

State Learning Standards: Project Review & Update

Open Office Hours
January 31, 2024



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Introductions

- Who we are
- Who are you?

Agenda for today

- Overview of project
- Update on ELA direction
- Preview document templates
- Teacher feedback opportunity

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.

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

Mission

Values

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

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.

- 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.



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.

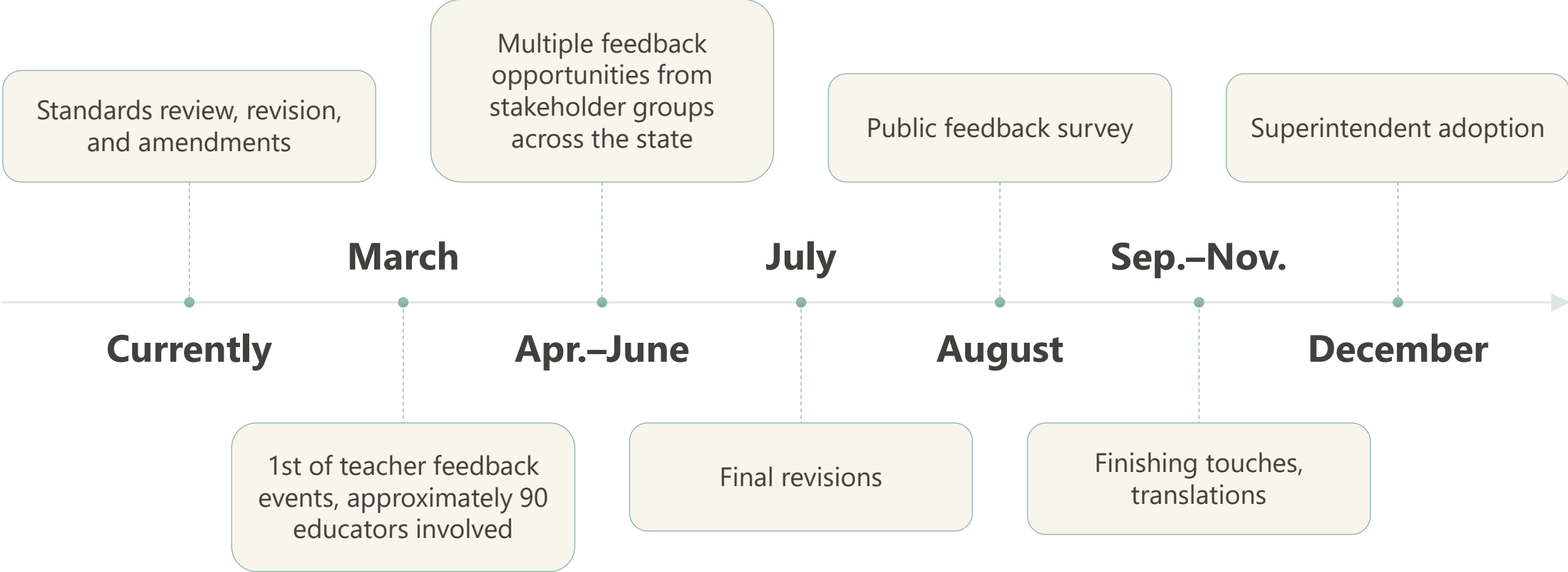


Standards Review Project Goals



- **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.

Timeline for Math, Science & ELA



Products of Project

Working Name	Intended Use/Description	Audience
WA Learning Standards adoption document	A streamlined, uniform presentation of the learning standards. Priority standards clearly visible.	Public, education community, legislators, etc.
Family Grade Level Resource Guide	Short explanations of the prioritized learning standards in each grade level, including how to foster/encourage/help at home.	Parents, families, care-givers, public, education community
Teacher Implementation Guides	Many details to support teachers in unpacking and using the learning standards, with integration and connections across subject areas.	Teachers, district staff, other instructional staff
Crosswalk documents	Identify changes from original adopted standards language. New version on the left, old version on the right with mark-up.	Teachers, district staff, other instructional staff, curriculum review staff

Learning Standards-Adoption Document Format



GRADE X

Heading (example: Reading)

Subheading

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X.XXX.X Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

Priority: X.XXX.X

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Next heading

Subheading

Priority: X.XXX.X

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Purpose of Prioritized Standards

- Identify a universal set of standards that all students should have the opportunity to develop mastery.
- So important that you will intervene and provide additional supports for learning.
- Does not eliminate all the other standards from the content area, just identifies the essential learning for all students.
- Supporting standards will be used to help support the development of student learning of the prioritized standard.

ELA Update

- Will refine, prioritize, amend, and clarify the CCSS ELA standards
- Media Literacy & Digital Citizenship will appear with both standalone standards and through integration
- Grade level standards will have the following strands:
 - Reading
 - Literary **& Informational**
 - Foundational Skills (K-5₊)
 - Writing
 - Speaking, Listening, **& Digital Forums**
 - Language
 - **Research and Media Literacy**



ELA Templates

Prioritized and Streamlined Standards Template

CCR ANCHOR STANDARDS

Reading

Students read both literary and informational text types, with texts selected from a broad range of genres, cultures, and historical periods.

Priority: WA.ELA-Literacy.R.0

Students read, comprehend, interpret, and analyze many genres of literary and informational texts independently and in interpretive communities to understand themselves, others, the Tribes of Washington State, and the world.

Reading for Understanding

WA ELA-LITERACY.R.1 Identify textual evidence to support analysis of what the text, including images, videos, and other multimodal texts, says explicitly as well as inferences drawn from the text and its context.

WA ELA-LITERACY.R.2 Determine the theme or central idea of a text, including images, videos, and other multimodal texts, and analyze its development.

2011 to 2024 Standards Crosswalk

Reading

College and Career Ready/ Post-secondary and Career Ready

Standard Code	2024 WA ELA- Literacy Standard	CCSS Code	2011 CCSS ELA-Literacy Standard
WA.ELA-Literacy.R.9-10.0	Students read, comprehend, interpret, and analyze many genres of literary and informational texts independently and in interpretive communities to understand themselves, others, the Tribes of Washington State, and the world.	ELA-LITERACY.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		ELA-LITERACY.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
		ELA-LITERACY.RL.9-10.10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Additional Languages in Process

The CCSS (2011) standards are the base for the updated WA CCSS ELA (2024) standards currently in development. Equivalent CCSS standards will also be updated and forwarded for adoption for use in DHH bilingual programs, dual language arts, and heritage language arts.

ASL Language Arts	English Language Arts	Spanish Language Arts
Viewing Standards Literary & Informational Foundational Skills Published Signing Discourse, Presentation, & Digital Forums Language Fingerspelling and Fingerreading Research & Media Literacy	Reading Literary & Informational Foundational Skills Writing Listening, Speaking, & Digital Forums Language Research & Media Literacy	Lectura Literatura y textos informativos Destrezas fundamentales Escritura y redacción Audición, expresión oral, y foros Lenguaje Investigación y alfabetización mediática e informacional

Math Template

Numbers and Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value.

Priority: K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data

Describe and compare measurable attributes.

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

Classify objects and count the number of objects in each category.

Supporting: K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

- Standards maintain current domain and cluster headings.
- Addition of a new domain for Data Science is included at each grade level.
- Priority and supporting standards align with Achieve the Core documents.

Science Template

Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

Where Do Plants and Animals Live and Why Do They Live There?

Priority: K-ESS3-1

Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. (supporting K-ESS3-1)

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (supporting K-ESS3-1)

Priority: K-ESS3-3

Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (*engineering*)

- Standards are grouped into conceptual clusters to support a topic-oriented unit.
- An overarching topic unit question is provided.
- Priority standards are identified.
- Supporting standards are identified along with the priority standard(s) they support.

Teacher Feedback Opportunities

- Application Process
- Link on our website
- [Standards Revision Project Application \(google.com\)](#)



Standards Revision Project Application

This project aims to prioritize, revise, and clarify the state learning standards. OSPI needs feedback from educators on the following:

- drafts of the prioritized, revised, and clarified learning standards;
- drafts of teacher implementation documents;
- drafts of caregiver/family-facing products;
- and professional development needs for educators.

This project will require in person attendance at our launch event on the evening of March 15 and all day March 16 in the Seattle area. Travel expenses will be covered. Additionally you will need to attend three virtual focus group meetings this spring that will take place after school hours. Each participant could earn a stipend amount of up to \$850.00. As well as having content expertise in ELA, math or science, focus group members will be chosen to provide a well-balanced group in terms of representing:

- the race and ethnicity of Washington's student population;
- each geographic region in Washington;
- large, medium, and small districts;
- urban, suburban, and rural districts.

Application closes at 4:00 p.m. on February 9th.



Survey

- <https://survey.alchemer.com/s/3/7633248/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

