

Master Plan High Quality Teacher 2023



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Purpose

Broward County Public Schools (BCPS) strive to recruit the highest qualified staff and have implemented several programs and initiatives aimed at improving student outcomes. This Master Plan is designed to provide teachers with development and support to be High-Quality Teachers (HQTs).

The District's Strategic Plan focuses on the following three major pillars:

- High-Quality Instruction
- Safe & Supportive Environment
- Effective Communication

The first pillar, High-Quality Instruction, is the building block for this initiative. This supports the ways teachers engage students in learning at different ages and in each unique classroom environment. It further defines learning as mastering academic standards, undergoing social-emotional development, and applying knowledge and skills in new situations.

Key performance indicators for High-Quality Instruction include School Academic Performance, Student Academic Performance, and Personalized Educational Pathways. This serves to remind all that teaching and learning is the core business of the district.

The High-Quality Teacher (HQT) initiative provides professional development that is designed to develop, maintain, and acknowledge accomplished teachers who meet the highest standards of their profession. "Professional learning strengthens individual performance, individual and department goals, and the organization as a whole. For teachers to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels (Mizell, 2010)."

There are two pathways for High-Quality Teachers (HQT): National Board Certification (NBC) and Broward County Recognition Program (BCRP). Teachers pursuing the National Board pathway receive support and guidance with completion of the requirements needed to obtain their initial certification, to renew and maintain their certification, and to mentor NBC candidates. Similarly, those wishing to complete the Broward County Recognition Program will receive support and guidance with completion of the requirements needed to receive BCRP's initial recognition, recognition renewal, and BCRP Mentor Training.

Needs Assessment

This Master Plan will address the need for providing support to teachers so that they remain in the profession and advance their careers by becoming High-Quality Teachers. As HQTs they will be equipped and empowered with instructional skills that meet the needs of all students and impact student learning outcomes. Focusing on the first pillar of the district's Strategic Plan: High-Quality Instruction, the master plan will connect to the retainment, development, and recruitment component of that pillar. The goal is to provide teachers with professional development and support for their personalized education pathway by:

- improving teaching practices
- promoting professional growth
- building a community of professionals
- developing and retaining high quality educators
- improving student learning experiences

Data

The BCRP has established eleven standards that are generic across all job roles and form the basis for which all applicants are expected to demonstrate competence. The eleven standards are:

- I. Knowledge of Client
- II. Knowledge of Content or Field
- III. Environment Conducive to Goal Achievement
- IV. Fairness, Diversity, and Equity
- V. Resources
- VI. Engagement
- VII. Multiple Paths to Knowledge
- VIII. Assessment
- IX. Reflection
- X. Family/Community/Involvement
- XI. Contributions to the Profession

Additional information about the BCPS District's BCRP may be obtained by clicking on the link below:

<https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/13543//tdif/BCRP-Eligibility-and-Guidelines-2017.pdf>

Demonstration of competency will consist of portfolio entries. Applicants prepare a portfolio by videotaping their practice, gathering client progress products and other artifacts, and providing detailed analyses of their practice. The portfolio is designed to capture job performance in real-time, real-life settings, thus allowing trained assessors to examine how

applicants translate knowledge and theory into practice. A successful candidate must complete and submit all required portfolio entries and achieve a total score of 8.25 to be classified as successfully meeting BCRP standards. Broward County Recognition Program Award is issued for a period of three years, providing the funding continues to be supported by the District.

The purpose of Florida educator certification is to support the academic achievement of our students by assuring that our educators are professionally qualified for highly effective instruction (FDOE, 2022). Based on data from National Board, while over 80% of Americans believe that teachers should be Board certified in addition to having their teaching license, only 3% of the nation's teaching base is Board certified. According to National Board of Professional Teaching Standards, students of High-Quality Teachers who are National Board-Certified gain one to two months of additional learning in comparison to peers in classes with non-NBCTs. Further analysis of student work indicates that students taught by NBCTs have a deeper level of learning at nearly three times the rate of students who do not have a NBCT. This is further supported by a survey conducted by the Department of Teacher Professional Learning and Growth of current BCPS National Board-Certified teachers. Ninety four percent (94%) of teachers believe their National Board Certification strongly enhances their professional teaching practices. The same survey concludes that 87% of these teachers strongly agree that their students make academic progress as a result of them being National Board-Certified teachers. Board certification was found to keep the most highly accomplished teachers in the classroom. In Florida, nearly 90 percent of these teachers remain in teaching, far exceeding the average 60 percent retention for teachers statewide (FLDOE 2008; Sykes, et al., 2006). Research shows that board certified teachers contribute to the overall development of the education system through teacher leadership. Sykes (2006) reported board- certified teachers give input on curricular decisions, organize professional development opportunities, chair departments, engage with the community, reach out to parents, and serve as a faculty voice to policymakers and other stakeholders.

Many states with existing evaluation systems that use more than two levels of performance often use the term ineffective to describe the very lowest performance level. Relying on this definition of ineffective is likely to be less useful for assessing gaps in equitable access (since low-income and minority students would not be well served if they were disproportionately assigned teachers deemed to “need improvement” or other performance categories in states’ evaluation systems that are above ineffective but not yet “effective” or “highly effective”) (American Institutes for Research, 2016).

Overall demographic of BCPS active instructional staff correlates with the amount of its National Board-Certified teachers. In addition, there is a disparity between the number of Black teachers in the district and those who are National Board Certified. While Black teachers make up 34% of the district's teaching base, only 14% are National Board Certified. In comparison, White teachers make up 45% of our District's teaching base with 68% being

National Board Certified. The National Research Council of the Academies (2008) stated, students of board-certified teachers outperform students of non-certified teachers on achievement tests. The positive effect is even greater for minority students.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

Desired Outcomes and Performance Indicators

1. National Board Certification Teachers (NBCT)			
1.1 Desired Outcome: Continuously use proven best practice methods and skills to promote problem-solving, reflective thinking, and use of data to engage teachers in examining and improving their practice.			
Level 1	Level 2	Level 3	Level 4
Has not demonstrated any level of professional learning around continuous use of reflective conversation skills to promote problem-solving, reflective thinking, and use of data to engage teachers in examining and improving their practice.	Demonstrates a foundational level of professional learning around continuous use of reflective conversation skills to promote problem-solving, reflective thinking, and use of data to engage teachers in examining and improving their practice.	Demonstrates a proficient level of professional learning around continuous use of reflective conversation skills to promote problem-solving, reflective thinking, and use of data to engage teachers in examining and improving their practice.	Demonstrates mastery of professional learning around continuous use of reflective conversation skills to promote problem-solving, reflective thinking, and use of data to engage teachers in examining and improving their practice.
1.2 Desired Outcome: Facilitates professional learning experiences that promote collaborative inquiry, analysis, and reflection on practice aligned to the National Board Certification standards and requirements.			
Level 1	Level 2	Level 3	Level 4
Has not demonstrated any facilitation professional learning experiences that promote collaborative inquiry, analysis, and reflection on practice.	Demonstrates a foundational level of facilitation of professional learning experiences that promote collaborative inquiry, analysis, and reflection on practice.	Demonstrates a proficient level of facilitation of professional learning experiences that promote collaborative inquiry, inquiry, analysis, and reflection on practice.	Demonstrates mastery of facilitation of professional learning experiences that promote collaborative inquiry, inquiry, analysis, and reflection on practice.
1.3 Desired Outcome: Demonstrates knowledge of NBC standards for teaching.			
Level 1	Level 2	Level 3	Level 4
Has not demonstrated application knowledge of pedagogy, content, and standards-based teaching to advance teacher and student development.	Demonstrates a foundational level of applying knowledge of pedagogy, content, and standards-based teaching to advance teacher and student development.	Demonstrates a proficient level of applying knowledge of pedagogy, content, and standards-based teaching to advance teacher and student development.	Demonstrates a mastery level of applying knowledge of pedagogy, content, and standards-based teaching to advance teacher and student development.

1.4 Desired Outcome: Successfully mentors candidates around National Board Certification standards and engages candidates in setting, reflecting, and achieving goal(s).			
Level 1	Level 2	Level 3	Level 4
Has not demonstrated the ability to mentor candidates around standards and engages candidates in setting, reflecting, and achieving goal(s).	Demonstrates a foundational level of ability to mentor candidates around standards and engages candidates in setting, reflecting, and achieving goal(s).	Demonstrates a proficient level of ability to mentor candidates around standards and engages candidates in setting, reflecting, and achieving goal(s).	Demonstrates a proficient level of ability to mentor candidates around standards and engages candidates in setting, reflecting, and achieving goal(s).
2. Broward County Recognition Program (BCRP) Teachers			
2.1 Desired Outcome: Continuously use proven best practice methods and skills to promote problem-solving, reflective thinking, and use of data to engage teachers in examining and improving their practice.			
Level 1	Level 2	Level 3	Level 4
Has not demonstrated any level of professional learning around continuous use of reflective conversation skills to promote problem-solving, reflective thinking, and use of data to engage teachers in examining and improving their practice.	Demonstrates a foundational level of professional learning around continuous use of reflective conversation skills to promote problem-solving, reflective thinking, and use of data to engage teachers in examining and improving their practice.	Demonstrates a proficient level of professional learning around continuous use of reflective conversation skills to promote problem-solving, reflective thinking, and use of data to engage teachers in examining and improving their practice.	Demonstrates mastery of professional learning around continuous use of reflective conversation skills to promote problem-solving, reflective thinking, and use of data to engage teachers in examining and improving their practice.
2.2 Desired Outcome: Facilitates professional learning experiences that promote collaborative inquiry, analysis, and reflection on practice aligned to the Broward County Recognition Program standards and requirements.			
Level 1	Level 2	Level 3	Level 4
Has not demonstrated any facilitation professional learning experiences that promote collaborative inquiry, analysis, and reflection on practice.	Demonstrates a foundational level of facilitation of professional learning experiences that promote collaborative inquiry, analysis, and reflection on practice.	Demonstrates a proficient level of facilitation of professional learning experiences that promote collaborative inquiry, analysis, and reflection on practice.	Demonstrates mastery of facilitation of professional learning experiences that promote collaborative inquiry, analysis, and reflection on practice.

2.3 Desired Outcome: Demonstrates knowledge of Broward County Recognition Program (BCRP) standards for teaching.			
Level 1	Level 2	Level 3	Level 4
Has not demonstrated application knowledge of pedagogy, content, and standards-based teaching to advance teacher and student development.	Demonstrates a foundational level of applying knowledge of pedagogy, content, and standards-based teaching to advance teacher and student development.	Demonstrates a proficient level of applying knowledge of pedagogy, content, and standards-based teaching to advance teacher and student development.	Demonstrates a mastery level of applying knowledge of pedagogy, content, and standards-based teaching to advance teacher and student development.
2.4 Desired Outcome: Successfully mentors candidates around Broward County Recognition Program (BCRP) standards and engages candidates in setting, reflecting, and achieving goal(s).			
Level 1	Level 2	Level 3	Level 4
Has not demonstrated the ability to mentor candidates around standards and engages candidates in setting, reflecting, and achieving goal(s).	Demonstrates a foundational level of ability to mentor candidates around standards and engages candidates in setting, reflecting, and achieving goal(s).	Demonstrates a proficient level of ability to mentor candidates around standards and engages candidates in setting, reflecting, and achieving goal(s).	Demonstrates a proficient level of ability to mentor candidates around standards and engages candidates in setting, reflecting, and achieving goal(s).

Data Collection Plan

Data Collection Plan: Cooperating Teachers			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	<ul style="list-style-type: none"> Participant survey and attendance through PD Management System (LAB) 	<ul style="list-style-type: none"> Ongoing Collection & Review Mid and End of Year 	<ul style="list-style-type: none"> Staff Developers PD Organizers
2. Participants' Learning	<ul style="list-style-type: none"> Embedded assessments (formative/summative) 	<ul style="list-style-type: none"> Ongoing Collection & Review Mid and End of Year 	<ul style="list-style-type: none"> Staff Developers PD Organizers
3. Organizational Supports	<ul style="list-style-type: none"> District records of follow-up support provided to participants Staff Developer/PD Provider and Organizer Non-Evaluative Performance Outcome Indicators/Classroom Look Fors 	<ul style="list-style-type: none"> Ongoing Collection & Review Mid and End of Year 	<ul style="list-style-type: none"> Staff Developers PD Organizers District Program Administrators
4. Participants' Practice	<ul style="list-style-type: none"> Successful Completion of NBCT Certification/BCRP Certification District-Wide Retention Rate Teacher Evaluation Results (VAM) Case Studies to Improve Practice 	<ul style="list-style-type: none"> Ongoing Data Collection, Review, Assessment, Annual 	<ul style="list-style-type: none"> Staff Developers PD Organizers District Program Administrators
5. Student Outcomes	<ul style="list-style-type: none"> Student Performance on Statewide Assessments Student Performance by Subgroup District Assessment Student Classroom Assessments/Artifacts Case Studies to Improve Practice 	<ul style="list-style-type: none"> Ongoing Data Collection, Review, Assessment Annual 	<ul style="list-style-type: none"> Staff Developers PD Organizers District Program Administrators

Evaluation Plan

Level 1 Participant Reactions		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Cooperating Teachers/Mentors	Attendance and Feedback in LAB	Attendance and Feedback Summary in LAB
Level 2 Participant Learning		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Cooperating Teachers/Mentors	<ul style="list-style-type: none"> Feedback in LAB and Embedded Assessments In-House Survey Results 	<ul style="list-style-type: none"> Feedback in LAB and Summary of Embedded Assessments In-House Survey Results
Level 3 Organizational Support		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Cooperating Teachers/Mentors	<ul style="list-style-type: none"> Department and District Records of Follow-up Support (i.e. support logs, agendas, recording, webinars, Professional Learning Sessions, Information Sessions, etc) In-House Survey/Observations Results 	<ul style="list-style-type: none"> Summary of Department and District Records of Follow-up Support Logs (i.e. support logs, agendas, recording, Professional Learning Sessions, Information Sessions, etc) In-House Survey/ Observations Results
Level 4 Participants' Use of New Knowledge and Skills		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Cooperating Teachers/Mentors	<ul style="list-style-type: none"> Passing records Teacher Evaluation Results In-House Survey Cooperating Teacher Case Studies Mentor Case Studies Non-Evaluative Classroom Observations Results Confidence Levels 	<ul style="list-style-type: none"> Certifications Awarded to Successful NBCT or BCRP Completers District Retention Rate In-House Survey/Observations Results Non-Evaluative Classroom Performance Indicators Results Confidence Levels and Time Saved on Lesson Planning (RoI)
Level 5 Student Learning Outcomes		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Cooperating Teachers/Mentors	<ul style="list-style-type: none"> Classroom Student Assessments/Artifacts Student Case Studies Non-Evaluative Classroom Observations Results Confidence Levels 	<ul style="list-style-type: none"> Classroom Assessments/Artifacts Student Cases Studies Student Performance on Statewide Assessments Student Performance by subgroup District Assessment Non-Evaluative Classroom Performance Indicators Results End of school year VAM Scores Confidence Levels and Time Saved on Lesson Planning (RoI)

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