

SY25-26 Draft Instructional Vision & Professional Learning Plan

June 26, 2025 Board Meeting

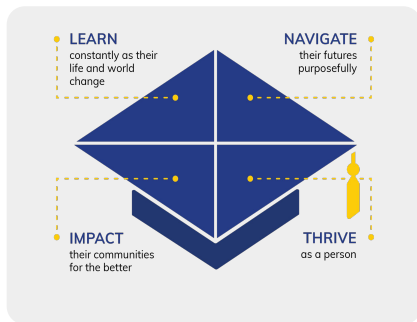


Draft Instructional Vision



What is an Instructional Vision?

Our Vision: Portrait of a Graduate



& aligned grade-level
learner progressions

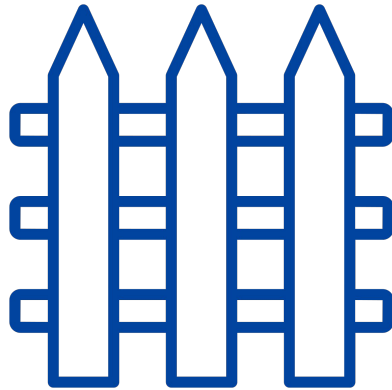
A **vision** is what we **aspire** to work towards (the world we seek to create) as a community.

- The **Portrait of a Graduate (POG)** is SSFUSD's vision for learners. The POG Graduate Aims articulate clear learner outcomes - what the SSFUSD community aspires for all learners to attain by the end of their TK-12 journey.
- Our **Instructional Vision** supports the POG by illuminating **how** we, as educators, **aspire to** design and facilitate learning experiences and assessment in ways that support learners grow towards the POG Graduate Aims.



What is an Instructional Vision

An Instructional Vision frames the fence posts. It provides both a shared vision and shared language for what we **aspire** for teaching, learning, and assessment to be across the community. However, they are not scripted curriculum; they leave plenty of room for educators' creativity and flexibility.



Common Themes

Instructional Vision should:

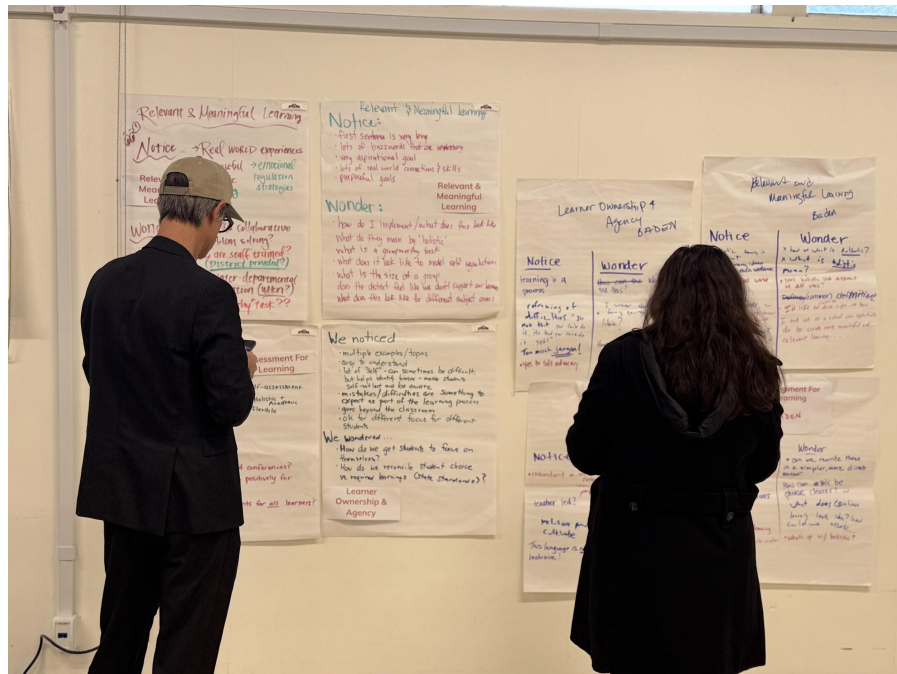
- Support the Portrait of a Graduate
- Be Clear, Concise and Accessible
- Defines what exceptional instruction looks like (not just in a motto or words) but with clear descriptions.
- Indicate what **adults do** to structure the learning
- Be consistent across classrooms and grade levels.
- Support teachers' role as facilitators



The Instructional Vision Was Co-Created

Many were involved in drafting the Instructional Vision:

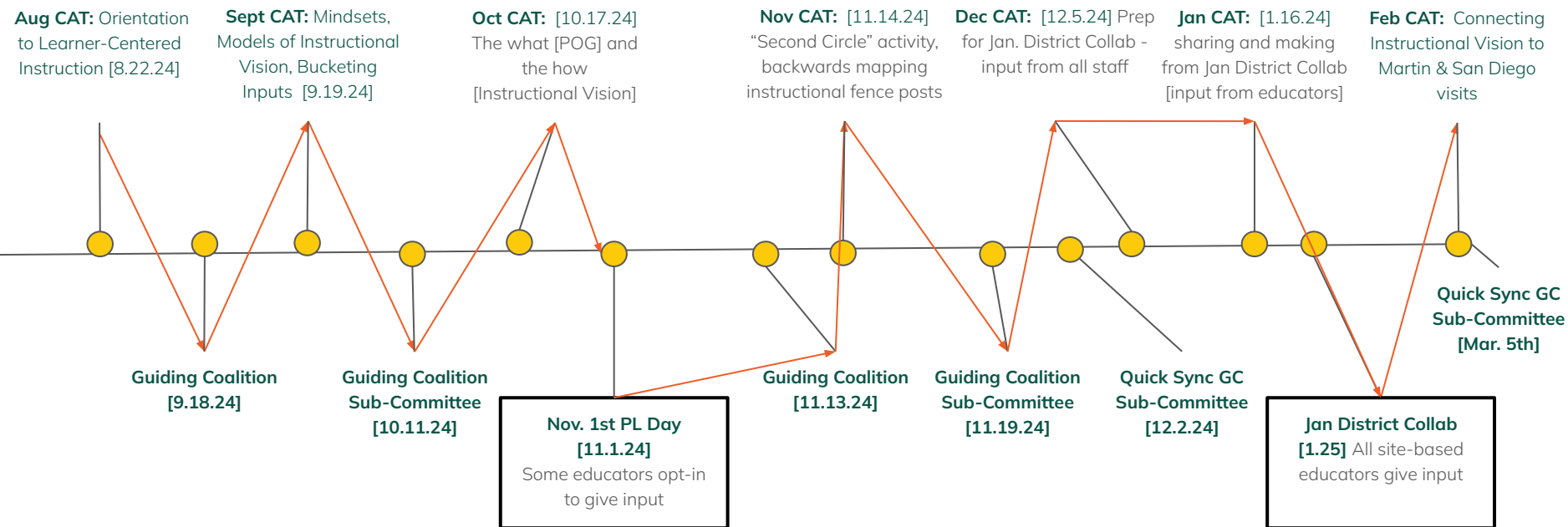
1. **24-25 Guiding Coalition:** included district staff (administrators, TOSAs, classified staff) + site-administrators, educators, counselors, psychologists, parents, and community members.
2. **All Site Administrators:** included site-principals PK-12.
3. **All Educators:** Some opted-in to provide early feedback during the Nov. 1st all staff day, and all were given the opportunity to give feedback during the January District Collaboration.



Instructional Vision - Timeline

Principal CAT Meetings include all site principals PK-12

The **Guiding Coalition** includes district staff (administrators, TOSAs, classified), site-administrators, educators, counselors, classified staff, parents, and community members.



Instructional Vision

In South City, we aspire to design, facilitate, and assess learning in alignment with these four fence posts.

Meaningful & Relevant Learning	Educators create meaningful, real-world learning experiences that connect to students' lives, foster collaboration, and build problem-solving skills.
Learner Ownership & Agency	Educators empower learners to make meaningful choices and grow in self-awareness and resilience.
Inclusive & Equitable	Educators know their learners and create inclusive spaces where all learners feel seen, valued, supported, and able to thrive.
Assessment for Learning	Educators meet learners where they are, celebrating their strengths and identifying next steps for learning with multiple and varied assessments.



Priorities & Professional Learning Plan



2025-26 District-wide Priorities - aligned with our strategic plan and designed to advance our instructional vision

**Engaged
Students:
Belonging &
Wellbeing**

**Exceptional
Instruction:
Academic
Discourse**

**Exceptional
Instruction:
Math**



To deliver on these priorities next year, we need to invest in our educators' professional learning

Our teachers and leaders were clear: we need an intentional, aligned professional learning plan that provides deep support for our educators next year



This spring, Principals & EDS/SS teams co-created Design Principles for next year's PL Plan, rooted in the language of our Instructional Vision

**Aligned &
Coherent**

**Differentiated &
Choice-Based**

**Inclusive &
Meaningful**



See more on our PL Plan design principles in the Appendix

We've identified learning pathways for site-based staff that align with (and connect) these priorities, and invest deeply in educator learning

Learners	Focus	Dedicated Time
K-2 Educators (<i>paras optional</i>)	Math instruction , with focus on academic discourse and rooted in student belonging	- Aug 11-12 All-Staff: 9 hrs over 2 days - Jan 5 All-Staff: 5-6 hrs 5 Wednesday District Collaboration sessions
3-5 Educators (<i>paras optional</i>)	Implementing IM (new math curriculum & instructional approach)	- Aug 11-12 All-Staff: 9 hrs over 2 days - Jan 5 All-Staff: 5-6 hrs 5 Wednesday District Collaboration sessions (spread across the year, tentatively including ~2 per site facilitated by SVM) 4+ Wednesday site-led collaboration sessions
All Secondary Educators (<i>paras optional</i>)	Academic Discourse rooted in student belonging	- Aug 11-12 All-Staff: 9 hrs over 2 days - Jan 5 All-Staff: TBD hrs 9 Wednesday District Collaboration sessions (all secondary staff)
Secondary Math (<i>paras optional</i>)	Implementing IM (new math curriculum & instructional approach)	- Aug 11-12 All-Staff: 9 hrs over 2 days - Jan 5 All-Staff: 5-6 hrs 9 Wednesday Department Meetings
All site-staff And a subset of elem instructional & non-instructional staff	Student Belonging & Wellbeing	- Aug 11 opener: 1.5 hrs - Core principles to build into other pathways - Elem: 4 Wednesdays district collaboration sessions - Elem: Training sessions for 9 belonging leads (1 per school)

* Pathways also exist for TK, Preschool, and some related service providers



Each of these pathways will be aligned and coherent

For each pathway...

- We have co-created a draft sequence of topics for the August PD days and for Wednesday collaboration / learning sessions, in collaboration with principals, Teaching & Learning, & Student Services team members
- Each pathway will have a district lead, and a cross-functional design / advisory team to guide, refine, and monitor success
- Most pathways will also have an external partner to help design and facilitate exceptional professional learning (guided by the design team)
 - *For example, SVMl will likely support the K-2 math pathway team, including designing and facilitating some sessions around the new math instructional frameworks and effective instructional practices*



We've co-created a PL calendar for next year, enabling everyone to plan and know what to expect

- We have created a draft PL calendar for next year that clarifies what is happening on any given Wednesday early release day (e.g. district priority-aligned collaboration time, site grade level or department teams, etc.)
- The calendar will be finalized before our Admin Retreat in July, so everyone can plan for the entire year



We are also developing an aligned PL plan for principals, and district-level instructional staff

- We've gathered input from principals and district leaders about this year's admin professional learning, and what they want to see next year
- We're clarifying professional learning objectives for principals, and building out a schedule for our July Admin Retreat (and throughout the school year) so all principals are prepared and excited to champion and lead our district-wide priorities at each of our schools

For example, principals asked for time to deeply explore the math instructional shifts, so that they can better support their teachers next year as they take on these shifts... We are building this into our Admin Retreat in July



We are also reflecting on the professional learning needs of our non-instructional staff, and will try to co-create learning opportunities

Build on customer service trainings this year

Grow our capacity to coordinate and support data analysis & decision making



Questions?



Appendix 1

PL Design Principles



Design Principle: Aligned & Coherent

- All all-staff PL aligns with districtwide priorities (e.g., Aug/Jan PD days, monthly Wed collaboration time)
- All staff build an integrated, shared understanding of our priorities
- Objectives and scope/sequence of the year-long PL plan are communicated clearly, in advance, to all staff
- Do with, not to: District and site leadership work collaboratively to design and lead aligned PL (e.g., no “district” PD/priorities versus “site PD/priorities”)



Design Principle: Differentiated & Choice-based

- All-staff PL includes multiple learning pathways, each designed specifically for a unique group of learners
- Site leaders choose learning pathways for their school, and have choice in how to use staff meetings / other collective time to pursue other objectives (e.g., operations, safety, compliance, other topics)
- Staff have agency, and can choose from additional learning opportunities that are specific to their roles and/or interests



Design Principle: Inclusive & Meaningful

- Plan includes and is designed for all staff (not just classroom teachers)
- Learners see purpose in their work: Each pathway includes why something matters, what it looks like, and how staff can do it (concrete and actionable)
- Experts (internal & external) lead the design and facilitation in alignment with our instructional vision
- Engaging & creative - hands on, not just passive learning
- Learning activities are designed to build community among staff



Appendix 2

Details about the Timing / Structure of the PL Plan



Elementary

K-2 Staff <i>(including paras-optional)</i>	3-5th Staff	Non-Instructional Staff
Ground ourselves in our instructional vision & the importance of belonging. Understand district-wide priorities, new staff roles & annual PL plan.		
Math & Academic Discourse (grounded in belonging)	Math implementation training*	Belonging & Wellbeing
Math & Academic Discourse (grounded in belonging)	Math implementation training	Invite non-instructional staff to join the Student Belonging group during 4 “educator choice” sessions (with pay)
K-2 IM Exploration Team / Literacy PLC / Student Belonging GLAD cohort / Elem Science Instruction / Flex		
End-of-year Celebration in May		
Grade Level Team meetings	~4 additional days across the year for IM implementation support	

* Separate tracks for teachers who did/didn't do the optional intro-to-IM summer trainings



Secondary

All Instructional Staff <i>(including paras)</i>	Math Teachers	Non-Instructional Staff
Ground ourselves in our instructional vision & the importance of belonging Understand district-wide priorities, new staff roles & annual PL plan		
Academic Discourse <i>(ground in belonging and common district-wide foundations, but also tailor to site needs)</i>	Math implementation training*	Belonging & Wellbeing
Academic Discourse <i>(some time to build district-wide foundations and some time to dive deep on site-based goals / “flavors”)</i>		Find alternate times to engage non-instructional staff, like we have done with customer service trainings this year
End-of-year Celebration in May		
Department PLCs <i>(when Math / Science and GLAD / SPED trainings can occur)</i>		

* Separate tracks for teachers who did/didn't do the optional intro-to-IM summer trainings



Draft plan for August PD days (Monday timing still being refined)

Monday, Aug. 11

- **8:30-10:00am** Site kick off (led by site leaders: school goals, operations & culture)
- **10:00-10:30am:** *Transition to SSFHS*
- **10:30-11:55am: [whole group]:** Welcome, priorities, and plan for the year, grounded in our instructional vision & importance of belonging
- **11:55am-12:35pm:** *Lunch*
- **12:35-3:30pm:** Learning pathway session #1 (including intro to PL plan for the year)

Tuesday, Aug. 12

- **8:30am-11:45am:** Learning pathway session #2 (*with embedded 15 min break*)
- **11:45am-12:30pm:** *Lunch (provided)*
- **12:30-3:30pm:** Learning pathway session #3

Tentative Pathway Groups:

Preschool | TK | K-2 | 3-5* |
Secondary math* | Secondary
non-math | Some SpEd RSPs

* Separate tracks for teachers who did/didn't do the optional intro-to-IM summer trainings

