

The Standards Leader

Leading the Implementation of Standards and Assessments for Success on the Common Core

Central Carolina RESA
June 14, 2012

Best Economic Stimulus Package:

- Graduate in North Carolina earns \$8,095 more each year than a high school dropout does
- Roughly 10% of North Carolina did not graduate from high school in 2011
- The lost lifetime earnings for that class of dropouts alone total \$4.4 billion

*High School
Diploma*

If just half of North Carolina's dropouts had graduated:

- \$655 million in increased home sales and \$30 million in increased annual auto sales
- \$28 million in increased annual state tax revenue
- State could likely save as much as \$168 million in college remediation costs and lost earnings

Why Change?

1. Are you right now experiencing record high levels of student achievement with all students in every sub-group?
2. Are you right now experiencing record high levels of student engagement from all students?
3. Are you right now experiencing record high levels of student success in the completion of homework and other assignments?

Challenges

This rapid adoption of the CCSS by 46 states and DC represents a historic shift away from the nation's tradition of state-determined standards. This will dramatically impact how:

Challenges

- How will veteran educators transition from state standards to more rigorous standards?
- Professional development changes to increase educators' content area expertise
- How will extensive standards-based work accomplished over years be merged with CCSS?
- How will the state guide and direct districts to implement the CCSS within a timeline?

Benefits

- Excellent for mobile population
- Consistency of standards—preferable to 50 different state versions of standards
- Capacity for sharing resources within and across states
- Explicit horizontal and vertical “learning progressions” (Popham, 2007)
- Emphasis on interdisciplinary literacy

Mistakes to Avoid:

- Analysis Paralysis - Don't wait for Washington or for “the official answer” to every potential question
- Abandon current standards-based teaching and assessment practices – Don't revert to a norm-based system
- Try to do it all – it was too much 15 years ago and it's too much now
- Check it off and move on

What Schools Must Do:

- Find common ground – identify what does NOT change. Highlight areas of the Common Core you already teach and assess
- Focus your energy – use the Power Standards Approach (leverage, endurance, essential for next grade)
- Embrace common formative assessments now

Learning From the Past

- Too many standards, not enough time
- Standards and assessment not aligned
- Teacher ownership varied from deep and pervasive to non-existent
- Superficiality and coverage rather than practice, feedback, depth, and rigor

The collage features three items: on the left, a Fordham Institute newsletter with an 'Email Signup' form; in the center, the cover of the book 'The State of State Standards and the Common Core—in 2010' by Florida Dept. of Education, Gabeleto Martin, Gabeleto Ponce-Alvarez, and W. Stephen Wilson, published in July 2010; and on the right, a webpage titled 'CHARTER AUTHORIZING' with a search bar and 'Ohio-Charter Authorizing' section.



The Thomas B. Fordham Institute is a Washington, D.C.-based, non-profit think tank dedicated to advancing educational excellence in America's K-12 schools.

- promote policies that strengthen accountability
- examine issues such as the No Child Left Behind Act, school choice, teacher quality, and the Common Core

North Carolina • English Language Arts

Overview

"The North Carolina Standard Course of Study for English Language Arts is one of the most befuddling sets of standards reviewed for this report. It is difficult to describe its organization and purpose, for neither is obvious to the reader. The standards are jam-packed with jargon and littered with generic skills that appear in multiple strands (often nonacademic skills, such as personal reflection)." (State of State Standards, p. 242)

Clarity and Specificity

"The North Carolina standards are rarely specific, and even more rarely clear. One reason is that the "competency goals" for each grade are all-encompassing, and the standards that appear under them are simply long lists of generic, skills-based expectations."

North Carolina • Mathematics

Overview

"North Carolina's standards are well presented and easy to read.

However, they are often poorly phrased and difficult to interpret. In the K-8 material, arithmetic is moderately prioritized, but the development is inadequate. The high school content is sometimes strong, sometimes not."

Grading and Criteria

- “Content and Rigor” = 7 points
- “Clarity and Specificity” = 3 points
- 10 points total

Grading and Criteria

- 3 points: Standards are coherent, clear, and well organized.
- 2 points: The standards are somewhat lacking in coherence, clarity, or organization.
- 1 point: The standards are somewhat coherent, clear, and organized.

Grading and Criteria E/LA

Table A-1: Grading Scale

Grade	Points
A	10
A-	
B+	
B	
C	
D	3 or 4
F	0, 1, or 2

GRADE
D

Clarity and Specificity: 0/3
Content and Rigor: 3/7
Total State Score: 3/10
(Common Core Grade: B+)

Grading and Criteria Math

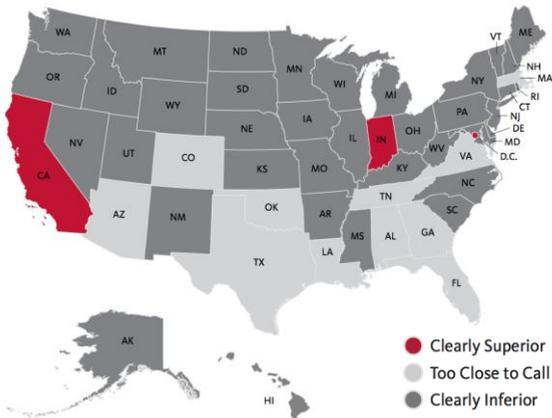
Table A-1: Grading Scale

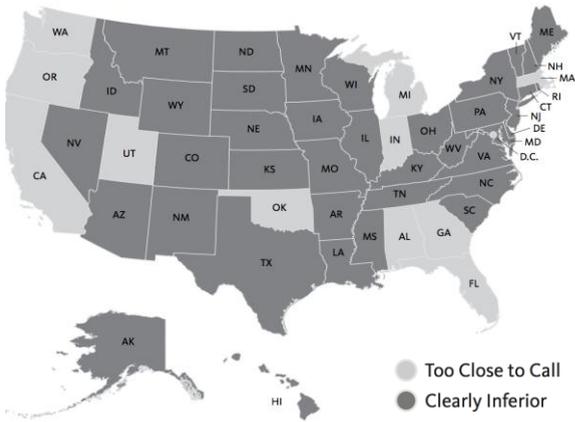
Grade	Points
A	10
A-	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;"> GRADE D </div> <div> Clarity and Specificity: 1/3 Content and Rigor: 3/7 Total State Score: 4/10 <i>(Common Core Grade: A-)</i> </div> </div>
B+	
B	
C	
D	
F	3 or 4
F	0, 1, or 2

Grading and Criteria Science

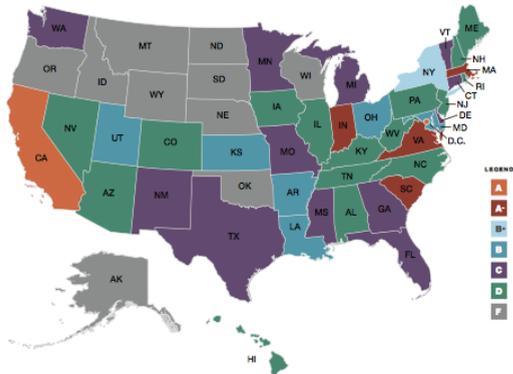
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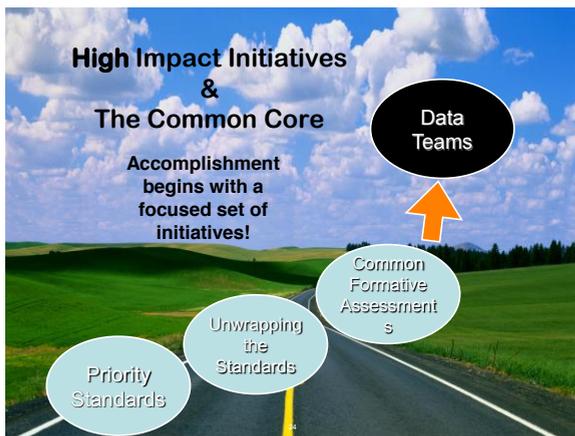
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State Science Standards Grades, 2012





Failure to Provide Focus for Teachers has a Price



Schedule your Priorities and say "no" to off Mission Activities



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Leadership Focus

The Greatest Gift to Your Staff

- Create The "Not To Do" List
- For every new initiative implemented, we must be willing to eliminate other practices



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Leadership Focus

The Greatest Gift to Your Staff
and Students

- Critical mass-90% implementation of FEWER initiatives
- More than six priorities: inverse effect on achievement
- Change leaders-implementation, monitoring, accountability

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Getting Accountability Right



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Common Mistakes

- Accountability: using test results and teacher appraisal, to reward or punish teachers or schools versus capacity building
- Individual teacher and leadership quality: promoting individual versus group solutions

Common Mistakes

- Technology: invest in assuming that the wonders of the digital world will carry the day versus instructional quality
- Fragmented strategies versus integrated systemic strategies

Common Mistakes

- Do testing, but do less of it and, above all, position assessment primarily as a strategy for improvement, not as a measure of external accountability.

The McKinsey group measured the number of interventions that could be classified as 'accountability' based and the number that focused on professional learning (capacity building).



- ### Seminar Topics
- Part I: Foundation & Overview
 - Part II: English Language Arts
 - Part III: Mathematics
 - Part IV: Next Generation Assessments
 - Part V: Leadership Actions for Success
 - Part VI: Leadership on Instructional Essentials
 - Part VII: Action Planning

- ### Seminar Objectives
- Discuss and **understand the design and organization** of the English language arts and mathematics Common Core State Standards
 - **Examine** the contents and value in the **CCSS appendices**
 - **Analyze** the proposed elements of **next generation assessments** and **determine gaps in current assessment practices**

Seminar Objectives

- Review the **unwrapping and prioritizing** process and apply to the CCSS
- Examine the **essential components** of a rigorous curriculum
- **Create a comprehensive plan** to prepare for the implementation of the CCSS

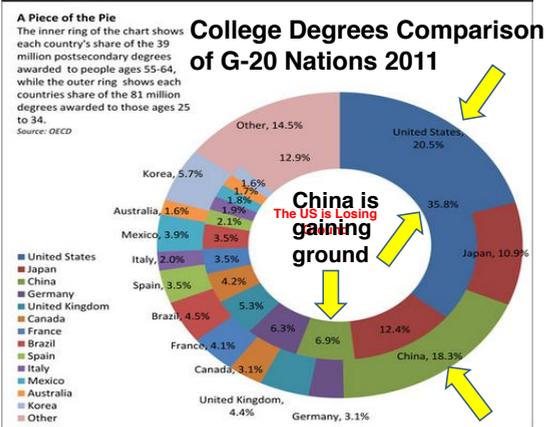


Part I Foundation & Overview

**Essentials for
School Leaders**



All Students College & Career Ready





Define College & Career Ready



- ◆ **Demonstrate independence**
 - ◆ Comprehend & evaluate complex texts
 - ◆ Construct effective arguments
 - ◆ Convey intricate & multifaceted information
 - ◆ Discern a speaker's key points
 - ◆ Ask relevant questions



College & Career Ready



- ◆ Build strong content knowledge
- ◆ Respond to the demands of audience, task, purpose, & discipline
- ◆ Comprehend as well as critique
- ◆ Value evidence
- ◆ Use technology & digital media strategically
- ◆ Understand other perspectives & cultures

Woefully Unprepared



• "...there is a large percentage of schools that don't seem to understand the train that is about to hit them."

• William Schmidt,
Michigan State
University

The Big Picture CCSS: English & Literacy

The ELA Standards

Reading Strand
Writing Strand
Speaking & Listening Strand
Language Strand

Grade-Specific Standards

K-1-2-3-4-5
6-7-8
9-10
11-12

College and Career Ready (CCR) Anchor Standards

Reading Strand = 10
Writing Strand = 10
Speaking & Listening Strand = 6
Language Strand = 6



The 32 Anchor Standards

The “Spiral Effect” Metaphor

Spiral when used as an adjective:

- ♦ winding around a center or pole and gradually receding from or approaching it
- ♦ of or relating to the advancement to higher levels through a series of cyclical movements



The Grade Level Standards



For each anchor standard there is a corresponding grade level standard that progresses in complexity to reach the anchor standard by graduation, K-12th grade.

The Grade Level Standards

- ♦ Designed to provide “time” to practice the same significant expectation over 13 years
- ♦ Well-defined standards mark a cumulative learning path that is visible and clear
- ♦ Enables effective differentiated instruction





College Begins in Kindergarten!

Access and Acceleration



The design of the CCSS allows teachers to determine where students come in to the learning progressions or “spirals” and then allows them to offer strategic, focused interventions to accelerate to their grade level or beyond.

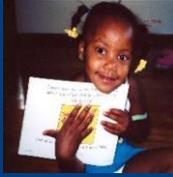
Focus and Coherence

- ◆ Specificity leaves nothing to chance
- ◆ Everything is studied every year
- ◆ Infrastructure is designed for attainment



Appendix A

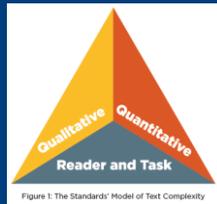
- Research behind the standards
- Thorough description of text complexity with examples
- Reading foundational skills for K-2 including phoneme/grapheme correspondences, phonological awareness, & orthography



Text Complexity Model

- **Dimension**
 - **Qualitative** (meaning or purpose, structure, language conventionality, knowledge demands).
 - **Quantitative** (word length or frequency, sentence length – measured by computer software).
 - **Reader and Task Considerations** (motivation, knowledge, experiences, preferences)

The Three-Part Model



Page 7-8

Appendix A

- Writing Types & Descriptions: Argument, Informational & Narrative
- Role of Speaking & Listening
- Language & Vocabulary
- Three Tiers of Vocabulary



Appendix A

Acquiring Vocabulary

“Words are not just words. They are the nexus – the interface – between communication and thought. When we read, it is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings they afford.”

Marilyn Jager Adams (2009, p. 180)

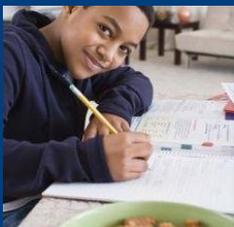
Appendix B



- Provides educators with lists of suggested stories, novels, poetry & informational texts for each grade and for history, science & technical contents
- Sample performance tasks are also provided

Appendix C

Contains a treasure trove of sample student papers at each grade level for each type of writing.



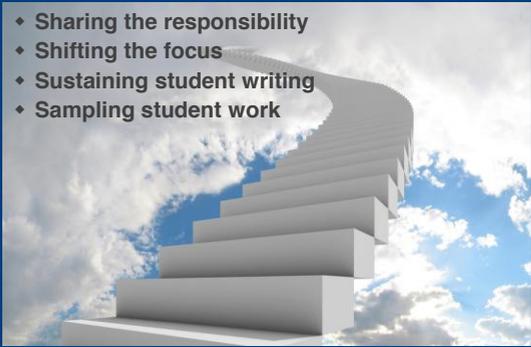


Part II
English
Language
Arts

Writing

The New Writing Standards

- ◆ Sharing the responsibility
- ◆ Shifting the focus
- ◆ Sustaining student writing
- ◆ Sampling student work





CCR Anchor Standards-Writing

All teachers within a school are expected to have students write often about domain specific content. Students are to master the art of argumentation and develop a strong voice which is supported by evidence.





To become college and career ready, students need to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. (CCSS, p. 18)



Range & Content



- Students must devote **significant time and effort to writing**, producing numerous pieces over short and extended time frames throughout the year. (CCSS, p. 18)

2011 NAEP Writing Framework

CCSS ELA, p. 5

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Research



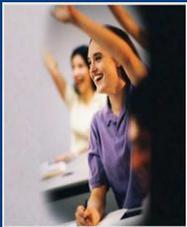
Because of the centrality of writing to most forms of inquiry, **research standards are prominently included...**



Skills important to research are infused throughout the document. (CCSS p. 8)

Learning Activity

The ELA and Writing Standards for History, Science and Technical Subjects





CCR Writing Standard 1



Grade 12

Grade 11

Grade 10

Grade 9

Grade 8

Grade 7

Grade 6

- ♦ Read the anchor standard and each grade level standard, starting with kindergarten
- ♦ Make note of the increasing levels or rigor
- ♦ Compare the standards for ELA, history, science and technical subjects

Nonfiction Writing



- 1.Examine the writing sample about Spain.
- 2.Use the grade level writing standards to determine the grade level of the piece.
- 3.Provide reasons for your choice.
- 4.Examine the writing sample about smoking.
- 5.Follow the same process as above.
- 6.Be prepared to share your thoughts with the group.



Pages 20-21

Research: Argumentation

“Generous amounts of reading, writing, and argument are essential to the development of truly literate and educated students.”

Michael Schmoker, 2006

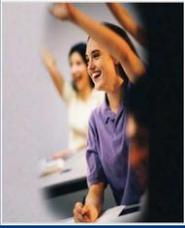
Argument Writing: Defined

An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid.

- ELA CCSS, Appendix A, p 23.

Learning Activity

Scoring Writing in the Content



Pages 22-26



Part II

English Language Arts

Reading

2011 NAEP Reading Framework

- CCSS ELA, p.5

Grade	Literature	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Engagement With Text

- 80%–90% of the Reading Standards in each grade require text-dependent analysis.
- Students must be able to follow the details of what is explicitly stated and specifically refer to evidence from the text itself to support a response.
- Close connection between comprehension of text and acquisition of knowledge is the highest priority.

Reading Standards

Literature, Informational Texts, & Language



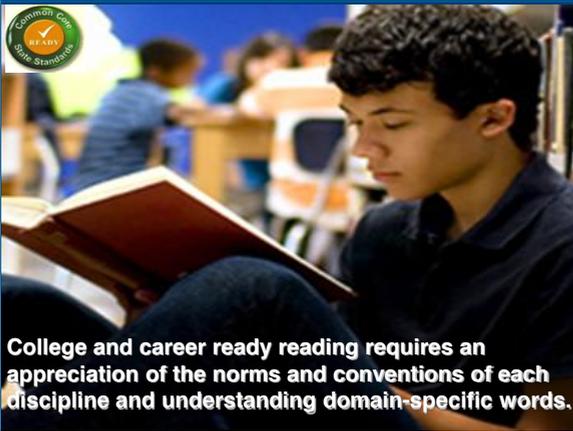
Getting to Text Complexity

- Reading **complex informational texts** should begin at the very earliest elementary grades
- Having students listen to informational read alouds lays the foundation for students' comprehension of increasingly complex texts

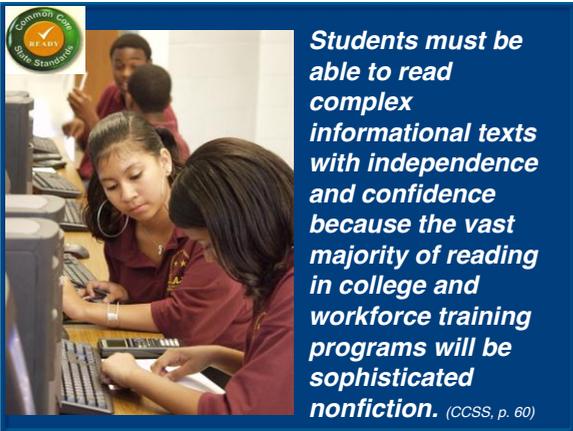




Reading is critical to building knowledge in history / social studies as well as in science and technical subjects. (CCSS, p. 60)



College and career ready reading requires an appreciation of the norms and conventions of each discipline and understanding domain-specific words.



Students must be able to read complex informational texts with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. (CCSS, p. 60)

Learning Activity

ELA & Literacy Standards
for History, Science and Technical Subjects

A collage of three images. The top left shows a teacher and a student in a classroom. The bottom left shows a student writing on a chalkboard with mathematical equations. The right side shows a teacher and a student looking at a document together.

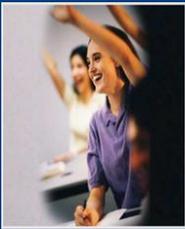


CCR Reading Standard 1



- ♦ Read the anchor standard and each grade level standard, starting with kindergarten
- ♦ Make note of the increasing levels or rigor
- ♦ Compare the standards for ELA, history, science and technical subjects

Learning Activity Ordering the Performance Tasks



CCR Reading Standard 3



1. Each table has a set of performance tasks from Appendix B. Lay the set out on the table and determine the order, from lowest grade level to highest.
2. Then use the spiraled standards to determine the exact grade level for each task.
3. Compare the expectations for ELA, history, science and technical subjects
4. Discuss at your tables.



The Answers

- Grade K: *How People Learned to Fly*
- Grade 3: *The Story of Ruby Bridges*
- Grade 5: *About Time: A First Look at Time and Clocks*
- Grade 8: *Math Trek: Adventures in the Math Zone*
- Grades 9-10: Lincoln's "Second Inaugural Address"



Part II English Language Arts

Language



CCR Anchor Standards-Language

The Language standards include the "rules" of standard written and spoken English.

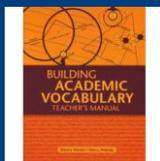
They also include **standards for vocabulary**:

- understanding words and phrases & their relationships
- acquiring new vocabulary, particularly general academic and domain-specific words and phrases





Teaching Vocabulary



Students need to have a command of learning tools that will help them with new vocabulary, especially in more complex content area texts.

Vocabulary words should not be taught in isolation.

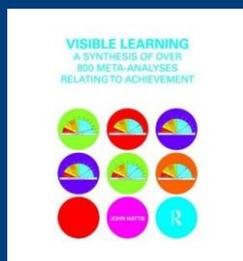
The Frayer Model

Definition	Characteristics
Examples	Non-examples

- For all content areas
- For all grade levels
- Excellent compare/contrast strategy
- Builds vocabulary



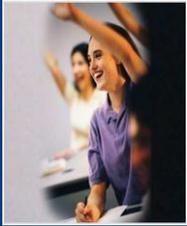
Visible Learning



- John Hattie's research shows a .67 effect size for vocabulary programs and their impact on reading comprehension
- Ranks 15 of 131

Learning Activity

Vocabulary



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Part II

English Language Arts

Speaking & Listening



Speaking and Listening

- In the early grades oral language is a must:
 - Purposeful
 - Systematic
- **Oral language proficiency** is strongly predictive in learning to read and write
- Receptive language precedes expressive language



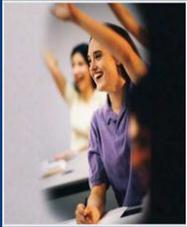
Reading-Speaking-Listening Link



- Time should be spent to reading fiction aloud to young children
- K-3 students benefit from rich, structured conversations with an adult in response to text read aloud, **orally comparing & contrasting, analyzing and synthesizing**

Learning Activity

Speaking and Listening



Pages 30-35



Part III Mathematics

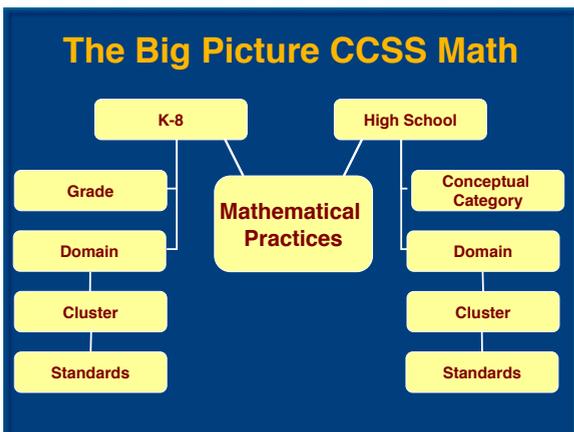
The Pipeline Exhibit

- 1985: 3,800,000 Kindergarten students
- 1998: 2,810,000 High school graduates
- 1998: 1,843,000 College freshman
- 2002: 1,292,000 College graduates
- 2002: 150,000 STEM majors
- 2006: 1,200 PhDs in mathematics



**Focus, Coherence
& Specificity**

**Mathematical
Content & Practices**

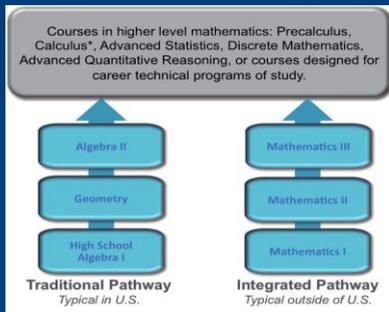


CCSSM Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Pages 37-38

Appendix A: Designing High School Mathematics Courses Based on the CCSS





Focus

Critical Areas of Focus 4th Grade

1. Developing understanding and fluency with **multi-digit** multiplication, and developing understanding of dividing to find **quotients involving multi-digit dividends**.
2. Developing an understanding of **fraction equivalence**, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.
3. Understanding that **geometric figures** can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides particular angle measures, and symmetry.



Coherence

Coherence

- Articulated progressions of topics and performances that are developmental and connected to other progressions
- Balance between conceptual understanding and procedural skills



Clarity and Specificity

- Clearly defined skills and concepts enable conceptual understanding to occur
- Conceptual understanding enables students to apply their learning in authentic performance tasks

Integration of Content and Practices

Standards for Mathematical Content

Number and Operations in Base Ten 3.NBT
Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
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. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Standards for Mathematical Practices

- Mathematical Practices**
1. Make sense of problems and persevere in solving them.
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Common Core – Domain

- Broad themes that connect topics across the grades
- Categories of mathematical content to be learned

CCSS DOMAIN PROGRESSION										
K	1	2	3	4	5	6	7	8	High School Conceptual Categories	
Counting & Cardinality										
Number and Operations in Base Ten						Ratios and Proportional Relationships		Number and Quantity		
			Number and Operations in Fractions			The Number System				
Operations and Algebraic Thinking						Expressions and Equations		Algebra		
							Functions		Functions	
Geometry										Geometry
Measurement and Data					Statistics and Probability				Statistics and Probability	

Algebra Overview

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Creating Equations

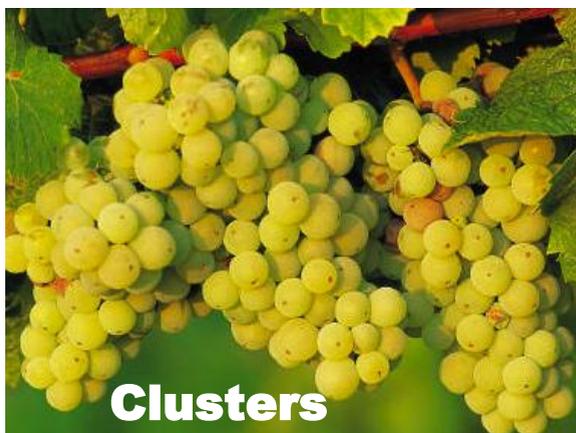
- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

Mathematical Practices

1. Make sense of problems and persevere in solving them.
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Common Core – Clusters

- Groups of similar standards
- Since mathematics is interconnected, standards from different clusters may be comparable
- Reflect both mathematical understandings and skills, which are equally important

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Mathematical Practices

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Cluster Statements

Cluster Statements

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Cluster Statements



Standards

Common Core – Standards

What students should know and be able to do at each grade level.

Expected learning outcomes

"Use properties of operations to generate equivalent expressions."

Coherent progressions of learning with greater intricacies from grade to grade.

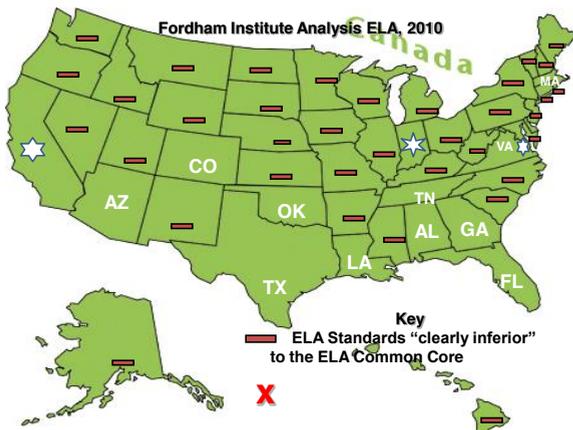
Key Points

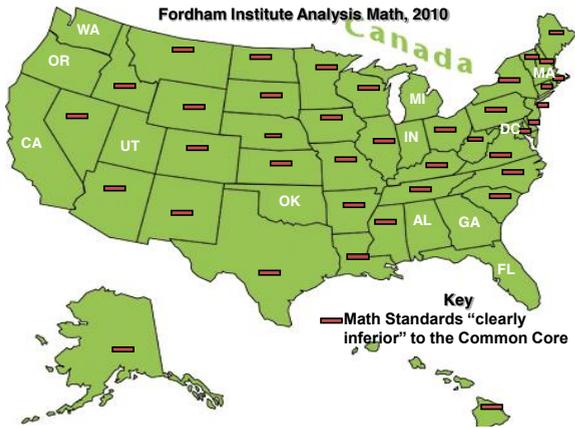
- Fewer and more rigorous. The goal was for more clarity.
- Aligned with college and career expectations – prepare all students for success upon graduating from high school
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society
- Includes rigorous content *and* application of higher-order skills
- Builds upon strengths and lessons of current state standards
- Research based. Developmentally informed

NCTM: "The Common Core State Standards for Mathematics"



Part IV Next Generation Assessments





Ramping up the Rigor



**Where is
 your
 starting
 line?**

The National Assessment Scene



Stepping Up to the Challenge



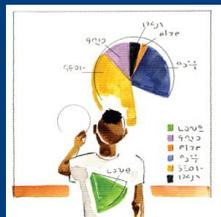
SBAC Component 1:

Utilizes computer adaptive technologies for the summative assessment administered during the last 12 weeks of school

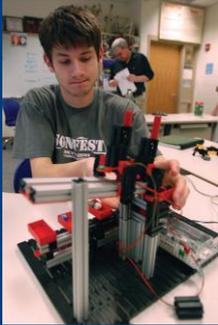


SBAC Component 2:

Interim assessments that measure ongoing student progress and offer feedback to both the teacher and the student to predict performance on the summative assessment



SBAC Component 3:



Formative assessment digital library that helps teachers diagnose and respond to the needs of students through performance tasks to monitor and adjust instruction

Smarter Balanced Consortium (SBAC)



PARCC Timeline

- 2011-12
 - Item development & piloting
- 2012-14
 - Field testing
- 2014-2015
 - Summative assessments in use
- Summer 2015
 - Setting achievement standards
- 2010-11
 - Member states approve common policies & procedures

SBAC Timeline

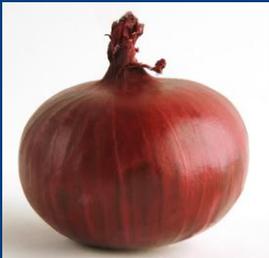
- 2011
 - Develop formative tools, processes & practices
- 2012
 - Item development completed & interim items available for use
- 2013
 - Field testing
- 2014
 - Achievement standards proposed, policies adopted
- 2015
 - Summative assessments operational & achievement standards adopted



Part V Leadership Actions for Success

*Unwrapping &
Prioritizing the
Standards*

Common Core Standards



More Than Meets the Eye!

Using the “Unwrapping” Process to
Reveal What Lies Beneath



“Unwrapping” reveals the concepts
and skills embedded within the
standards which serves to guide both
instruction and assessment design.

The Unwrapping Process

Handouts, Page



Let's examine a 6th grade ELA standards, to practice the unwrapping process.

Enduring Understandings

Enduring Understandings are the generalizations derived from one area of study that connect to and can be found in several subject matter areas

[They have leverage]

People can justify their conclusions with observable data.

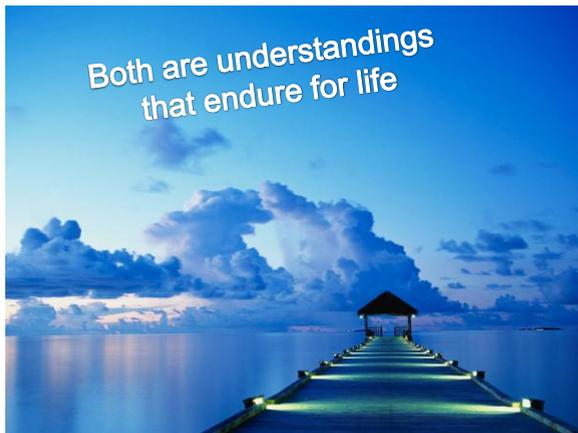
Topical Enduring Understandings

Topical Enduring Understandings relate primarily to the inherent understanding in a particular course of study or section of the standards.

[They have readiness]

The position of a digit determines its value in a number.

Both are understandings
that endure for life





Essential Questions

Essential Questions

- Share with students at beginning of instructional unit
- Establish student learning goal – to be able to *answer* or *respond to* the Essential Questions with student-worDED Enduring Understanding / Big Ideas by end of instructional unit!

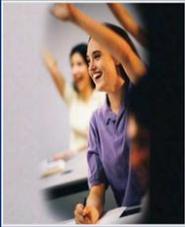


How is dew formed?



The sun shines down on the leaves and makes them perspire.

Learning Activity Unwrapping the CCSS



Page



Why Prioritize?









All standards
are NOT
created equal.



Like fence posts,
Priority Standards
provide focus to “dig
deeper” and assure
student competency.

Like fence rails,
“Supporting Standards”
are standards that
connect to and support
Priority Standards.



Fence posts and
supporting rails – without
both, there is no fence!



**How
Do
Educators
Prioritize?**



Part VI

**Leadership
on
Instructional
Essentials**

What needs to



CHANGE

**in your instructional
program?**

Close Reading of Text Speaking and Listening

Text Complexity Vocabulary Development

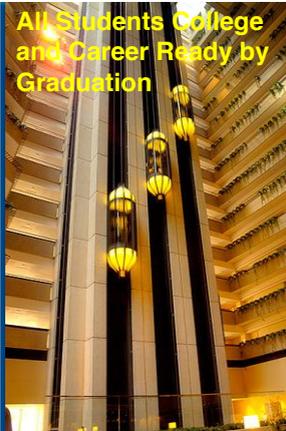
8 Mathematical Practices

Argumentation, Informational & Narrative Writing



Part VII

Action Planning



All Students College and Career Ready by Graduation

Common Core is
...a moral imperative
...demands new professional learning
...requires monitoring and feedback
... establishes focus
...emphasizes balance

Questions and Discussion

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