

# Common Core Implementation

Report to the Board of Education

October 8, 2013

Who's adopted the CCLS?

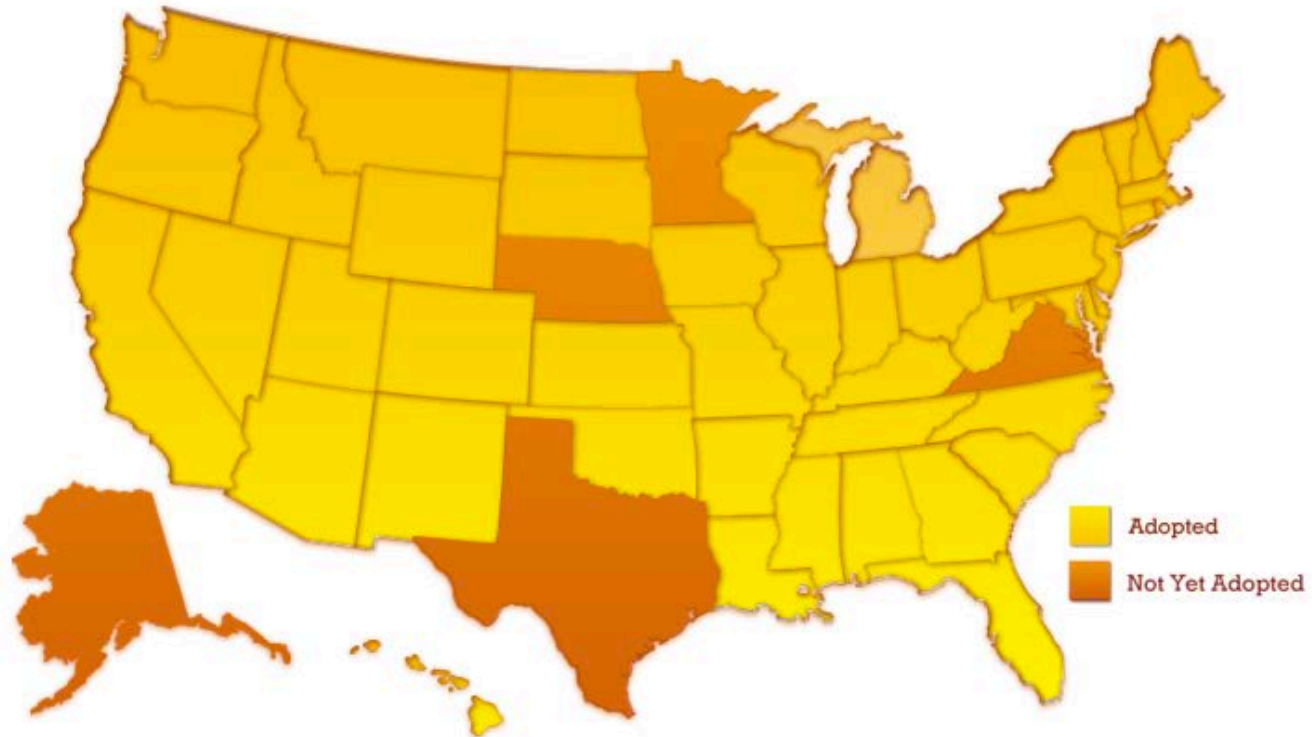
Why is it important?

How is our State Education  
Department supporting districts?

How will we get there?

# Which States Have Adopted CCLS?

Forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards.



# Why is it important?

## 74/26 Vision

New York's 4-year high school graduation rate is 74% for All Students. However, the percent graduating college and career ready is significantly lower.

### June 2012 Graduation Rate

#### Completion Model

	% Graduating
<b>All Students</b>	74.0
American Indian	58.5
Asian/Pacific Islander	81.6
Black	58.1
Hispanic	57.8
White	85.7
English Language Learners	34.3
Students with Disabilities	44.7

#### Readiness Model

	% Graduating
<b>All Students</b>	35.3
American Indian	18.8
Asian/Pacific Islander	56.5
Black	12.5
Hispanic	15.7
White	48.5
English Language Learners	7.3
Students with Disabilities	4.9

\*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services

## Where Are the 26%

Slightly less than 46 percent of the nation's young high school dropouts were employed on average during 2008. This implies an average joblessness rate during 2008 of 54% for the nation for young high school dropouts.

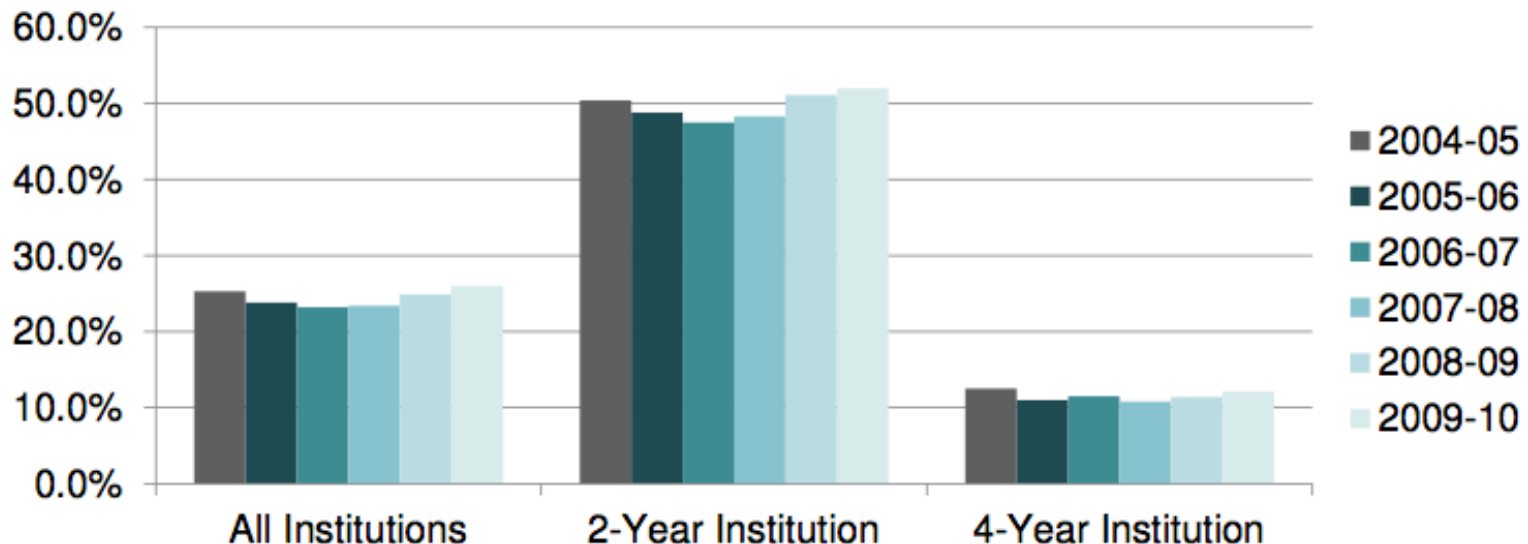
- Blacks 69 %
- Asians at 57 %
- Whites at 54 %
- Hispanics at 47 %

Source: The Consequences of Dropping Out of High School  
Joblessness and Jailing for High School Dropouts and the High Cost for  
Taxpayers. 2009)

# College Remediation in NYS

Over 50% of students in NYS two-year institutions of higher education take at least one remedial course.

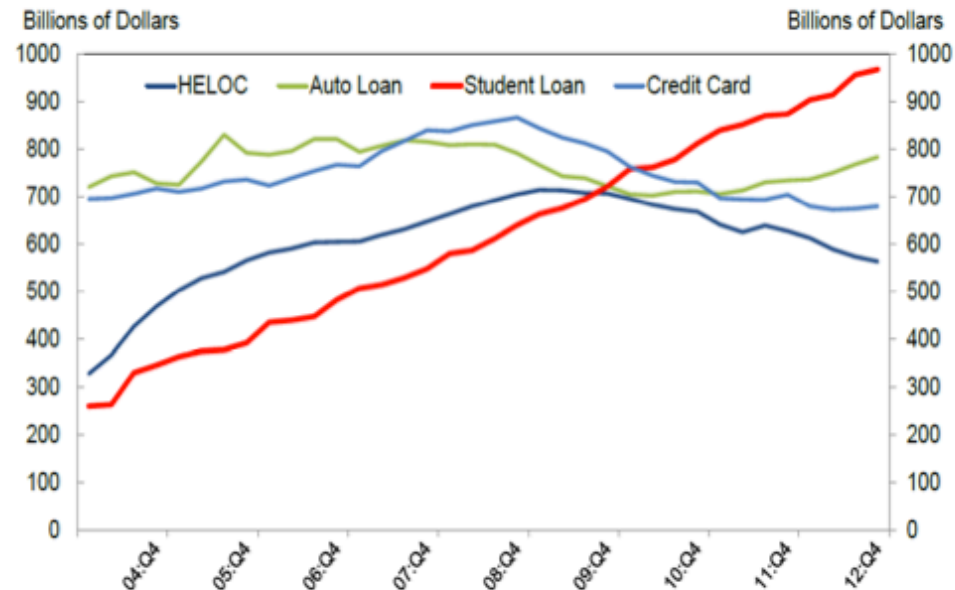
## Remediation Rates for First-time, Full-time Undergraduates



Source: NYSED Administrative Data for all Public, Independent and Proprietary 2- and 4-year institutions of higher education

# What Does Remediation Mean?

## Non-mortgage balances



Source: FRBNY Consumer Credit Panel / Equifax

Student debt is the only kind of household debt that continued to rise through the Great Recession and has now the second largest balance after mortgage debt.



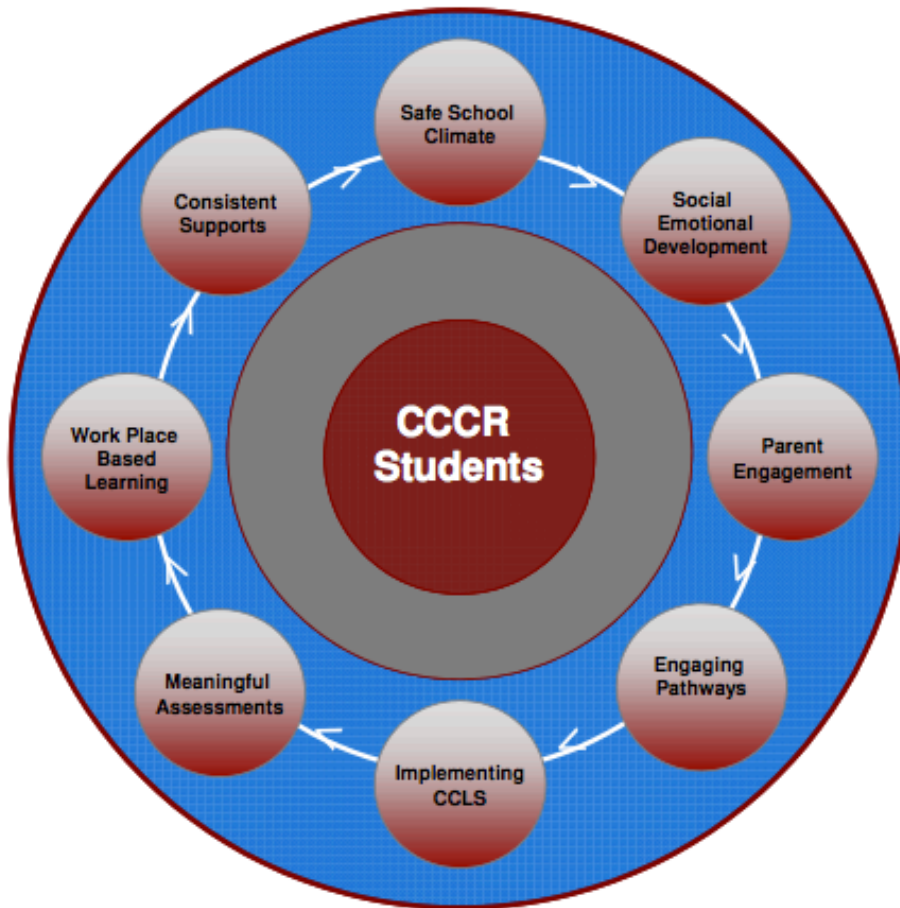
# Increased Urgency

- **A large majority of jobs lost in the recession and in the recovery had been held by workers with a high school diploma or less. The only real gains made during the still struggling recovery have been in jobs filled by workers with at least some postsecondary education. The gradual shift to more-educated workers has been going on for decades, but the recession gave it a mighty push. It also left the country with an urgent need to find a way to train workers for the more skilled jobs.**

*Source: The College Advantage: Weathering the Economic Storm. Georgetown University Center for Education and the Workforce. 2012.*



# College, Career and Citizenship Ready



- Students are Safe to Take Risks in Person and Risks in Learning
- Focus on Educating the Whole Child
- Finding New and Better Ways to Engage Parents
- Designing Engaging Pathways
- Raising Our Expectations through Realizing the Core
- Building a Meaningful Continuum of Assessments reflective of the Core
- Career Learning Opportunities
- Supporting our neediest students

# So Many Initiatives

Data  
Driven  
Instruction

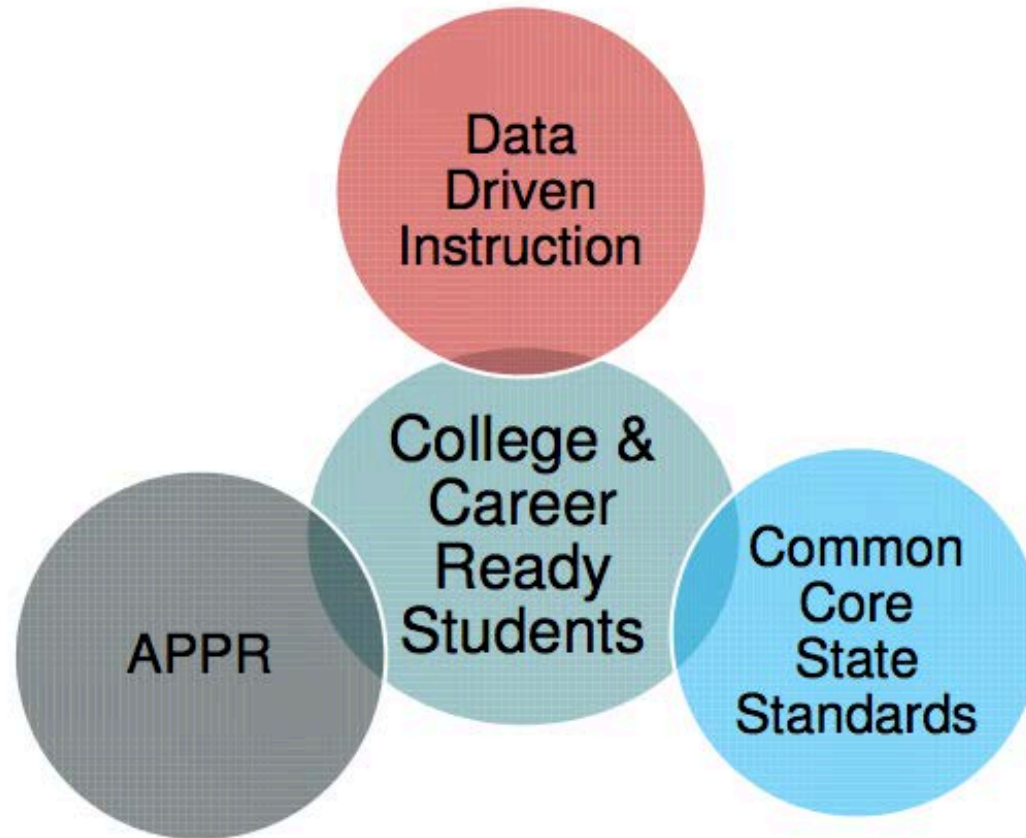
Common  
Core  
State  
Standards



APPR

College &  
Career  
Ready  
Students

# So Little Time



How will we get there?

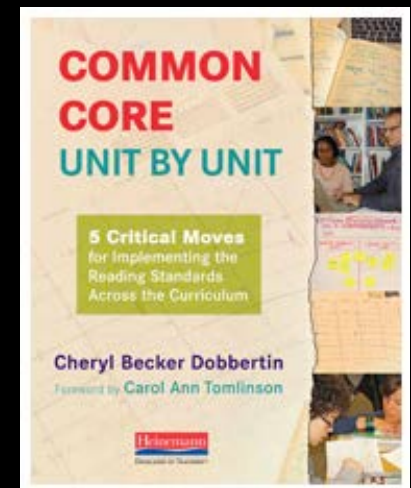
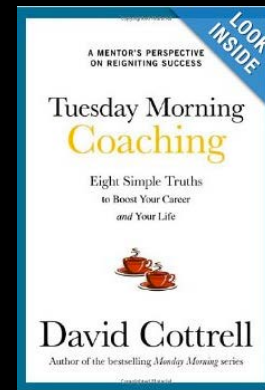
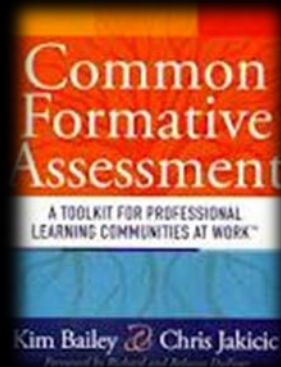


# NY SED is Supporting School Districts:

- Network Teams
  - RTTT funding from Districts provides for turn-key trainings, information sharing and support. (BOCES)
- Engage NY
  - Curriculum (modules)
  - Resources: Teachers, Administrators, Parents

# Homer is Supporting Shifts Through...

- Early Release Days and Conference Days
- Grade level and team days
- Professional development through TST and OCM BOCES
- Embedded staff development with Tech Integration Specialist
- Book studies to discuss culture and instructional changes
- Materials and texts for implementing CCLS



# Homer is Supporting Shifts Through...

- Two-year mentoring program for new teachers
- Parent communication
- 1100+ hours of collaborative summer curriculum work
- Collaboration with neighboring districts
- ELA Institutes (multi-day)
- Regional Math Conference (multi-day)
- Analyzing videos of CC best practices
- Classroom visits



**Common Core Instruction:  
Making a Claim Using Two  
Texts with Similar Themes**

## 2013-2014 NYS Expectations & Metrics Curriculum

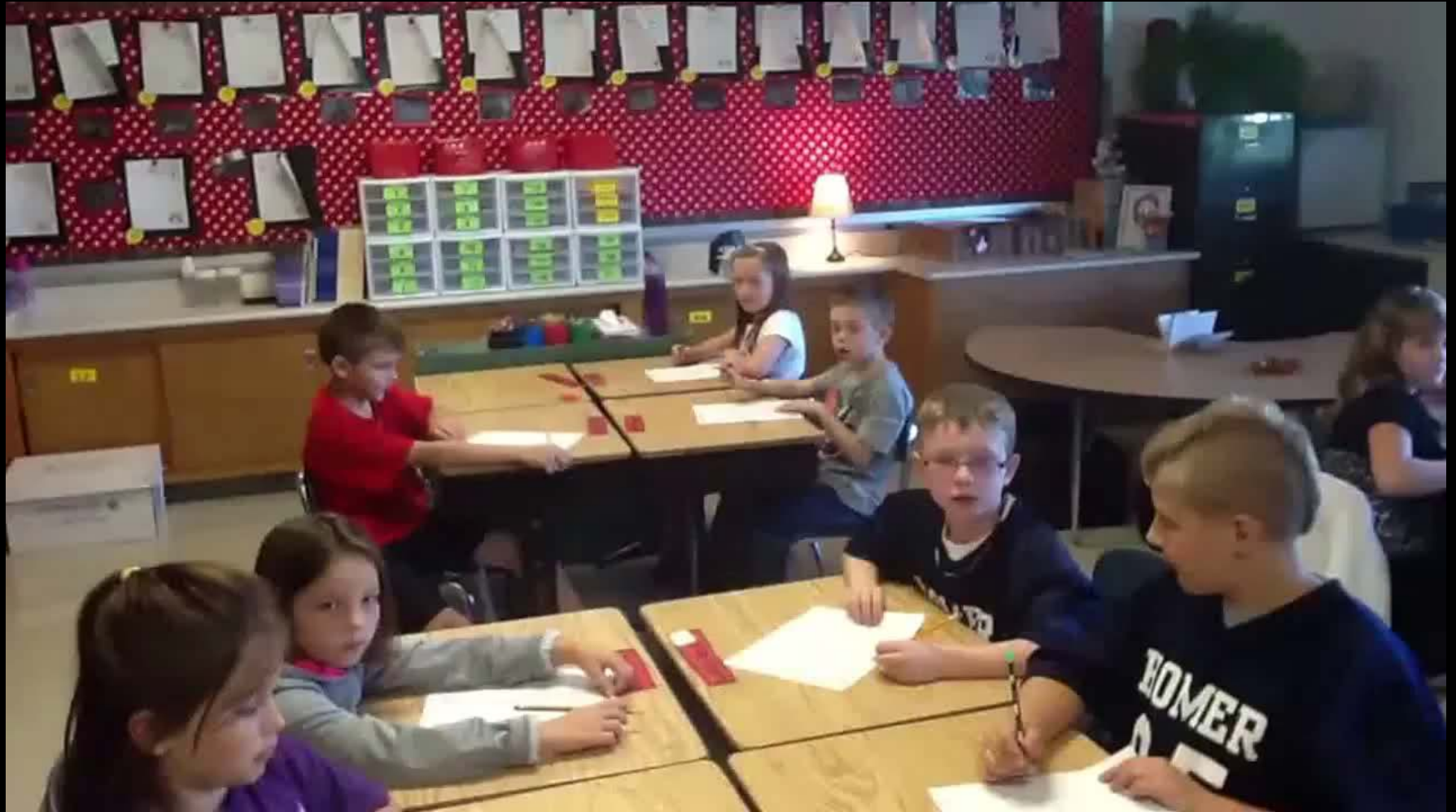
	Principals...	Local Superintendents...
<p><b><u>Curriculum</u></b></p> <p><i>All teachers fully implement high quality, deeply rigorous, and fully aligned Common Core curriculum as defined by the Tristate Rubric</i></p>	<p>Evaluate all instructional materials and ensure their alignment to the <b>Tristate</b></p> <p>When observing instruction, <b>identify evidence of the shifts in the “taught curriculum”</b> (e.g., texts selected, instructional materials used, tasks assigned)</p>	<p><b>Choose curriculum which meets the standard of the Tristate</b> and hold Principals accountable for effective implementation</p> <p><b>Supply texts and materials necessary to implement aligned, rigorous, high quality curriculum</b></p> <p><b>Provide high quality, embedded professional development</b>, taking advantage of the PD Kits and Videos on <a href="http://EngageNY.org">EngageNY.org</a> so that all teachers can implement aligned curriculum with quality and fidelity</p>



# 2013-2014 NYS Metrics & Expectations

## Instruction & Feedback

	Principals...	Local Superintendents...
<p><b><u>Instruction &amp; Feedback</u></b></p> <p><i>All teachers' instruction is constantly improving in its alignment to the Common Core &amp; an approved evaluation rubric due to actionable evidence based feedback</i></p>	<p>Are able to articulate and recognize the “shifts” demanded by the core, <b>collect evidence using the Evidence Collection Tools</b> across content areas and <b>move teacher practice w/ feedback</b></p> <p>Provide <b>time</b> and facilitation so that teachers in common grade levels/ content areas are constantly increasing their <i>own</i> content knowledge in the subject matter</p> <p>Spend <b>at least 3 hours a day in classrooms, collecting and sharing evidence based feedback on instruction</b>, articulating short term CCSS/rubric aligned goals for change in teacher practice,(including effective instruction of ELLS as guided by the bilingual progressions) and holding teachers accountable for reaching those goals.</p> <p>Use a tool to systemize, <b>track, and follow up on the feedback given</b> to each teacher such as the Evidence Tracker .</p>	<p><b>Observe classrooms 3-5 hours a week</b>, collect evidence of effective practice against eval rubric and the shifts as defined by the <b>Evidence Collection Tools</b></p> <p><b>Communicate concerns, growth areas, and upgrades needed</b>, using evidence, to principals on a regular basis and monitor whether those upgrades are taking place</p> <p><b>Observe principal practice associated with instructional leadership</b> on a weekly basis and give evidence based feedback to drive improvements in principal practice. <b>(including serving ELLs as defined by the bilingual progressions)</b>. Use a tool to <b>systemize, track, and follow up on the feedback</b> given to each principal such as the Evidence Tracker</p> <p><b>Provide PD for all teachers and principals using high quality materials and such as the PD Kits and instructional videos on EngageNY.org</b></p>



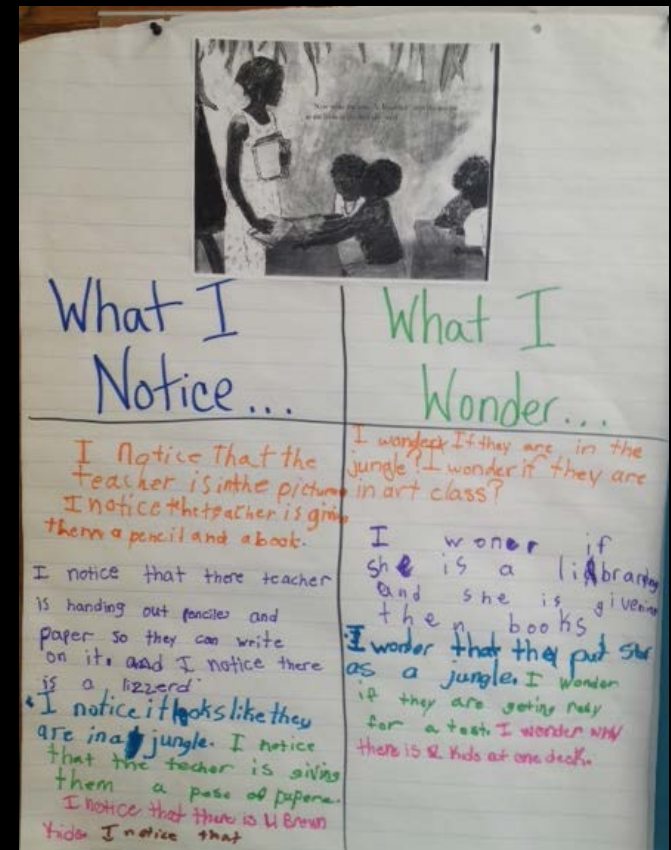
# Portrait of Students Who Meet the Standards

- Independent—they can read, question, learn from, and critique all kinds of complex text.
- Builders of content knowledge—they can learn from their reading and refine their learning through speaking and listening.



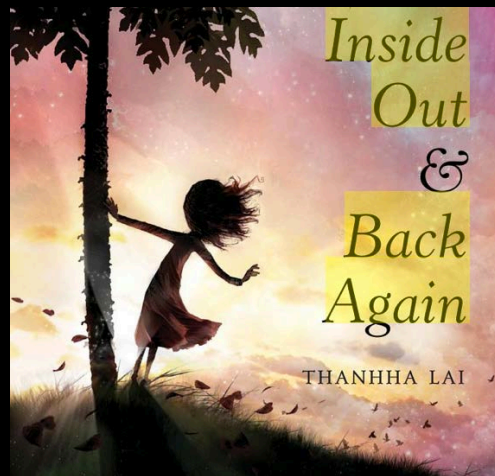
# Portrait of Students Who Meet the Standards

- Flexible—They can vary their speaking and writing to meet the needs of a variety of audiences, tasks, purposes, and disciplines.
- Critical thinkers—Students can interpret, provide evidence for their thinking, and critique.



# Portrait of Students Who Meet the Standards

Capable users of technology—They use technology proficiently to enhance their understanding of information and to shape powerful messages.



They are globally aware—they know and respect perspectives and cultures beyond their own.

6<sup>th</sup> grade questions...

and

Questions for us....

- To what extent will problems and frustrations with state policies (that are creating unrest over student testing) diminish as schools simply become accustomed to new practices?
- To what extent might local leaders develop more beneficial, less onerous practices over time within existing state policies? (e.g., reducing use of pre-/post-test SLOs.)
- What changes in state policy and practices could relieve pressures over testing? (Changes in federal policy could help as well – few if any other nations subject so many students to annual standardized testing).
- What would be the trade-offs from policy changes?

MEETS the Standards

To meet the requirements that are asked  
of you