

DEEPER LEARNING

Checklist & Cheatsheet

TURN LESSONS INTO LEARNING
EXPERIENCES WITH THIS
'DEEPER LEARNING' CHECKLIST

Deeper learning is the process of learning for **TRANSFER**

Your students should easily be able to relate the skills they acquire in your classroom to the important work they'll go on to do in the **REAL WORLD**

Long gone are the days of individualized work...we're not training our learners to enter a workforce of assembly-lines and cubicles. These days, they'll be expected to work well in teams on projects — problem-finding, collaborating, creating, and critically solving as a **COLLECTIVE**

So when teachers are treated as trusted professionals, you're free to design your lessons to match this, thus creating the kind of **MEANINGFUL** learning experiences your students deserve.

But...I get it.

With all the mounting pressure you likely feel to meet 'coverage' requirements dictated by complex curriculum maps, prep your students for high-stakes exams, and bridge the ever-widening learning gap -- no wonder it feels like there's 'no time' to delve deeply into it all when one can barely span the surface!

This Checklist is meant to remind teachers everywhere that YOU are in charge of your classroom. You ARE the trusted professional who knows your students best and who wants what's best for your students.

Use the Checklist for Deeper Learning below to help you create the kind of relevant + purposeful learning experiences your students crave!

Use the Checklist for Deeper Learning below to help you create the kind of relevant + purposeful learning experiences your students crave!

1 TARGETS A WIDE RANGE OF STANDARDS

are you measuring more than just cognitive standards?

2 CONTAINS AN INTERDISCIPLINARY EDGE

can you find creative ways to weave in subjects that tend to overlap with ELA (ex. history, art)?

can you team up with teachers across the curriculum to plan?

3 AFFORDS OPPORTUNITY TO CO-DESIGN WITH STUDENTS

do your students get a say in what they learn, how they learn it, and how they demonstrate progress?

4 ENCOURAGES LEARNING THROUGH INQUIRY

do you place enough emphasis on questioning in the classroom?

do you encourage students to formulate their own questions?

5 INVITES FLEXIBLE THINKING, LEARNING, AND EXPRESSION

do your learners have multiple paths available for learning and exploration?

6 BUILDS A CULTURE OF TRUST THROUGH OPEN LINES OF COMMUNICATION

do your students feel comfortable speaking up in class?

do they get frequent opportunities to talk formally and informally with their peers? with you?

7 WIDENS THE FEEDBACK LOOP + INCREASES FREQUENCY

who can you invite to critique student work besides you?

what kinds of standards would be appropriate for them to measure?

8 PROVIDING OPPORTUNITIES FOR GENUINE STUDENT LEADERSHIP

do students get chances to lead groups? delegate tasks? manage deadlines? goal-set?

Use the Checklist for Deeper Learning below to help you create the kind of relevant + purposeful learning experiences your students crave!

1 TARGETS A WIDE RANGE OF STANDARDS

are you measuring more than just cognitive standards?

2 CONTAINS AN INTERDISCIPLINARY EDGE

can you find creative ways to weave in subjects that tend to overlap with ELA (ex. history, art)?

can you team up with teachers across the curriculum to plan?

3 AFFORDS OPPORTUNITY TO CO-DESIGN WITH STUDENTS

do your students get a say in what they learn, how they learn it, and how they demonstrate progress?

4 ENCOURAGES LEARNING THROUGH INQUIRY

do you place enough emphasis on questioning in the classroom?

do you encourage students to formulate their own questions?

5 INVITES FLEXIBLE THINKING, LEARNING, AND EXPRESSION

do your learners have multiple paths available for learning and exploration?

6 BUILDS A CULTURE OF TRUST THROUGH OPEN LINES OF COMMUNICATION

do your students feel comfortable speaking up in class?

do they get frequent opportunities to talk formally and informally with their peers? with you?

7 WIDENS THE FEEDBACK LOOP + INCREASES FREQUENCY

who can you invite to critique student work besides you?

what kinds of standards would be appropriate for them to measure?

8 PROVIDING OPPORTUNITIES FOR GENUINE STUDENT LEADERSHIP

do students get chances to lead groups? delegate tasks? manage deadlines? goal-set?

1

TARGETS A WIDE RANGE OF STANDARDS

According to the Connected Learning Model, linking the different spheres of learning (peer culture/local context, personal interests, academics) supports the drive to learn.

The 2012 Deeper Learning Report categorizes these kinds of standards as follows:

COGNITIVE (reasoning + problem solving)

INTRAPERSONAL (self management, self-direction, conscientiousness, etc.)

INTERPERSONAL (expressing ideas, communication, collaboration, etc.)

check yourself

You might 'say' you weave things like collaboration, creativity, or empathy into your lesson plans, but how consistently do you measure it?

Take a moment to reflect on this as it connects with your teaching.

transform your teaching

- 'Soft', social + emotional standards and dispositions should be pursued just as aggressively as academic content/standards.
- Check out the following standards and consider what role they'll (consistently) play in your lesson planning!
 - ✓ ISTE Standards?
 - ✓ Habits of Mind?
 - ✓ CASEL Standards?

additional learnings

BLOG: [Shifting from Grades to Growth: standards-based implementation](#)

DEFINING UNIT STANDARDS

Unit/Project Name: _____

Length/Duration: _____

Class Details: _____

Unit Learning Goals:

Students will...

LESSON TITLE	TRADITIONAL COGNITIVE STANDARDS	HABITS OF MIND	ISTE STANDARDS
<i>EX.: Historical Context Hyperdoc</i>	<i>EX.: Text Structure Synthesis *Source Credibility</i>	<i>EX.: Interdependence Collaborate in Teams</i>	<i>EX.: *Knowledge Constructor Creative Communicator</i>

**Huzzah! Both traditional -and- modern ISTE standards concern source credibility!*

DEFINING UNIT STANDARDS

Unit/Project Name: _____

Length/Duration: _____

Class Details: _____

Unit Learning Goals:

LESSON TITLE	TRADITIONAL COGNITIVE STANDARDS	HABITS OF MIND	ISTE STANDARDS

CONTAINS AN INTERDISCIPLINARY EDGE

2

The practice of isolating subject areas is an outdated model that no longer reflects the real world. Instead, as we problem-solve today, we draw on a range of fields to find our answer, combining math with art to build structures, writing with multimedia to communicate globally.

check yourself

You might feel like your ELA lessons naturally speak to other subjects such as history or the arts, but are you actively networking with teachers in other departments to fuse these subjects together in creative ways the students can see?

Take a moment to reflect on this as it connects with your teaching.

transform your teaching

Check out the [Apollo School](#) as an excellent model for interdisciplinary appeal.

- ✓ They weave together art, history and English, rotating through both thinking and soft skills to be measured.
- ✓ Students meet with all three teachers throughout and ultimately defend their project (not unlike a dissertation!)

additional learnings

- ✓ FB LIVE: ['5 ELA Programs That Are Leading the Way in Education'](#)

AFFORDS OPPORTUNITY TO CO-DESIGN WITH STUDENTS

*Students are *much* less likely to destroy something they helped create. Meanwhile, when they see the 'why' behind what they're doing and put their own stamp of ownership on it, their intrinsic motivation and ability to self-assess take off.*

check yourself

You might let your students pick their own topics, but co-design doesn't stop there! How often do you let them decide things like

- a) how they'll practice their learning
- b) how they'll prove progress or mastery?

Take a moment to reflect on this as it connects with your teaching.

“

If we step back and make a space for students to speak and really listen to them, they will show us what is in their hearts and minds...If you give them time, space, and respect, they will stun you with their depth.

-Shannon Peeples

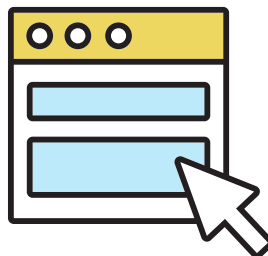
”

transform your teaching

Use this Interview template as a jumping off point to build individual learning profiles for your students.

Note: This template is not complete, but you can use it as a jumping off point to develop your own. [Click on the image](#) below to use the template.

3



learning profile

1 HOW DO YOU LIKE TO ACCESS INFORMATION?

books

computer

asking others

watching videos

other: _____

2 HOW DO YOU ENGAGE BEST WITH CLASSROOM CONTENT?

class-wide discussion

student led conversation

listening/auditory

hands-on creation

working along/groups/pairs

work with teacher 1:1

other: _____

3 HOW DO YOU BEST EXPRESS YOUR PROGRESS/MASTERY OF LEARNING?

Tracking progress via...

timeline, diary

present live

create pre-recorded video

poster/infographic

essay/report/brief

storytelling

other: _____

ENCOURAGES LEARNING THROUGH INQUIRY

4

According to middle school teacher and neuroscientist, Judy Willis, the fastest way to engage anyone's brain is to ask it a question...inquiry is like caffeine for kids' brains! It kickstarts a process inside their head to resolve the uncertainty (and to find out if their prediction is accurate!).

Meanwhile, letting kids create their own questions gives them power + identity as creators and meaning makers.

check yourself

You may think you're sharing the question-asking stage with your students, but the struggle is REAL...

According to the Rothstein Right Question Institute, 'even in the most progressive schools, questioning is still primarily the domain of the teacher. Questions are used a lot in the classroom but it's mostly one-way.'

Take a moment to reflect on this as it connects with your teaching.

transform your teaching

- ✓ Check out the [*Question Formulation Technique*](#), which hands all question-asking power over to your learners! It helps them learn how to ask the kind of questions that lead to deeper learning.

additional learnings

- ✓ FB LIVE: '[*Let's Be Real: are you killing curiosity in your ELA classroom?*](#)'
April 2021

INVITES FLEXIBLE THINKING, LEARNING, AND EXPANSION

One of the most equitable learning models, called Universal Design for Learning, honors student uniqueness in how they like to learn and create. It encourages students to use a variety of tools, offering choice; and it allows for multiple outcomes to demonstrate progress/mastery.

check yourself

Amanda Gorman, poet laureate herself, likens the process of writing poetry for big audiences to 'essays...they have a thesis, an introduction, and a conclusion.' Are you giving your writers wider-ranging opportunities to practice their craft *beyond* the bounds of academic essay-only?

Take a moment to reflect on this as it connects with your teaching.

5

transform your teaching

- ✓ *There are multiple mediums your students can use to demonstrate writing skills...take your pick!*
 - *essay*
 - *social media*
 - *email*
 - *blogging*
 - *etc.*
- ✓ *Check out the Universal Design for Learning framework*

additional learnings

- ✓ *FB LIVE: Reimagining Your Role: Top Secrets for Adopting a More Flexible Approach to teaching and Learning*

6

BUILDS A CULTURE OF TRUST THROUGH OPEN LINES OF COMMUNICATION

No matter how smart our scholars are, if they don't feel safe or like they fit into the classroom group, they'll never pitch in, get curious, be vulnerable, or take risks in their learning.

check yourself

Certainly you break the ice at the beginning of the year, am I right? Name games, student information sheets, personal essays. But how consistently do you work on culture-building throughout the year? Are these one-off exercises to fill space and time remaining?

Take a moment to reflect on this as it connects with your teaching.

“

While successful culture can look and feel like magic, the truth is that it's not. Culture is a set of living relationships working toward a shared goal. It's not something you are. It's something you do'

--Daniel Coyle, *The Culture Code*

”

transform your teaching

- ✓ Give your students plenty of room to openly communicate with one another, both academically and personally
- ✓ Allow for endless design options for collaboration, including flexible groups, partners, peer tutoring, Socratic seminars, academic discussion, and online experts.

additional learnings

- ✓ Check out Daniel Coyle's *The Culture Code*...his work literally teaches us the principles of 'cultural chemistry'! His method is built around the development of three, essential skills that groups need in order to truly jive: build safety, share vulnerability, establish purpose.
- ✓ FB LIVE: ['Must-have teaching tools for promoting social-emotional learning'](#)

WIDENS FEEDBACK LOOP + INCREASES FREQUENCY

When it comes to grading your students' work, it's natural for us to want full control. We're the ones with the degree in our subject area, right? But our audience-of-one is no longer serving our digital natives, who speak to an audience of many every day. And while they wait for us to grade that full stack of papers, the teachable moment has already passed by the time those papers/projects are returned.

check yourself

Ask yourself why you're reluctant to release control over who students obtain feedback from. You might be trying to shield your students from confusion over what's considered the 'right' way, but keep in mind that lots of writing 'rules' we feed our students are, in fact, prescriptive.

Meanwhile, are you intent on them learning a certain way because it affects how well they'll perform on an exam? Are you grading it all yourself in bulk because it's easier on you? Beware: narrowing the feedback loop usually sits on the fence of selfish reasons!

Take a moment to reflect on this as it connects with your teaching.

transform your teaching

- ✓ *Establish your feedback community and carve out systems/protocols for obtaining feedback from each.*
- ✓ *Consider your standards...which ones can others in your feedback community handle well as the added expert?*

additional learnings

- ✓ *(Use the example on the next page to learn how you might get started scaffolding students' exposure to the public)*
- ✓ *[BLOG: Check out this post on Peer Review](#)*

SCAFFOLDING FEEDBACK (EXAMPLE)

You don't need to throw your writers' work to the public tomorrow...scaffold their exposure to authentic audiences over time:

PHASE 1

Tyson shares his essay with a partner in class.

PHASE 2

Tyson shares his Padlet board with classmates in other classes on his campus.

PHASE 3

Tyson's class teams up with another class in the state/country/world to share their blogging projects.

PHASE 4

Tyson shares a private link to his YouTube video with experts in his community to get their thoughts.

PHASE 5

Tyson launches his podcast on Anchor, where public audiences can tune in.

The infinite power of the Internet all but proves that teachers no longer need to 'know all there is to know'. Rather than posturing as the 'Expert Educator,' our students will benefit much more if we shift our role toward 'Expert Learner' -- demonstrating the kind of critical thinking required to navigate a rapidly changing environment.

PROVIDING OPPORTUNITIES FOR GENUINE STUDENT LEADERSHIP

At my old school, we had an elective course called 'Leadership.' It consisted largely of school council members, privileged students, pep-star scholars who loved getting involved with social-committee activities. In today's work world, however, leadership isn't limited to event planning. We operate in a project-based era, run by creative visionaries, self-starters, and time managers. The full-body of students deserve opportunities in this regard, not just a select few.

check yourself

I'd have to imagine that while working in groups, each of your students gets a chance to shine at one point or another. Perhaps they have a group role or a class duty. How well do they own these roles when they have them? How well do the actual tasks they do as a leader translate into the way they'll lead in the workforce?

Take a moment to reflect on this as it connects with your teaching.

transform your teaching

Teach leadership in tangible ways! We tell our students all the time: 'reach for the stars' and 'believe it to achieve it', but what does this actually look like in practice? As you begin collaborative project work (the best place for leadership to emerge!):

- ✓ *Hold a full-throttle goal-setting session...show them how to set SMART goals and break big outcomes into manageable milestones for getting there.*
- ✓ *Introduce them to online project management tools where young leaders can break up work, delegate responsibilities, set deadlines, and keep a pulse on progress.*
- ✓ *Set a plan for celebrating wins both big and small.*

additional learnings

BLOG: ['Passion Projects'](#)

8

Thank You!

OUR SINCERE THANKS FOR DOWNLOADING
THIS RESOURCE!

IF YOU ENJOY THIS RESOURCE AND WANT TO SEE MORE LIKE IT,
LET US KNOW!

FOLLOW OUR TPT PAGE FOR UPDATES, NEW PRODUCTS, AND SALES!
AND FOLLOW US ON SOCIAL FOR A DAILY DOSE OF LESSON IDEAS,
CUTTING-EDGE PEDAGOGY, AND GENUINE UPLIFT!

CLICK HERE



[FACEBOOK.COM/JILLBPAVICH/](https://www.facebook.com/jillbparich/)



[@JILLPAVICH](https://www.instagram.com/jillparich)



[TEACHERS PAY TEACHERS](https://www.teacherspayteachers.com/Store/jillparich)

Ready to make writing *real* for secondary students?

The time to hesitate is *through*...get started with the mindset + resources
you need to make writing more relevant + applicable
for today's learners and tomorrow's leaders.

www.jillparich.com



Yo, I'm Jill!

I live on macha green tea lattes + nerdy lesson planning sessions.

I'm on a mission to flip the script on how we teach today's writers, so...

I provide secondary ELA teachers with the **resources + mindset** they need to make the **writing process** more **relevant + applicable** for today's learners and tomorrow's leaders.

© 2021 edPioneer Consulting, LLC

This is solely considered a work of JillPavich.com edPioneer Consulting, LLC. The thoughts + ideas expressed in this resource are those of the author; the points expressed here are her own. The information shared here is for education + learning; the author is not responsible or nor does she guarantee any set of academic outcomes as a direct result of using this resource. For classroom use only.

By accessing/downloading this resource, you give Jill Pavich consent to contact you hereafter regarding matters directly related to its content. You also agree to the JillPavich.com Terms of Use.



jill@jillpavich.com



facebook.com/jillbpavich



[@jillpavich](https://instagram.com/@jillpavich)



© 2021edPioneer Consulting, LLC All Rights Reserved