



State Standards Review

Mathematics Working Group Meeting September 29, 2020



Supporting Schools and Students to Achieve

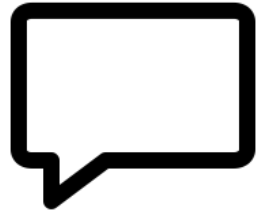
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

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



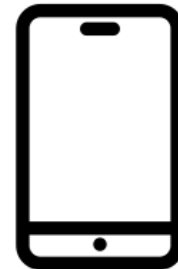
Camera on is preferred



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)

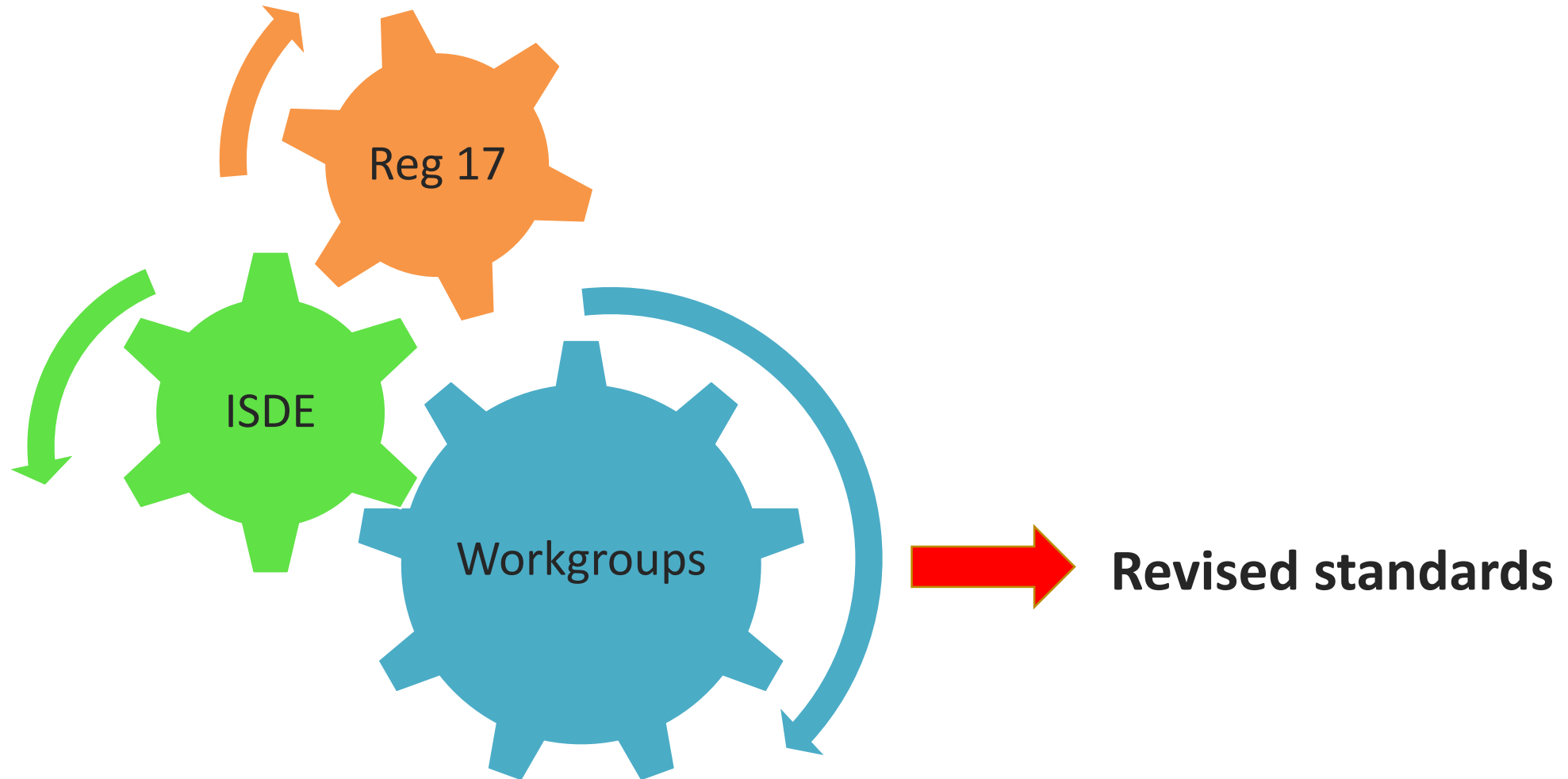
- Act as a resource to workgroups for content specific questions
- Facilitate setting up public-facing meetings where standards rewrites and feedback will occur

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



- Explicitly state grade levels where students master addition, subtraction, multiplication, and division facts.
- Integrate basic skills with critical thinking and real-life problem solving throughout the standards with more connections to science, business, and other related disciplines.
- Ensure age/grade-level appropriate standards especially in early grades.
- Confirm that the standards that require problem solving are age appropriate and do not exceed the knowledge standards accepted for each grade level.
- 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) If deemed necessary, examples can be included to assist in clarification and to mitigate complex verbiage.
- b) Note that whatever is included becomes included in ID administrative code.
- c) Draft of standards must be completed by December 8, 2020.

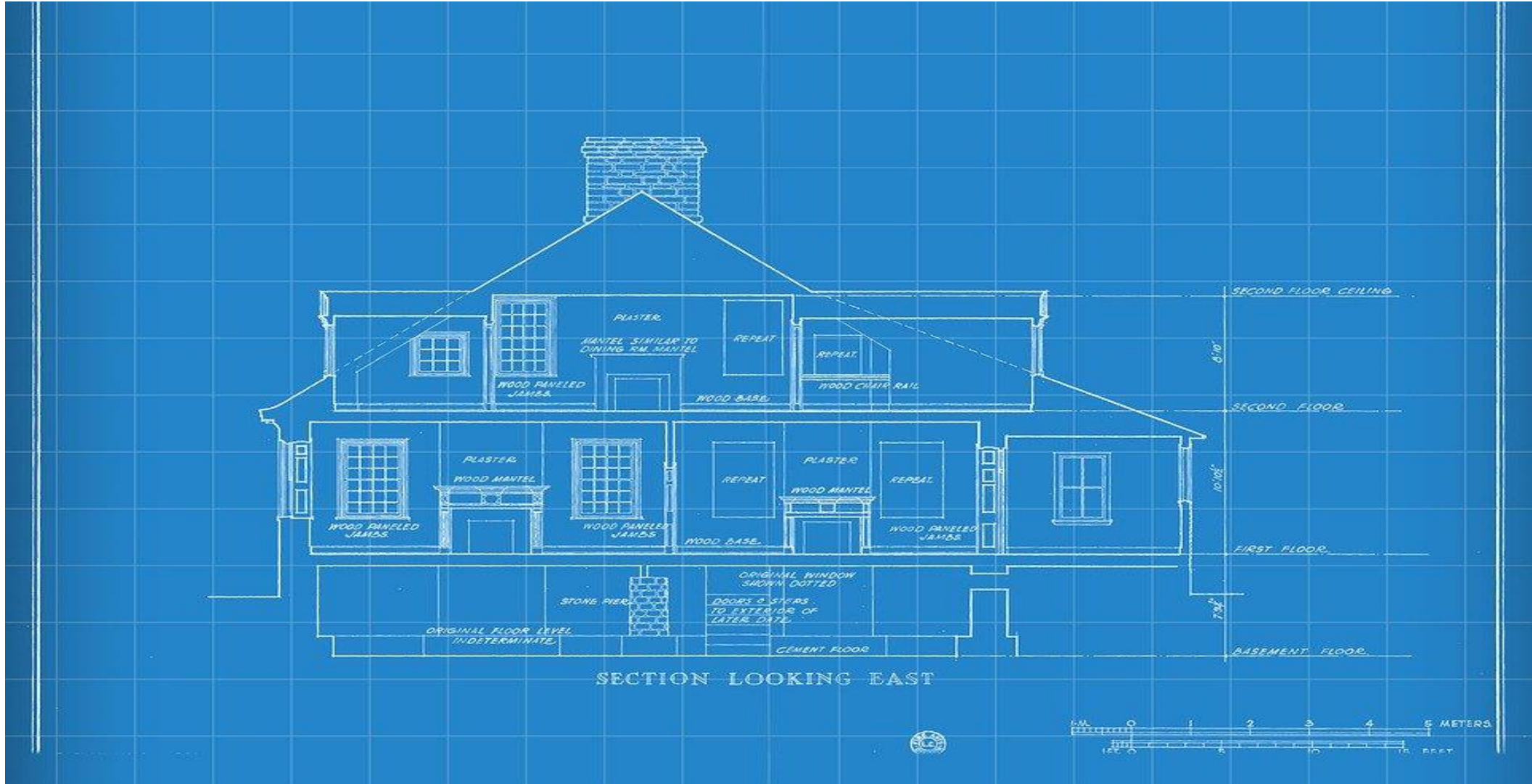
What we are not revising



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



Current standard	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.	Rationale for rewrite, move or remove (please provide rationale for all that apply): 1. How does the rewrite address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of grade level for standard.

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): Rewriting of standard



For rewrite of a standard:

- What in the standard needs to be revised 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.

Rewriting standards

1. Review ID standard for what is to be changed (i.e., one of the legislative asks).
 - Does this standard address addition, subtraction, multiplication, and division facts and should it state achievement of mastery?
 - Is there a need to grater integrate basic skills with critical thinking and real-life problem solving and/or to connect to science, business, and other related disciplines?
 - Is the standard skill/problem-solving age/Grade-level appropriate?
 - Does complex verbiage require rewrite?
 - Is it a most important concept that requires greater prioritization?
 - Could the standard be removed?
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 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 rewrites to wording in the template in column two using the same process for revising a standard to move, as if it were a standard to keep and revise.

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 revising standards (finish homework).

October 21

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

November 3rd

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

November 5th and 6th

- Workgroups convene and review and adjust for vertical alignment.

December 8th

- 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 Specialist 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 rewrites of all standards will be completed at a convening **October 21.**
- **Leave tomorrow with a plan to ensure everyone in your workgroup is prepared to do this.**