Best Practices for Strengthening Student Educational Outcomes

Reducing Disruptive Behaviors Expert Panel
Session 2
November 5-6, 2014
Agenda – November 5, 2014

- 8:30 - Meet and Greet
- 8:45 - Welcome and Overview
- 9:00 - Review Previous Work/Look Forward
- 9:30 - WSIPP Research and LAP Inventory
- 10:30 - Break
- 10:45 - Writing and Research
- 11:30 – Group Work – Tutoring and Extended Learning Time
- 12:00 - Working Lunch
- 12:30 – Group Work – Continued
- 2:15 - Break
- 2:30 - Working Groups
- 3:30 - Report Out/Large Group Discussion
- 4:15 – Public Comment
- 4:30 - Wrap-Up
Staff

- Facilitator
  - Porsche Everson

- OSPI: Office of the Superintendent of Public Instruction
  - Jess Lewis: Reducing Disruptive Behavior Lead, LAP
  - Amy Vaughn, Calandra Sechrist, Gayle Pauley, Jordyn Green, Krissy Johnson, Wendy Iwaszuk

- WSIPP: Washington State Institute for Public Policy
  - Annie Pennucci
  - Matt Lemon
Proposed Group Norms

1. Meetings start and end on time
2. Minimize/eliminate sidebar conversations, texting, email, phone calls
3. Review material in advance of the meeting and come prepared to contribute
4. OSPI will monitor the process and ensure that the group’s work matches legislative intent
5. Not all panelists will agree on all best practices. Where consensus does not exist, we will synthesize and report majority and minority opinions, and indicate the percent of the panel that agrees with the best practice
   - A proposed best practice must garner at least 51% approval to be included
   - The group will have time to review the entire set of proposed practices and make a final determination
6. Question assumptions
7. Silence means agreement
8. A substantial amount of the work of the group takes place outside the meetings. The work may consist of reading advance materials, researching selected topics, writing content, and consulting with colleagues or other group members
Overview of Work Plan

Orientation
*October 23*

Tutoring/ Extended Learning Time
*November 5-6*

Consultant Teachers & Professional Development
*December 9*

Family Involvement & Community Outreach
*January 15*

RCW 28A.320.190 & Promising Practices
*February 11-12*

Review of Practices, Consensus & Opinions
*May 6*
Session 1 Highlights

✓ Discussed:

- Legislative charge to the panel and the Learning Assistance Program
- Branded programs versus core strategies
- LAP-allowable practices and the structure of the Menu
- Evidence-based, research-based, and promising practices
- The role of WSIPP and the LAP Inventory
- Panel approach to consensus/majority/minority opinions
- Potential practices in Tutoring and Extended Learning Time
Brainstorming of Tutoring and Extended Learning Time

✓ Frequency and duration of intervention
✓ Fidelity of implementation
✓ Assessment practices (diagnostic, formative, ongoing)
✓ Qualifications of person delivering services
✓ Content (conceptual vs. computational)
✓ Coordination with classroom teacher and/or core classroom curriculum
Other Topics/Research to Consider?
WSIPP Research and LAP Inventory
Break
Writing and Research

✓ SharePoint
✓ Research databases
✓ Quality of sources
✓ Citation management
Framework

✓ If we approach Reducing Disruptive Behaviors as core instruction, (equal to Reading, English Language Arts, and Mathematics), what frameworks are necessary to approach instruction?
  ▪ What are the core competencies?
  ▪ How would a student demonstrate core competencies?
  ▪ Regardless of intervention model, what works?

✓ What instructional methods/frameworks are successful?
  ▪ How is successful behavior instruction demonstrated?
  ▪ What are the core elements to fidelity of implementation?
  ▪ How does successful implementation facilitate overall student success in other academic areas/competencies?
Context

✓ How do the specific LAP allowable practices fit into the Framework of successful Behavior Intervention?

✓ What service delivery methods (LAP allowable practices) would be effective to supplement core instruction in any given framework?
  ▪ Tutoring
  ▪ Extended Day
  ▪ Etc.
Work Groups

✓ Group A: Tutoring

✓ Group B: Extended Learning Time

✓ Tasks:
  - Determine entries to complete based on the type/mode of Tutoring or Extended Learning Time (for example: peer tutoring, computer-based tutoring, tutoring by an adult, etc.)
  - Review research on Tutoring/Extended Learning Time
  - Outline entries, including definition of the practice, review of research, and implementation success factors
Break
Work Groups

✓ Group A
  ▪ Group A will now review Group B’s work on Extended Learning Time.

✓ Group B
  ▪ Group B will now review Group A’s work on Tutoring.

✓ Report out about your group’s work. What potential practices are you considering?

✓ What other considerations did you discuss?

✓ Each group should provide feedback and suggest topics/research for consideration.
Report Out/Large Group Discussion
Public Comment
Wrap-Up
Agenda – October 30, 2014

- 8:30 - Meet and Greet
- 8:45 - Review Previous Day’s Work
- 9:15 - Group Work
- 10:00 - Break
- 10:15 - Individual Writing
- 12:00 - Working Lunch
- 1:15 – Group Work
- 2:15 - Break
- 2:30 - Report Out/Large Group Discussion
- 3:30 - Next Session Planning
- 4:30 – Public Comment
- 4:45 - Wrap Up and Next Steps
Review Previous Day’s Work
Work Groups

✓ Group A: Tutoring

✓ Group B: Extended Learning Time

✓ Tasks:
  - Review feedback from previous day
  - Assign writing tasks
Break
Individual Writing
Work Groups

✓ Group A: Tutoring

✓ Group B: Extended Learning Time

✓ Tasks:
  - Peer review individual writing and offer feedback
Break
Report Out/Large Group Discussion
Brainstorm – Consultant Teachers

✓ Practices on the English Language Arts Menu: Instructional Coaches

✓ What other Consultant Teacher practices should be considered?

✓ What factors should be considered when implementing Consultant Teachers?
Brainstorm – Professional Development

✓ Practices on the English Language Arts Menu: Targeted Professional Development, Mentoring, Professional Learning Communities

✓ What other Professional Development practices should be considered?

✓ What factors should be considered when implementing a Professional Development program?
Public Comment
Contacts

✓ Central points of contact:
  - Jess Lewis, 360-725-6101, jess.lewis@k12.wa.us
  - Gayle Pauley, 360-725-6100, gayle.pauley@k12.wa.us
  - Kim Cusick, 360-725-6101, kimberlee.cusick@k12.wa.us

✓ Next meeting: December 9, Puget Sound Skills Center, Burien

✓ Evaluation survey at conclusion of meeting