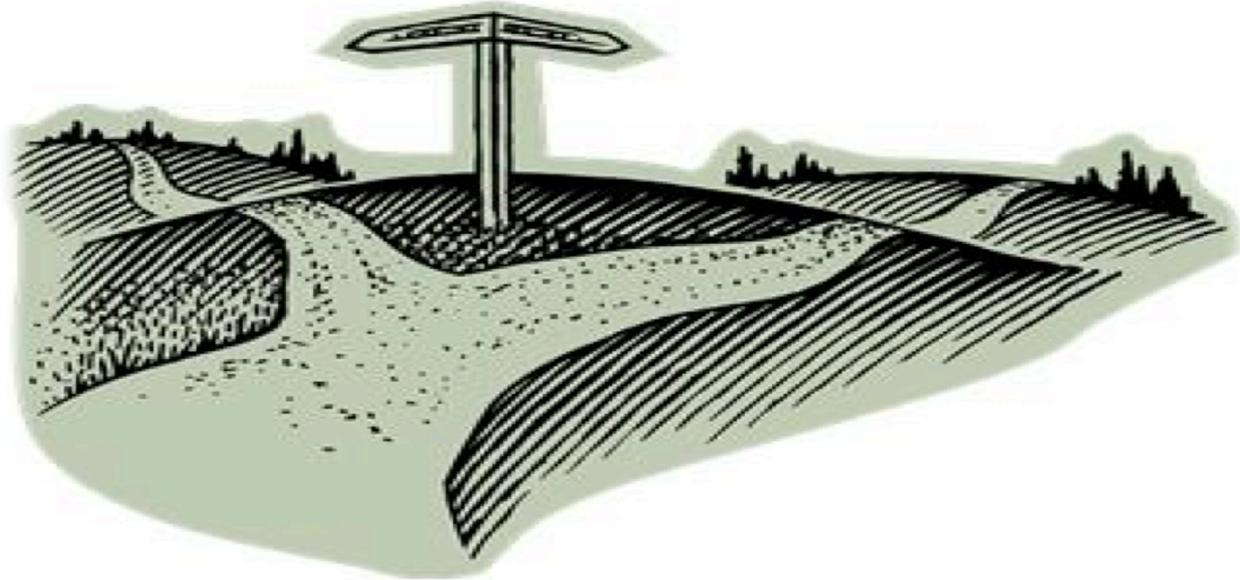


On Common Ground: Pathways to Common Core

El Sol Science and Arts Academy
2013-2014



A decorative banner at the top of the slide, consisting of a yellow-to-white gradient with a wavy bottom edge.

It all depends on how you see it ...

The story of Cory Booker and the “Queen Mother”

What is your vision?



Common Core Implementation Phase I 2013-2014

Awareness Building and Communication

- Establish a vision for our school community's transition to Common Core State Standards.
- Build sustained relationships within and across grade levels.
- Explore realistic and sound ways to implement the CC—taking small steps to adjust rigor across content areas.
- Communicate shifts to the greater school community

Instructional Shifts: Focus on Learning

- Scaffold, foster and support critical thinking in all classrooms
- Analyze current literacy initiatives and set goals for improvement
- Identify existing gaps in curriculum and develop a long term plan (Cross Curricular K-8 writing workshop)
- Writing across grade levels with a shift from persuasion to argumentation and textual evidence
- ELD shifts to reflect current research

Commitment and Support: Peer Observation Model

Peer observation is not a formal observation. The purpose of this tool is to enhance instructional practices and provide a forum for school wide collaboration. The goal is increased student achievement.

- Identify areas of need and their direct impact on student outcomes (best practices, ELL support, building rigor in the classroom)
- Gather information to understand teachers' needs and skills
- Foster a professional culture based on inquiry, reflection and professional development

Expectations and Accountability

- Shared responsibility across content and grade levels (spiraling of standards versus stair case progression)
- Consistent implementation of text layering and Close reading as instructional tools to enhance rigor in all classrooms
- Design curriculum maps and pacing guides in accordance with guidelines.
- School leadership team to facilitate opportunities for growth and learning



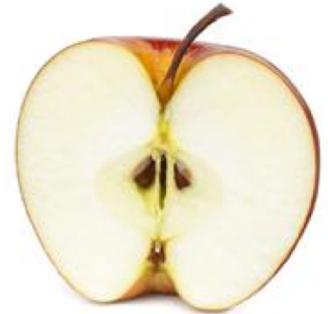
Literacy as Shared Responsibility

- Common Core says“““

“The Standards insist that [literacy] instruction be a shared responsibility within the school.”

- Implications for **ALL** teachers

1. Literacy standards are for everyone.
2. *Skills are universal, the content is malleable.*
3. The standards are not curriculum but a common language across disciplines.



Common Core Committee Groundwork

Summer Professional Development

- Attended ATDLE conference in San Diego (Common Core, ELD, Writing)
- Revisited GLAD strategies, Close Reading, and Text Complexity (Kathy Gomez)
- Worked on Backwards Design (Unit Planning) – (Kathy Gomez)
- Reviewed existing curriculum and made recommendations for supplemental material

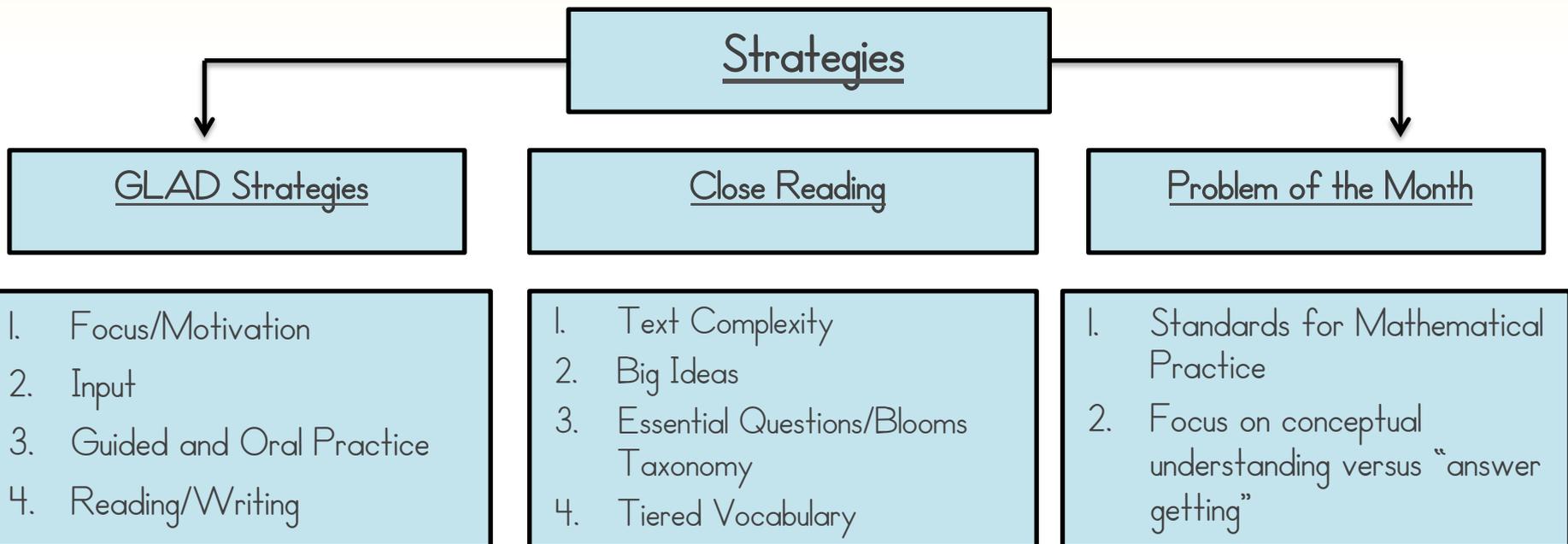
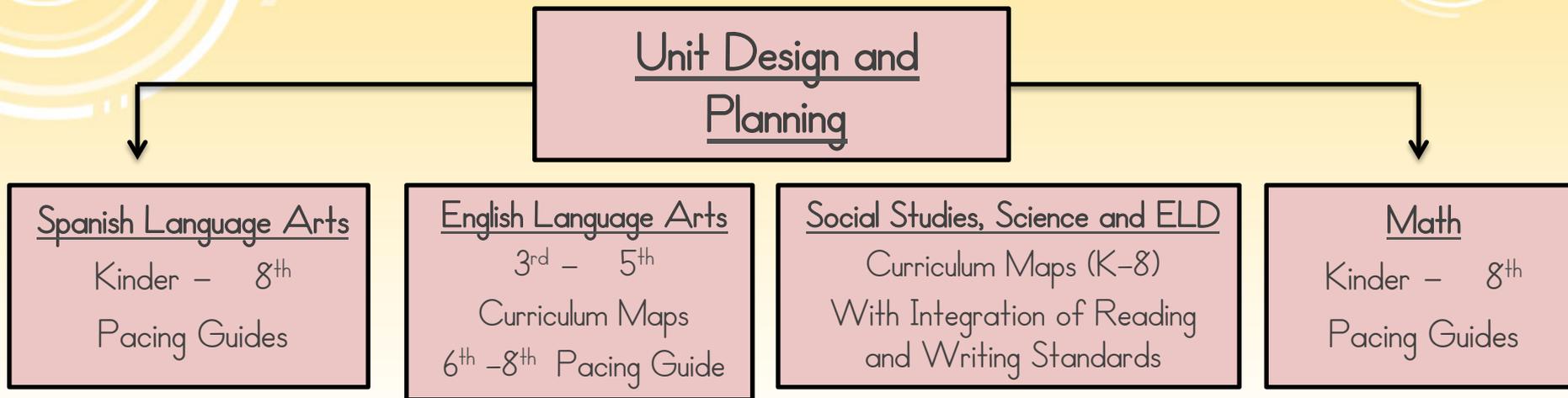


CC Committee Recommendations

- School wide implementation of GLAD strategies
- Integrate reading and writing across content
- Close Reading/text layering across grade levels
- Research implications for ELD in Dual Immersion program and its impact on program development.
- Problem of the month (math)
 - POM to start at the beginning of the year for middle school (Ms. Tvelia)
 - Begins in January for elementary
 - Number/problem of the day for elementary to sharpen skills
- Emergency lesson plans one every trimester
- Peer Observations (Details will be outlined later)



Understanding our Instructional Model



Taking a Closer Look at our ELD Instruction

Biliteracy through Transferability

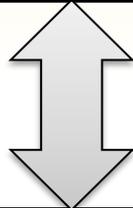
- Using transferability (the potential of using one source of knowledge to learn another) as a basis for ELD instruction.
- English and Spanish should not be taught in isolation – “look at the blue”

Grade	Transferability
Kinder	Phonological Awareness through chants, songs, oral language development, concepts about print, making connections to transferable sounds such as /m/ and /s/ – (isolate)
1 st	Phonological Awareness, Phonemic Awareness, Concepts about print, Transferable sounds, comprehension strategies that correlate – (expand)
2 nd and 3 rd	All kinder and 1 st plus explicit instruction for non transferable sounds, academic language instruction – (apply)
4 th and 5 th	Build on transferability lessons via parallel teaching of concepts and skills. Use prior knowledge from native language as an asset to expanding English language knowledge. (synthesize)

How do we accomplish all of this?

School's Leadership Team

1. Establish clear and realistic goals for what is expected.
2. Provide opportunities for professional growth and tap into teacher skills.
3. Facilitate a community of inquiry, collaboration, and feedback (i.e. peer observations, curriculum specialist, and consultants)



Teachers and Instructional Support Staff



1. Establish clear and realistic goals for what you would like to accomplish.
2. Keep it simple. Continue using practices that worked while gradually incorporating new ones.
3. Clarify and reach out when you need support.
4. Provide feedback through peer observations.



Extended Day Program (Tristan)