Fellows 2017-2018

Curriculum Directors Meeting
November 17, 2017

Place Your Bets

Place Your Bets

1. Currently, there are Fellows in the following areas:

- Mathematics
- English Language Arts
- Science
- Social Studies

Place Your Bets

2. Each Math, English Language Arts, Science and Early Learning Fellow focus on one of the three following common goals:

- Leadership of Self
- Leadership of Others
- Leadership of the Community

Place Your Bets

3. The Common Leadership Framework shared over three years in each content area is The Concerns-Based Adoption Model.

Place Your Bets

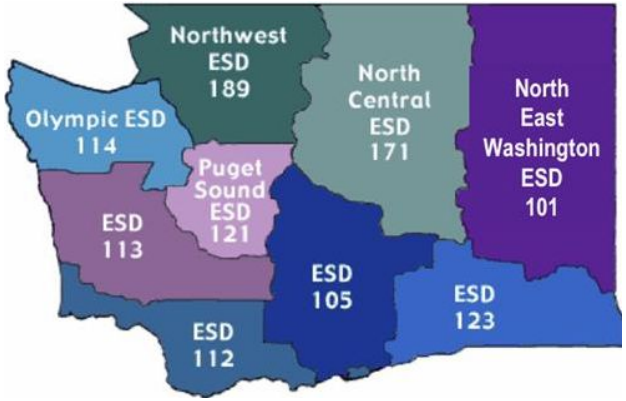
4. This year, AESD and OSPI are experimenting with the integration of Career and Technical Education and Special Education Fellows.

Place Your Bets

5. The AESD and OSPI support close to:

    A. 782 Fellows
    B. 882 Fellows
    C. 982 Fellows
    D. 1082 Fellows

Larger Context



Washington State Fellows: A Network of Leaders Dedicated to making equitable change through building relationships with ourselves, the students we work with and the systems within our state.

Purpose of the Fellows

How does this resonate with you and your reason for becoming a fellow?

- To be a part of, and support a system, that focuses on high quality learning experiences for all students – **Leadership in the Extended Community**
- To be a part of the community of learners that focuses on putting the shifts into practice to reflect the CCSS– **Leadership of Others and Self**
- To deprivatize our practice and take risks in order to facilitate high quality instruction that eliminates opportunity gaps – **Leadership of the Self**

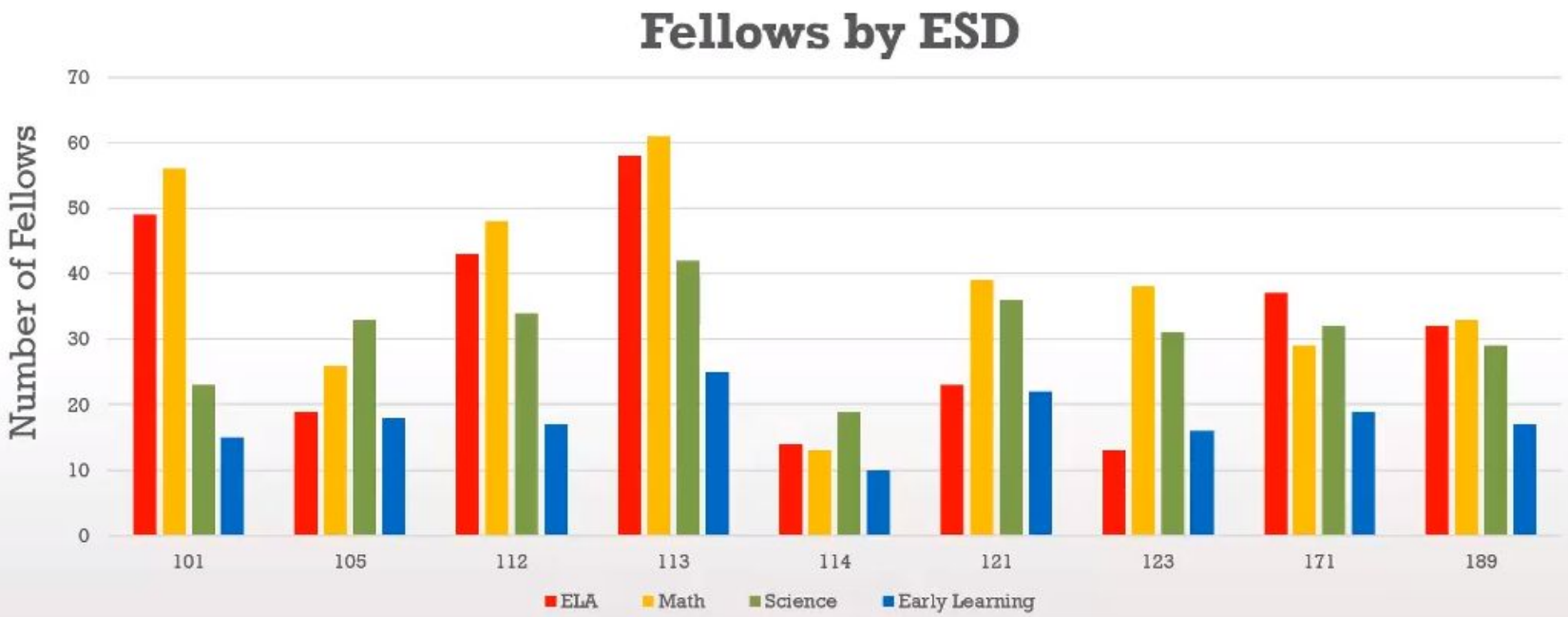
Fellows and Districts Commitments

- **Collaborate** throughout the year with **district leadership and/or school principal** to discuss, create and document the ongoing **District Fellow Action Plan**.
- **Implement learning from the Fellows meetings** within your own **instructional practice and in supporting teachers** in Washington State Learning Standards (CCSS or Early Learning Guidelines) implementation.
- **Submit completed District Fellow Plan** to your Regional Coordinator at the end of the year.
- **Attend and participate in** a minimum of three regional **Fellows Convenings**

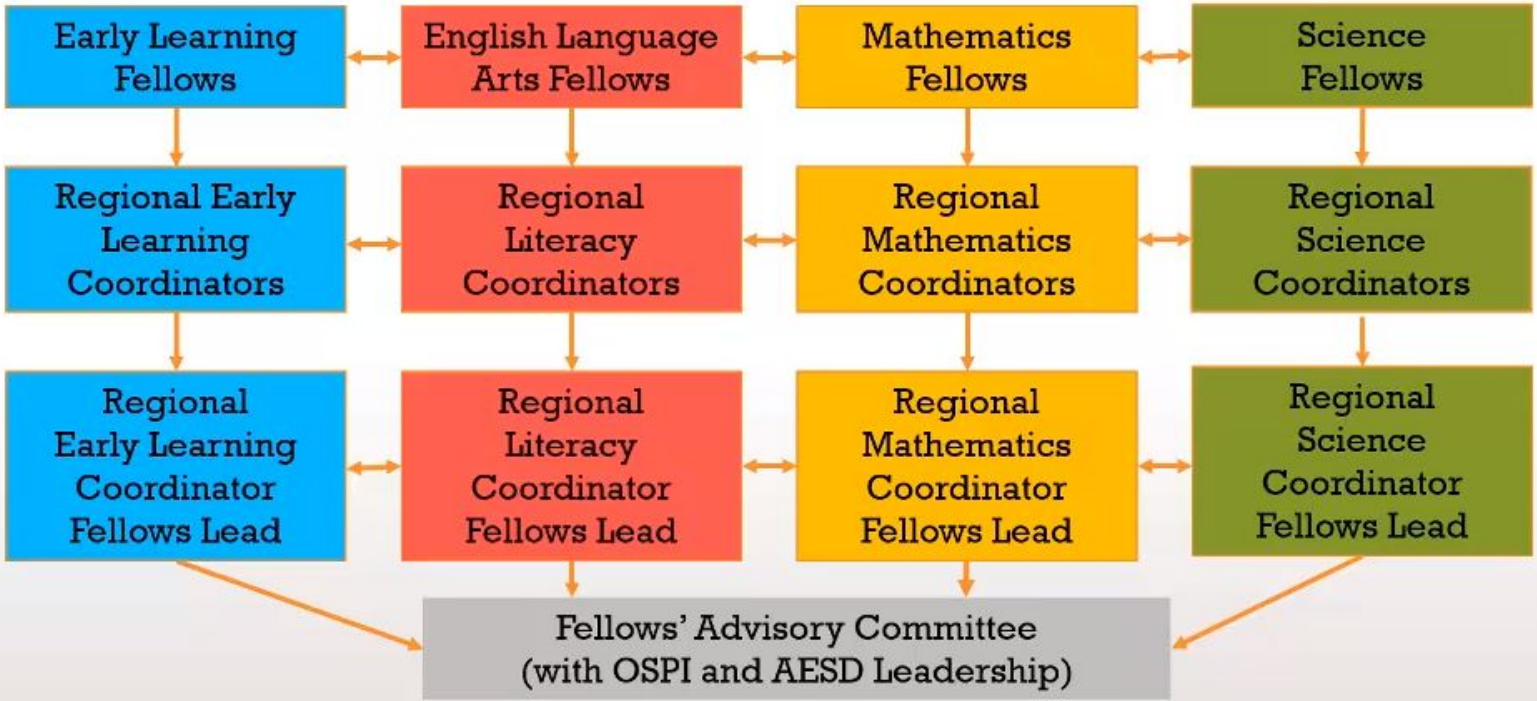
Changes in 17-18

- Promoting a 3-year participation arch
- Concerns Based Adoption Model as leadership framework (the Change Game)
- Clock hours contingent on survey completion

WHERE ARE THE 2017-18 FELLOWS?



HOW IS THE FELLOWS' NETWORK STRUCTURED?

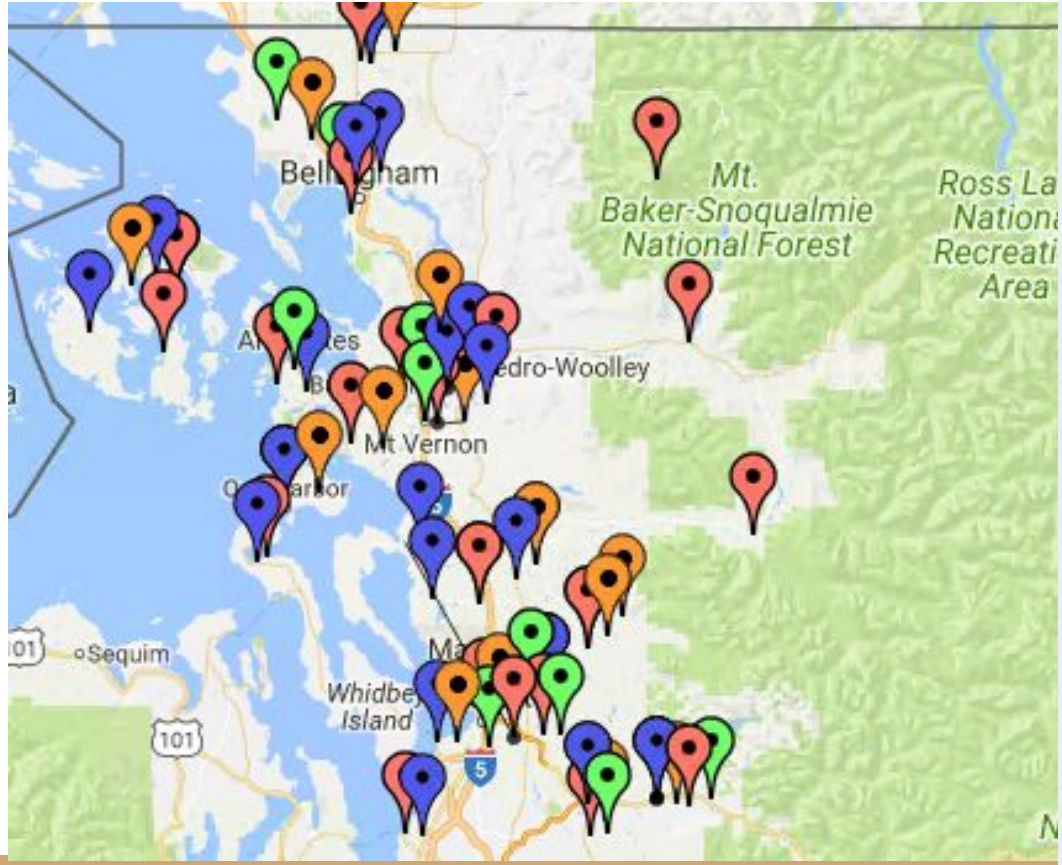


WHY IS THE FELLOWS' NETWORK IMPORTANT TO THE STATE?

Ongoing Content-area Professional Development

Instructional Leadership

Who are YOUR 2017-18 Fellows?



Science-31

Coupeville	Burlington-Edison
Oak Harbor	Sedro-Woolley
Orcas Island	Arlington
San Juan Island	Edmonds
Anacortes	Lake Stevens
Lakewood	Monroe
Mukilteo	Stanwood-Camano
Sultan	Bellingham

ELA-30

Mount Vernon	Burlington-Edison
Oak Harbor	Sedro-Woolley
Orcas Island	Arlington
La Conner	Edmonds
Everett	Lake Stevens
Lakewood	Monroe
Mukilteo	Granite Falls
Sultan	Ferndale
Lynden	Meridian

Math-36

Burlington-Edison	Mount Vernon	Coupeville
Oak Harbor	Sedro-Woolley	Anacortes
Orcas Island	Arlington	Concrete
Lopez Island	La Conner	Edmonds
Everett	Lake Stevens	Darrington
Lakewood	Monroe	Mount Baker
Snohomish	Granite Falls	Bellingham
Lynden	Sultan	Ferndale
Stanwood-Camano		

Early Learning-16

Mount Vernon	Burlington-Edison
Anacortes	Ferndale
Everett	Lake Stevens
Monroe	Bellingham
Snohomish	Sultan
ECEAP	

What experiences are your Fellows having?

- Two Fellows presented at the June 2017 BEST New Teacher Conference
- A veteran Fellow is co-facilitating NWESD's Literacy Learning Network for 2017-18
- An ELA Fellow is leading professional development sessions for our region's Washington Reading Corps members
- Returning Fellows support and facilitate learning for new members at our Fellows' meetings
- Several veteran Fellows will provide input to help design the Fellows' Emeritus Program

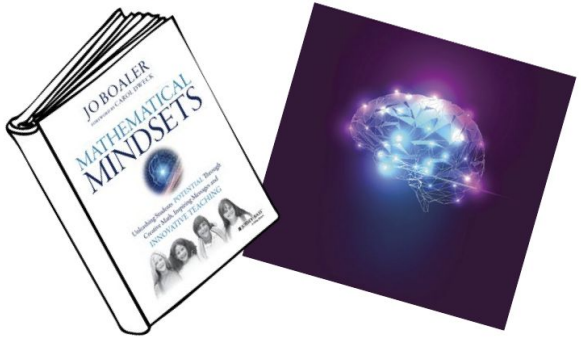
An Example of Common Work

Mathematical Minds

Ch 6 - Mathematics and the Path to Equity

Ch 7 - From Tracking to Growth Mindset Grouping

(Rethinking Giftedness short film from Jo Boaler)



An Example of Common Work

Walk and Talk--4 A's

- Find a partner
- Walk and Talk about your 4 A's
  - The assumptions the author has/had
  - What you agree with?
  - What you'd like to argue about?
  - What aspirations do you have after reading the section?

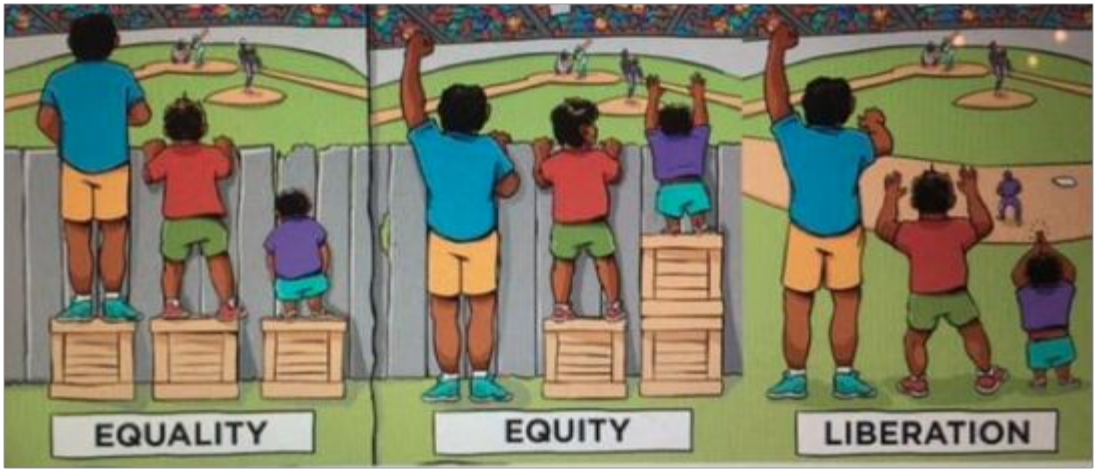
An Example of Common Work LINK

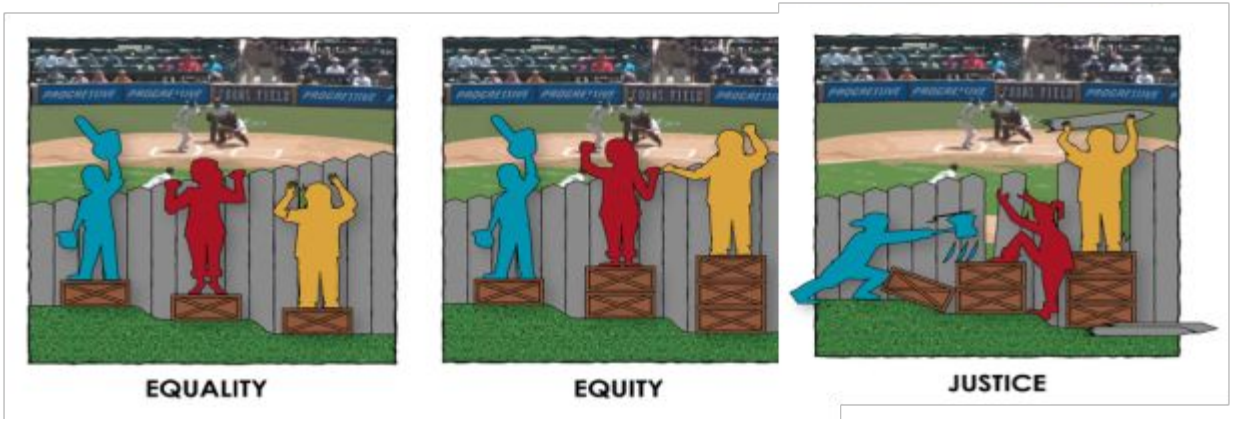
Rethinking Giftedness

The question is not whether all students can succeed in mathematics but whether the adults organizing mathematics learning opportunities can alter traditional beliefs and practices to promote success for all.

(Wager, A., Pietz, B., & Klehr, M. (2016). Providing access to equitable mathematics learning. In *D. A. Spangler & J. J. Wanko (Eds.), Enhancing Classroom Practice with Research behind Principles to Actions (99 – 109). Reston, VA: NCTM)*

Noticings and Wonderings





Equity Discussion

- Take some PTT (Private Think Time)
  - In ***your*** district/school/role, what are some possible
    - Fences
    - Boxes
    - The “game” kids are trying to see
    - What else might be standing in kids’ way?

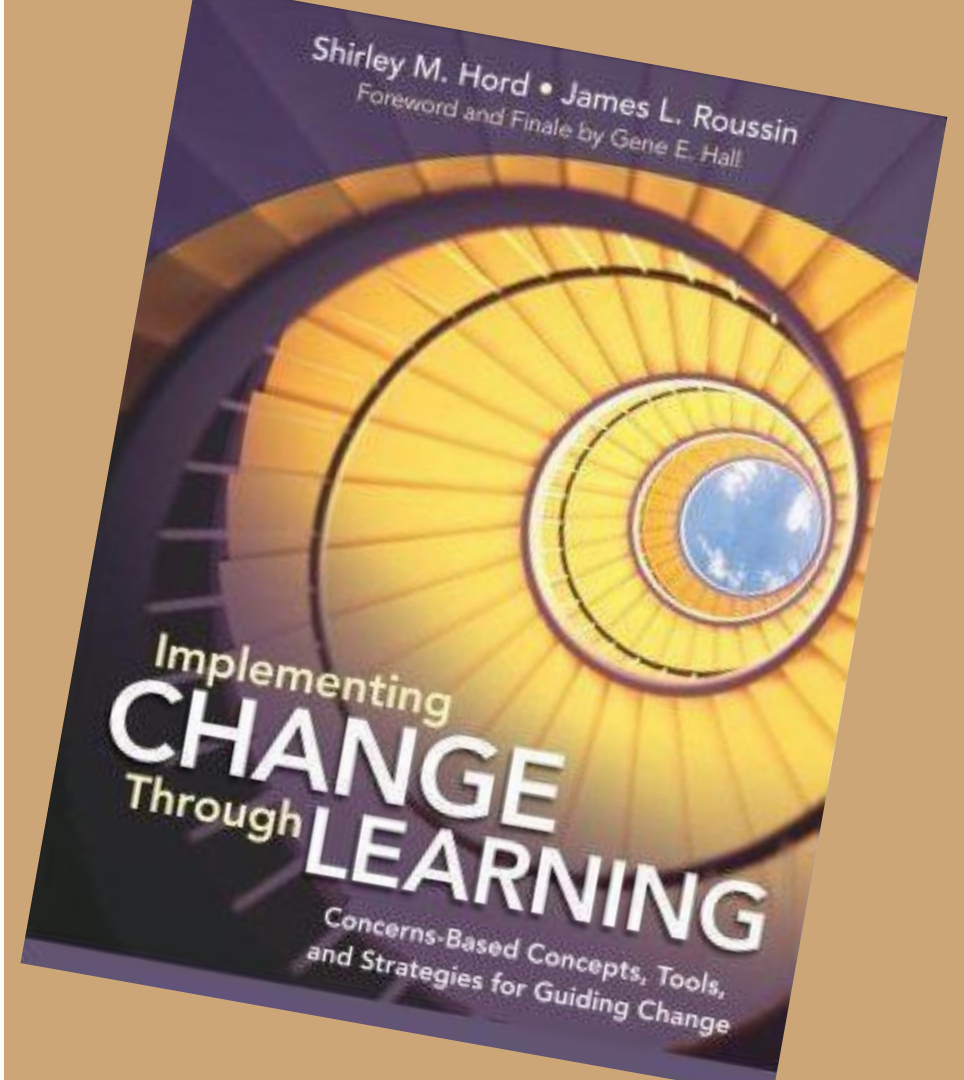
Equity Inspiration Poster

In your current role, what is one thing you are inspired to do (a next step) that could lead to increased equity in mathematics education?

LEADERSHIP in CHANGE MANAGEMENT
And
FELLOWS ACTION PLANS

CBAM

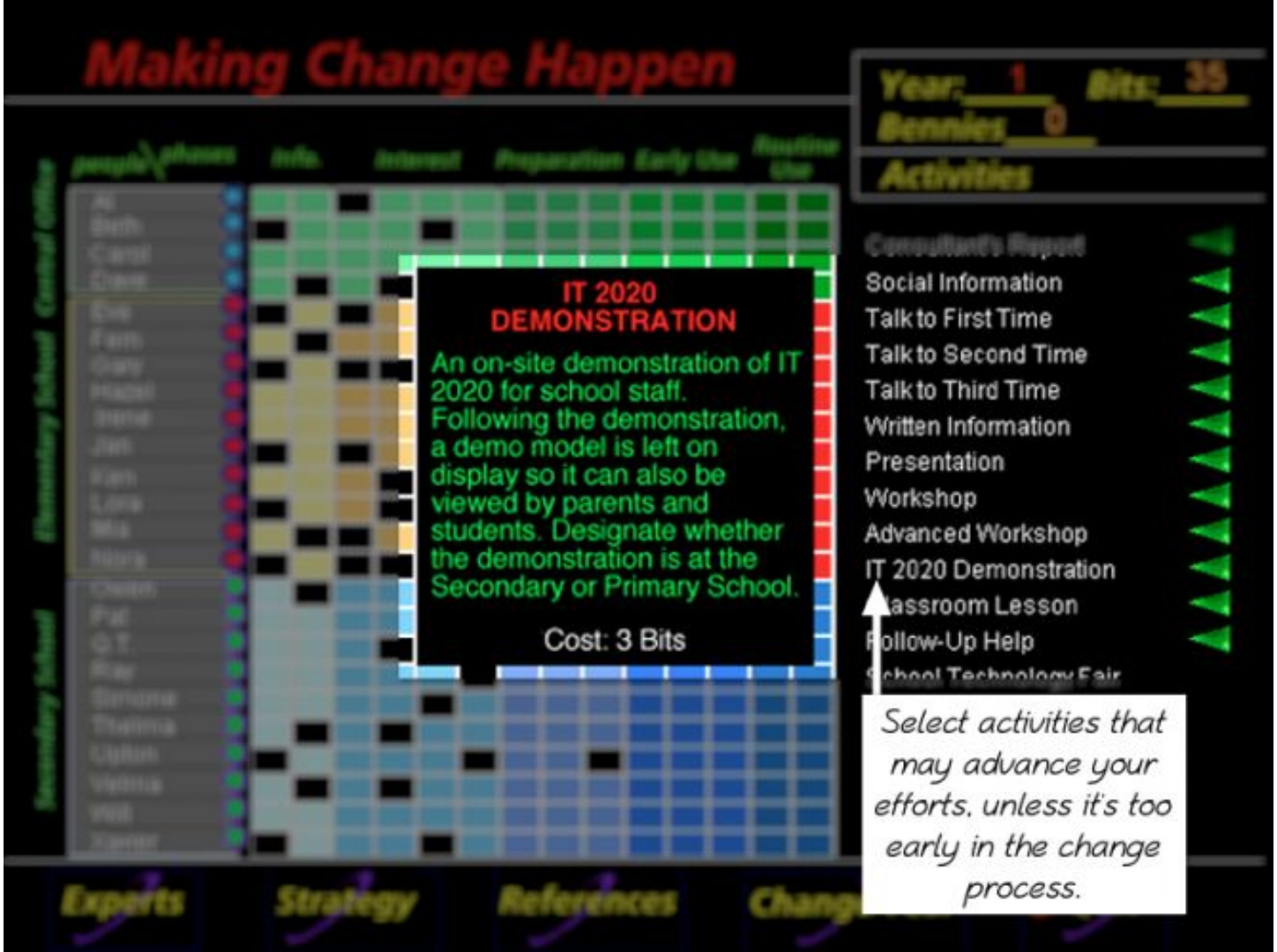
Concerns
Based
Adoption
Model



STAGES OF CONCERN

Typical Expressions of Concern about an Innovation/ Table 3.

Stage of Concern	Expression of Concern
6. Refocusing	I have some ideas about something that would work even better.
5. Collaboration	How can I relate what I am doing to what others are doing?
4. Consequence	How is my use affecting learners? How can I refine it to have more impact?
3. Management	I seem to be spending all my time getting materials ready.
2. Personal	How will using it affect me?
1. Informational	I would like to know more about it.
0. Awareness	I am not concerned about it.


Making Change Happen
Year: 1
Bits: 35
Bennies: 0
Activities
Consultant's Report
Social Information
Talk to First Time
Talk to Second Time
Talk to Third Time
Written Information
Presentation
Workshop
Advanced Workshop
IT 2020 Demonstration
Classroom Lesson
Follow-Up Help
School Technology Fair
IT 2020 DEMONSTRATION
An on-site demonstration of IT 2020 for school staff. Following the demonstration, a demo model is left on display so it can also be viewed by parents and students. Designate whether the demonstration is at the Secondary or Primary School.
Cost: 3 Bits
Select activities that may advance your efforts, unless it's too early in the change process.
Experts
Strategy
References

LEVELS OF USE

Levels of Use of the Innovation: Typical Behaviors

Levels of Use	Behavioral Indicators of Level
VI. Renewal	The user is seeking more effective alternatives to the established use of the innovation.
V. Integration	The user is making deliberate efforts to coordinate with others in using the innovation.
IVB. Refinement	The user is making changes to increase outcomes.
IVA. Routine	The user is making few or no changes and has an established pattern of use.
III. Mechanical	The user is making changes to better organize use of the innovation.
II. Preparation	The user has definite plans to begin using the innovation.
0I. Orientation	The user is taking the initiative to learn more about the innovation.
0 . Non-Use	The user has no interest, is taking no action.

From *Taking Charge of Change* by Shirley M. Hord, William L. Rutherford, Leslie Huling-Austin, and Gene E. Hall, 1987. Published by the Association for Supervision and Curriculum Development (703) 549-9110 Reprinted with permission.


NEW
ESD 101

Next Generation Science Standards (WSSLS) Levels of Use

Level of Use Related to NGSS		Professional Learning Objectives to Advance on Continuum	Potential Resources/Materials
Level VI	**Renewal:** The teacher re-evaluates the quality of use of NGSS to achieve increased impact on students, examines new developments in the field, and explores new goals for self and the science program.	• Seek out new and deeper learning about current NGSS Three Dimensional teaching and learning • Modify current practice based on new learning about NGSS/Three Dimensional teaching and learning	• NSTA NGSS Hub http://ngss.nsta.org/Default.aspx • Next Generation Science Standards http://www.nextgenscience.org/ • STEM Teaching Tools http://stemteachingtools.org/ • Ambitious Science Teaching http://ambitiousscienceteaching.org/
Level V	**Integration:** The teacher is combining own efforts to use NGSS with related activities of colleagues to achieve a collective impact on students within their common sphere of influence.	• Share learning and progress with other teachers and ask for feedback • Collaborate with colleagues to modify existing lessons and develop new lessons to reflect the NGSS • Evaluate student work across classrooms and with colleagues	• NGSS Evidence Statements http://www.nextgenscience.org/resources/evidence-statements • NGSS @NSTA: Curriculum Planning, http://ngss.nsta.org/Curriculum-Planning.aspx • NGSS@NSTA: Classroom Resources, http://ngss.nsta.org/Classroom-Resources.aspx • STEM Teaching Tools: Using curriculum adaptation as a strategy to help teachers learn about NGSS and developing aligned instructional materials http://stemteachingtools.org/brief/5 • PLC Washington: Collaboration and Facilitation http://www.plcwashington.org/domain/27 • **All Previous Resources**
Level IVB	**Refinement:** The teacher varies the use of NGSS to increase the impact on students within immediate sphere of influence. Variations are based on knowledge of both short- and long-term consequences for students.	• Routinely adapt strategies or practices based on the context of your classroom and needs of your students • Begin to use formative practices to refine instruction, provide students with actionable feedback, determine next learning experiences • Use anchoring phenomena or meaningful design problems as a compelling focus for science/ engineering learning • Modify lessons to better address the Disciplinary Core Ideas • Solicit feedback and/or measure impact of NGSS 3 Dimensional teaching	• Teaching Channel: NGSS EQuIP Rubric: Evidence of Student Learning https://www.teachingchannel.org/videos/evidence-student-learning-achieve • Teaching Channel: NGSS EQuIP Rubric: Using Phenomena https://www.teachingchannel.org/videos/using-phenomena-achieve • STEM Teaching Tools: Using Phenomena in NGSS Designed Lessons and Units http://stemteachingtools.org/brief/42 • STEM Teaching Tools Short Course: How to Develop 3D Formative Assessments for the Science Classroom http://stemteachingtools.org/news/2016/short-course-how-to-develop-3d-formative-assessmer -for-the-science-classroom • STEM Teaching Tools: Qualities of a Good Anchor Phenomena for A Coherent Sequence of Scien Lessons http://stemteachingtools.org/brief/28 • **All Previous Resources**
Level IVA	**Routine Use:** Use of NGSS is stabilized. A Few changes may be made to NGSS instructional strategies and practices	• Adapt a few strategies or practices based on the context of your classroom and needs of your students • Apply NGSS Practices and Crosscutting concepts to new/different lessons • Identify anchoring phenomena as focal event for learning • Begin to use formative practices to refine instruction, provide students with actionable feedback, determine next learning experiences • Support diversity in science learning	• • Ambitious Science Teaching, http://ambitiousscienceteaching.org/ • NGSS Appendix D: All Standards for All Children http://www.nextgenscience.org/sites/default/files/Appendix%20D%20Diversity%20and%20Equi %206-14-13.pdf • Teaching Channel: NGSS EQuIP Rubric: Evidence of Student Learning https://www.teachingchannel.org/videos/evidence-student-learning-achieve • Achieve Phenomena Video with Brian Reiser https://www.youtube.com/watch?v=Jyiv1Lc0dng&feature=youtu.be

Washington State Fellows: Levels of Use Related to Leadership

Level of Use Related to Leadership		Learning Objectives	Possible Materials/Resources
Level VI	**Renewal:** The Fellow re-evaluates their leadership skills, explores new leadership theories and practices, or seeks major modifications in their current practice.	• The Fellow seeks out other leadership opportunities or learning and then shares that learning back with the system. • The Fellow modifies their current practice based on new learning.	• CSTP Leadership Survey • all previous resources
Level V	**Integration:** The Fellow coordinates their leadership skills with other leaders for an increase in impact on the system.	• The Fellow shares their progress with other Fellows or teacher leaders and asks for feedback. • The Fellow co-develops learning opportunities within and among districts and regions.	• all previous resources
Level IVB	**Refinement:** The Fellow makes changes to increase their impact on participant and student learning.	• The Fellow adapts their skills and strategies based on the context of their district and the audience they are presenting to. • The Fellow asks for feedback and/or measures their impact through the use of a common measurement tool.	• Common measurement tool for leadership (LASER Observation protocol) • *Evaluating Professional Development* (Guskey, 2000) • Smarter Balanced Digital Library • *Systems Thinking, Systems Changing* simulation (The Network Inc.) • all previous resources
Level IVA	**Routine:** The Fellow makes a few changes to the strategies and practice presented to them by the Coordinator.	• The Fellow adapts a strategy or practice based on the context of their district and shares the adaptation with the other Fellows.	• Common measurement tool for leadership (LASER Observation protocol) • all previous resources
Level III	**Mechanical Use:** The Fellow focuses most effort on the short-term, day-to-day use of the practices and strategies with little time for reflection.	• The Fellow shares (presents, is observed, records, etc.) with their district a newly learned practice or strategy from their Fellows meeting. • The Fellow implements an adult learning strategy, takes into consideration their current system, or scaffolds learning in their presentation to their district.	• *The Choreography of Presenting* (Zoller & Landry, 2010) • *The Adaptive School* (Garmston & Wellman, 1999) • *Train Smart* (Allen, 2007) • all previous resources

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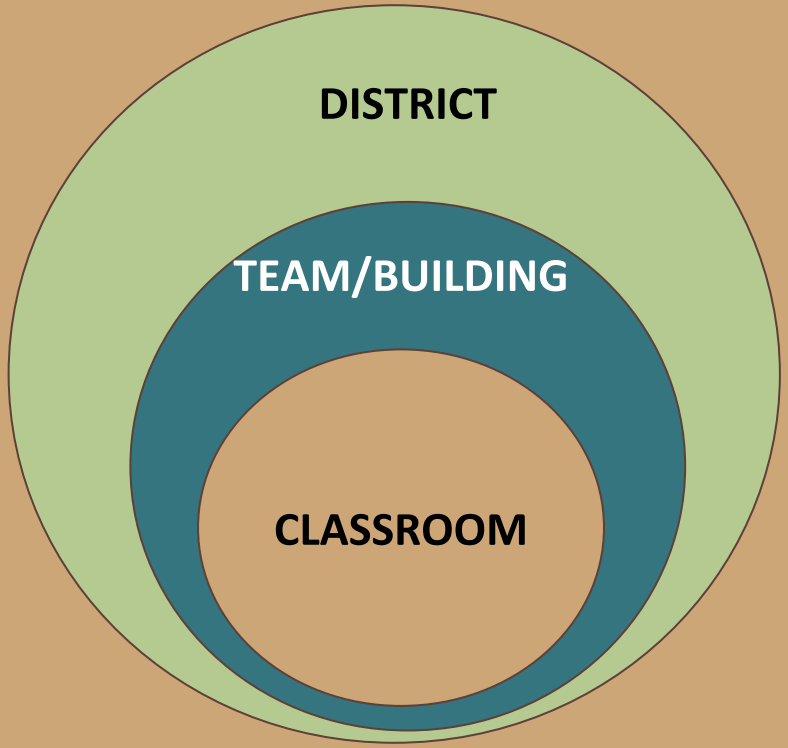

FELLOWS ACTION PLAN EXPECTATIONS

- Fellows Plan should foster CONVERSATION
  Within 2 weeks of a Fellows Convening, Fellow should meet with his/her district sponsor
- Fellows Plan is a LIVING DOCUMENT
  (reflective and responsive to what really happens)
- Fellows Plan should celebrate successes

ACTION PLANS

https://learningspace.instructure.com/courses/54