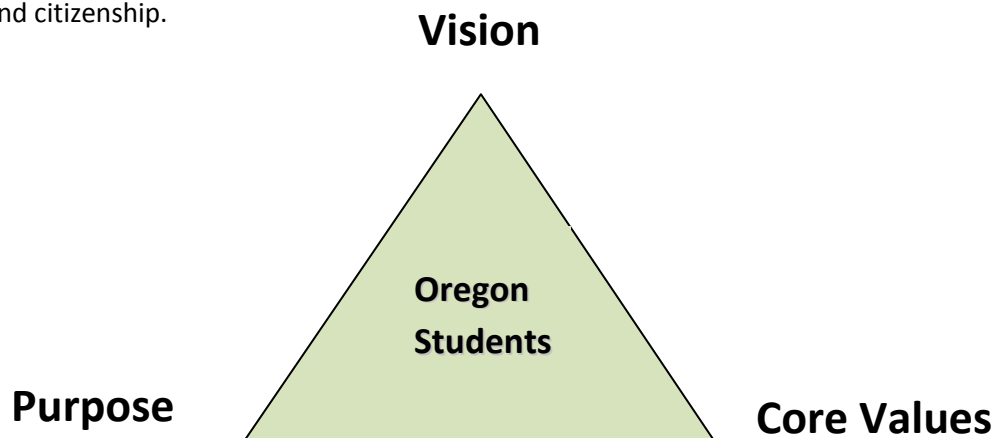


## Oregon Common Core State Standards: Planning for Statewide Learning, Transition and Implementation May 11, 2011

On October 28, 2010, the State Board of Education adopted the **Common Core State Standards (CCSS)** for English-language arts and Mathematics. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills our young people need to experience success in our K-12 system and then in college and careers.

The Common Core State Standards are the foundation of the [Oregon Diploma](#); the Essential Skills of reading, writing, and applying mathematics are embedded within the K-12 standards. The CCSS reflect the same high academic expectations for all students. Together with personalized learning, such as the Education Plan and Profile, the CCSS will prepare students to be successful from kindergarten through grade 12, qualified to earn an Oregon Diploma, and ready for college, work, and citizenship.



### **Vision:**

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, and to reflect the knowledge and skills that 21st century youth will need for success in college and careers. With all students academically prepared for the future, our state and our nation will be best positioned to compete successfully in the global economy.

**Purpose:** To support all districts in their preparation of students to graduate ready to be successful in college, career, and citizenship.

### **Core Values:**

- Prepare all students with the knowledge and skills they need to succeed in college and careers
- Ensure consistent expectations regardless of a student's zip code
- Provide educators, parents, and students with clear, focused guideposts
- Provide economies of scale through collaboration

To begin the transition to the CCSS and ensure successful implementation, thoughtful consideration must be given to the vision, purpose, and underlying core values of the work. The structure designed to accomplish this is described in this document.

### **CCSS Steering Committee**

The Oregon Department of Education (ODE) and education partners have formed a Steering Committee that will lead the implementation of the Common Core State Standards. The purpose of this committee is to guide efforts at the policy level and facilitate the work of a statewide team of education stakeholders. The Steering Committee will identify critical resources necessary to keep others informed and serve as the primary communication point between Oregon Department of Education and the field using continual feedback loops. The steering committee will facilitate rule and policy change needed to ensure coherency of a strong statewide system of standards, instruction, and assessment. The Steering Committee will also work collaboratively with the SMARTER Balanced Assessment Consortium (SBAC). Steering Committee members: Dianna Carrizales-Engelmann, Mickey Garrison, Cheryl Kleckner, Jennie Knapp, Doug Kosty, Holly Lekas, Colleen Mileham, Linda Samek, and Kathleen Vanderwall.

### **Stewardship Team**

CCSS implementation efforts will require a group of dedicated and committed individuals that represent the various sectors of the Oregon education enterprise. This Stewardship Team will consist of approximately 35 stakeholders, purposely identified by the CCSS Steering Committee through a nomination process and appointed by the Superintendent of Public Instruction.

### **Criteria for Stewardship Team membership**

- Commitment to serve 3 to 5 year terms on the Stewardship Team
- Commitment to work up to 4 to 6 hours per month. Increased meeting time is expected in the early stages of transition
- Willingness to research related issues
- Availability to work and communicate with others within represented sector of the educational system
- Commitment to developing a deep understanding of the Common Core State Standards

### **Potential membership**

These stakeholders will work with guidance from the CCSS Steering Committee.

- education advisor of the Governor's Office
- Education Service District's representative(s) to the Instructional Leaders Council
- K-12 and post-secondary math, English language arts, science, and social sciences practitioners
- career and technical education practitioners
- special education director(s)
- early childhood educators
- English Language Learner director(s)
- post-secondary academic advisor(s)

- post-secondary admissions director(s)
- colleges of education (teacher preparation) faculty – public and private institutions (OACTE)
- professional education organizations (e.g., OEA, OSBA, COSA, OCTM, OCTE)
- CCSSO coach assigned to Oregon

#### Potential advisors to the Stewardship Team

There are other key stakeholders that may or may not be appointed as members of the Stewardship Team, but should be involved at this level as advisors throughout the stages of implementation.

- Chalkboard Project – (teacher effectiveness and systems view)
- Business Community – (marketing , community and educational resources)
- Informal Educators – (STEM-focused entities like OMSI, museums)
- Oregon PTA – (community and family outreach)

#### Team meetings

The Stewardship Team was appointed in April and the first meeting will be held on May 16, 2011. Subsequent Stewardship Team meetings will be held at least quarterly via Web Ex.

#### Primary Stewardship Team tasks

- 1. Create Oregon's transition timeline from the current state standards and assessments to the new Common Core State Standards in mathematics and English language arts and SMARTER/Balanced Common Assessment.**

The immediate outcome of the Stewardship Team will be the completion of a transition timeline that will help districts understand what events will occur and when. The timeline will include specific guidance for ESDs, school districts, and educators. The timeline will be completed and available to the educational community in **June 2011**.

- 2. Assist in the facilitation of regional stakeholder Common Core State Standards workshops sessions.**

To begin the learning journey Oregonians will need to undertake to build support for implementation of the Common Core State Standards, ODE, in conjunction with educational partners, will provide workshops at regional meetings and conferences with three primary objectives:

- 1) Share Oregon's vision and purpose regarding the implementation of the CCSS;
- 2) Provide insight into the meaning and purpose of the Common Core State Standards in mathematics and English language arts and share the challenges and opportunities the implementation of the CCSS will create; and
- 3) Gather input on CCSS implementation from all regions of the state and all sectors of the educational system.

**The Regional Stakeholder Workshops**, planned for **Spring/Summer 2011** will attempt to reach all regions of the state and include representatives of and partners to the educational enterprise. The attendees will take part in a learning journey to better understand Common Core State Standards

implementation and provide important local perspectives that will inform the implementation plan. Stewardship Team members will assist with planning and facilitating the regional workshop sessions. Regional workshop participants will include, but not be limited to:

- a. Curriculum directors
- b. School improvement specialists
- c. District superintendents
- d. School principals
- e. Mathematics teachers on special assignment (TOSAs)
- f. English language arts teachers on special assignment (TOSAs)
- g. ELL practitioners
- h. TAG instructional specialists
- i. Special Education practitioners
- j. Human Resources/Professional Development directors
- k. Education Service District personnel
- l. Post-secondary mathematics faculty
- m. Post-secondary English language arts faculty
- n. Post-secondary academic advisors
- o. Post-secondary admissions directors
- p. Educational assistants
- q. College of Education (teacher preparation) faculty – public and private institutions
- r. Oregon Parent Teacher Association
- s. Oregon School Boards Association
- t. Confederation of School Administrators
- u. Oregon Education Association
- v. Oregon Council of Teachers of Mathematics/ English language arts
- w. Oregon Reading Association
- x. Business and Industry
- y. Community and non-profit organizations
- z. State Legislators

**3. Help identify funding sources for transition/implementation work.**

To date, the implementation work outlined in this document has little funding to support it. Members of the Stewardship Team will be expected to help identify funding sources such as grants, foundational support, and creative partnerships.

**4. Help communicate the events/resources related to CCSS with stakeholders.**

As front-line CCSS implementers, Stewardship Team members will help facilitate the work in their region or sector of the educational community and serve as ambassadors to their representative groups. Members will identify the avenues of communication that work best within their sector and ensure these avenues are connected to the continual feedback loop of the Steering Committee.

**5. Help build Oregon's 5-year CCSS implementation plan.**

To ensure a successful approach to implementation and to articulate the necessary ongoing efforts, a blueprint must be designed to capture the Oregon's shared purpose and vision regarding the CCSS.

The plan will include descriptions of the individual roles and responsibilities of each level of the

education enterprise (**Summer 2011** through **Spring 2015**) and provide templates for local implementation. This blueprint will also outline the existing systems connections in the state and identify areas in need of closer collaboration. The blueprint will be re-evaluated and updated in **Summer 2013**.

ODE will ask CCSSO to help guide the ongoing work of the team, including progress monitoring and plan adjustment, **through 2015**.

### **Stewardship Team Work Groups**

The work of the Stewardship Team will largely be accomplished through work groups designed to examine the issues at hand and identify workable strategies that can be added to the overall implementation blueprint. Each topic-specific work group will be co-chaired by one ODE staff member and one Stewardship Team member. Membership size of each group will range from five to ten individuals and meet by webinar on a regular basis. Co-chairs will report the progress of the workgroups to the Steering Committee on a quarterly basis.

The steering committee and designated ODE staff will facilitate communication between work groups and help make explicit connections between them. Staff will also keep the Stewardship Team and the various work groups informed of the SMARTER Balanced common assessment design work and gather input from the groups as appropriate. It is expected that the summative common assessment will utilize a large percentage of constructed response test items. Sharing information regarding the assessment construct (providing test clarity) will help address questions around instructional practice and professional development.

**Work group 1: Teaching and Learning** – members will need a working knowledge of the CCSS and be strong instructional leaders

#### **Examples of issues to address:**

- Transitioning to the CCSS – developing awareness and understanding
- Curriculum mapping and alignment
- Development of units of study, lesson design, curriculum guides
- Determination of scope and sequence
- Assessment and data literacy
- Identification of instructional supports
- Professional Learning Communities (PLCs)
- Career and Technical Education contexts
- Analysis of CCSS cognitive complexity and depth of knowledge
- Enacting curriculum with fidelity
- Proficiency-based practice
- Research-based effective instruction

**Work group 2: Instructional Materials** – members will need curriculum, technology, and possibly budget background

#### **Examples of issues to address:**

- Moving beyond textbooks
- Digital, open, and other flexible resources
- Alignment assurances (with CCSS)
- New adoptions needs
- On-line learning resources and e-books
- Current adoption trends/patterns
- State adoption policy, including subject-specific criteria
- Interim instruction guides (gap analysis measures)
- Use of technology resources (e.g., computers, tablets, digital devices and recognition of total cost of ownership),
- Oregon Virtual School District and State Library resources

**Work group 3: Professional Development (PD)**– members will need experience in providing PD, designing supports for teachers, field placement of pre-service teachers, organizing PD opportunities in district, assessment and data literacy

**Examples of issues to address:**

- Content and pedagogy needs based on CCSS match/gap analysis (content misalignment)
- Content PD modules for middle school math teachers
- Content PD modules for elementary teachers
- Lesson study, studio design approach for changing instructional practice
- Sheltered instruction and on-going teacher support
- Use of instructional vignettes
- Induction/mentoring connections
- Teacher and administrator preparation programs and CCSS
- Field placements from CCSS-rich teacher prep programs
- Regional delivery strategies
- Use of tech-based instructional tools
- Assessment and data literacy
- Research-based effective instruction

**Work group 4: Communications** – members will need access to communication venues and be in positions to help “deliver the message” within and across sectors

**Examples of issues to address:**

- Website for CCSS Implementation team activities
- Parent/community awareness and public relations campaigns
- School boards
- Information sharing between ESDs and districts
- Information sharing within districts
- Information sharing among ODE/community colleges/OUS/TSPC
- Integration of Department of Education communication plan
- Continual feedback loops for gathering and sharing information
- Accountability information
  - Regular updates regarding SMARTER/Balanced Assessment consortium
  - Adequate Yearly Progress (AYP) information; State Report Card implications
  - How to prioritize information and craft messages to share