Welcome!

Special Guest and Speaker:
Dr. E Don Kim,
Director of Elementary Education
Agenda for the Evening

- **6:00 – 6:30 Dr. Kim**
  - Background
  - What are the Common Core Standards
  - Shifts in ELA/Literacy
  - Shift in Mathematics
  - TUSD Implementation Plan
- **6:30 – 6:40 Mrs. Marks**
  - Smarter Balanced Assessment Consortium
- **6:45 – 7:15 Classroom models of Common Core Lessons**
  - Kindergarten and 1st Grade: Mrs. Newell, Mrs. Gianecchini, Mrs. Levell, Room 7
  - 2nd Grade: Mrs. Olmos, Mrs. Amin –Smith Room 15
  - 3rd Grade: Mrs. Will, Mrs. Phillips, Mrs. Matsunaga, Mrs. Villongco, Mr. Biernat, Room 25
  - 4th Grade and 5th Grade: Mrs. King, Mrs. Esquibel, Mrs. Cram, Room 32

**Questions Cards**

- Question cards are available. Please fill it out for a response.
The Value of Education

Education pays:

<table>
<thead>
<tr>
<th>Unemployment rate in 2010 (%)</th>
<th>Median weekly earnings in 2010 ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.9</td>
<td>Doctoral degree</td>
</tr>
<tr>
<td>2.4</td>
<td>Professional degree</td>
</tr>
<tr>
<td>4.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>5.4</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>7.0</td>
<td>Associate degree</td>
</tr>
<tr>
<td>9.2</td>
<td>Some college, no degree</td>
</tr>
<tr>
<td>10.3</td>
<td>High school diploma</td>
</tr>
<tr>
<td>14.9</td>
<td>Less than a high school diploma</td>
</tr>
</tbody>
</table>

Average: 8.2%  
Average: $782

The Background of the Common Core

Initiated by the National Governors Association (NGA) and Council of Chief State School Officers (CCSSO) with the following design principles:

• Result in College and Career Readiness
• Based on research and evidence
• Fewer, Higher, and Clearer
The Common Core

• State-led effort, **not** a federal mandate
• Based on evidence and research
• Incorporate standards of excellence found in high achieving countries
• Promotes 21st Century skills
• Consistent standards across states

**GOAL:** All students to be college AND career-ready
What are the Common Core State Standards (CCSS)?

The Common Core State Standards set grade-by-grade learning expectations for students in grades K-12 for Mathematics, English Language Arts, and Literacy.

• While states have had standards for more than 15 years, this set of standards is more focused on preparing students for success in college and careers. They set clear, consistent and high level learning goals.

• California adopted CCSS on August 2, 2010
What Should I Expect with CCSS?

• More time to focus on preparing students for college and career readiness.

• Students making connections of the content to the real world.

• Increased focus on justifying and presenting results and methods.

• Critical reading and writing infused in all curricular areas.
SHIFTS
Three shifts in ELA/Literacy

1. Building knowledge through content-rich nonfiction

2. Reading, writing, and speaking grounded in evidence from text, both literary and informational

3. Regular practice with complex text and its academic language
## Distribution of Literacy and Informational Passages by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literature</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>8</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>12</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>
How can you help your child in literacy?

- Ask your child specific questions about what they read.

- Encourage children to read, then write and speak about nonfiction text such as newspapers, magazines, and biographies.

- Encourage children to research topics of interest and read series that relate to a central topic.
How do we shift to a Common Core Math Classroom?

“Students that can identify what they are learning, significantly outscore those who can not.”

~

Robert Marzano
SHIFTS
Three shifts in Mathematics

1. **Focus:** Narrows and deepens knowledge of content and skills.

2. **Coherence:** Think across grades and link to major topics.

3. **Rigor:** In major topics, pursue conceptual understanding, procedural skills, fluency, and application.
Is it balanced?
Focus on Eight Mathematical Practices
Also used in Cognitive Guided Instruction (CGI)
Mathematics – Key Ideas

• Kindergarten – Grade 5
  – Establishes foundation of using and understanding whole numbers, fractions, and decimals

• Grades 6 - 8
  – Preparation for geometry, advanced algebra, and probability and statistics

• High School
  – Emphasis on applying math to solve problems arising in every day life, society, and the workplace
How can you help your child in math?

- Help children practice their addition, subtraction, multiplication, and division facts.

- Encourage children not to give up while solving problems to help build stamina and develop their critical thinking skills. Don’t give them the answers. Instead, ask them to think of different ways they can solve problems. Perseverance!

- Have children illustrate the math they were thinking in their head and discuss it out loud.

- Have children apply their math knowledge to a real-world scenario at home, such as doubling a recipe or calculating the area of a room.
TUSD Implementation Plan

DRAFT: TUSD Common Core Implementation Plan

Phases of Implementation

Transition

2012-2013

- Compare and contrast/side by side/Bridge and supplemental materials.
- Professional Development for all
- Full Implementation at K
- Revise assessments/lessons to assess higher level thinking

Implementation

2014-2015

- Continue PD for All
- Monitor implementation
- Feedback cycle through Department/Admin/PLC meetings

2011-2012

Awareness

- Common Core information out to all stakeholders
- Develop TUSD Implementation Plan
- Initial PD for Admin/Lead Teachers
- Full PD for K Teachers

- Compare and contrast/side by side/Bridge and supplemental materials
- Professional Development for all
- Full Implementation at Grade 1-2
- Continue revision of curriculum maps/assessments for critical thinking
Smarter Balanced Assessment Design

Smarter Balanced (SBAC) is guided by the belief that a balanced, high-quality assessment system—including formative, interim, and summative components—can improve teaching and learning by providing information and tools for teachers and schools to help students succeed.
Smarter Balanced Assessment Design

Smarter Balanced assessments will \textbf{go beyond} multiple choice questions and include:

\begin{itemize}
  \item short constructed response
  \item extended constructed response
  \item performance tasks that allow students to complete an in-depth project that demonstrate analytical skills and real-world problem solving.
\end{itemize}

\textbf{Field testing} in Spring 2014 (Anza Dates: May 12 – 23 for grades 3\textsuperscript{rd} – 5\textsuperscript{th}. All computer based).
Smarter Balanced Website

Protected: Sample Items and Performance Tasks

Smarter Balanced sample items illustrate the rigor and complexity of the English language arts/literacy and mathematics items and performance tasks students will encounter on the Consortium’s next-generation assessments.

The sample items and performance tasks are intended to help teachers, administrators, and policymakers implementing the Common Core State Standards (CCSS) and preparing for next-generation assessments. They provide an early look into the depth of understanding of the CCSS that will be measured by the Smarter Balanced assessment system. While the items and tasks are not intended to be used as sample tests, educators can use them to begin planning the shifts in instruction that will be required to help students meet the demands of the new assessments.

The sample items and tasks can be viewed by grade band or content focus. They showcase the variety of item types—including technology-enhanced items and performance tasks—that will be included in the Smarter Balanced assessment system. In addition, items illustrating the connections across grades within the CCSS—as well as the range of student achievement within a computer adaptive test—are also available. Most constructed-response and technology-enhanced items can be scored automatically, and many items include downloadable scoring rubrics.

http://www.smarterbalanced.org/
# Depth of Knowledge

**Depth of Knowledge (DOK) Levels**

- **Level One (Recall)**
  - Recall elements and details of story structure, such as sequence of events, character, plot and setting.
  - Conduct basic mathematical calculations.
  - Label locations on a map.
  - Represent in words or diagrams a scientific concept or relationship.
  - Perform routine procedures like measuring length or using punctuation marks correctly.
  - Describe the features of a place or people.

- **Level Two (Skill/Concept)**
  - Identify and summarize the major events in a narrative.
  - Use context cues to identify the meaning of unfamiliar words.
  - Solve routine multiple-step problems.
  - Describe the cause/effect of a particular event.
  - Identify patterns in events or behavior.
  - Formulate a routine problem given data and conditions.
  - Organize, represent and interpret data.

- **Level Three (Strategic Thinking)**
  - Support ideas with details and examples.
  - Use voice appropriate to the purpose and audience.
  - Identify research questions and design investigations for a scientific problem.
  - Develop a scientific model for a complex situation.
  - Determine the author's purpose and describe how it affects the interpretation of a reading selection.
  - Apply a concept in other contexts.

- **Level Four (Extended Thinking)**
  - Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
  - Apply mathematical model to illuminate a problem or situation.
  - Analyze and synthesize information from multiple sources.
  - Describe and illustrate how common themes are found across texts from different cultures.
  - Design a mathematical model to inform and solve a practical or abstract situation.

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[Image: Diagram showing Depth of Knowledge (DOK) Levels]

[Table: Depth of Knowledge (DOK) Levels]

- **Level One Activities**
- **Level Two Activities**
- **Level Three Activities**
- **Level Four Activities**


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*Image and table were designed by the Wisconsin Center of Educational Research.*
It is Not Too Early!

• Check out the SBAC Practice Tests to see what your child will be required to do

• Go to SBAC website at: https://sbacpt.tds.airast.org/student/

• Login in as Guest and take various grade level tests

• You will be surprised!
Lessons In K – 5 English Language Arts

• Quick demonstrations on the types of tasks students are being asked to do in Kindergarten – 5th Grade.

• How these lessons align with the SHIFTS in ELA
  – Building knowledge through content-rich nonfiction
  – Reading, writing, and speaking grounded in evidence from text; both literary and informational.
  – Regular practice with complex text and its academic language.
Lessons In K – 5 Mathematics

• Quick demonstrations on the types of tasks students are being asked to do in Kindergarten – 5th Grade.

• How these lessons align with the SHIFTS in Mathematics
  - **Focus**: Narrows and deepens knowledge of content and skills.
  - **Coherence**: Think across grades and link to major topics.
  - **Rigor**: In major topics, pursue conceptual understanding, procedural skills, fluency, and application.
What Can Parents Do?

- Get Informed
  - Read more about what is expected of your child in the CCSS Parent Guides
- Get Involved
  - Check-in with your child’s Principal to see how school is preparing for this transition
- Get Ready
  - Work with your child’s teacher to make sure your child is prepared for these new expectations
Additional Resources

• Council of Great City Schools Parent Roadmaps:
  • ELA / Literacy: http://www.cgcs.org/Page/328

• National Parent Teachers Association (PTA)
  • http://pta.org/parents/content.cfm?ItemNumber=2583

• Achieve the Core
  • www.achievethecore.org

• Common Core State Standards Text Exemplar
  • http://www.corestandards.org/assets/Appendix_B.pdf

• Smarter Balanced Assessment Consortium
  • www.smarterbalanced.org

• The Teaching Channel
  • www.teachingchannel.org
Thank you for Coming!!

• We appreciate your interest and support in your child’s education!

• If you any additional questions please fill out a Questions Card in the back.