

EDUCATORS FOR THE 21ST CENTURY 2013-2015 PROJECT ABSTRACT

1. Applicant Organization: University of Washington

2. DUNS Number: 605799469

2. Address: 4333 Brooklyn Ave. NE, Seattle, Washington 98195

3. Title of Project: CCSS Professional Development for Washington High-Need Schools

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

Name: Belinda Louie, Director

Title: Professor

Organization and Academic Unit: University of Washington Tacoma, Education

Address: 1900 Commerce Street, Tacoma, Washington 98402

Phone: 253-692 - 4434

Email: blouie@u.washington.edu

Project Co-Director:

Name: Riki Thompson

Title: Assistant Professor

Organization and Academic Unit: University of Washington Tacoma, IAS

Address: 1900 Commerce Street, Tacoma, Washington 98402

Phone: 253-692-4613

Email: rikiki@uw.edu

5. Project Duration: 7/15/13 – 6/30/15

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

7. CCSS Specific Focus:

Mathematics: Fractions, ratios, proportions, operations and algebraic thinking.

English Language Arts & Literature:

8. Grade Level Focus: (e.g. 6th-12th grades with primary focus on high school).

K-8th

Year 1 – Grades K-5

Year 2 – Grades 6-8

9. Educators Served:

a. Number of high-need school districts to be served by project: **5**

b. Number of other school districts to be served by project: **0**

c. Number of teacher participants to be served by project (and grade levels taught): 163 (PreK-12)
(146 participating teachers and 17 trainers)

d. Hours per year of face-to-face professional development to be provided to each teacher participant: (Year 1: 55 hours) (Year 2: 55 hours) (Trainers receive 32 additional hours of training per year)

e. Hours per year of online professional development to be provided to each teacher participant: (Year 1: 25) (Year 2: 25)

f. Number of principal/assistant principal participants to be served by project: 17

- g. Hours per year of face-to-face professional development to be provided to each principal/assistant principal participant: (Year 1: 8) (Year 2: 8)
- h. Hours per year of online professional development to be provided to each principal/assistant principal participant: (Year 1: 0) (Year 2: 0)

10. Total Funding Requested: \$550,000.00

11. Project Summary (500 words or less):

Include a summary of project objectives, project activities, and what subject matter and CCSS content will be covered.

The CCSS Professional Development for Washington High-Need Schools Project will serve 187 principals/assistant principals (17), teachers (163), and highly qualified paraprofessionals (7) in 4 Washington regions: ESD 113, ESD 121, ESD 123, and ESD 171.

The project will cover both the CCSS-ELA and the CCSS-M. The project aims at increasing participants' knowledge, skills, and practice in both standards, for CCSS-ELA, the content covered includes curriculum integration, instructional skills, and the assessment tasks required for the student achievement in speaking, listening, reading and writing, academic language, writing across content areas, and reading rich literature and complex, informational texts. The participants also receive training on the instructional process to teach key ideas and details in content areas, such as science, by guiding students how to read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Principals, teachers, and paraprofessionals have a deeper understanding of complex literature and content-rich informational texts especially in the areas of writing elements, writing genres (such as arguments, informative/explanatory texts, and narratives) and writing process, literary elements and literature response theories. For CCSS-M, the content covered includes fractions, ratios/proportions, operations and algebraic thinking. We will also train participants on effective strategies to facilitate mathematical practices including perseverance in problem solving, constructing viable arguments, and modeling with mathematics. Project activities will include trainer institutes, school-based workshops by trainers, viewing of online modules, professional learning community activities, and online conference.

The project objectives are:

- 1.1.1 The number of collaborative and individual lesson plans developed by PLCs and teachers to teach CCSS foundational skills, will increase.
- 1.1.2 The number of detailed items in the list of accommodations/adaptations will increase.
- 1.1.3 The mean number of CCSS standards taught in observed lessons will increase.
- 1.1.4 The number of student progress charts will be increased.
- 1.1.5 The number of detailed items in CCSS content area curriculum charts and grade-level curriculum charts will increase.
- 1.2.1 The mean number of identified prerequisite basic science skills and evidence gathering in lesson plans or science curricula will increase.
- 1.2.2 The mean number of identified activities for writing arguments in lesson plans will increase
- 1.3 The mean number of fractions, ratios/proportions, operations and algebraic thinking examples in lesson plans will increase.
- 1.4 The mean number of implementing constructive viable arguments and activities that support problem-solving and mathematical modeling in lesson plans will increase.

- 2.2.1 The details in English language arts concept maps will increase 25% above baseline by the end of year 1 and 50% by the end of year 2.
- 2.2.2 The score of the teachers' mathematical practices analyses will increase.
- 2.2.3 Teachers will identify common student misconceptions and productive student strategies and design lessons to address that common content learning issue by the end of year 1. Teachers will identify multiple common student misconceptions and productive strategies and design lessons to address those content learning issues by year 2.
- 3.1.1 The number of items in the transitional plan will increase.
- 3.1.2 The number of details at each component in the documents articulating the school-wide instructional practices that address the major shifts between the old and the new standards will increase.
- 3.1.3 The number of meetings that principals have to communicate to each staff about the highly specific on their pedagogical strengths and weaknesses in their CCSS instruction will increase.

ELIGIBLE PARTNERSHIP PROFILE

Provide the partner information required in the table below (add rows as necessary) and put an asterix 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	*University of Washington, Tacoma		
Academic unit name	*Education Program		
Academic unit's role in project (provide at least 3 descriptive bullets)	1.Fiscal 2.Administrative 3. Instructional 4. Evaluative		
Faculty involved (list name and role of each, e.g. project director, instructor, etc.)	Belinda Louie: Project director Julia Aguirre, Instructional faculty Jose Rios, Instructional faculty Elin Bjorling, Evaluator		
Category 2. Required school of arts and sciences partner(s) – add rows for multiple partners			
Institution name	University of Washington, Tacoma		
Academic unit name	Interdisciplinary Arts & Sciences		
Academic unit's role in project (provide at least 3 descriptive bullets)	1.Instructional 2.Administrative 3. Evaluative		
Faculty involved (list name and role of each, e.g. project director, instructor, etc.)	Riki Thompson, Co-PI, instructional faculty		
Institution Name	Pacific Lutheran University		
Academic unit name	Department of Mathematics		
Academic unit's role in project (provide at least 3 descriptive bullets)	1.Instructional 2.Administrative 3.Evaluative		
Faculty Involved (list name and role of each, e.g. project director, instructor, etc.)	Mei Zhu, instructional faculty		
Category 3. High-need school district (add rows as necessary to accommodate multiple high-need school districts)			
District name	Ocosta School District	ESD 113	
	Raymond School District	ESD 113	
	Tacoma School District	ESD 121	
	Clarkston School District	ESD 123	
	Brewster School District	ESD 171	
Role in project (at least 1bullet)	• Participating Schools		
Number of teacher participants and grade level taught	School District	# of Teacher Participants	Grade Levels Taught
	Ocosta #172	11	PreK - 5 6 - 12
	Raymond #116	11	PreK - 5 6 - 12
	Tacoma #010	26 11	PreK - 5 6 - 12
	Clarkston #250	42 11	PreK - 5 6 - 12
	Brewster	11	PreK - 5

	#111	11	6 – 12
Number of highly qualified paraprofessional participants	School District	# of Highly Qualified Paraprofessionals	
	Ocosta	0	
	Raymond	2	
	Tacoma	3	
	Clarkston	2	
	Brewster	0	
Number of principal and assistant principal participants	School District	# of Principals and Assistant Principals	
	Ocosta	2	
	Raymond	2	
	Tacoma	4	
	Clarkston	5	
	Brewster	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	<ul style="list-style-type: none"> Life-Christian Academy 		
Role in project (at least 1 bullet)	<ul style="list-style-type: none"> Participating School 		
Number of teacher participants and grade level taught	11 11	PreK – 5 6 – 12	
Number of highly qualified paraprofessional participants	0 Highly Qualified Paraprofessionals		
Number of principal and assistant principal participants	2 Principals/Assistant Principals		
Category 5. Other partners (add rows as necessary to accommodate additional partners)			
Institution or organization name			
Academic unit name if applicable			
Role in project (provide at least 3 descriptive bullets)			
Key personnel involved (list name and role of each)			

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).