# **FY25 Deeper Learning Implementation Network Details**

# **Overview**:

The [vision](https://www.doe.mass.edu/bese/docs/fy2023/2023-05/item7.1-educational-vision.pdf) of the Massachusetts Department of Elementary and Secondary Education (DESE) is that all students, as a result of their public education, attain academic knowledge and skills, understand and value self and others, and engage with the world so that they can be curious and creative, shape their path, feel connected, and be empowered. To achieve this vision, we believe schools and systems must create the conditions, goals, and outcomes aimed to ensure all students, especially those who have been historically underserved, regularly engage in [Deeper Learning](https://www.doe.mass.edu/kaleidoscope/overview.html). In these schools, all students have consistent access to grade-level work that is relevant, real-world, and interactive, so that all students demonstrate mastery of grade-level knowledge and skills, develop their social and academic identities, and exercise their creativity to show what they know and can do.

The Deeper Learning Implementation Network is a one-year partnership, with an option to continue collaboration for future years, that will offer strategic implementation support to instructional leadership teams seeking to strengthen skillful implementation of high-quality instructional materials, strong instruction, and culturally and linguistically sustaining practices to advance deeper learning within their school and district.

In partnership with the Kaleidoscope Collective for Learning, schools will identify two to three instructional priorities that are aligned to Deeper Learning, as outlined in the [Deeper Learning Guidance Tool](https://www.doe.mass.edu/kaleidoscope/dl-guidance-tool.docx) and [DESE Classroom Observation Tool,](https://www.doe.mass.edu/kaleidoscope/planning/protocols/default.html) and use twelve-week implementation cycles to create and implement action plans, set goals and benchmarks, and monitor progress. As part of action planning, schools will leverage and improve one or more of their instructional systems or structures[[1]](#footnote-2), including the use of instructional planning routines, to support and sustain school-wide progress. To measure progress towards their priorities, schools and districts, in partnership with Kaleidoscope, will engage in learning walks throughout the year using the DESE Classroom Observation Tool[[2]](#footnote-3).

# **Eligibility:**

The Deeper Learning Implementation Network is only open to public and charter schools and districts who have attended the 2023 or 2024 Instructional Leadership Institutes or who have participated in a previous Deeper Learning Implementation Grant or Kaleidoscope Collective for Learning cohort. Interested schools and districts should apply by completing the brief application here: [Deeper Learning Implementation Network Application](https://survey.alchemer.com/s3/7991895/Deeper-Learning-Partnership-Application-SY-24-25). Applications are due on **September 24th by 5:00pm.** The Kaleidoscope team will review all applications and select up to 10 districts into the network.

# **Grant Eligibility:**

Schools and districts accepted into the Deeper Learning Implementation Network will have the opportunity to apply for funding for the 2024 school year through a targeted grant (*pending funding availability)* to support progress toward their identified instructional priorities. Grants for the second year of the network will be based on funding availability. Funds may be used for stipends and/or costs for ongoing professional development or curriculum work (e.g., stipends, substitutes, etc.). More information will be provided to participating schools and districts.

# **Commitment + Key Members:**

To participate in the Deeper Learning Implementation Network, schools and districts must be committed to and have the capacity for developing and refining their instructional systems and structures in order to advance deeper learning for all students across their school. Therefore, this partnership will focus on a collaboration with key members of a school’s leadership team, including the principal, and at least one district-level representative. While all members of the full school and/or district instructional leadership team may not be able to participate in all partnership activities, teams must be committed to creating intentional moments throughout the partnership to share learning with the broader team in order to build a shared depth of understanding around the instructional priorities among the school and district team. In addition, at least the principal and district leader should be available to attend two to three in-person and/or virtual offsite professional learning opportunities coordinated by the Kaleidoscope team.

To support the Kaleidoscope team’s progress monitoring, ongoing learning, and program evaluation, schools will be required to participate in the following activities: surveys for educators and leaders, focus groups with students and/or staff, and walkthroughs using the DESE Classroom Observation Tool.

# **Key Activities:**

Kaleidoscope will support leaders in identifying two to three instructional priorities that are aligned to Deeper Learning, determining key actions to improve and build the coherence of instructional leadership systems, and monitoring progress through the following activities:

* Engaging in ongoing walkthroughs to examine implementation of instructional materials and pedagogy utilizing the DESE Classroom Observation Tool and/or equivalent school/district-specific look-fors
* Calibrating on feedback and school-wide trends, and discussing implementation strategies
* Examining existing lessons or units to assess current alignment to the vision of Deeper Learning and planning instructional improvements
* Practicing the use of instructional planning routines (i.e. unit unpacking, lesson internalization, and student work review tools) and supporting educator and/or team use (*Note: DESE has a collection of* [*Instructional Planning tools*](https://www.doe.mass.edu/kaleidoscope/planning/protocols/default.html) *that schools and districts may pilot within their school.)*
* Establishing, refining, or routinizing a cycle of instructional planning & feedback
* Planning, observing, and/or providing feedback on one of the following as part of the implementation cycle: an upcoming PD, ILT meeting, or CPT cycle

# **Partnership Timeline**

|  |  |  |  |
| --- | --- | --- | --- |
| **What** | **Who** | **When** | **Activity Type** |
| **Initial Meeting (virtual)** * Overview for Deeper Learning Implementation Network
* Discuss school and district-specific contexts and priorities
* Plan for Kick-off, including first Learning Walk
 | Principal and District Leader*Optional: Additional school leader(s)* | September-early October | **Context and** **Kick-Off** |
| **Half-day kick-off with Kaleidoscope Team (in-person)*** Learning walk with debrief
* Confirm instructional priorities
* Map out year-long goals and outcomes
* Plan first implementation cycle
 | Principal and District Leader*Optional: Additional school leader(s)* | September-October | **Context and** **Kick-Off** |
| **Enact 12-week-long implementation cycles to make progress towards instructional priorities (in-person)*** Launch with a learning walk and planning meeting
* Set a proximal goal based on data
* Identify key actions, including shifts to instructional systems and the use of instructional planning routines
* Create a 12-week plan, including roles, responsibilities, and key benchmarks
* Implement action plan and monitor progress
* Engage in 6-week check-ins to assess progress and determine necessary adjustments to action plan
* Engage in learning walk and an equity pause to evaluate progress towards goal(s) and determine next proximal goal and shift(s)
 | Principal and District Leader*Optional: Additional school leader(s)* | October - May | **Implement, Monitor, & Adjust** |
| **Monthly check-ins with the Kaleidoscope team (in-person and/or virtual)*** May be virtual or on-site and focus on a piece of the implementation cycle above
* May include observing or planning for an educator team meeting(s), PD, coaching meeting(s), etc. to support implementation cycle
* Check-ins are used to support continued calibration, learning, implementation, and progress monitoring
 | Principal and District Leader | Ongoing  | **Implement, Monitor, & Adjust** |
| **Professional Learning (in-person and/or virtual)*** 2-3 half-to-full days
* Including potential site visits to colleagues’ schools
* Some learning may be virtual

*Optional: Invitation to an additional PD series on the use of DESE’s Instructional Planning Routines led by the Kaleidoscope team.* | Principal and District Leader | Tentatively: * November
* Early February
* April
 | **Implement, Monitor, & Adjust** |
| * Learning Walkthroughs to pilot DESE observation tool; districts may use their own tool as well
* Educator Survey (Sept and May)
* Leader Survey (May)
 | Dependent on progress monitoring activity | Ongoing | **Kaleidoscope Progress Monitoring** |

1. Instructional systems and structures include professional development, job-embedded coaching, collaborative teacher time, observations and feedback, and instructional leadership teams. [↑](#footnote-ref-2)
2. Although the Kaleidoscope team will use the DESE Classroom Observation Tool for all learning walks, schools and districts will not be required to adopt this tool and may utilize their own school or district specific look-fors. [↑](#footnote-ref-3)