

# ELA Standards Review Meeting

July 13, 2016

Capitol Lake Visitors Center



# Housekeeping Items ?Questions?

# Positivity

love the additional language of self-selection in reading

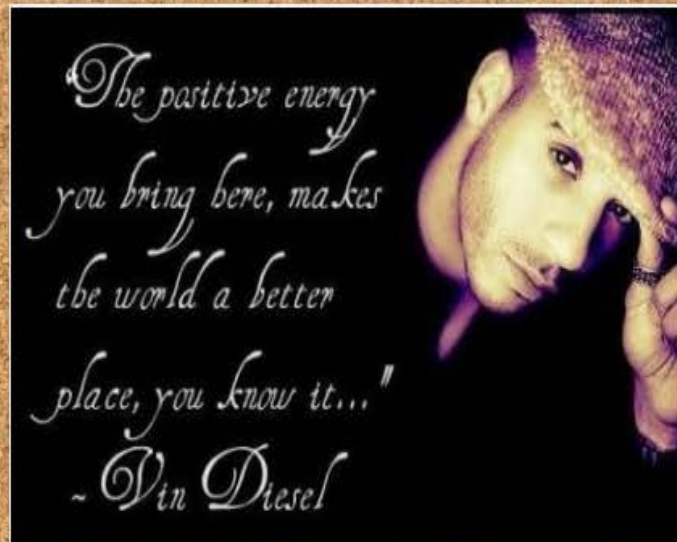
Difficult conversation but worthwhile

Compromises were made :)

Lots of good conversations again, my team works well!!

I feel really good about the progress we made in the language standards.

I feel great about our diligence to do what we value for ALL students!



I LOVE my group!!!

Teamwork

Collaboration

Compromise

Professionalism

Appreciated the k-5 handwriting discussions

Accomplished tasks despite tough conversations

Making it over the RI/RL10 hump--woohoo!

RI/RL10 was a good discussion--feel good about that.

## 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 Social Studies/History**

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



## Day 3/ & 4

- **Consensus** on RI/RL.10
- **6-12 Literacy in Science & Technical Subjects**
  - Standards reviewed
  - Vertical Alignment k-12
  - Consensus**
- **K-12 Writing Standards**
- **6-12 Writing Standards for Literacy in History/Soc. Studies/Science**
  - Reviewed
  - Vertical Alignment & **Consensus** (tabled W.6)
- **In Progress:**
- W.6 tabled standard discussion
- **K-12 Language Standards**
- **K-12 Speaking/Listening**
  - Review of these two standards
  - was started by several grades
  - by the end of day 4

# Day 5 Standard Review Goals

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

## Day 4/ July 13

- **Writing Standard W. 6 (Tabled)**
- **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 Review
  - Grade Level Comments
  - Review 2 UP/2 Down w/
  - Comments posted
- K-12 Vertical Alignment & Consensus
- **Additional Resources to Review:**
  - Summary highlights per grade level
  - Introduction—language to match work
  - Glossary-Terms
  - Appendixes/Resources to include
  - Format of standards—suggestions

# It's a marathon—not a sprint

## 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.

<b>Standards</b>	<b>Four Public Hearings</b>	<b>Approved by BOE</b>	<b>Capacity Building</b>	<b>Teach to Standards</b>	<b>Assessed</b>
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					Local assessments

- 10:00-10:15 a.m.—Housekeeping/Questions
  - Reimbursements completed and provided to Table Leads
- 10:15-10:45 Tabled W.6 standard ---review language/discussion/consensus k-12
- 10:45-11:30 Language Standards
  - Review Grade Level/Grade Band discussions if needed (10 minutes)
  - Look at 2 grades above/2 below on Vertical Doc (15 minutes)
  - Vertical Alignment Discussions & k-12 Consensus (20 minutes)
- 11:30-12:30 LUNCH on your own
- 12:30-2:00 p.m. Speaking and Listening Standards
  - Review at Grade Level
  - Grade Band Discussions if needed
  - Look at 2 grades above/2 below on Vertical Doc/Comments addressed
  - Vertical Alignment discussion & k-12 Consensus
- 2:00-2:45 p.m. Grade Level Highlight and Summary Templated Completion
- 2:45-3:00 p.m. Break
- 3:00-4:20 p.m. Introduction language review
  - Review of Appendixes and Resources per grade level or grade band
  - Glossary of terms (if needed)
- 4:20-4:30 p.m. End of day reflections and/or concerns

- **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.

- 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.**

# 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>

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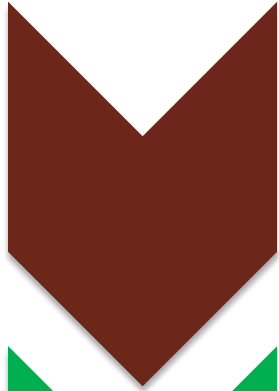
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# Questions to Discuss

- 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

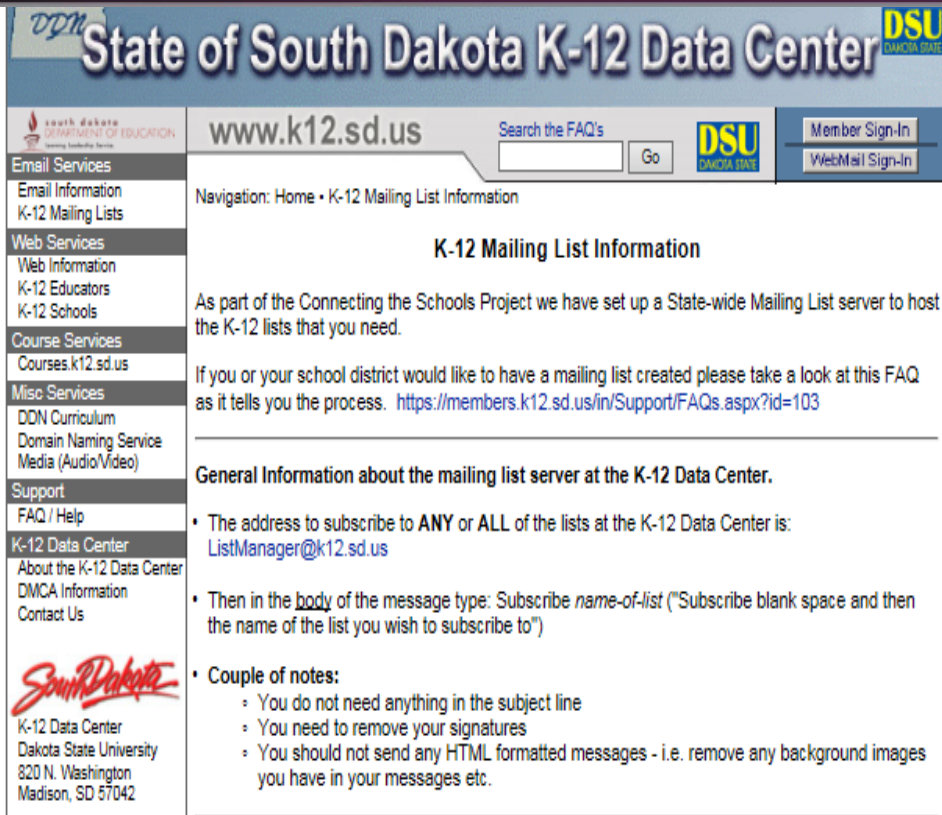
- Please consider the following when commenting:
  - Have you looked at the reasoning on the grade level standards document?
  - Does it meet one of the justifications or criteria on the Quality Standards Checklist?
  - Does it move the work forward?
  - Does it make a specific suggestion for improvement?
  - 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.

## **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?



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

[www.k12.sd.us](http://www.k12.sd.us)
 Search the FAQ's

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.

  
 K-12 Data Center  
 Dakota State University  
 820 N. Washington  
 Madison, SD 57042

## 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](#)

<http://www.k12.sd.us/MailingList/>