

STAFF DEVELOPMENT COMPONENT INFORMATION

COMPONENT TITLE: College Board Professional Staff Development – SpringBoard

IDENTIFIER NUMBER: 2408031

MAXIMUM POINTS: 60

GENERAL OBJECTIVE:

This component is designed to provide the participant with the knowledge, skills, materials and strategies to implement College Board rigorous strategies in the classroom, thus enhancing the quality of instruction and in turn increasing academic achievement related to specific content. This is the opportunity for a unique learning approach for the schools that have not previously met AYP two years in a row and have been part of this program for the last two years. The training being offered is the most intense, SpringBoard, School Within A School being offered and tailored to the specific needs of the PBSB through the College Board. It will provide ongoing opportunities for participants at PBC Schools that must offer differentiated curriculum for their students. Specific designated schools will continue to initiate and develop a base of knowledge and skills to increase academic achievement. Data will be supplied to the SpringBoard Coordinator and the Research and Evaluation Department as requested throughout the year and at the end of the school year annually.

SPECIFIC OBJECTIVES:

Within the duration of the component, participants will:

1. Demonstrate an understanding of the online registration process by registering for appropriate workshops.
2. Engage in professional development from College Board Presenters certified and trained in Mathematics and Language Arts SpringBoard Strategies.
3. Demonstrate an understanding of direct essential teaching strategies and provide demonstration of materials and hands-on essential teaching at training, prior to implementation in classroom.
4. Demonstrate the progressive steps necessary to prepare students for SpringBoard's rigorous coursework and higher level courses
5. Utilize a framework of Sunshine State Standards tied to SpringBoard curriculum and strategies as provided through SpringBoard, to support students academically from sixth to twelfth grades.
6. Engage in ongoing staff development focused on the content of the program model's instructional units through face to face training, mentors online, chat rooms, scheduled monthly SpringBoard school meetings and SpringBoard Lead Teacher/Administrator district training.
7. Evaluate SpringBoard diagnostic assessments to provide the teachers with feedback on each student, as well as the entire class.

8. Utilize SpringBoard's instructional materials exclusively in specific SpringBoard classes, and use district adopted texts/materials as supplemental materials.
9. Examine new strategies, new materials, new curriculum and multi-modality, hands-on presentations for their students, not a stand and deliver type of learning environment.
10. Implement strategies in their classroom upon return of training.
11. Create SpringBoard school implementation plan for infusing strategies learned throughout the school year.
12. Demonstrate an understanding of the observation instrument that will be used to collect data for participant and student assessment.
13. Collect impact data to share back with the SpringBoard Coordinator who will work with the Research and Development Department, all of which will be reported back to PBSB, the Picower Foundation and the College Board.

DELIVERY PROCEDURES:

Participants will:

1. Receive appropriate materials and instruction of strategies and immediate implementation of such in classroom.
2. Maintain and share log/activities at regularly scheduled monthly meetings with peer teachers.
3. Maintain communication with a College Board SpringBoard Lead Teacher throughout the school year.
4. Email successful activities to others in their content area at their school as well as the SpringBoard Coordinator.
5. Attend ongoing professional development as scheduled throughout the year.
6. Be observed and complete a classroom visitation by SpringBoard Coordinator or Picower Team Staff member - ongoing entire three - year plan.

EVALUATION OF PARTICIPANTS:

1. Demonstrate 80% mastery of the strategies learned at the College Board Professional Development Workshops as evidenced on a post assessment.
2. Document actual classroom implementation of strategies from the SpringBoard College Board Workshops.
3. Provide achievement data resulting from specific implementation of content strategies learned at SpringBoard College Board Workshops.
4. Modify instructional practices of classroom using specific strategies learned at SpringBoard workshops.

FOLLOW-UP ACTIVITIES:

1. Networking sessions
2. Implementation Plan
3. Scheduled classroom visitation
4. Observation Instrument

5. Scheduled monthly SpringBoard school meetings
6. Scheduled monthly SpringBoard Lead Teacher Meetings
7. Email communication with district
8. Reflection journal

COMPONENT EVALUATION:

Participants and Presenters will assess the degree to which the professional development procedures address the specific objectives of the component, and will make recommendations for revisions through the evaluation instrument annually.