Where Did the Common Core Standards Come From??

Council of Chief State School Officers and ***National Governors Association Center for Best Practices***, teachers, school administrators, and experts worked together to provide a clear and consistent framework to prepare students for college and workforce

What are the Common Core Standards? Benefits of CCSS?

- Developed as a collaborative effort
- Common Core Standards were adopted by 45 states
- Includes rigorous content and application of knowledge through high-order skills
- The progression of these standards were designed to prepare K-12 students for college and career success

ELA Standards Organization

- Reading for Literature
- Reading for Informational Text
- Reading Foundational Skills
- Writing
- Language
- Speaking and Listening

English Language Arts (ELA)

Connecting: CCSS/Assessment/RtI

Our work is modeled after the Professional Learning Community (PLC)model:

- What do we want students to know and be able to do?
- How do we know they have learned?
- How will we respond when students don't learn?

What do we want students to know and be able to do?

English Language Arts (ELA)

- Read more non-fiction
- Enjoy and discuss the details of non-fiction
- Find evidence to support their arguments
- Read material at comfort level AND work with more challenging content
- Become scholars
- Make arguments in writing using evidence
- Compare multiple texts in writing
- Learn the words that they can use in college and career

Mathematics

- Spend more time on fewer concepts
- Keep building on learning year after year
- Understand WHY math works
- TALK about why the math works
- PROVE that they know why and how the math works
- Apply math in real world situations
- Know which math to use for which situation

ELA shift 1-Building knowledge through content-rich nonfiction

The what?

- 50/50 balance K-5
- 70/30 balance 9-12
- Reading texts aloud above grade level in grades K-5 and beyond
- Grades 2+ students read more complex texts

The why?

- Non-fiction makes up vast majority of required reading in college/workplace
- Informational text is harder for students to comprehend than narrative
- Supports learning how to read different types of informational text

Distribution of Literacy by Grade

Grade	Literature	Information
4	50%	50%
8	45%	55%
12	30%	70%

ELA shift 2-Reading, writing, speaking using evidence from fiction and informational text

The what?

- Moving from non-text dependent answers such as …"Casey at the Bat"-describe a time when you failed at something.
- Moving to text dependent…What makes Casey's experiences at bat humorous?

The why?

- Most college and workplace writing requires evidence
- Ability to locate and employ evidence are hallmarks of strong readers and writers
- Ability to cite evidence differentiates strong from weak on national performance tests

ELA shift 3-Regular practice with complex text and increase in academic language

The what?

- Subtle and/or frequent transitions
- Density of information
- Lack of repetition, overlap or similarity in words and sentences
- Complex sentences
- Uncommon vocabulary
- Less narrative and/or mixes structures
- Longer paragraphs

The why?

- Gap between complexity of college and high school texts is huge.
- What students can read, in terms of complexity is greatest predictor of success in college.
- Less than 50% of graduates can read sufficiently complex texts.

Common Core Math Standards

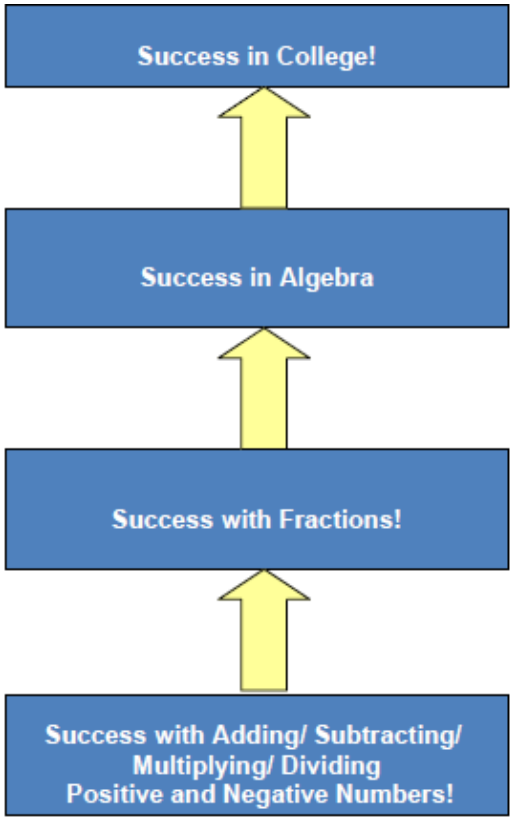
- Ratios & Proportional Relationships
- The Number System
- Expressions & Equations
- Geometry
- Functions
- Statistics & Probability

Math shift 1-Focus: Learn more about fewer, key topics

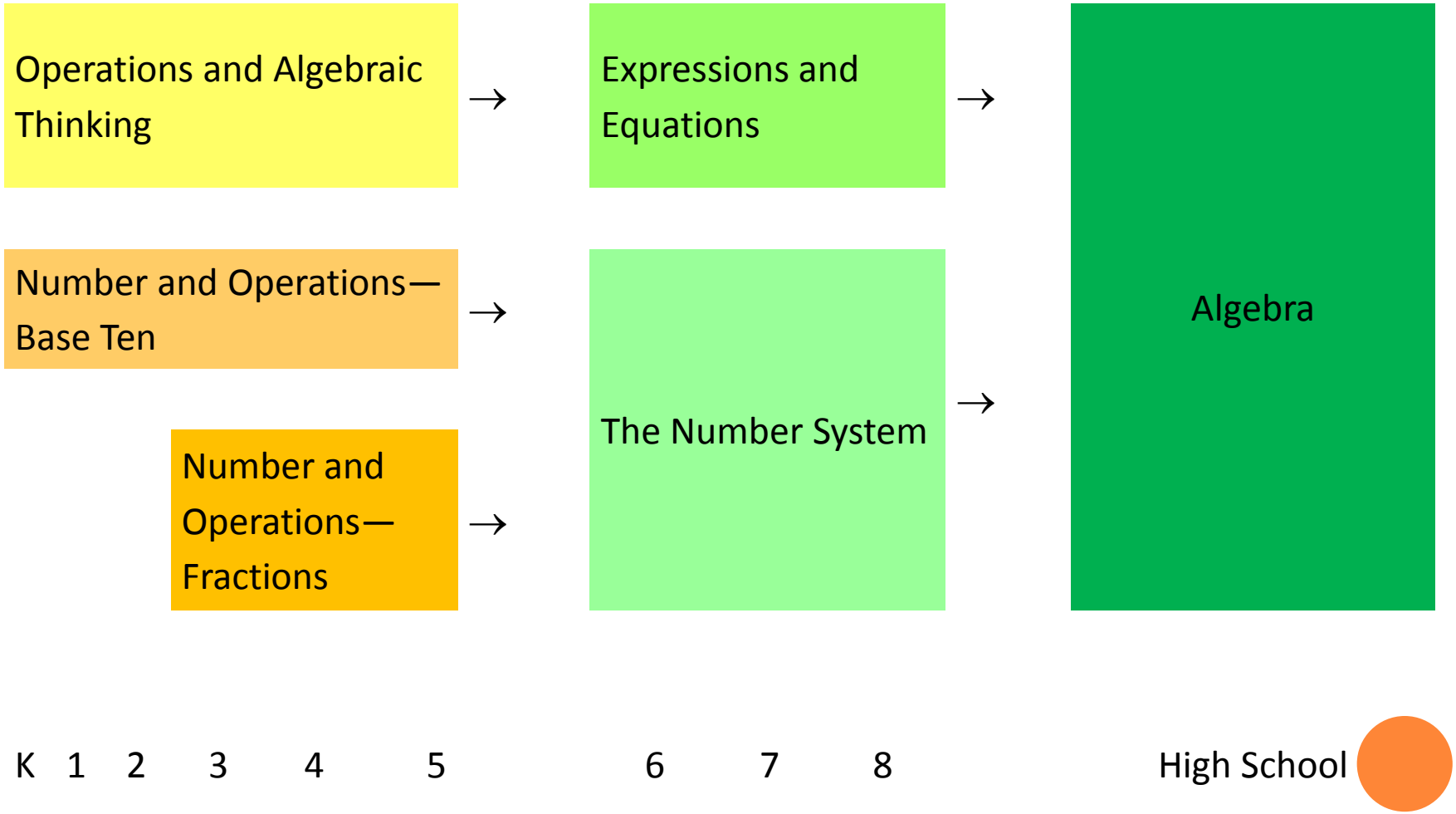
What are priorities?

- K-2 add, subtract, measurement using whole numbers
- 3-5 Multiplication and division of whole numbers and fractions
- 6 Ratios and proportional reasoning
- 7 Ratios and proportional reasoning; early expressions and equations
- 8 Linear algebra and linear functions; arithmetic of rational numbers

Why?



Math Shift 2 - Coherence: Build skills Within and Across Grades



Math shift 3-Rigor: conceptual understanding, procedural skill and fluency, application

Past test questions

For a school field trip, 72 students will be traveling in 9 vans. Each van will hold an equal number of students. How many students will be in each van?

a. 8

b. 7

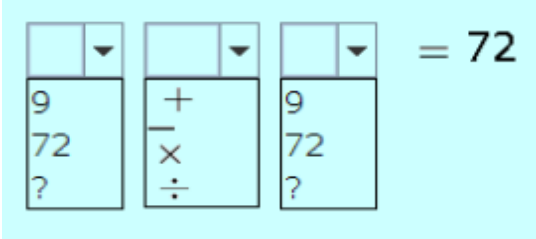
c. 648

d. 638

3rd Grade

Future test questions

For school field trip, 72 students will be traveling in 9 vans. Each van will hold an equal number of students. The equation 72 ÷ 9 = ? shows a way to determine the number of students that will be in each van. The given equation can be rewritten using a different operation. Use the drop=down menus to select the operation and the number to complete the equation.



Adjustments Made Here at PJHS to Meet CCSS?

Course: 6th Grade Math Pacing Guide & Curriculum Map

Mathematical Practice Standards

- 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.

Unit 1 : Fractions and Decimals

Timeline:

What do we want students to know? Common Core Standards and Student Targets	What do we do if they don't know it? Resources
• I can divide whole numbers using multi-digit divisors and dividends. (6.NS.2) • I can add numbers that have a decimal using an algorithm. (6.NS.3) • I can subtract numbers that have a decimal using an algorithm. (6.NS.3) • I can multiply numbers that have a decimal using an algorithm. (6.NS.3) • I can divide numbers that have decimals in the divisor and/or dividend using an algorithm. (6.NS.3) • I can identify which operation to use solving real world problems. (6.NS.3)	Core Instruction: Enrichment: Remediation:

How do we know if they know it?

Pre-Assessment(s):

Formative Assessment(s):

Summative Assessment(s): Unit 1 Common Assessment Part 1,
Unit 1 Common Assessment Part 2,
Unit 1 Common Assessment Part 3
(All common assessments are located in CMS)

How do we know they have learned?

- Common Assessments K-12 in all disciplines
- MAP
- Fountas and Pinnell
- KIDS
- Advanced Placement tests
- Work Keys

PJHS MAP DATA

Student Growth Summary Report

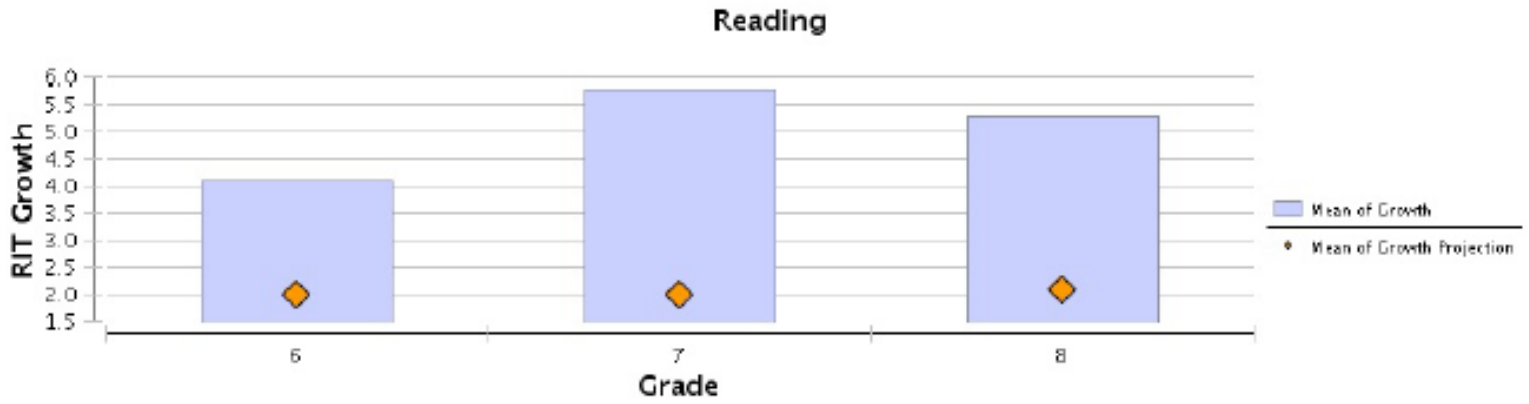
Aggregate by School

Term:	Winter 2013-2014
District:	McLean County Unit District Number 5
Grouping:	None
Small Group Display:	No
Growth measured from	Fall 2013 to Winter 2014

Parkside Junior High School

Reading

		Fall 2013		Winter 2014		Actual Growth			Projected Growth					
Grade (Winter 2014)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean Growth	Std Dev	Sampling Error	Count with Projection	Mean Projection	Growth Index	Percent of Projection	Count Meeting Projection	Percent Meeting Projection
6	187	214.1	12.8	218.2	12.4	4.1	7.1	0.5	187	2.0	2.1	205.0	124	62.8
7	239	217.0	13.4	222.8	11.9	5.8	8.3	0.5	239	2.0	3.7	290.0	170	71.1
8	230	219.0	16.1	224.4	13.6	5.3	8.4	0.8	230	2.1	3.2	262.4	166	67.4



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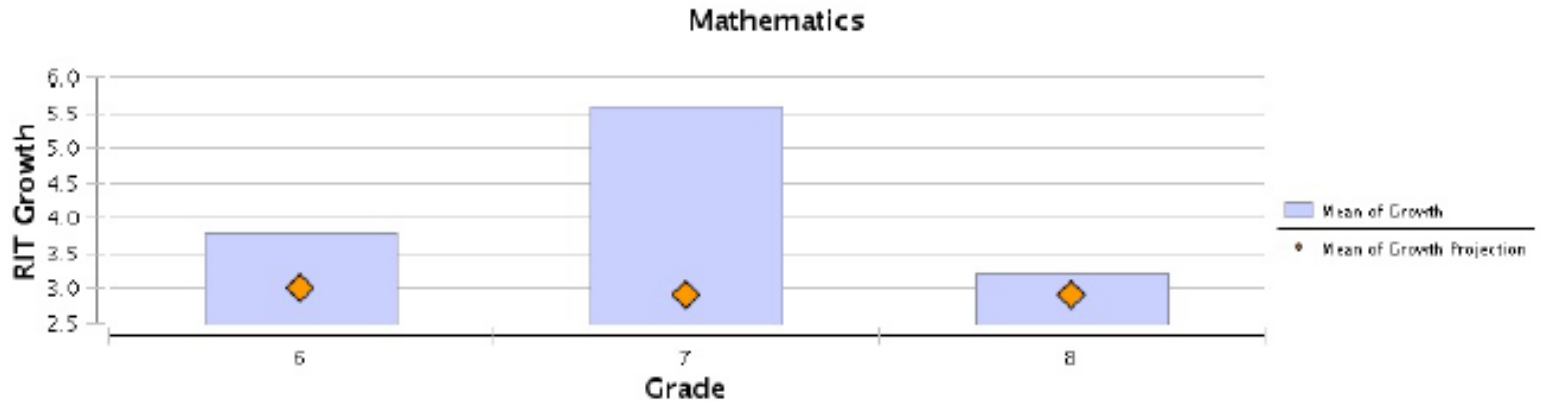
Parkside Junior High School

Mathematics

		Fall 2013		Winter 2014		Actual Growth			Projected Growth					
Grade (Winter 2014)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean Growth	Std Dev	Sampling Error	Count with Projection	Mean Projection	Growth Index	Percent of Projection	Count Meeting Projection	Percent Meeting Projection
6	183	220.2	14.4	224.0	14.7	3.8	6.6	0.5	183	3.0	0.8	126.7	116	60.1
7	238	225.2	15.6	230.8	15.3	5.6	6.1	0.4	238	2.9	2.7	193.1	168	71.2
8	224	230.4	17.4	233.8	17.2	3.2	6.2	0.4	224	2.9	0.2	110.3	124	55.4

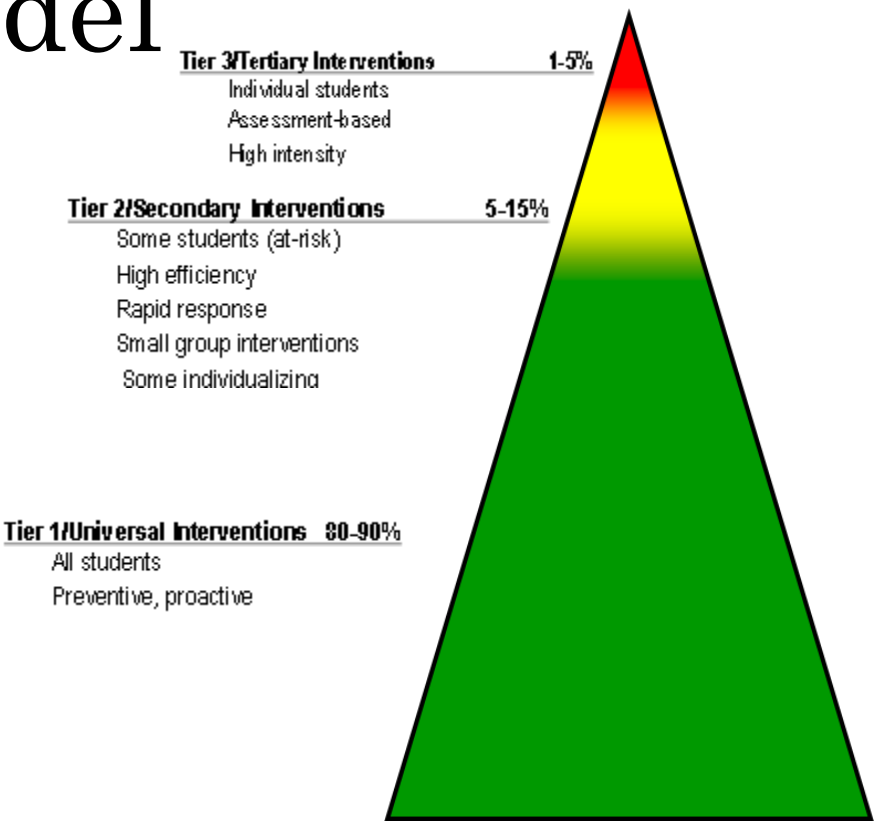


How Will CCSS be Assessed?

- Assessments will begin the 2014-2015 school year (piloting in 4 classes at PJHS)
- Two groups of assessments will be formed- PARCC (Performance Based and End of the Year)
- No longer one high-stake assessment
- Will incorporate technology with computer based testing
- All grade levels will be assessed

How will we respond when students don't learn?

- Response to Intervention model



Cultural Shifts in PLC…

From a focus on teaching…	to a focus on learning
From emphasis on what was taught…	to a fixation on what students learned
From infrequent summative assessments…	to frequent common formative assessments
From an over-reliance on one kind of assessment…	to balanced assessments
From individual teacher assessments…	to assessments developed jointly by collaborative teams
From decisions made on basis of individual preferences…	to decisions made collectively by building shared knowledge of best practice
From external training (workshops and courses)…	to job-embedded learning
From learning by listening…	to learning by doing