

Ed Talk 2014



Broward County Public Schools
3rd Annual Ed Talk
November 1, 2014



The School Board of Broward County, Florida
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Executive Summary

Ed Talk is a public forum designed for stakeholders from Broward County to collaborate with the District to improve the outcomes of all students. The 3rd annual Ed Talk event, held on November 1, 2014, brought together approximately 400 stakeholders, including students, parents, community, business, religious institutions, school and district staff. District leaders facilitated discussions and feedback was captured digitally, by individual participants, through keypad polling devices and laptops. The feedback received from the stakeholders will be used to further the priorities outlined in the District's Strategic Plan. This report captures the feedback of participants in three areas: 1) Our Community, Our Priorities, 2) Our Schools, Our Students, and 3) Special Areas of Focus. Participants were asked to have roundtable discussions around the following questions:

1. *What type of learning do you believe is desired by today's employers?*
2. *In the CARE to be the BEST model, what suggestions do you have for improvement?*
3. *What would you say are the model's strengths?*
4. *In Broward, we want to be leaders in improving how teachers are evaluated. What factors should we consider when evaluating teachers?*
5. *Identify ways to support at least one special area of focus. Make a list of your table's ideas on how to work with the community to help students reach their highest potential.*

This was the first Ed Talk for almost three-quarters of participants. Overall the feedback from the event indicated that participants found the presentations to be effective, especially the presentation on the Florida Standards.



Ed Talk Participant Demographics

The participants of the 3rd Annual Ed Talk represented a diverse group of stakeholders:

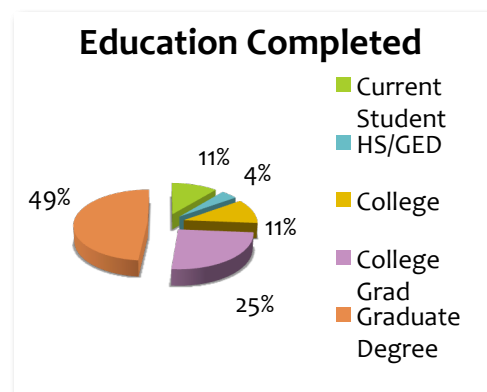
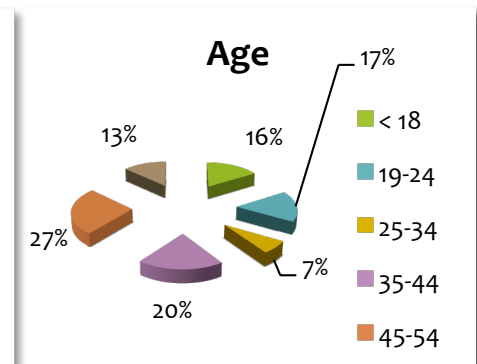
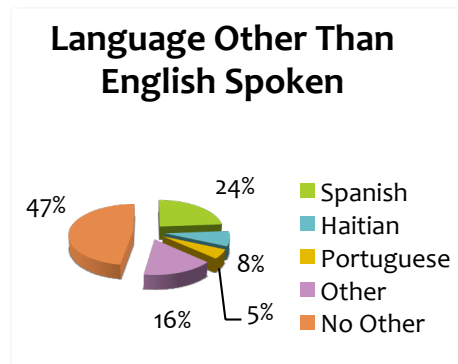
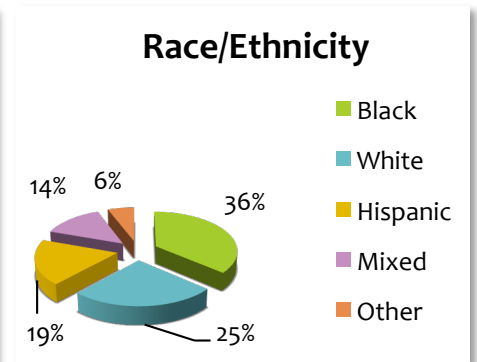
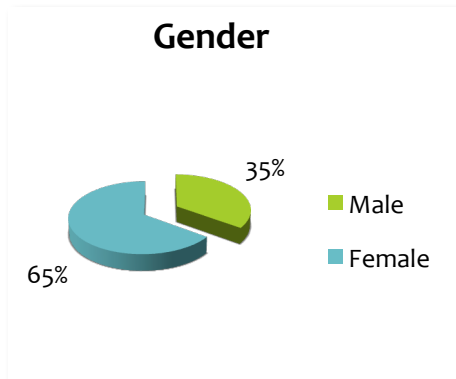
65% of participants were female

33% of participants were African-American

47% of participants spoke English only

47% of participants were 35-54 years old

49% of participants had a graduate degree



Roundtable Discussion Highlights



Our Community, Our Priorities



Question 1: What type of learning do you believe is desired by today's employers?

Theme	Responses
Business Skills	<ul style="list-style-type: none"> • Professional • Analytical • Time Management • Multi-Tasking • Doing More with Less • Marketing Abilities • Community Familiarity • Formal/Informal Learning • Global Perspective • Cooperative Learning • Effectiveness with Efficiency • Creativity
Leadership Skills	<ul style="list-style-type: none"> • Innovative Thinking • Triangulation of Data • Accessing Authentic Information • Flexibility • Communication Skills • Self-Discipline • Self-Advocacy • Responsibility • Capacity Building • Critical Thinking • Risk Taking
Soft Skills	<ul style="list-style-type: none"> • Presentation • Social Etiquette • Ethics • Emotional Intelligence • Customer Service • Humility • Team Player • Resiliency • Interpersonal Skills • Bilingual Skills • Conflict Resolution
Technology Skills	<ul style="list-style-type: none"> • 21st Century Skills



"Self-Discipline"



"Effectiveness with efficiency"



"21st Century Skills"



"Ethics"



Our Schools, Our Students



Question 2: “In the CARE to be the BEST model, what suggestions do you have for improvement?”

Theme	Responses	
Best Practices	<ul style="list-style-type: none"> • Connection to Past and Current Practices • Feedback/Follow-up • High Expectations for All Students • Include Alternative Assessments • Inventory Student Interests 	<ul style="list-style-type: none"> • Mentoring, Needs Assessments • Real-life Application • Use Assessment Gains to Drive Instruction • Videos of Teachers
Communication/ Marketing	<ul style="list-style-type: none"> • Allow Parents to See Assessments • Awareness • Communicate the ‘Good’ Going on in Schools • Educate Students on why They are Learning what They are Learning • Effective Communication Between Administration and Teachers • Explain why there are so Many 3rd Grade Retentions Compared to Primary Grade Levels • Explain the Inconsistency in Assessments Used, Frequency and Use of Data Among Schools • Make Sure Everyone is on Same Page 	<ul style="list-style-type: none"> • Mitigate Confusion/ Myths/Rumors • Explain the Function of Professional Learning Communities • Provide Students Opportunities for Feedback • Respect Opinions • Share Information with Stakeholders and Community Members Prior to the School Year • Understand Implications of Curriculum Changes Due to Standards Changes • Use of Teachers to Communicate with Parents • Use Social Media and Email

Theme	Responses	
Partnerships	<ul style="list-style-type: none"> • Add a Parent Component to CARE Model (Use PTA) • Afterschool Providers and Mentors • Align Field Trips with what is Being Taught in School • Schools and Local Governments 	<ul style="list-style-type: none"> • Parent/School Connection • Students • Make Curriculum Accessible to Parents, • Provide Opportunities for Teachers and Families to be Involved in the Process
Instructional Support	<ul style="list-style-type: none"> • Administrative Support • Resources for Effective Response to Intervention (Rti) • Classroom Assistants and Student Interns to Support Teacher • Defending and Explaining Process to Colleagues • Guidance for Non-Core Subjects to Support Students • Incentivize CARE Champion Teachers with Time • Local Differentiation of Pacing Guides • More Time for Teachers to Appropriately Implement Curriculum • Non-Threatening Environment for Teachers to Concentrate on The Students and Learning Process 	<ul style="list-style-type: none"> • Remediation/Enrichment in Classrooms with Diverse Student Learners • Support Structures for Teachers • Teacher Training to Include Goals and Feedback • Inventory is not Necessary so that Teachers Have More Time to Plan Together and Better Reflect on their Teaching Practices • Provide Common Planning Times for Collaboration of All Teachers in Order to Focus on Student Needs • Teachers Need the Right Support Structures to Make Sure the Blueprint is Implemented Correctly and with Consistency • Use as Opportunity to Embed Curriculum on Local History





Question 3: What would you say are the model's strengths?

Theme	Responses
Overall Process	<ul style="list-style-type: none"> • Align Subject Areas • The Overall Process Provide a Good Guide/Framework • Process Has Been Used Elsewhere • Simplicity, Structure and Accountability are Paramount
Support for Teachers	<ul style="list-style-type: none"> • Analyze what is Going on in Classroom • Allow Educators to Collaborate • Differentiate Instruction • Use of Response to Intervention (Rti) • Support More Teacher-Led Initiatives
Support for Students	<ul style="list-style-type: none"> • Curriculum and Assessment • Chess Initiative is an Example of Aligning an Initiative That Will Work Well • Focus on Relationships • Provide Immediate Feedback • Adjust for Learning Styles • Provide Multi-Layered Support • Provide Remediation/Enrichment





Question 4: In Broward, we want to be leaders in improving how teachers are evaluated. What factors should we consider when evaluating teachers?

Theme	Responses	
Instructional Practices	<ul style="list-style-type: none"> • Ability to Review Work with Students • Classroom Observations • Effective Instruction of Curriculum Guidelines for Content and Pace • Facilitation Skills • Content Delivery 	<ul style="list-style-type: none"> • Making Standards Understandable • Monitoring Student Progress • Planning Skills • Provide Appropriate Feedback • Technology Skills
Teacher-Centered Categories	<ul style="list-style-type: none"> • Ability to Increase Parental Involvement • Ability to Work with Diverse Student Populations (Ethnic, Academic, Behavior and/or Socio-Economic, Etc.) • Attendance, Being a Role Model • Classroom Management • Collegiality • Commendations • Communication with Families • Connecting with Students • Consistency • Content Area Knowledge • Contributions to School Dedication, Empathy, Fairness, Flexibility, Follow Through • Social Skills 	<ul style="list-style-type: none"> • High Expectations, Leadership, Citizenship Skills Mentoring and Parent Satisfaction • Participation In Extra-Curricular Activities • Peer and Self-Evaluations • Persistence • Principal Feedback • Professional Growth • Reliability • Support for Colleagues • Support In Alignment to Goal for School, Passion • Teamwork • Work Ethic • Participation in Professional Development • Working In Schools with Less Funding and/or High Socio-Economic Status
Student-Centered Categories	<ul style="list-style-type: none"> • Application of Learning • Critical Thinking Skills • Engagement • Increased Self-Esteem • Lessened Anxiety of Testing 	<ul style="list-style-type: none"> • Relationship with Teacher • Student Academic Success • Student Inspiration



Special Areas of Focus



Question 5: Identify ways to support at least one special area of focus. Make a list of your table’s ideas on how to work with the community to help students reach their highest potential.

Theme	Summary
Mainstreamed Recommendations	<ul style="list-style-type: none"> • Afterschool Programs for Remediation/Enrichment • Arts as a Special Area of Focus • Expand Special Programs (i.e. College Academy) • Provide More Hands-on Activities • Improve Communication Between Students and Teachers • Increase Use of Socratic Seminars In Classroom • Use Math and Science to Motivate and Challenge Students and Provide Guest Speakers and Competitions • Offer Mentoring to Support Academic Achievement • Provide More Online Programs, Parent Programs and Personalized Learning for Science/ Technology/Engineering/ Mathematics (STEM) <ul style="list-style-type: none"> • Response to Intervention (Rti) should not Rely on a Comparison of Peers at a Particular School • School Libraries can Facilitate Enrichment Through Maker Spaces, Community Events, and Social Events for Students Around Positive District Initiatives (Chess, Model Building, Etc.) • Provide Sponsors In Leadership Rolls • Allow Students to Participate in Department Meetings • Train Teachers and School Leaders on How to Embrace and Support Their Staff to Teach to All Modalities • Provide Tutoring, Volunteers and Wraparound Services

Theme	Summary	
Use of External Relationships	<ul style="list-style-type: none"> • Garner Assistance from Municipal Educational Advisory Boards/City Commissions/Home Owners Associations • Ensure Engagement of Parent/Community Is Authentic • Collaborate with the Community • Communicate Options Available • Communicate to Parents in Various Languages • Connect Parents with Effective Advocates • Make Education Profession More Appealing • Use Facility Sharing and Mutual Aid Agreements 	<ul style="list-style-type: none"> • Focus on College and Career Readiness/Awareness, Inclusive of All Groups • Involve PTSA/PTA • Link Community Services • Market/Promote Educational Excellence • Have More Presence In Community/School • Provide Online Resources for Parents • Hold Quarterly Meetings with Business and Community Members and High School/Zone Principals • Have Retired Teachers Lead Workshops for Parents/Students
Early Childhood Readiness	<ul style="list-style-type: none"> • Educate Parents to Support • Get Information out to the Community • Mandate Early Childhood Education • Pre-Kindergarten Teachers Need to Feel as They are a Part of the School Community 	<ul style="list-style-type: none"> • Offer Pre-Kindergarten ESE Students Aftercare Services at All Schools • Provide Quick Turnaround Time for Parent Questions • Offer More Volunteering Opportunities

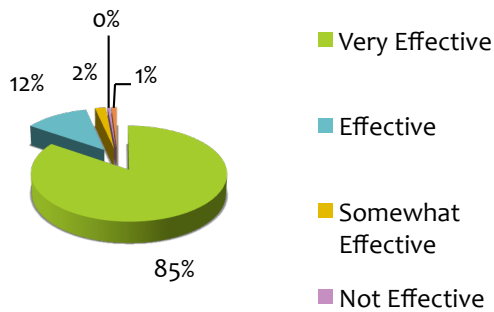
Theme	Summary	
<p>Exceptional Student Education (ESE)</p>	<ul style="list-style-type: none"> • 3rd Grade Success is Possible with Proper Diagnosis • Actively Address ESE Parent Concerns Regarding Identification • Additional Funding is Required • Provide Additional Resources on Mental Illness • Community can Assist Parents to Support the School • More Evaluation is Needed • Communicate More Via Website • Update the Website, as it is not Easy to Navigate and Has Incorrect Information • Support Early Intervention Through the Community Organizations/Non-Profits 	<ul style="list-style-type: none"> • Ensure Equitable Distribution of Resources at Elementary Schools • Require Research-Based Interventions Monitor Effectiveness • Deal with Individual Issues with Schools, and Let Parents Know How They can Support • Ensure Rapid and Consistent Implementation of IEP • Provide Remediation for All • Require Disability Awareness and History Within Curriculum (i.e. Language Arts Stories of Student(s) with Disabilities) • Hold Social Activities for Parents and Students to Meet According to Disability to Support Each Other
<p>English Speakers of Other Languages (ESOL)</p>	<ul style="list-style-type: none"> • Increase Awareness in ESOL Community so They do not Fear Support Services • Provide Additional Language Support in Subject Areas • Collaborate with Employers to Permit Parents Time to Attend School Functions 	<ul style="list-style-type: none"> • Increase ESOL Community Participation/Education to Better Understand Student Academic Standing and Provide Skills to Support Students

Theme	Summary	
<p style="text-align: center;">Gifted</p>	<ul style="list-style-type: none"> • Attend Gifted Advisory Meetings • Provide Benefits for Gifted Students to Become More Widespread • Offer Business Mentoring Opportunities • Offer More Classes for Parents to Learn How to Support Children • Create Care Package/ Process • Allow More Collaboration Between Gifted and Non-Gifted Students • Ensure Curriculum is More Rigorous 	<ul style="list-style-type: none"> • Identify Additional Students for Gifted • Ensure Earlier Identification • Emphasize Gifted Success Rate • Educate Parents on Characteristics of Gifted Children • Increase Gifted Certified Teachers • Motivate and Challenge Students with Guest Speakers and Competitions
<p style="text-align: center;">Minority Males</p>	<ul style="list-style-type: none"> • Use Community Members to Serve as Club Sponsors • Mentor High School Students to go into Teaching • Recruit More Male Educators • Expand Exposure to Successful Role Models from Business 	<ul style="list-style-type: none"> • Celebrate Growth/ Success • Allow Students to Participate In Community and Businesses Activities • Utilize Community Resources • Create an Understanding of Students' History and Cultural Identity



Ed Talk Evaluation Results

Florida Standards Presentation



The participants found the presentations to be effective, especially the presentation on the Florida Standards:

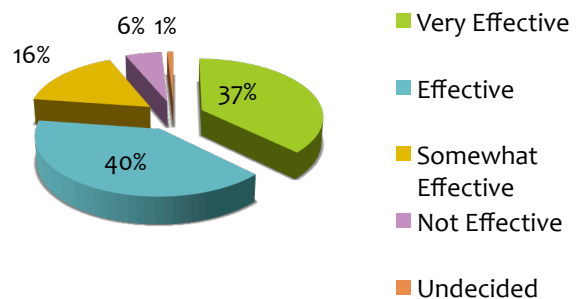
85% of participants found the Florida Standards presentation to be very effective

40% of participants found CARE/BEST presentation to be effective

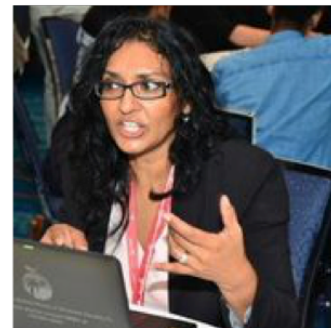
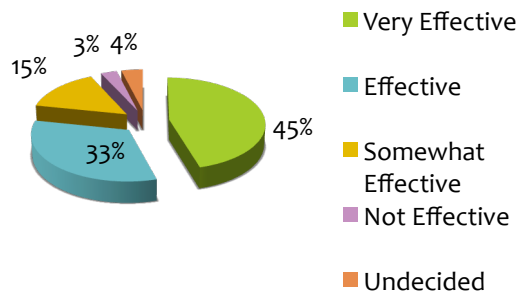
45% of participants found Special Areas of Focus presentation to be very effective



CARE to be the BEST Presentation



Special Areas of Focus Presentation



The majority of participants had not participated in this type of forum with the district and found the format of the 3rd Annual Ed Talk to be of great value:

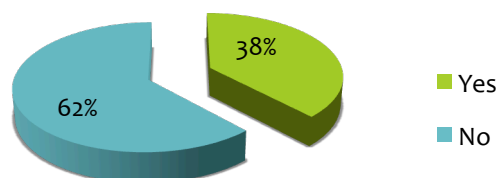
62% of participants had not attended a Conversation With the District Event

84% of participants found District public forums very important

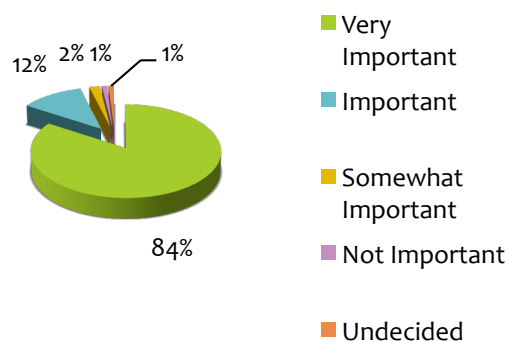
51% of participants found the length of program about right

85% of participants would attend Ed Talk 2015

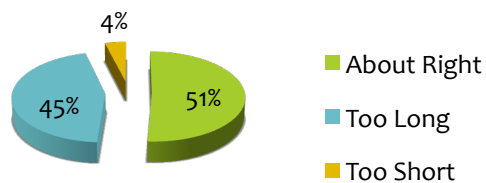
Attendance at Conversation with the District



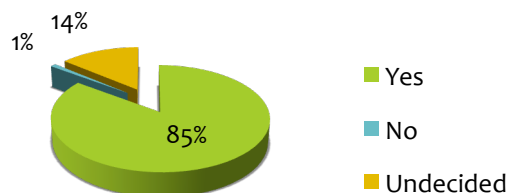
Importance of District Public Forums



Length of Program



Would You Attend Ed Talk 2015?



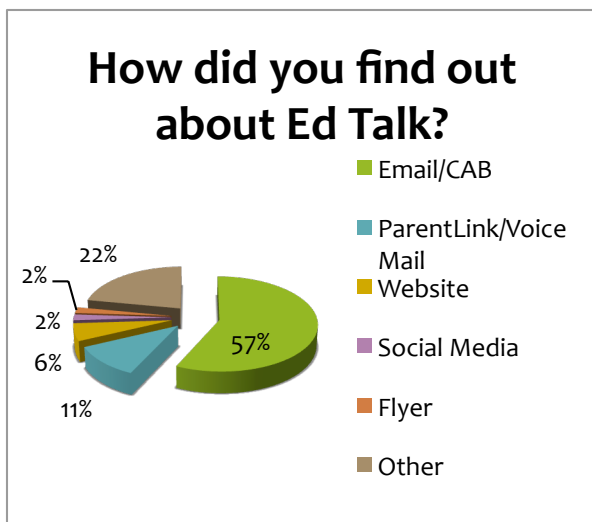
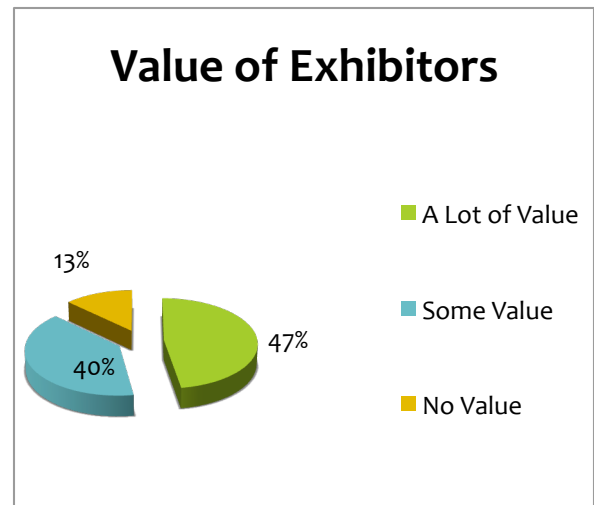
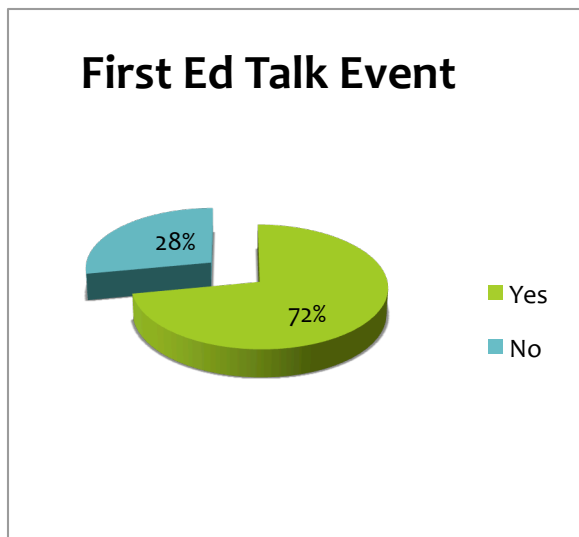


This was the first Ed Talk for almost three-quarters of participants:

Ed Talk 2014 was first Ed Talk event for 72% of participants

47% of participants found a lot of value in exhibitors presence

57% of participants learned of Ed Talk by email



Conclusion

We appreciate all who participated in the 3rd Annual Ed Talk on November 1, 2014. The valuable feedback received during the event will be used to inform District initiatives and strategic planning in order to ensure the success of all students in our schools.

In summary, while this was the first Ed Talk for almost three-quarters of participants, the majority of participants found the forum to be of great value. Participants represented a vast cross-section of stakeholders, the majority being female 35-54 years old with graduate degrees. Participants stressed the importance of integrating technology in instructional practice in the classroom, with a specific focus on how technology can meet the learning needs of Exceptional Education Students and English Language Learners. We look forward to next year's event as we continue to strive to meet our Strategic Plan's vision to "Strengthen the Paths to Success".

