed in the high-skilled jobs that are increasingly required in the global economy. To meet these demands, students will need “deeper learning,” a mix of knowledge, skills, and dispositions that include critical thinking and problem solving, effective communication, collaboration, an academic mindset, and the ability to learn how to learn— all applied to the mastery of academic content.

**WHAT IS THE DEEPER LEARNING NETWORK?**

A national “Deeper Learning Network” of more than 500 schools is delivering deeper learning to students in forty-one states. Composed of ten school networks it collectively serves more than 227,000 students, most of whom are low-income minority students. Each school network has a unique approach, but all foster the deeper learning skills that prepare young people for economic and civic success.

**THE NETWORK:** Asia Society, Big Picture Learning, ConnectEd/Linked Learning, EdVisions Schools, Envision Education, Expeditionary Learning, High Tech High, Internationals Network for Public Schools, New Tech Network, and New Visions for Public Schools.

[www.deeperlearning4all.org](http://www.deeperlearning4all.org)

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**ASIA SOCIETY GRADUATES ARE COLLEGE-BOUND**

<table>
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<tr>
<th>Graduation rate</th>
<th>College acceptance</th>
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<tr>
<td>88%</td>
<td>90%</td>
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**AN EMPHASIS ON GLOBAL COMPETENCY**

Students learn to communicate and collaborate across cultures through an academically rigorous, globally-focused curriculum where students learn through experience, rather than through textbooks, by solving real-world problems—this is also called problem-based learning. Students’ learning is measured using authentic assessments, i.e. their ability to demonstrate what they can do with their knowledge and skills. Students also complete four years of required language courses, with a daily focus on global citizenship through real-life learning experiences such as Model United Nations. Additionally, students complete projects that relate to global issues, and they compile the best examples of their papers, reports and other materials into what is called a learning portfolio. Students learn to work collaboratively with individuals from diverse cultural backgrounds. This prepares them to navigate the challenges of cross-cultural communication and daily living in a diverse environment. Students round out their study program through internships and by volunteering in their communities, where they provide service but also learn while doing their work; study abroad language immersion; and several options for advanced level courses (e.g. dual credit and Advanced Placement).

**LEARNING THROUGH PROJECTS**

Project-Based Learning sparks students’ interest and engagement. As they design unique portfolio projects during daily student advisory periods, or work on senior capstone projects, students learn how to

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**DEEPER LEARNING IN ACTION**

Students at two ISSN public schools are extending their learning beyond the walls of their classroom through a partnership with a learning center for the poor in a slum of Bangalor, India to raise awareness about global living conditions. Students first learned statistics about the global rise of “mega-slums” and were also exposed to contemporary artists who were engaged with these issues. They then collaborated with the learning center to share images, art and stories about everyday lives, and encouraged students to participate in a global conversation on how the majority of the world’s population lives and what can be done to improve daily life. Moving from learning about an issue to applying that knowledge in the real world is exactly what deeper learning is about.
solve problems, think critically, and reflect on the work they have done throughout the year. They analyze and evaluate global issues from multiple perspectives, based on relevant information gathered and synthesized from sources around the world. Students might examine the question, “Do we have a stereotypical view of Africa? Why? Why not?” Students engage in reflection using the ISSN Graduate Profile to assess their global competency, for example in foreign language literacy, understanding of global interconnectedness, media literacy, and cross-cultural collaboration.

A Commitment to Excellence and Equity
The ISSN is committed to serving the needs of low income and minority students in urban, suburban, and rural communities. Network-wide, ISSN schools serve students in grades K-12, 78 percent of whom are minority students and 65 percent are students from low-income families. A combination of rigorous curricula, assessment and instruction, inclusive school culture, family and community involvement, and experiential learning results in students who are doing better academically and graduating at greater numbers than their peers. In an average Asia Society International Studies School the graduation rate is 88 percent. Nearly 90 percent of ISSN graduates are accepted to two or four year colleges – a testament to students seeing the importance of pursuing postsecondary education.

Teacher Professional Development
Fostering an environment of deeper learning demands committed professionals. Teachers at ISSN schools engage in on-going professional development. They mentor one another, observe each other’s lessons, give constructive feedback to improve instruction, study together to stay abreast of the latest research and instructional strategies, and collaborate with teachers locally and nationally through the Network. Teachers are willing to engage in international learning experiences and model for students how to be receptive to the perspectives of others. In this way they exemplify the very aspects of deeper learning they are seeking to develop in their students.

Common Core and More
ISSN schools employ the Graduation Performance System (GPS), a performance assessment system through which teachers engage students in Project-Based Learning and standards-based evaluation of their work. While aligned to the Common Core State Standards, the GPS goes beyond with the addition of the element of agency, where students not only analyze and interpret information, but engage in advocacy or action based on their own interests. Students develop personalized service projects such as raising awareness about water crises globally, or child abuse locally. In these projects they master the content, use critical thinking and communication skills, and navigate the ups and downs of working collaboratively with a wide range of people. All these activities prepare them well for success in college and careers.