

# FORM 1

## PROJECT ABSTRACT (Revised 6-3-16)

The Project Abstract includes key numbers and a brief summary of the project's objectives, activities, timeline, and main topics to be covered.

1. Name of applicant organization (Bidder)—the fiscal agent partner: Seattle Pacific University

2. DUNS number: **071853477**

3. Name that corresponds to DUNS number in DUNS system: Seattle Pacific University

4. Address: 3307 Third Avenue, Seattle, WA. 98119-1950

5. Title of project: Transforming Professional Practice in K-8 Math

6. Project director contact information (if there are co-directors, list information for all):

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7. Project duration: June 1, 2016 to June 30, 2017

8. Professional development track(s): Track 1. Teaching Endorsements and Track 3. Smarter Balanced Digital Library

9. Content focus: The primary focus is Mathematics, with clear overlapping connections in Track 3 for all core content areas.

10. Grade level focus: K-8

11. Educators served (add clarifying detail as necessary; numbers must be consistent with numbers on Forms 2 and 3):

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 tribal, public charter, and nonprofit private schools to be served by project (0)

d. Number of teacher participants to be served by project: (65). This includes 12 teachers pursuing an Elementary Math Specialist Endorsement and 53, K-8 classroom teachers, working in collaborative teams using the Smarter Balanced Assessment Resource Library to analyze student learning to inform individual and corporate professional learning needs for teacher content knowledge, pedagogy and overall instructional practice.

e. Hours of face-to-face professional development to be provided to each teacher participant: Track 1, EMS Endorsement Teacher (86), Track 3, SBA Digital Resources Library, (50)

- f. Hours of online professional development to be provided to each teacher participant: Track 1, EMS Endorsement Teacher (34), Track 3, SBA Digital Resource Library (10)
  - g. Number of highly qualified paraprofessional participants to be served by project: (NA)
  - h. Hours of face-to-face professional development to be provided to each highly qualified paraprofessional participant: (NA)
  - i. Hours of online professional development to be provided to each highly qualified paraprofessional participant: (NA)
  - j. Number of principal/assistant principal participants to be served by project: (12)
  - k. Hours of face-to-face professional development to be provided to each principal/assistant principal participant: (21)
  - l. Hours of online professional development to be provided to each principal/assistant principal participant: (9)
12. Total funding requested (must be consistent with budget form): \$ 160,000
13. Federally approved indirect cost rate: (64% of salaries and wages)
14. Federally approved indirect cost base (e.g. total direct cost, modified total direct cost, salaries):
15. Project Summary (500 words or less summarizing project objectives, activities, timeline, and main topics to be covered):

### **Transforming Professional Practice in K-8 Math**

Using a layered theory of action this project will accomplish two primary goals.

1. Create a sustainable structure for transforming the mathematics instructional practices of Elementary teachers in high needs schools through the regional development of a cadre of Elementary Math Specialist (EMS).  
**In-Service Teacher** endorsement candidate pursuing this endorsement will complete course work and internship experiences to demonstrate all competencies associated with this endorsement.  
**Principals/Asst. Principals** will work collaboratively with EMS endorsing candidates to develop leadership capacity in support of teacher professional learning that positively impacts learning for all students.
  
2. Develop a school based structure for highly effective professional collaboration in the use of the Smarter Balance Assessment Digital Resource Library as a tool for transforming mathematics instructional practices of educators in high needs schools.  
By using the Smarter Balanced Digital Library's formative assessment resources, **teachers** will demonstrate an increased knowledge of mathematics and the instructional skills associated with highly effective learning outcomes for all students.  
**Principals/Asst. Principals** will work collaboratively with EMS endorsing candidates to develop, plan and implement, over the course of the 2016-17 school year, professional learning for teachers in the effective use of the Smarter Balanced Digital Library to improve student learning outcomes for all students.

This work is based on three primary assumptions:

1. Sustainable shifts or changes in instructional practice occur as a result of collaboration amongst colleagues.
2. Improving student learning outcomes requires shifts in the practices of individual teachers.
3. Effective math instruction requires a deep understanding of the mathematical concepts and structures consistent with the deep learning embedded in the Common Core State Standards (CCSS).

At the heart of this project is the critically important, collaborative interaction, of teaching colleagues in the work of examining student learning data to inform the individual instructional supports needed to ensure every student is learning at very high levels. This project addresses Track 1 and Track 3 of the *Educators for the 21<sup>st</sup> Century 2016-17 Professional Development Grant Program* by using individual teacher leaders from a cadre of Washington State EMS Endorsement candidates who will lead a school based cadre of 4-6, K-8 teachers in a collaborative process to improve mathematics instruction. These small communities of practice will work together throughout the 2016-2017 school year using data and other resources from the *Smarter Balanced Digital Library* to inform specific professional learning need to improve instructional practice and learning outcomes.

To accomplish these goals it is critical to build the leadership capacity of individual teacher leaders and the support and active involvement of building and district level administration. This narrative outlines the professional learning associated with **Track 1** by developing highly effective teacher leaders in Math education through the completion of an **Elementary Math Specialist Endorsement**. Also described is the professional learning associated with **Track 3** that will provide K-8 teachers with an in depth understanding of how to effectively use the Smarter Balanced Digital Resources Library as part of a yearlong collaborative process focused on transforming professional practice in Math education and across all subjects.