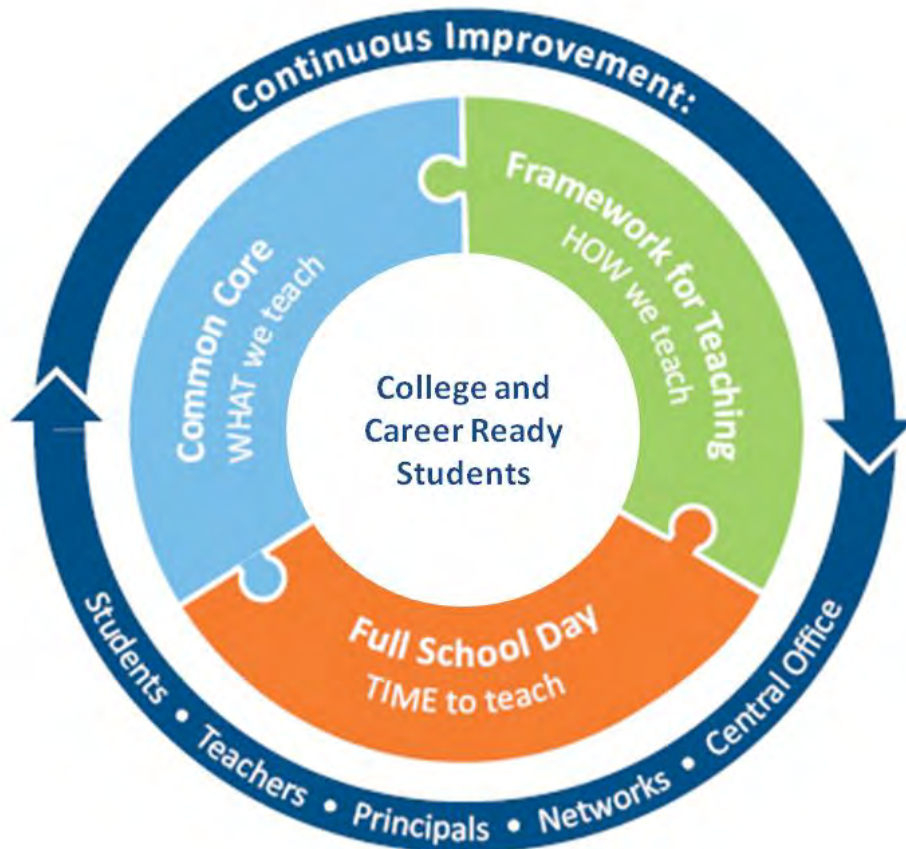


Common Core at CPS

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



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

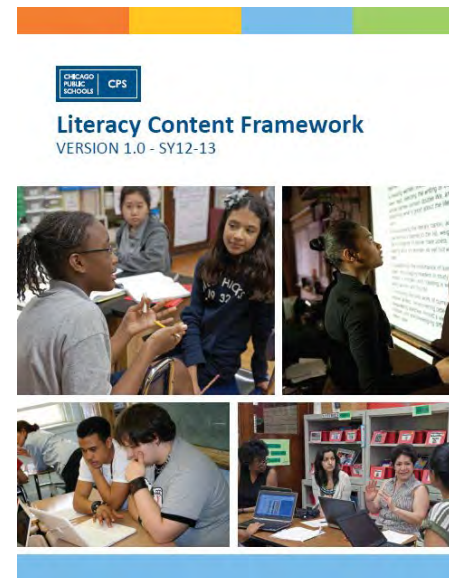
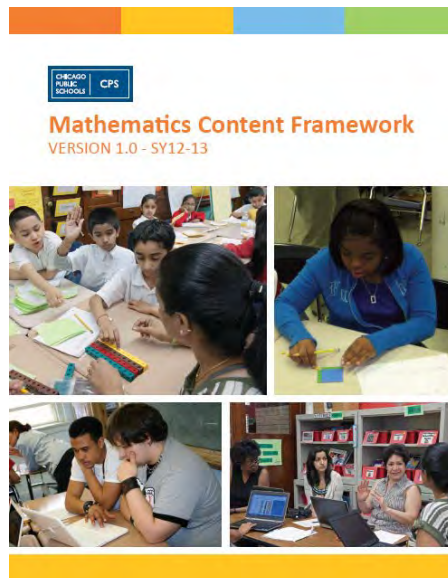
CPS Literacy/Math Content Frameworks

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

	Scope	Objectives
Network Team PD	<ul style="list-style-type: none"> •All Networks 	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •All schools, traditional and charter/contract/AU SL 	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •60 schools 	<ul style="list-style-type: none"> •Focus on development, implementation, and refinement of unit plans (unpacking standards, performance assessment development, unit development) •Development of exemplars
Teacher Leader PLC	<ul style="list-style-type: none"> •~30 teachers each for Literacy and Math 	<ul style="list-style-type: none"> •Develop the year-long CCSS-aligned Literacy and Mathematics Content Frameworks
Summer Teacher Leader Institutes	<ul style="list-style-type: none"> •Up to 4 teachers per school (ES: 3 ELA, 1 Math; HS: 2 ELA, 2 Math) 	<ul style="list-style-type: none"> •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

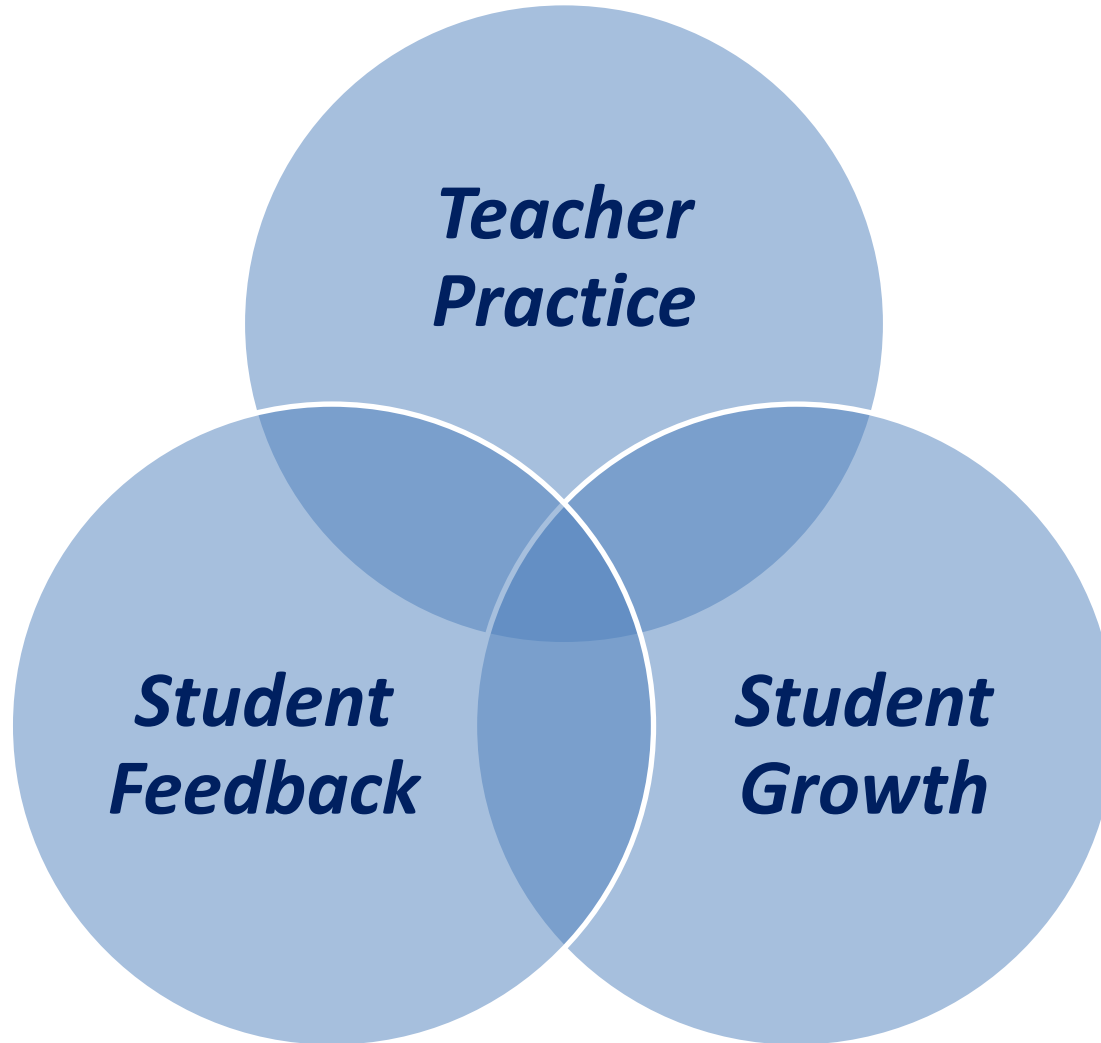
Implementation in SY13

- ***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

The CPS Framework for Teaching*



- 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

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
1a: Demonstrating Knowledge of Content and Pedagogy	2a: Creating an Environment of Respect and Rapport
1b: Demonstrating Knowledge of Students	2b: Establishing a Culture for Learning
1c: Selecting Instructional Outcomes	2c: Managing Classroom Procedures
1d: Designing Coherent Instruction	2d: Managing Student Behavior
1e: Designing Student Assessments	
Domain 4: Professional Responsibilities	Domain 3: Instruction
4a: Reflecting on Teaching and Learning	3a: Communicating With Students
4b: Maintaining Accurate Records	3b: Using Questioning and Discussion Techniques
4c: Communicating with Families	3c: Engaging Students in Learning
4d: Growing and Developing Professionally	3d: Using Assessment in Instruction
4e: Demonstrating Professionalism	3e: Demonstrating Flexibility and Responsiveness

***Adapted from the Danielson Framework for Teaching and approved by Charlotte Danielson**

Framework For Teaching: Design Principles

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 is a policy of 1776 in those islands. We deplore the sacrifice of our soldiers and sailors, whose bravery did not win an unjust war. We denounce the slaughter of the Filipinos as needless horror. We protest against the loss of our 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 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 meek; 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 a land and his liberty; we have invited clean young men to shoulder a discredited musket and do banquets which bandits have been accustomed to fear, not to follow; we have debauched America's honor and her name before the world...

Document D | Political Cartoon by John T. McCutcheon



Source: John T. McCutcheon, *What the United States Has Fought For*, 1914.

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

REQUIRED-
Accountability

BOY Baseline measures

- EPAS, NWEA MAP/MPG
- REACH Performance tasks

EOY Growth Measures

- EPAS, NWEA MAP/MPG
- REACH Performance tasks

OPTIONAL[†]-
Formative

Screener, Diagnostic

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

End of Q1 Progress Benchmarking

- **HS:** CRS/CCSS multiple choice banded interim
- **K-12:** 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**

*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

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
1a: Demonstrating Knowledge of Content and Pedagogy	2a: Creating an Environment of Respect and Rapport
1b: Demonstrating Knowledge of Students	2b: Establishing a Culture for Learning
1c: Selecting Instructional Outcomes	2c: Managing Classroom Procedures
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Domain 3: Instruction	Domain 4: Professional Responsibilities
3a: Communicating With Students	4a: Reflecting on Teaching and Learning
3b: Using Questioning and Discussion Techniques	4b: Maintaining Accurate Records
3c: Engaging Students in Learning	4c: Communicating with Families
3d: Using Assessment in Instruction	4d: Growing and Developing Professionally
3e: Demonstrating Flexibility and Responsiveness	4e: Demonstrating Professionalism

Formative Performance based assessment

■ Literacy and Math CCSS aligned Benchmarks

Student

Number Pairs

Math Benchmark Assessment - Grade 8 Performance Task

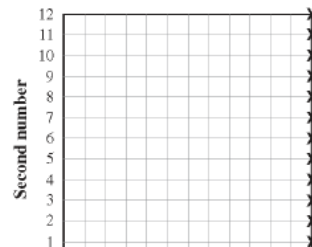
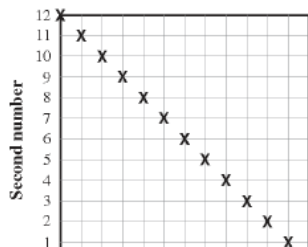
Task

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 grids below, each X shows a pair of numbers.

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



5th Grade Quarterly Assessment

Quarter One

Student Directions:

Task 1

Using evidence from the text you read, explain how the point of view of the narrator affects the way he or she describes the events of the story. You have 4 options for providing your explanation:

- a short written response with pen and paper
- a short written response using the computer
- an oral explanation to the teacher
- a visual representation with captions that you will orally present to the teacher

Be sure to use the scoring tool to guide you as you develop your explanation.

Task 2:

Using what you know about how point of view affects the way events in a story are described, choose an event from the text you read and describe the event from the antagonist's point of view. You will have a number of days to use the writing process to complete your narrative. Use your scoring tool to guide your writing.

Suggested Texts:

- Crash* by Jerry Spinelli
- Eleven* by Sandra Cisneros
- The Circuit* by Francisco Jimenez
- Any Small Goodness* by Tony Johnson

Alignment of support and accountability

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

**Clear
Standards and
Resources**

- Teacher Leader Institutes and PLCs
- Network-based PD

**Aligned
Professional
Learning**

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

**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**

