Sailing Into the Future of Urban Education

67th Annual Fall Conference
San Diego, California
October 25-29, 2023
Basic Training:
Developing Innovative PD Opportunities
to Boost Urban Student

October 26, 2024
Empowering Educators: Cultivating Learner Agency and Collaboration

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Agenda
Practitioner Schools

- Practitioner School Program Overview
  - Goals
  - LAUSD Strategic Plan
  - Coherence Framework
  - CS & STEAM Focus
  - Essential Components
  - Call To Action
Goals
Practitioner Schools

• Integration of Technology
• Foster Collaboration
• Capacity Building
• Personalized Learning Experiences
Connections to the Strategic Plan

Practitioner Schools

Ready for the World
LOS ANGELES UNIFIED SCHOOL DISTRICT
2022-26 Strategic Plan

**Pillar 1: Academic Excellence**
- High-Quality Instruction
- Enriching Experiences
- Eliminating Opportunity Gaps
- College and Career Readiness

**Pillar 2: Joy and Wellness**
- Welcoming Learning Environments
- Whole-Child Well-Being
- Strong Social-Emotional Skills
- Outstanding Attendance

**Pillar 3: Engagement and Collaboration**
- Strong Relationships
- Accessible Information
- Leading for Impact
- Honoring Perspectives

**Pillar 4: Operational Effectiveness**
- Data-Driven Decision-Making
- Modernizing Infrastructure
- Sustainable Budgeting
- District of Choice

**Pillar 5: Investing in Staff**
- Diverse Workforce
- Professional Learning
- Staff Wellness
- High Performance Standards
Alignment to the Strategic Plan

Implementation of ISTE Standards
Leverage a framework for innovation to help educators and education leaders in preparing learners to thrive in work and life.

Advancement of Digital Citizenship
Cultivate a culture of digital citizenship that promotes a positive, authentic digital footprint that can be leveraged for college and career success.

Expansion of Computer Science
Provide computer science education for all students by 2025, ensuring every student receives authentic, rigorous, and interdisciplinary learning opportunities in computational thinking and computer science.

Future Ready Leading, Teaching, and Learning
- Visionary Leaders
- Innovative Educators
- Empowered Learners
REGION & CENTRAL SUPPORT

Differentiated Examples: Regions differentiate support in the implementation of instructional practice such as coaching PD with ILT, Instructional rounds, modeling of practice, data reviews, school visits by Director.

*Central Office role is to provide additional support with tools and PD support as needed.

CENTRAL & REGION SUPPORT

Available to Everyone

ETO & REGION SUPPORT

High Intensity

Examples: Mandatory intensive PD, curriculum, Priority staffing, Instructional support teams, Weekly School Visits, and school reviews.

REGION & CENTRAL SUPPORT

Differentiated

Examples: Districtwide PD, toolkits for PD and additional resources, districtwide policy and communication.

*Regional teams are informing and following up with schools.

CENTRAL & REGION SUPPORT

Available to Everyone
# Teaching and Learning Framework

## Focus Elements

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<thead>
<tr>
<th>Student and Family Agency</th>
<th>Culturally and Linguistically Responsive Pedagogy</th>
<th>Multi-Tiered System of Support</th>
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<td>1b1: Awareness of Students’ Skills, Knowledge, and Language Proficiency</td>
<td>3a4: Use of Academic Language</td>
<td>3c2: Purposeful and Productive Instructional Groups</td>
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<td>2a3: Academic Climate</td>
<td>3b2: Discussion Techniques and Student Participation</td>
<td>3d3: Feedback to Students</td>
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<td>3a1: Standards-Based Projects, Activities, and Assignments</td>
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English Language Arts Foci

• Students write and defend their argument using multiple sources
• Students listen to peers verbally defend their argument and provide a response/feedback
• Universal Design for Learning (UDL)
  ◦ **Multiple** ways to engage
  ◦ **Multiple** ways to learn content
  ◦ **Multiple** ways for students to show their learning
• Multi Tiered Systems of Support (MTSS)
Math Foci

- Engage students in solving real world problems in a Math task
- Universal Design for Learning (UDL)
  - **Multiple** ways to engage
  - **Multiple** ways to learn content
  - **Multiple** ways for students to show their learning
- Multi Tiered Systems of Support (MTSS)
The PS model of support was designed to reimagine and exemplify how schools can leverage digital tools to create rigorous and personalized learning environments for all learners.
Practitioner Schools Pathway

Level 1, Level 2, Level 3

**Level 1**

**NEXTGEN SITES**

This level will entail completing an instructional technology cohort, where the sites will determine their respective requirements and develop a plan for introducing new technology to enhance student learning and engagement.

- Cohort style
- Engage in observations
- Quarterly Professional learning
- Develop a roadmap

**Level 2**

**FUTURE READY SITES**

This level will focus on using technology to equip students with the necessary skills for the future, facilitated by an Instructional Technology Facilitator.

- Share best practices, exchange ideas, and learn from each other’s experiences.
- Showcase
- School site observations

**Level 3**

**DEMONSTRATION SITES**

This level will feature District Models that exhibit future-ready teaching and learning practices, serving as an example for other schools to follow.

- Demonstrate promising practices, exchange ideas, and inspire others
- Exhibitions
- Lesson Studies
LAUSD Coherence

**Practitioner Schools**

- **Focusing Direction:** How might leveraging technology enhance and transform instructional and equity-driven strategies to increase multi-year student achievement at Practitioner Schools?

- **Cultivating Collaborative Cultures:** What might collaboration and capacity building look like at Practitioner Schools to scale innovative teaching, learning, and leadership practices with technology?

- **Securing Accountability:** What might it take to engage individual educators, grade & departmental levels, & ILTs from Practitioner Schools to own this work to meet the needs of all students?

- **Deepening Learning:** How might hands-on, immersive, & gamified learning with CS, STEAM and Maker Education promote deeper learning so that students at Practitioner Schools build their confidence in literacy, numeracy, and social-emotional well-being while engaging in relevant and meaningful real-life experiences?
Instructional Focus

Practitioner Schools

- Interdisciplinary Computer Science Education, Cybersecurity Education, STEAM, and Maker Education
- Creative, Immersive, and Emergent Technologies
Standards Addressed

Practitioner Schools

• California Common Core State Standards: [ELA](#) and [Math](#)
• Computer Science Standards for California Public Schools: [PDF](#), [XLSX](#)
• K12 Computer Science Framework
• ISTE Standards: for [Students](#), [Educators](#), [Coaches](#), [Education Leaders](#)
• UN Sustainable Development Goals or #SDGs
• Next Generation Science Standards
• K12 Cybersecurity Learning Standards
Role of the Instructional Technology Facilitator (ITF)

Practitioner Schools

ITFs will facilitate and model best practices through:

**Direct Student Supports**

- Demo and model lessons
- Collaboratively teach CS & STEAM lessons with the PS Champion
- Differentiating supports based on data
- Facilitation/Co-Facilitation of an After School Club and Level Up Los Angeles Student Build Coding Challenge

**Coaching Supports**

- Coaching cycles: co-planning, co-teaching, feedback and reflection
- Lesson studies, instructional rounds, data chats
- Professional learning facilitation
- Co-leading family workshops
- Curation of cross-curricular PBL lessons
- Capacity-building supports to localize and adapt their CS & STEAM Lab
Instructional Leadership Team

Practitioner Schools

• Principal/Administrator
• Champion
• Teacher
Practitioner School (PS) Champion

Each Practitioner School will identify a PS Champion who is a register-carrying classroom teacher and will work directly with the ITF throughout the year to engage in data-driven instruction with technology, aligning with the District goals in numeracy, literacy, social emotional well-being, and postsecondary success.

The PS Champion will work with the ITF to:

• set baseline goals based on beginning of year data,
• adjust and inform instruction based on ongoing ELA and Math diagnostic or interim assessments, and
• share with others how they have worked in partnership to empower students to use learning data to set their own goals and measure their progress.
CS & STEAM Lab

Practitioner Schools

Practitioner Schools will provide a classroom or space that will be set up as a CS & STEAM Lab.

- Serve as a model for LAUSD to replicate and scale
- ITF and PS Champion will establish the learning environment to provide direct instruction in interdisciplinary Computer Science Education, STEAM, and Maker Education
- Site for demo teaching, co- or team-teaching, lesson studies, workshops, and showcases.
- Host showcases throughout the year for LAUSD leaders, educators, and teams to learn from, particularly during Digital Citizenship Week and Computer Science Education Week
CS & STEAM Lessons

Practitioner Schools

The ITF will create CS, STEAM, and Maker Education lessons, including game-based learning, Esports, and Cybersecurity Education, leveraging creative, immersive and emergent technologies that enhance standards-based classroom lessons to provide students multiple ways to engage in and learn literacy and math content, and multiple ways for students to demonstrate their academic learning.

The PS Champion and the ITF will teach the CS & STEAM lessons following a data-based “Plan, Teach, Reflect” cycle.
Platforms & Tools for CS & STEAM Labs

Practitioner Schools

- Physical Computing and Robotics
- Game-Based Learning
- Esports
- Cybersecurity Education
- Movie and Audio Making
- Immersive XR
- Artificial Intelligence
- Interactive Touchscreens
- Digital Fabrication Technologies
Extended Learning Opportunities

Practitioner Schools

After-school clubs can effectively support the Multi-Tiered Systems of Support (MTSS) by offering targeted academic interventions, enrichment activities, and social-emotional learning programs to students. They can provide a flexible and individualized environment, catering to diverse learning styles and interests.

Each PS Team will work with their ITF to establish an After School Club 1–2 times a week, establishing a school focus for Fall Semester and a focus on Level Up Los Angeles in the Spring Semester.
Impact on Student Achievement

Practitioner Schools

Increased:

• Attendance
• Reclassification Rates
• Numeracy
• Literacy
• SEL
• Student Voice
• Engagement
Call To Action

• Create Opportunities to Foster Collaboration to Build Agency
• Differentiate Instruction with Computer Science & Digital Citizenship Competencies
• Design Extended Learning Opportunities that Build Student Confidence
Basic Training: Developing Innovative PD Opportunities to Boost Urban Student

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