



LRSP Status Report – June 2012

1.07 BHS College and Career Ready SR 2012

Strategic Objective (SO):

1.07 Prepare all students to be College and Career Ready using 21st Century Learning and Teaching.

Topic of Strategic Objective (SO):

Department/School: Bozeman High School

Leader: Watson

Team Members:

HS Administration Team, Instructional Coaches, Department Leaders

In a year, we hope to see the following progress on this strategic objective:

A better understanding of the key college and career readiness skills (CCRS) by all staff.
Development of instructional strategies to teach the CCRS and techniques to assess proficiency of the CCRS. We expect to see students utilizing the skills to help progress through our school and graduate with common set of skills to be successful in the next step.

PROGRESS SUMMARY

In September, we used a PIR training day to examine the College and Career Readiness Skills (CCRS) as outlined in the newly adopted common core state standards. The CCRS encourage schools to focus not only on building strong content knowledge, but also fostering skills in learning independence, communication, and valuing evidence. Teachers were surveyed regarding which skills they thought we did well and which skills needed more focused attention. Working with others in their content area, teachers were asked to select one of the CCRS and draft an action plan that would help the department focus their attention on fostering that skill among students. The following are some examples of department goals and status of completion.

Our social studies teachers wanted to foster students' ability to critically and constructively evaluate points of view from widely divergent cultures, perspectives, and experiences. Throughout the year, the department used collaborative learning model (professional learning community) to share strategies and discuss successes and challenges related to this CCRS. New "Indian Education for All" teaching resources were sought out and implemented in several classrooms. Staff used formal and informal strategies to assess the effectiveness of these resources. It was determined that these types of resources help to foster the development of the CCRS.

Our math department developed an action plan which focused on the eight mathematical practices from the common core state standards. The eight practices provide a road map for discussion and are generally accepted as important skills required for college and career readiness. Posters explaining the eight practices were hung in each math classroom. Throughout the year, teachers were able to use the posters to make connections between the daily lesson and how it related to one or more of the eight practices.

The science department focused their attention on building student ability in the area of valuing evidence. Specifically, they wanted students to understand the importance of being able to cite specific and relevant evidence when offering an oral or written interpretation of scientific data. To accomplish this goal, teachers focused attention on lab reports, which are an important part of all science coursework. Teachers received training to show students how to read and write informational text and how to provide evidence in their writing. Reading and writing skills related to informational text were practiced throughout the year in all classrooms. The next step will be to standardize the process of writing an effective lab report for all students.

The English department also wanted to develop student skills related to the use of evidence in their own speaking and writing, as well as student skills related to using evidence to evaluate others' communication. The department received training from instructional coaches. This training resulted in discussion, analysis of resources, development of common core sample lessons, and demonstration of best practices (teaching strategies). Members of the department report that a focus on the CCRS has helped to foster professional development for all members.