Common Core at CPS
Alignment of Standards, Support and Accountability in Chicago Schools
Strategic Priorities

Common Core: By SY 2014-15 all students will have access to high quality Common Core-aligned curricula as defined by CPS Framework for Content Standards in literacy and mathematics.

Framework for Teaching: By SY 2012-13 all educators will be supported by a clear vision for effective instruction as defined by the CPS Framework for Teaching.

Full School Day: By SY 2012-13 all students will have access to core academics, intervention, and enrichment through a 7 hour school day.
Alignment of support and accountability

- Clear Standards and Resources
- Aligned Professional Learning
- Systems of Continuous Improvement
- Measures of Accountability
Standards and Resources
CCSS Implementation Timeline

2012-13
- Comprehension
- Writing
- Math Practices
  Math Bridge Plan (6-10)

2013-14
- Language, Listening and Speaking
- Foundational Skills (K-5)
- Literacy in Content Areas (6-12)
- Math Practices
  Math Bridge Plan (K-5)
  Revised Bridge Plan (6-10)

2014-15
- Full Math Content and Practices
- All English Language Arts / Literacy Strands

Design instruction for varied learner profiles to ensure access for ALL students
CPS Literacy/Math Content Frameworks

Position Paper

CPS Literacy/Math Planning Guide

Toolset

Literacy: Curriculum Map, Unit Plan, Performance Assessment
Math: Tasks, Lesson Templates, Lesson/Task modification guidance
Aligned Professional Learning
## Professional Development: SY12

<table>
<thead>
<tr>
<th><strong>Scope</strong></th>
<th><strong>Objectives</strong></th>
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| **Network Team PD** | • All Networks  
• Focus on daily lessons and unit planning in teacher teams using the CCSS  
• Develop and refine a differentiated delivery mechanism (or Network Theory of Action) for building capacity on the CCSS with portfolio of schools |
| **ILT PD** | • All schools, traditional and charter/contract/AU SL  
• Focus on unit planning (unpacking standards, performance assessment development, unit development)  
• Implement necessary ILT and TT structures to make the shift to CCSS possible |
| **Early Adopters** | • 60 schools  
• Focus on development, implementation, and refinement of unit plans (unpacking standards, performance assessment development, unit development)  
• Development of exemplars |
| **Teacher Leader PLC** | • ~30 teachers each for Literacy and Math  
• Develop the year-long CCSS-aligned Literacy and Mathematics Content Frameworks |
| **Summer Teacher Leader Institutes** | • Up to 4 teachers per school (ES: 3 ELA, 1 Math; HS: 2 ELA, 2 Math)  
• Understand the Literacy and Math Content Frameworks  
• Create long and short term plans aligned to Frameworks  
• Plan for diverse student needs  
• Plan for facilitating learning with colleagues |
Implementation in SY13

**SY13 Expectation**: All K-12 literacy and 6-8 math and Algebra and Geometry teachers must align their planning and instruction to the Content Framework Planning Guides.

**Systems of support:**
- **Network Partnerships**:
  - Cadre of designees for each Network (ISLs, Teacher PD Trainers)
  - 3 levels of training: New learning, Facilitation, Network-led Teacher Leader Institute
  - Teacher Leaders facilitate/implement with colleagues
- **Early Adopters**
  - Continue work from SY12
  - New focus on Content Literacy
- **Exemplars**
  - Toolsets
  - Early Adopter units
  - MARS tasks
  - Benchmark Assessments
Measures of Accountability
REACH Students: Multiple Measures

Teacher Practice

Student Feedback

Student Growth
The CPS Framework for Teaching provides a common definition for effective instruction

Basis for Teacher Practice ratings is evidence that is aligned to the CPS Framework for Teaching and the performance level continuum

**The CPS Framework for Teaching**

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<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Domain 2: The Classroom Environment</th>
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**Domain 4: Professional Responsibilities**

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*Adapted from the Danielson Framework for Teaching and approved by Charlotte Danielson*
Principles for revisions to the Danielson Framework:

1. **Common Core alignment:**
   - Emphasis on disciplinary literacy, access to complex text, academic language
   - Performance assessment and backwards planning

2. **High Expectations:**
   - Determination, stamina

3. **Streamlining:**
   - Elimination of 2e: Organizing Physical Space
   - Embedded 4d (Participating in a Professional Community) in other Domain 4 components
Student Growth: REACH Performance Task Example

US History Document Based Analysis...

**Document B: Excerpts from the platform of the Anti-Imperialist League**

We earnestly condemn the policy of the present national administration in the Philippines. It of 1776 in those islands. We deplore the sacrifice of our soldiers and sailors, whose bravery demonstrated that war. We denounce the slaughter of the Filipinos as needless horror. We protest against the loss of their sovereignty by Spanish methods.

**Document C: Excerpt from Mark Twain**

There must be two Americas: one that sets the captive free, and one that takes a once-captive’s name for him, and picks a quarrel with him with nothing to found it on; then kills him to get his land.

True, we have crushed a deceived and confiding people; we have turned against the weak and the us; we have stamped out a just and intelligent and well-ordered republic; we have stabbed an ally in the face of a guest; we have bought a Shadow from an enemy that hadn’t it to sell; we have robbed land and his liberty; we have invited clean young men to shoulder a discredited musket and do ban which bandits have been accustomed to fear, not to follow; we have debauched America’s honor a before the world.
Expectation

*Each* school crafts an assessment system that supports student learning with:

- *Beginning of the year assessments* - to provide baseline information, screening, and deeper diagnostic information where needed

- *Ongoing assessments and mid-year checks* - to monitor student progress, provide diagnostic information, and inform instruction

- *End of year summative assessments* – to measure student growth and learning
Assessment Sequence

**REOY Growth Measures**
- EPAS, NWEA MAP/MPG
- REACH Performance tasks

**EOY Growth Measures**

**BOY Baseline measures**
- EPAS, NWEA MAP/MPG
- REACH Performance tasks

**End of Q1 Progress Benchmarking**
- **HS**: CRS/CCSS multiple choice banded interim
- **K-2**: CCSS aligned Performance Assessments*

**End of Q2 Progress Benchmarking**
- **K-2**: mClass reading, math**
- **HS**: MOY EPAS OR multiple choice banded interim
- **K-12**: CCSS aligned Performance Assessments*

**End of Q3 Progress Benchmarking**
- **HS**: Multiple choice banded interim
- **K-12**: CCSS aligned Performance Assessments*

**EOY Growth**
- **K-2**: mClass reading, math**

**Screener, Diagnostic**
- **K-2**: mClass reading, math**

**REQUIRED - Accountability**

**OPTIONAL - Formative**

*ELA=Offered quarterly; Math=Offered as instructionally appropriate, aligned to the end of units
**mClass should also be used for ongoing progress monitoring
† Schools are required to formatively monitor progress, though the products used are at their discretion. Principals must work with their Network on the details of their school’s assessment system
Continuous Improvement
## Framework For Teaching

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Formative Performance based assessment

- Literacy and Math CCSS aligned Benchmarks

### Number Pairs

**Math Benchmark Assessment - Grade 8 Performance Task**

**Task**

Below is a list of five descriptions of different pairs of numbers.

- The first number in the pair is always 12.
- The two numbers add up to 12.
- The first number is equal to the second number.
- The second number is twice the first number.
- The two numbers add up to 6.

On the grid below, each X shows a pair of numbers.

1. For each set of pairs shown on the four grids, choose the correct description from the list above and write it underneath the grid.

![Grids with Xs showing number pairs]
Alignment of support and accountability

- Content Frameworks
- Exemplar Units, tasks
- Additional teacher-created samples

Clear Standards and Resources

- School based data-driven conversations
- End of quarter/unit formative assessments

Aligned Professional Learning

- Teacher Leader Institutes and PLCs
- Network-based PD

Systems of Continuous Improvement

- Formal Observations using Framework for Teaching aligned to CCSS
- BOY and EOY CCSS-aligned performance tasks to measure student growth

Measures of Accountability