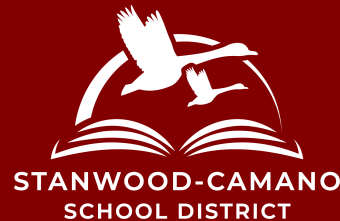
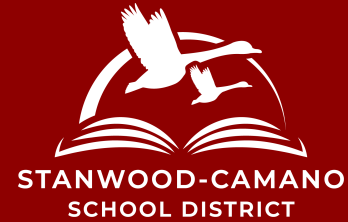




# WASA Teaching and Learning Update

December 6, 2022





## OUR PROMISE

Every student in the Stanwood-Camano School District is **empowered to learn** in an inclusive setting and is **prepared for the future** of their choice.

# Context:

SCSD requested a review of the Teaching and Learning Department

September 20, 2021 WASA conducted a full-day review.

- Interview of staff members across the district (including board members)

WASA Reviewers:

- Helene Paroff: former Assistant Superintendent of Teaching and Learning with Spokane Public Schools and current WASA Inclusionary Practices Director
- Dr. Kathy Shoop: Assistant Superintendent of Teaching and Learning with Anacortes School District

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# Methodology:

WASA used an Inquiry Approach to the Review by asking:

1. *What do you love most about working in the Stanwood-Camano School District?*
2. *If TL is central to our work, what strategies, behaviors, and beliefs are in place, what is needed?*
3. *What professional learning/development have you received in the last 3-5 years?*
4. *What does high quality teaching and learning look like?*
5. *How do you use assessment practices to enhance student learning?*
6. *Are you clear about your role and responsibilities?*
7. *Is there anything else you would like to share?*

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# Opportunities/Recommendations from WASA:

- Clarify the roles and responsibilities of TL members
- Develop a Theory of Action that describes the actions taken to move from current state to future state.
- Shift part-time TL tasks away from building principal and back to central office TL staff.
- Determine how present funding and organizational structures compares with that of other districts with high functioning TLL departments and teams.
- Provide funding and personnel for TL to demonstrate and implement strategies for every student to accomplish higher level academic performance
- Establish coherence between TL and schools; everyone knows the Theory of Action, beliefs, actions, and next steps.

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# Opportunities/Recommendations from WASA:

- Include assessment, educational technology and data to support building leadership as part of the TL department.
- Move forward with a multi-year strategic planning process.
- Develop a culture whereby SCSD operates as a coherent system with common standards, goals and assessments for teachers.
- Establish partnerships between district planning and building work.
- Create visible alignment between the district and schools; from planning to teaching and learning to district communication strategies.
- Within TL, create a plan for 2-3 focus areas (aligned to District Strategic Plan) with clear timelines, checkpoints and sponsors.

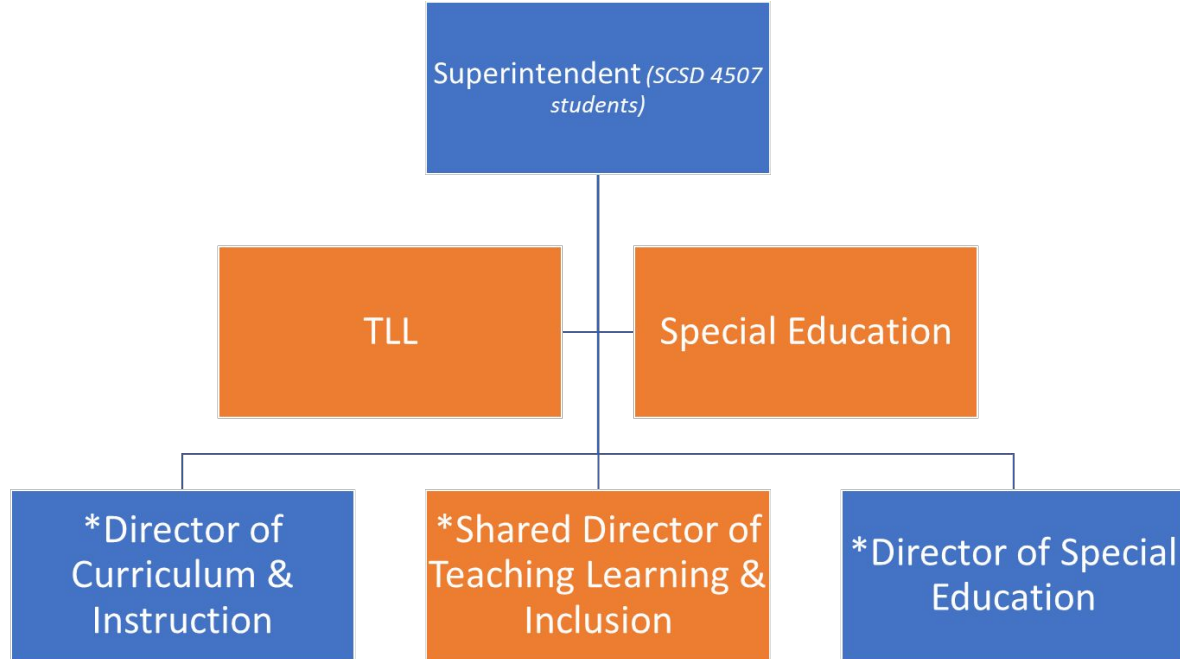
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# Opportunities/Recommendations from WASA:

- Recruit for staff that are aligned to the values and priorities of the Strategic Plan.
- Conduct an in-district audit of the nature and age of all materials used in classrooms and create a plan for replacement.
- Establish a multi-year, data-driven learning plan for TL work, with personal goals.

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**What has taken place:** Determine how present funding and organizational structures compares with that of other districts with high functioning TLL departments and teams.



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**What has taken place:** Develop a Theory of Action that describes the actions taken to move from current state to future state.

If Teaching and Learning provides:

- strong instructional and leadership professional development
- anchored in the district's strategic plan and school's AAP/SIPs
- with an emphasis on equity, voice, and data

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**What has taken place:** Develop a Theory of Action that describes the actions taken to move from current state to future state.

Then Teachers and Principals will

- continuously improve their instructional skills and pedagogy that focuses on promoting high quality teaching and leadership
- use assessment data to plan for standards driven instruction
- evaluate and assess progress
- and make modifications at various levels including the student, classroom, grade, building, and district levels

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**What has taken place:** Develop a Theory of Action that describes the actions taken to move from current state to future state.

So students will receive:

- high quality instruction resulting in individual growth as independent, resilient and reflective learners culminating in higher student achievement and increased social/emotional development and are equipped with knowledge and skills necessary to be successful in future academic and career opportunities

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**What has taken place:** Develop a Theory of Action that describes the actions taken to move from current state to future state.

Our Promise *from Teaching and Learning*

Through powerful professional development, every leader in the Stanwood-Camano School District is empowered to lead in their setting that prepares students for the future of their choice.

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**What has taken place:** Within TL, create a plan for 2-3 focus areas (aligned to District Strategic Plan) with clear timelines, checkpoints and sponsors.

<b>Focus</b>	<b>2022-23</b>
Curriculum & Instruction	K-8 Literacy Adoption
Resource Allocation Meetings	Structure <ul style="list-style-type: none"><li>● Develop Professional Development for school leaders (to understand use of categorical dollars (11/2022))</li><li>● Create architecture for schools to own the work to support their AAP/SIP through categorical dollars</li><li>● Support schools as they develop budgets for school year 23-24.</li></ul>

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**What has taken place:** Within TL, create a plan for 2-3 focus areas (aligned to District Strategic Plan) with clear timelines, checkpoints and sponsors.

Focus	2023-24	2024-25
Curriculum & Instruction	Intentional Professional Development for: <ul style="list-style-type: none"> <li>● K-8 teachers</li> <li>● Principals</li> <li>● Summer School</li> </ul> Monitoring of curriculum adoption implementation	Continued monitoring and learning of curriculum adoption Data: <ul style="list-style-type: none"> <li>● SBA Scores</li> <li>● Other assessments</li> </ul> Continued Professional Development for: <ul style="list-style-type: none"> <li>● New staff</li> </ul> Summer School
Resource Allocation Meetings (RAM)	Monitoring Fall <ul style="list-style-type: none"> <li>● Gathering information and data to understand the effectiveness of a school's categorical program.</li> </ul> Winter <ul style="list-style-type: none"> <li>● Progress Monitoring of AAP</li> <li>● Effectiveness of program</li> </ul> Spring <ul style="list-style-type: none"> <li>● Budget/staffing</li> </ul>	Continued work and refinement

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**What has taken place:** Establish partnerships between district planning and building work.

AAP/SIP review and feedback:

- July 2022
- November 2022

Differentiated Professional Development

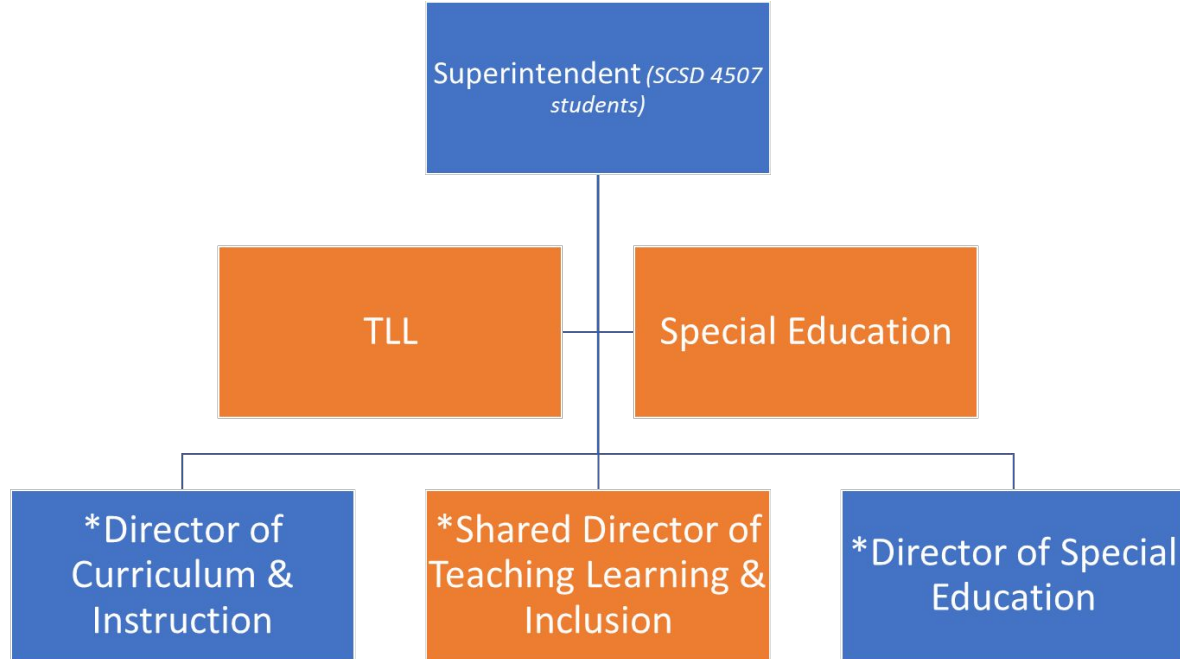
- Stanwood Elementary (Math Discourse)
- Stanwood Middle (Panorama)
- Stanwood High (Student Engagement)
- Cedarhome Elementary (MTSS)
- Twin City Elementary (Data)

School Visits

- Approximately 176 classrooms visits

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**What has taken place:** Recruit for staff that are aligned to the values and priorities of the Strategic Plan.



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Questions or Comments?

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