



TRANSITION TO THE COMMON CORE STATE STANDARDS (CCSS)

EVERGREEN SCHOOL DISTRICT
JULY 23, 2014



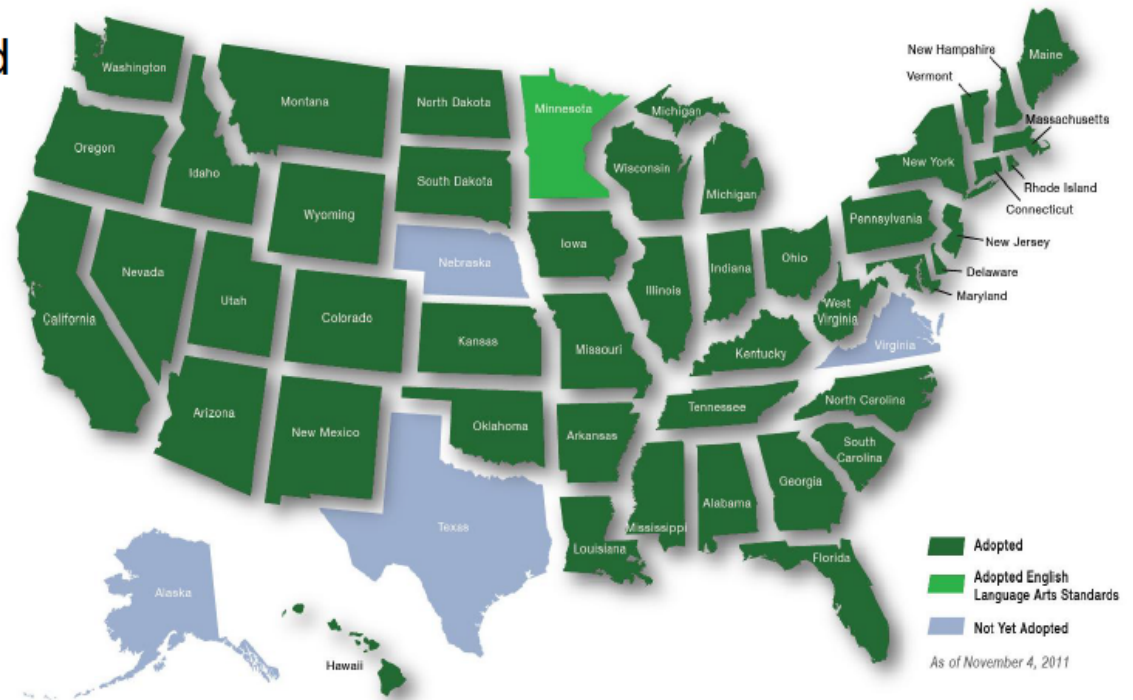


Outcomes

- To deepen the understanding of Common Core State Standards
- To identify and elaborate upon the 21st century student support systems of communication, collaboration, critical thinking and creativity (4 Cs) to teaching and learning
- To identify the relationship between depth of knowledge and assessment systems
- To expand upon Evergreen School District's Common Core math acceleration pathways for grades 6-12
- To understand the alignment of Units of Study, materials, and professional development

Common Core State Standards

- Define the knowledge and skills students need for college and career
- Developed voluntarily and cooperatively by states; more than 40 states have adopted
- Provide clear, consistent standards in English language arts/literacy and mathematics



Source: www.corestandards.org

The Common Core focus is on ...

- The need to be college/career ready
- The need to set consistent expectations for students
- The need to read increasingly complex materials

What are the critics saying?

- Intrusive computer tracking
- Loss of local control
- Creation of a national curriculum
- Government takeover of schools
- Lack of input from parents
- Standards are not affordable





Shifts in Mathematics

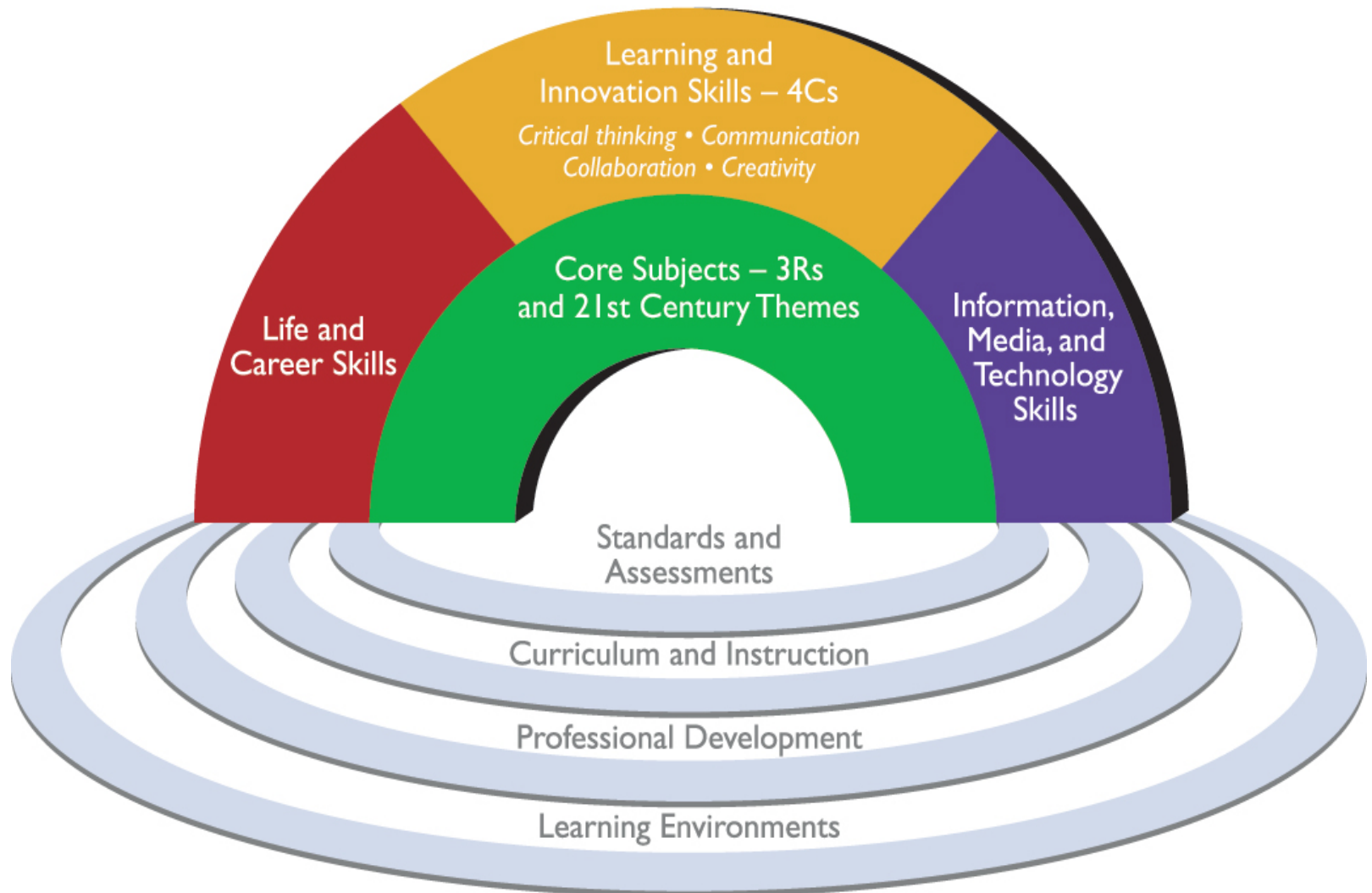
1	Focus	Teachers significantly narrow and deepen the scope of how time and energy are spent in the math classroom. They focus deeply on only the concepts that are a priority in the standards.
2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
6	Dual Intensity	Students are practicing and understanding. There is more than a balance between two things in the classroom - both are occurring with intensity.



Shifts in ELA Literacy

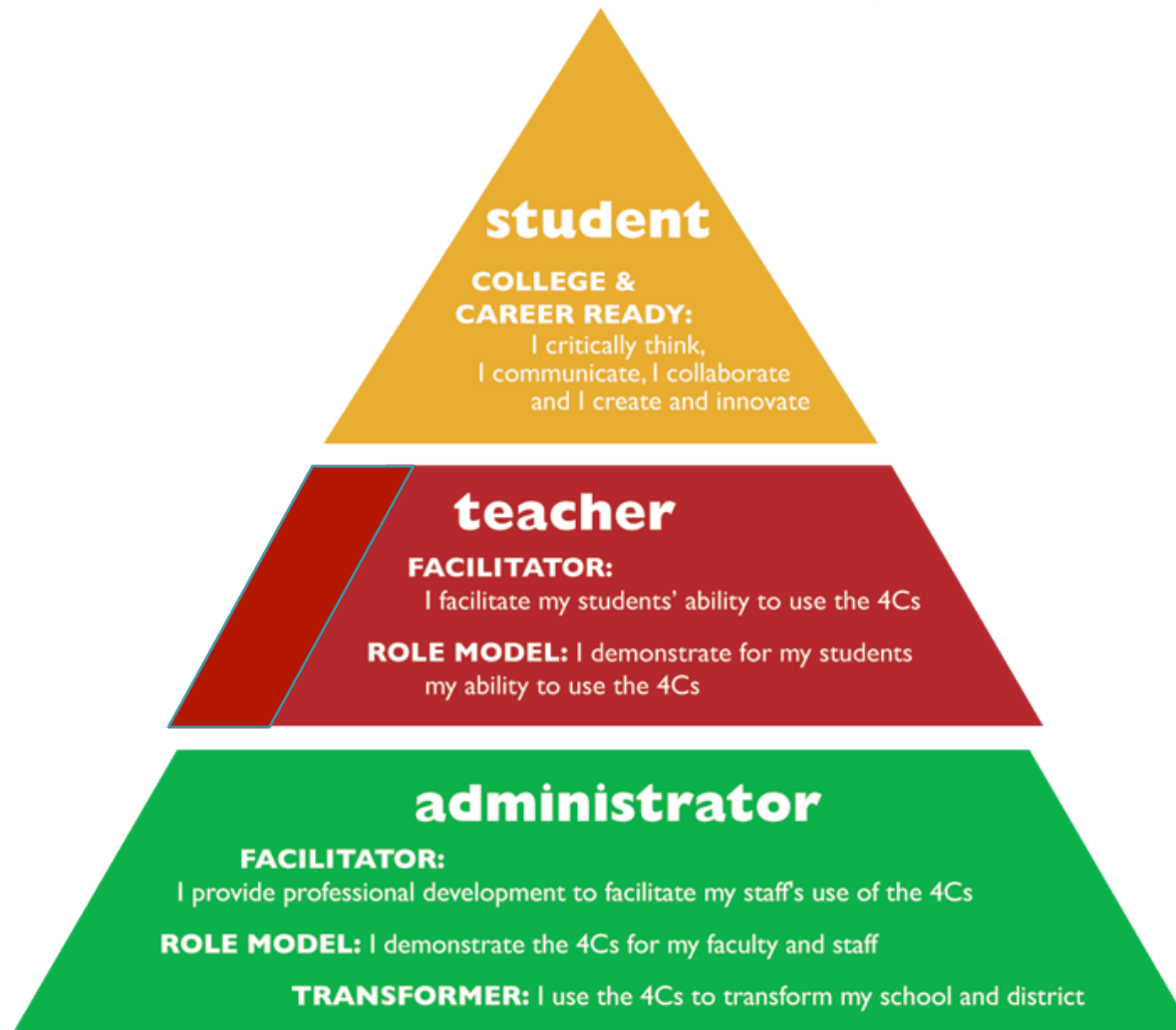
1	Balancing Informational & Literary Text	Students read a true balance of informational text and literary texts.
2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities.
3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
4	Text-Based Answers	Students engage in rich and rigorous evidence based conversations about text.
5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

21st Century Student Outcomes & Support Systems



The 4Cs and 21st Century Education

4 Cs: Communication, Collaboration, Creativity, Critical Thinking



PARTNERSHIP FOR
21ST CENTURY SKILLS

Communication

Students

- Use effective **interpersonal skills** during conversations to promote collaborative learning.
- **Communicate interactively and effectively** to support individual learning and contribute to the learning of others.
- Listen effectively to **decipher meaning**, including knowledge, values, attitudes and intentions.
- Communicate effectively in diverse environments (including multi-lingual) and show **cultural understanding** and global awareness when engaging with learners of other cultures.
- Deliver effective **oral presentations to communicate the results of inquiry.**

Professional Staff Capacity

- How can you encourage students in your class to be better communicators?
- How can students be encouraged to use technology and new media to communicate innovatively and effectively?

*Definition from EdLeader 21 and the Partnership for 21st Century Skills

Creativity

Students

- **Think creatively** using a wide range of idea creation techniques (such as brainstorming)
- **Work creatively with others** to develop, implement and communicate new ideas to others effectively
- **Implement innovations** and act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Professional Staff Capacity

- How can you incorporate more creativity and innovation into your lesson plans?
- How can you and your colleagues work together to improve pedagogical practices involving creativity and innovation?
- How can you model creativity and innovation skills for your students?

*Definition from EdLeader 21 and the Partnership for 21st Century Skills



4 Cs: Communication, Collaboration, Creativity, Critical Thinking

Critical Thinking

Students

- **Reason effectively**
- **Use systems thinking** to analyze how parts of a whole interact
- **Make judgments and decisions** to effectively identify, analyze and evaluate information
- **Identify, define and solve authentic problems and essential questions**
- **Collect, assess, and analyze relevant information**
- **Reflect critically on learning** experiences, processes, and solutions

Professional Staff Capacity

- What could you do to make critical thinking and problem solving more intentional and purposeful in your classroom?
- How can you encourage students to be better critical thinkers and problem solvers?
- How can you and your colleagues work collectively to prioritize effective higher order thinking pedagogy across classrooms?

*Definition from EdLeader 21 and the Partnership for 21st Century Skills

Collaboration

Students

- *Collaborate with others*
- *Demonstrate ability to work effectively and respectfully with diverse teams*
- *Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal*
- *Assume shared responsibility for collaborative work, and value the individual contributions made by each team member*

Professional Staff Capacity

- *How can you provide students substantial opportunities to work in diverse teams?*
- *How can you encourage students to become more effective collaborators?*
- *How can teachers share/improve their practice for increasing collaboration activities in their classroom practices?*

*Definition from EdLeader 21 and the Partnership for 21st Century Skills



Depth of Knowledge

The complexity or depth of understanding required to answer or explain an assessment related item.

Low-Cognitive Demand

Level 1: Recalling and Recognizing

Level 2: Using Procedures

High-Cognitive Demand

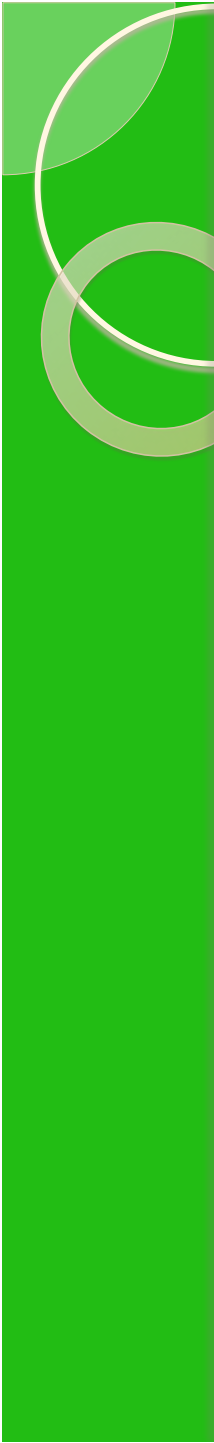
Level 3: Explaining and Concluding

**Level 4: Making Connections,
Extending and Justifying**

Depth of Knowledge



Level One Activity	Level Two Activity	Level Three Activity	Level Four Activity
Students will identify essential information needed to accomplish a task	Students will identify information in a passage that is supported by fact	Students will identify the appropriateness of an argument using supporting evidence	Students will identify interrelationships (themes, ideas, concepts) developed in more than one literary work.



Common Core Big Ideas Depth of Knowledge (DOKs)

	Mathematics		ELA/Literacy	
	DOK3	DOK4	DOK3	DOK4
Current Assessments	<2%	0%	20%	2%
New SBAC Assessments	49%	21%	43%	25%

Yuan & Le (2012); Herman & Linn (2013) from Linda Darling-Hammond, Assembly Hearing, 3.6.13

ELD Instruction



Relationship Between ELD/ELA

ELD Standard	1.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics		
	Emerging	Expanding	Bridging
	Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding in short phrases	Contribute to class, group and partner discussions, including sustained dialogue by following turn taking rules, asking relevant questions, affirming others and adding relevant information.	Contribute to class, group and partner discussions, including sustained dialogue, by following turn taking rules, asking relevant questions, affirming others, adding relevant information building on response and providing useful feedback.
ELA Standard	<p>[SL.1] Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 		

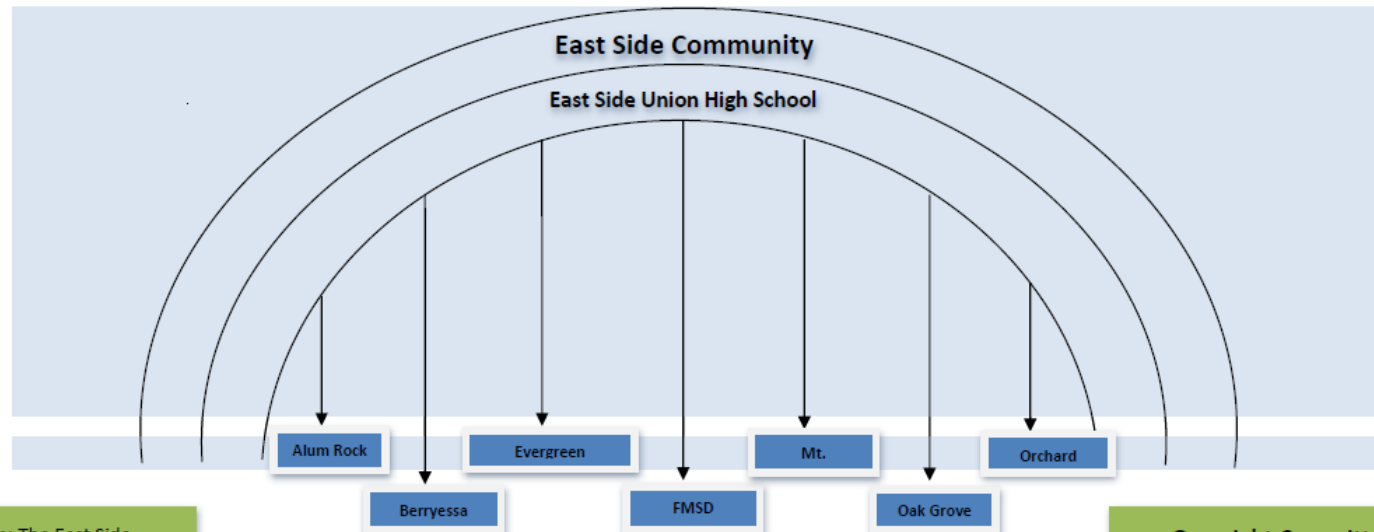


Common Core Mathematics

- Both Evergreen School District and East Side Union High School District will support an *integrated approach* to teaching mathematics
- Evergreen and East Side will offer accelerated pathways to enable all students the opportunity to take calculus

Evergreen's Role in the East Side Alliance

EAST SIDE ALLIANCE



Vision: The East Side Alliance prepares every student for a lifetime of academic and career success in a global society.

PARTNERSHIPS

1. ESA partner districts, SVEF, SJS, Evergreen College signed MOU
2. Applied Materials, Leo M. Shortino Family Foundation, Silicon Valley Community Foundation, Texas Instruments
3. Collaborative Partners

85,000 Students

Demographics: 50.1 % Hispanic 28.0 % Asian 8.8 % White 3.5 % African American

Goals:

- Increase the number of students completing the A-G requirements in ESUHS.
- Accelerate the A-G completion rates of Hispanic and African American Students
- Increase enrollment and success in calculus
- Increase enrollment and success in advanced placement classes

East Side Alliance Priorities

College/Career: Students prepared for post-secondary education (A-G)
Equity: Closing the achievement gap: accelerating AA and Latino A-G rates
Common Core: Successful implementation of CCSS
East Side Promise: Develop a PreK-16 articulated system

Oversight Committees

Advisory Steering Committee

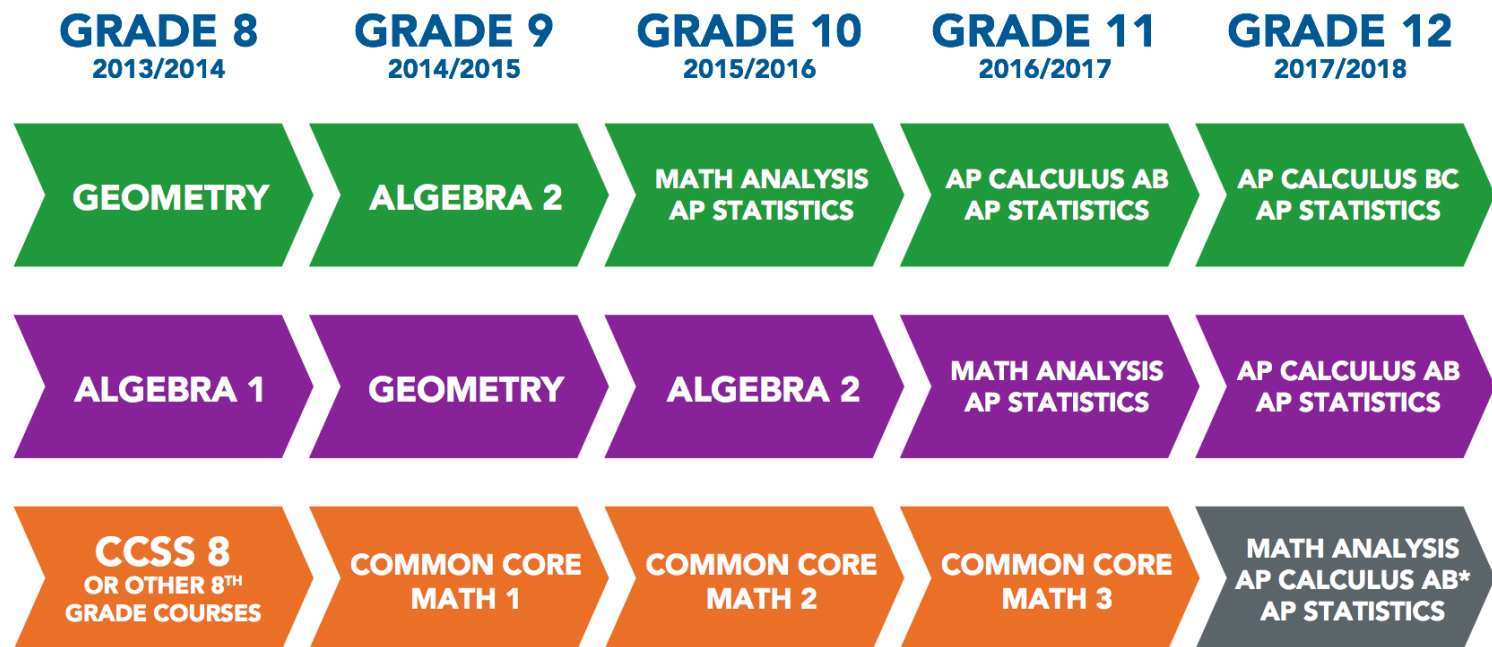
1. District Board Representation I
2. Superintendents
3. Union Representation
4. Silicon Valley Education Foundation
5. San Jose State University
6. Evergreen College
7. Santa Clara COE
8. Community Leaders
9. Funding Organizations

Operations Committee

1. Assistant Superintendents
2. Teacher Leaders
3. Union representation
4. Santa Clara COE
5. Professional Development Providers (Invited)

East Side Union High School District

Common Core Math Pathways Implementation



* Requires completing additional math curriculum in order to bypass Math Analysis and go directly to AP Calculus.

East Side Union High School District

Common Core Acceleration Pathway

GRADE 9

GRADE 10

GRADE 11

GRADE 12

**CCSS
MATH 1**

**CCSS
MATH 2**

**CCSS
MATH 3**

**AP STATISTICS
MATH ANALYSIS**

**CCSS
MATH 1**

**CCSS
MATH 2**

**CCSS
MATH 3**

AP CALCULUS AB

**ADDITIONAL CONTENT/TOPICS:
MINI COURSES - 7TH CLASS OR SUMMER**

Additional content + full summer accelerated course would allow students to enter AP Calculus BC during 12th grade.



Evergreen School District

Math Pathways For 2014-15 8th Graders

2013-14

7th Grade

Algebra

2014-15

8th Grade

Geometry

2015-16

9th Grade

Algebra 2

2013-14

7th Grade

General Math

2014-15

8th Grade

C.C. Math

2015-16

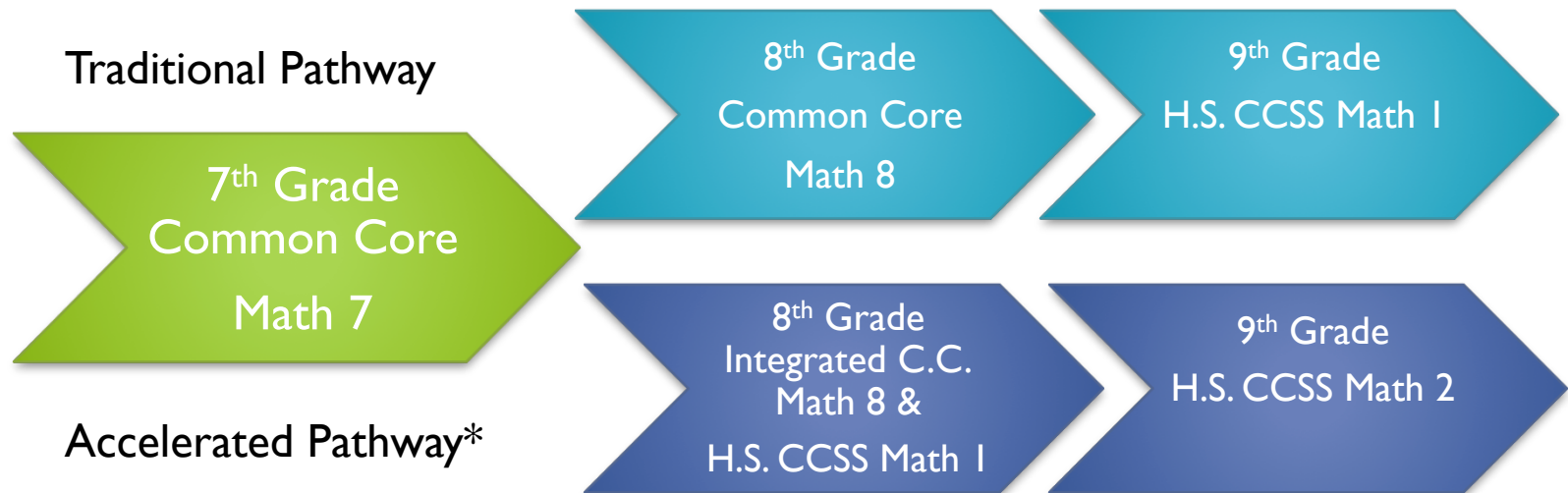
9th Grade

H.S. CCSS Math I

Evergreen School District

Math Pathways for 2014-15

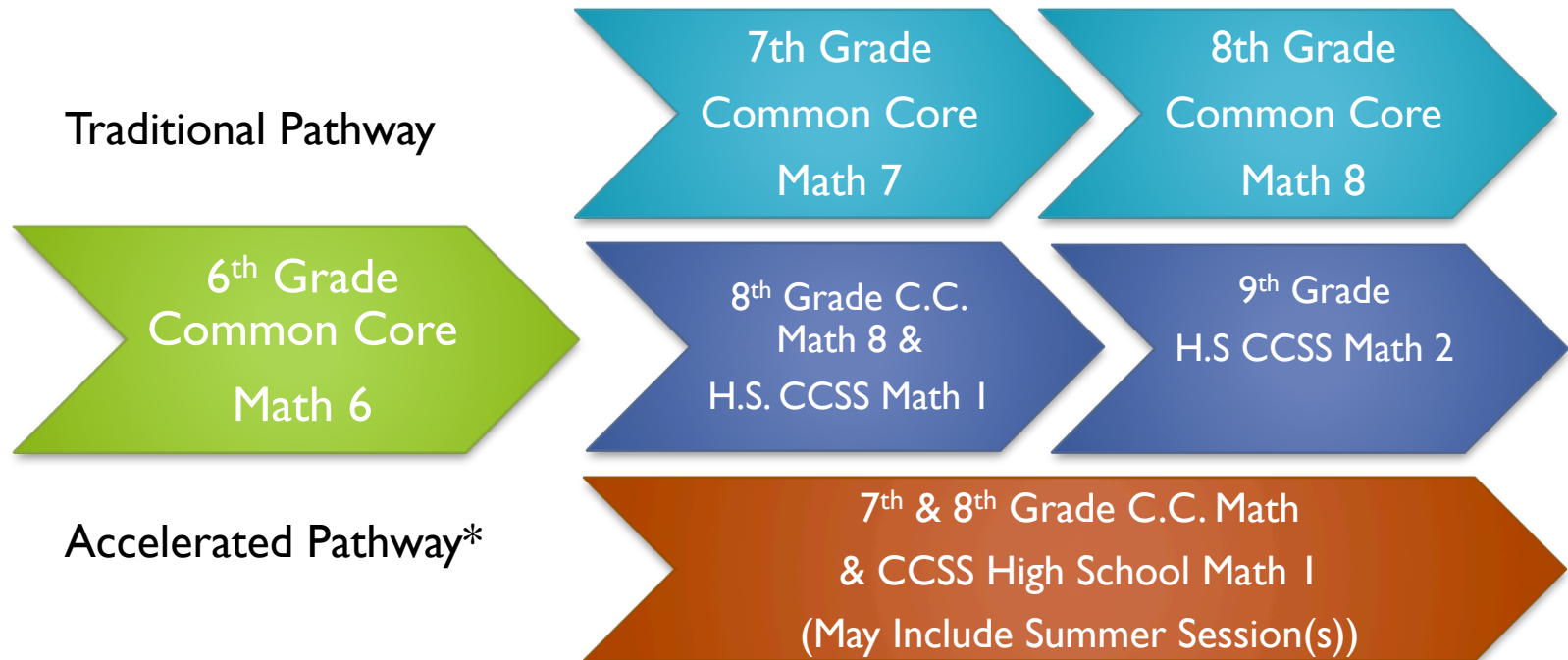
7th Graders



***Acceleration Criteria:**

- Score on 5th grade CST
- Score on 6th grade performance assessment
- Grades at 1st and 2nd semester of Grade 7 Math Common Core
- Score on 7th grade performance assessment
- Teacher recommendation

Future Considerations Potential 2015-16 Pathways



***Acceleration Criteria:**

- Score on 6th Grade Smarter Balanced Assessment
- Score on 6th grade performance assessment
- Grades at 1st, 2nd and 3rd trimester of Grade 6 Math Common Core
- Teacher recommendation



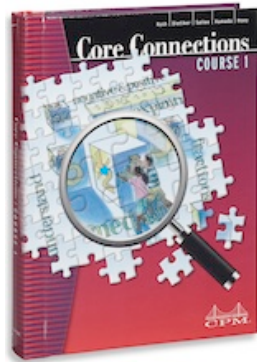
ELA & Mathematics Unit Design

- A series of engaging and comprehensive learning experiences, lessons, and related assessments that integrate designated *Essential* Standards and *connected* Supporting Standards
- May last anywhere from 3 – 6 weeks. A unit of study is "*resource neutral*" and "*resource rich*"
- Focuses on the CONTENT rather than the TEXT
- Units contain:
 - Learning objectives
 - Criteria for success
 - Essential and relevant questions
 - Assessment





Pearson Investigations Grades
K-5 Investigations in Number,
Data, and Space



College Preparatory Materials,
Core Connections

Materials

- Support teacher developed units of study
- Embedded approaches and universal access to meet the needs of differentiated populations including those in special education or those identified as “at-risk”
- Professional development opportunities for staff

We Welcome Community Input ...



Evergreen
School District

SEARCH



From Strong Roots Grow Bright Futures

District

Schools

Departments

Trustees

News & Events

Employee Resources »



Promoting 21st Century
Excellence Through
Common Core Standards

Resources For:

Parents

Students

Community

Staff

I Want To...

- » [Enroll My Child](#)
- » [View the School Calendar](#)
- » [Find My School](#)
- » [View a Map of School](#)
- » [Get Involved](#)

Tell Me About...

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Thoughts and questions...

- Based on what I know about Common Core and Evergreen's approach to implementation, I like...
- Based on what I know about Common Core and Evergreen's approach to implementation, I wonder...
- I would like to know more about...