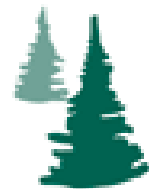


Curriculum Directors Meeting

Northwest Educational Service District 189



**Northwest Educational
Service District 189**

Together We Can

MISSION

Together We Can...
promote *equity*
and *excellence*
through *leadership*
and *service*.

VISION

To be an *indispensable partner* to our region's school communities.

Northwest Educational Service District 189

5 Counties:

Skagit, Snohomish, Whatcom,
Island, San Juan



35 School Districts:

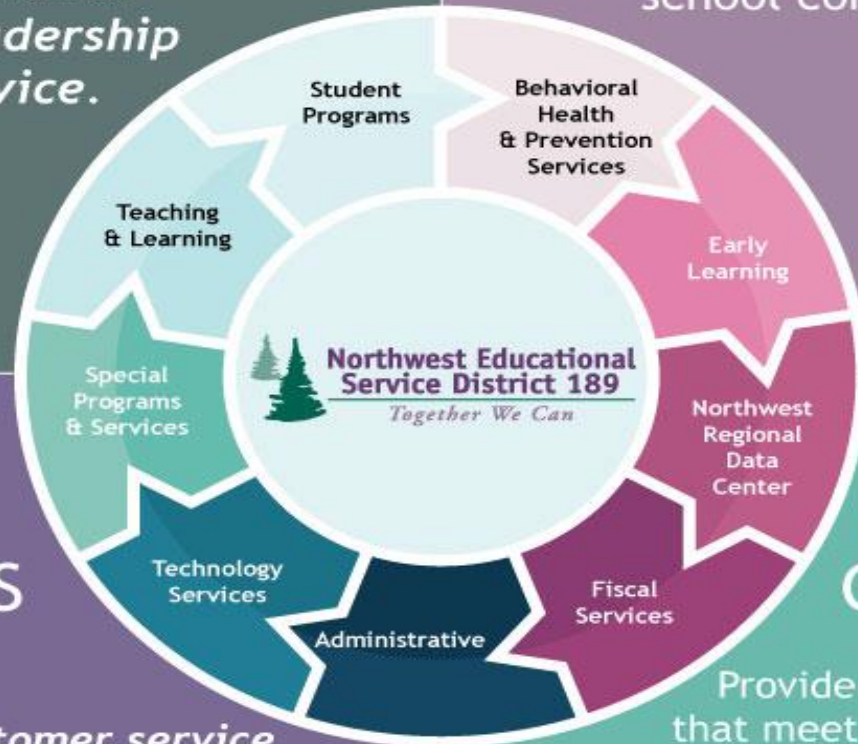
Anacortes, Arlington, Bellingham, Blaine, Burlington-Edison, Concrete, Conway, Coupeville, Darrington, Edmonds, Everett, Ferndale, Granite Falls, Index, La Conner, Lake Stevens, Lakewood, Lopez Island, Lynden, Marysville, Meridian, Monroe, Mount Baker, Mount Vernon, Mukilteo, Nooksack Valley, Oak Harbor, Orcas Island, San Juan Island, Sedro-Woolley, Shaw Island, Snohomish, South Whidbey, Stanwood-Camano, Sultan

165,791 Students

439+ Schools

8,845 Classrooms

For every \$1 of State core funding
we generate \$40.11 of programs and
services to students and staff across our region.



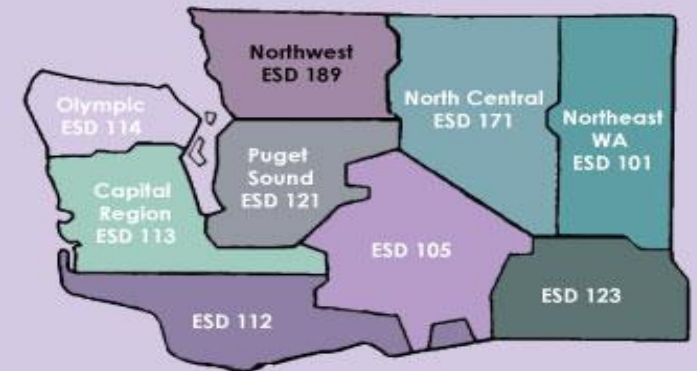
VALUES

- Responsive *customer service*
- Open *communication*
- Regional *collaboration*
- Flexible *teamwork*
- Adaptable *professional learning*
- Positive *relationships*

GOALS

- Provide *quality services* that meet our region's needs.
- Prepare students for college, career and citizenship.
- Foster *educator effectiveness* to assure equity and opportunity for all students.

Washington State's ESD Network



Nine ESDs. One Network.
Supporting Washington's
Schools and Communities.





Gathered on Indigenous Lands

We would like to begin by acknowledging that we gather today on the ancestral homelands of the Coast Salish Peoples, who have lived in the Salish Sea basin, throughout the San Juan Islands and the North Cascades watershed, from time immemorial.



Gathered on Indigenous Lands

We would like to express our deepest respect and gratitude for our indigenous neighbours -- **The Samish Indian Nation** and **The Swinomish Indian Tribal Community** -- for their enduring care and protection of our shared lands and waterways.

*“Invisibility is the modern form
of racism against Native
Americans”*

– Dr. Stephanie Fryberg (Tulalip), University of Washington.

What is needed?

- ★ A future where the self-determination of Native peoples and tribal sovereignty are respected and supported,
- ★ Where Native children, families, and communities no longer face the devastating effects of discrimination and racism, and
- ★ Where Native peoples shape, author, and control their own story





FIGHT BIAS AND RACISM WITH NARRATIVE

DISRUPT

and interrupt invisibility

SMASH

toxic stereotypes

AMPLIFY

contemporary, accurate Native stories, voices & issues

Today, Regional Leaders....

- Will receive updates from OSPI through a screencast.
- Participate in a Math “practices & beliefs” activity to take back to their districts
- Participate in an improvement science simulation that will provide some tools to take back to their district.
- Review the tenets of the Early Screening of Dyslexia statute and discuss best practices.
- Receive some updates from NWESD Teaching & Learning department.

Introductions

Six degrees of separation

- Participants pair up,
- Make a list of four points that your districts have in common with each other. Items might include # students, schools, curriculum choices, or your roles within the district.
- Partners mingle with the rest of the group and try to find as many other participants who share at least one common item. Attendees share with the group what they found in common with each other.

OSPI

Teaching & Learning Updates



**Northwest Educational
Service District 189**

Together We Can



@NWESD



@NWESD189





Kathe Taylor
Assistant Superintendent
Learning and Teaching

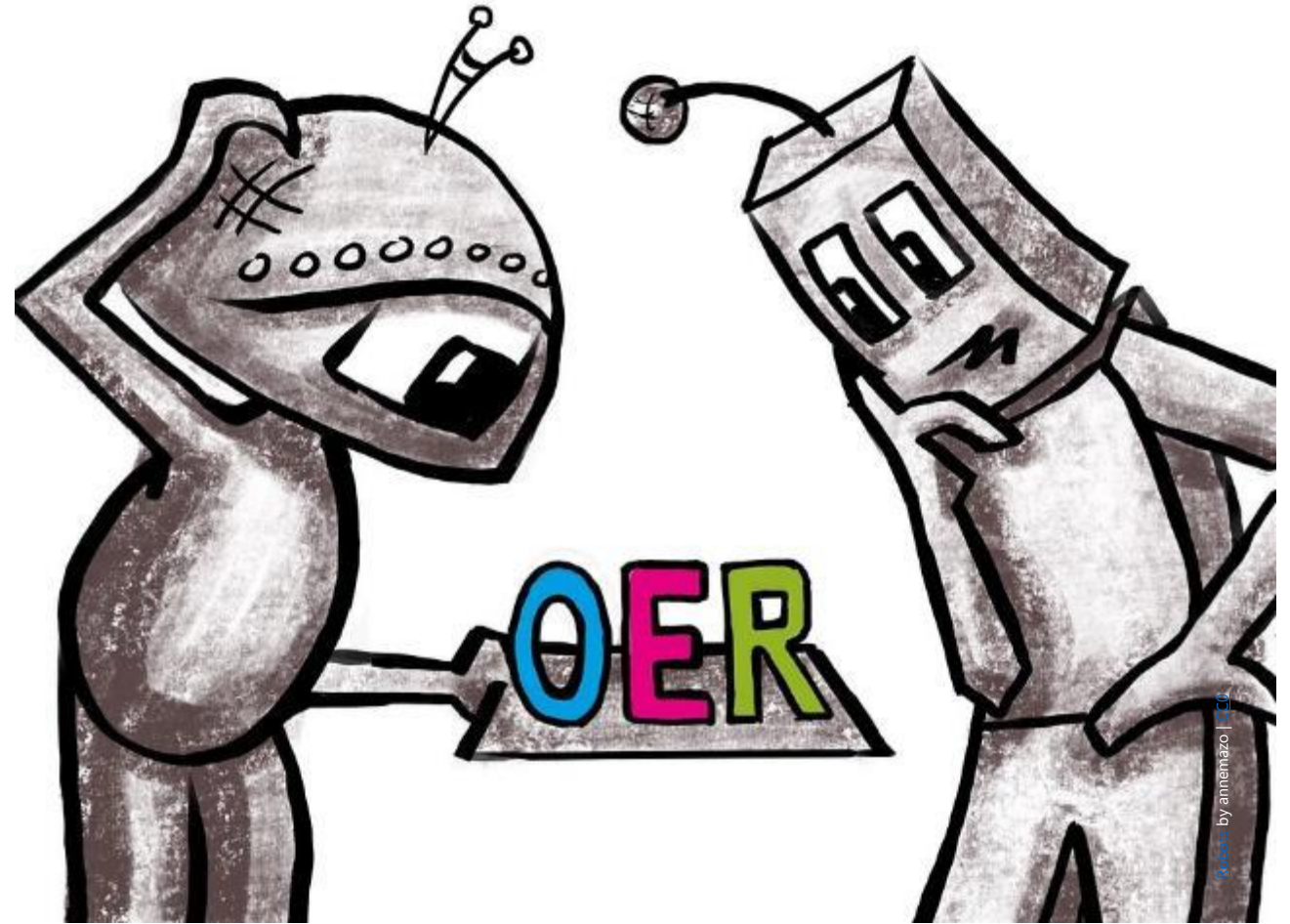
360-725-6417 | kathe.taylor@kt2.wa.us

Did this screencast meet your needs? If we repeat this with OSPI, what could we improve?

Comments, questions?

What are OER?

- Open Educational Resources (OER) reside in the public domain or have been released under an intellectual property license that permits their **free use** and **re-purposing**.



Some of the highest-rated core instructional materials available today are openly licensed

Illustrative Mathematics

- 6-8 Mathematics

EL Education

- K-5 ELA

edreports.org

Compare Materials · Reports Center · Resources · In

LearnZillion Illustrative Mathematics 6-8 Math (2018)
Published By: LearnZillion | Date Published: 8/27/2018 | [View These Reports](#)

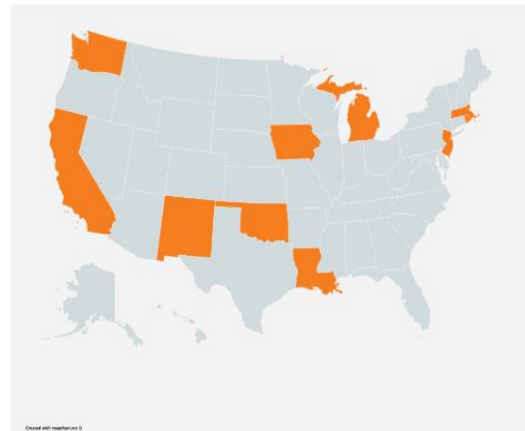
GRADE LEVEL	FOCUS & COHERENCE	RIGOR & MATHEMATICAL PRACTICES	ALIGNMENT RATING	USABILITY RATING
Sixth Grade	14/14	18/18	Meets Expectations	37/38
Seventh Grade	14/14	18/18	Meets Expectations	37/38
Eighth Grade	14/14	18/18	Meets Expectations	37/38

Just Released: Units from OpenSciEd

OpenSciEd aims to create a set of exemplary science instructional materials that are:

- designed and aligned to the Framework and NGSS;
- based on research
- developed with educators;
- improved over time.

While starting at the middle school level, the goal is to create an entire science curriculum from K-12.



"By States for States"

Ten partner states volunteered to join this effort. These states provide the vision for our work by collaborating on a scope and sequence, design specifications, and instructional model. The OpenSciEd partner states recruited over 250 field test teachers from their schools and districts. These states and teachers have committed the funds and time for professional development, teaching the field test units, and participation in extensive data collection to inform revisions. Their voice is carried throughout the OpenSciEd materials.

California
Louisiana
Michigan
New Mexico
Rhode Island

Iowa
Massachusetts
New Jersey
Oklahoma
Washington



OpenSciEd Release Schedule

Expected Unit Release Schedule	Summer 2019	Winter 2020	Summer 2020	Winter 2021	Summer 2021	Winter 2022
6th Grade Units						
6.1 Light & Matter			★			
6.2 Thermal Energy	★					
6.3 Weather/Water Cycling		★				
6.4 Rock Cycling/Plate Tectonics				★		
6.5 Natural Hazards					★	
6.6 Cells and Systems						★
7th Grade Units						
7.1 Chemical Reactions (A)			★			
7.2 Chemical Reactions (B)					★	
7.3 Metabolic Reactions	★					
7.4 Photosynthesis/Matter Cycling		★				
7.5 Ecosystem Dynamics				★		
7.6 Natural Resources/Human Impact						★
8th Grade Units						
8.1 Contact Forces			★			
8.2 Sound Waves	★					
8.3 Forces at a Distance		★				
8.4 Earth in Space					★	
8.5 Genetics				★		
8.6 Natural Selection & Ancestry						★



New Resource:

OER Core Instructional Material Options

OER for Adoption Consideration

Mathematics, English Language Arts, Science



Documents Include:

- links to access materials
- delivery options
- professional learning options
- reviews if available

Grade Band	Developer org. or district	Obtain Materials fees involved for different delivery platforms	EdReports Review if available	Comments
PK-12	Great Minds Eureka Math for EngageNY	EngageNY (2015) Great Minds (2015)	Eureka Math K-8 (2015) Eureka Math 9-12 (2014)	<i>Delivery options:</i> PDF download, print purchase, digital platform <i>Professional learning:</i> Great Minds Teacher Resource Pack EngageNY Professional Development Library
K-5	San Francisco Unified School District	SFUD Elementary Math Portals		<i>Delivery options:</i> Google drive documents <i>Professional learning:</i> SFUD Math Teaching Toolkit
3-12	Match Education	Match Fishtank Mathematics		<i>Delivery options:</i> online viewing, PDF download <i>Professional learning:</i> Match Fishtank Teacher Tools
6-8	Illustrative Mathematics (IM)	Kendall Hunt Open Up Resources Learn Zillion McGraw Hill	Open Up Resources (2017) Learn Zillion IM 6-8 (2018)	<i>Delivery options:</i> online viewing, PDF download, digital platform, LMS integration, print purchase <i>Professional learning:</i> Summer Academies via Open Up Resources IM Certified Professional Learning

Library, Set Square, and Physics icons by Vectors_Market | Flaticon [Basic License](#)

[OER Options for District Adoption](#)

OER Commons



OER Commons is a public digital library of open educational resources.

Search by content area, grade band, standard, or material type.

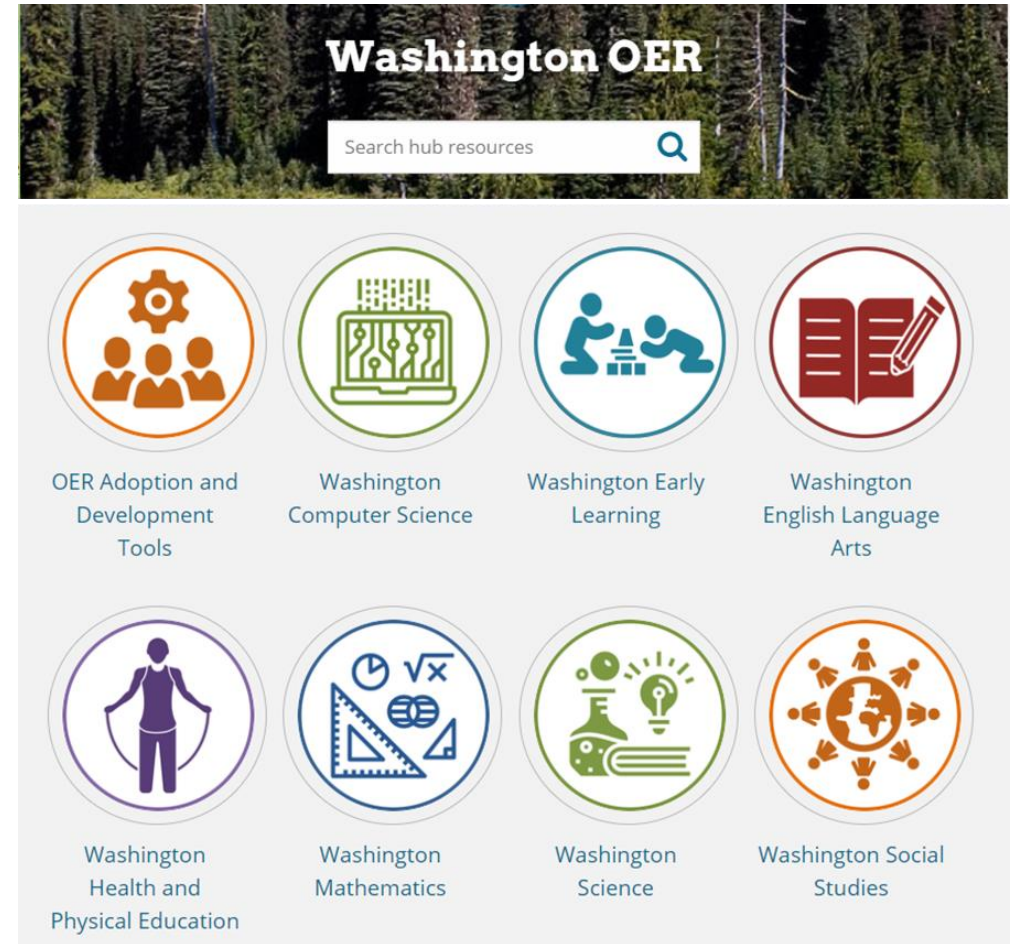
Vision of Washington Hub on OER Commons

*To be able to take full advantage of OER to share resources widely - promoting **equitable access** to **standards-aligned, quality instructional materials**.*



Washington Hub on OER Commons

- reviewed courses and units
- developed by OSPI grantees or collaborators
- aligned to Washington K-12 Learning Standards.



Social Studies : A Cornucopia of Opportunities for Literacy, Civic Engagement, and Inquiry

Jerry Price: OSPI Social Studies Program Supervisor:

jerry.price@k12.wa.us

Agenda – Questions to Consider:

- How is your district preparing for the 2018 legislation around stand-alone civics ([2SHB 1896](#)) and voter registration ([2SHB 1513](#))? What are the most important ways OSPI can support that work?
- What will your district be doing to implement the newly adopted social studies standards?
- How is your district meeting the required civics classroom based assessments in 7th or 8th and 11th or 12th grade civics?
- History Day: What opportunities do you provide for deep dives into social studies content using inquiry?

What OSPI Social Studies is Currently Doing to Support stand-alone civics ([2SHB 1896](#)) and voter registration ([2SHB 1513](#))

- <https://www.oercommons.org/hubs/Washington> - Developed by Dr. Walter Parker, Joshua Parker NTSD, and members of the OSPI Social Studies Cadre
- Presenting on new Civics requirement at Fall and Spring WSCSS conferences - <https://www.wscss.org/>
- Working with the SBE to provide clarity, specifically on the dual credit option for civic education

What OSPI Social Studies is Currently Doing to Support stand-alone civics ([2SHB 1896](#)) and voter registration ([2SHB 1513](#)) cont...

- Working with the Secretary of State to develop the Voter Registration Tool Kit
 - Limited materials available Dec. 1, with additional materials available in January prior to Temperance and Good Citizenship Day.
 - 2 Minute Video targeted to high school seniors: “Be the Change” and “Likes aren’t Votes.”
 - Instructions for electronic and paper early voter registration, including QR code that links students directly with the site\
 - Teacher lesson plans and reproducible posters, instruction sheets, etc.
- Working on direct mailing to seniors in four diverse districts (geography, demographics, size) state-wide and collecting data on whether this is an effective way to engage students in voter registration
- Partnering with the SoS to get messaging to districts state-wide at the administrative and educator levels about the importance of participation in Temperance and Good Citizenship Day classroom voter registration

Where can I find the new standards?

The screenshot shows the OSPI website's 'Social Studies' page. The header includes the OSPI logo, the name 'Office of Superintendent of Public Instruction' with 'Chris Reykdal, Superintendent', and a search bar. A navigation menu contains links for Home, Student Success, Certification, Educator Support, Policy & Funding, Data & Reporting, and About OSPI. The breadcrumb trail reads 'Home » Student Success » Resources by Subject Area » Social Studies'. The main content area features a 'STUDENT SUCCESS' sidebar with a 'Resources by Subject Area' dropdown menu. The 'Social Studies' section includes a description, a 'Watch' link, an 'Assessments' section, a 'Civic Education Initiative' section, and a 'Learning Standards' section. On the right, a sidebar contains a 'Subscribe to our newsletter' button, a 'NEW Social Studies Learning Standards' announcement with a yellow arrow pointing to it, a 'Social Studies Education News' section for September 2019, and a 'Contact Information' section with a 'Social Studies' link.

LOOK HERE!

What will your district be doing to implement the newly adopted social studies standards?

- New standards can be found here: <https://www.k12.wa.us/student-success/resources-subject-area/social-studies>. The new standards:
 - boost Elementary standards inclusion across grade levels
 - recommend full year of WA state history at 7th
 - focus on Enduring Understandings and open ended inquiry questions
 - Link to Since Time Immemorial curriculum
 - Align to both CCSS ELA/SS Literacy standards and the C3 (college, career, and civic readiness) standards
- We are planning ESD trainings led by Cadre Members in Spring or Early Summer in ESDs state-wide. We would love your help getting teachers and administrators to those trainings

What is History Day?

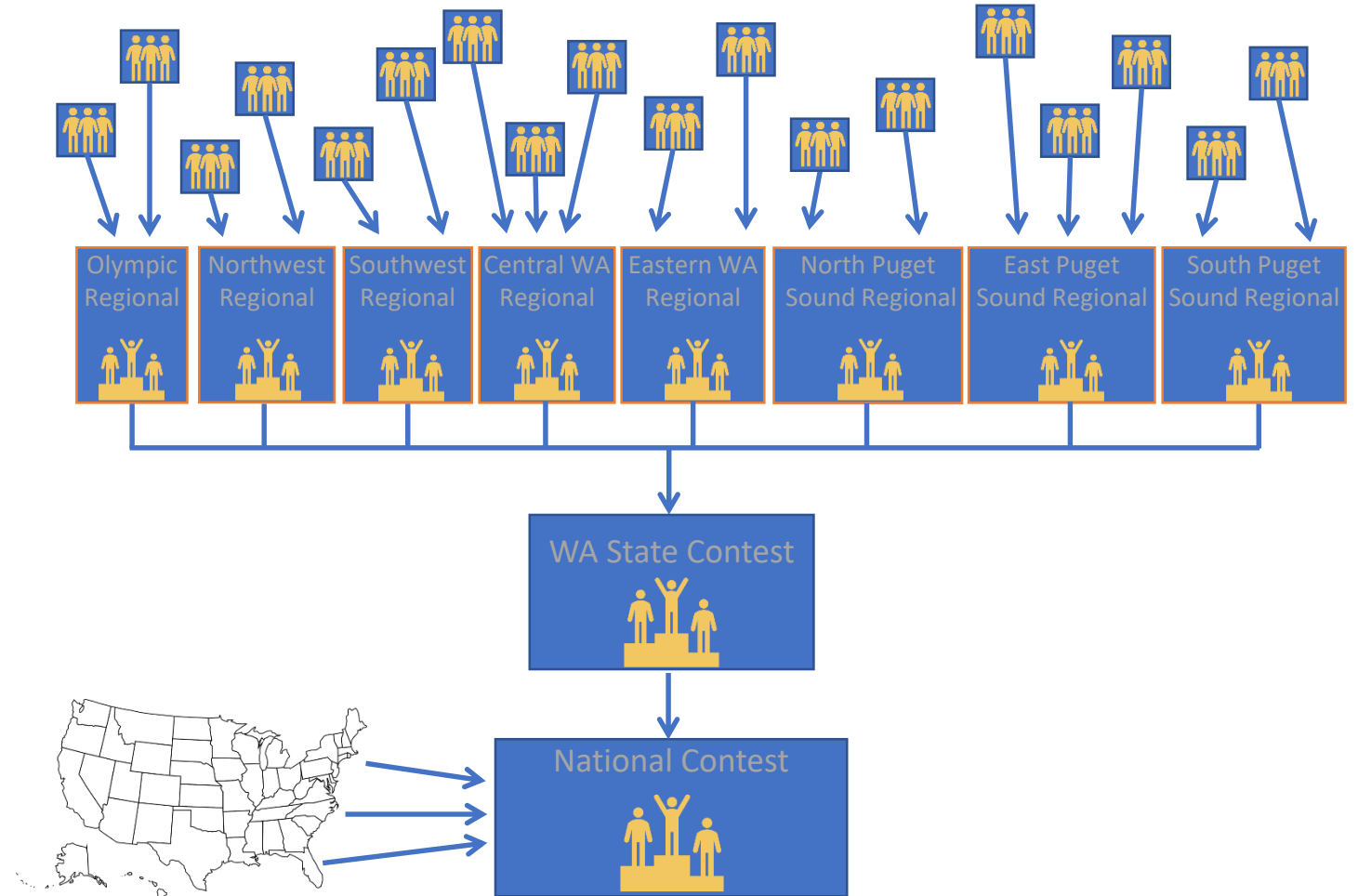
- Nationwide Social Studies program
- Students grades 6-12
- National and state-level organizations administer and support the program
- Program Components:
 1. Classroom lessons
 2. Student research
 3. Project creation
 4. Competition



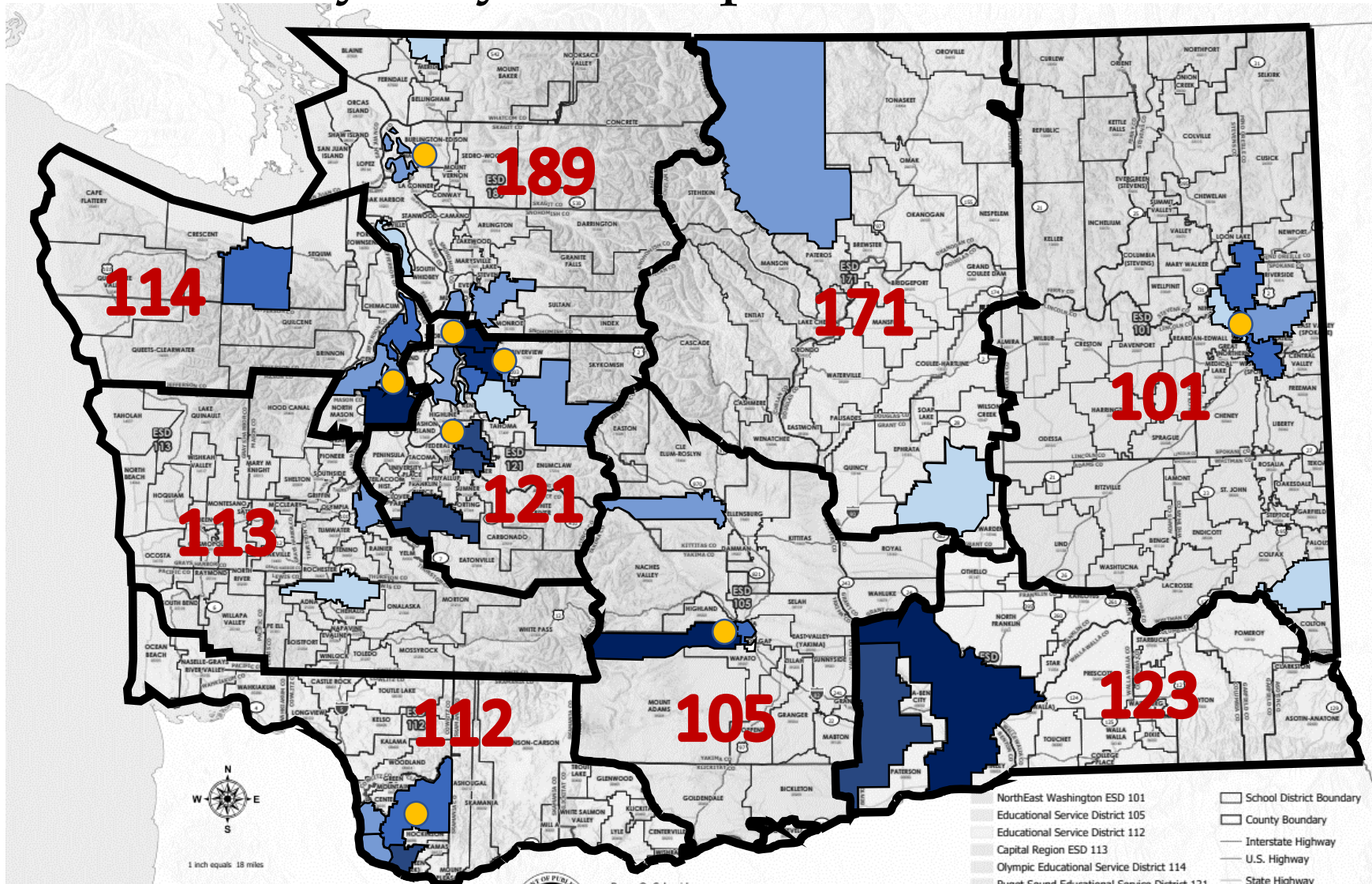
Photo by Washington History Day

History Day Contests (Spring/Summer)

- Levels of Participation
 - School Event
 - Optional event that educators plan
 - May help decide who attends Regionals
 - Regional Contest (Feb & March)
 - Eight Regional Contests throughout WA
 - Regional Coordinators plan
 - State Contest (April/May)
 - Last year was at CWU
 - Washington History Day plans
 - National Contest (June)
 - Washington, D.C.
 - National History Day plans



History Day Participation 2018-2019



- 1-10 Students
- 11-40 Students
- 41-70 Students
- 71-100 Students
- Over 100 Students
- Location of a Regional Contest

NorthEast Washington ESD 101
 Educational Service District 105
 Educational Service District 112
 Capital Region ESD 113
 Olympic Educational Service District 114
 Port Sound Educational Service District 121

School District Boundary
 County Boundary
 Interstate Highway
 U.S. Highway
 State Highway

Improvement Science

Amy Colburn



Improvement Science

“Improvement science deploys rapid tests of change to guide the development, revision and continued fine-tuning of new tools, processes, work roles and relationships.”

[Carnegie Foundation](#)

Problem Statement

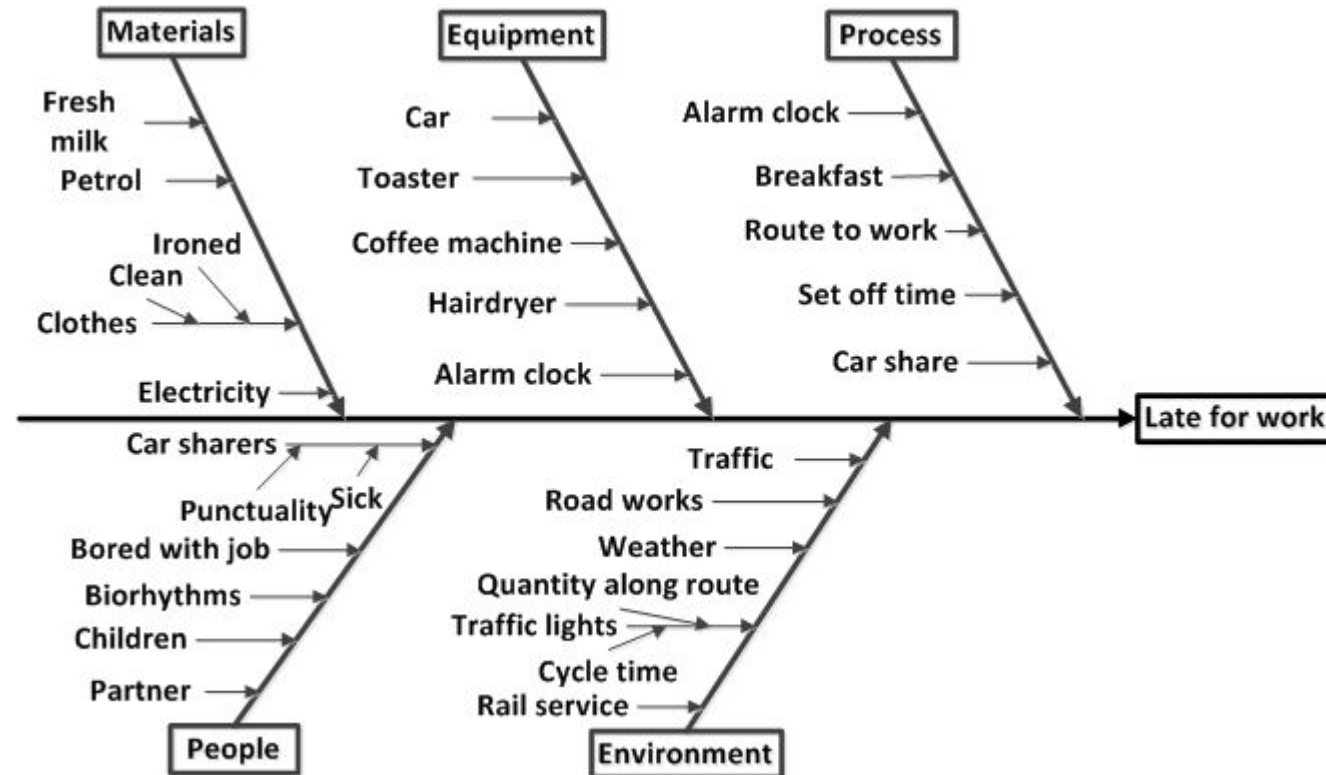
“Student are not sharing their thinking in class”

- *Individually* write down all of the things that may be contributing to this identified problem
- One idea per sticky note
- As many as you can in 2 minutes

Identifying Root Causes

“Student are not sharing their thinking in class”

- The problem statement goes at the head of the fish
- The themes branch off the spine of the fish
- Supporting information for each theme are included



Reading – Getting better together



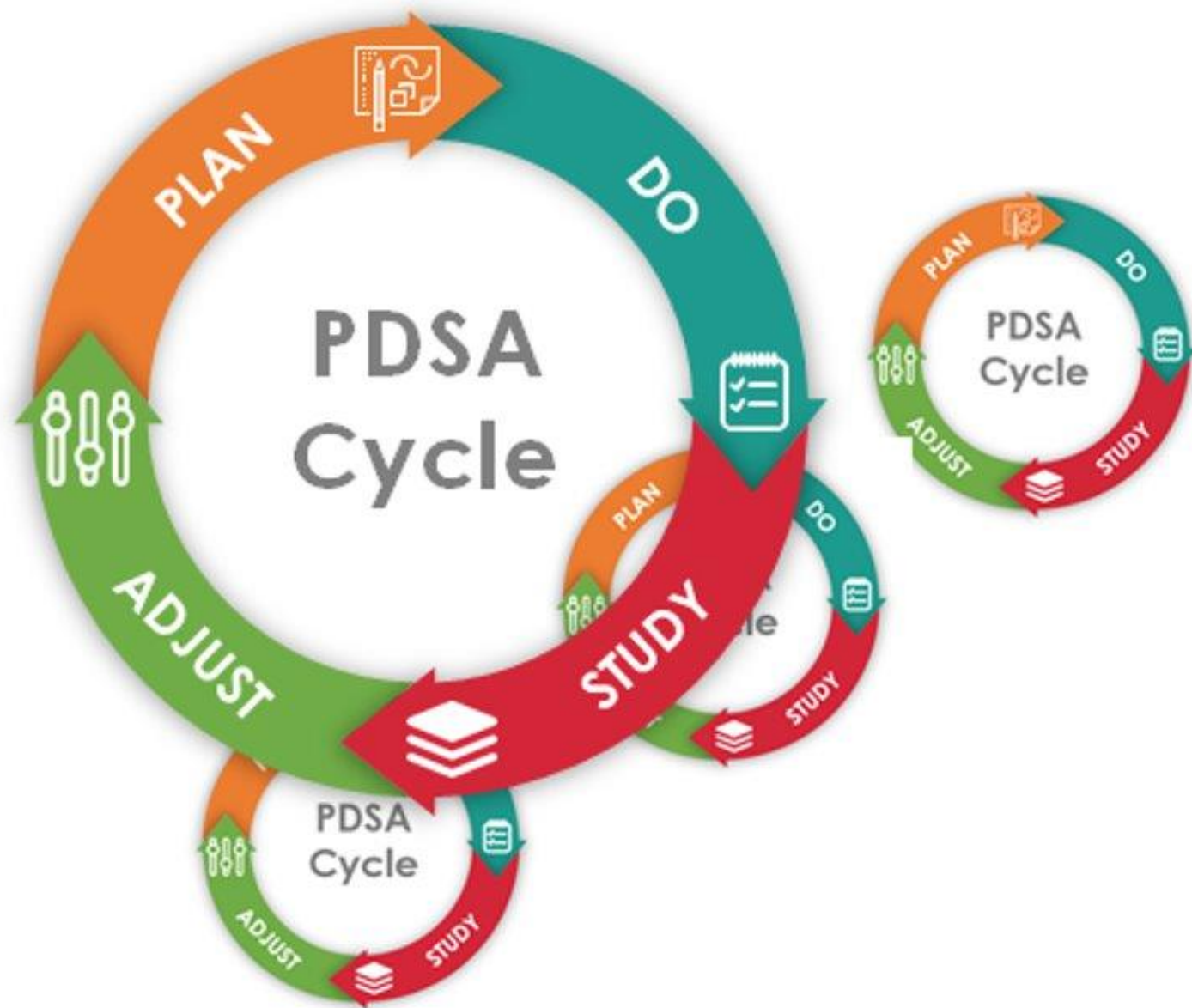
Read pages 16-18



Identify 2-3 things that you
find interesting or helpful



Be ready to get up and share
with a partner



Small Test of Change

- Select 1-2 small step, short term goals
- Evidence of Implementation
- Evidence of Impact / Progress Monitoring
- Adjust – start cycle again - refine

Reading
Take-Aways
(pg 19-22)

- 1.Improvement science fosters reflective practice grounded in evidence
- 2.Improvement science helps teachers take action
- 3.Improvement science facilitates collaboration and sharing

Reflection

“Improvement science deploys rapid tests of change to guide the development, revision and continued fine-tuning of new tools, processes, work roles and relationships.”

- Are you already implementing Improvement Science?
- How else could you leverage Improvement Science?

Break Time



Practices and Beliefs in the Math Classroom



@NWESD



@NWESD189



TRIZ: Making Space for Innovation

1, 2, 4, All

- 1** On your own, brainstorm, placing a single idea per sticky note
- 2** Pairs, compare your lists. What is the same? What is different? What additions do you have?
- 4** Quads
 - Post all of your ideas on a sheet
 - Sort notes into clusters that make sense to your group
- ALL** Be prepared to share your clusters or an important idea

In what ways can we **ensure** students will **NOT** learn in math classes or advance into higher levels of mathematics?

Reflect - Individually

Have you seen any of the practices that were named during this activity in your district?

Practice

Beliefs

Standard for Mathematical Practice 3

Construct viable arguments and critique the reasoning of others.

What belief is communicated when provide students opportunities to apply this math practice?

What belief(s) are we communicating with the practices we put in place?

What interpretation of our belief(s) might others internalize by our practices?

Understanding and Implementing the Early Screening of Dyslexia

Aira Jackson, ELA Director, OSPI

NWES Updates

Sarah Southard, Director
Early Learning & Migrant Education

Please take the time and
complete the evaluation.

Thank you for coming!

Questions?