



Division of Schools

OAG Policy Goals 2021-2026

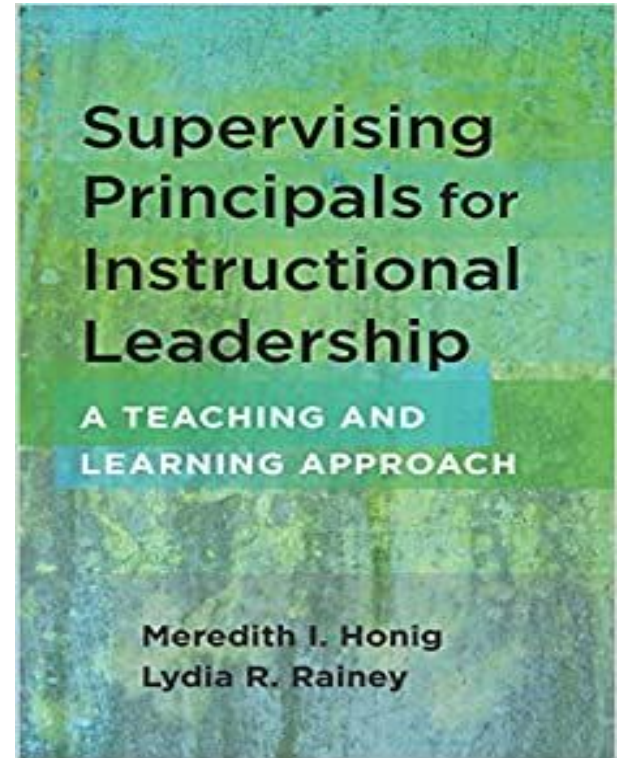
December 2021

Educational research continues to reinforce the idea that teaching is the most important school-related influence on student learning and that principals' leadership is essential to helping teachers succeed—*known as instructional leadership.*

—Honig & Rainey (2020), p. 3

Data Sources:

[Division of Schools Data Sources - OAG Policy Presentation](#)



Problem of Practice

Larger System Issue...

“While central offices have been around for over a century, only within the past two decades have policy and research begun to emphasize ensuring excellent teaching and learning as a main responsibility of school district central offices - almost a 100 years into central office’s history. “

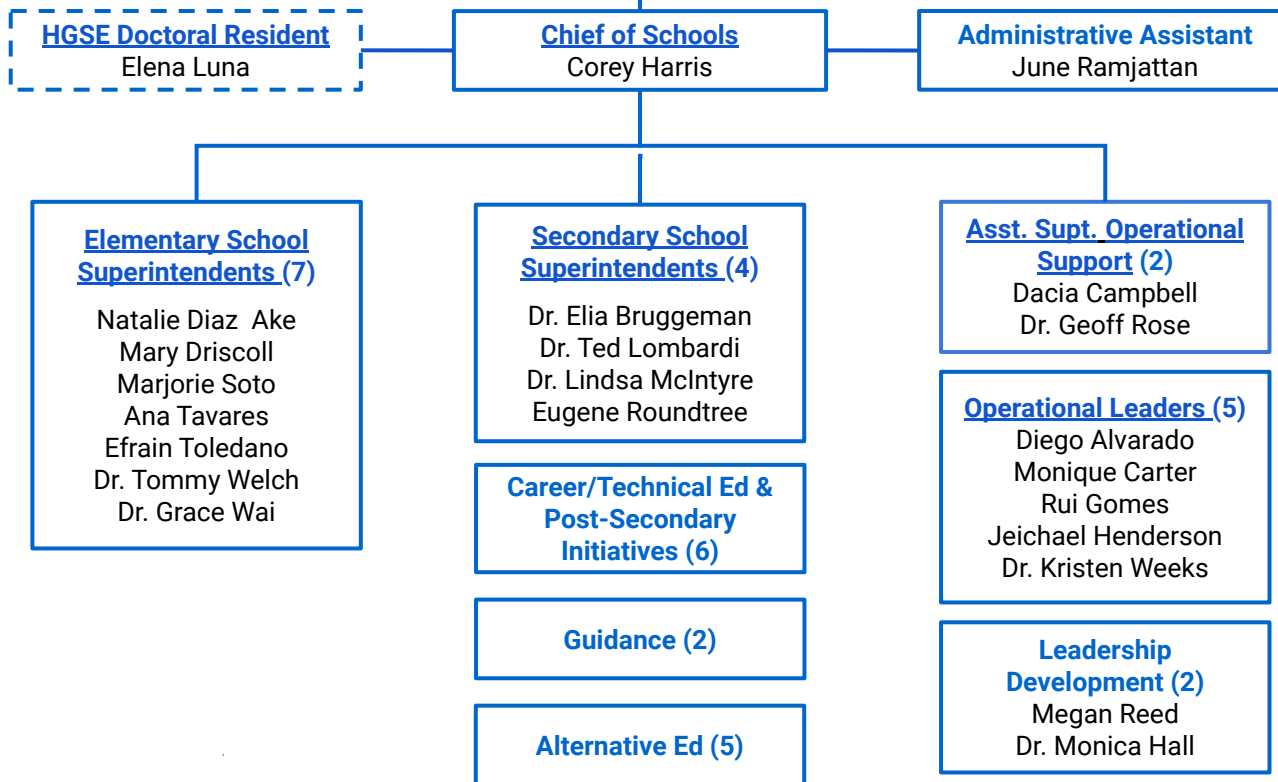
-Honig & Rainey (2020), p. 4

BPS Context....

- Our ways of working prevent too many students from having the same opportunity to achieve their greatness.
- Multiple data sources continue to highlight the need for our system to work differently in order to cultivate increased trust and to accelerate learning



Division of Schools - Current State



Division of Schools - Outcome 1

OAG Policy Goals Alignment

Role Clarity - clarify roles and shift operational and compliance responsibilities previously held by School Superintendents to other district office staff to increase their focus on instructional leadership

- 1.0 Create a District where every person in every department is responsible and accountable for the education of all students at every school, and devoted to eliminating the opportunity and achievement gaps facing students of color, English Language Learners, students with disabilities, and students of low socioeconomic status.
- 3.2 Provide long-term ongoing PD and coaching for staff
- 5.1 Demonstrate how equity is addressed within the District's Operations

Connection to Strategic Plan: Cultivate Trust 5.2, 5.3, 5.4

Overarching Outcome 2021-2026

By June 2022, we will ensure all staff in the Division of Schools and Division of Academics understand the role, function, and expectations of School Leaders, School Superintendents, Regional Recovery Academic Directors and Operational Leaders in developing instructional leadership through a teaching and learning approach.

By June 2026, we will have redistributed a significant number of managerial and operational responsibilities formerly held by School Superintendents to other district office staff, so they have more capacity to coach staff on eliminating gaps, transforming and improving instructional practices and beliefs, and building a culture of high expectations and achievement for all students.

Division of Schools - Outcome 2

OAG Policy Goals Alignment

Develop the capacity of the Division of Schools staff and School Leaders - support the Division of Schools staff and School Leaders with the development of individual learning plans aimed at improving their capacity to support and strengthen their capacity as anti-racist leaders and instructional leaders

- 1.0 Create a District where every person in every department is responsible and accountable for the education of all students at every school, and devoted to eliminating the opportunity and achievement gaps facing students of color, English Language Learners, students with disabilities, and students of low socioeconomic status.
- 3.2 Provide long-term ongoing professional development and coaching for staff at all levels of the district on eliminating gaps, transforming and improving instructional practices and beliefs, and building a culture of high expectations and achievement for all students.

Connection to Strategic Plan: Cultivate Trust 5.2, 5.3, 5.4; Eliminate Opportunity & Achievement Gaps 1.6

Overarching Outcome 2021-2026

By June 2022, operationalize all staff in the Division of Schools having an annual learning plan designed with a teaching and learning approach that fosters agency and leads to a deeper understanding of the knowledge and skills needed to be an effective instructional leader.

By June 2026, the School Superintendents and Schools Leaders will have spent significantly more time engaged in classroom walkthroughs, coaching, the development of coherence across school visits, and the facilitation of small-group learning communities.

Cohesive Partnership with the Office of Opportunity Gaps

Build Capacity around Anti-racist Leadership Strategy

- OOG will support executive coaching for School Superintendents and School Leaders around adaptive anti-racist leadership strategy.
- OOG is currently in the planning stages with the Anti-racist Strategic Leadership Cohort for School Leaders and their Teacher Teams - set to launch Spring/Summer 2022.

Student Support & Targeted Programming

- OOG and Division of Schools will develop cohesive school leadership around student support systems & strategy and targeted programming for 9 open enrollment high schools.

BDEA
East Boston
Brighton
Charlestown
BATA

Madison Park
Greater Egleston
Burke
Henderson
McKinley

Division of Schools - Outcome 3

OAG Policy Goals Alignment

Strengthen District Office Supports – support improved coordination among district office departments to create a cultural shift and drive structural reorganization to support School Leaders and School Superintendents’ increased focus on instructional leadership

- 1.0 Create a District where every person in every department is responsible and accountable for the education of all students at every school, and devoted to eliminating the opportunity and achievement gaps facing students of color, English Language Learners, students with disabilities, and students of low socioeconomic status.
- 4.5 Demonstrate how appropriate identification, placement, and support services are provided for students with disabilities and English Language Learners.

Connection to Strategic Plan: Cultivate Trust 5.2, 5.3, 5.4

Overarching Outcome 2021–2026

By June 2022, the Division of Schools and Division of Academics will collaborate to develop a common understanding of high quality instruction and instructional leadership as a precursor to the development of the individual learning plans of Division of Schools staff and School Leaders.

By June 2026, the coordination of district office departments and collaboration among them will be significantly improved in order to sustain the Division of Schools staff’ and School Leaders’ increased focus on instructional leadership.

Division of Schools

Desired Outcomes

Theory of Action

01

Role Clarity

If we clarify roles and shift operational and compliance responsibilities previously held by School Superintendents to other district office staff...

then School Superintendents will increase their focus on instructional leadership to include coordination of academic supports which will help School Leaders to improve their support of teacher teams and individual teachers.

02

Develop the capacity of Division of Schools staff and School Leaders

If we support all staff in the Division of Schools to develop individual learning plans with a teaching and learning orientation...

then School Leaders will increase their instructional leadership capacity to include a sharp focus on students of color, English learners, students with disabilities, and students of low socioeconomic status.

03

Strengthen District Office Supports

If we influence and support coordination among district office departments to drive structural reorganization and create a cultural shift...

then School Leaders and School Superintendents will increase their focus on instructional leadership which will also help to cultivate increased trust.



Division of Schools - 2022

HGSE Doctoral Resident

Elena Luna

Chief of Schools

Corey Harris

Administrative Assistant

June Ramjattan

Deputy Chief of Schools

Vacant

Regional Academic
Directors

Dr. Ruben Carmona
Dr. Jodi Fortuna

Elementary School
Superintendents (7)

Natalie Diaz Ake
Mary Driscoll
Marjorie Soto
Ana Tavares
Efrain Toledano
Dr. Tommy Welch
Dr. Grace Wai

Principals

Secondary School
Superintendents (4)

Dr. Elia Bruggeman
Dr. Ted Lombardi
Dr. Lindsa McIntyre
Eugene Roundtree

Heads of School

Career/Technical Ed &
Post-Secondary
Initiatives (6)

Guidance (2)
Catherine Chiu

Alternative Ed (5)

Asst. Supt. Operational
Support (2)

Dacia Campbell
Dr. Geoff Rose

Operational Leaders (5)

Diego Alvarado
Monique Carter
Rui Gomes
Jeichael Henderson
Dr. Kristen Weeks

Leadership
Development (2)

Megan Reed
Dr. Monica Hall

Administrative Team
Members

Progress Monitoring & Accountability

Desired Outcomes

SY21-22

SY22-23 & Beyond

01

Role Clarity

- Division of Schools common performance standard
- School Leader Survey data
- Division of Schools Survey data

- School Leader Survey data
- School Supt.. Survey data
- Gallup Employee Engagement data (Q22-24)

02

Develop the capacity of School Supts. and School Leaders

- % of Division of Schools staff with Individual Learning Plans
- Instructional Visits data
- PD/PLC feedback
- Student Outcomes data

- % of Division of Schools & % of School Leaders with Individual Learning Plans
- Instructional Visits Data
- PD/PLC feedback
- Student Outcomes Data

03

Strengthen District Office Supports

- School Improvement & ESSER Plans
- Gallup Employee Engagement data (Q22-24)
- Teacher Climate Survey data

- School Improvement & ESSER Plans
- Gallup Employee Engagement data (Q22-24)
- Teacher Climate Survey

Q & A



Appendices



**Organized
to Learn**



**Teaching &
Learning
Approach**

Teaching and Learning Approach



VISION

A nation-leading, student-centered public school district providing equitable, and excellent, well-rounded education that prepares every student for success in college, career, and life.

DISTRICT INSTRUCTIONAL FOCUS

In BPS, all educators enact the five components of Equitable Literacy instruction so that all students, especially those who have been historically underserved, fully realize their brilliance and become a reader and creator of powerful texts.

Dalton, S. S. (1998). Pedagogy Matters: CREDE Standards for Effective Teaching Practice. <https://escholarship.org/uc/item/6d75h0fz>

Instructional Practice Guide. (n.d.), from https://achievethecore.org/content/upload/Instructional%20Practice%20Guide_ELA.pdf

Tatum, D. A. W. (2009). Enabling Texts: Texts That Matter. 5.

BPS MISSION: Every child, in every classroom, in every school gets what they need.

Our Strategic Plan

#1: ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS

#2: ACCELERATE LEARNING

#3: AMPLIFY ALL VOICES

#4: EXPAND OPPORTUNITY

#5: CULTIVATE TRUST

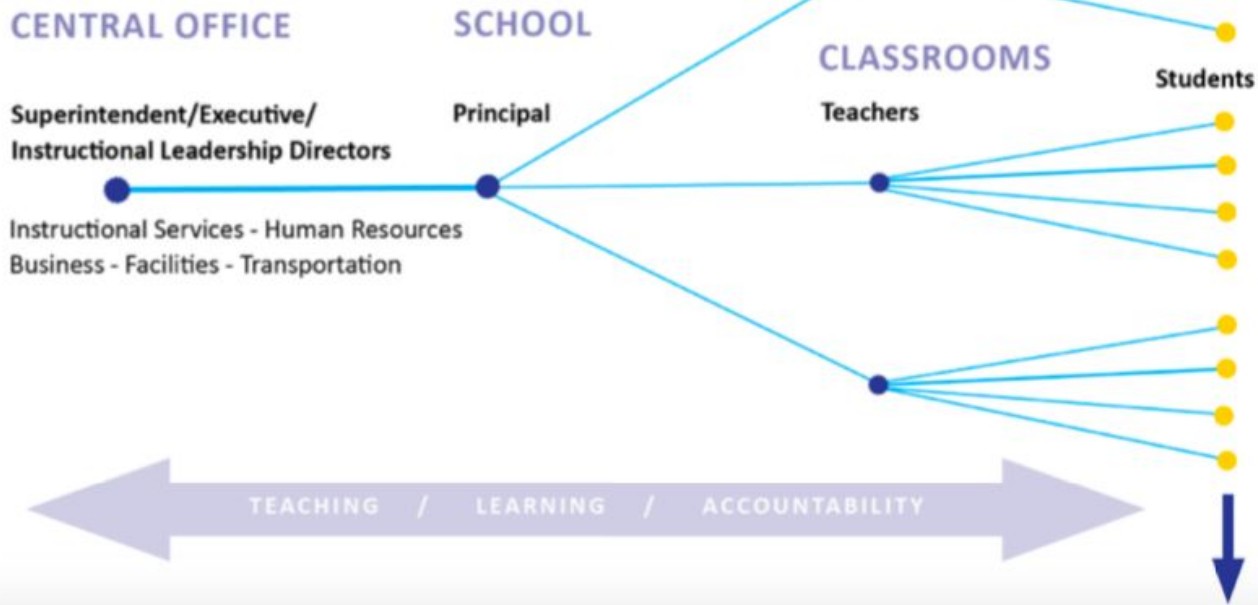
#6: ACTIVATE PARTNERSHIPS

[Master List of Commitments
& Priorities](#)



Creating Your Theory of Action for District-wide Teaching and Learning Improvement

Start with your students!



Theory of Action Graphic:

Theory of Action Graphic:

