

COLLEGE & CAREER READINESS TASK FORCE

Table Discussion Groups

- Please sit in these table discussion groups:

Table 1	Table 2	Table 3	Table 4
Elana Aberge Leslie Levad Matt Livingston Brenda Quayle Jane Todd	Michelle Bainter Chris Bede Colleen Broughton Carol McGuigan Kelly Pease	Sharon Curry Andrew Dimitriou Heather Frazier Debbie Ohman Lindsay Roger	Brenda Dean Monica Garcia Dawn Goetter Kathryn Reith Lara Sokoloff
Table 5	Table 6	Table 7	
Matt Gillingham Valerie Horvath Jennifer Macchiarella Gary Moed Annette Wolf	Tim Hudson Robert Johnson Stacey McCrath Elizabeth Sirjani	Myra Arnone Nalini Iyer Joe Joss Emma Morris	

Agenda

- Welcome/Overview
- Task Force Common Interests
- Study & Analyze Research
 - ▣ Discussion of Articles
 - ▣ Using a Text-Based Evidence Protocol
- Questions from the previous meeting for clarification
- Summary/Close

Ground rules

- Start/end on time
- Silence electronics
- Ask questions of each other for the purposes of gaining clarity and understanding
- Express yourself in terms of your personal needs and interests and the outcomes you wish to achieve
- Listen respectfully, and sincerely try to understand the other person's needs and interests
- Come with curiosity and willingness to learn



Task Force Common Interests



INTEREST-BASED NEGOTIATION

Interest Based Process

- Focuses on:
 - Collaboration
 - Common Interests
 - Trust and respect
 - Building relationships
 - Developing Options
 - Refining options that are aligned to common interests
 - Developing solutions that meet common interests

Interests

- The underlying motivations that lead someone to take a certain position
- Wants, needs, concerns, fears
- Values

- What's beneath the person's "position"

Group Interests

College and Career Readiness Task Force Interests

Student-Focused

- Course offerings are well-rounded and allow for student choice, flexibility, variety, students are able to explore interests and careers (x27)
- Systems in place for interventions (at all levels) within the school day (x14)
- Balance for students' academic, social, athletics, work experience, well-rounded (x9)
- Students well-being, happiness, love of learning, less stress (x9)
- Equity of access for all students (x8)
- All student are successful (x8)
- Reasonable homework/workload (4)
- Flexible approach to meeting all students' needs (x4)
- Any changes recognize and accommodate the physical and social emotional needs of students, focus on what is best for students (x3)
- Schedule matches students natural time-of-day cues, research supported (x3)
- Students have access to programs regardless of transportation options (x2)
- School activities (clubs, ~~etc~~)
- Students are well-rested
- Supporting students in finding alternate routes to college
- More elective options for students in academic support classes

Quality Instructional Time

- Credit recovery within the school day, option to earn more than 24 credits (x7)
- Quality education, properly preparing students (x3)
- Balance for teachers with district and state mandates and teaching, time to respond to change, all teachers in all subjects supported (x3)
- Teacher well-being (x3)
- Time for teachers to make meaningful connections with all students, time to meet with students, quality time (x2)
- Minimize wasted time within the school day (x2)
- Opportunity for rigor (x2)
- Class length is sufficient for mastering subjects, long enough for experiments/simulations (x2)
- Time for teacher collaboration
- Time for student collaboration
- Improving Special Ed and English Language Learners (ELL), low SES graduation rates
- Improving school attendance

High Quality Outcomes

- Clear pathway of what is required to graduate, students can make informed choices, support with planning and mentoring (x4)
- Pathways that are responsive to student choices in careers and plans for the future (x3)
- Schedules and time allocations serve the district mission and vision – future ready
- Research-based decision making (x2)
- Innovative system/solutions (x2)
- Generating a quality outcome
- Consider childcare needs when looking at start/end times
- Long-lasting plan through Pre-K
- Community support for Middle School and Elementary
- Full understanding of consequences of any changes
- Fiscally responsible solution
- Flexibility between schools

Getting to Common Interests

Getting to Common Interests

Identify three interests that seem common to the members of our group

Which one of the interests above most resonates with you?

- *What is it about this interest that resonates?*
- *Why do you think this interest is shared by others in the group?*

Listening protocol



The Final Word

Adapted from the original by Jennifer Fischer-Mueller and Gene Thompson-Grove for the NSRF

Purpose

The purpose of this discussion format is to give each person in the group an opportunity to have their ideas, understandings, and perspective enhanced by hearing from others. With this format, the group can explore an article, clarify their thinking, and have their assumptions and beliefs questioned in order to gain a deeper understanding of the issue.

Roles

Facilitator / timekeeper (who also participates); participants

Facilitation

Have participants identify one "most" significant idea from the text (underlined or highlighted ahead of time), stick to the time limits, avoid dialogue, and have equal sized circles so all small groups finish at approximately the same time.

Process

1. Sit in a circle, and identify a facilitator/time-keeper.
2. Each person needs to have one "most" significant idea from the text underlined or highlighted in the article. It is often helpful to identify a "back up" quote as well.
3. The first person begins by reading what "struck him or her the most" from the article. Have this person refer to where the quote is in the text - one thought or quote only. Then, in less than 2 minutes, this person describes why that quote struck him or her. For example, why does s/he agree/disagree with the quote; what questions does s/he have about that quote; what issues does it raise for him or her; what does s/he now wonder about in relation to that quote?
4. Continuing around the circle each person responds to that quote and what the presenter said, briefly, in less than a minute. The purpose of the response is:
 - to expand on the presenter's thinking about the quote, and/or
 - to provide a different look at the quote,
 - to clarify the presenter's thinking about the quote and the issues raised (although at this time there is no response from the presenter).
5. After going around the circle with each person having responded for less than one minute, the person that began has the "final word." In no more than one minute the presenter responds to what has been said. Now what is s/he thinking? What is his or her reaction to what s/he has heard?



Study & Analyze Research

Discussion of Articles

□ Articles

- Extending the School Day or School Year: A Systematic Review of Research (1985-2009), Erika A. Patall
- Making Time Count Policy Brief: West Ed, May 2001
- The Case for Improving and Expanding Time in School: A Review of Key Research and Practice, David Farbman

Article Notes

Article Title:

Your Name:

Identify several significant ideas from the article.
(Include citations and page numbers from the article.)

Identify one "most" significant idea from the text. Refer to where the quote is in the text – one thought or quote only. (Include citation and page number from the article.)

- Why did this quote strike you?
- What questions did it raise for you?
- What do you wonder about in relation to this quote?

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Questions from the previous meeting for clarification

Questions from Last Meeting

- 1) One of the parameters is: To provide for a consistent staff work length/day at all levels, K-12. Why does the length of the staff work day need to be the same for teachers all levels?
- 2) Our short-term solution for meeting the Basic Ed requirement starting in 2015-16 is to use the approach of averaging the instructional hours for grades 1-12 to 1,027. Why did we decide to use the approach of averaging the hours in the short term?



Summary/Close

Homework – For the May meeting

- For the April 22 meeting, you were to have read:
 - ▣ Extending the School Day or School Year: A Systematic Review of Research (1985-2009), Erika A. Patall
 - ▣ Making Time Count Policy Brief: West Ed, May 2001
 - ▣ The Case for Improving and Expanding Time in School: A Review of Key Research and Practice, David Farbman
- For the May 14 meeting, review:
 - ▣ Expanding School Time to Expand School Learning, Christopher Gabrieli & Warren Goldstein
 - ▣ 7th period day Survey results (last section of binder)

LWSD
High-performing public schools

PARENTS
Supporting your student

STUDENTS
For success now and in the future

COMMUNITY
Strong community, strong schools



For Parents

From registration to graduation in Lake Washington School District, find all the information you need to support your student's success. Includes curriculum, testing, grades, schedules, special programs, student health, and last but not least, the lunch menu.

Go to the parents' page

Announcements



Redmond High School Para-Educator named Para-Educator of the Year
Award from Council for Exceptional Children's Division on Autism & Developmental Disabilities

LWSD Long-Term Facilities Planning Task Force meeting rescheduled to March 18

LWSD Long-Term Facilities Planning Task Force seeks input
Online open house provides information, chance to weigh in

Kindergarten Registration begins February 5
Register at your neighborhood school

Spotlight

Long-term facility planning in LWSD
Visit the task force page to learn more about its work and sign up for updates. Visit the [online open house](#) to view updated information about the district's facilities needs, the Task Force process, and the [workshop](#) to provide input on work to date.

College and Career Readiness Task Force
LWSD is seeking staff and parents to help study, analyze, and make recommendations regarding impacts of the new state 24-credit requirements and the potential for a seven-period day or other ways to expand options for grades 9-12.

Curriculum Review and Adoption Committees
During the 2014-15 school year, four committees are reviewing curricula: 9-12 Science, 6-8 Science, 6-8 Math, and K-5 Visual Arts.

News from the Schools

RHS junior admitted to 2015 Simons Summer Research Program

Practice makes perfect, or at least improves your time at "speed stacking" event

Upcoming Events

03.24.2015 **PTSA Special Needs Group Meeting**
7:00 pm at the Resource Center

03.28.2015 **Teen CEO Business Competition**
9:00 am at the Lake Washington Institute of Technology

04.02.2015 **PTSA Council Meeting**
7:00 pm at the Resource Center

04.03.2015 **Last Day of 3rd Quarter (Secondary)**

04.06.2015 **No School - Spring Break**
Monday, 4-6 - Friday 4-10

04.13.2015 **School Resumes after Spring Break**

04.20.2015 **School Board Study Session**
5:30 pm at the Resource Center

04.27.2015 **School Board Meeting**
7:00 pm at the Resource Center

To see all district events, see our online [Tandem Calendar](#)



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What's New on this Site...

Superintendent's message
School board directors and school district officials convened in Olympia for the annual WSSDA / WASA / WASBO Legislative Conference. Together, these organizations are urging the Legislature to take action.

Learn more about the new state tests
Materials from parent information nights on the Smarter Balanced Assessments are available on the [Assessing Student Learning](#) page.

District-wide boundary change project
Final boundary proposals were unanimously approved by the Board of Directors. New boundaries will go into effect in September 2015.

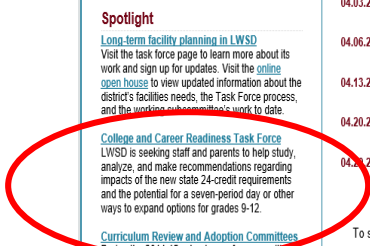
How Do I...

Register a student for school?
Add money to a lunch account?
Find which school a student will attend?

Choose task

Sign up for LWSD newsletters

Your email:



College & Career Readiness Task Force



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2014-15 Task Force Meetings

- May 14, 4:00 – 6:00 p.m.
- June 3, 4:00 – 6:00 p.m.