

Architects of Deeper Learning

Intentional Design for
High-Impact Instruction

by Lissa Pijanowski



A Study Guide

BECOME A
LEARNING
ARCHITECT
AND
**Shift Good
Instruction
to Great!**

GETTING STARTED

Organizing Your Study Group

The study of a common professional text can promote engaging and meaningful conversations among colleagues. It can push our thinking and influence our practice while clarifying and extending our own ideas. There are many ways to facilitate a study group, but it is important to foster a climate in which teachers feel safe and free to participate in an exchange of ideas that will foster growth and renewal.

Following are a few things to consider when organizing your study groups:

1. Create a Schedule

Teachers and Leaders are busy people and knowing the expectations for start and end times, locations, and chapter(s) to be read is essential. Identify facilitators for each meeting so the responsibility is shared among the group. End each meeting with a reminder of the study session and assignments.

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2. Consider Group Size

You may want to kick off the discussion with an entire faculty and then break into smaller groups. Often the optimal number is 4-6 to ensure there is time for all to participate in the exchange of ideas. If desired, the larger group can reassemble at the end to debrief.

3. Create a List of Norms

Consensus-driven expectations that are transparent make study groups function with greater ease and increase potential for success. These can be simple and might include ways to engage everyone in the conversation, honor everyone's time, a procedure for refocusing, and the art of listening to understand.

4. Use Study Questions

Provided in this study guide are questions for each chapter that can help jumpstart the conversation. There are various ways to use the questions.

- Create a chart or shared Google Doc with two or three starter questions and ask the group to generate more, personalizing the experience to meet their needs.
- Place questions in an envelope or jar and randomly pull them out for discussion.
- Decide on 3-4 questions and divide the group by interest in the various topics and have participants share their question/response to prompt discussion.
- Use the interactive study guide provided (print or digital) and invite discussion without deciding where to start.
- For a blended model, use Flipgrid to have members pose video responses to the questions prior to a face-to-face discussion.

5. Collaborative Space

Consider creating a collaborative space to house the schedule, questions, responses, classroom applications, resources, and more. Having one location will help to organize and archive the work as well as foster ongoing conversation and a connection to classroom practice.

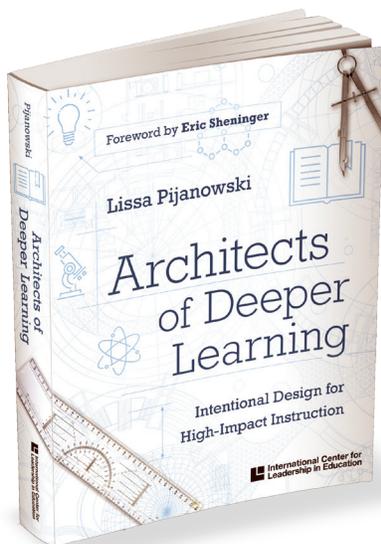
- Collaborative spaces may include but are not limited to Google Classroom, One Note, an LMS like Canvas or Schoology, Edmodo, etc.
- Collaborative tools to explore may be Padlet, Flipgrid, Voxer, Glogster EDU, Nearpod, Today's Meet, AnswerGarden, PollEverywhere, and many more. The possibilities are endless!

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Beyond the Book

Find ways to celebrate learning. Share practices that are successful (or not so successful). Bring student work samples to illustrate a change in practice. Videotape lessons and interview students on their reflection of the learning experience. Consider ways to ensure the learning is impacting practice and that reflection is part of the ongoing conversation. Innovate, take risks, try new things, reflect, redesign, and try again. It is the process of learning as professionals that will improve our practice.

To connect with Lissa:

1. Follow her on Twitter: [@lpijanowski](#)
2. Visit her website: [lissapijanowski.com](#)
3. Follow the hashtag: [#AODL](#)

About the Author



Lissa Pijanowski, Ed.D., is a Senior Fellow and Thought Leader for the International Center for Leadership in Education (ICLE) and is the Founder and Chief Learning Officer of Innovate 2 Educate. For more than 25 years Lissa has worked with schools and districts across the country and internationally to create compelling learning environments that reflect high expectations for all students. Lissa is a tireless education advocate who recognizes that we must engage not only our students but also the educators who serve them to realize our goal of creating an equitable and accessible education that prepares students to be future-ready.

Before joining ICLE, Lissa served in a variety of capacities at the local and state level, and all have contributed to her strong philosophy on teaching and learning today. She has experience as a classroom teacher, school administrator, district curriculum director, state-level school improvement director, and an associate superintendent in her home district. She holds a doctorate in education with a concentration in organizational leadership and change, a master's degree in educational leadership, and a bachelor of science degree in education.

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Date: _____

Chapter (Number & Title): _____

Prior to the discussion:

What new idea(s) did you discover in your reading?

What questions would you like to ask the group about the reading?

1.

2.

During the discussion:

What are the key points being made by group members during the discussion?

What new learning did you take away from this discussion?

After the discussion:

What do you plan to do next as a result of the reading/discussion?

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Introduction

Learning Outcome:

Establish the need to modernize instruction and determine collective commitment to creating authentic learning experiences.

Study Questions:

1. How have recent reform efforts impacted teaching and learning? In your country, in your state/province, in your school? (p.xv-xvi)

2. Of the statistics shared, what is alarming to you? What do you believe are the contributing factors? (p.xvi-xvii)

3. Creating learning experiences rather than discrete lesson plans should be our focus. What is your current reality as it relates to providing these types of learning opportunities? (p.xviii)

4. The architectural theme was chosen to reflect the art and science of teaching. What resonates for you when you think of teachers as "Learning Architects?" (p.xviii-xix)

Next Steps:

Establish goals for the book study with your colleagues.

Review reading assignment and next meeting date/time/location.

Use #AODL to share your thoughts and ideas throughout the book study.

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Chapter 1: Blueprint for Deeper Learning

Learning Outcome:

Establish a shared understanding of the Blueprint for Deeper Learning and how the instructional framework can impact both teaching and learning.

Study Questions/Tasks:

1. Think of a lesson or learning experience that was memorable and engaging for you as a learner. What did you learn? What conditions made the lesson stand out for you? How did the experience make you feel? (p.4)

2. Now think of a lesson or learning experience you love to teach. What did you teach? What conditions make the lesson stand out for you? How does it make you feel? (p.4-5)

3. Explore the Surface Learning Versus Deep Learning chart (Table 1.1). Discuss the differences and the type of learning that is most prominent in your classroom. (p.7)

4. Review the eight Design Principles for Deeper Learning. Which design principle is a strength of your current instructional planning and which one would you like to focus on improving? (p.8-9)

5. Discuss how the four parts of the Blueprint for Deeper Learning are interdependent and provide a guide for instructional planning and design. How does the Blueprint compare to your current lesson design? (p.10-14)

6. The Rigor/Relevance Framework® provides a common language for student thinking (cognitive process) and working (cognitive demand). Using the characteristics of student performance in each quadrant on p.18, reflect on your own students. What percentage of student learning is in each quadrant? What are your takeaways from the discussion? (p.14-20)

7. There are five options for Blueprints that have consistent components but are content specific. The original Blueprint is based on the Gradual Release of Responsibility. Explore all options and discuss which one works best for the course(s) you teach. (p.20-26) (Templates are available digitally at www.leadered.com/AODL.)

Next Steps:

Determine which Blueprint option will work best for you.

Review reading assignment and next meeting date/time/location.

Use #AODL to share your thoughts and ideas on Chapter 1 through social media channels (Twitter, Facebook, etc).

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Chapter 2: Foundation for Learning

Learning Outcome:

Establish the need to build a strong foundation for learning by identifying essential learning goals and how best to communicate those goals to students.

Pre-Reading Questions (p.29):

How do we accomplish deeper learning of fewer Focus Standards?

How can we empower students through communication of clear Learning Goals and Success Criteria?

How does establishing a Foundation for Learning strengthen our instruction and assessment?

Study Questions:

1. Conduct the self-assessment on p.35 with your team. Discuss the results. What is your current reality as it relates to standards? (p.32-35)

2. There are guiding questions on p.39 to consider when selecting Focus Standards (Step 1). How can the answers to these questions help focus the standards that matter most? Extension: Choose a strand or domain within your content, standards and choose Focus Standards – compare your selections. (p.38-41)

3. How can identifying our skills and concepts (Step 2) within a Focus Standard help us with instructional design? Review Exhibit 2.3 to help fuel the discussion. For a Focus Standard you agreed upon, identify the skills and concepts. You can use the standard analysis template in Appendix B on p.189. (p.41-43)

4. When determining cognitive process (student thinking) and cognitive demand (student working) we use Bloom's Taxonomy and Webb's Depth of Knowledge (DOK). How does this step deepen our own knowledge and expertise of performance expectations? Now, for the same standard you have been working with determine the Bloom's levels and DOK level. I suggest using the Hess Cognitive Rigor Matrix for your content area available in the AODL Toolbox at www.leadered.com/AODL (p.44-56)

5. Defining learning goals and success criteria is a critical step for involving students in the learning process. Teacher clarity of learning intentions is a .75 effect size and it goes beyond simply posting goals on the board. Share ideas and practices for communicating goals with students. You can use the example on p.59 as a reference. (p.56-59)

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6. A Teaching and Learning Map helps to organize the big picture of an entire course of study. You may already have a pacing guide or curriculum map. However, it is always good to reflect on the expectations in light of the Standards Analysis and revise if necessary. What takeaways do you have from Chapter 2? (p.61-62)

Next Steps:

Chapter 2 Review, p.63.

Conduct a Standard Analysis and organize your Teaching and Learning Map.

Utilize Exhibit 2.8 and Exhibit 2.9 to guide your next steps.

Review reading assignment and next meeting date/time/location.

Use #AODL to share your thoughts and ideas on Chapter 2.

Chapter 3: Framing the Problem

Learning Outcome:

Establish an understanding that framing problems and related tasks for students promotes engagement, critical thinking, and rigorous learning that is meaningful.

Pre-Reading Questions (p.65):

How do we design real-world problems and challenges that are engaging and meet rigorous learning expectations?

How can we create a progression of tasks that lead students to deeper learning?

How does the Blueprint for Deeper Learning frame our entire unit of study while promoting the art and science of teaching?

Study Questions:

1. Consider student engagement within your study group. How does the work we ask students to undertake influence their engagement levels? How about yourself as a learner? What type of work of you find engaging? You can use the five levels of engagement on p.68 as a reference. (p.32-35)

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2. Review Why Teach Problem-Solving? Exhibit 3.2. Discuss the evidence to support the transformation of tasks to support complex problem solving. The effect size of problem-solving teaching is ranked 21 of 195 influences on student achievement. How should we respond? (p.79-81)

3. Framing the Problem is done in two easy steps. Step 1 prompts us to design an authentic learning experience by defining a problem statement that addresses the Focus Standards we identified. Reference Table 3.3 and review the context, student role, problem, audience, and product/performance. How does this help you frame up a relevant problem statement? (p.71-73)

4. Review the multiple examples of problem statements (Gr 7 ELA p.72; Gr 5 Science p.75; HS Math p.77). Think of a future unit of study that you will be teaching. How can you develop an authentic problem statement that will hook students and provide a purpose for learning? (71-78)

5. Step 2 is all about developing the related tasks that scaffold student learning toward mastery of the Focus Standards in the final product or performance. The Rigor/Relevance Framework is a great tool to use to determine the level of thinking and working within each task. Review the multiple examples of tasks related to problem statements (Gr 7 ELA p.83; Gr 5 Math p.84-85; Gr 7 Geography p.85-86; Gr 9 ELA/CTE p.87-88). Using the problem statement you brainstormed, what type of tasks could you do with your students to guide the learning process? (p.78-88)

6. Consider how the problem statement and tasks would be distributed throughout a unit of study using Table 3.10 as a reference. Discuss how this part of the Blueprint for Deeper Learning—Framing the Problem—helps to structure weekly and daily lesson planning. (p.88-90)

Next Steps:

Chapter 3 Review, p.91.

Design a real-world problem and related tasks with rigor and relevance.

Utilize Exhibit 3.4 to guide your next steps.

Review reading assignment and next meeting date/time/location.

Use #AODL to share your thoughts and ideas on Chapter 3.

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Chapter 4: Construction of Knowledge

Learning Outcome:

Establish intentional instructional practices that accelerate achievement, that are evidence-based, and that represent sound pedagogy.

Pre-Reading Questions (p.93):

How do we construct knowledge through designing intentional instruction and development of a task?

Which instructional strategies have the greatest impact on student learning?

How can we incorporate authentic tools and resources that lead to higher levels of engagement and mastery?

What considerations need to be made to personalize the experience to meet individual student needs?

Study Questions:

1. Consider the paper airplane design challenge described and the things that are noticed during the activity on p.95. Why do you believe there is always laughter and joy associated with this simple design challenge? Relate this to your own classroom. What are students engaged in when are students laughing and joyful? (p.94-96)

2. There are seven steps to this part of the Blueprint for Deeper Learning and they are represented in Exhibit 4.1 on p.98. Compare this to your current planning. Where are there similarities and differences? Remember, this represents development of a task over time, typically one week (reference Table 4.1 on p.97)

3. Review the teacher-centered versus learner-centered chart Table 4.2 on p.100. What are your takeaways? When assessing current practice, are there still some shifts to be made to become truly learner-centered? (p.99-100)

4. Both the driving question (step 1) and the task opening (step 2) serve as a “hook” for students to understand why they are learning something before we jump right into directions. Discuss these two steps and their importance. (p.101-103)

5. Gradual Release of Responsibility is a frame for planning that intentionally shifts the focus from teaching to learning. Table 4.5 on p.106 illustrates what this looks and sounds like related to student

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tasks. How can we leverage these four phases (show them, guide them, let them, show what you know) help structure lesson design?

6. What's in your strategy toolbox? Review the five categories of strategies shared within this chapter and discuss. What strategies have you used with success? Are there others that you would add to one of the "Five to Thrive" categories? (p.105-113)

7. The task closing, instructional resources, and learner considerations round out this part of the Blueprint. Discuss the importance of including these three in the design. Notice that learner considerations also focus on only three areas listed on p.115. How can this help us be more effective in meeting the needs of all learners? (p.113-115)

Next Steps:

Chapter 4 Review (p.119).

Complete your plan to construct knowledge through intentional instruction

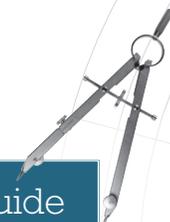
Utilize Exhibit 4.2 to guide your next steps

Review reading assignment and next meeting date/time/location

Use #AODL to share your thoughts and ideas on Chapter 4.

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Chapter 5: Inspection of Results

Learning Outcome:

Establish intentional instructional practices that accelerate achievement, that are evidence-based, and that represent sound pedagogy.

Pre-Reading Questions (p.121):

What are the differences between assessment for learning, assessment of learning, and assessment as learning?

How do we best evaluate student work and provide descriptive feedback?

What role do learning goals and success criteria play in assessment design?

How can we engage students in assessment so they can become self-regulated learners?

How can we use assessment results in collaborative teams to determine our next steps?

Study Questions:

1. Discuss the challenges you face with assessment currently. How does simplifying the assessment of tasks help you as a teacher and your students as learners?

2. Do you have consensus on formative and summative assessment described in Table 5.1 (p.126)? Next, review Table 5.2 (p.128) and discuss the teacher and student roles in Assessment FOR, OF, and AS Learning.

3. In thinking about the factors and characteristics of sound assessments, what stands out for you? Do your current assessments support the idea of inference-making? (p.127-130)

4. Discuss with your study group the advantages of a single-point rubric for evaluating tasks. Review the example single-point rubrics (Gr 5 ELA p.135-137 and Gr 7 Math p.138-140) and share how these provide clarity and support feedback.

5. Involving students in the assessment process is critical. Use of student learning plans offers opportunity for goal setting, planning next steps, and reflecting on progress. Share current practices for student involvement in the formative assessment process. What might you want to try in the future to enhance this process? (p.141-142)

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6. Three feedback questions are provided on p.143. Answering these questions as a component of quality feedback results in an effect size of .73 (Hattie, 2015). How would your students answer these questions now? What would be the benefit of having students reflect on these questions on a regular basis? Would that change our practices? (p.142-143)

Next Steps:

Chapter 5 Review (p.145).

Create a single-point rubric for the task and provide feedback to students using success criteria and written commentary.

Utilize Exhibit 5.9 to guide your next steps.

Review reading assignment and next meeting date/time/location.

Use #AODL to share your thoughts and ideas on Chapter 5 .

Chapter 6: Start a Learning Renovation

Learning Outcome:

Establish the need to renovate learning and build consensus on next steps.

Study Questions:

1. In a renovation we modernize, refurbish, reconstruct, improve, remodel, and update. After learning about all parts of the Blueprint for Deeper Learning, where will a learning renovation be most helpful in your classroom? In your school? In your district? (p.147-148)

2. Review the protocol for evaluating the impact of practices, programs, processes, and policies (Figure 6.1). Do you believe you suffer from initiative fatigue? What needs to be evaluated? What can be taken off of your plate to focus on instruction? (p.149-151)

3. Reflecting on “why” before the “how” helps to spur action. Review Table 6.1 as a group. Which of the eight Design Principles need the most attention? What evidence do you have to support that decision? How can you deepen the understanding of “why” we need to change? (p.151-154)

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4. The sample construction plan on p.155 provides a guide for identifying high leverage actions, using evidence for progress monitoring, and engaging in professional reflection. How can a construction plan provide focus for the team and promote action? (p.154-156)

5. Review the nine indicators in Table 6.3. Discuss how these nine indicators and companion rubrics provide clarity on instructional practices. Which of the ideas shared at the top of p.162 would you and your team find appealing? (p.158-163) You can access the complete rubrics online at www.leaderead.com/AODL.

6. Discuss the meaning of collective teacher efficacy with your team. Review the influences on student achievement in Table 6.4. What surprises you? What affirms what you always believed to be true? (p.163-165)

7. Provided in Table 6.5 is a coaching plan for developing Blueprints for Deeper Learning. Whether or not you have an instructional coach, this plan can be used to guide a team through design. How could you and your team leverage this resource? What could you commit to designing together? (p.165-168)

8. Discuss how to move from the Blueprint to build weekly/daily lessons. The Blueprint extends throughout a unit of study and teachers map out the weekly/daily plans. Note the sample in Exhibit 6.2 on p.170. Determine what will work for you and your team. (p.168-170)

Next Steps:

Create a Construction Plan with goals and timelines for modernizing your instruction.

Determine how to leverage leadership and coaching support.

Use #AODL to share your thoughts and ideas on Chapter 6.

Read the conclusion and reflect.

Establish personal and/or team goals for achieving deeper learning and working together as Learning Architects.

Determine at least three people that you would recommend read AODL and share.

Let the Learning Renovation begin!
