



COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

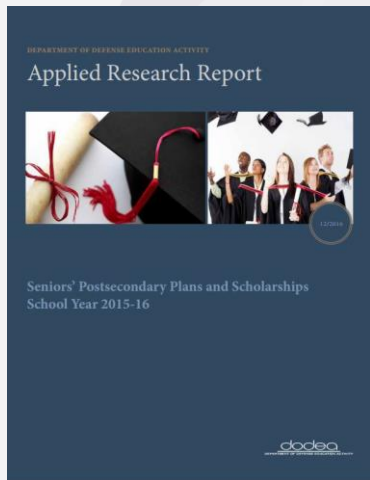


A bulletin for DoDEA Administrators and Educators
Current Events and Happenings on DoDEA's College and Career Ready Innovation

ISSUE: 11-2017
DATE: April, 2017

Provided in this edition of the CCR Bulletin

Is information on the recently released Professional Learning Community Guidance, updates on the Gifted Education and English Language Learner Programs, the CCR Organizational Capacity Survey, as well as updates from each of the regional Centers for Instructional Leadership.



The "Seniors' Postsecondary Plans and Scholarships School Year 2015-16" report compiles the self-reported postsecondary plans of DoDEA seniors. Approximately 95% of students who graduated documented a postsecondary plan – 73% planned to attend college, 10% stated they would enlist in the military, and 6% planned to seek employment. The full report and numerous other findings can be accessed at <http://www.dodea.edu/database/research/reports.cfm>.

Education Updates

I. Professional Learning Communities Guidance

To support educators and administrators in the effective use of collaboration time, DoDEA has developed and made available the Professional Learning Communities (PLC) Guidance. The guidance provides clarity on what a PLC is, expectations and work of a PLC, and the Stages of Collaboration (suggested best practices by role for a PLC team, principal and leadership team, and superintendent and district leadership team). Research demonstrates four primary benefits of PLCs:

- Student learning increases when teachers examine and improve their practice.
- Collaboration reduces isolation and promotes sharing and learning with colleagues.
- The responsibility for every student's learning is shared by all.
- A culture of collaboration fosters "a personal commitment to rigorous training [and] continuous striving for excellence" combined with an appreciation of and response to evidence and feedback and a desire to improve (Vescio, Ross, & Adams, 2008 p. 87; DuFour, R., & Fullan, M, 2013).

We realize that PLCs are at various stages of implementation in DoDEA, and this guidance serves as a key resource while we strive to become one school system.

Citation: Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80–91.

II. Gifted Education Program

The Elementary Gifted Education Program Guide is currently being updated, and the changes will be phased in over the next two school years beginning in school year (SY) 17-18, with full implementation in SY 19-20. A group of teachers, gifted education district instructional systems specialists, and Headquarters staff convened to work on revisions based on recommendations from the University of Georgia program review, as well as best practices in the field. Revisions include changes to the identification process, aptitude assessment, and program services. DoDEA is currently creating professional development modules that will include best practices in identification, differentiation, and program services. During SY 18-19, DoDEA will make a decision regarding the development of a middle school gifted education program.

III. English Language Learners (ELLs): Access for College and Career Ready Standards

DoDEA is conducting an evaluation of its English as a Second Language (ESL) program to assess strengths and opportunities for growth. As part of this process, we are inviting DoDEA administrators, content specialists, and elementary/secondary content and specialty teachers to participate in an online survey. We want to learn about the aspirations for ELLs, opportunities for professional learning, views on teaching and learning, and the ESL program. This survey will take approximately 15 minutes to complete. The survey will be available during April 17-28, 2017 and can be accessed through the following links:

Administrator survey

http://seiservices.qualtrics.com/jfe/form/SV_3mTHvp7k74UtOkd

Teacher survey

http://seiservices.qualtrics.com/jfe/form/SV_00xIacSI2bWkg0B

IV. Literacy Organizational Capacity Inventory: Open April 24 – May 8

All DoDEA educators will receive a link via e-mail to complete a voluntary inventory with questions primarily on the CCRSL implementation as well as a few on CCRSM. This is the second year for this inventory, and it will provide critical longitudinal data on DoDEA's CCR effort and will be used to inform and improve implementation strategies. The higher the response rate, the more authentic the data and the more actionable the data results will be. Your response is anonymous and is sent directly to our contractor for data collection and analysis. We encourage you to complete the volunteer inventory as soon as you are able after it is released.



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Centers for Instructional Leadership Updates

I. DoDEA CIL Leadership Advisory Board

DoDEA is engaged in a cooperative agreement with Virginia Tech for the purpose of providing professional learning resources, building the capacity of, and ensuring alignment among the three newly formed Centers for Instructional Leadership (CILs). To help ensure fidelity and alignment with DoDEA's specific needs and priorities system-wide, a Leadership Advisory Board (DoDEA LAB) was formed. The purpose of the LAB is to primarily 1) leverage DoDEA's internal expertise; and 2) integrate DoDEA's field-based knowledge and artifacts into the design of its professional learning modules. All CIL chiefs serve on the board, including the following members:

- Lois Rapp, Pacific Region Director of Student Excellence
- Frank Roehl, Europe West District Superintendent
- Latonya Leeks, Principal at Middleton S. Elliott Elementary School, Laurel Bay SC
- Challice Rickard, Europe South PK-5 Mathematics Instructional Systems Specialist
- Kelisa Wing, Teacher of the Year for 2017 and Language Arts Teacher at Faith Middle School
- Paul Salatto, Teaching and Learning, DoDEA Headquarters Professional Development Lead

The next meeting is scheduled for early May 2017.

II. Building PLCs through Focused Collaboration

DoDEA's recent guidance on PLCs served as the impetus for three webinars provided for the CILs, Headquarters staff, and district and community superintendents. Several of the guiding questions addressed are:

1. How can the CIL support principals' ability to communicate as they seek to build communities in the schools?
2. What skills and tools can CIL personnel use to support leaders implementing PLCs?
3. How can CIL personnel differentiate support to develop principals' expertise around the development of student-focused cultures of collaborative inquiry?

Resources, tools, and strategies from these webinars will be used by CIL staff to support districts' and schools' efforts.

III. Leadership Development by C2 Technologies

As we move forward in creating a common language and collaborative culture for One DoDEA, three members from each of the CILs and a team from Headquarters received professional development on both content and facilitation skills in areas such as Leading Change, Leading People: Being Results Driven, and Building Coalitions. The leadership curriculum, readings, and other resources are packaged in a toolkit for CIL leaders to integrate into their daily professional learning activities.

IV. CIL Vacancy Announcements

Vacancy announcements for both the Professional Practice Improvement Specialist (PPIS) and the Professional Development Specialists (PDS) were reopened on March 24, 2017 and close on April 21, 2017. The links for each are below.

PPIS announcement link:

<https://www.usajobs.gov/GetJob/PrintPreview/466221500>

PDS announcement link:

<https://www.usajobs.gov/GetJob/PrintPreview/461470100>