



Race To The Top: CCSS Targets

Target Questions and Answers to Implementation



**ISBE Content Area Specialists
Jill Brown, Dana Cartier, Kathleen McNeary**



Agenda

- Review ELA and Math CCSS Goals
- Interactive Target Question and Answer Activity
- ISBE Resources Presentation



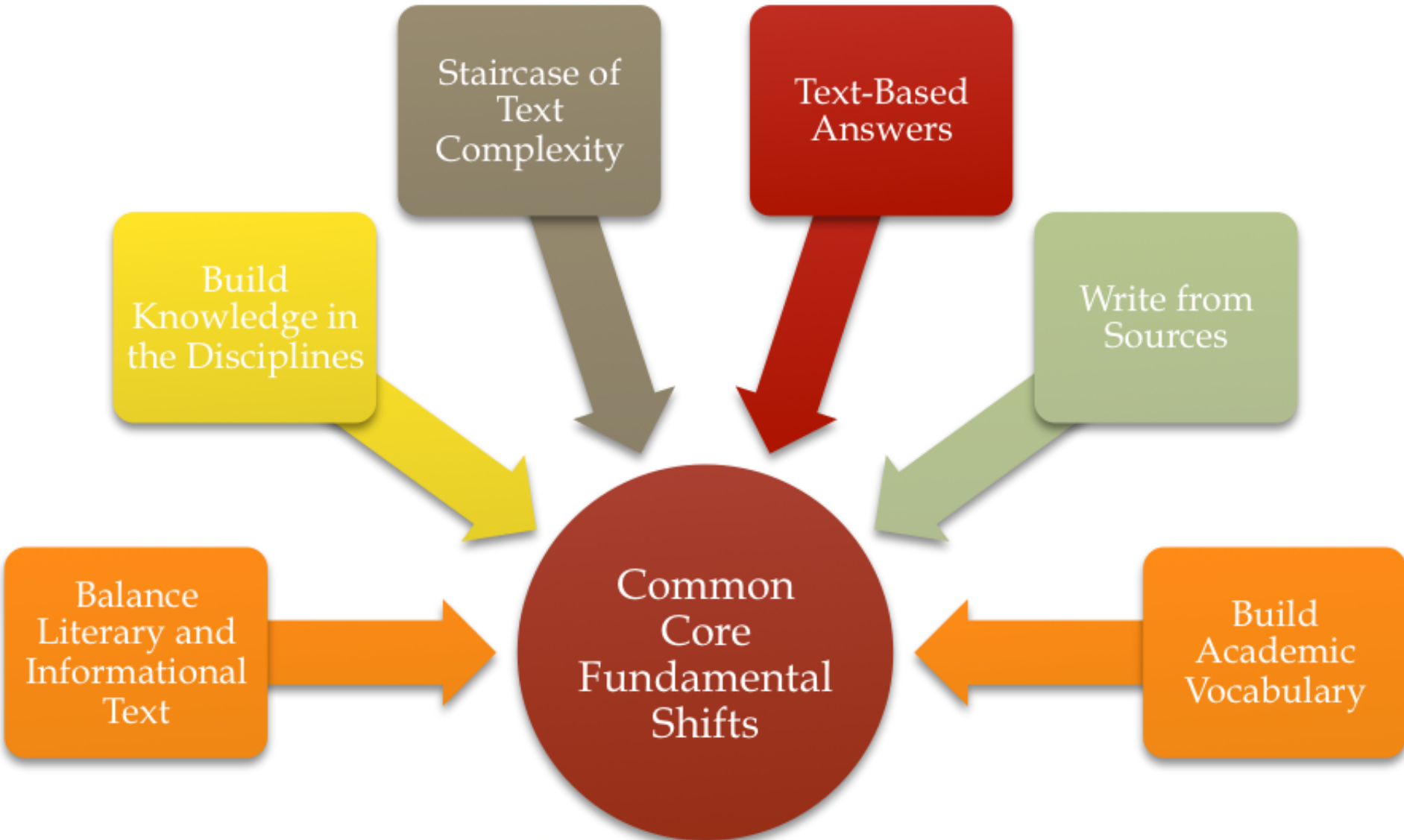


Purposes

- 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



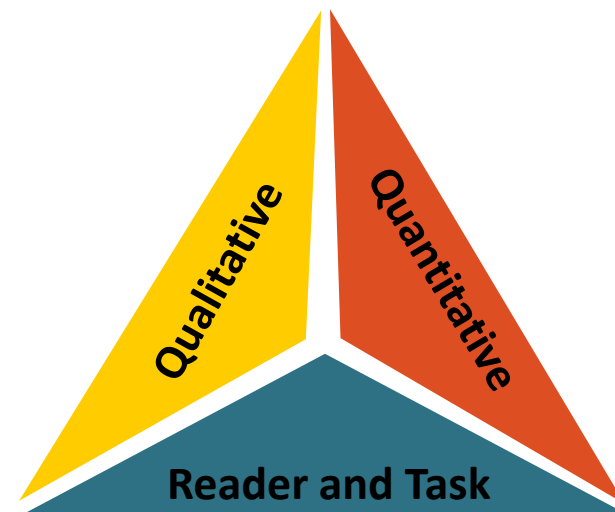
Instructional Shifts





- ◆ 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



FOCUS





FOCUS

- 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



Coherence

- Math should make sense
- [A progression of learning](#)
- Use supporting material to teach major work
- Coherence supports focus
- Practice-content coherence

A photograph of three stacked rocks. The bottom rock is a large, dark, textured grey rock. The middle rock is a smaller, smooth, light-colored rock. The top rock is a large, dark, textured grey rock, similar to the bottom one. The background is a blurred natural setting with green and brown tones.

RIGOR

A DELICATE BALANCE



Rigor

- Balance with equal intensity
 - Conceptual understanding
 - Procedural skill and fluency
 - Application

RIGOR

A DELICATE BALANCE

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Conceptual Understanding Examples

1. Write four fractions that are all equal to 5.
2. Write a number that is greater than $\frac{1}{5}$ and less than $\frac{1}{4}$.
3. What are two different equations with the same solution as $3(y - 1) = 8$?

RIGOR
A DELICATE BALANCE



Fluency Example

Mark each equation true or false.

$$8 \times 9 = 80 - 8 \quad \underline{\hspace{2cm}}$$

$$54 \div 9 = 24 \div 6 \quad \underline{\hspace{2cm}}$$

$$7 \times 5 = 25 \quad \underline{\hspace{2cm}}$$

$$8 \times 3 = 4 \times 6 \quad \underline{\hspace{2cm}}$$

$$49 \div 7 = 56 \div 8 \quad \underline{\hspace{2cm}}$$

RIGOR

A DELICATE BALANCE



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.

RIGOR
A DELICATE BALANCE



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?



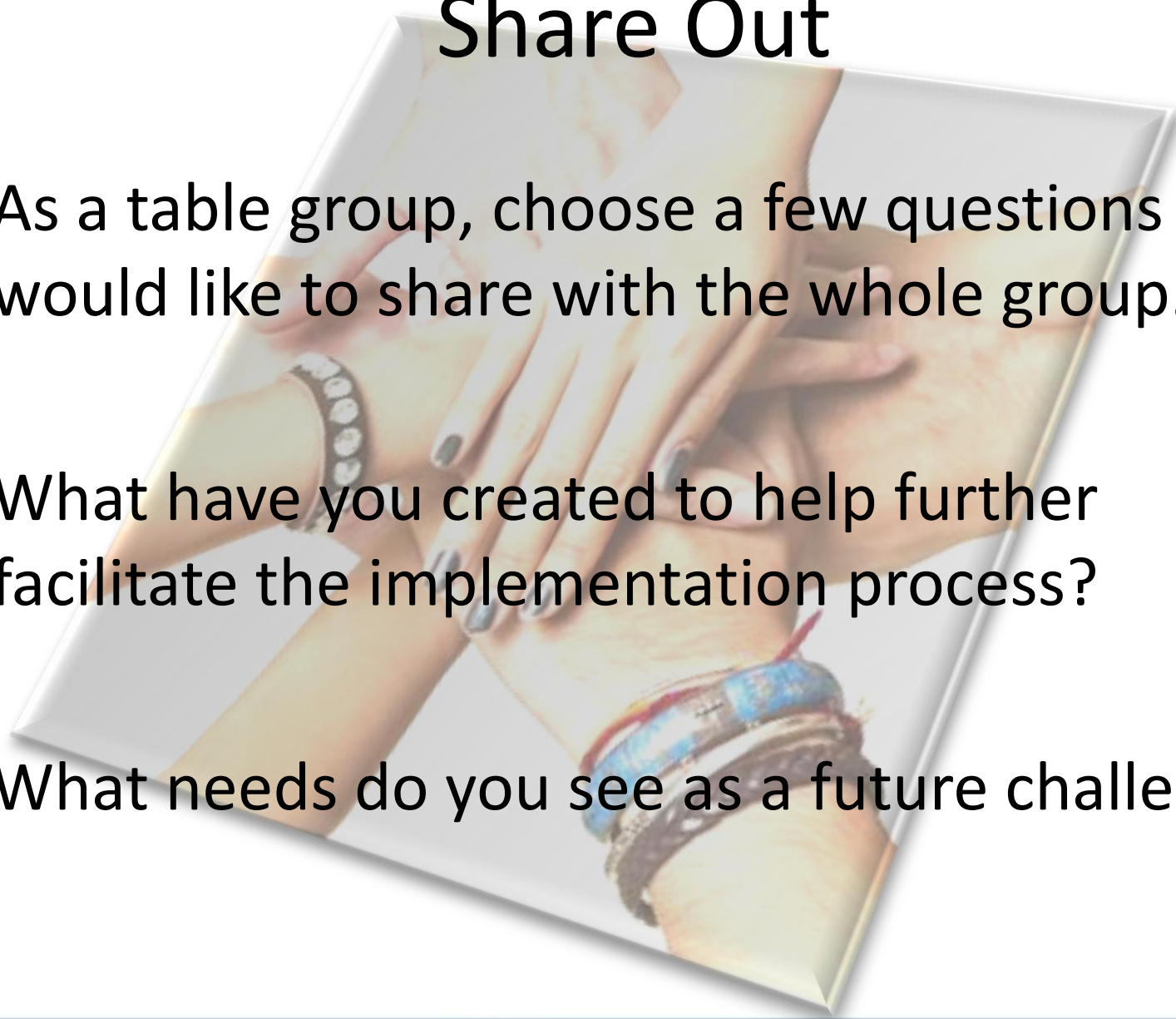
Community Level

- 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



Contact Information

- Jill Brown

jbrown@kidsroe.org

815-636-3060

- Dana Cartier

dcartier@stclair.k12.il.us

618-825-3957

- Kathleen McNeary

kmmcneary@cps.edu

773-553-1908