

**SCHOOL BOARD OF BREVARD COUNTY, FLORIDA**  
**BOARD AGENDA ITEM – January 14, 2020**

DEPARTMENT/SCHOOL INITIATED AGREEMENT

20-490-BW-JW Standards Institute

<input checked="" type="checkbox"/> (BW) Bids Waived	<input type="checkbox"/> (CA) Consultant Agreement	<input type="checkbox"/> (A) Agreement
--	--	--

**REQUESTOR:** Secondary Leading and Learning and Title II      **Legal Review Required:**  Yes     No  
**Standard Template Used with No Changes:**  Yes     No  
**Standard Template Type:**    Bids Waived Agenda

VENDOR NAME	AMOUNT AWARDED	REQUIRED PRODUCTS/SERVICES
Standards Institute	Not to Exceed \$110,000.00	Training for Leadership, ELA, and Math
<b>Total</b>	Not to Exceed \$110,000.00	

<input type="checkbox"/> <b>Contract Renewal</b>	<b>Bid Waiver Amount</b>	NTE \$110,000.00
<input type="checkbox"/> <b>Recurring Contract</b>	<b>Previous Contract Amount</b>	N/A
<input checked="" type="checkbox"/> <b>Bid Waiver</b>	<b>Variance</b>	N/A

**PRICE INCREASE / DECREASE EXPLANATION:** N/A

**DISCUSSION:**

The Standards Institute is an immersive week-long training that is designed to help teachers and leaders face the difficulties of implementing challenging curriculum to students with diverse needs and interests. The institute focuses on effective implementation of quality instructional materials as a catalyst for student success and as an agent for the acceleration of achievement for our students performing below grade level. Schools attend as a team but in specialized strands on leadership, ELA, and math. The Brevard Public Schools’ 2019-2023 Strategic Plan Goal 1 Academic Excellence is centered on strategies based on the delivery of quality curriculum through meaningful instructional strategies by a highly trained team of educators. Participation of school teams in the institute will be fully funded by budgeted Title II Professional Development funds.

The standard bids waived agenda template was used, which does not require legal review.

**CONTRACT TERM:**

The Bid Waiver term shall commence January 15, 2020 and continue until February 14, 2020.

**RECOMMENDATION:**

It is the recommendation of Dr. Stephanie Soliven, Assistant Superintendent of Secondary Leading and Learning and Coleen Hale, State and Federal Programs Grant Coordinator to approve the Leadership Training with Standards Institute in the amount not to exceed \$110,000.00.

**AUTHORITY FOR ACTION:**

Florida Administrative Code 6A-1.012 11 (b)

# Standards Institute - Winter 2020 (Group Registration)

## SCHEDULE

---

Monday - Thursday: 8:30 AM - 4:30 PM

Friday: 8:30 AM - 2:30 PM

Each day is a full day of learning, with team time scheduled after dismissal. Please plan to attend the full agenda each day. Lunch and Snacks are included each day.

## LEADERSHIP

---

### Pathway I

Leadership I provides in-depth and hands-on learning so that leaders walk away with an understanding of what is required to lead high standards implementation for ELA and math, what they look like (and don't look like) in a classroom setting, the appropriate pedagogical match of instructional strategies, and how to develop teachers' capacity to plan and deliver equitable instructional practices.

**Understanding the Standards and Leading Equitable Instruction:** In-depth and hands-on learning experiences develop an understanding of the standards for both ELA and math: recognizing what they look like in a classroom setting; matching instructional strategies appropriately; and developing teachers' capacity to plan and deliver standards-aligned equitable instruction.

**Instructional Planning, Delivery & Reflection:** Through collaborative video study and ongoing reflection, analyze lesson planning, instructional moves, and standards-alignment in the classroom. Examine what it means to establish equitable educational environments in classrooms.

**Development Through Observation and Feedback:** Using instructional video and artifacts, unpack what teachers need to know and be able to do to design and lead a standards-aligned classroom. Practice observing instruction for the equitable practices that give students the opportunities they need to do grade level work. Discuss how to provide feedback to teachers in order to move practice.

**Systems and Structures:** Identify the systems and structures that are essential for sound decision making and successful implementation of standards-aligned curriculum and instruction. Address planning and making choices based on student needs while examining the structural inequities and conditions that marginalize students.

### Pathway II

Leadership II provides an in-depth and hands-on exploration of how equitable practices "show up" in ELA and math curriculum and instruction. ELA sessions focus on language, the interdependence between reading and writing, and its impact on English learners. In math sessions, leaders learn how to more effectively support English language learners as well as students with unfinished learning from prior grades and accelerate up to grade level through quality math tasks and instruction.

**Focus on Language:** Deepen knowledge of standards-based content and equitable instructional practices through exploring the relationship between content and language and how language demands of complex text grow within and across grades. Examine the amplification of language in/through content and the integration of the speaking and listening standards.

**Standards-Aligned Writing:** Learn how to engage students in rigorous and scaffolded text-based writing that builds knowledge and vocabulary. Practice classroom observations that train the eye to recognize standards-aligned writing across grade levels and protocols that examine the interdependencies between reading and writing.

**Adapting Curriculum for Equity:** Learn how to effectively adapt curriculum to accelerate students with unfinished learning, while also teaching grade-level standards. Apply the concepts of Load Bearing Walls and Coherent Content in Context to increase curricular alignment and adapt and refine lessons. Understand what rigorous mathematics instruction for English learners looks like and how to adapt math instruction to support content and language development.

**The Intersection of Quality Tasks and Instruction:** Learn to recognize whether the mathematical tasks in front of students are high quality and well-aligned to the grade level standards – or whether they are misaligned and low-quality. Determine what the most important questions, problems, and other "moments" are, and how to focus teachers on these when planning and delivering instruction. Practice using classroom video and protocols for coaching teachers in planning for lesson-embedded task alignment and equitable instruction.

**Systems Thinking for Leaders Who Want Different Results:** Conduct a systems-analysis to diagnose the forces and interrelationships that are currently in place and contributing to student results. Include the lenses of race and bias to identify the ways in which current structures, mental models and cultural values are exhibiting themselves in school. Develop a plan to address inequities and support students with unfinished learning.

## ELA

---

### Pathway I

ELA I provides an interactive, learner-driven experience that examines the intersection between teaching and learning, grade-level standards, and equity, in both theory and practice.

**Understanding the ELA Standards and Equitable Instruction:** Unpack the use of higher standards as leverage to ensure all students have equitable access to quality instructional materials, and unpack opportunities to improved student outcomes and engagement. Employ these understandings to shift and grow your practice and cultivate learning environments deeply rooted in development of fluency, knowledge, vocabulary and comprehension.

**Instructional Practice:** Recognize the power of standards-aligned instructional delivery & reflection as a driving force for equitable outcomes. Use the Instructional Practice Guide (IPG), a free tool from Student Achievement Partners, as a foundation for collaborative video study and lesson analysis. Develop an understanding of how amplifying language can support English learners as they build proficiency with the English language through academic discourse. Recognize the importance of scaffolding grade-level text to support reading proficiency.

**Deepening Content Knowledge about Reading:** Examine the critical relationship between complex text and higher standards as it applies to student outcomes through practicing qualitative analysis and developing targeted scaffolds for text-dependent questions to support English learners and linguistically marginalized students. Understand the roles that close reading and voluminous reading play in and out of the classroom.

### Pathway II

ELA II provides an in-depth exploration of instructional scaffolding with an emphasis on levels of English proficiency using existing aligned curriculum.

**Understanding Language:** Explore how the language demands of complex text grow within and across grades, and how to prepare or support preparation of instruction that scaffolds student learning through integrating language, speaking and listening standards to address text and task complexity. Learn about equitable instructional practice and protocols that amplify language to allow for purposeful collaborative work in lessons that can be used with any curriculum.

**Adapting Writing Planning and Implementation for Better Student Outcomes:** Learn how to engage students in rigorous and scaffolded text-based writing that builds knowledge and vocabulary. Practice classroom observations that train the eye to recognize standards-aligned writing across grade levels and protocols that examine the interdependencies between reading and writing.

**Using the Right Writing Tasks to Promote Student Achievement:** Apply knowledge from synthesis of research on Writing Assignments to prepare to assess whether or not your grade/class/school is on track with writing standards alignment. Dive deep into lesson sequences by doing the work of the lessons to deconstruct how standards-aligned writing tasks evolve and review lesson sequences based on a deeper understanding of the writing standards. Understand the connection between writing, language and equity in order to apply that understanding in task design and scaffolding.

**Linking Research, Text Sets, Equity, and Writing:** Review the link between a volume of reading on a topic and rapid development of vocabulary, language and knowledge through the deconstruction of an expert pack, one type of a text set. Explore how text sets can be scaffolded to meet the needs of English learners, and how we can use the synthesis of the knowledge developed through the packs to develop writing tasks.

**Planning for Action:** Strategize with peers and prioritize key initiatives to share with home districts and colleagues. Include the lenses of race and bias to identify the ways in which current structures and values exhibit themselves in school. Develop a plan to address inequities and ensure all students have access to standards-aligned instruction.

## MATH

---

### Pathway I

Math I provides an increased focus on purposeful planning and execution of equitable mathematics instruction through deeper understanding of the standards, the progression of content across grades, the balance of rigor, and the ways that these ideas play-out intentionally in classrooms.

**Understanding the Mathematical Standards and Equitable Instruction:** Study the ideas of focus, coherence, and rigor through examining standards-aligned tasks and activities. Understand the structure of the standards as well as the language and meaning of the standards. Gain a deeper understanding of what content is prioritized and dive into the ideas of coherence within and across grades, with a focus on identifying prerequisite standards. Examine the standards to understand what is meant by conceptual understanding, procedural skill and fluency, and application, and understand why rigor is important within the context of instruction, curriculum, student work, and for designing equitable learning experiences.

**Instructional Practice:** Come to understand how students will engage with the math content standards and the math practice standards. Study the Instructional Practice Guide (IPG), a free tool from Student Achievement Partners, using the indicators (which tie together focus, coherence, and rigor, high-quality instruction, and the math practice standards) to understand how it can drive effective instruction. Examine what it means to establish equitable educational environments in classrooms. Explain the implications for role-specific practice including understanding content, lesson planning and implementation, and reflection.

**Deepening Content Knowledge:** Deepen understanding of grade-level content by examining curriculum maps and EngageNY curriculum. Come to see how the instructional shifts are embodied in a curriculum map and module assessment materials. Study EngageNY curriculum and learn about and practice making adaptations for students with unfinished learning from previous grades, using a just-in-time adaptation strategy that is transferable to any curriculum. Explore the Mathematical Language Routines to scaffold access to grade-level content for English learners and linguistically marginalized students. Annotate lessons using the IPG indicators, including for equitable practices, and practice teach an annotated lesson.

### Pathway II

Math II provides an in-depth opportunity to lean on the learning from MATH I to understand how to design standards-aligned instruction that supports access to on-grade-level content for students with unfinished learning and for linguistically marginalized student groups. Practice your skills in aligning, adapting, and teaching standards-aligned mathematics in ways that promote access and equity for all while honing your ability to lead other mathematics educators in this work.

**Aligning Units:** Dive deeply into the examination of equitable instructional practices. Understand how standards-aligned curricula create the necessary initial conditions for implementing mathematics instruction that supports access to on-grade-level content. Use the UnboundEd content guides to identify evidence of alignment to the standards and build strategies for addressing misalignment. Build coaching moves that support teachers and other mathematics educators in their practice.

**Adapting Lessons:** Apply your understanding of the role of language in shaping mathematical meaning-making of all students and identify opportunities for promoting access to rigorous mathematics instruction for linguistically marginalized learners. Leverage progressions of learning in the Standards towards adapting materials for students with unfinished learning or who require language development supports. Use the principle of Coherent Content in Context to proactively design comprehensive equitable mathematics instruction adjusted to students' level of conceptual understanding. Examine traditional planning practices to identify their impact on equitable access to effective, standards-aligned instruction. Plan coaching moves that support mathematics educators in adapting their curriculum.

**Using Mathematical Tasks to Promote Student Achievement:** Use the Smith and Stein model to identify how to use levels of cognitive demand to recognize high quality, well aligned mathematical tasks. Use high cognitive demand tasks to both evaluate and adjust mathematical instruction to meet students where they are, and accelerate them up toward grade level by planning and orchestrating effective mathematical discourse. Develop coaching strategies to support other mathematics educators in implementing these practices.

**Teaching Lessons:** Identify effective facilitation strategies that promote effective mathematics instruction and build skill in providing feedback to promote their implementation. Apply these strategies to teaching a lesson's "load-bearing walls" (i.e., important standards-aligned aspects of the lesson). Determine what the most important questions, problems, and other "moments" are, and how to focus on these when planning and delivering instruction. Put your new learning into practice by engaging in "buddy teaching" exercises and peer-coaching sessions.

**Planning for Action:** Strategize with your peers and prioritize key initiatives that will help you bring back and share the insights gained during your Standards Institute experience. Use a consultancy protocol to gather peer feedback on how you can make your district smarter about standards-aligned instruction that supports students with unfinished learning.