Idaho Core Standards Academy:

Not-So-Common Leadership Strategies
for Successful Implementation

Wiki: Linkyy.com/ICSJuly2013

Welcome Back!

Leadership Academy Learning Targets

- ⦿ I CAN describe what Idaho Core Standards instruction looks like to create rigorous learning environments for all students.

- ⦿ I CAN describe the characteristics of the next generation assessments and how these characteristics should drive assessments in my district/building.
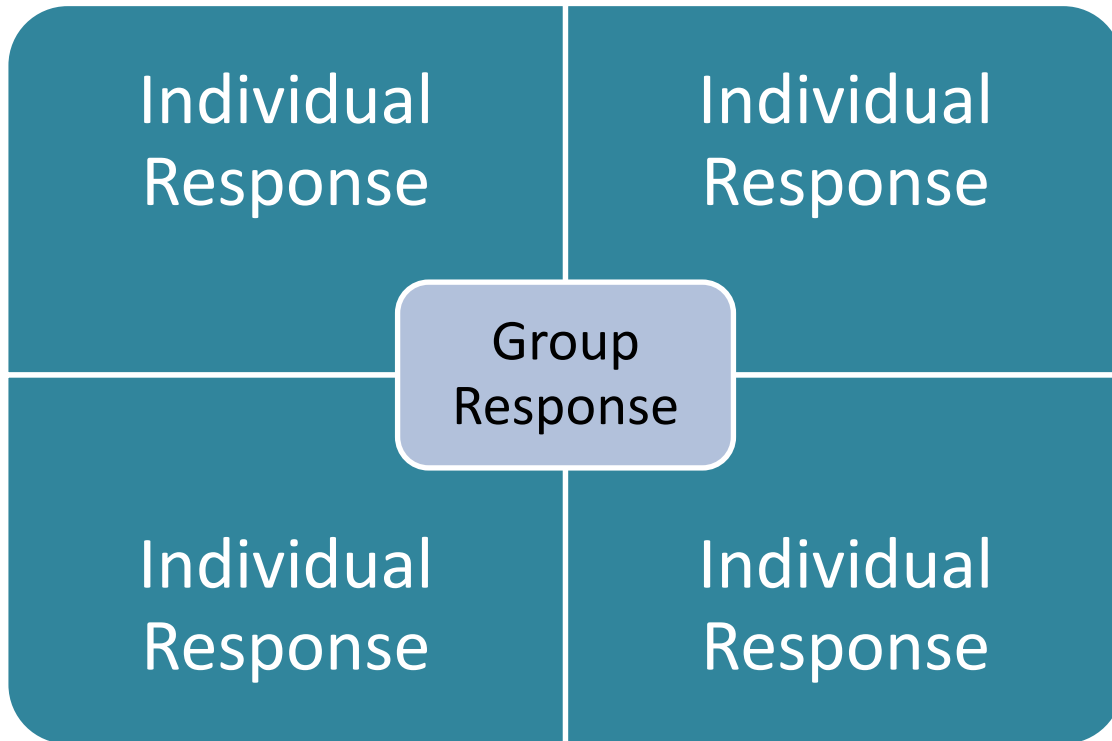
Leadership Academy Learning Targets

⊙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 identify digital tools to support the effective implementation of Idaho Core Standards curriculum, instruction and assessment.

"Perhaps one of the mistakes in the past efforts to improve achievement has been the removal of struggle."

- Fisher, Frey, Lapp, 2012

⊙ I CAN describe what Idaho Core Standards instruction looks like to create rigorous learning environments for all students.

What is Rigor?
What is Scaffolding?

Individual Response	Individual Response
Individual Response	Individual Response

Group Response

1. **Read** your article section and **annotate** for key takeaways.

2. **Record** your top 3 takeaways on your corner of the Placemat.

3. **Share** your takeaways with your group and discuss.

4. **Record** group top 3 takeaways on middle of Placemat.

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What is Rigor?

What is Scaffolding?

Discussion Strategy: Concentric Circles

Question #1: Share and discuss the key points from your articles about rigor and scaffolding.

Question #2: What one key point about rigor and scaffolding resonates with you the most?

Question #3: How would you summarize rigor and scaffolding to a colleague who didn't read the articles?

Question #4: Describe an example of a classroom lesson that contained elements of rigor and elements of scaffolding.

⊙ I CAN describe what Idaho Core Standards instruction looks like to create rigorous learning environments for all students.

Two Tools:

1. **Standards for Mathematical Practice**

2. **EQuIP Rubrics**

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Tool: Standards for Mathematical Practice

Where do you find them?
Starting on page 6 of the Idaho Core Mathematics Standards

What do you notice about them?
Check out the first three words…

How have you lead <u>all</u> teachers in understanding and using the Standards for Mathematical Practice?

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Tool: Standards for Mathematical Practice

How have you lead <u>all</u> teachers in understanding and using the Standards for Mathematical Practice?

☐ **Have you…** closely examined the Standards for Mathematical Practice with your teachers?

☐ **Have you**…made the Standards for Mathematical Practices "public"?

☐ **Have you…**provided tools and resources for your teachers [and students] to implement [and learn] the Standards for Mathematical Practice?

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Tool: EQuIP Rubric

Putting All of This Together:
Instruction, Instruction, Instruction!

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About EQuIP

EQuIP (Educators Evaluating the Quality of Instructional Products) is an initiative of the American Diploma Project (ADP) Network designed to **identify high-quality materials aligned to the Common Core State Standards** (CCSS).

The objectives are two-fold:

- **Increase the supply** of high quality lessons and units aligned to the CCSS that are available to elementary, middle, and high school teachers as soon as possible; and,

- **Build the capacity** of educators to evaluate and improve the quality of instructional materials for use in their classrooms and schools.

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EQuIP: The Rubric

The EQuIP rubric describes four dimensions of quality in lessons and units. These dimensions deeply examine the following areas:

- **Rigor of the Common Core**
- **Key Shifts of the Common Core**
- **Best Practices and Instructional Strategies**
- **Varied Modes of Assessment**

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EQuIP and Idaho

Idaho has adopted the EQuIP rubric to support implementation of the Idaho Core in the following ways:

- **Build the capacity** of teachers, administrators, and support educators to gain a deeper understanding of the CCSS, key shifts, best practices, and assessments;

- **Guide the development** of lessons and units;

- **Evaluate existing lessons** and units to identify improvements needed to align with the CCSS; and,

- **Inform vendors of criteria** that will be applied in the evaluation of proposals and final products.

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EQuIP Rubrics

EQuIP offers Quality Review Rubrics for:

- ELA Literacy (K-2)

- ELA/Literacy (3-12)

- Mathematics (K-12)

To download a copy of these rubrics, visit: www.achieve.org/EQuIP

⊙ I CAN describe what Idaho Core Standards instruction looks like to create rigorous learning environments for all students

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
The lesson/unit aligns with the letter and spirit of the CCSS: o Targets a set of grade-level CCSS ELA/Literacy standards. o Includes a clear and explicit purpose for instruction. o Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). *A unit or longer lesson should:* o Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. o (Grades 3-5) Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts.	*The lesson/unit addresses key shifts in the CCSS:* o **Reading Text Closely:** Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. o **Text-Based Evidence:** Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). o **Writing from Sources:** Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). o **Academic Vocabulary:** Focuses on building students' academic vocabulary in context throughout instruction. *A unit or longer lesson should:* o **Increasing Text Complexity:** Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level. o **Building Disciplinary Knowledge:** Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. o **Balance of Texts:** Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5). o **Balance of Writing:** Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.	*The lesson/unit is responsive to varied student learning needs:* o Cultivates student interest and engagement in reading, writing and speaking about texts. o Addresses instructional expectations and is easy to understand and use. o Provides *all* students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. o Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. o Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. o Provides extensions and/or more advanced text for students who read well above the grade level text band. *A unit or longer lesson should:* o Include a progression of learning where concepts and skills advance and deepen over time. o Gradually remove supports, requiring students to demonstrate their independent capacities. o Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. o Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5. o Include independent reading based on student choice and interest to build stamina, confidence and motivation; indicates how students are accountable for that reading. o Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.	*The lesson/unit regularly assesses whether students are mastering standards-based content and skills:* o Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). o Assesses student proficiency using methods that are unbiased and accessible to all students. o Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. *A unit or longer lesson should:* o Use varied modes of assessment, including a range of pre, formative, summative and self-assessment measures.
Rating: 3 2 1 0	**Rating: 3 2 1 0**	**Rating: 3 2 1 0**	**Rating: 3 2 1 0**

Idaho Core Standards
Classroom Lesson Observation Protocol

What is a protocol?
An agreed upon guideline for a conversation that includes a structured format. Descriptions of protocols typically identify the purpose, number of participants, length of time required, roles of team members, and expected outcomes.

Why use a protocol?
The effective use of protocols ensures that conversations between and among team members are productive.

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Idaho Core Standards
Classroom Lesson Observation Protocol

Add link to video here.

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Next Generation Assessments: Raising the Level of Rigor in Your Classroom

LESSON CREATED BY **KAREN BEERER** USING **TED**Ed
VIDEO FROM **CBCtv** YOUTUBE CHANNEL

Let's Begin...

See how Mr. D uses assessments in his classroom. Certainly, this is a humorous view of assessments. But, what can we learn from him?

0:00 / 2:01

Watch

Think

Dig Deeper

Discuss

...And Finally

⊙ I CAN describe the characteristics of the next generation assessments and how these characteristics should drive assessments in my district/building.

Key Questions:

What do you know about balanced assessment systems? Why is a balanced assessment system necessary?

Go to edmodo and answer the questions.

Group Code:

Smarter Balanced calls for a Balanced Assessment System, of which the summative state test is one part.

What is meant by a balanced assessment system and why is it necessary?

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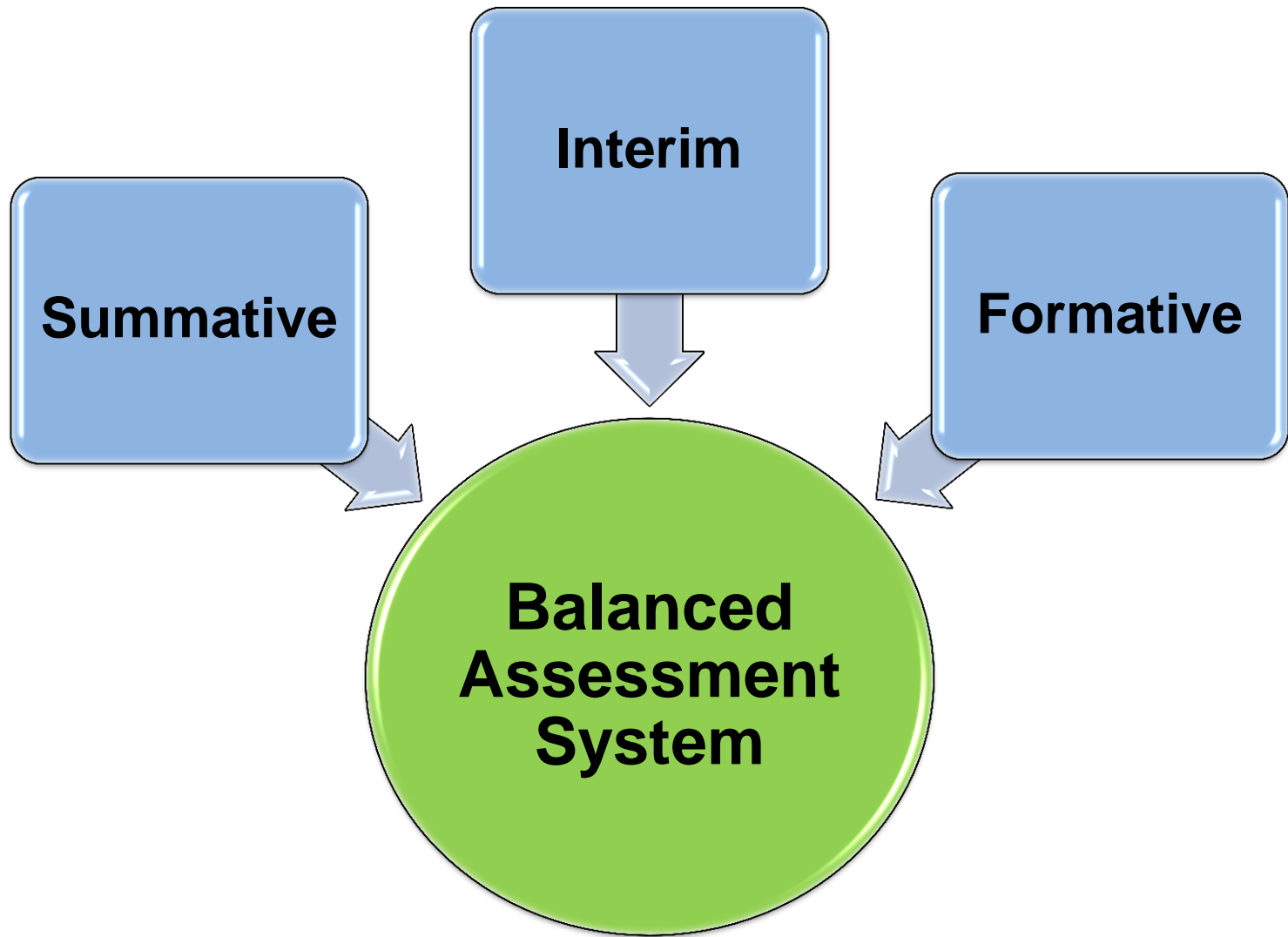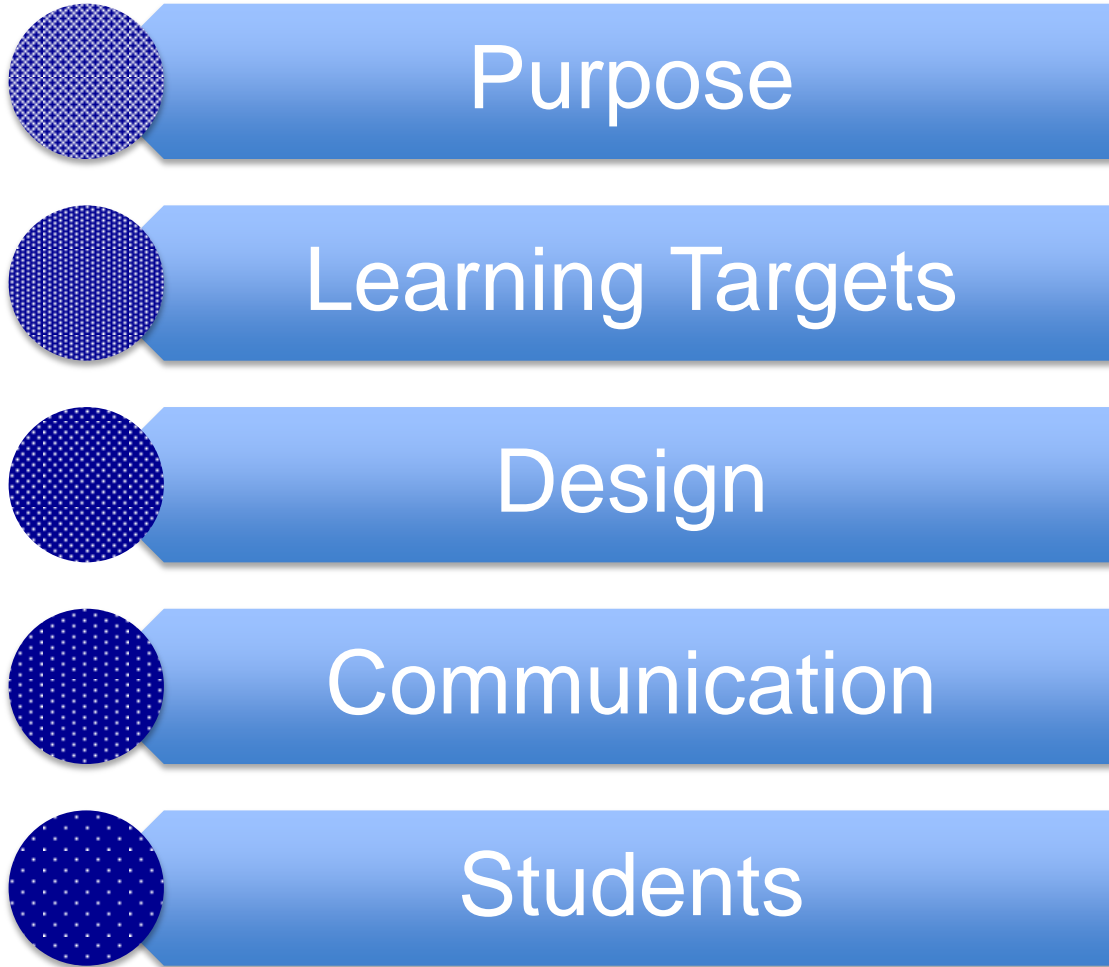
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Summative Assessments

Characteristics:

- Accurately describe both student achievement and the growth of student learning as part of program evaluation and school, district, and state accountability systems

- Provide valid, reliable, and fair measures of students' progress toward, and attainment of, the knowledge and skills required to be college- and career-ready

- Capitalize on the strengths of computer adaptive testing - efficient and precise measurement across the full range of achievement and quick turnaround of results

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Interim Assessments

Characteristics:

- Help teachers, students, and parents understand whether students are on track and identify strengths and limitations in relation to the Idaho Core State Standards

- Be fully accessible for instruction and professional development (non-secure)

- Support the development of state end-of-course tests

⊙ I CAN describe the characteristics of the next generation assessments and how these characteristics should drive assessments in my district/building.

Formative Assessments

Characteristics:
- Connected to learning targets
- Descriptive, evidence-based
- Embedded in learning
- Ongoing, continual
- Nurture self-assessment
- Can be enhanced by structures that provide for peer assessments
- Support conversations between student and teacher that involve two-way communication
- Lead to timely, usable feedback
- Result in improved understanding and learning

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Key Qualities of a Classroom Assessment

Purpose

Learning Targets

Design

Communication

Students

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Next Generation Assessments

Passage Length

GRADE	MAXIMUM WORD COUNT
3	650
4	750
5	750
6	950
7	950
8	950
High School (9–11)	1100

Word Count Guidelines

Grade Band	Min/Max Passage Length for Literary and Informational Text/Literary Non-Fiction
3-5	200-800 words
6-8	400-1,000 words
9-11	500-1,500 words

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Next Generation Assessments

Information About Assessment Texts and Tasks Indicates that Students Need:

- Experience reading "long" grade level or near grade level texts independently

- Strategies for dealing with grade level texts if they cannot read them independently

- Stamina and engagement

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Next Generation Assessments

Information About Short-Answer Questions Indicates that Students Need:

- More than a basic understanding of text

- Practice with justifying their understandings from text

- Opportunities to apply their understanding in different ways

- Experience with academic vocabulary in context

⊙ I CAN describe the characteristics of the next generation assessments and how these characteristics should drive assessments in my district/building.

Next Generation Assessments

Information About Performance Tasks Indicates that Students Need:

- Experience with different types of source materials

- Experience integrating ideas and information from multiple sources of information

- Experience with different types of writing purposes – opinion/argumentative, literary analysis, summary, etc.

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Call to Immediate Action:
Change Assessment Practices
to Reflect Instructional Shifts

1. Have a written district assessment plan.

2. Use a balance of types of assessment methods and types of assessment items in the classroom.

3. Administer some assessments online and integrate digital media.

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Call to Immediate Action:
Change Assessment Practices
to Reflect Instructional Shifts

4. Understand the characteristics of a balanced assessment system.

5. Understand the content and item specifications and incorporate that content into daily instructional practice.

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Why Digital Integration?

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

Why Digital Integration?

Strategy: Read And Say

1. Select a partner.

2. One partner reads one article section aloud while the other partner listens.

3. After the first section is complete, the listening partner reacts to the article.

4. Then, switch roles, until all sections are read.

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What are the characteristics of effective technology and digital media integration?

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Lesson Analysis

Examine the lesson for:

… qualities of effective technology and digital media integration.

… Idaho Core Standards instructional shifts (ELA).

… Standards of Mathematical Practice (Math).

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Lesson Analysis

Examine the lesson for:

… qualities of effective technology and digital media integration.

… Idaho Core Standards instructional shifts (ELA).

… Standards of Mathematical Practice (Math).

… elements from the EQuIP rubric.

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Examining a Model Lesson

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New Plus Model Lessons

- Support **multimodal learning**

- Integrate a variety of **text and digital media assets**

- Include a range of activities designed **for small group, large group, and independent work**

- Can be used in **one-to-one** or **one-to-many** classroom configurations.

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New Plus Model Lessons

- Align to **EQuIP Rubric**

- Serve as **instructional exemplars**

- Address both **primary** and **secondary Idaho Core Standards**

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New Plus Model Lessons

- **Media** is used to engage, promote inquiry, and **make real world connections**

- Most **lessons span 3-5 days of instruction** and are broken up into sessions

- The lessons use modeling, small group instruction, whole group instruction, and independent work to **scaffold student learning**

- There are multiple **opportunities for assessment** throughout the lesson, and each culminates in a performance task complete with rubrics, scoring guides, or answer keys

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New Plus Model Lessons

What Makes a Lesson a Core Lesson?
Instructional Shifts: *Rigor and Relevance*

ELA

- A balance of literary and informational complex texts
- Multiple close readings with text-dependent questions
- Vocabulary building activities
- Research
- Writing assignments

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New Plus Model Lessons

What Makes a Lesson a Core Lesson?
Instructional Shifts: *Rigor and Relevance*

Math

- A blend of mathematical thinking, practices, and applications

- High quality conceptual problems and questions

- Manipulatives and concrete representations to enhance conceptual understanding

- Real world connections: media and metacognition

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

Live to Site

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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

Define Properties for this Lesson Plan

Title*

Subject* -- choose a subject --

Grade Range* ___ to ___

Description*

Duration ___ Minute(s)

Author(s) ALVARADO, PRESTON

Publisher Idaho

Three-Year Professional Development Plan Template

	Topic #1: Sample Topic	
Goal(s):	• 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:	• 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:	• Who is responsible for this Action?
	Timeline:	• When will the Action be initiated? • When will the Action be completed?
	Budget:	• What are the costs of this Action? • What is the budget for this Action?
	Resources Needed:	• 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:	• 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:	

District Comprehensive Balanced Assessment Plan

Type of Assessment	National (N) State (S) District (D) School (B) Classroom (C)	Name of assessment	Purpose(s)	Who will use the resulting data?	Time Frame	Students / Grades Assessed	Professional Development Timeframe, Participants, Info	Administrative oversight (Name/Role)
Summative	State	ISAT	Accountability	All stakeholders		Gr. 3-8, 9-11		
	District	EOCAs	Program and Teacher Evaluation	Teachers District Admin	Semester, End of Year, End of certain courses			
	National	NAEP	National Data Collection					
Interim/ Benchmark	District	CBMs	Teacher Evaluation, Placement into learning groups	District admin and teachers	3 times per year			
	State	IRI Screening	Determine risk for poor reading outcomes, Program Evaluation, State intervention $					
Formative	(C) Teacher determined activities to elicit evidence of learning	Ex: student conferences, exit slips, non-graded quizzes, white boards. Other as determined by the teachers	Student. teacher feedback on current learning & teacher evaluation	Teachers and Students	Daily			
	Classroom	CBMs	Progress monitoring of Tier 2 and 3 students		2 x week	Students on intervention plans		
Diagnostic	Classroom	Example: Core Phonics Survey	Determine instructional needs of specific students			Students identified as at risk		

Leaving Your Mark on the World

John E. Holden, alias Jack, took the Deep Six, Monday, May 27, 2013 at the Willow Valley Retirement Community after a life filled with endless laughter and debauchery. While flying his beloved Corsair as a Marine Fighter Pilot during WWII, he was awarded the Distinguished Flying Cross for his combat activities, the Air Medal for action in Okinawa in 1945 and the Distinguished Fleeing Cross for avoiding numerous women who were seeking child support under unproven circumstances.

After WWII he spent eight years with the Armstrong Cork Company and resigned with the title of Assistant Director of Advertising plus a dinky pension. He then joined the Hubley Toy Company and later became an independent toy designer.

He was a longstanding member of the Lancaster Country Club, the Hamilton Club and the International Mickey Mouse Club from which he was immediately banned after providing housing for a number stray cats.

For many years prior to his demise, he wrote a tongue in cheek publication at Willow Valley called "The Wrinkle Valley News" where he had close to a thousand readers whom he referred to as "The Inmates of Wrinkle Valley." They fully enjoyed his creative humor and his intention to help them make unwise decisions in their hectic lives.

Jack was widowed ten years ago after sixty-one years of marriage to Elaine Ewing Holden. He has had a number of other wives recently, none of which were his. Three daughters, Holly, Wendy and Anne Holden and a son, John E. Holden, Jr. have managed to survive despite being related to their father. His last words were "I'm really going to miss myself."

Yesees and Noees

"The Yesees said yes to anything
    That anyone suggested.
The Noees said no to everything
    Unless it was proven and tested.
So the Yesees all died of much too much
    And the Noees all died of fright,
But somehow I think the Thinkforyourselfees
    All came out all right."

- Shel Silverstein, *Every Thing on It*