The Rhode Island School Superintendents’ Association (RISSA) is excited to provide you and your team of five educators/administrators the opportunity to attend a full-day workshop on **Deep Learning with the internationally acclaimed Joanne Quinn and Mag Gardner of New Pedagogies for Deep Learning (NPDL)**.

**WHY SHOULD I CONSIDER THIS WORKSHOP?**

As a Professional Learning Community, the RISSA Program Committee has received feedback from the field that we should engage in professional learning focused on teaching and learning with increased opportunities for cross-district collaboration. With this feedback in mind, we evaluated research and best-practices in the field, all of which points to Deep Learning as a next step. As explained by Michael Fullan, Joanne, Quinn, and Joanne McEachen (2018), the purpose of this professional learning is “To foster deep learning so that all learners contribute to the common good, address global challenges and flourish in a complex world. If we want learners who can thrive in turbulent and complex times, apply thinking to new situations and change the world, then we must re-imagine learning.” Deep Learning meets the needs of all students and answers the demand for excellence and equity.

NPDL has only recently entered into partnerships with schools in the United States; however, the move toward Deep Learning has been underway in many districts and several states have taken it on as a primary educational goal. For example, Massachusetts is beginning its journey down a similar pathway, and their early efforts are informational. Commissioner Riley in MA, in his *Our Way Forward* report, specifically cites Deeper Learning as a key companion effort to promoting the rigor of the core curriculum.
We see this effort in Rhode Island as a synthesis of increasing the level of rigor for all students while also deepening student engagement, voice, and choice. This is an essential effort if we are to move our public school systems forward to support student learning and achievement at the high level we want and expect it to be. This effort coordinates nicely with other strategic initiatives involving our district leaders. Our Rhode Island District Leader Network and the NISL program both strongly emphasize instructional improvement and a comprehensive effort to improve educational outcomes for all students.

"Most often when students or groups of students persistently show no interest in learning, we write them off as incapable or unteachable. We might give them remedial work that ends up adding insult to injury where boredom becomes tedium..." (Fullan, Quinn, McEachen, 2018).

Shifting from a deficit based to an asset-based approach through deep learning – using technology to enhance, not replace, high quality instruction.

WORKSHOP DETAILS
What: A full-day session with experts Joanne Quinn and Mag Gardner designed to support your district team in understanding the why, what, and how of Deep Learning to support all of our students in gaining the skills and knowledge necessary to succeed in rapidly changing and globally connected world.

When & Where: March 25, 2020, from 8 am-4 pm at the Towers in Narragansett. 35 Ocean Rd, Narragansett, RI 02882. This session of the RISSA Instructional Leadership Series is worth 7 PLUs.

Cost: $745 per team of 6. 100 Participants maximum.
One copy of the text with protocols Dive Into Deep Learning will be provided for each team https://www.amazon.com/Dive-Into-Deep-Learning-Engagement/dp/1544361378
If you would like additional copies at a reduced rate, please contact millerk@barringtonschools.org

CONSIDER USING YOUR CRP (AMENDMENT)
We know that budgets are tight and have worked to provide this opportunity at a reduced cost to RISSA member teams. Breakfast and Lunch are included. As you consider your grant
amendments for Titles I, II, and IV, federal grant funding may be available. We provided the specific language to support your CRP request at the end of the document. (See below)

As a program committee, we recognize the importance of professional learning that extends over time. To that end, we will be offering facilitated workshops to districts interested in continuing their learning during the summer of 2020. In addition, all districts in attendance are welcome to connect directly with the NPDL and become part of the international cohort of deep learning schools that connect and support each other on a regular basis.

**BACKGROUND INFORMATION**

**Videos**
Quick Overview of New Pedagogies  
https://youtu.be/qrxBr0Dz890

A look into Deep Learning and the 6 Cs  
https://youtu.be/m5puAtCsz7k

Deep Learning - A Global Movement  
https://www.youtube.com/watch?v=y9RBnoblPnE

Sharing of Global Practices and Honoring the Work of the Teachers  
https://youtu.be/tuAWim47w7I

Trends in Education - New Pedagogies for Deep Learning  
https://www.youtube.com/watch?v=7W8RQganPUQ
4. WHAT SPECIFIC SOURCES OF DATA (STUDENT DATA, SCHOOL DATA OR EDUCATOR DATA) WERE USED TO DETERMINE THE ACTIVITY/SERIES IS A NEED? FOR EACH SOURCE PROVIDED, DESCRIBE THE SPECIFIC DATA POINTS THAT SUPPORT YOUR DETERMINATION.

The data that lead to the decision to focus on deeper learning came from a teacher survey at the middle school and the high school. In addition, the schools used data from the student survey on the OECD Tests for Schools, which indicated that students did not see a clear connection to what they are learning in school to the real world. On average 65% percent of students indicated that what they study in school will help them later on in life and 70% indicated that it will help them get a job.

Research from OECD indicated that the increase of technology alone is not sufficient to ensure student acquisition of 21st-century skills. The OECD recommends a strategic focus on the core 21st-century skills needed for students to be globally competitive. In partnering with the Highlander Institute, we are able to offer this professional development series over an extended period of time to build capacity and bring deeper learning to scale in our district.

In addition, Survey Works shows student engagement to be 49% favorable.

5. DESCRIBE THE ACTIVITY/SERIES, AND EXPLAIN HOW THIS ACTIVITY IS ALIGNED WITH CONTENT STANDARDS (E.G COMMON CORE) AND DISTRICT OR SCHOOL PRIORITIES.
Based on a comprehensive study conducted by the American Institute for Research, schools that incorporate the Deeper Learning competencies into their program realize greater student outcomes including the following:

On average, students in deeper learning network schools achieved higher scores on the OECD PISA-based Test for Schools (PBTS)—a test that assesses core content knowledge and complex problem-solving skills—in reading, mathematics, and science than did similar students in comparison schools. These students also earned higher scores on state-mandated English language arts and mathematics tests.

Students in deeper learning network schools reported higher levels of collaboration skills, academic engagement, motivation to learn, and self-efficacy. There were no significant differences between students who attended network schools and non-network schools relative to reported creative thinking skills, perseverance, locus of control, or self-management.

Students in deeper learning network schools were more likely to graduate from high school on time (within four years of entering Grade 9) than were students from comparison schools. The graduation rate among network school students was estimated to be about 9 percentage points higher than the graduation rate among similar students in comparison schools.

Students in deeper learning network schools and comparison schools had similar overall rates of enrollment in postsecondary institutions. However, students who attended deeper learning network schools were more likely to enroll in four-year institutions (27 percent compared with 23 percent) and in selective institutions (4 percent compared with 3 percent).

In using an instructional coaching model, with modeling, feedback, and opportunities to collaboratively design lessons and look at student work, out teachers are engaging in high yield professional development strategies. Importantly, as research from Teacher Professional Learning and Development: Best Evidence Synthesis Iteration suggests that attending a one-day workshop or conference has little to no impact on instructional improvements, as such coaching, modeling and collaboration will occur through an ongoing coaching model. Importantly, the principal and coach will actively engage in the continuous learning and application of the DI strategies as the instructional leader in the school. Evidence from research suggests, “Providing sufficient time for extended opportunities to learn and use the time effectively; engaging external expertise; focusing on engaging teachers in the learning process rather than being concerned about whether they volunteered or not; challenging problematic discourses; providing opportunities to interact in a community of professionals; ensuring content was consistent with wider policy trends; and, in school-based initiatives, having leaders actively leading the professional learning opportunities” (Timperley, Wilson, Barrar & Fung, 2007, p. xxi) leads to enhanced student achievement.
Some teacher and administrator participants will also attend national conferences to build upon the coaching and engage in train the trainer model with their new learnings and understanding.

In addition to coaching from the Highlander Institute, we will also receive coaching on rich task development from ReDesign.

DESERIBE HOW THE LOCAL EDUCATIONAL AGENCY (LEA) WILL USE DATA TO EVALUATE THE EFFECTIVENESS OF THE ACTIVITY/SERIES IN ORDER TO UPDATE AND IMPROVE THE ACTIVITY/SERIES.

1. Barrington will join the New Pedagogies for Deep Learning network (NPDL). Through this network, we will adopt teacher capacity rubrics and Deep Learning rubrics and progressions to monitor our impact on teacher capacity and student acquisition of deep learning competencies.
2. We will continue our engagement with Northeastern University in the experiential learning network. NEU is working with us to review case study data from the work we conducted in grades 6-12. As a result of these data reviews, we have decided to expand the work K-12 for the 2019-2020 school year. The case study data from NEU will also be used to evaluate the plan.
3. Teacher feedback relative to their coaching will also be collected.