

Standardized Template for Submitting a Best Practice

I. Focus Area and Applicability

1. Applicable Segment: Enrolled Students in School District

- | | |
|--|---|
| <input type="checkbox"/> All | <input checked="" type="checkbox"/> 25,001 – 50,000 |
| <input type="checkbox"/> Under 5,000 | <input type="checkbox"/> 50,001 – 100,000 |
| <input type="checkbox"/> 5,001 – 10,000 | <input type="checkbox"/> 100,001 – 200,000 |
| <input type="checkbox"/> 10,001 – 25,000 | <input type="checkbox"/> Over 200,000 |

2. Applicable Segment Type: School Level / Grade (May apply to more than one)

- | | |
|--|--|
| <input type="checkbox"/> All | <input type="checkbox"/> Post Secondary |
| <input type="checkbox"/> PreK | <input type="checkbox"/> Workforce Education |
| <input checked="" type="checkbox"/> Elementary | <input type="checkbox"/> Choice |
| <input type="checkbox"/> Middle | <input type="checkbox"/> Private |
| <input type="checkbox"/> High | <input type="checkbox"/> Other _____ |

3. Applicable Topic Area: School District Process and Functional Areas

1. Student Achievement & Progression

- Accountability, Analysis, Reporting, & Testing
- Curriculum
- Educational Technology
- Instruction
- Mentoring
- Monitoring
- Response to Intervention
- Teacher Development
- Testing
- Other _____

2. Administrative & Support

- Budgeting
- Facilities
- Finance
- Food & Nutrition
- Human Resources
- Recognizing and Rewarding High Performing Educators
- Transportation
- Other _____

3. Leadership & Oversight

- Board
- Communication
- Community & Parent Engagement (Includes Volunteer Management)
- Information Technology
- Leadership Processes
- Security and Safety
- School Improvement Planning
- Strategic Planning
- Succession Planning
- Other _____

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4. Title of Practice

Building Science Capacity Through the Elementary Science Cadre

5. Description of Best Practice. Please briefly describe the most important process changes.

In an effort to build a presence for science in Brevard, funding was used to support an infrastructure of partners who advocate and support effective science teaching and learning. The district identified key teacher leaders in science and asked that each principal identify a school expert for standards-based science teaching and learning. As a result, Brevard took the following steps to build capacity among elementary science teachers.

The district established an Elementary Science Cadre consisting of five exemplary science teachers who received special training and assisted district staff with planning and implementing professional development based on district needs and strategic plan goals.

Teaching science in the primary grades (K-2). Train one primary teacher per school with a focus on standards-based inquiry science and integrating with other content areas. Goal for each participant to meet with and be a resource to other primary teachers at their school.

The Science Cadre worked with the district Elementary Science Resource Teacher to create Space Week activity guides for teachers and families to support field experience curriculum and the grade 6 Kennedy Space Center field trip.

The Science Cadre conducted a 4-day "New" Science Teacher summer workshop to assist new and beginning teachers with understanding the Sunshine State Standard, the assessed benchmarks, Best Practices, integrating Science, cooperative learning, Lab Safety, spiraling lessons, accessing and management of materials.

Schools transitioned from science contacts to elementary Science Points of Contact (new title with added responsibilities) through administrative nominations. The district Elementary Science Resource Teacher and the Science Cadre established a network to share resources and opportunities via the Internet. The Cadre developed Point of Contact Institutes to train these teacher leaders on the National Science Education Standards, Best Practices, standards-based instruction, and inquiry. Additionally, the Cadre developed and delivered FCAT Workshops focused on "What we know about FCAT Science, SSS and the assessed benchmarks, Best Practices, Integrating Science, Physical Science, Reading in the Science content area, and Item Specifications.

II. Why this is a Best Practice

1. Situation Before

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Prior to creating the Science Cadre and Science Points of Contact, the district had only one Science Resource Teacher to provide training and support to teachers in 57 elementary schools.

2. Situation After

The district now has a team of exemplary science teacher leaders to help build capacity across the district. The Cadre work with district personnel to develop curriculum, communicate, provide training, and support teachers across the district.

3. Benefits (Quantifiable if possible). Consider quality, cost, timeliness, satisfaction as you describe benefits and results achieved.

Providing high quality science-based workshops delivered by expert practitioners has increased science capacity across the district as evidenced by fifth grade FCAT scores. Brevard has been ranked first in Florida in FCAT Science and the district has increased by 21 scale score points since implementing the cadre model.

4. Key Lessons Learned. Please note what conditions must be in place for the best practice to be effective.

Use of the Science Cadre has provided real opportunities for teachers to affect educational change without leaving the classroom. Teacher cadre members are developing curriculum, serving as advisor-mentors to new teachers, and facilitating professional development activities as exemplary science teachers. Providing an avenue to engage teachers in leadership opportunities, having a highly trained personnel, such as the Science Resource Teacher, to facilitate the process, and giving the cadre members important work are critical to the success of this model.

III. For more information, contact:

1. First Name of Submitter (required)

Lynn

2. Last Name of Submitter (optional)

Spadaccini

3. Email of Submitter (required)

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(auto-generate email if selected)

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4. Phone Number of Submitter (optional)

321-633-1000 EXT. 330

5. Contributing Community/School District (required)

BREVARD PUBLIC SCHOOLS

6. Submission Date (required)

December 11, 2009

Submit a best practice c/o:

rseemer@etsfl.com

EXAMPLE