

Advisory Committee Meeting

Comprehensive Review of School Climate and Discipline



WELCOME!



November 15, 2017





Project Staff from EdNW



Vicki Nishioka



Trevor Soponis



Bernie Sorenson



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CREATING STRONG
SCHOOLS & COMMUNITIES



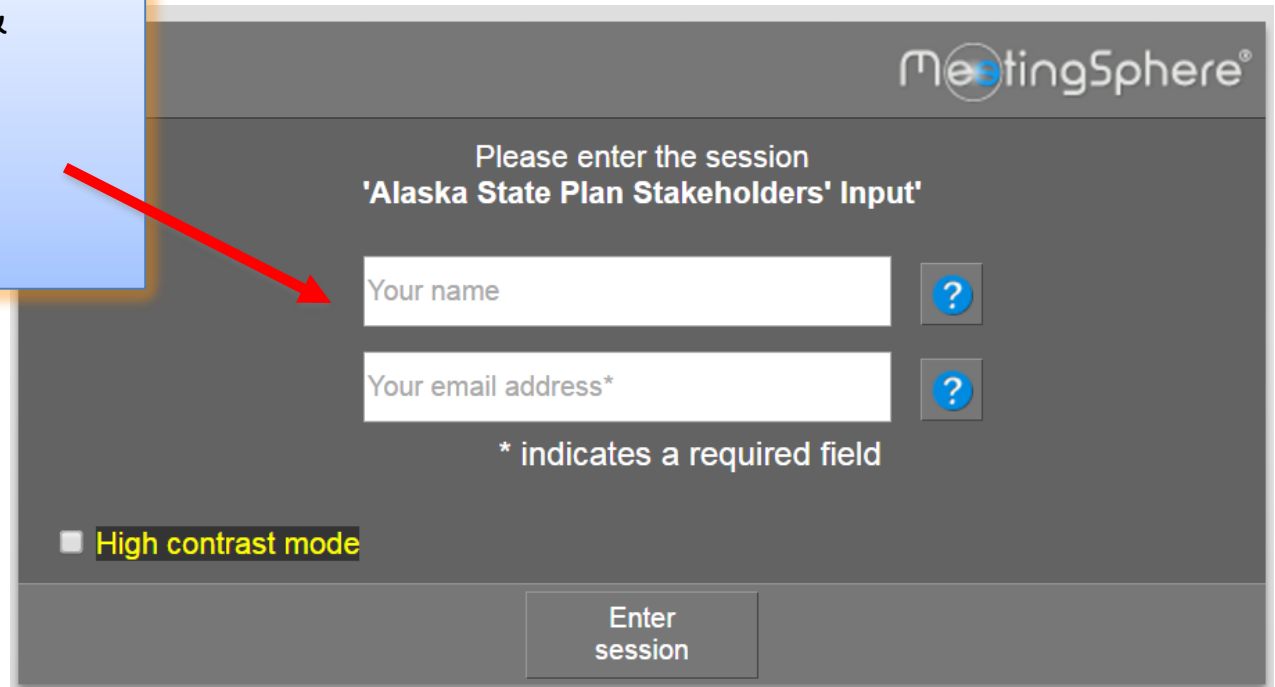
Navigating...

Me^etingSphere®

Follow link into MeetingSphere...


<https://us01.meetingsphere.com/27189391/alaskastateplan-webinars>


- Enter your name & email address...
- Enter session...



MeetingSphere®

Please enter the session
'Alaska State Plan Stakeholders' Input'

Your name 

Your email address* 

* indicates a required field

☐ High contrast mode

Enter session

MeetingSphere®

Finding your way around...



The screenshot shows a MeetingSphere interface titled "Multiple agenda items opened for you". Below the title is the instruction "Please select the tool (activity) you want to enter." followed by a list of agenda items. Each item has a lightbulb icon and a radio button. The first item, "One: Vision", has its radio button selected. The other items are numbered two through twelve, plus "Participant Affiliation" and "Questions for the EED Team". Items two through six and eight through ten have a checkmark icon to the left of the radio button. At the bottom of the list is a "Join" button. Annotations include a box labeled "Agenda" with an arrow pointing to the list, a box labeled "Tools or Activities" with arrows pointing to items three through six, a box labeled "Double click on tool or activity to enter space" with an arrow pointing to item six, and a box labeled "Select tool or activity and click join to enter space" with an arrow pointing to the "Join" button.

Agenda

Tools or Activities

Double click on tool or activity to enter space

Select tool or activity and click join to enter space

Multiple agenda items opened for you

Please select the tool (activity) you want to enter.

- 💡 ☒ One: Vision
- ☑ ☐ Two: Alaska's ELA and Math Standards
- ☑ ☐ Three: Uses of the Statewide Assessment System
- ☑ ☐ Four: Grades to test in High School
- ☑ ☐ Five: Interim or Summative Assessment
- ☑ ☐ Six: Nationally Recognized High School Academic Test
- ☑ ☐ Seven: Accountability System Design Priorities
- ☑ ☐ Eight: Accountability Indicators for Grades K - 8
- ☑ ☐ Nine: Accountability Indicators for Grades 9-12
- ☑ ☐ Ten: School Quality or Student Success Measure
- 💡 ☐ Eleven: Innovative Programs and Practices
- ☑ ☐ Twelve: Activities, Strategies, and Interventions
- ☑ ☐ Participant Affiliation
- 💡 ☐ Questions for the EED Team

Join

Enter your first activity...



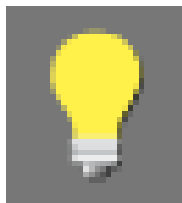
i Participant instructions

In five years, how would you like to describe Alaska's educational system?

OK

Read the "Participant instructions."

Clicking on **OK** when ready to continue.



The Brainstorm...



← ⓘ ✎ — ↩ ↺ ?

In five years, how would you like to describe Alaska's educational system?

Ideas will show up here as participant brainstorm...

You can comment on others' ideas...

💡 Enter your idea here. Send each idea as a separate item.

Contributions are anonymous

✕ ✓

Type in your ideas here; click on the green check mark when done.



Let's navigate...



Edit your
ideas here...

Delete your
ideas here...

Go to
agenda...

Alaska State Plan Stakeholders' Input > Alaska State Plan for ESSA > Question One: Vision



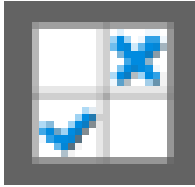
In five years, how would you like to describe Alaska's educational system?



0 / 0

1. Enter your idea here...

Comment
on other
ideas...



Let's vote...

Read question & information here...



Read and comment on others' thoughts...

Alaska State Plan Stakeholders' Input > Standards & Assessments > Question Two: Alaska's ELA and Math Standards

Do you AGREE or DISAGREE with the statement: Alaska should continue to use the current ELA and Math standards.

Background: ESSA requires states to adopt challenging academic content standards for students in math, reading or language arts, and science that have a goal of helping all students master the knowledge and skills necessary for success in college and career. Alaska's ELA and math standards meet this requirement. Between 2010 and 2012 Alaska created a broad stakeholder process that developed, vetted, and adopted our current ELA and math standards with this goal in mind.

Selected: 0 of 1 Vote for One

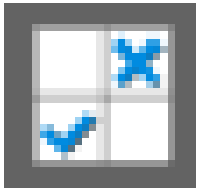
 1 / 0	1 DISAGREE <i>Please explain your thinking.</i>	<input type="checkbox"/>
 42 / 0	2 AGREE <i>Please explain your thinking.</i>	<input type="checkbox"/>

Vote here...

Submit here...

Contributions are anonymous

☐ ☒ ☐



Rank ideas...

Comment as you see fit...

Click, hold, and drag
ideas until they are in
the desired order...

Then hit **Green Check**



Hit Red "X"
To start over...

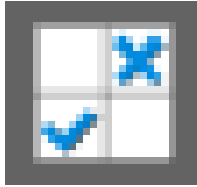


Alaska State Plan Stakeholders' Input > Standards & Assessments > Question Three: Purpose of Statewide Assessments

Rank each of the following purposes of the state assessment in order of priority; drag the highest priority to the top of the list.
ESSA requires states to assess students annually on an assessment aligned to Alaska's adopted standards. Students must be assessed in grades 3-8 and once in grades 9-12 in language arts and math; and once in grades 3-5, 6-8, and 10-12 in science. The purposes of the state assessments fall into four categories: 1) Measure grade level standards, 2) Close achievement gap, 3) Comparison, and 4) Information for teachers.

List from highest to lowest priority

1	Measure grade level standards - The state assessments should provide a common measure of achievement of basic knowledge and skills expected of students and schools across the state at each grade level. <input type="checkbox"/> Please explain your thinking.	1
2	Close achievement gaps - The state assessment should focus on monitoring and helping close achievement gaps between subgroups in schools and in regions in the state. <input type="checkbox"/> Please explain your thinking.	2
3	Information for teachers - The state assessments should provide information useful to individual teachers. <input type="checkbox"/> Please explain your thinking.	3
4	Comparison - The state assessments should provide assurance to parents and policy makers that students in Alaska are competitive in relation to students outside Alaska. <input type="checkbox"/> Please explain your thinking.	4



Weigh in...



Alaska State Plan Stakeholders' Input > Accountability > Question Four: Accountability System Design Priorities

For each statement below, indicate your opinion with it as a priority for the accountability system. The accountability system should...

ESSA requires states to create an accountability system based on their state adopted career and college ready standards. This is an exciting opportunity for Alaska to innovate as we leverage the flexibility provided by ESSA. Key to this is the establishment of a clear, shared vision for the role of our accountability system and how it connects - as a process - meaningful supports and continuous improvement for all public schools/districts.

-2 = Strongly Disagree -1 = Disagree 0 = No Opinion 1 = Agree 2 = Strongly Agree

	-2	-1	0	1	2
1 Provide data that leads to informed decision making at appropriate levels. <small>Please explain your thinking.</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Be fair by including measures that districts, administrators and teachers can control. <small>Please explain your thinking.</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Be holistic, combining academic and nonacademic indicators of success. <small>Please explain your thinking.</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Include multiple indicators that allow schools and districts to set unique goals. <small>Please explain your thinking.</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Have high expectations for students at all levels of achievement. <small>Please explain your thinking.</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Provide equity and incentives to close achievement gaps among subgroups of students. <small>Please explain your thinking.</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Incorporate both measures of academic achievement and of student growth. <small>Please explain your thinking.</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Provide clarity to show areas of strengths and areas needing improvement in all schools. <small>Please explain your thinking.</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Contributions are anonymous

Submit

Check out directions and Likert scale

Read and comment

Share your opinion on the Likert scale

Hint: Hover mouse over buttons to see ratings.

Start over



Using sticky points inside a brainstorm...

Alaska State Plan Stakeholders' Input > School Support & Improvement > Question Eight: Innovative Programs and Practices

What innovative programs or practices would you like to see become standard in Alaska's schools?

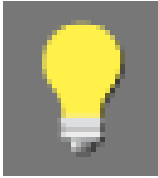
Describe an innovative program or practice that you have observed making a positive impact on students. You may add more than one. If your idea is already listed, add a sticky point to indicate your support for the expansion of the program or practice in Alaska. You may also comment on suggestions of others.

9 Needs to become standard
Please drag the points on ideas or back to the sticky point bar.

0 / 0 1. **1 Here is an idea**

Use sticky points to show your support or opinion of an idea...

Drag the sticky points icon from the bar and **drop** on the idea...



Categorize your questions or ideas...

Alaska State Plan Advisory Committee > Opening Activity > Questions Concerning ESSA

What questions do you have concerning ESSA for the EED team?

Add your question to the brainstorm space below. If your question fits one of the folder category, drag your question to that folder. Check back often to find answers from EED and other advisory group members' comments.

(0) Not categorized

Enter your idea here. Select the right folder before you send.

Contributions are anonymous

- Not categorized
- General Questions
- Timelines
- Negotiated Rule Making
- Standards
- Assessments
- Accountability
- School Support & Improvement
- Work Groups

items: 0 all contributions Regular

Use same link & email address to come back to...



<https://us01.meetingsphere.com/27189391/aspac>



Check back to see results of voting or ranking activities...



Welcome . . .

“I hope to create with our community a healthy discipline system for Fairbanks, including long-term suspensions – beyond a zero tolerance view.”

- Dr. Karen Gaborik, Superintendent of Schools



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Meeting Agenda

I. Opening Activity: Getting the Conversation Going through MeetingSphere & Webex	<i>Trevor Soponis & Bernie Sorenson, Education Northwest</i>
II. Superintendent's Welcome Message	<i>Karen Gaborik, Superintendent FNSBSD</i>
III. EdNW Team Introductions & Project Overview	<i>Bernie Sorenson, Education Northwest</i>
IV. Advisory Committee Roles & Responsibilities	<i>Trevor Soponis, Education Northwest</i>
V. Overview of Project Phases	<i>Bernie Sorenson, Education Northwest</i>
VI. Next Steps – Questions, Exit Ticket	Shaun Kraska, Assistant Superintendent FNSBSD <i>Bernie Sorenson, Education Northwest</i>





Meeting Goals

- Understand purpose of **engaging a broad set of community voices**
- Roles & Responsibilities
- Become Comfortable with **MeetingShere & WebEx**
- Get to Know One Another as **Thought Partners & Advisers**
- **Engage you** as stakeholders in giving input – strengths, challenges, hopes and wishes



Over-all Project Goal(s)

Conduct a truly collaborative stakeholder engagement process that will gather important community perspectives and input to inform decisions on improving school climate and discipline.

- ✓ *Practices that meet the different need of all students in the K-12 system*
- ✓ *Shared vision & policy alignment*
- ✓ *Adopted discipline approaches that work to develop the conditions for student success and achievement k-12*





The Journey Map . . .

2017 - 18

Nov. – Dec.

Jan. – Feb.

Mar. – Ap.

May – Jun.

July – Sep.

Nov. – Dec.

Monthly Advisory
Committee Meetings

Phase I: _____



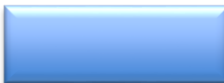
Engaging Stakeholder in Understanding Strengths, Challenges & Possibilities for Our Future

Phase II: _____



Engaging Our Stakeholder in Setting Priorities

Phase III: _____



Affirming Direction & Raising Greater Community Commitment & Awareness

Phase IV: _____



Engaging Our Stakeholder Feedback (Proposals, Drafts)

Phase V: _____



Draft Policy/Practices & Implementation/Evaluation Planning

Phase VI: _____



Toward Community Commitment & School Board Adoption

Possible **Methods for Stakeholder Involvement**



Advisory Committee

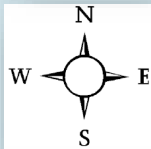
(10 -15 members from across district & community)



Focus groups



Work groups



District Leadership Team



Parents/Community

Inform

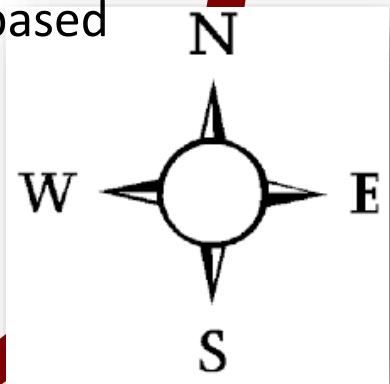
Educate

Clarify

Engage

District Leadership

- Receive regular updates on the process
- Provide input & feedback on emerging voices of stakeholders
- Consider, review, design policy changes based on AC committee recommendations



Inform

Educate

Clarify

Engage



District Leadership Team

- ❖ Karen Gaborik, Superintendent
- ❖ Shaun Kraska, Assistant Superintendent
- ❖ Sandy Kowalski, Assistant Superintendent
- ❖ Janet Cobb, Information Systems
- ❖ Ivory Mc Daniel, Human Resources
- ❖ Heather Raeunhorst, PR Department
- ❖ Wendy Dominique, School board
- ❖ Jeff Hebard, FEA Representative
- ❖ _____, ESSA Representative
- ❖ Thad Keener, FEA Representative
- ❖ Heather Steward, FPA Representative
- ❖ Beth FPA Representative
- ❖ _____, NCAA Representative
- ❖ Dalphnie Gustafson, FNA Representative
- ❖ Steve Guniss, FNA Representative
- ❖ _____, Law Enforcement



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Focus Groups

- Job- or interest- related groups
- Webinar or face-to-face meetings to learn and gather input , get ideas, potential challenges
- Abbreviated presentations to gather input and feedback throughout process

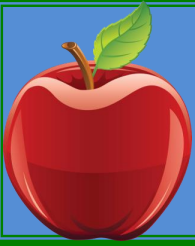


Inform

Educate

Clarify

Engage



District Leadership Team

- ❖ Students
- ❖ Law Enforcement
- ❖ Juvenile Probations
- ❖ Parents & PTAs
- ❖ Teachers
- ❖ Community Diversity Groups
- ❖ Counselors
- ❖ Health and Social Services
- ❖ School Board
- ❖ School Administrators



Work Groups

- Use trends from emerging stakeholders' voices to develop options
- Identify consideration for the various options
- Make technical recommendations

Inform

Educate

Clarify

Engage

Public-at-large

- Review materials and webinars posted to district webpage
- Provide input & feedback through online surveys, public meetings etc.



Inform

Educate

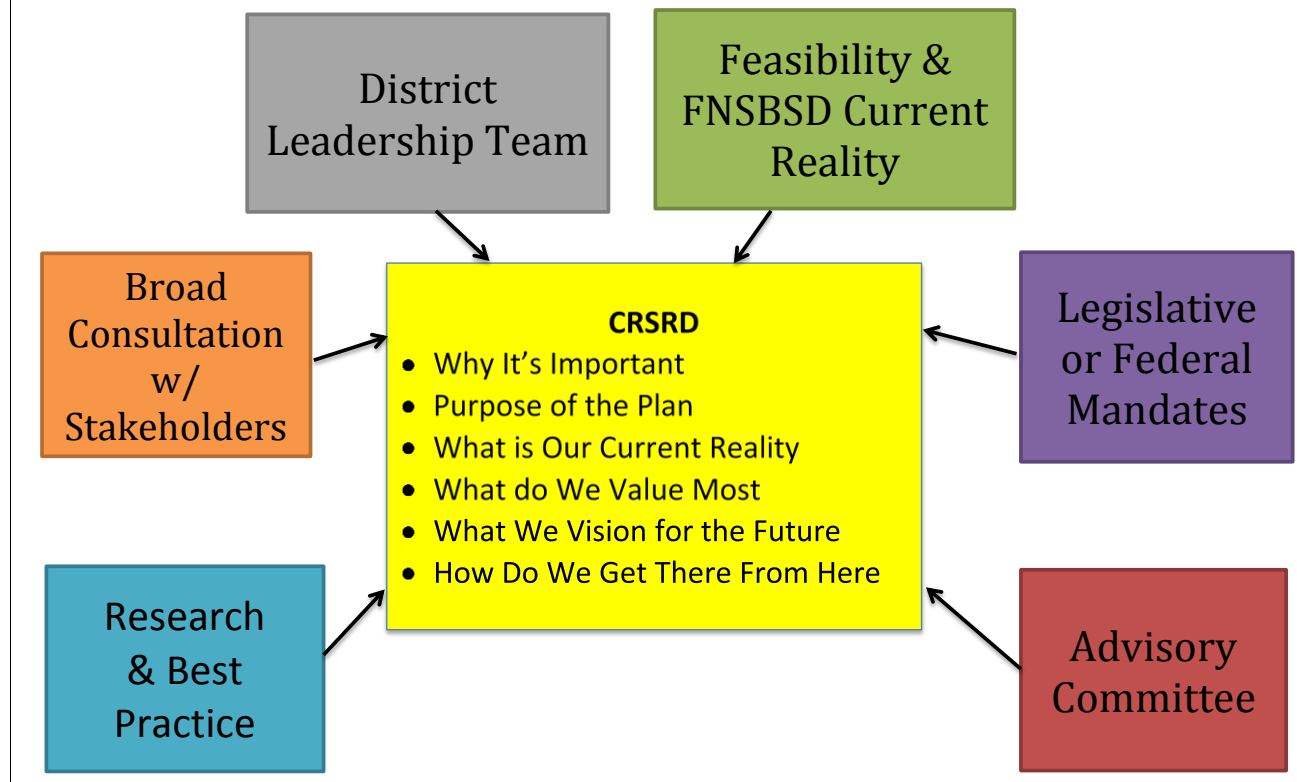
Clarify

Engage

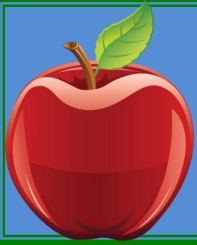


Engaging the Voices of the Community

Input Sources for the Development of the
Fairbanks Stakeholder Engagement Process to Guide the CRSCD

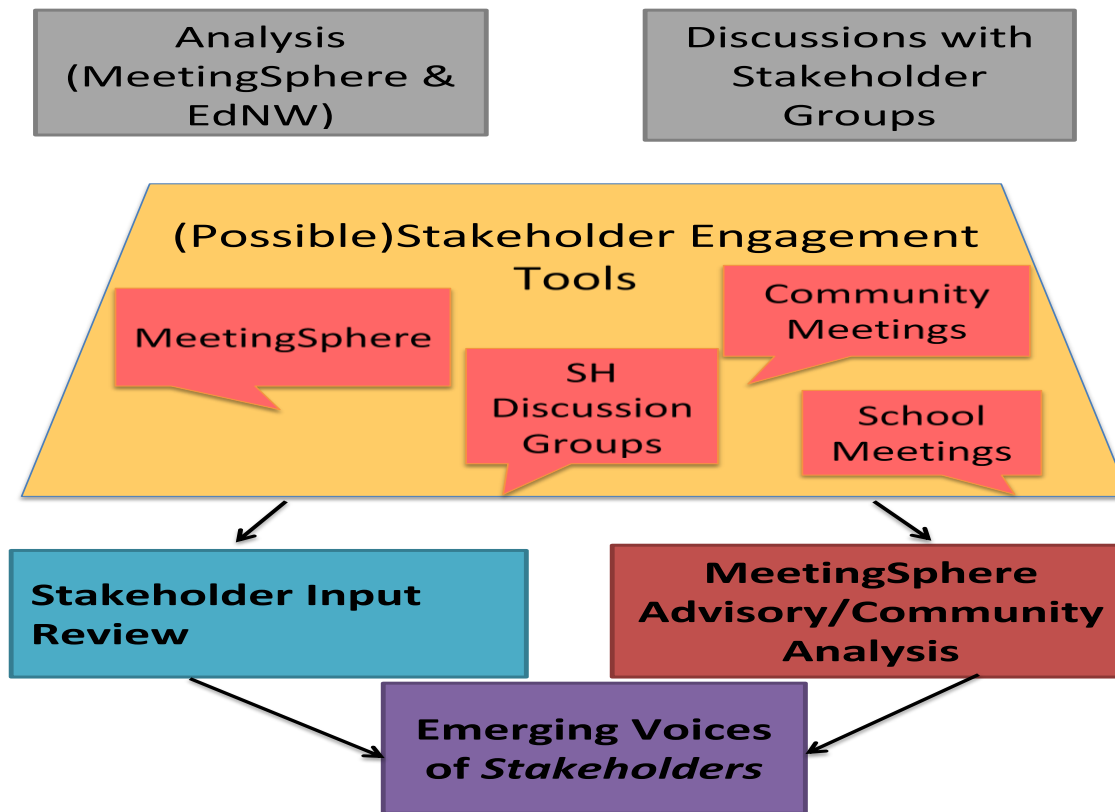


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Engaging the Voices of the Community

Process Overview: Listening to Emerging Voices of Stakeholders for Input into the CRSCD



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Phases 1-3

1. Understanding the Current Reality

Engage in moderated discussions (F2F, synchronously and asynchronously) of the information, data collected to strengthen the district's, the SH & the AC's understanding of the district's current reality.

2. Setting Priorities

Assist in helping to set priorities by providing insight, wisdom and feedback along the way. Also support involvement of other stakeholders as greater clarity and understanding of solid priorities become evident.

3. Affirming Direction & Raising Awareness

Share what you are learning with your own networks and communities.



Phases 3-6

4. Re-engaging Stakeholders for Refinement and Feedback

Continue to share out to your own networks and communities, share what stakeholders have said and the priorities being proposed and help them understand how they can stay engaged and provide feedback along the way.

5. Implementation and Evaluation Planning

Assist district leadership team in helping to set plans for how to implement and evaluate moving forward. Provide feedback to district leadership team on policy and practice recommendations.

6. Toward Community & Board Adoption

Support in the development and presentations for the final set of community awareness meetings.



Thanks!

(until next time...)

Meeting Schedule – up to 90 minutes

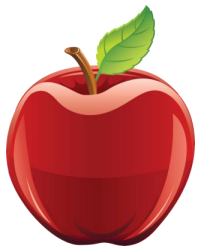
- **November 17, 2017 3:30 p.m.(F2F & asynchronously)**
- December _____ 3:30 p.m.(virtual/asynchronously)
- **January _____ 3:30 p.m. (F2F & asynchronously)**
- February ____ 3:30 p.m.(virtual/asynchronously)
- **March ____ 3:30 p.m.(F2F & asynchronously)**
- April _____ 3:30 p.m.(virtual/asynchronously)
- May _____ 3:30 p.m.(virtual/asynchronously)
- **June _____ 3:30 p.m.(F2F asynchronously)**



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Exit Ticket



Thanks!

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<http://educationnorthwest.org>

Second Interview



	Partner A	Partner B
Round 1 (30 seconds)	Talk 	Listen 
Round 2 (30 seconds)	Listen 	Ask Questions 
Round 3 (30 seconds)	Respond 	Listen 

- Switch roles
- Partner B shares out to large group what they learned about partner A

Reflection Questions

- What did it feel like...
 - not to respond immediately?
 - to have space to listen?
 - to know the structure of the conversation?
- How did the structure of the conversation SUPPORT communication?
- How did the structure of the conversation HINDER communication?