March 24, 2016

**Building a School-Wide Deeper Learning System**

*If you can imagine it, you can achieve it.* Participants will create a graphic journey map to help support their journey in creating the systems and structures for deeper learning at their school. We know that deeper learning is important and we know that deeper learning is happening. As schools scale deeper learning, key questions remains: how do we implement the systems and structures that provide the opportunities for deeper learning to happen, how do we measure this Deeper Learning school-wide? In this workshop participants will draw upon the assessment systems from Envision, to identify their desired end results, where they are now in the process, and their next steps to create a school-wide assessment system.

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Envision Education

Schools
- City Arts & Tech High School
- Envision Academy of Arts & Technology
- Impact Academy of Arts & Technology

Professional Development
- Envision Learning Partners
  Inspiring Results
### Agenda

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Who’s in the Room?

Why are you here?
What do you hope to learn?

10 minutes
Envision’s Equity Focus

Race and Racism Matters: Health Inequities by Race/Ethnicity

Figure 5: Historical Life Expectancy at Birth, Alameda County

- White: 2.3 years, 4.9 years, 7.8 years
- African American: 7.8 years

Note: White and African American defined regardless of Latino origin.
Income Matters:
Health Inequities by Neighborhood & Household Poverty

Life Expectancy at Birth by Neighborhood Poverty, Alameda County

Source: Alameda County vital statistics files, 2001-2005.
Warm-up

Connections

Mingle and find 3 the people that have connections to you.

e.g. home town, movies watched, book read, team supported etc.

Note: Not ‘same Deep Dive’, ‘San Diego n April’, ‘At High Tech High’ etc.
Essential Question

How does a student defense of mastery drive the journey of learning toward college and career success?
I can identify the process in creating a Deeper Learning Student Assessment System at my school.
Norms

1) Be hard on content; soft on the people
2) Step up; step back
3) Follow the protocols; take risks
4) Others?
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Where are you now?

Create a visual that shows.

1. The major events of the student learning experience at your school.

2. How students demonstrate their learning to themselves, staff, and families.

3. Other critical elements, i.e. intended outcomes, method of demonstration, system design, final moments, tools, scaffolds, other ....
Graphic Note Taking
Graphic Note Taking
Where are you now?

Create a visual that shows.

1. The major markers of a student learning experience at your school.

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Where are you now?

Notice and Wonder.

What do you Notice and Wonder about your ‘system’.

Share with others at your table.
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‘Balance the Boat’

Create groups of 4 with people who do not share your same role
Defense

Yvonne
12th Grade Student
Metropolitan Arts & Tech High School,
San Francisco, CA
<table>
<thead>
<tr>
<th>Observations</th>
<th>Inferences</th>
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</thead>
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Defense Note-Catcher
From watching the video, what do you infer has been put in place to support students reaching this point?
Defender
Share - Observations & Inferences
Deeper Learning

Break Time!
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Teacher Voice

“What excites you about defense?”

Stories from Envision Schools teachers
“Defense is not a singular event, it’s a 4 year process.”
Envision Schools’ Students

- Hispanic/Latino: 7%
- African American: 3%
- Other: 23%
- White: 57%
- Asian: 10%

Free and Reduced lunch: 34%
66%

- First in their families to graduate from college:
21%
79%
## Envision Schools’ Results

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<tr>
<th>Envision by the Numbers</th>
<th>National Averages</th>
<th>Envision Schools</th>
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<tbody>
<tr>
<td>High School Graduates Attending College</td>
<td>60%</td>
<td>98%</td>
</tr>
<tr>
<td>African American College Acceptance</td>
<td>32%</td>
<td>98%</td>
</tr>
<tr>
<td>Hispanic/Latino College Acceptance</td>
<td>25%</td>
<td>99%</td>
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<tr>
<td>First Year College Persistence</td>
<td>60%</td>
<td>85%</td>
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Envision Education
What are students defending?

Graduate Profile

- **Know**
- **Do**
- **Reflect**

Demonstrated through

College Success Portfolio

- Digital Element
- 5 Proficient Artifacts
- 5 Artifact Reflections
- Cover Letter

Assessed by

Rubrics

- Creative Expression
- English Research or Argumentation
- English Textual Analysis
- History/Social Studies Research or Inquiry
- Math Analysis or Inquiry
- Scientific Inquiry
- Scientific Research
- Oral Presentation
9th - 12th Progression

9th: At least 1 artifact in each of the 4 academic competencies
    Assessed against full rubric with targeted areas

10th: **Benchmark Portfolio**: Students defend 3 artifacts from 3 competencies
     Submit Portfolio of 4 artifacts & reflections

11th: At least 1 artifact in each of the 4 academic competencies + WLE
     Assessed against full rubric with focus on proficiency

12th: **College Success Portfolio**: Students defend 3 artifacts from 3 competencies
     Submit Portfolio of 5 proficient artifacts & reflections, including WLE
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Deeper Learning Community of Practice
Deeper Learning

Competency 1. MASTER CORE ACADEMIC CONTENT
Competency 2. THINK CRITICALLY & SOLVE COMPLEX PROBLEM
Competency 3. WORK COLLABORATIVELY
Competency 4. COMMUNICATE EFFECTIVELY
Competency 5. LEARN HOW TO LEARN
Competency 6. DEVELOP ACADEMIC MINDSET
Opportunity to review CSP handbook section one and two.
Use the DLSAS planning document to think through next steps for implementation.
Day 1

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Deep Dive 2016

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2. How students demonstrate their learning to themselves, staff, and families.

3. Other critical elements, i.e. intended outcomes, method of demonstration, system design, final moments, tools, scaffolds, other ....
Exhibition

• Place the performance assessments on the tables... or if digital copies on computers. Display any work that you have created - Visual journey map, planning documents, reflections etc. on the wall or table space so that our visitors can see clearly.
• Complete the reflection journal and place them in close proximity to your visuals.

Enjoy and celebrate your brilliant work
Props

‘Proper Recognition’
Thank you

Symon Hayes
Director, Professional Development