On Common Ground: Pathways to Common Core

El Sol Science and Arts Academy

2013-2014
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 1
### 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.

---

Pathways to Common Core
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

Unit Design and Planning

Spanish Language Arts
Kinder – 8th
Pacing Guides

English Language Arts
3rd – 5th
Curriculum Maps
6th – 8th Pacing Guide

Social Studies, Science and ELD
Curriculum Maps (K-8)
With Integration of Reading and Writing Standards

Math
Kinder – 8th
Pacing Guides

Strategies

GLAD Strategies
1. Focus/Motivation
2. Input
3. Guided and Oral Practice
4. Reading/Writing

Close Reading
1. Text Complexity
2. Big Ideas
3. Essential Questions/Blooms Taxonomy
4. Tiered Vocabulary

Problem of the Month
1. Standards for Mathematical Practice
2. Focus on conceptual understanding versus “answer getting”
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”

<table>
<thead>
<tr>
<th>Grade</th>
<th>Transferability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>Phonological Awareness through chants, songs, oral language development, concepts about print, making connections to transferable sounds such as /m/ and /s/ - (isolate)</td>
</tr>
<tr>
<td>1st</td>
<td>Phonological Awareness, Phonemic Awareness, Concepts about print, Transferable sounds, comprehension strategies that correlate - (expand)</td>
</tr>
<tr>
<td>2nd and 3rd</td>
<td>All kinder and 1st plus explicit instruction for non transferable sounds, academic language instruction - (apply)</td>
</tr>
<tr>
<td>4th and 5th</td>
<td>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)</td>
</tr>
</tbody>
</table>

Source: Achieving Biliteracy Through Transferability Lessons (presented by Norma Valenzuela)
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)