

## Educators for the 21<sup>st</sup> century

For me

As a prof at WSU, I am very concerned about the poor development of “habits of mind” shown by my students—and not just freshmen.

Data helps to define, focus the work; helps to create the need.

Using this data with middle school/high school teachers, maybe students.

We will not change anything until we use funds to change the conditions and structures in which teachers work.

What does this mean for our students of color and the teachers that teach them, and the system they try to operate in?

Focus on needs of rural school districts where there is the greatest need for student/occupational mobility.

How is technology being used to change/improve statistics? Can you expand career and college readiness to include technical colleges (schools)?

For us

Educators in the high schools, community colleges, and four-year colleges need to talk to each other far more than seems typical.

Need aligned systems; better understanding of the role each plays.

Communication at all levels. What is the system picture that can look at this from space and with magnifying lens.

Educate the public and legislature about importance of funding education—the state has an elitist system that only served the best students well.

The group of college educated is becoming smaller. How do we teach for kids and help them find a program?

I am a teacher on the coast in a high needs area. How do we get good professional development in math and science in our area to help promote college success and hopefully engineering degrees?

We need to and are ready to get more students into our AP courses.

What skills and attributes should be helping students “catch up” to/with? (most are underprepared as readers and writers)

Become more knowledgeable about what students are actually learning in last few years of high school.

Consider the remedial math problem more holistically before looking for solutions. Continue to find ways to make connections across k-16.

How to increase my students’ awareness/access to higher learning

We pay more for services because fewer are educated and working.

How does funding impact the number of students attending college? How does funding impact the number of professional development activities?

We need to have a purpose in increasing post-secondary enrolment beyond “filling th gap” between jobs available and jobs filled by Washington state grads.

The question is why is college going rate so low?

Organize conversations with teachers/faculty from k-20 to really discuss how to teach for essential attributes, discipline-specific outcomes, habits of mind, etc.

Consider how to recruit new college students from Hispanic and other underrepresented populations and provide support for success. Explore reasons why WA students choose not to go to college.

Need to develop and focus on common goals for accessing higher education.

Looking at graduation rates for Hispanic/Native Americans which is the majority of my school. I have to try something new because what we are doing now is not working.

How do we keep more students interested in science—how do we prepare them better so that they will graduate with a 4-year degree in science?

Re: benefits of college attainment = .  
Foreground the “essential attributes of college success” in instructional leadership work.

I need to connect pre-service and in-service in order to prepare future teachers. And I need to be more deliberate about developing the professional development schools need.

Date is arresting, especially participation in college work. My impression would be different from our efforts to improve learning outcomes at two-year college level.

Work to close math gap—bridges to higher education—EBD, Gear-Up especially in high need districts.

Working with intention and focus on college readiness with all my students

A more systemic approach is needed to help our students. Math is the key to a majority of jobs and to be successful we need to award successful programs.

Impress upon schools that Washington needs more science-trained students for current and future WA state employment opportunities.

What can we do to facilitate/host/catalyze rigorous conversations about what good teaching and learning look like?

We need to pool our resources to collaborate with teachers to meet the needs of our students.

Discussion of comparisons with gains (or losses) made over a period of time in college degree access and degree completion.

Better strategies/training in math instruction & content knowledge. Document effectiveness of our work' disseminate it well and give information on how to help schools and kids close the math gap

We all are focused on the systemic responsibilities of this change.

How can I be sure I can give my students what they need to be successful and not just in the workplace?

For me the data reinforces the need for differentiation of teaching methodologies to engage each student at his/her point of need

See a huge potential for College Readiness work to improve the conditions for Washingtonians and to boost the state's recovery. Someone needs to invest the money—we have lots of people who'll put in the sweat.

I need to find postsecondary models for successful support services for post secondary students.

As a Director of the Puget Sound Writing Project at UW, I work with k-12 teachers already. Our project and our department are eager to do work--collaborative work with schools and districts.

I must do a better job of expanding work to meet the needs of diverse populations

The data presented leave me with unanswered questions. The implications for what I do are to find ways to collect more locally disaggregated data.

What is the likelihood the legislature and voters can do right by those we serve, at all levels of education—k-post grad? What do we do when/if they don't?

Focus on early introduction of the importance of education (college readiness) to both students and families making them aware of areas of support available.

This group needs to make a focused, unified appeal for support, backed by the kinds of data we've seen today.

Higher ed needs to provide the support services that will help post-secondary students succeed. We need to prepare post secondary faculty for effective teaching and assessment of student learning.

I think that ways higher ed institutions and high schools can creatively collaborate to get more students college credit and/or get them comfortable on college campuses would help.

We must decide what we need and what to do to meet the needs of k-20 population and make it known to the Washington population so that they are willing to support it

Implications for collective work—I'm not sure we have enough information yet.

What happens when “good teaching” isn’t enough?

How do we rethink K-12 math education so that it focuses more on data, statistics and probability, graphical analysis rather than calculus? Only students who take Alg 1 in 8<sup>th</sup> grade can take AP calculus whereas any should be able to attain AP statistics.

There is still a place in the middle that is “magical” as Edith said this morning, about the link between projects going on and student achievement along the lines of college readiness. More evidence-based research is needed to establish the link, or accurate logic model.

Find ways to partner with others in professional development efforts.

How best to write the next RFP to get more cross state effort and common data.

So much data yet it raises so many questions rather than answers. Not sure where to start. I’d heard that more students than ever were graduating. Is that not true?

How is the data related to college readiness going to be used to make a change in districts that have a portion of schools that are “high need” but may not fit into your outreach process?

Need to rethink teacher education. Why aren’t we doing undergrad teacher education in math and science education at UW?

The focus needs to start right from kindergarten. Waiting until 11<sup>th</sup> or 12<sup>th</sup> grade is too late to help most students become college ready.

We need to think about professional development for the sequences of educators—bringing hs/cc/bi faculty together. When we separate them completely we create sub-cultures which our students have to navigate during their paths to their degrees.

How we leave our “areas of control” behind to work jointly to increase the achievement of our students. How do we work with schools “in between” not always the high need that seem to get so much focus?

What about data on students who go to CC’s, and whether they transfer?

How do we deal with the disconnect b/w a high school science assessment that may end up being a life science exam and the fact that WA state does not produce enough engineering and physics majors? It will only get worse if HECB does not start talking with OSPI.

I have a greater sense of urgency and increased desire to respond with more effective methods of supporting teachers.

What are the adult behaviors in the school which influence the student achievement of the essential attributes necessary for college success? There should be an “Adults Essential Attributes” list of protocols.

I need to see that students find reason to expect to be successful in and beyond high school.

Need to find ways for RAMP group to interrogate the expectations for their students. What gets in the way of believing all can succeed?

I can help my teachers help the students make real-world connections with role models in STEM careers, i.e. set up field trips, bring in engineers, etc.

How do we as a system deal w/ the disconnect btn k-12 and higher ed pedagogy in science? We are teaching students in K-12 in ways that are consistent with research on *How People Learn*—is higher ed?

We need to come together and have a common plan and goals for providing support.

We need to provide vertical threads to serve as conduits to higher ed or skill programs. Work to make opportunities achievable. Attributes and financial. Remove barriers.

How can we broaden individual and isolated efforts into true, long-term, enduring systemic change, including k-20 educators PD and instructional approaches and public understanding of effective teaching and learning environments?