Focus on the One: Desired Results, Intradisciplinary Approach

Joe Latimer: Hello everyone. What an exciting day because today we're gonna be flipping the script on the podcast process and sharing all the insights that we have from in house. And our focus today is a continuation of the focus on the one desired results. Specifically looking at intradisciplinary approach. And we're representing the Student Support and Academic Achievement Unit of Florida's Problem-Solving/Response to Intervention project. I am the amazing Joe Latimer and with me is Anne Ristow and Pam Sudduth, and we're very fortunate to advocate for diverse learners in the state of Florida. So let's get started. I'm gonna start with Anne. First, can you explain to the crowd, why intradisciplinary?

Anne R: Ya, thanks for asking. Florida is approaching each subject area in that intradisciplinary way, and what that means when we unpack it is that the focus becomes in how the elements of a subject are working with each other. SO an example of that would be an ELA. We don't teach reading in isolation, but we strengthen it when we teach in combination with things like writing and vocabulary. Think about it this way: the intra represents within the discipline of English language arts, and that's something we can really get excited about.

Joe L: Awesome, that great summary and I appreciate that. But you do have me wondering, how do educators tackle such a large task? Pam I wonder if you can chime in with what you think about that.

Pam S: Thank you for directing us there, because we see a few important things to consider such as the item of influencers, misconceptions and systems. So what we're gonna do is explain, go in a little depth later about what these are, but just a cursory level when you think of influencers, you're thinking about the specialized knowledge, authority or insights into a specific subject. And misconceptions are those inaccurate idea or conception that we falsely pull to be true, when we think yeah, that's the way that has to be. And then a system are how we are related our practices that work towards a common goal.

Joe L: Awesome, well I know you gave a quick summary of each one but I'm wondering if we can dive a little bit deeper and unpack some of these. Anne, can you start us off by going deeper? What do you mean by influencers?

Anne R: Yeah absolutely. So when I think about influencers, I think about how we're selecting the related benchmarks and like Pam defined for us earlier, influencers are like specialized knowledge or authority or insight into a specific subject. So we can't just select benchmarks in relation to themselves, but we have to consider our multiple entry points for the diverse learners that we're serving. So we need to not only think about are we teaching these benchmarks as an introduction or practice in mastery or review, but we also need to think about, are our students the variety of learners in our classroom reacting and responding to the instruction for these benchmarks in an introductory, practice mastery, or review matter? I also wanted to note that when we think about all learners, we have to consider ahead of time during our collaborative planning for things like explicit prerequisite knowledge and instructional implications, or high probability and high intensity barriers, that horizontal alignment and vertical articulation that we spoke about in our last focus. Because these things all ensure that we are giving everyone an equitable opportunity for learning. So we'll break these items down in future sessions, but keep in mind it's a layering. So if you look at a funnel of we're selecting these benchmarks, we're looking at the relationship of the benchmarks. We're looking at the relationship of those

benchmarks with the relationship of our students, who are our joy and pleasure of interacting with the learning that can take place from the teaching selections that we choose. So Pam, do you want to talk a little bit about misconceptions?

Pam S: Yes I do, thanks so much but I want to also jump off of what you said because I love what you said. I was thinking about almost like what that educator brings to the table as a professional, and that's just what you spoke to. With that knowledge and skills that they have learned over the years and their toolkits and everything that they utilize to meet those expectations and those stakeholders that you referred to. I just wanted to touch back on that because what you were saying just spoke to me so clearly. So thanks. But when we think about the misconceptions, we're thinking about those inaccurate ideas that folks are starting to think, oh my gosh I have to do things in such a specific way. And the beautiful thing about the way that everything's rolling out in how the standards play is that a misconception could be that a benchmark can only be covered once. In reality, what we're knowing is that it can be and should be built upon over several times throughout the year. So for example, a writing in relation to reading can also be pulled in with the vocabulary as well. So you would also scaffold that learning and that whole process that's taking place to ensure that students are able to master each one of those standards by the end of the year. Also considering our kiddos that are coming into our room that are struggling, even going back to a previous standards, the previous level to say gosh, I know that they are functioning here and I need to pull them up to the level of the standard and master the standard for this grade level as well. Some other benchmarks are finite, and I think we know that they're not. They're so adaptable and can be used throughout all of the different areas that we have to be able to ensure that they know and learn by the end of that year. Thinking about the benchmarks that can only be one spotlight or just one area of focus, and I know that that's happened over several years. But we know that in actuality an educator being very purposeful, thinking about if you really broke down all of the acitivities and things that are going on in the classroom, all of the different levels and different standards that are met or benchmarks that are met I should say, then you know that you are touching on so many benchmarks. So just keeping those kind of ideas into consideration, it's almost like the educator can take a huge sigh of relief. So Anne what can we add about these systems? How can that support them?

Anne R: I think that leads nicely into our systems because we wanna look at how do we ensure that the benchmarks align with instruction across our tiers? And when we think about that definition of systems being related practices that work towards a common goal, we wanna make sure that there aren't missed opportunities within our systems for things like data-informed decision making, or structuring less than an intervention design, collaborative planning for core, supplemental and intensive instruction and the relationship amongst all three of those, and then of course universal design for learning when we think about engagement, access, representation and action. So some questions that we wanna consider, and we talked about this in our first focus on the one when we introduced the standards, we wanna really consider, what do I want to know about the standards and the benchmarks? How might the learning of the standards and benchmarks be demonstrated? And why is the learning of the standard or benchmark relevant for my students? And this really is a reminder of how we can break it down in regards to equal opportunities or equality in teaching and learning for all. We need to look at students being given experiences and processing information and understanding why that effective network, why that's necessary in our practice. We also, depending on prior experiences and thinking critically, need to know that students might need a little help developing a foundational understanding

of what, like the recognition network, the new information that's being learning, requires. And then it's also conceivable for students to be ready to progress into how the strategic network, which will help them sovle problems or use evidence related to the information, takes place. And that really relates back to what I said earlier in regards to, are we introducing the lesson or learning? Are we looking at practice and mastery, or are we looking at review? And are we doing that in relation to not only the delivery, but in relation to the learning outcomes and what our learners are telling us through informal and formal assessments, they're perceiving the lesson to be. So very important elements within our systems, for sure.

Pam S: I'm so glad you said that. I just had to jump in, because it goes back to what you said about those missed opportunities. There aren't gonna be any missed opportunities if this is occurring in a very strategic way. And it goes back to the very beginning when we chatted about how purposeful educators are with their planning and design in order to be able to meet the level of the benchmarks.

Anne R: Right, when we know better, we do better.

Joe L: Well thank you Anne and Pam, as always. This has been great. I could listen all day to you guys talk about this kind of stuff, but we have to end this podcast in a timely manner. I do want to mention to all our viewers that not only this podcast, but also a summary video of these same topics and additional resources are found on our student support and success Weebly website, which you can find online, as well as Pam and Anne are always available to talk through any questions you have or to discuss this further if you reach out to them or when they have structured office hours.