New Pedagogies for Deep Learning

HLPUSD

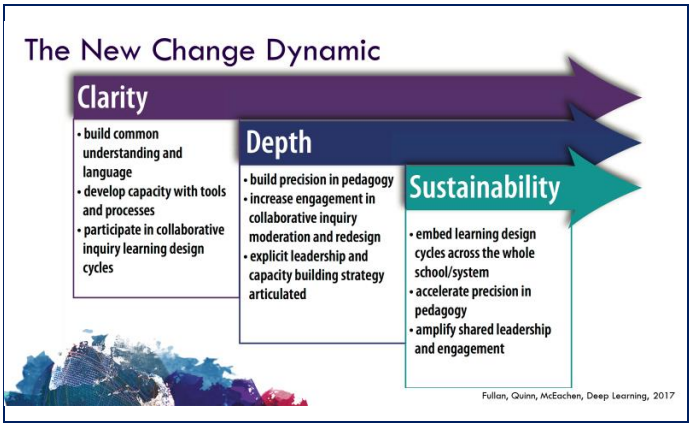
August 2019

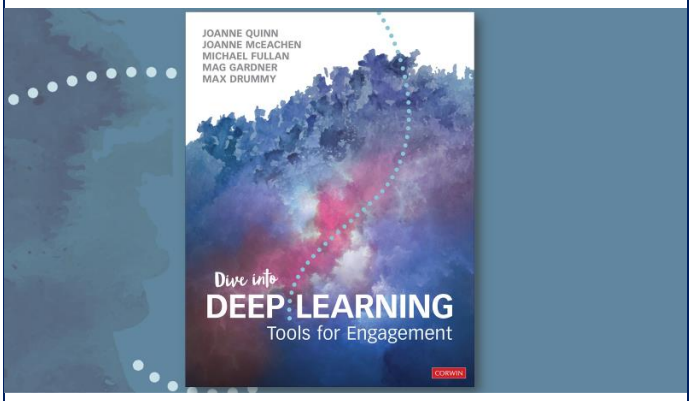
Participant resource

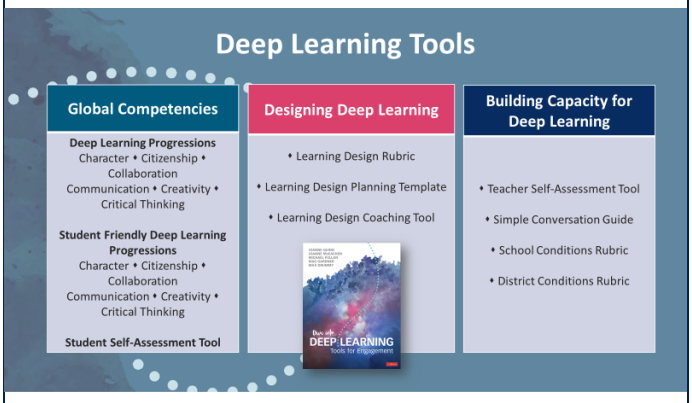
New Pedagogies for Deep Learning™
A GLOBAL PARTNERSHIP

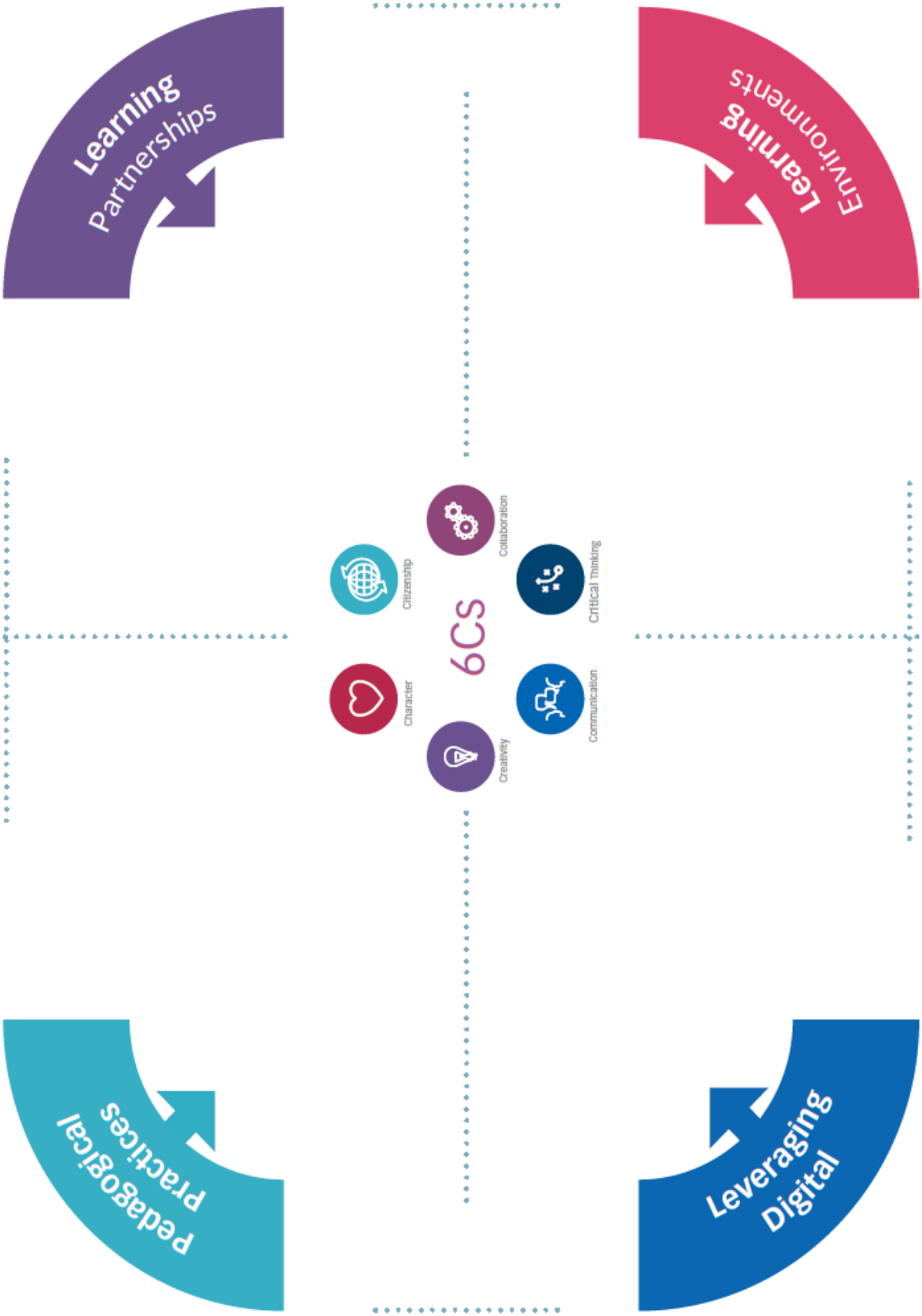
Contents

Important snapshots





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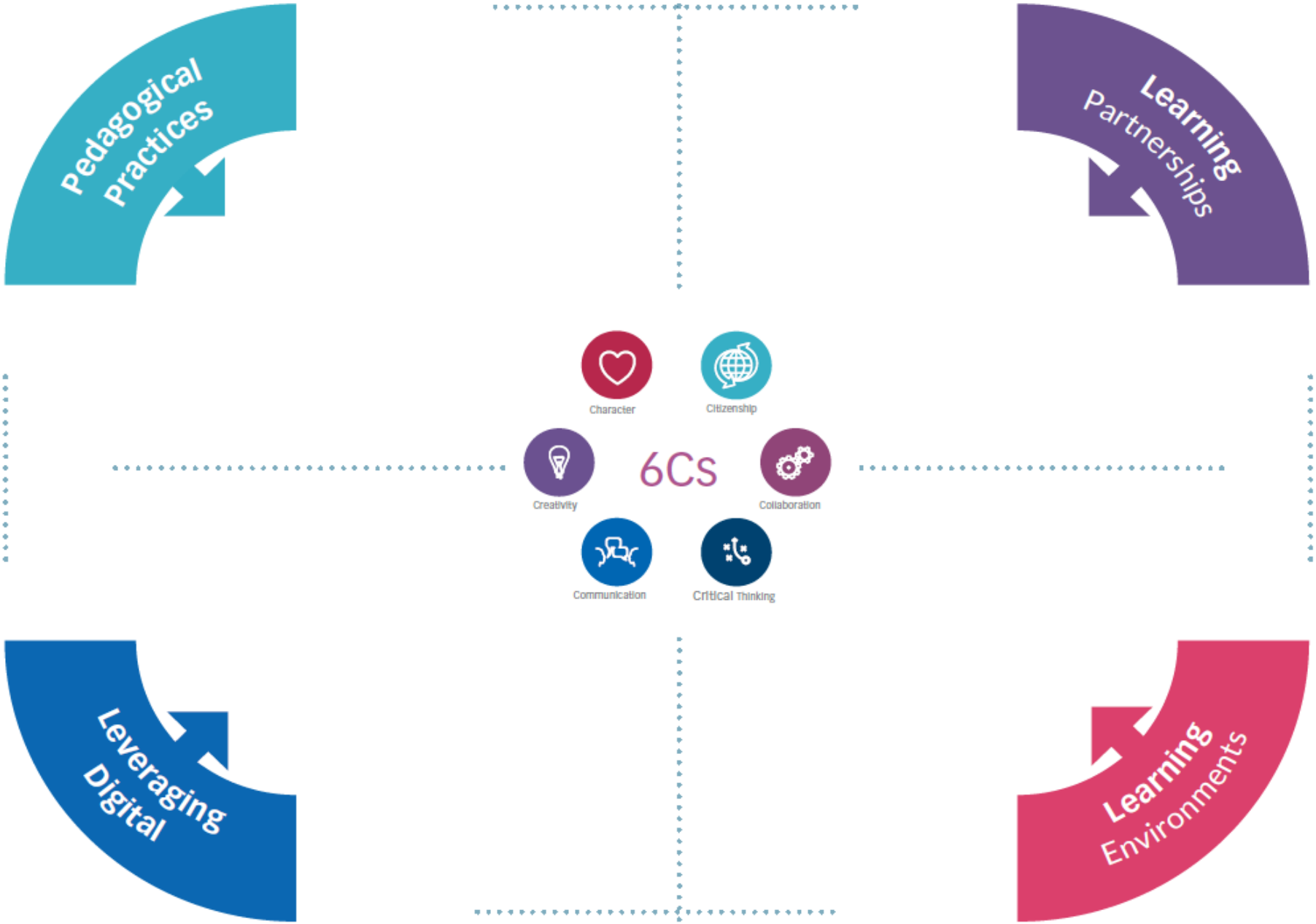
Leveraging Digital
6Cs
Collaboration
Critical Thinking
Communication
Creativity
Character
Citizenship

DEEP LEARNING FRAMEWORK PLACEMAT



THE LEARNING DESIGN PLANNING TEMPLATE

Assess

Assess: What do you already know about your students? (Strengths, Needs, Interests)

What are the students' knowledge, skills, interest and needs?
How might you capture this?

Learning Outcomes: What do we want students to learn?

Curriculum Standards	Deep Learning Competencies
Review you local curriculum standards. List those you will focus on in this Learning Opportunity	Which of the Global Competencies (6Cs) might you focus on?

Success Criteria Evidence of outcomes: How will we know they have learned it?

List your success criteria in simple, explicit language. Will the learners have the opportunity to co-construct the success criteria?

Design

Learning Design Overview

Provide an overview of the learning design.

- What activities will learners engage in?
- What are some critical points, both instructionally and for the learners?
- What products will come out of the learning?
- What processes will support the outcomes?

4 Elements of Learning Design

Pedagogical Practices	List some of the pedagogical strategies you will use in this task. Consider how to meet the needs of all learners in your class.
Learning Partnerships	How might partnerships strengthen the task and deepen the learning? Consider partnership possibilities that involve other learners, adults in the school environment, those outside the school and in the community.
Learning Environments	Where will the learning physically occur? How will you support learners to take risks, try new ways of thinking, learning, presenting and reflecting.
Leveraging Digital	How might technology amplify, accelerate and connect learners and learning?

Implement

Implement the Learning Design:
Note any adaptations, observations and insights as you go

Measure, Reflect and Change

Measure: What Assessments Will You Use?

How will you and others' assess learning?
How will you use a variety of assessment modes, both formative and summative?

Reflect and Change: Assessing Learning
How well did the learning design meet the intended learning outcomes?

After: consider how the evidence collected met your learning goals and design expectations.

Reflect and Change: Assessing Learning Design
What parts of the learning design worked well, what can be improved?

After: talk with colleagues. What worked well? What might you improve? How might you do that?

LEARNING DESIGN PLANNING TEMPLATE - WORKING COPY

Assess

Assess: What do you already know about your students? (Strengths, Needs, Interests)

Learning Outcomes: What do we want students to learn?

Curriculum Standards	Deep Learning Competencies
•	•

Success Criteria Evidence of outcomes: How will we know they have learned it?

•

Design

Learning Design Overview

4 Elements of Learning Design

Pedagogical Practices	
Learning Partnerships	
Learning Environments	
Leveraging Digital	

Implement

Implement the Learning Design: Note any adaptations, observations and insights as you go

Measure, Reflect and Change

Measure: What Assessments Will You Use?

•

Reflect and Change: Assessing Learning
How well did the learning design meet the intended learning outcomes?

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Reflect and Change: Assessing Learning Design
What parts of the learning design worked well, what can be improved?

LEARNING DESIGN PLANNING TEMPLATE - WORKING COPY

Assess

Assess: What do you already know about your students? (Strengths, Needs, Interests)

Learning Outcomes: What do we want students to learn?

Curriculum Standards	Deep Learning Competencies
•	•

Success Criteria Evidence of outcomes: How will we know they have learned it?

•

Design

Learning Design Overview

4 Elements of Learning Design

Pedagogical Practices	
Learning Partnerships	
Learning Environments	
Leveraging Digital	

Implement

Implement the Learning Design: Note any adaptations, observations and insights as you go

Measure, Reflect and Change

Measure: What Assessments Will You Use?

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Reflect and Change: Assessing Learning
How well did the learning design meet the intended learning outcomes?

•

Reflect and Change: Assessing Learning Design
What parts of the learning design worked well, what can be improved?

DEEP LEARNING DESIGN EXAMPLE

LEARNING ABOUT LANDMARKS, GRADE 2

Assess

Assess: What do you already know about your students? (strengths, needs, interests)

These students are tactile, have a lot of energy, and struggle to listen to others. They are a culturally diverse group. They love puzzles and riddles.

Design

Learning Outcomes: What do we want students to learn?

Curriculum Standards

- Language (oral communication): Students reflect and identify strengths as listeners and speakers and identify areas for improvement.
- Math: Describe and represent locations of objects, draw simple maps of familiar settings.
- Arts: Apply the creative process to produce a variety of two- and three-dimensional art works using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.

Deep Learning Competencies

- Communication—reflection to further develop and improve communication
- Creativity—asking the right questions
- Critical Thinking—meaningful knowledge construction

Success Criteria Evidence of Outcomes: How will we know they have learned it?

- Students will learn how to ask good questions and listen for information.
- Students will use maps to communicate in a descriptive way to provide and interpret directions.
- Students will make an Inukshuk and deepen understanding of diverse cultures within Canada.
- Students will make a geocache box, describe it in writing, and present to peers.

Learning Design Overview

(3 weeks)

1. Students will be asked how they know how to get home from school. What landmarks do they pass along the way?
2. Students will be exposed to different types of landmarks and their practical and symbolic importance in cultures.
3. Students explore a Canadian landmark of their choice and build a small 3D replica and present its significance to the class
4. Students will place their landmarks in hidden locations around the school.
5. They will draw maps for other students to find their landmarks.
6. Explore geocaching. Invite a parent in to explain.
7. Groups create a geocache box.
8. Go on a field trip to a local conservation area to participate in geocaching

Four Elements of Learning Design

Pedagogical Practices	Students work individually, in pairs, and in small purposeful groups. Students will present their landmarks—use communication and creativity learning progressions.

Learning Partnerships	A parent speaker and a park ranger (of conservation area) School secretary and school caretaker support hiding of the landmarks around the school Students work and assess in small groups
Learning Environments	Use of school (for hiding landmarks) Conservation area
Leveraging Digital	Online maps and geocaching application

Implement

Implement the Learning Design:
Note any adaptations, observations, and insights as you go.

- Student in class presented an Inukshuk and others were fascinated. So we collected rocks and made one for the school yard.
- We could not get to the conservation area for the field trip so we geocached around the neighborhood.
- These students love to build and use manipulatives.

Measure, Reflect, and Change

Measure:
What assessments will you use?

Each of these assessments used the same criteria and were used to measure student growth

- Two short presentations
- Being a part of an audience, asking good questions
- Two three-dimensional creations: an inukshuk and a geocache box
- Two maps: one school and the conservation area

Reflect and Change: Assessing learning
How well did the learning design meet the intended learning outcomes?

- 21/22 improved in Communication (self and teacher assessment)
- 22/22 improved in Creativity (self, peer, and teacher assessment)
- 22/22 improved in Critical Thinking (self and teacher assessment)
- 20/22 were able to reflect and identify strengths as listeners and speakers and identify areas for improvement with proficiency
- 17/22 were able to describe and represent locations of objects, draw simple maps of familiar settings with proficiency
- 22/22 were able to apply the creative process to produce a variety of three-dimensional art works

Reflect and Change: Assessing learning design
What parts of the learning design worked well, and what can be improved?

Students were very engaged in the task, and their skill in reflecting on their work is improving. However, the teacher designed the tasks. We could have focused more on the Arctic because students were fascinated by the Inuksuit. As well, students struggled with being able to understand maps. More time should have been spent helping them to understand maps of familiar settings before exposing them to online maps and the neighborhood; need to use more manipulatives and visuals when teaching spatial reasoning with this group.

DEEP LEARNING DESIGN EXAMPLE

EXPLORING WORLD PEACE, GRADE 4

Assess

Assess: What do you already know about your students? (strengths, needs, interests)

Students are good citizens around the school. They like to help out. However, they live in a sheltered middle class community and are unaware of some of the issues that dominate the world. Some of the girls are bullying each other. Because there are three classes of Grade 4, we want to purposefully mix them up to minimize the cliques.

Learning Outcomes: What do we want students to learn?

Curriculum Standards

- Reading: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- Writing: Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- Social Studies: Participate in projects to help or inform others.

Deep Learning Competencies

- Creativity—leadership for action
- Critical Thinking—experimenting, reflecting and taking action on their ideas in the real world.
- Communication—communication designed for particular audiences
- Communication—substantive, multi-modal communication

Success Criteria Evidence of Outcomes: How will we know they have learned it?

- Students will be able to define empathy and citizenship.
- Students will be able to use fiction and nonfiction texts, digital resources, and articles to research equality, equity, and peace.
- Students will be able to propose solutions to complex world problems.
- Students will be able to use different modes of communication to share their understandings with a broad audience.

Design

Learning Design Overview

Students will explore issues related to peace around the world. We will use a variety of pedagogical strategies to activate student understanding of complex issues such as race, gender, world conflict, and immigration. Students will choose from a range of picture books (e.g., *A Piece of Home* by Jerry Watts) to adequately prepare and read to a Grade 1 reading buddy. Students will interview diverse groups of people (family members neighbors, school staff, veterans, and kindergartners) to hear different perspectives of what would bring equality among all people. They will use digital resources to find images that challenge and confirm notions of equality, equity, and peace. They will also listen to protest music from the 1960s. After this research, students may create inspiring and hopeful songs, dances, and poems regarding world peace.

Four Elements of Learning Design

Pedagogical Practices	Students participate in experiential learning through activities that challenge them to "step into the shoes" of individuals in different situations. Students will choose their topics and express themselves creatively. Teachers and students co-create success criteria for their visuals/poems/presentations. Parents will be informed of the learning goals and expectations. The teacher will monitor progress using digital.

	Learning Partnerships	Families, community members, and cross-grade groupings will be included in the initial research component. Students from across Grade 4 will partner with each other. Students will present at a school assembly.
	Learning Environments	The learning environment represents student thinking through their visuals, anchor charts, and student quotes.
	Leveraging Digital	Sites like Google Drive (to store research and provide peer feedback), PowerPoint, Skype, and email allow students to connect beyond the classroom with partners. Seesaw app allows students to track, share, and reflect on their learning. Animoto allows students to create videos on the iPads and laptops.

Implement

Implement the Learning Design:
Note any adaptations, observations, and insights as you go.

During the interview process, one student encountered a neighbor who was a recent veteran; she came in to share her story of what life was like in Afghanistan. This connection led to a partnership with the local veterans' association. Students interviewed and performed for them. They also prepared baked goods and had tea with the veterans and wrote letters of gratitude. Students also presented a PowerPoint presentation using the visual images they had created. Some students chose to write letters to those serving overseas. Noticing that the girls are treating each other better.

Measure, Reflect, and Change

Measure:
What assessments will you use?

- Research (oral and written)
- Reading buddy presentation (oral and written)
- Veterans' presentation (oral and written)
- Student follow-up letter to the veteran (written)
- Student reflection and conferencing: Learning progression (oral and written)

Reflect and Change: Assessing learning
How well did the learning design meet the intended learning outcomes?

- 57/61 students showed growth in their understanding of the issues.
- 59/61 students used the research process to create and communicate their knowledge.
- 59/61 students demonstrated and could articulate how they grew in the focused competencies: Creativity, Communication, Critical Thinking

Reflect and Change: Assessing Learning Design
What parts of the learning design worked well, and what can be improved?

It was good to provide students with a range of choices; they could choose from eight books to read to their reading buddies but had free reign for their presentations to veterans. Coordinating among three teachers with varying levels of understanding of Deep Learning was new but not impossible—our collaboration has led to better insights and relationships. Next time, when an opportunity (like the veteran partnership) comes up, we would slow down to think through the opportunity and scaffold the learning so students are better prepared.

DEEP LEARNING DESIGN EXAMPLE

EXPLORING POVERTY: A SUSTAINABLE APPROACH, GRADE 6

Assess

Assess: What do you already know about your students? (strengths, needs, interests)

Students have developed a keen and shared interest in giving back to wider communities. They lack a depth of understanding of how local contexts vary outside their own community but are excited to learn about others' ways of living and how they can contribute to enhancing quality of life. Students have a genuine interest in becoming changemakers.

Design

Learning Outcomes: What do we want students to learn?

Curriculum Standards

- Geography: Knowledge and understanding- differences in the economic, demographic, and social characteristics between countries across the world.
- English: Language for interaction, Understand how to move beyond making bare assertions and take account of differing perspectives and points of view.
- Mathematics: Number and algebra, money and financial mathematics, create simple financial plans.
- Literacy: Creating texts, plan, draft, and publish imaginative, informative, and persuasive texts, choosing and experimenting with text structures, language features, images, and digital resources appropriate to purpose and audience.

Deep Learning Competencies

Citizenship—a global perspective; Empathy and compassion for diverse values and worldviews

(Although all of the Cs were addressed)

Success Criteria Evidence of Outcomes: How will we know they have learned it?

- Students will demonstrate an interest in tackling real-world problems that are unstructured and open ended.
- Students will actively engage in thinking about and taking action, both individually and collectively, on issues with global implications.
- Students will share a thoughtful plan for tackling the problem.

Learning Design Overview: How will you sequence the learning?

In collaborative groups, students devised business plans with the emphasis on independence, originality, and cost effectiveness, and made informed decisions on the loans process through Kiva. Design included formative assessment to determine individual knowledge about poverty, whole-class discussions on the topic and student and group conference to assess progress and obstacles; a business plan with a list of criteria was designed with students. Also displayed a WILF (What I am Looking For?) requirement. Students chose to enact their plans either individually or in groups. Students jotted regular reflections and questions in our journal.

Four Elements of Learning Design

Pedagogical Practices

- Direct instruction
- Collaborative learning groups, conferencing with students
- Brainstorm ideas for a fund raising project
- Structure and facilitate time for groups to collaborate on business plans
- Create success criteria for class with business plans

Learning Partnerships	Kiva microfinance provided the platform to investigate and assign loans. Some local businesses were contacted. It was stressed that fundraising would occur in the wider community. The project was featured in the state newspaper.
Learning Environments	Learning was undertaken in the classroom. We took all of our fundraising activities to the wider community to literally spread the message farther. Most of our communication occurred online. Planning and learning occurred in whole-class and small groups.
Leveraging Digital	Word processing tools, email, Internet, Kiva (online microfinance platform)

Implement

Implement the Learning Design: Note any adaptations, observations, and insights as you go.

Some students were really keen to work independently to implement their final business plans. Whilst I had envisaged this to be a group activity, individual application was a viable and impactful outcome. In these individual cases, there was still powerful collaborative feedback and learning taking place. The process of collaborative learning was as important as the outcomes.

As the individual projects took off, I needed to emphasize taking opportunities for collaborative check-ins.

Measure, Reflect, and Change

Measure: What assessments will you use?

- Completed a business plan that addressed cost effectiveness, originality, and independence
- Collaboration to organize and conduct a successful fund raising activity
- Responses with caring and thoughtful comments and questions to *Exploring Poverty Journal*
- Understanding of key concepts presented in a series of lessons from a resource, *What Matters Most? Exploring Poverty with Upper Primary Students*

Reflect and Change: Assessing learning outcomes

How well did the learning design meet the intended learning outcomes?

- 24/27 gained a deep understanding/empathy of the challenges of poverty
- 27/27 deepened their global perspective
- 24/27 provided an effective business plan (12 of these students raised money)

Reflect and Change: Assessing learning design

What parts of the learning design worked well, and what can be improved?

As a group, we thoroughly enjoyed working on this project and it reaffirmed our initial thinking that education is a very significant, if not the most significant factor, in alleviating poverty.

The crucial question for us was *Who needs the education the most, the poor or those who are living a life free from poverty?*

The answer for us was clear cut. A truly educated wealthy world has all the resources at their disposal to eliminate poverty. Some students were challenged to understand poverty; next time, we would use more fictional texts to build empathy before beginning the projects. Some students struggled to work in groups; I would provide more deliberate and explicit check-ins.

Source: Adapted from Waimea Heights Primary School, Australia

DEEP LEARNING DESIGN EXAMPLE

SPEED DATING: CRITICAL THINKING AND WRITING, GRADE 10 ENGLISH

Assess

Assess: What do you already know about your students? (strengths, needs, interests)

Students in Eleanor's 10th grade English class need to build strength in persuasive and argumentative styles of writing.

Learning Outcomes: What do we want students to learn?

Curriculum Standards

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas.

Deep Learning Competencies

- Critical Thinking

Success Criteria Evidence of Outcomes: How will we know they have learned it?

Students will be able to evaluate their own and others' writing and provide focused feedback based on the Critical Thinking Rubric.

Design

Learning Design Overview

Over five lessons students will be introduced to three dimensions of the Critical Thinking Rubric:

- Evaluating information and arguments
- Making connections and identifying patterns
- Meaningful knowledge construction

We will discuss how these three dimensions will help us focus our writing skills and suggest what each dimension might look like in practice.

Students will then apply the three dimensions to their own work, highlighting strengths and opportunities for improvement.

Students will then engage in a "speed dating" protocol. They will be given a template that includes prompts based on the three dimensions. They will use the prompts to help them analyze other students' work and provide feedback to them. This process will take 15 minutes per round, in which time students will read their peers' work, analyze it, and provide notes and suggestions. This process will be repeated four times, so each student will receive four sets of feedback.

Four Elements of Learning Design

Pedagogical Practices	Direct instruction on how to use the Critical Thinking Rubric Individual student use of the rubric (application to their own work).
Learning Partnerships	"Speed dating" style process through which students evaluate the strengths of others' work and provide feedback. Prior, review norms of collaboration and ways of working together effectively and respectfully.
Learning Environments	
Leveraging Digital	

Implement

Implement the Learning Design:
Note any adaptations, observations, and insights as you go.

I was unsure whether there would be enough time across five lessons, but this worked well. We split the speed dating process across two lessons to allow students to reflect on feedback so they were not overwhelmed.

Measure, Reflect, and Change

Measure: What assessments will you use?

- Observations of the quality of feedback
- Whole class and individual discussions about the effectiveness of the processes
- Assessment of the writing product (via rubric)

Reflect and Change: Assessing learning
How well did the learning design meet the intended learning outcomes?

Students were able to use the rubric to focus on explicit feedback that improved their own and others' writing.

Reflect and Change: Assessing learning design
What parts of the learning design worked well, and what can be improved?

When my colleagues and I talk about Deep Learning, we talk about critical thinking—it's so important for our students to be critical thinkers across the curriculum. This is what speed dating really allows them to practice. I want them to know that professional journalists revise, re-interview, make mistakes, ask colleagues for feedback, and repeat those processes to make their work shine.

Next time, I would allow extra time between "speed dates" to allow students reflection and processing time.

DEEP LEARNING DESIGN EXAMPLE

VULNERABLE POPULATIONS AND ECONOMIC ACTIVITY, GRADE 12 ECONOMICS

Assess

Assess: What do you already know about your students? (strengths, needs, interests)

Students were interested in the schoolwide campaign against drinking and driving. Many of them are not fully elaborating when they write, although I believe they understand because of the depth of their insights during class discussions. They are not yet making the connections to global economics and daily life in our community.

Design

Learning Outcomes: What do we want students to learn?

Curriculum Standards	Deep Learning Competencies
• Describe ways in which individuals and groups attempt to address problems related to international economic activities. • Explain how various social movements and social justice organizations address global economic equality.	• Collaboration—working interdependently as a team • Critical Thinking—experiment, reflect, take action on their ideas in real world • Citizenship—leveraging digital and solving ambiguous and complex problems to benefit citizens • Character—empathy, compassion, and integrity in action

Success Criteria Evidence of Outcomes: How will we know they have learned it?

- Students will critically examine a social justice issue (human trafficking).
- Students will communicate convincingly, sensitively, and appropriately about the issue to relevant audiences.
- Students will use digital to reach audiences and share important messages about personal safety and how they can help alleviate a social justice issue.

Learning Design Overview: How will you sequence the learning?

(intermittently over eight weeks) Students will be presented with contemporary articles related to social justice and human slavery, and they will generate questions about it. They will explore what is currently being done by organizations. We will co-create the learning design, based on student interest, and collaboratively identify global competencies. Students will divide into teams to investigate further, propose plans, and take action to raise awareness across the school and broader community.

Four Elements of Learning Design

Pedagogical Practices	Students will work individually and in small groups throughout the design. Student groups will share their planning at various stages and seek feedback from each other and teacher before launching the product/campaign
Learning Partnerships	Students will initiate their own community and organization contacts (e.g., social agencies, experts)
Learning Environments	Various virtual and physical environments, within and beyond the school

Leveraging Digital	Various (e.g., blogging, web pages, social media, word processing, PowerPoint)

Implement

Implement the Learning Design: Note any adaptations, observations, and insights as you go

Students were completely unaware that thousands of youth (both domestically and internationally) were being lured into prostitution and forced labor every day in America. They were fascinated by the topic of human trafficking, so we took more time to sensitively explore and address the issue. When they recognized there is not a lot of information out there, they wanted to take matters into their own hands. This led us on a different course than what I expected, but it still related to learning goals and curriculum. So they drove the learning.

Here are examples of the action the groups took:

- A police officer (who specialized in human trafficking) was invited in to meet with parents (and other interested community members) to raise awareness and recognize signs of vulnerability
- An Internet safety guide and presentation was created and shared with the Grade 6 students in neighboring school
- A blog, Instagram, and webpage created with links for Grades 8 and 9 students in the district
- Peer connections initiated with foster students/local service agencies to reach marginalized youth
- Campaign at airport to hand out pamphlets students had created

Students were thrilled when the local media took interest in their initiative. This was a great teaching opportunity because we were able to make links to media and social movements

Measure, Reflect, and Change

Measure: What assessments will you use?

- Critical reviews of three articles/videos on a topic related to social justice
- Persuasive Essay: social justice, economics, and equity
- Group Presentation/Take-Action Campaign
- Summary reflection on their contribution to a social movement

Reflect and Change: Assessing learning outcomes

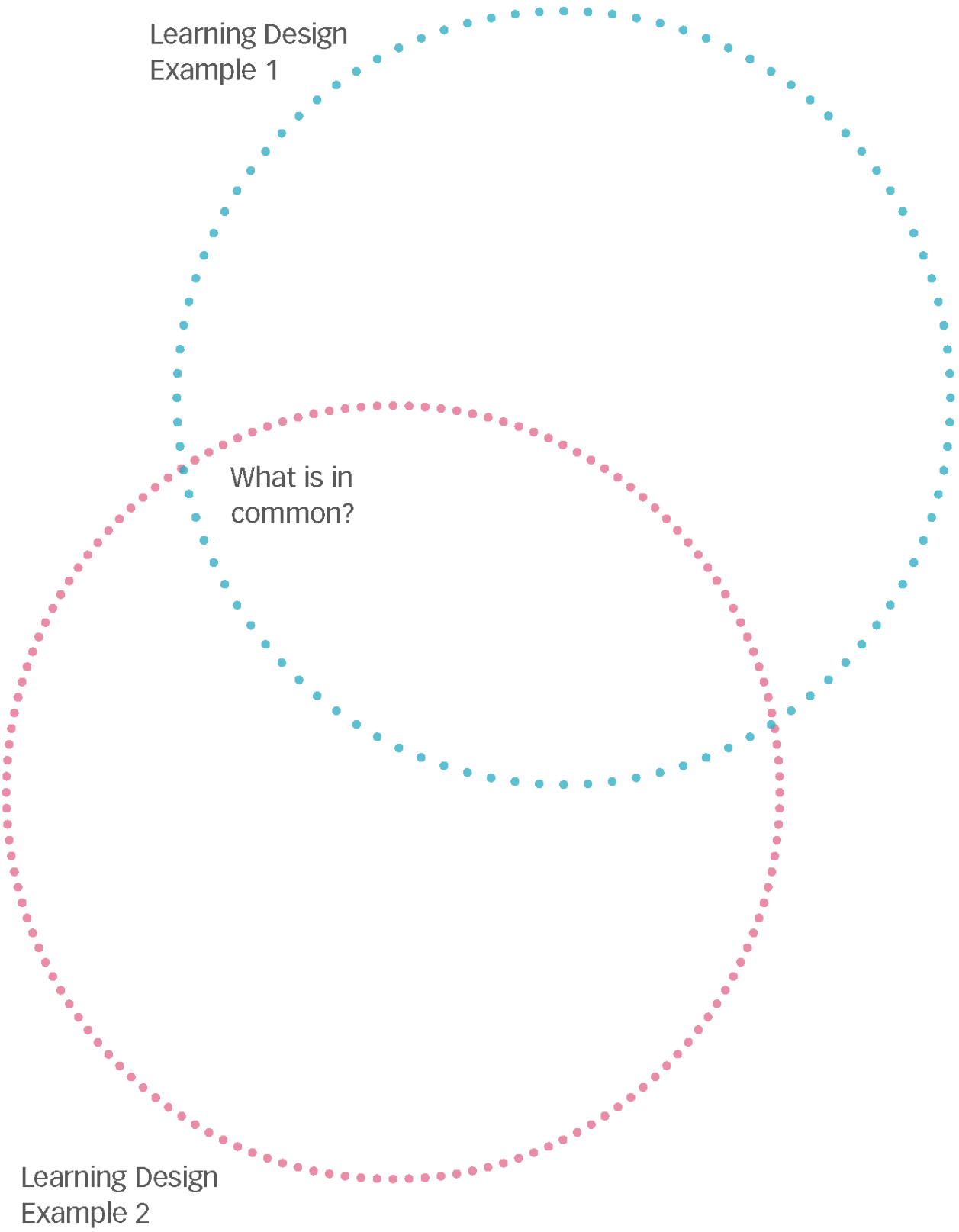
How well did the learning design meet the intended learning outcomes?

- 25/30 Collaboration: self, peer, and teacher assessment—level 3 or higher
- 28/30 Critical Thinking: self, peer, and partner assessment—level 3 or higher
- 30/30 Citizenship: self, peer, teacher, and partner assessment—level 3 or higher
- 30/30 Character: self, peer, teacher, and partner assessment—level 3 or higher

Reflect and Change: Assessing learning design

What parts of the learning design worked well, and what can be improved?

Students were very motivated by this task because there is a lack of information, so they felt they were contributing to something larger than themselves. Next time around, I need to be more explicit about success criteria for collaboration. Also, given that it is such an emotionally charged topic, I needed to stop the class several times to teach them about how to communicate sensitively and maturely to appropriate audiences. However, because they were so self-directed, I could easily assume an "activator" stance. We could have dedicated the whole term to this.


Learning Design
Example 1
What is in
common?
Learning Design
Example 2

Learning Design Coaching Tool

Stage of the Collaborative Inquiry Cycle	Questions/Input to Consider	Notes, Documents, and Links
Assess—use the Deep Learning Competency Framework to identify student progress, strengths, and needs. Combine with student achievement and interests to establish learning goals.	**Deep Learning Competencies** • Where are students on the Deep Learning Progressions? What evidence are you using to make good professional judgments? **Achievement and Interest Data** • What are students' knowledge, skills, interests, and needs? • How are you capturing this information? **Links to National/Local Curriculum** • What national/local curriculum goals and standards should be incorporated?	
Design—work with peers, students, and families to use the Deep Learning Progressions to design Deep Learning Tasks steeped in a real-world problem or challenge of relevance to the learners.	**Deep Learning Competencies and Content Areas** • Which Deep Learning Competencies are you targeting for this learning task? • What content areas will provide the problem/challenge context? **Deep Learning Task Design** • What is the driving question? • How will students and others be engaged in designing the learning task? **Deep Learning Success Criteria** • How will students be engaged in designing/understanding the learning criteria and assessment methods? • Is their role clear? **Learning Design Elements** • How will you create a learning partnership with students and others? • Is the learning design steeped in a real-world problem of relevance to the learners? • How will you focus on development of Deep Learning Competencies? • How will you leverage digital to accelerate and deepen the learning?	
Implement the Learning—implement the Deep Learning Task, leveraging digital to accelerate and deepen learning.	• How will you build meaningful collaboration through learning partnerships? • How are you optimizing the learning environment for success? • How will you build rapid cycles of student self/peer formative assessment to accelerate the learning?	
Measure, Reflect, and Change—use a range of evidence to measure the outcomes of the learning and effectiveness of the design so that you can reflect on what works and what can be improved.	**Measure the Learning Outcomes** • How will products and performances be assessed? • How will you provide summative feedback and to whom? **Reflection & Improvement** • What structures and processes will you use to reflect on the learning task implementation and outcomes—individually and with peers? • How will you collaboratively go about changing and improving this learning task?	

Teacher Self-Assessment Tool		Don't Feel Confident	Emerging Confidence	Very Confident	Able to Develop in Others
Learning Partnerships	Create explicit learning goals and expectations in partnership with students				
	Facilitate opportunities for students to learn from a range of learning partners				
	Use collaborative processes to include partners in student learning				
	Build and facilitate relationships that develop self-regulation, perseverance, belonging				
Learning Environments	Create a learning environment that is interactive, student centered, productive				
	Use a range of tools and processes to assess student interests, talents, and academic needs				
	Build a climate and culture to promote well-being and equity for all students				
	Intentionally build collaborative work processes and social skills				
	Use student voice as a driver for learning design and improvement				
	Use physical and virtual environments within and beyond the classroom as rich contexts for learning				
Pedagogical Practices	Design learning tasks and processes using evidence-based practices and authentic experiences				
	Design Deep Learning Tasks that scaffold thinking and levels of complexity				
	Use a broad repertoire of strategies to develop the Deep Learning Competencies				
	Use strategies to engage, motivate, and enable all students to contribute to the common good				
	Use a variety of learning and assessment strategies to scaffold and personalize the learning process				
	Provide student choice to increase engagement and motivation				
	Engage students in rapid cycles of self and peer feedback to promote metacognition				
Leveraging Digital	Foster student innovation to use digital to deepen learning, create knowledge, and apply digital in innovative ways				
	Use digital to increase engagement and motivation and amplify learning				
	Scaffold learning processes using digital				
	Enable connecting and collaborating locally and globally				
	Foster digital citizenship and personal safety				
	Facilitate student access to digital that enables timely and accurate feedback for learning				

Deep Listening Exchange Organizer

Part One: Exploring our confidence

What is something I feel confident about?	
What do I do in my practice that exemplifies this?	

Part Two: Exploring where we want more confidence

- Prompts to support the deep listening exchange:
- What I heard her or him say was . . .
- One assumption I hear him or her making is . . .
- A question that could be asked is . . .
- I'm wondering if he or she has ever tried . . .
- What she or he hasn't mentioned is . . .

Protocol:	Person A	Rest of the Group
Person A shares: (2 minutes) • Area for confidence building • Why is this a challenge 	Area and why is this a challenge	Listening and taking notes
Rest of group: (5 minutes) • What is the challenge? • What might support Person A? 	Listening and taking notes	What is the challenge? What might support Person A?
Person A: (3 minutes) • What are key points? • What strategies might help? • What is one next step? 	Key points and next step	Listening only

Teacher Action Plan Organizer – example

Teacher Action Plan Organizer: Example

What is the one teacher action from the Teacher Self-Assessment that I choose to focus on?	"Use student voice as a driver for learning design and improvement"
What does that look like specifically? (3 descriptions)	1. students having choice in assignments 2. asking open-ended questions 3. teacher talking less
Of those descriptions, pick one that you would like to work on.	teacher talking less
Brainstorm: What would that behavior look like/sound like in the classroom? (3–5 descriptions)	- more students talking to each other, relying on each other for support, perspectives, expertise, assessment - more visual cues around the room - wait time: not providing the right answer immediately - allowing three or more students to contribute before I intervene
Of those descriptions, pick one small action that you would like to focus on.	- wait time
What would success of that small action look like?	- waiting 5 seconds before jumping in to answer student questions - less empty praise: not affirming right or wrong but probing students to elaborate on their thinking - students listening to and respecting each other
What would be your plan for two weeks? (Limit your plan to 3–5 strategies.)	- share with the students my intention to use more wait time and how it contributes to their learning - co-create what respectful listening of each other looks like - ask students for help—to remind me to wait using visual cues - ask for feedback mid-way through the week from students - ask a peer to come in and watch me for 20 min. Maybe collect data and feed it back to me?
Colleague I will check in with is Alex on (date) February 19	
Check in: Personal reflection on my progress: - My own thinking and questions are clearer when I use wait time - The quality of the student answers is improving - Two students who have not participated much this semester are now putting up hands to answer - Students are beginning to give each other wait time when they collaborate	
Reflection: Discussion points with colleague: - Alex noticed that when I am rushed near the end of the lesson or I'm trying to cover too much content I do not respect wait time. - Alex refers to wait time as "think time" and is explicit with students - Alex looks at her feet and touches her forehead to signal to students that they need time to think	

Teacher Action Plan Organizer

What is the one teacher action from the Teacher Self-Assessment that I choose to focus on?	
What does that look like specifically? (3 descriptions)	
Of those descriptions, pick one that you would like to work on	
Brainstorm: What would that behavior look like/ sound like in the classroom? (3–5 descriptions)	
Of those descriptions, pick one small action that you would like to focus on.	
What would success of that small action look like?	
What would be your plan for two weeks? (Limit your plan to 3–5 strategies)	
Colleague I will check in with_____ on (date)_____	
Check in: Personal reflection on my progress:	
Reflection: Discussion points with colleague:	

FIGURE 11.1

Five Learning Conditions That Impact the Diffusion of Deep Learning

TOOL

School Conditions Rubric

Dimensions	Limited	Emerging	Accelerating	Advanced
Vision and Goals	There are no Deep Learning strategies, goals or implementation supports in place to achieve Deep Learning. Decisions and resources reflect the status quo.	Deep Learning strategies and goals are formally written and articulated. Some decisions regarding resources, processes and funding reflect a shift towards Deep Learning.	There is a written and understood strategy articulating Deep Learning goals and how they will be implemented. Most decisions are driven by and aligned with Deep Learning.	A concise, well-articulated strategy with focused Deep Learning Goals and implementation support is owned by all members of the school community and used to drive decision making.
Leadership	Leaders rely on formal roles and structures and view Deep Learning as an add-on rather than integrator and accelerator of processes. There is no strategy to intentionally develop leaders, and engagement in deep learning is restricted to a few early innovators.	Lead-learners are emerging across the school who clearly see their role in developing leaders, structures, processes and formal and informal opportunities, all committed to fostering Deep Learning. Student, teacher, family and community engagement in Deep Learning is emerging.	Lead-learners have created structures and processes that propel shifts in practice and intentionally develop leaders. There is engagement in Deep Learning across the school and among some students, families and communities, who actively take part in the creation of Deep Learning experiences.	Lead-learner capacity exists with a clear strategy to develop, diffuse and distribute leadership capacity across the school. Students, families, communities and all members of the school community are informed, engaged and influential in deep learning for all students.
Collaborative Cultures	Collaboration between and among leaders, teachers and learners occurs through formal structures without challenging "the way we do things around here." Inquiry is practiced inconsistently, and low levels of trust are reflected in an unwillingness to share practices and ideas. Capacity building support often focuses on individual needs and is not explicitly linked to Deep Learning.	There is an emerging collaborative culture developed around deep learning and collective capacity building. Leaders and teachers are using collaborative inquiry to reflect on existing practices, and there are some structures and processes for building vertical and horizontal relationships and learning across the school. Resourcing to support collaboration is emerging, but may not always be focused, connected or consistently used to foster Deep Learning.	A culture of learning and collaborative inquiry exists in which most teachers and leaders reflect on, review and adjust their teaching and leadership practices. Capacity building is designed based on teacher and student needs and is clearly focused on the knowledge and skills needed to mobilize and sustain Deep Learning. Through vertical and horizontal relationships, collaboration and trust are growing and practices are becoming more transparent. School-level inquiry and learning involves teachers from all levels, who may also be collaborating across schools.	A powerful culture of collaborative deep learning pervades the school. Learning collaboratively is the norm and includes structures and processes to build collective capacity. The culture uses the group to change the group by fostering strong vertical and horizontal relationships that support innovation and risk taking. Capacity building focuses comprehensively and consistently on precision in pedagogy and incorporates cycles of learning and application within and across the school.
Deepening the Learning	The relationship between school curriculum and deep learning competencies is unspecified. A framework for deep learning is beginning to develop but is not understood by all or used consistently to guide learning. Individual teachers and leaders are innovating independently. Few coaches and personnel are dedicated to supporting deep learning. Collaborative practices such as collaborative inquiry and moderation are not well understood and are used infrequently.	The relationship between Deep learning and local curriculum is beginning to be articulated. Some goals to improve precision in pedagogy have been identified but the strategy for improvement may be unclear or implemented inconsistently. Deep collaborative practices such as collaborative inquiry and protocols for examining student work may be used by some teachers but there is not consistency of practice or support.	Learning and pedagogical goals are articulated and the link between deep learning competencies and core curriculum standards is visible. A comprehensive framework for deep learning is used widely to design and assess deep learning experiences. Resources and expertise for creating collaborative learning structures are becoming more consistent across the school, as are deep collaborative practices such as collaborative inquiry and protocols for examining student work.	Learning goals for deep learning competencies, goals to improve precision in pedagogy, and requirements of core curriculum standards are clearly articulated and integrated consistently with visible impact. A comprehensive framework for deep learning is understood by all and used consistently across the school to design and assess effective deep learning experiences. Collaborative inquiry is used to monitor progress in impacting learning at all levels, and protocols for examining student work are used consistently across the school.
New Measures and Evaluation	Evaluation of student success and achievement continues to rely on a narrow range of indicators (e.g. tests and a small number of work products) to measure and track success. Teachers and school leaders may be using the New Measures to develop a shared language and understanding of Deep Learning, but Deep Learning conditions, design and outcomes are not yet measured or assessed.	Mixed-method assessment practice is beginning to develop, as a wider and more diverse range of evidence sources is used to measure and track progress and success. Capacity building supports for using the New Measures and designing meaningful assessments are beginning to develop. Some teachers and leaders are beginning to use the New Measures to design deep learning experiences, measure student outcomes, and measure conditions for deep learning.	Teachers and leaders demonstrate the capacity to assess, develop and measure: • Student growth on the Deep Learning Progressions • Conditions that enable deep learning to occur • The effectiveness of deep learning design in facilitating deep learning outcomes Local/national priorities and curriculum are linked to and accelerated by deep learning experiences, which are moderated through a structured process. Teachers are beginning to design new assessments for deep learning that more clearly demonstrate deep learning as it occurs.	The development and measurement of deep learning is pervasive throughout the school, and used to focus capacity building efforts. Measures are compared across years and time periods and demonstrate consistent growth. Deep learning experiences demonstrate clear alignment between curriculum and deep learning goals, and are formally moderated both within and between schools to establish reliability. Feedback is shared and leveraged to deepen learning design. Assessment practice reflects a deep knowledge of students' interests and needs and uses a wide range of evidence to determine progress and learning.

School Conditions Rubric Key Ideas Organizer

School Conditions Rubric: Key Ideas Organizer	
Dimension	**Key Ideas**
Vision/Goals	
Leadership	
Collaborative Cultures	
Deepening the Learning	
New Measures and Evaluation	

100 Day School Deep Learning Plan				
Goal Area	Key Actions	Lead	Time	Status
How will you measure success?				

Staff Capacity Building Planning Template

	Questions to Prompt Planning	Our Initial Thinking
Assess	• What do we know about how our staff engage in learning? • How does our staff engage collaboratively? • What does the School Conditions Rubric tell us about their strengths and needs? • What aspects of the Framework are the staff already familiar with—how might that provide an entry into the learning? • What is the biggest need in order to nurture a deep learning culture among staff?	
Design	• What 3 key learnings would you expect them to "take-away" from the day? • How will you engage the staff, so they are deep learners? • How will you engage their voice/agency/collaboration? • How will you model the 4 Elements of Learning Design? • What might be a good entry point? • What strategies were used during the 2 Day QIT Capacity Building -Institute that worked well for us and might work well for them? • What protocols and tips are in the book that could support our staff-learners? • What next steps/expectations will come out of the day's learning?	
Implement	• Who will do what to get the day ready from beginning to end? • What resources, technologies and logistics need to be prepared?	
Measure, Reflect Change	• What will we look for as evidence that the day has provided meaningful learning? • How will you know if the staff have learned and engaged with Deep Learning? • What might be a variety of ways to collect staff voice? • What parts of the day worked well? What might you improve for next time? • What might be the next step in this learning we should consider and when should we facilitate this?	

New Pedagogies for Deep Learning™
A GLOBAL PARTNERSHIP

"SKINNY" ACTION PLAN TEMPLATE

My action focus is:

What is my goal? (Intentions)

What is a realistic timeframe to achieve the goal?

List each action in the order it should be taken:

Who else might be helpful to work with?

Why is this goal important?

What is currently being done to address the goal?

What information is needed to achieve the goal?

What barriers would prevent realisation of the goal?

What would success in achieving the goal look like?

Possible resources: