Our Journey Towards Implementing Standards-Based Instruction

Canton City Schools
Our Short-term Goals

- OIP Strategy 1B: Implement & monitor proactive instructional strategies that move away from a deficit-based model to foster PK-12 assessment capable learners.
  - Formative & Standards-based grading instructional practices.
  - Universal Design for Learning
Implementing Change

Standards-Based Instruction: Changing the depth of rigor in lesson and assessment design
Superintendent Allison shares SBI vision and goals with district administration. PD begins with principals.

Begin standard progression drafts through curriculum-based teams.

Clear roadmap shared with the district administration - “Triple Play”

Standards-Based Instruction Walkthrough data designed and collection began (DLT/BLT)
- PD with principals:
  Depth of Knowledge
  Types of targets
  Clear learning targets
  Progressions
August 2015
District PD:
Depth of Knowledge
Creating Progressions

Student Leaders present to administration and stress the importance of being an assessment-capable learner

August 2015
Template and small group work around progressions

September 2015
Waiver Day: Teacher-led progression and lesson design PD

October 2015
SBI peer-to-peer feedback

December 2015
Principal PD sessions on Assessment
The power of formative assessment

“...this kind of score gain, if applied to performance on recent international assessments, would move the United States’ rank from the middle of the pack of 42 nations tested to the top five.”

(Black and Wiliam, 1998)
### Figure 3.3  Instructors in Transition

<table>
<thead>
<tr>
<th>Traditional Practice (Subjects-Based)</th>
<th>Standards-Based Practice (Learner-Centered)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select a <strong>topic or unit</strong> from the curriculum or textbooks.</td>
<td>Select standards from among those <strong>learners</strong> need to know.</td>
</tr>
<tr>
<td>Design instructional strategies around that <strong>topic or unit</strong>.</td>
<td>Design an assessment for <strong>learners</strong> to demonstrate knowledge or skill of those standards.</td>
</tr>
<tr>
<td>Design and give an assessment based on the information from the <strong>topic</strong>.</td>
<td>Decide what learning opportunities <strong>learners</strong> will need to be successful on the assessments.</td>
</tr>
<tr>
<td>Give <strong>unit</strong> grade or feedback.</td>
<td>Plan instructional strategies to assure that each <strong>learner</strong> has adequate opportunities to learn.</td>
</tr>
<tr>
<td>Move to next <strong>topic</strong>.</td>
<td>Use data from assessments to inform <strong>learners</strong> and parents and give feedback to instructor to inform decision to reteach, or move to next level.</td>
</tr>
<tr>
<td></td>
<td>Select next essential and developmental standards that build on <strong>learners</strong>’ prior knowledge.</td>
</tr>
</tbody>
</table>
What Does this Look Like in a Classroom?
Student Leaders Present to CCS Administration

Nyah & Nate
Standards Based Instruction

- E=Exceeding
- M=Meeting
- D=Developing

Assessment Capable Learner

- John Hattie says that in order for students to understand how to do this, they need to have "clear learning intentions and success criteria."
Learning Targets

- E= I can write a PCR in which I identify a theme from each text and analyze how each theme is developed. I will include specific details from each selection.

- M2= I can explain how the setting and conflict are significant to the author’s development of the theme.

- M1= I can trace the author’s development of the character change.

- D= I can draw and label a plot diagram. I can draw and label a character’s arc. I can define theme. I can list the two types of evidence.
Entrance Ticket

1. Draw and label a plot diagram
2. Draw and label a character’s arc.
3. Define theme
4. List the two types of evidence
Formative Assessment

Entrance Ticket

- Developing: I can draw and label a Plot Diagram.
- Prose Constructed Response
  - Exceeding: After viewing a multimedia presentation, I will write an analytical essay describing the theme and support my analysis with evidence of the character’s arc and the significance of the setting and conflict on the character’s development.
- I can draw and label a Character’s Arc.
- I can define Theme.
- List the two types of evidence.
What's going to happen?
Character Arc is

the emotional status of the main character throughout a story. Characters begin the story with a certain viewpoint and, through events in the story, that viewpoint changes.
THEM
Evidence Table

• **1st Attempt**: Modeled together

• **2nd Attempt**: Group Work

• **3rd Attempt**: Choice Group or Individual Work

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<table>
<thead>
<tr>
<th>Name</th>
<th>Evidence of Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title of multimedia</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>
Choice is Important

Name______________________________

Prose Constructed Response

I can analyze how the author develops the theme of a text by citing evidence of the character’s arc and how the characters are influenced by the conflict and setting.

<table>
<thead>
<tr>
<th>PCR TASK</th>
<th>PCR Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Choose one multimedia presentation and analyze the author’s development of theme.</td>
<td>2. Choose 2 different multimedia presentations and analyze how the authors develop the theme. Then compare and contrast the different techniques.</td>
</tr>
<tr>
<td>Question</td>
<td>Exceeds</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>1. I can identify the best summary for a passage. DOK 2</td>
<td>✗</td>
</tr>
<tr>
<td>2. I can identify a key detail that should be used in a summary</td>
<td>✗</td>
</tr>
<tr>
<td>DOK 2</td>
<td></td>
</tr>
<tr>
<td>3. I can identify the best summary for a passage. DOK 2</td>
<td>✗</td>
</tr>
<tr>
<td>4. I can summarize in my own words how Prometheus helps humans and support my answer with at least three details from the passage. DOK 3</td>
<td></td>
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</table>
Standards Based Instruction

- As we move away from a deficit or failure model, the instruction becomes centered around the learner.

SBI is
Achievement for all Learners
Timeline of Implementation
May-July

- District administrators attend social justice workshop with Elise Frattura
- Creation of District Triple Play Document
August

- Revisited Depth of Knowledge & How It Applies to Creating Progressions
# Specific Example

## 6.RP.2 Entrance/Exit Ticket

<table>
<thead>
<tr>
<th>DOK 1 (O)</th>
<th>DOK 2 (C)</th>
<th>DOK 2 (M)</th>
<th>DOK 2 (O)</th>
<th>DOK 3 (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Write the definition of &quot;unit rate&quot;.</td>
<td>b) A car traveled 150 miles in 3 hours. Write this as a unit rate.</td>
<td>c) At a car wash 24 cars came through in 8 hours. How many cars came in per hour?</td>
<td>d) Dymelsha made $33 in 6 hours while working as a cashier. Find the unit rate and explain what it means.</td>
<td>e) At the store you can get a 6-pack of pop for $4 or an 8-pack of pop for $4.80. Which is the better buy?</td>
</tr>
</tbody>
</table>
September

- Common Template
- Creating progressions based on Depth of Knowledge
- SBI Feedback/Walkthroughs

<table>
<thead>
<tr>
<th>Essential Question</th>
<th>Overall standard posted-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progessions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MATH**

I can add and subtract within 10 to solve 1 and 2 step word problems using symbols to represent the units in each position.

**Progressions**

Add 2 digit numbers without regrouping Add 2 digit numbers with regrouping

**Formative Assessment**

Entrance ticket - problem was given on the dry erase board. Amy observed each child solve the problem and was able to provide rapid formative feedback to students who understood it and provided immediate support to students who were having trouble.
## Canton City School District Standard Learning Progressions

<table>
<thead>
<tr>
<th>Standard #</th>
<th>Essential Questions:</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developing (D) Knowledge Targets</th>
<th>Meeting (M) Reasoning Targets</th>
<th>Exceeding (E) Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>(DOK-1)</td>
<td>(DOK of standard)</td>
<td>(DOK +1)</td>
</tr>
</tbody>
</table>

| Assessment | |
|------------| |
### Canton City School District Standard Learning Progressions

<table>
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<tr>
<th>Standard #</th>
<th>Essential Questions</th>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>5.NBT.6</td>
<td>What are the different strategies that can help me solve a whole number division problem?</td>
<td>dividend, divisor, quotient, array, inverse operation, illustrate, equation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developing (D) Knowledge Targets: (DOK 1)</th>
<th>Meeting (M) Reasoning Targets: (DOK 2)</th>
<th>Exceeding (E) Performance: (DOK 2+)</th>
</tr>
</thead>
</table>
| - For a simple quotient show that division is breaking a total into equal groups using an array.  
- Identify the parts of a division problem: (dividend, divisor, quotient).  
- Estimate quotients using basic facts and dividing by 10 mental strategies.  
- Divide a multi-digit dividend by a 1 digit divisor using a place value strategy, properties of operations, or relationship between multiplication & division.  
- Illustrate division of a multi-digit dividend by a one digit divisor using an equation and/or area model. | - Find whole number quotients of whole numbers up to a four digit dividend and two-digit divisor using a strategy based on place value, the properties of operations, and/or the relationship between multiplication and division.  
- Illustrate the calculation using an equation and/or area model. | - Create a real-life situation that represents a division problem and illustrate the solution using an equation, array, or area model  
- Create a division problem using content in another subject area, such as science, and illustrate the solution in the context of the subject. |
October

- Small Group sessions during grade level/content TBT’s
- CBT’s finalizing progressions
- CCS Waiver Day-Focus on Lesson Design
<table>
<thead>
<tr>
<th>Assessments:</th>
<th>Developing Entrance/Exit Ticket</th>
<th>Meeting Entrance Ticket</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resouces:</td>
<td>ENGNY Mod 2 Lesson 16: Divide by 10 mental strategies</td>
<td>ENGNY Mod 2 Lesson 19: Dividing by multiples of 10</td>
</tr>
<tr>
<td></td>
<td>ENGNY Mod 2 Lesson 17: Estimating quotients using basic facts</td>
<td>ENGNY Mod 2 Lesson 20: Dividing 2 &amp; 3-digit dividends by 2-digit divisors with a single digit quotient using long division.</td>
</tr>
<tr>
<td></td>
<td>ENGNY Mod 2 Lesson 18: More estimating quotients by rounding to nearest basic facts</td>
<td>ENGNY Mod 2 Lesson 21: More dividing 2 &amp; 3-digit dividends by 2-digit divisors using long division with a single digit quotient.</td>
</tr>
<tr>
<td>Blue</td>
<td>Selected Response</td>
<td>Written</td>
</tr>
<tr>
<td></td>
<td>Response</td>
<td>Written</td>
</tr>
<tr>
<td></td>
<td>Verbal</td>
<td>Short Answer</td>
</tr>
</tbody>
</table>
November

- Assessment creation based on DOK
- Administrator of SBI frontloading district Principals

DO OUR RESOURCES & ASSESSMENTS WE’RE USING MATCH THE DOK EXPECTED IN THE STANDARD?
December

- Assessment Design based on the DOK levels of the progression
January -

- CBT’s creating common assessments.
- Teachers implementing the use of rubrics with common assessments.
What We’ve Learned...
There is always a \textit{gap} between teachers receiving PD and then actually implementing best practices.
What We’ve Found to Be Most Effective

- Principals used SBI walkthrough data to find level of implementation in their building and used that to find a focus for whole staff PD.
- Teachers present evidence of practice in a whole staff setting.
- Then, we followed up by small group work sessions (grade/content teams)
What We’ve Found to Be Most Effective

- Identify individuals with greatest potential for instructional leadership/influence & provide them with support.
  - Model teaching a lesson using formative assessment based on progression.
  - Co-plan & lesson design based on progression.
Standards Based Instruction

• As we move away from a deficit or failure model, the instruction becomes centered around the learner.

SBI is Achievement for all Learners

TO BE...
• Collaborating
• Creating
• Critical Thinking
• Contributing
• Conversing
• Connecting