Integration: Creating a Seamless Education System

Jeri Crispe-Colorado Legacy Foundation
Troy Zabel-Superintendent, Bayfield School District
Steve Otter-Project Manager, SJ BOCES
Gayle Jones-Westerberg-Colorado Consultant
Lanny Hass-Project Manager, Thompson School District
Agenda

Colorado Legacy Foundation

Integration Messaging

Integration Collaboration in San Juan BOCES

Literacy Design Collaborative

Math Design Collaborative

Conclusion/Questions
Igniting the Power of Public Education

The Colorado Legacy Foundation (CLF) is an independent non-profit organization that works in partnership with the Colorado Department of Education and public education stakeholders to catalyze bold improvement in student achievement through innovation, collaboration and capacity building.
CLF Vision

CLF believes that increased student achievement for all Colorado students requires:

- effective leaders in every school,
- effective educators in every classroom, and
- healthy and engaging environments that ignite a passion for learning in every student.
Accelerate Bold Improvements

Improving Student Achievement → Health and Wellness

Improving Student Success → Colorado Legacy Schools

Improving Student Engagement → Expanded Learning Opportunities

Improving Student Outcomes → Colorado Integration Project

Integration: Creating a Seamless Education System
July 25, 2012
# CDE and CLF: A Working Partnership

<table>
<thead>
<tr>
<th><strong>Colorado Department of Education</strong></th>
<th><strong>Colorado Legacy Foundation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>State agency authorized to implement SB 191 and SB 212</td>
<td>Independent non-profit working with public education stakeholders and CDE</td>
</tr>
<tr>
<td>Legal authority and responsibility to ensure local compliance with SB 191 and SB 212 of all districts in Colorado</td>
<td>Collaborate with educators and school districts to catalyze bold improvement in student achievement using innovative instructional tools and practices</td>
</tr>
<tr>
<td>Create and support districts in implementing state model evaluation system and Colorado Academic Standards</td>
<td>Build capacity at CDE and with educators and local districts to implement and sustain meaningful change</td>
</tr>
<tr>
<td>Create state resource bank to support all districts in implementing local evaluation systems and standards</td>
<td>Identify, incubate and share innovations that spark dramatic improvement in the quality of instructional practice and student academic growth</td>
</tr>
<tr>
<td>Support State Board rule adoption, and ongoing interpretation and implementation of policy</td>
<td>Inform policy and system improvements at the state and local level using lessons learned locally and nationally</td>
</tr>
</tbody>
</table>

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Colorado Integration Project

Ensure the highest possible performance for both educators and students by aligning:

- Academic Content
- Educator Performance
- Student Achievement
- Professional Growth
Colorado Integration Project

- Thirteen Colorado School leading by serving as “learning laboratories”
  - Centennial School District
  - Denver Public Schools
  - Eagle County School District
  - Thompson School District
  - San Juan BOCES (9 districts in Colorado’s Southwest corner)
Colorado Integration Project

• Puts educators in the driver’s seat of creating curriculum and instructional tools that will support student success by:
  • Creating real-time feedback to support differentiated instruction
  • Providing professional development
  • Promoting collaboration
Colorado Integration Project

1. CLF Video
Agenda

Colorado Legacy Foundation

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Conclusion/Questions
San Juan BOCES

Project Outcomes

- Educator Effectiveness
- Teacher Supports
- Integration
- Scaling Integration
The Partnership

COLORADO LEGACY Foundation

cde
Improving Academic Achievement

SAN JUAN BOCES
### The Framework

<table>
<thead>
<tr>
<th>SB 163-Education Accountability</th>
<th>SB 212-CAP4K</th>
<th>SB 191-Educator Effectiveness</th>
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<tr>
<td>• Statewide accountability system to promote academic growth</td>
<td>• Clearer, fewer, higher standards (CAS)</td>
<td>• Principal/Assistant Principal Rubric pilot</td>
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<tr>
<td>• Improve performance through root cause analysis</td>
<td>• PSWR</td>
<td>• Teacher Rubric pilot</td>
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<tr>
<td></td>
<td>• Aligned assessments</td>
<td></td>
</tr>
</tbody>
</table>

**HB 165-Educator Identifier**
- Common Course Numbering
- Teacher/Student Data Link

Integration: Creating a Seamless Education System

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The Challenge

Integration

…recently enacted state education reforms provide a strong framework for the proposed work
Integration Project Communications

Colorado Legacy Foundation-Grant Outcomes

San Juan BOCES

BOCES SAC Meeting

BOCES Board Meeting

Area School District 1338 Committees

District Superintendents

District School Board Meetings

July 25, 2012

Integration: Creating a Seamless Education System
<table>
<thead>
<tr>
<th>Integration District</th>
<th># of Students (c)</th>
<th>% eligible for free/reduced lunch (b)</th>
<th>% minority students (c)</th>
<th>% of ELL students (c)</th>
<th>% of H.S. Grad. (d)</th>
<th>Performance Category</th>
<th>Setting</th>
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<tr>
<td>INTEGRATION DISTRICT TOTAL</td>
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<td>STATEWIDE TOTAL</td>
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<td>72%</td>
<td>Accredited</td>
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</tr>
</tbody>
</table>

Integration: Creating a Seamless Education System

July 25, 2012
On Our Way

Classroom tools provided by Integration Project to improve instructional practice

- Literacy Design Collaborative (LDC)
  - LDC is a system of instruction for supporting students in meeting the CAS and the 21st Century Graduate Proficiencies with emphasis on ELA, Science, and History/Social Studies.

- Math Design Collaborative (MDC)
  - Create a classroom environment where students are continually asked to think, reason, and make sense of mathematics.

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Integration: Creating a Seamless Education System
On Our Way

- Adoption and implementation of new Colorado Academic Standards
  - Work with new academic standards.
- Development of Professional Learning Communities
  - Training and development of teacher leaders
Challenges

- Alignment to current work
  - Strategic planning process
  - Community engagement
- Local control vs. state leadership
  - Concerns over 50% growth measure
- Capacity
  - Funded or not this work has an impact
  - Start-stop-keep
  - Sustainability-funding mechanism

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Impacts

- Collaborative work
- Cross district PLC opportunities
- Advantages
  - Easier to disseminate information
  - Less bureaucracy
  - High level of trust and collegiality
  - The development of tools like the iPad® app
Teacher/Principal Evaluation Work

- Implementation of 191 regionally
  - Regular performance evaluations that hold educators accountable for student growth and provide them feedback to improve instruction.

- Commitment vs. Compliance
The Outcomes

- Educator evaluation driving teacher and student growth
- District systems that support student growth
- Teachers supported in instruction of the new academic standards
- Educator evaluation supporting teachers in their development and longevity
- Scaled processes utilized by other rural districts
- Strong instructional leaders in every building
- Strong PLC work within our districts and in some cases across district
- Meaningful data used in a meaningful way
- Student success!

Integration: Creating a Seamless Education System

July 25, 2012
Agenda

Colorado Legacy Foundation

Integration Messaging

Integration Collaboration in San Juan BOCES

Literacy Design Collaborative

Math Design Collaborative

Conclusion/Questions
An Introduction to the Literacy Design Collaborative

A Framework to move from Common Core State Standards to Classrooms

July 25, 2012
Integration: Creating a Seamless Education System
The LDC Module System

An instructional system that is:
- Hard-wired to the Common Core State Standards
- Minimalist as an approach – lean model
- Interested in local choice and teacher decision making
CCSS Standards are a blueprint.
Unlike mathematics, secondary literacy is not a discipline. It is “homeless” in that it belongs to everyone and no one. Literacy is used in secondary classrooms, but it is not taught in a systematic way.
Now We Need to Move …

From blueprint… …to action!

Integration: Creating a Seamless Education System

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Is there a different choice?

So teachers don’t have to

“move from CCSS/CAS blueprint to action” alone.
Literacy Design Collaborative

...a fresh approach to incorporating literacy into middle and high school content areas.
Why LDC?

- Provides strong pedagogical support when students interact with text.
- Allows teachers to utilize content specific skills for teaching reading and writing.
- Allows for modifications to meet the needs of all levels of learners within a classroom.
- All levels of learners have an opportunity to access the content.
- Allows for transfer of reading and writing skills across content areas.
What undergirds the LDC strategy?

- Align with Common Core State Standards
- Distribute responsibility for teaching, reading and writing
- Make tasks central
- Connect reading and writing instruction
- Use back-mapping
- Foster a responsive system of formative learning
- Encourage local choice and decision making
- Strive to be teacher-friendly
The Framework—Common standards, local choices!

| Courses          | • New courses
|                 | • Existing courses
| Modules         | • Task
|                 | • Skills
|                 | • Instruction
|                 | • Results
| Tasks           | • Prompt
|                 | • Rubric
|                 | • Scoring exemplars
The Tasks - students are at the center!

<table>
<thead>
<tr>
<th>Courses</th>
<th>Modules</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td></td>
<td>• Instruction</td>
<td>• Scoring exemplars</td>
</tr>
<tr>
<td></td>
<td>• Results</td>
<td></td>
</tr>
</tbody>
</table>
Template Tasks

Template tasks are the beginning point for the LDC strategy. An LDC template task is a fill-in-the-blank assignment or assessment based on the common core literacy standards.
Teachers use additional “plug and play” flexibility within the template to adjust:

- **Task level:** Select level 1, 2, or 3 task
- **Reading requirements:** Vary text complexity, genre, length, familiarity, etc.
- **Writing demands:** Vary product, length, etc.
- **Pacing requirements:** Vary workload and time allowed to complete
LDC
The Approach

Common Core Standards

Formative & Summative Assessments

Aligned, Distributed Instruction

Integration: Creating a Seamless Education System
July 25, 2012
Tools in the form of templates for CCSS-based reading and writing assignments

An Example

**Task 2 Template (Argumentation/Analysis L1, L2, L3):**

[Insert question]. After reading ______ (literature or informational texts), write an ___________(essay or substitute) that addresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.
But I’m not trained to be a reading and writing teacher!
Purposeful Engagement with the Content

• Academic language
• Intentional planning
Science Teaching Task
(Argumentation/Analysis)

After researching technical and academic articles on the use of pesticides in agriculture, write a speech that argues your position on its use in managing crop production. Support your position with evidence from your research. L2

Be sure to acknowledge competing views. L3

Give examples from past or current events or issues to illustrate and clarify your position.
After researching *academic articles and informational text* on *censorship*, write an *editorial* that argues your position on *the use of filters by schools*. Support your position with evidence from your research. L2 Be sure to acknowledge competing views. L3 Give examples from past or current events or issues to illustrate and clarify your position.
All LDC tasks require students to:

- **Read**, analyze, and comprehend texts as specified by the common core
- **Write** products as specified by the common core (focusing on argumentation, informational/explanatory, and narrative)
- **Apply** common core literacy standards to content (ELA, social studies, and/or science)

The tasks are designed to ensure that students receive literacy and content instruction in rigorous academic reading and writing tasks that prepare them for success in college by the end of their high school career.
LDC Module System

Section 1.
What Task?

Section 2.
What Skills?

Section 3.
What Instruction?

Section 4.
What Results?
Modules

Module templates support teachers in developing instruction to use over about 2-4 weeks. They help teachers design instruction – their choice – focused on guiding students to complete a single literacy task linked to content.
Template Task Rubrics

LDC template tasks use shared rubrics (scoring guides) to decide whether student work meets expectations. One scoring guide works for all argumentation tasks, another for all informational and explanatory tasks, and a third for the narrative tasks.

Shared rubrics support teacher collaboration across grades and subjects, including:

- Shared *scoring* to develop common expectations
- Joint *analysis of student work*
- Collaborative *planning* around instructional strategies and improvements
SB10-191: Educator Effectiveness

SB191 is supported by the LDC project:

- Colorado Teacher Quality Standard 1: Mastery of and pedagogical expertise in the content they teach.
Teacher Quality Standards

I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

II: Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.

III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

IV: Teachers reflect on their practice.

V: Teachers demonstrate leadership.

VI: Teachers take responsibility for student academic growth.

The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches.

The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).
Quality Teacher Standard I

• The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches.

• The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).
Examples from New Teacher Rubric

Proficient Teachers:

• Demonstrate a deep understanding of the literacy content

• Provide literacy instruction that is:
  – Needs-based
  – Intensive
  – Of sufficient duration to accelerate learning.
  – Designed to enhance critical thinking and reasoning, information literacy, collaboration, self-direction, and innovation.

LDC can do this!

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Accomplished Teachers have STUDENTS who:

• Apply literacy skills
  – Across academic content areas
  – In everyday life skills
  – Communicate orally and in writing at levels that meet or exceed expectations for their age and grade

Exemplary Teachers have STUDENTS who:

• Exceed expectations in critical thinking and problem solving skills.
• Exceed expectations in reading, writing, speaking, and listening skills.
The LDC Module system...

• Is intended for all students
• Leads with a rigorous task
• Hard-wired to the Common Core State Standards:
  1. Rigor and relevance
  2. Text-based writing
  3. 21st century skills
  4. Role of technology in 21st century learning
The Future

- Students who have the literacy skills promoted by LDC will have a much more solid foundation for succeeding in college and the workplace.
- The reading and writing skills embedded in LDC are part of the heart of the Post-Secondary and Workforce Readiness skills.
What are Educators Saying?

“The template gives you an overarching theme in terms of what literacy looks like.”

– Tony, world history teacher, Midwood High School, Brooklyn, NY

“It is not just reading in isolation or writing in isolation. It’s putting them together to create independent ideas on the part of the student.”

– Sarah, English teacher, Northwestern High School, Hyattsville, MD

“The LDC module is a good step in allowing students to do more for themselves.”

– Gary, secondary literacy specialist, Kenton County Schools, KY
What are Colorado Educators Saying?

“The LDC framework works for my English learners. They are producing writing at higher levels than I ever imagined.”

“The writing that I am seeing when I use the LDC tasks in Social Studies is what I always expected, but I did not know how to lead my students to achieve this high level of reading and writing.”
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Colorado Legacy Foundation

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Conclusion/Questions
The concept of Integration & Math Design Collaborative (MDC)
We know that school improvement works when everybody learns every day. We also know that professional learning is not an abstract notion, but involves hands-on partnerships with teachers and administrators, working side-by-side in schools. Finally, we know that long-term sustainability depends not upon external experts, but on the capacity of local teachers and leaders to implement and monitor best practices.

—Douglas B. Reeves

The Leadership and Learning Center
What is the MDC?

• Mathematical
• Design
• Collaborative
Integration?

Teacher Quality Standard 1

Demonstrated knowledge of the content, central concepts, tools of inquiry

Colorado Academic Standards

Use critical thinking to recognize problematic aspects of situations and create mathematical models

Future Colorado Student Assessment Program

Measures a student’s progress toward new expectations of learning

July 25, 2012
The Math Design Collaborative as an Integrated Tool to Facilitate Student Achievement and Enhance Teacher Effectiveness

- Support teachers in developing and implementing effective instructional strategies and methodologies embedding the Colorado Academic Standards including the Common Core State Standards
- Teachers participate in a collaborative PROCESS to improve instructional practice and deepen their content knowledge
- Employing the Shell Centre Formative Assessment Lessons (FALs) as an example of exemplary curriculum support materials
Having Kittens

Work out whether this number of descendants is realistic.

Here are some facts that you will need:

- Cats can’t add but they do multiply!

In just 18 months, this female cat can have 2000 descendants.

- Length of pregnancy: About 2 months
- Age at which a female cat can first get pregnant: About 4 months
- Average number of litters a female cat can have in one year: 3
- Number of kittens in a litter: Usually 4 to 6
- Age at which a female cat no longer has kittens: About 10 years

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Integration: Creating a Seamless Education System
Standards for Mathematical Practice

• Make sense of problems and persevere in solving them.
• Reason abstractly and quantitatively.
• Construct viable arguments and critique the reasoning of others.
• Model with mathematics.
• Use appropriate tools strategically.
• Attend to precision.
• Look for and make use of structure.
• Look for and express regularity in repeated reasoning.
Generalizing Patterns: *Table Tiles*

**Mathematical Goals**

This lesson unit is intended to help you assess how well students are able to identify linear and quadratic relationships in a realistic context: the number of tiles of different types that are needed for a range of square tabletops. In particular, this unit aims to identify and help students who have difficulties with:

- Choosing an appropriate, systematic way to collect and organize data.
- Examining the data and looking for patterns; finding invariance and covariance in the numbers of different types of tile.
- Generalizing using numerical, geometrical or algebraic structure.
- Describing and explaining findings clearly and effectively.

**Common Core State Standards**

This lesson relates to the following *Mathematical Practices* in the *Common Core State Standards for Mathematics*:

7. Look for and make use of structure.
8. Look for and make use of repeated reasoning.

This lesson gives students the opportunity to apply their knowledge of the following *Standards for Mathematical Content* in the *Common Core State Standards for Mathematics*:

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Three Shifts

- **Focus:** Trust the Standards

- **Articulation:** Design with learning in mind and connect major concepts.

- **Rigor:** Comprehensive balance of fluency, application and depth of understanding!
Components of MDC Process

• MDC Summer Institute
  – 3 Day Workshop
• Onsite Coaching
  – Multiple Coaching opportunities focused on Instructional Practices
• Online Professional Development
  – ePD
• PLC supporting mathematical instruction
  – Videoing
  – Horizontal and Vertical Articulation opportunities
• District, Building and Individual Efforts
Two Audiences!

- Adult Actions
- Student Outcomes
Observable Adult Actions

– Engaging Students in Learning
– Quality of Instructional Strategies and Discussion Techniques
– Assessing Student Understanding through Supporting Evidence and Consistent Feedback
– Modeling reflected in the expectations of the FALS and aspect of the mathematics.
– Skills embedded in the “Units of Study”
– GRADUAL RELEASE of concepts and expectations
– Teacher confidence!
Observable Student Outcomes

- All students engage in the Academic Language associated with a strong culture of learning
- Students develop strong reflection and questioning procedures
- Students misconceptions are embedded into the learning environment and stronger understandings are developed
- Student products are reflective of the mathematics that has been modeled and facilitate depth of knowledge
- Student confidence!
“One” Student Challenge!

• Post Secondary Workforce Ready?
  – 74 percent of high school graduates are “not prepared to take credit-bearing entry-level college courses with a reasonable chance of succeeding in those courses.”

  – 43 percent of students who earn an A or B in Algebra II do not meet college readiness benchmarks in math; 53 percent earning an A or B in Physics do not meet college readiness benchmarks in science.

  – 45 percent of employers say public high school graduates are not equipped with the skills necessary to move beyond entry-level jobs.

1, 2 ACT, Rigor at Risk: Reaffirming Quality in the High School Core Curriculum, Iowa City, Iowa: Author, 2007.
“One” Educator Response!

• Educator Effectiveness!

Effective Teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success (See Appendix A). Effective Teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective Teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.
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Conclusion/Questions
Questions?
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