



An Effective Instructional Support Model in Fiscally Lean Times

Baltimore County Public Schools Office of Title


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Session Objectives

- Develop a context for the reallocation of resources and service model revisions
- Examine the structure of the service model as a response to school needs
- Examine the levels of support as differentiated professional development
- Consider implications for evaluation of the service model

Common Ground

- Reduction in Title I, Part A funds across Maryland and the nation
- Reallocation of funds to meet the mandatory reservations for school improvement requirements-Public School Choice: Title I Transfer Option and Supplemental Educational Services (SES)



Reallocation of Resources and Fiscally Lean Times

Baltimore County Allocation History

- FY09: \$20,435,256 42 schools
- FY10: \$22,046,256 44 schools
- FY11: \$21,887,000 47 schools
- FY12: \$20,862,734 46 schools
(one new middle school)

The Percent of the Title I Allocated to the Instructional Coach (IC) and Gifted and Talented Catalyst (GT) Model 2007-2011*

IC/GT Model

FY09: 23% IC/GT

FY10: 24% IC/GT

FY11: 16% IC/GT

School Improvement

0% reservation

.03% reservation

.08% reservation

New Resource Teacher Service Model

FY12: .03% IC/GT

20.0% reservation

*The Title I IC and GT Service Model was only partially implemented in FY08. Budget percentages are approximations.

Service Model Transition

FROM...

IC/GT Service Model Goals:

- Job-embedded, intensive teacher support to enhance professional learning and improve instruction

TO....

Resource Teacher Service Model Goals:

- Centralize, differentiated professional development aligned with school instructional needs and supplemental to C&I support



The FY12 Title I Service Model

Dual Service Model Approach

- Professional development for **administrators**
 - Regularly scheduled technical assistance professional development sessions.
 - Developing a Comprehensive Needs Assessment (CNA)
 - Aligning the Budget Narrative with the CNA
 - Creative effective School Improvement Plans using the CNA and Budget Narrative strategies
- Professional development for **teachers**
 - Centralized supplemental Title I resource teacher support to schools based on needs.



Centralized Professional Development

- Centralized CNA for all Title I schools
- Identification of priority schools
- Development of a School Support Plan
- Differentiated Support

Centralized Comprehensive Needs Assessment for Title I Schools

- Review of individual school data
 - Maryland School Assessment (MSA) data
 - Adequate Yearly Progress (AYP)
 - Analysis of student performance across multiple school years
 - System-wide benchmark data
 - Analysis of student performance across multiple school years
- Facilitate content area office planning meetings
 - Explain the intent of the Title I service model
 - Develop a collaboration plan with content area offices
- Divide schools according to levels of priority

Levels of Priority

- Tier 1 School Criteria
 - Currently in school improvement
 - Did not meet AYP goals for the current school year
 - Benchmark scores were below 60%
- Tier 2 School Criteria
 - Significant decreases in the number of students scoring proficient on math and/or reading MSA and Benchmark assessments
- Tier 3 School Criteria
 - Meet AYP goals for the current school year
 - Significant gains in the number of students scoring proficient or advanced on math and/or reading MSA and benchmark assessments

School Support Plan

- Part I: School Data
- Part II: Principal Interview
- Part III: Support Plan

Part I:

Schoolwide Data

- Comprehensive review of state, system and school level data sets in Tier I schools, and all other schools upon request.
 - MSA
 - Benchmark Data
 - Short Cycle Data
 - Other relevant assessments
- Identification of major math and reading deficit skills and areas of strength.



Part II: Principal Interview

- Identification of specific student and teacher needs based on principal observations and schoolwide initiatives in Tier I schools, and all other schools upon request.

Part III:

Support Service Outline

- **Instructional leadership walk-through visits**
 - Facilitated by the assistant superintendents and school administrators
 - Included a representative from each content area office and a member of the Title I staff
- **Curriculum and Instruction (C&I) Partnerships**
 - C&I created a professional development plan as a result of needs identified during walk-through visits
 - Title I resource teachers were included as participants in C&I professional development and planning sessions

Part III:

Support Service Outline (cont.)

- **Support Service Outline**
 - Supplemental service plan developed using information gathered from walk-through visits, C&I partnerships, and Parts I and Part II of the plan

Professional Development Strategies

- Immediately following support from C&I Title I resource teachers provide consistent ongoing support using the following strategies.
 - Analysis of data
 - Conferencing
 - Co-planning
 - Modeling
 - Co-teaching
 - Informal observation and feedback

Levels of Support

- Intensive
 - Instructional strategies are modeled or co-taught with follow-up support provided through co-planning, co-teaching, and/or observation and feedback.
 - 2-3 sessions per week with a maximum three weeks.

- Limited
 - Instructional strategies are modeled or co-taught with follow-up support provided through co-planning, co-teaching, and/or observation and feedback.
 - 1-2 sessions per week with a maximum two weeks.

Levels of Support (cont.)

- Minimal Teacher Support
 - Instructional strategies are modeled or co-taught or discussed through conferencing.
 - 1- 2 sessions per month.
- Minimal Schoolwide Support
 - Instructional strategies are shared through coaching, grade-level co-planning or schoolwide staff development.
 - Scheduled as needed.

Evaluation Process

- Schoolwide Service Data
 - Weekly School Visit Forms
 - Site Visit Logs
- Teacher/Administrator Perception Data
 - Teacher Surveys
 - Principal Feedback

Next Steps

- Based on the Maryland State Department of Education Elementary and Secondary Education Act Flexibility Waiver, we will
 - Identify additional technical assistance workshops for Title I administrators,
 - Revise the identification process for priority schools,
 - Update the Support Plan, and
 - Identify quality resource teachers equipped with the skills and knowledge to successfully implement the service model.

Questions



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