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THE B'YADENU PROJECT

Meeting the Needs of Diverse Learners: A Whole School Approach

A Planning Toolkit

Table of Contents

Important Note - This toolkit remains a work in progress: we continue to learn and reflect as our schools move forward with implementing this project. We welcome any feedback or suggestions!

Introduction

What is "B'Yadenu?"

Background

Over the past several years, Greater Boston's Jewish day schools have sought to accommodate an ever increasing range of learners. While students with disabilities and diverse learning needs have historically been an underserved population in day schools and other Jewish educational institutions, many day schools (both in Boston and nation-wide) are now more invested in and committed to serving these students than ever before. As a result, there has been a heightened interest in a more systematic, school-wide approach to serving diverse learners.

In spring 2012, through funding from the Jim Joseph Foundation and the Ruderman Family Foundation, six Boston area day schools were chosen to embark on a "whole school change" demonstration project. The intent of the three year project, named **B'Yadenu (Hebrew for "in our hands"),** is to shift "whole" schools – meaning all staff, administrators, leaders, and other stakeholders – to cohesively and collaboratively work to better serve all learners. The B'Yadenu Project is being led by Combined Jewish Philanthropies (CJP), in partnership with Gateways: Access to Jewish Education and Yeshiva University's Institute for University-School Partnership. Funding for oversight evaluation and coaching, teacher stipends, and professional development created an incentive for schools to make this project a reality.

B'Yadenu Goals

The overarching goal of the B'Yadenu Project is to **create and deliver an effective, sustainable, and adaptable model for Jewish day school education that is accessible to an increased number and range of students with diverse learning needs in the Boston area, and to document and disseminate this model for adaptation in other communities.**

At the end of the project, we hope that the following will be true for the participating Boston demonstration schools and educators:

- Schools will have developed a cohesive school-wide approach to address the learning needs of all students
- Teachers will have developed new approaches, can employ appropriate pedagogical strategies in their daily practice, and will consistently reflect on the impact of these strategies in order to meet the diverse learning needs of all students and, in particular, our least confident learners.
- An increased number of teacher leaders will be responsible for mentoring and promoting best practices for teaching all students
- Schools will have demonstrated improvement in the enrollment, retention, engagement, and/or achievement of students with diverse learning needs

Our Approach in Boston

In Boston, the community partners (CJP, Gateways, and YU's University-School Partnership) have collectively performed two key functions in the five demonstration schools involved: 1) external project management and facilitation, and 2) professional development coordination.

The process for each participating school has generally involved the following steps:

1. School leader(s) and community partner engage in initial thinking about the project, and select administrators and teacher leaders to be part of the project's school leadership team
2. School works with community partner to engage in an in-depth review and analysis of the school's current instructional practices, and a create a plan for how to utilize professional development to better meet the needs of diverse learners
3. Teaching faculties and school administration participate in comprehensive professional development and consultation – coordinated by a community partner (Gateways) – geared toward improving the level and sophistication of school-wide instruction of diverse learners

4. School leaders and community partner(s) continue cycle of creating, planning, executing, reflecting and revising based on information and data collected throughout the process.

Why this "toolkit"?

The purpose of this "toolkit" is to share with schools and other communities some of the lessons we have learned over the past few years as we have launched and implemented B'Yadenu. Our goal is to provide a framework and useful resources for engaging in this work.

Much has been written about the various strategies school leaders should implement in order to really change a school. Let's face it: Whole school change – even around the simplest initiative – is hard. Many difficult questions arise: Who should spearhead the change? How do you get everyone in the building to own and implement the change? What do you do about naysayers or those who are afraid of change? How do you build consensus? How do you know if the change you seek is really taking hold? What course corrections should be made if it isn't?

And when the focus for change is the thorny challenge of meeting the needs of diverse learners, the prospect of really implementing across-the-board transformation may feel simply overwhelming, particularly in a Jewish day school context.

Given that school change is hard in general, and that the compounding complexities of meeting the needs of diverse learners in a holistic and impactful way makes genuine change even *more* difficult, we have put together this compendium of tools and learnings – based on our experiences implementing the B'Yadenu Project in Boston.

However, **we understand that every community is unique.** This tool kit is conceived with the notion that readers will pick and choose the elements that will work for their

situation and needs. We have designed this toolkit so that it can be accessed by all readers – not just those with disability and diverse learning needs expertise.

We recommend that all interested educators, administrators, and potential community partners review the toolkit to understand the overarching goals of the program and the key components that have been a part of our B'Yadenu project. In particular, the Appendices includes a series of planning documents and articles that schools and communities are invited to copy and adapt as they embark upon their own project to better meet the needs of diverse learners.

How can our school(s) embark on a project like this with limited resources?

In Boston, we have been fortunate to benefit from the generosity and vision of the Jim Joseph Foundation and the Ruderman Family Foundation.   In addition, resources provided by CJP, the YU Partnership, and Gateways: Access to Jewish Education have been instrumental in implementing change. However, **we believe that schools and communities that are committed to implementing change in order to better accommodate diverse learners can find their own ways to do so**. Here's how:

1. Engage a carefully chosen team of administrators and teacher leaders *at the start of the planning process.* This costs nothing, but ensures a high likelihood of follow through and success.

2. Leverage existing professional development resources (and even pool those resources across multiple schools). First identify gaps and then engage in careful planning about how to maximize the impact of professional development monies.

3. Community partner(s) together with local schools may be able to identify donors who prioritize serving diverse learners. It is also quite possible that there are

school and/or community donors who are interested in supporting professional development designed to improve a school's ability to meet the needs of diverse learners. It may be worthwhile to brainstorm with development staff, board members, and your general school community about potential funders for this project (see **Appendix D** for a sample community-wide annual budget).

4. Contact Gateways for guidance and support. Appendix E outlines the various services and supports that Gateways offers to schools and communities.

Project Development *(how do we begin this work?)*

Looking back at our process, we found that three critical components helped structure and guide the work of whole school change:

1) Establishing **school-based leadership teams** to implement the project
2) Creating a **roadmap** that identified areas the school wanted to improve, outcomes it hoped to achieve, and activities for getting there,
3) Launching the project as a **community-wide endeavor** to enable schools to benefit from an external support system (including both coordination and facilitation from a community partner, and cross-school collaboration)

> **Why does the whole school need to be involved in teaching diverse leaners? Isn't that what special educators are supposed to do?**

In the current day school landscape, students with disabilities are generally the responsibility of special education staff and a limited number of school administrators. This may be due to a lack of resources and teacher expertise, a school philosophy that does not promote full inclusion, or just because this is "how it's been done".

However, it is the theory of the B'Yadenu project that to most effectively improve student learning, behavior, and wellbeing the school's *entire* administration and teaching staff should be engaged in professional development and learning.

Who should be involved in implementing this whole-school change initiative?

We have found it critical to create a School Leadership Team at each school that takes responsibility for planning and implementing this professional development project. The team typically consists of 4-12 school faculty members (depending on the size of the school), and includes the Head of School (HOS), classroom and support teachers, administrators, and facilitators. The team should also have an assigned Project Coordinator with specific responsibilities (see below). All team members are expected to attend the scheduled meetings and participate in follow-up action items.

To create sustainable change, a school must enhance and strengthen the knowledge and skills of all administrative and instructional leaders

Based on our experience, **members of the school leadership team should include:**

Head of School – The HOS will provide the leadership and support that enables the work process to move smoothly and with minimal roadblocks. This includes emphasizing the importance of school-wide change, creating a culture that values each team member's full participation in the process, and managing resistance. Some activities that the HOS will be involved with in the beginning of the work include:

- Appointing a Project Coordinator who will directly supervise the School Leadership Team and manage the various activities of the project
- Appointing the teacher leaders and others on the School Leadership Team
- Attending all initial team meetings

- Supporting and inspiring the Project Coordinator and School Leadership Team as the process moves forward

The level of ongoing direct involvement of the HOS in the project activities may vary depending on the size of the school, but it is critical that he/she remain invested in the success of the project

School Project Coordinator – The Project Coordinator serves as the key leader in moving the project forward, facilitating the process, and managing the various activities. It is important the Project Coordinator have (or be delegated) the necessary authority to lead others in this process, and also be willing to take ownership of the logistics and follow-through for the project. The Project Coordinator will work with the School Leadership Team to craft and implement the plan for the project, and will coordinate with the HOS and other school leaders to ensure school-wide buy in.

It is important that the Project Coordinator is not only given responsibility to handle the logistics of the project, but is also empowered with the necessary authority to lead others in this process. While it may be easy for the HOS to assume the Project Coordinator role, we have found that it is critical for this role to be delegated due to the number of other pressing responsibilities on the HOS. Examples of Project Coordinators could include assistant heads, principals, appointed teacher leaders, etc.

Teacher Leaders – The teachers chosen for this position represent the classroom perspective in planning. They should be chosen by the head of school and/or principal for their observed leadership qualities and their commitment to meeting the needs of diverse learners. Responsibilities will include attending meetings (which will sometimes occur after regular school hours), participating in trainings, and following through on planning or organizational tasks as determined at team meetings. Teacher leaders may also be asked to represent the team at staff meetings.

Administrators – Participants from the administrative leadership will have important input in supporting all activities and follow through as well as being active

participants in the planning process. Administrators may also have a role in supporting and inspiring the project coordinator.

Administrators also have a critical role in ensuring that there is ongoing and clear communication with the broader faculty surrounding the project, in order to obtain school-wide commitment and buy-in.

Support Services Staff – A support staff administrator and/or teacher, will work to ensure that any initiatives developed by the team interface with the school support services. This will ensure that the school support services complement and enhance the work of the team.

How does a community partner add value in the undertaking of this work?

We have found that there was great value in taking on this type of endeavor as a community. Community partner(s) can provide external, centrally-based facilitation and coordination.

As referenced above, in Boston, the three community partners (CJP, Gateways, and YU's University-School Partnership) have collectively performed two key functions:
1) **External Project Management and Facilitation:** This includes convening the school leadership teams, facilitating the logic model development and planning process, and continuing to facilitate school leadership team discussions once the professional development is being implemented
2) **Professional Development Coordination:** This includes collaboration with schools to create a comprehensive professional development plan based upon review and analysis, and connections to a wide range of professional development providers that can specifically address each school's identified needs.

This oversight and involvement of an external project facilitator and professional development coordinator has enabled schools to benefit from:

1) A "balcony" lens – i.e. an external project facilitator's ability to offer an outside perspective, ask deep and difficult questions, and sometimes be able to recognize challenges or opportunities that are less easily identified by school staff who are immersed in the school's culture and day-to-day operations.

2) Wisdom from the field and experiences with other schools (both within the community and beyond).

In addition, through annual convenings of all of the participating schools, school administrators and teacher leaders have had the opportunity to 1) participate in joint professional development activities, 2) network with their peers and 3) share learnings, successes, and challenges with other schools.

Creating a Roadmap

Okay. We have a team of people willing to work together to better holistically meet the needs of diverse learners at our school(s). Now what?

Start the Planning Process

Once a team has been assembled at the school, the second (and perhaps most critical) step is to engage in a planning process to determine what this work will look like for your school. In **Appendix A**, you will see a sample meeting schedule for this process. Scheduling meeting dates for the year helps to keep team members focused and the process moving.

Using a planning tool like a logic model (see **Appendix B**) is a helpful strategy to guide the process and chart precisely what your school is hoping to achieve and what will be required to get there. The advantage to using a structure such as this is that it guides

the process and creates a vehicle for conversation about the status quo, long term goals, and everything in between.

However, it's important to realize that the logic model (or any other planning structure) is just that – a guide and a means to an end. It has its limitations and teams shouldn't get "stuck" inside the logic model or feel limited by it. We encourage teams to also engage in other activities – scenario testing, brainstorming, etc – to think and plan.

> **Whole school change is a dynamic process, with pieces that are not always "logical" and may include unforeseen circumstances that can't be planned for on paper!**

Whole school change is an incredibly dynamic process, with pieces that are not always "logical" and unforeseen circumstances that can't be planned for or captured on paper. This work is about people – students, teachers, stakeholders, administrators – and a lot can happen! These unanticipated scenarios and issues help us all think even more deeply and re-examine things that we once thought important. This should all be celebrated as part of the process, and can be seen as augmenting this work rather than as detracting from the plan.

With all of this in mind, the logic model (or any planning tool) should serve as a living document and should be revisited kept updated on a regular basis in order to be used effectively. While it might seem intimidating at first glance, it's simply a structure for answering the questions below:

1) What problem(s) are we trying to address?
2) What outcome are we looking to achieve?
3) What activities will we engage in to achieve this outcome?
4) How will we know if we are making progress?

1) **What problem(s) are we trying to address and 2) what outcome are we looking to achieve?**

In order to determine the appropriate professional development activities, it's critical to engage in a deep self-assessment in order to determine what the school's needs are. Many of our Boston schools utilized the template in **Appendix C** to chart out the characteristics of successful students versus students who struggle. Once these lists had been established, the school teams spent time looking at the students who typically struggle, and identifying what factors contribute to or detract from their progress and success. These factors then became the basis for identifying areas where professional development activities would increase the whole school's capacity to better support the needs of these students.

3) **What activities will we engage in to achieve this outcome?**

Once both the problem and goals have been established (i.e. "where are we now, and where do we want to get to?"), the task then becomes to identify the types of professional development activities that will move the school towards its stated objectives. More on this in the next section.

4) **How will we know if we are making process?**

Establishing measurable short term and intermediate outcomes is crucial to being able to track the success of the project over time, and determine when/if course corrections are needed. Identifying these process indicators will also inform the types of data that should be collected along the way.

Professional Development: What is it? How can it be a vehicle for sustainable change?

The goal of professional development in schools is universal: To improve teachers' and educational leaders' capacity to support student achievement. However, the types, methods, and – of course – specific content areas of professional development are incredibly varied.   Professional development opportunities can include faculty in-service opportunities, ongoing one-to-one teacher coaching, faculty attendance at annual conferences about specific content areas and pedagogical methodologies and everything in between.

> **Any professional development activity should be embedded within an overall strategy for school growth and change focusing on student outcomes**

But professional development can be much more than the traditional conception. The planning and discussion that occurs among the members of a School Leadership Team can embrace and model the same concepts that are being implemented in the classroom. This form of professional learning is *itself* very powerful and can play an important role within a comprehensive program of professional development.

A cornerstone of the B'Yadenu project has been the view that professional development, regardless of the specific content area, is most effective when embedded within the fabric of the school, rather than when delivered as a series of "one-off" and sometimes unrelated teacher training activities. When a comprehensive plan for professional development is created with a clear mission upon which all stakeholders agree, a culture of continuous learning is likely to be developed within a school, and individual and collective teacher gains are more likely to be sustained. This is

particularly true when the plan is part of an overall strategy for school growth and change focusing on student outcomes.

What are different mechanisms for delivering professional development? Which are most effective?

Often, a combination of a number of different methods for professional teaching and learning about a specific set of topics and content areas is the most effective approach to achieve significant and sustainable growth. Below is a description of a variety of activities, including the models that emerged through the work in Boston:

- **"Training of trainers" coaching:** This involves a consultant working with the school leadership team or department heads, with the idea that those leaders will then have the capacity to provide broader coaching to teachers. This model has two distinct advantages:
  - It promotes a sustainable model, as the coach is creating capacity within the school to provide ongoing professional development
  - It's time efficient. It's often challenging to set aside time for professional development – particularly in Jewish day schools – and by having school leaders or teacher leaders trained to provide this coaching, teaching and learning can be embedded into existing meetings and every day practice.

  This model has really taken hold in the Boston schools, as it has been seen as a way to create a sustainable model that is embedded within the school's culture and organizational structure. Interestingly, however, it has taken a slightly different shape at each school, and the group that the consultant provides coaching to is different at every school. In some it is a mix of teachers and administrators and at other, larger schools the consultant has provided coaching to all of the department heads. In every school, however, the group was chosen based upon who had time, leadership capacity and respect of the staff.

- **Workshop:** This typically involves a presentation or facilitated session(s) by an external presenter who is extremely knowledgeable about a particular topic or strategy that the school is focusing on. Outside presenters can be a powerful vehicle for building a school's knowledge base, but the sustainability of their impact hinges upon the effectiveness of the follow-up with the faculty.

  In Boston we have found that combining a workshop with ongoing follow-up coaching can be very effective to jumpstart the process and create a common starting point, shared knowledge base and language. The follow-up coaching model also empowers teachers to disseminate what they have learned to others during post-workshop peer coaching sessions.

- **Additional activities can include:**
    - **Study groups and peer led groups –** can be follow-up to a workshop, or study groups on specific teaching strategies. Can include shared reading on school change or teaching strategies from articles
    - **Flipped –** teachers at home are assigned watching a TED Talk or experimenting with a program, and then coming back and discussing as a group

How are teachers involved in this process?

We have found that the involvement of teacher leaders in planning and implementing the professional development activities has been incredibly important. Through the B'Yadenu model, great emphasis was placed on giving teachers voice and choice, and involving them in the design of the professional development for the whole school community. This contributed to teacher ownership for creating a culture of continuous learning within the schools.

Do the School Leadership Team and Community Partner(s) remain involved once the professional development activities are underway?

Yes. We have found that it remains critical (even more so than we had anticipated) for the School Leadership Team and Community Partner(s) to continue to meet and discuss the work. This has been important not only for reviewing progress, course correcting where necessary, and planning for the future, but also to constantly infuse a sense of energy into the work and reaffirm the commitment to the project outcomes.

What are possible content areas for professional development?

Content areas for professional development are infinite -- it is impossible for a school to do it all at once! A School Leadership Team's analysis about which area(s) to focus upon must be made with input from the faculty and with an honest examination of the school's particular strengths and weaknesses and culture.

Here are some ideas that schools in Boston have considered and embedded in their overall professional development plans.

- **Executive functioning**: structural systems such as schedule adaptations, and/or teaching strategies.
- **Differentiated instruction**: an umbrella topic that was originally introduced by Carol Anne Tomlinson and is an approach that advocates planning for student differences in the classroom.
- **Anxiety/social emotional**: many schools struggle with the social/emotional climate and student struggles with anxiety and mental health.
- **Growth mindset:** a topic first introduced and researched by Carol Dweck. Work in this area involves attitudinal changes that have a strong impact on teaching and learning

- **Social Skills Education:** there are a number of programs developed in this area. Many Boston schools are working with Social Thinking, a program developed by Michelle Garcia Winner. It is a powerful approach for developing social thinking skills for all students.
- **Response to Intervention (RTI):** a multi-tiered approach focused on teaching strategies, formative assessment with progress monitoring, and interventions. It is an approach that can be used for the whole school or for selected grade levels.
- **Backwards Design**: an approach for planning and designing teaching and learning by beginning with the goal.
- **Other teaching strategies**: schools could focus on developing skills for the entire staff in one explicit program that would address learning needs. Examples include: Responsive Classroom, Thinking Maps, EmPower, etc.

How do we find good professional development and get the most "bang for our buck?"

- **Have very clear goals and expected outcomes** before deciding on an action plan and speaking with potential providers. Understand that there may be course corrections along the way, but start out with as much direction and clarity as possible.
- **Think about the needs of your school and its own capacity for implementing this work.** Through the work in Boston, we have found that smaller schools tend to need more support from an outside consultant (and so hired a less expensive provider who could provide more on-site time and coaching). On the other hand, larger schools with more sophisticated staff and greater "in-house" capacity for professional development utilized more expensive, high-level trainers for smaller amounts of work.
- **Think about minimal presentation and maximum coaching**; particularly coaching staff – teachers or others – who will sustain the work through ongoing peer coaching, Professional Learning Communities (PLCs), rounds involving teacher to teacher observations, or other models built into the school

culture. This will likely ensure more embedded sustainable teaching and learning impact.

- **Obtain referrals from a trusted source.** Gateways can assist schools in conducting this research and provide an initial free consultation (see Appendix E for more information about Gateways services)
- **Interview providers, preferably with a team from the school.** Sample questions include:
  o Have you done this type of work before?
  o What is your knowledge in, interest, comfort, and/or experience in the Jewish Day school world?
  o How would you go about designing the work? What model and activities would you use?
  o Are there ways in which you could build the capacity of our school to sustain and embed the learning?
- **Be open to course corrections as the work develops.** At times, the best plan will not be effective and powerful learning occurs with analysis and a new direction.

Conclusion

Since the inception of B'Yadenu, we have learned and continue to learn a great deal about the genuine desire of school leaders and faculty to meet the needs of all students, as well as the complicated and deep work it takes "to get there". We started with the goal of meeting the needs of diverse learners through a whole school approach. Our project is beginning to bear fruit on many levels and we are indebted to our dedicated team of funders and collaborators and, of course, the Jewish day school leaders and teachers in Boston willing to embark with us on this project. We have been in awe of school leaders, administrators, and faculty from schools small and large who, during the past several years, have taken the time to engage in deep self-analytic work with a single minded commitment to improving teaching practice and student outcomes.

At the core of B'Yadenu is a commitment to collaboration. As other communities and schools embark upon this important work, this collaboration now extends beyond our Boston community – to you! We look forward to continuing to share our learnings with you and we anticipate that you will have learnings to share with us. We wish you *B'hatzlacha* (to your success) as you embark on this critical work to improve your schools and serve a diversity of learners.

Appendices

A)   Planning Process – Sample Meeting Schedule

B)   Sample Logic Model

C)   Templates for Planning and Implementing

D)   Sample Community Budget

E)   Adapting B'Yadenu in Your Community: Gateways as a Resource

F)   Articles about the B'Yadenu Project

Appendix A

Planning Process: Sample Meeting Schedule

The School Leadership Team (the "Team") should have a series of meetings to plan, implement, and evaluate professional development. Each meeting will have a specific agenda and follow-up action items to be addressed in between meetings. The following outline provides a sample schedule. The meeting notes template in **Appendix C** may be helpful in documenting action items and ensuring follow-through.

I. **Initial meeting**: This will include the Head of School (HOS) and representative(s) from the community partner organizing the project. Other participants may be included at the discretion of the school. The purpose of the meeting will be to introduce the parameters of the project and discuss generally how it might take shape in the school.
    o   Action Item: First introductory team meeting is scheduled; choose team members – representative of different factions. HOS invites team members and prepares for this introductory meeting.

II. **Team Meeting 1 (3 hours)**: Introduce the project to the Team. The process will begin with an introductory activity to kick-off the work. This will be followed with a brainstorming discussion on what contributes to success for students (**Appendix C – "Getting to the Core"**). The school logic model will be introduced and the team will begin to develop a problem statement. The roles and responsibilities of the Team members will be discussed and the meeting calendar will be determined. The Team will discuss and plan how this initiative will be introduced to the staff.
    o   Action Item: Team members review the logic model and problem statement
    o   Action Item: Team members introduce the initiative to the rest of the school staff.

III. **Team Meetings 2-3 (3 hours each):** As the Team works through the school logic model, they will review the problem statement and focus on the long term outcomes. The Team will begin to articulate assumptions that define the school's beliefs about their school. Next, they will begin to articulate the rationales/levers that can impact change for those students who struggle. The Team will plan how information will be reported to the staff.
    o   Action Item: Meet in pairs or as a team to continue to refine the logic model. As a team, begin to discuss and note short-term outcomes and intermediate outcomes.
    o   Action Item: Report to the staff and share progress.

IV. **Team Meeting 4 (1.5 hours):** The Team will articulate short-term and intermediate outcomes to be documented on the school logic model.
    o   Action Item: The Team works on defining the activities that address their desired outcomes
    o   Action Item: Report to the staff.
    o   Do a review of all current PD and how it impacts the logic model.

V. **Team Meeting 5:** Activities will be further articulated and discussion by the Team; begin determining training options and resources.

VI. **Professional Development begins:** Monthly meetings are scheduled to evaluate progress and plan future trainings. The "Short Term Planning" template in **Appendix C** may be utilized to establish and track annual measurable goals.
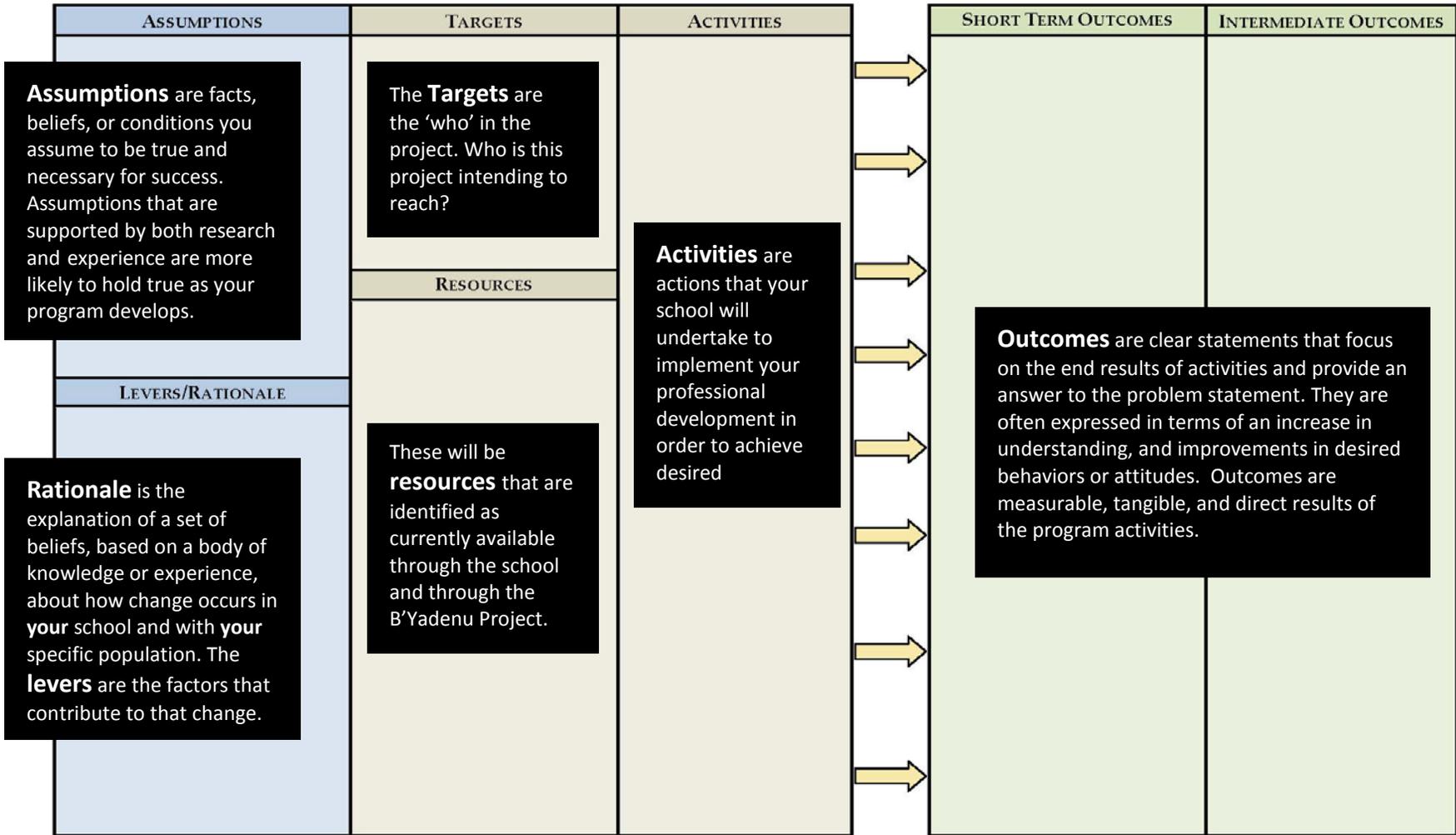
Appendix B

B'YADENU PROJECT LOGIC MODEL
MEETING THE NEEDS OF DIVERSE LEARNERS:
A WHOLE SCHOOL APPROACH

PROBLEM STATEMENT:

LONG TERM OUTCOME:

ASSUMPTIONS	TARGETS	ACTIVITIES	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES

Assumptions are facts, beliefs, or conditions you assume to be true and necessary for success. Assumptions that are supported by both research and experience are more likely to hold true as your program develops.

LEVERS/RATIONALE

Rationale is the explanation of a set of beliefs, based on a body of knowledge or experience, about how change occurs in **your** school and with **your** specific population. The **levers** are the factors that contribute to that change.

The **Targets** are the 'who' in the project. Who is this project intending to reach?

RESOURCES

These will be **resources** that are identified as currently available through the school and through the B'Yadenu Project.

Activities are actions that your school will undertake to implement your professional development in order to achieve desired

Outcomes are clear statements that focus on the end results of activities and provide an answer to the problem statement. They are often expressed in terms of an increase in understanding, and improvements in desired behaviors or attitudes. Outcomes are measurable, tangible, and direct results of the program activities.

<div align="center">**Appendix C**</div>

<div align="center">**Templates for Planning and Implementing**</div>

1. School Leadership Team Meeting Notes – Sample Template

2. Getting to the Core: Understanding the problems to solve and how to solve them

3. Short Term Planning and Annual Measurable Goals

School Leadership Team Meeting Notes
Sample Template

Name of School:

Date:

Agenda:

Participants:

Discussion Notes:

Action Items:

Action Item	Owner	Deadline	Date Completed

Keeping regular and detailed meeting notes allows teams to track progress and stay accountable for decisions made at meetings. Keeping the form in Google Drive allows participants to update it when tasks are completed

Getting to the Core:
Understanding the problems to solve and how to solve them

How do we define a successful student?

What contributes to success and what interferes with success?

Successful students	Struggling students	What conditions lead to success for students with the characteristics of struggling students?

Short-Term Planning & Annual Measurable Goals

Outcomes: What do we want to be true by the end of this school year?	Activities to Get There	How will we know there has been impact?

This template for establishing and tracking annual measurable goals can be helpful in logic model plan implementation

Sample Community Budget: How much will this cost to implement?

Below is a sample budget demonstrating the potential annual cost of a community initiative modeled after the B'Yadenu Project (**assuming four participating schools**). In Boston, the project was designed as a **three-year initiative** (to allow enough time for both planning and implementation), but this timeframe could be adapted to fit community and school needs. Each of the costs listed below is highly variable depending upon how a community chooses to adapt this project and what resources are available.

In Boston, we have found it valuable to have community partners provide both project management and professional development coordination and consultation (delivered through Gateways). In a new community, one central coordinator might be responsible for both project management and professional development coordination, or these responsibilities might be separated (e.g. two separate representatives might share these responsibilities, an outside consultant or agency might be hired to provide professional development coordination services, etc). In addition, a community may choose to centrally fundraise for the entire budget, or have the fundraising distributed.

Sample Annual Budget (assuming 4 participating schools)

AREA	AMOUNT
Project manager salary and professional development coordination	$60,000
Professional development funding ($10,000/school)	$40,000
Subtotal	**$100,000**
Additional possible resources:	
Stipends for teacher leaders and/or school project coordinator ($10,000/school)	$40,000
Annual community-wide convening and/or cross-school professional development	$10,000
TOTAL	**$150,000**

Adapting B'Yadenu in Your Community: Gateways as a Resource

Where do we begin? Who should be on our team? How do we analyze our needs? And, once we think we have figured it out, how do we go about planning a meaningful professional development program?

Gateways: Access to Jewish Education is able to offer support and resources at each step along the way. Consultation can be provided onsite or remotely in the form of coaching, facilitation, or direct work.

> **Gateways can be a valuable resource in planning your roadmap for professional development and guiding your journey.**

Beginning the Process

Gateways can guide schools in the assessment of their capacity to meet the needs of diverse learners and in determining their goals and objectives. Gateways can:

- Provide consultation or facilitation in the initial process of developing the logic model articulating a comprehensive plan for school change.
- Guide schools in reviewing all their current PD initiatives and determine which initiatives support the work defined in the school's logic model so that professional development can be cohesive and meaningful.
- Provide a program review of the school's current support services, which includes identifying strengths as well as gaps and inconsistencies **or** coach a team in creating their own review. This review would include a review of how diverse learners are supported both in and out of the classroom.

Once a school has clearly defined the problem they would like to address and the goals they would like to reach, Gateways can offer support for a school's work in strategically planning the *What, How, and Who* of professional development.

The What – Strategically Developing a Focus

Gateways can:

- Coach or guide the leadership team in developing a model for meaningful professional development
- Consult with or coach schools in moving from goal setting to action.
- Use the goals to define topics and content that will enable staff to be successful.
- Consult with or guide schools in their initial learning about a variety of topics that they might pursue including but not limited to differentiated instruction, growth mindset, social thinking, behavioral challenges, backwards design, or executive functioning disorders.

The How – Creating the Professional Development Plan

Gateways can:

- Develop professional development models that could include workshops, study groups, book groups, coaching, consultation, or conferences
- Serve as a guide for the crucial task of helping schools develop a plan to embed the training into the school culture

The Who – Choosing Professional Development Providers:

Gateways can:

- Connect schools to vetted professionals nation-wide who are able to deliver professional development on a variety of topics and in a variety of formats.
- Do the 'leg-work' in the time consuming process of researching and speaking with PD Providers to help find a good match for services. This process will include regular communication with the school team to gain the information needed to find a successful match for training.
- Provide a variety of direct training modules through a combination of coaching, consulting, and workshop. Topics include Social Thinking ©, Understanding Your Differences, Behavioral approaches for the classroom, Growth Mindset, and more.

Resources:

- It is challenging for school professionals to stay up-to-date in the research and readings that are available. Gateways can provide resources for materials, readings, or online resources on a variety of topics.

Contact us at info@jgateways.org or (617) 630-9010 to schedule a free consultation. For additional information, visit www.jgateways.org

B'Yadenu: It's "In Our Hands" to Create More Inclusive Schools

By Arlene Remz, Alan Oliff, and Jane Taubenfeld Cohen
Published on the Ruderman Family Foundation Blog (zehlezeh.wordpress.com)
April 30, 2012

Rachel's parents are committed to sending her to day school, but she has processing and behavioral issues that interfere with her learning. The school wants to make a day school education possible for her and is committed to helping her, but it has a tight budget and limited tools. And, since Rachel is often pulled out of classes for support services, this marks her as different and she misses out on classroom activities.

Now imagine a school where teachers have the strategies and resources to support Rachel and other children with a wide variety of learning challenges and where administrators plan for – and expect — differentiated instruction in the classroom. Rachel may still need some individualized supports at her school, but mostly she will be in class with her peers, learning alongside them, and contributing her unique gifts.

You may have already heard about B'Yadenu, an initiative funded by the Jim Joseph Foundation and the Ruderman Family Foundation, and a collaboration between Gateways: Access to Jewish Education, Combined Jewish Philanthropies (CJP's) Initiative for Day School Excellence and Yeshiva University's Institute for University-School Partnership.

This week the leaders of Boston area Jewish day schools are being invited to apply to be one of six schools that will participate in B'Yadenu (In Our Hands), Meeting the Needs of Diverse Learners in Jewish Day Schools: A Whole School Approach. It's an initiative designed to build the capacity of day school teachers and leaders to better serve Rachel and countless other students with a range of learning needs.

To understand B'Yadenu, we need to focus on the last three words, "whole school approach." For years Gateways has worked with individual students and teachers in day schools to develop the skills for success in those classrooms which laid the groundwork for this grant. The agency, which is the central address for disability Jewish education in the Boston area, has provided support services for students in day schools as well as professional development and consultation. This has made a monumental difference in many day schools' ability to retain students who, in the past, might have needed more support than the schools could offer. It's allowed for greater diversity of teaching and greater diversity of students, which in turn improved the learning environment for all students. However, schools have not had the professional development resources to create this positive impact uniformly in classrooms and in other programs.

Through this initiative, the schools will work with Gateways, CJP and YU to:
- Create a baseline assessment to establish their current practices and capacity for serving students with disabilities and diverse learning needs throughout their school;
- Create and implement a comprehensive three-year whole-school professional development plan to improve instruction of all learners and

- Strengthen the knowledge and skills of school leaders to ensure genuine school-wide commitment to this initiative.

The goal is to help schools retain students like Rachel and attract additional ones with a wider range of learning needs and thereby increase enrollment. And not just for these six schools — the ultimate goal is for the schools to serve as models to be studied and their programs adapted by day schools across the region and the country.

With teachers equipped with the tools to help students with a wide range of learning challenges, administrators who know their school is stronger because it can retain and attract a much wider student base, parents who see their children engaged and motivated and students who can now all experience success, Rachel and so many others will have the support they need to be full participants in their own education. You can just imagine their families' pride as their children step up to receive their diplomas on graduation day.

All of us are also proud to be a part of this exciting work and we are confident that B'Yadenu will have a broad and lasting inclusionary impact on countless children, their families and the community in the years to come.

B'Yadenu Initiative

By Renee Rubin Ross and Sandy Edwards
Published on the Ruderman Family Foundation Blog (zehlezeh.wordpress.com)
May 15, 2014

In November 2011, the Jim Joseph Foundation, in collaboration with the Ruderman Foundation, awarded a grant to Combined Jewish Philanthropies (CJP), Gateways: Access to Jewish Education, and the Yeshiva University Institute for University-School Partnership to pilot the B'Yadenu Demonstration Project. The goal of the grant was to create an effective, sustainable, and adaptable model to provide day school education to an increased number of students with a wider range of learning needs. As described previously by Project Director Dr. Alan Oliff, B'Yadenu encompasses "six day schools in the (Boston) area working to implement school-wide change so that educators build their skills and capacity to meet the needs of diverse learners."

Integral to each major grant awarded by the Jim Joseph Foundation is an independent evaluation, which is designed to provide data and analysis to the grantees as they implement the initiative. The evaluation is also part of the process of documenting the B'Yadenu model so that it can be disseminated to other communities and schools.

All of these components—evaluation, model documentation, and model dissemination— are integral to our grantmaking approach and indicative of our goal to share successful strategies with the entire field. In that spirit, we are excited to share some early learnings from the baseline evaluation surveys of each participating school's staff, faculty, students and parents and school observations by the evaluation team, Goodman Research Group.

First, whole school change involves culture change, which depends on effective communication systems both formal and informal. The baseline survey explored the nature of informal networks within each school: All teachers and staff members were asked which other staff member they turn to for help and information. An analysis of these responses yielded a diagram of networks of staff members that are connected or not connected to each other. We learned that most schools have one larger network comprised of many connected staff members, one or two smaller networks disconnected from the larger one, and a few staff who are not connected to any network.

The network analysis is a tool for each school's B'Yadenu leadership team (a representative group of staff members including school leadership, administrators, faculty) to understand how to engage the whole school staff in the work of B'Yadenu. With this analysis, the leadership teams now know the structures in place—or not in place—to ensure alignment across grade levels and content areas. In order for B'Yadenu to result truly in whole school change, the leadership teams need to understand how the instructional staff and the non-instructional staff intersect and communicate with each other.

Second, research shows that diversity of instructional materials and types of pedagogy is beneficial for all students, and is particularly important for students with diverse learning needs. In order to analyze the use of diverse instructional materials and pedagogy, project evaluators conducted "learning walks" to observe teaching throughout the school. Overall, teachers were consistent in utilizing visual supports for learning—particularly written notes—and were less consistent in their use of auditory or tactile learning supports. Interestingly, when surveyed, teachers at *every school* overestimated the diversity of learning supports they utilized! This "miscalculation" is an opportunity for the B'Yadenu Project

leadership team and evaluators to begin a conversation with teachers about classrooms practices that support all learners—and to provide professional development for teachers to use the wide array of supports and methodologies available to diversify their instructional practices.

These examples of early observations and learnings from the B'Yadenu Demonstration Project baseline study will support the continued implementation of the initiative and design and approach to professional development. Not incidentally, the thoughtful planning and collaboration that took place among CJP, Gateways, Yeshiva University, and others before the project started, made possible by support from the Ruderman Family Foundation, were critical to setting these schools on a path of learning, growth, and increased ability to serve all learners.