

Learning Site Basics

What is a Learning Site?

In a Learning Site, educators come together for an extended peer observation in a live classroom around a common area of practice. Afterwards, participants debrief with the host teacher and set goals for their own classrooms. Participants continue the learning and implement changes in their practice through virtual follow-up sessions. Participants who complete the process earn PD hours and an in-district graduate credit.

- **Timing:** 4 hr peer observation + debrief. Also 4 virtual 1-hr meetings
- **Purpose:** Learn from BPS colleagues, focus on a shared challenge, generate ideas for your class
- **Credits:** Up to 12 PD hours or 1 ALC

What makes a Learning Site different from other PD?

1

Teachers in the driver's seat

Our topic was chosen by teachers based on a needs assessment. Host teacher is a "humble expert."

2

Participants in the passenger seat

This is a "ride-with" and not a "walk-through." We'll get up to speed by learning about the host teacher's context. Then we'll observe a lesson and talk with the host during a follow-up discussion.

3

Students riding along with us

These students are experts on teaching and learning. They are ready to share what's going on in their classroom. We want the learning to be done *with* students and not *to* students.

4

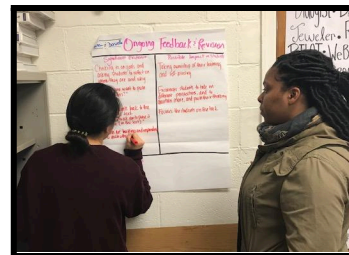
This is not about the worksheets

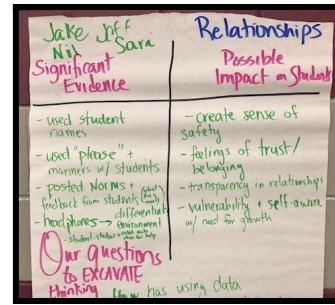
We're not here to copy the host teacher's materials or moves. Instead, focus on the invisible *why* and *how* decisions that motivate those choices. How might these apply to your own context?

5

This is about equity

We hope you leave with an appreciation of what it's like to be a teacher or student in this school. As a district, we can begin to address gaps in opportunity and resources when we can look beyond our silos, make connections, and see *all* BPS students as *our* students..





Peer Observation Mindset Some challenges you may encounter during today's session.

- **Be curious:** We're not here to evaluate the presenter or their schools. Instead, try to be curious, ask good questions, and bring learning back to our own classrooms/schools.
- **Be open minded:** It is human nature to play the comparison game. Instead of thinking, "This would never work for me," try to reframe as "This might work in my setting if .. ."
- **Be a collaborator:** We all serve Boston students. Sharing ideas and resources with colleagues helps us to desilo and improve learning across BPS.



Norms for Our Follow-Up Sessions

1. **Confidentiality:** maintain confidentiality; share learning outside group but not details
2. **Psychological Safety:** no blame, no shame, no attack, share airtime, always okay to pass
3. **Fully Present:** listen actively, share honestly, respectful use of technology
4. **Growth Mindset:** adopt a learning orientation for students and for adults
5. **Equity Lens:** aim to reduce our own biases/blind spots and increase access and agency for all learners.

Other norms to add?