

Exhibition Prototype 2023 - GaDLN

In Dec 2021, a statewide coalition came together in Georgia to understand why Deeper Learning was not common in our schools. We would come to call ourselves the Georgia Deeper Learning Network. This coalition began with 10 districts and a handful of state-wide advocacy organizations. We worked with students and teachers to examine youth disengagement, define the kind of Deeper Learning that would powerfully engage students and name the root causes for why Deeper Learning was not yet prevalent across Georgia. We collectively determined that there were gaps in Practice, Public Will and Policy that inhibit Deeper Learning at scale.

To address these root causes in an integrated and authentic way, we leaned on one of the principles of the Deeper Learning Dozen - adult learning and student learning are symmetrical. Accordingly, the assessment systems we put in place for adults and young people will also be symmetrical - if our assessments of adult learning are shallow and one-dimensional, so will be the assessments of student learning. So we created a learning and assessment process that models the deeper learning we want to see in classrooms. The districts in the network have all agreed to create a deeper learning experience that will result in a student exhibition of learning. In pursuit of symmetry, we are also asking teachers, principals and district leaders to do exhibitions about what they learned by trying to support this deeper learning. The overarching questions are:

- “To what extent is this deeper learning?”
- “How did it come to be?”
- “What did we learn about the Practice, Public Will and Policy barriers and accelerators in our context?”

Over the course of the last year, we have grown to 18 district partners and 18 statewide organizations. We have had 2 districts exhibit their deeper learning, presented on our work to the Georgia Chamber of Commerce and briefed a state senator on the initiative. Through this process, we have been modeling a different kind of assessment and collective accountability to a broader and broader audience.

With the Public Goods grant generously offered by CZI and EdFirst, we have prototyped a district-level exhibition and defense of learning that we think could dramatically change the way the accountability plays out between communities and schools.

Objectives:

- Give exhibiting districts a chance to showcase their work and leadership
- Engage in genuine dialogue about an important question - one of the problems of practice we have identified.
- Identify areas for celebration and growth

| Timing | Activity | Notes |
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| 5 min | Welcome and Introductions | |
| 5 min | <p>Overview of Agenda, Agreements and Roles</p> <ul style="list-style-type: none"> • Set district context and aims • 4 Artifacts presented by different leaders in the system: Students, Teachers, Administrators and Community leaders. All related to the DL problem of practice they have identified. • Q and A's will follow each presentation. • Superintendent will close out. • Share out agreements and roles. <p>Agreements:</p> <ul style="list-style-type: none"> • Learning over judgment • Embody critical friendship • Be more curious than certain • Hard on ideas and structures, soft on people | <p>Definition of Artifact: A tangible item or visual that demonstrates what learning and teaching took place. A lesson plan, video, item of student work, a community letter, audio of discussion would all be examples of an artifact.</p> |
| 15 min | <p>District Context</p> <p>Set context for the district: Portrait, Your Prototype, Demographics, Opportunity and Quality, Problem of Practice</p> <p>Portrait: Do you have a portrait of a</p> | <p>Problems of Practice developed by the GA Deeper Learning Network</p> |

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| | <p>graduate?</p> <p>Prototype: What was the intended learning experience?</p> <p>Demographics: What kind of student body does your district serve?</p> <p>Opportunity and Quality: Who had access to the learning opportunity you are sharing? What was their experience with it?</p> <p>Problem of Practice: What question related to Deeper Learning is your community struggling with?</p> | |
| 15 min | Student Introductions and Presentation of 1st Artifact | <p>Guidance:</p> <p>Select a student or team of students at random. The goal here is not to necessarily put a “best foot forward” but to choose something that is illustrative of the “current state”.</p> |
| 5 min | Q and A about what was learned about the Problem of Practice | <p>Example Questions:</p> <p>What did you learn about [problem of practice]?</p> <p>Note that these questions need to be adapted to fit</p> |
| 15 min | Teacher’s Presentation of 2nd Artifact | |
| 5 min | Q and A about what was learned about the Problem of Practice | |
| 15 min | Administrator’s Presentation of 3rd Artifact | |
| 5 min | Q and A about what was learned about the Problem of Practice | |

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| 15 min | Community Lead's Presentation of 4th artifact | Rationale: The community lead could be a parent, community member, or business leader who is there to talk about how they experienced the new kind of learning. And perhaps how they were even engaged in it. |
| 5 min | Q and A about what was learned about the problem of practice | |
| 10 min | Superintendent's Conclusion | |
| 10 min | Final overall Q and A | |
| 35 min | <p>Debrief conversation:</p> <p>Example Questions: Review the Problem of Practice What insights have we gathered about it? How is this influencing your work and practice?</p> <p>To what extent does this product demonstrate the attributes of the definition of Deeper Learning and the district's Portrait?</p> <p>To what extent is this behavior likely to lead to students developing competency in the POG?</p> <p>What does what I'm hearing my colleague share spark for me that I could work on in myself?</p> <p>How does what my colleague is sharing connect to my previous experiences, or other resources/inspirations I have encountered?</p> | |

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| | <p>How do I need to show up differently to support my colleague in developing the work they are sharing?</p> <p>What are systemic barriers to working on what my colleague is sharing, and what needs to be done to eliminate those barriers?</p> | |
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