

As a result of DESE designation of PSB being at risk of disproportionality, OSS/OTL commissioned New Teacher Center to review Child Study Team/Student Intervention Team processes and district understanding of multi tiered systems of support. NTC found variation in processes across schools and varied levels of understanding about providing targeted instructional interventions based on assessment data. This led to conducting collaborative instructional learning walks in PK-9. Observation teams included OTL staff including curriculum coordinators, OSS, principals, and when possible school staff such as assistant principals, CST leads and/or literacy coaches. Teams observed in classrooms using three look-fors:

1. High quality instruction that meets grade level content and rigor called for by the standard
2. Rich tasks that are worthwhile of student effort and time
3. Differentiated opportunities for learning that allow students access

¹PSB- Instructional Learning Walks as of 4/3/23		Target 1: High-quality instruction that meets grade-level content and rigor called for by the standard		Target 2: Rich tasks that are worthwhile of student effort and time		Target 3: Differentiated Opportunities for learning that allow all students access	
School	Total Classrooms	# of classrooms	% of classrooms	# of classrooms	% of classrooms	# of classrooms	% of classrooms
Range			50-100%		27-71%		14-67%
Totals:	182	139	76%	98	54%	72	40%

Trends showed

1. Alignment to grade level standards were observed in approximately three out of four classes
2. Tasks were rigorous and worthwhile of student effort and time in just over half of classrooms visited
3. Multiple access points were observed in 40% of classrooms

Indirect benefits of learning walks

1. Collaboration and learning around instructional practices between district and schools
2. Used common lens to calibrate observation of instruction
3. Observed enacted curriculum versus written curriculum
4. Confirmed findings from other reviews

The identified trends aligned with findings from reviews: Child Study Tam, Middle School Time/Staffing, 6-12 Social Studies.

¹ District engaged in observation walkthroughs for the first time and were calibrating the meaning of each look-for. As a result, data should be considered baseline trends. Schools have received their individual data and district data.

- Varied content across grade levels, lack of alignment to grade level standards - leading to inequitable access, and inequitable outcome
- Time allotted for intervention in MS, but not implemented with research based practices - students not receiving targeted support
- Time allotted for SEL in MS (varies), but research based methods for engagement can be achieved through voice/choice

Next steps - Align with three year strategic plan

- Establish PK-12 standards aligned curriculum
- Engage in continuous job embedded leadership development and professional learning around standards, planning, implementation, differentiation, and assessment
- Enable Child Study/Student Intervention Teams to use assessment data to determine student support
- Continue to build an assessment system that is standards aligned
- Conduct instructional walkthroughs (at least 2-3 in 23-24)
- Build a common coaching model for observation, feedback, and follow-up