

**Goleta Union School District  
Curriculum Advisory Council**

**Agenda**

**December 18, 2019**

**Room 8**

**8:30-8:45 am Welcome!**

- Review of Agenda/Outcomes
- Notetaker - Joanna Lauer
- Brainstorm: Writing “Challenges”

Challenges:

- Time to teach and respond to student needs
- Class size- being able to give feedback to all students
- Consistency with what is taught and grading
- Would appreciate common graphic organizers
- Rubrics are vague. What are the differences between 4, 3, 2, 1 grades?
- Want common verbiage for writing instruction
- Are sources of writing a barrier to writing production?
- Need quality, multiple sources
- Wonders- Do we need to communicate options for accessibility so it's not a reading assessment?
- Grammar, stamina, writer's block, organization, run-on
- Consider language standards with writing
- Report card alignment
- Wonders expects a lot of students in the primary grades
- Starting with informative writing is a concern for the next grade level

**8:45-10:00 Mapping [Essential Learning: ELA \(Language\)](#) - Brigitte/Kandie**

1. Task: Work in grade spans to discuss & identify Essential Learning Standards for ELA: Writing (first 3 columns) for each of your grades (together)
2. Group Share: Highlights

Resources:

- [Professional Learning Communities: Essential Learning](#)
- [CA Common Core ELA/ELD Framework](#)

- [SBAC Blueprint ELA](#)
- [Common Core State Standards Initiative](#)

**10:00-10:15 Break**

**10:15-11:45 Writing Benchmark Calibration and Protocol Update**

- Confidentiality of writing selections
- Calibration
  - Review Writing Protocol and rubric for grade level
  - Group read, score, & discuss
- Observations & updates needed

**11:45-12:45 pm Lunch**

**12:45-2:00pm Overview & Input: Draft Educational Technology Plan**

- Mary shared her technology presentation that she shared with the Board.
  - Reviewed progress in education using technology and challenges
  - Purpose of education enabled with technology - developing learning skills in students
  - Learning experiences in the “Lab” - Design Thinking = Digital Media Production, Coding, Craftsmanship
  - CAC was asked for input on the following 16, learning experiences related to classroom technology and will lead to our GUSD Education Technology Plan: *design thinking process, project-based learning, digital citizenship, reflection, online curriculum & resources, personalized practice, accessibility, adaptive assessment, research, feedback, word processing & publishing, presentations, digital media production, coding, virtual field trips, and typing.*

**2:00-2:30pm Site Questions for Curriculum Advisory Council Q & A**

- Mary acknowledged the progression of essential writing skills over grades K-6 and the idea that the progression can be applied across curriculum.
- Are we planning on going through this process after our 2nd writing CFA? No.
- Are we considering not continuing with the same writing prompts and practices? Not necessarily. We are wanting to identify our essential learning for ELA and continue to build upon what instruction looks like. This is helping us identify where we may need additional resources in writing or whether or not we are needing to revisit the structure or practices associated with the writing CFAs.

- It was noted that our math CFAs are feeling more “post mortem” rather than formative although that was not the original intent.
- It may mean revisiting the structure and frequency of writing assessment.
- CAC is going through the same process as we did for math CFAs. The hope is that the essential learning is meaningful and valued not only for CAC, but for all teachers. The end product is the creation of a “guiding” doc noting the essential skills in both ELA and math. This should be helpful for new grade level teams and educators new to GUSD in guiding instruction.
- When we share the process, it was suggesting using the language of “valuing input” and “contributing something” will ultimately make our guiding doc stronger. In April and May, our work will be to synthesize the collected essential skills from across our school sites.
- Incomplete or less input doesn’t mean less work was contributed, but could indicate in-depth conversations and collaborations.
- Are anchor papers going to be shared with sites? Not knowing where we are headed with our writing assessment, it is not necessarily something that was planned.
- It was suggested that the anchor papers still be shared with sites to help teachers have expectations for the upcoming writing assessment, even though it is a different genre, members felt it would be helpful for teachers to see 1-4 across the grade levels.
- Is it possible to revise rubrics as well? That is something that could be discussed as well. There was a noted gap between the rubric and grade level standard.
- Mary was interested in comparing CAC scoring with site-based scoring. Many of the writing samples did not come with the rubric or double-reader scores.
- Having the “model” will help gain consistency across the district.
- Next steps are to repeat this process in grades 4-6. We still need to address listening and speaking and how do go about addressing formative assessments that are valued and accepted.
- Teachers are interested in seeing writing samples from other school sites.
- Do teachers feel these writing assessments are formative or summative? The writing “benchmark” title suggests it can be either; although it is intended to be formative, there is a summative aspect as we review results as a district to determine PD or analysis of resources.
- It was difficult to evaluate evidence cited not having the original resources or in some cases, the actual prompt available. Readers could not determine if student was plagiarized from the source.
- February 12th will most likely need more time for upper grade writing sample review.

- Concern about level of student support was also noted. Prompt read aloud? Support with graphic organizers or pre-writing activities?
- Lucy Calkin's materials are being used in SBUSD. It was shared that we are not looking on adopting any new writing curriculum, but rather identifying our essential skills and starting there.
- How do we help students who are already "high" to continue to gain 100 points on STAR 360? It was shared that some of our gifted students are gaining 100 points. We continue to look at these students who are scoring in the 1,000. It is possible for students in the 1,000 point span to gain 50 SGP or higher. Mary mentioned encouraging students to take STAR with extended time turned off. We need to remember to continue to focus on trends and not be limited on one data point.
- Kinder assessment requires iO/EADMS entry and also in the report card? Mary shared that she is looking for a replacement for iO and not operating the way we would hope. iO is the only place the view kinder data.

### **2:30-3:00pm ELD Updates and Input for next CAC on February 12, 2020**

- ELPAC updates: Title 1 teacher's have a teacher rep. 3rd-6th, we are now at the same level as CASSPP, secured sites, 3rd-6th Feb.10th testing, early Feb. examiner training (Reading, Writing, Listening, Speaking is 1:1) two hours, 15 min. total
- Principals have hard copies of practice tests, teachers have access to online practice tests to use during designated ELD beforehand, especially if they haven;t seen it before K-3 has not seen this before
- You could share and practice whole class with EOs also
- Kim shared the link- [elpac.org](http://elpac.org) "practice and training test resources"
- TK-2 (all is 1:1) two hours and 15 minutes total, only adult proctor clicks button for them \*administered in April when upper-grades are testing also
- 2nd grade writing was done in a quick-single setting, pencil-paper
- SSID cards will be available similar to CASSPP
- These results will be on the dashboard
- It's an untimed test