Washington State College- and Career-Ready Standards Implementation
Transforming Professional Learning Systems for Reform: Common Core and More
District Network Project (WA-TPL)

I.   Proposal Overview

Washington's *Transforming Professional Learning for Reform: Common Core and More, District Network Project* **(WA-TPL)** will be a three year project led by the OSPI, Washington State's State Education Agency (SEA). The WA-TPL project will bring cohesion between the two most pressing issues for educators today: professional development (time, quality content, ongoing structures, resources, etc.) and educator evaluation. The project will focus on enhancing critical state and regional-level infrastructures and capacity for sustained, results-driven, standards-based statewide and regional professional learning so that school district and building leaders have the knowledge and skills to create the conditions necessary for every educator within their districts to increase their instructional capacity to make the instructional shifts that new Career- and College-Ready (CCR) learning standards entail. In addition, the project will develop resources for elementary administrators and elementary educators that support content transitions into Kindergarten through Grade 3 within the Common Core State Standards (CCSS) for English language arts (ELA) and mathematics (year 1) and the Next Generation Science Standards (year 2). The resources will make explicit connections for educators among the CCSS and Washington's Early Learning and Development Guidelines for Birth to Grade 3, specifically in the areas of ELA and mathematics.

The project will fund approximately 33 districts across the state selecting up to nine "laboratory" districts (one in each of nine Educational Service District (ESD) regions, as part of the Association of ESD (AESD) network) to serve as regional learning laboratories and models for the project's approximately 24 "critical friend" districts (two per ESD region). Within each region, an additional 10-20 districts involved in already-established regional collaborative networks will engage in shared regional learning communities focused on alignment of professional learning structures (funding, infrastructures, practices), instruction, and educator support systems to effectively transition to the CCSS, new assessments, and new educator evaluation systems, and to increase educator effectiveness and results for all students.

By the end of its three years of funding,
- Approximately 75,000 students within WA-TPL districts will demonstrate growth through increased opportunities to engage in high quality ELA and math instruction that is aligned to the CCSS. Student growth will be shown through Smarter Balanced interim assessments and through growth on the state assessment that will be administered for the first time in 2014-15.
- 33 WA-TPL districts will provide evidence of increased administrator and teacher leader capacity through effective professional learning conditions and educator support systems so that every educator meets professional expectations and every student meets new college- and career-ready learning standards.
- Each of the state's nine regional Educational Service Districts (ESDs) will show increased leadership capacity to support all districts within their regions and 10-20 districts beyond WA-TPL districts will show evidence of infrastructure and instructional change as a result of regional engagement with the WA-TPL project.
- Learning Forward Washington will demonstrate increase its infrastructure to support districts statewide professional learning organizations (such as OSPI, the ESDs, and other statewide entities supporting professional learning efforts); and
- OSPI and key state professional learning policy partners (such as the PESB, WEA, and QEC) will show evidence of establishing key components of a comprehensive professional learning system such as a statewide definition of professional learning as described later in this proposal.

II. Project Description
  ### a. Describe the following
  #### i. Specific project for which funding is being requested:

Washington's vision for college- and career-ready standards (CCR) implementation is for every student to have access to CCR standards through high quality instruction every day; and that all teachers and students are prepared and receive the support they need to implement the standards in classrooms every day. The state's transition to the Common Core State Standards (CCSS) for English language arts (ELA) and mathematics, and the anticipated adoption of the Next Generation Science Standards (NGSS) (fall 2013), related assessments (Smarter Balanced for CCSS), and shifts in educator evaluation systems necessitate different learning experiences and environments for students and teachers.

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Through coordinated state, regional, and local professional learning opportunities that will bring together innovative face-to-face and virtual strategies   The following Theory of Action (TOA) will guide the WA-TPL project:

WA TPL District Network Project Theory of Action

IF OSPI, in partnership with other professional associations and education agencies develops the capacity of **education leaders at all levels** to establish the conditions, resources, and supports for educator effectiveness grounded in student and educator standards, **AND**

IF districts establish conditions, resources, and supports for educator effectiveness grounded in student and educator standards, **AND**

IF every educator engages in and applies standards-based, job-embedded, continuous professional learning that includes district, school, and classroom support for implementation grounded in student and educator standards, **AND**

IF, as a result of professional learning every educator changes their knowldege, skills, dispotion and applies what they have learned in the classroom, **THEN**

Every Washington student will achieve college and career readiness in ELA , mathematics.

Washington's TPL Project Theory of Action (TOA) is grounded in a similar theory of action that has guided the work of Learning Forward International and the Council of Chief State School Officers (CCSSO) in the national Transforming Professional Learning project. This TOA starts with **standards-based professional learning** that leads to **changes in educator knowledge, skills, and dispositions**, then to **changes in educator practice**, and then ultimately to **changes in student results**.

Success of the project hinges on the creation of state- and regional-level professional learning infrastructures that provides consistent support to WA-TPL districts for implementing evidence-based professional learning. Beyond broad project oversight at OSPI, Learning Forward Washington will receive funds to support 1.0 FTE WA-TPL professional learning network coordinator; and each of the nine regional ESDs will receive modest funding to engage their Assistant Superintendents for Teaching and Learning as critical conveners, facilitators, and supporters of the WA-TPL districts within their regions, as well as the much larger pool of districts they already work with through a variety of methods. As part of the already existing Coordinated Services Agreement among OSPI and the AESD network, the ESD's have an assigned "champion" and "executive sponsor" (Superintendent) who facilitate network efforts related to statewide CCSS implementation and professional learning. OSPI, Learning Forward Washington (LF-WA) and the AESD network will be the primary project leaders for the project.

WA-TPL Project Structure:
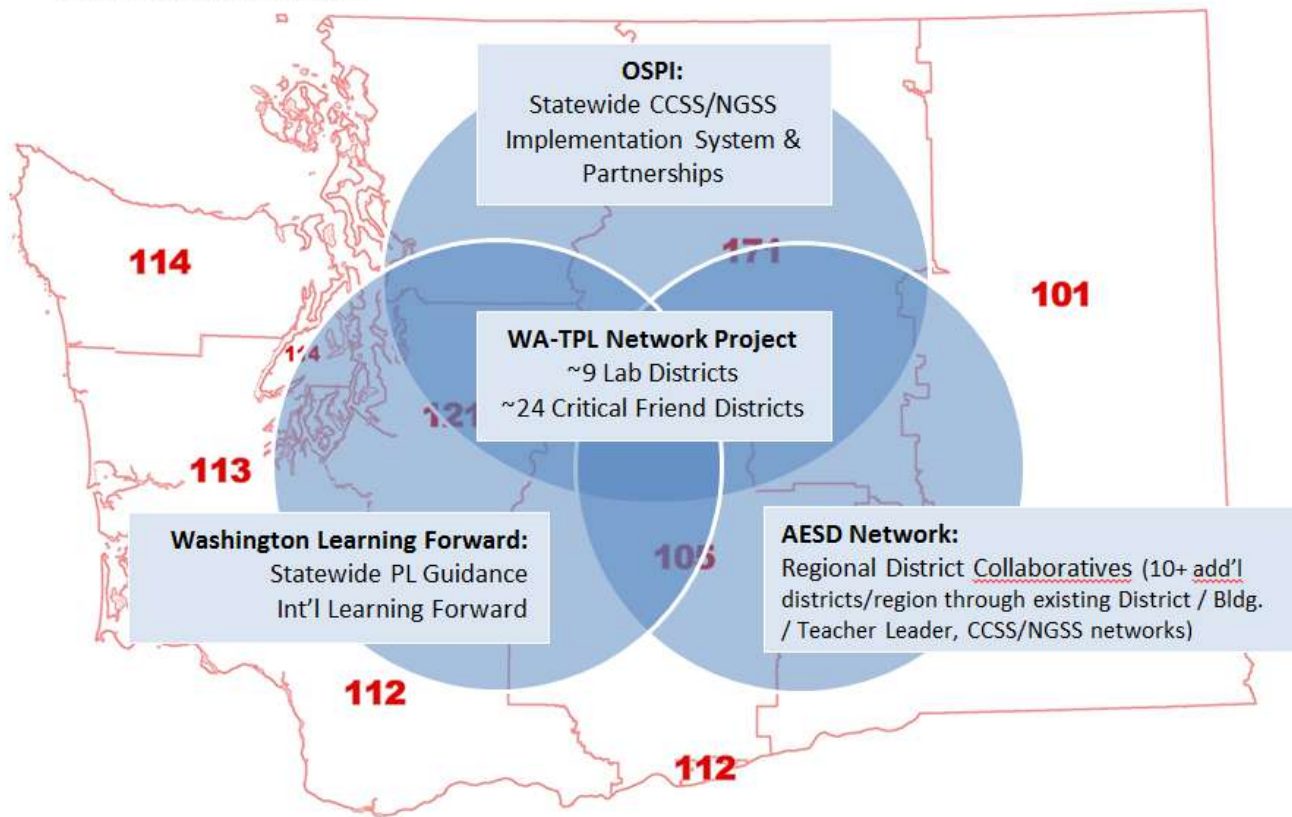
Each WA-TPL district will establish a district "Core Team" that will consist of six to eight members who will represent district administrative leadership (superintendent/assistant superintendents for teaching/learning/assessment; general education and special programs (ELL, Special Ed, CTE) district leadership, professional development leaders), building leaders, content-specific educators, and teacher leaders (instructional coaches and current classroom teacher leaders) that span content areas and grade levels. Districts might also include key district leaders and/or stakeholders on their team, such as school board members or teacher union representatives.

All WA-TPL districts will participate in face-to-face and virtual professional learning opportunities that will foster cohesive, sustained, and shared learning with their peers across the state. Structurally, the project will rely on three primary methods of support to grantee districts:

- **Statewide Professional Learning Infrastructure–** Twice per year professional learning convenings of all WA-TPL district teams developed through state-level coordination among the myriad of statewide CCSS implementation partners and funded projects (See WA-TPL Partner Matrix). These opportunities will provide opportunities for teams to work and learn together, with team member job-alike groups, and collaborate with districts of like-size.
- **Regional and Local Professional Learning –** Monthly face-to-face and virtual professional learning meetings for all WA-TPL districts within each region. Lab districts will receive targeted support from OSPI, WA LF, and the ESDs based on comprehensive professional learning plans developed

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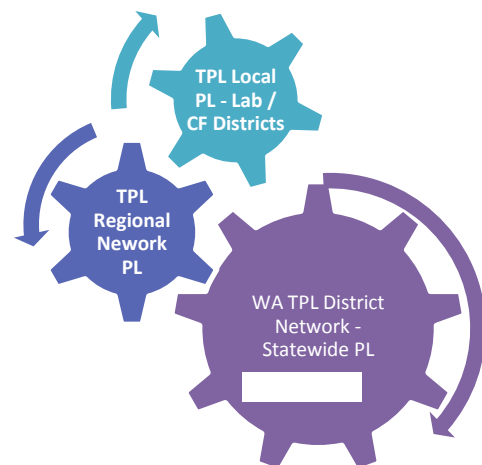
and revisited throughout the project period. Critical Friend districts will engage in regional professional learning opportunities, and will be invited to participate in Lab District workgroup meetings and task forces. Each ESD, in partnership with WA LF will engage the WA-TPL districts in their region as models for non-funded districts engaged in already-established regional learning communities. At the local level, each WA-TPL district will be expected to put into place the conditions to broaden the reach and involvement of educators in the project's work as articulated in their WA-TPL proposals and in specific action plans generated for each team member's role with the WA-TPL project.

- **Collaborations within and across districts –**In addition to face-to-face professional learning opportunities, WA-TPL districts will be engaged in virtual professional learning, collaboration, and sharing across districts using a no-to low-cost existing web-based platform such as Edmodo. LF-WA will be responsible for maintaining and facilitating the virtual learning opportunities and will work with each regional ESD to establish dynamic ways to use technology within and across WA-TPL districts and others from within their regions over the course of the project. The goal will be to develop a sustainable collaboration platform and build the leadership and knowledge base within each region to support it so that it will sustain and grow beyond the WA-TPL project

Key to achieving the desired student-level impact of this project will be the partnerships established among district leaders and teacher leaders learning and collaborating around a jointly- established vision for professional learning across each participating district. The content of all WA-TPL professional learning opportunities and supports will be guided by baseline information gathered from funded districts using existing instruments designed to collect and measure authentic progress toward transforming professional learning systems from classrooms to the state and intentionally framed around the content of CCSS (and NGSS) as it will need to be realized in classrooms (e.g., highest leverage instructional practices, identification and use of high leverage instructional materials and resources (such as Open Educational Resources and materials from CCSS leaders across the nation for both CCSS and NGSS)), formative assessment processes and practices that link with the Smarter Balanced Assessment System's Digital Library and use of Interim Assessment items. For all districts, access to and use of instructional and professional learning resources (including formative assessment resources and processes) within the Smarter Balanced Digital Library will be a key part of all state and regional professional learning and resource sharing. Each WA-TPL district will be required to submit at least 1-2 resources for consideration for the Digital Library as well. Further, the project leadership/design team will explore opportunities to partner with existing projects, such as the PSESD's Literacy Design Collaborative (LDC) to dive more deeply into CCSS content.

Prior to selection, WA-TPL district applicants will complete an analysis of district "readiness" to participate based on areas identified through the use of *Washington's Professional Learning Readiness Assessment: Implementing the Common Core State Standards* that was created in May 2012 to support district transitions. In addition, once selected, all WA-TPL districts will implement the Standards Assessment Inventory (SAI) to gain an initial baseline for their district's readiness to engage in the work, and utilize the tool throughout the duration of the project to measure system growth and identify gaps. In addition, the state and participating districts will utilize Learning Forward "Innovation Configuration Maps" that will be modified for Washington's professional learning context.

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The 10 to 20 additional (non-funded) school districts within each ESD will also show evidence of increased capacity and alignment of district initiatives/funding sources to support strengthened district-wide professional learning systems for all educators, through administration of a modified set of evaluation instruments identified by the WA-TPL project evaluator and leadership/design team.

ii. Specific need being addressed by this project
"A primary vehicle to every state to develop the essential knowledge, skills, dispositions, and practices of the education workforce is professional learning. Today, however, there is little systemic attention to professional learning as a core strategy for educator reform…" (Killion and Hirsh, 2012).

By and large educators across Washington and the nation are positive and supportive about the importance of student learning standards that have been intentionally designed to support students for careers and college beginning in the earliest grades. The consistency that the CCSS (and NGSS) offer states and educators provide unprecedented opportunities for maximizing economies of scale related to professional learning and educator development resources, classroom instructional resources, and statewide assessment systems. However there is widespread concern among district leaders (2013 Gallup Poll), and teachers (2013 AFT Survey, *Teachers Assess Implementation of the Common Core*) that educators do not have enough time nor resources to fully understand and align their structures and practices with the shifts called for in the CCSS before the standards are assessed statewide. Unfortunately, the 2012 AFT national survey also showed a majority of teachers (72%) not receiving the necessary resources and tools they need to successfully teach to the CCSS.

In addition, the 2012 *Metlife Survey of the American Teacher* showed evidence of stagnant and/or decreasing time provided for teachers grounded in high quality professional learning practices (such as job-embedded professional development and ongoing teacher collaborations). And the majority of teachers surveyed in the 2013 AFT survey conducted by Hart Research showed the majority of teachers (67%) having received inadequate or no professional development to support their implementation of the CCSS.

The following excerpt from the recent Learning Forward International publication, *Comprehensive Professional Learning Sytesm: Workbook for States and Districts* (2013), articulates the need and rationale for state, regional, and local efforts to focus on creating and maintaining comprehensive professional learning systems in order to support strong and sustainable transitions to CCR standards,

> "In most education agencies, what is considered professional learning is a fragmented hodge-podge of practices and policies that have emerged over time as the need arises. While the add-ons work temporarily for the purpose for which they were designed, eventually, these fragmented efforts may lead to dysfunction within a professional learning system. In addition, school systems, state and federal agencies, external funders, and individual educators are investing significant resources in professional learning. That number continues to grow with each new local, state, and federal reform. To ensure that

investments in professional learning produce the intended results and that sufficient professional learning occurs aligned with new initiatives, the very nature of professional learning within an education agency must be focused on increasing student achievement."

Washington's transition to new CCR learning standards presents an opportunity for educators, school administrators, and policy leaders to come together around all facets necessary to transform teaching and learning in classrooms every day. Our state's CCR learning standards focus on students' application of knowledge in authentic situations and on the construction of new knowledge. To be successful, teachers will need to employ and be supported with instructional strategies that integrate critical and creative thinking, collaboration, problem solving, research and inquiry skills, and presentation or demonstration skills. Therefore, to create dynamic, engaging, high-level learning for students, teachers will need to develop expertise well beyond basic content knowledge and instruction. They will need greater data literacy as we shift from current accountability systems to more granular and ongoing ways of assessing student learning. And, their leaders will need to champion professional learning in their buildings and back the teachers who coach and support each other.

Finally, since the completion of the ELGLs, the state's adoption of the CCSS for ELA and Math, and the emergence of several P-3 regional and district projects that focus on building cohesion across PreK and K-3 (elementary) systems around student content learning and education professional development , many entities across the state have developed a variety of "crosswalk" and "alignment" documents to help them navigate between the ELGL and state learning standards, specifically the CCSS. This has resulted in a variety of resources that may, or may not have been calibrated for consistency in their development. OSPI nor the Department of Early Learning (DEL) (co-leads in the development of the ELGLs) has had the resources (staffing or funding) to facilitate a process to create the necessary resources requested by elementary administrators and educators to support a more meaningful and practical application and integration of the ELGLs and CCSS for both ELA and Math.

iii.   Why this project is an effective means to address need

The WA-TPL project addresses the critical need for establishing and maintaining authentic and sustainable infrastructures at the state, regional and local levels to attend to the profound needs of educators in the transition to the CCSS in order to positively impact student learning. The project is grounded in foundational research by national leaders such as Joellen Killion and Stephanie Hirsh from Learning Forward International that demonstrates the critical role that professional learning plays as a key leverage for improving the quality of teaching and learning as demonstrated in the Transforming Professional Learning project in Kentucky. When teachers are more effective, students learn.

Through the various partners and strategies authentically engaged in the WA-TPL project, Washington state will be able to impact CCSS transitions and implementation within district and classroom systems in significant ways by engaging key partners and already established statewide efforts throughout the PreK (e.g., WA's Ready and Successful Schools P-3 strategy, and ELGS/CCSS implementation resources) – higher education continuum (e.g., WA's Core to College project and partnership with the Dana Center on the development of transitional mathematics courses to support high school to college articulation).

This is not new work, however OSPI has not had the resources to truly engage with districts deeply around what we know to be foundational leverage points to impact the transition to the CCSS for students and educators. From the onset of the state's adoption in July 2011 (almost a full year after the majority of states who adopted in summer 2010 when the standards were final and as connected to Race to the Top requirements), OSPI established a CCSS Steering Committee that consisted of district leaders, professional learning and higher education partners. The Steering Committee has guided the state's implementation vision, approach, and the

"system" resources that have been developed specific to Washington. ***Our vision for CCSS implementation is ultimately that <u>every student</u> will have access to the CCSS standards through high quality instruction aligned with the standards every day; and that <u>all teachers</u> are prepared and receive the support they need to implement the standards in their classrooms every day.*** This will only be achieved by leadership that focuses on developing and nurturing a **statewide system** that supports all school districts in their preparation of educators and students to implement the CCSS. This vision can only occur through core values of <u>clarity</u>, <u>consistency</u>, <u>collaboration</u>, <u>coordination</u>, and <u>commitment</u> from classrooms, schools, and communities to the state level. New to state standards implementation is the use of a 2-pronged approach that intentionally focuses on:

1. **The "What": Key Content Shifts** in English Language Arts and Mathematics
2. **The "How": System "Remodeling"** to support building capacity for <u>sustained professional learning</u> that supports CCSS implementation now and <u>be applied to other initiatives</u> in the future.

Washington (OSPI) has worked with state and national partners since July 2011 to develop a statewide professional learning system with connected resources that attends to these two "shifts" and that supports all school districts in their preparation of educators and students to implement the CCR standards including the CCSS and NGSS within state, regional, and local contexts that are also supporting educator growth and development.

This approach is what has guided statewide implementation and will guide all of the work of WA-TPL project. At the core of the project is building system-wide capacity for sustained professional learning that can support CCSS implementation now and be applied to other initiatives in the future, including transitions to new teacher and principal evaluation systems, and the NGSS. The following *Standards-Based Support and Development System* graphic was developed in 2012 by OSPI's CCSS and TPEP leadership as a vehicle for communicating the vision for a comprehensive system of professional learning and support.
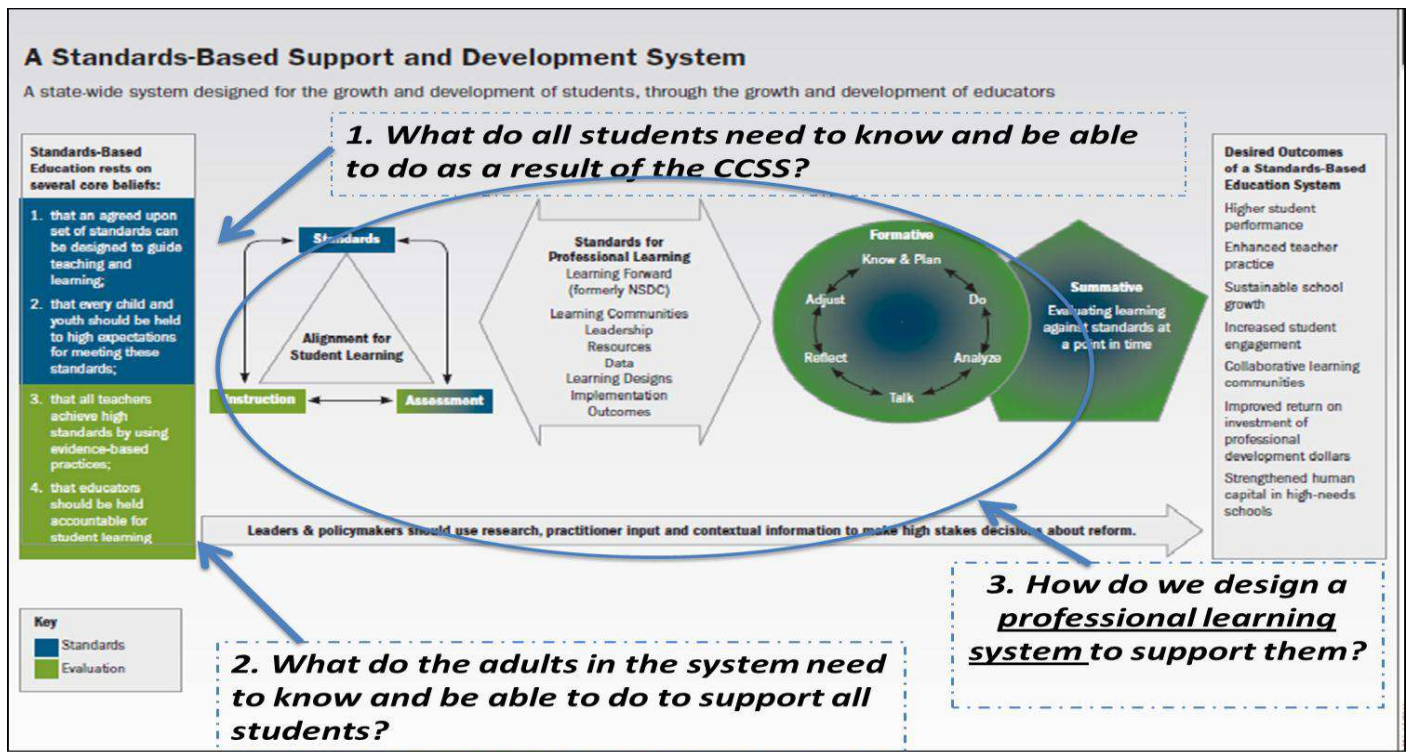
A major step that provided traction toward supporting this approach was Washington's OSPI/Washington's selection as one of seven states to participate in the national *Transforming Professional Learning to Prepare College- and Careers-Ready Students: Implementing the Common Core* project (TPL I and II) facilitated by the

Learning Forward during 2012 and 2013. During 2012 Washington served as a "critical friend" state to Kentucky ("demonstration/laboratory state") as they have worked to transform many aspects of their state, regional, and local professional learning systems in response to the transitions to the CCSS and new educator evaluation systems. Washington served as an active member of Kentucky's Professional Learning Task Force and worked with state leaders to develop recommendations for state policy makers, and for building and district leaders that were grounded key components of a professional learning system. According to national leaders in the area,

> "A comprehensive professional learning system is the infrastructure for developing individual, school, team, school system capacities needed to ensure success for all educators and their students. A comprehensive professional learning system can be best described as "the way professional learning works." That is, it consists of component parts of the engine that drives educator learning designed to increase student learning.
>
> Comprehensive systems are comprehensive because they include all the essential components needed for professional learning to meet the demands of educators and their students.
>
> They have at least six core components: vision of professional learning system as a part of the education system; definition of professional learning; Standards for Professional Learning to guide quality; stakeholder roles and responsibilities defined and articulated; ongoing assessment and evaluation; and resources including staff, time, funds, and facilities." (Learning Forward, *Comprehensive Professional Learning Systems Workbook*, pp. 5-6)

Kentucky and the other critical friend states explored their respective professional learning systems through the lens of at least six core components of a comprehensive professional learning system:
1. Vision of a professional learning system as part of the whole education system
2. Definition of professional learning
3. Standards for professional learning to guide quality
4. Stakeholder roles and responsibilities articulated
5. Ongoing assessment and evaluation, and
6. Resources (including staff, time, funds, and facilities)

By learning alongside the Kentucky team, OSPI leadership has taken several strategic steps toward infusing this work into the state's CCSS implementation structures. These include:
- Replication of the Kentucky Leadership Network model that was designed to build capacity in district leadership teams for implementation of the CCSS and new educator evaluation systems. Without the same level of funding for this work, OSPI utilized federal Gear-Up funds to established a very small scale "District Implementation Network" during the spring/summer of 2012. The network consisted of 49 school district leadership teams spanning the state with representation from large, medium, and small districts across all nine ESDs. District teams participated in professional learning opportunities that challenged them to analyze their own district's conditions to support strong transition to the CCSS that were grounded in the key components of a comprehensive professional learning system. Funding to continue the network ended in August 2012, however many of the districts have emerged as regional leaders in this work and will likely re-engage as part of the WA-TPL project.
- Guidance to state policy makers and specifically Washington's Quality Education Council (QEC) that is tasked with the guiding and making recommendations for legislative and policy-level infrastructure supports for professional learning in the State of Washington. The QEC's January 2013 Final Report to the Legislature included specific recommendations that support the state's momentum for attending to several of the components listed above. Evidence was seen during the 2013 Legislative session for increasing legislative understanding and support of comprehensive professional learning as a critical vehicle for improving student learning (specifically House Bill 1252). While most of the legislation did not

pass through the Legislature, it gave clear indication of a readiness of state policy makers to engage in the important infrastructure work necessary to support districts and educators in supporting professional learning.

2013 began a second phase of the national partnership with Learning Forward International and 20 other states, *Transforming Professional Learning II* (*TPL II*). *TPL II* includes large school district partners, SEAs, and Learning Forward affiliates from each state committed to reviewing and adjusting their professional learning policies and approaches in light of CCSS transitions, assessments, and new educator effectiveness systems. OSPI has partnered with both Federal Way Public Schools and Learning Forward Washington to participate in this work. Federal Way will be a key advisory and participant in the WA-TPL project. Additionally, the WA-TPL project will replicate many aspects of the national TPL initiative within Washington State with the ultimate goal of supporting districts and educators to align their support systems, expectations, and instruction with the CCSS (with application to the NGSS as the transition begins) and new teacher and principal effectiveness criteria in order to allow every student access to these new college- and career-ready learning standards. As a participant in both of these TPL projects, OSPI has access to high quality coaching and evaluation supports, as well as to the myriad of resources for school, district, and state leaders engaged in this work. The Learning Forward coach is available for OSPI and LF-WA to access for support in planning and problem-solving throughout the initial stages of this project. IN addition, the project evaluator has already agreed to provide guidance to WA as we develop the evaluation for the WA-TPL project.

The WA-TPL project will build on CCSS District Implementation Network professional learning begun with 49 districts in summer 2012 by offering an opportunity to re-engage districts involved in 2012 as leaders within the 24 WA-TPL districts for a longer period of time. As the WA-TPL structure evolves and as districts are identified to participate, attention will be made to intentionally engage the 2012 districts that have made intentional and strategic investments in district, building, and classroom professional learning focused on changing district professional learning structures and focusing on the highest leverage system and instructional practices to impact student learning. At state, district, and building levels, a comprehensive professional learning system ensures that policies, practices, resources, and management align to provide equity, efficiency, and effectiveness, and achieve identified results for educator effectiveness and student learning.

In the 2013 Learning Forward workbook, *Comprehensive professional learning system: A workbook for states and districts,* Joellen Killion explains,

> "Within comprehensive professional learning systems, educators develop single or multiyear individual, team, school, or program-specific professional learning plans to achieve their goals. Each plan specifies expected outcomes of each; the design for professional learning necessary to achieve the outcomes; the benchmarks to monitor and assess progress toward the goals; and the resources required for full implementation of the learning to achieve the intended outcomes.
>
> Comprehensive professional learning systems require plans to direct and guide professional learning efforts. Professional learning plans serve as the map to guide educator learning while the comprehensive professional learning system ensures that the infrastructure is in place to support both the learner and the learning." (p.7)

Another important factor that we believe will allow for WA-TPL project success is the state's clearly articulated partnership between OSPI and the Association of ESDs (AESD) network through a Coordinated Services Agreement (CSA). Since 2009, the CSA has evolved into a strong vehicle for furthering a connected and coherent system that supports implementation of statewide initiatives. In addition to defining the outcomes and scope of unique state and grant-funded projects within each region, the CSA articulates nine priority areas:

1. State Learning Standards and Assessments (CCSS and SBAC systems)
2. Mathematics System Support
3. Science System Support
4. English Language Arts System Support
5. Teacher and Principal Evaluation
6. Early Learning and WaKIDS
7. Data Coaching and Educational Technology
8. Student and School Success (School Improvement)
9. Student Support Systems and Special Education

The first four priority areas are intimately connected and by hiring an ESD Math, Science, and Literacy Network Coordinator position that has shared accountabilities between the ESDs and OSPI, the goals and statewide activities in these areas demonstrate the coherence that the statewide CCR support system has envisioned.

Regarding the current state of disconnected resources for elementary educators and administrators for navigating the ELGL and CCSS for ELA and Math, there has been a widely expressed need since 2012 from elementary educators and administrators for a document/s that help them navigate between the two sets of standards. By partnering with the ESDs, school districts, and higher education numeracy/literacy experts that have done this work already, OSPI and PSESD will be able to efficiently create a set of resource documents that can be used across the state more consistently that has been reviewed and vetted by a variety of early numeracy and literacy stakeholders and experts.

iv. Direct beneficiaries and geography served by this project

Direct beneficiaries of the WA-TPL project will districts involved as Lab and Critical Friend districts. Districts will be selected to represent the diversity of Washington's geography and district demographics with approximately three WA-TPL funded districts per ESD region. Effort will be made to select small, medium, large, and very large districts across the state.

Indirect beneficiaries will be districts in each region that are involved in existing district and content leaders collaborations/professional learning facilitated by the ESD. Each region's established professional learning plan will consist of explicit plans for outreach and inclusion of non-WA-TPL district, including strategies to engage districts from across their regions to build on and learn from the statewide WA-TPL professional learning opportunities.

Anticipated district participation will include:

	WA-TPL Districts	# Districts / Region	# District Leaders Engaged as WA-TPL District "Core Teams" (~8 leaders/district)	# WA-TPL District "Core Team" Members / Region	Total # of Teachers across WA-TPL Districts (estimate	WA-TPL-participating schools (estimate ~4-6/district)	# Schools / Region (estimate)	# of Leaders Engaged in School-based WA-TPL Leadership Teams (administrators/ teacher leaders) (estimate ~3-4/school)	Teachers within WA-TPL schools (estimate ~25/school)	# Teachers / Region (estimate)	Est. Students within WA-TPL schools (estimate ~23 students/teacher)
Lab Districts	9	1	72	8		54	6	216	1,350	150	31,050
Critical Friend Districts	24	2 to 3	192	21		96	11	288	2,400	267	55,200
Totals	33	3 to 4	264	29		150	17	504	3,750	417	86,250

b. **Include a list of key partner organizations, subcontractors, subgrantees that are critical to the project's successful implementation, and describe the history and current status of these relationships success**

WA-TPL subgrantees were described earlier and will be selected through a competitive grant process in Fall/Winter 2013/14. The following chart outlines the broader scope of crtical WA-TPL partners and their roles/current commitment to supporting the success of this project:

Project Partner	Partner Role	History and Current Status
INTERNAL OSPI PARTNERS		
Specific OSPI Departments	A. Educator Effectiveness (Teacher and Principal Evaluation Program, TPEP) - Participation in WA-TPL design team - Support integration of and connection among district expectations, requirements, and participation in WA-TPL with districts already deeply involved (2+ years) with implementing new teacher and principal evaluation systems - Utilize existing TPEP project partner, American Institutes of Research (AIR) to collect and analyze statewide perception data for both TPEP and CCSS statewide implementation - Inform content of all statewide WA-TPL district professional learning supports and foci B. Assessment and Student Information - Key Smarter Balanced Assessment Consortium workgroup members from OSPI will serve as ongoing advisors - Access WA-TPL partners to provide input on development and use of of Smarter Balanced Digital Library instructional and professional learning resources C. Office of Student and School Success (OSSS, School Improvement) - Support integration of and connection among district expectations, requirements, and participation in WA-TPL with districts that have schools identified to receive any level of school improvement assistance - Inform and provide access to data collection targets and methods for WA-TPL so as to complement (not duplicate) data gathering methods already used within OSSS schools	A. Leadership of the state's TPEP project has been involved in each stage of OSPI's statewide support for implementation of the CCSS. Jeanne Harmon, current TPEP director and former director of the Center for Strengthening the Teaching Profession (CSTP) is a seasoned educator and leader. She and her team both at OSPI, and those now leading CSTP projects that build educator (administrators and teacher leaders) capacity for connecting and implementing TPEP and CCSS effectively. For 2013-14, TPEP leadership is implementing a strategy with OSPI and the AESD network to build capacity in state and regional leaders to support districts in navigating TPEP within the context of their roles. TPEP leaders have committed to continued involvement with statewide CCSS/NGSS implementation, and specifically to inform and support the WA-TPL project. B. Since the state's formal adoption of the CCSS (July 2011), all implementation and transitional activities include a voice and connection to transitions within the statewide assessment system. As a governing state for the Smarter Balanced Assessment Consortium (SBAC), many OSPI staff are actively involved in SBAC workgroups (including item development, digital library and formative assessment, and

Project Partner	Partner Role	History and Current Status
	D. Additional OSPI State and/or Federal Program Offices (including data governance, Title I/LAP, Digital Learning Department (Open Educational Resources, OER office; and educational technology), Migrant Bilingual, Career and Technical Education (CTE), Teaching and Learning (social studies, world languages, Math Science Partnerships (MSPs), arts, health and fitness, etc.), Special Education, etc.) - Involve WA-TPL partners and WA-TPL districts for involvement in statewide efforts that involve developing and/or scrutinizing instructional materials for their quality and attention as related to the CCSS ELA and M - Support identification of clear and purposeful metrics to show WA-TPL student and system impacts - Based on identified areas of professional learning system foci and content needs, provide support for statewide WA-TPL content and opportunities for WA-TPL districts to provide input on, use of, and/or to pilot any of the following: 　- Innovative models for allocating and integrating state and/or federal funds at district and building levels to allow greatest reach of WA-TPL professional learning activities among the widest possible number of educators across the district 　- CCSS/NGSS/STEM instructional and/or educator professional learning resources 　- Course frameworks (e.g., revised CTE course frameworks) 　- Revised OSPI-developed assessments for social studies, the arts, health and fitness, and/or educational technology 　- ELGL and CCSS crosswalk resources for elementary educators and administrators	technology). C & D. These offices have been involved at varying levels, and as appropriate with statewide CCSS transitions. The vision for widespread integration of activities, funding sources, and building of capacity across all OSPI program offices is articulated in the state's newly renewed ESEA Flexibility Request as part of Principle 1. Efforts continue to become more targeted and refined across these areas. Key leaders, specifically from OSSS, ELL, CTE, and Special Education, have agreed to support and connect program efforts, as applicable, to the content and approach of the WA-TPL project and vision for transformed professional learning systems.
EXTERNAL PARTNERS		
Association of Educational Service Districts (AESD)	- Provide staffing and expertise to support regional (and overall) WA-TPL implementation - Serve as conveners and facilitators of the WA-TPL districts within each region - Partner with LF-WA to design a regionally-specific professional	- OSPI/AESD Coordinated Services Agreement (CSA) established in 2003 and revised to encompass partnership agreements and priorities in 2007, 2009, and annually since. The CSA identifies the 9 priority initiatives shared among

Project Partner	Partner Role	History and Current Status
	learning plan (see Milestones) that reaching more than just the 3-4 WA-TPL districts per region. - Partner WA-TPL districts with non-WA-TPL districts to facilitate shared learning, mentorships, and cross-district collaboration around problems of practices - Establish targeted plans to engage and support small school districts (under 500 student) in this work	OSPI and the 9 ESDs (beyond state programs in which funding is provided to the ESDs). A formal "MOU" exists for all programs and statewide initiatives that fall under the broad CSA umbrella - Starting with the 2012-13 year, the 9 priorities are: State Learning Standards and Assessments (statewide CCSS and Smarter Balanced transitions);
Learning Forward Washington (LF-WA)	- Provide staffing and expertise to support overall implementation of the project. Includes project management and subcontracts (as necessary) to support regional project districts. - Establish an organizational growth and sustainability plan for Learning Forward Washington that will continue beyond the WA-TPL project. - Identify, establish, and maintain WA-TPL district technology Focus of the LF affiliate's work could complement this project – measuring and finding evidence in PL systems - Serve as the lead liaison in accessing the support of Learning Forward International (for content, evaluation, and access to professional learning measurement tools)	- Learning Forward Washington was established in 2011 and has been involved from the onset in statewide CCSS implementation activities (CCSS Steering Committee and as a lead facilitator/partner on the summer 2012 CCSS District Implementation Network Grant professional learning opportunities, and with the CCSS Education Association Collaboration) - WA-LF Board of Directors has committed at least 1.0 FTE to dedicate to the WA-TPL project (grant funded) as well as additional in-kind expertise and support from members of WA-TPL leadership and partners
External National Implementation "Experts" (Northwest Regional Comprehensive Center, State Implementation and Scaling-up Evidence-based Practices (SISEP) Center	- Advise and guide internal OSPI project leadership team during Phase 1 and quarterly throughout the grant period - Support to be based on national implementation research on statewide scaling of "best practices"	- OSPI has utilized support from NWRCC since 2011 to support building OSPI staff capacity and access to national resources for implementing state and federal programs - All of OSPI's statewide school improvement and education reform structures/strategies since 2007, including the current structures used to carry out our statewide CSA with the AESD network are based on research from the National Implementation Research Center and the work of Dr. Dean Fixsen and his colleagues. - These partners will be working with OSPI to organize (internally and externally) to effectively

Project Partner	Partner Role	History and Current Status
		implement large scale statewide reform efforts (such as 2013 ESSB 5946) and development of statewide K-12 metrics for measuring impact of state-funded activities
Center for Strengthening the Teaching Profession (CSTP)	- Work with OSPI offices (Teaching and Learning and OSSS) to inform and integrate professional learning approaches, technologies, and content that engage district teams, building leaders and teacher leaders - Participate in WA-TPL leadership/design team to infuse and inform WA-TPL statewide professional learning content/structures - Support professional learning approaches/content, including providing guidance for effective strategies for engaging district teams and teacher leaders within districts and buildings -	- CSTP has been a partner with OSPI in statewide design and implementation of TPEP and CCSS since their onset. In 2012 CSTP broaded their support within OSPI to OSSS. - Through existing organizational priorities and active contracts CSTP will continue to engage in this work at the state level in all of these efforts.
Association of Washington School Principals (AWSP)	- Participate in WA-TPL leadership/design team to infuse and inform WA-TPL statewide professional learning content/structures - Support professional learning approaches/content and combine leadership/design team meetings for AWSP project with WA-TPL work starting in November 2013. - Provide selection/support of WA-TPL based on past and present AWSP CCSS activities (such as prioritizing districts involved in current AWSP STEM and/or CCSS learning cohorts) - Partner districts through AWSP College Spark Grant – Principal Support for Implementation - Prioritize district selection with participants in ASWP Principal Cohort programs (eg. AWSP STEM partnership) and Principal Academies, Trevor Green Principal Fellowship	- AWSP has a history of providing strong professional learning opportunities for individuals and cohorts of principals and building/district administrators. - AWSP has been actively involved since 2009 with statewide design and implementation of TPEP. - Starting in fall 2012, AWSP began intentional transition and merging of content between TPEP and CCSS by engaging with OSPI in existing professional learning opportunities. - OSPI and AWSP partnered in spring 2013 to design and deliver a series of 5 CCSS principal workshops for over 400 principals across the state. - OSPI and AWSP will partner in the design and implementation of CCSS professional learning for principals and teacher leader teams during 2013-14 year.
Road Map Project's Race to the Top Team	- PSESD/Road Map Leadership will participate in WA-TPL leadership/design team to infuse and inform WA-TPL statewide	- PSESD has been actively involved in statewide initiative implementation content and structures

Project Partner	Partner Role	History and Current Status
(Puget Sound ESD), Federal Way Public Schools (FWPS), and other RTT Districts	professional learning content/structures and inform district selection - PSESD/Road Map Leadership will support professional learning approaches/content and selection/support of WA-TPL based on past and present WA STEM CCSS activities (such as prioritizing districts involved in current WA STEM innovative professional development (IPD) projects - PSESD will partner with OSPI and statewide AESD ELA, math, and science content teams and P-3 numeracy/literacy grantees (e.g., ESd 189 and 105) to develop resources for elementary administrators and educators for integrating the Early Learning and Development Guidelines and the CCSS/NGSS into CCR standards implementation efforts. This will include partnering with key state early learning (numeracy and literacy partners including the Department of Early Learning and Thrive by Five Washington, as appropriate. - FWPS and possibly other Road Map districts (such as Renton, Highline, and/or Seattle) will serve as a statewide models for sharing professional learning approaches, and targeted classroom instructional strategies intended to maximize high quality learning for all students. These districts may serve as "critical friends" based on their areas of focus and current reform efforts underway (e.g., P-3 systems, CCSS/NGSS transitions, etc.) - PSESD's Literacy Design Collaborative project leadership will work with WA-TPL leadership/design team to identify districts and/or regions interested in focusing on secondary high school content professional learning and capacity building.	as part of the OSPI/AESD CSA. - PSESD leadership have agreed to work side-by-side OSPI and WA-TPL leaders to inform and complement statewide efforts. - Federal Way Public School Teaching for Learning leadership was involved as a CCSS District grantee in 2012. They are now a partner with in the Learning Forward Int'l TPL II project along with OSPI and WA-LF. FWPS leaders are committed to serving as resources and models for WA-TPL district. - Renton, Highline, and Seattle will be partners with UW Teacher Preparation research center on Gates-funded CCSS instructional project to (INSPIRE) be funded in fall 2013. - Efforts are underway to develop effective and ongoing coordination between the structures and priorities among the multiple priorities and accountabilities of the RTT project overall.
WA STEM	- Participant in WA-TPL leadership/design team to infuse and inform WA-TPL statewide professional learning content/structures - Support professional learning approaches/content and selection/support of WA-TPL based on past and present WA STEM CCSS activities (such as prioritizing districts involved in current WA STEM innovative professional development (IPD) projects - Serve as key partner to inform WA-TPL evaluation and impact based on current WA STEM projects, and internal expertise (e.g., inform the use of Curriculum Based Assessment Measure, and Innovation Configuration	- WA STEM has been an active partner with statewide CCSS implementation activities since 2011 for both ELA and Math. They have also been a leader in supporting statewide learning and early adoption of the NGSS. - Strategic WA STEM district investments underway include PD Pilot Project underway with 4 districts (Highline, Bellingham, Nooksack, Anacortes) focused on innovative PD and

Project Partner	Partner Role	History and Current Status
	Maps (IC) as data collection measures)	- creating video resources; innovative coaching models - PD and learnings from pilot districts could be infused into year 2 of this grant (2014-15) as a component of innovative PD
Washington Education Association (WEA)	- Participate in WA-TPL leadership/design team to infuse and inform WA-TPL statewide professional learning content/structures, through the current content and lessons-learned from statewide WEA educator professional learning (including summer WEA boot camps and other regionally available professional learning) - Connect this with NEA CCSS efforts and investments within WA State - Collaborate with WA-TPL leadership/design team on content for this project and the WEA summer "boot camp" institutes for educators - Inform and facilitate involvement of Uniserve leaders and strategies for their engagement within WA-TPL district requirements (e.g., team composition and/or communication structures) and state professional learning opportunities	- WEA professional development leaders are have been involved in key statewide CCSS transition activities including CCSS Steering Committee and the CCSS Education Association Collaborative - WEA team included OSPI as "critical advisors" in the development of content for their summer 2013 educator "bootcamp" sessions - WEA leadership is an active member alongside OSPI in the WA-LF Advisory Board - WEA professional learning leaders have agreed to continue engagement in the WA-TPL project and support the WA-LF growth as a state leader with the project.
Washington State Leadership Academy (WSLA) – collaboration between AWSP and Washington Association of School Administrators (WASA)	- Participant in WA-TPL leadership/design team to infuse and inform WA-TPL statewide professional learning content/structures, through the current content and lessons-learned from statewide WSLA efforts - Support strategic district invitations and selection for WA-TPL based on past and present WSLA district participation (such as prioritizing districts involved in their last year of WSLA participation in 2013-14)	- WSLA has been funded by the state Legislature since 2008. AWSP and WASA have collaborated closely to hire staff, develop the WSLA professional learning content/curriculum model since that time to support 2-year cohorts of district leaders as they work and learn together in navigating education reform efforts within their districts. - In 2013-14, a total of 27 districts will engage in ongoing learning and collaboration focused on shared problems of practice related to CCSS and TPEP implementation
Department of Early Learning (DEL)	- Engage with PSESD and OSPI to review existing ELGL and CCSS crosswalk resources for elementary educators and administrator. - Make connections among the resources developed with professional development resources provided through the DEL early learning provider	- Since the inception of the state's Early Learning Plan, OSPi and DEL have partners around Priority Strategy 10 for early literacy. - OSPI, DEL and Thrive by Five Washington co-led

Project Partner	Partner Role	History and Current Status
	professional development portal.	the revision of the state's Early Learning Benchmarks and subsequent revision to the 2011 Early Learning and Development Guidelines. - An ELGL implementation workgroup that consists of DEL and OSPI leadership has collaborated since early 2012 to craft and co-sponsor implementation activities related to the ELGL.

III. Alignment with Strategy
   a. Refer to the foundation's strategy summary and your discussions with the foundation's program officer, and describe the strategic initiative(s) to which this project relates.

The WA-TPL project complements and/or directly relates to the following Gates Strategic Initiatives for Washington State:

1. Overall Strategy – to create opportunities for all children in Washington State to thrive in stable families, great schools, and strong communities.
2. Early Learning – increase school readiness in Washington State to 75 percent for low-income children by 2020.
3. Education Pathways – ensure every child in Washington State has the opportunity to start school ready to learn, graduate high school ready for college, and earn a college degree or certificate.
   - Current Gates P-3 investments (ESDs for literacy and math); OSPI for P-3 statewide infrastructure and capacity
   - AWSP – Principal Fellowship (Trevor Green); leverage through AWSP College Spark Grant for 2013-14 CCSS Principal Cohort PD
4. Road Map Project – double the number of students in South King County and South Seattle who are on track to and graduate from college or earn a career credential by 2020, and close the opportunity gap for low-income students and children of color
   - PSESD, CCSS-M, Literacy Design Collaborative
   - WA STEM innovative professional development projects
   - UW mathematics department – get Elham's project description

In addition, the WA-TPL chart provided in Section II outlines the more specific roles and commitments of state and privately funded CCSS projects across the state.

   b. How does this project fit into what is happening in the field and/or relevant geographic area to address the identified need?

As stated earlier, the most pressing and highly visible reform efforts underway within school districts are building educator and leader capacity to effectively transition to new educator effectiveness systems and new CCR learning standards (CCSS etc.). Additionally, the 2012 McCleary vs. State of Washington court decision put the Washington State Legislature on point with specific and ongoing expectations for accountability in maintaining the state's trajectory for fully funding basic education.

IV. Implementation and Results
   a. Outcomes and Milestones Chart – See WA-TPL Appendix A
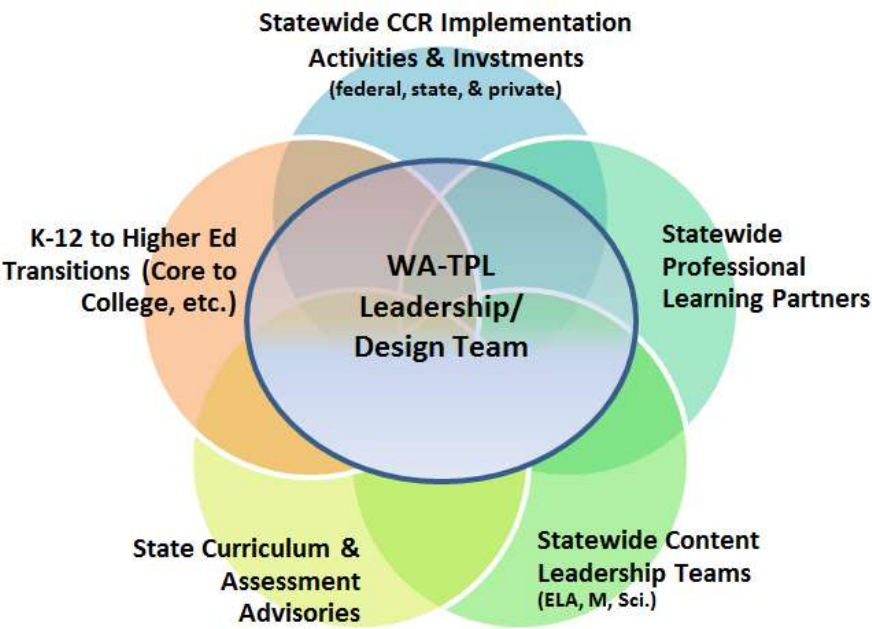   Note**:** An external project evaluator will be hired from the onset of the project. This evaluator will engage as a thought-partner and advisor to support the all aspects of program design through the lens of the desired project outcomes. In addition to establishing a solid 3-year project evaluation plan, the evaluator will work with WA-TPL project leadership to further define and refine the specific project Outcomes and Milestones as have begun to be articulated in Appendix A.

   b. Reflecting on your proposal and Appendix A, describe:
   **i. How you will achieve these outcomes and milestones, including the coordination and sequencing of your work**

The WA-TPL project will be led by the group of state leaders and partners that have engaged since spring 2013 to conceptualize and formulate intentional connections among the variety of CCSS implementation efforts underway across the state. These efforts may be nationally- (or federally) funded (such as the state's federal Math Science Partnership grants), state-funded (such as state (OSPI content staff) and regionally-based support for statewide professional learning –ESD literacy, math, and science coordinators), or privately-

funded/supported (such as current Washington State investments by the Gates Foundation, College Spark, and Learning Forward International). In addition to key leaders involved in each of the above, the project will engage advisors that represent OSPI's curriculum advisory committee, state assessment advisory committee, and Washington's Smarter Balanced Digital Library's State Leadership Team (SLT). The following graphic provides a visual representation of the connections that will be maintained and enhanced throughout and beyond the life of the WA-TPL project:

The WA-TPL Leadership/Design Team's work (and that of each region and funded district) will be coordinated through an ongoing and formative process (similar to the formative assessment cycle for students and educators to inform and guide instruction and learning). The process will take place on at least a quarterly schedule and consist of the following components:
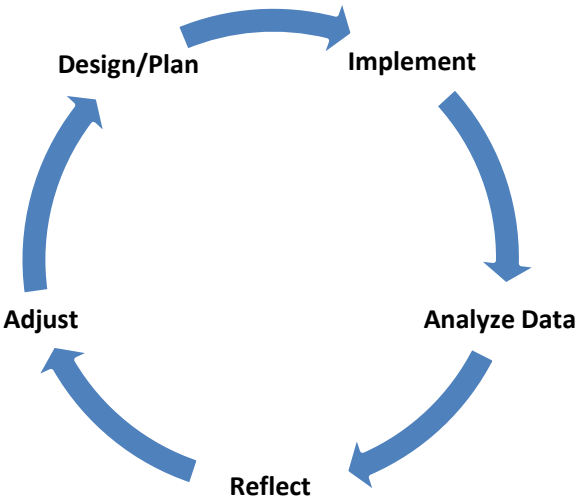
Further, an external project evaluator will be hired from the onset of the project. This evaluator will engage as a thought-partner and advisor to support the all aspects of program design through the lens of the desired project outcomes.

A critical milestone will be achieved in Spring 2014 with the selection of the WA-TPL participating districts. The districts (Lab and Critical Friend) will be selected through a competitive application process in Winter 2013/14. The WA-TPL leadership/design team will develop a Request for Proposals that will ask interested districts to conduct a pre-selection self-assessment to analyze the readiness/willingness, and scope of need within the district. The 49 districts that participated in the Spring/Summer 2012 CCSS District Implementation Project will be eligible to apply. Some of those districts (such as Federal Way Public Schools and/or Burlington Edison School District and/or Walla Walla) that have shown significant progress since 2012 in developing (transforming) their professional learning systems in light of CCSS and TPEP, will be invited to apply as Lab districts based on evidence of their success and willingness to engage as a region. An additional component of the selection process will be to intentionally map the districts and what, if any, connected professional learning opportunities they are engaged in facilitated by other members of the WA-TPL leadership/design team (i.e., WA-STEM innovative professional development grant investments or participation in AWSP 2013/14 CCSS principal cohort professional learning workshops. Another component of the application will be for the districts to show evidence of secured school-based partnerships to engage in the WA-TPL project (6 for Lab districts and 4 for Critical Friends).

Once the districts are selected, one of their first activities will be to work with the project evaluator to learn about and administer the Learning Forward Standards Assessment Inventory (SAI) with all levels of educators participating in the project. This will establish a solid baseline from which to start with identifying the areas of need and focus for WA-TPL districts.

ii. **Any external factors or significant challenges that would hinder implementation of the project and what steps will be taken to address or mitigate them**

The WA-TPL project has several external factors to consider that may pose challenges:

Challenge	Steps Taken to Mitigate
1. Securing authentic school district commitment to project	a. OSPI has involved leaders from education associations (that also support school leaders), and school district representatives from the state CCSS steering committee in the planning and development process b. Application process clearly outlines expectations and district commitments for teams and edcuators c. District selection includes analysis of district capacity and possibility to over-commit d. Established a support system through OSPI, the ESDs, and WA Learning Forward
2. OSPI and ESD Management Capacity	a. WA-TPL funds will be used to fund a 1.0 FTE project coordinator position at OSPI. This position will be the main conduit/coordinator among the ESDs and will work hand-in-glove with WA Learning Forward to oversee daily project operations and activities
3. Overlapping Initiatives / Projects	a. Establish a regular communication cycle with other statewide efforts focused on building district and educator capacity b. Involve leaders of these initiatives in WA-TPL RFP development, in establishing criteria for district participation, and in prioritizing/selecting districts to participate c. Weave-in opportunities for WA-TPL district to access and/or participate in classroom-focused "innovative professional development (IPD)" efforts as they emerge beyond their initial pilot phases (such as work with WA STEM and the UW Teacher Center)

iii. Other context that would help the Foundation understand your implementation plan:

Since 2007 the vast majority of statewide reform partnership efforts led by the OSPI Teaching and Learning, Office of Student and School Success (school improvement), and through the OSPI's Coordinated Services Agreement (with the nine regional ESDs), have been grounded in national research on scaling-up large scale innovations within and beyond education areas (Fixsen et al., 2005; Wallace, Blase, Fixsen, and Naoom, 2008). Additionally, OSPI has utilized support from the Northwest Comprehensive Center (NWRCC) since 2011 to support building OSPI staff capacity and access to national resources for implementing state and federal programs. As a result of these opportunities to learn and work with national implementation experts, intentional structures have been established that acknowledge the limitations to statewide SEA capacities, the potential and proximity of effective impact among state and regional education professional learning partners, and the thirst by districts for alignment and cohesion across all entities supporting them with implementation efforts.

Leading up to Washington's formal adoption of the CCSS, the state Legislature directed the agency to conduct extensive analysis and public outreach as we considered the impacts of transitioning to the CCSS (beyond the traditional outreach involved in developing state learning standards). These efforts, in tandem with movement in the state legislature through a variety of efforts to acknowledge professional learning as a primary vehicle to impact educator and student achievement, as well as the increasing momentum and imperative to fully fund basic education (of which time and funding for professional learning across districts is included), have given OSPI a firm grounding approach CCSS transitions and implementation differently than the state has with previous learning standards.

Finally, as part of OSPI's focus on defining clear outcomes and metrics for all of its work across the K-12 system (in tandem with the Governor's Results Washington initiative and other legislatively directed efforts for clear definition of metrics in education) and specifically for schools with large numbers of struggling students (through ESSB 5946) we are undergoing a cross-agency process to delineate specific and measurable goals. The WA-TPL evaluation component will be critical to inform this process as we navigate uncharted waters that will establish measures of professional learning system success and that will ultimately result in improved student and educator outcomes.

V. Organizational Capacity
a. Describe your organization's strengths and capacity to implement, manage, and monitor progress of this project, including:
i. Your organization's mission/goals and current activities related to the proposed project

Superintendent Dorn's five priorities for education that have guided our work since 2009 (and as they were further refined for his second term in office in 2012) are to:

1) Retain Basic Education Funding
2) Improve Achievement for ALL Students and Reduce Dropout Rates
3) Improve our Student Assessment System
4) Expand Career and Technical Education (CTE) and STEM Opportunities
5) Promote Early Learning Opportunities

In addition to these guiding priorities, Superintendent Dorn's budget and policy priorities for the 2014 Legislative session focus on:
- ✓ Full funding for basic education
- ✓ Implementation of:
  - New Teacher Principal Evaluation System (TPEP)
  - Common Core State Standards (CCSS ELA + M) and Next Generation Science Standards (NGSS)
  - Smarter Balanced Assessments and supporting technology

- A newly aligned state and federal accountability system

ii. How this project furthers the specific mission/goals of your organization

These priorities fundamentally support the overall vision described earlier for statewide implementation of CCR learning standards by setting a clear and focused course for maintaining the state's commitment to funding and supporting the essential infrastructures necessary to establish and maintain a strong professional learning system that will support policy makers and educators. As the state moves to the Smarter Balanced Assessment System as the state's summative assessment suite for ELA and Math (through practice tests and the 2013-14 statewide field test), and as the state gains access to the emerging resources that will be contained within the Smarter Balanced Digital Library (instructional, professional learning, formative assessment practices/processes) and Interim Assessment resources, WA-TPL districts will be well positioned to integrate these resources into classrooms (see Smarter Balanced components below).
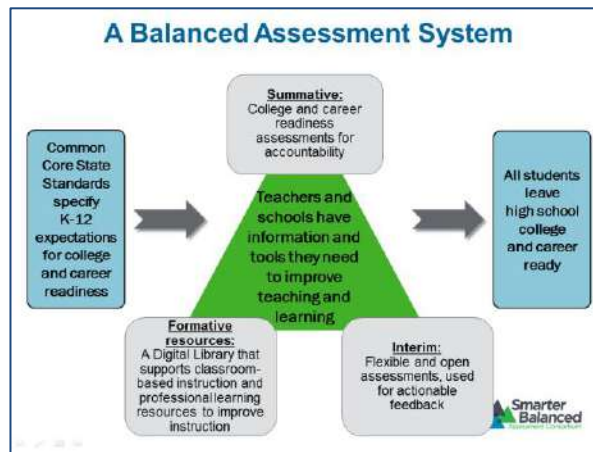
iii. A description of your organization's leadership, management, and operational structure

While the WA-TPL project will be led by OSPI's Teaching and Learning department, the reach and involvement for guiding the overall work with districts will be shared across OSPI departments of Student and School Success, Teacher and Principal Evaluation, Federal Programs, and Assessment and Student Information. The following organizational chart depicts OSPI reporting structures. Leadership of each of these departments has been involved in conceptualizing this project and are represented in the Superintendent's Cabinet. Additionally, under the leadership of Dr. Alan Burke as the agency's Deputy Superintendent for K-12 Education, there are strong conditions that will lend to project success.
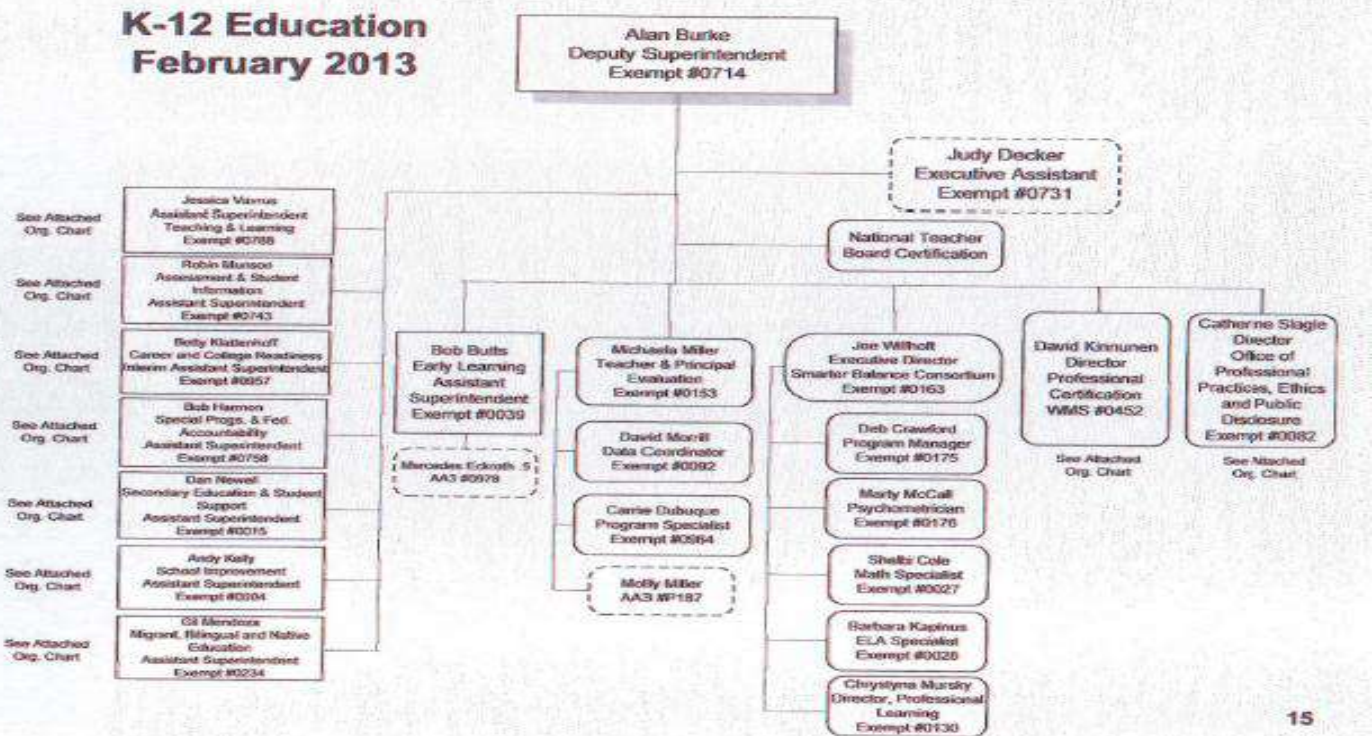
iv. Any similar types of projects your organization has undertaken in the past, including the goals of the projects and the projects' success in relation to those goals

Building school district and building leadership capacity to navigate education reform is a priority for OSPI through many high profile reform activities. In addition to the 2012 CCSS District Implementation Network project and the existing statewide ELA and Math Teacher Leader Fellows Network, the structure and support system provided as part of the state's Teacher and Principal Evaluation project; district/school supports and coaching provided through the Office of Student and School Success; and the state's Ready and Successful Students P-3 Action Plan (led by OSPI's Early Learning team and funded in part by the Gates Foundation) are well underway and are critical for the success of the WA-TPL project.

With each of our statewide attempts and engaging district leadership teams (whether full teams from the district-level or teams of principals and teacher leaders), we realize how critical ongoing engagement around common learning is. The 2012 CCSS District Implementation Network only consisted of 2, 2-day statewide workshops for district teams of 6-8 members. While the goal was for districts to learn deeply about the necessary shifts in practice and structure begged for by the CCSS and to then develop and build district ownership around the district's CCSS implementation plan, a survey conducted in spring of 2013 indicated that while most districts have a "plan" few have truly integrated the CCSS work with TPEP and other major overlapping efforts with in their districts. Unfortunately, due to lack of personnel and capacity, OSPI is generally not able to do more substantive follow-up and evaluation of statewide professional learning efforts specifically related to implementation of state learning standards. This project allows for this to intentionally occur from the start and we hope that while the evaluation will focus on progress of WA-TPL districts, we will be able to gather additional data from efforts such as the ELA and Math Teacher Leader Fellows Network to inform how and what we commit to continuing our investment of time and resources.

v. Any unique characteristics or activities of your organization that make it particularly well suited to implement this project

OSPI is the only entity with the level of statewide reach and convening ability necessary for this statewide project to be successful. Districts long for support and vision from OSPI to guide and support their implementation of CCR standards. In our approach for implementing the CCSS, OSPI has established leadership structures to engage leaders and professional learning partners to shape the WA-TPL project, however leadership and management is critical to come from OSPI as the state's leader in K-12 education. Essential to the success will be involving leaders of innovative professional learning initiatives that are (or will be) underway within individual districts, such as the efforts underway with the sever Race to the Top Road Map districts, specifically those involved with the UW Inspire Project (focused on CCSS mathematics learning), IPD projects facilitated by WA STEM, and P-3 grants to several ESD regions. OSPI's leadership looks to the expertise and wisdom leading these efforts and will intentionally connect the work of the WA-TPL project through their involvement in the WA-TPL leadership/design team and by having them inform the content of statewide WA-TPL professional learning.

   b. **Briefly explain any changes you foresee to your current year's organizational budget.**
No changes are anticipated in OSPI's budget for the current year, however over the next two budget periods we hope to increase the capacity with the department for leadership of statewide professional learning efforts focused on CCR learning standards and educator support systems. While the Legislature has made a moderate investment in the 2013-15 biennium for district teacher training (TPEP), it is anticipated that funding to OSPI to support statewide infrastructure in this area will wane in future years. Now is the time to blend the state and regional expertise and capacity in order to establish a strong system infrastructure that will support districts to continue navigating the CCR standards within the context of a new educator growth and development system beyond legislative funding to OSPI to lead the work.

   c. **Depict any steps your organization would need to take to increase its capacity in order to successfully implement this project, the plan for doing so, and the organization's plan for maintaining that capacity once funding for this project is complete.**
Staff from within the existing OSPI Teaching and Learning, TPEP, and OSSS departments have already partnered to conceptualize and inform the WA-TPL project. Teaching and Learning will be the lead department overseeing the project and the current Assistant Superintendent will serve as the Executive Sponsor of the project with OSPI leadership. OSPI will need to take 2 major steps to increase capacity to successfully implement the WA-TPL project:
   1. **OSPI project management** – dedicated staff will be hired (1.0 FTE) to facilitate the overall management of the project. This role will include oversight of all grants and sub contracts associated with the project, and be responsible for overall internal and external coordination with statewide partners through the WA-TPL leadership/design team that will inform the RFP design, district selection, and professional learning content essential to the project. Currently there is sufficient administrative support within Teaching and Learning to work with the WA-TPL coordinator.
   2. **WA-TPL professional learning network leadership** – in addition to operational management of the project there is a need for a dedicated focus on building out the content and regional support for WA-TPL districts and beyond (within each ESD region). We will approach this need in two ways:
       a. **Subcontract with Learning Forward Washington (LF-WA) –** LF-WA will provide dedicated staff (1.0 FTE, plus in-kind support from the LF-WA board of directors and technology team) to work with OSPI project manager, the WA-TPL leadership/design team, and the WA-TPL leads within each of the nine ESDs to establish the essential components for project success, including identification an online professional learning/collaboration platform for WA-TPL districts. While the LF-WA team member will reside in Spokane, there is sufficient funding to support the required travel and coordination with OSPI and the nine ESDs. In October, OSPI and LF-WA will develop a detailed communication and work plan that will serve as the foundation for OSPI's subcontract with LF-WA.
       b. **Subcontract with each of the nine ESDs Teaching and Learning leadership** – A nominal amount of funding will be provided to each ESD that will be dedicated to existing staff to work with the WA LF

team and OSPI to create a regional WA-TPL implementation plan that first focuses on the Lab District and CF Districts in the region, and then that includes a plan for wider district engagement beyond the WA-TPL districts. The amount provided will be just enough to emphasize the importance of this statewide project, however the intent is that the work of WA-TPL will be woven into existing ESD efforts underway that already engage district teaching and learning leaders in CCSS implementation.

Intentional investment over the project's 3 years in OSPI staffing, LF-WA capacity and statewide leadership role, and that of the nine ESDs is intended to deeply impact a shift in organizational priorities and culture that shows evidence of commitment and ability to continue with supporting key staff roles and/or maintaining and supporting regional district collaborations and professional learning that began as a result of the project.

> d. **Explain any potential financial impact or risk to your organization associated with implementing this project.**

OSPI has the infrastructure necessary to support the fiscal oversight and management component of the WA-TPL project.

> e. **Describe any prior Bill & Melinda Gates Foundation grants your organization has received that are relevant to this proposal, and the results of those grants.**

The Gates Foundation has provided funding to OSPI for past and current Teacher and Principal Evaluation project statewide efforts. This funding supports:

- the development of an electronic management tool that will manage the evaluation process and documentation for teachers and principals across the state. eVAL is a free resources personalized for each district's framework, resources and documents – all held on an extremely secure server with strict controls about the information each user can access.
- the development of video protocols that will support teachers' dialogue about the elements of high quality instruction and prompt reflection about one's own practice.
- Research about the usefulness of the tool to support system-wide implementation

> f. **With regard to any key partner organizations, subcontractors, and subgrantees that you have previously identified, describe what has made you comfortable with their capacity to perform as will be necessary for successful execution of this project.**

- **AESD network and ESD teaching and learning leaders –** the OSPI Assistant Superintendents for Teaching and Learning has been a consistent member of the AESD Network of Assistant Superintendents for teaching and learning since 2009. As the priority areas have been defined for leading implementation of statewide initiative for CCSS, ELA, Math, and Science, the OSPI/AESD network has worked together side-by-side to define, frame, fund, and carry out the work. As the WA-TPL project has been defined and refined, these leaders have been engaged and have committed to supporting the districts selected within their regions. Once funding is received a specific MOA will be created for each ESD that will clearly define agreements of all partners in support of the project.
- **WA Learning Forward –** Established in 2011, the WA LF affiliate has strategically charted its course with the goal of building capacity within existing statewide professional learning leaders and in supporting district and teacher leaders to implement comprehensive professional learning systems. As a member of the state CCSS Steering Committee, WA LF has partnered with OSPI since CCSS adoption to inform the content and structure of all district-focused learning opportunities such as the 2011 CCSS District Symposia and the 2012 District Implementation Network grants. The current WA LF president has resigned her previous school district administrator position (as of September 2013) in order provide the dedicated project leadership necessary to carry out the WA-TPL project. The dedication of this staff time, along with the existing expertise of the WA LF board makes us comfortable with this partnership.

g. **Describe specifically how your organization will administer and manage funds for this project, either directly or through a third party.**

OSPI will be the primary fiscal agent for the WA-TPL project. As stated earlier, OSPI has existing infrastructure on both the fiscal management and grants/contracts management components essential to this project. The WA-TPL Coordinator will meet with fiscal and grants/contracts staff on a regular basis to monitor grant spending and allocation to assure progress toward the budget plan.

VI.   Project Budget

a. **Explain specifically how your outcomes and milestones are supported by the proposed budget.**

The proposed budget provides the essential project management infrastructure and evaluation components from the onset of the project that are critical for success. Since WA-TPL districts will not be selected until spring 2014, there will be time at the start to ensure sufficient staffing and organizational support within OSPI, the ESDs, and Learning Forward Washington. The budget requests a full 2.5 years for WA-TPL district activities through the 2015-16 school year. This is an important consideration in the project since the CCSS will first be assessed in the state assessment system in 2014-15. By funding the project through the next year, WA-TPL districts will be able to show growth on the Smarter Balanced statewide summative assessments and district-selected interim assessments available through the Smarter Balanced System. In addition, resources will become available through the Smarter Balanced Digital Library starting in the 2014-15 school year. Having project activities continue through 2015-16 will allow districts to access the instructional and professional learning resources within the library and receive support from WA-TPL project TA providers, and collaborate with other WA-TPL districts through 2015-16.

b. Identify any factors that could significantly affect your organization's ability to operate within the proposed budget, and describe how your organization will manage or mitigate those factors.

OSPI is a state agency with significant and solid internal controls that support and guide management of state, federal, and private funds. T

c. **To the extent that your organization will be relying on additional funding to make this grant successful, describe:**
   i. **The proposed sources of funding (e.g., a grant from another organization or earned revenue generated by the project)**

The WA-TPL budget relies on some internal OSPI state funds to support statewide professional learning workshops (as in-kind match) and use of internal OSPI state funds for general office supplies necessary for these professional learning opportunities.

   ii. **The status of the funding sources (e.g., proposal submitted or grant awarded)**

The funds referenced above will be accessed from the OSPI Teaching and Learning department annual operating budget receives on an annual basis. These funds are state funds that come to OSPI to support state learning standards and assessments.

   iii. **The assumptions used to generate any estimates**

Not applicable.

   iv. **Strategies and timeline for securing the necessary additional funding**

Not applicable.

d. **Direct Cost Details (include total cost requested) - Provide the foundation with a description of the direct cost categories of the budget and how you arrived at the proposed expenses.**

Direct Cost Details	Budget Narrative	Year 1 (11/1/13 - 10/31/14)	Year 2 (11/1/14 - 10/31/15)	Year 3 (11/1/15 - 10/31/16)
Personnel and Benefits	Funding for 1.0FTE WA-TPL Coordinator to be hired as an exempt project employee at OSPI. This position will report to the Assistant Superintendent of Teaching and Learning. The position will be the overarching coordinator and contract manager for all WA-TPL contracts and subgrants, including the relationship with LF-WA. The position will work closely with the WA-TPL leadership/design team, OSPI content directors for ELA, Math, and Science, the LF-WA lead, and the project evaluator to design and carry out all program activities.	$102,080	$102,080	$102,080
Consulting and Professional Fees	Funding for the following: 1) Project Evaluation ($70,000/year); 2) Contract with Washington Learning Forward for WA-TPL project support (1.0FTE to report to the WA-TPL OSPI Project Coordinator), technical assistance, professional learning design (Year 1: $160,100; Years 2-3: $181,100/year) – sufficient funding for travel is factored in to allow for the necessary in-person connections with the nine ESDs and OSPI on a very regular basis as defined by a jointly-developed year 1-3 work and communication plan; 3) Agreements with each of the nine regional Educational Service Districts to provide support, professional learning, and coordination with WA-TPL districts in collaboration with WA Learning Forward (Year 1: $45,000; Years 2-3: $90,000/year) ; and 4) Contract for development of resource documents for Early Learning and Development Guidelines and CCSS/NGSS (Year 1: $10,000; Year 2: $5,000)	$285,100	$346,100	$341,100
Materials and Supplies	General office supplies for WA-TPL Coordinator	$5,000	$5,000	$5,000
Computers and Equipment	Standard amount provided (1 year only) for new employees	$5,000	$0	$0
Printing and Publications	Materials for Districts to use for collection of data and establishing baseline information (to be embedded in the evaluation plan): Learning Forward Standards Assessment Inventory (SAI); Innovation Configuration (IC) Maps for Districts, Schools, and State; Standards for Professional Learning books for all teams	$21,890	$5,000	$5,000

Travel and Accommodations	Travel for OSPI WA-TPL Coordinator for statewide workshops; regional site visits and TA	$10,000	$10,000	$10,000
Conferences, Conventions, Meetings	Expenses for venue and other costs for WA-TPL statewide district workshops. We estimate that there will be 2 face-to-face, 2-day workshops for district teams to attend. Estimated cost is $20,000/day/workshop (Gates funding requested to provide 100% for year 1 and 50% each for years 2 and 3)	$40,000	$80,000	$80,000
Subgrants	Subgrants will be issued for the following: (1) Subgrants to 9 WA-TPL "Lab" Districts ($7500/district year 1; $15,000/district years 2-3); 24 WA-TPL "Critical Friend" Districts ($5,000/district year 1; $10,000 years 2-3)	$187,500	$375,000	$375,000

WA-TPL Grand Totals	**$656,570**	**$923,180**	**$918,180**	**$2,497,930**
Total Request to Gates Foundation	$656,570	$878,180	$873,180	$2,407,930
Total OSPI Direct Project In-Kind	$0	$45,000	$45,000	$90,000

VII.   Risks
   a. **To the extent not previously addressed in this proposal, what are the significant challenges to the success of this project, including to your organization's ability to achieve the intended results within the planned timeframe?**
   b. **For each factor described, explain how it might be overcome or addressed.**
See previous narrative responses.

   c.   **For each factor that cannot be wholly overcome or addressed, indicate why you remain confident in achieving the intended results in a timely manner**.
It will be critical for OSPI to quickly put into place the project management infrastructure components necessary for the success and launch of the WA-TPL project. These will include taking action immediately on receipt of funding to:
   1. **Hire the OSPI WA-TPL Coordinator** – we are already exploring individual with the ability and capacity to take on this role based in Olympia at OSPI.
   2. **Execute the WA LF contract –** during October we will draft this document and work with WA LF on the details so that when funding is confirmed we can proceed quickly.
   3. **Issue an RFP for the WA-TPL Evaluator** – a draft of this RFP will be developed in October so that it can be issued in November. By the time the WA TPL Coordinator is on board they will be able to facilitate the review and selection of the project evaluator. The current evaluator for the Learning Forward International Transforming Professional Learning projects has already been sought to advise in the content and selection of the WA-TPL evaluator.
   4. **Convene the WA-TPL Leadership/Design team** – since this group will build off of the design team that will support AWSP's CCSS Principal Cohort professional learning for 2013-14, meetings will be schedule that start in November once WA TPL staff is on board to facilitate and move the work forward.

VIII.   Measurement, Learning, and Evaluation
   a. **What is your organization's plan for assessing and documenting progress and lessons learned about the project?**
All progress and lessons learned through the WA-TPL project will be included in the WA-TPL Evaluation Plan and design from the onset of the project. Development of a draft Evaluation Plan will be required in the RFP so that the OSPI selects an evaluation partner that will integrate this into their work.

   b. **To what extent does your organization have or anticipate having mechanisms in place to evaluate the results of this project?**
In addition to the services of the WA-TPL evaluator, OSPI will be able to access district demographic and student achievement data through the CEDARS system, as necessary. We will rely heavily on the project evaluator to work closely with AIR and UW as necessary and related to statewide TPEP efforts, and with the national TPL project evaluator to review and refine the project milestones and desired impacts.

IX.   Sustainability
   a. **Does your organization intend for this project to be sustained after the grant period has ended?**
   b. **If so, what actions will your organization and project partners take during the project term to facilitate sustainability and, if known, how will the project be continued when the grant period has ended?**
This project will allow OSPI to further develop internal and external expertise and capacity. Much of the project hinges on connecting with already established infrastructures within each ESD region for convening and supporting school districts. Also, as evidenced through the WA-TPL partnership chart earlier in this narrative, we hope to intentionally weave in and integrate this project with statewide efforts underway such as WSLA. While OSPI will not likely be able to continue direct funding for district grants and for project evaluation, WA-TPL districts will remain engaged that as part of overall statewide CCR implementation efforts.

In addition, by investing in WA LF as a key project partner, the intent is for the organization to cultivate its own capacity, infrastructure, and sustained funding in order to continue as a statewide TPL partner in the state. As a leader with the WA-TPL project, WA LF will be able to further establish itself as a resource and leader for the work within districts and at the state level to realize the components of a comprehensive professional learning system described earlier.

Finally, we envision the OSPI WA-TPL Coordinator as a position that will be maintained even after the Gates funding concludes. The position will be critical to ensure consistency for all of OSPI's standards implementation efforts across subject areas. The Coordinator will be critical for expanding and nurturing the connections and resources available for PreK and elementary educators/administrators between Washington's K-12 Learning Standards and the state's Early Learning and Development Guidelines, Birth to Grade 3.