The Path to College and Career Readiness

Implementing the Common Core Standards

Update

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Supporting the Regents Reform Agenda

Some examples of putting the Race to the Top funding to work to support the four assurance areas of the Reform Agenda:

- Network Team funding for LEAs
- Competitively bid procurements including:
  - Network Team Training RFPs
  - AP STEM Professional Development RFP
  - Curriculum Module RFPs
  - Teacher and Principal Effectiveness Video RFP
  - Systemic Supports RFP
  - High quality Virtual Learning Courses RFP
Common Core Resources on EngageNY

3.75 Million Page Views
810,000 Visits
Professional Development Toolkits
Curricular Exemplars
Templates, Tools, Rubrics, & Articles
Advanced Placement STEM Professional Development

• Offered by the College Board through a RTTT RFP

• Free PD program to build content knowledge and pedagogical skill of secondary (7-12) teachers to teach advance STEM courses in high-needs schools.

• Build the capacity of teachers, so they will be better prepared to teach courses in STEM fields and help students to be ready to take AP and other advanced courses.

• As of mid-July: 1,241 applicants; 1,174 signed letters of agreement to participate in the workshops; and 916 registrants (of 1,500 total seats).

• Face-to-face and blended instruction for 3 years (2012-2014), totaling 70 credit hours:
  
  o **Year 1**: Aligning curriculum and building capacity through vertical teams (5-day workshop in 7 locations across the state, 30 hours)/Cohort 2 starts in Fall
  
  o **Year 2**: Improving student performance – thinking strategies, data-driven instruction (20 hours)
  
  o **Year 3**: Improving instruction (3 days, 20 hours)
  
  o **All 3 Years**: Optional additional activities for training as Teacher Leaders
# July and August Network Team Institutes

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
</tr>
</thead>
</table>
| **July** | **Teacher Evaluation Novice** including calibration  
Teacher Evaluation Intermediate for Initially Calibrated  
Leadership Levers with a focus on DDI, Paul Bambrick Santoyo  
Principal Evaluation Including calibration  
NYS Growth Model  
Differentiation for ELLS and Students w/ Disabilities in a Common Core World  
Common Core Implementation Road Map  
Use of the Statewide Instructional Reporting System |
| **August** | **K-2 Comprehensive ELA Curriculum**  
3-5 ELA Modules  
P-5 Math Modules  
The Heath Brothers' *Switch*  
Carol Dweck's *Mindsets* |
P-2 ELA/ Literacy: Core Knowledge Foundation

• Since 1986, Core Knowledge has been the leading national voice for content-rich literacy.

• Core Knowledge Founder E.D. Hirsch, Jr. provided the “intellectual DNA” of CCSS.

• Core Knowledge Foundation served as a consultant to the authors of CCSS ELA standards.

• Successful Pilot of K-2 Literacy Program in NYC Schools.
3-5 ELA: Expeditionary Learning

- A network of practitioners with 160 schools and 50,000 students spread across the country, and more than 4,000 teachers.

- We’ve been working with schools and teachers for 20 years to create classrooms where students are pushed and supported to do more than they think they can.

- The Expeditionary Learning model is designed to work with children of any background in every grade in urban, suburban, and rural schools, both traditional and charter.

- Our high expectations lead to achievement for all students: Schools implementing the Expeditionary Learning model outperform district averages in reading/English language arts and math.

- We have a strong history of working in New York State and have engaged teams of teachers from high-performing classrooms throughout the state to help develop our curriculum modules.
P-12 Mathematics: Common Core Inc

• Common Core is a non-profit organization founded in 2007. CC designs content-rich, CCSS-based curriculum materials and promotes programs, policies, and initiatives that provide students with challenging, and rigorous instruction in the full range of liberal arts and sciences.

• Although Common Core is not the same as the “Common Core” State Standards (CCSS), the organization served as an advisor on the ELA standards.

• In August 2010 Common Core released the first CCSS-based ELA curriculum tool. These ELA Maps are used by hundreds of districts, thousands of schools, and countless teachers across the country, including New York State, as the basis for the implementation of the CCSS. CC began creating Maps in mathematics in Spring 2011.
## Tri-State Rubrics – Math & ELA/Literacy

<table>
<thead>
<tr>
<th>I. Alignment to the Rigors of the CCSS</th>
<th>II. Key Areas of Focus in the CCSS</th>
<th>III. Instructional Supports</th>
<th>IV. Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lesson/unit aligns with the letter and spirit of the CCSS:</td>
<td>The lesson/unit addresses key areas of focus in the CCSS:</td>
<td>The lesson/unit is responsive to varied student learning needs:</td>
<td>The lesson/unit regularly assesses whether students are mastering standards-based content:</td>
</tr>
<tr>
<td>- Focusses teaching and learning on a targeted set of grade-level CCSS ELA/Literacy standards.**</td>
<td>- 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).**</td>
<td>- Cultivates student interest and engagement in reading, writing, and speaking about texts.**</td>
<td>- Includes aligned rubrics and/or assessment guidelines that provide sufficient guidance for interpreting performance.**</td>
</tr>
<tr>
<td>- 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.**</td>
<td>- 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).**</td>
<td>- Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complex text.**</td>
<td>- Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures</td>
</tr>
<tr>
<td>- Includes a clear and explicit purpose for instruction and selects text(s) that are of sufficient quality and scope for the stated purpose.**</td>
<td>- Academic Vocabulary: Focuses on building students’ academic vocabulary throughout instruction.**</td>
<td>- Focuses on sustained, high-level thinking through discussion, analysis, evaluation, and/or reflection.</td>
<td>- Integrates targeted instruction in such areas as grammar and conventions, writing strategies, fluency, and all aspects of foundational reading for grades 3-5.</td>
</tr>
<tr>
<td>- Focusses on quality text selections that measure within the grade-level text complexity band.** (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics that are similar to CCSS grade-level exemplars [Appendix A].)</td>
<td>In addition, for units:</td>
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<td>In addition, for units:</td>
</tr>
</tbody>
</table>

In addition, for units: Collaboratively built tools informed and approved by the authors of the CCSS, facilitated by Achieve which evaluate the Common Core alignment of curricular materials.

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Sample items: Teaching Tools, not Test Samplers

New York State Testing Program

ELA
Common Core Sample Questions
Grade 4

Mathematics
Common Core Sample Questions
Grade 6
# Metrics & Stocktake for School Year 12-13

## New York’s Vision and Metrics for Implementing CCSS, APPR and DDI for SY2012-2013

**Vision:** Instruction in our schools is changing dramatically and the Common Core instructional shifts are visible and observable in all classrooms

<table>
<thead>
<tr>
<th></th>
<th>2012-2013 Metrics</th>
<th>LEA Superintendent Metrics</th>
<th>NT/NTE Metrics</th>
<th>District Superintendent Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS Implementation</strong></td>
<td>All teachers in grades P-8 are implementing CCSS-aligned instruction</td>
<td>• Implementation of fully-aligned CCSS instruction in grades P-8 and clear plan for adopting or adapting NYSED voluntary curricular materials or using other materials that align to the tri-state rubric</td>
<td>• Clear description of each component district’s needs/wishes for support around CCSS and district’s approach to using NYSED CCSS curricular materials</td>
<td>• Number of and which districts in mostly green status on the CCSS components of the CCSS, APPR and DDI: District Implementation Readiness Rubric, and which ones are in mostly yellow and red status</td>
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<tr>
<td></td>
<td></td>
<td>• Plan for leveraging educator ambassadors to assist with implementation</td>
<td>• Clear description of each district’s current status of CCSS implementation</td>
<td>• Plan for supporting districts in moving from red or yellow to green on the CCSS components of the CCSS, APPR and DDI District Implementation Readiness Rubric</td>
</tr>
<tr>
<td></td>
<td>All teachers in grades 9-12 are in the process of implementing CCSS-aligned units and are building content capacity</td>
<td></td>
<td>• Plan co-developed with districts to provide professional development on CCSS for all teachers and principals in your districts</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Plan for leveraging educator ambassadors to assist with implementation</td>
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</tr>
<tr>
<td><strong>CCSS/APPR Alignment</strong></td>
<td>Evaluators look for the 12 CCSS instructional shifts in their classroom observations</td>
<td>• Evidence that district observation rubric identifies points of alignment with instructional shifts</td>
<td>• Plan for supporting districts and principals in implementing evidence-based observations and student learning objectives</td>
<td>• Number of and which districts in mostly green status on the CCSS, APPR and DDI: District Implementation Readiness Rubric, and which ones are in mostly red and yellow status</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Evidence that principal evaluation system incorporates identification and observation of instructional shifts</td>
<td>• Plan for follow up with districts to ensure evidence-based observations are occurring consistently</td>
<td>• Number of, which and the degree to which districts are using the instructional shifts to evaluate teacher effectiveness</td>
</tr>
</tbody>
</table>
Workbook: Tools and Guidance for Implementation

CCSS, APPR and DDI Workbook for Network Teams/Network Team Equivalents
New York State Education Department

Workbook Contents
- New York’s Vision and Metrics for CCSS, APPR and DDI implementation for SY2012-13
  Pages 2-3
- Survey of District Implementation Efforts:
  Pages 4-6
- Superintendent Worksheet for Completing the District Implementation Readiness Rubric
  Page 7
- District Implementation Readiness Rubric
  Page 8
- Common Core Ambassador Program Overview
  Page 9
- District Superintendent Regional Implementation Analysis
  Page 10
- Sample NT/ITE Turkey Plan and Template
  Pages 11-20
- NT/ITE Turkey Plan Checklist
  Page 12
- Optional District Plan Template
  Pages 12-23
- District Plan Checklist
  Page 17

Using this Workbook
This workbook is designed to assist NTs/ITES, District Superintendents and superintendents in their ongoing CCSS, APPR and DDI implementation efforts. The tools in the workbook are aligned to the state’s 2012-2013 metrics for CCSS, APPR, and DDI implementation. NYSED recommends NTs/ITES, District Superintendents and superintendents use the workbook materials following these steps:

Step 1: Internalize metrics:
- NTs/ITES, District Superintendents and superintendents examine and discuss the 2012-2013 metrics

Step 2: Assess district and regional status of implementation efforts:
- NTs/ITES request that their districts’ PD/curriculum directors complete the District Implementation Efforts Survey online by August 11, 2012 to better understand district CCSS, APPR and DDI implementation efforts
- District Superintendents request that their superintendents complete the Superintendent Worksheet and District Implementation Readiness Rubric
- Superintendents complete the Superintendent Worksheet and use the Worksheet to complete the District Implementation Readiness Rubric
- Superintendents nominate and support Common Core Ambassadors
- Superintendents share and discuss the Worksheet and Rubric with their District Superintendents
- District Superintendents use the completed District Implementation Readiness Rubric to complete the District Superintendent Regional Implementation Analysis

Step 3: Build regional turnkey plans:
- NTs/ITES, informed by the survey and District Implementation Readiness Rubrics, use the NT/ITE Turnkey Plan Template and the NT/ITE Sample Plan for guidance and examples to develop a turnkey implementation and support plan for their districts
- NTs/ITES assess the quality of their plans using the NT/ITE Turnkey Plan Checklist

Step 4: Build district plans:
- Superintendents, NTs/ITES and teacher/principal ambassadors [if relevant] use the District Roadmap template to develop an implementation plan for their schools, using the District Plan Template if desired

Step 5: Implement and adjust plans:
- Superintendents and NTs/ITES use survey data, site visits, educator feedback and actions in plan to review progress and adjust course as necessary
New York State
Social Studies
DRAFT
Frameworks
The five learning standards, adopted by the Board of Regents in 1996, continue to provide the overall foundation for the Social Studies framework. Each Key Idea is derived from and/or aligned to one of these standards as the primary standard. In many cases, a Key Idea represents more than one standard, but only the primary standard will be linked to each content based statement.
# Current State of Social Studies

## Current State in New York State

| Current Courses | • K-8 follows the *Core Curriculum Resource Guide*  
• Grade 9: Global I; Grade 10: Global 2; Grade 11: US History; Grade 12: Economics and Civic Participation |
| --- | --- |
| Required Assessments | • Global History and Geography Regents (grade 10)  
• US History Regents (Grade 11) |
| Department Approved Equivalents | AP World History  
AP US History  
SAT II US History (requires an additional research project) |
What will it take for us to get there?

New York Common Core
Social Studies DRAFT Framework

The K-12 Framework for Social Studies allows for:

- Students to develop an understanding of concepts and key ideas, driven by case studies, analysis of primary and secondary source documents, and an examination of patterns of events in history.
- Students to be assessed on their understanding of key ideas, as well as conceptual understandings.
- Students to be instructed across the K-12 spectrum using a coherent set of themes, key ideas, and concepts.
- Districts and teachers to have increased decision making power about how to teach and illustrate conceptual understandings and key ideas to promote student understanding. There will be multiple pathways to lead students to conceptual understandings.
P-12 Social Studies Unifying Themes

1. Individual Development and Identity
2. Development, Movement, and Interaction of Cultures
3. Time, Continuity, and Change
4. Geography, Humans, and the Environment
5. Development and Transformation of Social Structures
6. Power, Authority, and Governance
7. Civic Ideals and Practices
8. Creation, Expansion, and Interaction of Economic Systems
9. Science, Technology, and Innovation
10. Global Connections and Exchange
Aligned to the CCLS Skills

Reading Standards for Literacy in History/Social Studies 6-12

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 students:  

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Grades 9-10 students:  

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Grades 11-12 students:  

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Analyze how a text presents information (e.g., sequentially, comparatively, causally).
6. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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K-12 Social Studies *DRAFT* Framework Follows the Outline of the Existing Core Curriculum

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Self and Others</td>
</tr>
<tr>
<td>Grade 1</td>
<td>My Family and Other Families, Now and Long Ago</td>
</tr>
<tr>
<td>Grade 2</td>
<td>My Community and Other Communities</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Communities around the World – Learning about People and Places</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Local History and Local Government</td>
</tr>
<tr>
<td>Grade 5</td>
<td>The United States, Canada, and Latin America</td>
</tr>
<tr>
<td>Grade 6</td>
<td>The Eastern Hemisphere</td>
</tr>
<tr>
<td>Grade 7</td>
<td>History of the United States and New York- I</td>
</tr>
<tr>
<td>Grade 8</td>
<td>History of the United States and New York- I</td>
</tr>
<tr>
<td>Grade 9</td>
<td>Global History and Geography - I</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Global History and Geography - II</td>
</tr>
<tr>
<td>Grade 11</td>
<td>History and Government</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Participation in Government; Economics, the System, &amp; Finance</td>
</tr>
</tbody>
</table>
Teaching, Learning and Assessment

A Framework that Supports Teaching, Learning, and Assessment

Key Ideas and Conceptual Understandings
- Conceptual content articulated at each grade level;
- Represents the “what” of teaching and learning

Common Core Literacy Skills
- Cross-disciplinary skills in Reading, Writing, Research, and Speaking & Listening that should be infused in all aspects of Social Studies instruction

Social Studies Practices
- The essential skills or habits of mind utilized by social scientists and historians that students should develop throughout their Social Studies education
New York Social Studies Draft Content Framework Components

Unifying themes and practices (skills) that establish a clear progression and should be infused in teaching and learning across the grades.

Grade band articulation of the general social studies practice: what the practice/skill should look like at that level (similar to CCLS Math Practices).

Grade-by-grade articulation of Key Ideas (big picture ideas; essential and enduring understandings) and Conceptual Understandings (more specific content statements in support of Key Ideas). Each Key Idea and Conceptual Understanding is aligned to 1 or more themes and to the appropriate NY standards.

Suggested components of a field guide to further inform development of teacher facing resources and assessment frameworks.

Supplemental Field Guide: Aligned Common Core Literacy Skills, Social Studies Practices and Sample Outcomes

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Organization of the DRAFT Framework

The Key Ideas are the central organizing feature for each grade. Key Ideas represent the essential and enduring understandings that should be the focus of teaching and learning for each grade. The Key Ideas are designed to address larger Social Studies perspectives, movements, and issues. Each grade is comprised of 10-20 Key Ideas, so these statements are intentionally rich and substantial, and will require greater detail and case study through instruction.

For each Key Idea, there are supporting Conceptual Understandings, more specific statements that support deeper articulation for each Key Idea. Together, the Key Ideas and Conceptual Understandings represent the body of Social Studies concepts that should be the focus of teaching and learning. By design, the Conceptual Understandings make limited references to specific dates, places, people, and terms, in order to allow for multiple pathways to teaching the conceptual content.

There are ten Unifying Themes across the entire K–12 Social Studies Framework. Each Key Idea is connected to multiple themes. The primary themes, most strongly pronounced within the Key Ideas and Conceptual Understandings, are listed here. The themes can serve as signals for areas of teaching emphasis and for building connections across ideas, units, and grade levels.
Next Steps

• Seek comments from the field on *DRAFT* Frameworks
• Field guide for implementation winter during academic year 2012-2013, with updates to the Board
• Curriculum modules to be developed during academic year 2013-2014, with updates to the Board
• Common Core aligned assessments to be ready for administration for academic year 2014-2015, with updates to the Board