## TRANSITION TO THE COMMON CORE STATE STANDARDS (CCSS)

EVERGREEN SCHOOL DISTRICT
District Advisory Committee
December 10, 2014


## How familiar are you with the Common Core?

| 2 | I Common Core? What is that? |
| :--- | :--- |
|  | I have heard about the transition to the Common <br> I have a good understanding of Common Core <br> instruction will impact my child. |
|  | I am a Common Core expert and could teach this <br> workshop! |

## Outcomes

- To deepen the understanding of Common Core State Standards
- To identify and elaborate upon the $\left.2\right|^{\text {st }}$ 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 6-8
- 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


Source: www.corestandards.org English language arts/literacy and mathematics

## 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



## With Common Core, you will see...

- Less lecturing and more modeling.
- Less of students listening and more of students constructing meaning together.
- Less of students recalling (although sometimes this is necessary) and more of students transferring their learning to new experiences.
- Less hurrying to cover more content and more slowing down to ensure deep understanding and application.
- Less of students reading just stories and more of students wrestling with informational texts in every subject area.



## $21^{\text {st }}$ Century Student Outcomes \& Support Systems




## The 4Cs and $21^{\text {st }}$ Century Education 4 Cs: Communication, Collaboration, Creativity, Critical Thinking

## student

COLLEGE \&
CAREER READY:
I critically think
I communicate, I collaborate and I create and innovate

## teacher

FACILITATOR:
I facilitate my students' ability to use the 4Cs ROLE MODEL: I demonstrate for my students
my ability to use the 4Cs

## administrator

## FACILITATOR:

I provide professional development to facilitate my staff's use of the 4Cs
ROLE MODEL: I demonstrate the 4Cs for my faculty and staff
TRANSFORMER: I use the 4Cs to transform my school and district

## 4 Cs: Communication, Collaboration, Creativity, Critical Thinking

## Communication

- 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.


## Creativity

- 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


## 4 Cs: Communication, Collaboration, Creativity, Critical Thinking

## Critical Thinking

- 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


## Collaboration

- 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

[^0]
## 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 <br> information needed to <br> accomplish a task | Students will identify information <br> in a passage that is supported <br> by fact | Students will identify the <br> appropriateness of an argument <br> using supporting evidence | Students will identify <br> interrelationships (themes, ideas, <br> concepts) developed in more than <br> one literary work. |

## Common Core Big Ideas Depth of Knowledge (DOKs)

|  | Mathematics |  | ELA/Literacy |  |
| :--- | :---: | :---: | :---: | :---: |
|  | DOK3 | DOK4 | DOK3 | DOK4 |
| Current <br> Assessments | $<2 \%$ | $0 \%$ | $20 \%$ | $2 \%$ |
| New SBAC <br> Assessments | $49 \%$ | $21 \%$ | $43 \%$ | $25 \%$ |

## Common Core English Language Arts



## Shifts in ELA Literacy

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

## Relationship Between ELD/ELA

|  | 1.1 Exchanging information and ideas with others through oral collaborative <br> discussions on a range of social and academic topics |  |  |
| :---: | :--- | :--- | :--- |
|  | Emerging |  | Expanding |

## Common Core Mathematics



## Mathematics Rigor

Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.

## Shifts in Mathematics

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

## 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


## The Coffee Problem: An exercise in Surfacing our knowledge of arithmetic

Consider the following two coffee mixes:

| $M$ | $C$ |
| :--- | :--- |
| $M$ | $C$ |
| $M$ | $C$ |
|  | $C$ |
| $M$ | $C$ |

## The Coffee Problem

- Is one coffee mix "milkier" than the other? Or are the mixes the same "milkiness"?
- Step I: Individually, attempt the problem without using fractions, percentages, or decimals. (3 minutes)
- Step 2: At your tables, share the different strategies that you used to solve the problem. (5 minutes)

- Share your experience as a learner? Participant? Emotions?


## The "traditional" algorithm ...



## Common Core Math Pathways Implementation



Evergreen School District

## 2014-I5 Accelerated Pathway For8 ${ }^{\text {th }}$ Graders

| 2013-14 <br> $7^{\text {th }}$ Grade <br> Algebra | $2014-15$ <br> $8^{\text {th }}$ Grade <br> Geometry | $2015-16$ <br> 9th Grade <br> Algebra 2 |
| :---: | :---: | :---: |

## Revised Accelerated Pathway $7^{\text {th }}$ Graders




## Evergreen School District

## Math Pathways for 2015-16 \& Beyond <br> $7^{\text {th }}$ Grade <br> $8^{\text {th }}$ Grade

$6^{\text {th }}$ Grade

Traditional Pathway
6th Grade


Common Core

## Math 6

Accelerated Pathway*

*Acceleration Criteria:

- $6^{\text {th }}$ Grade Smarter Balanced (CAASPP) Assessment
- Math Diagnostic Placement Exam
- Course Diagnostic Exam


## Common Core Materials \& Resources



## Mathematics Unit Design

- We believe that we have the internal capacity and ability to problem solve, design instruction, and tailor outcomes and experiences that lead to student success.
- CTA recognizes, "they [Common Core Standards] put teachers back in control of crafting and tailoring the education of their students."
- States and local school districts must place teachers at the center of efforts to develop aligned curriculum, assessments, and professional development that are relevant to their students and local communities.
-National Education Association
- Units contain:
- Learning objectives
- Criteria for success

- Essential and relevant questions
- Assessment


## Let's Look at A Unit... Introduction




UNIT 1 TABLE OF CONTENTS Overview of the 3rd Grade Mathematics Program . Essential Standards
Emphasized Mathematical Practices
Enduring Understandings \& Essential Questions.
Chapter Overviews
Chapter 1: Place Value \& Rounding
Chapter 2: Addition \& Subtraction within 1,000 Chapter 3: Focus on Word Problems

Appendices.

This unit covers the topics of place value to the thousands place, rounding whole numbers to the nearestior ioo, fluently adding and subtracting numbers word problems.

Students will investigate, understand, and use place value to manipulate numbers.
Students will build on understanding of place value to round whole numbers. Students will continue to develop understanding of addition and subtraction and using strategies and properties to do so proficiently and fluently.
Students will be able to use addition and subtraction strategies to solve Students will be able to us.
real-world word problems.

Unit Namber: 1
Instuctional Deys:
25

VERGREEN
SCHOOL 3rd
SCHOOL
DISTRICT GRADE
Unit Name: Number \& Operations in Base 10

UNIT 1: Number \& Operations in Base 10
$\qquad$

Instuctional Noass: 25


Grade: 3 rd
Unit Nome:
N
Number \& Operations in Base 10
Overview of the 3rd Grade Mathematics Program

|  | Overview of the 3rd Grade Mathematics Program |  |  |
| :---: | :---: | :---: | :---: |
|  | ESSENTIAL STANDARDS | $\xrightarrow{\text { APROXX }}$ DAYS | UNIT DESCRIPTION |
| p. 5 | UNIT 1: Number \& Operations in Base 10 3.NBT.1 3.NBT. 2 3.OA. 8 | ${ }^{25}$ | In this unit, students will... Investigat numbers. <br> - Build on understanding of place value to round whole numbers <br> Continue to develop understanding of addition and subtraction and using s <br> fluently. real-world word problems. |
| p. 7 p. 8 p. 11 |  | ${ }^{26}$ | In this unit, students will... - Begin to understand the concepts of multiplication. <br> Learn the basic facts of multiplication. <br> - Apply properties of operations (commutative, associative, and <br> distributive) as strategies to multiply. <br> - Fluently multiply within 100, using strategies such as patterns. <br> Solve problems and explain their processes of solving multiplication problems. |
| p. 13 p. 15 | UNIT 3: Rectangular Arrays \& Area <br> 3.MD. 5 <br> 3.MD. <br> .MD. 7 | ${ }^{13}$ |  |

Unit Numbers 1
structional Days: 25

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Table of Contents
Scope and Sequence Learning Objectives

## Let's Look at A Unit... Essential Questions \& Chaptering

```
Grade: 3rd
```

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```
ESSENTIAL STANDARDS
```



```
These are the standerorst that will be buaranteed: taught, ossessed, and re-taughtif fnecessery.
3.NBT. 1 Use place value understanding to round whole numbers to the nearest 10 or 100
3.NBT. 2 Fluently add and subtract within 1000 using strategies and algorithms based on place
value, properties of operations, and or the relationship between addition and subtraction.
3.OA.8. Solve two-step word problems using the four operations. Represent these problems
using equations with a letter standing for the unknown cuantity. Assess the reasonableness of using equations sith a letter standing for the unknown quantity. Assess the reasonableness \(o\)
EMPHASIZED MATHEMATTCAL PRACTICES
```

$\qquad$

``` MP1: Make sense of problems and persevere in solving them: Students make sense of MP2: Reason abstractly and quantitatively: Students demonstrate abstract reasoning by
Comecting quantity to the relative magnitude of digits in numbers to 1,000 .
```



``` MP3: Construct viable arauments and critique the reasoning of otherss Students and subtraction.
MP4: Model with mathematics: Students are asked to wse Base Ten blocks to model sing words, pictures, and numbers to further explain their reasononing.
MP5: Use apropriate tools strategically: Students utilize a number line to assist with
\(\frac{\text { MP6: Attend to precision: Students attend to the language of real-world situations to }}{\text { determine appropriate ways to organize data. }}\)
Mp7: Look for and make use of structure: Students relate the structure of the Base Ten umber system to place value and relative size of a digit. They will use this
understanding to add, subtract, and estimate.
\(\frac{\text { up8: Look for and express reaularity y in repeated reasoning: Students relate the }}{\text { properties and understanding of oddition to }}\)
```

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ENDURING UNDERSTANDINGS \& ESSENTIAL QUESTIONS



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Grade
Unit Name
and

Instuctional Doys: | Unim |
| :--- |
| Namer |



## Let's Look at A Unit... Assessment





## Unit Support Materials

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


## Teacher Discussion Groups

October 20, 2014

Driving Question: "How can we support teachers as they implement common core standards utilizing units of study and accompanying support materials?"

Ideas expressed involved:

- vision for common core implementation
- the idea of teachers as "curriculum developers"
- the need for "foundational materials"
- time


## For More Information

- California Department of Education
http://www.cde.ca.gov/re/cc/tl/whatareccss.asp
http://www.cde.ca.gov/re/cc/ccssinfoflyers.asp
http://www.cde.ca.gov/core
- Common Core Standards Initiative
http://corestandards.org
- Common Core en Español
http://commoncore-espanol.com/
- California County Superintendents Association http://www.ccsesa.org/index/sp CommonCoreStandards.cfm
- National Parent Teacher Association
http://www.pta.org/4446.htm
- Council of Great City Schools
http://www.cgcs.org/Domain/36



## COMMON CORE en Español State Standards Initiative Translation Project

## http://commoncore-espanol.com/

## Welcome to Common Core Translation Project

Committed to providing leadership, assistance, and resources so that every student has access to an education that meets world-class standards, the Council of Chief State School Officers (CCSSO), the California Department of Education (CDE) and the San Diego County Office of Education (SDCOE) proudly announce the Common Core Translation Project. Standards-based instruction is at the forefront of education reform because it presents a framework to ensure that all students are exposed to rigorous content and prepared to contribute positively to an increasingly complex world.


## Questions




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[^0]:    *Definition from EdLeader 21 and the Partnership for $2{ }^{\text {st }}$ Century Skills

