

State Learning Standards Review Update

WASA/AWSP Summer Conference

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Washington Office of Superintendent of
PUBLIC INSTRUCTION

Entry Task



- Please complete the BLUE entry ticket you received on your way in.
- We can't promise to answer all your questions, but having them now will help us weave in answers as we proceed.



Acknowledging this Land

We acknowledge that we are within the traditional homelands of the Spokane People and other tribes who are connected through their shared history of this region.

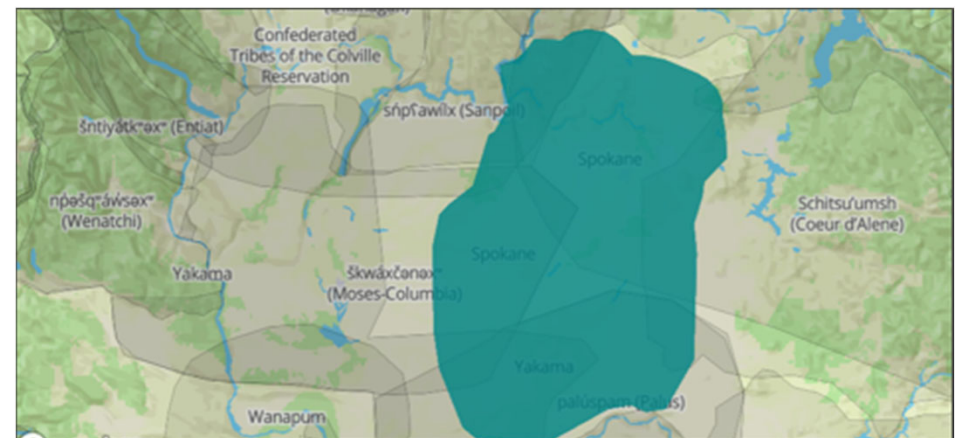
This land holds their cultural DNA and it is their Ancestors who are here and bring forth the knowledge of this place—the knowledge that comes from the land.

Adapted from: [Native American Affairs - Eastern Washington University \(ewu.edu\)](http://NativeAmericanAffairs-EasternWashingtonUniversity(ewu.edu))

[RESOURCES – Spokane Tribe of Indians](#)



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Agenda for our time today

- Overview of project
- Themes from surveys and interviews
- Work over the next year

Why this? Why now?

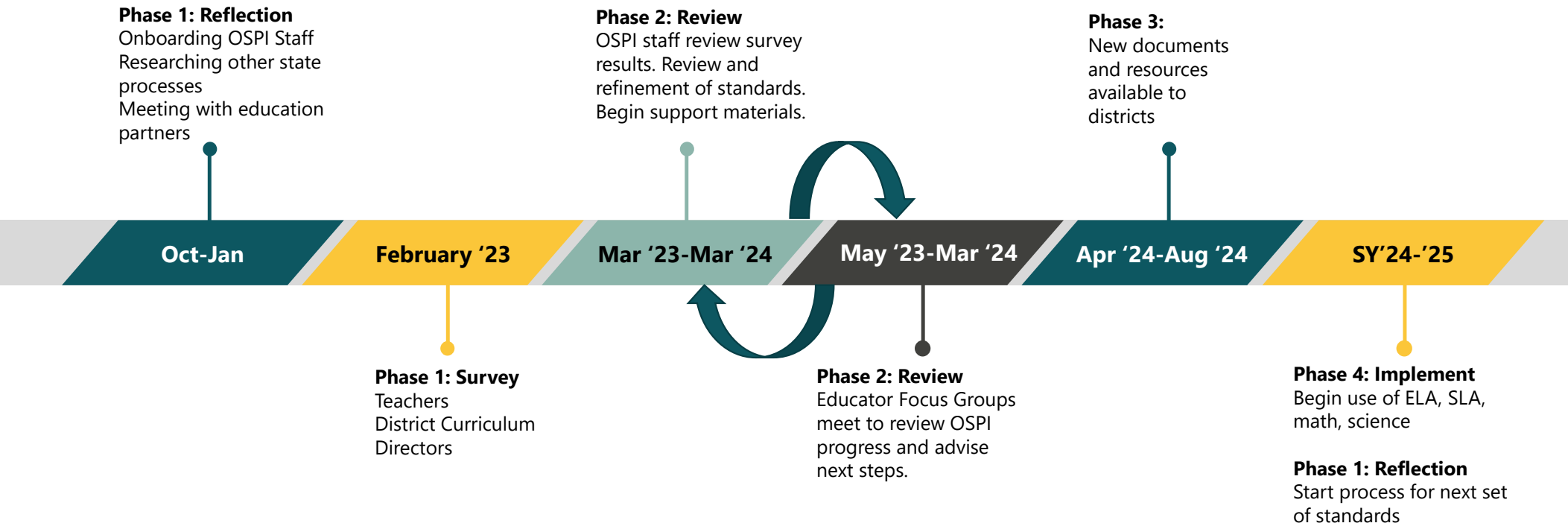
- It has been 10–12 years since our ELA, math, and science standards have been revisited.
- OSPI is directed by the Legislature (RCW) to:
 - (a) **Periodically revise the state learning standards**, as needed, based on the student learning goals in RCW [28A.150.210](#)...
 - (b) **Review and prioritize the state learning standards** and identify, with clear and concise descriptions, the grade level content expectations to be assessed on the statewide student assessment and used for state or federal accountability purposes. The review, prioritization, and identification shall result in more focus and targeting with an emphasis on depth over breadth in the number of grade level content expectations assessed at each grade level.

Standards Review Project Goals



- **Refine, streamline, and clarify** the existing standards.
- Develop **wraparound guidance** for educators that clarifies opportunities for:
 - Cultural responsiveness
 - Universal design
 - Language development
 - Social emotional learning
 - Cross-content integration
- Develop a multi-year **plan to support educators** in learning about and using the revised learning standards and accompanying resources and tools.
- Establish a **uniform process for the periodic review** of the state learning standards

Proposed Timeline: ELA, SLA, math, and science

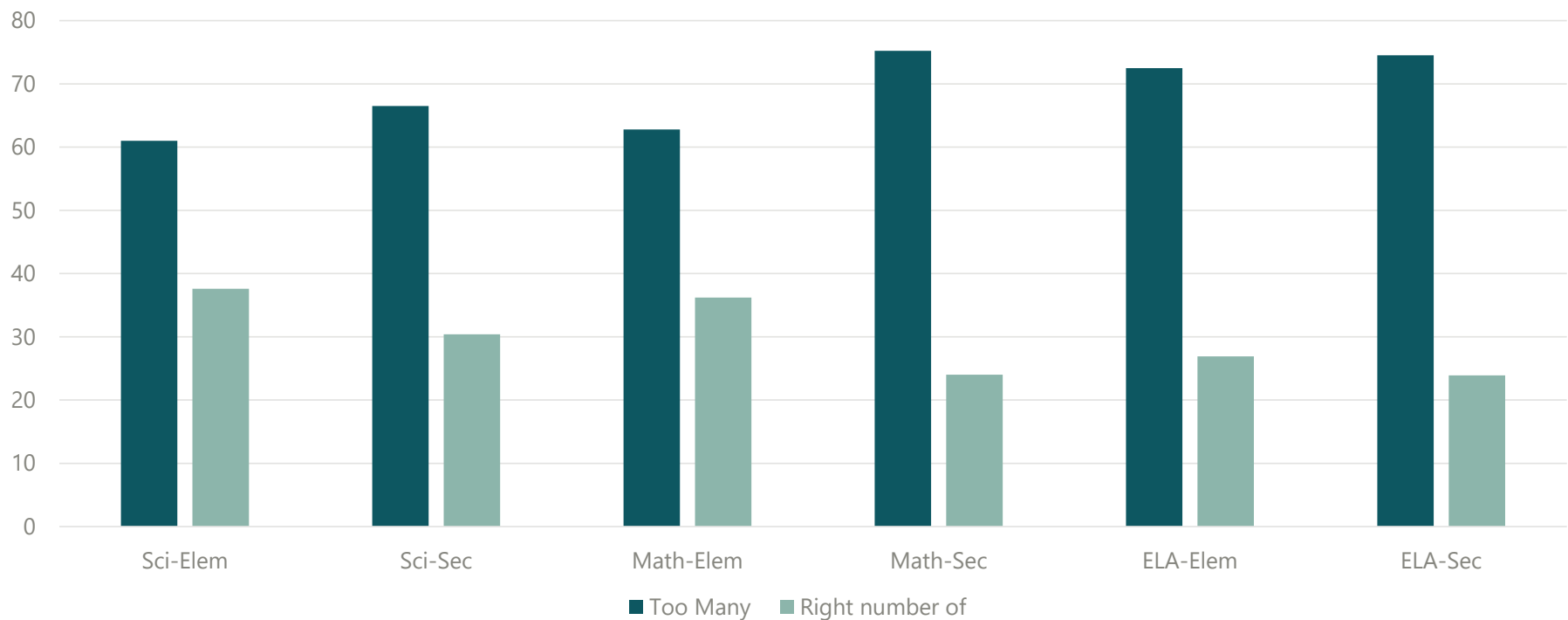


Phase 1: Reflection

- Onboarding OSPI Program Staff
- Researching other states' processes
- Meeting with education partners
- Surveying teachers and curriculum administrators



“There are (too many, too few, the right number of) standards to learn in Science/Math/ELA during a school year.”



Survey Results: English Language Arts

- **Too many standards, too little time, too little focus:** With too many standards, how can teachers know what to focus on when time prevents equal attention to all the standards?
- **Some standards are unclear:** Some writing standards are vague, and it is unclear how they change through the grade bands. Terms used in the reading standards are confusing, inconsistently used, and not defined (e.g., theme/message/moral/main idea/central idea/lesson/main topic).
- **Standards integration:** Can the ELA standards be structured to allow for easier integration with other ELA standards, additional content areas, Social Emotional Learning (SEL); and media literacy?
- **Foundational skills:** With the focus on the “science of reading,” are adjustments required to standards involving foundational skills? What about students in higher grades who haven’t mastered these skills?

Survey Results: Spanish Language Arts

- Confirm the need for teacher-level training in CCSS Español in K–2, 3–5, and 6–12
- Indicate need for professional development for leaders and teachers who are not currently working in Dual Language Programs
- Request tools that help teachers integrate Spanish Language Arts and other content areas including SEL

Survey Results: Math

- Over 80% of state level respondents indicated the need for professional learning on the math standards for all math teachers.
- A majority of respondents said support on integrating math standards with each other "rather than treating them like a checklist" would be helpful.
- A majority of respondents feel very comfortable with the standards of their grade, but those percentages go down when asked about the course/grade before or after their own.
- High School Educators are seeking clarity on the standards that need to be taught in Year 1 and Year 2 and seek continued support for the reimagining of Year 3 math.

Survey Results: Science

- K–5: Not enough time allocated to teach the standards
 - 48% of K–2 have less than 30 minutes per week (10% have no time)
 - 48% of 3–5 have less than 45 minutes per week (10% have no time)
- All teachers want more clarification, guidance, and professional learning on the standards, as well as resources on integration and bundling and resources on CR and differentiation.
- All teachers think professional learning is key but have not had recent opportunities for it.
- Secondary teachers don't understand where the NGSS fit into CTE pathways and AP classes; need help with scope and sequence.

Survey Results: District Administrators

- 102 respondents, evenly distributed among district sizes
- **Current use:** adopting instructional materials, planning instruction
- **Challenges:** Too many, too little time, integration across content areas, implementation variation among classrooms
- **SLA challenges:** Availability of Professional Learning
- **Professional Learning modality:** Prefer in person or hybrid
- **Resources needed:** Universal Design, content integration, Social Emotional Learning, Culturally/Linguistically Responsive Teaching

Themes from District Administrator Interviews

- Standards:
 - Fewer, deeper
 - OSPI needs to prioritize to help districts who don't have resources for this
- Systems considerations:
 - Be cautious about the scope and time allocated for change
 - Attend to teacher, principal, and district capacity, as well as districts' past, present, and planned work that may be impacted (e.g., adoptions)
 - Provide suggestions for roll-out, including "Here's what's different" and "Here's how you might share it with your staff."

Themes from District Administrator Interviews

- Content integration:
 - Provide an integration framework: maps, models, templates
 - Include high-level view for district administrators; planning resources for teachers
 - Be guided by meaningfulness, not just efficiency
- Instructional materials (curriculum):
 - Reviews from OSPI to help with selection
 - Links to Open Ed Resources (OER)

Phase 2: Review

- Informed by survey results
- ELA, SLA, math, and science standards to begin
- Cross-content and cross-divisional process
 - Content (Elementary and Secondary)
 - Assessment
 - Special Education
 - Multilingual and Dual-Language
 - Social Emotional Learning



Common themes for updated versions

- **Refined** standards
- **Clarify** the language of specific standards
- Provide **similar formatting** across content areas
- **Explain** the structure of the parts on the page
- **Bundle related standards** within the content area that can be authentically taught together
- Intentionally supporting content **integration**

Phase 3: *Possible* Resources (tentative growing list)

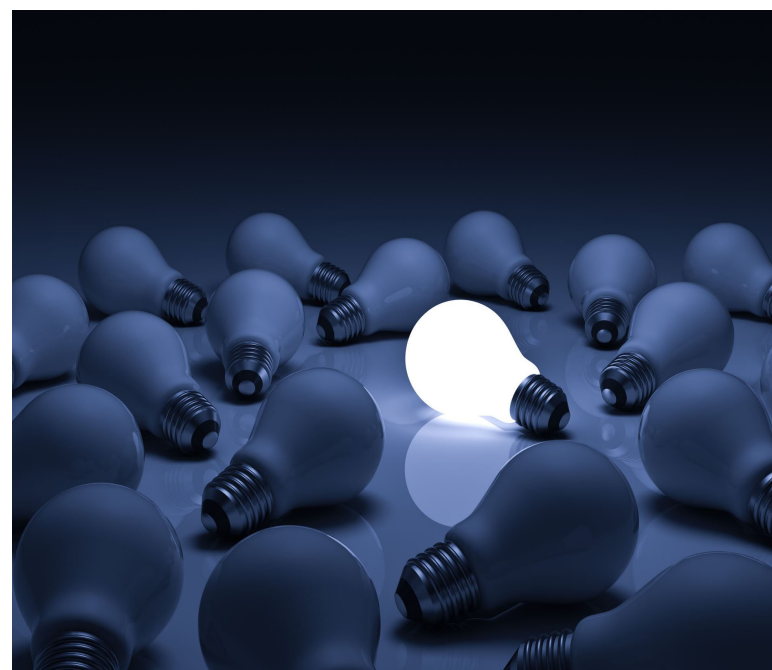
- Webinars by OSPI staff for district leaders and principals
- Recordings by OSPI staff for teachers that districts and principals can use
- Short videos to explain documents
- Planning manual for content integration

Phase 4: Implementation

- Approval by Superintendent
- Communication to districts; inclusive of implementation support
- Provide professional development
- Begin Phase 1 for next set of standards

Questions and Feedback

- What **questions** about this project remain for you?
- What **suggestions** might you have for us?



Thank you!



Please reach out to us with additional questions and thoughts:

standards.review@k12.wa.us