



NATIONAL ALLIANCE OF  
**CONCURRENT ENROLLMENT**  
PARTNERSHIPS

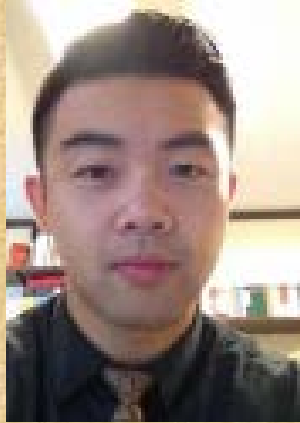
# **Connecting Space: Developing Collaborative Curricula between High School and College English Teachers**

- **September 22, 2017**

# Presenters



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# Exigence for the Grant Partnership

- University of Washington in the High Schools (UWHS) as another form of another form of advantage for advantaged students?
- Less than 6% of low-income students enroll for credit in our courses.
- College Spark Washington: \$150,000 grant for two years (2015-17) to collaborate with four Washington State high schools
- Objective: To develop 10th and 11th grade supplemental language arts curricula that would prepare low-income students for success in UWHS composition courses.



# Site Visits

## Goals:

- Establish the project as a collaborative effort with partner schools
- Developed ideas, strategies, and materials that teachers could implement within what they are already doing.
- Grounded, collaborative, interstitial

# Site Visits

- Fall 2015: day-long site visits at each high school
  - Met with school leadership, counselors, teachers, held student focus groups, and observed classrooms
  - Emphasized that goal was not to impose UW curriculum on the teachers or students
- Learned that some of the barriers to taking the college courses are beyond our control

# Takeaways

- Students had a “nebulous” understanding of what college writing courses looked like or required
- “Students don’t know enough about the [UWHS] course to understand perceived/established pathways”
- Student also discussed wanting more exposure to college-level reading and more creative writing assignments that drew on their reading.



# Process

- Site Visits
- Workshop 1 – Developing Student and Metacognition
- Workshop 2 – Creating Opportunities for Forward-Reaching Transfer
- Workshop 3 – Helping Students Engage in Emotional Reflection and Regulation
- Workshop 4 – Showcase and Looking Forward
- Surveys

# Workshop 1

Winter 2016



# Workshop 1--Winter 2016

## Mapping and Framing Transitions

Research on writing development and knowledge transfer

Mapping connections/overlaps between Common Core and WPA/UW college outcomes

Building Bridges for students

## Developing Meta-cognition

Introducing meta-cognition and pedagogical memory

Generating strategies for engaging with/enacting meta-cognition

Customizing/generating materials and lesson plans

# Survey development

- Constructed from site visit findings
- Administered at both beginning and end of each semester

On a scale of 0 (very difficult) to 10 (very easy), how easy or difficult for you is following skill?

Understanding your strengths and weaknesses as a writer:

**Semester 1**

**Start: 7.02**

**End: 7.70**

**Semester 2**

**Start: 7.18**

**End: 7.42**

On a scale of 0 (very difficult) to 10 (very easy), how easy or difficult for you is following skill?

Using reading to support writing:

**Semester 1**

**Start: 7.09**

**End: 7.54**

**Semester 2**

**Start: 7.34**

**End: 7.58**

# Workshop 2

Summer 2016

On a scale of 1 to 10, **how likely are you to take a UHWS English class?**

**Semester 1 Start: 5.60**

**Semester 1 End: 5.63**



# Workshop 2--Summer 2016

Creating opportunities for forward-reaching transfer

Translating the UWHS writing outcomes

Brainstorming activities for connecting current and future learning

Prompting critical reflection and forward-reaching transfer with in-class activities

Requesting teachers assign a reflection prompt where students mapped their high school experiences onto UW writing program outcomes

On a scale of 1 to 10, how likely are you to take a UHWS English class?

**Semester 1**

**Start: 5.60**

**End: 5.63**

**Semester 2**

**Start: 6.15**

**End: 6.24**

On a scale of 0 (very difficult) to 10 (very easy), how easy or difficult for you is following skill?

Seeing connections between what you are learning now in your English class and what will be helpful to you in future English classes:

**Semester 1**

**Start: 7.25**

**End: 7.33**

**Semester 2**

**Start: 6.83**

**End: 7.43**

On a scale of 1 to 10, overall how much do you think your current English class will/has prepared you for UWHS?

**Semester 1**

**Start: 7.09**

**End: 7.48**

**Semester 2**

**Start: 7.43**

**End: 7.28**

# Workshop 3

Winter 2017

# How confident are you as a writer?

	Semester 1 Start	Semester 1 End	Semester 2 Start	Semester 2 End
Not at all	5%	4%	3%	4%
Not Very	21%	16%	18%	19%
Somewhat	60%	62%	65%	67%
Very	14%	18%	13%	10%



# How confident are you as a reader?

	Semester 1 Start	Semester 1 End	Semester 2 Start	Semester 2 End
Not at all	4%	4%	3%	2%
Not Very	18%	11%	17%	14%
Somewhat	49%	58%	51%	56%
Very	28%	27%	29%	28%

# How successful do you feel you are as a writer and reader?

	Semester 1 Start	Semester 1 End	Semester 2 Start	Semester 2 End
Not at all	4%	4%	2%	4%
Not Very	23%	15%	18%	17%
Somewhat	60%	64%	68%	69%
Very	14%	18%	13%	11%

# Workshop 3--Winter 2017

The role of dispositions, emotion, and confidence in writing development

Research on dispositions and writing development

Accounting for dispositions, emotion, and confidence in student learning

Addressing dispositions, emotion, and confidence in the classroom

Brainstorming activities for addressing dispositions, emotion, and confidence

Implementing activities for addressing dispositions, emotion, and confidence

Strategies for when, where, and how to implement activities

# Coding Student Reflections

- Assign an end-of-semester reflective writing activity for their language arts and English class
- Activity asked students to look back on the things they have learned during the semester and think about how they can help you in the future.
- Two parts:
  1. Each student received a copy of the “College Writing Standards”
  2. Students were asked to write a 2-page reflective essay

# End-of-Semester Reflection Prompt

1. Which of the writing skills and strategies that you have learned in this class are **similar** to the skills in the College Writing Standards? In what ways are they similar? Be as specific as possible.
2. Describe things you have done this term (activities you have done in class, assignments you have written, works that you have read, etc.) that seem like practice/preparation for these standards. Then, explain why you consider these things practice/preparation.
3. Which of the skills in the College Writing Standards are **least** like what you have learned in this class? What makes them unfamiliar or unclear to you?
4. In looking at the college writing standards, which of the writing skills that you have learned do you think will help you the most? What do you still need to do before you feel ready for college-level writing?

# Coding strategy for student reflections

- Each student reflection is assessed for three metacognitive dimensions, each on a rating scale of 1-3
- To determine rating, we look for specific indicators in their writing that represent the degree of metacognition
- Also highlight specific quotations from the student writing that we feel accurately represent each rating



## Dimension A

To what extent do the students' reflection essays demonstrate *meta-awareness* about their writing and about themselves as writers, **as indicated by being able to reflect on, monitor, assess (analyze strengths and difficulties), and articulate their ability as writers?**

# Dimension A Ratings

- Rating of 1: Student is able to describe what they have done, although in general terms and often resulting in statements about the skills or experience but without reflecting on and analyzing the hows and whys.
- Rating of 2: Student not only describes what they have done but also reflects on it in ways that get at the hows and whys.
- Rating of 3: Student demonstrates a high level of awareness, marked not only by an ability to reflect on what they have done but also to assess and direct (manage) that reflection in ways that signals some pedagogical agency over their awareness.

## Dimension B

To what extent do the students ***name*** the writing skills and strategies that they have learned and discuss them in relation to the college-level writing standards?

# Dimension B Ratings

- Rating of 1: Student describes the skills and strategies in general ways.
- Rating of 2: Student not only describes but also names the specific skills and strategies with some examples.
- Rating of 3: Student names the specific skills and strategies that are similar and different and explains how and why they map onto the college-level skills and strategies.

## Dimension C

To what extent do the students *project* what they are learning now onto future learning?

# Dimension C Ratings

- Rating of 1: Student engages in limited or vague projection.
- Rating of 2: Student projects more specifically but within the near future or within the course itself.
- Rating of 3: Student engages in specific and far-reaching projection about how what they have learned will help them in the future: what will help them the most and what they still need to do before they feel ready for college-level writing.



## Relevant Quotations (Rating of 1)

*“What I still need to do before I feel ready for college level writing is the understanding of the standards of college writing.”*

*“I think all of them will help me because at the high school level you really don't get graded on how college will get graded. I believe that I still need a little more help on everything because you can never know everything there's always something that you need to improve on.”*

## Relevant Quotations (Rating of 2)

*“The writing skills we learned in LA II this year are similar to the college standards because learned narrative writing, persuasive writing, expository writing, and poetry and one of the standards for college writing is to be able to write in different contexts and audiences.”*

*“[College Writing] Standard number two will help in the future when I need to write an essay with good supporting evidence and using an appropriate format...Before I feel ready for college level writing I still need to practice more on my word choice to address my audience properly.”*

## Relevant Quotations (Rating of 3)

*“I personally feel that the most important skill on the College Writing Standards list is the ability to analyze complex texts to their fullest extent. To me, this is like having a strong foundation for a building, since once I’m able to understand these texts, I can develop the other writing skills focused around this. After all, not much can be achieved without an actual understanding. Even with this said, I think I will still need to continue practicing all of these skills through assignments, and even on my own time, before I am ready for college.”*

*“I think that all of these skills will really help in college because they not only help with essays, but they can also help in real life. Such examples being that if you were in a debate, you could use their argument to better yours, or look deeper into texts that you read every single day.”*



# UWHS COLLEGE SPARK RESEARCH GRANT

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## SEARCH

Search



## Future NACEP Webinars and Events:

**September 27<sup>th</sup>:** NACEP Webbytes: Partnering with Disciplinary Professional Organizations to Increase Student Learning and Motivation in CE Courses.

**September 28<sup>th</sup>:** NACADA and NACEP Joint Webinar on Advising

**October 8-11<sup>th</sup>:** Washington D.C. for National Conference, Pre and Post Conference Events

**October 24<sup>th</sup>:** NACEP Webbytes: Advisory Boards and Collaboration

**November 10<sup>th</sup>:** Discovery Series: Innovative Collaboration '1+3'..The Three-Year Bachelor's Degree Program, University of Wisconsin-Oshkosh

**November 16<sup>th</sup>:** NACEP Workshop: Strategies for Building Quality Partnerships that Lead to Quality DE Instructors. Columbus, Ohio

**November 29<sup>th</sup>:** NACEP Webbytes: A Journey through Institutional Change

