Breakout Session #3:

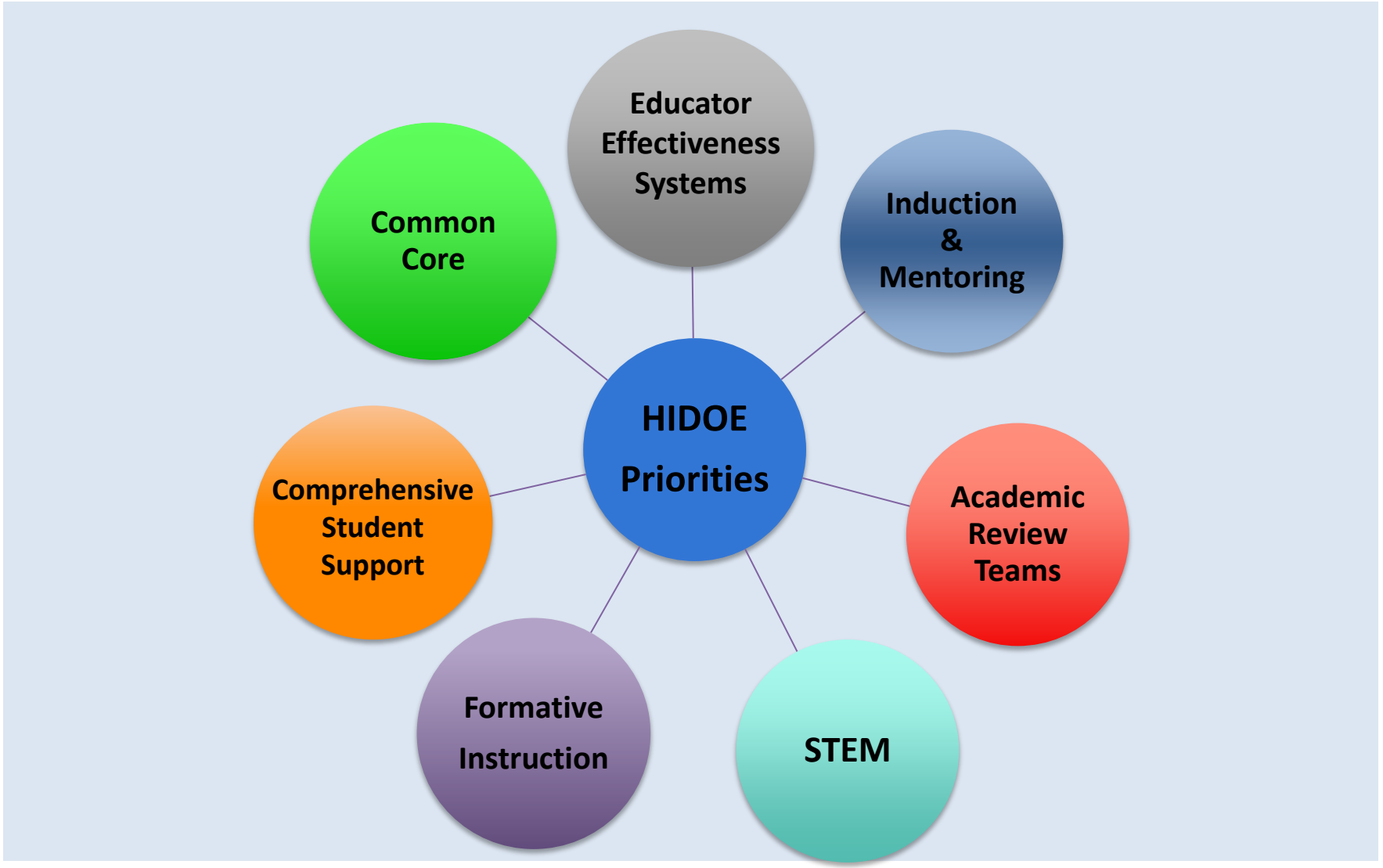
Moving Ahead with Common Core

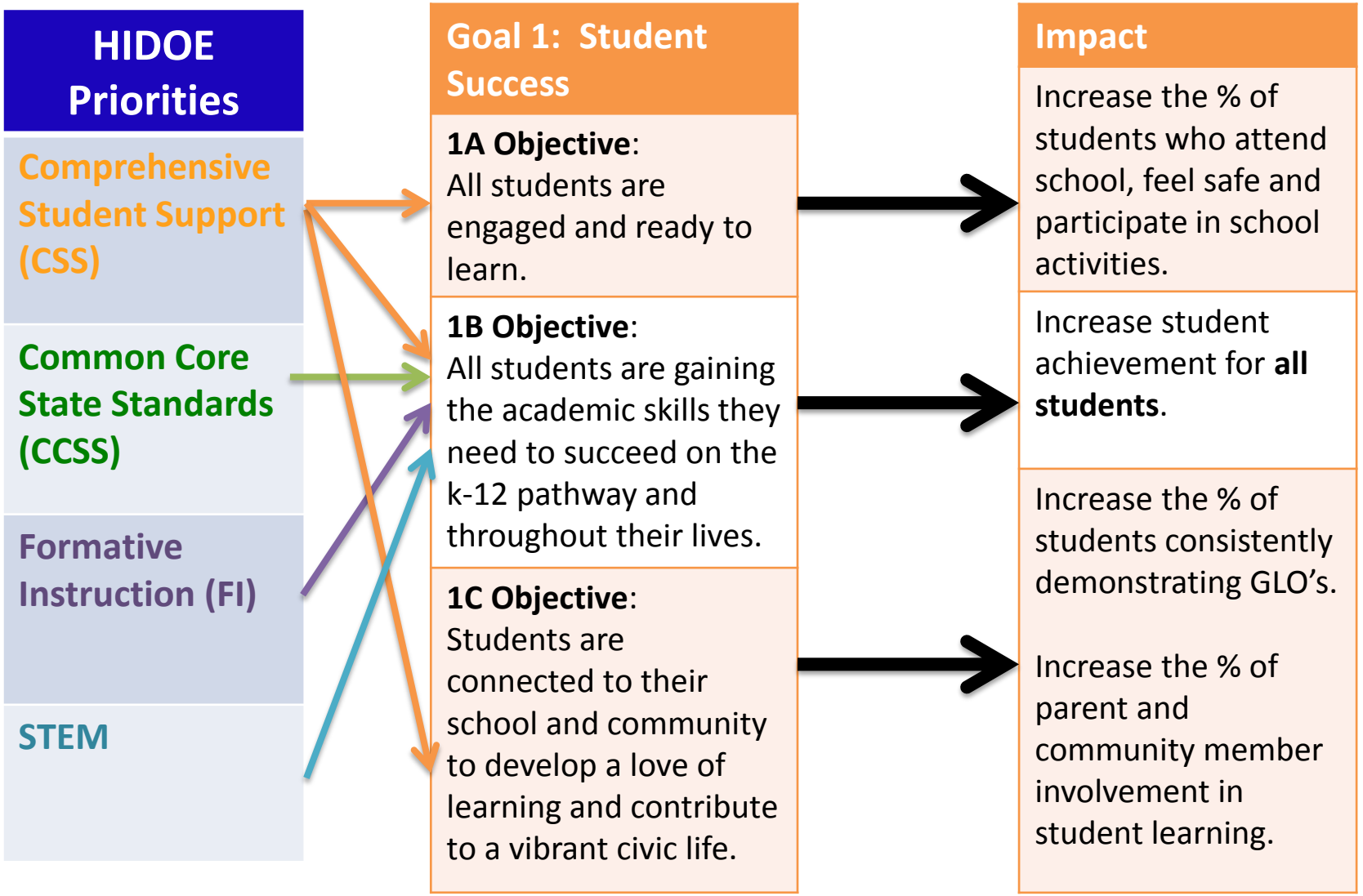
Office of Curriculum, Instruction and Student Support

Petra Schatz
Educational Specialist for English Language Arts

Dewey Gottlieb
Educational Specialist for Mathematics

Collaborating to Achieve Strategic Plan Goals



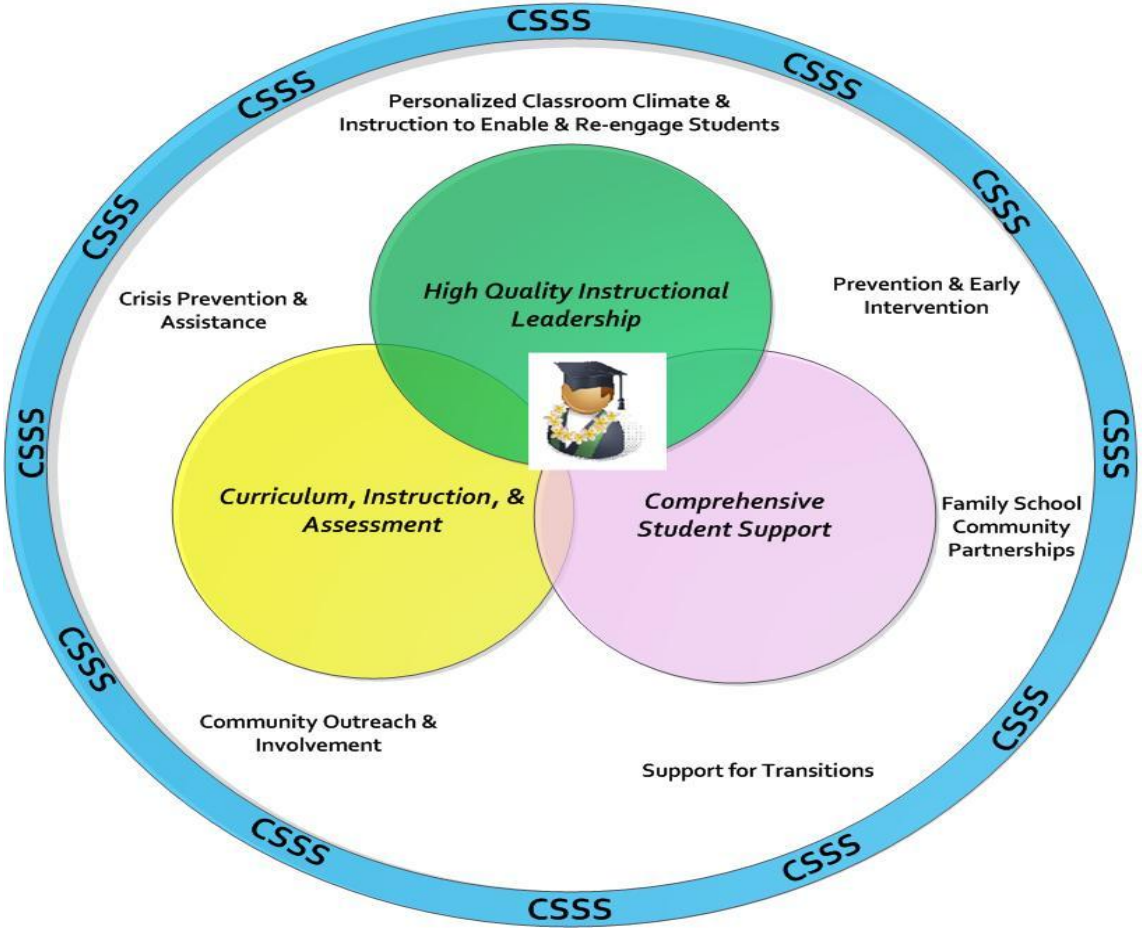


Academic Review Team (ART) Goal 1, 2, 3

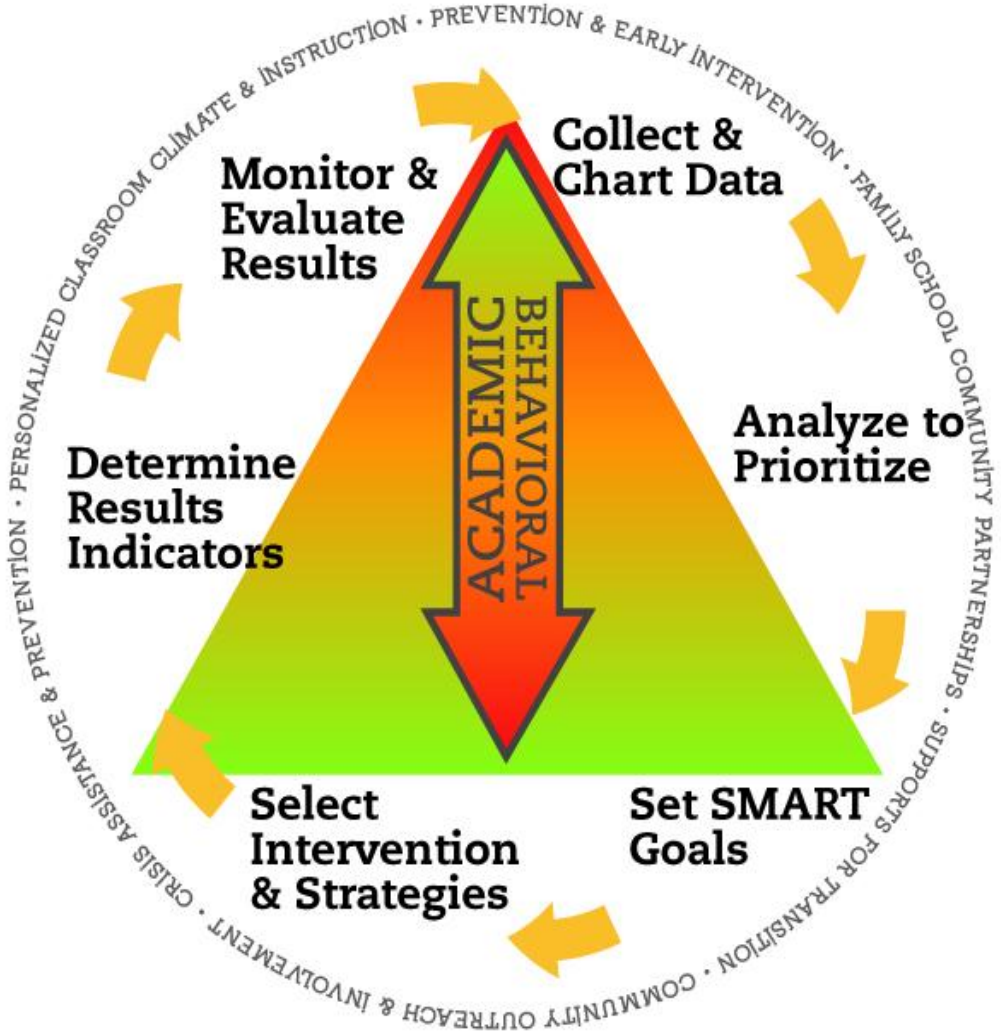
HIDOE Priorities	Goal 2: Staff Success	Impact
Educator Effectiveness System (EES)	**2A Objective:** The DOE effectively recruits, retains, and recognizes high-performing employees.	Increase the % of teachers rated as "highly effective" beginning 2014
Induction and Mentoring (IM)	**2B Objective:** Training and professional development for all DOE employees supports student learning and school improvement.	100% of new teachers receive induction and mentoring
	2C Objective: Leadership across the DOE has the capacity to implement systemic change, including adapting and innovating; modeling optimism and fairness; overseeing school transformation, and student success.	100% of teachers receive rating on performance evaluation and establish improvement plan by 2014

Academic Review Team (ART) Goal 1, 2, 3

Helping Today's Students Navigate Tomorrow's World



Success for *ALL* Students: Multi-tiered System of Supports



Tier 3: Intensive, Individualized Interventions

- Individual students
- Assessment Based
- High Intensity
- Intense, durable procedures

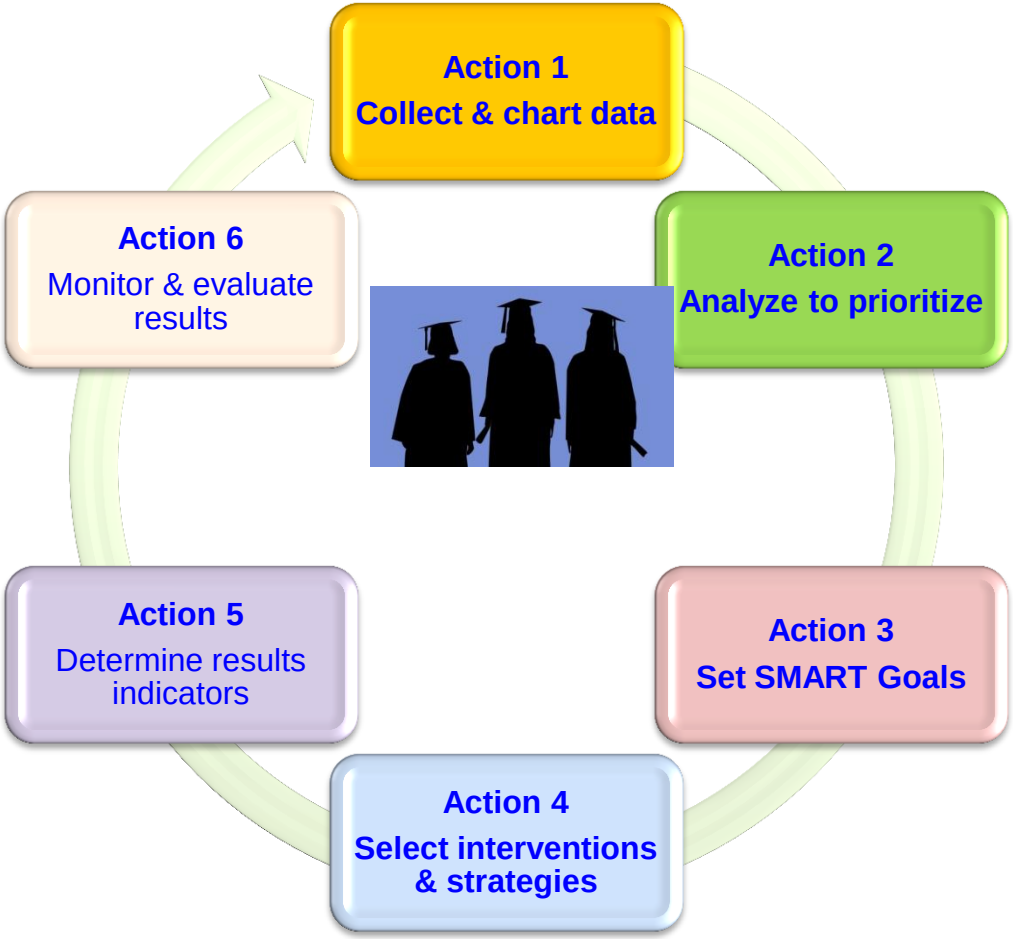
Tier 2: Targeted Group Interventions

- Some students (at risk)
- High efficiency (e.g. target skill instructions with progress monitoring)

Tier 1: Core, Instructional Interventions

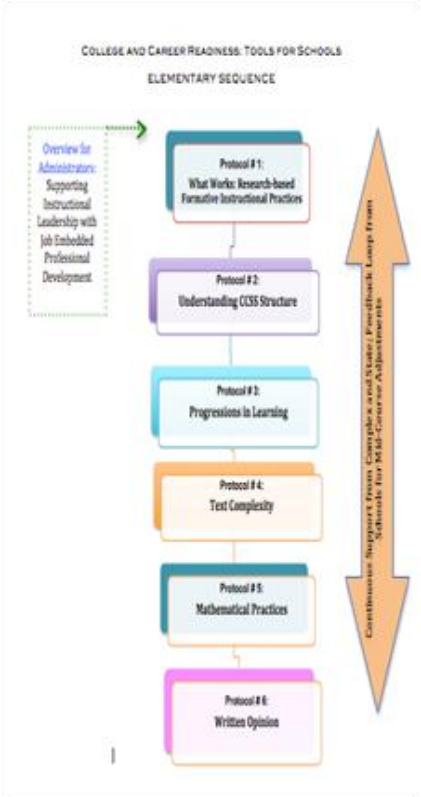
- All Students, All Settings
- Preventive, proactive support (e.g. school-wide behavior support, high quality core instruction, differentiate instruction, universal screening)

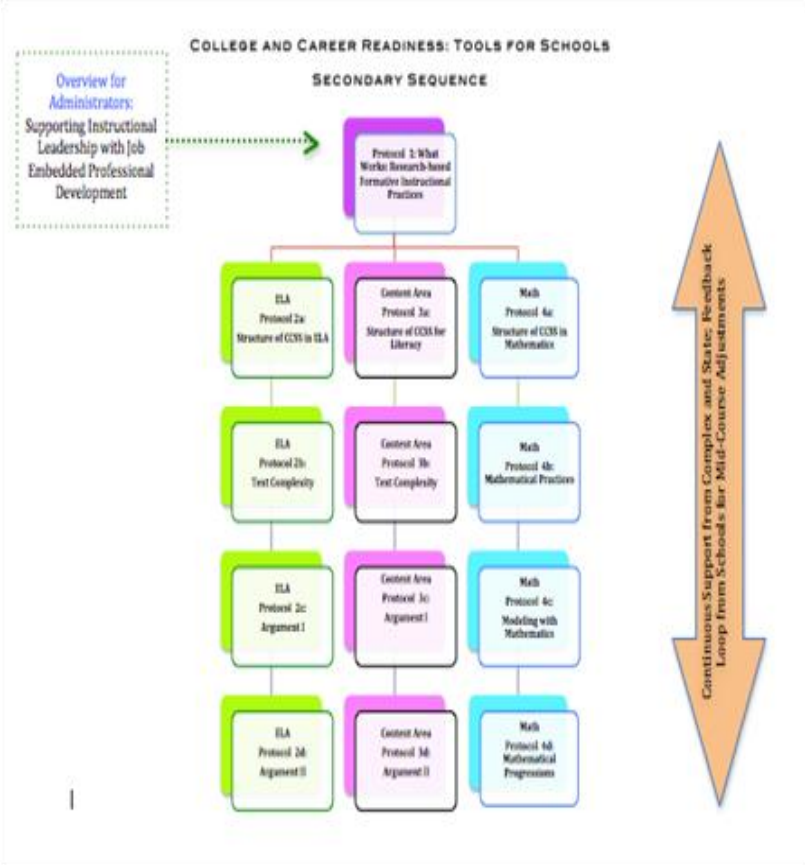
Team-Based Data-Driven Problem Solving Process



Common Core: Where Have We Been?

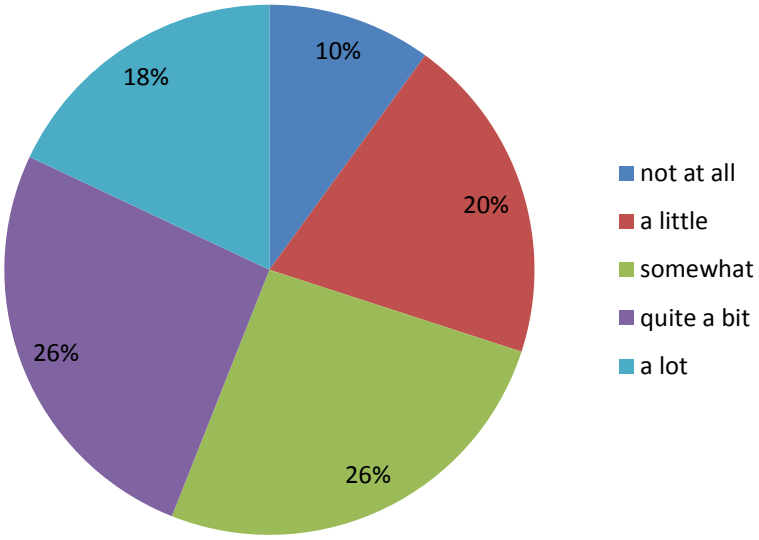
CCR Protocols to Build Shared Understanding



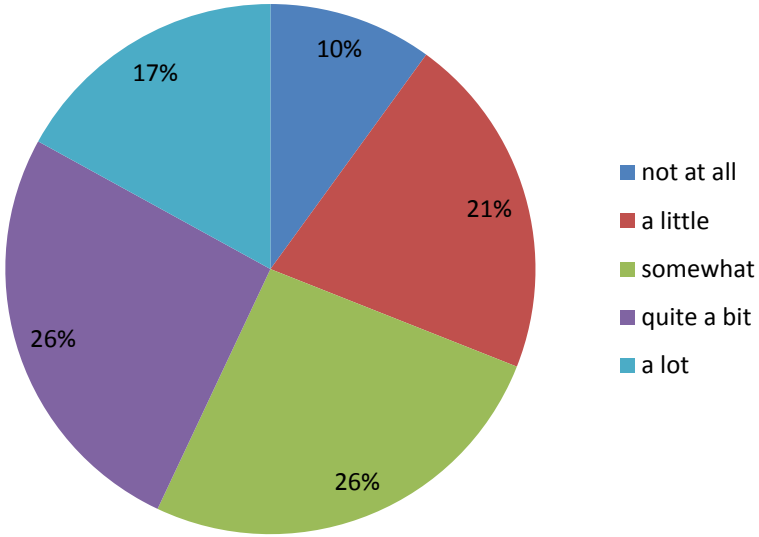


CCR Protocol Data

CCR Protocol 4: Elementary: Text Complexity: Level of Impact

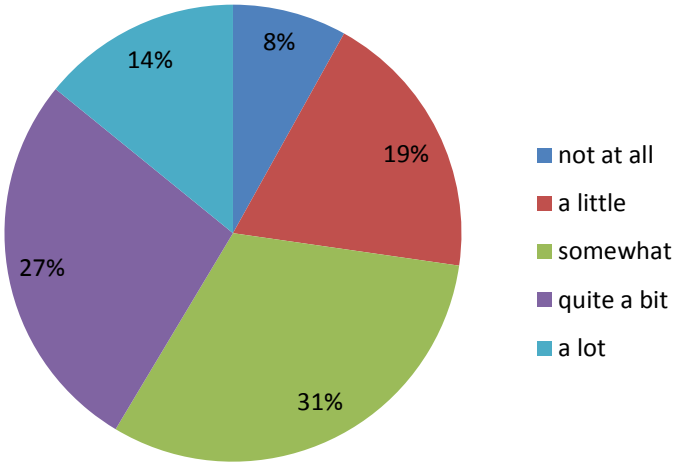


CCC Protocol 5: Elementary: Mathematical Practices: Level of Impact

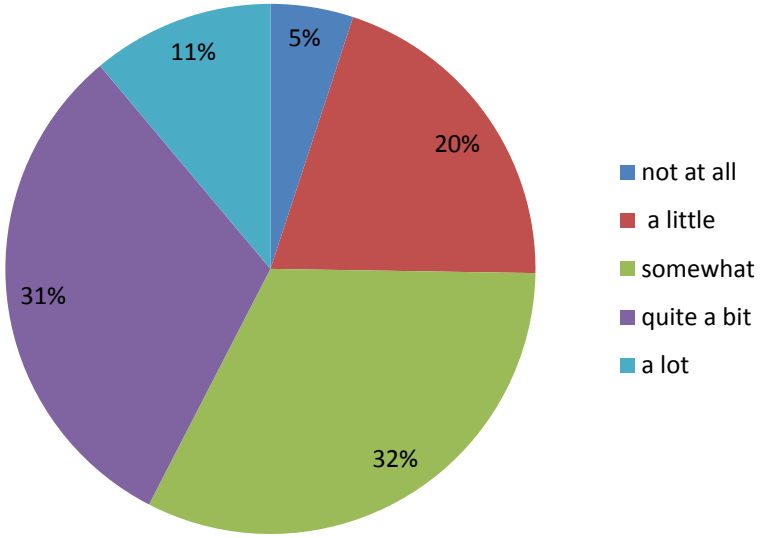


CCR Protocol Data

CCR Protocol 2C: Secondary: Argument 1: Level of Impact

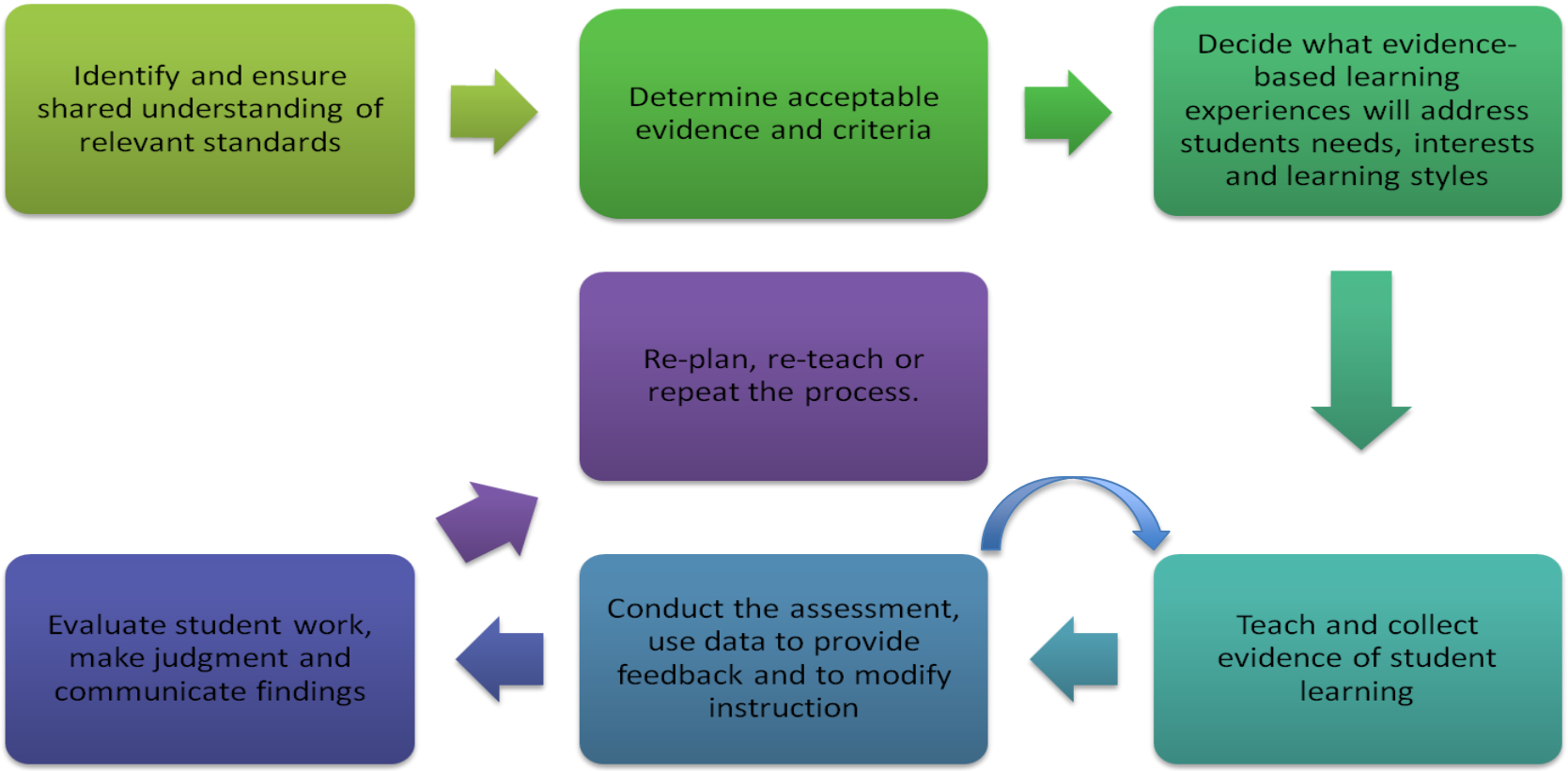


CCR Protocol 4c: Secondary: Modeling with Mathematics: Level of Impact



Common Core: Where Have We Been?

Standards-based Implementation Process



Where are we going?

- Figuring out where we are: ***Implementation Continuum*** (for each HIDOE Priority)
- Leverage our Tri-Level System: ***CAST***
- Connecting the Priorities: ***CCSS, EES, DT/FI***
- Instructional Resources: ***Recommended curricula and Open Education Resources***
- Shared PD Resources: ***Standards Toolkit website***

Continuum of CCSS Implementation

Rubric for Implementation of the Common Core State Standards

	Establishing-1	Applying-2	Integrating-3	Systematizing-4
ELA and Literacy Common Core Shift 1. **Building knowledge through content-rich nonfiction**	The school shows little or no evidence of providing students with a balance of literary and informational texts. There is not a clear sequencing of text to provide deep content knowledge.	The school shows some evidence of moving towards the balance of text recommended in the CCSS. Text selection is becoming more intentional so that texts are more carefully sequenced to build deep content knowledge. Some teachers in all content areas are aware of the plan.	The majority of classes in the school have evidence of a balance of literary and informational text The majority of classes across all content areas in the school intentionally sequence texts students read and hear to develop content knowledge.	The school shows evidence of students reading a balance of 50% literary and 50% informational text in the elementary school. The balance for middle school is 55% informational texts and 45% literary texts. The balance for high school is 70% informational text and 30% literary during the school day. * All teachers across all content areas intentionally sequence texts students read and hear to develop deep content knowledge. Students demonstrate knowledge in multiple ways (i.e through an art or movement form). The school has set aside professional time for teachers to collaborate on Shift 1.
ELA Common Core Shift 2. **Reading, writing and speaking grounded in evidence from text, both literary and informational**	The school shows little or no evidence that class time is spent reading, writing, or speaking directly about text.	The school shows some evidence that class time is spent reading, writing, or speaking directly about text.	The majority of classes in the school spend considerable amounts of class time reading, writing, or speaking directly about text.	The school shows evidence of having considerable amounts of class time spent reading, writing, or speaking directly about text. When discussing or collaborating students in all classes build on each other's observations or insights using evidence The school has set aside professional time for teachers to collaborate on Shift 2.

DRAFT

Discussion Questions

1. Form groups of 3
2. Each person select three unique sections of the continuum to read
3. Read your sections in order to share with your group -10 minutes
4. Each person share what it looks like when a school is at the systematizing level for your rubric section – 15 minutes

Discussion Questions

Reflection:

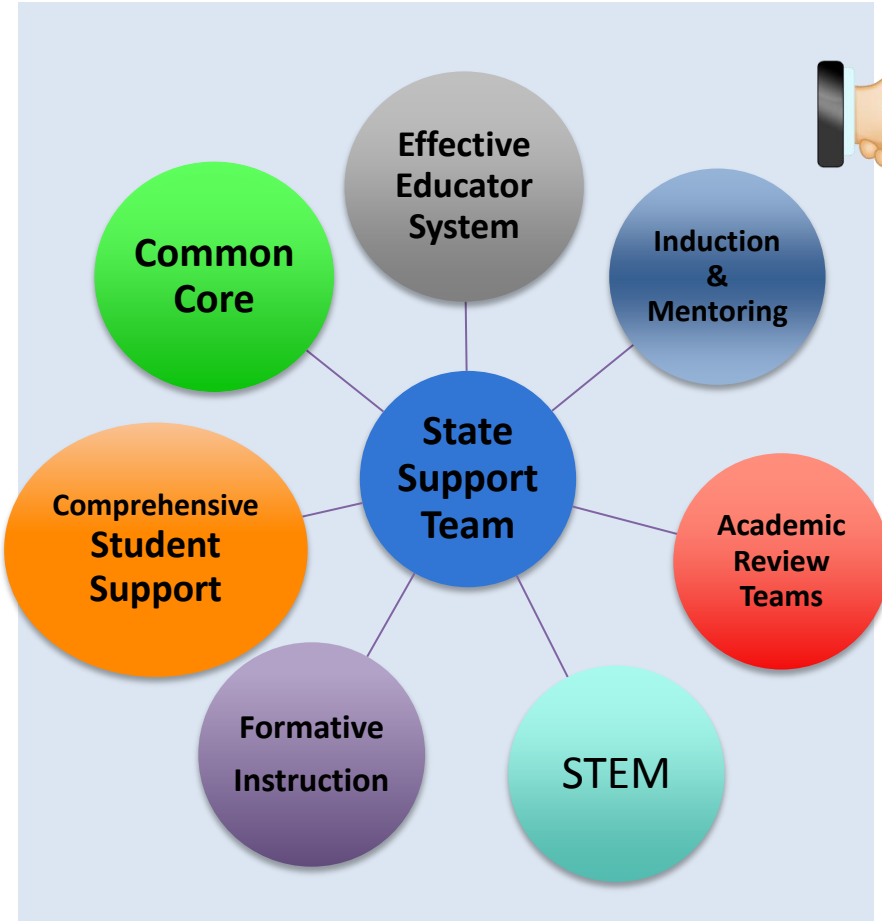
5. Looking at the ELA indicators, the math indicators and the instructional resources/large scale assessment indicators, reflect on the following:
   - where you think your school is on the continuum
   - how you know
   - what you need to do to move forward

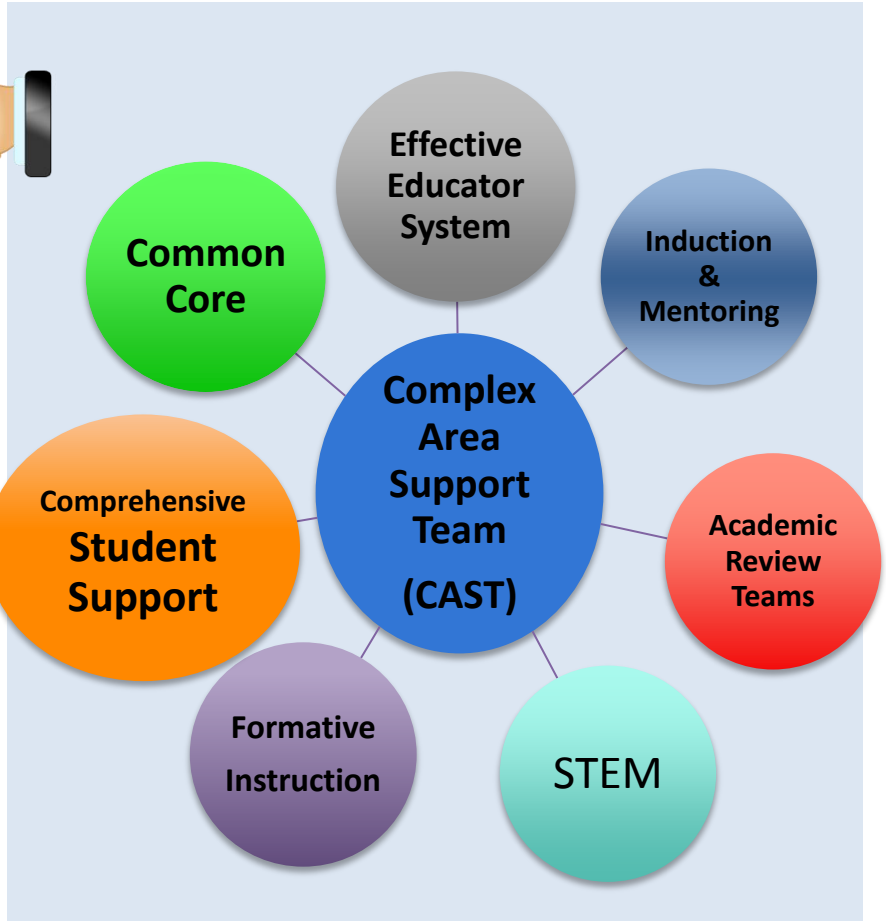
   (jot down notes; 7 minutes)

6. Choose an area where you would currently rate your school at a 3 or 4. Share with your group the answers to the following:
   - What has been happening at your school to get your staff to that level?
   - How do you know you are there?
   - What do you need to move to the next level?

   (15 minutes)

Where we are going:
State Support Team and CAST





Where we are going:
Support for CCSS Implementation

Common Instructional Resources

English Language Arts

- Elementary: McGraw Hill Wonders
- Secondary: College Board's Spring Board

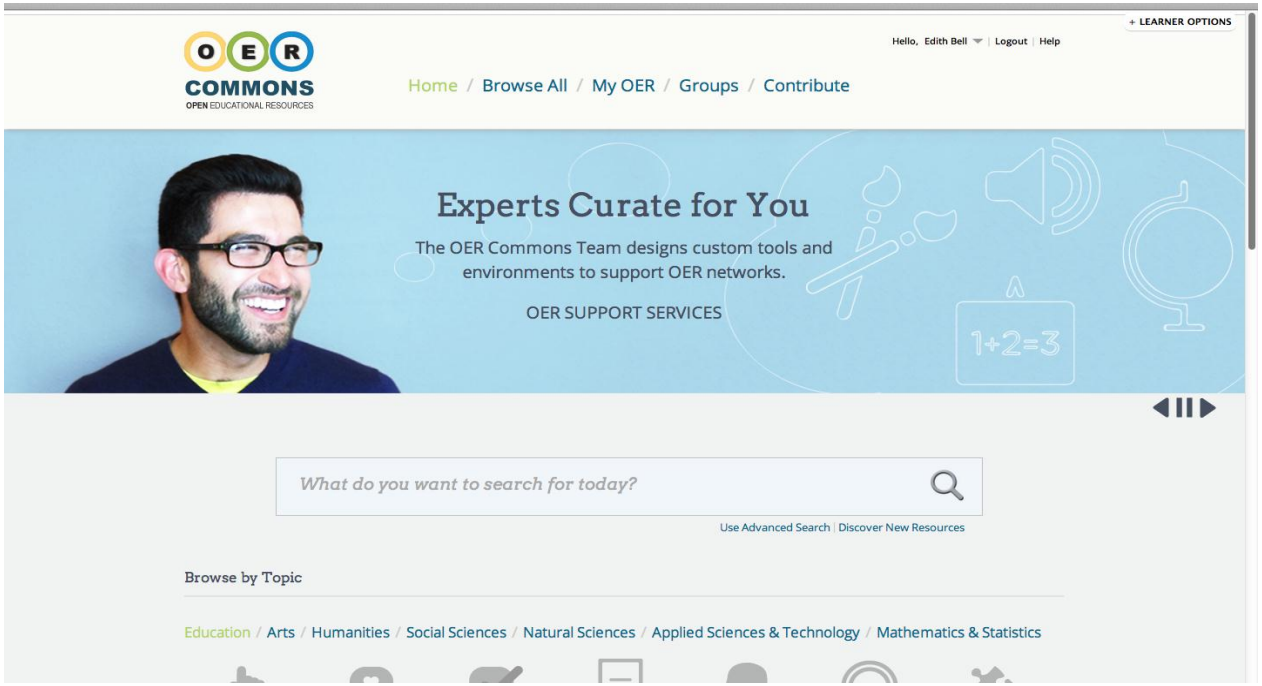
Mathematics

- K-8: Ongoing review in 2013-2014 school year
- High School Curriculum Resources for Algebra I & II (Geometry to be developed)

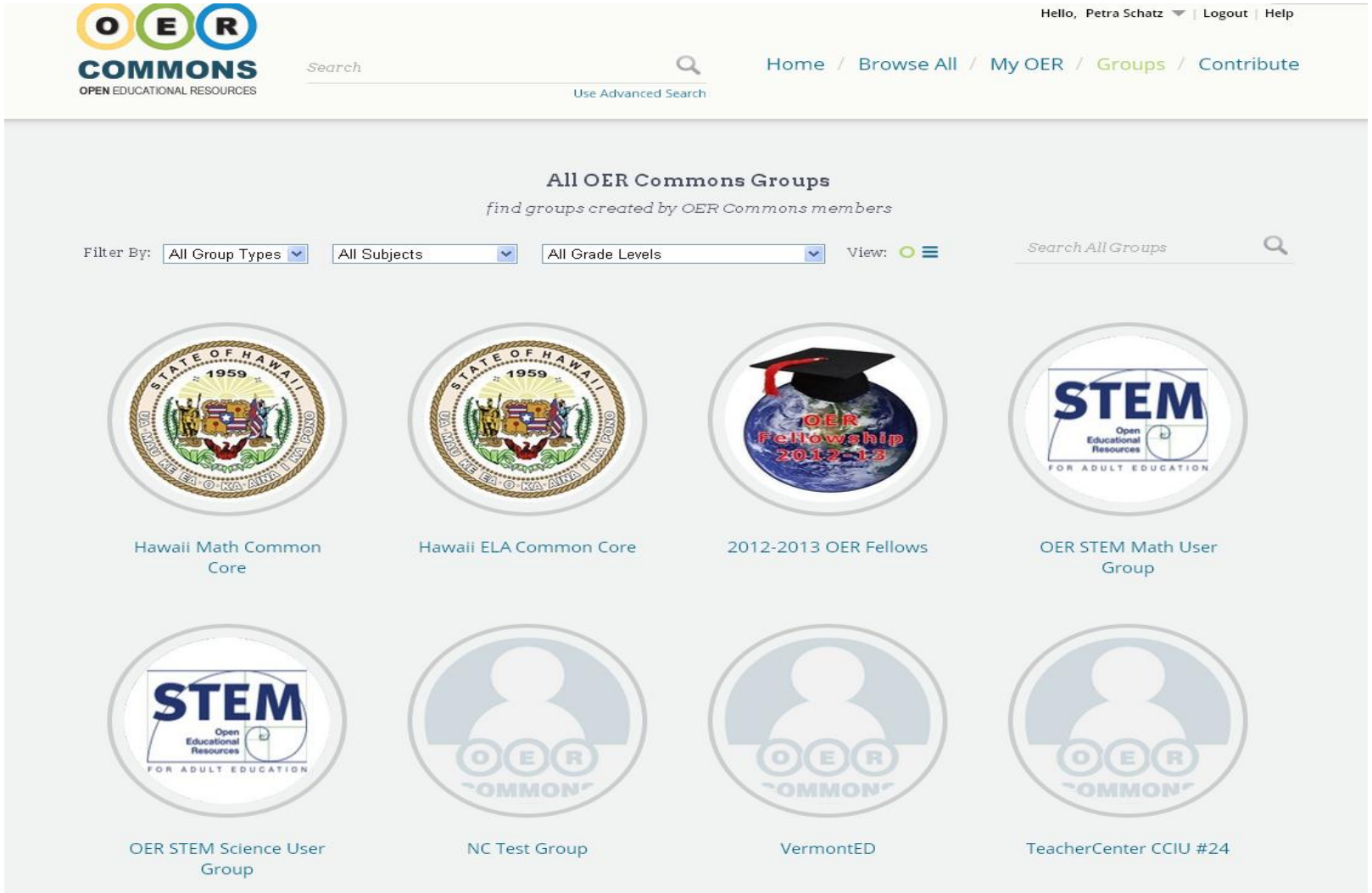
Where we are going:
Support for CCSS Implementation

Open Education Resources

http://www.oercommons.org



http://www.oercommons.org



Where we are going: Mathematics Resources

Recommended unit plans for grades K-8

- Lessons, activities, tasks, homework sets, assessments

➔ Access via **www.oercommons.org**

Hawaii Common Core Math group

➔ Webinars and online PD tools will be available

Where we are going: Mathematics Resources

Recommended curricula for Algebra 1 and 2

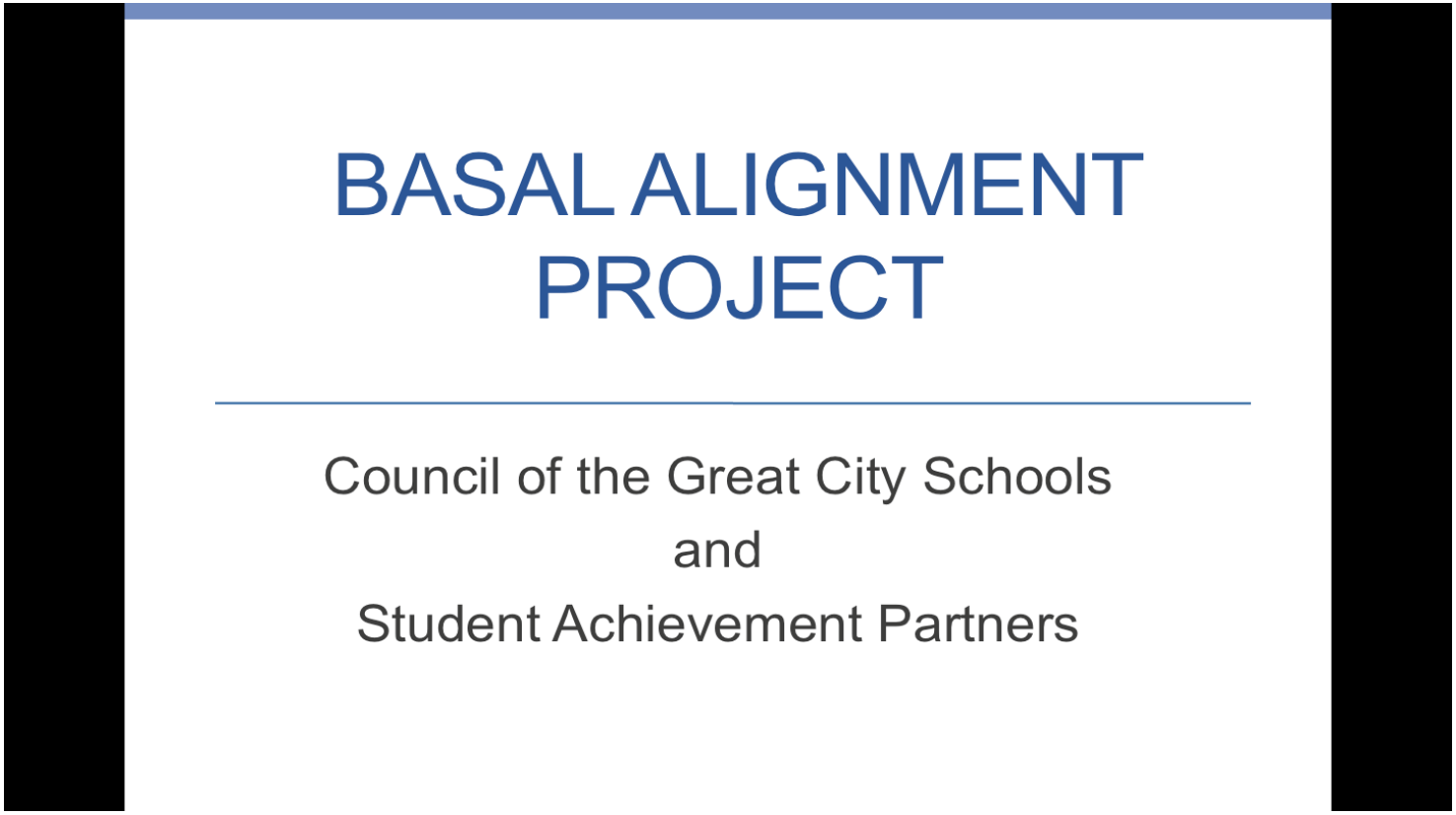
- Course outlines
- Recommended pacing
- Explanations of learning targets
- Lessons, activities, tasks, homework sets, assessments

➔ Access via Edmodo

HIDOE High School Math group code: mcbkv6

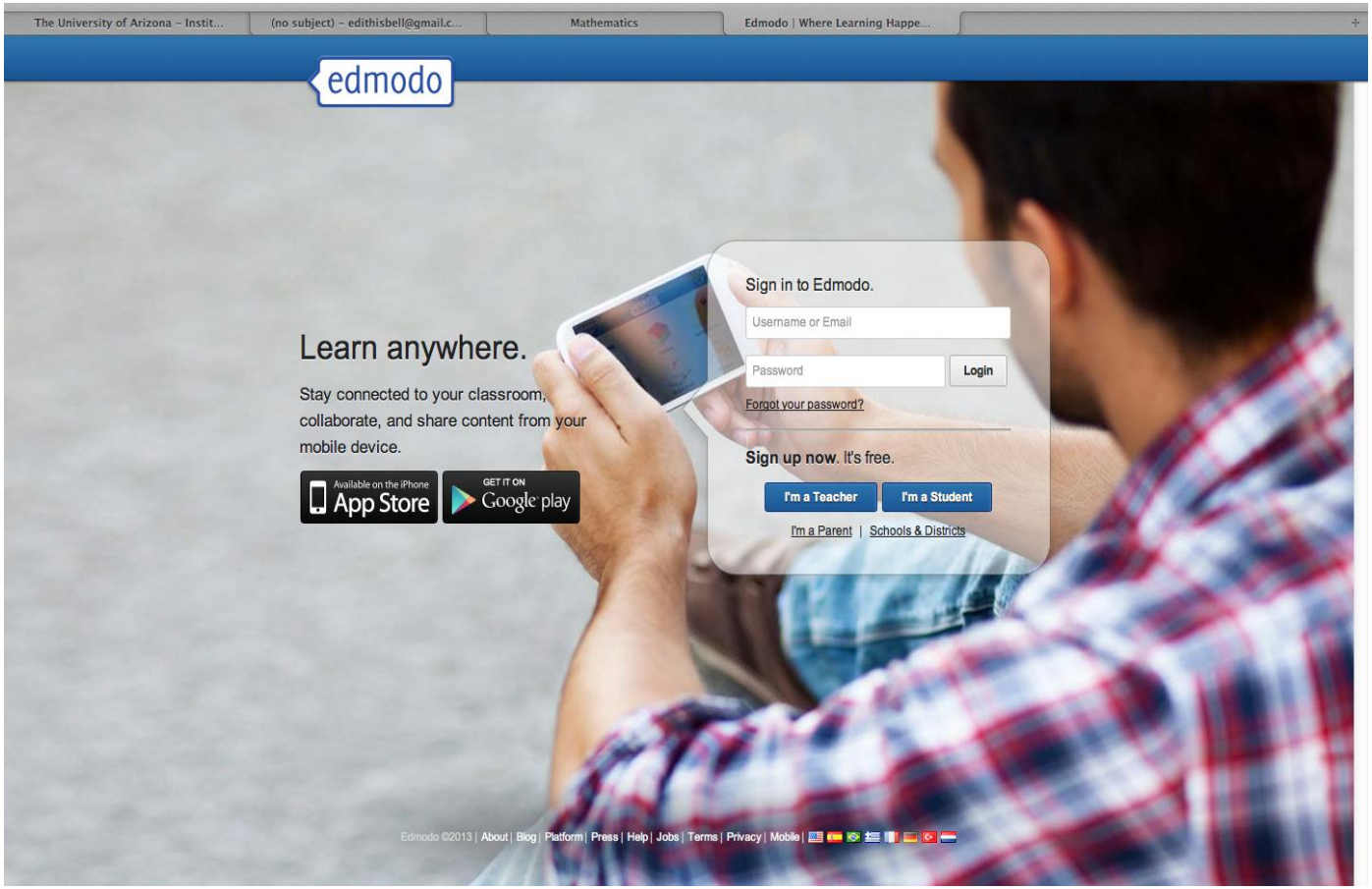
➔ Training sessions to be offered quarterly

Where we are going: ELA Resources



www.edmodo.com

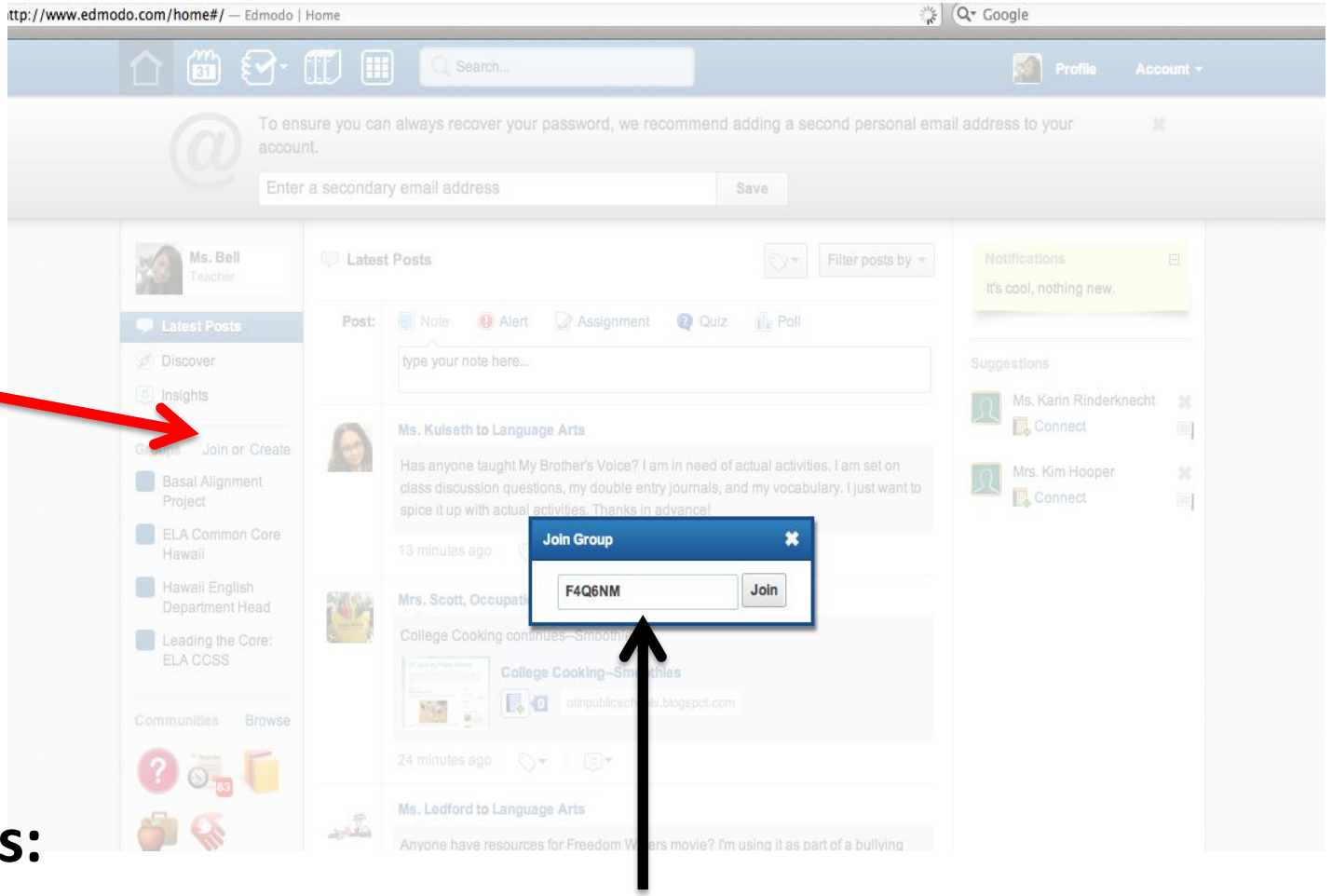
How to access



Login to Edmodo: www.edmodo.com

How to access

Click on "Join Group"



Enter group codes:

Basal Alignment Project Code: F4Q6NM

Anthology Alignment Project Code: pkx4s

What is the BAP?

Basal Alignment Project (BAP) 3-5 + 6

Anthology Alignment Project (AAP) 7-12

- Free, Common-core aligned lessons for basal reading programs/anthologies
- Collaborative effort between Council of Great City Schools and Student Achievement Partners
- Temporary solution for CCSS aligned resources
- Strong resource when paired with ongoing professional learning around the instructional shifts

What BAP addresses

- Big Ideas/Key Understandings
- Text-dependent questions
  - Importance of rereading and returning to the text
- Academic (Tier Two) vocabulary
- Culminating tasks
- Additional activities
- Notes to the Teacher

Big Ideas, Key Understandings

Houghton Mifflin Harcourt Collections - 2001 Grade 4

Unit 2/Week 4

Title: Charlotte's Web

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4; W.4.1, W.4.4, W.4.9; SL.4.1; L.4.1, L.4.2, L.4.4

Teacher Instructions

Refer to the Introduction for further details

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

   Big Ideas and Key Understandings

   Love and friendship can be powerful and sometimes our friends are very different from ourselves.

   Words can change minds and even help save lives.

   You are never too small to do great things.

   Synopsis

   E. B. White's Charlotte's Web, first published in 1952 tells the story of friendship and loyalty between Wilbur and a grey spider named Charlotte. Wilbur is a spring pig and learns that he is being fattened for slaughter in the fall. Although Charlotte is the smallest living thing in the barn, she ends up being the most powerful. Wilbur is at first disgusted by the fact that Charlotte eats flies, but comes to both appreciate and love her.

Text-Dependent Questions

Text Dependent Questions

Text-dependent Questions	Evidence-based Answers
What is the setting of the play Charlotte's Web? (Pg. 186)	Charlotte's Web takes place in the Zuckerman's Barn
Look at the illustrations on page 187. Why did the author and illustrator introduce all the characters before the story begins?	Charlotte's Web is a play.
How does Charlotte change how she sews her web once she meets Wilbur and becomes determined to save her? (Pg. 188)	At the beginning Charlotte's web protects her, gives her a place to live, and helps her trap food. At the end, Charlotte is using her web to send messages to people so that Wilbur won't be killed.
Why does Wilbur say early summer days on a farm are the happiest and fairest of the year? (Pg. 190)	Lilacs and apple blossoms bloom; the days grow warm and soft; he can visit the barn every day
Conspiracy means a secret plan by a group to do something harmful. On page 191, the sheep says, "It is a regular conspiracy". To what is he referring?	They are fattening Wilbur up. They are going to kill him and turn him into smoked ham or bacon
Wilbur just found out about the Zuckerman's plan. Look at the illustrations on pages 194-195. What detail from the text supports why Wilbur is smiling in the illustration?	Charlotte promised Wilbur that she would save him.
Homer says, "A miracle has happened on the farm". What miracle has Charlotte performed? (Pg. 200)	Charlotte threads "Some Pig" in her web to describe Wilbur. Illustration

Vocabulary Matrix

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided in the Introduction
TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text	Page 190 - brutal, doubts, fears, loyal Page 191 - dismayed, conspiracy Page 200 - miracle Page 202 - provider	Page 187 - hired hand, gander Page 188 - restores Page 190 - uncertainty, fairest Page 191 - unremitting, rigid Page 194 - advances, emerging Page 195 - elaborate, deliberately, indistinguishable Page 197 - retreats, sustenance Page 198 - eluding Page 200 - bravo, cowers
STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text	Page 193 - rotten Page 200 - some	Page 188 - salutations, fragile Page 194 - capture, tremendous Page 195 - delayed, determined Page 197 - exhausting, hurriedly Page 202 - supreme, acrobat

Culminating Task

Culminating Task

- Re-Read, Think, Discuss, Write
- *Write an essay explaining what makes Charlotte 'no ordinary spider'. How do these special qualities help Wilbur? Use evidence from the story to support your answer.*

  Answer: Although Charlotte is the smallest character in the story her actions were extraordinary. Upon finding out about Wilbur's fate Charlotte devised a plan to save Wilbur. She communicates by spinning words in her web and talks to the other animals. Charlotte cleverly through her friendship with the other animals was able to save Wilbur's life.

Think & Write

- In collaboration with the Vermont Writing Collaborative
- CCSS-aligned (and appropriately scaffolded) writing lessons
- “Writing to Sources” Teacher’s Guide
- Prefaced with “W”

Join the Projects

Resources

- achievethecore.org (steal these resources)
- edmodo.com (for the BAP/AAP lessons)
- coretaskproject.com (one school district's efforts)
- http://www.engageny.org/common-core-curriculum (math and ELA lessons)

wendy.heyd@notes.k12.hi

Title 1 Linker Baldwin-Kekaulike-Maui Complex Area

808.873.3520 x260

Where we are going: Shared PD Resources

http://standardstoolkit.k12.hi.us

Upcoming and Archived Webinars

STEM Online Resources – Web 2.0 for the STEM Classroom

SEP 25

@ 4:45 am

WEB 2.0 is the second generation of web development and web design. It is characterized as facilitating communication, information sharing, interoperability, and collaboration on the [...]

WEBINARS

Foundations of Data Teams

OCT 18

@ 4:45 am

This webinar will discuss the importance of building foundational pieces prior to starting data teams at your school site. Presenter: Dawn Kodama-Nii, State Data Coach [...]

WEBINARS

High School Mathematics and the Common Core State Standards

NOV 8

@ 4:45 am

Incorporating Data Teams and Formative Instruction into the Standards Implementation Process Model

OCT 9

@ 4:45 am

This webinar will revisit the Standards-Based Implementation Process Model and make connections between that model and Formative Instruction, Data Teams, and implementation of the Common [...]

WEBINARS

Steps in Developing a STEM Unit

OCT 30

@ 4:45 am

In this webinar, teachers will learn how to plan a STEM unit beginning with their existing lesson plans. Sample units will be used to illustrate [...]

WEBINARS

The 'M' in STEM (e.g., SMPs, Model drawing, etc.)

NOV 27

Incorporating Scientific and Engineering Practices in the Classroom

OCT 16

@ 4:45 am

The Scientific and Engineering Practices are one of three dimensions of the Next Generation Science Standards that are expected to be released in 2013. This [...]

WEBINARS

2012 CSSS: Supporting All Students

OCT 23

@ 4:45 am

This webinar provides an introduction to the enhanced CSSS & how it is more cohesive, integrated & comprehensive to support the needs of all students. [...]

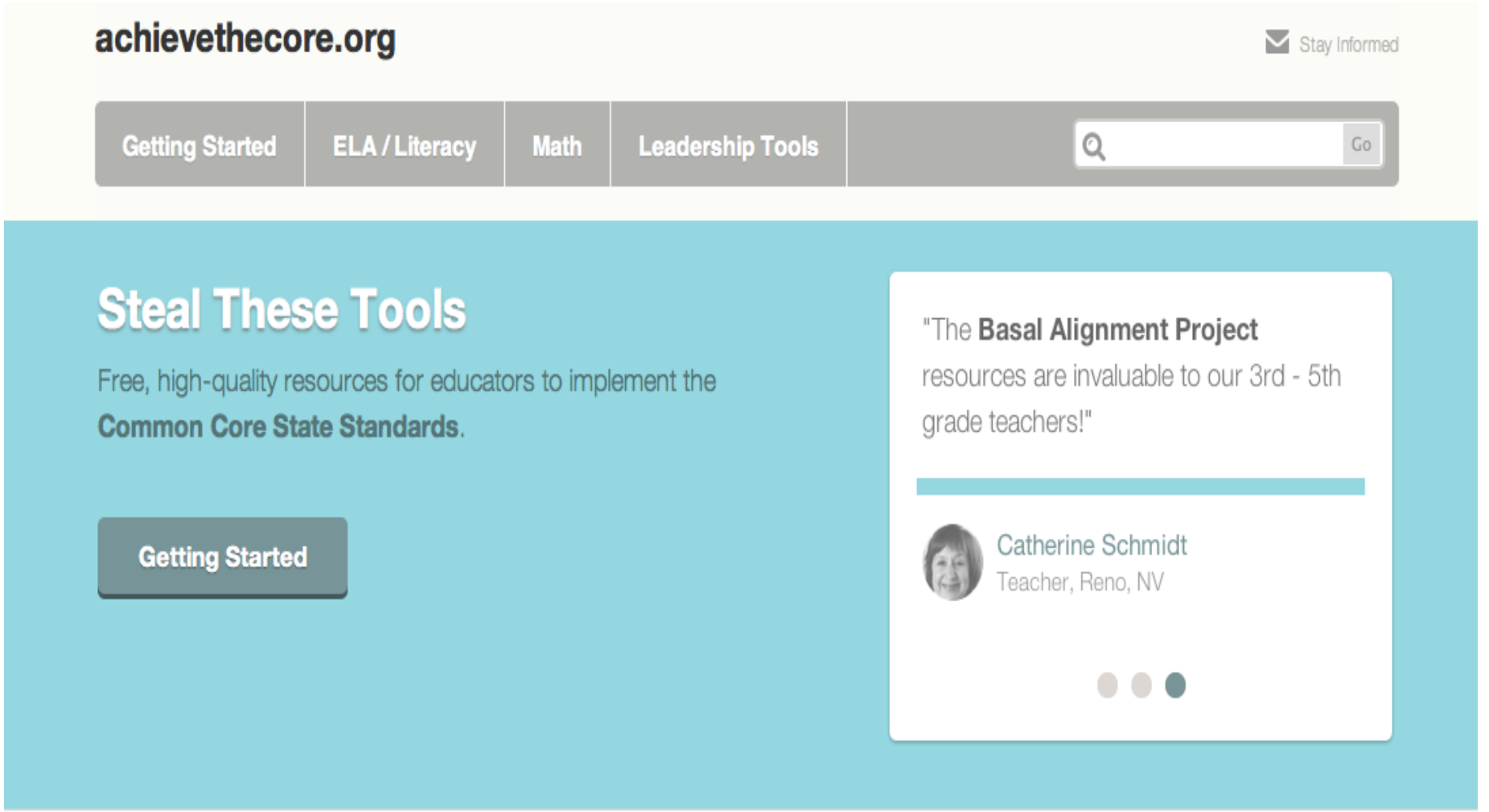
WEBINARS

Close Reading Exemplars (Elementary)

NOV 13

@ 4:45 am

Where we are going: Shared PD Resources



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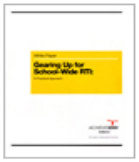
1 2 3 4

Dare to Dream

Solution Finder

From literacy to science, from elementary school to high school to adult learners, find the Achieve3000 differentiated instruction solutions that meet your specific needs. Our solution finder helps you connect with the right solution for your class, school, or district.

Free Resources



Get the new white paper, **"Gearing Up for School-Wide RTI,"** and get a six-step approach to implementing a successful intervention program. Put your plan in place and meet the literacy

www.smarterbalanced.org

Smarter Balanced Assessment Consortium

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Sample Items and Performance Tasks

Smarter Balanced sample items illustrate the rigor and complexity of the English language arts/literacy and mathematics items and performance tasks students will encounter on the Consortium's next-generation assessments.

The sample items and performance tasks are intended to help teachers, administrators, and policymakers implementing the Common Core State Standards (CCSS) and preparing for next-generation assessments. They provide an early look into the depth of understanding of the CCSS that will be measured by the Smarter Balanced assessment system. While the items and tasks are not intended to be used as sample tests, educators can use them to begin planning the shifts in instruction that will be required to help students meet the demands of the new assessments.

TWITTER

No public Twitter messages.

More Tweets

FAQs

Q: How will teachers be selected to participate in the State Networks of Educators?

Q: How are teachers involved in creating the Smarter Balanced assessment system?

Q: How is Smarter Balanced different from current assessments?

More FAQs

www.smarterbalanced.org

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Practice and Pilot Tests

The Smarter Balanced Practice Tests provide an early look at sets of assessment questions aligned to the Common Core for grades 3–8 and 11 in both English language arts/literacy and mathematics. The release of the Practice Tests follows the Smarter Balanced Pilot Test, the first large-scale tryout of items and performance tasks, conducted February – May 2013.

An Early Look at Smarter Balanced Assessments

Available nearly two years before the assessment system is implemented in the 2014-15 school year, the Smarter Balanced Practice Tests allow teachers, students, parents, and other interested parties to experience the features of online testing and gain insight into how Smarter Balanced will assess students' mastery of the Common Core.

The following browsers are compatible with the Practice Test.

Operating System	OS Version	Supported Browsers

PUBLICATIONS & RESOURCES

Brief Overview Videos of the Common Core State Standards | Visit Website

Smarter Balanced Factsheet | Download

Factsheet for Teachers | Download

Common Core State Standards Initiative | Visit Website

Sample Items and Performance Tasks FAQs | Download

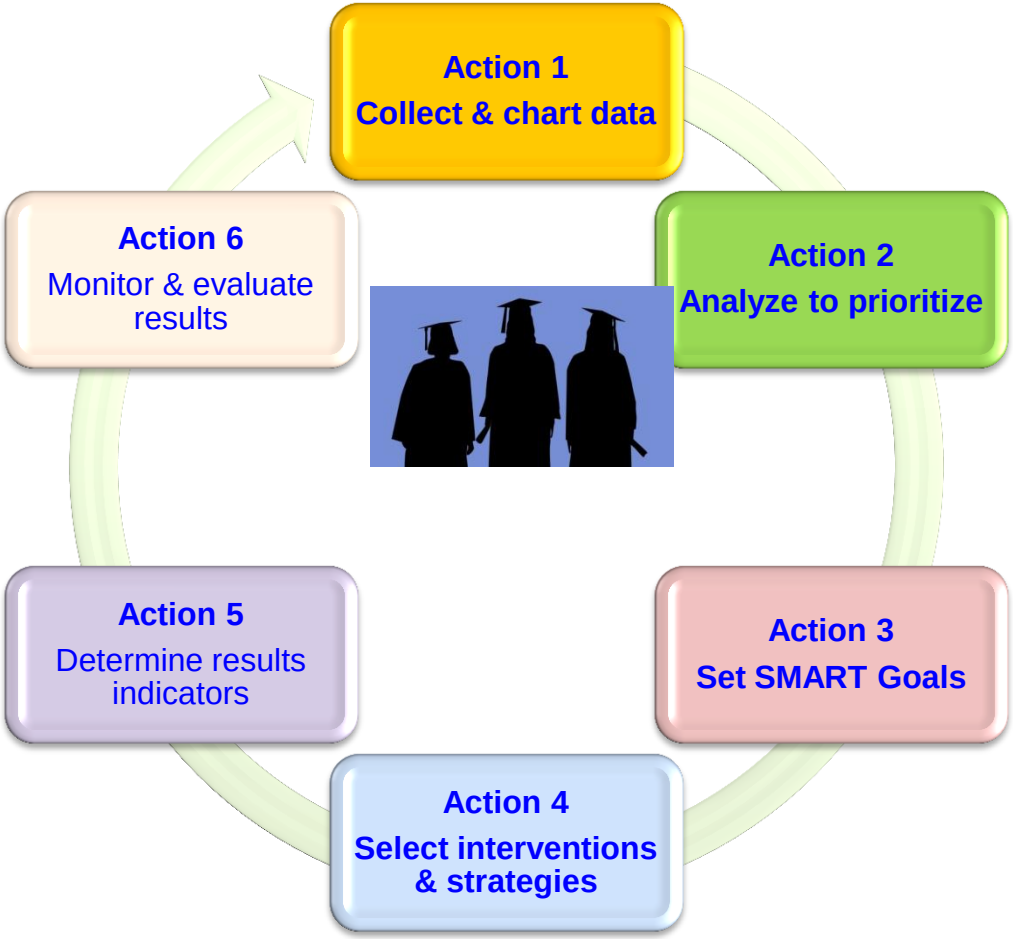
More Publications & Resources

TWITTER

@SmarterBalanced Practice Tests are helping schools prepare for next-gen #assessments. Learn more-via @capitaljournal:http://t.co/k7N41Czxr8

Latest newsletter contains #CCSS resources for parents and educators. Check it out here: http://t.co/st6FkHuNRq

Team-Based Data-Driven Problem Solving Process



Additional Resources

- **Illustrative Mathematics** www.illustrativemathematics.org
- **Inside Mathematics** www.insidemathematics.org
- **Bill McCallum's Blog** commoncoretools.me
- **NC Public Schools** www.ncpublicschools.org/acre/standards/common-core-tools/#unmath
- **Mathematics Assessment Project** map.mathshell.org/materials/index.php
- **Learn Zillion** learnzillion.com
- **Basal and Anthology Alignment Project** www.edmodo.com
- **Odell** odelleducation.com
- **America Achieves** commoncore.americaachieves.org
- **Teaching Channel** www.teachingchannel.org
- **Read Works** www.readworks.org
- **Achieve the Core:** www.achievethecore.org
- **Publishers' Criteria**
  - k-2: http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf
  - 3-12: http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf
- **OER Commons**- http://www.oercommons.org/

THANK YOU!!

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