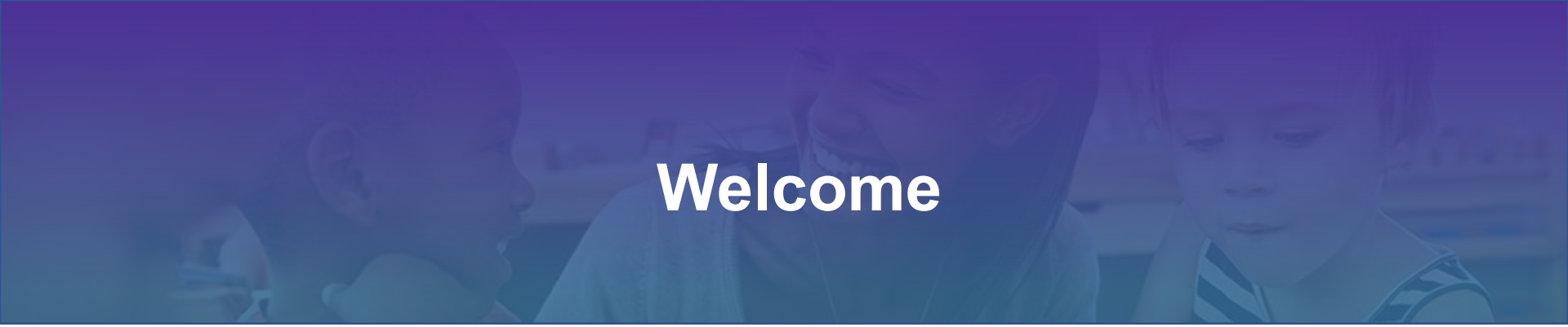
AURORA INSTITUTE

WEBINAR

Designing Engaging, Purposeful, Rigorous Tasks for Remote & In-Person Learning

November 12, 2020

Antonia Rudenstine, reDesign
Laurie Gagnon, reDesign
Jessica Salcedo, Circulos High School
Deborah Park, Circulos High School

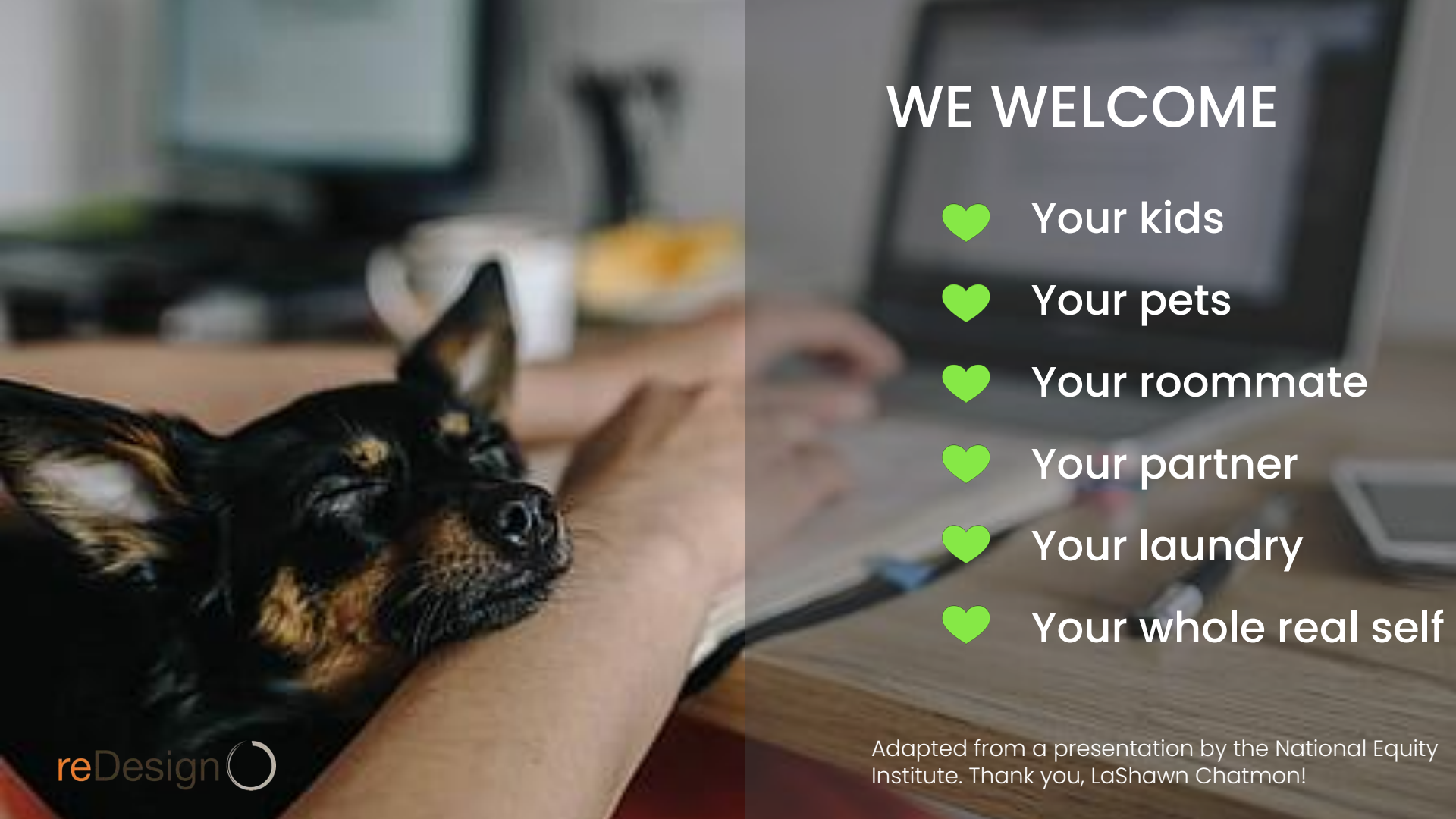


Welcome

- **Introduce yourselves.**
  - Share who you are, where you are from, and one hope you have for this school year.
- **Ask and answer questions.**
  - Use the chat function to pose questions of our panelists. All attendees are encouraged to respond.
  - We will leave time for our panelists to answer questions.
- **Share your learning.**
  - Tell your colleagues what you are learning. Use #Aurora2020 on Twitter and mention @Aurora_Inst.
- **We are recording and archiving the webinar.**
  - The slides and video will be available on **aurora-institute.org**.

INTRODUCTIONS: IN THE CHAT

1) Name, Location, Role
2) Share: **A question you have about Designing Engaging, Purposeful, Rigorous Tasks for Remote & In-Person Learning**



WE WELCOME

- Your kids
- Your pets
- Your roommate
- Your partner
- Your laundry
- Your whole real self

Adapted from a presentation by the National Equity Institute. Thank you, LaShawn Chatmon!

reDesign

CÍRCULOS

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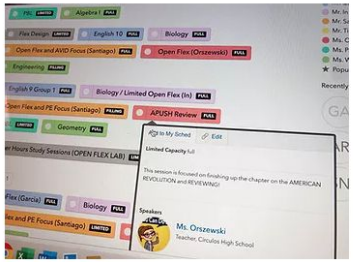
agenda

7m	**Welcome & Introductions** (AR)			
10m	**The Circulos Approach to Project Design** (Circ)			
10m	**A Research-based Learning Cycle** (LG)			
20m	**EXAMINING EXEMPLARS**			
	Create Our Community (Outer Circle: Elem)	Land Ho (Inner Circle: HS)	Ash & Feather (Outer Circle: HS)	Math Investigation (Inner Circle: MS/HS)
10m	**Questions & Takeaways** (LG)			
30m	**BREAKOUT ROOMS**			
	Design a Learning Experience Frame (AR)	Create a Project Frame (LG)	Experience a Task (Circ)	

CÍRCULOS

OUR CORE INNOVATIONS

SMALL LEARNING COMMUNITIES



FLEXIBLE LEARNING ENVIRONMENTS

PLACE x PROJECT-BASED LEARNING

COMPETENCY-BASED LEARNING

CÍRCULOS PROJECT PRODUCTION

WHAT ARE THE COMMON ELEMENTS OF CÍRCULOS PROJECTS ACROSS OUR SCHOOL:

- ❏ Circulos Learning Cycle
- ❏ Template
  - ❏ How the project connects to the community and partners (place-based and virtual)
  - ❏ How it connects to student lived experiences and culture
  - ❏ Competencies across contexts and clear learning targets
  - ❏ Maximize opportunities for students to cultivate their voice
  - ❏ Performance tasks

SYSTEMS THAT SUPPORT PROJECT PRODUCTION:

- ❏ Project Production time built into our schedule
  - ❏ 3 hours per week for design/creation
  - ❏ Feedback protocols throughout (RRA, and Protocol)
- ❏ Redesign support & coaching

Dashboard

Published Courses (14)

AP GOV'T & ECON
AP

AP Literature (Humanities 12)
AP LIT 12

AP United States History
AP

Block 1 Chemistry Ly
Block 1
2020/2021 - Advanced Learning Academ...

Circulos Institute 2020
CI2020

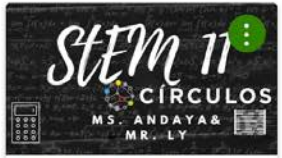
Humanities 9
ELA 9H | PBL 1
2020/2021 - Advanced Learning Academ...

Our Pura Vida (Spanish & P.E.)
Our Pura Vida

PBL 2: Humanities 10
PBL 2

PBL 3: STUDENT VOICE
PBL 3:

SAUSD Distance Learning Professi...
SAUSD PD 2020-2021



Algebra II H-P3-Andaya
Algebra II H-P3-Andaya
2020/2021 - Advanced Learning Academ...

Geometry H-P1-Andaya
Geometry H-P1-Andaya
2020/2021 - Advanced Learning Academ...

Sophomore Honors ELA 2020-2021
H10ELA

STEM 9 Block 1
STEM9H1
2020/2021 - Advanced Learning Academ...

CÍRCULOS

SEASON 2 PROJECTS - ORIGINAL RELEASES
Premiering October 26th, 2020

Alongside Latino Health Access, students learn how to advocate for the health and wellness of themselves and others by designing a public health campaign centered around substance abuse awareness and prevention.

P.E. and Spanish 9th/10th

In collaboration with Santa Ana Public Library, students embark on a journey into Santa Ana's past to envision its future.

HUMANITIES 9: PBL 1 and ELA 9

Students compete in a Shark tank competition in which the most persuasive and effective "pitches" will win a million dollars*
**Fictional Million Dollars*

HUMANITIES 10: PBL 2

Have you ever wished you could make a basket every time you shot? With quadratics you can predict the movement of an object to get the desired result every time.

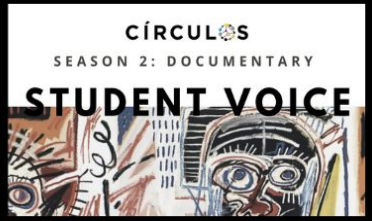
STEM 11: Algebra 2

Students investigate elements that are among us that could put us in grave danger! Yet, we still use them and have not died. How can this be?

STEM 10: Chemistry and Geometry

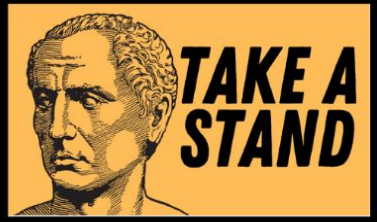
Harness the power of images to convey the urgency of climate change to your community with a compelling photo essay.

STEM 9: Algebra 1 and Biology



Win millions of dollars and get worldwide fame by creating a documentary that will transform society and address issues of marginalization in America.
**Fictional Million Dollars*

HUMANITIES 11: PBL 3



How far would you go to defend what you believe in?

HUMANITIES 10: ELA 10

As lead design engineer, what would you create? Students are given 140 acres of land, one student's design will be selected to be built.

STEM 10: Geometry

SEASON 1 PROJECTS

Have you ever wondered, "What's that person's story?" This fall, let's make invisible stories visible! This season is produced in collaboration with Well Beings Studio, Freestyle Love Supreme, and Allie Fogel Choreography.

HUMANITIES 9: PBL 1 and ELA 9

If you had the opportunity to shift public policy, how would you change it? This season, explore an issue that matters to our lives, uncover the root of the issue, and design solutions to make a difference.

HUMANITIES 12: AP GOV and AP LIT

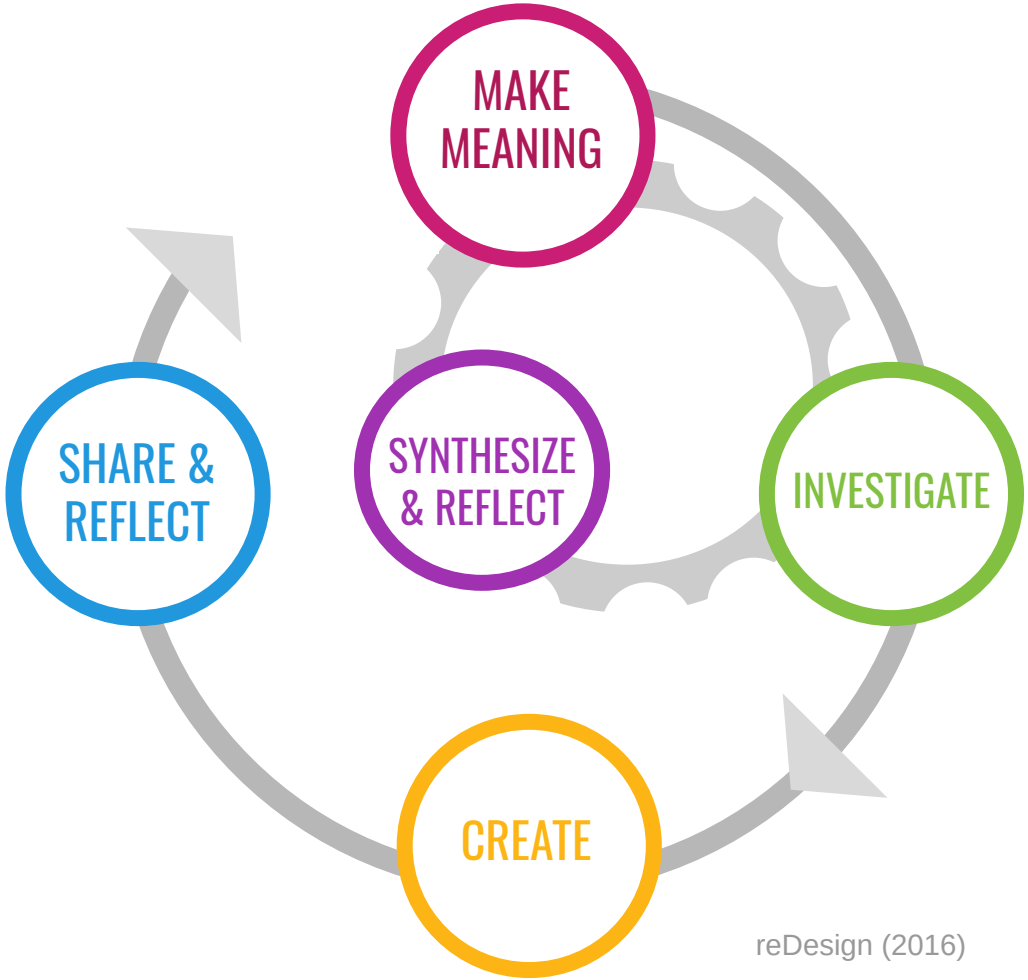
A RESEARCH-BASED LEARNING CYCLE

reDesign

In a nutshell:

The stages of the Learning Cycle represent the *cognitive and metacognitive processes* that help learners develop competency with practice, over time.

The implication? We need to design for these learning arcs at both the unit and lesson level, and explicitly teach and support learners as they move through these critical processes.



The Outer Circle

The “outer circle” represents the **four major stages of an inquiry-driven, competency-based task / project** through which learners explore a compelling question or issue**.** The cycle culminates in a product or performance through which learners apply their developing skills and knowledge to an authentic task.

This arc spans anywhere from several hours to several weeks, depending on scope and complexity.

reDesign (2016)

The Inner Circle

The “inner circle” structures learning experiences. It reflects both a “gradual release of responsibility” approach (“I do > We Do > You Do:” Pearson & Gallagher, 1983), and an adaptation in which productive struggle (Kapur, 2014) precedes explicit instruction.

Learning experiences focus on a specific skill, process, strategy, or concept essential to moving forward through the four stages of the larger task or project arc (outer circle) that is the backbone of the unit of study.

reDesign (2016)

STEPS IN THE DESIGN PROCESS

1. Identify the topic
2. Develop a relatable and relevant open-ended question
3. Determine a project that will allow learners to explore the question
4. Identify a forum for sharing the project/task with an audience
5. Research the topic and identify resources
6. Organize/Categorize resources under a set of exploratory questions
7. Create learning experiences that support learners in developing the skills, knowledge and strategies needed to develop competency while undertaking the project/task
8. Create a Student Project Overview Guide

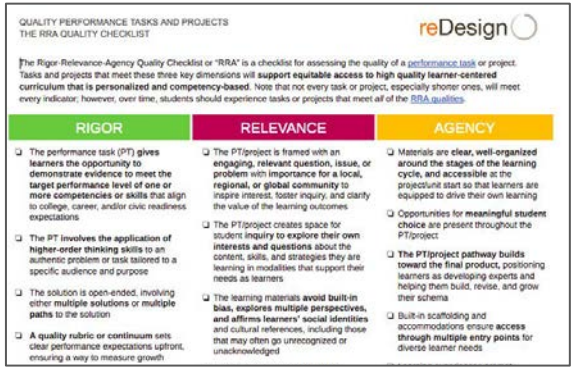
WHAT MAKES A QUALITY PROJECT?

RIGOR

RELEVANCE

AGENCY

Tasks and projects that meet these three key dimensions will ***support equitable access to high quality learner-centered curriculum that is personalized and competency-based****.*



QUALITY PERFORMANCE TASKS AND PROJECTS
THE RRA QUALITY CHECKLIST

reDesign

The Rigor-Relevance-Agency Quality Checklist or "RRA" is a checklist for assessing the quality of a performance task or project. Tasks and projects that meet these three key dimensions will **support equitable access to high quality learner-centered curriculum that is personalized and competency-based**. Note that not every task or project, especially shorter ones, will meet every indicator; however, over time, students should experience tasks or projects that meet all of the RRA qualities.

RIGOR	RELEVANCE	AGENCY
❑ The performance task (PT) **gives learners the opportunity to demonstrate evidence to meet the target performance level of one or more competencies or skills** that align to college, career, and/or civic readiness expectations	❑ The PT/project is framed with an **engaging, relevant question, issue, or problem** with importance for a **local, regional, or global community** to inspire interest, foster inquiry, and clarify the value of the learning outcomes	❑ Materials are **clear, well-organized around the stages of the learning cycle, and accessible** at the project/unit start so that learners are equipped to drive their own learning
❑ The PT **involves the application of higher-order thinking skills** to an authentic problem or task tailored to a specific audience and purpose	❑ The PT/project creates space for student **inquiry to explore their own interests and questions** about the content, skills, and strategies they are learning in modalities that support their needs as learners	❑ Opportunities for **meaningful student choice** are present throughout the PT/project
❑ The solution is open-ended, involving either **multiple solutions or multiple paths** to the solution	❑ The learning materials **avoid built-in bias, explores multiple perspectives, and affirms learners' social identities** and cultural references, including those that may often go unrecognized or unacknowledged	❑ **The PT/project pathway builds toward the final product,** positioning learners as developing experts and helping them build, revise, and grow their schema
❑ **A quality rubric or continuum sets** clear performance expectations upfront, ensuring a way to measure growth		❑ Built-in scaffolding and accommodations ensure **access through multiple entry points** for diverse learner needs

RRA for Equity | Quality Checklist

EXAMINING EXEMPLARS

[K-2: CREATING OUR COMMUNITY]

[HS: LAND HO]

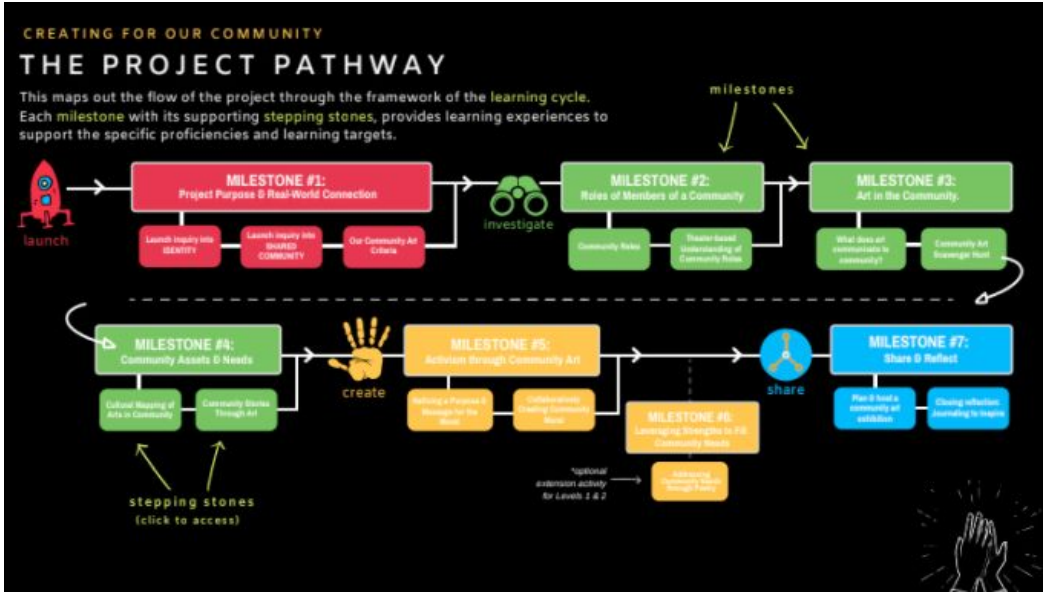
[HS: ASH AND FEATHER: STORIES INSIDE OUT]

[ALG: ALL THE NEWS I CAN AFFORD]

CREATING OUR COMMUNITY
Differentiated Pathways

Milestones

1. Connect to the project purpose and our real communities
2. Roles of Community Members
3. Art in the Community
4. Community Assets and Needs
5. Activism through Community Art
6. Leveraging Strengths to Fill Community Needs
7. Share & Reflect



ARTS INTEGRATION
Both process and product

Arts Integration is an approach to teaching

in which students construct and demonstrate understanding

through an art form.

Students engage in a creative process

which connects an art form and another subject area

and meets evolving objectives in both.

-The Kennedy Center

Learning through the Creative Process

Students explore street art in their community, learning stage-appropriate art vocabulary

Students learn through the arts and close project milestones with creative expressions of their learning

TIP SHEET: Arts Integration

Demonstration through Art (Product Creation)

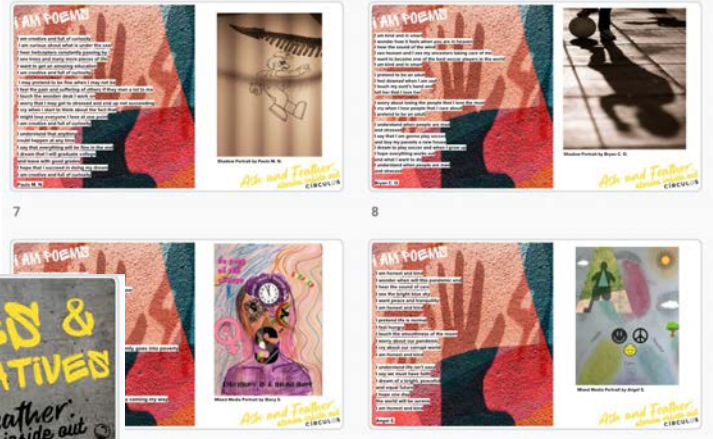
Students create a mural, using a variety of materials, that has a personal message about their identity.

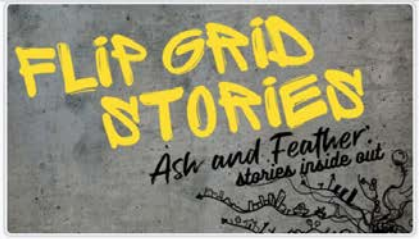
Murals will be installed around the school building and as students mature they will have a permanent peek into their younger selves.

ASH & FEATHER: STORIES INSIDE OUT

Connecting to Ourselves & Our Community

- Cultivate Voice
- Know and be known by community Members





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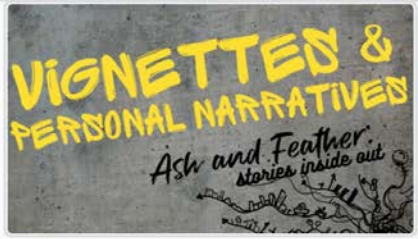

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2

3

PARTNERING WITH EXPERTS

Well Beings Studio

Orange County, CA

Dr. Sharon Francis - Creator of the Ash & Feather podcast, author, professor, and Well Being specialist

- Curriculum development and planning
- Writing and Art workshops with students (weekly)
- Storytelling through poetry, vignettes, and personal narratives
- Self-portraiture and photography

Activate with Allie

Atlanta, Georgia

Dancer, performer, writer, and casting producer

- Curriculum development and planning
- Dance Workshops (one cycle per week)
- Focused on self-expression and confidence in students sharing their identity and stories to movement and music

Freestyle Love Supreme

New York City, NY

Improvisational hip-hop comedy musical group

- Provided historical context and storytelling roots of Hip Hop
- Hosted two sessions with students on cultivating their voice through improv, beat boxing, and storytelling

LAND HO: Inside a Learning Experience

ESSENTIAL QUESTION:

What makes a city livable?

PLACE

Santa Ana, Orange County, CA

INVESTIGATION

Influences in land use in our city: social, political, economic, business, cultural, and historical

PRODUCT

Pitch to City Planners

COMMUNITY INVOLVEMENT

- Experts
- City Planners

PROJECT OVERVIEW SHEET PROJECT: LAND HO

WHAT'S THIS PROJECT ALL ABOUT?

ESSENTIAL QUESTION

EXPLORATION DESCRIPTION

Core Elements of Learner-centered Communities a reDesign framework

COMPETENCY	CONNECTEDNESS	CRITICAL CONSCIOUSNESS
Learner-centered communities support learners in developing critical skills and capabilities that have lifelong value and importance to both the individual and the community. These competencies support learner's agency, self-knowledge, and a deep awareness of one's own culture and history. Learner competencies are designed to support transparency across the community, are research-based, and are deeply embedded in the community's learning model.	**Learner-centered communities nurture the well-being of all members – children and adults – in a safe, caring, and responsive environment.** Learner-centered schools make a deliberate decision to welcome and connect to all, within and beyond the classroom and school walls. Learning opportunities embrace and nurture learners' full selves, sustaining and honoring their cultural and other identities. Learning experiences deepen personal connections between the school and the vibrant community within which it is nested.	**Learner-centered communities provoke positive change**, believing that a better world is possible when our educational institutions teach critical thinking and creative problem-solving, while fostering a sense of efficacy in every learner. Grounded in the ideas of philosopher and educator Paulo Freire, critical consciousness involves engaging learners both in critically examining the world, and in taking action to interrogate and disrupt systems that create inequities and oppression.

(reDesign, 2019)

Strategies, Competencies, Agency

EXPLORATORY QUESTION

What's it like for us to live in Santa Ana?

COMPETENCIES

Examine the Past

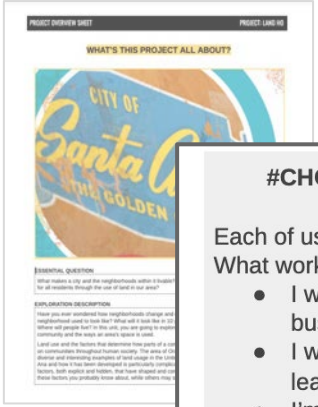
Communicate

LEARNING STRATEGIES

Making Connections
Asking Questions

LEARNING TARGET

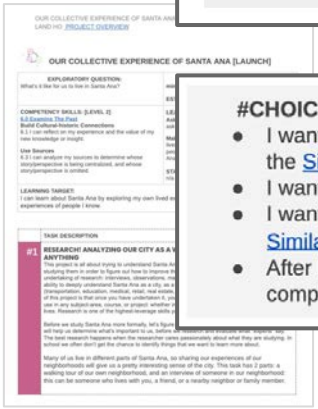
I can learn about Santa Ana by exploring my own lived experience, my community, and the experiences of people I know.



#CHOICE MOMENT: HOW DO YOU WANT TO RESEARCH YOUR NEIGHBORHOOD?

Each of us is going to do research in our neighborhood in at least one way. What works best for you?

- I want to go on a walking tour, taking pictures of landmarks, businesses, people, buildings, homes, etc.
- I want to interview someone, recording the interview so others can learn about the experience of living in my neighborhood
- I'm excited to do the tour and the interview!

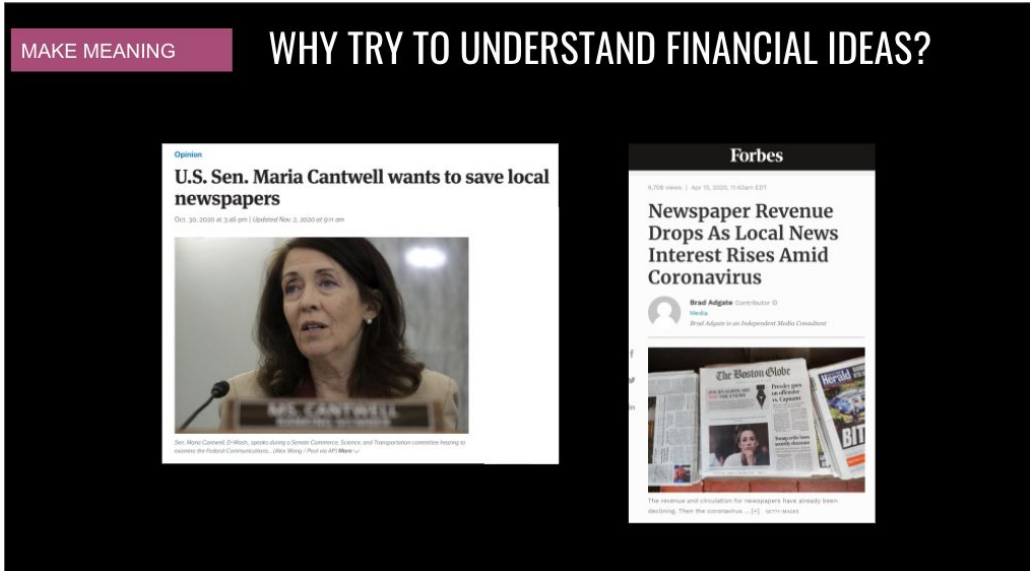


#CHOICE MOMENT: HOW WOULD YOU LIKE TO UNDERTAKE THIS WORK?

- I want to listen to interviews and look at images on my own, and then complete the Similarities/Differences>> note catcher on my own.
- I want to do this work with a partner.
- I want to listen and look on my own, and then complete the Similarities/Differences>> note catcher with a partner.
- After I listen and look, I want to work in a small group with the teacher on completing the Similarities/Differences>> note catcher.

ALL THE NEWS THAT I CAN AFFORD
Math In Real Life

- Real-world Scenario
- Authentic Application of Skills



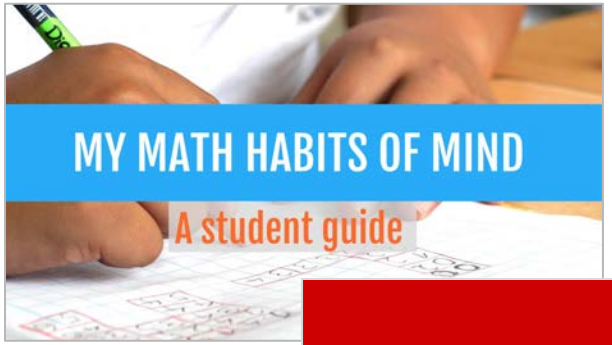
Thinking Like a Mathematician

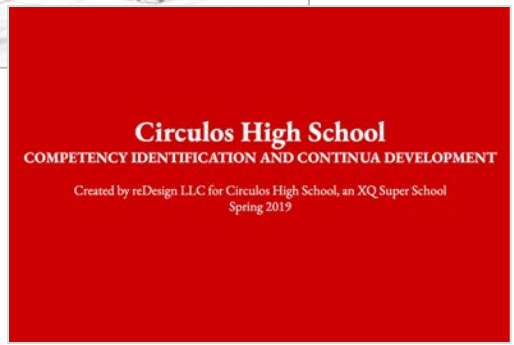
STRATEGIES: Math Habits of Mind

- Gather & Organize Information
- Experiment
- Visualize
- Conjecture

COMPETENCY: Reason Quantitatively

- Plan Solution Pathways
- Solve Problems & Validate Solutions
- Defend My Solution
- Critique Mathematical Arguments
- Analyze and Interpret Data
- Represent Data

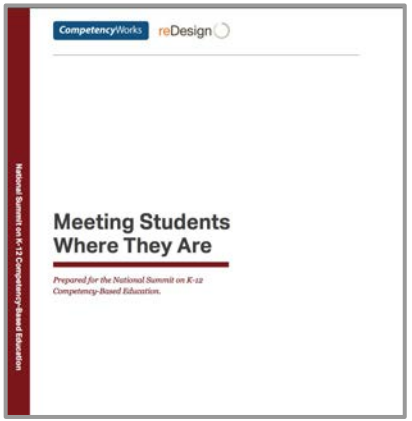




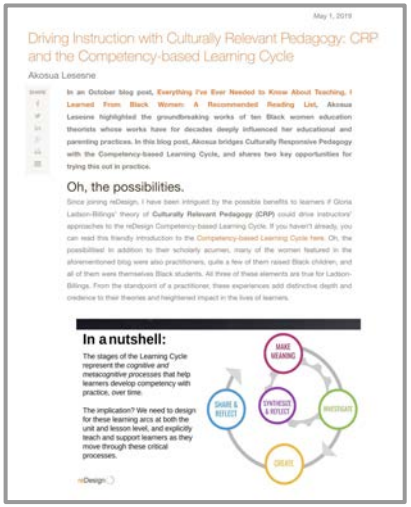
ADDITIONAL RESOURCES TO EXPLORE

REDESIGN PROJECT PORTFOLIO

MEETING STUDENTS WHERE THEY ARE



CULTURALLY RESPONSIVE PEDAGOGY & THE LEARNING CYCLE



QUESTIONS?

TAKEAWAYS?

BREAKOUT ROOMS

BREAKOUT ROOM #1

FEEDBACK THROUGH A STUDENT'S EYES

>> stay here!

BREAKOUT ROOM #2

OUTLINE A LEARNING EXPERIENCE

https://us02web.zoom.us/j/82934005156?pwd=Tkh1OEhYRDI4cFR2NHQ0dUQ2TCs4UT09

BREAKOUT ROOM #3

CREATE A PROJECT FRAME

https://us02web.zoom.us/j/85221467056?pwd=WGJ3TFc3Z3VVTEJ1OGJ1L3lucTVpdz09

NOTE: TO JOIN BREAKOUT ROOM #2 OR #3 YOU HAVE TO **OFFICIALLY LEAVE THIS MEETING**. THE BREAKOUT ROOMS ARE SET UP AS SEPARATE MEETINGS.

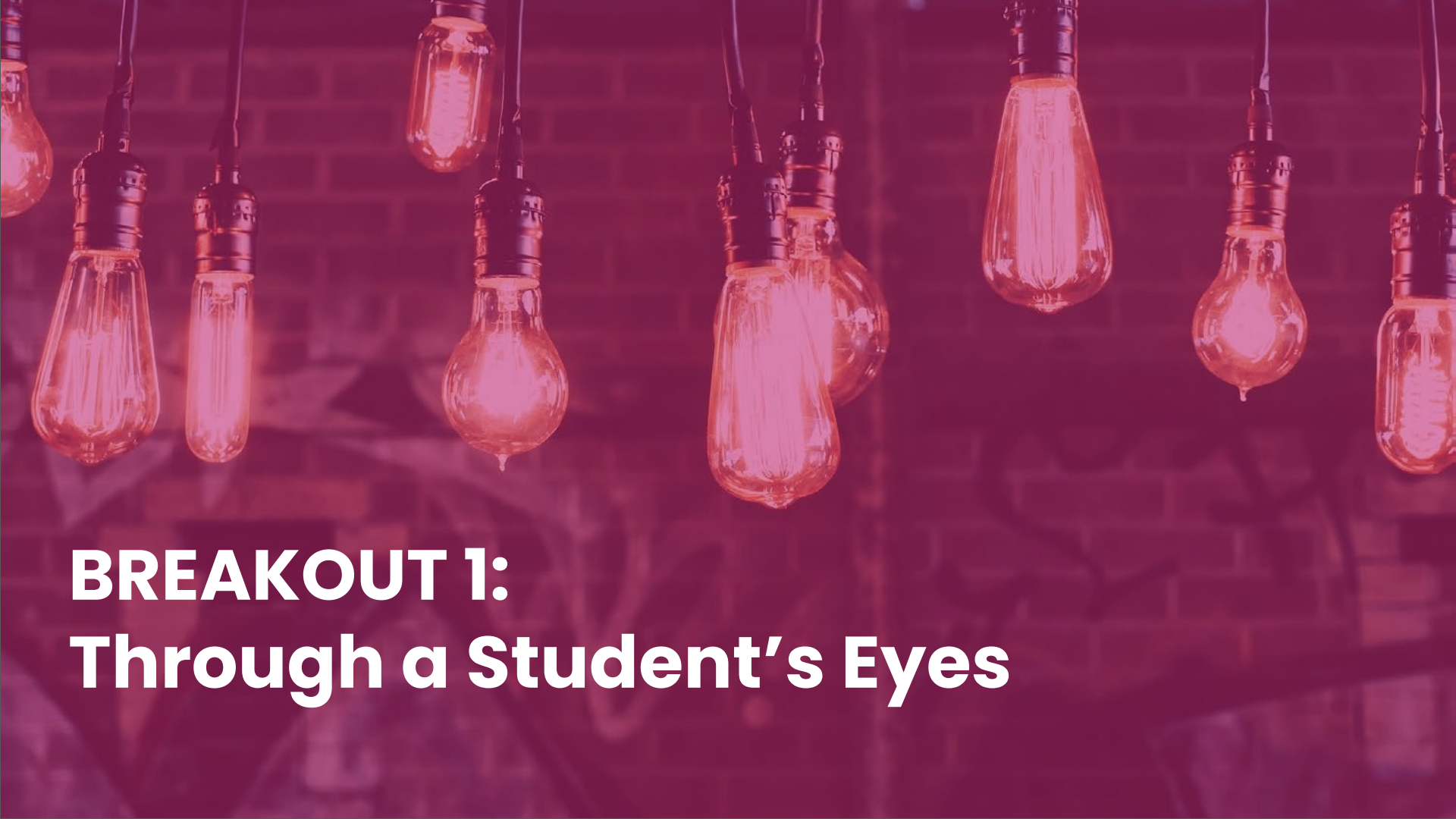
Quick Feedback

One-Minute Survey: https://www.surveymonkey.com/r/Aurora_11-12

Symposium Webinar Series

Supporting the Learner Throughout Their Competency-Based Journey: Examining Tech Standards | November 17, 2020 | 2 pm ET

https://aurora-institute.org/events-webinars/



BREAKOUT 1:
Through a Student's Eyes

ASH & FEATHER: STORIES INSIDE OUT VIDEO

Photo by Kimberly S.

Insecurities

Insecurities are habits built by doubt. As a child, I was bubbly and loud. If you were to see a picture of me smiling, you could almost hear it. A child free from worries, excited for each day. That is until I look in the mirror for too long. I begin to notice every little imperfection, from head to toe, everything seems so out of place. Constantly looking at a scale to determine what I wear. Constantly practicing a smile so others won't ask, "What's wrong" as if they cared. Constantly trying to make my parents proud only to be told, "Try harder." Constantly laughing off insults in the form of a joke by my "friends". People don't understand how their words can hurt others. A small joke to you could be the person's deepest insecurity. I'm slowly learning to dance with my insecurities because to me they are like a shadow. They whisper so that only I can hear them. Looking in the mirror first thing in the morning can be the worst thing at times. I just stare at my balten face with only sorrow. From my under bags that hang like crescent moons, to my shadows whispering that I am unloved. To them telling me that I could always stand to lose a few pounds. To them telling me that I will be forgotten. It doesn't matter at times because at the end of the day, they have always been there, sometimes they scream and sometimes they whisper, but it's not like I can get rid of them, even if I wanted to.

By: Kimberly S.

RRA PROJECT QUALITY FRAMEWORK

Look at (1) Ash & Feather through a student's eyes using the (2) RRA Checklist.

QUALITY PROJECTS
THE RRA QUALITY CHECKLIST

reDesign

The "RRA Test" is a checklist for assessing the quality of a unit along three key dimensions: rigor, relevance, and agency.

RIGOR	RELEVANCE	AGENCY
❑ The unit **gives learners the opportunity to showcase one or more skills** that align to college, career, and/or civic readiness expectations	❑ The topic, issue, or inquiry frame explored through the unit **has importance for a local, regional, or global community**	❑ All **materials are clear, well-organized, and accessible** to learners at the unit's beginning so those who are ready can accelerate
❑ The unit **involves the application of higher-order thinking skills** to an authentic problem, question or task that is found in the world, tailored to a specific audience and purpose	❑ The topic, issue, or inquiry frame explored through the unit is **highly interesting to learners**, either because it connects to learners' individual interests/values, and/or because it is purposefully presented in a way that creates situational interest for learners	❑ **A quality rubric** sets clear performance expectations upfront, ensuring a way to measure or capture growth
❑ For Math: the unit requires students to demonstrate all three components of rigor: **conceptual understanding**, **procedural skills**, and **application.**	❑ The unit and accompanying learning materials **avoid built-in bias**, enable exploration of **multiple perspectives or methods**, and can be presented in a way that affirms learners' social identities and cultural references.	❑ Meaningful opportunities for **student choice** are present
❑ The investigation of the ideas is open-ended, involving either **multiple solutions** or **multiple paths** to the solution	❑ Opportunities are embedded for **collaborative learning** (structured pair/group activities and discussion)	❑ Built-in scaffolding (appropriate text levels, skill-building activities, process tools) and accommodations ensure **access through multiple entry points** for diverse learner needs
❑ The number of **opportunities for conferencing and feedback** corresponds to task scope/complexity		❑ Materials prompt metacognition, supporting structured opportunities for students to **self-assess, peer-assess and reflect** individually and with others throughout the process
❑ The **scope and complexity** of the unit is reasonable for the time and learner supports available		

(3) Feedback Protocol

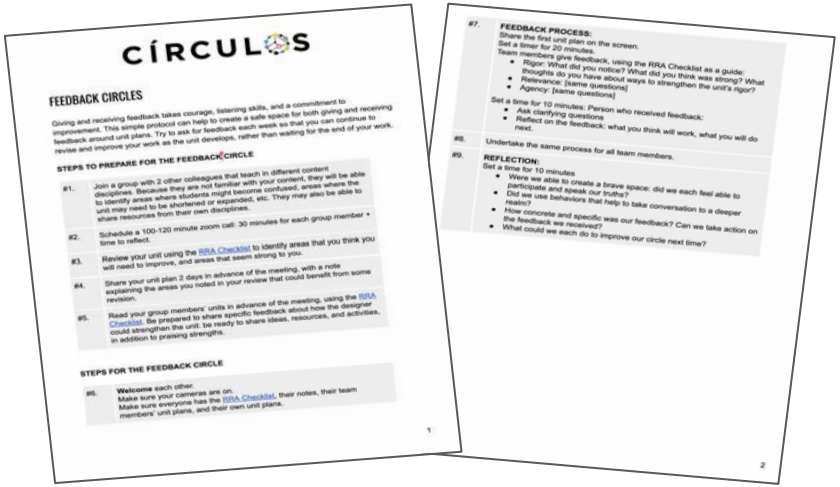
FEEDBACK CIRCLES

Students, Teachers, and Community Members use Feedback Circles to level up their projects throughout the design process.

(1) [Ash & Feather](#) screenplay

(2) [RRA Checklist](#) rubric

(3) [Feedback Circles](#) Protocol



CÍRCULOS

FEEDBACK CIRCLES

Giving and receiving feedback takes courage, listening skills, and a commitment to improvement. This simple protocol can help to create a safe space for both giving and receiving feedback around unit plans. Try to ask for feedback each week so that you can continue to revise and improve your work as the unit develops, rather than waiting for the end of your work.

STEPS TO PREPARE FOR THE FEEDBACK CIRCLE

#1. Join a group with 2 other colleagues that teach in different content disciplines. Because they are not familiar with your content, they will be able to identify areas where students might become confused, areas where the unit may need to be shortened or expanded, etc. They may also be able to share resources from their own disciplines.

#2. Schedule a 100-120 minute zoom call: 30 minutes for each group member + time to reflect.

#3. Review your unit using the RRA Checklist to identify areas that you think you will need to improve, and areas that seem strong to you.

#4. Share your unit plan 2 days in advance of the meeting, with a note explaining the areas you noted in your review that could benefit from some revision.

#5. Read your group members' units in advance of the meeting, using the RRA Checklist. Be prepared to share specific feedback about how the designer could strengthen the unit: be ready to share ideas, resources, and activities, in addition to praising strengths.

STEPS FOR THE FEEDBACK CIRCLE

#6. **Welcome** each other.
Make sure your cameras are on.
Make sure everyone has the RRA Checklist, their notes, their team members' unit plans, and their own unit plans.

1

#7. **FEEDBACK PROCESS:**
Share the first unit plan on the screen.
Set a timer for 20 minutes.
Team members give feedback, using the RRA Checklist as a guide:
- Rigor: What did you notice? What did you think was strong? What thoughts do you have about ways to strengthen the unit's rigor?
- Relevance: [same questions]
- Agency: [same questions]

Set a time for 10 minutes: Person who received feedback:
- Ask clarifying questions
- Reflect on the feedback: what you think will work, what you will do next.

#8. Undertake the same process for all team members.

#9. **REFLECTION:**
Set a time for 10 minutes
- Were we able to create a brave space: did we each feel able to participate and speak our truths?
- Did we use behaviors that help to take conversation to a deeper realm?
- How concrete and specific was our feedback? Can we take action on the feedback we received?
- What could we each do to improve our circle next time?

2

FALL 2020
INTERDISCIPLINARY PBL UNITS
FEEDBACK CIRCLE

reDesign

XQ The Super School Project

SANTA ANA UNIFIED SCHOOL DISTRICT

CÍRCULOS

FEEDBACK SIMULATION

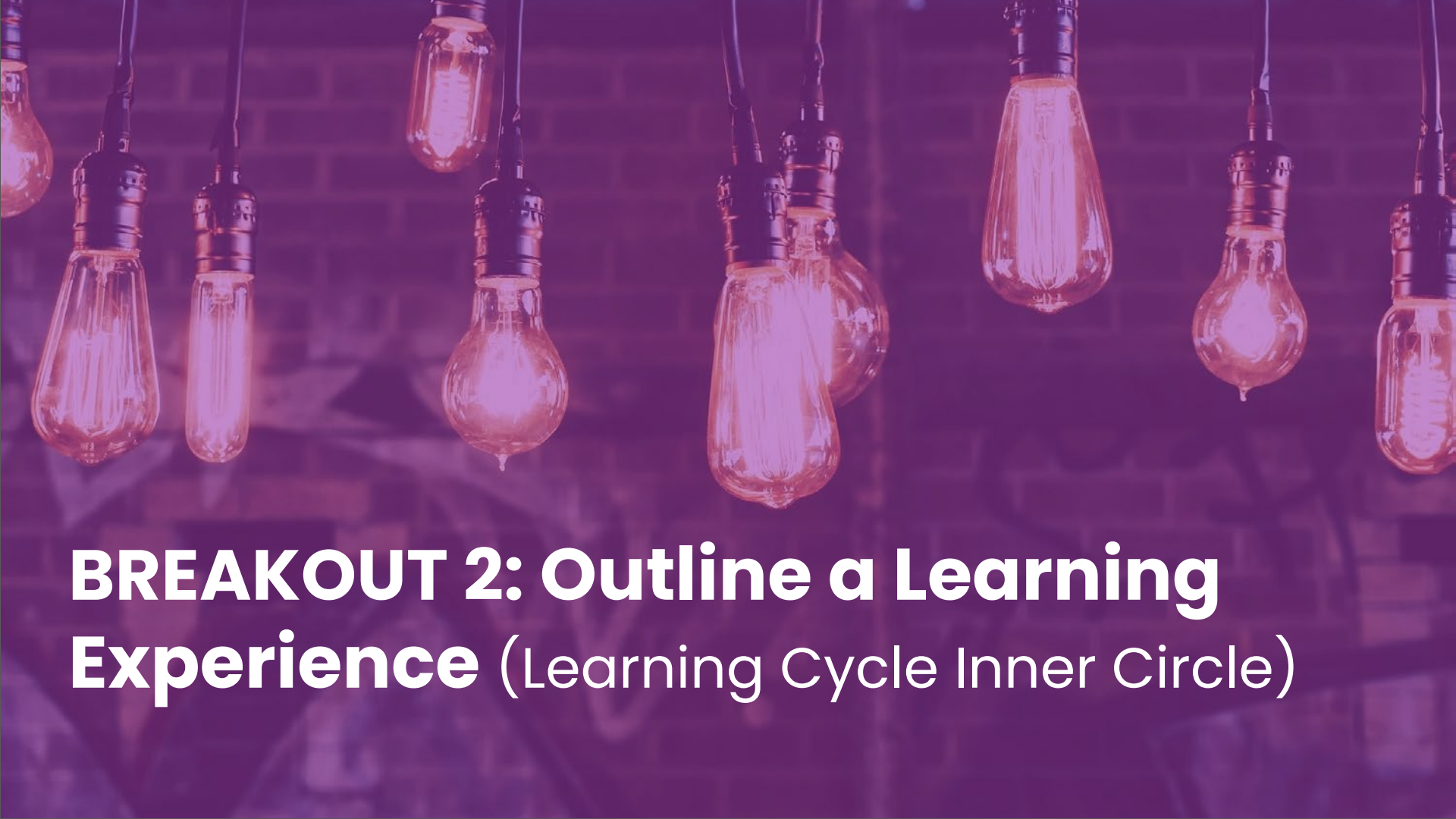
1. **RRA checklist** (2 minutes to review) (LINK)
2. **Preview Ash & Feather** (using RRA rubric, 5 minutes) (LINK)
    a. **Jot down notes on the following (within each category, Rigor, Relevance, Agency)**
        i. **What did you notice?**
        ii. **What was strong?**
        iii. **What could be strengthened?**
3. **Feedback Protocol** (LINK)
    a. **Feedback on Project using RRA (10 minutes)**
    b. **Person who received feedback asks clarifying questions, and reflects on next steps**
    c. **Reflection on process for whole team**
        i. Were we able to create a brave space: did we each feel able to participate and speak our truths?
        ii. Did we use behaviors that help to take conversation to a deeper realm?
        iii. How concrete and specific was our feedback? Can we take action on the feedback we received?
        iv. What could we each do to improve our circle next time?

SYNTHESIZE & REFLECT:

- One new insight or idea to take forward
- Plus/deltas on the session itself

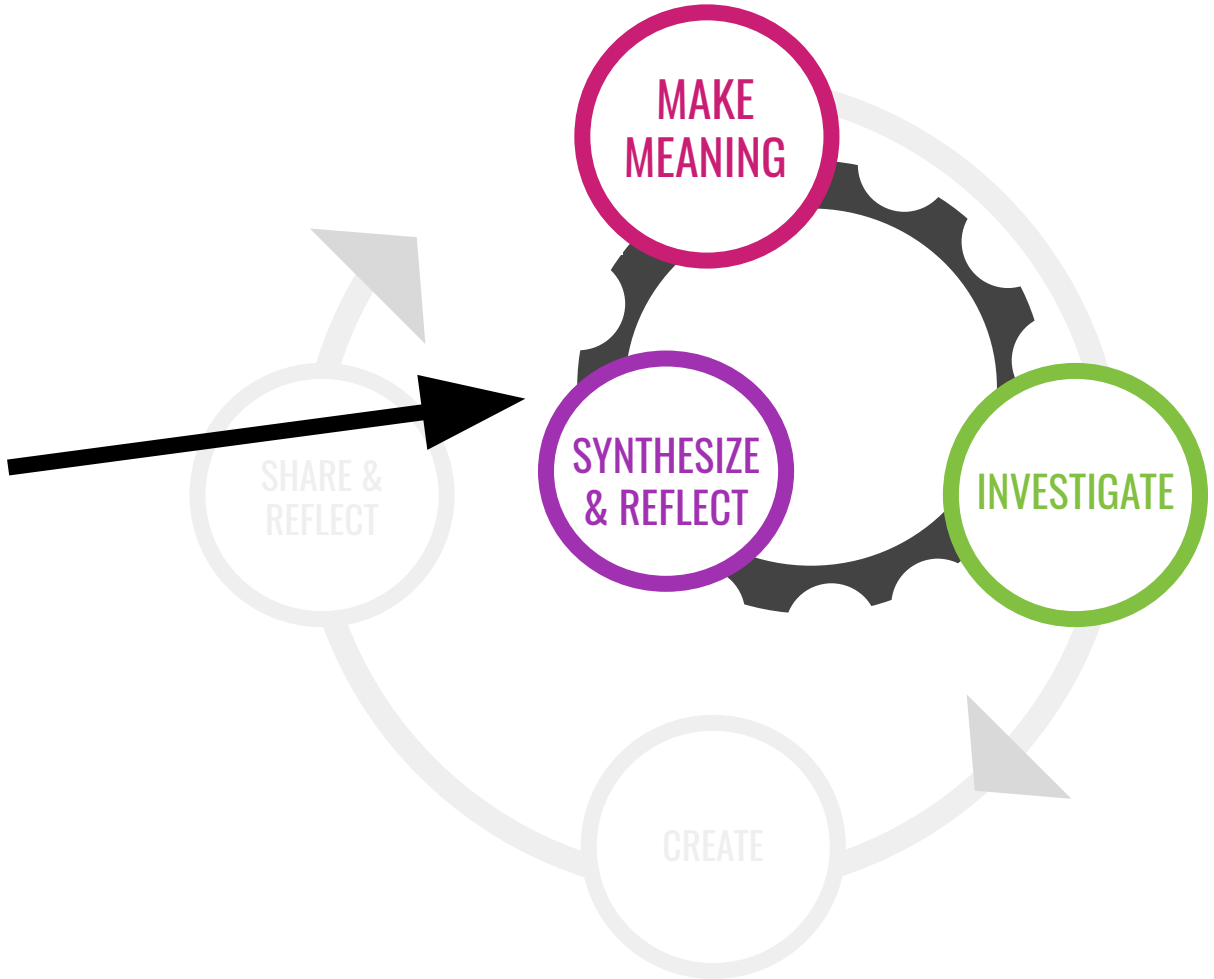
Quick Feedback

One-Minute Survey: https://www.surveymonkey.com/r/Aurora_11-12



BREAKOUT 2: Outline a Learning Experience (Learning Cycle Inner Circle)

the learning experience (or “lesson”)

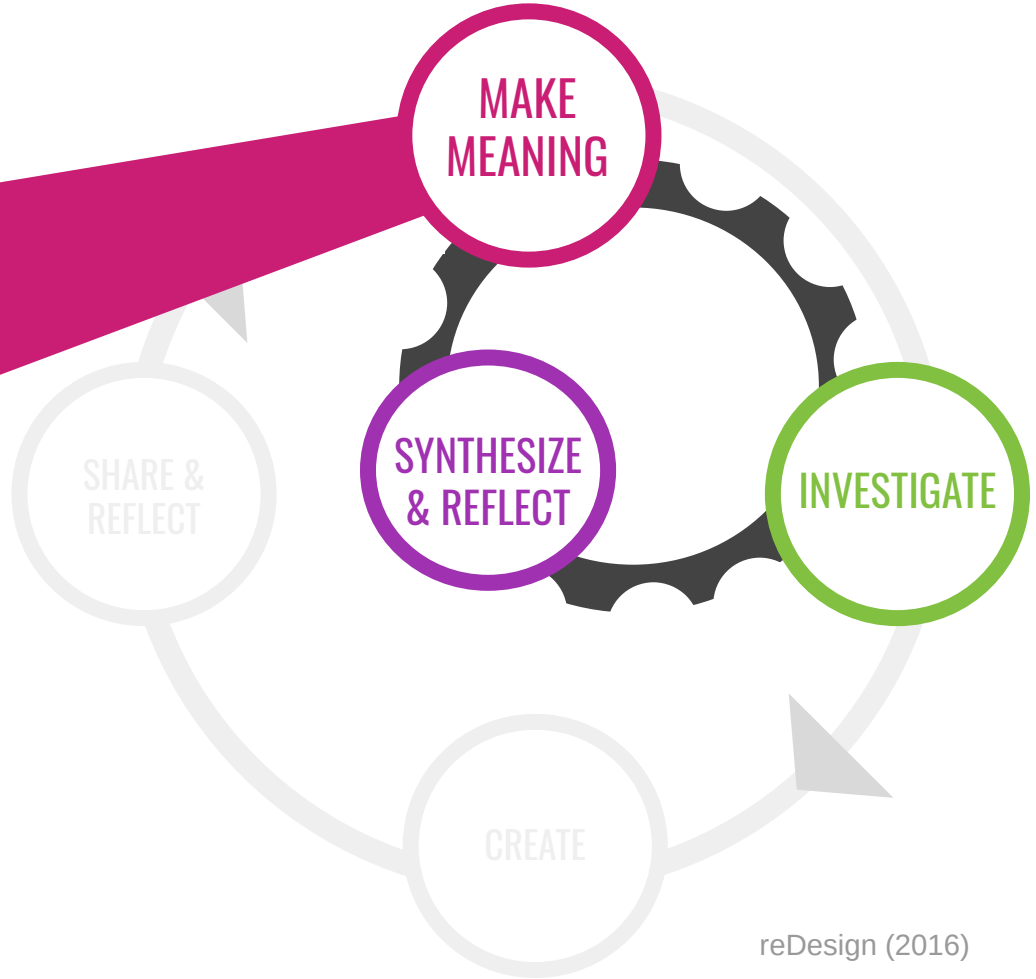


reDesign (2016)

AT THE LEARNING EXPERIENCE LEVEL:

MAKE MEANING

- ★ Orient learners to the LE's purpose and success criteria
- ★ Activate prior knowledge and cultural schema
- ★ Pose a provocation for collaboration and productive struggle (e.g., Math, Inquiry)
- ★ Introduce new material, while explicitly modeling skills and strategies

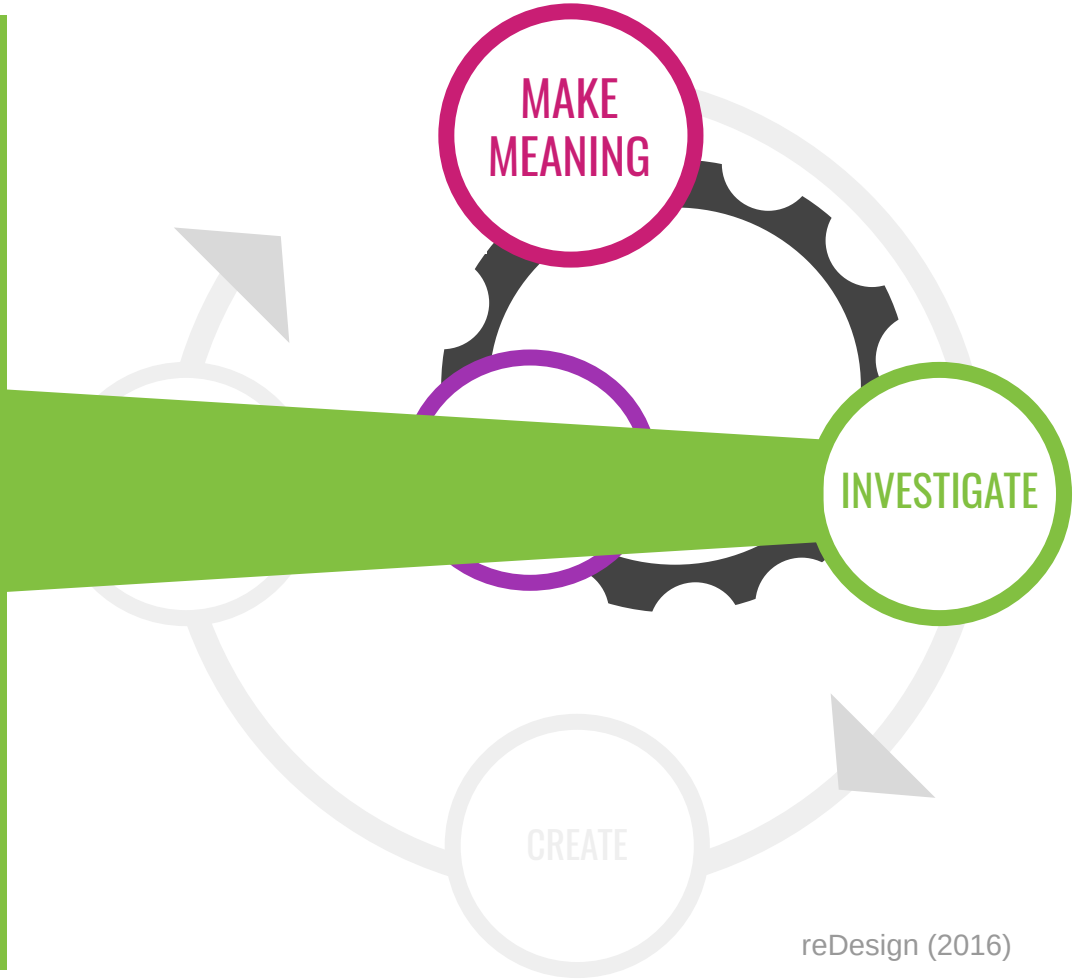


reDesign (2016)

AT THE LEARNING EXPERIENCE LEVEL:

INVESTIGATE

- ★ Learners practice and apply new skills and concepts
- ★ Learners collaborate with others while make meaningful decisions about their learning time
- ★ Teacher facilitates check-ins and conferences with students, gathering real-time data and providing timely, individualized supports



reDesign (2016)

AT THE LEARNING EXPERIENCE LEVEL:

SYNTHESIZE & REFLECT

- ★ Learners are prompted to consciously connect old and new understandings, and articulate new insights
- ★ Learners demonstrate and/or reflect on evidence of meeting the learning target
- ★ Learners reflect on their learning process and decision-making

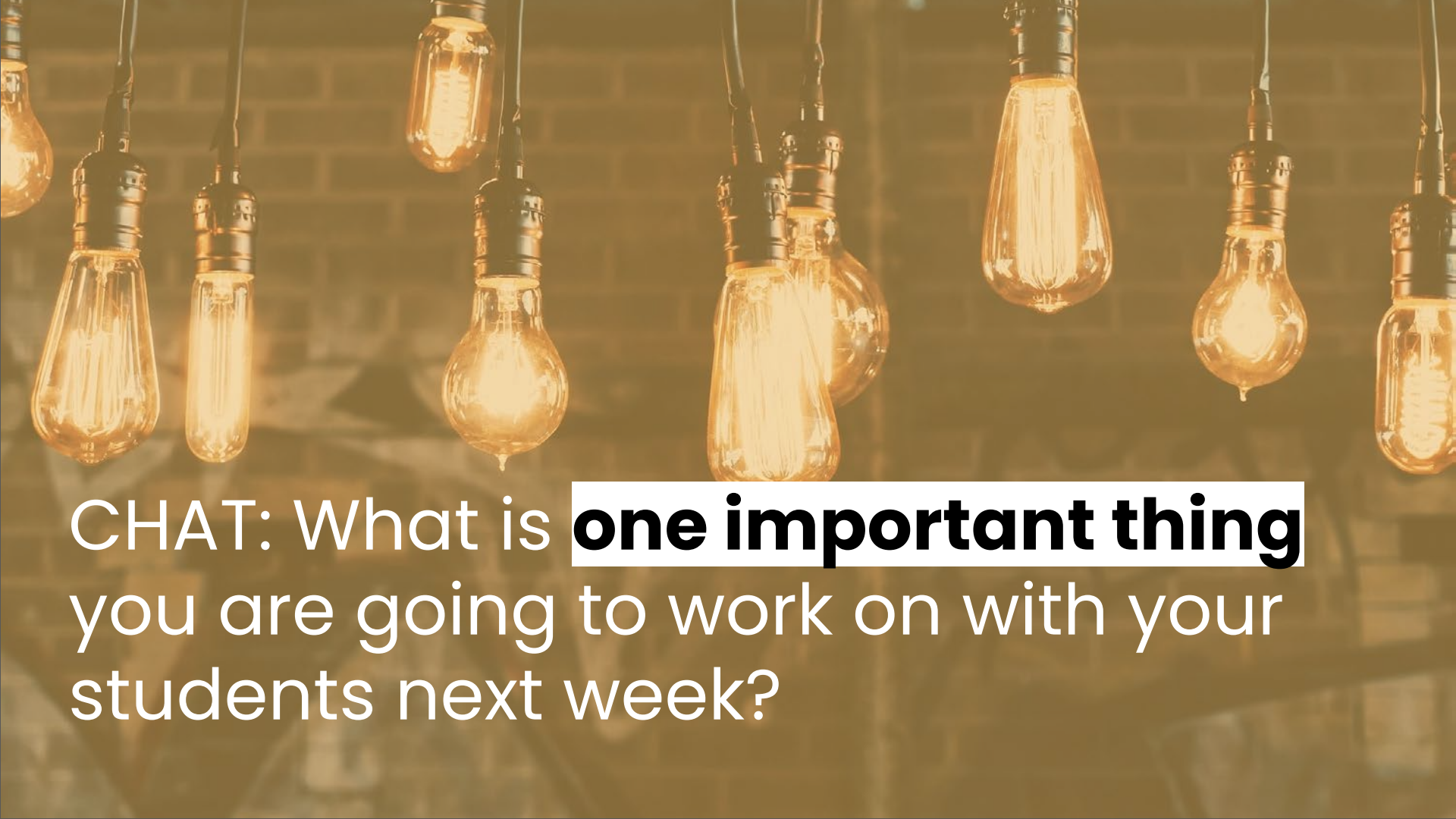
reDesign (2016)

DESIGN SPRINT

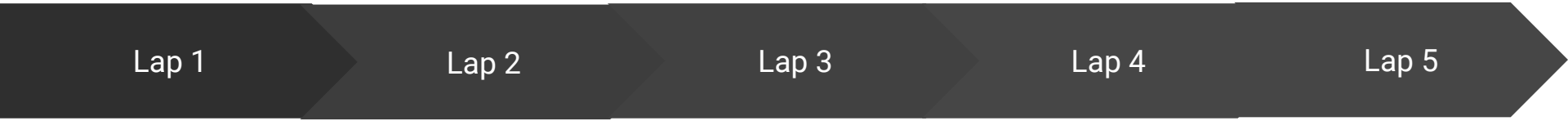
Ready: Prepare your mindset - What is a sprint like for you?

Set: Pick a focus: grade level(s), disciplinary idea(s), learning goal(s)

GO: The facilitator will guide you through the steps and timing - trust the process!


CHAT: What is one important thing you are going to work on with your students next week?

5 LAPS: Frame a Learning Experience



FOCUS
What's 1 thing students will learn next week?

Outline 1-3 key points!

Articulate an exploratory question

MAKE MEANING
How can you activate students' prior knowledge about this topic?

[check out the reD Lab: Learning Activities for ideas]

INVESTIGATE
What activities could help students learn these important ideas?

[check out the reD Lab: Learning Activities for ideas]

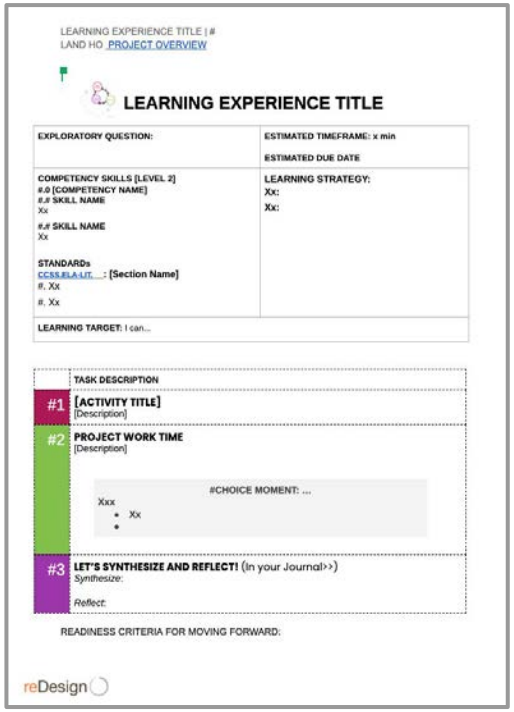
INVESTIGATE
What **#CHOICE MOMENTS** could you create?

[check out some of the Land Ho Learning Experiences]

SYNTHESIZE
What could students create that would help them consolidate new learning?

[check out some of the Land Ho Learning Experiences]

LEARNING EXPERIENCE TEMPLATE [MAKE A COPY]



LEARNING EXPERIENCE TITLE | #
LAND HO PROJECT OVERVIEW

LEARNING EXPERIENCE TITLE

EXPLORATORY QUESTION:	ESTIMATED TIMEFRAME: x min ESTIMATED DUE DATE
COMPETENCY SKILLS [LEVEL 2] #.0 [COMPETENCY NAME] #.# SKILL NAME Xx #.# SKILL NAME Xx STANDARDs CCSS.ELA-LIT. : [Section Name] #. Xx #. Xx	LEARNING STRATEGY: Xx: Xx:
LEARNING TARGET: I can...	

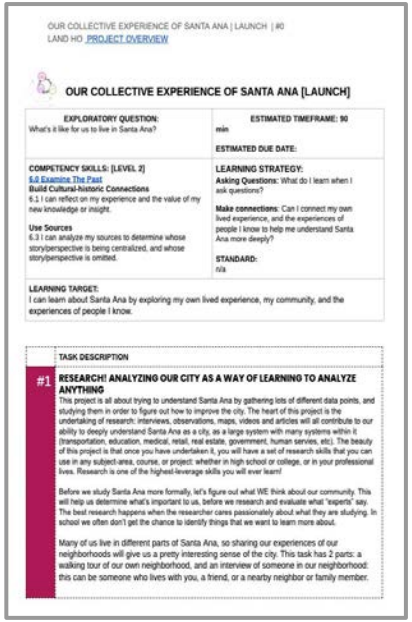
	TASK DESCRIPTION
#1	[ACTIVITY TITLE] [Description]
#2	PROJECT WORK TIME [Description] #CHOICE MOMENT: ... Xxx • Xx •
#3	LET'S SYNTHESIZE AND REFLECT! (In your Journal>>) Synthesize: Reflect:

READINESS CRITERIA FOR MOVING FORWARD:

reDesign

LAND HO EXAMPLES

STUDENT LEARNING EXPERIENCE



OUR COLLECTIVE EXPERIENCE OF SANTA ANA | LAUNCH | #0
LAND HO PROJECT OVERVIEW

OUR COLLECTIVE EXPERIENCE OF SANTA ANA [LAUNCH]

EXPLORATORY QUESTION: What's it like for us to live in Santa Ana?	ESTIMATED TIMEFRAME: 90 min ESTIMATED DUE DATE:
COMPETENCY SKILLS: [LEVEL 2] 6.0 Examine The Past Build Cultural-historic Connections 6.1 I can reflect on my experience and the value of my new knowledge or insight. Use Sources 6.3 I can analyze my sources to determine whose story/perspective is being centralized, and whose story/perspective is omitted.	LEARNING STRATEGY: Asking Questions: What do I learn when I ask questions? Make connections: Can I connect my own lived experience, and the experiences of people I know to help me understand Santa Ana more deeply? STANDARD: n/a
LEARNING TARGET: I can learn about Santa Ana by exploring my own lived experience, my community, and the experiences of people I know.	

	TASK DESCRIPTION
#1	RESEARCH! ANALYZING OUR CITY AS A WAY OF LEARNING TO ANALYZE ANYTHING This project is all about trying to understand Santa Ana by gathering lots of different data points, and studying them in order to figure out how to improve the city. The heart of this project is the undertaking of research: interviews, observations, maps, videos and articles will all contribute to our ability to deeply understand Santa Ana as a city, as a large system with many systems within it (transportation, education, medical, retail, real estate, government, human servies, etc). The beauty of this project is that once you have undertaken it, you will have a set of research skills that you can use in any subject-area, course, or project: whether in high school or college, or in your professional lives. Research is one of the highest-leverage skills you will ever learn! Before we study Santa Ana more formally, let's figure out what WE think about our community. This will help us determine what's important to us, before we research and evaluate what 'experts' say. The best research happens when the researcher cares passionately about what they are studying. In school we often don't get the chance to identify things that we want to learn more about. Many of us live in different parts of Santa Ana, so sharing our experiences of our neighborhoods will give us a pretty interesting sense of the city. This task has 2 parts: a walking tour of our own neighborhood, and an interview of someone in our neighborhood: this can be someone who lives with you, a friend, or a nearby neighbor or family member.

STUDENT PROJECT OVERVIEW

PROJECT OVERVIEW SHEET — PROJECT: LAND HO

WHAT'S THIS PROJECT ALL ABOUT?

ESSENTIAL QUESTION

What makes a city and the neighborhoods within it livable? How can we ensure that livability is equitable for all residents through the use of land in our area?

EXPLORATION DESCRIPTION

Have you ever wondered how neighborhoods change and evolve over time? What did your neighborhood used to look like? What will it look like in 10 years? 20 years? What stores will exist? Where will people live? In this unit, you are going to explore the different factors that influence a community and the ways an area's space is used.

Land use and the factors that determine how parts of a community are developed are massive influences on communities throughout human society. The area of Orange County in California is one of the most diverse and interesting examples of land usage in the United States. The evolution of the area of Santa Ana and how it has been developed is particularly complicated. In this unit, you will explore all the factors, both explicit and hidden, that have shaped and continue to shape the area you live in. Some of these factors you probably know about, while others may surprise you.

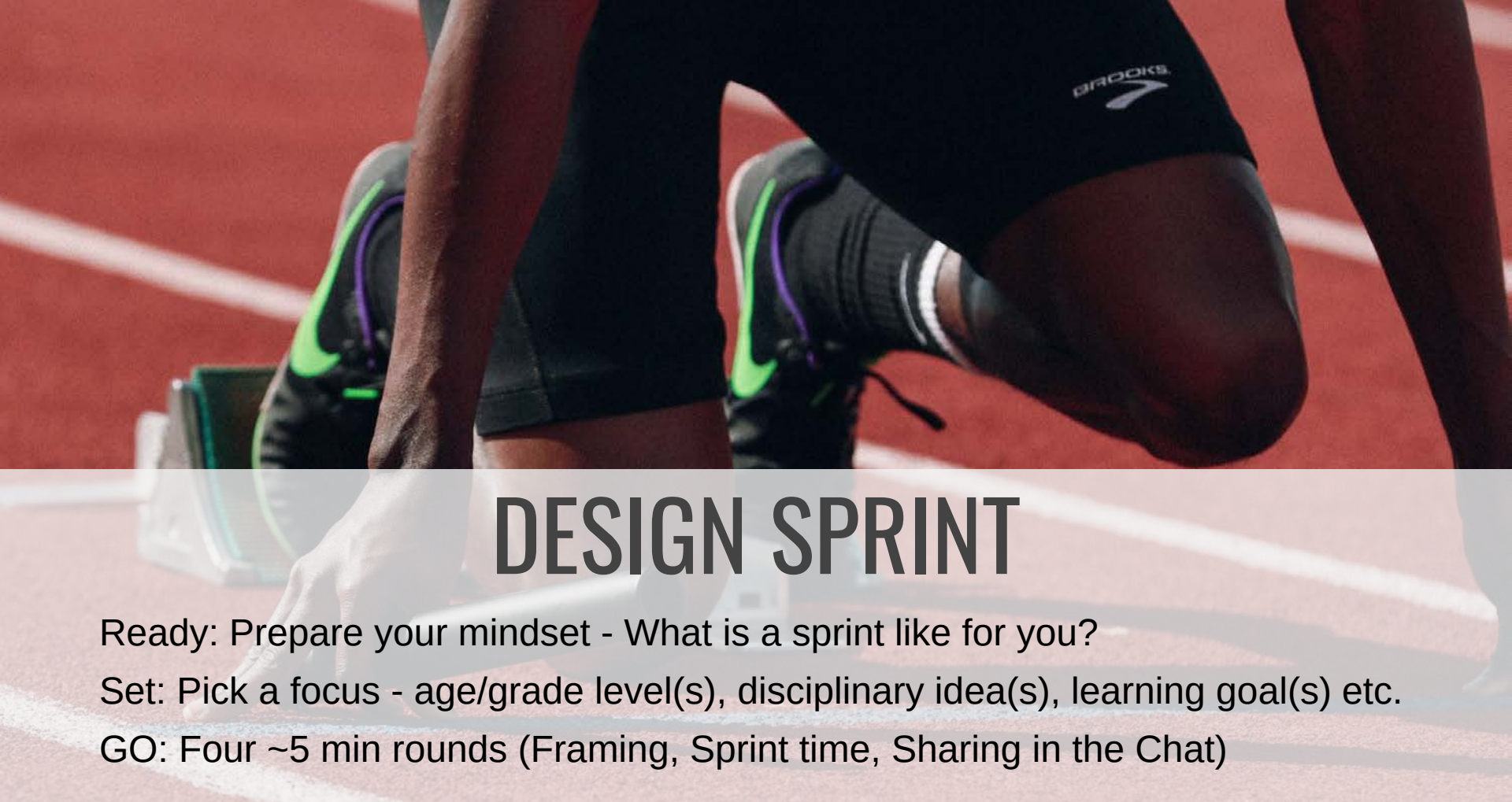
SYNTHESIZE & REFLECT:

- One new insight or idea to take forward
- Plus/deltas on the session itself

Quick Feedback

One-Minute Survey: https://www.surveymonkey.com/r/Aurora_11-12

BREAKOUT 3: Create a Project Frame (Learning Cycle Outer Circle)



DESIGN SPRINT

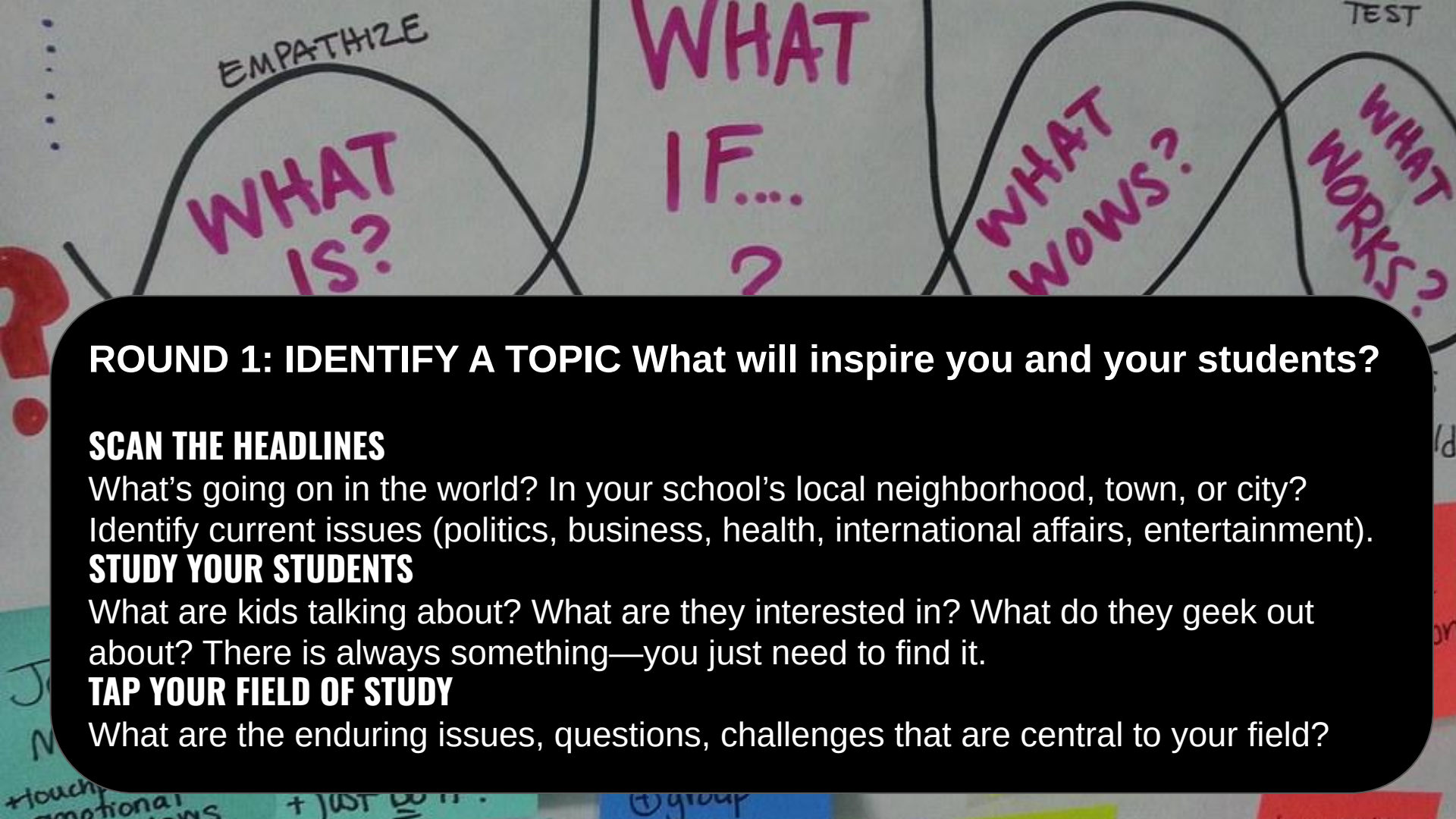
Ready: Prepare your mindset - What is a sprint like for you?

Set: Pick a focus - age/grade level(s), disciplinary idea(s), learning goal(s) etc.

GO: Four ~5 min rounds (Framing, Sprint time, Sharing in the Chat)

FOUR LAPS: Sketch a Project Idea

Round 1	Round 2	Round 3	Round 4
What will inspire you and your students?	What driving question could engage learners in the topic and context?	What kinds of products could students create for what authentic audiences and purposes?	What foundational skill could you scaffold between now and when you launch your project?



ROUND 1: IDENTIFY A TOPIC What will inspire you and your students?

SCAN THE HEADLINES

What's going on in the world? In your school's local neighborhood, town, or city? Identify current issues (politics, business, health, international affairs, entertainment).

STUDY YOUR STUDENTS

What are kids talking about? What are they interested in? What do they geek out about? There is always something—you just need to find it.

TAP YOUR FIELD OF STUDY

What are the enduring issues, questions, challenges that are central to your field?

ROUND 2: DRAFT A DRIVING QUESTION: What driving question could engage learners in the topic and context?

NUTRITION

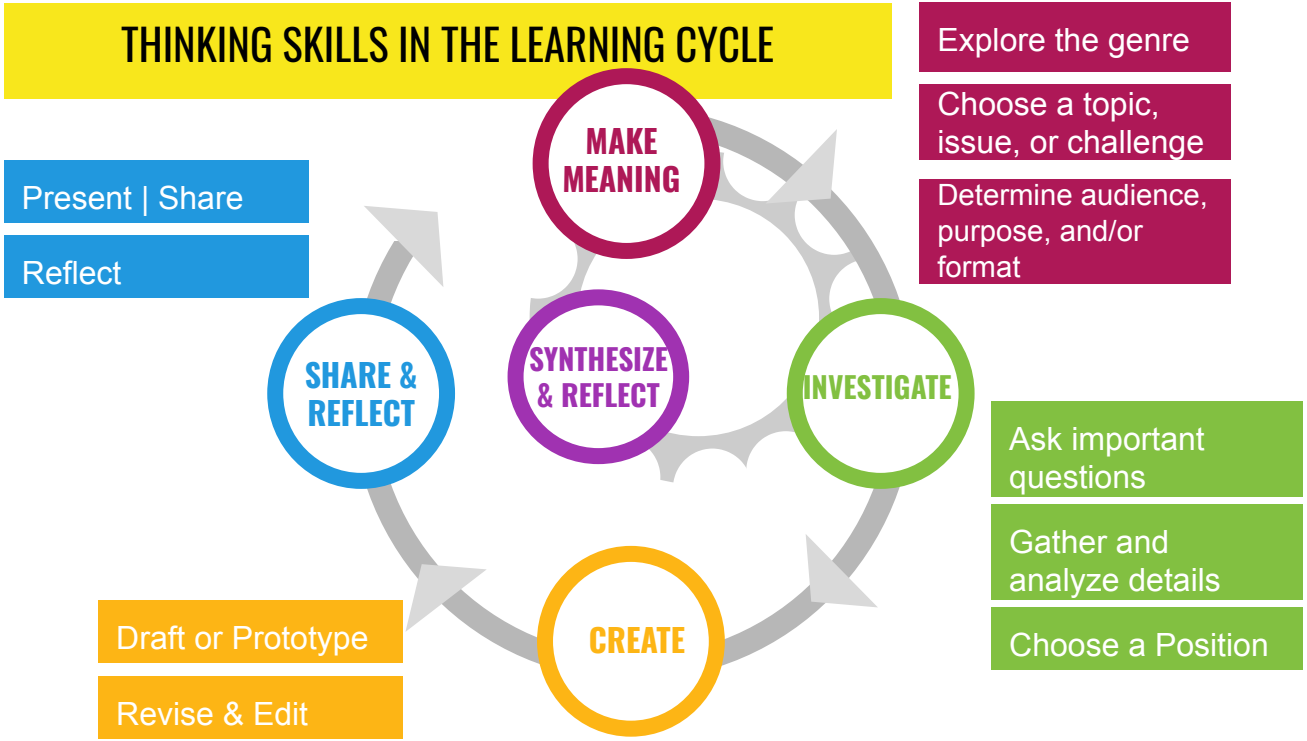
HOW HEALTHY IS MY RELATIONSHIP WITH FOOD?

ROUND 3: What kinds of products could students create for what authentic audiences and purposes?

Nutrition Examples:

- Develop a set of health and wellness recommendations for the school to consider presented as a multimedia presentation.
- Create a food profile for yourself and a food access map for our community.
- Create a socially inclusive entrepreneurship or community action proposal for creating a just food system

ROUND 4: SPIRAL PRACTICE What foundational skill could you scaffold between now and the launch of your project?



Nutrition Examples:

- **Examine Exemplars** → develop criteria for effective recommendations
- **Summarizing a Text** → research food deserts
- **Using Feedback** → refine the proposal and presentation delivery

SYNTHESIZE & REFLECT:

- One new insight or idea to take forward
- Plus/deltas on the session itself

Quick Feedback

One-Minute Survey: https://www.surveymonkey.com/r/Aurora_11-12

A FEW THINGS FOR THE ROAD

Check out more on these resources in our #Aurora2020 Session: Meeting Students Where They Are: Competency-Based Pedagogy that Works for Remote and In-Person Learning

CÍRCULOS

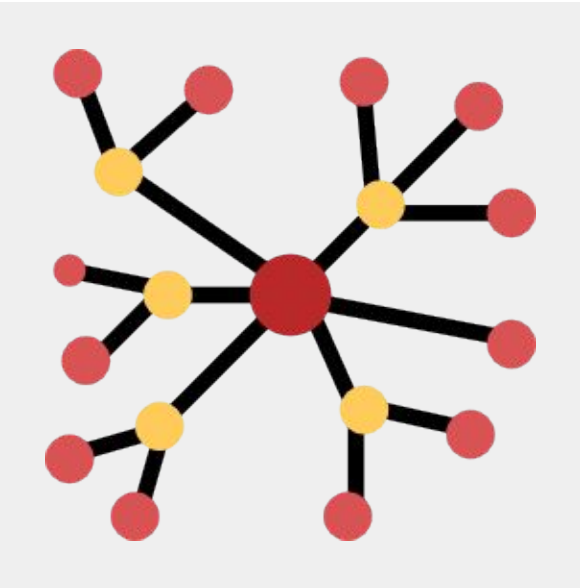
Photo by Kimberly S.

Insecurities

Insecurities are habits built by doubt. As a child, I was bubbly and loud. If you were to see a picture of me smiling, you could almost hear it. A child free from worries, excited for each day. That is until I look in the mirror for too long. I begin to notice every little imperfection, from head to toe, everything seems so out of place. Constantly looking at a scale to determine what I wear. Constantly practicing a smile so others won't ask, "What's wrong" as if they cared. Constantly trying to make my parents proud only to be told, "Try harder." Constantly laughing off insults in the form of a joke by my "friends". People don't understand how their words can hurt others. A small joke to you could be the person's deepest insecurity. I'm slowly learning to dance with my insecurities because to me they are like a shadow. They whisper so that only I can hear them. Looking in the mirror first thing in the morning can be the worst thing at times. I just stare at my balten face with only sorrow. From my under bags that hang like crescent moons, to my shadows whispering that I am unloved. To them telling me that I could always stand to lose a few pounds. To them telling me that I will be forgotten. It doesn't matter at times because at the end of the day, they have always been there, sometimes they scream and sometimes they whisper, but it's not like I can get rid of them, even if I wanted to.

By: Kimberly S.

what does the brain do while learning?



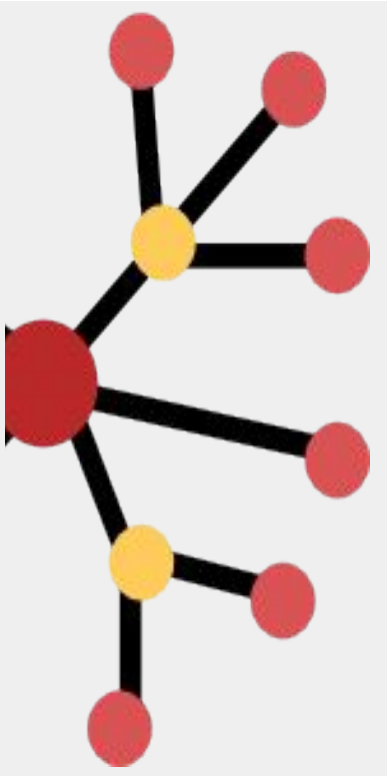
Learning is the process of building, adapting, and expanding one's schema. Schema are a way to organize knowledge in the brain.

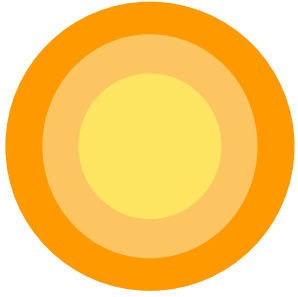
ASSIMILATION: Integrating new information into existing schema to expand and complexify the schema

ACCOMMODATION: Processing new information which requires schema to adapt, or for new schema to be created

--Jean Piaget, 1957

key ingredients for designing for deep learning (e.g. extensive, rapid, schema building)





THE ZONE OF PROXIMAL DEVELOPMENT
--Vygotsky--

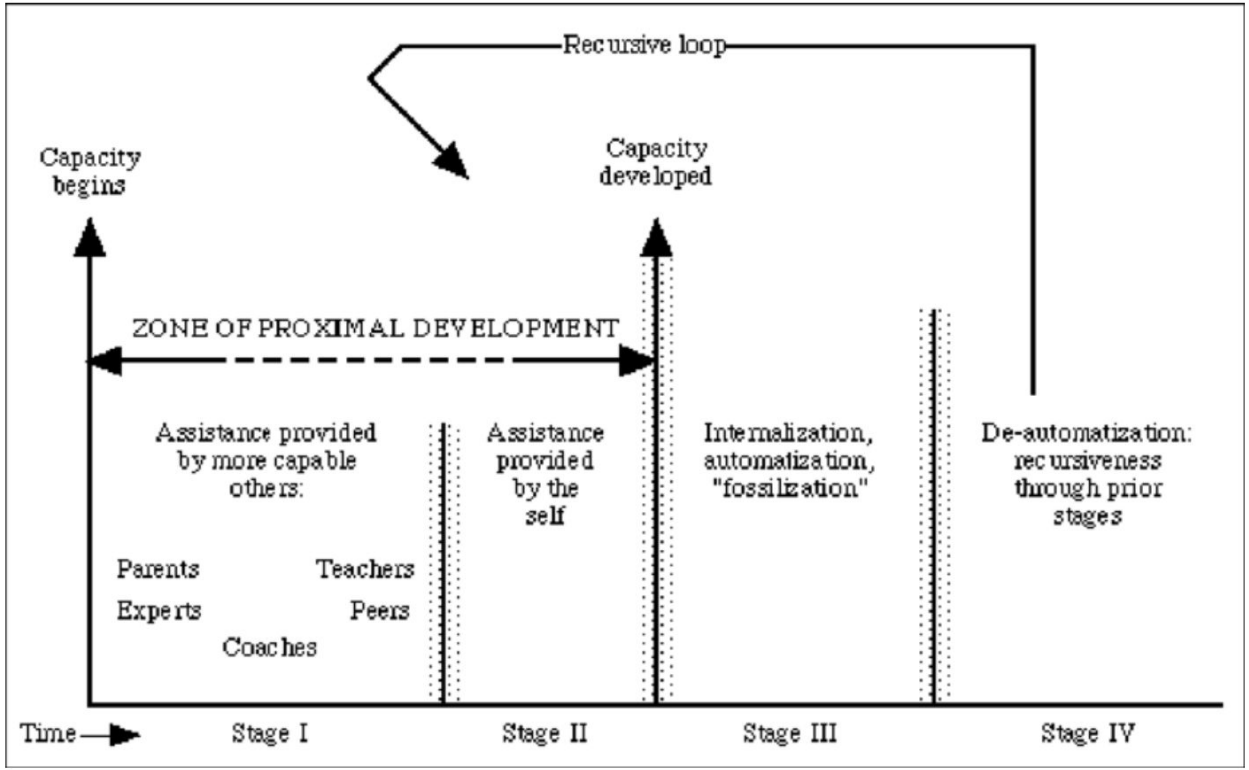
CULTURAL RELEVANCE
-- Ladson Billings--
--Gay--
--Hammond--

COMMUNITY
-- Vygotsky--
--Kuhl--
--Hammond--

SELF-REGULATED LEARNING STRATEGIES
--Zimmerman--

ingredient #1: organizing learning inside learners' ZPD

THE ZONE OF PROXIMAL DEVELOPMENT
--Vygotsky--



--Vygotsky, 1978

ingredient #2: cultural relevance

CULTURAL
RELEVANCE
-- Ladson Billings--
--Hammond--

“Cultural values and learning practices transmitted from our parents and community guide how the brain wires itself to process information and handle relationships. Neural pathways are over-developed around one's cultural ways of learning.” Cultural relevance requires us to:

- Understand the cultural dimensions of communalism
- Identify, understand, and honor the cultural capital learners have developed
- Build trusting relationships with learners: stress, anxiety, and mistrust block cognition

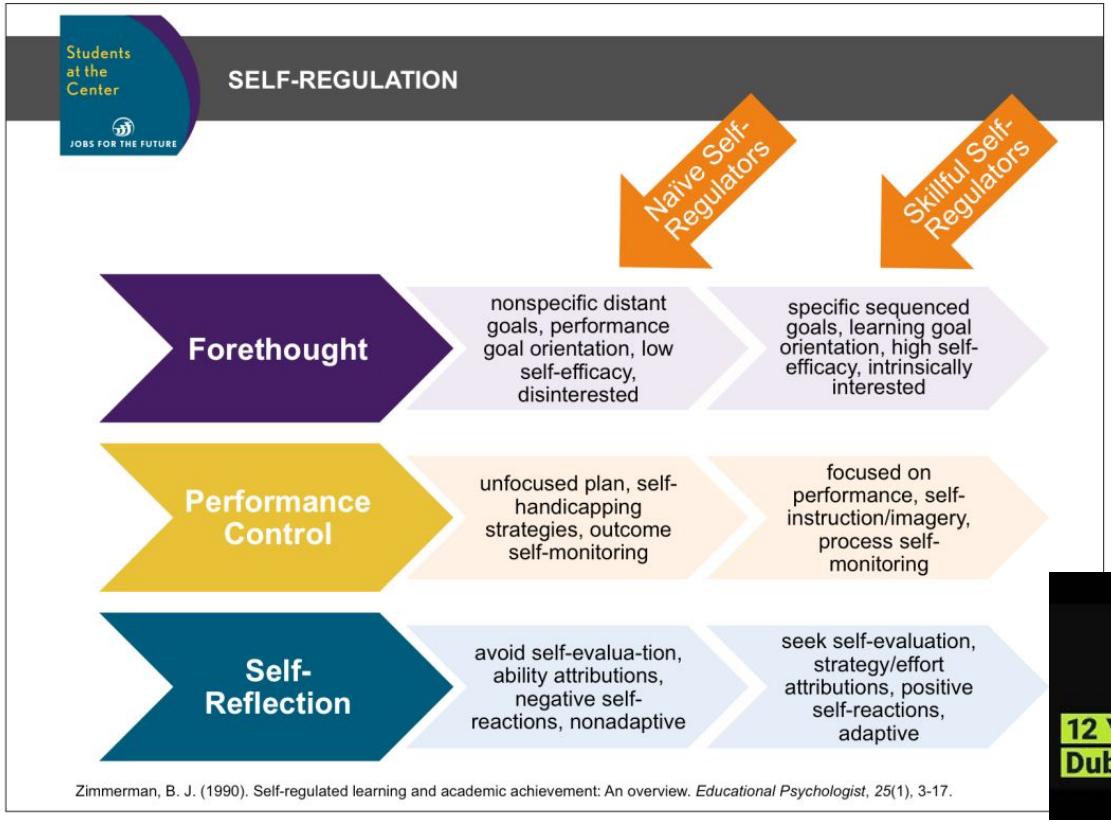
--Zaretta Hammond, 2015

ingredient #3 community: learning is socially constructed

COMMUNITY
-- Vygotsky--
--Kuhl--
--Hammond--

--Kuhl, 2018

ingredient #4: independent learning strategies

SELF-REGULATED LEARNING STRATEGIES
--Zimmerman--

[--Zimmerman, 1986]