

ACI 2018-19

September 5, 2018

Meredith Purple and Dana Milburn, ACI Co-Chairs

Agenda

7:00 Welcome and Opening Remarks

7:05 School Board Introduction and Remarks

7:10 Superintendent Remarks

7:15 School Board Priorities

7:30 Department of Teaching and Learning Overview

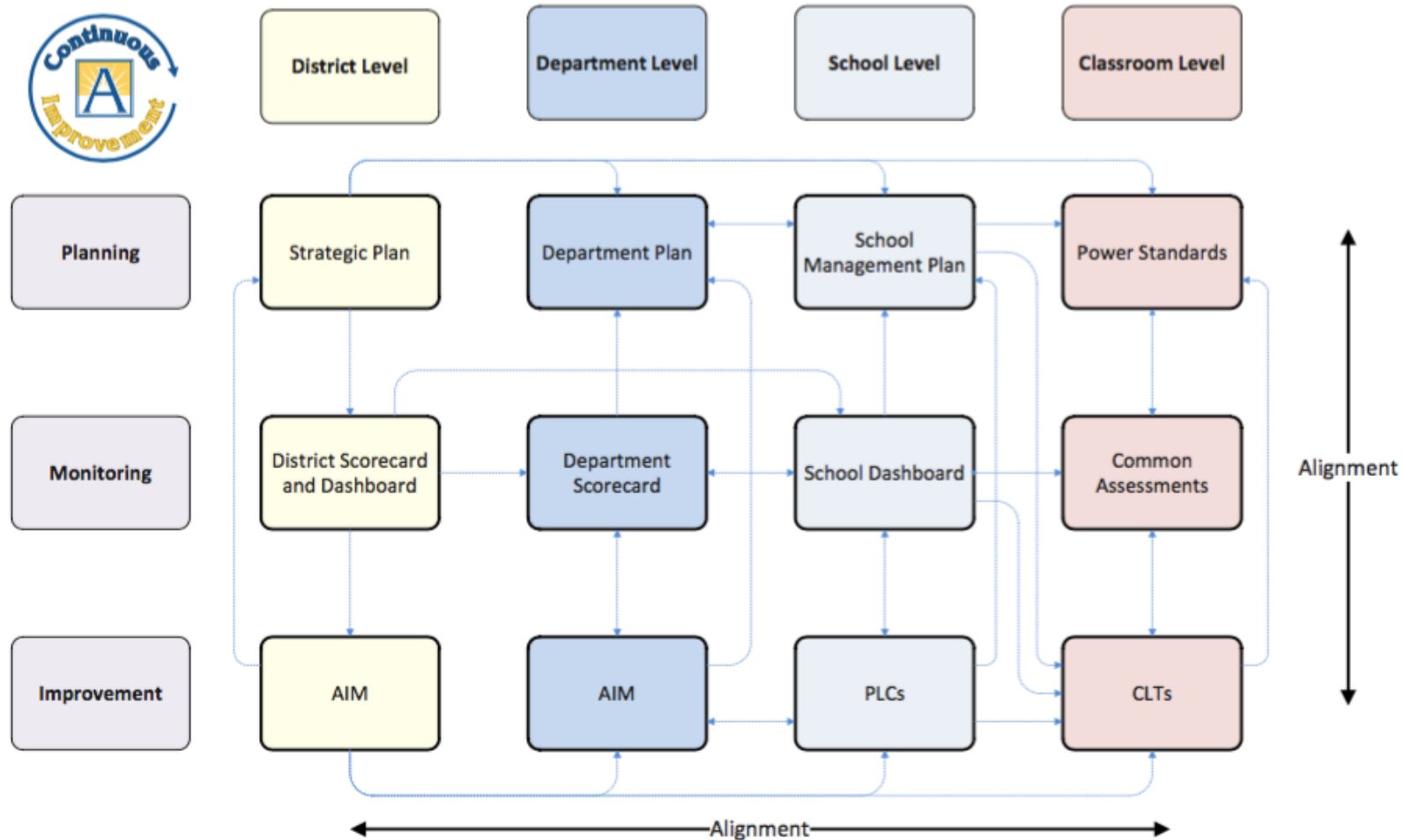
7:45 ACI 101

8:30 Committee meetings and informal discussions

9:00 Adjourn

Strategic Plan

Strategic Plan: A Framework for Decision-Making



MISSION

To ensure all students learn and thrive in safe, healthy, and supportive learning environments

VISION

To be an inclusive community that empowers all students to foster their dreams, explore possibilities, and create their futures

CORE VALUES

EXCELLENCE: Ensure all students receive an exemplary education that is academically challenging and meets their social and emotional needs.

EQUITY: Eliminate opportunity gaps and achieve excellence by providing access to schools, resources, and learning opportunities according to each student's unique needs.

INCLUSIVITY: Strengthen our community by valuing people for who they are, nurturing our diversity, and embracing the contributions of all students, families, and staff.

INTEGRITY: Build trust by acting honestly, openly, ethically, and respectfully.

COLLABORATION: Foster partnerships with families, community, and staff to support the success of our students.

INNOVATION: Engage in forward thinking to identify bold ideas that enable us to be responsive to the expectations of our organization and community while cultivating creativity, critical thinking, and resourcefulness in our students.

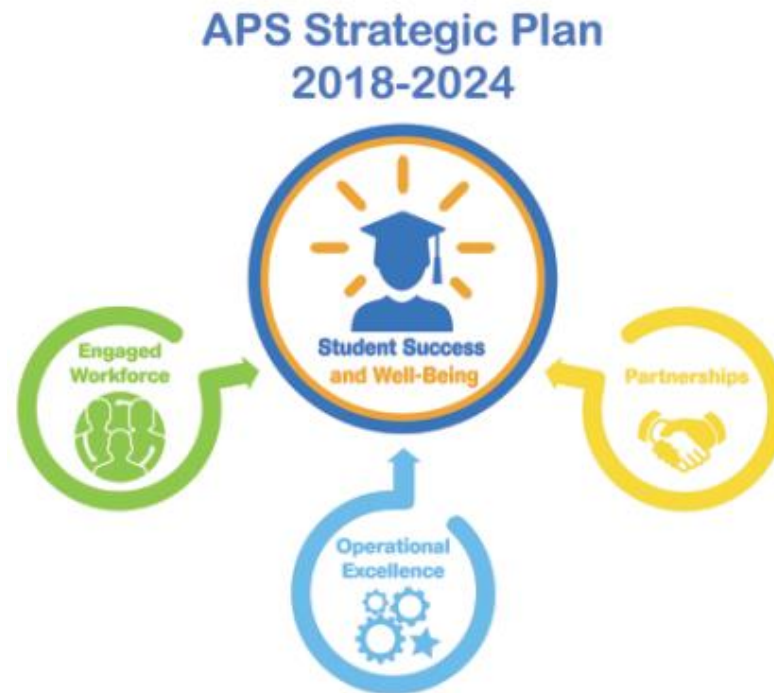
STEWARDSHIP: Manage our resources to honor the community's investment in our schools; create safe, healthy, and environmentally sustainable learning environments; support civic and community engagement; and serve current and future generations.



**Arlington
Public
Schools**

APS Strategic Plan Goals

- **Multiple Pathways to Student Success**
- **Engaged Workforce**
- **Operational Excellence**
- **Strong and Mutually Supportive Partnerships**



Teaching & Learning Priorities 2018-19

INSTRUCTIONAL FRAMEWORK

The Instructional Framework defines the evidence-based practices that guide teaching and learning experiences throughout APS. It defines our expectations across grade levels, classrooms, and content areas for learning experiences.



CURRICULUM

The APS Curriculum defines the "what" for teaching and learning experiences to ensure PreK-12 vertical articulation. Each content area is reviewing and refining curriculum following the Understanding by Design framework while providing opportunities for authentic assessments, personalized learning, and integration of critical thinking, creative thinking, communication, and collaboration.

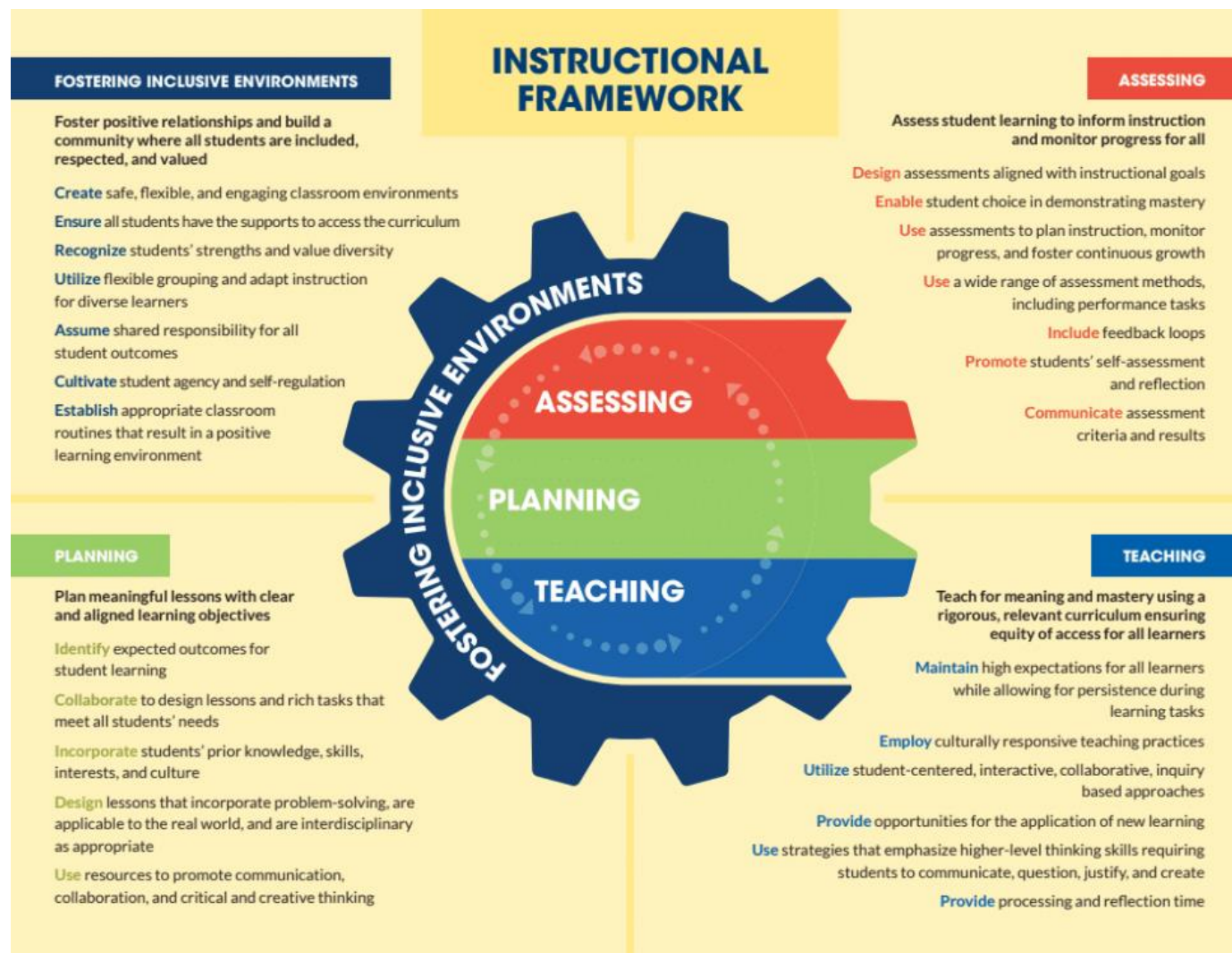


PROFESSIONAL LEARNING FRAMEWORK

The APS Professional Learning Framework defines the professional learning opportunities in place in APS to support the Instructional Framework and Curriculum.



Instructional Framework



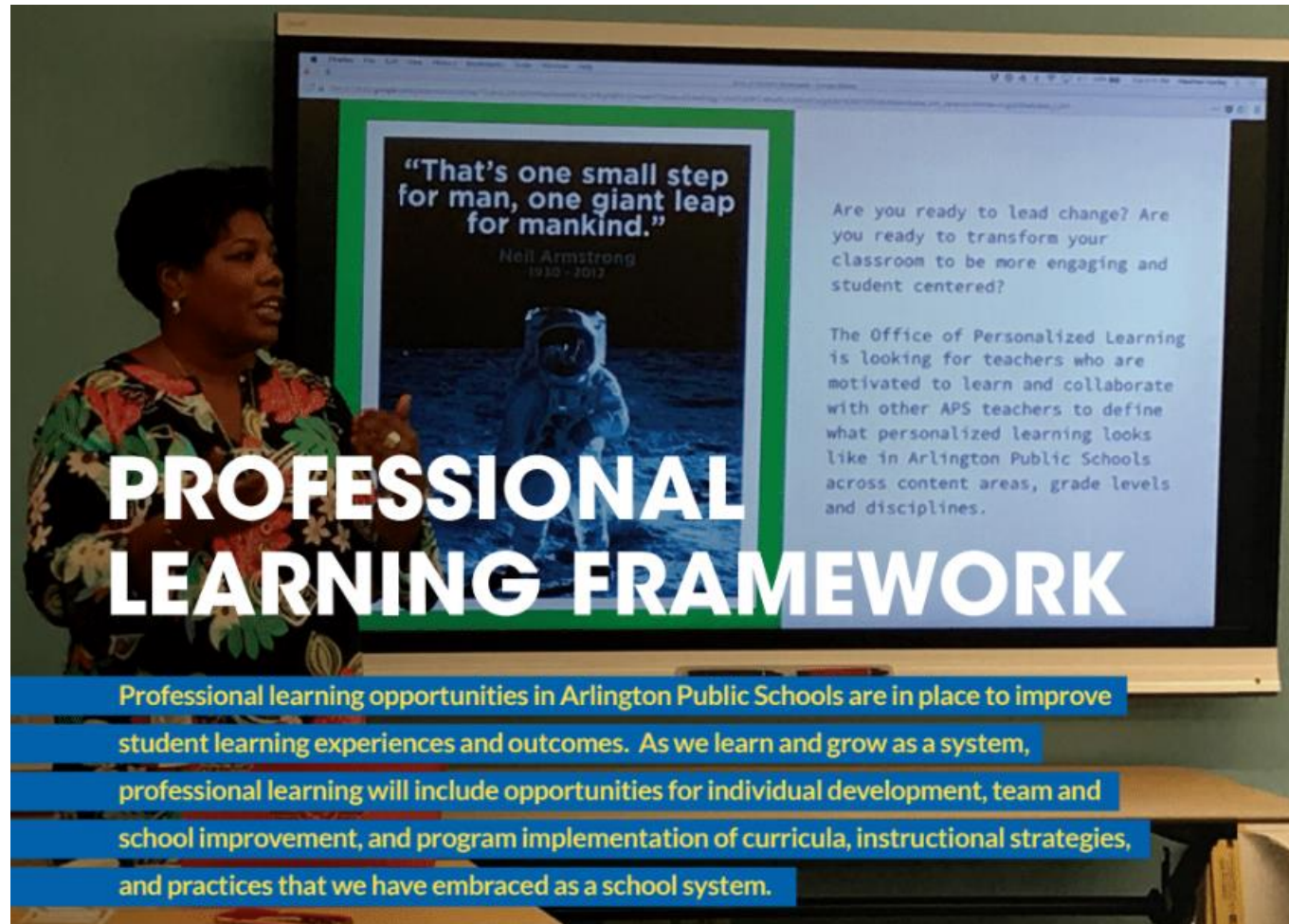
Curriculum



CURRICULUM

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Professional Learning Framework



PROFESSIONAL LEARNING FRAMEWORK

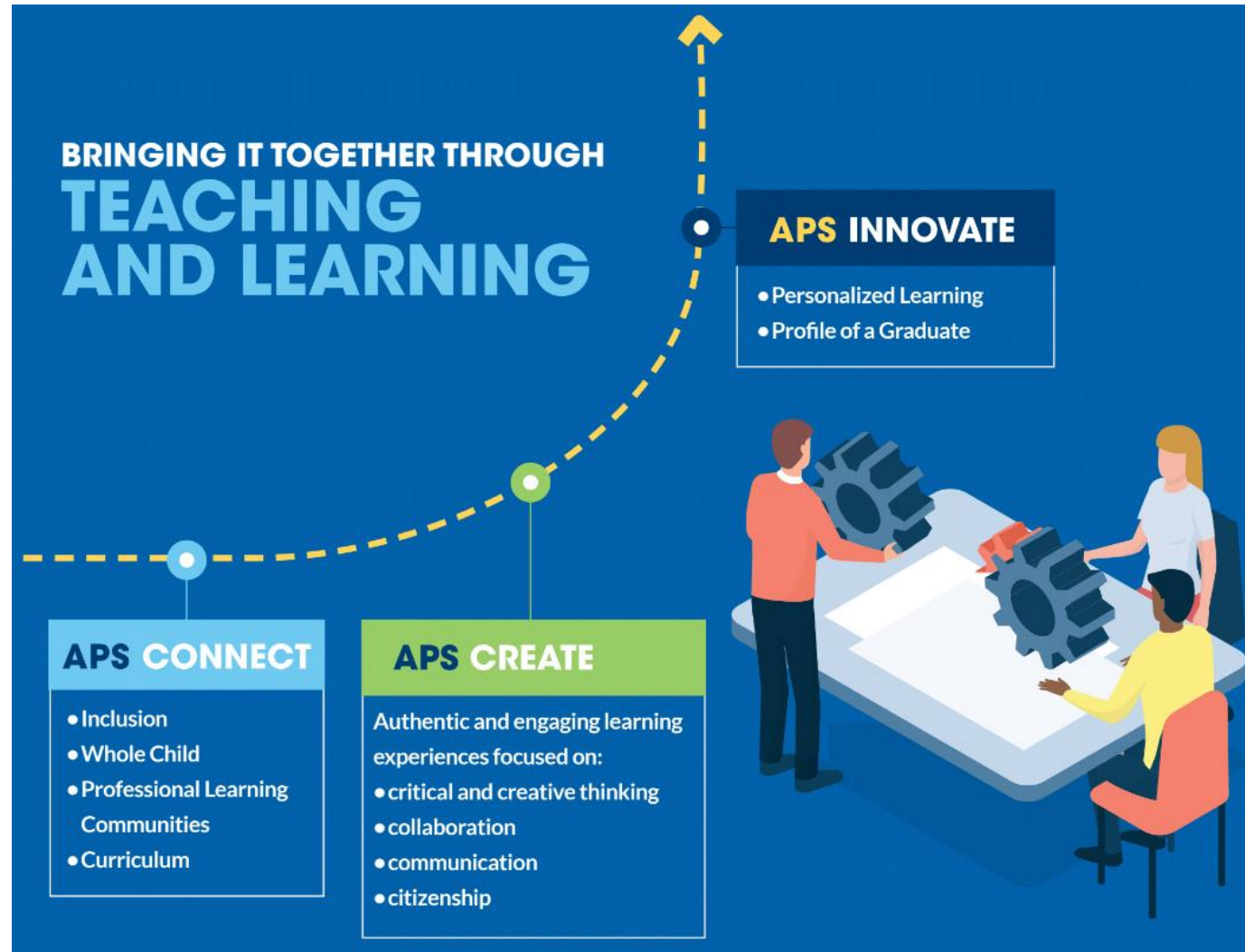
“That’s one small step for man, one giant leap for mankind.”
Neil Armstrong
1930 - 2012

Are you ready to lead change? Are you ready to transform your classroom to be more engaging and student centered?

The Office of Personalized Learning is looking for teachers who are motivated to learn and collaborate with other APS teachers to define what personalized learning looks like in Arlington Public Schools across content areas, grade levels and disciplines.

Professional learning opportunities in Arlington Public Schools are in place to improve student learning experiences and outcomes. As we learn and grow as a system, professional learning will include opportunities for individual development, team and school improvement, and program implementation of curricula, instructional strategies, and practices that we have embraced as a school system.

Professional Learning Framework



Professional Learning to Support Student Success

CONNECT:

Building the Infrastructure of Teaching and Learning

- ATSS Overview **W O 1 2 3**
- Co-Teaching Models **S B 2 3**
- Equity and Excellence **S B 1 2 3 5**
- Understanding Dyslexia **A O 1 2 3**
- Understanding English Learners **W F 1 2 3 4 5**
- Understanding Gifted Learners **S B 1 2 3 4 5**
- Student Support Processes: Student Study, 504s and IEPs **W F 1 2 3**
- Universal Design for Learning **W B 1 2 3 5**
- Why Inclusive Practices? What are Inclusive Practices? **S B 1 2 3 5**
- Young Scholars: A Focus on the Gifted Gap **S B 1 2 3 4 5**

Content Knowledge

- Assistive Technology **A O 1 2 3**
- Creating Sensory Safe Spaces **W F 1 2 3 5**
- Executive Functioning **W F 3**
- Flexible Seating and Student Movement **W F 1 3 5**
- Implementing IEPs **W F 1 2 3 4 5**
- Inclusive Practices for English Learners (ELs) - Fundamentals of Sheltered Instruction **W F 1 2 3 4 5**
- Supporting ELP Level 6 Students **W F 1 2 3**

Enhancing Teaching and Learning

- Courageous Conversations **S O 1 5 6**
- Culturally Responsive Teaching and Learning: SEED I and II **S F 1**
- Assets vs Deficits **W F 1 2 3 4 5 6**
- Delivering Specially Designed Instruction **W F 2 3 7**
- FACE: Race, Class, Equity, and Family Engagement **W F 1 5 6**

Leading Others

INCLUSION:

Inclusive education is both a vision and a practice...of welcoming, valuing, empowering, and supporting the diverse academic, social/emotional, language, and communication learning of all students in shared environments and experiences for attaining the desired goals of education. Inclusion is a belief that everyone belongs, regardless of need or perceived ability, and that all are valued and contributing members of the school community (Villa and Thousand, 2016). Inclusive practice is an approach to teaching that recognizes the diversity of students, enabling all students to access course content, fully participate in learning activities, and demonstrate their knowledge and strengths.

Teaching & Learning Priorities 2018-19

- Continue to focus our work on the elements of the Teaching & Learning Framework
 - Instructional Framework
 - Curriculum
 - Professional Learning Framework
- Focus on improving teaching and learning experiences for Students with Disabilities
 - Co-teaching
 - Specially Designed Instruction
 - Student Support Visioning (ATSS, Student Study, IEPs, and 504s)
- Engage in development of the K-12 Instructional Pathways

ACI 101

ACI Purpose

“The Advisory Council on Instruction assists in the continuous systematic review of various aspects of the instructional program and in the development of recommendations for instructional improvement, including recommendations for the introduction of new programs, and to conduct studies of instructional topics from time to time as determined by the School Board.”

Arlington Public Schools School Board Policy 10-6.1, Advisory Council on Instruction

What does ACI do?

- ACI is advisory, not a policy or voting organization
- Forum for broad input and discussion of ideas
- ACI recommendations in practice:
 - Additional HILT counselors
 - Quality point for dual-enrollment courses
 - Use of the NNAT (non-verbal testing) for gifted identification
 - Additional counselors, psychologists, social workers

ACI Members

- School Representatives (voting)
- Community Representatives (voting)
- Committee chairs are *ex officio*, non-voting members of ACI
- Committee members are welcome and encouraged to attend ACI meetings (non-voting)

ACI Committees

- Includes curriculum-based advisory committees, half of whom report to the Council annually.
- Committee reports and recommendations are evaluated by the ACI members and presented to the School Board for consideration.

ACI Committees

- Arts
- Career, Technical and Adult Education
- Early Childhood
- English Language Arts
- ESOL/HILT
- Gifted Services
- Math
- Science
- Special Education (ASEAC)
- Student Services
- Social Studies
- World Languages

ACI Leadership

Co-Chairs

Meredith Purple and Dana Milburn

Co-Chairs each serve a two year term. The co-chairs help plan the calendar, run the ACI meetings and all other general operating functions of ACI.

Vice Chairs

Kevin Dezfulian, Donna Owens, Michael Shea, Tauna Szymanski, Gabriela Uro

Support committees (help with the report process in the fall as needed, availability to assist with content/recommendation preparation in the spring), assist with organizing and presenting material at ACI meetings, manage working groups, ad hoc committees, and special projects.

ACI Liaisons

Assistant Superintendent of Teaching and Learning

Dr. Tara Nattrass

Sarah Putnam, *Director of Curriculum and Instruction*

Primary APS liaison for the work that the ACI does and helps facilitate staff requests and information to and from the school board

Executive Administrative Specialist

Rosa Ewell

School Board Liaison

Barbara Kanninen

Shares the work of the ACI with the school board and provides information on school board priorities to the ACI

Responsibilities of ACI Members

- Attend meetings, review committee reports, and evaluate the recommendations to be put forth to the School Board
- Actively participate in meetings and provide feedback on APS areas of focus
- Continually consult with the organization you represent – i.e., seek comments on reports and provide regular updates back to the ACI
- Represent your organization when evaluating recommendations
- View your school report card and be informed about what is going on at your school

Responsibilities of ACI Members

- View your school report card and be informed about what is going on at your school.
- Learn more about your school and student performance:
 - School Summary Data Report: https://www.apsva.us/wp-content/uploads/2015/09/School-Summary-Data-2016_web.pdf
 - APS Statistics: <https://www.apsva.us/statistics/>
 - School Management Plans: <https://www.apsva.us/school-locations/school-management-plans/>
 - School Overviews: <https://www.apsva.us/school-overviews/>

ACI Committees

- Advisory Committees are made up of parent and community volunteers who have an expertise or interest in that particular subject area
- The committees look across APS to review related programs and research potential best practices, improvements and/or changes that might be recommended for that area
- Half of the committees present a report to the ACI and the School Board annually. The reporting year report includes recommendations evaluated by ACI.

ACI Meetings

- First Wednesday of the month
- One additional meeting in October to accommodate reporting schedule; possible additional meeting in Spring to accommodate budget and/or snow days.
- Reporting and meeting schedule designed to allow for ACI to work on other topics of interest while also hearing and evaluating committee recommendations.
- Ad hoc committees or break out sessions may be used to cover more material in the time allotted.

ACI Calendar

- **October 3**
- **October 17**
- **November 7**
- **December 5**
- **January 9**
- **January 29 and 31 (tentative) —School Board Work Session(s)**
- **February 6**
- **March 6**
- **April 3**
- **May 1**

Reporting Schedule

- According to ACI policy, all committees must submit a report each year.
- Recommending year reports will be discussed at Fall and Winter meetings. One hour per report.
- Recommending year reports will be presented at School Board work session(s) after the ACI evaluation process is completed in January.
- Non-recommending reports may be short updates.
- Non-recommending committees will have the option of presenting to ACI for feedback. Those presentations will be in the Spring. If committees do not wish to present, it is not required.

Committee Reporting Dates

Due Dates:

- Monday, October 8: Gifted and World Languages
- Monday, October 29: CTAE
- Monday, November 26: ESOL/HILT and Early Childhood

Presentation Dates:

- October 17: Gifted and World Languages
- Nov. 7: CTAE
- December 5: ESOL/HILT and Early Childhood

Committee Meetings

- Third Wednesday of the month if possible, otherwise at the discretion of Committee Chairs
- Take advantage of common meeting night to coordinate with other committees
- School and community representatives are encouraged to visit committee meetings and join a committee in an area of interest.

ACI Processes

Working Agreements:

- Assume positive intentions
- Allow everyone's voice to be heard
- Focus on the work
- Promote a sense of inquiry
- Pay attention to self and others
- Don't 'let the perfect be the enemy of the good'
- Best intentions rather than winning a point
- Understand that ACI is advisory, and does not set or control policy

ACI Processes

What to Expect at ACI Meetings with Committee Reports

One or two committees normally will report at each meeting.

Committees have one hour per report.

ACI members are expected to have thoroughly read each report before the meeting, and be prepared to ask questions and fill out the evaluation rubric.

Committee Chair provides short overview of report (2-3 minutes).

Committee Chair and Staff Liaison discuss the report with the ACI, including responding to questions and considering feedback.

After the meeting, ACI voting members fill out an evaluation rubric for each recommendation.

During the January ACI meeting, recommendations from all of the recommending committees will be reviewed and discussed in preparation for the ACI School Board work sessions.

ACI Processes

Protocols for Discussions

- Only ACI voting members may ask questions or comment.
- Follow the “1-minute/1-question” rule.
- Demonstrate respect for all members’ time and all members’ perspectives.
- Clarifying questions are preferred; ACI meetings are not an appropriate time/place to address individual student issues.
- Time permitting, a second round of questions may occur.
- The Chairs reserve the right to shorten, redirect or stop questions and comments as necessary for meeting and time management.
- Any remaining questions and/or comments can be submitted in writing via email to the ACI Chairs for follow up with the presenting committee and can be used for future consideration or for response.

ACI Processes

Rubric and Ranking (see handout)

- All recommendations will be evaluated on the ACI Rubric by voting members immediately after the committee presentation.
- After all committee reports, ACI will meet in January to discuss and review the recommendations as a whole and rubric results.
- After the January ACI meeting, voting members may rank up to 10 recommendations in order of preference.
- Ranking is independent from the rubric process.
- Both rubric data and the final ACI rankings will be presented to the School Board as part of ACI's reporting.

How do I get involved?

- School Representative: Each PTA or Principal nominates the school's representative(s).
- Community Organization Representative: If your organization would like to have an ACI representative, please contact the Co-Chairs.
- Joining a Committee: Many committees have room for additional members. Please share with your school communities and visit the APS ACI website (www.apsva.us/aci) for an application.
- Want to do more? Talk to a Co-Chair--we are excited to help you grow in your volunteering and advocacy.

More information?

- All meeting materials (agendas, minutes, reports, etc.) are posted on the ACI website: www.apsva.us/aci
- Meredith and Dana are happy to hear from you at any time:

Meredith Purple: meredithmcclure@hotmail.com

Dana Milburn: dmdb@rcn.com

Comments and Questions



Informal Discussions/Committee Meetings

- Committees may use this time for brief meetings. School and community representatives are invited to visit with a committee in which you are interested.
- School and community representatives are also encouraged to get to know each other and share at your tables:
 - What you are hoping to get out of ACI this year?
 - What topics is your school or organization interested in or concerned about this year?
 - What questions do you have about ACI that haven't been answered?
- Co-chairs and Vice-chairs are available to visit with committees and representatives. Note cards are also available at every table if you would rather turn in questions/comments.

ACI 2018-19

September 5, 2018

Meredith Purple and Dana Milburn, ACI Co-Chairs