

## **Please join your teachers for lunch at the February 6 and May 1 workshops**

Administrators are welcome to join the workshops at any time. In particular, during the February 6 workshop, we would like you to join your teachers from 10:30-12:30, with lunch provided, as they work on their Lesson Studies. Before lunch, teachers and administrators will watch a short video of a PLC planning a Lesson Study to better understand the nature of inquiry involved in a Lesson Study. In the May 1 workshop, please come see your teachers present their finished Lesson Studies.

# RAMP-A

A Newsletter for RAMP-A Administrators

Winter 2015

## **Lesson Study: What are the goals?**

This year, RAMP-A PLCs have been engaged in Lesson Study, a process of teacher learning through planning, teaching, observing, and reflecting together. Lesson Study helps teachers develop a research stance towards their teaching and their students' learning, and can be a powerful tool for them to improve their teaching, better understand the CCSS, and better understand how students learn.

We are excited about the Lesson Studies your teachers are currently engaged in and hope that you will support them by providing time for them to plan, observe each other, and meet to reflect.

Jackie, Janet, Kris, Hyung Sook, Erik, and Debra

## **Math-Related Projects around Spokane**

**College Spark:** Successful Transitions: a collaboration among the Eastern Washington University Math and English Departments, the Community Colleges of Spokane, and several school districts including Spokane, West Valley, Cheney, Mead, Lind-Ritzville, and other rural districts to improve students' transition from high school to college and from community colleges to university. The focus is on having all sectors align their goals with the CCSS.

**Bridges to College:** Bridge to College Mathematics and Bridge to College English are senior year transition courses for 12th grade students who scored below the college-ready level on the Smarter Balanced Assessment in 11<sup>th</sup> grade. Transition Courses have the potential to efficiently, effectively, and dramatically reduce remediation rates in Washington. They enable students to become college-ready while in high school and avoid costly remediation in college. Some of the schools in RAMP-A have teachers who are piloting this course: Mead, Mt. Spokane, and University High..

## **Good news on teacher and student growth: News from the External Evaluator**

RAMP-A teachers who started in Year 1 made statistically significant gains in *conceptual understanding*, *pedagogic content knowledge*, and knowledge of *expressions and formulas* in this period, with moderately large effect sizes.

RAMP-A teachers who started in Year 2 made statistically significant gains in their first year in *pedagogic content knowledge* and knowledge of *expressions and formulas*, also with moderately large effect sizes.

In spring 2014, 72% of RAMP-A teachers' students who attempted EOC-1 met the standard, compared to 58.3% statewide.

## **Remaining Year 3 Workshops**

Friday, February 6: 7:30-3:00 at the  
NEWESD 101 Conference Center  
Saturday, February 7: 8:00-12:00 at  
Riverpoint Campus, Academic Center  
(SAC) room 241

Friday, May 1: 7:30-3:00 at the  
NEWESD 101 Conference Center  
Saturday, May 2: 8:00-12:00 at  
Riverpoint Campus, Academic Center  
(SAC) room 241

**Summer Institute:** June 23-25 at the  
NEWESD 101 Conference Center.

## Goals for February 6 - 7

**Theme for the workshop:** Develop an inquiry approach to Lesson Study, and consider the connections among instructional choices and student learning of worthwhile mathematics.

### Goals:

1. PLCs work in their groups to develop inquiry strategies for three parts of their lesson studies: the mathematics, students' prior knowledge, and planning to implement a task.
2. Teachers consider the depth of knowledge and how their instructional choices support their mathematical goals and maintain the cognitive complexity.
3. PLCs discuss how they can better use their STEM-PD technology.
4. Teachers consider how to involve all students in meaningful discourse.
5. Share information related to SBAC

### Highlights for Friday:

- Teachers discuss a vignette from an Algebra class to consider the roles of student prior knowledge and discourse in supporting their math learning goals. Read the vignette in the article at <https://www.education.umd.edu/MathEd/Home/People/Faculty/DChazanScans/ChazanBallTelling%20copy.pdf>
- During three parts of an Interactive Case Study, teachers watch videos of a PLC discussing their lesson study, then discuss what they would do. Each part is followed by PLC time to work on their own lesson study.
- Teachers discuss ways to involve *all* learners in worthwhile mathematical discussions.
- Two more sessions focus on coherence and ways to maintain cognitive complexity, while teachers do math.

### Highlights for Saturday:

- Teachers will brainstorm ways they can use the STEM-PD technology.
- Teachers will hear the latest on the Smarter Balanced Assessment Consortium tests and supports available such as the Interim Assessments.
- PLCs will share their Lesson Study plans with other groups and project leaders to receive feedback.

## Critical Friends

In June of 2014, we asked teachers who they wanted to work with outside of their school PLCs, and used their responses to create 'Critical Friends' groups. These groups meet at least a couple of times during each workshop, and are helping to build relationships among teachers beyond building and district boundaries.

**Several more RAMP-A schools received a STEM-PD grant!** In 2013 Washington STEM launched a program called STEM-PD to address the challenge of ensuring all teachers receive high-quality professional development. Through STEM-PD, pilot schools have been exploring ways to use technology to give teachers an array of professional learning experiences, experiences that are often lacking or insufficient in most PD plans due to logistical or financial constraints. The technology being used allows teachers to take ownership of their professional development. It offers opportunities to watch models of best practices, record and watch videos for self-reflection, and receive personalized feedback. In addition, the technology enables job-embedded real-time coaching. The result is rapid implementation of new teaching practices. Teachers in RAMP-A are sharing ways to use the technology.