

FORM 1 PROJECT ABSTRACT

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: **Western Washington University**
2. DUNS number: 079253134
3. Name that corresponds to DUNS number in DUNS system: **Western Washington University**
4. Address: **516 High Street, Bellingham, WA 98225**
5. Title of project: **Science and the Swinomish**
6. Project director contact information (if there are co-directors, list information for all):

Name and title: **Co-Directors: Don Larsen, WWU Director of Administrative Leadership**
Tim Bruce, WWU Administrative Leadership Faculty

Organization and academic unit (if applicable—e.g. University name, College of Education or ESD ###):
Woodring College of Education
Educational Leadership Program

Address: **516 High St., Bellingham, WA 98225**

Phone: **D. Larson: 360-650-4336; T. Bruce: 360.202.2332**

Email: Donald.Larsen@wwu.edu; Tim.Bruce@wwu.edu
7. Project duration (planned start and end dates): May 16, 2016– June 30, 2017
8. Professional development track(s) ((2) **Since Time Immemorial**; and (3) **Digital Library**):
9. Content focus (list all core academic subject areas the project will focus on, e.g. mathematics): **Science**
10. Grade level focus: **K-12**.
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: (2)
 - 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: (15)
 - e. Hours of face-to-face professional development to be provided to each teacher participant: (88)
 - f. Hours of online professional development to be provided to each teacher participant: (8)
 - g. Number of highly qualified paraprofessional participants to be served by project: (0)
 - h. Hours of face-to-face professional development to be provided to each highly qualified paraprofessional participant: (0)
 - i. Hours of online professional development to be provided to each highly qualified paraprofessional participant: (0)
 - j. Number of principal/assistant principal participants to be served by project: (4)
 - k. Hours of face-to-face professional development to be provided to each principal/assistant principal participant: (92)
 - l. Hours of online professional development to be provided to each principal/assistant principal participant: (8)
12. Total funding requested (must be consistent with budget form): \$ 199,876
13. Federally approved indirect cost rate: (52.2 %) (do not round)
14. Federally approved indirect cost base (e.g. total direct cost, modified total direct cost, salaries): **Salaries and Wages only, exclusive of fringe benefits.**
15. Project Summary (500 words or less summarizing project objectives, activities, timeline, and main topics to be covered):

Project Summary

Western Washington University's Woodring College of Education and Huxley College of the Environment, in collaboration with the Swinomish Tribe, will partner with the La Conner and Concrete School Districts to immerse K-12 teachers and principals in both the Since Time Immemorial (STI) curriculum and Digital Library database in our "Science and the Swinomish" project. Participants will explore the Smarter Balanced Assessment Consortium's (2016) Digital Library, and gain a thorough understanding of the four-step Formative Assessment Process. Additionally, teachers and principals will have training in the basics of the STI curriculum, and then will dig deeper into the aspects of the curriculum that relate to science, focusing on topics such as salmon recovery, tideland impacts and water use. Utilizing scientists from Huxley and the Shannon Point Marine Center (SPMC), and tribal experts from the Swinomish Tribe, participants will gain first-hand knowledge of locally relevant, culturally important issues in science.

Teachers, principals, and university faculty, guided by Swinomish Tribal leaders, will learn together in a four-day summer institute, combining classroom and field experience in both science-related STI and the Digital Library. Once the school year begins, principals and teachers will meet to collaboratively develop lessons and/or units that incorporate their new learning. With the guidance of instructors from Woodring and Huxley, teachers will be able to ensure that their lessons are robust, scientifically sound, culturally significant, and enduring.

Working with their principals through the autumn and winter, teachers will adapt their lessons to the needs of individual classes. Once the lessons are ready, teachers from one district will travel to observe the lessons in action in a partnering, job-alike teacher's classes in the other district. Principals from La Conner and Concrete, mentored by faculty from the Woodring Administrative Leadership Program, will come together to observe lessons in both districts. Utilizing the 5D+ evaluation rubrics, they will be able to share their observations amongst themselves and calibrate their scoring in an authentic, meaningful setting. Following the lesson and observations, principals and teachers will meet to discuss and refine their work, incorporating formative assessment data and adjusting instruction as needed for future lessons. Participants will share and meet in this way throughout the winter: collaborating, teaching, and refining in an iterative process to build exemplar lessons and units of instruction, designed to engage and inform all students. Further, through the in-depth process of developing and critiquing lessons, principals and teachers will be able to use the knowledge and skills gained from this opportunity to lessons outside and beyond the immediate scope of this grant.

By spring of 2017, teachers and principals will have a strong working knowledge of STI and NGSS, and will have multiple lessons and/or units of instruction ready for submission to the Digital Library. Principals will have calibrated their evaluations using 5D+ across districts, and WWU faculty will have gained valuable field experience and feedback to share with their current students and interns.