Staffing Enrichment Workgroup
Meeting Notes/Summary
August 1, 2019 | 9 am to 4 pm
Federal Way School District, Room 104 | 33330 8th Avenue S., Federal Way, WA 98003
Notes prepared by Mr. Akiva Noach Erezim

Time	Activity	Presenter	Meeting Notes/Summary
9:00 am	Welcome and Introductions Goals: Exploring needs and opportunities through narrative; begin the work of shaping Workforce priorities	Facilitators	Tammy Campbell, Superintendent of Federal Way School District gives a background of the school district as well as progress being made here. How the community conversations with the school district has contributed to the progress occurring in the district. She describes how the School Improvement Plan is revisited three times a year. Tennille Jeffries-Simmons (TJS): Tennille-vision, mission and values, charge and overview of day. OSPI is using goal five "High school graduation through successful transitions" to inform state-level work. We will ensure equity, collaboration in service, as well as a "whole-child" perspective in our OSPI work. We are following a pattern of staying focused with the work we are tasked with – i.e. "our charge". "We're anchoring our work in narrative- remembering who we are talking about and why we're together. The narratives around the last meeting were MTSS and PBIS, how culturally relevant in schools."

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			TJS: Reviews the June 25th meeting: MTSS/PBIS, Culturally Responsive learning environments, as well as unions as districts as partners in professional learning. There was also an activity examining various approaches to "phasing-in": WSIF, Census data, FRPL, CFP/Provision II, Square Footage. Lorell Noahr: Will there be a time to provide feedback on the June 25th meeting? Cindy Rockholt (CR): we've reviewed what it was we accomplished and thought about last time. We'd like you introduce yourself- want to know what from the last meeting caused you to stretch your thinking. Dave Mastin: The poster activity- I wasn't aware of the many "phase-in" options before the last meeting. Tammy: I would say I thought about where will we land? How will we pull our varying perspectives and content to something that is coherent? Listening to hear what you did that I can pick up in this meeting. Kate Davis: Learned about the various funding approaches and metrics in allocating funding. Want to encourage us to not think in just the prototype We need to have conversations about accessing equity supports, when using only one or few metrics.

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			Holly Koon: Not at last meeting; but, has been thinking about 'prototypical enhancements' and the historical supports that have been used, how they have been allocated and what metrics are used to make those allocations. Starting to shift questions in my brain a little, look at list of prototypical enhancements and it brings questions of are nurses more important than counselors- how do we get these things to the neediest students first? Julie Kang: Thinking about the parent-liaison position, how to include that in the current school improvement work. Also thinking about allocation to FTE and who has access to resources. Wade Smith: It has been a challenge to use data historically, due to differences between districts and staffing. Coding differences can make for difficulties in providing appropriate recommendations. thank you for all the work you put together to give backdrop of how we're currently staffing- it'll be challenge to use that data to leverage legislation. Superintendent Chris Reykdal: Still struck by the first meeting and did get a briefing on 2nd meeting. We're drug by our past, we cling too deeply to what we've done. When the environment has changed so dramatically we have to think about our needs. Leaning on consistent historical patterns and

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			supports does not lend itself to a dramatically changing environment. "The legislature is an acute beast of now." How to use the urgency of need to acquire resources. We need to be careful in expecting the state to provide a consistent funding. He is struck by how this group will craft an agenda to provide appropriate resources. Joshua Boe: The importance of PBIS is critical; it will shift action from responsive to pre-emptive. The PBIS data is so important. Glenn Jenkins: Culturally responsive strategies are not given the important focus that it truly deserves. The trainings are optional at this time, but to be good stewards, it should be mandatory. Marcus Morgan: There is a principled approach, which examines the model and implements accordingly. Hopefully, we can have conversations about moving forward with such an approach. We're down to our last couple of meetings and we haven't gotten to the meat of it yet. Michaela Miller: The balance of staff and growing those staff is important: PBIS and Cultural Competency. It's not just about more bodies- but we need to think about the investments and how we're instilling the growth for educators.

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			Lorrell: We're receiving a lot of presentations and being asked to react to the information being given to us- I hope we're going to be asked to share out. Kate and Simone have been talking about categorical funding – hoping to share with you- there are other populations of students that we're not talking about that supplement the prototypical. MTSS- if we're going to do that who are the people in your school building that need to make that work and what does that look like. Other schools are using their Medicaid dollars to pay for that. We keep talking about state funding- something I've been thinking about since the last meeting. Hoping to talk about categorical funding. [She prepared a graphic, if time should allow.] Reaching students that have not been typically reached. If we are going to use MTSS, for example, who (staff) will be assisting in the implementation of this model. Finding new funding sources to provide structures that are currently not in place. Ted Howard: Finding a thru-line in the day-to-day work as it relates to allocation and implementation. Does it reach the bottom-line of what we are trying to achieve? (Educating kids). The line as it is, is "wobbly", from his perspective. Hoping that the funding reaches the bottom line, instead of the piecemeal approach as it currently stands.

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			Jamila Thomas: This whole process has challenged her thinking. Updating and optimizing our funding models, while remaining strategic and responsible. Districts are using funding in ways that works for them – they provide clues for improving our funding formulae. Tim Garchow: Things are moving in some areas, but not all. We need to move the needle across the board - we are prioritizing- we have a lot of small districts- if we have small increases in formula the dollar amounts in those districts might be inconsequential- our work needs to generate more for our kids- not at a phase in where money trickles in- needs to be a dollar amount consequential enough to support students.. We need a more comprehensive growth; shifting and prioritizing toward weak areas. Our work needs to generate more for the kids, despite funding concerns that hinder more immediate change. Liz Pray: Agrees with Dave Mastin: overwhelmed with the different options for "phase-in". We need to keep our focus on the kids and what they need at district and state level. Simone Sangster: She was struck around conversations about Marysville, the coaching work that has already been done, the attention to funding and questions surrounding it. Where is the

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			funding coming from, and where *can* it come from. Tension is always present in funding. Kurt Hatch: We need to encourage being critical in our thinking; especially consideration of the historical models that have been used. continuing to be innovative with thinking and giving ourselves permission- because a model is from the past and we just need different work done differently. We can take a look at in this committee. CR: Akiva and Rachael are here taking notes. We take your input seriously and with great importance. We want to center our thinking on the students and to ensure that each student gets what they need. Our goals are to explore opportunities and needs through narratives, to shape priorities, and to get started on that work today. Invites Tessa O'Connor to present.
9:30 am	Narratives to Ground the Day Tessa O'Connor; OSPI Program Specialist Beginning Educator Support Team (BEST) BREAK Veronica Gallardo; OSPI Director Migrant and Bilingual Education	OSPI Staff	Tessa O'Connor (TO): How many WA students experience a novice teacher? Phases of attitude new teachers go through for their work during the school year. They go through disillusion about their ability to do the work. With a strong mentor the disillusionment dip can be significantly lessoned. With a good mentor- when a teacher hits the rejuvenation and reflection can really accelerate their

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			learning and change the world they're living in with new teachers- why new teachers stay. Sense of belonging, sense of efficacy, sense of support.
			New teachers have a sense of belonging to something important- that helps them stay- even when the work is hart. Having a mentor helps teachers build a sense of efficacy- Sense of support could be around getting materials they needs. We have a lot of new educators in our state teaching our students.
			From the New Teacher Center, there is a graphic which shows how fulfillment and disillusionment of labor affect the teacher longitudinally through the school year. With as strong mentor, the "disillusionment dip" can be leveled. This can enhance and accelerate the work of educators.
			Why do new educators stay? 1.) Sense of belonging, 2.) Sense of efficacy, 3.) Sense of support. [Carnegie foundation for the Advancement of Teaching].
			Getting proper materials and administrative support has been beneficial.
			Tammy mentions the book *It's the Manager;* how this book has been transformative in her work. Millennials often look for purpose in their work, more than

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			mechanical features (like income and related aspects).
			When we provide support to our teachers then we're supporting our kids. What we're doing for new teachers we're also doing that for their students.
			When we think about support for new teachers.
			Attrition rate in BEST district 6% Not BEST 10%
			186 districts in state part of BEST program
			For each first year teacher that you have in your district you get $2k, for teacher with release mentor.
			Districts are doing other things to have robust induction.
			Funded by each new teacher they have.
			Colleague mentor- 1:20
			High quality mentoring takes time, intention and training to develop.
			Meet twice a year to see how things are going.
			BEST is not part of prototypical model- no funding to strategically attach mentors with money to serve on.
			The way we change the culture in school is how we train our teachers

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			and work with veteran teachers- all mentor training we've been very intentional on having them budding and scaffold on each other to observe and practice equitable practices. OSPI are intentionally hiring coaches with embedded equity. Table discussion- how does BEST/ coaching/instructional coaching/ classroom supports for supporting new teacher san dhow might this influence our phase in. UW examined schools with "full implementation" of BEST; to provides a rubric for what this "full implementation" entails in the study. They found that stats models demonstrate, on average, first year teachers exiting their district (attrition rates) at the end of the first year are lesser for those schools with full BEST-implementation. 63% of schools are BEST schools. There is a small financial incentive to act as a colleague mentor ($2,000), or a release mentor ($3,500). Colleague models are able to supervise on a 1:2 ratio, along with classroom duties. A release mentor is absolved of classroom duties but has a supervisory ratio of 1:20. High quality mentoring takes: time, intention, and training.

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			Novice teachers who received mentoring appreciate primarily the "observation and feedback – 86%" of mentorship, as well as "emotional support – 75%." Liz: Will be there be funding for supports and trainings from BEST for ESAs etc.? TO: There are trainings available; but no supports funded specifically from BEST for these folks. CR: BEST is not a part of the prototypical model. We are doing great work with the money we have. We will invite ESAs to trainings, but there is no funding to attach mentors to ESAs. Lorrell: We should bring this to the table when discussing funding and the prototypical model. CR: Most millennials (and new educators) are equipped with a social justice mindset. This will inform older educators and mentors who can learn from these populations. Tammy: How are we incentivizing cultural competency and racial awareness? TO: We are utilizing trainings in an intentional way to prepare mentors, so as to implement in observations and feedback of students. CR: We are hiring with intentionality to bring in people who will bring this work forward and implement it.

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			How does BEST address opportunity gaps? How might this information influence phase-in priorities? Three minutes to discuss. Tim: The BEST program does great stuff. The greatest impact is seen via the teacher in front of the student. Influencing the conversation going forward, the group has the opportunity to look at the entire system, by examining some of the finer parts of the process. Is the purpose of this presentation for increasing funding? Or, for learning more? CR: The reason we invited BEST to come forward is to hear about the importance of mentorship, how this can boost capacity at the building and the district level. So as to BEST help peers. What supports most strongly impact teacher-learning? access for professional learning coaches, mentors and boosting capacity in the building. Teachers appreciate that support- rather than putting all the responsibility on the instruction leader of the building – the principal. The importance of keeping and retaining teachers – lost dollars in turnover. TJS: We talked and heard last time about operating systems and system-health, as well as those things which BEST influence it. How do we BEST provide resources for our individuals in the building? Dumping resources without

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			maintaining their resources won't work. You have to think about churn- every time you start over you are delaying support for students. Glenn: He has experienced ostracization and racial depravity from individuals in the schools, districts, and larger systems. We need individuals who look the same as our teachers and honor the cultural wealth they bring into the practice. A wisdom that comes with identity and is critical to teachers-of-color to thrive. CR: We need not just a diverse workforce, but one that is also culturally responsive and aware. Lorrell: What Glenn mentioned about equity was important to Josh, as well. Hiring teachers and what that looks like- churn in high risk/poverty teachers are leaving before they are gaining experience Simone: We discussed the Martinez-program. We talked about the funding in the current model; how research has informed funding. The current funding model doesn't support mentorship as it should; when it could include collaborative time for colleagues. CR: The emphasis must also be on our prep-program and university partners. What they are doing to improve this thinking is critical in informing our work.

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			Kurt: We echo the others. We find it important to highlight race and racial equity in training. It is a priority in this group, but also with AWSP. We utilize portions of the funding source to create a mentoring program through AWSP, which includes an induction program that reflects the good work of the BEST program. Instructional coaches are a powerful tool for schools and pushing forward initiatives. Only 1 in 4 principals remain in the same building in a period of five years – i.e. the so-called 'churn' in k-12 ed. Issues of race are infused in this conversation. Tammy: Even when making cuts, Federal Way SD chose full-release mentorship which has increased retention rates in their district. Social justice and racial equity must be hardwired into this work; it positively impacts student learning. CR: Introducing Veronica Gallardo. New to bilingual and migrant education at OSPI. **Veronica Gallardo (VG): "Who are the Nation's English-Learners?"** We will start with a video to ground us, then we will go from state, district, school to the student-level. We are over-identified with ELL in SPED. The state average is 14%. Without exception, the stats here

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			are similar to other states in the United States.
			In our equity statement, we pay particular attention to our English Language Learners, as well as to "actively dismantle systemic barriers".
			Outline: Our English Language Learners. Designing effective programs. Language Development. Focus for our teachers based on English Language proficiency levels. Program models. "Braiding-Fund Model".
			It is critical that we take into account ELL populations in to account.
			Tammy: Every year, our exited/monitored ELL students are out-performing other students. VG: That is correct.
			VG: There are two key funding models. TBIP (Washington State funding) and Title III (Federal funding). TBIP primarily funds staffing materials, professional learning. Title III primarily funds professional learning, family engagement in EL, and extended daily/extended year activities for ELS.
			ESSA requirements mandate a *research-based* and proven-successful program for EL. This ties into Schmoker's Eight Aspects of Comprehensive School Reform. Highlights Research-Tested

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			Implementation. There must be formative assessment in execution of programming.
			Working with migrant families, it becomes important to attune to the fears of the current era.
			MTSS in action – there is some misperception that ELLs fall into the level 1 area alone, basic education.
			Martin Sortun Elementary, Kent SD is a shining example of MTSS as applied to improving ELL student experiences.
			Tammy: As long as we go to the school level, instead of the district level, we are not seeing a full picture. We need to think about *all* schools. I'm hungry to see district-wide changes.
			VG: If we look at Schmoker's work, it speaks to this district level change and systems improvement.
			Six-stages of language acquisition – It becomes important to improve teacher understanding of this process, the gaps between speaking/reading & writing.
			There must be increased interactions to improve fluency.
			Glenn: We must provide concrete language learning experiences.
			VG: Correct – otherwise informal language acquisition will increase.

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			We must not worry about the age-level alone. Some individuals come from war-torn countries with little exposure to English, often at ages that are beyond what is expected by many for ELL. Tammy: Why are ELL students performing better? VG: The transferability of language and fluency increases with more language acquisition. There must be trained individuals, especially when using TBIP funds to provide proper dual-language, bilingual, instruction. Students who received focused second-language instruction, made more than five times the gains of students who did not." (Saunders, Goldenberg, & Marcelletti, 2013, p.17). Braiding of funding model. During time working in Seattle, VG overall several funding sources. Combining TBIP and general education funding helped increase budget for this ELL work. International programming fund, as well. Title I, Part A assisted in creating summer programs for ELLs. "Braiding" as opposed to "Blending" allows for traceability and accountability of funding. Lorrell: How does this funding breakdown? What are the ratios of students to FTE (teachers)? The table looks backwards to me.

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			VG: I'm happy to explain a little more afterwards.
			Holly: There may be a problem of scaling with these allocation models; as smaller districts will simply not have the amount of funds necessary to 'braid'. As we think about funding enhancements, there must be some accounting of economy-of-scale and the threshold level.
			VG: This is certainly a part of the conversation at this time. It is not an easy solution, but with the usage of Schmoker's principles and the help of ESDs, rural districts can benefit.
			I want all teachers to have ELL credentials. This would require working with higher-ed institutions to implement these changes systemically.
			CR: In providing endorsements, there are loans that can help. ELL endorsement is a two-part process, which may complicate this process.
			Julie: Many didn't receive funding despite wanting to.
			Wade: ELL needs are different across the state. In the Eastern parts of the state there are many areas that do not have enough ELL students to necessitate, this kind of ELL endorsement. There are different pictures across the state;

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			significantly different in the west from the east. CR: Let's turn to our tables to scribe our questions for Veronica's consideration at a latter time. 2-minutes. Glenn: Because my students are aware of the process; I have exited all of my ELL students. I was taken-aback by how low students scored prior to my work. After being culturally intentional in working with them. Lorrell: Additional PD is helpful, as well as additional collaboration time. Superintendent Reykdal: The benefits of bilingualism are tremendous. The dream is that all instructors are able to bring this to the classroom. If we keep talking about this population as having a deficit, or as "someone else's kids" we run into problems. The benefits of bilingualism can provide so much -- Learn dual-language, it'll pay for your mortgage! Kate: Beyond the typical language acquisition is the cultural change that comes with acquiring a wider cultural lens. These programs do a great service to social-emotional work that is important in humbling the students who are unexposed to other cultures.

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			CR: Language can build cultures that engage and are responsive and collaborative. Glenn: A general announcement: Heritage University trains teachers to come to districts and endorse them in ELL. Ted: We talked more about the implementation phase: what is working. The paraeducators, case-managers greatly assist ELL students and can help to close achievement gaps. It can also assist with the behavioral troubles that might be otherwise missed. As a teacher, 50 students can be reached. When there are 200 plus ELL students, it's impossible for teacher bandwidth. Case-managers and paraeducators can help to reach the gaps. CR: The different use of funds can assist in reaching missed areas and gaps. Lorrell: Can the paraeducators get that kind of support Ted talks about based on the state alone? That closes Veronica's portion of the presentation. CR: we will now take this time to have lunch and re-group.
10:30 am	Discussion & Activity: Prioritized Resources Sought on June 25th	Facilitators	CR: Reshaping the agenda being responsive to needs here today.
12:00 pm	Working Lunch: Reflection & Discussion	Small Table Groups	CR: Going over flip-chart notes from this morning's presentations. We will send out via e-mail the

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			various resources people have prepared to show today. Lorrell: We are still not speaking about funding models outside the prototypical model.
12:45 pm	Superintendent Reykdal	Chris Reykdal	Superintendent Reykdal: There is a need to put a framework around the end of this meeting and the next – something tangible for the legislature. We'll be hard pressed to think about categories that make sense. We are missing some of the galvanized unity caused by the McCleary decision. We can approach this from a variety of frames. We should empower all of the employees within the schools with professional development. Going down the pipeline, the parents are a pivotal and important part of the equation. We need to reach families. What is fundamentally different about a prototypical model that does not consider: Poverty, Disability, Language, and Race. By the next meeting, we need to include these 4 features in our proposal. What is immediate? And, what is the vision for the future. The legislature needs to know we have considered this in a long-term, generational lens that will impart confidence in legislators to invest money, little by little, in our plan.

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			Tim: When you talk about a timeline, I see a visionary discussion that includes ELL as a part of every teacher's professional development. Are you looking for us to speak to what we would like in a biennium?
			Superintendent Reykdal: An urgency must be present with a consciousness to the restraints of the legislative/political process. Take the urgency where it is appropriate, but don't overplay it, where we cannot get support.
			We are void of mental health and nursing where it should be today.
			Holly: I think I just heard you brainstorming, that we should identify buckets that we prioritize.
			Superintendent Reykdal: Yes, that's correct.
			Kate: Thinking generationally, long-term, (during the lunch discussion), we processed what we want for society, what it takes to get there… technology comes to mind.
			Superintendent Reykdal: But, we should remain research-based – technology, for example, is not as obvious in its impact.
			For example, if we considered research, of what we know now, perhaps we would've included mental health in the original prototypical model.

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			When we make a choice to go after something, there must be flexibility now, but ambition for the long-run.
			Tammy: We need to refer to data. If there is a need that is specifically labeled, perhaps it can be leveraged in a more general form so as to secure funding.
			Michaela: There is no prototypical funds toward certified behavioral analysts which prevents schools from being able to hire people. There is a certificate, but schools will need to rely on general funds or levy funds in order to fund such certification/hiring.
			Lorrell: Keeping medical records on students sounds like a nightmare – people don't want to do it. How can we use various wrap-around programs?
			Liz: The work of nurse is multi-dimensional. There are options with nurses who can apply behavioral/mental health supports within the current institutions.
			Tim: As an allocation piece – we need more nurses in general.
			Liz: The needs of one student can overwhelm the bandwidth of nurses that are in the building, on the ground. There may be many students across the many schools in a district that a nurse works in.

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			Superintendent Reykdal: There is money in the categorical fund that can be used with flexibility – an option. This would remove a line-item in a piece of legislative funding.
1:00 pm	Statutory Prototypical Schools Ratio	Facilitators	T.J. Kelly: Statewide Staffing Level Comparison and prototypical funding for these positions, a look at the data and staffing spreadsheets. Tim: We need to specific in our plan. Please, as we prioritize, look for something feasible. That will be our greatest chance at any traction. Holly: We have never done the job of forming a prototypical model that is based in reality. There seems to be an implicit assumption that requests are only being made on things being needed. When the reality that requests are being made on the basis of scarce funding-allocations.
1:45 pm	Break		
2:00 pm	Activity: Subcommittee Priorities	Facilitators	See document: "High Probability for Reducing Opportunity Gaps; High Potential for Phase-In" Taking time to prioritize interests: Round 1: Individually Rank Round 2: Small Group Rank Round 3: Large Group Rank List 1-22, the various focuses you'd like to prioritize. Kurt: To give his team's top-five priorities: Line Items 1, 3, 4, 16.

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			Joshua: To give his team's top-five: Line items: 17, 7, 3, (6, 12, 15, 7) Kate: To give her team's top-five: Tier I Line items: 1, 8, 3, 17, 20. Lower student case-load and create more options. Tier II Line items: 16, 4, 9, 15 Wants to keep line item 11 as a phase-in item: the free and reduced lunch programs. Tim: Nursing is missing from these line items. Let's send it out and re-prioritize. The language is too general for appropriate allocation. T.J.: It is there in the language, but at a higher-level. This was supposed to be more of a surface conversation. Tim: I want to make sure nothing falls off the bus as its driving down the road. TJS: This is a temperature-check for us. In a way, this is a formative assessment in understanding what we should continue the conversation over. Tammy: It was interesting to see how this group has unified in its calibration. That there is progress being made in sharing these ambitions. Glen: I was not exactly satisfied that the line-items were written as such. Specifically, with line-items 6 and 17.

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			Kate: I'm tired of talking about line 2, i.e. a new prototypical school model. Holly: I would've been able to make more sense of this if I could've considered the impacts as each priority was whittled down. This process seems to dip-in to many different buckets and raise a specific item above the rest, sometimes ignoring how selecting one can elevate other priorities. Can we pair them to bolster the strongest impact?
3:30 pm	Materials brought by participants	All	Kate: We were interested in talking about the categorical fund, as we are discussing student inclusion and equity, and there was an interest in talking about the categorical fund. Lorrell: The funding models of past-decades is not meeting the needs of our most-needy students. Kate: What is the role of our categorical programs when we are talking about equity? Categorical funding cannot be dismissed as pennies when it is an important foundation for our needy students. Tim: We cannot attach funding to academic achievement. That's the one thing I disagree with. Lorrell: If we fund the prototypical model and then the categorical funded programs are still not working, then they are flawed. It becomes clear then, that we must

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			improve the categorically funded programs.
			Do we want a holistic or a bifurcated model? What does the base system need to support ancillary systems?
			Should we have a functioning prototypical model or should we "braid" money as Veronica mentioned; using different funding sources to meet the minimum. Can we bring the system back to its basics, instead of manipulating a broken process? The general ed program is not working.
			Glenn: Focusing on ethnic studies, will assist in retaining teachers in their schools and in the state. We are on the way to making progress, but we need to push pre-k through 5th grade, then pre-k through 12th grade, as a mandate; not as an elective. Mandatory training for certs. and paras. What would that take?
			Tim: Make it a part of teacher preparation. The costs for local governments would be too high though. It becomes important for the state to intervene.
			Glenn: If we cannot implement this, then what is the point of what we are doing. We need to really face it.
			Lorrell: It goes deeper – it becomes important that all staff become culturally competent.

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			Glenn: We already do cultural competency in the WEA. But it becomes important in the schools and in teacher preparation.
			Tim: The end result needs to benefit students in the classroom. That should be a primary focus.
			Joshua: Ethnic studies and cultural competency only helps students become more accomplished as students, but also globally as students in local areas as well as internationally.
			Superintendent Reykdal: There are ways to achieve your interests, and to cover your topics of interest, but it must be specifically indicated in your recommendations.
4:00 pm	End of workgroup day		

Next meeting: August 23, 2019, OSPI, Brouillet Conference Room