



Transforming Professional Learning Systems for Reform: Common Core and More District Network Project

A partnership opportunity funded by the Bill & Melinda Gates Foundation for Washington School Districts

WA-TPL Project Announcement for Phase 2 Districts

The Office of Superintendent of Public Instruction (OSPI) received a multi-year grant from the Bill & Melinda Gates Foundation (U.S. Programs Grant Number OPP1089743, Common Core Teacher Support). OSPI will work closely with Learning Forward Washington, the State’s nine regional Educational Service Districts, coaches, and local, regional, and national partners to implement this project.

Focus Areas of the Project:

- ★ Build and support comprehensive professional learning systems in districts,
- ★ Enhance critical professional learning infrastructures and capacity in regions and across the state for sustained, standards-based results, and
- ★ Develop resources for elementary administrators and educators that support K-3 content transitions into Common Core State Standards (CCSS) for English language arts and mathematics in the first year and the Next Generation Science Standards (NGSS) in the second year.

Eighteen districts joined in **Phase 1** of the project. OSPI is looking for 15 additional Washington school districts interested in participating in **Phase 2** of this initiative to support Washington State Career- and College-Ready Standards Implementation. One district will serve as a Laboratory District and 14 will serve in the role of Critical Friend Districts.

What are Project Goals?

Outcome	Description
★ Student Achievement	District-identified and state measures.
★ Professional Learning Opportunities and Resources	Build district, regional and state capacity through active engagement with and use of professional learning resources, tools, opportunities.
★ Structures and Processes to Support Professional Learning	State, regional, local professional learning action plans established that attend to key professional learning system components – grounded in a district-specific “problem of practice” to guide the work.
★ Leadership	Leadership structures at state, regional, local levels to build and support professional learning infrastructures. Leadership and educator practice shows evidence of positive impacts.
★ Data	Data is identified and accessed to articulate and guide professional learning needs and system improvement efforts.
★ Culture	WA-TPL state partners and districts demonstrate alignment of behaviors and actions grounded in trusting relationships at all levels. that are focused on student and educator learning and collaboration.

Districts will be selected to participate through a competitive process that will prioritize district engagement and demonstrated readiness to implement district-wide, aligned professional learning, and district willingness to engage with colleagues in a statewide transformational professional learning network. In Phase 2, OSPI will add one Laboratory District and as many as 14 more Critical Friend Districts. Each ESD region will have 3-5 Lab and Critical Friend District ‘constellations’ collaborating locally and statewide.

Why is This Project Important?

The WA-TPL project focuses on enhancing capacity for standards-based professional learning, so school district and building leaders have the knowledge and skills necessary for every educator to increase their instructional capacity to make the instructional shifts the career- and college-ready learning standards entail.

What are Lab Districts? Critical Friend Districts?

Lab Districts receive targeted support from OSPI, Learning Forward WA, their respective ESD, and a coach to develop and revisit professional learning plans throughout the project period. Lab Districts will undertake extensive self and external analyses using a series of audits (initiative, financial, and policy) that will lead to recommended revisions to its policies, practices, and supports for professional learning. They will serve as a model for other districts that want to achieve full and deep implementation of CCSS, NGSS, and readiness for new assessments.

Critical Friend Districts will be invited to take part in virtual and in-person professional learning opportunities and workgroup meetings with Lab Districts. They will serve as collaborators, critics, and contributors to Lab Districts. They will accelerate implementation of CCSS and NGSS within their district by building on the work of the Lab Districts.

Commitments for District Participation

(OSPI, Learning Forward Washington, the nine Educational Service Districts, and state/national project partners will provide support to participating Districts in all aspects of this project, as needed)

- ✓ Commit to participating in this project throughout the project period (Phase 2 is May 2015 – October 2016).
- ✓ Develop a professional learning plan for full implementation of CCSS, NGSS, and other standards and readiness for new assessments to increase student achievement.
- ✓ Work toward systemizing professional learning for CCSS, NGSS, and assessments while considering issues such as district and school readiness, teacher experience, district ratings, student poverty levels, and more.
- ✓ Form district teams to oversee this initiative and work collaboratively to build a coherent system of teaching and learning.
- ✓ Attend two annual 2-day statewide project meetings in person, including June 24-25, 2015; monthly virtual and/or in person regional professional learning events; and within district ad hoc meetings, as needed.
- ✓ Administer Learning Forward's Standards Assessment Inventory (funding provided) twice each school year (<http://www.learningforward.org/standards/sai.cfm>).
- ✓ Share lessons learned, products, and experiences resulting from this initiative within and across districts.

How Will Partner Districts Benefit?

- ★ Resources: Phase 2 Lab Districts receive \$7500 in Project Y2 and \$15,000 in Project Y3; Critical Friend Districts receive \$5000 in Project Y2 and \$10,000 in Project Y3.
- ★ Opportunities to actively collaborate with other districts experiencing the same transitions
- ★ Deeper connections between central office and schools for increased broad system impact
- ★ Enhanced learning about Professional Learning via cross collaboration and professional development planning support
- ★ Use of formative assessment for effective Professional Learning, Innovation Configuration Maps, and the Standards Assessment Inventory (SAI2) pre/post tools
- ★ Technical assistance, statewide and regional support, and a district level Professional Learning Coach to help with transitions and to provide guidance.

Guiding Information for District Invitation

Full details will be announced on iGrants in mid-December, 2014 with an approximate 8-week turnaround.

For more project information go to <http://www.k12.wa.us/CurriculumInstruct/WA-TPL/> or contact WA-TPL Project Manager at dan.bissonnette@k12.wa.us or 360-725-6352