

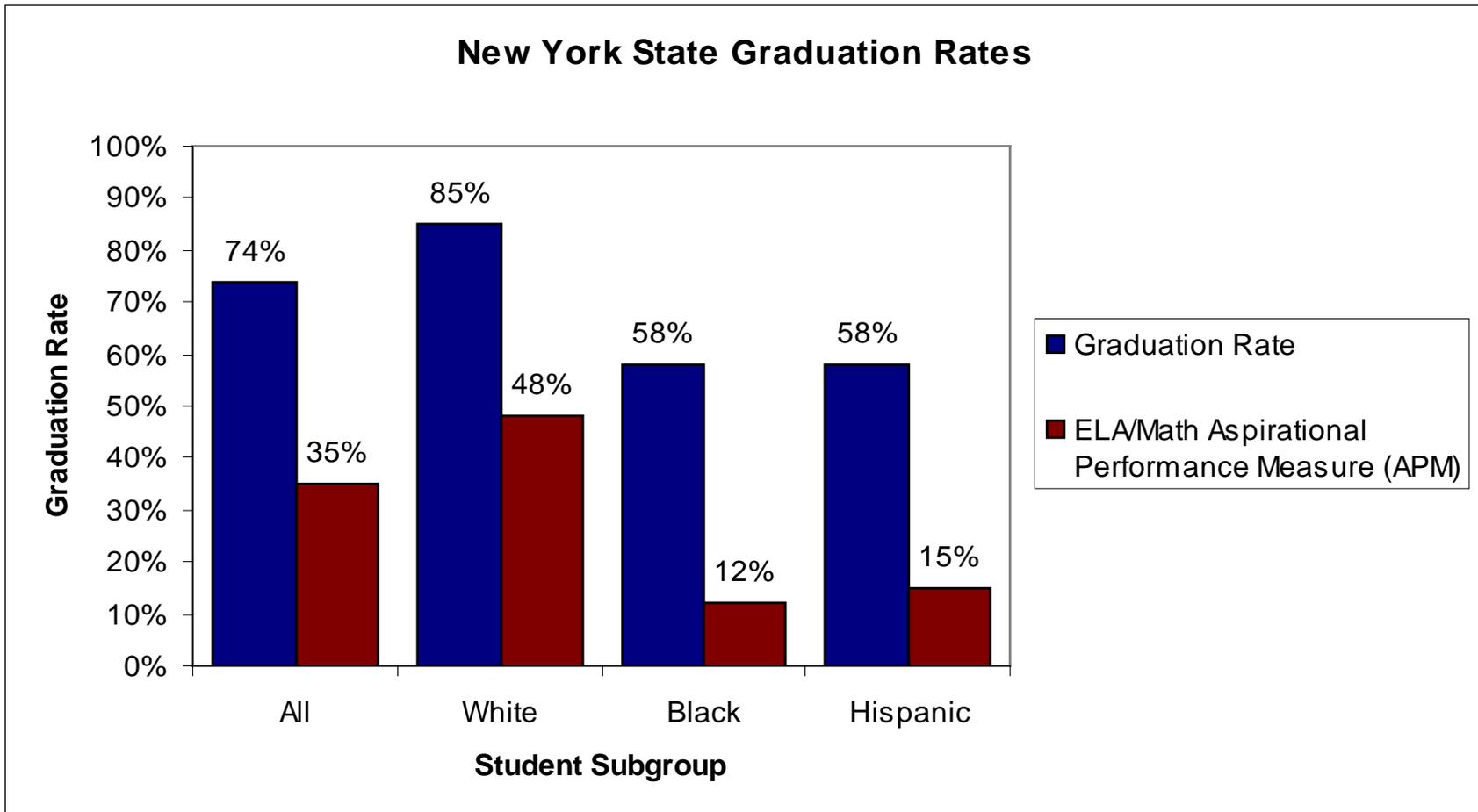


Our Students. Their Moment.

Common Core: An update on our progress



Our Common Purpose and Resolve*



* 2007 cohort, four-year outcomes through June

Source: NYSED Office of Information and Reporting Services

New York

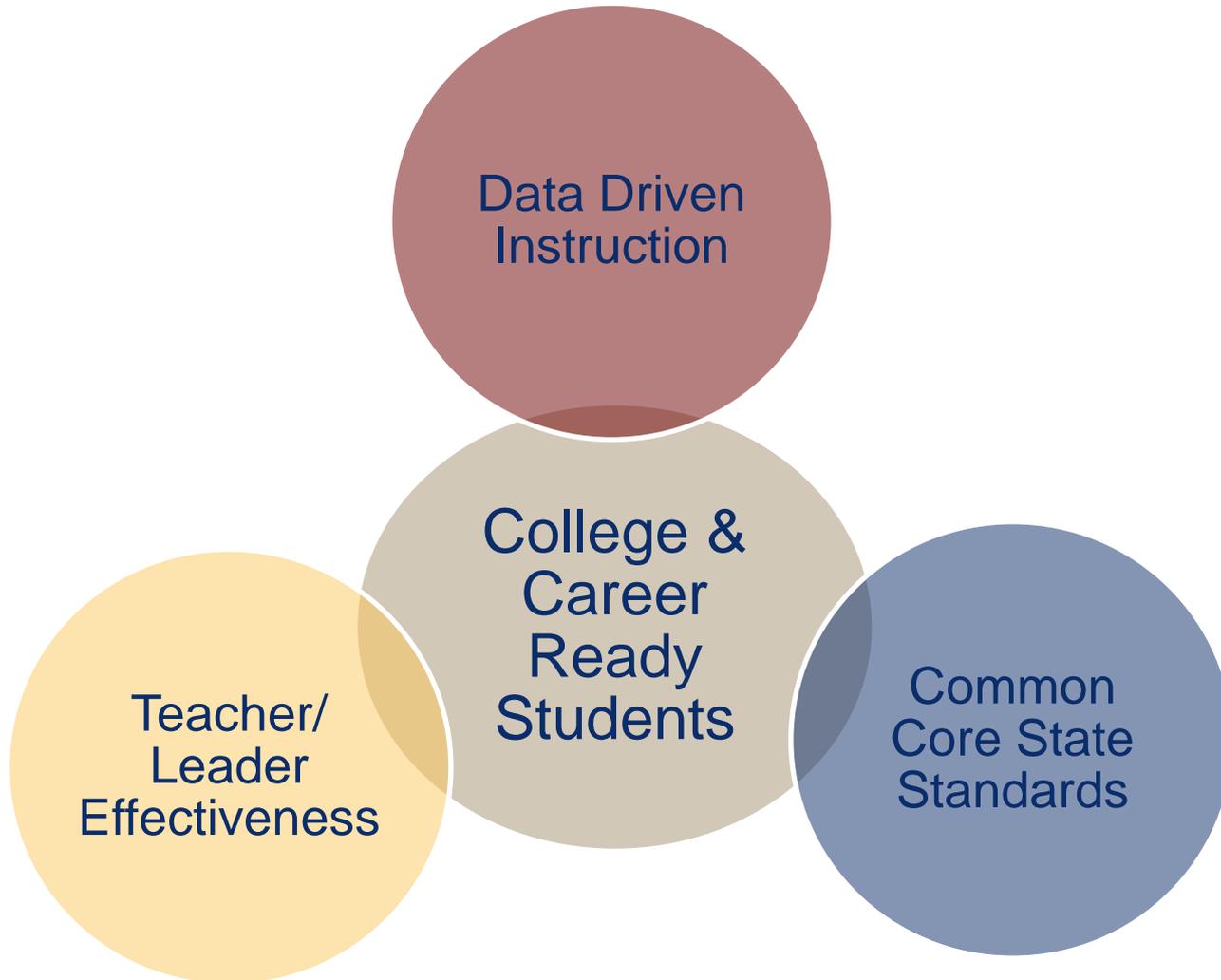
Percent at or above Proficient: 3-8 ELA & Math

	2009		2010		2012	
Grade	ELA	Math	ELA	Math	ELA	Math
3	76	93	55	59	56	61
4	77	87	57	64	59	69
5	82	88	53	65	58	67
6	81	83	54	61	56	65
7	80	87	50	62	52	65
8	69	80	51	55	50	61
	NAEP 2007		NAEP 2009		NAEP 2011	
Grade	Reading	Math	Reading	Math	Reading	Math
4	36	43	36	40	35	36
8	32	30	33	34	35	30

Source: NYSED June 17, 2012 Release of Data (Background Information: Slide Presentation). Available at: <http://www.p12.nysed.gov/irs/pressRelease/20120717/2012-ELAandMathSlides-SHORTDECK-7-16-12.ppt>. ELA data from slide 16; Math data from slide 31. Percentages represent students scoring a “3” or a “4”

Source: NAEP Summary Report for New York State. Available at: <http://nces.ed.gov/nationsreportcard/states/Default.aspx>
Most recent year available for Reading and Mathematics is 2011.

Three Initiatives



Instructional Shifts Demanded by the Core

6 *Shifts* in ELA/Literacy

Balancing Informational and Literary Text
Building Knowledge in the Disciplines
Staircase of Complexity
Text-based Answers
Writing from Sources
Academic Vocabulary

6 *Shifts* in Mathematics

Focus
Coherence
Fluency
Deep Understanding
Applications
Dual Intensity

Through EngageNY, we were able to provide...

- **Video series produced with authors of the Core and PBS**
- **Tristate rubric to evaluate local criteria**
- **P-12 ELA and math curriculum modules (optional – not mandated)**
- **Video projects – classroom, reflection, studio**
- **Assessment design documents**
- **Evidence collection tools**
- **Professional Development kits**

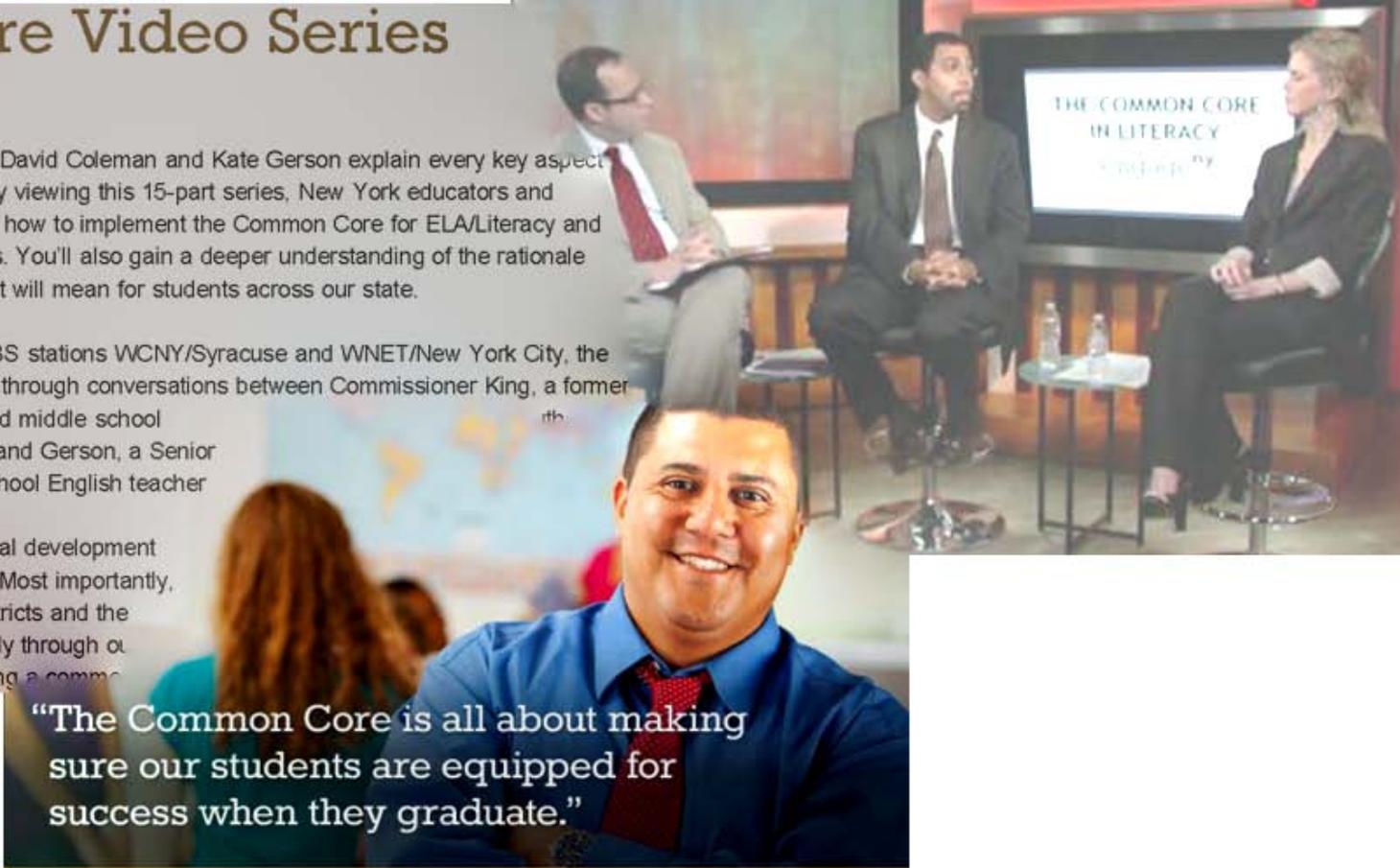
Common Core Video Series

August 1, 2011 | 2 Comments

Education Commissioner John King, David Coleman and Kate Gerson explain every key aspect of the Common Core standards in depth. By viewing this 15-part series, New York educators and administrators will learn step-by-step how to implement the Common Core for ELA/Literacy and Math in their schools and classrooms. You'll also gain a deeper understanding of the rationale behind the Common Core and what it will mean for students across our state.

Produced in partnership with NYS PBS stations WCNY/Syracuse and WNET/New York City, the series illuminates the Common Core through conversations between Commissioner King, a former high school social studies teacher and middle school principal; Coleman, a former 11th grade English teacher and the author of the Common Core State Standards; and Gerson, a Senior Lecturer at the Center for Education Policy Research Fund and a former high school English teacher.

Network Teams and other professional development opportunities are being developed to support their work with schools and districts. Most importantly, the series is a conversation between educators, districts and the state to help with implementing the Common Core. Only through our collective effort can we bring it to life. Join the conversation by leaving a comment.



“The Common Core is all about making sure our students are equipped for success when they graduate.”

Curriculum Exemplars

August 1, 2011 | 6 Comments

ELA

Common Core Exemplar for Elementary School ELA: Feynman’s “The Making of a Scientist”

The goal of the three day exemplar, [Common Core Exemplar for Elementary School ELA: Feynman’s “The Making of a Scientist”](#), is to give students the opportunity to use the reading and writing habits they’ve been practicing on a regular basis to unpack Feynman’s memoir of interactions with his father that awaken the scientific spirit within him.

Common Core Exemplar for Elementary School ELA: The Great Fire

The goal of this three day exemplar, [Common Core Exemplar for Elementary School ELA: The Great Fire](#), is to give students the opportunity to use the reading and writing habits they’ve been

Common Core “Shifts”

There are twelve shifts that the Common Core requires of us if we are to be truly aligned with it in our curricular materials and classroom instruction. There are six shifts in Mathematics and six shifts in ELA.

Shifts in ELA/ Literacy		
Shift 1	PK-5, Balancing Informational & Literary Texts	Students read a true balance of informational and literary texts. Elementary classrooms are, therefore, places where students access the world – in social studies, the arts and literature – through text. At least 50% of what is read is informational.
Shift 2	6-12, Knowledge in the Disciplines	Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through direct instruction of specific texts in science and social studies classrooms – rather than reading the text, they are expected to learn from what they read.

Tri-State Rubrics – Math & ELA/ Literacy

I. Alignment to the Rigors of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
<p>The lesson/unit aligns with the letter and spirit of the CCSS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focuses teaching and learning on a targeted set of grade-level CCS ELA/Literacy standards.** <input type="checkbox"/> Makes close reading of text(s) a central focus of instruction and includes sequences of text-dependent questions that cause students to read closely, examine textual evidence, and discern deep meaning.** <input type="checkbox"/> Includes a clear and explicit purpose for instruction and selects text(s) that are of sufficient quality and scope for the stated purpose.** <input type="checkbox"/> Focuses on quality text selections that measure within the grade-level text complexity band.** (i.e., present vocabulary, syntax, text structure, and content) at levels of meaning/purpose, and other characteristics that are appropriate for the grade level expected. 	<p>The lesson/unit addresses key areas of focus in the CCSS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts (including, when applicable, illustrations, charts, diagrams, audio/video, and media).** <input type="checkbox"/> Writing from Sources: Routinely expects that students draw evidence from texts to inform, explain, or make an argument in various written forms (notes, summaries, short responses, or formal essays).** <input type="checkbox"/> Academic Vocabulary: Focuses on building students' academic vocabulary throughout the course. <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Increasing Depth of Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of strategically sequenced, discipline-specific texts. <input type="checkbox"/> Balance of Writing: Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects. 	<p>The lesson/unit is responsive to varied student learning needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cultivates student interest and engagement in reading, writing, and speaking about texts.** <input type="checkbox"/> Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes scaffolding so that students directly experience the text.** <input type="checkbox"/> Focuses on section-by-section learning through... through... through... <input type="checkbox"/> Gradually removes supports, requiring students to demonstrate their independent capacities. <input type="checkbox"/> Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. <input type="checkbox"/> Integrates targeted instruction in such areas as grammar and conventions, writing strategies, fluency, and all aspects of foundational reading for grades 3-5. <input type="checkbox"/> Includes regular independent reading based on student choice and interest to build stamina, confidence, and motivation. <input type="checkbox"/> Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p>The lesson/unit regularly assesses whether students are mastering... are mastering...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assesses student proficiency using methods that are unbiased and accessible to all students.** <input type="checkbox"/> Includes aligned rubrics and/or assessment guidelines that provide sufficient guidance for interpreting performance.** <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures
<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>

Collaboratively built tools informed and approved by the authors of the CCSS, which evaluate the Common Core alignment of curricular materials

Common Core in NYS: A Mini-Documentary...

Teaching is the Core

Context for Curriculum Work

- **Vendor Partners**
 - **P-2 ELA: Core Knowledge**
 - **3-8 ELA: Expeditionary Learning**
 - **9-12 ELA: PCG & Odell Education**
 - **P-12 Math: Common Core, Inc.**
- **Teacher Reviewers = 50 teachers @ 10 hrs/wk**
- **Intensive Review Cycles with Student Achievement Partners**
- **Student Achievement Partners calibration and gradual release**

Important Questions at this phase of implementation:

- **Coherence across grades**
 - Are students steadily acquiring knowledge and skills across the grades?
- **Shifting role for the Teacher**
 - Who is making the meaning; the students or the teachers? Are the teachers making the meaning or are they facilitating student application and thinking opportunities for students?
- **Pacing**
 - Can teachers tolerate going slow to go fast?
- **Rigorous Questions and Activities in ELA**
 - Do the activities and questions require students to be able to read, understand, and analyze?
- **Looking at the entire Standard**
 - Do lesson plans include consideration of the entire standard and not just a segment of it?

Common Core Video Library Progress

- Will have produced a variety of classroom videos by July focused on CC shifts and teacher practice
- Have 12 districts/school identified for scouting and filming in the fall
- Strategy in place to focus on schools that serve ELLs, over age under-credited, and other distinct student populations for 2013-14



EngageNY Update

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engage^{ny}
Our Students. Their Moment.

-  Common Core Curriculum & Assessments
-  Teacher/Leader Effectiveness
-  Data Driven Instruction
-  Video Library
-  Professional Development & Network Teams
-  Parent & Family Resources

A Portrait of a District Getting Smarter about the Core

Watch this video featuring educators in the Webster Central School District engaging their students in Common Core instruction



18,537,573 page views
3,697,922 visits
1,841,752 unique visitors

Featured Classroom Resources

- Curriculum Modules for ELA
- Curriculum Modules for Mathematics
- ELL Scaffolds for Sample Lessons K-12
- New York State P-12 Common Core Learning Standards

Latest News and Events

- News and Notes from Commissioner King: May 21, 2013
- Video for Parents and Families about the Common Core Assessments
- Invitation for Submissions: Curriculum Content for Grades 9-12 ELA
- News and Notes from Commissioner King: March 25, 2013
- Text List for P-12 English Language Arts Now Available

Featured Professional Development Resources

- Resources to Guide Common Core-aligned Research Practice
- Tools to Guide the Collection of Evidence of Shifts in Practice
- Common Core Instruction Video: ELA
- Common Core Instruction Video: Mathematics

Network Team Institute: Common Core, Change Management, Observation & Feedback

February NTI

1241 Participants

May NTI

1011 Participants

July NTI

Principals: Managing a system of grades using the modules

Teachers : How to use the modules for next school year

Superintendents: Parents, Growth, Curriculum, DDI, etc

Evidence Collection Tools

NEW YORK STATE CCSS EVIDENCE GUIDE FOR PLANNING AND PRACTICE IN A SINGLE LESSON – Mathematics, Grades K–8

The SHIFTS required by the Common Core State Standards in Mathematics are:

- Shift 1: Focus:** Focus strongly where the Standards focus
- Shift 2: Coherence:** Think across grades, and link to major topics within grades
- Shift 3: Fluency:** Speed and accuracy with calculations, memorize core functions
- Shift 4: Deep Understanding:** Learn more than the tricks to get the right answer, learn the math
- Shift 5: Application:** Use math and choose appropriate concepts
- Shift 6: Dual Intensity:** Practicing and understanding occurring with intensity

This Guide provides concrete examples of what the CCSS for Mathematics in grades K-8 look like in daily instructional planning and practice. It is designed as a developmental tool for teachers and those who support teachers.

- Use only sections 2 and 3 for learning walks
- Use sections 1, 2 and 3 when the observer either meets with the teacher ahead of the lesson and/or reviews the lesson plan in depth before viewing the lesson

Date: _____ Teacher: _____ Class: _____ Lesson Exercise: _____

When observing math lessons, be sure to use the grade.

PLANNING

1. The lesson focuses on the Common Core Standards.

A. The lesson focuses on grade-level grade-level content standard(s) or thereof.

B. The lesson's problems sets, exert questioning clearly align to the standard and cluster (s) and make Math Practices evident

The CCSS Evidence Guide for Planning and Practice is in evaluation. This tool can be used in conjunction with the NYS guide adapted from Student Achievement Partners.

CCSS Evidence Guide for Planning and Practice (Single Lesson)

C. The lesson relates new concepts explicitly to students' prior knowledge.	No	Yes	Circle the Shifts evident in the lesson plan: 1: Focus 2: Coherence 3: Fluency 4: Deep Conceptual Understanding
D. The lesson intentionally targets Shift 6 as appropriate to the standard(s) covered.	No	Yes	

INSTRUCTIONAL DELIVERY	EVIDENCE OBSERVED OR GATHERED			
2. Instructional practices maximize opportunities for all students to master the content.	Sample artifacts or observables include: teacher instruction, problems and exercises, tasks and assessments and behavior, and student work.			
	See below for scale (if not observable leave blank)			
	1	2	3	4
A. The teacher uses various strategies to make the mathematics of the lesson explicit (explanation, modeling, representations, and/or examples)	Teacher instruction is limited to showing how to get the answer.		Teacher instruction goes beyond showing how to get the answer.	
B. The teacher poses high quality questions and problems that prompt students to share their developing thinking about the content of the lesson. (e.g. Marzano's questioning sequences , Research for Better Teaching , etc)	Questions and problems do not prompt students to share their developing thinking.		Questions and problems prompt students to share their developing thinking.	
C. The teacher provides students significant opportunity to work with and practice grade-level problems and exercises.	Few or no students are given extensive opportunity to work with grade-level problems and exercises (less than 50% of lesson).		All students are given extensive opportunity to work with grade-level problems and exercises, more than 80% of lesson.	
D. The teacher uses variation in students' solution methods to strengthen other students' understanding of the content, if needed.	A single solution method is provided and discussed.		A variety of student solution methods are shared and examined together to support understanding.	
E. The teacher checks for understanding	1	2	3	4

The CCSS Evidence Guide for Planning and Practice in a Single Lesson is for use by teachers, those providing support to teachers, and others working to implement the CCSS for Mathematics – It is not designed for use in evaluation. This tool can be used in conjunction with the CCSS Evidence Guide for Planning and Practice Over the Course of the Year.

NYS guide adapted from Student Achievement Partners' Evidence Guide at achievethecore.org

Rev. 04/14/2013

2

Ideal for evidence based feedback on practice

- peer observations
- informal supervisory observations
- learning walks

Classroom Video

- <http://www.engageny.org/resource/common-core-instruction-use-modeling-and-tools-to-solve-three-digit-subtraction-problems>

ELA Assessment Documents

Item Review

- Item Review Criteria for 3-5
- Item Review Criteria for 6-8

Passage Selection

- NYS Passage Review Criteria
- Passage Selection Criteria
- Authentic Text Selection

Math Assessment Documents

NYS Item
Review Criteria
for Potential
Math Tests

Multiple
Representations