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Our Students. Their Moment.

Common Core Implementation

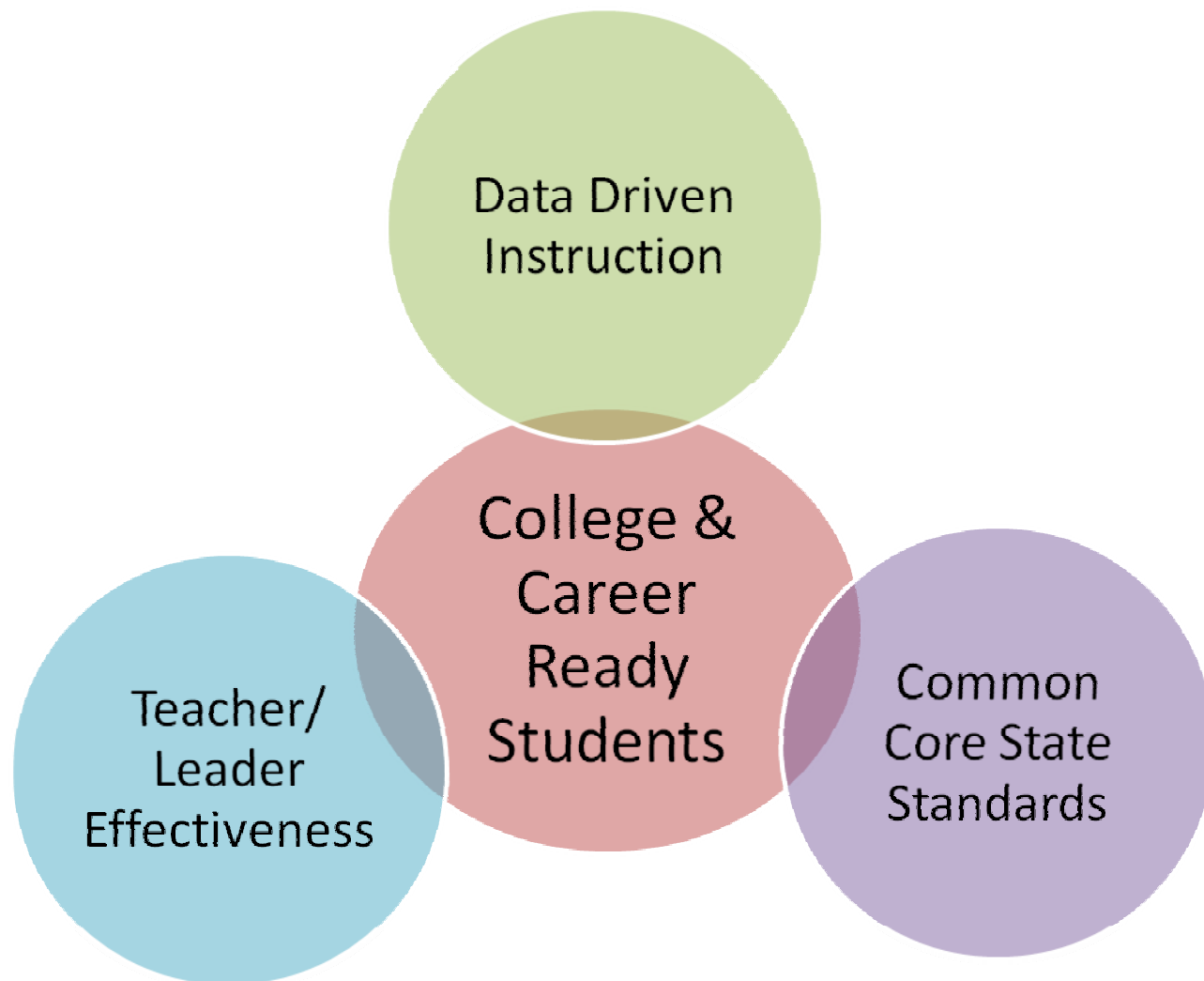
Board of Regents Update

November 14, 2011



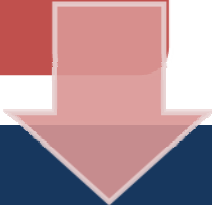
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3 Initiatives




Phased State Level Implementation of the Core

Phase I: Spring, Summer, Fall 2011
Live David Coleman Webinar, Gettysburg,
EngageNY.org, Initial Training, The Shifts,
PBS Video Series & PD Suggestions



Phase II: Nov 2011 – Summer 2012
EngageNY 1.1, Sample Modules, PD Kit,
Tri-State Rubric & Jury, Road Show
Ongoing Network Team Training



Phase III: Summer 2012 and Beyond
Intensive Teacher Training, Engage 2.0,
“Effective Teacher” Practice Videos,
“Developing Teacher” Practice Videos,
DDI Cycle Videos, Curricular Modules

Phased School Level Implementation of the Core

Awareness

Capacity Building, Intensive PD,
Problem Solving in Teams,
1 Unit Per Semester

Full Implementation,
Aligned Assessments
(Formative, Interim/ Periodic,
Summative)

Instructional Shifts Demanded by the Core

6 *Shifts* in ELA/Literacy

Balancing Informational and Literary Text
Building Knowledge in the Disciplines
Staircase of Complexity
Text-based Answers
Writing from Sources
Academic Vocabulary

6 *Shifts* in Mathematics

Focus
Coherence
Fluency
Deep Understanding
Applications
Dual Intensity

ELA/Literacy Shift 1: Balancing Informational and Literary Text

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•Build content knowledge•Exposure to the world through reading•Apply strategies	<ul style="list-style-type: none">•Balance informational & literary text•Scaffold for informational texts•Teach “through” and “with” informational texts

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

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•Build content knowledge through text•Handle primary source documents•Find Evidence	<ul style="list-style-type: none">•Shift identity: “I teach reading.”•Stop referring and summarizing and start reading•Slow down the history and science classroom

ELA/Literacy Shift 3: Staircase of Complexity

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">• Re-read• Read material at own level to enjoy meeting• tolerate frustration	<ul style="list-style-type: none">• 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

ELA/Literacy Shift 4: Text Based Answers

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•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	<ul style="list-style-type: none">•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.

ELA/Literacy Shift 5: Writing from Sources

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•generate informational texts•Make arguments using evidence•Organize for persuasion•Compare multiple sources	<ul style="list-style-type: none">•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

ELA/Literacy Shift 6: Academic Vocabulary

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•Use high octane words across content areas•Build “language of power” database	<ul style="list-style-type: none">•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

Mathematics Shift 1: Focus

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">• Spend more time on fewer concepts.	<ul style="list-style-type: none">• excise content from the curriculum• Focus instructional time on priority concepts• Give students the gift of time

Priorities in Math

Grade	Priorities in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction, measurement using whole number quantities
3–5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra

Mathematics Shift 2: Coherence

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">• Build on knowledge from year to year, in a coherent learning progression	<ul style="list-style-type: none">• 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

Mathematics Shift 3: Fluency

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•Spend time practicing, with intensity, skills (in high volume)	<ul style="list-style-type: none">•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

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...
<ul style="list-style-type: none">• Show mastery of material at a deep level• Articulate mathematical reasoning• demonstrate deep conceptual understanding of priority concepts	<ul style="list-style-type: none">• 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

Mathematics Shift 5: Application

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

Mathematics Shift 6: Dual Intensity

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•Practice math skills with an intensity that results in fluency•Practice math concepts with an intensity that forces application in novel situations	<ul style="list-style-type: none">•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

Scope & Sequence for CCSS PD in 11/12

Month	Date	Content Area	Topic
November	Nov 29	Standards	ELA Shift 1, 2 (Text Pairs, Teacher Practice)
	Nov 29 Night Session	Standards	ELA Shift 1 (Content Knowledge)
	Nov 30	Standards	Math
March	March 12 Night Session	Standards	ELA Shift 3 (lexiles +, scaffolding, quadrad)
April	April 16 Night session	CCSS Content Workshop	TBD
May	May 14	Standards	ELA Shifts 4, 5, 6
	May 14 Night Session	Standards	Language of Power
July	July 9-13	CCSS Math Module Workshop for Teachers/Principals	
		CCSS ELA Module Workshop for Teachers/ Principals	
		3 Initiatives for Network Teams – Yr 2	

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Common Core



“The Common Core is all about making sure our students are equipped for success when they graduate.”

For Teachers

[Common Core Instructional Shifts](#)
[Curriculum Exemplars](#)

For Principals

[Common Core Instructional Shifts](#)
[Common Core Implementation Tim](#)

For Network Teams/NT

[Common Core Instructional Shifts](#)
[Common Core Implementation Tim](#)

For Administrators

[Teachers](#) [Principals](#) [Network Teams/NTEs](#) [Administrators](#)

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Teacher / Leader Effectiveness



For Teachers

[State-Approved Teacher and Principal Practice Rubrics](#)
[Teacher and Principal Evaluation Webinar](#)
[New York State Teacher and Principal Evaluation Requirements, In Summary](#)

For Principals

[State-Approved Teacher and Principal Practice Rubrics](#)
[Teacher and Principal Evaluation Webinar](#)
[New York State Teacher and Principal Evaluation Requirements, In Summary](#)

For Network Teams/NTEs

[State-Approved Teacher and Principal Practice Rubrics](#)

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Inquiry/DDI



“This is a great new way to improve learning as we go. We’ve never had a tool like this before.”

Assessments show us what our students know and are able to do, and where the gaps are in their learning as they progress towards proficiency. But how do we make sure that we’re using the data from those assessments to

For Teachers

[Actions to Improve Data Driven Instruction In Your School](#)

For Principals

[Actions to Improve Data Driven Instruction In Your School](#)
[Data Driven Instruction: School Readiness Rubric](#)

For Network Teams/NTEs

[Actions to Improve Data Driven Instruction In Your School](#)
[Data Driven Instruction: School Readiness Rubric](#)

For Administrators


[Driven by Data: Action Planning Worksheet](#)

PD Kit

NYSED Common Core State Standards (CCSS)

Professional Development Module for ELA/Literacy & Math

Facilitator's Guide



The Common Core:
College & Career Readiness for Every Student



Mathematics Shift 1: Focus

What the Student Does...	What the Teacher Does...	What the Principal Does...
<ul style="list-style-type: none"> •Spend more time thinking and working on fewer concepts. •Being able to understand concepts as well as processes (algorithms). 	<ul style="list-style-type: none"> •Make conscious decisions about what to excise from the curriculum and what to focus •Pay more attention to high leverage content and invest the appropriate time for all students to learn before moving onto the next topic. •Think about how the concepts connects to one another •Build knowledge, fluency and understanding of why and how we do certain math concepts. 	<ul style="list-style-type: none"> •Work with groups of math teachers to determine what content to prioritize most deeply and what content can be removed (or decrease attention). •Determine the areas of intensive focus (fluency), determine where to re-think and link (apply to core understandings), sampling (expose students, but not at the same depth). •Determine not only the what, but at what intensity. •Give teachers enough time, with a focused body of material, to build their own depth of knowledge.

Time	Activity	Process	Key Points	What to Expect from Participants
15 minutes	Welcome & Introduction Slides: 1-5	Review: Slides of Graduation Rates, and Career & College Readiness (Participants may have questions. Provide a vehicle for asking questions (paper on tables, etc.)	Statewide - graduation rates are up, however, this isn't the bar we've been aiming for - we have a new and significant achievement gap to close.	Many participants may not have looked at the new Common Core Standards and this information may be new to them. Some participants may be familiar with the PARCC assessments.
30 minutes	Overview of the Shifts Slides: 6-21	Present: A high level overview of the shifts and the role of the student, principal, and teacher in these shifts	NYS and other states have adopted the CCSS - What is going to be needed to meet the Common Core? The argument of, "I covered it, why didn't the students get it?" will have to shift.	This is a lot for teachers to absorb. Practitioners may be overwhelmed and will need some time to discuss and process the new information. Allow participants to share with each other first and then share out with the larger group as a whole. Teachers may have concerns about their ability to reach all students (students with special needs, etc.)
30 minutes	Content Expertise Slides: 22-23	Discuss: Adult Conversations and Content Expertise • Talking points -the critical	Productive adult conversations about content- what is the impact of these types of conversations?	Conversation among participants may reveal that some of these adult content conversations are taking place. Allow participants to

Math Module- First Grade

COMMON CORE MODULE:

Adding and Subtracting Single-Digit Numbers in Grade 1

MODULE SUMMARY

Content area focus: Adding and subtracting single-digit numbers

Priority standards: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.OA.1)

Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (1.OA.5)

Domain: 1.OA Operations and Algebraic Thinking

There are only 10 digits in our number system: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. These digits are often called the Hindu-Arabic numerals because they originated in India and were brought to Europe by Arabic civilizations during the Middle Ages.

In this base-10 number system, there are exactly 55 unique ways to add single-digit numbers (see chart in Appendix I). Students who master these 55 fact families will build the foundation that is required for all future mathematical endeavors, including multiplication, operations involving fractions, algebra, and geometry.

This module has been developed to guide first-grade students and instructors through the crucial skill of adding and subtracting all of the single-digit numbers by asking students to create representational drawings, measure distances, and become fluent with numerical symbols used to represent these

Thank You.

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