

ALASKA'S *Education* CHALLENGE

Student Learning Committee Agenda

September 26, 2017 12:00p-4:00

Facilitators

Nancy Norman | Norman.Nancy@gmail.com
Jerry Covey | jsc@pci.net

DEED Staff Support

Deb Riddle | Deborah.Riddle@alaska.gov

Committee Members

Co-Chair Sue Hull | Co-Chair Barbara Thompson | Daisy Katcheak | Chad Parsons | Mandy Mallott | Mary Suminski
Sandy Shroyer-Beaver | Rep. Ivy Spohnholz | Rep. Harriet Drummond | Sen. John Coghill | Penny Vadla | Deena Bishop
Amy Jo Meiners | Andy Teuber | Wilfried Zibell | Marcia Olson | Jon Clouse | April Blevins | Lori Roth | Nicole Schuh | Kim Bautista

12:00 p.m. Welcome and Overview

- Attendance roll call. Welcome to those listening online.
- Audio-conference protocol & ground rules -- please silence your cell phone. Identify yourself before speaking. Limit your comments please to 2 min. or less to ensure equity of voice.
 - Format: We will have three 10-min. breaks during our conference call today and will end on time at 4:00 p.m.

Questions? Clarifications?

→ Our Goal for Today:

- Learn about our deliverables for the Oct. 4 meeting in Anchorage.
- Finalize our goals and the rationale language for each of our 3 goals/recommendations.

Questions? Clarifications?

→ Nancy: Advanced Organizer for the Oct. 4 meeting

1. Oct. 4 agenda (email attachment from Nancy and also located in our SmartSheet, row 9 attachment)
2. Meeting will be at the Dena'ina Center, 2nd floor, and will begin with coffee at 9:30a and conclude by 5:00p.
3. Head count of who will be attending.
4. 1 hr. work session from 11:15-12:15 to run through our presentation and prep for Q & A. PLEASE NOTE: This time is not to be used to finalize recommendations.
5. Committees will have 15-20 minutes on Oct. 4 to present their recommendations 10 minutes for audience Q&A. Our committee will present first, from 1:15p-1:45p.
6. All committees will present on Oct. 4 using the same standardized slide deck, which basically has a slide for each goal and a separate slide for the corresponding rationale. Our PowerPoint slides must be submitted by Oct. 2 to Erin Hardin.
7. We will need to select a spokesperson(s) to present our slides – presenter(s) must be committee members (facilitators and board members may not present).
8. The full committee (including board members and facilitators) be present at the front of the room alongside the presenter(s) to be available for questions after the presentation.

Questions? Clarifications?

Examining the Final Goal Language for each of our 3 Goals

→ 2-3 min. comments from each committee member

1. Introduce yourself: Name, where you're from, and your role
2. Refer to "Sept 26 Working Document" page 1 (email attachment from Nancy and also located in our SmartSheet, row 8 attachment)
3. Comment about the FINAL Language for each of our 3 Goals. What needs another look? What is your recommendation for rewording?

Questions? Clarifications?

ALASKA'S
Education
CHALLENGE

Student Learning Committee Agenda

September 26, 2017 12:00p-4:00

Rationale Language for GOAL #1

➔ 10 min. BREAK and Reflection Time

Task during break: Refer to "Sept 26 Working Document" page 2 (email attachment from Nancy and also located in our SmartSheet, row 8 attachment)

- Identify and be ready to share 3 key ideas for our rationale - what is most important to include?
Remember please: Our rationale must focus on "WHY" this is important, not "HOW".
- Anything important that's missing?
- Any thoughts about how the rationale might be reworded?

Questions? Clarifications?

➔ DISCUSSION - GOAL 1 Rationale:

- What do you think are the 3 most important ideas for our rationale?
 - Any thoughts about how the rationale might be reworded?
-

Rationale Language for GOAL #2

➔ 10 min. BREAK and Reflection Time

Task during break: Refer to "Sept 26 Working Document" page 3 (email attachment from Nancy and also located in our SmartSheet, row 8 attachment)

- Identify and be ready to share 3 key ideas for our rationale - what is most important to include?
Remember please: Our rationale must focus on "WHY" this is important, not "HOW".
- Anything important that's missing?
- Any thoughts about how the rationale might be reworded?

Questions? Clarifications?

➔ DISCUSSION - GOAL 2 Rationale:

- What do you think are the 3 most important ideas for our rationale?
 - Any thoughts about how the rationale might be reworded?
-

Rationale Language for GOAL #3

➔ 10 min. BREAK and Reflection Time

Task during break: Refer to "Sept 26 Working Document" page 4 (email attachment from Nancy and also located in our SmartSheet, row 8 attachment)

- Identify and be ready to share 3 key ideas for our rationale - what is most important to include?
Remember please: Our rationale must focus on "WHY" this is important, not "HOW".
- Anything important that's missing?
- Any thoughts about how the rationale might be reworded?

Questions? Clarifications?

➔ DISCUSSION - GOAL 3 Rationale:

- What do you think are the 3 most important ideas for our rationale?
 - Any thoughts about how the rationale might be reworded?
-

➔ Final Steps

- Respond by Sat., Sept. 30, with feedback about the final draft of the rationale language that Nancy will email to you by Thursday, Sept. 28.
- See you Oct. 4 in Anchorage.

Questions? Clarifications?

➔ 2 min. Closing Remarks from each committee member

➔ 4:00 p.m. Adjournment

Goal 1:

Identify and articulate the knowledge, skills, and behavioral attributes necessary for all students, preschool through post-secondary, to succeed in a rapidly changing world, valuing cultural and traditional knowledge, civic responsibility, and student interests, passions, and goals.

Goal 2:

Ensure equity of access to greatly expanded, high quality learning experiences for all students, preschool through post-secondary, using a variety of culturally appropriate methods to identify successes, mitigate underperformance, and accelerate student achievement.

Goal 3:

Make learning student-centered, ensuring that instruction and curricula for all students, from the earliest years of a child's development, through the K-12 system, and into and through postsecondary education, are relevant, experiential, culturally responsive, and interest-based.

Goal 1 Rationale:

Student success outcomes must be clearly defined so students, parents, and teachers know the learning targets, are able to personalize the delivery system, and can prepare graduates to thrive in all aspects of life. Success in the 21st century requires knowing how to learn. When learning targets are clearly defined and students understand what they must know and be able to do, they are more easily able to achieve the targets.

All stakeholders need to know exactly what knowledge, skills and attitudes will lead to success in order to navigating in the world in which they live. Success requires going beyond educational basics. Student outcomes should include not only knowing, acquiring, and mastering content knowledge, but also knowing how to:

- Collaborate and be a team-player;
- Demonstrate leadership skills;
- Be creative and use imagination;
- Employ critical thinking and problem-solving;
- Be flexible and adaptable;
- Have cultural and global awareness;
- Possess information literacy;
- Take responsibility for civic literacy and citizenship;
- Demonstrate oral and written communication skills; and
- Show initiative.

All of these knowledge sets, skills and behavioral attributes are necessary for success in life – at home, in the community, in the world, and at work.

Graduates of Alaska’s schools should be prepared to build Alaska’s modern economy regardless of where they live, their personal interests and passions, or cultural traditions. These student success outcomes will be relevant and motivating no matter what path they choose to follow in life.

Alaska’s graduates will likely have several careers during their lifetimes. Possessing skills that will allow graduates to be flexible and adaptable will serve them well in their lives. Their successes will depend not only content knowledge, but equally on all the knowledge, skills, and behavioral attributes defined by Alaska’s student success outcomes and will lead to sound decision-making, resilience, and self-reliance as graduates move into the future.

Goal 2 Rationale:

The highest performing education systems in the world are those that combine equity with quality. They give all children opportunities for a good quality education. All of Alaska's students, from preschool through post-secondary, must have equity of access and opportunity to quality learning experiences if they are to achieve the student success outcomes. This equity of access and opportunity does not currently exist - the quality and types of instruction vary greatly depending on where students may live, what school they attend or who their teacher is, or on their family experiences and income level. When all of Alaska's children have equal access to high quality learning experiences, student achievement will be accelerated and underperformance will be greatly reduced.

Investing in high quality learning experiences for all students, P-20, is a most profitable educational policy. States and post-secondary institutions that have put P-16 and P-20 programs into place have seen achievement gaps narrow. Students who have enriching school experiences are more likely to stay in school and be successful in their post-secondary endeavors. Even children who struggle in the early years but receive adequate, timely support and guidance have higher probabilities of finishing and being successful, despite any difficulties in their social or economic background.

The Programme for International Student Assessment (PISA) is a triennial international survey that aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. One significant observation from the recently released PISA assessment results is that countries that address social inequalities demonstrate better learning outcomes, while countries that ignore them remain stationary or begin to drop in the rankings. Therefore, our state and district policies must ensure:

- Accountability and assessment systems are aligned with Alaska's student success outcomes, and
- Instruction allows for customization, while still maintaining consistent, rigorous expectations for student performance.

Additionally, no single measure should be used to determine student success. Instead, multiple measures of success will allow for a more accurate and fair method of identifying successes, mitigating underperformance, and accelerating student achievement.

Because no two school districts in our state are alike, school districts must have the flexibility to ensure equity of access and aligned accountability systems while still responding to local and community and school needs. The ability to effectively create high quality educational opportunities that address all student outcomes is critical to student success, and school districts need adequate state and local resources in order to do this.

All of Alaska's students deserve access to exceptional instruction. Ensuring equity of access to quality education, with consistent accountability and assessments that are aligned to student success outcomes, will maximize Alaska's investment in education.

Goal 3 Rationale:

Alaska's education system must become more student-centered to meet the needs of each student and to achieve Alaska's student success outcomes. When students believe their experiences and opinions are respected, their motivation, buy-in, and involvement increase. Engaging students from the earliest years all the way through their post-secondary planning is essential to achieve these outcomes.

No two students are alike. Each has unique gifts. The school system should adapt to the student rather than expecting the student to adapt to the system. If schools adapt their pedagogy and curricula to meet the unique strengths and interests of each student, students will thrive. Dropout rates will decrease. Student enthusiasm for learning and academic performance will increase. Alaska's schools must have curricula that are meaningful and relevant for each student so that students have opportunities to make connections and associations by relating the subject matter to their own life experience.

If students are to succeed in today's world, educators need to rethink yesterday's teaching practices and adapt to new approaches found to produce better results for all students. If excellence for every student is truly the goal, schools must become more nimble, multi-faceted, and student-focused. Education should occur in a variety of settings, not just in brick and mortar classrooms. Engaging students in designing their learning will help teachers provide the kind of learning students need -- flexible pathways, alternative learning settings, and flexible calendars -- all focused on meeting Alaska's student success outcomes.