

FAQs from BCPS – 6/13/2022 Responses to CIC Questions

Shared by request of BCPS

BCPS responses to CIC questions and suggestions are in blue below.

CIC/EDUCATOR CONCERNS, QUESTIONS and SUGGESTIONS:	RESPONSES from BCPS (Megan Shay, Executive Director, Teaching and Learning, BCPS) :
<p>Follow-up Questions re: <u>myView Literacy</u>:</p> <ul style="list-style-type: none"> • Based on teacher pilot feedback, is MVL being adopted for use in the fall? <ul style="list-style-type: none"> • When will teachers get feedback from pilot? • The first grade My View Literacy is very heavily phonics-based and does not align with Open Court phonics. <ul style="list-style-type: none"> • Can BCPS give teachers a clear vision of how to fit MVL and Open Court together? To clarify this phonics alignment issue, for example • Can the curriculum offices update/publish year-at-a-glance schedules on Schoology before teachers return, so teachers can understand it and start planning over the summer • If BCPS is modifying MVL curriculum, can the offices share instructional and learning digital resources in Schoology (lessons, assessments, etc.) to give teachers time to process and understand? • Has a virtual teacher been included in the pilot of MVL? Will there be digital Schoology lessons, assessments, content for MVL? Currently, is this being piloted in-person only? • When will teachers have access to the print materials? (MVL’s digital curriculum was posted 4/4/2022, but teachers do not have print resources) 	<p><u>MyView Literacy</u>:</p> <ul style="list-style-type: none"> • BCPS will know if we are approved to move forward with the MVL contract following the Board meeting on 6/14. Once we have a decision from the Board, I am happy to share additional plans for professional learning and support. Stay tuned! • We have currently been piloting in 22 schools with 241 teachers and over 5,000 students and results have been overwhelmingly positive. We know that no curriculum is perfect, and we have been learning a lot from teachers about where to support professional learning. • In addition, the ELA office has been creating unit overviews and newsletters for every unit to support teacher planning. Should the contract be approved, schools will have multiple entry points (August, October and January) as options and we will have multiple professional learning dates in the fall for ongoing learning. <p>SOME FEEDBACK so far:</p> <ul style="list-style-type: none"> • The <i>myView Literacy</i> teachers’ guide, both the online and print editions, are color-coded which makes planning and instruction manageable for our new and veteran teachers. • Likewise, a BCPS reading specialist from one of our pilot schools shared, <i>“I had to sub - last minute for a 1st grade teacher...the Teacher’s Edition was so well organized and having all the materials in one place made planning and teaching so much easier than before! (BCPS Reading Specialist).”</i> • The <i>myView Literacy</i> teacher guide is comprehensive and provides teachers with instructional options to support students’ literacy growth and responsive instruction at point of need. <i>myView</i> offers suggestions and resources so teachers don’t have to create anything on their own, while still allowing for the flexibility and creativity that is inherent to good instruction. • We are also working with our primary pilot teachers to provide guidance to further support the integration with

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	<p>Open Court. Many of our pilot teachers have shared that they love that the Shared Reading supports access to complex text and have been very supportive of the writing pieces as well.</p>
<p><u>Follow-up Idea re: Piloting feedback:</u></p> <ul style="list-style-type: none"> Sharing pilot feedback with teachers who will teach the curriculum <p><u>Curriculum Information:</u></p> <ul style="list-style-type: none"> How would a classroom educator be able to contribute to the focus group or get to be on the selection committee for curriculum materials that will eventually be piloted? When companies are bidding for the contract, how can educators who will be teaching the materials give input? <ul style="list-style-type: none"> SUGGESTION: It would be helpful if the process was more transparent in order to be more equitable and inclusive of a broader range of educators. 	<p><u>Piloting Feedback:</u></p> <ul style="list-style-type: none"> Can feedback from piloting teachers be <u>made available</u> to teachers <u>by grade level</u> if a program is <u>adopted</u>? This would give teachers a timely heads-up about challenges they are likely to encounter so they can be proactive rather than struggling reactively. <p><u>Curriculum Information:</u></p> <p>For <i>myView Literacy</i>, as always, the selection and review committee included teachers, administrators, parents, stakeholder groups, and central office staff. The teachers were identified by TABCO leadership and by school leaders. Moving forward, BCPS is happy to work together to develop a process for making the process even more accessible to teachers and would welcome the partnership!</p>
<p><u>Sub Pay for (Elementary) Teachers:</u></p> <p>...who are taking students from other teachers' classes frequently or even every day (absence, lack of staffing)</p> <ul style="list-style-type: none"> e.g., 2 weeks straight (several times) of having an extra 5-8 students in their classrooms because there weren't enough subs to cover not fair to teachers who have to either change what they are doing last minute or who have students in their classroom doing busy 	<p><u>Sub Pay for Teachers:</u></p> <p>This suggestion has been forwarded to the appropriate staff to look into it.</p>

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<p>work and distracting the teacher's students</p> <ul style="list-style-type: none"> • in secondary, teachers can be paid for voluntarily covering beyond contractual obligation and for tutoring <ul style="list-style-type: none"> ○ can elementary teachers also be paid for covering extra students during their instructional time? <p>SUGGESTION:</p> <ul style="list-style-type: none"> • Provide sub pay to teachers covering another teacher's students during their own class time, similar to model in secondary • Section VIII B of the MOU indicates that educators shall not be involuntarily asked to cover during their planning or instructional time – can BCPS please communicate this to Principals? 	
<p><u>Question re: Scheduling of Department Chair meetings:</u></p> <ul style="list-style-type: none"> • Is it necessary to have mandatory DC meetings during school/duty hours? <ul style="list-style-type: none"> ○ It can be extremely difficult to get coverage when schools are understaffed, for instance • Do all departments typically do this? This issue came up in the context of OWL but is relevant to other departments • Hold mandatory department chair meetings after school and pay the chairs <ul style="list-style-type: none"> ○ Meetings could still be virtual for expedience and convenience sake 	<p><u>Scheduling of Department Chair meetings:</u></p> <ul style="list-style-type: none"> • This suggestion has been added to the agenda for the next Teaching and Learning Coordinators meeting to see if we have consensus to move to after school DC meetings. This year they tried to have a blend of virtual and face-to-face to support flexibility, so we can absolutely explore this option as well.

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<p>Assessments: The state board added to COMAR that high school MCAP assessments for algebra, English 10, government, and Living Systems need to count for 20% of the student’s course grade starting in 2022-23.</p> <ul style="list-style-type: none"> • If the county treats these like final exams, will that create a change for how course grades are calculated for just those courses, or all courses? We have been counting the final exam as 15% for year-long courses. • And how will this work if a student doesn’t test and we test them 2 years later for instance, will their grades from 2 years prior have to be updated? 	<p>Re: Assessments:</p> <ul style="list-style-type: none"> • The state board has received so many comments on this change to COMAR, that it has all been postponed until the 23-24 school year. In addition, it is currently <u>not</u> included for ELA 10 and Algebra I. • Once MSDE has made some final decisions, we will have to discuss the impact on our BCPS grading policy so that we are in alignment, but for now, that is still on hold. We have also sent several questions to the state regarding timing and expectations for students who may test outside of their cohort schedule.