



# MASTER PLAN

## Applied Learning – Civic Engagement

2020 - 2021

**Chief:** Dr. Nicole Mancini, Office of Academics

**Director:** Susan Cantrick

**Contact(s):** Megan West

**Course Group Number:** 39001952

## **Purpose**

The Applied Learning Department offers professional learning activities around diverse initiatives that are intended to engage students and help them make connections between what they learn in school and how that knowledge is used for real purposes, both in school and out of school. With the founding principle that student engagement in learning is essential to academic success, these initiatives are designed to inspire students, raise their level of interest, commitment, and motivation toward success in and out of school.

Applied learning activities and projects may be planned by teachers or arise naturally from student interests; they may be closely aligned with the standards of one domain or course; or may incorporate skills and knowledge that cut across several courses. Projects may involve a whole class, small group, or individual learners; they may take only a few hours; or may extend to long-term projects. They may also incorporate cooperation and competition, as appropriate to learner needs. What all applied learning initiatives have in common is that they involve students working to develop skills and create solutions that addresses real-world needs, going beyond grades and standardized tests to experience the sense of relevance and purpose.

The BCPS Debate Initiative is a partnership between local businesses and school debate programs within Broward County. Speech and debate students learn research, logic, organization of ideas, manipulation of language, assessment of audience, self-esteem and engagement in world events. These skills not only build better students, they build better college candidates, better employees and better citizens. Participating in Debate:

- Increases literacy scores by 25% and GPAs by 10%
- 98% of debate students graduate from high school and 95% attend a four-year college
- Increases an at-risk student's chance of graduating high school by 70%
- Helps first generation students get recruited and receive scholarships to college.

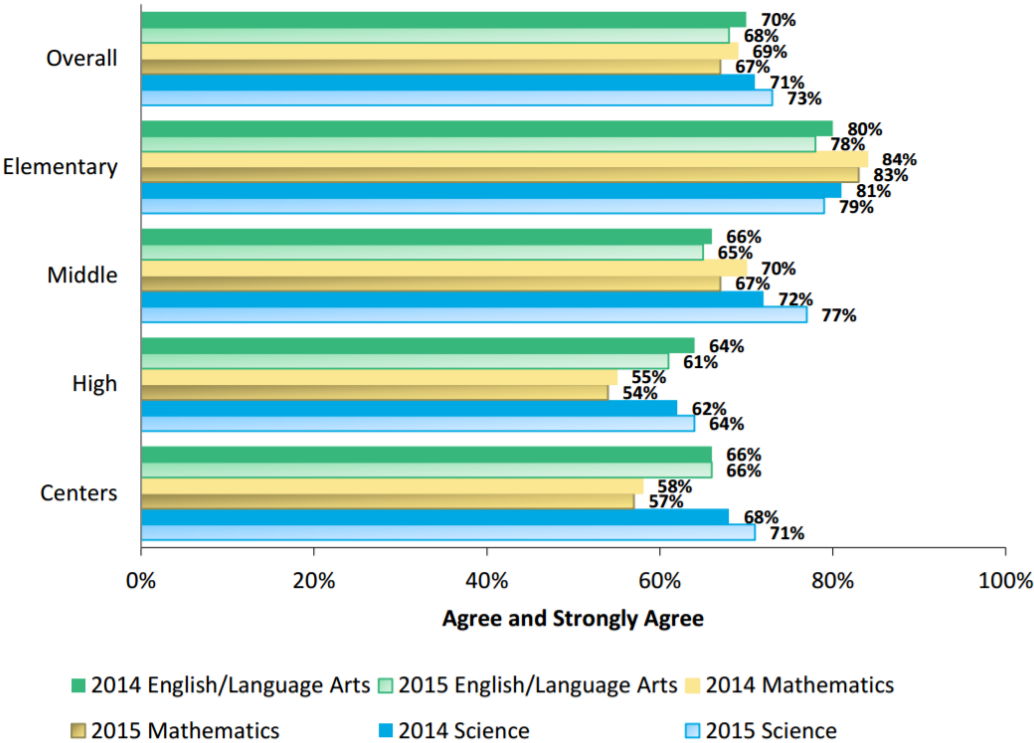
The Initiative was implemented in the 2012/13 school year with 15 high schools. During the 2017-2018 school year, there are approximately 12,000 students now participating in debate. Every high school, every middle school, 32 elementary schools, and 3 alternative schools have active debate programs. The planned implementation is to expand to the remaining elementary and alternative schools. The long-term goal is to create a debate continuum from elementary to middle to high school across the District.

## **Needs Assessment**

The Applied Learning Department was established in response to a steady decline in student engagement, informed by year-on-year results of the Customer Survey, and a steady graduation rate. The decline in student engagement was evident in the results of the 2014 and 2015 Customer Surveys. Students rated their interest in what is being taught in three core subject areas: English/Language Arts (ELA), Mathematics, and Science. For each subject, elementary students registered the highest level of interest, followed by a decline in interest in middle school students, and a further decline in high school students. The greatest difference was observed in mathematics, with interest decreasing from 83% of elementary

students expressing interest to 54% of high school students. In addition, a decrease in engagement in ELA and Mathematics (but an increase in interest in secondary Science), was observed from 2014 to 2015.

Student interest in what is taught in school, 2014 and 2015.



Graduation rates over the past five years have declined and recovered, with an increase from 76.6% in 2015 to 78.7% in 2016. The target of Applied Learning is to continue to improve the graduation rate in alignment with the District’s Strategic Plan, for which the target graduation rate of 85% and a stretch target of 88% by 2019.

Year	2011-12	2012-13	2013-14	2014-15	2015-16
Graduation Rate	76.4%	75.3%	74.2%	76.6%	78.7%

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

## Desired Outcomes and Performance Indicators

<b>1.0 Teachers and Faculty Sponsors of Civic Engagement Courses and Clubs</b>			
<b>1.1 Debate.</b> Teachers will facilitate development of critical thinking as well as social and emotional skills by implementing debate instruction to support standards-based learning in the classroom.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Engages students in dialogue about learning outcomes before all activities using student-friendly language.</p> <p>Guides each student in developing personal and academic goals.</p> <p>Provides and assesses using rubrics that are aligned with tasks and learning outcomes.</p> <p>Conferences with each student to monitor progress toward achieving targeted personal and academic goals. Works with students to reevaluate goals and make adjustments as needed.</p> <p>Poses probing higher-order thinking questions that engage students in complex and extended thinking processes. Then encourages students to further their knowledge by generating and researching their own questions</p>	<p>Describes all learning outcomes in student-friendly language.</p> <p>Customizes learning outcomes and provides them to individual students.</p> <p>Provides a rubric aligned to the task and learning outcomes for most assignments.</p> <p>Provides students with tools and time to track and monitor progress toward achieving learning outcomes.</p> <p>Poses probing higher order thinking questions that engage students in complex and extended thinking processes.</p>	<p>Verbally states desired learning outcomes.</p> <p>Uses generalized student learning outcomes that are not tailored to student needs.</p> <p>Seldom provides rubrics. Rubrics provided are not specific to the task or learning outcomes.</p> <p>Poses questions to solicit student responses that do not require complex or extended thinking processes.</p>	<p>Begins lessons or activities without orienting students to the purpose or desired learning outcomes.</p> <p>Does not provide students with rubrics. Does not prompt or solicit student responses or discussion.</p>
<b>1.2 Chess.</b> Teachers will facilitate development of critical thinking as well as social and emotional skills by implementing chess instruction to support standards-based learning in the classroom.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1

<p>Create and maintain a safe and effective learning environment that reflects the use of established rules, routines and transitions that are logical, reasonable and developmentally appropriate.</p>	<p>Implement effective demonstrations, explanations and instructional cues and prompts to link physical concepts to appropriate learning experiences.</p>	<p>Use variation in tone, inflection, and pacing with varying types of communication.</p>	<p>Limited or no evidence of effective communication and pedagogical skills or strategies to enhance student engagement and learning.</p>
<p>Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.</p>	<p>Provide positive, specific, corrective feedback that is well-timed, linked to both individual and group student responses and identifies key elements or skill acquisition, student learning and motivation.</p>	<p>Use alternative forms of communication such as task sheets, bulletin boards, etc. to communicate content.</p>	
<p>Create innovative instructional cues/prompts to facilitate learning, including rhymes and find ways to make abstract concepts concrete.</p>	<p>Demonstrate flexibility and creativity when adjusting lessons based on student responses and teachable moments during lesson delivery.</p>	<p>Repeat instructional cues and prompts throughout the lesson.</p>	
	<p>Establish rules that are logical reasonable and developmentally appropriate with clear consequences for discipline issues.</p>	<p>Articulate clear managerial routines that include stop/start signals, a system to distribute/return equipment, take attendance, partner/form groups and appropriate /maximized use of space.</p>	
	<p>Promote an environment where students are encouraged, supported and can self-manage their behavior.</p>	<p>Create a supportive environment that invites student participation.</p>	
	<p>Select direct and indirect instructional approaches, including cooperative learning, problem solving, peer</p>	<p>Address behavioral issues immediately, effectively and include student prompts.</p>	
		<p>Enforce consistently, established rules routines and systems.</p>	

	teaching and child-designed instruction.		
<b>1.3 Life Skills.</b> Teachers will facilitate development of critical thinking as well as social and emotional skills by implementing life skills instruction to support standards-based learning in the classroom.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Create and implement instructional plans aligned with program goals unique to student needs so that all students demonstrate understanding and growth.</p> <p>Collaborate with one another to create these plans.</p>	<p>Create and implement instructional plans aligned with program goals unique to student needs so that the majority of students demonstrate understanding and growth.</p>	<p>Create and implement instructional plans to assist students in developmental growth.</p>	<p>Create and implement instructional plans that are not unique to individual student's needs.</p>
<b>1.4 Civics Through the Arts.</b> Teachers will facilitate development of critical thinking as well as social and emotional skills by implementing civics through the arts instruction to support standards-based learning in the classroom.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Facilitate the critiquing process (describe, analyze, interpret, and evaluate) to include cognitive and reflective analysis of civic engagement in artistic products and processes, applying or transferring knowledge from other content areas to support and defend conclusions and judgments.</p> <p>Challenge students in decision making and problem solving throughout the civics through the arts process to support, measure and assess outcomes.</p>	<p>Engage students in evaluation techniques that require civic justification of artistic products and processes to summarize and explain connections to other content areas.</p> <p>Create problem solving opportunities that allow students to formulate decisions in production and creation to show evidence of personal growth.</p>	<p>Engage students in critique about their work and the work of others with constructive discussion about the production and problem-solving process.</p> <p>Engage students in discussion and discovery of civic engagement in the arts to show evidence of understanding.</p>	<p>Begin to employ strategies for creative/ critical thinking and self-expression to support Florida Standards.</p>

<b>Data Collection Plan</b>			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Attendance and feedback from PL Management System	1x/workshop	Facilitators
2. Participants' Learning	Embedded Assessments	1x/workshop	Facilitators
3. Organizational Supports	District records of follow-up support and communication with administrators	2x/year	Applied Learning Department
4. Participants' Practice	Courses offered (BASIS) Teams established in schools	2x/year	Applied Learning Department
5. Student Outcomes	Enrollment in relevant classes and engagement in student clubs and teams Equity of engagement across student sub-groups  Increased attendance, decreased suspensions and referrals	2x/year	Curriculum Supervisor, Civic Engagement

## Evaluation Plan

<b>Level 1. Participant Reactions</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Civic Engagement Teachers	Workshop participation, completion Teacher Feedback	Summary of workshop feedback
<b>Level 2. Participant Learning</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Civic Engagement Teachers	Teacher self-assessments	Analysis of teacher assessments
<b>Level 3. Organizational Support</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Civic Engagement Teachers	Communication with school administrators	Summary report of District competitions, tournaments, community interactions
<b>Level 4. Participants' Use of New Knowledge and Skills</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Civic Engagement Teachers	Teacher performance data	Summary of teacher performance data
<b>Level 5. Student Learning Outcomes</b>		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Civic Engagement Teachers	Teacher reflections and formative assessments	Summary of teacher reflections