

# REPORT SUMMARY SHEET

**BOARD MEETING DATE:** April 16, 2018

**TITLE AND BRIEF DESCRIPTION:** Math Professional Development for the Middle School and High School.

**ACTION DESIRED:** Approval

**BACKGROUND:**

Professional development is critical to our success. The Middle School, High School, and Career Center have collaborated with the Southern Regional Education Board (SREB) to provide quality professional development training for our staff. This training will be for our math instructors in the Middle School and High School. We have received this type of training before. The cost of this training is \$15,400.

**GOALS:**

Improve our student's math skills.

**OPTIONS/ALTERNATIVES CONSIDERED:**

We looked at our needs for professional development and we believe that math training is the best choice at this time.

**RECOMMENDATION:**

Approval

**IMPLICATIONS OF ADOPTION/REJECTION OF RECOMMENDATION:**

If adopted we will sign the contract and get the training scheduled.

**TIMELINE:** 2018/2019 School year

**RESPONSIBLE PERSONS:** Mr. Fischer and Mrs. Harwood

**SUPERINTENDENT'S APPROVAL:**

*Math Davis*

For the purpose of submitting report

# **CONTRACT BETWEEN THE SOUTHERN REGIONAL EDUCATION BOARD/HIGH SCHOOLS THAT WORK AND ELDON SCHOOL DISTRICT, ELDON MISSOURI**

**Contract Effective Dates from July 1, 2018 to June 30, 2019**

Eldon School District proposes to use elements of the Southern Regional Education Board (SREB) High Schools That Work (HSTW) framework to graduate more students college ready, career ready or both. SREB has committed to work with Eldon School District and the middle and high school in its efforts to raise student achievement by changing school and classroom instruction using the powerful math practices. This document constitutes the contract for the services to be provided by SREB.

## **Historical Information**

**The Southern Regional Education Board:** The Southern Regional Education Board (SREB), headquartered in Atlanta in the United States, is passionate about and committed to school reform and school leader preparation and development. The southern region of the United States has historically had higher poverty levels and lower educational achievement than the rest of the country. In 1948, Southern governors, recognizing the link between education and economic vitality, created SREB as an organization to improve public education at every level. High Schools That Work is the nation's largest school improvement initiative for high school leaders and teachers.

## **Experience**

**SREB has seen success providing professional learning workshops and job-embedded coaching around powerful mathematics practices for more than six years in schools across SREB states.** The lessons we have learned is that it takes out-of-class professional development and planning for teachers to begin to make the shift in how they teach more students to grade-level work using math as a strategy. Teachers also begin shifting math instruction from procedural-based math to one in which students solve multi-step real-world and abstract problems using mathematical reasoning and understanding.

## **Expectations**

Each school/district that enters into partnership with SREB for support agrees to implement key aspects of the design agrees to meet minimum expectations for participation in the state and national HSTW networks. This includes participation in state sponsored meetings/workshops, participation in the HSTW Summer Conference and administration of Student and Faculty Surveys.

Schools/districts that enter into partnership also commit to identifying a lead contact to coordinate all support with SREB leadership.

## Services to be Provided by SREB

SREB has found through experience that for changes in school and classroom practice to take hold it must be supported by ongoing professional development with effective coaching. The goal of training is to change behaviors that will in turn change student achievement results. SREB will provide the following support services to assist district leadership in making changes at Eldon Middle School and Eldon High School.

1. Eight days of onsite professional development and job-embedded coaching to develop and implement powerful math practices.

### Costs

Task	Cost Per Item	Qty	Total	Notes
2 days of in-service PD for new teachers in a classroom setting	\$1,750.00	2	\$3,500.00	Scheduled in partnership with school leadership
1 day onsite in-service PD day for middle and high school. 2 days observing and coaching---one at each school in the fall.	\$1,750.00	3	\$5,250.00	Scheduled in partnership with school leadership
1 day onsite in-service PD day for middle and high school. 2 days observing and coaching at each school in January 2019 if possible.	\$1,750.00	3	\$5,250.00	Scheduled in partnership with school leadership
Subtotal			\$14,000.00	
SREB Administrative Costs (10% of subtotal)			\$1,400.00	
<b>Annual Total</b>			<b>\$15,400.00</b>	

**TOTAL AMOUNT - \$15,400.00**

*Invoices to be sent quarterly*

*The Board of Control for Southern Regional Education, d/b/a Southern Regional Education Board (SREB), as a not-for-profit educational compact, must comply with OMB Circular A-133. Please indicate with your remittance whether any of the funds are from Federal sources, including CFDA number. In the absence of any notification with remittance, SREB will assume that the funds are not subject to OMB Circular A-133, and that there is not "recipient" nor "sub recipient" relationship created hereunder.*

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James E. Bottoms SREB Senior Vice President	Date
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Superintendent or Designee Eldon School District	Date
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# SREB Contract Appendix I

## Key Elements of the Improvement Design

### Design Principle 1: All Students College and/or Career Ready

All students need **assignments** and high-quality **instruction** aligned to grade-level college- and career-readiness standards in academic and career and technical education (CTE) courses. The Literacy Design Collaborative (LDC), Mathematics Design Collaborative (MDC), and project-based assignments are keys to improving the quality of assignments in academic and CTE courses. This is best accomplished when college-ready academic courses and career pathway courses are coherently aligned in a career pathway program of study. It is important that students are provided counseling for careers to develop a program of study that aligns with one's career aspirations beginning no later than eighth grade.

### Design Principle 2: Redefining How Time Is Used to Connect Academic, Career Pathways and Workplace Learning

Finding time for academic and career and technical teachers to plan connected learning experiences for cohorts of students is essential. Students learn best when academic and applied learning opportunities in school and in the workplace are connected. Project-based learning is key to making seamless connections between academic and CTE courses in career pathway programs of study and LDC and MDC are key to creating strong project-based assignments.

### Design Principle 3: Time and Support for Students to Achieve College and/or Career-Readiness Standards

All students need opportunities for **accelerated learning experiences** in the middle grades and high school to master college- and career-readiness standards to eventually earn a credible credential or degree. To achieve these goals, students need extended time and often multiple tiers of instruction and support to acquire the foundational literacy, math, technical and behavioral skills and understandings needed to achieve employability and postsecondary success.

### Design Principle 4: Use Career Pathways to Remove the Lines Between Secondary, Postsecondary and Workplace Learning, Business and Industry Partners

Students need to meet readiness indicators of literacy and math to access advanced-level sequences of career pathway courses and work-site experiences leading to early college and early advanced credentials in high-demand, high-wage fields. Students need opportunity to make serious progress towards earning a credible credential while in high school that advances college and career readiness. This can be achieved through providing students accessibility to dual credit, embedded credits, early college, apprenticeships and other work-based learning experiences. Business and industry should be lead partners in the development of rigorous career pathways programs of study. Pathways should be designed to align with regional or state economic data and forecasts.

Design Principle 5: Students Have School- and Community-Based Experiences to Help Set Future Career and Educational Goals

Through counseling for careers, students are provided with a progressive set of **school-based and community-based experiences** in the middle and early high school grades to explore career and educational options that reflect their interests and aptitudes. Students, with parental involvement, need a chance to learn what a good fit is for them and to act on it. Students need opportunities to have experiences in broad career fields to learn first-hand what future possibilities align with their interests, aptitudes and abilities.

Design Principle 6: Make School and Instruction Work for Students

To serve students well, schools must rethink ways middle grades and high school teachers can work together in content areas and in interdisciplinary groups to plan grade-level assignments that engage and motivate students. This involves high schools finding ways to: a) organize around students' interests with varying ability levels and to create assignments that engage and motivate them to succeed in meeting college- and career-readiness standards; b) make greater use of technology and other strategies to engage students in personalized assignments; and c) provide support to teachers using professional development to help them become facilitators of student learning.

### **High Schools That Work (HSTW) Key Practices**

Graduates from HSTW sites are prepared for postsecondary studies and careers. They have acquired a credible industry-recognized credential, and/or they are ready for a range of postsecondary education and/or training options. The students are prepared to make informed decisions regarding postsecondary opportunities and careers. To graduate with the literacy, math and technical skills necessary to succeed in postsecondary studies and careers, students from HSTW sites will:

1. Complete an intellectually demanding career pathway program of study that includes:
  - a. four or more CTE courses aligned to labor market opportunities, college-ready academic standards and to postsecondary education training opportunities;
  - b. college-ready academic core (English/language arts, mathematics, science, social studies);
  - c. four years of math with Algebra I and geometry and two additional rigorous mathematics courses such as statistics and other mathematics courses related to their career pathway;
  - d. students pursuing advanced career pathway programs of study leading to advanced credentials and postsecondary degrees in STEM fields should take Algebra II and higher math courses;
  - e. students experiencing assignments and high-quality instruction aligned to grade-level, college- and career-readiness standards in all courses within the career pathway program of study;
  - f. in lieu of four CTE courses, a pathway may include a focus on Advanced Career (AC) courses, Advanced Placement (AP), International Baccalaureate (IB) courses as College Level Examination Program (CLEP) exams that result in college credit toward a certification or degree; and

- g. a weighted grade-point average for selecting CTE courses.
2. Develop strong literacy (reading, verbal and written communication), numeracy and math skills that are necessary to succeed in postsecondary education and training settings and in the workforce.
  3. Experience the extended learning time and support services needed to graduate with the foundational literacy, mathematics, technical and work-place knowledge and skills needed to achieve postsecondary and workplace success.
  4. Have access to high school literacy and math courses at either grade eight or grade nine when deemed not ready for high school studies, and senior ready literacy and math courses in grade 12 when not meeting math and literacy standards of readiness for postsecondary and advanced training.
  5. Participate in authentic work-related project-based learning experiences in their career pathway courses that require: a) the application of grade-level college-readiness standards in literacy, mathematics, and science knowledge and skills; b) the utilization of technologies (coding and learning new software); and c) students to work both independently and as part of a team to use technical, academic and technology knowledge and skills to solve real-world projects/problems.
  6. Participate in a progressive sequence of work-based experiences related to students' career pathway — tours, shadowing, internships (paid and unpaid) — and as a capstone experience, participate in structured work-based learning that includes application of academic and technical knowledge and skills in real-world employment settings. Work based learning is linked to students' career pathway coursework and is governed by an explicit learning plan developed with the employer.
  7. Make informed choices based on deeper understanding of their interests, aptitudes, academic strength, career opportunities and the education required for different career and educational options. Students participate in career pathways programs of study that are aligned with post-secondary education and career opportunity options. Students have access to high quality academic and career counseling with the full participation of teachers and parent(s) or individuals with parental responsibilities. Counselors support teachers' efforts to assist students to choose a pathway program of study that prepares students for a double purpose — postsecondary studies and a career.
  8. Have a senior year that allows students who have the foundational literacy and math skills needed for college and careers to pursue an early advanced credential program, an early college program or both.
  9. Support school and teacher leaders to champion a culture of continuous improvement by tracking progress on a number of indicators toward the goal of having 80 percent of students leaving high school college- and career-ready with 25 percent earning an advanced certificate or degree by age 25.

## **Making Middle Grades Work (MMGW) Key Practices**

SREB is prepared to work with middle grades schools to design and implement a school improvement plan based on a framework of proven practices. This framework may be modified as SREB works with district, school and teacher-leaders. The proven Key Practices include:

1. Teach all students to grade-level standards.
2. All teachers use literacy strategies to advance students' literacy and subject area achievement.
3. Place a balanced emphasis on teaching procedural skills, conceptual understanding, reasoning skills and application of math to real-world problems.
4. Require and support lab-based science.
5. Engage students in STEM-based projects — assignments that blend science, technology, engineering, math and literacy.
6. Get at-risk students on the graduation track through a more engaging and accelerated curriculum coupled with extended learning time.
  - a. Identify students who are not on a graduation path.
  - b. Keep at-risk students enrolled in a rich and challenging curriculum.
  - c. Create advocacy teachers and classes.
  - d. Extend time to meet grade-level standards.
7. Provide experiences for students to explore their interests, aptitudes, careers and educational goals through in-school learning activities and experiences outside the school.
8. The principal should engage the faculty in continuous school improvement; have in-depth knowledge of curricula, instructional strategies, effective teaching; and use resources, time and money to support teachers to become great teachers.



## Contract Appendix II

### Description of Key SREB Supports for Schools and Districts

#### **High Schools That Work/Making Middle Grades Work (HSTW/MMGW) Job-embedded**

**Leadership Coaching:** The objective of this job-embedded support is to assist school leaders in effectively implementing key aspects of the HSTW/MMGW framework in schools.

HSTW/MMGW Coaches will work with leadership to develop a plan for coaching with clear objectives. Initial coaching visits may include conducting an informal needs assessment to determine potential actions for support. Each HSTW/MMGW Coaching day is planned by the coach working in collaboration with school leadership and includes a follow-up report that is written to the principal and copied to SREB and district leadership. Coaching visits may include adapting SREB's Learning Centered Leadership Program modules for use in a job-embedded format and will include working with leaders to implement the continuous improvement framework of teacher focus teams.

An integral part of HSTW/MMGW Coaching is to SREB help a school/district develop a master plan for career pathways in the district. The HSTW/MMGW Coach will use the results of the needs assessment process to (1) develop a number of exemplary career academies and career pathway programs of study that blend high school and postsecondary education and (2) make related recommendations that help the school/district offer high-quality instruction and educational experiences in those pathways.

**Ongoing Content Specific Professional Development:** SREB provides content specialists to deliver ongoing professional development in specific areas. Professional development may be provided to a specific group of teachers or to entire faculty. SREB asks that a school leader participate fully in any professional development. Content Areas of Support Include, but are not limited to:

- Powerful Literacy Practices
- Powerful Math Practices
- Authentic Project-based Learning
- Counseling for Careers
- Developing a STEM Initiative in Middle Grades
- Aligning Assignments and Assessments to Standards
- Redesigning the Senior Year
- Redesigning the Use of Time for Student Support and Teacher Collaboration
- Effective Teacher Collaboration to Integrate Instruction

**Job-embedded Content Coaching:** SREB provides job-embedded follow-up content coaching in conjunction with ongoing content specific professional development. Conducted between professional development sessions, the SREB trainer works with teachers in their classrooms to ensure implementation of new lessons learned. Coaching may include modelling of lessons, co-teaching, peer observations or working with teachers during planning times.

**Technical Assistance Needs Assessment:** SREB uses multiple tools, based upon the school situation, to conduct a needs assessment. Each tool includes a follow-up report of findings that include recommendations for continued improvement. A Desktop Audit is an electronic review of school data, including an analysis of graduate success and review of local and regional workforce needs. A Site Review may include the Desktop Audit and includes conducting a series of classroom observations, analyzing assignments and assessments and conducting interviews with students, teachers, leaders and community members. A Curriculum and Instruction Review is a two-day site review conducted by an external team of SREB coaches and possible state partners. The visits strive to identify the degree to which school and classroom practices prepare graduates for college and/or career success. A Career Pathways Review is a two-day site review by SREB Career Pathway Specialists to analyze the alignment of the school/districts pathways to workplace needs and to assess the success of each pathway in preparing students for postsecondary success.

**Site Development Workshop (SDW)** – This workshop engages school leaders and teachers in analyzing their current school and classroom practices, achievement data and other data to take ownership of the problems at the school and develop a set of actions to take to address the problems. The workshop orients participants to the Design Principles and key school and classroom practices while also organizing the faculty for improvement.

**Surveys of Students and Teachers:** Annually, SREB conducts surveys of eighth grade, ninth grade and senior students. The surveys are to determine what school and classroom practices they experienced while in middle school and or high school. The surveys are given to a scientific random sample or all students in the appropriate grade level. In addition, faculty at the school participate in a faculty survey that also looks at school and classroom practices and includes a section on leadership practices. All surveys result in a report that is provided to the school to be used in improvement planning and to document changes in practice.

**Curriculum Products:** Contracted sites will have access to all SREB curriculum products and the training for implementation. Products include:

**Ready for High School Literacy** uses the LDC approach for assignments and offers fully-developed modules and teacher and student materials. The course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas and write about them at a high school level in several disciplines (e.g., English, science, social studies, and technical studies).

**Ready for High School Math** is a special math course developed using the MDC approach to target the FALS that are most necessary for success in high school math. The course emphasizes understanding math concepts rather than memorizing procedures. Students learn the “whys” of math, including how to use certain formulas or methods to solve real problems. Students also learn how to apply critical thinking skills to complete assignments and a capstone project.

**Literacy Ready** and **Math Ready** teach skills that can close readiness gaps in reading, writing and math, including how to learn and think independently, read for information and solve problems — skills young adults need to succeed, whether they go on to postsecondary studies or the workplace. If taught as designed, evidence suggests that these courses reduce the percentage of students who need developmental or remedial classes in college. The courses have also been designed around the LDC and MDC framework to address fundamental literacy and math skills students most need to succeed in high school and in advanced education and training.

- **Advanced Career (AC) Curricula** – Advanced Career is an initiative of SREB and a consortium of states to create career pathway programs of study curricula that prepare high school students for college and careers. The AC pathways curricula consist of four intellectually demanding career courses organized around authentic, hands-on projects that require application of the college- and career-readiness standards, technical standards and 21st-century skills. Each curricula joins with a college-ready academic core and are designed to bridge high school and postsecondary studies in ways that can lead to a recognized industry certificate, a community/technical college certificate, or an associate’s or bachelor’s degree.

AC pathway curricula are available in the following areas (partner states are in parenthesis).

- Aerospace Engineering (Alabama)
- Clean Energy Technology (South Carolina)
- Energy and Power (West Virginia)
- Global Logistics & Supply Chain Management (New Jersey)
- Health Informatics (Ohio)
- Informatics (Kentucky)
- Innovations in Science and Technology (Arkansas)
- Integrated Production Technologies (Kentucky)
- Automated Materials Joining (Ohio)

- ***Skills for a Lifetime: Teaching Students the Habits of Success*** – SREB has found that too many students do not take charge of their own learning. This happens because they have not been taught the habits of success for challenging courses and their personal lives. This guide provides structures for schools to intentionally teach these skills to students in multiple formats. SREB will work with schools to create a course using this guide as an integral aspect of the curriculum.

**National Workshops:** All schools/districts may participate in various national workshops offered by SREB. Each contract will specify if registration, air travel or hotel costs for a specific number of attendees are included in the contract. Schools may pay for participation under separate invoice, as well.

- **Content Specific National Workshops:** SREB annually hosts a series of national workshops, each based on a specific topic or area of need for schools in the region. Most will be two-day workshops located near a transportation hub for a specific region of the country.
- **SREB's Annual Staff Development Conference** is a nationally recognized exemplar for professional development with nearly 5,000 teachers and leaders participating each summer. This conference allows participants to reflect on current plans for improvement and connect with other schools that are addressing similar needs. With over 600 concurrent sessions, participants learn best practices to address the needs of their school. The College- and Career-Readiness Standards Networking Conference, offered in conjunction with the staff development conference, draws over 1000 participants to share lessons learned and best practices used involving LDC/MDC tools and strategies.
- **College and Career Readiness Standards Networking Conference:** Beginning in 2013, SREB began hosting a national convening of teachers and leaders who were taking actions to move college and career readiness standards into classrooms using the Literacy Design Collaborative and Mathematics Design Collaborative tools.

**The National Research Center for Career Technical Education (NRCCTE) at SREB Professional Development Tools** – Recently the NRCCTE relocated from the University of Louisville to become a part of SREB. In addition to its nationally recognized research, NRCCTE offers professional development tools to support teachers and leaders including:

- **Math in CTE/Science in CTE/Literacy in CTE** – These three professional development series provide CT teachers with tools and strategies to embed academics in CT projects. Each area of professional development is delivered in a multiple day series over the course of several weeks. Schools may also have job-embedded content coaching to support teachers.
- **Preparing CTE Teachers for Today's Students Induction Model for New CT Teachers/Teach to Lead (T2L)** – This program is designed to accelerate the transition of those with highly valued business and industry experience into the teaching profession without going through the traditional teacher preparation and certification route. The research-based induction model of professional development assists new CT teachers to make a successful transition for preparing students for further learning and a career. The induction model can be used by states, school districts and schools for new and existing teachers who need to calibrate their skills to the 21st-century learner. T2L uses the same modules to support struggling CT teachers to better prepare students for college and careers. The training is built around four modules: Instructional Planning, Instructional Strategies, Classroom Assignments and Assessments and Classroom Management.