

WHO ARE YOU?

1. Write your name on the table tent.
2. Go Prince on us! Draw a symbol next to your name that best represents who you are.
3. Introduce yourself to your peers and relate why you chose the the symbol you did.

Welcome

Navigator:

Idaho Core Standards Academy:

Not-So-Common Leadership Strategies
for Successful Implementation

Wiki: Linkyy.com/ICSJuly2013

Who's in the room?

Leadership Academy Learning Targets

- ⦿ I CAN describe strategies for building the collective capacity in my school/district to achieve a vision of continuous improvement.
- ⦿ I CAN define what learning targets are and explain my role as a leader in ensuring the effective use of learning targets.
- ⦿ I CAN explain each of the Idaho Core Standards instructional shifts and identify tools I can implement as a leader to ensure their effective implementation in all classrooms.
- ⦿ I CAN describe what Idaho Core Standards instruction looks like to create rigorous learning environments for all students.

Leadership Academy Learning Targets

- ⦿ I CAN identify digital tools to support the effective implementation of Idaho Core Standards curriculum, instruction and assessment.
- ⦿ I CAN describe the characteristics of the next generation assessments and how these characteristics should drive assessments in my district/building.
- ⦿ I CAN explain the importance of digital integration on the learning of students and model this integration as an Idaho Core Standards leader.
- ⦿ I CAN evaluate the literacy needs of my school and identify effective strategies to immerse every student, every class, every day in literacy.

Day One Agenda

◆ 8:00-11:30

◆ Welcome

◆ The Intent of the Idaho Core Standards

◆ The Structure, Format, and Content of the Idaho Core Standards

◆ 11:30-12:30 – Lunch

◆ 12:30-3:30

◆ The Instructional Shifts Required from the Idaho Core Standards

◆ Planning

◆ Reflection and Wrap-Up

Day Two Agenda

◆ 8:00-11:30

- ◆ Welcome
- ◆ Meeting the Rigor of the Idaho Core Standards
- ◆ Beginning with the Assessment End in Mind
- ◆ Idaho Core Standards in Action

◆ 11:30-12:30 Lunch

◆ 12:30-3:30

- ◆ Idaho Core Standards in Action Continued
- ◆ Planning
- ◆ Reflection and Wrap-Up

Idaho Core Standards Academy Norms

1. Be a “present” and thoughtful contributor.
2. Use your technology to contribute to our learning.
3. Be respectful of everyone’s ideas as well as everyone’s current understanding of the Idaho Core Standards.
4. If I am not meeting your needs, tell me.

**How do these modules
support Idaho Core
Standards implementation?**



What skills and knowledge will children need to be successful as adults?

“Leaders will have to be *multilingual, flexible, internationally mobile, and adaptable*. But, most crucial of all, *they must be highly collaborative and have strong conceptual and strategic thinking skills.*”

- Hay Group, “Building the New Leader,” Leadership for 2030

Jobs That Will Boom In 2020

1. Data Crunching
2. Counseling and Therapy
3. Scientific Research
4. Computer Engineering
5. Veterinarians
6. Environmental and Conservation Science
7. Healthcare fields
8. Management
9. Finance
10. Entrepreneurship

What Are The **New** Jobs?

- Chief Information Officer
- Career Counselor
- Computerized 3 D Modeling Machinist
- Senior Technology Security
- Molecular Beam Epitaxy Technician and/or Engineer
- Epitaxial Engineer
- DNA Lab Technician
- Nano-Technician
- Endoscopy Technician
- Bio-Engineer
- Instrumentation Technician
- Intermediate Biomedical Engineer Technician
- Medical Ethicist
- Sarbanes-Oxley Auditor
- GEO Technical Technician
- Quality Process Engineer
- Fabrication Operator Wafer
- Optical Maintenance Technician
- Office Space Coordinator
- NOC Specialist (Fiber Optics Technician)
- Telecommunications Engineer
- Optical Manufacturing Technician
- Controls Technician
- Administrative Eligibility Specialist
- Computer Forensic Analyst

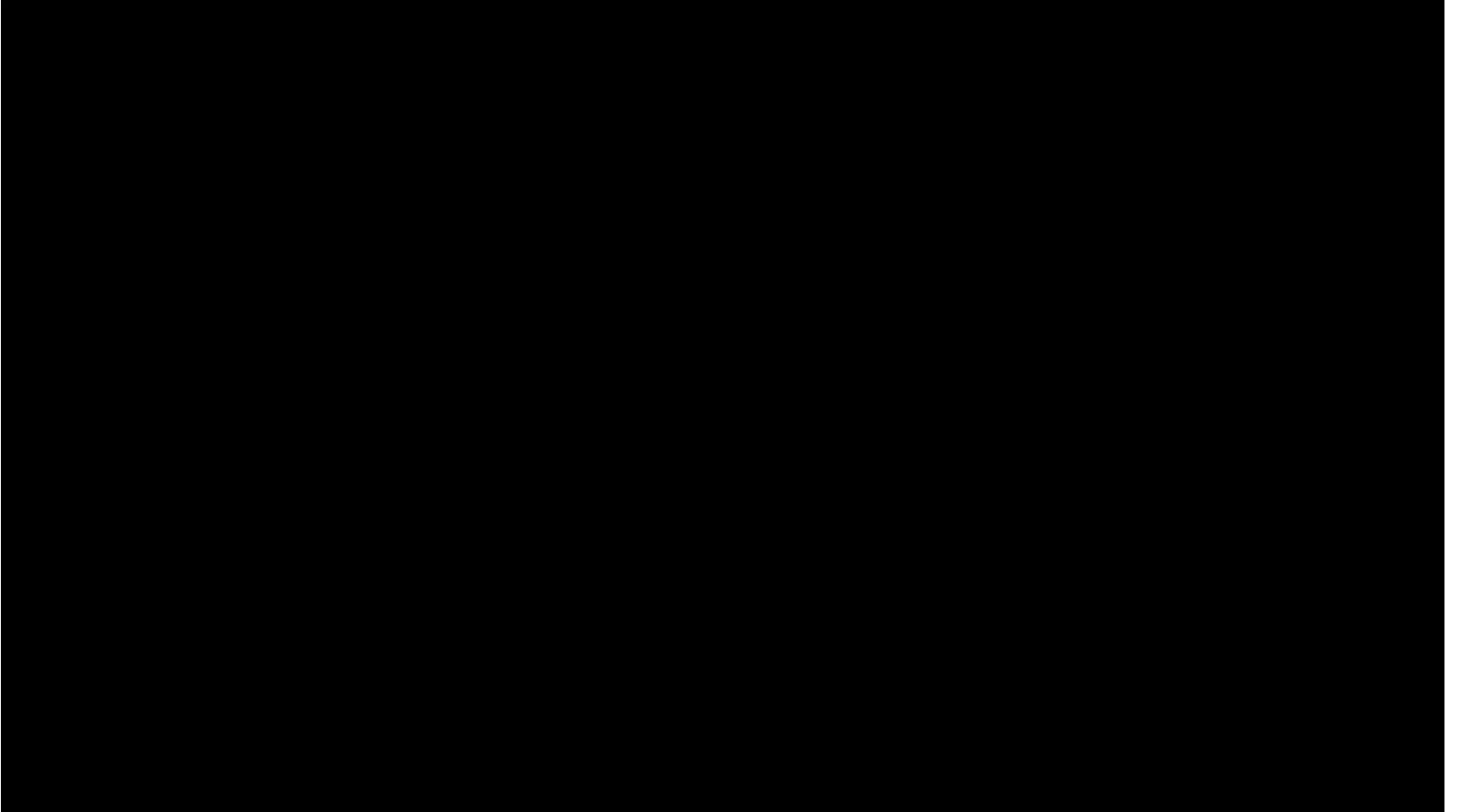
All
Students
College *and* Career
Ready

What does this mean?

What are the implications for schools?

What are the implications for instruction?

Student Voices



College *and* Career Ready

Building Blocks For Change: What it Means to be Career Ready," making clear that career readiness is a process of connecting "education and employment to achieve a fulfilling, financially-secure and successful career."

(Career Readiness Partner Council, 10/18/2012)

**The Idaho Core Standards:
Reach Higher, Teach Clearly, Learn Deeply**

Which word appears in the
ELA standards 122 times?

Evidence

Sources: **61** times

Research: **57** times

Idaho Core Standards Trivia:

The words
“**technology**”

“**digital**”

and

“**multimedia**”

appear in the Idaho
Core Standards
approximately

107 times.

The Idaho Core Standards require students to:

Publish – requiring deep consideration of audience, purpose, structure, text features, and format

Collaborate – forcing students to plan, adopt, adapt, rethink, and revise – all higher-level practices

Evaluate – necessitating that students make critical judgment calls about how information is presented and shared

Integrate – emphasizing design and producing considerable cognitive load on a learner

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Teacher

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Key Question:

What Are the
Idaho Core
Standards
challenges you
are facing?

Go to [edmodo](#) and
click on the Padlet link.

Group Code:

Common Challenges

- How do we begin and how do we **implement** over the whole K-12 spectrum?
- Lack of clarity on what **direction** I am supposed to take from this point forward.
- Firm, **specific examples of steps** to take to reach the desired target and a timeline to focus on.
- The **time** to explore and learn the Idaho Core Standards and the support needed to implement them correctly.
- We are unsure of what **curriculum** to look at and begin to pilot in order to best meet the Idaho Core Standards.
- One of the biggest challenges is for **all disciplines to understand that ELA** is not only limited to the "English" department, but that it is a skill set that all departments need to own.
- The **time** factor involved in educating myself in Idaho Core Standards while still teaching.
- How to **prioritize** what aspects of the Idaho Core Standards to convey to the teachers in terms of **professional development**.
- Increasing knowledge of Idaho Core Standards to support **content-area teachers** in the implementation of Idaho Core Standards in their courses.
- Building the **teacher and administrative capacity** and understanding among our leaders.

Essential Questions

- How do we as leaders ensure that all students achieve more rigorous standards?
- How do we as leaders ensure that all students are college and career ready graduates?

Minnie Pearl's Fried Chicken

Rise: Started in the late 1960's as a rival to KFC, the chain inspired by the *HeeHaw* star grew rapidly, went public and made its millions early.

Fall: The food received bad reviews, operators lost money, and a Securities and Exchange Commission investigation led to a collapse in the company's stock price.

Sign the end was near: *Fortune* magazine questioned the brand's long-term prospects as early as 1968. Their concern? The quality (or lack thereof) of the food. Not a good start.

Lesson learned: Focus. After its stock price exploded, the company quickly expanded into dry cleaning and other businesses. If you're going to do fast-food chicken, do it well.

Education in 2013

Rise:

- We educate all students.
- We are seeing pockets of achievement.
Example: “U.S. Math, Science Achievement Exceeds World Average,” Education Week, December, 2012
- We are aligning all systems to strive for a common “college and career ready” goal.
- We have a variety of systems to educate children – traditional, hybrid learning, cyber learning, etc.
- We have a variety of resources to support students in their learning.
- We have an assessment system that is striving to measure higher order thinking and problem solving with a 21st century skills orientation.

Education in 2013

Fall?

- We educate all students. **In the same way at the same time?**
- We are seeing **pockets** of achievement.
- We are aligning **all systems** to strive for a common “college and career ready” goal.
- We have a variety of **systems** to educate children – traditional, hybrid learning, cyber learning, etc.
- We have a variety of **resources** to support students in their learning.
- We have an **assessment system** that is striving to measure higher order thinking and problem solving with a 21st century skills orientation.

Education in 2013

Lessons Learned:

Current status of the district with implementation:

- Have a clear vision for implementation
- Develop and share an implementation plan
- Establish a communication plan
- Identify metrics to measure growth and success
- Articulate a philosophy of continuous improvement and engagement

As leaders,
we need to

- ✧ think
- ✧ plan
- ✧ act

...differently.

Curate

...collect the best content related to a specific niche and targeted to a specific audience then enhance that content by adding personal opinions and expertise.” [Forbes]

...a collection needs to be a *selection* of objects rather than an exhaustive archive. Secondly, the selection needs to convey some kind of view or message, even if it's a neutral, educational one. Finally, the collection must be at least semi-public, otherwise it's simply a private hoard. [Hon blog]

Leadership Curation

Curate

**Continuous Improvement:
Building the Collective Capacity**

**Understanding the Instructional
Shifts**

**Rigor: What it Means and How
You Get It**

**Assessments for the Next
Generation**

**Technology: You Can't Move
Forward Without It**

**Every Student, Every Class,
Every Day: A Schoolwide
Focus on Achievement**

Leadership Curation

⦿ I CAN describe strategies for building the collective capacity in my school/district to achieve a vision of continuous improvement.

Knowledge: Idaho Core Standards Overview

Rationale, Principles, and Shifts

Effective Leaders:

- Set a vision for the school community's transition to Idaho Core Standards.
- Establish teacher buy in, leading communications so that teacher leaders are engaged and committed.
- Explore ways to implement the Idaho Core Standards.
- Support teachers as they take small steps to adjust to the rigor and expectations.
- Allow for incubation – time for teachers to reflect.
- Communicate changes to curriculum with parents.

⦿ I CAN describe strategies for building the collective capacity in my school/district to achieve a vision of continuous improvement.

“You can’t lead change, if you don’t understand the change.

-Dr. Christine Tell, Achieve

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Examining the Content Standards: A Quick Trip Through ELA and MATH

- Find a partner and your “trip ticket”.
 - Make sure you have your ELA and Math standards documents open.
 - Using your QR code reader, select five of the QR code questions around the room.
 - Explore the ELA and Math standards documents to complete your “ticket.”
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Examining the Content Standards: A Quick Trip Through ELA and MATH

- On page 12 of the ELA standards, what word is the same in grades 3, 4 and 5, RL.Key Ideas and Details.1?
- On page 21 of the ELA standards, what two words begin the Range of Writing Standard 10 in all three grades?
- What graphic is on page 31 of the ELA Idaho Core Standards?
- On page 14, beginning in grade 3, what types of words and phrases do students need to know to meet the
- Craft and Structure Standard?
- On page 44, what four words begin the Research to Build and Present Knowledge Standard in grades 6, 7 and 8?
- On page 7 of the Math Standards, what is the 4th Standard of Mathematical Practice?
- What is mathematically significant about the content standards, beginning in grade 3 on page 21? Hint: It has to do with the second critical area.
- On page 57, the high school Mathematics Standards start. How are these standards different than the K-8 math standards?
- On page 5 of the Mathematics Standards, what are the three key terms that guide you in reading the standards?

Lessons Learned

Grade 5 Math Implementation Plan – 2011/12

1. "Know Thy Standards"

Know the proficient skills and follow the pacing guide. It has been aligned to standards and anchors (BASD proficient skills).

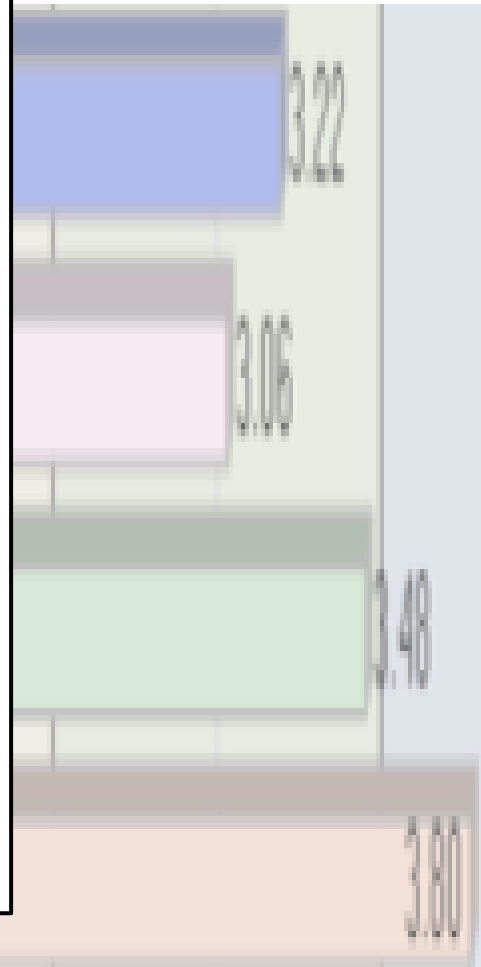
- Attached to this email are two curriculum documents: the grade 5 math pacing guide and the grade 5 math proficient skills (anchors).
- Dr. Beerer will check in with all grade 5 teachers, including learning support teachers to gather information of their progress on the pacing guide. She will share this information with all grade 5 teachers so each teacher can monitor his/her progress. This information will be collected in October, December and February (in tandem with the 4Sight tests – see below).

2. Measurement concepts taught in Chapter 9 must be introduced and practiced throughout the year. Measurement is the weakest anchor. There is a significant difference between what students are expected to do in grade 4 versus grade 5 with this content. Since Chapter 9 does not occur until the end of marking period 3, students are not having enough time to master the content. However, most of the content is skills rather than concepts – please see below:

Anchor M5.B.1: Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement.

B.1.1: Select appropriate standard or metric units to measure specific attributes of objects.

- Select the appropriate unit for measuring weight (mass), capacity, length, perimeter and area



Understanding the Standards Terminology

Explicitly

Write Routinely

Text Complexity

Academic and Domain

Conduct Short P

Model w

Fr

Con categories

Standards, Clusters, Domains

Why do this?
Why is this important?

Reflecting on the Idaho Core Standards Documents: Planning for Change

A Reflection Tool:

An Idaho Core Standards Leadership Planning Template

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Understanding the Strands and Learning Progressions

Three 10-minute Activities

Idea #1: “Bites” of the Core: Show a standard. Have everyone guess which grade level the standard comes from. What does this mean for instruction?

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A Small “Bite” of the Core

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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Understanding the Strands and Learning Progressions

Three 10-minute Activities:

Idea #2: Progressions: Provide teachers with one standard, cut up into grade levels. Have teams of teachers put the standards in order of their progression. Discuss any key findings.

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Understanding the Strands and Learning Progressions

<p>Grade 4 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Grade 5 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings,) illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Grade 6 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>Grade 7 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
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Understanding the Strands and Learning Progressions

Three 10-minute Activities:

Idea #3: Show an example of student writing and give teachers one of the writing standards from that grade. Ask teachers to discuss whether or not the student's writing meets that standard.

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Understanding the Strands and Learning Progressions

English Language Arts
&
Literacy in
History/Social Studies,
Science, and Technical Subjects

Appendix C: Samples of Student Writing

Table of Contents

- Student Sample: K, Argument (Opinion)**
"My favorite Book is do you Want to be my FRIEND"
- Student Sample: K, Informative/Explanatory**
"Frogs (Frogs)"
- Student Sample: K, Narrative**
"I Went to Disnand"
- Student Sample: Grade 1, Informative/Explanatory**
"My Big Book About Spain"
- Student Sample: Grade 1, Narrative**
"I bot a little cotton ball"
- Student Sample: Grade 2, Argument (Opinion)**
"Owl Moon"
- Student Sample: Grade 2, Narrative**
"My first tooth is gone"
- Student Sample: Grade 3, Informative/Explanatory**
"Horses"
- Student Sample: Grade 3, Narrative**
"When my Puppys Ranaway"
- Student Sample: Grade 4, Argument (Opinion)**
"Zoo Field Trip"
- Student Sample: Grade 4, Narrative**
"Glowing Shoes"
- Student Sample: Grade 5, Informative/Explanatory**
"Author Response: Roald Dahl"
- Student Sample: Grade 5, Narrative**
"Getting Shot and Living Through It"
- Student Sample: Grade 6, Argument**
"Dear Mr. Sandler"
- Student Sample: Grade 6, Argument**
"A Pet Story About My Cat . . . Gus"
- Student Sample: Grade 7, Argument**
"Video Cameras In Classrooms"

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Understanding the Strands and Learning Progressions

How does **effective formative assessment** help with our instruction of the standards and learning progressions?

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Understanding the Strands and Learning Progressions

How did what you read in the article support or challenge your understanding of **effective formative assessment**?

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Tools You Can Use

1. Muzy Thoughts: Post examples of standards in practice.
2. Morning Meeting: 3 minute pause: Generate as many ideas as you can to keep the standards in front of people.
3. Morning Meeting: Read interesting articles or videos to keep the standards in front.

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Learning Targets

- ◆ **Why learning targets?**
 - ◆ **What are learning targets? (And what are they not?)**
 - ◆ **How do we use learning targets in instruction?**
 - ◆ **How do we use learning targets to keep the standards in front of all teachers?**
 - ◆ **A Learning Target Framework**
 - ◆ **A Learning Target Walk-Through**
- ◎ I CAN define what learning targets are and explain my role as a leader in ensuring the effective use of learning targets.

Learning Targets

Learning targets convey to students the destination for the lesson – **what to learn, how deeply to learn it, and exactly how to demonstrate their new learning**. Without a precise description of where they are headed, too many students are "flying blind."

. Moss, Brookhart, Long (2011). Knowing Your Learning Target. Educational Leadership. 68 (6). pp.66-69.

The starting place for all effective instruction is **designing and communicating clear learning goals**. If teachers aren't sure of instructional goals, their instructional activities will not be focused, and **unfocused instructional activities do not engender student learning**.

- Marzano (2009)

Our collective goal is that the largest possible percentage of our students get there. To reach that goal we must define for ourselves and for them where "there" is. **Any energy you invest in becoming clear about your targets will pay dividends...**

- Stiggins (1994)



© I CAN define what learning targets are and explain my role as a leader in ensuring the effective use of learning targets.

Clarifying the Terminology

- Objective
- Learning Target
 - I CAN Statement



© I CAN define what learning targets are and explain my role as a leader in ensuring the effective use of learning targets.

Clarifying the Terminology

Objective: Instructional objectives are about instruction, derived from content standards, written in teacher language, and used to guide teaching during a lesson or across a series of lessons. They are not designed for students but for the teacher.

- Know Your Learning Target, S. Brookhart

Learning Target: A learning target frames a lesson from the students' point of view. A learning target helps students grasp the lesson's purpose—why it is crucial to learn this chunk of information, on this day, and in this way.

- Know Your Learning Target, S. Brookhart

I CAN Statement: A learning target that is written in a student friendly way beginning with the words “I CAN.”

- Stiggins (2004)

- ◎ I CAN define what learning targets are and explain my role as a leader in ensuring the effective use of learning targets.

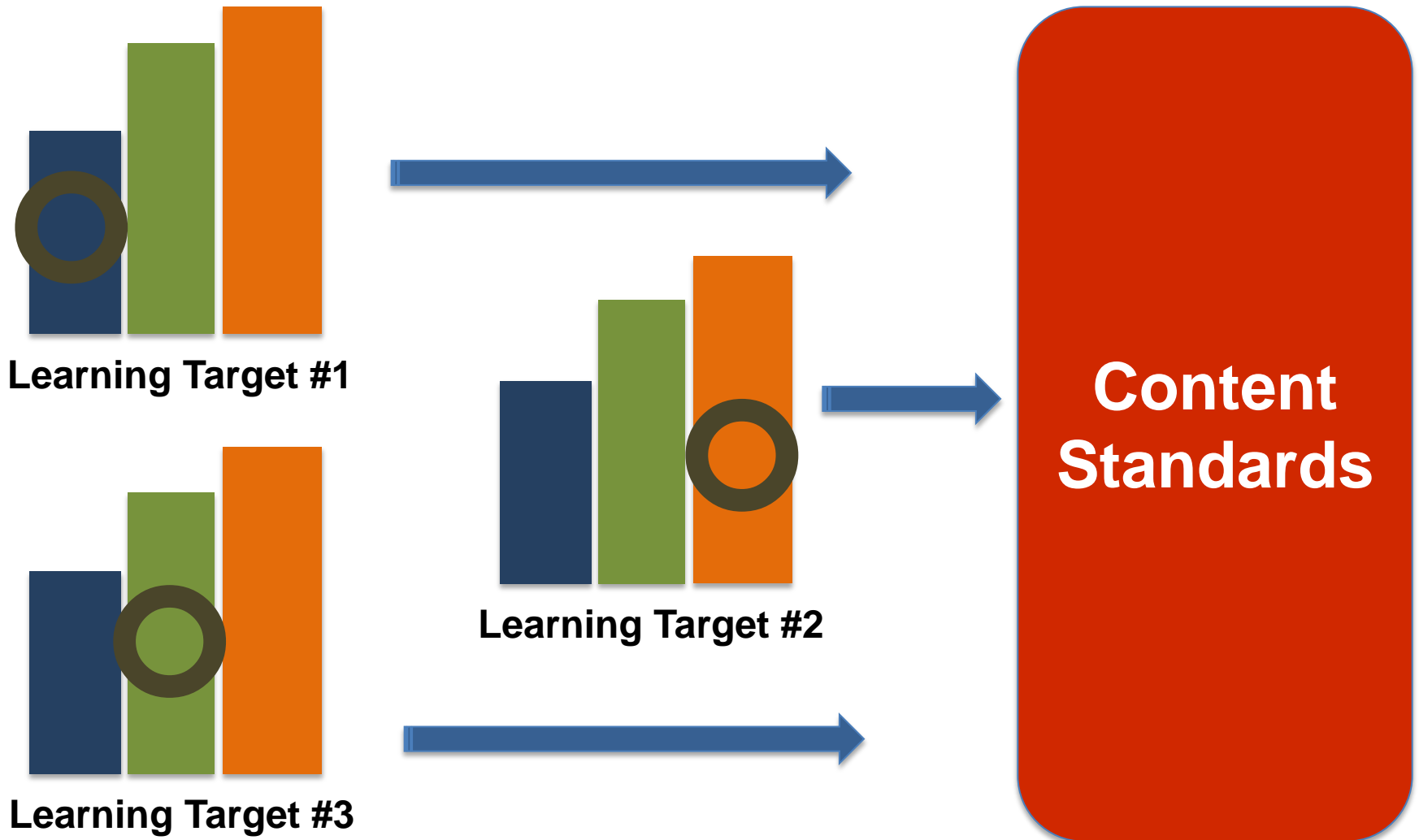
Examples:

- **Objective:** Students will be able to distinguish between elements and compounds and classify them according to their properties.

- **Learning Targets:**
 - Know the definition of an element
 - Know the definition of a compound
 - Distinguish between elements and compounds
 - Identify properties
 - Classify them according to their properties

- **I CAN Statements:**
 - I CAN tell what an element is.
 - I CAN tell what a compound is.
 - I CAN tell the difference between an element and a compound.
 - I CAN identify at least 3 different properties.
 - I CAN classify elements and compounds by their properties.

- ◎ I CAN define what learning targets are and explain my role as a leader in ensuring the effective use of learning targets.



© I CAN define what learning targets are and explain my role as a leader in ensuring the effective use of learning targets.

Attributes of Clear Learning Targets

Learning Targets Are:

- Accomplished in a few days at most
- Specific to what and how
- Learned using a variety of instructional activities, strategies, contexts and tools
- Transferrable to a variety of contexts

Learning Targets Are Not:

- Long-term
- Global and ambiguous
- Learned by a single approach or a single activity
- Focused on one thing that needs to be done

© I CAN define what learning targets are and explain my role as a leader in ensuring the effective use of learning targets.

I can identify the protagonist, theme, and voice in a piece of literature.

I can determine probability by flipping a coin.

I can state the causes of the Civil War.

I can use authentic Egyptian techniques to mummify a chicken.

I can describe how materials change when they are heated or cooled.

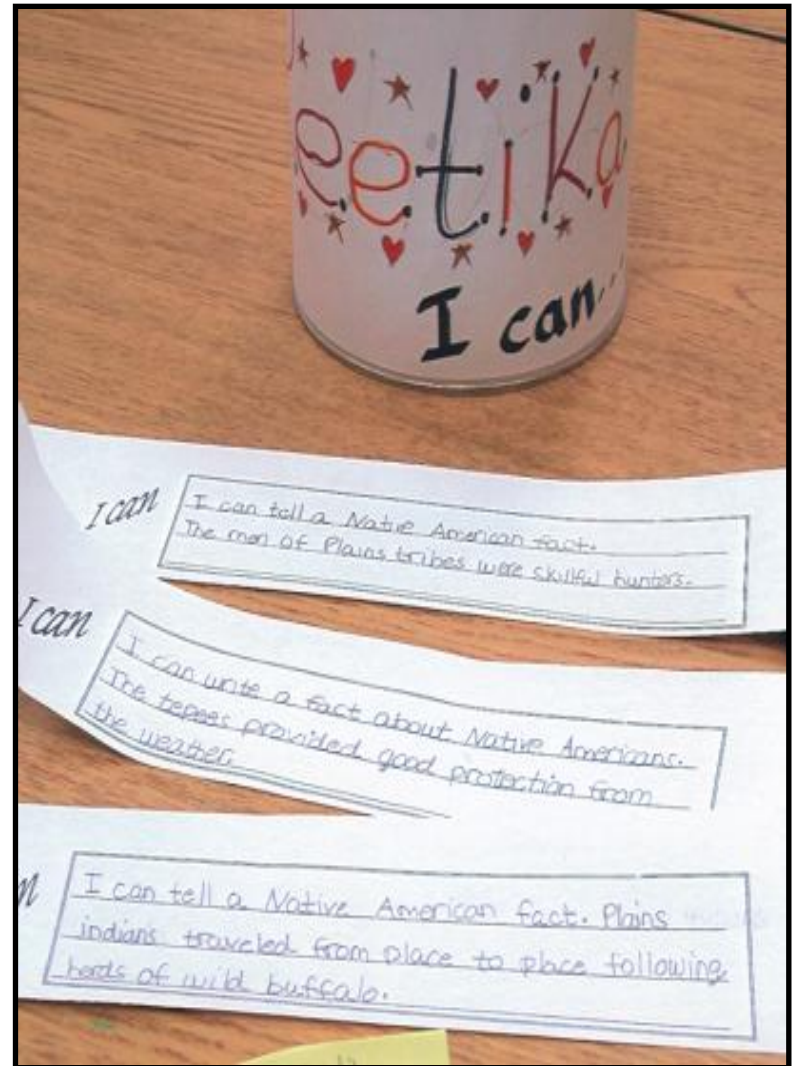
⦿ I CAN define what learning targets are and explain my role as a leader in ensuring the effective use of learning targets.

Review:

Qualities of Effective, Somewhat Effective, and Ineffective Learning Targets

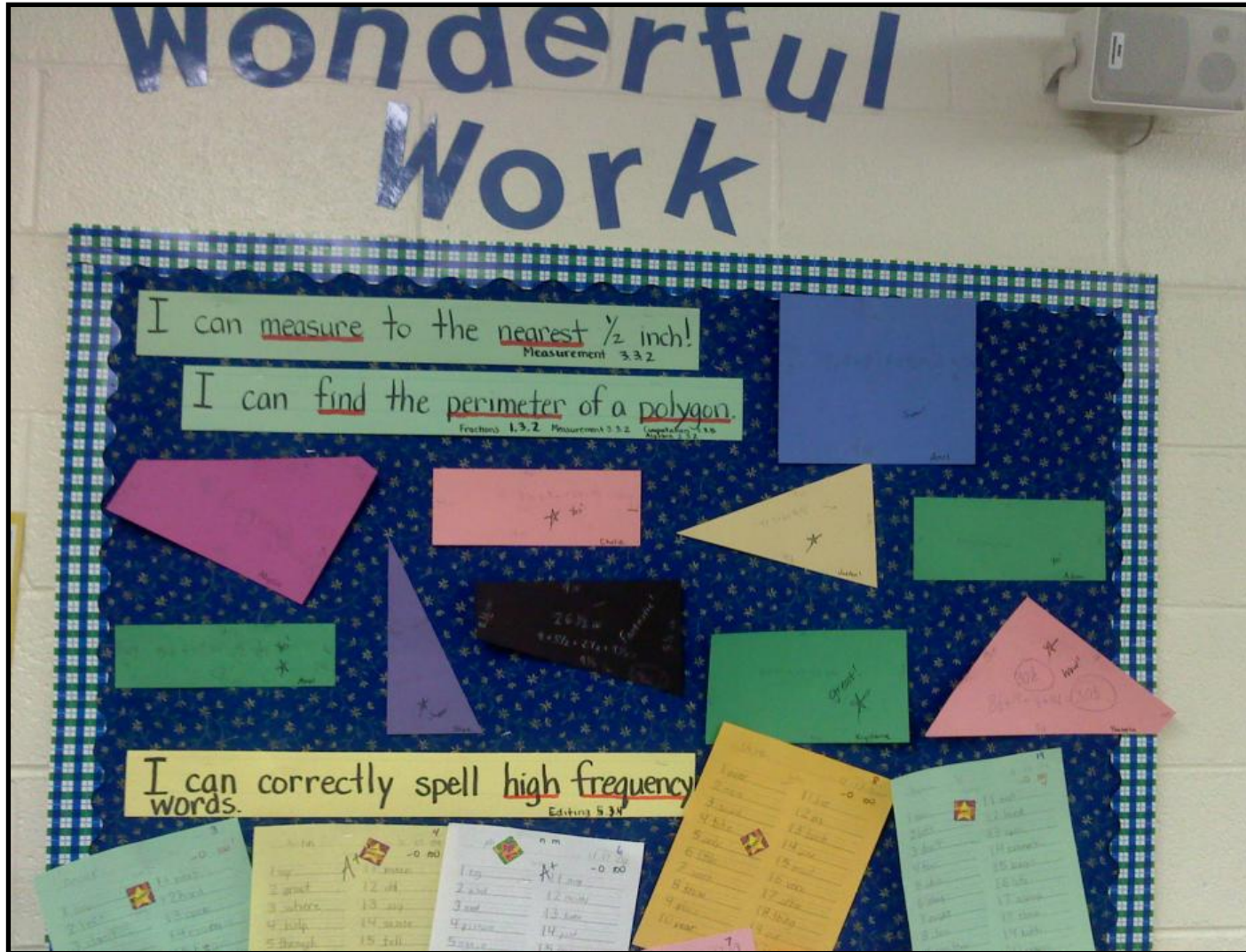
- ◎ I CAN define what learning targets are and explain my role as a leader in ensuring the effective use of learning targets.

Ideas for Using I CANs



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Ideas for Using I CANs



- © I CAN define what learning targets are and explain my role as a leader in ensuring the effective use of learning targets.

Ideas for Using I CANs

Learning Targets

- Language Arts** I can write research notes using key words & phrases.
- Reading** I can summarize my reading using important details.
- Math** I can show the relationship between multiplication & division.
- Social Studies** I can describe how Colorado history has roots in Mexican culture.

5/6TH GRADE Education Rocks Unit: Nov-Jan Learning Targets

I can:

- I can read and sing longer melodies with attention to pitch, rhythm and expression
- I can follow a conductor.
- I can show what largo, moderato, diminuendo, and slur means using movement and voice.
- I can identify and use sharps, flats and natural signs (accidentals).
- I can talk about our performance using appropriate music terminology.
- I can discuss the difference between liking a piece of music and the quality of the music. (whether it is "good" or "bad")

I can write my opinion and use reasons to support it.
W.2.1

I can ask and answer questions about a story.
RL.2.1

© I CAN define what learning targets are and explain my role as a leader in ensuring the effective use of learning targets.

Ideas for Using I CANs

Topic	I Can Statement	Understanding Evaluation
Review Observations & Inferences	I can make detailed quantitative and qualitative observations.	1 2 3 4 5
	I can tell observations from inferences.	1 2 3 4 5
	I can make inferences based on observations.	1 2 3 4 5
Review Experiments, Analysis & Conclusions	I can explain why it is important to control variables in an experiment.	1 2 3 4 5
	I can explain why you need to run multiple tests in an experiment.	1 2 3 4 5
	I can analyze results of an experiment and take into account the role of chance.	1 2 3 4 5
	I can explain why your experimental results never prove your hypothesis.	1 2 3 4 5
Review Genetics	I can explain what heritable alleles are.	1 2 3 4 5
	I can explain the difference between genotype and phenotype.	1 2 3 4 5
	I can explain what dominant and recessive alleles are and how they reveal themselves differently in phenotypes.	1 2 3 4 5
	I can explain what DNA is as well as how it store and uses information to build organisms.	1 2 3 4 5

© I CAN define what learning targets are and explain my role as a leader in ensuring the effective use of learning targets.

Ideas for Using I CANs

Tracking My Progress with "I Can Statements"-based on the NC Essential Standards

STUDY GUIDE: Biochemistry- Macromolecules, Enzymes and

Essential Standard	Testable Targets		Test
	#	Learning Target	
Bio. 4.1	1	I can define identify subatomic particles and describe how they are arranged in atoms.	Be able to describe atoms. Know the location of electrons.
Bio 4.1	2	I can recognize different types of bonds.	Compare the types of molecules: covalent, ionic, and hydrogen bonds.
Bio 4.1	4	I can explain why water is considered to be a polar molecule and how polarity relates to cohesion, adhesion, surface tension and hydrogen bonds.	Draw a picture of water molecules. Define and give examples of cohesion, adhesion, and surface tension.
Bio 4.1	5	I can explain the fundamental principles of the pH scale and the consequences of having different concentrations of hydrogen and hydroxide ions.	Draw a pH scale and explain the consequences of having different concentrations of hydrogen and hydroxide ions.

Student Self-Assessment

NAME: _____

DATE: _____

Throughout the next month we will be studying the literary genre of **memoir**. Memoirs are self-written stories about experiences in a person's life. Unlike autobiographies, memoirs do not span a person's *entire life*, instead, they focus on specific events.

Listed below are the specific goals we will be working toward during the **memoir** unit and the products you will be turning in to show me that you are learning. On the left side of the chart, rate how well you think you *currently* can do or know the goal by checking the appropriate box.

1 = "I have no clue what this is or how to do it"

2 = "I know what this is and how to do it"

3 = "I'm an expert at this and can show others how to do it"

At the beginning...

At the end...

1	2	3	Specific Goals	1	2	3
			I can...Make specific references to passages and events from a text to prove what the text says directly as well as the meaning I can infer indirectly. Products: Reading journals, Critical Thinking Questions (Online)			
			I can...determine a central idea and explain its development throughout the text using specific details. Products: Reading journals, Critical Thinking Questions (Online)			
			I can...objectively summarize a text. Products: Reading journals,			
			I can...tell a story about a real or imagined experience using good technique, choosing appropriate details, and structuring the sequences of events. Products: My own memoir writing			

- © I CAN define what learning targets are and explain my role as a leader in ensuring the effective use of learning targets.

Ideas for Using I CANs

Can I?...I CAN Exit Slips

Name: _____ Dates: _____
Period: _____

Objective (“Can I...”)	Rank: (Beginning) 1 2 3 4 5
Show (“I can...by...”)	Rank: (End) 1 2 3 4 5

- ⦿ I CAN define what learning targets are and explain my role as a leader in ensuring the effective use of learning targets.

Learning Targets

What Standard(s) and Standard Cluster is the teacher targeting?

How would you evaluate her learning target?

Effective? Somewhat effective? Ineffective?

How should the teacher continue

to use the learning targets

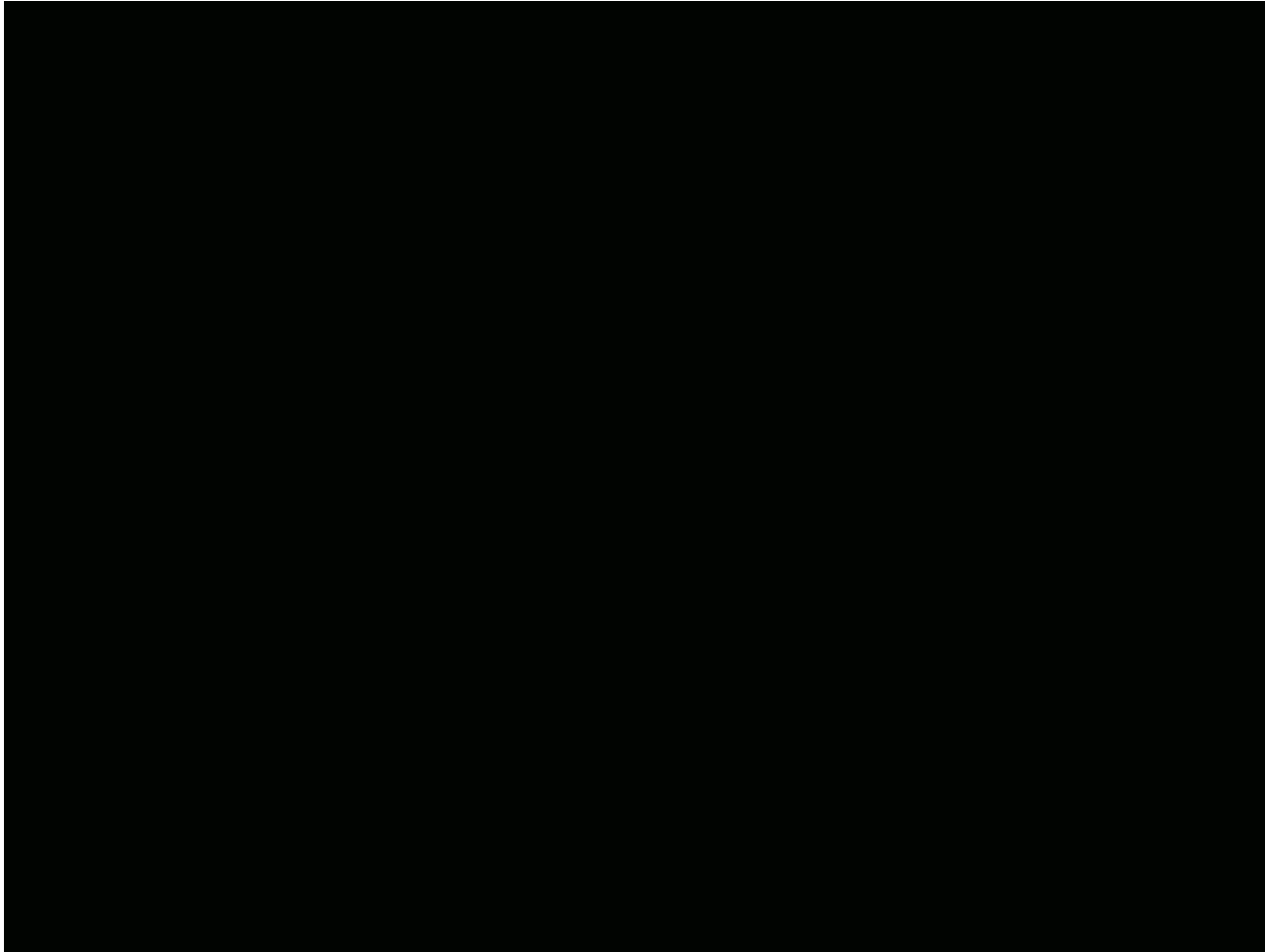
in her instruction to engage

the students in monitoring

their own learning?

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Learning Targets



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How do you get everyone to drink from the same watering hole?

- ◎ I CAN define what learning targets are and explain my role as a leader in ensuring the effective use of learning targets.

**How do you get everyone to drink
from the same watering hole?**

Strategy: Provide a Framework

A Four-Step Framework for Teachers

The four starter prompts of the framework are:

- We are learning to...
- We will show that we can do this by...
- To know how well we are learning this, we will look for...
- It is important for us to learn or be able to do this because...

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A Four-Step Framework for Learning Leaders

Discuss:

1. Where are your teachers in the use of learning targets in instruction?
2. What evidence do you have to prove your beliefs about the first question?
3. What is the next step?
4. How will you help them take the next step?

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**How do you get everyone to drink
from the same watering hole?**

Strategy: Collect Walk-Through Evidence

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Learning Leader: Collecting Walk-Through Evidence

Did you see evidence that the teacher had a learning target for this specific lesson?

- Yes, I saw evidence that the teacher had a specific learning target for today's lesson – a statement of what the student would be able to do or come to know as a result of today's lesson.
 - No, but I saw evidence that the teacher had an instructional objective that was used to guide the teacher and that could have covered more than one lesson.
 - No, I could not find evidence that the teacher had a learning target for this lesson, nor was there evidence of an instructional objective. Describe what you observed –the evidence you gathered to support your response.
- © I CAN define what learning targets are and explain my role as a leader in ensuring the effective use of learning targets.

Understanding the Shifts

**What do you already know
about the instructional shifts?**



- © I CAN explain each of the instructional shifts and identify tools I can implement as a leader to ensure their effective implementation in all classrooms.

Understanding the Shifts – Close Reading



- © I CAN explain each of the instructional shifts and identify tools I can implement as a leader to ensure their effective implementation in all classrooms.

Understanding the Shifts

Key questions:

- How does this shift pose challenges for teachers?
For students? For leaders?
- What questions do you have about this shift?
- How does this shift change instruction in the classroom?

Discuss your response with your group and record your best thinking.

Appoint a spokesperson who will share key thoughts with the group.

- ◎ I CAN explain each of the instructional shifts and identify tools I can implement as a leader to ensure their effective implementation in all classrooms.

Confirmed vs. Myth

- © I CAN explain each of the instructional shifts and identify tools I can implement as a leader to ensure their effective implementation in all classrooms.

Confirmed vs. Myth

1. The [redacted] state
with [redacted] **MYTH**
2. The [redacted] students to read
more [redacted] **CONFIRMED**
3. The [redacted] shifts in
the [redacted] **CONFIRMED**
4. The [redacted] teachers
of [redacted] **MYTH**
5. The [redacted] writing
(wh [redacted] essive
writing (how would you feel if you got burned?). **CONFIRMED**
6. **MYTH** **CONFIRMED**

Understanding the Shift: Not-So-Common Digital Tools for Leaders

Symbaloo:

General Tools:

- ⌘ Black Apple – “Core” Documents
- ⌘ Red Book – Curriculum Documents
- ⌘ Green Owl – Instructional Shift Tools
- ⌘ Pink Ticket – Assessment Tools

ELA Instructional Shifts:

- ⌘ White Balance – Balance K-5
- ⌘ Orange Paperclip – Text Dependent
- ⌘ Green Checklist – Disciplinary Literacy
- ⌘ White Books – Text Complexity
- ⌘ Red Blog – Tools for Writing from Sources
- ⌘ Yellow Word Bubble - Vocabulary

ICS Leadership Cadre Deliverables

- Each leadership team will develop and publish **three ELA lesson plans** that include formative assessments on Schoolnet.
- Each leadership team will develop and publish **three Math lesson plans** that include formative assessments on Schoolnet.
- Each leadership team will develop a **Three-Year Professional Development Plan**.
- Each leadership team will participate in **Digital Learning Day** on February 5, 2014.

Idaho Core Standards Lesson Plan Template

Create New Lesson Plan



Section 1 (required) Define Properties	Section 2 (recommended) Create Content	Section 3 (recommended) Align Standards	Section 4 (optional) Link Related Materials	Section 5 (optional) Identify Organizers
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Define Properties for this Lesson Plan

Title*

Subject*

Grade Range* to

Description*

Duration

Author(s)

Publisher

© I CAN explain the importance of digital integration on the learning of students and model this integration as an Idaho Core Standards leader.

Three-Year Professional Development Plan Template



Topic #1: Sample Topic	
Goal(s):	<ul style="list-style-type: none"> What are your short-term and/or long-term goals related to this topic? Do your goals align with school, state, and district goals?
Action #1:	<ul style="list-style-type: none"> What steps will you take to achieve your goal(s)? What type/delivery of professional development will be planned/implemented (job-embedded, workshop, online, professional learning community, group work, project-based, mentoring, coaching, video-guided, hands-in/experiential, guest/faculty presenter, classroom gallery walk, etc.)?
	Accountability: <ul style="list-style-type: none"> Who is responsible for this Action?
	Timeline: <ul style="list-style-type: none"> When will the Action be initiated? When will the Action be completed?
	Budget: <ul style="list-style-type: none"> What are the costs of this Action? What is the budget for this Action?
	Resources Needed: <ul style="list-style-type: none"> What resources do you have that will help you plan and implement this activity (technology, materials, research/references, etc.)? What resources do you need?
	Milestones: <ul style="list-style-type: none"> How will progress toward goals be measured? When (and how often) will progress toward goals be measured? Who is responsible for evaluating and documenting progress toward goals? How will assessment results be communicated to stakeholders?
Action #2:	
	Accountability:
	Timeline:
	Budget:
	Resources Needed:



The giant redwoods that populate California's northern coast have weathered storms and winds for hundreds of years. Reaching heights of almost 400 feet, the coniferous trees are among the largest and oldest on the planet. Many assume that their sheer size is what has kept them enduring for so long—but this isn't actually true. In fact, redwood root systems are relatively shallow compared to their massive trunks, and a redwood planted in an isolated spot will most likely succumb to wind gusts before growing very large. However, in a redwood forest, the root systems of many trees are naturally woven together providing a secure foundation that allows the entire community of trees to, dare we say, reach new heights.