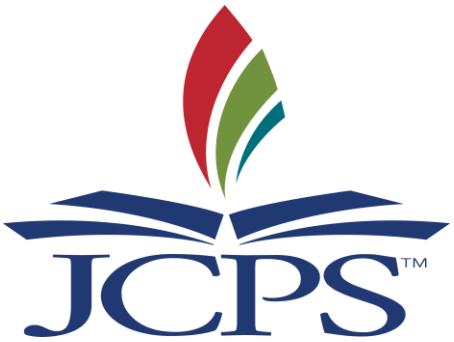


A Synthesis of Deeper Learning

Draft

June 17, 2016

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Executive Summary

Jefferson County Public Schools (JCPS) is embarking on a mission to transform teaching and learning by implementing Vision 2020, the district's newly adopted strategic plan. At the core of Vision 2020 is Deeper Learning, a goal that "each student will progress toward mastery of both academic standards and the development of capacities, dispositions necessary for success in college, career, community, and life."

Deeper Learning- What?

- Although there is no single consensus on the definition of deeper learning, education experts and national research groups generally agree that it refers to a set of capacities and dispositions that students need to be successful in not only school, but in life. These typically are centered in the areas of critical-thinking, communication, and working with others.
- The deeper learning movement has been largely driven by the postsecondary and labor/industry sectors that have not been satisfied with the capacities and dispositions of incoming or potential employees.

Deeper Learning- Why?

- In order to authentically engage students, it is critical that schools provide meaningful learning experiences to students. When students find meaning in their learning experiences and are provided a variety of instructional approaches, it increases their ability to retain and utilize the information and skills learned.
- Traditional learning approaches and standardized testing do not alone support student learning and retention of the information learned.
- In essence, deeper learning is about students' ability to acquire AND transfer their knowledge and skills in a variety of settings including in the school, college, and career sectors.

Deeper Learning- Who?

- In order to transform teaching and learning, deeper learning will be all encompassing in working with students and the community of people they work and interact with including teachers and staff, their peers, their families, and their larger community.

Deeper Learning- How?

- Though it is clear deeper learning is important, how to implement and attain it not an easy task. It involves transforming the learning experiences of students and expanding and supporting teachers as leaders and designers of their students' education experience.
- Deeper learning in JCPS will involve setting a foundation for learning by teaching social-emotional skills, and supporting a strong climate and culture for educator leadership and student voice, along with incorporating meaningful real-world learning experiences, frequent opportunities for students to work with their peers, and authentic assessments.

Deeper Learning Introduction

In a recent 2016 focus group with JCPS students, they were asked what they liked most about school, and responses included:

- I like when a teacher teaches us life things like what we need in life
- How to solve problems, stuff happening in the world and connecting our real world problems to stuff in school
- I like when teachers get to know me and help keep me out of trouble

When asked what they feel they like least about schools, responses included:

- Some teachers make school boring
- In science, we don't do any projects, just writing
- Our class is so quiet, we never talk
- Our teachers don't want to get to know me, just want to get their work done

What these quotes illustrate is students voicing their need to connect to schools, teachers, and their own learning. Deeper learning is about strengthening the ability of our schools to make learning meaningful to students so that they feel embraced, empowered, and engaged. The degree to which learning experiences are personalized is key to this transformation so that 1) education is tailored to students' needs, skills, and interests, 2) multiple types of instructional experiences are provided to help enrich the learning experience so students are prepared for the complexities they encounter in college and career, and 3) students take increasing ownership and involvement in their own learning growth and trajectories.

With the introduction and passage of the Every Student Succeeds Act (ESSA), the federal conditions to support deeper learning are increasing. ESSA allows more flexibility for states to base student learning on multiple measures, as well as providing grants to support innovative pilots in assessments nationwide. Though the specific implications of ESSA for the state of Kentucky have not yet been determined, the emphasis on moving beyond a high-stakes accountability system is promising.

This literature synthesis serves as a starting point for JCPS to begin the work of transforming teaching and learning through deeper learning. Many excellent large-scare literature reviews are available as indicated in the references section, and many experienced organizations are available for consultation as indicated in the resources section. Therefore, this paper does not serve as a comprehensive, detailed meta-analysis of all the intricacies of deeper learning. Instead, the structure of this paper is to provide short overviews and summaries of major areas within deeper learning, including the history, definitions and frameworks, research, assessments, and national and local exemplars. It also provides a draft of a possible JCPS Deeper Learning Framework centered around the areas of Thinking, Communicating, and Caring. This structure allows some flexibility in how this synthesis paper can be used as both a quick reference guide on specific topics, as well as an overview on many relevant areas JCPS leaders need to be considering during the planning and implementation phase of Deeper Learning.

Deeper Learning: Timeline

Below is an abbreviated timeline that highlights major contributions in this field as well as JCPS connections:

1997: The New York Performance Standards Consortium representing 28 high schools formed with the goal of creating learning conditions that focused on fostering deeper learning skills via project-based curricula, and student performance based assessments with external evaluators for written and oral student work.

2002: The Partnership for 21st Century Skills (P21), a national organization that advocates for 21st century readiness for every student, produced a guide called "The Leader's Guide to 21st Century Education" which described how to provide students with transferable skills and deeper knowledge for the future.

2009: The Center for Public Education (CPE) described how the technological revolution has profoundly changed the types of skills needed in the workforce over the last 30 years with "routine" tasks decreasing and "higher level skills and complex communication" increasing.

2010: The "deeper learning" term was coined in a report by the William and Flora Hewlett Foundation. They funded a longitudinal study of 20 high schools which implemented a deeper learning experience for students.

> *Deeper learning refers to "a set of competencies students must master in order to develop a keen understanding of academic content and apply their knowledge to problems in the classroom and on the job."*
> *-Hewlett Foundation (2010)*

2012: The National Research Council convened a committee to more clearly define 21st century skills (or competencies) and they organized the skills into three broad domains: cognitive, intrapersonal, and interpersonal.

2012: Longitudinal study of the schools from the New York Performance Standards Consortium released finding that students in Consortium schools outperformed comparison students in graduation and college-going and college persistence data, and showed significantly fewer discipline issues.

2014: American Institutes for Research releases the findings of the Hewlett funded study and found deeper learning schools outperformed comparison schools on higher order problem solving tests, stronger interpersonal and intrapersonal outcomes, higher graduation rates, and higher likelihood of enrolling in four-year postsecondary institutions.

2014: JCPS Next Generation Learning Summit is held in Louisville, KY with various stakeholders including students, teachers, district staff, and community partners to discuss capacities and dispositions of successful next generation learners.

2016: JCPS launches *Vision 2020* with Deeper Learning adopted as the core approach to improve student learning.

What is Deeper Learning? : Frameworks

The chart below depicts various ways deeper learning dispositions and capacities have been described. Most current literature of deeper learning describe the dispositions and capacities within three primary domains: Cognitive, Interpersonal, and Intrapersonal. The 4Cs from 21st Century Skills were precursors to the deeper learning work developed by the Hewlett Foundation, and were comprised of primarily the Cognitive and Communication domains. As technological advances grew in the 21st century, the importance of the Intrapersonal domain has grown in deeper learning models as a key aspect of student growth and success.

21st Century Skills (4Cs) 2002	Hewlett Foundation 2010	National Research Council 2012	Next Generation Learning Summit 2014
Critical thinking and problem solving **Creativity**	**Cognitive Domain:** Deeper content knowledge Critical thinking and complex problem solving	**Cognitive Domain:** Cognitive processes and strategies Knowledge Creativity Competencies: Critical thinking, reasoning, information literacy, innovation	**Think** including but not limited to: Analytical Inquiry Global Reflective Logical Applied
Communication **Collaboration**	**Interpersonal Domain:** Collaboration Communication	**Interpersonal Domain:** Teamwork Collaboration Leadership Competencies: Communication, responsibility, conflict resolution	**Communicate** including but not limited to: Reading Numeracy Listening Speaking Writing
	Intrapersonal Domain: Understanding how to learn Academic mindsets	**Intrapersonal Domain:** Intellectual openness Work ethic and conscientiousness Positive core self-evaluation Competencies: Meta cognition, flexibility, appreciation for diversity, initiative	**Care** including but not limited to: Empathy Compassion Collaboration Respect Responsibility Perseverance Grit/Resilience

The Next Generation Learning Summit held in Louisville convened community and school representatives to discuss the capacities and dispositions needed for students to be successful in life and described it within 3 broad categories: Thinking- the power to think critically, creatively, and productively, Communicating- the power to interpret, express, and influence, and Caring- the power to relate constructively to self and others. *The JCPS Deeper Learning Planning Committee recommends this language as the framework for future work (see appendix).*

What is Deeper Learning? : Dispositions and Capacities

Capacities refer to "actual or potential abilities", while dispositions refer to the "predominant or prevailing tendency of one's spirits." Essentially, dispositions may be described as qualities relating to temperament or personality, while capacities references the potential abilities or actions associated with an individual. These terms are often used interchangeably. Possible focal areas of dispositions and capacities related to Deeper Learning could include (but are not limited to) the following:

Capacities and Dispositions under Think, Communicate, Care Framework ***(Note: Definitions are for illustrative purposes and may be revised as JCPS Deeper Learning work continues)***
• Respect: a feeling or understanding that someone or something is important, serious, etc., and should be treated in an appropriate way • Responsibility: able to be trusted to do what is right or to do the things that are expected or required • Empathy: the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another • Compassion: sympathetic consciousness of others' distress together with a desire to alleviate it • Inclusivity: including people who might otherwise be excluded or marginalized • Stewardship: the activity or job of protecting and being responsible for something
• Perseverance: the quality that allows someone to continue trying to do something even though it is difficult • Resilience: an ability to recover from or adjust easily to misfortune or change • Grit: mental toughness and courage • Adaptability: able to change or be changed in order to fit or work better in some situation or for some purpose
• Creativity: the ability to make new things or think of new ideas • Innovative: having new ideas about how something can be done • Curiosity: desire to know
• Problem-Solving: the process of finding solutions to difficult or complex issues. • Critical Thinking: the objective analysis and evaluation of an issue in order to form a judgment. • Analytical Thinking: separating something into component parts or constituent elements
• Collaboration: to work with another person or group in order to achieve or do something • Negotiation: a formal discussion between people who are trying to reach an agreement • Voice: wish, choice, or opinion openly or formally expressed
• Reflection: thinking carefully about something • Mindfulness: the practice of maintaining a nonjudgmental state of heightened or complete awareness of one's thoughts, emotions, or experiences on a moment-to-moment basis • Self-Regulation: ability to monitor and control our own behavior, emotions, or thoughts, altering them in accordance with the demands of the situation

What Does Deeper Learning Look Like? : Strategies and Structures

Personalized school culture supporting social-emotional learning (SEL): A supportive, engaging culture is the foundation of the student learning experience. In order to help students develop socially, emotionally, and intellectually, schools must intentionally provide learning opportunities in a safe and caring community of learners. Building these experiences into the structure, organization, and instructional core of the school provides the foundation that enables children to become successful lifelong learners

Project-based learning: Central to the deeper learning network schools, project-based learning are often student-driven projects that incorporate industry standards-based assessments, and often result in exhibitions of student work. Projects can range from independent short-term projects, to in-depth studies of an area for several weeks to a year. By applying multiple areas of knowledge to engaging projects, students are required to critically think and problem solve while taking risks and persevering through challenging work. Project-based learning is a central strategy in transforming teaching and learning in the JCPS Ford NGL Master Plan.

Collaborative group work: Frequent opportunities for students to connect with and work with their peers fosters students' respect for the contributions of others, communication skills, and conflict resolution skills.

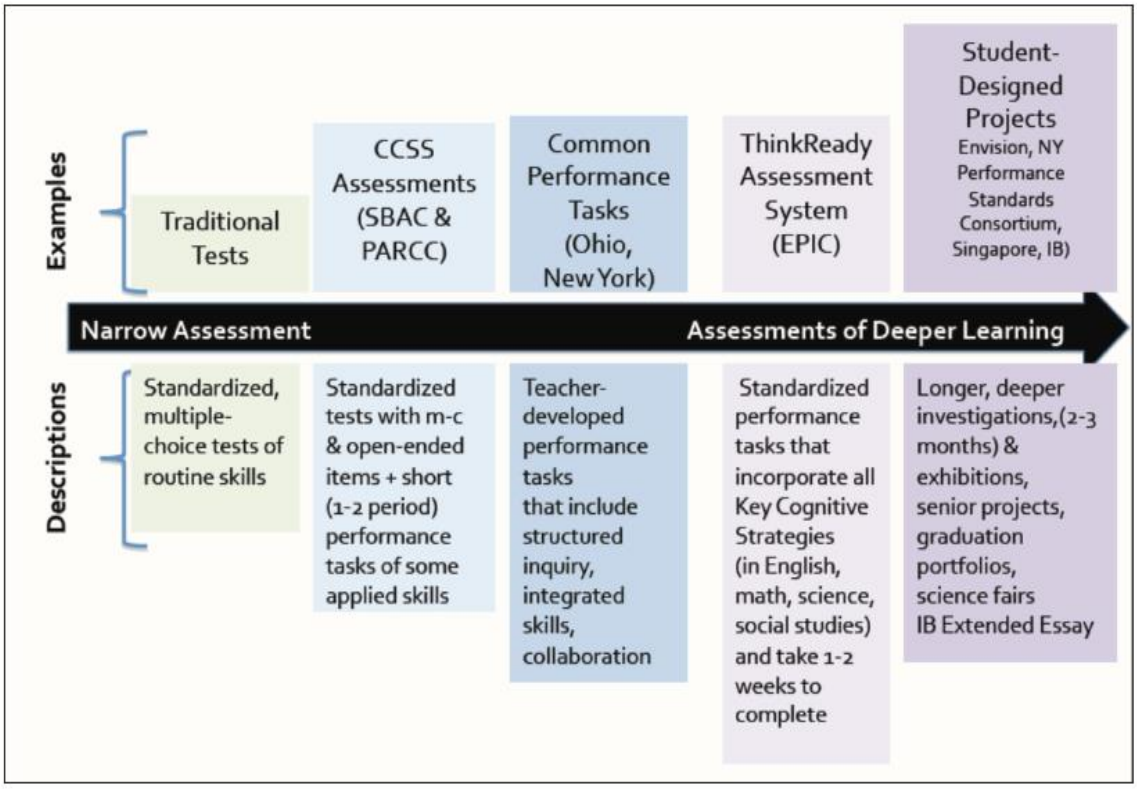
Flexible learning environments: Resources including staff, space, and time are flexible to support a personalized school culture. Aspects of the environment may be altered to enhance the implementation of personalized learning. Schedules and groupings may be changed to provide higher responsiveness to student needs, including regrouping based on data and assessment. Flexible learning environments have been enhanced by rapid technological advances, which allow for platforms and digital content to be personalized to student needs. Furthermore, students are able to make choices about the content and structure of learning because the school provides a variety of instructional approaches. There are opportunities for remediation and personal support as well as enrichment. Out-of-school opportunities involving real-world meaningful experiences are also provided to support student engagement and learning.

Learner profiles: In order to understand and deepen understanding of students, a profile may be developed of each student that delineates their strengths and motivations, tracks progress, and helps to set goals to improve learning and growth. Teachers and students work together to develop these profiles that typically use multiple sources of data such as projects, tests, presentations, and software performance to provide a richer, more detailed understanding of each student's needs.

Competency-based progression: In contrast to traditional progression schedules, deeper, personalized learning allows for students to advance at their own pace and earn credit when an adequate level of competency has been demonstrated. Assessments of competency may utilize multiple sources including project-based activities to traditional tests.

Emphasis on college and career readiness: As noted earlier, deeper learning was largely driven by the needs of the business and labor sector demanding a workforce with higher level skills such as problem-solving, critical thinking, creativity, and an ability to work collaboratively. Schools with a deeper learning emphasis typically have focused activities around the area of developing college and career readiness, including activities such as college visits, career surveys, career-based internships, provision of college-level courses, and supporting a college-going culture.

Authentic assessment: Deeper learning requires authentic, thoughtful, personalized assessments that are competency based and provide multiple opportunities for students to demonstrate, communicate, and refine their own learning. Assessments in a deeper learning school moves away from traditional multiple choice tests towards meaningful world-connected assessments such as demonstrations and portfolios (see below).



(Conley & Darling-Hammond, 2013)

Characteristics of Authentic Assessment

The table below is outlined from Wiggin's classic (1998) authentic assessment paper distinguishing the difference between traditional assessments and authentic assessments. The table below illustrates key differences between them.

Typical tests	**Authentic tasks**	**Indicators of authenticity**
Require correct responses	Require a high-quality product or performance, and a justification of the solutions to problems encountered	Correctness is not the only criterion; students must be able to justify their answers.
Must be unknown to the student in advance to be valid	Should be known in advance to students as much as possible	The tasks and standards for judgment should be known or predictable.
Are disconnected from real-world contexts and constraints	Are tied to real-world contexts and constraints; require the student to "do" the subject.	The context and constraints of the task are like those encountered by practitioners in the discipline.
Contain items that isolate particular skills or facts	Are integrated challenges in which a range of skills and knowledge must be used in coordination	The task is multifaceted and complex, even if there is a right answer.
Include easily scored items	Involve complex tasks that for which there may be no right answer, and that may not be easily scored	The validity of the assessment is not sacrificed in favor of reliable scoring.
Are "one shot"; students get one chance to show their learning	Are iterative; contain recurring tasks	Students may use particular knowledge or skills in several different ways or contexts.
Provide a score	Provide usable diagnostic information about students' skills and knowledge	The assessment is designed to improve future performance, and students are important "consumers" of such information.

Authentic assessments are aligned to the deeper learning movement as they are likely to be more require higher-order thinking skills. Because they involve real-world connections, they are also likely to be more interesting for students, and thus more engaging. The higher engagement and authenticity with the assessments increases the likelihood of transfer and application of the knowledge. Evaluating and grading authentic assessment is often challenging, and involves more time than traditional testing methods. Rubrics that outline the characteristics that will be evaluated and the criteria by which they will be judged are utilized in authentic assessments.

Assessment of Capacities and Dispositions

There are various ways to assess deeper learning capacities and dispositions. A few of the primary ways are described below, along with their advantages and considerations. In order to gather the most reliable information, it is best to utilize multiple sources of information collected with multiple methods so that data can be triangulated.

Student Surveys: One way to assess student capacities and dispositions such as respect, empathy, collaboration, etc., is to simply ask the students to rate themselves. Students can be asked to rate themselves on their attitudes toward learning, habits of mind, and their conditions for learning, such as the extent to which their learning environment and experiences are personalized, engaging, and include various instructional strategies. Surveys such as the High School Survey of Student Engagement by the Center for Evaluation and Education Policy at Indiana University, the Tripod Survey by Harvard's Ron Ferguson, the Gallup Student Poll, and the RAND-developed survey of Personalized Learning can provide JCPS assistance in its redesign of the Comprehensive School Survey to be better aligned to the focal areas of deeper learning. While student surveys can be easy to administer, it may not be a developmentally appropriate strategy for young elementary students, and it is subject to demand characteristics.

Student Focus Groups/Interviews: Talking to students through focus groups or interviews can be a valuable approach to gather data. By utilizing a semi-structured interview, information can be gathered on the questions of interest, while allowing students the opportunity to speak to areas that are also meaningful to them. Though student focus groups can yield rich and nuanced qualitative data, it is an intensive data collection approach to utilize on a wide scale.

E-Portfolios: A promising approach to gathering information on student capacities and dispositions is utilizing digital artifacts that can represent characteristics such as perseverance, empathy, collaboration, critical-thinking, and innovation. Technology allows students to demonstrate their learning utilizing a variety of media types such as audio, text, video, or graphic and allows them and schools to store their work in an organized manner from school entry to school graduation. The advantage of e-portfolios is they can be utilized to not only showcase and demonstrate student learning, but can be utilized to demonstrate the capacities and dispositions of deeper learning, as well as provide a platform for reflective thinking about themselves as learners. Considerations when implementing an e-portfolio include considerations of technological needs, training requirements, and security considerations. In addition, how to assess an e-portfolio may be challenging, and typically require the use of a rubric (see appendix for example).

Teacher Ratings: Incorporating teacher ratings of student capacities and dispositions is an additional method that can be utilized. For example, in the Greater Clark County schools district, teachers provide a rating of persistence, respectfulness, initiative, dependability, and efficiency on each student's report card. Though teacher ratings may be less-intensive to implement than focus groups or e-portfolios, they are also relying on teacher judgment.

What is the Impact of Deeper Learning on Student Outcomes?

To date, the research on the impact of deeper learning on student outcomes stems from the large scale studies of the New York Performance Standards Consortium and the Hewlett Foundation Deeper Learning Network schools.

A 2012 report from The New York Performance Standards Consortium has found that Consortium classrooms significantly outperform those in other New York City public schools while serving a similar population. The Consortium's population is demographically and socioeconomically similar to NYC non-networks schools and demonstrated a dropout rate that was half that of NYC public schools. Graduation rates for all categories of students were higher than for the rest of NYC, while Consortium graduation rates for ELLs and students with disabilities are nearly double the NYC rate. Other success indicators include their suspension rate (5% vs. 11% non-network schools) and greater teacher stability (15% turnover vs. 50% for non-network city high schools).

The American Institutes of Research conducted *The Study of Deeper Learning: Opportunities and Outcomes*, funded by the Hewlett Foundation, which examined the outcomes of students who attended deeper learning network schools compared to similar students who had not attended deeper learning network schools. Their key findings in 2014 included:

1. **More Learning:** On average, students who attended the network schools in the study achieved higher scores on an assessment of core content knowledge and complex problem solving skills (PISA-Based test), including all three subjects tested (reading, math, science) than did similar students who attended non-network high schools. Network students also earned higher scores on the state English Language Arts (ELA) and math tests.
2. **More Positive Interpersonal and Intrapersonal Outcomes**: Students who attended network schools reported higher levels of collaboration skills, academic engagement, motivation to learn, and self-efficacy.
3. **Higher Graduation Rates**: Students who attended participating network schools were more likely to graduate from high school on time than comparison students.

A strong social and emotional learning climate has been well-documented in the literature to impact student outcomes. The seminal article by Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) examined over 200 school-based social and emotional programs, involving over 270,000 students. To be included in the meta-analysis, studies reviewed had to include a control group. About half of the studies included utilized a randomized design. The meta-analysis found that, compared to the control groups, students in schools that promoted a supportive school climate demonstrated on average an eleven-percentile point gain in academic achievement.

Deeper Learning and Educator Competencies

In support of Vision 2020 and advancing deeper learning is the importance of Strategy 2.1 (increasing the capacity of educators to create engaging, rigorous learning opportunities). Aligned with the Deeper Learning capacities and dispositions for students, The Council of Chief State School Officers and Jobs for the Future released a 2015 report detailing educator competencies for personalized, learner-centered teaching. The educator competencies are organized into 4 broad domains:

Domain	Sample Competencies
Cognitive (Need to Know): refers to a combination of academic content knowledge and knowledge on human and brain development needed for educators to grow student cognitive and metacognitive development.	• Utilize in-depth understanding of content and learning progressions to engage learners and lead individual learners toward mastery. • Have knowledge of the sub-skills involved in effective communication and apply it to instructional strategies that develop learners into effective communicators. • Understand and employ techniques for developing students' skills of metacognition, self-regulation, and perseverance.
Instructional (Need to Do): the set of instructional strategies educators use to create the learning environment that supports personalized deeper learning for all students.	• Use a mastery approach to learning. • Use assessment and data as tools for learning. • Customize the learning experience. • Promote students' ownership in their own learning. • Provide opportunities for anytime/anywhere and real-world learning tied to learning objectives and standards. • Develop and facilitate project-based learning experiences. • Use collaborative group work.
Intrapersonal (Need to Process): the mindset educators need to foster personalized deeper learning including a growth mindset, high expectations for all students, and inquiry-based approaches.	• Reflects on evidence to improve their own practice. • Dedication to all learners especially those who are historically marginalized by public higher education • Demonstrate an orientation toward and commitment to a personalized, learner-centered vision for teaching and learning. • Engage in deliberate practices of adapting a growth mindset. • Facilitate and prioritize shifting to and maintaining a learner-centered culture. • Demonstrate an orientation toward and commitment to lifelong professional learning. • Analyze evidence to improve personal practices.
Interpersonal (Need to Relate): refers to the skills needed to build relationship and trust with students, colleagues, and the entire learning community	• Creates and participates in a positive learning environments (i.e., school and classroom culture) that support individual and collaborative learning. • Build strong relationships that contribute to individual and collective success. • Contribute to college and career access and success for all learners, and regardless of differences in background, demographics, learning style, or culture. • Seek appropriate individual or shared leadership roles to continue professional growth.

Teacher Leaders in Deeper Learning

Strong teacher leaders can be central to school success because of the variety of roles they can carry out to support growth within and beyond their classroom. They can help colleagues with resources, model effective teaching strategies, facilitate an atmosphere of teamwork and professional learning, mentor, help to analyze and interpret data, and provide stability in the learning environment when staff and administrators overturn. Specific strategies for promoting teachers leaders are below. See appendix for a visual framework of supporting teacher leader leaders and the impact on student learning.

Conditions for Creating and Sustaining Teacher Leaders: An encouraging climate and culture where teachers feel safe for supported for expressing their ideas is critical for developing teacher leaders. As is the case for students, teachers need the supportive conditions for taking initiative and feeling the capacity for making a difference in their classroom and in their school. Teacher leaders can be informal or formal, but essentially can be leaders by serving as an example, modeling effective practices, contributing to a positive dialogue and healthy school culture, and helping to unify peers toward a common vision.

Administrators can promote teacher leaders by enhancing their visibility, giving them leadership roles within and beyond the school, and establishing a culture of transparency and fairness amongst staff. In general, as schools and the district develop and support teacher leaders, the vision, time, and skills promoted must be carefully considered to ensure that teachers are encouraged and feel empowered to assume leadership roles.

Teacherpreneurs: A movement supported by the Center for Teaching Quality, teacherpreneurs promote the idea of teachers as leaders without leaving the classroom for administrative roles. These teacher leaders are given the flexibility to both innovate and lead other teachers without leaving the classroom full-time. This may mean allowing a teacher to stay in the classroom part of the day or week and also give time for the teacher to develop other areas such as curriculum design, grant writing, parent outreach, team teach. The idea is this flexibility allows teachers to continue to develop competencies and innovations, but not completely leave the classroom.

Microcredentials: Beyond the formal education credentials attained at universities, it is difficult for principals and districts to understand the wide-range of competencies a teacher may encompass. Competencies that educator leaders know are important such as personalization, innovation, and leadership are difficult to assess with traditional resumes. Microcredentialing is emerging as a strategy of tracking lifelong learning, a process by which educators gain recognition for their competencies learned throughout their career. By submitting evidence to experts and peers, educators can earn digital certifications of specific competencies.

Sample of Deeper Learning Resources and National Experts

Social Emotional Learning

- **Collaborative for Academic, Social, and Emotional Learning (CASEL) (casel.org)**

CASEL, a leader in advancing the science and practice of social and emotional learning, could be a useful resource for policy information and trends. CASEL also releases an annual guide naming high-quality SEL programs.

- **Yale Center for Emotional Intelligence (ei.yale.edu)**

The Center conducts research and teaches people of all ages how to develop their emotional intelligence. It can be a great resource in building a knowledge base of the evidence behind SEL programming.

Project Based Learning

- **The Buck Institute (bie.org)**

A non-profit organization focused on creating, gathering, and sharing high-quality project based learning instructional practices, resources, and products. The Buck Institute provides professional development at both the teacher level, the school level, and the district level to help create sustaining project based learning initiatives.

Deeper Learning Transformation

- **EdLeader21 (edleader21.com)**

EdLeader21 is a nationwide professional learning community for school district leaders focused on implementing a variant of deeper learning (core academic content, plus critical thinking, communication, collaboration, and creativity). Resources include a free Schools Implementation Toolkit, which was developed to support schools and districts transform into learning communities focused on deeper learning, as well a Parent Outreach Toolkit and Community Stakeholder Toolkit. The community also provides nationally-vetted set of rubrics for the 4Cs designed to support efforts to integrate assessment strategies.

- **Center for Teaching Quality (teachingquality.org)**

The Center for Teaching Quality is a national organization that connects and mobilizes teachers to transform schools through sharing of innovation and development of teacher leadership skills. They serve as leaders in the support of using competency based recognition for educator learning through microcredentials (digital learning badgets).

- **Center for Innovation (http://sites.education.uky.edu/ncie/)**

The National Center for Innovation in Education was established in 2013 at the University of Kentucky College of Education with funding from the Bill & Melinda Gates Foundation and the William and Flora Hewlett Foundation. The National Center for Innovation in Education contributes to the national education reform agenda with a focus on ensuring more states are adopting and implementing a standard definition of college and career readiness that embodies “deeper learning” outcomes, implementing meaningful measures of those outcomes, and holding all levels of the system accountable for results.

JCPS Current Projects/Initiatives Aligned with Deeper Learning

The following initiatives are a sample of activities occurring within JCPS currently that are aligned with deeper learning. As we move forward in developing a deeper learning work plan, it will be essential to work collaboratively and in an integrated manner.

Current JCPS Initiative	Alignment with Deeper Learning
Ford Next Generation Learning (Ford NGL)	Partnering with Ford NGL, JCPS is working to personalize the learning environment in our 5-star high schools, by providing a more relevant context for learning. By providing professional career theme academies, high schools are better preparing students for their transition into the postsecondary education and workplace sectors. Specific strategies include teacher externships, project-based learning, community partnerships with industry councils for each career pathway, and increased parent and family engagement.
Multi-Tiered Systems of Support	All students, K–12, are provided differentiated core instruction, extension, and/or intervention supports based on their unique academic and/or behavioral needs. School teams work together to choose interventions and extension activities that are appropriately intensive for individual students based on assessment data. Student progress is monitored regularly to determine the effectiveness of instruction, and choices are made about increasing or fading intensity of intervention/extension.
Compassionate Schools	The Compassionate Schools Project is a partnership with the University of Virginia and supported by Louisville Metro Government with financial support from philanthropic giving. The goal of the Compassionate Schools Project is to educate the whole child for self-awareness and self-understanding. To achieve this, the curriculum integrates mindfulness for managing stress, teaches contemplative movements and breathing for physical awareness and agility, promotes nutritional knowledge for healthy eating, and teaches social and emotional skills for effective interpersonal relationships. Students learn to cultivate reflection, resilience, empathy, and overall wellbeing as the basis for success in and out of school.
JCPSVoice	Led by teachers, JCPSVoice is a virtual learning community which provide ongoing, flexible, and high quality collaboration. Through JCPSVoice, educators engage in resource sharing, online discussion forums, interactive webinars, and implement Google Apps for Education, among other options.

Deeper Learning: Exemplars

Examples of States
• **New Hampshire:** In 2015, NH received approval from the U.S. Department of Education to launch an innovative accountability strategy allowing districts to reduce standardized testing and instead, utilize locally managed assessments and student work for accountability purposes. The innovative pilot, known as the Performance Assessment for Competency Education (PACE), is being watched closely by education leaders in examining how the innovative pilot may lead to nationwide changes in assessment systems. • **Rhode Island:** Partnering with the Center for Collaborative Education and the Highlanders Institute, Rhode Island teachers are working towards engaging students in real-world work and teachers are demonstrating competencies on these new assessments through microcredentials. • **California:** The California Performance Assessment Collaborative is examining high quality graduation performance assessments that can provide an alternative to the high school exit exam, including possibilities such as the Envisions Schools, which utilize student portfolios and dissertation-style defenses.
Examples of Districts
• **New York City:** As noted earlier, one of the pioneers of deeper learning was The New York Performance Standards Consortium representing 28 high schools focused on deeper learning and authentic assessment. • **Douglas County, Colorado:** Called "the most interesting school district in America" by The American Enterprise Institute, Douglas County is pursing a world-class education using the 21st century 4Cs model. Teachers compile their own work into e-portfolios and submit lesson plans online so that "gold star" lesson plans can be shared and utilized by other teachers. • **Albemarle, Virginia:** Utilizing a framework for lifelong learner competencies, Albermarle utilizes flexible learning spaces, project-based learning and performance task rubrics to support their district instructional philosophy of educating students beyond standards the can be measured on a single test. • **Chesterfield County, Virginia**: Includes goals such as students will learn through solving meaningful problems and students will demonstrate 21st century skills. Chesterfield County utilizes a comprehensive plan in engaging with students that includes the integration of technology and district-wide project-based learning.
Local Examples
• **Danville, KY:** A district of innovation, Danville has been a leader in Kentucky in using project-based learning, flexible scheduling, and a redesigned curriculum to intentionally incorporate critical thinking, problem solving skills, and communication skills. • **Kenton County:** Kenton County School has math and literacy collaborations using inquiry based instructional approaches and academies of innovations to support career and college readiness. • **Boone County:** With college, career, and life readiness at the core of their strategic plan, Boone County is promoting student empowerment with personalized career exploration and service learning experiences and aspiring to a world-class education with flexible scheduling by 2020. • **Trigg County:** Transforming teaching and learning with support from UK and the Next Generation Leadership Academy, Trigg County is implementing a competency-based education, as well as mastery and personalized learning, which is primarily delivered through project-/problem-based and blended learning.

Summary

Overall, there is not a consensus on all the dispositions and capacities encompassed by the term “Deeper Learning”, but most experts do agree that they fall into the broad domains of Cognitive, Intrapersonal, and Interpersonal. Rapid technology advances in the past few decades have changed the ways students can learn and the ways teachers can teach. Broad skills such as critical thinking, decisions-making, and communication skills are even more important in this information-rich, flat world, and educators are challenged with being facilitators of their students’ adaptability in transferring knowledge and skills within the academic domain into their work and life.

Considerations as JCPS moves forward with Deeper Learning include:

- Stakeholder Input and Communication Plan
- Piloting of New Strategies or Assessments
- Onboarding and professional development needs for educators
- Increased Support of Currently-Aligned Deeper Learning JCPS Initiatives
- Refinement or Revision of Projects or Assessments to Better Align with Deeper Learning (such as an update to Comprehensive Schools Surveys)
- Data Analytic Tools and Technology Needed to Support Deeper Learning

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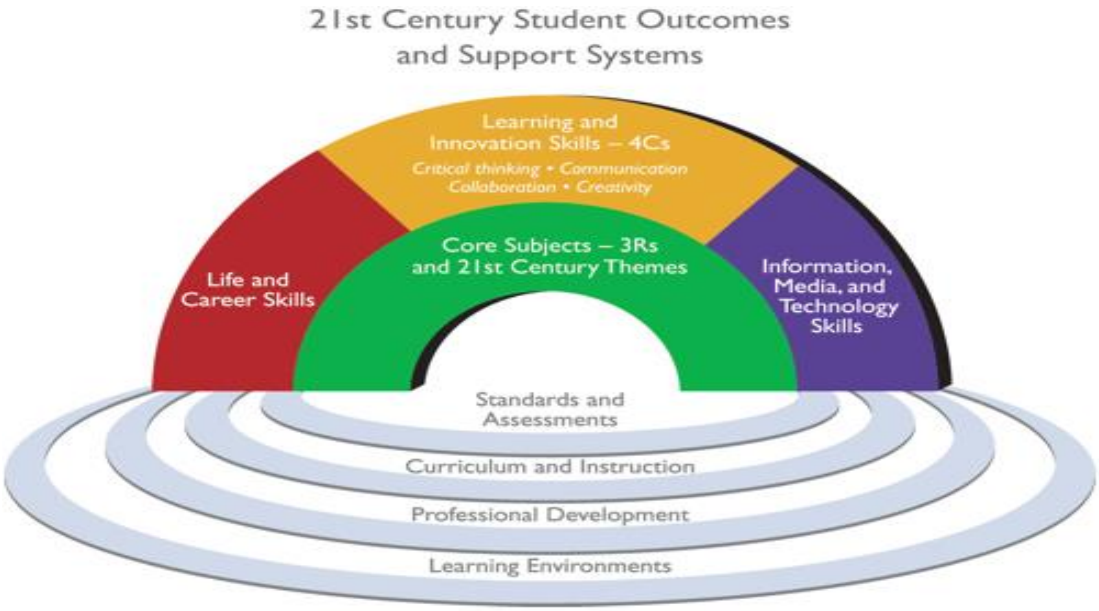
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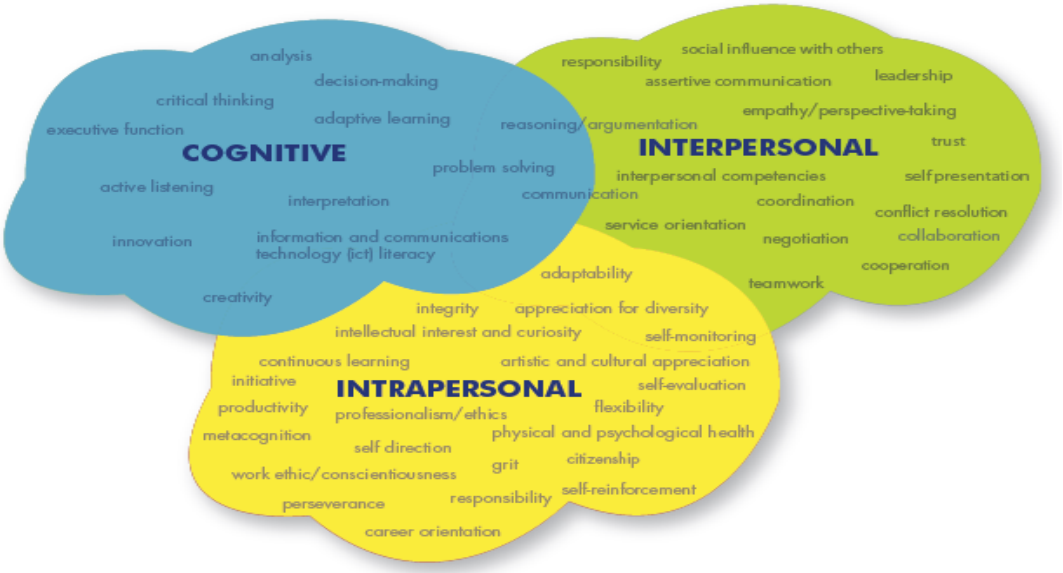
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Appendix

Visual Models of Deeper Learning





"21st century skills" grouped into three broad domains



Next Generation Learning and Teaching - Becoming Me - community - draft - 3-3-2015 - Alan Young

Vision 2020 Strategy 1.1.1 Deeper Learning: Aligning with CDIP

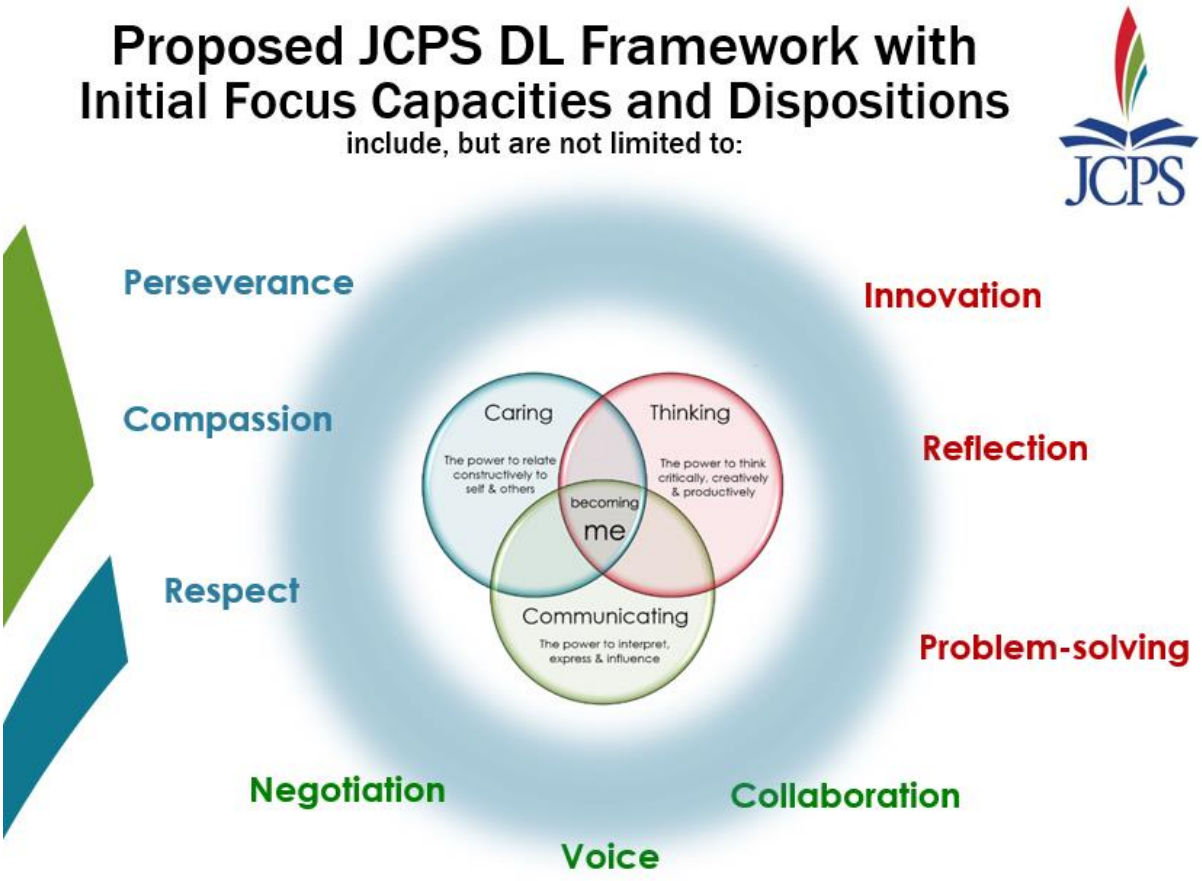
Adopt a broader definition of learning: Align teaching strategies, assessments, and rigorous learning opportunities that promote student mastery of academic knowledge and the development of the capacities (e.g., creativity, critical thinking, self-regulation) and dispositions (e.g., persistence, empathy, responsibility) necessary) for success in life.

OTHER Vision 2020/CDIP Strategies Related to Deeper Learning

Strategy #	Strategy	Leader
1.1.2	**Personalize learning**: Design personalized and engaging learning environments and experiences in all content areas for each student to facilitate mastery of academic standards and the development of learner capacities and dispositions.	Branham
1.1.3	**Provide equitable access:** Develop and improve systems and practices to recognize student strengths and provide equitable access to engaging learning opportunities, supports, and resources.	Marshall
1.1.4	**Reduce, revise, and refine assessments:** Develop a balanced district and school-level assessment system in collaboration with teachers that is grounded in the broader definition of student learning that: mandates fewer and broader assessments; builds teacher capacity in assessment literacy including the development and use of formative, authentic, project- and performance-based assessments; and reduces reliance on standardized, multiple-choice tests.	Dossett
1.1.5	**Improve student literacy:** Develop and implement a comprehensive strategy focused on early intervention that has as its goal that all primary program students are reading on grade level by the end of the third grade and that students struggling with literacy beyond the third grade in elementary school, middle school, and high school make progress toward reading and writing proficiency, to include: improved reading and writing instruction using research or evidence-based strategies and best practice; extended learning; and strategies to increase educational stability and continuity of supports for highly mobile students.	Branham
2.1.1	**Personalized deeper learning:** Implement the Educator Growth System (EGS) with integrity across the district to increase	Hudson

Strategy #	Strategy	Leader
	educator capacity to provide personalized instruction and to engage students in deeper learning aligned with the curriculum.	
2.1.2	**Cultivate growth mindset:** Use research or evidence-based strategies and best practice to increase the capacity of teachers, staff, and school leaders to create a growth mindset in each student and recognize student strengths.	Marshall
2.1.3	**Improve culture and climate:** Use research or evidence-based strategies and best practice to improve district, school, and classroom culture and climate to ensure that all students and staff work and learn in a safe, respectful, and equitable environment.	Averette
2.2.2	**Build capacity of PLCs**: Improve professional practice and design deeper learning opportunities through PLCs that leads to shared ownership of student success.	Branham
3.1.2	**Improve instructional infrastructure:** Develop and implement a transparent and accessible districtwide plan to address school needs for instructional resources and district supports that differentiates for individual school needs, identifies the funding required, and prioritizes implementation based on equity, adequacy, and needs, including the needs of students making transitions from one school setting to another.	Hardin
3.1.3	**Improve human resources infrastructure:** Develop and implement a responsive, time-sensitive educator recruitment and placement process that: identifies, hires, and assigns teachers and administrators with the capacities, skills and dispositions necessary for effective teaching and learning; targets recruitment to fill high-need positions; identifies and hires a diverse workforce; and places and retains teachers in schools taking into account teacher experience and student needs.	Hudson
3.2.1	**Engage with families**: Invite parents and caregivers to participate in the life of their child's school and the educational growth of their child through a process of meaningful and mutual communication and engagement focused on improving the learning environment and experiences at school and at home.	Marshall

JCPS Framework for Deeper Learning:



E-Portfolio Example

The below example from Texas illustrates how an e-portfolio can serve multiple purposes from ensuring students are learning content standards to demonstrating critical-thinking to working collaboratively with their peers.

Grade and Content Area TEKS	Technology Applications TEKS Student Expectations	CCRS Cross-Disciplinary Standards	Revised Bloom's Higher-Order Thinking Skills	E-Portfolio Example
First Grade Science TEKS 1(10)(D)	1(2)(A) - Use communication tools that allow for anytime, anywhere access to interact, collaborate, or publish with peers locally and globally.	I. E. 2. - Work collaboratively.	Creating	Small collaborative group science project- Students use an e-portfolio blog to record their observations of animal life cycles.
Fifth Grade Social Studies TEKS 5(2)(B)	5(4)(C) - Evaluate student-created products through self and peer review for relevance to the assignment or task.	I. F. 2. - Evaluate sources for quality of content, validity, credibility, and relevance.	Evaluating	Individual writing assignment for social studies on Founding Fathers and Patriot heroes of the Revolutionary Period- Peer feedback is gathered through an e-portfolio and used for editing and revising drafts.
Eighth Grade ELAR TEKS 8(18)(A) 8(18)(B) 8(18)(C) Math TEKS 8(1)(A) 8(1)(B) 8(1)(D) 8(1)(E) *Newly adopted Math TEKS to be implemented in 2014-15.* Science TEKS 8(1)(B) Social Studies TEKS 8(31)(A)	8(3)(D) - Process data and communicate results.	II. D. 3. - Present analyzed data and communicate findings in a variety of formats.	Analyzing	A multi-discipline project that involves surveying students on the use of the campus recycling bins and using the data to write informative or persuasive essays on effective recycling practices for (1) an audience of teachers and (2) an audience of community members- The essay has Web links to other articles researched by the student as well as links to tables and graphs within the e-portfolio. Community members may access the student essay and supporting materials via a secured URL.

(Project Share, 2013)

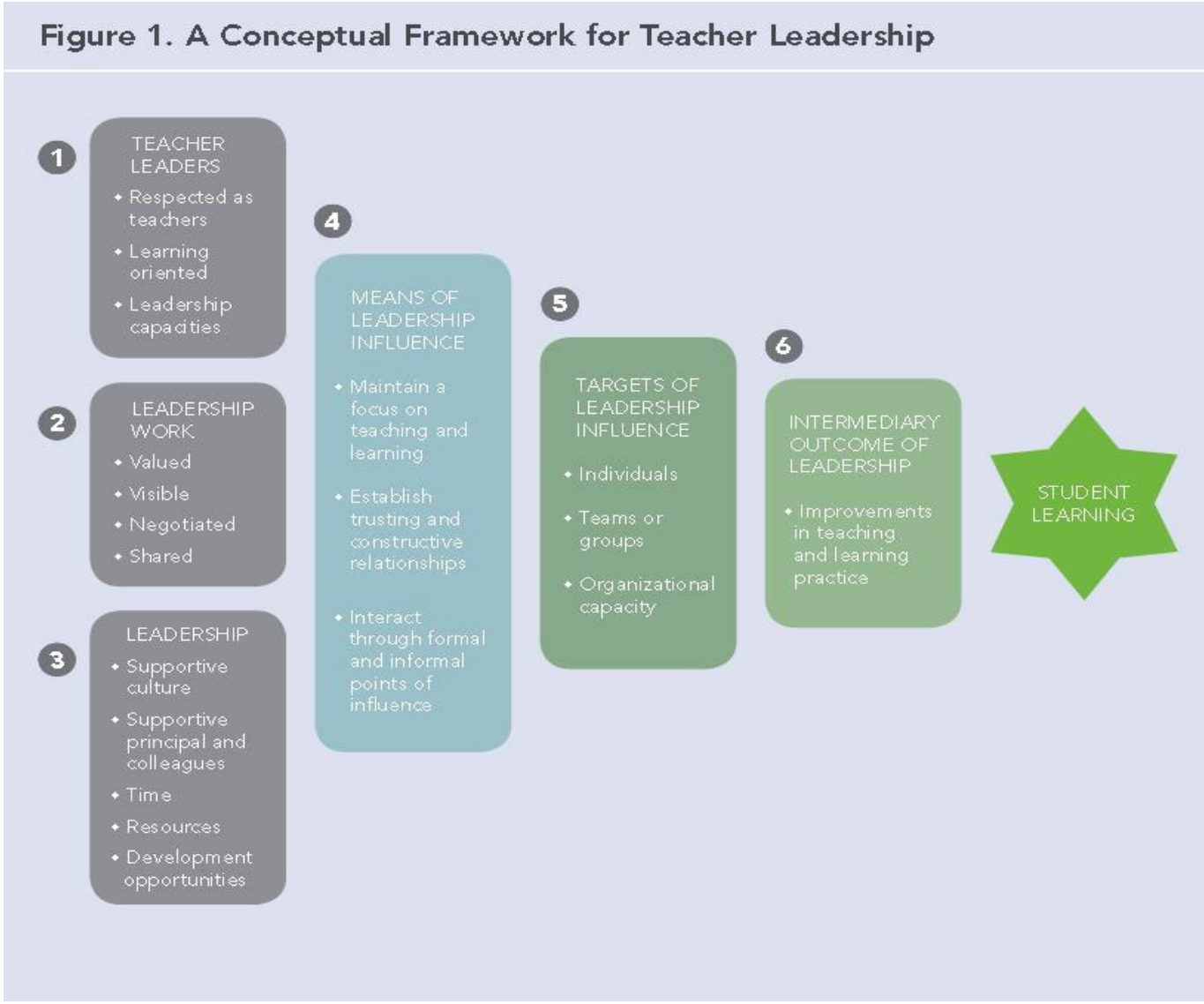
Sample of Assessment Rubric of an E-Portfolio

Criteria	Unsatisfactory – 0%	Limited – 80%	Proficient – 90%	Exemplary – 100%	Rating
Selection of Artifacts Weight for this criterion: 40% of total score	The artifacts and work samples do not relate to the purpose of the ePortfolio.	Some of the artifacts and work samples are related to the purpose of the ePortfolio.	Most artifacts and work samples are related to the purpose of the ePortfolio.	All artifacts and work samples are clearly and directly related to the purpose of the ePortfolio. A wide variety of artifacts is included.	
	No artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	Some of the artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	Most of the artifacts are accompanied by a caption that clearly explains the importance of the item work including title, author, and date.	All artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	
Reflection/Critique Weight for this criterion: 30% of total score	The reflections do not describe growth or include goals for continued learning.	A few of the reflections describe growth and include goals for continued learning.	Most of the reflections describe growth and include goals for continued learning.	All reflections clearly describe growth, achievement, accomplishments, and include goals for continued learning (long and short term).	
	The reflections do not illustrate the ability to effectively critique work or provide suggestions for constructive practical alternatives.	A few reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	
Use of Multimedia Weight for this criterion: 10% of total score	The graphic elements or multimedia do not contribute to understanding concepts, ideas and relationships. The inappropriate use of multimedia detracts from the content.	Some of the graphic elements and multimedia do not contribute to understanding concepts, ideas and relationships.	Most of the graphic elements and multimedia contribute to understanding concepts, ideas and relationships, enhance the written material and create interest.	All of the photographs, concept maps, spreadsheets, graphics, audio and/or video files effectively enhance understanding of concepts, ideas and relationships, create interest, and are appropriate for the chosen purpose.	

	The graphics do not include alternate text in web-based portfolios.	Some of the graphics include alternate text in web-based portfolios.	Most of the graphics include alternate text in web-based portfolios.	Accessibility requirements using alternate text for graphics are included in web-based portfolios.	
	Audio and/or video artifacts are not edited or exhibit inconsistent clarity or sound (too loud/too soft/garbled).	A few of the audio and/or video artifacts are edited with inconsistent clarity or sound (too loud/too soft/garbled).	Most of the audio and/or video artifacts are edited with proper voice projection, appropriate language, and clear delivery.	All audio and/or video artifacts are edited with proper voice projection, appropriate language, and clear delivery.	
Citations Weight for this criterion: 5% of total score	No images, media or text created by others are cited with accurate, properly formatted citations.	Some of the images, media or text created by others are not cited with accurate, properly formatted citations.	Most images, media or text elements created by others are cited with accurate, properly formatted citations.	All images, media and text follow copyright guidelines with accurate citations. All content throughout the ePortfolio displays the appropriate copyright permissions.	
Navigation Weight for this criterion: 5% of total score	The navigation links are confusing, and it is difficult to locate artifacts and move to related pages or a different section. There are significant problems with pages connecting to preceding pages or the Table of Contents. Many of the external links do not connect to the appropriate website or file.	The navigation links are somewhat confusing, and it is often unclear how to locate an artifact or move to related pages or a different section. Some of the pages connect to the Table of Contents, but in other places the links do not connect to preceding pages or to the Table of Contents. Some of the external links do not connect to the appropriate website or file.	The navigation links generally function well, but it is not always clear how to locate an artifact or move to related pages or different section. Most of the pages connect to the Table of Contents. Most of the external links connect to the appropriate website or file.	The navigation links are intuitive. The various parts of the portfolio are labeled, clearly organized and allow the reader to easily locate an artifact and move to related pages or a different section. All pages connect to the Table of Contents, and all external links connect to the appropriate website or file.	
Layout and Readability Weight for this criterion: 5% of total score	The ePortfolio is difficult to read due to inappropriate use of fonts, type size for headings, sub-headings and text and font styles (italic, bold, underline). Many formatting tools are under or over-	The ePortfolio is often difficult to read due to inappropriate use of fonts and type size for headings, sub-headings and text or inconsistent use of font styles (italic, bold, underline). Some formatting tools are under or over-	The ePortfolio is generally easy to read.	The ePortfolio is easy to read.	

	utilized and decrease the readers' accessibility to the content.	utilized and decrease the readers' accessibility to the content.			
	Color of background, fonts, and links decreases the readability of the text, is distracting and used inconsistently throughout the ePortfolio.	Color of background, fonts, and links decreases the readability of the text, is distracting and used inconsistently in some places throughout the ePortfolio.	Color, background, font styles, and type size for headings, sub-headings and text are generally used consistently throughout the ePortfolio.	Color, background, font styles (italic, bold, underline) and type size for headings, sub-headings and text are used consistently and enhance the readability throughout the ePortfolio.	
	Horizontal and vertical white space alignment is used inappropriately, and the content appears disorganized and cluttered.	Horizontal and vertical white space alignment is sometimes used inappropriately to organize content.	Horizontal and vertical white space alignment is generally used appropriately to organize content.	Horizontal and vertical white space alignment is used appropriately to organize content.	
Quality of Writing and Proofreading Weight for this criterion: 5% of total score	There are numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication and requires major editing and revision.	The writing includes include some grammatical, spelling or punctuation errors that distract the reader and requires some editing and revision.	The writing is largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication and minor editing is required.	The writing is free of grammatical, spelling or punctuation errors. The style of writing facilitates communication and no editing is required.	
[Developed by the University of Wisconsin http://www2.uwstout.edu/content/profdev/rubrics/ePortfoliorubric.html]				**TOTAL**	

Figure 1. A Conceptual Framework for Teacher Leadership



(Center for Comprehensive School Reform and Improvement, 2005)

Deeper Learning: Benchmark Districts

Benchmark District	Project-Based Learning	Social-Emotional Learning	Collaborative/ Cooperative Learning	Performance Based Assessment	Other Related Deeper Learning Strategies/ Structures
Austin TX	2015 survey of teachers indicated 34% of teachers had utilized PBL, but most were not aware enough or did not feel they were knowledgeable enough to implement.	Has a Department of Social and Emotional Learning, https://www.austinisd.org/academics/sel Elementary and middle school teachers are using Second Step from Committee for Children as their instructional resource; High school teachers are using School-Connect as their instructional resource. All schools in the SEL Initiative are also applying to be No Place for Hate schools, having at least three activities during the year that work to combat bullying and to make school a safe place for all.	Taught through their SEL and instructional approach: Interactive, cooperative, and reflective instructional practices for modeling, practicing, and reinforcing SEL skills and dispositions, including student leadership and service-learning opportunities in the school and community	AISD's curriculum creates a culture at each grade level of focused and deep learning, as opposed to broad, shallow learning. The AISD Curriculum Road Maps (CRMs) follow this philosophy and include *transfer statements*, *essential questions, enduring understandings*, *standards* (TEKS), and *assessment information* (i.e., performance tasks and ideas for formative and summative assessment). Strategic Plan Indicator: Students in Grades 3–8 will participate in a problem-based learning activity.	Strategic Plan Indicator: % students in Grades 9–12 completing Advanced/Dual Credit courses;
Charlotte NC	*No Easy Walk* - Ongoing staff development addresses teambuilding, relationships, and project-based learning. - See	Utilizes the Whole School, Whole Community, Whole Child model (WSCC) in their	N/A	Each student will have an individual electronic portfolio of progress that begins in kindergarten and ends with graduation-	Strategic Plan Goal 1: Maximize academic achievement in a personalized

Benchmark District	Project-Based Learning	Social-Emotional Learning	Collaborative/ Cooperative Learning	Performance Based Assessment	Other Related Deeper Learning Strategies/ Structures
	more at: http://www.cms.k12.nc.us/News/Pages/What'snewintheCodeofConduct.aspx#sthash.Spd7lVzY.dpuf	Coordinated School Health Program.		a portfolio that will reflect each student's unique talents, abilities and learning.	21st-century learning environment for every child to graduate college- and career-ready. We have defined five Essential Learning Skills for our students. They are creativity, communication, critical thinking, collaboration and entrepreneurship.
Baltimore Co, MD	Project-based learning utilized through the UDL implementation work (Universal Design for Learning)	The Department of Student Support Services coordinates prevention and intervention programs and services to support schools, students, and parents by addressing the cognitive, behavioral, social, emotional, health, safety, and alternative education needs of all students to maximize student achievement.	New Teacher Induction includes workshops on cooperative learning.	Scoring rubrics available on a variety of types of performance based assessments (including play, story telling, songs, discussions). https://www.bcps.org/offices/lis/models/tips/Assessments/oral_elem.html	Work-based learning (WBL) refers to a structured and coordinated work experience that relates closely to the occupational aspect of the student's educational program. WBL programs involve: -A combination academic course work and work based experiences. -Students earning high school credit while on the job. -A written cooperative agreement between the high school and the employer.

Benchmark District	Project-Based Learning	Social-Emotional Learning	Collaborative/ Cooperative Learning	Performance Based Assessment	Other Related Deeper Learning Strategies/ Structures
					-Connecting activities between the classroom and the work experience.
Cobb Co, GA	In 15-16 Strategic Plan: Allow students to engage in real world problems and experiences through project-based, experiential learning activities that lead to higher level thinking Strategies include their STEM initiative and interdisciplinary lesson planning	In 15-16 Strategic Plan to implement Social Emotional Learning Program and Implement Responsive School	Via STEM initiatives	Students in kindergarten are assessed throughout the school year on GKIDS, the Georgia Kindergarten Inventory of Developing Skills. GKIDS is an ongoing, performance based assessment, designed to assist teachers in planning instruction throughout the school year, and to serve as one measure of a student's readiness for first grade. - Ted talk like student contest, called **KiDtalk**, the *K* is for Knowledge, the *I* for Innovation and the *D* for Deeper Learning. Knowledge, Innovation and Deeper Learning are three essential components of teaching and learning for Cobb students	Strategic Plan: Identify and provide resources to increase opportunities for advanced, on -level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest.
Pinellas, FL	SP Actions: Increase the number of opportunities for math/science/technology competitions,	Narrow, traditional behavior-based focus	None found	SP Actions: -Increase participation in and scores for Music Performance Assessment (MPA) and	SP Actions: Increase the numbers of students participating in youth pre-apprentice work-based

Benchmark District	Project-Based Learning	Social-Emotional Learning	Collaborative/ Cooperative Learning	Performance Based Assessment	Other Related Deeper Learning Strategies/ Structures
	fairs, and clubs at the elementary, middle, and high school levels.			Thespian Festival events -Increase participation and selections for Visual Arts exhibits and participation	learning programs in all appropriate occupational areas with an emphasis on high demand occupations
Duval, FL	Strategy 4.2: Address the needs of all students with multiple opportunities for enrichment. 4.2.4 Implement middle school Pitsco Labs - grant-based - "collaborative, hands-on, project-based science and technology"	Strategy 4.3: Encourage positive behavior, respect towards others, and ensure safe environments throughout the school district.	None found	4.2.5 Plan and implement All-County Visual and Performing Art event including ensembles, performance opportunities, and visual arts exhibits	One high school: "placement based upon the student's interest, talents, and/or abilities…Students can choose sponsors in such areas as medicine, law, government, business, education, and community agencies."
Long Beach, CA http://www.lbusd.k12.ca.us/Main_Offices/Superintendent/Strategic_Planning/	Renaissance Career Academy - some project-based learning for career-related courses. AVID - Advancement Via Individual Determination - college readiness program emphasizes writing, critical thinking, teamwork, organization and reading skills	Two year transitional kindergarten class that includes social-emotional component. http://www.lbschools.net/Asset/Files/Elementary_Schools/TK/Trans_K_Brochure_EN.pdf SE and Climate Domains incorporated into school CORE quality index http://www.lbschools.net/Asset/files/Public_Information/CORE%20SQII%20Basics.pdf . CORE is being used in CA with over 1m students. Also,	One of 5 dimensions of graduate profile is "Effective Communicator and Collaborator" http://www.lbschools.net/Asset/files/Linked_Learning/12-District%20Graduate%20Profile.pdf	Physical Education	HS focused on career credentialing in one of two career tracks. http://www.lbschools.net/Asset/Files/OMS/Projects/rca.pdf Ford Partnership for Advanced Studies. 12 point master plan and indicators of success assessment tool

Benchmark District	Project-Based Learning	Social-Emotional Learning	Collaborative/ Cooperative Learning	Performance Based Assessment	Other Related Deeper Learning Strategies/ Structures
		http://coredistricts.org/core-index/. Also includes ECE disproportionality in 15-16.			
Northside, TX http://nisd.net/administration/strategic-plan	N/A	N/A	N/A	N/A	N/A
Baltimore City, MD	Offers project based learning at alternative options high schools and programs for students who are over age and under credited Offers summer PD course "project based learning for urban schools" with Loyola Univ MD	Strategic plan strategy 3.2 around positive culture includes use of "character education modules" and conflict resolution work -Social/emotional wellbeing in context of school climate - PEERs program (Promoting Engagement, Emotional Regulation and social skills) partnership with John Hopkins for students ages 5 and under as one of the service delivery models for special education	-Work-based learning "capstone cooperative work experience" – CTE pathways	None found	N/A
San Diego, CA	None found	-District Initiative- Learning through the arts: Integration program to transform school culture and climate through the	A core component of their vision is "Schools as neighborhood learning centers" that emphasizes internships in the	Nothing on performance based assessment other than the state California assessment of student performance and	In strategic plan (Vision 2020) first indicator is "creates improved and broader measures of student achievement"

Benchmark District	Project-Based Learning	Social-Emotional Learning	Collaborative/ Cooperative Learning	Performance Based Assessment	Other Related Deeper Learning Strategies/ Structures
		arts to improve climate and student social-emotional wellbeing https://www.sandiegounified.org/overview	community, cross-generational neighborhood learning centers, instructional strategies adapted to success of every student https://www.sandiegounified.org/node/4	progress (CAASPP) which purports to use a variety of assessment approaches including performance task https://www.sandiegounified.org/federal-and-state-mandated-testing	https://www.sandiegounified.org/node/3

Deeper Learning Planning Committee

Deeper Learning Team Member First Name	Deeper Learning Team Member Last Name	Title	Department
Dena	Dossett	Chief (Committee Chair)	Data Management, Planning, and Program Evaluation
Alicia	Averette	Assistant Superintendent	Academic Support Services
Karen	Branham	Assistant Superintendent	Curriculum & Instruction
Tricia	Bronger	Specialist	Exceptional Child Education
Florence	Chang	Director	Planning, and Program Evaluation
Tara	Isaacs	Coordinator	Curriculum & Instruction
Monica	Lakhwani	Specialist	Diversity, Equity, Poverty
Leslie	Taylor	Specialist	Planning, and Program Evaluation
Judi	Vanderhaar	Specialist	Planning, and Program Evaluation
Beverly	Winsch	Specialist	Planning, and Program Evaluation
Alan	Young	Resource Teacher/ Project Manager, Educator Quality Oversight Committee (EQOC)	Human Resources