

engage^{ny}

Our Students. Their Moment.

DTSDE & The Heart of Principal & Teacher Practice



www.engageNY.org

What are we seeking to know through Tenets (2), 3, and 4?

Has the leader established systems & culture to drive CCSS aligned instruction? (2.3, 3.2, 3.3, 3.4, 4.2, 4.3)



What are we seeking to know through Tenets (2), 3, and 4?

Has the leader established systems of evidence based observation of CCSS aligned practice? (2.3, 3.2, 3.3, 4.2, 4.3, 4.4)



What are we seeking to know through Tenets (2), 3, and 4?

Are the teachers and principal using systems of real time data to analyze the impact of CCSS aligned instruction and make strategic changes fast? (2.5, 3.3, 3.4, 3.5, 4.2, 4.5)



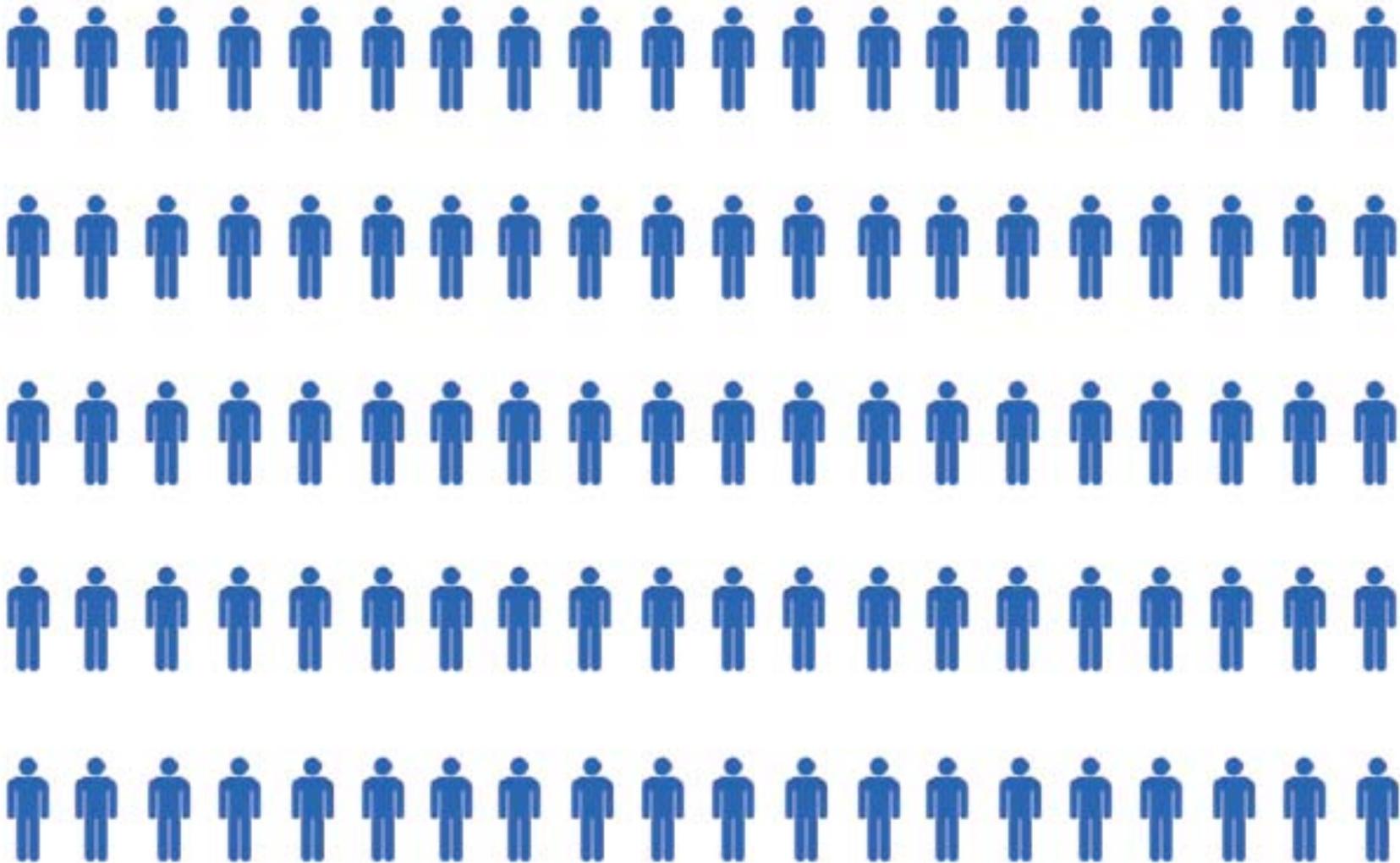
A note about Frameworks & Tools Today...

making the case for the Common Core State Standards...

“Our country is in a slow decline, just slow enough for us to be able to pretend - or believe - that a decline is not taking place.”

“Our problem is us - what we are doing and not doing, how our political system is functioning and not functioning, which values we are and are not living by.”

Friedman & Mandelbaum – *That Used to Be Us*



Start with **100** middle school students...

Conley, David. 2012, "The Complexities of College and Career Readiness." https://epiconline.org/files/pdf/07102012_Keene_NH.pdf

www.engageNY.org



93 say they *want to go college*. (-7% from previous)

Conley, David. 2012, "The Complexities of College and Career Readiness." https://epiconline.org/files/pdf/07102012_Keene_NH.pdf

www.engageNY.org



70 graduate from high school. (-22% from previous)

Conley, David. 2012, "The Complexities of College and Career Readiness." https://epiconline.org/files/pdf/07102012_Keene_NH.pdf

www.engageNY.org



44 enroll in college. (-37% from previous)

Conley, David. 2012, "The Complexities of College and Career Readiness." https://epiconline.org/files/pdf/07102012_Keene_NH.pdf

www.engageNY.org



***26* earn a college degree** within six years of enrolling.
(-41% from previous)

Conley, David. 2012, "The Complexities of College and Career Readiness." https://epiconline.org/files/pdf/07102012_Keene_NH.pdf

High School Graduation & College Completion

- Nationally, out of 100 middle school students...
 - 93 say they want to go to college.
 - 70 will graduate from high school.
 - 44 enroll in college.
 - 26 earn a college degree within six years



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*

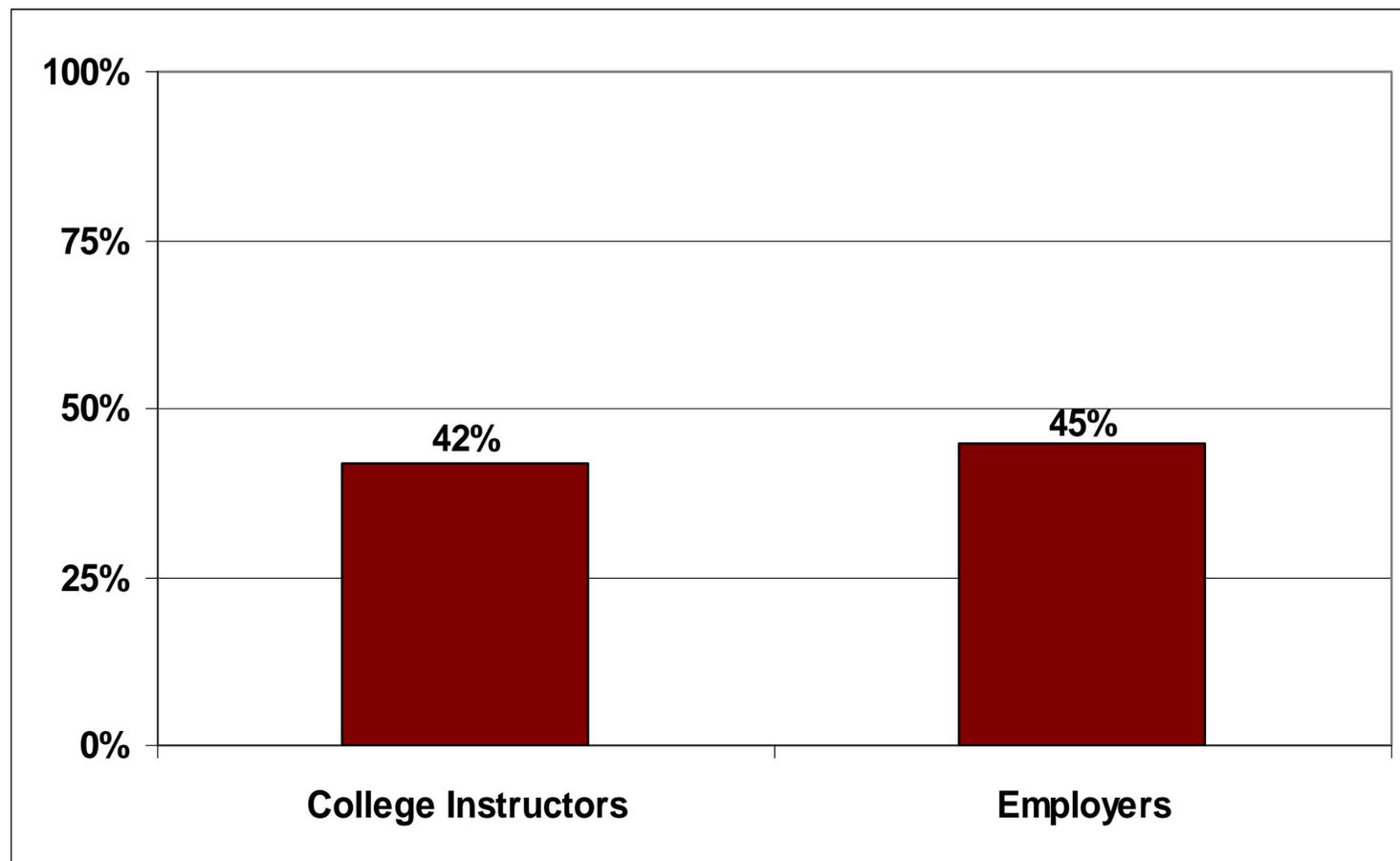
	% Graduating
All Students	34.7
American Indian	16.8
Asian/Pacific Islander	55.9
Black	11.5
Hispanic	14.5
White	48.1
English Language Learners	6.5
Students with Disabilities	4.4

*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 Instructors and Employers Say Graduates Are Not Prepared for College and Work

Average estimated proportions of recent high school graduates who are not prepared



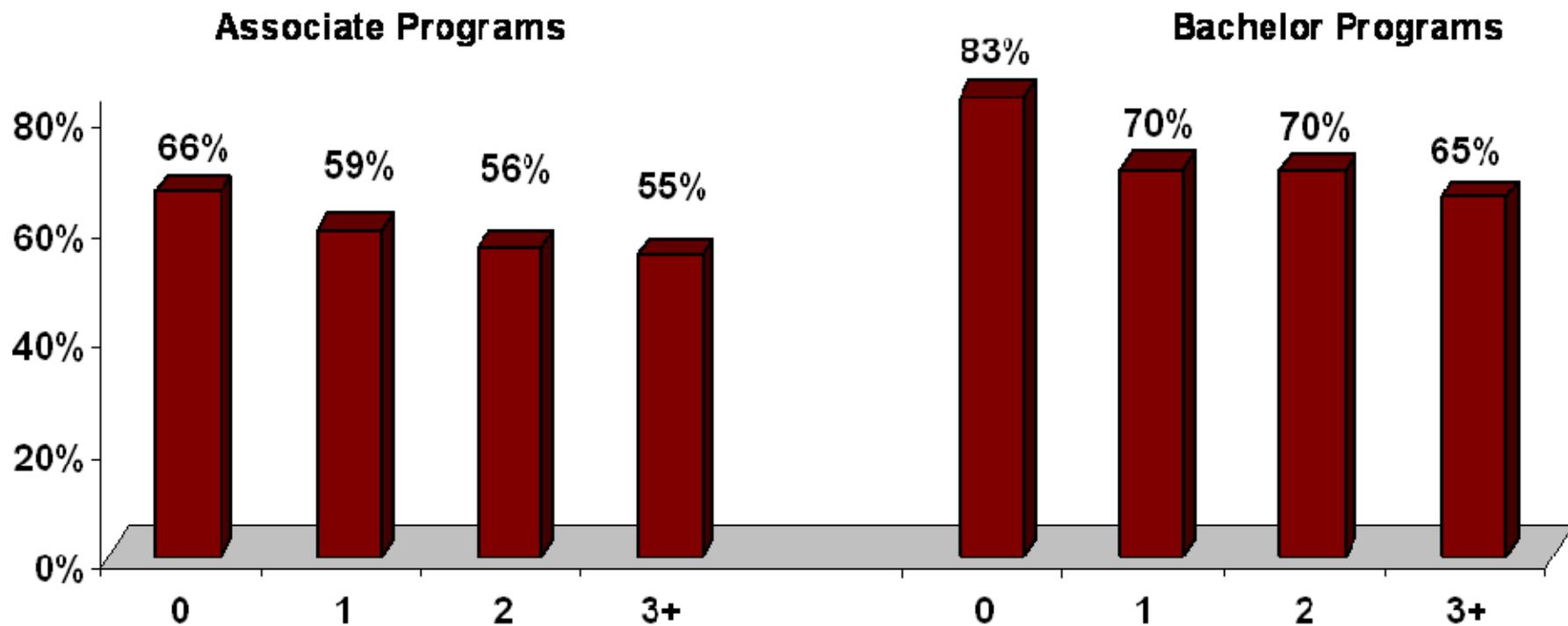
Source

Peter D. Hart Research Associates/Public Opinion Strategies. 2005. "Rising to the Challenge: Are High School Graduates Prepared for College and Work? A Study of Recent High School Graduates, College Instructors, and Employers." Prepared for Achieve, Inc. http://www.achieve.org/files/pollreport_0.pdf.

College Graduation and Remediation Rates

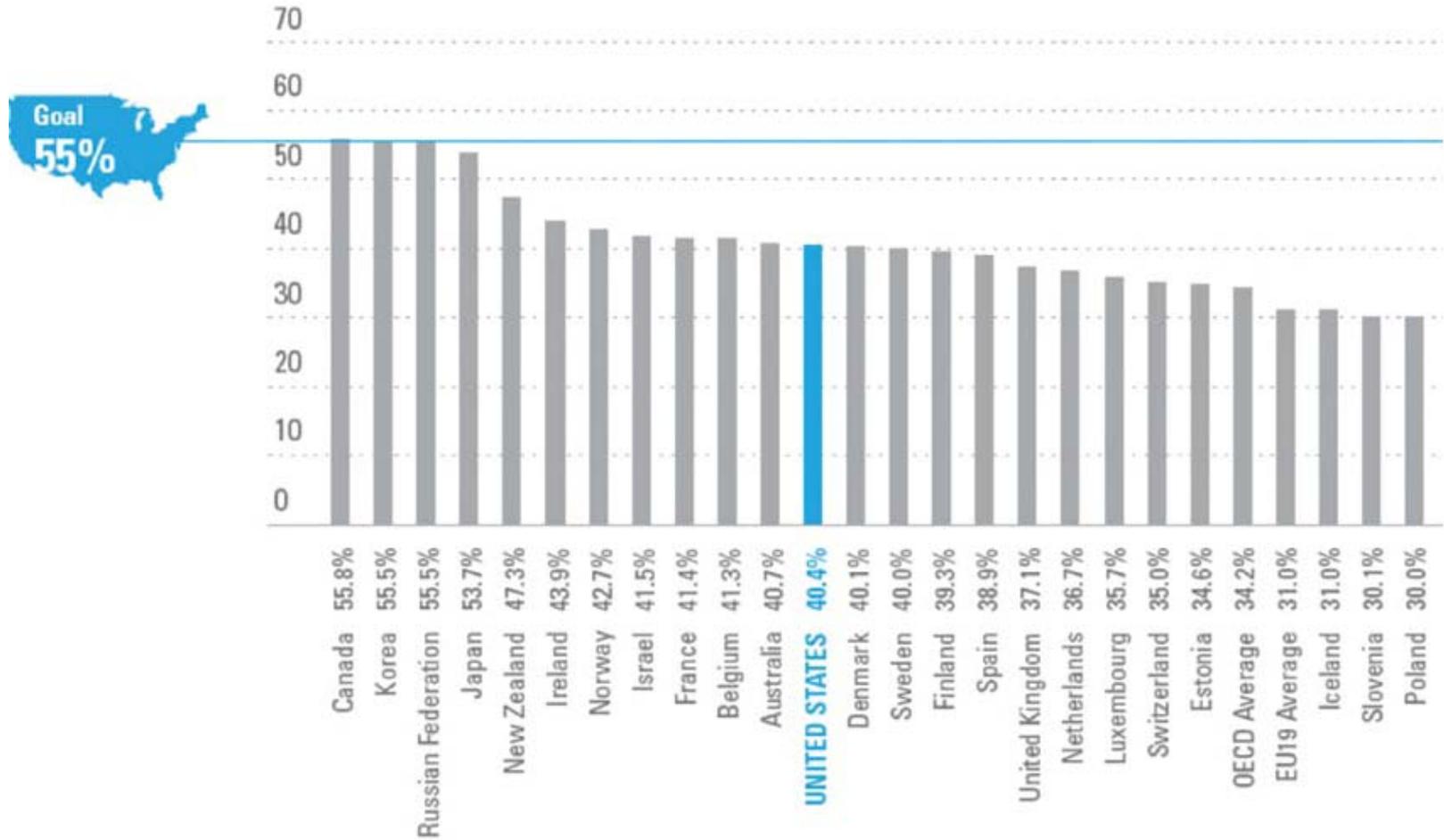
The more remedial classes students take, the less likely they are to stay in college.

NYS Fall 2009 to Fall 2010 Persistence of Full-time first-time Students By Number of Remedial courses Taken



International Competitiveness

College Completion Rank Declining: Percentage of 25- to 34-Year-Olds with an Associate Degree or Higher, 2007



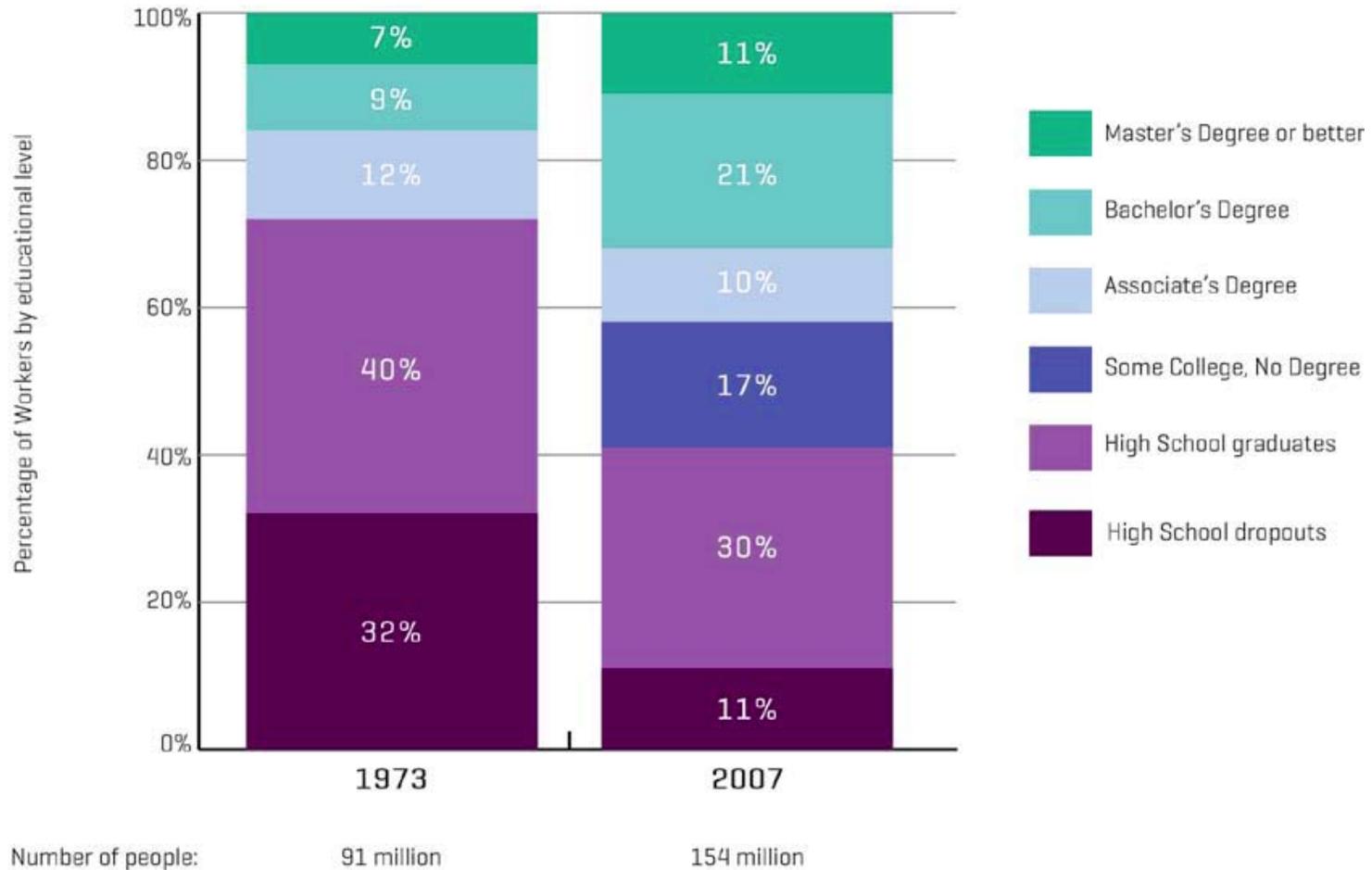
Pathways to Prosperity—see slide 13.

College Board. "College Completion Agenda Progress Report 2010." <http://www.oecd.org/education/highereducationandadultlearning/48630687.pdf>

Job Readiness

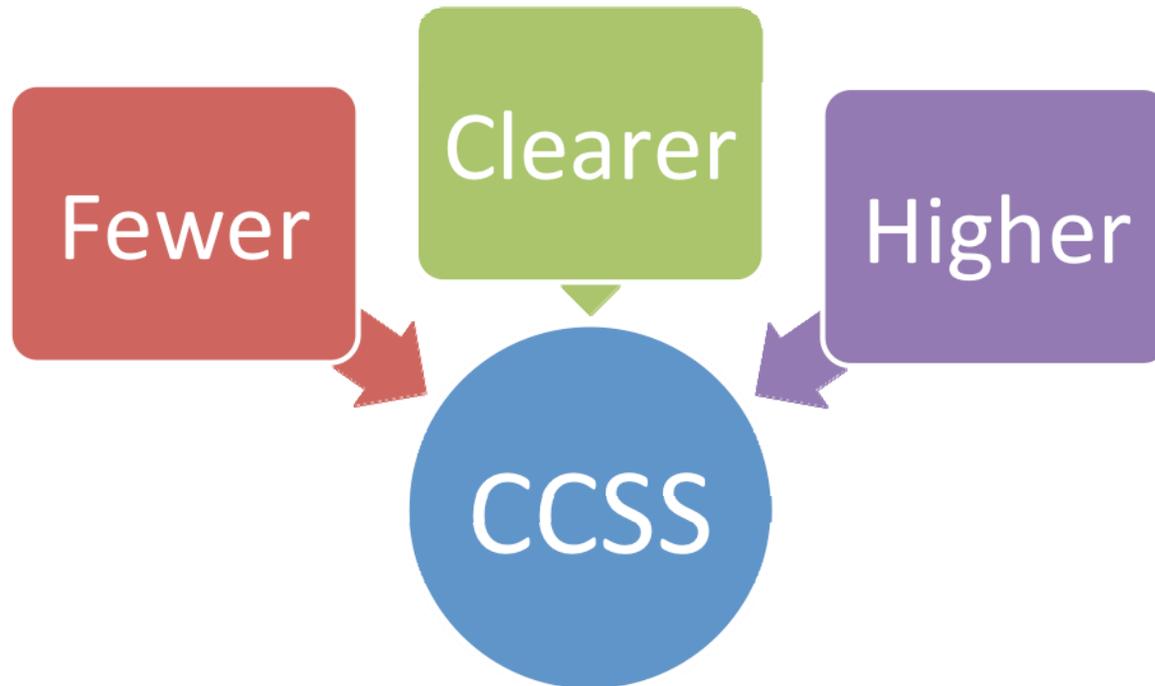
College Completion is Crucial for Employment

Since 1973, jobs that require at least some college have exploded while opportunities for those with just a high school education have shrunk dramatically



Source: Pathways to Prosperity Project, Harvard University, February 2011, http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf

Principles of the CCSS



Aligned to requirements for college and career readiness

Based on evidence

Honest about time

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

Principal's 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: 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

Principal's 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...
<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

Principal's 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...
<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.

Principal's 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...
<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

Principal's 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...
<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

Principal’s 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.

Venus Williams

Discuss these answers and be 100% sure to have ONLY evidence based conversations about the text!

1. What is Williams' central concern, precisely?
2. Name at least three arguments that she uses to justify equal pay for women.
3. Why does she mention Billie Jean King, Martina Navratilova, and Chris Evert and how/ why does she contrast them with the “message” being sent by Wimbledon?
4. What are the three arguments that Wimbledon makes for the status quo and how does Williams seek to dismiss these arguments?
5. Examine the last sentence in paragraph 80 (3rd from last). What is she saying and why is she using the word “subjectivity”? What argument is she making in this paragraph?
6. How many arguments does she make and what is the progression of her arguments? How do they change/ evolve over the course of the letter?

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

Principal's 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	<p>Counting and Cardinality</p> <ul style="list-style-type: none"> • Know number names and count sequence • Count to tell the number of objects. • Compare numbers. <p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. <p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> • Work with numbers 11-19 to gain foundations for place value.
1	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • 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. <p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> • Extend the counting sequence. • Understand place value. • Use place value understanding and properties of operations to add and subtract. <p>Measurement and Data</p> <ul style="list-style-type: none"> • Measure lengths indirectly by iterating length units.
2	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction. • Add and subtract within 20. • Work with equal groups of objects to gain foundations for multiplication. <p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> • Understand place value. • Use place value understanding and properties of operations to add and subtract. <p>Measurement and Data</p> <ul style="list-style-type: none"> • 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	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> •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. <p>Number and Operations - Fractions</p> <ul style="list-style-type: none"> •Develop understanding of fractions as numbers. <p>Measurement and Data</p> <ul style="list-style-type: none"> •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	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> •Use the four operations with whole numbers to solve problems. <p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> •Generalize place value understanding for multi-digit whole numbers. •Use place value understanding and properties of operations to perform multi-digit arithmetic. <p>Number and Operations - Fractions</p> <ul style="list-style-type: none"> •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	<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> •Understand the place value system. •Perform operations with multi-digit whole numbers and with decimals to hundredths. <p>Number and Operations - Fractions</p> <ul style="list-style-type: none"> •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. <p>Measurement and Data</p> <ul style="list-style-type: none"> •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	<p>Ratios and Proportional Relationships</p> <ul style="list-style-type: none"> • Understand ratio concepts and use ratio reasoning to solve problems. <p>The Number System</p> <ul style="list-style-type: none"> • 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. <p>Expressions and Equations</p> <ul style="list-style-type: none"> • 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	<p>Ratios and Proportional Relationships</p> <ul style="list-style-type: none"> • Analyze proportional relationships and use them to solve real-world and mathematical problems. <p>The Number System</p> <ul style="list-style-type: none"> • Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. <p>Expressions and Equations</p> <ul style="list-style-type: none"> • Use properties of operations to generate equivalent expressions. • Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
8	<p>Expressions and Equations</p> <ul style="list-style-type: none"> • 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. <p>Functions</p> <ul style="list-style-type: none"> • Define, evaluate, and compare functions. <p>Geometry</p> <ul style="list-style-type: none"> • 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
<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> ▪ Understand the place value system. ▪ Perform operations with multi-digit whole numbers and with decimals to hundredths. <p>Number and Operations – Fractions</p> <ul style="list-style-type: none"> ▪ 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. <p>Measurement and Data</p> <ul style="list-style-type: none"> ▪ Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 	<p>Measurement and Data</p> <ul style="list-style-type: none"> □ Represent and interpret data. ⁵ □ Convert like measurement units within a given measurement system. ⁶ 	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> ○ Write and interpret numerical expressions. ○ Analyze patterns and relationships. <p>Geometry</p> <ul style="list-style-type: none"> ○ 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

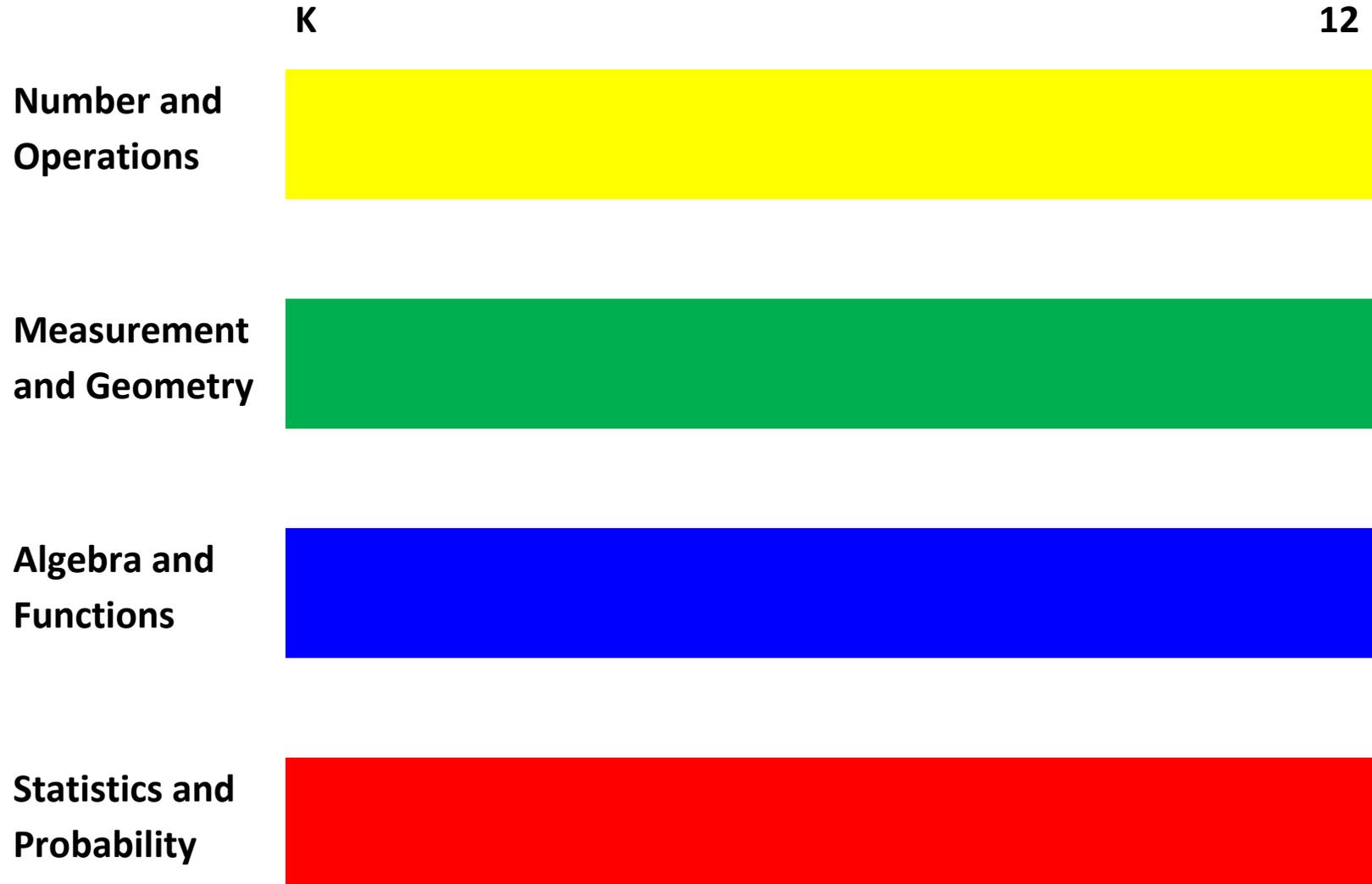
Mathematics Shift 2: Coherence

What the Student Does...	What the Teacher Does...
<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

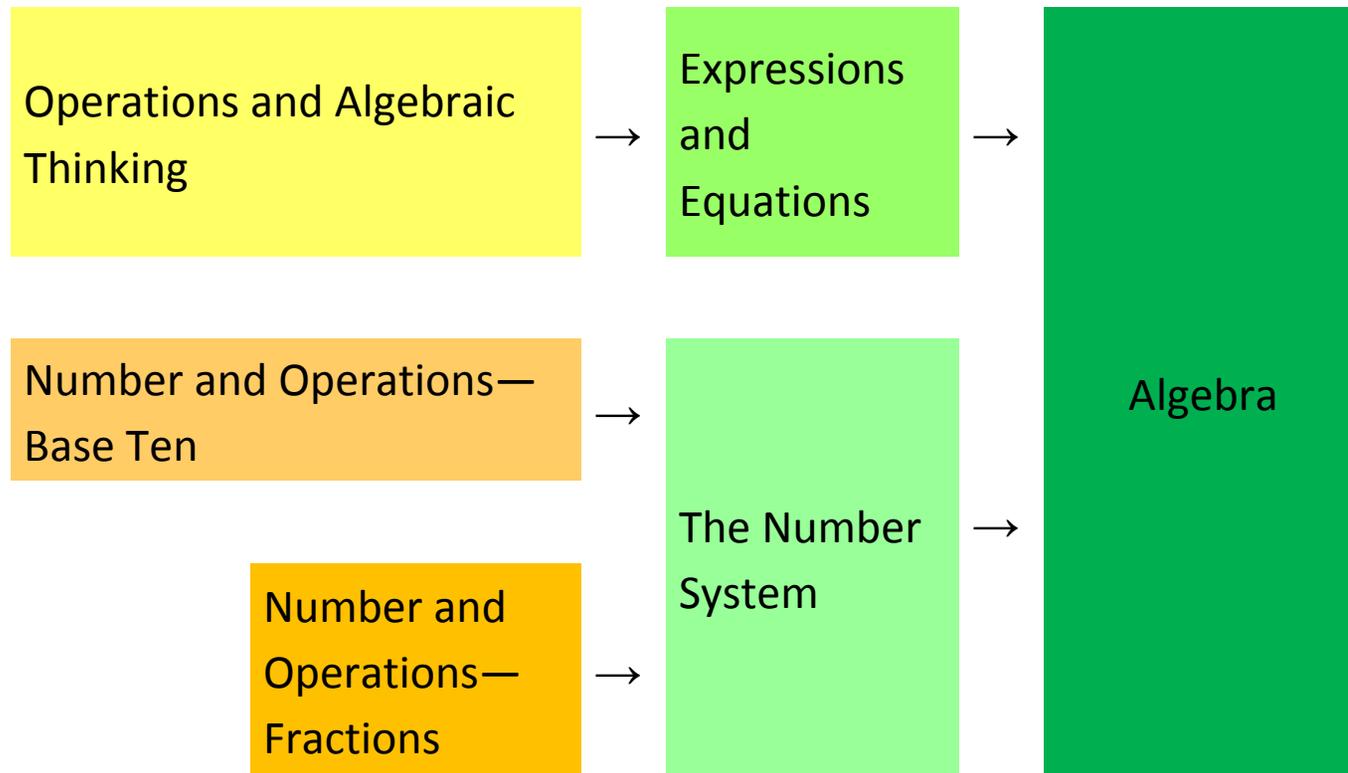
Principal's Role:

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

Traditional U.S. Approach



Focusing Attention Within Number and Operations



K 1 2 3 4 5 6 7 8 High School

Certain cluster headings use language with a sense of motion from grade to grade. Some examples:

Grade 2

Work with equal groups of objects to **gain foundations for** multiplication.

Grade 4

Generalize place value understanding for multi-digit whole numbers.

Extend understanding of fraction equivalence and ordering.

Build fractions from unit fractions by **applying and extending previous understandings** of operations on whole numbers.

Grade 5

Apply and extend previous understandings of multiplication and division **to** multiply and divide fractions.

Grade 6

Apply and extend previous understandings of multiplication and division **to** divide fractions by fractions.

Apply and extend previous understandings of numbers **to** the system of rational numbers.

Apply and extend previous understandings of arithmetic **to** algebraic expressions.

Apply and extend previous understandings of operations with fractions **to** add, subtract, multiply, and divide rational numbers.

Mathematics Shift 3: Rigor through 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

Principal's 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

Math Shift 4: Rigor through 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

Principal's 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: Rigor through 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

Principal's Role:

Ensure that math has a place in science instruction

Create a culture of math application across the school

Mathematics Shift 6: Rigor through 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

Principal's 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

Go Back to the Tool (Tenets 2,3,4)

Where would the CCSS shifts be observable?

Where would educator practice impact the shifts?

Locate all the places where you as reviewers would be **LOOKING** for the shifts in action.

What will we SEE?

What would it LOOK like if the shifts were in play for 2.3, 2.4?

What would it LOOK like if the shifts were in play for 3.2, 3.3?

What would it LOOK like if the shifts were informing 3.4?

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.

Implementation Supports: 3-8 ELA & Math



ELA Common Core Sample Questions



Mathematics Common Core Sample Questions

Grade **6**

<http://www.p12.nysed.gov/assessment/common-core-sample-questions/>

NYSED provided **Common Core sample questions** in Grades 3-8 ELA and math.

Educators can use these teaching tools to:

- Better understand the shifts needed in classroom instruction;
- Better understand how student knowledge and skills will be assessed beginning in 2012-13.

Measuring the Core

You will need:

- Green and White ELA items
- Green and White Math items

In pairs, work with either Math or ELA

- Name 3 ways the green and white items are different

When you're done

- Get to work on the second content area

Tri-State Rubrics – Math & ELA/ Literacy

I. Alignment to the Rigors of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
<p>The lesson/unit aligns with the letter and spirit of the CCSS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focuses teaching and learning on a targeted set of grade-level CCS ELA/Literacy standards.** <input type="checkbox"/> Makes close reading of text(s) a central focus of instruction and includes sequences of text-dependent questions that cause students to read closely, examine textual evidence, and discern deep meaning.** <input type="checkbox"/> Includes a clear and explicit purpose for instruction and selects text(s) that are of sufficient quality and scope for the stated purpose.** <input type="checkbox"/> Focuses on quality text selections that measure within the grade-level text complexity band.** (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics that are similar to CCSS level exemplars [Appendix A]). <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects. 	<p>The lesson/unit addresses key areas of focus in the CCSS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts (including, when applicable, illustrations, charts, diagrams, audio/video, and media).** <input type="checkbox"/> Writing from Sources: Routinely expects that students draw evidence from texts to inform, explain, or make an argument in various written forms (notes, summaries, short responses, or formal essays).** <input type="checkbox"/> Academic Vocabulary: Focuses on building students' academic vocabulary throughout instruction.** <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Increasing Text Complexity: Includes close reading of texts that are at or above the grade-level text complexity band. 	<p>The lesson/unit is responsive to varied student learning needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cultivates student interest and engagement in reading, writing, and speaking about texts.** <input type="checkbox"/> Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.** <input type="checkbox"/> Focuses on sections of text(s) presented through discussion and writing to demonstrate their understanding of the text. <input type="checkbox"/> Integrates targeted instruction in such areas as grammar and conventions, writing strategies, fluency, and all aspects of foundational reading for grades 3-5. <input type="checkbox"/> Includes regular independent reading based on student choice and interest to build stamina, confidence, and motivation. <input type="checkbox"/> Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p>The lesson/unit regularly assesses whether students are mastering standards-based content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes aligned rubrics and/or assessment guidelines that provide sufficient guidance for interpreting performance.** <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures
<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>

Representing a partnership between RI, MA, and NY
 collaboratively built tools
 informed and approved by the authors of the CCSS,
 which evaluate the Common Core alignment of curricular materials

What will we SEE?

What would it LOOK like if students were preparing for assessments such as these for 4.2?

What would it LOOK like if students were preparing for assessments such as these for 4.3?

What would it LOOK like if students were preparing for assessments such as these for 4.4?

Tri-State Quality Review Rubric:

The Tri-State Quality Review Rubric was developed by the Tri-State Collaborative (MA, NY, RI) with facilitation by Achieve.

The Tri-State Quality Review Rubric is designed to evaluate:

- Lessons that include instructional activities and assessments aligned to the CCSS that may extend over a few class periods or days.
- Units that include integrated and focused lessons aligned to the CCSS that extend over a longer period of time.
- The rubric is NOT designed to evaluate a single task or activity.
- *The Tri-State Rubric does not require a specific template for lesson or unit design.*

Dimension I: Alignment to the Rigor of the CCSS

The lesson/unit aligns with the letter and spirit of the CCSS:

- Targets a set of grade-level ELA/Literacy CCSS for teaching and learning. **
- Includes a clear and explicit purpose for instruction.
- Selects texts that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.** (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B)

In addition, for units:

- Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.
- (Grades 3-5) Builds students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. [NOTE: Disciplinary rubrics for grades 6-12 are under development.]

Dimension II: Key Areas of Focus in the CCSS

The lesson/unit addresses key areas of focus in the CCSS:

☐ **Reading Text Closely:** Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. **

☐ **Text-Based Evidence:** Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, illustrations, charts, diagrams, audio/video, and media).**

☐ **Writing from Sources:** Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (notes, summaries, short responses, or formal essays).**

☐ **Academic Vocabulary:** Focuses on building students' academic vocabulary in context throughout instruction.

Dimension II: Key Areas of Focus in the CCSS

Additional Criteria for Units

In addition, for units:

- ❑ **Increasing Text Complexity:** Focuses students on the close reading of a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.

- ❑ **Balance of Texts:** Includes a balance of informational and literary texts as stipulated in the CCSS [p.5] and indicated by instructional time (*may be more applicable across a year*).

- ❑ **Building Disciplinary Knowledge:** Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.

- ❑ **Balance of Writing:** Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.

Dimension III: Instructional Supports

The lesson/unit is responsive to varied student learning needs:

- Cultivates student interest and engagement in reading, writing, and speaking about texts.
- Addresses instructional expectations and is easy to understand and use.
- Provides *all* students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.
- Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.
- Integrates appropriate supports for students who are ELL, have disabilities, or read well below the grade level text band.
- Provides extensions and/or more advanced text for students who read well above the grade level text band.

Dimension III: Instructional Supports

Part 2 – Additional Criteria for Units

In addition, for units:

- Includes a progression of learning where concepts and/or skills advance and deepen over time.
- Gradually removes supports, requiring students to demonstrate their independent capacities.
- Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.
- Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading for grades 3-5.
- Includes regular independent reading based on student choice and interest to build stamina, confidence, and motivation; indicates how students are accountable for that reading.
- Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate.

Dimension IV

The lesson/unit regularly assesses whether students are mastering standards-based content:

- Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s).
- Assesses student proficiency using methods that are unbiased and accessible to all students.
- Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.

In addition, for units:

- Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures.

Dimension I: Alignment to the Rigor of the CCSS

The lesson/unit aligns with the letter and spirit of the CCSS:

- Focuses teaching and learning on a targeted set of grade level content mathematics standard(s) at the level of rigor in the CCSS.**
- Identifies, addresses, and integrates into the lesson/unit the relevant Standards for Mathematical Practice. **
- Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS.

**** Indicates “must have” criteria - necessary for a 3-rating.**

Dimension II: Key Areas of Focus in the CCSS

The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:

- Focus:** Centers on the concepts, foundational knowledge, and level of rigor that are prioritized in the standards. **
- Coherence:** Makes connections and provides opportunities for students to transfer knowledge and skills within and across domains and learning progressions.
- Rigor:** Requires students to engage with and demonstrate challenging mathematics.
- Application:** Provides opportunities for students to independently apply mathematical concepts in real-world situations and problem solve with persistence, choosing and applying an appropriate model or strategy to new situations.
- Deep Understanding:** Requires students to demonstrate deep conceptual understanding through complex problem solving, in addition to writing and speaking about their understanding.

Dimension III. Instructional Supports

The lesson/unit is responsive to varied student learning needs:

Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. **

Uses and encourages precise and accurate mathematics, academic language, terminology, and concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models) in the discipline. **

Engages students through relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit mathematical thinking.

Provides appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners.

Supports diverse cultural and linguistic backgrounds, interests, and styles.

Provides extra supports for students working below grade level.

Provides extensions for students with high interest or working above grade level.

Dimension III: Instructional Supports

Additional Criteria for Units

- Recommend and facilitate a mix of instructional approaches for a variety of learners, including such strategies as modeling, using a range of questions, checking for understanding, flexible grouping, pair-share, etc.

- Gradually remove supports, requiring students to demonstrate their mathematical understanding independently.

- Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time.

- Expect, support, and provide guidelines for fluency with core calculations and mathematical procedures to be performed quickly and accurately.

Dimension IV: Assessment

The lesson/unit regularly assesses whether students are mastering standards-based content and skills:

Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS.**

Assesses student proficiency using methods that are accessible and unbiased, including the use of grade level language in student prompts.**

Includes aligned rubrics, answer keys, and scoring guidelines that provide sufficient guidance for interpreting student performance. **

*A unit or longer lesson should: **

Use varied modes of curriculum embedded assessments that may include pre-, formative, summative and self-assessment measures.

Review [25 minutes]

Independent Review (15 minutes)

For each dimension:

Thoroughly work the tasks that serve as the centerpiece for the lesson/unit, making notes about the content addressed and performances required, as they relate to all possible strategies the students might use.

1. Analyze the evidence
2. Check the criteria that are met
3. Use the criteria to determine a 3-2-1-0 rating

Table Review (10 minutes)

For each dimension:

At your table, discuss your overall rating, come to consensus and determine the evidence to back up your rating.

Planning for Highly Effective CCSS Implementation

Supporting our leaders in the establishment of systems & culture to drive CCSS aligned instruction (2.3, 3.2, 3.3, 3.4, 4.2, 4.3)

- How can the district set principals up for success in these Statements of Practice?
- What school level supports can the district provide in these SoP's?
- How must your role change to ensure highly effective practice in these SoP's?

Implementation Supports: Workbook



Our Students. Their Moment.

CCSS, APPR and DDI Workbook for Network Teams/Network Team Equivalents

New York's Vision and Metrics for Implementing CCSS, APPR and DDI for SY2012-2013

Vision: Instruction in our schools is changing dramatically and the Common Core instructional shifts are visible and observable in all classrooms

	2012-2013 Metrics	LEA Superintendent Metrics	NT/NTE Metrics	District Superintendent Metrics
CCSS Implementation	All teachers in grades P-8 are implementing CCSS-aligned instruction	<ul style="list-style-type: none"> Implementation of fully-aligned CCSS instruction in grades P-8 and clear plan for adopting or adapting NYSED voluntary curricular materials¹ or using other materials that align to the tri-state rubric Plan for leveraging educator ambassadors to assist with implementation 	<ul style="list-style-type: none"> Clear description of each component district's needs/wishes for support around CCSS and district's approach to using NYSED CCSS curricular materials² Clear description of each district's current status of CCSS implementation³ Plan co-developed with districts to provide professional development on CCSS for all teachers and principals in your districts 	<ul style="list-style-type: none"> Number of and which districts in mostly green status on the CCSS components of the CCSS, APPR and DDI: District Implementation Readiness Rubric, and which ones are in mostly yellow and red status Plan for supporting districts in moving from red or yellow to green on the CCSS components of the CCSS, APPR and DDI: District Implementation Readiness Rubric⁴
	All teachers in grades 9-12 are in the process of implementing CCSS-aligned units and are building content capacity	<ul style="list-style-type: none"> Implementation of at least 2 CCSS-aligned units per semester in grades 9-12 	<ul style="list-style-type: none"> Implementation of at least 2 CCSS-aligned units per semester in grades 9-12 Plan for leveraging educator ambassadors to assist with implementation 	<ul style="list-style-type: none"> Plan co-developed with districts to provide professional development on CCSS for all teachers and principals in your districts Plan for leveraging educator ambassadors to assist with implementation

New York's Vision and Metrics for Implementing CCSS, APPR and DDI for SY2012-2013

Vision: Instruction in our schools is changing dramatically and the Common Core instructional shifts are visible and observable in all classrooms

	2012-2013 Metrics	LEA Superintendent Metrics	NT/NTE Metrics	District Superintendent Metrics
CCSS/APP/PR Alignment	Evaluators look for the 12 CCSS instructional shifts in their classroom observations			
	CCSS Implementation	<ul style="list-style-type: none"> All teachers in grades P-8 are implementing CCSS-aligned instruction All teachers in grades 9-12 are in the process of implementing CCSS-aligned units and are building content capacity 	<ul style="list-style-type: none"> Implementation of fully-aligned CCSS instruction in grades P-8 and clear plan for adopting or adapting NYSED voluntary curricular materials¹ or using other materials that align to the tri-state rubric Plan for leveraging educator ambassadors to assist with implementation Implementation of at least 2 CCSS-aligned units per semester in grades 9-12 Plan for leveraging educator ambassadors to assist with implementation 	<ul style="list-style-type: none"> Clear description of each component district's needs/wishes for support around CCSS and district's approach to using NYSED CCSS curricular materials² Clear description of each district's current status of CCSS implementation³ Plan co-developed with districts to provide professional development on CCSS for all teachers and principals in your districts Plan for leveraging educator ambassadors to assist with implementation
CCSS/APP/PR Alignment	Evaluators look for the 12 CCSS instructional shifts in their classroom observations	<ul style="list-style-type: none"> Evidence that district observation rubric identifies points of alignment with instructional shifts⁵ Evidence that principal evaluation system incorporates identification and observation of instructional shifts Percentage of schools that use analysis meetings to analyze the results of student work against the instructional shifts 	<ul style="list-style-type: none"> Plan for supporting districts and principals in implementing evidence-based observations and student learning objectives Plan for follow up with districts to ensure evidence-based observations are occurring consistently 	<ul style="list-style-type: none"> Number of and which districts in mostly green status on the CCSS, APPR and DDI: District Implementation Readiness Rubric, and which ones are in mostly red and yellow status Number of, which and the degree to which districts are using the instructional shifts to evaluate teacher effectiveness

Step 1: Internalize metrics

- NTs/NTEs, District

Step 2: Assess district and

- NTs/NTEs request survey online by District Superintendent
- Superintendent Implementation
- Superintendent
- Superintendent
- District Superintendent

Step 3: Build regional turnkey plans:

- NTs/NTEs, informed by the survey and District Implementation Readiness Rubrics, use the NT/NTE Turnkey Plan Template and the NT/NTE Sample Plan for guidance and examples to develop a turnkey implementation and support plan for their districts
- NTs/NTEs assess the quality of their plans using the NT/NTE Turnkey Plan Checklist

Step 4: Build district plans:

- Superintendents, NTs/NTEs and teacher/principal ambassadors (if relevant) use the District Roadmap to develop an implementation plan for their schools, using the District Plan Template if desired

Step 5: Implement and adjust plans:

- Superintendents and NTs/NTEs use survey data, site visits, educator feedback and actions in plan to review progress and adjust course as necessary

NYSED provided an **implementation workbook**, including:

- Metrics, rubrics, and templates to support Common Core, Data Driven Instruction, and Teacher/Leader Effectiveness;
- Local/regional data on implementation status

Educators can use this workbook to:

- Support district and regional strategic planning;
- Understand the quality and rigor of shifts in practice

- Enjoy your lunch 😊

- See you at 1 pm!

**Evidence Based
Observation of Practice
& *Enacted* Curriculum...
(good paper ain't enough)**

Which SoP's are these?

Student Achievement Partners

Tools for Evidence Collection

Let's try these out...

-
- **Teacher video**

What will it look like *outside* of the classroom?

• 2.2 ?

• 2.3 ?

• 2.4 ?

• 3.4 ?

Observation Tracker – A System for EBOP



The real role of real time Data

Are the teachers and principal using systems of real time data to analyze the impact of CCSS aligned instruction and make strategic changes fast? (2.5, 3.3, 3.4, 3.5, 4.2, 4.5)



- **Tenets 2,3,4 – Your Practice**

Thank You.