Rethinking Classroom Instruction to Promote “Deeper Learning”

2 Part Series


Target Audience: Grades 7-12 Educators, Principals, Curriculum Leaders

Description: What is Deeper Learning? What strategies and structures currently exist in schools that promote this kind of learning? What steps can educators take to allow all students to access instruction like this? In this two-day workshop series, participants will evaluate the traditional, industrial-era education model practiced in many middle and high schools by considering case studies of schools working to build a Deeper Learning culture. By engaging in the literature and in conversations with colleagues, participants will leave with an understanding of what defines a culture of Deeper Learning and how we can move towards this model of schooling to better support student engagement.

Participants will:
• Identify instructional practices that are not serving ALL students well
• Reflect on ways to shift away from a teacher-centered model of instruction
• Gain an understanding of the definition of Deeper Learning
• Compare the promises and pitfalls of Deeper Learning
• Develop action steps for building a culture of Deeper Learning

Andrew Jones, Ed.D. is currently the director of curriculum for Mill River Unified Union School District in Clarendon, Vermont. Prior to being a district administrator, Andrew taught high school science at Mt. Abraham UHS in Bristol. Andrew is passionate about improving education systems to better meet the needs of ALL students, which means challenging the dominant conceptualizations about teaching.

Jen Stainton, Ed.D. is a building-based Curriculum Coordinator for Woodstock Union High School and Middle School in Woodstock, Vermont. Jen has 20 years of experience as a high school science teacher. She is an education enthusiast who enjoys working with other educators to explore innovation and equity in our schools.

To Register: www.cvedcvt.org
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