

LPS Core Practices

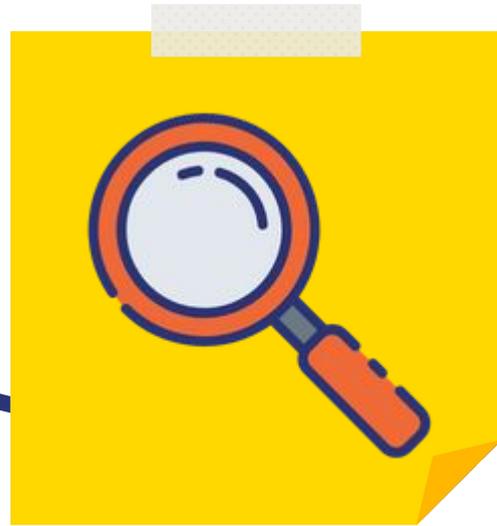
School Committee
January 26, 2023



Our Journey So Far



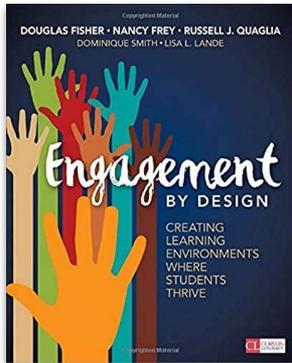
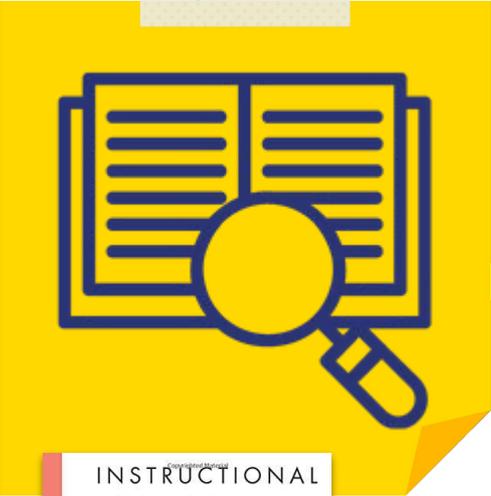
It all started with a Learning Walk...



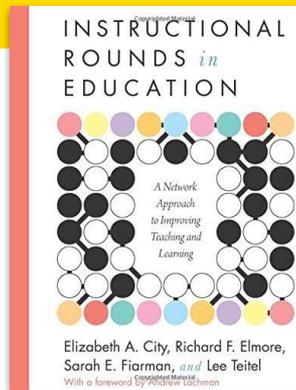
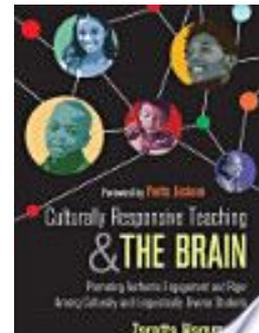


Taking a Learning Walk in the Student's Shoes			2	Seen Throughout
			1	Somewhat Seen
			0	No Evidence
Observer	Classroom	Date		
WHAT AM I LEARNING?	HOW AM I LEARNING?	DO I BELONG?		
RELEVANT FRAMING I know what we are learning and why it is important. I understand the learning target and am clear on the steps I need to take.	SYSTEMS & STRUCTURES We have routines for thinking and being together that set me up for leading my learning and collaborating with others.	CO-CREATING COMMUNITY Our classroom is a space where I feel safe, valued, and seen. We reflect on our learning and ways of being together.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
ENGAGING TASK The work I'm being asked to do feels meaningful and relevant to me and my classmates. We are motivated to engage because the learning challenges us.	VISIBLE THINKING I see and hear teachers and students display and talk about their thinking. We document our thinking moves so we can reflect on how our understanding grows.	CARE & PUSH My teacher and classmates understand me, believe in me, and push me to grow as a learner and a community member.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
RESPONSIVE FEEDBACK I know what success looks like as a learner and as a community member. The feedback I get from teachers and peers helps me when I'm struggling and pushes me when I need a challenge.	STUDENT VOICE I get opportunities to express my ideas and practice listening to my classmates. We extend and revise our thinking by listening to each other.	OVERCOMING BARRIERS When things are hard, we work together to grow as learners and as people. We advocate for each other and work together to solve problems.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
EQUITY PAUSE. Whose "shoes" were you standing in? Do all students have equitable experiences in this classroom?				

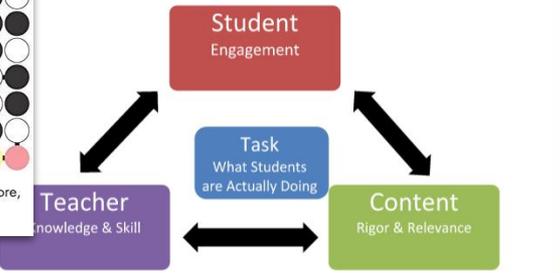




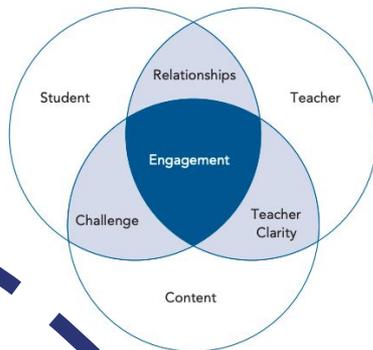
BALANCED MODEL FOR OPTIMAL LEARNING



The Instructional Core



Modified from City, Elizabeth, et al., *Instructional Rounds in Education*, 2015.

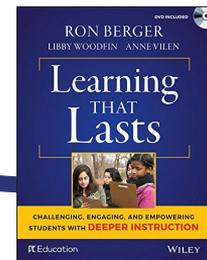


Warm Demander Framework

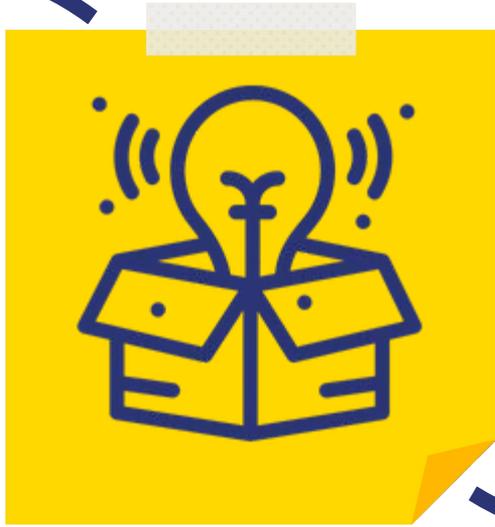
- Strength creates safety
 - Create a firm "task" or frame, with autonomy inside it
 - Use job assessments
 - All directions are mistakes, but internally quickly
 - Use moral authority to uphold the community standards
 - Teach self-discipline and normalize hard work
- Earn the right to speak to the heart
 - Practice deep listening
 - Allow feelings even when you disagree
 - Practice emotional regulation and know your own triggers
 - Assume positive intent: What looks like resistance is often a lack of clarity
 - Find the feeling: How do people experience their own oppression?
- Believe in the "impossible"
 - Reward people of their potential and the cultural wealth of their community
 - Push back when an opportunity for learning through practice
 - Walk the line and flip the script
 - Challenge people to step up
 - Respect their choice: No forced apologies or guilt-trips

Dangerous Pitfalls

- Myth of Whiteness
- Anesthesia of Power
- Invention of Intelligence
- False Charity
- Script of School



Is this an Instructional Framework?



Portland Public Schools

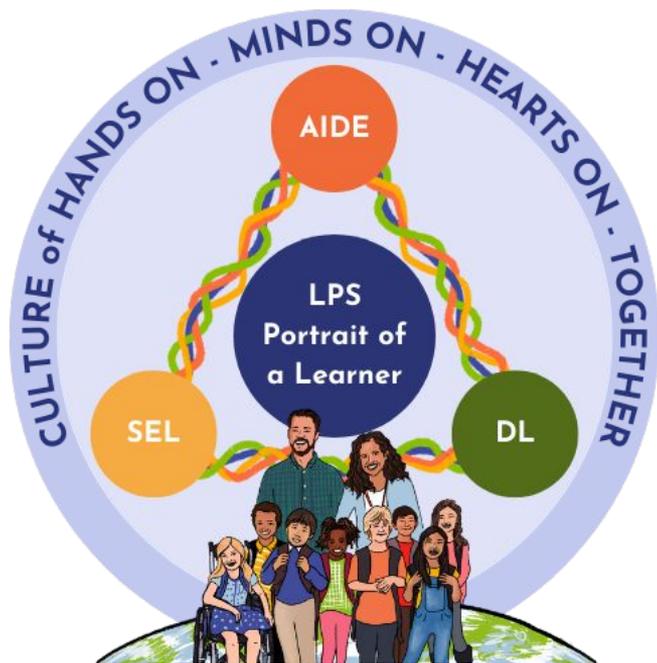
Provides a consistent, **district-wide vision for teaching and learning** that will **allow all district stakeholders to align actions and resources** to ensure equity of access to high-quality instruction across schools, classrooms, and student demographics.

Identifies a series of components and supporting **indicators that every PPS student should experience** in order to achieve the Graduate Portrait.

Forsyth County Schools

“Our Instructional Framework **embodies the mission and vision of the district** and supports the Learner Profile, **capturing the best of what we do every day.**”

Or even bigger?



Common
Language

Core
Principles

For Kids
AND
Adults

How we
“do” the
PoL, AIDE,
SEL, & DL

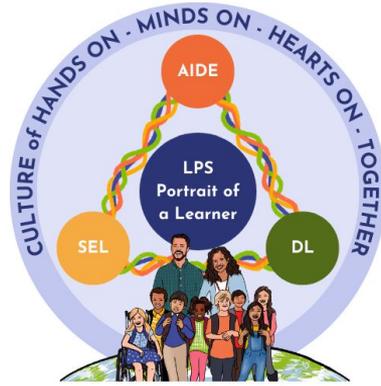
Evidence of
a Learning
Culture

Tool to help
us prioritize
our energy

Observation
Feedback &
Evaluation

Coaching

Unit and
Lesson
Planning



What are the Core Practices?

Core Practices that Build a Thriving Learning Culture for ALL

WHAT AM I LEARNING?

PURPOSE

I know what we are learning and why it is important both in and out of school. I understand the learning target and how it connects to where we've been and where we're going.

ENGAGING TASK

The work I'm being asked to do is meaningful to me and my classmates. We are motivated to engage because the learning is relevant and accessible.

RESPONSIVE FEEDBACK

I know what success looks like as a learner and as a community member. I get feedback from teachers and peers that supports, challenges, and celebrates my learning.

DO I BELONG?

CO-CREATING COMMUNITY

Our classroom is a space where I feel safe, valued, and seen. We reflect on our learning and ways of being together.

CARE & PUSH

My teacher and classmates understand me, believe in me, and push me to grow as a learner and a community member.

OVERCOMING BARRIERS

When things are hard, we work together to grow as learners and as people. We advocate for each other and view challenges as opportunities to grow.

EQUITY PAUSE

Who's on the margins in this learning community?
Which of the nine core practices could impact this inequity?

HOW AM I LEARNING?

SYSTEMS & STRUCTURES

We have routines for thinking and being together that set me up for leading my learning and collaborating with others. I clearly understand what to do and how to do it.

VISIBLE THINKING

I see and hear teachers and students display and talk about their thinking. We document our thinking moves so we can reflect on how our understanding grows.

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Guiding Question: HOW AM I LEARNING?

INDICATORS

Student Voice

I get opportunities to **express my ideas** and **practice listening** to my classmates. We **extend and revise our thinking** by listening to each other.

- The teacher makes space for **students to express and challenge ideas** throughout the lesson.
- Students are expected to listen to one another and **build off each other's ideas**.
- The teacher uses a variety of techniques to encourage **participation from all students**. These techniques make space for all learning and personality styles.
- Student and teachers **actively call each other in** to make sure **everyone is heard**.

AIDE

In classrooms in which a few students do all the talking, learning opportunities are distributed inequitably. Students and teachers need to have an active stance of being sure everyone is heard in order to be equity-oriented.

SEL

If students are not able to share their ideas or listen to others, they are not able to develop the skills needed to have strong relationships and social awareness.

DL

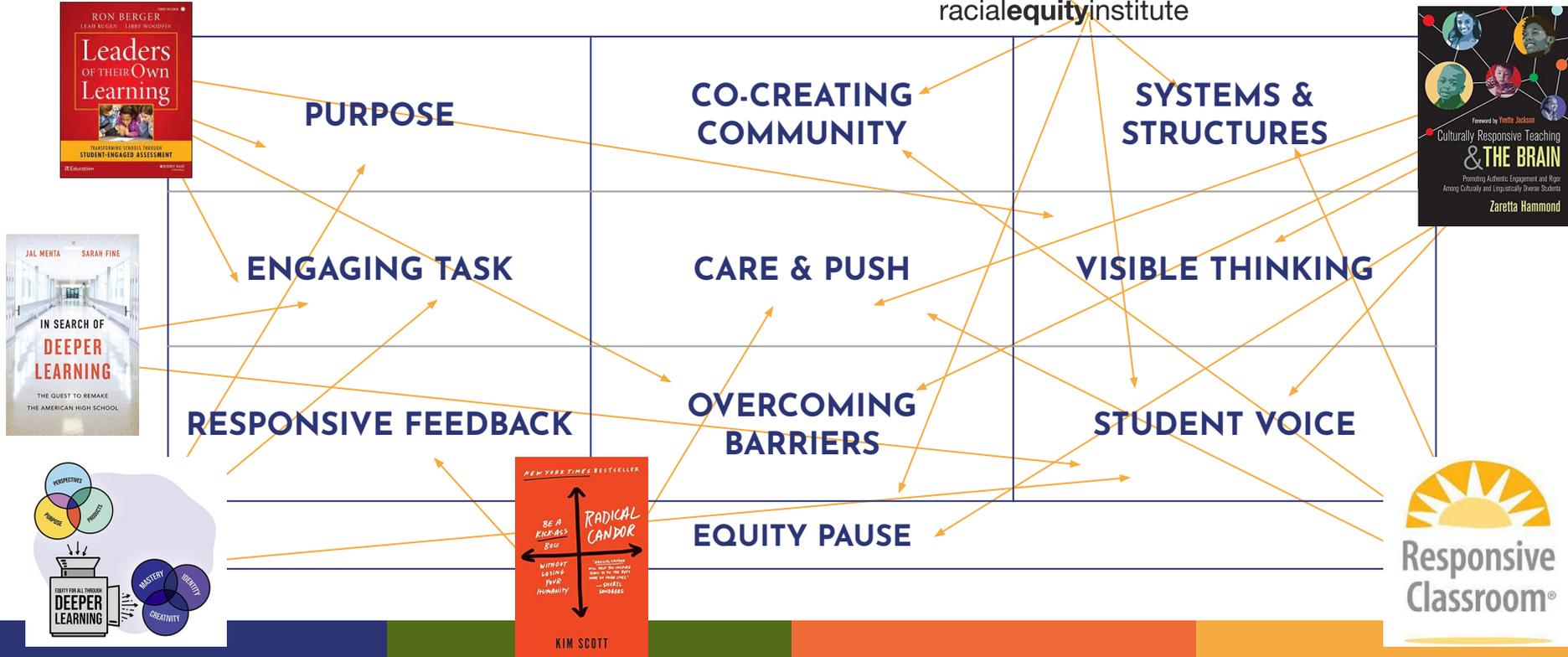
Students can not access deeper learning if they are not given opportunities to contribute meaningfully to class discussions and to build upon ideas offered by their classmates.

Core Practices Connections



How does the Learning Framework support the Portrait of a Learner and the work we've been doing in past years?

REI
racialequityinstitute



Crosswalks with Other Pillars

- Portrait of a Learner
- 5 Key Questions
- Teacher Evaluation Rubric
- CASEL Framework

Crosswalks between the LPS Instructional Framework and the Portrait of a Learner

	Instructional Framework Component
COLLABORATIVE LEADER	
I partner with others to gain understanding, complete tasks, and reach common goals.	6, 7
I seek, contribute, and respond to feedback and diverse viewpoints to achieve collective outcomes and help everyone grow.	3, 6, 7
I work with others to constructively resolve conflict.	7, 9
ADVOCATE	
I seek to understand my own needs and the needs of those around me.	6, 7, 9
I speak up/stand up for myself and for others.	6, 7, 9
I act as an environmental and cultural steward, taking action to make the world a better place.	9
LEADER	
I act with honesty and integrity, modeling by example.	3, 8
I help others reach their full potential by sharing leadership and recognizing the ideas, work, and achievements of others.	7, 8
I recognize how my personal decisions and actions have an impact beyond myself.	3, 7, 9
I acknowledge my mistakes and commit to grow and do better, owning my contributions when others are harmed.	3, 7, 8
COMMUNICATOR	
I clearly articulate thoughts and ideas in a variety of forms and for different purposes.	5, 6
I actively listen.	6, 7
I engage productively in conversations.	6
I reflect about how I communicate and interact with others.	7

WHAT AM I LEARNING?	HOW AM I LEARNING?	DO I BELONG?
1. Relevant Framing 2. Engaging Task 3. Responsive Feedback	4. Systems & Structures 5. Visible Learning 6. Student Voice	7. Co-Creating Community 8. Care & Praise 9. Shattering Barriers

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1. Relevant Framing 2. Engaging Task 3. Responsive Feedback	4. Systems & Structures 5. Visible Learning 6. Student Voice

Crosswalking the LPS Instructional Framework with the 5 Key Questions for Learning

5 Key Questions

What evidence demonstrates that students know the objective and/or learning target?

RELEVANT FRAMING: I understand the learning and why it is important. I understand the task I need to take.

ENGAGING TASK: I know what success looks like as a learner and as a community member. I know how to help me when I'm struggling and guide me when I need a challenge.

RESPONSIVE FEEDBACK: I know what success looks like as a learner and as a community member. I know how to help me when I'm struggling and guide me when I need a challenge.

Crosswalking the LPS Instructional Framework with CASEL

LPS Instructional Framework Crosswalk with the Classroom Teacher Rubric

STANDARD I: CURRICULUM, PLANNING AND ASSESSMENT	Instructional Framework Component
INDICATOR I.A. CURRICULUM & PLANNING	
Knows the subject matter well, has a broad grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	
I.A.1. Subject Matter Knowledge Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.	1, 2, 3, 5, 6
I.A.2. Child and Adolescent Development Demonstrates knowledge of the developmental levels of students in this grade or subject and the different ways they learn by providing differentiated learning experiences that enable all students to exercise self-management, make responsible decisions, and progress toward meeting intended outcomes.	2, 3, 4, 7, 8, 9
I.A.3. Well-Structured Units and Lessons Adopts an needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes, appropriate student engagement strategies, pacing, resources, and grouping, purposeful questioning, and strategic use of technology and digital media, such that students are able to learn the knowledge and skills defined in state standards/local curricula.	1, 2, 3, 4
INDICATOR I.B. ASSESSMENT	
Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding; to develop differentiated and enhanced learning experiences and improve future instruction.	
I.B.1. Variety of Assessment Methods Uses a variety of informal and formal assessments methods, including common interim assessments to measure students' learning, growth, and progress toward achieving state/local standards.	3, 4, 7
I.B.2. Adjustments to Practice Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and adjustments for students.	2, 3, 4, 8

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Where do we go from here?



Ways to Use This Tool

SELF

Planning
Tool
(lesson &
unit)

Reflection &
Goal
Setting

Entry/Exit
Tickets &
Feedback
from
Students

ADMINISTRATORS

Professional
Development
& Meetings
(content &
approach)

Observation
Feedback

Strategic
Planning

TEAMS

Coaching
Tool

Goal
Setting

Peer
Observation

COMMUNITY

Gauging
Growth

Common
Language
of Practice

Problem
Solving

Next Steps

- Feedback from Faculty
- Instructional Coaching through Change Course
- Coaching Pilots
- Piloting Learning Walks with Teachers
- Experiments with planning lessons with the framework
- Administrators experiment as a guide for observations

COLLABORATIVE LEADER **CRITICAL THINKER** **EQUITY-ORIENTED** **GROWTH-MINDED**

Feedback on Core Practices that Build a Thriving Learning Culture for ALL

Click on the area of the tool you are thinking about to share your feedback!

Click here to give feedback on the LPS Learning Framework as a whole!

DO I BELONG?

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EQUITY PAUSE
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