

Educators for the 21st Century 2016-17 Projects

During 2016-17, seven projects are providing professional learning activities designed to accomplish one or more of the following three goals for teachers of core academic subjects:

1. Out-of-endorsement teachers have the subject matter knowledge and standards-based teaching skills necessary to make meaningful progress towards obtaining teaching endorsements in the core academic subjects they teach.
2. Teachers have the subject matter knowledge and standards-based teaching skills necessary to use the state's [Since Time Immemorial](#) curriculum to improve instructional practices and student achievement for *all students*.
3. Teachers have the subject matter knowledge and standards-based teaching skills necessary to use the [Smarter Balanced Digital Library](#)'s four-step formative assessment process and instructional resources to improve instructional practices and student achievement for *all students*.

To ensure teachers get the support they need to reach these goals, all seven projects are also providing professional learning activities designed to ensure that principals and assistant principals have the instructional leadership skills that will help them work most effectively with teachers to help all students master core academic subjects.

The seven projects are listed below, with summary information about each. ESD stands for Educational Service District. Budgets are rounded to the nearest \$1,000. Projects are listed alphabetically by project title.

Data for Equity

NorthEast Washington Educational Service District 101, in partnership with Gonzaga University and North Central Educational Service District 171, will provide professional development focused on goals 1 (endorsement) and 3 (Digital Library) to 50 teachers and 14 principals/assistant principals in the ESD 101 and 171 regions.

- Key personnel:
 - Carole Baumgartner, NorthEast Washington Educational Service District 101
 - Patricia Terry, Gonzaga University College of Arts and Sciences
 - Suzann Girtz, Gonzaga University School of Education
 - Shanna Brooks, North Central Educational Service District 171
- Local Educational Agencies served: 5 high-need school districts (Brewster, Chewelah, Omak, Spokane, Valley) and 7 other school districts (Creston, Kettle Falls, Manson, Moses Lake, Tekoa, Tonasket, Wellpinit).
- Events and topics: Through a summer institute and collaboration days during the school year, the project will cover topics including data analysis and literacy using Interim Block Assessment results, student-teacher feedback loops, intervention strategies based on assessment results, content training based on Washington State Learning Standards in Math and ELA; alignment of Digital Library and Interim Block Assessment testing, and strategies to support collaboration around the Digital Library and Interim Block Assessment data and interventions.
- Budget: \$320,000

Implementation of Since Time Immemorial: Higher Education and K-12 School Partnership Pilot Project

Western Washington University, in partnership with University of Washington, will provide professional development focused on goal 2 (Since Time Immemorial) to 64 teachers, 16 highly qualified paraprofessionals and 16 principals/assistant principals in the ESD 101, 113, 114, 121, and 189 regions.

- Key personnel:
 - Kristen French, Western Washington University Woodring College of Education
 - Chris Friday, Western Washington University Department of History
 - Anna Lees, Western Washington University Woodring College of Education
 - Megan Bang, University of Washington College of Education
 - Dawn Stephens, University of Washington College of Education
 - Elizabeth West, University of Washington College of Education
- Local Educational Agencies served: 3 high-need school districts (Shelton, Spokane, Tahola), 2 other school districts (Marysville, Wellpinit), and 3 tribal schools (Chief Kitsap Academy, Lummi Nation School, Muckleshoot Tribal School).
- Events and topics: Through summer institutes, school year professional learning communities, online course modules, peer-led and partner-supported on-site coaching, and individualized professional development, the project will cover culturally appropriate and tribally specific implementation of the Since Time Immemorial curriculum. Activities will increase educator knowledge and skills, including: 1) content knowledge with respect to tribal culture, history, and sovereignty, 2) utilizing primary sources (both text and oral), 3) culturally responsive classroom practices, and 4) developing skills in building relationships with local tribal communities and engaging families.
- Budget: \$400,000

Modeling Our World

University of Washington Bothell, in partnership with North Central Educational Service District 171, will provide professional development focused on goals 1 (endorsement) and 3 (Digital Library) to 24 teachers and 8 principals/assistant principals in the ESD 171 region.

- Key personnel:
 - Robin Angotti, University of Washington Bothell School of Science, Technology, Engineering & Mathematics
 - Rejoice Mudzimiri, University of Washington Bothell School of Educational Studies
 - Jeff Bullock, North Central Educational Service District 171
- Local Educational Agencies served: 7 high-need school districts (Brewster, Bridgeport, Nespalem, Okanogan, Omak, Oroville, Waterville) and 3 other school districts (Eastmont, Ephrata, Wenatchee).
- Events and topics: Through two week-long summer institutes and three school year follow-up sessions, the project will use inquiry-based, realistic problem solving to help teachers increase student engagement and use technological tools. Problems covered will be rich, authentic, and culturally relevant. They will require high cognitive demand. The Smarter Balanced four-step formative assessment process will be interwoven throughout the project's professional development activities.
- Budget: \$200,000

Project Core-Time-Digital K-12

University of Washington Tacoma, in partnership with Pacific Lutheran University, will provide professional development focused on goals 1 (endorsement), 2 (Since Time Immemorial), and 3 (Digital Library) to 24 teacher trainers, 55 teachers, 8 highly qualified paraprofessionals, and 22 principals/assistant principals in the ESD 101, 112, 114, 121, and 171 regions.

- Key personnel:
 - Belinda Louie, University of Washington Tacoma Education Program
 - Riki Thompson, University of Washington Tacoma Interdisciplinary Arts and Sciences
 - Marcie Stein, University of Washington Tacoma Education Program
 - Jose Rios, University of Washington Tacoma Education Program
 - Mei Zhu, Pacific Lutheran University Department of Mathematics
 - Peggen Frank (Salmon Defense Fund)
 - Shana Brown (Since Time Immemorial trainer)
- Local Educational Agencies served: 6 high-need school districts (Crescent, Longview, Omak, Newport, Tacoma, Warden), 1 other school district (Kettle Falls), and one tribal school (Lummi Nation School).
- Events and topics: Through two train-the-trainer institutes, multiple on-site face-to-face trainings at school buildings, and multiple online trainings, the project will provide professional learning activities focused on goals 1 (endorsement), 2 (Since Time Immemorial), and 3 (Digital Library). The project will use a train-the-trainer model to deliver training in a hybrid format. School-based trainers will come to the University of Washington Tacoma twice to attend trainers' institutes. They will then return to their schools and use faculty-developed materials to facilitate training of their peers.
- Budget: \$450,000

Science and the Swinomish

Western Washington University will provide professional development focused on goals 2 (Since Time Immemorial) and 3 (Digital Library) to 15 teachers and 4 principals/assistant principals in the ESD 189 region.

- Key personnel:
 - Tim Bruce, Western Washington University Woodring College of Education
 - Don Larsen, Western Washington University Woodring College of Education
 - Ruth Sofield, Western Washington University Huxley College of the Environment
 - Kathy Van Alstyne, Western Washington University Huxley College of the Environment
- Local Educational Agencies served: 2 high-need school districts (Concrete, La Conner).
- Events and topics: Through a summer institute and collaborative school-year meetings, participants will gain an understanding of the Digital Library's four-step formative assessment process and the basics of the STI curriculum. They will dig deeper into aspects that relate to science, focusing on topics such as salmon recovery, tideland impacts, and water use. They will develop lessons that incorporate their new learning and observe each other's lessons in action.
- Budget: \$200,000

Transformative Math Assessments

Educational Service District 112, in partnership with Washington State University Vancouver, will provide professional development focused on goal 3 (Digital Library) to 17 teachers, 4 highly qualified paraprofessionals, and 4 principals/assistant principals in the ESD 112 region.

- Key personnel:
 - Kathy Whitlock, Educational Service District 112
 - Educational Service District 112
 - Kristin Lesseig, Washington State University Vancouver College of Education
 - Paul Krouss, Washington State University Vancouver Department of Mathematics and Statistics
- Local Educational Agencies served: 1 high-need school district (Ocean Beach).
- Events and topics: Through a summer institute, three school-year workshops, and several school-year professional learning community meetings, the project will equip teachers to use the Digital Library's four-step formative assessment process and instructional resources. Specific topics include: formative assessment and using data to improve instruction, working successfully as a professional learning community to support instructional change, understanding coherence of content within and among grade levels, understanding how formative assessment fits with Washington's teacher and principal evaluation, and skills in adapting instruction (cultural competency).
- Budget: \$100,000

Transforming Professional Practice in K-8 Math

Seattle Pacific University, in partnership with Olympic Educational Service District 114, will provide professional development focused on goals on goals 1 (endorsement) and 3 (Digital Library) to 65 teachers (of whom 12 will become Elementary Math Specialists) and 12 principals/assistant principals in the ESD 114 region.

- Key personnel:
 - Dan Bishop, Seattle Pacific University School of Education
 - Robin Henrikson, Seattle Pacific University School of Education
 - Jerilynn Lepak, Seattle Pacific University Mathematics Department
- Local Educational Agencies served: 5 high-need school districts (Bremerton, Brinnon, Cape Flattery, Crescent, Port Angeles).
- Events and topics: Through multiple course modules in the summer, followed by school-year professional learning community meetings, the project will create a sustainable structure for transforming the mathematics instructional practices of elementary teachers in high-need schools through the regional development of a cadre of Elementary Math Specialists (EMS). In-service teacher endorsement candidates pursuing this endorsement will complete course work and internship experiences. Principals will work collaboratively with EMS endorsement candidates to develop, plan and implement, over the course of the 2016-17 school year, professional learning for teachers in the effective use of the Smarter Balanced Digital Library to improve student learning outcomes for all students.
- Budget: \$160,000