CCSS Community of Practice January 20, 2015

Erin McGurk, Assistant Superintendent, Enfield:
Report Card Expectations:
Ellington Public Schools were early CCSS adopters. At first, some Teachers were just relabeling lessons instead of actually changing instruction.
Standards-based report cards helped transition to CCSS practice. It led to discussions around criteria for report cards. Teachers across district meet to collaboratively articulate criteria. They have created clear documentation around curriculum expectations for each trimester "Report Card Expectations." The first column of this document contains what is on the report card for parents, and other columns what is assessed - so it is very clear about what classroom practice needs to change. These documents are reviewed and revised each year, and data drives changes in the expectations (e.g., as students demonstrate greater mastery, they revise to make expectations more rigorous.)

Bottom Lines:
"Bottom Lines Documents" are a way to communicate specific expectations to teachers. Over time, they have evolved and include categories specific for Reading, Writing, Environment; and now have added section with "**As we continue to grow, our long term vision includes...**" category [e.g., were currently using a Reading Workshop approach, so in this category laid down what was down the road next with implementing Writing Workshop]. The frontrunner teachers, will go down the list and check off what they are doing and move forward to this category for their continued growth. It also creates a sense of inevitability so they see it coming ahead of time - not a surprise later. At grade level meetings, they talk about transition to new practices. Things do not get into the Bottom Line until there is training first. Now teachers themselves are adding things like Google Apps to the "As we continue to grow..." list. Established Bottom Line in 2010, and now is part of the culture (as evident in teachers adding to the list).

Participant Question about Readers Workshop and WritersWorkshop: Answer: [RW and WW are not integrated in the sense that they are merged and taught at the same time - have separate time, but they are aligned and topically integrated in terms of content.]

Bridges Math Program K-5
Common Core aligned - has been completely rewritten for CCSS - was created by UCONN Development Center - influential in promoting classroom discourse about math.
Math Innovations 6-8 and introduced in HS. Math Innovations written by Kathy Gavin, UCONN.

Mr. David Pearson, Middle School Principal, Enfield
Report Card
Grade Level Expectations
Grading Practices
Timeline

3 Lessons as a leader for Standards Based Mindset:
1. "Read, Talk, Reflect, Try"....learned from Lucy Calkins - this is their PD model
2. "Small Conversations before Large Conversations"
3. "Practices Before Policy" (Fullan)

Standards Based Report Card - students were also the audience, not just parents. This is a hybrid report card...left grades in to avoid political issues. "Not Yet" - is a very growth mindset

descriptor. "Pride Scores" separate effort from academics. Students are now using the language in this report card. "Supplement Grade Level Expectations for Trimester" on standards-based report card highlights what mastery is for each trimester, so you don't only have end of year mastery (and everyone gets "Not Yet" until the end of the year). There is continuous feedback. "EMS Grading Practices" - this is an example of practices first, policy second [these procedures were already discussed and practiced before making them policy.]

Book: *Fair Isn't Always Equal* De-leveled the building.

Timeline - Handed the document to teachers before implemented. Started with Book Clubs. Find a good computer programmer, because changes to computer report card system are hard to make. Per Guskey...Small group conversations were implemented, before large group conversations; so little, if any, pushback. "Student-led conferences" - researching this and to be piloted, as are "ePortfolios." League of Innovative Schools - took concept of Mastery Learning from there.

Social Studies - students set goals, conferencing about what is happening in this content area, incorporate ELA, almost flipped classroom approach...writing videos that students can watch and checklists for kids.

Mastery Learning has helped students and teachers understand what they need to do for mastery. *Not Yet* is not about sorting and ranking, it is about mastery...the re-dos and retakes support not stopping until mastery. Speed is not related to intelligence...getting it is not being the first to get it. A re-do is not automatic...you have to earn a redo by showing what you did to learn it...and it is the responsibility of students to make sure they learn it.

Michele Cirillo, Instructional Specialist
Seeing the improvement in writing that is taking place at the Middle School at the High School Level. High School now de-leveling...can see 9th graders or 10th graders in the same science course. Math Department now offers re-dos and retakes. The 9th graders are pushing more than the 10th graders in the class. More group work, more turn and talk, what am I good at/not good at, stations are organized by standards to target what students need. Teachers have done more to move in that direction, because students are now coming in ready for this.

Aligning our practice and the standards:
School wide rubrics have made a difference. Built a continuum for the CCSS, first with English Dept. Reading, then Writing. More Rigorous - top of rubric ("exceeds") is actually expectation at the next grade level. Created a template to lay out standards - same template for all subjects. Unit by Unit focus. Helped teachers see what they need to let go of and how they can rearrange things. Curriculum Template - articulation between 8th and 9th - for some courses like Spanish I that could be taken in different grades...made pacing chart to increase rigor and expectations for Spanish II...greater clarity that hopefully will push kids to take higher levels in HS. DOKs - are we asking students to perform at a 2 or 3? Rigorous Exam Checklist (was always Bloom's centered, but now we asked them to go item by item and align it to a standard and a DOK).

Students must do...and at varying levels of complexity...Bloom, Webb, Hess...Used the generic chart in the Rigorous Exam Checklist. Telling teachers that if you are not at the DOK Level 3, then you are probably not teaching CCSS. They get an 80-minute block every 6 days in addition to planning time to work on alignment. Common Courses at the secondary level now give a common exam.

How we are doing it...
HS special faculty meeting, administration review of midterms, feedback & support for teachers, HS Special faculty meeting, PLGs, Student Schedule "Audit." No one was told to change the assessment, but were told that the assessments would be reviewed, and they had conversations. Hoping to use the audits to determine what assessment map (related back to the standards) looks like at the 9th grade level, and show alignment.
PLG (Prof Learning Group) time - They use a Google Form to tell what they are working on - For example,
1. "primary focus" (Focus areas are listed) of PLG ...
2. when did this take place,
3. who was engaging,
4. focus of today's common assessment work,
5. summarize the common assessment you did today, etc.

[On the PowerPoint] ... so helps with the communication piece, because admins cannot be there all the time.

Vertical Teams and Alignment across grades - How we're (Science, Math) working on it:
1. 6-8 Science Team (NGSS, Report Cards) Team given **Book: Teaching Admins and Teachers the NGSS** (like the Math Look Fors)
2. have CCSS aligned, too, so all speak to the standards. MS/HS Math - Algebra 1 Team (did performance tasks, manipulatives, how do we meet a standard),
3. Math Support & Intervention (math support program at the HS changed - looked at standards to identify where the learning broke down and this was where they looked at providing support - pre/post assessment and designed 6-8 weeks of targeted (on standards) support. Previous model was homework help. That's how they know when someone is ready for Algebra 1.
4. Create a question for the standard,rather than matching standard to a question.
5. Middle School/High School World Language - Reading and Writing Project with Teachers College, so culture of literacy at middle school. Looked at this with the HS teachers, so they adopted more independent reading strategies. Libraries to support independent reading. Book Clubs. Choice vs Whole Class reading options.
6. Reading - Teaching Teachers - Professional Development in specific content areas (SS, English, Math, Science, Tech Ed).
7. DDD Refresher for Curriculum Assistants; e.g., Tuning Protocols (item analysis , task deconstruction, looking at patterns in student work - LASW through tuning protocols will start next week) - look at National School Reform, ATLAS.
8. Math Department: Dan Meyers - deconstructing math standards. Science: Reading and Writing in Science. Tech Ed: looking at interdisciplinary work, rewriting to reflect engineering standards, project-based learning.

Curriculum is a moving target.

Erin Murray, AS for T & L, Simsbury Public Schools

A Guaranteed, Viable, and Engaging Curriculum - the number 1 lever for moving achievement (is written curriculum implemented with fidelity, but assessments aligned). Are standards-based report cards aligned,etc.

Implementing the CCS - key components: capacity building (UbD Design, Teachers College Affiliate), communication and stakeholder engagement, CIA, Alignment of Instructional Materials and Programs (Investigations in Math, Connected Math, CMP3), Realign Fiscal and Human Resources to support (e.g., instructional coaches - not evaluators and no teaching responsibilities).

The Instructional Core (Elmore): *Student...Content...Teacher* (a tight relationship among these equals increased student learning. If you change one, you have to change the other two;eg, PD for teachers.) Central to this is the *Task* - what are you asking students to do? What are students asked to do - high level, engaging?

Four Principles of the Instructional Core -
Definition of curriculum - document or plan that contains content to be taught, methods to be used, assessments used to measure learning of that content

Design Features of 21st Century Curriculum (Marzano):
1. Standards-based - CT CCSS
2. Aligned (and coherent) - vertically, horizontally
3. Differentiated (personalized) - embedded into written documents, assessments
4. Guaranteed (for ALL students)
5. Viable (time and resources) - build libraries including electronic

Curriculum should be...
- Standards-based aligned to CCSS, UbD, 21st Century Skills, Develops high levels of Reading, Writing, Math, Critical Thinking Skills
- Aligned and coherent
- Standards are not curriculum
- Differentiated - find multiple pathways to demonstrate understanding of the standards versus differentiate the standards, alter time and opportunity.
- Viable

#1 School Level Factor: (Marzano) - A guaranteed and viable curriculum
Three Curriculum Frames:
1. Written (curriculum docs) - the work plan guided by standards,
2. Implemented (taught)- the instruction--models, strategies,
3. Attained (tested)--the evidence, measured- how are you assessing what you are asking students to do? [Everett Klein] Identified essential learning outcomes that student must attain by the end of the course. Benchmarks created to see if they were moving towards the end of course assessment.

Simsbury's Model
- Our Curriculum Alignment action plans
- SPS Curriculum Framework (1D, Map, 2 D map, 3-D Map --Unit Design, Unit Design Standards...)
- CCSSS Action Plan - Grades K-6, Grades 7/8
- Predictable Misunderstandings included in 3-D Map
- Assessment Plan

- **Readi-Step** (the pre-PSAT assessment) - CCR/ being used formatively, taken on the PSAT day. It is not used for level determinations in 9th grade. It is CCSS aligned. October PSAT will be CCSS aligned in October 2015, and 2016 for SAT.
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- **STAR Math** - pilot (universal screen?)
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- **Learning Plan & Key Resources** (hyperlinks for student work & assessments, misconceptions noted) Creating an in-house curriculum warehouse.
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- **Unit Design Standards**
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- C3 Frameworks, NGSS, CCSS, CT CCS
- Implementing the CCSS - Key Components