

14-15 Pre-planning Professional Development
Tuesday, July 29th

Warm Up Activity — Celeste and Alicia

Tuesday – Big Picture/Setting the Stage

Purposes:

1. To set the stage for our work this year
2. To deepen our understanding of Deeper Learning so that it directly impacts our work with students
3. Connect Deeper Learning and CCSS, Performance Traits (Habits of Scholarship) and Growth Mindset

Guiding Question:

How do we take our understanding of Deeper Learning, the big picture definition, and make it more concrete in how we 1) develop lessons and meaningful learning experiences for our students and 2) develop students who persevere, collaborate and honor craftsmanship?

Learning Targets:

1. I can identify concrete examples of Deeper Learning.
2. I can name key components of an effective lesson plan.
3. I can discuss how Habits of Scholarship connect to our work with Deeper Learning.
4. I can name strategies to improve the effectiveness of crew meetings.

Part A: Deeper Learning Review

1. Review DL definition
 - Master Core Academic Content
 - Think Critically and Solve Complex Problems
 - Work Collaboratively
 - Communicate Effectively
 - Learn How to Learn
 - Develop Academic Mindsets
 - *Write observations on the note catcher*
2. Video: Deeper Learning at Renaissance
 - Identify concrete examples of each part of the DL definition and how it was addressed at Renaissance
3. Share out in small groups what you observed
4. Now identify one specific example of how you employed each component of DL into your classroom last year in a concrete way
5. Share out whole group
6. Now that we've spent over two years discussing DL what does Deeper Learning mean to you?

Part B: Deeper Learning Next Steps

*Close read of Deeper Lesson Tool

1. Quiet written reflection
 - a. What is/are the purpose/s of lesson plans?
 - b. What should all lesson plans include?
 - c. What is your strength in preparing lessons?
 - d. What is your weakness in preparing lessons?

CLOSE READ

2. Read the Deeper Lesson Tool — first time all the way through
 - a. What do you notice?
3. Read the Deeper Lesson Tool a second time
 - a. Highlight words that connect back to the DL definition
 - b. Share out

4. Read the Deeper Lesson Tool a third time
 - a. Underline parts that are already included in your lesson plans on a regular basis
 - b. Share out
 - c. What aspects are rarely addressed OR difficult to address in your lesson plans?
 - d. Share out in smaller groups
5. So then what are our next steps in regards to lesson planning?

Part C: Next Steps from Retreat — “Danger of a Single Story” and Growth Mindset

1. Skim last year’s anchor text: “Performance Values: Why They Matter and What Schools Can Do to Foster Their Development”
 - a. Identify one phrase or paragraph that most resonates with you in regards to our work with performance traits — specifically perseverance
 - b. How did focusing on perseverance last year influence 1) you, as a teacher and 2) your students?
 - c. This year we are adding **collaboration** and **craftsmanship** to our performance trait work (Habits of Scholarship). Find one place in the article that connects to either **collaboration** or **craftsmanship**.
 - d. Share out — cite the text
2. Read “Even Geniuses Work Hard”
 - a. First Read
 - i. Circle statements that connect to performance traits/work habits — perseverance, collaboration, craftsmanship
 - ii. Underline statements that connect to the Deeper Lesson Tool or DL definition
 - iii. Discuss
 - b. How does the concept of growth mindset connect to the message in “The Danger of A Single Story”?
3. What does this look like in practice for us this year?
 - a. *Retreat ideas after looking at “Fostering Character” EL benchmark — intentionally teaching work habits, supporting students to connect work habits to success in school/career/life, crew meetings deeply focusing on conflict resolution/kindness/collaboration, craftsmanship embedded in everything we do*
 - b. Doable next steps
 - i. Intentionally teach perseverance, craftsmanship and collaboration — i.e. LTs
 - ii. Intentionally use morning assembly and community circle to address this work — i.e. honor examples of perseverance, collaboration and craftsmanship (maybe something similar to DP recognition)
 - iii. Create a tool to give feedback on these three traits to be sent with report cards 2nd semester
 - iv. **Intentionally use crew meetings to develop this work — i.e. collaboration — team building activities/initiatives, conflict resolution, goal setting connected to the performance traits/Habits of Scholarship**
4. Crew/Crew Meeting Next Steps — Julanda

Reflect on Guiding Question

What moves, strategies and protocols did Julanda and I use with you today that you could use in with students?

DEEPER LEARNING EVIDENCE

DEEPER LEARNING EVIDENCE					
Master Core Academic Content	Think Critically and Solve Complex Problems	Work Collaboratively	Communicate Effectively	Learn How to Learn	Develop Academic Mindsets
Video Evidence					
Classroom Evidence					

Now that we've spent two years reflecting on, discussing and intentionally tackling Deeper Learning, what does DEEPER LEARNING mean to you now?