

Beyond the Common Core Professional Learning 2016-17

With Regional Team Specialists

Information for Instructional Superintendents and Principals

Why does the BCC PL exist?

Beyond the Common Core Professional Learning (BCC PL) creates the opportunity for teachers in isolated and traditionally unsupported subject areas to collaborate with content-colleagues. The primary purpose of the BCC PL is to allow isolated teachers to collaborate in structures that mimic school-based data teams. Cohorts of teachers will 1) analyze student work, using SLO and DDI processes, to understand student preparedness and ongoing learning, and then make instructional shifts 2) calibrate on standards, rigor and student performance levels, and 3) increase instructional excellence in the classroom. Strong professional learning support of SLOs is particularly important in light of the significant contribution SLOs make to BCC teachers' accountability measures.

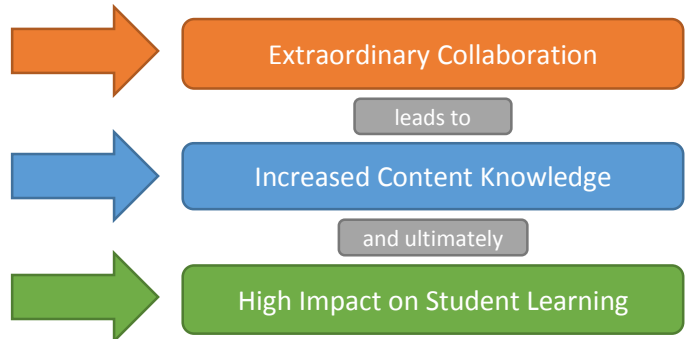
There are approximately 1100 BCC and singleton teachers in BCC content areas in DPS.¹ In 56% of schools, every BCC teacher in the school has no content-area peer with whom to collaborate. And in 87% of the schools, the majority of BCC contents have only one teacher.

What are teachers saying about it?

97% of BCC teachers agree or strongly agree that they engaged with and learned from their peers.

86% of BCC teachers agree or strongly agree that the BCC PL learning experience helped them increase their understanding of the content.

86% of BCC teachers agree or strongly agree they will be able to impact student growth based on what they learned in the sessions.



Representative comments in survey feedback:

“Since I am the only music teacher at my school, this experience allowed me to collaborate with music teachers from other schools. This allowed me to see how other teachers teaching the same subject approach the SLO process. I have a lot of faith in evidence-based assessment and planning and it was helpful to go through it with other teachers who have a similar classroom format and environment.”

“I think that the BCC SLO meetings were much more helpful than any PD received at the building level. I was able to see my understanding grow over the course of the year.”

“This time to get together with other PE teachers and share ideas is SO VALUABLE to our teaching effectiveness and professional development. PE teachers often feel isolated at their school and it is so beneficial to us to share our teaching practices and learn from each other.”

How does the Regional Team Specialist fit in?

BCC PL sessions are led and facilitated by content area Regional Team Specialists who participate in summer training and in on-going support sessions to best prepare them for leading a cohort of teachers from across the district. If a BCC Regional Team Specialist is from a school which opts out, the BCC RTS would still be away during the days and times shown, in order to lead a district-wide cohort of BCC teachers.

School leaders should evaluate BCC Teacher Leaders on the LEAP Professionalism indicator P.7, Masterful Teacher Leadership, and may contact the BCC Project Team to inform or supplement that evaluation.

1. BCC content areas are: Visual Arts, Performing Arts, Physical Education, Technology, Library, Career and Technical Education, World Language, Center-based Special Educators, and Gifted and Talented

What should I consider when deciding to participate?

School leaders have the flexibility to determine their BCC teachers' participation in the BCC PL. School leaders should consult with their IS, school leadership team, and BCC teachers when making this determination.

If a school opts in to the BCC PL, they should prioritize and plan for their BCC teachers to attend ALL sessions.

BCC PL sessions occur on three Blue-Green days throughout the year. School leaders should strategically plan their blue-green professional development schedule so BCC teachers can attend all BCC PL sessions, participate in school-wide PD they would benefit from, AND utilize their 4.5 contractual self-directed Green days.

Schools potentially situated to opt-out of BCC PL and support BCC teachers in-building would have: a large department of BCC teachers (>4) in the same content area, all whom have common collaborative planning time, a Teacher Leader in that content leading standards implementation, and whom can lead without content coordinator support.

For schools which do not use the standard district calendar, schools will be encouraged to work collaboratively to identify six days that could be used for during-the-day professional learning sessions among their BCC teachers.

Are BCC teachers paid or receive recertification credit?

If BCC teachers attend BCC PL sessions outside of their contract time (1/2 time teachers, parent-teacher conferences causing shifts in teacher day, etc.), then they are paid at the curriculum rate. Also, after the final session, BCC teachers receive recertification credit for sessions attended.

When are the BCC PL days, and what is the focus of each day?

District Calendar BCC PL days	Alternate Calendar BCC PL days	Area of Focus
Tuesday, August 16 8 am – 3:30 pm	TBD	<i>Deepen content-specific standards/instructional practice, understand SLO Preparedness:</i> Assessment literacy, deconstructing district model SLOs, integrating priority standards, SLOs and accountability. Prepare for baseline assessments. Review exemplar student work (or creating/defining exemplar responses) on baseline assessments connected to curriculum and SLOs with teachers of similar content AND similar grade level.
Thursday, October 27 8 am – 3:30 pm	TBD	<i>Analyzing student work to calibrate preparedness, plan instructional shifts:</i> Analyze student work with teachers of similar content AND grade level, on baseline assessments and calibrate preparedness levels. Data driven instructional planning. <i>Strategic planning – lesson, unit, year:</i> Integrating priority standards throughout course. Plan a strategic body of evidence. Review (or create/define) exemplar work on assessments connected to curriculum and SLO learning progression, with teachers of similar content AND grade level.
Friday, January 6 8 am – 3:30 pm	TBD	<i>Instructional excellence:</i> Increase instructional rigor, intensity of classroom, differentiation, and use-every-second strategies. Plan common tasks with teachers of similar content AND grade level. <i>Analyzing student work and plan for EOC Performance-Based Tasks:</i> Analyze a student's body of evidence, with teachers of similar content AND grade level, for strengths and gaps, and create plan for instructional response. What makes a good PBT, plan for common PBT (if possible) or time for feedback on already developed PBTs. <i>How to Determine Command Levels, calibrate on rigor of PBTs, reflect on year:</i> Evaluate a body of evidence to determine student command and growth. Review PBT exemplars with teachers of similar content AND grade level. Reflect on year.

For more information

BCC Professional Learning information: Contact Taya Tselolikhina at TAISIYA_TSELOLIKHINA@dpsk12.org

Regional Team Specialist information: Contact Kate Brenan at KATE_BRENAN@dpsk12.org