College Spark
Successful Transitions to College (STC)

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Winter Network Convening
February 6, 2016

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Successful Transitions to College: Networked for Student Success

DeerPark CCS Spokane
Spokane-Falls Community-College
Valley University Cheney
WashingtonWest College
Eastern Schools
Lind-Ritzville Mead
Columbia

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Goals for the day

- Present the outcomes of implementing your tool and receive feedback.

- Learn from other cohorts.

- Use work time to reflect, refine, and plan to share your learning to a wider audience.

- Plan next steps for learning from this process.

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TODAY'S AGENDA

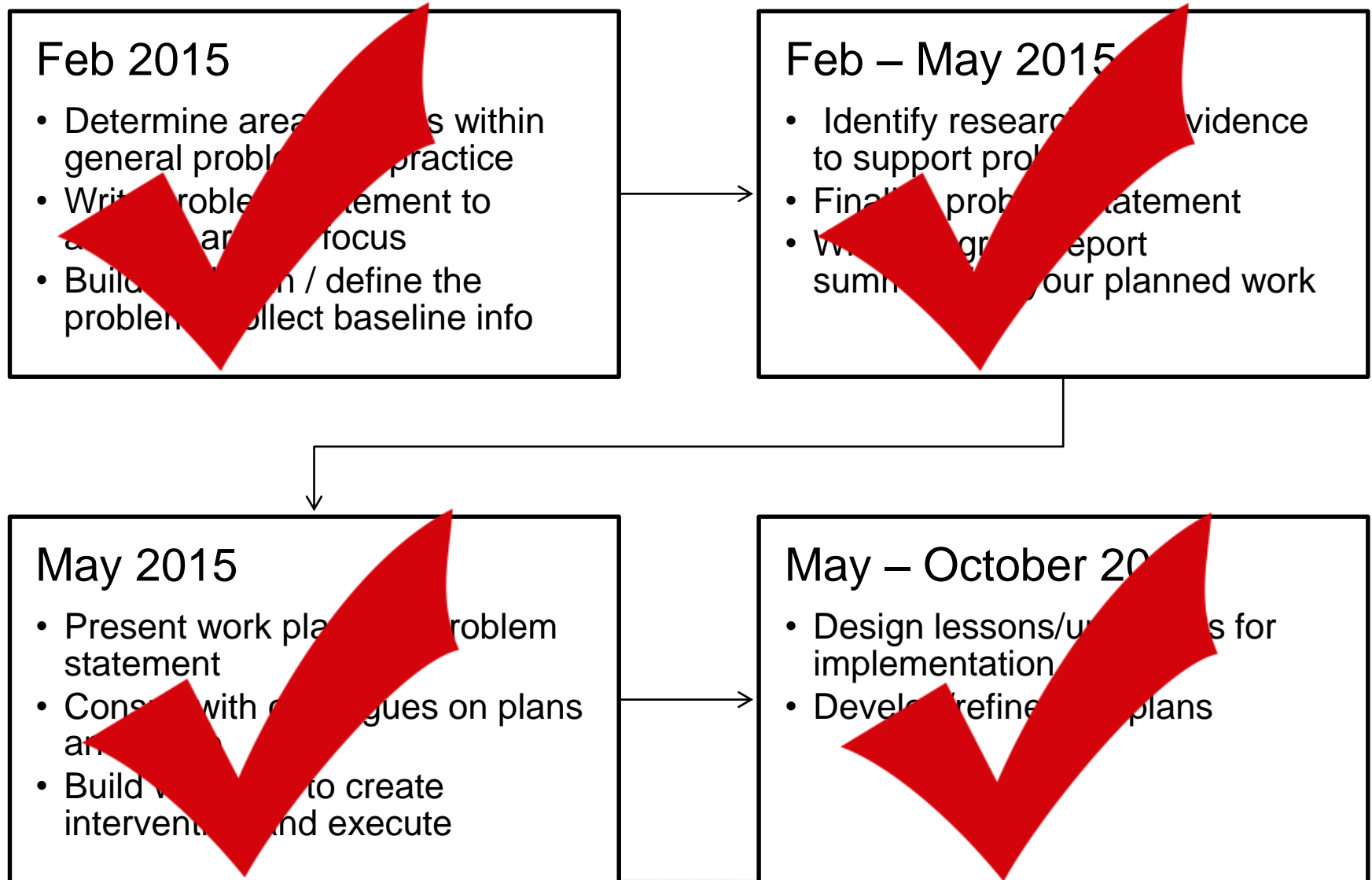| Time / Who	Description
8:00-8:15 All	**Welcome.** We will review meeting objectives, review agenda for the day, recap where we are in the project timeline and what is next, and begin to introduce work to be completed between February and May.
8:15-9:00 All	**Keynote presentation- The Cycle of Inquiry: Reflecting, Refining, and Sharing.** Jackie Coomes will provide the keynote presentation on taking inquiry to scale.
9:00-9:15 All	**Coffee break.**
9:15-10:30 Two Groups	**Group presentations – cross-disciplinary.** Cohorts will be divided into two large, cross-disciplinary groups to present a ten-minute overview of their implementation and corresponding outcomes, potential next steps/future direction, and receive feedback from colleagues. Cohorts will have the opportunity to ask colleagues for feedback surrounding a specific area they are working to address.
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11:00-12:00 All	**Lunch available during cohort work time.**
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Toolkit production timeline expectations

Feb 2015

- Determine area ___ within general probl ___ practice
- Writ ___ proble ___ tement to a ___ ar ___ focus
- Build ___ n / define the problem ___ llect baseline info

Feb – May 2015

- Identify researc ___ vidence to support pro ___
- Final ___ probl ___ atement
- W ___ gr ___ eport summ ___ our planned work

May 2015

- Present work pl ___ roblem statement
- Cons ___ with c ___ gues on plans a ___
- Build ___ to create interven ___ nd execute

May – October 20 ___

- Design lessons/u ___ s for implementation
- Devel ___ refine ___ plans

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Toolkit production timeline expectations

October 2015
- Present lessons/units/tools for feedback
- Discuss evaluation and data collection methods, preview eval template
- Refine workplan for implementation

October – Feb 2016
- Implement
- Measure success
- Prepare presentation
- Discuss possible iteration

Feb 2016
- Present outcomes
- Iterate: discuss refinement / changes / expansion (i.e. new lessons/units/tools)
- Design lessons/units/tools for implementation
- Refine workplan for implementation

Feb – May 2016
- Implement
- Measure success
- Prepare presentation
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May 2016
- Present outcomes
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Toolkit production timeline expectations

Feb 2016

- Present outcomes
- Iterate: discuss refinement / changes / expansion (i.e. new lessons/units/tools)
- Design lessons/units/tools for implementation
- Refine workplan for implementation

Feb – May 2016

- Implement
- Measure success
- Prepare presentation
- Discuss possible iteration

May 2016

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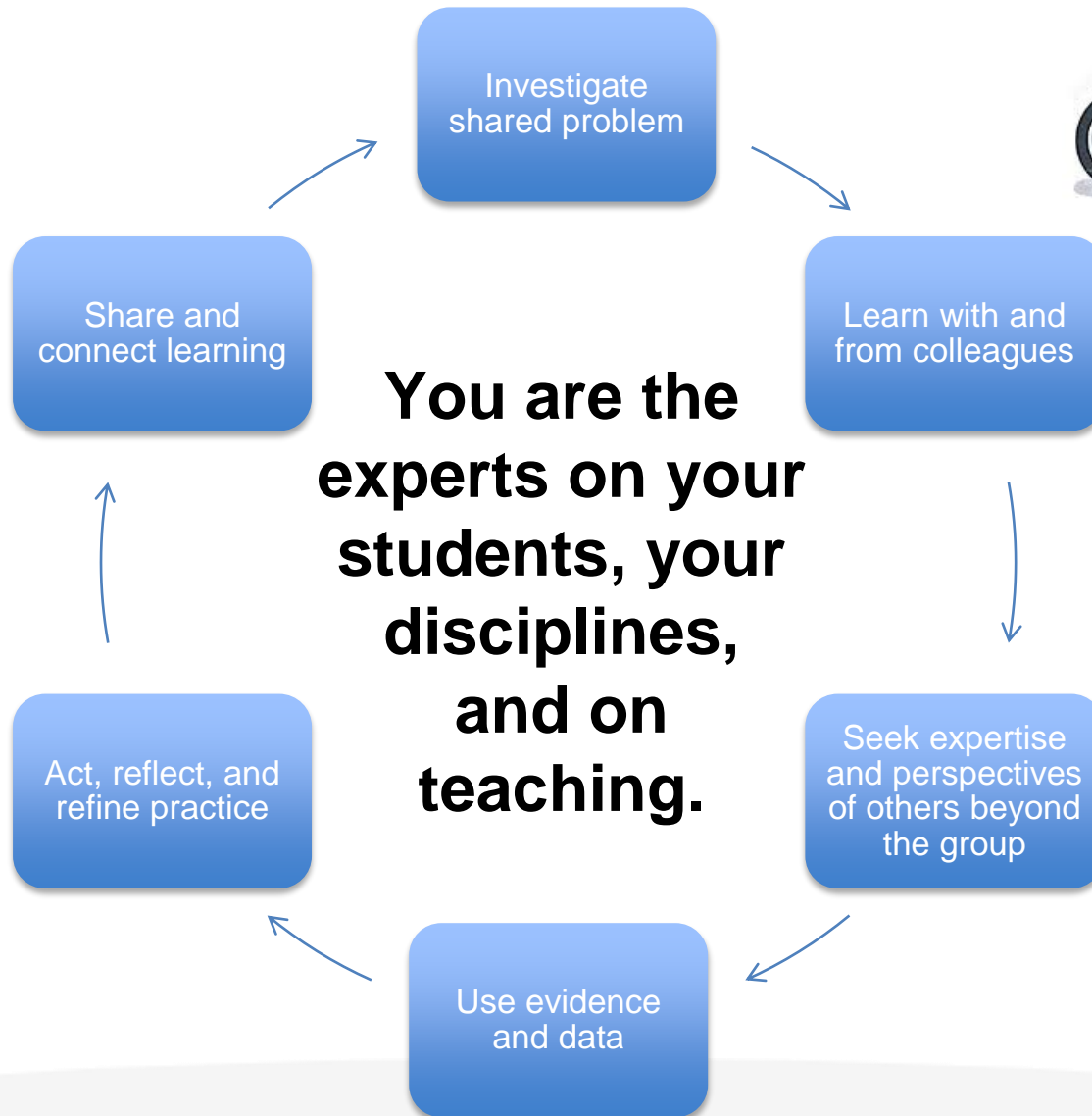| Time	Description
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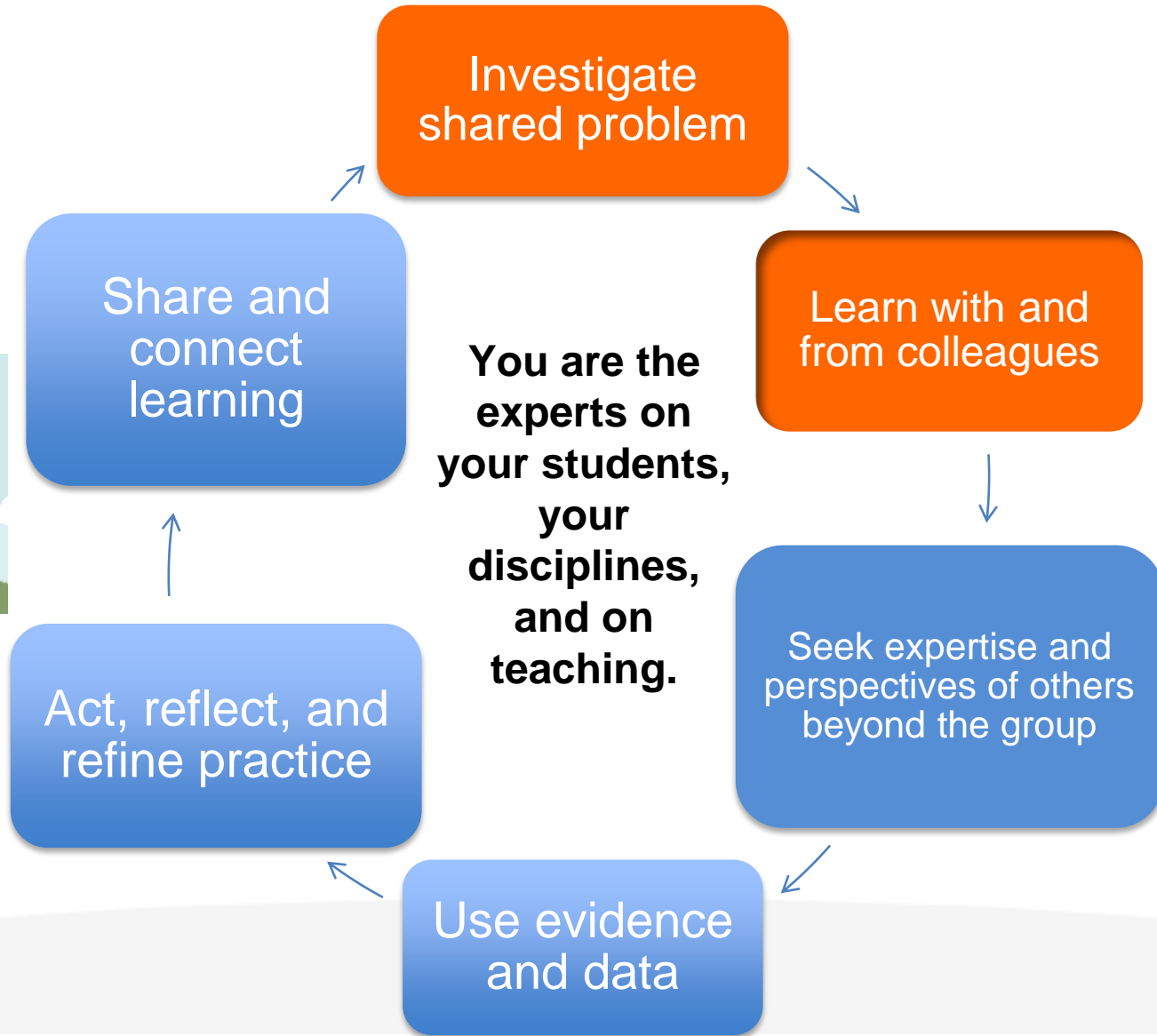# The Cycle of Inquiry: Reflecting, Refining, and Sharing

- Think quietly for at least two minutes and jot down your ideas:

  - *What do you mean when you think of "inquiry learning?"*

  - *What is the essence of learning through inquiry?*

- Discuss in your group and agree on your answers. Enter your cohorts ideas at:

- http://padlet.com/jcoomes/rjebrbcu7u9

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Cycle of Inquiry

Investigate shared problem

Learn with and from colleagues

Seek expertise and perspectives of others beyond the group

Use evidence and data

Act, reflect, and refine practice

Share and connect learning

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

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Discuss in your group what you think were the important aspects of the first parts of the cycle.
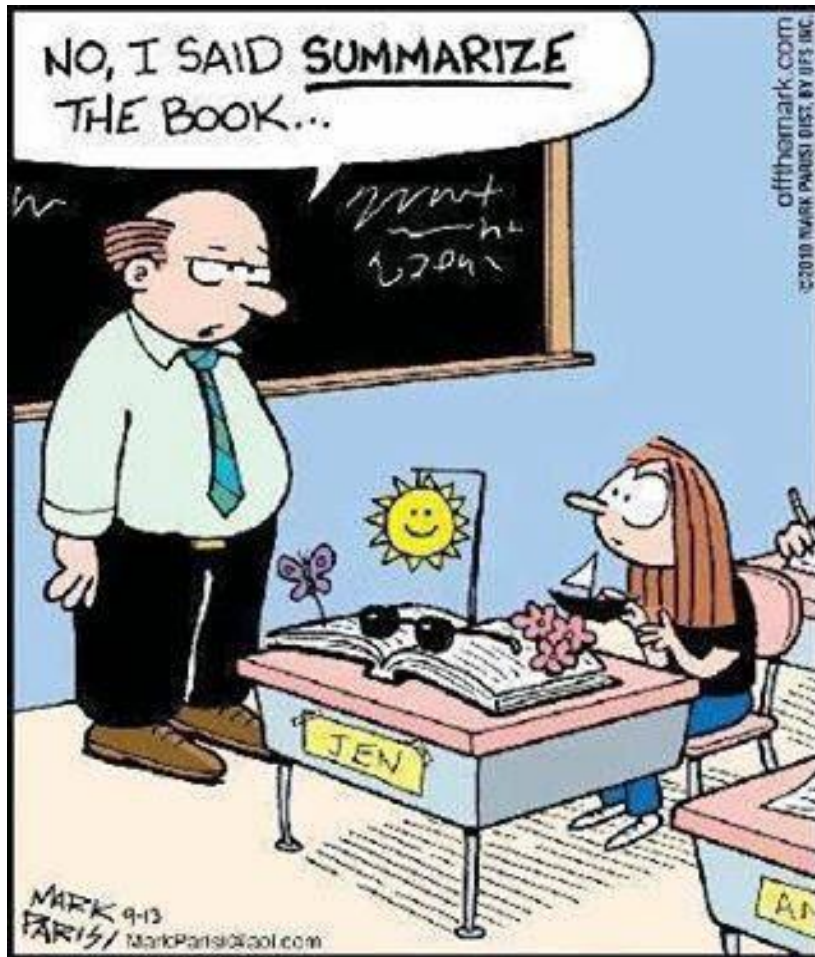Why did we organize things the way we did?

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Explored Problems of Practice

You:

- Focused on the CCSS Portraits and Standards for Mathematical Practices.

- Observed each others' students.

- Brainstormed and shared ideas, then…

- **then finally, …**

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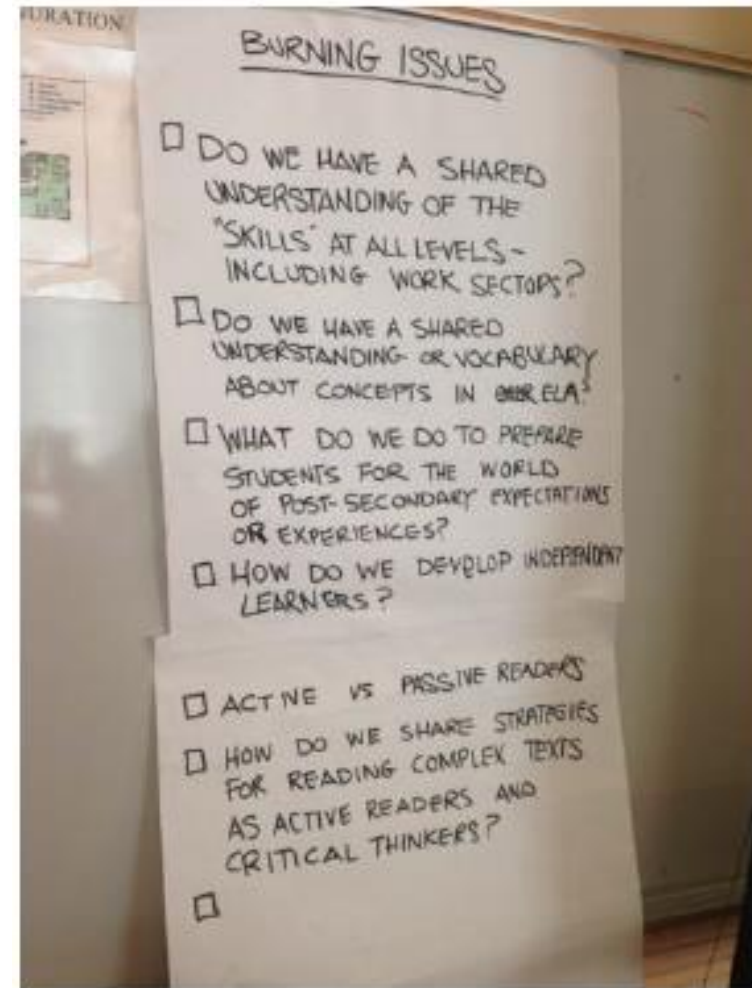
Identified a Specific Problem of Practice

- 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.

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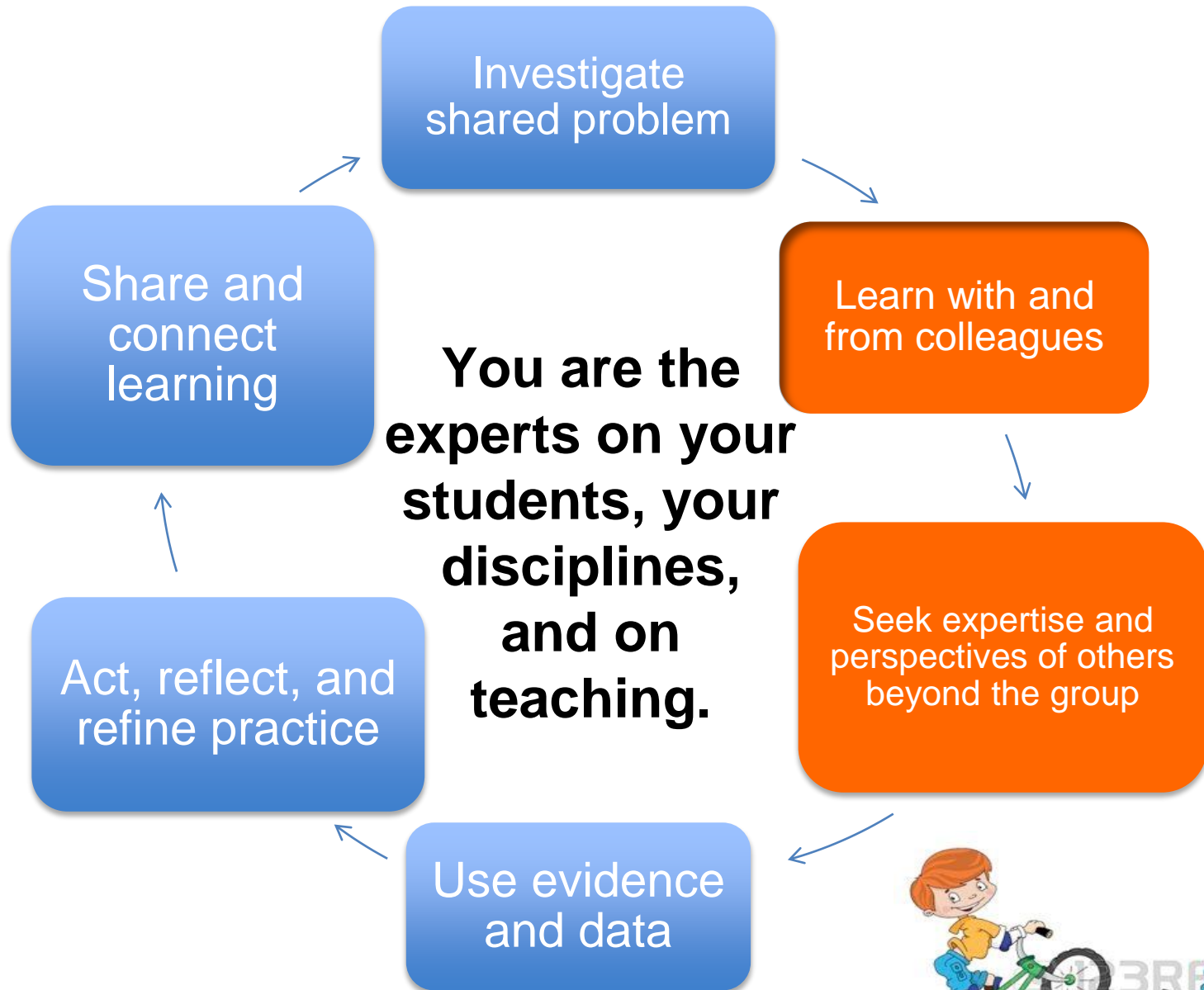
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Use Evidence and Data

Summary of Data Analysis Strategies

| Research Type	Types of Data	Data Analysis
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

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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

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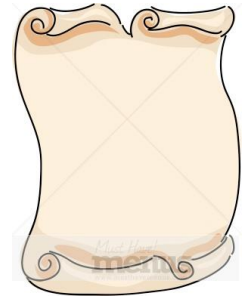
Knowledge products from this type of professional learning consist of shared ideas that can be treated as public objects that can be jointly constructed, stored, and improved. (Heibert)

How will you draft your item for the toolkit so that it is ready for others to use?

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Throughout the Day…

As you listen to others' presentations today, make connections among the work being done by others and your own work.

What could we learn as a large group?

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Presentations

Using the presentation template your cohort created, please share: a brief overview of your problem of practice, toolkit item, and summary of your implementation.

After providing your brief summary, share your cohort's analysis of your implementation to date, student involvement, and what your cohort is considering as a next step.

Feel free to request feedback from the broader group surrounding your cohort's specific needs/challenges.

Group Assignments
ELA A, ELA F, ELA D, Algebra A, Calc B, Algebra B – Room 201
ELA E, ELA C, ELA B, Geometry, Calc A, Pre-Calc – Room 203

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Cohort Work Time

Your cohort will have seventy five minutes to work together to reflect and refine on your process and implementation to date. The cohort worksheet was created to help facilitate your group discussions.

At the end of your work time, please plan to turn in one completed worksheet per cohort. Also, have discussed/begun planning what your cohort will try next.

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Group Discussion

- Challenges or roadblocks?
- Opportunities for improvement?
- Questions about the process?
- What are we learning so far?

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Next Steps: February to May

- At the May meeting cohorts should be prepared to share:
  - Refined work plan for implementation of the toolkit item based on previous outcomes.
  - Results of the refined implementation (what happened when implemented this time).
  - How was success measured?
  - Are further iterations necessary? Or is the toolkit item ready for completion?
    - If ready for completion, begin brainstorming possible approaches for packaging/disseminating this specific item.
    - If further iterations are necessary, begin brainstorming next steps.

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Next Meeting Dates

- Please plan to meet with your cohort *at least* twice in person, by phone, or electronically (Canvas web conference options are available for all cohorts)

- Spring meeting: May 21, 2016

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Plus / Delta: Commit to Adjust & Improve

+	Δ

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Closing Thoughts & Thanks

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