

How does the D51 Learning Model work?

Creating Learner Agency Through...

Professional Engagement

This might look like teachers...

- * Using unified curriculum and aligned resources to support collaboration with colleagues in learning communities
- * Self-reflecting in your implementation of the D51 Learning Model and Workshop for all practices
- * Sharing student work or best practices within strong learning communities
- * Using D51 Learning Continuas to support your own continuous improvement
- * Collaboration with a D51 Learning Model Coach and/or use of video

Guiding Questions

- How do I employ my Growth Mindset to support my continuous improvement?
- What support do I need to grow as a teacher?



This might look like...

- Teachers facilitating multiple, flexible pathways for learners to engage and demonstrate their learning.
- Teachers using workshop routines, procedures, and systems to create a quality learning environment.
- **Elementary:** Teachers developing flexible groupings in response to a variety of student-demonstrated skills (academic, interests, social-emotional, etc.)
- **Middle/High School:** Teachers developing an environment of support, trust, equity, and inclusivity in Advisory and their content classroom.

Guiding Questions

- What opportunities are provided for learners to take ownership of their learning?
- How do learners reflect, pursue, and improve their learning process?

Learner Agency: The tendency to take purposeful initiative; the opposite of helplessness.

Learner-Centered Environment

Design for Learning

Monitoring Learning

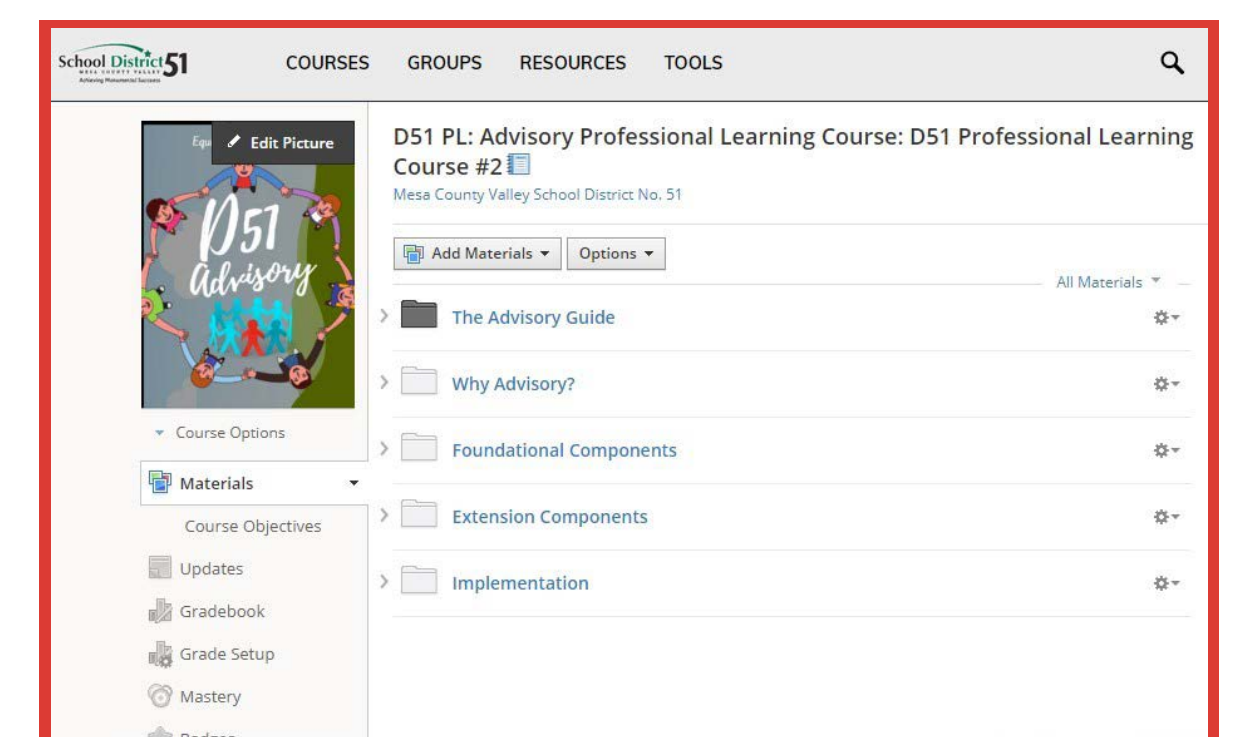


This might look like...

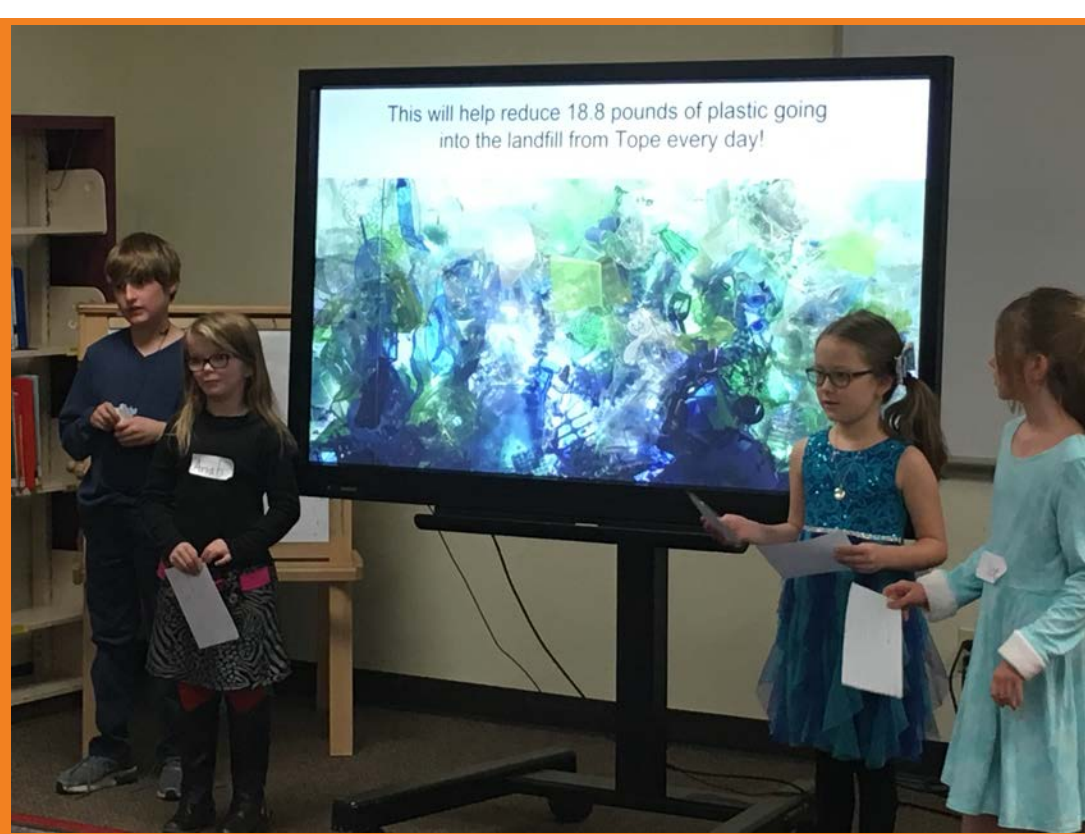
- All lessons and units developed using workshop instructional practices and by determining an end goal and planning backwards from there to help a student reach that goal (backwards planning principles).
- **Elementary:** Developing units of study that use a workshop approach, grade level texts and rigorous thinking and including responsive planning, like guided reading.
- **Middle School:** Developing Schoology-based units based on standards, incorporating authentic assessment tasks, and using D51 Rubrics to support transparent learning experiences for all.
- **High School:** Units and assessment tasks developed based on standards.

Guiding Questions

- How do I intentionally plan with the end in mind, so that learners are empowered to master standards and navigate learning?
- Are learners given opportunities to make important decisions about their learning?



Assessment Criteria: Clearly defined expectations that define the mastering of standards.



This might look like...

- Using rubrics to clarify students' current mastery level and to inform next steps for learning.
- **Elementary:** Using multiple forms of assessment to inform instruction and decision making.
- **Middle School:** Using tools like rubrics and Schoology to make learning expectations transparent.
- **High School:** Providing feedback on standards-based assessment linked to reassessment opportunities in order to give students multiple ways to demonstrate their learning.

Guiding Questions

- How do I make learning expectations, standards, and assessment transparent to all learners?
- How are assessment results used by learners and staff to set goals and gauge progress in order to increase learning ownership?

We cultivate agency for ALL by implementing practices from the Teaching & Learning Framework

HELPFUL TERMS

Backward by Design



A planning approach that begins with the end in mind (the end being mastering of standards).

Code of Collaboration



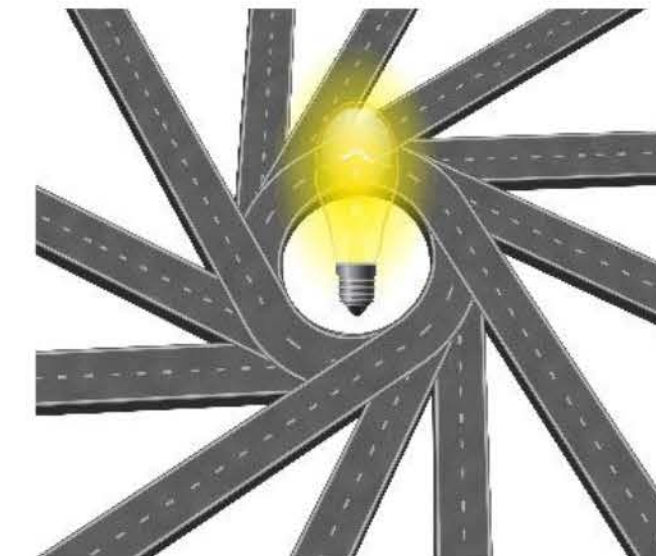
Working together to develop a shared understanding and responsibility for the growth and achievement of all learners.

Social Emotional Learning



Process to acquire and apply the knowledge, attributes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy, establish positive relationships, and make responsible decisions.

Standard Operating Procedures



Step-by-step instructions to help learners carry out a routine.

Workshop Model



A teaching structure that supports students to be creative and responsible in their own learning. Allows teachers to address both the whole group's needs as well as differentiating for the needs of small groups and individuals.