



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. Be ready to share with the group
- Thank you for participating!

Discovery Education Idaho Core Standards Academy:

Not-So-Common Leadership Strategies
for Successful Implementation

Wiki: Linkyy.com/ICSJuly2013



Who's in the room?



How do these modules support Idaho Core Standards implementation?

A scenic view of the Great Wall of China winding across a mountain range under a hazy sky. The wall is made of stone and brick, with a watchtower visible on the right. The mountains are covered in green trees, and the sky is a soft, hazy orange-brown color.



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

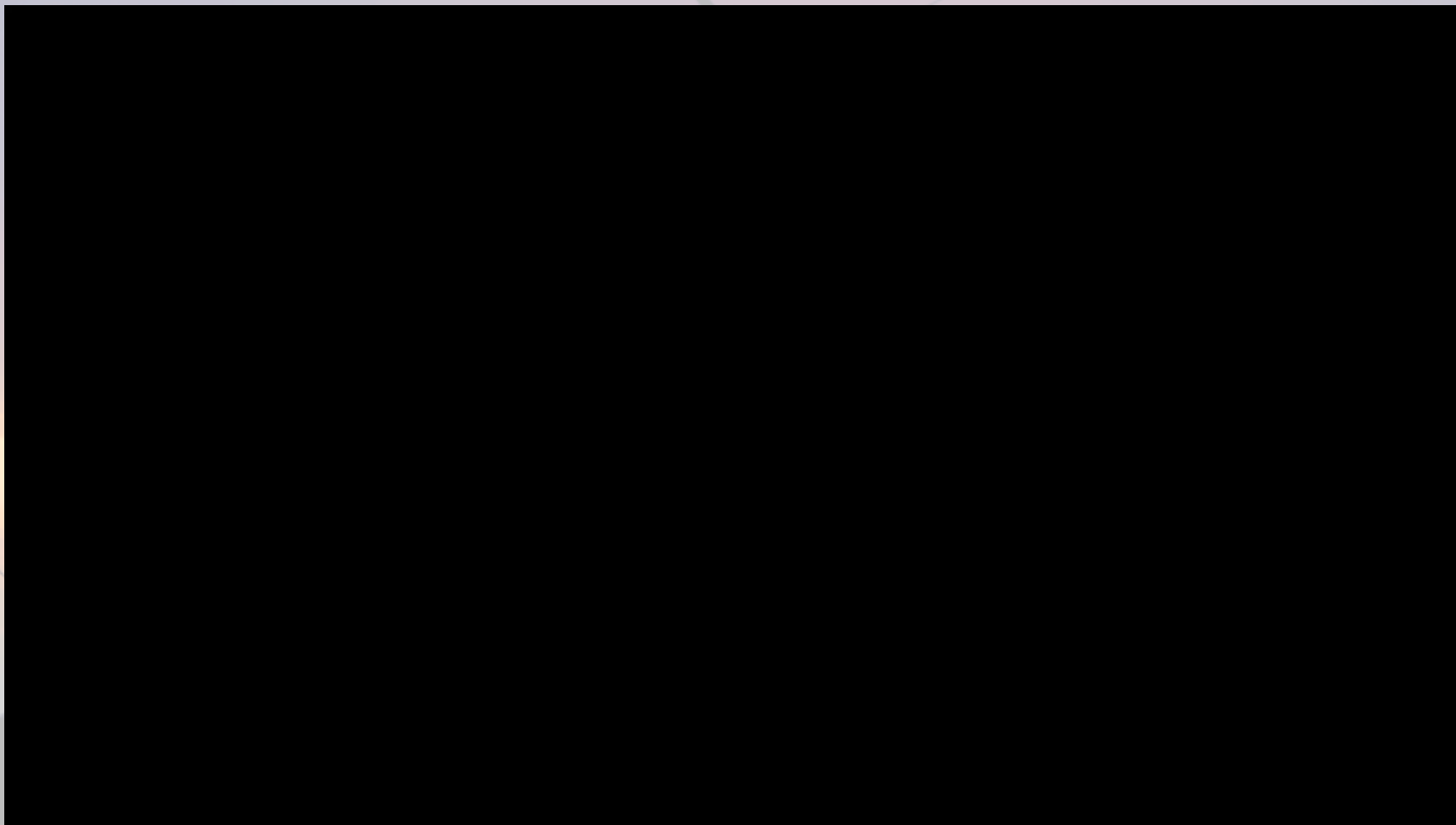
All Students College *and* Career Ready

What does this mean?

What are the implications for schools?

What are the implications for instruction?

Student Voices



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

A young child with light hair is shown in profile, wearing a red and blue cowboy hat with a white pattern and a blue hoodie. The child is sitting in a dark wooden chair and holding a black video game controller. The background is dark and out of focus.

**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



Edmodo

www.edmodo.com

edmodo

 **Mrs. Magee**
Teacher

Latest Posts

Discover

Insights

Groups [Join or Create](#)

Search groups...

Rapides Parish Leadership

CCGPS School Teams

GROUP #
0kd2sa

Sign in to Edmodo.

Login

[Forgot your password?](#)

Sign up now. It's free.

I'm a Teacher

I'm a Student

[I'm a Parent](#) | [Schools & Districts](#)

Edmodo ©2013 | [About](#) | [Blog](#) | [Platform](#) | [Press](#) | [Help](#) | [Jobs](#) | [Terms](#) | 

Key Question:

What are the Idaho Core Standards challenges you are facing?

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

Group Code: 0kd2sa



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

A white owl is shown in flight against a clear blue sky. The owl's wings are spread wide, and its body is centered in the upper half of the frame. The background is a gradient of light blue, suggesting a bright, clear day.

- 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.

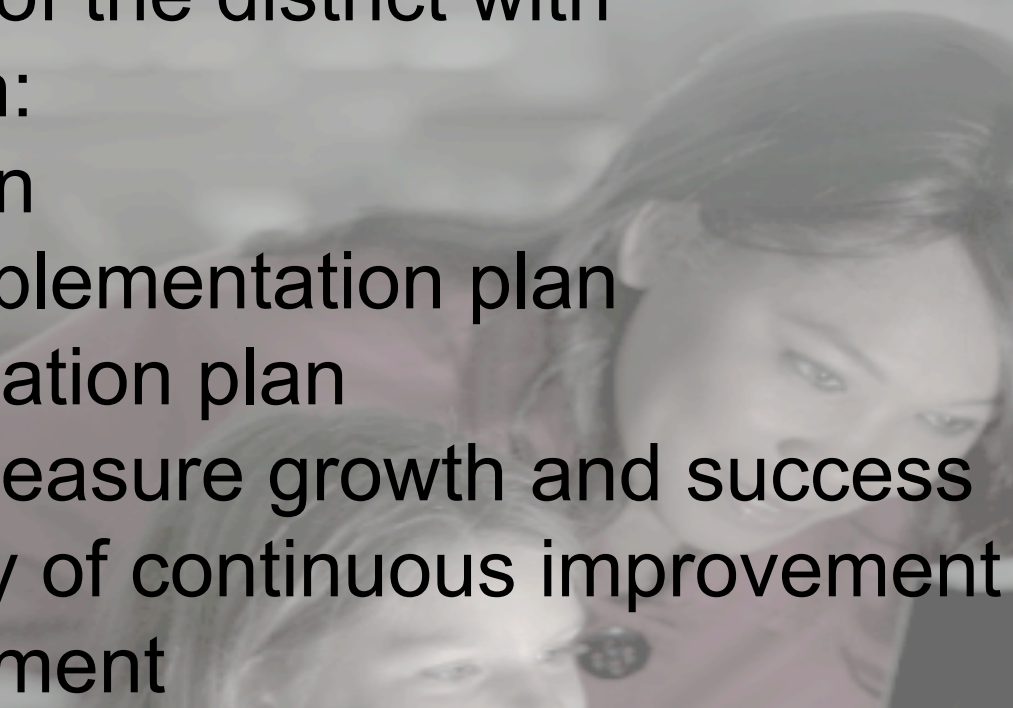
Education in 2013

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:
 - A clear vision
 - A shared implementation plan
 - A communication plan
 - Metrics to measure growth and success
 - A philosophy of continuous improvement and engagement
- 
- A faded background image showing a woman with long dark hair leaning over a young girl with blonde hair. They are both looking at a laptop screen, which is partially visible on the right side of the frame. The scene appears to be in a classroom or a computer lab.



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 School-wide
Literacy Focus**

Leadership Curation



Discovery Education 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.
- ⦿ 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 a 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

- ◆ 8:00-8:30 Welcome and Announcements-Rick Kennedy
- ◆ 9:00- 12:00 Not-So-Common Leadership Strategies for Successful Implementation – Sarah Johangiry
 - ◆ The Intent of the Idaho Core Standards
 - ◆ The Structure, Format, and Content of the Idaho Core Standards
- ◆ 12:00-1:00 – Lunch
 - ◆ Question and Answer – Alex MacDonald
- ◆ 1:00-3:30 Not-So-Common Leadership Strategies for Successful Implementation
 - ◆ The Instructional Shifts Required form the Idaho Core Standards
 - ◆ Reflection and Wrap-Up
- ◆ 3:30-4:15 Contracts and Reimbursement Process – Rosemary DeMond and Jeff Church

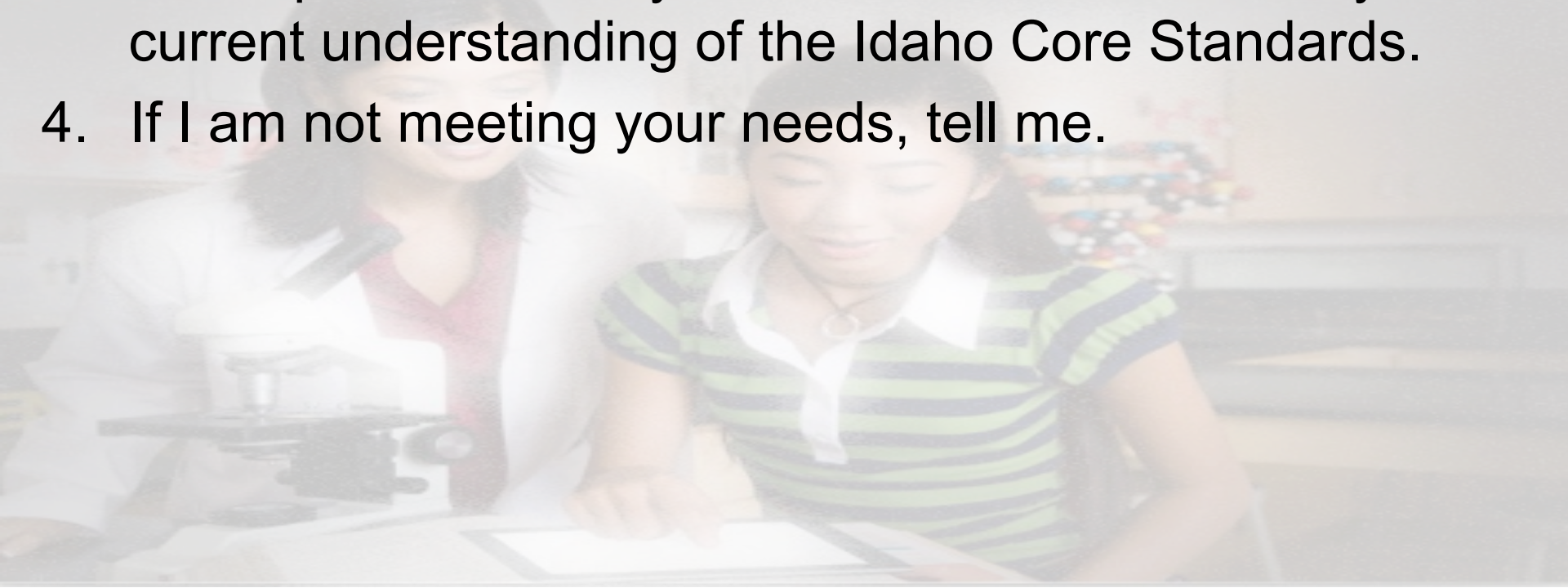


Day Two Agenda

- ◆ **8:30-12:00 Not-So-Common Leadership Strategies for Successful Implementation – Sarah Johangiry**
 - ◆ **Meeting the Rigor of the Idaho Core Standards**
 - ◆ **Beginning with the Assessment End in Mind**
 - ◆ **Idaho Core Standards in Action**
 - ◆ **12:00-1:00 Lunch**
 - ◆ **1:00-2:00 Not-So-Common Leadership Strategies for Successful Implementation Continued**
 - ◆ **Idaho Core Standards in Action**
 - ◆ **Reflection and Wrap-Up**
 - ◆ **2:00-3:00 Schoolnet Q&A with Jeremy Davidson**
 - ◆ **3:00-4:30 SDE/ISEE navigator Strategies and Higher Ed Feedback-Rick Kennedy, Jeff Church, and Alex MacDonald**
- 
- A photograph of two women sitting and talking. The woman on the left is older, with short blonde hair, wearing a coral-colored top with white lace detailing. The woman on the right is younger, with long dark hair, wearing a denim jacket over a purple top. They are both smiling and looking towards each other. The background is a bright, out-of-focus indoor space with large windows.

Discovery Education's 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.





© 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.
 - Collaboratively create a flexible action plan for implementation.
 - 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 standards 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

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

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

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).

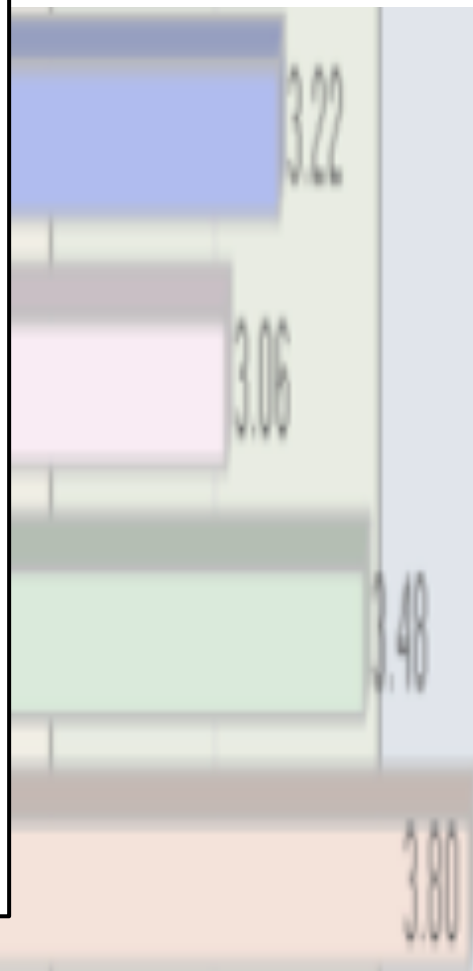
- Attached to this email are two curriculum documents: the grade 5 math pacing guide and the grade 5 math proficient skills (anchors).
- Dr. Beerer will check in with all grade 5 teachers, including learning support teachers to gather information of their progress on the pacing guide. She will share 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-Specific

Conduct Short Projects

Model Writing

Fr

Common 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

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

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?

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

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.

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

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.

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

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>
---	--	--	---

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

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 that piece of writing meets that standard or not.

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

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"

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

Understanding the Strands and Learning Progressions

How does understanding the standards and learning progressions support **effective formative assessment**?

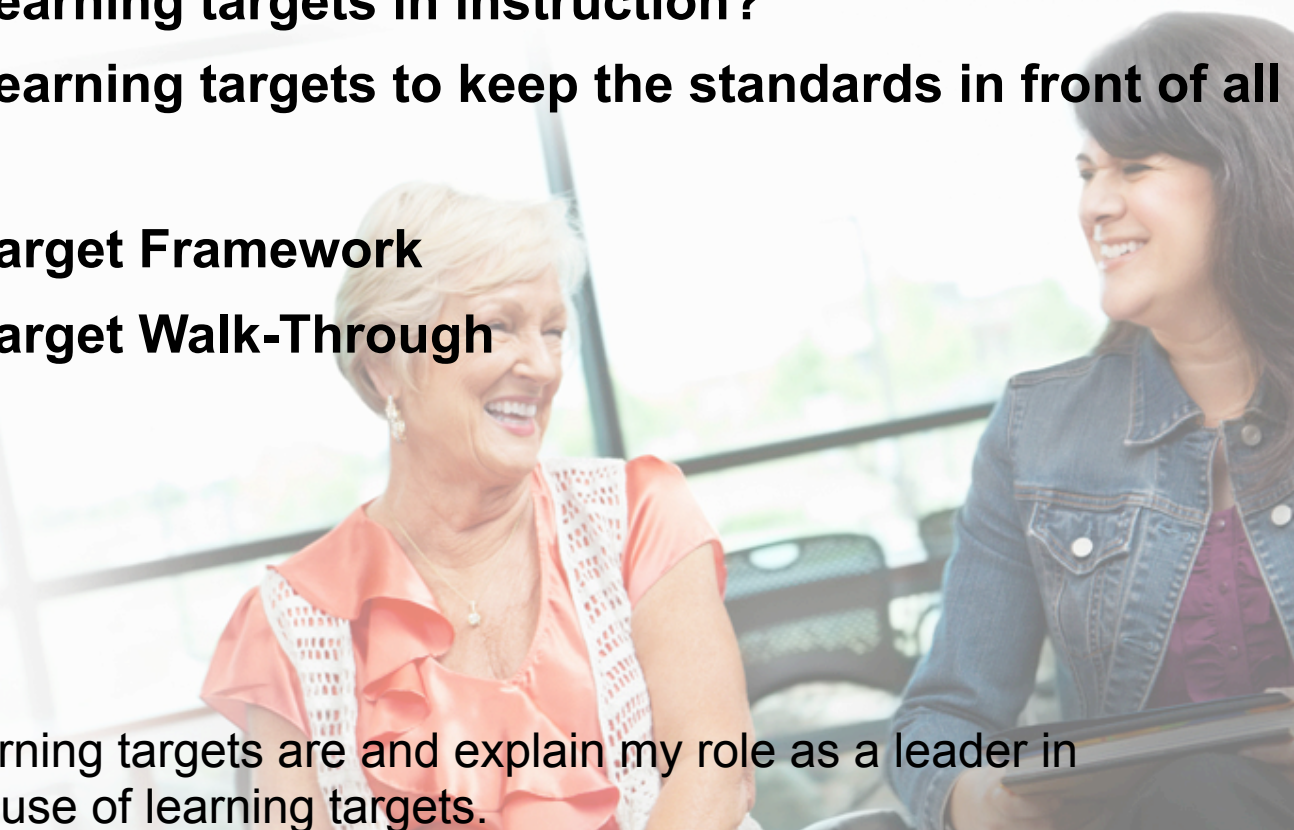
© I CAN describe strategies for building the collective capacity in my school/district to achieve a vision of continuous improvement.

Tools You Can Use

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

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

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.
- 
- A photograph of two women sitting and talking. The woman on the left is older, with short blonde hair, wearing a coral-colored top with white lace detailing. The woman on the right is younger, with long dark hair, wearing a denim jacket over a purple top. They are both smiling and looking at each other. The background is a bright, out-of-focus indoor space with large windows.


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

- Instructional 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.

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.

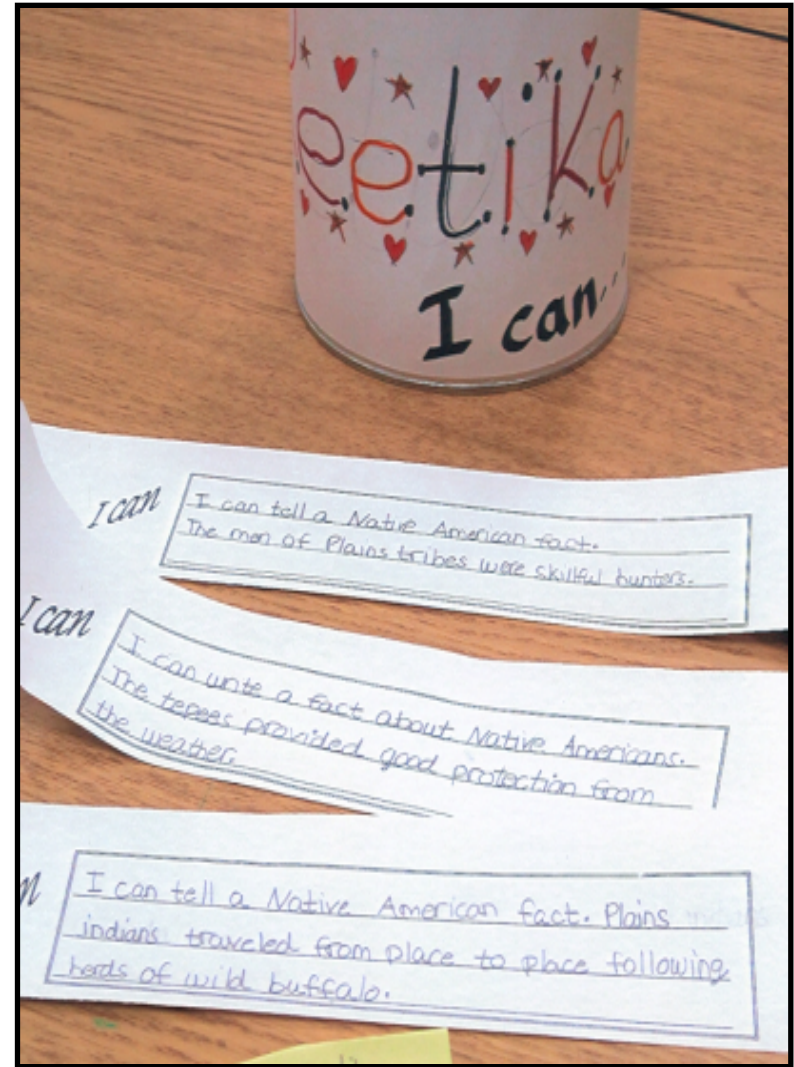


Review:

Qualities of Effective, Somewhat Effective, and Ineffective Learning Targets

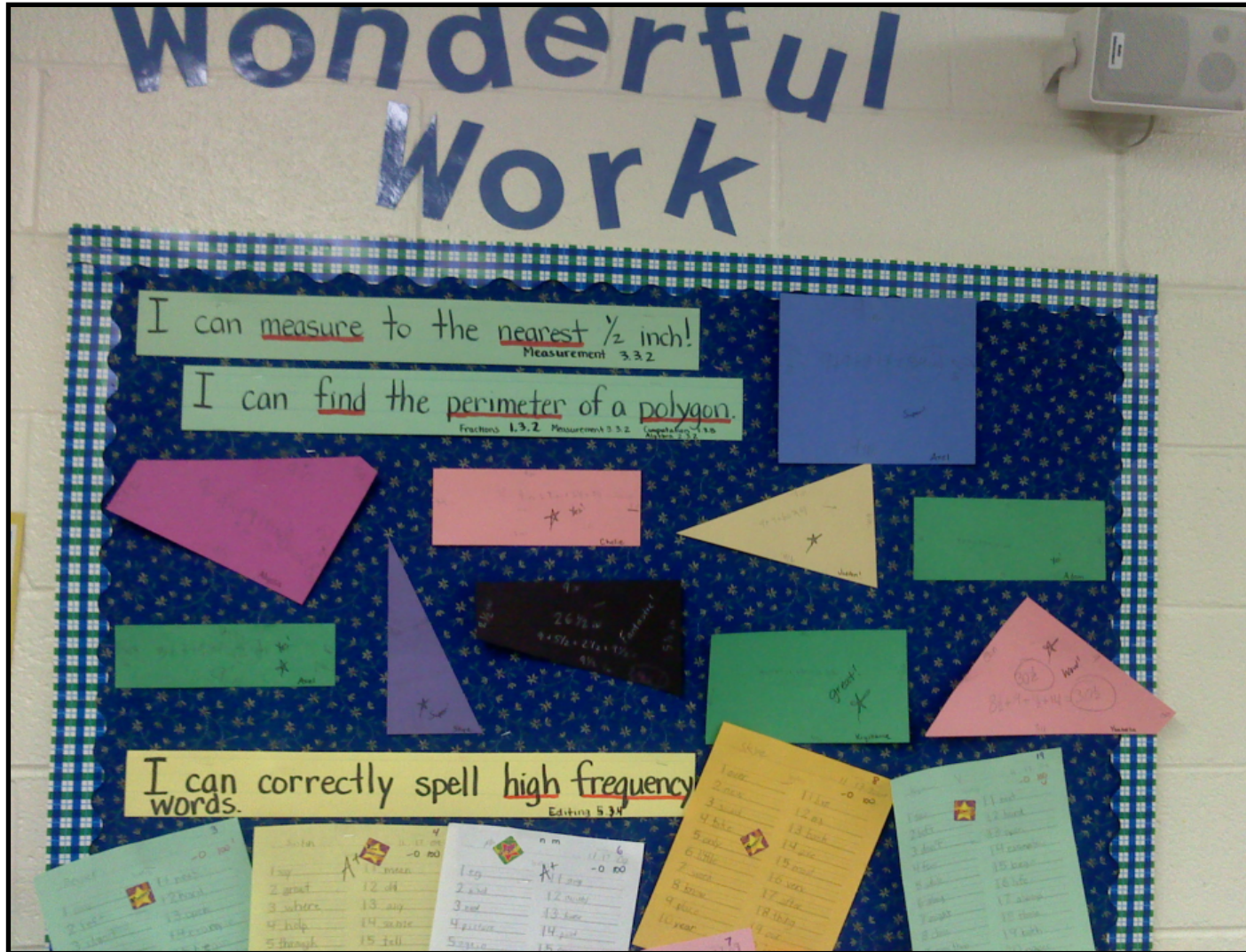
© I CAN define what learning targets are and explain my role as a leader in ensuring the effective use of learning targets.

Ideas for Using I CANs



© 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



- © 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		Testable
	#	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...

At the beginning...			Specific Goals	At the end...		
1	2	3		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.

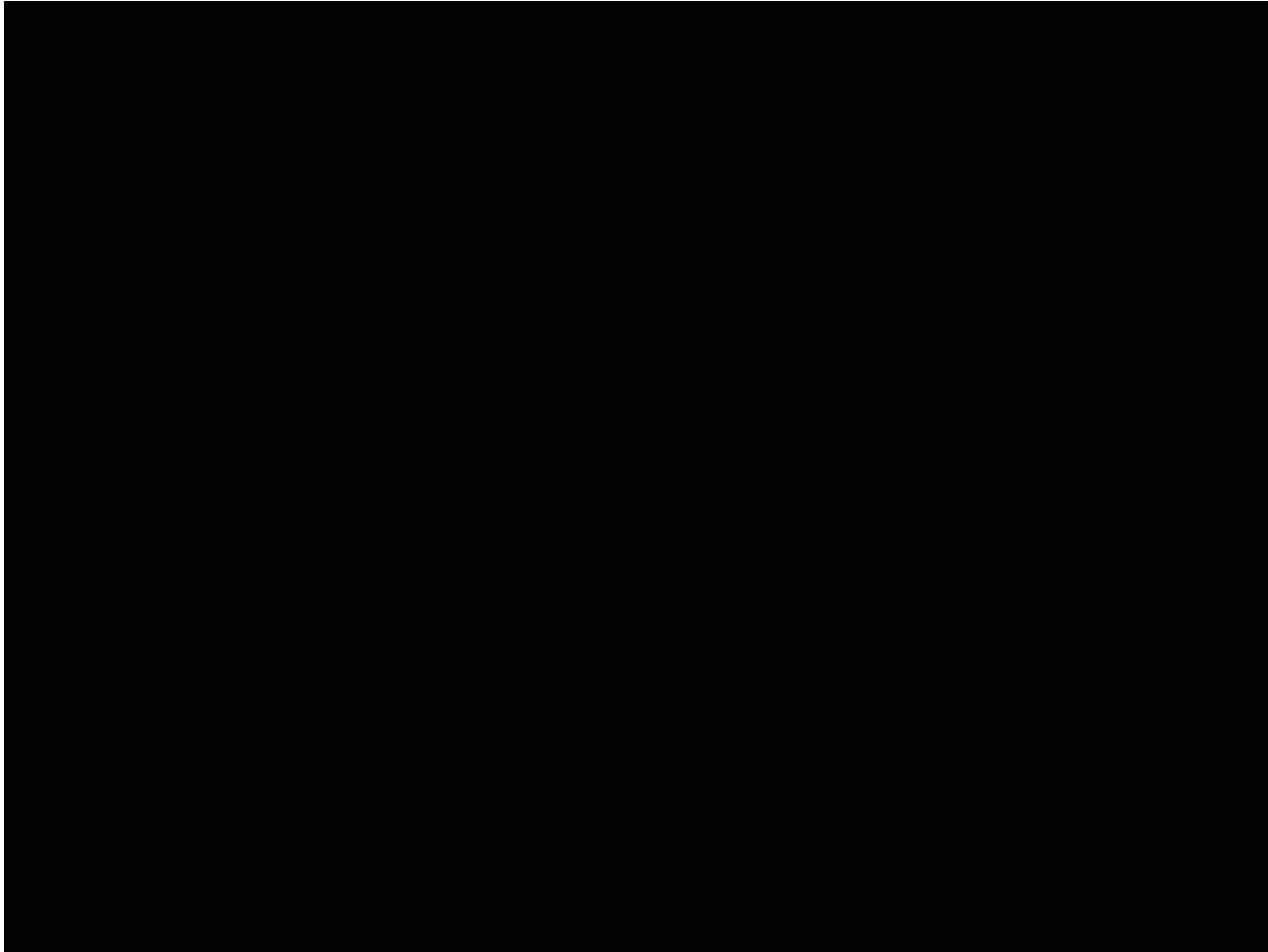
Learning Targets

- 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?



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

Learning Targets



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

Your Turn:

- 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?



- ◎ 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?



© 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...

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

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?

© 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: Collect Walk-Through Evidence



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

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 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. MythBuster



- © 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.

MythBuster vs. Confirmed

1. The Idea of **MYTHBUSTERS** is the state with a **MYTHBUSTERS**
2. The Idea of **CONFIRMED** to read more informa**CONFIRMED**
3. The Idea of **CONFIRMED** all students should **CONFIRMED**
4. The Idea of **MYTHBUSTERS** some teachers of reading **MYTHBUSTERS**
5. The Idea of **CONFIRMED** Core Standards call for more argumentative writing (which is **CONFIRMED** self-expression type writing (now would you feel if you got bullied?).
6. **MYTHBUSTERS** **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

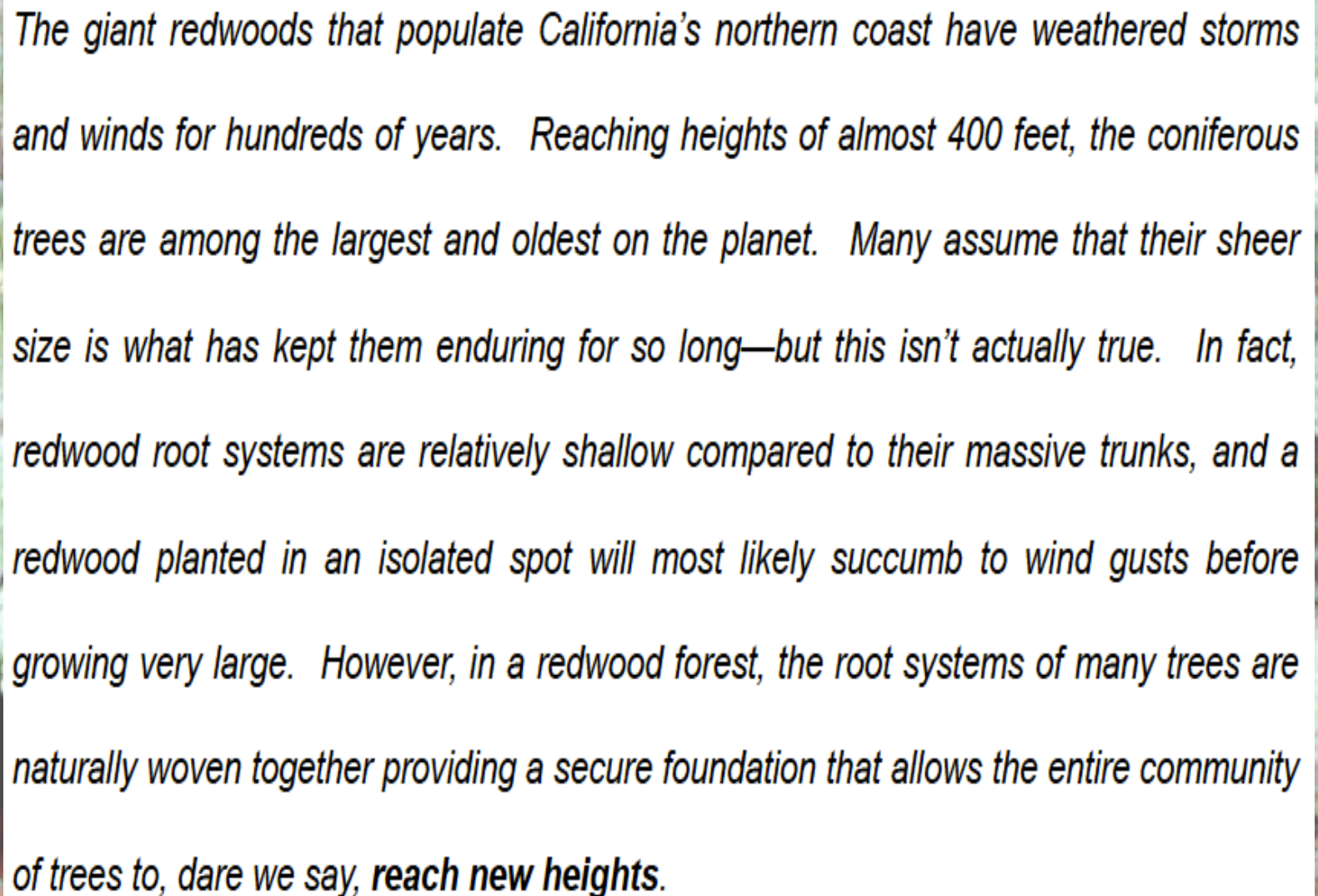
ELA Instructional Shifts:

- ⌘ 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

Name of Group

Deliverables:

Timeline?

A photograph of a redwood forest with a white text box overlaid. The text box contains a paragraph about the resilience of redwood trees. The background shows the thick, reddish-brown trunks of redwood trees and a forest floor covered in fallen needles and leaves.

*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.***