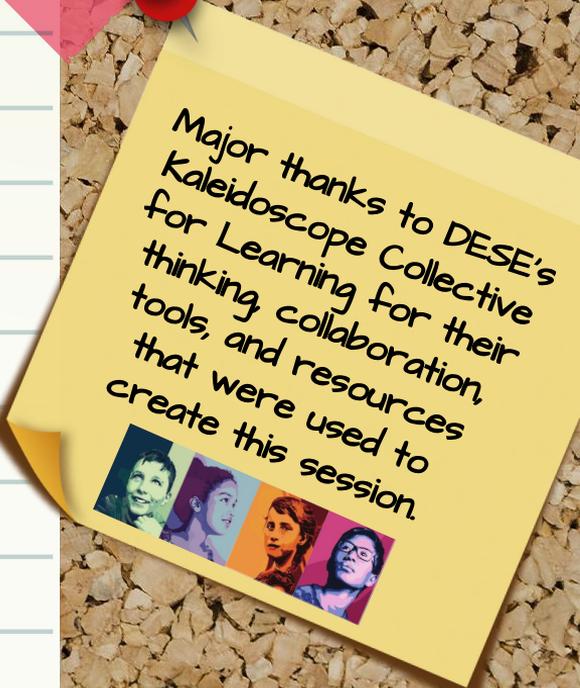
A white sheet of lined paper with pink corners is pinned to a corkboard. The paper has a row of seven circular punch holes at the top.

Introduction
to
**Deeper
Learning**
Lincoln School Committee

12/16/21

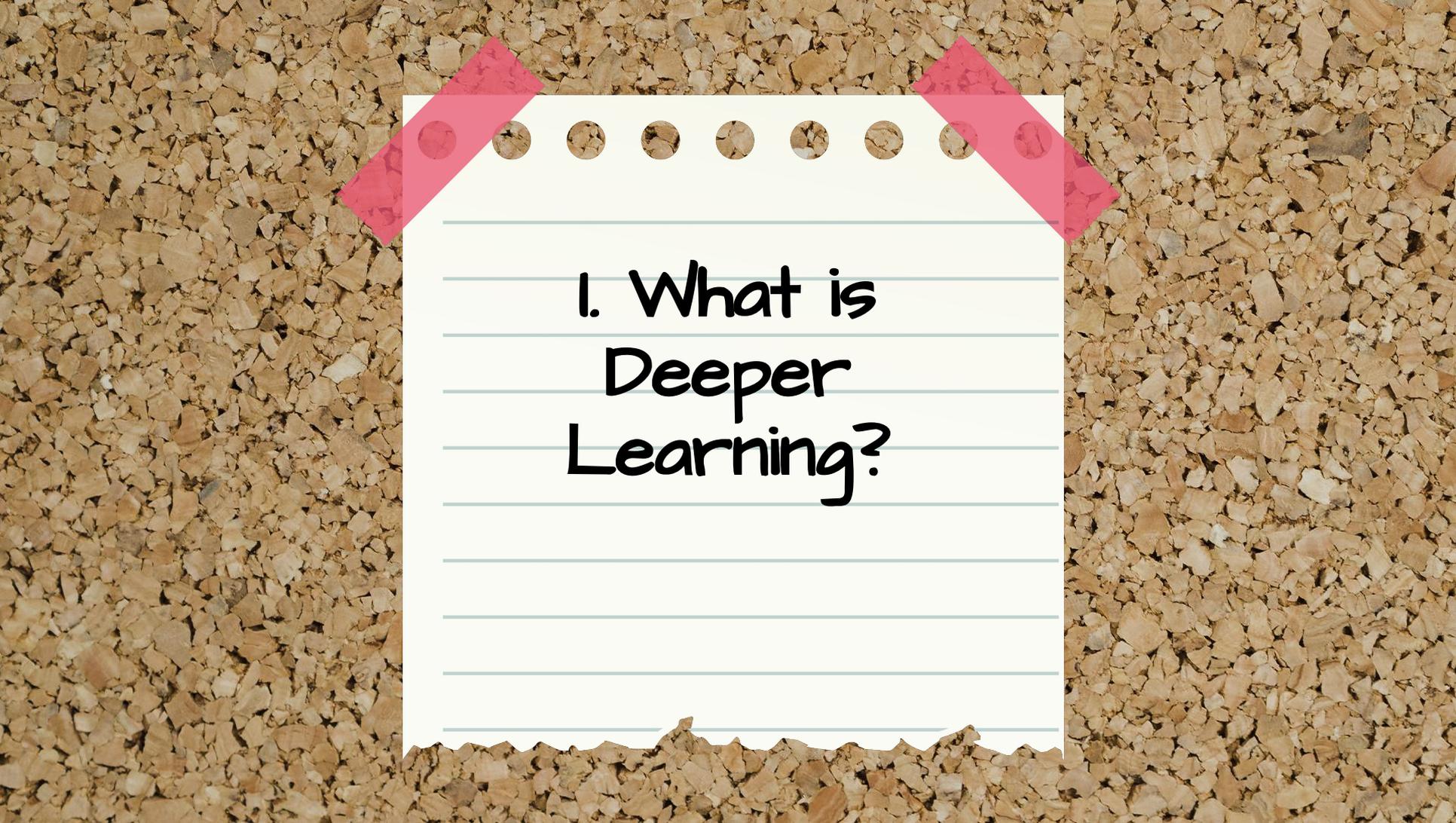
A yellow sticky note is pinned to the corkboard with a red pushpin. It contains a thank-you message and a row of four small portrait photos of people.

Major thanks to DESE's
Kaleidoscope Collective
for Learning for their
thinking, collaboration,
tools, and resources
that were used to
create this session.



AGENDA

1. What is Deeper Learning?
2. Why Deeper Learning & how does it connect with AIDE?
3. What does Deeper Learning look like?
4. How to create Deeper Learning?



1. What is
Deeper
Learning?

What is Deeper Learning?

Deeper Learning is defined as grade level work that is relevant, real-world, and interactive.



Deeper Learning leads to student demonstration of **Mastery, Identity, and Creativity**

No: _____ Date: _____

Mastery is evident when all students develop the knowledge or skills outlined in the standards and practices, with the ability to transfer that knowledge across situations.

Identity is evident when all students become more invested in the discipline by thinking of themselves as active agents who do that kind of work. To support a shift in thinking from “I’m learning about biology” to “I am a biologist,” educators affirm students’ cultural and racial heritage and leverage their funds of knowledge, experiences, and interests.

No: _____

Creativity is evident when all students shift from receiving knowledge of a discipline to acting or making something within the discipline. Students engage with tasks that have multiple paths to multiple potential, standards-aligned solutions.

Deeper Learning Tasks are designed with a clear Purpose, Problem, Product, and Criticality resulting in students demonstrating Mastery, Identity, and Creativity.

For the purposes of Deeper Learning, these terms are defined as:

Purpose

Students engage in a task that is part of a coherent, standards-aligned curriculum. The task is accessible to all students and engages students in the work of the field or discipline.

Problem

Students solve a problem or explain a phenomenon, and craft logical and reasonable conclusions supported by evidence. This requires students to examine resources that provide diverse perspectives within real-world and socially relevant contexts.

Product

Students create and answer questions, generate hypotheses, gather materials, collaborate with one another and discover opportunities to apply learning in a meaningful product; and share their ideas and solutions with those directly and/or indirectly impacted by the problem.

Criticality

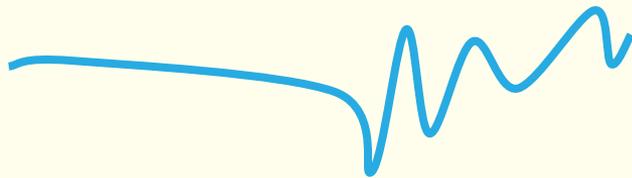
Educators and students not only engage with resources from diverse perspectives but also analyze who is centered, who is excluded, what social narratives are preserved, and the purpose for preserving those narratives. This attention to criticality drives educators and students to deepen thinking skills to better understand the connections between content and societal contexts.



What is a task?

Unit

Task



Lesson



The power of tasks

Task predicts performance.

So when we walk into a room we should look at what the students are doing and the work they are producing.

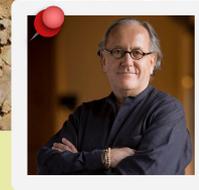
Standards and Equity in Action

Just because you listed a standard in the plan doesn't mean ALL students are doing the thinking that's central to the standard.



Teaching and Learning - Justice is Found in the Details - Kate Gerson Winner 2018 Standards Institute

Justice is Found in the Details: Kate Gerson



"Simply stated, the instructional task is the actual work that students are asked to do in the process of instruction—not what teachers *think* they are asking students to do, or what the official curriculum *says* that the students are asked to do, but what they are *actually* asked to do."

-City, Elmore, Fiarman, & Teitel



Playing the "Whole Game" at the Junior Level



Skills

- Learn and practice discrete skills
- Individual and team development



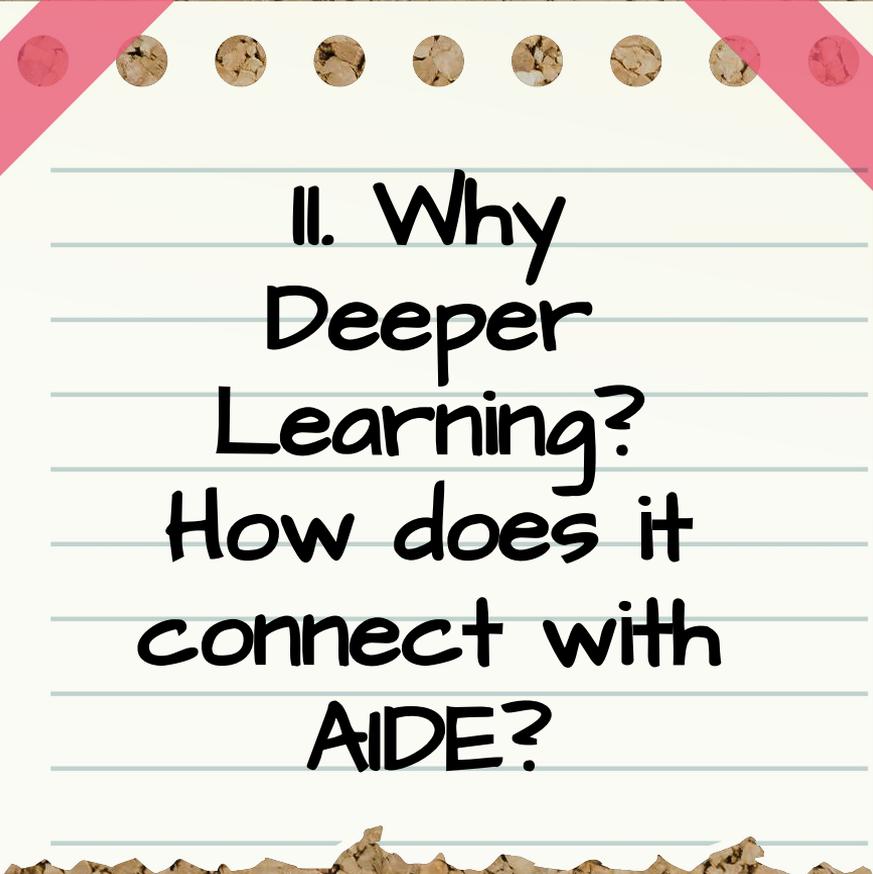
"Whole" Game

- Apply skills in a real experience
- This is why you practice the skills AND the game is part of the learning process
- There are stakes and often an audience
- Individual and team performance



Junior Level

It's the same game as "real" soccer players, just at the junior level



II. Why
Deeper
Learning?
How does it
connect with
AIDE?



What are our ultimate goals for students?

No: _____

Date: _____

--Advocates,
collaborators,
and leaders

--Empathetic,
equity-minded,
antiracist citizens

--Critical
thinkers and
problem solvers

Adaptable and
courageous

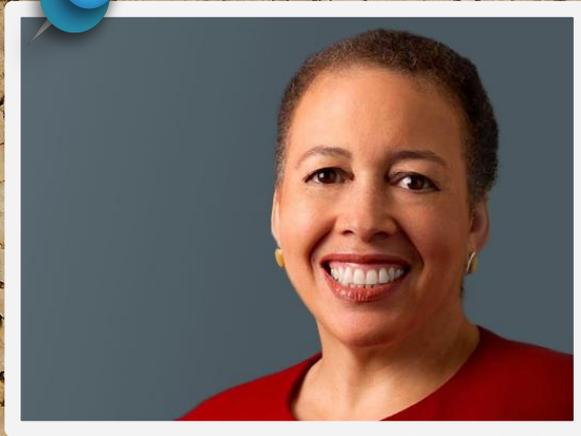
Curious and
creative
learners

Effective
communicator

Able to build
a life of
possibility

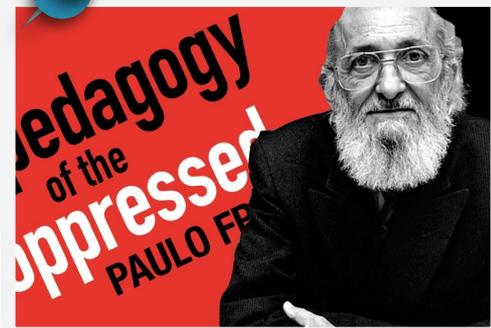
“Like smog, racism is in the air we breathe... sometimes it is so thick it is visible, other times it is less apparent, but always, day in and day out, we are breathing it in.”

--Dr. Beverly Daniel Tatum



"There's no such thing as neutral education. Education either functions as an instrument to bring about conformity or **freedom.**"

--Paolo Friere



"If we have academic
rigor without social
justice, then we have
neither."

--Dr. Jeff Duncan-Andrade





Telling students about
oppression is
different from
teaching students
the skills to
systematically unpack
and dismantle it.



Digging into important truths in schools - and in ourselves



Zaretta
Hammond

A Conversation
about Instructional
Equity

Dr. Stephanie
P. Jones

Ending Curriculum
Violence



Michelle
Silverthorn

So you want to be
an antiracist?
Name three...





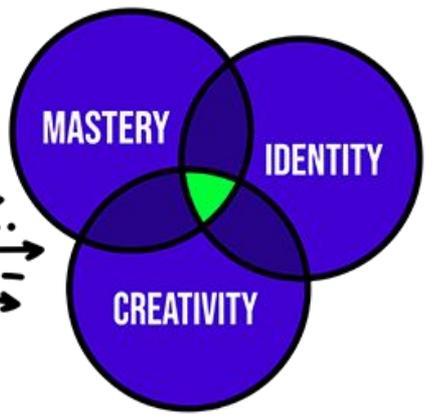
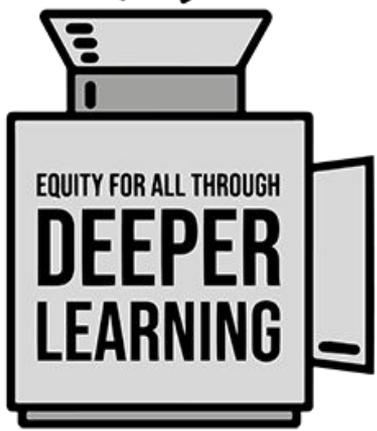
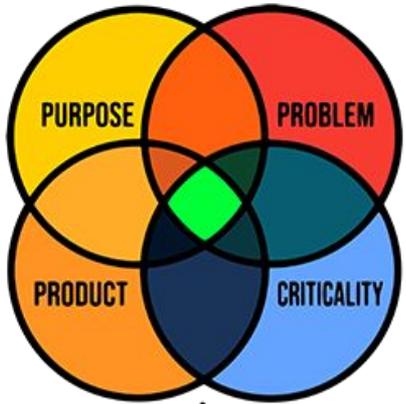
Distinctions of Equity -- Zaretta Hammond

It is important to distinguish between three key areas when engaged in equity work. We often confuse their particular purposes. As a result, we use them interchangeably when they are not. Below is a simple chart to help you understand the distinctions between them. Remember, it is NOT a continuum. You cannot begin with multicultural education and believe it will lead to culturally responsive instruction. Why? CRT is focused on the cognitive development of underserved students. Multicultural and social justice education have more of a social supporting role.

| Multicultural Education | Social Justice Education | Culturally Responsive Education |
|---|--|---|
| Focuses on celebrating diversity. | Focuses on exposing the social political context that students experience. | Focuses on improving the learning capacity of diverse students who have been marginalized educationally. |
| Centers around creating positive social interactions across difference. | Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political situations. | Centers around the affective & cognitive aspects of teaching and learning. |
| Diversity and inclusion efforts live here. | Anti-racist efforts live here. | Efforts to accelerate learning live here. |
| Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and other cultures. For students of color, the focus is on helping them see themselves reflected in the books and curriculum. | Concerns itself with creating a lens to recognize and interrupt inequitable patterns and practices in society. | Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color. |
| <i>Social Harmony</i> | <i>Critical Consciousness</i> | <i>Independent Learning for Agency</i> |



III. What does
Deeper Learning
look like?



Observing Teaching and Learning

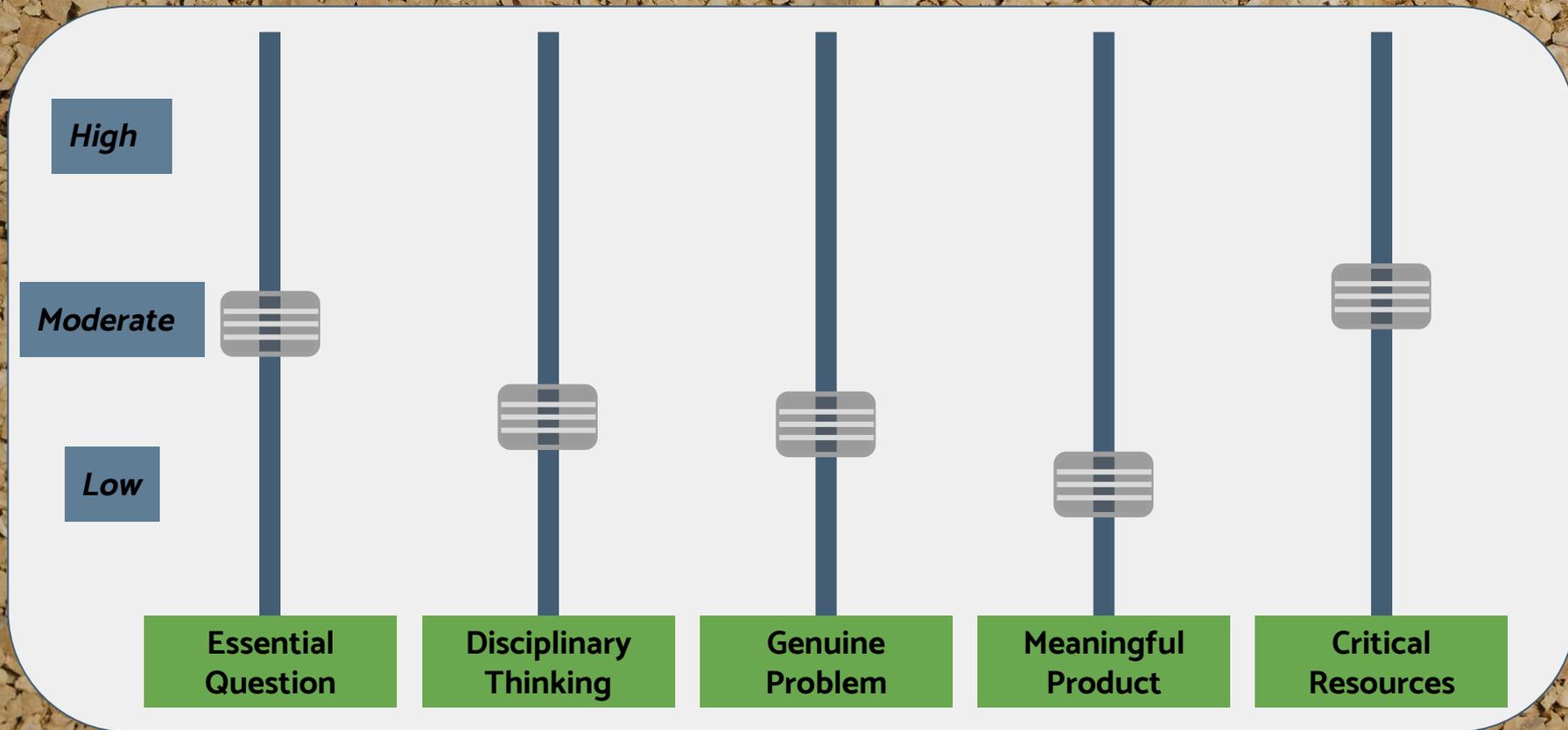
| | | | |
|---|--|--|-------------------------------------|
| Identity Development and Social Awareness of Teacher | Classroom Environment & Culture | Curriculum, Tasks, and Pedagogy | Results for all students |
|---|--|--|-------------------------------------|

- *Equity Pause*
- *Protocol for examining the 5 Foundational Indicators*

| | Task | Pedagogy |
|--------------------|-------------|-----------------|
| Purpose | | |
| Problem | | |
| Product | | |
| Criticality | | |



Turning up the dials on the 5 Foundational Indicators





Equity for ALL through Deeper Learning

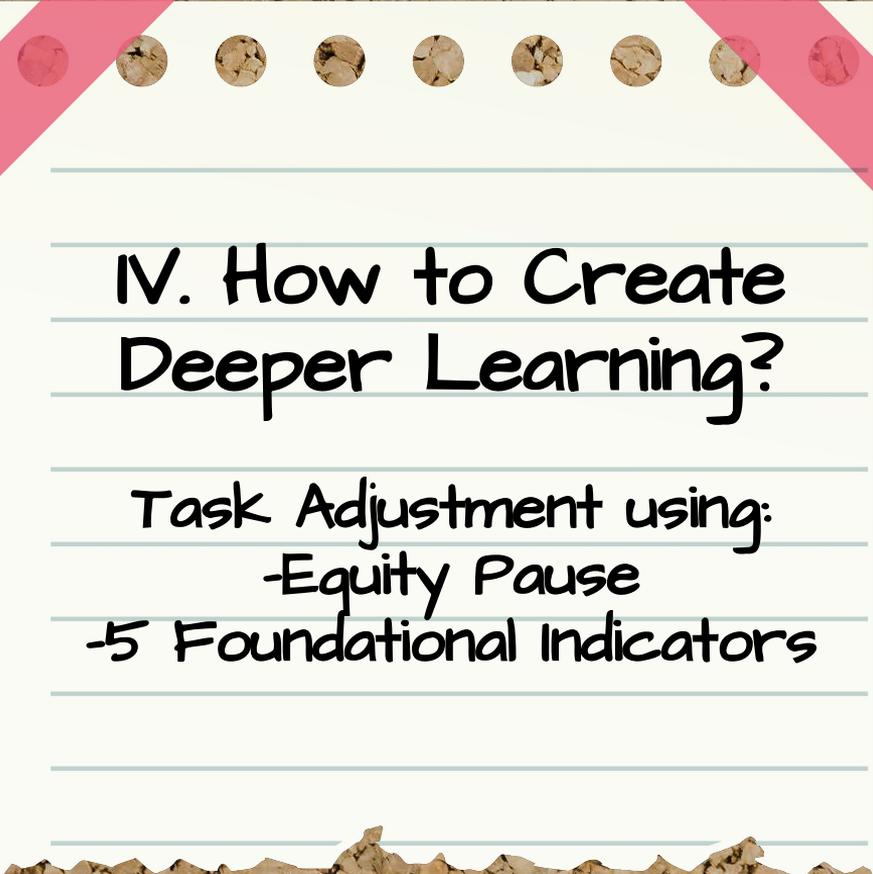
Deeper Learning is THE WAY for ALL students -- not "a way" for some students. Deeper Learning's focus on mastery, identity and creativity is based on a deep belief in the capacity of all students. Deeper learning draws directly from research on Culturally Responsive Teaching, which is defined as teaching that leads to academic achievement, cultural competence, and socio-political awareness.





Windows, Mirrors, and Doors



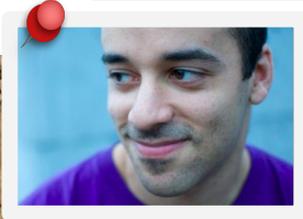


IV. How to Create Deeper Learning?

Task Adjustment using:
-Equity Pause
-5 Foundational Indicators

"We don't assume, I'm a clean person therefore I do not need to clean my teeth. Being a clean person is something you maintain and work on every day...and when someone suggests to us that we've got something stuck in our teeth, we don't say, 'I have something stuck in my teeth?! But I'm a clean person!' ...So I hope that we can...reconsider how we conceptualize being a good person and keep in mind that we are not good despite our imperfections...our connection with our personal and common imperfections, being mindful of those personal and common imperfections, is what allows us to be good to each other and be good to ourselves. I hope that...we can shift away from taking it as an indictment of our goodness and move towards taking it as a gesture of respect and an act of kindness when someone tells us that we've got something racist stuck in our teeth."

-Jay Smooth



"We need to let go of being a good person and embrace being a good-ish person. Good-ish people actively look for their blind spots and mistakes. So, if someone helps us notice a blind spot, it is actually doing us a favor."

-Dr. Dolly Chugh



Feedback is love.
"Clear is kind.
Unclear is unkind."

-Dr. Brene Brown



Chocolate Cake: A Developmental View of Improvement

Thanks for
teaching us this,
Dr. Liz City!



Some "Greatest Hits" for ongoing learning

