

## FORM 1

### PROJECT ABSTRACT - Transformative Math Assessments (TMA) - ESD 112

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: **Educational Service District (ESD) 112**

2. DUNS number: **091293175**

3. Name that corresponds to DUNS number in DUNS system: **Educational Service District (ESD) 112**

4. Address: **2500 NE 65<sup>th</sup> Ave, Vancouver, WA 98683**

5. Title of project: **Transformative Math Assessment (TMA)**

6. Project co-directors contact information:

Name and title: **Kathy Whitlock, Co-Director**

Organization and academic unit: ESD 112, School Success

Address: 2500 NE 65<sup>th</sup> Ave, Vancouver, WA 98683

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Name and title: **Kristin Lesseig, Co-Director**

Organization and academic unit: WSUV, College of Education, Mathematics Department

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7. Project duration (planned start and end dates): **August 2016 – June 2017**

8. Professional development track: **Smarter Balanced Digital Library**

9. Content focus: **Mathematics (Expressions and Equations, Algebra)**

10. Grade level focus: **grades 5-12 with primary focus on high school.**

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: **1**

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: **17**

e. Hours of face-to-face professional development to be provided to each teacher participant: **48**

f. Hours of online professional development to be provided to each teacher participant: **0**

g. Number of highly qualified paraprofessional participants to be served by project: **4**

h. Hours of face-to-face professional development to be provided to each highly qualified paraprofessional participant: **48**

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: **12**

l. Hours of online professional development to be provided to each principal/assistant principal participant: **0**

12. Total funding requested (must be consistent with budget form): **\$94,538**

13. Federally approved indirect cost rate: **9% for ESD112 and 52% for WSUV**

14. Federally approved indirect cost base: **all except teacher stipends**

15. Project Summary:

**Objectives:** Support teacher's use of formative assessment to differentiate their instruction to meet the needs of their diverse student population using the resources provided by the Digital Library. Align with Ocean Beach's Comprehensive Plan and CEL TPEP to support teachers and administrators' focus on instructional improvement and student learning outcomes.

**Activities:**

Because we know that professional learning (development) to support teachers' use of formative assessment must: 1) Be intensive, ongoing, and connected to practice; 2) Focus on student learning and address the teaching of specific curriculum content; 3) Align with school improvement priorities and goals, and 4) Build strong working relationships among teachers,<sup>1</sup> the following plan has been designed.

Three-day workshop in August to introduce formative assessment and the major focus documents from Achieve the Core. Teachers will begin to understand the learning progression for Expressions and Equations and Algebra to build stronger coherence between grade levels. To provide support that is ongoing and connected to practice three workshops during the school year to build a portfolio of grade specific resources to support classroom formative assessment from Digital Library and continue to address the progression of math content grades 5-12. Teachers will practice using data from classroom formative assessment to individualize instruction and meet needs of a diverse population. Structured PLC time monthly to practice the Digital Library 4-step Formative Assessment Process- Clarify Intended Learning, Elicit Evidence, Interpret Evidence and develop a plan to Act on Evidence. All work will be aligned to the districts' Comprehensive School Improvement Plan and TPEP. The professional learning for principals will include supporting teachers' use of formative assessment to meet student learning outcomes

**Timeline:**

The professional learning (development) will be launched during the summer of 2016 with a summer institute, continue through the 2016-17 school year with three Saturday workshops and stipulated time for four building level Professional Learning Community meetings for all teachers, HQ paraprofessionals and principals by June of 2017.

**Main topics to be covered:**

Teachers have the core academic knowledge and standards based teaching skills necessary to use the Smarter Balanced Digital Library four step formative assessment process and instructional resources

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<sup>1</sup> Heritage, Margaret. (2010) *Formative Assessment Making It Happen in the Classroom*. Corwin Press. P.119

to improve instructional practices and student achievement in mathematics for all students. Strand areas of focus for grades 5-12 will be Expressions and Equations as well as Algebra.

Principals have the instructional leadership skills that will help them work most effectively with teachers in implementing the SB Digital Library to help all students master core academic subjects.

- Formative assessment and using data to improve instruction,
- Working successfully as a PLC to support change in instruction needed to meet the needs of all students and to meet the intent of the new WSLS.
- Understanding the coherence of content within and among grade levels
- How this work with formative assessment fits with TPEP and your district comprehensive plan
- Skills in adapting instruction (cultural competency for all students).