



EmPOWERing Teacher Agency in the Deeper Learning Process (**E**veryone **M**ust **P**romote **O**wnership **W**ith **E**ach **R**eaders)



St. Louis Public Schools
October 2024



Meet the Team!



Dr. Millicent Borishade, Interim Superintendent



Dr. Allison Deno, Chief of Schools



Dr. LaTisha Smith, Deputy Chief of Student Support Services



Emily Jackson, Academic Instructional Coach



Dr. Angela Glass, Network Superintendent



Dr. Sara Martens, Director of Academic Instructional Coaches



Dr. Michael Baird, Director of Professional Development



Patrice Hill, Parent



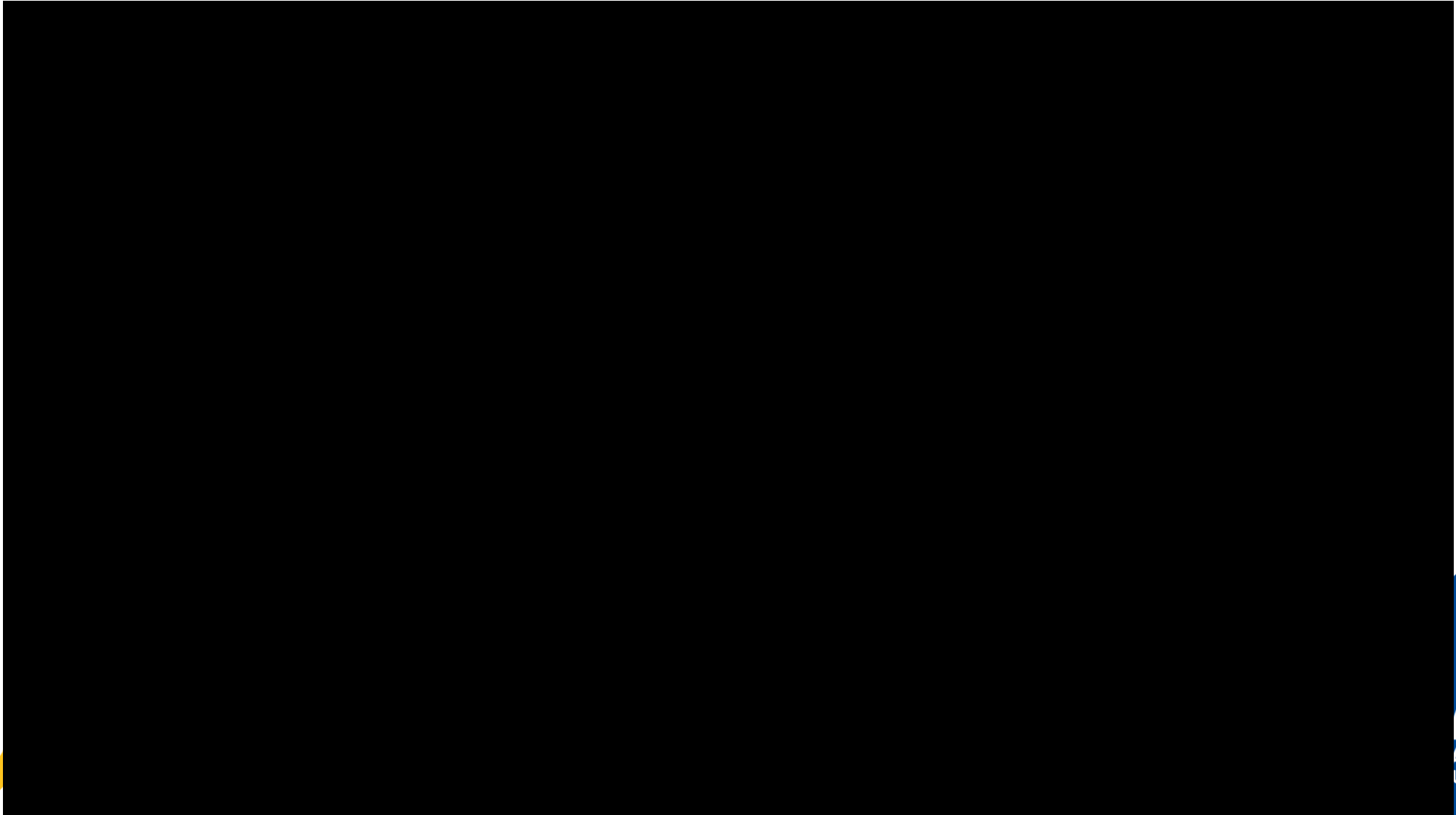
Reading and Writing Pilot



- **Background of Pilot Implementation**
- **Commitment Moving Forward**
- **Pilot Implementation (Year 1: Ashland, Columbia, Jefferson, Meramec, Peabody, and Walbridge)**
- **Pilot Expansion (Year 2: Carver, Herzog, Humboldt, Monroe, Nance, Shenandoah)**



Video

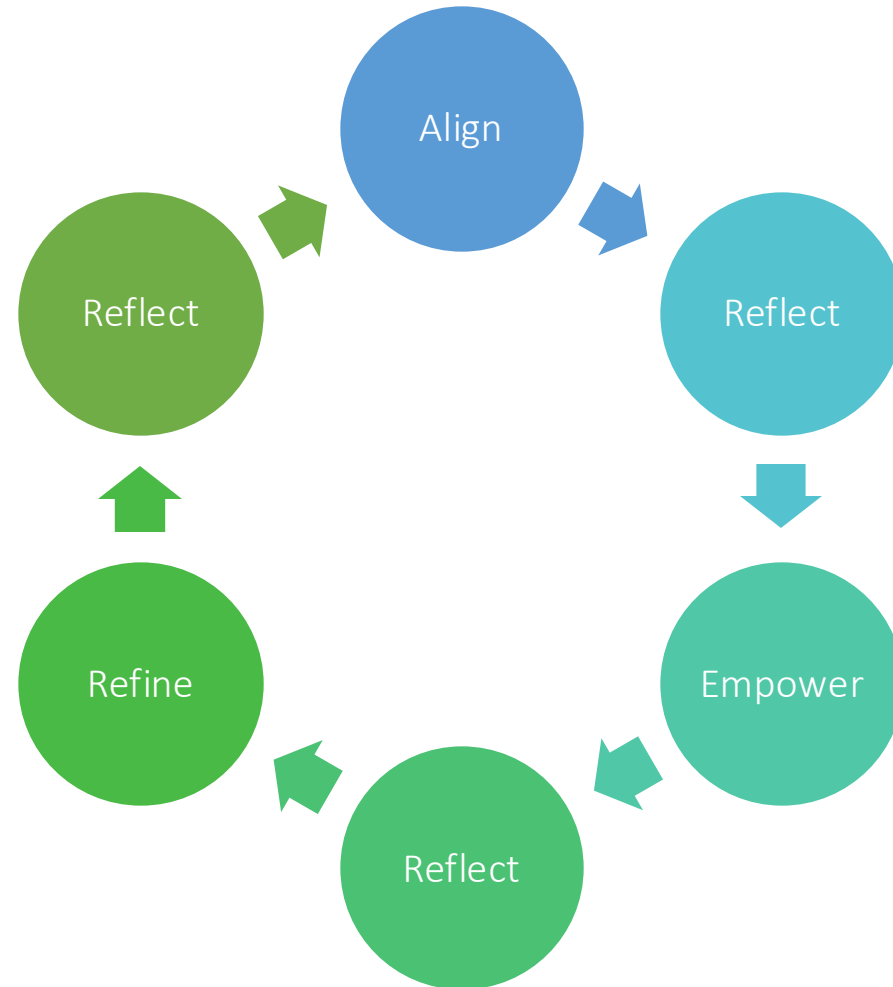


Lessons Learned



In order for teachers to fully embrace agency in the deeper learning process, leaders must cultivate environments that promote ownership and collaboration, and the system must ensure the protection of structured time for teachers to engage in intentional, student-centered planning.

Common Planning Time



Educator Shifts

- **Use of High-Leverage Standards**
- **Deeper Teacher Engagement**
- **Cross-School Observations**



Leadership Shifts



- **Foster a culture of support, transparency, and shared responsibility**
- **Establish conditions for effective collaboration and coaching**



Systems Shifts



- **Standards Based Lesson Development**
- **Systemwide Collaboration**
- **Scaling Pilot**





Celebration (Reading and Writing Initiative Culminating Event)

Celebration and Outcomes

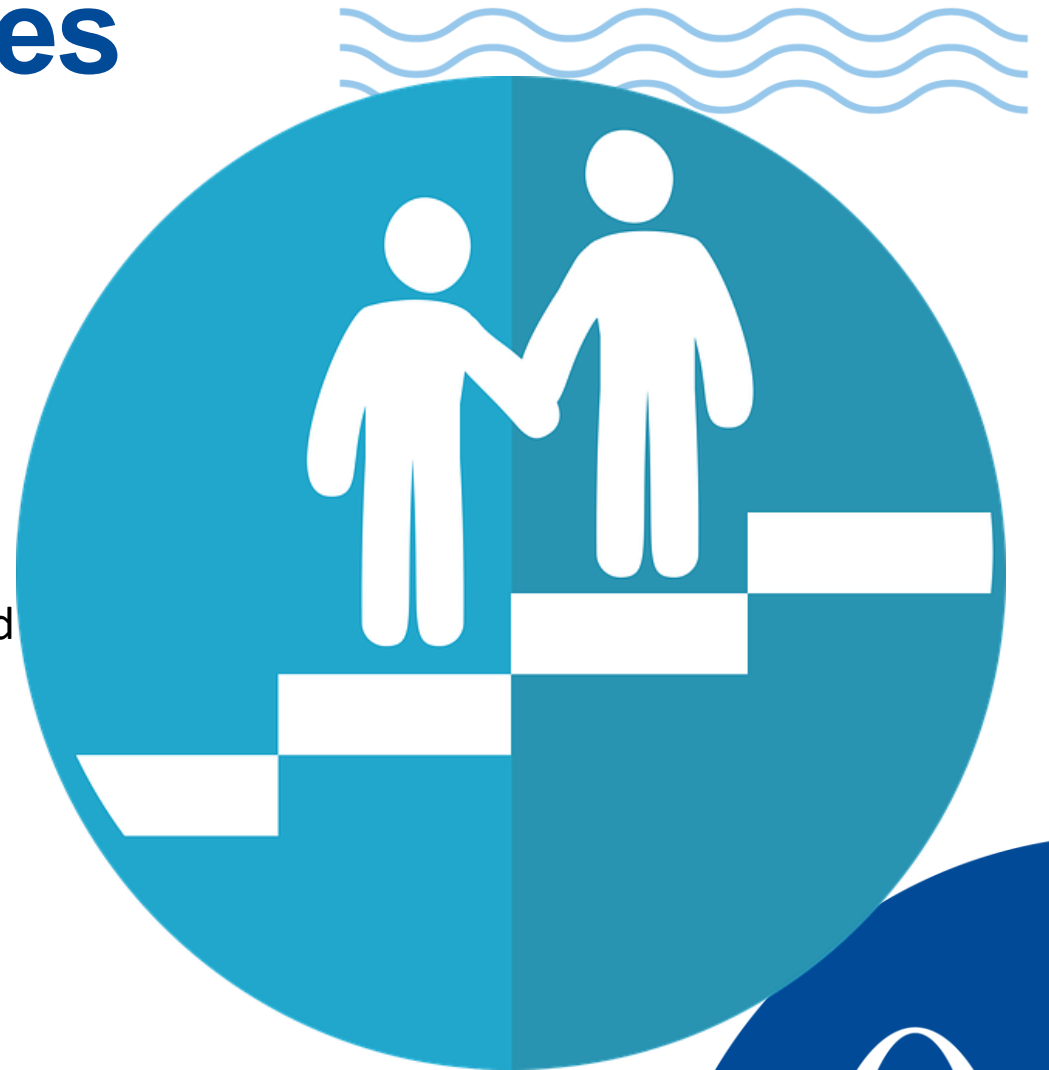
A significant part of the celebration was how district staff attended in the stead of parents and guardians that could not attend.

Every child had a caring adult to attend the event and interact with them, while learning about their journey and experience in the program.

As an outcome, we recognized how critical these touchpoints could (and would) be for the academic, social, and emotional /mental well-being.

As a result, every third grader at the Reading & Writing Initiative Schools will have their third graders paired with a district mentor that will support their literacy progress throughout the year.

Each district employee will have an average of 2-3 mentees.



Parent Testimony

As a parent having the opportunity to be a part of our team gave me the insight to see just how hard the teachers, administrators and staff work for our scholars. With Portrait Of A Graduate, we have been able to outline key developmental goals needed for the future of education in our district. Continued collaboration on all levels will lead to the success of our mission. This commitment is not a short-term solution, but rather a long-term goal (and resolution?).

Parent: Patrice Hill



Having parents at the table is critical to this work. As we graduated our parent Reggae, we were proud to welcome another parent willing to join the continued work. SLPS Battelle Team welcomes **Parent:** Bryan Jones





QUESTIONS?



Thanks So Much For Your All You Do To Promote Deeper Learning
Across All Our Organizations.

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