



FOCUS ON THE ONE, DESIRED RESULTS. STANDARDS *Challenge*

If our students are successful on roughly **70%*** of their classroom assignments but only demonstrate success against **17%*** of the grade level standards, then, we need to create:

- Consistent opportunities with grade-level appropriate assignments;
- Strong instruction that lets students do most of the thinking in the lesson;
- A sense of deep engagement in what students are learning; and
- High expectations with a true belief that all students can meet or exceed grade-level standards.



Exercise Example

In developing a plan for running a half-marathon, you might ask:

- What** do I need to know about long distance running?
- How** will I do it?
- Why** is getting physically fit important?

Specifically, the goal that “I can run a half-marathon by the end of the year”, you should...

- 💡 Understand **why** that would be a good goal for your physical health (e.g., losing weight, building immune system, lowering resting heart rate);
- 💡 Determine **what** you will need (e.g., running shoes, athletic clothes, running path); and
- 💡 Plan for **how** you will be ready for the half marathon (e.g., daily exercise, signing up for the race).

Reflect on how exercising in preparation for a half-marathon applies to your application of the standards:

- How do challenging regimes help?
- What are some areas you need to learn more about?



Connection to **Podcast**.

Listen for the definition of text(s) and the role they play in standards practice.



Connection to **Video**.

Go deeper into the standards.



Education Example

In considering an approach to **leverage standards for all**, you might ask:

- What** do I need to know about these standards?
- How** might the learning of the standard be demonstrated?
- Why** is learning the standard relevant?

To give all students an equal opportunity...

- 💡 Students should be given experiences in processing information and understand **why** (*affective network*) practice is necessary;
- 💡 Depending on prior experiences in thinking critically, students will need help developing a foundational understanding of **what** (*recognition network*) this new information is; and
- 💡 It's very conceivable students will be ready to progress into **how** (*strategic network*) to solve problems or use evidence related to the information.

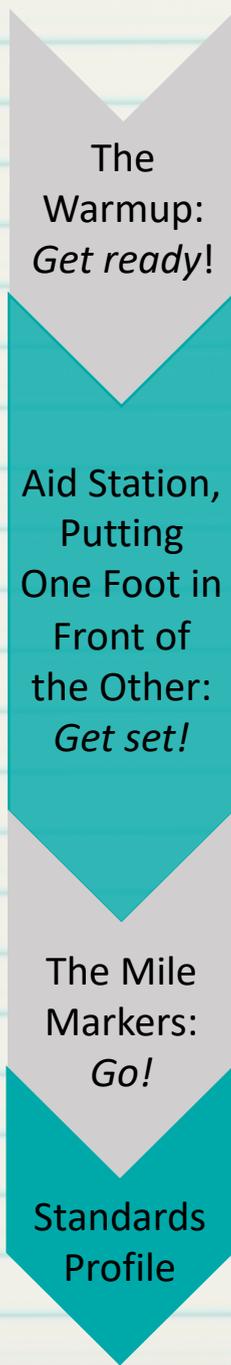
Review a lesson plan and write down one thing you could do better tomorrow that will make **how you leverage your standards for all** better than it was today:

- Grade-appropriate assignments
- Strong instruction
- Deep engagement
- High expectations



Connection to **Open Access Platform**.

Explore the new ELA Expectations and more in support of leveraging of the standards for all.



*The Opportunity Myth