

Summer 2020

Instructional Priorities Learning Series



Chicago Public Schools

Introductions

- Chief Officer of Teaching and Learning
- Chief Schools Officer

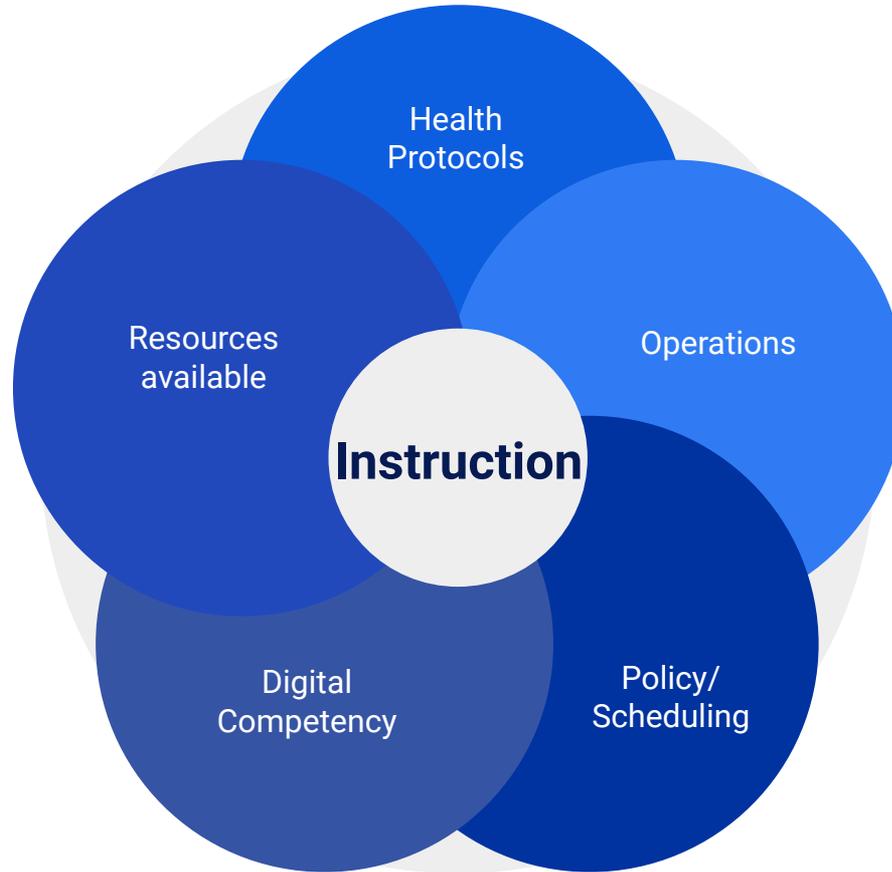
Objectives

Develop a shared understanding of reopening instructional priorities and the strategy to address district wide learning needs related to instruction and instructional planning for SY20-21.

The challenge we face
this summer



Multitude of Learning Demands



Challenging conditions for professional learning...

Lack of certainty about fall opening

- Many questions we can't answer
- Need to create contingencies
- Possibility that information we share changes

Limited resources

- Do not have significant additional resources to meet significantly increased learning demands

Transition to virtual professional learning

- Limited experience leading full virtual learning
- School leaders will need to plan virtual opening professional development

Meeting These Challenges

Begin with what we do know: Our Instructional Priorities

Regardless of learning modalities in the fall, we can and we must clarify our shared instructional vision and priorities as a district.



Address Instructional Priorities Professional Learning through flexible virtual content

We will largely reserve additional mandatory professional learning for operational/health related professional development. We will provide professional development related to instructional priorities in asynchronous and synchronous learning modules.



Build a shared instructional vision with aligned resources for school based professional learning and implementation.

By providing ongoing summer professional learning related to instructional priorities that is synchronous and asynchronous school leaders will be able to develop a plan and vision for the Fall in a flexible manner, and will have access to a library of resources that can be used with school teams for opening PD and beyond.

Summer Learning Series Priorities

Focus on clarifying our instructional vision and priorities for the year to come, by providing shared learning that:

- articulates a clear **shared instructional vision**
- identifies clear **instructional conditions** that must be set for the fall
- identifies ongoing **instructional practices** that must be enacted
- provides **synchronous and asynchronous learning** opportunities with associated resources to support schools in preparing for fall opening
- is **responsive** to the reality of remote/hybrid learning in the fall
- sets the foundation for deep **CIWP-aligned cycles of learning** in SY20-21

A shared instructional vision



Chicago Public Schools

What do we know?



Student-Centered

We place students at the center of everything we do.



Whole Child

We support our students so they are healthy, safe, engaged, and academically challenged.



Equity

We eliminate barriers to success and ensure equitable opportunities for all students.



Academic Excellence

We provide diverse curriculum and programs with high academic standards to prepare students for future success.



Community Partnership

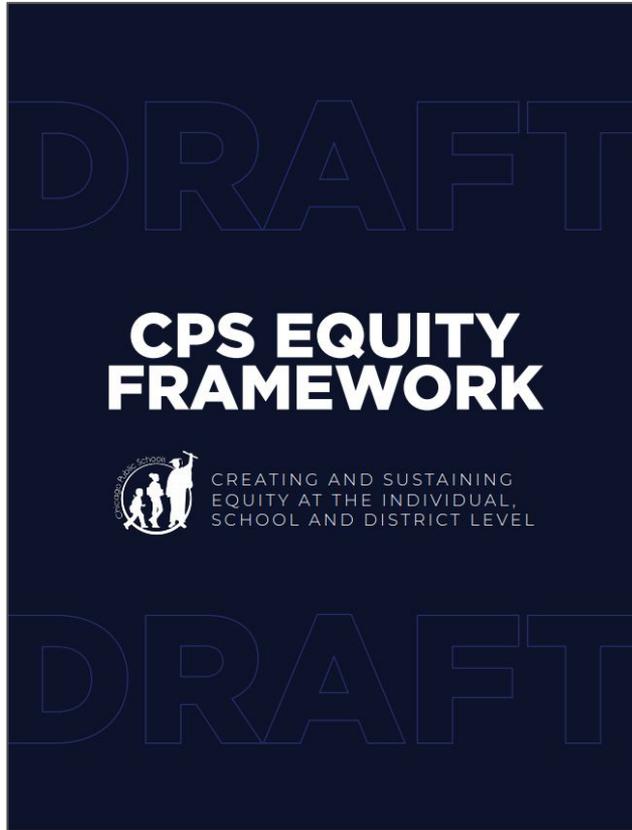
We rely on families, communities, and partners in every neighborhood to shape and support our shared mission.



Continuous Learning

We promote an environment of continuous learning throughout CPS for students, teachers, leaders, and district staff.

What do we know?



What do we know?

The Opportunity Myth (TNTP, 2018)

Students need **FOUR KEY RESOURCES** in their daily school experiences:

- Consistent opportunities to work on **grade-appropriate (standards aligned)** assignments;
- Strong instruction that lets **students do most of the thinking** in the lesson;
- A sense of **deep engagement** in what they're learning;
- Teachers who hold **high expectations** for students and truly believe they can meet grade-level standards.

CPS Instructional Core Vision

Everyday in all Chicago Public School Classrooms:

STUDENTS' identity is nurtured, honored, and reflected within the instructional experience. In classrooms, students participate in building a strong **community** that develops meaningful **relationships** with their peers, promotes a sense of belonging, and positions them as learners and leaders. Students do the thinking through daily learning experiences designed to build curiosity, agency, criticality, and a confident academic **identity**. Authentic, intellectual learning experiences ensure deep engagement as students act as real world problem-solvers and engage in elaborated communication through various mediums.

Students experience success through just-in-time supports and interventions, regular reflection on their own learning, goal-setting, and agency in advocating for their own learning needs and interests.

TEACHERS hold high expectations for students and truly believe they can meet grade level-standards. Teachers cultivate inspired, challenging, and inclusive classroom **communities** that position them as co-constructors of knowledge with students. Teachers marry their knowledge of the content, their students and effective instructional practice in order to serve as thoughtful facilitators of learning. Teachers provide just in time supports and interventions to ensure all learners experience success. They recognize that their **identity** informs their choices, actions, and their **relationship** to content and students, and they reflect on their own identity and examine biases regularly. Teachers strive everyday to learn more about their students' **identity** and their **relationship** to learning, and position students as leaders and problem-solvers in the classroom and in the greater community.

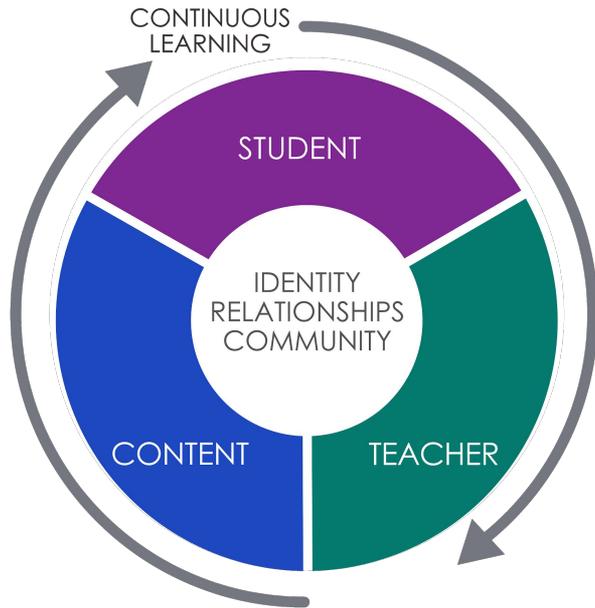
CONTENT is challenging (grade level appropriate and standards-aligned), meaningful, and responsive to the **communities** and **identities** of students. It is designed to allow for in-depth understanding and disciplined inquiry, providing access to multiple perspectives so that students can critique or construct. It is connected to authentic assessments that measure what is truly important in student learning. Designed to be accessible to all students, content is inclusive and reflective of students cultural and linguistic diversity, marrying academic content with social emotional skills. Students and communities contribute to content, and their own funds of knowledge, expertise, and lived experiences are leveraged across subject areas. The content serves as a bridge to build meaningful and productive **relationships** between students and the teacher and the larger community, by possessing value beyond school.

CPS Instructional Core Vision

To **educate for equity**, the CPS Instructional Core centers on **identity, community, and relationships**.

Students must experience core instruction that is responsive to and sustaining of who they are and what they bring, and empowers them to connect, to imagine, and to act as ethical, critical actors that shape the world.

To accomplish this vision we must operate with commitment to **Continuous Learning** to improve our ability to enact this vision, and to continuously strengthen our shared vision.



How do we respond in
this moment?

SY20-21 Instructional Priorities

- 1) **Prioritize the social emotional wellness of students and educators as a foundation for learning.** We must attend to addressing educator wellbeing, building a culture of care for all students, and provide more support to address trauma and mental health.
- 2) **Provide all students grade-level learning, standards aligned instruction, regardless of their starting points.** Seek to avoid over remediation. All students are capable of progressing to the next grade level this fall and mastering that content. Focus on below grade-level work only when necessary for a student to complete their grade-level work. In place of isolated remediation, learning should be accelerated through just-in-time supports embedded in prioritized, grade level, standards aligned content.
- 3) **Implement high-quality curricula to ensure all students have a coherent academic experience.** Ensure you have a plan to provide coherent curriculum that can be used in a digital or non-digital environment. Students will benefit from curriculum that engages them in regular collaboration with their peers to make sense of multiple perspectives and deepen their understanding of content.

SY20-21 Instructional Priorities cont.

- 4) **Increase the relevance of instruction.** Leveraging students' lived experiences and expertise facilitates motivation and deep engagement in content where students are doing most of the thinking. Similarly, curriculum choices prioritize authentic and meaningful content that is responsive to students, our current moment, and our world today. This is more important than ever as we seek to re-engage our learners.
- 5) **Use assessments that meaningfully connect to the curriculum and provide teachers with the information needed to help students access priority grade-level work.** Teachers and students need assessments that will support them in moving all students forward with grade level learning. Assessments should reflect the critical abilities of the subject and grade level standards and ask students to apply these abilities to situations that are authentic to the discipline and are relevant to students' lives.
- 6) **To meet the needs of all students, start with those most marginalized.** Focusing on the most marginalized students provides a strong foundation for instruction for all students and will help to address the achievement gap that has widened during the pandemic.

Instructional Priorities Summer Learning Series



Summer Learning Plan

Overview

District wide summer professional learning will be made available through a series of eight modules that can be facilitated flexibly, making up roughly 7 hours of structured content.

Module 1:
Setting The Vision
& Path Forward

Modules 2-3:
Planning for
Coherent,
Relevant, &
Engaging
Grade-Level
Instruction in
SY21

Modules 4-5:
Facilitating
Coherent,
Relevant, &
Engaging
Grade-Level
Instruction in
SY21

Modules 6-7:
Sustaining
Coherent,
Relevant, &
Engaging
Grade-Level
Instruction in
SY21

Module 8:
School Team
Reflection

Ongoing Thread: Deepening understanding of the CPS Instructional Core, with an emphasis on *Identity, Relationships, & Community*.

Module Objective Overview

Module	Key Questions	Module Objectives
Module 1: Setting the Vision and Path Forward Shared Learning (60 min)	<ul style="list-style-type: none">• What do we prioritize for fall re-opening instructional readiness?• How will summer learning prepare teachers and school leaders to meet the academic and social-emotional learning needs of students in SY20-21?	<ul style="list-style-type: none">• Understand the SY20-21 Instructional Priorities as the drivers of this summer's professional learning strategy• Reflect on the successes and challenges of SY20 and identify needs and goals for SY21 using the Instructional Priorities as a frame• Become familiar with the draft CPS Instructional Core Vision• Understand the commitments for support to come and recommendations for school-level engagement

Module Objective Overview

Module	Key Questions	Module Objectives
<p>Modules 2-3: Planning for Coherent, Relevant, & Engaging Grade-Level Instruction in SY21</p> <p>Shared Learning (45 min)</p> <p>Role-Specific Learning (60 min)</p>	<ul style="list-style-type: none">• How and why do we stay consistent with responsive grade level learning when students have lost learning opportunities?• How does instruction that prioritizes equitable access to responsive grade level opportunities reflect a strong instructional core?• How will we apply this learning?	<ul style="list-style-type: none">• Understand why it is essential for all students to engage in grade-level, standards-aligned instruction• Understand how to plan for engaging all students in grade-level, standards-aligned instruction in a remote, hybrid, or socially-distanced context• Understand how to effectively use BOY assessment practices to move students forward on their grade-level.• Apply key takeaways from the student experience to my planning for SY20-21. <p>Note: Module 3 builds on the Module 2 objectives through providing role-specific guidance, resources, and examples.</p>

Module Objective Overview

Module	Key Questions	Module Objectives
<p>Modules 4-5: Facilitating Coherent, Relevant, & Engaging Grade-Level Instruction in SY21</p> <p>Shared Learning (45 min)</p> <p>Role-Specific Learning (60 min)</p>	<ul style="list-style-type: none"> • How and why do we design instructional experiences that ask students to do most of the thinking in a remote/hybrid setting? • How does instruction that prioritizes student thinking reflect a strong instructional core? • How will we apply this learning? • Building on Previous Learning: How does providing opportunities for grade level learning allow for and promote strong instructional practices? 	<ul style="list-style-type: none"> • Understand why it is essential for all students to be engaged in instruction that allows them to do most of thinking • Understand how to make use of just-in-time scaffolds throughout instruction to promote grade-level learning • Understand how to effectively use curriculum-embedded assessments to respond to student needs • Understand how to promote student engagement in a remote, hybrid, or socially-distanced context • Apply key takeaways from the student experience to my planning for SY20-21. <p>Note: Module 5 builds on the Module 4 objectives through providing role-specific guidance, resources, and examples.</p>

Module Objective Overview

Module	Key Questions	Module Objectives
<p>Modules 6-7: Sustaining Coherent, Relevant, & Engaging Grade-Level Instruction in SY21</p> <p>Shared Learning (45 min)</p> <p>Role-Specific Learning (60 min)</p>	<ul style="list-style-type: none"> • How and why do we design and deliver instruction that deeply engages students in what they are learning? • How does instruction that prioritizes deep engagement reflect a strong instructional core? • How will we apply this learning? • Building on Previous Learning: How do grade level learning and strong instruction allow for and promote deep engagement? 	<ul style="list-style-type: none"> • Understand why it is essential for all students to have a deep sense of engagement in what they are learning • Understand how to deeply engage students in a remote, hybrid, or socially-distanced context • Understand how to identify students who may be struggling and how to engage them in additional support • Apply key takeaways from the student experience to my planning for SY20-21. <p>Note: Module 7 builds on the Module 6 objectives through providing role-specific guidance, resources, and examples.</p>

Module Objective Overview

Module	Key Questions	Module Objectives
Module 8: School Team Reflection Shared Learning (45 min)	<ul style="list-style-type: none">• How will we apply this learning?• What will we prioritize from this learning to help us meet our CIWP goals?	<ul style="list-style-type: none">• Engage in meaningful reflection as a school community to identify shared beliefs and practices• Complete school self-assessment aligned to the Instructional Priorities addressed through the professional learning series• Begin to create a plan to incorporate identified areas of need into existing CIWP priorities• Make commitments for ongoing work

Module Design

- **Module 1:** It is recommended that full school teams engage in this learning and reflection together if possible.
- **Modules 2-7:** Teachers and school leaders can engage in this learning in a variety of ways over the course of the summer. Modules will be available for individuals or teams of colleagues to engage in together at a time of their choosing. In addition to these asynchronous options, synchronous options will be made available for those wishing to participate in a facilitated module with colleagues.
 - *Modules 2, 4, & 6:* These **shared learning** experiences are designed to promote common understanding and beliefs around research-based best practices that must be shared by every adult in the school community.
 - *Modules 3, 5, & 7:* These **role-specific learning** experiences will apply the ideas from the preceding module through practical examples, guidance, and tools that teachers and school leaders can immediately incorporate into their plans for SY20-21.
- **Module 8:** It is recommended that full school teams engage in this learning and reflection together before or during the week of August 31 - September 4, 2020.

Role-Specific Modules

Modules 3, 5, & 7 are designed to reinforce the big ideas from the preceding module while being hyper-relevant to an individual's role and instructional context in SY20-21. Minimally, the following roles will be included.

- ES School Leader
- PreK Teacher
- K-2 Teacher (All content areas)
- 3-5 Teacher (All content areas)
- 6-8 Literacy Teacher
- 6-8 Math Teacher
- 6-8 Science Teacher
- 6-8 Social Science Teacher
- ES Physical Education Teacher
- ES Arts Teacher
- ES Librarian
- ES Technology Teacher
- HS School Leader
- 9-12 Arts Teacher
- 9-12 Health Teacher
- 9-12 Literacy Teacher
- 9-12 Math Teacher
- 9-12 Physical Education Teacher
- 9-12 Science Teacher
- 9-12 Social Science Teacher
- Instructional Coach/Mentor

Deep Dive Modules

In addition, to role-specific learning, “Deep Dive” Modules will be available to support any teacher or school leader in accessing additional in-depth support that is relevant to their school’s needs and priorities. Deep Dive Modules will be available from the following teams to pair with each learning series.

- Advanced Placement
- International Baccalaureate
- Project Based Learning/
Service Learning
- Curriculum
- Multi-Tiered System of Supports
- Student Assessment
- Equity Framework
- Personalized Learning (Focus
on strategies for differentiation)
- Student Voice

Additional Deep Dive strands may be added based on the results of teacher/school leader surveys and Network Chief feedback.

Module Components

Each module will be posted on the Knowledge Center and will include:

- Google Slide Deck
- Facilitation Guide
- All accompanying resources (articles, guidance, templates, etc.)
- A pre-recorded video of a facilitator presenting the module (for use in asynchronous learning or to support school/network teams in preparing to facilitate)

All modules will be available for flexible, virtual use in each of the formats below.

Synchronous	Semi-Synchronous	Asynchronous
<ul style="list-style-type: none">• A calendar of facilitated options will be available for individuals or groups to register.• Once registered in the Learning Hub, participants will receive a calendar invite to participate via Google Meet.	<ul style="list-style-type: none">• School or network teams may choose to access the resources on the Knowledge Center and invite a group to participate in the module together at a time of their choosing.• Participants should register in the appropriate course in the Learning Hub to indicate participation.	<ul style="list-style-type: none">• Individuals or groups may watch the video recording at any time.• Recommended stopping points will be noted for reflection, planning, or engagement with resources.• Participants should register in the appropriate course in the Learning Hub to indicate participation.

Engagement Options

Summer learning is designed to provide as much flexibility for participants as possible. The descriptions below provide some possible structures for engaging in the learning.

Individual Teacher

Synchronous: Any teacher can register to engage in a series of facilitated modules, allowing them to join a community of other teachers from across the district in similar roles. These sessions will be facilitated by T&L/SEL.

Other CPS professional learning events will also make use of these modules to reach large groups of teachers. See the appendix for examples.

Asynchronous: Any teacher can individually access each module any time after it has been posted. Modules will be released on a rolling basis and it is strongly recommended that teachers engage in them in order. Teachers can make use of the planning templates and tools to support them in applying their learning.

Grade/Course Team

Synchronous: Any teacher team can register together to engage in a series of facilitated modules, allowing them to join a community of other teachers from across the district in similar roles. These sessions will be facilitated by T&L/SEL.

Asynchronous: Any teacher team can access each module any time after it has been posted. Modules will be released on a rolling basis and it is strongly recommended that teams engage in them in order. Teams can make use of shared planning templates and tools to support them in applying their learning. Teams may still choose to engage in this learning together or individually within a specified window of time followed up by shared reflection and discussion.

Schoolwide

Synchronous: School leaders can facilitate Modules 1, 2, 4, 6, & 8 as shared learning for the full staff. Slides will come with facilitation guidance. T&L/SEL can provide office hours to support school leaders in preparing to engage staff. (T&L/SEL can potentially directly support facilitation, dependent on scheduling.)

Modules 3, 5, & 7 can be completed with colleagues either in a self-facilitated group or through a T&L/SEL facilitated option.

Asynchronous: School leaders can encourage staff to complete each module within a window followed by opportunities for shared reflection and discussion. Individuals or teams can make use of pre-recorded video options.

Outcomes & Measures

Time Period	Outcomes	Measures
Post Module	<p>100% participants will demonstrate a commitment to, understanding of, and awareness of associated resources needed to enact the principles stated below:</p> <ul style="list-style-type: none"> ● Ensuring that all students have access daily experiences aligned to the CPS instructional vision. ● Ensuring that all students have access to social-emotional supports and an instructional experience that integrates social-emotional learning into daily academic content. ● Ensuring all students have access to grade appropriate and standards aligned content through just in time supports and instructional plans that address unfinished learning. ● Ensuring that all students have access to curricular materials that align to our curriculum values and can be used in face to face, remote, or blended instruction. ● Ensuring all students' learning experiences are relevant and engaging: grounded in student's lived experiences, affirm their cultural and linguistic identities ● Ensuring that all student learning needs are assessed when returning in the fall, and throughout daily instruction with assessments connected to the content 	Exit ticket after each module
End of Summer	<p>By August 30th, 100% of schools will have a plan to:</p> <ol style="list-style-type: none"> 1) Prioritize the social emotional wellness of students and educators as a foundation for learning 2) Provide all students grade-level learning, standards aligned instruction 3) Implement high-quality curricula that can be used in person or remotely 4) Increase the relevance of instruction 5) Use assessments that are sensitive to subject and grade band, and provide teachers with the information needed to help students access priority grade-level work 6) Incorporate re-opening priorities into existing CIWP priorities 	Beginning of year readiness checklist
SY20-21	ONS and T&L will create or identify instruments and metrics to jointly monitor % of students who access grade level, standards aligned, engaging and responsive instruction on a daily basis.	

Next Steps

What is coming this summer?

- Visit cps.edu/SY21PL for new modules and resources throughout the summer.
- Module Release Dates:

Module	Date
Module 2	Monday 7/20
Module 3/Deep Dive A	Wednesday 7/22
Module 4	Monday 7/27
Module 5/Deep Dive B	Wednesday 7/29
Module 6	Monday 8/3
Module 7/Deep Dive C	Wednesday 8/5
Module 8	Wednesday 8/12

Register for facilitated modules to engage in this learning with colleagues.
Calendars and registration details will be posted by Monday 7/13.