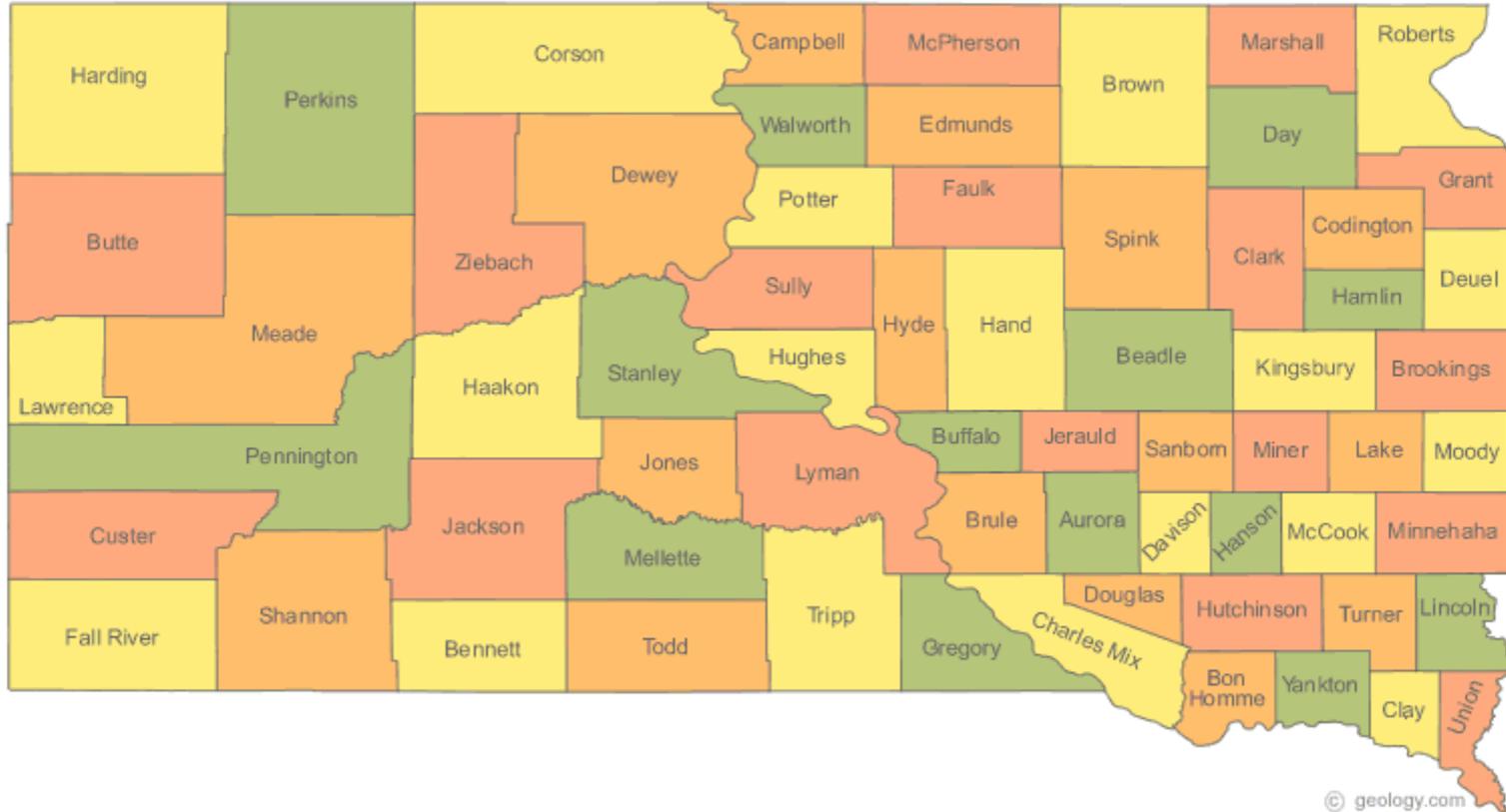


Standards Review Grade Level Leads Meeting

June 8 & 9, 2016

**English Language Arts Lead:
Teresa Berndt
DOE-Reading Specialist**

Welcome



Objectives for Today

- Understand the standards review process and its priorities for student learning
- Discuss and use the Elements of Quality Standards to revise the ELA standards for South Dakota
- Employ effective strategies to communicate and work with a team

Participant Role....

- 
- Actively participate and offer ideas during discussion

- 
- Ensure that every voice is heard

- 
- Use provided resources to inform decisions made about standard revisions

Facilitator Role....

- 
- Facilitate equitable table discussions

- 
- Capture table decisions using provided templates

- 
- Provide updates to all grade level leads after teams are dismissed for the day (4:00 – 5:00)

- **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.

Talk Amongst Yourselfes

Small Table Group



- Name – title/organization
- Why you choose to participate in the standards work
- How you feel about being here today
- Expectations for the day

Large Group

- Create a group of 3 people NOT at your table
- Share your name/role-district
- Grade level your are working in
- Title of the current book your are reading (or one just finished) and tell why you selected it

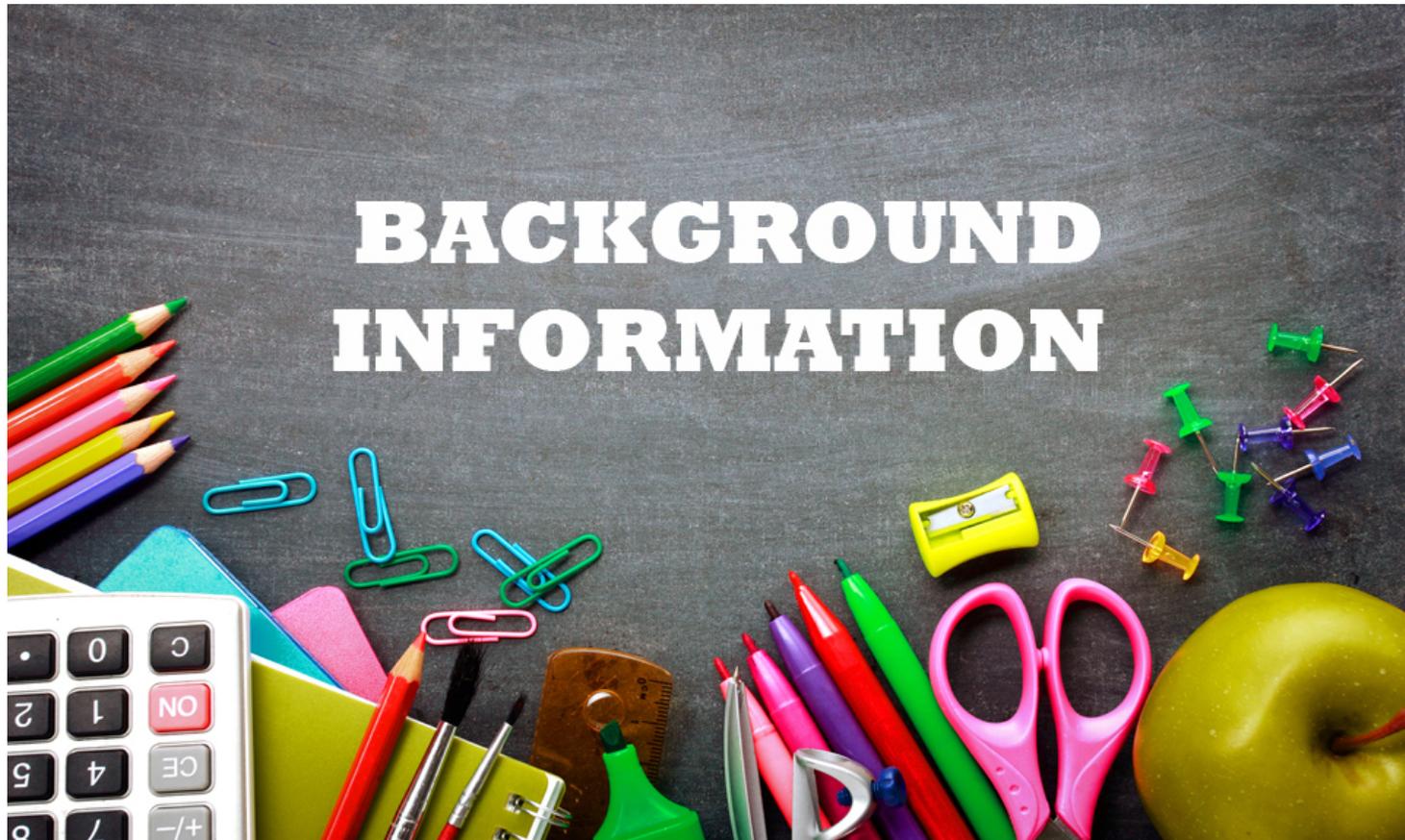


Diversity



Team Composition

- 1 Lead
- 1 Representative from Postsecondary, Administrator, Coach, Curriculum Director, Parent, or Business & Industry
- 3 grade level teachers
- Special education representative in each grade band (k-2, 3-5, 6-8, HS)



South Dakota Standards Revision and Adoption Timeline

Adopted by State Board of Education Nov. 29, 2010

Content Area	Standards Approved
Common Core Mathematics *	Fall 2010
Common Core English Lang. Arts *	
Health Education *	
Arts, Audio-Video Tech & Communication	Summer 2011
Hospitality and Tourism	
Library *	
Personal Finance *	
STEM	
World Language *	

The review process allows for stakeholders to review the standards and make adjustments to the standards on a 5-7 year rotation.

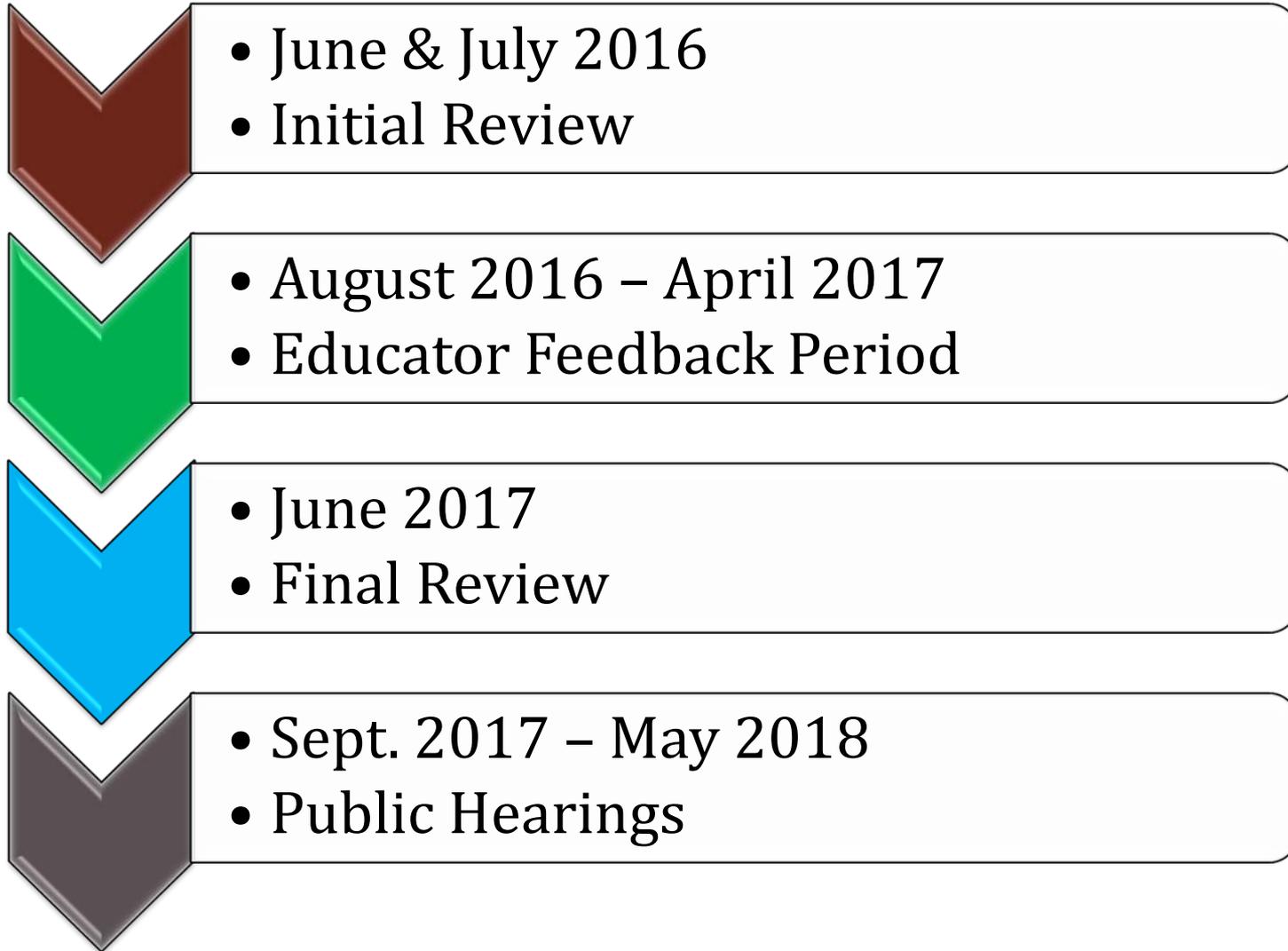
South Dakota Standards Revision and Adoption Timeline

The following standards are scheduled to be adopted on a five year rotation cycle for Career & Technical Education and seven years for core content.

Standards	Four Public Hearings	Approved by BOE	Capacity Building	Teach to Standards	Assessed
Physical Education	2014	Fall 2014	2014-2015	2015-2016	Local assessments
K-12 Technology	2014 - 2015	Summer 2015	2015-2016	2016-2017	Local assessments
Fine Arts					
Social Studies					
Science					Grades 5, 8, 11: Spring 2018
Foundational Career and Technical Education	2015-2016	Spring 2016	2016-2017	2017-2018	Field Test 2017-2018
Law Public Safety Corrections and Security Career Cluster					
Informational Technology Career Cluster					
STEM Career Cluster					
Architecture and Construction Career Cluster					
Education and Training Career Cluster	Full Implementation 2018-2019				
Agriculture Food and Natural Resources Career Cluster	2016-2017	Spring 2017	2017-2018	2018-2019	Field Test 2018-2019
Arts, Audio-Video Tech & Communication Career Cluster					
Finance Career Cluster					
Health Science Career Cluster					
Human Services Career Cluster					
Manufacturing Career Cluster					Full Implementation 2019-2020
English Language Arts	2017-2018	Spring 2018	2018-2019	2019-2020	Grades 3-8, 11 in Spring of 2020
Business Management and Administration Career Cluster					
Hospitality and Tourism Career Cluster					
Marketing Career Cluster					
Transportation Distribution and Logistics Career Cluster					
Government and Public Administration Career Cluster					
Health Education					
Oceti Sakowin Essential Understandings & Standards					
Math					
					2018-2020

Elements of the Review Process

- Initial Review by Standards Review Team
 - Team members are solicited from a variety of backgrounds including k-12 teachers, administrator and/or curriculum directors, instructional coaches, postsecondary personnel, parents, and business & industry.
- Educator Feedback
 - Feedback will be gathered from educators that were not part of the committee
- Final Review
 - A final review by the Standards Review Team
- Four Public Hearings
 - Held in Aberdeen, Pierre, Rapid City, and Sioux Falls
- Approval and adoption by the State Board of Education



South Dakota Content Standards



South Dakota Content Standards

- Define what a student should know or be able to accomplish by the end of a specific time period or grade level or completion of a course
- Build on skills learned in previous years; each standard is not a new event, but an extension of previous learning.
- Represent the knowledge and skills needed to successfully transition to postsecondary education and the workplace
- Allow local districts, schools, and teachers to develop and implement curriculum, content and methodology
- Serve as the basis for state assessment

- **Curriculum:** the means and materials with which students will interact for the purpose of achieving identified educational outcomes
 - To what extent will curriculum conversations help or hinder the standards review work?
 - Where do conversations regarding curriculum fit into the standards review discussion?

Speaking & Listening (SL.3)

ELA Standards Design: Across Grades

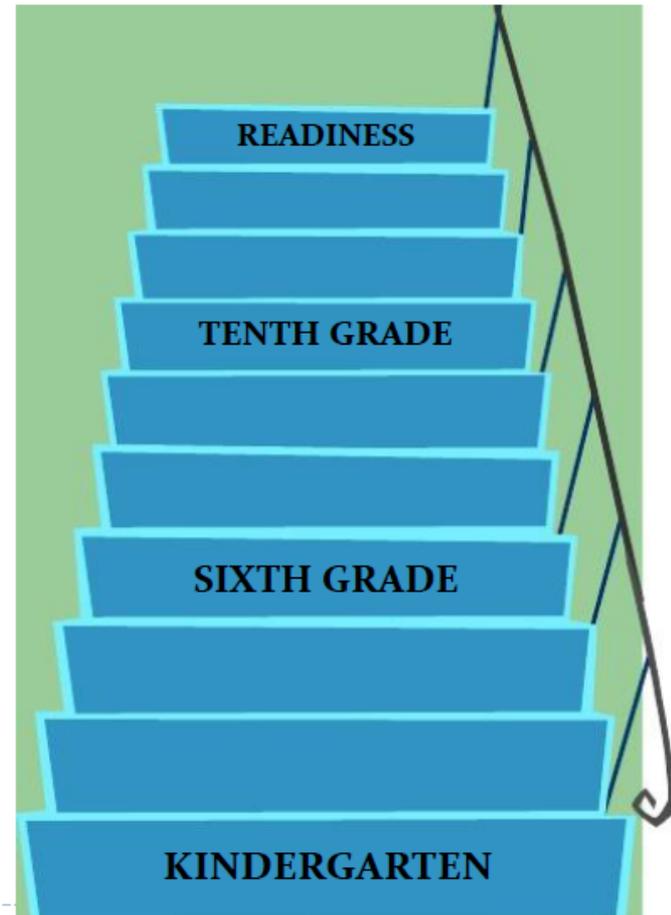
10th Grade: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

7th Grade: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

6th Grade: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

5th Grade: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Kindergarten: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.



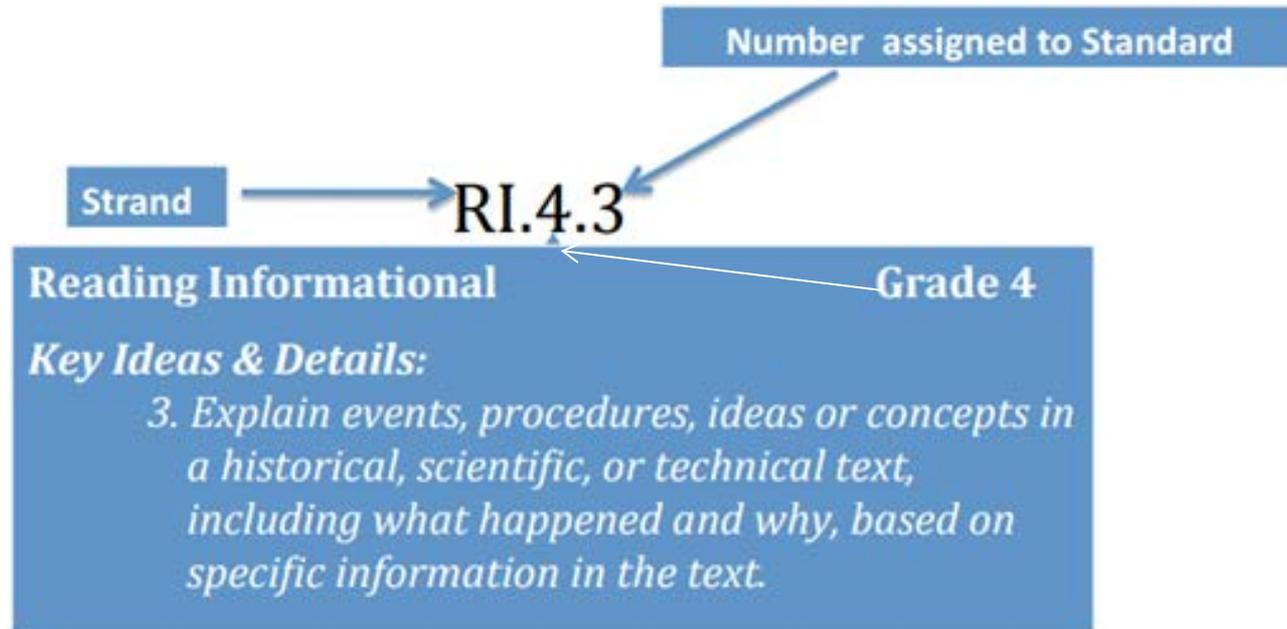
- ▶ Students identify basic similarities in and differences between two texts on the same topic. (RI.1.9)
- ▶ Students participate in a shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (W.1.7)
- ▶ Students use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). (L.1.6)

ELA Standards Terminology

- Reading for Literature (RL)
- Reading for Informational Text (RI)
- Reading Foundational Skills (RF) stops at grade 5
- Writing (W)
- Speaking and Listening (SL)
- Language (L)
- Reading Standards for Literacy in History/Social Studies 6-12 (RH)
- Reading Standards for Literacy in Science and Technical Subjects 6-12 (RST)
- Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12 (WHST)

Grade-Specific Standards Example

Reading Standard (grade-specific standard)



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"> • Focus on teacher actions or what teachers should do to teach that content • Require specific instructional strategies, approaches, curricula or text to be used • Omit critical content
Connect learning within and across grades levels or course.	<ul style="list-style-type: none"> • Include unnecessary repetitive standards • Create contradictions within a grade or within standards in other grades • Create gaps in the progression of learning within and across grades or courses
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"> • Use ambiguous or vague language

Quality Standard Criteria 1

- Criteria: Identify key knowledge and skills that students should demonstrate by the end of the year:
 - **Does not focus on teacher actions or what teacher should do to teach that content**
- **ELA - Original Standard:** Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations). W.2.7

Proposed Revision	Issue
Sample Rewrite: Observe a model lesson where the student researches a topic and writes a report	Observing is a teacher action

Quality Standard Criteria 2

- Criteria: Quality standards connect learning within and across the grade levels
 - Does **not** create gaps in the progression of learning within or across the grades
- **ELA Original Standards:**
 - Identify words and phrases in stories or poems that suggest feelings or appear to the senses (RL.1.4)
 - Describe how words and phrases (e.g. regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (RL. 2.4)
 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language, (RL.3.4)

<ul style="list-style-type: none"> • Proposed Revision 	Issue
Sample Rewrite: Eliminate RL.1.4 Keep RL.2.4: Describe how words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Eliminating RL.1.4 removes the scaffolding of foundational skills to literal, non-literal, and figurative language.

Quality Standard Criteria 3

- Criteria: Identify key knowledge and skills that students should demonstrate by the end of the year:
 - Does not require instructional strategies/approach/curriculum/text to be used.**
- ELA - Original Standard:** Conduct short research projects that build knowledge through investigation of different aspects of a topic (W.4.7)

Proposed Revision	Issue
<p>Sample Rewrite: Conduct short research projects on a topic that build knowledge following a specific process:</p> <ol style="list-style-type: none"> 1) Identify a question to research. 2) Gather information through texts. 3) Select resources that are reliable. 4) Take notes and write a research report. 5) Present information orally 	<p>The rewritten standards would require all students to follow a very specific process or instructional approach.</p>

Quality Standard Criteria 4

- Criteria: Use clear language that clarifies for educators what students should be able to do at the end of a particular grade.
 - **Do not use ambiguous or vague language.**
- ELA Original Standard:** Analyze how an author’s choice concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact (RL.11-12.5)

Proposed Revision	Issue
<p>Sample Rewrite:</p> <p>RL.11-12.5a: Analyze how an author’s choices contribute to its overall structure.</p> <p>RL.11-12.5b: Evaluate how the author structures specific parts of a text, including where to begin or end an story.</p> <p>RL.11-12.5c: Synthesize the author’s choices to determine meaning as well as its aesthetic impact.</p>	<p>Breaking apart the standard and adding three action verbs add confusion and additional language that is not necessary.</p>

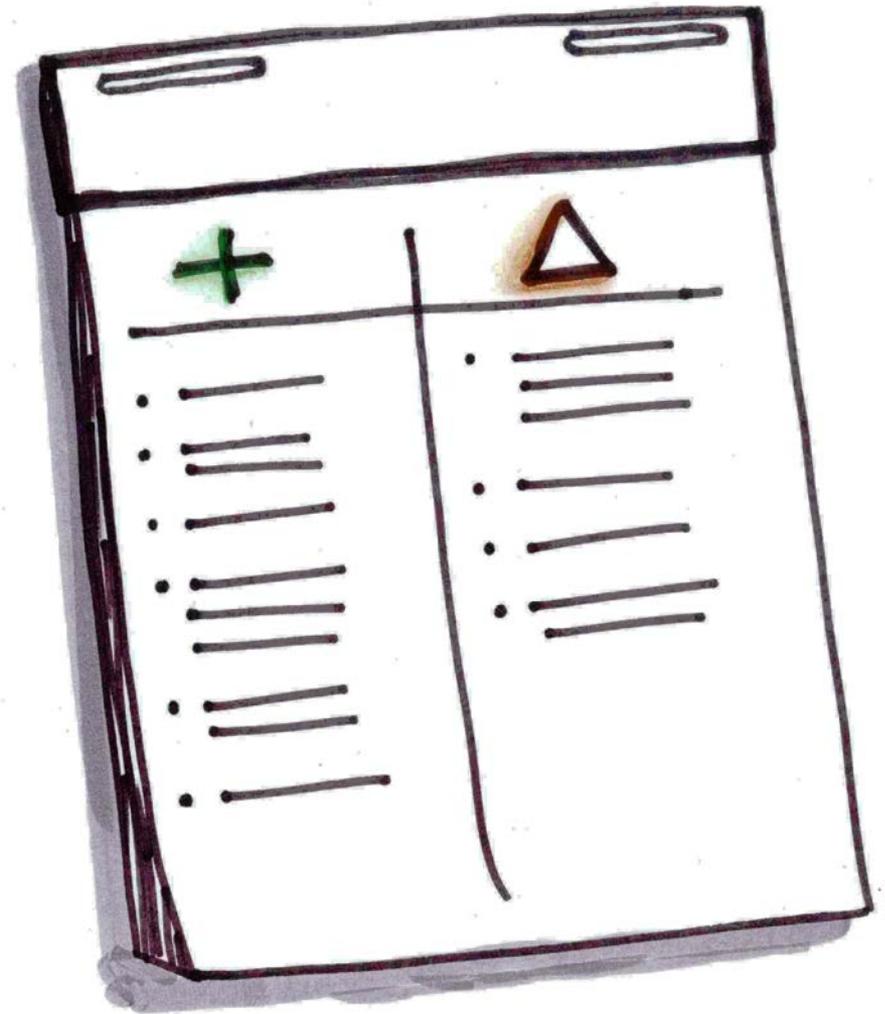


let's get started.

Big Picture

Pluses
(Don't want to lose)

Delta's
(Want to Improve)



Utilizing Resources

- Each team member
 - open a specific electronic resource (standards from other states or organizations)
- Become familiar with other state standards and resources



Let's practice...



Most people listen in order to respond; good listeners listen in order to understand.

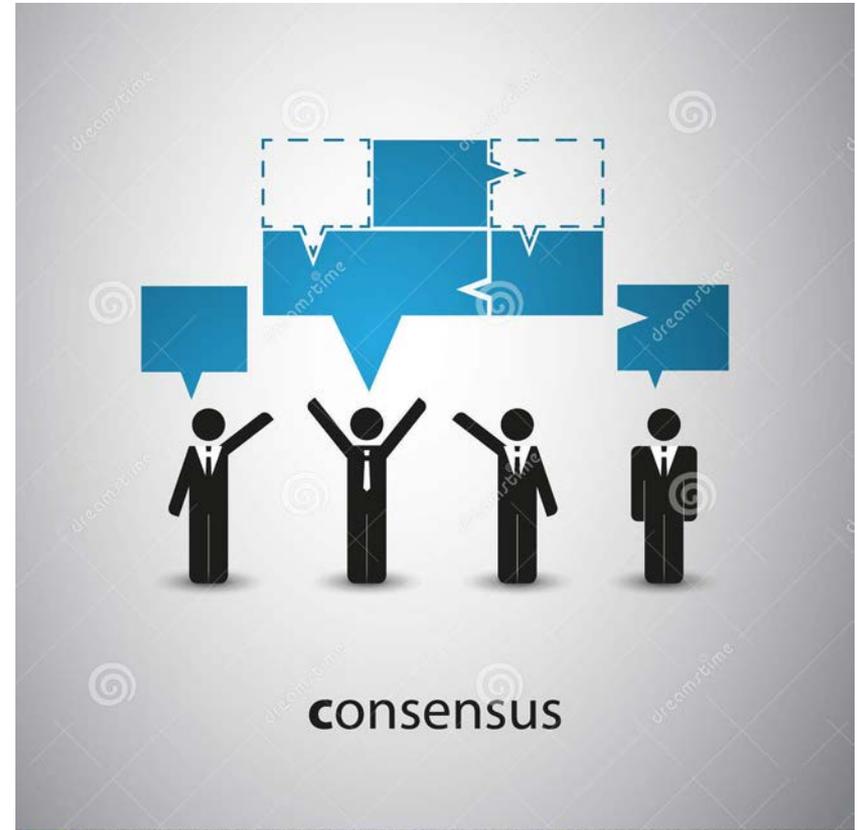
LISTENING SKILLS

- Reading
 - K-5 Foundational Reading Standards & 6-12 Literacy in Other Content Areas (RI-Informational Text) (RL-Literary)
- Writing
- Speaking & Listening
- Language

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.

Consensus has been achieved when every person involved in the decision can say, “I believe this is the best decision we can arrive at for the organization at this time, and I will support its implementation.”



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.**

- 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?

Vertical Alignment



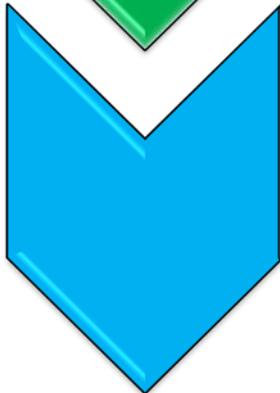
Vertical Alignment Reminders



- 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 a section or particular set of standards without making comments to whole group
- Grade Level Discussion:
 - Grade level teams will discuss questions or concerns and lead or **assign team member** will document the team's questions or concerns by inserting a comment on the appropriate cell in the vertical alignment document

Vertical Alignment Process

- Grade Level Review of Comments, Questions & Recommendations
 - Don't make any changes at this point in time
- Whole Group Discussion:
 - Discuss the concerns or recommendations, starting with standard from the lowest grade level that has a recommended change. Come to a decision
- Final Decisions
 - After final decisions about proposed revisions are made, make edits and click 'resolve' on comment.



- Reading---
- RI-Information Text
- RL-Literature
- K-5 Foundational Standards
 - College & Career Readiness Anchor Standards for Reading (one set of standards for all grades)

- Writing
 - Writing College and Career Readiness Anchor Standards (one set for all grades)
- Speaking & Listening
 - Speaking & Listening College and Career Readiness Anchor Standards
- Language
 - Language College and Career Readiness Anchor Standards

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?