

College Spark

Successful Transitions to College (STC)

Wifi: Campus Visitor
Username: 30MaySTC
Password: c8L3r2z4

Spring Network Convening
May 30, 2015

Welcome

Faculty Grant Coordinators

- Barbara Alvin
Professor & Department Chair, Mathematics, EWU
- Sean Agriss
Assistant Professor, English, EWU

Re-Introductions

English

Andrea Reid

Instructor, Department of English & Foreign Languages, SCC

Justin Young

Assistant Professor, Director of English Composition Program & Writers' Center, EWU

Mathematics

Jackie Coomes

Professor, Mathematics Education, EWU

Peter Wildman

Instructor, Department of Mathematics, SFC

Facilitators

edBridge Partners, LLC

Re-Introductions

- K-12 Districts
 - Spokane Public Schools (SPS)
 - Mead Public Schools
 - Cheney Public
 - Rural districts
 - Columbia
 - Deer Park
 - Lind-Ritzville
 - Mary Walker
 - West Valley
- Postsecondary Institutions
 - Spokane Falls Community College
 - Spokane Community College
 - Eastern Washington University

TODAY'S AGENDA

12:00-12:30 All	Welcome. We will review meeting objectives, review agenda for the day, recap where we are in the project timeline and what is next, and explain work to be completed between May and October.
12:30-12:45 All	Sample Cohort Presentations Two cohorts have kindly volunteered to share their problem statement presentations to the group as a sample of the Cohort Presentation assignment.
12:45-1:00 Cohorts	Cohort Presentation Prep
1:00-2:00 3 Groups	Cohort Presentations
2:00-3:45 Cohorts	Cohort work time
3:45-4:00 All	Plus/Delta. Wrap-up.

Meeting Objectives

- Cohorts present work to date on problems of practice to colleagues and receive feedback
- Cohorts clarify and define next steps for work to be completed between Spring and Fall convening
- Cohorts have an opportunity to work with their members to define toolkit item for testing
- Cohorts have an opportunity to work with their members to build workplan to create intervention and execute

Network Objectives

- Establish regional professional network, convening K-12 and higher education instructional leaders around common interests.
- Engage network members over successive years, creating conditions for sustained collaboration and improvement practices to take-hold
- Focus collaboration on development and testing of instructional approaches to measurably improve learning and teaching, beginning with mathematics and English

In order to...

ensure that more of the region's students, especially low-income students, make successful transitions from high school to college.

Network “Toolkit”

- Collection of materials contributed by cohorts
- Collaboratively developed by cross sector teachers
- Address gaps in successful student transition from high school to college
- Classroom tested and research/evidence based
- Evidence of the learning and change that occurred during this project
- Will eventually be publically available as well as disseminated through PD

TOOLKIT

Cohort
Collection

Item 1

Item 2

Cohort Collection

Item 1

Item 2

Item 3

Cohort Collection

Item 1

Item 2

Cohort Collection

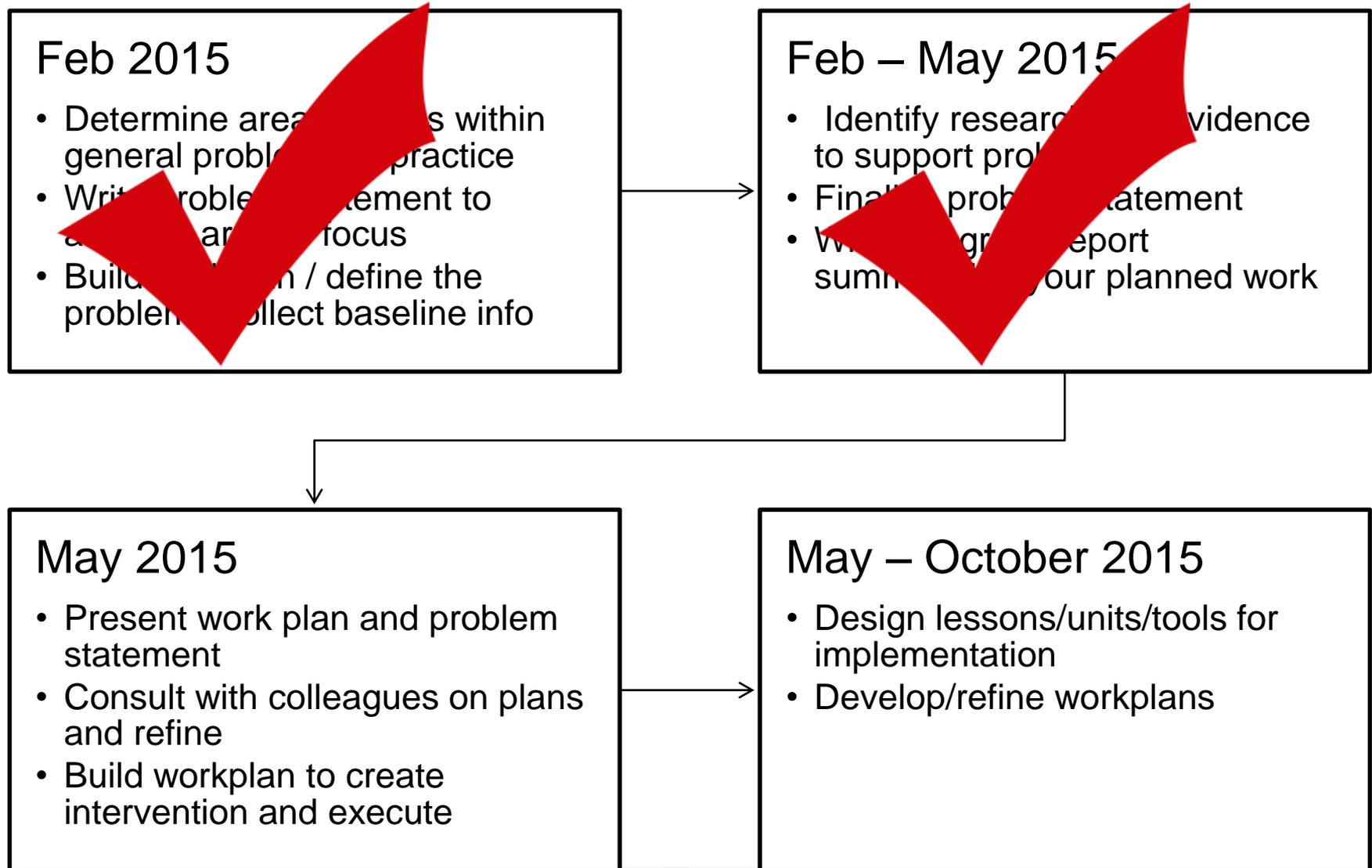
Item 1

Item 2

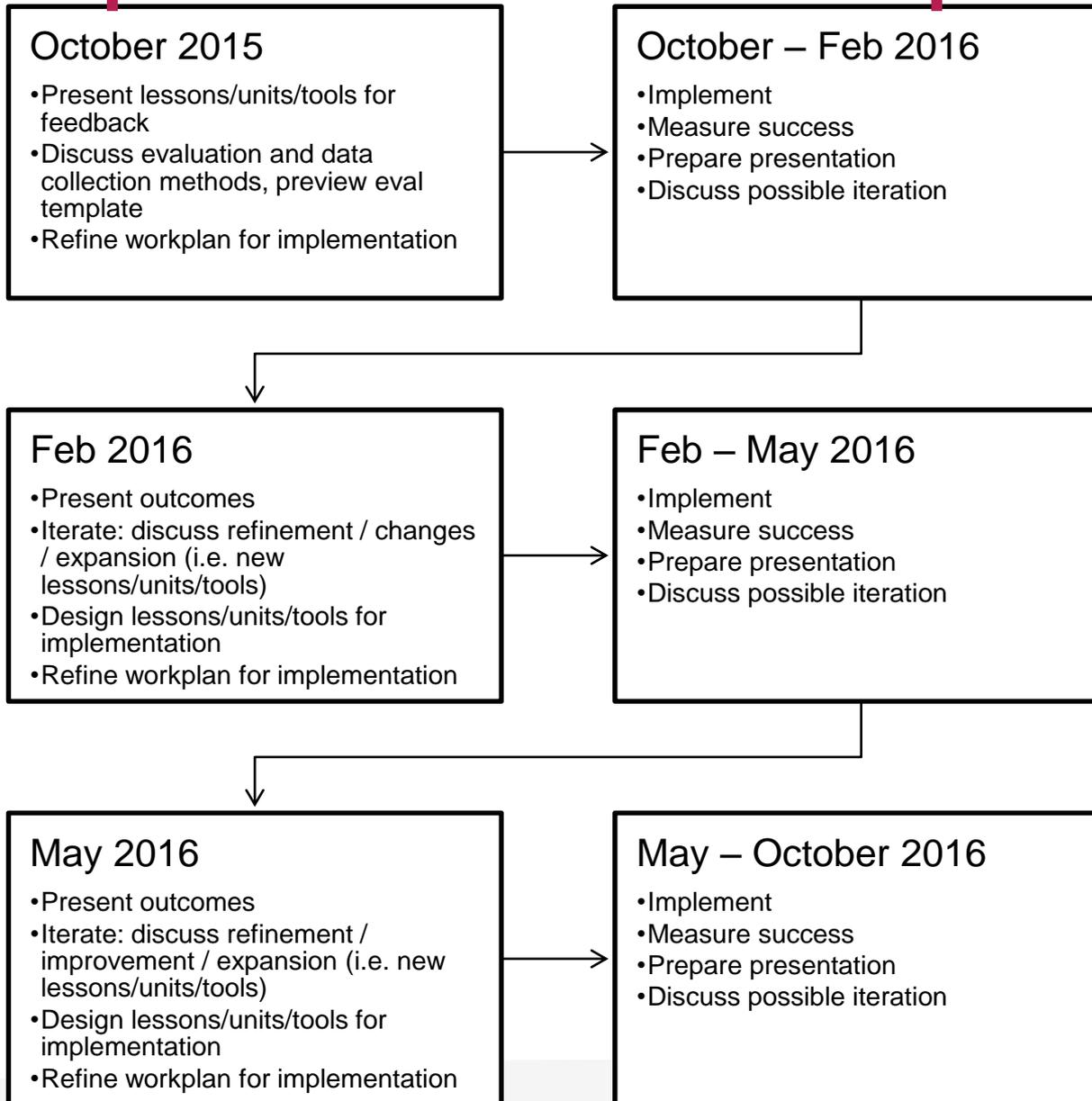
Possible Toolkit Items

- Case studies
- Lesson studies
- Classroom video studies
- Created and/or vetted curriculum
- Reviews of texts
- Collections of research
- Other useful items proposed by cohorts

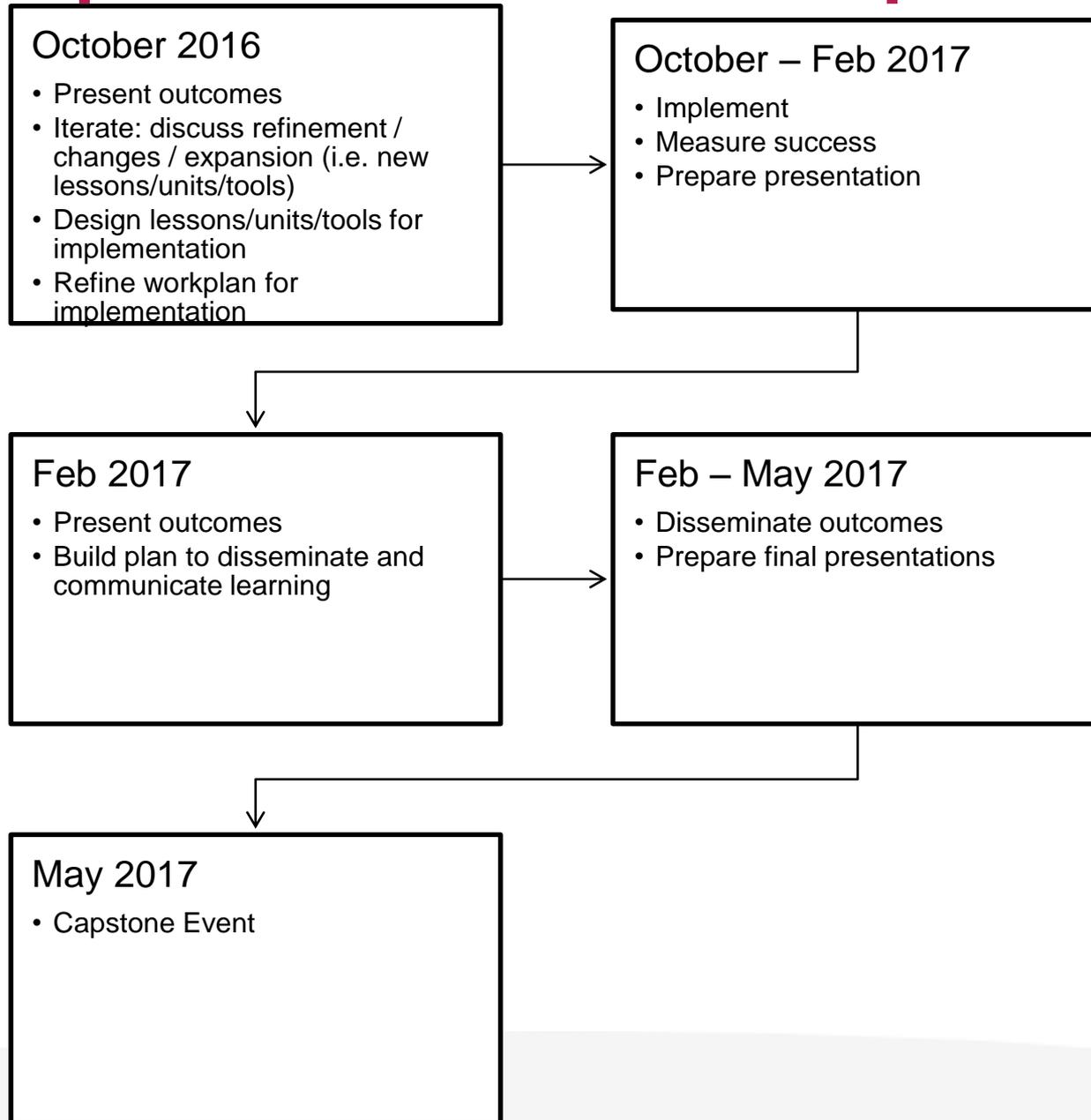
Toolkit production timeline expectations



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Instructions for Cohort Presentations

- Each cohort will have an opportunity to give a 5-minute presentation on their work to date.
- Presentations will address:
 - Current problem of practice
 - Areas where they would like advice
- After the presentations, there will be 2 minutes to ask clarifying questions.
- Then each individual will have 3 minutes to draft feedback to their colleagues on an index card.
- Index cards will be collected and provided to the presenting cohort for their review later in the day.

Cohort Presentations, continued...

- Two teams (Cohorts A & Pre-Calculus) have volunteered to give their presentations first.
- After these first two presentations, cohorts will have 15 minutes to sync with your team and make any adjustments to your own presentation.
- Send your presentation to amany@edbridgepartners.com
- We will then divide into three rooms:
 - Cohorts A, F, Calculus A, Geometry to Room 201
 - Cohorts B, E, Calculus B, Algebra B, Room 203
 - Cohorts C, D, Pre-Calculus, Statistics, Algebra A to Room 205
- Each cohort will have 5 minutes to deliver their presentation, 2 minutes for clarifying questions, and 3 minutes for feedback on the index cards.
- Each cohort will receive feedback from approximately 8-12 individuals.

Instructions for Cohort Presentation Feedback

When providing feedback to your colleagues regarding their problem statements, please consider the following:

- Do you have experience with the issue they are trying to address?
 - If so, do you have any suggestions for the cohort?
- Have you heard of research in this area that may be beneficial?
- Considering the challenges they have outlined, do you have any advice you could offer ?
- What areas do you perceive as being a challenge in addressing this problem of practice/developing a toolkit item?
 - What are your thoughts on how to overcome them?

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Cohort Presentation Room Assignments

- Cohorts A, F, Calculus A, Geometry to Room 201
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Instructions for Cohort Work Time

- You will have 1 $\frac{3}{4}$ hours to work with your cohort
- Your objective will be to use a process of collaborative inquiry to come to a decision about what your intervention and toolkit item will be.

Key Questions...

- What assumptions have we made about students, their learning, effective instructional practices, and our contexts, as we define our problem of practice?
- What evidence do we have of the current state of our problem of practice?
- In what ways are we using the research we found? In what ways does the research we found fit our contexts, and in what ways does it not fit our contexts?
- What do we wonder about that has not been answered by the research we found? (There will always be 'holes' in the research.)
- What can we learn from our own and each others' sectors as we create and try our toolkit item?
- What kind of intervention can we design to 'solve' our problem of practice?
- What evidence will we look for to see the impact of our intervention?
- Is the work doable in the time we have, and does it require similar efforts from each member of our cohort?

Instructions for Cohort Work Time, continued...

- At the end of the work period, you should have:
 - Decided on an intervention to develop between now and October and how that will translate to an item for the toolkit.
 - Created a high-level timeline of major tasks required to design your intervention.
 - This timeline should include at least 2 meetings face-to-face or via webinar/phone conference.

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Next Steps: May to October

- Send new copy of problem of practice
- amany@edbridgepartners.com
- **Design** the lessons/units/tools for your intervention
- Develop/refine workplan for implementation
- Prepare a presentation on your toolkit item and intervention plans for the October 17th meeting for feedback

Next meeting dates

- Cohort meeting 1: _____
- Cohort meeting 2: _____
with college/university lead
- Fall meeting October 17, 2015
- Winter meeting February 6, 2016
- Spring meeting May 21, 2016

Plus / Delta: Commit to adjust & improve



Frustration with Canvas getting in— glad to have a chance to talk about it

More time before presentations to prepare

Feedback on notecards

Coffee needs to be ready ASAP!

Cohort breakout time

Meeting time?? 9am – 1pm? 7a – 11a?

Math and ELA together** - ensure we all share across with tools, too

Felt rushed on feedback – good structure more time

Interesting and encouraging how alike our work is!

Mixed cohort opportunity?

Excited to see the variety of projects and approaches

A lot of time to work together

Lunch (esp chicken)

Placement of group time at the end of the meeting, after presentations

Help from leads (esp Jackie!)

Closing thoughts & thanks

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