Culture eats strategy. I have seen many innovative ideas presented to faculty in a variety of ways, and this principle has always proven to be true. What makes an idea truly innovative is not the concept, but the ability to see the idea from concept to actualization. In just 6 months, I am proud to have conceptualized the idea to solve a tremendous problem in Jewish education and designed the training necessary to lay the proper foundation of culture and teacher investment to ultimately see the idea to successful implementation.

I designed this packet to guide our faculty through 3 separate workshops. The first segment of the training focuses on teacher buy-in and culture building. We cultivated a strong sense of collaboration, teamwork, and trust that was severely lacking in our department. We celebrated our successes, shared our fears, and envisioned what success might look like. Once the team was bought in, we did a deep dive into the world of standards. All sections include an activity that requires teachers to actively think, write, share, and discuss. This allowed all teachers to feel a part of the process, and not being forced into changing how they teach because of an administrative decision. It also provided the faculty with their own learning so they can be successful personalized learning teachers. The final segment included a fun technology project so teachers could walk out with proficiency in one (or more) tech tools that could help them differentiate and personalize their instruction.

Standards Implementation: PD Workshop Goals

Understanding areas of success and need for improvement on team and individual levels
Know and fully commit to the team's Core Principles of Success
Understand the Golden Circles and Ladder of Abstraction on a conceptual level and their vital importance to the success of this initiative
Be able to apply Golden Circles and Ladder of Abstraction to team and individual level goals
Improve on an existing lesson plan using these concepts
Be able to articulate the difference between abstract and concrete learning goals in your subject
Understanding the following terms and how they relate to one another: Standards, Grade-Level Outcomes, UbD - Understanding by Design, Differentiated Instruction
Brief Overview of Standards-Based Instruction
What it is and how it has made a difference
Arguments for and against SBI
Discussion: Application to Judaic Studies
Understanding the relationship between domains and standards
Team Goal: Formulate the domains for next year's Gemara standards
Standards Deeper Dive: Distinguishing between Content & Performance Standards
(Advanced) - Brief discussion on Differentiated Instruction and Bloom's Taxonomy to address the question of: "What do I do when some students achieve the standard and others fail?"
Understanding Formative Vs. Summative Assessments
Discussion about how these work in a Standards-Based class
Exercise: Building a Standards-Based Assessment
Brief "Making Connections": Standards-Based Grading & Lesson Planning
Technology Integration: How to make our lives easier, and our learning better

Exercise #1: Time to Reflect

Goal: Prior to launching any new initiative, it is important to reflect as a team on our successes and our areas of need in order to establish a shared purpose around improving in areas of need.

What would you say was your personal biggest success of this school year?

What would you say was OUR biggest team success of this school year?

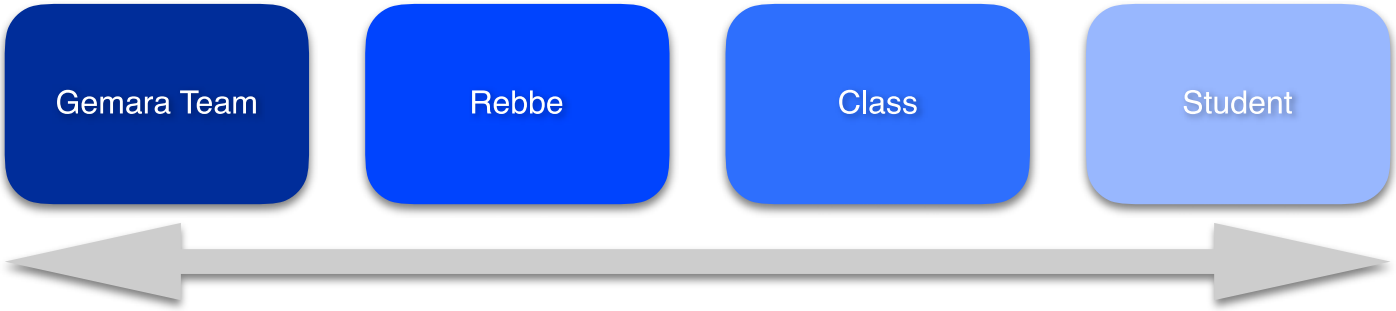
What is the biggest area of need in our Judaic Studies Department?

List one lesson that you learned this year as an educator

How can the administration be more supportive of your personal and professional goals moving forward?

Exercise #2: Golden Circles of Why

Goal: -סוף מעשה במחשבה תחילה - One can't reach his destination, or even choose his mode of transportation, until he is certain of where he needs to go**. The goal must always come first, and must always be clear.** This exercise explores Simon Sinek's "Golden Circles" concept to help us understand the importance of goal-setting, the distinctions between the three circles (why, what, and how) and the ability to apply this knowledge to our educational planning on both a team and individual level**.**

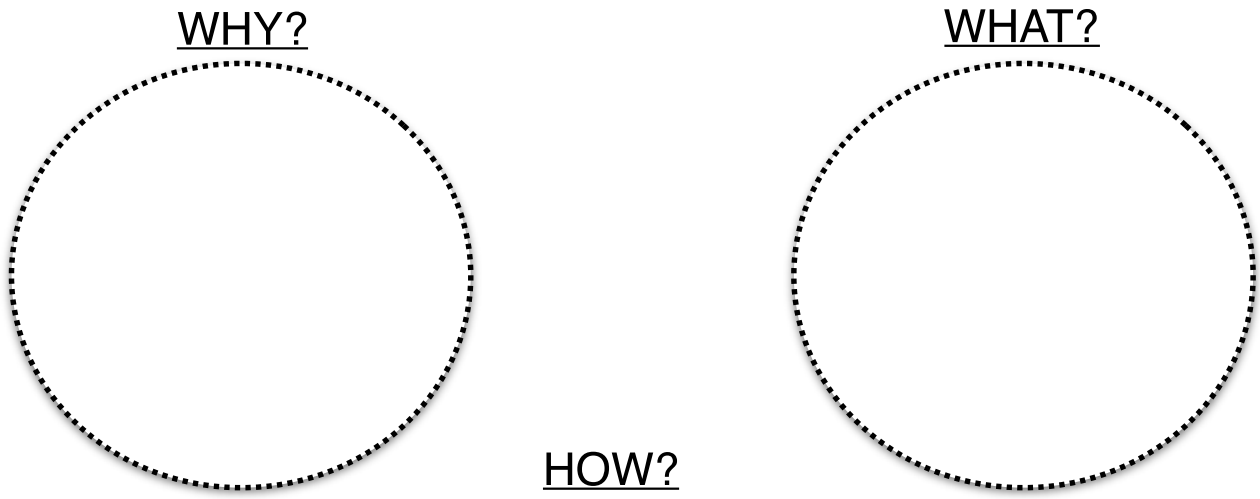


PART A: Team Circles

Why: What is our mission? What are our goals?

What: What does success look like?

How: How do we achieve that success?



Core Principles: List any principles that you feel must be the driving force behind this project

(Example): **If the "what" doesn't match the "why" then change the "how"**

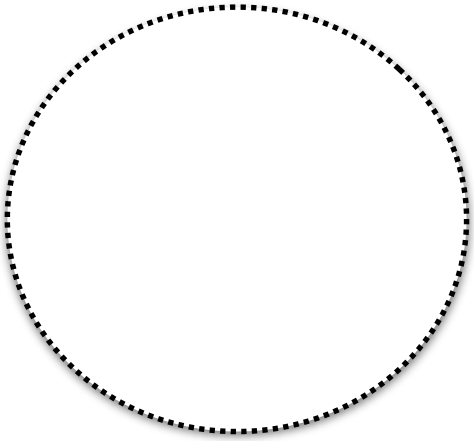
PART A: Class Circles

* Fill in Golden Circles for each of the following:

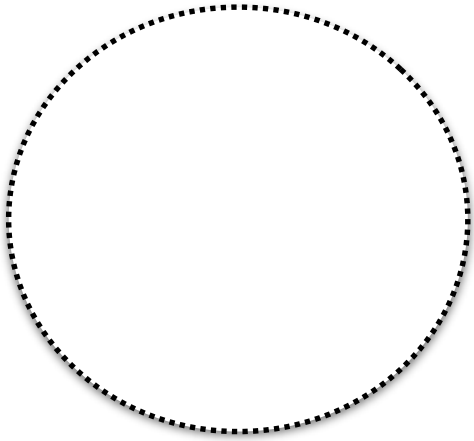
1. Yearly Goal: A goal for your entire class that runs throughout the entire school year
2. Lesson Goal: A specific goal for one lesson in a class

YEARLY GOAL

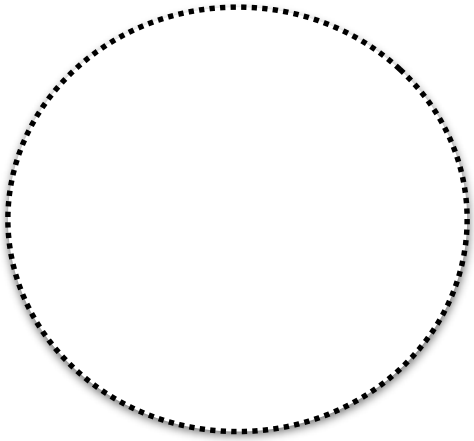
WHY?



WHAT?

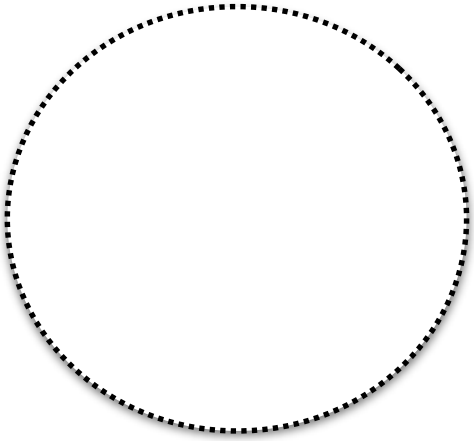


HOW?

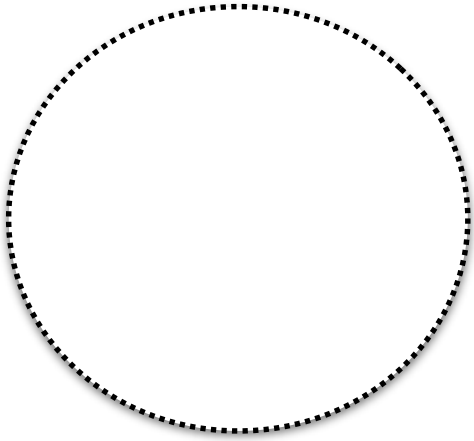


LESSON GOAL

WHY?



WHAT?



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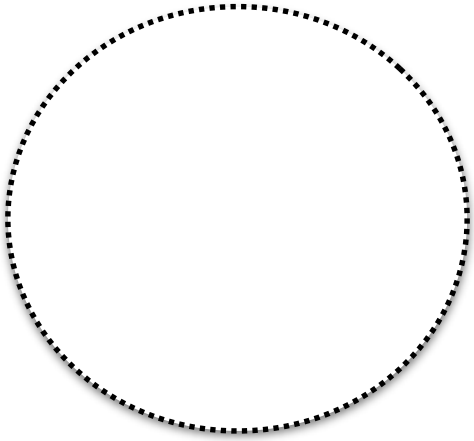
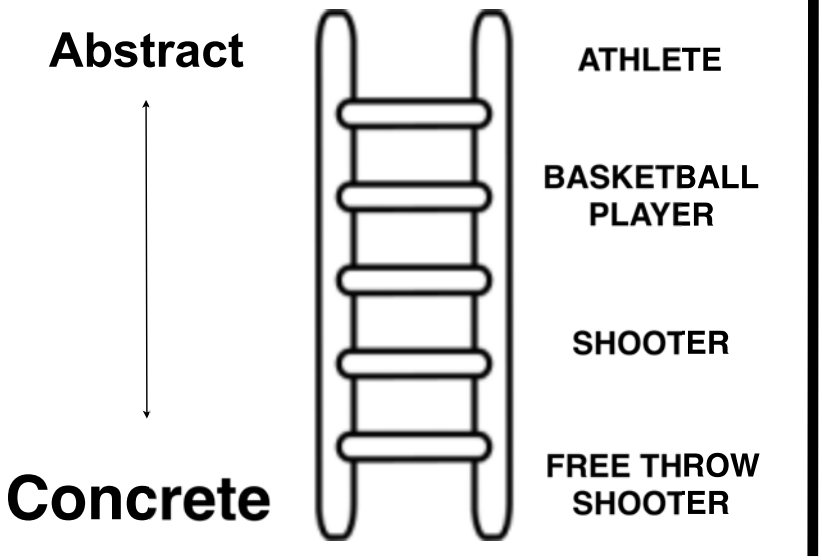


Exercise #3: Ladder of Abstraction

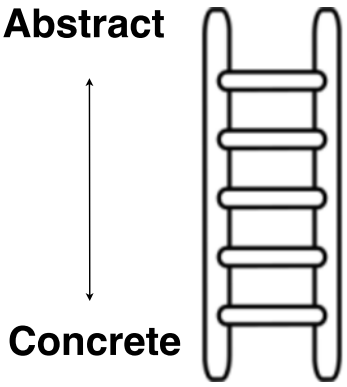
Not all goals are created equal. Research shows that the more concrete a goal is, the higher the probability of achieving the goal. When beginning the conversation of introducing standards-based instruction, it is crucial to differentiate between abstract and concrete learning goals and find a common language to communicate goals in a concrete way.

Goal: To demonstrate the difference between abstract and concrete goals as it pertains to team goals and class-level goals



Part A

List 3 goals from your lesson plan and place them on the ladder of abstraction



Part B

List 3 examples of abstract learning goals and 3 examples of concrete learning goals in your subject

3 ABSTRACT	3 CONCRETE

Part C

Look back at your Golden Circles and evaluate them in terms of the Ladder of Abstraction. How concrete are they? Can you make them more concrete?

Notes of Reflection

Overview of Terms: Standards Launch

STANDARDS

1. Standards describe what students are expected to know and do at a specific stage in their education

2. Standards are a guide for lessons to be designed around incorporating specific skills, concepts, and knowledge achievable for all students.

3. Standards are MORE than just a list of what to teach, but they are also not the curriculum.

4. Standards-Based Instruction Design is a systematic approach to instruction that focuses on student learning and achievement and not on educator teaching.

GRADE - LEVEL OUTCOMES

What students are expected to know and do upon graduating each grade level

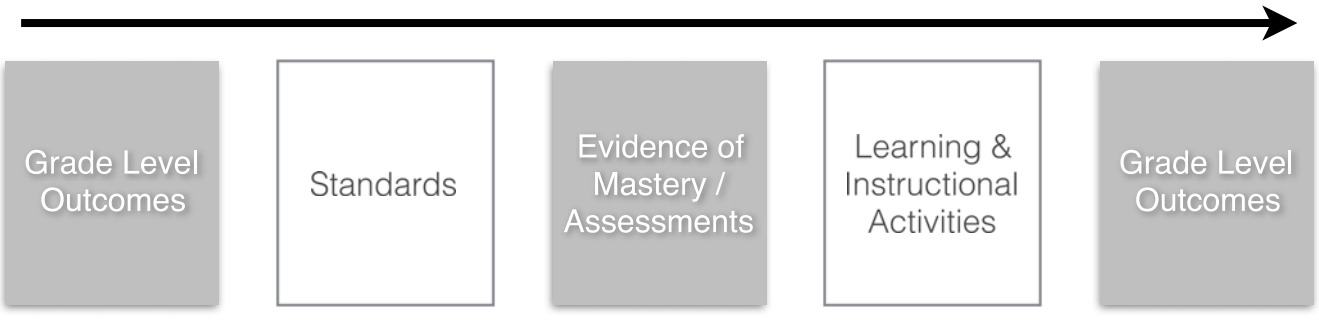
UbD - Understanding By Design

Understanding by Design, or UbD, is an educational planning approach.

UbD is an example of backward design, the **practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction.**

UbD starts with the goals and outcomes before planning curriculum and learning activities

UbD focuses on teaching to achieve understanding.



Differentiated Instruction

The way in which a teacher anticipates and responds to a variety of students' needs in the classroom by: modifying the content (what is being taught), the process (how it is taught) and the product (how students demonstrate their learning).

Now What?

Domains & Standards

A domain is a category that encompasses several standards. Each standard delineates the specific skill or knowledge that is expected of students.

Goal: To identify the various categories of skills and knowledge that we expect our students to gain from Gemara classes and to categorize them into formal domains that we will use to build out our standards.

EXAMPLE

Domain 1
Navigation

1.1 - Student will be able to find the correct Daf and Amud on unseen Daf

1.2 - Student will be able to identify the start of the Gemara on unseen Daf

Exercise #4: Formalize Gemara Domains

Think, Pair, Share

List your ideas on the domains that we should set for our Gemara standards for next year. We will discuss and share our ideas and, as a team, agree upon the final choices.

Use the space provided below:

Performance Vs. Content Standards

CONTENT STANDARD

Broad statements that describe specific content areas that groups of students should learn at each grade level are called CONTENT Standards (sometimes they are referred to as SUBJECT or CURRICULUM standards. They define the knowledge within each discipline.

Example: Students will understand at least three סימנים that are required מדאורייתא in order to obligate the finder to return the lost object.

PERFORMANCE STANDARD

Performance standards isolate and identify skills needed to use the knowledge and skills in problem-solving, reasoning, communicating, and making connections with other information. They provide all constituents with the evidences that students have met the content standards, helping teachers define what level of work is satisfactory. These standards often relate to a student being "able to do" rather than "understanding" or "knowing".

Example: Students will be able to identify the key word in the Gemara that introduces a proof

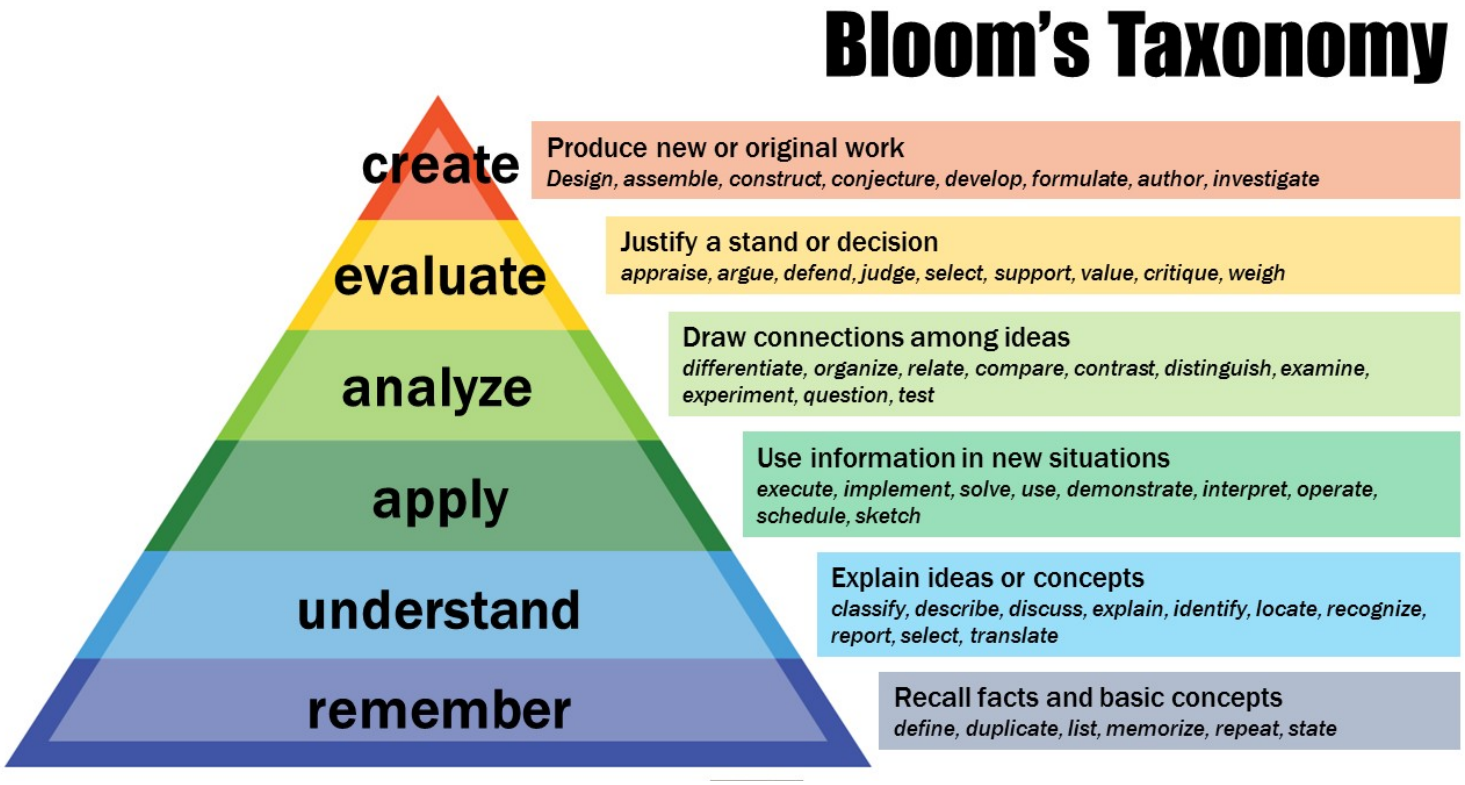
Exercise #5: Distinguishing Clear Standards

Using the unit that you brought to the workshop, write examples of content and performance standards that would be applicable to that unit. When you're finished, share with a partner and provide feedback using the information learned in the workshop thus far. Remember: Ladder of Abstraction, Clear & Common Language, etc.

CONTENT STANDARDS	PERFORMANCE STANDARDS

Exercise #6: Brief Introduction to Bloom's Taxonomy

** It is important to note that within both of these standards there are different levels of mastery. We will take a deeper dive into this during a different workshop that includes training in Bloom's Taxonomy and Differentiated . However, below you will find the pyramid of Bloom's Taxonomy as well as key verbs that are used in learning goals that aim to get students to reach these different levels.*



How could Bloom's Taxonomy help me, as a Rebbe, meet the needs of 20+ students in one classroom?

The "What": Understanding Standards Based Assessments

The role of assessment in Standards-Based Instruction cannot be overstated. Having clearly defined goals is just step one. Without accurate and reliable assessments that are properly aligned to the standards, it will be extremely difficult to ascertain where a child has succeeded in meeting standards, and where remediation might be necessary. **Just because you taught it, doesn't mean they caught it.** Standards moves away from what a teacher teaches and focuses instead on what a child learns. Without proper assessment, we cannot know what a child has or hasn't yet learned.

There are different types of assessment that each serve distinct purposes, and thus have varying forms and designs. The following is an overview of the terms we will use when learning about assessments. Then, we will work on building accurate and reliable assessments for our unit.

FORMATIVE ASSESSMENT

The goal of formative assessment is to ***monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning***.

More specifically, formative assessments:
1. help students identify their strengths and weaknesses and target areas that need work
2. help faculty recognize where students are struggling and address problems immediately

SUMMATIVE ASSESSMENT

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. An example of a summative assessment would be an exam that is given at the end of a sugya.

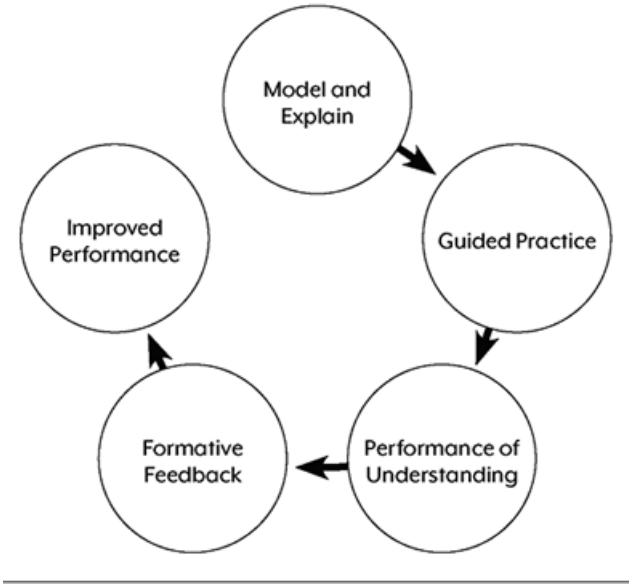
BENCHMARK ASSESSMENT

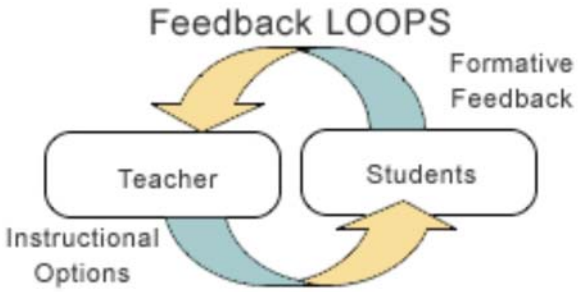
This is a standardized assessment that encompasses all of the standards that were set for that time period, typically a semester, that identifies where students fall in regard to grade level expectations in the various domains

Exercise #7: Formative Assessment

Let's have a concrete discussion about formative assessments and what they should look like in our classrooms.

* **How frequently should formative assessments be given?**
* **Should formative assessments be counted toward a grade?**
* **What's the best way to provide feedback on formative assessments?**





Exercise #8: Summative Assessment

There are some key fundamental principles that need to be followed in order to create a reliable and accurate assessment. It is not an easy practice by any means. However, there is an additional layer of principles that must be followed when introducing standards into the equation. These include:

* Ensuring that assessments account for all goals in all domains
* Incorporate previous standards into assessments to ensure retainment of important skills
* Including (perhaps) enduring understandings throughout each assessment
* Using standard-based grading to move beyond percentages (which are evaluative) to descriptive feedback of student progress in relation to standards (which can drive instruction, progress, and is generally more accurate)

There are several layers to standards-based assessments, and each step builds organically on the previous one. When grouped together it could seem like a lot of work to be doing. However, taken in smaller steps, you can see how logical and focused these steps are. Don't believe me? Try it yourself.....

Step #1: Together with a partner, build an assessment that accounts for all domains using your unit that you brought to the workshop.

Step #2: Using the assessment you just created, build into it some form of assessment of previous knowledge or skills from earlier units.

Step #3: Is there an enduring understanding that you want your students to be consistently reminded of? If so, build that into your assessment...

Step #4: Design the format and layout of your assessment to enable descriptive feedback on specific skills/standards (not just a percentage)

When finished, make copies of the assessments and share with the group for discussion. Copies are on the house :)

Inspiration Notes:

Discussion - Summative Assessments

* Should tests be uniform throughout the year? Across teachers and grade levels?

* What if a student falls "below grade level"? What if he does excellent but fails a specific standard?

* How do summative tests drive instruction?

* How can I possibly manage all of this data?

* What if a student is absent? Should time be a factor in evaluating a student's achievement?

Discussion Notes

Exercise #9: Technology:

Effective Integration

Technology for technology's sake is a big mistake. While there is definitely value in students engaging with recent technologies and learning important tech skills that they will need in the 21st century, not all tech is created equal, and not all integrations find success.

The following tools have been pretested, vetted, and hand-selected to be reliable programs.

For this exercise, choose any of the programs listed below and explore them. If you consider yourself to be lacking in tech skills, partner up with someone who feels more comfortable exploring new technology and work together on this project.

Using your unit as the content, choose a program to explore and create a project on that program that fits the unit and its goals.

After finishing the project, share it with the group along with your writeup answering the questions below:

The Why

Why is this program useful/ beneficial in terms of your classroom goals, your professional goals, and the success of the implementation of standards?

The What

What can be created using this program and what can it be used for in your class/teaching?

The How

How easy/difficult was it to learn this program on your own and how comfortable do you feel using it?

Exercise #9: Technology:

New Tools

goformative.com

wizer.me

screencastify.com

+ Bonus: videonot.es

Voicethread