

Essential Standards Training

Oct. 18 , 2018

Agenda: Oct. 18, 2018

I. Review Essential Standards

- A. What is an Essential Standard?
- B. What are the 3 FOCUS Criteria for an Essential Standard?
- C. Create a Focus Card

II. Essential Standards Protocol

- A. Review Protocol & create Learning Targets
- B. Create “I Can Statements” for each standard (Unpacking the standards)
- C. Explain T-Chart
- D. Determine the Essentials
- E. Consensus for Agreement Process with Red and Green Markers

Agenda: Oct. 18, 2018

BREAK FOR LUNCH- 11:15-12:30

III. Review the Essential Standards Chart

IV. Group work for Essential Standards Chart- Assign each group a section

V. What's next?

Why are we here?

****Purpose Guiding our work****

The question is: Why are we here?

2 sets of guiding principles for the success of ALL students:

-THE FOUR C'S OF RTI

-THE FOUR CRITICAL QUESTIONS FOR STUDENT LEARNING

4 C's of RTI

C OLLECTIVE RESPONSIBILITY-Why are we here?

C ONCENTRATED INSTRUCTION-

Where do we need to go?

C ONVERGENT ASSESSMENT-Where are we now?

C ERTAIN ACCESS-How do we get every child there?

COLLECTIVE RESPONSIBILITY

**PRIMARY RESPONSIBILITY TO ENSURE HIGH LEVELS
OF LEARNING FOR EVERY CHILD.**

CONCENTRATED INSTRUCTION

A systematic process of identifying essential knowledge and skills that all students must master to learn at high levels, and determining the specific learning needs for each child to get there. Thinking is guided by the question. “Where do we need to go?”

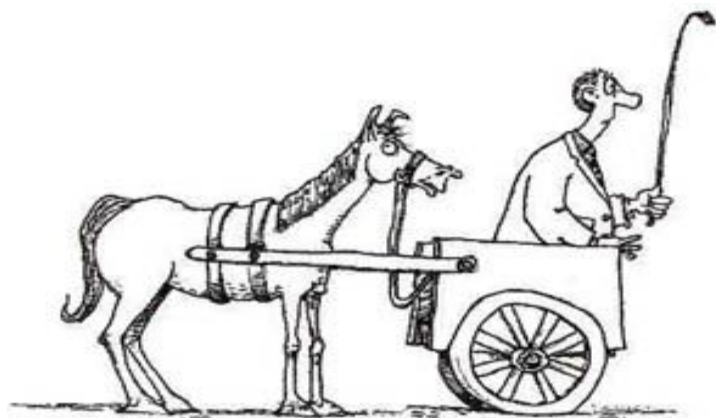
The Four Critical Questions Teams Ask:

1. What do we want our students to know and be able to do?

Essential standards, what would standard -if met- look like in student work, daily learning targets,

Pacing guides, and common scoring.

2. How will we know if they can?
3. What will we do if they can't?
4. What will we do for those who already know?



Essential Standards

Essential Standards identify the knowledge, skills, and dispositions all students must acquire as a result of a class, course, or grade level.

Essential Standards go beyond what is nice to know and identify what students must know to be proficient.

Essential Standards Defined

Essential Standards are a carefully selected subset of the total list of the grade specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course.

Why Focus on Essentials?

Why Essential Learning

It provides a guaranteed and viable curriculum.

Marzano 2003

Guaranteed – it gives all student access to the same essential learning regardless of who is teaching the class.

Viable – it ensures what can be taught in the time allotted.

Establishing a Guaranteed and Viable Curriculum-Dufour

<https://globalpd.com/search/content/Nzk=>

Too many standards to cover them all



Develop Memorizers instead of Thinkers!



Why should we identify
Essential Standards?

Eighteen Hour School Day?



**If not, you need
to prioritize
the standards!**

An Important Message

Prioritization, **not**
elimination!

“ Creating a guaranteed, viable curriculum is the number one factor for increased levels of learning.”
(Marzano, What Works for School: Translating Research Into Action, 2003)

How do we prioritize standards?

How do you decide what is...

“NICE TO KNOW”

-VS-

“NEED TO KNOW”

Getting Insanely Clear About What Students Have to Learn

<https://globalpd.com/search/content/NDA=>

3 Focus Words for determining Essentials:

- 1. Endurance**
- 2. Leverage**
- 3. Readiness**

Endurance

Will the standard provide students with knowledge and skills that are valuable beyond a single test date?

Learning is important now and for a long time to come; not something students need to know only for a grade level or state test.

Endurance Examples

Describe how a narrator's or speaker's point of view influences how events are described.

Recognize that in a multi-digit whole number, a digit in one place represents 10 times what it represents in the place to the right.

Leverage

Will it provide knowledge and skills that are valuable in multiple disciplines?

Something that is taught in one subject but used in another subject. (Cross- Curricular)

Leverage Examples

Analyze the relationship between a primary and secondary source on the same topic

Solve unit rate problems using a constant speed.

Readiness

Will it provide students with the knowledge and skills essential for success in the next grade or level of instruction?

Ready for next level of learning. Prerequisite skills needed for the next level.

Readiness Examples

Demonstrate basic knowledge of one-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

Understand the inverse relationship between an exponents and logarithms.

3 Focus Criteria for Essential Standards

1. **Endurance**– Will this standard provide students with knowledge and skills that are valuable beyond a single test date?
2. **Leverage**– Will it provide knowledge and skills that are valuable in multiple disciplines?
3. **Readiness**– Will it provide students with the knowledge and skills essential for success in the next grade or level of instruction?

Create a Focus Card

ELAGSE5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Create Teacher Learning Targets

Create Teacher Learning Targets:

Aligning the standards with curriculum is described by many terms.

- Unwrapping
- Unpacking
- Deconstructing
- All have the same goal. To make the standards more manageable and ensure that teachers understand and interpret them in the same way.

Create Teacher Learning Targets:

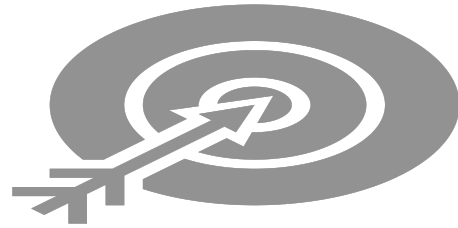
Learning Targets are the statements of intended learning for all students. The learning targets for a standard should identify and describe everything that the students must know and do. Learning targets are formatively assessed.

Sharon Kramer- Learning Targets

<https://st.digitalchalk.com/dc/student/course/000000005fdofee90160098b8e163196/ff80808150b3be780150ba61e4b20aa9/deliver>



Create Student Learning Targets



Student Friendly Learning Targets: “ I Can Statements”

- A well constructed “ I Can” statement clearly states in student friendly terms what students will learn and teachers and students will understand.
- Explaining the intended learning using an “I Can: statement at the beginning of a lesson is a crucial part of the process.
- Example: **I can describe how point of view influences the text.**
-

Essential Standards Protocol

Essential Standards Protocol:

STEP 1: Take 5 minutes to review your Fifth Grade Standards and Individually decide what are the “Have to Know” and “Nice to Know” Standards.

STEP 2: As a team, complete the T-Chart (Have to Know)

Consensus for Agreement Process

STEP 3- After determining the Essential Standards have someone from your team go around the room to mark the charts on the wall.

- Place a green dot if your group determined the standard to be a “Need to Know”
- Place a red dot if your group determined the standard to be a “Nice to Know”.

Georgia Standards.ORG

<https://www.georgiastandards.org/Georgia-Standards/Pages/Science.aspx>

LUNCH

Essential Standards Chart: Step 4

Complete the chart to your assigned task.

GROUP 1- Example of Rigor

GROUP 2- Prerequisite Skills

GROUP 3- Essential Standards

GROUP 4-Extention Standards

What's Next?

1. Redeliver this to the rest of your grade level team and other teachers that work with your grade level.
2. Examine and review your assessments. Develop common assessments needed.
3. Develop a curriculum map.
4. Use this process to look at other subjects.

References

- Austin Buffum - Solutions Tree
- Mike Mattos - Solutions Tree
- Anthony Muhammad - Solutions Tree
- Buffum, Mattos, & Weber. *Interventions that Work*. October, 2010.
- Luis F. Cruz - Solutions Tree
- Buffum & Mattos, It's About Time, 2015.
- Buffum, Mattos, & Weber, Simplifying Response to Intervention, 2012.