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Huntington UFSD

Administrative Team Meeting

Thursday, August 30, 2012

Implementing the Common Core State Standards

Some Good News

Graduation Rates Rise Despite Tougher Standards

- Requirements tightened: 5 Regents
- Passing Grade – 55 to 65
- Grad Rate has grown from 69%- 74%

Our Challenge
Graduating *All* Students College & Career Ready

New York's 4-year high school graduation rate is 74% for All Students
However, the gaps are disturbing.

June 2011 Graduation Rate

Graduation under Current Requirements

	% Graduating
All Students	74.0
American Indian	59.6
Asian/Pacific Islander	82.4
Black	58.4
Hispanic	58.0
White	85.1
English Language Learners	38.2
Students with Disabilities	44.6

Calculated College and Career Ready*

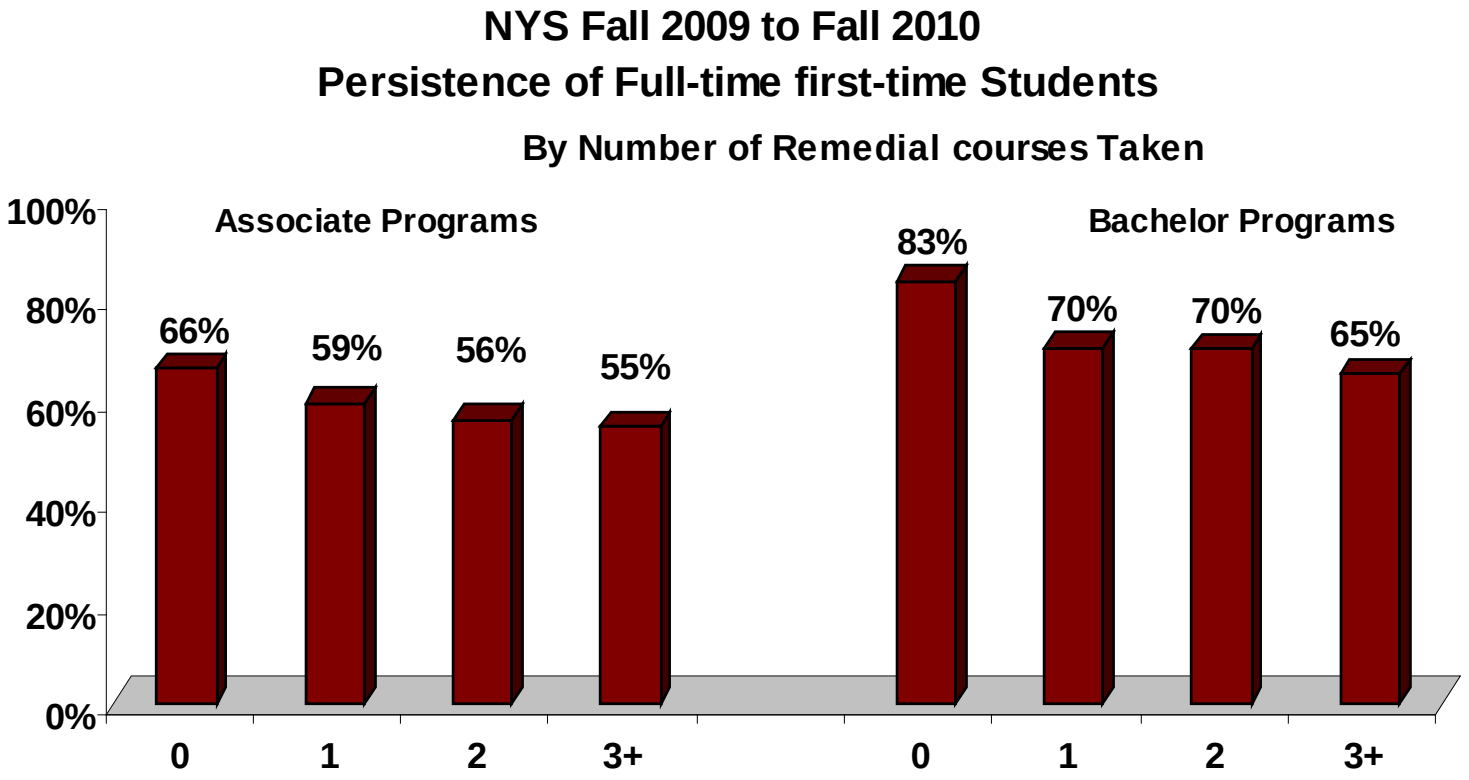
	% Graduating
All Students	34.7
American Indian	16.8
Asian/Pacific Islander	55.9
Black	11.5
Hispanic	14.5
White	48.1
English Language Learners	6.5
Students with Disabilities	4.4

*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services

College Remediation Rates

Is the Current Model Meeting Our Expectations?



45% of students in Associate Degree programs who take 3+ remedial courses do not continue their college education

And our Global Readiness?

The PISA Results for the US Class of 2011

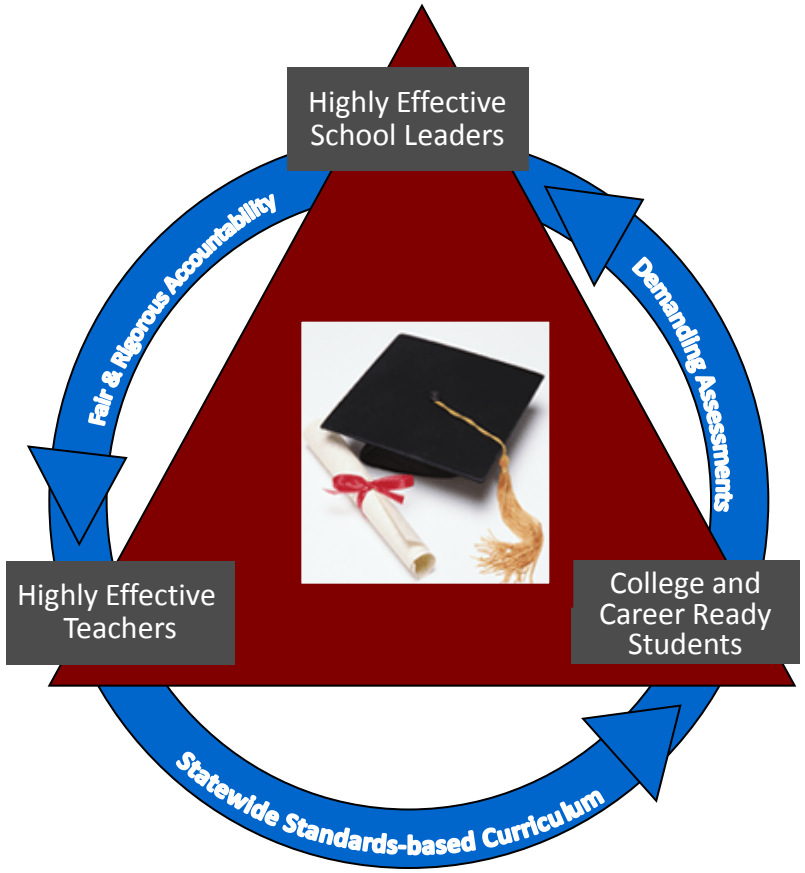
- In Mathematics
  - 32% proficient (42% white, 11% black, 16% Native Americans and 15% Hispanic)
  - Ranked 32nd
  - While there was a negligible difference between 23rd and 31st, this still puts us behind 22 countries

- In Reading
  - 31% proficient (40% white, 13% black, 18% Native Americans and 5% Hispanic)
  - Ranked 17th
  - White students compared to white students across the same comparison group STILL puts us 17th

The World is (Getting) Flat(ter)…

Regents Reform Agenda

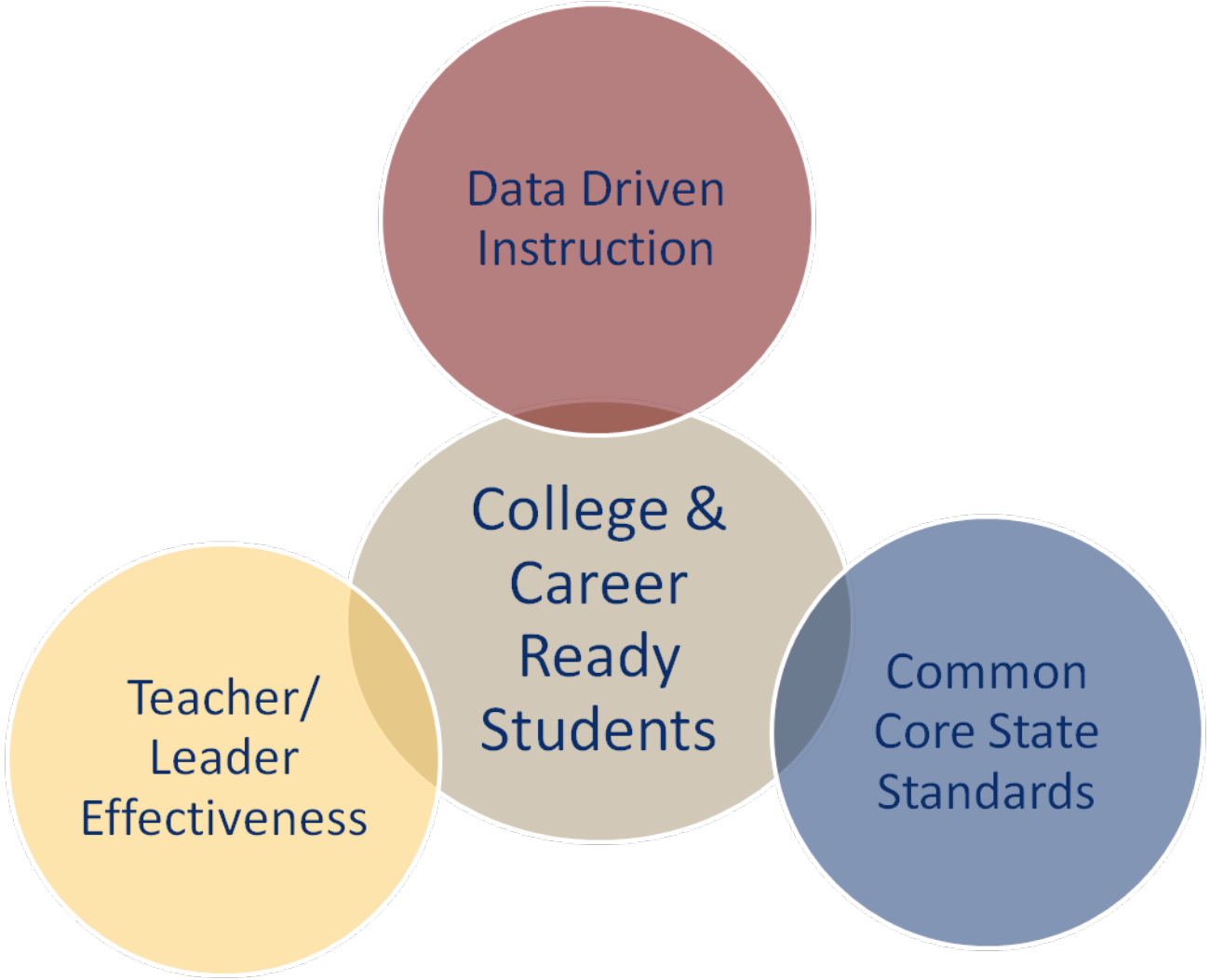
A Strategic Response to the Program Challenges



- Implementing **Common Core standards and developing curriculum and assessments** aligned to these standards to prepare students for success in college and the workplace
- Building **instructional data systems** that measure student success and inform teachers and principals how they can improve their practice in real time
- Recruiting, developing, retaining, and rewarding **effective teachers and principals**
- **Turning around the lowest-achieving schools**

3 Key Strategies to Raise Student Achievement

Raising Expectations for all



Today…

What exactly is your role in CCSS implementation?

What are your critical moves and immediate next steps?

This is hard, hard work

- The math modules aren't ready
- The first day of school is coming fast
- The standards are new and very different

And you probably feel like you shouldn't complain.

What kept you up last night?

- Using sticky notes, write down 2-3 of your biggest concerns/complaints/fears about implementation of the Common Core
- Share your concerns with your neighbor.

What's in your control?

- *Switch* says when change is hard, set aside all the things not in your control and focus on what's in your control:
  - To ensure your school's instruction is aligned to the shifts
  - To rally the herd and motivate your colleagues to do the same

Your First Step….

- **Find out your district's plans for curricular alignment**
  - Is your district adopting the state-developed modules?
  - Adapting the modules?
  - Purchasing new modules aligned to the CCSS?
  - Or creating its own?

Reviewing Critical Moves

- Critical moves…
  - Are developed with the destination in mind
  - Are specific about how people should act
  - Start with an achievable first step

Ensure your school's instruction is aligned to the shifts

- **Example of critical moves**
  1. Research whether curriculum mapping has already been done for your curriculum (Treasures, Treasure Chest, e.g.)
  2. Form a building leadership team to hold ongoing conversations about curriculum alignment in Math and Reading/language arts
  3. Analyze your school's assessment data to identify areas for improvement by classroom using the GAP analysis (P-Value Report).
  4. Plan how faculty and grade level meetings for September, October, and November will be used for Common Core PD, trouble-shooting, etc.

Decide how to rally the herd

- **Possible critical moves**

  1: Develop a rich and detailed picture of the destination – what does success look like in your school?

  2: Encourage your teachers to read the standards in their grade level and the grade levels above and below them

  3: Identify your first and second followers *in your school* and determine what motivates their elephants

  4: Identify your first and second followers *among your principal colleagues* and determine what motivates their elephants

Elevator pitch

Finding the Feeling

The scene:

You walk onto an elevator on the 30th floor of a building and find yourself standing beside a principal who is skeptical of the new standards. The doors close. You have 1 minute until you reach the lobby.

Activity:

- Find a partner
- Write out 2-3 statements to explain why implementation of the Common Core is important and necessary for New York
- Be convincing, motivating and passionate

What Motivates You?

In summary…

1. Find out if your district is adopting/adapting the state resources or purchasing/creating new ones
2. Finalize your critical move for:
    1. Ensuring your instruction is aligned to the CCSS
    2. Rallying the herd and motivating your colleagues to do the same

Principal Plan Template

What needs to be done?	Who is best suited to do it?	By when should it happen?	Current Status: Red, Yellow, Green

Shifts for Students Demanded by the Core

6 *Shifts* in ELA/Literacy

Read as much non fiction as fiction
Learn about the world by reading
Read more challenging material closely
Discuss reading using evidence
Write non-fiction using evidence
Increase academic vocabulary

6 *Shifts* in Mathematics

Focus: learn more about less
Build skills across grades
Develop speed and accuracy
Really know it, Really do it
Use it in the real world
Think fast AND solve problems

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6 Shifts in ELA/Literacy

ELA/Literacy Shift 1:
Balancing Informational and Literary Text

What the Student Does…	What the Teacher Does…
•Build **content knowledge** •Exposure to the world through **reading** •Apply **strategies**	•Balance **informational** & literary text •**Scaffold** for informational texts •Teach **"through" and "with"** informational texts

Principals, Directors, and Chairs' Role:

- Purchase and provide equal amounts of informational and literacy **texts** for each classroom
- Provide PD and co-planning opportunities for teachers to become more intimate with non fiction texts and the way they **spiral** together
- Support and demand **ELA teachers' transition** to a balance of informational text

ELA/Literacy Shift 2:
6-12 Knowledge in the Disciplines

What the Student Does…	What the Teacher Does…
•Build content knowledge through text •Handle **primary source** documents •**Find Evidence**	•Shift identity: "**I teach reading**." •Stop **referring** and summarizing and start reading •**Slow down** the history and science classroom

Principals, Directors, and Chairs' Role :

Hold **teachers accountable** for building student **content knowledge** through text

Support and demand the role of **all teachers** in advancing students' literacy

Give teachers **permission** to slow down and deeply study texts with students

ELA/Literacy Shift 3: Staircase of Complexity

What the Student Does…	What the Teacher Does…
•**Re-read** •Read material at **own level to enjoy meeting** • **tolerate frustration**	•more **complex texts** at every grade level •Give students **less to read**, let them re-read •**More time** on more complex texts •Provide **scaffolding & strategies** • Engage with **texts w/ other adults**

Principals, Directors, and Chairs' Role :

Ensure that texts are appropriately complex at every grade and that complexity of text builds from grade to grade.

Support and demand that teachers build a unit in a way that has students scaffold to more complex texts over time

ELA/Literacy Shift 4: Text Based Answers

What the Student Does…	What the Teacher Does…
•find evidence to **support their argument** •Form own **judgments and become scholars** •Conducting reading as a close reading of the text • engage with the **author and his/her choices**	•Facilitate **evidence based conversations** about text **•Plan and conduct rich conversations** **•Keep students in the text** •Identify questions that are text-dependent, **worth asking/exploring**, deliver richly •Spend much more time preparing for instruction by **reading deeply**.

Principals, Directors, and Chairs' Role :

Support and demand that teachers work through and tolerate student frustration with complex texts and learn to chunk and scaffold that text

Provide planning time for teachers to engage with the text to prepare and identify appropriate text-dependent questions.

Hold teachers accountable for fostering evidence based conversations about texts with and amongst students.

ELA/Literacy Shift 5: Writing from Sources

What the Student Does…	What the Teacher Does…
•**generate informational** texts •Make **arguments using evidence** •**Organize** for persuasion •Compare **multiple sources**	•Spending much less time on **personal narratives** •Present opportunities to write from **multiple sources** •Give **opportunities to analyze, synthesize** ideas. •Develop students' voice so that they can **argue a point with evidence** •Give permission to reach and **articulate their own conclusions** about what they read

Principals, Directors, and Chairs' Role :

Support , enable, and demand that teachers spend more time with students writing about the texts they read – building strong arguments using evidence from the text.

ELA/Literacy Shift 6: Academic Vocabulary

What the Student Does…	What the Teacher Does…
•Use **high octane words** across content areas •Build "**language of power**" database	•Develop students' ability to **use and access words** •Be **strategic** about the new vocab words •Work with words students will use **frequently** •**Teach fewer words** more deeply

Principals, Directors, and Chairs' Role :

Shift attention on how to plan vocabulary meaningfully using tiers and transferability strategies

Provide training to teachers on the shift for teaching vocabulary in a more meaningful, effective manner.

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6 Shifts in Mathematics

Mathematics Shift 1: Focus

What the Student Does…	What the Teacher Does…
•Spend **more time** on **fewer concepts.**	•**excise content** from the curriculum •Focus instructional time on **priority concepts** •Give students the **gift of time**

Principals, Directors, and Chairs' Role :

Work with groups of math teachers to determine what content to prioritize most deeply and what content can be removed (or decrease attention).

Give teachers permission and hold teachers accountable for focusing on the priority standards immediately

Ensure that teachers have enough time, with a focused body of material, to build their own depth of knowledge

Major Areas of Work: P-2

Grade	Major Areas of Work
K	Counting and Cardinality •Know number names and count sequence •Count to tell the number of objects. •Compare numbers. Operations and Algebraic Thinking •Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Number and Operations in Base Ten •Work with numbers 11-19 to grain foundations for place value.
1	Operations and Algebraic Thinking •Represent and solve problems involving addition and subtraction. •Understand and apply properties of operations and the relationship between addition and subtraction. •Add and subtract within 20. •Work with addition and subtraction equations. Number and Operations in Base Ten •Extend the counting sequence. •Understand place value. •Use place value understanding and properties of operations to add and subtract. Measurement and Data •Measure lengths indirectly by iterating length units.
2	Operations and Algebraic Thinking •Represent and solve problems involving addition and subtraction. •Add and subtract within 20. •Work with equal groups of objects to gain foundations for multiplication. Number and Operations in Base Ten •Understand place value. •Use place value understanding and properties of operations to add and subtract. Measurement and Data •Measure and estimate lengths in standard units. •Relate addition and subtraction to length.

Major Areas of Work: 3-5

Grade	Major Areas of Work
3	Operations and Algebraic Thinking •Represent and solve problems involving multiplication and division. •Understand the properties of multiplication and the relationship between multiplication and division. •Multiply and divide within 100. •Solve problems involving the four operations, and identify and explain patterns in arithmetic. Number and Operations - Fractions •Develop understanding of fractions as numbers. Measurement and Data •Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. •Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
4	Operations and Algebraic Thinking •Use the four operations with whole numbers to solve problems. Number and Operations in Base Ten •Generalize place value understanding for multi-digit whole numbers. •Use place value understanding and properties of operations to perform multi-digit arithmetic. Number and Operations - Fractions •Extend understanding of fraction equivalence and ordering. •Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. •Understand decimal notation for fractions, and compare decimal fractions.
5	Number and Operations in Base Ten •Understand the place value system. •Perform operations with multi-digit whole numbers and with decimals to hundredths. Number and Operations - Fractions •Use equivalent fractions as a strategy to add and subtract fractions. •Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Measurement and Data •Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Major Areas of Work: 6-8

Grade	Major Areas of Work
6	Ratios and Proportional Relationships •Understand ratio concepts and use ratio reasoning to solve problems. The Number System •Apply and extend previous understandings of numbers to the system of rational numbers. •Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Expressions and Equations •Apply and extend previous understandings of arithmetic to algebraic expressions. •Reason about and solve one variable equations and inequalities. •Represent and analyze quantitative relationships between dependent and independent variables.
7	Ratios and Proportional Relationships •Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System •Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Expressions and Equations •Use properties of operations to generate equivalent expressions. •Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
8	Expressions and Equations •Work with radicals and integer exponents. •Understand the connections between proportional relationships, lines, and linear equations. •Analyze and solve linear equations and pairs of simultaneous linear equations. Functions •Define, evaluate, and compare functions. Geometry •Understand and apply the Pythagorean theorem. •Understand congruence and similarity using physical models, transparencies, or geometry software.

Sample Grade 5

Grade 5

Major	Supporting	Additional
Number and Operations in Base Ten ▪ Understand the place value system. ▪ Perform operations with multi-digit whole numbers and with decimals to hundredths. **Number and Operations – Fractions** ▪ Use equivalent fractions as a strategy to add and subtract fractions. ▪ Apply and extend previous understandings of multiplication and division to multiply and divide fractions. **Measurement and Data** ▪ Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	**Measurement and Data** ☐ Represent and interpret data. [5] ☐ Convert like measurement units within a given measurement system. [6]	**Operations and Algebraic Thinking** ○ Write and interpret numerical expressions. ○ Analyze patterns and relationships. **Geometry** ○ Graph points on the coordinate plane to solve real-world and mathematical problems. ○ Classify two-dimensional figures into categories based on their properties.

Depth Opportunities:

NBT 1, 6; NF 2, 4; MD 5

Mathematics Shift 2: Coherence

What the Student Does…	What the Teacher Does…
•**Build on knowledge** from year to year, in a coherent learning progression	•Connect the threads of math focus **areas across grade** levels •**connect to the way content was taught the year before** and the years after •Focus on **priority progressions**

Principals, Directors, and Chairs' Role :

Ensure that teachers of the same content across grade levels allow for discussion and planning to ensure for coherence/threads of main ideas

Mathematics Shift 3: Fluency

What the Student Does…	What the Teacher Does…
•Spend **time practicing**, with intensity, skills (in high volume)	•Push students to know basic skills at a greater level of fluency •Focus on the **listed fluencies** by grade level •Uses **high quality problem sets**, in high volume

Principals, Directors, and Chairs' Role :

Take on fluencies as a stand alone CC SS aligned activity and build school culture around them.

Key Fluencies

Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20 Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100 Add/subtract within 1000
4	Add/subtract within 1,000,000
5	Multi-digit multiplication
6	Multi-digit division Multi-digit decimal operations
7	Solve $px + q = r$, $p(x + q) = r$
8	Solve simple 2×2 systems by inspection

Mathematics Shift 4: Deep Understanding

What the Student Does…	What the Teacher Does…
•Show **mastery of material** at a deep level •**Articulate** mathematical **reasoning** •demonstrate deep conceptual understanding of **priority concepts**	•Create opportunities for students to understand the "answer" from a **variety of access points** •Ensure that **EVERY student GETS IT** before moving on •**Get smarter** in concepts being taught

Principals, Directors, and Chairs' Role :

Allow teachers to spend time developing their own content knowledge

Provide meaningful professional development on what student mastery and proficiency really should look like at every grade level by analyzing exemplary student work

Mathematics Shift 5: Application

What the Student Does…	What the Teacher Does…
•**Apply math in other content areas** and situations, as relevant •Choose the right math concept to solve a problem when not necessarily **prompted** to do so	•Apply math including areas where its not directly required (i.e. in science) •Provide students with **real world experiences** and opportunities to apply what they have learned

Principals, Directors, and Chairs' Role :

Ensure that math has a place in science instruction

Create a culture of math application across the school

Mathematics Shift 6: Dual Intensity

What the Student Does…	What the Teacher Does…
•Practice math skills with an intensity that results in **fluency** •Practice math concepts with an intensity that forces **application** in novel situations	•Find the dual intensity between understanding and practice **within different periods or different units** •Be ambitious in demands for **fluency and practice**, as well as the range of application

Principals, Directors, and Chairs' Role :

Reduce the number of concepts taught and manipulate the schedule so that there is enough math class time for teachers to focus and spend time on both fluency and application of concepts/ideas

Shifts in Assessments

Six Shifts in ELA Assessments

Shift 1: PK-5 Balancing Informational & Literary Texts	Passages will be authentic, and will be balanced between informational and literary texts.
Shift 2: 6-12, Knowledge in the Disciplines	Assessments will contain knowledge-based questions about the informational text; students will not need outside knowledge to respond.
Shift 3: Staircase of Complexity	Passage selection will be based on text complexity that is appropriate to grade level per Common Core.
Shift 4: Text-Based Answers **Shift 5:** Writing from Sources	Questions will require students to marshal evidence from the text, including from paired passages.
Shift 6: Academic Vocabulary	Students will be tested directly on the meaning of pivotal, common terms, the definition of which can be discerned from the text. Academic vocabulary will also be tested indirectly through general comprehension of the text.

Six Shifts in Mathematics Assessments

Shift 1: Focus	Priority standards will be the focus of the assessments. Other standards will be deemphasized.
Shift 2: Coherence	Assessments will reflect the progression of content and concepts as depicted in the standards across grade levels.
Shift 3: Fluency	It will be assumed that students possess the required fluencies as articulated through grade 8; as such, students will not be allowed to use calculators in grades 3-5. Students will be allowed to use four-function calculators in grade 6 and scientific calculators in grades 7-8.
Shift 4: Deep Understanding	Each standard will be assessed from multiple perspectives, while not veering from the primary target of measurement for the standard.
Shift 5: Application **Shift 6:** Dual Intensity	Students will be expected to know grade-level mathematical content with fluency and to know which mathematical concepts to employ to solve real-world mathematics problems.

Tools, Resources and Training to Support the Transition

Summer 2011–SY 2011-12	ELA & Math Sample Modules Network Teams Summer Institute EngageNY.org website
Summer 2012–SY 2012-13	Ongoing release ELA & Math Exemplary Modules Additional training – August, November, February, Summer CCSS Implementation Tools (Workbook) Training on Assessments Transition 3-8 ELA & Math CCSS assessments aligned
Summer 2013–SY 2013-14	Full menu of ELA & Math Exemplary Modules Full CCSS implementation in schools Grade 11 ELA and Algebra I, Geometry CCSS aligned
Summer 2014–SY 2014-15	Ongoing training on CCSS implementation Training on PARCC assessments (if adopted) Full implementation of CCSS & PARCC (if adopted)

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