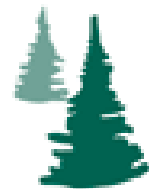


Curriculum Directors Meeting

Northwest Educational Service District 189



**Northwest Educational
Service District 189**

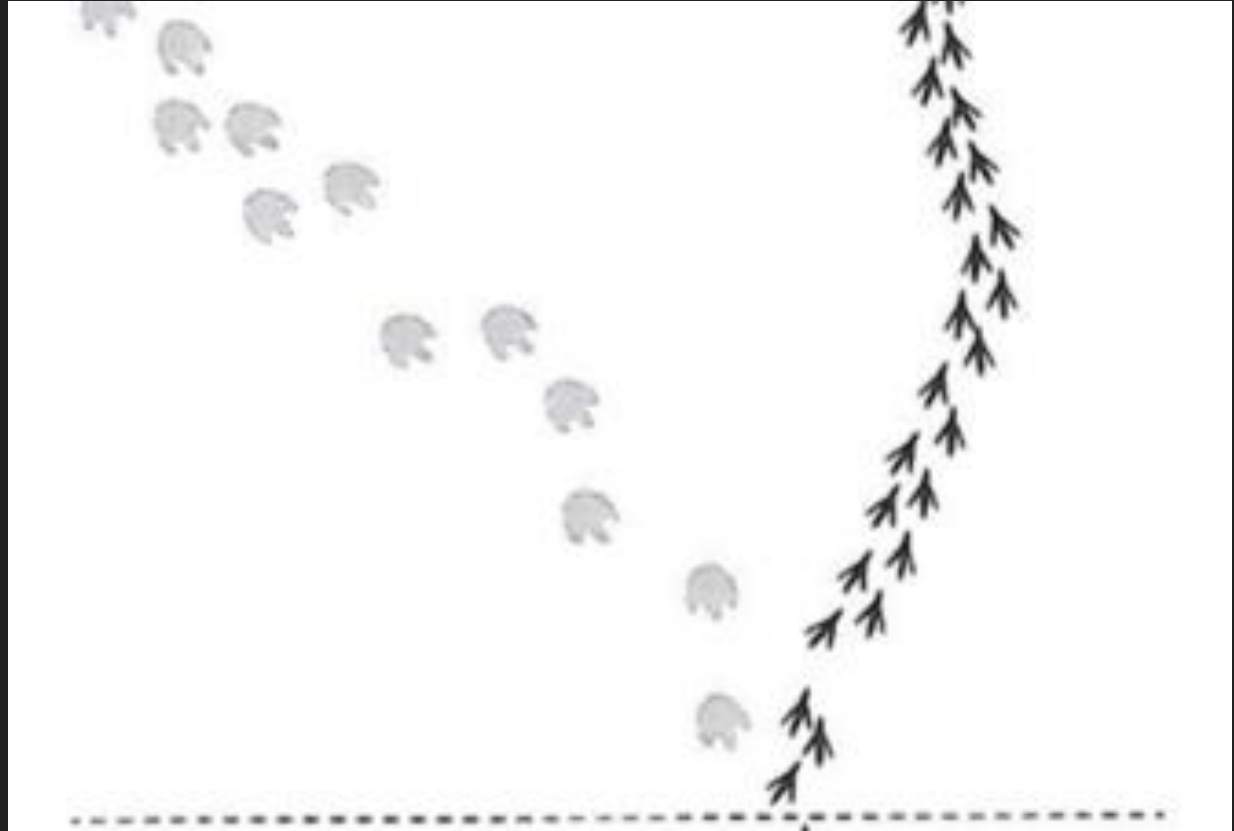
Together We Can

Outcomes for today:

- Review updated information about the Washington School Improvement Framework
- Learn about some of our districts' journey with Deeper Learning
- Receive updates from NWESD on curriculum, assessment, and content.
- Leave with some new ideas and protocols to use in your district.
- Collaborate with colleagues about your districts

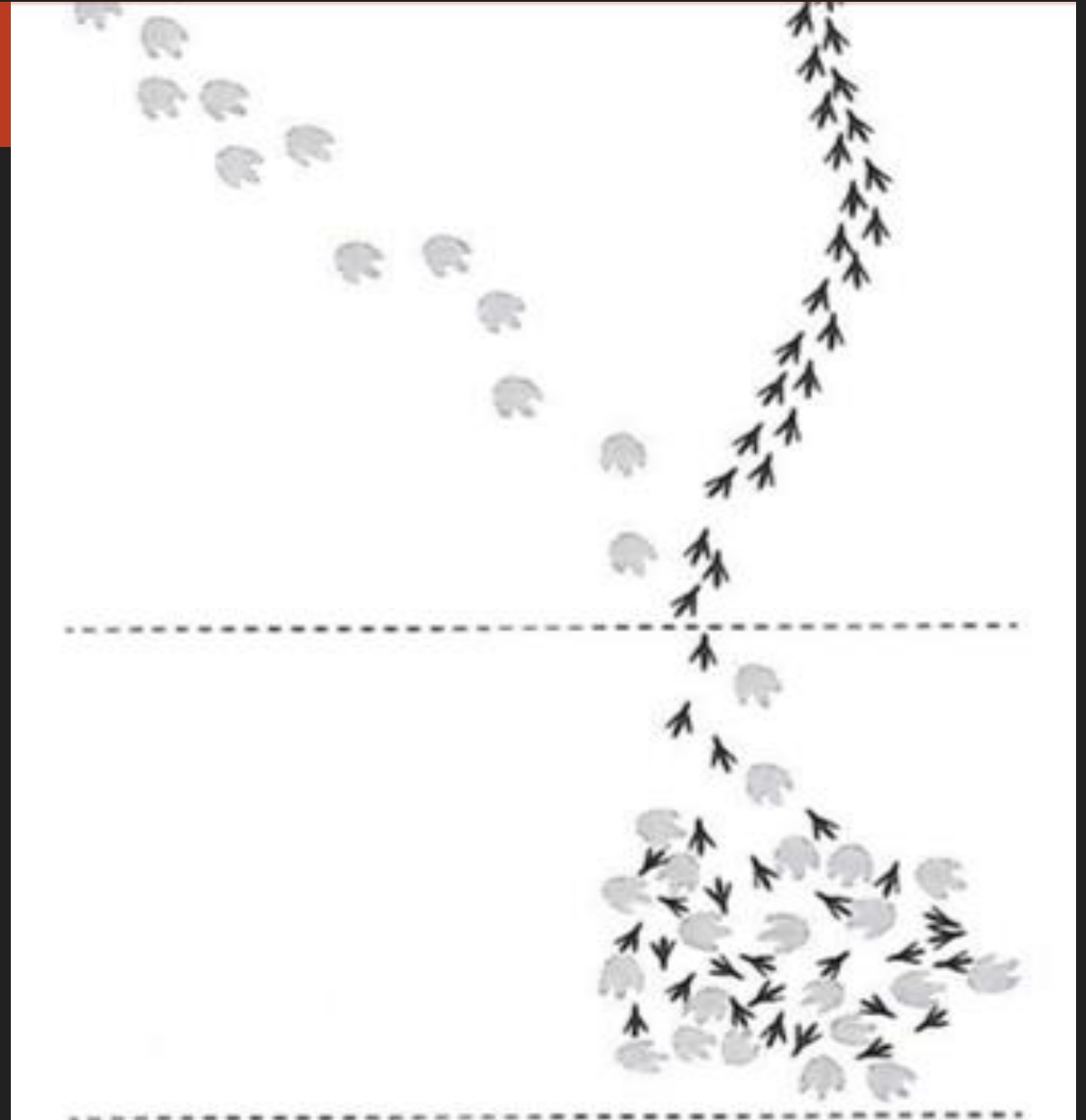
Dinosaur Tracks

1. Find someone you haven't talked with
2. What will you say when kids ask you what you think happened?



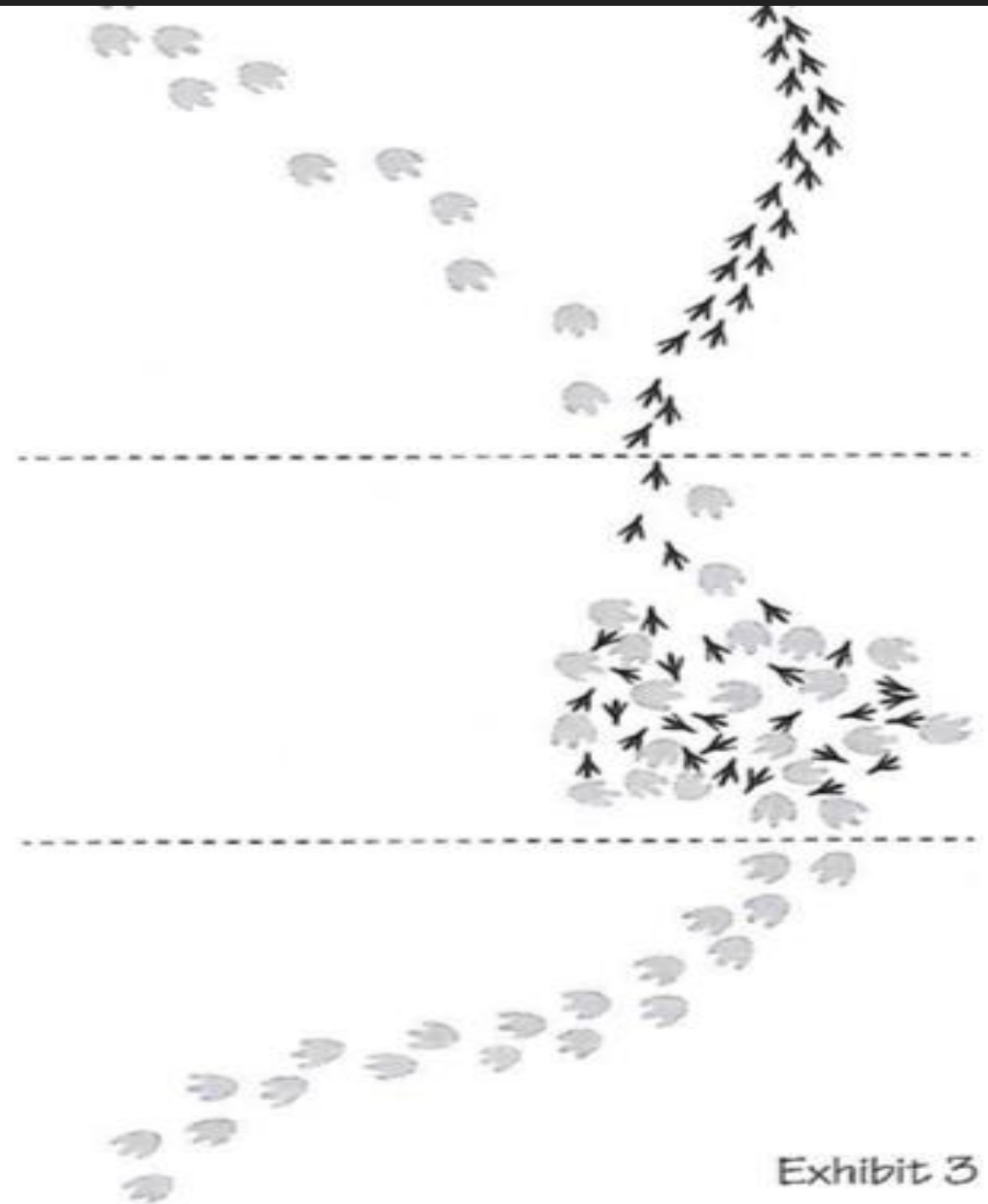
Dinosaur Footprints

3. Find a new partner
4. Now, with more tracks exposed, how will you answer the question “what happened?”



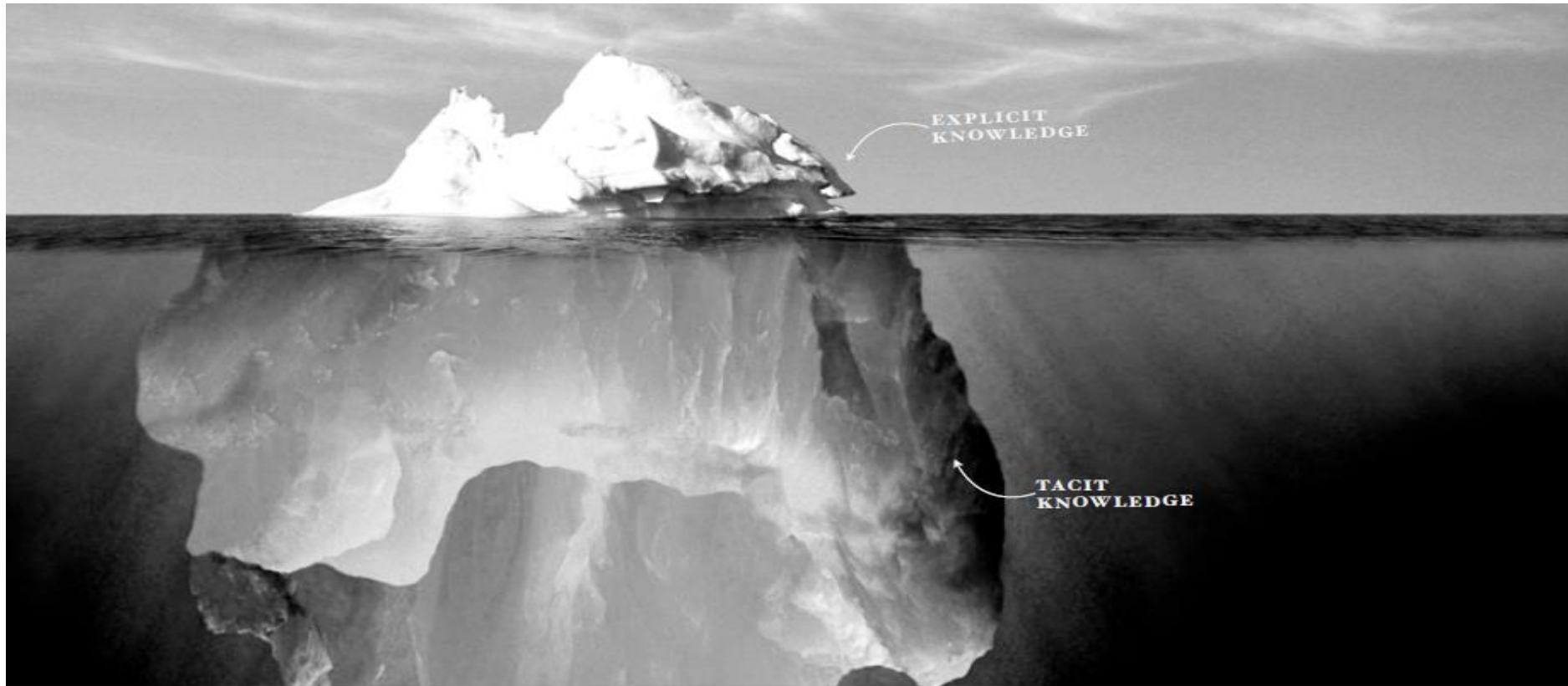
Dinosaur Footprints

5. Find a new partner
6. Finally, with a 3rd set of tracks exposed, how will you answer, “what happened?”



Mental Models

- Images, assumptions, and stories which we carry in our minds of ourselves, other people, institutions, and every aspect of the world.
- They can help us understand why miscommunications happen.
- Most mental models in education are unspoken, undiscussed, undebated...but often limit the ability of a staff to pull together in the same direction.



When interacting with others, never forget to appreciate the vast amount of lived experience and knowledge below the surface.

Deep Learning: A Game Changer

KC Knudson, Burlington-Edison SD

Charisse Berner, Bellingham SD



New Pedagogies for
Deep Learning™
A GLOBAL PARTNERSHIP

We want you to leave here today
critically considering how we can
all work together to better educate
the children of our world!



New Pedagogies for
Deep Learning[™]
A GLOBAL PARTNERSHIP

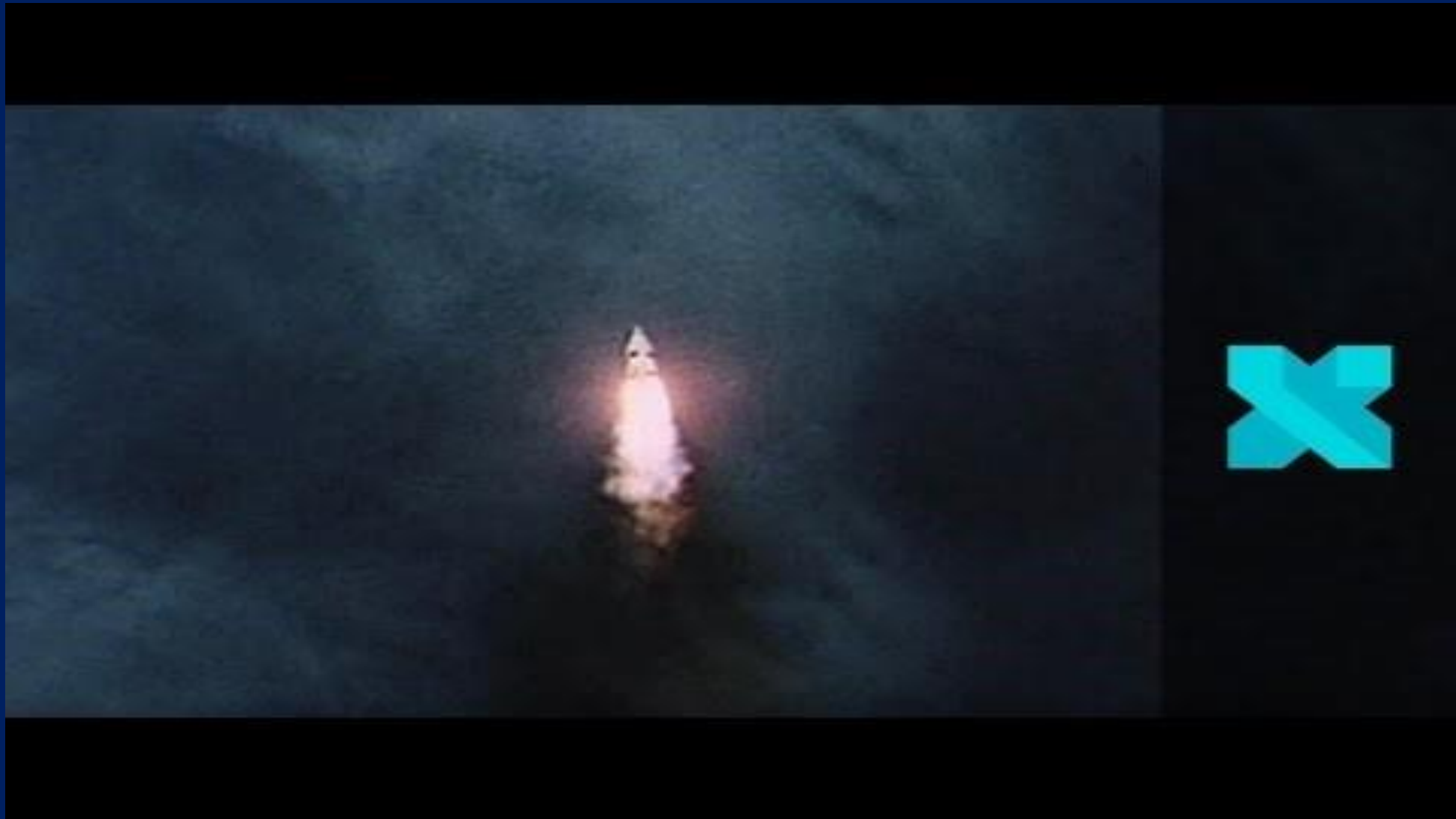
Grouping and Thinking Chart

1	2	3	4
8	7	6	5



Square 1

What is the school experience
that would improve the
human experience?
(watch video first)



Video
Attribution:
SolveforX.com

Square 2

In one minute, explain what you know about deep learning.

In the square, capture the essence of what you in have in common.

Square 3

How does the QED Transformational Change Model disrupt or reinforce your thinking about what the school experience should be?

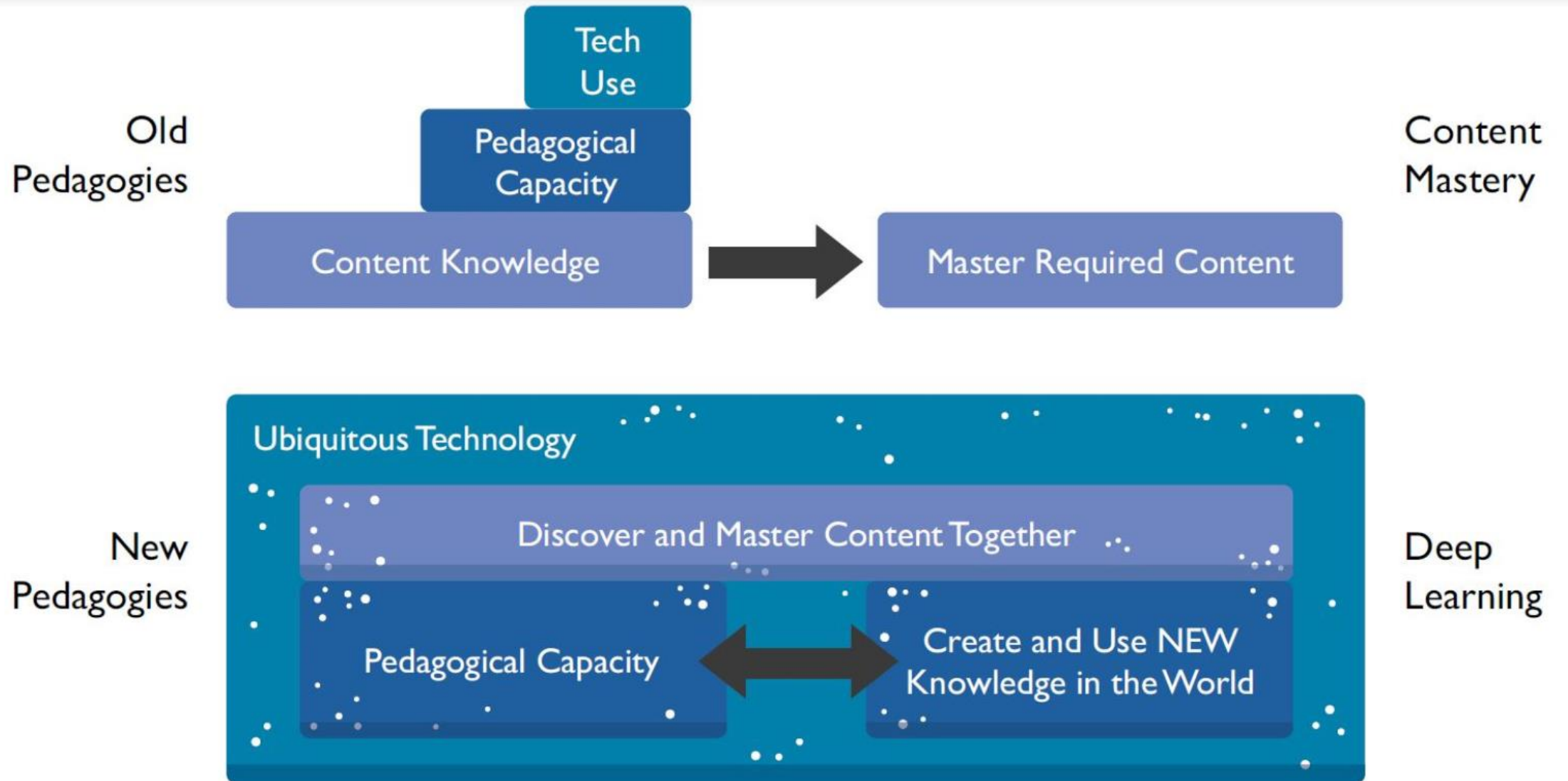
	Traditional	Transitional	Transformational
Success	variable standards /expectations	common standards and variable expectations	common standards /expectations
Student Progress	text-driven seat time	standards-based instruction	proficiency based
Learning Pathways	tracking	heterogeneous grouping	open access for all students
Learning Opportunities	scope and sequence	tasks and projects	competency based inquiry
Schoolwide Learning Goals	test results targets	college and career prep	learner aspirations and life options
Learner Motivation	meeting requirements	interest driven engagement	curiosity and wonder, passion
Personalization	group instruction	differentiation	negotiated learning plans
Learner Support	remediation of deficits	intervention for skill gaps	acceleration based on learner profiles
Responsibility for Learning	student	teacher	learning team
Learner Voice	parent/teacher conferences	parent/teacher/student conferences	student-led exhibitions
Behavior Management	rules and punishments	behavioral training	fostering dignity and self-respect
Feedback	correction	reflection	discussion
Assessment	...of learning	...of and for learning	...of, for, and as learning
Certification/Credentials	letter grades/GPA	no-zero grading	proficiency reporting
Learning Culture	based on authority	based on defined roles	based on relationships
Shared Investment in Learning	teacher and student	teacher, student, and family	teacher, student, family, and community
Context for Learning	in school, school hours	beyond school, extended hours	anytime and everywhere
Professional Development	recertification hours	professional learning communities	community of practice/collaborative inquiry
Learning Impact	school relevance	community relevance	global relevance and action
Governance	limited and simulated	moderated and representative	extensive and participatory
Leadership	hierarchy/seniority	designated individuals/groups	everyone takes responsibility
Civic Mission	follow and abide	participate and vote	engage in public action



Square 4

How does the Rich Seam graphic disrupt or reinforce your thinking about what the school experience should be?

A Rich Seam



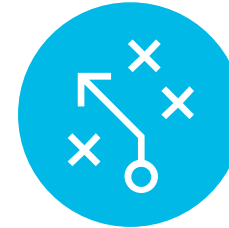
Square 5

How could we use global competencies to improve the school experience?

Deep Learning Progressions

CREATIVITY

Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions to generate novel ideas, and leadership to pursue those ideas and turn them into action.



CRITICAL THINKING

Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.

COMMUNICATION

Communicating effectively with a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences.



CHARACTER

Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance, and resilience; and the ability to make learning an integral part of living.

CITIZENSHIP

Thinking like global citizens, considering global issues based on a deep understanding of diverse values and worldviews, and with a genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.



COLLABORATION

Work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.

Framework for Deep Learning

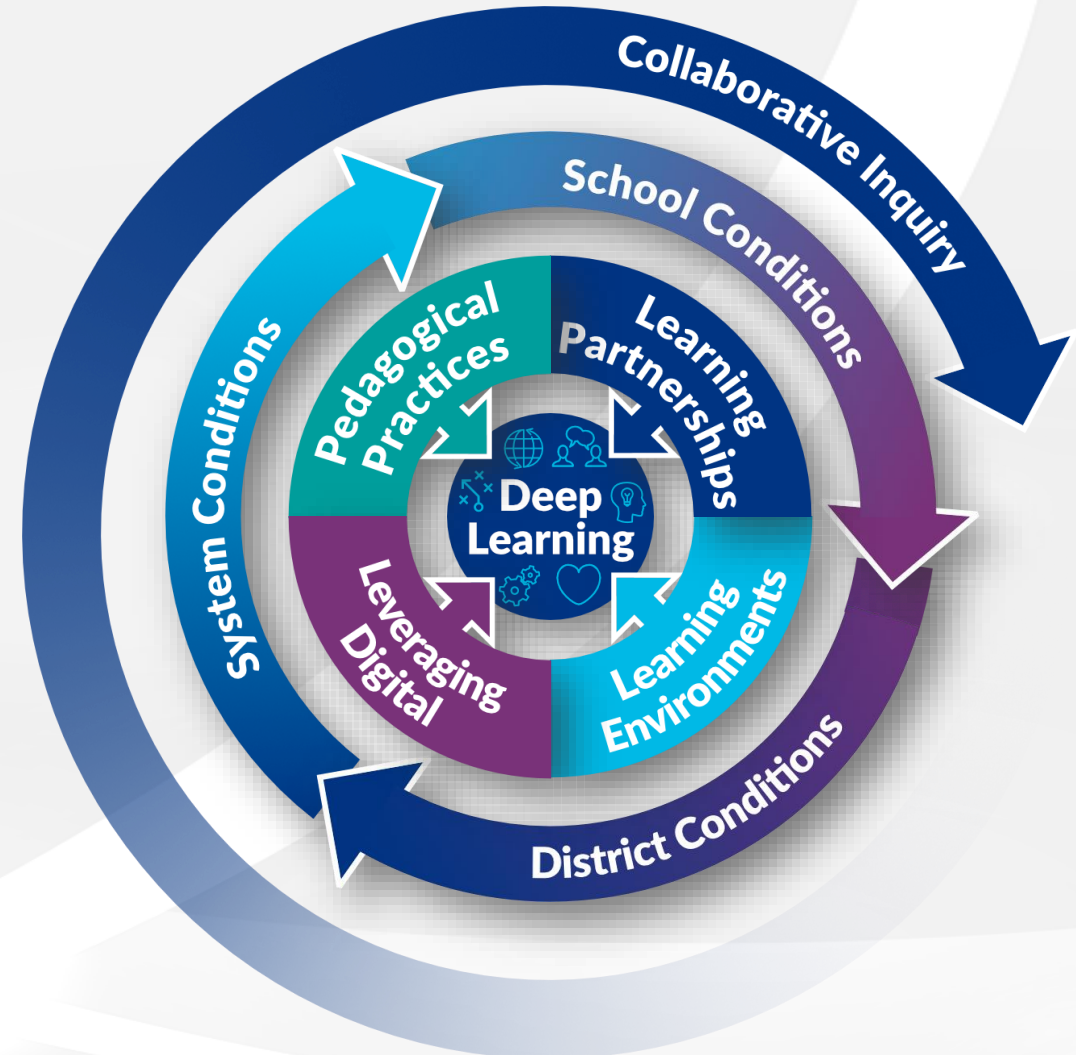
Clarity of learning goals
(6 C's)



Precision in Pedagogy
(4 Elements)



Collaborative work
(inquiry cycle)



Square 6

How does school leadership
need to change in order for
the school experience to
change?

Square 7

How does teaching need to change in order for the school experience to change?

More About

Less About

MAKING MEANING

MORE ABOUT	←————→	LESS ABOUT
Generating and Using Knowledge	←-----→	Just Acquiring Knowledge
Authentic Contexts	←-----→	Only Classroom-Based
Making Connections Among Ideas	←-----→	Learning Only Discrete Ideas
A Focus on Deeper Learning	←-----→	Just Superficial Learning
Using Language and Symbols to Learn	←-----→	Using Only Didactic Teaching
Generating Thoughtful Questions	←-----→	Getting the Right Answers
Supporting Arguments with Evidence	←-----→	Reciting Rote Arguments
Assessment that informs Teaching and Learning	←-----→	Assessment that Ranks Students
Appropriate Cognitive Demand for Each Student	←-----→	Uniformity of Learning Activities
Learning	←-----→	Teaching

PARTICIPATING AND CONTRIBUTING

MORE ABOUT	←————→	LESS ABOUT
Decision-Making by Students and Teacher	←-----→	Decision-Making Only by Teacher
Student-Initiated Learning	←-----→	Entirely Teacher-Initiated Learning
Collaboration with Others	←-----→	Exclusively Individual Learning
Valuing Other Perspectives	←-----→	Tolerating Other Perspectives
Thoughtful Responses	←-----→	Race to the Answer
Teacher as Mediator or Participant in Conversations	←-----→	Teacher as Lecturer
Personally Significant Content	←-----→	Generic Content
Reflecting On and Learning from Mistakes	←-----→	Avoiding Mistakes
Intellectual Curiosity and Risk-Taking	←-----→	Rigid or Overly Scripted Lessons

MANAGING LEARNING

MORE ABOUT	←————→	LESS ABOUT
Learning to be a Life-Long Learner	←-----→	Just Learning for the Here and Now
Developing the Capacity to Learn	←-----→	Just Storing Existing Knowledge
Adapting to Unknown Situations	←-----→	Focusing Only on Immediate Concerns
Students Recognizing Mastery/Success	←-----→	Teacher Declaring Mastery/Success
Students Articulating their Learning Status	←-----→	Teacher as the Sole Expert on What Students Know
Reflecting on Learning	←-----→	"Checking a Box" and Moving On
Valuing Generative Struggle and Confusion	←-----→	Avoiding Cognitive Struggle



New Pedagogies for
Deep Learning™
 A GLOBAL PARTNERSHIP

**From Pg. 14 and 15 CRESST Fundamentals of Learning Resource 2*

Square 8

What changes or additions would you make to your original response to this question:

What is the school experience that would improve the human experience?

Deep Learning: The Learner First

Joanne McEachen
Max Drummey



New Pedagogies for
Deep Learning™
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Break Time



FELLOWS

Planning for 2018-19



What are the intersections for this work?



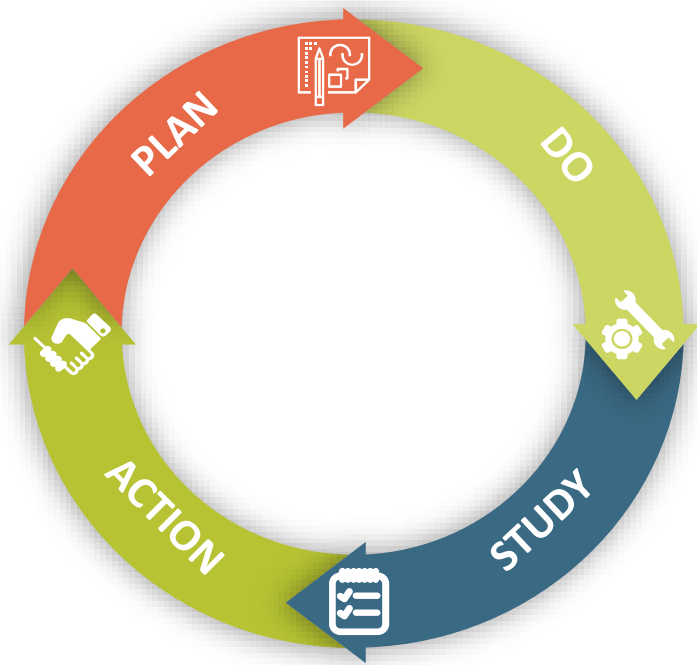
Teaching & Learning Supports for Continuous Improvement

Washington State Improvement Framework-WSIF

GAYLE EVERLY, ADMINISTRATOR FOR SCHOOL IMPROVEMENT



Stages of Implementation for the System & School Improvement Support Model



1

STAGE 1 *February-June 2018*

Understanding the Washington Improvement Framework and identification status



2

STAGE 2 *July 2018-July 2019*

Extended period of study and sense-making to promote data proficiency, root cause analysis, problem definition, and deep system review. School improvement planning begins in the spring.



3

STAGE 3 *July 2019-July 2020*

Capacity building and improvement science. Implementation of school improvement plans with an emphasis on intentional, PDSA designed “interventions.”



4

STAGE 4 *July 2020-July 2021*

Capacity building on implementation science and institutionalization of improvement behaviors and programs. Implementation of school improvement plans with an emphasis on expanding PDSA efforts.



Outreach-OSPI



2018 OSSI/NWESD Spring Outreach

School Improvement Network

Inspiring Responsive Collaborative

WELCOME!

[Register for either May 30 or May 31 Today!](#)

May 30 and May 31

Build your knowledge, leadership practices, and effective strategies to apply the Washington School Improvement Framework (WSIF). There will be opportunities to learn with and from OSSI and NWESD school improvement leaders.

Collaborative learning will include:

- Opportunities to meet and engage with OSPI and NWESD school improvement leaders
- Every Student Succeeds Act (ESSA) Implementation: Washington School Improvement Framework (WSIF)
- “We’ve been identified...Now what?”
- Tiered supports and services available
- Managing Complex Change Transformative Leadership Teams
- Equity for all learners



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5/21/2018

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Climate Science Proviso



Bridge to College



Teacher Leadership Opportunities

- FELLOWS
- Center for Strengthening Teaching Profession-CSTP
PLC work with Special Ed-August 20
- Laura Lipton-Facilitating Adult Learning-October 3-4
- Computer Science Network (grant)

Deeper Learning

Concept Based Instructional Units-CBIU

Buck Institute-Project Based Learning-August 20-21-22

PASTL/CASTL

Noteworthy Legislative changes



SHB 1513-Youth Voter Registration

EACH YEAR ON TEMPERANCE AND GOOD CITIZENSHIP DAY—SOCIAL STUDIES TEACHERS MUST AS RESOURCES ALLOW, ORGANIZE A VOTER REGISTRATION SIGN UP IN HIGH SCHOOL CLASSES ON THIS DAY.

OBSERVED ON JANUARY 16 OF EACH YEAR
[RCW 28A.230.150](#)



SHB 1896-Civics Education

REQUIRES EACH SCHOOL DISTRICT TO HAVE A
MANDATORY STAND ALONE COURSE IN CIVICS BY
2020-21.

OSPI WILL ALSO BEGIN ADMINISTERING WASHINGTON
HISTORY DAY BEGINNING JULY 2018



SSB 6160-Dyslexia

REQUIRES EACH SCHOOL DISTRICT TO HAVE A MTSS TO PROVIDE INTERVENTIONS TO STUDENTS IN K-2 WHO DISPLAY A WEAKNESS ASSOCIATED WITH DYSLEXIA, BY 2021-22 SCHOOL YEAR.

BY SEPTEMBER 2019, SCREENING TOOLS WILL BE PROVIDED.



TPEP

One grant will be available
for both teacher and
principal training

SCHOOL EMPLOYEE EVALUATION SURVEY (SEES) DATA AVAILABLE
ON TPEP WEBSITE



School Employees Evaluation Survey-SEES

Table 3. Teachers Rated on TPEP Using Four-Tier System

Rating	Comprehensive		Focused	
	Frequency	Percentage	Frequency	Percentage
Unsatisfactory	95	0.4%	12	0.0%
Basic	1451	5.4%	322	1.0%
Proficient	20610	77.3%	18000	58.7%
Distinguished	4492	16.9%	12353	40.3%
Total	26648	100%	30687	100%



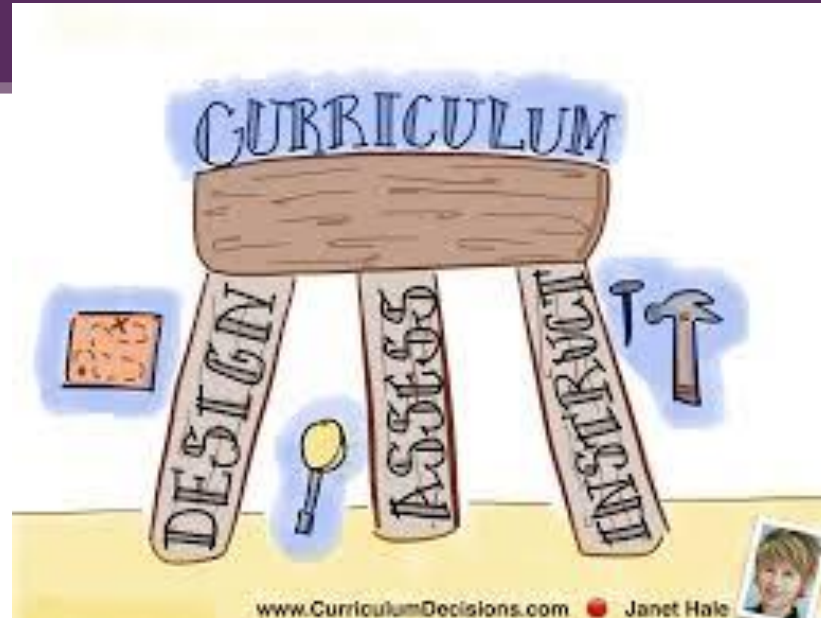
SEES scores of Comprehensive Schools in NWESD189

School	Unsatisfactory 0.4%	Basic 5.4%	Proficient 77.3%	Distinguished 16.9%
Alfred School	0-14%	1-14%	71-85%	0-14%
Beta School	0-7%	0-7%	64-71%	21-29%
Cheerios School	0-6%	0-6%	63-69%	25-31%
Daffodil School	0-14%	0-14%	86-100%	0-14%
Eggwhite School	0-7%	0-7%	33-40%	53-60%
Frog Legs School	0-14%	14-29%	57-71%	0-14%
Giraffe School	0-5%	0-5%	73-77%	9-14%
Horsetail School	0-5%	0-5%	95-100%	0-5%
Inchworm School	0-4%	0-4%	96-100%	0-4%
3 comprehensive schools –no scores				
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5/21/2018				44

How does the use of this data intersect with your district's work?



Curriculum Advisory Committee-CARC From OSPI



Individual Reflection

- What is the learning that is leaving the room with you today?
- What will you do with this information?

Thank you for coming!

Questions?