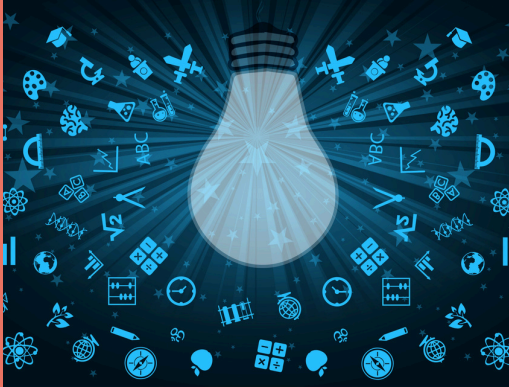# SCALE/HEWLETT DEEPER LEARNING MODULES

2024-25 SUMMARY OVERVIEW

WHAT ARE THE MODULES ABOUT?

This collection of online modules and applied activities focuses on building teacher candidates' capacity to foster deeper learning for all students. It highlights deeper learning principles and practices while making authentic connections to P-12 practice.

Overarching goals of modules:

- Develop candidates' disposition towards integrating deeper learning competencies such as collaboration, communication, & problem-solving with academic content instruction
- Engage candidates as "adaptive experts" to make equitable and intentional adjustments to teaching practices
- Require analysis and reflection on candidate's own teaching decisions through the lens of deeper learning

Six modules are currently linked below as open education resources (OER):

- "Facilitating Effective Discussions to Promote Deeper Learning and Equitable Engagement"
- "Supporting Students' Mindset Development as They Navigate Challenges"
- "Developing a Critical Lens to Promote Socially-Just Narratives and Represent Diverse Identities"
- "Supporting Student Collaboration Within Performance Assessments"
- "Creating Responsive Learning Spaces: Leveraging Students' Voices & Assets"
- "Equitable and Effective Feedback"

WHO DEVELOPED THESE MODULES?

The Stanford Center for Assessment, Learning and Equity (SCALE), now known as the SCALE Group, led the development of the modules with the support of the Hewlett Foundation, working in close collaboration with a national design team of teacher educators and experts in deeper learning. Feedback from pilot use in 2020-24 informed their current release as customizable, adaptable open education resources (OER). The California Teacher Education Research and Improvement Network (CTERIN) is continuing to research their impact.

What role do faculty & instructors play?

- Integrate module(s) as desired within an existing course(s) in order to **actively facilitate** and extend candidate learning about the module topic *(estimated total completion time 8-10 hours)*
- **Adapt** and customize the materials to your program context, subject-area focus and virtual vs. in-person learning settings
- Help candidates **navigate** between segments of online content, videos/case examples, real-time engagement in interactive/applied activities with their peers, and opportunities for reflection throughout each module sequence

How do the modules engage candidates?

The strategic design of the modules combines online instruction with applied activities that:

- Can be **flexibly infused** into existing educator preparation programs and coursework
- Immerse candidates in **inquiry-driven** learning experiences, facilitated and customized by their course instructor for their particular context
- Require candidates to **make connections** between deeper learning, learner-centered practice backed by learning science, and real-world P-12 classroom teaching
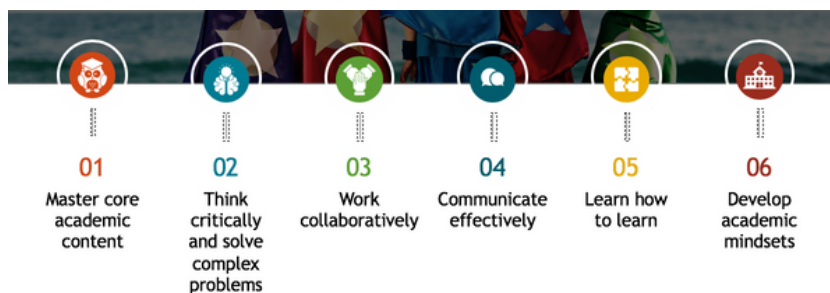

Module Materials

Faculty/instructors will have access to:

- *All module materials and accompanying resources in the Canvas Free for Teacher platform and project website*
- *A facilitator's guide with additional guidance and supplementary resources for flexible implementation*
- *A tech guide to using and customizing the modules in Canvas, as needed*

All activities can be completed virtually if you are facilitating an online course, but will require some synchronous instruction and collaboration. Being able to have access to a classroom and/or meet in-person with candidates when completing the modules may be beneficial in some cases, but it is not always required.

01 Master core academic content 02 Think critically and solve complex problems 03 Work collaboratively 04 Communicate effectively 05 Learn how to learn 06 Develop academic mindsets

Each of the modules focuses on at least one of the Deeper Learning Competencies listed here (Hewlett, 2013).

"Supporting Students' Mindset Development as They Navigate Challenges" Pilot Module Overview

Driving question: "How can you support P-12 students in building their academic mindset towards persisting and persevering with challenging activities?"

Overall learning goal: For candidates to design deeper learning opportunities that integrate support for academic mindset development as students persist & persevere with challenges

Section 1 - What is your mindset towards tackling challenging activities?

- Candidates directly engage in a challenging collaborative learning activity & reflect on their own mindset (e.g., attitude/beliefs) towards navigating it together, while making connections to implications for P-12 learning.

Section 2 - What is an academic mindset?

- Candidates explore foundational concepts such as academic mindset, persistence, and perseverance through assigned readings, supplemental resources & discussion.

Section 3 - How can persisting & persevering through productive struggle help build academic mindset?

- Candidates examine the role of "productive struggle" in building academic mindset, using videos of classroom practice to identify the skills, strategies and supports that help students persist/persevere through challenging deeper learning activities.

Section 4 - Analyzing how teachers can foster academic mindset development

- Candidates analyze & discuss case examples that demonstrate how teachers can 1) intentionally design opportunities for students to develop their academic mindset within the context of content instruction and 2) offer meaningful feedback/support for persisting/persevering through productive struggle throughout the cycle of teaching and learning.

Section 5 - Designing a challenging activity that integrates academic mindset development (CORE ACTIVITY)

- Candidates design a P-12 learning activity that includes support for academic mindset development as students persist/persevere in their work together & then use peer feedback from other candidates to refine their design further.

"Facilitating Effective Discussions to Promote Deeper Learning and Equitable Engagement" Pilot Module Overview

Driving question: "How can teachers facilitate effective discussions that promote equitable engagement, effective communication and critical thinking?"

Overall learning goal: For candidates to create, implement, and reflect on an effective discussion plan that promotes equitable engagement, critical thinking, and effective communication

Section 1 - How can discussions promote deeper learning and equitable engagement?

- Candidates analyze a classroom discussion to understand the use and implications of "equity moves" to promote equitable engagement and deeper learning.

Section 2 - How can I use essential questions & talk moves to facilitate an effective discussion?

- Candidates explore essential questions and talk moves in order to analyze a classroom discussion; candidates will identify the use and implications of each, to promote deeper learning and equitable engagement.

## Section 3 - Planning our practice: Essential Questions

- Candidates use resources to develop Part 1 of an effective discussion plan, focused on designing essential questions.

Section 4 - Planning our practice: Equity Moves and Talk Moves

- Candidates use resources to develop Parts 2-4 of an effective discussion plan, focused on designing discussion protocols, talk moves and monitoring protocols

Section 5 - Being adaptive experts: Analyzing & improving our discussion practices (CORE ACTIVITY)

- Candidates implement their effective discussion plans, while peers observe and collect monitoring data.
- Candidates examine feedback, make and justify changes to more effectively disrupt inequities through equitable engagement and deeper learning.
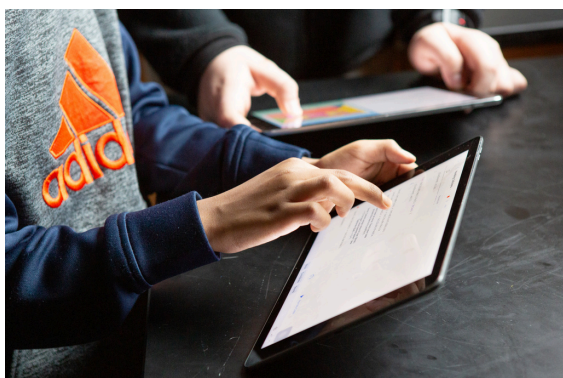
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"Developing a Critical Lens to Promote Socially-Just Narratives and Represent Diverse Identities" Pilot Module Overview

Driving question: "How can we develop a critical lens to be culturally responsive to the diverse identities in our classrooms?"

Overall learning goal: For candidates to use a critical lens to analyze and adapt instructional materials to construct socially-just narratives and represent diverse identities

Section 1 - Reflecting on Identity & Representation in Schools

- Candidates think critically about how the representation of identities and stories in instructional materials impacts learners, complete a 6-word memoir to reflect on their own identity, and engage in a small-group reflection on how their own identity impacts students.

Section 2 - Developing a Critical Lens

- Candidates analyze instructional materials for representation of identities and dominant and non-dominant narratives.

Section 3 - Adapting Instructional Materials to be More Culturally Responsive (CORE ACTIVITY)

- Candidates adapt instructional materials to improve representation and offer non-dominant narratives, making them more culturally responsive.

"Supporting Student Collaboration Within Performance Assessments" Pilot Module Overview

Driving question: "How can teachers support deeper learning by making opportunities to collaborate on performance-based assessments more meaningful for students?"

Overall learning goal: For candidates to identify ways to support students in becoming effective collaborators as they work together on performance-based assessments to solve problems and deepen their content understanding

Section 1 - Opportunities for Collaboration During Performance-Based Assessments

- Candidates explore how performance-based assessments (PBAs) can integrate meaningful opportunities for collaboration through sample PBA plans & classroom videos.
- Candidates engage in a team activity to determine what effective collaboration looks like.

Section 2 - Strategies for Supporting Students in Becoming More Effective Collaborators

- Candidates identify ways teachers can support students in working together to demonstrate and deepen their content understanding, and draw from strategies/resources from the field to build a Collaboration Support Toolkit.

· Section 3 - Planning to Deepen Learning by Supporting Collaboration on Performance-Based Assessments (CORE ACTIVITY)

- Candidates use their Toolkit to create and share an implementation plan for strategically supporting collaboration on a PBA within their content area.

"Creating Responsive Learning Spaces: Leveraging Students' Voices and Assets" Pilot Module Overview

Driving question: "How can teachers leverage students' assets to promote culturally and linguistically responsive learning spaces?"

Overall learning goal: For candidates to collaboratively design a learning space to address a student-driven equity challenge

Section 1 - Building Awareness and Defining Culturally Responsive Education

- Candidates engage in reflective learning activities as they define culturally and linguistically responsive education (CLRE) and cultural lens - and examine their own cultural lens.

Section 2 - Getting to Know Your Students and Equity Challenges Within Learning Spaces

- Candidates define learning spaces, examine research on learning spaces and equity, and engage in a learning spaces activity that integrates student voice.

Section 3 - Exploring an Equitable Design Process

- Candidates explore the Equitable Design Process and prepare to apply it in a P-12 classroom.

Section 4 - Improving Our Learning Space Through an Equitable Design Process (CORE ACTIVITY)

- Candidates implement an Equitable Design Process in a P-12 classroom alongside a small group of students from their learning context and create a prototype.

"Equitable and Effective Feedback" Module Overview

Driving question: "How can teachers provide equitable and effective feedback to build and sustain a culture of feedback?"

Overall learning goal: For candidates to plan and practice providing equitable and effective feedback.

Section 1 - Exploring Equitable & Effective Feedback

- Candidates define and research feedback and what makes it effective and effective.

Section 2 - Understanding and Applying the Characteristics of Equitable & Effective Feedback

- Candidates explore a "culture of feedback" and EEF resource & engage and reflect on a feedback activity; they have an option to prepare and complete an analysis of feedback with a peer

Section 3 - Implementing and Reflecting on Equitable & Effective Feedback (CORE ACTIVITY)

- Candidates plan, implement and reflect on practicing equitable and effective feedback with one of their P-12 students

For more info about the modules, please contact: pecheone@stanford.edu