Race To The Top: CCSS Targets

Target Questions and Answers to Implementation

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Agenda

• Review ELA and Math CCSS Goals

• Interactive Target Question and Answer Activity

• ISBE Resources Presentation
Purposes

• Identify CCSS implementation targets within a system
• Collaborate within a group to gain concrete information about district, school, classroom and community implementation targets
• Locate and view Illinois State Board of Education Common Core resources
Reading Standards include over exemplar texts (stories and literature, poetry, and informational texts) that illustrate appropriate level of complexity by grade.

Text complexity is defined by:

1. Qualitative measures – levels of meaning, structure, language conventionality and clarity, and knowledge demands

2. Quantitative measures – readability and other scores of text complexity

3. Reader and Task – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned
Writing

- Summative
- Benchmark
- Formative
Key Considerations

• Text dependent prompts
• Details explicitly stated and inferences drawn
• Tasks vary in length
  – Answering brief questions
  – Crafting multi-paragraph responses

• Time considerations
  – Engage in a writing task under timed conditions
  – Multiple day research project with revisions
Key Considerations

• Cite evidence and analyze content
• Understand and apply grammar
• Understand and apply vocabulary
Key Shifts in Mathematics

Focus

Coherence

Rigor

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• Grade-level work begins during the first two to four weeks of instruction
• Differentiation is used within grade-level work
• Extensions – Depth, not speed
Coherence

• Math should make sense
• **A progression of learning**
• Use supporting material to teach major work
• Coherence supports focus
• Practice-content coherence
RIGOR
A DELICATE BALANCE
Rigor

• Balance with equal intensity
  – Conceptual understanding
  – Procedural skill and fluency
  – Application
Conceptual Understanding

Examples

1. Write four fractions that are all equal to 5.

2. Write a number that is greater than 1/5 and less than ¼.

3. What are two different equations with the same solution as 3(y – 1) = 8?
Fluency Example

Mark each equation true or false.

8 x 9 = 80 − 8

54 ÷ 9 = 24 ÷ 6

7 x 5 = 25

8 x 3 = 4 x 6

49 ÷ 7 = 56 ÷ 8
Application Example

A Plate of Cookies:
There were 28 cookies on a plate.
Five children each ate one cookie.
Two children each ate 3 cookies.
One child ate 5 cookies.
The rest of the children each ate two cookies.
Then the plate was empty.
How many children ate two cookies? Show your work.
Suggested Target Groups

• District or Leadership Level

• School and Administration Level

• Classroom Level

• Community and other Stakeholder Level
**District Level**

- What policies, practices and goals are in place that reflect a CCSS led system?
- When are these reviewed?
- How is data collected based on these policies?
- What timelines are in place?
- How have plans been communicated to stakeholders and staff?
- What assessment results are used to evaluate and modify instruction?
- How are results defined, interpreted, and reported?
- What commercially developed tests are used as an additional measure for CCSS achievement?
School Level

• What is level of communication/commitment/motivation by certified staff?
• What professional development opportunities are necessary? Vertically and horizontally?
• What SIP/DIP data is used to measure future offerings?
• Is there other evidence of classroom practice PD? (possibly by other groups?)
• What multiple assessment methods of valid measurements are utilized for student achievement?
Classroom Level

• How is the curriculum aligned to the standards and the school improvement goals for student learning?
• What does classroom instruction based on CCSS and research based across grade levels look like?
• How does analysis of data determine practices?
• In what ways are school wide resources based on CCSS?
• What is the evaluation system for these resources? Does it include electronic media?
• How do students actively engage in learning goals and performance expectations?
Community Level

• What process is in place for parent and community member to become active stakeholders in the implementation process?
• How are clear grade level expectations defined to the community?
• How will teachers systematically report to the parents and family the mastery of skills?
• How will you continuously engage the community to make use of resources that are aligned to CCSS?
Share Out

• As a table group, choose a few questions you would like to share with the whole group.

• What have you created to help further facilitate the implementation process?

• What needs do you see as a future challenge?
ISBE Resources

• www.isbe.net

A new framework has been designed to assist districts, administrators and teachers with the next phase of implementation.
Feedback

PLUS DELTA
Outcomes

• Participants identified CCSS implementation targets within a system
• Participants collaborated within a group to gain concrete information about district, school, classroom and community implementation targets
• Participants located and viewed Illinois State Board of Education Common Core resources
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