



Boston Public Schools

SY24-25 Professional Learning
Educator Feedback Session



May 22, 2024

What's now??

All School Based



Required Time
Aligned to school priorities
One size fits most
Limited individual choice
Opportunity to Collaborate within school

District PD



Optional- Lots of choice
Aligned to hosting department priorities
Might not be connected to school or other dept priorities
Educators individually make sense of content & connections to their context

What's new?

SY24-25



Dept/district/school priorities aligned and connected to PL
Choice
Structure includes guidance and opportunities to collaborate to make sense of content within context
Opportunity to collaborate across schools

WHO?



Teachers who provide direct instruction

WHERE?



In-Person locations & Zoom

WHEN?



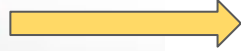
Starting August 2024

WHAT?



12 hour professional learning courses grounded in inclusive ed [competencies](#)

WHY?



Build collective capacity district-wide
Provide high-quality, differentiated professional learning experiences to educators

Collective Capacity Building (Fullan & Quinn)

1

“Capacity building is a key lever for **developing coherence** because as knowledge and skills are being developed, the collaborative culture us deepened, shared meaning is clarified, and commitment is reinforced.”

2

“**Collective capacity** building involves the increased ability of educators at all levels of the system to make the instructional changes to raise the bar and close gaps for all students.”

3

“The key to a capacity building approach lies in developing a **common knowledge** base across all leaders and educators in the system, focusing on a few goals, and sustaining effort over multiple years.”



District Level Coherence Building- Collaboration & Capacity Building



Tier 1 Support-12 hours of district designed professional learning (part of contractual hours- not additional)

SY24-25 Professional Learning Proposal- Educator Competencies (Foundational)

Curriculum Implementation

- I can unpack curriculum units to identify the knowledge and skills students will develop and how and when they will be assessed.
- I can implement the key instructional practices in the curriculum.
- I can use the Lesson Internalization Protocol to plan differentiated lesson-level instruction that effectively leverages all members of a teaching & learning team.

UNIVERSAL DESIGN for LEARNING & CLIP

- I can describe the principles of UDL and locate them in my existing curricular resources.
- I can situate individual lessons within the knowings and understandings using the principles of UDL.
- I can identify the intersections between CLIP and the principles of UDL as frameworks to provide access for all students.
- I can apply principles of UDL to an upcoming lesson strategically (engagement, representation, action and expression).

SPECIALLY DESIGNED INSTRUCTION

- I know why and how to use data to provide access to rigorous, standards aligned content standards.
- I know how to identify and implement high leverage methodologies in order to effectively differentiate teaching and learning for diverse learners.
- I know how to plan and implement collaborative teaching structures grounded in the unit goals in order to meet diverse student needs.
- I know how to adapt and/or modify a lesson based on a student's EP-determined learning goal to ensure appropriate planning and implementation of accommodations and/or modifications.

ACADEMIC LANGUAGE

- I know how to write focused Language Objectives that are aligned to WIDA Framework Tools.
- I know how to differentiate for student language proficiency using a student's ACCESS data and the Proficiency Level Descriptors.

Tier 2 & 3 Support-Regional Liaison & Differentiated Supports



Instructional Expectations SY21 - SY26

SY21-22

HQIM ELA

- Equitable Literacy

SY22-23

HQIM All Content

- Equitable Literacy

SY23-24

UDL/SDI/
Language Access

- High Quality Instructional Materials (HQIM)

- Equitable Literacy

SY24-25

MTSS
(Tier 2 /Tier 3)

- Tier 1: High Quality Instructional Materials Across All Content Areas

-Equitable Literacy

-Tier 1: High Quality Instructional Materials Across All Content Areas

SY25-26

-Instructional Materials Across All Content, **with UDL, CLSP, SDI and Language Access for MLs**

-Tier 2 and Tier 3 interventions

MTSS

Where did the competencies come from?

The district [inclusive education plan](#)

The [SY24-25 Instructional Expectations Memo](#)

Educator feedback from the SY23-24 foundational modules
(9254 responses)

[Telescope Needs Assessment](#)

SY24-25 Professional Learning Proposal- Educator Competencies (Foundational)

Curriculum Implementation

-I can unpack curriculum units to identify the knowledge and skills students will develop and how and when they will be assessed.

- I can implement the key instructional practices in the curriculum.

-I know how to internalize curriculum and plan differentiated instruction that maintains grade level expectations and avoids equity detours by using the lesson internalization protocol.

UNIVERSAL DESIGN for LEARNING & CLSP

- I can describe the principles of UDL and CLSP and locate them in my existing curricular resources.
- I can strategically apply principles of UDL and CLSP to an upcoming lesson (engagement, representation, action and expression).

SPECIALLY DESIGNED INSTRUCTION

- I know how to identify and implement high leverage methodologies in order to effectively differentiate for diverse learners
- I know how to adapt and/or modify a lesson based on a student's IEP learning goal to ensure appropriate planning and implementation of accommodations and/or modifications).

ACADEMIC LANGUAGE

- I know how to write focused Language Objectives that are aligned to WIDA Framework Tools.
- I know how to differentiate for student language proficiency using a student's ACCESS data and the Proficiency Level Descriptors.

SY24-25 Professional Learning Proposal- Educator Competencies (Advancing)

Curriculum Implementation

-I can understand the instructional strategies and routines embedded in the curriculum, including strategies that the curriculum provides to differentiate the content

-I can leverage supplemental materials and curricula to further differentiate instruction for students.

-I know how to look at student work by engaging in the Weekly Data Meeting in order to understand the impact of instruction on every student, and plan responsive instruction that disrupts inequitable outcomes

UNIVERSAL DESIGN for LEARNING & CLSP

-I can determine and explain how the UDL principles, guidelines and specific checkpoints advance student access to rigorous standards and high quality instructional tasks.

-I can identify and apply the intersections between CLSP and each of the UDL principles within lesson planning

-I can Identify firm goals and determine barriers to learning in order to apply UDL principles to the planning for content, process and product within a lesson.

SPECIALLY DESIGNED INSTRUCTION

-I know how to use ongoing data analysis and assess fidelity of implementation to make adjustments to future instruction

-I know how to adapt and/or modify a lesson based on a student's IEP learning goal to ensure appropriate planning and implementation of accommodations and/or modifications.

ACADEMIC LANGUAGE

- I know how to build academic language expectations that are aligned to content standards using the 2020 WIDA Framework.

- I know how to use the Proficiency Level Descriptors and WIDA Rubrics to linguistically modify tasks and assessments for students at ELD 1-2.

Funds Of Knowledge

The teacher provides opportunities for classroom learning that mediate student lifeworlds and school.



- The more students can identify with the topic of learning the more interest and motivation they will have.
- Students' Ecology
- Lived experiences



Cultural Learning

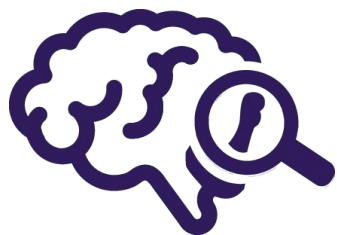


The teacher provides opportunities for classroom learning by connecting students culture to learning

- The more students can identify learning with a cultural experience or reference they then can solidify their learning of a new topic
- Positive Cultural Identities
- Positive Cultural Images
- Positive Cultural Connections

UDL calls us to...

Honor **variability**



Look for the
Barrier in the
Design not the
Learner



Use the
Guidelines to
design for all



Academic Language

Reference the Proficiency Level Descriptors here: [Proficiency Level by Grade Band](#)

Word:


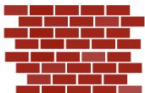
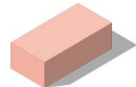
Vocabulary/
Precision of
Language

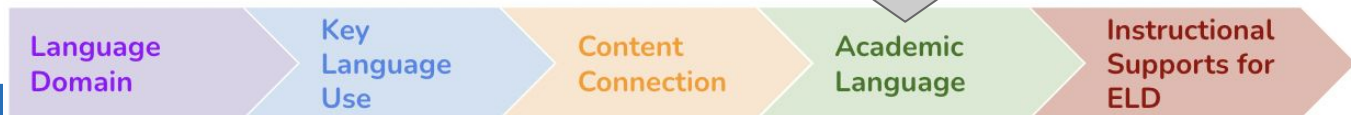
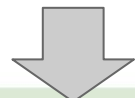
Sentence:

Grammatical
Complexity

Discourse:

Organization
Cohesion
Density

<p style="text-align: center;">Discourse</p> 	<p style="text-align: center;">Sentence</p> 	<p style="text-align: center;">Word</p> 
<p>Consider:</p> <ul style="list-style-type: none"> • Organization - How language is organized to communicate ideas (genre) • Cohesion - How language holds ideas together • Density - How much information is packed into the language 	<p>Consider:</p> <ul style="list-style-type: none"> • The grammar of the text. The various sentence types • Sentence structures for different purposes (compare, contrast, explain, argue, describe, etc.) • Complex, compound, and simple sentence structures needed for an academic purpose. 	<p>Consider:</p> <ul style="list-style-type: none"> • Word choice to add precision to language • Technical vocabulary words and phrases specific to the content.



Teacher Moves

- Multiple ways of showing content

Specially Designed Instruction

IDEA regulations define “specially designed instruction” as “adapting, as appropriate to the needs of an eligible child under this part, the content, methodology or delivery of instruction (i) to address the unique needs of the child that result from the child’s disability; and (ii) ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.” (34 CFR Sec. 300.39(b)(3))

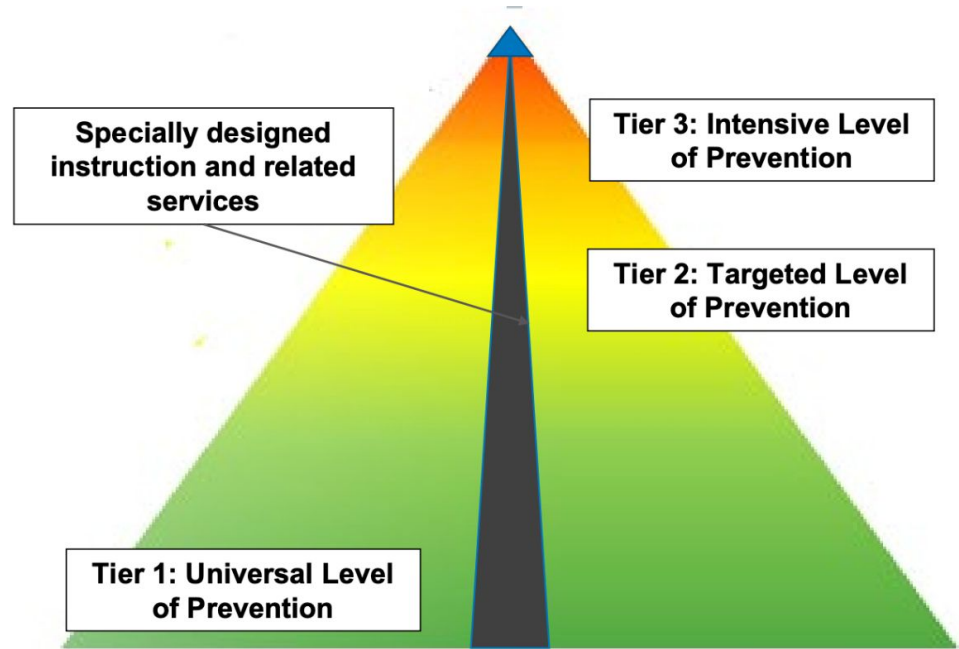
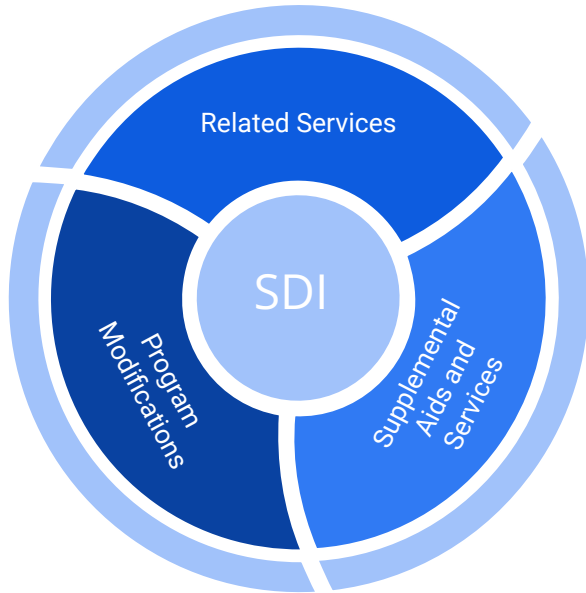
Specially Designed Instruction

SDI Instructional methodologies embeds differentiation and the design of instruction based on students' learning styles. This includes coherence of the following strategies.

Map SDI Onto Curriculum



SDI in Context



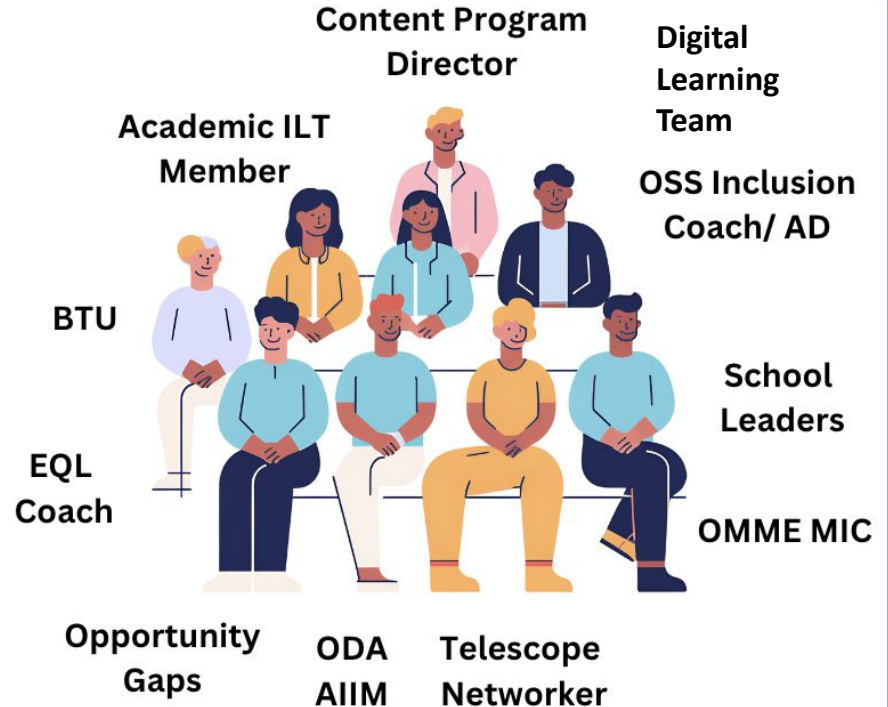
The Progress Center

Who is building this professional learning?

8 Professional Learning Design Teams

- Development period March-June
- Weekly deliverables and feedback from Academic ILT members
- Developing arcs of learning for each course, facilitator agendas, slides and materials for each session.
- Feedback sessions with BTU members and school leaders

Collaborating in new ways to contribute to collective capacity building



ILT Decision:
How will our school
engage in SY24-25
Professional
Learning?

Professional Learning Logistical Update

Path 1: Educators will join a 12-hour course facilitated by a cross-functional central office team

Vote on 30 hours of school-based PD calendar

Ensure all educators complete a self-assessment.

School ILTs should work with educators to identify a course and level for each educator

Path 2A: School will facilitate with school-based staff using materials that have been centrally developed.

Vote on 30 hours of school-based PD calendar

Identify which course(s) you will facilitate at your school.

Identify a team (2-4) who will attend a facilitator training for each course.

Path 2B: Some educators will be in Path 1 and some educators will be in Path 2a

Vote on 30 hours of school-based PD calendar

Identify which course(s) you will facilitate at your school.

Identify a team (2-4) who will attend a facilitator training.

Ensure select educators complete a self-assessment.

School ILTs should work with educators to identify a course and level for each educator

Path 3: We will develop a professional learning plan that meets the S24-25 competencies

Vote on 30 hours of school-based PD calendar

Identify a team (2-4) who will develop materials for 12 hours of professional learning aligned to the competencies.

Submit materials for review and approval to Regional Supt & Academics lead by **June 3rd**.

Create the PD on Vector, sign up your educators

Professional Learning Logistical Update

Path 1: Educators will join a 12-hour course facilitated by a cross-functional central office team

Path 2a & 2b: We will facilitate with school-based staff using materials that have been centrally developed.

Path 3: We will develop a professional learning plan that meets the S24-25 competencies

Summer Option

Ex -Two 6 hour days in August
Ex - One August Session and 3 subsequent weekly/biweekly sessions

Facilitator Training

June 10th: 9:00 - 3:00pm
June 20th: 9:00am - 3:00pm
*August 19th: 9:00 - 3:00pm (Zoom)
*August 23rd: 9:00 - 3:00pm (In-Person)

*Stipend available for BTU participants

PL Design Option

Team of 2-4 people develop and submit PD course plan, in alignment with the 4 competencies, by 6/3
Teams will hear feedback by 6/14

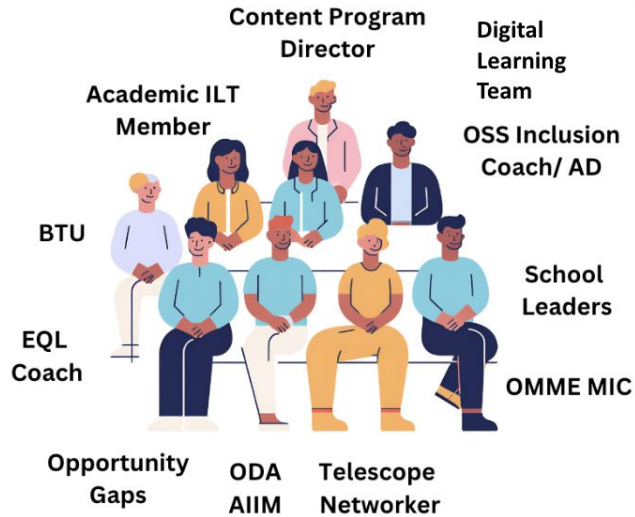
School Year Option

Ex -Six 2 hour Fall sessions over the course of 2-3 months
(the second and fourth Tuesday of every month for three months)

Support

Teams will have access to limited content support and can leverage the central based design team guidelines & sample materials

Design Team Overview



Building foundational and advancing level course for core BPS curricula that weave in UDL, SDI, CLSP, and academic language development.

Team are in different places in their course development

Goal is to have course materials by the end of the school year.

