



GEORGIA DEEPER  
LEARNING NETWORK

---

---

**Prototype Exhibition Deck**

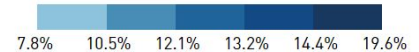
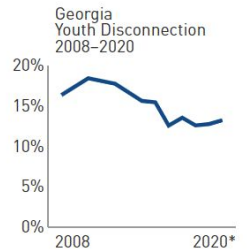
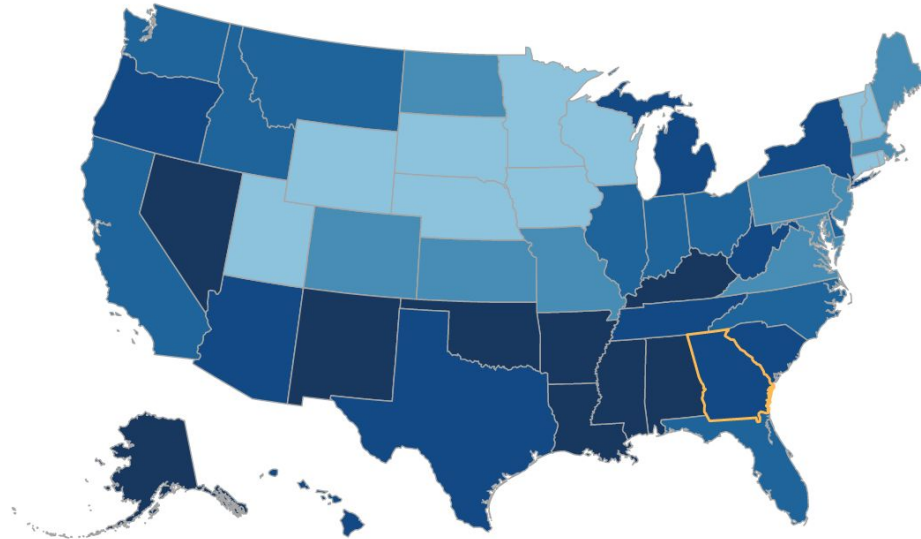


# Why Deeper Learning?

Youth disengagement threatens our collective prosperity.

Georgia has some of the highest rates of **disengaged youth**, defined as people ages 16-23 who are neither in school nor working.

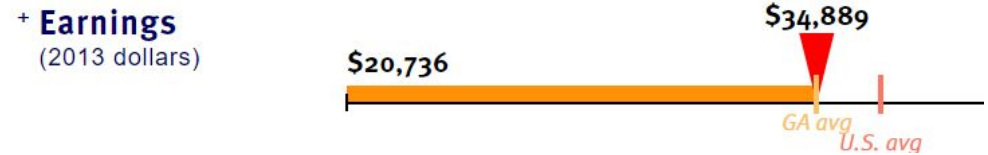
172,800 youth in Georgia are disengaged.



# Why Deeper Learning?

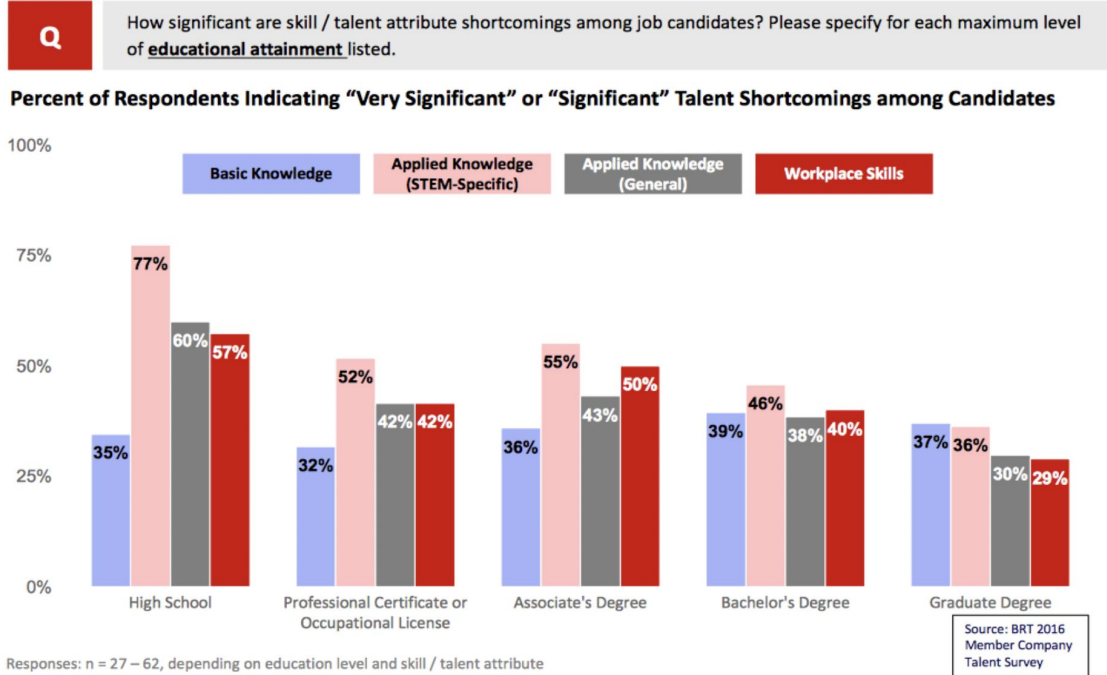
If young people lack support to face the developmental challenges of transitioning to adulthood, or if they haven't acquired the skills necessary for successful employment, they are at risk for a life of isolation, poverty, and poor health.

These risks don't only accrue to the individual, but have implications for community well-being and prosperity.



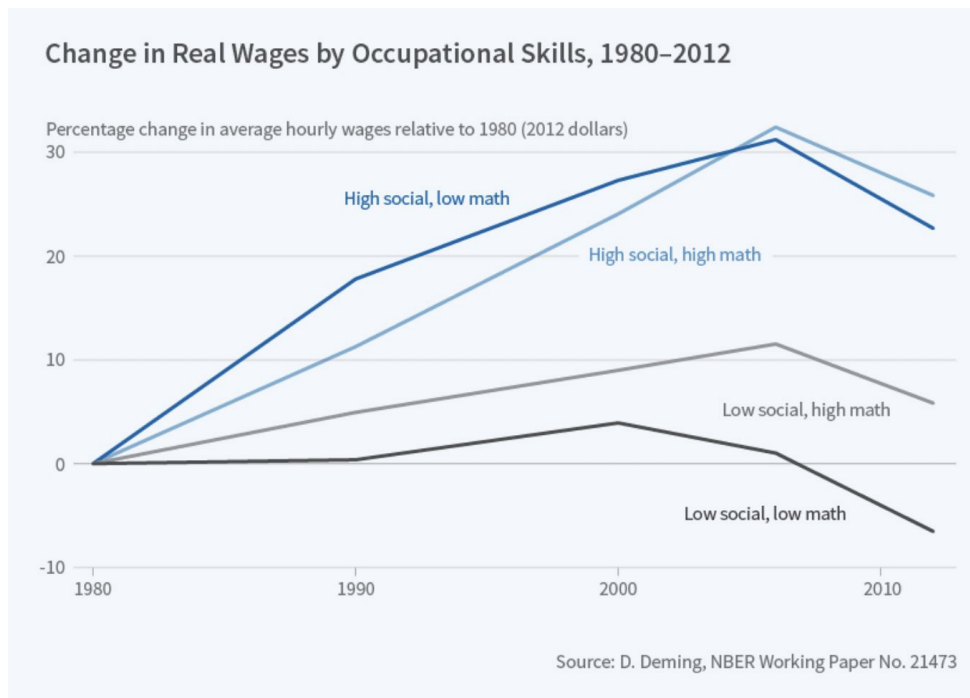
# Why Deeper Learning?

Youth who are disengaged typically have not had opportunities to develop skills that are correlated with success in work and life, exacerbating already alarming skill and wage gaps.

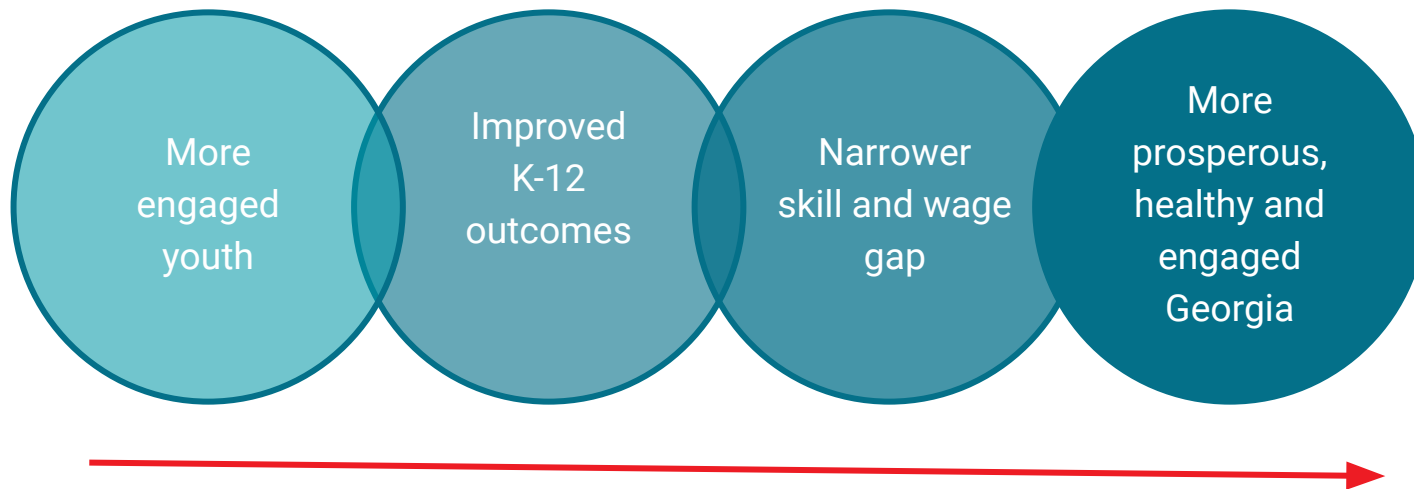


# Why Deeper Learning?

These gaps affect real wages for individuals and the economic vitality of entire communities when skills gaps are persistent or widening over time.



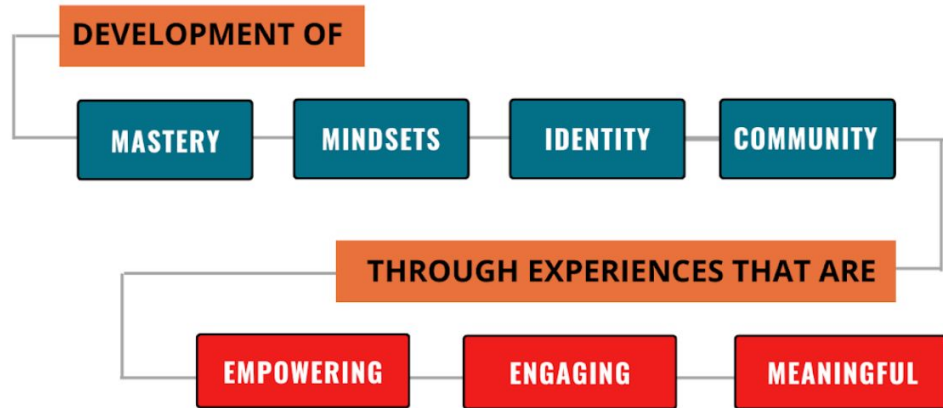
# Network Aspirations



# What is “Deeper Learning” and how does it relate to our theory of change?

Learning that emphasizes skill development for future success, with space to practice and apply those skills.

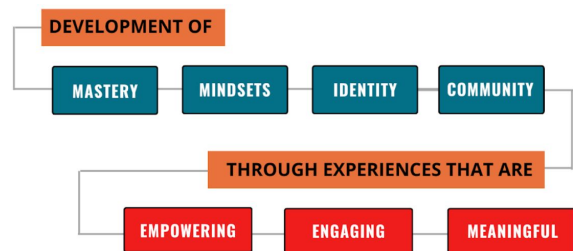
“Deeper Learning” is an umbrella term for a variety of instructional approaches, and has the most power to be meaningful when paired with efforts to **personalize and contextualize** learning to students’ strengths, identities, aptitudes, and experience, and the world of work and civic engagement to which they are or will soon be a part.



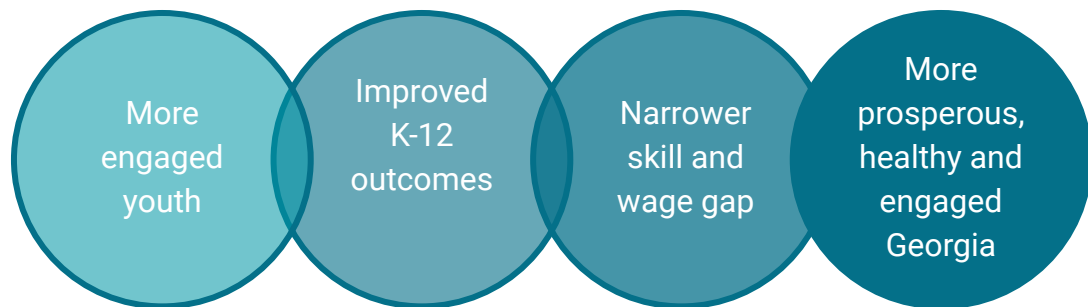
Personalized learning, “real-world” learning, CTAE, college and career academies- efforts through these strategies and initiatives tend to be about improving student engagement, but vary in their emphasis on cultivation of individual students’ mindsets, identity, and community.

# Network Aspirations (and Theory of Change)

IF...



THEN...





# Key Network Activity - Exhibitions

**Develop proof points and critically examine them.**

Develop student experiences that aim to meet our shared definition of deeper learning.

Invite students to exhibit their learning, and examine the degree to which our effort was successful.

Learn from each other. Try again.



# Exhibition Prototype



State and  
Federal



District and  
School

## Vertical and Horizontal Accountability



Families and  
Community



**Goal of Reciprocal Accountability:**

*For every demand, an equal level of support and partnership*

**DEVELOPMENT OF**

**MASTERY**

**MINDSETS**

**IDENTITY**

**COMMUNITY**

**THROUGH EXPERIENCES THAT ARE**

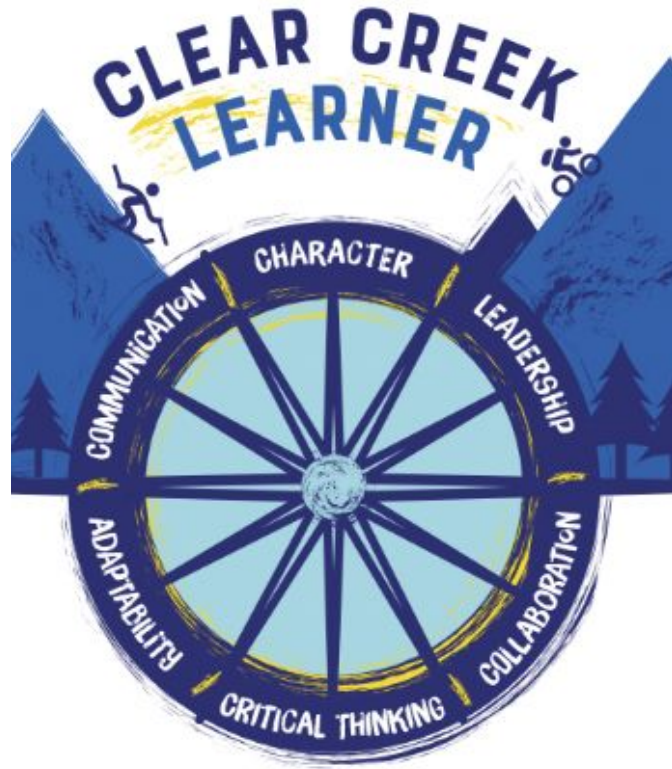
**EMPOWERING**

**ENGAGING**

**MEANINGFUL**

# Organization of the Exhibition

- (10 min) Set context for your district: Portrait, Your Prototype, Demographics, Problem of Practice
- (5 min) Share initial Opportunity and Quality Data
- (100 min) Exhibitions of Student, Teacher, Leader and Community Work
- (35 min) Network Discussion and Debrief
- (10 min) Next Steps



Example of a Portrait of a Graduate/Learner



# Johnson County School District--SOAR

Success-Opportunities-Accomplishments-Relationships



Students will participate in Career Fair/Leadership Day to gain knowledge about careers and develop professional skills.



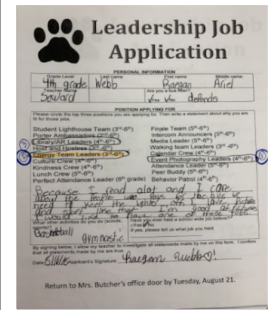
Students will showcase their growth and achievements within Digital Portfolio Components



The Digital Portfolio will encompass growth & progress towards goals and performance check/exit criteria.



Career Exploration - Application and Interview



Students will obtain Career Exploration at all grade levels.



Students will go through a Transition Program where they Conference with Career Counselors



Students will present his/her project/achievements to a selected group of individuals.



Students will celebrate Graduation/Certification



# Community Problems of Practice

## Practice

What are the most effective ways to build teacher capacity around Deeper Learning?

How do we sustain momentum around Deeper Learning and avoid reverting to the status quo?

How do we build collective understanding of high quality student work?

## Public Will

How do we best support schools to make practice visible to the public?

How do we support deeper learning across the community - at home, at businesses, etc?

## Policy

How do we change the incentives to support deeper learning? (Licensure, graduation requirements, credits, etc.)

How do we use current flexibilities to extend deeper learning?



# Opportunity and Quality Questions and Data Sources

Where is your prototype being tested?

Who has access? How does it compare to your district as a whole?

What is the satisfaction with the experience?

What are current student outcomes from the prototype?

Potential Data Sources

- Student demographics
- School level comparison data
- Family and student survey
- Student work

## EMPLOYEES



MORE THAN  
**10,900 FULL-TIME PERSONNEL**

MORE THAN  
**6,900 CERTIFIED PERSONNEL**  
(those who hold teaching or administrative certifications)

## NUMBER OF SCHOOLS



**104**  
TOTAL

**59** ELEMENTARY SCHOOLS GRADES K-5  
PREKINDERGARTEN AVAILABLE IN SOME SCHOOLS

**19** MIDDLE SCHOOLS GRADES 6-8

**18** HIGH SCHOOLS GRADES 9-12

**7** START-UP CHARTER

**1** FULL-TIME VIRTUAL SCHOOL



## SYSTEM-WIDE ENROLLMENT

**89,658**

(Projected)



## DIVERSE STUDENT DEMOGRAPHICS

**41%**

BLACK OR  
AFRICAN AMERICAN

**26%**

WHITE

**16%**

HISPANIC

**13%**

ASIAN

**4%**

MULTI-RACIAL

**0.1%**

PACIFIC  
ISLANDER

**0.2%**

AMERICAN  
INDIAN

## STUDENT NEEDS

**21%**

TALENTED AND GIFTED  
LEARNERS

**8%**

ESOL (ENGLISH TO  
SPEAKERS OF OTHER  
LANGUAGES)

**11%**

SPECIAL  
EDUCATION

**45%**

ECONOMICALLY  
DISADVANTAGED

## James Middle School

Multi-Racial

5.5%

Black/African American

21.8%

Hispanic/Latino

34.5%

White

27.3%

Asian/Pacific Islander

10.9%

District Demographics vs Demographics at Prototyping School

# CSI: Dooly

A 7th grade, cross-curricular project  
between ELA, Science and STEM

Student Work Artifact

# Student Q&A

What did you learn about the idea of “high-quality work”?

**Day 1:** In your group, use the white board to create 2 columns. list the types of cancer you know of in one column and what they affect in the next column.

Have students discuss what they know about cancer and discover myths they may have that can be corrected. Use post-its to write 2 or 3 things they know about cancer (or think they know) and 2 questions they may have about cancer. Place the post-its on the front board and categorize them by questions or facts. Briefly discuss.

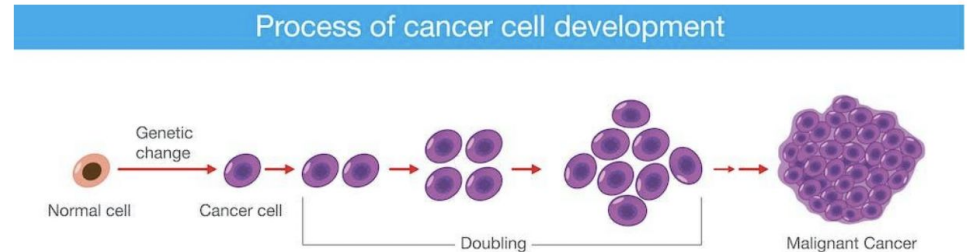
Big Ideas and Questions: What is cancer? Is it contagious? How do I get it?

The teacher will begin the mini-unit with a review/explanation of cells and the organization of living things..... cells, tissue, organs, and systems. (see resource)

**Explain:** Cells reproduce, but sometimes things go wrong when they reproduce. If the body doesn't get rid of that bad new cell, then you have a cancer cell. That cancer cell makes a new cancer cell and so on... so now you have bad tissue that we call cancer.

Create foldable for Organization of Living Things. Write an explanation for each level and give one or two examples of each. Use levels of organization pdf to show students.

[Curious Kids: Why do people get cancer? \(theconversation.com\)](http://theconversation.com)



Teacher Work Artifact

# Teacher Q&A

What did you learn about the idea of “high-quality work”?



# Example of Leadership Artifact

Rubrics for Examining Deeper Learning in Middle School Science Activities & Student Work (last major update 1/6/2020)

A2. Activity calls for students to guide their own learning of science or engineering.

Note: Users of this rubric have commented that it is important to review all the examples as you score.

0	1	2	3	4
<p><b>Activity does not offer any opportunity for students to make decisions about their learning experience.</b></p>	<p><b>Activity calls for students to make some decisions about their learning experience, but the decisions are not related to science or engineering aspects of the experience.</b></p>	<p>Activity calls for students to make decisions related to science or engineering aspects of their learning experience.</p> <p>However, these decisions don't really impact what, how, or to what degree students will learn the science or engineering.</p>	<p>Activity calls for students to make decisions related to science or engineering aspects of their learning experience.</p> <p><b>These decisions impact what, how, or to what degree students will learn the science or engineering.</b></p> <p>Students are not prompted to reflect on and potentially adjust their decisions.</p>	<p>Activity calls for students to make decisions related to science or engineering aspects of their learning experience.</p> <p>These decisions impact what, how, or to what degree students will learn the science or engineering.</p> <p><b>Students are prompted to reflect on and potentially adjust their decisions, making course corrections as necessary.</b></p>
<p><i>Examples:</i></p> <p>Students read and answer questions about the reading.</p> <p>Students follow a guided lab step by step.</p>	<p><i>Examples:</i></p> <p>Students are prompted to choose color, font, style, layout, or order of simple sub-tasks.</p> <p>Students are told they may listen to music if they want, do their work in the library or outside, or work in a group of their choice.</p>	<p><i>Examples:</i></p> <p>Students can choose how many grams of mass to test in a Newtonian force experiment or what type of container to use to collect pond water, with similar results expected regardless of their choice.</p> <p>Students can choose among different available materials, product types, or optimization processes that yield similar outcomes (e.g., which insulator to use for a thermos when all of the available options are known to be good insulators).</p>	<p><i>Examples:</i></p> <p>Students can choose what questions they investigate about linear motion of objects, or how they will figure out how polluted a pond is.</p> <p>Students can choose the engineering problem, success criteria, design constraints, and development and/or optimization process, which make a difference to the solution's quality (e.g., size and materials of a thermos when these choices would have significant impact on the quality of insulation).</p>	<p><i>Examples:</i></p> <p>Students are prompted to do what's described on the column to the left, and to brainstorm pros and cons of their decision through check-ins with the teacher or classmates.</p> <p>Students are asked to produce a summative reflection on the engineering design decisions they made and the impact of those decisions.</p>

How I introduced and used this rubric to guide task design

# Administrator Q&A

What did you learn about the idea of “high-quality work”?



# Example of Community Artifact



# Community Q&A

What did you learn about the idea of “high-quality work”?

# Debriefing Process



# Key Reflection and Discussion Questions

To what extent does this product demonstrate the attributes of the definition of Deeper Learning and the district's Portrait?

To what extent is this behavior likely to lead to students developing competency in the POG?

# What could this mean for Accountability?

What if the identification of the Problem of Practice were negotiated between communities, districts and state agencies?

