



S · H · A · P · E 2 . 0

schools and higher education advancing public education across the P-20 spectrum

Quarterly Report | Year 3, Quarter 2



INTERNATIONAL BACCALAUREATE

MCPS

Washington Middle School's application to become an IB World School through the Middle Years Framework has been accepted. In the coming academic year, Washington faculty will develop new interdisciplinary units of study and offer classes in Spanish to dual language immersion students.

Lewis and Clark Elementary School faculty aligned their six units of inquiry in IB to the Next Generation Science Standards.

Franklin Elementary School faculty are in the process of refining their six units of inquiry as they prepare their application for the IB Primary Years Programme.

30 students at Big Sky High Schools took IB exams across 12 subject areas. All students who wanted to take exams were able to do so with their exam fees covered through philanthropic support.

University of Montana

10 students joined the third IB cohort at UM, taking the first course of the three course sequence: C&I.534: Foundation and Principles of International Baccalaureate Programs. Dr. Lucila Rudge co-taught the course with IB instructors Kari Henderson and Brandon Honzel.



DUAL LANGUAGE IMMERSION

MCPS

Paxson Elementary School graduated its first cohort of dual language immersion students in June.

As the school year came to a close, Paxson fifth graders participated in the Spanish Oral Proficiency Assessment (SOPA) to assess their Spanish language skills as they transition to middle school. Fifth graders also participated in *Semana Latina* (Spanish Week), giving a music concert for younger children in the school.

The Missoula Children's Theater partnered with Paxson third-graders to write and [perform an intercultural bilingual play](#).

University of Montana

In analyzing the SOPA data for outgoing fifth grade students at Paxson Elementary School, Dr. Kate Brayko found that this cohort scored above the proficient benchmark set by one of the most successful and best-known dual language immersion programs in the country: Portland Public Schools.

Dr. Brayko established a new language-focused partnership with Arlee Public Schools, where Arlee students are teaching UM candidates basic Salish words, and UM candidates have created Salish resources for teachers in MCPS.

Dr. Brakyo has been working with Paxson Elementary School and Washington Middle School to plan the immersion rollout in the middle grades.



GLOBAL
COMPETENCE

MCPS

MCPS school staff at Hellgate and Big Sky High Schools coordinated with the Franke Global Leadership Initiative at UM to send 31 students to the Global Innovation Summer Institute at the end of July.

University of Montana

The Franke Global Leadership Initiative (GLI), in collaboration with Blackstone LaunchPad, has redesigned the Global Innovation Summer Institute, which will be held at UM in the last two weeks of July. 31 students from Big Sky, Hellgate, Sentinel, Willard, Seeley Swan, and Hamilton high schools will work with UM and MCPS faculty to develop solutions for complex social problems. Students will work with mentors at the University and will present their solutions to community leaders.

3 students from Big Sky High School and 1 student from Hellgate High School completed the Global Learning Pathways program. Each of them will matriculate at UM and study abroad for a portion of their undergraduate degree program.



STEM

MCPS

Teachers in MCPS will pick up their STEM work when students are back in session in the fall.

University of Montana

The Project Lead the Way (PLTW) training has been integrated into the K-8 Teaching and Assessing Science Methods course at UM.

As part of UM's new Early Childhood Education programming, a new Early STEM course was created and taught. In this course, candidates worked with Learning and Belonging (LAB) Preschool students and teachers to embed engineering, design thinking, and computational thinking into the LAB Preschool curriculum.



ARTS INTEGRATION

MCPS

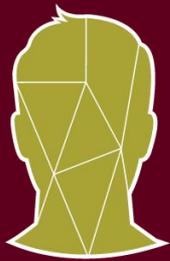
MCPS faculty and students participated in a range of arts integration experiences:

- 33 teaching artist residencies in 96 classrooms
- SPARK! Director Sienna Solberg, Lewis and Clark principal Susan Anderson, and two first grade teachers from Chief Charlo Elementary School attended the Southwest Arts Integration Conference in Austin, Texas, 17-20 June 2018
- 38 MCPS teachers attended the Arts Transform Communities: Montana Arts Integration Conference, 27-29 June 2018.

University of Montana

On 27-29 June 2018 UM hosted the Arts Transform Communities: Montana Arts Integration Conference. 217 people from 57 schools—3 from outside of Montana—participated in the conference. Of the 217 participants, 19 identified themselves as teaching artists and 12 identified themselves as community leaders. National and regional leaders presented in 31 breakout sessions at the conference. Punctuated by interactive performances throughout, the inspirational conference began with a keynote from Carlton Turner, featured a community concert at the Wilma, and ended with a closing reception at the Zootown Arts Center.

Creative Pulse began its summer course with 31 classroom teachers from around the region. In this course, teachers learn how to integrate a range of art forms into their teaching practice.



EARLY INTERVENTIONS

MCPS

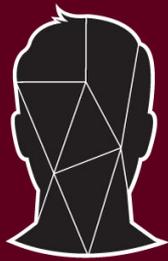
Rattlesnake Elementary School is building Parent Teacher Home Visits into its calendar to ensure the program's sustainability. This fall, kindergarten teachers will conduct home visits the first three days of the school year.

MCPS is planning for the launch of an early kindergarten program for 4 year-olds in the fall of 2018. There will be three classes in this program, which will be housed at the Jefferson Early Childhood Center.

University of Montana

Dr. Atkins began his collaboration with Erin Ellis, a doctoral student and seasoned teacher at Hellgate Elementary School, revising the Kindergarten Readiness Assessment. This revision has thus far entailed an ongoing review of the research literature, a reduction in the amount of time it takes to administer the assessment, and a fine tuning of the assessment's alignment to developmental milestones.

Atkins and Ellis anticipate being able to field test and validate the revised assessment with kindergarten students in the 2018-2019 academic year.



PROFESSIONAL LEARNING COMMUNITIES

MCPS

School administrators and teachers in MCPS will pick up their PLC work when students are back in session in the fall. In preparation for this, MCPS is planning a workshop and kick-off event with Ken Williams, a noted PLC advocate and leader.

University of Montana

The University team conducted a focus group interview in late May with a group of teachers at a local school site on their professional development experiences. Graduate student research fellows are transcribing and analyzing the data, in order to develop a survey that will be administered in the fall of 2018.



UNIVERSAL DESIGN FOR LEARNING

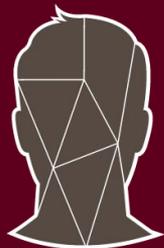
MCPS

MCPS will pick up UDL implementation when students are back in session in the fall.

University of Montana

Dr. Morgen Alwell taught C&I.518: Inclusion and Collaboration online to 25 graduate students around the state of Montana in the spring semester of 2018. She is currently teaching an online section of the course in the 2018 summer session; this section of 17 graduate students has a mix of early childhood, elementary, and secondary teacher candidates.

Dr. Alwell completed professional development training for 22 teachers at St. Joseph School in Missoula on UDL, direct instruction, and co-teaching. This professional development will continue in the fall.



BLENDED LEARNING

MCPS

Two teams that include 8 teachers and 2 administrators completed the Blended Learning course offered by the Montana Digital Academy.

University of Montana

10 teams with 38 teachers and 13 administrators completed the Blended Learning course offered by the Montana Digital Academy. Teams presented projects they developed in the course to attend to individual classroom opportunities for students to engage with blended learning and to develop a professional development plan for high school teachers to learn about and integrate blended learning in their classes.



Publications

Under Review

Rudge, Lucila and Gyde, Althea. “What if We Can’t Apply What We Have Learned? Reflections of an IB Science Teacher Candidate.” *International Journal of Teacher Education and Professional Development*.

In Press

Brayko, Kate. “Trying on Their Shoes: Empathy as Pedagogy for Teachers of English Language Learners.” *Literary Voices*.

Conferences

Rudge, Lucila and Gyde, Althea. (2018). *What if IBEC Candidates Can’t Apply What They Have Learned?* Paper presented at the 2018 International Baccalaureate Educator Certificate Conference, Bath, UK.