

Identifying Essential Outcomes

17-18 School Year

Plan for Today

- Establish Team Norms
- Setting the Stage
- Concentrated Instruction
- Determine Essential Outcomes for Spring Semester
- Remainder of time for planning

KEEP IN MIND TODAY:

We are already working HARD. We can see greater success by working with more FOCUS.

Team Norms

“A river without banks is a pond. Likewise, a team without norms leaves itself open for potential problems.”

- Ken Blanchard



Establish your Team Norms

Goal

To ensure ALL students learn at high levels.

High Levels

At grade level or better

on ESSENTIALS (identified by collaborative teams)

District Mission: Graduate Each Student to Be Future Ready

ALL Students

Who do we want to learn those ESSENTIALS?

Each child that will be a financially independent citizen.

Fundamental Assumptions

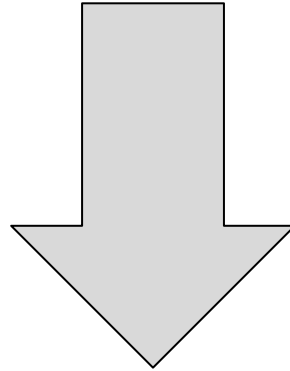
- Not all students learn the same way
- Not all students learn at the same speed
- Some students lack prior skills and knowledge
- Some students lack proper behaviors
- Some students have a home life that is counter-productive to academic success.
- Virtually all educators start each day with honorable intentions, work tirelessly on behalf of their students, and utilize the best strategies they possess.
- No teacher has all the skills, knowledge, and time necessary to meet the needs of all the students assigned to his or her classes.

So what do we do?

Create a **systematic** process that ensures every child receives the additional time and support needed to learn at high levels (ESSENTIALS).

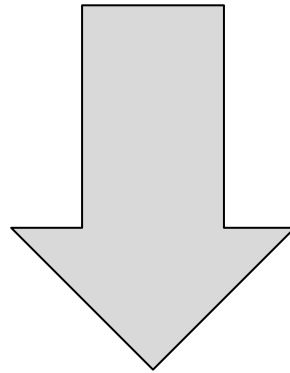
Tier 1
WHAT ALL STUDENTS GET

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To learn at high
levels, what do all
kids need?

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WHAT ALL STUDENTS GET



To learn at high
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Access to grade-level essential
standards!

Fundamental Assumptions

- Not all students learn the same way
- Not all students learn at the same speed



Tier 1

All students have access to grade-level
essentials

Tier 2

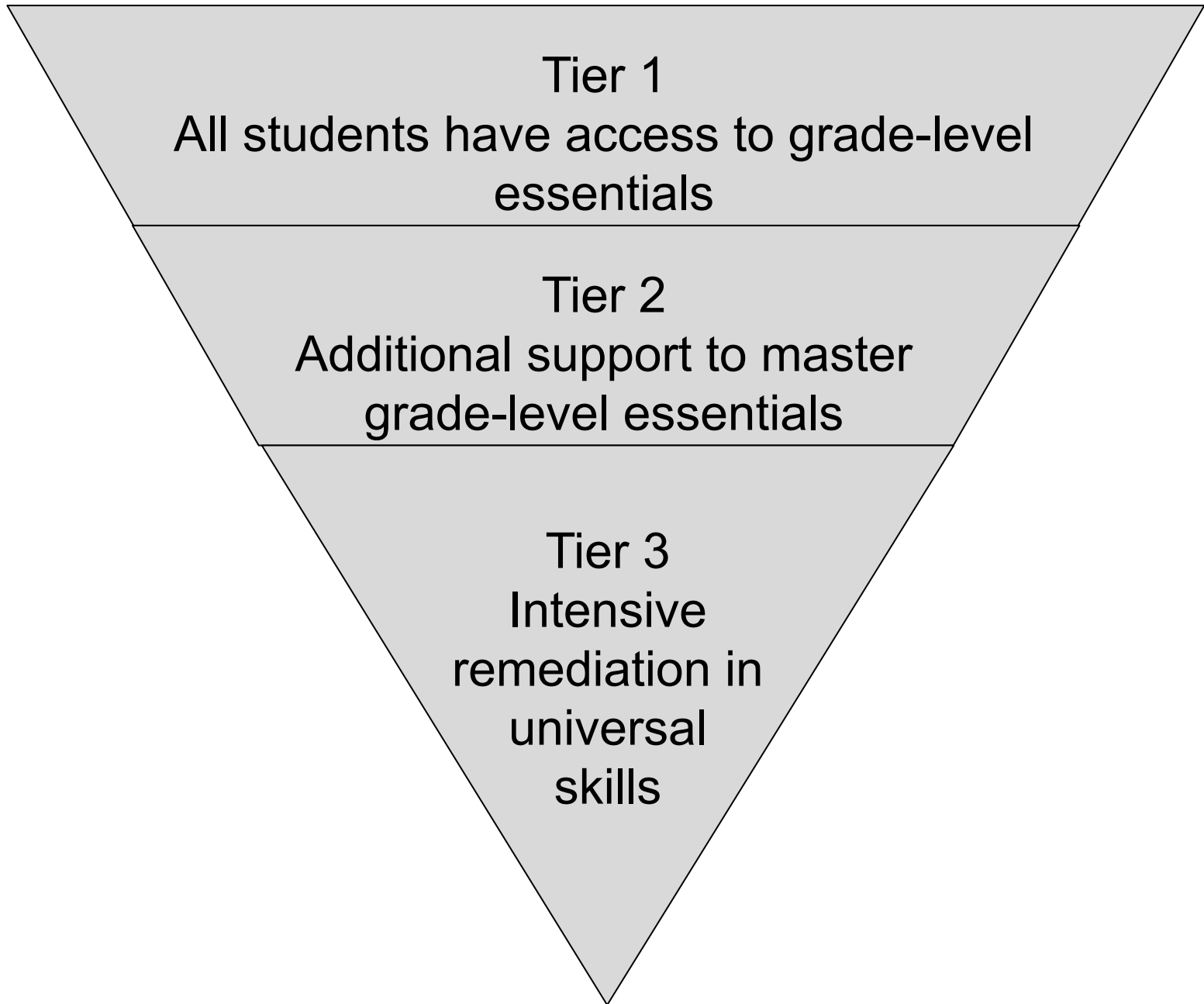
Additional support to master grade
level essentials

Fundamental Assumptions

- Not all students learn the same way
- Not all students learn at the same speed
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Universal Skills of Learning

- Reading
- Writing
- Number Sense
- English Language
- Attendance
- Behavior



What is the key term repeated that represents High Levels at each grade-level?

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ESSENTIALS

Have we identified them?

First Step

Have we taken the time to identify the ESSENTIAL OUTCOMES for our students?

Yes, we have our TEKS...but have WE prioritized them?

Concentrated Instruction - (Essentials)

“When everything is important, nothing is important.”

- Anonymous

Creating a guaranteed, viable curriculum is the **number-one factor** for increased levels of learning.

(Marzano, 2003)

Prioritizing

“To cover all of this content, you would have to change schooling from K-12 to K-22...the sheer number of standards is the biggest impediment to implementing standards”

- Marzano, in Scherer (2001), p. 15

“Singapore, Japan, and China teach to about a third as many math and science standards (about 15 per grade level compared to our fifty).

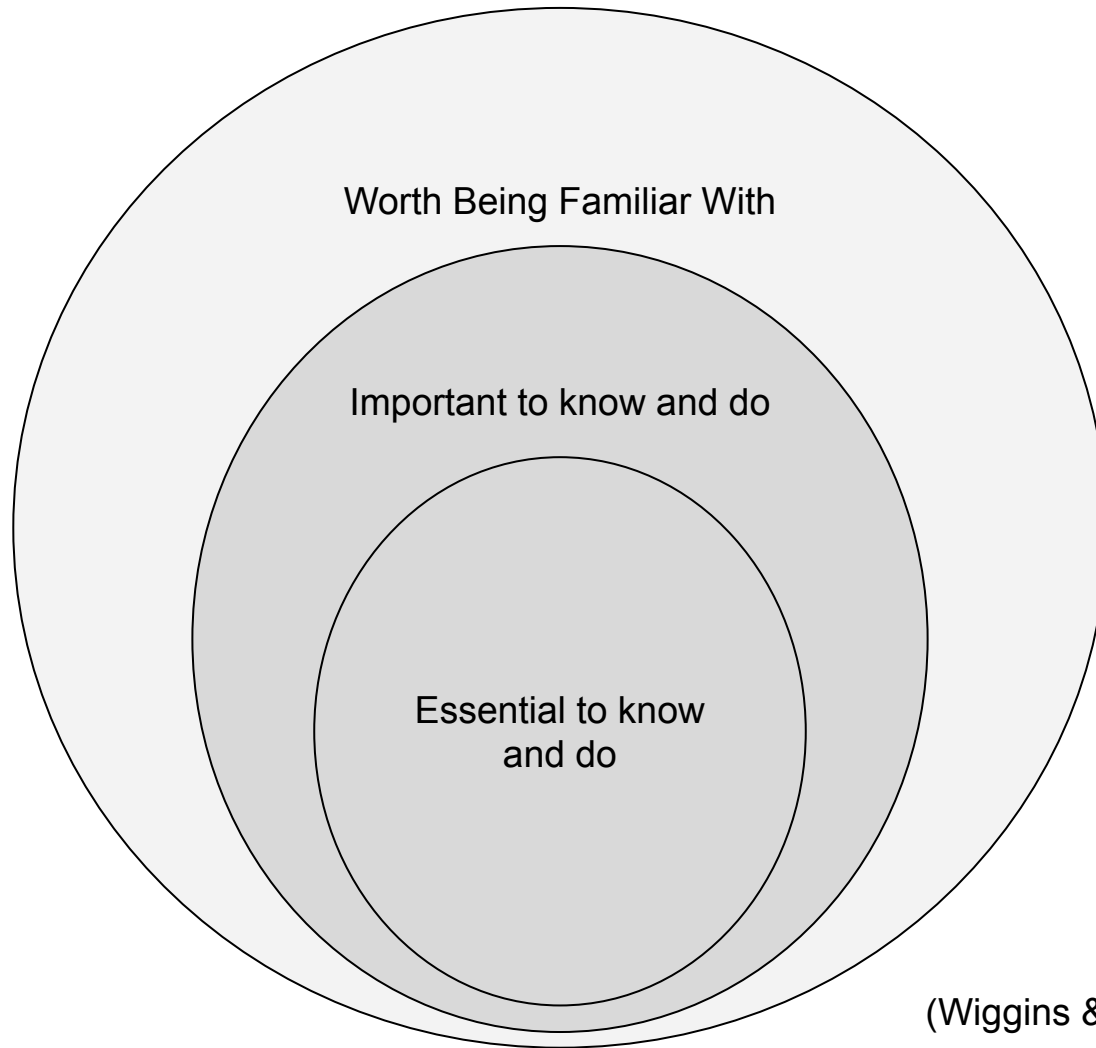
-Leinwand & Ginsburg (2007)

Criteria for Selecting Essential Outcomes (Standards)

1. **Endurance:** Will this standard provide students with knowledge and skills that will be of value beyond a single test date?
2. **Leverage:** Will this provide knowledge and skills that will be of value in multiple disciplines?
3. **Preparation for the Next Level:** Will this provide students essential knowledge and skills necessary for success in the next grade or level of instruction?

(Reeves, 2002)

Prioritizing



(Wiggins & McTighe, 1998)

Prioritizing

Essential Standards Chart: What is it we expect students to learn?

Grade:		Subject:		Semester		Team Members:			
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?	
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?	

Concentrated Instruction

- All students need access to grade-level essential (prioritized) standards.

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- Some students need access to grade-level essential (prioritized) standards and to *immediate* prerequisite skills related to those standards.
- And some students need remediation around *foundational* prerequisite skills related to those standards.

Tier 1 & Tier 2 & Tier 3

Core and more and more

Today

Objective:

To identify 4-8 ESSENTIAL OUTCOMES for the SPRING SEMESTER

Resources:

<https://sites.google.com/a/brazosportisd.net/essentialoutcomes/>

- TEKS - Color Coded by Readiness / Supporting
- TEA Description of Readiness/Supporting Standards
- Vertical Alignment Documents
- District Scope and Sequence
- Release STAAR Questions by Grade Level

Clarification: Essentials are not the ONLY thing we will teach. They represent our GUARANTEE. We will exert our extra resources and energy to ensure learning for these essentials. We teach ALL the curriculum. We ensure learning for the ESSENTIALS.

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Comparison of Readiness and Supporting Standards

Readiness Standards	Supporting Standards
General characteristics	
<ul style="list-style-type: none"> • are essential for success in the current grade or course • are important for preparedness for the next grade or course • support college and career readiness • necessitate in-depth instruction • address significant content and concepts 	<ul style="list-style-type: none"> • introduced in the current grade or course but may be emphasized in a subsequent year • reinforced in the current grade or course but may be emphasized in a previous year • play a role in preparing students for the next grade or course but not a central role • address more narrowly defined content and concepts
<ul style="list-style-type: none"> • Subject-specific characteristics 	
<ul style="list-style-type: none"> • For Reading, Writing, and English Language Arts: <ul style="list-style-type: none"> • focus on specific reading genres (fiction and expository) and on writing for particular purposes • For Mathematics: <ul style="list-style-type: none"> • emphasize the integration and application of mathematical skills • For Science: <ul style="list-style-type: none"> • emphasize the integration and application of major scientific concepts • For Social Studies: <ul style="list-style-type: none"> • emphasize landmark historical events and foundational geographic concepts • emphasize unifying historical and geographical themes 	<ul style="list-style-type: none"> • For Reading, Writing, and English Language Arts: <ul style="list-style-type: none"> • may apply to other reading genres (poetry, drama, literary nonfiction, and persuasive) • For Mathematics: <ul style="list-style-type: none"> • focus on skills that underlie more significant mathematical concepts • For Science: <ul style="list-style-type: none"> • focus on content that supports fundamental scientific principles • For Social Studies: <ul style="list-style-type: none"> • focus on discrete historical facts, events, or individual people, as well as more detail-oriented geographical facts and concepts

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