**SMS STEM Partnership Learning Community Plan**

**2013-2016**

**Year 1 - 2013-2014**

Meetings 4:30-6:30 with site TBA

Breakouts when appropriate for K-5, 6-8, 9-12

September 19

Introduction

 Purpose

 Expectations (assignments between meetings, communication with district and Learning

Community, schedule of meetings and general topics)

 STEM defined – characteristics and continuum

 Assignment for October – individual and district survey of STEM status (using

characteristics and continuum)

*\*More details to be developed at August 21 planning meeting – OIT from 8:00-10:00*

October 17

 Share current practices by districts – (based on STEM characteristics and continuum)

 How do we measure effectiveness?

 Assignment for November – What changes in instruction, resources and support are

necessary to implement STEM in your district? (characteristic and continuum)

November 21

Changes in instruction, resources and support necessary for STEM implement

STEM fit with Next Generation Science Standards (NGSS) and Common Core State

Standards (CCSSS)

STEM Network

Assignment for December – prioritize changes for each district to focus on

December 19

Sharing priority changes - each district selects appropriate changes to focus on

Assignment for January and February - Visitation scheduling (consider observation rubric

to guide observations)

Schedule Teacher Learning Tour to tech companies in Jan/Feb

March

 Sharing visitations and effective practices

 Identify professional development ideas and topics based on needs

 Marketing summer professional development

April - June

Small group of professional development presenters for summer planning
Professional development commonalities and expectations

 Develop specific plans for summer PD

WOU graduate credit (or Pacific University)

Establish plans for peer mentoring in year following professional development

July – Sept 2014

 Conduct summer professional development: 30 students x 5 workshops/ CE credits

**Year 2 - 2014-2015**

* Develop district leadership for STEM practices (district contacts and teachers) by the Learning Community (Biological Sciences Curriculum Study training in late summer?)
* Ongoing support of 2014 teacher/coach professional learning community periodically throughout year (peer mentoring)
* Visitations to see effective practices and companies
* Collecting examples of STEM curriculum, instruction, and assessments
* Planning for professional development for 2015 cohort
* Build practice/use of STEM Network (bringing more industry and community resources into classrooms)
* Hire STEM Coaches for partnership districts

**Year 3 - 2015-2016**

* Develop district leadership for STEM practices (district contacts and teachers) by the Learning Community (Biological Sciences Curriculum Study training in late summer?)
* Ongoing support of 2014 and 2015 teacher/coach professional learning community periodically throughout year (peer mentoring)
* Visitations to see effective practices and companies
* Collecting examples of STEM curriculum, instruction, and assessments
* Planning for professional development for 2016 cohort
* Build practice/use of STEM Network (bringing more industry and community resources into classrooms)
* Sustain STEM Coaches for partner districts
* Evaluation- evaluate changes in practice and achievement of goals; analyze data and metrics.

**Indicators of Effectiveness:**

* Increase in number of teachers participating in learning community: minimum of 35/year x 3 years = 105
* Number of teachers who have changed practices, as defined by STEM characteristics and continuum of practice (measure by survey- this number should far exceed the number of teacher/coaches if we are effectively disseminating practices)
* Increase in math and science scores in partner districts