



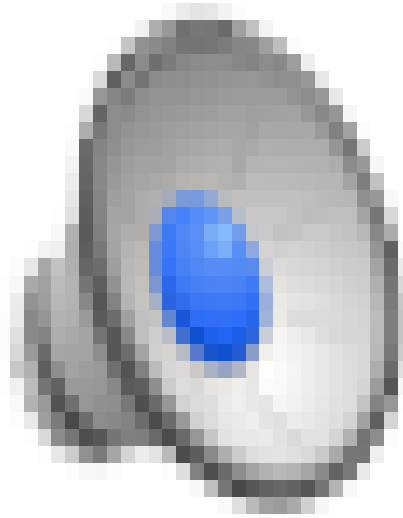
ACHIEVING EQUITY, COHERENCE & INNOVATION: INSTRUCTIONAL VISION AND SUPPORT IN BOSTON PUBLIC SCHOOLS UPDATE

*Dr. Karla Estrada, Deputy Superintendent, Academics
& Student Supports for Equity Team (ASSET)*

Dr. Michele Shannon, Chief of Schools

Presentation to School Committee
December 14, 2016

21st Century Learning



The 21st Century Learner in BPS?

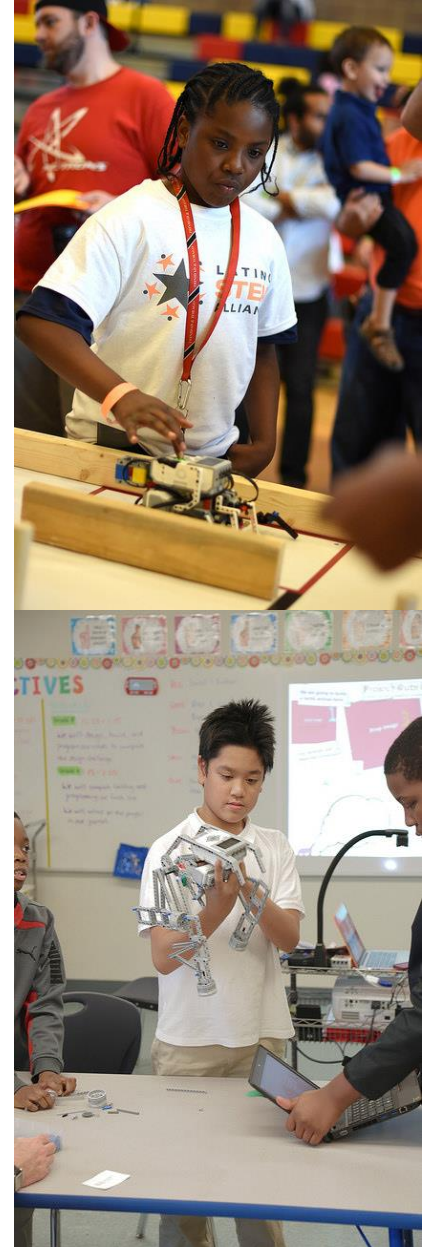


Core Values

As adult learners committed to equity, we must engage in and reflect on systemic and individual biases and their impact on our practices.

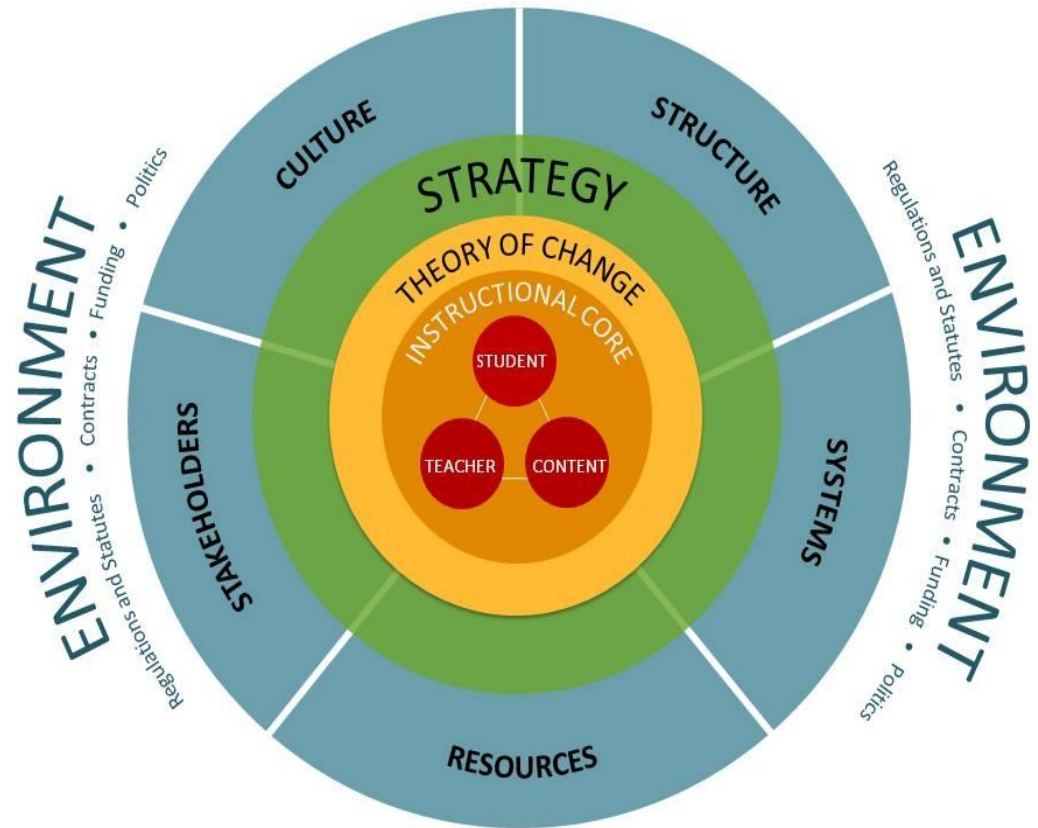
As Boston Public Schools, we believe in:

- **Equity:** Eliminating system bias and providing authentic learning opportunities for all students; developing our future leaders into self-determined, independent learners, who are able to pursue their aspirations;
- **Coherence:** Focusing BPS' instructional vision on key teaching and learning principles, develop meaningful resources, and building an efficient way to deliver these resources to school leaders, teachers, students, families, and staff;
- **Innovation:** Building a culture of change; generating new solutions, not just relying on current operational models.



Our Problem of Practice

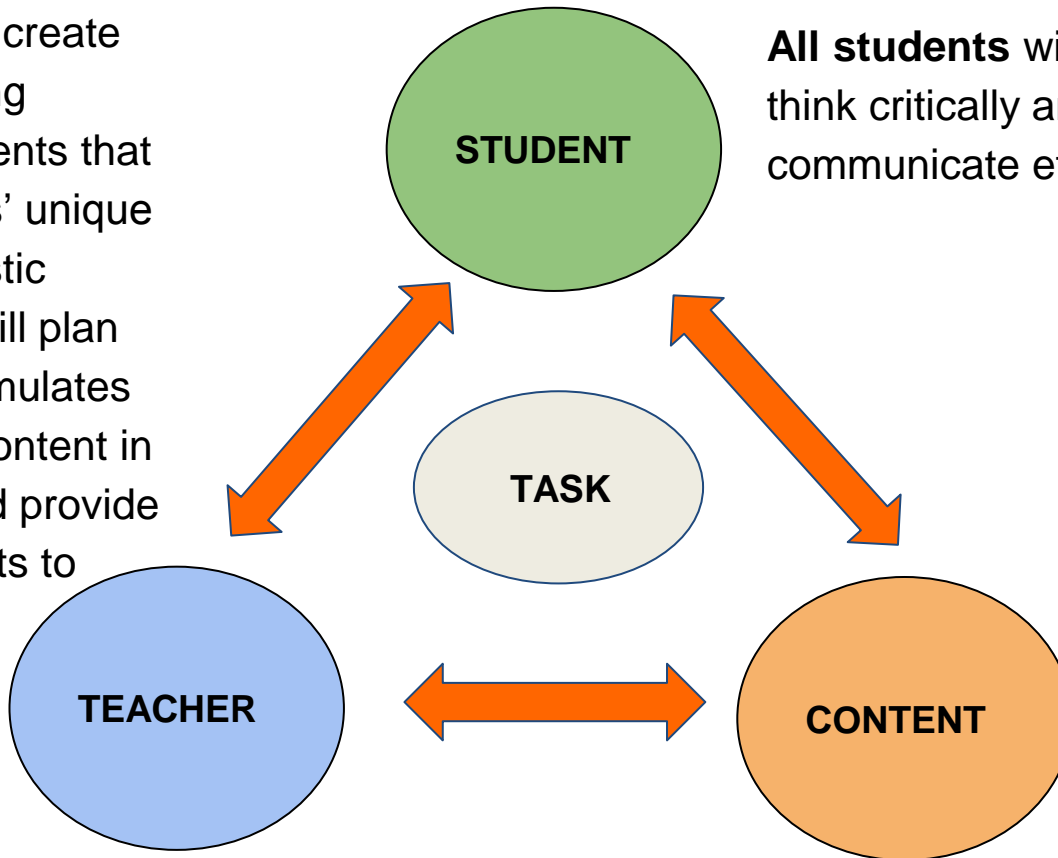
BPS does not consistently provide authentic learning opportunities for our students who are most marginalized to develop into self-determined, independent learners, able to pursue their aspirations. Our failures lead to disengaged students and significant achievement gaps.



Instructional Vision

BPS students are the leaders, scholars, entrepreneurs, advocates, and innovators of tomorrow.

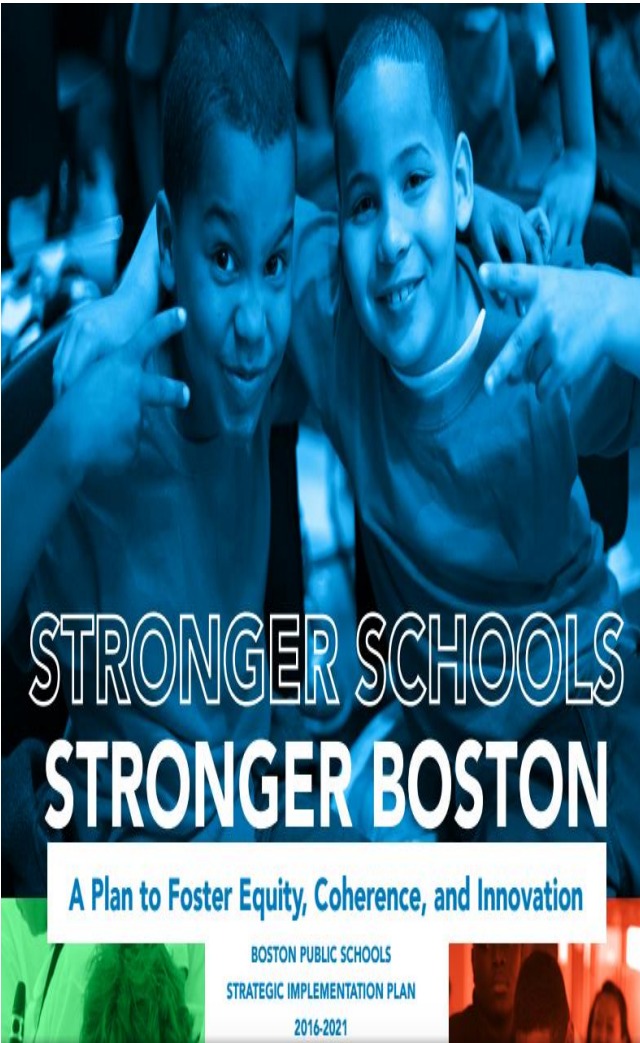
All educators will create safe and welcoming learning environments that affirm our students' unique cultural and linguistic strengths. They will plan instruction that stimulates interest, present content in different ways, and provide choices for students to demonstrate their understanding.



All students will read widely, think critically and communicate effectively.

The **content** will challenge all students to apply standards-driven knowledge and skills to real-life challenges that are authentic to the discipline.

District



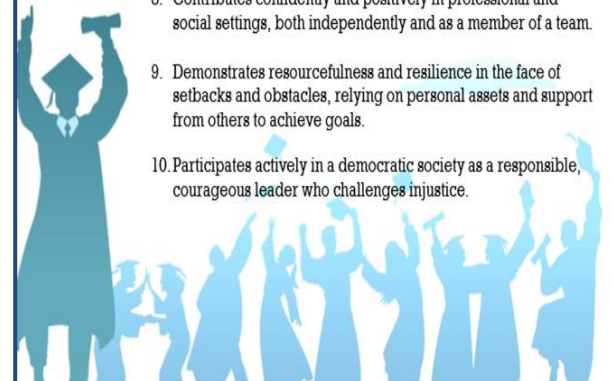
BPS Classroom



BPS Graduate

VISION: **The Boston Public Schools Graduate...**

1. Loves to learn, views the world as a classroom without walls, and thinks critically about the issues within it.
2. Succeeds academically in college-level courses across content areas.
3. Masters verbal and written expression in English, with emerging proficiency in a second language.
4. Uses mathematical skill, scientific inquiry, and state-of-the-art technology to invent new solutions to persistent and unanticipated problems.
5. Exhibits growth, self-discipline, and reflection through innovative expression and artistry.
6. Acknowledges and respects people with diverse backgrounds, histories, and perspectives.
7. Assumes personal responsibility for physical and emotional well-being by making healthy choices.
8. Contributes confidently and positively in professional and social settings, both independently and as a member of a team.
9. Demonstrates resourcefulness and resilience in the face of setbacks and obstacles, relying on personal assets and support from others to achieve goals.
10. Participates actively in a democratic society as a responsible, courageous leader who challenges injustice.



Strategic Implementation Plan

Focus Area #1: Implement an inclusive, rigorous, and culturally/linguistically sustaining PK-12 instructional program that serves the development of the whole child.

Focus Area #2: Attract, develop, and retain a highly effective instructional team that is responsive to the diverse racial, cultural, and linguistic needs of Boston youth.

Instructional Priorities



Effective **Instructional Leadership Teams (ILTs)** in every school focused on identifying bright spots and engaging in cycles of improvement



Instructional Focus (IFs) areas in every school that aim to achieve inclusive, rigorous, and culturally-linguistically sustaining for every student;



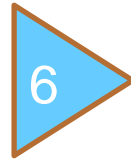
Ensuring access to **Cognitively Demanding Tasks (CDTs)** for all students;



Creating **Safe, Healthy, and Welcoming Schools** through expansion of **Social and Emotional Learning (SEL)**; and



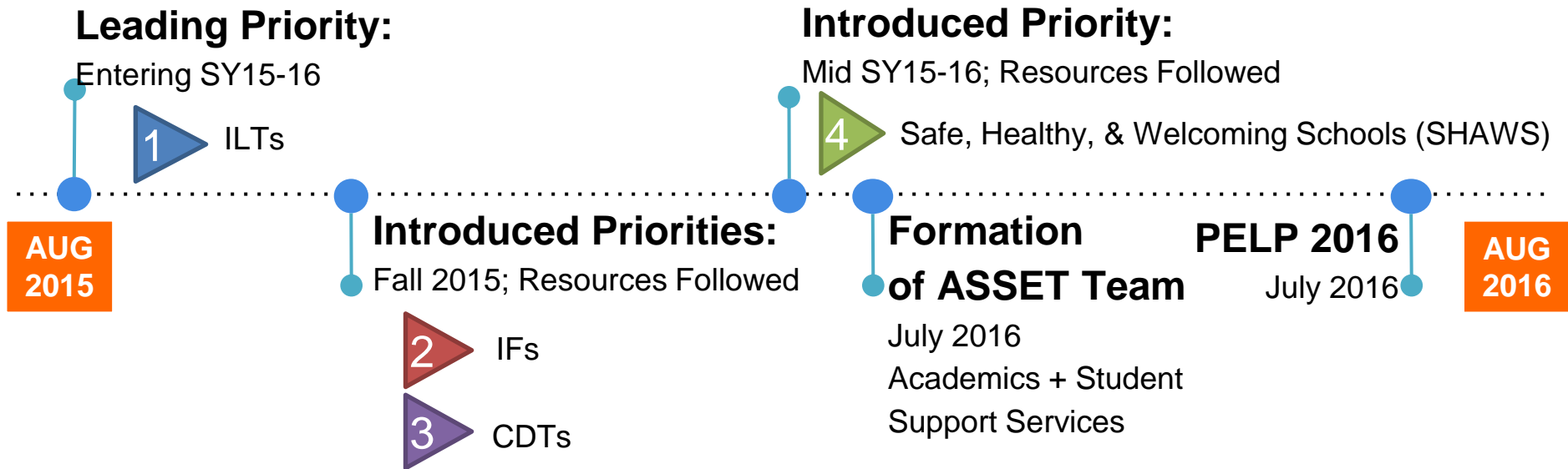
Using **Culturally and Linguistically Sustaining Practices (CLSP)** that recognize biases and foster positive student identity



Engage students in **Disciplinary Literacy** so students can read, write, speak, and think authentically in academic disciplines

How Did We Get Here?

First Year: Focus on Teams and Tasks



How Did We Get Here?

Second Year: Focus on Access for All

Introduced Priority:

For SY16-17; Resources Following

5 CLSPs

Leading/Continuing Priorities:

SY16-17

1 ILTs

2 IFs

3 CDTs


4 SHAWS (SEL)

Looking Ahead:

For SY16-17, resources to come for existing instructional priorities:

- Instructional Position Paper with resources and tools
- Building out menu of services for schools
- Building capacity of Teaching & Learning Teams (TLTs)
- Measuring progress toward Strategic Implementation Plan (SIP) goals

In SY16-17, additional instructional priority to come:

 Disciplinary Literacy

AUG
2016

AUG
2017

Key Initiatives & Structures for Achieving Instructional Priorities

Academics and Student Supports for Equity Team (ASSET)



Instructional Round Table

- Collaborate with Instructional Superintendents on instruction and compliance
- Provide guidance on teaching and learning with other depts (OHC, OOE, ODA, budget).
- Curate and develop tools and resources based on data and TLT/ILT/Principal input.
- Design and deliver high quality PD to school-site instructional staff
- Build trusting and authentic relationships amongst all partners, reflecting shared knowledge and working toward the instructional vision and POP

Instructional Superintendents



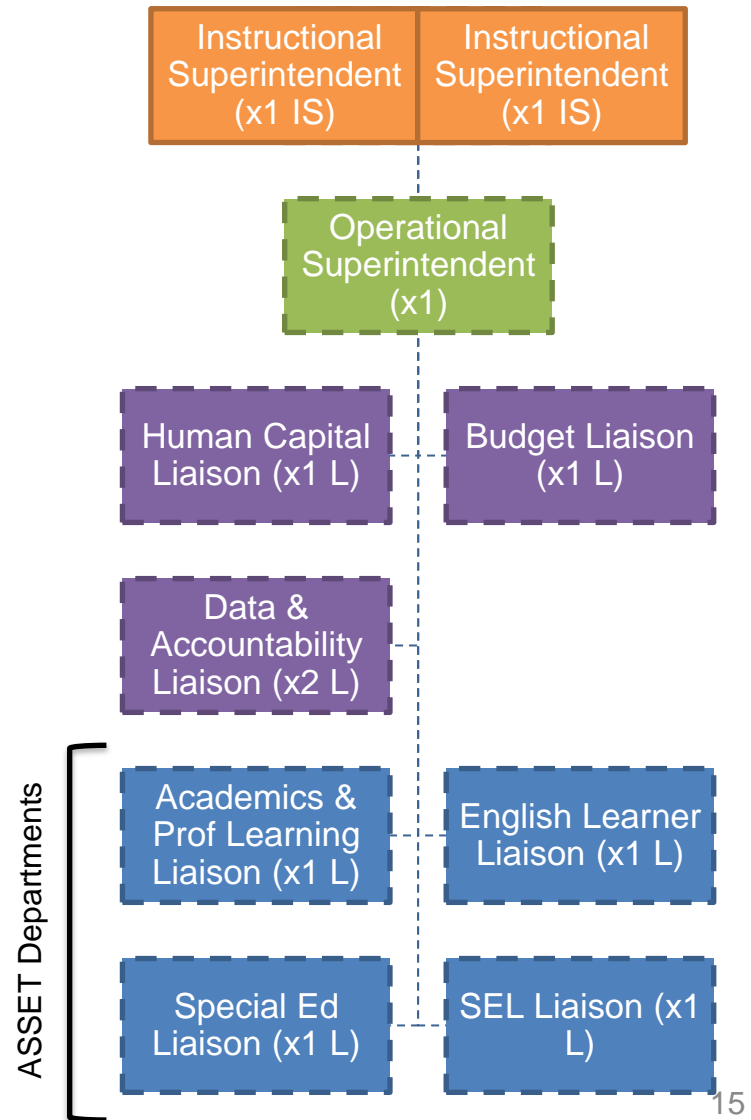
- **Observation of practice**
 - Principals in the act of leading
 - teachers in the act of teaching, collaborating, and leading.
- **Provide Principals feedback and coaching**
 - Focus on building group capacity and distributive leadership in schools
- **Build Instructional leadership**
 - professional learning and collaborative learning walks
- **Collaborate with ASSET and other dept leaders**
 - provide on the ground insight

Teaching & Learning Teams (TLTs)

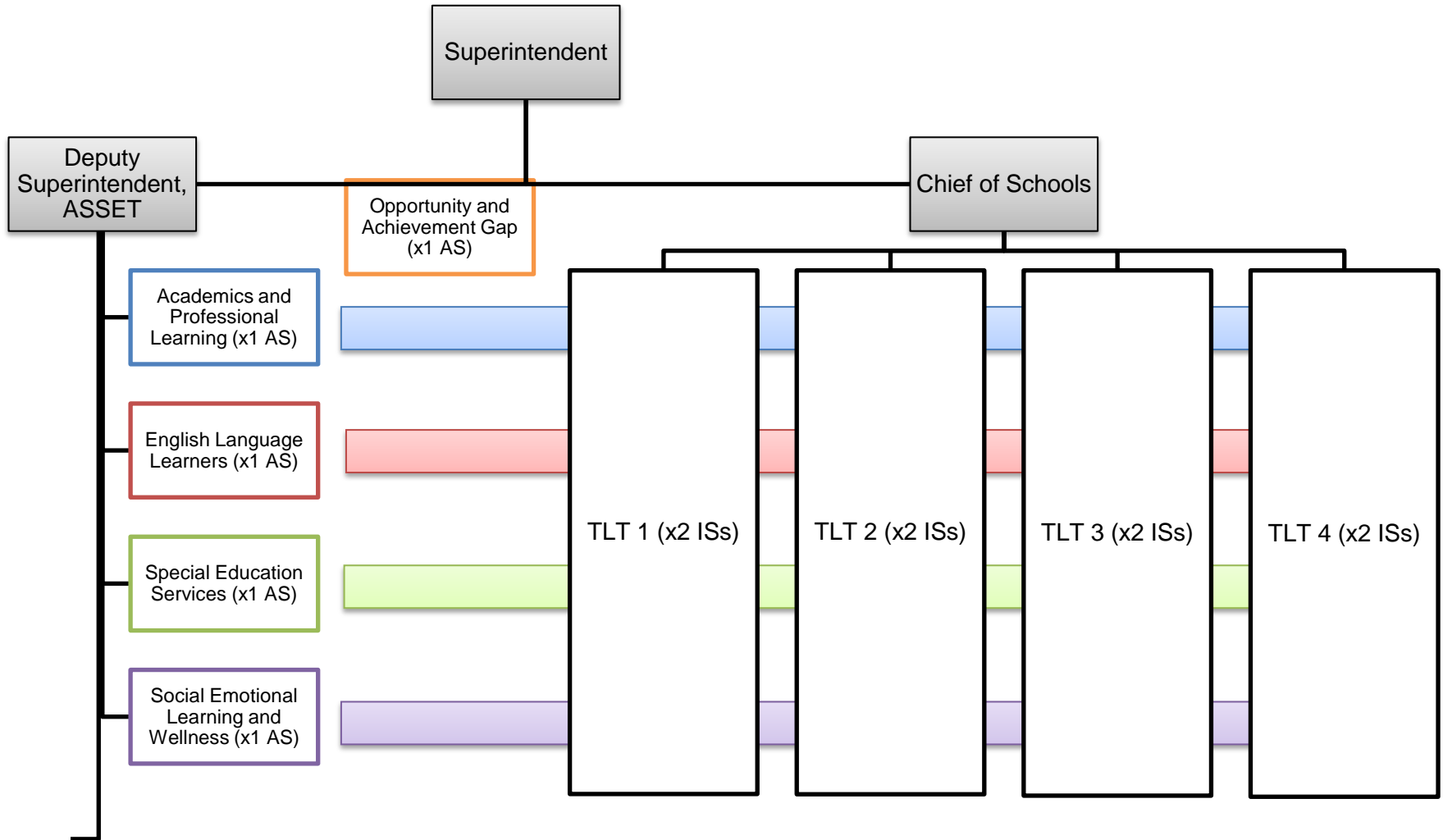
There are 4 TLTs district wide, each containing about 30 schools.

- Each TLT is led by a partnership of 2 Instructional Superintendents (who are in charge of about 15 schools each)
- Each TLT also has liaisons from each ASSET department as well as other central office departments.

Three TLTs are comprised of elementary and middle schools; the fourth TLT is comprised solely of high schools.



Cross-Functional Leadership and Teams



Bright Spots:

Instructional Leadership Teams (ILTs)

- Every school in BPS has an ILT
- Lead teachers have received training in facilitating ILT
- Lead teachers attend professional learning alongside principals and headmasters to support ILT co-facilitation

Instructional Focus (IF)

- Every school in BPS has identified an instructional focus
- Schools are aligning professional learning towards their IFs, as evidenced by QSPs
- 5,000+ hits on district websites offering resources for IF and ILT development

Cognitively Demanding Tasks

- 80% of BPS schools opted into Investigations 3 & CMP 3 math curricula which were selected by a group of teachers, school leaders, and district staff, in part, because of the quality of tasks. This adoption strengthened alignment to the 2011 MCF (CCSS).
- 10 out of 10 learning walks conducted in high schools yielded requests for models and materials relative to CDTs
- Task analysis protocol has been used in two principal professional learning sessions, cabinet sessions, ASSET meetings, and in many schools throughout the district

Additional Bright Spots

- **School leaders, teachers and school staff** focus on teaching and learning.
- Instructional Superintendents leading **instructional rounds** in schools with principals and TLT liaisons.
- **CLSP Rubric** and Principal Professional Learning
- Equity and rigor **data dialogues** on CDTs
- ELs making progress toward **ELD proficiency**
- **EL Summer Program** reading growth among ELs
- DESE endorsed **SEI and ESL Pathways**
- **Best Buddies Chapters** added across MS and HS.
- **UDL training** across the district continues to expand
- **Attendance Awareness Campaign** to meet a 95% target
- **CBHM** school expansions

Future Instructional Efforts:



- **SIP**
 - Task force feedback
 - Success Measures and KPIs
- **Data dips and Ongoing Capacity Building**
 - “Health” of Instructional Leadership Teams (ILTs)
 - Instructional Focus/Foci Reviews (IFRs)
 - Teaching and Learning Teams (TLT) collective impact of support
- **Curate and develop instructional tools and resources** for school leaders and ILTs that align to BPS Instructional Vision and our POP.
- **Leverage BPS talent centrally and in schools** for providing effective professional learning