Successful Implementation of the California Common Core State Standards (CCSS)

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Learning the "Right" Approach to Work

Robert Bellah 'Habits of the Heart'
- Work as a job
- Work as a career
- Work as a calling

--My 'Calling' to Public Education

Apostle Paul: *"Don't just do the minimum that will get you by. Do your best. Work from the heart for your real Master, for God, confident that you'll get paid in full when you come into your inheritance. Keep in mind that the ultimate Master you're serving is Christ….Being Christian doesn't cover up bad work."*   Col. 3:22-25

"Far and away the best prize that life has to offer is the chance to work hard at work worth doing."

--Theodore Roosevelt

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Research Points to Three Overarching Components of Successful Schools

1. Strong classroom curriculum and instruction
2. Teacher preparation/support/collaboration/feedback on practice
3. Significant family-engagement practices

How are we doing?

Common Core State Standards (CCSS) August 2010

- The Common Core State Standards had to be approved by the SPI and the Governor, but most importantly, by the CA State Board of Education (SBE)

- The SBE adopted the academic content standards in mathematics as proposed by the CA Academic Content Standards Commission

The Common Core State Standards gives us a new means and motivation to address the weaknesses and inequalities in American Public Education

- Brown v. Board of Education (1954- ending separate and unequal education)
- Unforgiving inequality in the quality of education provided to the wealthy and to the poor
- *Another passing reform, or an Opportunity to Refocus American Education?*

The Common Core refocuses us on the broader skills which are essential for the education of citizens in a democracy

- Critical and analytical thinking

- Comprehension and use of complex texts

- Problem solving

- Purposeful written and oral communication

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- The standards include the Common Core State Standards for Mathematics and specific additional standards the the CA Commission deemed necessary to maintain the integrity and rigor of CA's already high standards

- The adoption of the CCSS builds on California's work on highly acclaimed curriculum frameworks, started in the late eighties, and the world class academic achievement standards adopted in the mid-nineties.

The Common Core State Standards are not a Curriculum

- "Far from a 'one size fits all' approach, the Common Core was designed to establish broad performance standards that could easily be adapted to quite different curricula and pedagogical approaches."

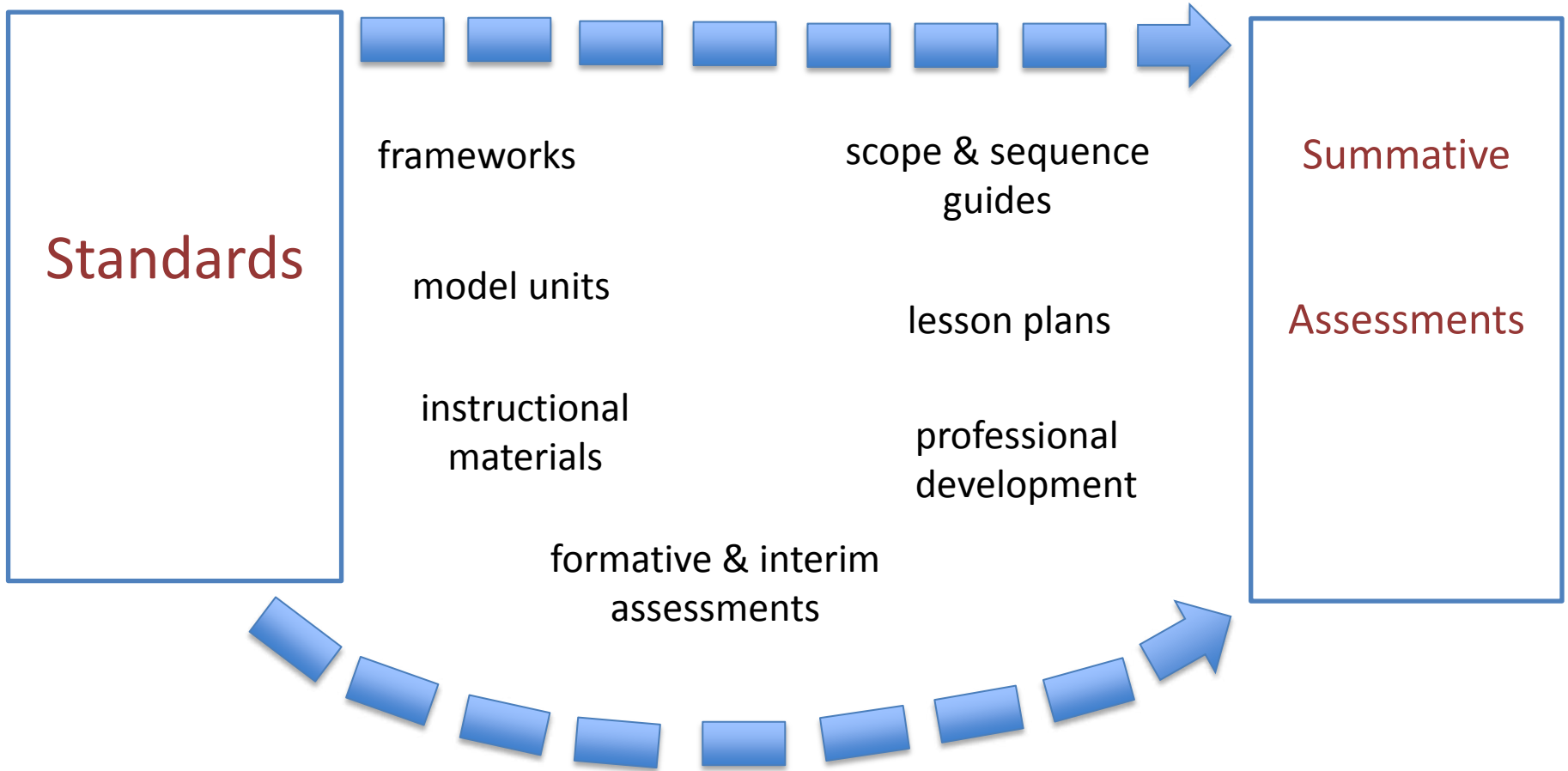 *–Casey, The Promise of the Common Core*

The Biggest Implementation Challenge for the Common Core State Standards is the Development of Coherent and Rigorous Curricula

- Sequential across grades
- Spirals
- Still allows for teacher flexibility and creativity in teaching
- Particularly important for students living in poverty

The Real "Threats" to the Common Core

- Implementation and roll-out
- Moving directly from standards to assessments
- Biggest needs?
  - High quality curricula
  - Extensive professional development, including time for teachers to work together
  - Technology/ bandwidth issues

What Lies Between the Standards and Assessments?

Standards

frameworks

model units

instructional materials

formative & interim assessments

scope & sequence guides

lesson plans

professional development

Summative

Assessments

"When you go straight from standards to assessment, skipping all other steps, the assessment determines what is taught, thereby narrowing and truncating what should be a rich and robust curriculum"

- My worries:
  - Visual and performing arts
  - Civics
  - History/ social studies

CA Mathematics Curriculum Framework

- The SBE approved in Nov. 2013
- Incorporates and provides guidance on the implementation of the CA CCSSM
- Grade-level and course-level chapters emphasize focus, coherence, and rigor
- Chapters provide examples of what instruction and learning might look like, and illustrate the connections between the Standards of Mathematical Practice and the Standards for Mathematical Content
- See http://www.cde.ca.gov/ci/ma/cf/index.asp

Comprehensive Leadership Planning Guide for California: CCSS and Assessments

- Accepted by the State Bd of Education Nov 2013

- Designed to be a practical step-by-step guide used at the district and school sites, and to used to brief board members and the community on the various 'components' of implementation

- Teaching role is front and center
- "Professional Capital"
- Collaborative decision making
- Expansive liberal arts education, including the arts, physical education, health, civics, history/social studies, Career Technical Education, and universal languages
- Maintain the teaching of fundamental skills while at the same time moving to deepen learning
- Improve access for students with disabilities

Local Control

- Decisions are being pushed to the local district and school levels, including:
  - How to teach
  - How to get instructional resources into the hands of teachers
  - How to get people trained
  - How to integrate technology with high-quality teaching
  - How to organize the district to effectively use the CCSS

- Focus on equity

- Note: When decisions devolve to individual schools and classrooms, leaders will need to consider how all parents can be assured that regardless of zip code their children will receive the same high-quality instruction.

Systems Approach

- To implement the Common Core a district and school must think comprehensively– the various components of the "system" must be ALIGNED.

- Experience and research has shown that if a new 'reform' is not implemented into the entire system, *and every component aligned*, the reform will not be sustained.

Implementing the Common Core State Standards at the District Level

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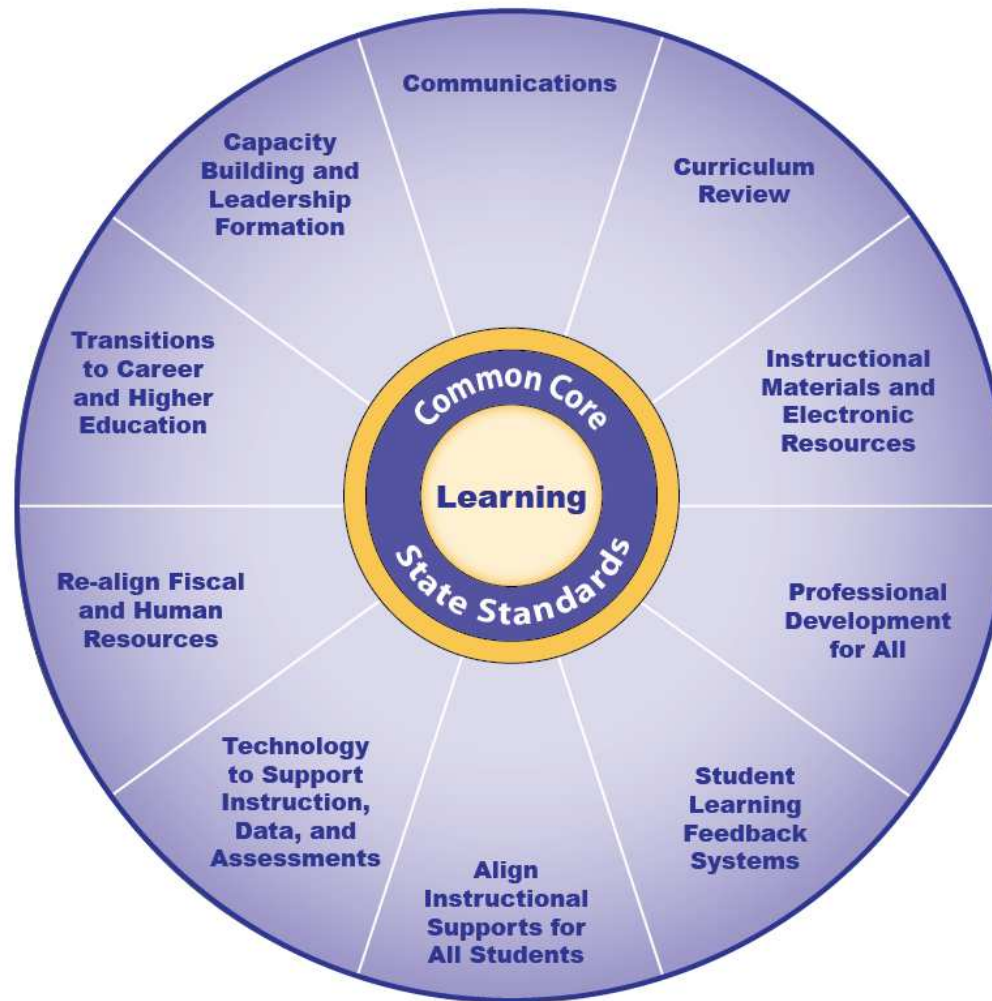
1. Capacity Building & Leadership Development

- Brief the district board of education

- Engage parents in the efforts to deepen the curriculum

- Don't assume folks know what the common core are; indeed, assume that they don't

- Form core leadership teams, led by, or heavily represented by, classroom teachers.

- Demonstrate 'collaborative teams'

- Consider contracting with a third party to assist with the analysis and realignment of resources, policies and practices toward the CCSS

- Allocate significant monies for professional development in content, pedagogy, curriculum alignment and time for collaboration

Question: "Has your district completed the technology readiness tool, and has there been a review taken of the adequacy of instructional resources?"

2. Communication & Stakeholder Engagement

- Consider initial as well as on-going communication with parents and community

- Questions:
  - Ask, do all my parents know the 'instructional shifts' that we are trying to make, and how that will impact teaching and learning?
  - Ask: Are all teachers and principals prepared to answer questions on the instructional shifts, the 'new' curriculum the district has developed or selected, and the new assessments?

3. Curriculum and Instruction

- "A curriculum is not just a piece of paper that guides the teacher; it is a living document that guides and brings **coherence** to the *whole educational endeavor."* (American Educator, Winter, 2010)

- Standards are statements of goals; curriculum is the roadmap that is used to help students acquire and master those skills

- Implementation of the CCSS requires rethinking not only about course content, but also topic and course sequencing

Coherent K-12 Curriculum

- The 'achilles heel' of our current system of instruction?

- Therefore, development of a **Scope and Sequence** is critical– THEN teacher developed units can be aligned

- It is not reasonable to expect teachers to develop all the necessary curricular units to engage students in the new standards and expectations

"The single most effective way to enhance teacher effectiveness is to create a more coherent multi-year curriculum, so that teachers at each level will know what students have already been taught"

E.D. Hirsch, Huffington Post

CA Curriculum Frameworks

- Mathematics curriculum framework:
cde.ca.gov/be/cc/cd/draftmathfwchapters.asp

- English Language Arts/English Language Development framework:
cde.ca.gov/ci/ri/cf/index.asp

  - Five topical areas: meaning making, language development, effective expression, content knowledge, and foundational skills (print concepts, phonemic awareness, phonics, decoding, fluency, etc.

  - Emphasis on English Learning and ELD standards

4. Alignment of Instructional Materials and Electronic Resources

- Use the rubrics in the curriculum frameworks and the 'materials alignment toolkit' for assistance in determining alignment to CCSS

- CDE has reviewed many supplemental resources for alignment http://www.cde.ca.gov/ci/cr/cf/suptsupmatreview.asp

- State Board of Education 'approved and aligned' materials (January 2014)

- Electronic resources: CA Learning Resource Network (www.clrn.org) and open source (OER commons http://www.oercommons.org)

- Special education, school libraries...

5. Professional Development for ALL

- Teachers, principals, everyone who influences teaching and learning (after school, preschool & TK, instructional aides…)

- Deep training on the CCSS <u>AND</u> curriculum frameworks

- Training on the 'new' curriculum the district/ school selects or has developed

- Principals: need to be well-grounded; also need to know how to observe; how to support professional learning communities (in-person and on-line) with time and money and modeling the "new" teamwork

6. Student Learning Feedback Systems, New Assessments, Reflection, and Instructional Adjustments

- Goal: *Design & implement a comprehensive assessment strategy that places instruction & actionable data for teachers at its center*

- Interim benchmark & formative assessments need to be provided throughout instruction ensuring students are learning

- Districts need to fully support collection of data to establish instructional priorities, inform classroom instruction, appropriately place & exit students from intervention programs, & monitor student progress in core / intervention programs

- Use of placement/exit criteria to provide strategic and intensive interventions, as well as providing additional grade-level instruction, become essential

- Intervening quickly is key

- See National Center on RTI for progress monitoring tools… www.rti4success.org/progressMonitoringTools

- See RTI guide http://www.cde.ca.gov/ci/cr/ri/

  (Ventura Co Office of Education)

The Relationship of Common Core State Standards to Teaching and Learning and Assessment
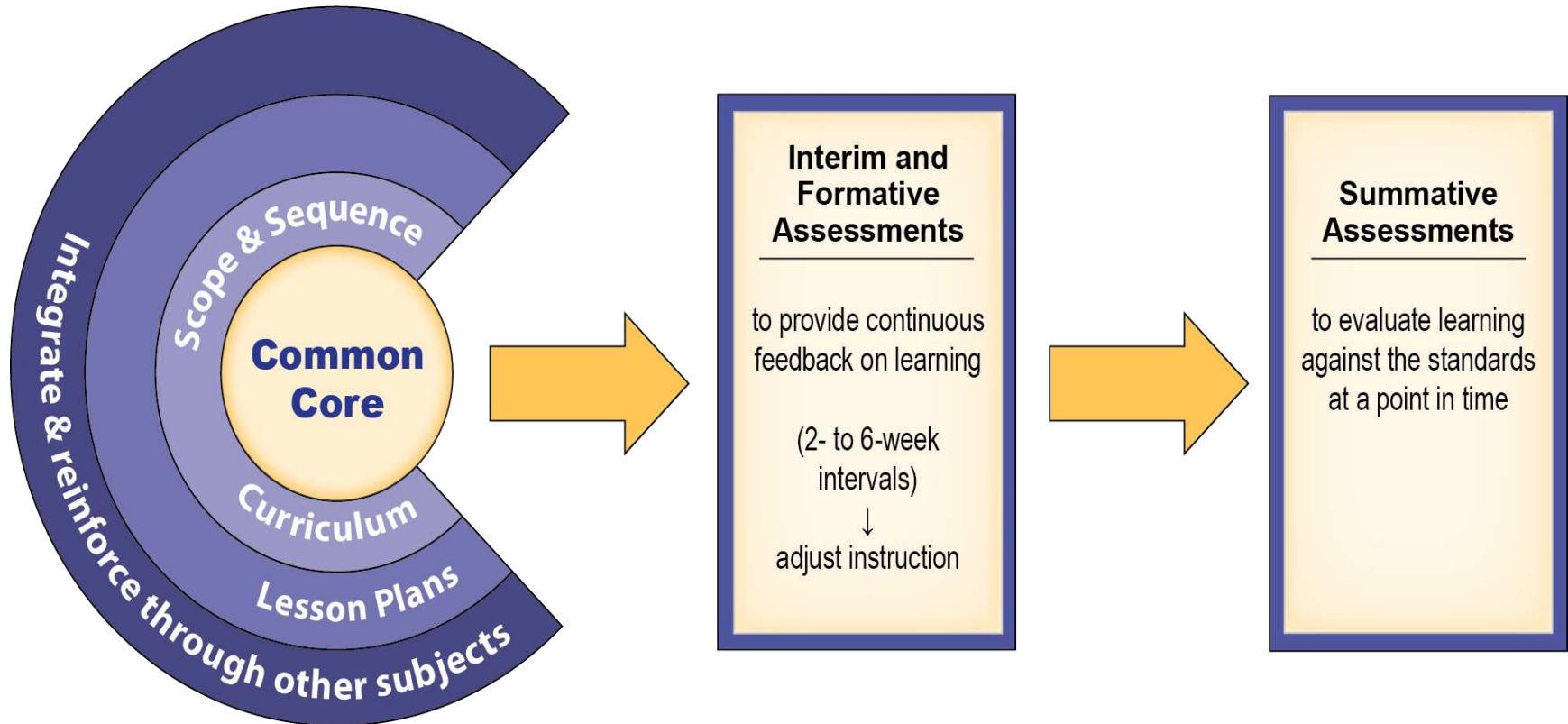
7. Align Instructional Assistance and Support Programs

- English Learner supports

- Special education (Standards for ALL students!)

- Preschool and Transitional Kindergarten (CA Preschool Learning Foundations) cde.ca.gov/sp/cd/re/psfoundations.asp

- Afterschool programming

- **ASK**: How will interventions be revised and/or expanded in light of the CCSS?

- Will there be a role for academic coaches? How will their role differ in the context of the CCSS?

8. Technology Support for Instruction, Data, & Assessment

- New technologies to enhance teaching and learning

- Student capabilities (CCSS: Students are expected to "…use technology and digital media strategically and capably.")

- New ways to support teachers…

- Importance of district completing the Technology Readiness survey

Seven Key Steps for Preparation

1. Bandwidth of the schools and classrooms

2. Assess district ability to maintain, support, and implement technology

3. Invest in expertise and human capital to manage network and wirelessly connect every classroom

4. Review data management system

5. Working with teachers, select devices and other hardware and software that will escalate the level of instruction and student engagement

6. Technology skills of students (such as keyboarding)
7. Systematic outreach to parents– family engagement, ways for parents to support learning at home
   – Assistive technology for students with disabilities
   – Digital citizenship/socially responsible/safe/appropriate

Rate and pace of change is accelerating; acknowledge importance of continuous learning

9. Fiscal and Human Resources Realigned to Support Implementation

- Local Control Funding Formula

- Fiscal priorities should mirror the instructional priorities

- HR: implications for hiring teachers (i.e., deep training/ background in CCSS and technology)

- Plus:
  - Distributed leadership models
  - Collaborative practice
  - Professional career continuums

10. Transitions to Higher Education and Careers

- Coordinate closer with community services (health; social service; career tech)

- Start "career tech" earlier in life of student

- Close collaboration with institutions of higher education in terms of readiness

- Feedback from employers in area

- Develop agreed-upon indicators of success

- Provide parents with information on career and college opportunities

Resources

- **Common Core State Standards:** http://www.cde.ca.gov/re/cc/
- **Professional Learning Modules:** http://www.cde.ca.gov/re/cc/ccssplm.asp
- **Curriculum Frameworks**
  - 2013 Revision of the **Mathematics Framework:** http://www.cde.ca.gov/ci/ma/cf/index.asp
  - 2014 Revision of the **English Language Arts/English Language Development Framework:** http://www.cde.ca.gov/ci/rl/cf/index.asp
- Supplemental Instructional Materials Review: http://www.cde.ca.gov/ci/cr/cf/suptsupmatreview.asp
- CCSS Professional Learning Modules for Educators:

  http://www.cde.ca.gov/re/cc/ccssplm.asp
- Smarter Balanced Assessment Consortium:
  - http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp