Welcome

Thank you for joining the webinar

Deconstructing Standards to Learning Targets

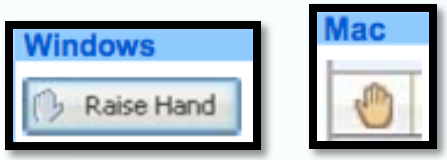
The session will begin shortly.

Hawaii Department of Education
Office of Curriculum, Instruction and Student Support

Webiquette

1. Before the meeting starts, **close** any other applications running on your computer.

2. Use the "**Hand"** icon if you wish to speak or have a question.

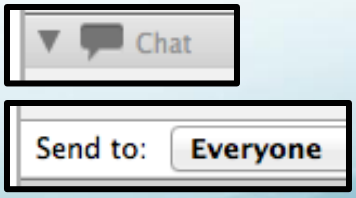


3. **Mute** your microphone to eliminate ambient noises.

Unmuted

Muted

4. Make sure that your **"Chat"** box is set for **"Everyone."**



5. Use the **"Chat"** box for questions.

6. Restrict the use of text-speak, please respond using standard English to text.

7. Your collaboration is vital. Every perspective contributes to the whole picture.

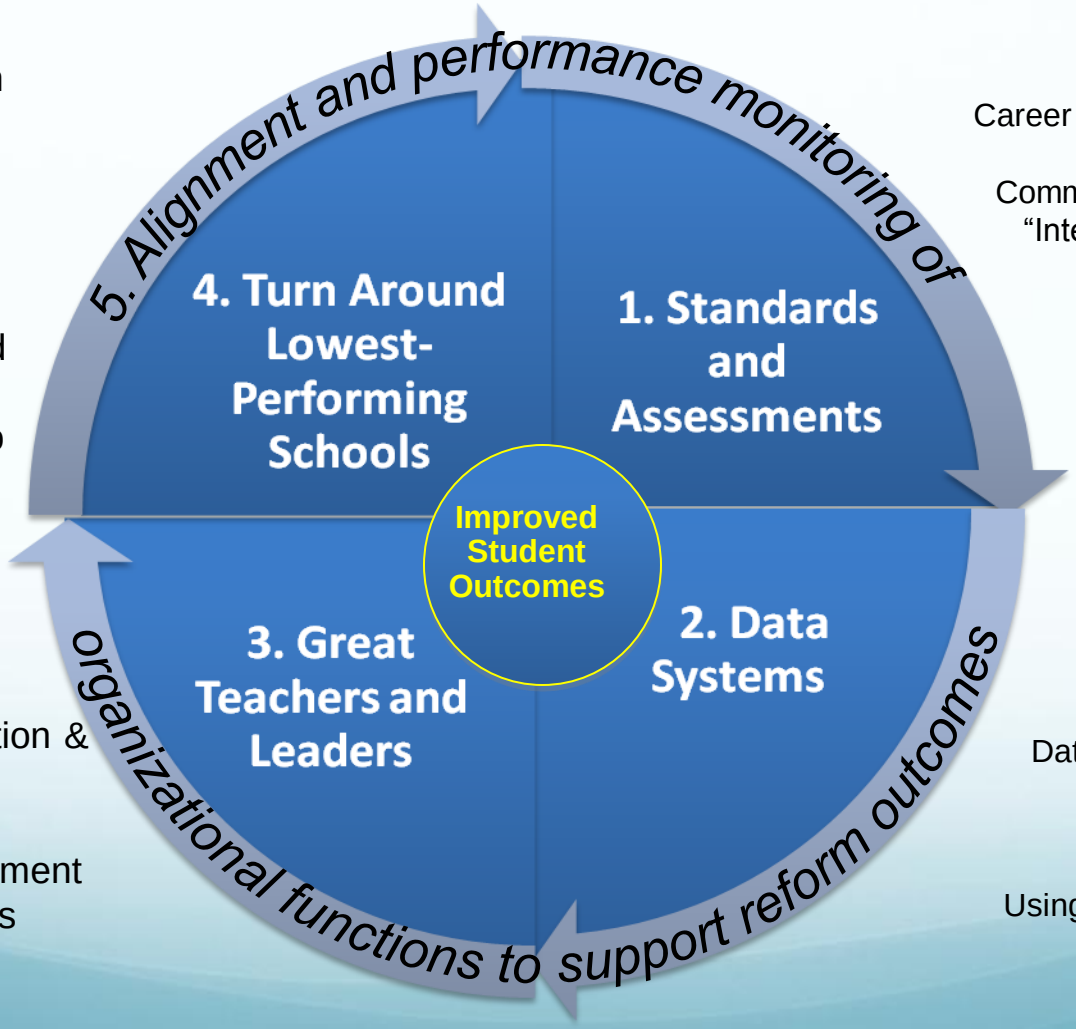
Agenda

- Review federal and state initiatives
- Taking a Poll – Rate yourself in how familiar you are with deconstructing standards
- Why deconstruct standards to learning targets
- What deconstructing standards to learning targets looks like
- How to deconstruct standards to reasoning targets
- Q & A

Hawaii's Five RTTT Pillars

Systems of Support to enable schools to do their best work – reprioritize and reorganize State resources; establish Human Resources Unit in Zones of School Innovation; automate

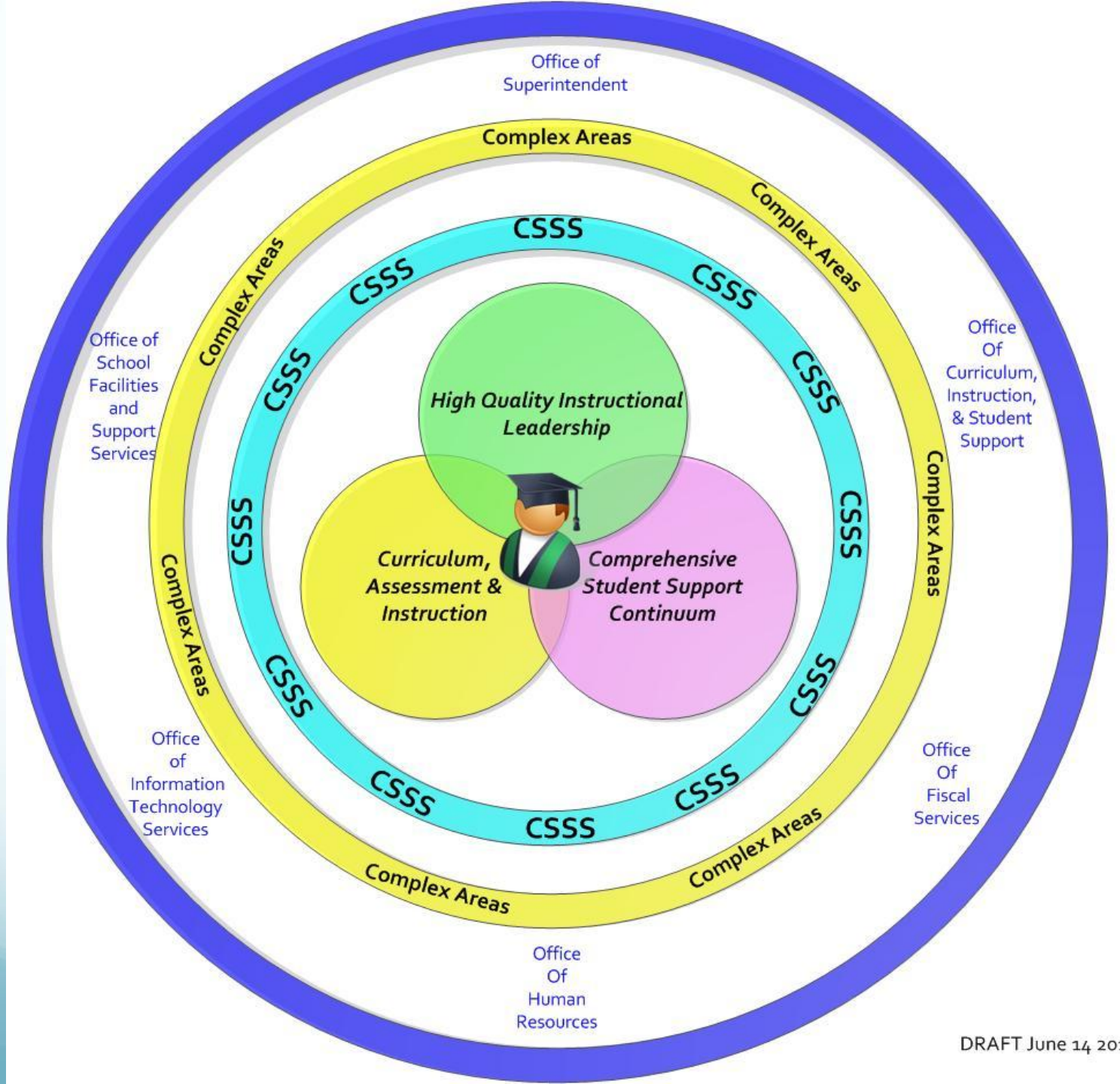
Focused support on lowest-performing schools
Zones of School Innovation
•Flexibility
•Great teachers and great leaders
•Remove barriers to learning



Common Core Standards
Career & College Ready Diploma
Curriculum Framework
Common Instructional Materials
"Interim" Interim Assessments
Summative Assessments
STEM

Performance-based evaluation system
New Teacher Induction & Mentoring
Incentives
Leadership development
Alternative pathways

Data for School Improvement
Longitudinal Data System
Balanced Scorecard
Data Governance
Using data to inform instruction



DRAFT June 14 2011

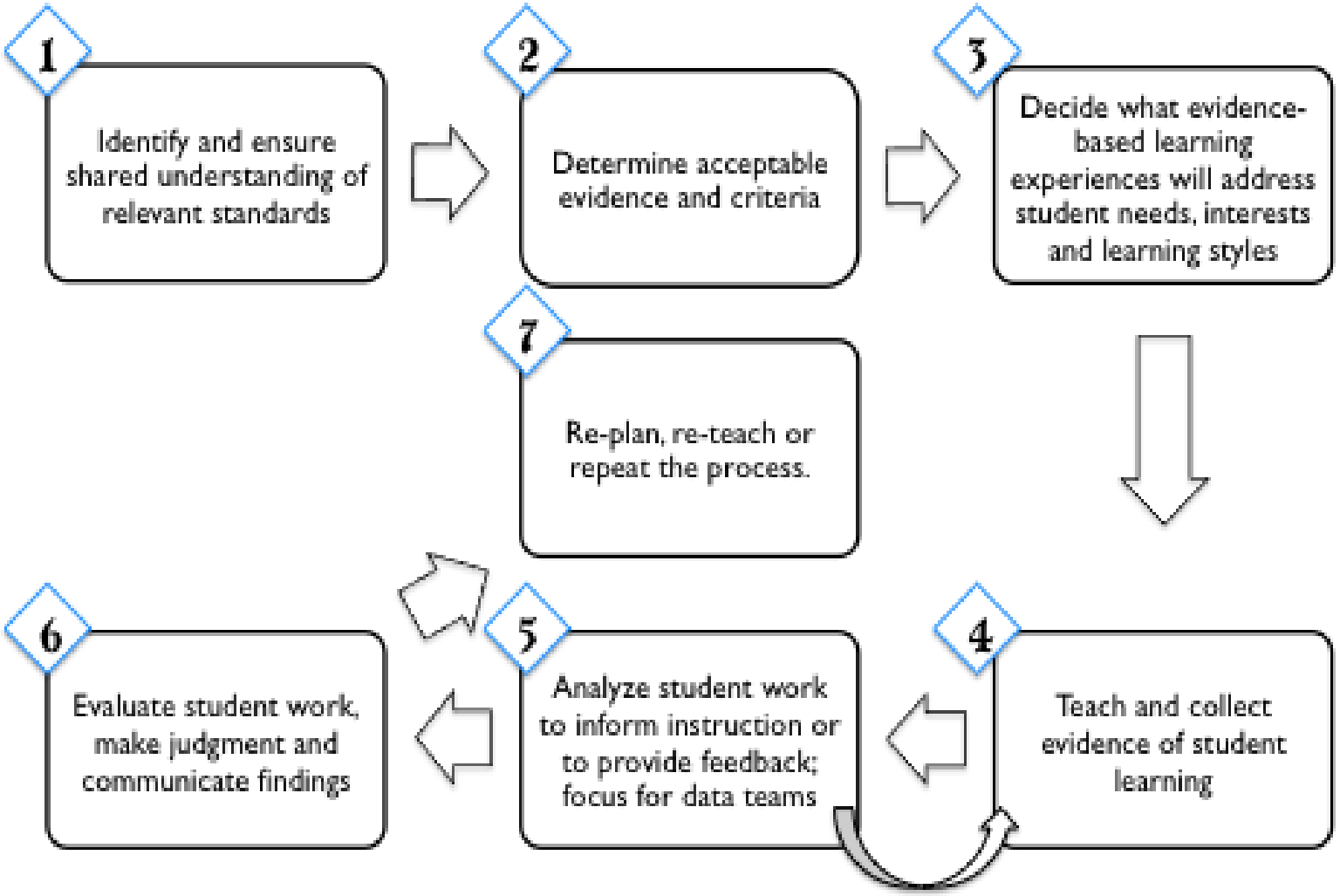
Hawaii DOE's Strategic Plan

July 1, 2011- June 30, 2018

- Assure all students are college and career ready through effective use of standards-based education
  - **GP # 1** Assessment of and for learning drives instruction
  - **GP # 2** Evidence-based instructional strategies
- Ensure and sustain a rich environment and culture for life long learning
  - **GP # 4** Instructional leadership and professional learning
  - **GP # 6** School, home, and community partnerships
- Continuously improve the effectiveness, efficiency and responsiveness of the educational system
  - **GP # 3** Aligned policies and resources across school, complex area, and state levels
  - **GP # 5** Accountability

Common Core Standards Implementation Process Model

Modified for Consistency (2011)



Essential Questions

How can deconstructing standards help in designing quality learning experiences?

How can this process make learning targets clear and understandable for both teachers and students?

What we hope you will walk away with…

An awareness of how deconstructing standards makes learning targets clear and understandable for both teachers and students

Common Language

POLLING THE AUDIENCE

- How familiar are you in deconstructing standards to learning targets?
  - Familiar enough to teach others
  - Familiar enough to work along side others
  - Still learning and familiar with a process
  - Not familiar with a process

Conversation with Rick Stiggins

Students can hit any target they can see and that holds still for them.

Rick Stiggins

Benefits of deconstructing the standards

- Makes learning targets clear for both teachers and students
- Develops common understanding and expectations for teachers and students
- Identifies key content and skills needed for instruction
- Helps to determine the number of learning opportunities needed

What is the difference between

STANDARD

and

LEARNING TARGET

Turn and Talk

Example of a standard that **may not need** deconstructing:

(2.NBT.8) Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

(4.L.2.a) Conventions of Standard English: Use correct capitalization.

Example of a standard that **may require** deconstructing:

(3.R.I.2) Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.

(2.MD.10) Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Where Are We Going?

"Clear Targets"

Deconstructing the Standards into Learning Targets

3 questions to guide the implementation of Assessment *for* Learning

- Where are we going?
  - *Identify and communicate the learning goals.*

- Where are we now?
  - *Assess or help the student to self-assess current levels of understanding.*

- How can we get there?
  - *Help the student with strategies and skills to reach the goal.*
    - *Atkin, Black, & Coffey, 2001, p. 14*

Process for Deconstructing

Within your grade levels or learning teams

- Read the intended standard to provide an overall context
- Determine the ultimate target type:
  - knowledge, reasoning, skills/performance, or product
- Look for concepts or skills within the standard
- Determine if there are multiple learning targets within that standard

Don't over analyze each statement-only identify the underlying learning targets you need to teach at this grade level for students to attain the ultimate target.

Target Types

KNOWLEDGE

REASONING

SKILL/PERFORMANCE

PRODUCT

Knowledge Targets

Represent the factual information, procedural knowledge, and conceptual understanding of each discipline

- Substantive Subject Content both knowing and understanding

Reasoning Targets

Specify thought processes students are to learn to do well within a range of subjects

- **Use** the knowledge and understanding to figure things out and solve problems

Skill Targets

Those where a demonstration or physical skill-based performance is at the heart of the learning

- **Showing** proficiency of the process is important

Product Targets

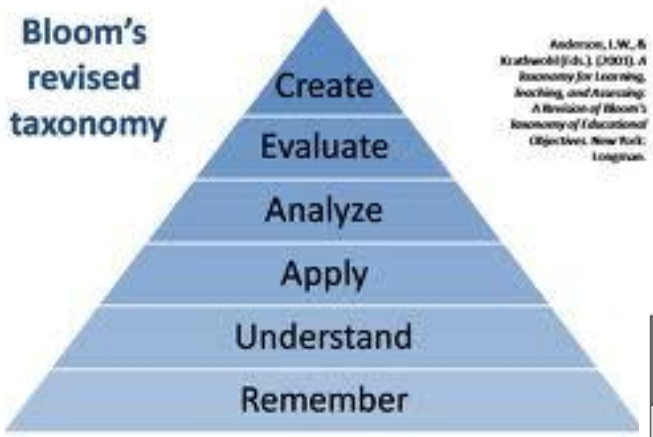
Describe learning in terms of artifacts where the creation of a product is the learning target.

- **Create** tangible products that show understanding of content and meet indentified standards of quality

Seven (Strategies of Assessment for Learning, Pearson, pg

Matrix of Learning Target Verbs

Knowledge	Reasoning	Performance	Product
Explain	Predict	Observe	Design
Describe	Infer	Perform	Produce
Identify	Classify	Compose	Make
Define	Compare	Conduct	Write
Recall	Summarize	Speak	Draw
Recognize	Analyze	Operate	Represent
Select	Evaluate	Investigate	Display
List	Generalize	Collect	Model



Anderson, L.W., & Krathwohl (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

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Where Am I Going?

Provide students with a clear and understandable vision of the learning target

Looking at examples

Knowledge Targets

Represent the factual information, procedural knowledge, and conceptual understanding of each discipline

- Substantive subject content both knowing and understanding

Reasoning Targets

Specify thought processes students are to learn to do well within a range of subjects

- **Use** the knowledge and understanding to figure things out and solve problems

Identifying Reasoning Targets

2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

- **What knowledge will students need to demonstrate the intended learning?**
- **What patterns of reasoning will they need to master?**
- *What skills are required, if any?*
- *What product development capabilities must they acquire, if any?*

2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

- **Compare** numbers using the symbols
- **Know** place value ones, tens and hundreds
- **Understand** the meaning of each symbol
- **Know** the value of each number in a 2 or 3 digit number
- **Reasoning** target

2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Domain: Numbers and Operations Base Ten	Clusters: •Understand place value •Use place value understanding and properties of operations to add and subtract

Target Types: ___X__Knowledge __X__Reasoning ____Skill ____Product

Knowledge	Reasoning	Skill	Product
Know the value of each digit in a three-digit number Know the meaning of each of the three symbols	Compare two three-digit numbers Determine the symbol needed to compare two three-digit numbers		

Math Practices: •Make sense of problems and persevere in solving them. **•Reason abstractly and quantitatively.** •Construct viable arguments and critique the reasoning of others. •Model with mathematics	•Use appropriate tools strategically. •Attend to precision. •Look for and make use of structure. • Look for and express regularity in repeated reasoning.

Kentucky Department of Education. (2011). *Curriculum documents and resources. Retrieved from http://www.education.ky.gov*

Identifying Reasoning Targets

4.R.L.3 Key Ideas and Details: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- **What knowledge will students need, to demonstrate the intended learning?**
- **What patterns of reasoning will they need to master?**
- ***What skills are required, if any?***
- ***What product development capabilities must they acquire, if any?***

4.R.L.3 Key Ideas and Details: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- **Determine (describe in depth)** which details clearly describe the character, setting or event
- **Identify** characters, setting, or events
- **Identify** key details
- Reasoning Target

CCR 3. Analyze how and why individuals , events, and ideas develop and interact over the course of a text			
Standard: Reading Literature	Cluster: Key Ideas and Details	Grade: 4	Grade level Standard: 3
4.R.L.3 Key Ideas and Details: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).			
Target Type : Knowledge __X_ Reasoning __X__ Skill ____ Product _____			
Knowledge	Reasoning	Skill	Product
Identify Characters, Setting or Events in a text Identify key details in the text	Determine which key details describe in depth •Character •Setting •Events Use details from the text		

Kentucky Department of Education. (2011). *Curriculum documents and resources. Retrieved from http://www.education.ky.gov*

Identifying Reasoning Targets

CC.9-10.R.L.3 Key Ideas and Details: Analyze how complex characters (*e.g., those with multiple or conflicting motivations*) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- **What knowledge will students need, to demonstrate the intended learning?**
- **What patterns of reasoning will they need to master?**
- ***What skills are required, if any?***
- ***What product development capabilities must they acquire, if any?***

CC.9-10.R.L.3 Key Ideas and Details: Analyze how complex characters (*e.g., those with multiple or conflicting motivations*) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- Analyze how the complex character changes
- Analyze characters: interactions, conflicting motivations that advance the plot or theme
- Identify complex characters
- Identify the multiple or conflicting motivations of the character
- Identify the plot or theme
- Reasoning Target

CCR 3. Analyze how and why individuals , events, and ideas develop and interact over the course of a text

Standard: Reading Literature	Cluster: Key Ideas and Details	Grade: 9-10	Grade level Standard: 3
Standard: CC.9-10.R.L.3 Key Ideas and Details: Analyze how complex characters (*e.g., those with multiple or conflicting motivations*) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.			
Target Type : Knowledge __X_ Reasoning __X__ Skill ____ Product _____			
Knowledge	Reasoning	Skill	Product
Identify •complex characters in a text •evidence in a text that makes the character complex Identify conflicting motivations Identify the theme of a story	Analyze how characters change over the course of the text Explain how characters' motivations/traits affect the plot Describe the conflicts and motivations in character(s) Analyze how the character(s)': •conflicts •motivations •interactions advance the plot or theme		

Kentucky Department of Education. (2011). *Curriculum documents and resources. Retrieved from http://www.education.ky.gov*

Possible next steps as you deconstruct standards at your school or complex area….

- Continue deconstructing standards into the intended target types and learning targets
- Build an awareness and understanding of the skills and product target types
- Ensure an understanding of taxonomic levels
- Design formative assessments that align to the targets
- Design quality formative instruction using effective strategies that align to the assessment

Enduring Understandings……

- All standards should be deconstructed to some level
- Deconstructing the standard can be rewriting the standard to student friendly language
- Further deconstruction helps to clarify learning types and targets for teachers and students
- Assessments and activities should be guided by the established learning targets.

Essential Questions

How will deconstructing standards guide me in designing quality learning experiences?

How can this process make learning targets clear and understandable for both teachers and students?

What support might you need to facilitate the process?

What we hope you will walk away with…

An awareness of how deconstructing standards makes learning targets clear and understandable for both teachers and students

Your wonderings…

- Kimberly Anthony-Maeda, OCISS Data Coach
- Irene Kamimura, OCISS Data Coach
- Monique Datta, Language Arts Resource Teacher
- Petra Schatz, Language Arts Specialist

Resources

- http://standardstoolkit.k12.hi.us/index.html
  - Crosswalks which shows the alignment of Common Core to Hawaii State Standards
- http://www.corestandards.org/
  - Common Core site with various materials
- http://www.education.ky.gov/KDE/Instructional+Resources/
  - Target type examples – Kentucky DOE
- TDS/SAL Program: Quality Assessment and Reporting Interviews DVD
  - Rick Stiggins
- *Classroom Assessment for Student Learning*
  - Stiggins, Arter, Chappuis, Chappuis; Pearson 2006
- *Seven Strategies of Assessment for Learning*
  - Jan Chappuis, Pearson 2009

Thank you for joining us!

- A recording of this webinar will be posted on the Standards Toolkit website.
- If there are any questions, please e-mail:
  - Dewey Gottlieb, Mathematics Specialist
  - Monica Mann, Acting Administrator
  - Petra Schatz, Language Arts Specialist, or
  - Derrick Tsuruda, Science Specialist