



**The Educator's Guide**  
**to**  
***StandardsInsight<sup>SM</sup> ;***  
***Common Core Standards Unpacked***

Educator's Guide by

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***For more information about StandardsInsight in Iowa, please visit the following website: <http://misiciowa.org/StandardsInsight.html>***

## **The Educator's Guide to *Standards Insight*; *Common Core Standards Unpacked***

*Standards Insight* was developed to give educators a tool for in depth investigation of the Common Core State Standards (CCSS). The CCSS are “unpacked” or dissected, identifying specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard. *Standards Insight* may be used by individual educators to gain a thorough grasp of the CCSS or as a powerful collaborative tool supporting educator teams through the essential conversations necessary for developing shared responsibility for student attainment of all CCSS. The tool serves as a high-powered vehicle to help educators examine the standards in a variety of ways. Using the filters and fields provided, along with the ability to add their own customized fields, educator teams of all types can work together to develop common expectations and consistent instruction within and across grade levels and content areas.

*Standards Insight* may be used effectively with

- vertical English Language Arts (ELA) and Mathematics (Math) teams
- grade-level teams
- content teams
- administrative teams
- interdisciplinary teams
- curriculum review/writing teams
- assessment committees
- building/district leadership teams
- teachers responsible for a written Individualized Educational Program (IEP)
- new teachers and new administrators
- those with teaching responsibilities other than reading, language arts, or mathematics

## Standards Insight Fields

Information about each standard is located in a variety of fields. *Standards Insight* comes with eight established fields that contain detailed knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard. There is also the capability to add local information in six customizable fields. Users are able to limit or expand their searches by choosing fields based on their search needs.

### 1. CCSS Standard

The first field lists CCSS for K-12 ELA and K-12 Mathematics developed by the Common Core State Standards Initiative.

### 2. Standard ID

The second field provides standard identification information.

#### ELA example from *Standards Insight*:

**Reading: Literature**

Key Ideas and Details (Standards 1, 2, 3)

RL.K.1

<b>Reading: Literature</b>	Strand
Key Ideas and Details (Standards 1, 2, 3)	College and Career Readiness Anchor Category
RL.K.1	Strand Abbreviation, Grade, Number

#### Elementary Math example from *Standards Insight*:

**Geometry**

Identify and describe shapes

K.G.1

<b>Geometry</b>	Domain
Identify and describe shapes	Cluster Heading
K.G.1	Grade, Domain Abbreviation, Number

## High School Math example from *Standards Insight*:

<b>Vector and Matrix Quantities</b> Perform operations on vectors Number/Quantity N-VM.2	
<b>Vector and Matrix Quantities</b>	Domain
Perform operations on vectors.	Cluster Heading
Number/Quantity	Conceptual Category
N-VM.2	Conceptual Category, Domain, Number

### 3. Grade

ELA Standards are listed in order by grade (K-8) and grade bands (9-10 and 11-12). MATH Standards are listed in order by grade (K-8) and grade band HS (9-12)

### 4. Evidence of Student Attainment

This field describes what the standard may look like in student work. Specific expectations are listed in performance terms showing what students will say or do to demonstrate attainment of the standard.

### 5. Standards Vocabulary

This field lists words and phrases specific to each standard. Shared interpretation and in depth understanding of standards vocabulary are essential for consistent instruction across and within grade levels and content areas.

### 6. Knowledge

The knowledge field lists what students will need to know in order to master each standard (facts, vocabulary, definitions).

### 7. Skills

The skills field identifies the procedural knowledge students apply in order to master each standard (actions, applications, strategies).

## 8. Understanding

This field identifies the overarching understanding that connects the standard, knowledge, and skills. Understandings included in *Standards Insight* synthesize ideas and have lasting value.

## 9. Custom Fields

*Standards Insight* provides six additional fields for districts to add local information. For example, units or instructional modules, resources, assessments, or notes regarding alignment to current practice could be added to assist teams in their work. Districts may modify or delete custom fields as the nature of their CCSS work progresses.

### Note:

#### **A. Standards for Mathematical Practice.**

The Standards for Mathematical Practices in the Common Core State Standards are not listed within the StandardsInsight tool.

#### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

They can be found with complete descriptions on page 6 of the Mathematics Common Core State Standards document found at [www.corestandards.org](http://www.corestandards.org).

#### **B. Tables.**

References to tables within the standards in the StandardsInsight tool refer to Tables 1-5 found in the glossary of the Mathematics Common Core State Standards document found at [www.corestandards.org](http://www.corestandards.org).

## ***Standards Insight Filters***

*Standards Insight* includes several filters. Filtering the CCSS enables users to locate information most useful for their current needs. Using filters, educators are able to focus on specific grade-levels, strands, domains, college and career anchor categories, and conceptual categories. Searching, used in conjunction with filtering, allows users to pinpoint individual standards and view progressions from grade-to-grade.

### **English / Language Arts Filters**

#### **A. Strand**

ELA standards are divided into strands. The strands include:

- Reading: Literature
- Reading: Informational Text
- Reading: Foundational Skills
- Writing
- Language
- Speaking & Listening

Users may view all ELA standards or limit their view to select standards by using this feature.

#### **B. CCR Anchor**

College and Career Readiness (CCR) standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to succeed in college or the work force. Standards for each grade within K-8 and for grades 9-10 and 11-12 follow the CCR anchor categories in each strand. Users may filter by the following College and Career Anchor categories:

- Print concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency
- Text Types and Purposes



- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing
- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use
- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Craft and Structure (Standards 4,5,6)
- Integration of Knowledge and Ideas (Standards 7,8,9)
- Key Ideas and Details (Standards 1,2,3)
- Range of Reading and Level of Text Complexity (Standard 10)

### **C. Grade Group**

Filtering may be done by grade level (K-8) or grade band (9-10 and 11-12).

## Mathematics Filters

### A. Domain - K-12

Math standards are divided into domains. Domains are clusters of related standards that reveal common learning progressions that can progress across grade levels. Users may filter math standards by the following domains:

- Counting and Cardinality
- Operations and Algebraic Thinking
- Number - Base Ten
- Measurement and Data
- Geometry
- Number & Operations - Fractions
- Ratios & Proportional Relationships
- The Number System
- Expressions & Equations
- Statistics & Probability
- Functions
- The Real Number System
- Quantities
- The Complex Number System
- Vector and Matrix Quantities
- Seeing Structure in Expressions
- Arithmetic with Polynomials and Rational Expressions
- Creating Equations
- Reasoning with Equations & Inequalities
- Interpreting Functions
- Building Functions
- Linear, Quadratic, & Exponential Models
- Trigonometric Functions
- Congruence
- Similarity, Right Triangles, & Trigonometry
- Circles
- Expressing Geometric Properties with Equations
- Geometric Measurement & Dimension
- Modeling with Geometry
- Interpreting Categorical & Quantitative Data
- Making Inferences & Justifying Conclusions
- Conditional Probability & Rules of Probability
- Using Probability to Make Decisions

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School Improvement Services, Green Bay, WI.

## **B. Conceptual Categories - High School**

The high school mathematics standards are listed in conceptual categories. Conceptual categories portray a coherent view of high school math that crosses traditional course boundaries. Users may filter by the following conceptual categories:

- Number & Quantity
- Algebra
- Functions
- Geometry
- Statistics & Probability

## **C. Grade Group**

Filtering may be done by grade level (K-8) or grade band (HS, 9-12).

## **Search**

*Standards Insight* provides the ability to search all or selected fields, including custom fields, by key word or phrase. This feature allows the user to quickly locate specific words, phrases, concepts, skills, or vocabulary across grade levels, domains, strands, conceptual categories, college, career readiness anchor categories, and custom fields.

## Using *Standards Insight* with Collaborative Groups

*Standards Insight* is a powerful collaborative tool that can be used to support a variety of educator teams in their work to connect the CCSS to their curriculum, assessment, and classroom practice. Utilizing filtering and searching techniques, educator teams have the ability to view the standards from different perspectives. The “unpacked” standards information provided through *Standards Insight* illustrates precise knowledge, skills, vocabulary, and understandings necessary for student attainment of each standard. This provides the foundation for essential conversations necessary for developing shared responsibility for student attainment of all CCSS.

A collaborative group or team functions best with a well-planned process, climate for meaningful dialogue, and tools to make work sessions productive. This section contains scenarios using *Standards Insight* with collaborative groups. Sample processes and possible guiding questions are included.

### Grade Level Team – Scenario #1

A second grade team needs to investigate the alignment between their current math program and the CCSS in mathematics. They want to verify that their current program provides the needed instruction to meet Grade 2 expectations for attainment of the CCSS. The team plans to identify areas that need modification or supplementation as they discuss their current status. Their district has added the following customized fields to *Standards Insight* to record their work: 1. Shared Interpretations/Vocabulary, 2. Resources, 3. Units/Modules of Instruction, and 4. Comments/Changes. Note that districts may modify or delete custom fields as the nature of their CCSS work progresses.

<b>Objective and Process (over several sessions)</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"><li>• Login to <i>Standards Insight</i></li><li>• Choose K-12 Mathematics</li><li>• Filter grade level: Grade 2</li></ul>	<ul style="list-style-type: none"><li>• Do we fully understand 2<sup>nd</sup> grade CCSS?</li><li>• How does our current practice align with the CCSS?</li></ul>

<p style="text-align: center;"><b>Objective and Process</b> (over several sessions)</p>	<p style="text-align: center;"><b>Guiding Questions</b></p>
<p><b>Develop shared interpretations and common definitions for words or phrases critical for attainment of the standard</b></p> <ul style="list-style-type: none"> <li>• Select columns to view: <ul style="list-style-type: none"> <li>○ CCSS Standard</li> <li>○ Standards Vocabulary</li> <li>○ Custom Field 1 – Shared interpretations/vocabulary</li> </ul> </li> <li>• Read each standard, discuss, and define each mathematical term so every teacher has a deep understanding of mathematical vocabulary specific to this standard (examples: rectangular array, odd, even)</li> <li>• Record definitions in Custom Field 1 – Shared Interpretations and/or Vocabulary</li> <li>• Review each standard for other words that need a common definition or shared interpretation for consistency of instruction within the grade level (for example: fluently)</li> <li>• Record shared interpretations in Custom Field 1 – Shared Interpretations/Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Do we all share a common definition of key mathematical terms? For example, let’s define rectangular array? Do we feel confident that all teachers have a deep understanding of this term?</li> <li>• What are some other important words, phrases, and ideas represented in the standards that need a shared interpretation? For example, when we see “fluently” used in the standard – what does that mean for 2<sup>nd</sup> graders?</li> <li>• How can we assure that we won’t waver from these interpretations and definitions in the future?</li> <li>• How might we use these shared interpretations and common definitions in our professional conversations?</li> <li>• How might we consistently use these mathematical terms in our instruction?</li> <li>• What professional learning is necessary to help all teachers understand common definitions of mathematical terms and shared interpretations of other words specific to CCSS in math?</li> </ul>

<p style="text-align: center;"><b>Objective and Process</b> (over several sessions)</p>	<p style="text-align: center;"><b>Guiding Questions</b></p>
<p><b>Align current units/modules of instruction and resources with CCSS and document relevant comments and possible curriculum modifications</b></p> <ul style="list-style-type: none"> <li>• Select columns to view: <ul style="list-style-type: none"> <li>○ CCSS Standard</li> <li>○ Evidence of Student Attainment</li> <li>○ Knowledge</li> <li>○ Skills</li> <li>○ Understanding</li> <li>○ Custom Field 2 – Resources</li> <li>○ Custom Field 3 – Units/Modules of Instruction</li> <li>○ Custom Field 4 – Comments/Changes</li> </ul> </li> <li>• Freeze columns as necessary</li> <li>• Review information for each standard</li> <li>• Record what resources are used to address each standard in Custom Field 2 – Resources</li> <li>• List units/modules that address each standard in Custom Field 3 – Units/Modules of Instruction</li> <li>• Note relevant comments about gaps and overlaps, necessary curricular modifications, needed resources, etc. in Custom Field 4 – Comments/Changes</li> </ul>	<ul style="list-style-type: none"> <li>• Does our current evidence of learning match the evidence of attainment of the CCSS? Is the depth of understanding similar or different? What adjustments are necessary?</li> <li>• Where in our current curriculum (units and instructional modules) do we teach this standard?</li> <li>• Do our knowledge and skills learning targets align to those necessary for attainment of the CCSS?</li> <li>• What standards are new to our grade level?</li> <li>• Are there current standards (knowledge and skills learning targets) that need to be deleted or moved to a different grade?</li> <li>• Are there units/modules of instruction that need to be modified?</li> <li>• Does our scope and sequence need to be adjusted?</li> <li>• Do our instructional resources align to the CCSS? Are there resources we should no longer use? Do we need supplemental resources?</li> <li>• How can we ensure consistency of student expectations by all grade 2 teachers?</li> </ul>

Objective and Process (over several sessions)	Guiding Questions
	<ul style="list-style-type: none"> <li>• How does the standard’s understanding field help students connect knowledge and skills necessary for attainment?</li> <li>• What professional learning is necessary to make necessary changes in practice?</li> </ul>
<p><b>Future Activities:</b></p> <ul style="list-style-type: none"> <li>• Make necessary modifications to curriculum, instruction, and assessment</li> <li>• Update <i>Eclipse</i> or other local curriculum management system to reflect changes</li> <li>• Acquire additional instructional resources, if necessary</li> <li>• Provide professional learning opportunities for teachers and administrators</li> </ul>	

## Vertical Team - Scenario #2

An intermediate level team of teachers from grades 3-5 are working to align their writing curriculum to the CCSS. The team needs to carefully examine text types and purposes (standards 1, 2, and 3) to ensure that their students are given consistent instruction in all text types and purposes addressed in the CCSS. They also want to make certain that their grade level expectations of rigor are the same as the progressive levels of sophistication in the CCSS. They choose to explore Standard 1 (argument/opinion) completely and then repeat the process for Standards 2 (informative/explanatory) and 3 (narrative). Their district has added the following custom fields to *Standards Insight* to record and share their work: 1. Shared Interpretations/Vocabulary, 2. Resources, 3. Units of Instruction, 4. Comments/Changes, and 5. Learning Progression. Note that districts may modify or delete custom fields as the nature of their CCSS work progresses.

Objective and Process (over several sessions)	Guiding Questions
<ul style="list-style-type: none"> <li>• Log in to <i>Standards Insight</i></li> <li>• Choose K-12 English/Language Arts</li> <li>• Filter strand - Writing</li> </ul>	<ul style="list-style-type: none"> <li>• What text types and purposes are included in the CCSS?</li> </ul>
<p><b>View K-12 progression of Writing Standard 1 (argument/opinion)</b></p> <ul style="list-style-type: none"> <li>• Filter CCR Anchor Category - Text Types and Purposes</li> <li>• Search for "1" - limit search to CCSS Standard field</li> <li>• Discuss K-12 progression of Standard 1</li> </ul>	<ul style="list-style-type: none"> <li>• What are your initial thoughts as you view the K-12 progression for Writing Standard 1 (argument/opinion)?</li> <li>• How do grades 3-5 fit in the larger picture?</li> <li>• What do we need to know about grades 2 and 6 as we continue our work?</li> </ul>
<p><b>View progression of Writing Standard 1 (argument/opinion) in grades 3-5.</b></p> <ul style="list-style-type: none"> <li>• Filter grade level - choose grades 3,</li> </ul>	<ul style="list-style-type: none"> <li>• What did we learn from looking at the K-12 progression that will help us in our work for grades 3-5?</li> </ul>



<p style="text-align: center;"><b>Objective and Process</b> (over several sessions)</p>	<p style="text-align: center;"><b>Guiding Questions</b></p>
<p style="text-align: center;">4 and 5</p>	
<p><b>Develop shared interpretations and common definitions for words or phrases critical for attainment of Standard 1 in grades 3-5</b></p> <ul style="list-style-type: none"> <li>• Select columns to view: <ul style="list-style-type: none"> <li>○ CCSS Standard</li> <li>○ Standards Vocabulary</li> <li>○ Custom Field 1 – Shared Interpretations/Vocabulary</li> </ul> </li> <li>• Read each standard, discuss, and define each term so every teacher has a deep understanding of vocabulary specific to this standard (examples: organizational structure, opinion piece)</li> <li>• Record definitions and shared interpretations in Custom Field 1 – Shared Interpretations/Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Do we all share a common definition of key writing terms? For example, let’s define opinion piece? Do we feel confident that all teachers have a deep understanding or a shared interpretation of this phrase?</li> <li>• How can we assure that we won’t waver from these interpretations and definitions in the future?</li> <li>• How might we use these shared interpretations and common definitions in our professional conversations?</li> <li>• How might we consistently use common language in our instruction?</li> <li>• What professional learning is necessary to help all teachers understand common definitions of writing terms and shared interpretations of other words specific to the ELA CCSS?</li> </ul>

<p style="text-align: center;"><b>Objective and Process</b> (over several sessions)</p>	<p style="text-align: center;"><b>Guiding Questions</b></p>
<p><b>Note progressive levels of sophistication for Standard 1 in grades 3-5</b></p> <ul style="list-style-type: none"> <li>• Select columns to view: <ul style="list-style-type: none"> <li>○ CCSS Standard</li> <li>○ Evidence of Student Attainment</li> <li>○ Knowledge</li> <li>○ Skills</li> <li>○ Understanding</li> <li>○ Custom Field - 1 Shared Interpretations/Vocabulary</li> <li>○ Custom Field 5 - Learning Progression</li> </ul> </li> <li>• Freeze columns as necessary</li> <li>• Notice words that show progression from grade-to-grade</li> <li>• Record key words or comments regarding progression in Custom Field 5 - Learning Progression</li> </ul>	<ul style="list-style-type: none"> <li>• What are key words that show progressions of sophistication from grade-to-grade?</li> <li>• Does our shared interpretations/vocabulary look different in each grade?</li> <li>• What are significant differences in evidence of student attainment, knowledge, and skills between in each grade level?</li> <li>• What learning progression is evident for grades 3-5?</li> </ul>

<p style="text-align: center;"><b>Objective and Process</b> (over several sessions)</p>	<p style="text-align: center;"><b>Guiding Questions</b></p>
<p><b>Align current units/modules and resources with CCSS Writing Standard 1 and document relevant comments and possible curriculum modifications</b></p> <ul style="list-style-type: none"> <li>• Select columns to view: <ul style="list-style-type: none"> <li>○ CCSS Standard</li> <li>○ Evidence of Student Attainment</li> <li>○ Knowledge</li> <li>○ Skills</li> <li>○ Understanding</li> <li>○ Custom Field 2 – Resources</li> <li>○ Custom Field 3 – Units of Instruction</li> <li>○ Custom Field 4 – Comments/Changes</li> </ul> </li> <li>• Freeze columns as necessary</li> <li>• Review information for Writing Standard 1</li> <li>• Record what resources are used to address this standard in Custom Field 2 – Resources</li> <li>• List units/modules that address this standard in Custom Field 3 – Units/Modules of Instruction</li> <li>• Note relevant comments about gaps and overlaps, necessary curricular modifications, needed resources, etc. in Custom Field 4 – Comments/Changes</li> </ul>	<ul style="list-style-type: none"> <li>• Does our current evidence of learning match the evidence of attainment of the CCSS? Is the depth of understanding similar or different? What adjustments are necessary?</li> <li>• Where in our current curriculum (units/modules of instruction) do we teach this standard?</li> <li>• Do our knowledge and skills learning targets align to those necessary for attainment of the CCSS?</li> <li>• Are there units/modules that need to be modified?</li> <li>• Does our scope and sequence need to be adjusted?</li> <li>• Do our instructional resources align to the CCSS? Are there resources we should no longer use? Do we need supplemental resources?</li> <li>• How can we ensure consistency of student expectations by all teachers in grades 3-5?</li> <li>• How does the standard’s understanding field help students connect knowledge and skills necessary for attainment?</li> <li>• What professional learning is necessary to make necessary changes in practice?</li> </ul>

Objective and Process (over several sessions)	Guiding Questions
<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Repeat process for Writing Standards 2 (Informative/Explanatory) and 3 (Narrative).</li> <li>• Share information with other grade levels to ensure continuous sophistication as students progress, K-12.</li> </ul>	
<p><b>Future Activities:</b></p> <ul style="list-style-type: none"> <li>• Make necessary modifications to curriculum, instruction, and assessment</li> <li>• Update <i>Eclipse</i> or other local curriculum management system to reflect changes</li> <li>• Acquire additional instructional resources, if necessary</li> <li>• Provide professional learning opportunities for teachers and administrators</li> </ul>	

### Content Team – Scenario #3

As a principal, Mrs. Rock initiated a middle school content team of grades 6-8 math teachers to revise their current curriculum to ensure the inclusion of probability and statistics to align with the new CCSS. She has observed horizontal and vertical inconsistencies in math curriculum and instruction and wants to facilitate a dialogue between her teachers that will result in common understanding of the vocabulary, knowledge, skills and understandings necessary for students to master the CCSS in middle school mathematics. Their district has added the following custom fields to *Standards Insight* to record their work: 1. Shared Interpretations/Vocabulary, 2. Resources, 3. Units/Modules of Instruction, and 4. Comments/Changes. Note that districts may modify or delete custom fields as the nature of their CCSS work progresses.

Objective and Process (over several sessions)	Guiding Questions
<ul style="list-style-type: none"> <li>• Login to <i>Standards Insight</i></li> <li>• Choose K-12 Mathematics</li> <li>• Filter grade level: 6,7,8</li> </ul>	<ul style="list-style-type: none"> <li>• Do we fully understand the grade 6-8 CCSS?</li> <li>• How does our current practice align with the CCSS?</li> </ul>
<p><b>Identify the statistics and probability standards in grades 6-8.</b></p> <ul style="list-style-type: none"> <li>• Filter domain – Statistics and Probability</li> <li>• Select columns to view               <ul style="list-style-type: none"> <li>○ CCSS Standard</li> <li>○ Standards Vocabulary</li> </ul> </li> <li>• Custom Field 1 – Shared interpretations/vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Do we all share a common definition of key mathematical terms? For example, let’s define clustering. Do we feel confident that all teachers have a deep understanding of this term?</li> <li>• How can we assure that we won’t waver from these interpretations and definitions in the future?</li> <li>• How might we use these shared interpretations and common definitions in our professional conversations?</li> </ul>

<p style="text-align: center;"><b>Objective and Process over several sessions)</b></p>	<p style="text-align: center;"><b>Guiding Questions</b></p>
<ul style="list-style-type: none"> <li>• Read each standard, discuss, and define each mathematical term so every teacher has a deep understanding of mathematical vocabulary specific to this standard (examples: clustering, outliers, intercept).</li> <li>• Record definitions in Custom Field 1 - Shared Interpretations/Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• How might we consistently use these mathematical terms in our instruction?</li> <li>• What professional learning is necessary to help all teachers understand common definitions of mathematical terms specific to CCSS in math?</li> </ul>
<p><b>Align current units/modules of instruction and resources with CCSS and document relevant comments and possible curriculum modifications</b></p> <ul style="list-style-type: none"> <li>• Select columns to view: <ul style="list-style-type: none"> <li>○ CCSS Standard</li> <li>○ Evidence of Student Attainment</li> <li>○ Knowledge</li> <li>○ Skills</li> <li>○ Understanding</li> <li>○ Custom Field 2 - Resources</li> <li>○ Custom Field 3 - Units/Modules of Instruction</li> <li>○ Custom Field 4 - Comments/Changes</li> </ul> </li> <li>• Freeze columns as necessary</li> <li>• Review information for each standard</li> </ul>	<ul style="list-style-type: none"> <li>• Does our current evidence of learning match the evidence of attainment of the CCSS? Is the depth of understanding similar or different? What adjustments are necessary?</li> <li>• Where in our current curriculum (units/modules or lessons) do we teach this standard?</li> <li>• Do our knowledge and skills learning targets align to those necessary for attainment of the CCSS?</li> <li>• What standards are new to our grade level?</li> <li>• Are there current standards that need to be removed from one grade and moved to a different grade level or deleted altogether?</li> <li>• Are there units/modules or lessons that need to be modified?</li> <li>• Does our scope and sequence need to be adjusted?</li> </ul>

Objective and Process (over several sessions)	Guiding Questions
<ul style="list-style-type: none"> <li>• Record what resources are used to address each standard in Custom Field 2 – Resources</li> <li>• List units/modules that address each standard in Custom Field 3 – Units/Modules of Instruction</li> <li>• Note relevant comments about gaps and overlaps, necessary curricular modifications, needed resources, etc. in Custom Field 4 – Comments/Changes</li> </ul>	<ul style="list-style-type: none"> <li>• Do our instructional resources align to the CCSS? Are there resources we should no longer use? Do we need supplemental resources?</li> <li>• How can we ensure consistency of student expectations by all grade level teachers?</li> <li>• How does the standard’s understanding field help students connect knowledge and skills necessary for attainment?</li> <li>• What professional learning is necessary to make necessary changes in practice?</li> </ul>
<p><b>Future Activities:</b></p> <ul style="list-style-type: none"> <li>• Make necessary modifications to curriculum, instruction, and assessment</li> <li>• Update <i>Eclipse</i> or other local curriculum management system to reflect changes</li> <li>• Acquire additional instructional resources, if necessary</li> <li>• Provide professional learning opportunities for teachers and administrators</li> </ul>	

## Administrative Team - Scenario #4

You are asked to provide an overview of the CCSS at the next Administrative Team meeting. In addition, you are charged with leading the discussion to plan an initial strategy for the systems change required at district and building levels. Members of the Administrative Team have a foundational knowledge of the CCSS. Your district has recently acquired *Standards Insight* and you plan to demonstrate its use to investigate and interpret the implications for curriculum, instruction, and assessment embedded in the knowledge, skills, and understandings of the CCSS. Determining your district's custom fields is a critical first step.

<b>Objectives and Process</b> (2+ hours)	<b>Guiding Questions</b>
<b>Introduction to CCSS</b>	<ul style="list-style-type: none"> <li>• What implications do the CCSS have on how we do business?</li> <li>• What steps are necessary to implement the CCSS in our district?</li> </ul>
<b>Brief demonstration of features and capabilities of <i>Standards Insight</i></b> <ul style="list-style-type: none"> <li>• Standard Fields</li> <li>• Custom Fields</li> <li>• Filters</li> <li>• Log in process</li> </ul>	<ul style="list-style-type: none"> <li>• What types of CCSS information are available in <i>Standards Insight</i>?</li> <li>• How can I limit my view to only certain grade levels?</li> <li>• How can I search for key words or phrases?</li> <li>• How can I see progressive levels of sophistication from grade-to-grade?</li> <li>• What are custom fields?</li> </ul>
<b>Individual exploration of the CCSS using <i>Standards Insight</i></b> <ul style="list-style-type: none"> <li>• Information included in standard fields</li> <li>• Filters</li> </ul>	<ul style="list-style-type: none"> <li>• What types of knowledge, skills, and understandings are embedded in the CCSS?</li> </ul>



<p style="text-align: center;"><b>Objectives and Process</b> (2+ hours)</p>	<p style="text-align: center;"><b>Guiding Questions</b></p>
<p><b>Reactions to CCSS and current practice</b></p> <ul style="list-style-type: none"> <li>• Team members list questions, initial thoughts, concerns and other relevant comments</li> <li>• Questions, thoughts, concerns, and comments are displayed during future steps</li> </ul>	<ul style="list-style-type: none"> <li>• What are your initial thoughts and questions about vocabulary, knowledge, skills, understanding, and evidence of attainment relative to the CCSS?</li> <li>• Do you have any concerns regarding CCSS and our current curriculum and practice?</li> </ul>
<p><b>Reactions to <i>Standards Insight</i></b></p> <ul style="list-style-type: none"> <li>• Team members list features of <i>Standards Insight</i> that helped them better understand the CCSS.</li> <li>• Team members lists possible uses of <i>Standards Insight</i> as they move through the alignment process</li> <li>• Lists of features and possible uses are displayed during future steps</li> </ul>	<ul style="list-style-type: none"> <li>• How can <i>Standards Insight</i> help us better understand the CCSS?</li> <li>• What are the most powerful features of <i>Standards Insight</i>?</li> <li>• How can <i>Standards Insight</i> enhance professional learning activities related to the CCSS?</li> </ul>
<p><b>Discuss initial steps</b></p> <ul style="list-style-type: none"> <li>• Team members determine steps to roll out alignment process at district and building levels.</li> </ul>	<ul style="list-style-type: none"> <li>• What needs to happen for our curriculum, instruction, and assessment to align with the CCSS?</li> <li>• What are some concrete actions we can take in the near future?</li> </ul>
<p><b>Determine Custom Fields</b></p> <ul style="list-style-type: none"> <li>• The team identifies local information that should be recorded during the CCSS alignment process</li> </ul>	<ul style="list-style-type: none"> <li>• What local information would help us align our current practice to CCSS?</li> <li>• What local information should be shared with others during the CCSS alignment process?</li> </ul>

<p style="text-align: center;"><b>Objectives and Process</b> (2+ hours)</p>	<p style="text-align: center;"><b>Guiding Questions</b></p>
<ul style="list-style-type: none"> <li>• Possible custom fields may include:               <ul style="list-style-type: none"> <li>○ Units/Modules of Instruction</li> <li>○ Resources</li> <li>○ Comments</li> <li>○ Changes necessary</li> <li>○ Shared definitions/interpretations</li> <li>○ Assessments</li> <li>○ Levels of Progression</li> </ul> </li> </ul>	
<p><b>Wrap-Up</b></p> <ul style="list-style-type: none"> <li>• One or two administrators share their closing thoughts on <i>Standards Insight</i></li> <li>• One or two administrators share their commitment to move forward with the initial steps in the alignment process</li> <li>• Establish Administrative Team commitment to developing and implementing an action plan</li> </ul>	<ul style="list-style-type: none"> <li>• What did you learn about the CCSS?</li> <li>• What did you learn about <i>Standards Insight</i>?</li> <li>• What are our next steps toward developing an action plan for our district?</li> <li>• How can we help each other as we move through this process?</li> </ul>

## Interdisciplinary Team – Scenario #5

An 8<sup>th</sup> grade interdisciplinary team, composed of language arts, science, and math teachers, is modifying a science fair module of instruction to integrate ELA and Math CCSS, along with science concepts. This will be a research and inquiry based module of instruction where students must choose a topic, research the topic, design an experiment, and create a summary of their results. Science learning targets are already established for this module. The team works together to identify CCSS in math and ELA to be addressed in this module of instruction. Their district has added custom fields to *Standards Insight* and they add this module to the custom field labeled Units/Modules of Instruction.

Objectives and Process (1+ hr.)	Guiding Questions
<ul style="list-style-type: none"> <li>• Login to <i>Standards Insight</i></li> </ul>	<ul style="list-style-type: none"> <li>• What are the CCSS in math and ELA we want to include in this unit?</li> </ul>
<p><b>View Grade 8 Math Domains</b></p> <ul style="list-style-type: none"> <li>• Choose K-12 Mathematics</li> <li>• Filter grade level – grade 8</li> <li>• View Math Domains</li> <li>• Determine appropriate domain(s)</li> </ul>	<ul style="list-style-type: none"> <li>• What Domains should we investigate?</li> </ul>
<p><b>Determine math standards to be addressed in this unit</b></p> <ul style="list-style-type: none"> <li>• Decide on CCSS to be included in this unit/module.</li> </ul>	<ul style="list-style-type: none"> <li>• What math CCSS should be included?</li> <li>• Are the evidence of student attainment, knowledge, skills, and understanding appropriate for this unit?</li> <li>• How will we assess math standards in this module?</li> </ul>

<p style="text-align: center;"><b>Objectives and Process (1+ hr.)</b></p>	<p style="text-align: center;"><b>Guiding Questions</b></p>
<p><b>View Grade 8 ELA Strands and CCR Anchor Categories</b></p> <ul style="list-style-type: none"> <li>• Choose K-12 English/Language Arts</li> <li>• Filter grade level – grade 8</li> <li>• View ELA Strands and CCR Anchor Categories</li> <li>• Determine appropriate Strand(s) and CCR Anchor Categories</li> </ul>	<ul style="list-style-type: none"> <li>• What Strands should we investigate?</li> <li>• Which CCR Anchor Categories are appropriate?</li> </ul>
<p><b>Determine ELA standards to be addressed in this unit</b></p> <ul style="list-style-type: none"> <li>• Decide on CCSS to be included in this module</li> </ul>	<ul style="list-style-type: none"> <li>• What ELA CCSS should be included?</li> <li>• Are the evidence of student attainment, knowledge, skills, and understanding appropriate for this unit/module?</li> <li>• How will we assess ELA standards in this module?</li> </ul>
<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Add unit/module to custom field – Units/Modules of Instruction</li> <li>• Continue unit/module design process</li> </ul>	

## Building Leadership Team - Scenario #6

The Building Leadership Team of a K-2 elementary school plans to revise their report card in the area of reading. The team is led by the building principal and composed of teacher representatives from grades K-2. Their goal is to create a curriculum based report card reflecting the CCSS in reading. They begin the report card revision process by reviewing and choosing CCSS that will be reported at each grade level. Their district has added customized local information to *Standards Insight* and they will indicate which CCSS are included on the report card in the custom field labeled Comments/Changes.

Objectives and Process	Guiding Questions
<ul style="list-style-type: none"> <li>• Login to <i>Standards Insight</i></li> <li>• Choose K-12 English/Language Arts</li> </ul>	<ul style="list-style-type: none"> <li>• What ELA standards should we include on our report card?</li> </ul>
<p><b>Determine ELA strands</b></p> <ul style="list-style-type: none"> <li>• Filter by Grade – K, 1, 2</li> <li>• Select columns to view               <ul style="list-style-type: none"> <li>○ CCSS</li> <li>○ Grade</li> <li>○ Evidence of Attainment</li> <li>○ Knowledge</li> <li>○ Skills</li> <li>○ Understanding</li> </ul> </li> <li>• Freeze columns as necessary</li> <li>• Filter by and discuss each strand</li> <li>• Determine strands to exclude as the process continues</li> </ul>	<ul style="list-style-type: none"> <li>• Are there strands that should not be included?</li> <li>• Can reading and writing be separated at the K-2 level?</li> <li>• Will grade level report cards be similar or different?</li> </ul>

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Objectives and Process	Guiding Questions
<p><b>Determine standards by grade level</b></p> <ul style="list-style-type: none"> <li>• Filter by each chosen strand</li> <li>• Select columns to view <ul style="list-style-type: none"> <li>○ CCSS</li> <li>○ Grade</li> <li>○ Evidence of Attainment</li> <li>○ Knowledge</li> <li>○ Skills</li> <li>○ Understanding</li> <li>○ Custom Field - Comments/Changes</li> </ul> </li> <li>• Freeze columns as necessary</li> <li>• Review and choose appropriate standards at each grade level</li> <li>• Note in Custom Field - Comments/Changes that this will be included on the revised report card</li> </ul>	<ul style="list-style-type: none"> <li>• What do we want to report to parents?</li> <li>• Do we have common understanding of the evidence of attainment, vocabulary, knowledge, skills and understandings present in the standards?</li> <li>• What is critical at each grade level?</li> <li>• What is critical as the year progresses at each grade level?</li> <li>• What is critical during each grading period?</li> <li>• What information will help parents?</li> </ul>
<p><b>Examine chosen standards</b></p> <ul style="list-style-type: none"> <li>• Note key words and phrases that depict the knowledge and skills to be included on the report card in the “Comments/changes” customized field</li> <li>• Combine standards that are similar</li> <li>• Examine the evidence of attainment to identify key information important to the development of the report card rubric</li> </ul>	<ul style="list-style-type: none"> <li>• What words or phrases depict key knowledge and skills to be included in the report card?</li> <li>• Are there standards that have similar knowledge and skills across grade levels or within grade levels?</li> <li>• What specific skills and knowledge will we identify to report out on?</li> <li>• How can we combine standards into a reportable format?</li> <li>• Does our language clearly define expectations and levels of proficiencies?</li> </ul>

Objectives and Process	Guiding Questions
	<ul style="list-style-type: none"> <li>• How can we use the evidence of attainment information provided in the <i>Standards Insight</i> tool to assist in developing our report card rubrics?</li> <li>• How can we translate standards language into parent friendly terms?</li> </ul>
<p><b>Future Activity:</b></p> <ul style="list-style-type: none"> <li>• Translate standards language into parent friendly terms</li> </ul>	