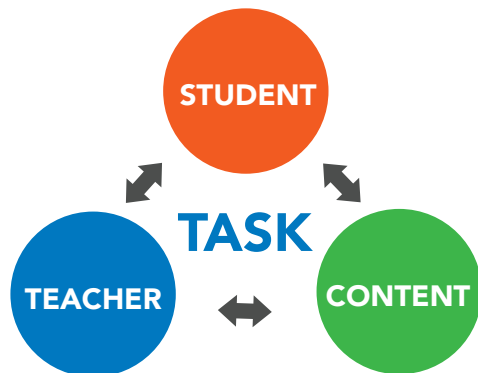


BPS Instructional Vision & Theory of Action

BPS INSTRUCTIONAL VISION

BPS students are the leaders, scholars, entrepreneurs, advocates, and innovators of tomorrow.

- Students will read widely, think critically, and communicate effectively.
- Educators will create safe and welcoming learning environments that affirm our students' unique cultural and linguistic strengths. They will plan instruction that stimulates interest, presents content in different ways, and provides choices for students to demonstrate their understanding.
- The content will challenge students to apply standards-based knowledge and skills to real-life challenges that are authentic to the discipline.



BPS INSTRUCTIONAL THEORY OF ACTION

Introductory Statement of Belief: As adult learners committed to equity, we must acknowledge, engage in, & continuously reflect systemic & individual biases & their impact on our practices.

If we:

- 1 Invest the entire BPS community in the necessity of this work, including a multi-year trajectory of developing culturally and linguistically sustaining practices.
- 2 Maintain our focus on cognitively demanding tasks (CDTs) and instructional focus (IF), with a specific focus on our students whom we have marginalized.
- 3 Create structures, tools and coaching to help school leaders and teams confront biases and belief systems.
- 4 Analyze and address systemic structures that result in exclusionary practices.
- 5 Provide ongoing professional development and support to create inclusive, welcoming safe schools.
- 6 Create structures, tools and coaching to support disciplinary literacy that ensures universal access for all students.

Then . . .

students will be cognitively and socio-emotionally engaged and be prepared to be the leaders, advocates, entrepreneurs and innovators of tomorrow.

