

Standards, Standards, Standards: Forming a Bridge to Become Effective in Closing the Academic Gap

Elevate Teacher Conference 2019



Christy Hunt, M.Ed.

Professional Development Coordinator- University of Mississippi
Mississippi Department of Education-Office of Special Education

6/21/2019



OFFICE OF
**PROFESSIONAL
DEVELOPMENT**

LEADING THE LEARNING
MOVING MISSISSIPPI FORWARD



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#Teamsclosesthegap

Vision and Mission



Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce and to flourish as parents and citizens







MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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State Board Goals

State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

- 1**
All Students Proficient and Showing Growth in All Assessed Areas

- 2**
Every Student Graduates from High School and is Ready for College and Career

- 3**
Every Child Has Access to a High-Quality Early Childhood Program

- 4**
Every School Has Effective Teachers and Leaders

- 5**
Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

- 6**
Every School and District is Rated "C" or Higher


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Every School Has Effective Teachers and Leaders



Session Goals



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Session Goal:

By the end of this session participants will be able to -

- analyze the use of grade-level standards to become the foundation for planning instruction for all students.
- deconstruct a standard in order to plan for struggling students.



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Collective
Teacher
Efficacy

Discussion

A cartoon illustration showing three cavemen. One caveman on the left is holding two large flat stones. A second caveman in the middle is pushing a large, heavy stone block with a speech bubble that says "No thanks!". A third caveman on the right is running away from the block with a speech bubble that says "We are too busy".

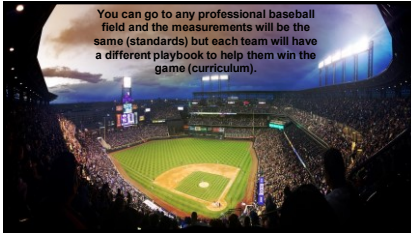
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You can go to any professional baseball field and the measurements will be the same (standards) but each team will have a different playbook to help them win the game (curriculum).



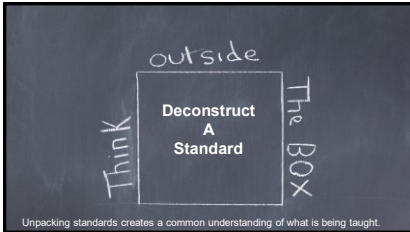
Discuss

Think about the team of educators that interact with an individual student.

Is everyone that works with that student using the standards to determine "what to teach"?



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outside

Think

Deconstruct
A
Standard

The
BOX

Unpacking standards creates a common understanding of what is being taught.

Unpacking the Standard

Determine the main idea of a text, recount the key details and explain how they support the main idea.

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Unpacking the Standard

Determine the main idea of a text, **recount** the key details and **explain** how they support the main idea

Unpacking the Standard

Determine the **main idea** of a text, **recount** the **key details** and **explain** how they support the **main idea**

Unpacking the Standard

Determine the **main idea** of a text, **recount** the **key details** and **explain** how they support the **main idea**

Unpacking the Standard: Intent

Identify the intent of the standard:

- Recount key details
- Tell how the details support the main idea

Main Idea

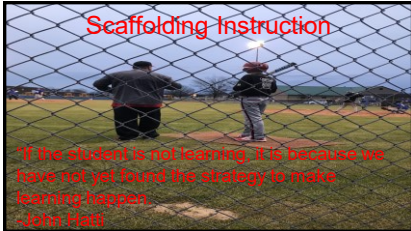
Unpacking the Standards

Collaborative Planning Process Using the Scaffolding Documents



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Scaffolding Instruction

Before a student can (**standard**), they need to be able to (**prerequisite skill**). They should understand (**conceptual understanding**) to be able to (**evidence**).

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EDUCATION
Ensuring a bright future for every child

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Scaffolding Instruction

Before a student can (identify the main idea of an informational text),

Scaffolding Instruction

Before a student can (identify the main idea of an informational text), they need to be able to (identify the main idea of one paragraph).

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They should understand (key details help identify main idea)

Scaffolding Instruction

Before a student can (identify the main idea of an informational text), they need to be able to (identify the main idea of one paragraph).

They should understand (key details help identify main idea) to be able to (determine the main idea of a text).



I am all in-Change the Team

- I am an evaluator of my impact on student learning.
- I see assessment as informing my impact and next steps.
- I collaborate with my peers and my students about my conceptions of progress and my impact.
- I am a change agent and believe all students can improve.
- I strive for challenge and not merely 'doing your best.'

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I am all in-Change the Team

- I give and help students understand feedback and I interpret and act on feedback given to me.
- I engage as much in dialogue and monologue.
- I explicitly inform students what successful impact looks like from the outset.
- I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others.



6/21/2019



Christy Hunt, M.Ed.

Professional Development Coordinator
chunt@mdek12.org

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