



**What does this look like
in your context?**

Sarah P. Hylton, Ph.D.

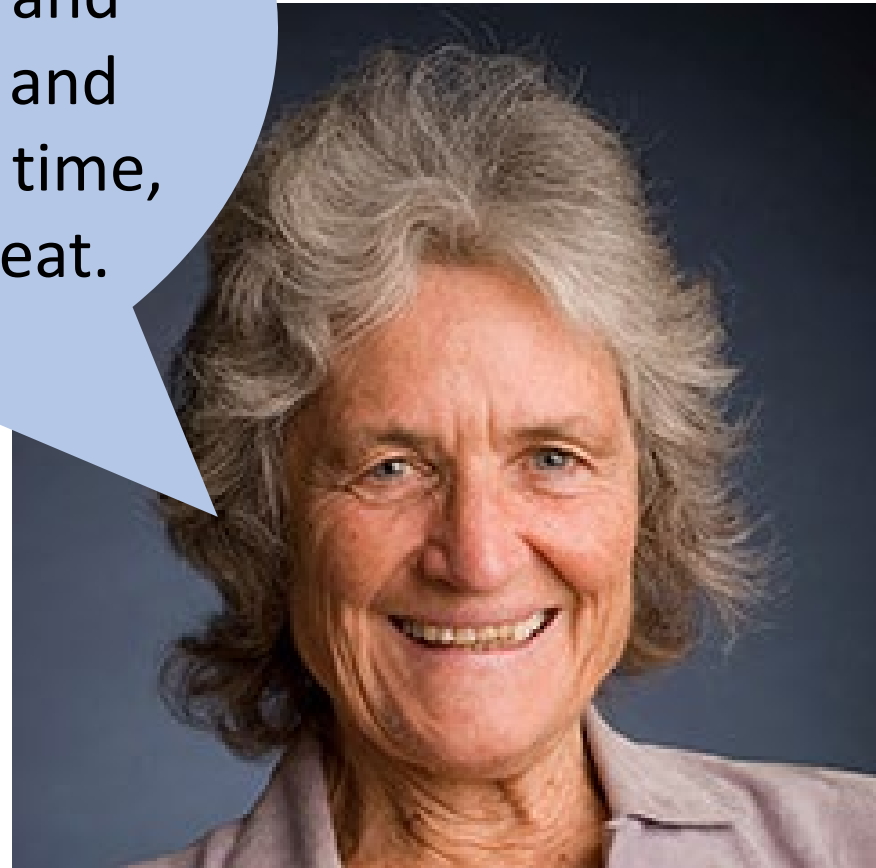
SURN Leadership Conference, William & Mary

June 28, 2022

Digging into

Deeper Learning

Real learning, attentive, real learning, deep learning, is playful and frustrating and joyful and discouraging and exciting and sociable and private all the time, which is what makes it great.



[Eleanor Duckworth](#)

Deeper Learning

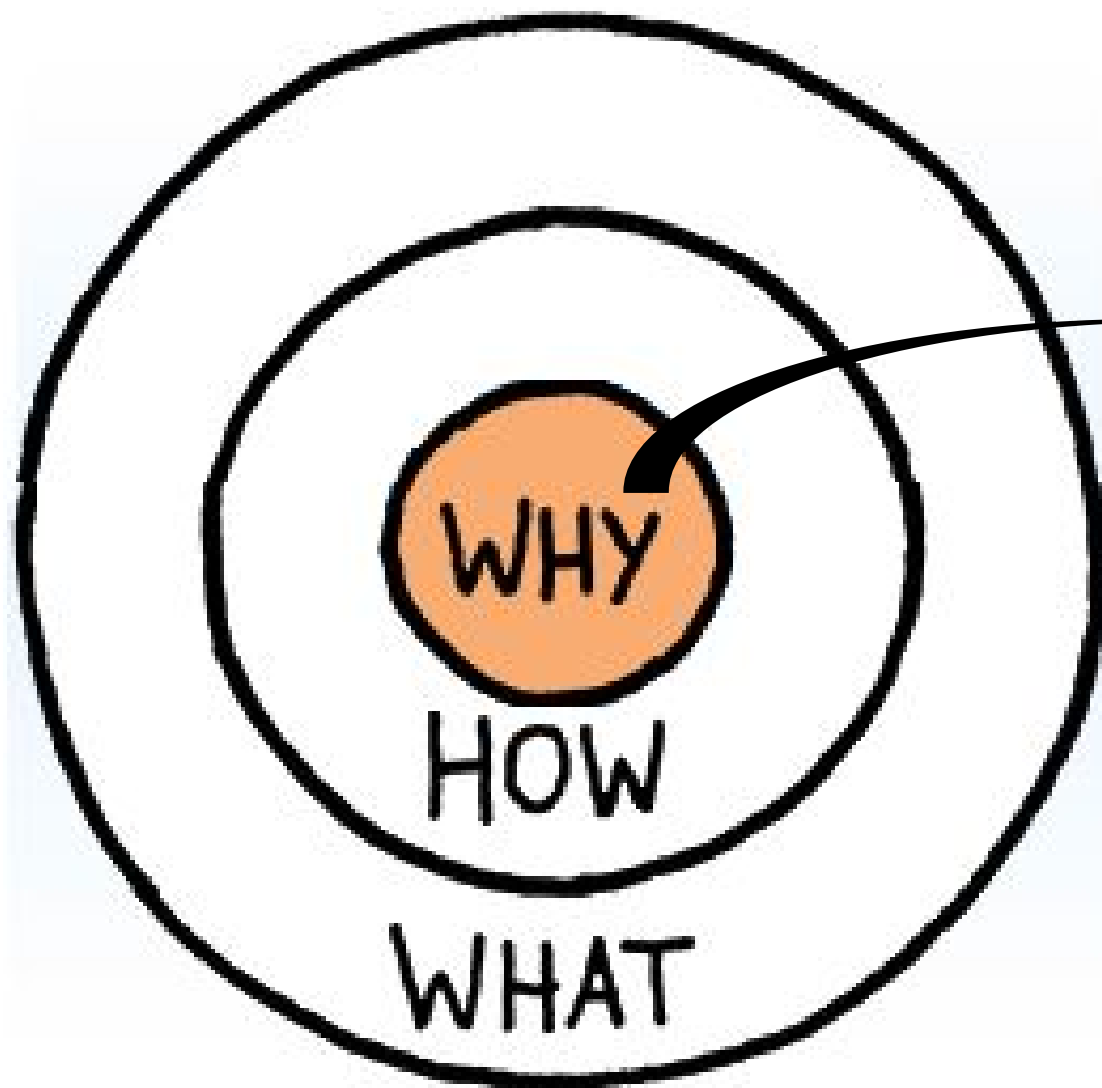


The **process** through which an individual becomes capable of taking **what was learned in one situation** and **applying it to a new situation.**

Deeper Learning

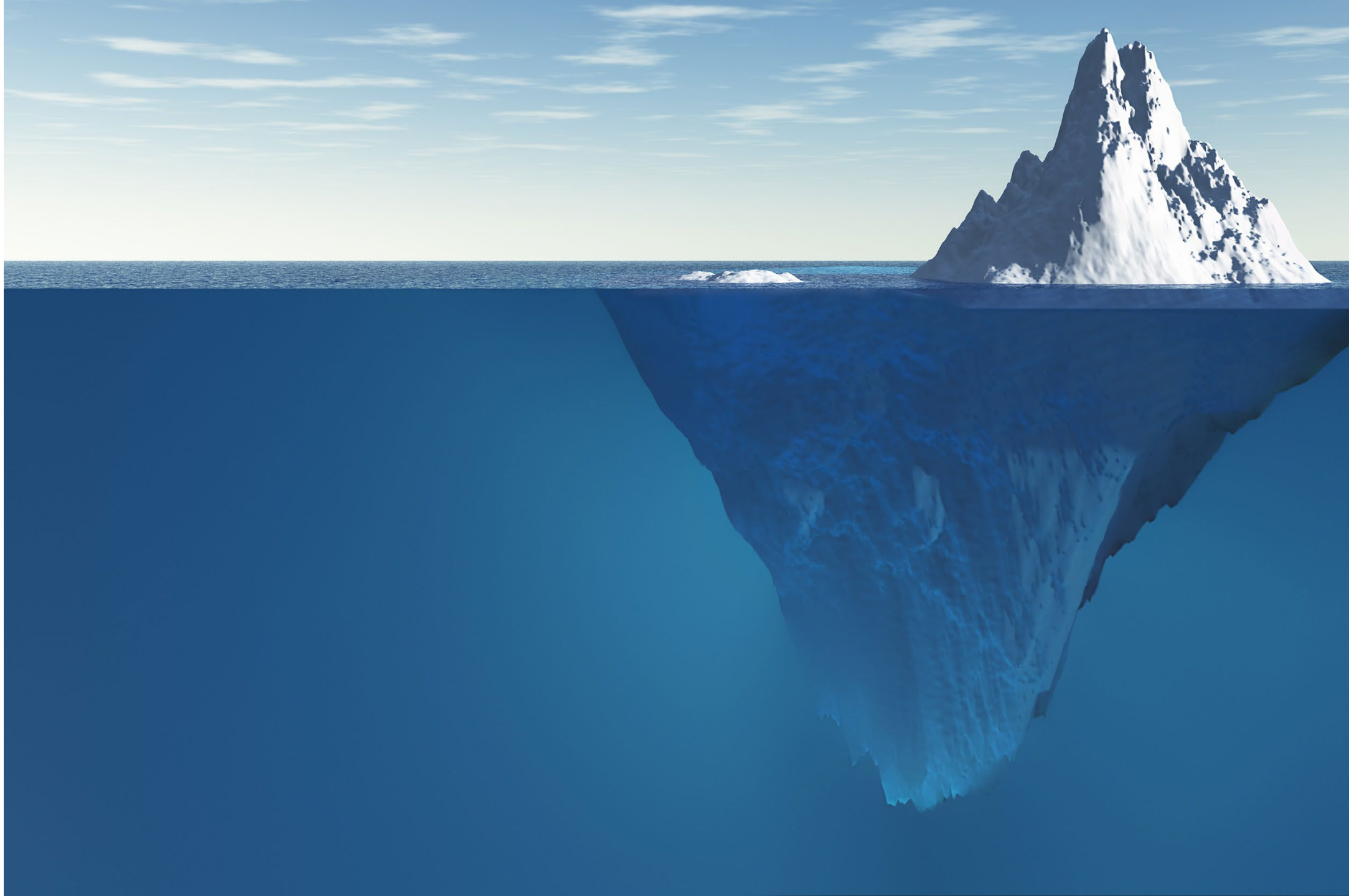


Education that involves learning for transfer.



What is your why?

TRANSFER

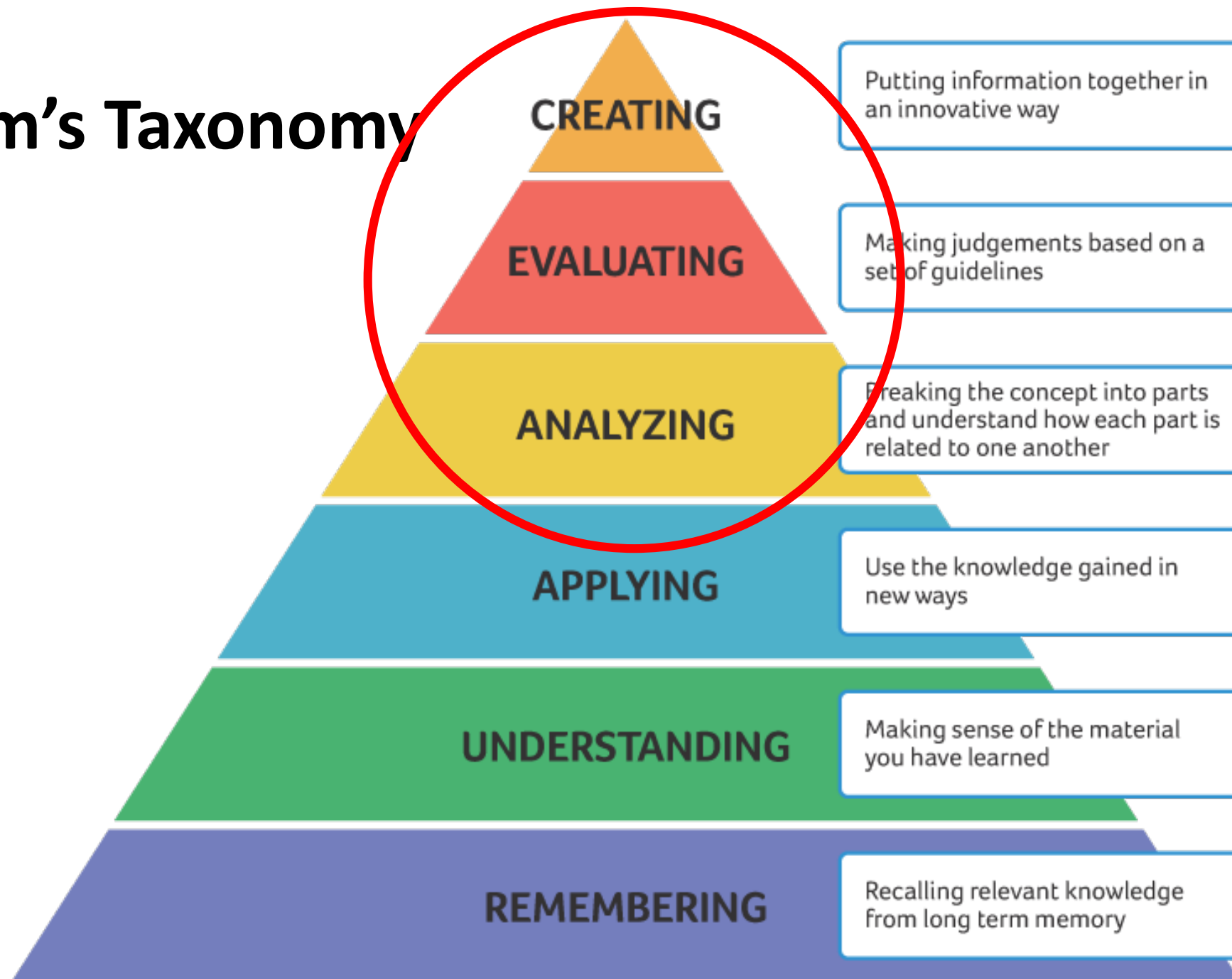


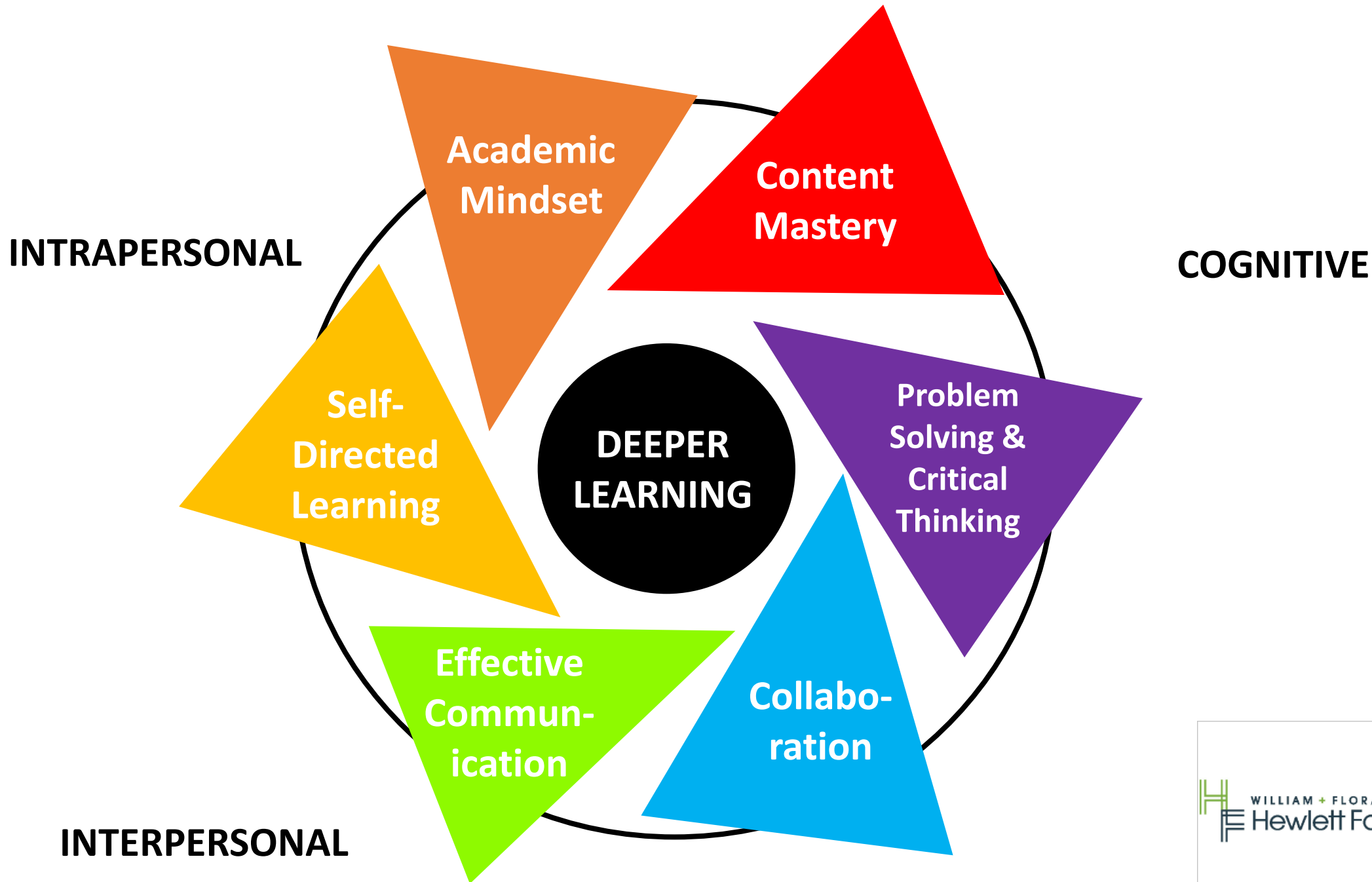
An iceberg floating in the ocean. The tip of the iceberg is above the water line, and the much larger base is submerged below. The sky is blue with light clouds, and the water is a deep blue. The horizon line is visible.

facts
answers
remembering

concepts
questions
analysis
principles
relationships
interpretations
schemas
creating
investigating
meaning making

Bloom's Taxonomy



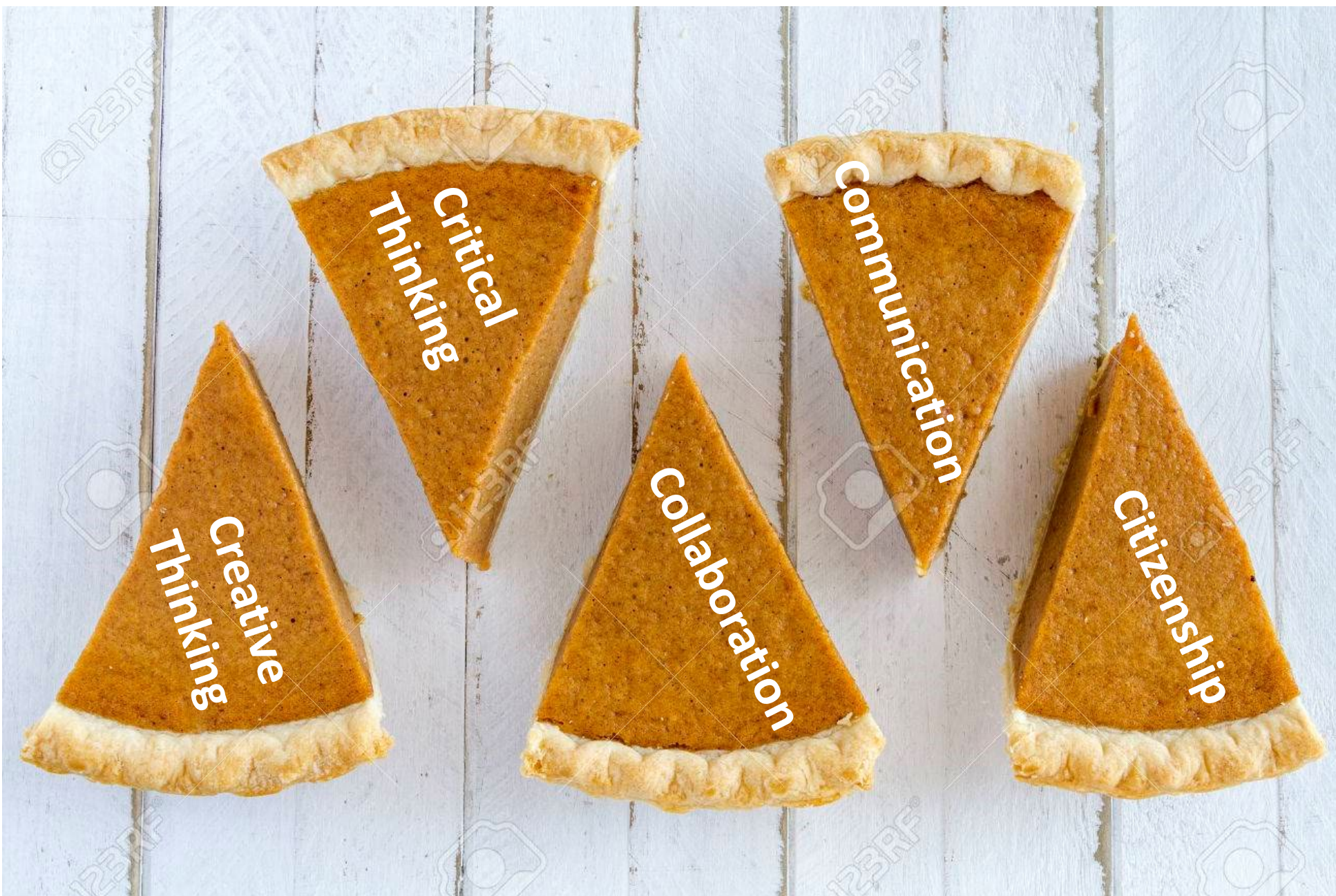


deeper learning

deeper teaching



Deeper Learning



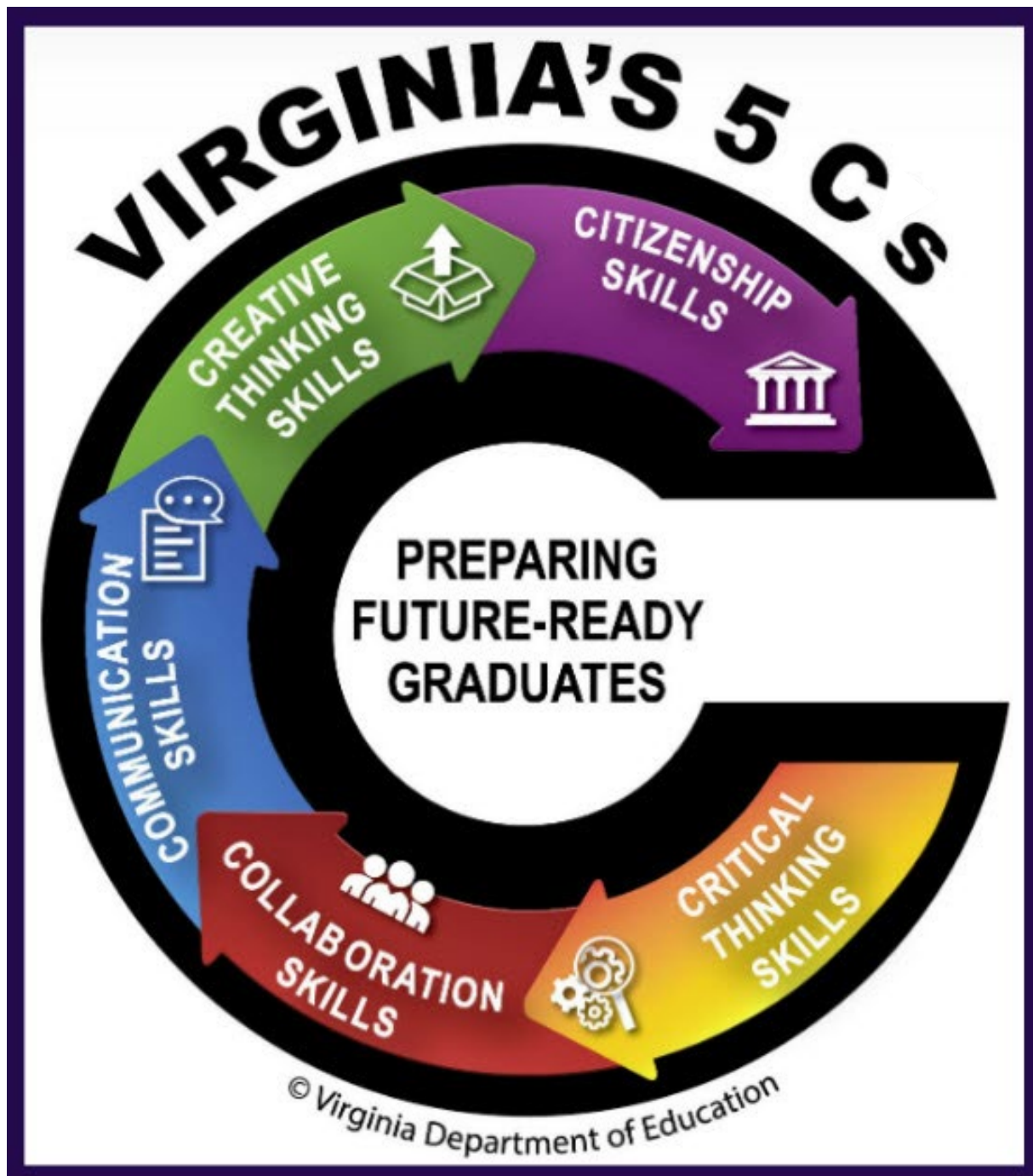
Creative
Thinking

Critical
Thinking

Collaboration

Communication

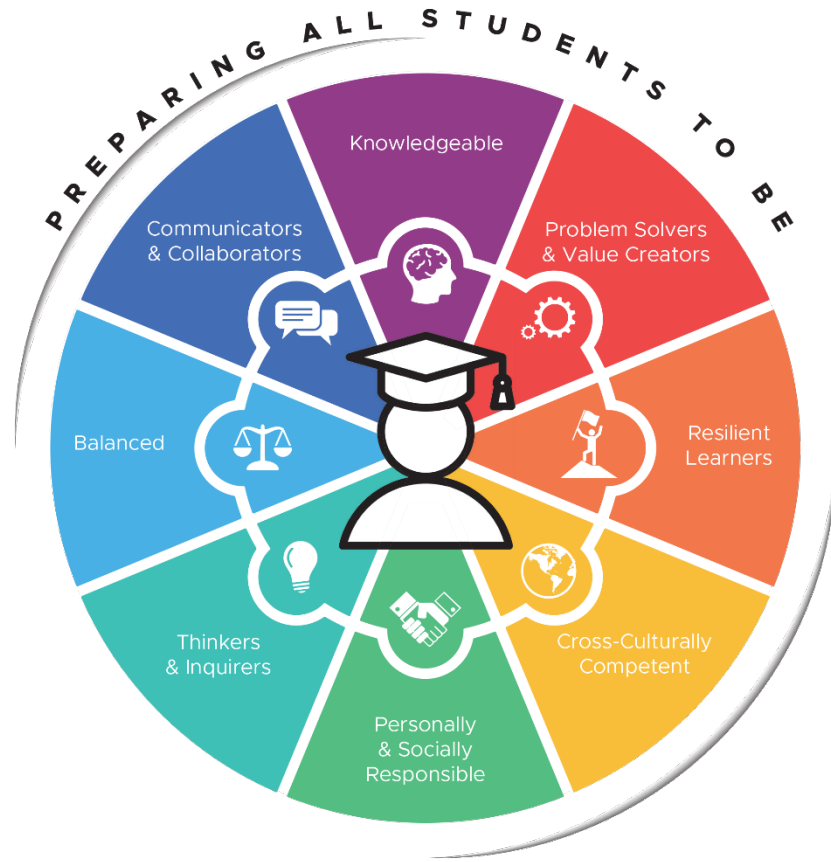
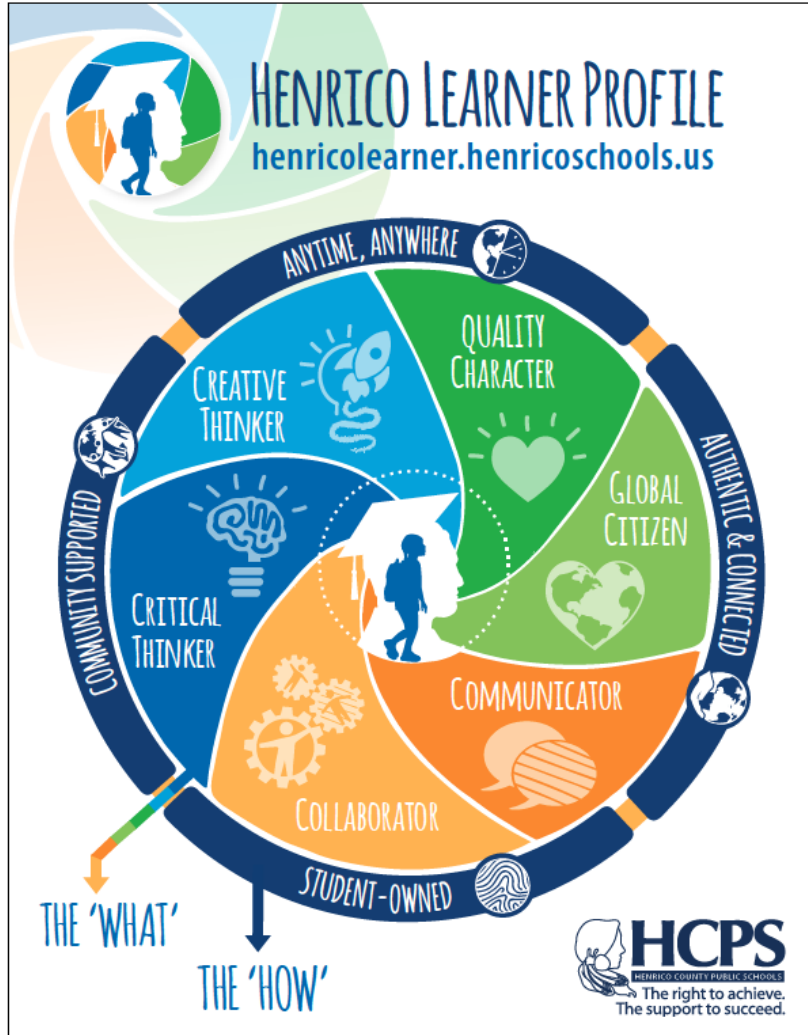
Citizenship

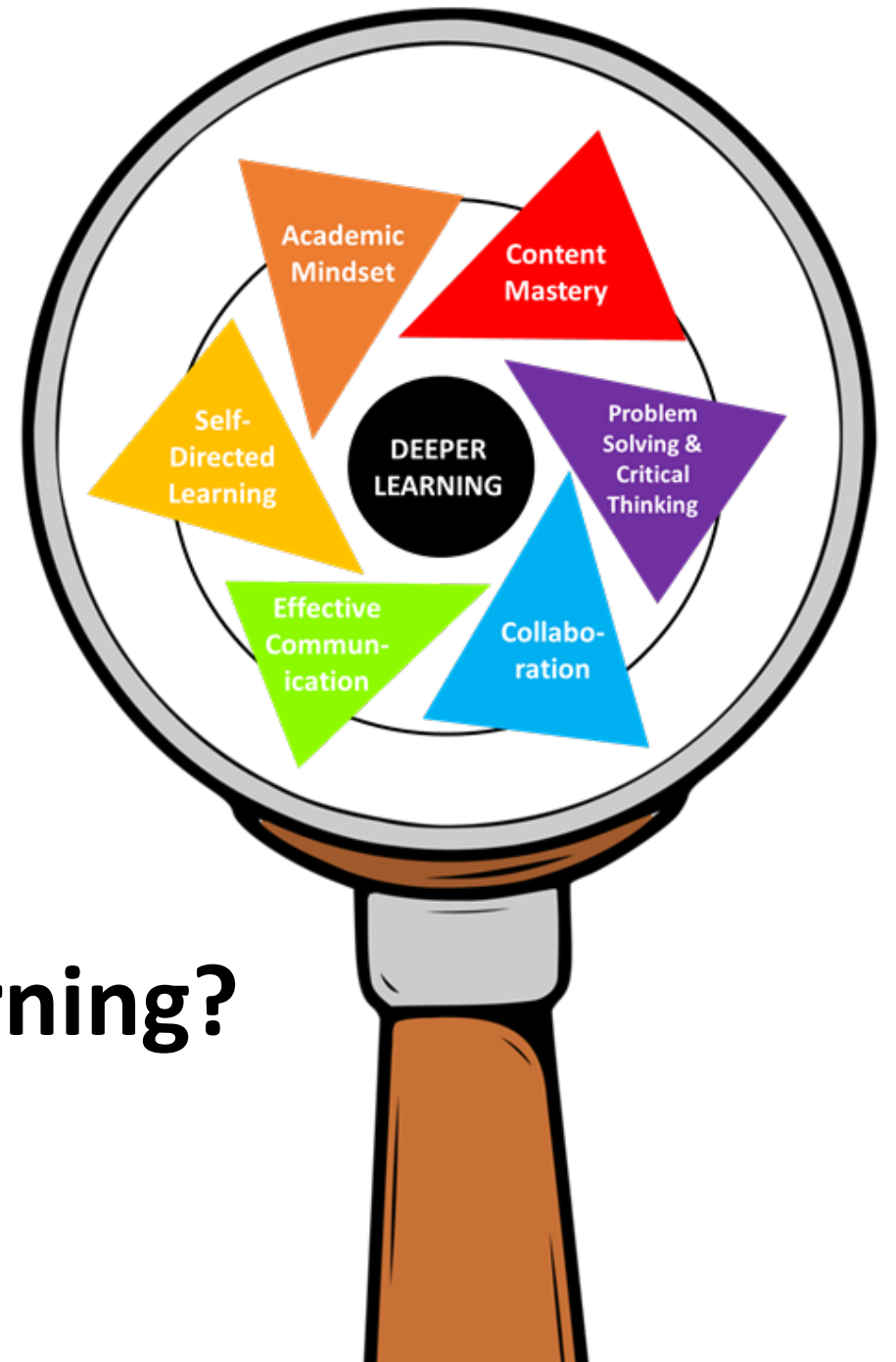


A successful Virginia Graduate will:

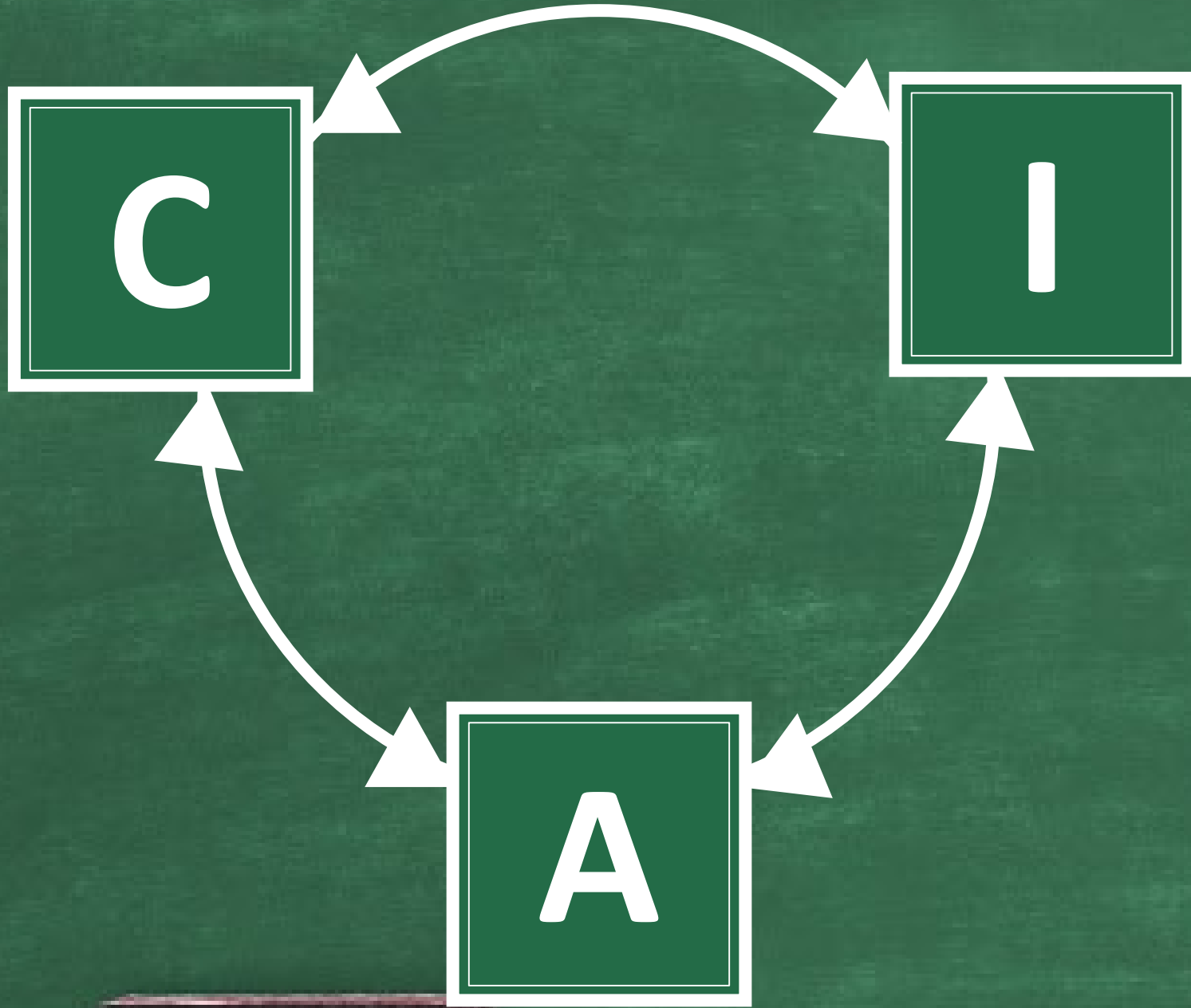
- Achieve and apply academic & technical knowledge;
- Demonstrate workplace skills, qualities, & behaviors;
- Build connections and value interactions with others as a responsible & responsive citizen; and
- Align knowledge, skills & personal interests with career opportunities.

<http://www.virginiaisforlearners.virginia.gov/media-library/>





Where do we find deeper learning?



Written
Curriculum

Taught
Curriculum

Assessed
Curriculum

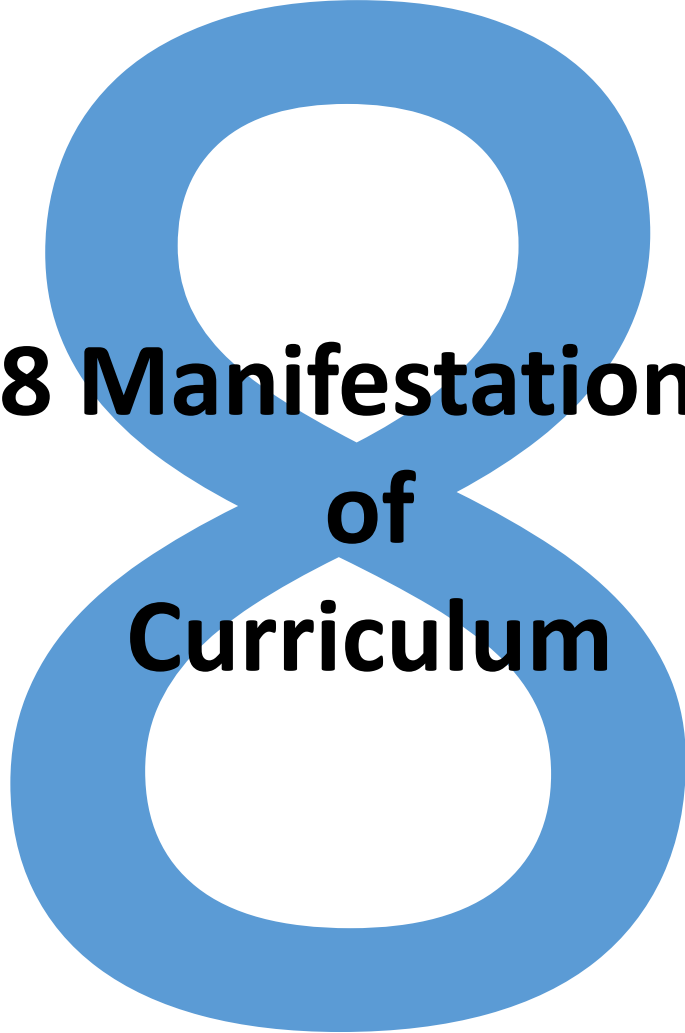
Learned
Curriculum

Implied
Curriculum

Null
Curriculum

Resource
Curriculum

Extra-Curricular
Curriculum



**8 Manifestations
of
Curriculum**



Conceptualizing

Note Making & Summarizing

Comparing

Reading for Understanding

Predicting & Hypothesizing

Visualizing & Graphic Representation

Perspective Taking & Empathizing

(McTighe & Silver, 2020)

Teaching for

DEEPER LEARNING

Matching	Alternate Choice	Multiple Choice	Short Answer	Essay	Performance Assessment	Complex Project
Student selects from among possible responses			Student supplies the response			
<ol style="list-style-type: none"> Breadth (of content) Discrete assemblages of ILOs Lower-order thinking (re... understanding, ... application...) 			<ol style="list-style-type: none"> Depth (of content) ... ILOs Higher-order thinking (...analysis, evaluation, synthesis/creation) 			
<ol style="list-style-type: none"> Objectivity (in grading) 			<ol style="list-style-type: none"> Extended thinking (perseverance, uncertainty, discipline-specific competencies & dispositions) Subject-area expertise (required for grading) 			

Complexity, Student Agency, Teacher Role, Time



WHICH STEP HAVE YOU REACHED TODAY?

4 big ideas

1 rethinking curriculum

2 designing instruction

3

assessing

meaningfully

4 developing mindsets

What would each of these big ideas look like if things were going really well?

For each big idea, brainstorm 3 - 4 specific, observable behaviors we would see if a school or division was functioning as an exemplar of working with novice teachers.



A 3D illustration of a blue mountain with a red flag on top and a person at the base holding a red flag. The mountain is composed of several blue, rectangular blocks stacked on top of each other, creating a stepped appearance. At the very top, a red flag is planted on a thin pole. In the foreground, a person wearing a red long-sleeved shirt and dark pants stands on a white base, holding a red flag on a pole. The person's right hand is raised to their forehead, suggesting they are looking up at the mountain. The background is a solid light blue color.

Revisit Your Aspiration

**Which Big Idea
do you want to think more about
& act on in your context?**



Rules for Brainstorming

- Go for quantity
- Defer judgment
- Encourage wild ideas
- Build on the ideas of others
- Have one conversation at a time
- Stay on topic
- Be visual if it helps
- Write headlines



Levers for Change



SPACE



EVENT



SCHEDULE



FINANCE



PROCESS



ROLE



RITUAL



INCENTIVE



COMMUNICATION

The Hack Mindset

what we mean when we talk about hacking

Keep the goals small,
the team tight, &
the timeline short.

start
small

Bias
to
Action

Fail
Forward

Use “failures” as
opportunities to learn.

Don't overthink it;
just try it.

rethinking
curriculum

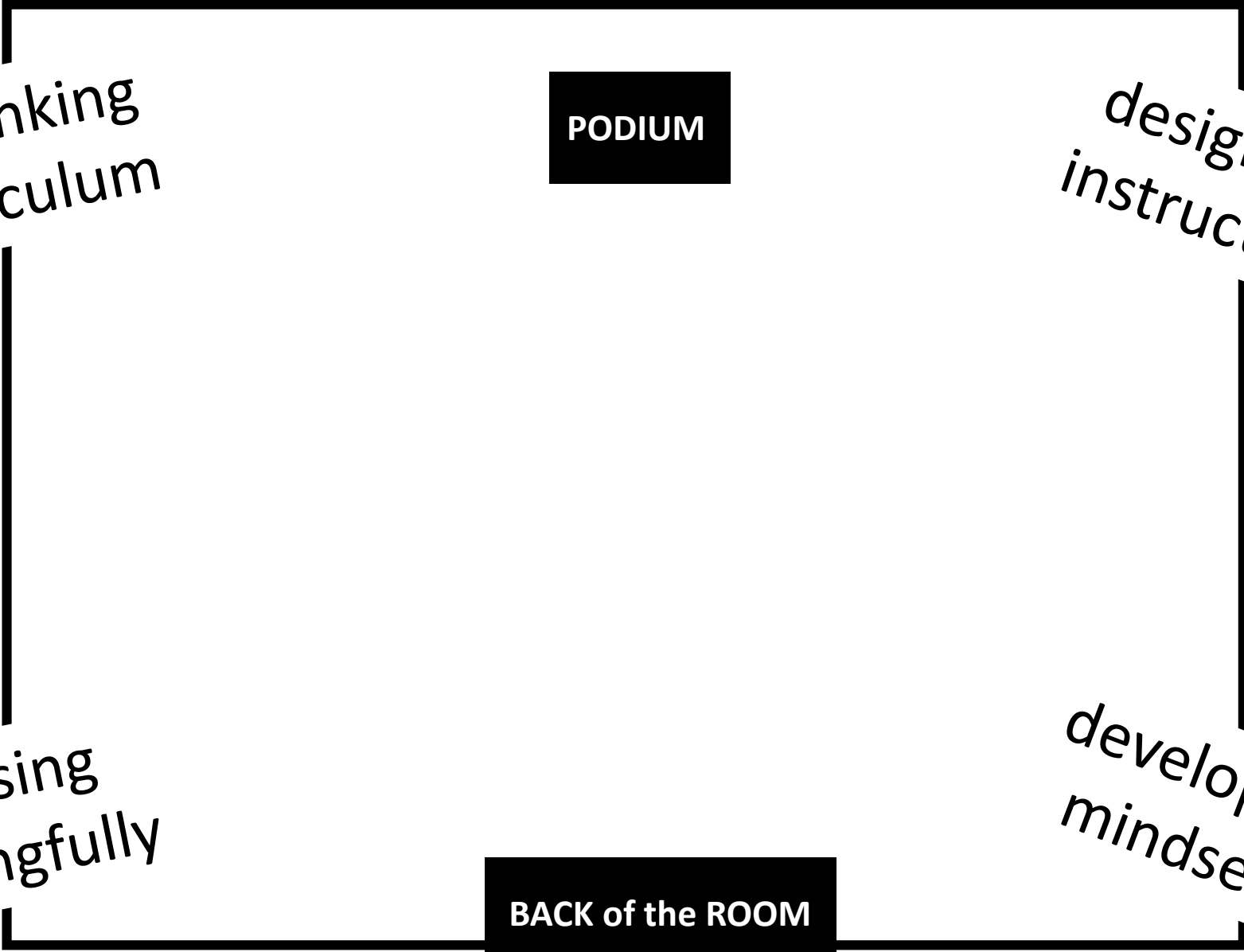
PODIUM

designing
instruction

assessing
meaningfully

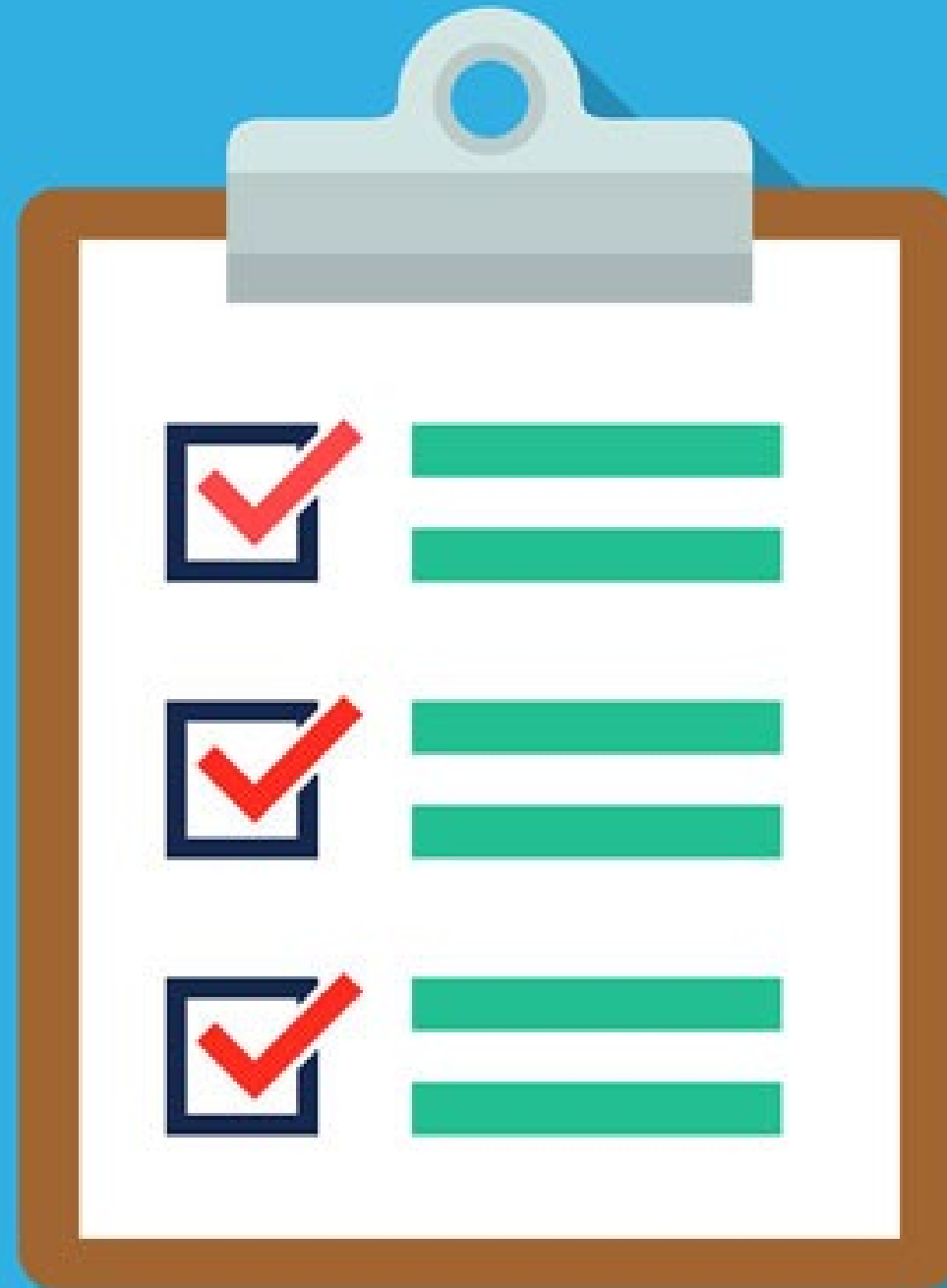
BACK of the ROOM

developing
mindsets



Hack Criteria

- In line with aspiration
- Focuses on students farthest from opportunity
- Leads to behaviors you want to see
- Allows you to start small
- Challenges you to do something new



Share & Discuss Your Hack Story



- What's really energizing you about the hack you've chosen?
- Which doubts, if any, are you having about your chosen hack? Why?
- What positive effects might your chosen hack have on other problems of practice?
- How will you know if your chosen action is having the desired effect?