

Discovery Education Idaho Core Standards Academy:

Not-So-Common Leadership Strategies
for Successful Implementation

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Welcome Back!



Discovery Education 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.
- ◎ 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.

A photograph of two bighorn sheep running across a grassy field under a clear blue sky. The sheep are in motion, with their legs extended and heads turned slightly. The background is a soft-focus landscape with dry grass and distant hills.

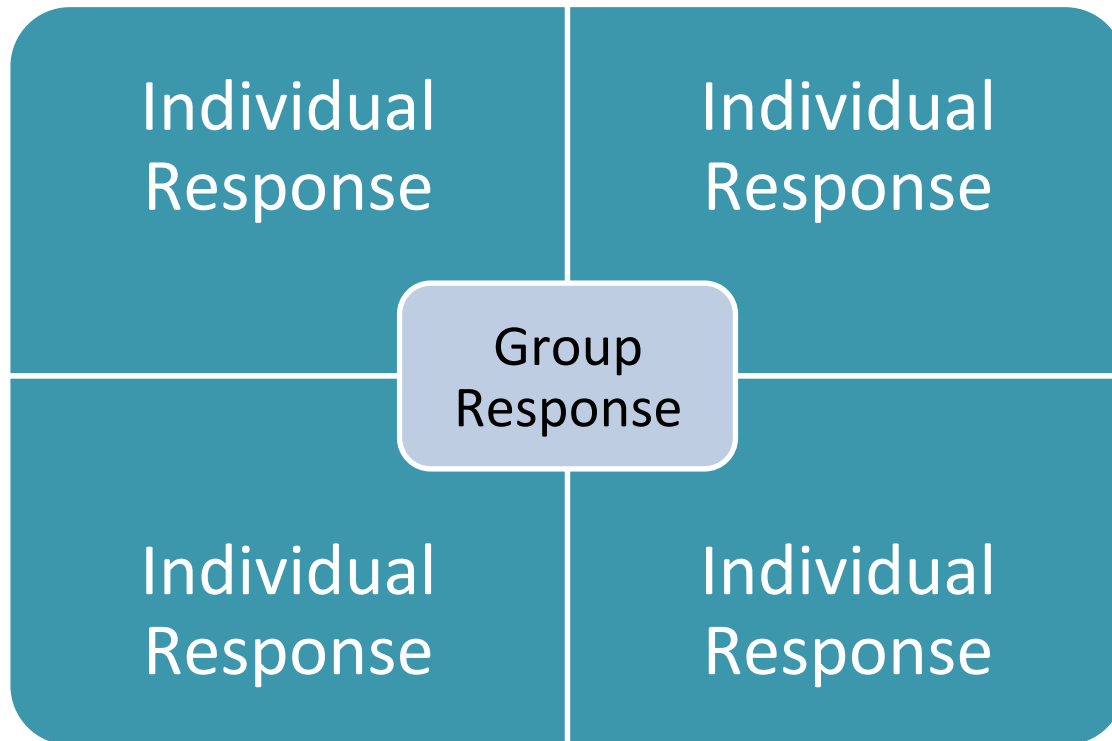
**“Perhaps one of the mistakes
in the past efforts to improve
achievement has been the
removal of struggle.”**

- Fisher, Frey, Lapp, 2012

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What is Rigor?

What is Scaffolding?



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.

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Two Tools:

- 1. Standards for Mathematical Practice**
- 2. Instructional Practice Evidence Guides**

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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 all teachers in understanding and using the Standards for Mathematical Practice?

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Tool: Standards for Mathematical Practice

How have you lead all 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: Instructional Practice Evidence Guide

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

- ★ I/We are ready to go and have this strongly in place!
- ✓ I/We have some aspects of this in place but we have more work to do.
- ✗ I/We haven't started this yet and need to know more about it.

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Idaho Core Standards Classroom Lesson Alignment 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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Snapshots of the 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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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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Information About Short-Answer Questions Indicate 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

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Information About Performance Tasks Indicate 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 Drive Instructional Shifts

1. Have a plan.

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Assessment	Information	Discussion Timeline	Action
Clarifiers: What type of assessment is this? Is it a common assessment?	Clarifiers: What information will this assessment provide to teachers?	Clarifiers: When should this data be examined and discussed?	Clarifiers: How might we respond to this data? What should the results of our analysis be?
End-of-Course Assessment			
<input type="checkbox"/> Digital?			
When the development of this assessment is completed, then what?			
Quarterly Benchmark Assessments			
<input type="checkbox"/> Digital?			
When the development of this assessment is completed, then what?			
Interim Assessments			
<input type="checkbox"/> Digital?			
When the development of this assessment is completed, then what?			
Weekly skill, concept, knowledge Assessments			
<input type="checkbox"/> Digital?			
When the development of this assessment is completed, then what?			
Daily Assessment			

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

1. Have a plan.
2. Change multiple choice questions.

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Example:

George collected 489 rocks for his science project. Matthew collected 100 fewer than George. How many rocks did Matthew collect?

- a. 389
- b. 479
- c. 589
- d. 379

***Defend your answer.
Then, select another
answer and explain
why it is incorrect.***



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

1. Have a plan.
2. Change multiple choice questions.
3. Create online assessments with digital texts and the integration of digital media.

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TORNADO FACTS

Do You Know About Tornadoes?



SOURCES: DISCOVERY STREAMING; WIKIPEDIA; WEATHER CHANNEL

Book

Do You Know About Tornadoes?

Intro Media

Table of Contents

Glossary

1

What is a tornado?

Chapter 1
What is a torn...

2

How is a tornado made?

Chapter 2
How is a torna...

3

A Poem: Wind Power

Chapter 3
A Poem: Wind...

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Why Digital Integration?



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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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Planning Effective Idaho Core Standards Lessons

Tri-State Quality Review Rubric



The Tri-State Collaborative (comprised of educational leaders from Massachusetts, New York, and Rhode Island and facilitated by Achieve) has developed criterion-based rubrics and review processes to evaluate the quality of lessons and units intended to address the Common Core State Standards for Mathematics and ELA/Literacy.

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Planning Effective Idaho Core Standards Lessons

- **Tri-State Quality Review Literacy Rubric**
 - Designed to evaluate lessons that include instructional activities and assessments that may extend over a few class periods or days.
 - Designed to evaluate units that include integrated and focused lessons aligned to the standards that extend over a longer period of time.
 - NOT Designed to evaluate a single task.

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Criteria that define the rubric are organized as a checklist describing quality in four dimensions.

I. Alignment to the Rigors of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> Focuses teaching and learning on a targeted set of grade-level CCSS ELA/Literacy standards.** Makes close reading of text(s) a central focus of instruction and includes sequences of text-dependent questions that cause students to read closely, examine textual evidence, and discern deep meaning.** Includes a clear and explicit purpose for instruction and selects text(s) that are of sufficient quality and scope for the stated purpose.** Focuses on quality text selections that measure within the grade-level text complexity band.** (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics that are similar to CCSS grade-level exemplars [Appendices A and B]) <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. (Grades 3-5) Builds students' content knowledge and their understanding of the reading and writing norms in history/social studies, the arts/science or technical subjects. (Note: Grades 6-12 rubric for literacy in history/social studies and science is under development.) 	<p><i>The lesson/unit addresses key areas of focus in the CCSS:</i></p> <ul style="list-style-type: none"> Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts (including, when applicable, illustrations, charts, diagrams, audio/video, and media).** Writing from Sources: Routinely expects that students draw evidence from texts to inform, explain, or make an argument in various written forms (notes, summaries, short responses, or formal essays).** Academic Vocabulary: Focuses on building students' academic vocabulary throughout instruction.** <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> Increasing Text Complexity: Focuses students on the close reading of a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.** Balance of Texts: Includes a balance of informational and literary texts as stipulated in the CCSS (p.5) and indicated by instructional time.** Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of strategically sequenced, discipline-specific texts. Balance of Writing: Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> Cultivates student interest and engagement in reading, writing, and speaking about texts.** 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.** Focuses on sections of text(s) presenting the greatest challenge through discussion questions and other supports that promote deep thinking. Integrates appropriate supports for students who are ELL, students with disabilities, and students reading well below the grade level text band. Provides extensions and/or more advanced text for students reading well above the grade level text band. <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> Includes a progression of learning where concepts and/or skills advance and deepen over time.** Gradually removes supports, requiring students to demonstrate their independent capacities. Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. Integrates targeted instruction in such areas as grammar and conventions, writing strategies, fluency, and all aspects of foundational reading for grades 3-5. Includes regular independent reading based on student choice and interest to build stamina, confidence, and motivation. Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content:</i></p> <ul style="list-style-type: none"> 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).** Assesses student proficiency using methods that are unbiased and accessible to all students.** Includes aligned rubrics and/or assessment guidelines that provide sufficient guidance for interpreting performance.** <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures
<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>

**The most critical criteria are considered to be "must have's" for a quality CCSS lesson/unit.

Lesson Analysis

Examine the lesson for:

- ...qualities of effective technology and digital media integration.
- ...CCSS instructional shifts (ELA).
- ...Standards of Mathematical Practice (Math).
- ...**elements from the EQUIP rubric.**

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Idaho Core Standards ELA Unit Plan Template

Combining the work of :

- Wiggins and McTighe (UBD)
- Beers, S.
- Tri-State Quality Review Rubrics

UNIT PLAN	
Subject: ELA	Grade: 3
UNIT TITLE:	Time Frame:
UNIT ESSENTIAL QUESTIONS	

Essential Questions frame the unit:
Example - Can fiction reveal truth just as much as nonfiction?

READING STANDARDS FOR LITERATURE
Key Ideas and Details <input type="checkbox"/> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. <input type="checkbox"/> 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. <input type="checkbox"/> 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure <input type="checkbox"/> 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <input type="checkbox"/> 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections. <input type="checkbox"/> 6. Distinguish their own point of view from that of the narrator or those of the characters.
Integration of Knowledge <input type="checkbox"/> 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed (e.g., the mood and tone, the message or theme, the story being told, the emphasis on particular aspects of a character or setting). <input type="checkbox"/> 8. (Not Applicable.) <input type="checkbox"/> 9. Compare and contrast the themes, settings, and plots of stories written by the same author (e.g., in books from a series).

- Import the standards.
- Determine the standards the unit is explicitly teaching and assessing.
- Delete the rest.

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Idaho Core Standards Math Unit Plan Template

UNIT PLAN	
Subject: Math	Grade: 3
UNIT TITLE:	Time Frame:

UNIT ESSENTIAL QUESTIONS

ASSESSMENT EVIDENCE	Type				
	P	F	CT	S	SA
Rigor: <input type="checkbox"/> A <input type="checkbox"/> C <input type="checkbox"/> P <input type="checkbox"/> F					
Rigor: <input type="checkbox"/> A <input type="checkbox"/> C <input type="checkbox"/> P <input type="checkbox"/> F					
Rigor: <input type="checkbox"/> A <input type="checkbox"/> C <input type="checkbox"/> P <input type="checkbox"/> F					
Rigor: <input type="checkbox"/> A <input type="checkbox"/> C <input type="checkbox"/> P <input type="checkbox"/> F					
Rigor: <input type="checkbox"/> A <input type="checkbox"/> C <input type="checkbox"/> P <input type="checkbox"/> F					

HAVE YOU REMEMBERED TO:

- ☐ elicit direct observable evidence of the degree to which a student can independently demonstrate the targeted CCSS?
- ☐ assess student proficiency using methods that are accessible and unbiased, including the use of grade level language in student prompts?

CRITICAL EXPERIENCES FOR LEARNING

HAVE YOU REMEMBERED TO:

- ☐ recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations, including models using a range of questions, checking for understanding, flexible grouping, pair-share, etc.?
- ☐ gradually remove supports, requiring students to demonstrate their mathematical understanding independently?
- ☐ demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time?
- ☐ expect, support and provide guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed accurately?

Learning Activity:

Technology or Digital Resources:

Materials:

Learning Activity:

Technology or Digital Resources:

Materials:

P = Pre-Assessment F = Formative CT = Cornerstone
A = Application C = Conceptual Understanding P = F

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Review Deliverables

Establish timeline for group work

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 Thinkforyoursees
All came out all right.”

- Shel Silverstein, *Every Thing on It*