

College Spark

Successful Transitions to College (STC)

Wifi: Campus Visitor

Username: 21May2016SCT

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Spring Network Convening
May 21, 2016

Successful Transitions to College: Networked for Student Success

A word cloud featuring various educational institutions and locations. The words are arranged in a cluster, with 'Spokane' and 'University' being the largest. Other prominent words include 'Schools', 'Community-College', 'DeerPark', 'CCS', 'Spokane-Falls', 'Cheney', 'College', 'Valley', 'Washington West', 'Eastern', 'Lind-Ritzville', 'Mead', and 'Columbia'. The colors of the words vary, including shades of orange, green, yellow, and purple.

DeerPark CCS Spokane
Spokane-Falls Community-College
Valley University Cheney
Washington West College
Eastern Schools
Lind-Ritzville Mead
Columbia

Goals for the day

- Present the outcomes of your latest implementation, reflect on the experience and lessons learned, and receive feedback and guidance from peers and project leaders.
- Connect work to the larger goals of targeting the problems of students' transitions, and the bigger picture of developing a culture of inquiry learning in teaching.
- Clarify next steps for work to be completed between Spring and Fall meetings
- Work to begin to prepare first toolkit submission (if ready).



TODAY'S AGENDA

8:00-8:05

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 begin to introduce work to be completed between Spring and Fall.

8:05-8:50

All

Discussion on Communities of Practice and Reflecting on our Data

8:50-10:00

Two Groups

Group Presentations – Cross-Disciplinary

Cohorts will be divided into two large, cross-disciplinary groups to present a ten-minute overview of their implementation and corresponding outcomes, potential next steps/future direction, and receive feedback from colleagues. Cohorts will have the opportunity to ask colleagues for feedback surrounding a specific area they are working to address.

10:00-10:20

All

Break- Brunch Available

10:20-11:20

Cohorts

Cohort Work Time

Cohorts will be provided with time to reflect on the results of the latest implementation and refine plans for the next implementation. Groups will be asked to reflect on what happened that confirmed or challenged their assumptions, what are possible reasons for their results; what can we say about what have learned about our students, teaching, or situations? Cohorts will also spend time to create a plan for the next implementation. Leads will circulate and provide feedback and support to each group.

11:20-11:45

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Brainstorm Session: How to Disseminate our Toolkit

We will reconvene as a group to begin brainstorming ideas on how to disseminate the toolkit to other teachers within the Spokane region and outside.

11:45-12:00

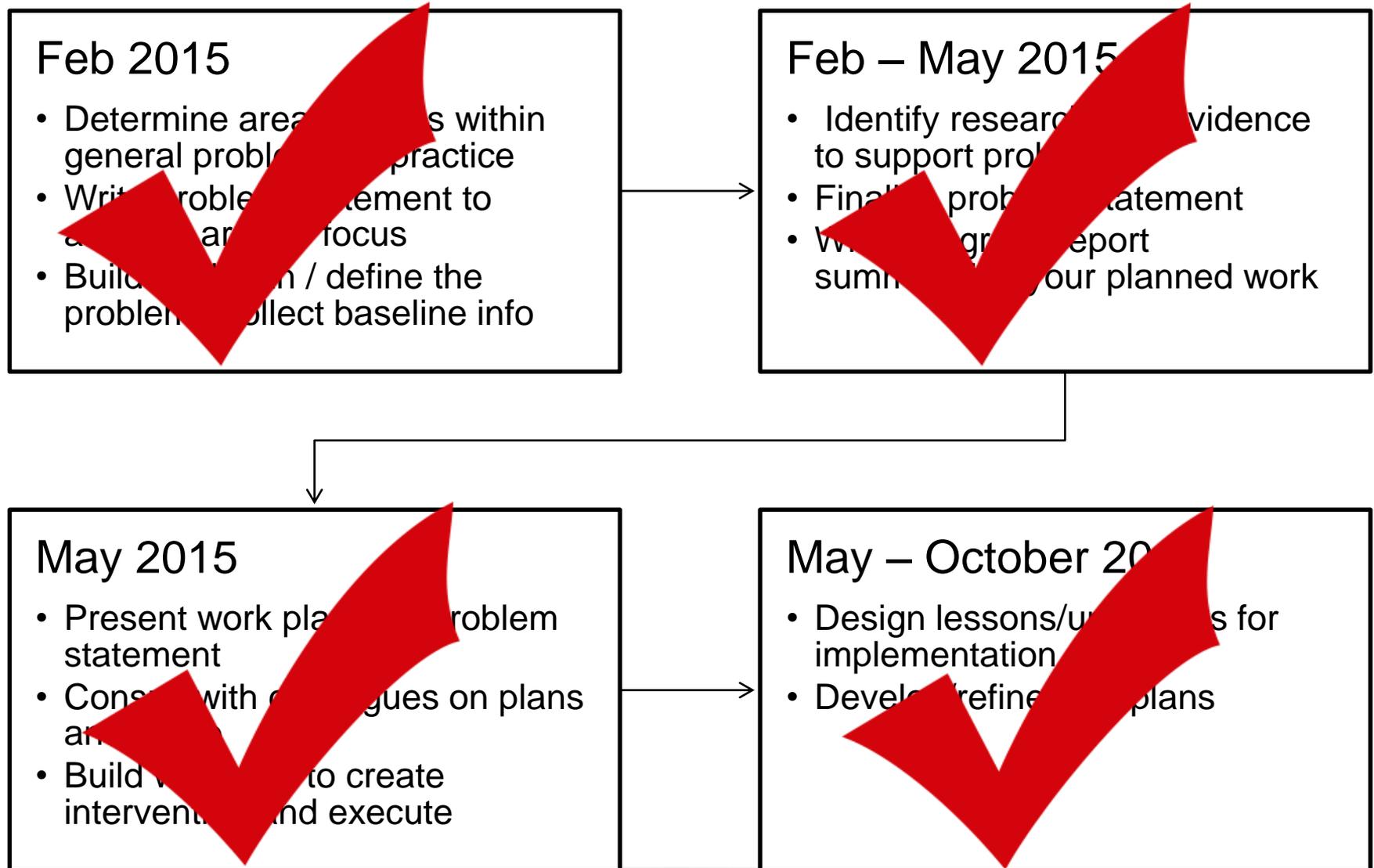
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Full Group Discussion and Debrief on Next Steps

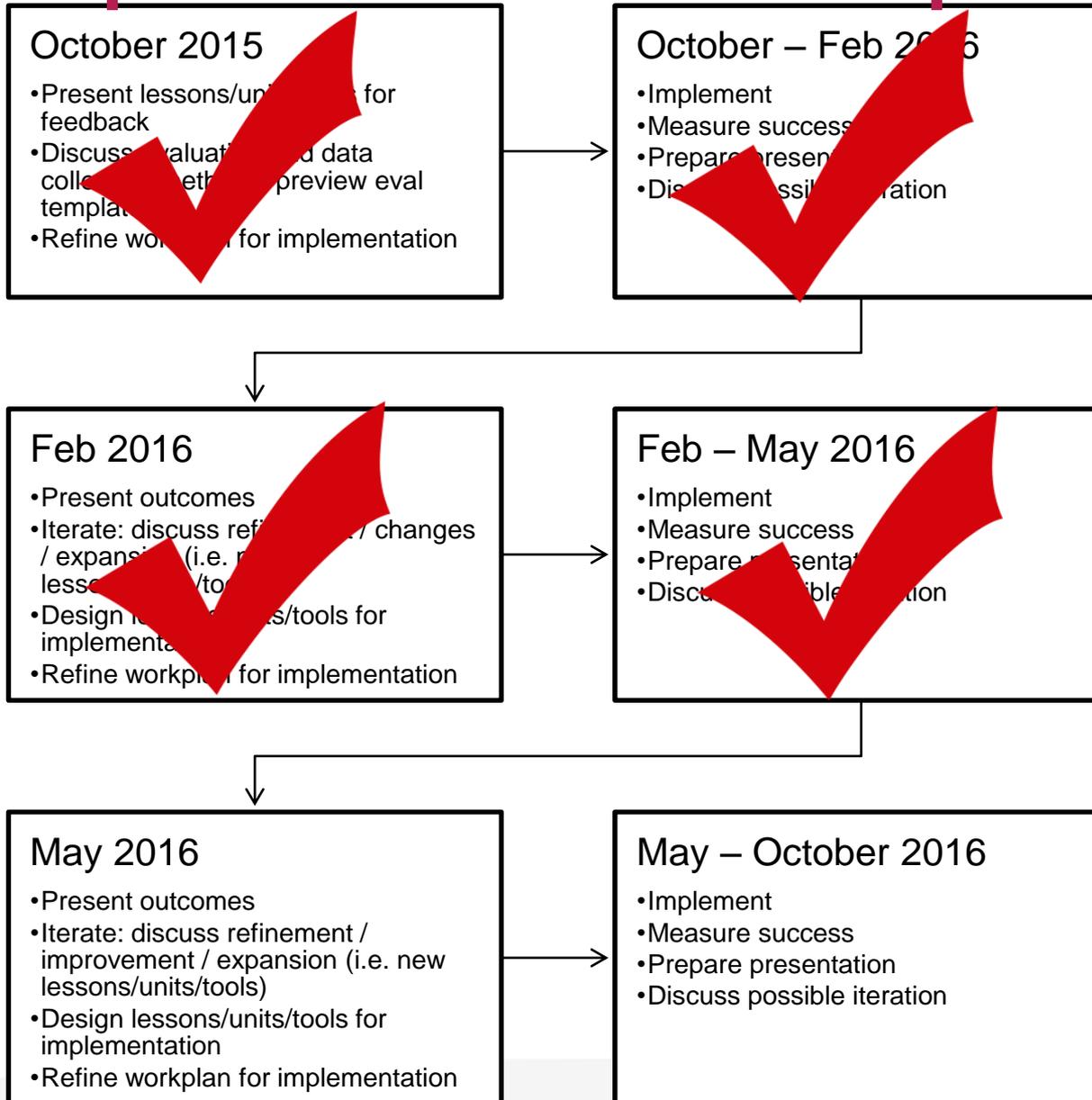
Plus/Delta.

Wrap-up.

Toolkit production timeline expectations



Toolkit production timeline expectations



Toolkit production timeline expectations

Feb 2016

- Present outcomes
- Iterate: discuss refinement / changes / expansion (i.e. new lessons/units/tools)
- Design lessons/units/tools for implementation
- Refine workplan for implementation

Feb – May 2016

- Implement
- Measure success
- Prepare presentation
- Discuss possible iteration

May 2016

- Present outcomes
- Iterate: discuss refinement / improvement / expansion (i.e. new lessons/units/tools)
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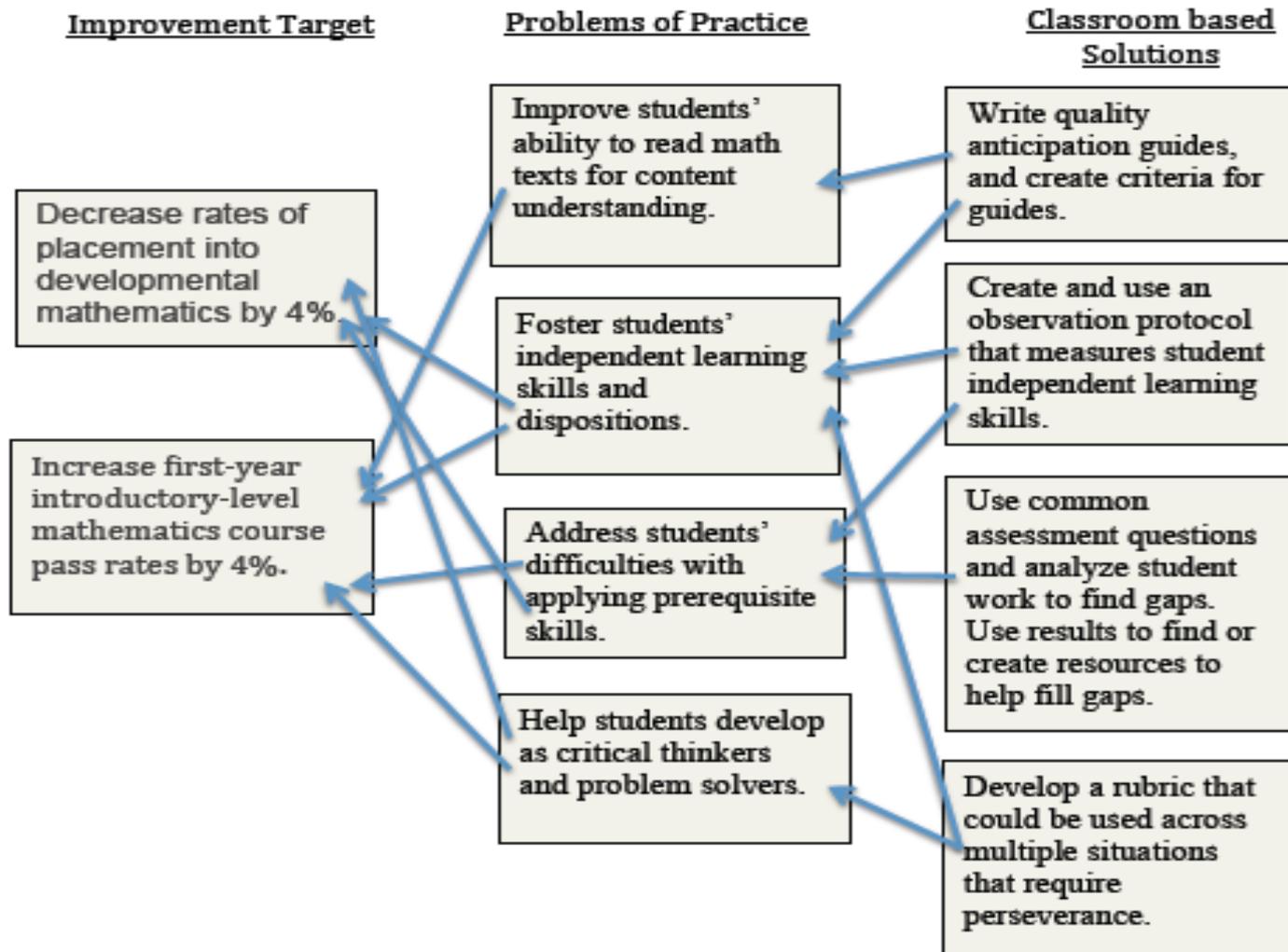
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Wrap-up.

Successful Transitions Big Picture





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

Successful Transitions Big Picture

- What we do matters for our students.
- Working together, across sectors and across disciplines, we can improve our students' experiences so that they are better prepared for the challenges they will face in academics, work, and life.
- We can study the effectiveness of what we try, and change our strategies.
- We can share what we learn with others to help them improve their practices.

Toolkit Submissions

- Your cohort may be ready to begin working on your first toolkit submission
- Submissions should include
 - Coversheet
 - Toolkit item
 - Toolkit report
 - Advice for future teachers/faculty who may use your tool

Toolkit Cover Sheet

- The cover sheet provides a high-level description of your item
- This is the description that a potential user of your item would review to determine if they want to open and explore your item
- Consider this to be the “executive summary” or “abstract” for your toolkit submission
- Cover sheet guidelines can be downloaded from Canvas

Toolkit Item Report - Why include a report with the toolkit item?

- Since teaching is highly contextual, the primary goal of the Toolkit Item Report is to tell a story that provides enough information for readers to understand the contexts in which you used your tool so they can consider how to apply what you learned to their contexts.
- Toolkit item users need to understand your assumptions and rationale for the decisions you made and how your intervention relates to their understanding of the problem(s).
- A submission should help the reader learn something new or help them have a deeper understanding of the problem you have studied and addressed with your toolkit item.

Your toolkit item report should answer the following questions...

- Who is in your cohort and what are your teaching contexts?
- What significant problem of practice did your intervention target?
- Why did you pick that problem? What more specific problem statement did you derive from that? How do these relate to the problem of successfully transitioning from high school to college? What evidence did you have of the current state of your problem?
- What CCSS relate to this problem and how (including portraits and math practices)?
- What scholarship (articles, books, reports) did you consult and how did it inform your project?
- What intervention did you test and how did each person in your cohort try it?
- What were the specific challenges in implementing your intervention?
- How did you determine the effectiveness of your intervention?
- How did students respond?
- In what ways has your work changed your thinking about students' transitions or your teaching?

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Plus/Delta.

Wrap-up.

Presentations

Using the presentation template your cohort created, please share: a brief overview of your problem of practice, toolkit item, and summary of your implementation.

After providing your brief summary, share your cohort's analysis of your implementation to date, student involvement, and what your cohort is considering as a next step.

Feel free to request feedback from the broader group surrounding your cohort's specific needs/challenges.

Group Assignments

ELA A, ELA E, ELA B, Geometry, Calc B, Algebra B – Room 201
ELA F, ELA C, ELA D, Algebra A, Calc A, Pre-Calc – Room 203

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Wrap-up.

Cohort Work Time

Your cohort will have sixty minutes to work together to reflect and refine on your process and implementation to date. The cohort worksheet is once again available to be used as a guide. Also, report guidelines have been created for those cohorts prepared to submit a toolkit item.

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Group Discussion

- Challenges or roadblocks?
- Opportunities for improvement?
- Questions about the process?
- What are we learning so far?

Next Steps: May to November

At the November meeting cohorts should be prepared to share:

- Results of your next iteration
 - Refined work plan for implementation of the toolkit item
 - Results of the refined implementation
 - Plans for what you will do next – iterate again or submit to the toolkit

OR

- Fully prepared toolkit item submission
 - Item
 - Accompanying report
 - Advice for other teachers using your tool

2016-17 Meeting Dates

- Please plan to meet with your cohort *at least* twice in person, by phone, or electronically (Canvas web conference options are available for all cohorts) between each meeting.

November 5, 2016

February 25, 2017

May 20, 2017

Plus / Delta: Commit to Adjust & Improve

+	Δ

Closing Thoughts & Thanks

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