

Washington Educators for the 21st Century
October 26 & 27, 2010 • Vancouver, WA

CONFERENCE PROGRAM



Welcome

The Educators for the 21st Century conference marks a key transition in the Higher Education Coordinating Board's (HECB) efforts in college readiness and teacher professional development. The Board is now completing a multi-year project to develop and test college readiness definitions in science and English. It also recently completed the first year of several Title II professional development projects funded with a renewed emphasis on helping students meet postsecondary expectations.

Educators for the 21st Century is an effort to better align the HECB's Title II¹ professional development program with the state's college readiness projects in math, science, and English. The program has the potential to become a statewide resource for teachers focused on improving college readiness for students, which is one of the goals of the state's 2008 Strategic Master Plan for Higher Education. While HECB has funded several successful projects, to date, the program has not had a statewide impact in achieving this goal.

While funding for the **Educators for the 21st Century** program remains an issue, we feel it is critical to continue to focus on improving alignment between Title II, state college readiness programs, and other state and federally funded professional development programs. Recently the Washington GEAR-UP project joined this effort by sponsoring a year-long professional development project in English and math. Teachers are participating in ten full days of content area workshops to instill college readiness standards and student attributes into their existing curricula. Teachers will have access to ongoing coaching and support from an expert cadre of trainers with experience in high schools, community colleges and universities. A full evaluation of the project will provide key insights into the effectiveness of the approach, and will guide future professional development projects.

Through Educators for the 21st Century, we seek to engage partner agencies in identifying ways to better leverage our work so we can impact more students. Title II funding provides a base for sustained efforts, but in order to reach our goals, we will need to be creative in developing projects that use a wide range of resources.

The 2009-12 Title II-funded projects reach 288 teachers and 123 principals in 13 high-need school districts and 45 other school districts. The GEAR UP project serves an additional 36 teachers and over 1,000 students in seven school districts. Ultimately we would like to serve at least 1,000 teachers and 250 principals each year through better alignment of resources, alternative approaches to delivery, and additional funding.

Next Steps

Over the next two days, our goal is to learn from the work accomplished in our projects. We hope to identify promising strategies for linking college readiness work and teacher professional development activities, to discuss opportunities and barriers to increased collaboration and leveraging of funding sources, and to envision ways we might scale efforts to make a sustained and statewide impact. We hope participants will take away new ideas that they can incorporate into current or future projects, and will also identify opportunities for further collaboration. In addition, from the state perspective we hope to improve the program based on your feedback so that it better meets your needs and the needs of students.

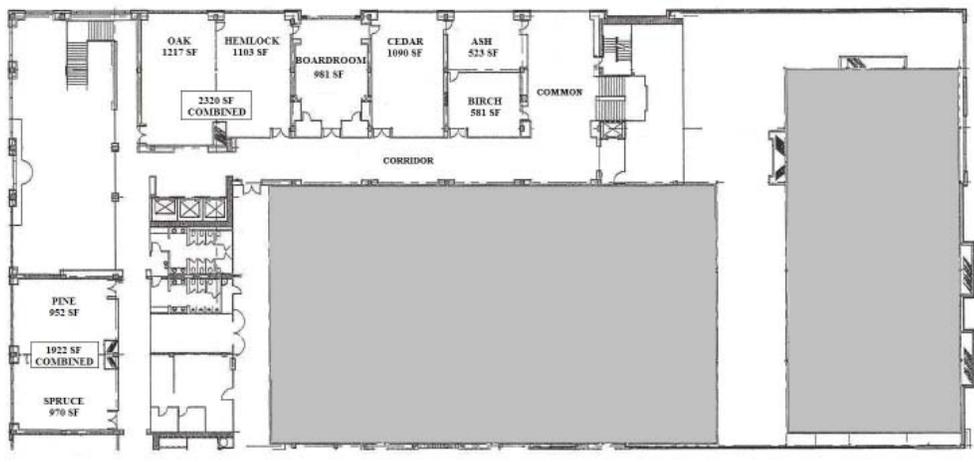
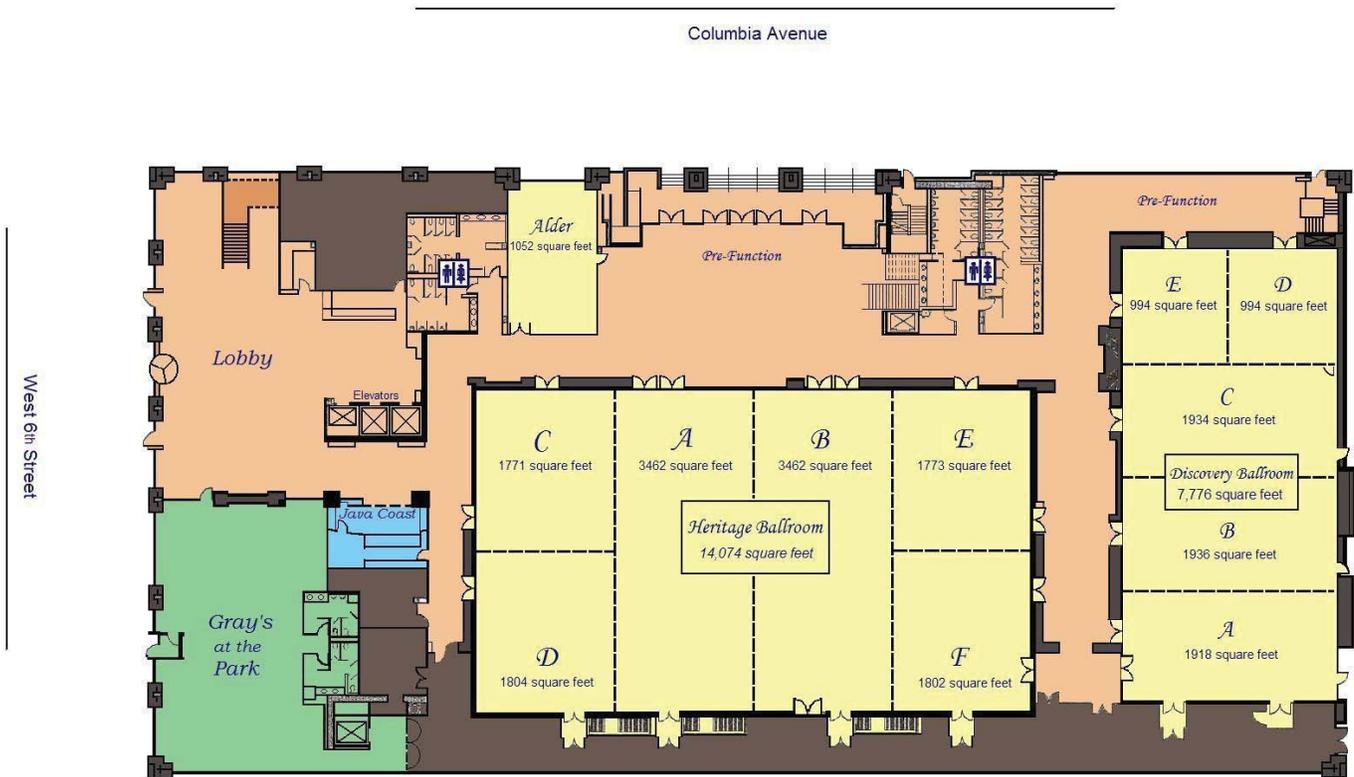
We hope you find the conference valuable and encourage you to actively engage in all the sessions and provide feedback at the end of the conference.

Thank you

Randy Spaulding
Director of Academic Affairs
Higher Education Coordinating Board

¹No Child Left Behind Act of 2001, Title II, Part A, Subpart 3. Teacher and Principal Training and Recruiting Fund. U. S. Department of Education [CFDA 84.367B].

Hotel Map



Vancouver Conference Convention & Banquet Facilities

Tuesday, October 26

10:45 - 11:45 a.m.

Pine/Spruce

Effective Affordable Project Evaluation

Presenter: Edith Gummer, Director, Classroom-based Research and Evaluation Unit, Education Northwest

Dr. Gummer will share information about effective professional development project design and evaluation, including best practices and topics such as how to evaluate changes in teaching practice and student learning/achievement, how to conduct a rigorous evaluation with a limited budget, and how to adapt and use existing classroom observation protocols and other resources to avoid reinventing the evaluation wheel. Participants will receive a list of project evaluation resources for future reference.

Dr. Gummer is the director of the Classroom-focused Research and Evaluation program in the Center for Classroom Teaching and Learning at Education Northwest. Her research interests include teacher assessment practices and instructional use of student data in science and mathematics classrooms. She is currently the principal investigator of an NSF-funded research study of teacher formative assessment and written feedback practices in mathematics problem solving contexts. Her evaluation interests include the use of the Joint Committee Standards on Educational Evaluation and developing evaluation capacity for various stakeholders in STEM education programs. She directs the evaluation of multiple state and federal projects in the Pacific Northwest.

12:00 - 1:30 p.m.

Heritage Ballrooms

Lunch: GEAR UP Student Panel

Hear from GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) graduates and current GEAR UP high school seniors on the impact you can make in their college planning and preparation. What do they need to know to be prepared for the transition to college? What are their concerns, and how can you help?

Five students from across the region share their experiences and take your questions, as moderated by

Loueta Johnson, University of Washington GEAR UP Partnerships Director.

Featuring:

Elmehdi Berrissoul, Hudson's Bay High School, WA
Osvaldo Guel, Junior, University of Washington
Maria Jimenez, Junior, University of Washington
Thomas Lawrence, Neah Bay High School, WA
Chelsea Morales, Senior, University of Montana

1:45 - 3:00 p.m.

Pine/Spruce

Access, Equity, and Academic Success

Facilitators: Emily Lardner, Co-director, Washington Center for Improving the Quality of Undergraduate Education; Gillies Malnarich, Co-director, Washington Center for Improving the Quality of Undergraduate Education; and Randy Spaulding, Director of Academic Affairs, Higher Education Coordinating Board.

3:00 - 3:15 p.m.

Break

3:15 - 4:00 p.m.

Pine/Spruce

Participant Discussion

What are we learning about effective, collaborative professional development that supports teachers in supporting student learning? What works? What does not work?

4:00 - 4:45 p.m.

Pine/Spruce

Panel: How have Projects Affected Teaching and Student Learning?

Moderator: Mark Bergeson, Associate Director, Higher Education Coordinating Board

Panelists: Brian Dunlap, Dean of Students, CBE Alternative Programs High School, Spokane Valley; Matthew Green, Mathematics Teacher, Spokane Schools, Spokane; Kim Hogan, Principal, Jenkins High School, Chewelah; Teri Hulbert, Mathematics Teacher, Ocosta Junior/Senior High School, Westport; Shawn Ingra-

Wednesday, October 27

ham, Mathematics Teacher, Okanogan High School, Okanogan

4:45 - 5:00 p.m.

Break

Hotel Check-in

5:00 - 6:15 p.m.

Networking Reception and Project Round Tables (no host bar)

Hemlock/Oak

6:15 - 7:30 p.m.

Pine/Spruce

Keynote Dinner: David Spence, President, Southern Regional Education Board

Dr. Spence will discuss the college readiness efforts in other states, and the common core standards. In addition, he will discuss the critical connection between college readiness and teacher professional development efforts, with an eye toward the need to develop a statewide vision for college readiness and teacher professional development.

David became president of the Southern Regional Education Board, the nation's first interstate compact for education, in 2005. At SREB, he oversees the nation's largest school improvement network, the nation's largest educational technology collaborative of state K-12 and postsecondary agencies, and many other initiatives designed to help the organization's 16 member states lead the nation in educational progress.

Dr. Spence's career has included several state-level leadership positions in SREB states, and he served on the SREB staff on two previous occasions, including as vice-president for educational policies. He has been executive director of the Florida Postsecondary Education Planning Commission, executive vice chancellor for the University System of Georgia, and executive vice chancellor and vice chancellor for academic programs at the State University System of Florida.

7:30 - 8:30 a.m.

Pine/Spruce

Networking Breakfast

8:30 - 9:00 a.m.

Pine/Spruce

Reconnect with Conference Themes

Presenters: Emily Lardner and Gillies Malnarich, Co-directors, Washington Center for Improving the Quality of Undergraduate Education

9:00 - 10:15 a.m.

Hemlock/Oak

College Readiness: What's Working in Professional Development?

Moderator: Julie Jacob, Executive Director, Center for Learning Connections

Panelists: William Condon, Director of Campus Writing Programs and Professor of English, Washington State University; John Marshall, English Teacher, North Central High School, Spokane; Frances Guerrero, English Teacher, Eisenhower High School, Yakima; Bradley Bleck, English Faculty, Spokane Falls Community College; Mark Fuzie, English Faculty, Yakima Valley Community College; Bobby Cummings, Professor of English and English Education Coordinator, Central Washington University

10:15 - 10:30 a.m.

Break

10:30 - 11:45 a.m.

Hemlock/Oak

How Can We Align Efforts To Support Teachers Working Across Systems?

Moderators: Emily Lardner and Gillies Malnarich, Co-directors, Washington Center for Improving the Quality of Undergraduate Education

Panelists: Randy Spaulding, Director of Academic

Affairs, Higher Education Coordinating Board; Julie Wagner, Elementary Mathematics Specialist, Office of the Superintendent of Public Instruction; Bill Moore, Policy Associate, State Board for Community and Technical Colleges; Mea Moore, Director, Educator Pathways, Professional Educators Standards Board; SusanEllen Bacon, Associate Dean, Professional Development, Continuing Education and Outreach, College of Education, Seattle University

Hemlock/Oak

Closing Discussion: Charting the Future - Continued

12:00 - 1:30 p.m.

Pine/Spruce

Luncheon Keynote: Mark David Milliron, Deputy Director, Postsecondary Improvement US Program at the Bill and Melinda Gates Foundation

Dr. Mark David Milliron serves as the Deputy Director for Postsecondary Improvement with the Bill and Melinda Gates Foundation, leading efforts to increase student success in the US postsecondary education sector. He is an award-winning leader, author, speaker, and consultant well known for exploring leadership development, future trends, learning strategies, and the human side of technology change. Mark works with universities, community colleges, K-12 schools, corporations, associations, and government agencies across the country and around the world. In addition, he serves on numerous other corporate, nonprofit, and education boards and advisory groups; guest lectures for educational institutions nationally and internationally; and authors and moderates the Catalytic Conversations Blog.

Dr. Milliron will help to frame a vision for how we build collaboration among projects, plan for sustainability, and scale projects so they will impact greater numbers of teachers, administrators and students.

1:30 - 2:30 p.m.

Hemlock/Oak

Closing Discussion: Charting the Future

2:30 - 2:45 p.m.

Break

3:00 - 3:30 p.m.



Center for Learning Connections

The Center for Learning Connections (CLC) designs staff and professional development programs and manages and evaluates projects to help individuals and organizations create successful futures. CLC www.learningconnections.org is located at Highline Community College. For more than five years, CLC has been assisting with the coordination of two important Washington State college readiness projects: Transition Math Project, funded by Gates Foundation and administered through the State Board for Community and Technical Colleges (www.transitionmathproject.org/) and the College Readiness Project, funded by the Higher Education Coordinating Board (<http://collegereadinesswa.org/>). Julie Jacob, Ed. D., is the Executive Director of the Center for Learning Connections.



WASHINGTON CENTER

FOR IMPROVING THE QUALITY OF UNDERGRADUATE EDUCATION

Washington Center

The Washington Center for Improving the Quality of Undergraduate Education was established by the Legislature in 1987 and reaffirmed in 2009 as a statewide resource for two- and four-year higher education institutions. Based at The Evergreen State College, Washington Center's work includes helping campuses design learning communities as an intervention strategy for improving students' success and targeting curricular and pedagogical strategies to help entering students reach college readiness more quickly. Washington Center organizes curriculum planning retreats and institutes; supports campuses in creating faculty development programs tied to student learning goals; and develops tools and approaches for assessing student learning.



Education Northwest

Education Northwest provides research and evaluation services to educators, government, community agencies, business, and labor. Evaluation, research, and performance management systems continue to make up a major portion of our portfolio. Currently, our staff includes almost three dozen professionals with a social science background who are actively engaged in evaluation or applied research.

Evaluation and research projects at Education Northwest typically involve teams of methodologists and content specialists working in close partnership with client organizations. For most projects, we use a mixed-methods approach, integrating quantitative and qualitative methods, including randomized trials. Our analytic expertise ranges from statistical modeling of hierarchical data from multi-site studies through careful narrative content analysis of qualitative data from focus groups, online discussions, and observations of instruction.