

# Standards Review Meeting

June 22 & 23, 2016  
Capitol Lake Visitors Center

# Questions, Reflections, and Housekeeping

# Day 1 & 2 Standards Review

ENGLISH LANGUAGE ARTS			
K - all	RI	RL	RF
1st - all	RI	RL	RF
2nd - all	RI	RL	RF
3rd - all	RI	RL	RF
4th - all	RI	RL	RF
5th - all	RI	RL	RF
6th - all	RI	RL	
7th - all	RI	RL	
8th - all	RI	RL	
9-10th - all	RI	RL	
11-12th - all	RI	RL	

## Day 1 & 2—

### **RI –Informational Text**

- Standards reviewed k-12
- Vertical Alignment  
discussions & consensus

## Day 2

### **RL--Reading Literacy**

- Standards reviewed k-12
- Vertical alignment k-12  
Discussions & Consensus

### **K-5 Foundational Skills**

### **6-12 Literacy in Other Content**

- Standards reviewed
- Vertical Alignment k-12  
Discussions & Consensus

# Day 3 Standard Review Goals

## Day 3/ June 22<sup>nd</sup>

K - all	W	SL	L
1st - all	W	SL	L
2nd - all	W	SL	L
3rd - all	W	SL	L
4th - all	W	SL	L
5th - all	W	SL	L
6th - all	W	SL	L
7th - all	W	SL	L
8th - all	W	SL	L
9-10th - all	W	SL	L
11-12th - all	W	SL	L

- K-5 Foundational Skills
- 6-12 Literacy in Other Content  
Standards reviewed  
Vertical Alignment k-12  
Discussions & Consensus
- K-12 Writing Standards
- Reviewed/Discussions/  
Vertical Alignment &  
Consensus
- K-12 Language Standards Review
- Standards Reviewed
- Grade Level Comments
- Review 2 UP/2 Down w/  
Comments posted

# Day 4 Standard Review

## Day 4/ June 22<sup>nd</sup>

K - all	W	SL	L
1st - all	W	SL	L
2nd - all	W	SL	L
3rd - all	W	SL	L
4th - all	W	SL	L
5th - all	W	SL	L
6th - all	W	SL	L
7th - all	W	SL	L
8th - all	W	SL	L
9-10th - all	W	SL	L
11-12th - all	W	SL	L

- **K-12 Language Standards Review**
- Standards Reviewed
- Grade Level Comments
- Review 2 UP/2 Down w/
- Comments posted
- K-12 Vertical Alignment & Consensus
  
- **K-12 Speaking and Listening Review**
- Standards Reviewed
- Grade Level Comments
- Review 2 UP/2 Down w/
- Comments posted
- K-12 Vertical Alignment & Consensus

# Agenda

- 8:30—8:45—Housekeeping/Questions
  - Reimbursements completed and provided to Table Leads
- 8:45-9:00 Grade Table Discussions to review and form a consensus at grade level
  - RL/RI.10 language (any research to share—review proposed language from last sessions)
  - Independent Reading Language to add (resources to share)
  - Research will need to support the decisions k-12
- 9:00-9:15 Grade Band Discussions (k-5/ 6-8/9-12) on the above tabled topics
  - Review Grade Level Doc/proposed language Look at 2 grades above/2 below on Vertical Doc
- 9:15-10:00 Continued Vertical Alignment discussions & consensus k-12 on RI 10/RL 10
- **10:00-10:10 Break**
- 10:10—10:30 Grade Level Review 2 UP/2 below on K-5 Foundational Skills 6-12 Literacy in Other Content Areas (Science, Soc St/History)
- 10:30—11:00 Vertical Alignment Discussions and Consensus on those two sets of standards

- 11:00-11:30 a.m. Work on **Writing Standards** k-12
- 11:30—12:30 p.m. LUNCH HOUR---on your own
- 12:30---1:30 p.m. Grade Level Review continued on Writing
  - Comments on standards changes on grade level documents and vertical alignment
  - Comments added on 2 grades Up/2 Grades Below document
  - Grade band conversations can occur during this process
- 1:30 p.m.---check-in with k-12 (Do we need grade band time? Are all comments completed?)
- 1:45 p.m. ---2:20 p.m. Vertical Alignment over Writing Standards w/ k-12 consensus
- 2:20-2:30 p.m. BREAK
- 2:30 ---4:00 p.m. Language Standards Review
  - 2 UP/2 Down Standards Review & Comments/ Grade Reviews of Comments
- 4:00 p.m. Housekeeping Items/ Goals for tomorrow
  - Vertical Alignment on Language standards & k-12 Consensus
  - Standards Review on Listening/Speaking Skills-----k-12 Consensus

# Rights & Obligations

## • Work group rights:

- You have the right to make a contribution to an attentive responsive audience.
- You have the right to pause before responding or asking a question
- You have the right to paraphrase in order to hear and understand another speaker
- You have the right to probe for more information
- You have the right to have your ideas discussed, not you, personally.

## • Work group obligations:

- You are obligated to speak loudly enough for others to hear.
- You are obligated to listen for understanding.
- You are obligated to agree or disagree (and explain why) in response to other people's ideas.
- You are obligated to use the consensus cards to help guide the review of the standards work.

# Features of a Quality Standard

## Quality Standards Checklist

### Sample justifications for making changes

- Improving clarity: Clarified language or removed ambiguous or vague language
- Adding critical content & skill: added critical content or ...
- Making connections within grades and across grades
- Removing teacher actions

### Key Features of a Quality Standard

Standards Do...	Standards Do NOT...
Identify key knowledge and skills that students should demonstrate by the end of the year (Developmentally appropriate)	<ul style="list-style-type: none"> <li>• Focus on teacher actions or what teachers should do to teach that content</li> <li>• Require specific instructional strategies, approaches, curricula or text to be used</li> <li>• Omit critical content</li> </ul>
Connect learning within and across grades levels or course.	<ul style="list-style-type: none"> <li>• Include unnecessary repetitive standards</li> <li>• Create contradictions within a grade or within standards in other grades</li> <li>• Create gaps in the progression of learning within and across grades or courses</li> </ul>
Use clear language that clarifies for all stakeholders what students should be able to know and do at the end of a particular grade or course. *Keep in mind language in some standards may require more specificity than other standards.	<ul style="list-style-type: none"> <li>• Use ambiguous or vague language</li> </ul>

# Overview of Review Process

- Use the guidelines for quality standards and other state standards and resources to discuss SD standards one at a time.
- Capture recommendations on Google Excel
- Review a section or set of the standards at a time
- As a large group review the section or set standards for vertical alignment
- Repeat the process

# Grade Level Review

- Take a few minutes of silence to individually read the standards that are in the category to be reviewed.
- Mark or note standards that you would like to discuss at your table.
- Use the resources and *Features of Quality Standards* to review the South Dakota standard and justify and explain any changes.
- Share thoughts, come to a consensus, and document proposed changes.

# Documentation Rules

- Strike through words the team wants eliminated
- Use red and bold font for additions to the standards
- Identify if the standards will stay the same or has a proposed change
- Identify the type of change
  - Removed, Re-written, broken-up, combined, moved to a different grade level
- Identify the Quality Standards Rule # that was used to justify improvements
- Summarize reason for proposed change
- **Open the vertical alignment excel document and make the formatting changes to the appropriate standard.**

# Questions to Discuss

- Is the edit necessary?
- Does the proposed wording of the revised standard meet the qualities standards guidance?
- Do the proposed edits maintain connections within and across grades? If not, what other standards are impacted?
- Do we need to meet with another grade to help us in our decisions prior to the vertical alignment?

# Vertical Alignment Reminders



- Reflect a logical, consistent order
- Key terminology should be consistent or show a progression
- The rigor (depth of knowledge) across the standards should show a progression

# Vertical Alignment Process

- Grade Level Review:
  - Grade level teams will review standard changes in the two grades above and below their own grade. First, review silently.
- Grade Level Discussion:
  - Grade level teams will discuss questions or concerns and table leader will document the team’s questions or concerns by putting a comment on the “Comments” Google document.
  - Be sure to think about the purpose of the comment by using the Quality Standards Checklist.

# Vertical Alignment Process

- Please consider the following when commenting:
  - Have you looked at the reasoning on the grade level standards document?
  - Does it meet one of the justifications or criteria on the Quality Standards Checklist?
  - Does it move the work forward?
  - Does it make a specific suggestion for improvement?
  - How does this change impact your grade level?
  - How does the change impact the intent or rigor of the standard?

# Vertical Alignment Process

- Grade Level Review of Comments, Questions & Recommendations
  - Make changes as needed. Note any questions to bring to the whole group.
- Whole Group Discussion:
  - Table Leads discuss changes and concerns, starting with Kindergarten and moving through the grades. If there are concerns, table leads can discuss reasoning, whole group will be allowed to ask clarifying questions. Consensus cards will be used to come to a decision.
- Final Decisions
  - After final decisions are made, table leaders will make edits on both the grade level and vertical documents.

## Navigation

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## About DWP

### Who and What We Are

The Dakota Writing Project is a non-profit teachers' organization at the University of South Dakota that focuses on improving the teaching of writing and improving learning at all grade levels and in all subject areas. We are affiliated with the National Writing Project (NWP), which has about 190 sites across the United States. Writing takes many forms in the 21st century, and like the NWP, the Dakota Writing Project "envisions a future where every person is an accomplished writer, engaged learner, and active participant in a digital, interconnected world."

### These core principles guide the Dakota Writing Project:

- Schools and universities are ideal partners for investing in writing improvement through professional development.
- Writing can and should be taught, not just assigned, at every grade level. Professional development programs should provide opportunities for teachers to work together to understand writing development across grades and across subject areas.
- Writing improvement occurs over time. Teachers also need time to design and implement writing strategies that will help their students.
- Knowledge about the teaching of writing comes from many sources: theory and research, the analysis of practice, and the experience of writing. Effective professional development programs provide frequent and ongoing opportunities for teachers to write and to examine theory, research, and practice together systematically.
- There is no single right approach to teaching writing; however, some practices prove to be more effective than others. A reflective and informed community of practice is in the best position to design and develop comprehensive writing programs tailored to students' needs.
- Teachers who are effective in their practice can be successful teachers of other teachers as well as partners in educational research, development, and implementation.



Subpages (1): [History](#)

## Comments

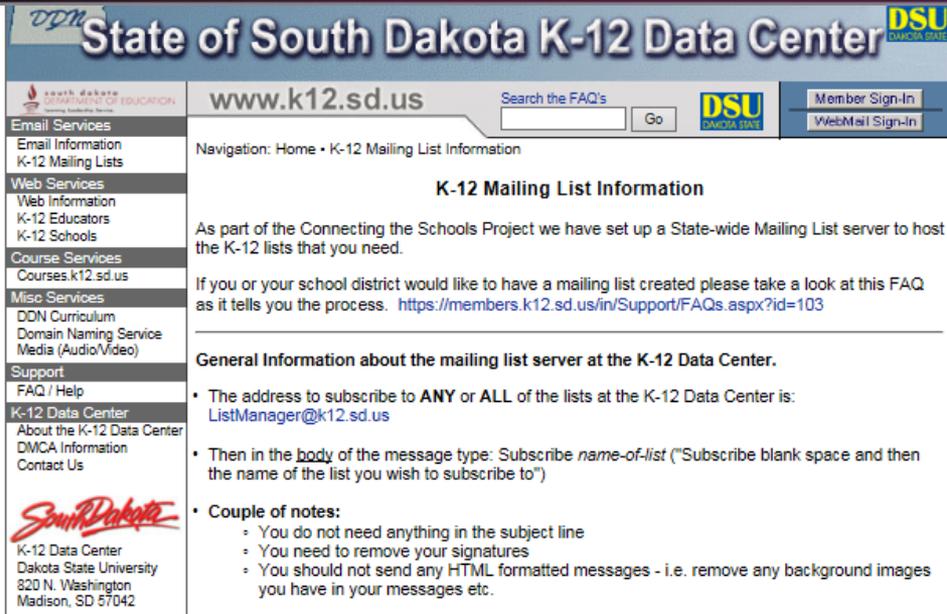
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Welcome to the SDCTE webpage, which is IN PROGRESS! Let us know what you think or what we need to add by clicking on the link below!

[Contact SDCTE](#)

2016 State Conference - September 9th and 10th

Best Western Convention Center - Watertown, SD



**State of South Dakota K-12 Data Center**

www.k12.sd.us

Navigation: Home • K-12 Mailing List Information

### K-12 Mailing List Information

As part of the Connecting the Schools Project we have set up a State-wide Mailing List server to host the K-12 lists that you need.

If you or your school district would like to have a mailing list created please take a look at this FAQ as it tells you the process. <https://members.k12.sd.us/in/Support/FAQs.aspx?id=103>

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**General Information about the mailing list server at the K-12 Data Center.**

- The address to subscribe to **ANY** or **ALL** of the lists at the K-12 Data Center is: [ListManager@k12.sd.us](mailto:ListManager@k12.sd.us)
- Then in the **body** of the message type: *Subscribe name-of-list* ("Subscribe blank space and then the name of the list you wish to subscribe to")
- Couple of notes:**
  - You do not need anything in the subject line
  - You need to remove your signatures
  - You should not send any HTML formatted messages - i.e. remove any background images you have in your messages etc.

## Department of Education Mailing Lists (DOE)

- [Data STARS](#)
- [DOE 1st Grade Teachers](#)
- [DOE 2nd Grade Teachers](#)
- [DOE 3rd Grade Teachers](#)
- [DOE 4th Grade History](#)
- [DOE 4th Grade Teachers](#)
- [DOE 5th Grade Teachers](#)
- [DOE Advanced Placement](#)
- [DOE Assessment Consortiums \(SBAC/NCSC/ASSETS\)](#)
- [DOE Distance Education](#)
- [DOE Kindergarten Teachers](#)
- [DOE Language Arts](#)
- [DOE Math](#)
- [DOE Science](#)
- [DOE Social Studies](#)
- [DOE Special Education](#)
- [DOE Special Education Transition](#)
- [DOE World Language Teachers](#)
- [Ed Online](#)
- [Reading Up](#)
- [Stars Account Managers](#)
- [The Online Zebra](#)
- [Write To Learn](#)

## End of Day Reflection and Feedback -

- What went well today? What progress do you feel good about?
- What suggestion do you have to improve and refine the process?
- What else would you like us to know? What questions do you have?