



OSPI CURRICULUM ADVISORY and REVIEW COMMITTEE (CARC)
Puget Sound ESD, Renton
NOTES



DAY 1: April 10, 2019 | 9:00am – 4:00pm

Welcome, Introductions

Agenda Overview & Logistics

OSPI/Legislation Updates – What We Know

1. *What are the implications from a district perspective if ESSHB 1599 passes?*

CARC members reviewed the Section 5(c)(i) of Engrossed 2nd Substitute House Bill 1599 ([E2SHB 1599](#)). **Note: Since our meeting, E2SHB 1599 passed, and is awaiting concurrence (agreement on final form by both chambers), and signature by the Governor. The [link](#) embedded here is the version of the bill as of 4/19/19.**

Discussion of Section 201 of the bill:

- Favor the delinking of assessments from graduation requirements
- HSBP need to be meaningful not just something to check off the list
- Burden will land on HS counselors
- Brainstorming how to get a common form for HSBPs to implement
- Logistics are challenging for 300:1 or 500:1 ratio of students to counselors
- Need better supports for HSBPs
- My School Data is not helpful
- State pay for something like Zello or School Links – amazing tools that cut down the amount of work for counselors
- Greatest challenge going from 1st order to 2nd order change;
- Small high schools can't offer all those options – large scale change
- Takes time to do a really good job over multiple years
- Haven't asked content educators to focus on multiple post high school outcomes
- It's an investment in time over multiple years by multiple staff
- Remember we are talking about kids who may change their ideas about their own future outcomes multiple times between 7th grade and graduation
- How do you play the 1599 game?(finding the options that work for our kids and figuring out how to make the law work for those kids)
- Why is the bill including options that focus on students that are not experiencing challenges academically or at risk of not graduating such as AP students?

WaKIDS: What Have We Learned?

1. *What are we learning as a state from WaKIDS?*
2. *What are you learning as a district from WaKIDS data?*

Karma Hugo provided an overview of the assessment component of WaKIDS, which includes a set of progressions of development that are invaluable for not only assessing children's skills and abilities at kindergarten entry, but also guiding instruction targeted to the next key milestones for each student. Many teachers and administrators do not recognize this and WaKIDS data is underutilized.

- Many critical developmental milestones are occurring leading up to and during kindergarten:
 - Concrete to abstract thinking
 - Language acquisition
 - Moving from being dependent to independent learners
 - Attitudes about school
 - Belief in self as a learner
- Children enter kindergarten with a wide range of skills and maturation. Some of this is typical and some of it is the result of gaps in development and opportunity. WaKIDS can help us understand what to expect, where students are and where to go next.

- Generally speaking, classroom environments – the schedule, routines and materials available – are not conducive to the learning needs of the early grades. Schools are set up for academics geared toward older students, largely ignoring or dismissing the developmental needs of children kindergarten through third grade. This has far-reaching consequences for students and school systems.
- Washington has created the Washington State Full-day Kindergarten Guide as a resource for creating rigorous, developmentally appropriate learning environments.
<http://www.k12.wa.us/EarlyLearning/pubdocs/WAFull-dayKGuide-January2016.pdf>.
- Correlations between WaKIDS and 3rd grade Smarter Balanced Assessment results present an opportunity to consider what is occurring (or not occurring) during these critical years that can lay a foundation for success in school and beyond.
<http://www.k12.wa.us/WaKIDS/pubdocs/LinkingKindergartenand3rdGradeAssessmentResultsDataBrief2018.pdf>
- The Early Learning Office is working with partners in and outside of OSPI to create a resource showing the types of funding available for early learning activities, including LAP and Title funds. OSPI will have a guidance document to share in the near future.
- The Early Learning Office is working on the creation of online modules for administrators.
- Need more ways to get more support.
- The Early On Gates grant creates an alignment tool and provides examples of how observation happens during the day and paces it out over the first 10 weeks—Erin Chaplin from Yakima SD will share the tool with CARC members.

Sexual Health Education Updates

1. *What changes would you recommend, if any, to the Erin's Law draft considerations for districts who choose to implement a child sexual abuse prevention program?*
2. *What other guidance would be helpful?*
3. *In what ways can you imagine your district using the Sexual Health Guidance document?*

Recommendations:

- How does this work cross over with the standards that schools are already implementing?
- We (OSPI) need to set the stage for the 'Why'. Why are we approaching the work in this manner? Utilize data to highlight the issue and why it needs to be addressed.
- Address the misconceptions of child sexual abuse prevention and the new evidence-based approaches utilized in implementing this bill
- Include a "When You're Ready" page that lists law, the "why", availability of free resources, tools, and what needs to be in place to move forward
- Consider "refusal" language of assessments vs. "opt-out" language. (Opt-out language is consistent with Healthy Youth Act legislation)

Rules:

- Incorporate a rule for schools utilizing a guest speaker

General Suggestions:

- Create a combined opt-out form that includes
 - HIV/AIDS Education
 - Sexual Health Education
 - Child Sexual Abuse Prevention Education
- Training for guest speakers (a video of some sort)

Take-aways:

- Frame Erin's Law recommendations by focusing on community context to reduce the burden/cost on districts, and to ensure trauma-informed, evidence-informed instruction/programming. What resources already exist in their community? What resources are available from the state? What tools are available?
- Provide a readiness assessment for districts; this can look like a single process for districts to assess what they are already implementing, their capacity, etc.

Making Standards Accessible – Part I

Stand Your Convictions Activity

Our teachers know which STANDARDS they are required to teach:	
NO	In the middle / YES
<ul style="list-style-type: none"> • Currently have a veteran staff and with the expectation of replacing 15 teachers in the next 2 years. • A lot of administration turnover—six different principals in the last 10 years. 	<ul style="list-style-type: none"> • District is heavily involved in talking about standards. • The more we know the more we know we need to know more. • 2 years ago, they had no idea. Focused heavily. • Teachers know their instructional materials. • The district implementation plan is about standards, assessments, and intervention plans. • Thinking about the achievement level descriptors adds a whole other level. • Gaps in instructional materials.
Our teachers know what it means to INTEGRATE learning standards.	
NO / In the middle	In the middle / YES
<ul style="list-style-type: none"> • Teachers only get training on an instructional materials adoption year. They have not had the opportunity to think about integration. • Secondary educators are content experts. 	<ul style="list-style-type: none"> • Elementary teachers do a better job of integrating. • Challenges that principals do not understand and have difficulty leading the work. • District was heavily integrated and can now integrate in a meaningful way with stronger understanding of the ELA and math standards.
My district can provide EVIDENCE that teachers are teaching the standards.	
NO / In the middle	In the middle / YES
<ul style="list-style-type: none"> • Started with standards. This time next year will have test score evidence. • Observation that standards are not taught to the rigor that they are written. • Disconnect with students demonstrating evidence of understanding learning targets. 	<ul style="list-style-type: none"> • District is working on CEL learning targets and evidence of success criteria for ELA, so yes in some cases. • Standards based grading and new adoption of curriculum, but not at high school.

CARC members reviewed the updated Washington State Learning Standards Frequently Asked Questions (FAQ). Suggestions are below:

- Questions 1 and 2 do not translate to what really happens in schools.
- To increase understanding for questions 1 and 2, start the document with the 4 goals of the basic education act (not as a question).
- Lead with standards drive instruction.
- OSPI website refers to 4 learning goals. Keep your verbiage consistent.
- Create a separate FAQ for content integration.
- Teachers need to understand standards first and then the pieces that need to be addressed by law.
- Law pieces are not reflected in here – When it is required by law, please include a list for the administrators, e.g., Since Time Immemorial
- Consider modifying question 3’s answer to address which courses or subject must be guided by the standard to:
 - All Social Studies Courses, including History, Geography, Civics, and Economics
 - All Science Courses, including Life, Physical, Chemistry, Biology, etc.
 - All Health Course or subjects
 - All Art Courses/subjects, including performing arts, visual arts, band, choir, drama, etc...
 - All Fitness...
- Audience is intended to be educators.

Content Integration:

Members reviewed the OSPI Content Integration Newsletter issues from [January 2019 \(Health and PE\)](#) and [March 2019 \(Science\)](#) and provided feedback to inform how OSPI could start a statewide conversation about content integration and make the newsletter more relevant.

- A couple members expressed that they missed the point that the newsletter’s focus was on integration and immediately thought it was focusing on one content area.
- More apt to skim and dig in because there was a lot to look at.
- Love that you can click and see lesson plan.
- What evidence do we have to show that the activity is helping and increasing student learning? May be too big of a request.
- Like the blend of practical examples to click and view.
- Appreciate the wide lens view.
- Top under content integration – the sentence with 4 buttons in small font – if this is a thing that L&T is doing, say it’s a thing.
- The small print in the blue was more helpful than the newsletter data.
- As a teacher, I would want to know “the how.”
- To get to this level of integration is more advanced than where we are in some districts.
- Sharing the OSPI newsletter with teachers sends a mixed message that we can mush it all together.
- Need time continuing the process of mapping standards, making sure standards are aligned to instruction, and digging into PLC work. This is another level of refinement that will be ready for in 5 years.
- Hierarchy of needs – other things are needed before we get there.
- Would appreciate an integration model using OER resources to integrate across content.
- Number of students changing buildings throughout the schoolyear, so they are not missing content, mapping is really intentional.
- Working toward the district initiative but it’s a state push to focus on integration. Don’t feel like we can be ready for integration if we’re still learning the standards.
- What are the conditions that would indicate you are ready?
- Who is the primary reader of these newsletters? Is there some piece that is around leadership around this thread of work? Then it would help to nourish the capacity building.

**Making Standards Accessible – Part II
(Standards Alignment Tool)**

1. *How would you use this tool to support your instructional planning and practice?*
2. *What would be most helpful to you in a standards integration tool/website?*

- Start with the end in mind and where are people currently going?
- Digital library has significantly improved but everyone was turned off by the horrible launch.
- People go to Pinterest.
- Love to filter as broadly as possible, can sort by claim, by task.
- Do not like 20 drop-down menus
- Can we make it look similar to something else that we are rolling out like the report card?
- Clicks to open a new window vs. having to use the back button if you click on the wrong thing
- Like to see one see one grade up and one down to have the progression of learning in mind.
- Add rationale and examples for how the alignment determinations were made.

CARC members wrote down their comments in response to the question: **What message about learning standards is important to hear from the state?**

- Standards provide the target for how we focus our work.
- Standards are our curriculum. Textbooks are our instructional materials.
- Standards drive instruction!
- All size schools matter in this work.
- Student needs based

- Support(s) available
- Standards are our curriculum. We use resources to help us implement the standards but the standards are the focus.
- Standards = The Universal What
Freedom = How
Mission/Vision for Basic Ed = Why
- Standards are the foundation for instruction for all students.
- Learning standards ensure equity and high expectations for all students.
- Knowing the standards is essential. Teaching them well is a sophisticated, complex skill and requires deep learning for teachers.
- The standards are in a continuous review to ensure they are necessary and relevant.
- Tight and loose – we must be tight on standards.
- Non-optional expectations of what is being taught in the classroom.
- Standards create equity for our learners.
- Standards defined = a level of quality achievement that is desirable.
- Clarity precedes competence when our districts, schools, and teachers are exceedingly clear on what they need to be teaching. They can think creatively and innovatively about how to get it done in their contexts—community, school, and classroom!

Modeling Our World with Mathematics (MOWWM)

1. *After reviewing the published modules, what feedback do you have for: a) the lesson topics and related math being relevant to MOWWM students, and b) meeting the needs of your students?*
2. *How can OSPI support districts in the implementation of the Modeling Our World with Mathematics course?*

- Montesano is using it and calling it Math in Society.
- High school kids would actually find the course interesting.
- Looks fantastic. It's the kind of work that districts have wanted but not been able to do on their own. Really want it to work as a graduation req too.
- It should have relevancy regardless of legislation.
- It embeds the mathematical mindset.
- Training opportunities for teachers to collaborate over the course of the year – similar to BTC.
- Something like this would work for a multi-district online book study to learn and earn clock hours.
- It would be awesome if funding was available like with BTC.
- Aug 6 mandatory training in Wenatchee and monthly virtual meetings.
- Add notable interest blurb to the OSPI weekly bulletin notice to all districts.

Questions:

- How will it be communicated?
- Is this course accepted by the NCAA?
- Is it a [College Academic Distribution Requirements \(CADRs\)](#) course?
- Does this course intend to prepare them as juniors or seniors and should they be able to pass Smarter Balanced Assessment?
- Will it cover enough standards to give credit for a previously failed course?
- Are the standards covered as deeply as they would in a stand-alone Algebra 1 or Geometry course?

Welcome Back/Name Change Discussion

CARC members brainstormed the possibility of changing the name of the group. The “winning” suggestion was: Learning and Teaching Advisory Consortium (LTAC).

Sadly, the group rejected SAC (Standards Advisory Committee), CRASS (Committee to Review Assessments and Standards) and CRAPS (Committee to Review Assessment Programs and Standards). This was before coffee.

The New and Improved Report Card

1. *How is the report card different from previous years and why?*
2. *How are you using this resource to inform your school and district planning and practices?*
3. *What would help you to feel more report card savvy?*

The New and Improved Report Card (See attachment about Accessing Tableau)

The C3 Framework, Civic Engagement and Youth Participation

1. *How should OSPI prioritize Social Studies work to be responsive to district needs?*
2. *What are the implications for recently passed or pending legislation related to social studies?*
3. *How can OSPI improve outreach and promote the use of History Day in classrooms?*

Discussion/Recommendations:

- Lead with standards for history day themes.
- When standards are released, provide suggestions for ideas about what districts can do to engage teachers in how they can be used and integrated with other standards
- What do districts need from OSPI to include more social studies in elementary schools?
 - Models of what is working, so districts can take what they need and embed it in the systems that we have
 - Prioritize field experiences
 - Integration
 - CBAs--find appropriate level texts on appropriate level topics
 - Inquiry Design Model (compelling question, supporting questions, research, applications)
 - Some form of OER that builds units aligned to the standards; OER resources for third grade to show that specific standards could be taught in certain resources. Dynamic, relevant, current content that teachers can access by grade level to find resources that support the standards.
 - What experiences can we give social studies teachers?
 - Time within the school day (just beginning to get science taught)
 - Broader consideration of effective practices (culturally responsive methods)
- Elementary Workshops (district teams with administrator + teachers; maybe 4-5 people; all travel/sub costs reimbursed)
 - Better time of year might be January/February, for next year's planning, to avoid testing window, or consider weekends, end of June (funding model might be different--mini grants to districts. Could solve the sub shortage issue)
 - Add other grade levels as you can
- Civic Engagement--should be about equity and access. Can we be more explicit in our linkages in the flyers?