



Increasing capacity for professional growth through inquiry: Focus on process

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Quick Background

- Successful Transitions to College: Collaboration for Alignment to the Common Core State Standards
- A 3-year project funded by the College Spark Washington Community Grants Program, Eastern Washington University, the Community Colleges of Spokane, and Spokane area high schools

Successful Transitions Partnership

University & College Partners	Public School District Partners
Eastern Washington University	Cheney Public Schools
	Columbia Public Schools
Community Colleges of Spokane	Deer Park Public Schools
Spokane Community College	Lind-Ritzville Public Schools
Spokane Falls Community College	Mead Public Schools
	Spokane Public Schools
	West Valley School District

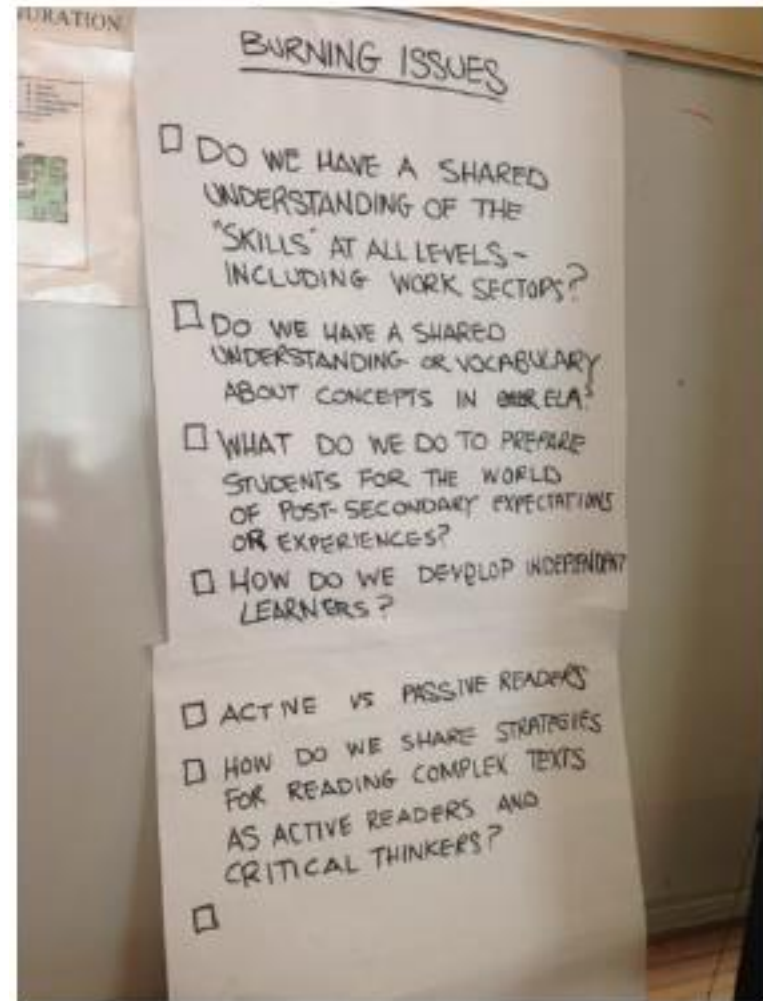
How did we start?

- **Cross-sector cohorts of mathematics instructors were created**
- **Instructors visited one another's classrooms, and focused on student activity and experience**

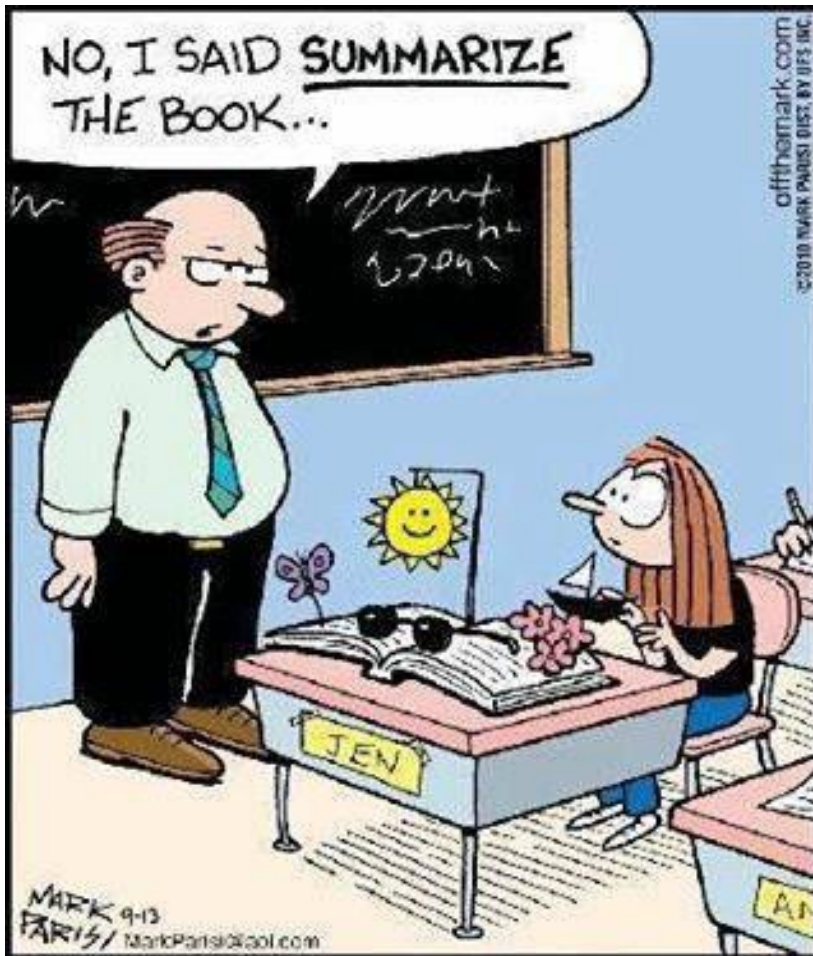
Explored Problems of Practice

Participants:

- Observed each others' students.
- Focused on the CCSS Portraits and Standards for Mathematical Practices.
- Brainstormed and shared ideas, then...
- **then finally, ...**



Identified a specific problem of practice

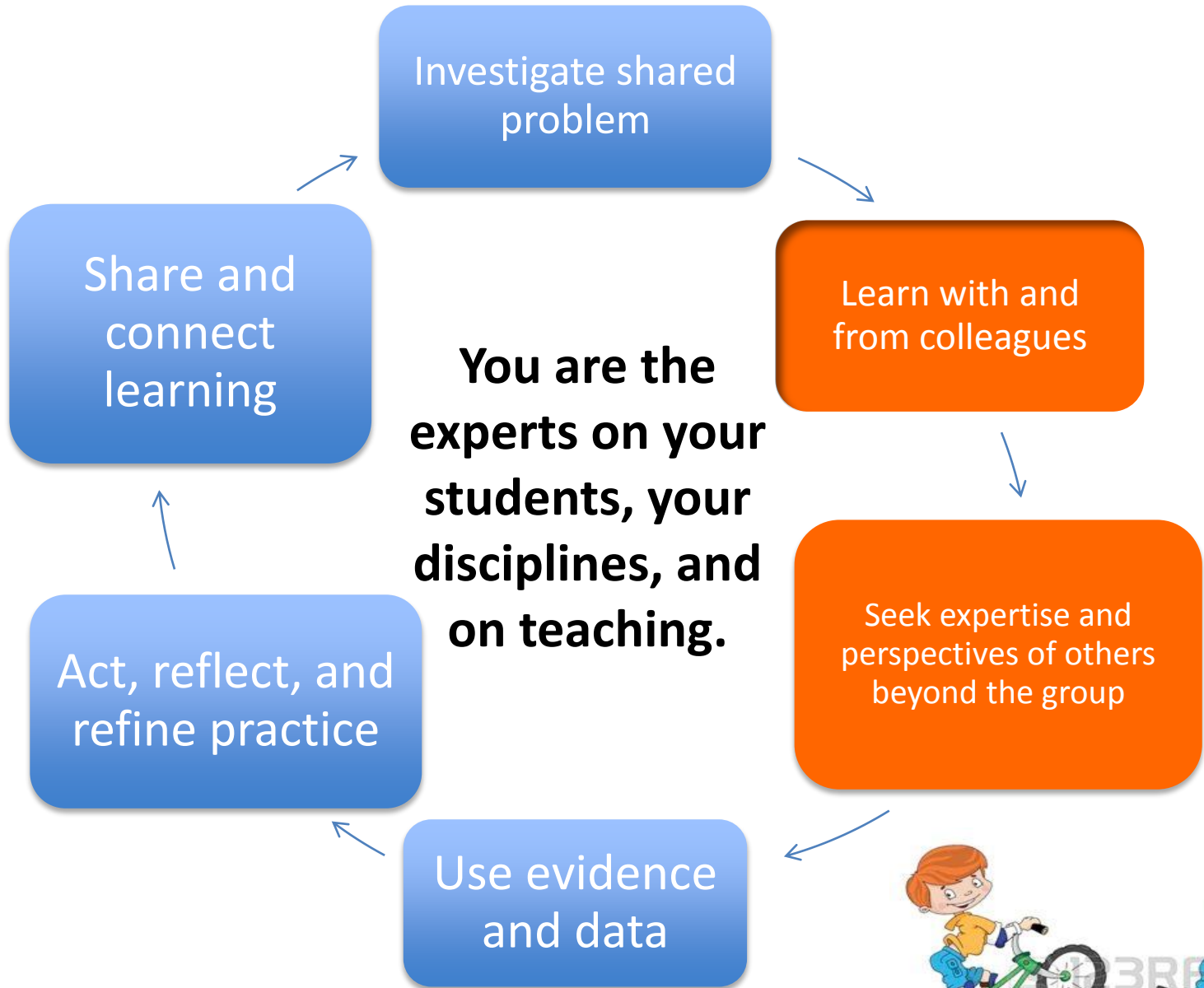


- Get students to use appropriate resources other than the teacher without prompt.
- Foster independent learning and critical thinking.
- Improve ability to read for content and think critically about what they read.

- Get students to use appropriate resources other than the teacher without prompt.
- We haven't given explicit attention to fostering independent learning and critical thinking.
- Students need to improve their ability to read for content and think critically about what they read.
- Addressing student difficulties with applying or transferring prerequisite skills and knowledge to calculus.
- Too often math is taught without students understanding its "meaning."

The Inquiry Process

Instructor-Driven Professional Development Through Collaborative Inquiry



Investigate
shared problem

Share and
connect
learning

Learn with and
from colleagues

**You are the
experts on your
students, your
disciplines,
and on
teaching.**

Seek expertise and
perspectives of others
beyond the group

Act, reflect, and
refine practice

Use evidence
and data



Use evidence and data



Summary of Data Analysis Strategies

<i>Research Type</i>	<i>Types of Data</i>	<i>Data Analysis</i>
Descriptive	Data are in the form of text, audio, video, or numbers (see the next four types of types of descriptive data)	Narrative analysis Rubric analysis Computing descriptive statistics
Case Study	Data are in the form of text, audio, or video. Data include open- and closed-ended responses, questionnaires, records, excerpts, quotations, correspondence, official reports, and surveys	Narrative analysis
Observation	Data are in the form of text, audio, or video. Data include detailed description of activities, participant behaviors, and human interactions	Narrative analysis Computing descriptive statistics



Act, reflect, and refine practice

- **Act:** What? (your tool implementation, including data collection and analysis)
- **Reflect:** So what? Questions on Worksheet
- **Refine:** Now what? Questions on worksheet





A Case Study



The Case of an Algebra Cohort



Community Colleges of Spokane



EASTERN
WASHINGTON UNIVERSITY

start something **big**



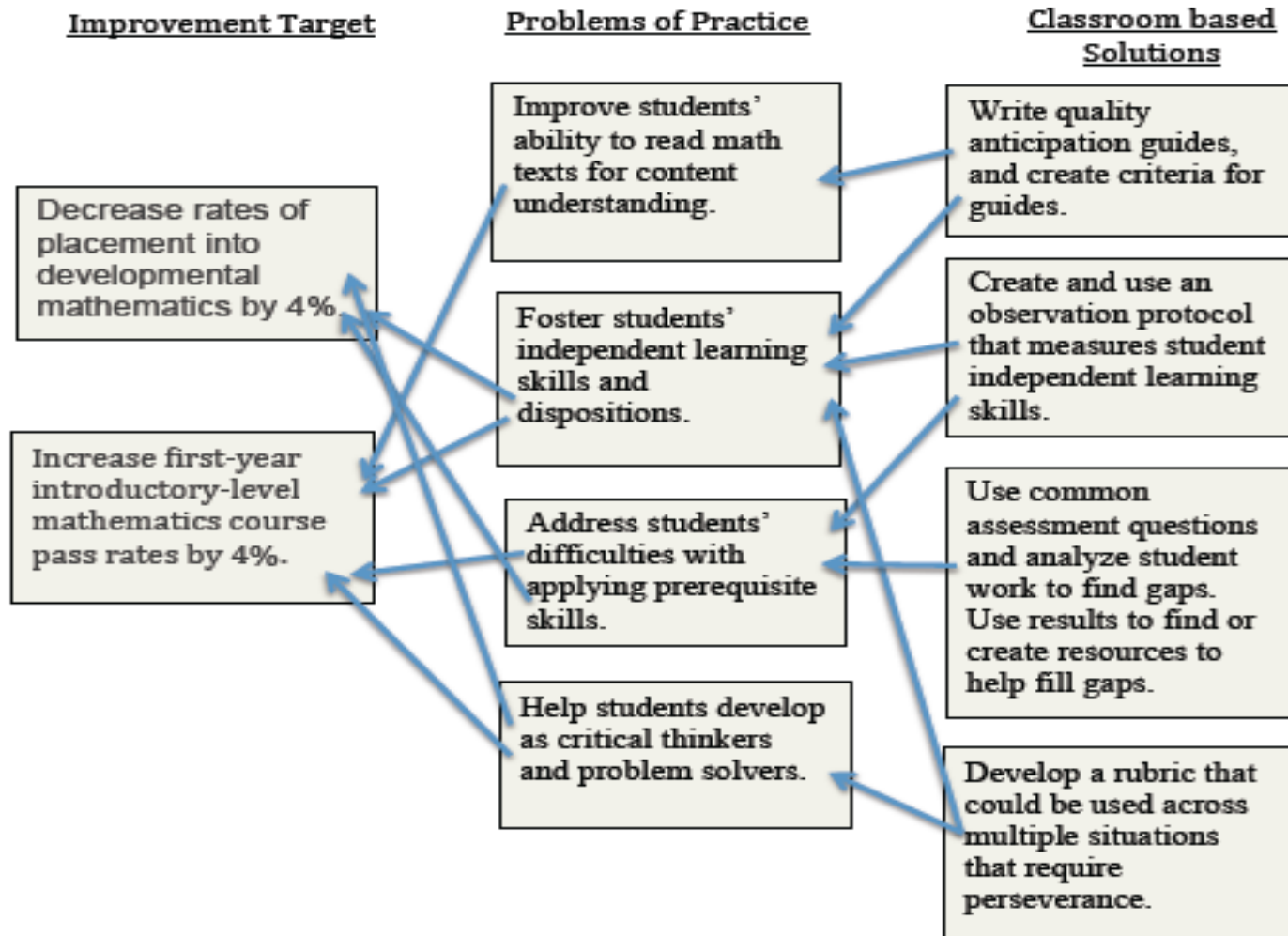
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Successful Transitions Big Picture



Partnership Timeline

2014-15

Organize for collaborative improvement work

Identify problems of practice , form cohorts & develop work plans/timelines

2015-16

Execute plans. Develop/test solutions to agreed-upon problems of practice.

2016-17

Populate toolkit w/ solutions. Reflect on first round approach. Plan second cycle approach.

Execute plan. Develop/test second cycle solutions. Populate toolkit. Determine next steps.

Share work and connect learning



Knowledge products from this type of professional learning consist of shared ideas that can be treated as public objects that can be jointly constructed, stored, and improved. (Heibert)

Sharing our work

Check for “toolkit” items
in late November.

<https://sites.ewu.edu/successfultransitions/>

Contacts and ...

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Thank you!!



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