Welcome to Curriculum Council

October 28, 2016

Password: 

Network: 

Welcome
Update on Accountability and LCAP

Santa Barbara County Education Office
Curriculum Council Meeting
October 28, 2016
Marriott Hotel, Buellton
Nojoqui Falls Room
*(Formerly known as the Jockey Club)*
8:30 – 11:15 a.m.

AGENDA

8:30 Coffee and refreshments

8:40 Welcome

Ellen Barger

Building on the overview from last month, we will share updates and anticipated actions by the SBE for November and January, and reengage in the conversation about local indicators of progress on goals.

9:35 Fusion without Confusion: Instructional Materials in Mathematics

Kristy Guerrero

Using the CA Mathematics Framework and other tools, Kristy will share best practices for integrating instructional and supplemental materials in order to provide a complete mathematics program for students. This will include how PLCs can triangulate resources to align expectations.

10:15 Inquiry and Mentorship: 

Gina Branum, Cassandra Bautista, Letitia Bradley

Inquiry is at the core of professional learning and development among professional educators, and especially within the credential programs. We will demonstrate how inquiry benefits the individual and the system and share key aspects of mentoring that support that development, connected to district and site goals.

10:50 After School Languages

Aurelie Rose and Sam McKaig

With increasing interest in providing multilingual programs for students, many schools are seeking ways to expand their language offerings for students, but are not yet ready to launch dual immersion programs. Aurelie and Sam will share their programs for offering supplemental language instruction at the site level, customized to the needs of the school.

11:05 Announcements, Upcoming Events

11:15 Close

Next meeting: December 9, 2016

For notes and information:

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ILSFACIS**: Integrated Local, State, & Federal Accountability and Continuous Improvement System.

Focus this year

Support LEAs in Identifying Strengths & Weaknesses

3 Statutory Purposes of Rubrics

Assist in determining eligibility for Technical Assistance

Assist the SSPI in determining LEAs eligible for more intense interventions

TOP LEVEL DATA DISPLAY
DATA ANALYSIS TOOL
STATEMENTS OF MODEL PRACTICE
LINKS TO EXTERNAL RESOURCES

Rubrics
Top Level Data Display & Data Analysis Tool

- Multiple measures that impact learning across the LCFF priorities
- Promotes equity through transparent displays of indicators and disparities
- Creates a more complete picture for LEAs and Schools in need of assistance and intervention
- Will evolve as we get more data

State Level Indicators

- CAASPP Scores
  - ELA & Math (Grades 3-8)
- CCI
  - College & Career Readiness Indicator (Grade 12)
- Graduation Rates
  - (High School)
- ELI
  - English Learner Indicator (all grades)
- Suspension Rates
  - (all grades)
- Chronic Absenteeism
  - (all grades)

Timeline for State Indicators

1. Development of State Accountability System
2. Academic Indicator: CAASPP (ELA, Math)
3. College and Career Indicator
4. English Learner Indicator
5. Graduation Rate Indicator
6. Suspension Rate Indicator
7. Chronic Absenteeism Indicator

Graduation Rate Change: 4 year cohort

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>District (all)</td>
<td>86.1%</td>
<td>85.3%</td>
<td>88.1%</td>
<td>88.1%</td>
<td>88.9%</td>
</tr>
</tbody>
</table>

Some updates!!

What is the three-year average? 87.2
What is the status? 88.9
What is the change? 1.7
Graduation Change

<table>
<thead>
<tr>
<th>Level</th>
<th>Declined</th>
<th>Declined</th>
<th>Maintained</th>
<th>Increased</th>
<th>Increased</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5% or greater</td>
<td>(by more than 5%)</td>
<td>(by 1% to 5%)</td>
<td>(change of less than 1%)</td>
<td>(by 1% to less than 5%)</td>
</tr>
<tr>
<td>Very High</td>
<td>Gray</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
<tr>
<td>High</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
<td>Blue</td>
</tr>
<tr>
<td>Median</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Low</td>
<td>Red</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>Very Low</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
</tr>
<tr>
<td>Less than 67%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recall with a neighbor what you remember about the top level data display for the state indicators.
State Priorities & Indicators

1. Basics (“Williams”)
2. Standards Implementation
3. Parent Engagement
4. Student Achievement
5. Student Engagement
6. Climate
7. Access to a Broad Course of Study
8. Other pupil outcomes

State Indicators (Status & Change)
Local Indicators (self assessment)

Required Metrics

YOUR indicators

Investigate further?

District data, What

Graduation Status

Less than 67%
95% or greater
Very Low
Very High
85% to less than 95%
Low
High
Declined
Maintained
Increased
Increased Significantly
(by more than 5%)
(change of less than 1%)
(by 1% to less than 5%)
(by 5% or)

How would this impact targets in LCAP?

Rubric - big picture
Inform required metrics (targets)
Other measures for interim, lead

What is starting to become clearer to you about the rubrics?

How will this information help you improve your LCAP?
Fusion without Confusion: Mathematics Instructional Materials
Kristy Guerrero

Instructional Materials: Essential Tools

- State Adoption Set Criteria:
  - content/alignment
  - program organization
  - assessment
  - universal access
  - instructional planning
  - teacher support

List of programs deemed sufficient

Not an exclusive list

Programs Vary...
Creativity and Flexibility should be encouraged in order to meet the demands of the future and full range of student needs. Multiple pathways to success, featuring relevant and engaging learning, should be available for students to attain a productive future.

Right Drivers:
- Educator capital
- Collaborative efforts
- Effective pedagogy
- Systematic solutions

What do students need?
- computation
- concepts
- problem solving

Focus and Coherence
Rigor and Problem Solving
Usability
Facts Development
Student Sense Making and Discourse
Realistic Pacing and Focus

Problem Solving
Mathematical Practice 3: Model Math
Five banjo players entered the banjo contest. They are each playing four-string banjos. How many strings do the banjos have in all?

\[ 5 \times 4 = \]
Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Show All Totals Method
Children add the tens, then add the ones, and then find the hundreds total.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
<th>Hundreds Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>78</td>
<td>+56</td>
<td>134</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New Groups Below Method
Children write the new ten on the line below the addition example, rather than above.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
<th>New Ten</th>
</tr>
</thead>
<tbody>
<tr>
<td>78</td>
<td>+56</td>
<td>134</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

New Groups Above Method
This is the common U.S. algorithm.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
<th>New Ten</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>78 + 56</td>
</tr>
<tr>
<td></td>
<td></td>
<td>134</td>
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CAASPP Achievement Level Descriptor: Problem Solving

Level 3 students should be able to apply mathematics to solve unfamiliar problems arising in everyday life, society, and the workplace by identifying important quantities and mapping, displaying, explaining, or applying their relationship and by locating missing information from relevant external resources. They should be able to construct chains of reasoning to justify a model used, produce justification of interpretations, state logical assumptions, and compare and contrast multiple plausible solutions.

Problem Solving

**Mathematical Practice**

**Model Math**

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**Inquiry in our Work with TIP**

Sample Induction Inquiry Questions:

**CSTP 1.2**

How do I help students see the connections between what they already know and the new material?

**CSTP 3.3**

How do I organize subject matter to reveal and value different cultural perspectives?
Teacher Induction Partners

- 24 Public School Districts and Charter Schools
- 4 Private Schools
- Other: SBCEO, SY Spec Ed Consortium, Olive Grove Charter
- 308 Candidates
- 237 Mentors

Preliminary Admin Services Credential Program

- 7 Public School Districts
- 3 Charter/Private Schools
- 23 Candidates
  - Classroom Teachers
  - Ed Specialists
  - Directors
  - Asst Principal
  - Principal
- PASC Alumni often return as FWSs
- 10 Fieldwork Supervisors
- 6 PASC Instructors
- Principal Panels, Guest Speakers

Inquiry in our Work with PASC

Sample PASC Inquiry Questions:

How can the intentional use of instructional routines increase student engagement and productive academic interactions for English Learners?

How will professional learning around the NGSS Draft Framework and conducting a needs-assessment analysis move the district further along the NGSS Implementation Pathway?

Coaching/Mentoring in PASC

The Model

- Ongoing coaching support
- Fieldwork Supervisor (FWS)/Administrative mentors
- PASC Director
  - In person, electronically, GTM (GoToMeeting)
- Fieldwork Log and PA feedback and review
Fieldwork supervisors meet regularly and are provided tools/guidance to impact candidate growth.

Clear Admin Services Credential Program

- 9 LEAs
- 25 Candidates
- 22 sites
- 13 Coaches

Year 1

Clear Admin Services Credential Program

- 8 LEAs
- 25 Candidates
- 23 sites
- 13 Coaches

Year 2

Coaching/Mentoring in CASC

“The design of the program is ... primarily coaching based...”

Program Requirements

- 40 hours of documented coaching support
- Coaching log
- Coaching support record
- 24 hours coaching training annually
Professional Learning

- Coaches
  - Orientation
  - Coach session mid-year

- Candidates/Coaches
  - Expert speakers
  - Ed Camp CASC
  - ChiL Sessions

Inquiry in our Work with CASC

Sample CASC LAP Statements:
- Focus CPSELS
- 2C-2 and 2C-5: Assessment and Accountability
- 3B-4: Engaging Stakeholders and Distributed Leadership

Leadership Focus Area
Creating a school climate where data is used to inform instructional practices. Data is gathered through student assessments and feedback from parents, students, and staff. Leadership for moving the school forward is distributed.

Resources

Where are you intentionally promoting inquiry among the adults you work with?
After School Languages

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November 5, 2016

4th Annual A Salute to Teachers
Presented by Cox Communications and the Santa Barbara County Education Office

Extended the deadline for tickets to sbceo.org/s/2016salute

Already reserved tickets arrive next week through trucking. Contact Steve Keithley or Anne Flores with questions.

Distinguished Teachers
Gold-Ribbon Schools
Blue Ribbon School

Free

2017 Gold Ribbon Schools

2017 - Secondary Schools
Intent to apply EXTENDED until next Friday (Nov. 4)

Carpinteria Middle School
Vandenberg Middle
Orcutt JH
Lakeview JH
Santa Barbara Junior High
La Colina Junior High

Orcutt Academy Charter
Dos Pueblos High School
Santa Ynez Valley UHS

Eligible Secondary Schools

2016-2017 Professional Learning Opportunities

Curriculum

Professional Learning Opportunities
By Topic
Leadership
Mathematics
ELA/ELD
Instructional Design
Science & Technology
Other
Upcoming Workshops

**Tuesday Nov 1**

Expository Reading and Writing Course (ERWC) for High School Teachers

**Dec 6**

Fundamental Practical Reasoning

**Dec 7**

Effective Unit Planning for the Modern Classroom

Assessment

**Dec 13**

CAASPP Institute

Next Meeting: December 9

- Aug 26
- Sept 30
- Oct 28
- **Dec 9**
- Jan 27
- Mar 24
- May 12