



WASA Management Review

Teaching, Learning and Leadership

Fall 2021

January 4, 2022 Board Report
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Introduction

- WASA has provided TLL reviews, upon request, for school districts across the region for 18 years. To date, WASA has conducted 100 reviews.
- WASA reviewers conducted a full-day review on September 20th, interviewed 12 staff members from across the district, including the President of the Board of Directors.
- WASA reviewers:
 - Helene Paroff, former Assistant Superintendent of Student Learning and Support Services in Spokane and current WASA Inclusionary Practices Director
 - Dr. Kathy Shoop, Assistant Superintendent of Teaching and Learning in Anacortes

Inquiry-Approach to the Review

1. What do you love most about working in the Stanwood-Camano School District?
2. If TLL is central to our work, what strategies, behaviors and beliefs are in place, what is needed?
3. What professional learning/development have you received in the last 3-5 years?
4. What does high quality teaching and learning look like?
5. How do you use assessment practices to enhance student learning?
6. Are you clear about your role and responsibilities?
7. Is there anything else you would like to share?

Question 1: What do you love most about working in SCSD?

- Support from the community
- Strength of families
- Commitment of teachers

Question 2: If TLL is central to our work, what strategies, behaviors and beliefs are in place, what is needed?

In Place:

- Teacher collaboration
- High quality facilities and technology
- Variety of assessments

Needed:

- Instruction at the core of the district's purpose
- Vertical and horizontal alignment
- Looking at student work in teacher teams
- Common language, common curriculum and learning materials
- Direction in planning instruction

Question 3: What professional learning have you had in the last 3-5 years?

- Very little
- Stop-gap or reactionary
- None
- No PD plan with goals from district leadership

Question 4: High quality teaching includes...

- Use of learning targets and success criteria
- Teachers as facilitators that observe, challenge, guide and make adjustments
- Students are active, reflecting and collaborating with peers
- Students are engaged in a variety of activities

Question 5: How do you use assessment practices to enhance student learning?

- MAP, AIMS, and SBA are available, but use of the data varies by school
- Data has not resulted in improvement by students demonstrating low performance
- Interest in data-driven teaching, no real plan for this

Question 6: Are you clear about your role and responsibilities?

- Responsibility list of district staff unclear
- District Staff wear too many hats
- TLL responsibilities are met in a “piecemeal” method, no coherent plan
- TLL responsibilities being done via stipend by principals

Question 7: Anything else?

- Our new direction of T and L is needed
- TL is back
- Every staff member should know what our district and building goals are and what we are striving for
- How do we celebrate what is going well and start again?
- Curriculum adoption cycle and plan is urgently needed
- The district has been “okay” but needs focus and commitment to excel

Opportunities/Recommendations

- Clarify the **roles and responsibilities** of TLL members
- Develop a **Theory of Action** that describes the actions taken to move from current state to future state. *Future state being, an intentional focus on Teaching and Learning as the hub of the organization, with an emphasis on student outcomes.*
- Shift **part-time TLL tasks** away from building principal and back to central office TLL staff
- Determine how **present funding and organizational structure** compares with that of other districts with high functioning TLL departments and teams

Opportunities/Recommendations

- Provide **funding and personnel** for TLL to demonstrate and implement strategies for every student to accomplish higher level of academic performance
- Establish **coherence** between TLL and schools; everyone knows our Theory of Action, beliefs, actions and next steps
- Include assessment, educational technology and data to **support building leadership** as part of the TLL department
- Move forward with a multi-year **strategic planning** process

Opportunities/Recommendations

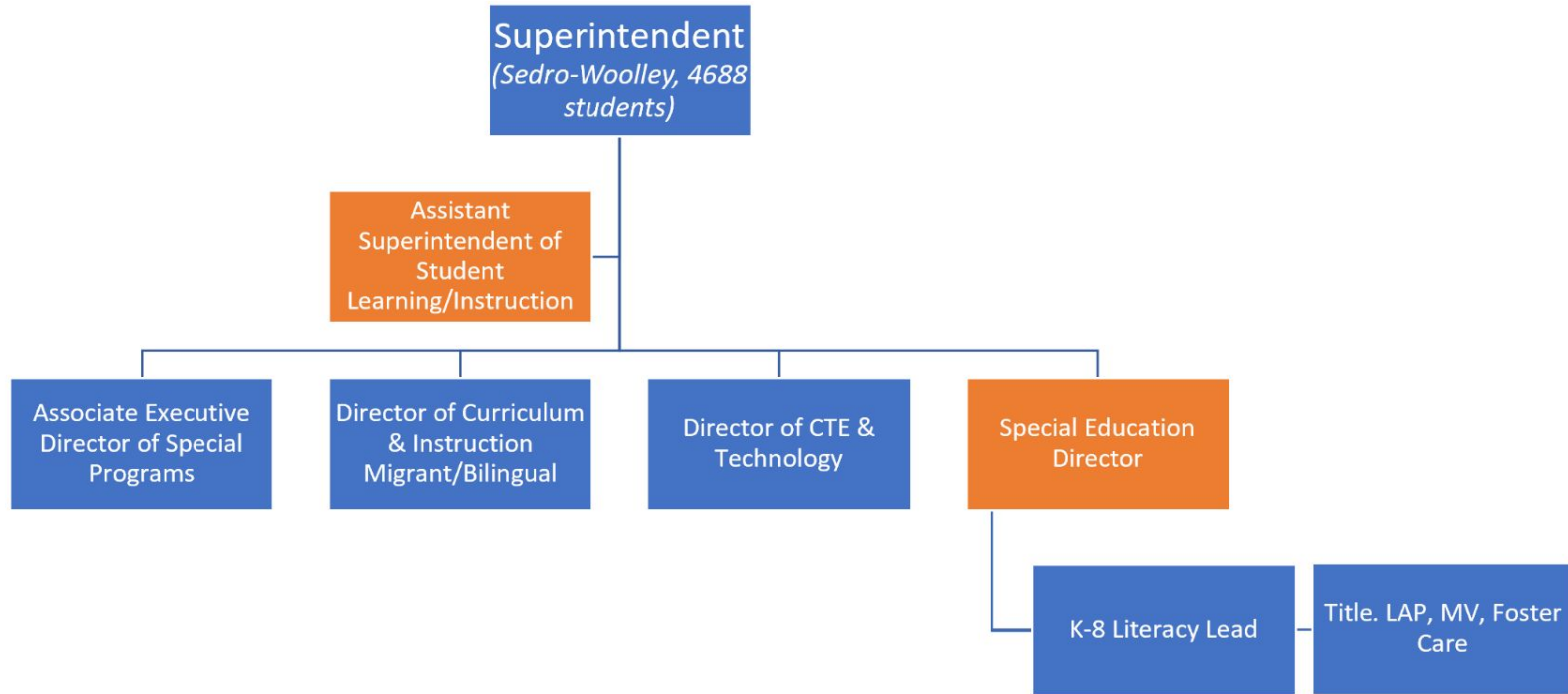
- Develop a culture whereby SCSD operates as a **coherent** system with common standards, goals and assessments for teachers
- Establish **partnership** between district planning and building work
- Create visible **alignment** between the district and schools; from planning to teaching and learning to district communication strategies

Opportunities/Recommendations

- Within TLL, create a **plan** for 2-3 focus areas (aligned to District Strategic Plan) with clear timelines, checkpoints and sponsors
- **Recruit** for staff that are aligned to the values and priorities of the Strategic Plan
- Conduct an in-district **audit** of the nature and age of all materials used in classrooms and create a plan for replacement
- Establish a multi-year, **data-driven learning plan** for TLL work, personnel and goals

Peer District Comparisons & Recommendations

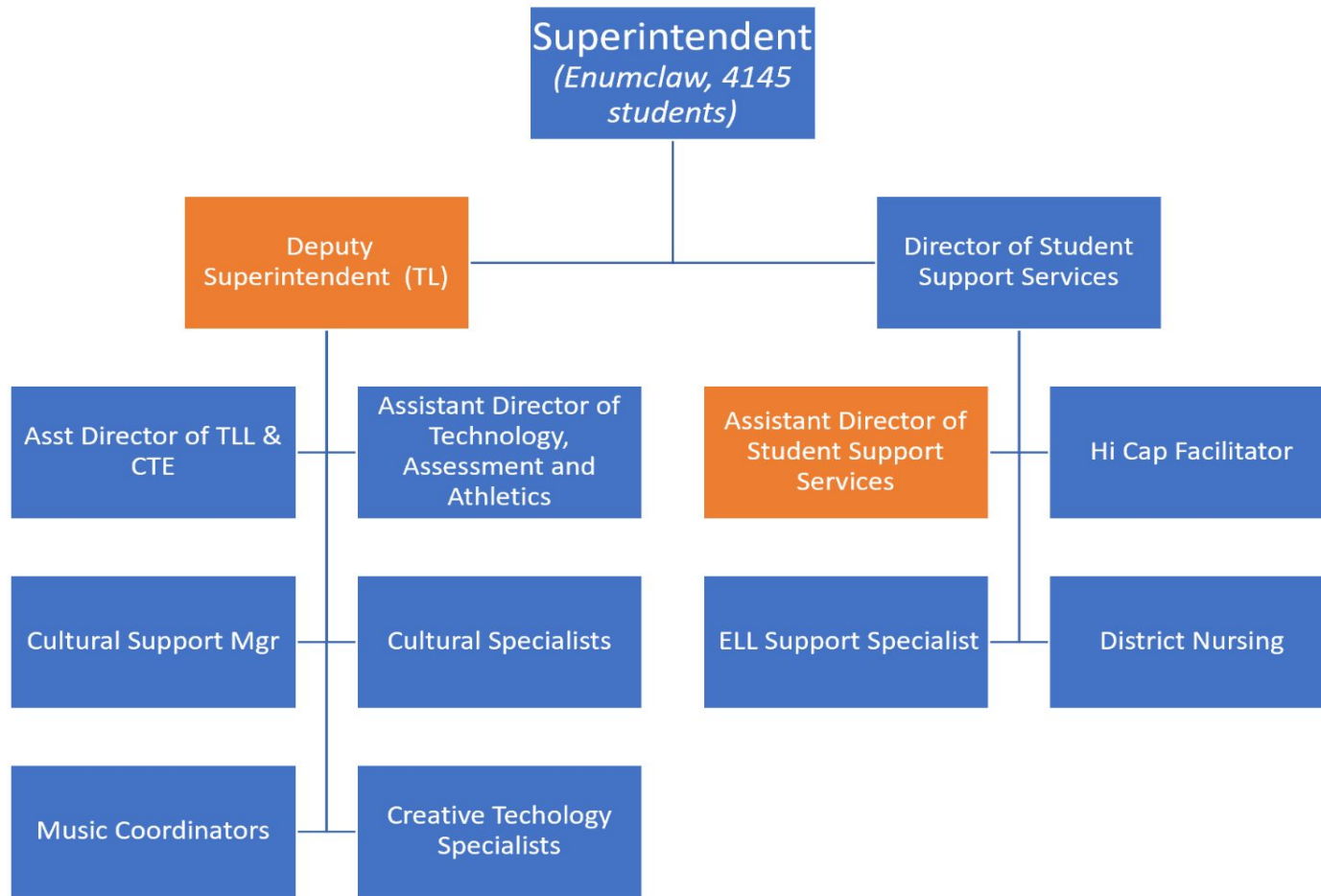




*ED of HR and **Nursing Services**, ED of Business, **Operations** and Technology

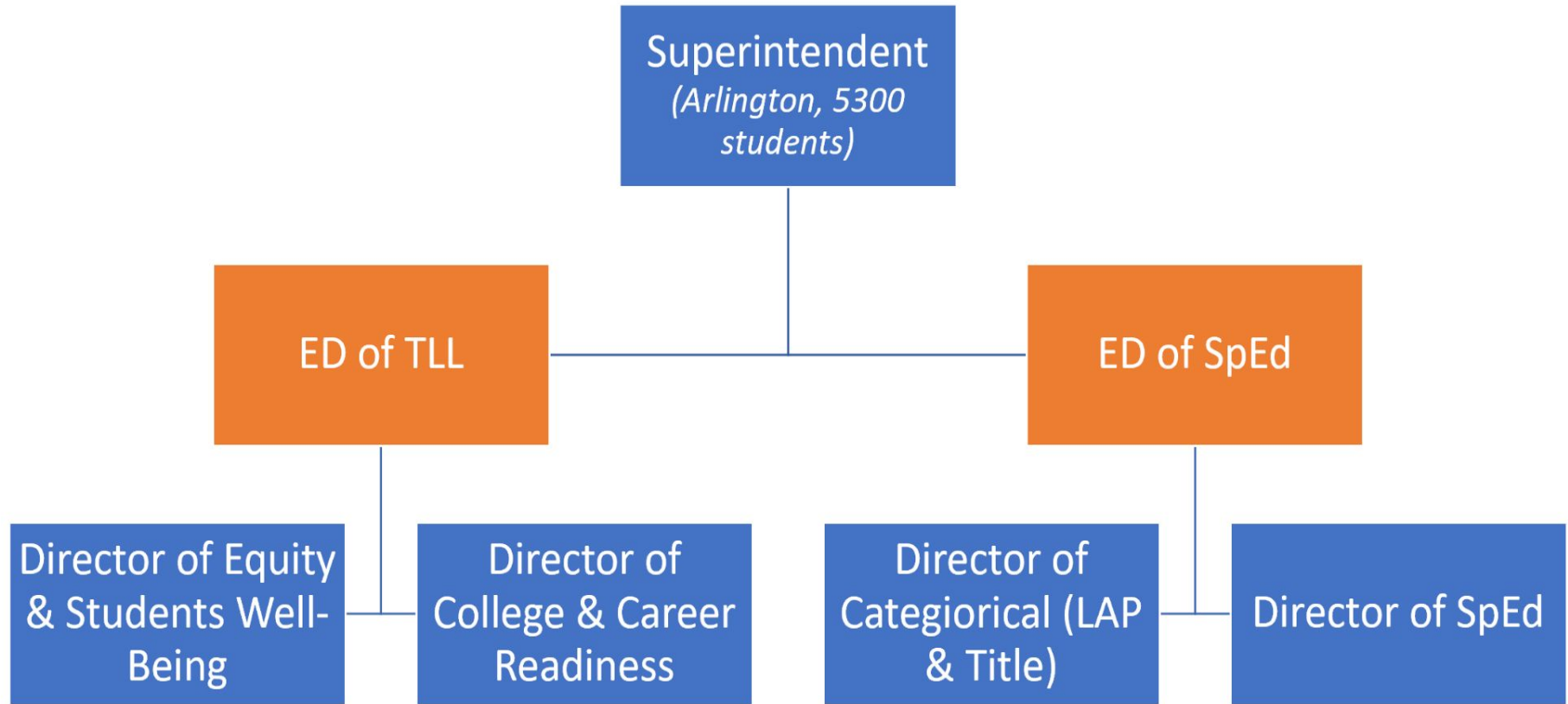
*3 directors/managers in M&O, fiscal and grant manager

*specialists and secretarial support staff



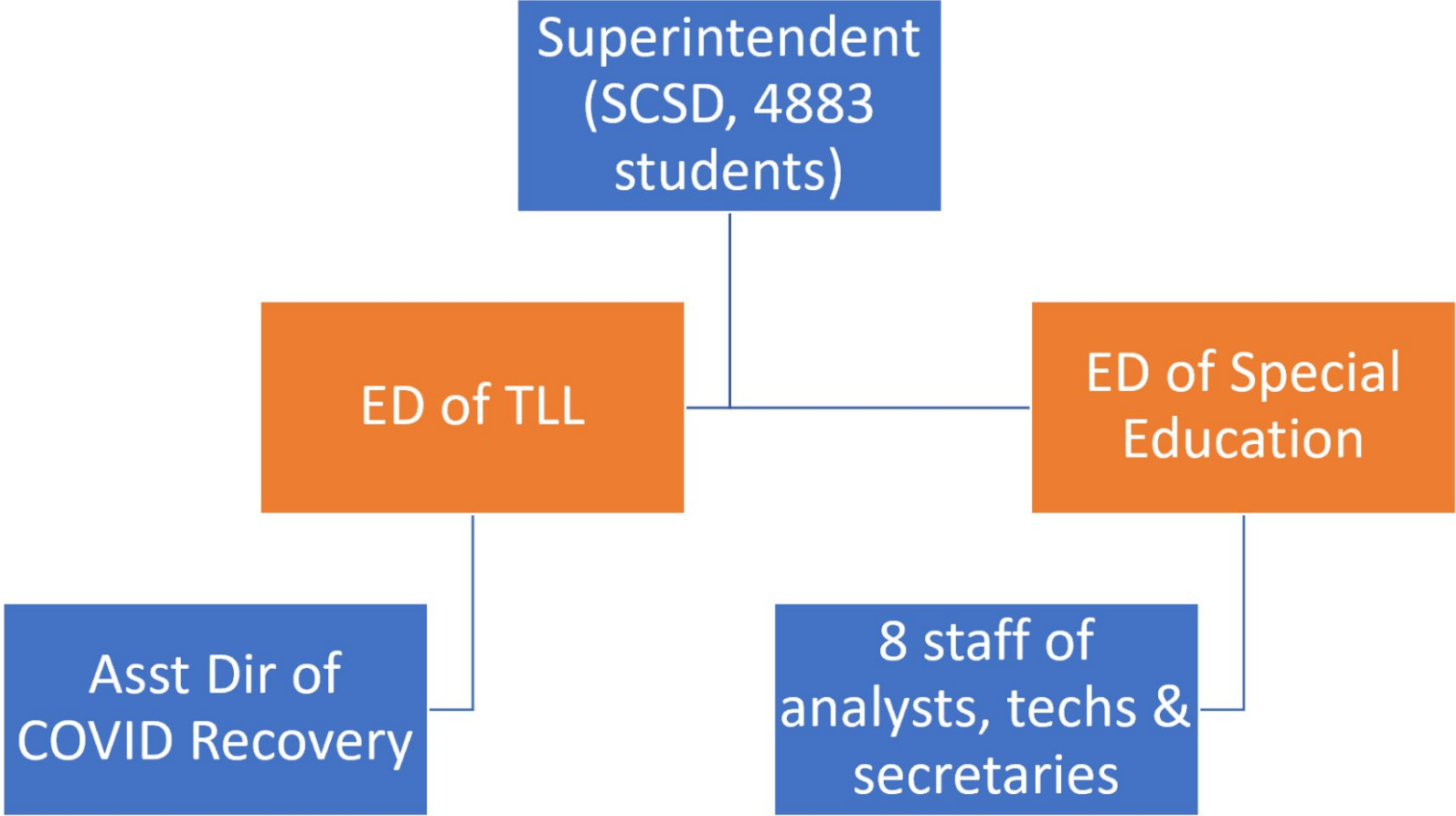
*Director of Business & **Operations**, 7 supporting staff (fiscal, operations, food and transportation), **7 supporting staff** (technology, SIS, data, network and server administrator), Director of HR

*Techs and secretarial staff



*ED of HR, ED of Financial Services, **ED of Operations**, **Director of Technology**, Director of Support Services, Director of Communications

*Assistant directors, techs, analyst and secretarial staff



Superintendent (*SCSD 4507 students*)

TLL

Special Education

*Director of Curriculum & Instruction

*Shared Director of Teaching Learning & Inclusion

*Director of Special Education

Questions?

