

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



STATE STANDARDS REVIEW

KICKOFF MEETING JUNE 29 AND 30, 2020



Supporting Schools and Students to Achieve

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

Standards Review Kickoff Meeting
June 30, 2020

Big Picture



Why

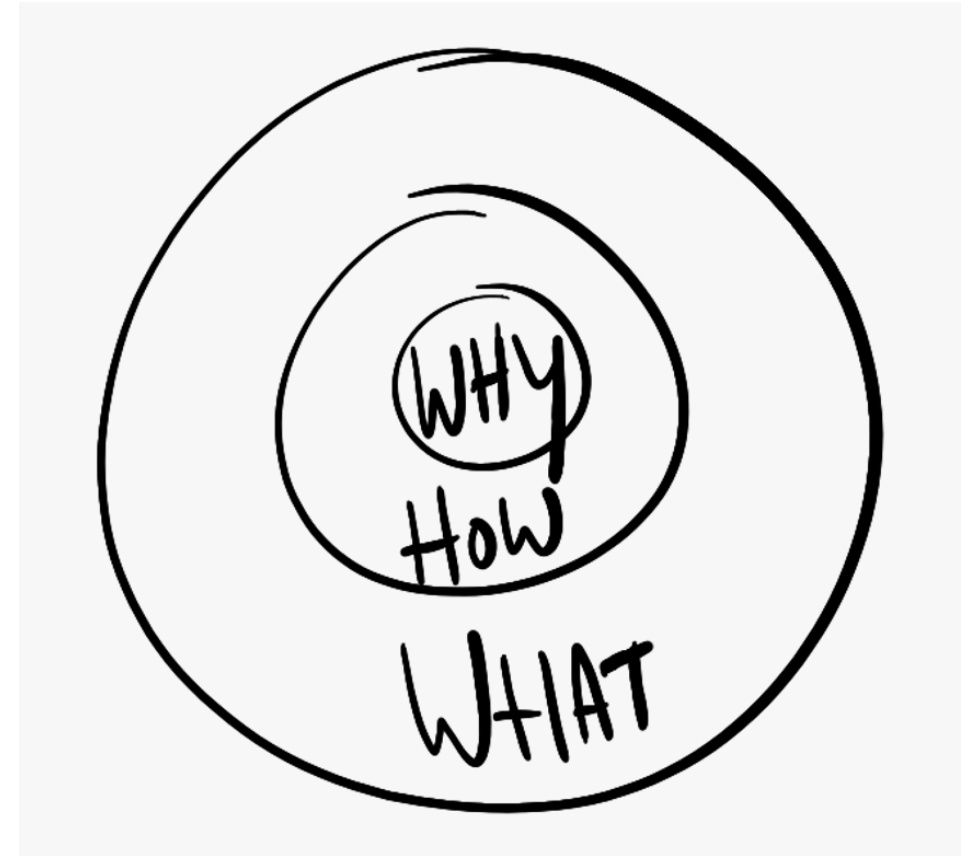
- strong educational standards of what students should know and be able to do at the end of each grade
- the Legislature has provided us guidance

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

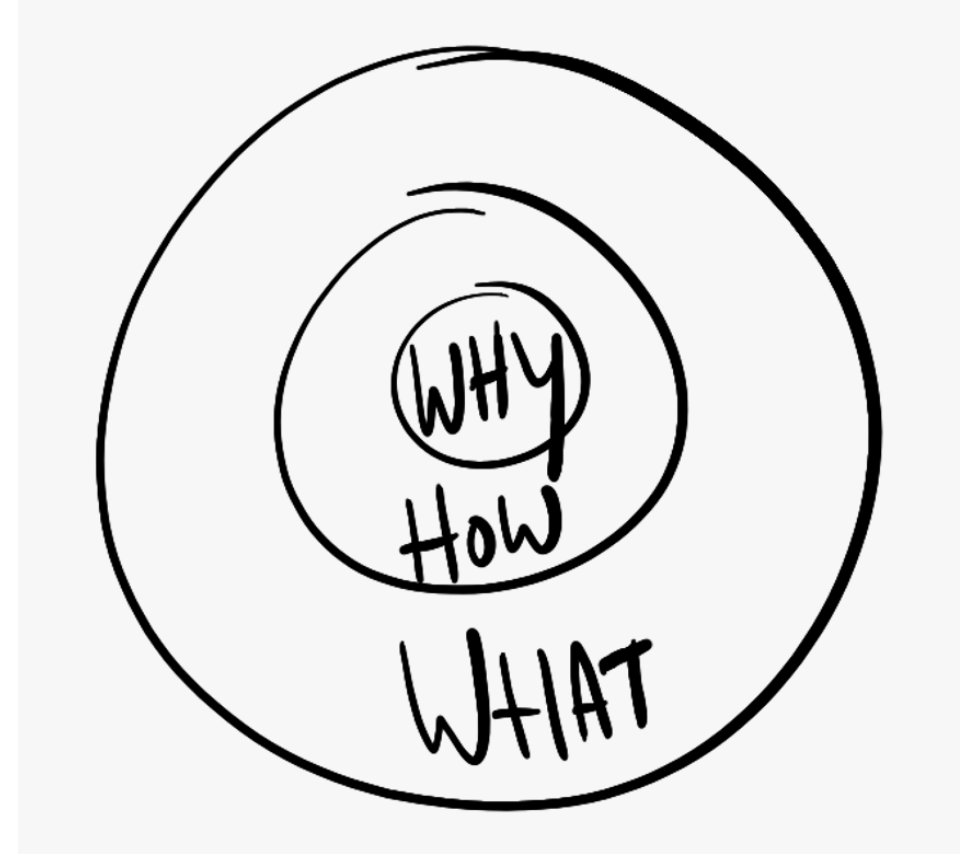
- Context for the Work
- Personal WHY

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



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

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: Science Focus



1. Please remove the supporting content (curriculum) from the incorporated by reference document immediately. Local school districts are responsible for curriculum. Completed by the State Board of Education June 10, 2020.
2. Provide balance in standards that have been politicized. (e.g. include both positive and negative aspects of energy sources).
3. Focus on age appropriateness for science, ensuring that these basic concepts are understood before delving deeply into theoretical science. Additionally, please ensure that standards requiring problem solving are age appropriate and do not exceed the knowledge standards accepted for each grade level.



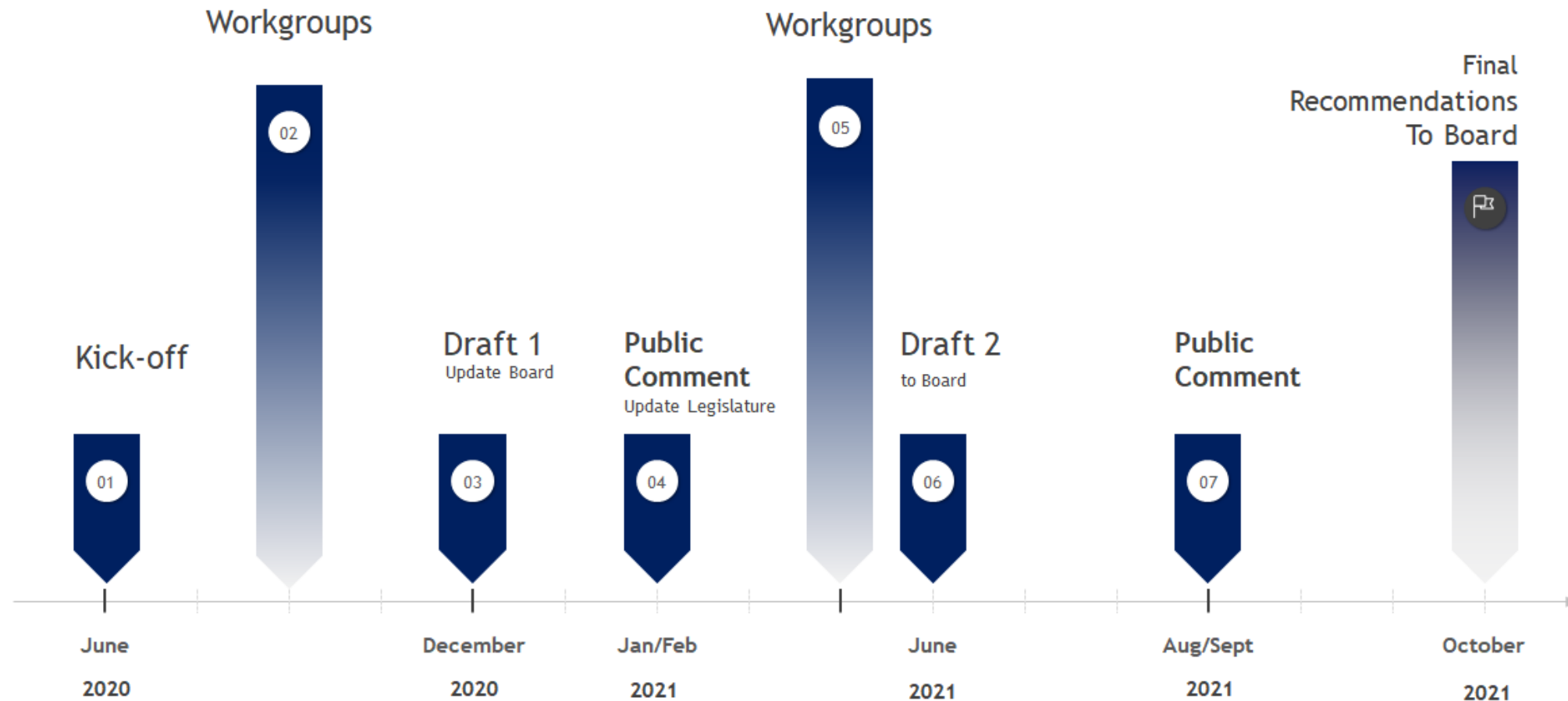
How will we get there?



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, agree with others, or ask questions
- Raise your hand electronically
- Camera on is preferred
- Microphone muted – unmute to talk
- Make sure your name shows correctly

How We Communicate in 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:
 - Introduce yourself
 - Committee role
 - 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?



Sharon Cates – Science/STEM/ISAS Coordinator



Student
Volunteer
Scientist
Teacher



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https://upload.wikimedia.org/wikipedia/commons/d/d5/Transfagarasan_twisty_road.jpg

Science/STEM/ISAS Coordinator

A Math Challenge



- 310,000
- Add 6 more classes of 25,000
- Multiply by 50
- Double it

EXPONENTIAL IMPACT



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Standards Handout



What are
standards?

What is
curriculum?

What is the
difference?

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 »](#)

Finding the standards



1. Use the online document
<https://www.sde.idaho.gov/academic/shared/science/ICS-Science-Legislative.pdf>



2. Print from website

3. Request a hard copy (email
scates@SDE.Idaho.gov)



Present Standards Overview

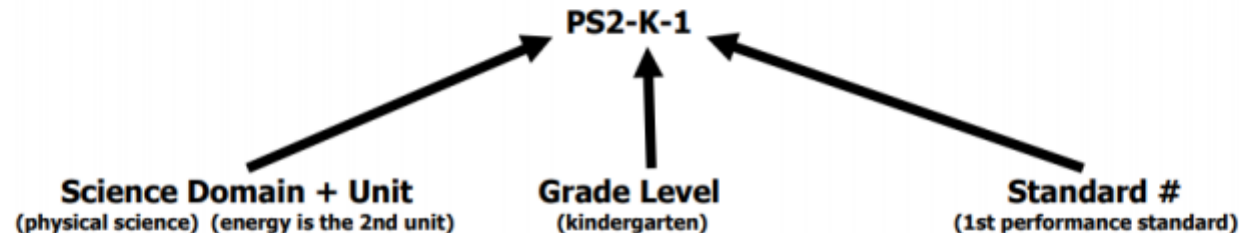


<https://www.sde.idaho.gov/academic/shared/science/ICS-Science-Legislative.pdf>

INTRODUCTION

The Idaho State Science Standards are essential for developing the science literacy of Idaho students, as it is vital that our students understand the fundamental laws and practices within scientific disciplines. This document provides stakeholders with a set of rigorous and relevant science performance standards that prepare students to be informed, contributing citizens of the 21st century world. The unifying goal is for Idaho students to practice and perform science and use their working knowledge of science to successfully function in a complex world.

USING THIS DOCUMENT



Supporting Content has been removed; we no longer need the category headings.

Other Abbreviations

ETS – Engineering and Technology Standard
K – Kindergarten
MS – Middle School
HS – High School

Science Domains

LS – Life Science
PS – Physical Science
PSC – Physical Science Chemistry
PSP – Physical Science Physics
ESS – Earth and Space Science

What we are actually starting with



Science Domain and Unit



ESS2-2 Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS2-2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

- ~~• Further Explanation: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.~~

ESS2-2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.

- ~~• Content Limit: Assessment does not include quantitative scaling in models.~~

ESS2-2-3. Obtain information to identify where water is found on Earth and that it can be solid, liquid or gas.

Vertical Alignment



- Growth from year to year or grade band to grade band.
 - There is a lot of content in science
 - Not all content is covered every year
 - Content and science skills spiral through the grade bands.

Motion and Stability: Forces and Interactions

PS1-K-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

PS1-3-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

PS2-MS-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

PSP1-HS-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

The reason for your homework



“In reviewing/rewriting the standards, we would like to see the Board and the Department look at nationally recognized quality standards from a variety of sources, including states such as *Florida, Massachusetts, Texas and Nebraska*, and compare and contrast these standards with Idaho's. From this work, develop what Idaho teachers, parents, and administrators believe to be the best set of standards considering age appropriateness, readability, quality of content, and sequential nature.”

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

Balanced non-
political content

Age and Grade
Level
Appropriateness

Exclude

Supporting
Information

Guidance

Complex
Verbiage

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

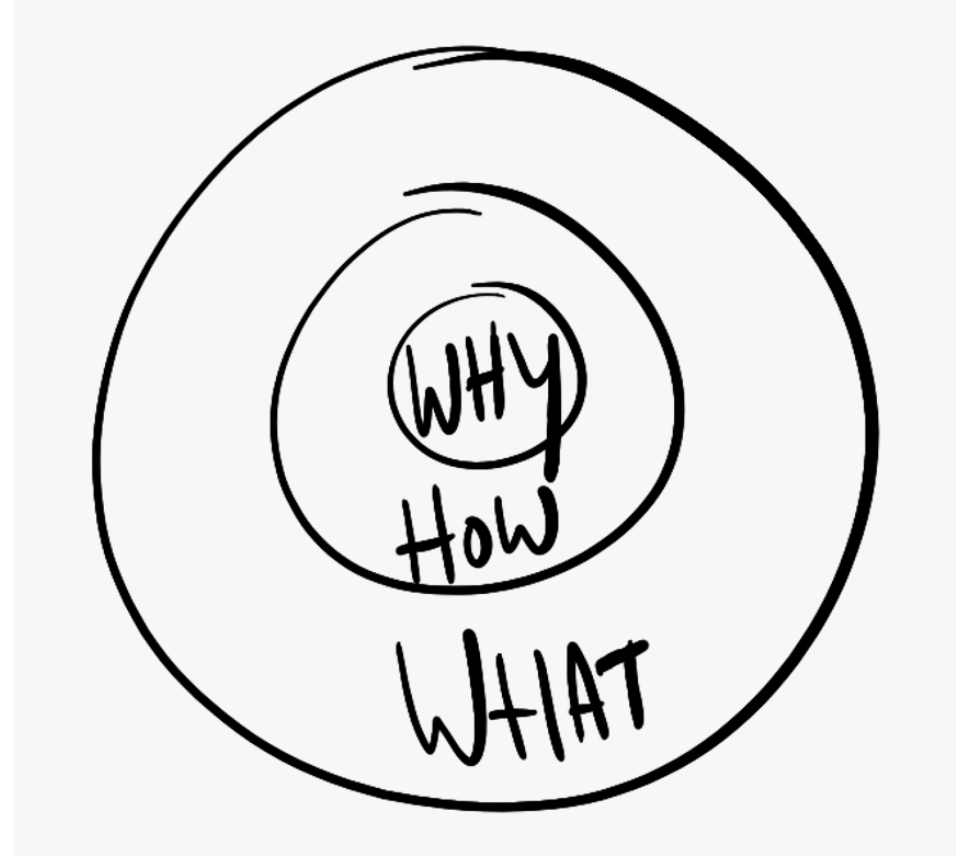
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August 3 we will...



- 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:

- Any additional questions?



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

Put into Chat:

- Take away points



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Contact

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Supporting Schools and Students to Achieve

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