Leadership Colloquium
June 8, 2015

BEST Year 1
2015 - 2016

Presented by
Office of Talent Development
Office of School Performance and Accountability
Office of Academics

BROWARD COUNTY PUBLIC SCHOOLS
Vision of Instructional Excellence 2015 - 2016

FLO RIDA STANDARDS
Rigorous Student Work
Thinking Performance
Autonomy

INSTRUCTIONAL PRACTICE
Clear Expectations
Actionable Feedback
Targeted Supports

PROFESSIONAL DEVELOPMENT
Marry Standards and Pedagogy
Job Embedded Delivered by Peers

IMPROVED INSTRUCTION AND OUTCOMES FOR STUDENTS
1. Students need opportunities to attempt the rigorous work of the new Florida Standards.

2. There is a gap between educators’ perceptions of readiness and actual practices. Educators do not understand the expectations of the standards or the changes to instructional practices that the standards require.

3. Professional learning and curricular resources must be more aligned to the requirements of the standards.

4. Teacher development initiatives need to be more aligned to the standards and to each other in order for educators to focus on providing rigorous instruction.
TNTP Solutions - Talent Development

- Coaching
  - Prioritize use of NTC’s “Analysis of Student Work”
  - Focus on new standards in credentialing program
- Professional Learning
  - Reduce teacher PD offerings in MLP
  - Focus on learning that is rooted in the standards and married to the instructional practice
- Evaluation
  - Focus evaluator observation and feedback around the “Super 7” elements
  - Focus on Learning Goals and Performance Scales to begin marrying the standards to instructional practice
Enhanced, task-focused updates to CARE packages
- Develop materials based on rigorous, standards-aligned student tasks
- Have BCPS teachers create videos and exemplars

Pilot the tasks among select teacher leaders and coaches
- Provide extensive learning on the tasks
- Solicit feedback and capture video excerpts of the tasks in practice

Increase number of educators adding to the resources and exemplars

Develop educators on use of tasks as informal benchmark assessments
TNTP Solutions - Senior Leadership

- Ensure the vision of instructional excellence is centered on engaging students in rigorous, standards-aligned work

- Use the vision of instructional excellence to set academic priorities and goals

- Clearly communicate the District’s role in the context of broadly decentralized decision making structures
BEST 2014-15: Year 0

- Foundation Year
- Introduction in Schools
- Assess School Readiness for Implementation

BP# 1 - Focused and Authentic PLC Processes

BP# 2 - Embedded High Quality RtI Processes

BP# 3 - Optimal Internal/External Relationships

BP# 4 - Scaling Up Best Practices (SES Bands)
AdvancED Accreditation

- Aligned to the BEST Blueprint
- Embedded in all school improvement processes
- Ongoing systemic work

Five Standards
- Purpose & Direction
- Governance & Leadership
- Teaching & Assessing Learning
- Resources & Support Systems
- Using Results for Continuous Improvement

- A five-year process that cannot be done in isolation
- Infused into sub-cadre and zone professional learning

Advantages of Accreditation
- Students are ensured of quality education and better employment opportunities
- Alumni contribute to curriculum development
- Exchange of views better between students and faculty
- Employers get ready-to-use engineers with the requisite attributes
- Institutions build a brand name
- Institutions can avail benefits from regulatory bodies and funding agencies
Beyond Expected Student Targets

#1: A Focused & Authentic PLC Process
#2: An Embedded High Quality RtI Process
#3: Optimal Internal/External Relationships
#4: Scaling Up BEST Practices
System Alignment

BEST
System Focus and Impact

Cadres ↔ School and District Support Forums ↔ Zones

Broward County Public Schools
OFFICE OF SCHOOL PERFORMANCE AND ACCOUNTABILITY
Platform for Assistance and Collaboration

Cadres

#1: A Focused & Authentic PLC Process
#4: Scaling Up BEST Practices

Monthly (T, W)

Zones

#2: An Embedded High Quality RtI Process
#3: Optimal Internal/External Relationships

Monthly (M, Th, F)
Cadre Platform for Assistance and Collaboration

- **School-Based:**
  Administration, Teachers, Guidance

- **District-Based:**
  OSPA, Academics, Talent Development

- Cadre Collaboration to Scale Up of BEST Practices

- Creation of Model Classroom and Teacher Leaders
• Sub-Cadre sessions will be dedicated to BEST Practices #1 and #4

• Sub-Cadre attendees
  • Part 1 – Leadership focus for Principals
  • Part 2 – Academic (optional)
    • Principals
    • Selected Teachers
Cadre Platform for Assistance and Collaboration

• Cadre Composition
  • Elementary: 4 Sub-Cadres
  • Middle: 3 Sub-Cadres
  • High: 2 Sub-Cadres
  • Center: 5 Sub-Cadres

• Sub-Cadre Meeting Days
  • Elementary: Tuesdays
  • Middle: Wednesdays
  • High: Wednesdays
  • Center: Tuesdays and Wednesdays
Zone Platform for Assistance and Collaboration

- **School-Based**
  Administration, Teacher, ESE, Guidance, RtI Liaison

- **District-Based**
  Support personnel assigned to zone, District ESE, ECE, ELL

- **Implementation Strategies**

- **Action Planning**
  Focus areas, Subgroups: Minority Males, ELL, ESE, ECE, Gifted

- **Zone Collaboration to Scale Up Best Practices**
• Innovation Zone learning sessions will focus on Best Practices #2 & #3.

• These **optional** learning sessions will assist schools in setting the conditions for Best Practices #1 and #4 to occur at levels.

• The calendar for the year will be provided in July.

• Zones may align their meeting dates to these sessions.

• Principals may bring the site-based personnel they deem necessary to these optional learning sessions.
Selecting “THAT” Teacher for Cadre and Zone Learning

- Each principal will be asked to bring “THAT” teacher to sub-cadre and zone learning sessions.
- The individual selected may change based on the content of the sessions.
- “THAT” teacher should be the one who:
  - is the most knowledgeable of the standards & pedagogy
  - is a classroom teacher
  - is creative
  - has a student-first philosophy
  - is not intimidated by school/district administration
Responsive Instruction = Personalized Learning

Focus

- Academic Skills
- Social and Emotional
- College & Career Readiness

Integration

- Whole Child
- Text Complexity
- Informational/Argumentative Writing
- Math Fluency

- Standards
- Enhanced Instructional and Leadership Practices
- Technology Resources
- Student Work/Outcomes
Cadre Learning

Elementary & Center
K and 1st Grade

Middle & Center
7th Grade

High & Center
9th - 12th Grade
Focus
Whole Child
Text Complexity
Informative/Argumentative Writing
Math Fluency

Integration
Standards
Student Work/Outcomes
Instructional/Leadership Practices
Instructional Technology/Resources
Targeted Focus Groups
Cadre Learning
Zone Learning

MTSS/RtI

Student Progression

All Levels Pre-K-Adult

Personalized Learning

Social Emotional Learning

Parent Community Engagement

Physical

Cognitive

Safe & Nurturing

Social Emotional

Family

Approach to Learning
Zone Learning

Focus
- Response to Intervention
- Social Emotional Learning
- Personalized Learning
- Student Progression
- Transforming Learning Support

Integration
- Academic/Behavior Strategies (Tier I, II, III)
- Data Driven Decisions/BASIS
- Instructional Technology
- Instructional/Leadership Practices
- Targeted Focus Groups
Zone Learning

Multi-Tiered Instruction in RTI

Tier 1: Common curriculum for all students

Tier 2: Strategic interventions for some students

Tier 3: Comprehensive and intensive interventions for few students

Intensive Intervention

Supplemental Support

Core Instructional Content and Practices
Broward’s BEST Blueprint

Strengthening the Paths to a World Class Education for all Students
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