

Aligning College Readiness Efforts Across Systems: Forget Seamless, Zippers Will Have to Do



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TMP Math Projects

Transition Math Project

Student Attributes for Math Success

Algebra II Applications

Re-Thinking Pre-College Math Project



How Can We Align Efforts to Support Teachers Working Across Systems? We Can't

RESOURCES

REPUTATION

BIASES & ATTITUDES

INERTIA

CONTROL

AUTONOMY

COMPLEXITY OF SYSTEMS

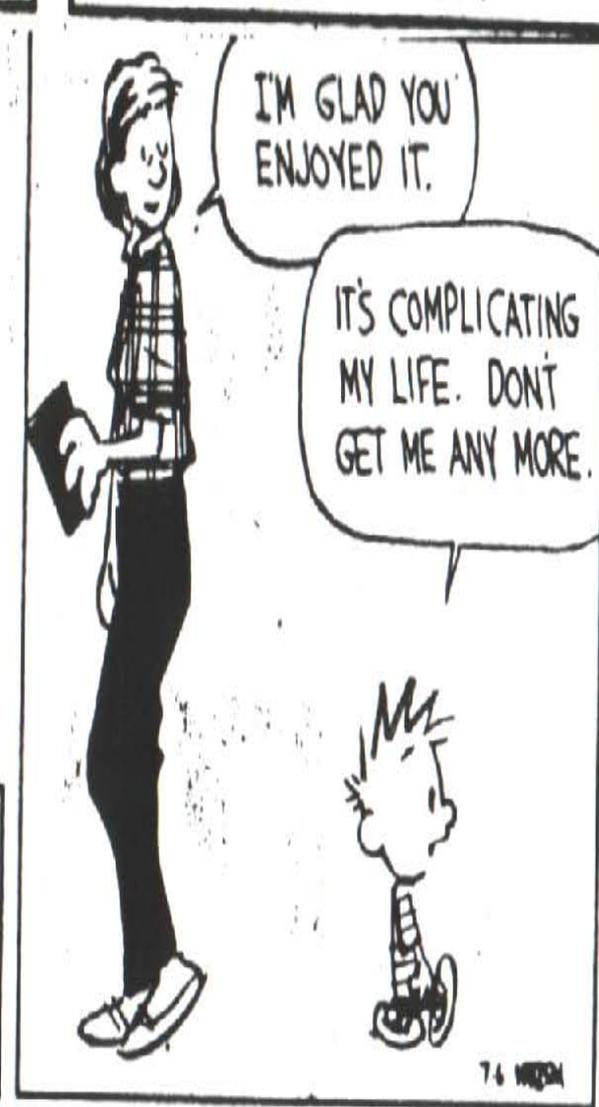
INCENTIVES

EGO

STRUCTURES & LOGISTICS

TIME

“In Over Our Heads”?



Working on Zippers Within and Across Systems

- Changing the core of educational practice
- Taking an inquiry stance toward teaching and learning
- Re-thinking the notion of “getting to scale”

Changing the Core

We put an enormous amount of energy into changing structures and usually leave instructional practice untouched...We are attracted and drawn to these [efforts] because they're visible and, believe it or not, easier to do than to make the hard changes, which are in instructional practice...

Richard Elmore, "The Limits of 'Change',"
January/February 2002

Taking an Inquiry Stance



*** Classroom Exchanges**
*** Classroom Assessments**



*** Faculty Inquiry Groups**
*** Knowledge Exchange Network**

Rethinking 'Getting to Scale'

- Depth (beliefs, norms, principles)
- Spread (outward across schools & within schools)
- Shift in reform ownership (knowledge about & authority/capacity for extending the reform)
- Sustainability

Cynthia Coburn, UC Berkeley, 2003, *Educational Researcher*

“Rethinking scale: Moving beyond numbers to deep and lasting change”

