



FORWARD TOGETHER

TEACHING AND LEADING FOR EQUITY

February 7, 2023
Instructional Framework

Agenda & Objectives

Time	Topic	Objective

Our PPS Vision for Success

Our Roadmap to...



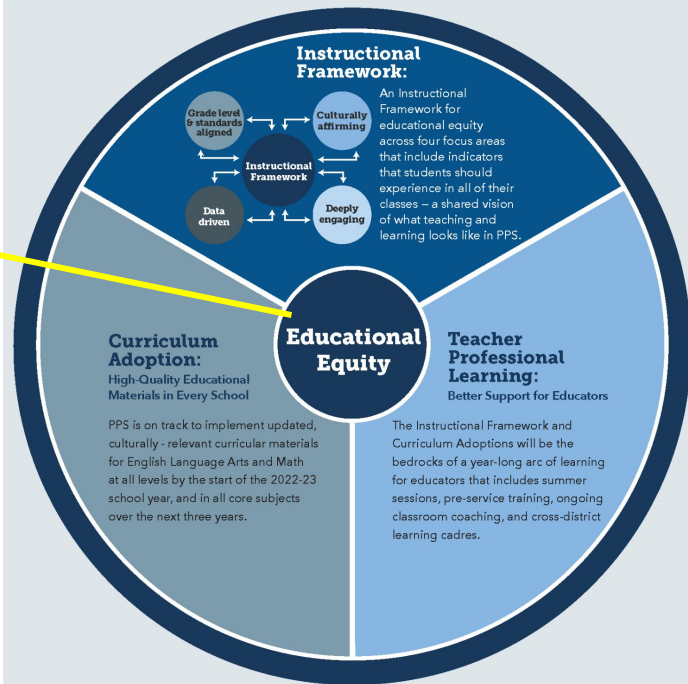
[Link to 1-pager](#) about our instructional priorities.



Our Roadmap Toward Educational Equity for All PK-12 Students

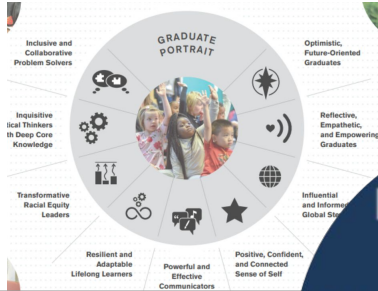
PPS is committed to providing all students with high-quality teaching and learning in every classroom, every day - instruction that helps them achieve our Graduate Portrait and closes persistent gaps in outcomes based on race.

In partnership with teachers, school leaders, and staff from across the district, we're taking several important steps to make this vision a reality for all students: calibrating around a new instructional framework that articulates a shared vision of highly effective teaching and learning, adopting new curricula to support that instruction, and offering improved professional learning experiences for teachers aligned to both.



Context Setting

Graduate Profile and Strategic Plan



Instructional Framework

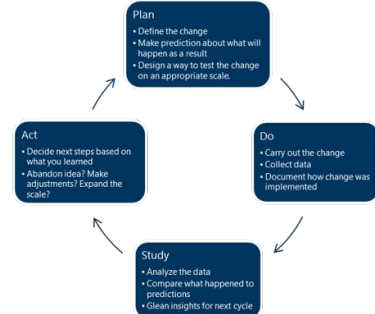


Implementation Plan

- 1 **SHARED VISION.** Teachers, building leaders, and central office leaders from OTL/OSP/OSSS can articulate the shared vision of what teaching and learning looks like in PPS as described in the instructional framework.
- 2 **POSITIVE PERCEPTION.** Teachers, building leaders, and central office leaders from OTL/OSP/OSSS agree that the effective implementation of the instructional framework, when paired with newly adopted curriculum and effective and aligned teacher professional learning, will result in improved and more equitable outcomes for students.
- 3 **GLSA INSTRUCTION.** Educators are teaching grade level content to all students that reflects the design and intent of the standards, including but not limited to Common Core shifts (see [Appendix A](#) for Common Core shifts in each content area), design principles in NCSS, ELP Standards, World-Readiness Standards for Learning Languages, etc. utilizing district adopted curricular resources when available. [experiment/adopt]

Educational Equity
Raising the achievement of all students while (1) eliminating the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

Continuous Improvement Cycle



PPS' Forward Together Strategic Plan

Forward Together

2021–2025 Strategic Plan for
Racial Equity, Inclusion, and Excellence

The focus areas of the plan are organized
under four main themes:

- Racial Equity and Social Justice
- ★ Inclusive and Differentiated Learning for Every Child
- Professional Excellence and Support
- Embracing Change

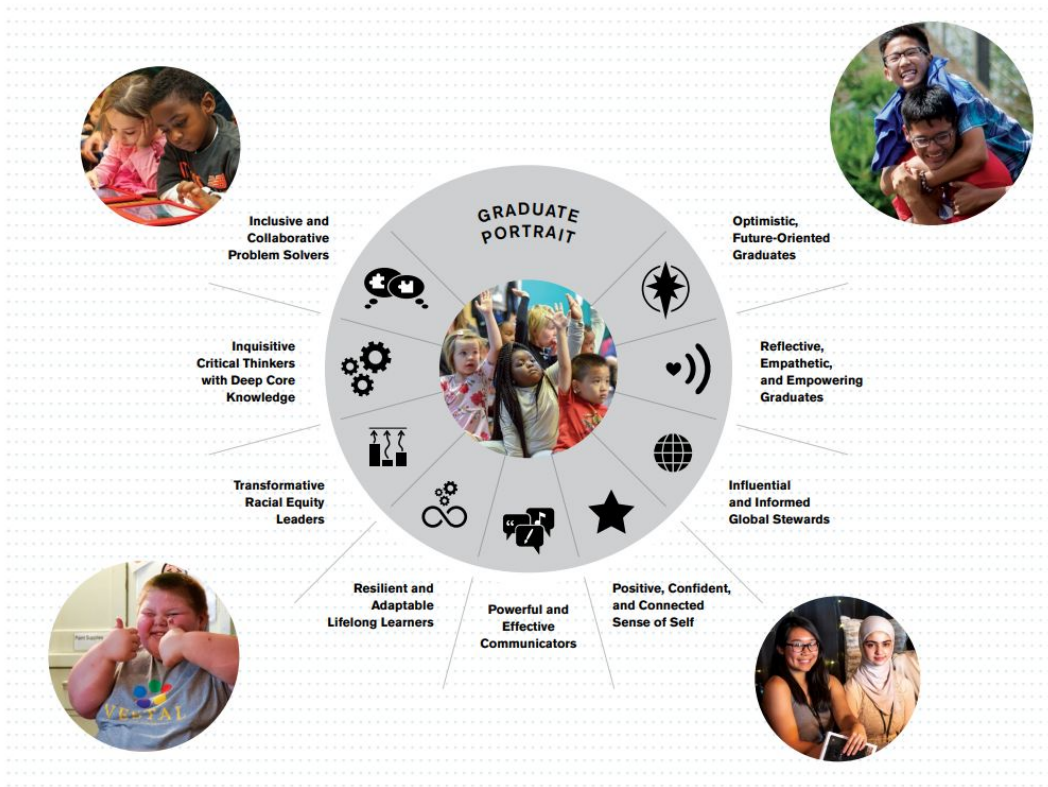


Our Why - PPS Mission and Graduate Portrait

PPS' Mission:

We provide rigorous, high quality academic learning experiences that are inclusive and joyful.

We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.



Why Now?

- We continue to see **gaps in student outcomes** that are predictable by race
- **Student learning experiences vary** within a school and between schools
- **Lack of consistent support and resources** from the central office for our schools

In order to address these challenges, we must ensure all students have equitable access to high-quality teaching and materials through a **consistent vision for teaching and learning in every classroom for every student.**

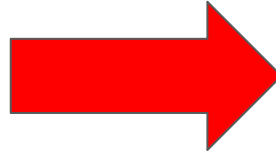


What do we want to be true in PPS by 2025?

Higher quality and more consistent instructional practices across all PPS classrooms.

Grade level and standards-aligned materials in all PPS classrooms.

Professional learning and support for teachers and leaders is robust, effective and aligned.



Improved student outcomes that are no longer predictable by race.

Our New Instructional Framework

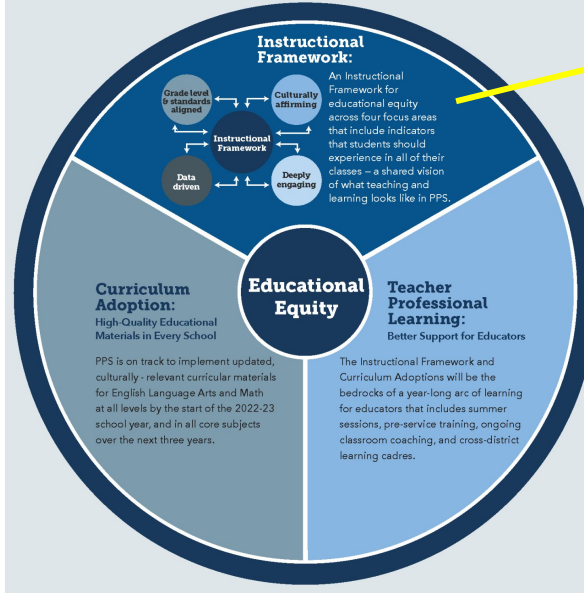
Our What



Our Roadmap Toward Educational Equity for All PK-12 Students

PPS is committed to providing all students with high-quality teaching and learning in every classroom, every day - instruction that helps them achieve our Graduate Portrait and closes persistent gaps in outcomes based on race.

In partnership with teachers, school leaders, and staff from across the district, we're taking several important steps to make this vision a reality for all students: calibrating around a new instructional framework that articulates a shared vision of highly effective teaching and learning, adopting new curricula to support that instruction, and offering improved professional learning experiences for teachers aligned to both.



Instructional Framework

The Instructional Framework answers the central question - *what does highly effective teaching and learning look like in PPS?*

What is the instructional framework?

- A **district-wide vision** for what teaching and learning should look and sound like
- Provides a common language around **instructional coaching**
- Used to focus and prioritize **professional learning** and support across the district
- A **through line** across instructional conversations, coaching, and learning

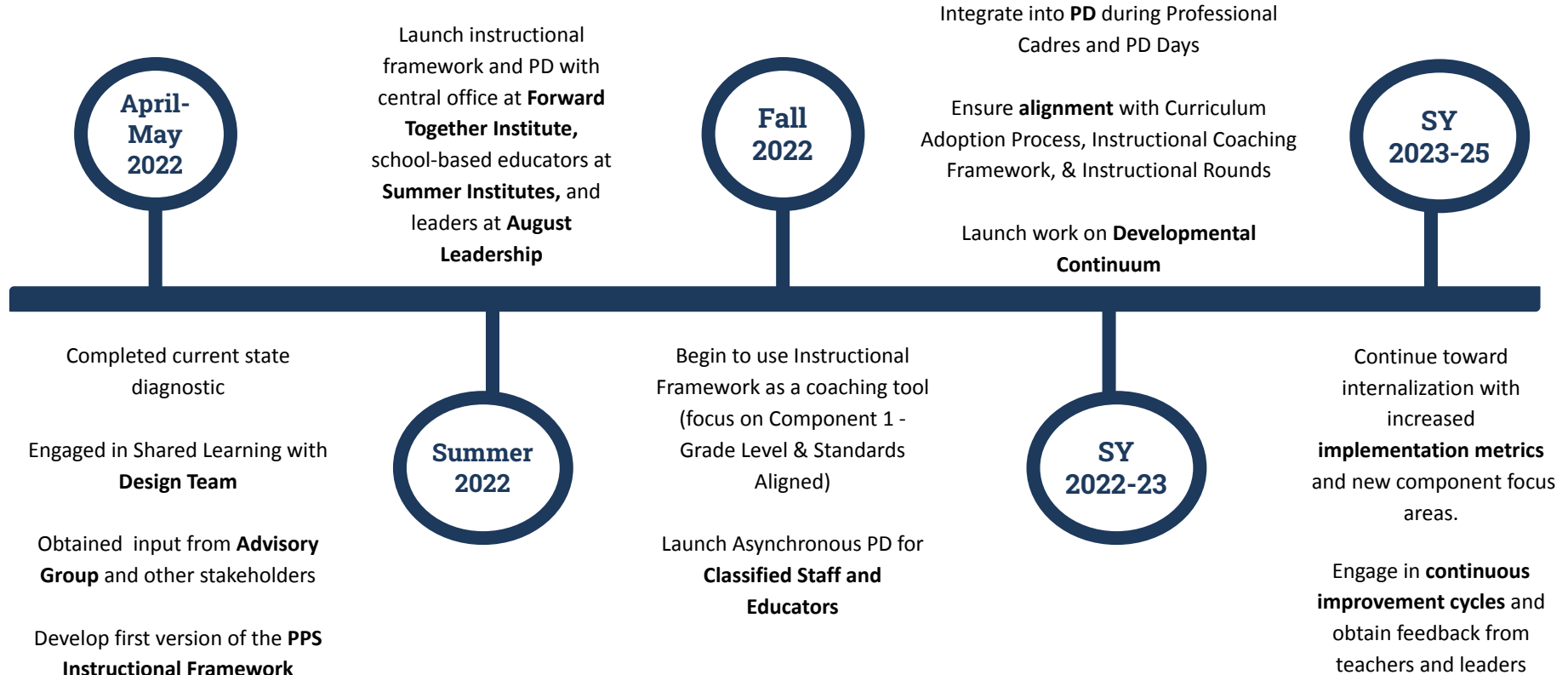
How will the instructional framework be used?

- Inform tools for instructional planning & reflection
- Inform a walk through tool for observation and feedback
- In PLC discussions and instructional coaching conversations
- Integrate into professional learning experiences and curriculum implementation plans
- Drive school improvement plans (instructional priorities and support plans clearly linked to the framework)

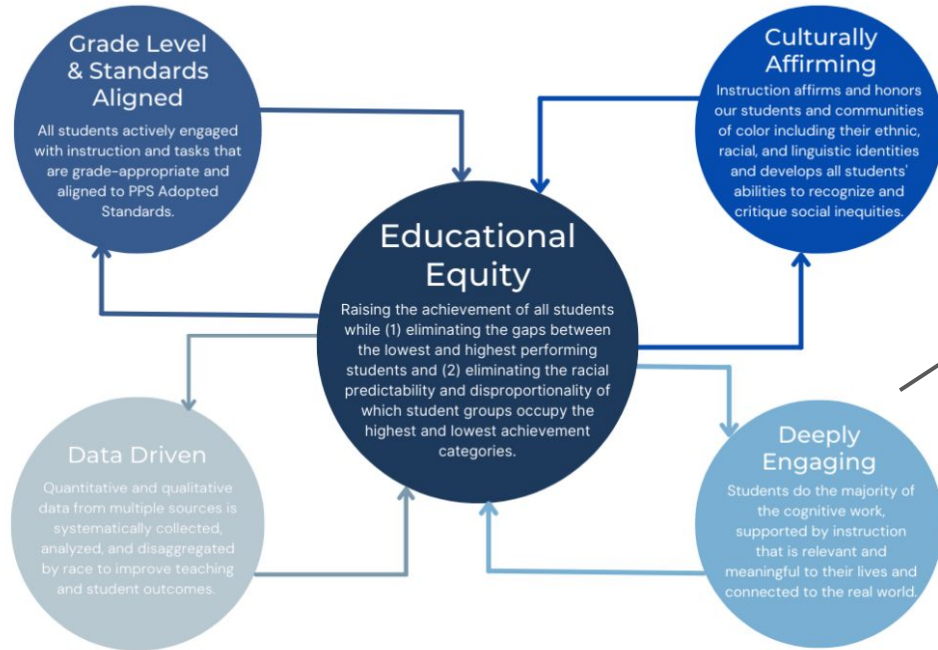
What isn't the instructional framework?

- An evaluation rubric or tool

Instructional Framework: Initiation-Implementation



What does the Framework look like?



Focus Area Name & Definition

3 Deeply Engaging	
3	Students do the majority of the cognitive work, supported by instruction that is relevant and meaningful to their lives and connected to the real world.
Educator Indicators	
3.1	Educators connect learning experiences to students' lived experiences and the contemporary world to make learning valuable and relevant.
3.2	Educators differentiate students' learning experiences by applying principles of Universal Design for Learning (UDL) (see Appendix B for UDL Guidelines and Principles), providing students with multiple means of engagement, representation, action, and expression.
3.3	Educators consistently integrate social-emotional competencies (see Appendix C for Transformative Social and Emotional Learning Competencies) and academic competencies in instruction.
3.4	Educators create the conditions for student conversations where students are encouraged to talk about each other's thinking.
3.5	Educators provide opportunities for students to exercise autonomy and choice as appropriate within the content and in how and with whom they work.
3.6	Educators exercise persistence in not allowing students to opt-out of learning.
Student Indicators	
3.7	Students are actively engaged in the cognitive work of the lesson, through reading, writing, speaking, listening, inquiry or other modalities.
3.8	Students persist, authentically grappling with grade-level content, revising their work and thinking, even when confronted with mistakes, uncertainty, or challenge.
3.9	Students demonstrate developmentally appropriate social-emotional competencies by collaborating productively with peers and adults to navigate interpersonal conflicts that arise within the learning community.
3.10	Students dialogue with and ask questions of peers and teachers to clarify their understanding and extend their learning.
3.11	Students exercise autonomy, agency and initiative that is motivated by content and tasks that are valuable and relevant to them personally.
PPS Instructional Framework 8	

Educator Indicators

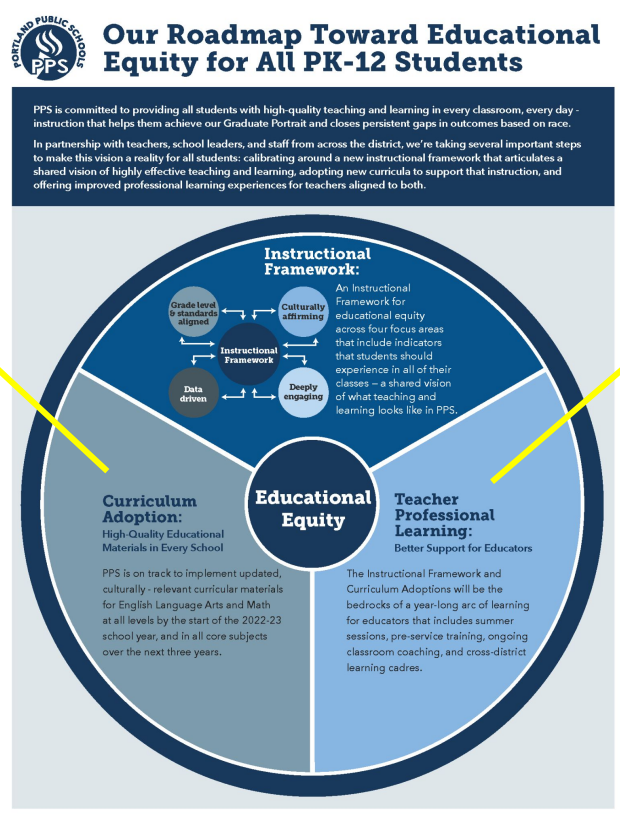
Student Indicators

Curriculum & Teacher Professional Learning

Our How

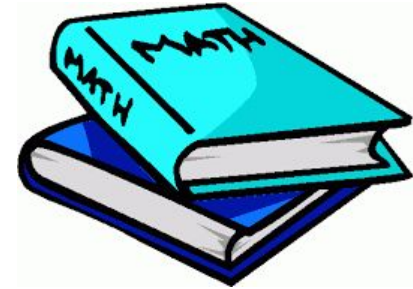
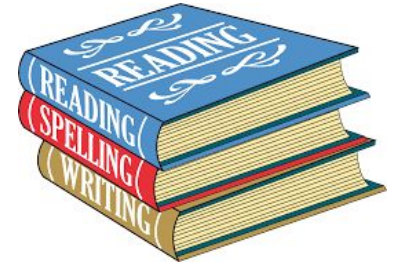
Curriculum Adoption

Teacher Professional Learning



Our How - Adopting New Curriculum

- In 2020, Portland area voters approved a **school bond for new curriculum** to ensure access for all students to standards-aligned & high-quality instructional materials.
- On track to implement new **culturally-relevant curricular materials for English Language Arts and Math at all levels by the start of the 2022-23 school year**, and in all core subjects (e.g. Science and Social Studies) over the next three years.
- The materials that PPS adopts have gone through a **detailed review process**, including field testing by students and teachers.



Our How - Aligned Teacher Professional Learning



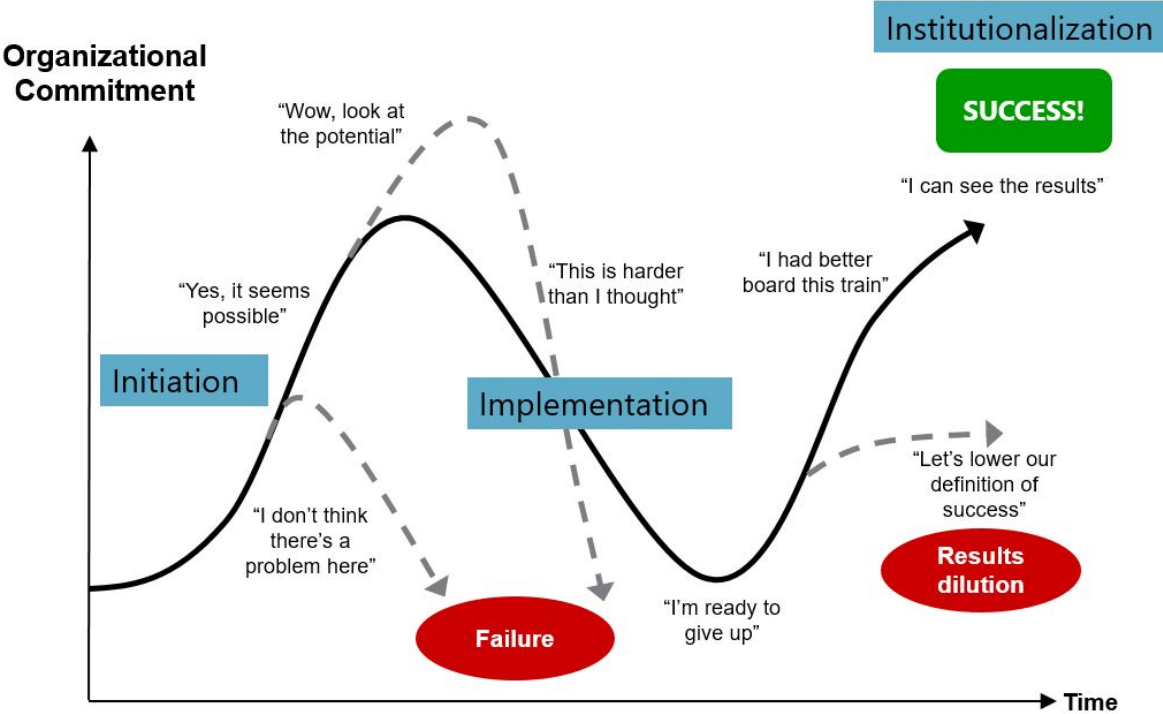
- **Improving professional learning for teachers with research-driven shifts**
- **Providing more opportunities for learning about the curriculum and instructional framework through:**
 - Summer trainings
 - School staff meetings in groups of common subjects and roles
 - Non-student training days
- **Adopting a new teacher coaching model**

Instructional Framework Implementation A Multi-Year Process

Instructional Framework Implementation Plan Goals

1	<u>SHARED VISION.</u> All teachers, building leaders, and central office leaders from OTL/OSP/OSSS <u>can articulate the shared vision</u> of what teaching and learning looks like in PPS as described in the instructional framework.
2	<u>POSITIVE PERCEPTION.</u> All teachers, building leaders, and central office leaders from OTL/OSP/OSSS <u>agree that</u> the effective implementation of the instructional framework, when paired with newly adopted curriculum and effective and aligned teacher professional learning, <u>will result in improved and more equitable outcomes for students.</u>
3	<u>GRADE LEVEL AND STANDARDS ALIGNED (GLSA) INSTRUCTION.</u> All educators are <u>teaching grade level content to all students</u> that reflects the design and intent of the standards, including but not limited to Common Core shifts (see Appendix A for Common Core shifts in each content area), design principles in NGSS, ELP Standards, World-Readiness Standards for Learning Languages, etc. utilizing district adopted curricular resources when available.

Change Management is Essential to Our Multi-year Implementation Process



Goal Measurement and Baseline Data

	Goal	Mechanism for Measurement	Fall Baseline Data
1	SHARED VISION	<p>Focus Groups</p> <ul style="list-style-type: none"> - Teachers: At 24 schools throughout the year - Building & Central Office Leaders: During Semester 2 	<p>Out of the 29 teachers who participated in focus groups:</p> <ul style="list-style-type: none"> • Some of the participants could accurately state what the Instructional Framework is or its purpose • Some could describe how the Instructional Framework can be used to improve instruction or increase educational equity
2	POSITIVE PERCEPTION	<p>Perception Survey</p> <ul style="list-style-type: none"> - Fall and Spring survey of teachers, building leaders, central office leaders 	<p>72% of 752 teachers surveyed and 94% of 83 school and central office leaders surveyed strongly agree, agree, or somewhat agree that the PPS Instructional Framework, when paired with newly adopted curriculum and aligned professional learning, will result in improved and more equitable outcomes for students.</p>
3	GLSA INSTRUCTION	<p>Classroom Walkthroughs</p> <ul style="list-style-type: none"> - Visit 24 schools (8 schools in fall, winter, spring) 	<p>50% of the 75 classrooms visited displayed evidence of Grade Level and Standards Aligned in Math and ELA instruction, defined through:</p> <ul style="list-style-type: none"> • High-Quality Mathematical Content - does the enacted lesson reflect the Focus, Coherence, and Rigor required by college and career ready standards for Mathematics? • High-Quality Texts for ELA - is the lesson focused on a high-quality text(s) for the majority of the lesson that are worthy of student time and attention and at or above the complexity level expected for the grade and time of school year?

Fall Learning Walks & Stepback Bright Spots and Core Challenge

Bright Spots:

Teachers generally have a positive reaction to the Instructional Framework - they agree with its contents and appreciate its purpose.

There is positive momentum with Building Leaders (and teachers) engaging in the Learning Walks.

Core Challenge:

Ensuring that teachers understand and are using “Grade-Level and Standards-Aligned” instruction in classrooms to improve their teaching.

Feedback from our Advisory Group of Teachers and Building Leaders

How can we better support teachers to access, understand, and use the framework?

- Increase District-Wide Messaging & Communication
 - Messaging for the why of the IF and why it's so important to teach grade level content
 - More explicitly connecting the IF to curriculum adoptions
- Leverage School Level Structures to Support Teachers' Understanding of the Instructional Framework
 - Focusing on one or two of the indicators during Staff meetings and PLCs
 - Modeling of what it looks like in practice and opportunities for collaboration and discussion
- Develop Resources/Tools to Support Use of the Instructional Framework
 - Connecting the Instructional Framework to a coaching tool
 - Video examples demonstrating Teacher indicators of the Instructional Framework

We are focusing on building teacher capacity in GLSA Instruction

Grade Level & Standards Aligned

1

All students are actively engaged with instruction and tasks that are grade-appropriate and aligned to PPS Adopted Standards.

Educator Indicators

1.1: Educators teach grade level content to all students that reflects the design and intent of the standards, including but not limited to Common Core shifts (see Appendix A for Common Core shifts in each content area), design principles in NGSS, ELP Standards, World-Readiness Standards for Learning Languages, etc.

1.2: Educators facilitate lessons that support students in reaching the full analytic demands of the standards.

1.3: Educators strategically employ scaffolds that support all students in accessing grade-level content.

1.4: Educators employ oral and written questions and tasks that are text-specific, aligned with grade-level standards and require evidence from the text to demonstrate understanding and support ideas.

1.5: Educators pose questions and problems that prompt students to explain their thinking about the content of the lesson.

What knowledge, skills, and motivation do teachers need to deliver this kind of instruction in their classrooms?

Next Steps

- Just held Learning Walks at 8 schools in February and are currently analyzing the data
- Learning Walks at 8 more schools in May
- Triangulating data from Learning Walks with Instructional Rounds data and Curriculum Adoptions Evaluation and Professional Learning data
- Evolving Professional Learning plans for Building Leaders and Teachers based upon feedback and early data collection
- More District-wide messaging about the Instructional Framework and posters in every classroom