

TEACHERSource

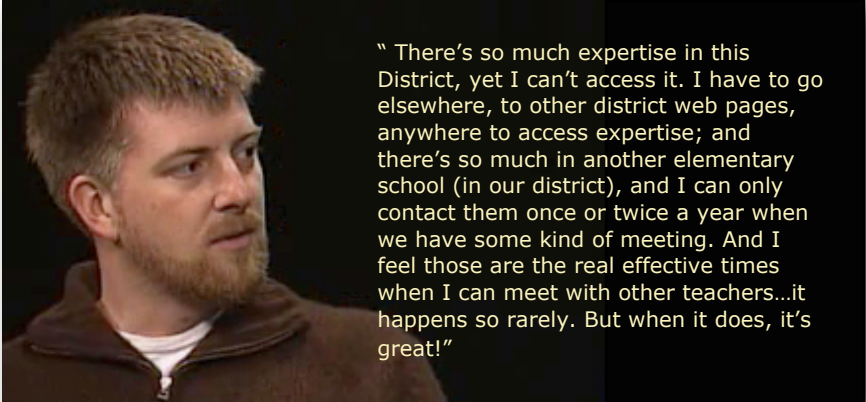
an exchange network for BSD teachers

(aka Teacher Web Project, learn.beaverton, teach.beaverton, Project Echo)

Overview:

The genesis of TeacherSource has come from the Beaverton School District's sincere desire to significantly improve student learning, facilitate professional and collegial communication, and to address equity disparity within the District. The leadership of the District has committed to addressing these issues in part by shifting our focus away from a "carte blanche" textbook and materials-driven procurement model and

move towards centering on the district-stated essential learning, knowledge and skills. At its core TeacherSource will comprise of a sophisticated and robust web presence that offer assorted and targeted instructional resources and assessments for classroom teachers that are directly aligned with the District's K-12 Learning Targets. Any classroom teacher would be able to easily access and contribute to a rich repository



" There's so much expertise in this District, yet I can't access it. I have to go elsewhere, to other district web pages, anywhere to access expertise; and there's so much in another elementary school (in our district), and I can only contact them once or twice a year when we have some kind of meeting. And I feel those are the real effective times when I can meet with other teachers...it happens so rarely. But when it does, it's great!"

of proven instructional materials and assessments, and electronically participate in professional discussions about teaching and learning. It is the explicit goal that this web environment be efficient, be easy to use for all users, and to provide the needed tools/resources, relevance, and professional collaboration to enrich and support the classroom teacher.

This project is being rolled out initially in three distinct phases:



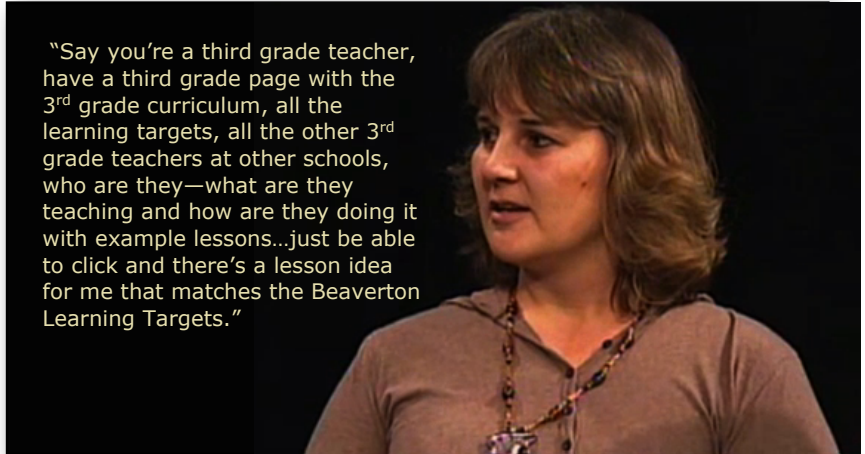
Phase I – A Lesson and Resource Repository is the backbone of the project, with the ability to easily upload resources that are aligned specifically to a set of Learning Targets. Teachers will be able to access a variety of teaching and assessment resources, engage in an electronic discussion around this target or resources, access related materials, and differentiated resources that have been specifically "tagged" and noted for diverse learners. Teachers will be able to easily contribute to this resource using a simple template. Teachers who contribute will retain authorship of their work, yet can seek input and refinement from colleagues throughout the District via an imbedded, electronic discussion board.

Prompt-level assessments tied to specific Learning Targets will also be collected through a similar authorship and approval workflow in the **Assessment Builder**. There will be an opportunity to attach rubrics to the assessments questions using a variety of question formats, then compiled into a collective assessment based on how a teacher evaluates the needs of their students. Similar discussion areas will also be available.



Phase II – An electronic **Dashboard**, immediately available upon logging into any District computer will be available for all teachers. This Dashboard would be tied into the District’s Active Directory infrastructure so as to push out appropriate tools and resources for the teachers fitting their teaching assignment. Initially, this would come with a basic set of features, such as direct links to the lesson

and assessment repository at the teacher’s grade level, access to the Learning Targets and some personalization. Also, a communication area would be available as a notification center for new messages, and a place to set up and manage your discussions. Also, a personalized storage area for commonly used links and resources would be available.



Partnering with the resource and assessment repository will be the **Video Repository**, a flash-based, searchable and intelligent



web environment that will have stand-alone capability, but also tagged and attached to specific Learning Targets as they apply. This visual element enlarges the landscape to include a significant professional development component that is imbedded in a teacher’s professional life. Imagine a new teacher who is preparing a unit or lesson being able to watch a master teacher execute the same or similar lesson. Additionally, videos that teachers have used connected to various Learning Targets that support learning can be easily uploaded, shared, and discussed.

Phase III – Further down the continuum is the **Advanced Dashboard**. This environment would be a giant leap in working towards collaborative planning and coordinating, and moving closer towards what Robert Marzano calls a guaranteed and viable curriculum. This module on the Dashboard would allow teachers from across the District view the academic calendar and sequencing of units and lessons at a glance, and to engage with other teachers in collective planning. An electronic means would be enabled to allow multiple users to share, discuss and coordinate their academic planning, be it across the hall, or across the District.

The last piece of this last phase is the **Intervention and Extension Center**. Again, imbedded into the Lesson and Assessment Repository, this add-on would be a rich resource for teachers with diverse learners. A part of each Learning Target page would be a link to a variety of District-created and adopted resources for both students who are falling short of the Learning Target or who have mastered the material and is ready to take it further.

Future Thinking – What these three phases represent is a great start to what we’d like to see in the future. Though not thoroughly developed, the following ideas would be logical next steps for this project:

- *Student Dashboard* – Similar functionality to the Teacher Dashboard including many personal organizational tools, access to their plan and profile,

communication with teachers and other student groups, but also a capability of taking online assessments, where students would receive immediate feedback, intervention or extension.

- *Parent Dashboard* – Similar functionality to the Teacher Dashboard, but with greater access electronically to the teaching staff, grades/assignments, school announcements, school and District calendars, college planning, state assessment results and many others.



- *Intermediary Data Center* – The need for this “pre-eSIS” data repository for classroom-based assessments gives control to teachers for analysis of student learning trends for a whole class, a demographic group, or even down to a single student.

Over the past two years, our department spent many hours talking to classroom teachers about an ideal, web-based

environment that would empower and inspire their teaching. Here is a sample of their comments:

“As a high school teacher, I can see an environment where I can communicate with my peers across the district, across the state. Especially teaching AP and IB where we can look at exemplar papers and look at proficiency assessment and to be able to locate growth in students, and then be able to assess not only their growth but our instruction.”

– HS Social Studies Teacher

– Elementary Teacher

Integration with the District Proficiency Model

- Focus on Learning Targets
- Teacher Collaboration – talking about student learning
- Common Assessments

KEY PERSONNEL:

- **Todd Frimoth**, Teacher Communication Specialist (TOSA)
- **Scott Hacke**, District Media Specialist and Director, Signal to Noise Moving Media Festival <http://www.beaverton.k12.or.us/media/signal-to-noise/>
- **Gary Sehorn**, BSD Admin for K-12 Curriculum, Instruction and Assessment
- **Steve Langford**, BSD Chief Information Officer

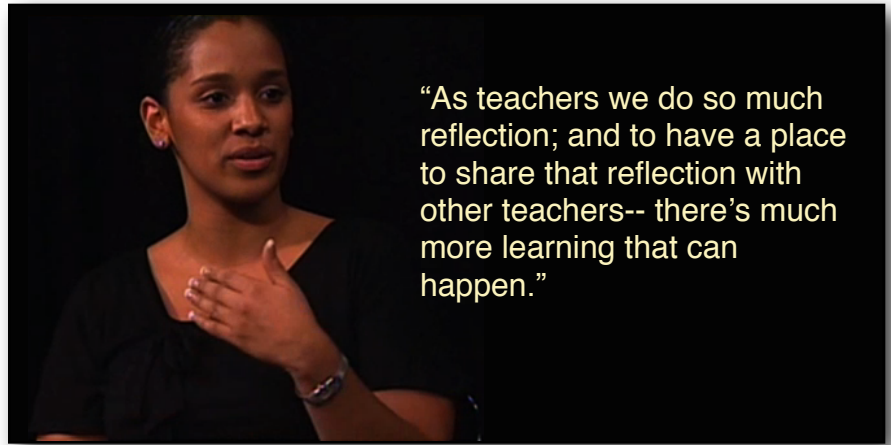
FUNDING:

- General Fund
- Stimulus money
- Deferred textbook purchases
- Board mandate

- Grant monies (PSU Science – Algebra)

INSTRUCTIONAL SCOUTS:

- 25 trained and supportive teachers who mostly volunteer their time to contribute high quality lessons and assessments. These resources are found in current adopted materials their own proven resources, and on the web. These teachers meet monthly to meet in content-area focus groups, share resources, and to upload materials to TeacherSource. These teachers are given District-owned tools, and paid for the two hours per month for their attendance at the monthly meetings. However, they contribute over 10 y



“As teachers we do so much reflection; and to have a place to share that reflection with other teachers-- there’s much more learning that can happen.”

RESOURCES WITHIN THE DISTRICT:

- **Video Tech Cadre** – a group of media-savvy secondary students who support TeacherSource by contributing video production skills, in-studio and field productions, script writing, web development, and music production
- **BSD Comedy Troupe**
- **Tualatin Valley Cable Television (TVCTV)** – Local cable television station located on the ACMA campus

PARTNERS:

- Axian, Inc – vendor
- Tualatin Valley Cable TV – Dave Slay, Community TV Manager
- Parent Volunteer Partners (Steve Halliday, Ed Henry, Bonnie Gorshe)
- Advisory Group (a group of interested parties outside the BSD)
- Dr. Shlomo Liebiskind - Univ of Oregon & Center for Advanced
- Dr. Todd Duncan – Science Professor and author, Portland State/Pacific University
- Dr. Michael Charles – Education Professor, Pacific University
- Advanced Classroom Technology – Suppliers of Interactive technology

TETHERED PROJECTS:

- Algebra Project – T/L’s plan to increase Algebra achievement across the District; using university partners in seeking federal and state grants to:
 - improve teacher content knowledge,
 - construct robust data repository
 - harness emerging tech tools for classroom teachers to manage data to inform intervention & extension
- BSD Comedy Troupe –
- PSU Center for Science Education -

ACCOUNTABILITY:

PROGRESS MONITORING:

MEASURES OF SUCCESS:

TEACHER AUTHORSHIP:

ROLLOUT STRATEGY:

FEATURE SET:

- See "Feature Description Document – BSD Phase I"
- Unique character