

College Spark

Successful Transitions to College (STC)

Wifi: Campus Visitor
Username: STC101715
Password: Dq*1iaX7SJ

Fall Network Convening
October 17, 2015

Welcome

Faculty Grant Coordinators

- Barbara Alvin
Professor & Department Chair, Mathematics, EWU
- Sean Agriss
Assistant Professor, English, EWU

Re-Introductions

English

Andrea Reid

Instructor, Department of English & Foreign Languages, SCC

Justin Young

Associate Professor, Director of English Composition Program & Writers' Center, EWU

Mathematics

Jackie Coomes

Professor, Mathematics Education, EWU

Peter Wildman

Instructor, Department of Mathematics, SFC

Facilitators

edBridge Partners, LLC

Re-Introductions

- K-12 Districts
 - Spokane Public Schools (SPS)
 - Mead Public Schools
 - Cheney Public
 - Rural districts
 - Columbia
 - Deer Park
 - Lind-Ritzville
 - West Valley
- Postsecondary Institutions
 - Spokane Falls Community College
 - Spokane Community College
 - Eastern Washington University

TODAY'S AGENDA

8:00-8:30

All

Welcome.

We will review meeting objectives, review agenda for the day, recap where we are in the project timeline and what is next, and explain work to be completed between October and February.

8:30-9:00

Small Groups

Small Group Presentations.

Cohorts will present a brief overview of their problem of practice, the research behind this problem, the tool they are creating and implementation plans, and receive feedback from colleagues within their discipline.

9:15-10:00

All

Keynote Presentation and Facilitated Discussion on Data Collection and Measurement.

Sandy Reed and Project Leaders will provide an overview of the types of methods for collecting data on classroom interventions, as well as methods for analyzing impact of interventions.

10:00-11:00

Cohorts

Cohort work time.

Each cohort will work together to refine plans for implementation between October and February. Teams will also consider how they plan to collect data and measure impact of their implementation. Leads will circulate and provide feedback and support to each group.

11:00-11:30

Small Groups

Small group presentations— mixed discipline.

Each cohort will present some initial ideas for how they plan to collect data and measure the success of their implementation and receive feedback from colleagues both within and outside of their discipline.

11:30-12:00

All

Plus/Delta.

Wrap-up.

Pick up boxed lunches.

Meeting Objectives

- Cohorts present work to date on their tool or intervention to colleagues and receive feedback.
- Cohorts clarify and define next steps for work to be completed between Fall and Winter convenings.
- Cohorts work on implementation plans.
- Keynote speaker and Project Leaders describe strategies for collecting data and measuring the impact of their interventions.

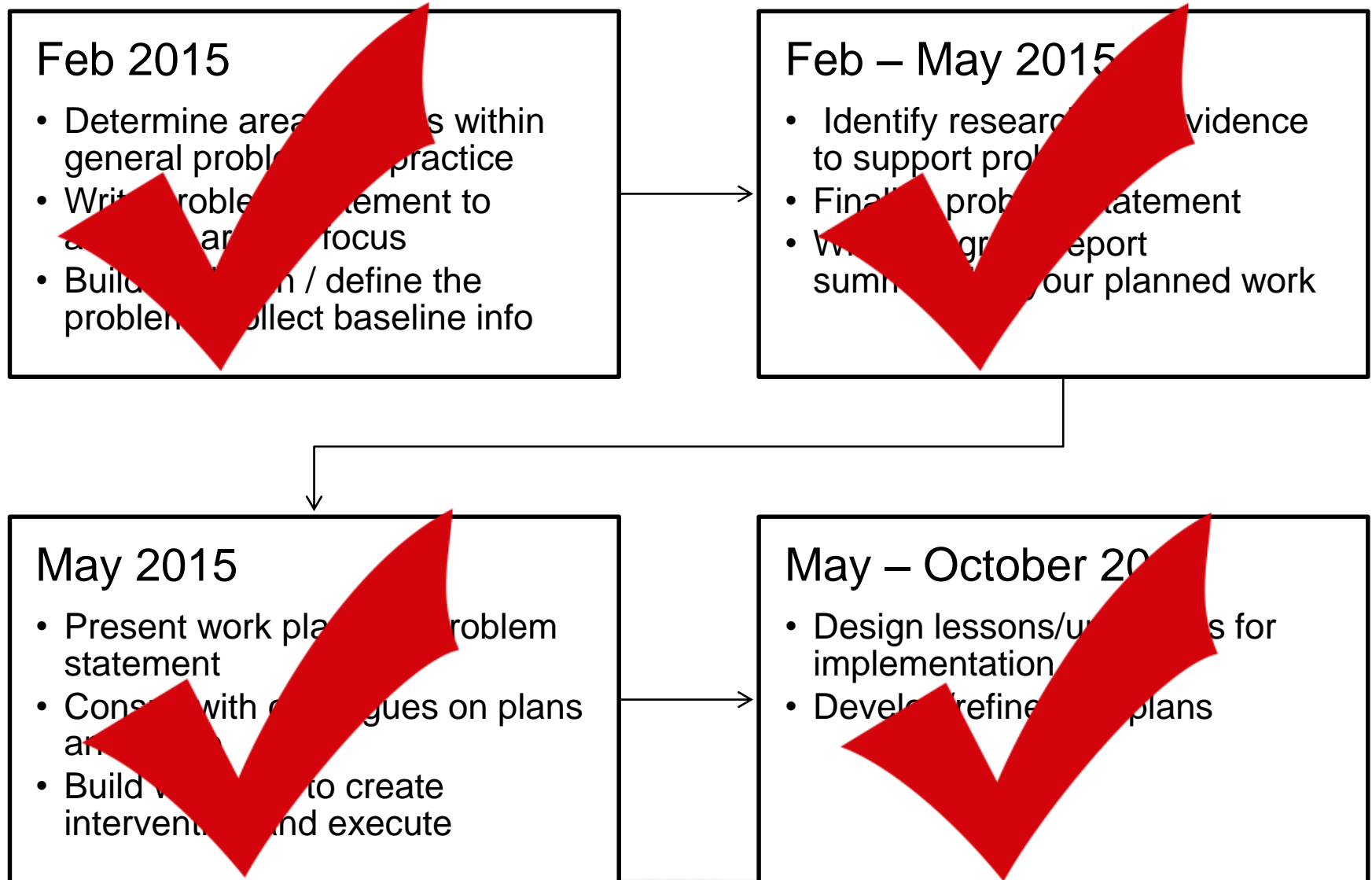
Network Objectives

- Establish regional professional network, convening K-12 and higher education instructional leaders around common interests.
- Engage network members over successive years, creating conditions for sustained collaboration and improvement practices to take-hold
- Focus collaboration on development and testing of instructional approaches to measurably improve learning and teaching, beginning with mathematics and English

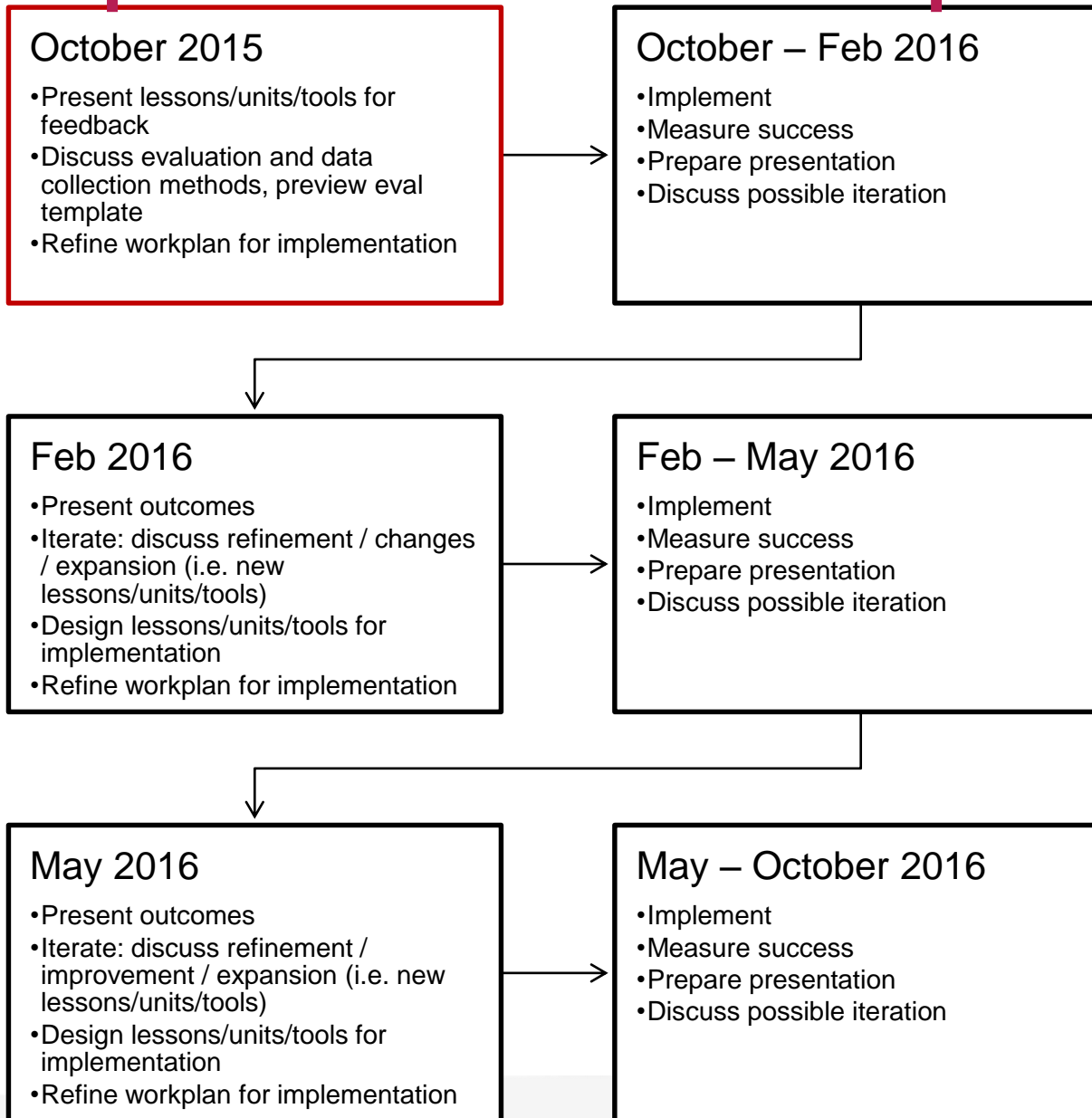
In order to...

ensure that more of the region's students, especially low-income students, make successful transitions from high school to college.

Toolkit production timeline expectations



Toolkit production timeline expectations



Toolkit production timeline expectations

October 2015

- Present lessons/units/tools for feedback
- Discuss evaluation and data collection methods, preview eval template
- Refine workplan for implementation

October – Feb 2016

- Implement
- Measure success
- Prepare presentation
- Discuss possible iteration

Feb 2016

- Present outcomes
- Iterate: discuss refinement / changes / expansion (i.e. new lessons/units/tools)
- Design lessons/units/tools for implementation
- Refine workplan for implementation

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All	Wrap-up.
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Instructions for Cohort Presentations

- Using the poster your cohort created to help facilitate this discussion, provide a brief (5-minute) presentation on the tool or intervention you are planning to create, develop, or adapt to help achieve your problem of practice and the next steps you plan to take to implement.
- Small Group Assignments:
 - ELA A, ELA, F, ELA D - Room 201
 - ELA B, ELA C, ELA E – Room 203
 - Algebra B, Geometry, Calc A – Room 205
 - Algebra A, Calc B – Room 220

Cohort Feedback

When providing feedback to your colleagues regarding their toolkit item, please consider the following:

- Potential barriers that may need to be overcome?
 - Advice for how to overcome these obstacles?
- Any relevant experience that may be applicable to share with the cohort?
 - Would you want to assist in implementing this toolkit item in your classroom?
- Thoughts on how to evaluate impact of toolkit item
 - How do we know if it is effective?

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Keynote Presentation: Collecting and Analyzing Data from Classroom Interventions

**Sandra J. Reed, Ph.D.,
*Assistant Director of the
Research Methodology Center***

She is a 2012 graduate of the QREM program, in the College of EHE, at The Ohio State University. To date, her research has focused on behavioral measurement. Her current work is focused on intervention science, with a specific focus on the use of the use of behavioral data analytics to support intervention design, translation, implementation, and evaluation.



Support for Collecting and Analyzing Data from Classroom Interventions



Mark Macias, *Managing Director of Institutional Research for Community Colleges of Spokane*

Mark is a 17-year practitioner of institutional research. This experience includes seven years at a land-grant university, five years at a comprehensive community college, and five years serving the CCS district. He is also the co-founder and Director of the Student Transitions Information Project (STIP), a project initiated with College Spark funding and now sustained by CCS. STIP collects and shares longitudinal student data between the K-12 and postsecondary sectors to allow the identification of transitional barriers, the assessment of intervention effectiveness, and to support multi-institutional, collaborative grant efforts. The goal of the project is to help increase college participation and success rates in central and eastern Washington.

Additional Considerations

- Be sure to write notes on:
 - What you intended to do.
 - What happened, including any changes you made to your plan and how students responded.
 - Your immediate thoughts on what happened.
- Consider multiple measures, such as:
 - assessments
 - student work
 - surveys/student feedback
 - teacher reflections
 - observation protocols

...possibly at different times

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Cohort Work Time

Use the next hour to:

- Finalize plans for your implementing your toolkit item.
- Plan how you will measure the impact of implementing your toolkit item.
 - What data will you collect and how will you collect it?
 - How will you analyze it?
- Be ready to share your initial ideas on your data collection and analysis at the end of the hour.

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Presentations

Describe your implementation plans (5 minutes) to your colleagues, with an emphasis on your initial thoughts about how you would like to collect data and measure the success of your intervention and receive feedback.

Feedback should take the form of questions for the teams to consider as they develop their data collection and assessment plans

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Group Discussion

- Challenges or roadblocks?
- Opportunities for improvement?
- Questions about the process?
- What are we learning so far?

Next Steps: October to February

- Implement your toolkit item
- Design and implement method to collect data
- Be prepared to summarize results in February and present your plan for next steps:
 - What went well, just ok, not well? What is the evidence?
 - Why do we think this? What have we learned?
 - What is next?
 - This went well; we will document our project and move on to another intervention
 - This went ok but it could have gone better; we will document our project, analyze what happened, and modify our approach to try again
 - This did not work at all; we will document our project, analyze what happened, rethink our approach and start over

Next meeting dates

- Please plan to meet with your cohort *at least* twice in person, by phone, or electronically before you implement your tool and afterwards to discuss results
- Winter meeting: February 6, 2016
- Spring meeting: May 21, 2016

Plus / Delta: Commit to adjust & improve



Better time

Great organization and protocols / advance prep

Within discipline time great

Good presentation from Sandy Reed / right level of detail

It's all coming together!

Hard work ahead of time! No lost momentum

You all rock

Having administrative support

Opportunity for feedback through cards

Similar problems, unique solutions

Similarity between math and ELA problems of practice

Wi-fi access

Build in time to establish meeting dates before we leave

No meat in veggie options but thanks for trying

Non-dairy option??

Stronger coffee

Whole group presentation

Closing Thoughts & Thanks

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