State Learning Standards Review

Open Office Hours

December 14, 2023

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Acknowledging this Land

I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.

Introductions

- Who we are
- Who are you?

Agenda for our time today

Overview of project

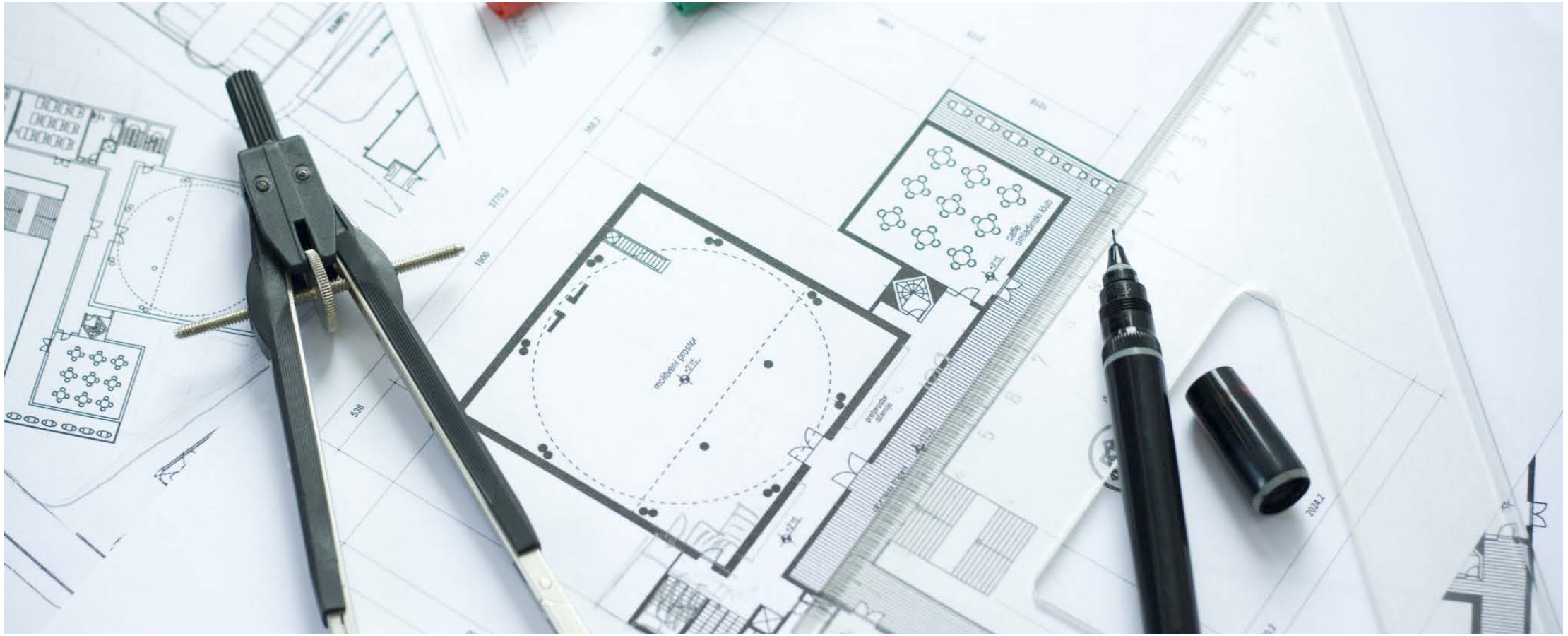
Preview of products

Participant Feedback

Using the Q & A Feature

- Drop your questions in the Q & A and our panelists will be able to see your questions to respond to them during breaks in our presentation.

Project Overview



Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

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Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

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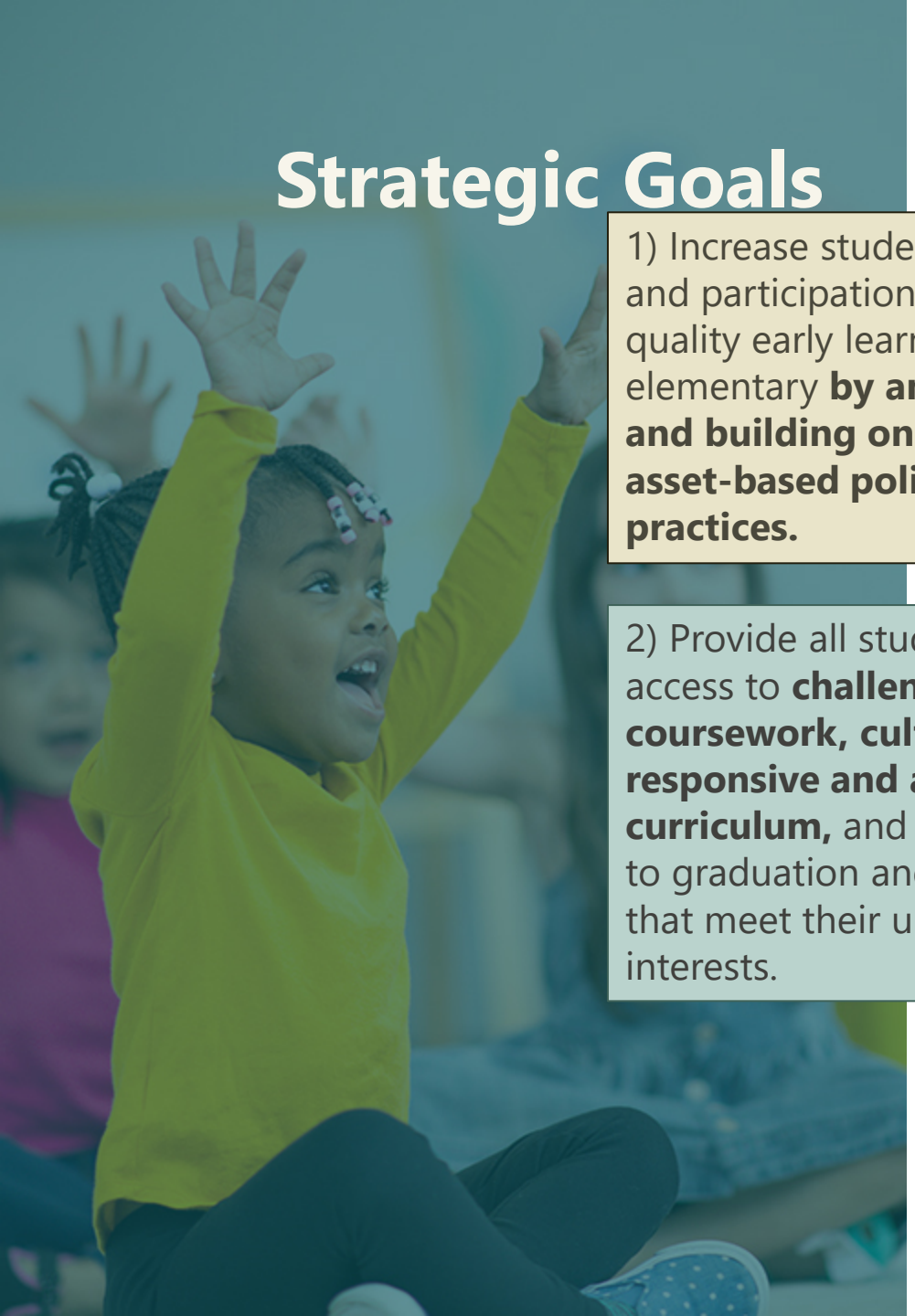
Strategic Goals



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

2) 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.

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.

GOAL 1 — 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

GOAL 2 — 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

GOAL 3 — 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

GOAL 4 — 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.

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Why this? Why now?

- Standards are reviewed and revised for a variety of reasons:
  - New research about how students learn
  - New events or updated knowledge about a content area
  - Changes in the skills/knowledge employers tell us are most important
  - To ensure standards are suitable for specific grade levels
  - To stay current with our ever-changing technological society
- Most states review and revise their standards every 5-10 years.
- It has been 10–12 years since our ELA, math, and science standards have been revisited.

Why OSPI?

- OSPI is directed by the Legislature (RCW 28A.655.070) 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, prioritize, 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
- Establish a **uniform process for the periodic review** of the state learning standards.
- Develop a multi-year **plan to support educators** in learning about and using the revised learning standards and accompanying resources and tools.

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Refine, prioritize, clarify…

- Provide a consistent format for all standards documents
- Prioritize the standards within the grade-level or grade-band
  - Identify the standards that will be universally taught to all students at that grade level or grade band across the state
- Clarify the language of specific standards

Additional directives from leadership

- Add Media Literacy and Digital Citizenship standards to language arts
- Add Data Science standards to mathematics
- Help educators with Artificial Intelligence

Consistent Formatting Standard Document Sample Example

First Grade

THEME, BIG IDEA, CONCEPT, DOMAIN

- **STANDARD**
- **STANDARD**
- **STANDARD**

How the “prioritized” or “most important” or “focus” standards are indicated is still to be determined.

THEME, BIG IDEA, CONCEPT, DOMAIN

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Wraparound guidance…

- “Implementation Guide” or “Teaching Guide” or “???? Guide”
- Similar formatting across content areas
- Explain/unwrap/unpack the individual standards
- Add examples and other supports as needed
- Show connections to previous and future learning
- Bundle/group related standards within the content area that can authentically be taught together

Wraparound guidance…

- Show opportunities for…
  - Cultural responsiveness
  - Universal Design for Learning
  - Language development connections
  - Tribal and indigenous learning
  - Social emotional learning
  - Cross-content integration
    - including, but not limited to: Climate Science, and Environment and Sustainability Education

Internal Project Team

- ELA, math, science content experts from Elementary, Secondary, and Assessment divisions
- Bilingual Education
- Climate Science
- Dual Language Education
- Environment and Sustainability Education
- Media Literacy & Digital Citizenship
- Multilingual Education
- Office of Native Education
- Tribal Language
- Social Emotional Learning
- Special Education

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Uniform process for periodic review

- Repeat every 7-9 years? (Final number not set.)
- Need to produce artifacts so the process is institutional knowledge, and publicly available knowledge
  - Timelines
  - Formal project plan
  - Communication plan

Stages/phases of process

Symbol	Meaning
	**Review phase:** OSPI staff gathers information (including surveys of educators, reviewing research and other states), drafts updates, gets feedback from educators.
	**Adoption phase:** Standards documents available for public comment in August 2024. Final drafts to Superintendent in December 2024 for formal adoption.
	**Professional Learning and Transition phase:** When educators are learning and digesting the new learning standards and other supporting documents.
	**Implementation phase:** First school year when instruction delivered to students must be based on the new learning standards.
	**Statewide summative assessment:** First possible school year when new learning standards would be on state summative assessment.
	**Next revision begins** with a review phase. ▶

External collaboration so far

- Survey sent to all ELA, math, science teachers in the state (77,000)
  - About 10,000 responded
- Surveyed district level curriculum leaders (320)
  - About 100 responded, then 23 in focus groups
- Presentations at education conferences with focus on feedback from attendees
- Listening session with business and industry leaders

External collaboration in the next year

- Presentations at education conferences
- Focus groups of teachers
- (Possibly) Listening sessions with business and industry leaders

Timeline

Washington State Learning Standards

▶	Start Standards Review		Implemented in Schools
	State Adoption Target (OSPI)		Statewide Summative Assessment
	Professional Learning/Transition		Next Revision Begins

State Learning Standards Review and Revision Cycle

In accordance with RCW 28A.655.070, the Superintendent of Public Instruction will periodically revise the state learning standards. The projected review and revision cycle is below.

Content Area	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
English Language Arts *(including Media Literacy & Digital Citizenship)* *Adopted 2011*	▶										
Mathematics *(including Data Science)* *Adopted 2011*	▶										
Science *(including Environment and Sustainability Education)* *Adopted 2013*	▶										
Health & Physical Education *Adopted 2016*		▶									
World Languages *Adopted 2015*		▶									
Financial Education *Adopted 2016*		▶									
Social Studies *Adopted 2018*			▶								
Arts *Adopted 2017*			▶								
Computer Science *Adopted 2018*			▶								
Educational Technology *Adopted 2018*			▶								

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Plan to support educators

- Using feedback from various stakeholders, multiple options will be created to support districts, schools, and classrooms to implement the new standards which may include, but not be limited to:
  - On Demand Courses or Learning
  - Webinars
  - Conference presentations
  - Open Educational Resources
  - Connections to other resources and supports
  - Using existing structures, i.e., ESDs, Fellows, Regional Support Networks

Preview of Content Teams' Work

Refine, prioritize, clarify…

- **Math** continuing to use Common Core Mathematics Standards
  - including Data Science standards
- **Science** continuing to use Next Generation Science Standards
- **ELA**
  - pausing development new Literacy and Language Arts (LLA) standards to have more time for successful implementation
  - amending the Common Core ELA/Literacy Standards, and filling gaps
    - including Media Literacy and Digital Citizenship standards

MATH

Elementary: Laura Grant
Secondary: Arlene Crum & Serena O’Neill
Assessment: TBD

Current CC-Math

- Standards are listed and grouped by domain.
- Often taught in isolation and taught as check boxes.

Number and Operations—Fractions[5] 3.NF

A. Develop understanding of fractions as numbers.

1. 3.NF.A.1
   Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*.
2. 3.NF.A.2
   Understand a fraction as a number on the number line; represent fractions on a number line diagram.
   a. Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.
   b. Represent a fraction *a*/*b* on a number line diagram by marking off *a* lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line.

Geometry 3.G

A. Reason with shapes and their attributes.

2. 3.G.A.2
   Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*

Measurement and Data 3.MD

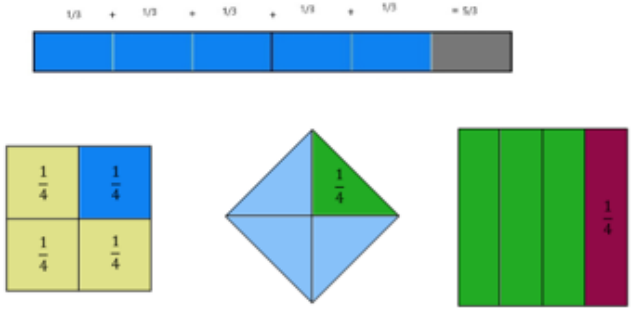
B. Represent and interpret data.

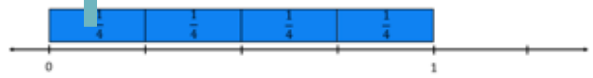
4. 3.MD.B.4
   Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Updated CC-Math "Teacher Implementation/ Unpacking Documents"

- Provides multiple on-ramps for students
- Multiple means of demonstration within same group of standards
- Clarifications provide a visual that expands on original standards language

Number and Operations – Fractions 3.NF

Content Standards	Clarifications
1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	• Students use fractions to name the equal parts of a whole, starting with unit fractions. • Limit denominators to 2,3,4,6 and 8 • Refer to fractions as greater or less than 1 (not 'proper' or 'improper') 
Connections **supported by:** 2.MD.2	**Connects with:** 3.MD.B.4 — **Leads Toward:** 4.NF.B.3

Content Standards	Clarifications
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.	
Connections **supported by:** 2.MD.B.6	**Connects with:** 3.MD.B.4 — **Leads Toward:** 4.NF.B.3

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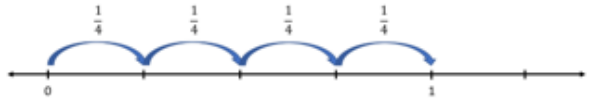
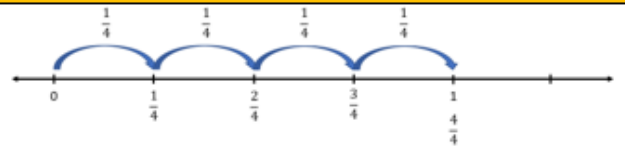
a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	
Connections **supported by:** 2.MD.B.6	**Connects with:** 3.MD.B.4 — **Leads Toward:** 4.NF.B.3

Content Standards	Clarifications
b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line	
Connections **supported by:** 2.MD.B.6	**Connects with:** 3.MD.B.4 — **Leads Toward:** 4.NF.B.3

SCIENCE

Elementary: Kimberley Astle & Elizabeth Schmitz
Secondary: Lori Henrickson & Johanna Brown
Assessment: Jacob Parikh & Korey Peterson

Current NGSS Example

8 SEPs	The “doing”
42* DCIs	The “knowing”
7 CCCs	The “ways of thinking”

Performance Expectation (PE)

Dimension Boxes

Connections within NGSS and with CCSS

Evidence Statements

3-LS4-4 Biological Evolution: Unity and Diversity

Students who demonstrate understanding can:

3-LS4-4. **Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.*** [Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.] [*Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.*]

The performance expectation above was developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Engaging in Argument from Evidence

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.

Disciplinary Core Ideas

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- When the environment changes in ways that affect a place’s physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.*(secondary)*

LS4.D: Biodiversity and Humans

- Populations live in a variety of habitats, and change in those habitats affects the organisms living there.

Crosscutting Concepts

Systems and System Models

- A system can be described in terms of its components and their interactions.

Connections to Engineering, Technology, and Applications of Science

Interdependence of Engineering, Technology, and Science on Society and the Natural World

- Knowledge of relevant scientific concepts and research findings is important in engineering.

Connections to other DCIs in third grade:
3.ESS3.B

Articulation of DCIs across grade-levels:
K.ESS3.A ; K.ETS1.A ; 2.LS2.A ; 2.LS4.D ; 4.ESS3.B ; 4.ETS1.A ; MS.LS2.A ; MS.LS2.C ; MS.LS4.C ; MS.ESS1.C ; MS.ESS3.C

Common Core State Standards Connections:

ELA/Literacy —

RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. *(3-LS4-4)*
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea. *(3-LS4-4)*
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. *(3-LS4-4)*
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. *(3-LS4-4)*
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. *(3-LS4-4)*
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. *(3-LS4-4)*

Mathematics —

MP.2	Reason abstractly and quantitatively. *(3-LS4-4)*
MP.4	Model with mathematics. *(3-LS4-4)*

Observable features of the student performance by the end of the grade:

1	Supported claims	
	a	Students make a claim about the merit of a given solution to a problem that is caused when the environment changes, which results in changes in the types of plants and animals that live there.
2	Identifying scientific evidence	
	a	Students describe* the given evidence about how the solution meets the given criteria and constraints. This evidence includes:
		i. A system of plants, animals, and a given environment within which they live before the given environmental change occurs.
		ii. A given change in the environment.

Teacher Instructional Document

8 SEPs	The “doing”
42* DCIs	The “knowing”
7 CCCs	The “ways of thinking”

+ Additional supporting documents
  - How to Use "Teacher Implementation / Unpacking Documents"
  - Integration with Other Content Areas
+ Grouping of Standards for Authentic Instruction

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Performance Expectation (PE)

Dimension Boxes

DCI Grade Level Progressions

Standard 3-LS4-4: Biological Evolution: Unity and Diversity

Student Performance Expectation *What should students be able to do at the end of instruction?*

Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that liver there may change.

The Three Dimensions of this Performance Expectation are:

Science and Engineering Practices (SEPs) *What behaviors will students be doing?*	**Disciplinary Core Ideas (DCIs)** *What facts and concepts will students end up knowing?*	**Crosscutting Concepts (CCCs)** *What sensemaking lenses and tools will students use for thinking?*
Engaging in Argument from Evidence Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.	**LS2.C: Ecosystem Dynamics, Functioning, and Resilience** When the environment changes in ways that affect a place’s physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. **LS4.D: Biodiversity and Humans** Populations live in a variety of habitats, and change in those habitats affects the organisms living there.	**Systems and System Models** A system can be described in terms of its components and their interactions. **Connections to Engineering, Technology, and Applications of Science** **Interdependence of Engineering, Technology, and Science on Society and the Natural World** Knowledge of relevant scientific concepts and research findings is important in engineering.

DRAFT

Clarifications for this Performance Expectation:
Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.

Assessment Boundaries:
- Assessment is limited to a single environmental change.
- Assessment does not include the greenhouse effect or climate change

Grade Level Progression for this Standard’s DCIs

What learning of this DCI came before your grade?	What learning of this DCI comes after your grade?
Elementary School LS2.C: None - this is students first introduction to this concept. LS4.D: A range of different organisms lives in different places.	Middle School LS2.C: Ecosystem characteristics vary over time. Disruptions to any part of an ecosystem can lead to shifts in all of its populations. The completeness or integrity of an ecosystem’s biodiversity is often used as a measure of its health. LS4.D: Changes in biodiversity can influence humans’ resources and ecosystem services they rely on.

Further Resources: NGSS Appendix E, NSTA Matrix of DCIs

English Language Arts

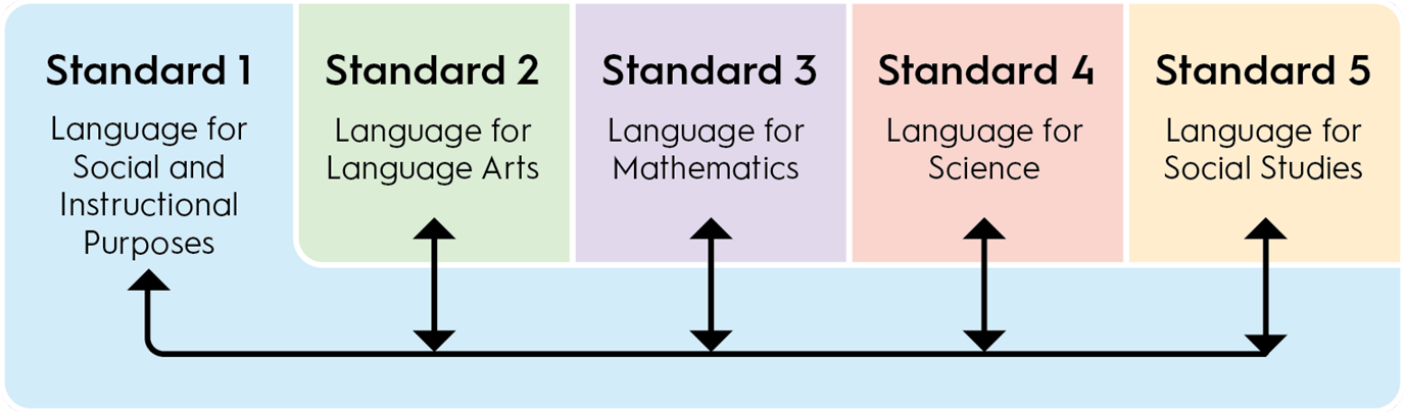
Elementary: Carey Kirkwood
Secondary: Heidi Aijala
Assessment: Maja Wilson
Media Literacy and Digital Citizenship: Lesley James
Dual Language Arts and Multilingual Education: Ema Shirk

Updating ELA CCSS

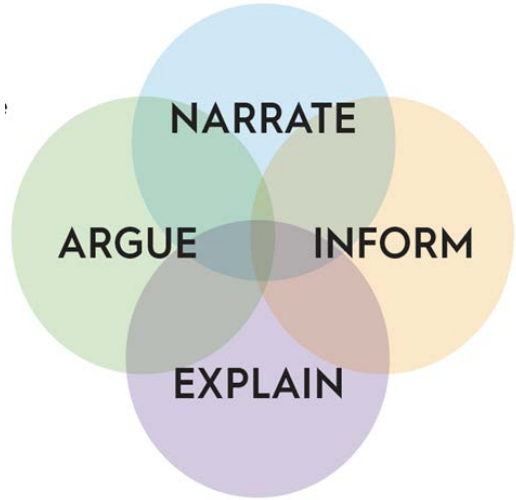
- Amend and prioritize CCSS
- Embed media literacy, digital citizenship, and English language development to fill gaps
- Continue to develop teacher implementation documents that will provide clarifications, connections, and supports

English Language Development Integration

WIDA ELD Standards Framework

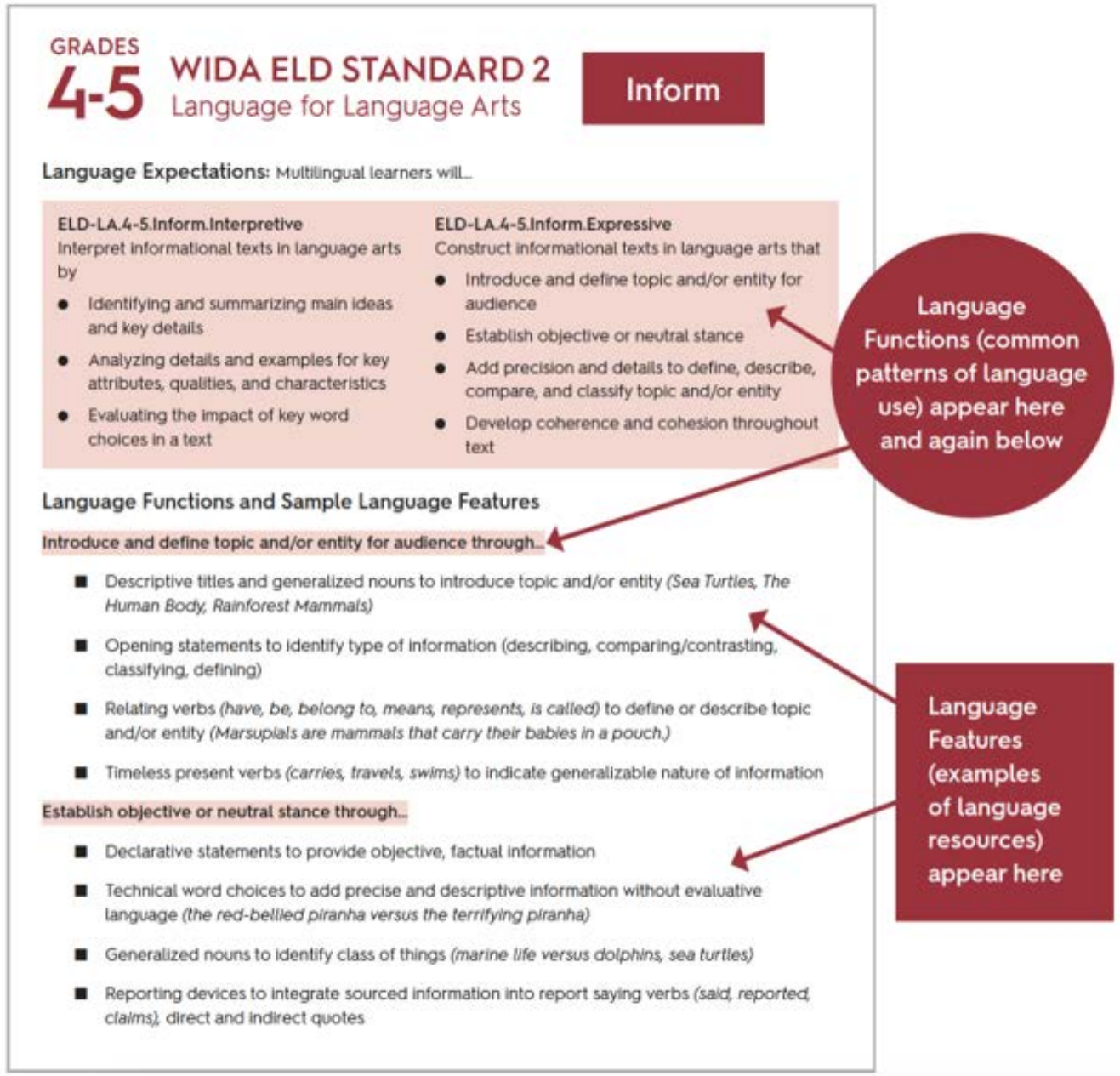


Narrate - convey real or imaginary experiences
Inform - provide factual information
Explain - how things work or why things happen
Argue - justify claims using evidence and reasoning



Integrating Language Development

Standards braiding of language expectations, functions, and features for WIDA standards 2- Language Arts, 3- Math, and 4-Science with their content area.



Survey

- https://survey.alchemer.com/s3/7633248/Standards-Review-Presentation-Feedback

Contact Us

Webpage: https://ospi.k12.wa.us/student-success/learning-standards-instructional-materials/washington-state-learning-standards-review

Please reach out to us with additional questions and thoughts:

standards.review@k12.wa.us

Q&A