School-Wide Change for Common Core State Standards

Cheryl Nicholas, Principal
Jolynn Bernard, Reading Coach
Goldsboro Elementary Magnet School
Seminole County Public Schools
Common Core Standards

“Principals and teachers must have access to the essential professional development opportunities they need to fully implement the Common Core, to transition to rigorous standards that strengthen teaching and learning, and to develop effective strategies that engage families and communities in schools.”

Gail Connelly, Executive Director of the National Association of Elementary School Principals (NAESP)
85% of the nation’s public schools have adopted common core standards. The goal is for all students to graduate and be prepared for college or career.
Outcomes of CCSS

- High expectations to improve student achievement for both college and career readiness.

- Engage deeply in a wide variety of informational and literary text.
Common Core State Standards

Standards alone will not improve schools and raise student achievement, nor will they narrow the achievement gap.

It will take the implementation of the standards with fidelity by school leaders and teachers to significantly raise student achievement.
Colleges, Universities and employers want students to:

- Conduct and apply research to solve problems or address a particular issue
- Apply skills and knowledge across the content areas to solve real-world problems
- Model real-world situations and persevere in solving complex and novel problems.
I Choose C
Teaching and Learning need to be organized to have students:

- Conduct short focused projects and longer term in-depth research
- Produce clear and coherent writing
- Communicate research findings
12 School Wide Changes for Common Core

1. Culture
2. Literacy Instruction
3. Text Complexity and Informational Text
4. Close Reading and Text Based Response
5. Writing Across Content Areas
6. Mathematics Instruction
7. Student Engagement and Collaboration
8. Instructional Time
9. Create and Learn versus Sit and Get
10. Professional Learning
11. Assessment
12. Technology Integration
“If you attempt to implement reforms but fail to engage the culture of a school, nothing will change.”

Seymour Sarason
Change 1: Change in Culture

The culture in high –performing schools results in a staff
More adaptable to change
Better motivated
More committed
More cooperative and open to collaboration
Better able to resolve conflicts
More open to innovation
Better prepared to achieve significant goals
A school’s culture sets the tone for a climate of trust and a culture that is open to innovation and focused on improvement, with staff who are ready to work for common goals.
Schools with Strong Cultures

- Keep the focus on learning

- Conversations centered around student learning and reflective inquiry, shared ownership and short and long term thinking

- Strong Cultures = Strong Teams
Change 2: Literacy Instruction

“Literacy is the common ground of the Common Core”

Janet Allen
Author of Teaching Content Literacy
<table>
<thead>
<tr>
<th>Six Instructional Shifts</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA/Literacy</td>
</tr>
<tr>
<td>Balancing Informational and Literary Text (PK-5)</td>
</tr>
<tr>
<td>Building Knowledge in the Disciplines (6-12)</td>
</tr>
<tr>
<td>Staircase of Complexity</td>
</tr>
<tr>
<td>Text-Based Answers</td>
</tr>
<tr>
<td>Writing from Sources</td>
</tr>
<tr>
<td>Academic Vocabulary</td>
</tr>
</tbody>
</table>
Change 2: Literacy Instruction

- Literacy initiatives K-12
- Cross content or school wide literacy

The CCSS vision the literate student as one who possesses broad reading, writing, thinking and speaking skills in all subject areas.
Third grade reading with NGSSS looked like this . . .

“Ladybird, Ladybird, Fly Away Home.” Ladybird, Ladybird, Fly Away Home
By Penelope Dyer & Lawrence Lowery

Timmy lay on the porch swing. He rocked slowly back and forth. He liked to come to Grandma’s house during summer vacation. He liked her big front porch and the soft porch swing. Most of the time he liked to swing and think. Timmy thought about how nice it was to have a break.

But today Timmy was bored. He had read all his library books. Grandma was busy in the garden. Karen and Kathy, the twins next door, both had the chicken pox. Grandma would not let him go over to play with the girls. He was bored all right! Timmy brushed away a fly. It had just landed on his nose. Flies are such pests, he thought. Flies and mosquitoes and ants. Why did there have to be insects, anyway? He felt something on his hand. He looked down. There was a fly crawling up his arm right now! But wait! He looked again. It wasn’t a fly! It was a little, round, red bug. Its body was about the size of a pea. It had black spots all
A gray hare was living in the winter near the village. When night came, he pricked one ear and listened; then he pricked his second ear, moved his whiskers, sniffed, and sat down on his hind legs. Then he took a leap or two over the deep snow, and again sat down on his hind legs, and looked around him. Nothing could be seen but snow. The snow lay in waves and glistened like sugar. Over the hare’s head hovered a frost vapor, and through this vapor could be seen the large, bright stars.

The hare had to cross the highway, in order to come to a threshing-floor he knew of. On the highway the runners could be heard squeaking, and the horses snorting, and seats creaking in the sleighs.

The hare again stopped near the road. Peasants were walking beside the sleighs, and the collars of their caftans were raised. Their faces were scarcely visible. Their beards, moustaches, and eyelashes were white. Steam rose from their mouths and noses. Their horses were sweaty, and the hoarfrost clung to the sweat. The horses jostled under their arches, and dived in and out of snow-drifts. The peasants ran behind the horses and in front of them, and beat them with their whips. Two peasants walked beside each other, and one of them told the other how a horse of his had once been stolen.
How Do We Get There?

• Allotting time for daily independent reading.

• Using leveled texts to accelerate reading achievement.
“Everything about the common core implicitly and explicitly promotes text as the most important element of any education.”

Jan Burkins and Kim Yaris
Change 3: Text Complexity and Informational Text

“When teachers understand what makes texts complex, they can better support their students in reading them.”

Timothy Shanahan
Text complexity is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.

2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.

3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.
Qualitative Measures


The rubric for literary text and the rubric for informational text allow educators to evaluate the important elements of text that are often missed by computer software that tends to focus on more easily measured factors.
Qualitative Measures

The Qualitative Measures Rubrics for Literary Text


<table>
<thead>
<tr>
<th>TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERARY TEXTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVELS OF MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High</strong></td>
</tr>
<tr>
<td>- Multiple Levels of Complex Meaning</td>
</tr>
<tr>
<td><strong>Middle High</strong></td>
</tr>
<tr>
<td>- Multiple Levels of Meaning</td>
</tr>
<tr>
<td><strong>Middle Low</strong></td>
</tr>
<tr>
<td>- Single Level of Complex Meaning</td>
</tr>
<tr>
<td><strong>Low</strong></td>
</tr>
<tr>
<td>- Single Level of Simple Meaning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High</strong></td>
</tr>
<tr>
<td>- Narrative Structure: complex, implicit, and unconventional</td>
</tr>
<tr>
<td>- Narration: many shifts in point of view</td>
</tr>
<tr>
<td>- Order of Events: not in chronological order</td>
</tr>
<tr>
<td>- Use of Graphics: sophisticated, essential to understanding the text, may also provide information not otherwise conveyed in the text</td>
</tr>
<tr>
<td><strong>Middle High</strong></td>
</tr>
<tr>
<td>- Narrative Structure: some complexities, more implicit than explicit, some unconventionality</td>
</tr>
<tr>
<td>- Narration: occasional shifts in point of view</td>
</tr>
<tr>
<td>- Order of Events: several major shifts in time, use of flashback</td>
</tr>
<tr>
<td>- Use of Graphics: some sophisticated graphics, may occasionally be essential to understanding the text</td>
</tr>
<tr>
<td><strong>Middle Low</strong></td>
</tr>
<tr>
<td>- Narrative Structure: largely simple structure, more explicit than implicit, largely conventional</td>
</tr>
<tr>
<td>- Narration: few, if any, shifts in point of view</td>
</tr>
<tr>
<td>- Order of Events: occasional use of flashback, no major shifts in time</td>
</tr>
<tr>
<td><strong>Low</strong></td>
</tr>
<tr>
<td>- Narrative Structure: simple, explicit, conventional, no shifts in point of view</td>
</tr>
<tr>
<td>- Order of Events: chronological</td>
</tr>
<tr>
<td>- Use of Graphics: use of simple graphics, unnecessarily to understand the text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LANGUAGE CONVENTIONALITY AND CLARITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High</strong></td>
</tr>
<tr>
<td>- Meaning: implicit or inferred meaning, heavy use of figurative or ironic language, may be purposefully ambiguous or misleading at times</td>
</tr>
<tr>
<td>- Register: generally unfamiliar, archaic, domain-specific, or overly academic</td>
</tr>
<tr>
<td><strong>Middle High</strong></td>
</tr>
<tr>
<td>- Meaning: some implicit or inferred meaning, use of figurative or ironic language</td>
</tr>
<tr>
<td>- Register: occasionally unfamiliar, archaic, domain-specific, or overly academic</td>
</tr>
<tr>
<td><strong>Middle Low</strong></td>
</tr>
<tr>
<td>- Meaning: largely explicit and literal meaning, little or no use of figurative or ironic language</td>
</tr>
<tr>
<td>- Register: largely contemporary, familiar, conventional, rarely unfamiliar, archaic, domain-specific, or overly academic</td>
</tr>
<tr>
<td><strong>Low</strong></td>
</tr>
<tr>
<td>- Meaning: explicit and literal meaning, little or no use of figurative or ironic language</td>
</tr>
<tr>
<td>- Register: contemporary, familiar, conventional</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KNOWLEDGE DEMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High</strong></td>
</tr>
<tr>
<td>- Life Experiences: explores complex, sophisticated, multiple themes, experiences portrayed are not fantasy but are distinctly different from the common reader</td>
</tr>
<tr>
<td>- Cultural/Literary Knowledge: many references, allusions to other texts (intertextuality) and cultural elements</td>
</tr>
<tr>
<td>- Subject Matter Knowledge: requires extensive, perhaps specialized content knowledge</td>
</tr>
<tr>
<td><strong>Middle High</strong></td>
</tr>
<tr>
<td>- Life Experiences: explores multiple themes of varying levels of complexity, experiences portrayed are not fantasy but are uncommon to most readers</td>
</tr>
<tr>
<td>- Cultural/Literary Knowledge: some references, allusions to other texts (intertextuality) and cultural elements</td>
</tr>
<tr>
<td>- Subject Matter Knowledge: requires moderate levels of content knowledge</td>
</tr>
<tr>
<td><strong>Middle Low</strong></td>
</tr>
<tr>
<td>- Life Experiences: explores a single complex theme, experiences portrayed are common to many readers or are clearly fantasy</td>
</tr>
<tr>
<td>- Cultural/Literary Knowledge: few references, allusions to other texts (intertextuality) and cultural elements</td>
</tr>
<tr>
<td>- Subject Matter Knowledge: requires some content knowledge</td>
</tr>
<tr>
<td><strong>Low</strong></td>
</tr>
<tr>
<td>- Life Experiences: explores a single theme, experiences portrayed are everyday and common or are clearly fantasy</td>
</tr>
<tr>
<td>- Cultural/Literary Knowledge: no references, allusions to other texts (intertextuality) and cultural elements</td>
</tr>
<tr>
<td>- Subject Matter Knowledge: requires only everyday content knowledge</td>
</tr>
</tbody>
</table>
Change 4: Close Reading and Text-Based Response

The CCSS emphasize text-based answers, which means that students need to carefully read and cite specific evidence to support their assertions about and interpretations of a text. Instead of reading and answering questions, students must now read and reread, engage with, and analyze text.
To A Daughter Leaving Home

When I taught you
at eight to ride
a bicycle, loping along
beside you
as you wobbled away
on two round wheels,
my own mouth rounding
in surprise when you pulled
ahead down the curved
path of the park,
I kept waiting
for the thud
of your crash as I
sprinted to catch up,
while you grew
smaller, more breakable
with distance,
pumping, pumping
for your life, screaming
with laughter,
the hair flapping
behind you like a
handkerchief waving
goodbye.
Let’s Review the Exemplar from the Common Core on Dinosaurs (Grades 2-3)

Text-Based response questions could include:

What conclusions about scientific research can be drawn after reading this passage? Use details from the passage to support your answer.

What are two reasons scientific research needs to be accurate? Use details from the passage to support your answer.
Change 5: Writing Across the Content Areas

The CCSS seek to create a “literacy rich” environment in which reading and writing become a shared responsibility of all teachers and a regular part of every lesson in every classroom.

Research demonstrates that writing improves reading skills and that reading improves writing across the content areas.
Change 5: Writing Across the Content Areas

- On an assessment, students could be given two passages, one literary and one informational.

- Let’s take a look at two passages about the Evergreens (Grade 4 example from New York State Testing/CCSS).
The myth and the article both provide explanations for why evergreen trees keep their leaves in winter. How are the explanations similar and different? Use specific examples from the myth and the article to support your answer.

In your response be sure to do the following:
• Describe what the myths says about why evergreen trees keep their leaves in winter.
• Describe what the articles says about why evergreens trees keep their leaves in winter.
• Compare and contrast the two explanations.
• Include details from both the myth and the article to support your answer.
Change 6: Mathematics Instruction

- Less content leads to deeper learning

- Students will be expected to know not only how to do mathematics (e.g., work problems) but also how and why to apply mathematics concepts to real-world situations.

- Rote procedures must give way to more well rounded approaches to instruction
“Students are engaged when they are actively interacting with the teacher or other students in relation to the content of the lesson.”

Anita Archer
Change 7: Student Engagement and Collaboration

- Consider amount of teacher talk vs. student talk
- Students actively interacting with the teacher and other students.
- Students will be expected to collaborate and engage in meaningful, productive classroom discussions centered on worthwhile content.

**Student Prompts to support purposeful conversation:**
- I agree with you because . . .
- I disagree with you because . . .
- Can you tell me more about . . .
Change 7: Student Engagement and Collaboration

- Develop classroom protocols that will encourage student engagement.
- Construct a plan to teach collaborative skills to students school wide.

*Student Prompts to support purposeful conversation:*
  - I agree with you because . . .
  - I disagree with you because . . .
  - Can you tell me more about . . .
“Maximizing learning time is one of the most effective means for increasing student achievement”

Northwest Regional Educational Laboratory
Change 8: Instructional Time

• School leaders will need to help teachers make maximum use of the time they have.
• Important to communicate the expectation that all teachers will teach “bell to bell”.
• Identify extended learning opportunities for students to participate in accelerated or enriched learning opportunities.
Change 9: Create and Learn versus Sit and Get

- The CCSS expect students to not only know the answer but be able to make claims and produce evidence from the text to support their claims.

- Teachers will need to encourage much more student work and student discourse and engage in far less teacher talk.
“The dramatic shift in teaching prompted by the common core will require practical, intensive, and ongoing professional learning---not one ‘spray and pray’ training that exposes everyone to the same material and hopes that some of it sticks.”

Stephanie Hirsh
Change 10: Professional Learning

- Improving the quality of teaching methods will be the foundation for increased student performance.
  - Higher order questioning skills
  - Student engagement skills

- Create short and long term plans for continuous, connected, job-embedded professional development.

- Effective PLC’s are instrumental in the implementation of the CCSS.
Change 11: Assessment

Assessment is the true understanding of where our children are in their learning process and what they need in order to progress.

The Partnership for the Assessment of Readiness for College and Careers (PARCC)

- Moves beyond multiple-choice, requiring more writing
- More rigorous and greater emphasis on high-order thinking
- Computer based assessment
- Performance based tasks and computer enhanced test items
Change 11: Assessment

Begin preparing students by:
- Develop common formative and summative assessments
- Model questions after sample CCSS questions
- Engage students in reading, analyzing, and writing about multiple related selections
Change 12: Technology Integration

- The CCSS were developed with the intention to support effective use of technology for instructional purposes.

- Students are expected to use technology to produce and publish writing and to interact and collaborate with others.

- We must continue to teach technology skills to ensure they support student learning across the disciplines.
Common Core State Standards

Standards alone will not improve schools and raise student achievement, nor will they narrow the achievement gap. It will take implementation of the standards with fidelity by school leaders and teachers to significantly raise student achievement.

School leaders must work to build collaborative communities of learners. In today’s schools

“the lead learner is the learning leader.”
Any Questions
Reference

- Implementing the Common Core State Standards: The Role of the Elementary School Leader
  - A Joint Action Brief by Achieve, College Summit, NASSP, NAESP, with support from MetLife Foundation
Thank You!

Cheryl Nicholas, Principal
Cheryl_nicholas@scps.k12.fl.us

Jolynn Bernard, Reading Coach
Jolynn_bernard@scps.k12.fl.us

Goldsboro Elementary Magnet School
Seminole County Public Schools
<table>
<thead>
<tr>
<th></th>
<th>Six INSTRUCTIONAL Shifts in ELA/Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Balancing Informational and Literary Text (PK–5): Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world — science, social studies, the arts and literature — through text. At least 50 percent of what students read is informational.</td>
</tr>
<tr>
<td>2.</td>
<td>Building Knowledge in the Disciplines (6–12): Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms — rather than referring to the text, they are expected to learn from what they read.</td>
</tr>
<tr>
<td>3.</td>
<td>Staircase of Complexity: To prepare students for the complexity of college- and career-ready texts, each grade level requires a “step” of growth on the “staircase.” Students read the central, grade-appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.</td>
</tr>
<tr>
<td>4.</td>
<td>Text-Based Answers: Students have rich and rigorous conversations that depend on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation and in writing to assess comprehension of a text.</td>
</tr>
<tr>
<td>5.</td>
<td>Writing from Sources: Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts and arguments presented in the texts they read.</td>
</tr>
<tr>
<td>6.</td>
<td>Academic Vocabulary: Students constantly build the vocabulary they need to access grade-level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.</td>
</tr>
</tbody>
</table>