



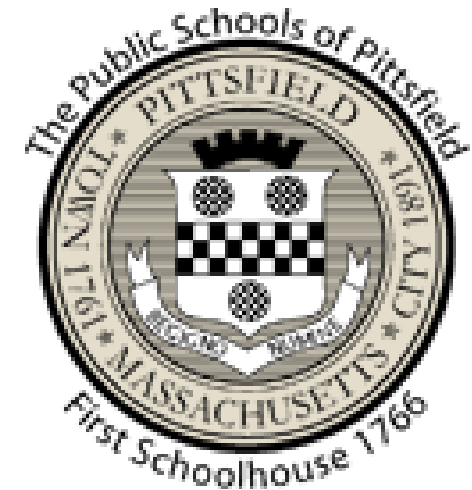
Preparing Students for What Lies Ahead

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The Pittsfield Public Schools

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The Strategic Goal

To prepare
EVERY student
for **learning, life,**
and **work**
beyond school.



The Strategic Process

To focus, enhance and align systems of learning **(curriculum, instruction, and assessment)** to ensure you have the **best possible opportunity** to achieve that goal.

Thanks to those who did all the work.

Ann Marie Carpenter - Director HR, Diversity & Inclusion

Sara Luciani - Principal

Faith Santsprey - School Council & NAC member

Amy Jones - PTA President

Judy Rush - District Curriculum

Mary Morrison-Teacher and POG PHS Site Lead

Deb Roloson - Principal

Brittany Giambrone - Teacher

Tammy Gage - Assist. Sup for College and Career

Emily Day - Teacher

Maggie Esko -Principal

Ashley McLaughlin - Teacher

Mike Duffy - English Teacher/POG THS Site Lead

Bethany Nicols, Director of SEL & Student Support

Dr. Marisa Mendonsa, Deputy Superintendent

Josh Rumlow - Curriculum Advisory Council

Marisa Plant - Teacher

Candy Allessio - Principal

Darriana Castro - Community Leader- Board Member BIC

Kristen Negini - Teacher / POG Facilitator

Joeseeph Curtis, Superintendent of Schools

Donna Bell - Teacher

Mike Denton - PTA Member

Melissa Brites - Director of Alternative Education

Brendan Dillon - SEL Coach/Interventionist

Mike Denton - Parent

Kristen Behnke - Asst. Supt. Business & Finance

Justin Kie-Burdick - Justin Teacher

Jennifer Stokes, Director of Special Education

Michelle Henderson, Parent

**Are we
going to
prepare
for the
last
challenge
or the
next one?**



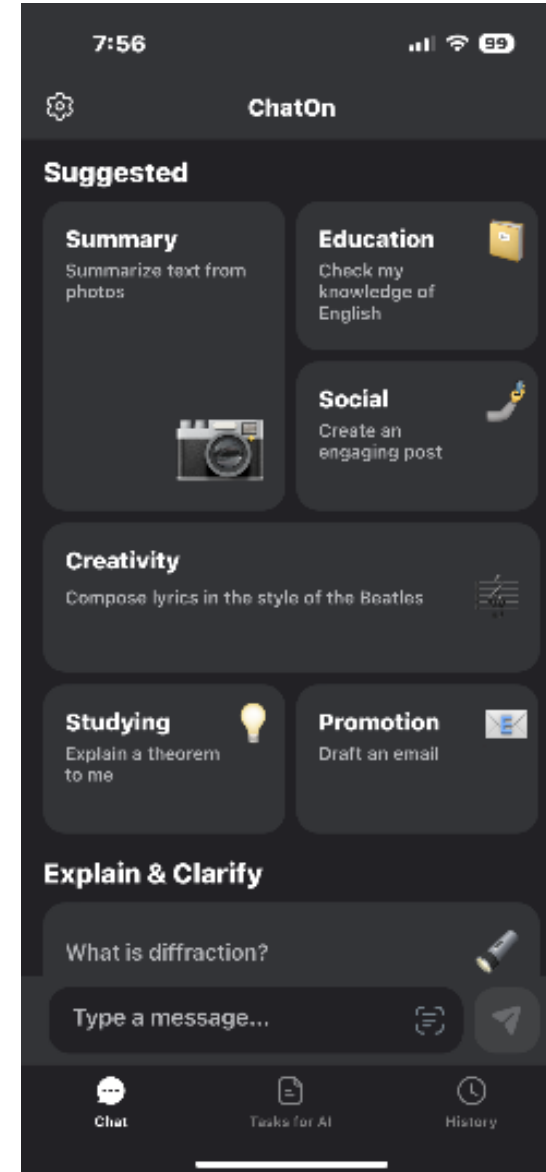
We started by
exploring the changes that AI
will bring to the next
generation of public
school students...

EdAdvance
Educate • Collaborate • Innovate

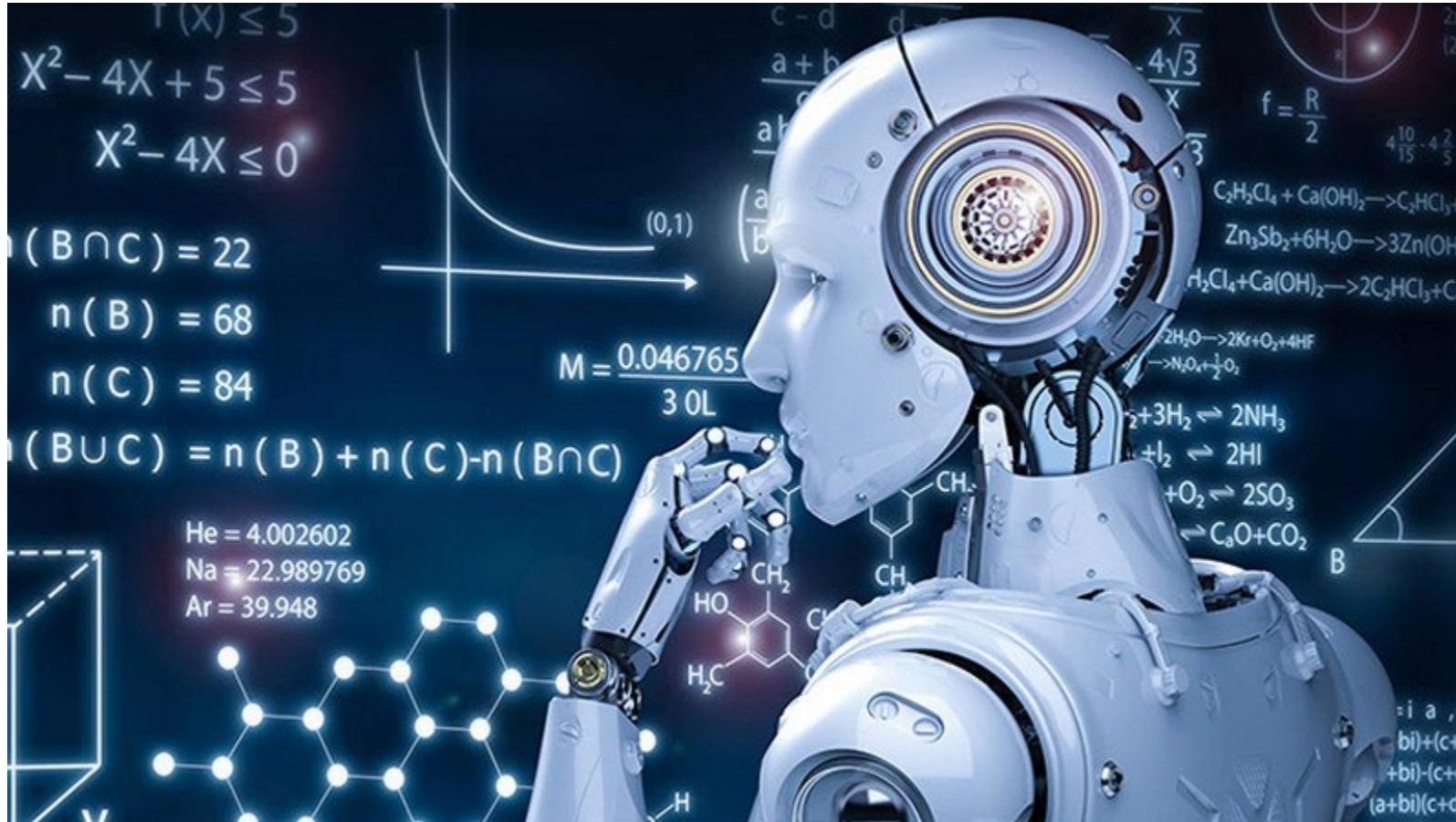


Where can you access AI tools?

- Through a browser.
- On your phone or watch.
- Inside your glasses.
- Integrated into software.
- In other words,
...everywhere.



It can't do that...



...until it could.



What can they do (now)?

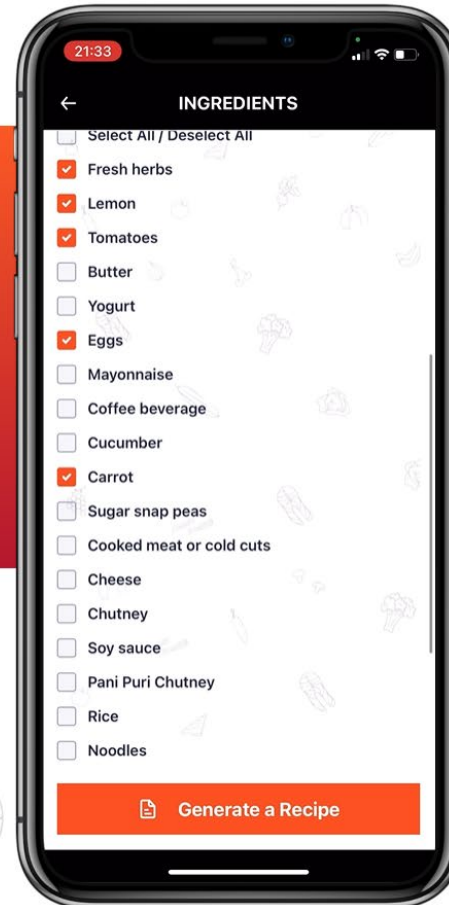
- Answer questions...
- Compose narratives...
- Engage in conversations...
- Create lessons...
- Compose music & lyrics...
- Compose images...
- Interpret images...
- Solve problems...
- Write code...

The Implications are Endless

[Features](#)[How It Looks](#)[FAQ](#)[Download](#)[Blog](#)[Send Feedback](#)

Say goodbye to uninspired meals!

Fridge Leftovers AI empowers you to unlock the **potential** of your fridge's bounty. Simply **snap a photo** of your leftovers, and let our intelligent AI suggest mouthwatering recipes **tailored to your ingredients**.



- 1 Take a Photo**
Begin by taking a picture of your fridge's contents.
- 2 Select Your Items**
Select the ingredients you want to use for your meal.
- 3 Get Inspired**
Explore a variety of recipes tailored to your chosen ingredients.

It's About Time *(Part 1)*

If you work in an economic system where speed of response is rewarded, AI will be part of your future, or your future is bleak.

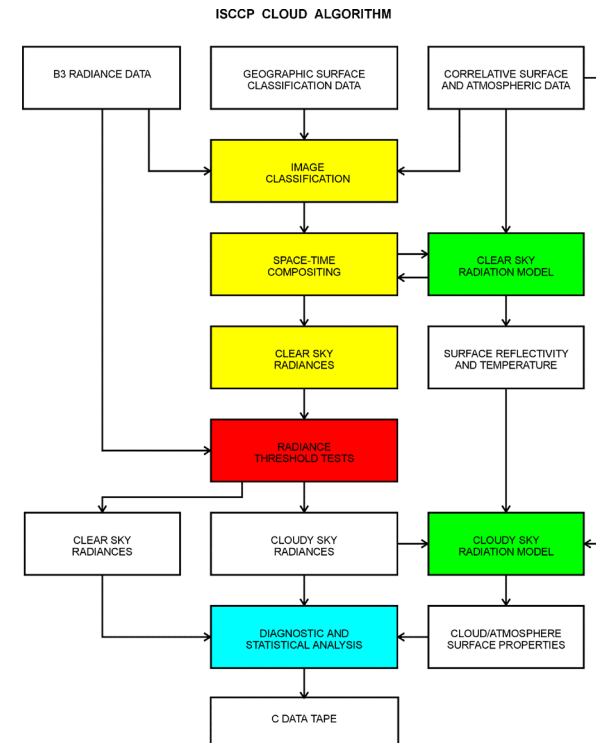
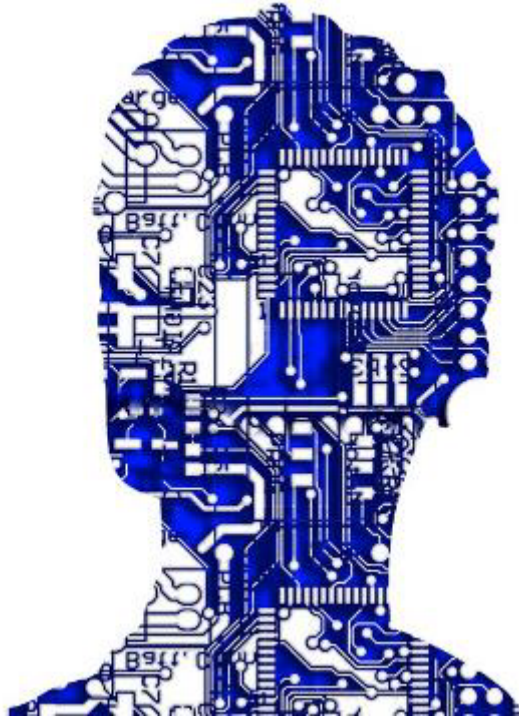




Is this the end of lawyers?

- **No, AI is not going to be end of lawyers...**
- **...but it is going to be the end of lawyers who don't use AI.**

Robots, Artificial Intelligence, and Algorithms



Laying waste to the non-creative workforce.

**Shallow skilled,
non- strategic,
non-creative
thinkers are
already at risk.**



What's This All Mean for Schools?

- A lot – and that is why Superintendent Curtis initiated the strategic coherence planning process.



The Strategic Goal

To prepare
EVERY student
for **learning, life,**
and **work**
beyond school.



**The process started
by ensuring the
focus of education
in Pittsfield was
aligned with future
student needs.**

OUR WHY

Transforming education for student success is only possible through collaboration. The Berkshire Portrait of a Graduate is a community driven vision of what students should know and be able to do as they move into college, career, and life after their PK-12 education. We share a central belief that a better and more meaningful experience is possible and that all students must be engaged in a rich education that supports their unique development. By working together, we can intentionally design our schools to meet the needs of every student to help them move confidently towards their next steps in life.

OUR PORTRAIT



COMPETENCIES

a new graphic design!

[Click Here for a Link to Graphics](#)



COMMUNICATOR

I will communicate effectively and with purpose to different audiences in a variety of settings.

- Writes and speaks clearly
- Listens to understand and reflect
- Collaborates in a variety of ways with others
- Evaluates, creates, and shares information responsibly



GLOBAL CITIZEN

I will empower others, serve my community, and better the world.

- Treat others with kindness and dignity
- Practice civic awareness and engagement
- Work to build greater equity and justice
- Explore and respect other cultures, traditions and values

BERKSHIRE
**Portrait
of a Graduate**



To prepare every student to move confidently toward their next steps in college, career, and life.



PREPARED INDIVIDUAL

I will develop the academic foundations to thrive in future educational pursuits, career, and life.

- Masters and applies core content knowledge
- Develops and applies new skills
- Uses technology to learn and to work



LIFELONG LEARNER

I will actively pursue lifelong learning so that I can embrace opportunities and adapt to changing circumstances.

- Resilient
- Resourceful
- Curious and open-minded
- Reflective



CRITICAL THINKER

I will think deeply and creatively in order to solve difficult and complex problems.

- Takes intellectual and creative risks
- Develops original ideas, methods, and interpretations
- Manages and organizes new ventures
- Identifies and analyzes patterns and their deeper meanings and implications



RESPONSIBLE PERSON

I will demonstrate personal responsibility through my words and actions.

- Acts with intention
- Continuously develops strong work ethic
- Manages time and resources
- Sets goals and achievement plans



It is simply not reasonable to assume that the same curriculum, teaching, and learning model that was appropriate in the age of the printing press is somehow still the one that is best suited for students in an age of artificial intelligence.



**"IN A WORLD WITH
GENERATIVE AI, WE
CAN THINK OF
LEARNING TASKS AS
EITHER VULNERABLE
OR DURABLE"**

**Then we
explored the
concept of**

Vulnerable

vs.

Durable

Vulnerable vs. Durable

Vulnerable

A LLM can complete the activity with little to no agency from the student.



Durable

A LLM cannot complete the activity for the student. The student must be fully engaged with the learning task.





Boston Massacre: An Important Event in American History

1. Read Chapter 6 – focus on the pages that describe what happened in the Boston Massacre and the events that followed it.
2. Answer the end of chapter review questions related to the massacre.



Vulnerable...

Durable/Enduring...



Boston Massacre: Murder or Justifiable Homicide?

1. Team One find 5 historical narratives by different authors
 2. Team Two find 5 primary source documents from the trial
 3. Team Three find 5 British history references and opinions
 4. Team Four find 5 contemporaneous editorials.
- Present your work to the other teams.
 - Create a narrative outline of the event that includes data from all four teams.
 - Create a work that defends your summary/conclusion with your facts and evidence.
 - Be prepared to share your product with others if called upon.

Definition of Deep Learning

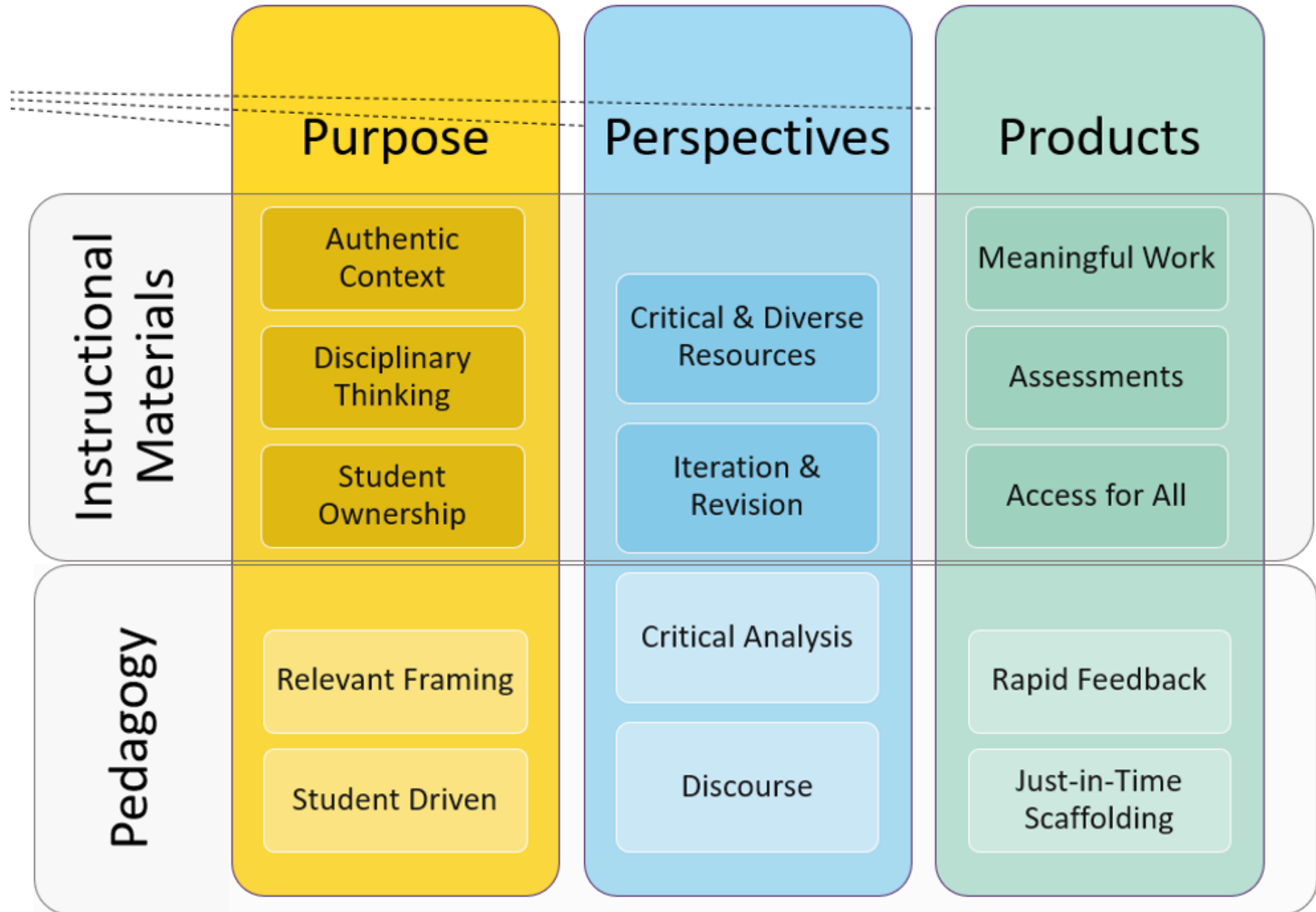
We believe the following conditions are essential to supporting a learning environment that will lead to the development and acquisition of Pittsfield Portrait of a Graduate for every student in the district.

- Having a goal or focus based on background knowledge and intrinsic motivation.
- Support through supportive coaching, modeling, and mentoring
- Targeted, timely, and impactful feedback and ongoing reflection.
- Being part of a community of fellow learners provides a variety of resources and perspectives.
- Knowledge from external experts in the field - observation.
- Learning through doing and practice with the confidence to take risks and potentially fail.
- Work through problems and overcome barriers – turning challenges into opportunities.
- Finding joy in the process – a positive learning culture.
- Having the time, tools and resources needed for progress toward the goal.

Pittsfield's Model

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MASS DOE Model





Just one problem..

**What is the one
resource that all
durable activities use
more of than
vulnerable activities?**

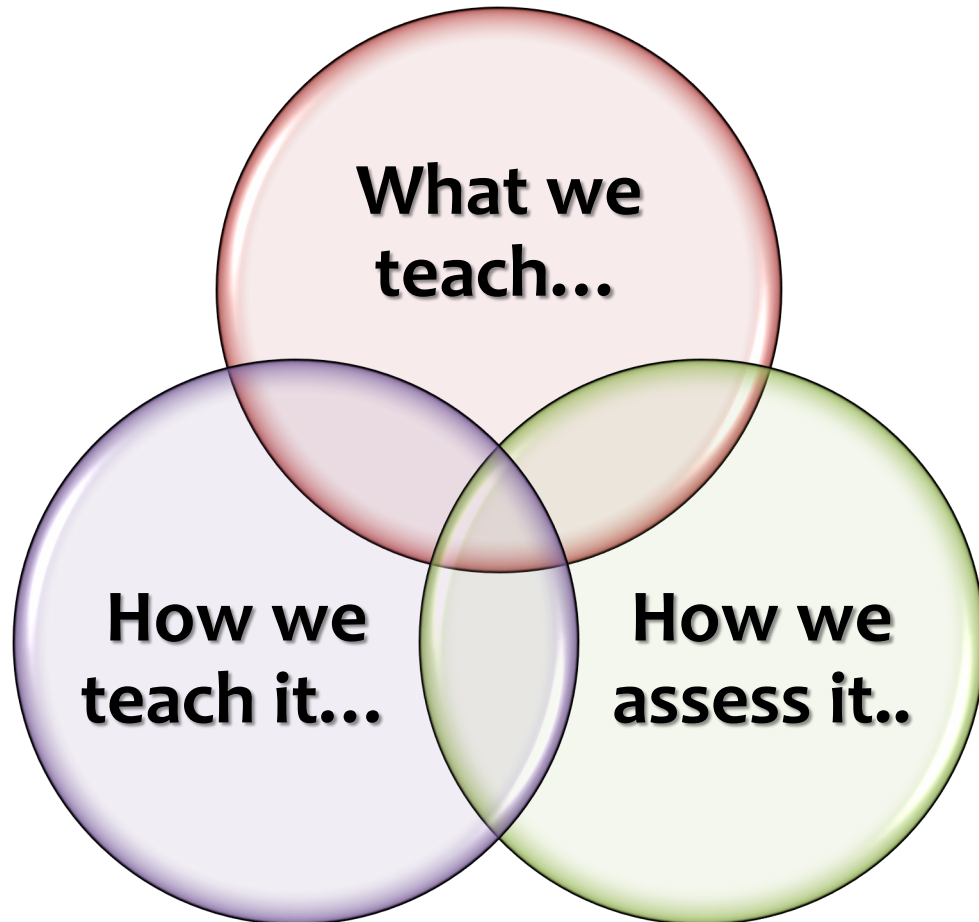
It's About Time *(Part 2)*

Durable instructional activities **take more time** than vulnerable instructional activities.

What are you **NOT going to do** so you can do this?



Where will the time come from?

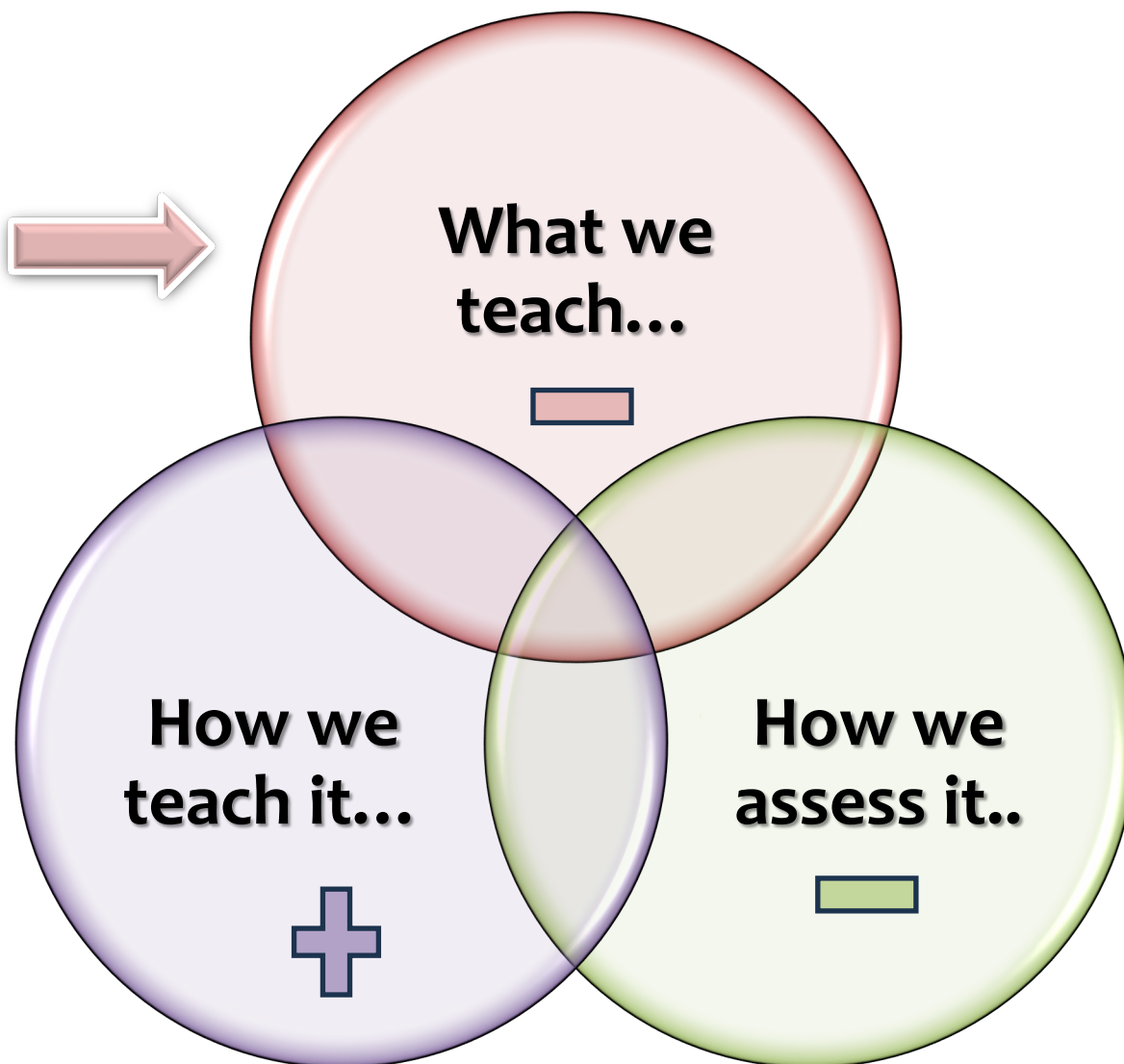


Where will the time come from?

The need for ruthless prioritization through the lens of the AI escalator...



Durable instruction takes longer....



The need to shift the critical mass of assessments from summative to formative...



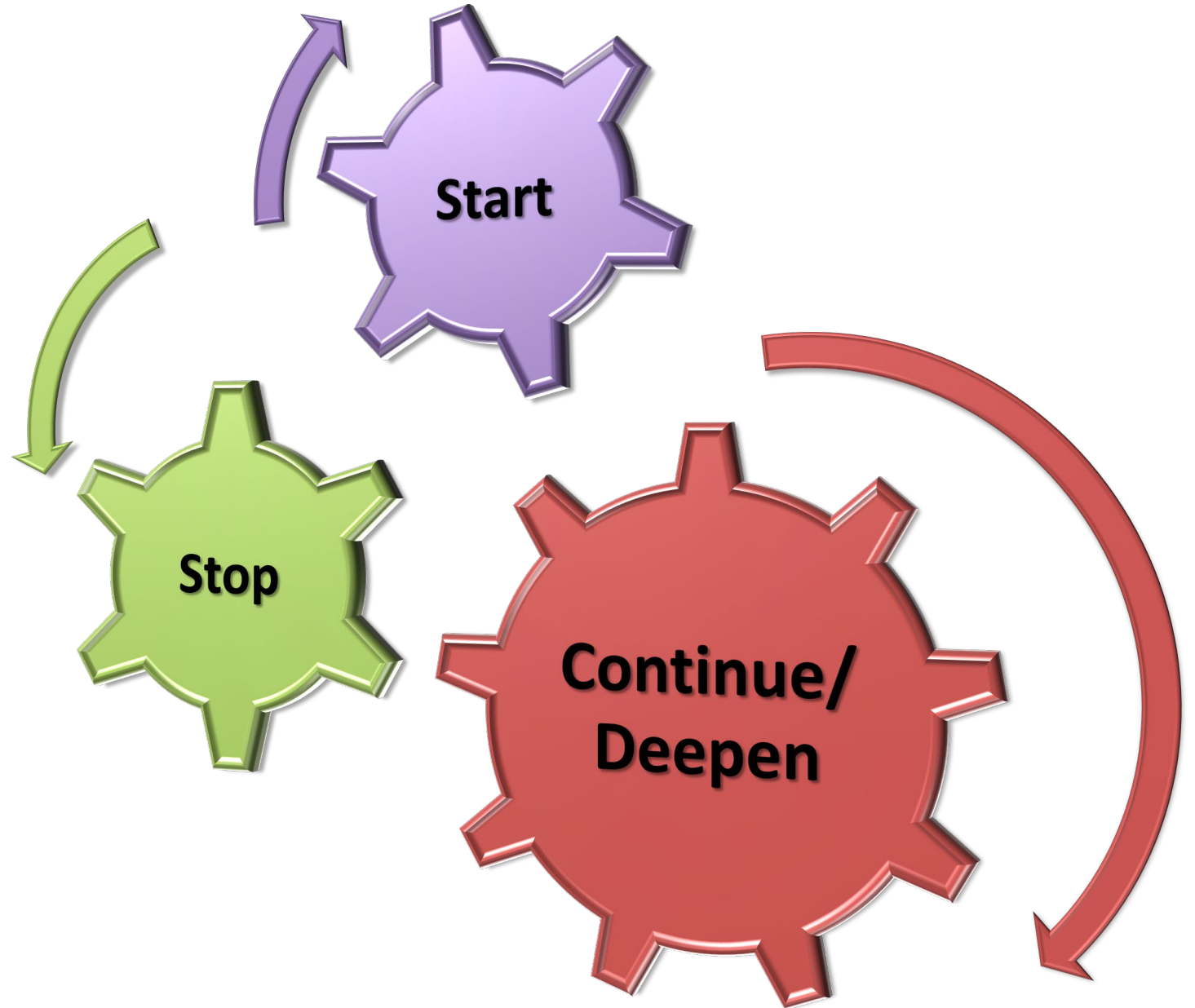
Keep your eyes on the durability prize...

Much of the early AI discussion has been about how we use it to support the **WAY** we teach....

We must quickly begin to engage in meaningful conversations about **WHAT** we teach and **HOW WE ASSESS** the outcomes as well...



So..we then
took 12
weeks to
determine
what was
aligned and
what was
not.



Identified Areas of Strength

1. The district communicates well.
2. We have created an instructional focus that the whole district follows and supports.
3. We have good alignment with the DIP, SIP, mission, and vision.
4. We have closed enrollment gaps for several demographic groups in AP enrollment.
5. We have authored a portrait of a PPS graduate.
6. We do a great job of collecting data.
7. We do a good job of aligning PD with district and school goals.
8. We have a strong curriculum process.
9. We have identified external opportunities that can impact our families.
10. Elementary schools have targeted interventions for students.

Identified Priority Gaps

Common language and understanding of the POG

- We do not have a consistent understanding or implementation of the POG.
- Data is needed to support the POG.

Understanding, Observation and Support of Deep Learning in support of the POG

- We do not have a unified set of instructional expectations.
- We do not have adequate training around AI.
- We do not have a common definition and strategies for deeper and durable learning.

Connecting Teacher Evaluation and Support with Professional Learning

- We do not have consistent implementation of teacher evaluation.
- Our PD plan does not close the loop to sustain effective practice.
- Little PD Differentiation.

Staffing and capacity

- We do not have enough specialized mental health support or support for high level need students.
- We do not have enough licensed and diverse staff.

Aligned Coherence Strategies

Strategy One: The district will build a shared understanding of the elements and a sense of urgency for the implementation of the Portrait of a Graduate.

Indicators of Success:

- All schools have a consistent & common understanding of POG and the “why” behind the portrait.
- Implementation of the POG is occurring at levels from Pre-K to 13.
- Curriculum, Instruction, and Assessment are all explicitly connected to the competencies and made visible to students.
- All DIPs and SIPs are explicitly aligned and connected to POG.
- Data systems support the implementation of the POG.
- The district has momentum and urgency for implementation of the POG.

Aligned Coherence Strategies

Strategy Two: The district will build a culture that fosters deep, durable learning through common language and shared understanding of the characteristics of deep/durable learning.

Indicators of Success:

- We have a common definition and shared strategies for deep, durable learning.
- We have independent learners in the classroom who are driving their own education.
- We have robust professional development plans that support deep and durable learning.
- We have exceeded the expected growth on common and state assessments.

Aligned Coherence Strategies

Strategy Three: The district will build meaningful connections between its system of teacher evaluation/support with professional learning practices.

Indicators of Success:

- Our evaluation system (formal and informal measures), teaching practices, and professional development opportunities are meaningfully connected by our school and district goals.
- We have consistent implementation of teacher evaluation standards and practices that align with the most current evaluation rubric.
- Our evaluation system informs a professional development plan designed to sustain effective practice.
- Our professional development plan is aligned with the goals of the district and differentiated to meet the needs of the educator.

Aligned Coherence Strategies

Strategy Four: The district will increase the representational nature and qualifications of its staff to better meet student needs.

Indicators of Success:

- We have exceptional specialized mental health support for students with high level needs.
- We have a fully licensed, highly skilled, culturally responsive, and diverse staff.
- We have a sustainable system of talent acquisition and retention for support staff, educators, and administrators.
- We have staff (new and experienced) who experience a sense of belonging, feel supported and collaboratively contribute to a common purpose to promote a supportive and creative school environment.

The Work to be Done

- The Strategic Coherence Planning Team has identified what progress toward gap closing would look like and what the impacted current systems would be.
- We also have identified the major chunks of work that need to be completed for that progress to be made.
- Each of the strategies are focused on deeply held beliefs and practices that will take time to change.
- It is expected that annual updates and adjustments will be made in the years to come.





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