



EVENT SUMMARY

Course Overview

The BPS/BTU Telescope Network is piloting an improvement science framework as an option to the 12-hour inclusive education district course, focusing on educator-led professional development. Teachers in the Middle Grades OSE course, who are working to implement the curriculum with fidelity and accessibility for diverse learners, participated in a peer observation and debrief with a host teacher, and then selected a high-leverage practice to test out in their own classrooms. Through data inquiry cycles and continuous reflection, teachers refined their practice, tested their impact, and synthesized their learning to improve both their teaching and student outcomes.



District Priority Alignment

This professional learning effort is designed to close opportunity gaps by providing educators with ongoing, data-driven, collaborative learning opportunities. Through improvement science, educators implement high-leverage practices through small change ideas that drive towards larger competencies of CLSP, academic language development, UDL, and specially designed instruction.

Participation Rates

From November 4, 2024, to January 27, 2025, the BPS/BTU Telescope Network and the BPS Science Department piloted an advancing course for the 12-hour Inclusive Education district course. We had **22** educators from **18** different schools join us in the advancing course.

High-Leverage Practices

Participants selected one of seven promising practices related to the OSE curriculum in an inclusive classroom to implement in their own teaching. They focused on a specific student group and gathered data to assess how effective the practice was in promoting equitable outcomes for those students.

Turn & talk with cold/warm share out (8 participants)	Sentence stems / use of visuals (6 participants)	Strategic grouping based on task type (2 participants)	Class-generated checklists for tasks (2 participants)
Teacher prompts to extend learning (1 participant)	Claim-Evidence Questioning & Framing (1 participant)	Modified/Chunking slides and materials (1 participant)	

Student Impact

Case Study

Mitchelle, a middle school science teacher, participated in the advancing OSE middle grades inclusive ed. course. After observing and debriefing with Michelle Carroll, the host teacher, Mitchell decided on the high-leverage practice of **turn & talk with warm/cold share out** in her classroom.

PDSA Cycle

Plan: Mitchell gathered baseline data and discovered that students rated their participation in class discussions higher than the expectations she had set for them. In response, she decided to establish clear expectations for turn-and-talks and whole-class discussions and dedicate time to practicing these skills with her students.

Do: Over the course of 8 weeks, Mitchell explicitly taught each of the different skills she was gathering data on and reminded students about the skills during Turn and Talks, as well as, during whole-group discussion.

Study:

	First Cycle			Second Cycle		
	11/26 Group Work	11/26 Scientist Circle	12/2 Scientist Circle	12/3 Teaching/practicing the OSE communicating stems	12/6 Scientist Circle	
Total Students: 20						
Offers idea/answer	9	11	12	72	27	
Responds to peer's idea/answer	0	0	0	0	0	
Synthesizes ideas or makes a new connection	2	2	0	0	0	
Refuses to engage/participate or says I don't know	9	6	10	0	0	

Act:

Over three iterations of testing out and refining her change idea, Mitchell realized that students were participating more with the warm/cold share out, but that students were not yet moving into the synthesis or making connections critical thinking during share-out. She decided to implement sentence stems that would help move students in that direction.

Date: 1/6/18
Block: E
OSE TOOL: Communicating in Scientific Ways - sentence stems from OSE

Student Name	offers idea (OI)	responds to peer's idea / answer (A)	synthesizes ideas or makes a new connection (SI)	refuses to engage / participate or says "I don't know" (R)
A. JONATHAN	A	SI		
B. LEONYS	A	SI		
B. HENRI	A	SI		
B. EMILY	A			
C. JEANELIZ	A			
C. RAMIM	A			
G. DAJUAN				
G. ZARIAH				
H. PENELOPE	SI	SI		
K. SA	A	SI		
M. ALAINA	SI	SI		
M. GABRIEL				
M. ROSELA		SI		
P. GRIFFIN	Abs	SI		
R. ELIZABETH	SI	SI		
S. SUMMER	Abs			
S. IVAN	A			
S. ELIOT	A	SI		
W. TANIYAH	A	SI		
W. KASON	A	SI		

R-refusing
R-ed

Outcome and Impact

The results of Mitchell's PDSA cycle show a noticeable increase in active participation in student discourse. By adding intentional sentence frames and explicitly teaching the turn & talk expectations, Mitchell was able to decrease the number of students who refused to engage/participate to 0 and is working on moving her students towards more critical thinking in academic discourse.

Mitchelle reflected that what worked for her in this course was, "Having time to share data and reflections, as well as what works and what does not work." Mitchell said, "One thing I learned is that if we just teach the students, model it, have some accountability of it, emphasize it, and stick with it, they will get it. You will then see some change."

Mitchelle's experience illustrates the importance of iterative reflection and the incremental steps needed to refine teaching practices for maximum student impact.

Impact on Educators

- **99%** of participants (68 out of 69 exit ticket responses) said they appreciated the **logistics** of the sessions.
- **92%** of participants (66 out of 72 exit ticket responses) said they **would recommend this course to a friend/colleague**.
- **96%** of participants (68 out of 71 exit ticket responses) said they felt a **sense of connection and collaboration** through the course.
- **87%** of participants (62 out of 71 exit ticket responses) said they felt **empowered to drive instructional change** in their classroom through participating in the course.



Participant Takeaways

We asked participants to reflect on their experience throughout the entire course, here are some things that participants mentioned:

- *My takeaway was that I was doing a lot of the heavy lifting with my class, especially the inclusion class, and especially in trying to finish the whole OSE curriculum...My brain just started having all these creative ideas and all the feedback I got from my peers. Sometimes you go to these workshops and you say yes, yes, yes, but am I actually going to use it and I'm actually using this. Speaking with colleagues who have the same population as me, has been so impactful.*
- *This is the first time since getting my Masters, that I felt like I was immersed in the opportunity to learn. The collaboration aspect in how our students learn best, was applied to us as educators around teaching. I haven't experienced that before. We were in groups with the same focus areas and sharing our data back. So grateful to observe a peer, but then collaborate with colleagues trying the same thing, I feel like I learned so much and am so grateful.*

Session Materials

☰ Advancing Middle Grades OSE Arc of Learning & Session Materials

Next Steps

- We asked participants what PD they wanted next, here's what they said:
 - 67% want to take part in another Learning Site (8 out of 12 exit tickets)
 - 2 participants wrote in other options for future PD:
 - *Collaboration between ML and Science department to workshop changing assessments for MLs; there should be a BPS bank of adjusted OSE assessments using WIDA levels. I think it's too much for teachers to figure this out on the fly.*
 - *The observe-regroup-discuss and circle back is fantastic. I wish this was a regular part of our practice! It is so impactful.*
- [Telescope Events Calendar](#): Join for future PD sessions and/or future social events!

Facilitators: Alison Mosher & Kristen Cacciatore.

Visit bostonpublicschools.org/telescope for more information. Email us at telescope@bostonpublicschools.org.