

## Implementing the Common Core: What Do Charter School Educators Need to Know?

### Slides 1 and 2

PEGGIE: On behalf of the National Charter School Resource Center, I'd like to welcome you all to the webinar, *Implementing the Common Core: What Do Charter School Educators Need to Know?*

### Slide 3

This is a presentation of the National Charter School Resource Center. We are funded by the U.S. Department of Education.

### Slide 4

I'm going to give you a quick review of the platform, and then we will go ahead and get started with our speaker, Beth Ratway.

I think many of you have joined us before. On the left-hand side [of the webinar screen], there is a chat box, and it looks like several people are having issues with the volume, so we're trying to correct that right now. If you would like to go over the phone, where the volume might be better, you can call 1-800-691-0270 and enter participant code 2A87642. You can enter questions you have in the chat at any time during the webinar, and we are going to put everyone on mute because we're expecting about 400 people to join us today, so it would be quite a lively phone conversation if we un-muted everyone.

In the lower left-hand corner, there's a file share window. There are six files here that Beth will be referring to in some way, shape, or form during the webinar. One is the *Blueprint* from the U.S. Department of Education (<http://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf>). One is an implementation workbook, then an innovation configuration map, a curriculum development tool, a communication tool, and then the webinar slides for this presentation.

If you did not receive my e-mail this morning with the slides attached, you can go ahead and click on the webinar slides PDF in that file share window, click save to my computer, and you'll be able to open them up



and print them out. If the text is too small on your screen, you can also use the full screen option in the upper right-hand corner.

It looks like the volume is better, so thank you all, and please do feel free to enter questions at any time during the chat. We won't interrupt Beth while she's talking. We'll take a break and then we'll leave a good 15 or 20 minutes at the end of the presentation for questions.

Beth has also generously offered to answer questions that come in that we don't get a chance to answer over the chat or during the Q & A, and we'll post those on our website, so you'll have those questions for your referral later. We are recording this webinar, and an archive of the webinar and all of the materials that are associated with it will be posted on our website, <http://www.charterschoolcenter.org/webinars>, by Monday the 21st at the latest.

With that, I'm going to go ahead and introduce Beth Ratway. Beth is a senior technical assistance consultant at the American Institutes for Research. She works with the Great Lakes East and Great Lakes West Comprehensive Centers to assist state education agencies and intermediate school districts with implementation of the Common Core State Standards and developing innovative 21st century systems that improve academic achievement for all students.

## **Slides 5 and 6**

Welcome, Beth. You can go ahead and take it from here.

**BETH:** Great. Thank you. Good afternoon everybody. As Peggie introduced me, I taught high school for 14 years, and then I worked at the state department of public instruction in Wisconsin, and now I work for AIR. I work primarily with the two comprehensive centers focusing on Common Core implementation and 21st century teaching and learning. So my background is on Common Core. That doesn't mean I know everything; it means I know a little about the Common Core and the assessment systems and I'm just kind of learning along with everybody else.

My goal today in our outcomes is really on the screen, and it's all about learning together and sharing resources that I know of that we've

developed in terms of helping people move this work forward, as well as other resources that have been used.

I'll try to be as interactive as possible with 400 people on a webinar. As Peggie said, I'm going to try to answer questions, and we'll have some spots along the way to stop for questions. For those that don't get answered, and for the ones we received earlier, I will try to put together a sheet and we can post it as I find the answers or give you some information on each of those pieces. So if we don't get to answering all the questions, we will try to do that by Monday also.

My purpose in this webinar is really to help inform you and inform your work primarily around the Common Core as well as to plant some seeds to think about, food for thought in moving this work forward and to share resources. Those are my primary goals in this work.

## **Slide 7**

We'll have some polls along the way to see where you all are in terms of implementation of the Common Core, and they will tweak the presentation. You have all the slides, which there are a lot of them, but I'm going to move through them based on the polls as we go throughout. So if we skip through things and you're seeing that, then you will have access to those and the notes pages, and there are resources in some of the notes pages.

The essential questions, the things that we're going to really cover, and it depends on what your needs are as a group, but part of the piece is, do you want to talk about college and career readiness? That would entail how we define readiness, where the Common Core Standards fit within that definition, and how they fit within that in terms of assessment.

Obviously, we'll definitely do different components of the standards, but how much time I spend on them will be based on a poll that we'll do in a moment. Then, how does this impact all of you in charter schools and the work that you do, and how can your current work impact what other people are doing? I really think that a lot of the work that's happening in charter schools can help inform and give best practice examples to those out in the field who really need some good

ideas about implementation and how instruction works for kids. Individualized instruction, I think, is where we can get some really good work from charter schools in support of implementation of the standards. Then, what resources and tools can help us implement the Common Core?

I will share with you some [ideas and resources] that have been developed by others as well as some that we've developed in our work with state departments of education. As I said earlier, I work primarily with state departments of education, but we also do district work. So we will share some of the resources that we've put together.

All right, the poll. I'd like to know where you want to spend our time in terms of this webinar. Do you want to focus on defining college and career readiness? Do you want background or need background on the Common Core? Or do you want us to focus our time on tools to help with implementation? I'll give you a few minutes to vote.

PEGGIE: It looks pretty one sided right now, Beth.

BETH: It looks like that, and that would have been my thought also. As I said, anything that you would need in any of those three areas will be in the PowerPoint [slides], and you have access to all those. I also embedded, in the notes section, some answers to the questions that people had earlier. I put some ideas in the notes section. For example, somebody asked about standards-based grading, so there's some information in there. There's information about the assessment systems, and there are also links and so on.

Just so you know, the different resources that you need are there, and I will really focus on the tools that we've developed that can help you move your work forward and that will help me sharpen my PowerPoint presentation. So what I'd like to do—there are two slides that I'd like to show you that I think can impact your work in thinking forward—I'm just going to breeze through.

## Slides 8–17

You can see all the different components that you can pick and choose. Use any of these that you'd like. That's what they're there for.

## Slides 18 and 19

In terms of thinking of Common Core and college and career readiness, the one thing that I really do want to highlight is that college and career readiness is one component of preparing students for what I like to call life. The term out there now is college and career readiness, and thinking about college and career readiness. David Conley focuses on four areas of readiness, including:

- Cognitive readiness
- Content knowledge
- Academic behavior
- Contextual skills and awareness

That really gets at thinking about what a lot of you deal with, which is thinking about the whole child, moving that work forward and individualizing learning, and reaching the needs of all students. It's not just about content knowledge.

A reminder in the context of all of this is that the Common Core is only one piece of this. It's not the entire piece, but it is thinking about college and career readiness in terms of the big picture, and one component of that is the Common Core and content knowledge.

The beauty of the Common Core right now, from my perspective, is that it is laying some common ground now. Charter schools seeking to align with common standards—charter schools in Michigan, charter schools in Wisconsin, and charter schools in New York—now will have the same standards to work with. That could create some rich openings for common conversations about that one component, and then you can also obviously share some ideas in other areas.

I just wanted to preface our conversation with the understanding that when I'm talking about readiness, it is only one piece of college and career readiness, but it's an important piece, and it's the first time that we've had some common ground and some common frameworks to go from in terms of content.

END OF CHAPTER 1

## Slides 20–35

BETH: These slides provide background on the standards. We'll just breeze through them so that we can focus on what you want to cover during this webinar. There are different pieces and different components that you can select depending on the audience that you're going to present to about the Common Core. You can pick and choose whatever you'd like, but I think there's enough in here that you can go through and beg, borrow, and steal as you'd like to use.

### Slide 36

Before we get to the tools, I'd like to talk a little bit about the shift to college and career readiness in the Common Core. It's a focus more on content and on having some common content expectations across states. Maybe it could lead to some type of aligned curriculum; not necessarily a national curriculum, but there could be conversations about common ideas for curriculum and sharing ideas about curriculum.

### Slide 37

Just highlighting some of the things that you may want to think about in terms of instructional leadership and in terms of delving into the standards. In English language arts, there's a huge shift in the standards from fiction, which was emphasized even at the higher levels in high school, to more of a balanced approach of reading fiction and nonfiction. So there are some ways to get kids more engaged by looking at some nonfiction pieces or primary sources or different types of things that students can look at and work with to really make it relevant to them.

There's a real shift and an emphasis that it's not just fiction or literature anymore, that there's a balanced approach to this literacy component in English language arts and that they're looking more closely at texts and things that we do every day. They're really trying to highlight things that, no matter what you do in life, you focus on as well as emphasize literacy skills in the areas of history, social studies, science, and technical and content subjects. That's a huge piece.

If you start on page 59 of the standards, for Grades 6 through 12 in reading and writing, it gives a space for social studies teachers to really kind of unpack some standards and think about what reading and writing could look like and should look like in social studies, science, and technical subjects. It gives some cross-curricular conversations, some depth to those conversations in terms of what reading and writing could look like and how we can have conversations and unpack these standards and make “I can” statements for students in these other content areas in addition to English language arts and mathematics.

### **Slide 38**

Common Core mathematical practices can add to the cross-curricular conversation. What does problem solving look like in mathematics and what does it look like in a science class, in an art class, in a physical education class?

You can have conversations about these different components that are really the highlight of the mathematical standards, or these practices. If you can have conversations across departments as well as within the mathematics departments and grade levels, it’s just something to think about in your work in moving forward in terms of the Common Core. I think the big area is that shift to nonfiction and then these mathematical practices that can lead to some really good conversations across disciplines and across grade levels.

Now we’ll move to the tools, since that seemed to be the big emphasis.

### **Slide 39**

The other piece is that there are next-generation science standards that are up and coming. If you go to the website, you can see the framework and get some of the tools and ideas that they’re talking about in terms of moving that work forward. It’s probably on a much faster pace than is social studies.

There are conversations about building common standards in social studies, and there are people at the table. Social studies folks as well as the content organizations are having common conversations about what these look like in social studies, which would be an interesting

conversation. Obviously, it will take a little longer. They aren't quite as far along as science, so science will probably be the next group of standards that you see.

Just for clarification, the science standards and the social studies standards will not be called the Common Core State Standards for science or the Common Core State Standards for social studies because they're being developed in different ways. The science organizations are doing the science ones and the social studies organizations, it's not CCSSO and NGA like it was for English language arts and mathematics. But they will be created using the same process. Everybody will have an opportunity to provide input and to give feedback, and then states will choose whether or not they want to adopt the new standards on an individual basis. This is the same kind of process that was used to develop and adopt the current Common Core in mathematics and English language arts.

## **Slide 40**

Before we move to the tools and resources, I'm assuming that many of you know at least something about the Common Core and have heard or read some of the things that have been out in terms of the assessments. In the context of the charter school situation, the frameworks that you all deal with, and the students that you work with, are there opportunities that come along with the Common Core?

I see somebody is talking about the development of assessment tools for students with disabilities. There are some states that are coming together to deal with that. I've put information in the notes section under assessments. There are two consortia that are dealing with students with disabilities and building assessment tools and modules for those students based on the Common Core as well as one for English language proficiency.

So when you download the slides that will be there so you can see the different [directions], where they're moving with those areas. Yes, I think, Elizabeth, that's a really good thing, is that I think this is huge for collaboration and opportunities to have conversations across charter schools and between district and charter schools. You're building some common language. I like the leveling of the playing field; I think that was a

big one that they were hoping for. Obviously, we know that will take some time, but there will be a level playing field.

Is there going to be project-based learning? That would be nice. I think that's what you all can do. You can build modules of project-based learning that can really push and use this Common Core to push, because I think you can do it with this. I would love to see it, and I think it would really help others in the public sector and public schools to see how project-based learning can be done well and can focus on the Common Core. I think charter schools are the best places to see and make that happen and to share it. I think the sharing across and the collaboration....

One thing I want you to walk away with as part of this presentation is that please, go back, have conversations on what you do really well and share that with everybody, because now you have common language, so people will know, oh, it's that standard. I can see that. I can see how you can do project-based learning work around these standards and so on.

That's great, Karen, if you can share it and we can do more of those types of things so other people can see it. Professional learning communities, it's a really good opportunity for professional learning communities. I'll talk about some resources for that later.

The slides have been.... You know what, I'll put the notes page.... When I put the question pages together, it says that the slides have only been saved as slides, which is fine. What I'll do is the information that I have on the notes pages I will put under the questions then—when I post the questions—because I put all the notes as based on earlier questions. So you will have all the same resources. I'll reorganize them for you.

Textbooks are another issue, math and trying to see what alignment would be and so on. Make sure everybody is looking at the chat, so if people are asking for other people's information you can have that. Some great opportunities, and I think charter schools have some other opportunities that are unique to your situations that you can share. You're delving into territory that now we are all hoping that other public schools need to delve into, a different type of instruction, thinking about instruction differently, and I think you all have a step up on that. The more you can share what works, the better off all kids are going to be. I think this will be a really good conversation.

Yes, an online group, a professional.... You talk about professional learning communities, I mean right now we're really thinking about building an online community of practice. How do you have conversations about these? What are you doing that we can share? I think that's a really good thought.

Yes, balanced assessment systems, I know they're having conversations in both assessment consortia, but there's two assessment consortia again. Then there are other assessment consortia for dealing with disabilities and other consortia dealing with English language learners; but they're all dealing with the same standards, so hopefully we can talk more about a balanced assessment system and have conversations about that.

A national test created for the Common Core? There are two different consortia, and the one common piece of the consortia is that it will be online for kids and that states can choose to be a part of these assessment consortia. Most of them are choosing one or the other, and there are a lot of slides and information, which brings me to these next....

### **Slides 41–47**

How will they be assessed? There's a lot of information here about the two different consortia that you can look at and see.

### **Slide 48**

It will tell you which states are in which consortia. Some, like Ohio, are still in both. Ohio is hoping to make a decision soon about picking one or the other. They wouldn't be like a national assessment, but it would be a common assessment that states could use in their state because there are common standards.

### **Slides 49–53**

This is all the information I put together, just quickly, so you can have some background information about the assessment systems.

## Slide 54

The one thing I really want to highlight on this slide is the ETS summary (<http://www.ets.org/k12/commonassessments>). If you have not gone to the ETS summary right here on this site, it's great and it's consistently updated. The ETS summary talks about both assessment consortia, gives you summaries of the work, what's coming out, what's happening, and it will continuously update. It's a document that they will continually add things to, and it's a really nice example about how and what the work of both consortia is. I think it's a one-stop shop, which is really nice because you can see what both consortia are doing.

PEGGIE: Beth, it looks like there's a little bit of confusion and maybe people aren't quite up to speed about the two different assessment consortia.

## Slide 42

BETH: I should probably go back a little bit.

PEGGIE: Yes, if you could spend a little bit of time summarizing both of them, and then talk a little bit about timeline. We did have a number of questions about timeline come in before the webinar, just to make sure that everyone is on the same page.

BETH: Sure.

PEGGIE: Thank you.

BETH: Once the Common Core was developed, the federal government put out for bid an opportunity for states to get together to build common assessments. What came out of that process are two different assessment consortia to deal with building common assessments around the Common Core, really focusing on what we call next-generation assessments and:

- How do you measure growth?
- How do you look at students across states?
- How do you administer them online?
- How can you look at multiple measures?

So it's really how do you bring together states and have resources and share resources to build common assessments around these common standards?

### **Slide 43**

There are two different assessment consortia. There's a SMARTER Balanced [Assessment Consortium] and the green ones are governing states—"governing states" means that they're on the board there together making the decision—and the blue ones are advisory states. All of those states have chosen to be part of the SMARTER Balanced Consortium. The work that they're doing and thinking through, what they do is all these states build committees and are building the assessments and being think tanks together to build common assessments and to discuss what they should look like. They're really kind of building the different components of that.

### **Slide 44**

What they're talking about are three different areas. Somebody brought up balanced assessment system and they're trying to have that conversation as much as you can from a big-picture kind of sense.

So you have summative assessments, they're really talking about how you build assessments for language arts and mathematics in Grades 3 through 8 and 11. There would be choices, there will be some interim assessments that they'll have opportunities to use, that you will all have opportunities to use if states so choose, to do some interim assessments in Grades 9 and 10 and kind of do some check-ins along the way. The aim is to try to figure out how to focus on student achievement and growth and look at it across time rather than these one-shot deals that we have now.

The state assessment systems, each of your individual states will have different timelines, and it depends, but if your state has adopted the Common Core, it most likely will be adopting one of these assessment consortia practices. You can look on the maps and the list to see where your state lies. But there will be a transition period from your current state assessments to these new assessments. They're talking about the summative piece of this. They are talking about once or twice a year, they're working on thinking how do you do that and how do you measure

and when do you measure? So they're still having conversations about that and about question types and what information will be needed and how to gather information.

## **Slide 45**

They're talking about interim assessments, how do you scale it, what types of questions, when do you offer that, how will they be administered throughout a year, every year if you'd like to, but you can choose when to do the interim assessments.

## **Slide 46**

Then they are offering some thoughts on formative assessments, how do we do on-demand tools for teachers to deal with individual students if they're in different spots? So how can we offer more balanced assessment pieces and components to help teachers move forward, and how can we have states work together to get this happening? They are really talking full-scale about professional development materials, units of instruction, and so on; but once we look at the timelines, that's going to be put off until they start honing in on these assessment components.

## **Slide 47**

The timeline here—and you can get it here; I won't click on it right now because I can tell you what it is. Right now they're looking at, they're putting out, and I'll put the resources up there for you, but on SMARTER Balanced they have some of the components already outlined about what would these standards look like, framework, what would an assessment framework look like, what will we be assessing as part of these standards? So they're really doing that right now, putting those out for public comment, getting some feedback. So you can look at those and you have access to those on the SMARTER Balanced website (<http://www.k12.wa.us/smarter/>).

You also have access to their timeline, so their timeline is that until now, what they're going to do over the next year is—and what they need to do, both assessment consortia—is start getting items out and field testing items. That will be different and we don't know yet how they're going to do

it, but they need to start doing it because the end date for all of these assessment pieces is 2014–15.

Both assessment consortia are expecting to have their assessment systems up—at least the summative assessment system components—by 2014–15, which will be built into the system. In order to do that, they definitely need to start sampling and looking at assessment items to be able to be ready by 2014–15. If you think about that and you back map that, you're thinking that up to your ninth graders, if you have ninth graders right now or any younger, those are the students that will be in this assessment system. That's why it's so important to start thinking about this implementation of the standards, which the assessment system will be built from.

### **Slide 48**

The other consortium includes these states. You'll see a couple of duplicates, not many. They're all kind of picking and choosing right now.

### **Slide 49**

Their goals, as any assessment consortium's goals would be, include:

- Create high-quality assessments.
- Build a pathway to college and career readiness for all students.
- Support educators in the classroom.
- Develop 21st century, technology-based assessments.
- Advance accountability at all levels.

In an instant how do you measure accountability and measure student progress on a continual basis?

### **Slide 50**

They also are looking at and thinking about building a more balanced assessment tool and assistance. So if you look at summative assessments, they're looking at performance-based as well as end-of-year, so their summative pieces are looking at performance-based and end-of-year components.

## Slide 51

Their formative tools are trying to do early assessments to be indicators of what they know and don't know and how you can use that and how you can build professional development programs that can help teachers access and work through this, as well as a midyear assessment.

## Slide 52

Yes, rural schools. I'm looking at the comments. Rural schools are going to be an issue. One assessment consortium has done an analysis of all of its states and of access of districts to technology. So they're doing some analysis of that right now.

It's going to be a real issue and something we all need to think about. It's hard for some people to get 20 kids in a lab right now, so to have those we need to start thinking about and adding to the conversation as much as we can to help both assessment consortia think about the realities that we live in, in schools and districts, and really get that out there and get that to them by about 2014–15. You [i.e., the assessment consortia] need to think about this because we don't have this and we won't be able to do this and our kids have never taken an online test, so we need time to do this.

So those are some things that I encourage all of you to put in and give comments as you can to both assessment consortia as they're moving the work forward. This is the timeline. It's a little fuzzy, but you can go online. This is the PARCC [Partnership for Assessment of Readiness for College and Careers] timeline. It's fairly similar. They're supposed to be developing items now and they're supposed to be piloting them next year to get research and some reliability and get some items so they can pilot the next year and then do full implementation and administration of their assessments in the year 2014–15.

So you have the timelines and you have some information. Oh, the NWEA [Northwest Evaluation Association], those are other resources that I have for you too. The NWEA assessments and ACT work and SAT10, and MAP and all those pieces, I have. What I can put out for you is all their websites in terms of how they're aligning their work and the work to these assessment consortia to the Common Core. I will send you those tools as

part of the question sheet because it's in the notes section, because somebody did ask about that before and I think it's a really good question.

## **Slides 53 and 54**

These are the resources. They're one-pagers. As I said, the ETS summary is really nice because it puts both assessment consortia in one package, gives you the similarities and differences, and it continually updates. So it will give you continuous information as well as places for you to give feedback.

Once again, I really encourage you to think about context—where you live, your teaching environment, and how these assessment systems will impact you—and give feedback. They need some reality checks about what's really happening in the classroom and what will best support your work. So think about that in terms of informing the work as it moves forward because it is really just developing and this is the time for us to talk to them and give them as much information as we can.

END OF CHAPTER 2

## **Slide 55**

BETH: ...conversations about that. I can see along the way about assessing them and what schools are using and whether they're going to be aligned. Keep an eye on your state websites. I know some are easier to use than others, but they now have these Common Core pieces and I will post.... There's a good summary of each state's website on the Common Core that I can post for you, where you can access information about what your state is doing, especially in terms of assessment.

## **Slide 56**

In terms of the tools, this seems the place where everybody wanted to spend some time. So I want to give it some time, in terms of the tools to help you move your work forward. I'm just trying to see if there's anything else.

Steps for aligning curriculum to Common Core we're going to talk about that. One thing that I would really like to emphasize in terms of getting you ready for implementation of the Common Core: Yes, we've had standards for a long time, since the 1990s. But this may be an opportunity for us to really push forward and think differently. That's why you built charter schools in the first place, to have the place to think and do things differently.

That's why I want to encourage you to share the work that you do. The first step in terms of preparing for the Common Core is to honor what you currently do and see how it best benefits implementation of the Common Core. Have conversations about it. Highlight it and share it with others. For example, this really works in teaching nonfiction text or in getting kids engaged in project-based learning to get at these mathematical practices.

Highlighting some of the good things you're already doing would be really beneficial to the field in general. We need to look at the shifts in learning that need to happen and we need to really look at the standards. We need to figure out what adult learning needs to happen to best support student learning. And we need to create a cohesive plan to help make this happen and think about what adult learning needs to happen in terms of making this work. I think this is the biggest conversation.

## **Slide 57**

Implementing the Common Core Standards is like building a house. We're not redecorating; we're not throwing another pillow on the couch. We're really breaking down walls and building from the ground up to have conversations about best practices and redefining roles and thinking about it.

So the house came out, there's the foundation, which is the Common Core and the essence of getting all kids college and career ready. Then the scaffolding and the framework is really kind of what your states do to help and move forward. That is a different role for them because their role primarily has been to create standards, and now they're trying to figure out what their role is in all of this and how they can best support districts.

Then districts and charter schools; you have your own roles in terms of building from that foundation and building from the state work to make it come to life for students. How do you do that and how can you share the

resources in doing that? This just really gets at the essence of the simplistic; this is how the essential elements and the different levels are connected.

## Slide 58

This slide shows some quick reports that you can access at any time if you want to know what's happening in different states as well as districts and what they need in terms of implementation. The Center on Education Policy (<http://www.cep-dc.org/>) has developed two reports—and you can find them both at that website—on progress and obstacles in terms of implementation.

## Slide 59

[This is] one tool that came out of our conversations across states. Five states built this tool to use as a communication tool. They were finding they didn't know how to communicate.... They're saying the path is college and career readiness and getting all kids on that path and moving them forward, and these are the components that we need to look at, which are:

- Policy
- Curriculum
- Instructional leadership
- Professional development
- Assessment

These are all the folks down here that we need to engage in the conversations. That's the other thing I want to emphasize to you all. I know you probably all do it better than others, but really think about who's at the table, who's not at the table, and who needs to be there to get real commitment and support along the way, especially in these financial times. How do we bring more people to the table around this common language and Common Core to move this work forward?

## Slide 60

This is a tool they use for communication. We've been working with states and districts in thinking about how you can do this, what is the first step, and we've been working with them on developing a clear vision for implementation. What does it mean for kids in your school, in your district, in your state to be college and career ready? How do you plan for implementation of these standards, and where do the standards have a role in that? How can you best focus on curriculum, instruction, assessment, professional development, and stakeholder engagement?

## Slide 61

I focus on three Ds when I work with districts, schools, and states. What do you need to do? You need to define, design, and do. You need to make sure that you are consistently including different stakeholders and deliberating all along the way, that you're asking questions and involving people all along the way to help it make sense, get buy-in, and make this work for all students and get community support along the way.

## Slides 62 and 63

What are some tools to help get this done? Here are questions to think through, to start defining the work. How do you start defining the work? Well, it's through this and asking these questions:

- Where are we?
- What are the issues?
- Where do we want to be?
- What do we need to do to get there?

So how do you define the work in that way? The big piece that came out of this, and a tool that I think you may all find useful—and you can tweak and do what you'd like with it—is the innovation configuration map. It's down there under file share, but I will share it with you.

PEGGIE: Beth, do you want me to get it?

BETH: Yes, can you get it? Because it doesn't seem to be right on here.

PEGGIE: Yes, it will be up in a second.

BETH: That's fine. If you don't know what an innovation configuration map is, it's a PDF, but you can play with it and do what you'd like with it. An innovation configuration map is another tool to help define the work.

What we've found was that states—particularly when we first started this work—didn't really know how to push themselves in terms of defining their role in moving this work forward. Working with different groups of people, we created this innovation configuration map and we've now made it for districts.

What does it take to make this happen, to implement the Common Core? What are the key attributes? We chose several elements, including:

- Curriculum
- Instruction
- Professional development
- Assessment
- Policy
- Communication
- Alignment

So you see those will be the key attributes in here. Then we outlined what are desired outcomes. Then we put the innovating side in and we left the other three blank to help you gauge where you're at. For instance, it comes up with a definition of curriculum, and then it has innovating, so a desired outcome is to, let's say, develop tools and evaluations to help identify and select appropriate resources and materials.

What a school might be doing is engaging a wide variety of stakeholders in the adaptation of existing tools or the development and dissemination of new tools and evaluations to help identify and so on and so forth. The map provides resources, which are going to be very useful, I think, to you in moving this work forward. I put resources at the end of each section for you to think about. If you're thinking about curriculum alignment, here are some resources that may help you move the work forward.

Then instructional leadership; it has different pieces that you can use to create a clear vision for teaching and learning, developing instructional models and then it goes through and gives you all the different pieces and resources. It does the same for professional development, so it tries to push people's thinking a little bit more and gets them thinking differently about things, but also allows for some conversations among different stakeholders in terms of how you define the work in moving forward.

The innovation configuration map is a gauge. You can keep coming back to it and saying, oh, we're probably at two here, maybe three here, maybe four, because we have the opportunity as a charter school to be at a four, because that's why we are doing what we do. Let's share that with others; and here we might be at one because we haven't really thought about that, like policy or communication.

So it's really a tool for self-gauging and thinking through, and we've used this tool throughout our conversations with all of our states. This is a draft, so we'll be playing with it; but it's yours also to play with, to look at and to really think about your work in moving forward in terms of implementation, especially if you want to hone in on one of those particular areas, if not all of them. You can't do it all at once, but it will help you define and plan.

I think that's our biggest tool to help you think about moving the work forward, and it has been really successful helping states and districts move their thoughts and conversations forward.

## **Slide 64**

One example of how somebody has used this. Peggie, could you open the communication tool, this one?

PEGGIE: Yes, I'll open it now.

BETH: The communication planning tool is an Excel spreadsheet. Along the left-hand side are the key elements from the map, so you have these same pieces. They asked us to say okay, we're going to put SEA, this is an SEA role, this is an LEA, this is a district role, and this is a school role. They could use this to determine who was in charge of a particular role and then to enter a specific name, like you name the person who's going to be in charge of working on the specific section and when they're

going to work on it and the LEA would do the same and then identify what stakeholders are to be involved. Oh, we need a partner in this, we need ACT to do this, or we need to really talk to NWEA about this assessment piece and who.

Then you put dates in here and then, because it's an Excel spreadsheet, you can sort it and print out a map of a timeline. So for the SEA, here's your timeline; LEA, here's your timeline; stakeholders, here's your timeline. You can sort it by office and you can sort it by stakeholder group.

Because the tool is an Excel spreadsheet, you can use it to build your own individual timelines for the work. A couple of our states took this and ran with it and asked us to turn it into an Excel spreadsheet. Oh no, it's not dated, but we can date it. I'm just looking. This is one example of how they used it to create a communication tool with internal and external folks in terms of getting the work done, so if this is the work, who's going to do it specifically?

It's a pretty simplistic tool that you can sort, organize, and use to move forward. Just a reminder that these pieces over here on this example of the tool are the state ones, so they're a little different wording than the district and school ones because it's a little different work, depending on the state. Another way that we tweaked it, can we go back to the PowerPoint?

PEGGIE: Yes, just give me a second.

## **Slide 65**

BETH: That's fine. The Illinois State Board of Education asked us to put the ideas of the innovation configuration map into a planning tool, and this is the design piece. How do you help design a plan for moving the work forward?

We made a planning tool and you have two different copies of it here. The tool takes you through the process of planning in terms of curriculum, instruction, professional development, and assessment and helps you to action plan. It makes you think about deliverables, about stakeholders that should be involved. It starts by asking you to describe your current reality and where you want to be in six months, in a year, in two years, in terms

of implementation. So it really compliments the innovation configuration map. It's the tool to do the designing.

You understand how to define the work. Now you have to design a plan to move it forward, and this tool focuses on the different components that need to be considered. You have access to it over here. It's the implementation guide and it helps you think about and move the work forward. I can send it to you. We have it as a PDF and also as a Word document.

As I said, we turned it into an online tool. I've tweaked it in a different version, so if you need different versions let me know, e-mail me and I can send it to you. It really gets people thinking and planning through the different components of curriculum, instruction, assessment, and professional development, and it requires you to engage other people in the planning process. The tool helps you think through the process and asks you questions about what stakeholders you need at the table and how are you going to engage them, and so on. So it's really a tool to help design and plan the work moving forward.

## **Slide 66**

The final tool I have for you is the professional development map. Can you open that, Peggie, please?

PEGGIE: Coming now.

BETH: Thank you. I can tell you about it, but I'm glad to see that you think the implementation tool is helpful. We have found it's really helpful in focusing conversations and really kind of pushing them because this is our first Common Core, as I like to say, so how can we push moving forward?

We looked at all the different things that we've done in the past and really thought about what constitutes good professional development. We worked with our states and gave them some ideas based on other things that we've done, and we gave them this map for professional development and planning.

What do your adults need to learn in terms of moving this work forward? This is a five-page map and it focuses on readiness. What kind of

professional development do you need to do with the adults in your organization to get them ready, make the shift, align classrooms, and so on? What kind of professional development do they need for rollout? How can you have vertical conversations? How do you build project-based learning? How do you differentiate? How do you build units of study for professional development in terms of rolling it out and determining what does and does not work?

Reinforcement is the last component. How do you continually help to reinforce the work through professional development? This might be a tool for you to think and look through in terms of planning your professional development, feeding the adults in your organization, and helping the work move forward. It outlines the actual steps to go through and it suggests ways to think about framing adult learning experiences. Sorry, Peggie, now back to the end of the PowerPoint.

PEGGIE: Okay.

## **Slides 67 and 68**

BETH: I'll just talk about it, so it doesn't matter when you get there, but at the end of the PowerPoint document—especially the last two slides before you get to my information—I've suggested resources for your use. I have two slides of resources that may be helpful in moving your work forward.

There are some PTA summaries, which are great. They go grade by grade. As a parent, here is what you need to know about kindergarten and the Common Core, this is what your child will be learning. Here's what your first grader will be learning. They are great resources in terms of communicating to parents.

There are videos from the Hunt Foundation that discuss the Common Core and what it is and that analyze the components of the mathematics and the English language arts standards. They're actually short video clips about each of the components of the Common Core. I've also indicated where you can find the individual content specifications and how the two assessment consortia are really looking at the standards.

There's an organization called Common Core, but it's not *the* Common Core. They've developed English language arts maps, curriculum maps that you can view or buy. You can see different components and it may give you a sense of how to unpack these standards. The Essential Educator resource list is a great source in terms of providing additional resources to move this work forward. Our website is there, too. The Partnership for 21st Century Skills has built a toolkit of how to get the four Cs and where the four Cs are in the Common Core. That leads to that other part of that circle from David Conley. It's not just the content now, it's that skill component. I think that's where the P-21 work fits in, and they already have built a tool to show you where it is.

Another cool thing that will help support professional development in terms of moving this work forward is called EdSteps. I suggest you look at the organization's site at <http://www.edsteps.org/CCSSO/Home.aspx>.

EdSteps is collecting student work from across the country to help define and illustrate good writing and global literacy. You can access student work to use in professional development and see high-quality examples of different components. CCSSO is slowly but surely gathering actual student work to encourage conversations about what represents high quality. You can use EdSteps materials in the context of professional development when talking about learning.

## Slide 69

The last piece is a list of questions that I would like all of you to consider when you have conversations that I think are really needed in terms of how you facilitate understanding with your adults, your kids, your parents, and other stakeholders. How do you help them understand the deep learning that needs to occur if Common Core Standards are to be successfully implemented? How do you build recognition that writing a standard on the chalkboard and saying, oh, I did that one today is not what the Common Core is actually about? How do you have rich conversations about these issues with everyone involved?

How do we bring a different look to instruction? Questions to ask might include:

- How can we emphasize that in other arenas?

- How can we do things better than we already do them?
- How do we build understanding that instruction must be different if we are to help all students reach these standards?
- How do we make it safe?

That's part of the essence of charter schools, making it safe for teachers to build high levels of instruction and have conversations, and I think that leads to the bold question that I want to pose to all of you. **Please think about how you can share with the rest of the world what you do and how it can support Common Core implementation.**

How can what you have been doing really support some of the areas of Common Core implementation? Then ask questions about what you aren't doing and about the help you'll need to do it. This conversation can be held across almost all state and local levels and among educators in general because almost all states are dealing with the same standards.

I think the cross-state nature of the Common Core Standards allows more brains to come together to do better things to help all kids. That's the essence of these standards: they present opportunities for more of us to have common conversations to really help all students reach higher levels.

I know we only have four minutes, but I'm open to questions. As I said, I will answer them as best I can, and if I can't, I'll try to find answers. You can pose questions and I think it will help everybody. We'll put up the questions that were asked earlier as well as those that were asked along the way, and we'll try to provide resources and updates for you.

One way that I get information every day is from Google alerts. I set up the Google alert that says Common Core State Standards and I get news headlines about what different districts are doing and what people are doing along the way. It's been pretty cool. You get summaries of what's happening every day in terms of that. So that's one way I access information. Questions, there's a lot there, I'm sorry. But hopefully I gave you some food for thought, planted some of those seeds, and gave you some tools to move forward.

## Slides 70 and 71

PEGGIE: Great. Beth, I'd like to really thank you, and it looks like all the participants are thanking you as well. It looks like this has been super helpful and you've provided some very hands-on tools that they can use to begin the implementation of the Common Core in their charter schools. It looks like we also have a Google group set up already.

I think it's wonderful that you're starting a professional learning community to do exactly what Beth said, to work on the adult learning that's going to inform the student learning that can really take off once the Common Core Standards are totally implemented. I'm going to send you to a survey in a moment so that you can give us some feedback and let us know what worked with this webinar and what didn't.

For more information about the Common Core Standards, please visit <http://www.corestandards.org/> and you can start to really dig into them if you have not already.

We look forward to your participation in future webinars hosted by the National Charter School Resource Center. If you have ideas for future webinar topics, we are really very open to your suggestions, so please submit those as part of the survey.

The webinar will be archived at the following website: <http://www.charterschoolcenter.org/webinars>. We will do our best to have it archived by the end of this week, but certainly by November 21st at the very latest.

I will be sending you to an evaluation. I encourage you to share your feedback with us so we can continue to have webinars that meet the needs of the charter school community moving forward. Thank you, Beth, and thank you to all the participants.

END OF CHAPTER 3