

# Common Core Implementation: Best Practice

Litchfield Public Schools presentation  
to Connecticut CCSS Task Force

May 14, 2014

# Knowledge Development

- *Proactive Response* = Key to Success
- Alignment of curriculum w CCSS
  - 2009-2013 Curriculum Development Timeline
  - 2010 CT SBOE adoption of CCSS
- Information disseminated to all stakeholders: *early and often*
  - BOE
  - Community
- Training of faculty: “learning by doing”
  - Hands on opportunity: RESC, SDE, CAPSS, CAS
  - Peer Instruction: “bringing information back”
  - Book/Video Studies: authentic, job-embedded professional learning
  - Sharing multiple information streams as available
  - **TIME**: most significant challenge (2010 adoption; 2014 S-BAC)

# Curriculum Integration of CCSS

- **Stage I – Scope and Sequences for all grades and courses – develop K-12 curriculum map**
- **Stage II – Alignment**
- ? **Confirm alignment to CT and Common Core Standards** as well as CMT/CAPT
- ? *Vertical Alignment – Are we covering everything we need to cover K-12? Are there redundancies?*
- ? *Horizontal Alignment – Should we adjust timing of units for more interdisciplinary connections?*
  
- **Stage III – Design teaching units using a backward design model**
- ? Identify Desired Results (Essential Questions, Knowledge and Skills)
- ? Determine Evidence (**Balanced Assessments** and Performance Expectations)
- ? Plan Learning Experiences and Instruction
- ? Explicit and direct connection to technology and differentiation in instruction
  
- **Stage IV- Monitoring our implementation**
- ? How will we ensure that the written & intended curriculum is also the taught and learned curriculum (Marzano, 2003)?
- ? How will we use student achievement data to monitor the effectiveness of our curriculum and instruction?
- ? How will we plan to revise the curriculum as needed? **Focus on continuous updated information in regard to S-BAC.**

# Curriculum Integration of CCSS

2009-2010	<p>Stage 1:</p> <ul style="list-style-type: none"> <li>Established steering committee as a work group: content area coordinators, teachers, administrators</li> <li>Reviewed components of viable curriculum</li> <li>Developed common template for Scope and Sequence as foundation document for K-12 curriculum development/revision process</li> <li>During summer, content or grade level teams collaboratively developed Scope and Sequence documents in 4 core content areas: English/Language Arts, Math, Science and Social Studies</li> </ul>
2010-2011	<p>Elementary (CS &amp; LIS): Stages 1, 2 &amp; 3:</p> <ul style="list-style-type: none"> <li>Complete Scope &amp; Sequence docs not finished during summer; build a unit design template to be used by grade levels to enhance Scope &amp; Sequence document (work group identified); align E/LA &amp; Math with CCS changes from SDE as available</li> <li>Add Essential Questions to documents as needed</li> </ul> <p>LHS: Stages 1 &amp; 2:</p> <ul style="list-style-type: none"> <li>Complete Scope &amp; Sequence docs for all graduation required courses, to ensure assured experiences; complete docs for electives courses &amp; specials as able, use summer to complete; align with CCS changes from SDE as available; continue development of common assessments &amp; rubrics</li> <li>Add Essential Questions to documents as needed</li> </ul>
2011-2012	<p>Stage 2:</p> <ul style="list-style-type: none"> <li>Complete K-12 Curriculum Map: vertical &amp; horizontal alignment</li> </ul> <p>Stage 3:</p> <ul style="list-style-type: none"> <li>Continue unit design all grade levels; alignment with S-BAC (as available) through completed CCS integration</li> </ul>
2012-2013	<p>Stage 4:</p> <ul style="list-style-type: none"> <li>On-going implementation &amp; monitoring</li> <li>Annual needs assessment &amp; revision as necessary</li> <li>Must develop formal examination process to ensure accountability</li> </ul>

# Instructional Competencies Development

- Depts./GL: reviewed practice standards & cross walked w current practice, **unpacked the CCSS**, infused CCSS into new scope & sequence document
- Depts./GL: focus discussion on **instructional shifts**
- Constant conversation: ensure no content lost, vertical alignment seamless, **common instructional vocabulary**, value of **“close” reading across content areas**
- Performance based assessment focus
- Writing Performance Tasks/Rubrics replaced “prompts”
- **Teachers took practice S-BAC**

# Community Engagement

- Superintendent's messages
  - Presentations to BOE (early alert → implementation)
  - Website updates
  - Presentations to community groups
- Principals' messages
  - Newsletters
  - Open House, Teacher Conference Nights
- PTO
  - Series of Parent Academies
  - CCSS, E/LA & the CC, Math & the CC

# Resource Commitment

- Curriculum Writing: summer costs
  - 2011: \$17,340.00
  - 2012: \$12,480.00
  - 2013: \$12,980.00      Total: \$42,800
- New Mathematics Materials
  - \$8,000-\$10,000 K-5 program
  - \$6,000 7-12 instructional materials
- Leveled Text and Non-Fiction trade books
  - \$12,000
- S-BAC prep: aligned w planned tech upgrades (?)
- *Pathways to the Common Core* (Calkins, Ehrenworth & Lehman, 2012) multiple copies
  - \$1,000

# Causes of Concern

- Money spent here not available elsewhere
  - Significant reduction of PD funding/materials
- Lack of timely notice and information from SDE
- Would have benefitted from more resources initially
  - Reactive approach
  - Seeking clarification and additional information independently



# Lessons Learned

- *Map Backwards*: “Begin with the end in mind.”
- Ensure that all stakeholders:
  - Understand purpose (Why)
  - Understand process (How)
  - Understand how to garner needed information
- Include as many classroom practitioners as possible in curriculum writing with such a paradigm shift; more time to learn it and “play with it”
- Maintain Flexibility and Use Common Sense
- *“Cross the stream without falling off the rocks.”*