

# **Update on the Teaching and Learning Plan & PPS Graduate Student Profile**

**Education Committee Meeting  
June 7, 2016**



**Pittsburgh  
Public Schools**



*The Pathway to the Promise.™*

# Key Components of the Teaching and Learning Plan

Theory of  
Action for  
Teaching and  
Learning

Explicit  
Content-  
Specific  
Instructional  
Frameworks

Curriculum  
Adoption  
and  
Development  
Timeline

Process for  
Earned  
Empower-  
ment



PPS Graduate Profile




Parent Resources



Professional Learning  
Framework & System




The background of the slide is a photograph of a classroom. In the foreground, a young Black boy is looking off to the side with a thoughtful expression. Behind him, another student with glasses is partially visible. The background is slightly blurred, showing other students and classroom furniture.

Theory of  
Action for  
Teaching and  
Learning

# **We Have Created a Theory of Action for Teaching and Learning We Believe Will Have a Positive Impact on Teacher Practice and Student Outcomes**

*If we develop and support effective instructional practices and leadership for all educators and implement a high-quality, culturally relevant, and standards – aligned curriculum, then we will meet our goals of accelerating student achievement and eliminating racial disparities.*

Explicit  
Content-  
Specific  
Instructional  
Frameworks




Professional  
Learning  
Framework  
& System

Instructional Handbooks, co-developed by **Curriculum, Instruction and Assessment (CIA)** and the **Office of School Performance (OSP)**, which outline:

- Instructional frameworks
- Key content at each grade level
- Professional learning priorities

**Explicit  
Content-  
Specific  
Instructional  
Frameworks**



**Professional  
Learning  
Framework  
& System**

**Professional Learning Priorities are then used to create a coherent, aligned Professional Learning System, supported by CIA, PD and OSP.**

**Professional Learning  
Priorities aligned to  
Content Frameworks**

**Principal Leading and Learning  
Institutes**

**Principal Network Meetings**

**Teacher Professional  
Development**

**School-based PD and Support**

## We Must Address Critical Content Adoptions and Implement a Regular Cycle of Adoption Across Content Areas (every 8-10 years).

Critical Content Area	Pilot/Adoption	Implementation
K-5 English as a Second Language	2015-16 <ul style="list-style-type: none"> <li>Pilots of REACH and Cornerstone</li> <li>Adoption process complete: REACH program selected</li> </ul>	2016-17 <ul style="list-style-type: none"> <li>Implementation of REACH program</li> </ul>
K-8 Science	2015-16 <ul style="list-style-type: none"> <li>Pilots of Carolina program at 7 schools</li> <li>Adoption process complete: REACH program selected</li> </ul>	2016-17 <ul style="list-style-type: none"> <li>Implementation of Carolina program</li> </ul>
PreK-5 Reading	2016-17 <ul style="list-style-type: none"> <li>Review available programs</li> <li>Conduct adoption process</li> </ul>	2017-18 <ul style="list-style-type: none"> <li>Implementation of selected program(s)</li> </ul>
PreK-5 Math	2015-16, 2016-17, 2017-18 <ul style="list-style-type: none"> <li>Pilots of My Math and Everyday Math 4</li> <li>Review of available programs</li> </ul> 2017-18 <ul style="list-style-type: none"> <li>Conduct adoption process</li> </ul>	2018-19 <ul style="list-style-type: none"> <li>Implementation of selected program(s)</li> </ul>

# Refrigerator Curriculum

Currently, we have developed prek-8 parent-friendly guides organized in the following way:

- Your child will learn...
- Your child will demonstrate learning by...
- You will see/hear...
- You can help by...



Parent Resources

What your child will learn in grade Two



Math

English Language Arts

World Language

Science

Social Studies

ESL

Arts & Music

Physical Education





- Aspirational goals for all students
- Foundation for system alignment
- Broad engagement—400+ stakeholders provided feedback



# How the Draft Graduate Profile was Developed

**Who:** Teaching and Learning Advisory Council (TLAC)

- *Teachers, principals, ITLs, curriculum leaders*

**Process:** TLAC Study, Reflection, and Collaboration

- *develop a shared understanding of our mission for college and career readiness*
- *apply future-ready learning research to our work*
- *examine graduate/graduate profiles from other districts*

**Product:** Draft Pittsburgh Graduate Profile

- *key components/features for reflection and refinement by stakeholder groups like this one*



I like that soft skills are being acknowledged...

More awareness of democracy & being a citizen & social justice & civic engagement.

I think it needs a more clear and concise focus

Not enough about technology...

...Some things are not reflected such as physical wellness...

What about realistic skills needed for adult life? For example, work ethic, organization, and time management.

This is exactly what I want for all of my students.  
**How do we get there?**

...needs to include creativity

Very excited about this. Hope this can come to fruitful & be sustainable.

I love how it is except I must say some of these goals and traits that it mentions are more personality traits that really can't be taught in school, but in real life experiences...The Pittsburgh Public Schools need to find a way to incorporate real life experiences into learning.



# What's Next?



This is exactly what I want for all of  
my students.

**How do we get there?**



# PreK-12 Plan

## **PreK-12 Articulation**

What does this attribute look like across the preK-12 continuum?

## **Review of current work/initiatives related to each attribute**

What do we currently have in place for each attribute? Is it working? How do we know?

## **Gap Analysis**

What gaps do we have across the preK-12 continuum?

## **Planning, identification of partners**

What steps do we need to take to achieve the preK-12 continuum? Where are there models we can learn from? What partners do we have in the work?

# Implementation



Identify key shifts and actions needed to operationalize the PPS Graduate Profile across the District.

- Continued advisement of the Teaching and Learning Advisory Council
- Internal cross-functional group to ensure system alignment and map out the PreK-12 plan for each attribute
- Formation of a parent, student and community engagement team

*Plan for  
the Future*

- Have an actionable plan for the future.
- Experience internships, service learning and/or career fields, post-secondary options of interest and develop interviewing skills.
- Research various pathways towards goals.
- Continually reflect and make adjustments to their plan as they research, learn and explore.

**Pre-K-12 Articulation**

*What does this attribute look like  
across the preK-12 continuum?*

Career Education and Work  
Standards K-12

**Review of current  
work/initiatives  
related to each  
attribute**

*What do we currently have in place  
for each attribute? Is it working?  
How do we know?*

CTE, some schools have  
service learning and  
internship programs;  
counseling work

**Gap analysis**

*What gaps do we have across the  
preK-12 continuum?*

Does not currently include  
PreK, don't have a  
comprehensive approach

**Planning,  
identification of  
partners**

*What steps do we need to take to  
achieve the preK-12 continuum?  
What partners do we have in the  
work?*

Create a preK-12 plan,  
engage community  
partners, counselors, etc

# Communication and Roll-Out Plan

Launch the PPS Graduate Profile at the beginning of the 2016-2017 school year:

- Board Approval---June 2016
- Central Office--July 2016
- Principal Leadership Week--August 4<sup>th</sup>
- Teacher Back-to-School PD--August 24<sup>th</sup>
- Back to school/parent-teacher conferences—mid-September
- Family mailing with cover letter and FAQ—mid-September
- Technology component developed—website, app, etc.



# Questions/Comments

