

## **Educator Effectiveness Academy Webinar Transcript November 2, 2011**

[Music Playing "Broadcast News"]  
[Scott Pfeifer Speaks]

I'd like to welcome everyone to this the first of our online follow-up modules to the educator effectiveness academies, which MSDE conducted across Maryland this past summer as part of the race to the top initiative. My name is Scott Pfeiffer and I'm the Director of professional development here at MSDE and I'm pleased to be joined by members of my professional development staff and teams from several schools across Maryland who will assist us in discussing the implementation of school transition plans which were a major outcome of this summer's academies.

Now in addition to this module designed for school teams from across the state three additional one for language arts one for math and one for stem will comprise the remainder of our fall follow-ups. These content focused modules should be available online in early December. Based on the feedback we receive from Academy participants when our evaluation surveys are summer academies were highly effective at introducing the new frameworks for the Maryland State common core curriculum along with our vision for STEM here in Maryland. Over 95% of participants indicated we were successful at achieving our Academy outcomes participants valued the thoughtful approach our master teachers provided designed to assist teachers and administrators across Maryland in the two-year transition process to this new curriculum.

I note that everyone is hungry for any and all information regarding the PARC assessments that will be fully implemented in 2014-2015 but I'm sorry to say folks that at this time the development process is still in its early stages I encourage all teachers and administrators to visit the PARC website often to remain fully apprised of breaking news.

My staff is already busy planning next summer academy, which will focus on the curriculum toolkit and instructional resources available to teachers in Maryland to accelerate effective implementation of the new common core state curriculum. The dates and sites of these academies have been set and they are available on [Mdk12.org](http://Mdk12.org). We conducted this module as a live webinar with our contributing teams participating remotely from their schools. All other teams across Maryland will view a recording of this webinar and this process enables you maximum flexibility regarding where when and how you will participate. Please note that at various points we will ask participants who are viewing the recording to stop the

playback and engage in a suggested activity, thus the amount of time school teams will need to view the recorded webinar will vary, depending on the time you spent on the suggested activities. We hope you will find this webinar useful as we share the experiences of schools across Maryland an instructing and implementing transition plans for Maryland’s new curriculum. As a high school principal for over 20 years I never tired of learning from my colleagues. I hope we are able to share a lot of ideas in this webinar that assist you as you implement your schools transition plan.

You will be hearing from both Cassandra and Rick later in this webinar. Special thanks goes to the schools we are featuring today, for taking the time to share their experiences, with the implementation of school transition plans. Cash Valley elementary school in Allegheny County, led by principal Jackie Enright. Welcome Folks! Fruitland primary school in Wicomico County, led by principal Ellen Harlan. Thank you folks. Summit Hall Elementary School, in Montgomery county, led by principal Keith Jones, with special thanks to Lisa Gallo, who was one of our Master teachers this summer. Next, is Martin Luther King Jr. Middle School, in Prince Georges County, led by principal Robin Wiltison. Welcome! We also have Cockeysville Middle School, from Baltimore County, led by principal Deborah Magness. And finally, we have River Hill High School, in Howard County, led by Principal Nick Novak. With special thanks to Linda Storey, who also served as our one of our master teachers this past summer.

Now in our Webinar today, we have the following outcomes. We plan to accomplish these outcomes with a lot of Interactivity throughout the session. And as you can see those outcomes are to share first quarter Implementation strategies and best practices regarding transition plan implementation. Sharing information about challenges and roadblocks and solutions that people around the state are encountering, and finally provide a forum to maintain the momentum generated from the summers educator effectiveness academies. At this point I will turn the mic over to Rick Marquart.

[Music, playing song “carousel”]

[Rick Marquart, Professional Development Specialist speaks]

Good Afternoon. Thank you again for participating in this webinar about school transition plans. During the educator effectiveness academies his past summer, MSDE leadership facilitated a principal’s only session based on the school transition planning process. At that time principals were shown the following factors in managing complex change Model. We felt that the components of this model would be a great way to analyze the transition plan process this afternoon. According to the model if you have a vision, if you have developed skills, built in

incentives, if you have adequate resources and if there is an action plan, then you have all components of positive change.

You can see from this slide, that if the vision is missing there will be confusion. You can see here that if the staff doesn't have the necessary skills, well that can lead to anxiety. And if incentives are missing from the change Model then there will be resistance. We know there are limited resources or no resource well that will lead to frustration. And finally if we are missing an action plan, then we will jump on a treadmill. And that's why we're here today to talk about the action plan. Your school's transition plan to the common core state curriculum. Referring to the factors in managing change model would like our six participating Schools to respond to the Questions about the First Four Components—vision, skills, incentives and resources.

The first question is about vision. How has your school's transition plan impacted your vision for change? Were you able to interface with the broader school improvement plans? Are all of your staff on the same page? How can you avoid confusion? The team from Martin Luther King Middle School in Prince George's County would like to respond to the first question.

[Music, playing song "carousel"]

[Unknown participant, female voice speaks]

Our vision for change was molded by our experience this summer as participants in the Educator Effectiveness Academy. We recognize that our over-achieving goal as a team, is to build an understanding of the components of common core before the required implementation timeframe. All disciplines have to be included in this process with the addition of common core agenda items for school-wide professional development Monday team meetings and weekly collaborative planning meetings. These common core activities have been infused in our broader school improvement plan and stress the importance of outcomes for all disciplines. Our team theme has been gradual change over time to avoid confusion and the sharing of common core vocabulary to build both teacher and student capacity. Once this capacity has been developed parents will become an integral part of the process.

[Rick Marquart speaks] And is there anyone else from Martin Luther King?

[Another participant from Martin Luther King Middle school, female speaks]

That important tool that must be provided for staff especially a staff that might be anxious about another reform initiative is information. Again the information that

was provided at the academy is crucial. Staff is given information that is neither overwhelming nor misleading. Teachers need just enough information to understand that common core standards will not be thrust upon them tomorrow and they are not required to know every single detail this very minute. On the other hand this is not a transient county by county initiative that we can ignore with the hope that it will go away. Another tool that helps to implement change is interdisciplinary planning. Language art shares common core components with social studies members the social studies department members and math shares the eight standards for mathematical practice with science and encourages all disciplines to use the questions and prompts related to each standard. Science teachers in our building are all very optimistic, open minded and ready for the gradual implementation of common core. The skills that stem students are learning and developing and reading and language arts and math are tools that build their capacity. For writing and problem solving skills, the gradual implementation of the common core is happening through our science fair preparation. teachers in reading and language arts will be guiding helping to develop research papers while math supports data analysis and interpretation of graphs. The staff is positive toward this change to common core, and are given the resources and training that they are receiving.

{Rick Marquart speaks}

Thank you very much Martin Luther King Middle School. Let's check on Summit Hall now to see if they can join in.

[Music, playing song "carousel"]

[Male voice, speaks from Summit Hall]

We could certainly speak to vision, in terms of some of the things that supported our efforts. We felt like we were being a little bit impeded in terms of making progress. We certainly broadened our school improvement plan goals to include Stem, for example. We convert our reading Language Arts goals to the more current English Language Arts. And that certainly helped us stay more contemporary. We also use the Maryland common core curriculum as a framework and a resource for planning instruction. And we did that in team level planning particularly in K-2, to where the common core is actually part of Montgomery County's new curriculum 2.0 project. The educator effectiveness academies provided Awareness and a blueprint for common language, as we communicated and also promoted and supported on our integrated approach in the new curriculum project here Montgomery County. Administrators here and outside of school supported the rollout of this Project, and supported division in our efforts in that regard. In terms of things that held us back we felt like we only had the common core looked at from MSDE at the reading and math Level. We

certainly would like to have the rest of those subject areas are ruled out as a possible we also realize that some things that we saw the summer and some things not only in our own county as well were not being implemented consistently from school to school.

[Music playing [music, playing song “carousel”]  
[Rick Marquart, speaks]

The second Question Involves Skills. What Have You Done to build staff Capacity and Reduce Anxiety In the Face of This Change? Professional Development Activities? Needs Assessments? And Teambuilding Exercises? Are All Components of the skills question?

The team from Cockeysville Middle School from Baltimore County would like to take the lead with this question.

We found that a lot of people are resistant to the change because they become comfortable with what they’re doing they’re afraid of the unknown, matter and when new initiatives are presented, they can seem overwhelming at first. So for some of the teachers we had to change their mindset. They might not think that the common core applies to them, so it can be challenging at first to get them to buy into information about the common core in seeing how all the content areas and all the staff members will be affected. And we address this resistance by having our activities in small group meetings either as department meetings or in small groups as we work as a large faculty. Everyone is being addressed.

We have our *IEA administrators* and our teachers all going through the same training. We have communicated and deal with our central office to acquire materials that we can disseminate to our faculty in a timely fashion. We address their questions. We have a board where they can ask questions, and we come back with responses in a timely fashion. We rely on the message from our central office to be inconsistent throughout the county.

[Another female voice speaks]

Part the resisting force was Baltimore county area offices have taken the material and training information that was given at the educator effectiveness academy this summer, and modified it, tweaked it, aligned it with our curriculum, and part of our anxiety has been that our transition plan is in place, scheduled for the entire year, and we worry and have worried that we won’t get the material in time. But we have been proactive and always have a plan b, and reiterating that it is a transition year. This is the year to become familiar with the common core, and one of the ways we reinforce that is through informal observation as

administrators. If we see something in a lesson, particularly in Special areas, because the Special teachers seem to be the most anxious about this change, is giving feedback when we see connections to the common core through informal observations.

[Rick Maquart speaks]

Thank you Cockeyville middle school. Great, Great responses!

Can we now hear from Fruitland primary school in Wicomico County.

[Music playing in the background]

When we talk about the skills and professional development activities, we are just very excited we wanted to pass it on. Our team has worked together to get the entire staff excited. I think that how you approach something impact how others will receive it. We knew we had a lot of professional development to do and we were going to be meeting people in different places. As a school, we've worked together to simplify the documents, and try to make it as easy to understand for our teachers as possible. Also we knew early on that we needed to work together and pool our resources. So Fruitland primary joined with Willard Elementary and with Westside primary school in Wicomico county, and we've created a group that works together so instead of having one person who represents the ELA, math or stem, we actually have three in each of its areas now and it has made a tremendous difference in providing quality professional development for teachers of all three buildings. We also were please to have some professional days that were built into the calendar at the county level so that has allowed for a good focus there. And also our central office gave us a requirement which to have at least one faculty meeting per month that is dedicated to core and we have done this.

[Rick Marquart, speaks]

Thank you Fruitland Primary. Is there anyone else from Fruitland that would like to join in?

[Music, playing song "carousel"]

[Female voice-Fruitland primary]

We have had the opportunity to create our professional learning communities and each grade level meets together and at least one an a half hours a week-a month—I'm sorry- and we get to together and at the beginning of each timeframe we have an article or journal to respond and react to. We also get to meet and

discuss data and interventions and an enrichment possibilities. As well as time to plan new unit and activities that go well with our math core ELA and STEM as well.

[Another female voice begins to speak from Fruitland Primary]

Every race to the top team member served on our It team and we have an additional grade level teacher on that team as well but also support personnel administration and a parent. And this has helped to increase the buy in to core here at Fruitland.

[Female voice stops]

[Rick Marquart speaks]

Ok thank you; I just want to make sure everyone at Fruitland is done? Has everyone spoken there?

[Female voice begins speaking at Fruitland primary]

We also partner very closely with Salisbury University and it's called our professional development schools partnership. Our school is working closely with the university. They have professional development to support our teachers and staff as we go through the change into the common core math, which has been very helpful. Many of the professors there are very knowledgeable and have helped us feel a little bit better about this new movement.

[Female voice stops]

[Rick Marquart speaks]

Ok great, Thank you very much Fruitland Primary.

[Music, playing song "carousel"]

The Third question is about incentives. Describe the strategies you have used to ensure that all staff are included in this change process. How can you ensure staff buy in? Are there shared responsibilities? Is teacher leadership critical? And how are you able to overcome resistance? And do you feel it is necessary to engage the broader school community? The team from River Hill High School in Howard County would like to start on this question.

[Rick Marquart stops speaking]  
[Music, playing song "carousel"]

[Male voice from River Hill begins to speak]

Our team here at River Hill we have done a lot of different things to make sure our teachers feel like this is something worthy of their engaging in. Obviously the one incentive is the fact that we need to do it, it is non negotiable, it is just coming down the pike. I think that also to really make it evident to teachers it is worth doing and the benefits we all want to promote college and career readiness in our classrooms so for every teacher should be able to see that by incorporating common core curriculum, math practices and you know the ELA standards, this is a good way for us to be able promote college and career readiness. The PD structures here in place a lot of those things are things like the other schools. We are having a lot of success at being able to expose them in different ways to these standards. That they have the opportunity through their department or through Cluster based theme teams like Stem or the humanities so they can bounce ideas off of their colleagues. We also have transdisciplinary teams that were created this year so that they can really see someone different. So that were language can meet with music teachers and science teachers and they can really kind of hear some different perspectives. So I think those are some of the things. So we have obviously, with our goals for the year, Each teacher has to develop goals that are based around common core, so they see not necessarily, an accountability for success, but just an accountability for completion, that they are making the effort to put it into their practice, and to reflect on it and to improve. So that once it is a part of reflect accountability and the test come down the road, they are ready for that. Teacher leadership is critical, and I want to pass things over here to my colleagues- two of my team leaders to talk about that.

[Male voice ends]

[Female voice begins from same school]

What we did in order to get our teachers on board, was we went ahead and we trained the English ITL trained the English Teachers to present some of our lessons and ways they can explain to the other staff members how to incorporate the English standards. And so I am the Math ITL and so I trained some of the math teachers and then they did a presentation to cluster groups and a lot of these teachers aren't interested necessarily in being leaders, but once they were place in that role they felt a lot more comfortable with the practices themselves and common core and then when other people in the school came to them

asking for advice, it helped them to gain confidence and feel better prepared to incorporate the standards in their own classrooms.

[New female voice]

We have encountered a lot of resistance especially with the argument essay for the ELA standards for argument. A lot of teachers really were worried about how this directly impacts their classroom, they're uncomfortable teaching writing, how are they going to grade it, how much should it be worth in their class? And we had questions if a kid has like an A in my computer class because he knows all of the computer skills, then does a really poor essay, does that impact his grade? And how fair is that? So we've been trying to have teachers within departments make decisions about how they should be graded and what things are worth with the English team helping in a supporting role to answer questions and work one-on-one with teachers who need help in that area. And we just want to support the teaching of good writing.

[Female voice stops]

[Rick Marquart voice begins]

Ok anybody else from River Hill? Or we can have other schools join in as well. From the incentive question.

[Music, playing song "carousel"]

[Music stops]

[Rick Marquart speaks]

The last question is on resources. What resources have you found helpful Resources as You Begin the Implementation of Your Plan? Were master Teachers used as resources? Were the participant Materials from the Educator Effectiveness academies Helpful? Is MDK12.org being used? And How Are You Avoiding Frustration? Cash Valley from Allegheny County will start the conversation on this question about resources.

[Music, playing song "carousel"]

[Music stops]

[Female Speaks]

District wide the master teachers were used to help develop initial two hour presentations for each content area from the academy this summer. At the school level, our math Instructional specialist is a Master Teacher and he is a member of the schools focus team which serves as a school decision making team for alignment with professional development, with the school improvement plan and the transition plan.

[Female voice ends]

[Male voice begins speaks]

So what we have done at Cash Valley, We started to create focus walls within every classroom.

And the focus walls incorporate elements of the common core standards. More importantly, the model units, two of our components of the focus walls are with the central questions. To show the students understand the overall building of the concept. And also to help our teachers interact with basically what they are ready to encounter the next year with the frameworks we want to set that foundation. And then for the eight mathematical practices, we are constantly incorporating problem solving with that, so that when we do encounter the framework next year, we have a lower frustration level amongst our teachers. So we have taken on problem solving in incorporating the eight mathematical practices, by dissecting the word problems that we were currently working with following the Dan Meyer model, helping recreate help us recreate the word problems then we are also looking at the Singapore model drawing math to give another strategy yet to some of our types of learners, because we know we always have students who learn in different manners. So, we are really trying to incorporate heavily this year, problem solving and the eight mathematical practices, so next year we are pretty fluent with those practices, so we can really target the framework, in the upper grades with the new curriculum.

[Male voice stops]

[Female voice begins]

In terms of using resources from the academy, we have been able to use a lot of the resources; we used the PowerPoint as an introduction for all staff on the first day back to school, which was a great way to kick off using the new curriculum and materials.

[Female voice ends]

[Another female voice begins]

We've used the materials that were presented at the academy, to guide our staff development sessions, at the school level, by having the materials readily available; we can insure that everyone is on the same page.

The materials helped us to set targets, for follow-up activities, enables us to strategically schedule professional development sessions throughout the year, we use the activity and material during grade level team meetings, and conduct follow up professional development sessions. We are also looking to include our related art teachers, to our professional learning community meetings, to create cross-curricular connections.

With regard to MDK12 being used, we are using it in a limited manner, it is easy to access the Common Core and Maryland Framework documents, from the site, and our teachers continue to use it because they are very comfortable with it. At this point we are waiting for the toolkit to be updated so we can use it. We are trying to avoid frustration by making sure that we are strategically planning in advance our chunky professional development sessions. So that no one gets too overwhelmed with too much material at one time.

[Female voice ends]

[Rick Marquart begins speaking]

Ok great answers cash valley.

At this point are there any other schools that would like to respond to the resource question?

[Rick Marquart stops speaking]

[Female voice begins]

This is Cockeysville middle school, the three of us who were trained this summer, also attended training through Baltimore County and then we take the information they give to us, interpret it then we are leading the staff development. At sessions within our staff development meetings, or whole faculty.

[Female voice ends]

[Anther female voice begins]

The participant materials that came from the effectiveness academy, we are relying more upon what Baltimore county gives us, they take that material from the effectiveness academy, then develop it for more details for us in the

Baltimore County system. The MDK12.org site is a great source of information, for the documentation, for this upcoming task as well as the coming toolkit that is going to be attached to the website. Our faculty use that a lot. Another website that has been very useful to us is Parcconline. Parcconline has a toolkit coming as well, but also, assessment information on an ongoing basis. We also have resources available on that website.

Working hard to avoid frustration has truly been a team effort. We have the parking lot, a space for people to put their questions, thoughts, concerns, issues and our special area teachers have some growing concerns and continuing concerns about what things will look like for them because it is kind of vague. But when they have questions, we do our best to get answers, we provide support, we listen, and we remind people that we are walking this walk together. That we will transition thorough to this next level together.

[Female voice ends]

[Rick Marquart begins speaking]

Excellent, thank you so much!

[Rick Marquart ends]

[Music, playing song “carousel”]

[Music stops]

[Male voice speaks]

In our instance, Lisa Gallow you mentioned earlier was a trainer, for some academies over the state, and so she has been a real blessing for us, in terms of her expertise that she gained over the summer, but as a Reading Specialist, she also interacts with colleagues, and the central office, in terms of what she gained, and her insights as to how she has been helping us at school. So having someone on staff here has been a real opportunity for us to stay current.

[Male voice ends]

[Music, playing song “carousel”]

[Music stops]

At this time I would like to turn the webinar program over to my colleague, Cassandra Smith who will introduce the Force Field analysis activity.

[Music playing “snowfall”]

[Music stops]

[Cassandra Smith speaks]

Hello, Kurt Lewin, a pioneer in the field of social science, proposed this practice as a way for groups to form a strategy for supporting change. Any new development or proposal has forces that are supporting its happening and forces opposing it. These can be illustrated on a T bar listing supporting in one column and resisting in the other. Describing your plan or proposal for change in the middle, for example, what resources do we have to support the professional development needs?

By carrying out the analysis, you can plan to strengthen the forces supporting a decision, and reduce the impact of the opposition to it. Force field analysis can help you to work out how to improve its probability of success. A Force field analysis is a useful technique for looking at all of the forces for and against a plan of action.

To being, hang a long sheet of paper on the wall or create a template showing a large T frame. Write the focus for the analysis on the top of the chart, one of the questions from the change matrix activity or a general question about the Common Core. List all forces supporting the change, and list all forces resisting the change. Ranking the forces will help you to determine strongest area of need, and support prioritizing your next steps. Discuss for understanding and pick the most important resisting forces. Brainstorm strategies for weakening the resistance. And then rank the forces supporting. Discuss how the supporting forces can lessen the impact of the resisting forces, and then brainstorm strategies for strengthening the supporting forces. The team from Martin Luther King Middle School in Prince Georges County will discuss their analysis of the Common Core.

[Cassandra Smith stops speaking]

[Music playing “snowfall”]

[Music stops]

[Female voice from Martin Luther King Middle speaks]

The force field analysis on Common Core was conducted in our school, by department, to get input from teachers in all disciplines. We as a team sat down and discussed the most common supporting and resisting forces. As a result, we have the following resisting forces. Common Core is known especially for Science or STEM. How do we know that Common Core is better than the other curriculum? Is this another change or a new acronym for an old idea? Teachers are all undergoing change fatigue, and is this a new learning for all? Timeframe and pacing, is a problem, it hasn't been implemented from K-12. And how do we bridge the gap? We also have lack of resources, inadequate training, professional development plan for transition, is not clearly defined for staff members.

[Female voice ends]

[Cassandra Smith speaks]

Thank you Martin Luther King Middle School. Next we will hear from Summit Hall Elementary School in Montgomery County.

[Music playing "snowfall"]

[Music stops]

[Male voice speaks]

When I spoke earlier I was really using this particular slide as a source for my comments but we really have had some experience using this particular kind of analysis we participated in the school systems professional learning community institute and reuse a number of Baldrige and other teambuilding and problem-solving tools to help us identify these things. So this is really an exercise that we are familiar with. Also felt like this was a good opportunity to get all of the ideas out on the board and look at them in depth and so this will be a nice springboard for additional staff activity as we continue to look at upgrading your school improvement plan and were in the current phase of quarterly data chats in so these things are actually pretty fresh in our minds in terms of looking at how students are doing and the kinds of adjustments as we need to make in order to make everyone successful as we move forward into the next marking period.

[Male voice stops]

[Cassandra Smith speaks]

Cockeysville Middle school in Baltimore County, who conducted an analysis using questions from the managing change matrix experience.

[Cassandra stops speaking]

[Music playing “snowfall”]

[Music stops]

[Female voice speaks]

And like Keith at Summit hall Elementary School, we utilized this information to answer our previous question. But you can see there are obvious supporting forces and obvious resisting forces. And I think they are similar, regardless of

Elementary, Middle and High School and one of the key components I Think That We Have to remember as we are transitioning and as we change people are creatures of habit and how can we provide them with support and help them work through those resisting feelings and the anxieties to get them to buy in. And it’s about knowing your people and getting creative. You have to have activities that address specific needs whether it’s in small groups, in large groups. Some faculty members are not going to participate in large faculty meetings like they are going to participate in a department meeting. And just that from the administrators to the instructional assistants and the teachers, we are all getting the same training, we are all dealing with the same feelings, and the same anxieties, and just supporting them and reminding them on a regular basis we have monthly meetings for our transition plan as we move to the common core, and reminding everyone this is a transition year, this is our year to get familiar with the information, so that we can have the foundation, to actually move to the next level for the upcoming year.

[Female voice ends]

[Cassandra Smith speaks]

Thank you Cockeysville Middle School. Cash Valley elementary school approached their analysis from a professional development perspective. Let’s hear from Cash Valley about their experience.

[Cassandra Smith stops speaking]

[Music playing “snowfall”]

[Music stops]

We began by meeting with our schools focus team, to the force field analysis, and then broke out into grade level teams and compiled the results. And one thing that we all felt was a supporting force, was pertains to the school level structures that we have in place to facilitate professional development. And

make sure we are doing follow up activities. We have our professional learning community teams, our focus teams, school improvement teams, and administrator grade level team meetings. It also provides a lot of shared opportunities for teacher leadership. In terms of the resisting forces, we felt that the inclusion of the related art teachers and Professional Development Would Be Difficult Because They Travel to Various Schools and only at our school certain days. So we are going to have to strategically plan for professional development that includes them and try to find ways to incorporate those teachers into our professional learning community meetings, at specific grade levels. We also talked about the limited access to our content area specialist because they too service multiple schools in our district. And again, we felt like we just needed to plan well in advance, because they do have some flexibility in their scheduling so that we could make sure they are here to deliver the professional development and support teachers as they are including new components of the new curriculum.

[Female voice ends]

[Cassandra Smith Speaks]

Thank you Cash Valley. Next we will hear from Fruitland primary school.

[Cassandra Smith stops speaking]

[Music playing “snowfall”]

[Music stops]

[Female voice speaks]

Our supporting forces, well one of the main things is that when we established our team we made sure that we had representation from all grade levels in our building. And then of course reached out to other schools to have our teams join together. There are many things that are supporting, such as administrative support and support from central office, but I want to highlight teacher enthusiasm. And I think that teacher enthusiasm is being created in many ways. One is that we do realize that much of core is actually best practices. So we have certainly always had our teachers try to focus on the things that they are already doing that fit with core, and then make changes with that point forward.

Also we have worked hard to establish learning communities within the building in which people feel that we are a team and that they can learn from each other. And so that makes it helpful as well we started off with a team in our theme has been “cruising to core”.

We even had a song that went to the love boat theme song for what it did is understand that we're on a journey and were not all supposed to end up at the endpoint right away we are going to work toward that. We did conduct a needs assessment, at the start in August. We will again, do that need assessment in January. And we have it scheduled to do it again at the end of April. So we can constantly look at where our teachers are, and meet them where they are. When we look at our resisting forces, obviously availability of materials has been one that we have looked at, and we tried to work together to create materials, have ideas, and actually put that information on Moodle, so that we all have access to all of the things that are being created. Future funding, as the way things are in the economy that is going to be a resisting force we have to continue to deal with. Unclear understanding of the document expectations, we tried to take care of that, obviously the plcs's, with working with other schools, and we have done cross school walk-throughs and what we think that does is allows teachers to see what is going on and what fits there it shows in action and evidence of Core taking place. The time required to plan and facilitate lessons, again we have just tried to build in as much as we can PD days and the faculty meetings. So those are the things that we are doing here to kind of combat the resisting forces and keep the enthusiasm and the movement alive for us.

[Female voice ends]

[Cassandra Smith speaking]

Thank you Fruitland Primary School. At this time, we would like to ask if there is any other school would like to share some of the resisting or supporting forces and how you have approached the challenges with those at this time.

[Music playing "snowfall"]

[Music stops]

I think that the staff at Martin Luther King has found this to be a slow but easy start there has been a lot of flexibility with the staff it has given them the opportunity to be creative in their thinking, and to be able to align what they know with what is coming with the common core. I think they are excited because there is a national vision for academic rigor. I think that we are going to feel like we are all together in this work. And I that's been especially, for a lot of people who have been in education for a long time, they see this as a very rigorous curriculum that will focus on mastery. We're finding that the vendors and MSDE our own county, because it is a national initiative, we are seeing a lot of support coming to us, I think we are not real certain, in regard to how much of it to take on yet because we are just kind of walking through this real easily. I know as principal, the county has offered workshops for the Principals to kind of fill in the gaps from what we learned from the academy. I attended a math common core workshop

last Friday, and I really, as I walked away from it I thought like –WOW! That really filled in the gaps from what I had not learned during the summer. Because we were kind of in and out of the different disciplines. So I feel in my mind it is coming together and I think for the staff, the slow and easy start has really made a difference in their acceptance. And MLK has a much more mature staff and I think for their excitement for this is that they just see it as very good instruction-preparing kids for the next level.

[Female voice ends]

[Cassandra Smith speaking]

Thank you for that feedback. River Hill we would like to hear from you now.

[Music playing “snowfall”]

[Music stops]

We have many of the same supporting and resisting forces as the other schools have shared during the webinar. A couple of things that we wanted to highlight. Two of our more common resisting forces were I already do a great job, and if it isn't broke, why should be fix it. And the emphasis among our staff has been that we are trying to prepare kids for colleges and careers, and we are trying to promote best practices. We are trying to give kids the experiences that they need, to be successful, in a post secondary world, so we have been trying to find ways to incorporate that into our classroom. The other resisting force that seemed to be pretty common was well I don't teach math or English, I have no idea how to do this why do I have to do this. Well our administration created a forum for collaboration among the departments, we created a Wiki space, where teachers have been posting lessons that they have tried, along with how they implemented—either English Language Arts or the math practices. And that has given other teachers ideas. Well oh; maybe I could do something like this. And another thing for collaboration in our cluster meetings we have had presentations from the Math and the English Departments and we have had a chance to bounce ideas off on what exactly makes up an argument in all of the different content areas. And how would that look like and how would it be graded. And some of those conversations have been very valuable.

[Female voice ends]

[Cassandra Smith begins speaking]

Thank you so much for that valuable information both Martin Luther King and River Hill. As we can see from the feedback, the effective strategies you have been presenting have proven to be positive change that we are looking for. At

this time I would like to invite Scot Pfiefer back to discuss transition plan highlights and our next steps.

[Cassandra stops speaking]

[Music playing “carousel”]

[Music stops]

[Scott Pfiefer speaks]

The final section of our webinar shares the results of an analysis of a sample of transition plans across the state. With the help of my PD team, we constructed a top ten list of highlights we have gleaned from those transition plans. We have inner spruced through the slides photos and other artifacts from our featured schools that illustrate certain highlights.

Here is an example of a visual and a display at one of our schools, and here are our first three of our top ten. Our first bullet, many school organize professional learning communities around academy content as you have heard. It appears that the academies have really invigorated the whole concept of a PLC around our state. Second, whether using technology tools or simpler ones, we were impressed that some schools pushed the concept of collaboration beyond schoolhouse walls. In effect, they were incorporating the basic approach of this webinar early in the transition process. Just like we heard from Fruitland. Three, many plans instituted many ways to keep transition to the common core front and center throughout the year. With the concept of a common core minute a popular one. Here we have an example of visual organizers and visual organizers of various stripes are very useful as displayed through transition plan and in the next slide. Moving on through posters and a variety of strategies, schools have taken the academy call to focus on Stem to heart. Our fourth top ten, it appears many staff members are hungry to take a leadership role in transition to a new curriculum. We saw plans that were not only the academy team, but many individuals were tapped champion, for a particular transition effort. Next, because all academy activities are available for use during the year, using those activities in small doses throughout the year is a popular approach across the state. Sixth, common wisdom indicates that you inspect what you expect. When teachers know that administrators and team leaders and peers expect to see transition related activities, it sends a message about what we truly value. The slide about math focus walls, pretty much speaks for itself. And things like it were viewed across many transition plans. Moving on with our top ten. We wish

We could have included more staff from every school in our academy, including teachers of Special education and English language learners. But it is clear that many schools have placed teachers in critical roles regarding transition efforts.

Moving on. Power educators in many ways are the unsung heroes in every school in our state. Plus transition plans that realize this fact ensure that power educators are included at all times. The power of peer coaching is known to anyone with experience in this area. Teachers are more likely to honestly experiment with new ideas, and reflect upon them when the environment is truly non- threatening. And our last top ten. The number one strategy deployed across our inspection of plans, involved the creation of posters for every classroom, that highlights the critical nature of the standards of mathematical practice, and the proficiency of a literate individual as displayed in this particular slide. Hope that top ten was useful, folks! In closing, many thanks to our six featured schools and the PD team here at MSDE. For without them this webinar would not have been possible.

For school teams viewing the recorded webinar, let me remind you that three additional webinars comprise our fall follow up. One for ELA, one for Math, One for STEM. And we expect to have these available to you in December. School teams will also recall that there will be a spring follow up that we anticipate rolling out to you in April.

[Music starts playing “carousel” as Scott Pfiefer speaks]

To everyone, we hope the information we shared with you regarding school transition planning to be useful for you as you continue your schools journey in implementing the new common core state curriculum here in Maryland that will last the rest of the year. And at this point, our webinar is ending.

[Scott Pfiefer stops speaking]

[Music playing “carousel”]

[Music stops]