

College Spark

Successful Transitions to College (STC)

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Winter Network Convening
February 7, 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

Associate Professor, Mathematics, 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

12:00-12:20 All	Welcome. New member introductions. Review network objectives, roles & resources.
12:20-1:00 E+M groupings	Discuss site visit observations in connection with network objectives
1:00-1:30 2 E groupings 2 M groupings	Consider earlier identified problems of practice in light of site visits observations and network objectives
1:30-2:00 All E All M	Guidelines for developing a problem statement & examples
2:00-3:30 6 E cohorts 6 M cohorts	Cohort work time
3:30-3:50 All	Review spring convening objectives, including cohort presentation and consultation expectations. Time for Q&A.
3:50-4:00 All	Plus/Delta. Wrap-up.

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 member roles & resources

- Fall, winter, spring network convenings
- “Interest-group” cohorts conceive, organize and execute plans to address problems of practice.
 - f2f
 - remotely(video)
 - online
- Guidance from EWU & SCC English & math leads as well as district leads
- [College Transitions online](#): EWU Canvas website

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

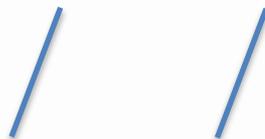
TOOLKIT

Cohort Collection



Item 1 Item 2

Cohort Collection



Item 1 Item 3



Item 2

Cohort Collection



Item 1 Item 2

Cohort Collection



Item 1 Item 2

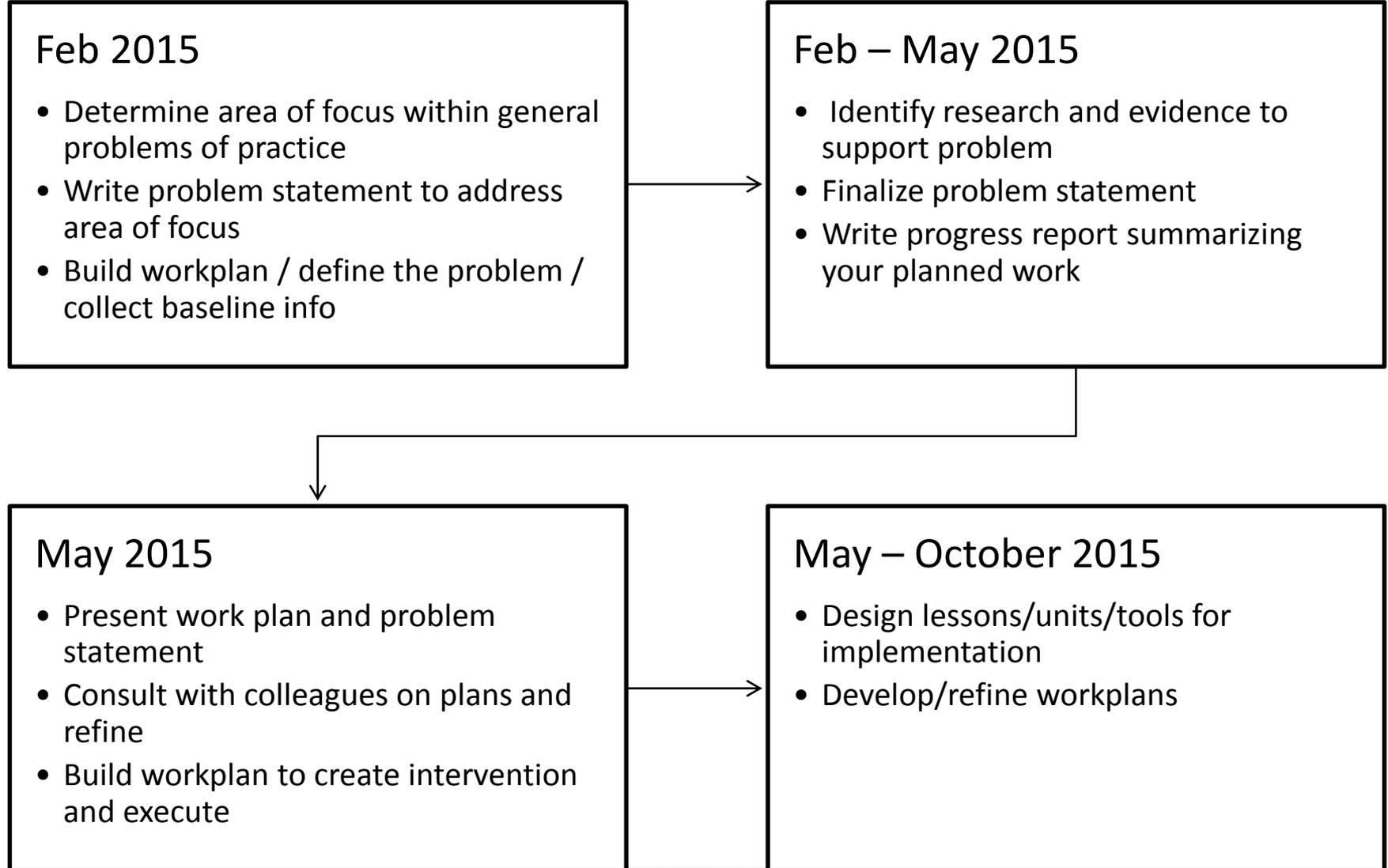
Possible Toolkit Items

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

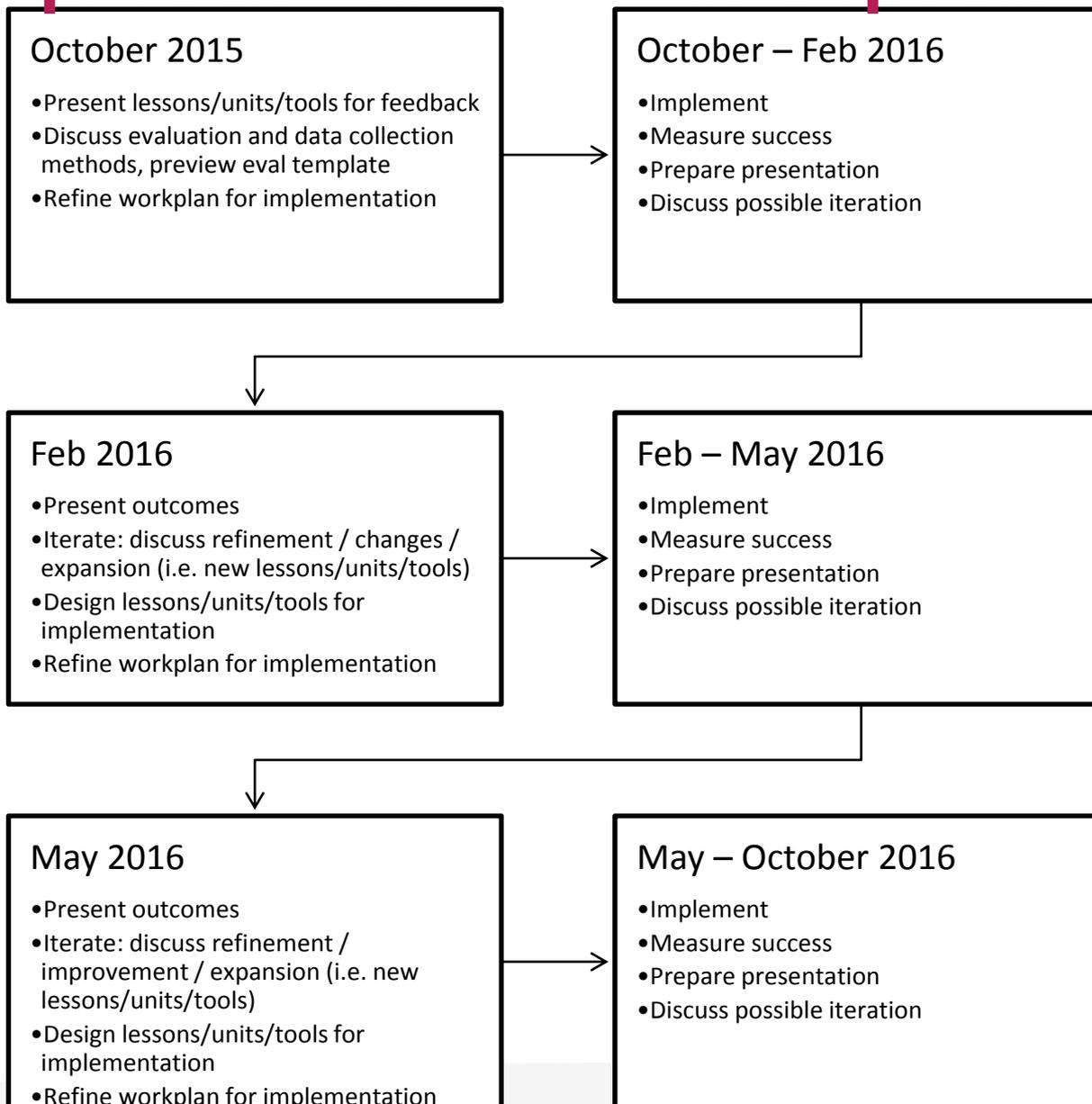
Toolkit coversheet

- Each cover sheet will serve as an “Abstract” describing the item in the toolkit and include:
 - Description
 - How it will help achieve the networks’ goals
 - What research informs this area
 - How it was used in the classroom and what the results were

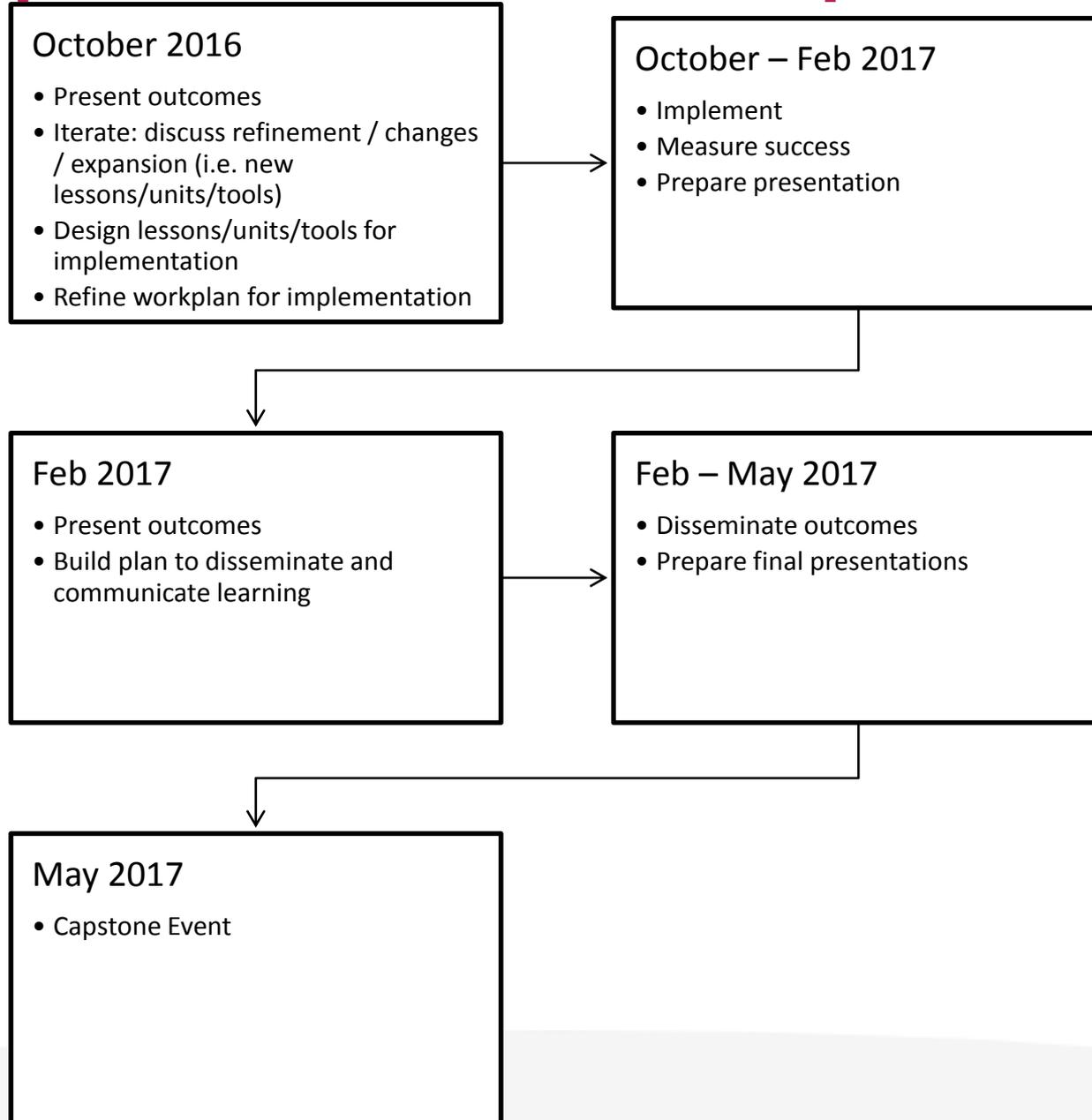
Toolkit production timeline expectations



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Visit Observation: Objectives

- Organizing for collaborative work
 - *Reflect on the student experience*
 - *Observe student expectations by setting*
- Focus on student expectations in 4 domains

critical thinking

collaboration

independent learning

engagement

Visit Observations - Today's Aims

Working in cross-disciplinary groups consider 1 or 2 of the 4 domains, and answer the following questions:

- 1. What did you and your colleagues observe?*
- 2. How would you characterize or summarize the variation in what members observed?*
- 3. Based on your observations, what should we keep in mind about smoothing students' transitions?*

Examples of Common Themes

Critical Thinking

- **Observations of High School Classrooms:**

“There was more critical thinking and higher expectations than I expected, but I was surprised by the strong emphasis on creative writing and the lack of work students had completed.” ELA

“The instructor uses material that is specifically designed to encourage critical thinking. The material attempts to lead students through conceptual ideas in calculus including making connections between different representations of mathematical ideas (graphical, symbolic and numerical). – Math

- **Observations of EWU or CC Classrooms:**

“The conversation required high-level thinking, and the contentious debate that followed required that students articulate their ideas very clearly and precisely, all the while keeping the discussion appropriate to a college classroom.” ELA

“Students are expected to actively engage in academic discourse surrounding provided texts to prepare them for a writing task tied to those texts. Students are in charge of the discussion and responsible for its success. The level of complexity in the texts provided the English 101 students was significantly higher than those given my students with far more abstract ideas and difficult vocabulary.” ELA

Examples of Common Themes

Independent Learning

- **Observations from High School Classrooms:**

“In response to many of the student questions, the teacher responded back with probative questions that challenged their learning. One of the responses that I recall “I am not going to answer that. I want you to answer that.” This challenged students to reason for themselves to figure out the mathematical principles for themselves.” - Math

- **Observations of EWU or CC Classrooms:**

“The instructor would only lead them with a question or a thoughtful comment; continuing to display an emphasis on independent learning and critical thinking. The instructor would not show students how to do a problem. I also observed and participated in a study group in which we actively collaborated to understand and solve complex problems in calculus. There were many groups working this way within the class.” Math

“Most engaged portion of the class that I observed; all students went directly to the reading. In pairs students were discussing the article and working together to write the passage. I saw several students referencing other parts of the book and I heard discussion that indicated students were meeting objectives.” ELA

Examples of Common Themes

Productive Collaboration

- **Observations from High School Classrooms**

“As they worked in groups, the students actively engaged in the problem, critiqued each other’s reasoning and explained concepts with crisp mathematical terminology. Phrases such as “That makes sense” and “How did you do that?” were heard as the students worked. Also, they critiqued each other’s use of explanation.” - Math

“Students had clearly worked together in groups before and knew the teacher’s expectations. Most groups were clearly focused on the problem throughout the class time and were effectively bouncing ideas off of each other and explaining ideas to each other. The teacher’s role was mainly one of observation and occasional guidance.” - Math

- **Observations from EWU or CC Classrooms:**

“Students had to work with a group to decide how they will lead the class discussion. This includes collective understanding of the text as well as division of labor. I assume meeting together outside of class to do this planning (whether physically or digitally) was an expectation.” - ELA

“Students shared their thinking with a partner two or three times within the 50 minute class. I saw evidence of how this helped students as the instructor demonstrated two different problems “- Math

Examples of Common Themes

Engagement in Learning

- **Observations from High School Classrooms:**

“I loved how the classroom was laid out. The aisle between the desks physically inserted the teacher into the middle of the students, ensuring that the teacher was a part of their discussion. Too often, students see the instructor as the focal point. In this environment, the discussion was the focal point. I do not use collaborative learning environments frequently enough. I ought to make a point to employ such environments whenever possible.” - Math

- **Observations from EWU or CC Classrooms:**

“I was surprised that there was only 13 students in the classroom and that despite the small group setting only 3 questions were asked of the instructor over the entire 50 minute class. I was also surprised that students were working in table groups during class time (even though it was only for about 7 total minutes).” - Math

“The expectations seemed the same but there were no battles with the unmotivated or apathetic. Students were on time, homework was completed. Students engaged and tried when asked to do so.” - Math

Visit Observations: cross-cohort discussions

COHORT PAIRINGS

<u>English</u>		<u>Math</u>
A	+	Alg A
B	+	Alg B
C	+	Calc A
D	+	Precalc
E	+	Stats/Geo
F	+	Calc B

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Problems of Practice disciplinary discussions

Re-group!

- English ABC (Andrea)
- English DEF (Sean & Justin)

- Math Alg A, Alg B, Geom, Stats (Barbara & Peter)
- Math Calc A, Calc B, Pre-Calc (Jackie)

1. Reflect on visit observations & problems of practice: Add? Refine or change? Prioritize? (See handout)
2. Within subjects and across groups, share what groups have added, refined, prioritized
3. As a next step, you will move into small cohorts and shift the focus of your discussions from general problems of practice to specific areas for improvement tied to these problems

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Planning Work cohort discussions

- Select focused problem of practice to address through first improvement cycle
- Develop a problem statement (see guidelines)

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Next Steps: February to May

- At the end of today:
 - Cohorts will take a photo and email a copy of their Problem Statement to their lead
 - Cohorts will elect one team member to be their leader for the Feb – May time period
- By March 15, 2015
 - Cohorts meet to finish their Problem Statement worksheet and send an updated version to their lead
 - Leads will send out selected scholarly articles/research to their cohorts, which will serve as a sampling of the types of research the cohort should be locating/reading/discussing between Winter and Spring meetings.
- By April 1, 2015
 - Cohorts will identify additional research/articles to serve as evidence
 - Leads will provide a template for cohort progress reports
- April 1 – May 1, 2015
 - Cohorts meet and distill the research and problem statement into a draft progress report
- May 1 – May 20, 2015
 - Cohorts will meet with their lead by web conference or face-to-face to discuss draft, and receive feedback about the direction of their toolkit work
- May 30, 2015
 - Spring meeting: progress reports due, further refinement of problem statement and work plan, begin to design intervention

Winter & spring meeting deadlines/dates

- Spring meeting May 30, 2015
- Cohort meeting 1: _____
- Cohort meeting 2: _____

with college/university lead

- Summer PD

Plus / Delta: Commit to adjust & improve

+	Δ
Ela and math together	Not enough time to finish sharing ELA and math convo
I like my cohort – diverse, negotiated successfully	Better parking map please
Energy- positive change, connections	Easier to get into the building- better directions
Highly organized protocols, maximized time	More opportunities to compare processes and tools and plans
Facility accommodating, multiple breakout spaces	Let's be conscious about over-generalizing
Reinforcement of shared struggles – we do have similar goals!	Bring standards with us (CCSS)
Love honesty about challenges -	More info about observations
Good food and coffee!	Bigger names, less string
	More vegetables
	Let's think about how to bring our colleagues in science and social science to the table

Closing thoughts & thanks

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