Superintendent's Goals and Performance Priorities for 2010-11

Goal 1: Empowering Effective Teachers Plan

Education Committee

March 8, 2011

Goal 1: Empowering Effective Teachers Plan

- Today's focus is on subgoal 1.h:

  Complete planning year and tool development for District-wide improvements to Teaching and Learning Environments.

- We see the Teaching & Learning Environment (TLE) initiative as foundational to achieving Promise-Readiness and EET success
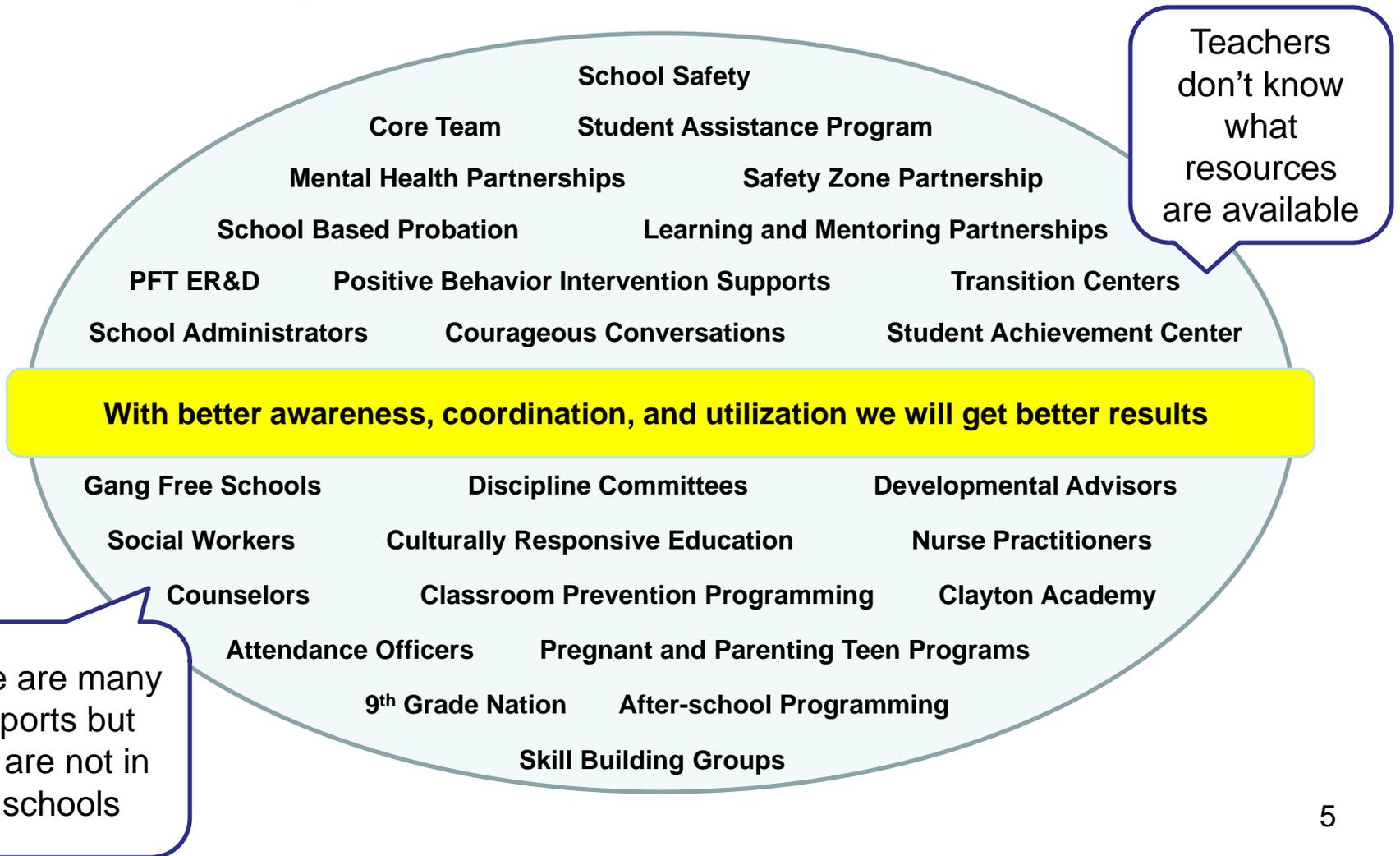
- Teachers consider this to be the most critical initiative

✓ **Teachers defined a positive teaching and learning environment…**

Positive Teaching and Learning Environment *Definition:*

— A teaching and learning environment in every school that establishes and reinforces positive student behaviors and a culture of Promise-Readiness.

Where Teachers can Teach and Students can Learn

The district has been working on improving Teaching and Learning Environment through various efforts for some time

School Safety

Core Team   Student Assistance Program

Mental Health Partnerships   Safety Zone Partnership

School Based Probation   Learning and Mentoring Partnerships

PFT ER&D   Positive Behavior Intervention Supports   Transition Centers

School Administrators   Courageous Conversations   Student Achievement Center

With better awareness, coordination, and utilization we will get better results

Gang Free Schools   Discipline Committees   Developmental Advisors

Social Workers   Culturally Responsive Education   Nurse Practitioners

Counselors   Classroom Prevention Programming   Clayton Academy

Attendance Officers   Pregnant and Parenting Teen Programs

9th Grade Nation   After-school Programming

Skill Building Groups

Teachers don't know what resources are available

There are many supports but they are not in all schools

The four TLE objectives build on these efforts

1. Continually assessing improvements in the teaching and learning environment

2. Empowering teachers as leaders in maintaining a positive teaching and learning environment

3. Establishing behavior expectations of students that promote learning and college-readiness

4. Providing support to assist with behavior-related interventions

The details of these four areas are presented on pages 29-31 of *Empowering Effective Teachers in the Pittsburgh Public Schools Plan.*

Empowering and engaging teachers in the process is critical to success

1. Listening to what is most important to teachers through the Teaching Conditions Survey

2. Involving a teacher from every school to facilitate school planning with principal support

3. Engaging teachers, principals, counselors, social workers and other staff to develop tools and solutions that set Promise-Ready behavior expectations and manage student conduct

✓ Teachers spoke up in the Teaching and Working Conditions survey

- Over 2,000 Pittsburgh educators (85 percent) from across the district participated in the Pittsburgh Positive Teacher and Learning Conditions Survey
  - 1,983 teachers
    - instructional coaches, department heads, vocational, literacy specialists, etc.
  - 45 principals
  - 15 assistant principals
  - 118 Other Education Professionals
    - school counselors, school psychologists, social workers

New
Teacher
Center *Launching the Next Generation*

The Teaching and Learning
Conditions Survey Initiative

"Information is what legislators
operate on, and this is great
currency for us."
—Rep. Rick Glazier (N.C.) about the state's
teaching and learning conditions initiative as
quoted in State Legislatures magazine
(Sept. 2009)

✓ **At every school, a Teaching and Learning Environment Teacher Liaison now facilitates planning with principal support**

- 100% of schools have submitted a plan to address a Teaching Conditions survey priority

- Managing student conduct was most important to teachers and a majority of the school level plans address this

- Assistant Superintendents, other District personnel and PFT staff are supporting the implementation of school plans

7 meetings have been held bringing principals and teachers together district-wide

✓ **Teachers, counselors, social workers, nurse, and principals are developing tools and best practice strategies**

- Help schools better utilize existing resources

- Measure changes in the Teaching and Learning Environment

- Establish behavioral expectations that lead to Promise-Readiness

- Strengthen the current process for managing student conduct

Ready for back to school this fall

… teachers share their experience

- *"Listening to others speak about buildings was enlightening and beneficial – this district does not give ample opportunities to "mingle" with fellow teachers and this meeting really gave us a chance to talk and collaborate about pressing issues in our schools… THANK YOU!!! Look forward to the next meeting!!"*

- *"I found it helpful to discuss the aspects of my action plan along with other schools in order to find a more clear focus, and also consider next steps for the future."*

- *"The school seems to "want" to change many things to make this a better environment."*

- *"Working together in teams to discuss what went well and what didn't go so well at the initial meeting was very helpful and provided us with some great strategies our colleagues implemented."*

Source: Teacher Feedback

Next Steps

- March: Assistant Superintendents, other District personnel and PFT staff support the implementation of school plans

- March – May: Teacher, counselor, social worker, nurse, and principal working groups meet to develop tools and best practice strategies

- April – May: Teaching Conditions Survey given to teachers, principals and other staff

- May: Full group comes together to finalize Teaching and Learning Environment tools and processes