

Oversight Work Session: Teaching & Learning Part II –
Curriculum & Instruction and Highly Capable
Thursday, April 21, 2016, 6:30-8:00pm
Room 2750, John Stanford Center

Minutes

The meeting was called to order at 6:35 pm.

Directors Burke, Geary, Patu, Peters and Pinkham were present. Director Harris was not able to attend. Director Blanford arrived to the meeting at 6:39 pm. The meeting was staffed by Superintendent Nyland, Deputy Superintendent Nielsen, and Executive Director Curriculum Assessment & Instruction Shauna Heath. Associate Superintendent for Teaching & Learning Michael Tolley was not present.

Oversight Work Session: Teaching & Learning Part II - Curriculum & Instruction and Highly Capable Learning

Director Burke spoke about the meeting process and Directors were asked to hold their comments and write on the comment cards. Questions will be answered at the end of the presentation. Director Burke asked staff/community to write on the comments cards if they have questions. Whatever is not covered during the meeting will be added to a future Friday Memo depending on how many questions there are.

Supt. Nyland thanked everyone for being here. Curriculum & Instruction is the center of what we do as far as Superintendent SMART Goals 1 and 2, every child, every classroom, every day. Michael Tolley is not able to be here tonight because of another obligation.

Shauna Heath, Director of Early Learning, and Dan Gallagher, Director of STEM and Arts, introduced themselves.

Department Functions:

Ms. Heath spoke about the agenda and PowerPoint presentation. The mission is related to the areas of the Strategic Plan. She passed out a document that provides a more detailed aspect of the Strategic Plan which drives the work. The work session reports on the goals related to the Strategic Plan. Our job is to provide support to teachers and make sure they have access to supports.

The services that sits in the department:

- Basic Education/Academic Assurances
- Instructional Resources and Support for Core Teaching and Differentiation
- Professional Development
- Advanced Learning/Highly Capable Support

- As of this year, Assessment Support

S.W.O.T. Analysis:

The Curriculum Assessment and Instruction team worked on the S.W.O.T. (Strengths, Weaknesses, Opportunities and Threats/Risks) Analysis.

Strengths:

- High quality staff
- Standards-based instruction
- Clear mission and vision
- Formative assessment
- High quality professional development
- Strong relationships
- Equitable access

Weaknesses:

- Insufficient resources
- Inability to equitably serve
- Demands minimize the ability to work/limited time
- Lack of racial and ethnic diversity – This is important to the work that is being done in the department. This is a goal in future job searches to address this issue.
- Limited classified staff support

Opportunities:

- Build coherence
- Work within the regional Executive Director of Schools – Support structure. If we are not able to make a connection, we have a disconnect with the schools.
- Leverage opportunities with external partners
- Increase use of Schoology – Provides staff with a way of accessing significant professional development opportunities.

Threats/Risks:

- Unstable/limitations on funding – Cannot take Title II dollars and apply it to resources.
- Current funding model
- Out of sync information and messages
- Lack of authority for accountability
- Lack of regular adoption cycle
- Lack of access to data

Department Accomplishments:

These are the aspects that are specific to the Strategic Plan to call out accomplishments. Dates will be provided in a future Friday Memo.

Accomplishments 2013-2016:

- Basic Education
- Differentiation

- Professional Development
- Instructional resources
- Assessment

Organizational Chart:

The Curriculum Assessment and Instruction (CAI) organizational chart consists of senior staff in the department. Each person has a Master's degree or above.

Department Goals & Objectives:

CAI goals and objectives is the primary focus of the Strategic Plan.

Goal 1: Basic Education consists of the Arts, Health, Highly Capable, Native American Education and Physical Education.

Goal 2: Differentiation consists of MTSS-A and MTSS-B. Ms. Heath would like to see 100% of the schools implementing interventions. We need to move towards the right interventions. MTSS-B is an aspect of the work that sits with Pat Sander, Executive Director of Coordinated School Health Services. There is core work around this – RULER, which Cashel Toner's team implemented.

Goal 3: Professional Development consists of standards-based instruction and differentiation, new teacher training, and technology training and support. Professional development is required for all teachers during the 2015-16 school year. 85% staff participated in the first day professional development. Chris Drape, Manager STAR & STR, runs a program for first and second year teachers in the program.

Goal 4: Instructional Resources consists of Alignment, Adoption and Technology. Performance to date is for the English Language Arts (ELA) K-5 Adoption process.

Goal 5: Assessment that consists of Formative Practices Institute (including differentiation) and the Balanced Assessment Framework.

Key Performance Indicators (KPIs):

Key Performance Indicators (KPIs) are linked to the goals and consists of basic education, differentiation, professional development, instructional resources and assessment.

Budget and Staffing:

Ms. Heath spoke about the budget and staffing overview for the various departments in the CAI division which consists of the number of FTE, previous and current budget, funds committed as of April 6, 2016 and the percentage of funds remaining.

Benchmarking:

Ms. Heath explained that it is hard to benchmark against other school systems. Her team reached out to the Council of Great City Schools and pushed to get specific information (e.g., how much is spent on instructional resources for each child, etc.). They suggested contacting

the National Education of Statistics to get more of a comparison. However, the data is not up to date and there have not been a lot of changes.

Policies & Procedures:

Ms. Heath spoke about the School Board policies and Superintendent Procedures that guide the work in the 2000 series.

Internal and External Controls:

Ms. Heath spoke about the internal, external and audit/review efforts.

Major Outside Service Contracts:

Major contract are contracts that have a value at \$250,000 or more, or have a strategic impact (e.g., Amplify Beacon, Northwest Educational Services, Solution Tree, Pearson, Reach Associates, Learning Forward, Staff Development for Education and Houghton Mifflin).

Information Technology Systems:

Ms. Heath spoke about the key/major information technology systems that are necessary for the department to function (e.g., Schoology, SharpSchool, PowerSchool, SAP and School Dude).

Looking Forward/Next Steps:

The following is believed to be the focused areas and emerging trends.

- Accountability
- Graduation Requirements
- Basic Education
- Differentiation
- Professional Development
- Instructional Standards & Materials
- Assessment

Highly Capable Oversight Mini-Session

Stephen Martin, Supervisor of Highly Capable Services and Advanced Learning Program, and Janine Madaffari, Advanced Learning Curriculum Specialist, moved to the table to discuss Highly Capable.

Shauna Heath explained that Highly Capable is a big component of Curriculum Assessment and Instruction (CAI) Department. The team is committed to equity and access.

S.W.O.T. Analysis:

Strengths consists of highly diverse areas of expertise, honest, collaborative and supportive work environment, equity and access, inter/intra departmental partnerships, high quality professional development and strong relationships.

Weaknesses consists of disproportionate number of student applicants, limited and transient classified staff support, limited resources, diversity and lack of technology.

Opportunities consist of increase efficiency, process accessibility, all attendance area schools, Highly Capable in a single domain, condense the edibility testing window, secured parent/guardian access, increase equity and diversity proposed modifications in Superintendent Procedure 2190SP.

Threats/Risks consists of outdated, unsustainable data systems, inconsistent achievement data collection, turn around and accuracy of score reports, equity and diversity initiatives, existence of Spectrum identification, misinformation and potential Family Educational Rights and Privacy Act violations due to lack of technology skills/support.

Accomplishments – Elimination of prequalification for participation is a big one that Ms. Heath called out. Mr. Martin explained that she is referring to screening process for students.

Identification Process:

The screening of 2nd graders and Title I students will happen this spring. There is data on the number of students that has been identified for the process.

Instructional Supports:

Staff worked with the Budget Department to create the curriculum specialist positions. The curriculum specialists visit various schools to work with teachers to address the needs of the students. This was a significant accomplishment.

Department Goals and Objectives:

- Guarantee all Highly Capable identified students' needs are met in the schools they attend.
- All referred students evaluated and notified of eligibility in time to participate in the Open Enrollment process.
- Ensure access to Advanced Learning programs and services for students from under-represented populations.
- Provide direction, support and high quality training to teachers to ensure Highly Capable students have challenging, aligned and relevant academic content and instruction.

Key Performance Indicators (KPIs):

Basic Education – The identification process was completed a month early. The deadline was moved up.

30 percent of referred students are from underrepresented populations.

Major Outside Service Contract:

The outside contracts are based on testing to identify Highly Capable students. This is part of the state law. The district is required to identify measures to identify students.

Looking Forward/Next Steps:

School Board Policies to be reviewed as part of Phase II is Superintendent Procedure 2190SP, Highly Capable Services & Advanced Learning Programs.

Director Burke thanked Ms. Heath for the presentation and thanked staff who supported the work. Director Burke asked colleagues for their questions.

Directors asked about the data just received on Highly Capable students who are in the program versus not in the program. Ms. Heath explained the growth percentile. We have not completed the analysis, but based on Eric Anderson's work, the average growth for Highly Capable is 31.3 percent students making average growth that are in the program. 28.4 percent are not in self-contained. 28 percent are making the average growth in self-contained. The Smarter Balanced Assessment is the main assessment.

Directors asked what part of the Highly Capable students took the Smarter Balanced Assessment. Ms. Heath will have to ask Eric Anderson to pull other data points.

Directors explained that we want to be careful about what is said. We need more information and need to look at other aspects. Directors would like Mr. Anderson to provide more context.

Directors asked if there was a perception that the Operations and Capital Departments were a wagging dog when it should be the Teaching and Learning Department. Ms. Heath explained that Michael Tolley's belief and support around Teaching and Learning has shifted that perception. We do not have that conversation anymore. The primary focus is Teaching and Learning.

Directors asked if professional development is required for the *Since Time Immemorial* curriculum. Ms. Heath explained that the district is required to teach the *Since Time Immemorial* curriculum, but professional development is not required. We encourage principals to move teacher towards this opportunity. The Social Studies Textbook Adoption at the middle school level will help push forward the desire for the high school teachers. Directors feel we should provide professional development to principals as well.

Directors asked about high quality training for teachers and how the training is high quality. Staff explained that the teachers are surveyed each year on the professional development across the system. The department has received feedback on what works well for teachers. Teachers asked for professional development during the day. Teachers mentioned the challenges on getting time out of their buildings/schools. Funding is a challenge for the CAI Department. Professional Development is provided afterschool or on weekends. There is a challenge to get staff to participate in professional development due to being tired or bad traffic. The teachers value time out of their buildings to work with colleagues and would like more of this type of opportunity.

Directors asked about the numbers for students of color not being up and asked how many students have tested and qualified for Advanced Learning. Mr. Martin will find out that number.

Director asked what we see as the highest value model for high quality professional development. Ms. Heath explained that research shows the biggest impact when there is collaboration and when it is job embedded. That is the number one professional development

leverage point. Build out what you do in the Performance Practice Institute in the summer. The School Board is invited to attend. There is additional time with experts and curriculum specialist to continue the collaboration.

Supt. Nyland explained that the collaboration is building internal commitment.

Directors asked if we are putting this in our job requirements. Clover Codd, Assistant Superintendent for Human Resources, spoke about the Collective Bargaining Agreement. The most important high leverage part of the contract is to build in time for teachers to collaborate with each other.

Directors asked about what it looks like. Ms. Heath explained there is a person that is doing a lot of the work. Staff started collaboration last year with equity and race which is a part of the identification process.

Directors asked if there is professional development that race and equity can offer that can enhance the ability for teachers. Parents feel there is not enough support and end up pulling their students out. Staff explained the collaboration between the Department of Equity and Race Relations and the Advanced Learning Department to provide more site training for teachers.

Directors mentioned that cultural awareness needs to be pre-identifiable.

Ms. Heath mentioned at state level, threats/weaknesses, there is no required endorsement to teach gifted students. Staff is working on a way to build in the Seattle culture.

Stephen Martin explained that staff is working with the University of Washington (Whitworth) and the Office of Superintendent of Public Instruction in collaboration to create criteria to evaluate which teacher is best paired with individual students based on their needs.

Directors mentioned that C-SIPs are mentioned on the various pages and asked what it means and/or addresses? Janine Madaffari explained the goal is to add quality and depth. Performance to date is quality.

Directors noted the Executive Directors of Schools are mentioned twice on pages 7 and 25. What does that look like? What are they doing to better support teachers? Do not know what CAI related issues mean on page 25? Ms. Heath explained that we are breaking apart the silos in the system to create coherence. The team is doing work of support and working with the Executive Director of Schools to make sure support staff is providing the correct support. The Executive Director of Schools are in the buildings a lot more, know the needs of their schools and can receive assistance from the CAI Department.

Directors asked about slide 11, Arts and Physical Education. What are the steps that need to be taken to reach the target? Ms. Heath explained that one step is the Gold Book. Information is provided in the Gold Book about losing a PCP teacher. For Physical Education, there is Train the Trainer model and targeting key leaders to help support the schools as they problem solve together to support that time.

Directors explained that assessments used to identify students for Highly Capable seem culturally biased. Ms. Heath explained there is a commitment from the CAI Department to

understand the needs and provide the best possible services to every student from all backgrounds.

Directors spoke about staff development for Highly Capable teachers. There is concern that teachers are not teaching to the learning styles of students. Not all students are familiar with the items the teachers are talking about. A lot of students are visual learners. Directors are hoping this is something that we can infuse in staff professional development. Ms. Heath explained that the big component is to provide professional development to staff and work with teachers.

Directors mentioned that the University of Washington has a Native American Program that teachers could benefit from.

Directors would like to see accountability for principals with the C-SIPs.

Directors have concern with the points listed on slide 26 and would like staff to provide a description and rationale for the 1:1 approach for digital materials and more information on the Computer Science for All plan. Directors would like this information provided in the School Board Friday Memo.

Director Burke invited everyone with questions to submit them in writing on the note cards provided.

Director Burke thanked Ms. Heath and her team for their work.

The meeting adjourned at 8:03 pm.