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

Education Committee Meeting
June 7, 2016
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

PPS Graduate Profile

Parent Resources

Professional Learning Framework & System
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.
We Must Address Critical Content Adoptions and Implement a Regular Cycle of Adoption Across Content Areas (every 8-10 years).

<table>
<thead>
<tr>
<th>Critical Content Area</th>
<th>Pilot/Adoption</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5 English as a Second Language</td>
<td>2015-16</td>
<td>2016-17</td>
</tr>
<tr>
<td>K-8 Science</td>
<td>2015-16</td>
<td>2016-17</td>
</tr>
<tr>
<td>PreK-5 Reading</td>
<td>2016-17</td>
<td>2017-18</td>
</tr>
</tbody>
</table>

2015-16
- Pilots of REACH and Cornerstone
- Adoption process complete: REACH program selected

2015-16
- Pilots of Carolina program at 7 schools
- Adoption process complete: REACH program selected

2016-17
- Implementation of REACH program

2016-17
- Implementation of Carolina program

2016-17
- Review available programs
- 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...

Parent Resources

What your child will learn in grade Two

<table>
<thead>
<tr>
<th>Math</th>
<th>Science</th>
<th>Arts &amp; Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Social Studies</td>
<td>Physical Education</td>
</tr>
<tr>
<td>World Language</td>
<td>ESL</td>
<td></td>
</tr>
</tbody>
</table>

Pittsburgh Public Schools
• 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…

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

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.

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

Not enough about technology...

I think it needs a more clear and concise focus

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

More awareness of democracy & being a citizen & social justice & civic engagement.
What’s Next?

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

How do we get there?
## PreK-12 Plan

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK-12 Articulation</td>
<td>What does this attribute look like across the preK-12 continuum?</td>
</tr>
<tr>
<td>Review of current work/initiatives related to</td>
<td>What do we currently have in place for each attribute? Is it working? How do we know?</td>
</tr>
<tr>
<td>each attribute</td>
<td></td>
</tr>
<tr>
<td>Gap Analysis</td>
<td>What gaps do we have across the preK-12 continuum?</td>
</tr>
<tr>
<td>Planning, identification of partners</td>
<td>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?</td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Attributes:</th>
<th>Pittsburgh Public Schools Students Will:</th>
</tr>
</thead>
</table>
| **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. |

<table>
<thead>
<tr>
<th>Pre-K-12 Articulation</th>
<th>What does this attribute look like across the preK-12 continuum?</th>
<th>Career Education and Work Standards K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of current work/initiatives related to each attribute</td>
<td>What do we currently have in place for each attribute? Is it working? How do we know?</td>
<td>CTE, some schools have service learning and internship programs; counseling work</td>
</tr>
<tr>
<td>Gap analysis</td>
<td>What gaps do we have across the preK-12 continuum?</td>
<td>Does not currently include PreK, don’t have a comprehensive approach</td>
</tr>
<tr>
<td>Planning, identification of partners</td>
<td>What steps do we need to take to achieve the preK-12 continuum? What partners do we have in the work?</td>
<td>Create a preK-12 plan, engage community partners, counselors, etc</td>
</tr>
</tbody>
</table>
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