

Implementing New SOL Standards:

A Superintendent's Guide to Move New Standards Through the Classroom Doors



Photo courtesy of NKPS



A VASS/VASCL Partnership Webinar

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**“Supporting and Connecting Educators To Be The Best Versions of Themselves
So That All Children, In Turn, Have Equitable Access
To The Learning They Need.”**



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Today's Question Frame

What do you see as significant challenges to implement new standards?

From your seat, how are you implementing new rigorous standards to make sure your team is “moving the ball down the field”?

What are 4-5 actions you are taking this year to ensure your learners are learning to levels specified in new standards and will be able to show their learning in the spring?



Let's Chat-room! What's in progress already in your divisions:

Curriculum alignment, maps, unit pacing?

Who's leading this work?

What are staff doing well? What's keeping you up at night about this work?

"I'm Pam, superintendent in _____. Coordinators are working to align our benchmark assessments w new standards. I'm worried about the increased expectations for students in high school algebra."



1. Translating Planning to Action

- How is your division staff focusing professional development and learning with teachers this year to ensure the SOL changes translate into instructional practices? with principals?
- How do you focus resources and make decisions?
- How do you ensure needed changes occur?
- **What did we miss? Jump into Chat-Room Share.**


2. Lead, Listen, Learn, Loop

- What actions are being used so you know teachers will be ready to implement new standards and get the support they need to align new standards into teaching and assessment throughout the year?



- How do you set up a continuous feedback loop with principals and departmental staff to keep you informed? Systems?

3. Upgrade Your Knowledge

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- Math Process Standards
 - Developing Skilled Reading Standard
 - Skills embedded into content

3. Upgrade Your Knowledge

Kindergarten Math: K.MG.1 and K.MG.3

2016	2023
<p>K.8 The student will investigate the passage of time by reading and interpreting a calendar.</p> <ul style="list-style-type: none">• Name the twelve months of the year.• Name the seven days in a week.• Determine the day before and after a given day (e.g., yesterday, today, tomorrow).	<p>K.MG.1 The student will reason mathematically by making direct comparisons between two objects or events using the attributes of length, height, weight, volume, and time.</p> <ul style="list-style-type: none">a) Use direct comparisons to compare, describe, and justify the:<ul style="list-style-type: none">i) lengths of two objects using the terms longer or shorter;ii) heights of two objects using the terms taller or shorter;iii) weights of two objects using the terms heavier or lighter;iv) volumes of two containers using the terms more or less; andv) amount of time spent on two events using the terms longer or shorter. <p>K.MG.3 The student will describe the units of time represented in a calendar.</p> <ul style="list-style-type: none">a) Identify a calendar as a tool used to measure time.b) Name the days of the week and state that there are seven days in one week.c) Determine the day before and after a given day (e.g., yesterday, today, tomorrow).d) Name the twelve months of the year and state that there are twelve months in one year.e) Distinguish between days of the week and months of the year.

*Why do you think they made these changes?
What process standard do you see in the 2023 standard?
What are the implications for instruction and assessment?*

Sample Kindergarten Question

Sort each picture or phrase into the group that best describes how often the event happens.

Days	Weeks	Months



8th Grade Math: 8.NS.1

2016	2023
<p>8.1 The student will compare and order real numbers.</p> <ul style="list-style-type: none">• Compare and order no more than five real numbers expressed as integers, fractions (proper or improper), decimals, mixed numbers, percents, numbers written in scientific notation, radicals, and π. Radicals may include both positive and negative square roots of values from 0 to 400. Ordering may be in ascending or descending order.• Use rational approximations (to the nearest hundredth) of irrational numbers to compare and order, locating values on a number line. Radicals may include both positive and negative square roots of values from 0 to 400 yielding an irrational number.	<p>8.NS.1 The student will compare and order real numbers and determine the relationships between real numbers.</p> <ol style="list-style-type: none">a) Estimate and identify the two consecutive natural numbers between which the positive square root of a given number lies and justify which natural number is the better approximation. Numbers are limited to natural numbers from 1 to 400.b) Use multiple strategies (e.g., benchmarks, number line, equivalency) to compare and order no more than five real numbers expressed as integers, fractions (proper or improper), decimals, mixed numbers, percents, numbers written in scientific notation, radicals, and π. Radicals may include both positive and negative square roots of values from 0 to 400. Ordering may be in ascending or descending order. Justify solutions orally, in writing or with a model.

*Why do you think they made these changes?
What process standard do you see in the 2023 standard?
What are the implications for instruction and assessment?*

Sample 8th Grade Compare and Order Question

Sort the following numbers into the column that best represents their value. Then order the numbers from least to greatest.

$$-2.45, -\frac{5}{8}, -2\frac{3}{5}, -0.8$$

Closer to -3	Closer to -2	Closer to -1	Closer to 0



Protocol/Process for Math Standards Work

- 1) Take a look at the [progression](#) to see what comes before and after
- 2) Where do you see more DEPTH (compare 2016-2023)?
- 3) How do the changes lead to a deeper understanding of the content (as a goal of process standards)
- 4) Look at the 2016 JIT Quick Check - how would you change this to address the new standards?

OR

- 1) Create a question or task you may ask on an assessment or in your instruction in order to address this.



Developing Skilled Readers

6.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding when necessary (**Reading Fluency, K-12**).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (**Text Complexity, 2-12**).
- C. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).
- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (**Reading Strategies 3-12**).

6th Grade Reading

2017 SOL

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- c) Explain how an author uses character development to drive conflict and resolution.
- d) Differentiate between first and third person point-of-view.
- e) Describe how word choice and imagery contribute to the meaning of a text.
- h) Identify and analyze the author's use of figurative language.
- j) Identify transitional words and phrases that signal an author's organizational pattern.

What do you notice? What do you wonder?

Where do you see components of DSR embedded into this standard?

6.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.

6.RL.1 Key Ideas and Plot Details

A. Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details.

B. Describe plot developments in stories and dramas by examining the initiating event, central conflict, rising action, climax, falling action, and resolution.

C. Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.

D. Explain how static and dynamic characters impact the plot.

E. Explain the role of the protagonist and antagonist on plot events.

6.RL.2 Craft and Style

A. Describe the poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) and their intended impact on the reader.

B. Explain elements of author's style as purposeful choices (e.g., imagery, figurative language, and word choice) to develop tone.

C. Explain how an author develops the point of view of the narrator or speaker in a text and influences how events are described in stories, plays, or poems.

6.RL.3 Integration of Concepts

A. Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.

B. Compare and contrast details in two or more paired literary fiction and nonfiction texts on the same topic or with similar themes, including how chapters, scenes, or stanzas work together to provide the overall structure of each text.



Breakout Rooms - 10 minutes
Choose a room — limit of 5-6 per room

Rooms 1- 9 Elementary Math Breakout

Rooms 10-18 Secondary Reading Breakout

3.NS.3 Math (Breakouts)

3.NS.3 The student will use mathematical reasoning and justification to represent and compare fractions (proper and improper) and mixed numbers with denominators of 2, 3, 4, 5, 6, 8, and 10), including those in context.

Students will demonstrate the following Knowledge and Skills:

- a) Represent, name, and write a given fraction (proper or improper) or mixed number with denominators of 2, 3, 4, 5, 6, 8, and 10 using:
 - i) region/area models (e.g., pie pieces, pattern blocks, geoboards);
 - ii) length models (e.g., paper fraction strips, fraction bars, rods, number lines); and
 - iii) set models (e.g., chips, counters, cubes).
- b) Identify a fraction represented by a model as the sum of unit fractions.
- c) Use a model of a fraction greater than one to count the fractional parts to name and write it as an improper fraction and as a mixed number (e.g., $\frac{1}{4}, \frac{2}{4}, \frac{3}{4}, \frac{4}{4} = 1 \frac{1}{4}$).
- d) Compose and decompose fractions (proper and improper) with denominators of 2, 3, 4, 5, 6, 8, and 10 in multiple ways (e.g., $\frac{7}{4} = \frac{4}{4} + \frac{3}{4}$ or $\frac{4}{6} = \frac{3}{6} + \frac{1}{6} = \frac{2}{6} + \frac{2}{6}$) with models.
- e) Compare a fraction, less than or equal to one, to the benchmarks of 0, $\frac{1}{2}$, and 1 using area/region models, length models, and without models.
- f) Compare two fractions (proper or improper) and/or mixed numbers with like numerators of 2, 3, 4, 5, 6, 8, and 10 (e.g., $\frac{2}{3} > \frac{2}{8}$) using words (*greater than, less than, equal to*) and/or symbols ($>$, $<$, $=$), using area/region models, length models, and without models.
- g) Compare two fractions (proper or improper) and/or mixed numbers with like denominators of 2, 3, 4, 5, 6, 8, and 10 (e.g., $\frac{3}{6} < \frac{4}{6}$) using words (*greater than, less than, equal to*) and/or symbols ($>$, $<$, $=$), using area/region models, length models, and without models.
- h) Represent equivalent fractions with denominators of 2, 3, 4, 5, 6, 8, or 10, using region/area models and length models.

WHY do you think they added these components into this standard?

What process standard(s) can be addressed?

What are the implications for instruction and assessment?

***** f and g incorporate NEW components to the standard**

10th Grade Reading- breakouts

2017 SOL

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

- a) Make inferences and draw conclusions using references from the text(s) for support
- b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- c) Interpret the cultural or social function of world and ethnic literature.
- d) Analyze universal themes prevalent in the literature of different cultures.
- e) Examine a literary selection from several critical perspectives.
- f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- g) Interpret how themes are connected within and across texts.
- h) Explain the influence of historical context on the form, style, and point of view of a literary text(s).
- i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- j) Compare/contrast details in literary and informational nonfiction texts.
- k) Compare and contrast how literary devices convey a message and elicit a reader's emotions.
- l) Compare and contrast character development in a play to characterization in other literary forms.
- m) Use reading strategies to monitor comprehension throughout the reading process.

10.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction. (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on world literature.

10.RL.1 Key Ideas and Plot Details

- A. Analyze the development of universal themes (e.g., survival of the fittest, coming of age, power of love) prevalent in world literature (e.g., short stories, poems, plays, novels, and literary nonfiction) of different cultures and eras.
- B. Analyze how authors structure texts to advance the plot, explaining how each event gives rise to the next or foreshadows a future event.
- C. Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.
- D. Identify and explain how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.

10.RL.2 Craft and Style

- A. Explain the overall structure of a poem, including how each successive part builds on earlier sections and how rhyme, rhythm, sound, and imagery convey a message and elicit a reader's emotions.
- B. Analyze how authors use literary devices and figurative language, including allusion, allegory, and paradox to impact the meaning of the text.
- C. Analyze how authors use specific word choices, syntax, tone, and voice to convey the author's intent and viewpoint.
- D. Analyze point of view and distinguish between what is directly stated in a text from what is implied or intended because of the use of satire, irony, sarcasm, and understatement.

10.RL.3 Integration of Concepts.

- A. Explain and analyze the influence of the historical and cultural context of a text on its form, style, characters, and point of view.
- B. Compare and contrast character development, dramatic plot structure, and conventions in a play to character development, narrative structure, and conventions in other literary forms.
- C. Analyze the similarities and differences represented in the literature of different cultures and eras.

Where do you see components of Developing skilled readers and differing levels of rigor in the new standards?

What are the implications for assessment and subsequent implications for instruction?



New Assessments for New Standards



Photo Courtesy of NKPS



4. Evaluating Tools in the Kitchen Drawer

Formative and benchmark assessments tied to old standards will not take students to the thinking levels they need to master these new standards.

How are you addressing this problem of practice in your division?



5 Actions to Fact Check in Your Division: How are we doing?

1. How Do You **Communicate** the “Why” of Changes to Staff?
2. How Do Staff Translate **Planning into Action**?
3. What **Structures** Do You Use to Lead, Listen, Learn, Loop?
4. How Do You **Upgrade Your Own Knowledge**?
5. What Are Staff Doing To **Evaluate what** “SOL Tools in Your Division’s Kitchen Drawer” to keep, revise, or discard?



Resource Links

[Virginia School Consortium for Learning: Assessment Collaborative and Bank](#)

[The PLC+ Playbook](#) (Almarode, et al)

[Visible Learning Feedback](#) (Hattie)

[Coaching for Learning: A Practical Guide for Encouraging Learning](#) (Turnbull)

[Increasing Rigor and Relevance in the Classroom](#) (Thompson)

[What Works: Reaching Historically Underserved and Students placed-at -risk](#)
(All for Ed)

Thank You for Joining Us Today!

