

Standards Review Meeting

June 20-21, 2016

Questions, Reflections, and Housekeeping



Schedule

Objectives for Today

- Understand the standards review process and its priorities
- Understand and use the Elements of Quality Standards to revise the mathematics standards for South Dakota
- Employ effective strategies to communicate and work as a team

Norms for Today

- Speak with the possibility of being heard and listen with the possibility of being changed.
- Be present, and be your best self.
- Everyone has something to learn. Everyone has expertise to offer.
- We need each other.
- You have the right to ask for help, and the duty to assist.
- Be willing to experience discomfort.
- Expect and accept non-closure.

When you are “done”...

- Intro documents
- Appendix/Notes
- Glossary/Definitions
- Summary of Important Changes
- Structure Suggestions
- Roll-out Process (with efficient way to capture feedback)
- Professional Development

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

Fluency

Fluency - Skill in carrying out procedures flexibly, accurately, efficiently, and appropriately.

Four Tenets of Fluency:

- Flexibility
- Appropriate Strategy Use
- Efficiency
- Accuracy

Know From Memory - quick, effortless, recall of facts

Fluency Reading Focus

- P. 1 Summary Box “Research and Results”
- P. 6-7 “Research and Results” (4 Paragraphs that are under “Third Stage”)
- P. 10 “Research and Results” (1st Full Paragraph, Last Sentence)
- P. 23 “Research and Results” (Last Paragraph)
- NCSM Journal P. 15 (1st Quote - Paragraph)
- “Strategy, Standard Algorithm and Written Method” section P. 15-16
- Assessing Basic Fact Fluency Article P. 490 (Read “Defining Fluency” Section)

Standard Algorithm Reading Focus

- NCSM Journal P. 15 (1st Quote - Paragraph)
- “Strategy, Standard Algorithm and Written Method”
section P. 15-16

- 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?

Vertical Alignment Reminders

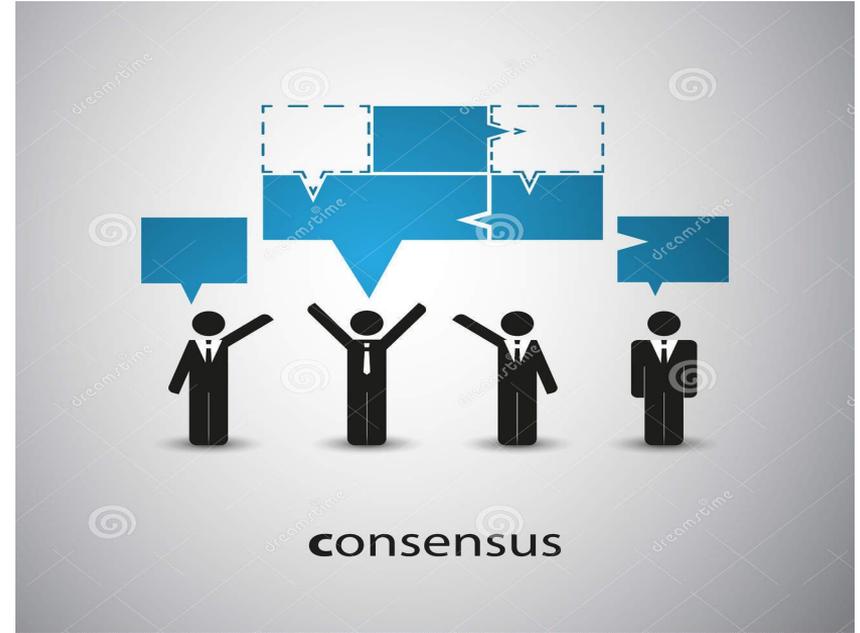


- Reflect a logical, consistent order
- Key terminology should be consistent or show a progression
- The rigor (depth of knowledge) across the standards should show a progression

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.

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.”



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.

End of Day Reflection and Feedback -

- Where are you?
- What do you need from others?
- Vertical conversations needed?
- What do we need to do on July 12th?
- Small group consensus on start time?
- What to keep...