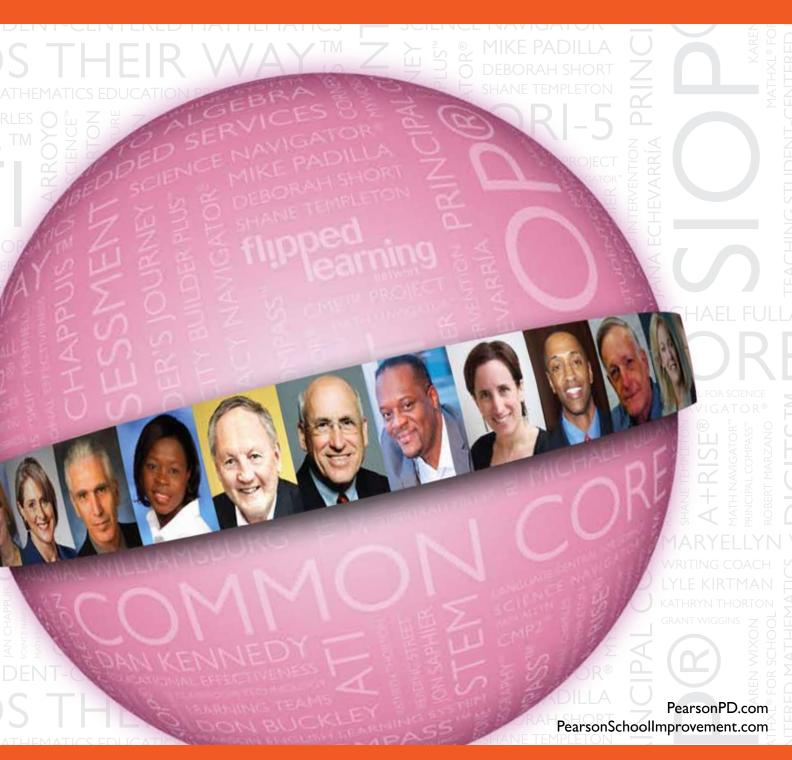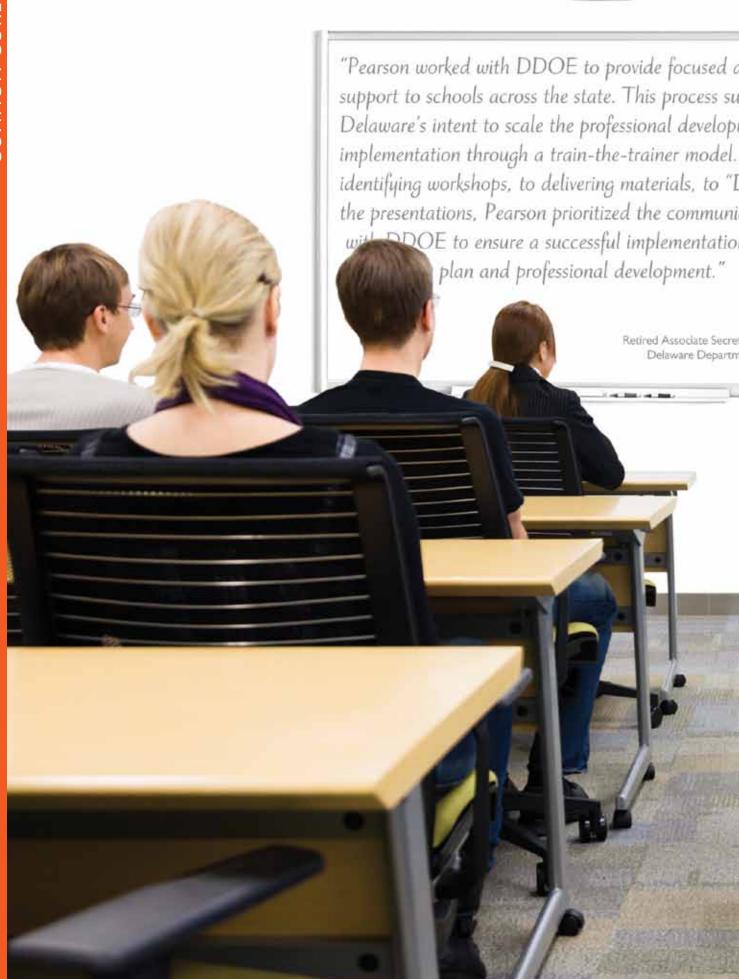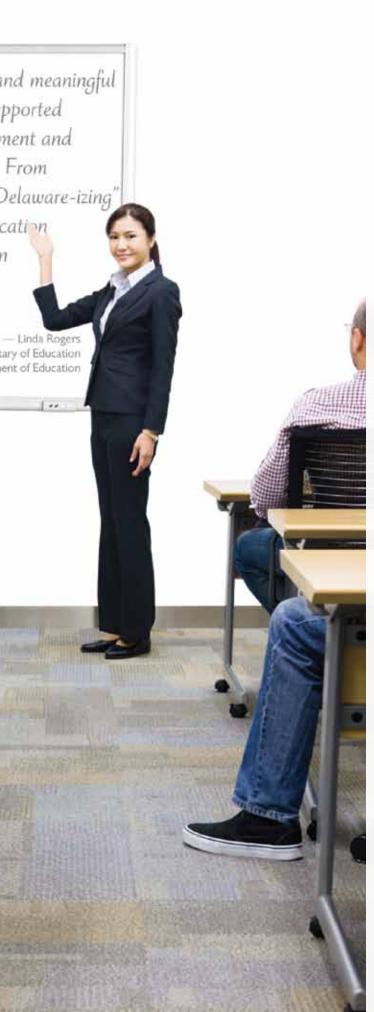Secondary Solutions | Common Core

Pearson 2013

SCHOOL ACHIEVEMENT SERVICES

Professional Development &
Specialized Support Services

ALWAYS LEARNING

PEARSON

COMMON CORE

"Pearson worked with DDOE to provide focused
support to schools across the state. This process su
Delaware's intent to scale the professional developi
implementation through a train-the-trainer model.
identifying workshops, to delivering materials, to "D
the presentations, Pearson prioritized the communi
with DDOE to ensure a successful implementatio
plan and professional development."

Retired Associate Secre
Delaware Departm

2

Transforming Instructional Practice to Develop College- and Career-Ready Students

Real change only happens in the classroom

- Identify where you are in the implementation process and the resources necessary to help you reach your goal.

- Change instructional practices to ensure student growth and improved student performance.

- Build capacity to independently sustain your implementation of the Common Core.

CONTENTS

Looking for a sane way to implement the Common Core? Look no further.

Implementing the Common Core effectively can be daunting. What do you do first? Where do you focus your attention? Pearson offers an extensive array of services to meet you where you are in the implementation process and provides the expertise and resources to help you take the next step.

Step 1: Analyze your particular needs with one of our pre-training assessments. Build an implementation plan that works for you.

Step 2: Develop foundational knowledge and skills through workshops and job-embedded services. Focus on those factors that help you to develop and measure real student understanding.

Step 3: Reinforce the imperative of instructional change to bring about desired results.

Step 4: Build capacity for long-term, system-wide change.

Expertise on the Ground and in Our Halls
Unmatched Breadth of Common Core Experts & Authors

Our close work and association with key Standards architects, authors, and assessment experts ensures the spirit and pedagogical approach of the initiative is embodied in our educational materials, assessments, and professional learning and consulting services and that our next-generation products and approaches connect instructional, assessment, and efficacy resources with personalized and connected learning for students and educators.

Featured Common Core Experts

Dr. Pam Allyn
Literacy

Dr. Sally Hampton
Literacy

Dr. Karen Wixson
Literacy

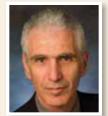Dr. Francis "Skip" Fennell
Mathematics

Dr. Jennifer Bay-Williams
Mathematics

Phil Daro
Mathematics

Dr. William Tate
Mathematics

Dr. Robert Marzano
Instruction

Dr. Lily Wong Fillmore
English Language Learners

Assessment and Research Experts

Jan Chappuis
Assessment

Dr. Kimberley O'Malley
Efficacy
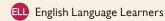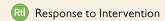
Sir Michael Barber
Efficacy

Steven Ferrara
Assessment

"*Good reasons for having common standards include student mobility and the need to prepare students for a different world of work in today's global society—hence, the attention to college and career readiness.*"

—Dr. Karen Wixson
Dean of the School of Education
University of North Carolina Greensboro

LEGEND

ELL English Language Learners

RtI Response to Intervention

CC Common Core State Standards

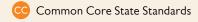Online Services

The Pearson Differences to Providing Effective Implementation Support for the Common Core

You pick where to start. We'll help you get there.

An extensive array of cohesive, flexible Common Core Services you can combine in unique and custom ways to create the "just right" solution for preparing your students for college and careers.

PLAN

Sustaining and Growing Capacity

Planning Implementation

SUSTAIN

Implementing Instructional Change

Building Knowledge and Skills

BUILD

Developing Curriculum Models

Measuring Student Understanding

DEVELOP

COMMON CORE

More than 100 services that allow you to pick where to start your implementation based on your needs.

Planning Implementation
We'll help you and your teams analyze current instructional practices and infrastructures with recommendations and timelines for custom training and implementation.

Building Knowledge & Skills
Extensive professional development, train-the-trainer, and job-embedded services provide your teachers and leaders with the deepest understanding of the Common Core possible.

Measuring Student Understanding
Help educators understand the Common Core's depth and rigor by creating and using demanding performance tasks that take the true measure of student understanding.

Developing Curriculum Models for Student Understanding
Workshops and job-embedded support help educators develop new curriculum frameworks and instructional units, enabling students to demonstrate understanding and develop strong academic behaviors.
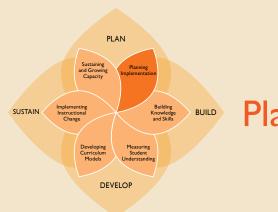
Implementing Instructional Change
We'll help you plan, launch, and provide ongoing job-embedded support for teacher workgroups designing Common Core-based curriculum and instruction.

Sustaining & Growing Capacity
Workshops, job-embedded support, and collaborative services for leaders and teachers sustain and enhance implementation of the Common Core.

"Effective instruction occurs when teachers make informed decisions about intervention based on accurate classroom data."

—Dr. Francis (Skip) Fennell
L. Stanley Bowslbey Professor of Education and Graduate and Professional Studies
McDaniel College
Westminster, MD

877.637.1604 | PearsonPD.com

PLAN

Sustaining and Growing Capacity

Planning Implementation

SUSTAIN

Implementing Instructional Change

Building Knowledge and Skills

BUILD

Developing Curriculum Models

Measuring Student Understanding

DEVELOP

Planning Implementation

The Pearson Difference – a wide array of pre-training assessments to help you determine your Common Core needs

Pearson's College- and Career- Readiness Assessment Levels	
Pre-Training Survey	Quickly gauge educators' instructional practice, content knowledge, and pedagogical content knowledge
College & Career Readiness Assessment I	Off-site analysis of student data
College & Career Readiness Assessment II	Off-site analysis of student and school data
College & Career Readiness Assessment III	Off-site and on-site data collection and analysis of student, school, and classroom data
Technical Infrastructure Assessment	Consultative services to analyze the ability of a district's technical infrastructure environment to support online assessments associated with the Common Core

Planning Implementation

College and Career Readiness Needs Assessment (CC)

Pearson School Achievement Services offers K–12 schools a College and Career Readiness Needs Assessment to accomplish the following:

- Assess where a school or district stands on a wide array of indicators that are associated with college and career readiness.
- Provide insights into current practices and needs.
- Provide recommendations for getting all students on track to be college and career ready.

This assessment is available in three levels:

Level 1: Three days includes a student data analysis and a report

Level 2: Five days includes student and school data analyses and a report

Level 3: Nine days includes school, student, and classroom observation data analyses and a report

Pearson's College and Career Readiness Needs Assessment is designed to help schools and districts evaluate the extent to which students are on track for college and careers. The assessment focuses specifically on high leverage indicators supported by research on college and career readiness in K–12 schools.

The College and Career Readiness Needs Assessment is built on the theory that readiness is a multifaceted construct that is informed by Academic Achievement, Course/Grade Completion and Attainment, Engagement and School Climate, Systems and Programs, and the quality and focus of Classroom Instruction. Because school readiness is determined across multiple dimensions, we believe that it is best described and presented as a location on a continuum of college and career readiness.

ISBN: Level 1: 119080
ISBN: Level 2: 119090
ISBN: Level 3: 119100

Common Core Assessment Readiness: (CC) Technical Infrastructure Analysis

You are in the process of helping your teachers and students prepare for the Common Core State Standards assessments—but are you helping prepare your building? The fact is, most districts might initially struggle with ensuring that their current technology infrastructure can handle the new online assessments. Pearson can help ensure that yours will.

As part of the Technical Infrastructure Analysis service, a Pearson Systems Engineer works directly with your district's technical staff to analyze technical infrastructure readiness and identify any potential areas that directly impact online testing. Your Pearson Systems Engineer provides a detailed written report of the analysis, along with recommendations to fix issues that could negatively impact online testing success.

Focus of Analysis and Generated Report:

The Technical Infrastructure Analysis service includes analyzing the following key areas of the district's technical infrastructure as it relates to online testing. Analysis and report generation typically takes one to two days.

Network Topology

- Internet Connectivity—Analyze the district's external bandwidth for Internet connectivity.
- Wide Area Network (WAN)—Analyze the district's network bandwidth between district facilities or schools.
- Local Area Network (LAN)—Analyze the district's network bandwidth within the local facilities or schools.

Network Components

- Network Switched Technology—Analyze the district's current LAN switching components.
- Wireless LAN Technology—Analyze the district's current WAN components.
- Firewall Technology—Analyze the district's current firewall or Edge security components.
- Content Filtering—Analyze the district's current content filtering or proxy configurations.

Client Workstations

- Domain Name Service (DNS)—Analyze the district's current structure for name resolution.
- Internet Browser Configuration—Analyze the district's current Internet browser settings.
- Workstation Management Technology—Analyze the district's current security and policy settings for managing client workstation access to resources and desktop security.
- Third-Party Applications—Analyze current third-party applications installed on client workstations.

TARGET AUDIENCE:

District IT Directors; Other District Administrators

ISBN: 119140

Building Knowledge and Skills

The Pearson Difference – Common Core professional development that provides the fundamental building blocks of knowledge and skills that are necessary to help teachers make the instructional shifts that will lead to improved student performance and college and career readiness

Trainings and services that cover the foundational elements of the Common Core…

College- and Career-Readiness Content Standards – fewer, deeper, more rigorous

Student standards of performance
- Mathematical Practice
- College and Career competencies

Next Generation Assessments

And get to its true essence— the real understandings and instructional shifts that must be in place to lead to sustained change and improved student performance.

The application of knowledge—student performance in new and unrehearsed situations—as a true measure of understanding

The necessity for new instructional approaches

The relationship between implementation of the Common Core in the classroom and "educator effectiveness" evaluations

Common Core foundational and in-depth trainings that support

COMMON CORE

Announcing an important partnership between Pearson and Dr. Robert J. Marzano to help build real Common Core understanding and skills

The Pearson Difference – professional development built on renowned classroom research

The Common Core?
It's *all* about developing and measuring improved student performance.

Marzano Research Laboratory and Pearson announce a partnership that purposefully integrates research-based classroom practices into Pearson's unique Common Core Services for Implementing Instructional Change. (See pages 36–36 for service details.)

Together, Pearson and Marzano Research Laboratory help your teachers to make the critical classroom shifts that develop and measure evidence of improved student performance.
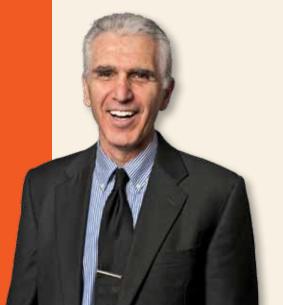
Great just got better.

Pearson's Implementing Instructional Change	Improved Student Performance	**MARZANO** Research Laboratory

See pages 36–39 for service details.

> "*Effective implementations of the Common Core rest solely on what happens when the teacher closes his or her classroom door. If we can positively impact that with research-based instructional methods, we can positively impact student achievement.*"

—Robert J. Marzano, CEO of Marzano Research Laboratory

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Integrate the Common Core with MRL—
you'll discover research-based PD makes all the difference.

Visit pages.marzanoresearch.com/MRL_PD.html to learn more.

Team up with us to find out how professional development grounded in research can guide your implementation of the Common Core State Standards. Designed by Robert J. Marzano and his team of personally trained associates, this customizable on-site training puts you in control. Choose to move sequentially through the modules, or mix and match the ones you'd like to focus on most.

MARZANO'S
COMMON CORE IMPLEMENTATION
STEPS TO SUCCESS

1 **Module 1**
What are the CCSS?

2 **Module 2**
How do proficiency scales support CCSS implementation?

3 **Module 3**
What instructional practices support CCSS implementation?

4 **Module 4**
What assessment practices support CCSS implementation?

Call **888.849.0851** and ask about our **One-Day Express Overview**, created to aid decision makers considering the Common Core Implementation training series.

NEW!

Using Common Core Standards to Enhance Classroom Instruction & Assessment

Weave an in-depth understanding of the Common Core into successful classroom practice.

ISBN 978-0-9833512-9-0 | **$34.95**

Coming in 2013

Vocabulary for the Common Core

Infuse your instruction with research-based practices and Common Core terminology.

Visit pages.marzanoresearch.com/MRL_PD.html to learn more.

Building Knowledge and Skills

All stakeholders need a foundational understanding of the Common Core State Standards to build and deepen their practice. Pearson provides more than seventy Building Knowledge and Skills workshops that are designed to provide precisely that. The professional development focus is specifically designed to progress and deepen knowledge and skills over time.

LEADERSHIP

Leading For Change CC

NUMBER OF DAYS: 2

Discover the role of leadership and its relationship to affecting higher-order change. This workshop emphasizes learning how to distribute responsibilities among a leadership team comprised of supervisors, coaches, teachers, parents, and members of the community. Participants explore developing systems so that leaders can effectively focus on instructional leadership to improve student achievement and the role of professional learning communities in affecting and sustaining change.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Identify the role of leadership in affecting change.
- Identify opportunities to effectively distribute leadership at their schools.
- Leverage the difference between first- and second-order changes.
- Identify the level of change readiness at their schools.

TARGET AUDIENCE:
Administrators, Coaches, District Personnel, Site-Based Leaders

NUMBER OF PARTICIPANTS: 30

ISBN: 119092

Data-Driven Culture Institute CC
for the Common Core

NUMBER OF DAYS: 3

Explore how to build, implement, and sustain a highly effective data culture. The institute content links data analysis and interpretation skills to instructional analysis and decision-making skills in order to effectively use data to plot a course for instruction, course-correct as needed, and sustain long-term continuous, ongoing improvement.

This institute rests on the theory that in order to prepare students to be college and career ready, educators at all levels must efficiently use actionable, contextual data to improve students' performance and the overall school environment. These data guide the development and provide evidence of mastery of content and next-generation skills.

The goal of this institute is to create a school culture in which data use is both systemic and habitual. The institute modules cover topics such as data literacy, analyzing students' work, triangulation, and determining effective instructional strategies. Modules build on each other and include the content, information, techniques, and protocols for effectively using data. They also include collaborative practices to optimize effective and efficient data use in schools.

OUTCOMES:
By the end of the institute, participants will be able to:
- Understand the role of data and a data-driven culture in the context of current college- and career-readiness standards.
- Understand how to unpack and evaluate data strategically.
- Access tools and determine best strategies to address instructional issues.
- Use quality assessment practices and progress-monitoring data to determine and interpret change.
- Share best practices.

TARGET AUDIENCE:
Administrators, Coaches, District Personnel, Site-Based Leaders

NUMBER OF PARTICIPANTS: 30

ISBN: 119111

Instructional Leadership CC

NUMBER OF DAYS: 4

Understand the characteristics of Common Core State Standards-based instruction and how they may manifest in different content areas. Participants analyze current instructional practices, use student work exemplars and anchors as references for understanding the expectations of the standards, discuss instructional practices from a standards-based perspective, align interventions for students who need additional support, and learn how to engage parents and the community to support all students to meet the standards.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Understand the roles and responsibilities for instructional leadership.
- Implement effective instructional leadership team meetings.
- Create a common language of instruction for their schools.
- Identify college- and career-readiness behaviors in teaching and learning.

TARGET AUDIENCE:

Administrators, Coaches, District Personnel, Site-Based Leaders

NUMBER OF PARTICIPANTS: 30

ISBN: 119082

Leading the Way for Common Core CC
State Standards Implementation in English Language Arts K–12

NUMBER OF DAYS: 1

Administrators, curriculum directors, coaches, and other instructional leaders explore the implications the Common Core State Standards (CCSS) have on English Language Arts (ELA) content and curriculum, classroom instruction and assessment, and building and district culture. Changes in those areas relate to successfully implementing the Common Core. During this workshop, participants examine the likely impact of the Common Core on leaders, teachers, and students in their district. They also consider possible time frames and frameworks for implementation and learn about in-depth professional development opportunities that accommodate the needs of teachers and students.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Identify the factors that lead to the creation of the CCSS for ELA.
- Navigate the organizational structure of the CCSS for ELA.
- Identify implications of the CCSS for ELA on instruction, assessment, professional development, and leadership.
- Develop an actionable plan for the implementation of the CCSS for ELA.

TARGET AUDIENCE:

Administrators, Curriculum Directors, Coaches, District Personnel, Site-Based Leaders

NUMBER OF PARTICIPANTS: 30

ISBN: 113948

Leading the Way for Common Core CC
State Standards Implementation in Mathematics K–12

NUMBER OF DAYS: 1

Explore the implications that successfully implementing the Common Core has on math content and curriculum, classroom instruction and assessment, and building and district culture. Participants examine the likely impact of the Common Core on leaders, teachers, and students. They also consider possible time frames and frameworks for implementation and learn about in-depth professional development opportunities that accommodate the needs of teachers and students.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Determine the intent of the Common Core State Standards for Mathematics (CCSSM).
- Plan for the impact of the CCSSM on content, instruction, and assessment.
- Examine a process for influencing change and creating a school and/or district culture to effectively implement the CCSSM.
- Develop an actionable plan for making decisions to effectively implement the CCSSM.

TARGET AUDIENCE:

Administrators, Curriculum Directors, Coaches, District Personnel, Site-Based Leaders

NUMBER OF PARTICIPANTS: 30

ISBN: 113947

Leading the Way for Successful Implementation CC
of Common Core Assessments

NUMBER OF DAYS: 1

District leaders are quickly realizing two things about assessment under the Common Core:

- It will mean more than just new high-stakes tests.
- It's going to impact schools long before 2013/2014.

To effectively prepare students for these new assessments and to meet the ultimate goal of the Common Core—producing students who are truly thinkers ready for a robust career or college—districts need to be working these new types of assessment items into their classroom instruction now. This workshop offers a balanced view of assessment under the Common Core and provides a deep focus on how the standards will drive changes at the state, district, and classroom levels.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Explain how various policies and considerations are requiring changes in assessment practices at the state, district, and classroom levels, and how those changes will impact accountability systems for administrators and teachers.
- Identify new types of formative and summative assessments that teachers and students will experience, and outline the important implications to classroom instruction.
- Outline key activities that district and school leaders should implement as part of an overall strategic plan for assessment, including increasing assessment literacy, deconstructing performance tasks, and facilitating the development and use of performance assessments in the classroom.

TARGET AUDIENCE:

Administrators, Coaches, District Personnel, Site-Based Leaders

NUMBER OF PARTICIPANTS: 30

ISBN: 115516

ENGLISH LEARNERS AND SPECIAL POPULATIONS

Overview of English Learners in the Common Core English Language Arts/Literacy Classroom CC

NUMBER OF DAYS: 1

Understand how the Five Essential Practices and Ten Key Points can be used as a lens to understand the linguistic demands of the Common Core State Standards. Participants explore how linguistic demands impact students' engagement with text, performance tasks, and how the Five Essential Practices and Ten Key Points can provide scaffolds to make lessons more accessible for students.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Articulate the Five Essential Practices and Ten Key Points.
- Recognize and describe the cultural and linguistic challenges in English language arts or literacy classrooms.
- Understand how to use the Five Essential Practices to modify a lesson.

TARGET AUDIENCE:
K–12 Educators

NUMBER OF PARTICIPANTS: 30

ISBN: 119150

Overview of English Learners in the Common Core Mathematics Classroom CC

NUMBER OF DAYS: 1

Understand how the Five Essential Practices and Ten Key Points can be used as a lens to understand the linguistic demands of the Common Core State Standards. Participants explore how linguistic demands impact students' engagement with text, performance tasks, and how the Five Essential Practices and Ten Key Points can provide scaffolds to make lessons more accessible for students.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Articulate the Five Essential Practices and Ten Key Points.
- Recognize and describe the cultural and linguistic challenges in mathematics classrooms.
- Understand how to use the Five Essential Practices to modify a lesson.

TARGET AUDIENCE:
K–12 Educators

NUMBER OF PARTICIPANTS: 30

ISBN: 119160

Developing High-Performing English Learners in Common Core English Language Arts/Literacy Classroom CC

NUMBER OF DAYS: 3

Understand the language demands of the Common Core State Standards (CCSS) for English Language Arts (ELA), and explore the scaffolds and instructional strategies designed to create independent English learners (ELs) who are college and career ready.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Explain the language demands and challenges of the CCSS for ELA Speaking and Listening, Reading, and Writing Standards.
- Recognize and describe the cultural and linguistic demands of a performance task using the Ten Key Points.
- Plan and modify a lesson to include the Five Essential Practices to support the language and content of the CCSS for ELA.
- Acquire strategies to support EL students with the challenges of the CCSS for ELA performance tasks.
- Analyze students' work to determine appropriate language and content instruction.

TARGET AUDIENCE:
K–12 Educators

PREREQUISITE:
Foundational Overview of the Common Core State Standards for English Language Arts

NUMBER OF PARTICIPANTS: 30

ISBN: 119101

Developing High-Performing English Learners in the Common Core Mathematics Classroom CC

NUMBER OF DAYS: 3

Understand the language demands of the Common Core State Standards for Mathematics (CCSSM), and explore scaffolds and instructional strategies that are designed to create independent English learners (ELs) who are college and career ready.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Explain the language demands and challenges of the CCSSM.
- Recognize and describe the cultural and linguistic demands of a performance task using the Ten Key Points.
- Plan and modify a lesson to include the Five Essential Practices to support the language and content of the CCSSM.
- Acquire strategies to support EL students with the challenges of the CCSSM performance tasks.

TARGET AUDIENCE:
K–12 Educators

PREREQUISITE:
Foundational Overview of the Common Core State Standards for Mathematics

NUMBER OF PARTICIPANTS: 30

ISBN: 119081

EL Essentials in a Common Core Framework: Fused Online Course `CC` `↖`

EQUIVALENT SEAT TIME: 12 hours

Prepare English learners to become strong communicators of purpose who will reach and exceed the Common Core State Standards. During this informative and engaging course, Pam Allyn demonstrates her steps to ensure that English learners become central to the work of CCSS. She ignites best practices for ELs: exploring and using the richness of language, exposing the students to genre diversity, helping all students read deeply and critically, and more. Allyn shares methods to assess English learners for content and language understanding, and provides rich, effective means of instruction, including ways English learners can write and speak for real audiences and for authentic purpose in ways that will enrich their language development. Allyn addresses the challenges faced when working with English learners and the CCSS around text complexity and close reading and provide solutions. Self-paced and live sessions encourage participants to meet virtually to collaborate, discuss, and share information with their colleagues. Each participant submits a lesson plan that the facilitator reviews and receives a certificate of completion and feedback on this plan at the end of the course.

OUTCOMES

By the end of this course, participants will be able to:

- Explore best practices to help English learners meet the CCSS.
- Assess English learners for content and language understanding.
- Support English learners to write and speak for real audiences.
- Understand the challenges teachers face when working with English learners.

TARGET AUDIENCE

K–12 Educators, School Leaders, Coaches and Staff Development Specialists

NUMBER OF PARTICIPANTS: Up to 50

COHORT PRICING

ISBN: Up to 15: 119617

ISBN: Up to 15 (+ Text): 119637

ISBN: Up to 30: 119608

ISBN: Up to 30 (+ Text): 119628

ISBN: Up to 50: 119618

ISBN: Up to 50 (+ Text): 119638

NATIONAL VIRTUAL INSTITUTE: Individual Registrations: See the schedule of national virtual events and register at www.PearsonPD.com/Institutes.

Using a Response to Intervention Framework for College and Career Readiness in Literacy `CC`

NUMBER OF DAYS: 2

Help K–12 educators and administrators go beyond foundational Response to Intervention (RtI) information to adapt instruction for struggling readers. Participants practice analyzing data and deciding on an instructional path, making decisions as a collaborative team, and reviewing data to analyze whether interventions worked and what to do next. Breakout sessions for Grades K–3 and 4–12 allow participants to focus on grade-level solutions related to College and Career Readiness (CCR) state standards or Common Core State Standards (CCSS) to differentiate instruction, catch students who are falling behind, and decrease the number of students who are referred to special education.

OUTCOMES:

By the end of this workshop, participants will be able to:

- Identify the components of a RTI framework for literacy instruction.
- Identify the variables that affect students who are not reading at grade level.
- Understand appropriate screening and progress-monitoring methods.
- Understand the process of setting criteria for placement and determining progress.
- Identify appropriate research-based reading interventions.
- Differentiate literacy instruction based on students' needs.
- Apply problem-solving skills to work effectively in a multidisciplinary team.

TARGET AUDIENCE:

District administrators, School Leaders, Literacy Coaches

NUMBER OF PARTICIPANTS: 30

ISBN: 113015

College and Career Ready: Meeting the Needs of Students with High-Incidence Disabilities CC ⬉

NUMBER OF DAYS: 1

Explore what the term college and career ready means for students with high-incidence disabilities. Participants define what college and career ready means and have an opportunity to review the Common Core State Standards (CCSS) or College and Career Readiness (CCR) state standards. In addition, participants learn a process for aligning Individualized Education Program (IEP goals) with CCR standards as well as how to make instructional accommodations for students.

OUTCOMES:

By the end of this workshop, participants will be able to:

- Navigate the organizational structure and language of the CCSS and understand how they apply to students with high-incidence disabilities.
- Identify resources that can assist special educators as they plan instruction for students with disabilities.
- Identify a process to craft practical IEP goals that align to CCSS and/or CCR standards.
- Practice unpacking a few standards as examples of how to differentiate instruction.
- Identify key strategies to adapt instruction to meet CCR standards.

TARGET AUDIENCE:

K–12 General and Special Educators, Principal, Special Education Directors, Coaches

NUMBER OF PARTICIPANTS: 30

ISBN: 119283

This workshop is also available for online learning.
Visit PearsonPD.com for details on our online learning options.

College and Career Ready: Meeting the Needs of Students with High-Incidence Disabilities: Fused Online Course CC

EQUIVALENT SEAT TIME: 6 hours

NUMBER OF PARTICIPANTS: Up to 50

COHORT PRICING

ISBN: Up to 15: 119293

ISBN: Up to 30: 119321

ISBN: Up to 50: 119284

College and Career Ready: Meeting the Needs of Students with Low-Incidence Disabilities CC ⬉

NUMBER OF DAYS: 1

Explore what the term college and career ready means for students with low-incidence disabilities. Participants define what college and career ready means and have an opportunity to review the Common Core State Standards (CCSS) or College and Career Readiness (CCR) state standards. In addition, participants learn a process for aligning Individualized Education Program (IEP goals) with CCR standards as well as how to make instructional accommodations for students.

OUTCOMES:

By the end of this workshop, participants will be able to:

- Navigate the organizational structure and language of the CCSS and understand how they apply to students with low-incidence disabilities.
- Identify resources that can assist special educators as they plan instruction for students with disabilities.
- Identify a process to craft practical IEP goals that align to CCSS and/or CCR standards.
- Practice unpacking a few standards as examples of how to differentiate instruction.
- Identify key strategies to adapt instruction to meet CCR standards.

TARGET AUDIENCE:

K–12 General and Special Educators, Principal, Special Education Directors, Coaches

NUMBER OF PARTICIPANTS: 30

ISBN: 119312

This workshop is also available for online learning.
Visit PearsonPD.com for details on our online learning options.

College and Career Ready: Meeting the Needs of Students with Low-Incidence Disabilities: Fused Online Course CC

EQUIVALENT SEAT TIME: 6 hours

NUMBER OF PARTICIPANTS: Up to 50

COHORT PRICING

ISBN: Up to 15: 119294

ISBN: Up to 30: 119322

ISBN: Up to 50: 119285

Why go it alone? States and Districts Turn to Pearson as a Trusted Partner for Common Core Planning and Implementation

Pearson has a proven track record of providing comprehensive **consultative services** to states and districts that need assistance mapping out and fulfilling long-term plans to implement the Common Core State Standards with fidelity. We have the expertise to measure and analyze the current state of classroom practice as it relates to Common Core expectations and to help you plan a road map for long-term success!

LITERACY

Foundational Overview of the Common Core State Standards for English Language Arts `CC`

NUMBER OF DAYS: 2

Explore all components of the Common Core State Standards (CCSS) for English Language Arts (ELA). The first day emphasizes the implications of standards on ELA content, curriculum, and assessment. College and career readiness anchor standards for the four strands, and the progression and integration of the performance expectations within each strand are addressed. The second day focuses exclusively on reading and writing standards. Comprehension, text complexity, and informational texts are the highlights of the reading portion. The writing portion highlights the three genres emphasized by the CCSS, particularly Argument.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Describe the four strands included in the CCSS for ELA as well as key features of their progression and integration.
- Illustrate how the anchor standards progress for each strand.
- Reference Appendix B to model performance-based assessments.
- Explain the central importance of text complexity to the reading standards.
- Define the three writing genres specified by CCSS.
- Trace the development of Argument through the grade spans.
- Plan for the impact of the CCSS on content, instruction, and assessment.

TARGET AUDIENCE:
K–12 Educators

NUMBER OF PARTICIPANTS: 30

ISBN: 115442

For educators using Pearson products*

ISBN: Prentice Hall Literature ©2012: 115558

ISBN: Prentice Hall Literature ©2010: 115334

ISBN: Reader's Journey: 115357

* Participants should be familiar with their program before participating in this workshop.

IN-DEPTH FOLLOW-UP SESSIONS
The following one-day, in-depth sessions build on the content from the Foundational Overview of the Common Core State Standards for English Language Arts workshop.

Increasing Rigor in the Common Core English Language Arts/Literacy Classroom `CC`

NUMBER OF DAYS: 1

Explore the concept of rigor in the Common Core State Standards (CCSS) for English Language Arts (ELA) classroom using measures of cognitive and task complexity. Participants look at how measures of complexity and rigor such as Webb's Depth of Knowledge, Bloom's Taxonomy, and cognitive demand help develop tasks of increased rigor.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Describe cognitive demand.
- Understand measures of rigor.
- Analyze tasks to determine levels of rigor.
- Revise tasks to meet expectations for performance.
- Identify scaffolds to make rigorous tasks accessible.

TARGET AUDIENCE:
K–12 Educators

NUMBER OF PARTICIPANTS: 30

ISBN: 119110

Using Text Sets in English Language Arts Instruction `CC`

NUMBER OF DAYS: 1

Learn what makes a strong text set, and explore how to integrate multiple texts sets into instruction in accordance with the Common Core State Standards. Participants explore approaches for selecting text and providing varying text complexity, as well as strategies for teaching students to grapple with multiple texts at one time.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Identify qualities of a strong text set.
- Identify grade-level standards which require an analysis of multiple texts.
- Strategically pair texts together, and plan for instruction with multiple texts.
- Support students' ability to independently comprehend and analyze multiple texts.

TARGET AUDIENCE:
Educators, Literacy Coaches, Specialists, Administrators

NUMBER OF PARTICIPANTS: 30

ISBN: 119420

The New Pearson Common Core Literacy Observation Framework and Coaching Tools

Want to ensure that instruction in your English language arts classrooms appropriately addresses the Common Core State Standards and helps develop college- and career-ready students?

See how The Pearson Common Core Literacy Observation Framework and Coaching Tools can help, visit us online at PearsonPD.com.

Digging into the Reading Standards CC

NUMBER OF DAYS: 1

Dig into the Common Core State Standards (CCSS) for Reading. Participants explore the topics of reading comprehension, text complexity, and informational texts. They learn ways to select appropriate texts, materials, and strategies so students are supported in meeting the high standards embedded within the CCSS. Strategies for teaching English learners (ELs) are also referenced during the workshop.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Select appropriate reading materials to scaffold students to higher standards.
- Apply grade-appropriate instructional strategies that enrich comprehension of complex text, vocabulary, and fluency.
- Incorporate reading comprehension strategies specific to informational texts.
- Support students in achieving the CCSS reading standards.

TARGET AUDIENCE:

K–12 Educators

PREREQUISITE:

Foundational Overview of the Common Core State Standards for English Language Arts

NUMBER OF PARTICIPANTS: 30

ISBN: Grades 6–12: 115448

Digging into the Writing Standards CC

NUMBER OF DAYS: 1

Dig into the Common Core State Standards (CCSS) for Writing. Participants explore the writing genres, particularly Argument and Explanatory. They plan appropriately leveled writing prompts and assignments. Strategies for teaching English learners (ELs) are also referenced during the workshop.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Plan appropriate writing prompts and assignments to scaffold students to higher standards.
- Apply grade-appropriate instructional strategies that support students in writing opinion/argument and informative/explanatory pieces.
- Support students in achieving the CCSS writing standards.

TARGET AUDIENCE:

K–12 Educators

PREREQUISITE:

Foundational Overview of the Common Core State Standards for English Language Arts

NUMBER OF PARTICIPANTS: 30

ISBN: Grades 6–12: 115454

Speaking and Listening Standards CC and Language Standards

NUMBER OF DAYS: 1

Dig into the Common Core State Standards (CCSS) for Speaking and Listening and Language. Participants focus on incorporating speaking and listening standards and language standards into reading and writing lessons. Strategies for teaching English learners (ELs) are referenced during the workshop.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Plan reading and writing lessons that incorporate speaking, listening, and language standards.
- Support students in achieving the CCSS English Language Arts (ELA) standards.

TARGET AUDIENCE:

K–12 Educators

PREREQUISITE:

Foundational Overview of the Common Core State Standards for English Language Arts

NUMBER OF PARTICIPANTS: 30

ISBN: 115466

Using Performance Tasks Effectively CC in the Literacy Classroom

NUMBER OF DAYS: 1

Explore performance-based assessments in relation to the Common Core State Standards (CCSS). Participants review sample performance tasks, determine criteria for effective performance tasks, evaluate the use of performance tasks as formative assessment tools, and begin to explore instructional shifts and the need for scaffolded instruction as a result of implementation of performance-based assessments.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Articulate the assessment shift that will come as a result of adopting CCSS.
- Distinguish characteristics of effective performance tasks and performance-based assessments.
- Utilize performance tasks as a formative assessment tool to build college and career competencies.

TARGET AUDIENCE:

K–12 Educators

PREREQUISITE:

Foundational Overview of the Common Core State Standards for English Language Arts

NUMBER OF PARTICIPANTS: 30

ISBN: Grades 6–12: 115460

College and Career Readiness: (CC) Reading for Secondary Students

NUMBER OF DAYS: 1

Students must be able to read a wide range of text at a deep level. During this workshop, participants examine the reading skills students need to be college and career ready. They review skills and strategies, such as close reading and vocabulary development, that enhance students' capacity for reading and comprehending complex text. Participants explore ways to integrate technology and help students identify key ideas and details, analyze text structure, and evaluate arguments presented in diverse formats. Strategies and guiding questions for instruction referenced during this workshop are provided from the Common Core Mathematics Observation Framework and Coaching Tools Resource Flipbook.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Explain the skills needed for college- and career-level reading.
- Identify how vocabulary, sentence structure, and text organization assist students in reading complex texts.
- Implement strategies that encourage students to evaluate intricate arguments and allow students to read complex texts presented in diverse formats at the college-level.
- Apply the strategies and guiding questions suggested from the Common Core English Language Arts Observation Framework and Coaching Tools Resource Flipbook into lesson planning and instruction.

TARGET AUDIENCE:

Educators in Grades 6–12, Literacy Coaches, Reading and Intervention Specialists, Curriculum Specialists, Administrators

NUMBER OF PARTICIPANTS: 30

ISBN: 117050

College and Career Readiness: (CC) Writing for Secondary Students

NUMBER OF DAYS: 1

Students must learn to assert and defend claims in their writing. During this workshop, participants examine the writing skills students need to be college and career ready. They review how to take task, purpose, and audience into consideration when writing and address process, word choice, structure, and technology integration. Participants explore ways to prepare students to write high-quality first drafts and revisit their work as needed for improvements. Strategies and guiding questions for instruction referenced during this workshop are provided from the Common Core Mathematics Observation Framework and Coaching Tools Resource Flipbook.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Identify ways to help students gather information, evaluate sources, and cite material accurately.
- Instruct students to take task, purpose, and audience into consideration when writing.
- Implement strategies that address the writing process, word choice, structure, and format.
- Apply the strategies and guiding questions suggested from the Common Core English Language Arts Observation Framework and Coaching Tools Resource Flipbook into lesson planning and instruction.

TARGET AUDIENCE:

Educators in Grades 6–12, Literacy Coaches, Reading and Intervention Specialists, Curriculum Specialists, Administrators

NUMBER OF PARTICIPANTS: 30

ISBN: 117040

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Common Core Inter-Rater Reliability: ISBN: On-site 116929

Common Core Inter-Rater Reliability: ISBN: Video 117137

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Habits of Close Reading CC

NUMBER OF DAYS: 1

Enhance students' close reading skills. Participants learn what close reading is and how to develop habits of close reading at the secondary level. They also learn strategies that support students in reading complex text, finding evidence in order to form an opinion or argument, and expressing it through writing and other performance tasks.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Define close reading.
- Develop habits of close reading.
- Implement strategies that encourage students to access complex text, find evidence, ask questions, form opinions or arguments, and demonstrate understanding.

TARGET AUDIENCE:

Educators, Literacy Coaches, Specialists, Administrators

NUMBER OF PARTICIPANTS: 30

ISBN: Grades 6–8: 119412

Writing to Sources CC

NUMBER OF DAYS: 1

The Common Core State Standards require students to synthesize ideas across multiple texts. During this workshop, participants learn instructional strategies for teaching students to respond to multiple sources, draw on textual evidence to support their ideas, and craft narrative, informative, and opinion pieces with accuracy and cohesion. They plan lessons and tasks that will provide students with guided practice writing to sources and discover ways to scaffold instruction to support all students as they work towards becoming inquisitive, thoughtful, and precise writers.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Scaffold instruction to help students respond to multiple texts.
- Cultivate a spirit of valuing evidence among students.
- Implement performance tasks that require students to synthesize ideas across multiple texts.

TARGET AUDIENCE:

Educators, Literacy Coaches, Specialists, Administrators

NUMBER OF PARTICIPANTS: 30

ISBN: Grades 6–8: 119413

Integrating Language and Writing Skills: CC ⟶ Self-Paced Course

EQUIVALENT SEAT TIME: 6 hours

The Common Core State Standards call for an integrated approach to English language arts instruction. This course informs learners about ways to integrate writing and language skills in a seamless, meaningful way. Participants explore the use of formative assessment to guide instruction and spend time learning how to appropriately pair language and writing standards for instruction. Additionally, the course addresses ways to address wide ranges of language and writing skills within a classroom.

OUTCOMES:

By the end of the course, participants will be able to:

- Use formative assessment to guide writing and language skills instruction.
- Appropriately pair writing and language skills for instruction.
- Differentiate writing instruction for a wide range of student needs.
- Seamlessly integrate language arts skills into instruction.

TARGET AUDIENCE:

Educators, Literacy Coaches, Specialists

PER SEAT PRICING

ISBN: 119423

Implementing a Disciplinary Literacy Approach: CC ⟶ Fused Online Course

EQUIVALENT SEAT TIME: 6 hours

Content knowledge is strengthened when teachers integrate discipline-specific literacy into teaching and learning. Participants learn how literacy skills can improve when students are taught how to approach text and communicate uniquely within each discipline.

OUTCOMES:

By the end of the virtual course, participants will be able to:

- Teach students to think, write, and read like an expert in the field they teach.
- Implement strategies that are appropriate to the content and the nature of the discipline they teach

TARGET AUDIENCE:

Educators, Literacy Coaches, Specialists

NUMBER OF PARTICIPANTS: Up to 50

COHORT PRICING

ISBN: Up to 15: 119433

ISBN: Up to 30: 119414

ISBN: Up to 50: 119404

Literacy Essentials in a Common Core Framework: Fused Online Course

EQUIVALENT SEAT TIME: 12 hours

Take powerful steps to standards success with national literacy expert Pam Allyn. During this course, participants journey into the new era of 21st century learning, unlocking new tools for learning that will ensure students become critically thinking, independent, and college- and career-ready readers, writers, speakers, and listeners. Allyn highlights the significance of complex texts in instruction, explains how to establish powerful classroom settings for the Common Core State Standards (CCSS), integrates technology and new media into instruction, demonstrates the value of and purpose for close reading, and differentiates instruction for all learners. She introduces the ground-breaking "Four Doors to the Core" model for the "what and how" of instruction in the CCSS world. Self-paced and live sessions encourage participants to meet virtually to collaborate, discuss, and share information with their colleagues. Each participant submits an action plan that the facilitator reviews and receives a certificate of completion and feedback on this plan at the end of the course.

OUTCOMES:
By the end of this course, participants will be able to:
- Identify the reading and writing needs of students in a 21st century classroom.
- Prepare classroom instruction and management to help students meet the expectations of the CCSS.
- Understand how to incorporate technology into effective literacy lessons to enhance instruction for all students at every level.
- Understand how to plan and implement an effective literacy program in the era of the CCSS.

TARGET AUDIENCE:
K–12 Educators, School Leaders, Coaches, Specialists

NUMBER OF PARTICIPANTS: Up to 50

COHORT PRICING

ISBN: Up to 15: 117011

ISBN: Up to 30: 116981

ISBN: Up to 50: 116980

Writing Essentials in a Common Core Framework: Fused Online Course

EQUIVALENT SEAT TIME: 12 hours

Prepare students to write well in a 21st century, fast-paced environment. This course focuses on how students can best learn to present arguments, create narratives, and explain ideas while mastering the art and craft of superb writing skills. National literacy expert Pam Allyn shares her best practice methods for powerful core writing instruction. Allyn presents dynamic new ways to engage students as writers and ensures that participants gain a deep understanding of three core categories of writing: persuasive, informative, and narrative text. Self-paced and live sessions encourage participants to meet virtually to collaborate, discuss, and share information with their colleagues. Each participant submits a lesson plan that the facilitator reviews and receives a certificate of completion and feedback on this plan at the end of the course.

OUTCOMES:
By the end of this course, participants will be able to:
- Provide practical support to students mastering diverse writing skills.
- Frame a year, a unit, and a lesson in writing and build grade-specific curriculum across the school year.
- Enable improved writing outcomes for all students at every level.
- Create effective writing lessons that reflect the needs of 21st century students.

TARGET AUDIENCE:
K–12 Educators, School Leaders, Coaches, Specialists

NUMBER OF PARTICIPANTS: Up to 50

COHORT PRICING

ISBN: Up to 15: 117012

ISBN: Up to 30: 116982

ISBN: Up to 50: 116990

MATH

Foundational Overview of the (CC) Common Core State Standards for Mathematics

NUMBER OF DAYS: 1

Get to know the components of the Common Core State Standards for Mathematics. In this workshop, participants become acquainted with the frameworks that underpin the CCSSM and explore the implications for their teaching and for students' learning. They discuss domains, concept categories, and learning progressions of the Standards for Mathematical Content. Participants also learn about the approach to integrating mathematical habits of mind required by the Standards for Mathematical Practice.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Identify the domains and concept categories included in the K–12 Standards for Mathematical Content.
- Identify ways to promote classroom discourse that help students develop mathematical proficiency.
- Identify aspects of the mathematical practices that bring teaching closer to assessment.
- Connect current practice and articulate the changes needed to implement CCSSM.

TARGET AUDIENCE:

K–12 Educators

NUMBER OF PARTICIPANTS: 30

ISBN: 115468

For educators using Pearson products*

ISBN: digits: 115218

ISBN: Prentice Hall Middle Grades Mathematics ©2010: 115271

ISBN: Prentice Hall Connected Mathematics Project 2: 115300

ISBN: Pearson Algebra 1, Geometry, and Algebra 2 Common Core edition: 115197

ISBN: Prentice Hall Algebra 1, Geometry, and Algebra 2 ©2011: 115205

* Participants should be familiar with their program before participating in this workshop.

IN-DEPTH FOLLOW-UP SESSIONS

The following in-depth sessions build on the content from the Foundational Overview of the Common Core State Standards for Mathematics workshop.

Increasing Rigor in the Common Core (CC) Mathematics Classroom

NUMBER OF DAYS: 1

Explore the concept of rigor in the Common Core State Standards for Mathematics (CCSSM) classroom using measures of cognitive and task complexity. Participants look at how measures of complexity and rigor such as Webb's Depth of Knowledge, Bloom's Taxonomy, and cognitive demand to develop tasks of increased rigor.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Describe cognitive demand.
- Understand measures of rigor.
- Analyze tasks to determine levels of rigor.
- Revise tasks to meet expectations for performance.
- Identify scaffolds to make rigorous tasks accessible.

TARGET AUDIENCE:

K–12 Educators

NUMBER OF PARTICIPANTS: 30

ISBN: 119091

Focusing on the Mathematical Practices of the Common Core (CC)

NUMBER OF DAYS: 2

Examine the impact that mathematical practices have on students by connecting the practices to processes, proficiencies, and problem solving. The first day focuses on the eight mathematical practices as well as how participants can use existing resources to promote and routinely assess the mathematical practices. The second day examines specific considerations for differentiation and support for all students as participants unpack content standards while continuing to consider the routine integration of the Standards for Mathematical Practice. Strategies and guiding questions for instruction referenced during this workshop are provided from the Common Core Mathematics Observation Framework and Coaching Tools Resource Flipbook.

OUTCOMES:

By the end of the two-day workshop, participants will be able to:

- Identify a structure for collaboration and use of the eight practices.
- Articulate ways to routinely promote and assess the math practices.
- Describe how specific mathematical practices are embedded in the Standards for Mathematical Content.
- Identify the attributes of a rich, instructional, problem-based approach and how it can support access to the Standards for Mathematical Practice.
- Apply the strategies and guiding questions suggested from the Common Core Mathematics Observation Framework and Coaching Tools Resource Flipbook into lesson planning and instruction.

TARGET AUDIENCE:
K–12 Educators

PREREQUISITE:
Foundational Overview of the Common Core State Standards for Mathematics

NUMBER OF PARTICIPANTS: 30

ISBN: Grades 6–8: 115480

ISBN: Grades 9–12: 115484

For educators using Pearson products*

ISBN: Prentice Hall Connected Mathematics Project 2: 115552

ISBN: Pearson Algebra 1, Geometry, and Algebra 2 Common Core edition: 115553

ISBN: Prentice Hall Algebra 1, Geometry, and Algebra 2 ©2011: 115571

* Participants should be familiar with their program before participating in this workshop.

This workshop is also available for online learning.
Visit PearsonPD.com for details on our online learning options.

Focusing on the Mathematical Practices of the Common Core: Fused Online Course (CC) (↖)

EQUIVALENT SEAT TIME: 12 hours

NUMBER OF PARTICIPANTS: Up to 50

COHORT PRICING

ISBN: Up to 15: 116930

ISBN: Up to 30: 116920

ISBN: Up to 50: 116900

Using the Common Core in a Standards-Based Mathematics Classroom (CC)

NUMBER OF DAYS: 1

Investigate how to help students master the Common Core State Standards for Mathematics (CCSSM). During this workshop, participants examine how to teach through problem solving in a standards-based classroom to help students make sense of mathematics. Participants experience the benefits of an instructional model that considers what students know and the mathematically engaging aspect of problems and tasks while it builds a community of learners that values justification for answers and methods.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Articulate a structure for teaching through problem solving that incorporates the Standards for Mathematical Content and the Standards for Mathematical Practice.
- Identify scaffolded tasks as a means for differentiated instruction and an entry point for all students.
- Connect common misconceptions to the potential opportunities for student learning.
- Identify ways to promote purposeful student struggle and make mathematical relationships explicit.

TARGET AUDIENCE:
K–12 Educators

PREREQUISITE:
Foundational Overview of the Common Core State Standards for Mathematics

NUMBER OF PARTICIPANTS: 30

ISBN: Grades 6–8: 115472

ISBN: Grades 9–12: 115476

For educators using Pearson products*

ISBN: Pearson Algebra 1, Geometry, and Algebra 2 Common Core edition: 115555

* Participants should be familiar with their program before participating in this workshop.

Using Performance Tasks Effectively in the Mathematics Classroom (CC)

NUMBER OF DAYS: 1

Explore performance-based assessments in relation to the Common Core State Standards (CCSS). Participants review sample performance tasks, determine criteria for effective performance tasks, evaluate the use of performance tasks as formative assessment tools, and begin to explore instructional shifts and the need for scaffolded instruction as a result of implementation of performance-based assessments.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Articulate the assessment shift that will come as a result of adopting CCSS.
- Distinguish characteristics of effective performance tasks and performance-based assessments.
- Utilize performance tasks as a formative assessment tool to build college and career competencies.

TARGET AUDIENCE:
K–12 Educators

PREREQUISITE:
Foundational Overview of the Common Core State Standards for Mathematics

NUMBER OF PARTICIPANTS: 30

ISBN: Grades 6–8: 115488

ISBN: Grades 9–12: 115490

Developing Mathematical Discourse in the Secondary Classroom

NUMBER OF DAYS: 1

Explore how to make students effective practitioners of mathematics and teach them how to explain their mathematical understandings, engage in mathematical discussions with their peers, deliver sound mathematical arguments and critiques, and communicate using academic mathematics language. Participants develop strategies for engaging students in rich mathematical discourse in alignment with Standards for Mathematical Practice. They also learn how to develop students' mathematical communication skills during their instruction.

OUTCOMES:

By the end of this workshop, participants will be able to:

- Define rich mathematical discourse.
- Identify opportunities during instruction that allow for rich mathematical discourse.
- Develop strategies for promoting mathematical discourse in a variety of classroom situations.
- Describe the importance of developing students' mathematical language skills.
- Demonstrate how to use effective questioning techniques to engage students in rich mathematical discourse.

TARGET AUDIENCE:
Educators

NUMBER OF PARTICIPANTS: 30

ISBN: 119582

For educators using Pearson products*

ISBN: Pearson Algebra 1, Geometry, and Algebra 2 Common Core edition: 119574

* Participants should be familiar with their program before participating in this workshop.

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Common Core Inter-Rater Reliability: ISBN: Video 117147

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Teaching the CCSSM in a Problem-Based Classroom CC

NUMBER OF DAYS: 1

Explore instructional strategies that help students develop a deeper understanding of the Common Core State Standards for Mathematics (CCSSM) through interacting with each other and their teachers. Participants engage in activities that enhance their knowledge of problem-based instruction as they explore how it develops conceptual understanding of the mathematical concepts. At the end of this workshop, participants walk away with effective strategies for using problem-based instruction to enhance students' learning as well as tools to engage students in interactive learning.

OUTCOMES:

By the end of this workshop, participants will be able to:

- Establish a plan to incorporate problem-based learning for developing conceptual understanding of the CCSSM.
- Describe strategies to engage a range of learners through lesson modification and activity-based instruction that develop the Standards for Mathematical Practice.
- Develop an image of the classroom instructional model and techniques for supporting in-depth conceptual development.
- Address concerns about issues of systemic change, especially as they relate to implementing the CCSSM.

TARGET AUDIENCE:

6–12 Educators

NUMBER OF PARTICIPANTS: 30

ISBN: 119593

Using the Interactive Whiteboards to Focus on the Mathematical Practices of the Common Core CC

NUMBER OF DAYS: 1

Effectively integrate the Common Core mathematical practices in a whiteboard environment. In this workshop, participants experience whiteboard technology while they develop classroom materials around the mathematical practices.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Engage in thoughtful discourse related to mathematical practices.
- Explore online resources and interactive applets.
- Build presentations that illustrate an understanding of mathematical practices.
- Share and discuss lessons, concepts, and examples in an online environment.

TARGET AUDIENCE:

Administrators, Technology and Math Curriculum Coordinators, K–12 Educators

NUMBER OF PARTICIPANTS: 25

ISBN: 116333

MATHEMATICS CONTENT-FOCUSED SESSIONS

The following sessions provide a way for teachers to examine the content shifts by grade level in the Common Core State Standards for Mathematics.

Teaching for Conceptual Understanding: CC Number and Operations in Base Ten

NUMBER OF DAYS: 1

Examine the content shifts by grade level for the Common Core State Standards for Mathematics (CCSSM) with an emphasis on the domain of operations in base ten. Participants explore the changes in the language and the focus of the new standards. They examine how to use existing resources to help students meet the expectations for the content domains of the Common Core.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Articulate the learning progressions necessary for students to conceptually understand base ten operations.
- Identify strategies for helping students build their mathematical understanding of base ten operations.
- Identify strategies that support simultaneous development of conceptual understanding and problem-solving skills with the intentional use of purposeful student struggle, flexible grouping, and ongoing assessments.
- Articulate common misconceptions as opportunities for students' conceptual understanding of base ten operations.

TARGET AUDIENCE:

K–8 Educators

NUMBER OF PARTICIPANTS: 30

ISBN: 115500

Teaching for Conceptual Understanding: CC Fractions

NUMBER OF DAYS: 1

Examine the content shifts by grade level for the Common Core State Standards for Mathematics (CCSSM) with an emphasis on fractions. Participants explore the changes in the language and the focus of the new standards. They examine how to use existing resources to help students meet the expectations for the content domains of the Common Core.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Articulate the learning progressions necessary for students to conceptually understand fraction concepts.
- Identify strategies for helping students build their mathematical understanding of fractions.
- Identify strategies that support simultaneous development of conceptual understanding and problem-solving skills with the intentional use of purposeful student struggle, flexible grouping, and ongoing assessments.
- Articulate common misconceptions as opportunities for students' conceptual understanding of fractions.

TARGET AUDIENCE:

K–8 Educators

NUMBER OF PARTICIPANTS: 30

ISBN: 115502

Teaching for Conceptual Understanding: (CC)
Ratios and Proportional Relationships

NUMBER OF DAYS: 1

Examine the content shifts by grade level for the Common Core State Standards for Mathematics (CCSSM) with an emphasis on ratios and proportional relationships. During this workshop, participants explore the changes in the language and focus of the new standards. They examine how to use existing resources to help students meet the expectations for the content domains of the Common Core.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Articulate the learning progressions necessary for students to conceptually understand ratios and proportional relationships.
- Identify strategies for helping students build their mathematical understanding of ratios and proportional relationships.
- Use a planning template to build lessons that strategically support the conceptual development of ratios and proportional relationships.
- Identify strategies that support simultaneous development of conceptual understanding and problem-solving skills with the intentional use of purposeful student struggle, flexible grouping, and ongoing assessments.
- Articulate common misconceptions as opportunities for students' conceptual understanding of ratios and proportional relationships.

TARGET AUDIENCE:
6–12 Educators

NUMBER OF PARTICIPANTS: 30

ISBN: 115504

Rethinking Algebra: Focus on the Content (CC)
and the Mathematical Practices of the Common Core

NUMBER OF DAYS: 2

Examine key algebraic concepts from a mathematical point of view. Participants address the content demand necessary to provide students with the opportunity to demonstrate the eight Mathematical Practices of the Common Core State Standards for Mathematics (CCSSM) in algebra. With a focus on differentiated and active engagement strategies, participants learn how they can successfully pave the way for increased student achievement in algebra by translating the following pedagogical content knowledge into classroom practice:
- Essential Understandings of Algebra
- Algebra and the Standards for Mathematical Practice

OUTCOMES:
By the end of the workshop, participants will be able to:
- Identify ways to support simultaneous development of the mathematical skills and expectations by focusing on the five strands of student proficiency:
  - Adaptive Reasoning
  - Procedural Fluency
  - Productive Disposition
  - Strategic Competence
  - Conceptual Understanding
- Connect instructional strategies for teaching algebra to the Standards for Mathematical Practice.
- Identify instructional skills and strategies that facilitate understanding of a student's capacity for using variables, doing and undoing, building rules to represent functions, and abstracting from computation.
- Outline teaching strategies that make mathematical relationships explicit in an intentional and public way.

TARGET AUDIENCE:
6–12 Educators

NUMBER OF PARTICIPANTS: 30

ISBN: 115508

This workshop is also available for online learning.
Visit PearsonPD.com for details on our online learning options.

Rethinking Algebra: Focus on the Content and the (CC) Mathematical Practices of the Common Core: Fused Online Course

EQUIVALENT SEAT TIME: 12 hours

NUMBER OF PARTICIPANTS: Up to 50

COHORT PRICING

ISBN: Up to 15: 116910

ISBN: Up to 30: 116931

ISBN: Up to 50: 116921

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SCIENCE AND SOCIAL STUDIES

English Language Arts Standards for Science and Technical Subjects CC

NUMBER OF DAYS: 1

Explore components of the Common Core State Standards (CCSS) for Grades 6–12 reading and writing in science and technical subjects. During this workshop, participants examine the standards' emphasis on a framework for teaching and learning that supports college and career readiness. They also focus on instructional practices and strategies for teaching science content that integrates reading and writing CCSS literacy standards into classroom instruction. Instructional reading and writing strategies for content and scientific investigations include note taking, concept mapping, and lab investigations around energy-themed lesson topics.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Identify the domains and concept categories included in the 6–12 standards for science and technical subjects.
- Connect these 6–12 standards to inquiry-based instructional practices.
- Identify and use CCSS instructional strategies presented around relevant lesson topics of interest.
- Distinguish between inauthentic and authentic reading and writing tasks in the science classroom.
- Connect scientific lab investigation formats to research report formats and rubrics used in lab reports and literature reviews.

TARGET AUDIENCE:
6–12 Educators

NUMBER OF PARTICIPANTS: 30

ISBN: 115464

For educators using Pearson products*

ISBN: Interactive Science 6–8 ©2011: 115354

* Participants should be familiar with their program before participating in this workshop.

English Language Arts Standards for History and Social Studies CC

NUMBER OF DAYS: 1

Learn how to prepare students to be college and career ready. During this workshop, participants develop a plan to support students' literacy skills in history and social studies with a focus on informational text as well as argumentative and explanatory writing.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Analyze the reading and writing standards for literacy in history and social studies.
- Implement strategies that support the development of students' literacy skills in history and social studies.
- Plan appropriate writing prompts and assignments that address opinion/argument and informative/explanatory writing.
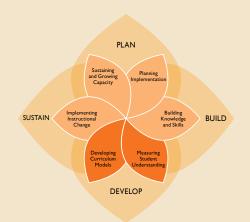
TARGET AUDIENCE:
6–12 Educators

NUMBER OF PARTICIPANTS: 30

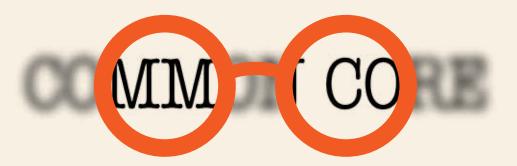ISBN: 115462

PLAN

Sustaining and Growing Capacity

Planning Implementation

SUSTAIN

Implementing Instructional Change

Building Knowledge and Skills

BUILD

Developing Curriculum Models

Measuring Student Understanding

DEVELOP

Measuring Student Understanding & Developing Curriculum Models

How will you see if your implementation of the Common Core is successful?

The only accurate way is through the lens of improved student performance.

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- Using performance tasks as the foundation for measuring student performance.

- Developing your students' application of knowledge—not just on their acquisition of it.

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- Changing teacher practices to develop desired student academic behaviors.

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- Developing Curriculum Models for Student Understanding

- Leading for Understanding

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- Combination of face-to-face and webinar delivered to accommodate busy schedules

- Capacity Builder Plus™ to help grow district capacity (see page 42)

Ask your Pearson Account Executive for details.

"The greatest gift we can give a child is an environment that will nurture a love for reading and writing that will last a lifetime."

—Pam Allyn
Expert in Literacy Instruction

Measuring Student Understanding

Measuring Student Understanding Series CC

NUMBER OF DAYS: 3

Examine the protocols and frameworks necessary to construct clear pathways to measure and develop student performance to meet the Common Core State Standards (CCSS) for English Language Arts (ELA), literacy in the content areas, and/or CCSS for Mathematics. The Measuring Student Understanding series consists of three related sessions (also available separately, listed here): Characteristics of Performance Tasks, Developing Performance Tasks, and Evidence of Student Learning. It provides a deep, interactive experience that focuses on what the Common Core State Standards instructional shifts mean for curriculum, performance tasks, and student work. These services are content-focused training for the CCSS for ELA, ELA/literacy in social studies or science, or the CCSS for Mathematics. Sessions are grade-banded to meet the demands of the standards.

OUTCOMES:
By the end of the series, participants will be able to:
- Identify characteristics of performance tasks.
- Align tasks to the CCSS.
- Analyze student work for evidence of understanding.
- Develop performance tasks aligned to the CCSS.
- Explore implications for instruction.

TARGET AUDIENCE:
K–12 Educators

PREREQUISITE:
Foundational Overview of the Common Core State Standards (focused on one of the following: ELA/literacy, Mathematics, or ELA/literacy in the content areas)

NUMBER OF PARTICIPANTS: 30

ISBN: 6–8: ELA: 119094

ISBN: 6–8: Math: 119083

ISBN: High School ELA: 119084

ISBN: High School Math: 119112

ISBN: Secondary Science: 119104

ISBN: Secondary History/Social Studies: 119113

Measuring Student Understanding Series: CC
Day 1 – Characteristics of Performance

NUMBER OF DAYS: 1

The Common Core State Standards define the content, practices, proficiencies, and competencies students need to demonstrate to be college and career ready. Developing a shared understanding of the performances that demonstrate the knowledge, skills, and abilities expected for college and career students is the focus of this workshop. Performance-based assessments serve as the foundation for measuring ongoing student performance. Participants learn to identify the characteristics of performance, how to align activities and tasks to the Common Core State Standards (CCSS) for English Language Arts (ELA) or Mathematics, and explore the implications for instruction.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Identify characteristics of performance.
- Align activities and tasks to the CCSS.
- Identify the indicators of competency.
- Explore implications for instruction.

TARGET AUDIENCE:
K–12 Educators

NUMBER OF PARTICIPANTS: 30

ISBN: 6–8: ELA: 119298

ISBN: 6–8: Math: 119325

ISBN: High School ELA: 119326

ISBN: High School Math: 119340

ISBN: Secondary Science: 119303

ISBN: Secondary History/Social Studies: 119341

Measuring Student Understanding: (CC)
Day 2 – Developing Performance Tasks

NUMBER OF DAYS: 1

The instructional shifts of the Common Core are built through an instructional cycle that develops from identification of the performances for targeted standards and the development of related performance tasks. (In mathematics, those shifts include coherence, focus, and rigor; in literacy, they are building knowledge through complex rich nonfiction and informational text, reading and writing evidence and grounded in text, and regular practice with complex text and academic vocabulary.) In this session, participants develop performance tasks and identify the underlying indicators of performance to inform instruction.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Develop performance tasks.
- Ensure alignment of tasks to the CCSS.
- Identify the indicators of performance.
- Explore implications for instruction.

TARGET AUDIENCE:
K–12 Educators

NUMBER OF PARTICIPANTS: 30

ISBN: 6–8: ELA: 119330

ISBN: 6–8: Math: 119327

ISBN: High School ELA: 119328

ISBN: High School Math: 119342

ISBN: Secondary Science: 119305

ISBN: Secondary History/Social Studies: 119343

Measuring Student Understanding: (CC)
Day 3 – Evidence of Learning

NUMBER OF DAYS: 1

Students who are college and career ready demonstrate explicit evidence of learning aligned to indicators and criteria for targeted standards. In this session, participants identify the indicators and criteria to develop a rubric for performance tasks aligned to standards. They also analyze student work to identify evidence of performance and annotate student work to explicitly link evidence with the rubric. Participants calibrate their understanding of evidence of learning, and this shared understanding is then linked to the instructional shifts and the implications for instructional planning.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Identify and define the indicators and criteria of performance.
- Analyze student work to determine evidence of performance.
- Annotate student work to identify evidence of learning.
- Use the alignment framework to link assessment, evidence of learning to instruction.
- Explore implications for instruction.

TARGET AUDIENCE:
K–12 Educators

NUMBER OF PARTICIPANTS: 30

ISBN: 6–8: ELA: 119332

ISBN: 6–8: Math: 119315

ISBN: High School ELA: 119316

ISBN: High School Math: 119350

ISBN: Secondary Science: 119333

ISBN: Secondary History/Social Studies: 119307

Developing Curriculum Models

Developing Curriculum Models for Student Understanding CC

NUMBER OF DAYS: 2

Focus on the characteristics of standards-based units of instruction and use of a template for instructional planning. Participants build on their knowledge from the Measuring Student Understanding Series to learn an understanding of how to design curriculum and instructional units that explicitly build student understanding. Participants explore the criteria for Common Core-aligned instructional units, begin using an instructional planning template to plan a unit, and embed instructional strategies that develop student academic behaviors.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Align standards with performance tasks and a learning pathway.
- Understand the role of interim and culminating performance tasks in a unit of instruction.
- Identify learning supports within the instructional unit.
- Use language objectives.
- Unpack standards to identify concepts and skills.

TARGET AUDIENCE:
K–12 Educators

NOTE:
ELA, Science, and Social Studies can be combined in one session.

PREREQUISITE:
Measuring Student Understanding Series

NUMBER OF PARTICIPANTS: 30

ISBN: 6–8: ELA: 119116

ISBN: 6–8: Math: 119096

ISBN: High School ELA: 119106

ISBN: High School Math: 119086

ISBN: Secondary Science: 119098

ISBN: Secondary History/Social Studies: 119107

Leading for Understanding CC

NUMBER OF DAYS: 1

Explore the role of performance tasks in the classroom and how these inform the instructional planning cycle for school leaders. Participants learn about the Aligned Curriculum Frameworks, an overview of instructional unit planning, and discuss the ongoing support of implementation through Instructional Planning Workgroups. They begin to calibrate understanding of effective implementation through "look-for" indicators and criteria for instructional practice.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Understand an aligned framework for instructional planning.
- Understand the role of interim and culminating performance tasks in a unit of instruction.
- Identify learning supports within the instructional unit.
- Observe a video of teacher practice to identify evidence of indicators and criteria of "look-fors."
- Explore feedback based on evidence of practice.

TARGET AUDIENCE:
School and District Leaders, Coaches, Lead Teachers

NUMBER OF PARTICIPANTS: 30

ISBN: ELA/Literacy: 119085

ISBN: Mathematics: 119114

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The Pearson Difference – **dedicated mathematics and literacy observation framework and coaching tools specifically designed to help you help your teachers develop desired Common Core instructional strategies**

Effective implementation of the Common Core requires that your teachers instruct differently, so why would you refer to an observation framework that doesn't reflect strategies that are desired under the Common Core?

The Pearson Common Core Mathematics or Literacy Observation Framework and Coaching Tools:

- Help administrators to identify the evidence of effective classroom practices that will elicit college and career student academic behaviors.

- Provide a transparent way for teachers to learn and use the strategies that will actually develop desired student academic behaviors.

- Have been integrated into some of our key Common Core workshops—such as Focusing on the Mathematical Practices of the Common Core (p. 25) and Leading for Understanding (p. 34)—to reinforce desired instructional practices.

- Provide the foundation for Pearson's Inter-rater Reliability Training to ensure that all observers of classroom practice are measuring performance in the same way. (Visit us online at PearsonPD.com.)

The Pearson Common Core Mathematics Framework and Coaching Tools

PEARSON

- The Common Core Math Observation Framework reflects the Standards for Mathematical Practice.

- The Common Core ELA Observation Framework reflects the Common Core capacities for a literate individual.

SMP 6: Rubrics and Indicators

6. Attend to precision.

6.1 The teacher helps students learn to reason and communicate mathematically using precise terms, definitions, and symbols.

Not Observed	1 N Novice	2 A Apprentice	3 P Practitioner	4 E Expert
There was not an opportunity to observe students attending to precision.	The teacher does not use precise terms, definitions, and symbols and inconsistently intervenes when students use them imprecisely.	The teacher communicates mathematically using precise terms, definitions, and symbols and identifies students' imprecision but does not require them to revise their communication with precision.	The teacher helps students learn to reason and communicate mathematically by modeling and requiring the use of precise terms, definitions, and symbols.	In addition to exhibiting the behaviors of a practitioner, the expert teacher requires students to formulate, compare and reason from definitions.

6.2 The teacher requires attention to accuracy, efficiency, and precision of methods and solutions.

Not Observed	1 N Novice	2 A Apprentice	3 P Practitioner	4 E Expert
There was not an opportunity to observe students attending to precision.	The teacher does not attend to accuracy, efficiency of students' methods, or precision appropriate for the problem's context.	The teacher attends to accuracy, but does not ask questions to validate efficiency of students' methods or precision appropriate for the problem's context.	The teacher consistently asks questions to validate accuracy, efficiency, and precision of methods and solutions.	In addition to exhibiting the behaviors of a practitioner, the expert teacher pushes students to ask questions that validate accuracy.

SMP6: GUIDING QUESTIONS

1. What is the key academic vocabulary included in this lesson or unit?
2. What is the current knowledge base relative to the key terms, definitions, and symbols?
3. How can students develop an understanding of key academic vocabulary and practice communicating mathematically using multiple sources of information?
4. How can students benefit from an increased focus on academic language without diminishing the focus on the mathematics?

SMP6: POWER STRATEGY

Marzano's Six-Step Process to Better Vocabulary Instruction

1. Provide a description, explanation, or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to construct a picture, pictograph, or symbolic representation of the term.
4. Engage students periodically in activities that help them add to their knowledge of the terms.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that enable them to play with the terms.

(Marzano 2009, 83–84)

SMP 6: Rubrics and Indicators

SMP6: ADDITIONAL STRATEGIES AND RESOURCES

- **Word Walls**—The purpose of a mathematics word wall is to identify terms, definitions, and symbols that students need to understand and use with precision. All students benefit from an increased focus on language, and "[m]athematics word walls, when they include visuals and are used during instruction, are effective in supporting language development" (Van de Walle, Karp, and Bay-Williams 2013, 106).
- **Vocabulary Cards**—Vocabulary cards make use of the four-box table, a common adaptation of a concept map. "The requirements for each box can be adapted, as needed, for the content area" (Van de Walle, Karp, and Bay-Williams 2013, 46). See Appendix E for a sample template and an example.
- **I Have, Who Has**—A deck of "I Have, Who Has" cards is a common tool for study and practice that involves a precise matching—word with definition or problem with solution. See Appendix F for a template and an example.
- **Convince Me**—The motto "Convince me!" requires students to use mathematical language in doing mathematics and in explaining what they have done (Schielack 2011, 3). For example, you could say to students, "Convince me that 4/5 is closer to 1 than 5/4."
- **Question Stems**—Help students know how to create and use definitions that clearly delineate the similarities and differences among concepts. Ask questions such as, "What does this statement (or symbol or term) mean?", "How is this statement like (some similar word or symbol)?", or "Why did you use this particular symbol, word, or statement here instead of something else?" See Appendix G for a complete set of question stems aligned with the Standards for Mathematical Practice.

Carleton, Lindsay, and Robert J. Marzano. 2010. *Vocabulary Games for the Classroom*. Bloomington, IN: Marzano Research Laboratory.

Marzano, Robert J., and Debra J. Pickering. 2005. *Building Academic Vocabulary*. Alexandria, VA: Association for Curriculum Development and Supervision (ASCD).

Guiding Questions and Power Strategies help teachers to develop new instructional methods that will help students develop desired academic behaviors.

Implementing Instructional Change

Once participants have attended the professional development on the Tools for Understanding services, they are expected to implement ongoing Instructional Planning Workgroups, grade-level, content-focused planning sessions that engage in a cyclical planning cycle using the Instructional Planning Template and the Aligned Curriculum Framework. To support implementation of Instructional Planning Workgroups, Pearson offers two options for facilitation.

Instructional Planning Workgroup Facilitator Training CC

NUMBER OF DAYS: 2

Prepare school and district staff to facilitate ongoing Instructional Planning Workgroups. Participants deepen their understanding of the Aligned Curriculum Framework, Instructional Planning Template, and related protocols and tools, with an understanding of working with adult learners in a recursive planning cycle.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Understand an aligned framework for instructional planning.
- Understand the role of interim and culminating performance tasks in a unit of instruction.
- Identify learning supports within the instructional unit.
- Observe a video of teacher practice to identify evidence of indicators and criteria of "look-fors."
- Explore feedback based on evidence of practice.

TARGET AUDIENCE:
School and District Leaders, Coaches, Lead Teachers

NUMBER OF PARTICIPANTS: 30

ISBN: 119117

Networks for the Facilitator of Instructional Planning Workgroups CC

NUMBER OF DAYS: 2

Bring schools and district-based facilitators together on a quarterly (or more frequent) basis to discuss and share units of study, problems of practice with adult learners, facilitation scenarios, and the opportunity to deepen the understanding of the Aligned Curriculum Frameworks.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Facilitate the use of the Aligned Curriculum Frameworks for instructional planning.
- Facilitate the use of tools and protocols for the Instructional Planning Workgroups.
- Employ strategies for working with adult learners.
- Observe a video of teacher practice to identify evidence of indicators and criteria of "look-fors."
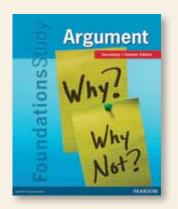- Explore feedback based on evidence of practice.

TARGET AUDIENCE:
School and District Leaders, Coaches, Lead Teachers

NUMBER OF PARTICIPANTS: 30

ISBN: 119118

Writing Aviator, a Writing Program for Teachers to Prepare Students for the Rigors of the Common Core, K–10

The rigor of Smarter Balanced and PARCC assessments will make unprecedented demands on our students. If your teachers are ready to move from studying the Common Core writing genres to implementing writing practices, Pearson's Writing Aviator provides your school and district with a comprehensive literacy solution. Developed in partnership with the chair of the Common Core ELA standards committee, Writing Aviator builds teachers' knowledge of the quality of work needed to meet the Common Core State Standards through professional development in concert with model units of study.

What are the benefits of Writing Aviator?

- Instructional practices that guide students to read like writers and write to engage readers
- The development of student independence and fluency in all Common Core writing genres—narrative, informative text, and opinion/argument—using the writing process
- Pre- and post-assessments for analyzing student work to increase the quality of writing in each genre
- Student use of grade-level complex syntax and sentence structure, as demanded by the Common Core

Learn more.
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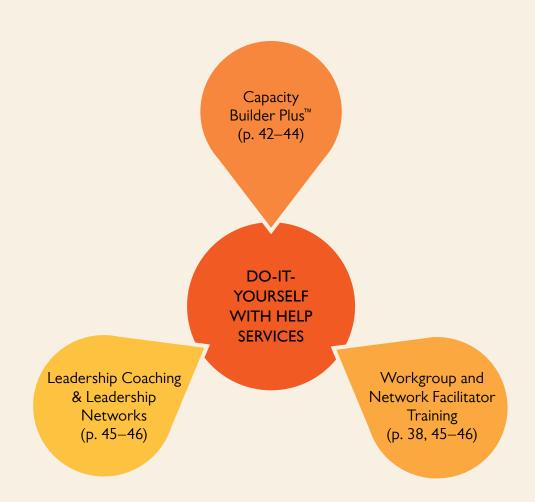
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The Pearson Difference – do-it-yourself training options…with cost-effective, do-it-yourself training materials

Capacity Builder Plus options are available for many services in multiple categories with train-the-trainer models, plus Pearson-licensed materials so districts can build capacity with less cost.

Instructional Planning Workgroup & Network Facilitator Training and materials to help build capacity for teacher leaders to facilitate the process of developing CCSS-aligned curriculum and instruction on their own, and, through the companion service, for Network facilitation that generates ongoing training for leading and supporting workgroup facilitation of changes in instructional practice.

Leadership Coaching & Leadership Networks build school and district capacity to sustain improved performance.

Capacity
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(p. 42–44)

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Leadership Coaching
& Leadership
Networks
(p. 45–46)

Workgroup and
Network Facilitator
Training
(p. 38, 45–46)

Want help achieving school- or system-wide implementation and transition to the Common Core? Let us know!

We provide coherent, well-defined guided pathways for Common Core implementation and capacity building, with additional focus on fundamental areas such as data use, leadership, student engagement, and community involvement.

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The first Common Core assessments will be here before you know it. Build your capacity over the upcoming months to develop classroom practices that will ensure student success.

Research shows that real change in classroom practices takes place when learning is sustained over a period of time. So it makes sense to start building internal capacity now to ensure effective implementation of the Common Core State Standards. With Pearson's Capacity Builder Plus™, your staff trainers receive Common Core training and licensed Pearson training materials—PowerPoints and applicable videos, Facilitator Guides, and Participant Workbooks—to help them facilitate the development of their colleagues.

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How Capacity Builder Plus™ works

1. Workshop Training
   Your trainers experience the workshop in action. (See the complete list of applicable workshops on page 44.)

2. Extended Training
   Then they receive in-depth training on the workshop content and their personal copies of Pearson-created materials—PowerPoint and applicable videos as well as a Facilitator Handbook for the selected workshop.

3. Implementation
   Then they train the teachers in your district. Each teacher receives a Participant Workbook for the selected workshop.

4. Coaching
   Ensure fidelity of implementation through ongoing coaching.

Capacity Builder Plus™ works!

"The quality of both the math and language arts workshops reflected the strong professional experience and expertise of the Pearson staff. This process supported Delaware's intent to scale the professional development and implementation through a train-the-trainer model. Pearson prioritized the communication with the Delaware Department of Education to ensure a successful implementation plan and professional development."

—Linda B. Rogers, Ed.D.
Associate Secretary of Education, Teaching and Learning
Delaware Department of Education

—Marian L. Wolak
Director of Curriculum, Instruction, & Professional Development
Delaware Department of Education

Ask your Pearson Professional Development Account Executive
about pricing and training options.

Capacity Builder Plus™ Workshops

Capacity Builder Plus™ is a flexible and cost-efficient way to provide teachers with professional development. The following professional development sessions can be delivered through our Capacity Builder Plus™ process, in which Pearson trains selected school or district staff members to deliver the sessions and provides licenses for all necessary presentation tools, trainer guides, and participant materials.

Pearson builds the capacity of the district to understand and deliver professional development, which in turn, builds stakeholders' confidence in the change process as well as ownership for the change.

Our Web site—capacitybuilderplus.com— provides an overview of the Capacity Builder Plus™ process, with Common Core State Standards (CCSS) workshop samplers and downloadable files that showcase Pearson CCSS training materials.

Capacity Builder Plus™
Available for these workshops:

Teacher-Focused Workshops for Mathematics
- Foundational Overview of the Common Core State Standards for Mathematics (p. 25)
- Focusing on the Mathematical Practices of the Common Core *(two-day training)* (p. 26)
- Using the Common Core in a Standards-Based Mathematics Classroom (p. 26)
- Using Performance Tasks Effectively in the Mathematics Classroom (p. 27)
- Using the Interactive Whiteboards to Focus on the Mathematical Practices of the Common Core (p. 27)
- Number and Operations in Base Ten (p. 28)
- Fractions (p. 28)
- Measuring Student Understanding Series (p. 32)
- Developing Curriculum Models (p. 34)

Teacher-Focused Workshops for English Language Arts
- Foundational Overview of the Common Core State Standards for English Language Arts *(two-day training)* (p. 19)
- Digging into the Reading Standards (p. 20)
- Digging into the Writing Standards (p. 20)
- Speaking and Listening Standards and Language Standards (p. 20)
- Using Performance Tasks Effectively in the Literacy Classroom (p. 20)
- College and Career Readiness: Reading for Secondary Students (p. 21)
- College and Career Readiness: Writing for Secondary Students (p. 21)
- English Language Arts Standards for History and Social Studies (p. 29)
- English Language Arts Standards for Science and Technical Subjects (p. 29)
- Measuring Student Understanding Series (p. 32)
- Developing Curriculum Models (p. 34)

Workshops are appropriately grade-banded where necessary.

Sustaining and Growing Capacity

Changes in instructional practice take time, require leadership support, and must be managed from within a school or district if they are to be sustained. Pearson's Sustainability Services help schools develop a team of educators who work together to build capacity internally for maintaining the effective, sustained implementation of the Common Core State Standards.

Leading for Understanding Leadership Networks CC

NUMBER OF DAYS: 4

Effective support for classroom implementation of the Common Core State Standards (CCSS) asks school and district leaders to develop a lens for the learning continuum, pedagogical strategies, and the ongoing Instructional Planning Workgroups. Quarterly Leadership Network Meetings bring principals and assistant principals together to develop a shared understanding of practice and review the "look-fors" that support students to develop the College and Career Readiness Competencies and meet the expectations for performance as defined by the CCSS. Districts or groups are encouraged to use Leadership Networks.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Calibrate an understanding of the evidence of indicators and criteria in the CCSS "look-fors."
- Understand the role of interim and culminating performance tasks in a unit of instruction.
- Analyze student work for evidence of understanding and meeting the CCSS.
- Observe a video of teacher practice to identify evidence of indicators and criteria of "look-fors."
- Explore feedback based on evidence of practice.

TARGET AUDIENCE:
School and District Leaders, Coaches, Lead Teachers

NUMBER OF PARTICIPANTS: 30

ISBN: 119099

Leadership Coaching CC

NUMBER OF DAYS: 1

On-site Specialist Support for school leadership and leadership teams supports ongoing implementation of initiatives and reviews and refines the Instructional Planning Workgroup Implementation. Leadership Coaching can include Focus Walks using "look-fors" from the Leadership Network Meetings, data analysis, and the ongoing analysis of student work from performance tasks. In this way, leadership can take timely action to support the classroom practices that are needed to meet the performance expectations of the Common Core State Standards (CCSS).

OUTCOMES:
Outcomes are negotiated in developing specific leadership coaching; however, by the end of this session, participants will be able to:
- Understand the role of interim and culminating performance tasks in a unit of instruction.
- Observe a video of teacher practice to identify evidence of indicators and criteria of "look-fors."
- Practice feedback based on evidence of practice.
- Look for patterns of implementation across classrooms.
- Observe Instructional Planning Workgroups.

TARGET AUDIENCE:
School and District Leaders, Coaches, Lead Teachers

NUMBER OF PARTICIPANTS: 30

ISBN: 119097

Instructional Planning Workgroup CC
Facilitator Training

NUMBER OF DAYS: 2

Prepare school and district staff to facilitate ongoing Instructional Planning Workgroups. Participants deepen their understanding of the Aligned Curriculum Frameworks, Instructional Planning Template, and related protocols and tools, with an understanding of working with adult learners in a recursive planning cycle.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Understand an aligned framework for instructional planning.
- Understand the role of interim and culminating performance tasks in a unit of instruction.
- Identify learning supports within the instructional unit.
- Observe a video of teacher practice to identify evidence of indicators and criteria of "look-fors."
- Explore feedback based on evidence of practice.

TARGET AUDIENCE:
School and District Leaders, Coaches, Lead Teachers

NUMBER OF PARTICIPANTS: 30

ISBN: 119117

Networks for the Facilitator of Instructional Planning Workgroups (CC)

NUMBER OF DAYS: 4

Bring schools and district-based facilitators together on a quarterly (or more frequent) basis to discuss and share units of study, problems of practice with adult learners, facilitation scenarios, and the opportunity to deepen an understanding of the Aligned Curriculum Frameworks.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Facilitate the use of the Aligned Curriculum Frameworks for instructional planning.
- Facilitate the use of tools and protocols for the Instructional Planning Workgroups.
- Employ strategies for working with adult learners.
- Observe a video of teacher practice to identify evidence of indicators and criteria of "look-fors."
- Explore feedback based on evidence of practice.

TARGET AUDIENCE:
School and District Leaders, Coaches, Lead Teachers

NUMBER OF PARTICIPANTS: 30

ISBN: 119118

Leading for Mathematical Proficiency: (CC) Strategies for Becoming an Effective Mathematics Coach

NUMBER OF DAYS: 2

Learn strategies for educators who support other teachers in the teaching of mathematics. That support includes activities ranging from coaching and planning professional development to organizing professional learning communities and working with a range of teachers. In the context of this workshop, the term coaching means the specific act of engaging with teachers in informal settings or more formally in a coaching cycle (planning, data gathering, and reflecting).

OUTCOMES
By the end of this workshop, participants will be able to:
- Articulate the skills that are essential to coaching.
- Recognize and describe a conceptual framework for connecting students' learning to classroom practice.
- Explore and practice the coaching cycle for various teaching skills.
- Identify strategies (beyond coaching) for effective professional development.

TARGET AUDIENCE:
K–12 Mathematics Coaches and Teacher Leaders

NUMBER OF PARTICIPANTS: 30

ISBN: 119650

COMING SOON!

Instructional Shift Online Learning Supports

In 2013, Pearson will bring you the following "short online courses" covering key college- and career-readiness topics.

Instructional Shift Online Learning Supports for Mathematics Titles:

- Using Multiple Representations to Build Conceptual Understanding in Mathematics
- The Role of Academic Language in the Teaching and Learning of Mathematics
- Universal Design for Learning: Accessing Mathematics for All Students
- Bringing Meta-Cognition to Light in the Mathematics Classroom
- The Role of Reading in Mathematics Teaching and Learning
- Conceptualizing Addition and Subtraction
- Conceptualizing Multiplication and Division
- The Role of the Mathematical Properties in Reasoning and Justification
- Concepts, Skills and Problem Solving: 21st Century Mathematics Instruction
- Constructing Mental Models of Mathematical Situations
- Developing A Community of Practice in Mathematics Classrooms
- Modifying the Modifier: Modeling Mathematics Versus Modeling with Mathematics
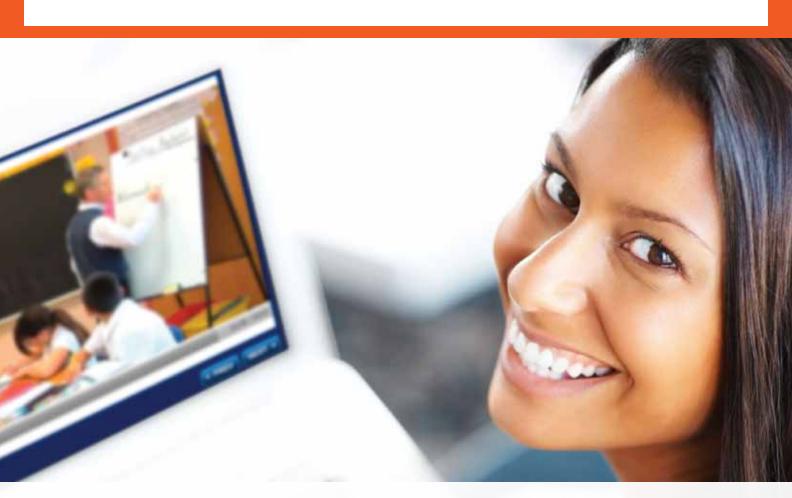
Instructional Shift Online Learning Supports for Literacy Titles:

- Using Language Objectives in the Common Core Classroom
- Universal Design for Learning-Accessing Text and Expressing Understanding
- Close Reading: Context
- Close Reading: Syntax
- Close Reading: Text Structures
- Close Reading: Questions and Answers
- Facilitating Small Group Discussions on Text
- Student Centered Writing
- Language Learning: Vocabulary, Word Study and Academic Language
- Student Centered Work Groups in the Common Core Classroom

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