September Resource Toolkit

Continuous Improvement Principles and Framework

September Focus: Elementary, Early Learning, and Federal Programs:

- English Language Arts
- Mathematics
- Science
- Early Learning

The Continuous Improvement Framework

Continuous Improvement Framework

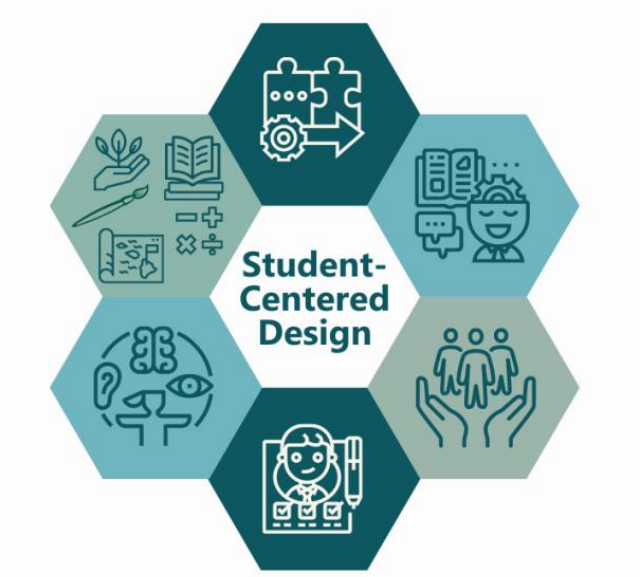
- Elevation of anti-racist practices.
- Identification, provision, and growth of equitable supports within learning communities.
- Development of strong leadership at all levels.
- Use of data inquiry/school improvement principles and processes
- Focus on improving core instructional practices.
- Implementation within a multi-tiered system of supports

Focus: Elementary, Early Learning, and Federal Programs

The Elementary, Early Learning, and Federal Programs division is responsible for supporting educators who support our students through a variety of approaches to ensure equitable access to strong foundations that focus on rigorous learner-centered options in every community. The division employs a culturally responsive, anti-racist approach to ensure equal access and opportunity. We are committed to providing a unified exemplary customer-focus experience to each partner.

Elementary, Early Learning, and Federal Programs:

- Guides learning and instructional supports to provide rigorous learning standards, supporting educators to teach those standards effectively.
- Supports content and assessment in subject areas including English Language Arts, Math, Science, Social Studies, and Health/PE.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

- Coordinates grant administration, federal and state funding, data, compliance to regulatory guidance, and federal guidance support for various Every Student Succeeds Act (ESSA)/Elementary Secondary Education Act (ESEA) federal and state programs, including, Title I, Part A, Learning Assistance, Highly Capable, Rural Education Achievement Program (REAP), and Rural and Low-Income Schools (RLIS).
- Provides leadership for 21st Century Community Learning Centers (CCLC), Consolidated Program Review (CPR), Early Learning, Educational Technology, Environmental Education and Sustainability, Elementary School Counseling, Open Education Resources (OER), and School Library Media Programs.

Elementary English Language Arts Content

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Identification, Provision, and Growth of Equitable Supports Within Learning Communities through Family, Student, and Community Engagement

Current Early Literacy State Requirements

Washington State's elementary literacy requirements, outlined in the following Revised Code of Washington (RCW), emphasized the development of early literacy skills among young learners.

- Engrossed Second Substitute Senate Bill 6162 - An ACT Relating to defining dyslexia as a specific learning disability and requiring early screening for dyslexia.

- Dyslexia Definition (RCW 28A.320.250) – States that "dyslexia" means a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities that are not consistent with the person's intelligence, motivation, and sensory capabilities.

- In accordance with RCW 28A.320.260, each school district must use a Multi-Tiered System of Supports (MTSS) to:
    - **Screen**: Screen students in grades K–2 for indications of below-grade level literacy development, including indications of or areas of weakness associated with dyslexia.
    - **Intervene**: Provide evidence-based multisensory structured literacy interventions to students in grades K–2 who are at risk for reading difficulties, such as dyslexia.
    - **Communicate**: For students who are at risk for reading difficulties, such as dyslexia, districts must notify the student's family and caregivers of the identified indicators from the literacy screening results and the intervention plan.

- In accordance with RCW 28A.320.270, Districts annually report to OSPI the number and grade levels of students who were screened for risks associated with reading difficulties, including dyslexia

Focus on Improving Core Instructional Practices through Evidence-Based Practices and Continuum of Supports

What is the "science of reading"?

The science of reading is the study of how people learn to read, write, and comprehend written language. The science of reading is a vast body of research that has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. This multidisciplinary field integrates psychology, linguistics, neuroscience, and education to uncover the most effective methods for teaching reading, addressing reading difficulties, and promoting literacy development in individuals of all ages.

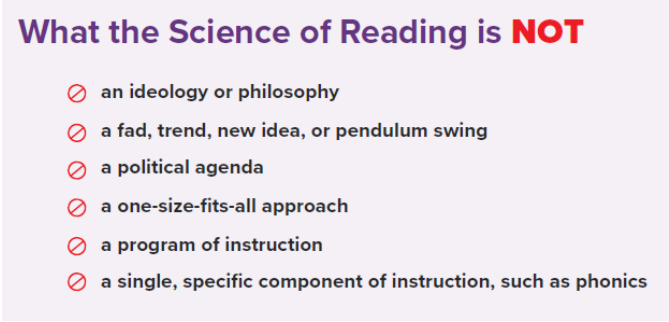

Figure 1. Image from The Reading League (2023)

Development of Strong Leadership at All Levels through Team-Driven Shared Leadership

WA Learning Standards Review

As required by state law, OSPI develops the state's learning standards and periodically revises them based on the student learning goals. K-12 English Language Arts is included in the first wave of content areas alongside Mathematics and Science that are currently under review. ELA has been directed to include Media Literacy standards in the process. Additionally, we are aiming to respond to the feedback from educators provided on the Learning Standards Review survey that went out earlier this year. We will continue to provide updates and build in opportunities to collect input from a wide variety of stakeholders across the state as the work develops.

Identification, Provision, and Growth of Equitable Supports Within Learning Communities through Family, Student, and Community Engagement

Statewide Comprehensive Literacy Plan

A statewide comprehensive literacy plan serves as a strategic framework to promote and enhance literacy skills across Washington. Its purpose is to provide a structured approach to promoting literacy abilities among students of all ages. A literacy plan explains a statewide vision and alignment across systems for academic success and personal growth. The literacy plan will connect to a broad range of topics including content integration, experiential learning, and continued foundational skills in elementary that bridge into middle and secondary. OSPI is in the beginning stages of outlining this framework with plans to:

- Understand existing data and conduct a deeper needs assessment
- Integrate research and evidence into the framework
- Align professional development with evidence based practices

OSPI Elementary English Language Arts Guidance and Additional Resources

Dyslexia Guidance: Implementing MTSS for Literacy

ELA Office Hours: Register to attend; Meets monthly; 3:00-4:00pm

Sign up to receive ELA Monthly Newsletters

Register for GLEAN asynchronous modules on dyslexia and structured literacy,
The goal of the training initiative is to build staff capacity and provide teachers with the knowledge and tools to enable them to effectively implement structured literacy within an MTSS Framework.

- Asynchronous courses are FREE and open to educators, administrators, and families.
- Educators who complete this coursework are eligible to receive 18 Clock Hours from OSPI.
- Course Titles:
  - Understanding Dyslexia & Dysgraphia
  - Structured Literacy Instruction
  - Reading Fluency Instruction
  - Intensifying Instruction through MTSS and RTI
  - Serving Students with Dyslexia for School Psychologists

Dyslexia and Structured Literacy Instruction

These classes offer professional learning opportunities that will lead you through the foundational elements of literacy, including phonology, orthography, etymology, morphology, syntax, and semantics.

OSPI Elementary Content Integration Opportunities for 2023-2024

OSPI is offering four free professional learning opportunities on content integration for educators who are interested in learning about content-integrated where K–5 students experience engaging in applied reading, writing, speaking, and listening anchored in science and engineering. These opportunities can also benefit instructional leaders looking for strategies or systems design thinking to support more meaningful English Language Arts (ELA) learning, or to increase student access to elementary science.

Elementary Mathematics Content

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Introduction

The conceptualization of an equitable and academically healthy experience centers the student as the focus of learning and aligns with the Continuous Improvement Framework. This toolkit will tie resources supporting the building of procedural fluency in elementary mathematics to support these frameworks and provide opportunities for all students to develop mathematical fluency, foster a strong mathematical identity, and cultivate a sense of agency.

Elevation of Anti-Racist and Anti-Bias Practices

Supporting the tenants of equity and trauma-informed practices, early and ongoing support of procedural fluency is critical for fostering proficiency and agency in elementary mathematics. It is crucial for every student to receive instruction that links concepts with procedures, explicitly cultivates a diverse range of strategies, offers ample opportunities for students to select from these methods, and integrates culturally responsive assessment practices to address all aspects of fluency.

Resource:

National Council of Teachers of Mathematics Position Paper on Fluency

Identification, Provision, and Growth of Equitable Supports Within Learning Communities through Family, Student, and Community Engagement

Moving beyond rote memorization of basic facts and procedures will require districts, schools, and classrooms to utilize two-way communication tools to offer ideas and gain insight into how to support student's mathematical fluency. Educators can build on "funds of knowledge" that students bring from home and community to support accumulated life experiences and ways of knowing in the community.

Tools to engage families and community may include outreach to existing community events, a grab-and-go math strategy game at back-to-school night or conferences, a math night with fluency stations that families can engage with, or the development of a brochure highlighting fluency strategies taught.

Resource: [NCTM Article on Supporting Students in Fluency]

Use of Data Inquiry/School Improvement Principles and Processes

Procedural fluency takes into account three components:

While data reflecting accuracy has traditionally been documented, tools to gather data on the students' use of efficient and flexible strategies are now deemed key to monitoring students' progress toward fluency.

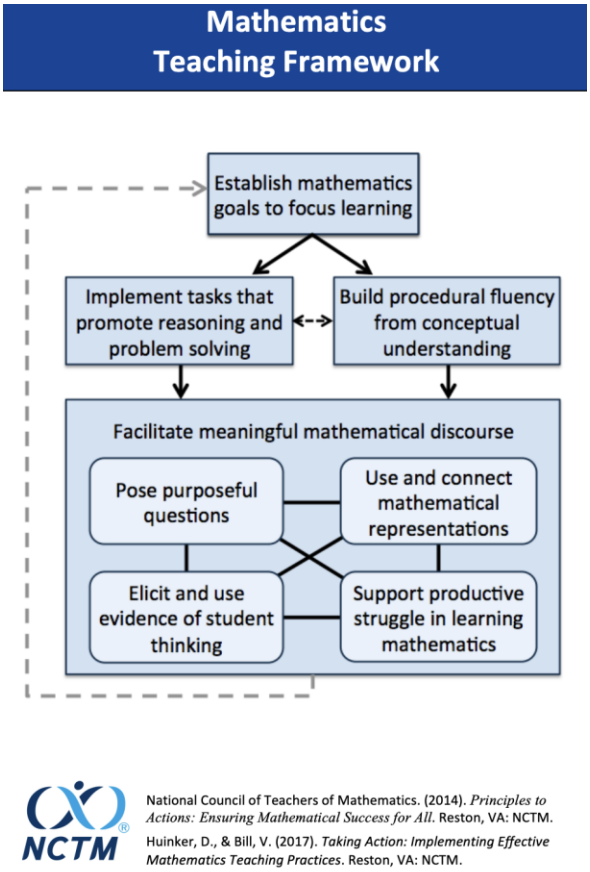
Resources:

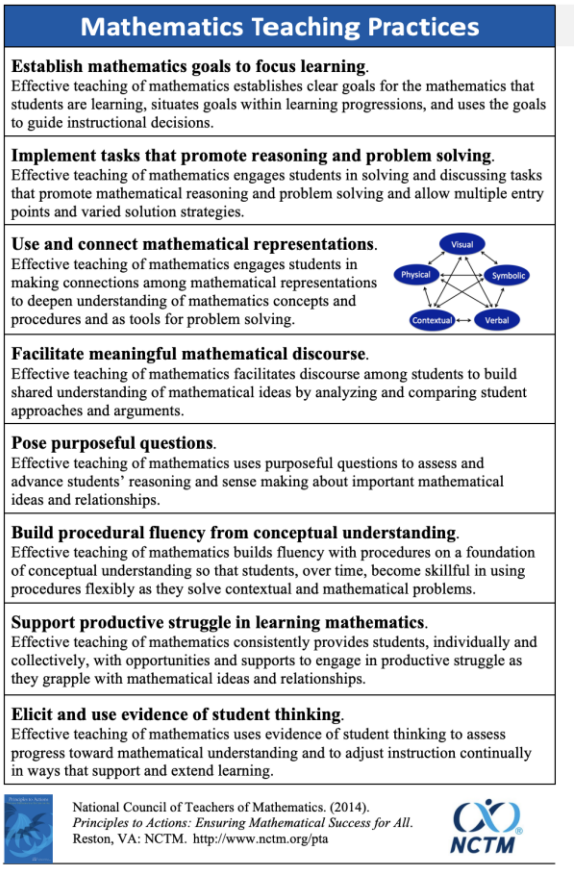
[Article: Fluency Without Fear: Research Evidence on the Best Ways to Learn Math Facts]

[Book with Assessment Resources: Figuring out Fluency]

Focus on Improving Core Instructional Practices

High-leverage instructional practices presented by the National Council of Teachers of Mathematics support the building of procedural fluency from conceptual understanding and discuss it more in depth in their Principles to Actions documents.



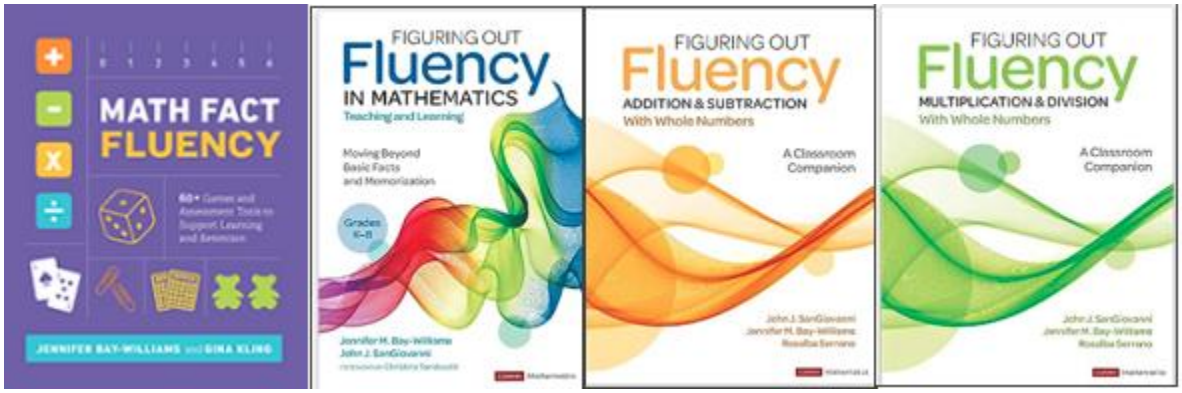


[NCTM Mathematics Teaching Framework]

[Book: Principles to Actions: Ensuring mathematical success for all]

Resources to support this work:

Books by Jennifer Bay-Williams and John SanGiovanni:



They also have titles supporting fluency with multiplication and division of fractions and decimals.

Links to first two books:

Book: Math Fact Fluency: 60+ Games and Assessment Tools to Support Learning and Retention

Math Fact Fluency Chapter 1 Excerpt

Book: Figuring out Fluency in Mathematics Teaching and Learning

Math Fact Fluency Companion Site

Washington OER Hub Resources:

Fluency Cards and Games

Number Play

Additional Resources:

Math for Love: Award Winning Resources

Graham Fletcher

Washington State Professional Learning

Virtual - Math Fact Fluency 9/18-11/10

Math Fact Fluency 3rd-5th In Person (Spokane) 10/18 + 12/6

Math Fact Fluency for K-2 In Person (Spokane) 10/20 and 12/1

Virtual - Figuring Out Fluency with Rational Numbers Book Study w/Co-Author Jennifer Bay-Williams 11/6-1/9

Elementary Science Content

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Elevation of Anti-Racist Practices

- *Understand the structural bases of trauma and opportunity gaps and integrate understanding into systemic supports.*
- *Identify and elevate strengths of and supports for those student groups and broader learning communities that have been historically and/or are currently being marginalized in educational practice.*

1. OSPI Connection: Equitable Access to Opportunity to Learn Science for All Students

Washington State has several laws (RCWs and WAC, listed below) related to the teaching of science. The first RCW defines what all K-12 students should receive as elements of an equitable basic education, which includes language arts, mathematics, science, social studies, physical education, and the arts. In recent data, a 2023 survey of Washington teachers showed that 50% of K-2 respondents, and 30% of 3-5 respondents are currently teaching science for 0-29 minutes per week, which equates many affected students. Particular care is needed to attend to equity for students historically marginalized from access to opportunity to learn science content, usually related to race/ethnicity, multilingual status, and economic status. Students without access to K-5 science face a 6-year-disparity in learning entering middle school compared to students with access, which affects their ability to be successful in secondary science courses, can limit career options, and creates a challenge to achieve overall scientific literacy needed for life.

1) Related Washington State RCWs and WACs

- RCW 28A.150.210 Basic Education- Goals of School Districts
- RCW 28A.230.020 Common School Curriculum
- WAC 392-410-115(6) Mandatory Areas of Study in the Common School

2) OSPI Infographic: Essential Practices for an Equitable and Academically Healthy Elementary Experience (2023)

Framework of essential practices aimed at an equitable and academic healthy experience for all students.

Focus on Improving Core Instructional Practices.

a. OSPI Connection: Teach Science and Other Content to Support and Improve ELA Learning. Researchers and literacy leaders are calling for the teaching of K-5 science and social studies so that students have access to content learning that builds wider background knowledge and academic language critical for student reading and listening comprehension.

1) EdResearch for Recovery: Tier 1 Instructional Strategies to Improve K-4 Reading Comprehension, Harvard (2022)
2) Setting the Conditions for Building Knowledge, ACSD (2023)
3) What Is Background Knowledge, and How Does It Fit Into the Science of Reading? EducationWeek (2023)

b. OSPI Connection: Content Integration Anchored in Science for Coherent, Connected, and Relevant Learning Academically healthy content integration is mutually supportive, so that the integration addresses and advances student learning in all content areas being integrated without negatively affecting a content area or simply absorbing one content area into another. This also means that the student practices specific to each content area are leveraged, applied, and woven together with those of other content areas to create coherence, engagement, and rigor from the student perspective. This interweaving can elevate the student learning experience and outcomes beyond what any one content area can accomplish on its own. Science serves as an excellent anchor for integrated units, as it drives an engaged need for meaningful applied reading, writing, speaking, listening, mathematics, and social studies.

Care should be taken not to simply subsume one content area within another. An absorption model can cause harm to the subsumed content as student access to the disciplinary practices of the affected content area is generally eliminated.

1) Science as a Drive for Content Integration, OSPI
2) Key Elements of Applied Mathematics in Elementary Science, OSPI
3) **Upcoming Professional Learning Opportunities on Elementary Content Integration**
    1. OSPI Elementary Content Integration (Science and ELA) 2023-2024 Professional Learning Opportunities (click here for information on the four opportunities below and to apply)
        a. OSPI Integration Teacher/Coach Cadre
        b. OSPI Integration Instructional Leader Cadre
        c. OSPI Integration Book Club
        d. OSPI Leadership Collaborative

c. OSPI Connection: Contemporary Science Education via Washington State Science Standards (Next Generation Science Standards or NGSS)

1) New Vision for Science Education This chart clarifies the major shifts in instructional pedagogy in contemporary science education (NGSS).

2) Easily Access the Next Generation Science Standards in matrix form, NSTA

3) Science and Engineering in Preschool Through Elementary Grades: National Academies Press (2022). Comprehensive national report.

Identification, Provision, and Growth of Equitable Supports Within Learning Communities

d. OSPI Connection: Science as a Means to Support Multilingual Learners (WIDA)

WIDA calls for multilingual learners to have access to elementary science learning experiences woven together with reading, writing, speaking, and listening to build understanding and linguistic connections within the context of concrete experiences. The NGSS calls for students to engage with science learning experiences using conceptual language and multimodal approaches first before connecting the resulting developed schema with academic language.

1) WIDA: Words for Science Learning: Which Word and When? (2023)

2) Multilingual Learners as Scientists: The Synergy of NGSS and WIDA

3) Integrating Science and Language for All Students with a Focus on English Language Learners Series of seven short webinars and associated briefs by Okhee Lee and NYU on linking science and language development for multilingual learners.

2. Quality Science Open Education Instructional Resources (OERs)

a) K-5 NGSS Resource Sets for Teaching Science and Integrating with ELA. OSPI collection of freely available science and ELA resources to support each elementary science standard.

b) OER Full-Year Elementary Science Curricula examples:

- Great First Eight- Kindergarten- integrates ELA, science, social studies.
- PHD Science- Grades K-2 are OER, storyline units.
- SOLID Start- Grades K-2, integrates ELA and science.
- Multiple Literacies Through PBL- grades 3-5+, PBL integrated units.
- NYU SAIL- 5th grade, designed for multilingual learners.

3. OSPI Science Standards Review

OSPI is currently engaged in a science standards review. We will maintain integrity with the Next Generation Science Standards while adding support and clarity, examples, integration, and considerations for EDL, SEL, multilingual learners etc...

Early Learning Content

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As districts are creating and implementing plans for continuous improvement, it is imperative that efforts begin as early as possible to provide a solid foundation for students and families. OSPI/AESD is committed to increasing student access and participation in high-quality early learning and elementary education by amplifying and building on inclusive, asset-based policies and practices. The provided resources will support in building a comprehensive P-3 system at the district, school and classroom levels.

Elevation of Anti-Racist and Anti-Bias Practices

Resources

Check out this Podcast from The Center for Educational Effectiveness

featuring Dr. Kristi Dominguez, a pioneer in Early Learning in Washington State and Ferndale School District Superintendent, Dr. Dominguez believes passionately that all children have the capacity to thrive in education, they simply don't all have the same opportunities to do so, and that those years before kindergarten are among our best opportunities to begin addressing those inequities.

Identification, Provision, and Growth of Equitable Supports Within Learning Communities through Family, Student, and Community Engagement

Resources

The Framework for Planning, Implementing, and Evaluating P-3 Approaches

This Framework is intended to be referenced and used over an extended period of time for reflection, self-evaluation, and improvement of P-3 efforts. This Framework helps to address key questions facing those who are developing P-3 approaches in their school, districts, and communities

Development of Strong Leadership at All Levels through Team-Driven Shared Leadership

Resources

Join our PreK-3rd Grade Leadership Network!

District and school leaders will network and learn with districts across the state in support of implementing and sustaining developmentally appropriate practices in the early elementary years (PreK-3rd Grade). The network is being facilitated by AESD, OSPI and AWSP and will meet six times during the school year. Click here to register.

Focus on Improving Core Instructional Practices through Evidence-Based Practices and Continuum of Supports

Resources

Emergency Rules for Transition to Kindergarten

Many school districts are implementing or looking to implement Transition to Kindergarten for eligible four-year-olds. The emergency rules outline the new and existing requirements for school districts. Districts planning to implement and administer a transition to kindergarten program during the 2023-24 school year, must notify OSPI

Full Day Kindergarten Guide

This Washington State Full-Day Kindergarten Guide was developed to provide kindergarten teachers, principals, and other school district administrators with common information about high-quality, full day kindergarten in order to implement developmentally appropriate and academically rigorous kindergarten programs statewide.

Learning Pathways Documents

Young children develop in non-rigid, yet predictable patterns with the largest gaps in maturation levels occurring prior age eight. Teachers can greatly benefit in understanding developmental progressions for children in order to meet children where they are and provide appropriate classroom environments and instructional opportunities. The pathways documents in numeracy, literacy, and social emotional learning outline the developmental progression for each subject area for children ages birth through age 8.

Implementation of Elementary and Early Learning

The implementation of improvement processes and activities for elementary and early learning programs is to meet the essential needs of all students and ensure that PreK-5 students are well prepared for secondary and lifelong learning. Using a multidisciplined approach with all subjects is a required aspect to create a learning environment that is conducive to growth in all subjects. If we only educate to examinations, then we are teaching to fail. When learning science, mathematics, and English come alive and are challenging in new ways assisting the maturation process and will produce learners capable of the challenges of the 21st century. It is imperative that all students receive an equitable, engaging, and coherent educational experience so that they may obtain the skills necessary for a successful life.