



BOARD MEETING DATE
January 9, 2012

STRATEGIC PLAN: Academic Learning Targets

As part of the monthly updates on the Strategic Plan the following document, BSD Academic Learning Targets, has been provided to the Board for review. This information relates to the "I" in "THRIVE", Individual Student Growth and identifies the manner in which the District is operationalizing the Common Core State Standards.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

BSD Academic Learning Targets Update – January 2012

The Beaverton School District’s academic learning targets are based on the Common Core State Standards (CCSS) as well as the Beaverton’s Full Option Graduate Profile. Below is a summary of the national, state, and local development work leading to these academic targets:

The Common Core State Standards (CCSS) were developed as a joint effort by the National Governors’ Association and the Council of Chief State School Officers. These groups worked with representatives from participating states, a wide range of educators, content experts, researchers, national organizations and community groups to develop the Common Core. The final standards were reviewed by a variety of stakeholders and were informed by the standards of other high performing nations.

The CCSS were publicly released on June 2, 2010. Although they are not federally mandated, states have been encouraged to adopt them. Forty-eight states (all but Alaska and Texas), the District of Columbia and two U.S. Territories were involved in developing the standards. Oregon adopted the Common Core in October 2010. Currently, all states except Nebraska, Minnesota, Virginia, and Texas have adopted the Common Core. The CCSS will be fully implemented and assessed through a common assessment in 2014-2015.

The intent of the Common Core is to bring greater rigor to standards driving instruction and expectations in all of the adopting states. They are designed to focus curriculum and instruction on deeper student understanding rather than skimming a multitude of topics and to provide clearer direction to educators on what American students should know and be able to do as they leave high school for college or career purposes.

In addition to the CCSS, Beaverton adopted the Full Option Graduate Profile in 2010 as the definition of college and career readiness. The four keys to college and career readiness, as defined by Dr. David Conley, are incorporated into the new BSD academic learning targets, thus aligning with college and work expectations. This is designed to build upon the strengths of the current learning targets and includes rigorous content and application of knowledge through higher order skills. To ensure that all students graduate college and career ready, BSD is working to establish long-term and supporting learning targets in the four key content areas. Beaverton’s academic learning targets define the essential learning at which all students need to become proficient to graduate ready for college or career.

In order to develop a K-12 system, it is critical to communicate with common language. Currently a multitude of terms refer to essential student learning (objectives, goals, aims, standards, targets, etc.). The following three terms describe the essential learning within the Beaverton School District and provide a clear structure for teaching and learning: **content standards, long-term learning targets, and supporting learning targets.** See the *ODE/BSD Target Framework - Mathematics Example Document*.

ODE/BSD Target Framework – Mathematics Example

A **CONTENT STANDARD** is a statement of what students are expected to know and be able to do in particular subjects and be able to do at specified grade levels. This term is used to identify the content defined by ODE or the Common Core State Standards.

Example from the Common Core State Standards:

Perform arithmetic operations on polynomials

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

ACADEMIC LEARNING TARGETS are the foundation of a standard-based learning system. They describe the skills and knowledge students must master in order to succeed in each content area and represent the end goal when clearly defined.

LONG-TERM LEARNING TARGETS (ALT) are the big ideas that define the learning around a common theme within a specific content area. They are used to communicate the student's progress academically.

SUPPORTING LEARNING TARGETS (AST) will define the learning necessary to become proficient on a long-term learning target. The supporting targets will often be defined in a rubric.

Example from BSD Algebra I Long-Term & Supporting Learning Targets

A1.ALT.7: I can add, subtract, multiply, and simplify 1st and 2nd degree polynomials.

- A1.AST 7.1: I can add and subtract monomials, binomials and trinomials.
- A1.AST 7.2: I can multiply monomials, binomials (binomial squared, binomial times binomial, and difference of two squares) and trinomials.
- A1.AST 7.3: I can prove polynomial identities (difference of two squares $x^2 - a^2$ and square of a binomial $(x + a)^2$).
- A1.AST 7.4: I can state the parts of a polynomial expression in standard or factored form (term, factor, coefficient, monomial, etc.) Ex: $ax^2 + bx + c$ a is the coefficient of x^2 (vocabulary)
- A1.AST 7.5: I can state the relationship between parts of an expression and the rest of the expression. Ex: $ax^2 + bx + c$ a is multiplying by the term x^2 (operation)