Q&A
Standards Review Webinar
1.31.24

English Language Arts

Q: Is viewing woven throughout the strands?

A: Yes, to ensure that students have the highest level of competence with the largest number of texts they may encounter, we are weaving images, videos, and multimodal texts where appropriate throughout the ELA standards. Where included, images, videos, and multimodal texts complement and extend learning about and with printed texts to fully engage in age and developmentally appropriate research and media literacy.

Q: What happened to the ELA standards being totally revamped using NCTE and IRA standards?

A: The modification was a result of OSPI being responsive to feedback from district leaders. Regarding the potential revamp and acknowledging the impact of the substantial change, our ELA team modified their approach. This change was first communicated in our December webinar and in a bulletin released just after this January webinar.

Q: Will there be any collaboration between the ESD Ed Tech Coordinators and the ELA standards work?

A: We will be developing plans to work with Educational Service Districts for feedback opportunities.

Q: When Digital Media Literacy standards and AI standards are embedded, will there be training and support for each subject area they are embedded within?

A: Yes, there will be training and support for the Media Literacy and Digital Citizenship standards. The standards will primarily be in ELA materials for this current review cycle. The teacher implementation guides for all content areas will include references to the Human Centered AI Guidance materials when applicable to the content area. Please note that there are no plans for the establishment of state AI learning standards.

Science

Q: Are the evidence statements for secondary being incorporated in this work for grades 6-12?

A: The science team has been working through the Performance Expectations (PE) one at a time and discussing/improving the clarification statements and assessment boundaries. In this process, we are referencing the Evidence Statements and pulling pieces in as they help clarify the PE. We are not folding all aspects of the evidence statements into the clarification statements as that would make them far too long. Links to the evidence statements will be included in the implementation guides to streamline access to these more detailed standard unpacking documents.

English Language Development

Q: Will WIDA ELD Standards be embedded in the content standards?

A: We are working in two different ways. In one way, we have a member of the multilingual education team working with each of the active content areas to ensure that language development is considered from the beginning of this work, as well as how the WIDA standards framework can support the different content standards areas. In the case of ELA, this also includes looking at the way that our current ELA standards and the WIDA framework talk about language and prioritize language skills so that we can have consistent, clear standards for language and literacy.

We are also developing documents in our implementation guidance that would have alignment or assist in standards braiding. We are hoping for this alignment to give teachers an entry point and point towards suggestions and considerations when braiding language and content standards. We want to make sure teachers have the tools to make those critical decisions about what the key language use is for a particular unit, and then which language expectations are going to best meet the needs of their students for that content across their lessons.

Prioritizing standards

Q: What process/resources will be used to identify priority standards?

A: OSPI is using a variety of resources in the review and revision process. We are looking at current research, other states versions of standards, national partners in the content area and field, Achieve the Core, and our own districts in the state's priority standards documents. Teams are reviewing the collection of information to identify standards that are prioritized, and which are supporting standards. Many feedback events will be held to seek feedback on the organization of the documents and the prioritized standards.

Q: Are those districts from all areas of the state?

A: Yes, they are. If you would like to share resources from your district with us, please send them to standards.review@k12.wa.us .

Q: Many districts have prioritized the standards. Will they be directed to refine their work to follow the state suggestions?

A: The identified prioritized standards will be universally taught for each student across the state. Districts may identify their own prioritized standards to teach in addition to the state identified priorities.

Teacher focus groups

Q: How was the sample amount (of 90 teachers) chosen for participating in the teacher focus groups?

A: The selection of 90 teachers was based on the capacity for the initial teacher feedback events planned to begin in February. Additional educator and community feedback opportunities will be available.

Connections to state assessments

Q: [Regarding the updates to the ELA strands] Will there be correlation with SBA Targets?

Q: How will Tools for Teachers align with this work?

Q: How do you see these documents aligning with the Smarter Balanced Target Reports?

A: Our state ELA, math, and science assessments are required by federal law to measure our state learning standards in those content areas. In the next few months OSPI will begin the process of evaluating the outcomes of the standards revision process to determine if, or what, adjustments need to be made to our state assessments (Smarter Balanced ELA and math, the WCAS, as well as the WA-AIM for these three content areas). Further assessment work will occur after the standards are officially adopted.

Q: As assessments potentially shift, what implications might that have for the OSSI identification process?

A: Changes in the assessments should not change the OSSI identification process.

Human Centered Artificial Intelligence in Schools

Q: Will things related to AI be stand alone or embedded?

A: The development of the AI guidance is separate from this Standards Review Project. The teacher implementation guides for all content areas will include references to the Human Centered AI Guidance materials when applicable to the content area. Please see our Artificial Intelligence webpage for information.

Q: For AI material is there an expectation that suppliers of "AI" material will need certification as do live suppliers of intelligence, meaning teachers?

A: Our AI integration vision is Human Centered =>AI=>Human Empowered and in no way does AI replace teachers and the valuable work they do. Certified teachers are at the core of our vision and the use of AI in the classroom. Please see our Artificial Intelligence webpage for information.