



SUPERINTENDENT OF PUBLIC INSTRUCTION

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School Day Task Force

Minutes

August 22, 2018 | 8:30 am–4 pm

Renton Technical College Annex, Renton Washington

| Time | Activity | Presenter | Minutes |
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| 8:30 am | Coffee/light refreshments | | |
| 9:00 am | Welcome and Introductions | Facilitators | |
| 9:15 am | Grounding our work: <i>What do students need and what are the professional responsibilities of educators to meet those needs?</i> | Superintendent Reykdal | |
| 9:30 am | State, National and International Context: Learning Policy Institute | Linda Darling-Hammond ZOOM | Linda Darling Hammond Zoom Questions: <ul style="list-style-type: none"> ➤ Did you find specific strategies to best serve our historically marginalized students, given Finland and Singapore’s relative homogeneity? ➤ Is there information about money per student in these countries? ➤ How is Equity addressed in the California example? Extended Quality of Learning Opportunity? ➤ Re: Teacher/Educator training/preparation? ➤ One of the 4 Key Principles was schools engaging families – can you |

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| | | | <p>elaborate on what that looks like at Hillsdale HS or other countries?</p> <ul style="list-style-type: none"> ➤ In schools where teachers have more collaboration time, is the focus generally more teacher-directed or are they required to focus on admin or district-directed topics? ➤ Does research show an optimal structure? Amount of time? Frequency? ➤ If you were designing a school system from the ground up, what would be your non-negotiables? |
| 10:30 am | Break | | |
| 10:50 am | <p>Discussion: <i>What are the big ideas we've explored so far that will help us frame recommendations?</i></p> | Facilitators | <p>Discussion:</p> <ul style="list-style-type: none"> ➤ What effort means? Along the spectrum of experience for an education. What does effort mean in preparation for planning? Differentiation between small and large schools, and Elementary and Middle schools. ➤ What are the duties and responsibilities of the basic education salary? Beginning vs. mid, and late career. Scope? What are best practices? Teacher and Principal Evaluation Project (TPEP). We need to be realistic what we can accomplish. ➤ What is the expectation of what the kids need in regard to education? Restrictions in regard to hours. Caution the difference of expectation vs. reality. (Consider tension vs. current reality, and what the Task Force is tasked to do.) Honor parts already in place. |

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| | | | <ul style="list-style-type: none"> <li data-bbox="932 237 1466 646">➤ What is the definition of hours and days? Definitions can be limiting and empowering. What is the actual outcome of our work? Foundational changes? What is the definition of school vs. work day? Conversation between educator and non-educators in the communities. We need to mine the process the entire way. Keep ourselves accountable. <li data-bbox="932 657 1466 1150">➤ Idea on average, teachers are working 50 hours a week. We can't add on. We do think some students would benefit from summer classes. Flexibility with teachers. Redefining the time that we have. Power of collaboration. Example of schools in Bellevue. Ideas about the school year itself and what will the school day look like. Doesn't mean current reality is bad but that we are at a different place now. <li data-bbox="932 1161 1466 1940">➤ What are those things that cause teachers conflict outside the school day? We have built in professional learning community (PLC) time but should it be on top of their time. Should the teachers nine month salary be a one year salary? Professional Development (PD), who's responsibility is it? Instructional time or outside the school day? Leadership needs time with teachers to accomplish PD, where does that time come from? Kids learn at different speeds, where does the extra time come from? (Important: the learning time isn't interrupted for PD or other contract requirements) (flexibility of student time) |

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| | | | <ul style="list-style-type: none"> <li data-bbox="932 239 1466 688">➤ Focus on teacher collaboration. (Parents and staff) high return on investment. Wondering about resources and whether or not we are looking at the current bucket or will we ask for more resources. We are getting creative, quality volume of teacher collaboration. Not wanting to cut school day down and that student learning needs are cut to accommodate collaboration. <li data-bbox="932 699 1466 1440">➤ Very school centric. It assumes that all students, teachers and principals are normal. Heroin epidemic effecting all our schools. A reservation K–12 school originally had idea that the older kids would teach the younger kids. What we have done is increase behavioral health counselors and medical support. All schools are trying to figure this epidemic out. Reinforce in classroom therapeutic results. Helping kids overcome the overwhelming situation of drugs in the school, home, and community. Paying attention and ensuring our educators are equipped to handle situations. <li data-bbox="932 1451 1466 1814">➤ The collaboration piece (with parents) for the most challenged students and making sure there is fidelity. What is required? What is necessary? How do we ensure how we take care of our kids and build relationships? (Equity) bring partnership with parents to the forefront. <li data-bbox="932 1824 1466 1896">➤ 180 days for equity, is that negotiable? Student needing it |

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| | | | (engagement) not needing it (enrichment). |
| 11:15 am | Role and responsibilities of taskforce <i>What are the processes we will use to determine recommendations?</i> | Superintendent Reykdal | |
| 11:30 am | Reading Discussion <i>What are the important aspects of the readings that we need to consider as we shape recommendations?</i> | Facilitators | <p>CWV Teacher Time Study – Question: Is there a correlation with burn out with elementary education? Discussion concerning capacity to do more. Study did not bring in coaching. Its clear more collaboration time is needed and what would state support look like. Unfunded mandates: You can't just drop in collaboration without proper preparation. How are you going to work together? This is work that has to happen first.</p> <p>Education Commission – started with PD and collaboration. We need to make sure it's effective time used. Liked survey of teachers after PD. Education Commission of the States is a national consortium. Prep time for teachers – some of the prep time in other states is criminal. We need to be careful, not all districts are represented in this room. When we start talking about what a normal work day looks like or the number of hours, we are going to put districts and employees into a corner.</p> <p>Learning Time Group – Talked about retention and teacher turn over in low and high poverty, teachers out sick due to high work volume. Vicious cycle. How many teachers live in our community? Buy-in from the community needs to be addressed. Discussed how learning time varies. What are the pieces needed to be a professional</p> |

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| | | | teacher? It's hard to say what your job is without knowing the specific parts to your job. |
| 12:00 pm | <p>Working Lunch</p> <p>Reading Discussion (continued) <i>What are the important aspects of the readings that we need to consider as we shape recommendations?</i></p> | Facilitators | |
| 12:45 pm | <p>Exploring the Instructional Framework: <i>What do educators need to know and be able to do to positively impact student learning?</i></p> | Facilitators | <p>Instructional Framework Discussion:</p> <p>Students thrive in this environment. Frame a common language to be most impactful for our students.</p> <p>Question: Have to teach to a standard and test to that standard. So, is this the right standard?</p> |
| 2:15 pm | <p>All students deserve access to effective educators <i>What are the necessary conditions and systems that must be in place to support each educator to meet students' learning needs?</i></p> | Superintendent Reykdal | <p>Placement Discussion:</p> <p><u>Domain 1-1E:</u> How can you design instruction if you don't know where kids have been or where they are going. (Planning)</p> <p><u>Domain 2- 2A:</u></p> <p><u>Domain 3:</u></p> <p><u>Domain 4- 4A-4D, 4E:</u></p> <p>Question: Teachers do 3C 80 percent of their time, current school structure doesn't allow for much more.</p> <p>Question: Do we want educators to live in the proficient column? There is not a teacher that could be distinguished in all four domains.</p> |

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| | | | <p>Question: Why are we doing this? How does this get us to answering our questions concerning the domains? How does this help us "answer" our tasks?</p> <p>Question: Creating the system of support for teachers or the space for that to happen doesn't help define whether or not these domains fit within the definition of basic education. (Enrichment levies) What are the systems we might consider as a way to get all educators to the distinguished level?</p> <p>4D: The opportunities have to be there. Our district took an hour out of each week. Gave up planning time to add PLC time. Brand new teacher has to be taught.</p> <p>4D: This all happens outside of instructional time. Needs to be scheduled.</p> <p>4E: The word opportunity makes sense – allows the educator to seek out PD. Will it be a PD stipend? What's the opportunity, time, structure to get the need?</p> <p>Question: How do you get to the point for PD opportunities, is it a state obligation or can you seek out business partners? What are the opportunities outside the norm?</p> <p>4E: Teacher pre-service, what we expect the teacher to be able to do before they actually get into the system.</p> <p>4C: Referencing student outcomes for ethnic minorities. There needs to be some adequacy on how we deal with parents. Attendance policy. Drug culture impact. Communication with parents has become very complex.</p> <p>4C: Majority happens outside instruction? We have to have the ability to focus, to have a valid conversation with a parent.</p> |

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| | | | <p>4B: Discussion swiveled to time. Time is part of the component that has to take place. Data entry is time consuming particularly, if you go with the wrong bid. Not knowing how to use your data.</p> <p>4A: I've changed from using teaching to facilitating results. Looking backwards is very challenging. How do we reflect if we are not evaluating the student? Evaluate-what did they need from me that I didn't deliver. Need for growth comes from collaboration.</p> <p>2E: Currently educators are setting up classrooms. Also setting up labs with chemicals, or art rooms, proactive shooter training. I wanted to support 1B and systems that would support excellence for students. How are systems supporting students in transition, families experiencing same transition? Class size matter, collaboration time so you have continuity. Getting to know your students from a variety of sources and families were not included.</p> <p>Question: Are we going to look at what a school year looks like? There comes a point where you have to stretch the year out if you truly want to close the gap.</p> <p>Question: What roll will the principal play? Different contracts and relationships make it difficult. Probably room to discuss but 90 percent of the time with the Legislature was spent on teachers.</p> <p>Question: Compared to nurses, 45 weeks in a year. If you're talking about 1800, it is comparative to a nurse working 40 hours a week. Can we compare the groups?</p> <p>Question: Can this group take a look at this study?</p> <p>Question: Can we get a list of what "enrichment" is?</p> <p>Question: Tri-hours?</p> |

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| | | | <p>Question: When will some of the data come through (open jobs, etc.)?</p> <p>Question: Would like to talk about obstacles for minorities to become teachers.</p> |
| 2:40 pm | Discussion of content of the day | | |
| 3:30 pm | Closing, next steps | | |
| 4:00 pm | Adjourn | | |