



# New Pedagogies for Deep Learning

## A Global Innovation Partnership

HLP August 2019

@NewPedagogies

#NPDL

@maxdrummy



New Pedagogies for  
**Deep Learning**  
A GLOBAL PARTNERSHIP





Welcome Back!



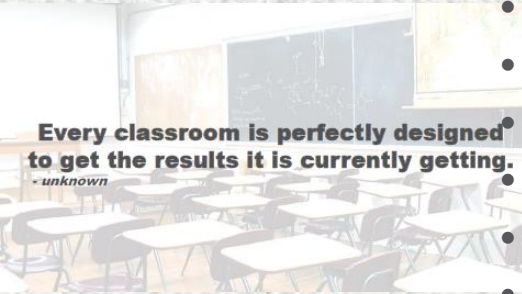
# The HLP NPDL journey...

January 2019 – 2 days

- Designing Deep Learning
- Powerful Questions
- Moderation – the Ramp
- SOLO Taxonomy
- Evidence of Learning
- Teacher as Activator







April 2019

- Celebration



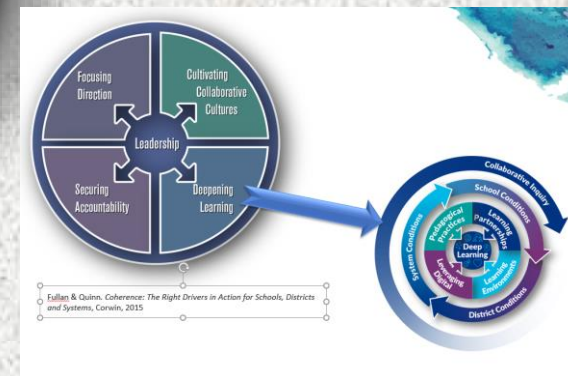
September 2018  
2 day Capacity Building Institute

## Capacity Building Support Modules

- |  |  |
|--|--|
| 1  Defining Deep Learning           | 4  Designing Deep Learning                |
| 2  Building Precision in Pedagogies | 5  Assessing Conditions for Deep Learning |
| 3  Using Learning Progressions      | 6  Building Capacity for Deep Learning    |

March 2019

- Daily Deep Learning
- Student Agency
- Conditions for Deep Learning
- Leading Deep Learning





**one BIG one**



# The New Change Dynamic

## Clarity

- build common understanding and language
- develop capacity with tools and processes
- participate in collaborative inquiry learning design cycles

## Depth

- build precision in pedagogy
- increase engagement in collaborative inquiry moderation and redesign
- explicit leadership and capacity building strategy articulated

## Sustainability

- embed learning design cycles across the whole school/system
- accelerate precision in pedagogy
- amplify shared leadership and engagement

# Today – Focusing, Designing and Leading

- New Tools and Templates
  - Learning Re-Design
  - Learning Design
  - Learning Design Coaching tool
  - Teacher Self-Assessment tool
  - 100-day Plans

AGENDA





A photograph of two young women, likely students, wearing white lab coats over dark clothing. They are both smiling broadly at the camera. The woman on the left is holding a string attached to a balloon. The background is slightly blurred, showing other people and what appears to be a classroom or lab setting. The entire image has a blue and purple color overlay.

# OUR PURPOSE

To foster deep learning so that all learners contribute to the common good, address global challenges and flourish in a complex world.

# Why....

“If we want learners who can **thrive in turbulent and complex times**, apply **thinking** to new situations and **change** the world, then we must *re-imagine learning*.”

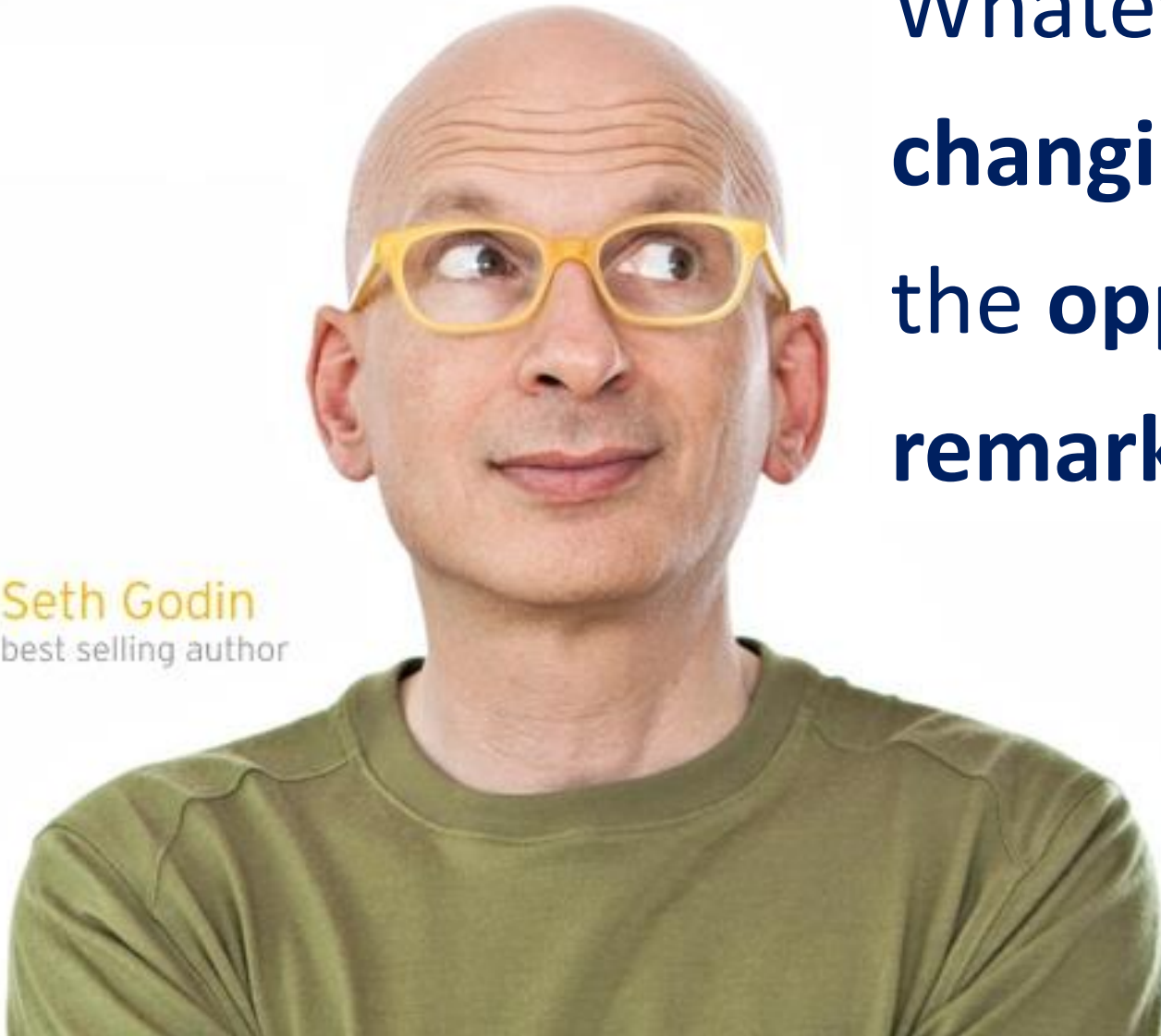
Fullan, Quinn & McEachen, Deep Learning p.13,2017





Whatever the status quo is,  
**changing it** gives you  
the **opportunity** to be  
**remarkable.**

**Seth Godin**  
best selling author





*What we do...*

We build knowledge and practices that foster deep learning and whole system change



KNOW. DO. BE.



SARATOGA SHORES  
ELEMENTARY

Quality learning that sticks for life!



JOANNE QUINN  
JOANNE McEACHEN  
MICHAEL FULLAN  
MAG GARDNER  
MAX DRUMMY

*Dive into*  
**DEEP LEARNING**  
Tools for Engagement

CORWIN





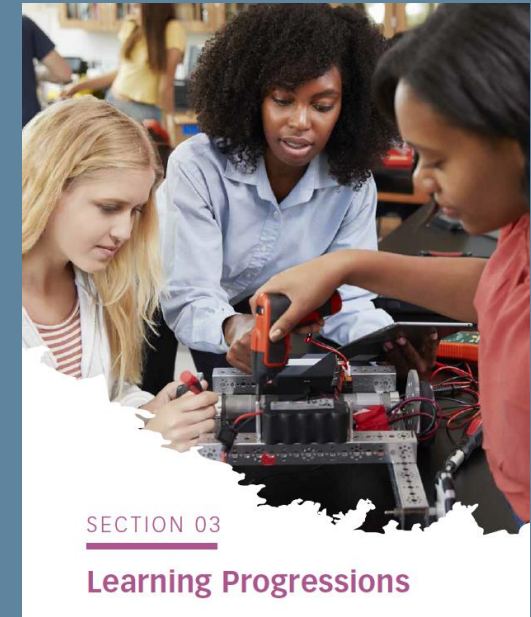
SECTION 01

**Dive into Deep Learning**



SECTION 02

**A Framework for  
Deep Learning**



SECTION 03

**Learning Progressions**



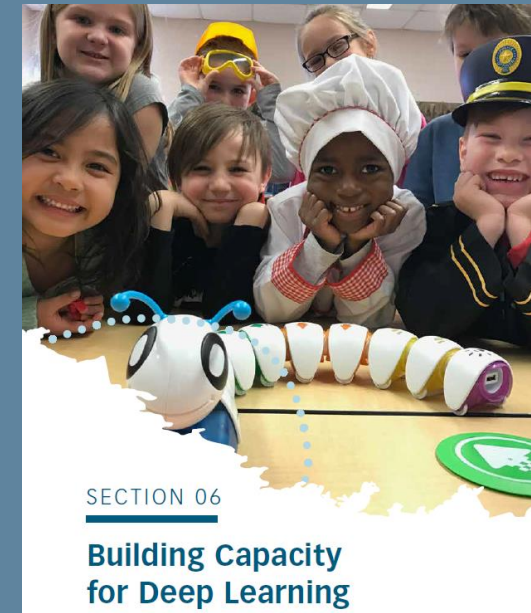
SECTION 04

**Designing Deep Learning**



SECTION 05

**Assessment Practices**



SECTION 06

**Building Capacity  
for Deep Learning**

# Deep Learning Tools

## Global Competencies

### Deep Learning Progressions

Character ♦ Citizenship ♦  
Collaboration  
Communication ♦ Creativity ♦  
Critical Thinking

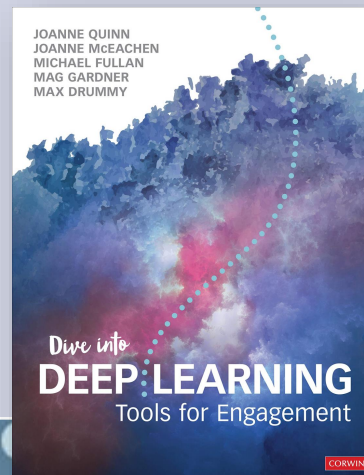
### Student Friendly Deep Learning Progressions

Character ♦ Citizenship ♦  
Collaboration  
Communication ♦ Creativity ♦  
Critical Thinking

### Student Self-Assessment Tool

## Designing Deep Learning

- ♦ Learning Design Rubric
- ♦ Learning Design Planning Template
- ♦ Learning Design Coaching Tool



## Building Capacity for Deep Learning

- ♦ Teacher Self-Assessment Tool
- ♦ Simple Conversation Guide
- ♦ School Conditions Rubric
- ♦ District Conditions Rubric



## THE LEARNING DESIGN PLANNING TEMPLATE

Assess	<b>Assess: What do you already know about your students? (Strengths, Needs, Interests)</b>	
	What are the students' knowledge, skills, Interest and needs? How might you capture this?	
	<b>Learning Outcomes: What do we want students to learn?</b>	
	Curriculum Standards	Deep Learning Competencies
	Review your local curriculum standards. List those you will focus on in this Learning Opportunity	Which of the Global Competencies (6Cs) might you focus on?
Design	<b>Success Criteria Evidence of outcomes: How will we know they have learned it?</b>	
	List your success criteria in simple, explicit language. Will the learners have the opportunity to co-construct the success criteria?	
	<b>Learning Design Overview</b>	
	Provide an overview of the learning design.	
	<ul style="list-style-type: none"> <li>What activities will learners engage in?</li> <li>What are some critical points, both instructionally and for the learners?</li> <li>What products will come out of the learning?</li> <li>What processes will support the outcomes?</li> </ul>	
	<b>4 Elements of Learning Design</b>	
	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	<b>Implement the Learning Design:</b>	
	Note any adaptations, observations and insights as you go	
Measure, Reflect and Change	<b>Measure: What Assessments Will You Use?</b>	
	How will you and others' assess learning? How will you use a variety of assessment modes, both formative and summative?	
	<b>Reflect and Change: Assessing Learning</b>	
	How well did the learning design meet the intended learning outcomes?	
	After: consider how the evidence collected met your learning goals and design expectations.	
	<b>Reflect and Change: Assessing Learning Design</b>	
	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?	

Source: Copyright © 2019 by Education in Motion (New Pedagogies for Deep Learning™)

# Co-creating a Learning Design

- 1 In pairs, review the Learning Design Template (p157)
- 2 Compare this to your existing learning design plan. How is it similar or different?
- 3 How might the Learning Design Template help you add depth and specificity to your learning experience?

# 21 Backward Mapping Using the Learning Design Planning Template

**1 Read** through the mini case study “Who’s Afraid of Algebra?” (pp 158-159)

Review the “Making connections and identifying patterns” dimension of the Critical Thinking Learning Progression (p 136)

## Making connections and identifying patterns

Learners are able to see relatively simple patterns and connections when they are pointed out. They are unlikely to realize interdisciplinary connections, (that a concept, a learning process, or one curriculum area is connected to another).

Learners are developing their ability to seek, access, explore, and learn from multiple sources and diverse perspectives and viewpoints to expand thinking toward greater understanding, coherence, and appreciation. They are starting to see patterns and make connections, seeing the whole, not just the parts.

Learners can make connections between significant ideas, topics, questions, issues, and thinking and learning processes they are working with. They are also making some connections across artificial boundaries, such as classes, communities, and cultures; time: past, present, and future; and key learning areas or disciplines.

Learners are able to articulate the importance of identifying patterns and connection-making across artificial boundaries, especially across disciplines. They know that this reflects and strengthens their understanding of the interconnected nature of learning and of the world and how it works.

Learners are skilled in anticipating and analyzing connections, patterns, and relationships. Learners are well equipped to draw from diverse sources to construct deep understanding in an interconnected global world.



## PROTOCOL

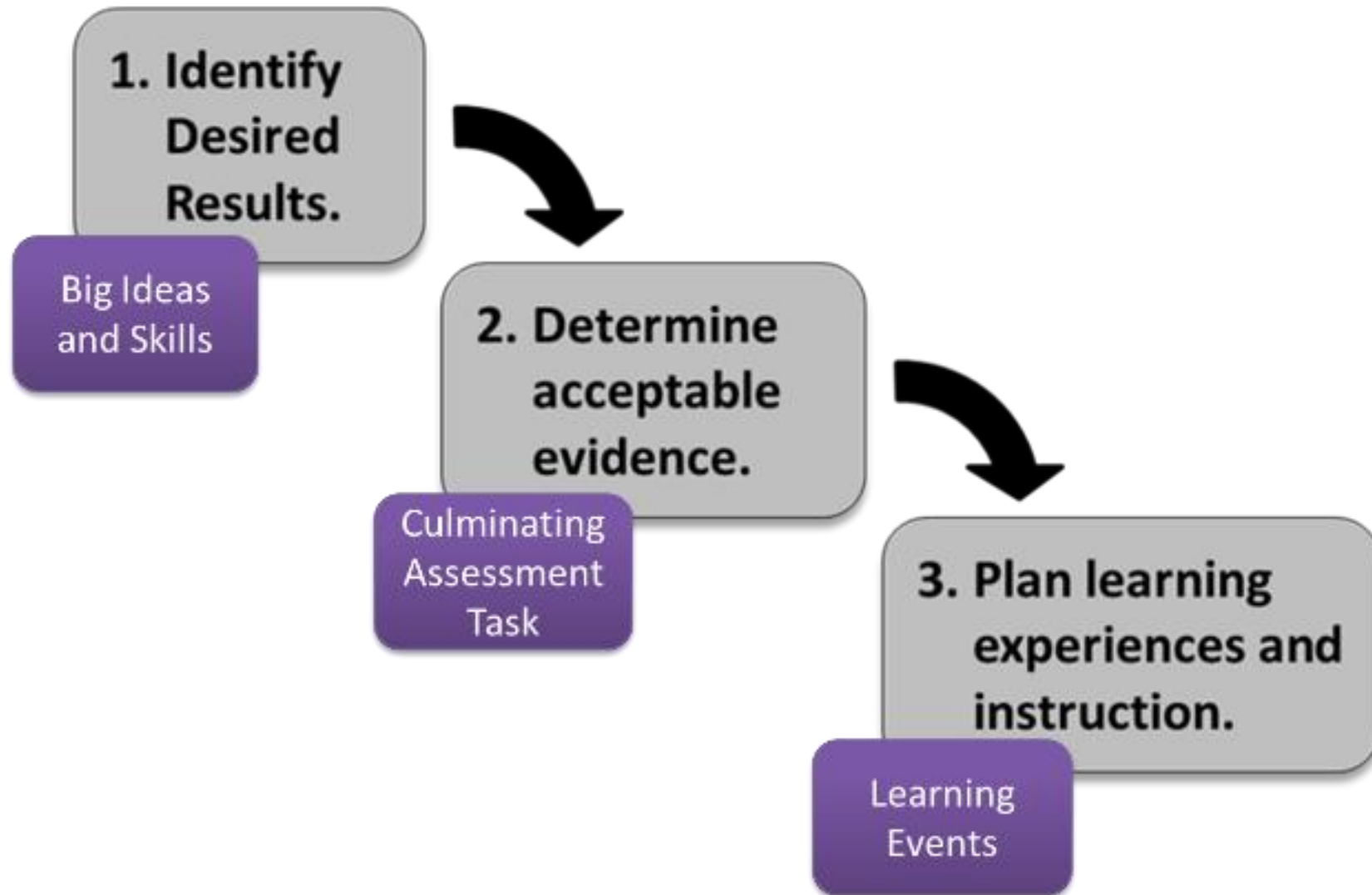
# 21 Backward Mapping Using the Learning Design Planning Template

- 2 **With a partner**, identify relevant information from the case study, and record it in the appropriate sections of the Learning Design Planning Template
- 3 What information was missing? What information do you need to infer?

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

# Backward Design





## 23 Comparing Learning Designs

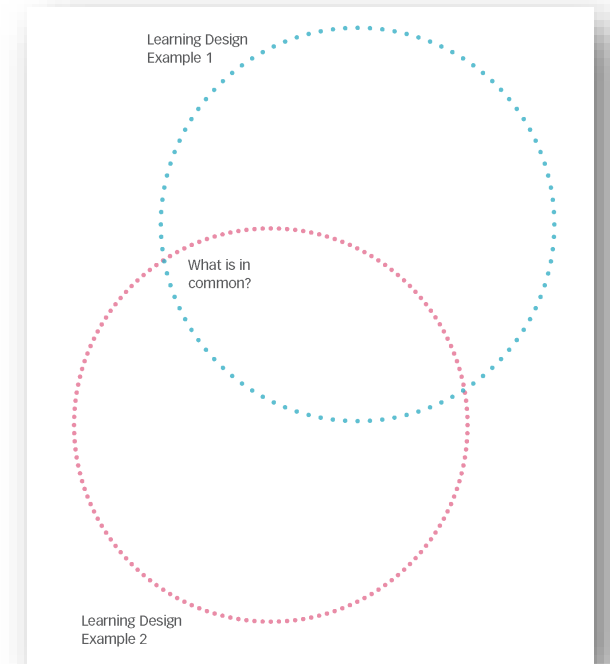
- 1 **Choose** two Learning Design Examples  
(pp 176-185)
- 2 **Read** them, using the Four Elements and the 6 Global Competencies as a lens for discussion

PROTOCOL

## 23 Comparing Learning Designs

**3 Identify** what the two examples have in common.

In the middle part of the Venn diagram, record those similarities.

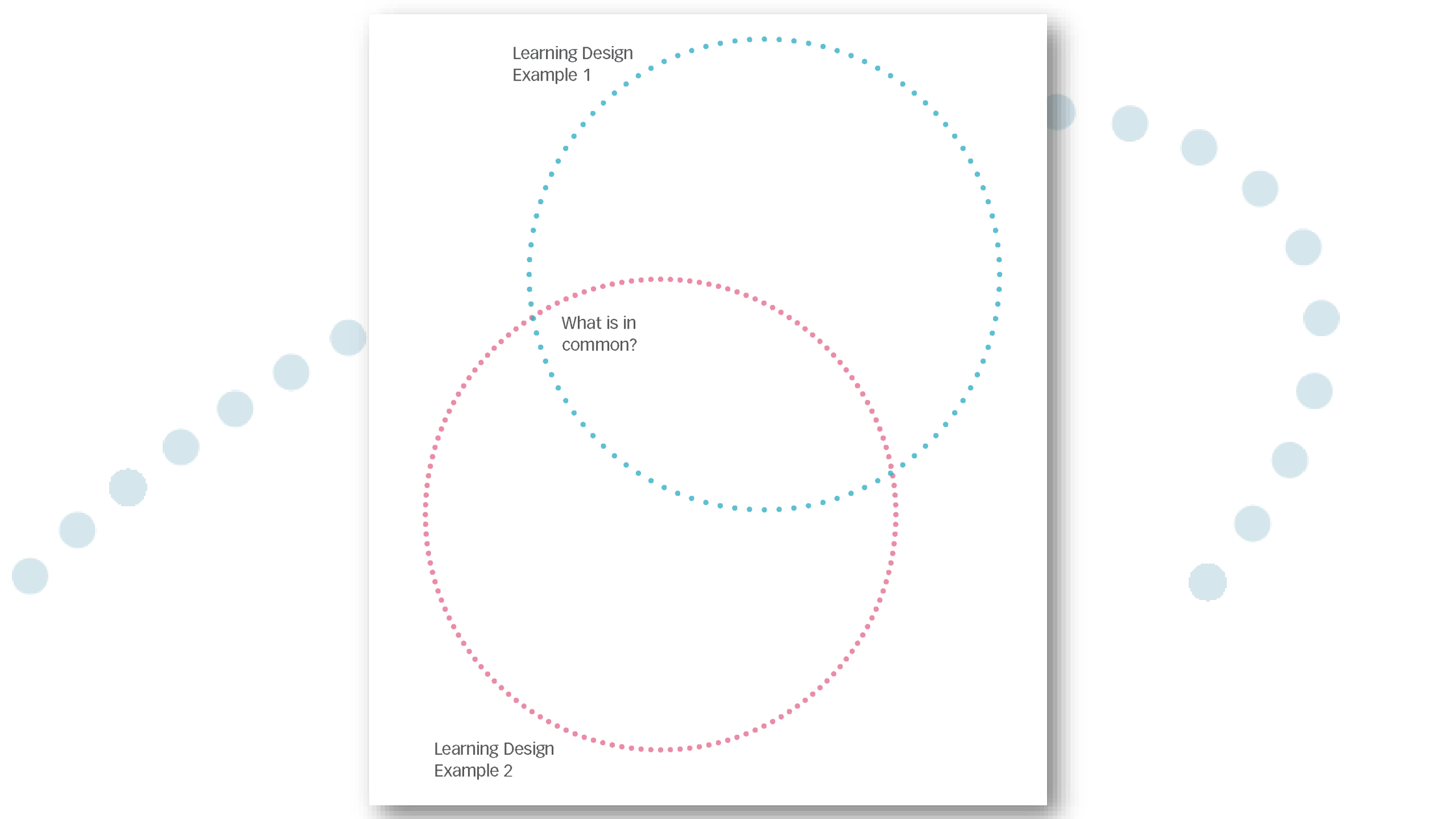




Learning Design  
Example 1

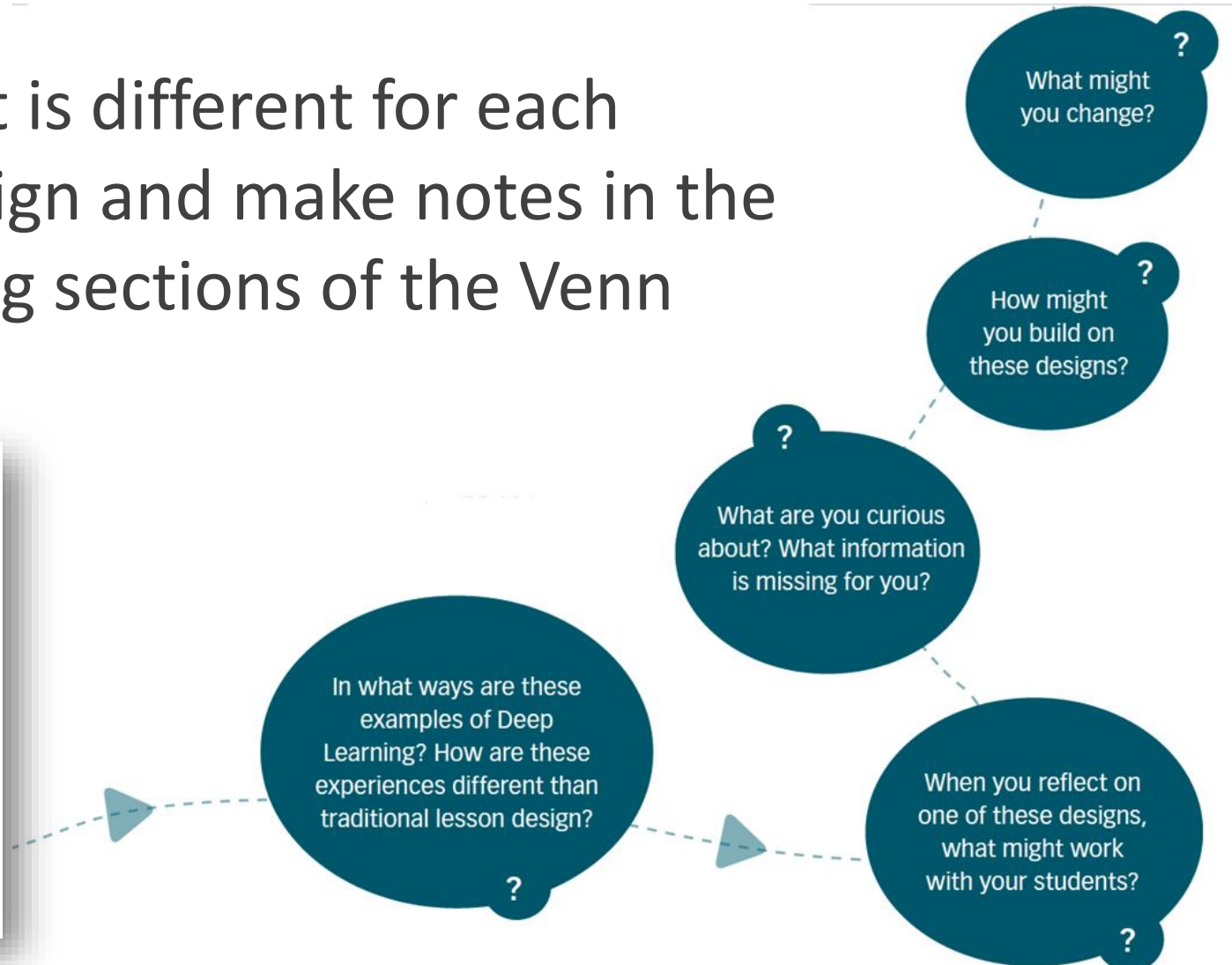
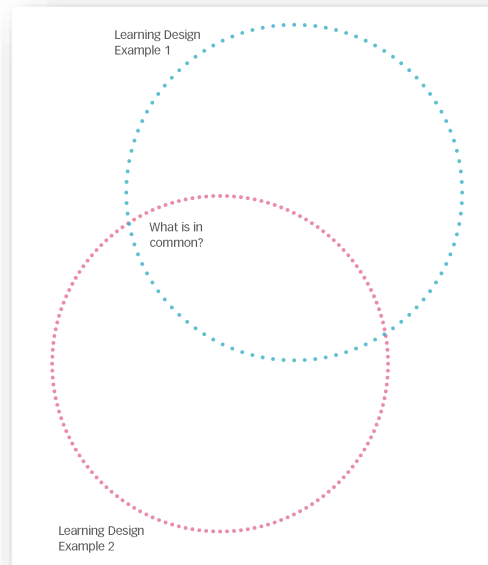
What is in  
common?

Learning Design  
Example 2



## 23 Comparing Learning Designs

**4 Identify** what is different for each Learning Design and make notes in the corresponding sections of the Venn diagram





## 23 Comparing Learning Designs

5 **Share** your thinking with others and discuss the questions below.

- In what ways are these examples of Deep Learning? How are these experiences different than traditional lesson design?
- When you reflect on these designs, what might work with your students?
- What are you curious about? What information is missing for you?
- How might you build on these designs?
- What might you change?





# Learning Experiences that Foster the **Global Competencies**

- Involve higher-order cognitive processes to reach a deep understanding of content and issues in a contemporary world
- Include immersion in addressing areas or issues that are often cross disciplinary
- Integrate academic and personal capabilities
- Are active, authentic, challenging, and student centered
- Are often designed to impact the world, locally or more widely
- Take place in a range of settings and increasingly use digital and connectivity



**Take 15 minutes.....**



- Select and read through some of the other Learning Design Examples (pages 176 – 185)
- How do these examples help develop your understanding of Deep Learning?
- You might like to use the placemat to record your observations

Coffee break



## 24 Using the Learning Design Planning Template

- 1 **Think** about your students, and identify their:
  - Strengths
  - Needs
  - Interests
- 2 **Identify 2-3 curriculum** outcomes that you will be addressing in your class soon. **Identify Global Competencies** that would deepen the learning.
- 3 **Create a Deep Learning task** using the Four Elements of Learning Design as a reference



## LEARNING DESIGN PLANNING TEMPLATE

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	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 your local curriculum standards. List those you will focus on in this Learning Opportunity	Which of the Global Competencies (8Cs) 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.	
	<ul style="list-style-type: none"> <li>What activities will learners engage in?</li> <li>What are some critical points, both instructionally and for the learners?</li> <li>What products will come out of the learning?</li> <li>What processes will support the outcomes?</li> </ul>	
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Leveraging Digital	How might technology amplify, accelerate and connect learners and learning?	
Implement	Implement the Learning Design:	
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	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?		

# Sharing your formative planning

- Find another pair/group
- Take 3 minutes each to share your plans

- Presume positive intentions: this is my best thinking at this time—my ideas can change as I learn and grow
- Demonstrate mutual respect for everyone's perspective, pace and journey
- Let's be hard on ideas and soft on people
- Employ skillful listening
- As we share, trust matters



# Designing Deep Learning

“ The journey to Deep Learning is just that—a journey. There is no one pathway. ”

—*DEEP LEARNING: ENGAGE THE WORLD  
CHANGE THE WORLD, P. 55*

## 22 The (new!) Learning Design Rubric

- 1 In groups of four, each select one of the four elements. Read through your element and highlight the most important ideas
- 2 Describe in your own words the main ideas within the Element and how it becomes more advanced.

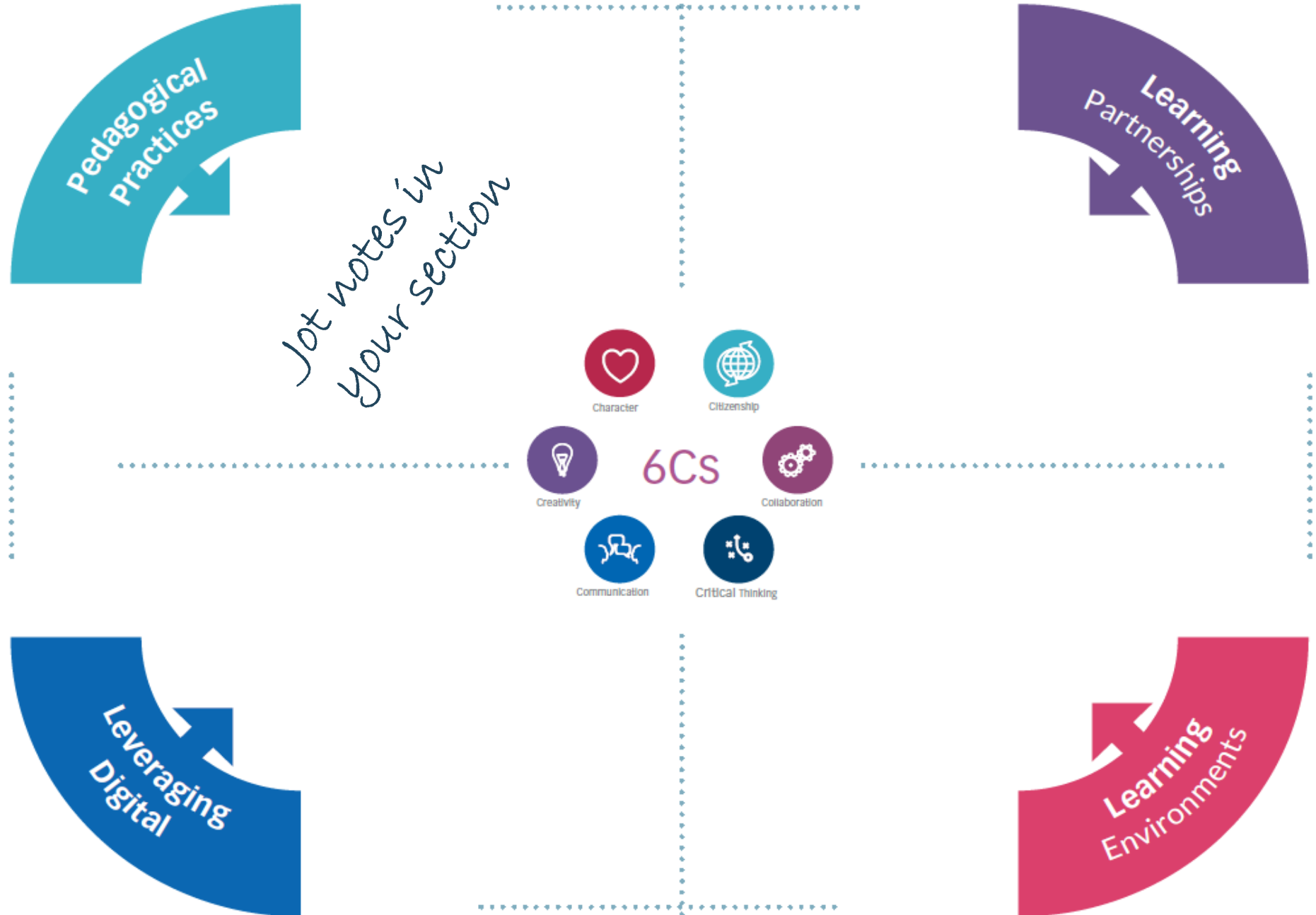
TOOL

Learning Design Rubric

	Limited Evidence	Emerging	Accelerating	Advanced
Learning Partnerships	The learning design does not yet actively promote students and teachers working in a learning partnership. The teacher may assume a directing role. Student voice, choice and agency are limited and this may impact students' sense of belonging. There is limited demonstration of equity between students, teachers and others; there is no clear shared goal(s) across the learning partners and the learning outcomes are not transparent to all; the measures for success are not explicit to students.	The learning design includes elements of students, teachers and others working in a learning partnership to ensure Deep Learning outcomes. Teachers are starting to facilitate student voice, choice and agency. There are shared goal(s) for the learning that students support; there is growing equity in the learning partnership relationships; learning outcomes are transparent to students with an increasing understanding of how it will be measured.	The learning design has a clear strategy for students, teachers and other partners to achieve Deep Learning outcomes for all students. Students have a sense of belonging, student voice, choice and agency and contribution to learning design has been integral; there is equity in the relationships between students, and teachers; learning outcomes, processes and expectations are transparent; and there is consensus about what success looks like and how it will be measured.	The learning design is a collaborative partnership between students and teachers and others, with a clear focus on achieving Deep Learning outcomes for all students. Student voice, choice, agency and contribution have been critical to improving the learning design. All students have a genuine sense of belonging. The learning partnership is driven by high levels of partner equity, transparency and mutual benefit/accountability. There are clear collaborative processes and measures to enable students to persevere and encounter success.
Learning Environments	The learning design does not yet take advantage of interaction or student voice. It is unclear how students can contribute to the learning. Opportunities to optimize the physical or virtual environment have not yet been employed.	The learning design states how an interactive learning environment establishes a climate and culture for learning. In doing so the learning design includes strategies to engage most students but does not yet have clear approaches to ensure equity or to generate student influence. The physical and virtual environments provide new contexts for learning.	The learning design includes an interactive and equitable learning environment to enable deep learning for all students. It includes strategies to develop collaborative processes with and between students and incorporates student voice to influence the ways we work together. Physical and virtual environments provide diverse contexts for learning.	An equitable and interactive learning environment permeates the learning design; all students are deeply engaged and committed to collaborative processes. Their voice drives learning and improvement. The physical and virtual environments within and beyond the classroom provide rich, authentic contexts for learning.

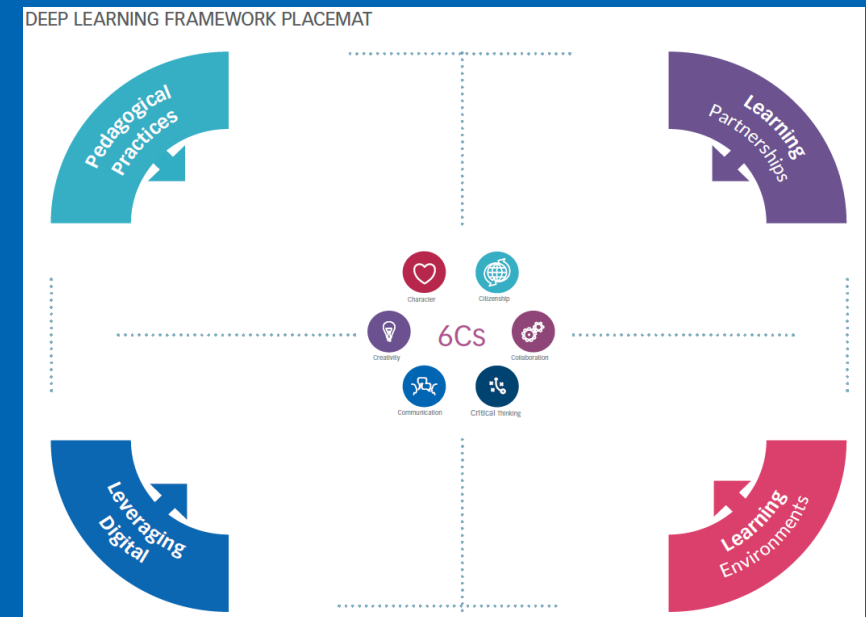


# DEEP LEARNING FRAMEWORK PLACEMAT



# Redesigning Deep Learning

- Watch the Project Root Video
- Notice how the teachers used the Four Elements and Global Competencies
- Record your observations on the large placemat at your tables



Troy Schools Project root  
video

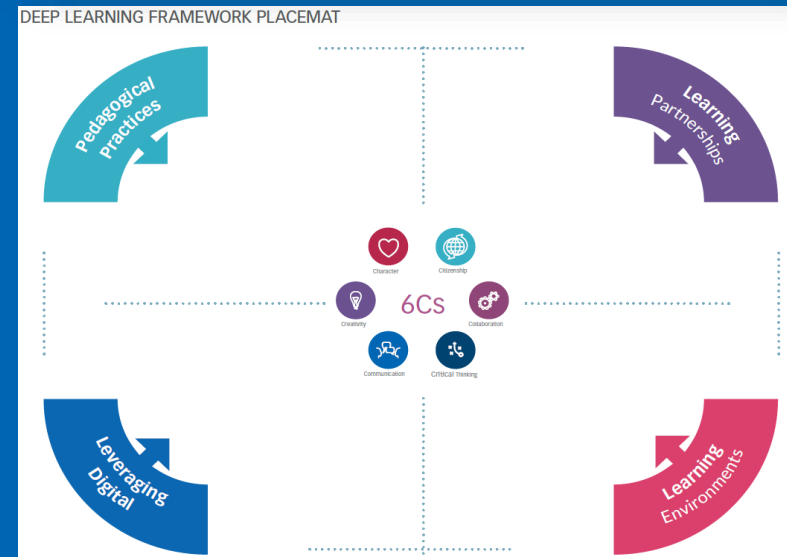


# Redesigning Deep Learning

- Refer to the learning Design Rubric
- How would you strengthen this Deep Learning experience?
- Record your thoughts in a different color marker and be prepared to share back your thoughts

TOOL  
Learning Design Rubric

	Limited Evidence	Emerging	Accelerating	Advanced
Learning Partnerships	The learning design does not yet actively promote students and teachers working in a learning partnership. The teacher may assume a directing role. Student voice, choice and agency are limited and this may impact students' sense of belonging. There is limited demonstration of equity between students, teachers and others; there is no clear shared goal(s) across the learning partners and the learning outcomes are not transparent to all; the measures for success are not explicit to students.	The learning design includes elements of students, teachers and others working in a learning partnership to ensure Deep Learning outcomes. Teachers are starting to facilitate student voice, choice and agency. There are shared goals for the learning that students support; there is growing equity in the learning partnership relationships; learning outcomes are transparent to students with an increasing understanding of how it will be measured.	The learning design has a clear strategy for students, teachers and other partners to achieve Deep Learning outcomes for all students. Students have a sense of belonging. Student voice, choice and agency and contribution to learning design has been integral; there is equity in the relationships between students, and teachers; learning outcomes, processes and expectations are transparent; and there is consensus about what success looks like and how it will be measured.	The learning design is a collaborative partnership between students and teachers and others, with a clear focus on achieving Deep Learning outcomes for all students. Student voice, choice, agency and contribution have been critical to improving the learning design. All students have a genuine sense of belonging. The learning partnership is driven by high levels of partner equity, transparency and mutual benefit/accountability. There are clear collaborative processes and measures to enable students to persevere and encounter success.
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Lunch break  
45 minutes!  
...resume at 12:25



**one BIG one**







# Building Capacity for Deep Learning

“ Making this kind of learning the norm for all schools and classrooms doesn't happen by chance. ”

—*DEEP LEARNING: ENGAGE THE WORLD  
CHANGE THE WORLD, P. 132*



# Norms of Collaboration

- Presume positive intentions: this is my best thinking at this time—my ideas can change as I learn and grow
- Demonstrate mutual respect for everyone's perspective, pace and journey
- Let's be hard on ideas and soft on people
- Employ skillful listening
- As we share, trust matters





PROTOCOL

# 23 Using the Learning Design Coaching Tool

**Review** the Deep Learning Design Coaching Tool.

**Which questions** do you think are the most helpful in coaching peers (or yourself) around their learning designs?

Learning Design Coaching Tool

Stage of the Collaborative Inquiry Cycle	Questions/Input to Consider	Notes, Documents, and Links
<b>Assess</b> —use the Deep Learning Competency Framework to identify student progress, strengths, and needs. Combine with student achievement and interests to establish learning goals.	<b>Deep Learning Competencies</b> <ul style="list-style-type: none"><li>Where are students on the Deep Learning Progressions? What evidence are you using to make good professional judgments?</li></ul> <b>Achievement and Interest Data</b> <ul style="list-style-type: none"><li>What are students' knowledge, skills, interests, and needs?</li><li>How are you capturing this information?</li></ul> <b>Links to National/Local Curriculum</b> <ul style="list-style-type: none"><li>What national/local curriculum goals and standards should be incorporated?</li></ul>	
<b>Design</b> —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.	<b>Deep Learning Competencies and Content Areas</b> <ul style="list-style-type: none"><li>Which Deep Learning Competencies are you targeting for this learning task?</li><li>What content areas will provide the problem/challenge context?</li></ul> <b>Deep Learning Task Design</b> <ul style="list-style-type: none"><li>What is the driving question?</li><li>How will students and others be engaged in designing the learning task?</li></ul> <b>Deep Learning Success Criteria</b> <ul style="list-style-type: none"><li>How will students be engaged in designing/understanding the learning criteria and assessment methods?</li><li>Is their role clear?</li></ul> <b>Learning Design Elements</b> <ul style="list-style-type: none"><li>How will you create a learning partnership with students and others?</li><li>Is the learning design steeped in a real-world problem of relevance to the learners?</li><li>How will you focus on development of Deep Learning Competencies?</li><li>How will you leverage digital to accelerate and deepen the learning?</li></ul>	

# Learning Design Coaching Tool

Stage of the Collaborative Inquiry Cycle	Questions/Input to Consider	Notes, Documents, and Links
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Stage of the Collaborative Inquiry Cycle	Questions/Input to Consider	Notes, Documents, and Links
<p><b>Implement the Learning</b>—implement the Deep Learning Task, leveraging digital to accelerate and deepen learning.</p>	<ul style="list-style-type: none"> <li>• How will you build meaningful collaboration through learning partnerships?</li> <li>• How are you optimizing the learning environment for success?</li> <li>• How will you build rapid cycles of student self/peer formative assessment to accelerate the learning?</li> </ul>	
<p><b>Measure, Reflect, and Change</b>—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.</p>	<p><b>Measure the Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• How will products and performances be assessed?</li> <li>• How will you provide summative feedback and to whom?</li> </ul> <p><b>Reflection &amp; Improvement</b></p> <ul style="list-style-type: none"> <li>• What structures and processes will you use to reflect on the learning task implementation and outcomes—individually and with peers?</li> <li>• How will you collaboratively go about changing and improving this learning task?</li> </ul>	

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PROTOCOL

## 23 Using the Learning Design Coaching Tool

**As a simulation**, watch the video Grovedale West PS Library Malaysia.

**Jot your notes** in the right-hand column of the tool.

**What are** the three questions that you would like to ask the teacher?

**What questions** from the coaching tool would you use to prompt them to strengthen their learning design?

Mini Library in Malaysia Grovedale video

# Top Tools for Designing Learning

- Learning Progressions
- Learning Design Template
- Learning Design Rubric
- Learning Design Coaching tool





## 31 The Teacher Self-Assessment tool

- 1 **Complete** the Teacher Self- Assessment Tool individually.
- 2 **Reflect** on your results and **Complete Part One** of the **Deep Listening Exchange Organizer**.  
**Form** groups of four.
- 3 **Share** one area of confidence and describe the practices used regularly.  
**Repeat** for each group member. (10 minutes)

# Complete and

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				

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- Form groups of four.
- Share one area of confidence and describe the practices used regularly. Repeat for each group member.




## 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
<b>Person A shares: (2 minutes)</b> <ul style="list-style-type: none"> <li>• Area for confidence building</li> <li>• Why is this a challenge</li> </ul> 	Area and why is this a challenge	Listening and taking notes
<b>Rest of group: (5 minutes)</b> <ul style="list-style-type: none"> <li>• What is the challenge?</li> <li>• What might support Person A?</li> </ul> 	Listening and taking notes	What is the challenge? What might support Person A?
<b>Person A: (3 minutes)</b> <ul style="list-style-type: none"> <li>• What are key points?</li> <li>• What strategies might help?</li> <li>• What is one next step?</li> </ul> 	Key points and next step	Listening only

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# 31 The Teacher Self-Assessment tool

- 1 **Select an area** where you want to develop more confidence or expertise. **Person A shares** the area and why it is a challenge. The other three members of the group listen, take notes and do not interrupt. (2 minutes)
- 2 **The other group members** talk among themselves to discuss what they have heard Person A say, how they understand the challenge, and what might be helpful. The prompts support the discussion. Person A takes notes and listens without interjecting. (5 minutes)
- 3 **Person A then responds** to what has been discussed/ suggested and identifies key points or strategies that may help to build confidence in the area. Person A also identifies one next step. (3 minutes)

*If time allows, someone else assumes the role of Person A to share their challenge, and the protocol is repeated*



# 32 The Teacher Self-Assessment tool in action

**Identify** three areas on the Teacher Self-Assessment Tool where you noticed the need for more confidence.

**Choose one** of the three areas you would like to focus on.

**Read** the Teacher Action Plan example.

**Fill in** the blank Teacher Action Plan Organizer.

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)	<ol style="list-style-type: none"> <li>1. students having choice in assignments</li> <li>2. asking open-ended questions</li> <li>3. teacher talking less</li> </ol>
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)	<ul style="list-style-type: none"> <li>• more students talking to each other, relying on each other for support, perspectives, expertise, assessment</li> <li>• more visual cues around the room</li> <li>• wait time: not providing the right answer immediately</li> <li>• allowing three or more students to contribute before I intervene</li> </ul>
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?	<ul style="list-style-type: none"> <li>• waiting 5 seconds before jumping in to answer student questions</li> <li>• less empty praise: not affirming right or wrong but probing students to elaborate on their thinking</li> <li>• students listening to and respecting each other</li> </ul>
What would be your plan for two weeks? (Limit your plan to 3-5 strategies.)	<ul style="list-style-type: none"> <li>• share with the students my intention to use more wait time and how it contributes to their learning</li> <li>• co-create what respectful listening of each other looks like</li> <li>• ask students for help—to remind me to wait using visual cues</li> <li>• ask for feedback mid-way through the week from students</li> <li>• ask a peer to come in and watch me for 20 min. Maybe collect data and feed it back to me?</li> </ul>
Colleague I will check in with is Alex on (date) February 19	
Check in: Personal reflection on my progress: <ul style="list-style-type: none"> <li>• My own thinking and questions are clearer when I use wait time</li> <li>• The quality of the student answers is improving</li> <li>• Two students who have not participated much this semester are now putting up hands to answer</li> <li>• Students are beginning to give each other wait time when they collaborate</li> </ul>	
Reflection: Discussion points with colleague: <ul style="list-style-type: none"> <li>• 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.</li> <li>• Alex refers to wait time as "think time" and is explicit with students</li> <li>• Alex looks at her feet and touches her forehead to signal to students that they need time to think</li> </ul>	

## 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:

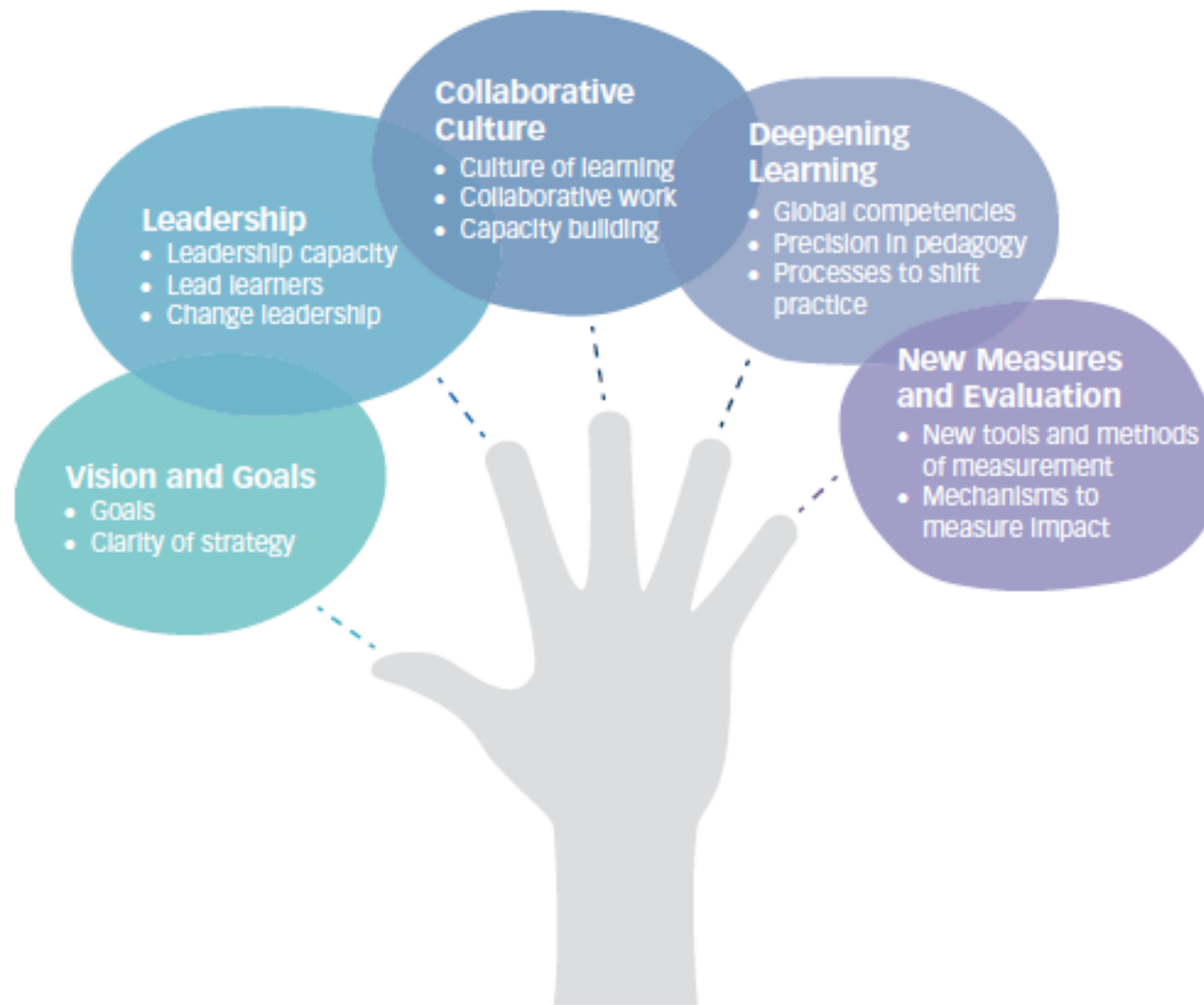
Reflection: Discussion points with colleague:

“School leaders model being learners themselves by actively participating in tackling new approaches. They don’t simply send teachers to workshops but learn alongside them, and this immersion in learning has the added benefit of building trust and relationships.”

—DEEP LEARNING: ENGAGE THE WORLD  
CHANGE THE WORLD, P. 70

FIGURE 11.1

## Five Learning Conditions That Impact the Diffusion of Deep Learning



# School Conditions Rubric

Dimensions	Limited	Emerging	Accelerating	Advanced
Deepening the Learning	<p>The relationship between school curriculum and deep learning competencies is unspecified.</p> <p>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.</p> <p>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.</p>	<p>The relationship between Deep learning and local curriculum is beginning to be articulated.</p> <p>Some goals to improve precision in pedagogy have been identified but the strategy for improvement may be unclear or implemented inconsistently.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>A comprehensive framework for deep learning is understood by all and used consistently across the school to design and assess effective deep learning experiences.</p> <p>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.</p>
New Measures and Evaluation	<p>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.</p> <p>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.</p>	<p>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.</p> <p>Capacity building supports for using the New Measures and designing meaningful assessments are beginning to develop.</p> <p>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.</p>	<p>Teachers and leaders demonstrate the capacity to assess, develop and measure:</p> <ul style="list-style-type: none"> <li>• Student growth on the Deep Learning Progressions</li> <li>• Conditions that enable deep learning to occur</li> <li>• The effectiveness of deep learning design in facilitating deep learning outcomes</li> </ul> <p>Local/national priorities and curriculum are linked to and accelerated by deep learning experiences, which are moderated through a structured process.</p> <p>Teachers are beginning to design new assessments for deep learning that more clearly demonstrate deep learning as it occurs.</p>	<p>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.</p> <p>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.</p> <p>Assessment practice reflects a deep knowledge of students' interests and needs and uses a wide range of evidence to determine progress and learning.</p>



**Read** your assigned dimension of the School Conditions Rubric.

- Person 1 Vision and Goals
- Person 2 Leadership
- Person 3 Collaborative Cultures
- Person 4 Deepening the Learning
- Person 5 New Measures and Evaluation

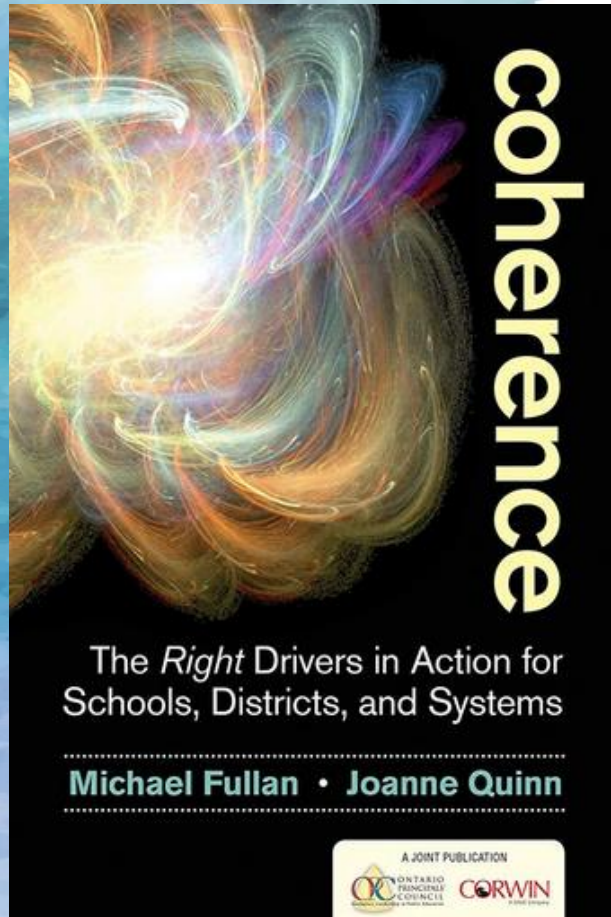
**Formulate** the key ideas from your dimension and jot notes in the organizer. Prepare to share with your group.

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

# Planning for Deep Learning



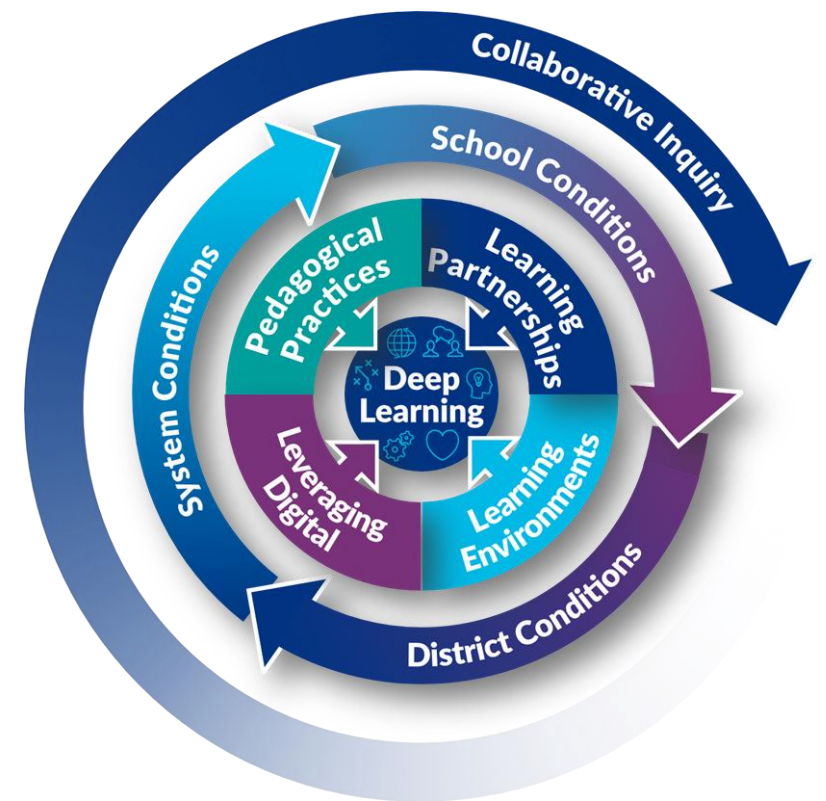
# The Coherence Framework







Fullan & Quinn. *Coherence: The Right Drivers in Action for Schools, Districts and Systems*, Corwin, 2015





# The Coherence Framework

Focus is not just a matter of having uplifting goals. It is a process involving initial and continuous engagement.

- Purpose Driven
- Goals That Impact
- Clarity of Strategy
- Change Leadership

Collaborating is not about just creating a place where people feel good but rather about cultivating the expertise of everyone to be focused on a collective purpose.

- Culture of Growth
- Learning Leadership
- Capacity Building
- Collaborative Work



The best approach for securing accountability is to develop conditions that maximize 'internal accountability' and reinforce internal accountability with external accountability.

- Internal Accountability
- External Accountability

We must shift to a deeper understanding of the process of learning and how we can influence it. This requires knowledge building partnerships for everyone engaged.

- Clarity of Learning Goals
- Precision in Pedagogy
- Shift Practices Through Capacity Building

There has never been a more important time to be your own leader. Be a coherence maker in chaotic times!

## Leadership

- Master the Framework
- Develop Leaders at All Levels



# Taking Action Assignment

1. Complete your ~~100-day~~ 42 day plan. Include steps to:
  - Share Deep Learning with your school/colleagues
  - Design/teach a Deep Learning experience

Bring plans and artifacts to our next session

2. Complete the School Conditions Rubric

# The New Change Dynamic

## Clarity

- build common understanding and language
- develop capacity with tools and processes
- participate in collaborative inquiry learning design cycles

## Depth

- build precision in pedagogy
- increase engagement in collaborative inquiry moderation and redesign
- explicit leadership and capacity building strategy articulated

## Sustainability

- embed learning design cycles across the whole school/system
- accelerate precision in pedagogy
- amplify shared leadership and engagement



~~100 Day~~  
42 day 😊  
School  
Deep Learning  
Plan

[illegible]

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## Staff Capacity Building Planning Template

	Questions to Prompt Planning	Our Initial Thinking
Assess	<ul style="list-style-type: none"> <li>What do we know about how our staff engage in learning?</li> <li>How does our staff engage collaboratively?</li> <li>What does the School Conditions Rubric tell us about their strengths and needs?</li> <li>What aspects of the Framework are the staff already familiar with—how might that provide an entry into the learning?</li> <li>What is the biggest need in order to nurture a deep learning culture among staff?</li> </ul>	
Design	<ul style="list-style-type: none"> <li>What 3 key learnings would you expect them to “take-away” from the day?</li> <li>How will you engage the staff, so they are deep learners?</li> <li>How will you engage their voice/agency/collaboration?</li> <li>How will you model the 4 Elements of Learning Design?</li> <li>What might be a good entry point?</li> <li>What strategies were used during the 2 Day QIT Capacity Building -Institute that worked well for us and might work well for them?</li> <li>What protocols and tips are in the book that could support our staff-learners?</li> <li>What next steps/expectations will come out of the day’s learning?</li> </ul>	
Implement	<ul style="list-style-type: none"> <li>Who will do what to get the day ready from beginning to end?</li> <li>What resources, technologies and logistics need to be prepared?</li> </ul>	
Measure, Reflect Change	<ul style="list-style-type: none"> <li>What will we look for as evidence that the day has provided meaningful learning?</li> <li>How will you know if the staff have learned and engaged with Deep Learning?</li> <li>What might be a variety of ways to collect staff voice?</li> <li>What parts of the day worked well? What might you improve for next time?</li> <li>What might be the next step in this learning we should consider and when should we facilitate this?</li> </ul>	



**Reflect.....**

**Over the last 12  
months...what got you  
excited about Deep  
Learning?**

What will **excite** and  
**engage** *your* Teachers?



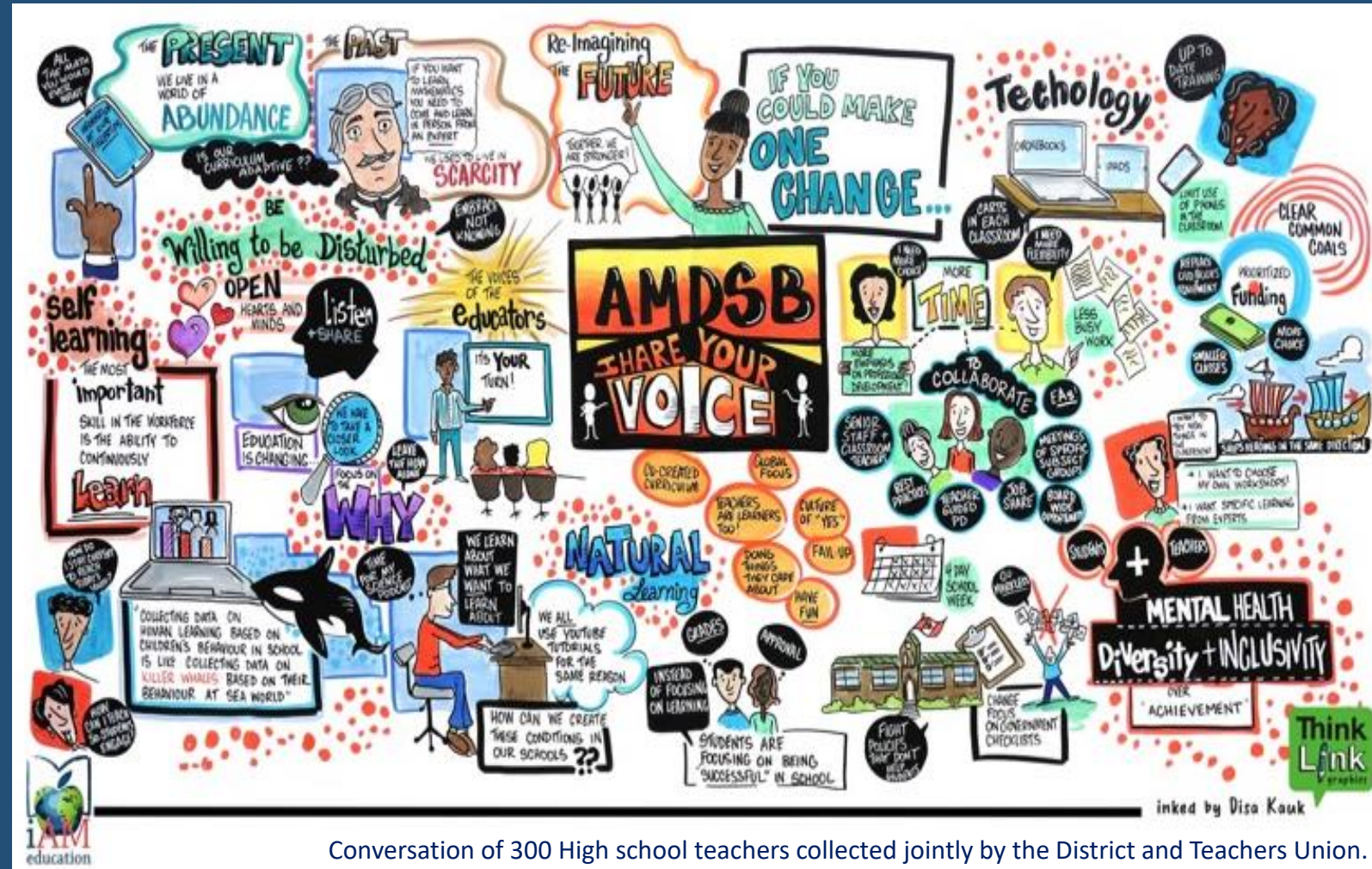
Bryan video



# Teachers' Voice

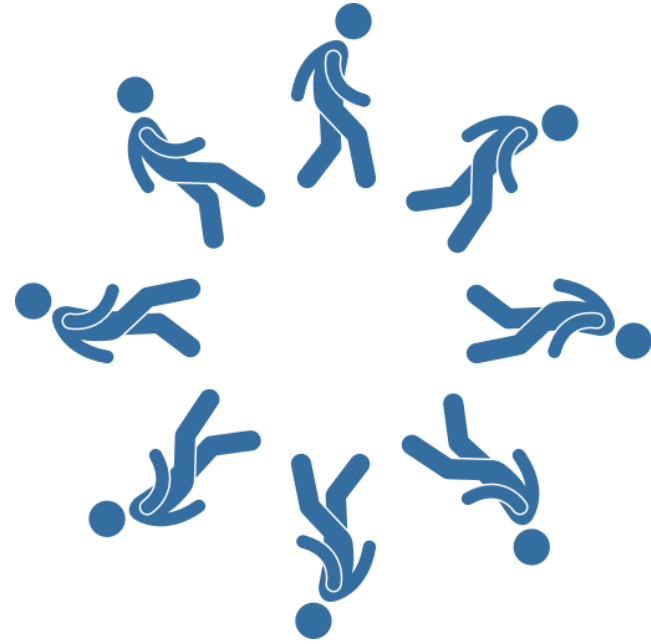
Teachers Ask for *Professional Learning* that is *Deep*

- ✓ Agency in their learning
- ✓ Time to learn with peers and passionate experts
- ✓ Authentic learning
- ✓ Based on teaching needs in a rapidly changing world



Conversation of 300 High school teachers collected jointly by the District and Teachers Union.

# Sharing our Plans



One stays the rest stray



GLOBAL DEEP LEARNING LAB 2019

good at **learning**  
good at **life**

Imagine a world where  
students are good at  
learning and good at life.

Now imagine you can  
make it a reality.

We invite you on a journey to the powerfully possible. Join the global deep learning network as we meet to share transformative solutions for creating a world where all kids cultivate meaning, well-being, and relevance in the classroom and beyond. Awaken your ideals, restore your hope, gather strategies and meet front-line champions from Australia, Canada, Finland, Hong Kong, Netherlands, New Zealand, United States, and Uruguay who are reshaping learning and taking kids deeper.

TORONTO,  
NOVEMBER 11-12, 2019



New Pedagogies for  
**Deep Learning™**  
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# Agenda

MONDAY, NOVEMBER 11, 8:30 AM–6:00PM

## Day 1

AM Opening Ceremonies  
Students with Purpose

**Insight Session 1**

Remembrance Day Observation

PM Deep Disrupters

**Insight Session 2**

Thought Leader: Jal Mehta  
Michael Fullan and Jal Mehta in conversation  
Networking Reception

TUESDAY, NOVEMBER 12, 8:30 AM–4:30PM

## Day 2

AM Opening Session  
Thought Leader: Dr. Jean Clinton

**Insight Session 3**

PM Meet the Mobilizers

**Insight Session 4**

Thought Leaders: Michael Fullan & Joanne Quinn

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# engage the world change the world

Thankyou for all your work,  
Up until today,  
And moving forward....  
Don't hesitate to get in touch...  
max

