



Idaho Content Standards Review



Supporting Schools and Students to Achieve

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

8/6/2020



- Update from each standards committee
 - Math
 - English Language Arts/Literacy
 - Science
- Overview of the progress to date
 - June 2020 kick-off meeting
 - August 2020 meeting

Looking Ahead

- September 2020



Mathematics

Dr. Cathy Beals



Math Committee Composition



- 28 Members
 - 14 Teachers
 - 3 Administrators
 - 6 Higher Education Representatives
 - 2 Community Members
 - 3 Legislators

Kickoff Meeting



Highlights:

- Why- task of the Committee
 - Legislative Study Committee letter
- How we are going to get there
 - Review timeline
 - Overview of current standards
 - Legislative priorities
- Homework
 - Review format of other states
 - Review content of other states
 - Current Idaho standards: strengths and weaknesses
 - Color code current standards for grade band

Highlights:

- Reviewed the Why- task of the committee
- Discussed Homework
 - What they learned about format from other states
 - What they learned about content from other states
 - Strengths and challenges with current standards
 - Discussed how learning will guide future work
- Subgroup Work on Current Standards: Beginning
 - Consensus on what our current standards ask students to KNOW and DO
 - Identifying guidance and examples - HOW
 - Identifying complex verbiage

What they learned about Format



LIKES

- Clean formatting used consistently through all grades
- Obvious headings and associated labeling
- Use color coding to organize
- Clustering of standards by topic
- Simple, clear and concise wording was easier to understand
- Clear distinction of standard from examples and clarifying statements
- Introductions/overviews with description of major focus of the grade
- Two views – one of standards alone, one with supporting information

AVOID

- Long strings of text
- Inconsistent use of formatting tools such as bolding, italics, bullets, spacing
- Unclear separation of standard from examples and statements of clarification
- Complicated wording
- Confusing tables and complicated matrices

What they learned about Content



LIKES

- Clearly defined major work of the grade
- Examples of real world connections
- Clarifications and examples are helpful
- Emphasis on developing number sense in primary grades
- Carefully planned progression of a topic from introduction to mastery over several grade levels
- Use of action verbs
- Placing mathematical practice standards within each grade level

AVOID

- Wordy and complex standards
- Combining standard language with examples and clarification
- Terms and ideas that are too difficult for the grade level
- Too many standards per grade
- Focusing only on a list of skills

Strengths of Present Math Standards



- Rigor – high expectations
- K-12 vertical alignment of a concept
- Guidance from introductions on the large goal of the concepts
- Integration of mathematical practices encourages high level thinking
- Numbering system linked to same domains and clusters in all grades
- Grade level overviews
- Use of examples and clarifications when provided

Challenges of Present Math Standards



Organization

- No organization of primary standard and supporting standards
- Inconsistent use and formatting of clarifications and examples
- High school standards are not organized into courses
- Mathematical Practices in the front means they often get forgotten by grade levels.

Language

- Detailed, complex explanations integrated with the actual standard
- Difficult mathematical vocabulary in early grades

Content

- Number sense and basic operations standards could be a section of their own
- Needs clear definition of procedural fluency
- Examples are not real world examples

Applying what they learned



- Clear standards
- Clear formatting
- Understandable language
- Integrate the mathematical practices into grade levels
- Keep focus on number sense, reasoning, integration of topics
- Maintain K-12 vertical alignment of concepts

Homework #4: Color Coding



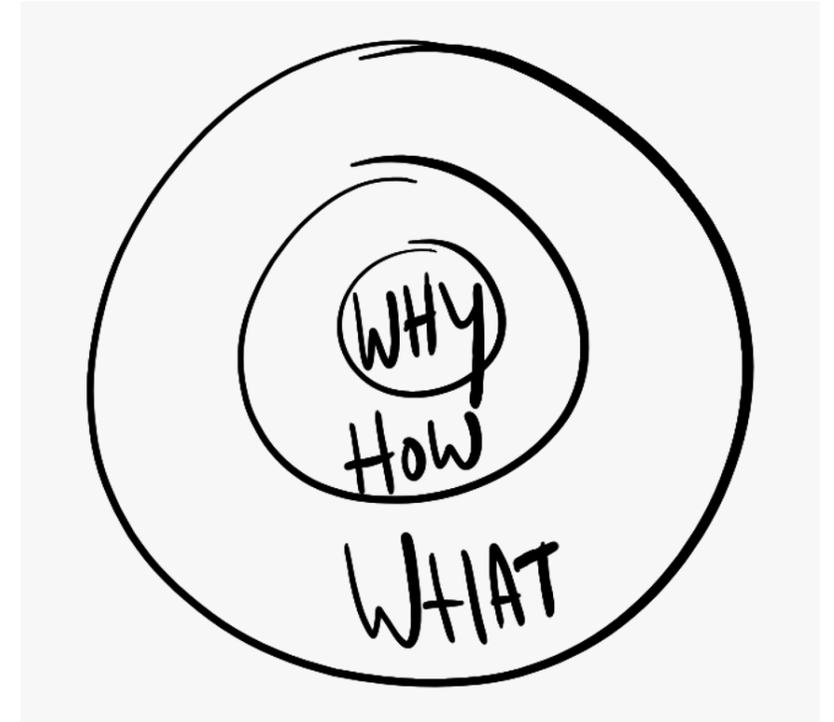
Code the present standards for your grade level band.

Yellow - What (Know or Do)

Pink – How (Strategies/Guidance)

Green – Why (Theory)

Underline Complex Verbiage



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

Looking Forward to September



September 29 and 30*

- Finish subgroup work on consensus about current standards
- Initiate the process of revising standards
- Learn from higher education partners
- Learn from another state

**Math Group may need additional subgroup meetings to complete their work.*



English Language Arts

Elizabeth James



ELA/Lit Committee Composition



- 27 Members
 - 12 Teachers
 - 6 Administrators
 - 3 Higher Education Representatives
 - 1 State Board of Education Member
 - 1 Community Member
 - 1 Parent
 - 3 Legislators

Kickoff Meeting



- Highlights:
 - Why- task of the Committee
 - Legislative Study Committee letter
 - How we are going to get there
 - Review timeline
 - Overview of current standards
 - Legislative priorities
 - Homework
 - Review format
 - Review content
 - Current Idaho standards: strengths and weaknesses

August Meeting



- Highlights:
 - Why- task of the committee
 - How we are going to get there
 - Reviewed and had discussion around June homework
 - Studied the current anchor standards and thought about college and career ready students
 - Quality standards using Legislative priorities as the focus

August Meeting Highlights



Idaho Strengths

- Age appropriate
- Outcomes are clearly stated
- Vertically aligned
- Some examples provided
- Horizontal layout and ability to see grade bands
- Tips on how to read the standards is helpful
- “Notes on usage” for each set of standards- explaining how it is applicable to real life and why we want students to learn it
- Anchor standards
- Detailed, comprehensive, prescriptive

Idaho Challenges

- Not general public friendly
- Complicated
- Academic language
- Repetitious
- Clear up some language
- Too many
- Separation of RI & RL
- Vague expectations/examples: text complexity, grade level appropriate, depth
 - What do these mean? What does it look like in specific grades?
- Weak on phonological awareness
- Genres of literature for reading not explicitly identified

August Meeting Highlights



Format

- TX/FL- uses features like bold print to draw the eye to important aspects
- FL- additional documents to help support the standards

Content

- TX- examples are given within each standards that help with understanding
- MA- relates mathematical framework to ELA standards
- MA- includes language of “Civic Participant” in addition to College and Career Ready
- FL- benchmark clarifications provided for most standards
- FL- includes a short summary of new concepts for each grade at the beginning of the grade level
- FL- additional documents to help support the standards
- NE- clear information literacy standard



- Stoplight protocol
 - First read- Quality content review
 - Second read-Complete the stoplight coding:
 - **Green:** Good to Go!
 - **Yellow:** Pause - This needs consideration.
 - **Red:** Stop! - This needs to be changed or eliminated.

Looking Forward to September



- September 24 and 25
 - Solidify anchor standards
 - Share “aha’s” about grade level standards
 - Determine which grade level standards should be kept, modified, and changed
 - Revision of grade level standards
 - Vertical alignment of standards K-12



Science

Sharon Cates



Science Committee Composition



- 32 Members
 - 13 Teachers
 - 4 Administrators
 - 4 Higher Education Representatives
 - 1 Community Member
 - 1 Parent
 - 1 School board member
 - 1 Business partner
 - 1 Career Technical Education partner
 - 6 Legislators

Kickoff Meeting - Agenda



Why- task of the Committee

- Legislative Study Committee letter

How we are going to get there

- Review timeline
- Overview of current standards
- Legislative priorities

Homework

- Review format of other states
- Review content of other states
- Current Idaho standards: strengths and weaknesses

The words the committee members used to describe why they are doing this work



Kickoff Meeting - Highlights



Simplify, ensure standards grow from one grade level to the next. We have a important work to do. We have a framework to start from... but some change is needed.

– Lex Godfrey, Ag Science Teacher, Rigby

I'm deeply invested in making sure Idaho students have accessible opportunities, locally, nationally, and globally. Our students are highly capable with the right supports to be informed citizens, consumers, and creators for their futures.

– Shannon Kenyon, Elementary Teacher, Lewiston



Reviewed the Why- task of the committee

Discussed Homework

- What they learned about format from other states
- What they learned about content from other states
- Strengths and challenges with current standards
- Discussed how learning will guide future work

Subgroup Work on Current Standards: Beginning

- Consensus on what our current standards ask students to KNOW and DO
- Look at current standards and recommend changes.

August Meeting - Highlights



Observations from other states:

- Nebraska, Texas, and Massachusetts formatting, introduction, and guidance tools are useful.
- What students “know and are able to do” are similar in all states.

Strengths of Idaho standards

- Well organized and readable
- “Further explanation” and “content limits” are useful
- Focus on active learning
- Spiraling of content

August Meeting - Highlights



Weakness of Idaho Standards

- Idaho does not have technology and engineering connections seen in the other states
- Differences between Idaho and other states make it difficult to access available resources
- Idaho does not have references to state specific resources
- Wording can be difficult and inconsistent
- Big jumps between grades
- Mismatch with grade level math skills
- Information on development is lacking

August Meeting - Highlights



I like that the idea standards are performance based. They expected students to do things not just know things. – Chris Stoker, Meridian

I appreciate the opportunity to work as a dedicated group. Our voices and experiences matter! - Amy Christopherson, Burley

Members have been tasked with looking at each Idaho Content Standard in Science within their assigned grade band and deciding if it is

- Green – perfect as is
- Yellow – requires adjustment
- Red – needs to go
- Justification



September 22 and 23

- Look at each standard and determine if it is good or needs to be changed or struck.
- Initiate the process of revising standards
- Learn from higher education partners
- Learn from another state

QUESTIONS



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