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

Education Committee Meeting June 7, 2016



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 Empowerment



Parent Resources

Professional Learning Framework & System 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.





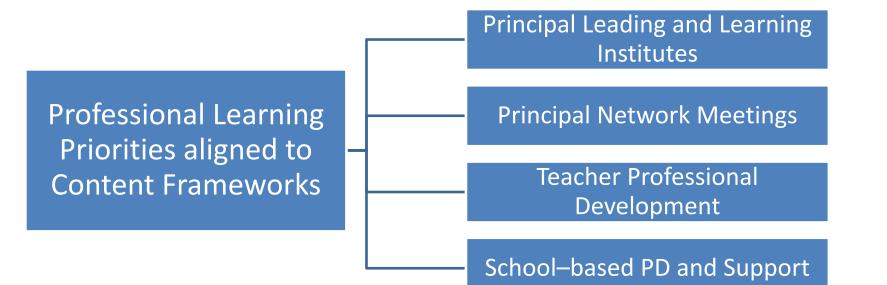
Instructional Handbooks, co-developed by **Curriculum, Instruction and Assessment (CIA)** and the **Office of School Performance (OSP)**, which outline:

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





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



Curriculum Adoption and Development Timeline

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 Pilots of REACH and Cornerstone Adoption process complete: REACH program selected 	2016-17Implementation of REACH program	
K-8 Science	 2015-16 Pilots of Carolina program at 7 schools Adoption process complete: REACH program selected 	2016-17Implementation of Carolina program	
PreK-5 Reading	2016-17Review available programsConduct adoption process	2017-18Implementation of selected program(s)	
PreK-5 Math	 2015-16, 2016-17, 2017-18 Pilots of My Math and Everyday Math 4 Review of available programs 2017-18 Conduct adoption process 	 2018-19 Implementation of selected program(s) 	





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...





- 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

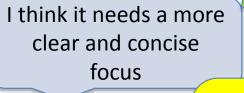
 key components/ features for reflection and refinement by stakeholder groups like this one



I like that soft skills are being acknowledged...

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

Not enough about technology...



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

... 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.







COLLEGE & CAREER READY

Content Knowledge & Applied Skills

Read, Write, Listen, & Speak Effectively

Leadership

Study Skills & Time Management

Effective Researchers

PERSONALLY PREPARED

Plan for Future

Critical & Creative Thinkers

Physical & Social-Emotional Wellness

Resilient

Problem Solvers

Collaborative

Technology Fluency

Financially Literate



CIVICALLY ENGAGED

Strong Sense of Purpose & Sense of Self

Committed to Social Justice

Globally Minded

Language Fluency





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

Planning, identification of
partnersWhat 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

Attributes:	Pitts	burgh Public Schools Students Will	:
Plan for the Future	• Experi and d • Resear	 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 curre work/initiative related to each attribute	S	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 o partners	of	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 15



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 4th
- Teacher Back-to-School PD--August 24th
- 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

