



BOARD MEETING DATE:
April 7, 2014

COMMON CORE-DEVELOPMENTS AND BEAVERTON PLAN

POLICY ISSUE/SITUATION:

Beaverton School District is in the process of implementing Common Core State Standards (CCSS), which will be assessed using Smarter Balanced in 2014-2015. This implementation process has been underway since 2010, which has included core subject area articulation producing the identification of learning targets, parent information evenings, District-wide messages for principals to use with their families, further development of Standards Based Learning System and engaging in the process of a digital conversion.

In addition, a team of District administrators, School Board members and the BEA president attended a Labor Management Conference in February with CCSS as the focus. During that time the team identified both the successes and the challenges of implementing CCSS. The outcome of that work is articulated in the document titled, "CCSS Collaboration."

ACTION:

It is recommended that the School Board receive the attached documents for review:

Agenda
CCSS PowerPoint
Implementation document
CCSS Collaboration

Common Core State Standards
School Board Work Session

Targets:

- Understand what the common core state standards are and how they differ from the current state standards
- Know the current plan for implementation of common core state standards in Beaverton School District, which includes timeline and communication
- Experience how students will be expected to show they know and understand CCSS through Smarter Balanced
- Consider how the 4 pillars of learning, strategic measures, digital conversion, and standards based learning complement the implementation of common core state standards

I. Overview	10 min	Maureen
II. OAKS vs. Smarter Balanced	10 min	Maureen
III. Present current Implementation Plan	10 min	Maureen Jan Robin
III. Stakeholder Support (St. Louis Work)	10 min	Jeff Karen St. Louis Team
IV. Essential Question related to 4th target above	10 min	Maureen
<ul style="list-style-type: none">• <i>How are the 4 pillars of learning, strategic measures, digital conversion, and standards based learning complement the implementation of common core state standards?</i>		

Beaverton School District

An Introduction to the Common Core State Standards

What they mean for you and your children



Tonight's Objectives

- Introduce parents and community members to the new Common Core State Standards
- Understand how Beaverton School District is implementing the standards
- Identify changes to look for and how to help your children at home

What are Standards?

- A standard is an outcome, not a claim about how to achieve an outcome. The standards define what all students are expected to know and be able to do, not how teachers should teach.
- Oregon has had academic standards since 1991.

What are the Common Core State Standards?

SILENT READING:

“Common Core State Standards: What Do Parents Need to Know?”

1) Read pages 1 and 4 (5 min)

2) Talk with a partner about one new learning from the reading. (10 min)

What are the Common Core State Standards?



- A set of shared K-12 learning expectations for students in English-Language Arts and Mathematics
- Designed to be “robust and relevant” to the real world, reflecting the knowledge and skills needed in college and career
- Support the college and career ready expectations of Oregon’s graduation requirements

College and Career Readiness

The Common Core State Standards were developed with long-term outcomes in mind. The new standards will prepare students for success in college and the workforce.



...but what does that mean?

College Readiness



- **College readiness** means that graduates have the skills they need to do well in college.
- “**College**” doesn’t just mean a four-year degree. It can mean any program that leads to a degree or certificate.
- Being “**ready**” means that students graduate from high school prepared to take credit-bearing courses in college.

Career Readiness

- **Career readiness** means that high school graduates are qualified for and able to do well in long-term careers.
- **“Career”** doesn’t just mean a job. It means a profession that lets graduates succeed at a job they enjoy and earn a competitive wage.
- Research has shown that the skills needed for college and family-wage careers are the same.



Beaverton Full Option Graduate

- **Think:** Creatively & Critically
- **Know:** Master Content
- **Act:** Self Direct & Collaborate
- **Go:** Navigate Locally & Globally

The New CCSS Standards Will...

- **Prepare** students to succeed in college and the workforce
- **Ensure** that every child—regardless of race, ethnicity or zip code—is held to the same high standards
- **Provide** educators with a clear, focused roadmap to plan curriculum

From a Teacher's Perspective The Common Core State Standards Provide:

- **Consistency**
- **Alignment - A stair stepping process from K to 12**
- **Rigor - Teaching thinking and practices**

What's Different in the New Standards?

English Language Arts/Literacy:

- More **non-fiction**
- Focus on **close reading** of text
- Discuss reading and write using **evidence**
- Increase **academic vocabulary**

Mathematics

- Learn more about **fewer concepts**
- Focus on **skill building, speed and accuracy**
- Use **real world examples** to better understand concepts

“Working with the Shifts”

- **Read about the Instructional Shifts in the Common Core**
- **What do you notice?**
- **Talk with a neighbor**

Beaverton's Implementation: Focus on Teacher Leadership

- **Articulation Teams**
- **Professional Development Facilitators**
- **Learning Teams**

New Assessment

Smarter Balanced:

Designed to provide valid, reliable and fair measures of students' progress toward and attainment of the knowledge and skills required to be college-and career-ready

- Begins in 2014-15, during the last 12 weeks of school
- One time per year 3rd – 8th and 11th grade
- ELA/Literacy and Math

Selected response, Constructed response, Technology enhanced
Performance tasks

Math OAKS Assessment

4th grade

Lucy has 6 bags. She wants each bag to have 179 pieces of candy in it. How many pieces of candy does Lucy need?

- A. 185**
- B. 624**
- C. 1074**
- D. 1084**

(4th grade number and operations and algebra)

Math Smarter Balanced Assessment – 4th Grade

Five friends ordered 3 large sandwiches.

- James ate $\frac{3}{4}$ of a sandwich.
- Katya ate $\frac{1}{4}$ of a sandwich.
- Ramon ate $\frac{3}{4}$ of a sandwich.
- Sienna ate $\frac{2}{4}$ of a sandwich.

How much sandwich is left for Oscar?

Answer space provided

(4th grade operations with fractions and problem-solving)

OAKS Reading 11th Grade

The reason Crichton thought about having the correct settings on his camera while encircled by a hundred sharks was that he

- A. wasn't really afraid of the sharks.
- B. wanted to prove what happened.
- C. decided to take his mind off the sharks.
- D. is a perfectionist about his photographs.

Crichton implies that the only time a shark may have posed a danger was when the shark

- A. was boxed in by the divers in the cul-de-sac.
- B. heard the motorized shutter of his camera.
- C. was swept helplessly by the current.
- D. may have felt threatened by divers blowing bubbles.

Smarter Balanced Reading

11th Grade

Read this sentence from the passage.

“Besides being beautiful to contemplate, space diamonds teach us important lessons about natural processes going on in the universe, and suggest new ways that diamonds can be created here on Earth.”

Explain how information learned from space diamonds can help scientists make diamonds on Earth. Use evidence from the passage to support your answer.

Type your answer in the space provided.

OAKS/Smarter Balanced

In terms of preparing students to be successful, I can say that as a professor, a lot of students were coming into college knowing how to have the right answer (or knowing how to guess the correct one), but they were really struggling to explain their arguments. This negatively impacted their ability to succeed, and the ones who were used to “multiple choice-ing” things were the ones who suffered the most. Getting students used to explaining their work/argument/thought process, etc., early on can only benefit them later on in college.

What can parents do to help?



Parent support can help students succeed

- By **staying involved, informed and engaged**, parents can help students be successful
- There are many ways to help:
 - **Read** with your children
 - **Review** and discuss their homework
 - **Communicate** with their teachers
 - **Attend** public meetings to learn more
 - **Learn** about the standards and how they affect your child's education and school
 - **Look** through your child's backpack each afternoon



Resources for Parents

www.achievethecore.org

www.pta.org/4446.htm

<http://www.cgcs.org/Domain/36>

www.ode.state.or.us/go/commoncore



Table Questions & Exit Ticket

- What other information would be helpful to you?
- What questions do you have?





Thank you



COMMON CORE STATE STANDARDS – BSD UPDATE APRIL, 2014

What It Is	A set of shared K-12 learning expectations (national standards) for students in English Language Arts and Mathematics. Oregon adopted the CCSS in October 2010. Designed to be “robust and relevant” to the real world, reflecting the knowledge and skills needed in college and career. CCSS is well aligned to THINK, KNOW, ACT, GO.		
Level	Elementary	Middle School	High School
What’s Been Done So Far	<p>2011-2012</p> <ul style="list-style-type: none"> • Introduction to a Standards-Based Learning System <p>2012-2013</p> <ul style="list-style-type: none"> • ELA and Math Articulation Teams unwrapped the CCSS into long term and supporting learning targets in writing, language, and math • Professional development provided for all elementary teachers in writing <p>2013-2014</p> <ul style="list-style-type: none"> • ELA Articulation Team unwrapped the CCSS in reading, speaking, and listening • Professional development provided for all elementary teachers in mathematical practices and content • Learning teams support ongoing study of CCSS and work on implementation 	<p>2010-2012</p> <ul style="list-style-type: none"> • Math Articulation Team unwrapped the CCSS into long term and supporting learning targets in math • ELA Articulation Team unwrapped the CCSS into long term and supporting learning targets in reading, writing, language, speaking, and listening • Professional development in Standards-Based Learning focused on instruction towards standards and assessment <p>2012-2013</p> <ul style="list-style-type: none"> • CCSS Mathematical Practices Course - four day required course in the CCSS Mathematical Practices for all middle school math teachers • CCSS ELA Course - two day required course in the instructional shifts of the CCSS for all middle school Humanities teachers • Ongoing professional development in Standards-Based Learning <p>2013-2014</p> <ul style="list-style-type: none"> • Continued Math and ELA Courses • Learning teams support ongoing study of CCSS and work on implementation 	<p>2010-2012</p> <ul style="list-style-type: none"> • Math Articulation Team unwrapped the CCSS into long term and supporting learning targets in math • ELA Articulation Team unwrapped the CCSS into long term and supporting learning targets in reading, writing, language, speaking, and listening • Professional development in Standards-Based Learning focused on instruction towards standards and assessment <p>2012-2013</p> <ul style="list-style-type: none"> • CCSS Mathematical Practices Course - four day required course in the CCSS Mathematical Practices for all high school math teachers • CCSS ELA Course - two day required course in the instructional shifts of the CCSS for all high school ELA teachers • Ongoing professional development in Standards-Based Learning <p>2013-2014</p> <ul style="list-style-type: none"> • Continued Math and ELA Courses • Learning teams support ongoing study of CCSS and work on implementation
What’s Coming	<p>2014-2015</p> <ul style="list-style-type: none"> • Mathematical Practices Course for all elementary teachers in grade-level cohorts (half day sessions followed by implementation and reflection) • Plan in process for professional development in reading as well as speaking and listening 	<p>2014-2015</p> <ul style="list-style-type: none"> • Plan in process for targeted professional development in reading and writing for Humanities teachers • Ongoing professional development in Standards-Based Learning 	<p>2014-2015</p> <ul style="list-style-type: none"> • Plan in process for targeted professional development in reading and writing for ELA teachers • Ongoing professional development in Standards -Based Learning

COMMON CORE STATE STANDARDS – BSD UPDATE APRIL, 2014 (CONT.)

Communication Plan	<p>Teachers (2011-2014)</p> <ul style="list-style-type: none"> • Professional Development Facilitators and Articulation Team Members as well as Principals support ongoing communication and learning for teachers • TeacherSource - web based repository for all new learning targets, rubrics, lessons, assessments, and other materials to support CCSS implementation <p>Parents & Community (2012-2014)</p> <ul style="list-style-type: none"> • BSD Website and School Newsletters • School-based Presentations • CCSS Parent Workshops (Fall 2013)
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SMARTER BALANCED ASSESSMENT – BSD UPDATE APRIL, 2014

What It Is	A consortium of more than 30 states have been working collaboratively since 2009 to develop a student assessment system aligned to the Common Core State Standards (CCSS) in math and English language arts.		
Level	Elementary	Middle School	High School
What's Been Done So Far	<ul style="list-style-type: none"> • PD Facilitator overview of SBAC • Shared sample test items with teachers and principals • Limited pilot schools for SBAC (spring 2013) 	<ul style="list-style-type: none"> • Articulation Teams and PD Courses reviewed test items in SBAC • Shared sample test items with teachers • Limited pilot schools for SBAC (spring 2013) 	<ul style="list-style-type: none"> • Articulation Teams and PD Courses reviewed test items in SBAC • Shared sample test items with teachers • Limited pilot schools for SBAC (spring 2013)
What's Coming	<ul style="list-style-type: none"> • Principal Leadership Meeting - overview of SBAC content and implementation • Field test schools selected at specific grade levels in math or ELA (spring 2014) • All schools implement SBAC (spring 2015) 	<ul style="list-style-type: none"> • Principal Leadership Meeting - overview of SBAC content and implementation • Field test schools selected at specific grade levels in Math or ELA (spring 2014) • All schools implement SBAC (spring 2015) 	<ul style="list-style-type: none"> • Principal Leadership Meeting - overview of SBAC content and implementation • Field test schools selected at specific grade levels in Math or ELA (spring 2014) • All schools implement SBAC (spring 2015)
Communication Plan	<ul style="list-style-type: none"> • CCSS Parent Workshops (Fall 2013) • Sample test items on BSD website • Spring 2014 school newsletters <ul style="list-style-type: none"> • Fall 2014 overview for parents of SBAC 		

CCSS Collaboration

Goal: Include and support staff, students, and community members as we complete implementation of teaching and assessment of Common Core State Standards (CCSS).

Observations about current progress:

- Community is unclear of overlap between District learning targets and CCSS.
- Community and staff need more information about changes associated with Smarter Balanced assessments beginning in 2015.
- We need to stay aware of controversies surrounding CCSS.
- Practices differ between buildings.
- Many teachers have had opportunities to receive training to support CCSS implementation, especially at the high school level.
- Learning teams require a strong leader, principal or teacher lead, to work successfully.
- Support for learning teams continues to vary among both teachers and principals.

Interested in strategies that provide District-wide commonalities and encourages ownership for success at the building level.

Recommendations:

1. Immediately assemble a Professional Development Advisory Group with teacher and principal representatives from all levels. Teachers identified by BEA. Maureen Callahan and Karen Hoffman co-chair. Initial tasks:
 - a. Identify training needs
 - b. Consider how to provide differentiated training
 - c. Identify the essential questions for each school to address in the coming year.
2. Ensure every school has a principal's advisory team with an intervention from Execs if ineffective or not present. Encourage shared leadership at the building level.
3. Develop communication plan for Smarter Balanced and CCSS, including providing clear, concise examples comparing OAKS and Smarter Balanced and presenting information at board meetings, in newsletters and at fall conferences.
4. School teams (principal and teachers) report to board on how they are implementing CCSS (as identified in task 1) on a rotational basis so that every school presents once each year. Reports follow Strategic Plan Reporting format: present data, provide analysis, detail action plan.

Additional recommendations:

1. Improve training for new principals, both new to the profession and new to the district.
2. Work to improve consistency for school newsletters.