

State Superintendent's Standards Review Council

September 17, 2019
Department of Public Instruction, Room P41
Madison, Wisconsin

Present

- Jenni Hofschulte
- Howard Kruschke
- Barbara Bales
- Mariana Castro
- Amy Vesperman
- Dean Kaminski
- John Johnson
- Senator Chris Larson
- Rose Coppins
- Heather Mielke
- Rep Considine
- Pam Yoder
- Lisa Sanderfoot
- Katie Roberts here for Chrystal Seeley-Schreck

9:00 am: Welcome and Overview

- Welcome from State Superintendent Carolyn Stanford Taylor
 - We continue to grow the Equity Agenda
 - We do well in aggregate, but often not for students of color, students with special needs, and English language learners.
 - When we have standards and everyone receives their value, we go a long way.
 - Happy to see the people here - we have great diversity of thought in the work that we've done.
- Overview of the process
 - Personal Financial Literacy (PFL) will rejoin us at the next meeting. As an interdisciplinary subject it has a large writing committee and could use more time.

9:20 am: Art & Design draft - presentation and discussion of revised academic standards

- Presenters:
 - Jen Dahl, Art Educator, Past President WAEA, Past NAEA Leadership, Black River Falls
 - Tiffany Beltz, Art Educator, Past President WAEA, NAEA Elementary Division Director Elect, Onalaska
 - Art allows all students to be successful. Educates the whole child. Builds confidence and creativity. Standards give us a framework.
 - Julie Palkowski, Arts and Creativity Education Consultant, DPI
- Background: 76% of all students enrolled in the state participated in Art and Design courses
- Survey Responses - 168 responses
 - 78% identified themselves as educators
 - Lots of 90+% positive results towards the draft: the work, the structure, the rationale.
 - High ratings on identifying objectives and providing sequential progression
 - This is a conceptual base for teachers to build on at the local level - we don't identify specific resources or pedagogy or artists to study.
 - Declined changes included:
 - Changing of codes for standards
 - Prescriptive pedagogy suggestions - not part of the standards process
 - Specific pedagogy or resource inclusion
 - E.g. must visit a museum (impractical for some rural areas)
 - Question: for specific suggestions will you include those optional resources elsewhere?
 - Yes - an online Toolbox is already being created with resources to be shared statewide.
 - We're also using WISELearn for more for this.
 - Question: but if it's not a standard, will anyone do it?
 - E.g. provide a standard that's a more flexible option than a museum - a local installation, a virtual museum, etc.
 - The standards still connect to those exciting opportunities, and a pool of resources to meet those will be offered.
 - The arts association also promotes those opportunities, even for remote school districts.
 - Comment: appreciation that these can be easily assessed and are flexible.
 - Lots of opportunities for language learning here, would love to see those shared with teachers.
- Discussion & Conclusion

- Comment: A toolbox is so essential. Glad you added that piece.
 - There are/will be ways for individual teachers to suggest toolbox content.
 - The NGSS actually did the crosswalk connecting to other discipline's standards. Could be great for this toolbox too.
- Comment/Question: where are the principles of design for engineering, materials, etc. shared? Because there are lots of new degrees/careers in those areas as well.
 - Other standards: Digital literacy, Computer Science, Engineering...
 - Our Career and Technical Education are some of the newer standards, but those are coming up soon for revision as well.
 - The writing committee had teachers that teach design classes (graphic design, etc.) so included those principles all throughout.
 - The writers also had a huge discussion about media arts since that crosses so many areas. So the standards are very open to include those as well.
 - This also ties into licensure - who's licensed to teach what.
 - Design is kind of like "digital"; it shows up in many content areas, with somewhat different meanings.
 - Important that it not be pigeonholed - this is multifaceted and across the spectrum. This flexibility lets teachers play to their passions and that sweeps up students as well.
- This is the last of the Fine Arts standards for this committee. There's now a common look and language in those areas around Create, Perform, Respond, and Connect. So there's an added opportunity for collaboration and accessing these standards.
- We're at the forefront of the states, and others look to us for leadership and ideas.
- Consensus to move forward with adoption.

10:20 am: English Language Arts - presentation and discussion of public Notice of Intent to Review

- Presenters:
 - Dr. David Roloff, UW-Stevens Point, Associate Professor of English (joining via recording)
 - Lisa Duxbury, Oshkosh Area School District, 6 - 12 Literacy Coordinator
 - Dennis Winters, Chief Economist for Wisconsin
 - John Johnson, DPI
 - Barb Novak
- Overview of where we are in the process
- Video with Dr. David Roloff giving an overview of the discipline
 - There's sophisticated interaction with texts, engagement with reading/writing that only happen in ELA: poetry, etc.
 - Good reading/writing helps students create communities and workplaces that are connected, with openness to people different than themselves. So there are texts

that are mirrors (stories that reflect their lives) and windows into other experiences and perspectives.

- Important for critical consumption of information: critical thinking, examining claims, questioning, etc.
- Important for advancing education, developing and communicating knowledge.
- Build a context for understanding data and numbers; the personal impact and context.
- Understand the value of story for empathy.
- Employment and Occupation Data
 - English degree holders (BA or beyond) in WI are the least likely to be unemployed (.7% unemployment, as opposed to 1.3% for other BA+ degrees, and 2.6% with no BA)
 - The most common occupations were 1) educators, 2) managers, and 3) lawyers/judges
 - There are about 1000 occupations. At least 60% require reading comprehension and writing. And those are skewed towards the higher earning occupations
 - Critical thinking is one of the major skills that employers are looking for in the new economy
 - Other in-demand skills are non-routine interactive and critical ones.
 - Propensity for automation in the workplace: the least automatable ones are very creative/innovation focused, all of which require reading/writing skills.
 - Essential for a functioning democracy
 - There are aspects that apply to every career.
 - We have a section for all content areas: Literacy in All Subject Areas. We are not talking about those today but they will come up another year.
 - Today's focus includes learning how to read, as well as literature as art.
- Current Status of ELA Education
 - In K-8, instruction is every day of every week.
 - In 9-12, four credits are required.
 - Nearly 90% of respondents said they use our current standards, and all students engage in ELA instruction every day, so this has a huge impact.
 - Local differences:
 - Different names for the classes, e.g. often called reading/writing workshops.
 - Different structures: K-5 may have large blocks of time or small portions. All including phonics, word study, spelling, writing. In grades 6-8 it's similar, though sometimes reading and writing are split. 9-12 is pretty traditional: general english classes that are required and electives around particular themes.
 - In 2010 Wisconsin adopted the Common Core standards, though they are referred to as the Wisconsin standards.
 - 41 states use the Common Core standards.

- Some states have modified them, though often merely word level changes (e.g. argumentation changed to persuasion).
- Survey Results
 - Record number of responses: 582
 - Very mixed results for revising: average of a three out of five for importance.
 - Important to maintain similarity to other states, and keeping the current strands
 - Lots of comments but only two themes:
 - Don't make a lot of changes
 - There are too many standards to teach deeply
 - Additional suggestions
 - The language of our standards could be revised to be more inclusive and accessible to people of all backgrounds.
 - Lots of other specific suggestions but no real theme, some contradictory (more and less specificity).
 - Comments about things that are not part of the standards: district specific programs, curricula, assessments, etc.
- Standards Checklist
 - This is the first one where it does not fit the list.
 - This checklist tool was developed when the standards we were looking at were ~25 years old.
 - Question: why the resistance to change? We've seen our test scores go down over the last three years.
 - What about data about remedial options/trajectories, especially for populations that have been historically underserved?
 - What it meant to be proficient increased dramatically - the tests are substantially more rigorous than before, so it also comes down to how we support the standards: formative assessments, how that data is used, culturally responsive texts, etc. So the department is looking at PD in the classroom to make sure students are reaching standards as opposed to just looking at changing the standards.
 - Standards are the foundational aspects of what we expect students to learn. Assessments and remediation are outcomes. So we should look at what happens in between.
 - We have a charge to make sure the end of grade-level expectations are good. They're aligned, based on a lot of research and based on college readiness. But students leaving high school are often not college ready - why is that?
 - Wisconsin has changed our assessments three times in that period, and changed the cut scores. That cut in half the number of kids that reached proficiency. That choice was made by a lot of states. That's not within our realm for decision-making either.
 - "Substantial revision" might not be the right term any more, as we look at more recent standards.

- We could recommend that the State Superintendent change this checklist.
 - Since we're not seeing feedback for substantial changes and may not for other semi-recently updated standards that nevertheless may need adjustments.
- Comment: the need for culturally responsive standards is apparent, so that seems like a clear need.
 - And they are the students that we most commonly fail. We cannot implement anything without resources for the classroom, with training. We have so many resources that we're not tapping into and we need to.
 - E.g. the phrase "standard American English" is used in the current standards. Fixing that would be a more minor change.
 - For a bigger change, there's only one way in the standards of constructing an argument, and it's very traditional and very white.
 - One of the fears is the state assessment. We've been through three since 2012. Changes here would mean changes to the assessment in 3-5 years, since a lot goes into that. And ACT is the state law mandated assessment, and they're not going to change their test just because we change our standards.
- Comments:
 - We could include marginalized groups from the start this time.
 - Every 5-8 years we should update cut scores; there's always a drift in scores.
 - We're asking the people who need to implement them if it should be changed. And we don't have much of a population talking about "has the field changed", what do we know about it from other countries and states?
 - Narrow perception of the data means a narrow answer.
 - Substantial is a subjective term, which makes it tough to measure.
 - The standards are good, but the students are not succeeding. The teachers as a whole do not necessarily understand the standards and don't have the resources to. More resources in facilitating the standards would help.
- Can we add a category for equity to the checklist?
 - We can make recommendations to change the process, to change the standards, and with various specifics.
- Cultural relevance is what we need as the change.
 - This changes how teachers learn themselves. Affects kids, relationships, exposure to the arts, acceptance of themselves.
- We need more information on what in the standards needs to be adjusted
- Is there any way to simplify them? It's 197 pages long. The science standards were complicated, but that was still less than half of this. Teachers don't have enough time.
- Is there a consensus that the checklist needs changes?
 - Take out substantial
 - Add in equity in some form

- Consensus indicated
- Is there a consensus to revise the current standards?
 - Consensus indicated
 - With the caveat that there's not a main theme to the need.
 - It's the work that comes after the document that needs the most work. Need to keep this living and breathing.
 - Having new ELA standards in the spring will be a reset in some ways on the last 10 years. Together we need to produce/share resources on implementing these standards in K12 and higher-ed and beyond. This will put a new spotlight on ELA.

11:20 am: Physical Education - presentation and discussion of public Notice of Intent to Review

- Presenters
 - Penny Kroening, Retired Physical Education Teacher, WHPE Executive Board of Directors
 - Brett Fuller, MPS Curriculum Specialist for Health & Physical Education
 - Sally Jones, Health, Physical Education, and Coordinated School Health Consultant
- The old standards were written in 2010
- Warm-up activity
- Physical Education as an academic subject
 - Essential for building skills, knowledge, contributing to the development of the whole child.
 - Contributes to SEL, nutrition, and a lifetime of physical activity.
 - Focuses on growth rather than mastery.
 - Not just sports: designed to develop knowledge, healthy behaviors, fitness, sportsmanship, motor skills, self-efficacy, and emotional intelligence.
 - Physical literacy - ability to move with competence and confidence in a wide variety of activities.
 - 60 minutes of physical activity a day is recommended for kids.
 - Adults: 150 - 300 per week (21-42 per day)
 - In order for a student to be physically active they need to know how to be.
 - Goal is for 50% of class time for PE to be physically active. 90% would be a physical activity program, not education.
- PE got a lower status under No Child Left Behind
 - Under ESSA, all academic subjects are supposed to be on equal footing. Part of a well rounded education for the whole child.
 - CDC and ASCD have a Whole School, Whole Community, Whole Child (WSCC) model
- About empowering students

- Example: students designed and built snow shoes and went snowshoeing - the snowshoes fell apart. Redesigned and went back out. Part of the design and learning process.
- The goal with revision is in part to highlight the social emotional learning (SEL) part even more.
- Help students recognize where they're at: self-management.
- Wisconsin Statute and Administrative Code (WI State Statute Section 121.02 and WI Admin Code Section PI 8)
 - Every school receiving state funding is required to provide PE
 - So nearly 859,000 students are impacted. Every student.
 - K-6: 3 times a week
 - 7-12: must be taught by licensed PE teacher
 - 1.5 credits needed in high school. Which means taking it three out of the four years, at least.
 - The state has made it really easy for students to avoid PE - there are substitutions, etc.
 - PE contributes to health (and thus decreases healthcare costs for society).
 - Many programs are out of compliance with these statutes but it takes a formal complaint for DPI to do anything. So often nothing is done.
 - We need to focus on these standards to show this is important and part of a well-rounded, SEL focused, education.
 - Standards make it easy for non-PE teachers to assess the physical activities that they incorporate into their classrooms.
- Presenters showed a comparison of our current standards and the national standards, with the rating of importance for each area from our survey respondents.
 - National standards have been revised since our current standards were adopted.
- Showed a map with a sample of other midwestern and a few other states to compare: most use national standards as the foundation.
- Business Needs
 - A healthy workforce: nutrition, wellness, exercise
 - The majority of students report that they've learned things in PE that will help them in the workplace.
 - Direct career routes include: physical/occupational therapists, massage therapy, camp/athletic directors.
- Survey Responses: 110
 - More evidence than ever before of the importance of this area to learning and well being.
 - Support for revising
 - Strong support for similarity to national standards
- Discussion / Conclusion
 - Revision Checklist evaluated
 - The goal is to also create a toolkit, including UDL (Universal Design for Learning), unified sport, and adaptive PE.

- Comments:
 - Current terminology needs updating for equity.
 - This subject is a great opportunity for English language learning, though that has often not been realized. UDL is a good way to improve that.
 - National standards also bring in more cultural competency - games and dances from other cultures, for example.
 - Sports are never specifically mentioned, just skills that can be done in various avenues (cultural dance, traditional sports from other countries, etc.).
 - The national standards are a great model for us as we revise.
- Consensus to revise

12:30 pm: Preview of next meeting and conclusion

- John Johnson, DPI
- Next time draft standards in:
 - Personal Financial Literacy
 - Physical Education
 - ELA
- Council members will get a copy of the draft standards in February
- We will also look at input on revising Math
- We will meet again in mid-March, date TBD