



# State Standards Review

English Language Arts Working Group Meeting September 24, 2020



*Supporting Schools and Students to Achieve*

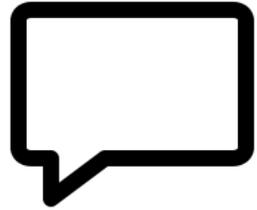
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

# Agenda



- Roles
  - Region 17 Comprehensive Center
  - Idaho State Department of Education (ISDE)
- Finalization of process agreements
- Begin rewrite of content standards

# How We Communicate in Zoom



Use the chat to engage in conversation, agree with others, or ask questions



Raise your hand electronically



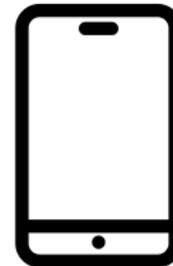
Camera on is preferred



Microphone on mute when not speaking



Make sure your name shows correctly



Web Access

# How We Communicate in Zoom Continued



Photo courtesy of zoom: <https://support.zoom.us/hc/en-us>

# How We Work Together



Be Respectful  
Be Supportive  
Be Present  
Be Open



Photo courtesy of PowerPoint

# Clarifying Roles



## Region 17 Comprehensive Center

- Ensure standards rewrite process progresses
- Collaborate with ISDE to develop processes to assist workgroups in completing and documenting standards rewrites

## Idaho State Department of Education (ISDE)

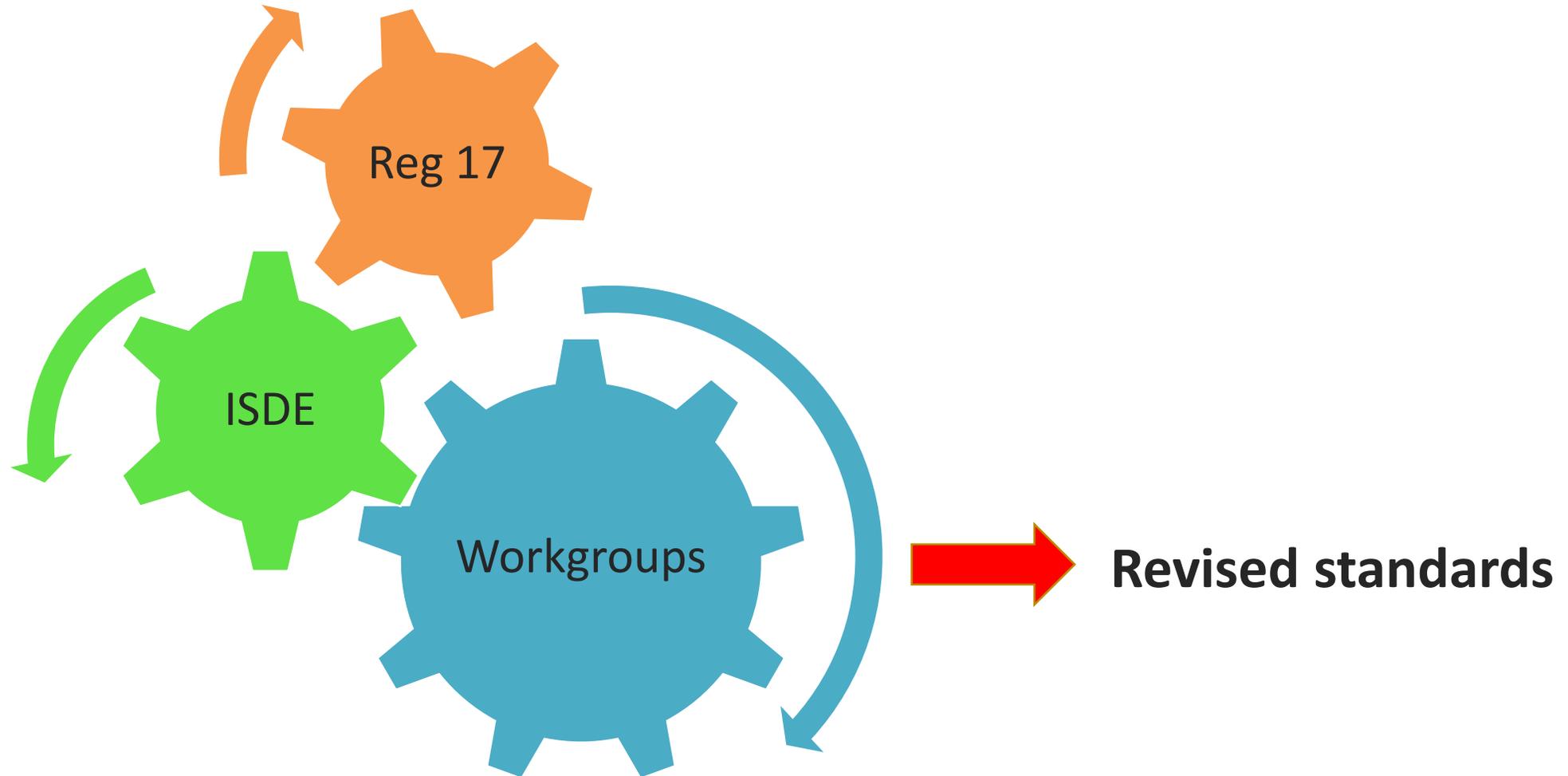
- Act as a resource to workgroups for content specific questions
- Facilitate setting up public-facing meetings where standards rewrites and feedback will occur

# Workgroup Task



- Complete rewrites of standards to be submitted to the ID State Board of Education and Legislature

# Roles





# Process agreements



# Moving the process forward



We agree that we will move forward with rewrites once consensus is reached.

Consensus does not mean unanimous, but does mean

- I can live with the decision.
- I will support my colleagues in implementing this decision.
- I will do absolutely nothing to impede the implementation of the decision.

➤ All consensuses will be reached in a public forum.

# Consensus



- Simple majority
- Super majority (>60%)
- Only one dissenter
- Only two dissenters

# Overarching focus



We want to provide Idaho students with the highest quality education through high-quality standards.



# Focus of any rewrite



- Ensure that explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension are included.
- Prioritize the basics of reading and writing, with less emphasis on analysis, style, and complex writing forms in lower grades.
- Balance fiction and non-fiction reading materials, emphasizing value-rich, historically important, and uplifting literature.
- Lessen complex verbiage.
- Prioritize the most important concepts.
- Reduce the number of standards.

# What are we revising



State Standards represent the expectations for what students should know and be able to do by the end of each grade. (IDAPA 08.02.03.007 14 Definitions A-G)

- a) Note that whatever is included becomes included in ID administrative code.
- b) Draft of standards must be completed by December 8, 2020.

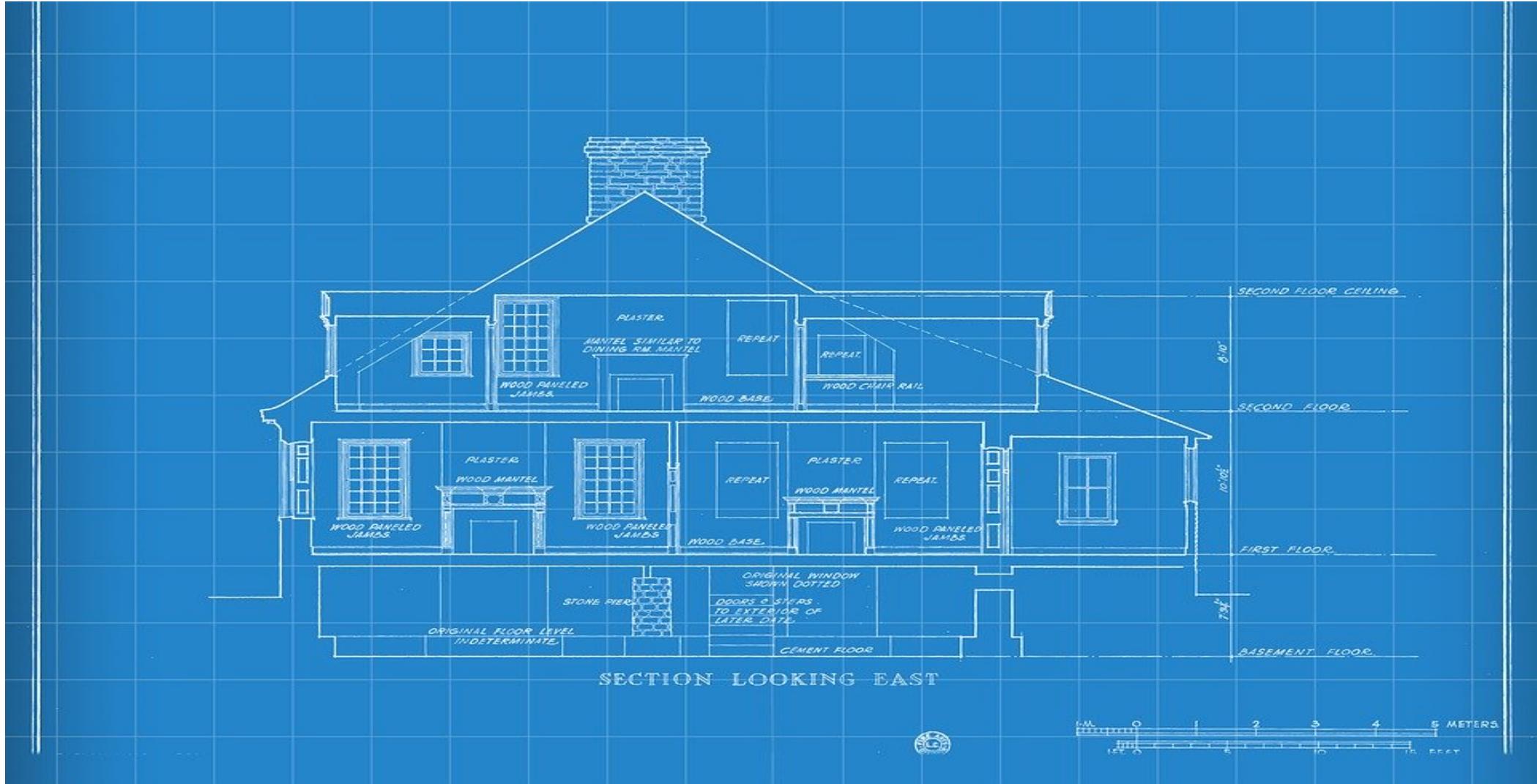
# What we are not revising



Standards do not describe or mandate how to facilitate learning through a particular instructional practice, curriculum, or assessment.

- If you see a place where specific guidance or tools for professional development would be useful, record that to help support ISDE as they develop tools to support the revised standards.

# Analogy



# Template for capturing rewrites



<b>Current standard</b>	<b>a) Keep b) Rewrite: Record the rewritten standard (include tracked changes). c) Move: Record what grade level the standard should be moved to. d) Remove standard.</b>	<b>Rationale for rewrite, move or remove (please provide rationale for all that apply):</b> <b>1. How does the rewrite address the legislative committee request?</b> <b>2. Reason for removal of standard.</b> <b>3. Reason for move of grade level for standard.</b>

# Step 1: Make a group decision



- a) Keep standard as is.
- b) Keep standard but rewrite.
- c) Keep/rewrite standard but move to new grade level.
- d) Remove standard.

# Step 2(a): Revising of standard



For rewrite of a standard:

- What in the standard needs to be rewritten to meet one or more of the legislative requests?

# Step 2(b): Rewrite the standard



- Identify a legislatively recommended state as a reference (FL, MA, NE, TX), but have all available.

## Revising standards

1. Review ID standard for what is to be changed (i.e., one of the legislative asks).
  - Is a rewrite needed to ensure that explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension are included?
  - Is a rewrite required in order to prioritize the basics of reading and writing, with less emphasis on analysis, style, and complex writing forms in lower grades?
  - Is a rewrite required to better balance fiction and non-fiction reading materials and/or to emphasize value-rich, historically important, and uplifting literature?
  - Does complex verbiage require rewrite?
  - Is a rewrite required to prioritize the most important concepts?
2. Review reference state.
  - Do we believe our reference state addressed our identified rewrite?
    - Yes, utilize as much as possible from example language.
    - No, use one of the other states as a reference .
    - Repeat until you have revised the ID standard.
3. Reach consensus on the revised standard.

# Step 2 (c or d): Move to a new grade level or Remove



## IF KEEPING STANDARD BUT MOVING TO A NEW GRADE LEVEL

- At what grade-level do we believe the standard is more appropriate and why?
  - Record the word “MOVE” and the grade level that the group recommends the standard be moved to, in column two. Write a rationale for the move in column three. The group can also include any suggested revisions to wording in the template in column two using the same process for rewriting a standard to move, as if it were a standard to keep and rewrite.

## REMOVE STANDARD

- What within the standard do we **not** believe is essential for ID students to be able to know or do?
  - Record the word “REMOVE” in column two of the template and the rationale for the decision in column three.

# Timeline



## September

- Initiate rewrite of standard language, reaching consensus on changes as you progress.

## October 12th

- Individually finish rewriting standards (finish homework).

## October 22

- Workgroups convene and reach consensus on language for the initial rewrite of all standards.

## November 3<sup>rd</sup>

- Workgroup members complete review of all other grade-levels and have prepared comments for rewrites to ensure vertical alignment.

## November 9<sup>th</sup> and 10<sup>th</sup>

- Workgroups convene and review and adjust for vertical alignment.

## December 8<sup>th</sup>

- Initial draft will be submitted to State Board.



## Moving forward

- Address potential requests from the State Board
- Public comment/Present to legislature
- Development of front and end matter surrounding standards
- October 2021 finalized

# Today and tomorrow



## Today

- 11:15-4:00 MT/12:15-3:00 PT
  - 1-hour lunch at 12:30 MT/11:30 PT
  - Begin revising standards, work sequentially through your grade-level band
  - HS decide where to begin and create a rewrite schedule

## Tomorrow: Continue the rewrite process

- 9-11:30 MT/8:00-10:30 PT
  - 1-hour lunch at 12:30 MT/11:30 PT
- 12:30-4:00 MT/11:30-3:00 PT

# Workgroups



Regional Coordinator will continue as facilitator.

- Region 17 participant will be present to monitor the process.

Identify a

- Recorder
- Timekeeper

**\*\*Record all rewrites and justifications for rewrites.**

ISDE staff member will circulate between groups.

# REMEMBER



- Draft revisions of all standards will be completed at a convening **October 22.**
- *Leave tomorrow with a plan to ensure everyone in your workgroup is prepared to do this.*