



MASTER PLAN

Advanced Academics

2022 - 2023

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Course Group Number: 39001577

Purpose

Broward County Public Schools offers three programs of advanced academic coursework: Advanced Placement (AP), Cambridge and International Baccalaureate. BCPS offers advanced academics teachers the opportunity to engage in professional learning activities, professional learning communities, and program leads. Availability of programs and courses varies by school.

The Advanced Placement program created by the College Board allows students to complete college-level course work while in high school. Upon successful completion of course work and corresponding exam, students can earn three to six college credits for each Advanced Placement course. Credit for Advanced Placement courses varies based on exam scores as well as college and university requirements. Broward County Public Schools offers all 38 College Board Advanced Placement courses.

The Cambridge International program prepares students for life after high school through its curriculum that is both rigorous and recognized internationally. Cambridge learners become confident, responsible, reflective, innovative, and engaged. Upon successful completion of course work and corresponding exam, students can earn three to six college credits for each Cambridge AICE course. Credit for Cambridge AICE courses varies based on exam scores as well as college and university requirements.

The International Baccalaureate (IB) programs are accelerated honors programs for highly motivated, academically talented students. This internationally recognized course of study stresses advanced standards in all subject areas. Students are offered a well-rounded education based on higher level thinking skills, integrated curriculum, thematic units, and intercultural awareness. Upon successful completion of course work and corresponding exam, students can earn three to six college credits for each IB course. Credit for IB courses varies based on exam scores as well as college and university requirements.

The Local Advanced Placement Credentialing (LAPC) program is a comprehensive district initiative with a goal to improve the quality of instruction in Advanced Placement (AP) courses. The program leverages the District Professional Learning Community model for teachers of specialized subjects at multiple schools and provides a targeted focus on curriculum and pedagogy for those teachers providing college-level courses. This additional local credential, beyond the Florida Department of Education's (FLDOE) subject area certification, prepares AP teachers to increase the level of rigor in their curriculum and better prepare students for post-secondary curriculum.

To obtain an LAPC designation an AP teacher accomplish the following:

- Complete the Advanced Placement Summer Institute (APSI) in the teachers' respective subject(s) offered by College Board;
- Participate in quarterly Community of Learner sessions during the school year; and
- Participate in the LAPC year-end recognition to showcase new learning.

Based on the success of District PLCs provided for and facilitated by AP teachers, the District will pilot a series of District PLCs for teachers of the most commonly taught Cambridge and IB courses starting in the 2019 – 2020 school year.

Needs Assessment

Participation in AP courses is positively correlated with college readiness. Students who take AP courses in high school are more likely to graduate from college within four years and have higher grade point averages than similar students who did not take AP courses. The findings indicate that students who took AP courses and scored two out of a possible five points tend to do better in college than students who did not take AP courses and/or who skipped the AP exam. AP exam passing rates for BCPS have increased over the past five years from 52.6% in 2016 to 58% in 2020. The District must ensure teachers of AP courses have the content knowledge and pedagogical skills to be able to help students meet rigorous advanced coursework.

Teachers of Cambridge and International Baccalaureate programs must be prepared and trained by the authorizing program.

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

Desired Outcomes and Performance Indicators

1.0 Advanced Academics Teachers			
1.1 Provide a rigorous content curriculum. Teachers will have the content knowledge to provide a curriculum with rigorous content at the college level that leads to student success on advanced academics exams and promotes college readiness.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Integrate the teaching of standards with content knowledge, dispositions and commitments that allow students to perform at high levels.</p> <p>Establish an environment where students own their learning by generating and completing research of content on their own.</p> <p>Promote active inquiry, collaboration and supportive interaction that foster higher level learning.</p> <p>Continuously reflect on course content and revises lesson plans, instructional approaches, etc. accordingly.</p>	<p>Participate in the APSI conference and appropriate IB and Cambridge training at least every three years or whenever the course description changes to remain current in course content.</p> <p>Continue to seek knowledge to remain current in content area</p> <p>Incorporates valid and relevant supplemental resources beyond the provided course materials.</p> <p>Provide scaffolding opportunities to enable students to master rigorous course content.</p> <p>Utilize AP Instructional Planning Report to improve instruction.</p>	<p>Demonstrate proficiency in content knowledge</p> <p>Maintains a classroom environment that promotes rigorous learning opportunities.</p> <p>Pose probing higher-order thinking questions that engage students in complex and extended thinking processes.</p> <p>Establish procedures and protocols for student inquiry, and collaboration</p> <p>Adhere to College Board course descriptions in alignment with BCPS content area pacing guides.</p> <p>Define essential desired learning outcomes and clarifies relationship to content standards.</p> <p>Use student performance data to provide differentiated instruction aimed at ensuring adequate preparation for college level examinations.</p>	<p>Limited or no evidence of a rigorous content curriculum that leads to college readiness requirements and success on Advanced Academic examinations.</p>

1.2 Integrate Pedagogical Skills. Advanced academics teachers will integrate appropriate pedagogical skills to support rigorous course work that prepares students for college level successes.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Display a wide range of skills and abilities to create variations in their teaching styles so students are able to succeed academically and personally.</p> <p>Delineate effective practice and recognizes those students who achieve them.</p> <p>Build students' belief in their own capabilities and an understanding of the relationship between effort and academic success.</p> <p>Adopt reflective teaching approach to remain constantly responsive to students' learning needs.</p> <p>Serve as a facilitator, guiding the instructional process, as students take control of their learning.</p>	<p>Apply research-based pedagogical approaches that best meets AP students' outcomes.</p> <p>Implement multiple pedagogical approach to meet students learning styles.</p> <p>Reflect on personal pedagogy as a bases to seek professional development opportunities.</p> <p>Apply knowledge gained through professional development to improve student learning.</p> <p>Maintain a learning environment where students are engaged, challenged, feel safe to take risks and are supported through the learning process.</p> <p>Take responsibility for their students' learning and through self-reflection, adapts teaching strategies.</p>	<p>Use AP strategies, resources and activities that convey information for students to understand, recall and apply concepts, skills, and habits.</p> <p>Demonstrate mastery in classroom organization including rigorous lesson design, structured time on task, student self-managed centered behavior management</p> <p>Anticipates and responds to individual students' level of cognitive development by being flexible and adaptive in the use of strategies.</p> <p>Provides regular and timely feedback to students with methods that clearly outline next steps to enhance learning.</p>	<p>Limited or no evidence of integration of pedagogical skills to support rigorous coursework.</p>

1.3 Collaborate in Learning Communities. Advanced academics teachers will collaborate as a community of learners on instructional strategies and pedagogical skills to promote rigorous student learning environments within their content area.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Initiate/lead well-informed, research-based, collaboration at the school, district, state, national levels that promotes rigorous student learning.	Regularly shares practices with fellow AP content colleagues, seeking feedback and making revisions as needed to ensure student mastery at the rigorous AP level.	Participates in a learning team to address issues related to content for AP courses Build effective collegial relationships for sharing and supportive planning.	Limited or no evidence of collaboration with community of learners.

Data Collection Plan: Advanced Academics Teachers			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Attendance Data Feedback in PD Management System	4x/year	Facilitator
2. Participants' Learning	Subject area facilitator lesson plan rubrics and summary of results	4x/year	Facilitator
3. Organizational Supports	PLC Documentation including SMART Goals; District Records of communication with school administrators and counselors	1x/meeting 2x/year	Organizer/District Inservice Facilitator
4. Participants' Practice	AP, AICE and IB Lesson Plans Plans for struggling students	4x/year	Facilitator
5. Student Outcomes	Classroom Formative Assessment Classroom Summative Assessments AP, AICE and IB Score Reports Instructional Planning Sub-Categories	4x/year 4x/year 1x/year (July) 1x/year (July)	Teacher Teacher Student Assessment and Research

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers	Attendance Data Feedback in PD Management System	Summary of Attendance and Feedback Data from PD Management System
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers	Subject area facilitator lesson plan rubrics and summary of results	Summary of results
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers	PLC Documentation including SMART Goals; District Records of communication with school administrators and counselors	End-of-Year Verification Forms
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers	AP, AICE and IB Lesson Plans Plans for struggling students	Lesson plans shared electronically for each subject area
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers	Classroom Formative Assessment Classroom Summative Assessments	AP, AICE and IB Score Reports Instructional Planning Sub-Categories