

EDUCATORS FOR THE 21ST CENTURY 2013-2015 PROJECT ABSTRACT

1. Applicant Organization (fiscal agent partner): Educational Service District 105

2. DUNS Number: 1151715890000

2. Address: 33 S. 2nd Ave, Yakima, WA 98902

3. Title of Project: Collaborative Common Core Implementation (3C)

4. Project Director Contact Information (if there are co-directors, list information for all):

Name: Cathy Benedetti

Title: Teaching and Learning Director

Organization and Academic Unit: Educational Service District 105

Address: 33 South 2nd Avenue, Yakima, WA 98902

Phone: 509-454-3120

Email: cathy.benedetti@esd105.org

Name: Corrine McGuigan

Title: Dean of Quality Educational Assurance

Organization and Academic Unit: Heritage University, College of Education and Psychology

Address: 3240 Fort Road, Toppenish, WA 98948

Phone: 509-865-8563

Email: mcguigan_c@heritage.edu

5. Project Duration : 7/1/13-6/30/15)

6. CCSS General Focus: Mathematics and English Language Arts & Literature

7. CCSS Specific Focus: The project will focus on the implementation by math, science, and social studies teachers of the ELA and Math standards in History/Social Studies, Science, and Technical Subjects.

8. Grade Level Focus: K-12 (except for Kirkwood and Artz Fox, which are K—5.)

9. Educators Served:

- a. Number of high-need school districts to be served by project: 3
- b. Number of other school districts to be served by project: 3
- c. Number of teacher participants to be served by project (and grade levels taught):
- d. 143 Total - 97 Elementary, 20 Middle School, 26 High School
- e. Hours per year of online professional development to be provided to each teacher participant across all Areas: (Year 1: 20) (Year 2: 20)
- f. Hours per year of face-to-face professional development to be provided to each teacher participant: (Year 1: 20) (Year 2: 20)
- g. Hours per year of online professional development to be provided to each teacher participant: (Year 1: 5) (Year 2: 20)
- h. Number of principal/assistant principal participants to be served by project: 11
- i. Hours per year of face-to-face professional development to be provided to each principal/assistant principal participant: Years 1 & 2 same) – Area 1 (18.5 hrs), Area 2 (51.5 hrs), Area 3 (30.5 hrs)
- j. Hours per year of online professional development to be provided to each principal/assistant

principal participant: (Year 1: 10) (Year 2: 10)

10. Total Funding Requested: \$ 200,000

11. Project Summary (500 words or less):

The ESD 105, along with Heritage University and partner districts, present the proposed program to fund a professional development partnership that will have an academic focus on CCSS-ELA standards for teachers of Math, Science, and Social Studies. This partnership is designed to help teachers deepen subject matter knowledge and use State academic content standards to teach more effectively; and to help principals and assistant principals gain instructional leadership skills. The project is designed to meet the individual needs of three specific areas within the ESD 105 region that includes: Area 1 (Cle Elum-Roslyn School District, Easton School District, and Thorp School District), Area 2 (Highland School District), and Area 3 (Mabton School District and Toppenish School District).

The objectives of the proposed program include: 1) Participant teachers will, on average, increase the percentage of lessons aligned to standards from 20% (baseline) to 75% by the end of year 1 and 100% by the end of year 2; 2) Secondary content area teachers in social studies, science, and geography will incorporate ELA/Math Standards into 50% of lessons by the end of year 1 and 75% of lessons by end of year 2 from a baseline of 10%; 3) 50% of participating teachers in math and literacy create progressive learning targets by the end of year one and 100% by the end of year 2; 4) Students will show a 10% increase in growth by fall of 2014 as measured by MSP/HSPE/EOC state exams in Math and Reading; 5) By the end of year 1, 75% of participants write learning targets that are rigorous and connected to the content standards in lesson plans and 100% by year 2 from a baseline of 40%; 6) 100% of participants communicate learning targets to students as measured by observations using the instructional frameworks by the end of year 1 from baseline of 50%; 7) 50% of lessons taught are linked to Math/ELA in cross content area standards by the end of year 1 and 75% by year 2 from baseline of 10%; 8) 50% of participants incorporate CCSS-aligned formative assessments in planning by the end of year 1, 100% by the end of year 2 from a baseline of 20%; 9) Participants incorporate technology in 10% of the lessons by the end of year 1, 25% by the end of year 2, up from a 0% baseline; 10) Participants upload at least one lesson plan implementing ELA standards; 11) Principals will understand the CCSS as demonstrated through a review of completed collaborative work by ESD/Heritage staff and through pre- and post-surveys conducted at the Area Workshops and the Literacy Academy Leadership Day; 12) 100% of principals will support the PLC work and professional development by providing time and focus on the CCSS in the building by the end of year 1, up from 50% baseline; and 13) 100% of principals will monitor the planning and implementation of the CCSS standards in the classroom through feedback in the evaluation process using the framework tools by the end of year 2, 50% by the end of year 1, up from 20% baseline.

The following activities will ensure the program meets project objectives.

Literacy Academy – The summer institutes will include one day sessions implementing ELA Standards for teachers of Social Studies, teachers of science, and teachers of mathematics. Additionally, all teachers will participate in a one-day session on in-depth ELA implementation for each grade level band.

Individualized Workshops - Six workshops will be provided throughout the school year by Project Coordinators and additional Heritage University staff. They will provide opportunities for collaboration with job a likes; deepen content knowledge, align CCSS with curriculum, and explore assessment for CCSS. The workshops will provide opportunities for teachers of Math, Science, and Social Studies to consider CCSS ELA components that cut across content areas.

Professional Learning Communities – The project will utilize Professional Learning Communities and building based professional development among teachers and principals. Ten days will be led by teacher leaders and principals focusing on implementation of lessons, planning, and materials alignment to the CCSS in year one and implementing supplemental CCSS materials, and determining formative

assessments.

Technology –The ESD 105 will host a repository of resources to aid teachers and students throughout the region housing professional development materials, recordings, and additional opportunities. Additionally, the website will provide online collaboration opportunities.

Teacher Planning – Planning will focus on ensuring targets aligned with standards and the creation of lessons to meet those learning targets. Formative assessment will be developed to determine effectiveness of lessons; lessons will be revised; and needed materials will be determined. This planning time will be provided by the school districts at no cost to the grant.

ELIGIBLE PARTNERSHIP PROFILE

Provide the partner information required in the table below (add rows as necessary) and put an asterisk by the fiscal agent organization's name. Categories 1-3 are required.

Category of partner (asterix the fiscal agent institution name)	Partner information
Category 1: Required teacher/principal preparation partner	
Institution name	<u>Heritage University</u>
Academic unit name	College of Education and Psychology
Academic unit's role in project (provide at least 3 descriptive bullets)	1. Design Professional Development Opportunities 2. Provide Professional Development Opportunities 3. Provide Technical Assistance 4. Advise Project
Faculty involved (list name and role of each, e.g. project director, instructor, etc.)	Corrine McGuigan, Co-Director
Category 2. Required school of arts and sciences partner(s) – add rows for multiple partners	
Institution name <u>Heritage University</u>	Institution name <u>Heritage University</u>
Academic unit name <u>Mathematics Department</u>	Academic unit name <u>Mathematics Department</u>
Academic unit's role in project (provide at least 3 descriptive bullets)	1. Design Professional Development Opportunities 2. Provide Professional Development Opportunities 3. Provide Technical Assistance 4. Advise Project
Faculty involved (list name and role of each, e.g. project director, instructor, etc.)	Kristen Maxwell, Project Consultant and Instructor
Institution name	<u>Heritage University</u>
Academic unit name	<u>English and Humanities Department</u>
Academic unit's role in project (provide at least 3 descriptive bullets)	1. Design Professional Development Opportunities 2. Provide Professional Development Opportunities 3. Provide Technical Assistance 4. Advise Project
Faculty involved (list name and role of each, e.g. project director, instructor, etc.)	Loren Schmidt, Project Consultant and Instructor
Category 3. High-need school district (add rows as necessary to accommodate multiple high-need school districts)	
District name	<u>Highland School District</u>

Role in project (at least 1bullet)	1. Identify and recruit teachers for professional development. 2. Participate in/receive professional development. 3. Provide mentors/coaches teacher leaders 4. Provide teacher support (substitute teachers, release time, planning time) 5. Advise Project
Number of teacher participants and grade level taught	40 (K-12)
Number of highly qualified paraprofessional participants	0
Number of principal and assistant principal participants	3
District name	Mabton School District
Role in project (at least 1bullet)	1. Identify and recruit teachers for professional development. 2. Participate in/receive professional development. 3. Provide mentors/coaches teacher leaders 4. Provide teacher support (substitute teachers, release time, planning time) 5. Advise Project
Number of teacher participants and grade level taught	19 (K-6)
Number of highly qualified paraprofessional participants	0
Number of principal and assistant principal participants	1
District or nonprofit private school name	Toppenish School District
Role in project (at least 1 bullet)	1. Identify and recruit teachers for professional development. 2. Participate in/receive professional development. 3. Provide mentors/coaches teacher leaders 4. Provide teacher support (substitute teachers, release time, planning time) 5. Advise Project
Number of teacher participants and grade level taught	30 (K-5)
Number of highly qualified paraprofessional participants	0
Number of principal and assistant principal participants	2
Category 4. Other school district or nonprofit private school (add rows as necessary to accommodate multiple non-high-need school districts and private schools)	
District or nonprofit private school name	Cle Elum-Roslyn School District
Role in project (at least 1 bullet)	1. Identify and recruit teachers for professional development. 2. Participate in/receive professional development. 3. Provide mentors/coaches teacher leaders 4. Provide teacher support (substitute teachers, release time, planning time) 5. Advise Project

Number of teacher participants and grade level taught	42 (K-12)
Number of highly qualified paraprofessional participants	0
Number of principal and assistant principal participants	3
District or nonprofit private school name	Easton School District
Role in project (at least 1 bullet)	1. Identify and recruit teachers for professional development. 2. Participate in/receive professional development. 3. Provide mentors/coaches teacher leaders 4. Provide teacher support (substitute teachers, release time, planning time) 5. Advise Project
Number of teacher participants and grade level taught	7 (K-12)
Number of highly qualified paraprofessional participants	0
Number of principal and assistant principal participants	1
District or nonprofit private school name	Thorp School District
Role in project (at least 1 bullet)	1. Identify and recruit teachers for professional development. 2. Participate in/receive professional development. 3. Provide mentors/coaches teacher leaders 4. Provide teacher support (substitute teachers, release time, planning time) 5. Advise Project
Number of teacher participants and grade level taught	6 (K-12)
Number of highly qualified paraprofessional participants	0
Number of principal and assistant principal participants	1
Category 5. Other partners (add rows as necessary to accommodate additional partners)	
Institution or organization name	Educational Service District 105*
Academic unit name if applicable	N/A
Role in project (provide at least 3 descriptive bullets)	1. Project Management and Administration 2. Design Professional Development Opportunities 3. Provide Professional Development Opportunities 4. Provide Technical Assistance 5. Advise Project
Key personnel involved (list name and role of each)	Cathy Benedetti, Project Director

Notes:

1. Possible unit/district/organization roles include, but are not limited to: project management and administration, design professional development, identify and recruit teachers for professional development, provide professional development, participate in/receive professional development, provide mentors/coaches/teacher leaders, project evaluation, collect and analyze data, provide technical assistance, provide teacher support (e.g., substitute teachers, release time, planning time), advise project, and other (please specify what "other" is).
2. Key personnel roles include, but are not limited to: project director or co-director, provide education instruction for workshops, provide content instruction for workshops, professional learning community facilitator, online learning facilitator, coach, conduct academic year classroom observations, provide professional development for principals/assistant principals, evaluation, and other (please specify what "other" is).