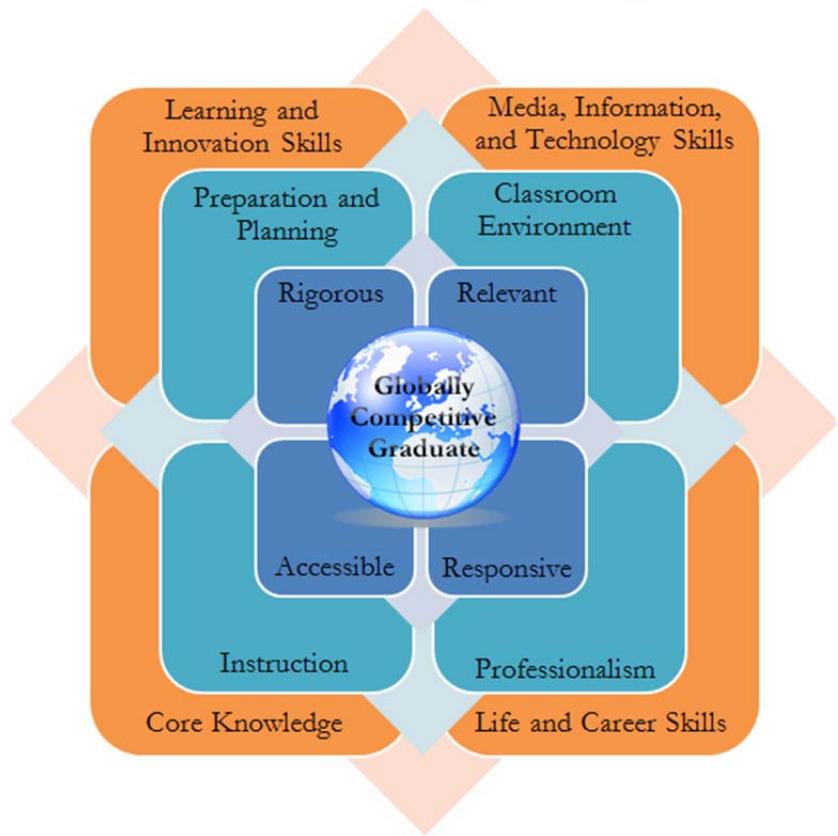


Framework for Teaching and Learning

Baltimore County Public Schools

2013

Framework for Teaching and Learning



The following document provides an overview of the Framework for Teaching and Learning developed by Baltimore County Public Schools for the purpose of equipping our graduates to be globally competitive through the delivery of high quality first instruction in every classroom for every child, every day.

BCPS Division of Curriculum and Instruction
105 W. Chesapeake Ave
Towson, MD 21204

Contents

BCPS Teaching and Learning Framework..... 2

 Background 2

 Globally Competitive Graduates 2

 Theory of Change 2

 Teaching and Learning 3

 Purpose 3

 Framework 4

 The BCPS Foundational Beliefs 5

 The Framework for Teaching 7

 Framework for 21st Century Learning 9

Conclusion..... 10

Timeline..... 10

References 10

BCPS Teaching and Learning Framework

Background

Under the guidance of Superintendent, S. Dallas Dance and the Chief Academic Officer, Pat Lawton, in fall 2012, the Division of Curriculum and Instruction was tasked with clarifying the foundational beliefs and structures for teaching and learning in Baltimore County Public Schools. The result is the development of a teaching and learning framework that will guide the work of Baltimore County Public Schools in the development of “globally competitive graduates.”

Globally Competitive Graduates

The aim of the work of BCPS is to produce graduates who are not only ready for college and careers of the future but to produce graduates who can compete in a global economy. This goal supports the BCPS Strategic Plan “to equip every student with the critical 21st century skills needed to be globally competitive, BCPS must ensure that every school has an equitable, effective digital learning environment, and every student has equitable access to learning and developing proficiency in a second language.” The vision of preparing graduates for a 21st century, globally-competitive world requires a dramatic change.

Theory of Change

Robert Marzano, Timothy Waters, and Brian McNulty (2005) speak about innovation in education and the reason why many innovations fail. They state,

Specifically, our factor analysis (as well as our collective experience) indicates that the leadership supporting an innovation must be consistent with the order of magnitude of the change represented by that innovation. If leadership techniques do not match the order of change required by an innovation, the innovation will probably fail regardless of its merits. Some innovations require changes that are gradual and subtle; others require changes that are drastic and dramatic.

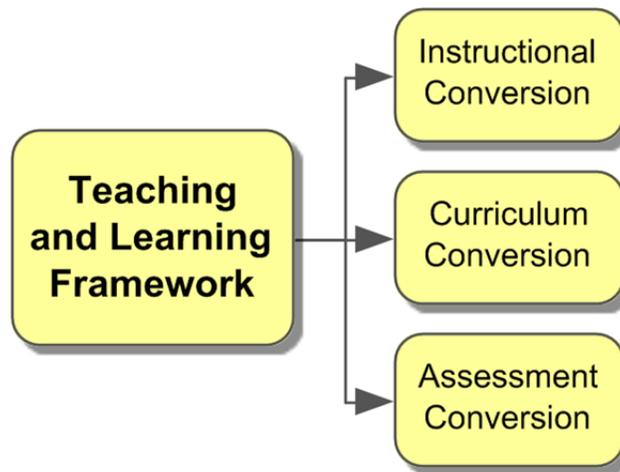
They speak about the dramatic change as a “second-order change.” They also refer to this type of change as a “deep change” that requires a fundamental transformation of the system that requires “a dramatic shift in direction and requiring new ways of thinking and acting.” The challenge to fundamental transformation is that our typical human response to change is to approach changes with first-order change in mind. We respond to change with gradual and subtle responses that ultimately prevent second-order change from taking place. As a result, the innovations fail to take root or to have a lasting impact.

Toward that end, BCPS recognizes that we must have strong visionary leadership that guides our work at all levels of the system. The elements identified as essential to the preparation of globally competitive graduates must direct the work in all aspects of teaching and learning and in all areas that support teaching and learning.

Teaching and Learning

A teaching and learning framework articulates the vision and foundational beliefs about teaching and learning to stakeholders inside and outside of an educational organization. It guides and directs the work of system leaders to participate in system transformation. To be effective, it should provide conceptual guidance to all stakeholders on how the 21st century standards and innovations affect the written, taught, and assessed curriculum. If the changes are intended to promote second-order change, then an innovative paradigm must be presented to drive that transformative change.

Therefore, the transformed vision represented by our teaching and learning framework must lead to drastic changes or “conversions” in the areas of instruction, curriculum, and assessment. These changes need to be second-order changes. We need to view teaching and learning in new ways.



Purpose

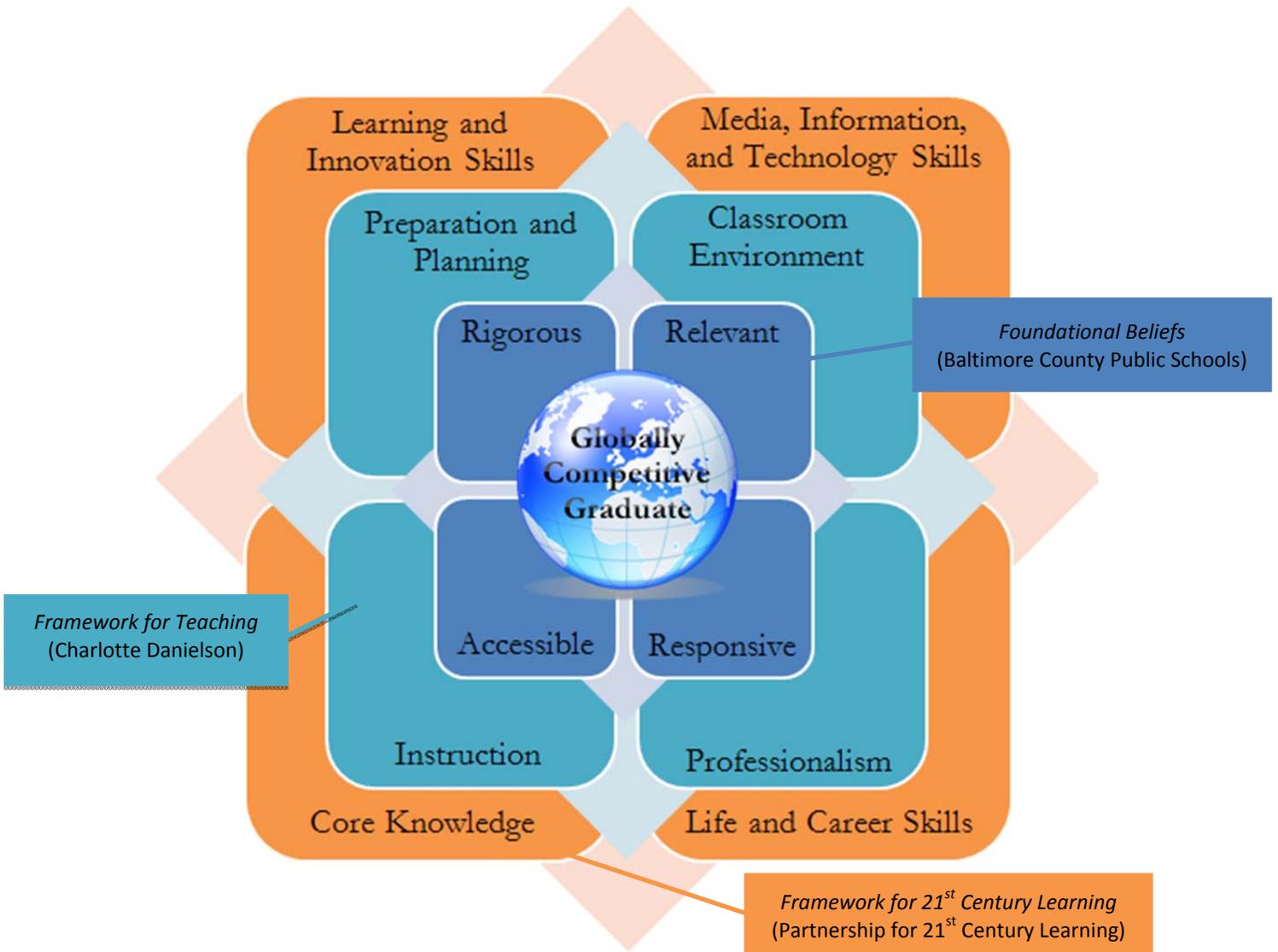
The Teaching and Learning Framework serves five main purposes for Baltimore County Public Schools:

- Articulates the core beliefs of BCPS in regard to teaching and learning
- Supports the delivery of high quality first instruction in every classroom to every child, every day through a structured definition of the concept of “effective first instruction”
- Develops of a common language needed to facilitate conversation among administrators, teachers, parents, and students in regard to effective instructional practices
- Ensures a consistent approach to monitoring teaching and learning while balancing the art and science of teaching
- Provides a framework to guide the priorities and work of the system (Curriculum, Professional Development, Program Selection and Evaluation, Professional Evaluation, Budget, Policy, Infrastructure, etc.)

Framework

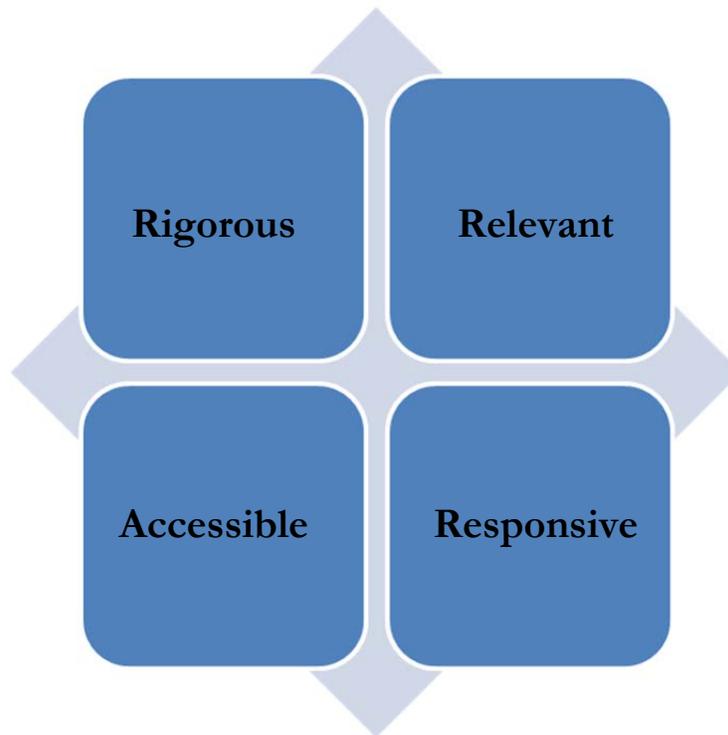
The Teaching and Learning Framework is framed around the BCPS Foundational beliefs with the end goal being the development of globally competitive graduates. In addition, the structure is supported by Framework for Teaching developed by Charlotte Danielson and the P21 model for 21st century learning.

Framework for Teaching and Learning



The BCPS Foundational Beliefs

At the core of the Teaching and Learning Framework is the belief that BCPS must offer effective first instruction in every classroom, for every child, every day. This notion of “effective first instruction” is captured in four key foundational beliefs that are described below. In essence, all students must have daily access to rigorous, relevant, and responsive instruction that prepares them to be globally competitive. Each of these foundational beliefs is further illuminated in this section.



Rigorous Instruction

All instruction must be rigorous. In order to define the nature of rigorous instruction, BCPS has identified the following critical elements:

- A. Challenging
- B. Provocative
- C. Ambiguous
- D. Complex
- E. Engaging

Relevant Instruction

All instruction must be relevant to the 21st century and its learners. In order to define the nature of relevant instruction, BCPS has identified the following critical elements:

- A. Real-World Application
- B. Audience Appropriate
- C. Culturally Responsive
- D. Affectively Engaging

Accessible Instruction

All instruction must be accessible to students, teachers, and stakeholders. In order to define the nature of accessible instruction, BCPS has identified the following critical elements:

- A. Available
- B. Timely
- C. Adaptable

Responsive Instruction

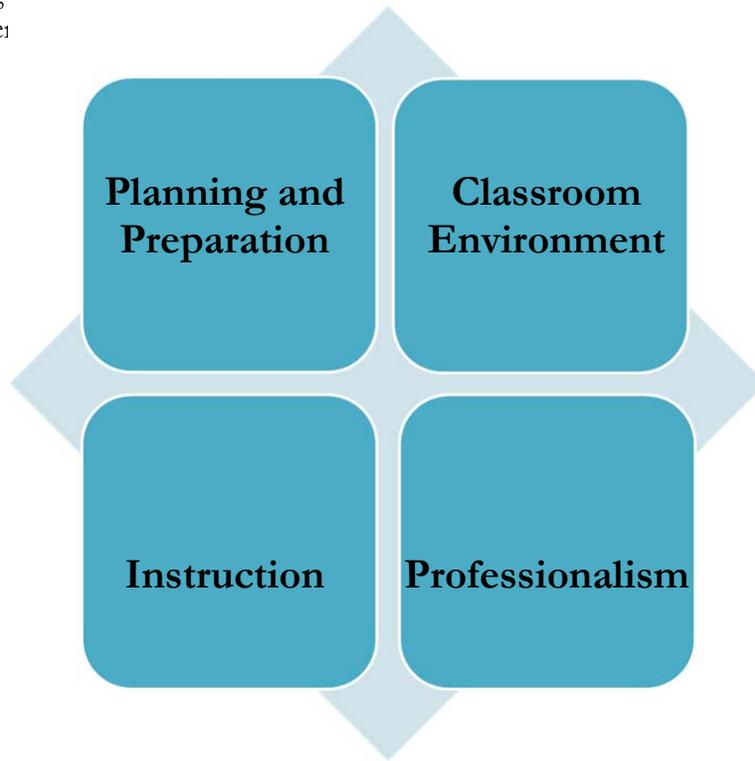
All instruction must be responsive to the needs of students. In order to define the nature of responsive instruction, BCPS has identified the following critical elements:

- A. Standards-Based
- B. Student-Centered
- C. Assessment For Learning
- D. Adaptive
- E. Varied

The Framework for Teaching

The Danielson framework is a research-based set of components of instruction, aligned to the INTASC standards activity of teaching divided into smaller

1g. The complex domain is further



Domain I: Planning and Preparation

- A. Demonstrating Knowledge of Content and Pedagogy
- B. Demonstrating Knowledge of Students
- C. Setting Instructional Outcomes
- D. Demonstrating Knowledge of Resources
- E. Designing Coherent Instruction
- F. Designing Student Assessments

Domain II: Classroom Environment

- A. Creating an Environment of Respect and Rapport
- B. Establishing a Culture for Learning
- C. Managing Classroom Procedures
- D. Managing Student Behavior
- E. Organizing Physical Space

Domain III: Instruction

- A. Communicating With Students
- B. Using Questioning and Discussion Techniques
- C. Engaging Students in Learning
- D. Using Assessment in Instruction
- E. Demonstrating Flexibility and Responsiveness

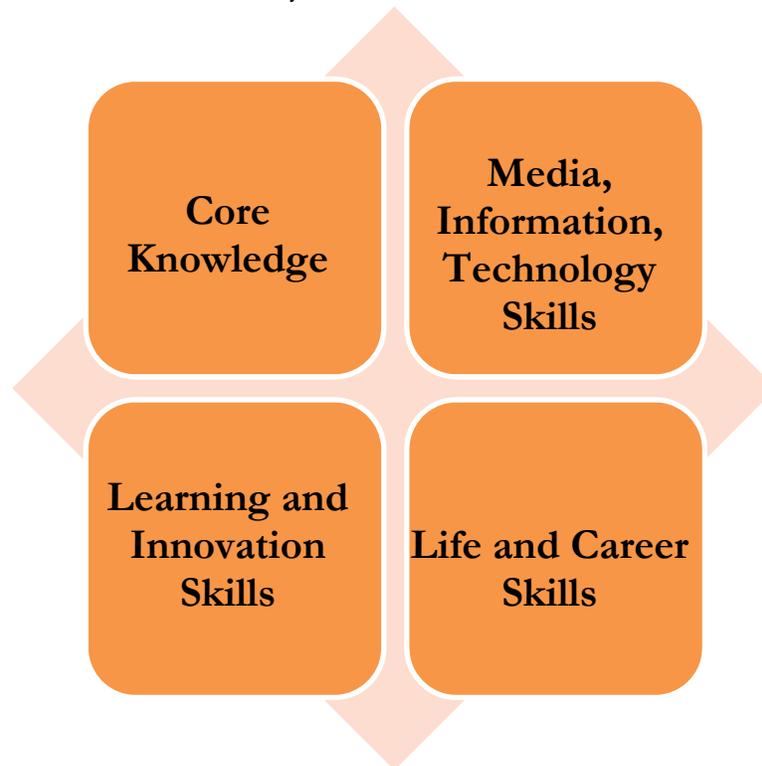
Domain IV: Professional Responsibilities

- A. Reflecting on Teaching
- B. Maintaining Accurate Records
- C. Communicating with Families
- D. Participating in a Professional Community
- E. Growing and Developing Professionally
- F. Showing Professionalism

The Danielson framework will be used as the foundation for the teacher evaluation process but will also provide structure for interactions among practitioners as they seek to enhance their skill in the complex task of teaching.

Framework for 21st Century Learning

The Partnership for 21st Century Skills is a national organization that advocates for 21st century readiness for every student. The Framework for 21st Century Learning developed by the Partnership, presents a holistic view of 21st century teaching and learning. BCPS has adopted this framework to guide our work in developing globally competitive graduates. The elements described in this section as “21st century student outcomes” are the skills, knowledge and expertise students should master to succeed in work and life in the 21st century.



Core Subjects (the 3Rs) and 21st Century Themes

- A. Mastery of Core Subjects
- B. 21st Century Themes

Learning and Innovation Skills

- A. Creativity and Innovation
- B. Critical Thinking and Problem Solving
- C. Communication and Collaboration

Information, Media and Technology Skills

- A. Information Literacy
- B. Media Literacy
- C. ICT Literacy

Life and Career Skills

- A. Flexibility and Adaptability

- B. Initiative and Self-Direction
- C. Social and Cross-Cultural Skills
- D. Productivity and Accountability
- E. Leadership and Responsibility

Conclusion

The Baltimore County Public School Teaching and Learning Framework will be a merging of these 3 elements into an integrated framework. The final framework will serve to guide the priorities and work of the Division of Curriculum and Instruction including professional development, curriculum development, program selection, and teacher evaluation. This work is an on-going work; it will require a multi-year plan for developing, equipping, and enhancing system beliefs and practices.

Timeline

2012 - 2013	Development of the integrated framework and training of administrative staff
2013 - 2014	Training for administrators and focused teacher leaders
2014 - 2015	Training for all teachers
2015 - 2016	On-going support for induction

References

Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD.

Partnership for 21st Century Learning. (2013). P21 Framework Definitions. <http://www.p21.org>.

Partnership for 21st Century Learning. (2013). *Framework for 21st Century Learning*. <http://www.p21.org>.

Framework for Teaching and Learning

