DIVISION OF TEACHING AND LEARNING:

Department of Curriculum & Instruction:

College and Career Readiness:

The Department of Career and College Readiness will provide all secondary counselors with five days of professional development this upcoming school year that will focus on developing and delivering comprehensive school counseling program in each and every Seattle secondary school based on the American School Counselors Association (ASCA) counseling model. The professional development and programming will be driven by student data based on standards in academic, career and personal as well as social development. The ASCA model:

- Ensures equitable access to rigorous education for all students
- Identifies knowledge and skills all students will acquire as a result of a comprehensive school counseling program
- Is delivered to all students in a systemic fashion
- Is based on data-driven decision making
- Is provided by a professional school counselor

School counselors are uniquely positioned to spot barriers to student success and to lead a career- and college-ready agenda, focusing on the educational journey of each individual student in our schools. With counselor-to-student ratios beyond the ASCA recommended 250:1, SPS must systemically, strategically, and collaboratively tackle the challenge to ensure all students graduate and are prepared for career and college, no matter what.

Professional Development Update:

The following is an update on professional development work that has occurred in recent months in our primary subject area programs.

Formative Training Institute

Career Ladder Teachers and other teacher leaders from around the district are participating in the Formative Training Institute. This 2015-16 program of professional development is designed to bolster our Professional Learning Communities. The institute began this week (Aug. 10-14) with four days of training for teacher leaders and continues through the year with quarterly meetings to support a full Professional Learning Community (PLC) in each participating building. We expect about 30 of our schools to participate in this yearlong professional development program. We are excited about the institute's potential to strengthen our Professional Learning
Communities, to solidify how we effectively use formative assessments, to boost comfort levels with student data, and overall to enhance our core teaching and our support for students.

Math

District math teachers and central math staff have been working to: 1) review blueprints of benchmark assessments and 2) to find and/or develop textual materials aligned to the district’s scope and sequence. Participating teachers have been involved in the math program’s work to create district math scope and sequence documents. That work has been posted online for teachers districtwide to access, and math staff are finalizing unit plan documents that will be posted in the future. Start-of-school trainings offered to all math teachers will focus on scope and sequence alignment and best practices for the complementary unit plans.

English Language Arts

District language arts teachers and central language arts staff have been working to: 1) review blueprints of benchmark assessments and 2) to create unit plans that support the language arts scope and sequence that was finalized in 2014. Scope and sequence documents are posted online, and the unit plans will be posted soon. Additionally, elementary teachers have participated in summer trainings on small-group instruction and writers’ workshop, and our middle school teachers have participated in Columbia Teachers College professional development around writing. Start-of-school trainings offered to all language arts teachers will focus on scope and sequence alignment and best practices for the complementary unit plans.

Science

A cohort of science teachers have been doing work around Next Generation Science Standards, and elementary teachers new to a grade level are learning how our science kits and units align with standards.

Social Studies

Teachers will participate in professional development near the end of August to support their use of the Since Time Immemorial curriculum for teaching tribal history as newly required by Washington State. Additional trainings will be offered through the year.

Arts

Teachers and administrators were invited to the Creative Advantage Institute at the Seattle Art Museum to strengthen their work with students in the arts, and arts teachers districtwide are participating in an arts kickoff professional development day at the start of school, which will in part usher in planned work on an Arts scope and sequence in the coming year.

Physical Education

All Physical Education teachers join in a kickoff professional development day to help support them in the use of the districtwide PreK-12 scope and sequence.

Other areas

Please note that additional, ongoing professional development has been offered and will continue to be offered in the areas of Advanced Learning, Early Learning, Career and Technical
Education, Head Start, Assessment, Instructional Technology, Special Education, the Star Mentor program, the Career Ladder Teacher program. To assist with planning, all principals were provided in June with a menu of summer and fall professional development offerings, and we continue to provide updates as well as specific and useful guidance on our internal web page.

**Department of Special Education:**

During the 2014-15 school year, OSPI staff provided extensive technical assistance and guidance on Part B of the IDEA to SPS. This technical assistance and guidance was received through weekly advisory meetings, monthly intensive visits, phone consultations and written corrections as a part of the Citizen Complaint process provided detailed direction for SPS’s Special Education Department to ensure compliance with State and Federal regulations and laws regarding IDEA. Over the course of the school year, SPS has performed numerous actions, including all 40 actions outlined in the Revised Comprehensive Correction Action Plan (RC-CAP). Moving forward, SPS is engaged in making additional actions to further move towards compliance with IDEA. One of the OSPI expectations was set forth in Special Education Citizen Complaint No. 14-75 letter, dated January 2, 2015, with respect to assuring that paraprofessional assignments are not “based on predetermined staffing models without sufficient contingency planning, or done in such a way that may treat students eligible for special education in a discriminatory manner.” This expectation requires a shift in how we fund and allot staffing for the special education service models identified by SPS and in the CBA. Our intention is to make this shift keeping current staffing ratios but assigning them to schools rather than service models.