



FORWARD TOGETHER

Portland Public Schools' Equity-Driven Shifts in Teacher Professional Learning

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Forward Together Strategic Plan

PPS's 2021-2025 Strategic Plan for Equity, Inclusion & Excellence

PPS reImagined Theory of Action

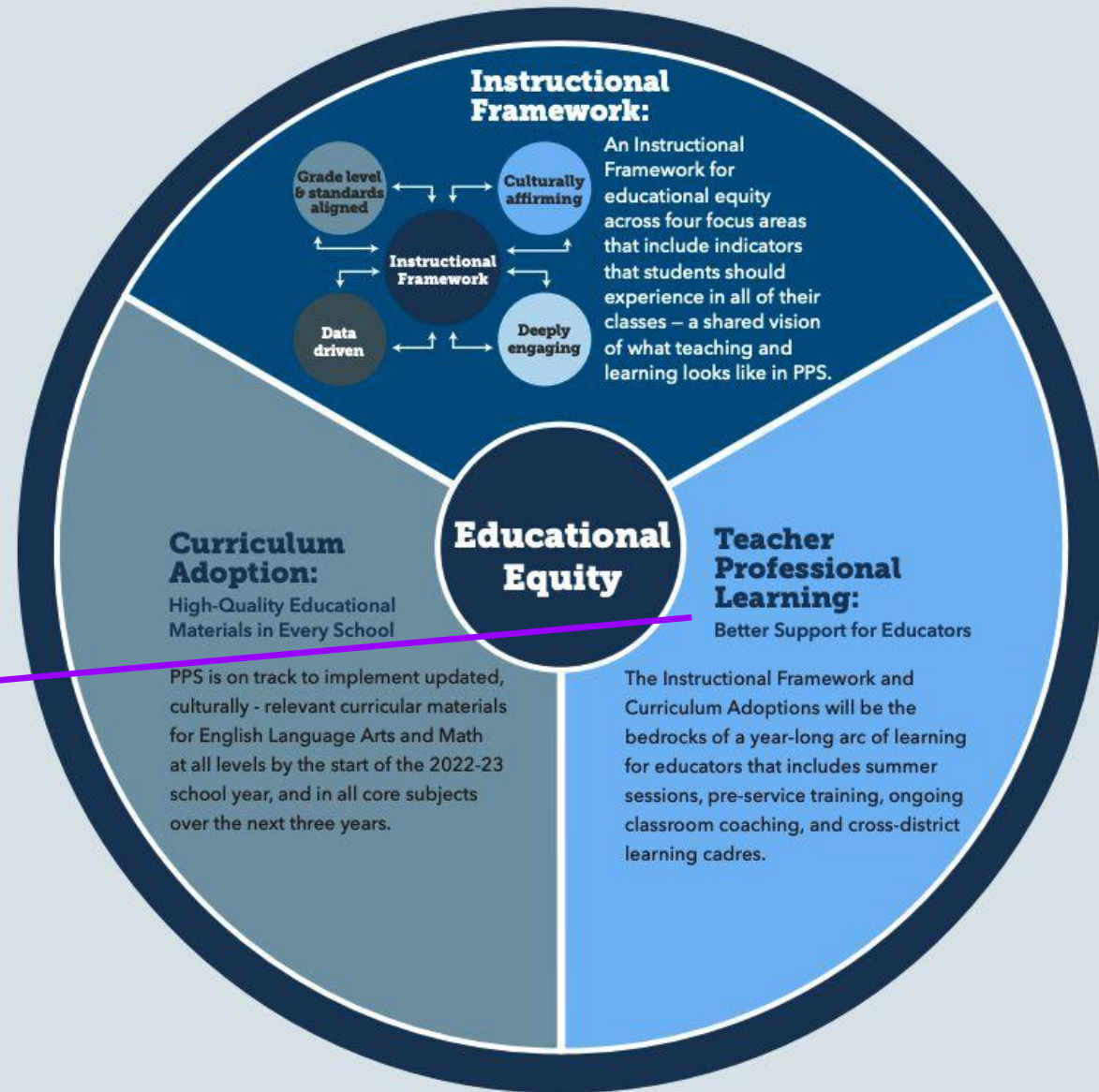
IF... We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student

...THEN We will reImagine Portland Public Schools to ensure every student, especially our Black and Native American students, realize the vision of the Graduate Portrait.



Roadmap to Equity - Instructional Vision 22-23:

- **Why: Educational Equity**
- **What: Instructional Framework**
- **How: Curriculum Adoptions**
- **How: Teacher Professional Learning**



Prior PPS Teacher Professional Learning Plan

- No comprehensive teacher professional learning approach, every content team offered teacher professional learning in silos
- Previously, teacher professional learning was only offered to a small group of teachers during the work day by utilizing substitute educators
- Due to the substitute educator shortage last year, teacher professional learning did not happen
- 22-23 Curriculum Adoptions:
 - K-5 Math - year 2
 - K-12 ELA - year 1
 - 6-12 Math - year 1

Guiding Question: How do we offer teacher professional learning to all teachers during their work day and work year?

Portland Public Schools Mission Statement

We provide rigorous, high quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.

Teacher Professional Learning Mission Statement

We are committed to building teacher capacity through a **continuous, coherent, content-based and collaborative system** of professional learning in order to **disrupt the predictability of learning outcomes for our most persistently underserved students.**

The Elements

The Elements: Transforming Teaching through Curriculum-Based Professional Learning

presented six fundamental shifts to teacher professional learning.

These six shifts underpin the teacher professional learning structures in Portland Public Schools.

Six Fundamental Shifts

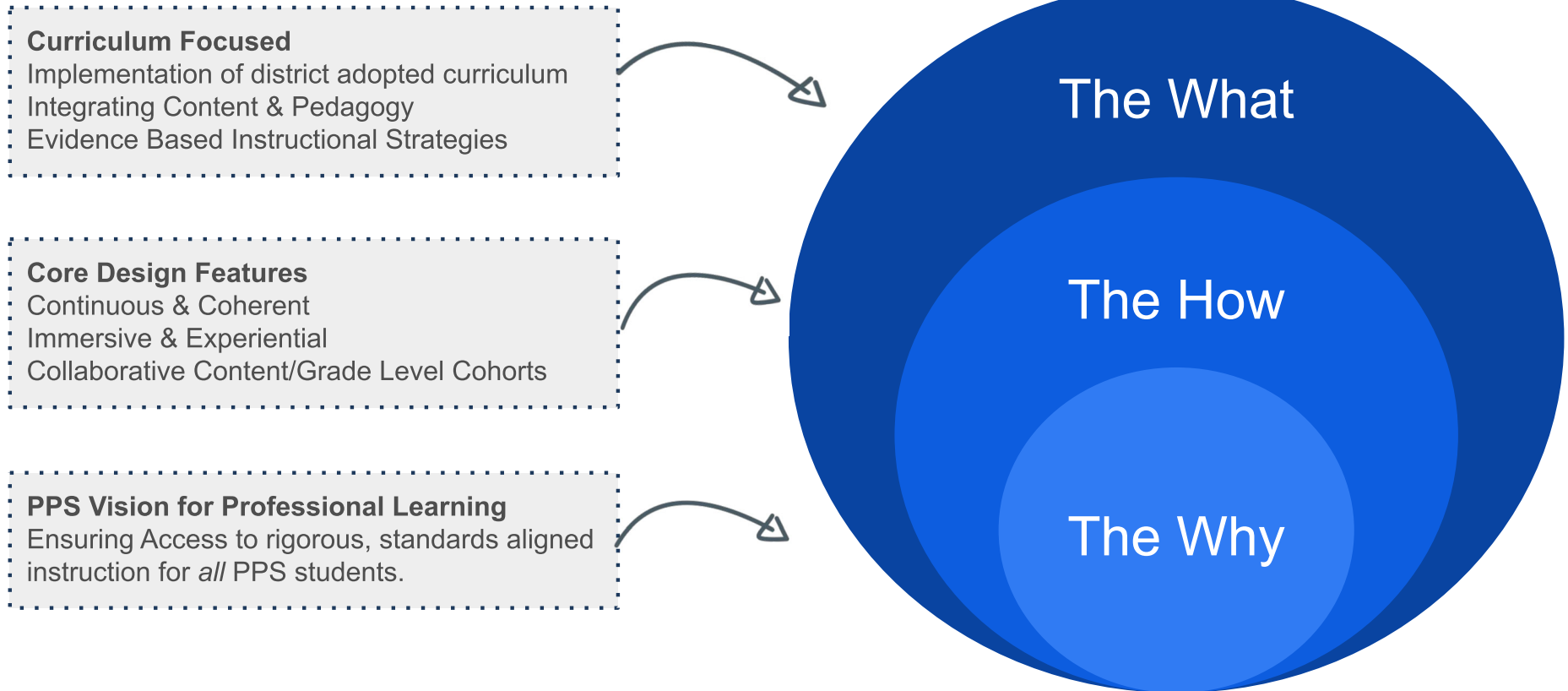
Traditional teacher professional development often takes the form of a lecture-heavy workshop that is disconnected from the day-to-day lessons teachers lead. By contrast, curriculum-based professional learning is active, ongoing, and focused on improving the rigor and impact of teachers' lessons. It calls for six major shifts.

FROM TRADITIONAL TEACHER PROFESSIONAL DEVELOPMENT	TO CURRICULUM-BASED PROFESSIONAL LEARNING
Focused on topics or themes	Focused on instructional materials with specific teaching strategies
One-time workshops, usually when school is closed	Repeated sessions, coaching, and feedback opportunities during teachers' regular workdays
Teachers grouped by school	Teachers grouped by the curriculum they are using
Information shared in lectures, presentations, or Q&A discussions	Active learning experiences, such as practicing instruction or participating in lessons as students
Coaching and feedback reserved mostly for new or struggling teachers	Curriculum-focused coaching and feedback for all teachers
Selected teachers receive support for using new curriculum materials	All teachers using new materials participate in curriculum-based professional learning



Teacher
Professional
Learning

Professional Learning at Portland Public Schools



Research Informed Equity-Driven Shifts in Teacher Professional Learning



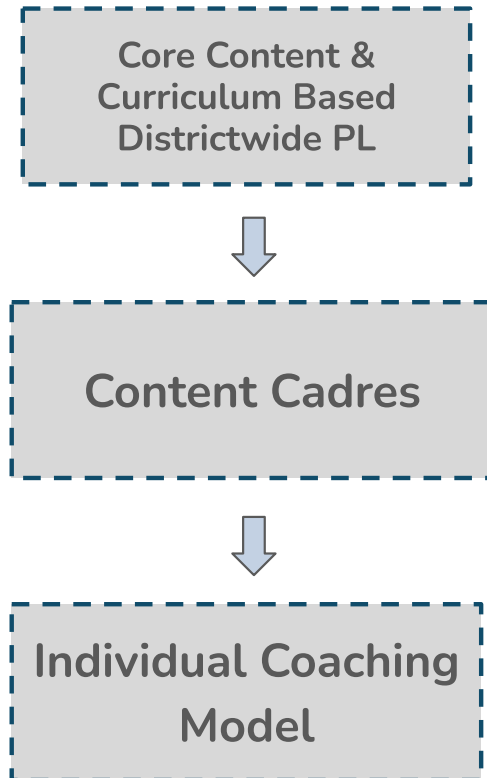
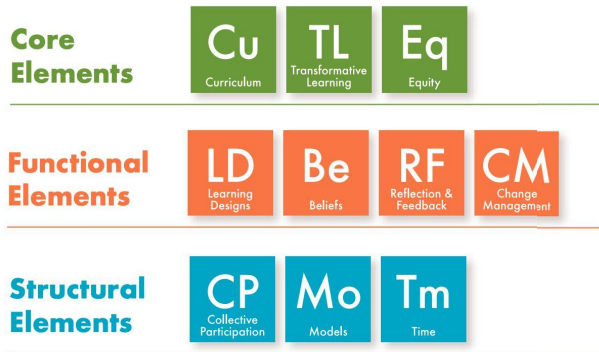
LEARNING POLICY INSTITUTE FACT SHEET JUNE 2017

Effective Teacher Professional Development

Linda Darling-Hammond, Maria E. Hyster, and Madelyn Gardner, with assistance from Danny Espinoza

The Elements

Transforming Teaching through Curriculum-Based Professional Learning



Teacher Professional Learning Deep Dive

Bucket 1



Core Content & Curriculum Based Districtwide PL

- 3 Embedded Professional Learning Days: 9/23, 10/14, 2/17
- Summer Institutes in June and August

TO CURRICULUM-BASED PROFESSIONAL LEARNING

Focused on instructional materials with specific teaching strategies

Repeated sessions, coaching, and feedback opportunities during teachers' regular workdays

Teachers grouped by the curriculum they are using

Active learning experiences, such as practicing instruction or participating in lessons as students

Curriculum-focused coaching and feedback for all teachers

All teachers using new materials participate in curriculum-based professional learning

Instructional Coach Roles

Resource

Reflective Listener

Teacher

Assessor

Learner



Problem Solver

Advocate

Facilitator

Coach

Collaborator

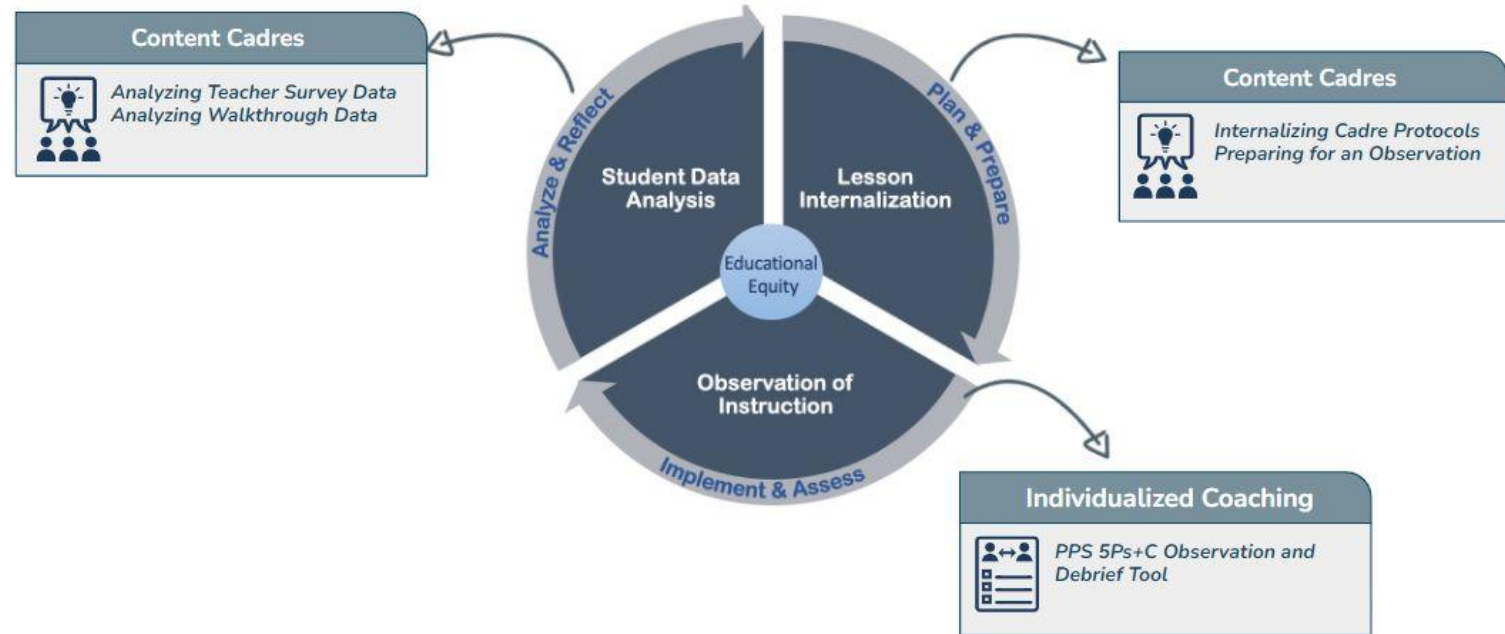
Teacher Professional Learning Deep Dive

Bucket 2



Expansion of Content Cadres

- 12 Cadre (grade alike and content alike) meetings throughout the year (during staff meeting time)
- Cycle through 4 protols



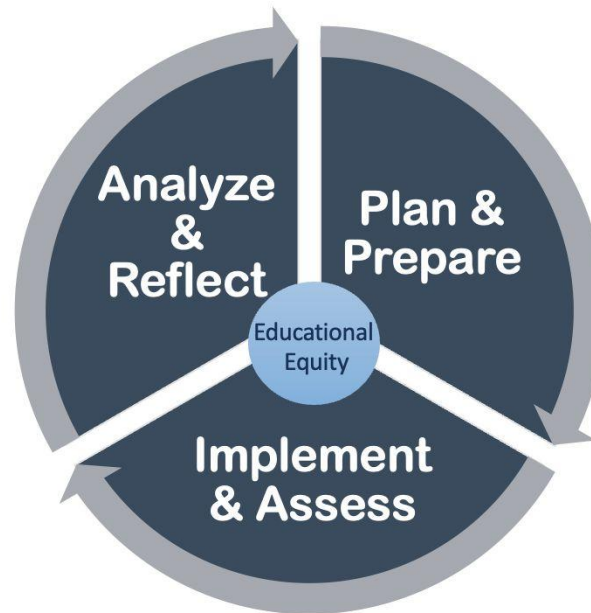
Teacher Professional Learning Deep Dive

Bucket 3



Comprehensive Coaching Model

- Focus is on coaching new educators
- Grounded in the Instructional Framework
- TOSAs, Mentors, and School-based Instructional Coaches participate in monthly Professional Learning



Grade Level & Standards Aligned

1

All students are actively engaged with instruction and tasks that are grade-appropriate and aligned to PPS Adopted Standards.

Educator Indicators

- 1.1: Educators teach grade level content to all students that reflects the design and intent of the standards, including but not limited to Common Core shifts (see Appendix A for Common Core shifts in each content area), design principles in NGSS, ELP Standards, World-Readiness Standards for Learning Languages, etc.
- 1.2: Educators facilitate lessons that support students in reaching the full analytic demands of the standards.
- 1.3: Educators strategically employ scaffolds that support all students in accessing grade-level content.
- 1.4: Educators employ oral and written questions and tasks that are text-specific, aligned with grade-level standards and require evidence from the text to demonstrate understanding and support ideas.
- 1.5: Educators pose questions and problems that prompt students to explain their thinking about the content of the lesson.

Student Indicators

- 1.6: Students are engaged in grade-level and standards-aligned tasks, with scaffolds that support students' access without modifying the tasks themselves.
- 1.7: Students can articulate the purpose of their learning and how it connects with their lives or aspirations.
- 1.8: Students are responsible for doing the majority of the work of the lesson, engaging in productive struggle, and owning the complex thinking, even when provided with scaffolds from the educator.
- 1.9: Students persevere through challenging tasks and support one another as continuous learners.



EXAMPLE Elementary Professional Learning District Alignment

	Aug	Sept	Oct	Nov	Dec
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Districtwide Curriculum PL



Summer Institute
Vendor and TOSA Led Professional Learning

Day 1 (9/23)
ELA Focus

Day 2 (10/14)
ELA Focus

ELA & Math Content Cadres



Sept. 27th
Planning & Rehearsal

Oct. 25th
Analysis of Student Work

Nov. 8th
Planning & Rehearsal

Dec. 13th
Analysis of Student Work

Coaching



Opt-in Window
ELA/Math

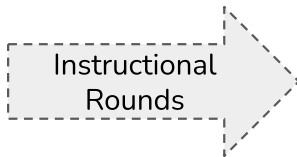
Learning Walks and Relationship Building

Implementation Support
Modeling *Co-Teaching* *Real Time Coaching* *Observation Cycles*

Site Leadership



Leadership:
ELA/ Math
Content Learning






structure repeats monthly

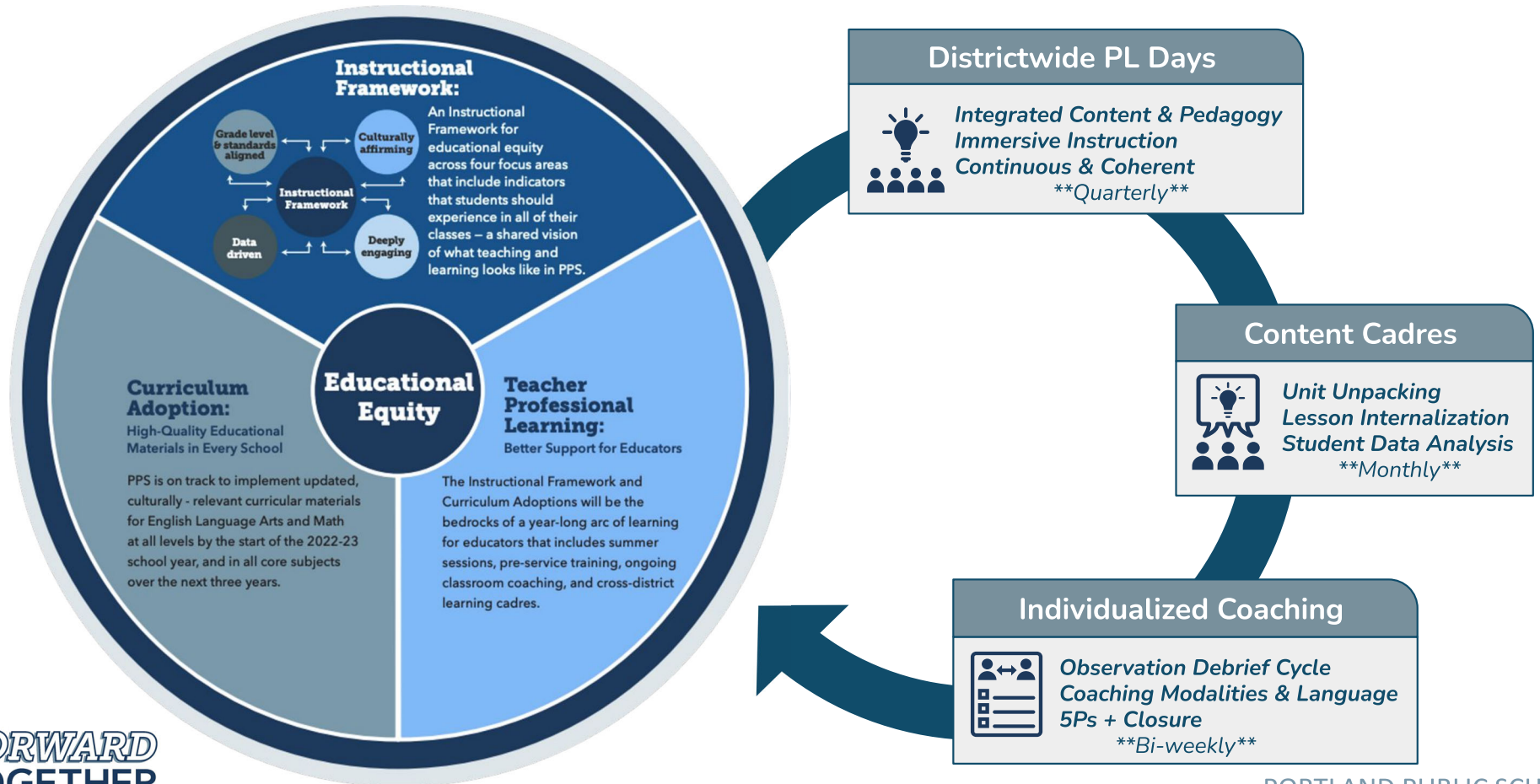
Grounded in Common Observation Tool to include:

- Curriculum & content based high leverage practices
- PPS Instructional Framework

Implementation Plan to Sustain Shifts in Teacher Professional Learning

	Plan Year 0 21-22'	Launch Year 1 22-23'	Expand Year 2 23-24'	Iterate Year 3 24-25'
Bucket 1 	Adopt rigorous core curriculum Summer Institute	3 Content-focused, vendor-led, OTL TOSA supported Professional Learning days	3-4 Content-focused, OTL TOSA led Professional Learning Days	3-4 Content-focused, teacher-leader led Professional Learning Days
Bucket 2 	Standardize content format TOSA Institute	1-2x/month content cadres facilitated by OTL & TOSAs	2x/month content cadres facilitated by OTL, Mentor TOSAs, and IS.	Site-based ICs lead and facilitate 2x/month content cadres
Bucket 3 	Adopt coaching model TOSA Institute	2x/month content based coaching cycles by Mentors & TOSAs (new educators)	2x/month content based coaching by Mentors & TOSAs and site based ICs	100% of teachers receive 1:1 content focused coaching from site based IC

Professional Learning Structures for the Instructional Framework



Preliminary Data - Celebrate Small Wins

- ~1500 teachers attended a 3 day kickoff summer institute
- ~1300 teachers attended the makeup summer institute professional learning day
- ~1400 teachers attended the 9/23 professional learning day
- During our Instructional Framework learning walks:
 - 100% K-2 ELA classrooms observed were using the adopted curriculum
 - 92% grades 3-5 ELA classrooms observed were using the adopted curriculum
 - 82% K-2 Math classrooms observed were using the adopted curriculum
 - 80% grades 3-5 Math classrooms observed were using the adopted curriculum
 - 100% grades 6-8 Math classrooms were using the adopted curriculum

