# THE ACCOUNT IS DEPLETED,

**HOW CAN I DO IT ALL?** 



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## HOW CAN I DO IT ALL?

•Similar to our daily life, educators are tasked to make great things happen with limited time, resources and energy.

• This session will dive into ideas and strategies to help educators prioritize what is needed for student learning.

## LINKING ASSESSMENT WITH LEARNING

#### TARGET #1

Attendees will be able to reflect on their current practices and determine areas for growth.

### TARGET #2

Attendees will be able to analyze, prioritize, and unwrap standards to more effectively meet the needs of their students.

### TARGET #3

Attendees will be able to begin developing plans to implement structures and systems to better identify and respond to students that need intervention and extension.

## DAILY LIFE

"IF EVERYTHING IS IMPORTANT,

THEN NOTHING IS."

- Patrick M. Lencioni



## **SOMETHING'S GOTTA GIVE!**

### PERSONAL EXAMPLES

- HOUSEHOLD BILLS
- HOUSEHOLD CHORES
- KIDS SCHEDULES
- "FREE" TIME
- WORK

## PROFESSIONAL EXAMPLES

- CLASSROOM VISITS
- STUDENT DISCIPLINE
- CAFETERIA
- CONSULTING SCHEDULE
- DOCTORATE CLASSES

Social/Emotional Learning

Cultural Awareness & Responsiveness

Standards & Resources

Poverty & Language Barriers

Intervention & Extension

Behavioral Expectations

## Student Success

School & Classroom Culture

Technology & Integration

Professional Development

Family & Community Engagement

Committee Work

Continuing Education

Collaboration

Managing your time without setting priorities is like shooting randomly and calling . whatever you hit the target. -Peter Turla

Let's Talk About Work I Work Word of the Day www.letstalkaboutwork.tv





STEPHEN COVEY

Accioned exert

#### **COVEY'S TIME MANAGEMENT MATRIX**

	Urgent	Not Urgent
Important	1	2
Not Important	3	4

**Quadrant 1: Important and Urgent.** These tasks should be our first priority. They go at the top of your to-do list. They are important, and they must be done today.

Quadrant 2: Important But Not Urgent. These are the "tomorrow" tasks that Scott speaks about. They should be our second priority, because if we don't do them, we will face the consequences in the future.

**Quadrant 3: Urgent But Not Important.** These are those tasks that are urgent to someone else, but they are not important to us. They should be our third priority. Frankly, much of the email we receive and social media falls into this quadrant.

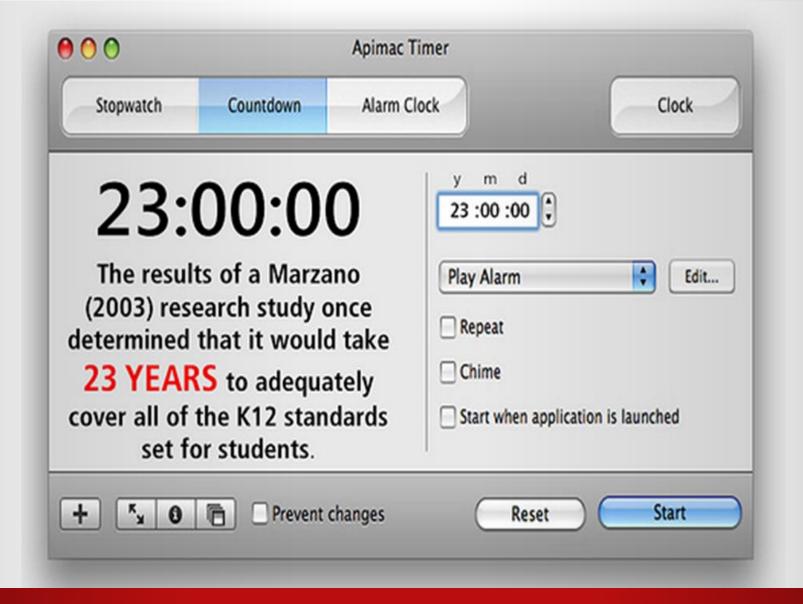
**Quadrant 4: Not Urgent and Not Important.** These should simply be deleted from our daily task list. They are simply a distraction that keeps us from accomplishing those items in the first two quadrants.

#### Stephen Covey's book, First Things First.

Framework for deciding whether or not a task is urgent, important or some combination thereof. We should prioritize our daily task list by determining which quadrant it is in.

## **GUARANTEED & VIABLE CURRICULUM**

A guaranteed and viable curriculum **ensures** that all students have an equal opportunity to learn. Each student will have access to an effective or highly effective teacher, and **access** to the same content, knowledge and skills in each section or class.



#### **Grade 5 students:**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

#### **Grade 4 students:**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

#### **Grade 3 students:**

#### Key Ideas and Details

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### **Grade 2 students:**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

#### **Grade 1 students:**

Ask and answer questions about key details in a text.

#### **Kindergartners:**

#### Key Ideas and Details

With prompting and support, ask and answer questions about key details in a text.

#### **Grades 11-12 students:**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### **Grades 9-10 students:**

#### Key Ideas and Details

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### **Grade 8 students:**

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

#### **Grade 7 students:**

Cite several pieces of textual evidence to support 1. analysis of what the text says explicitly as well as inferences drawn from the text.

#### **Grade 6 students:**

#### Key Ideas and Details

Cite textual evidence to support analysis of what 1. the text says explicitly as well as inferences drawn from the text.

## **GUARANTEED CURRICULUM**

Every student is provided the opportunity to learn a core curriculum which provides them with the probability of success in school.

HOW IS THIS DONE? DISCUSS

## **VIABLE CURRICULUM**

Schools make sure that the necessary time is available and protected so students will be able to learn the guaranteed curriculum.

HOW IS THIS DONE? DISCUSS

## GUARANTEED AND VIABLE CURRICULUM

- Guaranteed or Educational Lottery??
- Who wins when we attempt to cram 22 years of curriculum into a K-12 timeframe?

"Left to their own professional opinions when faced with the task of narrowing a voluminous number of student learning outcomes, educators naturally pick and choose those they know best, like best, the ones for which they have materials and lesson plans or activities, and those most likely to appear on state tests."

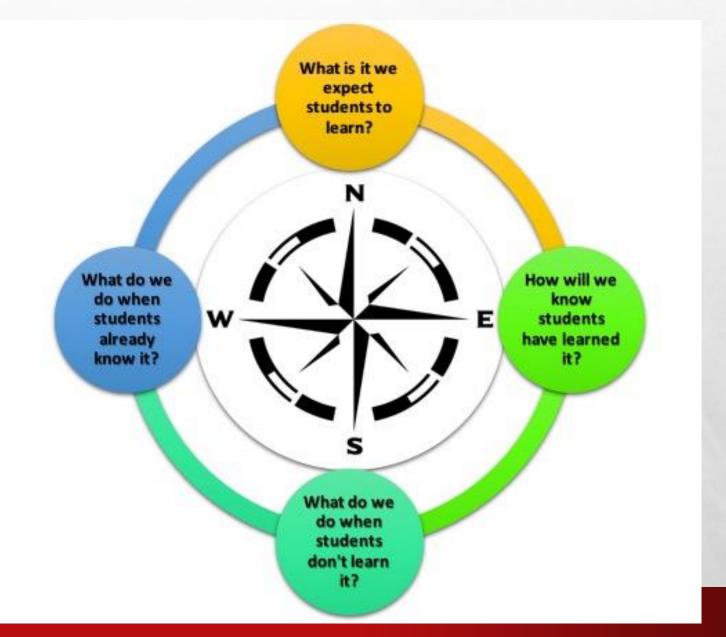
# IDENTIFY ESSENTIAL STANDARDS FOR EACH GRADE LEVEL OR COURSE



Creating a guaranteed, viable curriculum is the **number-one factor** for increased levels of learning.

(Marzano, What Works in Schools: Translating Research Into Action, 2003)

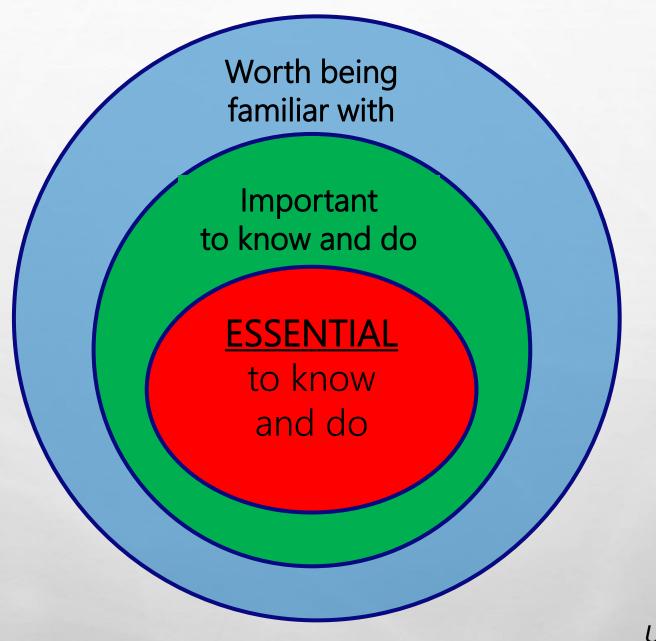




## **GUARANTEED CURRICULUM?**

- The intended curriculum and implemented curriculum are likely two different things.
- Most district-created curriculum is "well-intentioned fiction."

—**Jacobs**, Mapping the Big Picture: Integrating Curriculum and Assessment K–12 (1997)



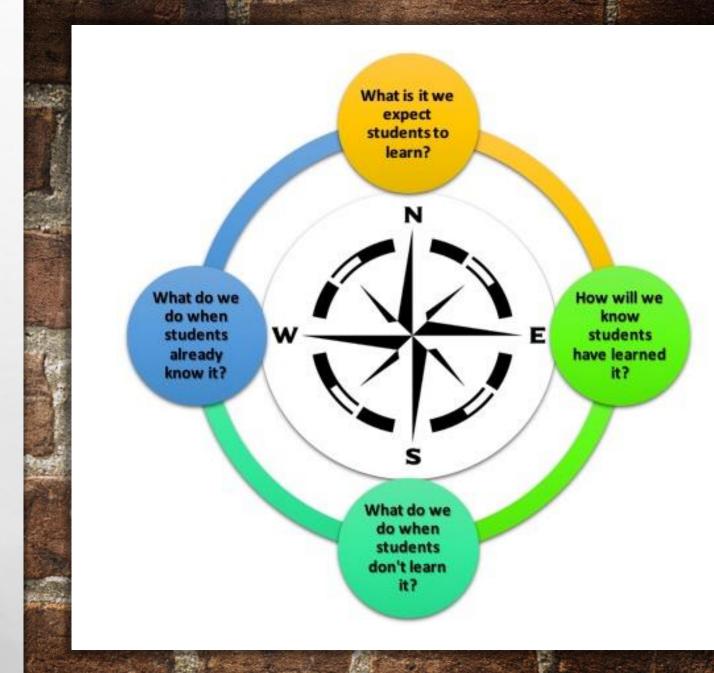
(**Wiggins & McTighe**, Understanding by Design, 1998)

## "Nice to Know"

**Versus** 

"Got to Know"

## PLGS



Eaker, DuFour, DuFour. Getting Started: Reculturing Schools to become Professional Learning Communities (2002)

A school that functions as a Professional Learning Community defines its purpose and focuses upon ensuring that all students <a href="Learn">learn</a> rather than ensuring all students are <a href="taught">taught</a>.

Teaching and learning are not synonyms.

Just because it was taught, doesn't mean it was learned.

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Performers

## FORMULA FOR LEARNING

$$TI + T = L$$

**Targeted Instruction + Time = Learning** 

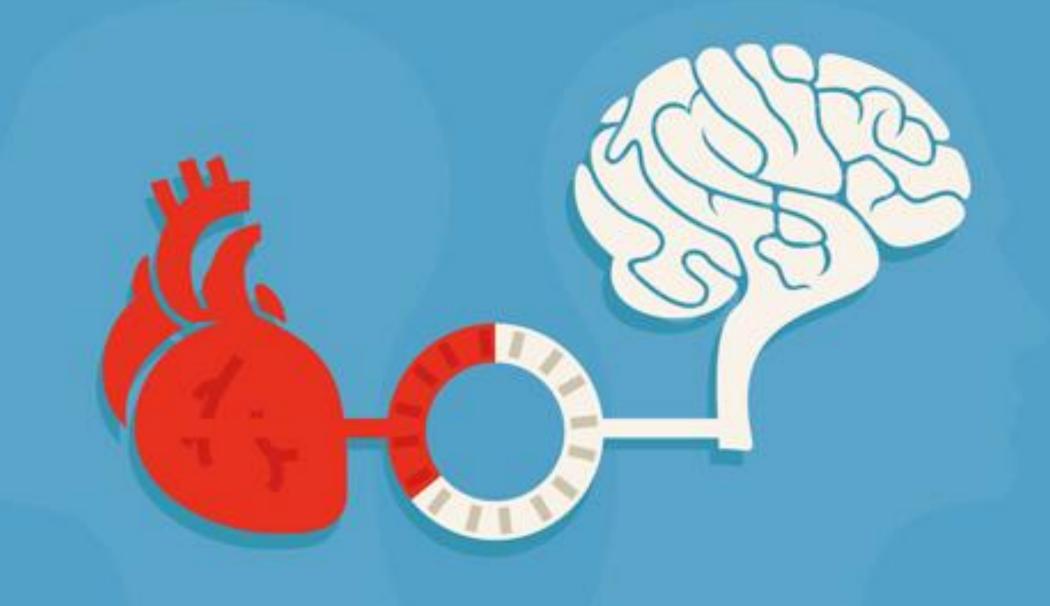
## TRADITIONAL SCHOOLS

## "GREAT" SCHOOLS

## **WHYPP**



gatewaypeople.com





## You must get down to ...

Student by student,

Standard by standard,

Target by target

Group

# ALL STANDARDS Powered Standards

**Learning Targets** 

**Core Instruction = Tier 1** 

**CFAs** 

WIN Time = Intervention & Extension

Individua

# R.E.A.L.

**Readiness**: This standard provides students with essential knowledge and skills necessary for success in the next unit or grade level.

**Endurance**: This standard provides students with knowledge and skills that are useful beyond a single test or unit of study.

**Assessed**: Standards selected under this criterion are those that will be assessed on upcoming state, national and classroom assessments.

**Leverage**: This standard will provide students with the knowledge and skills that will be of value in multiple subjects.

# PRIORITY (POWERED) STANDARDS

Endurance	Leverage	Readiness	State Test
		Ttouchinos	State Test
Yes No	Yes No	Yes No	Yes No
My reasoning:	My reasoning:	My reasoning:	My reasoning:

# UNWRAPPING THE STANDARDS



## FOCUS ON THE KEY WORDS

- [Bracket] any information that reveals the context or criteria with which students will demonstrate their learning.
- Circle all verbs (skills we expect them to be able to do).
- Underline nouns (concepts they need to know).
- Add any implied learning targets.

## Standard to Address: CCSS: RI.4.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

## LET'S TRY ITI

Standard to address: CCSS: RI.4.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

#### 1st Grade Math Learning Targets

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## LEARNING TARGETS



- A <u>learning target</u> is any achievement we have for students on the path toward mastery of a standard.
- It clearly states what we want students to learn and should be transparent for teachers and students.
- Learning targets should be formatively assessed to monitor progress toward a standard.

## LINKING ASSESSMENT WITH LEARNING

#### TARGET #1

Attendees will be able to reflect on their current practices and determine areas for growth.

### TARGET #2

Attendees will be able to analyze, prioritize, and unwrap standards to more effectively meet the needs of their students.

### TARGET #3

Attendees will be able to begin developing plans to implement structures and systems to better identify and respond to students that need intervention and extension.

## FINAL THOUGHT...

We tend to talk about "kids" as a whole rather than studying individuals. As long as we see them as a group, we teach them as a group.