



S · H · A · P · E 2 . 0

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

Quarterly Report | Year 3, Quarter 1



INTERNATIONAL BACCALAUREATE

MCPS

Washington Middle School has applied to be an IB World School through the Middle Years Framework. School staff have conducted a feasibility study, and the School Board has approved the hire of a part-time IB coordinator.

Franklin Elementary School continues to develop its IB World School program with assistance from a consultant from the IB Organization in identifying areas of strength and areas that merit further development.

Big Sky and Hellgate High Schools continue to collaborate with each other as well as other IB high schools in Montana, including Flathead High School in Kalispell and Lone Peak High School in Big Sky.

University of Montana

The inaugural Montana IB Symposium was held on 28 February 2018 at UM. 60 students, teachers, administrators, and community members discussed IB programming in K-12 schools, its immediate impact on high needs schools, and its long-term impact on college students.

UM approved a fully online, self-supported IB Educator Certificate program for international candidates.

In its second year, the IB certificate program in teaching and learning will graduate another 7 students who will be ready to teach in IB schools around the world.



DUAL LANGUAGE IMMERSION

MCPS

Paxson Elementary School is one of the only public neighborhood schools in the country to offer dual language immersion to *all* of its students.

Families and teachers are preparing for dual language immersion to begin at Washington Middle School.

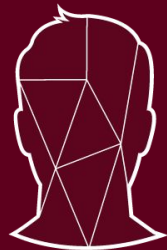
University of Montana

14 Spanish students have been working in teams with Paxson's after school Spanish Club.

Early childhood education students experienced the first dual language immersion clinical rotation focused on language acquisition.

Dr. Kate Brayko has 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. Pablo Requena was honored with the Helen and Winston Cox Educational Excellence Award, recognizing exceptional teaching among junior faculty in the College of Humanities and Sciences.



GLOBAL
COMPETENCE

MCPS

MCPS school staff at Hellgate and Big Sky High Schools have been planning and recruiting for the Global Learning Pathways program as well as the Global Innovation Summer Institute, which will be held at the end of July at the University.

University of Montana

The Franke Global Leadership Initiative (GLI), in collaboration with Blackstone LaunchPad, has redesigned the Global Innovation Summer Institute. With insight from staff at Big Sky and Hellgate High Schools, the Franke GLI will ask participating high school students to solve local and global challenges. 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

Two teachers from Chief Charlo Elementary School conducted a two-day Project Lead the Way workshop focused on engineering for staff.

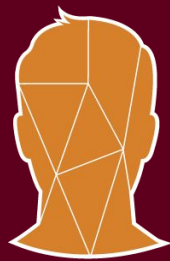
With full implementation of STEM in grades K-5, Chief Charlo Elementary is now integrating the Arts to become a STEAM school.

University of Montana

The Project Lead the Way (PLTW) training integrated into the K-8 Teaching and Assessing Science Methods course at UM has been finalized. To study PLTW in K-12 schools, doctoral candidate Kory Johnston concluded her interviews and is currently analyzing those data.

As part of UM's new Early Childhood Education programming, Dr. Lisa Blank launched an Early STEM course in which candidates work with Learning and Belonging Preschool students and teachers to embed engineering, design thinking, and computational thinking.

Data collected from the Python course run by 4 teachers last fall at Polson, Ronan, Valley Christian, and Sentinel High Schools reveal that coding has offered students a career path and an opportunity to learn a skill that they find personally rewarding.



ARTS INTEGRATION

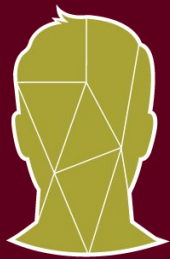
MCPS

MCPS students participated in a range of arts integration experiences:

- The Drum Brothers have been visiting every first grade classroom (581 students) in the district teaching students traditional djembe rhythms and how they are synced with planting and harvesting cycles and dances.
- All fourth graders (628 students) attended a special Missoula Symphony performance, “Bach to the Future.”
- All sixth graders (618 students) attended Schoolhouse Docs, a screening that was part of the Big Sky Documentary Film Festival in February.
- All eighth graders (543 students) attended the annual Fusion concert at UM.
- 200 Big Sky High School ninth graders participated in a 5 strands of arts integration (music composition, dance, theatre, sculpture, and art journaling), culminating in a performance for the public on 14 March.

University of Montana

UM faculty have been planning the Montana Arts Integration Conference, which will be held on campus 27-29 June 2018. The planning for this conference has benefited from the involvement of arts faculty, the Washington Foundation, MCPS staff, Arts Missoula, and SPARK!



EARLY
INTERVENTIONS

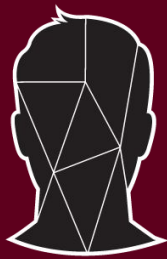
MCPS

Rattlesnake and Paxson Elementary Schools continue to receive accolades for their respective Parent Teacher Home Visit and Academic Parent Teacher Teams programs.

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

4 graduate students have worked with Dr. Atkins in identifying and communicating with potential partners. Establishing sustained relationships with community partners has been difficult. As a result, Atkins is now enlisting a new doctoral student in the Early Interventions research who is also a teacher at Hellgate Elementary School. She is well-connected to a range of families in the community.



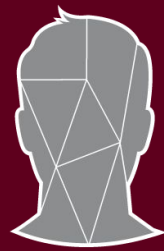
PROFESSIONAL LEARNING COMMUNITIES

MCPS

Teachers from across the district have been developing a Common Formative Assessment Analysis Protocol to use ongoing student performance to examine effective teaching practices. To do this, teachers have collaboratively graded blinded student work to determine what “proficiency” looks like in student performance. This collaborative effort not only builds a shared understanding of what constitutes “proficiency,” it also lays the foundation for subsequent conversations about what teaching practices foster student performance.

University of Montana

The University team refined its research design and submitted the study, “Understanding the Experiences of Teacher Professionalization,” to the Internal Review Board. The study has been approved, and the University team is contacting area principals to interview teachers now.



UNIVERSAL DESIGN FOR LEARNING

MCPS

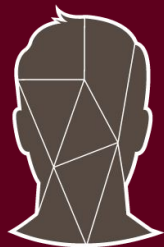
MCPS has steadily been implementing Read Write for Google at elementary schools across the district with the support of Theresa McGeary, an occupational therapist and accessibility coach, and Brenda Sweeney, the special education coordinator. Anecdotal evidence suggests that once students see a technology like Read Write for Google as a learning tool, they become advocates for its use among their peers. And, once students have access to it in several different settings, such as with students at Big Sky High School, they begin using such tools in even more settings, fully infusing it into their learning processes.

University of Montana

Dr. Morgen Alwell taught C&I.518: Inclusion and Collaboration online to 25 graduate students around the state of Montana.

Dr. Alwell continues to provide professional development training for 22 teachers at St. Joseph School in Missoula on UDL, direct instruction, and co-teaching.

In collaboration with teachers Neil Murray and Terri Daniels, Dr. Alwell gave a half-day workshop, “Universal Design for Learning: Applications for Practitioners and Opportunities for Co-Teaching,” to 32 educators at the Montana Council for Exceptional Children conference.



BLENDED LEARNING

MCPS

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

University of Montana

10 teams with 38 teachers and 13 administrators participated in the Blended Learning course offered by the Montana Digital Academy. A team from the Montana School for the Deaf and Blind was part of the class. Ranging from elementary to high school grade bands, each team developed projects to create new opportunities for student and educator learning at their schools through a blended format.



Publications

Under Review

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

Reimer, Yolanda Jacobs and Blank, Lisa. "Teacher as Student: Evolving High School Computer Science Curriculum." *Computer Science Education Journal*.

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*.

Conferences

Alwell, Morgen, et al. (2018). *Universal Design for Learning: Applications for Practitioners and Opportunities for Co-Teaching*. Montana Council for Exceptional Children. Missoula, MT. 2 March 2018.

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