

Growth Mindset²



Strengthening our
CREATIVE SYNERGY

Fabens ISD Virtual Staff Development Plan August 2020

July 31	August 3	August 4	August 5	August 6	August 7	
8:00 – 12:00	8:00 – 9:00	8:00 – 12:00	8:00 – 12:00	8:00 – 12:00	8:00 – 4:00	
New Teacher Orientation	District Welcome All Staff	Google Education			Work Day	
	9:30 – 12:00				All Teachers	
	Campus Welcome Reopening Plans	All Teachers, Campus Administrators, and Instructional Aides				
New Teachers	All Campus Staff					
Lunch Break						
1:00 – 4:00	1:00 – 4:00	1:00 – 4:00	1:00 – 4:00	1:00 – 4:00		
New Teacher Orientation	Campus-Based Staff Development	Department and Grade Level Planning for Virtual Instruction – 1st 2 weeks <i>(with breakout sessions as applicable – see below)</i>				
	FES TEKS Resource Campus Planning				All Teachers and staff	
	Afternoon Breakout Sessions					
	ODI Sharon Wells Math 4 th -5 th	1:00 – 2:00	1:00 – 2:30	1:00 – 3:00		
		Nearpod “Tech-spurt” FMS Teachers 6-8	Reflex Math ODI Teachers	Reading Academy Launch - FES K-3		
	FMS Campus Procedures	2:00 – 4:00	2:45 – 3:30	1:00 – 2:00		
Study Sync, Go Math, Fusion Breakouts FMS Teachers 6-8		Education Galaxy ODI Teachers	HMH ELAR Overview of Online Resources ELA Teachers 9-12			
FHS Campus Procedures Discipline and Attendance	1:00 – 4:00	1:00 – 4:00				
	Sharon Wells 2 nd - 3 rd FES					

Follow-Up Training

- 🌀 Teacher “Tech-spurts” – Weekly Training on Distance Learning Tools and Tips – Links will be sent out Weekly
- 🌀 Coaching and Mentoring Follow-Up
- 🌀 Fabens Training Site will be available to obtain Google Badges and Google Level I and II Certification Support

Watch your email for links to virtual training as well as training protocols.

Fabens August 4-6 Training Agenda

August 4

8:00-8:15

UNMUTE Yourself! Video Conferencing Best Practices

8:15-9:10

Google Classroom Basics and Best Practices

- Create Classroom
- Invite Students/teachers
- Manage Students
- Invite Guardians
- Stream/Classwork
- Create Assignments
- Add Resources to Assignments
- Settings for Resources
- Instructions and TOPICS!
- What NOT to Add to Assignments
- Individualize Assignments
- Schedule Assignments
- Assign to Multiple Classes
- Editing Assignments

9:10-10:00

Google Sharing Permissions

10:00-10:10

BREAK

10:10-11:00

The Awesomeness of Google Docs

- Auto Save
- Sharing Is Easy!
- Comments-General and Direct
- Inserting Objects into Docs
- Tools
 - Voice Typing
 - Translate Document
 - Version History
- Addons
- Downloading

11:00-11:45 Own Your Own: Digital Badges

11:45-12:00 Q & A

August 5

8:00-9:00 Using Google Forms in Google Classroom

- Take An Assessment
- Create a Form
- Add Special Features (Data Validation Go to Section Based on Answer)
- Sharing Out the Form
- Where Do the Answers Go?

9:00-9:50 Tracking Data and Grading Assessments with Google Sheets

- Using the Quiz Feature vs. Flubaroo
- Looking at the Data on the Sheet
- Filtering Data
- Conditional Formatting
- Data Validation
- Inserting Objects into a Spreadsheet

9:50-10:00 BREAK

10:00-11:00 Creating Lessons for Students with Screencastify

- What Comes with the Free Version
- How to Get it
- How to Access it
- Recording
- Tools to use
- Sharing the Recordings
- Finding the Recordings Later
- Practice for Assignment

11:00-11:45 On Your Own: Digital Badges

11:45-12:00 Q & A

August 6

8:00-9:00	Integrating YouTube with Google Classroom for Students <ul style="list-style-type: none"> ● Finding Videos ● Starting Your YouTube Channel ● Uploading a Video ● Using the Editing Tools ● Sharing Permissions and Publishing ● Creating Playlists
9:00-10:00	Creating Great Presentations and GIFS with Google Slides
10:00-10:10	BREAK
10:10-11:00	Nearpod, Quizizz and Digital Whiteboards with G-Classroom and Meet <ul style="list-style-type: none"> ● Free version of Nearpod ● Quizizz for Assessment and Student Engagement ● Whiteboard.fi for Student Engagement
11:00-11:45	On Your Own: Digital Badges
11:45-12:00	Q & A



EPCC Dual Credit Conference

7th Annual Building Bridges Dual Credit Conference

October 12 - 17, 2020

Microsoft Teams

Please note: all sessions will be recorded.

Click SESSION LINK to enter each room.

Pre-Conference Sessions

Monday, October 12, 2020 • 4:30 PM—5:20 PM • [SESSION LINK](#)

Who's My Dean?

Dean Tonie Badillo, Dr. Carlos Amaya, Dr. Myshie Pagel

Tuesday, October 13, 2020 • 4:30 PM—5:20 PM • [SESSION LINK](#)

Financial Aid

Elizabeth Estrada

Wednesday, October 14, 2020 • 4:30 PM—5:20 PM • [SESSION LINK](#)

Playful Engagement

Janine Rudnick

Thursday, October 15, 2020 • 4:30 PM—5:20 PM • [SESSION LINK](#)

Data Review of Dual Credit and ECHS Students at UTEP

Ivette Savina, Dr. Heather Smith, Pat Caro, Martin Ramirez

Friday, October 16, 2020 • 4:30 PM—5:20 PM • [SESSION LINK](#)

What's the Tea (News) on Ultra?

Luz E. Cadena

Conference Sessions

Saturday, October 17, 2020

9:00 AM—9:50 AM • [SESSION LINK](#)

Focus on Student Success: Online Tutoring Services and the PREP Program

Della Truman, Janice DeWitt, Diana Davis, Hector Arriola, Luis Prats

10:00 AM—10:50 AM • [SESSION LINK](#)

I'm Here For You: Sharing Mindfulness With Our Students to Build Trust

Dr. Kim Diaz

11:00 AM—12:00 PM • Keynote Address • [SESSION LINK](#)

The Dual Credit Playbook: How Colleges, Districts, and Schools can Strengthen Partnerships to Advance Equity

John Fink

Senior Research Associate, Community College Research Center

The El Paso County Community College District does not discriminate on the basis of race, color, national origin, religion, gender, age, disability, veteran status, sexual orientation, or gender identity.



7th Annual Building Bridges Dual Credit Conference

October 12 - 17, 2020
Microsoft Teams

Pre-Conference Sessions

Please note: all sessions will be recorded.

Who's My Dean?

General Audience

Dean Tonie Badillo, Dr. Carlos Amaya, Dr. Myshie Pagel

This session will explore the areas or responsibility of the EPCC Deans and their role as administrative liaisons for our 20 early college high schools and 48 public, charter and private high schools.

Financial Aid

General Audience

Elizabeth Estrada

Join us to learn basics about financial aid and its relationship towards college courses taken during high school, including the importance of maintaining the Satisfactory Academic Progress.

Playful Engagement

Dual Credit Instructors

Janine Rudnick

Student Engagement is necessary in every classroom. This workshop will show you how to use Flipgrid and provide a students' view of a Flipgrid assignment. You will also learn how to adapt this technology for your subject area.

Data Review of Dual Credit and ECHS Students at UTEP

General Audience

Ivette Savina, Dr. Heather Smith, Pat Caro, Martin Ramirez

This presentation will give an overview of UTEP's Academic Advising Center and ECHS Academic Success Center, plus review data of dual credit and ECHS students at UTEP over the last 4 years. Notable findings and tips for best practices will be discussed. Presentation may include a panel of UTEP students, formally dual credit and ECHS students.

What's the Tea (News) on Ultra?

Dual Credit Instructors

Luz E. Cadena

Ultra this! Ultra that! Wonder what it's all about? Join us to discover what the Ultra course view is, learn about our transition to Ultra, and get the latest on Ultra certification training.

7th Annual Building Bridges Dual Credit Conference

October 12 - 17, 2020
Microsoft Teams

Conference Sessions

Please note: all sessions will be recorded.

Focus on Student Success: Online Tutoring Services and the PREP Program

General Audience

Della Truman, Janice DeWitt, Diana Davis, Hector Arriola, Luis Prats

The Office of Student Success provides and supports a variety of programs and services for EPCC students including the Student Success Homegrown Online Tutoring Program and the PREP Program. This session will explore the services and benefits of each of these two important programs for our dual credit students. The online tutoring services include tutoring for over 200 courses available seven days week. The PREP Program provides online assistance tools to help facilitate and prepare students to improve their TSI Placement scores as well as “free” online tutorials aligned with the TSI standards to better equip students for academic learning.

I'm Here For You: Sharing Mindfulness With Our Students to Build Trust

General Audience

Dr. Kim Diaz

A practice of mindfulness teaches us to be present with each other. Please join me to learn how you can share a mindfulness practice with your students to build trust, develop their focused attention and create a relaxed learning environment.

Follow us on social media!



/EPCCDualCreditECHS



/EPCCDC



/EPCCDC

Share your Building Bridges
experiences using our
event hashtags!

#EPCCDC20

#EPCCpride

7th Annual Building Bridges Dual Credit Conference

October 12 - 17, 2020
Microsoft Teams

Keynote Address

Please note: session will be recorded.

The Dual Credit Playbook: How Colleges, Districts, and Schools can Strengthen Partnerships to Advance Equity



John Fink

Senior Research Associate
Community College Research Center
Teachers College, Columbia University

In partnership with state educational agencies in Florida, Ohio, and Washington, The Aspen Institute and Community College Research Center (CCRC) identified nine partnerships of high schools and community colleges with high participation and strong outcomes for Black and Latino students taking dual enrollment (dual credit) courses. Across the past year, Aspen and CCRC visited these partnerships and interviewed hundreds of administrators, counselors, faculty, students, and parents. This fall, Aspen and CCRC will release the findings from these visits in *The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students*. This session will provide an overview of the Playbook's high-impact practices to advance equity in dual enrollment programs, as well as a national overview of the rise and potential of dual enrollment for college access and success.

2020 Dual Credit Conference Committee

Tonie Badillo, Dean
Susan Selk, Chair
Luz Cadena
Seleste Cardoza-Comer

Olaya Cazares
Dr. Celina Gomez
Lorena Gonzalez
Michael Gonzalez

Diana Medina
Arturo Valdespino
Jorge Valenzuela

EPCC Dual Credit / Early College High School Program

Web: <https://www.epcc.edu/Academics/DualCredit>

Office of the Dean

Dual Credit and Early College High Schools

Instruction

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Dual Credit and Early College High Schools Student Services

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Executive Director Admissions & Registrar

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Room: S 129

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Email: clachica@epcc.edu

Griselda Hermsillo, Administrative Associate

Campus: Valle Verde

Room: S 131A

Telephone: (915) 831-2405/831-2408

Email: ghermosi@epcc.edu

EPCC Resources

EPCC IT Help Desk

(915) 831-6440

Distance Learning Support Services

(915) 831-3111

Web: www.epcc.edu/Services/DistanceLearningSupportServices

[DistanceLearningSupportServices](http://www.epcc.edu/Services/DistanceLearningSupportServices)

Center for Students with Disabilities

(915) 831-2426

Web: www.epcc.edu/Services/csd

EPCC Tutorial Services

Web: www.epcc.edu/Services/Tutoring

Mission del Paso Library

Room: C 102

(915) 831-7040 (Reference)

(915) 831-7057 (Circulation)

Northwest Library

Room: L 100

(915) 831-8889 (Reference)

(915) 831-8840 (Circulation)

Rio Grande Library

Room: E 100

(915) 831-4019 (Reference)

(915) 831-4018 (Circulation)

Transmountain Library

Room: 1600

(915) 831-5098 (Reference)

(915) 831-5092 (Circulation)

Valle Verde Library

Room: C 200

(915) 831-2442 (Reference)

(915) 831-2645 (Circulation)



New Teacher Center Teacher Induction Program

Scope and Sequence Fabens ISD

A highly skilled mentor is key to providing beginning teachers with a strong induction experience that will advance their instructional practice. Through the scope and sequence of NTC's mentor and induction training program, participants learn the critical knowledge, skills, and tools to initiate and maintain effective mentoring relationships with novice teachers that result in instructional growth. Mentors practice using multiple data points to assess practice and provide meaningful feedback to teachers. The goal is to support teachers to create and sustain optimal learning environments in which the diverse needs of every learner are addressed with an unwavering attention to equity and continuous academic, social, and emotional growth.

Over the past two decades, NTC has supported approximately 8,000 beginning teacher mentors and coaches and 26,000 teachers across the nation by providing research-based professional learning systems to support effective teaching practice. NTC is uniquely positioned to accelerate teacher practice, and thus narrow the achievement gap, through its proven results of exceptional instructional coaching. For example, an independent i3 Validation grant evaluation found that after **2 years of NTC coaching support, 4-8 grade students of NTC-supported teachers demonstrated 2-4 months of additional learning in reading and 2-5 months of additional learning in math** compared to students of the control group teachers, who received traditional coaching support. Our efforts have also proven to be effective in retaining teachers with **90 percent of our teacher mentors staying in the district** and **30 percent increased retention across the teachers who we have coached.**

The mentor and induction program described in the section below includes **professional learning for mentors that takes place before the beginning of the school year and job-embedded professional learning that takes place each semester.** These trainings provide mentors with professional learning experiences that address the following topics: orientation to the context, policies, and practices of the school district; data-driven instructional practices; specific instructional coaching cycles; professional development; and professional expectations.

Professional Learning for Mentors

Mentors will participate in at least **4 days** of professional learning each year, one in the summer before school begins, one in the fall, and one in the spring. Through this professional learning, mentors will:

- Develop the instructional leadership skills (e.g., foster collaborative professional cultures; use data to improve teaching and learning; collaborate with stakeholders; advocate for the profession and student learning) to support teachers in creating optimal learning environments in which they:
 - create emotionally, intellectually, and physically safe environments
 - implement equitable, culturally responsive, and standards-aligned curriculum and instruction
 - meet the diverse needs of every learner
- Learn to employ strategic instructional coaching cycles (e.g., Plan/Prepare, Teach/Assess, and Analyze/Reflect) focused on standards, pedagogy, and research to advance teaching practice and student learning aligned to the TEKS



- Create and maintain collaborative, mutually-accountable professional relationships (e.g., communicate effectively; build effective relationships with stakeholders and colleagues; demonstrate and maintain coach responsibilities, integrity, and ethical conduct) to advance teaching and learning focused on student outcomes with standards-aligned content
- Advance teaching practice through establishing collaborative, professional relationships that build trust, meet teachers' needs through the use of coaching language and stances, and provide actionable feedback.

NTC will work with individual districts to customize the professional learning so that the content aligns to their respective approaches to professional support and development. Mentors are expected to apply the topics of the professional learning to their mentoring time with beginning teachers. The table below outlines the scope and sequence for professional learning throughout the year.

Session	Topics Addressed in Alignment to the TEC and TAC	Outcomes	Success Criteria	District Name and Approximate Dates for Training Sessions
<p>Introduction to Coaching</p> <p><i>Time: 6 Hours</i></p> <p><i>Audience: Induction Mentors and Leaders who supervise new teachers</i></p>	<p>Effective Mentoring Partnerships</p> <p>Coaching Cycles</p> <p>Data-Driven Instruction</p> <p>Learning Environment</p>	<ul style="list-style-type: none"> • Construct a vision of coaching for equity through an examination of the why, what, and how of coaching • Consider how to support teachers to create and maintain an optimal learning environment for every learner • Explore the value of building trust as foundational to all coaching work, and how the use of coaching language and stances support coaches to use entry points in order to move teaching practice and student learning forward • Understand how to use the <i>Knowing Students</i> and <i>Knowing Teachers</i> tool to support coaching work and relationships 	<p>Mentors build trusting relationships with teachers through knowledge of teacher and context, and establish a coaching for equity stance in building an optimal learning environment for every student.</p>	<p>Fabens Independent School District</p> <p>July 19, 2021</p>

<p>Planning to Support Equitable Instruction</p> <p><i>Time: 6 Hours</i></p> <p><i>Audience: Induction Mentors and Leaders who supervise new teachers</i></p>	<p>Coaching Cycles</p> <p>Data-Driven Instruction</p> <p>Lesson Planning</p> <p>Learning Environment</p>	<ul style="list-style-type: none"> Gain an introduction to the <i>Planning Conversation Guide</i> to support coaching conversations that advance teaching practice and ensure equitable learning opportunities for every learner Engage in intellectual preparation of a lesson, and connect the practice of examining a task for alignment to the demands of the targeted standards to ensuring equitable instruction Address biases through strategic coaching conversations focused on making challenging content that is grade-level and standards-aligned accessible to every learner Practice strategic use of coaching language and stances through engagement in a planning conversation 	<p>Mentors utilize strategic coaching language and stances to address biases and plan standards aligned lessons accessible to every student.</p>	<p>Fabens Independent School District</p> <p>July 20, 2021</p>
<p>Analyzing Student Learning to Inform Equitable Instruction</p> <p><i>Time: 6 Hours</i></p> <p><i>Audience: Induction Mentors and Leaders who supervise</i></p>	<p>Coaching Cycles</p> <p>Data-Driven Instruction</p> <p>Learning Environment</p>	<ul style="list-style-type: none"> Gain an introduction to <i>Analyzing Student Learning</i> as a critical, collaborative process of inquiry to examine student work and inform instruction that meets the needs of every learner Explore the importance of knowing students to plan for culturally responsive teaching that addresses areas of need and supports student growth Examine how to maintain trust while 	<p>Mentors analyze formative assessments with teachers to examine inequities and inform culturally responsive strategies to support instruction.</p>	<p>Fabens Independent School District</p> <p>July 21, 2021</p>

<i>new teachers</i>		<p>providing effective feedback</p> <ul style="list-style-type: none"> Consider maintaining confidentiality while building a collaborative relationship with school leaders 		
<p>Assessing Growth and Deepening Practice</p> <p><i>Time: 6 Hours</i></p> <p><i>Audience: Induction Mentors and Leaders who supervise new teachers</i></p>	<p>Effective Mentoring Partnerships</p> <p>Coaching Cycles</p> <p>Data-Driven Instruction</p> <p>Learning Environment</p>	<ul style="list-style-type: none"> Strategically use tools, language, and conceptual frameworks to support teachers through the Teaching and Coaching Formative Assessment Cycle Use multiple data points to assess growth and deepen teacher practice Analyze data to reflect on professional practice and set next steps in sustaining Optimal Learning Environments for teachers Construct and deliver strategically crafted feedback 		<p>Fabens Independent School District</p> <p>July 22, 2021</p>
<p>Mentor Forum(s)</p>	<p>Effective Mentoring Partnerships</p> <p>Coaching Cycles</p> <p>Data-Driven Instruction</p> <p>Learning Environment</p>	<p>Content may include:</p> <ul style="list-style-type: none"> Analyze teacher observation and student formative assessment data (including student work) to monitor teacher progress and determine next instructional steps using the curriculum as a tool Practice delivering specific and actionable teacher feedback Engage in peer coaching where mentors co-observe a teacher, calibrate on their observations and instructional next steps Support professional growth as an instructional leader by participating in a continuous improvement cycle of 	<p>Mentors collaborate on problem(s) of practice.</p>	<p>Fabens Independent School District</p> <p>Spring 2022</p>



		goal-setting and reflection		
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Job-Embedded Professional Learning

To support year-long application of the professional learning described above, each mentor cohort will also participate in **at least one forum in the Spring** each year. Forums are a mix of online and in-person **3-hour sessions**. Through these forums, mentors will engage in the following topics:

- Analyze teacher observation and student formative assessment data (including student work) to monitor teacher progress and determine next instructional steps using the curriculum as a tool
- Practice delivering specific and actionable teacher feedback
- Engage in peer coaching where mentors co-observe a teacher, calibrate on their observations and instructional next steps
- Support professional growth as an instructional leader by participating in a continuous improvement cycle of goal-setting and reflection



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
EL PASO
Paul L. Foster School of Medicine

Wednesday, July 22, 2020
8 a.m. - Noon (English sessions)
1 - 5 p.m. (Sesiones de español)

“An Online SARS-CoV-2 / COVID-19 Educational Health Fair for the El Paso Community”

Presented by:

Texas Tech University Health Sciences Center El Paso
Paul L. Foster School of Medicine Medical Students and
Faculty

Register in advance for this webinar:

https://ttuhscep.zoom.us/webinar/register/WN_J8u0yMFjQayQAgU2CiEDEA

Objectives: *Upon completion of this health fair, the participant should be able to:*

- Exhibit increased awareness regarding SARS-CoV-2 / COVID-19.
- Learn how to harness SARS-CoV-2 / COVID-19 resources available to the El Paso community.
- Understand the importance of SARS-CoV-2 / COVID-19 protective measures and testing.

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TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER.
EL PASO
Paul L. Foster School of Medicine

“An Online SARS-CoV-2 / COVID-19 Educational Health Fair for the El Paso Community”

AGENDA: Wednesday, July 22, 2020

8 a.m. - Noon (English sessions)

8 - 8:30 a.m. – Overview of SARS-CoV-2 / COVID-19

8:30 - 9 a.m. – Different Types and Importance of Testing, How and Where to Get Tested

9 - 9:30 a.m. – Differences in SARS-CoV-2 / COVID-19 in Adults and Children

9:30 - 10 a.m. – Care Tips at Home for SARS-CoV-2 / COVID-19

10 - 10:30 a.m. – Importance of Mask Wearing and How to Make Masks and Hand Sanitizer at Home

10:30 - 11a.m. – Coping Mechanisms During the Pandemic

11 a.m. - Noon – Q&A session

1 – 5 p.m. (Sesiones de español)

1 - 1:30 p.m. – Descripción General del SARS-CoV-2 / COVID-19

1:30 - 2 p.m. – Diferentes Tipos e Importancia de las Pruebas, Cómo y Dónde Hacerse la Prueba

2 - 2:30 p.m. – Diferencias en SARS-CoV-2 / COVID-19 en Adultos y Niños

2:30 - 3 p.m. – Consejos de Cuidado en el Hogar para SARS-CoV-2 / COVID-19

3 - 3:30 p.m. – Importancia del Uso de Máscaras y Cómo Hacer Máscaras y Desinfectantes para Manos en Casa

3:30 - 4 p.m. – Mecanismos de Afrontamiento Durante la Pandemia

4 - 5 p.m. - Sesión de Preguntas y Respuestas



Differentiation for the GT Learner



TRAINING OVERVIEW

Using Depth and Complexity to differentiate curriculum and instructional practices is a proven way to create equitable, challenging, and efficient learning experiences for all students, especially the advanced population. The elements of Depth and Complexity are meaningful, inclusive thinking tools that enrich what teachers and students are doing.

This training will explore practical ways to become familiar with and utilize the elements of Depth and Complexity. We will focus on the *process* component of differentiation.

SESSION 1	DETAILS
<ul style="list-style-type: none">▪ What is the Depth and Complexity framework?▪ How does this framework help students and teachers?	<ul style="list-style-type: none">• Introduction to the depth and complexity framework• Getting to know the elements of depth and complexity• Activity• Concerns, challenges, questions• Applications
<p>SESSION 2</p> <p>What are some quick and efficient ways to help teachers and students get started utilizing depth and complexity?</p>	<ul style="list-style-type: none">• Consider and connect depth and complexity to practical classroom applications• Using organizers• Concerns, challenges, questions• Applications
<p>SESSION 3</p> <p>How can my students utilize multiple elements of depth and complexity to complete an academic task?</p>	<ul style="list-style-type: none">• Pathways—using multiple elements of depth and complexity• Organizers• Texas Performance Standards Project (TPSP)• Concerns, challenges, questions• Applications• Materials, resources• Final conversation

DIFFERENTIATION: AN ILLUSTRATION



Do all plants need the same amount of water?
How much is too much?
How much is not enough?

RIGOR VIA DIFFERENTIATION

“... a differentiated classroom provides different avenues to acquiring content [standards-based subject matter], processing or making sense of ideas [process], and to developing products [proving behavior].”

Carol Ann Tomlinson, *The Differentiated Classroom: Responding to the Needs of All Learners*

SESSION 1 OVERVIEW

- What is the Depth and Complexity Framework?
- How does this framework help students and teachers?

ELEMENTS OF DEPTH

- Refers to approaching or studying something from the *concrete to the abstract*, from the *known to the unknown*
- Requires students to *examine topics by determining* the facts, concepts, generalization, principles and theories related to them
- Refers to studying *many aspects* of a single topic

DEPTH ICONS



ELEMENTS OF COMPLEXITY

- Includes *making relationships, connecting* other concepts, and layering
- *Why/how approach* that *bridges* to other topics, subjects, or disciplines to enhance the meaning of a unit of study
- *Seeing relationships* between seemingly unconnected ideas or concepts

COMPLEXITY ICONS



REAL-WORLD CONNECTIONS

- Introducing Depth and Complexity
- Presentation activity

EXAMPLES OF CONNECTIONS

- Presentation activity
- Text/Media: “High School Training Ground,” Malcolm London

CONCERNS, CHALLENGES, QUESTIONS

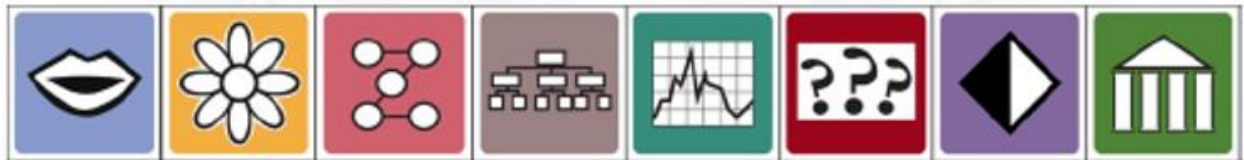
FREQUENTLY ASKED QUESTIONS

APPLICATIONS

- ...to the classroom
- ...to training others

THE DEPTH AND COMPLEXITY FRAMEWORK

Elements of Depth



Elements of Complexity



Content Imperatives



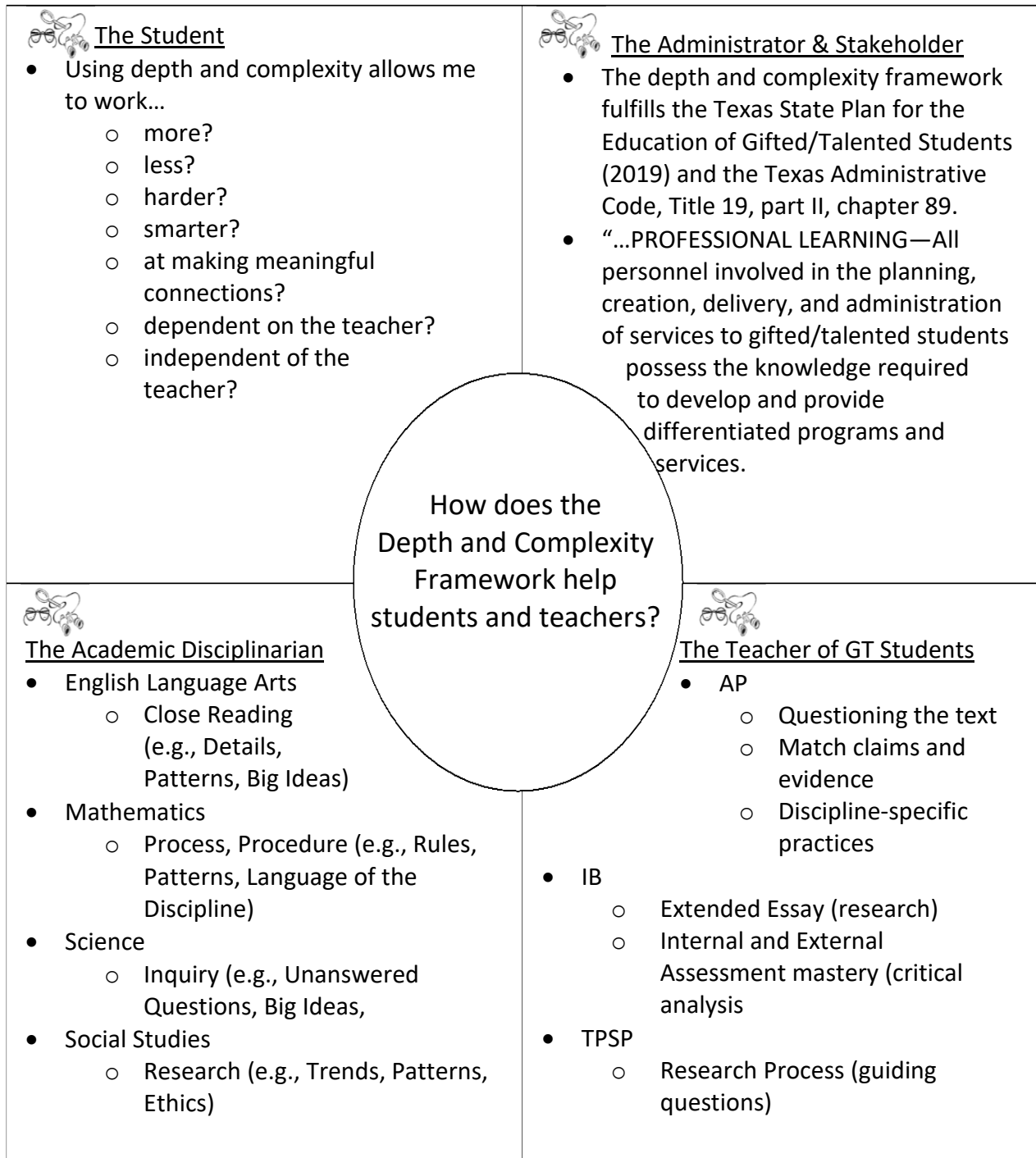
Think like a disciplinarian...

Geographer
Historian
Economist
Anthropologist
Political Scientist
Linguist
Geologist
Physicist
Biologist
Computer Scientist
Mathematician
Statistician

Universal Concepts

Power may be used or abused.
Change is inevitable.
Systems follow rules.
Structures have parts that interrelate.
Conflict is composed of opposing forces.
Relationships have logical or causal connections.
Exploration confronts the unknown.

FOUR PERSPECTIVES



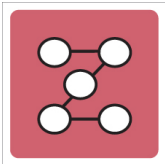
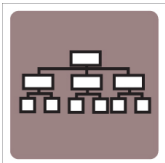
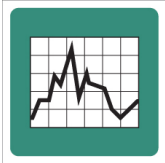





FINAL CONCLUSIONS OR UNANSWERED QUESTIONS

The Depth and Complexity framework provides:




- Flexibility in differentiating process
- Efficiency in delivering content
- Efficacy in preparing students for assessments
- Equity—timeless tools for enriching the classroom experience

DEPTH—DIG DEEPER INTO THE LAYERS OF YOUR STUDY

<u>DEPTH</u>	<u>ICON</u>	<u>ESSENTIAL CHARACTERISTICS</u>	<u>CONNECTIONS</u>
LANGUAGE OF THE DISCIPLINE		<ul style="list-style-type: none"> Specialized vocabulary in this study Common tools, methodology related to this academic discipline 	
DETAILS		<ul style="list-style-type: none"> Essential traits or characteristics Specific elements that define the topic Details of the details Examples that support Significance of evidence 	
PATTERNS		<ul style="list-style-type: none"> Repeated elements, events, ideas Order of events Predictability 	
RULES		<ul style="list-style-type: none"> Rules and order of the system Hierarchy of the structure Relationship of the information Ordering principle at work 	
TRENDS		<ul style="list-style-type: none"> Patterns that changed over time Factors (social, political, economic, geographic) influencing the trend 	
ETHICS		<ul style="list-style-type: none"> Beliefs or values people share Moral principles Elements that reflect bias, prejudice, discrimination Dilemmas or controversies Arguments emerging from the study of this topic 	

BIG IDEA		<ul style="list-style-type: none"> ▪ Generalizations, big idea, or theory about the topic ▪ Overarching statement best describing the topic ▪ Conclusions made based on the collection of facts and ideas 	
UNANSWERED QUESTIONS		<ul style="list-style-type: none"> ▪ Unexplored or not understood aspects ▪ Information that doesn't add up ▪ Incomplete information ▪ Conclusions that need further evidence ▪ Parts not yet proven 	

COMPLEXITY—STRETCH YOUR IDEAS THROUGH COMPLEX THINKING

<u>COMPLEXITY</u>	<u>ICON</u>	<u>ESSENTIAL CHARACTERISTICS</u>	<u>CONNECTIONS</u>
OVER TIME		<ul style="list-style-type: none"> ▪ Ideas related between the past, present, and future ▪ Ideas related within or during a particular time period ▪ Information affected by time ▪ Change—how and why... ▪ Factors that affect stability 	
MULTIPLE PERSPECTIVES		<ul style="list-style-type: none"> ▪ Pros and cons of the different viewpoints ▪ How different people view the events ▪ Questions or statements others have ▪ Advantages /disadvantages of diversity 	
ACROSS DISCIPLINES		<ul style="list-style-type: none"> ▪ The influence and relationship of a topic to other subject matters ▪ How ideas relate to other subjects 	

DC CONNECTIONS








TPSP 8TH GRADE SCIENCE: CHALLENGING THE SYSTEM



ESSENTIAL QUESTIONS (ELICIT)





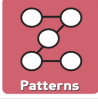
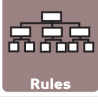
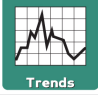
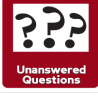
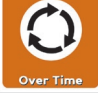
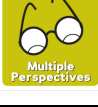

- What makes something a system?
- What are some examples of systems that you've observed in your environment, at home, or in school?
- How might you define a system? What makes something a system versus a collection of parts? How do the parts in a system function in relation to the whole?

We will demonstrate our understanding with a letter or an article highlighting our research of systems.

Tools		 Ocean Systems	 Weather Systems
	System <ul style="list-style-type: none"> ○ Cycles ○ Structures ○ Processes 		
	Basic Properties <ul style="list-style-type: none"> ○ Time ○ Space ○ Energy ○ Matter 		
	Change, Constancy		
	Interaction <ul style="list-style-type: none"> ○ Parts to Parts ○ Parts to Whole 		

EXAMPLES OF THE ELEMENTS OF DEPTH AND COMPLEXITY WITHIN THE DISCIPLINES

TAKEN FROM J Taylor Education. (2010). [Depth and Complexity Icon Cards](#)

TOOLS	LANGUAGE ARTS	SOCIAL SCIENCE	MATHEMATICS	SCIENCE
	literary themes archetypes thesis	exploration innovation power	systems validity accuracy	theories hypothesis change
	setting, character, plot thesis, evidence, commentary	documents statistics	numbers factors	parts key features of systems
	internal conflict plagiarism	justice human rights propaganda	statistics probability	scientific research bias
	rhetorical situation literary devices	historiography primary, secondary sources	algebraic terms variables	methodology matter, energy, motion, forces
	motifs hero's journey	timelines human behavior	probability algorithms	DNA solar system
	plot structure sentence structure	organizational elements	operations problem solving	measurement scientific method
	genre studies historical criticism	economics cultural practices	data collection, representation	environmental influences research trends
	author's intent shared inquiry	causality vs correlation ancient civilizations	math problems correlation	scientific inquiry current controversies
	character development historical context	contributions key ideas from past to present	historical development interpretation of data	innovation climate change
	claim, counterclaim characterization	worldviews cultural diversity	geometric constructions representation of data	exam all sides of scientific evidence
	conflict influence	conflict influence	conflict influence	conflict influence

ACTIVITY

VIDEO: www.ted.com/talks/malcolm_london_high_school_training_ground?language=en

TEDTALK: "HIGH SCHOOL TRAINING GROUND"

Malcolm London, Poet, Performer, Activist

May 2013

Young poet, educator and activist Malcolm London performs his stirring poem about life on the front lines of high school. He tells of the "oceans of adolescence" who come to school "but never learn to swim," of "masculinity mimicked by men who grew up with no fathers." Beautiful, lyrical, chilling.



1. 0:12 At 7:45 a.m., I open the doors to a building dedicated to building, yet only breaks me down. I march down hallways cleaned up after me every day by regular janitors, but I never have the decency to honor their names. Lockers left open like teenage boys' mouths when teenage girls wear clothes that covers their insecurities but exposes everything else. Masculinity mimicked by men who grew up with no fathers, camouflage worn by bullies who are dangerously armed but need hugs. Teachers paid less than what it costs them to be here. Oceans of adolescents come here to receive lessons but never learn to swim, part like the Red Sea when the bell rings.
2. 1:06 This is a training ground. My high school is Chicago, diverse and segregated on purpose. Social lines are barbed wire. Labels like "Regulars" and "Honors" resonate. I am an Honors but go home with Regular students who are soldiers in territory that owns them. This is a training ground to sort out the Regulars from the Honors, a reoccurring cycle built to recycle the trash of this system.
3. 1:40 Trained at a young age to capitalize, letters taught now that capitalism raises you but you have to step on someone else to get there. This is a training ground where one group is taught to lead and the other is made to follow. No wonder so many of my people spit bars, because the truth is hard to swallow. The need for degrees has left so many people frozen.
4. 2:05 Homework is stressful, but when you go home every day and your home is work, you don't want to pick up any assignments. Reading textbooks is stressful, but reading does not matter when you feel your story is already written, either dead or getting booked. Taking tests is stressful, but bubbling in a Scantron does not stop bullets from bursting.
5. 2:27 I hear education systems are failing, but I believe they're succeeding at what they're built to do -- to train you, to keep you on track, to track down an American dream that has failed so many of us all.



BACKGROUND

Young spoken-word poet Malcolm London has been called the "Gil Scott-Heron of this generation" (by Cornel West). His feisty, passionate performances take on the issues of the day, including the Chicago education system in which he grew up.

This poet wields a dynamic spirit for speaking engagements utilizing his feisty and passionate performances as words of encourage for next generations to tell their stories...The poet, performer and activist has performed on stages throughout his home city as well as across the United States. A member of the Young Adult Council of the prestigious Steppenwolf Theater, London brings vim and vigor to his energetic performances tackling tough contemporary issues head-on.

London attends University of Illinois at Chicago & is a member & co-chair of BYP100 Chicago Chapter, a national organization of black activists & organizers. Deeply interested in working on ways to improve the national education system, London regularly visits high schools, youth jails, colleges and communities to work with students on writing workshops and performances. London is currently devoted to being a youth advocate & coordinator of The Know Your Rights Project out of Northwestern Law School, a project dedicated to educating young people on their rights within the juvenile justice system, & continuing his work as teaching artist on staff at Young Chicago Authors, a program working to transform the lives of young people by cultivating their voices through writing, publication and performance education. His work has been featured on national outlets including CBS, NPR, The Huffington Post, The Root, and the Chicago Tribune.

PRESENTATION ACTIVITY

DIRECTIONS

- Briefly review your assigned element of depth or complexity (DC Element).
- As you read and watch the TED Talk, “High School Training Ground” by Malcolm London, find examples of your DC element by annotating on the transcript.
- Discuss your findings in your assigned group.
- Share your findings on a presentation slide or poster.
- Be sure to include an image and a minimum of two examples from the TED Talk.

GROUPS

- Group 1: Details
- Group 2: Language of the Discipline
- Group 3: Ethics
- Group 4: Multiple Perspectives
- Group 5: Big Ideas

SEQUENCE

1. 3-5 min: Review assigned DC element (see handout, pp. 13-17).
2. 3-5 min: Read the transcript of the TED Talk; connect DC element with examples.
3. 3 min: Watch the TED Talk; connect DC element with examples.
4. 5-7 min: Discuss findings with your DC element group; add examples from discussion.
5. 5-10 min: Put together your slide or poster (two examples and an image that symbolizes your findings).
6. 1-2 min: Presentation (designate one or two students to speak).

MATERIALS/RESOURCES

KEY POINTS TO REMEMBER

- Time: Too much time will lead to minimal work, therefore, keep each step of this activity moving by monitoring students.
- The icons related to the element of depth and complexity help with remembering what each element means.
- The more you use these activities (jigsaw, slide presentations, icon as organizer), the more efficient students become.
- Variation: Don't have laptops to use? Using poster paper and markers, students can collaborate on their findings and create a “table-cloth” presentation.

Name:



DETAILS

Directions:

1. Consider the important details you discovered from your study of the assigned topic.
2. Sort and illustrate these details as they relate to the following:
 - Essential traits or characteristics
 - Specific elements that define the topic
 - Details of the details
 - Supportive examples and evidence

Name:

LANGUAGE OF THE DISCIPLINE

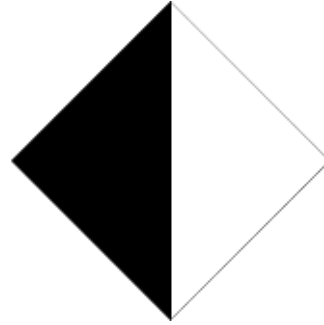


Directions:

1. Consider the important details you discovered from your study of the assigned topic.
2. Sort and illustrate these details as they relate to the following:
 - What is the academic discipline you are using in your study of this topic?
 - Specialized vocabulary in this study
 - Common tools, methodology related to this academic discipline
 - Details from this study connected to specialized vocabulary and/or methodology

Name:

ETHICS



Directions:

1. Consider the important details you discovered from your study of the assigned topic.
2. Sort and illustrate these details as they relate to the following:
 - Beliefs or values people share
 - Moral principles
 - Elements that reflect bias, prejudice, discrimination
 - Dilemmas or controversies
 - Arguments emerging from the study of this topic

Name:

MULTIPLE PERSPECTIVES



Directions:

1. Consider the important details you discovered from your study of the assigned topic.
2. Sort and illustrate these details as they relate to the following:
 - Pros and cons of the different viewpoints
 - How different people view the events
 - Questions or statements others have
 - Advantages/disadvantages of diversity

Name:

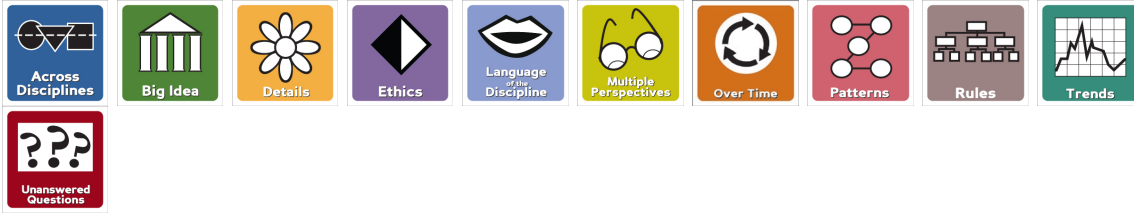
BIG IDEAS

A graphic organizer for 'BIG IDEAS' consisting of a large left-pointing chevron shape on the left, connected by a vertical line to four horizontal rectangular boxes stacked vertically on the right. Each box contains a small orange square with a white starburst icon and a small '1' below it.

Directions:



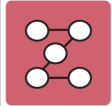
1. Consider the important details you discovered from your study of the assigned topic.
2. Sort and illustrate these details as they relate to the following:
 - Generalization, big idea, or theory about the topic
 - Overarching statement best describing the topic
 - Conclusions made based on the collected facts and ideas

EXIT NOTE REFLECTIONS: Introducing Depth and Complexity



What is the Depth and Complexity Framework?
 How does this framework help students and teachers?
 The goals of this session:

- To explore and consider practical connections between course work and the depth and complexity framework
- To utilize two to three elements of depth and complexity within a course assignment
- For teachers of all content areas to leave this session feeling confident in their abilities to introduce depth and complexity icons to their students

<p>3 ESSENTIAL DETAILS</p> 			
<p>2 CONNECTIONS / APPLICATIONS TO MY CLASSROOM</p> 			
<p>1 MY NEXT STEPS</p> 			

SESSION 2

- What are some quick and efficient ways to help teachers and students get started utilizing depth and complexity?
- Approximately 2 hours
- Consider and connect depth and complexity to practical classroom applications.
- Using Organizers
 - DC Icons
 - Circle Thinking Map
 - Frames
 - Evidence Chart
- Concerns, Challenges, Questions
- Applications

Name:



CHANGE OVER TIME

Directions:

1. Consider the important details you discovered from your study of the assigned topic.
2. Sort and illustrate these details as they relate to the following:
 - Ideas related between the past, present, and future
 - Ideas related within or during a particular time period
 - Information affected by time
 - Change—how and why
 - Factors that affect stability

ACTIVITY: CIRCLE THINKING MAP

Taken from *Eduprotocol Field Guide*, Marlena Hebern & Jon Corippo

DIRECTIONS

- Briefly review the Circle Thinking Map (the center circle, the second circle, the outer frame).
- Read the key details about your assigned DC element, noting the icon, and your own possible definitions, synonyms, and questions for that icon.
- Complete the center and second circles of your Circle Thinking Map.
- As you read and watch the TED Talk, “High School Training Ground” by Malcolm London, find examples of your DC element by annotating on the transcript.
- In your Circle Thinking Map, write down examples from the TED Talk that connect to your assigned DC element.
- Discuss your findings in your assigned group.
- As a group, decide who will complete each element of your presentation:
 - a. Title with icon
 - b. Icon and definitions, questions
 - c. Examples (minimum of three) with a one-sentence commentary
- Share your findings in your slide or on your poster.

GROUPS

- Group 1: Details
- Group 2: Language of the Discipline
- Group 3: Ethics
- Group 4: Multiple Perspectives
- Group 5: Big Ideas

SEQUENCE

1. 3-5 min: Review/complete Circle Thinking Map (p.22) with DC icon and definitions (pp. 7-8).
2. 3-5 min: Read the transcript of the TED Talk. Connect DC definitions with examples.
3. 5 min: Discuss findings to your DC element group; in your Circle Thinking Map, add examples from discussion.
4. 1-2 min: Students decide which slide to work on.
5. 5-8 min: Put together your slide or poster.
6. 1-2 min: Presentation (designate one or two students to speak).

MATERIALS/RESOURCES

TED Talk, “High School Training Ground” by Malcolm London

KEY POINTS TO REMEMBER

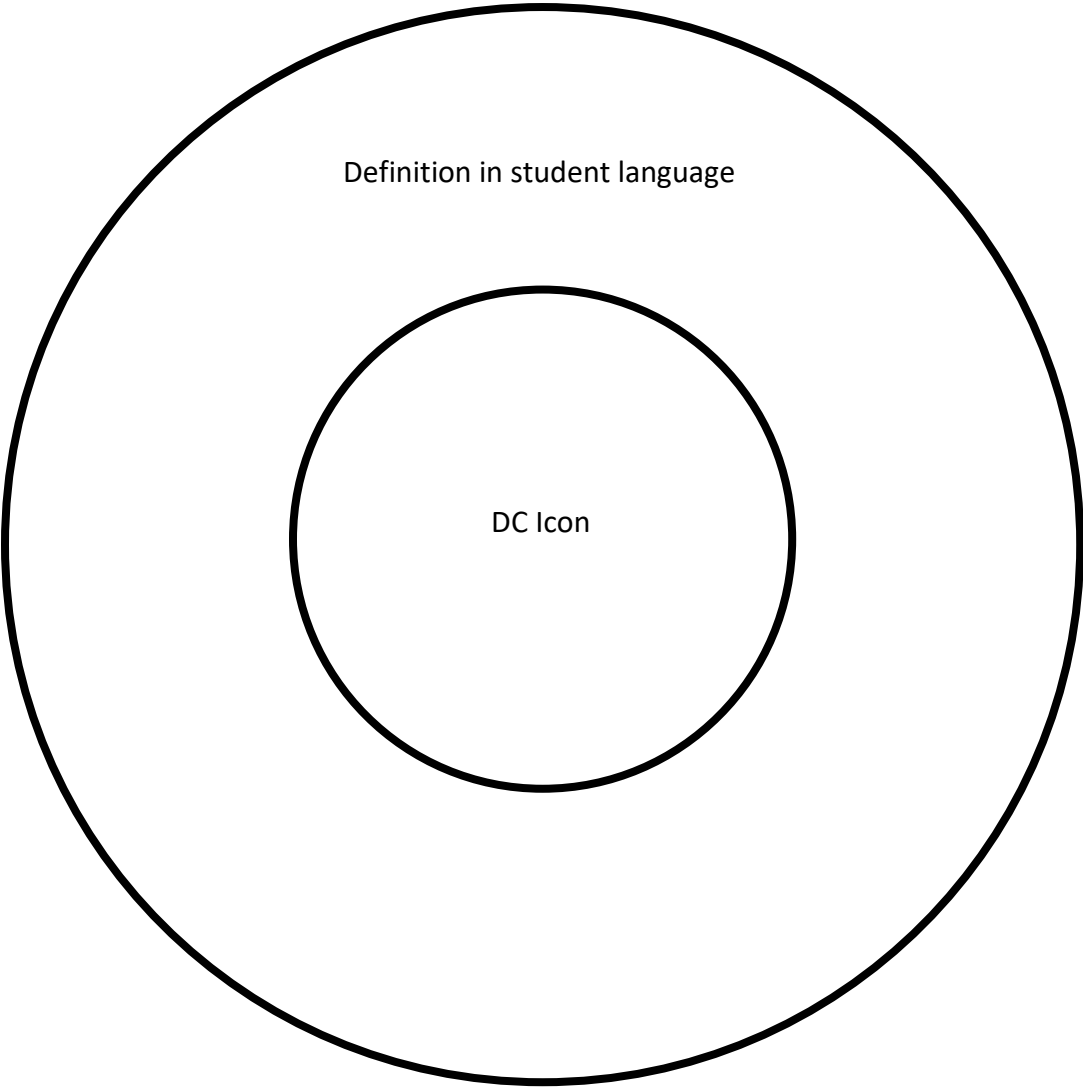
- Too much time will lead to minimal work, therefore, keep each step of this activity moving by monitoring students.
- The icons related to the element of depth and complexity help with remembering what each element means.
- The more you use this activity, the more efficient students become.
- Variation: Don’t have laptops to use? Using poster paper and markers, students can collaborate on their findings and create a “table-cloth” presentation.

INTRODUCTION TO DEPTH AND COMPLEXITY

USING THE CIRCLE THINKING MAP

Frame of Reference _____

Examples of the DCC thinking paths found within the text

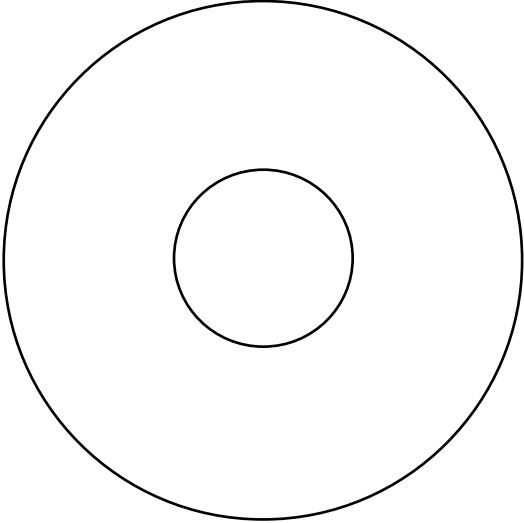
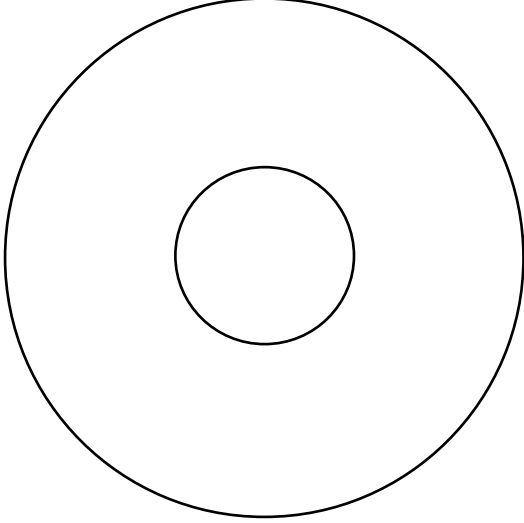
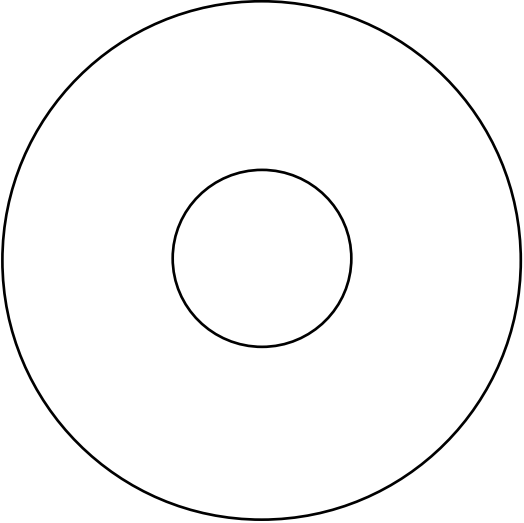
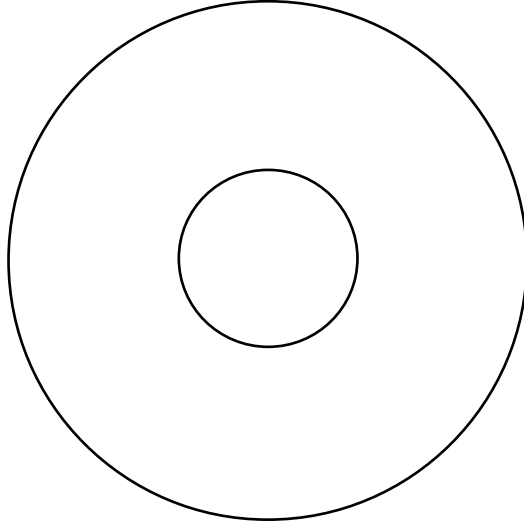



Circle Thinking Map

Skill	Explanation	What it Looks/Sounds Like
Define the Topic	What term or concept do my students need to define and connect examples to?	Draw the depth or complexity icon.
Formulate Definitions	What is the definition or synonym of the concept/term?	Define the DC icon in your own words. Provide two to four definitions/synonyms.
Determine the Reference	What is the reference or source (text, film, unit, experiment) students will draw examples from?	Students will read and annotate the story <i>The Giving Tree</i> .
Complete the Map	Connect the definition of the DC icon to examples from the source. Provide two to four examples from the source.	Identify and state two to four examples from <i>The Giving Tree</i> to the DC icon.
Utilize the Circle Thinking Map for Further Activity	The information from the circle thinking map can be utilized to connect to other concepts/terms completed by other groups/students.	Using the four-square Circle Thinking Map, find at least three other DC icons and complete the map.


Introduction to Depth and Complexity

Circle Thinking Map





<p>Frame of Reference _____</p> <p>Examples from the Frame of Reference</p> 	<p>Frame of Reference _____</p> <p>Examples from the Frame of Reference</p> 
<p>Frame of Reference _____</p> <p>Examples from the Frame of Reference</p> 	<p>Frame of Reference _____</p> <p>Examples from the Frame of Reference</p> 
	

FRAMES OVERVIEW

How can we introduce the multiple elements of depth and complexity to our students?

<p>FRAMES</p> <ul style="list-style-type: none"> ▪ Highlight, extend, enhance, and focus attention on required instructional content. 	<p>EXAMPLES OF FRAMES</p> <ul style="list-style-type: none"> • Frame: Inside—Out • Frame: Outside—In • Frame: DC Icon • Lit Circle Roles • Think like a Disciplinarian
<p>ELEMENTS OF DEPTH</p> <ul style="list-style-type: none"> ▪ Dig deeper into the layers of your study ▪ Refers to approaching or studying something from the <i>concrete to the abstract</i>, from the <i>known to the unknown</i> 	<p>EXAMPLES OF DEPTH</p> 
<p>ELEMENTS OF COMPLEXITY</p> <ul style="list-style-type: none"> ▪ Stretch your ideas through complex thinking—see the relationships, connect other concepts between seemingly unconnected ideas or concepts. 	<p>EXAMPLES OF COMPLEXITY</p> 
<p>THINKING SKILLS</p> <ul style="list-style-type: none"> ▪ Activate and intensify the intellectual demand. 	<p>EXAMPLES OF THINKING SKILLS</p> <ul style="list-style-type: none"> • Remembering, Understanding, • Applying, Analyzing, • Evaluating, Creating
<p>ICONIC STATEMENTS</p> <ul style="list-style-type: none"> ▪ Icons in pairs or sets to provide increased sophistication or complexity of the study 	<p>EXAMPLES OF ICONIC STATEMENTS</p> <ul style="list-style-type: none"> ▪ Depth + Depth + Thinking Skills ▪ Depth + Complexity + Thinking Skills ▪ Complexity + Complexity + Thinking Skills











FRAMES

SKILL	EXPLANATION	WHAT IT LOOKS/SOUNDS LIKE...
Define the Task	<p>State the TASK, STANDARD, or GOAL.</p> <p>What thinking skill will be used?</p> <p>Suggestions:</p> <ul style="list-style-type: none"> • Can be a district or state standard • Can be a question prompt from one of the depth or complexity elements • Think Like a Disciplinarian, Role, Lit Circle • Should be in a question format 	<p>Example:</p> <p>Select and present passages based on what you find interesting, helpful, and/or an appropriate example of the author’s use of a literary device.</p> <p>What words or phrases best describe this story, main conflict, or character?</p>
Determine the Pathway	<p>What elements of depth or complexity will help complete the task?</p> <p>Suggestions:</p> <ul style="list-style-type: none"> • Can use four different DC • Can use only one DC on each part of the frame • Can use the question prompts for the DC used in the frame 	<ul style="list-style-type: none">  Literary device  Details of important events  Plot structure  Theme
Decide the Approach	<p>Inside to the outside:</p> <ul style="list-style-type: none"> • The focus of the investigation will be the inside, the center of the frame. The center drives the investigation. • Information discovered using the outside frame must be connected to the center. <p>Outside to the inside:</p> <ul style="list-style-type: none"> • The center of the frame is the conclusion (summary, illustration, analogy, take-away, culmination) of all the findings from the outside of the frame. <p>Suggestions:</p> <ul style="list-style-type: none"> • Content Imperatives are perfect for the center part of the frame. 	<p>INSIDE-OUT: Break it down! Cite a key passage from last week’s reading assignment that reveals a literary device or devices.</p> <p>OUTSIDE-IN: Culminate, illustrate! Provide a photograph from Google Images or your own from Photoshop that would be an artistic representation of the author’s tone, mood, or imagery.</p>
Application	<p>Complete the frame.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> • Students can work individually. • Students can work in collaborative groups. <ul style="list-style-type: none"> ○ Each member can work on a part of the frame. ○ Jigsaw: Each member can meet with like members from other groups to complete their assigned part of the frame. • The frame can be the “blueprint” for a bigger final poster presentation as well as a guide for group discussion. 	


Depth and Complexity Frames


Name: _____

Topic: Big Ideas in...


TASK	What generalizations, big ideas, or conclusions can be made about _____?									
PATHWAY	 Across Disciplines	 Big Idea	 Details	 Ethics	 Language of the Discipline	 Multiple Perspectives	 Over Time	 Patterns	 Rules	 Trends

List five details that stand out to you regarding this topic.







State an example of words that create an image.



What generalizations, big ideas, or conclusions can be made about _____?



What values, dilemmas, or controversies are involved in _____?






How do different people view the events?

THINKING SKILLS: INTENSIFY THE INTELLECTUAL DEMAND






THINKING SKILLS (Ascending intellectual demand)					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Define	Summarize	Employ	Interpret	Justify	Compose
List	Describe	Illustrate	Compare	Conclude	Propose
State	Explain	Calculate	Contrast	Assess	Design
Label	Identify	Change	Categorize	Determine	Speculate
Specify	Paraphrase	Demonstrate	Infer	Prove	Generalize
Recall	Match	Relate	Arrange	Appraise	Construct
Consider	Characterize	Dramatize	Distinguish	Rank	Produce




Taxonomy	DCC	Statement
State		State the details of the character. 
Interpret		Interpret the multiple perspectives of the historical event. 
Evaluate		Evaluate the ethical issues in the text. 

ILLUSTRATOR

Name: _____

<p>TASK</p>	<p>Your task is to create a picture related to the reading and/or to your experience with the reading. What big picture is the author creating? TEKS 110.31.B.7–Reading/Comprehension of Literary Text/Sensory Language Students understand, make inferences, and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.</p>
<p>PATHWAY</p>	<p>  Literary elements  Details of important events  Plot structure  Theme  Connection to the world/self </p>


Five key details of this story’s plot structure (character, conflict, setting, plot, etc.,) to illustrate



Some images that come to mind when I think about the theme


[Text/quote with page number]

Description of image(s)



My Final Illustration

[Place your illustration here, on the back, or attached to this frame.]

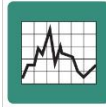


Some images that come to mind when I think about a character, the conflict, the setting, or the language used in the story

[Text/quote with page number]






Description of image(s)

Explore and note two or three other illustrations, pictures, or dramatizations from other media (internet, magazines, newspaper) that help visualize the story. Be sure to connect the image with a character or scene from the story.




HISTORIAN



Name: _____

TASK	<p>Historians study records of events and prepare written accounts based on research. Explain the multiple perspectives and significance of events or figures and offer interpretations of them.</p> <p>TEKS 133.42.C.28.b—analyze sources for frame of reference, historical context, and point of view to interpret historical events</p>
PATHWAY	<p>  Essential elements, significance  Key ideas  Trends  Conflict  Multiple perspectives </p>


State five to eight key aspects of the historical event/figure.




What are the perspectives to this event/figure?

My interpretation of the significance of this historical event/figure



What trends played a factor in this event/figure?















What issues or conflicts are revealed when considering other viewpoints?


ECOLOGIST



Name: _____

TASK	<p>Ecologists study the interrelationships between organisms and their environments. Find out how the living organisms in an ecosystem interact with each other and within the environment.</p> <p>TEKS 112.B.12—Organisms and environments...know that living systems at all levels of organization demonstrate the complementary nature of structure and function.</p>
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PATHWAY	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%; border: none;"> Key ecological terms</td> <td style="width: 25%; border: none;"> Details of organisms, environments, systems</td> <td style="width: 25%; border: none;"> Structure of environment</td> <td style="width: 25%; border: none;"> Trends</td> </tr> </table>	 Key ecological terms	 Details of organisms, environments, systems	 Structure of environment	 Trends
 Key ecological terms	 Details of organisms, environments, systems	 Structure of environment	 Trends		

Note and define five to eight key ecological terms from the text or video.



Explain the important parts of the structure of the environment.


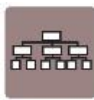





Illustration of the structure of the environment





What factors converge to sustain/damage the structure of the environment?




Describe how the important parts interact with other parts.

TEKS Mathematics–Algebra 1

Name: _____

TASK	TEKS 111.39.C.1.B–Knowledge and Skills–Mathematical Process Standards. The student is expected to use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.
PATHWAY	 Details  Rules, structure  Strategy  Problem-solving tools

Analyze the details of the given information.




Formulate a plan or strategy.

What steps or procedures will I take to solve the problem?

Essential Question:




What is the best way to solve the following _____?



Determine a solution.

What tools or techniques can I use to come up with a solution?

Best solution:










Justify the solution.

How are the details of the solution reasonable?

TEKS Mathematics–Algebra 1


Name: _____

TASK	<p>TEKS 111.39.C.1.B–Knowledge and Skills–Mathematical Process Standards. The student is expected to use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>TEKS 111.39.C.8.A–Quadratic functions and equations. Solve quadratic equations having real solutions by factoring, taking square roots, completing the square, and applying the quadratic formula.</p>
PATHWAY	 Details  Rules, structure  Strategy  Problem-solving tools

Analyze the details of the given information. 

Core details: Solutions for $ax^2 + bx + c = 0$.

- When $a > 0$, $ax^2 + bx + c = 0$ has two real solutions, $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$.
- When $a = 0$, $ax^2 + bx + c = 0$ has one real solution, $x = -\frac{c}{b}$.
- When $a < 0$, $ax^2 + bx + c = 0$ has no real solutions.



Formulate a plan or strategy.

What steps or procedures will I take to solve the problem?

- Isolate $ax^2 + bx + c$ on one side of the equation to obtain $ax^2 + bx + c = d$.
- Solve by taking the square root of each side.
- Check core details of taking square roots.

Essential Question:

What is the best way to solve the following quadratic equation?

$(x - 1)^2 = 36$

Take the square root of each side.


$x - 1 = \pm 6$

Add 1 to each side.

The solutions are:

$x = 1 + 6 = 7$ and

$x = 1 - 6 = -5$






Determine a solution.

What tools or techniques can I use to come up with a solution?

- Factoring
- Taking square roots
- Completing the square
- Applying the quadratic formula

Best solution:

Taking square roots

Justify the solution.

How are the details of the solution reasonable?

By considering the core detail when $a > 0$, $ax^2 + bx + c = 0$ has two real solutions, $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$.

There are two real solutions to $(x - 1)^2 = 36$

Depth and Complexity Frames

Name: _____

TASK	
PATHWAY	         

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ICONIC STATEMENTS: USE THINKING SKILLS WITH DEPTH AND COMPLEXITY COMBINATIONS



THINKING SKILLS (Ascending intellectual demand)					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Define	Summarize	Employ	Interpret	Justify	Compose
List	Describe	Illustrate	Compare	Conclude	Propose
State	Explain	Calculate	Contrast	Assess	Design
Label	Identify	Change	Categorize	Determine	Speculate
Specify	Paraphrase	Demonstrate	Infer	Prove	Generalize
Recall	Match	Relate	Arrange	Appraise	Construct
Consider	Characterize	Dramatize	Distinguish	Rank	Produce










Thinking skills—Iconic Statements

- Change the thinking skill levels.
 - Recognize the **patterns** of the **rules**.
 - Categorize the **patterns** of the **rules**.
 - Interpret the **patterns** of the **rules**.
 - Synthesize the **patterns** of the **rules**.
 - Change the first icon in the iconic statements.
 - Analyze the **unanswered questions** of the **rules**.
 - Analyze the **changes over time** of the **rules**.
 - Analyze the **across the disciplines perspective** of the **rules**.
 - Change the second icon in the iconic statements.
 - Analyze the **patterns** of the **rules**.
 - Analyze the **patterns** of the **ethical issues**.
 - Analyze the **patterns** of the **multiple perspectives**.
- Identify the **details** that form **rules** (math rules, algebraic equations, cell division).
 - Describe the **pattern** of **multiple perspectives** (religious beliefs, community helpers).
 - Compare **details** within the **rules** (between two schools, diseases, planets).
 - Determine the **big idea** of the **trends** (stock market, character behavior).
 - Categorize the **ethics** of the **trends** (plot, character development).
 - Combine **perspectives** to lead to new **rules**.
 - Distinguish the **multiple perspectives** from **across the disciplines**.
 - Recognize **rules** of the **language of the discipline**.
 - Determine how **ethical issues** lead to new **rules**.
 - Explain how the **details** converge into the **big idea**.

EVIDENCE CHART

Name: _____

Topic: _____


	         






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CLOSE READING FOLDABLE

Name: _____

Directions: Read the text and complete the following:

Title of Text:		Name of author:		Genre: Short story Article Chapter Art Textbook Media:	
Reason for reading/viewing:					
Examining Changing Understanding Analyzing	 Thinking Tool	Helps me...	Understand Realize Change See Explain	Author's point of view Thinking tool or goal	

<p>1st READ Describe the Big Idea</p> 	<p>2nd READ Prove with evidence how the author feels about the topic</p>  	<p>3rd READ Explain the influence of the author's point of view</p> 
		

CLOSE READING FOLDABLE

Name:

Directions: Read the text and complete the following:

Title of Text:		Name of author:		Genre: Short story Article Chapter Art Textbook Media:	
Reason for reading/viewing:					
Examining Changing Understanding Analyzing	Thinking Tool	Helps me...	Understand Realize Change See Explain	Thinking tool or goal	

1 st READ	2 nd READ	3 rd READ
↔		↔




EXIT NOTE REFLECTIONS: DEPTH AND COMPLEXITY AND PERSPECTIVES



What are some quick and efficient ways to help teachers and students get started utilizing depth and complexity?

The goals of this session:

- To consider and connect depth and complexity to practical classroom applications using DC Icons, Circle Thinking Map, Frames, and the Evidence Chart as graphic organizers.

	Teacher:	Student:	The Reluctant:
<p>3</p> <p>PERSPECTIVES</p>  <p>How do the following see how DC can be used?</p>			
<p>2</p>  <p>Essential DETAILS to remember for one of the perspectives noted above</p>			
<p>1</p>  <p>MY NEXT STEPS</p>			

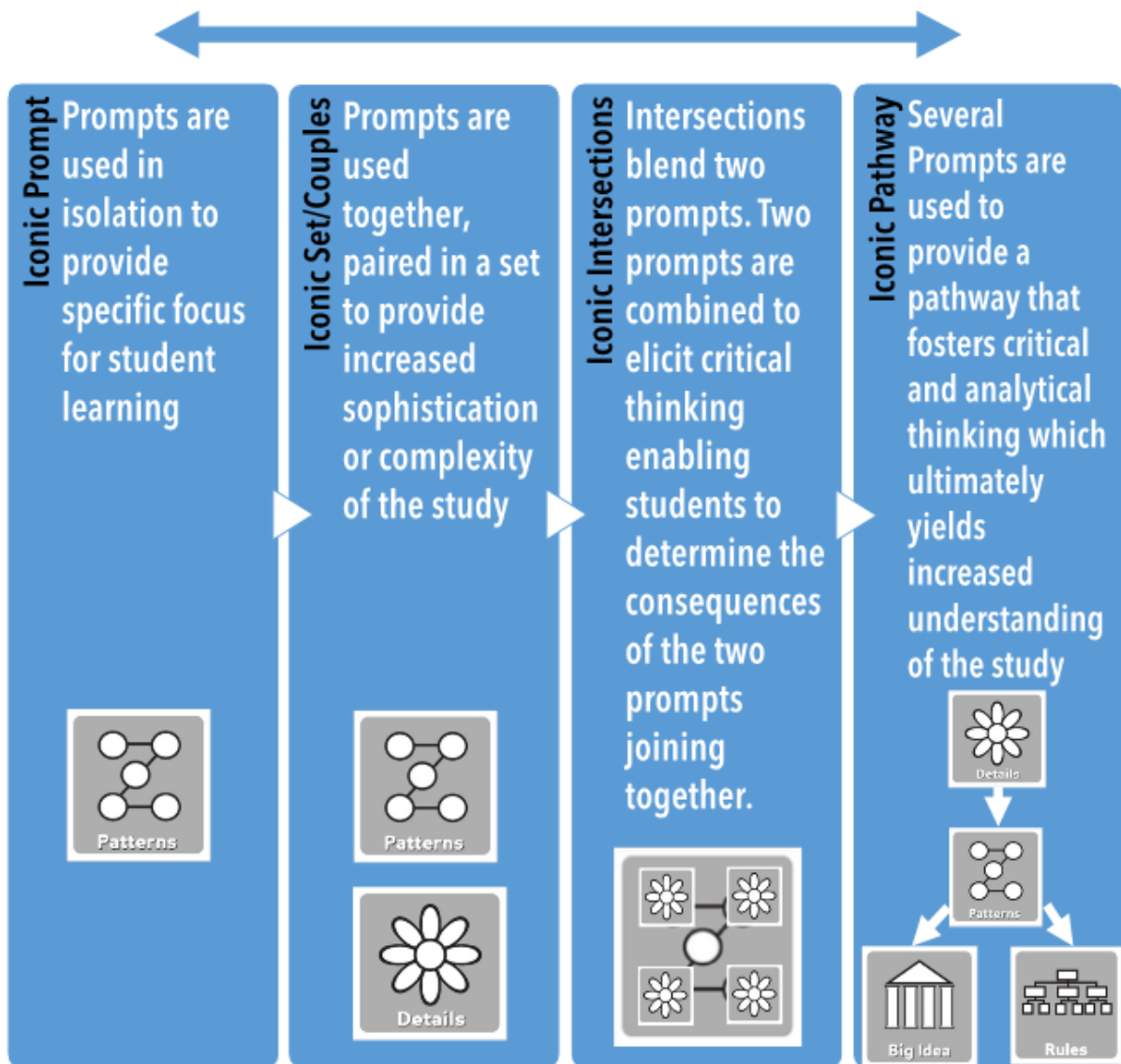
SESSION 3

How can my students utilize multiple elements of depth and complexity to complete an academic task?

Approximately 2 hours

- Pathways—using multiple elements of depth and complexity
- Organizer—Pathways
- Texas Performance Standards Project (TPSP)
- Concerns, Challenges, Questions
- Applications
- Materials, Resources

DEPTH AND COMPLEXITY: MOVING FROM THE SIMPLE TO THE COMPLEX



Name:

DC PROCESS: MATH SAMPLE



State the Problem:

Peter has four horses. Each horse eats four pounds of oats twice a day. How many pounds of oats does he need to feed his horses for three days?



UNANSWERED QUESTIONS

What is the unanswered question?

How many pounds of oats does he need to feed his horses for three days?



DETAILS

What are some important details you can use to answer the question?

(Sift through the details to determine what is needed to answer your question.)

Four horses

Each horse eats four pounds of oats, twice a day.



RULES

What formula (rule) dictates how this system works?

Each horse eats 4 lbs x 2 = 8 lbs each day.

8 lbs x 3 days = 24 lbs per horse.

24 lbs x 4 horses = 96 lbs.



MULTIPLE PERSPECTIVES

- Check the answer from a different perspective.
- Do not just redo the problem. You just risk completing it incorrectly twice.
- Instead, complete the inverse procedure.
- Start with your answer and break it up.

96 lbs of food for 3 days = $96/3 = 32$ lbs each day

32 lbs/4 horses = 8 lbs each day

8 lbs/2 times a day = 4 lbs each time

Name:

DC PROCESS:



State the Problem:



UNANSWERED QUESTIONS

What is the unanswered question?



DETAILS

What are some important details you can use to answer the question?

(Sift through the details to determine what is needed to answer your question.)



RULES

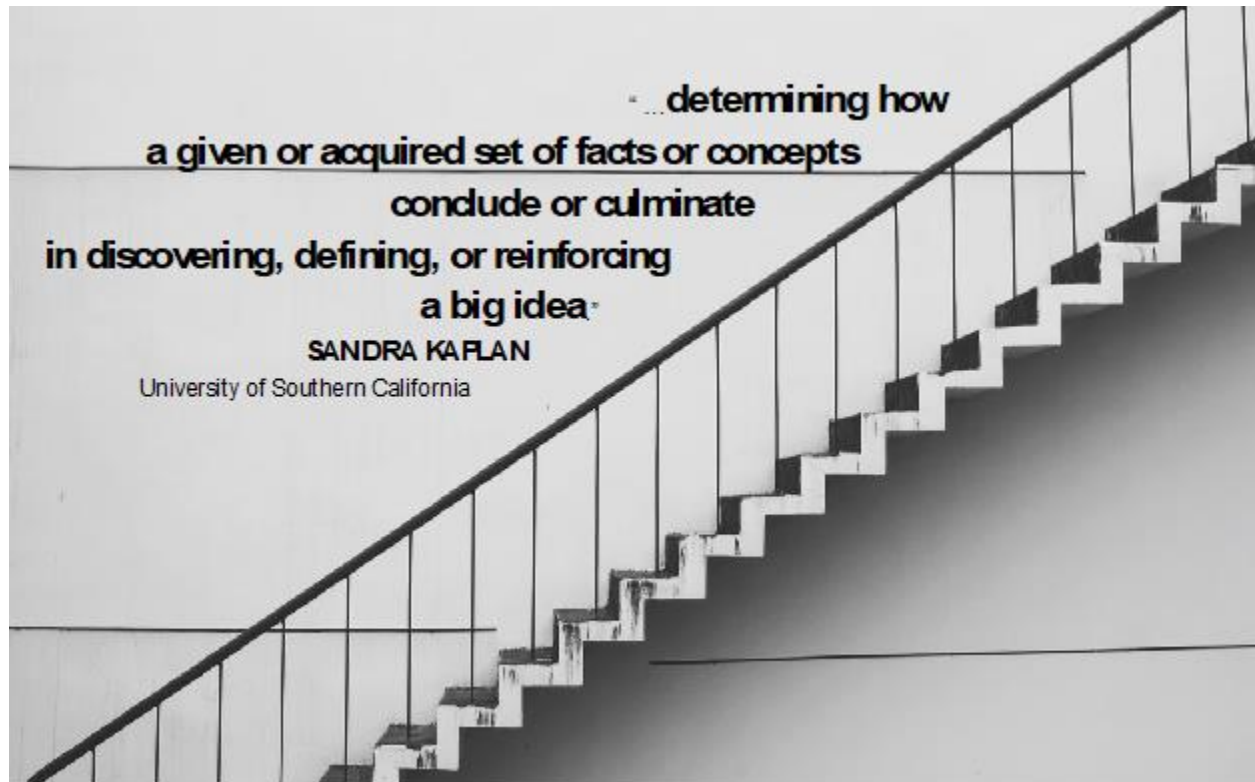
What formula (rule) dictates how this system works?





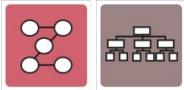
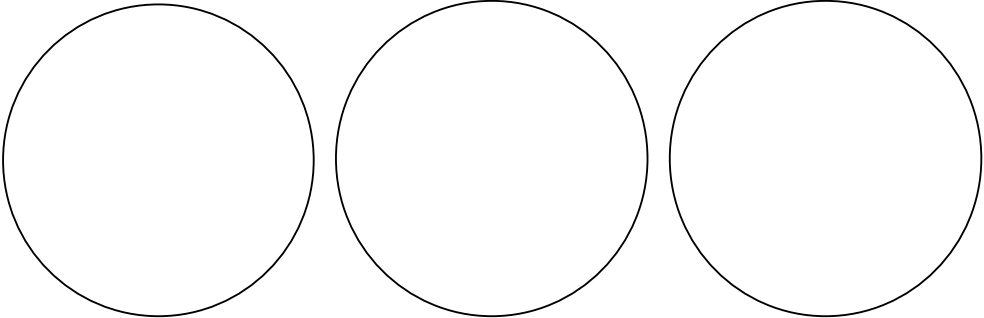
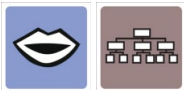




MULTIPLE PERSPECTIVES



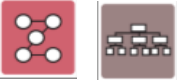
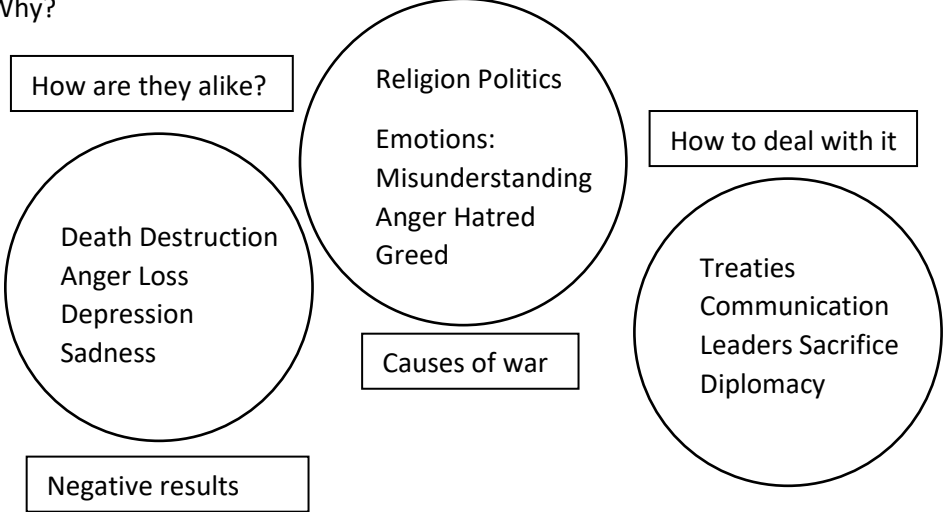

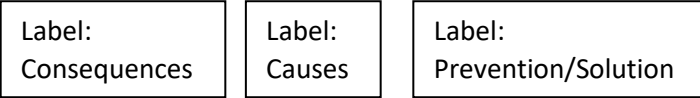

- Check the answer from a different perspective.
- Do not just redo the problem. You just risk completing it incorrectly twice.
- Instead, complete the inverse procedure.
- Start with your answer and break it up.


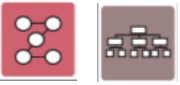

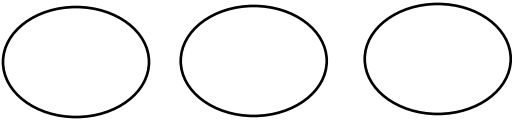

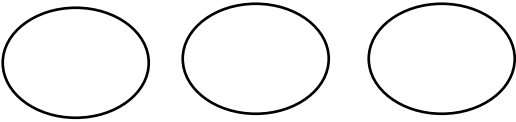
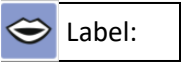
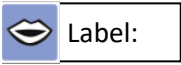
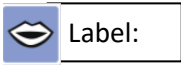

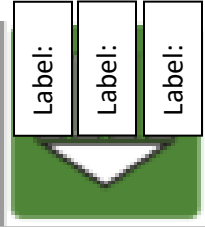
INDUCTIVE REASONING CONCEPT DEVELOPMENT



1. Identify and interpret the meaning and relevance of the facts or concepts
 - Skills: Brainstorm, list, compare, prioritize, differentiate fact from opinion
 - Critical skill: Judge with criteria
2. Organize the facts or concepts to derive their meaning; hypothesize
 - Skills: Sequence, categorize
 - Critical skill: Relate
3. State the big idea emerging from the meaning of the facts or concepts
 - Skills: Describe, identify the main idea
 - Critical skill: Prove with evidence

<h1>CONCEPT DEVELOPMENT</h1>	NAME: _____
ESSENTIAL QUESTION	
<u>SKILL</u>	RESPONSE/DETAILS 
BRAINSTORM & LIST 	Answers to Essential Question...
GROUP & SUPPORT 	<p>Which items would you group together because they are alike in some way? Why?</p>  <p>How are they alike?</p>
LABEL & SUPPORT 	<p>Thinking about the reasons for the groups we have made...</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="480 1329 745 1415">  Label: _____ </div> <div data-bbox="813 1329 1078 1415">  Label: _____ </div> <div data-bbox="1146 1329 1411 1415">  Label: _____ </div> </div> <p>What would be some good labels for these groups? Why? Why is that an appropriate label?</p> <hr/> <hr/> <hr/>
GENERALIZATION  STATE GENERALIZATION [THE ANSWER TO THE ESSENTIAL QUESTION]	<p>Based on our discussion, what general statement can you make about _____?</p> <p>What in our discussion makes you think that?</p>

CONCEPT DEVELOPMENT	Name: Stu Dent Language Arts 2/PreIB/H Date: 09/21/2019 Score:
Essential Question	What comes to your mind when I say "war"?
Skill	Response/Details 
Brainstorm and list 	Answer to essential question: Death Destructions Bombs Confusion Battles Politics Fear Anger Money Greed Land Religion Faith Weapons Treaties World War 2 Hatred Unrest Soldiers Technology Conflict Confrontation Hostilities Peace Combat Grief Sadness Loss Power Defense Race Leaders Sacrifice Causes Consequences Prevention Diplomacy
Group and support 	Which items would you group together because they are alike in some way? Why? 
Label and support 	Thinking about the reasons for the groups we have made...  <p>What would be some good labels for these groups? Why? Why is that an appropriate label?</p> <p>Consequences: This group of details all relate to the results of war.</p> <p>Causes: These details show how wars may get started.</p> <p>Prevention/Solution: What are some ways to deal with or stop wars? These details are some possibilities.</p>
Generalization  State Generalization (the answer to the essential question)	Based on our discussion, what general statement can you make about war? <i>Wars can be prevented with good communication, great leadership, give and take from opposing forces, and diplomacy.</i> <i>Wars always have negative consequences.</i> <i>Wars begin when there is a mixture of anger, hatred, greed, and misunderstanding.</i> <i>Religion and politics are possible causes of war.</i> What in our discussion makes you think that?



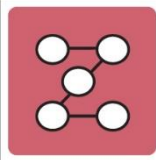



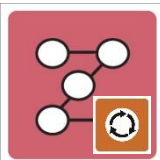











Inductive Reasoning		
CONCEPT DEVELOPMENT		
Adapted from Wendy Hayes-Ebright, LBUUSD Gate		
Main Skill	Details	What it Looks/Sounds Like
Brainstorm and list 	State Essential question, or Start with... What comes to mind when I say ___? What do you know or remember about ___?	Students brainstorm ideas
Group and support 	Which items would you group together because they are alike in some way? Why? How are they alike?	Forced choice by  
Label and support 	Thinking about the reasons for the groups we have made... What would be some good labels for these groups? Why? Why is that an appropriate label?	Label groups by    
Generalization 	Based on our discussion, what general statement can you make about ___? What in our discussion makes you think that?	State generalization [the answer to the essential question] 

CONCEPT ATTAINMENT

Name:

Date:
















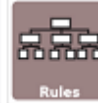






The New Concept/Fact/Principle/Skill:

<p style="text-align: center;">Definition</p> <div style="display: flex; justify-content: center; align-items: center;">  or  </div>	<p style="text-align: center;">Essential Characteristics/Attributes</p> <div style="display: flex; justify-content: center; align-items: center;">  or  </div>
<p style="text-align: center;">Examples</p> <div style="display: flex; justify-content: center; align-items: center;">  of  </div>	<p style="text-align: center;">Non-examples or Variations</p> <div style="display: flex; justify-content: center; align-items: center;">  </div>
<div style="display: flex; justify-content: space-between; text-align: center;"> <div data-bbox="203 1272 298 1371">  <small>Across Disciplines</small> </div> <div data-bbox="315 1272 410 1371">  <small>Big Idea</small> </div> <div data-bbox="427 1272 522 1371">  <small>Details</small> </div> <div data-bbox="539 1272 634 1371">  <small>Ethics</small> </div> <div data-bbox="651 1272 747 1371">  <small>Language of Discipline</small> </div> <div data-bbox="763 1272 859 1371">  <small>Multiple Perspectives</small> </div> <div data-bbox="875 1272 971 1371">  <small>Over Time</small> </div> <div data-bbox="987 1272 1083 1371">  <small>Patterns</small> </div> <div data-bbox="1099 1272 1195 1371">  <small>Rules</small> </div> <div data-bbox="1211 1272 1307 1371">  <small>Trends</small> </div> <div data-bbox="1323 1272 1419 1371">  <small>Unanswered Questions</small> </div> </div>	
<p>Rigor and Relevance Connection</p> <p><i>Depth, Complexity, Relevance/Extend</i></p>	

CONCEPT ATTAINMENT

(Example)

The New Concept/Fact/Principle/Skill:
SYMBOLISM



















<p style="text-align: center;">Definition</p> <p style="text-align: center;"> or </p> <ul style="list-style-type: none"> • A person, place, action, or thing that represents something other than itself • An artistic method of revealing ideas or truths through the use of a person, word, or object that stands for another word or object • The object or word can be seen with the eye or not visible • All language is symbolizing one thing or another 	<p style="text-align: center;">Essential Characteristics/Attributes</p> <p style="text-align: center;"> or </p> <ul style="list-style-type: none"> • Extend meanings beyond its literacy descriptions • Pictures that represent ideas or concepts • Evokes meaning by calling on the universal knowledge shared by a culture • Four types <ol style="list-style-type: none"> 1. Universal 2. Cultural 3. National 4. Contextual
<p style="text-align: center;">Examples</p> <p style="text-align: center;"> of </p> <p>From Harper Lee's <i>To Kill a Mockingbird</i></p> <ul style="list-style-type: none"> • Mockingbird • Names (Finch, Ewell, Scout, Boo, Atticus, Alexandra, Calpurnia) • Tree/knothole • Tim Johnson • Flowers 	<p style="text-align: center;">Non-examples or Variations</p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> • Images—do not go beyond the objective (five senses) • Metaphors—evoke images that suggest meaning, but are nonsensical when applied to the referent (five senses) • Archetypes—a form of universal symbols reflecting a common and understood sense of reality (hero, scapegoat, good vs evil, light and darkness)
<div style="display: flex; justify-content: space-around; align-items: center;">            </div>	
<p style="text-align: center;">Rigor and Relevance Connection <i>Depth, Complexity, Relevance/Extend</i></p> <p> <i>Why did the jury find Tom Robinson guilty?</i></p> <p> <i>How does the symbol of the mockingbird change throughout the novel?</i></p> <p> <i>that</i>  <i>What are the inconsistencies with the social norms in Maycomb?</i></p>	

CONCEPT ATTAINMENT

(Example)








The New Concept/Fact/Principle/Skill:

EQUATIONS

<p style="text-align: center;">Definition</p> <p style="text-align: center;"> or </p> <p>An equation is a mathematical statement that shows two expressions are equal.</p>	<p style="text-align: center;">Essential Characteristics/Attributes</p> <p style="text-align: center;"> or </p> <ul style="list-style-type: none"> • Always has one equal sign • Left side is equivalent to right side • Some equations have 0, 1, 2, or more solutions • Some equations contain just numbers • Some equations are algebraic models for relationships and they have corresponding graphical models and numerical models (e.g., tables)
<p style="text-align: center;">Examples</p> <p style="text-align: center;"> of </p> <ul style="list-style-type: none"> • $3x - 2 = 4x + 7$ (linear equation) • $ab = ba$ (an identity) • $F = 1.8C + 32$ (a formula) • $5 + 6 = 11$ (a number statement) • $P = 2l + 2w$ (a formula) • $X = 3$ (a statement of value) 	<p style="text-align: center;">Non-examples or Variations</p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> • $2x + 3y$ (an expression) • 2 (a number) • Perimeter (a word) • $x < y$ (an inequality) • 4.2 (has no left side)
<div style="display: flex; justify-content: space-around; align-items: center;">            </div>	
<p style="text-align: center;">Rigor and Relevance Connection</p> <p style="text-align: center;"><i>Depth, Complexity, Relevance/Extend</i></p> <p>Relevance—What career should you select for your future? Compare two careers you are interested in. For each career, consider the amount of education required to obtain the degree, the average number of work hours per month, and the average salary.</p>	

CONCEPT ATTAINMENT

[Adapted from Dorothy Frayer]

Skill	Explanation	What it Looks/Sounds Like
<p>Define the Topic</p>	<p>State the concept, fact, principle, or skill</p> <p>Start with...</p> <ul style="list-style-type: none"> • The term • Language associated with the concept, fact, etc. 	<div style="display: flex; align-items: center; justify-content: center;">  or  </div> <p>State a clear and concise explanation or description of the topic.</p>
<p>Determine Essential Characteristics</p>	<p>Identify the most distinguishing characteristics of the concept, fact, or skill and how these characteristics are part of the overall structure.</p>	<div style="display: flex; align-items: center; justify-content: center;">  or  </div> <p>What details are specific to the concept? What parts of the concept are unique and vital to its structure? What characteristics repeat?</p>
<p>Generate Examples</p>	<p>Research/discuss how the topic actually looks in real life.</p>	<div style="display: flex; align-items: center; justify-content: center;">  or  </div> <p>What do the characteristics of the topic remind you of? What are other similar events, people, or objects? How can this topic be illustrated? What evidence is there for this topic?</p>
<p>Identify Variations</p>	<p>Find a contradicting model to understand the distinguishing characteristics of the topic.</p>	<div style="display: flex; align-items: center; justify-content: center;">  </div> <p>What is the opposite value or state of this topic? How has this topic changed over time? What different model has similar or modified characteristics?</p>
<p>Application</p>	<p>Extend for rigor and relevance: use DC to stretch and deepen your learning.</p>	<p>What DC tool can you apply to become an expert on this topic? What other interesting realities can you discover? What unanswered questions do you have for our next classroom conversation?</p>

DEPTH AND COMPLEXITY CONNECTIONS TO THE TPSP

TO SEE THE TEXAS PERFORMANCE STANDARDS PROJECT TASKS GO TO: www.texaspsp.org



GOALS		
<ul style="list-style-type: none"> • • • <p>We will demonstrate our understanding with...</p>		
GUIDING QUESTIONS	DEPTH/COMPLEXITY [WHAT & HOW A DC ELEMENT CAN HELP WITH MY TASK]	APPLICATIONS OF DC

DC/TPSP CONNECTIONS: H.S. SCIENCE—WHAT’S THE DIAGNOSIS?

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GOALS (Research Process)

- Choose one disease to determine the effects on the body, from onset to the end, as well as tracking the disease historically.
- Become familiar with the biology and sociology of various diseases.
- Understand how awareness of disease has changed over time and how people from various cultures have responded to this knowledge.

We will demonstrate our understanding with a formal presentation as if we are experts on the disease we researched, discussing its history, ways to fight the disease, what could hinder this progress, ethical issues in researching and finding the disease, and economic impacts of the disease.

GUIDING QUESTIONS	DEPTH/COMPLEXITY [WHAT & HOW A DC ELEMENT CAN HELP WITH MY TASK]	APPLICATIONS OF DC
How does this disease affect the body during each stage of its progression?		
How have understanding and treatments of this disease evolved throughout history?		
How has this disease impacted the affected populations and their lifestyles? Has it changed the lifestyles of unaffected populations?		
How might this disease affect future populations and their lifestyles? What about the lifestyles of unaffected populations?		

DC/TPSP CONNECTIONS: H.S. ENGLISH—THE COMEDIC LENS

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GOALS (Research Process)

- Select an historical era or event.
- Understand the relationship between comedies and the times in which they were created.
- Learn about the functions of comedy in a society.

We will demonstrate our understanding with an updated comedy piece from an historical era or event (update a comedy from the time period studied, making it modern and relevant for today).

GUIDING QUESTIONS	DEPTH/COMPLEXITY [WHAT & HOW A DC ELEMENT CAN HELP WITH MY TASK]	APPLICATIONS OF DC
How was comedy used in this era?		
What purposes did comedy serve?		
How effective was comedy in achieving the goal(s) of the comedian(s)?		
How did other groups receive the comedy?		
Why do you think this example of comedy exists today?		

DC/TPSP CONNECTIONS: H.S. SOCIAL STUDIES—SO, YOU HAVE ISSUES, NOW WHAT?

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GOALS (Explorations)

- Select a policy issue (local, state, national), e.g., political campaigns, resource conservation, homeland security, immigration, or social justice.
- Explore and discuss this policy.
- Consider varying points of view.

We will demonstrate our understanding with a poster on a step in the public policy process/cycle.

GUIDING QUESTIONS	DEPTH/COMPLEXITY [WHAT & HOW A DC ELEMENT CAN HELP WITH MY TASK]	APPLICATIONS OF DC
What are the pros and cons?		
What are the costs?		
How do different groups feel about the issue?		
How does the policy look at the different levels of government (e.g., local, state, national)? How is the policy similar across levels?		
What role do ethics play in making and enacting laws?		

DC/TPSP CONNECTIONS: H.S. MATHEMATICS—TRAFFIC JAM

TO SEE THE TEXAS PERFORMANCE STANDARDS PROJECT TASKS GO TO: www.texaspsp.org



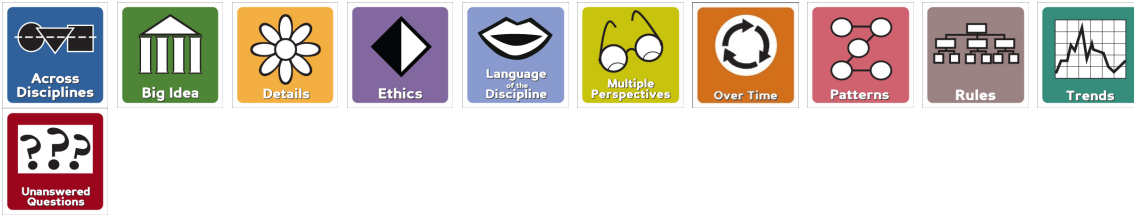
GOALS (Research)

- Select one roadway or intersection in the local community and conduct an in-depth traffic analysis.
- Identify intersections between mathematics, science, engineering, and transportation planning.
- Gain awareness of applications of mathematics in solving complex global problems such as “phantom traffic jams.”

We will demonstrate our understanding with a multimedia presentation which describes the problem roadway or intersection, details the research the student conducted, presents the student’s analysis of both quantitative and qualitative data using accurate mathematical terms, and lists recommendations for the city or transportation board to implement to alleviate the problem.

GUIDING QUESTIONS	DC [WHAT & HOW A DC ELEMENT CAN HELP WITH MY TASK]	APPLICATIONS OF DC
What is the capacity of this roadway?		
Describe the geometry of the intersections on the roadway.		
What municipalities or transit agencies oversee the maintenance of this roadway?		
In what ways might the traffic congestion be due to wave-like patterns as demonstrated in the MIT research? What might be some causes for slowdowns?		
How might traffic be alleviated during peak times?		




EXIT NOTE REFLECTIONS: DEPTH, COMPLEXITY, AND PERSPECTIVES



How can my students utilize multiple elements of depth and complexity to complete an academic task?

The goals of this session:

- To consider and connect depth and complexity to academic tasks using
 - depth and complexity “pathways” such as math-problem solving, concept development, or concept attainment (lesson delivery); and
 - the Texas Performance Standards Project (TPSP).

	The Confident:	The Reluctant:	The Time-constrained:
<p style="text-align: center;">3</p> <p style="text-align: center;">PERSPECTIVES</p>  <p style="text-align: center;">How do the following see how DC can be used?</p>			
<p style="text-align: center;">2</p>  <p style="text-align: center;">CORE VALUES that will guide me in bringing equity for my students</p>			
<p style="text-align: center;">1</p>  <p style="text-align: center;">CHANGE I would like to see as I implement depth and complexity</p>			

EXIT NOTES: REFLECTIONS

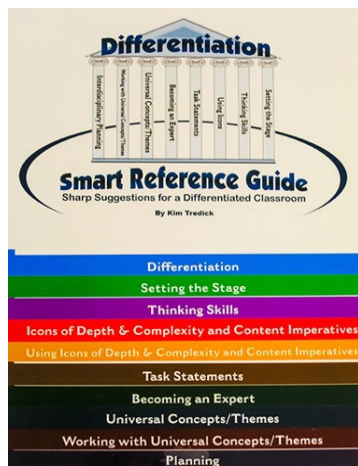
Task/Objective:

NAME:

3			
2			
1			

RESOURCES

Tredick, K. (2009). [*Differentiation Smart Reference Guide*](#)



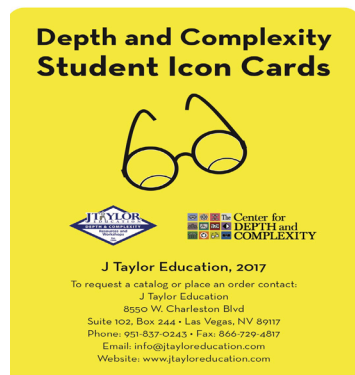
The Differentiation Smart Reference Guide is a great resource for teachers dedicated to differentiating the core curriculum with unique levels of learners in their classroom. The 22 flip pages are designed from simple to more advanced, as they take teachers through integral steps of differentiation; setting the stage, utilizing high-level thinking skills, incorporating depth and complexity, becoming an expert, teaching with universal concepts, and planning the best ways to deliver instructions. There are a number of content and grade specific examples throughout the pages.

Chung, D., Chung, T. (2014). [*Depth & Complexity Icon Posters*](#).



A complete set of 11 (one for each dimension of depth and complexity), these 13 x 19" posters printed on heavy card stock paper have 3-4 thought-provoking questions right below each icon. This practical resource provides teachers with a simple way to prompt deep and complex thinking from students across the disciplines. An instructional brochure with introduction and integration ideas can be downloaded for free at <https://www.itayloreducation.com/product-instructions/>

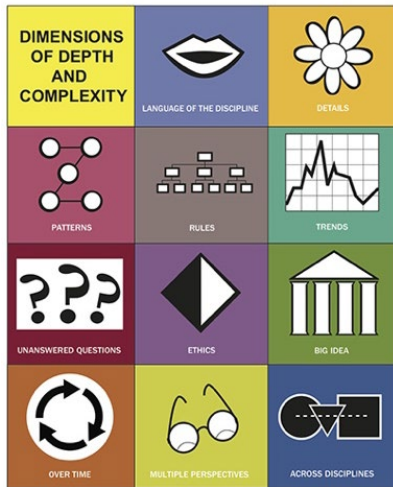
Chung, D., Chung T. (2017). [*Depth and Complexity Student Icon Cards*](#).



A complete set (12 in all) of depth and complexity dimension/icon cards, printed on thick, 24 point card stock and coated, quarter-page (4.25" x 5.5") in size. The reverse of each card contains a few student-friendly definitions/synonyms with 2-3 task starter questions related to the icon pictured.

J Taylor Education. (2010). [Depth and Complexity Icon Cards](#)

Dimensions of Depth & Complexity

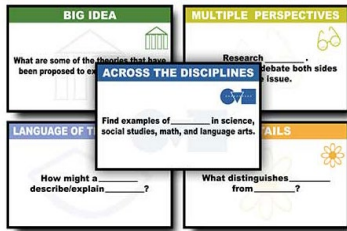


A complete set (12 in all) of depth and complexity dimensions cards, these 8.5 x 11" are printed on thick, 24 point card stock and coated. The back of each card contains multiple lists and starter ideas related to the icon pictured. An instructional brochure with introduction and integration ideas can be downloaded for free at <https://www.jtayloreducation.com/product-instructions/>. Available in Spanish.

J Taylor Education. (2009). [Q3 Cards: Quick, Quality, Questioning Cards](#).

Q³ CARDS

Q'quick, Q'quality, Q'uestion Cards for Differentiating Content with Dimensions of Depth & Complexity



The Q3 Cards provide a valuable tool for developing quality questions to differentiate curriculum through the use of the dimensions of depth and complexity. There are 55 two-sided, color 3" x 5" cards, with 10 questions for each of the 11 dimensions of depth and complexity. Cards are printed on heavy, 24 point durable card stock paper.

An instructional brochure can be downloaded for free at <https://www.jtayloreducation.com/product-instructions/>.

The brochure provides a multitude of ways for educators to use these questions-stem cards. The Q3 Cards and their limitless possibilities equip teachers with tools that elicit critical and higher-level thinking from their students. Available in Spanish.

J Taylor Education. **Free JPEG Icons** for personal or classroom use at:

<https://www.jtayloreducation.com/free-downloadable-icons/>



J Taylor Education. *The Frames-Maker* at: <https://frames.jtayloreducation.com>



Make and save unlimited Frames with modifiable Depth and Complexity and Content Imperative Icons, Universal Concept Art, and text-adding feature. License includes teacher and student accounts. Access other teacher's Frames in the national Frames database. Create classes and assignments for students. Frames can be downloaded or uploaded to the Google Classroom.



Pexels

Free stock photos and videos at:
<https://www.pexels.com>

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