



# 2019 Quarter 4 Report

January 2020

# Language Development

## University of Montana & MCPS

- ✓ All elementary education students in their second semester of the program participated in the *Inclusion and Integration* clinical experience, developing various small-group, ELL-focused lesson plans, identifying structural challenges to K-8 students' success, and enhancing English language learners' social integration.
- ✓ MCPS held a professional development workshop for its Guided Language Acquisition Design (GLAD) program to assess students' Spanish language proficiency at Paxson Elementary School.
- ✓ Dr. Kate Brayko facilitated a ELL-focused workshop across content areas to secondary-level teacher candidates and guest lectured on this topic in the graduate-level disciplinary literacy course.
- ✓ Collaboration with the Confederated Salish and Kootenai Tribes continued. K-12 students from Arlee Joint School District shared Salish teaching resources and UM teacher candidates incorporated Salish vocabulary into their own writing. UM candidates' reflections demonstrated conceptual growth related to language and cognition, cultural awareness, and implementation of Montana's Indian Education for All policy.

YEAR 1 BENCHMARKS	STATUS
<b>Language Immersion</b>	
Train DLI coordinator in Guided Language Acquisition Design (GLAD)	COMPLETE
Classroom teaching materials including Evaluación del Nivel Independiente de Lectura ENIL classroom libraries	IN PROGRESS
Purchase hardware for ACTFL (American Council on the Teaching of Foreign Languages) Assessment of Performance toward Proficiency in Languages (AAPPL)	IN PROGRESS
<b>English Language Learning (ELL) and Indigenous Language Partnerships</b>	
Semester-long professional development course on responsive language instruction for teachers; Study efficacy and impact of targeted professional development.	IN PROGRESS
Establish Inclusion and Integration Clinical Experience. UM candidates intern in local classrooms with a focus on differentiating instruction for linguistically diverse groups; Study efficacy and impact.	COMPLETE
Establish language partnership between UM and K-12 schools in the Flathead Valley; Study efficacy and impact of targeted professional development.	ONGOING
Manuscript and conference paper preparation and presentation.	ONGOING

# International Baccalaureate

## MCPS

- ✓ Lewis and Clark Elementary School is preparing its Primary Years Programme (PYP) self-study, evaluating the schools' practices against 116 IB standards. This self-study is helping teachers adjust and fine tune their teaching practices.
- ✓ Washington Middle School students were introduced to the IB Middle Years Programme (MYP), its foundational philosophy, and the ways in which the programme might benefit them.
- ✓ Big Sky High School had the largest number of students registered for IB exams to date (43 students) and the largest cohort of IB diploma candidates (16 students) enrolled in the current junior class.
- ✓ 69% of the Junior class and 42% of the Senior class at Hellgate High School are enrolled in at least one IB course. 4 teachers are teaching IB English Lang./Lit., and 3 new teachers will be joining the IB team in business, art, and Arabic. An IB professional learning community was established and is developing goals that align with the HHS Action Plan.

YEAR 1 BENCHMARKS	STATUS
Expand teacher professional development in Lewis and Clark Elementary School, Big Sky High School and Hellgate High School to meet IBO professional development requirements.	COMPLETE
Confirm Franklin Elementary School's IB accreditation as a Primary Years Programme school and Washington to meet candidacy and accreditation requirements through curriculum development, professional development, and community partnership.	IN PROGRESS

# STEM

## University of Montana & MCPS

- ✓ 12 University of Montana teacher candidates completed Project Lead the Way (PLTW) training and certification.
- ✓ 8 UM pre-service teachers worked with 4th and 5th grade teachers and students at Jeannette Rankin on Project Lead the Way module instruction.
- ✓ Julie Robitaille and Karen Allen conducted planning for a January PLTW launch training to be conducted at Jeannette Rankin that will accommodate 12 MCPS teachers.
- ✓ 6 Jeannette Rankin teachers completed online pre-launch PLTW training. 1 teacher from Paxson, 2 from Chief Charlo, and 3 from Lewis and Clark will attend the January training, which will be delivered by Kate Farnes.

YEAR 1 BENCHMARKS	STATUS
Incorporate PLTW learning and teaching framework into science and math teaching methods courses at UM.	COMPLETE
Professional development workshops for in-service teachers in Missoula and surrounding region.	COMPLETE

# Arts Integration

## University of Montana & MCPS

- ✓ 3 MCPS principals were selected for participation in the new round of school-wide arts integration professional learning. Preparation for Lewis and Clark Elementary, Rattlesnake Elementary, and Washington Middle School principals to visit 3-4 arts integration schools in Arizona in January.

YEAR 1 BENCHMARKS	STATUS
Provide arts integration professional development for teachers regionally through Creative Pulse.	COMPLETE
Continue arts integration development in elementary and middle schools with attention given to planning, feedback, and continuous improvement through data analysis.	ONGOING
Plan for 2nd regional arts integration conference.	ONGOING

# Project RECESS

## University of Montana & MCPS

- ✓ Dr. Trent Atkins reviewed school-wide data, conducted faculty interviews, and collected observational data of student recess activities at Lowell Elementary.
- ✓ Dr. Atkins has worked with Lowell's principal, Barbara Frank, and the health enhancement teacher to explore how recess activities might support what is taught in Lowell's health enhancement courses and contribute to a positive school culture.
- ✓ Dr. Atkins coordinated with Dr. Morgen Alwell to develop initial plans for providing training to faculty in the school on universal design for learning (UDL) and to explore implementing different models that support inclusion.

YEAR 1 BENCHMARKS	STATUS
Identify 1-2 elementary and/or middle school sites based on disciplinary referrals, consultation with school leaders, and playground observation (1-2 schools total)	COMPLETE
2-4 elementary education teacher candidates are assigned to identified RECESS school for their clinical placement; Teacher candidates adapt and implement MTSS protocols in cooperating classroom and on playground	COMPLETE
Collect and analyze School-Wide Information System (SWIS) data, teacher candidate evaluation survey, and observational data.	IN PROGRESS
Manuscript and conference paper preparation and presentation	ONGOING

# School Safety

## University of Montana & MCPS

- ✓ Dr. Dan Lee met with MCPS employees to discuss school building crisis plans and documents.
- ✓ MCPS staff presented on PREPaRE curriculum developed by the National Association of School Psychologists, which provides a framework for school personnel to fill roles and assume responsibilities related to school safety and crisis teams and focuses on prevention, preparedness, response, and recovery. Dr. Lee proposed the establishment of two workgroups: one to review and revise current multi-hazard crisis plans and the other to deliver the PREPaRE curriculum to MCPS staff, altering curriculum to make it MCPS specific.

YEAR 1 BENCHMARKS	STATUS
Collaborate with high school administrators and staff to identify critical needs in preventive and emergency response training.	COMPLETE
Offer tailored professional development workshops for high school administrators and staff on effective practices in school safety and establishing measurable school-level goals.	IN PROGRESS
Collect and analyze data to determine efficacy of practices and need for adjustment.	IN PROGRESS
Manuscript and conference paper preparation and presentation.	ONGOING

# Universal Design for Learning

## University of Montana & MCPS

- ✓ Dr. Morgen Alwell continued to work with faculty and adjunct professors on multiple university/college campuses on UDL practices via the Engaging Teaching Practices course.
- ✓ 2 UDL research projects continue to be in progress: research synthesis and the first classroom-based project at Lowell Elementary School in conjunction with the Project RECESS initiative.

YEAR 1 BENCHMARKS	STATUS
Collect and analyze findings of qualitative and quantitative studies on UDL since 2008; Manuscript preparation and submission.	IN PROGRESS
Design and conduct quasi-experimental study, collecting data on use of digital literacy tools in intervention and control classrooms	IN PROGRESS



# Early Childhood Education

## University of Montana

- ✓ 50 first-semester elementary education students benefited from continued opportunities to link well-researched language and concept development techniques into their direct work with young children in school-based clinical placements at early childhood education centers in Kalispell, Helena, and both University of Montana LAB Preschool classrooms.

YEAR 1 BENCHMARKS	STATUS
Professional development for Early Childhood teachers to attend High Scope curriculum training.	ONGOING
Identify and adopt a Kindergarten Readiness Assessment.	ONGOING
Planning sessions while new LAB classrooms and new clinical partner sites move and settle in; Collect baseline data.	IN PROGRESS

# Digital Learning

## University of Montana & MCPS

- ✓ MCPS added Hellgate High School, in addition to Willard, for Affiliate program usage. Both Hellgate and Willard are identifying course needs and staff to be trained by the Montana Digital Academy (MTDA). MCPS has targeted Spring semester 2020 for the initial rollout of Affiliate courses.
- ✓ MTDA completed production of face-to-face training materials and continues to build an online training course to prepare teachers in delivering this blended digital curriculum.
- ✓ MCPS identified cabinet members and teachers to join MTDA grant leads at the national Digital Learning Alliance Conference at the end of February. Julie Robitaille and Kevin Ritchlin, MCPS initiative leads, will attend in addition to two teachers from Willard Alternative High School and one teacher from Big Sky High School.
- ✓ Groundwork for new blended learning model is in development at Willard, Big Sky, and Hellgate High Schools. Additionally Ryan Schrenk, EdReady lead with MTDA, met with Julie Robitaille, Kevin Ritchlin and Susan Vellikof, teacher at the District Learning Lab, to initiate EdReady for specific students.

YEAR 1 BENCHMARKS	STATUS
Support district teachers in tailoring learning courses and modules for students, including professional development and stipends for work beyond the collective bargaining agreement.	COMPLETE
Students participate in courses tailored to their needs.	COMPLETE
Collect and analyze anonymized student course completion and pass/fail data; Analysis of anonymized student data on persistence across courses and high school graduation; Student Perception Survey data collected and analyzed; and teacher interview data collected and analyzed.	IN PROGRESS

# **21C Benchmarks Link**

<https://docs.google.com/spreadsheets/d/17PRG9T3oBlhMigsDSJ5p1OvN15xlCj9bpxMHztIx7ec/edit?usp=sharing>