

The Education Trust-West's
"Bringing Equity to the Common Core" Webinar Series

The One Billion Dollar Question:
How Can Schools and Districts
Equitably Implement
the Common Core?



The Education Trust-West

November 2013

Education Trust-West Staff

- Jeannette LaFors, Director of Equity Initiatives
- Amber Banks, Practice Associate

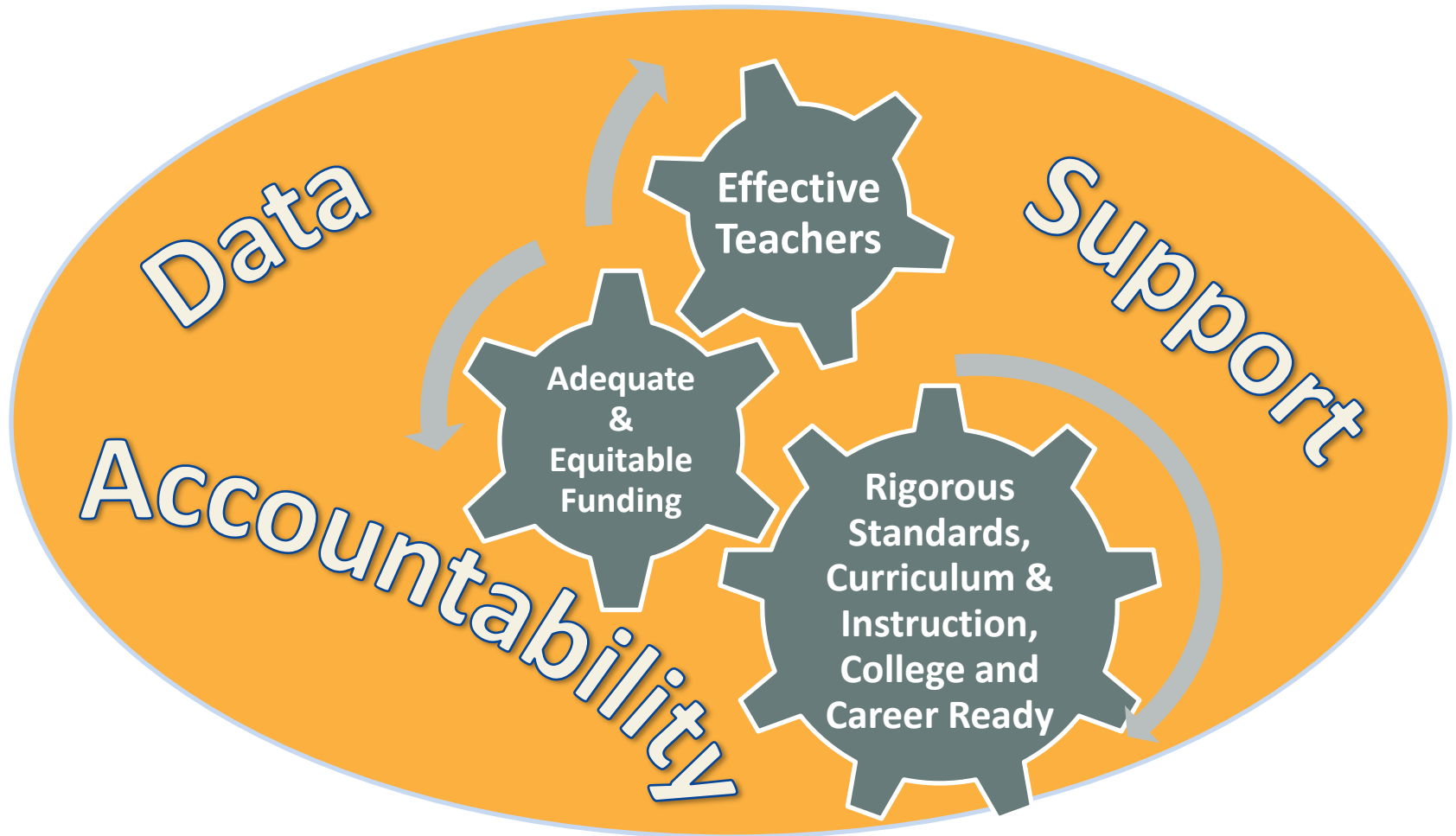
Housekeeping

- This webinar slide deck will be archived on our website
- We encourage you to ask questions throughout the webinar via “Questions”
- If you are having any technical difficulties you can call GoToWebinar at 800-259-3826 or chat with tech support online

ETW Mission

The Education Trust-West works for the high achievement of all students at all levels, pre-K through college. We expose opportunity and achievement gaps that separate students of color and low-income students from other youth, and we identify and advocate for the strategies that will forever close those gaps.

ETW's Advocacy Agenda



Goals of the Webinar

- Review Ed Trust-West's Common Core Needs Assessment
- Feature district and school-based equity champions
- Gather key CCSS implementation questions from the field

Agenda

1. ETW and Common Core Needs Assessment

2. Capacity Building

Cutler-Orosi Unified School District

3. CCSS-M Implementation

Oakland Unified School District

4. CCSS- ELA and English learner students

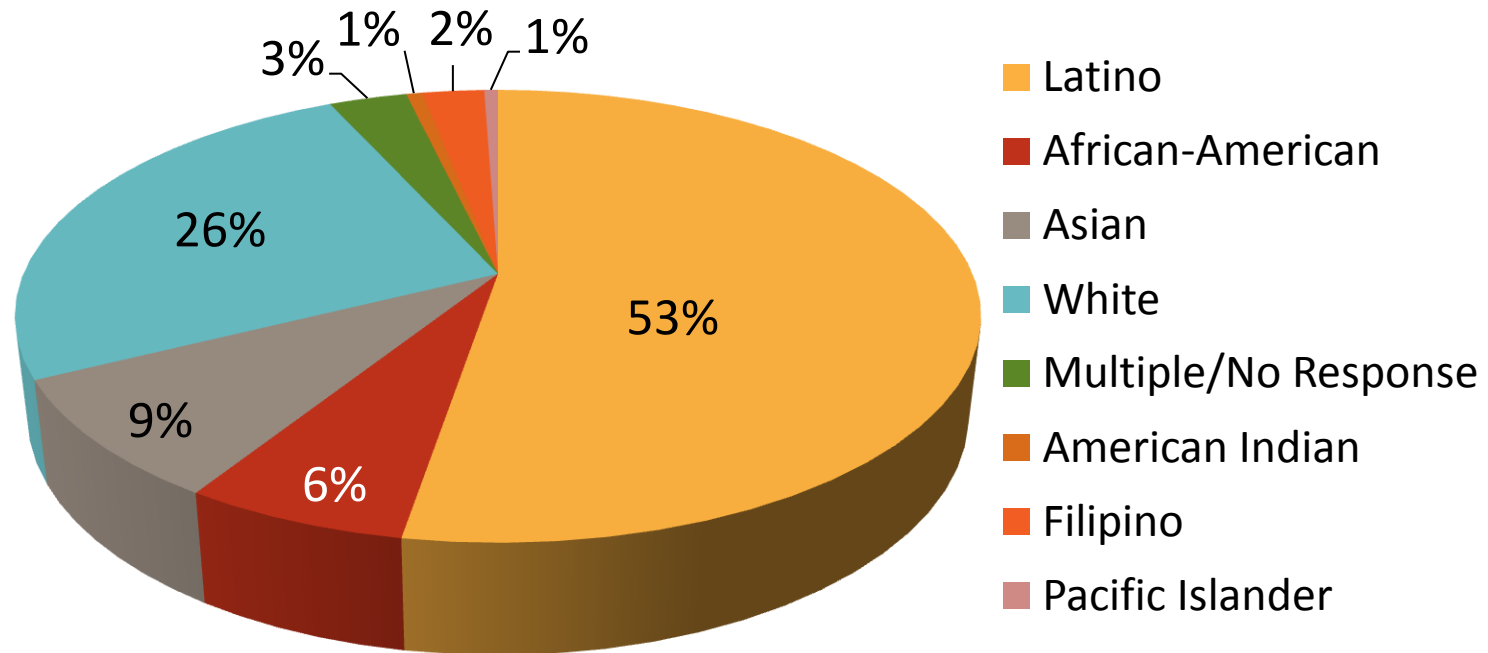
Oakland International High School

Today's Panelists

- **Yolanda Valdez**, *Assistant Superintendent-Curriculum, Instruction and Program Improvement*, Cutler-Orosi Unified School District
- **Phil Tucher**, *Mathematics Manager*, Oakland Unified School District
- **Carmelita Reyes**, *Principal*, Oakland International High School

Poll:
Who is on the webinar?

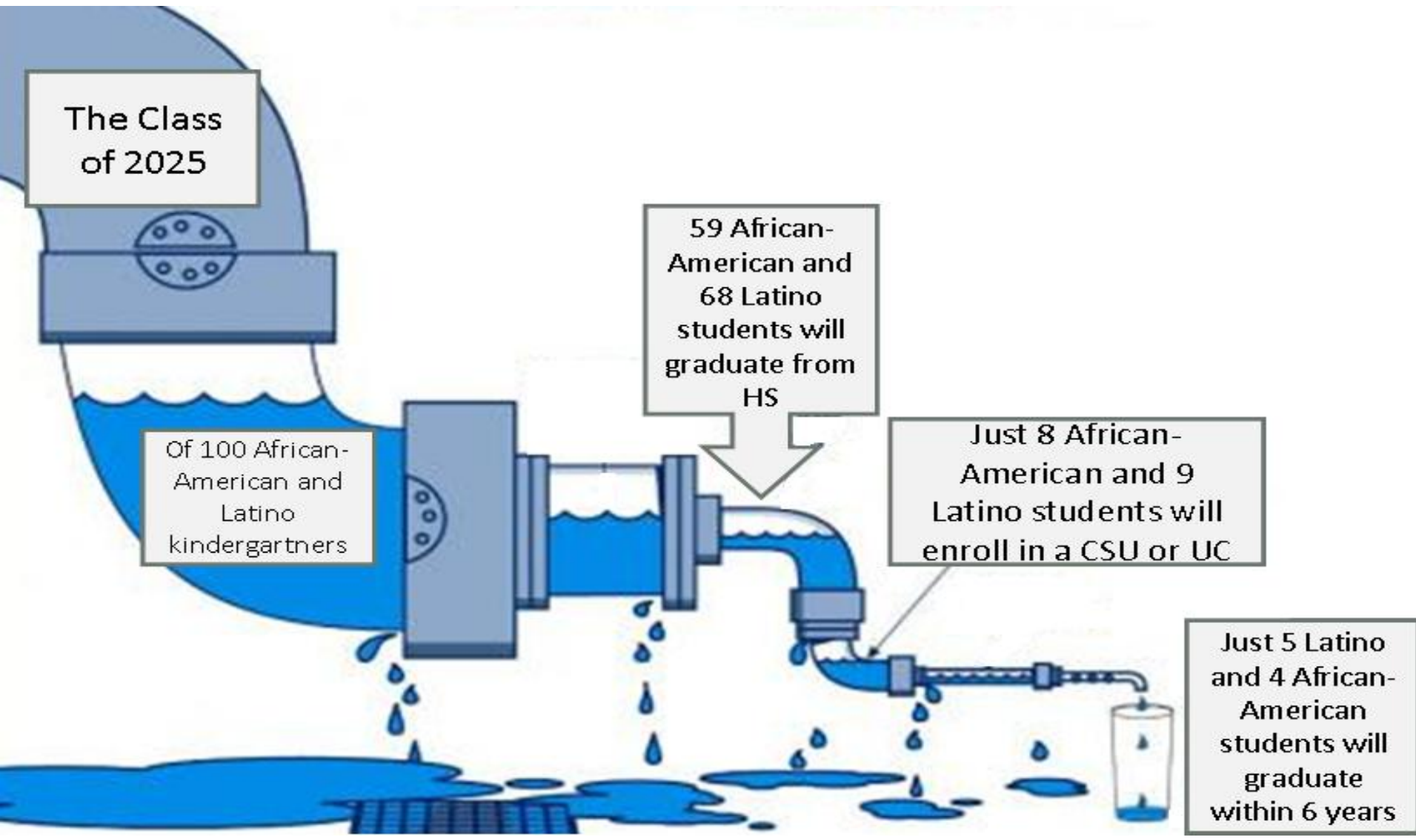
K-12 Enrollment in California, 2012-13



- 6.2 million students enrolled
- 59% Economically disadvantaged (FRPM)

- 1.3 million English learners (ELs) - More ELs than the entire student populations of 40 states

California Context



Major Shifts in Standards in California

- ✓ Common Core, English Language Development, and Next Generation Science Standards
- ✓ Increased academic rigor and relevance
- ✓ Increased emphasis on content-rich non-fiction, academic language, and inquiry
- ✓ Standards allow for cross-state comparability, portability and resource sharing
- ✓ New assessments



The Education Trust—West

THE ONE BILLION DOLLAR QUESTION:

How Can Districts and Schools Equitably Implement the Common Core?




- Easy-to-use accessible needs assessment for district, charter, county, and community leaders to assess local Common Core implementation efforts based on best practices
- Poses questions to determine readiness for and progress toward effective and equitable Common Core implementation
- Outlines potential investments and pitfalls in the three areas (professional development, instructional materials and technology) that can be funded with the \$1.25 billion dollars, and supported by LCFF dollars

Identifying Needs and Potential Pitfalls

STANDARDS, INSTRUCTION AND ASSESSMENTS

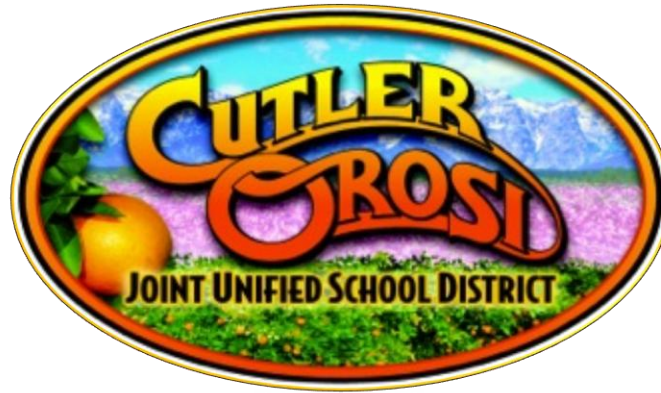
- Has the district identified where Common Core standards and instruction have already taken root?
- Has the district prioritized which grades and subjects will be the focus of near-term, mid-term, and longer-term implementation?
- Does the district have a plan for selecting instructional materials, aligning these to the Common Core, and deploying them to school leaders and teachers?
- Does the district have a plan for how it will make use of technology-enhanced and open source materials?
- How will the district assess student progress through the use of formative assessments?
- Does the district know how materials will be adapted for English learners, students with disabilities, and struggling students?

Pitfalls to avoid:

-  Adopting supplementary materials that have not been credibly reviewed and vetted for quality by internal and/or external experts.
-  Assuming that your current, adopted materials won't work. Instead, figure out how they align with the Common Core. For example, some of the materials that worked for one grade level under previous standards may now be a good fit for students in earlier grades.
-  Expecting that one resource will cover everything needed to implement the Common Core in a particular grade.

Poll:

How is your district allocating or planning to allocate the majority of its Common Core implementation dollars?



Capacity Building and Common Core Implementation

Yolanda Valdez, Assistant Superintendent of Curriculum Instruction and Program Improvement

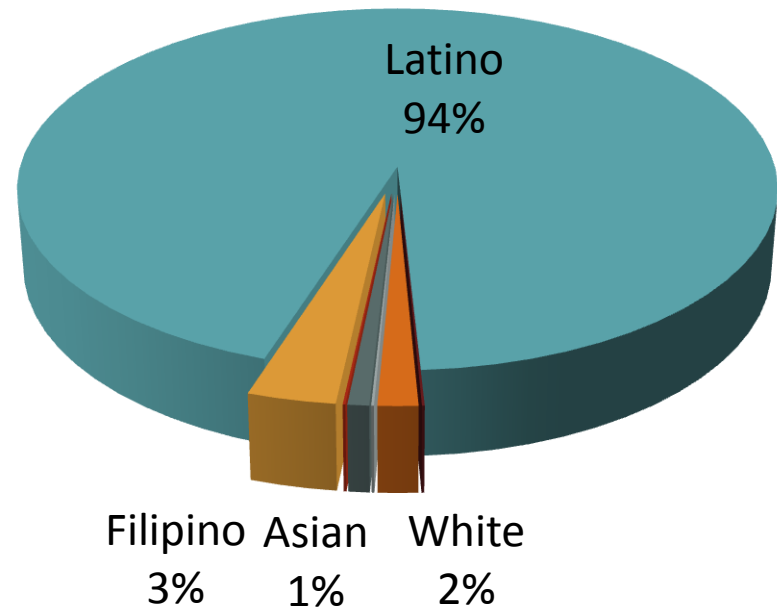
Cutler-Orosi Joint Unified School District

Cutler-Orosi Joint Unified School District

Basic Facts

- K-12 District in Orosi, CA (Tulare County)
- ~4,000 Students
- 47% ELs
- API - 702
- Graduation Rate: 76%

Demographics



Source: Ed-Data, 2013; CA Department of Education, 2013.

A Comprehensive Approach to Building Capacity Around the Common Core State Standards

- Develop a Common Core State Standards (CCSS) Implementation plan (**Awareness, Transition, Implementation, Transformation**)
- Identify expert support – Tulare County Office of Education
- Capacity building begins with all district and site administrators
- Capacity building with Teachers on Special Assignment is paramount – they are your facilitators for the CCSS work!

A Comprehensive Approach to Building Capacity Around the Common Core State Standards

- Build capacity across all segments of your organization: teachers, preschool staff, afterschool staff, instructional assistants, parents, community members
- Teachers received two days of ELA CCSS training and two days of math CCSS training. Content level teachers received content area CCSS and ELA literacy standards training
- Build the Capacity of the School Board of Education members: they need to understand CCSS implementation plan and where the district is in the process

Building Capacity- A Continuous Endeavor

- Staff development for literacy, CCSS writing, number talks, etc...

- Professional development during late-start Wednesdays
 - Close reading
 - Writing calibrations
 - CCSS math strategies
 - DOK
 - Deeper look at CCSS progressions and expectations

- Additional professional development:
 - “Math Mondays”,
 - “Technology Thursdays”
 - “Just-in-Time Tuesdays”

Building Capacity- A Continuous Endeavor

- Content Coaches develop and model CCSS lessons
- Monthly release time for grade level leads to develop units of study (k-1, 2-3, 4-5, 6-8, content areas)
- Monthly CCSS professional development for pre-school staff
- Quarterly training for after school staff

Implementing the CCSS

- Governor's flexibility to the instructional school year
 - COJUSD provides much of the CCSS staff trainings
 - 180 → 175 days allowed expanded professional development
- Timely staff support and professional development for the CCSS Instructional Shifts
 - Weekly late start Wednesdays
 - Monthly collaborations
- Strong Focus on Building Capacity of entire school community
- State CCSS money for technology & technology infrastructure

Next Steps

- ❑ Continue working through the CCSS District Action Plan
- ❑ Continue building CCSS and technology capacity of all staff, while supporting and listening to staff
- ❑ Refine our CCSS work- units of study
- ❑ Delve deeper into the 21st Century Skills and Competencies and the Common Core State Standards

Advice to the Field

- ✓ Develop a **systematic implementation plan** that includes all stakeholders -- use the ETW Needs Assessment checklist
- ✓ Develop an **ongoing** CCSS professional development approach to support all instructional staff
- ✓ Be creative in **identifying professional development time**
- ✓ Be strategic in **identifying strong partners** that can help you plan, deliver and structure the CCSS implementation in your district
- ✓ Identify what this implementation will mean for the **ELL and Special Education students**
- ✓ Be **courageous!**

THE CCSS RESULTS IN THE CLASSROOM ARE AMAZING!



A Peek Into the Shift to Common Core State Standards for Mathematics (CCSS-M): Equity Considerations

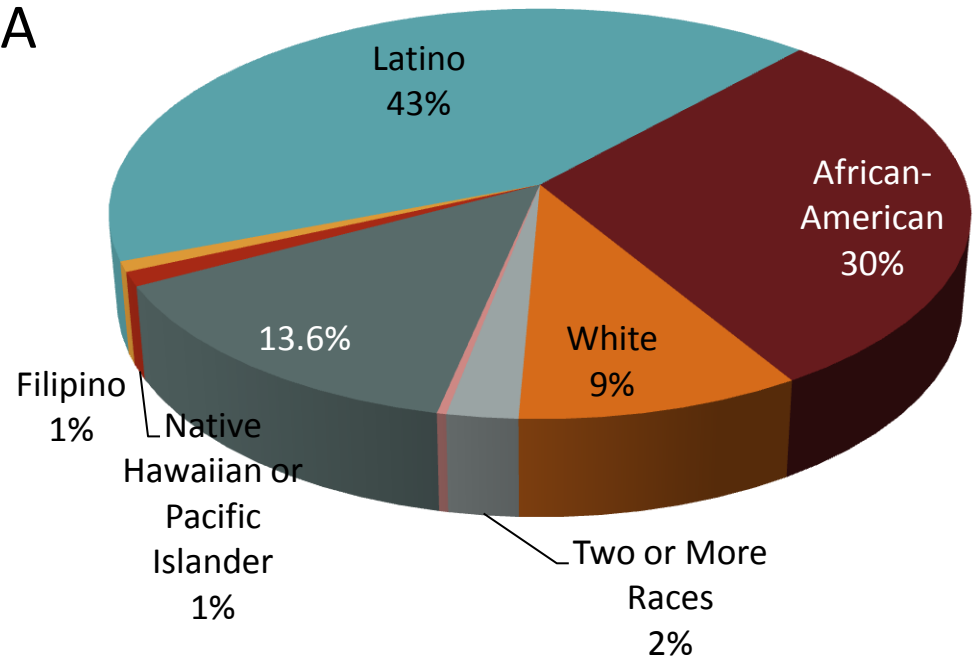
**Phil Tucher, Mathematics Manager
Oakland Unified School District**

Oakland Unified School District

Basic Facts

- K-12 District in Oakland, CA (Alameda County)
- ~46,000 students
- 30% ELs
- AYP: 728
- Graduation Rate: 63%

Demographics



Source: Ed-Data, 2013; CA Department of Education, 2013.

3 R's + 4 C's = 7 Survival Skills

3 Rs CCSS focus on Reading, wRiting, and aRrithmetic

4 Cs* critical thinking, creativity, communication, collaboration

7 Survival Skills*

1. Critical thinking/problem-solving,
2. Collaboration across networks and leading by influence
3. Agility and adaptability
4. Initiative and entrepreneurialism
5. Effective oral and written language
6. Assessing and analyzing information
7. Curiosity and imagination

Sources: Jeanie Cash, ACSA's Leadership Magazine , *Ken Kay and David Conley , *Tony Wagner in "Closing the Global Achievement Gap"

Common Core State Standards for Mathematics

Three Shifts in *Standards*



The diagram features three rounded rectangular boxes arranged horizontally, each containing a shift in standards. The boxes are teal, purple, and dark red from left to right. They are set against a light blue background that forms a large arrow pointing to the right. The word 'Focus' is in a teal box, 'Coherence' is in a purple box, and 'Rigor' is in a dark red box.

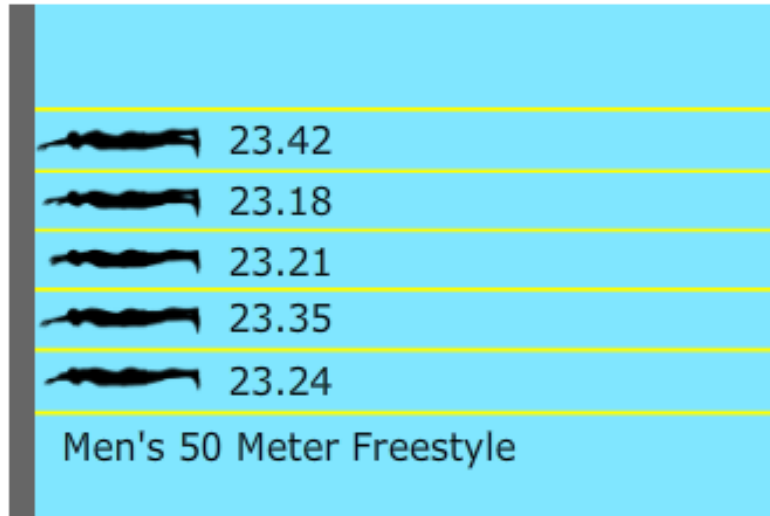
Focus

Coherence

Rigor

Smarter Balanced Sample Item

Five swimmers compete in the 50-meter race. The finish time for each swimmer is shown in the video.



Explain how the results of the race would change if the race used a clock that rounded to the nearest tenth.


Thinking about the Swimmers task from SBAC...

Poll:

**What is your greatest equity concern for the
Common Core and your students?**

CST Sample Problem

What is **6050.287** rounded to the nearest ten?



- A 6050
- B 6100
- C 6050.29
- D 6050.3

CSM01224

WYTIWYG Declarative Knowledge

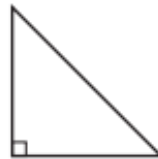
Which figure is an acute triangle?



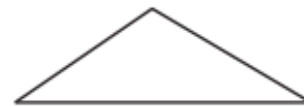
A



C



B



D

CSM10357

6th grade CST item

WYTIWYG 1-Step Computation

Georg ist in **5** Tagen insgesamt **20** Runden gelaufen.
An jedem Tag ist er die selbe Anzahl von Runden gelaufen. Wieviele Runden ist er am jeden Tag gelaufen?

insgesamt = in total _
selbe = same

- a) 4
- b) 25
- c) 70
- d) 100

Typical 3rd or 4th grade exercise

WYTIWYG 1-Step Computation

George ran a total of 20 laps in 5 days. He ran the same number of laps each day. How many laps did he run each day?

- a) 4
- b) 25
- c) 70
- d) 100

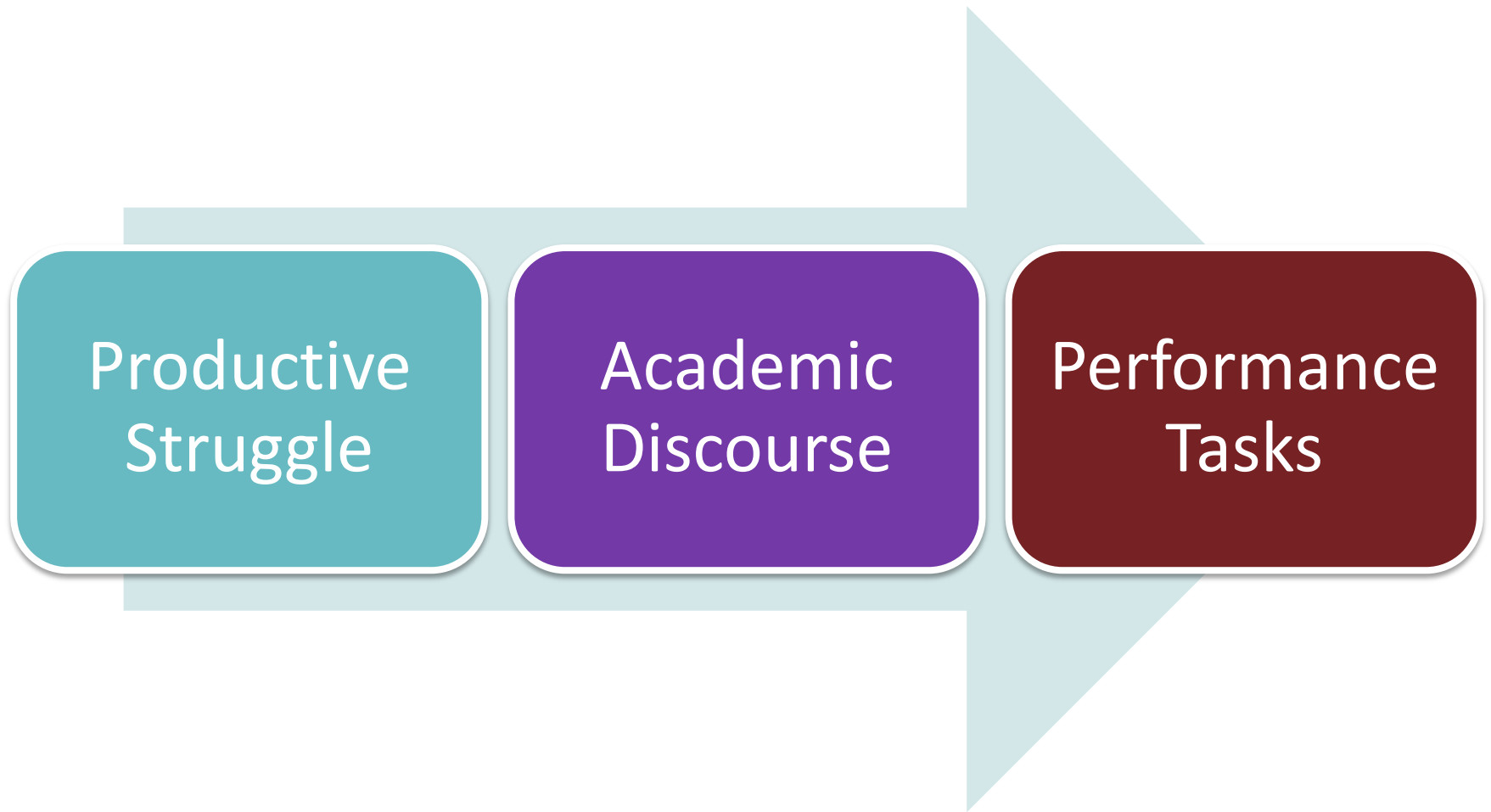
Typical 4th grade exercise

Unintended Consequences of a CST-Driven System in Mathematics

1. **An “answer-getting” culture:** *answers* rather than the *mathematics* in a problem
2. **A foundation of simplistic, disconnected mathematics:** “1-step” procedures and “declarative knowledge”
3. **A lack of application, conceptual understanding:** making it difficult to remember and apply
4. **Cycles of failure:** median test scores of 30%-40% correct (in most secondary classrooms)

Common Core State Standards for Mathematics

Three Shifts in *Practice*



Standards for Mathematical Practice- type practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Student Vital Actions

5x8 Evidence-Gathering Card

Principle	Student Vital Behaviors
Logic connects sentences <i>Practices 1, 2, 3, 6</i>	Students say a second sentence (spontaneously or prompted by the teacher or another student) to explain their thinking and connect it to their first sentence.
Reasoning develops when students develop viable arguments <i>Practices 1, 2, 3, 6, 7, 8</i>	Students talk about each other's thinking (not just their own).
Students write explanations <i>Practices 1 - 8</i>	Students write their mathematics , and connect multiple representations of their thinking (e.g. pictures, diagrams, numbers, words, tables, graphs, expressions, etc.). Students revise their thinking, and their written work includes revised explanations and justifications.
Academic success depends on academic language <i>Practices 3, 6</i>	Students use general and discipline-specific academic language in their oral and written explanations and discussions (spontaneously and/or prompted by the teacher or other students.)
ELLs develop language through content	English learners produce language that communicates ideas and reasoning, even when that language is imperfect. They take advantage of available language supports and resources: peer support, sentence frames, multiple choice oral responses, visual representation, graphic organizers, home language, cognates, etc.
A growth mindset matters	Interview- Do students believe that they can learn to be good at math by learning more math, by working hard, and persevering to make sense of problems? Or do students think they cannot change how good at math they are?
Equity (The foundation for the above)	Which students are participating? (e.g. boys more than girls, the same few students, ELL and special ed students?) Are they volunteering? Called on to do math? Talking about math in their group? Off task? All students ask math questions.

Evidence Gathering

The 5x8 Card IS...

- A *set of vital actions* for students, that if prevalent would change the depth and quality of learning
- A *container for evidence gathering*, to train our own eyes and ears
- An *agenda-builder* worth trying – let's get the whole system focused on students / learning
- A *tool for conversations*, first in math, eventually other subjects

The 5x8 Card is NOT...

- A walk-through protocol to evaluate teaching
- The start of another new program roll-out
- To focus the observer on the teacher (though over time our debrief will shift to look at learning conditions and instructional moves)
- To rush conversations between teachers and administrators (though over time, conversations can begin when we're sure we're ready)



OAKLAND UNIFIED
SCHOOL DISTRICT

English-Language Arts and English Learners

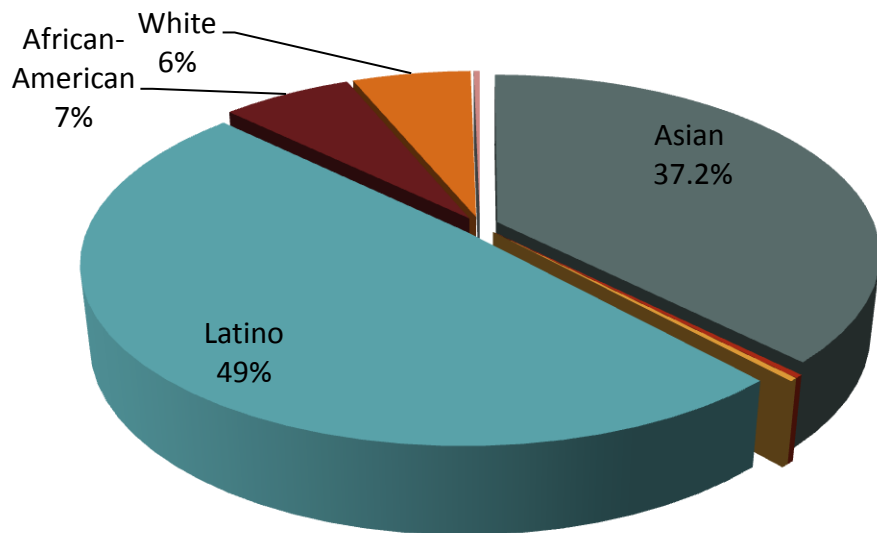
**Carmelita Reyes, Co-Principal
Oakland International High School**

Oakland International High School

Basic Facts

- 330 students who speak over 32 languages
- 100% ELs, most of whom arrived in the U.S. within the last 4 years

Demographics



School Mission: to provide quality alternative education for recently arrived immigrant students in English language acquisition and in preparation for college. Our diverse students become active participants in our community while learning in small groups through hands-on, interdisciplinary projects and collaboration.

Source: Ed-Data, 2013; CA Department of Education, 2013.

Poll:

In what area are you most optimistic about Common Core implementation in your district or community?

Poll:
What are your most pressing areas of concern related to CCSS implementation?

Q & A

Poll:
**To what extent did we reach our goals
for the webinar today?**

Please Keep In Touch!

Jeannette LaFors, Director of Equity Initiatives

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Amber Banks, Practice Associate

abanks@edtrustwest.org



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THANK YOU!

RESOURCES

- [Education Trust-West Needs Assessment](#)
- [CCESA Common Core Implementation Survey Summary](#)
- [CDE CCSS Resources Page](#)
- [WestEd Report: How the Common Core Must Ensure Equity by Fully Preparing Every Student for Postsecondary Success](#)
- [California School Boards Association- Common Core Resources](#)
- [Californians Together- English Learners and Common Core Advocacy Toolkit](#)
- [Achieve EQuIP Rubric](#)
- [Council of Great City Schools- Common Core Resources](#)