

Minutes

State Superintendent's Academic Standards Review Council

3-23-21

Present:

1. Dean Kaminski
2. Barbara Bales
3. Howard Kruschke
4. Jill Gaskell (WASB)
5. Chris Reader
6. Chrystal Seeley-Schreck
7. Dana Lueddecke
8. Heather
9. Howard Kruschke
10. Lisa Sanderfoot
11. Jenni Hofschulte (WI Alliance of Excellent Schools)
12. Jill Gaskell
13. Nick Janis (Office of Chris Larsen)
14. Rep. Jeremy Thiesfeldt
15. Dave Considine
16. Amy Vesperman

DPI

- John Johnson
- David McHugh

ELD

- Amy Maciolek (DPI)
- Elizabeth Warren (WIDA)
- Emily Miller
- Melissa Vasquez
- Phil Olsen (DPI)
- Robin Rivas (CESA 2)
- Tamara Mouw (DPI)

Math

- Lori Williams
- Mary Mooney (DPI)
- Julie Bormett (DPI)
- Chris Her-Xiong
- Cynthia Cuellar Rodriguez (Math Co-Chair)
- Jose Garcia-Joven

Minutes

- 9:00 am: Welcome and Overview
 - John Johnson, DPI
 - 9:04am - 9:14 Intros
 - Land Acknowledgement
 - Agenda
 - Process Timeline
 - It's been one year since the council last met
 - Public comment period was Jan - Feb 2021 on the draft Math
 - Public Hearing was done virtually
 - Outreach done across multiple digital avenues, to thousands of educators, relevant groups, and the public
 - Next steps for standards: adopt or revise the standards, then implementation
 - Assessments revised over 3 years
- 9:24 am - Mathematics: Presentation on draft of revised academic standards
 - Julie Bormett & Mary Mooney (DPI)
 - Cynthia Cuellar Rodriguez & Lori Williams (Math Co-Chairs)
 - Writing Committee - 61 members
 - Survey Results
 - 117 Respondents
 - Majority teachers, good distribution of grades
 - Similar results to initial survey
 - Strong support for the draft
 - Specific feedback for updates
 - Changes made
 - Student learning focused
 - Value for the structure of the standards, including Standards for Mathematical Practice and Content Standards
 - Stakeholders want to maintain the balance between Conceptual Understanding, Procedural Fluency (how to add/etc.), and Application.

- Increased emphasis on Standards for Mathematical Practice - now in grade bands
 - Flexibility to value student strengths and different ways to solve problems
 - Examples of problem solving in math
 - Realistic, relevant applications for decision making
 - Clarified fraction language with more accessible language
 - Clarified the first two years of standards. Allow students to follow their passions and be mathematically literate to be good citizens
- 3 Year Implementation Plan
 - Appreciation for the collaborative approach and the diversity of viewpoints
 - Long document, takes professional learning to access it effectively. This will be led by Mooney and Bormett at DPI.
- **9:43 am - Mathematics: Discussion and recommendation on revising the academic standards**

- Questions/suggestions on standards, next steps?
 - Kruschke - likes the new standards and the grade level build
 - Concerned about implementation and assessment timeline.
 - Since this is more of a clarification of standards rather than re-write, why does it take so long to update assessments?
 - The assessments will be updated to align with standards.
 - There will be work creating new assessments. Our current assessment covers most of these standards. The psychometricians who work on these, field test them in different ways to make sure they aren't biased, etc. Every year there are some items in the ACT and Forward that are test items and aren't actually measured (this year all those were cut to make Forward shorter due to the pandemic).
 - The contract is up in 2-3 years. The new assessment goes through the whole procurement process at DPI to select the assessment vendor.
 - We will continue to have an assessment every year, but depending on the procurement process, the vendor may change.
 - Bales - impressive outreach. We need to support students' interests.
 - Response: There is nationwide discussion about the relationship between HS and post-secondary education in math. The current system in HS (geometry, algebra 1 & 2, etc.) is not working for many students. Colleges have recognized this is a barrier for many, and have started thinking about early math experiences for credit. 3-4 different types of math that will better serve them in their career pathways, such as statistics, quantitative reasoning, and college algebra.

- There's a K12 and Higher Ed group working on bridging this. Serendipitous timing, since that work affects the standards.
 - Students are at the center, prioritizing their choices, and making math relevant for their lifetime.
 - Changing how everyone thinks about math in high school.
 - Comment: Good job with Wisconsin relevant and respecting local decision-making
 - Sanderfoot (former MS math teacher) - very happy with these. Has done lots of work over the years with families who hate math, it makes them feel stupid, and it wasn't useful. The system reinforced that by emphasizing only college prep. Already knows teachers excited about these.
 - 10:04 - Consensus on moving forward?
 - Consensus indicated
- 10:05 - 5 minute break
- 10:10 am - ELD: Presentation on draft of revised academic standards
 - Maciolek & Vasquez (DPI)
 - Miller and Rivas (Co-chairs)
 - Stakeholders and writers from across the state were involved, from a variety of backgrounds (particularly teachers).
 - Multilingual learners are all who are consistently exposed to multiple languages
 - 51,706 students in the state (6%)
 - 66% Spanish, 15% Hmong, Arabic 2%, Chinese 2%, and Somali 1.4%
 - WIDA
 - 43 states and 9 countries gave input, including from non-WIDA states (Wisconsin is a WIDA member)
 - 4,500 respondents
 - WIDA was started in 2003, related to No Child Left Behind and is grant funded
 - In 2004 WIDA developed their first (and until now most recent version) of their assessment (updated in 2012).
 - 2020 version
 - Updates for theory and practices
 - Better align with content standards/practices
 - Accentuates multi-modality (not just written/oral language, also numbers, diagrams, etc.)
 - Accentuates assets of multilingual learners
 - The Framework...
 - Is/has:
 - Clear and measurable goals for learning
 - A resource for accountability

- A guide for design of curriculum, instruction, assessment
- Is not
 - Prescriptive
 - Curriculum
 - A basis for evaluation/grading
- 4 Big Ideas: Equity, Integration, Collaboration, and Functional Approach
- Standards Framework moves from broad Statements to Key Language Uses to Language Expectations to Proficiency Level Descriptors
- The Standard Statements remain the same, but the abbreviations were clarified, moving from “language of” to “language for”, emphasizing language as a tool.
- Focusing on effective communication. All learning centered on the individual student. Standard 1 is therefore overarching. Language for Social and Instructional Purposes. Integrate their social-cultural context. Connect to students and sustain their multicultural assets.
- Key Language Uses (KLUs): Narrate, Inform, Explain, and Argue. High leverage genre families.
- Additional Supporting Materials: language samples, glossary, appendices for specific audiences, jumping off point with teachers/specialists, sample alignments to content standards.
 - Public website at wida.wisc.edu/teach/standards/eld
- Initial Survey of 10, plus support from educators they’ve worked with
- Vision: equity of access, all teachers are language teachers, strong collaboration between content and language specialists, asset-based mindset
- 3 Year Implementation Plan: awareness (2021-22), implementation (2022-23), and alignment of assessments and teaching practices (2023-24)
 - Rollout includes family, teachers, and other stakeholders
 - Looking at each groups’ needs

● 11 am - ELD: Discussion and recommendation on revising the academic standards

- Questions/Suggestions?
 - Mielke - how do we help educators understand this is everyone’s job? Not about taking kids out of the classroom. What guidelines/supports are there for content teachers?
 - There are supporting materials for this.
 - Both Content and ELD teachers were involved in the process, which was key (and different from the past).
 - Modeling that at the writing team level (one co-chair from content, one from ELD specialty)
- Consensus to revise?
 - Consensus indicated.

- 10:50 pm - Preview of next meeting and conclusion
(Johnson)

- Developing Alternate Social Studies Standards for the 1% of the population with severe special needs.
- The last year has been difficult, especially in education. Your work is important.