College Spark
Successful Transitions to College (STC)

> **Wi-Fi**
> **Connect to:** Campus Visitor
> **Guest Username:** spark@ewu.edu
> **Guest Password:** 978274

Winter Network Convening
February 25, 2017

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Successful Transitions to College: Networked for Student Success

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TODAY'S AGENDA

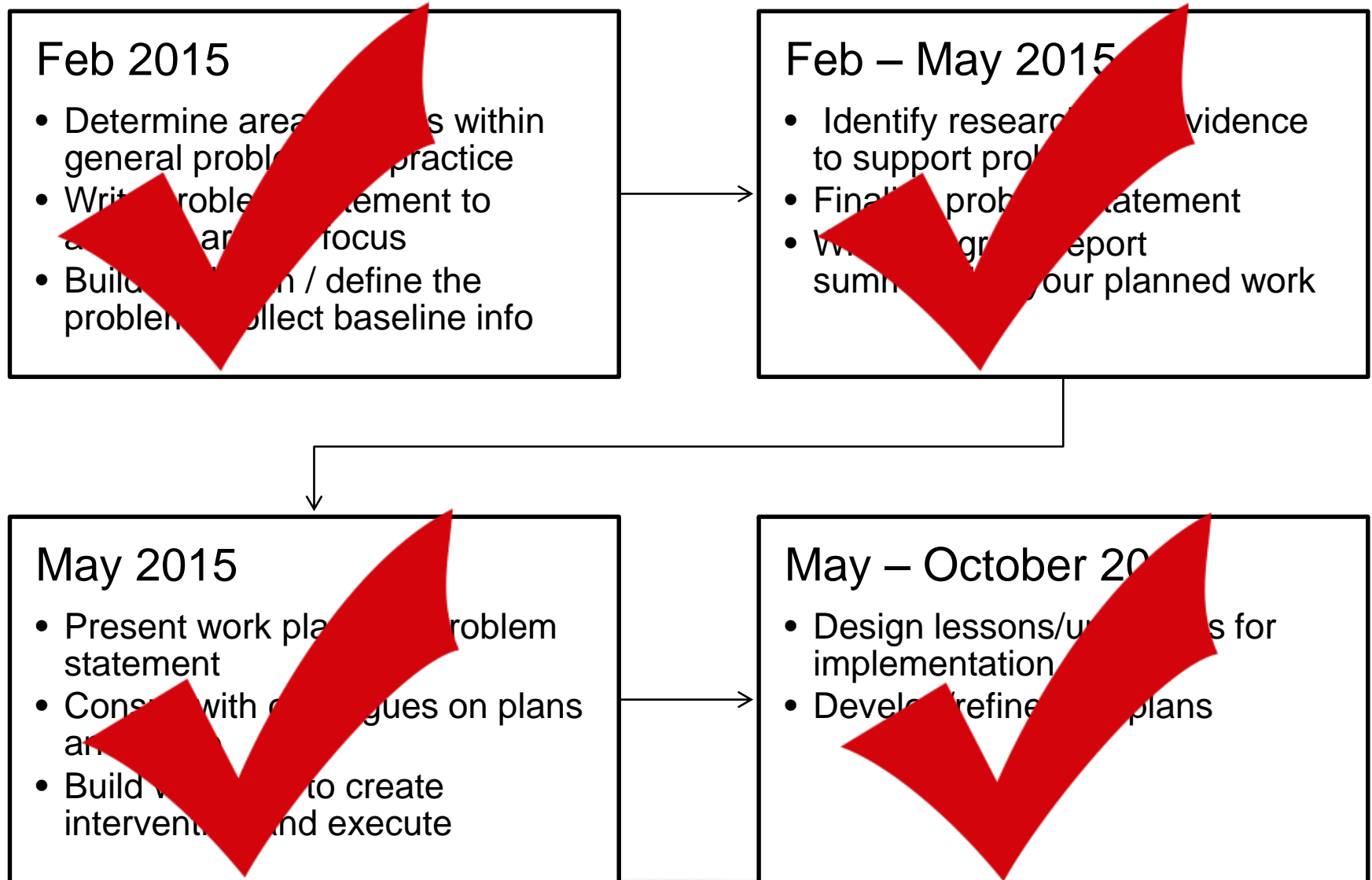| Time	Item
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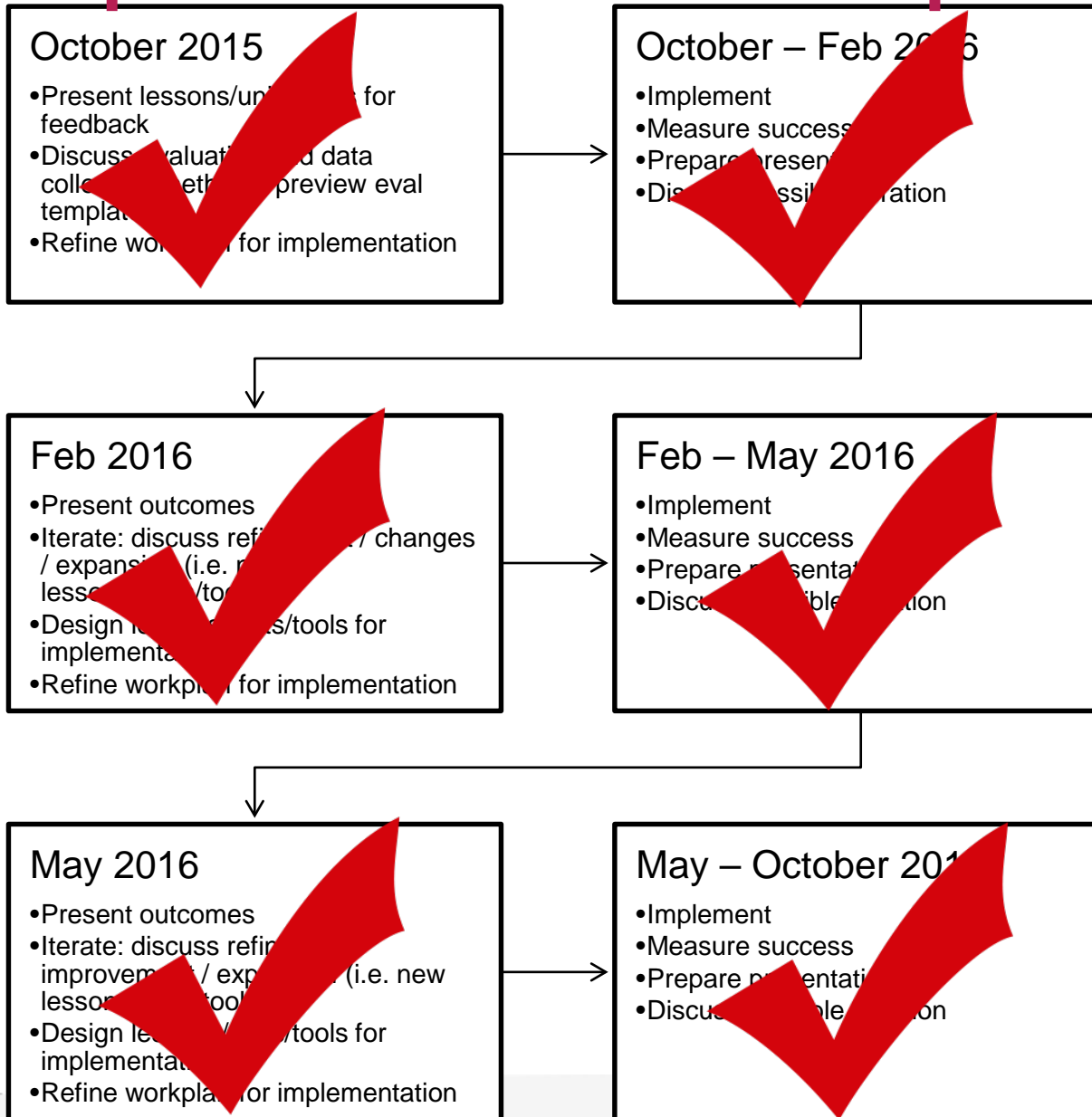edBridge

Goals for the day

- Discuss goals and objectives for final year of the grant and May Capstone meeting.

- Work in small disciplinary groups to discuss each cohorts next steps.

- Begin to connect work to larger objectives of targeting the problems of students' transitions.

- Clarify next steps for work to be completed to publish toolkit items on our website and prepare for May capstone convening.
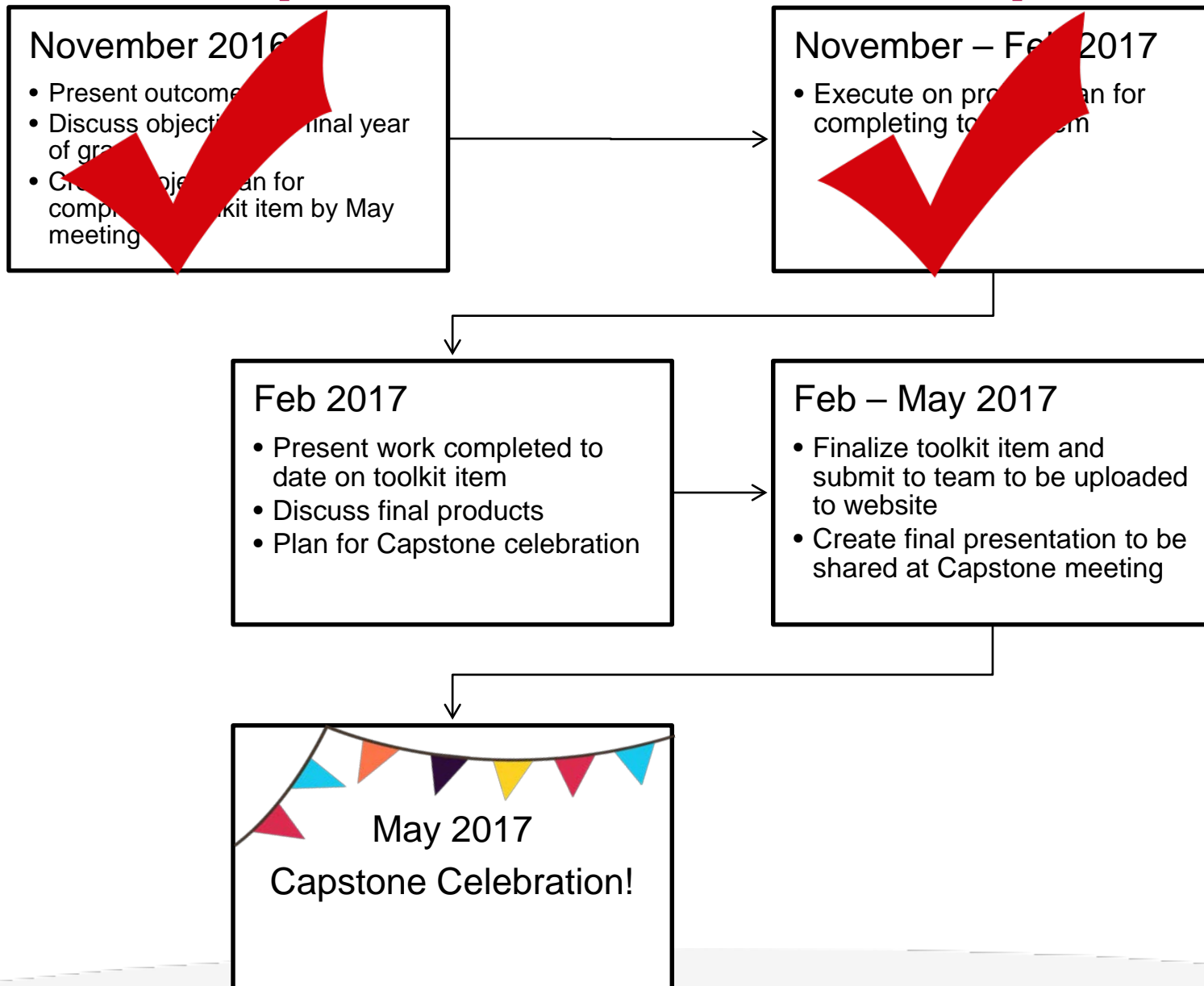
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Toolkit production timeline expectations

Feb 2015
- Determine area[...] within general proble[...] practice
- Writ[...] proble[...] tement to a[...] an[...] focus
- Build[...] n / define the problem[...] llect baseline info

Feb – May 2015
- Identify resear[...] vidence to support pro[...]
- Finall[...] proble[...] tatement
- W[...] gr[...] eport summ[...] our planned work

May 2015
- Present work pla[...] roblem statement
- Cons[...] with [...]gues on plans an[...]
- 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/un... ...s for feedback
- Discuss evaluati... ...d data colle... ...eth... preview eval templa...
- Refine wor... ...r for implementation

October – Feb 20...6
- Implement
- Measure success
- Prepare ...resen...
- Dis... ...ssibl... ...ation

Feb 2016
- Present outcomes
- Iterate: discuss refi... ...t / changes / expansi... (i.e. ... lesso... ...s/to...
- Design le... ...s/tools for implementa...
- Refine workpl... for implementation

Feb – May 2016
- Implement
- Measure success
- Prepare ...sentat...
- Discu... ...ible... ...tion

May 2016
- Present outcomes
- Iterate: discuss refi... improvem... / exp... ...n (i.e. new lesso... ...tool...
- Design le... ...tools for implementa...
- Refine workpla... ...or implementation

May – October 201...
- Implement
- Measure success
- Prepare ...entat...
- Discu... ...ple... ...on

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Toolkit production timeline expectations

November 2016
- Present outcome
- Discuss objecti... final year of gra...
- Cr... ...je... ...an for compl... ...kit item by May meeting

November – Feb 2017
- Execute on pro... ...an for completing to... ...m

Feb 2017
- Present work completed to date on toolkit item
- Discuss final products
- Plan for Capstone celebration

Feb – May 2017
- Finalize toolkit item and submit to team to be uploaded to website
- Create final presentation to be shared at Capstone meeting

May 2017
Capstone Celebration!

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Final Leg - Year 3 Expectations

- Video Introductions to your Toolkit Item to be filmed today

- Toolkit items will be published on our site in April 2017

- Teams will present their work at the May capstone and will also have an opportunity to engage in further conversation with each other and others about how to integrate this professional learning into your ongoing teaching practice. We will discuss details on May later in the day.

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Successful Transitions to College Website

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

Project Leadership Toolkit

https://sites.ewu.edu/successfultransitions/project-leadership/

Project Leads have been working on building their toolkit item as a exemplar for the teams.

Submitting your Toolkit Item: Due 3/11/17

Each toolkit item will consist of three components:

- **The Toolkit Item Coversheet (see template)**

The purpose of the coversheet is to provide a brief summary of some key information regarding your CoP's toolkit item.

- **The Toolkit Item Report (see detailed description)**

The purpose of this component is to tell the story of your toolkit item. This report will likely draw on and refer to documents and presentations your CoP created throughout the project.

- **Supporting Documents, Presentations, Resources**

Your toolkit should also include documents, resources, presentations, and research that support your work and add value to your toolkit item

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Toolkit Item Overview

College Spark: Successful Transitions to College

Toolkit Item
Overview of Resources and Expectations

Each CoP will submit a toolkit item to be included on the project website. Toolkit items can and should be as unique as the CoPs themselves. The following general format is designed such that toolkit items will be easily accessed and utilized, but also to allow the flexibility needed to communicate each CoP's individual process and product.

While toolkit items are meant to be accessible and usable, this does not mean they are expected to be perfected products. The story of the process of inquiry your CoP undertook (what you did, what you learned, what you changed, what you saw, what learning you are taking away from the work, and what you will do next) is as important as any particular product that may have resulted from that process.

Toolkit Item Components

Each toolkit item will consist of three components:

The Toolkit Item Coversheet (template attached)
The purpose of the coversheet is to provide a brief summary of some key information regarding your CoP's toolkit item. This information will serve as an introduction to your toolkit item on the website and help readers decide if it is something they want to investigate further.

The Toolkit Item Report (detailed description attached)
The purpose of this component is to tell the story of your toolkit item. This report will likely draw on and refer to documents and presentations your CoP created throughout the project.

Supporting Documents, Presentations, Resources
A Google Doc folder has been created for your CoP that includes all documents your CoP has uploaded to Canvas throughout the project. These have been gathered to assist your CoP in the preparation of your toolkit item. There is no expectation that you include all these resources in your toolkit item. Use them as you see fit in telling your story.

Please don't hesitate to contact the project leads with any questions!

Toolkit Item Components

- Coversheet
- Report
- Supporting Documents

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Toolkit Item Coversheet

College Spark: Successful Transitions to College

Cohort (___) Toolkit Item Cover Sheet

Cohort member #1:_____ **Classroom Setting:** _____

Cohort member #2:_____ **Classroom Setting:** _____

Cohort member #3:_____ **Classroom Setting:** _____

Cohort member #4:_____ **Classroom Setting:** _____

Describe the toolkit item. What is it and what problem of practice was it created to address?

In what ways does this toolkit item assist in preparing students to be college and career ready, in reducing the need for developmental courses at the college level, or in increasing student success in first-year credit bearing college courses?

Cite your primary research sources and briefly describe how each source informed your toolkit item design and implementation.

Briefly describe one or two important "lessons learned" by your cohort as a result of implementing your toolkit item, including key advice you'd give others who plan to use it.

- Provide a brief summary of toolkit item

- Introduce toolkit item

- Help readers decide if they want to investigate further

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Toolkit Item Report

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Toolkit Item Report Guidelines

Cohorts will produce a Toolkit Item Report, to be included with their toolkit item submission. The description and guidelines below will assist cohorts in developing this report.

Since teaching is highly contextual, the primary goal of the Toolkit Item Report is to tell a story that provides enough information for readers to understand the contexts in which you used your tool so they can consider how to apply what you learned to their contexts. In this way, they can build on what you learned. Also, toolkit item users need to understand your assumptions and rationale for the decisions you made, in order to compare their contexts to yours and how your intervention relates to their understanding of the problems. Finally, if possible, a submission should help the reader learn something new or help them have a deeper understanding of the problem you have studied and addressed with your toolkit item.

To complete your Report, please draw on the documents or presentations you have completed for each STC meeting. To assist in drawing on these resources, a Google Doc folder has been set up for each CoP that includes all documents the CoP has uploaded to Canvas throughout the project. These might include:

- Presentations and posters
- Guidelines for developing a problem of practice
- Interim report

Guidelines for Report Content:

- *Who is in your cohort and what are your teaching contexts?*
  Provide detailed description so that readers can understand what your student population (e.g. alternative high school with small classes, or community college calculus class with motivated students heading for four-year universities, but with full-time jobs).
- *Briefly describe yourselves professionally.*
  For example: how long have you been teaching? What other projects have you been in? What has interested you professionally, or how have you changed your teaching? What problems of education have most bothered you? You may want to include any insights you gained from your cross-sector observations in the project, especially as these may relate to the problem that you targeted.
- *What significant problem of practice did your intervention target?*
  Why did you pick that problem? What more specific problem statement did you derive from that? How do these relate to the problem of successfully transitioning from high school to college? What evidence did you have of the current state of your problem?
- *What CCSS relate to this problem and how (including portraits and math practices)?*
- *What scholarship (articles, books, reports) did you consult and how did it inform your project?*
  Provide a brief survey/summary of the sources you consulted.
- *What intervention did you test and how did each person in your cohort try it?*
  What were the specific challenges in implementing your intervention? (It might help for each person to tell a brief account of his/her experience). Attach any artifacts you used such as rubrics test items, etc.
- *How did you determine the effectiveness of your intervention?*
  Note: this is often where a project gets messy and hasn't turned out the way you wanted, but learning occurs at these messy points. You can say, "Next time we want to try…"
- *How did students respond?* (Anecdotal evidence is acceptable here.)
- *In what ways has your work changed your thinking about students' transitions or your teaching?* What do you still wonder?

Tell the story of your toolkit item:

- What you did

- What you learned

- What you changed

- What you saw

- What learning you're taking away

- What you're doing next

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Supporting Documents, Presentations, Resources

- A Google Doc folder has been created for each cohort

- Contains all documents uploaded to Canvas throughout project

- Use them as you see fit in telling your story

Your ~~fearless~~ leaders are here to help!

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Submitting your Toolkit Item: Due 3/11/17

- Submit toolkit item to Annika and Courtney by March 11 to be loaded onto the WordPress website. You can email your materials or a link to a Google folder:
  - amany@edbridgepartners.com
  - cdesisto@edbridgepartners.com

- By March 21, each Cohort Lead will peer review two other Inquiries (one ELA and one Math). Project leads will also peer review the Inquiries.
- Teams will receive feedback by March 24th
- Cohort teams are expected to respond to feedback and complete any edits to their submission by April 15.

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Cohort Work Time

Your cohort will have 75 minutes to work together to reflect and refine your toolkit item(s) and discuss plans to finalize and publish.

Groups will be asked to reflect on:

- What have we not thought about?

- How will others use this toolkit item?

- What components do we want to include with our toolkit?

- What work is needed in order to submit the toolkit item by March 11?

The deadline for submitting your toolkit item is March 11th.

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Group Discussions

Working in small disciplinary groups, please use this time to conduct a more thorough discussion of your toolkit item(s). Explain your plans for publishing and review the components of your finished product with your colleagues and elicit feedback.

Group Assignments
- Algebra A and Calc A - 201
- Algebra B and Calc B - 205
- ELA A and ELA B – Room 205
- ELA C/D, ELA E and ELA F – Room 203

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May Capstone

May 6, 2017

9am – 3:30 pm

Spokane Falls Community College

A full day convening, inviting regional educators from the Spokane K-12 districts, Community Colleges of Spokane, EWU and other 4-year colleges and universities to hear about the work of this project and to discuss ways to promote inquiry and professional learning.

This Capstone event is the culmination of a three-year project focusing on the goals of decreasing the proportion of high school graduates placing into developmental courses and increasing the proportion of college students satisfactorily completing college-level ELA and mathematics.

Participants will have an opportunity to collaborate and discuss innovative ways to improve student transitions.

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May Capstone Tentative Agenda

Time	Agenda
9:00 – 9:45	Welcome Overview of our Grant Professional Learning through Inquiry
9:45 – 10:15	Panel Discussion: Successful Transitions to College Process and Lessons Learned
10:15 – 11:00	Keynote on Professional Inquiry and Cross Sector Collaboration
11:00 – 11:15	Break
11:15 – 12:00	Breakout Session 1
12:00 – 1:00	Lunch and Poster Presentations from our Cohorts
1:00 – 1:15	Break
1:15 – 2:00	Breakout Session 2
2:00 – 2:15	Break
2:15 – 3:00	Roundtable Discussions
3:00 – 3:30	Report out and Closing Charge

Panels and Breakout Sessions

- Morning panel to discuss lessons learned throughout the three year project.

    – Panel will include Project Leads and 2-3 Cohort Members

    – If anyone is interested, please contact Barbara/Sean/Annika

- There will be two sets of breakout sessions, potential themes include:

    – Commonalities between cohort problems of practice: Independent learning, critical reading and writing, independent problem solving,

    – College readiness connected to the common core state standards.

    – Comparison between standards of English and Math identifying overlap and how this relates outside of these disciplines.

    – Bridge to College work and this College Spark and how they connect.

    – Other suggestions?

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Roundtable Discussion

- Roundtable Discussions on:

  – Where do we go from here,

  – What else can be done,

  – How can we support and sustain this kind of professional inquiry and cross-sector collaboration.

  – Other suggestions?

- Successful Transitions team members will be divided amongst tables to share their thoughts and help project leads facilitate discussion

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Preparing for May Capstone

- Each cohort will prepare a poster that will be displayed during the Capstone Convening highlighting their problem of practice and toolkit item.

- A template will be provided in early March and the information requested will mirror the toolkit cover sheet.

- The completed posters must be submitted to Annika and Courtney by April 15th in order to be printed in time.

  - amany@edbridgepartners.com

  - cdesisto@edbridgepartners.com

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Publicity for May Capstone Convening

- Save the Date finalized and to be sent next week to stakeholders and leaders at EWU, CCS, school districts, College Spark Foundation

- Invitations to be sent once registration form created.

- Invites to be sent through various networks, math and English depts. at participating institutions, rural alliance, post on ATL conference site, College Bridge networks, WACTE, WASAC, 101 in WA faculty attendees

- Will issue a press release highlighting both the Capstone Convening and Toolkit Website in mid-April

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Plus / Delta: Commit to Adjust & Improve

+	Δ
Group work time	Getting burned out over 3 years, lost cohort members / shorten timeframe
Bacon!	Payment could be more relative to the work load
Google docs folders	Classroom visitation → more of this, more of building understanding rather than creation of specific output. Capture volunteer network of observation and reflection – create community. Look for ongoing support for this.
conviviality	Build on the work created to date and go to next level; don't recreate the wheel
	Establishing roles/responsibilities from the start – accountability.

Closing Thoughts & Thanks

Barbara Alvin   balvin@ewu.edu
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Andrea Reid   andrea.reid@scc.spokane.edu
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Courtney DeSisto   cdesisto@edbridgepartners.com

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