

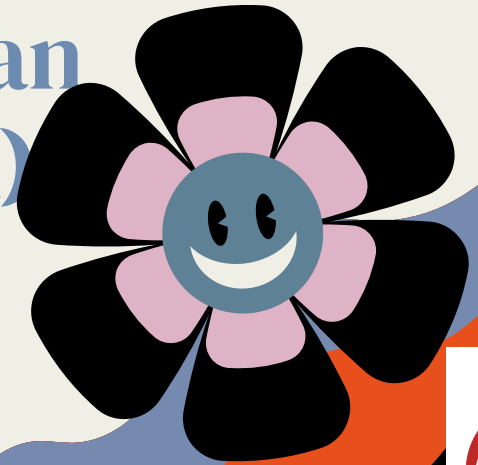


BUSD Education

Success Team (BEST)

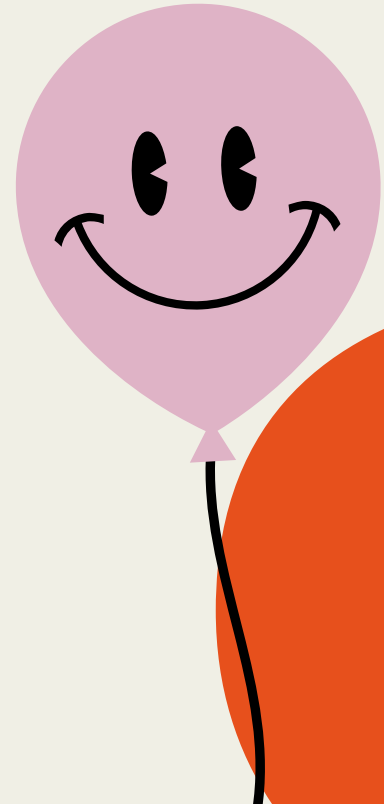
Teaching and Learning Plan (Ensuring Equity in Education)

12-14-21



BEST Goal

To develop a comprehensive Teaching and Learning Plan (Education Plan).



Desired Team Composition

- 1 primary teacher per site
- 1 intermediate teacher per site
- 1 special education teacher per site
- 5 Teachers on Special Assignment (TOSA) - District and School TOSAs
- 1 Classified Instructional Support per site
- Administrators

together everyone
TEAM
achieves more

Meet Our Team

- Angela Grenier; K/TOSA; BV
- Amber MacLean; 2; BV
- ★ ● Ashley Bridges; 6; BV
- Sarah Goodin; 5; MV
- Kulbir Sandhu; 2; MV
- Suzanne Bethel; 2;/TOSA; MV
- Suzanne Anderson; 6/TOSA;MV
- Becky Hansen; 5; TM
- Kelly Fitzgerald Dimsho;
3/TOSA/TM

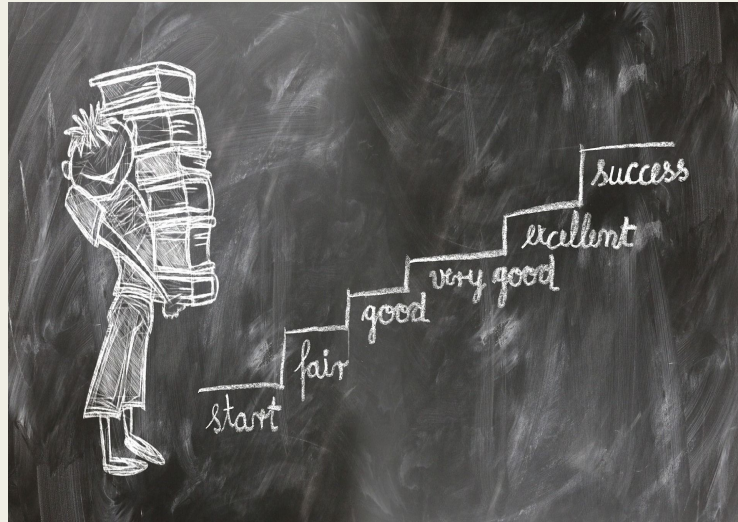
- Nina Craig; Principal; BV
- Denise McCullough; Principal; KS
- Jean Walker, Principal; MV
- Margaret Jacobson; Principal; TM ★
- Tracy Whitaker, Director of Student Services
- Ryan Green, Director of IT
- Aracely Romo-Flores, Director of Curriculum/EL Services
- David Alexander, Superintendent

Objective of December 6 Meeting

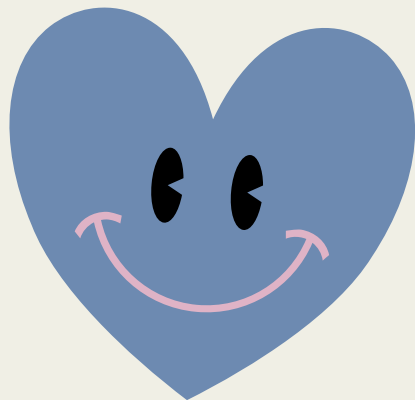


- ★ Understand the goals of the committee
- ★ Understand 11 key actions of schools/districts that advocate a *learning mission*
- ★ Discuss our why?
- ★ Discuss how we will accomplish this work
- ★ Identify our collective commitments

★ Our work must be in service
of improved learning
outcomes for all students ★



“A focus on outcomes is a focus on equity.”



—Jasmine Lane

A first-generation college graduate, an early-career high school English teacher in Minneapolis, Minnesota


Guaranteed and Viable Curriculum

Students are *guaranteed* the same curriculum regardless of the teachers they are assigned or the school they attend. Additionally, because teacher teams collaborate about the amount of time needed to effectively teach each standard and for students to learn each standard, the curriculum is viable.

**Bob Marzano suggests this area represents
the #1 opportunity
to raise the level of student achievement.**

Desired Outcomes of the Teaching & Learning Plan

- **Build coherence across the district through:**
 - Guaranteed Viable Curriculum
 - Essential Standards
 - Learning Targets
 - Curriculum Mapping
 - Units of Study
 - Instructional Practices
 - Common Assessments
 - Formative
 - Summative
 - Diagnostic
 - Common Rubrics
 - Multi-Tiered System of Support
 - Professional Development
- **Build a strong professional network**



What would it look like if we really meant it when we said we **embrace learning as our fundamental purpose**, or we will **build a collaborative culture**, or we will **use evidence of results to respond to student needs and improve our practice**?

What would people see us doing?

Eleven Actions of Schools/Districts That Truly Advocate a Learning Mission



1

Every teacher is engaged in a process to clarify what each student is to learn in each grade level, each course, and each unit of instruction.

2

Every teacher is engaged in a process to clarify consistent criteria by which to assess the quality of student work.

3

Every teacher is engaged in a process to assess student learning on a timely and frequent basis through the use of teacher-developed common formative assessments.

4

Every school has a specific plan to ensure that students who experience initial difficulty in learning are provided with additional time and support for learning during the school day in a timely and directive way that does not cause the student to miss any new instruction.

DuFour et al. (2008)

Eleven Actions of Schools/Districts That Truly Advocate a Learning Mission

5

Every school has a specific plan to enrich and extend the learning of students who are not challenged by the required curriculum.

DuFour et al. (2008)

6

All professionals are organized into collaborative teams and are given the time and structure during their regular workday to collaborate with colleagues on specific issues that directly impact student learning.

7

Every collaborative team of teachers is called upon to work interdependently to achieve a common SMART goal for which members of the team are mutually accountable.

8

Every teacher receives frequent and timely information regarding the success of his or her students in learning the essential curriculum and then uses that information to identify strengths and weaknesses as part of a process of continuous improvement.

Eleven Actions of Schools/Districts That Truly Advocate a Learning Mission



Unfinished/Interrupted Learning

The last normal school year

...for students in...

was

Grade 7

Grade 4

Grade 6

Grade 3

Grade 5

Grade 2

Grade 4

Grade 1

Grade 3

Kindergarten

Grade 2

never

Grade 1

never

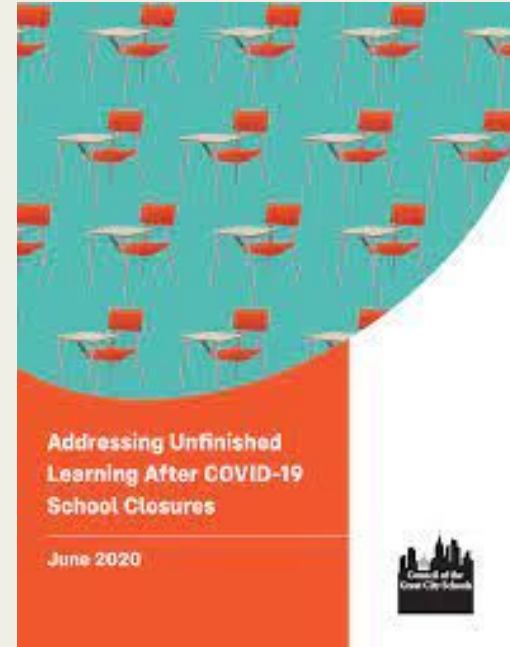
Kindergarten

never

Addressing Unfinished Learning After COVID -19 School Closures

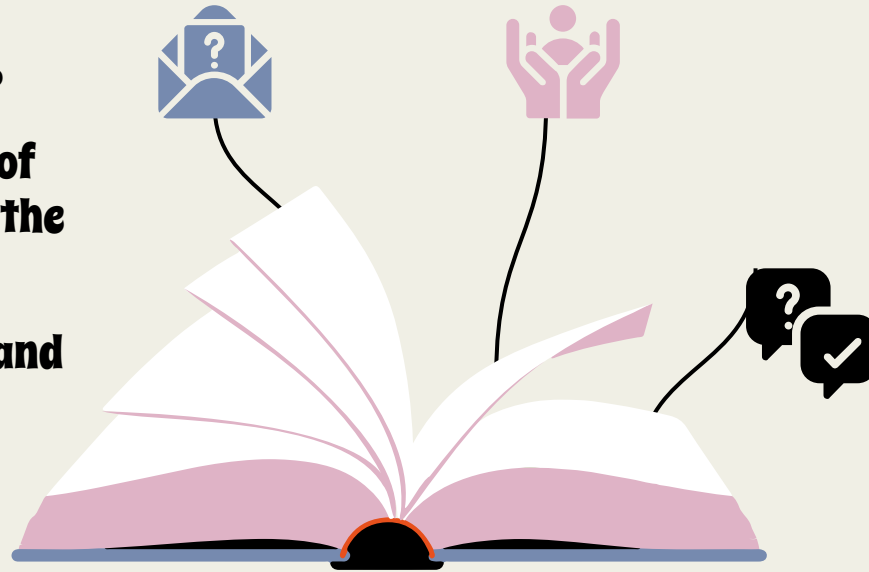
Council of the Great City Schools

The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools. Composed of 76 large-city school districts, its mission is to promote the cause of urban education and to advocate for inner-city students through legislation, research, and media relations



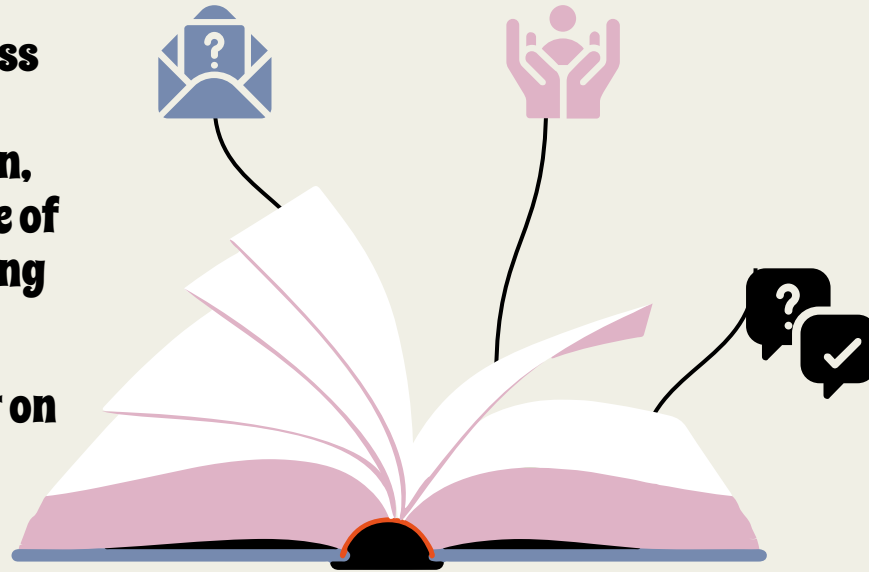
Principles and Strategies for Addressing Unfinished Learning

1. **Stick to grade-level content and instructional rigor**
2. **Focus on the depth of instruction, not on the pace**
3. **Prioritize content and learning**



Principles and Strategies for Addressing Unfinished Learning

- 4. Ensure inclusion of each and every learner**
- 5. Identify and address gaps in learning through instruction, avoiding the misuse of standardized testing**
- 6. Capitalize on commonalities, not on differences**



The slide features several decorative elements: a large blue shape in the top right corner, a large black star in the top left, a smaller black star in the top center, and another black star in the top right. In the bottom left, there are colorful abstract shapes in blue, orange, and black. At the bottom center, there is a large black star, and at the bottom right, another black star. The text is arranged in a clear, hierarchical structure.

Richard DuFour:

The Prerequisite Conditions of a True PLC

Educators work in collaborative teams and take collective responsibility for student learning rather than working in isolation.

Collaborative teams implement a **guaranteed and viable curriculum, unit by unit.**

Collaborative teams **monitor student learning** through an ongoing assessment process that includes frequent, team-developed common formative assessments.

Educators use the results of common assessments to:

- **Improve individual practice.**
- **Build the teams capacity to achieve its goals.**
- **Intervene and enrich on behalf of the students.**

The school provides a systematic process for intervention and enrichment.



Monthly District Professional Development

- 2nd Wednesday of the Month
- 1:15-2:45

Getting Clear on What We Want Our Students to Learn

February 9 ELA Essential Standards

1. What teachers will spend the majority of instructional time teaching
2. What teachers will assess
3. What teachers will have data-driven discussions about
4. What teachers will interve on (extension or time and support

March 9 ELA Essential Standards

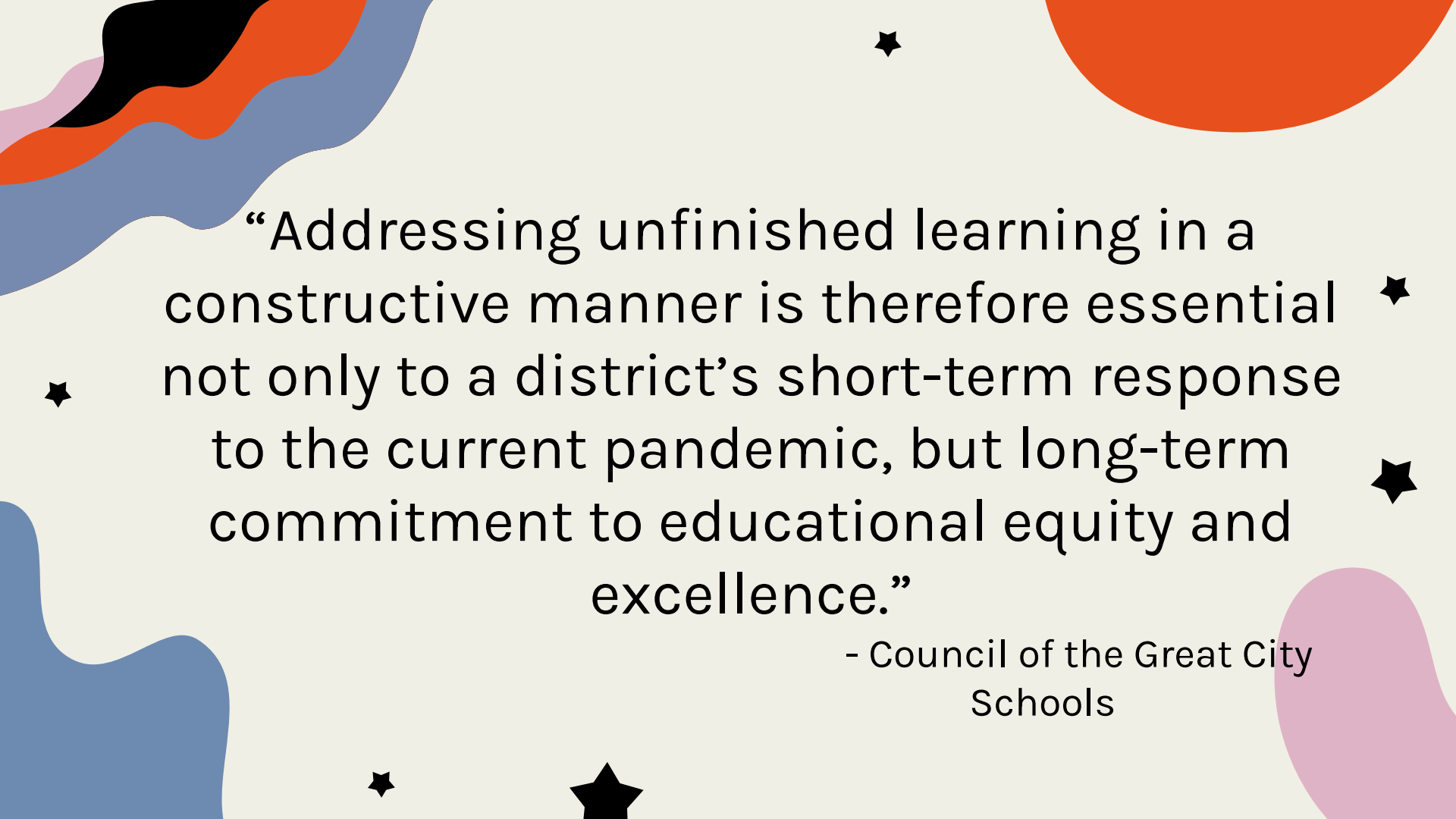
1. What teachers will spend the majority of instructional time teaching
2. What teachers will assess
3. What teachers will have data-driven discussions about
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April 13 Learning Targets

1. Unwrap the Standards
2. Identify Learning Targets
 - a. Skills
 - b. Knowledge
 - c. Dispositions
3. Identify cognitive demand (rigor)
4. Identify the learning tasks

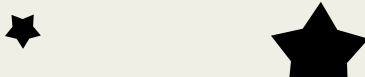
May 11 Learning Targets and Unit Planning

1. Continue the work of April 13 and...
2. Begin Unit Planning and the identification of any and/or all of the following:
 - a. Pre-requisite skills
 - b. Academic vocabulary
 - c. Instructional practices
 - d. Assessment strategies
 - e. Potential opportunities for intervention and enrichment



★ “Addressing unfinished learning in a constructive manner is therefore essential not only to a district’s short-term response to the current pandemic, but long-term commitment to educational equity and excellence.” ★

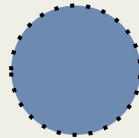
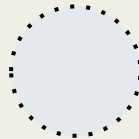
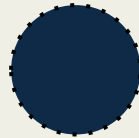
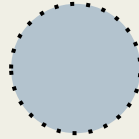
- Council of the Great City Schools





Future Dates

- Monday, January 3, 2022
- Monday, January 24, 2022
- Monday, February 7, 2022
- Monday, March 7, 2022
- Monday, March 28, 2022
- Monday, April 4, 2022
- Monday, April 18, 2022
- Monday, May 2, 2022
- Monday, May 16, 2022



Location: Learning Center ★
Time: 3:30-5:30



Thank you!



Our next Meeting will be on

January 3, 2022

3:30-5:30