

Getting Started



Welcome to the Idaho Standards Review Kickoff!
Thank you for joining us today.

While you are waiting please include the following in the chat:

1. Where you live in Idaho
2. Three words that come to mind when you think of standards

Zoom tip: Make sure you minimize Zoom to find your chat box and participants icons at the bottom of your screen



STATE STANDARDS REVIEW

KICKOFF MEETING JUNE 29 AND 30, 2020



Supporting Schools and Students to Achieve

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

6/26/2020

Why

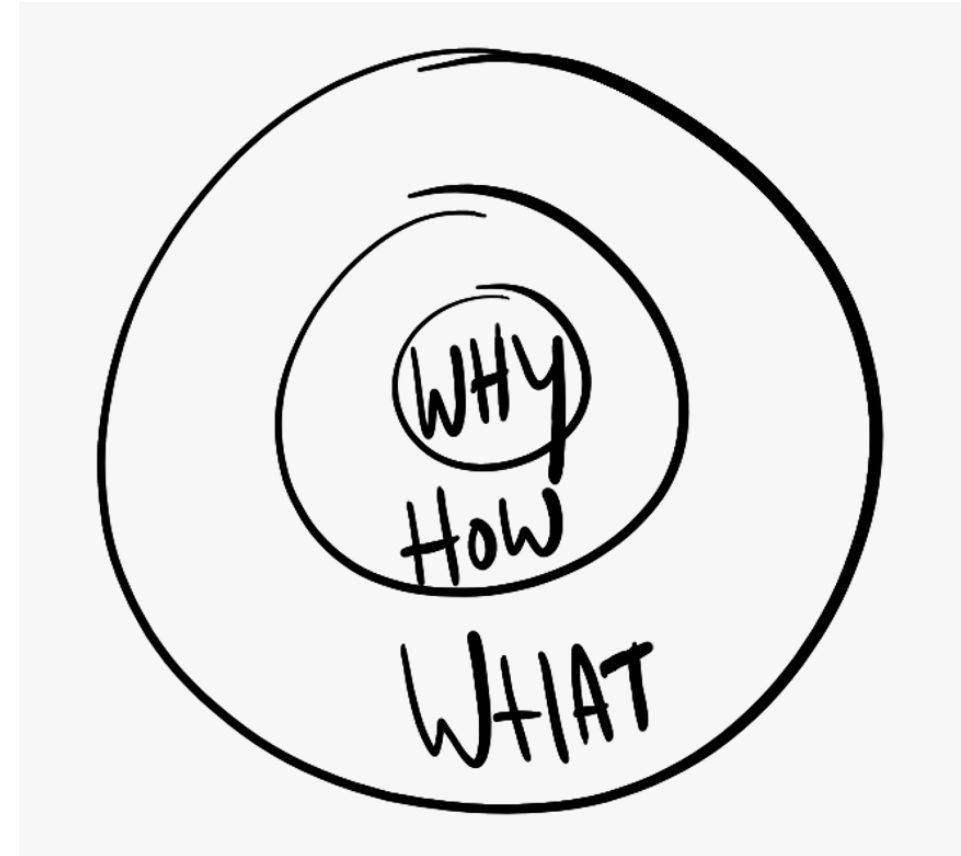
- strong educational standards of what students should know and be able to do at the end of each grade
- the Legislature has provided us guidance

How

- workgroup tasks

What

- completed Idaho Content Standards



[This Photo](#) of Simon Sinek's Golden Circle (2017) is retrieved via Google images

Welcome



Marilyn Whitney

Deputy Superintendent of
Policy and
Communications

AGENDA



WHY

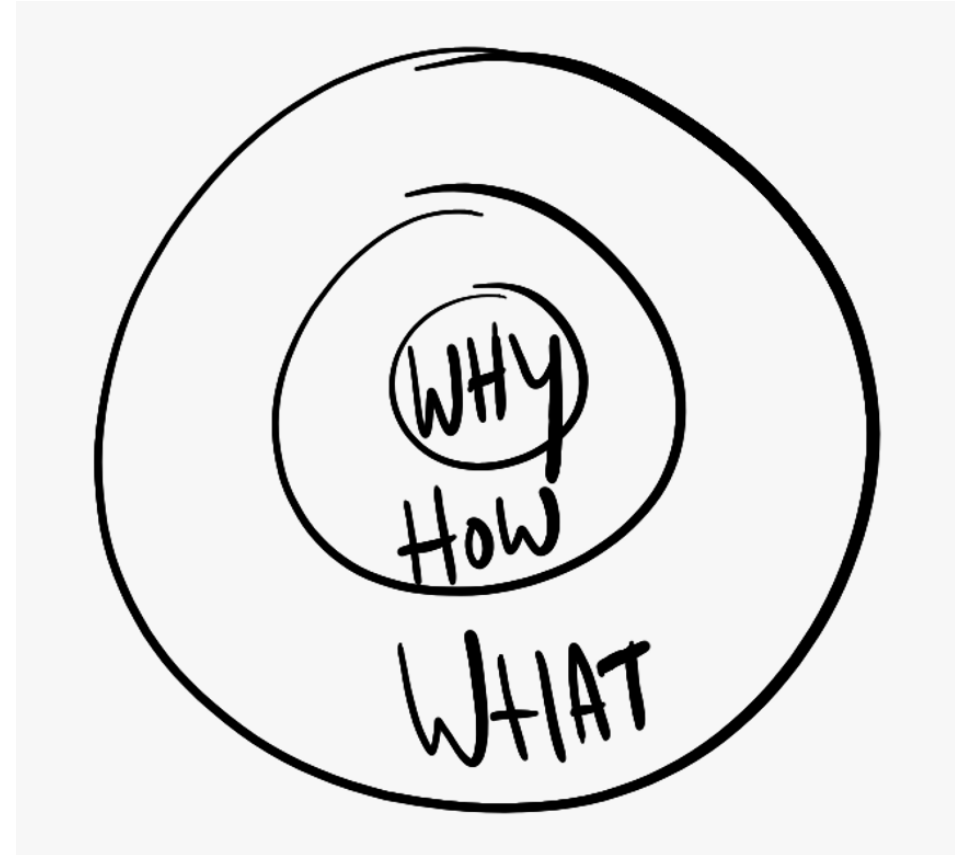
- Context for the Work
- Personal WHY

HOW

- Meet the Group
- Logistics
- Edmodo

WHAT

- Standards Walk Through
- Homework



[This Photo](#) of Simon Sinek's Golden Circle (2017) is retrieved via Google images



What is our why?



Historical Perspective



- Letter from House and Senate Education Committees
- State Department of Education/State Board of Education Response
- Timeline
- The Legislative Study Committee
- Your task

Zoom tip: Use your "raise hand" icon in the participants window and we will call on you or ask your question in the chat box

Education Committees' Letter



Task:

- Reread the Education Committees' Letter-document 2 in documents and instructions email (5 mins)
- After reading, please answer the bullet below in the chat:
 - Tell us how your why connects to the Education Committees' Letter

Education Committees' Letter: ELA Focus



1. Idaho Standards should have explicit, systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension.
2. Provide better balance between fiction and non-fiction reading materials, emphasizing value-rich, historically important, and uplifting literature (particularly American and English literature).
3. Reduce the number of standards, use less complex verbiage, and prioritize the more important concepts.
4. Renew Idaho's focus on content-rich English Language Arts standards by prioritizing the basics of reading and writing, with less emphasis on analysis, style, and complex writing forms in the lower grades.



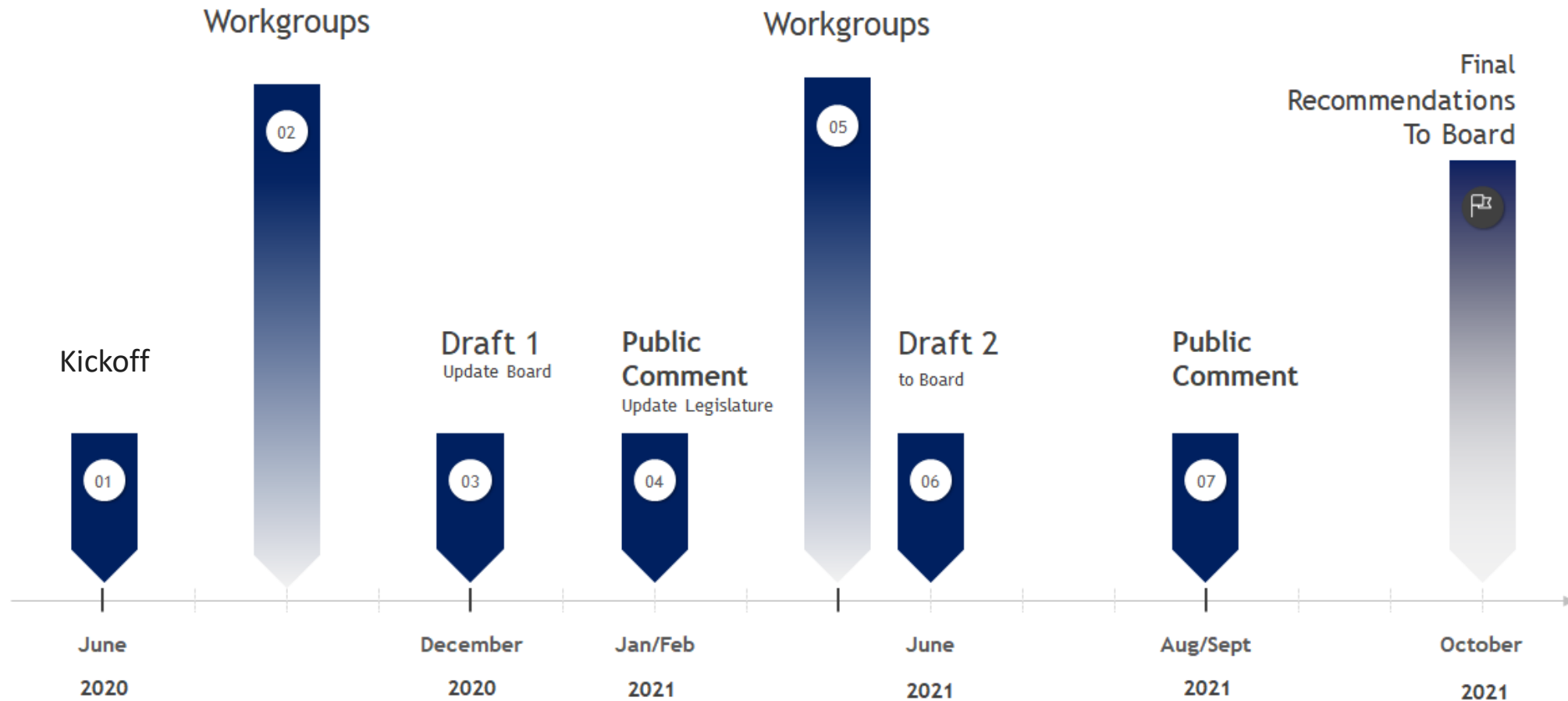
How will we get there?



Timeline



Content Standards Review Timeline



MEET OUR C & C TEAM



Todd Driver,
C&C Director



Dr. Catherine Beals,
Mathematics Coordinator



Sharon Cates,
Science/STEM/ISAS Coordinator



Liz James,
ELA/Literacy Coordinator



Aaron McKinnon,
*Mastery-Based Education
Coordinator*



Peter Kavouras,
*Social Studies/PE/Health
Coordinator*



Rebecca Martin,
*Arts/Humanities/GATE
Coordinator*



Rick Kennedy,
*IT/Computer Science
Coordinator*



Linda Becker,
Grants/Contracts Specialist



Chrystal Allen,
Curricular Materials Specialist



Melissa Knutzen,
C&C AA

How We Are Organized



- **Working Group**- write the standards, driving the work
- **Facilitators**- moderator, logistics, communication
- **Content Coordinators**- content consultant
- **Consultants**- from other states
- **Subgroup Facilitators**- SDE Idaho Coaching Network/Regional Math Centers

How We Communicate in Zoom



- Use the chat to engage in conversation and questions
- Raise your hand electronically
- Agree with others by using the chat
- Camera on is preferred
- Microphone muted – unmute to talk
- Make sure your name shows correctly

Zoom



Photo from Zoom help center

How We Work Together



- Be Respectful
- Be Supportive
- Be Present
- Be Open



Stock photo from power point

Our Team



- Let's get to know our team!
- Please tell us:
 - Who was your favorite teacher and why



Stock photo from power point

Break



Get a glass of water.
Take a very short walk.
Rest for a few minutes.

Progress Bar

Break time is over.

- All review documents will be posted and housed
- Discussion board to ask questions and keep connected in between meetings
- Group announcements and reminders



What is the outcome?



Standards Handout



What are
standards?

What is
curriculum?

Present Standards Overview



Home / Departments / Content and Curriculum / Idaho Content Standards

Idaho Content Standards



All students graduating from Idaho public high schools must meet [state adopted content standards](#). These standards are to be used as a minimum threshold by every school district in the state in order to establish some consistency in academic content statewide.

Each school district may set standards more rigorous than these state content standards, but no district shall use any standards less rigorous than those set forth in [IDAPA 08.02.03.102, page 11](#). It is still up to each local school district to adopt its own curriculum (how the standards are taught) to meet these standards. Idaho reviews and revises, when needed, all content standards on a six year review/adoption cycle.

Files

FAQs

Events & Training

Links

Resource Files

Content Standards

ORDER STANDARDS BOOKLETS for Science, Mathematics & English Language Arts/Literacy

- Go to "[Alexanderclark.com](#)"
- Click on "online order" – upper right hand of page
- Your customer code is "isde123" lower case

Content and Curriculum »

- > **Idaho Content Standards**
- > Arts and Humanities
- > Computer Science
- > Curricular Materials
- > English Language Arts/Literacy
- > Gifted and Talented
- > Health Education
- > Idaho Science and Aerospace Scholars
- > Information and Communication Technology
- > Mathematics
- > Physical Education
- > Science
- > Social Studies

📅 Events »

Background Information



College & Career Readiness Standards anchor current Idaho Content Standards

K-12 grade-specific standards define end of year expectations

Integrated model of literacy

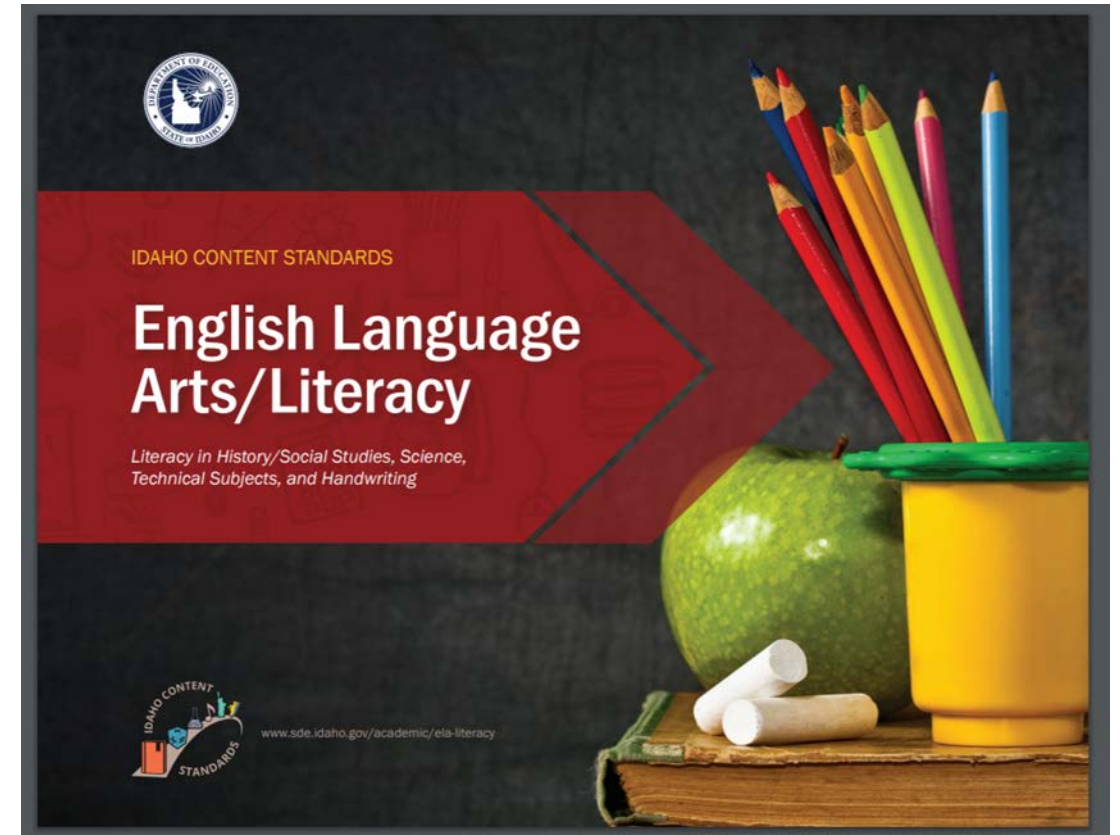
Research and media skills blended into the Standards

Shared responsibility for students' literacy development

Organization- Sections



- Three main sections
 1. Comprehensive K-5
 - Handwriting
 2. 6-12 ELA/Literacy
 3. 6-12 Literacy in History/Social Studies, Science, and Technical Subjects



Organization- Strands



- K-12 standards are divided into the following strands:
 - Reading: literature, nonfiction, foundational skills (K-5 only)
 - Writing
 - Speaking & listening
 - Language
- 6-12 history/social studies, science, and technical subjects is divided into the following strands:
 - Reading
 - Writing



Organization: Standards



- College and Career Readiness (CCR) Anchor Standards drive standards at all grade levels
- Vertically aligned: each grade level standard provides a stepping stone to the next grade level standard



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Standards Examples



Strand: Reading

Anchor Standard:

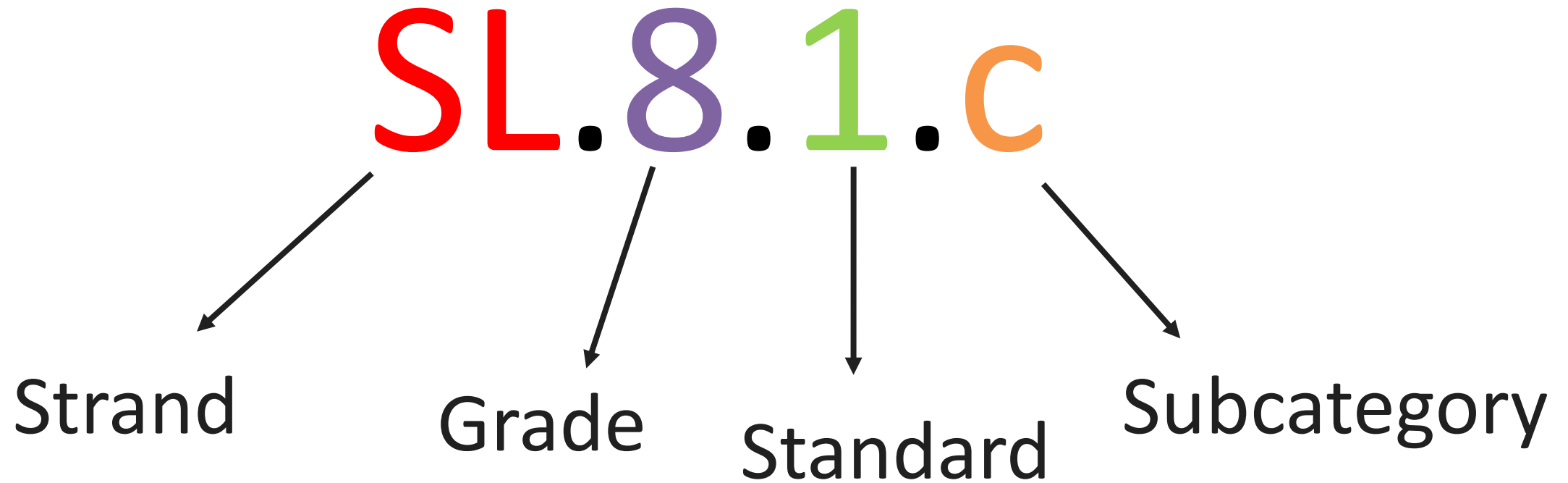
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade Level Standards:

Kindergarteners:	Grade 1 Students:
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	RL.1.1 Ask and answer questions about key details in a text.

Grade 5 Students:
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Standard Breakdown



Homework Connection



- Legislature has asked us to review nationally recognized quality standards from a variety states such as:
 - Florida
 - Massachusetts
 - Texas
 - Nebraska
- Compare and contrast with Idaho's Content Standards
- Consider:
 - Age appropriateness
 - Readability
 - Quality of content
 - Sequential nature

Include

Anchor standards & grade level standards

Quality
Readability
Age Appropriate
Sequential

Exclude

Supporting information

Guidance

Narratives

Homework - Assignment#1



Essential Question: What do you think is important about the way standards are **formatted** so they are easily understood?

Choose two other states from the list of links in Edmodo:

1. Pick one page of their standards
2. Identify similarities and differences between the format of the Idaho standards and the two other states
3. Complete assignment #1 note catcher

Homework- Assignments #2



Essential Question: What does a student learn (**content**) in one state compared to another state?

Choose two other states from the links in Edmodo:

1. Pick a grade level
2. Identify what you notice and wonder after focusing on the content of standards from different states
3. Use the assignment #2 note catcher

Homework– Assignment #3



Essential Question: What do you see as the strengths and challenges of the Idaho Content Standards?

Use the SDE website to:

1. Review the current Idaho Content Standards for your subject area and grade band
2. What do you see as strengths of the current standards?
3. What do you see as challenges?
4. Post your thoughts in the content area discussion board on Edmodo

Today we...



WHY

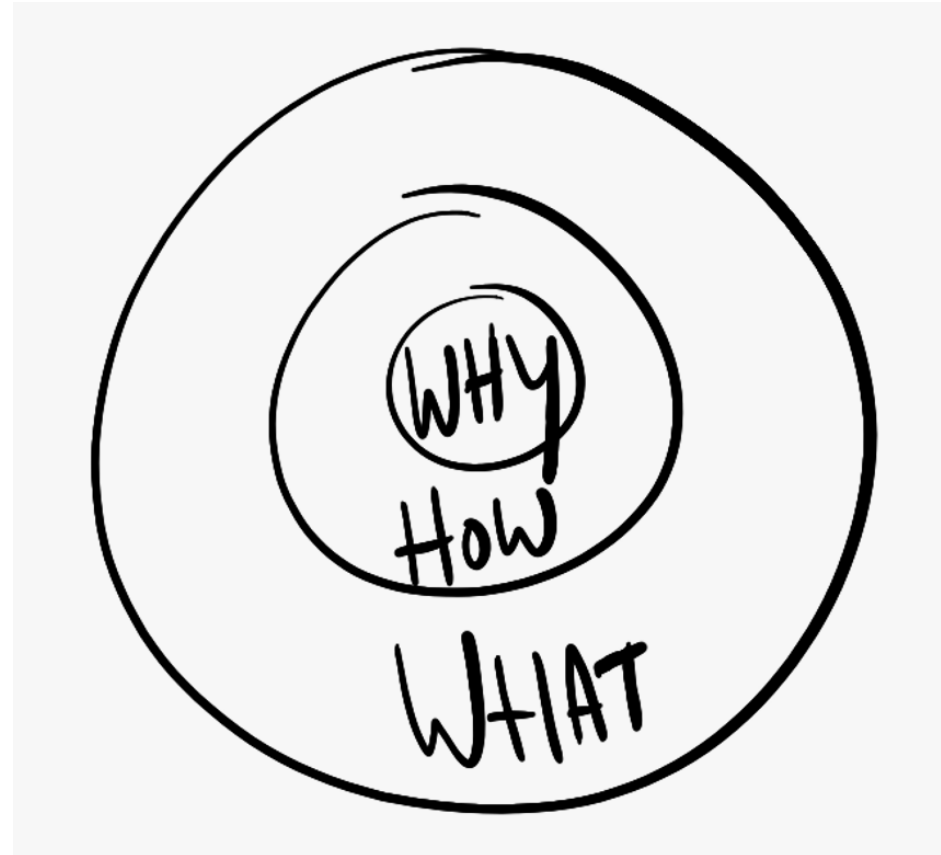
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August 3 we will...



- Summarize our Edmodo discussion
- Learn from other Idaho standards review committee work
- Small Group Break Out Work
 - Discuss learning from looking at other states

Wrap-Up



Put into Chat:

- Take away points



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Wrap-Up Questions



Put into Chat:

- Any additional questions?



<http://www.covermesongs.com/wp-content/uploads/2017/01/QA.jpg>

Contact

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