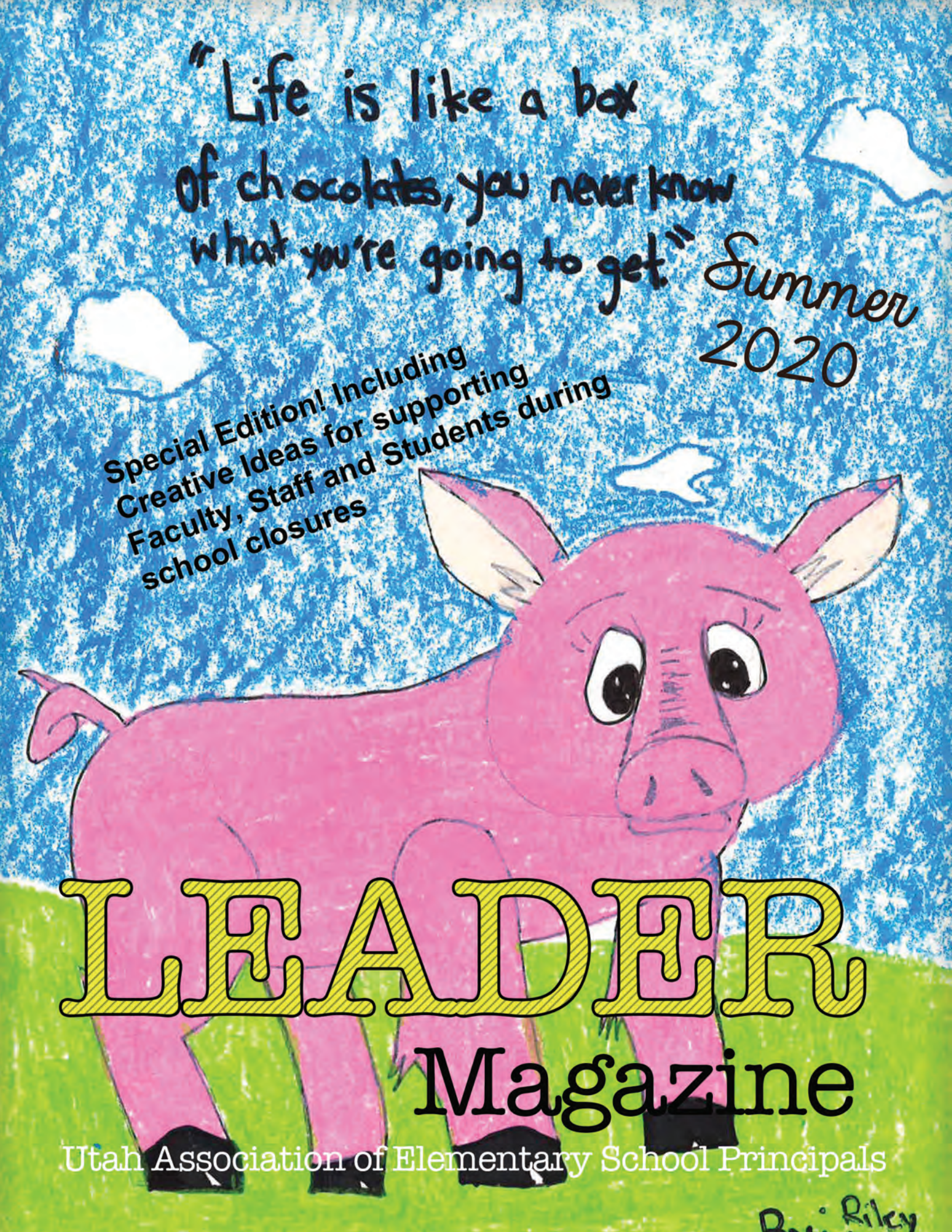
"Life is like a box of chocolates, you never know what you're going to get"
Summer 2020
Special Edition! Including Creative Ideas for supporting Faculty, Staff and Students during school closures
LEADER
Magazine
Utah Association of Elementary School Principals
Riley

MEET YOUR OFFICERS

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President

Utah Association of Elementary School Principals
SUPPORTING ENHANCING PRINCIPALSHIP
UAESP
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Leader Magazine

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The Ultimate VIRTUAL PRINCIPAL

DURING TIMES OF CRISIS, HUMAN INTERACTIONS ARE VITAL TO LEADING LEARNING TEAMS

1st step

ESTABLISH COMMUNICATION

Determine the primary communication tool you'll use to engage your staff virtually, like Google Meet, ZOOM, or Canvas Conferences. Consider starting a group chat each day to help all employees stay connected to you and the rest of the staff.

2nd step

UPDATE YOUR CALENDAR

Staff will need to rely even more on a calendar of times when they can communicate with you. Employees can't just walk up to your desk, so scheduled PLCs, faculty meetings and "office hours" should be established and appear on your shared calendar.

3rd step

TURN ON YOUR CAMERA

Create an in-person experience by encouraging everyone to turn on their cameras. "Seeing" each other enhances both verbal and non-verbal communication. It also helps to create a sense of security and connectedness.

4th step

CHECK IN REGULARLY

Schedule frequent check in times with both staff members and with "classes" of students. Teachers will appreciate the support and encouragement. You can make announcements, "read" to the class, join class meetings or provide positive messages to keep everyone motivated to learn.

5th step

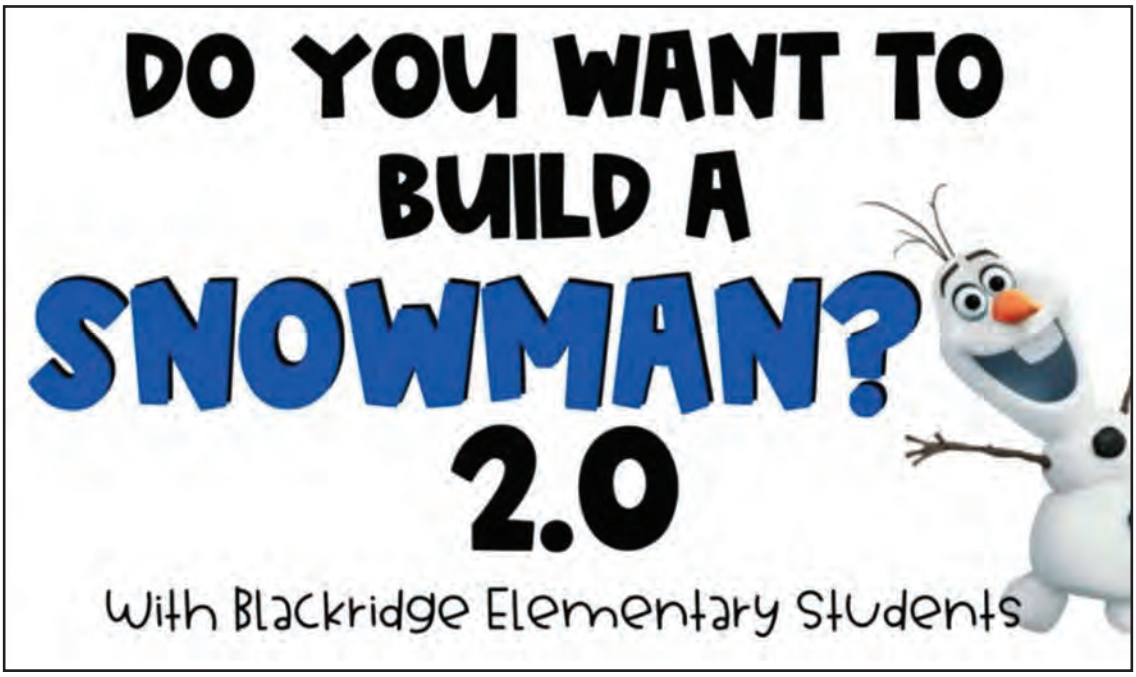
ENCOURAGE BALANCE

When working virtually, it's easy to lose track of time. Encourage teachers to maintain regular work hours, take stretch breaks and eat lunch. Suggest stepping outside for some fresh air and sunshine. Don't forget to do this yourself!

6th step

DON'T DO THIS ALONE

Your colleagues have amazing ideas that support student learning and employee well-being. Find ways to share what works. All staff members will continue to need positive feedback and encouragement! Make success a collaborative project. We can do this!!



Principal Dave Butler at Blackridge Elementary challenged his students to a snowman building contest. He told them if they built a snowman and sent him a picture of it, they would be excused from doing 2 homework assignments. This activity was a huge success!

Here are some of the pictures that were sent in:

We miss you Blackridge!

SUZUKI

Freedom Homeschooling | Mar 16, 2020 | field trips & travel, general homeschooling

Virtual field trips allow children to visit places around the world without ever leaving their homes. Through virtual field trips, they can visit other states, countries across the globe, and even other planets. This allows children to experience places they wouldn't get to see otherwise. Virtual field trips are also great for when you can't get out due to illness or can't afford to travel. Here are several free resources your family can use to take virtual field trips.

Free Virtual Field Trips

Anne Frank House – Take a 360-degree tour of Anne Frank's home in Amsterdam.

Buckingham Palace – Tour the famous London palace virtually.

Farm Tours – Learn about agriculture through these virtual tours of farms in Canada.

Great Wall of China – This panoramic virtual tour allows you to walk the Great Wall.

Holy Land Tour – Virtually visit Bethlehem, Jerusalem, and more.

Houston Zoo – Watch animals in several of their exhibits via live webcam.

International Space Station – Take a video tour of the space station.

The Louvre Museum – Explore exhibits at this famous art museum in Paris, France.

Mars – Explore the surface of Mars in a 360-degree view while learning about the planet and space exploration.

Monterey Bay Aquarium – Watch sea creatures in this California aquarium with the live animal cam.

Mount Everest – Explore the mountain through 360-degree photos and informative articles.

Mount Vernon – Take an interactive and informative tour of George Washington's home in Virginia.

National Aquarium – Take a virtual tour of this aquarium located in Baltimore, Maryland.

National Museum of the US Air Force – Take a virtual tour of this museum.

Power Plant Tour – Learn what goes on inside a power plant.

San Diego Zoo – Watch live videos and learn about animals, play games, and more on this interactive website.

Smithsonian Museum of Natural History – Virtually explore many current and past museum exhibits.

The Statue of Liberty – Learn about the Statue of Liberty through the videos and photographs in this virtual tour.

Vatican Museums – Virtualy tour numerous museums, chapels, and galleries.

The Virtual Rainforest – Learn about the rainforest with this interactive tour that includes informative videos and articles.

Virtual Trip to the Sun – Take a video-based journey from the Earth from the Sun, stopping at our moon, Venus, and Mercury.

Yosemite National Park – Tour the park with interactive panoramic photographs.

Zoo Tours – This YouTube channel visits zoos all over the country.

AirPano – Visit locations all over the world virtually with 360-degree videos and photographs.

Discovery Education – This website offers a wide variety of virtual field trips.

360 Cities – Provides interactive 360-degree videos and images of locations around the world.

Sites in 3D – Tour locations across Egypt, Saudi Arabia, Turkey, Kuwait,

Yemen, and many other countries using 360-degree images.

Google Arts and Culture – View the art collections of over 500 different museums and galleries. Some of the museums also offer full virtual tours.

Google Earth – "Fly" anywhere in the world in seconds, explore hundreds of cities in 3D, take guided tours, and create your own maps and stories.

Google Maps Street View – Type in any address, select street view and explore the area. Not only can you take a virtual trip down the streets, but you can also "step" into many museums, landmarks, and other attractions. Here are some I've found.

- The White House – Washington, D.C.
- The Colosseum – Rome, Italy
- Stonehenge – Wiltshire, United Kingdom
- Palace of Versailles – Versailles, France
- Wilson Island – Great Barrier Reef, Australia
- This is just a small sample of the places you can tour with Google Maps.

Search for other locations that interest your family and seeif Google will let you take a peak inside.

Communication at Cottonwood Elementary

John Hughes, Principal

Cottonwood Elementary School, Emery County School District

johnh@emeryschools.org

To keep in contact with my faculty and staff, I have been sending emails, visiting them in their rooms if they are in the building, and calling on the phone.

I also created a FB private group for my school. It has been encouraging to see the humor and seriousness that can be shared (with a clean NO DRAMA rule).

We use Loom (a screen-recording software) to make videos to connect to our students, and my favorite part is doing Morning Messages with Mr. Hughes. Each morning I film a short video for my students and share a lot of what would have been shared if I were doing them live over the intercom system. I tell jokes, and share information about the day, reminders about school meal deliveries, etc. and even do the national anthem on Mondays. (Here is a link to the page where I post the videos: https://sites.google.com/emeryschools.org/cwe/morning-messages-from-mr-hughes)

I also created a Home Learning Hub for our students allowing a single point of information being shared. Each teacher has a Google Doc they update and it shares out on our Learning Hub. (https://sites.google.com/emeryschools.org/cwe/home) I used Google Sites to make it and it only took about an hour to have it up and running. We LOVE it!

****Dismissal will continue through May 1, 2020!****

Click HERE for the expected schedule of packet drop-off/pick-up!

WELCOME!

Greetings Students and Parents!

During this unexpected school dismissal, we want you to know that we are anxious and as concerned as you are about your child's learning and growth. We are committed to doing our best to help and support you and your student.

Not only will we provide your student with lessons to help them maintain their learning, we will also be providing LIVE sessions by appointment during the day that will allow your student to interact with his/her teacher, answer questions, and even teach lessons.

We have an exceptional faculty and staff here at Cottonwood and we will do all we can to make this situation as successful as possible!

If you have questions or concerns, please don't hesitate to contact the school at (435) 748-2481.

Various ideas from Administrators, Homeschooling parents, and EducatorsTo help with Educating students during school closures

"Since the closure I've been sending daily announcements to my faculty. Something fun I did today was asked them to respond to the announcement in Canvas with their "quarantine name". First name is how you are feeling and your last name is the last thing you ate so that gave me the name Frazzled Oreo. They had a lot of fun with that! Just trying to keep the connections and the positivity flowing. "

I started a YouTube channel with daily video announcements and a nightly bedtime story :) they've loved that!

- Ann Pessetto, Principal
Silver Crest Elementary
Jordan School District

The following phone script is from Jordan School District to help school Administration communicate with parents.

PHONE SCRIPTS

SCRIPT for students who have not logged in

Hello, My name is [name of person calling]. I'm calling from [name of school].

Is [name of parent] available?

[Name of Teacher] asked us to help reach out to you because they were concerned that [name of student] may need some additional help getting started with their at-home learning.

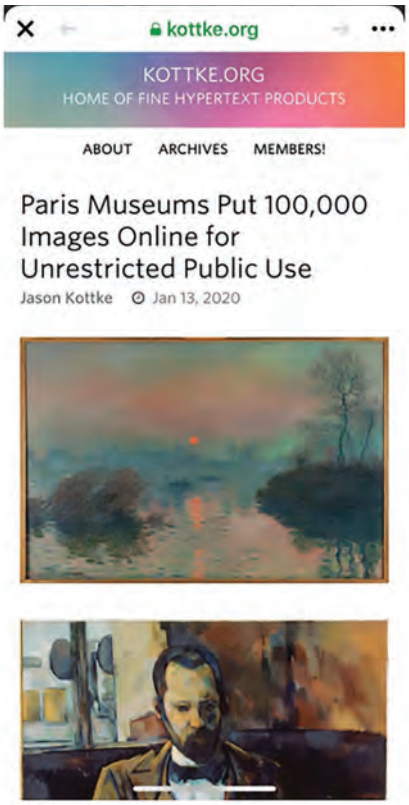
Even though we are not meeting in person, we want to help all of our students find success in their at-home learning.

SCRIPT for specific concerns from teachers

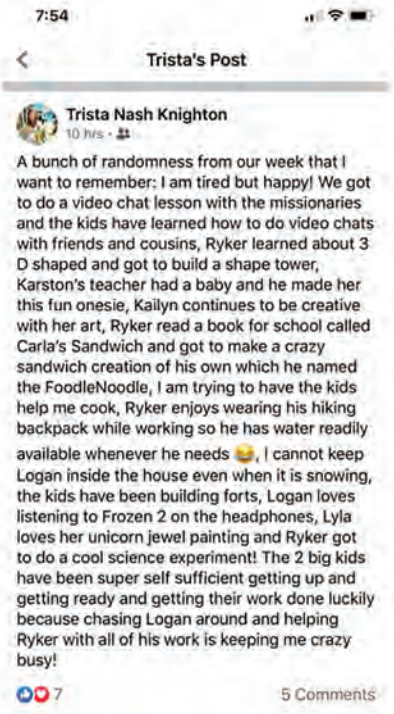
[Name of Teacher] has some specific concerns they asked me to talk with you about [review questions from sheet and enter responses in notes].

Thank you for taking the time to talk with me today. I will let [Name of Teacher] know what we discussed. They will contact you directly if they have further questions.

If you have any questions for your teacher, [Name of Teacher] can be reached at [phone number] or [email address].


kottke.org
KOTTKE.ORG
HOME OF FINE HYPERTEXT PRODUCTS
ABOUT ARCHIVES MEMBERS!
Paris Museums Put 100,000 Images Online for Unrestricted Public Use
Jason Kottke Jan 13, 2020

9:21
Amanda Huntsman Bruce
Wednesday at 9:52 PM
The past two days extra assignment... The kids had to draw and design a city with roads and buildings of their choice. After the map was complete they had to tape and create it all by themselves. This took them hours to do and they had so much fun doing it. It's a home school WIN WIN!!! My favorite building is the electricians shop (the blue basket) every community needs a good electrician like dad! #mykiddos #teamof6
48
3 Comments


7:54
Trista's Post
Trista Nash Knighton
10 hrs
A bunch of randomness from our week that I want to remember: I am tired but happy! We got to do a video chat lesson with the missionaries and the kids have learned how to do video chats with friends and cousins, Ryker learned about 3 D shaped and got to build a shape tower, Karston's teacher had a baby and he made her this fun onesie, Kailyn continues to be creative with her art, Ryker read a book for school called Carla's Sandwich and got to make a crazy sandwich creation of his own which he named the FoodleNoodle, I am trying to have the kids help me cook, Ryker enjoys wearing his hiking backpack while working so he has water readily available whenever he needs, I cannot keep Logan inside the house even when it is snowing, the kids have been building forts, Logan loves listening to Frozen 2 on the headphones, Lyla loves her unicorn jewel painting and Ryker got to do a cool science experiment! The 2 big kids have been super self sufficient getting up and getting ready and getting their work done luckily because chasing Logan around and helping Ryker with all of his work is keeping me crazy busy!
7
5 Comments

UTAH

Thank you, teachers, for the great job you are doing in supporting your students and their families. I am so proud of you.

PLEASE! Check-in with me.
Let me know how you are doing. Share what is going on with your own situation. Many of you are doing home school with your own kids.
Let me know how I can help you. You may feel overwhelmed, disconnected or even discouraged.

Please

for encouragement, advice, or help.

If you are going great let us celebrate with you.

This is a stressful time. Check-in with each other and with your students to make sure everyone is supported and loved. I have been posting heart-warming pictures of our students doing school from home. We have an amazing community! You are AMAZING!

Keep your assignments engaging, fun, and short. Try to get some assess ment data (even just 3-5 questions from a NearPod or a Google Form) daily to see how your students are doing and who needs help (ELA and Math). Create opportunities to talk via Zoom or Canvas Conferencing to connect face to face OR make phone calls to talk with your students directly. Check-in with parents to make sure they feel your support.

Structure and routine helped your students succeed when we were in session. Give your parents a suggested schedule with many breaks. Make sure your struggling students know what is most important and what to skip if overwhelmed. Try to differentiate your instruction based on your students and based on the feedback you receive from parents about how things are going.

Thanks for all you do! Have a great weekend.

-Carolyn Bona, Principal
Mountain Point Elementary
801-567-8940

Lessons from Leading Daily Deep Learning

David Boren

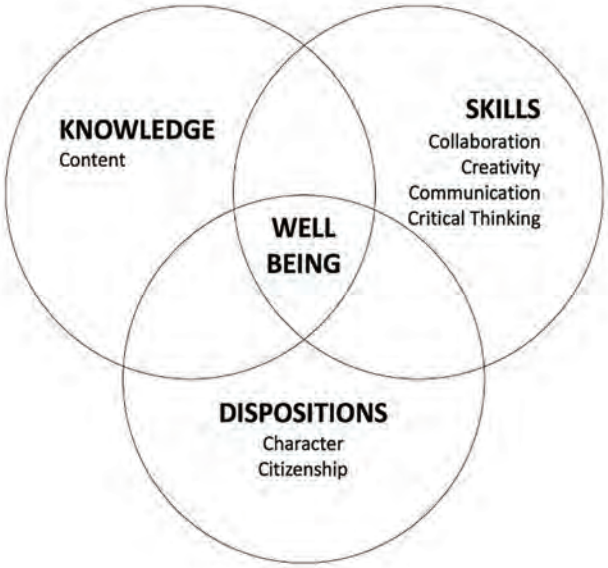
Director Brigham Young University's School Leadership Program
david_boren@byu.edu

Introduction

Many schools are recognizing that traditional surface-level learning will be insufficient in meeting the increasingly complex demands of a dynamic global economy (Collins, 2017). Some schools respond by helping students dig deeper into academic content knowledge by moving up levels on Bloom's Taxonomy (Bloom, 1956) or more intentionally pursuing greater depths of knowledge (Webb, 2006; Hess et al., 2009). Other schools feel that while content-knowledge mastery is essential, in isolation it is inadequate in meeting the future needs of students unless schools also help students develop essential skills (like collaboration, critical thinking, communication, & creativity) and dispositions (like citizenship & character; see Fullan et al., 2018; Levin, 2012; Marzano & Heflebower, 2012).

Some educators may worry that an increased focus on skills and dispositions could rob students of essential content knowledge mastery. Unfortunately, this can be the case when deep learning is approached with business-as-usual learning accompanied by the occasional Pinterest-worthy deep learning task or is just seen as an excuse to engage in fun but fluffy projects. Rather, we are advocating for daily deep learning in which teachers and students pursue daily deep learning goals that focus on the development of skills, and dispositions. A daily deep learning goal relies heavily on quality content as the vehicle that allows those skills and dispositions to be practiced and developed in meaningful and engaging ways. Let us re-emphasize: daily deep learning of skills and dispositions cannot happen without top-notch content. Fortunately, content knowledge, skills, and dispositions can synergistically fuel each other in mutually beneficial and balanced ways (Kay & Greenhill, 2013), increasing student, teacher, and societal well-being, and ultimately lead to daily deep learning that lasts (Murphy & Seashore-Louis, 2018; Clinton & deGroot 2019; see Figure 1).

Figure 1.
Knowledge, skills, & dispositions for well-being



In our pursuit of daily deep learning goals that include skills and dispositions, we may continue to rely on some traditional forms of pedagogy and assessment. However, we will also likely need to experiment with additional forms of pedagogy (such as problem-based, inquiry, personalized, blended, simulations, design thinking, engineering-design, podcasts, webinars, internships, externships, etc.) and varied ways of assessing (self, peer, collaborative, 360-degree, portfolios, performances, exhibitions, adaptive, etc.; see Quinn et al., 2020). Because this is new to most of us, even if we wanted to pursue daily deep learning, we may be unsure about what those shifts really look like and how to go about pursuing them. Fortunately, some school systems have learned valuable lessons about the conditions needed to support daily deep learning. Let's review just a few.

Condition #1

Principals must champion and communicate a vision for daily deep learning. So how does a school whose vision has traditionally focused on student content-knowledge mastery move to this expanded, balanced vision? Ellwood Cubberly, a pioneer in the field of educational leadership noted over a century ago: "As is the principal, so is the school" (1919, p. 351). Whatever vision of deep learning the principal adopts, that is likely the vision that the majority of the school will eventually adopt. As such, principals need opportunities to expand and refine their own vision for deep learning. These opportunities may include targeted readings, visits to deep learning schools, collaboration with other principals and schools engaged in deep learning, or coaching from principal supervisors with a compelling vision of deep learning. They may also include partnerships with those who will eventually admit and hire our students and who value deep learning (universities, businesses, etc.). Schoolwide daily deep learning must be led by a principal committed to daily deep learning.

Condition #2

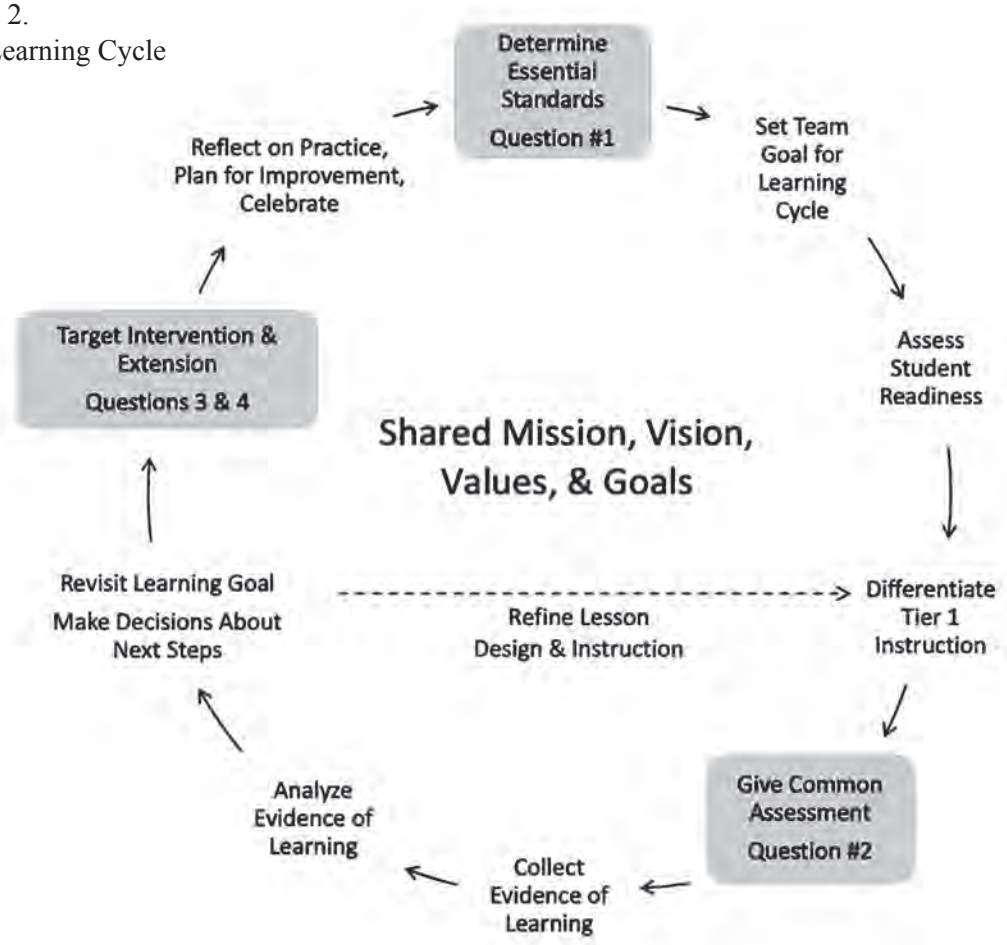
Co-create a shared vision of daily deep learning with students, teachers, and parents. Students will only enjoy daily deep learning if their teachers learn deeply as well. If "the quality of an education system cannot exceed the quality of its teachers" (Barber & Mourshed, 2007, p. 4) then it logically follows that principals interested in pursuing deep learning as a school must also provide vision-expanding experiences to faculty, staff, parents, students, and other stakeholders. It is unlikely that this shift of vision will happen through a few days of sit-and-get, spray and pray professional development that we've relied on in the past. As adults, we need consistent, ongoing, job-embedded, daily deep learning as well. Principals must provide teachers the needed opportunities to safely struggle and experiment with the why, what, and how of deeper learning. This can be done through readings, videos, school visits (in-person and virtual), collaboration with other deep learning schools, coaching, risk-taking, feedback, and reflection. This shared learning will allow principals to partner with teachers and parents in refining a co-created shared vision for daily deep learning at the school.

One school learned about deep learning through ongoing readings, videos, and school visits, and by taking teachers through several deep learning tasks over the course of the school year. Another school newer to deep learning recognized their lack of expertise and reached out to a local university. Professors from the university provided ongoing training, materials, and networking that allowed this school to expand its vision for deep learning. A third school educated parents about daily deep learning through targeted deep learning PR and inviting parents to a deep learning exhibition night in which parents were invited to engage in deep learning discussions and tasks led by students. Principals must start engaging teachers and parents in deep learning, and continue doing so throughout the year.

Condition #3

Collaborate & partner inside and outside of the school. No educator, alone, can meet the demanding deeper learning needs of every child in a school. Consistent, effective, and focused collaboration by teacher teams inside our schools is a must if teachers are going to meet the demands of daily deep learning. Fortunately, many educators have already learned how to effectively collaborate in a PLC to support student content knowledge mastery by following the basic processes in the PLC Learning Cycle (see Figure 2 below). These same processes will support teachers in pursuing daily deep learning of skills and dispositions as collaborative teacher teams. We as principals must continue to support and build the capacity of our teachers to collaborate effectively on their teams as well as between teams inside the school. In addition to improving collaboration inside the school, most deep learning schools have found benefit in collaborating with others outside of their schools. As Fullan advocates, "The point is not for you as principal to pay less attention to intraschool matters but rather to engage outside in order to increase learning within your school" (2014, p. 99). One school interested in pursuing ongoing deep learning partnered with two other schools and came

Figure 2.
PLC Learning Cycle



together several times throughout a school year to learn together about deep learning. They engaged in shared readings, collaborated on lessons and materials, visited other deep learning schools, and observed each other teaching deep learning lessons. The principals from another group of schools met twice a month in a principal PLC to collaborate on their deep learning work, and occasionally brought their teachers together to learn from each other. The school leaders within a high school feeder system came together once a month to collaborate, coordinate, and align deep learning for students k-12. Some deep learning schools have benefitted from collaborating with local business leaders both in garnering resources, but also in gaining a vision for what businesses need from schools. Many schools have found benefit in learning from other deep learning schools, whether that be the school down the street, or a school across the globe. Surely deep learning schools "spend time learning from other high performers" both inside and outside of our schools (Kirtman & Fullan, 2016, p. 118).

Condition #4

Creatively adjust schedules, spaces, budgets, and human resources. Sometimes schools interested in deep learning automatically jump to the shiny bling-bling of new physical learning spaces, technologies, and schedules without first clarifying their deep learning goals. As Betty Despenza-Green, former principal of Chicago Vocational Career Academy explains: "Instead of starting from the physical, you need to start with the program you know you need to have. Then you can see how your existing structure won't let you do that. And then you do the work of making physical changes" (Davidson, 2001). Surely, designing "new learning environments starts with defining the outcomes" (Pearlman, 2010, p. 122). Admittedly, most of us don't have a lot of control over our school's architectural design, our budget allocations, the starting and ending time of our school day, or our FTE/instructional aide allocations. However, we do have some wiggle room within each of those areas to creatively reallocate in ways that will sup-

port our priorities. DuFour and colleagues point out: "A school's schedule should be regarded as a tool to further priorities, not an impediment to change...Your schedule is not a sacred document. If your current schedule does not allow you to provide students with something...you should change it" (2008, p. 266). In addition to schedules, this same creative and flexible can-do mindset should be applied to our allocation approach to budgets, human resources, and physical spaces. We are not advocating that principals go against district or state policy, but that within the set parameters, schools should creatively adjust how resources are allocated in ways that will support daily deep learning. Some principals have been surprised to learn that what they thought were obstacles and parameters were merely the remnants of tradition ready to be re-examined.

For example, one school replaced their traditional desks with rolling desks that could easily be put into any conceivable configuration (rows, tables, circles), and found that this small change didn't cost more money, but did support daily deep learning pedagogies. Other schools have provided deep learning labs or maker spaces at the school, and even within the classroom to support the inquiry and exploration that often accompanies daily deep learning. Other schools have reallocated FTE or aide allocation monies to provide arts integration teachers and deep learning coaches. Another school has adjusted its professional development schedule to provide more consistent deep learning for teachers. They replaced the full day of sit-and-get PD with an online module created, delivered, and supported by its teacher-led, school leadership team. Teachers shared research, examples, challenges, and triumphs, and other teachers throughout the school provided feedback through written and in-person comments. Another school converted a few classrooms into deep learning hubs for students, and two other classrooms into collaboration hubs for teachers. Schedules were then rearranged in ways so that students and teachers could collaborate on their daily work and projects. The list goes on and on. The bottom line is, once we're clear on what we're really trying to do, we should creatively reallocate resources to support our goals. As Jim Rohn observed, "If you really want to do something you'll find a way. If you don't, you'll find an excuse."

Condition #5

Distribute leadership and value each person's strengths and contributions.None of these daily deep learning conditions are possible through the sheer determination and vision of the traditional, heroic, charismatic principal. "No leader, no matter how competent, is capable of single handedly developing the right vision, communicating it to vast numbers of people, eliminating all of the key obstacles, generating short term wins, leading and managing dozens of change projects and anchoring new approaches deep in an organization's culture. Putting together the right coalition of people to lead a change initiative is critical to its success" (Kotter, 2017). Informally empowering others through safe school culture and formally through a deep-learning leadership team, will provide the real-time, nuanced insight necessary to support each of the previous four conditions presented here (Fullan, 2019).

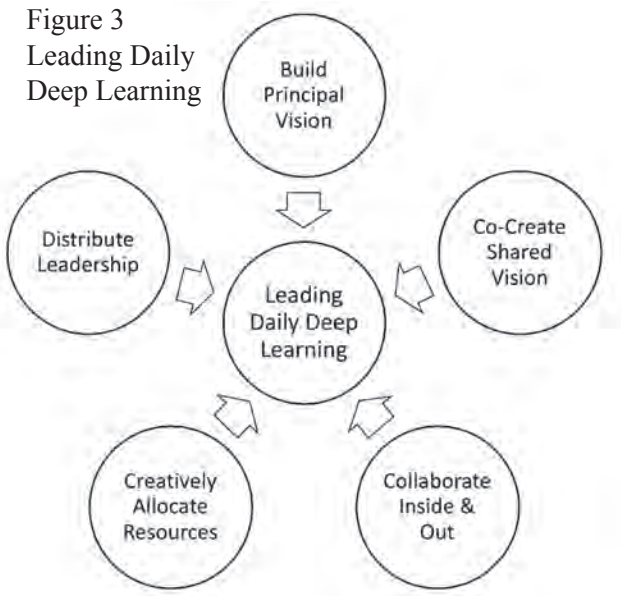
We should think carefully about how we view ourselves and others. Do we truly value the input, insights, and experiences of others, or do we see them as mere cogs serving our vision for the organization (Buber, 1970; Quinn & Thakor, 2019)? Jensen et al. (2019) advise, "Healthy cultures are not nurtured merely as a means to the principal's end, but because principals truly value, respect, and rely on each individual's perspective" (p. 8). It would seem totally incompatible for principals to ask teachers to more fully engage students' minds, hands, and hearts through deeper, more inclusive classroom learning, while the principals themselves continue to model a more traditional top-down leadership approach with those on the formal leadership team and in more informal situations (Elmore, 2004). If we "want a school where students think, challenge, take risks, learn from mistakes, and give their best thinking every day, [we] must foster this environment for our staff and for our teachers" (Wiseman et al., 2013, p. 55). As faculty members feel safe enough to take risks and candidly share their opinions and insights, they will effectively guide each other away from less

effective approaches to leading daily deep learning. This boots-on-the ground candid and nuanced leadership allows the school to remain adaptable and nimble, responding just-in-time to the real needs of daily deep learning (Heifetz, Grashow, & Linsky, 2009). Surely, "deep learning changes the nature of leadership" (Fullan, & Kirtman, 2019, p. 106).

Conclusion

While there are many ways to pursue daily deep learning, the five conditions presented here will likely move a school closer to this objective (Figure 3).

Figure 3
Leading Daily
Deep Learning



Interestingly, these five school-level conditions mirror many of the same conditions we would expect to see in classrooms engaged in daily deep learning. Surely, turning a traditional school into a deeper learning school requires daily deep learning for everyone in the building. Similar to deep learning with students in the classroom, it certainly takes deep levels of collaboration, communication, critical thinking, creativity, character, and citizenship among the adults to effectively move an entire school or district toward deep learning. We would echo the advice of Eaker and Keating to "Get started, then get better. There are those who want to wait until conditions are just right before beginning the journey... The time is never right" (2009, p. 55). Let's start daily deep learning today!

Following this article are three examples of schools that have begun the daily deep learning journey. While their road hasn't been without bumps, principals, teachers, students, and parents in each of these schools have gotten a taste of the benefits of this type of learning and the importance of these five conditions.

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Leading Deep Learning at Dry Creek Elementary

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In 2014, Dry Creek Elementary opened its doors for the first time--a beautiful new school with over 800 students. We had a great desire to provide our students with the best education possible and articulated that in our vision: Outstanding Wise Learners for Life. Translated, this meant we were going to ensure our students gained the knowledge, skills and dispositions required for them to be successful now and in their future lives.

One of our first priorities became discovering exactly how we were going to accomplish our vision. We had heard about Engineering, STEM, 21st Century Learning and Deep Learning but were unsure what these terms meant nor how they might help us achieve our goals.

Although we had established collaboration/grade level team leaders, much of our time in that team was focused on school and team management issues. It became clear that we needed a leadership team to help develop and move us forward in discovering and chasing our vision. I could not do this work on my own! We formed a leadership team we called our Design Team. The primary responsibility of this team was to shape our school's vision for learning. This was a journey we took together. With the effective work of our Design Team our teachers owned our vision collectively.

All members of the school were involved in this process. We developed subcommittees so that each member of the faculty could be invested and involved. One committee was over learning partnerships. They did a great job facilitating the community and school joining together in striving to reach our goals. This community involvement helped our students as they sought to make their learning relevant and tie to the real world. We felt it important to get our story out and help others understand the new kind of learning happening at our school so we established a public relations committee. This committee first tried to get the message out to our parents and devised a way for our students to teach their parents about key learning. For this plan to work our students had to understand the type of learning we were all striving to achieve. The students would come back to school and report on how their teaching to their parents went. As students participated, they could earn a button which matched our school theme.

Initially we called our work 21st Century Learning, but that quickly morphed into what we called Key Learning. A key by definition is something of paramount or crucial importance or something that provides a means of gaining access. Therefore, Key Learning would be learning that is both deep and relevant, giving us the best opportunity for our vision to become a reality. For the sake of coherence we created frameworks, a Key Learning guide, guiding principles and guiding questions. These really helped us as a school get on the same page and move forward together.

In order for our students to learn deeply, we as a faculty had to learn deeply as well. Our faculty met together on a regular basis to keep us focused and unified on our vision, and to learn from each other. We all took turns teaching each other about Key Learning. Sometimes I would present, sometimes a member of the Design Team would present, and other times a teacher would present something that their class was working on. Then as a faculty we would use the Key Learning guide and guiding principles and questions to evaluate our progress and provide support. The purpose of these meetings was to learn deeply from each other.

In order for this type of learning to be successful, it was crucial to establish a culture of trust. We

learned to keep a healthy perspective that our work was for our students. Teachers chose to put student learning first by being willing to learn from each other instead of working in isolation. It was also essential to keep all of our work grounded in the PLC process because the principles of a high functioning PLC led to the results we were looking for.

The results were remarkable. Our teachers found that they were rejuvenated and felt that they were doing the work for which they entered the profession in the first place. And most importantly, our students were learning in a new way. They were gaining the knowledge, skills and dispositions required to be successful. They found relevance to their learning and could apply it to their lives.

The work at Dry Creek is a continual process. It is important to constantly refine our practice as we work to make learning deep and relevant for both students and teachers.

Guiding Principles of Key Learning

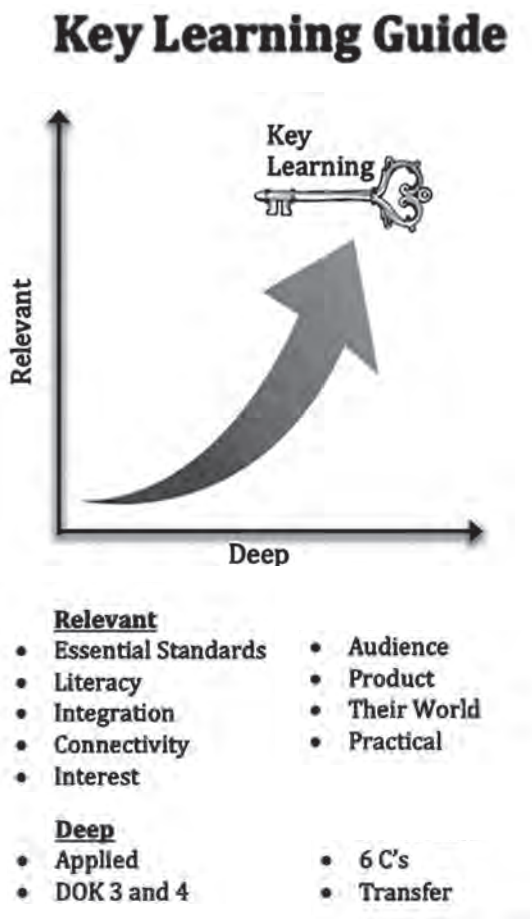
1. Literacy is foundational to key learning. Literacy skills are the glue to connect curriculum together. Reading is the language of learning and becomes a primary target of 21st century learning. Reading and writing is the vehicle that drives Key Learning education.

2. Key Learning can be implemented as an interdisciplinary approach.

3. Key Learning must be relevant. A relevant initiative connects to the core, the very essential standards all students must master. A learning activity becomes truly relevant when students can reflect and explain what they are learning by completing the activity and discussing what the real world application will be for them.

4. Key Learning is rigorous and reflects greater depths of knowledge.

5. Real world learning experiences are key to students finding meaning in their learning. The Engineering Design Process or problem based learning can be used as a strategy or tool to give students real world learning experiences. It can also provide a framework in which to learn and utilize critical thinking, communication, collaboration and creativity skills.



Guiding Questions of Key Learning

1. What literacy standards were purposefully and deliberately taught?

2. What other standards were purposefully and deliberately taught?

3. How is this lesson or unit relevant to the students? (Example: Was it something the kids cared about? Was there a real audience? Is there a product being created? Is it part of the students' current world?)

4. How did students learning reach a DOK level 3 or 4?

5. Which of the 6C's were purposefully and deliberately taught?

6. Can the students apply, transfer, or connect the newly learned knowledge to another standard or context?

Leading Deep Learning at Saratoga Shores Elementary

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In Alpine School District our northstar, if you will, is our Vision for Learning. Everything we do leads back to that vision, which is that all students will acquire the essential knowledge, skills, and dispositions in each content area, as well as the fundamental capacities of collaboration, critical thinking, communication, creativity, citizenship, and character. Deep learning is the acquisition and application of those core knowledge, skills, and dispositions for all students, as articulated in the Alpine Vision for Learning. Deep learning is really the How.

When the Vision for Learning was adopted, we at Saratoga Shores saw this as an opportunity to provide a different kind of learning for our students. Our school vision became "Know. Do. Be." With this vision, our journey to leading deep learning was embedded in the overarching idea that deep learning needs to be experienced by those leading the learning - they needed Know (knowledge), Do (skills), and Be (dispositions) in order to move our vision forward.

Experiencing Learning to Lead Learning

In their book, *Deep Learning*, Fullan, Quinn, & McEachen (2018) assert, "We learn more from doing than thinking about doing." This is where Saratoga Shores' journey with leading deep learning began: Doing. This doing, or what we called "experiencing," was the catalyst to building the capacity of our Leadership Team and then our entire faculty. "Experiencing" is perhaps illustrated best by using the analogy of a relay race in track and field. In a relay multiple legs are run, each gaining momentum toward an eventual outcome - the win. Similarly Saratoga Shores Leadership Team participated in such a relay that propelled us to school wide implementation of deep learning. This relay was run with the popular adage, "Start slow to go fast."

First Leg - Exploration.

Five years ago, our administrative team began to notice pockets of deep learning happening in the school. Wishing to further explore this type of learning, we engaged our school Leadership Team in reading and discussing research articles on this pedagogical approach. This occurred over the course of a year and primed the pump to push our thinking and to dream of what could be. We wanted to observe some best practices and experience what that could look like at Saratoga Shores.

Second Leg - Schools Learning from Schools.

This led to the second leg of our journey: schools learning from schools. We carved out time for the Leadership Team to go and learn from other schools, both here and across the country, and to create some new learning partnerships. These new learning partnerships (Fullan, Quinn, & McEachen, 2018) and site visits created an excitement we called, simply, "Try something new." The Leadership Team began to design, deliver, and model content in their classrooms in a way that allowed for students to engage and create their own learning. Needless to say, the fire caught on with their grade level teams.

Third Leg - Culture of Experimentation & Discovery.

The stage was set for the third leg of our relay, that of the creation of a culture of experimentation and discovery. In this leg the Leadership Team really took the lead in identifying the teachers' professional learning needs in order to build capacity with this new approach to student learning. As a Leadership Team, we found it critical to have a growth mindset - to really focus on the power of "yet." This capacity building took time, but over a year of careful study and planning, and by providing deep learning experiences in targeted professional learning, the learning

culture of Saratoga Shores changed. We provided authentic and meaningful ways for teams to lead each other, resulting in teacher efficacy and coherence in the work.

Fourth Leg - Support the Momentum.

At this critical juncture in the relay, the final leg, our role as administrators was to support the gained momentum. This was accomplished by a consistent communication of the vision; and backing up that vision with the resources of time, partnerships, and materials that would continue to propel us toward our goal.

Creating New Learning Partnerships

If a vision for learning is to be sustainable it must go beyond just the principal. The Leadership Team, teachers, and community should all own it. The local school is an extension of the neighborhood and community of which it is a part. As such the school has a responsibility to join in partnership in creating and sustaining the vision for learning with that community - parents, businesses, other schools, and most importantly, the students. As Saratoga Shores gained critical mass moving to deep learning as a way of engaging students in their own learning, we entered into several new learning partnerships. These included teacher to teacher; school to school; teacher to student; student and teacher with parents; and administration with parents; and finally students, teachers, and administration with business. The goal was to consistently communicate the school's vision and create a shared leadership, or a coalition if you will, who could engage with the school as a valued learning partner.

One way this was accomplished was through parent/community book study groups where we would discuss books that we had used in our professional development with teachers. Once a month, over a two year period, we brought school community council members, PTA, and interested community members and built their capacity for deep learning and what they wanted for their students and community. This partnership led to the creation of a night, at the community's request, where they would be able to come to the school and participate in some of the deep learning tasks - with students being the teacher.

As our capacity for deep learning began to develop, we could tell as an administration and Leadership Team that there needed to be a better way to provide teachers with job embedded professional development. At the same time our district had provided each school an instructional coach, and through a special district grant, an innovative learning coach. The new learning partnerships we created with the addition of these two incredible coaches moved the needle for our school. Both coaches were members of the school leadership team and assisted in setting school-wide goals. They both were members of each grade level collaborative team and helped use the PLC Results Cycle to guide coaching work. These coaches have become critical learning partners in helping design integrated curriculum with teachers/teams and modeling deep learning strategies in classrooms to build teacher capacity. The creation of this new learning partnership provided the opportunity to reimagine our use of collaboration time to really leverage our time and efforts.

Rethinking Collaborative Cultures

As we all know, time is the most precious commodity, even more so when it comes to teacher time and its impact on instructional time. Carving out time to move teams forward in designing instruction that goes deep was tricky, as was building in a job-embedded PD through the use of our coaches, and analyzing data within our PLC Result Cycle. We had a Monday Collaboration time already in place, but had learned some scheduling tricks from our learning partnership schools that provided some creative approaches to carving out time.

The result is something we have come to call Staggered Collaboration Time, which spreads collaboration time across the week. So, ALL teacher teams (specialities included) were able to meet more than once a week without losing any preparation time or instructional time. This schedule allowed for our

two coaches to attend most collaborative team meetings, and a rotation for members of the administration to join in as well on a regular basis. These Staggered Collaboration meetings took place in a specifically designed collaborative space, outside the teacher classrooms, to set an atmosphere for experiencing and creating deep learning.

Staggered Collaboration was incredible in providing teams with good coaching to help them reach their goals. Both the instructional and innovation coaches, who helped as members of the teams, provided the support or training needed in the moment. This allowed the administration to know the pulse of the team, and helped us leverage those aforementioned resources to move the team closer to really competing, out in front, in our relay race. One word to describe these Staggered Collaboration Experiences - POWERFUL.

The wonderful thing about leading deep learning at Saratoga Shores is that it has been rejuvenating and on-going. We by no means have it figured out. We want to keep that growth mindset as we stretch our own thinking. We are "experiencing" deep learning as adults so that our students can experience and together work with us in co-creating deep learning. This will get us across the finish line of our relay race - only to start over and create something even better. Working together, the administration, Leadership Team, and teacher teams are constantly learning new ideas so all of us can live up to our school vision of KNOW. DO. BE

Leading Deep Learning at Foothill Elementary

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Introduction

When I began as principal of Foothill Elementary in 2013, we had no idea the impact the next four years of our deep learning journey would have on our students' learning and acquisition of the essential knowledge, skills, and dispositions, as well as on each member of our faculty and community personally and professionally. As we look back on this deep learning journey through the lens of the five conditions mentioned previously, it is clear that these were essential and leveraging elements in the improvement of learning at our school.

At the onset of our journey, our leadership team was enticed by STEM, which was just beginning to enter educational research and practice. At first, we tried implementing STEM programs at our school, such as an after-school robotics club and having practitioners come and excite our students in the STEM fields. These efforts were fine, but they merely scratched the surface when it came to deep learning and only impacted a few of our students. The moment we partnered with a university professor, we started to see impacts on all of our students. He helped to strengthen our content knowledge and build our capacity as a faculty in a deep-learning pedagogy. Our efforts moved away from programs and started to focus on deep learning, both for the adults and the students. This hands-on, minds-on approach to learning, where students worked collaboratively to critically and creatively engineer solutions to real-world problems, engaged all students, kindergarten through 6th grade, and helped them to learn more deeply than ever before.

Professional Development and Partnerships.

In efforts to build teachers' capacities, we dedicated time and funding to professional development efforts. During the first school year, each collaborative team worked with our university partner, our instructional coach, and me to design a deep learning lesson, and to practice using that lesson in the classroom, reflecting afterwards on how students learned. These experiences ignited a fire within many of our faculty members as they saw their students engaged and learning in deep ways that some previously thought were impossible. Further professional development occurred throughout the next few years through ongoing learning experiences, including summer professional learning, visits to other schools pursuing deep learning, reading articles/books on deep learning, and having other capacity building experiences. This vision spread to the rest of our faculty one learning experience at a time, especially as they saw their students learning deeply. It spread to our PTA, SCC, and to our community, as well as to local businesses and universities leading to important partnerships to propel our work forward. Eventually, our vision and work spread to other principals and schools throughout our district, helping many teachers and students learn through deep learning.

Principal Championing and Communicating a Clear Vision of Student Learning.

It has been said that a teacher creates the climate of the classroom. In a similar fashion, principals create the culture and climate of their schools by the things they focus on, do, and say. While each principal is different, one of the most important things they can do is to champion and communicate a vision that is clearly focused on the students and then have their words and actions follow. One way I tried to do this was by learning the names of each of our students, which took ongoing and consistent effort. I visited with students in the lunchroom, greeted them before and after school, scheduled time with small groups of students to personally connect with each student,

and occasionally read to their classes. I hoped that my love for and focus on students would create an environment where students felt seen, heard, and valued. Anytime there was a concern from parents or faculty members, if we could remember that we were on the same team because we each care about this child, it almost always shifted from a combative to a collaborative meeting.

When a school leader, along with the leadership team, helps everyone focus on student learning and well-being by their words and actions, it creates a real life vision that can be lived and replicated by everyone at the school. As our leadership team focused more on students we saw some of our more reserved or strict teachers shift their beliefs. There was a shift from seeing students as empty vessels who need to be filled with important information, to viewing students with incredible capabilities and potential. Their role as the teacher is to create the best learning environment and experiences to ignite the fire of learning already present in their students. With that kind of shared vision, miracles can happen in a school.

The Power of Stories.

A principal and leadership team have many opportunities to share their vision through words and actions. Jim Quigley, former CEO of Deloitte, has described the importance of storytelling. At meetings with the PTA, faculty, collaborative teams, School Community Council, and others, leadership team members would often share personal and powerful stories of students being kind to others, as well as rich, deep learning happening in classrooms. As a principal, I also had the opportunity to share vision in a monthly newsletter as well as the yearly stakeholder report where our leadership team worked together to effectively share our vision, stories, and experiences to inspire others.

We experienced the power of stories as a school community. I will never forget the experience when a junior high boy, Ethan (pseudonym), who had been a former Foothill student, took his life through suicide, devestating our community. One boy, Samuel (pseudonym), came the next day with two large bags of rocks. He described to his class that Ethan had once invited him to deliver smiley-face rocks to their neighbors. Samuel regretted not doing this and invited his class to color these rocks. They piled these bright yellow, smiley-face rocks on the mourning families' porch and made a sign that said, "In loving memory of Ethan. In life, he spread his sunshine through his goofy ways and through sharing sunshine rocks. Please take a rock and continue to spread Ethan's sunshine." Samuel and his class helped change the ashes of a tragedy into a diamond of an experience. True stories like these inspire each in the school and community to be a little better, kinder, and to focus on what matters most. These shared experiences and stories create a shared vision that forms and shapes a school community. The right work around a shared vision facilitates deep learning for all.

Co-creating a Compelling Deep Learning Vision.

On our first professional development day when I began at Foothill, I shared my vision as the principal of the school. Then, our leadership team asked each collaborative team to write a vision statement for their grade level, inviting anyone to share that wanted to. It was amazing to see and hear every team share because their vision was compelling and meaningful to each of them. They owned their teams' vision. There was a palpable energy and power in the room as each vision was shared. This was one of those experiences you look back on and realize it must have been inspired because it had such a powerful and lasting influence on our faculty. It united us in what we valued and made it clear that we were all passionate about and dedicated to helping our students learn so they could thrive each day and in life. This co-lived, co-created vision helped us focus on the right work and launched us into a deep learning journey of continual improvement. Now, five years later, our thinking and vision have evolved and improved; however, the co-creation of our vision, mission and values at that time was critical to start us on our deep learning journey.

Foothill Elementary School

Vision. Educating students to ensure every child learns deeply through STEAM and 21st Century Learning Skills to prepare students for college, career, and life.

Mission. Inspire a passion for learning. Exploring the past. Discovering the present. Creating the future.

Values

- Students are our first priority in all that we do
- Teach the Whole Child
- Create a positive, nurturing learning environ ment is the foundation of our school
- Purposeful STEAM integration
- Professional Learning Communities and the collaborative process
- Partner with our PTA, School Community Council, and parents
- Work with universities to strengthen teachers' capacity and effectiveness
- Partner with businesses to provide students with authentic, real-world learning
- Develop creativity, critical thinking, and problem-solving skills in students
- Have a growth mindset
- Leave a legacy through kindness one day, one person at a time

Revisiting the Compelling Why and Our Shared Focus.

Our leadership team found that one of the best ways to revisit our vision was to ask meaningful questions. For example, "What type of student do you want to graduate from your classroom?" As we gathered teachers' responses the list included characteristics and skills that we desired to develop in our students: kind, resilient, respectful, life-long learner, curious, knowledgeable, a critical thinker, creative, etc. It was clear we collectively cared deeply about student learning of knowledge, skills, and dispositions they would need to thrive in life. Some other powerful questions that helped us build a shared vision were: "Talk with your group about a student who has positively influenced you," or "Why did you become a teacher?" or "Describe a teacher that influenced you most." Remembering the compelling why of education often united our efforts around a shared purpose. This shared purpose and vision laid a foundation and helped create the conditions so we could more effectively chase deep learning in our school. Our journey pushed each of us individually as well as collectively. We depended on our shared purpose, the trust that was built, and on living, ourselves, the skills and dispositions we desired to build in our students.

Continually Learning and Improving.

Actively learning, discussing, and growing together with our leadership team, faculty, and even parents was an important way to co-create and own our vision. As our leadership team studied books and articles together there was great learning where we could openly discuss, share thinking, and even disagree with each other. These experiences allowed us to clarify our priorities, which helped us better articulate these things with our faculty and parents. Another strategy that helped us unitedly build vision was to share frameworks from researchers and other practitioners. For example, the deep learning framework with the 6 Cs (Collaboration, Communication, Critical-Thinking, Creativity, Character, and Citizenship) the Elements of Deep Learning Design (Fullan et al., 2018) and the Partnership for 21st Century Learning Framework (p21.org). These frameworks pushed our thinking and created conversations and learning experiences to help us articulate and create a stronger, ever-growing vision.

Help Every Person Feel Valued and Seen so they can Deeply Learn.

One of my favorite quotes states, "Every child deserves to have at least one adult in their lives who lights up when they walk into the room" (Jean Clinton, Child Psychiatrist Professor, McMaster University). As principals and their leadership teams model this through their own words and actions, others follow suit. Adults also need to feel they are valued and needed. One of my mentors taught me one powerful way to build trust and connection with each member of our faculty. It was simply dropping by teachers' classrooms before or after school to say hi and to see how they were doing. These informal conversations built great trust and led to friendships that have continued to this day. Many of the teachers, paraprofessionals, special education teachers, secretaries, custodial education support professionals, culinary professionals (lunch ladies), and others would thank me for helping them truly feel seen on a consistent basis. As a leadership team we made a conscious and consistent effort to not only call, but also to treat each faculty and staff member as a professional. In addition to these efforts, we shared and had some of our support staff participate in co-creating our vision. This made a big difference in our efforts of pursuing deep learning, because every employee of the school knew they could help students acquire knowledge, skills, and dispositions.

As the adults in the school learned deeply, it translated into students learning deeply as well. One of our veteran teachers at Foothill described that before our deep learning efforts, students coming into her upper-grade class would say they were not creative, struggled to persevere through challenging problems, and did not have the collaborative skills necessary to work with their teams. After several years of deep learning pursuits at our school, she commented that students no longer lacked these skills and dispositions, but came to her class equipped to tackle more than they could have before. When our focus is on people and helping them feel seen, especially our students; and when we collectively focus on developing students' knowledge, skills, and dispositions, then our deep learning pursuits will be powerful and will help every student and adult learn deeper than ever before.

Every Day, Every Day, Every Day!

Milton Collin

Principa, Lincoln Elementary, Granite School District

Upon arriving in Salt Lake City, Utah and at Lincoln Elementary School, I didn't have a clue of what to expect. I knew what my mind-set was since entering this profession in 1987. I've always put kids at the forefront and at the top of my list. That is my focus for success! It's not about me, not about the position or power. It's about keeping kids safe and creating an environment that is centered on love and caring. I tell everyone that I work with this quote: "Before you can get into a kids head, you have to get into their hearts first."

So the question was asked to me, how have you built such a positive school climate and rapport in the few years you been at Lincoln? Well it all starts with me! It's that simple! I must be the positive leader EVERY DAY! I must set the example EVERY DAY! I must walk the talk EVERY DAY! I must live and die for kids EVERY DAY! I want to be the one who my staff and students look up to. I want to be their role model. I want to create the environment that is safe and welcoming. I want to be visible, be highly motivated daily and visit every classroom EVERY DAY!

I have an open-door policy to all my stakeholders.

When I arrived at Lincoln in July 2017, we were in the third year of turnaround, meaning we were in the bottom 3% academically of all schools in the state. I knew that it would take some hard work and dedication from me and my staff to turn things around fast. I knew we needed to identify a focus to help improve test scores and student achievement. We already had a great group of dedicated and hard-working teachers who were committed to students. They needed someone like me who would come in and be their number one cheerleader! From day one, we established who we were and what we were about. I brought in the concept of us being Treasure Hunters. This is something that was highly successful at my last school in Arizona. It's a quote and a belief that is read and heard everyday on our morning announcements. It reads as follows: "I am a Treasure Hunter! As an adult and a treasure hunter I am committed to search for all the talents, skills and intelligence that exists in all children and youth. I believe all students are capable of success, No Exceptions!" We live and die by this! No matter where our students come from or how many difficulties they have in their lives, we believe in them and want to be their sunshine and joy from 8:40 am to 3:20 pm EVERY DAY! We know what our population of student needs are. We are committed to getting them college ready and ready to take on the world. We have a short period of time with them, so we must make the best of it by being kind, loving and good listeners.

I truly believe that too often we focus too much on test scores and academics. Not to say that those are not important and should be at the forefront, but we must keep the focus on establishing positive relationships and showing kids how much we care about them and how much we love them.

Here are some comments shared by some staff members: Mr. Collins is in classrooms every morning and during the day. When conferencing with teachers who are struggling, he sets expectations, gives support and let those teachers know that he wants and expects them to succeed. This is a huge morale booster for our entire staff.

Mr. Collins has a warm welcome and friendly smile for every single person who comes into our school… teachers, staff, parents and of course students. He loves them all and we love working with him! His leadership abilities are unmatchable!! His stories are the best!!!

I feel like I have created a safe environment for kids and my staff. When students feel loved and safe, they will open their minds to every learning opportunity that is presented to them. Therefore, the results are improved test scores and no longer in turnaround status. This is how we improved from a D school to a C school in one academic year. Love and support for students and staff! I love Lincoln Elementary School and the Granite School District!!

Cedar South Elementary

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It is with great pleasure that we respond to the honor of South Elementary School being recognized as an "outstanding school" by the Utah Association of Elementary School Principals. We would like to introduce our elementary school to you as well as share some of the projects, programs and practices that are currently being implemented at our school.

South Elementary is located in Cedar City, Utah. It is one of the oldest (and we consider the best) existing schools in the Iron County School District. An elementary school doesn't need a brand-new facade to provide a top-notch education. Our K-5 enrollment hovers around 500 students. Each grade level consists of a team of three exceptional teachers, who show a passion for their teaching craft and get the kids excited about learning.

Over the past few years, as with other schools in our district, we have greatly improved our school collaboration with BLTs (Building Leadership Teams) and PLCs (Professional Learning Communities). The positive application of these additional forums has greatly increased the organization and communication at our school. Grade level teams analyze common formative assessments to inform their instruction and curriculum direction.

Our most recent schoolwide endeavor was implementing PBIS (Positive Behavior Intervention System). This includes all adults looking for those 'gotcha moments' of students demonstrating our school's mission statement of being Safe, Kind, and Responsible through their choices and behavior. Students are then rewarded randomly with blue tickets! Through drawings, rewards are given out weekly and monthly which may include but are not limited to: verbal recognition and praise, notes or phone calls home to parents, small tokens, special privileges at school, enjoyable activities with the principal and coupons.

Every elementary school has a general curriculum used to guide classroom instruction. Some elementary schools offer very little beyond this basic instruction, but additional programs at the elementary level can address a wider range of abilities. South Elementary provides a very competent special education program, an English Language Learner curriculum, speech and hearing therapy, as well as diligent school counseling. Students also enjoy learning from our Beverly Taylor Sorenson music specialist, an art specialist, and creative science specialist. In addition to our academic programs, several after school programs include: a coding club, a "move-it" club, a lego building club and a Chinese club.

We also employ a very effective researched-based Tier 2 reading intervention program. The model is designed for at-risk, beginning readers, and struggling readers fundamentally working on alphabet mastery, phonemic awareness, systematic and explicit phonics, spelling work, fluency with repeated readings, prosody and assisted reading four days a week through 30-40 minute sessions. Six reading aides have certified to teach this curriculum effectively to our Tier 2 students.

An Early Literacy class taught at Southern Utah University partners with our school to provide a one-on-one tutoring experience for approximately 25 of our students each semester. This program is beneficial for the university student because they actually have the opportunity to teach a student how to read and supplement their reading skills. And, of course, it is a benefit to our students to have that extra undivided teaching time from an invested preservice teacher.

Our most recent professional development training for many of our teachers is a Tier 1 reading and writing program with the overarching goal of helping teachers become more effective and efficient at delivering Tier 1 instruction so that all grades 1-5, especially those who

struggle, improve fluency, comprehension and composition for their current grade level texts, with also a focus on decoding, vocabulary and oral language. The teachers that have certified in this program believe that the strategies that they have learned have become "life changers" in their teaching skills!

We are nearing the conclusion or our seventh year with our math program. The State of Utah adopted a math curriculum designed to align with almost all other states in the Union and allow Utah students and teachers access to textbooks and online resources that were being used by other states. This opened up a wide array of resources that had not been available prior to us in Utah. It closely follows the Utah Math Core. Its rigor helps prepare our students for the yearly state assessments. Students at South consistently score better than the state average.

The overall level of involvement affects the climate of the elementary school. South Elementary includes a high degree of involvement from parents, staff and the community. We have a very active and dedicated PTA. This organization supports the faculty, staff and students through general interest in our welfare, highly enjoyable student centered activities and occasional fundraisers to support school projects. When adults get involved in this manner, it truly shows the children how much the community cares.

In conclusion, South Elementary is a proactive school that works together for the good of all. The feeling of kindness and strong teamwork is highly valued. Through our safe and organized physical environment, our students feel a sense of security and freedom to excel in their relationships and learning. If you are ever in our beautiful southern Utah neighborhood, please drop by and meet us!

PLCs Popping at 180 Degrees for Delicious Daily Deep Learning

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Who doesn't love popcorn? Most people do! In fact, by volume, it's the world's number one snack. Beyond being delicious here are some interesting things about popcorn you probably didn't know. When a popcorn kernel pops it can hop up to 3 feet in the air. Popped popcorn takes up to 37 times more space than unpopped kernels. The optimal temperature to pop popcorn is 180°. When popped at 170° just 34% of the kernels pop. But when kernels are popped at 180°, 96% pop. That ten degrees makes a big difference.

Unfortunately, far too many of our collaborative teams are popping at around 170° or even lower, forever flirting with PLCs, or playing at PLC-lite (DuFour et al., 2016). With some reflection, effort, and support, many of our teams could enjoy the full benefits of popping at 180°. What is the current temperature of our collaborative teams? Let's take a minute with our collaborative teams to review the following PLC 180° Assessment to get a sense for the state of the PLC processes and conditions on our teams?

0 Almost never true of our team

2 Occasionally true of our team

4 Somewhat true of our team

6 Often true of our team

8 Usually true of our team

10 Almost always true of our team

PLC 180° Assessment

PLC Processes

_____1. We have developed and follow team norms.

_____2. We have determined all of our essential standards for knowledge, skills, & dispositions.

_____3. We set evidence-based student learning goals for each essential standard.

_____4. As a team, we have developed a common assessment for all our essential standards.

_____5. We give our common assessments AFTER we have provided tier I instruction.

_____6. We use common assessment results to gauge student progress toward learning goals.

_____7. We use common assessment results to learn from each other and to identify the most effective teaching practices.

_____8. We use common assessment results to pro vide each student with timely and targeted interventions and extensions during the school day (ideally as part of a school wide system of intervention).

PLC Conditions

____ 9. We believe that each student can learn at high levels.

____ 10. We believe that our team has collective responsibility for each student.

____ 11. We meet often enough and for long enough to make progress in our work.

____ 12. Each member of the team consistently at tends each PLC team meeting.

____ 13. Each team member actively participates and contributes to the work of the team.

____ 14. We all contribute. No team member consis tently dominates or disengages.

____ 15. We feel safe sharing our unique perspectives, opinions, struggles, and disagreements.

____ 16. We truly value and listen to each member's opinions.

____ 17. We spend little time on non-learning items (scheduling events, field trips, gossip, etc.).

____ 18. Our students learn at higher levels because of our work together in a PLC.

Each of the items in this quiz are essential. Let's take a close look at our results and discuss at what level our collaborative team is popping. Teams able to confidently answer 10 for each item are likely popping close to 180° (you may have noticed that the assessment adds up to 180). Are there any items less than 10? If so, our teams may not be getting the maximum benefit from our time together. Let's focus on improvement. Every degree closer we get to 180 the more effective our team will function.

Delicious Daily Deep Learning

With the processes and conditions in place to be a fully popping PLC, we are prepared to determine the kind of popcorn we most want to make. Are we hoping our popcorn will be the plainest popcorn possible or do we have our sights set on butter, caramel, chocolate drizzle or another flavor of gourmet popcorn? For too many years, our work in PLCs has focused almost exclusively on popping the plain, unsalted, unbuttered, unflavored popcorn of content knowledge mastery. Our ever-changing world and the increased demands placed on our graduating students has constituted a great need go after more than just plain content; we must more effectively and intentionally help students deeply develop essential knowledge, skills, and dispositions required for their future success (Fullan et al., 2018; Wagner & Dintersmith, 2015). Delicious deep learning of this sort can only be accomplished schoolwide when everyone's collective talents and efforts are harnessed through a high functioning PLC. Here are a few guiding principles we can follow which will help us provide students and teachers with the delicious deep learning they deserve.

1. Identify essential knowledge, skills, and dispositions. High-functioning PLC teams continue identifying the essential content standards as well as how their essential skills and dispositions standards can come alive through those content standards. These three are not mutually exclusive, but mutually reinforcing (Kay & Greenhill, 2013). The list of possible skills and dispositions to choose from is virtually endless. Costa and Kallick (2015) provide 16 skills and dispositions in their Habits of the Mind framework. Covey and associates focus on the Seven Habits in their Leader in Me efforts. KIPP Schools have their seven essential character strengths. And the list goes on. One caution. We should avoid choosing skills and dispositions simply because they come as part of a flashy, well-marketed cookie-cutter program. Rather, we should identify skills and dispositions with evidence-based connections to our desired outcomes. Fullan and colleagues' (2018) 6 Cs of critical thinking, communication, collaboration, creativity, citizenship and character is one evidence-based framework that has been the primary focus of our efforts. They are evidence-based and have a general overall appeal to students, teachers, and parents. Regardless of which content, skills and dispositions are identified as essential, they must be clearly relevant, meaningful, interesting to students, and pursued daily. Unfortunately, some schools pursuing deep learning conduct school as they always have, and just end each unit with a large, culminating, deep learning event. While deep learning is engaging and can include a large culminating project, daily deep learning is not an event, but a process that happens throughout the day and throughout the school year. Have we identified essential content, skills, and dispositions, and are we pursuing those daily?

2. Content knowledge is foundational. Skills and dispositions must be taught and embedded within the core content throughout the day. To only address skills and dispositions separately from the core content would be inappropriate. The teams that have the most success in delicious deep learning integrate a sweet balance of

engaging content that reinforces skills, and dispositions into their learning throughout the school day, rather than scheduling it at sporadically designated deep learning times. Here is an important question to ponder. What curriculum standards were purposefully and deliberately taught? Unfortunately, some teams pursuing deep learning have abandoned essential content standards and are spending precious hours on popcorn toppings, without popping any popcorn. An engineering task, an inquiry cycle, or a problem-based lesson focused only on skills and dispositions without having a clear core curriculum objective is like giving students the toppings to gourmet popcorn without the popcorn itself. Rather than minimizing and shallowing content knowledge, deep learning will result in more rigorous and deep content knowledge mastery. It is difficult to help students critically think, create, collaborate, and communicate in a traditional sit-and-get direct instruction lecture that focuses on fact regurgitation. Rather, teachers serious about developing deep skills and dispositions will absolutely be required to move their content to higher levels on Bloom's Taxonomy (Bloom, 1956), and deeper on Webb's Depth-of-Knowledge framework (2006) or Hess's Cognitive Rigor Matrix (2009). Engaging, rigorous content is a must for teams wanting to develop skills and dispositions in a consistent, meaningful way.

3. Use a variety of assessments. One of the common concerns expressed about pursuing deep learning is the difficulty of assessing less quantifiable skills and dispositions. Mike Schmoker pointed out, "Our current data-driven decision making is to a great degree standardized-test-data-driven decision making" (2008, p. 70). While it might be tempting to continue relying primarily on RISE, DIBELS, and other standardized assessments, as we pursue an expanded repertoire of deep learning outcomes, we will need to rely on an expanded toolbox of assessments. "Using multiple measures can really improve decision making" in our deep learning work (Buffum et al., 2012, p. 103). Many teams are developing learning progressions and rubrics for deep content, skills, and dispositions to guide their assessment of these expanded outcomes. If our teams really care about an outcome, we must find ways to assess those outcomes. Surely, "as many have noted, it is much better to be approximately right in these measures than precisely wrong" (Constanza et al., 2013, p. 7). DuFour and colleagues point out: "All of the steps in the PLC process are intended to provide a teacher team with transparent evidence of student learning so the team members can determine which instructional strategies are working and which are not" (2016, p. 137).

In Practice

Here's an example that might help us better understand how these principles could come together: During their weekly team meeting, a fifth grade team sees that their next social studies unit is to have students understand the process of a bill becoming a law (Content Knowledge). The team has also identified an essential writing standard that would logically fit within the social studies unit (Essential Content Standard). Lastly the team identified that it is essential for students to learn how to respectfully collaborate and communicate (Skills & Dispositions Essentials).

Their instruction and assessments will not only focus on ensuring that students master the mechanics of a bill becoming a law, but will also deliberately help students learn the writing skills identified and how to collaborate and communicate as responsible citizens. This team realizes that they will need to shift their pedagogy and assessment. Rather than only showing a powerpoint and having students take a test on the content in the powerpoint, they will tell the students that they will be participating in a real class legislature to address the rules and processes of the class through legislative committees. While the powerpoint will still be used, the information it contains will have a deeper purpose in preparing students to participate in the legislature.

Teachers will directly instruct students on the targeted writing skills and give students authentic experiences writing in this manner through the preparation of class bills. Teachers will also instruct students in effective collaboration and communication skills and will use a rubric that shows what less and more effective usage of these skills looks like. Students will have the opportunity to utilize these skills through the authentic class bill process. Students will refer to this rubric throughout the unit.

Students will work with their legislative committees to review and prepare bills to go through the approval process, receiving coaching from teachers and peers throughout. By the end of the unit students will participate in the legislative session, write an essay that assesses their understanding of the legislative process (DOK 1-3), and be assessed on the content of the bill they wrote, as well as on their specific writing skills displayed within their bill. Students will also be assessed on their level of communication and collaboration throughout the process. Each of these assessments will include a simple, but targeted component of student self-assessment and teacher assessment. The fifth grade team will use the results of these assessments to design and deliver targeted tier 2 interventions and extensions on the essential knowledge, skills, and dispositions they had identified. Students will not only master the content at deeper levels, they will also have further developed life-changing skills and dispositions.

Conclusion

As we can see from this example, the same PLC processes and conditions discussed earlier in this article support deep learning. So if our teams are popping at 180° for content knowledge mastery, we are very well positioned to pop at 180° in daily deep learning. If we follow the correct principles of a high functioning PLC and incorporate the principles of deep learning into the PLC process we will not only be more effective at popping popcorn but it will be worth eating. Let's keep our PLCs popping at 180° and feast on the gourmet popcorn of delicious daily deep learning.

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Social-Emotional Learning

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If things are not done differently over the years, the status quo becomes the culture of a school, and the culture dictates how students react to any given situation. Two years ago, at West Jordan Elementary (WJE), the school climate survey indicated that 65% of the students did not feel safe from bullying. Office referrals were high and the principal's entire afternoon would be determined by what happened at lunch recess. The school's leadership team was sensitive to the need to change the culture of the school to ensure that the students felt safe and the culture of the school was more positive. In order to make a cultural shift, they first identified and prioritized needs and communicated those needs to the school faculty to ensure that everyone was working towards a common goal. They helped instill and maintain collaborative relationships among all school staff, provided needed professional development, and closely monitored and evaluated the progress.

The social-emotional well-being of students has a direct impact on their academic achievement. Emotional well-being is not only considered the predictor of students' academic and economic success, but it is also crucial to navigate through life effectively. For students to be successful as adults, they require more than just academic skills. A successful adult's life demands that one take care of themselves physically and emotionally, get along with others, and continue to learn and adapt in this ever-changing world. In addition to academics, teaching social-emotional skills and promoting mental health have become WJE's highest priority.

Social-Emotional Learning (SEL) is defined as the "process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (SELAMA, 2020). In today's world where parents are busier and more stressed than ever and social media and video games are often the only means by which students learn social skills, it is even more imperative that these skills are taught explicitly in our schools. Ms. Sheri Morris, the social worker at WJE, aptly said "Growing up in this world is so stressful, the students need all the help they can get." While the school professionals agree that we need to teach social and emotional skills to our students, it is important that the school staff is trained, guided and supported throughout this process.

In the process of evaluating students' needs, the school leadership team noticed that many students lacked basic problem-solving skills, they struggled to identify emotions, and they often resorted to fighting to settle differences. It became apparent that these skills needed to be taught to our students in a systematic and comprehensive manner. At the National Title one conference, the principal came across a research-based SEL curriculum, and she brought back the idea to the school culture committee. The rest of the staff was introduced to the SEL curriculum in a kick-off meeting where the training plan was introduced. Teachers were challenged by being asked to explain why they thought teaching Social-Emotional skills explicitly in their classroom was important. This exercise led teachers down a path of self-realization and the responses received from teachers were powerful and poignant. One of the teachers wrote 'I don't want any of my students to feel that suicide is a viable solution to their dealing with their stressful lives'. Teachers' responses were on display in the faculty room and helped them recognize multiple justifications for the need to have a formal SEL curriculum. Needless to say, this exercise had an immense impact on teachers and secured their buy-in to get trained and to implement the SEL curriculum in their classrooms.

The teachers now spend fifteen minutes every day in their morning meetings on lessons outlined in the curriculum. The curriculum entails 6 units including Skills for Learning, Empathy, Bully Prevention, Emotion Management, Problem Solving, and Friendship Skills.

The entire school learns the same unit simultaneously which helps to reinforce the skills all students are learning both in the classroom as well as other areas and at other times such as during recess, specials, assemblies, cafeteria, etc. Not only are these skills reinforced at school all day every day, the parents also receive letters included in the curriculum from teachers describing the skills learned along with activities for students to practice at home. The hope is that these skills are modeled and reinforced at home as well. Additionally, the student council members introduce each unit in school assemblies which creates excitement and anticipation among the student body to learn the new skill. The school staff makes every effort to tie the school activities to the SEL unit the students are learning in their classrooms.

Another excellent initiative from the staff of WJE to teach and reinforce appropriate social skills is what they like to call 'Empower Play'. The school leadership team recognized the need to provide a structured recess for students who struggled with following social norms, had difficulty understanding the expectations of others and recognizing their boundaries during unstructured times of the school day like recess. The Empower Play is led by the Physical Education teacher who plans games and activities for students during the recess. Every student has an opportunity to participate in Empower Play if they wish to. Students who are struggling to meet social expectations on a consistent basis at school may be required to attend Empower Play during recess for a determined amount of time while they learn and practice skills.

According to Mrs. Angela Hamilton, the culture and climate teacher specialist, the purpose of Empower Play is for students to learn to play games and follow rules, to be more socially and emotionally aware, to learn to be kind, and to learn good sportsmanship. Students who participate in Empower Play and follow the rules earn an 'Empower Play Ticket' every day which they can save up and redeem for prizes. In order to keep the excitement and interest in participating in Empower Play and earning tickets for a prize, the staff surveys students to find out their preferred prizes and includes prizes that the students want to earn. Ms. Cindy Crump, the PE teacher who leads the Empower Play at WJE says, "Students who do not fit in socially with other peers participate in Empower Play as it is a safe place for them'.

At the end of the first year of implementation of the above initiatives, WJE conducted the school climate survey again to find that the school had made an astounding ten percent jump, from 65% to 75% of students reporting feeling safe from bullying. The office referrals have been reduced almost by 50% as well. Many students and families have attributed SEL lessons to the improved culture at the school.

In WJE, the entire school community works together in a systematic way to teach identified skills. Each SEL curriculum unit is introduced to teachers at the faculty meeting and introduced to students by the student council. Students receive the Empower Play cards based on the theme of the SEL unit, and the social worker teaches unit-related lessons in classrooms. The PTA organizes activities for the students based on the current SEL theme, and parents are sent letters describing the skills that students are learning and encouraging caregivers to continue to reinforce those skills outside of school. The key to effective implementation of a new initiative in a school is to identify the need, to communicate the need, and to solicit and encourage a collaborative effort from all the stakeholders. Only when students receive clear and consistent expectations repeatedly in multiple settings throughout the day, can we expect them to learn the desired skills.

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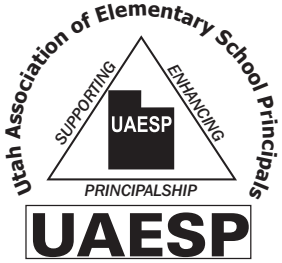

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