



Our Students. Their Moment.

# New York State Common Core Implementation Update

November 18, 2013



# Aligning Curriculum, Instruction, and Assessments to the Common Core

- **Common Core curriculum, instruction, and assessments are rigorous and focus on priority knowledge and skills to ensure College- and Career-Readiness.**

## 6 Instructional Shifts in ELA/Literacy

- Balance Informational / Literary Text
- Build Knowledge in the Disciplines
- Staircase of Complexity
- Text-based Answers
- Writing from Sources
- Academic Vocabulary

## 6 Instructional Shifts in Mathematics

- Focus
- Coherence
- Fluency
- Deep Understanding
- Applications
- Dual Intensity

# Research Based Work

•“The greatest cognitive and literacy benefits of text-based expertise depend on reading deeply in multiple domains and about multiple topics.”

•Marilyn Jager Adams 2010

•“Although high school English standards and courses tend to emphasize literature, most of the reading students will encounter in college or on the job is informational in nature (e.g., textbooks, manuals, articles, briefs and essays).”

•Achieve, Inc. 2007

•“Students are not currently engaging in independent reading sufficiently complex texts that prepare them for college and career.”

•Hoffman, et. al, 2006

•“The CCSS are coherent, focused and rigorous, key attributes of math standards from countries that outperform the U.S. on international assessments.”

•Bill Schmidt, 2011

•“Learners become more engaged in the learning process when they are asked to explain and reflect on their thinking processes. “

•-*Surbeck, 1994; Good & Whang, 1999; Hettich, 1976*

•“...students should have many opportunities to use language to communicate mathematical ideas...Opportunities to explain, conjecture and defend one’s ideas orally and in writing about mathematics is an integral part of learning mathematics”

•-*NCTM, 1989*

# Aligned to the CCSS

- Meet the rigors of the Tri-State Rubric
- Consistently and intensively reviewed by Student Achievement Partners
- Address 6 shifts in ELA and 6 shifts in Mathematics
- Focus on the Major work of the grade in Mathematics
- Meet measures of complexity in ELA
- Demand close, deep, conceptual thinking and conversation in every classroom in every lesson
- Rigorous and challenging for all (Productive Struggle is necessary and appropriate)
- Primacy of text based evidence and articulation of mathematical reasoning

# NYS Educators' Role in Module Development

## Curriculum Writers

- All Curriculum Vendors staffed writing teams with New York State Educators & Ambassadors

## Curriculum Reviewers

- NYS commissions 2-5 NYS teacher reviewers for math and ELA at all grade levels P-12.
- Every member of the SED and RRF team associated with this project served as a NYS teacher
- Our Content Advisory Panels (CAPs) consistently review and give feedback on the modules. The CAP includes members who were nominated by:

NYSUT

CUNY

SUNY

BOCES

NYS Disability Council

NYSCOSS

NYS Reading Association

NYS English Teacher Council

AMTNYS

NYCDOE

Syracuse CSD

Yonkers SD

# **P-2 Literacy: What is Appropriate and Necessary?**

- **Frequent opportunities for oral comprehension, rich language experiences, background knowledge to keep students' comprehension progressing**
- **Frequent exposures to coherent texts which are connected to the primary materials.**
- **Exposure to varied, spiraled, and sophisticated syntax, content knowledge, and vocabulary.**
- **Leveled text structure does not prohibit domain specific acceleration**

# Scaffolds and Supports

All Vendor Contracts require scaffolds and supports for

- English Language Learners
  - Students with Disabilities
  - Students Performing Below Grade Level
  - Students Performing Above Grade Level
- Current drafts of Curriculum Modules have significant scaffolds and supports, and we will work with New York educators to add more.

# NYS Teachers & NYS Modules

## NYS Teachers...

- **Know their students best**
- **Make sound decisions when they have more curricular content than they have time to teach**
- **Are equipped to provide instructional and cultural support for their students as they learn to struggle productively – to persevere**
- **Teach their students the tenacity required to stretch and learn new, challenging content**
- **Are able to use curricular modules as reliable high quality material and guidance for daily lesson planning**
- **Ought to keep the Tri-State rubric handy to ensure that contextual modifications to ensure that selected curricular materials and resources align with student learning standards.**
- **Adapt materials and resources to meet diverse learning needs**



*NYSUT's Teacher Practice Rubric \* 2012 Edition \**  
*Aligned with the New York State Teaching Standards*

**Element II.6:** Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

**NYSED Indicators:** *Organize physical space to reflect an awareness of learner needs and curricular goals. Incorporate a knowledge and understanding of technology in their lessons to enhance student learning. Organize and effectively use time to achieve learning goals. Select and adapt curricular materials to align with state standards and meet diverse learning needs. Access appropriate resources to meet specific learning differences or needs.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Organizes time</i>	Teacher does not consider time allocations to achieve learning goals.	Teacher considers time allocations but those times may be either too long or too short to achieve the learning goals.	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time. Students may request additional or less time to achieve learning goals.
B.	<i>Selects materials and resources</i>	Teacher is unaware of curricular materials and resources that align with student learning standards or is aware but chooses not to use or adapt materials and resources to meet diverse learning needs.	Teacher selects curricular materials and resources that align with student learning standards. Teacher occasionally adapts materials and resources to meet diverse learning needs.	Teacher selects curricular materials and resources that align with student learning standards. Teacher regularly adapts materials and resources to meet diverse learning needs.	Teacher selects a variety of curricular materials and resources that align with student learning standards. Teacher regularly adapts materials to meet diverse learning needs and seeks out additional materials and resources to support student learning.

## Latest Updates

- [Grade 4 Mathematics Module 4](#)
- [Grade 1 Mathematics Module 5](#)
- [Commissioner King Announces Community Forum Schedule](#)
- [Grade 3 Mathematics Module 4](#)
- [Using the NYSAA in the Development of SLOs](#)

## Guidance on Integrating Curricular Materials into the Classroom

Curricular materials are designed to be adopted or adapted. Educators will find both PDF and Word versions available for their use. Some lessons provide detailed instructions or recommendations but it is important to note that the lessons are not scripts and rather they should be viewed as vignettes so that the reader can imagine how the class could look.

Lessons are adaptable and allow for teacher preference and flexibility so that what is happening in the classroom can both meet students' needs and be in service to the shifts and the standards. If you do choose to make significant changes to lessons, the [Tristate/EQuIP rubric](#) is available to help you evaluate the quality, rigor and alignment of your adapted lessons.

Also, please note that the Math modules include a significant number of problem sets so that students have ample opportunity to practice and apply their knowledge. Educators can help students to achieve deep conceptual knowledge by asking them to complete selected problems that have been designed in a sequential, thoughtful order. It is not expected that all the problems in a problem set be administered, but rather

# Supports for Teachers

## Professional Development

- Network Team Institutes
- “Network Teams” and trained Teacher Center Staff support regions and large Districts, providing direct to teacher PD
- Teacher and principal Common Core ambassadors at NTI

## Curriculum, Instructional Materials and Tools

- Engageny.org -distribution hub for all PD kits, tools and curriculum materials to educators and parents. Over 39 million page views, over 3.2 million unique visitors to date, and more than 200,000 in the last week.
- Optional Curriculum frameworks and modules in Grades P-12, in both Math and ELA.
- “Tri-State/Equip” rubric to assess curriculum and instructional materials for alignment
- Video exemplars of effective Common Core practice,
- Assessment design documents and annotated assessment items clearly explaining reasoning behind correct and incorrect answers on Common Core items.

## English Language Learner (ELL) Supports and Students with Disabilities

- Bilingual Common Core Progressions.
- Intensive scaffolds for English Language Learners and Students with Disabilities
- Future Plans: Curricular Resources for ELL students with interrupted formal education, ESL classrooms, and Native Language Arts programs
- Future Plans: translation of Math Modules

# Local Decision-Making

Districts have chosen a variety of strategies when adopting or adapting or ignoring the optional and supplemental State modules:

- Complete adoption (no changes made)
- Combining modules' problem sets, vocabulary selections, texts, activities, videos, text based questions, daily exit tickets, summative performance tasks, etc., with other resources
- Following the general scope and sequence and using most materials but making adjustments for pace, prerequisite knowledge, when necessary
- Not using the State modules in any way, but rather developing or purchasing local alternatives

# Local Professional Development\*

Districts have chosen a variety of strategies for professional development:

- Participation at NTI and local turn-key training
- Participation at NTI and alternate local professional development
- Non-participation at NTI and alternate local professional development

\* Although funding is available to support local professional development (Title I, Title IIA, IDEA, Teacher Centers, RTTT Strengthening Teacher and Leader Effectiveness Grants, etc.), the amount of professional development and the content of the trainings are locally determined.

# Curriculum Modules 2.0: Continuous Improvement

- Addressing any editing issues as identified through comment box
- Revisions to Curricular Modules will begin in Spring 2014 and continue through the Spring of 2015
- Many of the upgrades will be posted as RFPs inviting BOCES and LEAs to respond
- Upgrades will be responsive to comprehensive teacher feedback loops
- Upgrades will include
  - more precise and comprehensive scaffolds and supports for ELLs and SWDs
  - more effective formatting and usability
  - modular organization to support local pacing decisions
  - bridging supports for students who require remedial reinforcement
  - content based micro-webinars to support teacher professional development on content
  - additional performance tasks and DDI supports

# Module Downloads

<b>Mathematics</b>	<b>English Language Arts</b>
<b>Prekindergarten – Grade 5</b> 628,406	<b>Prekindergarten – Grade 2</b> 545,493
<b>Grades 6 – 8</b> 317,356	<b>Grades 3 – 8</b> 940,943
<b>Algebra I</b> 177,362	<b>Grade 9</b> 17,039