

**Work-Integrated Learning Advisory Committee
Meeting Minutes Regular Meeting
Via Zoom Meeting/September 16, 2021**

Members in Attendance: Representative Sharon Tomiko Santos
Senator Lisa Wellman
Senator Ann Rivers
Derek Jaques, representing K-12 Career and Technical Education (CTE) educators
Maddy Thompson, Governor's Office
Larry Brown, Workforce Board (WTB)
Rebecca Wallace, designee to the Superintendent of Public Instruction (OSPI)

Members Not in Attendance: Representative Mike Steele
Gary Chandler, WTB
Denise Reddinger, representing school counselors
Krista Fox, representing community and technical colleges

Staff to the Committee: Samantha L. Sanders, OSPI
Renee Lafreniere, OSPI
Shailee Berry, OSPI
Susie Anderson, OSPI
Teri Lee, OSPI

Public Attendees: Alissa Muller, State Board of Education (SBE)
David Beard, School's Out Washington
Danny Salazar, Employee Security Department
Ethan Moreno, House of Representatives staff
Jody Robbins, Labor & Industries
Kairie Pierce, Washington State Labor Council
David Faro, National Restaurant Association
Marie Bruin, State Board for Community and Technical Colleges
Natalie Pacholl, SEH America
Nova Gattman, WTB
Sarah Patterson, AGC Education Foundation
Tim Knue, WA-ACTE
Walter Jackson, PSESD

Land Acknowledgement: Recognition of the Traditional Territories of Indigenous Peoples was delivered by Derek Jaques.

Call to Order: Co-chair Derek Jaques called the meeting to order at 1:05 pm on September 16,

2021. Representative Santos moved to approve the minutes. The motion was seconded by Larry Brown. Prior meeting minutes from June 17, 2021, were approved unanimously by committee members in attendance with four members absent at the time of approval. Representative Santos moved to approve the agenda. The motion was seconded by Senator Wellman and approved unanimously by committee members in attendance with four members absent at the time of approval. Attendance was taken using a Chat box protocol and an audible roll call of committee members. No public comments were made.

OSPI Agency Updates:

Becky Wallace discussed the July 1 restructure of the OSPI Learning & Teaching division. The reformation into two separate divisions better aligns with both the strategic goals of OSPI and the structure in districts across our state: Elementary Education and Early Learning (EEEL) and Secondary Education and Pathway Preparation (SEPP). The agency goals were shared with participants via the Chat feature, included as Attachment "A" – OPSI Strategic Goals. Becky has assumed the role of Assistant Superintendent of SEPP, the division under which CTE is housed. Dual Credit and counseling staff from the Office of System and School Improvement and Alternative Learning Experience staff from Student Support joined the newly formed SEPP division. This restructure aims to fulfill our commitments to Superintendent Reykdal's equity-driven strategic vision and positions us take a more systemic approach to transforming the secondary experience for our Washington state learners alongside districts, State-Tribal Education Compact Schools (STEC), and other Local Education Agencies (LEA).

Mastery-based Learning: Profile of a Graduate Listening Session: was facilitated by Alissa Muller. After a brief presentation, included as Attachment "B" – WILAC Presentation and Listening Session for Profile of a Graduate, participants discussed the essential skills and competencies that today's high school graduate needs to be prepared to thrive in life after high school. Alissa shared the Profile of a Graduate Survey and encouraged attendees to complete it prior to September 25 (<https://survey.alchemer.com/s3/6455700/Profile-of-a-Graduate-Survey>).

Synopsis of Learnings to Date & Workplan Review: Participants were reminded of previous presentations including the date and focus of the presentation, organized by committee tasks. Subsequent gaps were identified along with potential contacts. Results of this protocol will inform the committee's workplan.

Public Comment, Final Announcements and Conclusion of Meeting: It was noted that future meetings will be extended by one hour and participants were encouraged to complete the Member Response Survey. Larry Brown moved to adjourn the meeting. The motion was seconded by Representative Santos and the meeting was adjourned at 3:46 pm.

OSPI STRATEGIC GOALS

OSPI supports and empowers students, educators, families, and communities through equitable access to high-quality curriculum, instruction, and supports. Our shared focus is supporting **all** of our state’s learners by providing coordinated, data-driven resources and supports to school districts. At the center of our work are our commitments to eliminating opportunity gaps and to supporting students furthest from educational justice. We are committed to undoing deficit narratives, policies, and practices; and building our knowledge and leadership for anti-racist policy and implementation. To make progress on these commitments, OSPI must conduct agency business differently.



Equitable Access to Strong Foundations

Increase student access to and participation in high-quality early learning and elementary by amplifying and building on inclusive, asset-based policies and practices.

Initial Objectives:

- Universal access to pre-K
- New K–3 literacy focus
- Universal access to dual language learning by elementary



Rigorous Learner-Centered Options in Every Community

Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.

Initial Objectives

- Access to meaningful High School and Beyond Planning for all students beginning in 8th grade
- Equitable access to dual credit courses
- Flexibility in the 24-credit graduation requirement, providing for custom-tailored pathways and options



A Diverse, Inclusive, and Highly Skilled Workforce

Prepare all students with educators who are reflective of our global society by increasing access to a workforce that is diverse, culturally responsive, and racially literate.

Initial Objectives

- Access to residency experience for all pre-service educators
- Educators and school staff that reflect the diversity of the students they serve
- Opportunities and access to high-quality professional learning for in-service educators



A Committed, Unified, and Customer-Focused OSPI


Support school districts through consistent, timely, and meaningful funding and supports that center the needs of students. Agency operations are unified in facilitating services and resources in alignment with the commitments in our strategic goals.


How We Make Progress


Progress on each of our goals will require work from all departments within OSPI. We must coordinate and align our internal initiatives, programming, and resources; as well as leverage external partnerships to advocate for changes in policy and to build statewide capacity.

Centering our work around our strategic goals will require diligence and courage from every member of the OSPI team. It will require fortitude and determination to take action on new ways of doing our work, applying an anti-racist lens to every policy, underwriting each of our efforts with data, and applying a consistent decision-making framework that grounds every aspect of our work in our strategic goals.

When making decisions or considering potential changes to policy, programming, or funding, we will think critically about the following guiding questions:

 ***How will this increase student equity and access?***

 ***How will this accelerate student learning?***

 ***Have we examined how our current resources, expertise, and existing efforts can support this work?***

How We Measure Success:

Our strategic goals are deliberately aspirational. Progress will require continued, effective collaboration and advocacy with our stakeholders and partners, as well as continued work to improve our internal structures and processes in support of our goals. OSPI's leaders will build out progress measures within their sections of the agency in support of our strategic goals.

Initial measures of our progress are included below.

Strategic Goal

Equitable Access to Strong Foundations

Rigorous Learner-Centered Options in Every Community

A Diverse, Inclusive, and Highly-Skilled Workforce

A Committed, Unified, and Customer-Focused OSPI

Initial Measures of Our Progress

- Increased access to and participation in Transitional Kindergarten
- Gap-closing growth in WaKIDS scores
- Gap-closing growth in 4th grade assessment scores
- Access to dual language learning by kindergarten
- Growth in the percentage of students with disabilities learning in the general education setting with their peers
- Expanded options to meet credit requirements in 11th and 12th grades
- Access and completion rates of dual credit courses
- Gap-closing growth in 8th and 10th grade assessment scores
- Graduation rates by student group
- Increased racial diversity of educators and administrators
- Increased number of bilingual educators and school staff
- Increased percentage of staff feeling connected to our mission (Employee Engagement Survey)
- Improved customer service perception and feedback



Mastery-based Learning

in Washington State



The Washington State
BOARD OF EDUCATION
sbe.wa.gov

Washington State Profile of a Graduate



Mastery-based Learning

in Washington State

MBL Work Group Members & Background Information

Work Group Members



Rep. Sharon Tomiko Santos, Chair of Washington State House Education Committee



Sen. Lisa Wellman, Chair of WA State Senate Early Learning & K-12 Education Committee



Rep Alex Ybarra, House Education Committee Member



Sen. Ann Rivers, Ways and Means Committee Member and Senate Republican Leadership



Ashley Lin, Senior at Union High School (Camas School District), AWSL



Dr. Kory Kalahar, Principal, WestSide High School, Wenatchee Public Schools



Miguel A. Saldaña, Teacher, Pasco High School, Pasco School District



Ron Mayberry, Bethel School District, Online Learning Advisory Committee



Frieda Takamura, Renton Technical College Board of Trustees, EOGOAC Member



Jenny Morgan, Counselor, Capital High School, Olympia School District



Aurora Flores, Academic Counselor at Omak School District (SD), Manson SD Board Member, Immediate Past President of WSSDA



Dr. Donita Torres, Eastern Washington University, WA Association of Colleges for Teacher Education



Paul Pitre Seattle Chancellor and associate professor at WSU Everett, local nonprofit board member, SBE member



Krestin Bahr, Peninsula School District Supt., Immediate Past President of WASA



Dr. Kathe Taylor, Assistant Superintendent, Learning and Teaching, OSPI



Alexandra Manuel, Executive Director, Professional Educator Standards Board



Amelia Moore, Washington Student Achievement Council



Vision of the Work Group

Our vision of a mastery-based learning (MBL) system is one that:

- **Empowers** students to advance upon demonstrated mastery of content, rather than seat time or age
- **Celebrates** diversity and every student feels a sense of belonging in their school community
- **Enables** students to direct their own learning and serves each student based on their personalized needs
- **Honors** the assets students bring and engages students through their diverse cultures and communities
- **Allows** students' innate creativity to shine through in their learning
- **Values** learning experiences that take place in environments outside the classroom
- **Facilitates** students' voices and transition to higher education and careers
- **Supports** both students and educators as lifelong learners; provides the freedom to fail and celebrates the resulting learning
- **Demonstrates** flexibility and responsiveness in our changing world



Mastery-based Learning Collaborative (MBLC)

Project objectives include:

- **Establish** a statewide infrastructure to provide needed professional development, policy, and communications support to enable districts/schools to implement MBL.
- **Demonstrate** that schools can successfully implement MBL with student learning and assessment that are more authentic, engaging, and culturally connected and sustaining.
- **Document** the key steps that states, districts, and schools must take to transition to MBL successfully.
- **Positively impact** student engagement and progress toward learning goals.





Mastery- based Learning Work Group Charge

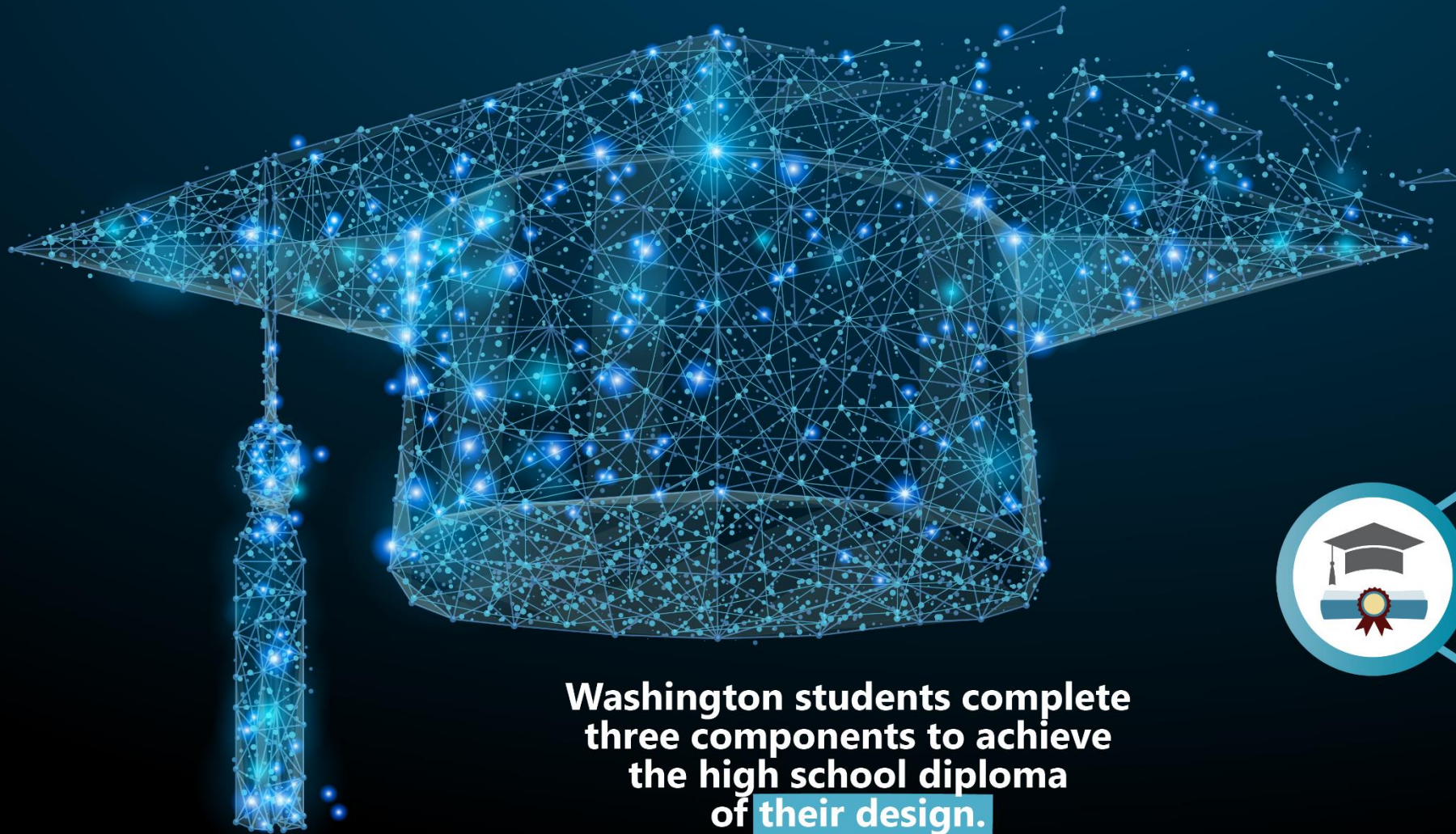
- By December 2021, the work group develops a Washington state **profile of a graduate** describing the cross disciplinary skills a student should have developed by the time they graduate.
- Consult with students, families, and educators who have been underserved by the education system.
- Also get input from business and labor as well as postsecondary education and training programs
- The State Board of Education will submit recommendations to the legislature to align graduation requirements with the profile of a graduate by December 2022.



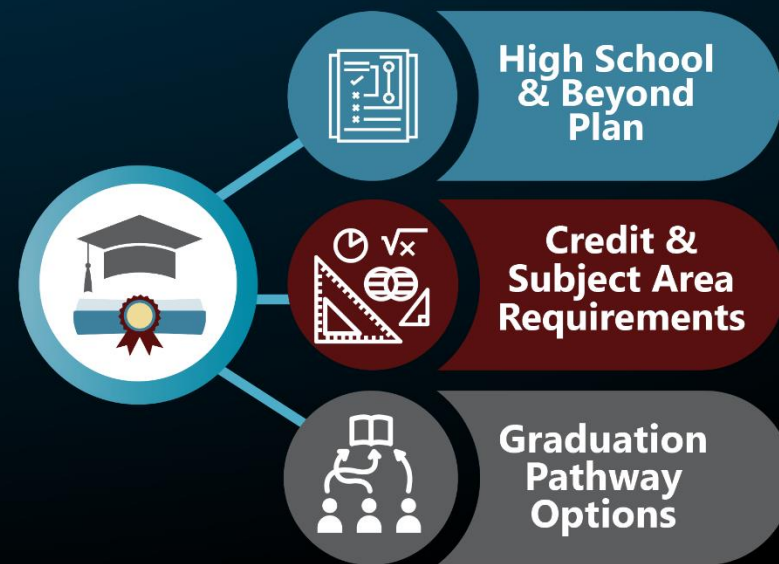
Mastery-based Learning

in Washington State

Graduate Profile: Guiding Vision for the K-12 System



Washington students complete three components to achieve the high school diploma of their design.



The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. (RCW 28A.230.090)



We are trying to learn...

How can we describe the things any student will have learned in order to be prepared for all the different kinds of success we want?
...aka "Profile of a Graduate"



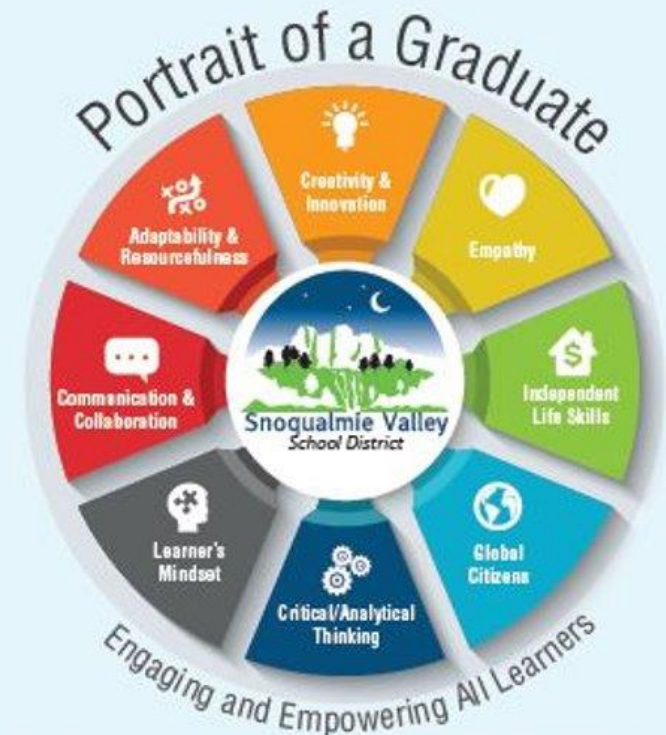


Mastery-based Learning

in Washington State

Profile of a Graduate Examples

- Creativity & Innovation
- Empathy
- Independent Life Skills
- Global Citizen
- Critical/Analytical Thinking
- Learner's Mindset
- Communication & Collaboration
- Adaptability & Resourcefulness



Educating all Snoqualmie Valley children for college, career, and citizenship.

- Creativity & Innovation**
Demonstrates originality, imagination, and new ways of thinking about things. Translates original and inventive thinking into viable solutions.
- Empathy**
Demonstrates awareness, sensitivity, concern, and respect to connect with others' feelings, opinions, experiences, and culture.
- Independent Life Skills**
Leverages time management skills, organizational techniques, work ethic, and financial literacy to live independently and accomplish goals.
- Global Citizens**
Values and embraces diverse cultures and unique perspectives through mutual respect, open dialogue, and civic responsibility.
- Critical/Analytical Thinking**
Applies disciplined thinking that is clear, rational, open-minded, and informed by evidence.
- Learner's Mindset**
Embraces curiosity to experience new ideas and possesses the desire to learn, unlearn, and relearn.
- Communication & Collaboration**
Articulates thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and context. Honors and leverages others' strengths to build collective commitment and action.
- Adaptability & Resourcefulness**
Works effectively in a climate of ambiguity and changing priorities. Accesses, selects, and uses resources efficiently and wisely to achieve success.

- Use Resources
- Design Solutions
- Reason Quantitatively
- Navigate Conflict
- Lead Teams
- Sustain Wellness
- Lead Inquiry
- Express Ideas
- Read Critically
- Learn Independently
- Develop Networks
- Engage as a Citizen

COMPETENCIES FOR THE PROFILE OF A SOUTH CAROLINA GRADUATE



USE SOURCES

I can engage with diverse sources of information.



LEAD INQUIRY

I can frame questions and organize an investigative process.



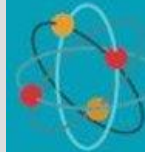
DESIGN SOLUTIONS

I can engage in a systematic design process, independently and with others.



EXPRESS IDEAS

I can clearly and effectively express my ideas, in written and oral form, for particular purposes and audiences.



REASON QUANTITATIVELY

I can think and solve problems like a mathematician.



READ CRITICALLY

I can make meaning of, engage with, and critique diverse forms of media.



NAVIGATE CONFLICT

I can contribute toward healthy dynamics between individuals and among communities.



LEARN INDEPENDENTLY

I can apply metacognitive, behavioral, and motivational skill-sets.



LEAD TEAMS

I can lead teams of diverse individuals for a range of purposes.



DEVELOP NETWORKS

I can initiate relationships with diverse individuals and networks for a purpose.



SUSTAIN WELLNESS

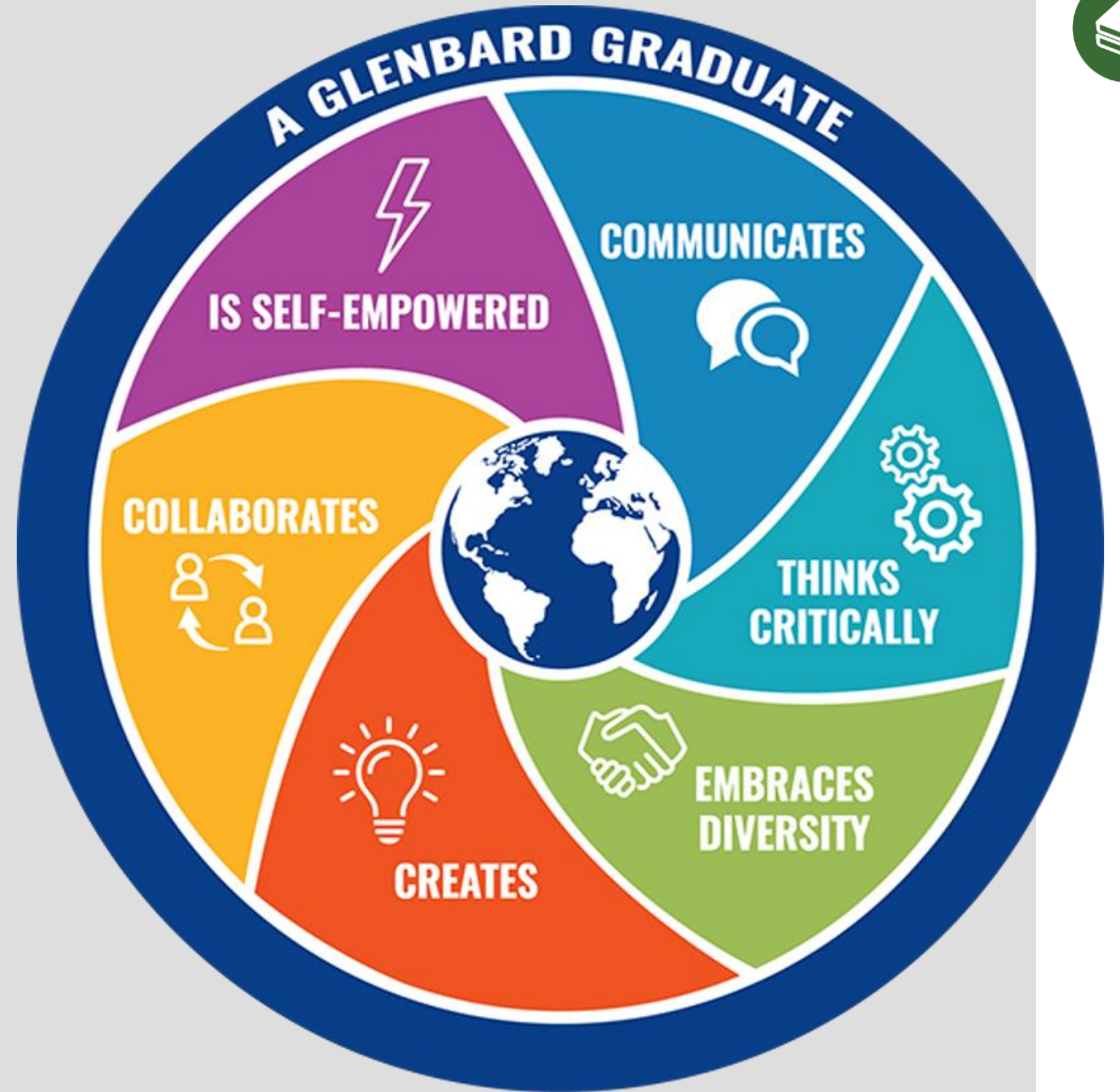
I can support my own physical, emotional, and social health.



ENGAGE AS A CITIZEN

I can demonstrate citizenship to improve my community and country for myself and for others.

- Communicates
- Thinks Critically
- Embraces Diversity
- Creates
- Collaborates
- Is Self-Empowered





Widely Used Profile of a Graduate Skills and Attributes

- Adaptable
- Creative and critical thinker
- Problem solver or Solution seeker
- Lifelong learner or Self-regulated learner
- Effective communicator
- Innovator
- Collaborator
- Global Citizen or Culturally Competent
- Community-mindedness or Civic Literacy
- Goal-directed and Resilient
- Dynamic leader
- Often split into Academic Mastery and Social/Emotional Indicators



Discussion Questions

- What are the essential skills and competencies that today's high school graduate needs to be prepared to thrive in life after high school?
- What is the school system providing well now in terms of essential skills that should continue?
- Are there characteristics of a successful current or future worker that aren't currently associated with high school education that you think should be part of their education?



Profile of a Graduate Survey

- Provide additional feedback:
<https://survey.alchemer.com/s3/6455700/Profile-of-a-Graduate-Survey>
- Available in 12 languages
- Open until September 25



SBE Contact Information & MBL Page

Website: www.SBE.wa.gov

Facebook:
www.facebook.com/washingtonSBE

Twitter: [@wa_SBE](https://twitter.com/wa_SBE)

Email: sbe@k12.wa.us

Phone: 360-725-6025

Web updates: bit.ly/SBEupdates

**More MBL work group
information and
resources:**



<https://www.sbe.wa.gov/our-work/mastery-based-learning-work-group>