



MASTER PLAN

Advanced Academics

2023-2024

Chief: Saemone Hollingsworth, Office of Academics

Director: Guy Barmoha, Department of Secondary Learning

Contact(s): Bob McKinney

Course Group Number: 39001577

Purpose

Broward County Public Schools offers three programs of advanced academic coursework: Advanced Placement (AP), Cambridge, and International Baccalaureate (IB). BCPS offers advanced academics teachers the opportunity to engage in professional learning activities, professional learning communities, and program leads. Availability of programs and courses varies by school.

The Advanced Placement program created by the College Board allows student to complete college-level course work while in high school. Upon successful completion of course work and corresponding exam, students can earn three to six college credits for each Advanced Placement course. Credit for Advanced Placement courses varies based on exam scores as well as college and university requirements. Broward County Public Schools offers all 37 College Board Advanced Placement courses.

The Cambridge International program prepares students for life after high school through its curriculum that is both rigorous and recognized internationally. Cambridge learners become confident, responsible, reflective, innovative, and engaged. Upon successful completion of course work and corresponding exam, students can earn three to six college credits for each Cambridge AICE course. Credit for Cambridge AICE courses varies based on exam scores as well as college and university requirements.

The International Baccalaureate (IB) diploma program is an accelerated college-preparatory program for highly motivated, academically talented students. This internationally recognized course of study stresses advanced standards in all subject areas. Students are offered a liberal arts education based on higher level thinking skills, integrated curriculum, thematic units, and intercultural awareness. Upon successful completion of course work and corresponding exam, students can earn three to six college credits for each IB course. Credit for IB courses varies based on exam scores as well as college and university requirements.

The Advanced Academic Credentialing program is a comprehensive district initiative with a goal to improve the quality of instruction in Advance Placement (AP), Cambridge, and International Baccalaureate (IB) courses. The program leverages the District Professional Learning Community model for teachers of specialized subjects at multiple schools and provides a targeted focus on curriculum and pedagogy for those teachers providing college-level courses. This additional local credential, beyond the Florida Department of Education's (FLDOE) subject area certification, prepares AP, Cambridge, and IB teachers to increase the level of rigor in their curriculum and better prepare students for post-secondary curriculum.

To obtain an Advanced Academic designation an AP, Cambridge, or IB teacher must accomplish the following:

- Complete AP, Cambridge, or IB training offered in the teachers' respective subject(s)
- Participate in the Professional Learning Community during the school year.
-

Additional designations are available for advanced participation in each professional learning community once the teacher accomplishes the following:

- 3 or more years of teaching in the Advanced Academic subject
- Facilitator for AP, Cambridge, or IB PLC and/or Advanced Academic Exam review
- Examiner, grader or workshop presenter for AP, Cambridge, or IB.

Needs Assessment

Participation in AP courses is positively correlated with college readiness. Students who take AP courses in high school are more likely to graduate from college within four years and have higher grade point averages than similar students who did not take AP courses. The findings indicate that students who took AP courses and scored two out of a possible five points tend to do better in college than students who did not take AP courses and/or who skipped the AP exam. AP exam passing rates for BCPS have increased over the past five years from 52.6% in 2016 to 58% in 2022.

Participation in Cambridge courses is positively correlated with college success. Students who take Cambridge courses in high school are more likely to graduate from college in four years than students who enroll with no credit via advanced high school programs (90 percent versus 78 percent). 92 percent of Cambridge students who scored an Excellent (E) on their AICE A/AS Level exams went on to achieve an A or B grade in the relevant subsequent course in college. Cambridge students complete their bachelor's degrees in an average of 3.8 years.

Participation in the International Baccalaureate Diploma program is positively correlated with college enrollment. By the end of the IB Diploma Program (DP), 98% of students aspired to at least a bachelor's degree and 81% aspired to a master's, doctoral or professional degree; additionally, 61% of DP students aspired to a very good or top-level university. The proportion of DP teachers in a school was positively associated with aspiring to a very good or top-level university, which suggests that offering more school-level opportunities to participate in the IB DP encourages higher student aspirations.

The District must ensure teachers of AP, Cambridge, and IB courses have the content knowledge and pedagogical skills to be able to help students meet rigorous advance coursework.

The tables below and on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

Desired Outcomes and Performance Indicators

1.0 Advanced Academics Teachers

1.1 Provide a rigorous content curriculum. Teachers will have the content knowledge to provide a curriculum with rigorous content at the college level that leads to student success on advanced academics exams and promotes college readiness.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Integrate the teaching of standards with content knowledge, dispositions and commitments that allow students to perform at high levels.</p> <p>Establish an environment where students own their learning by generating and completing research of content on their own.</p> <p>Promote active inquiry, collaboration and supportive interaction that foster higher level learning.</p> <p>Continuously reflect on course content and revises lesson plans, instructional approaches, etc. accordingly.</p>	<p>Participate in the APSI conference and appropriate IB and Cambridge training at least every three years or whenever the course description changes to remain current in course content.</p> <p>Continue to seek knowledge to remain current in content area</p> <p>Incorporates valid and relevant supplemental resources beyond the provided course materials.</p> <p>Provide scaffolding opportunities to enable students to master rigorous course content.</p> <p>Utilize AP Instructional Planning Report, Cambridge and IB exam results reports to improve instruction.</p>	<p>Demonstrate proficiency in content knowledge Maintains a classroom environment that promotes rigorous learning opportunities.</p> <p>Pose probing higher-order thinking questions that engage students in complex and extended thinking processes.</p> <p>Establish procedures and protocols for student inquiry, and collaboration</p> <p>Adhere to College Board, Cambridge, and IB course descriptions in alignment with BCPS content area pacing guides.</p> <p>Define essential desired learning outcomes and clarifies relationship to content standards. Use student performance data to provide differentiated instruction aimed at ensuring adequate preparation for college level examinations.</p>	<p>[Describe which specific, actions or behaviors are not observed before learning begins toward this outcome and for this role. Statements are negative ("Does not ...").]</p>

1.2 Integrate Pedagogical Skills. Advanced academics teachers will integrate appropriate pedagogical skills to support rigorous course work that prepares students for college level successes.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Display a wide range of skills and abilities to create variations in their teaching styles so students are able to succeed academically and personally.</p> <p>Delineate effective practice and recognizes those students who achieve them.</p> <p>Build students' belief in their own capabilities and an understanding of the relationship between effort and academic success.</p> <p>Adopt reflective teaching approach to remain constantly responsive to students' learning needs.</p> <p>Serve as a facilitator, guiding the instructional process, as students take control of their learning.</p>	<p>Apply research-based pedagogical approaches that best meets AP, Cambridge, and IB students' outcomes.</p> <p>Implement multiple pedagogical approach to meet students learning styles.</p> <p>Reflect on personal pedagogy as a bases to seek professional development opportunities.</p> <p>Apply knowledge gained through professional development to improve student learning.</p> <p>Maintain a learning environment where students are engaged, challenged, feel safe to take risks and are supported through the learning process.</p> <p>Take responsibility for their students' learning and through self-reflection, adapts teaching strategies.</p>	<p>Use AP, Cambridge, and IB strategies, resources and activities that convey information for students to understand, recall and apply concepts, skills, and habits.</p> <p>Demonstrate mastery in classroom organization including rigorous lesson design, structured time on task, student self-managed centered behavior management</p> <p>Anticipates and responds to individual students' level of cognitive development by being flexible and adaptive in the use of strategies.</p> <p>Provides regular and timely feedback to students with methods that clearly outline next steps to enhance learning.</p>	<p>Limited or no evidence of integration of pedagogical skills to support rigorous coursework.</p>

1.3 Collaborate in Learning Communities. Advanced academics teachers will collaborate as a community of learners on instructional strategies and pedagogical skills to promote rigorous student learning environments within their content area.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Initiate/lead well-informed, research-based, collaboration at the school, district, state, national levels that promotes rigorous student learning.	Regularly shares practices with fellow AP, Cambridge, and IB content colleagues, seeking feedback and making revisions as needed to ensure student mastery at the rigorous AP, Cambridge, and IB level.	Participates in a learning team to address issues related to content for AP, Cambridge, and IB courses. Build effective collegial relationships for sharing and supportive planning.	Limited or no evidence of collaboration with community of learners.

Data Collection Plan			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Attendance Data Feedback in PD Management System	4x/year	Facilitator
2. Participants' Learning	Subject area facilitator lesson plan rubrics and summary of results	4x/year	Facilitator
3. Organizational Supports	PLC Documentation including SMART Goals; District Records of communication with school administrators and counselors	1x/meeting 2x/year	Organizer/District Inservice Facilitator
4. Participants' Practice	AP, Cambridge, and IB Lesson Plans, Plans for struggling students	4x/year	Facilitator
5. Student Outcomes	Classroom Formative Assessment, Classroom Summative Assessments AP, Cambridge and IB Score Reports Instructional Planning Sub-Categories	4x/year 4x/year 1x/year (July) 1x/year (July)	Teacher Teacher Student Assessment and Research

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers	Attendance Data Feedback in PD Management System	Summary of Attendance and Feedback Data from PD Management System
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers	Subject area facilitator lesson plan rubrics and summary of results	Summary of results
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers	PLC Documentation including SMART Goals; District Records of communication with school administrators and counselors	End-of-Year Verification Forms
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers	AP, Cambridge, and IB Lesson Plans, Plans for struggling	Lesson plans shared electronically for each subject area
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers	Classroom Formative Assessment Classroom Summative Assessments	AP, Cambridge, and IB Score Reports Instructional Planning Sub- Categories