

New Pedagogies for **Deep Learning**<sup>M</sup> A GLOBAL PARTNERSHIP

## Leading Learning Conversations

A guide for Principals and Instructional Leaders of New Pedagogies for Deep Learning



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## Introducing the leadership conversation resource



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

Our Purpose:

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

This resource is designed to provide school leaders with a language and set of strategies and processes that support teachers' capacity building. It is based on the core elements of NPDL: pedagogical practices, learning partnerships, learning environments, and leveraging digital, which develop deep learning.

Our aim is to provide leaders with a basis for conversations with teachers; a process that focuses on designing deep learning and builds on existing strengths.

The key fundamental purpose for school leaders is twofold: 1) to participate as a learner with teachers and students in shaping deep learning, and 2) to help articulate what is being learned in relation to effective practice and its impact on learners.



This resource will assist leaders to hone their **feedback** and observation skills. Based on the Collaborative Inquiry Cycle, the Deep Learning Progressions, and the Learning Design Protocol, the suggested processes scaffold for action and implementation and are explicitly intended to improve teaching and learning.



The Collaborative Inquiry Cycle is a process that builds collaboration, constructs new knowledge about deep learning, and shifts practice to ground our collective work at all levels of the Partnership.

ALL MODELS ARE WRONG BUT SOME ARE USEFUL

**Georges EP Box** 

## Why Deep Learning?

There is currently a powerful push-pull factor in schooling. The push factor is that school is increasingly boring for students and alienating for teachers. The pull factor is that the exploding and alluring digital world is irresistible, but not necessarily productive in its raw form. The push-pull dynamic makes it inevitable that disruptive changes will occur.



The explicit aim of deep learning is to go beyond the mastery of existing content knowledge. The six deep learning competencies (6Cs) define what it means to be a deep learner. Deep learning experiences are engaging, relevant, authentic and build the 6Cs. Technology has unleashed learning, and the potential for students to apply knowledge in the world outside of school is accelerating. New pedagogies leverage all of this in the formal learning process.

Teaching shifts from focusing on covering all required content to focusing on the learning process, developing students' ability to lead their own learning and to do things with their learning. Teachers are partners with students in deep learning tasks characterized by exploration, connectedness, and broader, real-world purposes.

Learning outcomes are measured in terms of students'

- capacities to build new knowledge and to lead their own learning effectively,
- proactive dispositions and abilities to persevere through challenges, and
- development as citizens and life-long learners.

"The new pedagogies require students to create new knowledge and connect it to the world by using the power of digital tools"

## The Principal as an Instructional Leader

Principals impact teacher learning when they act as lead learners by modeling learning, shaping culture, and maximizing the focus on learning (Fullan & Quinn, 2016).



**Michael Fullan** 

(Fullan, 2010)

Viviane Robinson, in her Best Evidence Synthesis "School Leadership and Student Outcomes: Identifying What Works and Why" (2015) concluded that

... pedagogically focused leadership has a substantial impact on student outcomes. The more leaders focus their influence, their learning, and their relationships with teachers on the core business of teaching and learning, the greater their influence on student outcomes.

Figure 2 below gives us some idea of the power of the principal promoting and participating in teacher learning and development.



Figure 2. Relative impact of five leadership dimensions on student outcomes

Clifford, Behrstock-Sherratt, and Fetters (2012) go further in drawing on significant research to create a framework for understanding principal effectiveness.



#### They go on to say:

Effective principals meaningfully shape teachers' instruction by providing relevant resources and supports that increase learning and by signaling the types of instruction that are acceptable and optimal in the school (Spillane et al., 2004). Principals can signal which types of instruction are accepted in schools directly by providing feedback to teachers or indirectly by selecting programs, curriculum, and other instructional resources that are coherent with good instructional practices.

One specific way in which effective principals significantly enhance teachers' learning is through jobembedded professional learning. Job-embedded professional learning refers to "teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' contentspecific instructional practices with the intent of improving student learning."

So, leaders create the culture and the climate that allows learning and learners to flourish. They nurture pedagogical practice that leads to student success. Leaders strive to build a rich feedback culture, and one of collective efficacy, between and among teachers and learners.

Consider, also, a leader's responsibility for learning environments and learning partnerships – the NPDL School Conditions Rubric is a key tool in establishing where you are as an organization, where you want to be, **and** how you might get there. When used with a leadership team, the rubric helps build shared understandings about current and future states and can lead to powerful conversations and focused action for school improvement.

For further support around conditions that support deep learning, you may like to access the Capacity Building Module 5: Assessing Conditions for Deep Learning, which is available on the Deep Learning Hub.



School Name & Date:

Please review the School Conditions for Deep Learning Rubric and check the box to indicate your current level of implementation for each of the dimensions. *Briefly* note evidences to support your observations. After reflecting on your self-analysis, suggest a future focus and two or three strategies that will support your school in moving this focus forward.



Future Focus.

This analysis suggests that we should now focus our attention on:

Because:

Possible strategic actions:

Action one:

Action two:

Action three:

NPDL School Conditions self-analysis. Based on professional learning materials developed by Neil Dempster for the Griffith University PALL Program.

## Feedback

Feedback is a powerful mechanism for shifting behavior.

The next section of this resource is dedicated to clarifying the idea of feedback. We will focus primarily on providing feedback on pedagogical practices and learning design.

The principles of effective feedback could also be applied as you lead the development of learning environments or seek to develop learning partnerships.

"In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment" (Dweck, 2006).

So, what might this look like across our school systems?

School Leaders support teachers' learning. They provide, and are responsive to, honest feedback, rather than defensive. They seek to build their skills and are willing to learn from their teachers.

Teachers collaborate with their colleagues and instructional leaders, rather than shut their classroom doors and fly solo. They strive to strengthen their own practice. They truly believe that all students can learn and succeed and show it.



Two Mindsets (Fixed-Mindset versus Growth-Mindset: What Mindset Do You Actually Have? Which Mindset Are You Encouraging and Reinforcing in Your Children?, 2016)

Parents support their children's learning both inside and outside the classroom. They partner with teachers and respond to outreach. They worry less about advocating for their children to get good grades and focus on making sure kids are being challenged and that they put in the effort needed to grow.

Students are enthusiastic, hard-working, persistent learners. They take charge over their own success (The Science: The Growth Mindset, 2016).

An essential element in building a Growth Mindset is feedback. Without goals, we don't know where we are heading. Similarly, without feedback during our journey, we don't know whether we are closing in on our destination.

#### So, what differentiates feedback from advice?

What are some key elements of highly effective feedback?



In looking at definitions of the two, the difference is intent – feedback is focused on improvement.

So what factors combine to produce the most powerful feedback?

Grant Wiggins (2012) talks about Seven Keys to Effective Feedback:

- 1. Goal-referenced requiring that a person has a goal, takes action to achieve the goal, and receives goal-related information about his or her actions.
- 2. Tangible and transparent involving not only a clear goal, but also tangible results related to the goal.
- 3. Actionable concrete, specific, and useful. Actionable feedback about what went right is as important as feedback about what didn't work.
- 4. User friendly understandable and appropriately delivered.
- 5. Timely usable while the attempt/product/action and effects/outcomes are still fresh in learners' minds.
- 6. Ongoing formative and designed to allow the learner to reshape the performance to better achieve the goal.
- 7. Consistent stable, accurate, and trustworthy.

Costa and Garmston (2013) focus on five forms of feedback designed to increase effectiveness in growing self-directedness. Let's explore these as we seek to provide the highest leverage possible to teachers in terms of their pedagogical practices.

		Five Forms of Feedback	<b>&lt;</b>	
Evaluations and Judgements	Personal Opinions	Inferences	Nonjudgmental data	Reflective Questions
Judgements are comments that place a value (good or bad) on something (e.g. good, fair, poor, and outstanding). A positive judgement may make the person feel good; however, it does not support thinking. Additionally, if a person can give a positive judgement, that's an indication that s/he can also give a negative one. The anticipation of judgement (positive or negative) from another person not only works against the development of self-directedness, it also shuts down thinking.	Personal observations are statements that provide information from or about the observer (e.g., opinions, advice, suggestions). The receiver concentrates more on the thinking and feelings of the observer and hence becomes less focused on their own effectiveness. When we hear personal observations such as "I think it would have been helpful if you had charted the instructions" we tend to become defensive, rather than thoughtful. Our natural reaction is to defend why we did it the way we did, rather than to think about the positive outcomes of the suggestion.	Inferences are statements that contain vague, unclear, or non- specific language. They require that the recipient read between the lines in order to figure out the intended meaning of the observer. Instead of supporting thinking inferences cause the recipient to wonder what is meant by the feedback. Often the observer uses vocabulary that s/he feels has implicit meaning: for the recipient to understand however, the giver needs to use explicit terminology. Knowing to what specific behavior the observer is referring gives clarity to the meaning of the feedback.	<ul> <li>Data are specific, observable, measurable and/or assessable</li> <li>information that allow the recipient to reflect and respond. Because data have no meaning except what we make of them, the recipient makes the meaning and therefore owns the feedback. When the recipient owns the feedback, the chances of it being used in the future are increased.</li> <li>Tips for sharing data: <ul> <li>Use quotes – verbatim scripting.</li> <li>Give behavioral descriptions.</li> <li>Record the times when events occurred, when appropriate.</li> <li>Use a repertoire of data gathering devices</li> </ul> </li> </ul>	<ul> <li>Reflective questions are designed to enhance another person's self- directed learning. Mediating another person's thinking holds the greatest potential for supporting the growth and development of another person.</li> <li>Reflective questions are characterized by: <ul> <li>an invitation (approachable voice, plural forms, tentative language, positive presuppositions, open-ended)</li> <li>a cognitive focus</li> <li>an intention</li> </ul> </li> </ul>
With a student regarding behavior				
Your behavior was poor today.	I didn't like the choices you made.	You're going to have trouble making friends.	You fought with two kids at recess today.	How do you think they felt? What choices might you have when you are angry?

With a colleague				
Your contributions to our team are	I am disappointed that you didn't	Our team isn't able to move forward	You told us you would have a rubric	What might be some ways we can
poor.	give us the rubric you promised us.	because of what you left undone.	for our meeting, and you didn't bring	move forward given where we are?
			one.	
With a principal				
Nice staff meeting!	I like the way you run your staff meetings!	Your staff meetings are engaging.	You talked for 8 minutes. Then you said to the staff, "Talk at your tables about how this decision might impact your work." Then you did not say anything for five minutes.	How did you decide what directions to give and how much time to give the staff to talk?

Make a mental note – what is your default feedback mode? What opportunities are there for you to engage in asking more reflective questions?

## Evidence or Opinion?

Try this quick activity to focus on the difference between Evidence and Opinion (indicative responses in Appendix 3).

		E	0
1	Some students have difficulty staying engaged.		
2	The teacher asked five yes/no questions in the first five minutes.		
3	The teacher said that the Civil War was a tragedy for U.S. civilization.		
4	The seating arrangement should be flexible because it is kindergarten.		
5	I assure you that today's lesson will be quite interesting.		
6	The last activity discussion of the key scene was rushed.		
7	The teacher clearly has planned and organized for maximum effect.		
8	As the activity progressed, students started calling out, "What should we do next?"		
9	The teacher says today's activities are an extension of the math unit.		
10	The new table arrangement encourages concentration and controlled interaction with		
	neighbors.		
11	The pacing of the lesson was slow, allowing many possibilities for student restlessness and		
	disruptive behavior.		
12	Students worked with a classmate in choosing key scenes and discussing the reasons for		
	their choice.		
13	The class was chaotic and out of control.		
14	Seventy-five percent of the students were out of their seats and were not working on the		
	assignment.		
15	The teacher spent most of the class period talking to students in the front half of the		
	classroom.		
16	The teacher prefers to work with female students rather than with male students.		
17	The students were bored and uninterested.		
18	Five students had their heads down during the teacher's lecture.		
19	All students wrote in their journals.		
20	The students were unclear about the objective of the social studies activity.		

The most powerful forms of feedback are those we use to coach others. They are based on the use of non-judgmental data and elicit new lines of thought – and action.



Elena Aguilar (Aguilar, 2013) suggests some coaching question stems that can be really useful in constructing powerful questions and guiding positive and effective feedback conversations.

## **General Coaching Sentence Stems**

- So...
- In other words...
- What I'm hearing, then... Is that correct?
- As I listen to you, I'm hearing... Is there anything else you feel I should know?
- I noticed how when you... the students really... (to identify something that worked and why it worked)
- I'm interested in learning (or hearing) more about... I'd love to hear more about...Thank you for sharing your thoughts.
- Can you tell me more about...?

#### **Clarifying Stems**

- Let me see if I understand...
- It would help me understand if you'd give me an example of...
- So, are you saying/suggesting...?
- Tell me what you mean when you...
- Tell me how that idea is like (or different from)...
- I'm curious to know more about... I'm intrigued by... I'm interested in...
- I wonder...

#### **Probing Stems**

- What's another way you might...?
- What would it look like if...?
- What do you think would happen if...?
- How was... different from (or similar to)...?
- What sort of an impact do you think...?
- What criteria do you use to ...?
- When have you done something like... before?
- How did you decide...?

## So let's try to put our understandings about powerful, effective feedback into practice in an NPDL context.

## Global Competencies for Deep Learning

#### Six Global Competencies define what it means to be a deep learner.

DEFINING THE SIX GLOBAL COMPETENCIES FOR DEEP LEARNING

· Proactive stance toward life and learning to learn

Grit, tenacity, perseverance and resilience

# Ø

## Empathy, compassion and integrity in action

Character

- A global perspective
- Commitment to human equity and well-being through empathy
- and compassion for diverse values and world views
  Genuine interest in human and environmental sustainability.
- Solving ambiguous and complex problems in the real world to benefit citizens

#### Collaboration

#### • Working interdependently as a team

- · Interpersonal and team-related skills
- Social, emotional, and intercultural skills
- Managing team dynamics and challenges



#### Communication

- Communication designed for audience and impact
- Message advocates a purpose and makes an impact
  - Reflection to further develop and improve communication
- Voice and identity expressed to advance humanity

#### Creativity

- Economic and social entrepreneurialism
- Asking the right inquiry questions
- Pursuing and expressing novel ideas and solutions
- Leadership to turn ideas into action

#### **Critical Thinking**

- Evaluating information and arguments
- Making connections and identifying patterns
- Meaningful knowledge construction
- · Experimenting, reflecting and taking action on ideas in the real world

The Global Competencies for Deep Learning, better known as the 6Cs, are the skillsets in which each and every student needs to achieve in order to flourish in today's complex world. Teachers and learners use the 6Cs as a basis for designing deep learning. The 6Cs form the foundation for the New Measures, and NPDL teachers use the Deep Learning Progressions to assess students' current levels in each of the Deep Learning Competencies. They combine this with information about student achievement, interests, and aspirations to get a clear understanding of what each student needs to learn.

The following questions and prompts can be used to work with teachers to reinforce great practice, to strengthen learning design and pedagogy, and to build learning activities that focus explicitly on developing Deep Learning Competencies.

- Leaders and Teachers can record their thinking in the Conversations column.
- Each of the Deep Learning Competencies has unique conversation prompts focused on the competency. There are also some generic design questions associated with the collaborative inquiry cycle and NPDL Learning Design Protocol.
- The prompts can be personalized and contextualized some may be more appropriate than others, and you don't need to use them all!

## Summaries and conversation prompts

The Character Deep Learning Progression summarized



#### Character

Learning to deep learn, armed with the essential social and emotional character traits of self-directed learning,

grit, tenacity, perseverance, and resilience, the ability to make learning an integral part of living; and to proactively change outcomes for themselves and others.

#### **Limited Evidence**

Learners require considerable direction and structure to complete tasks and reflect upon learning.

Learners are easily discouraged by challenges.

Learners do not demonstrate an openness to learning.

Learners do not understand empathy, compassion, or integrity.

Learners do not recognize how digital can change learning outcomes and attitudes.

#### Emerging

With guidance, learners are building their skills in planning, choosing, and making decisions on learning.

Learners are beginning to take a positive learning view and to see errors and feedback as opportunities to learn.

Learners are beginning to understand the role of empathy, compassion, and integrity in their learning.

Learners are beginning to use digital to develop key character traits.

#### Developing

Learners are increasingly taking responsibility for, planning, and reflecting on their learning.

Learners welcome feedback as an opportunity to learn and improve, and they have a positive view of learning.

Learners deal well with small to moderate challenges and setbacks.

Learners understand and are committed to developing empathy, compassion, and integrity.

Learners regularly use digital to develop key character traits.

#### Accelerating

Learners take responsibility for their own learning, make decisions, and seek feedback as needed.

Learners have a positive learning stance and bring their best to each learning experience.

Learners use grit, tenacity, perseverance, resilience, and self-reflection in the face of major setbacks to adapt as necessary.

Learners constantly strive to show empathy, compassion, and integrity in their lives. Learners can articulate how digital enhances their learning and character.

#### Proficient

Learners are highly efficient at self-regulating, creating learning opportunities, and finding worthwhile solutions.

Learners actively seek feedback and use it to better their learning.

Learners see learning as integral to life and share their outlook with others.

Learners have highly developed grit, tenacity, perseverance and resilience and understand their importance in life, work, and the world.

Learners demonstrate high levels of empathy, compassion, and integrity and take action against injustices.

Learners choose and use digital to build character traits and monitor learning.

## Prompts for leading conversations about designing for Character

Stage of the Collaborative Inquiry Cycle	Guiding Questions Character	Conversation Notes
Assess - use the Deep Learning Competency Framework to identify student progress, strengths and needs. Combine with student achievement and interests to establish learning goals.	<ul> <li>Are learners self-directed and open to learning?</li> <li>To what extent do learners demonstrate grit, tenacity, perseverance, resilience, empathy, compassion, and integrity?</li> <li>Do learners actively seek feedback to improve their work?</li> <li>What curriculum/character goals are the current learning focuses/needs?</li> </ul>	
Design - work with peers, students and families to use the Deep Learning Progressions to design deep learning tasks steeped in a real world problem or challenge of relevance to the learners.	<ul> <li>How might a learning experience advance both curriculum and character goals?</li> <li>What kind of learning evidence would demonstrate learners' self-regulation, grit, tenacity, empathy, etc.?</li> <li>How can self/peer/teacher assessment be incorporated in a way that advances learning?</li> <li>How might student, parent, and/or community partnerships develop key character traits?</li> <li>How might the use of digital tools develop/evidence character learning?</li> </ul>	
Implement the Learning - implement the deep learning task, leveraging digital to accelerate and deepen learning.	<ul> <li>How are you optimizing the learning environment for success?</li> <li>How are you tracking learners' progress during the experience?</li> <li>What new opportunities are arising to further curriculum/character goals? How can you capitalize?</li> <li>Are learners demonstrating an openness to learning and the grit and perseverance to work through challenging learning?</li> </ul>	
Measure, Reflect & Change – use a range of evidence to measure the outcomes of the learning and effectiveness of the design so that you can reflect on what works and what can be improved.	<ul> <li>Where are your learners on the Character Progression?</li> <li>What evidence are you using to capture these ratings?</li> <li>What worked well in this learning activity? What could be improved?</li> <li>Were you able to capture intended learning evidence? What (if any) unexpected evidence was captured?</li> <li>Did the experience help learners progress toward intended curriculum/character goals?</li> <li>How might you share what you learned from this experience (with learners, families, others)?</li> </ul>	

#### The Citizenship Deep Learning Progression summarized



#### Citizenship

Thinking like global citizens, considering individual and societal wellbeing, and global issues based on a deep understanding of diverse values and worldviews, and with genuine interest, empathy, compassion and ability to solve ambiguous and complex

real-world problems that impact equity, human and environmental sustainability.

#### **Limited Evidence**

Learners have an inward view of the world and its perspectives.

Learners have difficulty understanding, accepting, and appreciating other perspectives. Learners have a low level of awareness and caring about environmental issues.

Learners are uncomfortable working on real-world challenges and prefer structured tasks to open-ended problems.

Learners do not yet use digital to explore global issues.

#### Emerging

Learners are beginning to explore global issues and consider causes of differing viewpoints. Learners are starting to show awareness of their own identities and cultures and, with guidance, can understand a few cultural differences.

Learners recognize how people's actions impact the local environment and are guided to explore that impact.

Learners are developing comfort tackling open-ended, real-world challenges.

Learners are beginning to use digital to understand their community, connect with partners, and communicate respectfully.

#### Developing

Learners show an understanding of local and global issues/concepts such as peace and conflict, interdependence, and inequity.

Learners are developing a sense of and appreciation for their own and others' identities and worldviews.

Learners appreciate the importance of environmental sustainability and are starting to direct their learning accordingly.

Learners are interested in real-world challenges and are developing the ability to work with ambiguity.

Learners use digital to connect locally and globally and understand issues, and they are learning to use it respectfully and appropriately.

#### Accelerating

Individually and collectively, learners actively think about and respond to global issues, and they are beginning to recognize that everyone can contribute.

Learners have a strong awareness of their culture and open-minded curiosity about others. Learners genuinely care about the planet and its people and can independently generate environmentally sustainable solutions.

Learners are highly motivated to address and skillful at exploring real-world, ambiguous problems.

Learners use digital to create sustainable solutions with diverse global partners using strong digital citizenship behaviors like respect and empathy.

#### Proficient

Learners believe everyone can make a difference and actively seek ways to do it.

Learners use their cultural understanding to consider global issues, alleviate inequities, and enhance well-being.

Learners have a compelling view of environmental issues and use it to improve human and environmental outcomes.

Learners can tackle real-world problems and create their own perspectives.

Learners use digital to enrich their perspectives, collaboratively work on solutions, and articulate and model digital citizenship.

## Prompts for leading conversations about designing for Citizenship

Stage of the Collaborative Inquiry Cycle	Guiding Questions Citizenship	Conversation Notes
Assess - use the Deep Learning Competency Framework to identify student progress, strengths and needs. Combine with student achievement and interests to establish learning goals.	<ul> <li>Are learners committed to equity, well-being, and sustainability?</li> <li>Do learners demonstrate a global perspective and understanding of diverse worldviews?</li> <li>How well can they solve ambiguous, complex problems in ways that make a real difference?</li> <li>What curriculum/citizenship goals are the current learning focuses/needs?</li> </ul>	
Design - work with peers, students and families to use the Deep Learning Progressions to design deep learning tasks steeped in a real world problem or challenge of relevance to the learners.	<ul> <li>How might a learning experience advance both curriculum and citizenship goals?</li> <li>What kind of learning evidence would demonstrate learners' commitment to wellbeing, sustainability, etc.?</li> <li>Are there opportunities for learners to solve real-world problems?</li> <li>How might student, parent, and/or community partnerships develop key citizenship skills?</li> <li>How might the use of digital tools develop/evidence citizenship learning?</li> </ul>	
Implement the Learning - implement the deep learning task, leveraging digital to accelerate and deepen learning.	<ul> <li>How are you optimizing the learning environment for success?</li> <li>How are you tracking learners' progress during the experience?</li> <li>What new opportunities are arising to further curriculum/citizenship goals? How can you capitalize?</li> <li>Are learners demonstrating a global perspective, an understanding of diverse worldviews, and/or other citizenship focuses?</li> </ul>	
Measure, Reflect & Change – use a range of evidence to measure the outcomes of the learning and effectiveness of the design so that you can reflect on what works and what can be improved.	<ul> <li>Where are your learners on the Citizenship Progression?</li> <li>What evidence are you using to capture these ratings?</li> <li>What worked well in this learning activity? What could be improved?</li> <li>Were you able to capture intended learning evidence? What (if any) unexpected evidence was captured?</li> <li>Did the experience help learners progress toward intended curriculum/citizenship goals?</li> <li>How might you share what you learned from this experience (with learners, families, others)?</li> </ul>	



#### Collaboration

Work interdependently and synergistically in teams with strong interpersonal and team-related skills, including

effective management of team dynamics and challenges, making substantive decisions together, and contributing to learning from and having an impact on others.

#### Limited Evidence

Learners work individually or collaborate informally, skipping over substantive decisions.

Learners do not demonstrate team-related skills or understanding of shared purpose. Learners have a basic self-awareness but tend to see things only from their own perspective.

Learners either don't listen to others' views or too quickly defer to them.

Learners use some digital elements to collaborate.

#### Emerging

Learners work together to complete tasks and demonstrate collective ownership of products/outcomes, but they don't achieve equitable contribution.

Learners are finding out about who they are and how their behaviors affect others. Learners need guidance to form positive working relationships but are beginning to deal more thoughtfully with disagreements.

Learners use digital to facilitate shared ways of learning and reflecting.

#### Developing

Learners collaboratively match tasks to individual strengths and involve all team members in making decisions.

Learners demonstrate strong interpersonal skills and collective ownership.

Learners' self-awareness and developing listening skills are helping them to express their viewpoints and genuinely value others' perspectives.

Learners generally work effectively together but still need help with conflict resolution.

Learners effectively use digital to build interdependence and understand others.

#### Accelerating

Learners' contributions are clearly interwoven, and they can articulate how they work together to develop solutions.

Learners show strong skills in listening, facilitating, and ensuring all team members are heard and reflected in the work.

Learners support, challenge, and progress themselves and others.

Learners know what underpins their own and others' perspectives and use others' viewpoints to enrich their own learning.

Learners can articulate how digital deepens collaboration and improves learning/products.

#### Proficient

Learners leverage each team members' strengths and perspectives to come to the best possible group decisions.

Learners actively ensure their team works well together to create the best outcomes. Learners have highly developed social and emotional skills that help them work well across cultures and form positive relationships with all team members.

Learners deeply understand and respect team members' viewpoints and minimize group tensions.

Learners demonstrate courage, clear expression, empathy, and respect. Learners choose and use digital to enrich the group's learning and work effectively and efficiently in any location.

## Prompts for leading conversations about designing for Collaboration

Stage of the Collaborative Inquiry Cycle	Guiding Questions Collaboration	Conversation Notes
Assess - use the Deep Learning Competency Framework to identify student progress, strengths and needs. Combine with student achievement and interests to establish learning goals.	<ul> <li>How well do learners work interdependently in teams and manage team dynamics/challenges?</li> <li>Have learners developed social and emotional skills and positive relationships?</li> <li>Do learners make sure everyone's voices are heard and strengths are leveraged?</li> <li>What curriculum/collaboration goals are the current learning focuses/needs?</li> </ul>	
Design - work with peers, students and families to use the Deep Learning Progressions to design deep learning tasks steeped in a real world problem or challenge of relevance to the learners.	<ul> <li>How might a learning experience advance both curriculum and collaboration goals?</li> <li>What kind of learning evidence would demonstrate learners' collaborative, social and emotional skills?</li> <li>How can self/peer/teacher assessment be incorporated in a way that advances learning?</li> <li>How might student, parent, and/or community partnerships develop key collaboration skills?</li> <li>How might the use of digital tools develop/evidence collaboration?</li> </ul>	
Implement the Learning - implement the deep learning task, leveraging digital to accelerate and deepen learning.	<ul> <li>How are you optimizing the learning environment for success?</li> <li>How are you tracking learners' progress during the experience?</li> <li>What new opportunities are arising to further curriculum/collaboration goals? How can you capitalize?</li> <li>Are learners working well with others, minimizing conflict, ensuring the best possible outcomes, and/or demonstrating other collaboration focuses?</li> </ul>	
Measure, Reflect & Change – use a range of evidence to measure the outcomes of the learning and effectiveness of the design so that you can reflect on what works and what can be improved.	<ul> <li>Where are your learners on the Collaboration Progression?</li> <li>What evidence are you using to capture these ratings?</li> <li>What worked well in this learning activity? What could be improved?</li> <li>Were you able to capture intended learning evidence? What (if any) unexpected evidence was captured?</li> <li>Did the experience help learners progress toward intended curriculum/collaboration goals?</li> <li>How might you share what you learned from this experience (with learners, families, others)?</li> </ul>	



#### Communication

Communicating effectively with a purpose and voice in a variety of modes and tools (including digital) and tailored to impact a range of audiences and learning outcomes.

#### **Limited Evidence**

Learners' communication is prescribed and may be restricted to one mode.

Learners' messages do not demonstrate clarity or intentionality.

Learners only seek feedback when directed.

Learners are unaware of their voice and identity.

Learners use digital occasionally, but it doesn't contribute to the quality, reach, or speed of communication and they struggle to explain its value.

#### Emerging

With guidance, learners choose from a range of communication modes.

Learners' communication is coherent, and they are becoming aware of the effects of various communication techniques like language and tone.

Learners seek feedback through teacher-directed means.

Learners are working to explore and articulate their own and others' voice and identity. Learners use digital to communicate and to deliver key messages to intended audiences, but digital may not significantly enhance communication.

#### Developing

Learners are becoming skilled at conveying messages through a range of modes.

Learners' calls to action are unclear, and they still don't use communication techniques to their full advantage.

Learners seek feedback from others, reflect on communication, and are developing the ability to improve communication during tasks.

Learners are working to understand where diverse voices and identities come from and how to include them in communication.

Learners explore new technologies, use digital to improve the efficiency and quality of communication, and tailor messages to promote understanding.

#### Accelerating

Learners can analyze advantages of different communication modes and tools, consider how their messages will be received by a range of audiences, and adapt messages.

Learners' messages are thought provoking but may lack impact.

Learners continuously self-reflect and refine their messages.

Learners express themselves authentically and incorporate seldom-heard voices and identities.

Learners can use and articulate the effectiveness of new and familiar technologies, use them to create messages that stick, and regularly reflect on their use.

#### Proficient

Learners are selective and articulate about communicating with a range of audiences. Learners' messages challenge thinking and inspire change through the skillful use of key communication techniques.

Learners proactively reflect and refine communication and check personal bias to ensure understanding.

Learners' authentic expression enriches others and helps them champion otherwise seldomheard voices.

Learners choose and use appropriate digital tools to meet a range of needs and deepen communication, and they articulate this in detail.

## Prompts for leading conversations about designing for Communication

Stage of the Collaborative Inquiry Cycle	Guiding Questions Communication	Conversation Notes
Assess - use the Deep Learning Competency Framework to identify student progress, strengths and needs. Combine with student achievement and interests to establish learning goals.	<ul> <li>How well do learners communicate to different audiences, reflect to improve communication, and express their voice/identity?</li> <li>Are learners' messages purposeful – do they inspire others to change?</li> <li>Do learners use appropriate digital communication tools to deepen learning?</li> <li>What curriculum/communication goals are the current learning focuses/needs?</li> </ul>	
Design - work with peers, students and families to use the Deep Learning Progressions to design deep learning tasks steeped in a real world problem or challenge of relevance to the learners.	<ul> <li>How might a learning experience advance both curriculum and communication goals?</li> <li>What kind of learning evidence would demonstrate learners' communication skills, voice, and identity?</li> <li>How can self/peer/teacher assessment be incorporated in a way that advances learning?</li> <li>How might student, parent, and/or community partnerships develop key communication skills?</li> <li>How might the use of digital tools develop/evidence communication?</li> </ul>	
Implement the Learning - implement the deep learning task, leveraging digital to accelerate and deepen learning.	<ul> <li>How are you optimizing the learning environment for success?</li> <li>How are you tracking learners' progress during the experience?</li> <li>What new opportunities are arising to further curriculum/communication goals? How can you capitalize?</li> <li>Are learners reflecting on and improving their communication, expressing themselves meaningfully, tailoring their communication, and/or inspiring real change?</li> </ul>	
Measure, Reflect & Change – use a range of evidence to measure the outcomes of the learning and effectiveness of the design so that you can reflect on what works and what can be improved.	<ul> <li>Where are your learners on the Communication Progression?</li> <li>What evidence are you using to capture these ratings?</li> <li>What worked well in this learning activity? What could be improved?</li> <li>Were you able to capture intended learning evidence? What (if any) unexpected evidence was captured?</li> <li>Did the experience help learners progress toward intended curriculum/communication goals?</li> <li>How might you share what you learned from this experience (with learners, families, others)?</li> </ul>	

#### The Creativity Deep Learning Progression summarized



#### Creativity

Having an "entrepreneurial eye" for economic and social opportunities, expressing oneself in unique ways, asking the right inquiry questions to generate novel ideas, and leadership to pursue those ideas and turn them into action.

#### **Limited Evidence**

Learners do not have an eye for spotting opportunities, creating value, or meeting needs. Learners struggle to generate inspiring, exploratory questions on their own.

Learners look for existing solutions instead of creating and testing original approaches. Learners lack the skills to lead a vision to reality.

Learners use some digital tools during the creative process, but the tools don't substantially contribute.

#### Emerging

With guidance, learners are beginning to look for needs, opportunities, or problems worth solving.

They may need guidance, but learners can brainstorm meaningful inquiry questions and design ways of answering them.

Learners' thinking is grounded in existing solutions, but they can build limited improvements with guidance.

Learners are developing leadership skills and taking responsibility for particular parts of a task. Learners use digital tools to identify and pursue creative ideas, but while these slightly improve the communication process they don't significantly enhance the creation.

#### Developing

Learners have a keen eye for identifying and solving problems using necessary resources. Through a structured process, learners can compose and refine questions that advance their inquiry.

Learners are developing creativity strategies, challenging their own mindsets, and improving what currently exists.

Learners are developing action-oriented leadership skills, can envision success, and know what it will take to get there.

Learners use digital tools to create new artifacts locally, refine inquiries, and explore newknowledge creation.

#### Accelerating

Learners have an entrepreneurial spirit that embodies vision, innovation, drive, and resource optimization.

Learners' inquiry skills are well established to the point that they can identify challenging issues and work to understand them.

Learners think divergently, have the skills to generate new possibilities, actively pursue innovative ideas, and design and share valuable solutions.

Learners are skilled, action-oriented, well-liked leaders.

Learners use digital to identify and solve challenges/questions and are beginning to explore real-world application.

#### Proficient

Learners have a talent for bringing resources together to solve real-world problems and a relentless drive to question, take action, and make change.

Learners can select and frame complex questions drawing from genuine curiosity and a range of skills.

Learners identify novel ideas and solutions, apply them across disciplines, and confidently express how to act on their ideas.

Learners are highly skilled at bringing others with them to realize their vision.

Learners choose and use appropriate digital tools to tap into what they need to realize the full potential of an idea and create novel artifacts.

## Prompts for leading conversations about designing for Creativity

Stage of the Collaborative Inquiry Cycle	Guiding Questions Creativity	Conversation Notes
Assess - use the Deep Learning Competency Framework to identify student progress, strengths and needs. Combine with student achievement and interests to establish learning goals.	<ul> <li>How well do learners pursue and express new ideas and solutions, lead for positive action, and inquire into challenging questions?</li> <li>Do learners have a talent for finding new ways to make real change?</li> <li>Are learners creative in the ways they go about gathering/using necessary tools and resources (digital and otherwise)?</li> <li>What curriculum/creativity goals are the current learning focuses/needs?</li> </ul>	
Design - work with peers, students and families to use the Deep Learning Progressions to design deep learning tasks steeped in a real world problem or challenge of relevance to the learners.	<ul> <li>How might a learning experience advance both curriculum and creativity goals?</li> <li>What kind of learning evidence would demonstrate learners' creative ideas, leadership, and change making?</li> <li>How can self/peer/teacher assessment be incorporated in a way that advances learning?</li> <li>How might student, parent, and/or community partnerships develop key creativity skills?</li> <li>How might the use of digital tools develop/evidence learners' creativity?</li> </ul>	
Implement the Learning - implement the deep learning task, leveraging digital to accelerate and deepen learning.	<ul> <li>How are you optimizing the learning environment for success?</li> <li>How are you tracking learners' progress during the experience?</li> <li>What new opportunities are arising to further curriculum/creativity goals? How can you capitalize?</li> <li>Are learners leading for positive action, asking the right inquiry questions, and finding and using necessary resources to create solutions?</li> </ul>	
Measure, Reflect & Change – use a range of evidence to measure the outcomes of the learning and effectiveness of the design so that you can reflect on what works and what can be improved.	<ul> <li>Where are your learners on the Creativity Progression?</li> <li>What evidence are you using to capture these ratings?</li> <li>What worked well in this learning activity? What could be improved?</li> <li>Were you able to capture intended learning evidence? What (if any) unexpected evidence was captured?</li> <li>Did the experience help learners progress toward intended curriculum/creativity goals?</li> <li>How might you share what you learned from this experience (with learners, families, others)?</li> </ul>	



#### **Critical Thinking**

Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying and assessing it in the real world.

#### **Limited Evidence**

Learners can find information but have difficulty discerning its accuracy/meaning. Learners see only simple patterns and connections, when pointed out. Learners can recall information but need guidance to explain their thinking. Learners struggle to see wider implications for their learning and need guidance to test their ideas. Learners do not use digital tools to learn/think critically. Emerging Learners are beginning to evaluate information using effective search skills. Learners are starting to see patterns and make connections between diverse viewpoints and information sources. Learners' knowledge construction is still limited to interpretation with minimal analysis. With guidance, learners are starting to think about real-world applications and apply their learning across contexts. Learners are beginning to use digital tools to critically evaluate information. Developing Learners can identify strengths/weaknesses of trustworthy information but struggle to explain their reasoning. Learners can make connections between significant concepts and across artificial boundaries. Learners interpret and analyze information from diverse learning pathways to construct meaningful new knowledge within single disciplines. Learners are developing the ability to evaluate information and extend, adapt, and apply their thinking in real-world contexts. Learners use digital to generate questions and develop their thinking together. Accelerating Learners are skilled at evaluating information, understanding opposing viewpoints, and explaining their reasoning. Learners are able to articulate the importance of identifying patterns and connections across boundaries. Learners actively create meaningful knowledge after analyzing information and ideas across disciplines. Learners can experiment to develop and test solutions in real-world settings, and they articulate how, why, and where knowledge can be applied. Learners effectively use digital tools to enable critical thinking together. Proficient Learners are skilled evaluators of information and arguments and can defend their positions with relevant references, clarity, and insight. Learners deftly draw from diverse sources to deeply analyze and understand information. Learners' knowledge construction is insightful, connected, and interdisciplinary, involving interpretation, analysis, synthesis, and evaluation. Learners routinely apply learning in new and meaningful ways and reflect on and develop their processes for doing so. Learners choose and use appropriate digital tools to think critically and apply their learning in real-

world contexts, and they articulate the tools' usefulness in detail.

## Prompts for leading conversations about designing for Critical Thinking

Stage of the Collaborative Inquiry Cycle	Guiding Questions Critical Thinking	Conversation Notes
Assess - use the Deep Learning Competency Framework to identify student progress, strengths and needs. Combine with student achievement and interests to establish learning goals.	<ul> <li>How well do learners evaluate information, draw connections and patters, and construct new knowledge?</li> <li>Do learners take action in the real world through experimentation, and then reflect and improve?</li> <li>Do learners draw from and effectively analyze diverse sources of information?</li> <li>What curriculum/critical thinking goals are the current learning focuses/needs?</li> </ul>	
Design - work with peers, students and families to use the Deep Learning Progressions to design deep learning tasks steeped in a real world problem or challenge of relevance to the learners.	<ul> <li>How might a learning experience advance both curriculum and critical thinking goals?</li> <li>What kind of learning evidence would demonstrate learners' new knowledge construction, evaluative skills, and real-world implementation?</li> <li>How can self/peer/teacher assessment be incorporated in a way that advances learning?</li> <li>How might student, parent, and/or community partnerships develop key critical thinking skills?</li> <li>How might the use of digital tools develop/evidence learners' critical thinking?</li> </ul>	
Implement the Learning - implement the deep learning task, leveraging digital to accelerate and deepen learning.	<ul> <li>How are you optimizing the learning environment for success?</li> <li>How are you tracking learners' progress during the experience?</li> <li>What new opportunities are arising to further curriculum/critical thinking goals? How can you capitalize?</li> <li>Are learners drawing connections and patterns, creating new knowledge, effectively evaluating/analyzing information, and testing and reflecting on their ideas?</li> </ul>	
Measure, Reflect & Change – use a range of evidence to measure the outcomes of the learning and effectiveness of the design so that you can reflect on what works and what can be improved.	<ul> <li>Where are your learners on the Critical Thinking Progression?</li> <li>What evidence are you using to capture these ratings?</li> <li>What worked well in this learning activity? What could be improved?</li> <li>Were you able to capture intended learning evidence? What (if any) unexpected evidence was captured?</li> <li>Did the experience help learners progress toward intended curriculum/critical thinking goals?</li> <li>How might you share what you learned from this experience (with learners, families, others)?</li> </ul>	

#### NPDL Learning Design Coaching Tool

Using a coaching approach is essential to create the conditions for deep reflective conversations. When each person assumes the role of coach and learner, and when those positions are swapped evenly, everyone is a learner. There are a few conditions to bear in mind when coaching. Effective coaches recognize they are in service of the learner. Good questions cue reflection, contemplation, and insight. If we want teachers to own their next step in improvement, we need to help them unearth the issues as *they* see them.

## Learning Design Coaching Tool

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

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Learning Design Cues and Prompts



#### Think about:

Who is "in charge" of the learning?

Learning that reflects the needs, interests and abilities of all students.

Learning opportunities that are authentic and based on real world issues.

Learning intentions and success criteria that are clear and understood by all.

A variety of assessment strategies and opportunities.

### Think about:

Partner 115 SJ.S Learner "voice and choice" in selecting ways to learn and/or present learning.

Clear strategies for students, teachers and families to work in partnerships.

Learning Partnerships that move beyond the school, addressing significant challenges.

Student voice, agency and contribution as elements of the learning opportunity.

Clear collaborative processes and measures to ensure all partners know and communicate success.

## Deep Learning

### Think about:

Technology being used for more than automation or consumption.

Technology use that meets individual needs, approaches and abilities of the learners.

Use of Technology to leverage and accelerate deep learning.

Technology enabling learning anytime, anywhere in modes that are aligned to individual and group needs.

Technology being used to connect, share, promote and define new knowledge, processes, partnerships and innovations within and beyond the learning group

## Think about:

Examples of how the physical and socio emotional environments support learners and learning.

Interactivity between the environment and the learners

A positive climate and culture for learning.

The level of student engagement.

Environments that incorporate authentic, real world and virtual elements.





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#### NPDL Learning Design Rubric

TOOL

Learning Design Rubric

	Limited Evidence	Emerging	Accelerating	Advanced
Learning Partnerships	The learning design does not yet actively promote stu- dents and teachers working in a learning partnership. The teacher may assume a directing role. Student voice, choice and agency are limited and this may impact students' sense of belonging. There is limited demonstration of equity between students, teachers and others; there is no clear shared goal(s) across the learning partners and the learning outcomes are not transparent to all; the measures for success are not explicit to students.	The learning design includes elements of students, teachers and others working in a learn- ing partnership to ensure Deep Learning outcomes. Teachers are starting to facilitate student voice, choice and agency. There are shared goal(s) for the learn- ing that students support; there is growing equity in the learning partnership relationships; learn- ing outcomes are transparent to students with an increasing understanding of how it will be measured.	The learning design has a clear strategy for students, teachers and other partners to achieve Deep Learning outcomes for all students. Students have a sense of belonging. Student voice, choice and agency and contribution to learning design has been integral; there is equity in the relationships between students, and teachers; learning outcomes, process- es and expectations are transparent; and there is consensus about what success looks like and how it will be measured.	The learning design is a collaborative partnership between students and teachers and others, with a clear focus on achieving Deep Learning outcomes for all students. Student voice, choice, agency and contribution have been crit- ical to improving the learning design. All students have a genuine sense of belonging. The learning partnership is driven by high levels of partner equity, transparency and mutual benefit/ac- countability. There are clear collabora- tive processes and measures to enable students to persevere and encounter success.
Learning Environments	The learning design does not yet take advantage of interaction or student voice. It is unclear how students can contribute to the learning. Opportunities to optimize the physical or virtual envi- ronment have not yet been employed.	The learning design states how an interactive learning environ- ment establishes a climate and culture for learning. In doing so the learning design includes strategies to engage <i>most</i> students but does not yet have clear approaches to ensure equity or to generate student influence. The physical and vir- tual environments provide new contexts for learning.	The learning design includes an inter- active and equitable learning envi- ronment to enable deep learning for all students. It includes strategies to develop collaborative processes with and between students and incorpo- rates student voice to influence the ways we work together. Physical and virtual environments provide diverse contexts for learning.	An equitable and interactive learning environment permeates the learning design; all students are deeply engaged and committed to collaborative pro- cesses. Their voice drives learning and improvement. The physical and virtual environments within and beyond the classroom provide rich, authentic contexts for learning
	Limited Evidence	Emerging	Accelerating	Advanced
Pedagogical practices – learning and teaching strategies	The learning design includes a traditional range of peda- gogical practices that may be more teacher directed without taking into account the needs, interests or voices of students in the learning process.	The learning design includes research proven pedagogical practices to advance deep learning goals. The design includes opportu- nities for active engagement but may not be based on the needs, interests and abilities of all students or informed by research proven models. Assessment practices are more teacher directed with limited opportuntities for peer/ self assessment. They may not represent a broad range of assessment approaches.	The learning design addresses stu- dents' strengths, interests and needs and invites student voice and agency. It includes pedagogical practices that best match the learning goals and needs of the students. The learning design uses research proven models, scaffolds thinking and levels of complexity and personalizes learning. The learning design engages students through choice and authentic tasks to ensure appropriate challenge and maximization of learning potential. Students see themselves as emerg- ing partners in the learning design process. The design engages students in a range of assessment approaches with rapid cycles of self and peer feedback to promote metacognition and self regulation.	The learning design reaches each student's strengths, interests and needs and ensures that each student's voice and agency is activated. Through its design students fulfil a purpose beyond the learning. The most appropriate research proven pedagogy is facilitated at the right time to respond to learners' needs. It scaf- folds thinking and levels of complexity to enable the Deep Learning Outcomes to be realized by all students. A broad repertoire of strategies generates authentic experiences, personalized learning, and increased engagement. Continuous rapid cycles of self and peer feedback as well as a variety of learning and assessment strategies -accelerate metacognition and self-direction.
Leveraging Digital	Learning Design includes limited student access and	The learning design provides access to digital to encourage	The learning design includes digital to encourage student motivation, engagement and connection to local	The learning design includes digital seamlessly and authentically to encour-

not advance Deep Learning

Digital citizenship and per-sonal safety have not been addressed in the learning

with each other and does

outcomes.

design.

The learning design addresses

digital citizenship and personal

outcomes.

safety

## Appendix 4 NPDL School Conditions for Deep Learning Rubric School Conditions Rubric

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

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## Evidence or Opinion responses

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1	Some students have difficulty staying engaged.		V
2	The teacher asked five yes/no questions in the first five minutes.		Ŋ
	In really pedantic answer – Opinion, because the observer is making judgement about		
	what constitutes a yes/no question. Pure evidence would be something like 'in the first five		
	minutes two questions were answered with yes and three with no".		
3	The teacher said that the Civil War was a tragedy for U.S. civilization.		$\square$
	This would need to be a direct quote to be Evidence		
4	The seating arrangement should be flexible because it is kindergarten.		Ø
5	I assure you that today's lesson will be quite interesting.		Ø
6	The last activity discussion of the key scene was rushed.		Ø
7	The teacher clearly has planned and organized for maximum effect.		Ø
8	As the activity progressed, students started calling out, "What should we do next?"	Ø	
9	The teacher says today's activities are an extension of the math unit.		V
	This would need to be a direct quote to be Evidence		
10	The new table arrangement encourages concentration and controlled interaction with		V
	neighbors.		
11	The pacing of the lesson was slow, allowing many possibilities for student restlessness, and		N
	disruptive behavior.		
	This one is Opinion – how slow is slow; inferring that's why are students restless, etc.		
12	Students worked with a classmate in choosing key scenes and discussing the reasons for	V	
	their choice.		
13	The class was chaotic and out of control.		
14	Seventy-five percent of the students were out of their seats and were not working on the	Ŋ	
	assignment.		
15	The teacher spent most of the class period talking to students in the front half of the		V
	classroom.		
	How much is most? How far to the front? So Opinion		
16	The teacher prefers to work with female students rather than with male students.		Ø
17	The students were bored and uninterested.		Ø
18	Five students had their heads down during the teacher's lecture.	Ø	
19	All students wrote in their journals.	Ø	
20	The students were unclear about the objective of the social studies activity.		Ø

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