

Common Core State Standards

Update and Transition

What is the Common Core?

- Content standards in Math and English/Language Arts
- Standards for literacy in the content areas
- Developed by a consortium of states, education and business leaders
- Adopted by 46 states
- Math, ELA and content literacy standards have been adopted by CA
- New ELD standards have also been adopted by the state
- We anticipate the adoption of Science standards during 2013
- **Full implementation (testing) is expected by 2014-15**
- Content Standards in other subjects are not being developed by the consortium at this time

What is the Common Core?

Some Key Differences (ELA)

Focus on text complexity

- Qualitative Dimensions
 - Levels of meaning or purpose
 - Structure
 - Language
 - Knowledge demands
- Quantitative Dimensions
 - Essentially lexile measures
- Content literacy standards focus on field-specific reading and writing, not teaching the mechanics of reading and writing

What is the Common Core?

Anchor Standards (ELA)

32 Anchor Standards for K-12

Anchor Standards define the skills students should have at graduation. These 32 standards spiral, increasing in complexity and depth, from K-12.

- Reading, Writing, Language, Speaking and Listening
- Standards “loop” or increase in complexity each year
- Reading and writing standards for the content areas are based on the anchor standards

What is the Common Core?

Standards for Mathematical Practice

Eight standards for grades K-12

- Habits of mind, processes and practices that are common to math at all levels
- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Where is AUSD?

Phase One - Current Reality

Progress toward transition

- All sites have had an overview of the CCSS
- Administrators have had an overview of the CCSS
- District office staff attended “trainer of trainers” training at ACOE
- Depth of work at sites varies
- Draft plan was presented to administrators and teachers in January
 - Four teacher roundtables: 1/15, 23, 31 and 2/4 (42 teachers attended)
 - ILT meetings on 1/22
- Teacher and administrator feedback was used to make modifications and adjustments
- Sites have identified or will identify teachers for CCSS transition teams

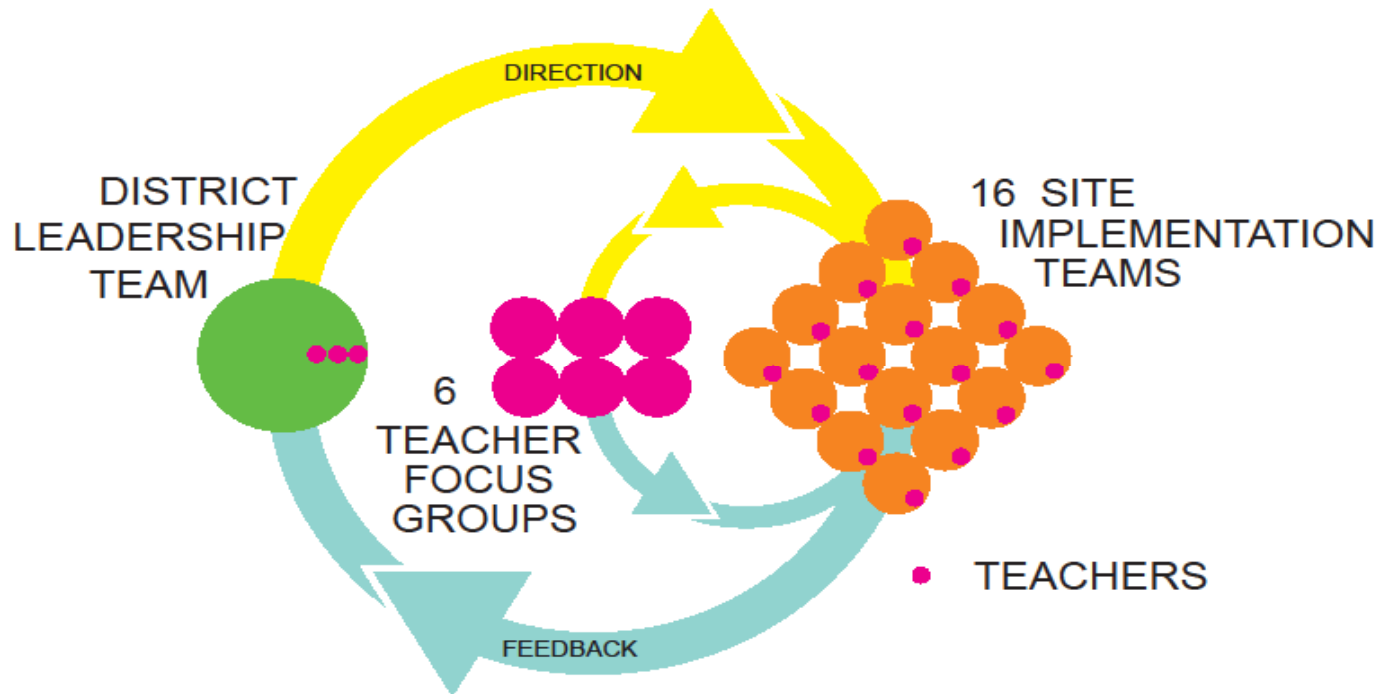
Where is AUSD?

Phase One - Current Reality

Instructional Alignment to CCSS

- Math initiative is transitioning to CCSS alignment
- Grades 4-10 ELA (Inquiry by Design) is already CCSS aligned
- K-5 BaySci efforts are already CCSS aligned
- Field testing of computer based assessments began Oct 2012

CCSS Implementation Framework



Where are we going?

Phase Two- Preparing for Transition (Feb 2013 - Spring 2014)

Teacher Focus Groups

- Groups comprised of three teachers per site
 - K-1, 2-3, 4-5
 - ELA, Math, Content Literacy (middle and high school)
 - Larger sites will have additional representatives funded by the district
 - Special Education teachers will also be participating
 - Sites may choose to use their own funds to include additional teachers
- Groups will meet spring-summer 2012
 - To deepen knowledge of the CCSS for their grade/subject area
 - Work with site administrator to create a transition plan for their site (submit in June 2013)

Where are we going?

Phase Two- Preparing for Transition (Feb 2013 - Spring 2014)

District Committee

- Members: Curriculum and Instruction team, Special Education representatives, K-5 and 6-12 principals, members of implementation teams
- Purpose: to manage and troubleshoot district implementation plan
- Committee will work with implementation teams to assure we address: materials, linkages to instruction and assessment, and other issues as needed

Where are we going?

Phase Two- Preparing for Transition (Feb 2013 - Spring 2014)

Administrator Work

- ILT meeting time designated for CCSS learning
 - Develop an understanding of the content and structure of the CCSS
 - Identify the shifts in instructional practice that accompany the CCSS
- Work with site implementation team members to create transition plan
- Allocate staff meeting and PD time as needed to support transition

Where are we going?

Phase Three -Transition (Fall 2013 - Spring 2014)

Site Implementation Teams

- Implementation teams will lead work at sites throughout phase three
 - Implementation teams will include teacher focus group members, administrators, and other staff as needed
 - Focus group members will facilitate site based PD for grade level/subject area teams
 - Implementation team will continue to meet throughout the 2013-14 school year to plan and adjust as needed
- AUSD Curriculum and Instruction staff will continue to support the implementation teams throughout phase three

Where are we going?

Phase Three -Transition (Fall 2013 - Spring 2014)

All AUSD Teachers

- All teachers will be participating in PD on the transition to the CCSS
 - Understand the changes in expected student outcomes
 - Prepare and plan for the shifts in instructional practice inherent in the CCSS transition
- Lesson, Unit and Course plans will be adjusted to reflect the new standards.
 - This process will be ongoing and facilitated by implementation team members, administrators and district office staff

Where are we going?

Phase Three -Transition (Fall 2013 - Spring 2014)

Assessment

- Assessment materials (item banks and testlets) coming from Measured Progress will begin to replace current benchmarks
- Smarter Balanced will be field testing interim and summative tests in 2013-14
- STAR testing will be minimized to address accountability issues during the transition year

Where are we going?

Phase Three - Transition (Fall 2013 - Spring 2014)

Materials

- Develop a district process for material adoption
- Form a district-wide committee to implement material adoption process
- Note: Assembly Bill 1246 (Brownley) has established a state-mandated timeline for materials development
 - Math – 2014 / ELA - 2013
- Note: Senate Bill 140 (Lowenthal) also supports the creation of bridge materials
 - Some bridge materials were adopted by the state on 11/7/12
 - Review process is ongoing for other bridge materials

Teacher Feedback

From Teacher Roundtables

Positives/Appreciation

- “Glad you’re getting feedback from teachers”
- “I’m glad there is a plan to include teachers including SpEd folks”
- “Good to incorporate teachers from the beginning”
- “Teacher input = good/very important”
- “Thanks for valuing teacher input and their expertise”
- “Really appreciate cross-site discussion/feedback”
- “The timeline looks reasonable”
- “I like the idea that more of an emphasis will be placed on content-area literacy”

Teacher Feedback

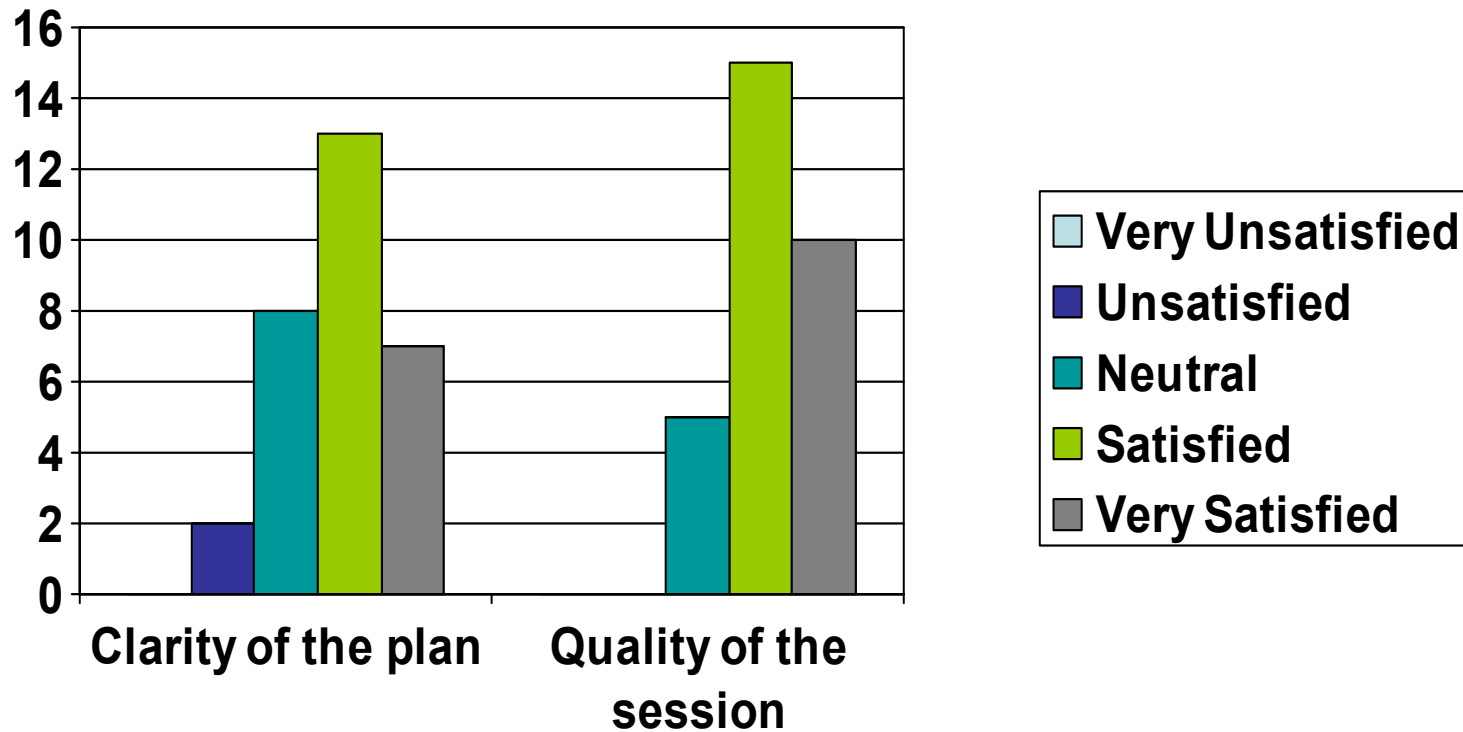
From Teacher Roundtables

Concerns about the plan

- “Very concerned about integrating Special Ed (and Rtl needs) at every phase”
- “Current materials are based on current standards”
- “Very aggressive to think that school roll-out plan can be created in five days, given the steep learning curve”
- “Will we have enough interest at each site for site teams?”
- “The unknowns are daunting, and unfortunately there are many”
- “Making sure teachers actually participate in all aspects - PD, rollout, site plan development, etc...”
- “There needs to be some continuity across the district”
- “We need to make the most of this shift, it could be transformative”

Teacher Feedback

From Teacher Roundtables



Administrator Feedback

From 1/23 ILT Meeting

Positives/Appreciation

- “Shows us that what we’re already doing is moving in the CCSS direction”
- “Including teachers in the planning team”
- “Balance between site-based and district-wide collaboration”
- “Building teacher expertise”

Administrator Feedback

From 1/23 ILT Meeting

Concerns about the plan

- “What sort of actions should we look for to measure how effective we are implementing common core rollout?”
- “How can we ensure PD is consistent across sites?”
- “Alignment of teaching materials with new standards”
- “Temp teachers trained and let go”