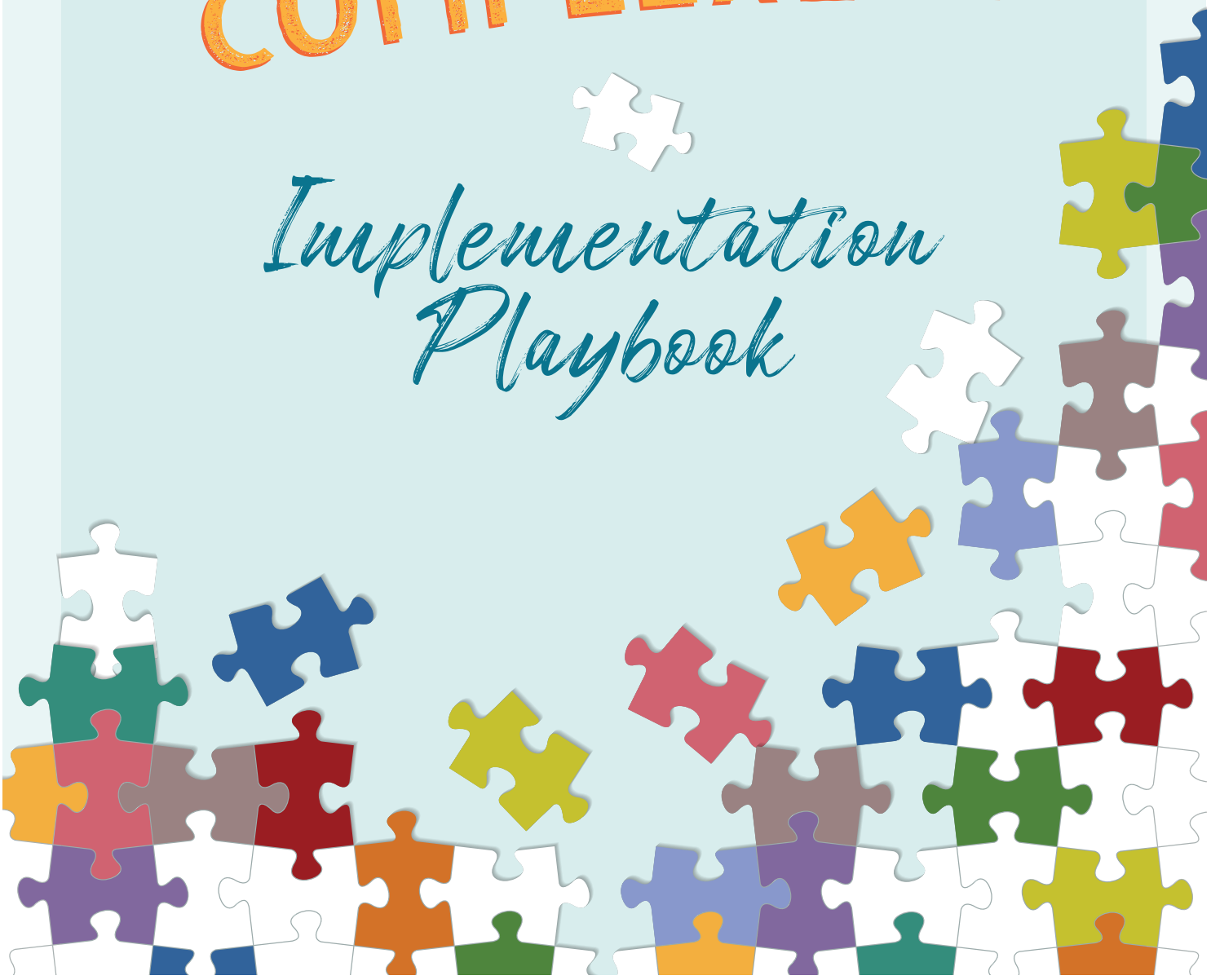
The Center for DEPTH and COMPLEXITY

DEPTH & COMPLEXITY

Implementation Playbook



IMPLEMENTATION PLAYBOOK

The Depth & Complexity Framework is used in thousands of districts and schools to create appropriately differentiated and rigorous learning experiences for all students. While used originally within Gifted/Talented Education programs, Depth & Complexity has "spilled-over," as intended, into the heterogeneous classroom. While Depth & Complexity has been around for nearly three decades, more and more educators are currently turning to the framework as the pedagogical engine ensuring students have opportunities to maximize their learning potential while thinking critically about...everything!

The Depth & Complexity Framework's components:

- Depth & Complexity Icons/Prompts
- Content Imperative Icons/Prompts
- Disciplinarian Thinking
- Universal Concepts & Generalizations

...are used in conjunction to make traditionally scripted curriculum and instruction more open-ended, triggering and stimulating all students' abilities.

J Taylor Education/The Center for Depth & Complexity is committed to creating a paradigm shift in how the education system approaches learning and instruction. The focus and spending must shift from students memorizing and prepping for ONE test and move towards critical, creative thinking that's exciting and inspiring. Depth & Complexity is the Framework that can make this necessary and long overdue change a reality. Who better to partner with on this mission than the creators of the Framework and practitioner experts that are all connected to the original Depth & Complexity Education Tree?

There are several modules that work together to ensure success during a large-scale Depth & Complexity implementation. The following pages comprise the Depth & Complexity Implementation Playbook, and highlight the steps that will be taken to ensure success at the classroom, school and district level.

DEPTH + COMPLEXITY = DIFFERENTIATION SOLUTION

THE DEPTH & COMPLEXITY FRAMEWORK...

✔ Promotes complex thinking within the disciplines.	✔ Is referred to as the "thinking curriculum" because it increases the level of challenge for all students. (CDE, 2005)
✔ Shapes how educators approach the art of teaching.	✔ Demands students think like disciplinarians, solving problems as they apply knowledge and skills to real world situations.
✔ Delivers naturally differentiated learning opportunities.	
✔ Focuses students on creative and critical thinking skills.	✔ Creates renewed learning excitement in the classroom.

LEADERSHIP COMMITMENTS

- ☐ Build capacity of administrator's understanding and purpose of the Depth & Complexity Framework.
- ☐ Establish the budget:
  - ☐ Professional Development, which typically includes: Administrator training, teacher training, curriculum writing, Trainer of Trainers (ToT), coaching.
  - ☐ Resources - The following resources are used during large-scale implementation: Icon Cards, Icon Magnets, Smart Reference Guide, D&C Graphic Organizers, Digital Teacher Software Suite.

INSTRUCTIONAL FOCUS COMMITMENTS

- ☐ Decide who will be involved in the initial rollout. Possible considerations include: cohorts, grade levels, departments, whole schools, volunteers, instructional coaches, teachers of gifted and talented.

CAPACITY BUILDING/PROFESSIONAL DEVELOPMENT COMMITMENTS

- ☐ Plan for teacher training: See Teacher Pathway and/or ToT Pathway.
- ☐ Plan for administrator training: See Administrator Pathway.

SUPPORT & ACCOUNTABILITY COMMITMENTS

- ☐ Consider how trained teachers will be supported and will support others in embedding the components of the Depth & Complexity Framework into the district curriculum through writing and modeling.
- ☐ Plan for coaching (administrator and/or teacher) check-ins.
- ☐ Walkthroughs to build capacity through observations, assessments (including self-assessment), and feedback.

TIMELINE IMPLEMENTATION COMMITMENTS

- ☐ Year 1: It is recommended that the following are provided:
  - ☐ Training Levels 1 and 2 for teachers and administrators.
- ☐ Year 2+: Includes all levels of training and coaching check-ins in order to create measurable, sustainable results.

BUDGET CONSIDERATIONS

	# OF PARTICIPANTS	COST PER DAY
LEADERSHIP COMMITMENTS Consultation and planning		No cost
CAPACITY BUILDING/PROFESSIONAL DEVELOPMENT COMMITMENTS In-Person Teacher and ToT Training	Up to 50	Begins at $4,500
	51 - 75	Begins at $5,000
	75 - 100	Begins at $5,500
	Over 100	Contact us for a custom quote
***Administrators are welcome to join the teacher training at no cost.**		
SUPPORT & ACCOUNTABILITY COMMITMENTS • Curriculum Writing • Coaching and check-ins • Walkthroughs • Debrief and future goal setting	Up to 50	Begins at $4,500
	51 - 75	Begins at $5,000
	75 - 100	Begins at $5,500
	Over 100	Contact us for a custom quote
IN-PERSON ADMINISTRATOR TRAINING	Up to 50 participants	Begins at $4,500
RESOURCES USED DURING IMPLEMENTATION • Icon Cards (D &C and Content Imperatives) • Icon Magnets (D &C and Content Imperatives) • D &C Graphic Organizers* • Q3 Question Stem Cards • Differentiation Smart Reference Guide • D&C Thinking Curriculum (open source option, and paid option sold separately)	Hard copy	$99 - $120 per person (Discounted Rate)
	Digital resources	$45 per person annually
		Up to 25 users $899
		26-50 users $1499
		51-100 users $1999
		Unlimited users $2499
***Digital resource** ****It is recommended that digital resources are purchased as district licenses to reduce cost per user.** *****Find all recommended resources at depthcomplexity.com/recresources/**		

TIMELINE IMPLEMENTATION COMMITMENTS

Full implementation takes 2 years. Long-term goals include all levels of training, regular coaching check-ins, and assessment analysis in order to create meaningful, desired results. Utilizing the ToT Pathway promotes "in-house" district professional development for new teachers.

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ADMINISTRATOR PATHWAY

	CONSULTATION	LEVEL 1	LEVEL 2	IMPLEMENTATION
LEVELS	Initial Considerations	Establishing Instructionally Focused Practices	Growing Teacher Capacity	Building the Deep and Complex School/District
GOALS	Consider the following: • What is your district's/school's vision? • What do you want to happen as a result of the implementation? • What other initiatives, curricula are already in place? • What is the program structure for special populations (pull out, clustered, etc.)?	Supporting administrators to empower teachers with implementing the D&C Framework, including: • What is differentiation and why does it matter? • The D&C Framework as the pedagogical engine that ensures students are prompted to think in a deeper manner about content.	• Growing teacher capacity and strategically supporting personnel. • Participants will focus on how school and district leaders can seamlessly implement and support D&C.	• Continue growing teacher capacity and implementing systems to support the Deep and Complex School/ District • Apply each piece of the D&C Framework to design meaningful learning opportunities that align with content.
STRATEGIES	• Analysis of educator and student strengths, areas of improvement. • Consultation regarding best practices for implementation.	• Incorporating D&C into existing curricula to differentiate and empower critical thinking.	• Calibration of Walkthrough Tools, Assessments Forms, and Lessons/ Activities. • Build capacity through observations, feedback, and data analysis.	• Analysis of Walkthrough Tools, Assessments Forms, and Lessons/ Activities. • Comfort level analyzing and benefitting from observations, feedback, and data analysis.
RESOURCES*	• Victory Circle Protocol	• Differentiation Smart Reference Guide as efficacy guide	• Walkthrough Tool • Assessment Forms	• D&C Thinking Curriculum
TIMELINE	• Customize to fit district/school needs	• One 3-hour half day training	• One 3-hour half day training	• Customize to fit district/school needs

***Find all resources at depthcomplexity.com/recresources/**

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EDUCATOR PATHWAY (SCHOOL OR DISTRICT)

	LEVEL 1	LEVEL 2	LEVEL 3
LEVELS	Incorporating Depth & Complexity into Instructional Practices to Differentiate and Empower Critical Thinking	Depth & Complexity in Action: Simple Strategies for Classroom Implementation	Coaching & Growing Capacity Day 1
GOALS	• Explore proven procedures and activities for introducing the iconic prompts of D&C and Content Imperatives that are practical, grade-level, and content-specific. • Apply the D&C Framework to district initiatives.	• Build on previous knowledge and experience, engaging in strategic and focused lesson planning. • Discover how to prompt critical thinking by increasing rigor through the use of iconic combinations and pathways, moving towards student-centered learning opportunities.	• Partner with our team to ensure efficacy and confidence while implementing the best practices associated with the D&C Framework. • Prepping partner to effectively use walkthrough/observation form and custom rubric to guide implementation.
STRATEGIES	• Setting the Stage • Thinking Skills • Icons: D&C, Content Imperatives	• Thinking Skills • Task Statements • Icons • Iconic Combinations • Iconic Pathways	• Co-planning • Coaching • Classroom Observations
RESOURCES*	• Icon Cards: D&C and Content Imperatives • D&C Graphic Organizers	• Differentiation Smart Reference Guide • Icon Magnets • Q3 Question Stem Cards • D&C Graphic Organizers	• Lesson plans • Systematic "in-house" support • Walkthrough/Observation Forms • Custom Rubric
TIMELINE	• One 6-hour day • 2-3 online coaching sessions and school year assessment meetings	• One 6-hour day • 2-3 online coaching sessions and school year assessment meetings	• Anytime after Level 1 or Level 2 • Customize to fit your needs • One 6-hour day and one online follow-up

***Find all resources at depthcomplexity.com/recresources/**

EDUCATOR PATHWAY (SCHOOL OR DISTRICT)

	LEVEL 4	LEVEL 5	LEVEL 6
LEVELS	Becoming the Expert and Planning for Differentiation	Coaching & Growing Capacity Day 2	Matering the Framework: Sustaining a Culture of Depth & Complexity
GOALS	• Apply each piece of the D&C Framework to design meaningful learning opportunities that align with content. • Utilize best practices to support students in taking ownership of their own learning, approaching the content as a disciplinarian.	• Partner with our team to ensure efficacy and confidence while implementing the best practices associated with the D&C Framework. • Prepping partner to effectively use walthrough/observation form and custom rubric to guide implementation.	• Partner with our team to integrate the D&C Framework into your curriculum. • Work together to create an easy to implement curriculum embedded with differentiated learning opportunities for all levels of learners.
STRATEGIES	• Thinking Like a Disciplinarian • Tiered Task Statements • Icons, including Combinations and Pathways	• Co-planning • Coaching • Classroom Observations	• Customize to fit district needs with attention to existing initiatives and programs. • Ensure learning community uses D&C as a consistent foundation and language.
RESOURCES*	• Think Like a Disciplinarian: Concept and Cards (STEM and Humanities)	• Lesson plans • Systematic "in-house" support • Walkthrough/Observation Forms • Custom Rubric	• D&C Graphic Organizers • Differentiation Reference Guide • D&C Thinking Curriculum
TIMELINE	• One 6-hour day • 2-3 online coaching sessions and school year assessment meetings	• After Levels 1 thru 4 • Customize to fit your needs • One 6-hour day and one online follow-up	• Anytime after Level 1 and Level 2 • Customize to fit your needs • 1-4 full days

***Find all resources at depthcomplexity.com/recresources/**

TOT PATHWAY – ONLINE ONLY

	LEVEL 1	LEVEL 2	LEVEL 3
LEVELS	**Incorporating Depth & Complexity into Instructional Practices to Differentiate and Empower Critical Thinking**	**Depth & Complexity in Action: Simple Strategies for Classroom Implementation**	**Becoming the Expert and Planning for Differentiation**
GOALS	• Explore proven procedures and activities for introducing the iconic prompts of D&C and Content Imperatives that are practical, grade-level, and content-specific. • Apply the D&C Framework to district initiatives.	• Build on previous knowledge and experience, engaging in strategic and focused lesson planning. • Discover how to prompt students to think critically by increasing rigor through the use of iconic combinations and pathways, moving towards student-centered learning opportunities.	• Apply each piece of the D&C Framework to design meaningful learning opportunities that align with content. • Utilize best practices to support students in taking ownership of their own learning, approaching the content as a disciplinarian.
STRATEGIES	• Setting the Stage • Thinking Skills • Icons: D&C, Content Imperatives	• Thinking Skills • Task Statements • Icons • Iconic Combinations • Iconic Pathways	• Thinking Like a Disciplinarian/Becoming an Expert • Tiered Task Statements • Icons, including Combinations and Pathways
RESOURCES*	• Icon Cards: D&C and Content Imperatives • D&C Graphic Organizers	• Differentiation Smart Reference Guide • Icon Magnets • Q3 Question Stem Cards • Icon Posters	• Think Like a Disciplinarian Cards
TIMELINE	• 60-90 minute synchronous session with assignments	• 60-90 minute synchronous session with assignments	• 60-90 minute synchronous session with assignments

***Find all resources at depthcomplexity.com/recresources/**

TOT PATHWAY - ONLINE ONLY

	LEVEL 4	LEVEL 5	LEVEL 6
LEVELS	Delving Deeper into the Depth & Complexity Framework	Building the Deep and Complex District	Coaching & Growing Capacity
GOALS	• Learn about Universal Concepts & Generalizations to facilitate an engaging, student-centered classroom geared towards interdisciplinary learning experiences. • Plan content-specific differentiated lessons with D&C woven throughout.	• Become a D&C educational leader, armed with the skills needed to maximize all students' potential and achievement while modeling an innovative learning environment that demands deep and complex, abstract thinking.	• Partner with our team to ensure efficacy and confidence while implementing the best practices associated with the D&C Framework. • Work together to create an easy to implement curriculum embedded with differentiated learning opportunities for all levels of learners.
STRATEGIES	• Icons • Tiered Task Statements • Thinking Like a Disciplinarian • Universal Concepts & Generalizations	• Icons • Tiered Task Statements • Thinking Like a Disciplinarian • Universal Concepts & Generalizations	• Co-planning • Coaching • Ensure learning community uses D&C as a consistent foundation and language.
RESOURCES*	• Independent Study eBook	• All Resources • Lesson Plans • D&C Thinking Curriculum	• All Resources • Lesson Plans • D&C Thinking Curriculum
TIMELINE	• 60-90 minute synchronous session with assignments	• 60-90 minute synchronous session with assignments	• 60-90 minute synchronous session with assignments

***Find all resources at depthcomplexity.com/recresources/**

TEACHER SELF-ASSESSMENT

Please reflect on your understanding and implementation of the Depth & Complexity Framework.
Complete the assessment form multiple times throughout the school year: after 1 month, 4 months, 6 months, at the end of year.

COMPONENT	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	BEGINNING
CONTENT	☐ Elements of D&C Framework are effortlessly integrated and visible throughout lesson plans. ☐ Activities are rigorous and aligned to exceed state content standards. ☐ Iconic prompts are the core of instruction and used to facilitate and deepen understanding. ☐ Lessons are open-ended and facilitate students to go beyond commonly accepted ideas to create novel ideas. ☐ Elements of D&C Framework are used to always promote connections and concepts across other disciplines.	☐ Elements of D&C Framework are consistently integrated and visible throughout lesson plans. ☐ Activities are rigorous and aligned to meet and/or exceed state content standards. ☐ Iconic prompts are always used to facilitate and deepen understanding. ☐ All lessons are open-ended and allow students to apply their strengths and background knowledge. ☐ Elements of D&C Framework are used a majority of the time to promote connections and concepts across other disciplines.	☐ Elements of the D&C Framework are visible throughout lesson plans. ☐ Activities are aligned to state content standards. ☐ Iconic prompts are used to facilitate and deepen understanding. ☐ Lessons are open-ended and allow students to apply their strengths and background knowledge. ☐ Elements of D&C Framework are often used to promote connections and concepts across other disciplines.	☐ Some elements of the D&C Framework are visible in lesson plans. ☐ Activities are generally aligned to state content standards. ☐ Some Iconic prompts are used during lessons. ☐ Some lessons are open-ended and allow students to apply their strengths and background knowledge. ☐ Elements of the D&C Framework are rarely used to promote connections and concepts across other disciplines.	☐ Elements of the D&C Framework are not visible throughout lesson plans. ☐ Some activities are aligned to state content standards. ☐ Few or no iconic prompts are used to facilitate and deepen understanding. ☐ Lessons do not allow students to apply their strengths and background knowledge. ☐ Elements of the D&C Framework are not used and no interdisciplinary connections are made.

COMMENTS/NOTES: _____

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TEACHER SELF-ASSESSMENT

Please reflect on your understanding and implementation of the Depth & Complexity Framework.
Complete the assessment form multiple times throughout the school year: after 1 month, 4 months, 6 months, at the end of year.

COMPONENT	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	BEGINNING
PROCESS	☐ Inclusion of D&C is effortless and natural for me. ☐ There is consistently a high, positive level of engagement with students. ☐ Students consistently engage in metacognition while learning concepts. ☐ Students consistently create original work based on the same standards. ☐ Students are expected to lead their own learning by choosing their own icons or iconic pathways. ☐ I consistently utilize input/feedback from students to adjust differentiated tasks.	☐ I am very comfortable with D&C inclusion. ☐ There is regularly a high, positive level of engagement with most students. ☐ Students frequently think about their thinking skill(s) required to facilitate learning of concepts. ☐ Students regularly do varied work based on the same standards. ☐ Students are often encouraged to lead their own learning by choosing their own icons or iconic pathways. ☐ I often use input/ feedback from students to monitor and adjust differentiated tasks.	☐ I am comfortable with D&C inclusion (smooth – flowing; not forced). ☐ There is a high, positive level of engagement with most students. ☐ Students understand the thinking skill(s) required to facilitate learning of concepts. ☐ Students do varied work based on the same standards. ☐ Students are encouraged to lead their own learning by choosing their own icons or iconic pathways. ☐ I gather input/feedback from students to monitor and adjust differentiated tasks.	☐ I am comfortable in using some of the elements of D&C. ☐ There is compliance with most students actively engaged. ☐ Students are beginning to understand the thinking skill(s) required to facilitate learning of concepts. ☐ Sometimes students do varied work based on the same standards. ☐ Students rarely lead their own learning by choosing their own icons or iconic pathways. ☐ I sometimes gather input/ feedback from students to monitor and adjust differentiated tasks.	☐ I rarely use elements of D&C. ☐ Students are not engaged or are actively disengaged. ☐ Students rarely understand the thinking skill(s) required to facilitate learning of concepts. ☐ Students do the same work on the same standards. ☐ Students do not choose their own icons. ☐ I rarely use input/feedback from students to monitor and adjust tasks.

COMMENTS/NOTES: _____

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TEACHER SELF-ASSESSMENT

Please reflect on your understanding and implementation of the Depth & Complexity Framework.
Complete the assessment form multiple times throughout the school year: after 1 month, 4 months, 6 months, at the end of year.

COMPONENT	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	BEGINNING
ENVIRONMENT	☐ Elements of D&C are visible in all aspects (walls, student work, lessons, etc.) of the classroom. ☐ I have created an environment that expects a high, positive level of engagement with all students. ☐ Students speak in "iconic" language to explain thinking processes. ☐ Instruction always occurs in a variety of formats, based on formative assessments.	☐ Elements of D&C are visible throughout the classroom environment and lessons. ☐ I have created an environment that expects a high, positive level of engagement with most students. ☐ Students justify why and how the icon is being used. ☐ Instruction occurs in a variety of formats, usually based on student needs.	☐ Elements of D&C are visible in the classroom. ☐ I have created an environment to foster a high, positive level of engagement with most students. ☐ Students are able to explain D&C, using the appropriate term that aligns with the icon, and how it is being used. ☐ Instruction occurs in a variety of ways, i.e. whole group, small group, partnered, individual.	☐ Some elements of D&C are visible in the classroom. ☐ I have created an environment in which there is a positive level of engagement with some students. ☐ Students are able to identify D&C, using the appropriate term that aligns with the icon, and how it is being used. ☐ Instruction sometimes occurs in a variety of ways, i.e. whole group, small group, partnered, individual.	☐ Elements of D&C are not visible in the classroom. ☐ I have created an environment that does not facilitate a positive level of engagement with most students. ☐ Students are unable to identify D&C, using the appropriate term that aligns with the icon, and how it is being used. ☐ Instruction often occurs in whole group.

COMMENTS/NOTES: _____

TEACHER SELF-ASSESSMENT

Please reflect on your understanding and implementation of the Depth & Complexity Framework.
Complete the assessment form multiple times throughout the school year: after 1 month, 4 months, 6 months, at the end of year.

COMPONENT	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	BEGINNING
PRODUCT	☐ All products are an authentic reflection of the process that occurred during the lesson. ☐ There is ample evidence of open-ended products, allowing students to demonstrate mastery of a standard. ☐ Products are always used as formative assessment to determine next steps of instruction. ☐ There is evidence of flexibility of student voice and choice to demonstrate mastery of a standard. ☐ All products provide an authentic representation of students at various levels of learning.	☐ Most products are an authentic reflection of the process that occurred during the lesson. ☐ There is often evidence of open-ended products, allowing students to demonstrate mastery of a standard. ☐ Products are often used as formative assessment to determine next steps of instruction. ☐ There is often evidence of student voice and choice provided to demonstrate mastery of a standard. ☐ Most products provide authentic representation of students at various levels of learning.	☐ Products are an authentic reflection of the process that occurred during the lesson. ☐ There is some evidence of open-ended products, allowing students to demonstrate mastery of a standard. ☐ Products are used to determine next steps of instruction. ☐ There is some evidence of student voice and choice provided to demonstrate mastery of a standard. ☐ Products provide authentic representation of students at various levels of learning.	☐ Some products are a reflection of the process that occurred during some lessons. ☐ There is little evidence of open-ended products, allowing students to demonstrate mastery of a standard. ☐ Rarely products are used to determine next steps of instruction. ☐ There is little evidence of student voice and choice provided to demonstrate mastery of a standard. ☐ Some products provide representation of students at various levels of learning.	☐ Products are all the exact same. ☐ Products are not open-ended. ☐ There is no evidence of open-ended products. ☐ Mastery of standard is determined by a teacher created standardized worksheet/assessment. ☐ All products reveal lower levels of thinking from students.

COMMENTS/NOTES: _____

TEACHER SELF-ASSESSMENT

Please reflect on your understanding and implementation of the Depth & Complexity Framework.
Complete the assessment form multiple times throughout the school year: after 1 month, 4 months, 6 months, at the end of year.

COMPONENT	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	BEGINNING
STUDENTS	☐ Students are consistently expected to lead their own learning by choosing their own icons as lenses of learning. ☐ Students are consistently expected to dig deeper into the content by creating their own iconic learning pathways. ☐ Students consistently are making connections and using analytical thinking promoted via the use of Universal Concepts & Generalizations, Think Like a Disciplinarian, Content Imperatives, and D&C Icons.	☐ Students are often expected to lead their own learning by choosing their own icons as lenses of learning. ☐ Students are often expected to dig deeper into the content by creating their own iconic learning pathways. ☐ Students often make connections and use analytical thinking promoted via the use of Universal Concepts & Generalizations, Think Like a Disciplinarian, Content Imperatives, and D&C Icons.	☐ Students are encouraged to lead their own learning by choosing their own icons as lenses of learning. ☐ Students are given the opportunity to dig deeper into the content by creating their own iconic learning pathways. ☐ Students can make connections and use analytical thinking with teacher support via the use of Universal Concepts & Generalizations, Think Like a Disciplinarian, Content Imperatives, and D&C Icons.	☐ Students sometimes lead their own learning by choosing their own icons as lenses of learning. ☐ Students sometimes create their own iconic learning pathways. ☐ Students make some connections, but they are not using all of the following: Universal Concepts & Generalizations, Think Like a Disciplinarian, Content Imperatives, and D&C Icons.	☐ Students rarely choose their own icon. ☐ Students rarely create their own iconic pathways. ☐ Students are not using the following: Universal Concepts & Generalizations, Think Like a Disciplinarian, Content Imperatives, and D&C Icons.

COMMENTS/NOTES: _____

TEACHER REFLECTION

Please reflect on your understanding and implementation of the Depth & Complexity Framework.
Complete the assessment form multiple times throughout the school year: after 1 month, 4 months, 6 months, at the end of year.

How do my students utilize Depth & Complexity independently?
1 month
4 months
6 months
end of year
How do I provide multiple pathways for students to engage with rigorous and differentiated learning experiences?
1 month
4 months
6 months
end of year
How do my lessons/activities allow opportunities for students to take ownership?
1 month
4 months
6 months
end of year

TEACHER REFLECTION

Please reflect on your understanding and implementation of the Depth & Complexity Framework.
Complete the assessment form multiple times throughout the school year: after 1 month, 4 months, 6 months, at the end of year.

How do I deconstruct concepts in the unit/lesson to show the various lenses of Depth & Complexity?
1 month
4 months
6 months
end of year
What specific data (assessments, anecdotal, etc) do I have to show student growth?
1 month
4 months
6 months
end of year
What are my next steps in order to increase my effectiveness of utilizing the Depth & Complexity Framework?
1 month
4 months
6 months
end of year

OBSERVATION FORM

DATE: _____ OBSERVER: _____ TEACHER: _____

CONTENT – THE "WHAT"	DISTINGUISHED ▸ BEGINNING	FEEDBACK
Are the components of the D&C Framework integrated and visible throughout lesson plans?		
Are students doing varied and rigorous work and activities based on state content standards?		
Are the components of the D&C Framework used to facilitate and deepen understanding of the state content standards during the lesson?		
Are lessons open-ended and allow students to apply their strengths and background knowledge?		
Is there evidence that components of the D&C Framework promote connections and concepts across other disciplines?		
PROCESS – THE "HOW"	**DISTINGUISHED ▸ BEGINNING**	**FEEDBACK**
Is the teacher comfortable with implementing D&C? Is instruction smooth-flowing and not forced?		
Is there a high, positive level of engagement with most students?		
Do students understand the thinking skill(s) required to facilitate learning of concepts?		
Is there evidence of students doing varied work based on the same standards?		
Are students encouraged to lead their own learning by choosing their own icons or iconic pathways?		
Does the instructor gather input/ feedback from students to monitor and adjust differentiated tasks?		

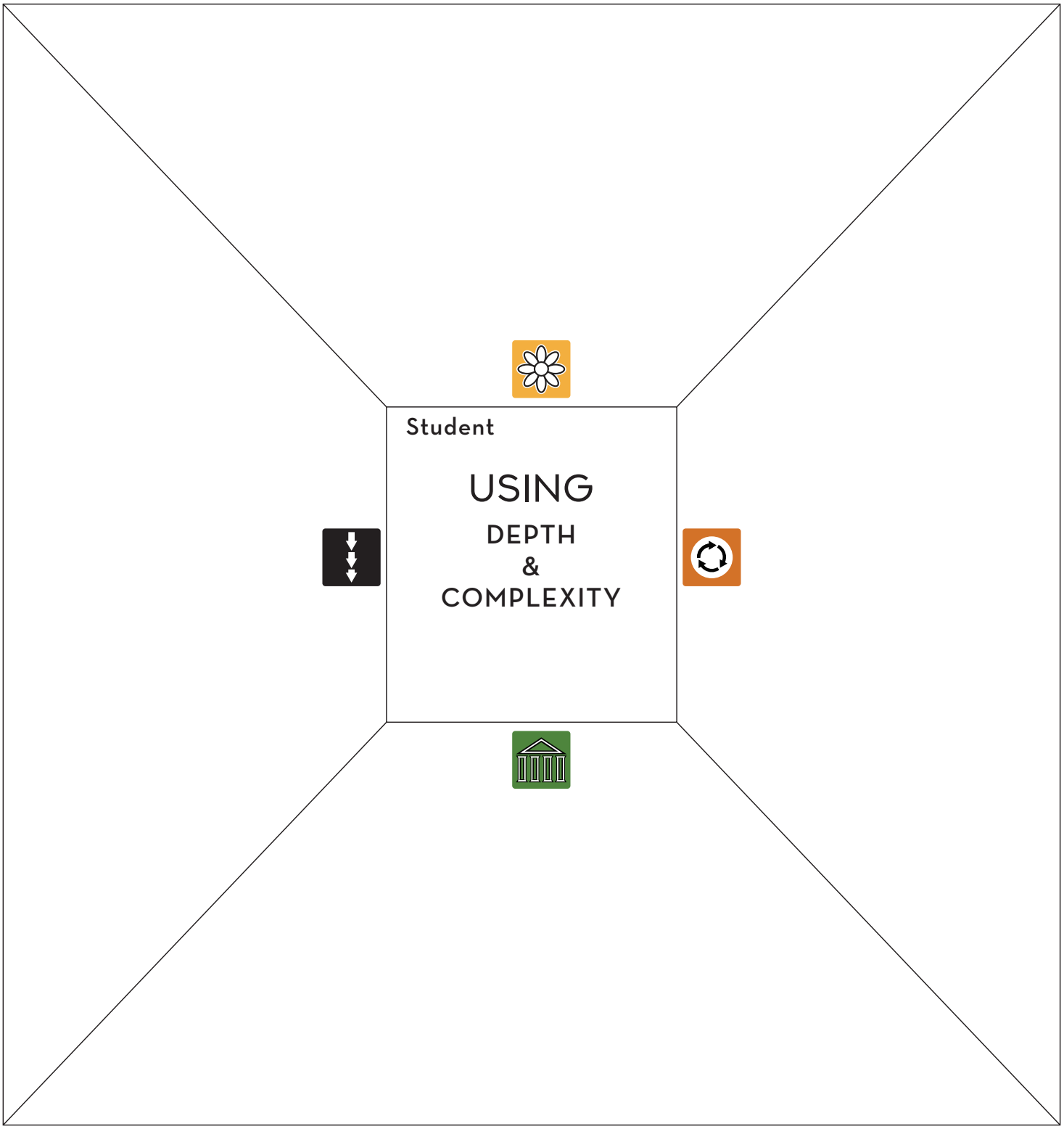
OBSERVATION FORM

DATE: _____ OBSERVER: _____ TEACHER: _____

ENVIRONMENT - THE "WHERE"	DISTINGUISHED ▸ BEGINNING	FEEDBACK
Are components of the D&C Framework visible in the classroom? In student work?		
Has the instructor created an environment to foster a high, positive level of engagement with most students?		
Are students able to explain D&C, using the appropriate term that aligns with the icon, and how it is being used?		
Is instruction occuring in a variety of ways, i.e. whole group, small group, partners, individual?		
PRODUCT - THE "RESULT"	**DISTINGUISHED ▸ BEGINNING**	**FEEDBACK**
Are student products an authentic reflection of the process that occurred during the lesson?		
Is there evidence of products that are open-ended allowing for students to demonstrate mastery of a standard?		
Are the products used to determine next steps of instruction?		
Is there evidence of student voice and choice provided to demonstrate mastery of a standard?		
Do products provide authentic representation of students at various levels of learning?		
STUDENT - THE "WHO"	**DISTINGUISHED ▸ BEGINNING**	**FEEDBACK**
Are students encouraged to lead their own learning by choosing their own icons as lenses of learning?		
Are students given the opportunity to dig deeper into the content by creating their own iconic learning pathways?		
Are students making connections using analytical thinking prompted via the use of UC & Generalizations, TLAD, CI, and D&C Icons?		

STUDENT REFLECTION

Please reflect on your understanding and implementation of the Depth & Complexity Framework.
Complete the assessment form multiple times throughout the school year: after 1 month, 4 months, 6 months, at the end of year.

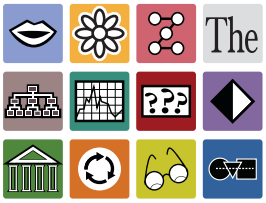


When students are completing an assessment Frame related to a topic of study, they may want to use the guiding questions below.

- Determine the most important details from the lesson and explain their significance.
- Describe how your understanding of _____ has changed over time.
- What is the significance or value of this topic?
- Write an overarching statement about the lesson that best summarizes the content.

When students are completing an assessment Frame to determine how their understanding of the Depth & Complexity Framework evolves throughout the school year, they may want to use the guiding questions below.

- Explain the Depth & Complexity icons.
- How have the icons changed how you think and learn?
- How are lessons with icons different from lessons without icons?
- Why do we use the Depth & Complexity icons?



The Center for DEPTH and COMPLEXITY