

DEEP LEARNING AND INNOVATION

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

BOARD WORKSHOP



TODAY'S AGENDA

- 1 | DIVING INTO DEEP LEARNING
- 2 | THE ROLE OF THE LIAISONS
- 3 | GRADING AND ASSESSMENT



Section 1

DIVING INTO DEEP LEARNING

Deep Learning and Innovation



We will create learning environments that empower students to own their learning so they find purpose, meaning, and joy in their education and excel in post-high school endeavors.



SRVUSD...Dedicated to academic excellence where all students thrive and succeed in innovative and inclusive learning environments.

STRATEGIC GOALS

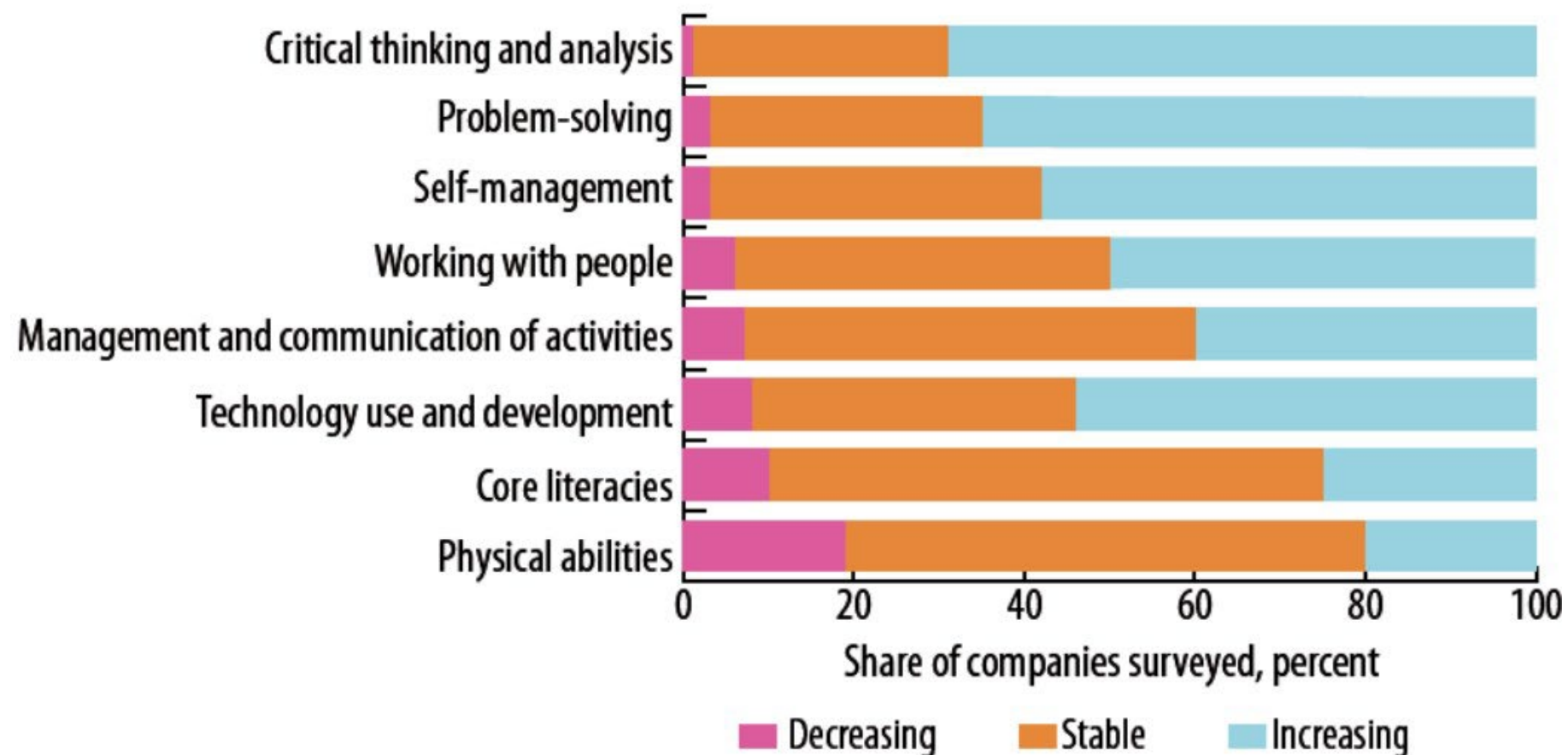
- 1 | Create a **coherent system** that is aligned to support instruction.
- 2 | Develop and implement **instructional models** to engage students in learning at deep levels.
- 3 | Use authentic forms of **assessments** where students are expected to meaningfully apply essential knowledge and skills to new situations.

“Everything else has accelerated but schools have not; so schools have become more disconnected. The walls between schools and the outside need to be more permeable.”

LARRY ROSENSTOCK

Shifting priorities

The relative importance of skill sets is evolving, employers say, with some increasing in value and others declining.



Source: Future of Jobs Survey 2020, World Economic Forum.

UNDERSTANDING DEEP LEARNING

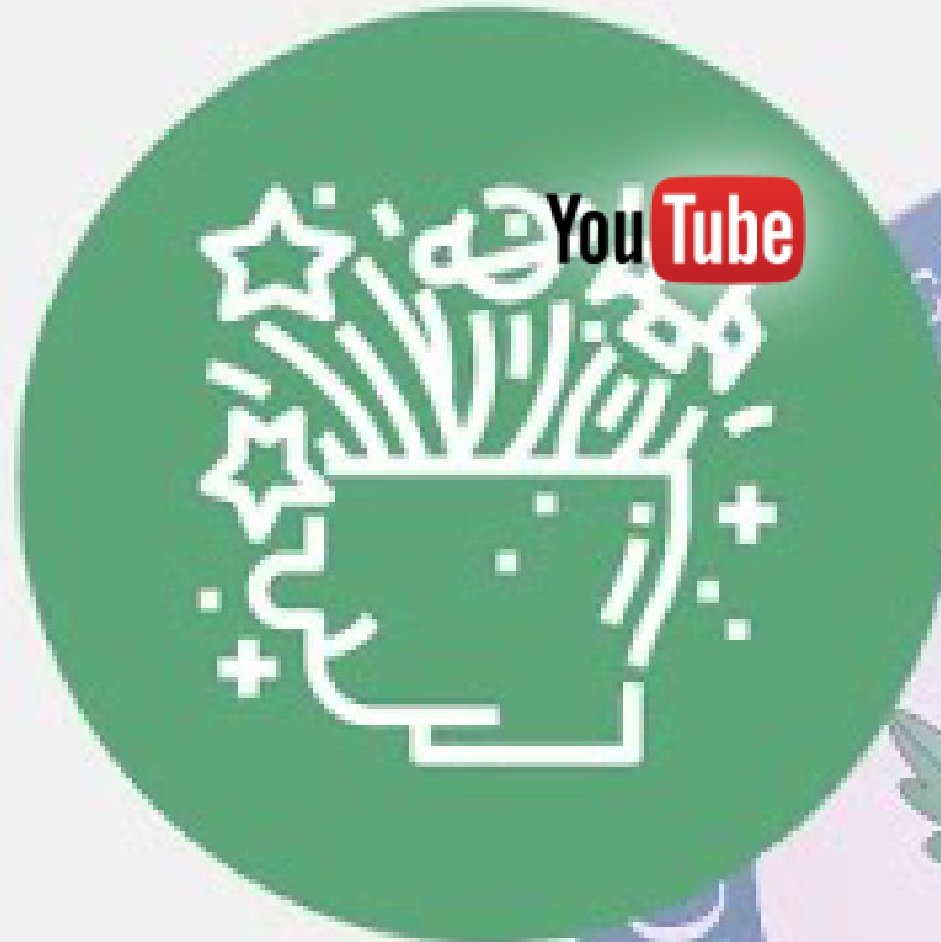
DEEP LEARNING IS

- Going beyond mastery of existing content knowledge.
- The application of foundational understandings to new contexts - devise innovative solutions to problems.
- A way to prepare students for the future world of work.

DEEP LEARNING IS NOT

- A de-emphasis on foundational knowledge and skills.
- Lowering of standards/expectations.
- A reliance on only one teaching method.

Deep Learning



SIX GLOBAL COMPETENCIES (THE 6 Cs)

COLLABORATION

- Working interdependently as a team.
- Managing team dynamics and challenges.

CRITICAL THINKING

- Evaluating information and arguments.
- Meaningful knowledge construction.

COMMUNICATION

- Communication designed for audience and impact.
- Message advocates a purpose and makes an impact.

SIX GLOBAL COMPETENCIES (THE 6 Cs) CONTINUED

CREATIVITY

- Pursuing and expressing novel ideas and solutions.
- Leadership to turn ideas into actions.

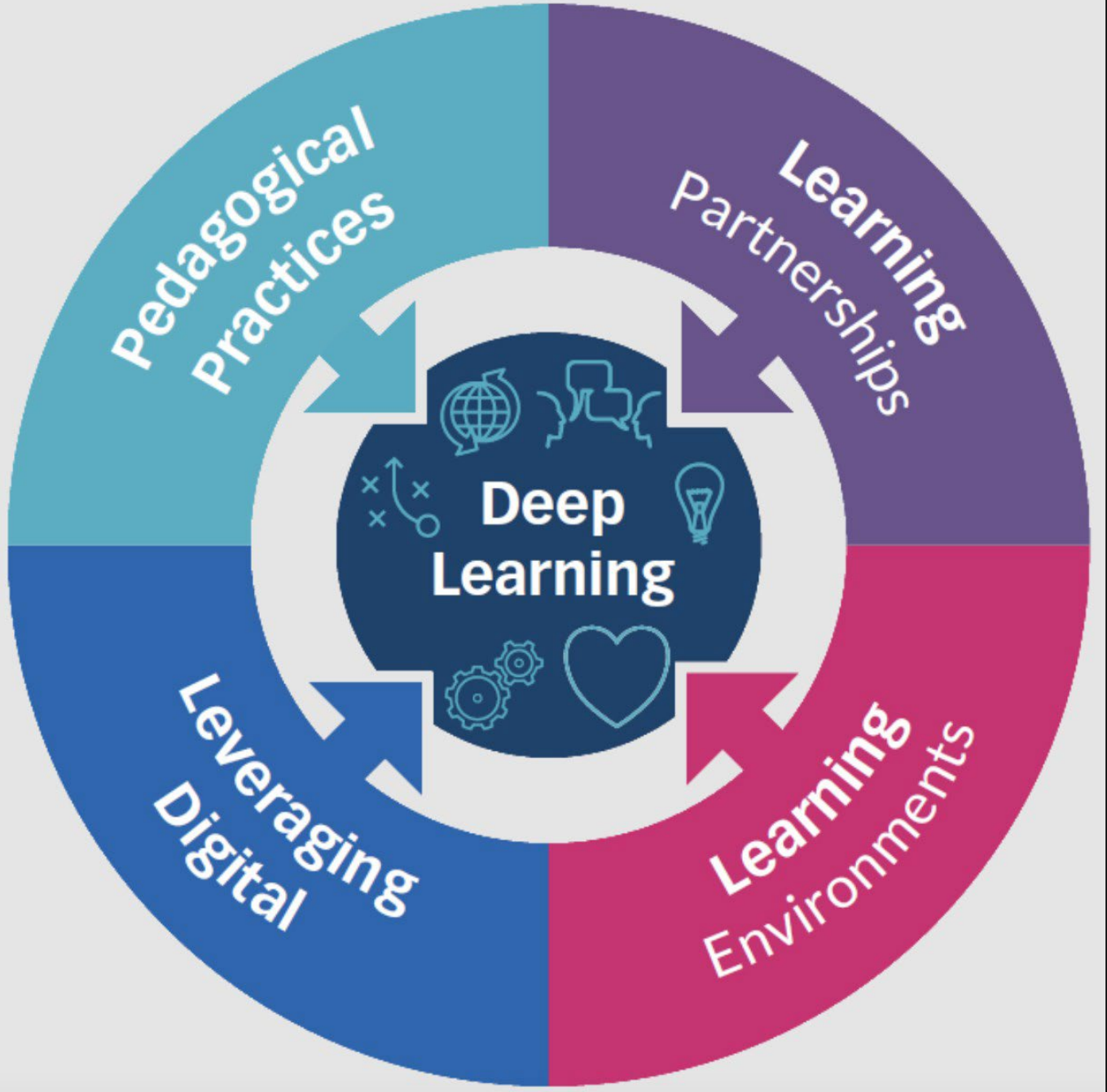
CITIZENSHIP

- A global perspective.
- Solving ambiguous and complex problems in the real world to benefit citizens.

CHARACTER

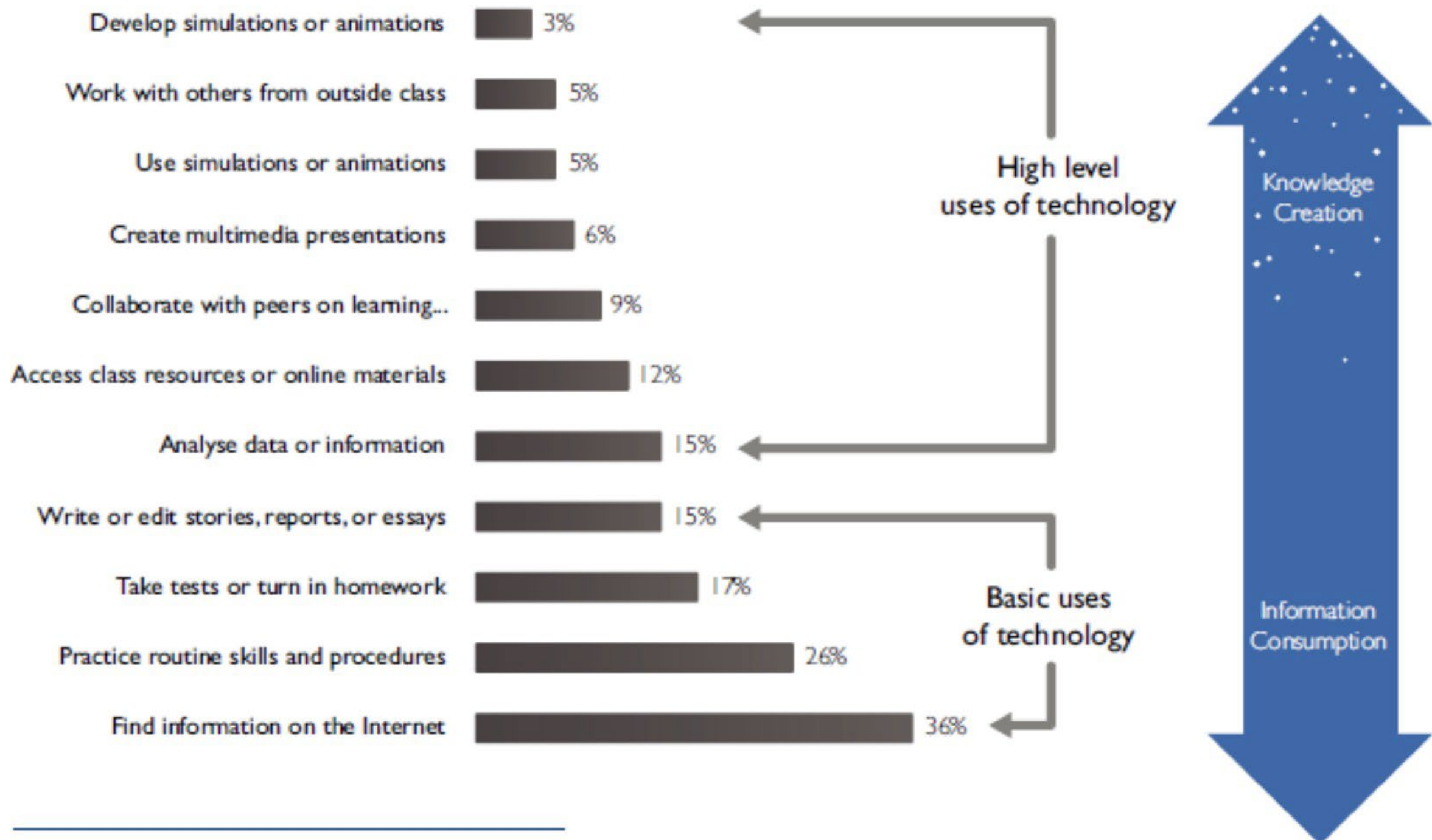
- Proactive stance toward life and learning to learn.
- Grit, tenacity, perseverance, resilience.

FOSTERING
THE DESIGN
OF DEEP
LEARNING
EXPERIENCES



FOSTERING THE DESIGN OF DEEP LEARNING EXPERIENCES

- PEDAGOGICAL PRACTICES
 - Teacher as activator - inquiry, problem-solving.
 - Student choice and voice.
- LEARNING PARTNERSHIPS
 - Teacher/student partnerships.
 - Reframe learning by connecting with others.
- LEARNING ENVIRONMENTS
 - Students feel safe in taking risks.
 - Space flexibility - collaboration, quiet places, active areas, etc.
- LEVERAGING DIGITAL
 - Facilitates the creation of knowledge.
 - Use of tools to critically assess, discern, etc.



MULTI-PRONGED APPROACH TO SUPPORTING DEEP LEARNING

- ☆ Build leadership capacity
- ☆ Provide foundational understandings for all staff
- ☆ Partner with global leaders
- ☆ Provide instructional coaching (liaisons)
- ☆ Use of deep learning as a driver for all work

BUILD LEADERSHIP CAPACITY

- Deep Learning Cohorts
 - Nine sites.
 - In-depth professional development provided by partner organization.
 - Access to deep learning curriculum through partner organization.
 - Celebrate successes (e.g. video collection).
- Trainer-of-Trainer Model
 - All liaisons trained to provide in-depth professional development.

PROVIDE FOUNDATIONAL UNDERSTANDINGS

- Development of a new model: **Shared Leadership Teams (SLTs)**.
- The Curriculum and Instruction team provides professional development to principals, assistant principals, liaisons, and other site leaders.
- Site instructional teams then modify and implement in ways that are appropriate for their staff.
- Novel mechanism used to provide foundational understandings of deep learning and innovation.

PARTNER WITH GLOBAL LEADERS



New Pedagogies for Deep Learning (NPDL)

- Global leaders in deep learning.
- Partnerships with others from around the world.



Defined Learning

- Curriculum support based in deep learning

PROVIDE INSTRUCTIONAL COACHING

- Multi-Tiered Systems of Support (MTSS) and Equity Liaisons.
- Provide coaching of individuals or teams of teachers.
- Research highlights positive impact of instructional coaching.

USE OF DEEP LEARNING AS A DRIVER

- Deep learning is used as a driver for all that we do.
- Curricula adoption.
 - Elementary Social Studies and Phonics (2022-2023).
 - Middle School Social Studies and High School Science (2023-2024).
- Model at meetings.
- Innovation Forums.

ASSESSING PROGRESS

CLASSROOM WALK THROUGHS

- Collecting data on the use of deep learning strategies.

CALIFORNIA HEALTHY KIDS

- Meaningful participation.
- Student choice and voice.

CAASPP ELA/MATH SCORES

- Increase overall.
- Decrease disparities.

DEVELOPMENT OF A LEARNER PROFILE

LEARNER PROFILE

- The purpose of a Learner Profile is to specify the cognitive, personal, and interpersonal competencies that students should have when they graduate.
- Will complement the strategic directions in guiding the work that we do.
- Goal is to bring it to the Board in June of 2023.



Self Directed Learner



Knows how to learn and demonstrates the skills and dispositions to achieve success.

Critical Thinker



Thinks deeply in order to apply learning, solve problems, create new understanding, and make informed decisions.

Mastery Learner



Demonstrates mastery and application of learning in all core academic standards.

Collaborator



Engages with a variety of people, builds positive relationships, and is able to work with others to achieve a common goal.

Communicator



Exchanges ideas and information in a variety of ways with diverse audiences.



Section 2

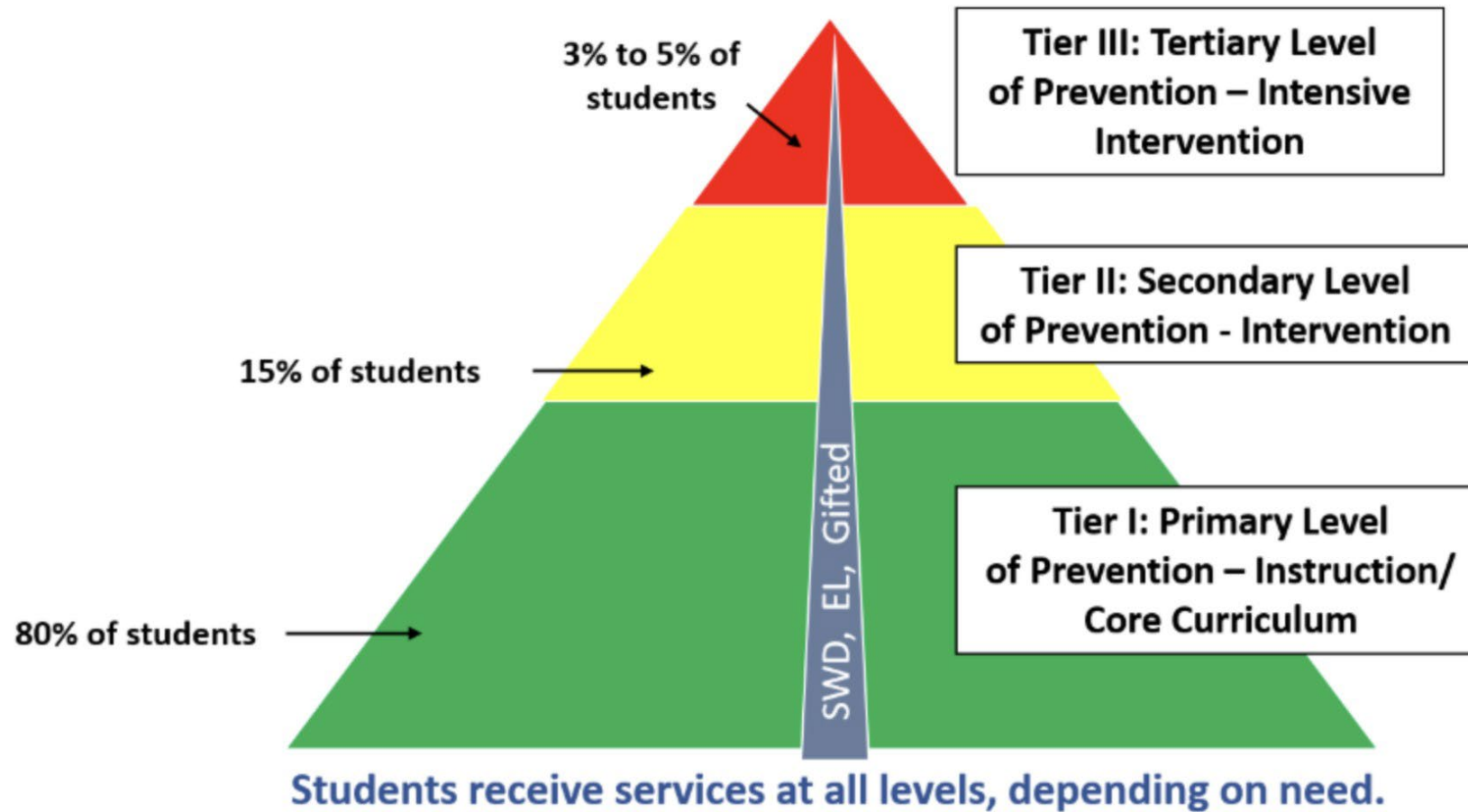
THE ROLE OF THE LIAISONS

LIAISON SUMMARY

2023-2024

- Combining the Multi-Tiered Systems of Support (MTSS) and Equity Liaisons
- A total of 28 liaisons:
 - Two at each high school.
 - One at each middle school.
 - Each elementary school shares a liaison with another elementary school.
 - One at Venture.

WHAT IS MTSS?



THE WORK OF THE LIAISONS

- Support the creation of safe and inclusive learning environments.
- Develop/implement all-staff professional development.
 - Social Emotional Well-Being
 - Deep Learning
 - Culturally Responsive Teaching
- Support a tiered system of intervention.
 - Collect and analyze a variety of data sources.
 - Tier 1,2 and 3.
- Provide instructional coaching.
- Identify instructional practices that contribute to disproportionate outcomes for underserved groups.
- Provide support for Common Learning Time.



student-led



small groups and pairs

NEXT STEPS

- Continue building leadership capacity through cohort system.
- Deepen understanding of how to implement deep learning through Shared Leadership Team model.
- Development of Learner Profile.
- Evaluate the use of deep learning strategies through instructional walk-throughs.
- Continue our partnership with leading organizations.
- Celebrate successes including through use of video narratives.



Section 3

GRADING AND ASSESSMENT

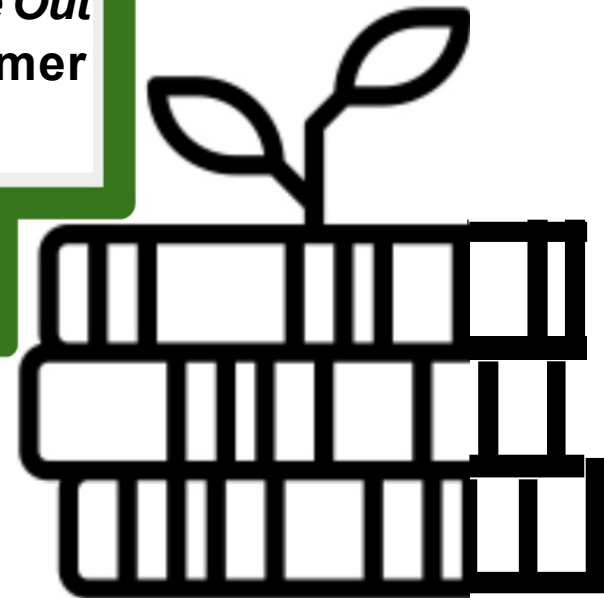
Assessment in the SRVUSD is a tool to provide consistent, meaningful and accurate feedback that reflects progress toward mastery of specific and required standards to inform students, parents and teachers about student learning.

SRVUSD Grading Reform Commitment Statement

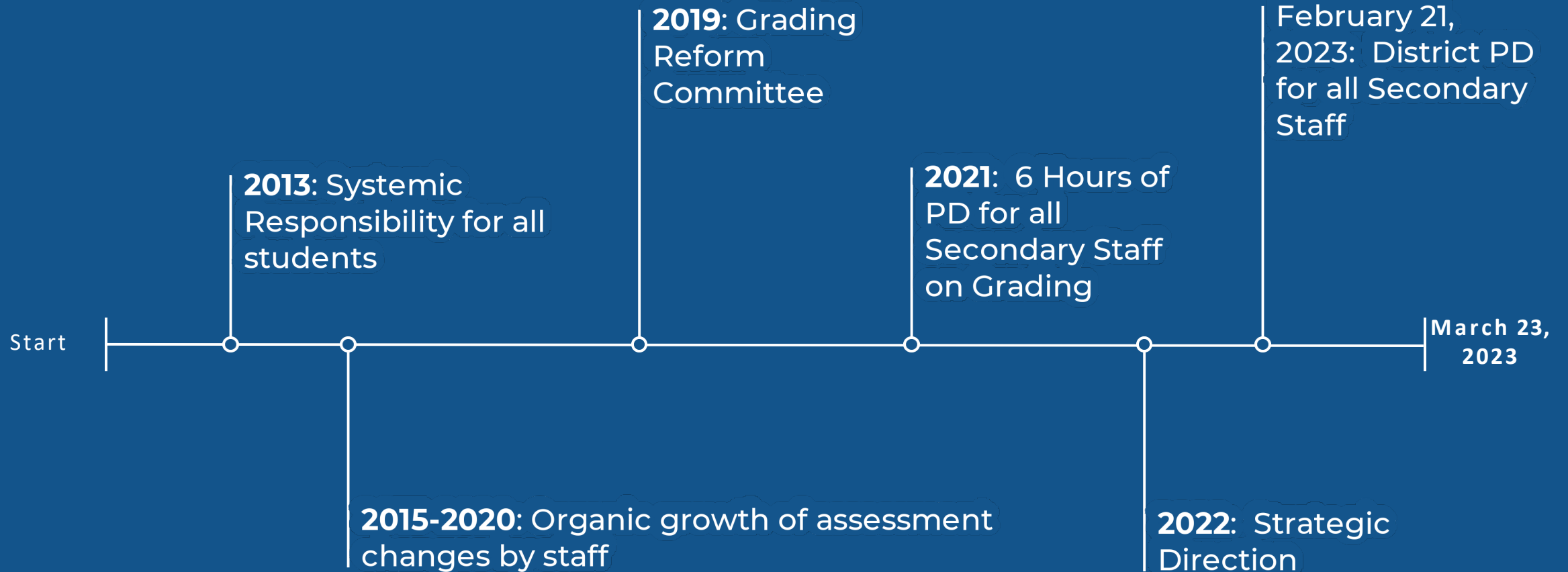


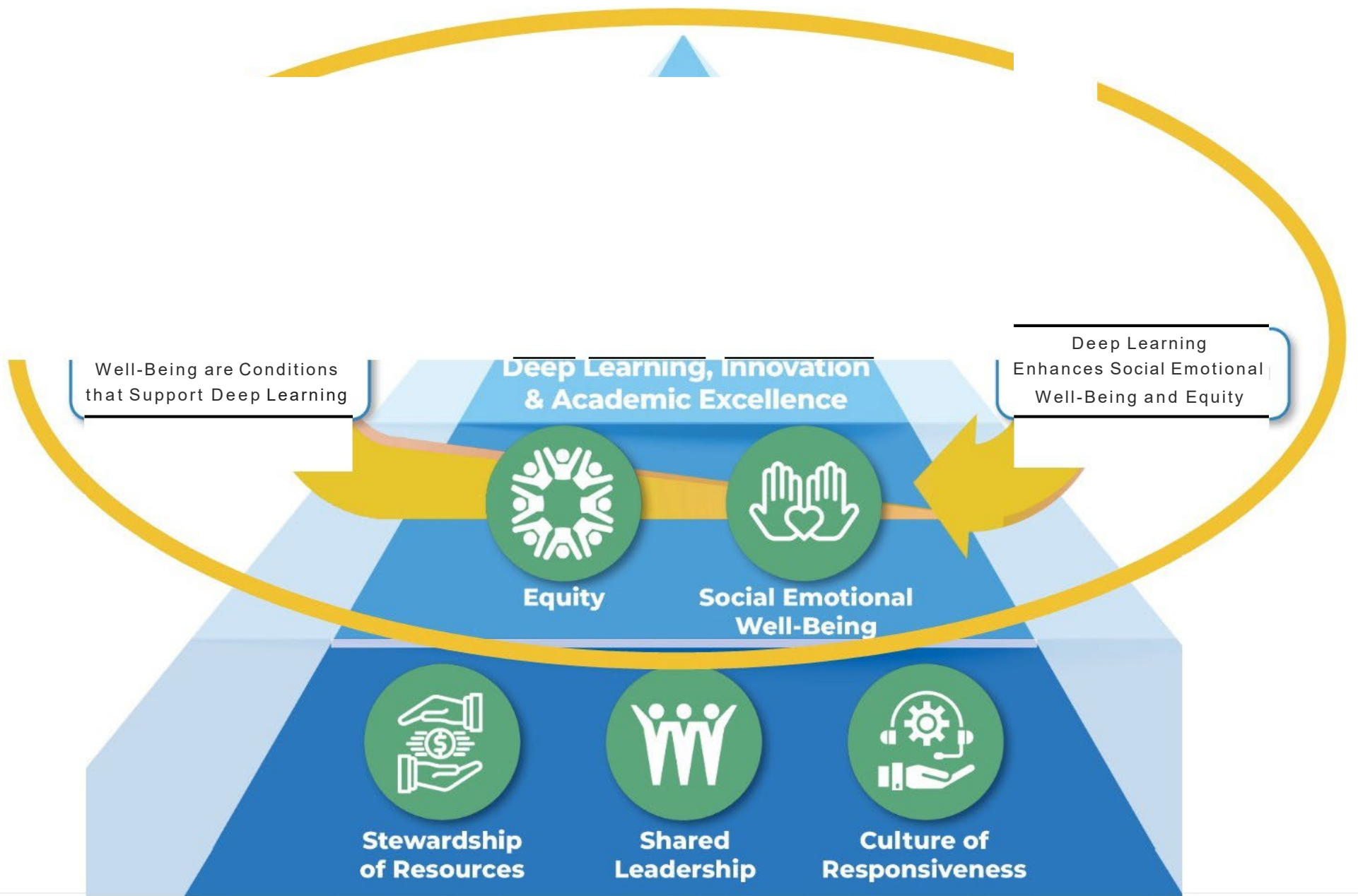
"Changing grading practices doesn't mean that the practices of the past were wrong; they are wrong in today's context. What we used to do was right for how we used to teach."

Grading from the Inside Out
Tom Schimmer



GRADING AND ASSESSMENT IN SRVUSD





The Components That Support How We Do Our Work in SRVUSD

Grading Reform and Equity

Traditional grading is one of the biggest drivers of the systemic inequities we face.

Reforming our grading practices with an eye on equity does not mean 'everyone gets an A, then we're equitable.'

Rather it means the opposite: We are removing the inequitable barriers that traditional grading places on our marginalized students, and ensuring and requiring that all students become proficient in all standards.

Equity

"Averaging scores over time to determine a final grade all but ensures that a student who starts with skill gaps will never achieve the success of a student who does not. Can we just pause and think for a minute about what message this sends to our students?"

-Tyler Rablin @Mr_Rablin

Social- Emotional Well Being

"Schools will do wellness committees and be like what has the biggest negative impact on your wellness in schools?"
And students will be like "Grades. 100% Grades."

And then the schools will go "So, I'm hearing that we should bring back ice cream sandwiches at lunch."

-Tyler Rablin @Mr_Rablin

What Do Our Students Say About
The Role of Grades In Their Lives?



Students
AND GRADES

You Tube

SRVUSD ASSESSMENT TENETS

THE PRIMARY PURPOSE OF GRADING AND ASSESSMENT IS TO FOSTER STUDENT LEARNING

PURPOSE:

- Accurately measures and documents student proficiency and progress towards standards..
- Measures/reports academic progress separately from work habits, effort, and behaviors.
- Contribute to healthy social-emotional well-being and equitable outcomes.

GRADING SYSTEM:

- The grading system is designed to promote curiosity, encourage risk-taking, and sustain a love of learning.

ASSESSMENT AND GRADING

- Collaboratively designed learning targets, assessments, and rubrics lead to more consistent and equitable evaluation of student learning.

What Are We Not Doing Right Now?

- We are not watering down our standards.
- We are reducing academic expectations.
- Acknowledging the A-F world.
- The role of grades in students' lives and futures.

What Are We Changing Right Now?

- 1 | Evolving our practices so that what we do and how we grade aligns with our beliefs about student learning
- 2 | Enhancing the role of feedback in classroom assessment within the Deep Learning Environment

What Will Change As We Apply Our Beliefs

Grading and assessment is focused on learning over compliance.

Collaboration around essential standards and assessment is an expectation.

Students have multiple opportunities to show their learning, and are not be penalized for the time it takes them to learn.

Grading and Assessment is beneficial to both students' and staff social emotional well-being.

As we begin the 2023 School Year, our immediate goal is to increase the use of recommended practices which match our beliefs about student learning and to eliminate the use of those that do not.

What Might This Look Like In Practice?

Practices that Support Learning

- Greater student choice of methods of assessment
- Sharing examples of proficient work
- Providing students with clarity around learning targets
- Providing timely, descriptive, and actionable feedback
- Providing multiple opportunities to demonstrate learning without limitation

Practices that Don't Support Student Learning

- Assigning a grade or score without descriptive feedback
- Assigning a grade or score based only on completion of a learning activity or assessment
- Assigning a grade or score that is not directly connected to a learning target
- Awarding points for activities not relating to a learning target
- Not allowing a student to make up lost learning

Meaningful Grades Are Not:

A collection of points

Punishments

Rewards

Averages of Performance

Meaningful Grades Are:

An accurate description of
student learning

GRADING SCALES

- Grading scales, above all need to be **accurate** and have a **clear meaning**
- Our traditional grading scale is an arbitrary one
- Changing a grading scale does not change **instruction** nor **learning**
- **Less** delineation in a scale is **more** accurate and clearer to students
- **Averaging** is one of the **least accurate** ways to describe learning

SRVUSD GRADING AND ASSESSMENT HANDBOOK

- During the 2021-2022 school year, the Grading Reform Committee, comprised of SRVUSD certificated teachers, curated, collected and created a shared resource for us to use as we move forward with grading work.
- We will be using this handbook as a guide for future professional development sessions.

Assessment In A Deep Learning Environment

In a Deep Learning Environment, the role of learner feedback is exponentially more important to student learning than scores and summative assessments.

How can we increase the amount and quantity of learner feedback in our classrooms and decrease the role of scores and grades?

Which of the Following are Most Important to Student Learning?

The Method of Assessment:

How we assess our students: tests, projects, quizzes, etc.

Learner Feedback

Communicating with our students what has been done well and what still needs to be worked on

The Scores We Give Our Students

Scores we assign to student work, either numeric or symbolic.

Which of the Following Do We Spend the Most Time On?

The Method of Assessment:

How we assess our students: tests, projects, quizzes, etc.

Learner Feedback

Communicating with our students what has been done well and what still needs to be worked on

The Scores We Give Our Students

Scores we assign to student work, either numeric or symbolic.

What Will We See In 2023-24

- Evolving Practices
 - Continued work at the site level to evolve grading policies
- Enhanced Collaboration
 - Collaboration in grade level and course-alike groups around District Wide Essential Standards and assessment to bring greater consistency
- Working with our SRVEA Partners
 - Enhancing the role of SRVEA and our teaching staffs in our practices
- Parent and Community Engagement
 - Information and Input from our parent community
- Report Cards and LMS
 - Continued discussion around the usefulness and improvement of our report cards and Learning Management Systems

Upcoming Parent Engagement Opportunities

1 Parent Information: April 13 and April 27

2 Parent Information Sessions: Fall, 2024

3 Policy Review and Adoption

4 Joining the Grading Reform Committee

2023-2024

Professional Development and Collaboration

- Course alike and grade level collaboration to develop consistent assessments around District Wide. Essential Standards
- SRVUSD Grading and Assessment Handbook

Parent Engagement

- Continued parent engagement to inform and gather input on grading, assessment and student impact

Policy Review and Adaptation

- Partnership with SRVEA and Parent Community to review and update Board Policy around:
 - General grading policy
 - Homework policy
 - Grade Challenge Procedure and Policy



YouTube

MIDDLE SCHOOL SCIENCE

Thank you!