WASHINGTON HIGHER EDUCATION COORDINATING BOARD

March 2011

College-ready Students and Classroom-ready Teachers: Panel Discussion

A great deal of work is under way to better prepare K-12 students to succeed in college and careers. Despite the worst budget cuts Washington has seen in decades, there is still much we can do to keep the focus on developing "college-ready students" and "classroom-ready teachers."

The 2008 Master Plan for Higher Education recommended a number of strategies and programs aimed at raising expectations for K-12 students. These included:

- Supporting students and families by providing clear expectations about what students need to know and be able to do;
- Conducting various forms of outreach and support to students and their families;
- Ensuring there are programs and pathways for students at different academic levels and with different career and academic interests that provide a rigorous and engaging curriculum; and
- Supporting educators to ensure they have the tools and knowledge they need to support students as they aspire to go further in their education.

As we begin the process to update the Strategic Master Plan, we should consider the roles different parts of our system will play in achieving the goals of raising educational attainment in Washington.

Eleni Papadakis, Executive Director, Workforce Training and Education Coordinating Board (WTECB); Jessica Vavrus, Assistant Superintendent, Office of the Superintendent of Public Instruction (OSPI); Susan Ellen Bacon, Associate Dean of Professional Development, Continuing Education and Outreach, Seattle University; and Jan Yoshiwara, Deputy Executive Director of Education, State Board for Community & Technical Colleges (SBCTC), will participate in a panel discussion to help us think about the HECB's role in preparing kids to be college ready and preparing teachers to engage and inspire students to succeed.

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

March 2011

P-20 Strategies for Washington

Moving the blue arrow

The state's Strategic Master Plan for Higher Education, approved by the Legislature as state policy in 2008, contained a blueprint for further developing the potential of all K-12 students to participate and succeed in postsecondary education.

The master plan's central goal is to educate more people to higher levels—to rapidly 'move up the blue arrow' of educational attainment among our younger citizens. Far too few of our younger adults have earned degrees or certificates. Other developed countries are making rapid progress educating their younger citizens. We are standing still—in Washington *and* in the United States.

Blue arrow strategies

- *Enroll more people in postsecondary education programs and ensure they complete certificates and degrees.*
  - The master plan emphasizes that enrolling many more citizens in postsecondary education will require substantially increased state appropriations. But since 2008, we've seen the deepest cuts on record in state support for higher education.

- *Promote economic growth and innovation by mobilizing our education and research resources.*
  - Higher education remains one of the state's most powerful economic engines, a force for innovation and positive change. Our institutions are at the cutting edge of discovery, opening a world of new opportunity.

- *Develop incentives and accountability systems to reward institutions for progress.*
  - Continued emphasis on accountability will drive future funding decisions. This session, nearly all the bills dealing with higher education funding emphasize performance and accountability metrics.

Strategies to create higher expectations for all K-12 students

A great deal of work is under way to better prepare K-12 students to succeed in college. Even in the face of the worst budget cuts Washington has seen in decades, there is still much that we can do to keep the focus on developing "college-ready students" and "classroom-ready teachers."

The following programs and initiatives support key master plan strategies:

Create higher expectations for all K-12 students

Revised and greatly strengthened college readiness standards in English, math, and science have been approved by the HECB. These standards align very closely with proposed new high school graduation requirements. Moving quickly on the basic changes to align requirements will clearly communicate the commitment to providing postsecondary access to more students. Continuing to work collaboratively on any additional changes will ensure they can be implemented with minimum confusion.

Scale up successful student advising and mentoring programs

The HECB's GEAR UP program, working collaboratively with the targeted school districts and the state's higher education institutions, has expanded pre-college skills development services to thousands of additional students in low-income school districts. Programs like GEAR-UP and Navigation 101 provide support for the high school and beyond plan.

Engage families and communities

The College Bound Scholarship program, with support of the College Access Challenge Grant, is collaborating with federal, state, and local government entities and philanthropic organizations to create partnerships to increase the number of under-represented students who enter and remain in postsecondary education. The Passport to College Promise scholarship for foster youth and partnerships such as theWashBoard.org, a coalition-driven, online scholarship matching resource, also are helping expand opportunity.

Create multiple pathways from high school to college or workforce training

The HECB continues to advocate for increased support for a variety of dual credit options, including Running Start, Running Start for the Trades, Tech Prep, Advanced Placement, International Baccalaureate, and College in the High school. The Governor's budget contains a provision for enhanced funding for the Running Start program.

Prepare Educators for the 21st century

Support professional development for teachers and administrators to ensure our educators have the tools they need to effectively engage families and communities to close the achievement gap, raise student proficiency, provide high quality academic advising, and increase postsecondary attendance. "Educators for the 21st Century" has funded Teacher Professional Development Projects, College Readiness projects in English and science, and conferences for educators, researchers, and policymakers. The HECB also conducts the Educator Needs Analysis in cooperation with the Professional Educator Standards Board.

Measuring success

In order to make progress on the broader goals of the Master Plan and move the blue arrow, we need to continuously improve the quality of the instruction occurring in our K-12 classrooms and inspire students to achieve and further their education beyond high school. We need to improve the data that we collect to help us make good decisions for policy and planning. Therefore we are proposing a research plan that will help us track progress toward these goals and the success of our initiatives to create higher expectations in K12. In collaboration with partners in K-12 and higher education. we will annually provide information on the following questions regarding the transition between high school and college:

Transition between High School and College

1) How many students who completed a college-ready curriculum entered college?
2) How many who did not complete a college-ready curriculum entered college?

Extent of Postsecondary Remediation

3) How many high school graduates who completed a college-ready curriculum ended up taking remedial courses after entering college?
4) How many who did not complete a college-ready curriculum took remedial classes after entering college?

First Term Persistence after College Entry

5) How many high school graduates who completed a college-ready curriculum persisted and enrolled in a second term in college?
6) How many who did not complete a college-ready curriculum persisted and enrolled in a second term in college?

First-Year Retention

7) How many college-ready graduates completed one full year (2 semesters or 3 quarters) of college?
8) How many who were not college-ready persisted through the first year of college?

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

March 2011

Educators for the 21st Century Program and Student College Readiness Update

Information Item

This is an informational report to the members of the Higher Education Coordinating Board (HECB) at its March 31, 2011 meeting. No board action is necessary at this time.

Executive Summary

The *2008 Strategic Master Plan for Higher Education in Washington* outlines four strategies to raise educational attainment, one of which is to create higher expectations for all K-12 students. This strategy is supported by a policy goal of providing every student in every public school the mentoring, academic advising, and skill development necessary to plan, prepare for and enter postsecondary education. An expected outcome from the strategy is improved access for K-12 teachers to professional development programs that can help them fully understand and use evolving academic and college readiness standards.

The Educators for the 21st Century Program is an umbrella initiative designed to help implement this strategy and realize this expected outcome. Conceptually, it includes the HECB's English and Science College Readiness Project, Title II Professional Development Program, and GEAR UP College Readiness Professional Development Project (see appendix A). Each of these components plays an important role in the Educators for the 21st Century program.

The English and Science College Readiness Project provides K-12 educators with definitions outlining skills students need to prepare for and enter postsecondary education. The Title II Professional Development Program and GEAR UP College Readiness Professional Development Project encourage use of the definitions and best practices by K-12 educators. They also encourage use of the College Readiness Mathematics Standards, which were produced by the state's Transition Mathematics Project under the leadership of the State Board for Technical and Community Colleges.

This report updates the Board on the Educators for the 21st Century program, including college readiness projects and professional development efforts that serve K-12 educators and leverage the definitions. It closes with a discussion of the future of the program, which will depend on changes in federal funding that may occur when the Elementary and Secondary Education Act is reauthorized.

Introduction

The Educators for the 21st Century initiative is an effort to align and leverage the HECB's Title II educator professional development program with the state's math, science, and English college readiness projects and other state or federally funded programs. This ongoing effort began in 2007, was formalized under the Educators for the 21st Century name in 2009, and was reinforced in 2010 by the HECB GEAR UP program's sponsorship of a year-long teacher professional development project in English and math college readiness.

To extend the effort to more districts in Washington, the HECB hosted its first statewide Educators for the 21st Century conference in October 2010. Conference goals included identifying strategies for linking the state's college readiness work with teacher professional development activities, discussing opportunities for and barriers to greater collaboration and leveraging, and envisioning ways to scale efforts to make a sustained and statewide impact. As a result of this conference, HECB staff subsequently began meeting with Office of Superintendent of Public Instruction colleagues to exchange information and explore possibilities for future collaboration.

In the present budget climate, it is critical to continue Educators for the 21st Century's alignment and leveraging efforts because they help implement the Master Plan strategy of creating higher expectations for all K-12 students. If successful, Educators for the 21st Century would become a statewide professional development resource for educators working on improving student college readiness.

State College Readiness Projects

The state's college readiness projects are ongoing collaborative efforts involving K-12 and higher education stakeholders. The State Board for Technical and Community Colleges (SBCTC) launched the Transition Mathematics Project in 2004, and the HECB launched the English and Science College Readiness Project in 2005.

The Transition Mathematics Project was designed to help students successfully progress from high school math to college-level math. It identified the math knowledge and skills high school graduates need to meet minimum college admission requirements, avoid remediation upon enrolling in college, and complete college-level coursework. In 2006, the project published College Readiness Standards in mathematics, which define the core knowledge and skills expected of students in college entry-level mathematics courses and courses with quantitative components. Similar to its counterpart in math, the English and Science College Readiness Project was designed to help students successfully progress from high school to college-level coursework. In 2007, the project published preliminary English and Science College Readiness Definitions.

The college-readiness standards and definitions in all projects reflect the content students need to learn as well as the attributes necessary for how they learn. These attributes are student characteristics that set the tone for successful learning. Attributes common across math, science,

and English include intellectual engagement, taking responsibility for learning, perseverance, and attention to detail. These attributes and the content definitions/standards are interdependent and necessary for students to complete entry-level, general education college coursework.

State funding for college readiness projects is currently suspended due to recent budget cuts. However, Title II and GEAR UP teacher professional development projects are able to use federal funding to promote college readiness.

Title II Professional Development Program

Since 2002 the HECB has administered a $1.2 million annual professional development grant program authorized by Title II of the No Child Left Behind Act of 2001. The HECB's Title II program funds competitive partnership grants for projects that provide professional development for K-12 teachers, principals, and highly qualified paraprofessionals.
Partnerships must include all of the following partners:

- A public or private institution of higher education and the division of the institution that prepares teachers and principals;
- A school of arts and sciences; and
- A high-need school district (high need means [1] high poverty and [2] high percentage of teachers teaching academic subjects or grade levels they were not trained to teach or teaching with emergency, provisional, or temporary certification or licensing).

Partnerships may also include a variety of optional partners, such as additional school districts (regardless of high-need status).

Since its inception, the Title II program has disbursed about $9 million to 39 projects that have provided professional development to more than 2,000 educators serving tens of thousands of students per year. The 39 projects include six begun in 2009 that are scheduled to end in 2012. During their first year, these six projects provided professional development for about 290 math and science teachers and 120 principals and assistant principals serving over 32,000 students in 120 schools across the state. Out of 58 school districts served, 37 were rural. Appendix B describes current projects,[1] several of which involve significant collaboration and leveraging with other initiatives.

The purpose of the Title II program is to increase student achievement in core academic subjects by enhancing teachers' subject matter knowledge and ability to use state standards, as well as enhancing principals' instructional leadership skills. Various professional models have been used, with the most popular being a summer institute followed by activities such as coaching or professional learning communities held during the academic year. Similarly, project evaluation has taken many forms, including participant surveys, classroom observations, focus groups, and student test scores. Despite a diversity of models and evaluation methods, some common themes have emerged:

[1] Appendix B provides one-page summaries of current projects only. Prior project information is available in program reports at: http://www.hecb.wa.gov/Grants/profdev/profdevindex.asp.

- Final reports indicate projects generally accomplished their goals.
- Participant surveys indicate participants felt the professional development helped them, and anecdotal comments from participants support this notion.
- Participants appreciate professional learning communities.
- The buy in and involvement of school principals is important to project success.

Some common concerns have also been raised in the projects to date:

- Participants worry they will not have time to implement changes when they get back to their classrooms. Some feel overwhelmed just doing their jobs.
- Attributing changes in student achievement to specific professional development activities is difficult because of the many other activities in which schools engage that affect teaching and learning.

For its first five years, the Title II program had little to do with other HECB initiatives. Then, in 2007, HECB began using the Title II request for proposals to explicitly connect Title II to the state's college readiness projects and the Master Plan goals.

GEAR UP College Readiness Professional Development Project

GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. The HECB's federally-funded GEAR UP program encourages low-income middle and high school students to stay in school, study hard, have high expectations, and go to college. It offers students intensive tutoring, mentoring, and college/career planning information throughout their middle and high school years.

To enhance these efforts, HECB's GEAR UP program designed a year-long college readiness professional development series for high school math and English teachers in seven of their partner school districts. Using a research model, seven schools were selected randomly to participate during AY 2010-11 as treatment group schools receiving the professional development. An additional six schools were selected randomly to be control group schools, and will not receive the professional development. This model was chosen to measure the impact of the upcoming professional development on student achievement.

Thirty-six math and English teachers will participate in 10 full days of content area workshops to help them integrate college readiness content definitions and standards and student attributes into their curricula. Participants will receive coaching, support and ongoing technical assistance from expert instructors experienced in high school, community college, and university level education in the content areas.

In addition to the professional development, GEAR UP has partnered with ACT, Inc. to provide the COMPASS college placement test to all high school seniors in the 13 participating high schools. This opportunity marks the first time that ACT has partnered with an organization other than a college or university to provide the college readiness assessment. Students will take both pre- and post-tests, which will provide them and their families with a measure of their college

readiness in math, reading and writing. Students will be given the opportunity to practice the exam in their own school, at no cost, and with no need to travel. Results will be shared with their teachers, who will be able to use the information to address individual gaps in learning, thus increasing their college readiness.

The project will employ teacher surveys, student demographic surveys, and pre- and post-test comparison to measure the impact of the project on student achievement. A full evaluation of the project will provide insights into the effectiveness of the approach and guide future professional development projects.

The Future of Educators for the 21st Century

Two of the most important factors that will influence the future of the Educators for the 21st Century program are interconnected. The first is the state's adoption of Common Core State Standards in mathematics and English language arts. The second is the federal reauthorization of the Elementary and Secondary Education Act, which is currently authorized as the No Child Left Behind Act.

The Common Core State Standards are designed to "provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them."[2] The standards are the product of a nationwide effort led by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. In 2010, the state legislature authorized the Office of Superintendent of Public Instruction (OSPI) to adopt the standards on a provisional basis, which it did in July 2010. However, full adoption and implementation will not occur until after the legislature reviews the standards during the 2011 legislative session. OSPI has submitted a report to the legislature recommending formal adoption in 2011.

In general, movement to the Common Core Standards will be helpful to reaching the goals of the Educators for the 21st Century program by creating a higher level of visibility for what is expected of students entering college and creating greater alignment between K-12 exit and college entry expectations. The initial feedback from the current college readiness projects is that common core is quite consistent with the work done to date in Washington and we should be able to transition in a way that builds on the good work already done here. OSPI has also conducted analysis of the common core in relation to the Washington State Standards in Mathematics and Language Arts and found a high degree of concordance in both subject areas.

In March 2010, the Obama administration published an Elementary and Secondary Education Act reauthorization plan called *A Blueprint for Reform*. It emphasizes that every student should graduate from high school ready for college and a career and calls on states to develop and adopt standards in mathematics and English language arts that build toward college- and career-readiness. States can develop the standards by upgrading their own existing standards or adopting common state-developed standards (i.e. the Common Core State Standards).

[2] From the mission statement on the Common Core State Standards Initiative homepage, available at: http://www.corestandards.org/

Elementary and Secondary Education Act reauthorization will have a big impact on the future of the Educators for the 21st Century program because the program's main funding source, HECB Title II funding, depends on language in the current authorization. The Obama administration is pushing hard for reauthorization this year, and Congress is working on it now. The reauthorized Elementary and Secondary Education Act language may differ significantly from current language, and it is unclear whether the HECB Title II program can survive reauthorization intact, for a couple of reasons.

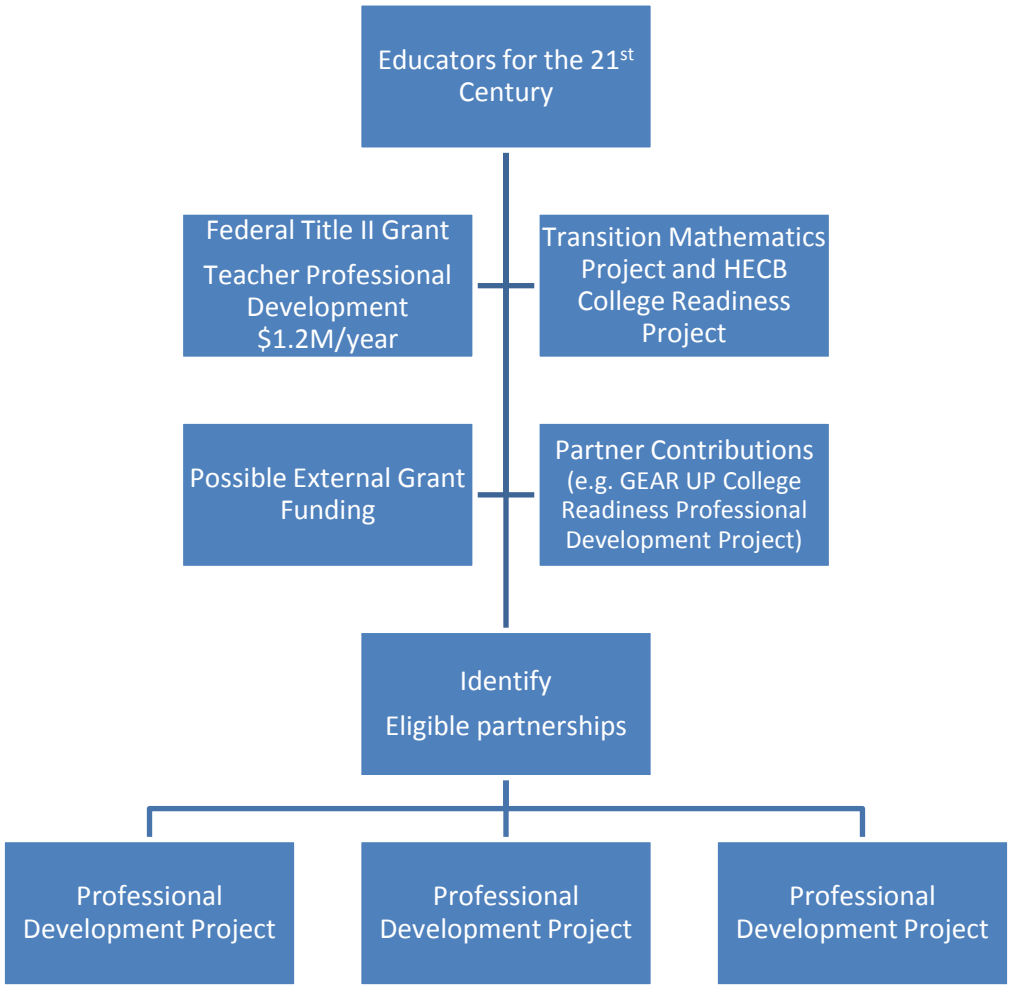
First, consolidation of grant program funding into fewer, larger funding streams with increased control and flexibility for states is a recurring theme in the Blueprint. Second, there is uncertainty about whether the state would receive federal funding for programs like the HECB's via formula grants or competitive grants. Currently the HECB receives Title II money automatically each year via a formula grant. However, given the Obama administration's interest in competitive grant programs like Race to the Top, a reauthorized Elementary and Secondary Education Act may well require states to compete for funding to a greater extent than they did under No Child Left Behind. To compete effectively, the various education agencies in each state will need to work well together in crafting proposals.

Both of these themes, consolidation and interstate competition, point to the need for a high level of cooperation among the HECB and its sister agencies. The Educators for the 21st Century program, with its focus on collaboration and leveraging, has led HECB staff to seek and strengthen working relationships with colleagues in other state education agencies. For example, HECB staff invited Office of Superintendent of Public Instruction, State Board for Community and Technical Colleges, Professional Educator Standards Board, and State Board of Education staff to serve on the Title II proposal review panel.

Positive working relationships were strengthened by the statewide Educators for the 21st Century conference last October. At the conference, HECB and sister agency staff had opportunities to share ideas and serve together on a panel tasked with addressing the issue of how to align efforts to support teachers working across systems. At the conference, HECB and OSPI staff decided to meet again to explore possibilities for leveraging Educators for the 21st Century projects and OSPI Mathematics and Science Partnerships. Staff followed up on this decision with a joint meeting of project directors in February 2011.

The Educators for the 21st Century program has given staff from HECB and sister agencies opportunities to work together and understand one another, which will prove useful if agencies jointly administer a post-reauthorization professional development program or apply for competitive grants in the future. Although there is more work to be done regarding college readiness and teacher professional development, Educators for the 21st Century has planted seeds for future collaboration that will be necessary to leverage our work so it benefits more students statewide.

Appendix A: Educators for the 21st Century Conceptual Model



Appendix B
Current HECB Educator Professional Development Projects

Title II Professional Development Projects

- *College Readiness in Science Project (CRISP)*
- *Math 2.0: Teaching Math in a Technical World*
- *Math 360: Building Academic Language and Content Skills in Mathematics*
- *Mathematics and Science: Endorsement Academies, PLC's and Student Improvement*
- *Riverpoint Advanced Mathematics Partnership (RAMP)*
- *Supporting Teacher Strategies to Prepare Students in Remote Rural Communities for College-level Mathematics*

GEAR UP Professional Development Projects

- *GEAR UP College Readiness Professional Development Project*

College Readiness in Science Project (CRISP)

Project co-directors:

- George Nelson, Ph.D., Director, Science Mathematics and Technology Education (SMATE) and Professor of Physics and Astronomy, Western Washington University
- Shannon Warren, M.Ed., CRISP Project Co-director and Sustaining Partnerships Enhancing Collaboration K-8 (SPECK8) Project Director, Western Washington University

Target audience:

- 38 teachers and 6 principals in northwestern Washington.

Partners:

- 1 high-need district: Cape Flattery (6 teachers, 1 principal)
- 2 other districts: Blaine (11 teachers, 2 principals) Mount Vernon (21 teachers, 3 principals)
- Other partners:
    - Lead partner: Western Washington University College of Sciences and Technology, Science, Mathematics, and Technology Education Program and Department of Physics and Astronomy
    - Western Washington University Woodring College of Education

Description:

- This project focuses on using the Washington State Science Standards and College Readiness Definitions to improve teachers' and administrators' understanding of effective science instruction.
- Professional development activities include summer institutes, professional development workshops, administrator symposia, reflective logs, and regular professional learning community meetings.
- Content of the summer institutes and workshops is determined through a collaborative process based on data from each building.

Project evaluation methods:

- Teachers: content knowledge assessments, surveys, classroom observations, case studies, interviews
- Principals: surveys, teacher interviews
- Students: analysis of WASL scores and percentage of students who take 3 or 4 years of science, take the PSAT/SAT, and attend vocational programs, 2-year colleges, or 4-year colleges

Significant direct collaboration or synergy with other projects or initiatives:

- This project builds on work done through a National Science Foundation project, the HECB's College Readiness Definitions project, and the partner schools' Advancement Via Individual Determination (AVID) programs. The NSF project, called the North Cascades and Olympic Science Partnership (NCOSP), began in 2004 and includes all three CRISP school districts.
- This project involves direct collaboration with K-8 teachers and administrators in our Math Science Partnership, Sustaining Partnerships Enhancing Collaboration K-8. Winter workshops are held jointly with members of both grants. Summer institutes have similar content, differentiated for both groups.

Math 2.0: Teaching Math in a Technical World

Project director:

- Robin Angotti, Ph.D., Assistant Professor, University of Washington Bothell

Target audience:

- 35 teachers and 13 principals in north central Washington.

Partners:

- 3 high-need districts: Omak (5 teachers, 3 principals); Soap Lake (3 teachers, 1 principal); Warden (2 teachers, 1 principal)
- 10 other districts: Bridgeport (1 teacher, 1 principal); Brewster (1 teacher); Eastmont (8 teachers, 3 principals); Entiat (3 teachers, 1 principal); Nespelem (2 teachers, 1 principal); Okanogan (3 teachers, 1 principal); Orondo (1 teacher, 1 principal); Oroville (2 teachers); Quincy (3 teachers), Wilson Creek (1 teacher)
- Other partners:
    - Lead partner: University of Washington Bothell Education Program
    - Central Washington University Mathematics Department
    - North Central Educational Service District (NCESD)

Description:

- This project focuses on increasing teacher effectiveness in algebra through professional development focused on integrating technology, pedagogy, and content while emphasizing student learning. It trains participants to use emerging technologies and mathematics software to engage students in the concept of the function, which is the foundation for algebraic thinking. It also expands principal/assistant principal skills for observing and supporting mathematical learning in inquiry-based, technology-rich mathematics classrooms.
- Professional development activities include summer institutes, academic year follow-up days, classroom observations, and on-line activities.

Project evaluation methods:

- Teachers: content tests, focus interviews, surveys, online blog, wikis, classroom observations, lesson plans
- Principals: surveys, online materials
- Students: engagement in lessons observed during classroom observations

Significant direct collaboration or synergy with other projects or initiatives:

- This project builds on NCESD's Mathematics Leadership Alliance (MLA) for teacher leaders in grades 3-10. It also coordinates efforts with NCESD's current Mathematics and Science Partnership (MSP) project. The MSP project is called "Progress to Math and Science Proficiency: Reaching Out to Rural Schools" and is funded by OSPI under Title II, Part B of the No Child Left Behind Act. Coordination is extremely close and includes joint learning activities to improve content knowledge of algebra, function concepts, data analysis, and mathematical modeling while examining pedagogical changes necessary to incorporate technological tools.

Math 360: Building Academic Language and Content Skills in Mathematics

Project co-directors:

- Terrie Geaudreau, Ed.D., Director of Math and Science, Educational Service District 105
- Greg Benner, Ph.D., Associate Professor, University of Washington Tacoma

Target audience:

- 59 teachers and 12 principals in south central Washington.

Partners:

- 5 high-need districts: Royal (5 teachers, 2 principals); Sunnyside (17 teachers, 2 principals); Toppenish (11 teachers, 3 principals); Wahluke (11 teachers, 2 principals); Union Gap (4 teachers, 1 principal)
- 1 other district: West Valley (11 teachers, 2 principals)
- Other partners:
    - Lead partner: Educational Service District 105
    - Central Washington University Mathematics Department
    - Central Washington University Center for Excellence in Science and Mathematics Education
    - University of Washington Tacoma Education Program
    - Yakima Valley Community College

Description:

- This project focuses on increasing the content knowledge of middle school math teachers and their ability to implement effective math instruction, including the use of formative assessment. It also aims to increase the ability of middle school principals/assistant principals to recognize effective math instruction and provide teachers with constructive feedback.
- Professional development activities include summer institutes, on-line content learning and reflection options, the establishment or enhancement of professional learning communities, and the development of school-based teacher leaders.

Project evaluation methods:

- Teachers: online content knowledge measures and surveys, observation, interviews, First Steps pedagogy assessment
- Principals: surveys
- Students: curriculum-based student diagnostic measures

Significant direct collaboration or synergy with other projects or initiatives:

- This project builds on prior district efforts to establish teacher leaders and communities of practice. It also complements district Leadership for Learning principal groups, which have made mathematics and vocabulary development their focus.

Mathematics and Science: Endorsement Academies, PLC's and Student Improvement

Project co-directors:

- SusanEllen Bacon, Ph.D., Associate Dean, Professional Development, Continuing Education and Outreach, Seattle University
- Craig Bowman, M.A., Director of School Improvement, Puget Sound Educational Service District

Target audience:

- 82 teachers and 61 principals in the Puget Sound region.

Partners:

- 1 high-need district: Tukwila (5 teachers, 5 principals)
- 18 other districts: Auburn (4 teachers, 4 principals); Bethel (1 teacher, 1 principal); Carbonado (1 teacher, 1 principal); Eatonville (1 teacher, 1 principal); Enumclaw (2 teachers, 1 principal); Federal Way (1 teacher, 1 principal); Fife (1 teacher, 2 principals); Franklin Pierce (2 teachers, 1 principal); Highline (11 teachers, 7 principals); Kent (1 teacher, 1 principal); Orting (1 teacher, 1 principal); Peninsula (1 teacher, 1 principal); Puyallup (6 teachers, 5 principals); Renton (24 teachers, 14 principals); Seattle (5 teachers, 5 principals); Tacoma (5 teachers, 4 principals); University Place (6 teachers, 2 principals); White River (1 teacher, 1 principal)
- 3 private nonprofit schools in the Seattle Archdiocese system (3 teachers, 3 principals)
- Other partners:
    - Lead partner: Seattle University College of Education
    - Seattle University College of Science and Engineering
    - Puget Sound Educational Service District

Description:

- This project focuses on "endorsement academies" which provide training to K-12 teachers to help them meet the state's endorsement competencies for biology, middle level mathematics, or secondary mathematics. In addition, it provides principals with training in differential learning, standards, and content-specific observational strategy. Principals participate in professional learning communities focusing on leading student improvement in mathematics and science.
- Professional development activities include academic year and summer classes and professional learning communities

Project evaluation methods:

- Teachers: transcript reviews, grades in endorsement academy courses, WEST-E scores, classroom observations, professional learning community observations, journal analysis, surveys
- Principals: classroom observations, professional learning community observations, textual analysis of journals
- Students: standardized curriculum-based measures, rubrics for scoring work for attainment of standards, analysis of student grades

Significant direct collaboration or synergy with other projects or initiatives:

- This project has coordinated its efforts closely with the Professional Educational Standards Board's (PESB) Educator Retooling program, which was established to support teachers seeking endorsements in shortage areas such as mathematics and science. It has also coordinated efforts with the Pierce County Consortium, which exists to support smaller districts in providing learning opportunities.

Riverpoint Advanced Mathematics Partnership (RAMP)

Project co-directors:

- Janet Frost, Ph.D., Assistant Professor, Washington State University Spokane/Pullman
- Kris Lindeblad, M.A., Clinical Professor, Washington State University Spokane/Pullman
- Jackie Coomes, Ph.D., Associate Professor, Eastern Washington University

Target audience:

- 44 teachers and 17 principals in the Spokane area and northeastern Washington.

Partners:

- 1 high-need district: Chewelah (2 teachers, 1 principal)
- 6 other districts: Central Valley (6 teachers, 2 principals); Cheney (3 teachers, 1 principal); East Valley (3 teachers, 1 principal); Mead (4 teachers, 2 principals); Spokane (17 teachers, 6 principals); West Valley (6 teachers, 3 principals)
- 1 nonprofit private school: Gonzaga Preparatory School (3 teachers, 1 principal)
- Other partners:
    - Lead partner: Washington State University College of Education
    - Eastern Washington University Department of Mathematics
    - Community Colleges of Spokane

Description:

- This project focuses on improving teachers' knowledge of the College Readiness Standards (CRS), mathematics content knowledge, pedagogical practices, and effective use of formative assessment. It emphasizes the CRS related to student attributes, teaching and learning processes, and mathematical content such as algebra, functions, geometry, probability, and statistics.
- It also focuses on improving principals' knowledge of the CRS and collaboration with their teachers.
- Professional development activities include summer institutes, 4 school-year workshops, in-school meetings, classroom coaching, and online discussions.

Project evaluation methods:

- Teachers: content and pedagogical content knowledge assessments, online dialogue transcripts, surveys, classroom observations, lesson and unit plan analysis, interviews
- Principals: surveys, teacher evaluations of principals
- Students: teacher reflections on student work on common tasks and SAT problems, scores on standardized test questions, including the General Mathematics Placement Test and Advanced Mathematics Placement Test.

Significant direct collaboration or synergy with other projects or initiatives:

- This project builds on a prior HECB Title II project directed by Janet Frost by serving a continuing cohort of participants and expanding to include a new cohort. The prior project was partly funded by the State Board of Technical and Community Colleges' Transition Math Project (TMP). One year of the current grant included additional funds from Eastern Washington University's Mathematical Content Collaboration Communities (MC^3) project.

Supporting Teacher Strategies to Prepare Students in Remote Rural Communities for College-level Mathematics

Project director:

- Robert Lee, Ph.D., Professor Emeritus, University of Washington

Target audience:

- 33 teachers and 15 principals primarily in Lewis County.

Partners:

- 2 high-need districts: Boistfort (1 teacher, 1 principal); Onalaska (5 teachers, 3 principals)
- 8 other districts: Adna (4 teachers, 1 principal); Chehalis (3 teachers, 2 principals); Lake Quinault (2 teachers, 1 principal); Napavine (3 teachers, 1 principal); Pe Ell (2 teachers, 1 principal); Toledo (5 teachers, 2 principals); White Pass (2 teachers, 1 principal); Winlock (3 teachers, 1 principal)
- 3 nonprofit private schools: Cedar Valley Academy (1 teacher, who is also the principal); Lewis County Adventist School (1 teacher, who is also the principal); St. Joseph Catholic School (1 teacher, 1 principal)
- Other partners:
    - Lead partner: University of Washington College of the Environment School of Forest Resources
    - University of Washington College of Education
    - University of Washington College of Arts and Sciences Department of Mathematics
    - University of Washington Bothell Education Program (through August 2010)

Description:

- This project focuses on training middle and high school mathematics teachers to use group-based learning and inquiry-based problem solving to prepare students in isolated rural communities to meet the revised Mathematics K-12 Learning Standards. It familiarizes principals with new classroom practices and ways to support teachers who adopt them.
- Professional development activities include summer institutes, weekend retreats, classroom studios, observations, and coaching.

Project evaluation methods:

- Teachers: content tests, surveys, classroom observations
- Principals: surveys
- Students: activity observed during classroom observations

Significant direct collaboration or synergy with other projects or initiatives:

- This project builds on a series of four prior HECB Title II projects directed by Bob Lee, focusing on inquiry and group learning in a real-world natural resource context. This project cooperated with Math 2.0: Teaching Math in a Technical World to facilitate adoption of communication technologies linking teachers and principals across districts in regional professional learning communities.

GEAR UP College Readiness Professional Development Project

Project co-directors:

- Weiya Liang, GEAR UP Director, Higher Education Coordinating Board
- Marcie Sample, Program Administrator, Higher Education Coordinating Board

Target audience:

- 36 high school English and math teachers in seven GEAR UP partner school districts (Cape Flattery, Finley, Rosalia, Spokane, Everett, Bremerton, and Wahkiakum) are participating in the year-long professional development series. These seven schools are also administering a pre- and post-COMPASS assessment to all high school seniors.
- Six GEAR UP partner school districts are serving as a control group, and will administer the pre- and post-COMPASS assessment to all high school seniors, but will not participate in the professional development series.

Partners:

- Center For Learning Connections, English College Readiness Project
- Olympic Educational Service District 114
- Puget Sound Educational Service District
- Educational Service District 105
- ACT, Inc.
- Arroyo Research

Description:

- This project focuses on improving teachers' knowledge of the College Readiness Standards (CRS), content knowledge, pedagogical practices, and effective use of formative assessment. It emphasizes the CRS related to student attributes, and teaching and learning processes.
- Professional development activities include one five day summer institute, 2 two-day school-year workshops, in-school meetings, coaching and technical assistance, and online discussions.

Project evaluation methods:

- Teachers: content and pedagogical content knowledge assessments, online dialogue transcripts, surveys, classroom observations, lesson and unit plan analysis, interviews
- Students: COMPASS pre- and post- test scores and demographic surveys

Significant direct collaboration or synergy with other projects or initiatives:

- This project builds on prior work of the Transition Math Project and the English College Readiness Project.
- ACT granted HECB GEAR UP a license to administer the COMPASS college readiness assessment to students in participating schools. This marks the first time in the history of ACT that they have granted a license to an agency other than a higher education institution.