

Board Special Meeting

**Work Session: ELA Adoption Update; Ethnic Studies Update; 24 Credits Briefing**

Wednesday, February 7, 2018, 4:30 – 7:30pm

Board Auditorium, John Stanford Center

2445 – 3<sup>rd</sup> Avenue South, Seattle WA 98134



**Minutes**

**Call to Order**

Director Harris called the meeting to order at 4:35pm.

**Work Session: ELA Adoption Update**

Directors Harris, Pinkham, Patu, Mack, Burke, and Geary were in attendance. Director DeWolf arrived at 4:45pm.

Staff in attendance included: Superintendent Nyland, Kyle Kinoshita Chief of Curriculum & Instruction Support, Cashel Toner Executive Director of Curriculum Instruction Support, Kathleen Vasquez Program Manager of Literacy & Social Studies, Kristin Nichols Curriculum Specialist.

Superintendent Nyland thanked the team for the work they have been doing. Director Burke noted that the Curriculum and Instruction Policy Committee has seen a lot of this great work as well.

Dr. Kinoshita reminded the board of the commitment they made to collaborative classrooms and noted that this evening staff will be giving an update on this work. He gave an overview of the presentation highlighting the purpose, history, and a look inside the Center for the Collaborative Classroom (CCC). He explained the strategic plan for CCC and how it is contributing to the work of Eliminating Opportunity Gaps.

Ms. Toner noted that the lack of having a common instructional material has been detrimental and that implementing CCC has been huge. She reviewed how CCC supports common language and routines.

Dr. Kinoshita spoke about the theory of action to implement CCC. He explained that staff worked to create capacity among teachers to help collaboration and cooperation within schools to ensure the success of implementing CCC. He explained that they have built leadership in the program very intentionally. He noted that teachers in the past have had a very specific way of teaching material and that staff had to send a very strong message of the new expectations of CCC.

Ms. Toner gave a quick history of literacy in Seattle Public Schools. She explained the prior efforts including National Urban Alliance professional development, Teacher's College Units of Study, Stephanie Harvey's Comprehension Toolkit and Strategies that Work. She reviewed Seattle Public Schools literacy strategies used in the classroom.

Dr. Kinoshita clarified that the staff's interest in CCC is because it focuses on the progression of materials until the students are able to master it.

Director Harris asked that the curriculum be called "Readers and Writers Workshop" in the material.

Ms. Vasquez spoke about meeting with Concord Elementary and offering them support to obtain Spanish mentor texts so that they could use the curriculum in Spanish.

Director Geary noted that there was no attention taken in regard to special education. She asked staff how we are taking special education into consideration to make CCC accessible to students with IEPs.

Ms. Toner noted how confusing it can be for students who do not have a consistent form of learning across the board. Dr. Kinoshita explained that staff attended a conference that helped them learn more about the tier 2 and 3 supports that CCC offers. Ms. Toner noted that the team is still learning. Director Geary asked that it be top of mind for general education materials to be accessible for all students.

Director Pinkham asked about the physical space of the classroom environment. Ms. Toner explained that this is something that is incorporated in the framework of CCC.

Dr. Nyland noted that Michael Tolley, Associate Superintendent of Teaching and Learning, presented the “Pass the Baton” award to the ELA team who worked on getting the books out in time to meet the start of school deadline. Last week the “Pass the Baton” award went to Research and Evaluation, who are following up on the implementation of the new curriculum.

Ms. Vasquez reminded the board that everyone wanted CCC because of the large overarching goal of closing the gap for all students. She explained that a lot of students were being considered tier 2 and 3, but what was important was to develop tier 1 core instruction. She noted that the community was very supportive of having diverse texts that represent the students. She explained that there is a strong focus on culturally diverse material.

Ms. Vasquez explained the importance of text complexity and diverse authors and characters. She reviewed a text from 3<sup>rd</sup> grade curriculum by going through the units and goals. She explained the learning progression through and CCC alignment with standards. She reviewed the student experience with text and how it changes into something cognitively more demanding as the units progress. She explained the steps involved for bringing all students along during the learning process without leaving anyone behind.

Ms. Nichols gave an overview of how staff prepared teachers for this new curriculum. This training involved training modules and online and telephone support. They also work with new teachers to get them up to date on the curriculum. She explained that they hold optional after school workshops to help support the teachers in learning how to implement this curriculum.

Dr. Kinoshita explained that there has been funds for professional development with teachers included in the adoption. As well, funds are included for next year. He noted that they have been working closely with research and development to have a playbook on how to do adoptions effectively.

Director Harris noted that the board should have pushed back to ensure that materials for students with special needs was included in the adoption. She asked that we changed the procedure on how we choose curriculum to incorporate special needs. She also noted that being consistent with the names and acronyms we use is important. Mr. Kinoshita explained that historically there has not been a lot of discussion with adoption efforts across all needs, but he hopes they can continue the conversations to make this happen.

Director Geary inquired about the professional development. Ms. Vasquez clarified the types of support they provide with professional development.

Director Burke ended this portion of the meeting at 5:37pm.

## **Work Session: Ethnic Studies Update**

Seeks to remedy a historical equitable in terms of telling story that composes all people. Need and demand rose from the community and developed working relationship, SEA, NAACP, and district. Staff members present for this discussion included:

Andrea Drake

Jon Greenburg, Center School

Kyle Kinoshita, Chief of Curriculum, Assessment, and Instruction

Rita Green, NAACP Educational Representative

Tracey Castro-Gill, Denny

The push for ethnic studies began in the late 60's to push educators to reflect the diversity of the United States population. Dr. Kinoshita shared a personal story and the exclusion of these events in textbooks. The ongoing omission of ethnic studies was thought to have been fixed in textbooks but is still predominately European-American biased. Ethnic studies were included in board goal, eliminating opportunity gaps to make sure ES became center of core work as a social justice issue due to the history of social injustices. Emerging research has showed that there is a significant impact on students of color that shows ethnic studies has positive correlation between academic achievement and success. The likelihood would and expressed higher regarded for their own success, race and racism, identity, and sense of success students, and members of their community. The benefit for white students included positive impacts on democracy outcomes and awareness of fairness, justice, and race relations to further build out identity and identity safety.

As part of the Board Goal #2, Eliminating the Opportunity Gap, the Race and Equity Teams (RET) have expanded from 31 to 41 total participating schools. Ms. Green spoke about authentic family engagement is not to only provide a welcoming environment, but to actively include families.

Dr. Drake spoke about this pioneering work for Seattle and proactively looking at the barriers. Task force defined ethnic studies, developed seven guiding principles, and recommendations. Dr. Drake spoke about the framework, ethnic studies pilot, making a plan to adopt over a number of years, and engage race and equity teams that would be the leaders in their schools and across the district.

Definition of ethnic studies developed by the task force aims to empower all students by making the curriculum relevant to their lives, background, and circumstance. It is an equitable approach to teaching centered on people that have traditional

Dr. Drake spoke through the definition of Ethnic Studies and Ethnic Student Curriculum Guiding Principles, both developed by the task force. Dr. Kinoshita spoke about the intersectionality of racism and that the issue and tension of race and racial issues should not get marginalized due to the work. Directors addressed the broader issues of poverty or trauma.

Directors asked about implementation and staff members spoke about the Workgroup Planning Focus that included a diverse group of teachers that discuss curriculum and professional development. Mr. Greenberg spoke about various ethnic studies framework themes that include origins/identity/culture, power/privilege/oppression, History of Resistance and Liberation, and Student Action.

Ms. Castro-Gill spoke about the pilot schools and how each site was selected to represent a model of each Seattle Public School structure. Ms. Castro-Gill spoke about the most recent work. Directors and staff discuss opportunities to engage in various aspects of the work.

Mickey Dysart (West Seattle) spoke about her high school experiences and highlighted the importance of having ethnic studies in class room.

Staff members spoke about next steps that include the completion of the pilot program, framework review, teacher/student survey, and professional development with the end goal of ensuring Ethnic Studies required as a graduation requirement.

Director Harris left at 7pm to attend a Safety PTSA.

The work session took a break at 6:53pm and reconvened at 7:08pm.

### **Work Session: 24 Credits Briefing**

Staff members present included Dr. Caleb Perkins and Michael Tolley.

Over 20% of students fail at least once course thus severely impacting their graduation requirements. Dr. Perkins spoke about the overall rationale for secondary re-visioning.

Dr. Perkins spoke about the consideration of new content in the project plan as he explained the draft of the Secondary Revisioning Project Plan document and the various engagements and contingent approvals.

Directors spoke about board goals timelines and Dr. Perkins explained that new course work that would have to go through the course development process that would normally happen in the fall. Directors spoke about engagement with building leaders and how to best resolve potential challenges and issues. Directors spoke about their concerns regarding building out a system that would impact the students that may have transportation or attendance issues. Dr. Perkins spoke about the success of a block schedule to individualize learning and to keep students engaged.

Directors and staff members discuss Running Start students and how to make high school engaging by providing more student based electives.

Directors spoke about their concerns regarding other credit models for students. The models will include higher level of engagement for students with more positive profiles of graduates. Dr. Perkins recapped that students will be more engaged with more opportunities. Dr. Perkins clarified that the credits required for graduation will remain at 24 unless the Board adds new requirements. There would be 32 credit-earning opportunities if we moved to a schedule allowing 8-credit-earning opportunities per year. In addition to student schedules, there would also need to be extra support for students. Directors and staff members spoke about recruiting teachers for doing extra time that would be compensated with their work and it does not violate the Collective Bargaining Agreement (CBA). Mr. Tolley spoke about the development around the curriculum of Cleveland STEM High School and how to equip students with algebra to have a strong foundation to take the engaging STEM courses.

Dr. Perkins spoke about a number of areas that could be addressed with additional credit-earning opportunities. For example, the High School Career-Connected Learning/CTE Program Map on slide 16 located around the Seattle Public School district reveals where we might want to expand these programs. Dr. Perkins also explained the rationale for longer instructional blocks that included development of 21<sup>st</sup> century skills, STEM skills, and strategic use of instructional technology. This would also allow teachers more time to use variety of instructional approaches to meet student needs and interests.

Directors expressed interest in the pros and cons of a 7<sup>th</sup> period as well as other courses that included financial literacy and planning content. Directors were in favor of more credit-earning opportunities for students and directors requested more in-depth details.

Directors asked about students currently earning online credits.

### **Adjourn**

Meeting adjourned at 8:11pm.