

4/21 RESJ Partner Discussion About Instructional Framework

When you think about excellent teaching and learning, what comes to mind for you?

All

- Student-centered
- A robust program in which principals and teachers are coached around best practices, culturally responsive strategies, and engaging with students in a meaningful way.
- Clear learning targets based on standards with lessons that are relevant/engaging with concrete feedback that allows students to learn and grow.
- A collaborative learning process, empathy, engagement, explaining the relevance of the subject. Intentional time explaining and demonstrating the process. Opportunity to make mistakes and learn with constructive feedback.
- Encouraging curiosity and problem solving. Giving students agency and having high expectations and believe in all students.
- engaging and relevant curriculum paired with culturally responsive teaching practices

Grade Level and Standards Based Instruction

- Instruction covers grade-level expectations and concepts
- High expectations and supports
- Consistency and integrity
- Using state standards to determine exactly what students need to learn/understand during each lesson, making sure learning is engaging and differentiated, measuring what students learned then planning the next lesson accordingly
- Multiple opportunities for mastery
- Grade level scaffolds to provide on ramps to the standard
- Holds high standards and expectations and is able to scaffold support on an individual level.
- Students, reading, writing and talking about text
- consistency and predicability for an outline or agenda for the session/class.

Deeply Engaging

- One to One dialogue, strength-based motivation and engagement, and the ability to provide "real world" connections.
- The instructional approach feels that of KIPP academy, high engagement/rhythm/high expectation
- Facilitation through questions.
- Given the limited and always challenged attention span of youth, the best teaching that I have found is more facilitation. Using questions and more time sensitive issues and trying to get their input.
- Engagement
- Balancing theory and action; tangible skills, theories, soft skills.
- Being able to have the ability to get students excited about learning.
- Knowing your students academically, relationally and socially and planning instruction to meet the needs of your students
- High expectations
- Explicit epistemologies!
- Student-centered instruction (carrying the majority of the cognitive load)
- Identifying strengths of students to leverage their abilities and build their confidence and self-esteem
- Fostering creativity and curiosity through hands on and problem-based learning
- Lessons that are engaging to multiple learning styles.
- Attainable Goal Setting through the power of yet. Paired with Personal and Group celebration of success for SEL and Belonging
- Having a passion for the topic and building connections with students.

- A high level of patience and empathy...
- Collaborative learning using authentic tasks to help students grapple with concepts
- High Interest, high vocabulary texts that are engaging.
- Meeting students needs and authentically scaffolding for each student
- Environment where respectful and positive relationships are valued and supported.
- Relational- we learn best when in relation with another

Culturally Affirming

- Teaching that acknowledges who the student is with youth centered learning.
- Teaching concepts through a relevant lens to a student.
- Belonging
- Have curriculum that is reflective of our students
- Balancing "critical thinking" with cultural traditions
- The student's voice is a part of the curriculum and its delivery style
- Personal / community connection to material
- Ensure we are calling out race - we live and breathe under white supremacy - there needs to be a culturally affirming element to this to speak to the concept of equity - address the inequities that exist within our system
- Cultural representation
- Celebrating diversity
- Engaged students working on content that is relevant, challenging, and gives them the ability to express themselves and who they are as students.
- Opportunities for self-discovery, celebrating diversity, and being present and represented
- Inclusive of multiple perspectives.
- compassion and validation of diverse experiences and perspectives.

Data Driven

- Strong and cohesive PLCs that focus on standards together and use data to drive instruction.
- Excellent teaching is thorough assessment and careful planning
- Once identified when a student is behind then assessing the situation and set up measures to support the student

Educator Focused

- Rigor in educator hiring. Reflective of student ethnic make-up
- Having educators that look like our students.
- Intentional focus on equity with teacher accountability to mitigate racism
- Space for educators to do personal work so they can receive feedback without feeling personal attacks
- Heavy push for parent/caregiver involvement in the classroom or within the school
- It is the teachers responsibility to understand the students

What suggestions do you have / opportunities you are aware of for sharing with families and our local communities during our instructional framework process?

Specific Opportunities

Opportunity/Suggestion	Any Details
Summer Community Safety Partnership with Oaks Park (Open Village/Family Night).	Involving families to help plan and make them part of the process rather than just participants.
Step Up has advocates who get information to families consistently. Step Up could pass along any information. There are family nights that also happen regularly.	We would need to know what the outreach style would look like to make sure its an appropriate fit.
Black Excellence families	We'd be happy to extend instructional framework efforts with our Black Excellence families
Summer Programming and Instruction through REAP this summer	
Harrison Park	We are hoping to do "mini" classes with families with a focus on the framework in the fall. Just beginning this conversation with our ILCT.
Feedback from BIPOC families on how instruction is being received currently	
Next Thursday April 28th , TIAA will be hosting African American Family Night to make families aware of all the resources available for them for the summer.	That would be a perfect opportunity for outreach. We are anticipating 100 families.
NAYA	Outreach can occur at family nights, parent engagement activities, and other events at NAYA and in the community
IRCO	Culturally dynamic evening feedback sessions with culturally specific food and good, trusted interpreters
SEI	The method of sharing new concepts has greater success when meeting your target audience in spaces they are most comfortable in...
NAYA	School as community center (LTFP team is working on this, I think).
K-1 families could have home visits that share Fridge magnet for common numbers to call...framework discussed. for 3-5 District messaging and representation at family events to listen	
BPI	We have 2 cultural events coming up, it would be great to have a booth or a presentation slot on the big stage - Good In the Hood and Juneteenth celebrations in June.
Beaumont has monthly Latino Family Nights.	

Be incorporated into current building meetings with parents: PTA, Site Council, Latino Family Meetings, other BIPOC Meetings. Present information at ongoing BIPOC meetings that are provided by Partners Organizations in schools.

Engagement Ideas

- Using pre existing family meetings organizations are having already
- Incentives for parents to participate
- Childcare and food provided at meetings
- include them in the process from the beginning not just for feedback
- Provide multiple opportunities for input
- communicate early how to participate and what is expectation
- Listening to and valuing student experiences with racism within our school communities - follow through to make changes in that moment
- Empower parents to continue work at home, holistic healing approach
- Go to them. Let them help frame the agenda about what is important to them, and what they want to see in schools.

What questions are coming up for you about the instructional framework?

Question
Consideration categories of interest to know more about... systems identified that aren't working, approach to train up educators in an effort to be able to deliver the new framework, what do with the accountability piece
Meeting the academic achievements for students of color to fill the GAPs that will continue to grow wider if unmet. Kukatonon
A process of taking inventory of the educators on staff and their skills, determining if they fit within the vision of what the future of instructional framework looks like
How can we bring student/youth voice to instructional framework discussions?
A proactive approach at determining a playbook for what schools do immediately when a student is deviating from the trajectory needed to achieve the Graduate Portrait.
From the partner perspective, we need more more time and more information to better assess how we can inform or even support the efforts.
Standards, yes! Community input on the standards, double yes! Modular *too*, for cultural specificity?
What kinds of supports will be available for students requiring more academic support?
Will there be any type of trainings needed for staff to understand and utilize the instructional frame work.
Building-in opportunities for families to learn about new PPS adopted curriculum
Most of the students we work with who are not succeeding at school are not feeling engaged or that they belong
What training and support will Teachers and Instructors receive in adopting this approach?
How can RESJ partners align with framework so that their expertise complements and supports the framework

How can partners/ afterschool providers reinforce learning expectations/ provide extended learning opportunities?
Students are being vocal about their experiences with racism, and changes and listening feels essential
Educators and parents have a lot of responsibility - how do we form an alliance to continue the work and learning at home to provide 360 support?
Competing demands on staff are significant, so how do we narrow our focus on racial equity. If we take on too much we may not invest in this enough
Race component feels missing, white supremacy is embedded in these institutions
Alleviating racism should be the focus
How are addressing the competing demands on teacher and staff time to really narrow our focus to racial equity to fine tune our focus? This needs to be the focus and at the center
How do we get buy in from teachers?
Having a framework is awesome. What are we going to do to help support our educators in being able to use this framework at a high level so it helps change outcomes for our students, particularly our students of color.
How to keep learning relevant in a changing world?
How is the curriculum determined, for each year? How often is it updated? Who are the leaders of curriculum development for PPS?
Building Time for teachers to understand the new district lookfors that all should have in place. The how these align with the goals in the framework
How can our staff be considered/recognized as an important part of the framework by the school admin and teacher?
How will we ensure professional learning supports the implementation of the Framework? (beyond sit and get, large scale PD) How can we leverage embedded PD opportunities through coaching, mentoring?
How can we create a safe space and culture for educators to ask questions?
How might we shift the paradigm and help educators come from a place of inquiry?
Will there be mandatory and ongoing training for staff? What will it look like?
How will we ensure professional learning supports the implementation of the Framework? (beyond sit and get, large scale PD) How can we leverage embedded PD opportunities through coaching, mentoring?