



# THE WASHINGTON STATE BOARD OF EDUCATION

*A high-quality education system that prepares all students for college, career, and life.*

**Title:**

**As Related To:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.                           | <input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. |
| <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. | <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.  |
|   | <input type="checkbox"/> Other  |

**Relevant To Board Roles:**

- |  |   |
|--|---|
| <input type="checkbox"/> Policy Leadership | <input checked="" type="checkbox"/> Communication   |
| <input type="checkbox"/> System Oversight  | <input type="checkbox"/> Convening and Facilitating |
| <input type="checkbox"/> Advocacy          |   |

**Policy Considerations / Key Questions:**

The retreat roadmap provides basic information about the design and struction of the 2016 SBE Retreat. Members may wish to consider which segment of the retreat is best suited to addressing their priority issues.

**Possible Board Action:**

- |  |                                |
|--|--------------------------------|
| <input checked="" type="checkbox"/> Review | <input type="checkbox"/> Adopt |
| <input type="checkbox"/> Approve           | <input type="checkbox"/> Other |

**Materials Included in Packet:**

- Memo
- Graphs / Graphics
- Third-Party Materials
- PowerPoint

**Synopsis:**

In this packet, you will find:

- Description of how retreat was designed
- Retreat goals
- What is a guiding principle
- Retreat norms and expectations
- Identification of the three "bucket captains"
- Description of the "dot exercise"
- A letter from the executive director on equity

## 2016 Retreat: Overview of goals

<b>Goal for the Planning Retreat</b>	<b>What “Success” Looks Like</b>
<p>1. Clear direction to staff to make amendments to the Strategic Plan reflecting a succinct set of guiding principles or statements built around the three policy areas under discussion at the retreat:</p> <ul style="list-style-type: none"> <li>• Student Transitions</li> <li>• System Transitions</li> <li>• ESSA Implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of written guiding principles to guide the staff’s Strategic Plan development and revision process.</li> </ul>
<p>2. Clear direction to staff on how to develop a legislative priorities statement that would be voted on in November.</p>	<ul style="list-style-type: none"> <li>• The Chair brings the Board a list of possible legislative priorities for consideration and discussion.</li> <li>• Success would be a narrowing of the possible legislative priorities to a number that staff would further analyze in advance of the November board meeting.</li> </ul>
<p>3. Preparation for our ESSA policy decisions in November, specifically around establishment of long-term goals and Achievement Index revisions.</p>	<ul style="list-style-type: none"> <li>• Guiding principles for the ESSA policy decisions before the Board in November (e.g. description of the “have-to-haves” like 1: must focus on gaps 2: must be simple to understand)</li> </ul>
<p>4. Opportunity for bonding and sharing among board members to strengthen Board cohesion and unity of purpose.</p>	<ul style="list-style-type: none"> <li>• Success is stronger relationships, better communication, and a better collective understanding of individual needs and aspirations as board members.</li> </ul>

**Monday, September 12**

7:00-9:00 p.m. Casual Gathering	Retreat Goal #4	Members will have a chance to socialize and share ideas.
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**Tuesday, September 13**

8:30-10:00 a.m. Team Building Activity	Retreat Goal #4	Tami will facilitate a team-building activity.
10:00-12:00 p.m. Table Talk Conversations	Retreat Goal #1	The entire board will get a chance to discuss topics in the three policy “buckets” - this unstructured time is valuable preparation for Wednesday’s discussions.
1:30-3:00 p.m. Wind River Middle School Visit	Retreat Goal #4	Members will visit a middle school to ground their discussions in classroom practice and dialogue with practicing educators in a rural setting.
3:30-5:00 p.m. Small Group Breakouts	Retreat Goals #2	Members will have a chance to meet in small groups to debrief on the school visit and continue discussions from earlier in the day.
6:15 p.m. Board Retreat Dinner in the Cascade Dining Room	Retreat Goal #4	

**Wednesday, September 14**

8:00-10:00 a.m. Presentation by Kristen Amundson, Executive Director of NASBE	Retreat Goals #1 and #4	Executive Director Kristen Amundson of NASBE will provide context for the Board on ESSA implementation and system transitions.
10:15-1:00 p.m. Board Discussion with Lunch	Retreat Goals #1, #2, #3, and #4	Members will engage in discussion of the retreat goals during lunch. Ms. Amundsen is available for collaboration throughout the morning.
1:15-5:00 p.m. Strategic Plan Discussion	Retreat Goal #1	The entire board will get continue to guide the amendment of the Strategic Plan during discussion facilitated by former-Superintendent Raj Manhas. Member ideas will be sorted and contextualized using three policy idea buckets.



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## 2016 SBE RETREAT – BASIC ASSUMPTIONS & FAQ

- Desire to leave plenty of unstructured discussion time for board members – to “under-plan rather than over-plan”
- Structure conversations around three policy priorities – called “buckets.”
  1. Strengthening **Student Transitions**
  2. Anticipating **System Transitions**
  3. Implementing the **Every Student Succeeds Act**
- Slimmer packets -- Staff were asked to create pre-retreat materials and give members plenty of time to read and respond. The responses are used to narrow the focus of deliberations; to take the large policy topics and make them more manageable.
- Desire to weave a theme of **Race & Social Justice** into the deliberations – What commitment is the Board willing to make to integrate this work into its board meetings going forward?
- Dress code:
  1. Casual on Day 1 & Day 2 (keep in mind we visit a school in the afternoon on Day 1)
  2. Regular Board meeting attire for Day 3
- Staff role for the retreat
  1. Full participants on Day 1 – team building
  2. Limited participants on Day 2 – strategic discussions (resource to members)
- Two honored guests:
  1. Ms. Kris Amundson, executive director of the National Association of State Boards of Education
    - Ms. Amundson will present on two of our three policy areas of focus (ESSA implementation and system transitions). All of Wednesday morning is set aside to dialogue with Ms. Amundson. She has been invited to join us for lunch and stay for the afternoon session if she can.
  2. Mr. Raj Manhas, retired superintendent of Seattle Public Schools and North Thurston Public Schools
    - Mr. Manhas will facilitate the Wednesday evening conversation around the three policy areas of focus. Mr. Manhas will offer his opinion when called upon, but will assume an objective facilitator role throughout. We’ve invited Mr. Manhas to join us on Tuesday as well.
- One Executive Committee member will provide some introductory comments about each of the three “buckets;” Mr. Manhas will facilitate the dialogue that results from these initial statements.
- Legislative priorities and the education system health report discussions will happen on Thursday, so as not to spread the Retreat thin. (Every effort is being made to stick to the focusing mechanism of the “three buckets” approach.)

If you have questions regarding this memo, please contact Ben Rarick at [ben.rarick@k12.wa.us](mailto:ben.rarick@k12.wa.us)



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## 2016 Retreat Roadmap: Guiding Principles

A goal of the retreat is to establish a few (three-five) “Guiding Principles” from Board to staff to guide revisions to Strategic Plan. The purpose of this document is to describe what we mean by guiding principles provide some examples.

### **Key Elements of Guiding Principles:**

1. What? What is the current problem that needs solving?
2. Why? Why does this problem need to be solved?
3. How? How – broadly – might the SBE solve or help solve the problem?

Example: Career Readiness

*What?* Insufficient instruction and/or preparation for entry into living wage employment

*Why?* Live up to both college and career aspects of diploma, and make a difference in quality of life for students

*How?* Policy framework for standards and goals for career readiness.

**Executive Committee:** Each will describe his/her bucket then propose a guiding principle for it.

**Full Board:** Each member responds to each of the three guiding principle proposed, and/or advances one s/he brought for consideration of the full Board.

**Strategic Plan Example:** The 2015-2018 Strategic Plan contains four goals for the State Board of Education.

Below is an example of applying guiding principles to Student Transitions:

2015-18 Strategic Plan Goals (existing language/goal #3)	2015-18 Strategic Plan Strategies (existing language/a-d of goal #3)	2016 Guiding Principles for revising the Strategic Plan
3. Ensure that every student has the opportunity to meet career and college ready standards.	<ol style="list-style-type: none"> <li>a. Support district implementation of the 24-credit high school diploma framework</li> <li><b>b. Promote expansion and use of flexible crediting and course-taking options.</b></li> <li>c. Strengthen student academic planning processes and enhance access to planning experiences</li> <li>d. Support the implementation of career and college ready standards and an aligned assessment system.</li> </ol>	<p><b>Examples of what is/is not a guiding principle:</b></p> <p><b><i>Is a good example – (b) Include “competency-based credit” options in the Board strategy to advance College/Career Readiness.</i></b></p> <p><b><i>Is <u>not</u> a good example (too detailed, prematurely operational in nature) – (b) Design five types of competency-based credit using all of the following characteristics:</i></b></p> <ul style="list-style-type: none"> <li>○ <i>Student-centered (8/2017)</i></li> <li>○ <i>Standards-based (10/2017)</i></li> <li>○ <i>Ongoing assessment (1/2018)</i></li> <li>○ <i>Professional learning community (3/2018)</i></li> </ul>





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### 2016 Board Retreat “Bucket” Leads



**Connie Fletcher**



**Peter Maier**



**Kevin Laverty**



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Dear Board Members:

The first “on-site” activity related to this year’s strategic planning retreat will be for each of you to provide feedback on the current strategic plan. Please begin thinking about which strategic plan objectives are most important to you and which you think should be removed either due to their low priority to you or their relevance. You will have an opportunity to provide this input upon your arrival in Stevenson on Monday evening OR before our agenda begins on Tuesday morning.

Board Member instructions for providing input to current strategic plan:

On Monday evening and Tuesday morning, you will find easels displaying poster-boards of our current strategic plan in the lobby near the fireplace. You will be given three green-dot stickers and three red-dot stickers.

- Put **GREEN** dot stickers on LIGHT GREEN components of the Strategic Plan that are your top three priorities.
- Put a **RED** dot sticker on the LIGHT GREEN components of the Strategic Plan that you think should no longer be in the SP (either because it is accomplished or addressed to the extent possible by the Board or because it is no longer relevant).

This activity will help to focus on our three “buckets” and will economize our strategic plan discussion time.

Please complete either Monday evening or Tuesday morning.

## EXAMPLE –

If you believe that the Board has done 3.A to the extent possible, you would put a red dot on 3.A

If 3.B is one of your top three priorities for the next one-two years (you would put a green dot on 3.B), as illustrated below:

**Goal 3: Career- and College-Readiness**  
Ensure that every student has the opportunity to meet career and college ready standards.

<b>3.A: 24-Credit Diploma</b> Support district implementation of the 24-credit high school diploma framework. ●	<b>3.B: Flexible Crediting and Course-Taking</b> Promote expansion and use of flexible crediting and course-taking options. ●
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# Norms of Collaboration

## Annotated

### 1. Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

### 2. Paraphrasing

Using a paraphrase starter that is comfortable for you – “So...” or “As you are...” or “You’re thinking...” – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

### 3. Posing Questions

Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, “What might be some conjectures you are exploring?” Use focusing questions such as, “Which students, specifically?” or “What might be an example of that?” to increase the clarity and precision of group members’ thinking. Inquire into others’ ideas before advocating one’s own.

### 4. Putting Ideas on the Table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea...” or “One thought I have is...” or “Here is a possible approach...” or “Another consideration might be...”.

### 5. Providing Data

Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

### 6. Paying Attention to Self and Others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

### 7. Presuming Positive Intentions

Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.