

# District Activities Coordinator

- Jerry Wyman
  - Bob Miller Award
  - KHSAA Board Member
  - Support K-12 activities





# BCHS *Goals* 2021-2022

**Increase  
Composite  
ACT Score  
(18)**

**Improve  
Postsecondary  
Readiness  
(90%)**

**Enhance  
Social-  
Emotional  
Learning**

○ Vision: To prepare all students with the skills they need for the future.

Mission: To provide equitable and quality instructional experiences for the whole student.



# Behavior Interventionist

*(Works with targeted individuals to eliminate disruptive and negative behaviors and replace them with positive behaviors and actions.)*

## What it is...

- Proactive
- A resource to support staff and students
- Skilled in restorative practices
- Addresses minor events (cell phones, dress code, Chromebooks) and calls parents/guardians

## What it is not...

- Reactive
- A disciplinarian
- Focused on punitive punishments
- Addresses persistent minor events (with documentation) and major events



# Mr. Robert Warren



*CPIT, SRPC, Applied CBT*

## His role:

- **Mentor and assist with tier 2/3 students**  
*(Check-in/Check-Out System)*
- **Provide support to staff for minor behavior events**  
*(dress code, cell phone, Chromebook violations)*
- **Safety & Security**  
*(hallway traffic, Central Time, doors locked, etc.)*

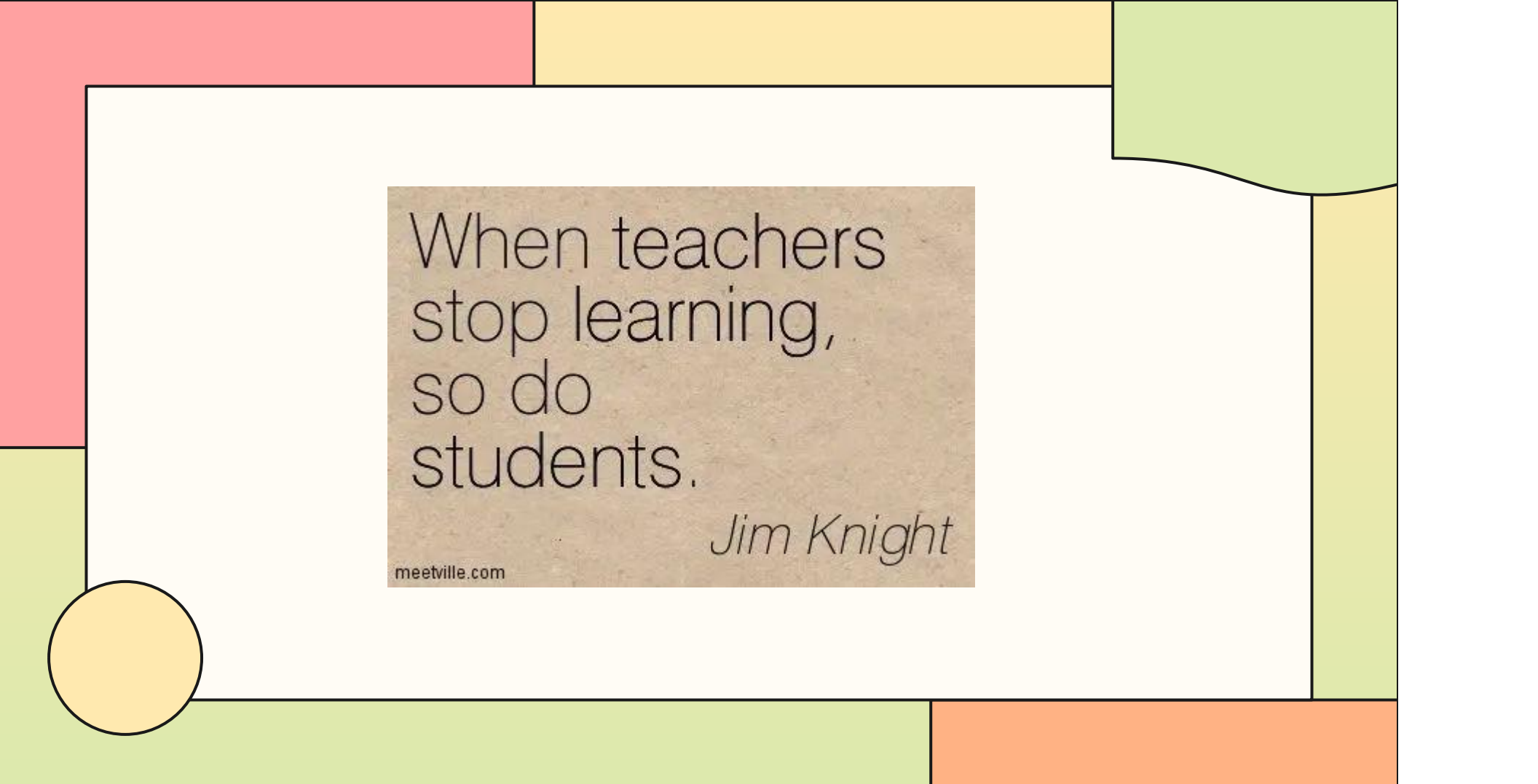
# Interventions for 2021-2022 School Year

Total # of CICO Students Being Tracked Currently	<b>23</b>
Total # of Interventions (SEL & SEB)	<b>313</b>
Total # of Interventions for Out of Area Referrals	<b>113</b>
Total # of Interventions for Cell Phone, Dress Code, and Chromebook Referrals	<b>491</b>
Total # of Building Physical Security Checks Completed	<b>120</b>



# **BCPS Instructional Coaching**

Board Work Session: 3.21.22



When teachers  
stop learning,  
so do  
students.

*Jim Knight*

meetville.com

# Instructional Coaching as Professional Learning

IS	IS NOT	IMPACT
<ul style="list-style-type: none"><li>• Coaches working alongside teachers</li><li>• About developing teacher capacity; empowerment</li><li>• Problem-solving, supporter, thought partner, etc.</li><li>• Directed by teacher through goal setting, etc.</li><li>• Collaboration and consultation</li><li>• Provides individualized learning as support</li></ul>	<ul style="list-style-type: none"><li>• Evaluative</li><li>• Focused on “fixing” teachers</li><li>• Required/mandatory</li><li>• Directed by the coach</li><li>• Quick and short-term support</li></ul>	<ul style="list-style-type: none"><li>• When coaching is combined with teacher learning, 90% of teacher knowledge, skill, and practice is positive impacted along with student learning</li><li>• Coaching leads to teacher retention and increased job satisfaction</li><li>• 82% of teachers report coaching is essential to their professional learning</li></ul>



# What/Who?

**01.**

## **THRIVE**

Lynette Ward, BLMS  
Samantha Crumbacker, SES  
Jennifer Barth, HS

**02.**

## **Professional Learning Communities**

Ashley Andriot, FES  
Katie Cottner, HMS  
Lindsay Miller, Sped IC

**03.**

## **Student-Centered Coaching**

Leslie Weihe, CGES  
Ashley Byerley, OMES  
Beau Kaelin, HS

**04.**

## **Thinking Focus**

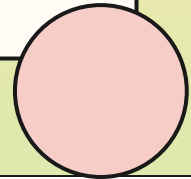
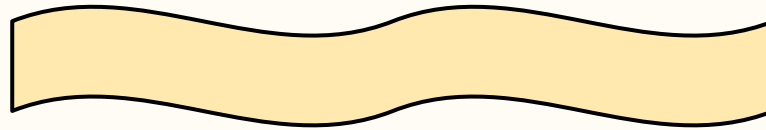
Hannah Curtsinger, ZMS  
Rachelle Elam, BES  
Carrie Wafford, HS

**05.**

## **Level Highlight**

Elementary  
Middle  
High  
Special Education

# **1. THRIVE**



# Unique Needs of Beginning Teachers



Ellen Moir, New  
Teacher Center

# Supporting “New” Teachers



**Instructional  
Support**

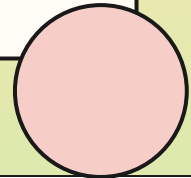
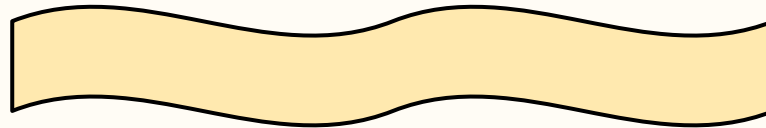
**Classroom  
Management**

**Professional Learning**

**Reflection**

**Emotional Support**

## **2. Professional Learning Communities (PLC)**



# What is a Professional Learning Community?

*“an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve” (Learning by Doing, p. 10)*

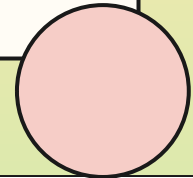
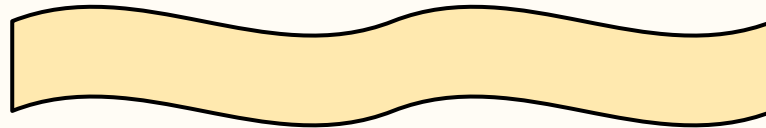
## **3 Big Ideas:**

1. Focus on Learning
2. Collaborative Culture and Collective Responsibility
3. Results Orientation

## **4 Critical Questions**

1. What is it we want our students to learn and be able to do?
2. How will we know if they have learned it?
3. How will we respond when some of our students do not learn?
4. How will we enrich and extend the learning for students who are already proficient?

# **3. Student-Centered Coaching**



# 7 Core Practices for Student-Centered Coaching



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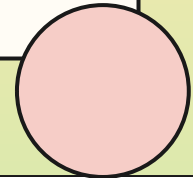
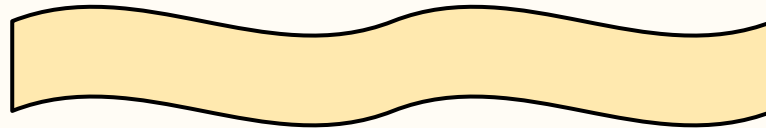


## Examples

- Coaching Cycle Documentation
- Coaching Tracker
- Coaching Cycle PDSA

**Student Impact**

# **4. Thinking Focus Classroom**





## **UNDERSTANDING**

**Community**

**Thinking  
Strategies**

**Gradual Release  
of Responsibility/  
Workshop**

**Classroom  
Discourse**

Cohort participants experience professional learning sessions, job-embedded coaching cycles, and peer-to-peer classroom observations.

# Thinking Focus Teacher Quotes

"My teaching style has become less about me and more about the students. They are doing more of the thinking and as a result are better communicators, problem solvers, and independent thinkers."

**"It played a vital role in making me a better teacher. Honestly, I'm not sure if I'd still be in teaching without Thinking Strategies."**

"The Thinking Focus cohort gave me confidence! It also made me realize that I was doing way too much thinking for my students. Now THEY do all the thinking!"

**"The Thinking Focus Cadre taught me how to intentionally plan my lessons, anticipating student's questions/ needs."**

"My favorite thing about being a part of the Thinking Focus Cadre was getting the experience of stepping into other schools and other teachers classrooms. It's always a great learning experience when you get to watch another teacher."

"The Thinking Focus Cadre taught me how to guide students thinking about the purpose behind work and the process of the work. Because of this, I feel like my students rarely are "sitting and getting", but instead are engaged in discussing the work and are truly able to understand the content."

# Thinking Focus Teacher Quotes

**“We all have ways we learn best, and for me, I need to see it modeled. I need to experience it, see examples firsthand. Thinking Focus did that for me, and taught me strategies to do the same for my students. This wasn’t another boring PL, our meetings were fun and purposeful. Since Thinking Focus I have become a stronger teacher- I SEE that I am making more connections, I have built a STRONG classroom community, my students feel welcome and comfortable, and my students are more engaged.”**

*“My thinking focus experience changed the dynamics of my classroom. Learning is student-driven, student-focused, and classroom community is above everything else. I am very thankful to have had this opportunity!”*

“I was lucky enough to be invited to be part of the first high school thinking focus cadre back during the 2015-16 school year. Thinking Focus has validated what I've always known to be best practice in the classroom. It challenges me to design my lessons in a workshop model and to incorporate discourse, questioning, and reflection. Early in the Thinking Strategies training, I remember walking into a 6th grade math class as an observer and hearing students explain their thinking in detail to each other. It made such an impression and I strive for those same conversations in my Chemistry class. I feel so proud when I hear them thinking aloud and asking each other clarifying questions during worktime. It helps me know they are learning, address misconceptions along the way, and ultimately improves the effectiveness of my teaching. I'm thankful BCPS values Thinking Focus!”

# 5. Highlights



Elementary



Middle



High

**SPECIAL EDUCATION**

# Elementary Highlights

- ▣ Master Schedule
- ▣ High Quality Instructional Resources
- ▣ Multi-Tiered System of Support (MTSS)
- ▣ Co-Teaching



- ▣ PLC facilitator training and PLC support
  - Master schedule
  - Pacing Guides
  - Vertical Alignment
- ▣ On-Demand Writing training and support
- ▣ Thinking Focus
- ▣ Graduate Profile

# Middle School Highlights



# High School Highlights

- Coach, consult, collaborate with teachers (focus on student engagement)
- PLC (schedule availability)
- Special Education and DLC collaboration
- Math Vertical Alignment
- ACT
- ODW: training & support
- PL sessions based on school/teacher needs
- Collaboration with school admin. teams/job coaches/Postsecondary coach
- Standards Alignment
- Mastery Connect
- HS Thinking Focus since 2015-

**88% retention rate  
(BCPS employees)**

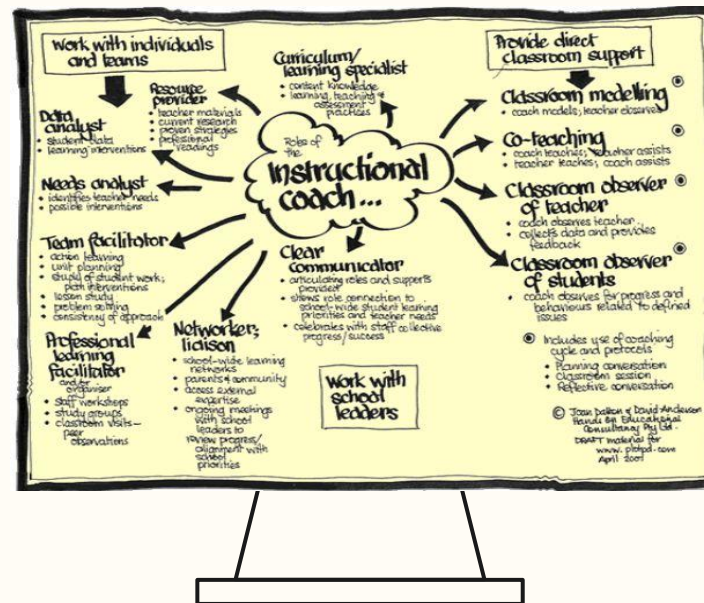
## Special Education, K-12 Highlights

1. Co-teaching & access to core instruction
2. Instructional strategies for students struggling academically or behaviorally
3. Special education lens
4. Community connections

"Special Education Instructional Coaches help grow our instructional practices and have been instrumental in making co-teaching a priority over the past few years. Special Education Instructional Coaches serve as mentors to our special education teams. They help our teachers navigate the challenges of balancing best instructional practices and compliance expectations. We are much better because of their contributions to our schools."

-Matt Treadway, Principal at Freedom Elementary

Questions,  
Comments, etc.





# Thanks!

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