



SOVEREIGN AVENUE SCHOOL PD

ESSENTIAL STANDARDS AND LEARNING TARGETS

DECEMBER 11, 2020

12:00-2:50



WELCOME AND SIGN IN



Welcome - Ms. Peyton and Ms. Williams



Sign In



Agenda

SESSION OUTCOMES:

- Establish the use of a common language around essential standards and learning targets.
- Learn a process for unpacking essential standards that helps to identify learning targets and meet in grade level PLC's to begin this work.
- Begin to explore proficiency scales for increasing clarity about what students need to know and be able to do.

TAKEAWAYS FROM JAN HOEGH ARTICLE

[Click here for Jamboard](#)

WHY DO WE NEED TO IDENTIFY AND TEACH ESSENTIAL STANDARDS?

that require decision making and problem solving in order to resolve a particular quandary. This book focuses on a challenge that began when standards became part of the educational environment.

★ Since the beginning of the standards era, teachers have faced the prevailing challenge of providing students with adequate opportunities in the instructional time available to learn the content encompassed within the standards. The struggle is real, as documented by researchers such as Robert Marzano and John Kendall, who quantified the amount of instructional time needed to teach the content of standards. Their conclusion was that we have far less instructional time available than teaching the standards demands (Marzano & Kendall, 1999).

As a result of the quandary presented to teachers by the magnitude of standards documents, educators have engaged in meaningful decision-making

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WHAT ARE THE TYPES OF STANDARDS?

- Essential
- Priority
- Supporting

WHAT ARE ESSENTIAL STANDARDS?

Three words you would use to describe Essential Standards



Essential Standards are standards that you are guaranteeing ALL students will know and be able to do at the end of the year. These are the standards you will write your common formative assessments around. You will provide “time and support” for students who haven’t mastered them and extension for those who already have (Ainsworth, 2013).

PRIORITY AND SUPPORTING STANDARDS

Priority Standards . . .

a carefully selected **subset** of the total list of the grade specific and course-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** for the standards at the **next grade level** or course. Priority standards represent the assured student competencies that **each teacher** needs to help **every student learn**, and demonstrate proficiency in, by the **end** of the current grade or course” (Ainsworth, 2013).

Supporting Standards . . .

are “those standards that support, **connect to**, or enhance the Priority Standards. They are taught **within the context** of the Priority Standards, but **do not receive** the **same** degree of instruction and assessment emphasis as do the Priority Standards. The supporting standards often become the instructional scaffolds to help students understand and attain the more rigorous and comprehensive Priority Standards” (Ainsworth, 2013).

MATH AND ELA ESSENTIAL STANDARDS IN AC SCHOOL DISTRICT

Math Essential Standards

ELA Essential Standards

RESEARCH SHOWS...

...that when teachers are **clear** about what students must know and/or be able to do, it is likely to **impact** student achievement in a positive way, relating to as much as a **27-percentile point gain** in student achievement.

-John Hattie

STANDARDS-BASED LEARNING

Prioritized standards

Proficiency scales

High-quality classroom
assessment practices

Aligned feedback and
reporting system



Steps in the Short-Term Cycle

- 1) Planning the cycle
- 2) Discussing the standards to be taught in the cycle and reviewing the proficiency scale
- 3) Determining the collection of evidence, including a pre-assessment and a common assessment
- 4) Writing a SMART goal
- 5) Providing the opportunity to learn the content
- 6) Administering the common assessment
- 7) Implementing the assessment data protocol
- 8) Reteaching and re-assessing (based on the common assessment data)

SUPPORTING THE SHORT TERM CYCLE

Let's take a look at the new short term cycle agenda template:

- **Short Term Cycle**

[Math Sample Short Term Cycle Document](#)

WHAT ARE LEARNING TARGETS?



Learning Targets are **single-idea statements** of the knowledge and skills students need to demonstrate mastery of a standard. They are derived directly from state academic standards and identify **what students should know** and be able to do by the end of a grade or course.

WHY DO WE NEED TO IDENTIFY LEARNING TARGETS?

- Learning targets, when shared with and used by both halves of the classroom learning team, are key to creating schools where teaching is effective, students are in charge of their own learning, and administrators lead communities of evidence-based decision makers (Moss and Brookhart, 2012)
- **Learning targets guide learning.** They describe, in language students understand, the lesson-sized chunk of information, skills, and reasoning processes that students will come to know deeply (Moss and Brookhart, 2012).

UNPACKING STANDARDS AND DEVELOPING LEARNING TARGETS - MATH EXAMPLE

[COLT Unpacking Math Sample](#)

[SAS Sample](#)

UNPACKING STANDARDS - ELA EXAMPLE AND RESOURCES

ELA Coaches Unpacking Standards Sample

Resources:

District Curriculum

District ELA Essential Standards Document

NJ Curricular Frameworks

Teacher Toolbox and Lessons connected to the standard
in iReady

NJ Department of Education Digital Item Library

YOU TRY IT - UNPACK A STANDARD AT YOUR GRADE LEVEL

Use this template to record your unpacking:

SAS Unpacking Standards

Helpful links for the process:

[NJ Curricular Frameworks Math](#)

[NJ Evidence Statements for Math](#)

[Progressions Documents for the CCSS - Math](#)

[NJ Curricular Frameworks ELA](#)

[iReady](#)

PROFICIENCY SCALES - NEXT STEP

What are proficiency scales?

A proficiency scale is a tool that “defines a learning progression or set of learning goals for a specific topic relative to the given standard.”

- Tammy Heflebower, *A Teacher's Guide to Standards Based Learning*

SAMPLE PROFICIENCY SCALE

Priority Standard: The student will **explain** that governments provide certain **types of goods and services in a market economy**, and pay for these through taxes; describe services such as schools, libraries, roads, police/fire protection, and military.

Score 4.0	The student will: <ul style="list-style-type: none">Infer and describe what the country would be like if the government did not collect taxes.
Score 3.0	The student will: <ul style="list-style-type: none">Explain the types of goods and services the government provides in a market economy.Describe how the services (e.g., schools, libraries, roads, police/fire protection, military) are supported through the payment of taxes.
Score 2.0	The student will: <ul style="list-style-type: none">Recognize or recall specific terminology, such as: economy, good, service, taxes.Distinguish between a good and a service by categorizing examples of each.
Score 1.0	<ul style="list-style-type: none">With help, partial success at score 2.0 content and score 3.0 content.

RESOURCES

- Standards FYI Article
- Jan Hoegh Documents
- Chapter Three Learning by Doing
- Instructional Cycle

EXIT TICKET

Thank you for your participation, and please complete the [Exit Ticket](#) before leaving!

