

**Race to the Top Teacher and Leader  
Effectiveness/Standards and Assessment  
Community of Practice Convening**

**Engaging Educators in Achieving  
Higher Standards**

**April 25-26, 2012**

**Boston, MA**

# Setting the Stage for Shared Work

## Session Leaders

**Matt Gandal**, U.S. Department of Education

**Commissioner Mitchell Chester**, Massachusetts  
Department of Elementary and Secondary Education

# Meeting Objectives

- States will identify points of current and potential alignment between teacher evaluation systems and the high expectations of the new college- and career-ready standards.
- States will identify ways to engage teachers and leaders in the implementation of college- and career-ready standards and teacher and leader effectiveness reforms at the state and local levels.
- State teams will enhance their professional development plans to reflect a focus on educator engagement and the high expectations of college- and career-ready standards.

# Agenda – Day 1

<b>12:30 pm – 1:00 pm</b>	Setting the Stage for Shared Work
<b>1:00 pm – 2:15 pm</b>	Experiencing College- and Career-Ready Standards through Lesson Modeling
<b>2:15 pm – 3:15 pm</b>	Panel Discussion on Opportunities for Aligning College- and Career-Ready Standards and Educator Evaluation
<b>3:15 pm – 3:30 pm</b>	Break and Transition to State Team Time Rooms
<b>3:30 pm – 6:00 pm</b>	State Team Time: Enhancing State Professional Development Plans in Light of the Standards and Educator Support Structures

# Agenda – Day 2

<b>8:00 am – 8:15 am</b>	Setting the Stage for Shared Work – Day Two
<b>8:15 am – 9:15 am</b>	Panel Discussion on Educator Engagement
<b>9:15 am – 9:30 am</b>	Break
<b>9:30 am – 10:15 am</b>	Moving Educators from Knowledge to Participation and Leadership: A Guide on Educator Engagement
<b>10:15 am – 11:45 am</b>	State Team Time – Reflecting on Educator Engagement Strategy
<b>11:45 am – 12:45 pm</b>	Lunch on your own
<b>12:45 pm – 1:45 pm</b>	State Team Time – Planning to Enhance Engagement of Educators
<b>1:45 pm – 2:00 pm</b>	Transition to Cross-State Consulting Rooms
<b>2:00 pm – 3:30 pm</b>	Cross-State Consulting Protocol on Changing the Conversation
<b>3:30 pm – 4:00 pm</b>	Closing Session

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# Experiencing College- and Career-Ready Standards through Lesson Modeling

## Session Leader

**Brad Jupp**, U.S. Department of Education

## Presenter

**Sandra Alberti**, Student Achievement Partners

# Building the Foundation for Success:

## *Instructional Implications of the Common Core State Standards*

Sandra Alberti  
Student Achievement Partners, Inc.  
April 25, 2012

# Principles of the Standards

- Aligned to requirements for College and Career Readiness
- Based on evidence
- Honest about time

Fewer - Clearer - Higher

# ELA/Literacy: 3 Shifts

1. **Building knowledge** through **content-rich** informational text
2. Reading and writing grounded in **evidence from text**
3. Regular practice with **complex text** and its **academic vocabulary**

# What can be done this year?

- Teachers are aware of and understand the shifts required to implement the Common Core Standards in ELA/Literacy.
- Teachers can identify, evaluate and develop text-dependent (evidentiary) questions.
- Teachers begin reviewing existing materials to develop text-dependent questions.

# Mathematics: 3 Shifts

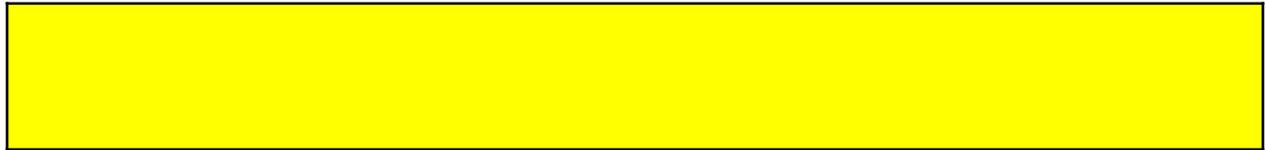
1. **Focus:** Focus strongly where the standards focus
2. **Coherence:** **Think** across grades, and **link** to major topics
3. **Rigor:** Require **fluency, application,** and **deep understanding**

# Traditional U.S. Approach

K

12

Number and  
Operations



Measurement  
and Geometry



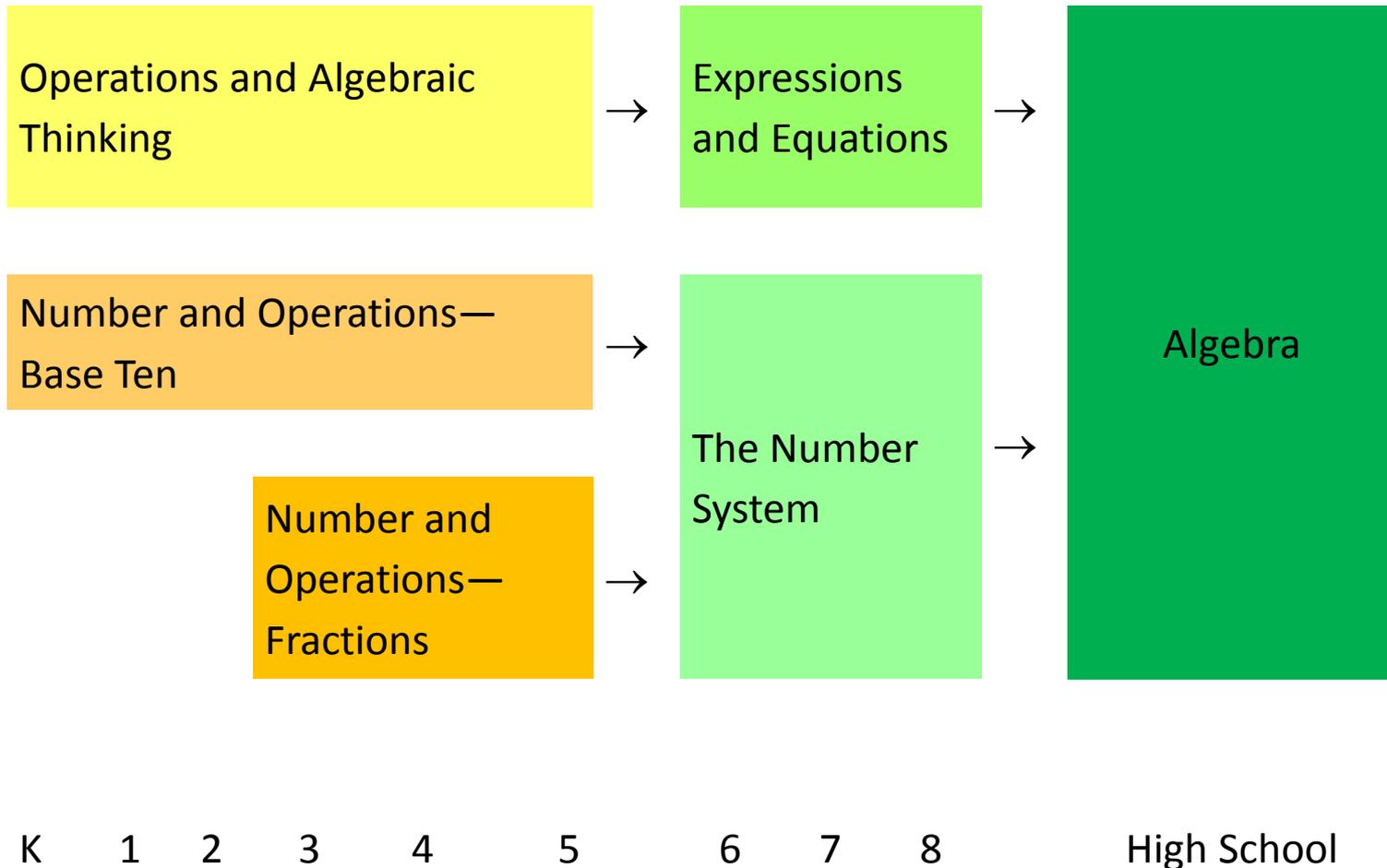
Algebra and  
Functions



Statistics and  
Probability



# Focusing attention within Number and Operations



## 2 Views of Proficient – 3<sup>rd</sup> Grade

- 3<sup>rd</sup> grade test **50 points** possible
- Assuming 50% required to be proficient, a student needs **25 points**

	Points possible	Points scored	Points scored
Number and Numerical Operations	20	10	16
Geometry and Measurement	11	6	8
Patterns and Algebra	11	5	1
Data Analysis, Probability, and Discrete Math	8	4	0
<b>TOTAL</b>	<b>50</b>	<b>25</b>	<b>25</b>

# Priorities in Mathematics

<b>Grade</b>	<b>Priorities in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding</b>
<b>K–2</b>	<b>Addition and subtraction, measurement using whole number quantities</b>
<b>3–5</b>	<b>Multiplication and division of whole numbers and fractions</b>
<b>6</b>	<b>Ratios and proportional reasoning; early expressions and equations</b>
<b>7</b>	<b>Ratios and proportional reasoning; arithmetic of rational numbers</b>
<b>8</b>	<b>Linear algebra</b>

# Key Fluencies

Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20 Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100 Add/subtract within 1000
4	Add/subtract within 1,000,000
5	Multi-digit multiplication
6	Multi-digit division Multi-digit decimal operations
7	Solve $px + q = r$ , $p(x + q) = r$
8	Solve simple $2 \times 2$ systems by inspection

# Mathematical 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.

**Don't Bureaucratize**

# What can be done this year?

- Teachers are aware of and understand the shifts required to implement the Common Core Standards in mathematics.
- Teachers identify the major work for the grade.
- Teachers begin reviewing existing materials to prepare for focus.

# What Does it Look Like?

	<b>ELA/Literacy</b>	<b>Mathematics</b>
Classroom Materials and Instructional Resources	Reading lists are balanced	Materials are focused
Teacher Knowledge and Practice	80% of questions are text-dependent	Have a deep understanding of major work of the grade
Student Work	Demonstrate close encounters with text through writing	Demonstrate fluency and deep understanding of areas of focus

# Strategies for Alignment

- How are you spending:
  - Questions on local assessments?
  - What do you value in PD?
  - What do you look for in teacher observations?
  - Money?
  - Time?
  - Energy?

## Cautions:

- ✓ Not about “gap analysis”
- ✓ Not about buying a text series
- ✓ Not a march through the standards
- ✓ Not about breaking apart each standard

# Resources

- [www.achievethecore.org](http://www.achievethecore.org)
- [www.illustrativemathematics.org](http://www.illustrativemathematics.org)
- [www.pta.org/4446.htm](http://www.pta.org/4446.htm)

# Building the Foundation for Success:

## *Instructional Implications of the Common Core State Standards*

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# Panel Discussion on Opportunities for Aligning College- and Career-Ready Standards and Evaluation Rubrics

## Moderator

**Amy Briggs**, Student Achievement Partners

## Panelists

**David Weiner**, New York City Department of Education

**Kate Gerson**, New York State Education Department

**Katya Levitan-Reiner**, New Haven Public Schools

**Sandra Alberti**, Student Achievement Partners

# State Team Time

**Enhancing State Professional Development  
Plans in Light of the Standards and Educator  
Support Structures**

# State Team Time Room Assignments

<b>AZ</b>	Beacon H		<b>MA</b>	Berkeley
<b>CO</b>	Exeter A		<b>MD</b>	Beacon C
<b>DC</b>	Exeter B		<b>NC</b>	Beacon G
<b>DE</b>	Clarendon		<b>NJ</b>	Dalton
<b>FL</b>	Beacon F		<b>NY</b>	Hampton A
<b>GA</b>	Gardner A		<b>OH</b>	Hampton B
<b>IL</b>	Beacon A		<b>TN</b>	Gardner B
<b>HI</b>	Beacon B			

# Thank You

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Contact us with any questions at:

[info@reformsupportnetwork.org](mailto:info@reformsupportnetwork.org)

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