



# THE GOOD NEWS ...

## State of Connecticut's School Classifications

- EXCELLING ...
- PROGRESSING ...
- TRANSITIONING ...
- REVIEW ...
- FOCUS ...
- TURNAROUND ...



# MONROE'S CLASSIFICATIONS...

- EXCELLING ...

Masuk High School, Jockey Hollow, & Monroe Elementary School

- PROGRESSING ...

Stepney Elementary School & Fawn Hollow Elementary School

- TRANSITIONING ...

- REVIEW ...

- FOCUS ...

- TURNAROUND ...

# **AN ADDITIONAL AWARD....**

## **Schools of Distinction**

**Masuk High School**

**Monroe Elementary School**

Second Year in a Row

# **Common Core State Standards**

# Agenda

- The Need for Standards?
- Overview & History of the Common Core State Standards (CCSS)
- CCSS Through the Grades
- Monroe Schools Response to Common Core
- SBAC: What is it? What does it look like?
- Teacher Evaluation Link
- Questions and Concerns

# The Need for Standards



# Reform Over the Years

<b>Areas of Focus</b>	<b>Before 1986</b>	<b>2001 No Child Left Behind</b>	<b>2012 CT Public Act 12-116 Race to the Top</b>
Learning Goals	Locally Determined	State by State	46 State Common Core (CCSS)
Assessment Protocols	Rank and Sort	Tests for ALL States – CMT/CAPT	Tests for All SBAC
Accountability	No News is Good News	Failing Schools Based on School Performance	Measuring Every District, School, and Teacher
Curriculum	Table of Contents	CT State Framework	Common Core (CCSS)
Testing Tools	Paper and Pencil	Paper and Pencil with Performance Tasks	Digital with Performance Tasks
Instructional Focus	Teacher Determined	Aligned with CT Frameworks/Standards	Common Core (CCSS) Aligned





# HISTORY OF COMMON CORE

In the 1990's, Connecticut had **Standards** for every subject area. ELA, math, and science were tested by the CT Mastery Test (**CMT**) and the CT Academic Performance Test (**CAPT**).

In the 2002, **Federal Legislation** called No Child Left Behind (**NCLB**) was passed and significantly **increased reliance on testing data**.

In June 2009, the **National Governors Association** and Council of **Chief State School Officers** developed the **Common Core Standards** with help from teachers, parents and experts.

In July 2009, **Federal Dept. of Education** announced **Race to the Top** Funding, which tied CCSS with Teacher Evaluation.

On July 7, 2010 The **Connecticut State Board of Education** unanimously voted to **adopt the Common Core State Standards**.

# Monroe Schools' Response to Common Core

## 2010 - 2011

- Attend state and regional Information meetings on Common Core State Standards.
- Read professional books and attend conferences on CCSS.

## 2011 - 2012

- Meet with grade level teacher representatives to unpack Standards and write Reading Units of Study Grades K- 12 as well as to align current math resources Grades K-12.
- Attend meetings of Fairfield County Math Council, ATOMIC, CCLM and NCTM Conferences and Fairfield County ELA Council, CRA and Literacy for All Conferences.

## 2012 - 2013

- District- wide professional development with Dr. David Pook, national educational consultant and one of the architects of CCSS to work with teachers K-12 (fall/spring) and with Steven Leinwand, former Mathematics Consultant with the Connecticut Department of Education..
- Teachers transition to resources aligned to CCSS
- Create formative assessments and performance-based assessments K-12.
- Revise units of study and curriculum to reflect CCSS
- Attend ELA meetings at Fairfield County ELA Council, workshops at Columbia University Teachers College Reading and Writing Project, CRA and Literacy for All and attend math meetings of Fairfield County Math Council, ATOMIC, CCLM and NCTM Conferences.
- Research CCSS-aligned mathematics and ELA resources.
- Elementary Standards-based report committee established

## 2013 - 2014

- Teachers fully implement CCSS-aligned resources in math and ELA.
- Partner with Columbia University Teachers College Reading and Writing Project to implement revised units of study Writing K-5 to be extended to Grade 6 January 2014. Three staff developers work in district (one at each elementary building 5 X) to support writing.
- Teachers attend additional workshops at TCRWP to support reading and writing lessons aligned to CCSS.
- Teacher leaders attend workshops at CES to develop effective assessments and strategies to support the transition to SBAC.
- Member of CES Math and ELA Assessment Consortium.
- Research CCSS-aligned mathematics and ELA resources.
- New elementary standards-based progress report aligned to the CCSS rolled out K-5 along with a parent explanation brochure

# The Tests...



**Partnership for Assessment of  
Readiness for College and Careers**



# Resources ...

Growing With  
Mathematics  
CT Frameworks  
(NCTM Process Standards)



Engage NY Modules  
Common Core State  
Standards  
(Mathematical Practice Standards)



Connecticut  
Mastery Test



Smarter Balanced  
Assessment Consortium



# CCSS Instructional Shifts

English/Language Arts (ELA):

Regular practice with **complex text** and its **academic language**

Reading, writing and speaking grounded in **evidence from the text**, both literary and informational

**Building knowledge** through **content-rich nonfiction**

Mathematics:

**Focus** strongly where the Standards focus

**Coherence**: think across grades and link to major topics within grades

**Rigor**: in major topics pursue with equal intensity -

- Conceptual understanding
- Procedural skill and fluency
- Application

*Shift away from inch deep, mile wide.*

# **CCSS: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects**

## **4 Areas of Study**

- Reading (Literature/Informational Texts)
- Writing (Narrative/Informative/Opinion-Argument)
- Speaking and Listening
- Language (Conventions and Vocabulary)

# CCSS Through the Grades: Opinion/Argument Writing

- K - Use a combination of **drawing, dictating, and writing** to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and **state an opinion** or preference about the topic, a character, or book (e.g., My favorite book is...).
- 4 - Write **opinion** pieces on topics or texts, **supporting a point of view with reasons and information**.
- 7- Write **arguments** to support **claims** with **clear reasons** and **relevant evidence**.
- 11- Write **arguments** to support **claims** in an **analysis** of **substantive topics or texts**, using **valid reasoning** and **relevant and sufficient evidence**.

# CCSS Through the Grades: Writing

## Kindergarten

### Kindergarten Opinion Writing:

Use a combination of **drawing, dictating, and writing** to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and **state an opinion** or preference about the topic, a character, or book (e.g., My favorite book is...).



# CCSS Through the Grades: Writing Gr. K

What does this look like in the classroom?

- Teacher will read aloud a story to the class. i.e. I Love My New Toy by Mo Willems.
- After reading the story the teacher might ask, “*Who was the better friend in the story, Gerald or Piggy? Use **evidence** from the story to support your **opinion**.*”

Students would Turn & Talk with a partner to rehearse their answer and then draw and write a response.

# CCSS Through the Grades: Writing

## Gr. 4

### Opinion:

Write **opinion** pieces on topics or texts, **supporting a point of view with reasons and information.**

# CCSS Through the Grades: Writing

## Gr. 4

### What does this look like in the classroom?

- Students would watch a **video** on a topic : i.e. “Wellness in Schools” - **Take notes** on key points.
- Read an informational article: i.e. “Chicago School Bans Lunches Brought From Home” - **summarize** article
- Read another informational article: i.e. “Lunches Provided by Schools May Be Healthier than Lunches Brought From Home” - **summarize** article
- **Full Write** - Imagine that (name the school) is holding a debate and the topic is: Should students bring lunch from home or eat lunch provided by the school cafeteria? **Decide** which side of the debate **you would support**. Write an essay that you could use in the debate, **use information from the articles and the video to support the side that you think is most convincing**.

# CCSS Through the Grades: Writing

## Grade 7

Argument:

Write **arguments** to support **claims** with **clear reasons** and **relevant evidence**.

# CCSS Through the Grades: Writing Gr. 7

What does this look like in the classroom?

- Issue: There has been much debate over whether youth sports have become too intense. Your local school board and recreation department is deciding whether to adjust their guidelines to make youth sports in town less extreme.
- Task: **Read** two articles from *The New York Times UpFront* magazine, an excerpt from “The Moment of Youth” blog, and **view** a local television news story about youth sports injuries.
- Students will **write a letter to the editor** of the local newspaper discussing whether they believe youth sports have become too intense or whether they are age-appropriate in their current form. Be sure to discuss the **other side of the argument** in the letter.

# CCSS Through the Grades: Writing

## Grade 11

Argument:

Write **arguments** to support **claims** in an **analysis of substantive topics or texts**, using **valid reasoning** and **relevant and sufficient evidence**.

# CCSS Through the Grades: Writing

## Gr. 11

What does this look like in the classroom?

- Issue: There has been much debate about the role of government-funded public art. Your local city council is holding a meeting to decide if city funds should be used to finance public art in your town.
- Task: **Read** three sources (one article, one website, and one editorial) and **view** a national news story that provide information about government-funded public art.
- **Compose a multi-paragraph argumentative letter** that will be presented to the city council that argues either in support of or in opposition to a city government-funded sculpture. Make sure to address **potential counterarguments** in your letter and support your view with information from the sources you have examined.

# CCSS: Mathematics

## Content Standards

These Standards define what students should **understand** and **be able to do** in their study of mathematics.

## Mathematical Practice Standards

The Standards for Mathematical Practice are the behaviors of students and their **approach** to mathematics that is built around **conceptual** understanding and procedural fluency.



# CCSS: Mathematics

## Mathematical Practice Standards

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.



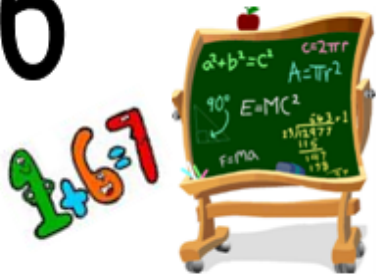
5

Use appropriate tools strategically.



6

Attend to precision.



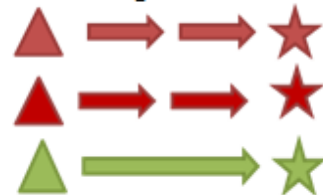
7

Look for and make use of structure.



8

Look for and express regularity in repeated reasoning.



# CCSS - Mathematics Learning Progressions

<u>Kindergarten to Grade 5 Domains</u>	<u>Grade 6 to Grade 8 Domains</u>	<u>High School Domains</u>
Cardinality - (K)		Number and Quantity
Number and Operations in Base Ten	Ratios and Proportional Relationships	
Number and Operations: Fractions - (Gr. 3 to Gr. 5)	The Number System	
Operations and Algebraic Thinking	Expressions and Equations	Algebra
	Functions - (Gr. 8)	Functions
Geometry	Geometry	Geometry
Measurement and Data	Statistics and Probability	Statistics and Probability

# CCSS Through the Grades: Operation and Algebraic Thinking>>>>Algebra

- 1 - Represent and **Solve Problems** Involving **Addition** and **Subtraction**.
- 3 - Represent and **Solve Problems** Involving **Multiplication** and **Division**.
- 5 - Write and Interpret **Numerical Expressions**
- 7 - Use **Properties of Operations** to Generate **Equivalent Expressions**
- 9 - Creating **Equations** that Describe Numbers or Relationships

# CCSS Through the Grades - Operations and Algebraic Thinking

## Grade 1

**Represent and Solve Problems Involving Addition and Subtraction.**

1.OA.2. Solve **word problems** that call for **addition** of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Example: A teacher turned over 3 dominos and counted twenty dots. The first domino had 8 dots. How many dots did the other two dominos have? **Show as many different solutions as you can.**

# CCSS Through the Grades - Operations and Algebraic Thinking

## Grade 3

Represent and **Solve Problems** Involving **Multiplication** and **Division**.

3.OA.3. Use **multiplication** and **division** within 100 to **solve word problems** in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Example: The product of two numbers is 24 and their sum is less than 15. What might the two numbers be? **Explain** how you know.

# CCSS Through the Grades - Operations and Algebraic Thinking

## Grade 5

### Write and Interpret Numerical Expressions

5.OA.2. Write **simple expressions** that record calculations with numbers, and interpret **numerical expressions** without evaluating them.

Example: Tom and Jack needed to write an expression for the steps “double 4 and then add 39.” Jack wrote  $2(4 + 39)$ . Tom wrote  $(2 \times 4) + 39$ . Who is correct? Why?

# CCSS Through the Grades - Expressions and Equations

## Grade 7

### Use **Properties of Operations** to Generate **Equivalent Expressions**

7.EE.2: Understand that rewriting an expression in different forms in a **problem context** can shed light on the problem and how the quantities in it are related.

Example: Tommy purchased a computer at Best Buy. The cashier charged Tommy 7% tax on the purchase. Write the expression that represents Tommy's purchase.

Purchase: Price of the computer plus 7% tax on the price of the computer

Price of computer =  $x$     Tax on the computer =  $.07x$

Expression :  $x + .07x$      $\longrightarrow$      $(1 + .07)x$      $\longrightarrow$      $1.07x$

# CCSS Through the Grades - Algebra: Creating Equations

Grade 9

## Creating **Equations** that Describe Numbers or Relationships

HSA - CED.A.1 Create **equations** and **inequalities** in one variable and use them to **solve problems**.

Example: Mr. and Mrs. Wilson plan to see their family for the holiday. Mr. Wilson is traveling on the Parkway at 55 miles per hour. His wife left 2 hours later and is traveling on the Parkway at 65 miles per hour. Write the equation to explain the time it takes Mrs. Wilson to catch Mr. Wilson on the Parkway.





# Opting Out...

**Monroe Schools are required** to abide by this state mandate or possibly be subject to sanctions by the State of Connecticut for failure to implement the educational interests of the state.

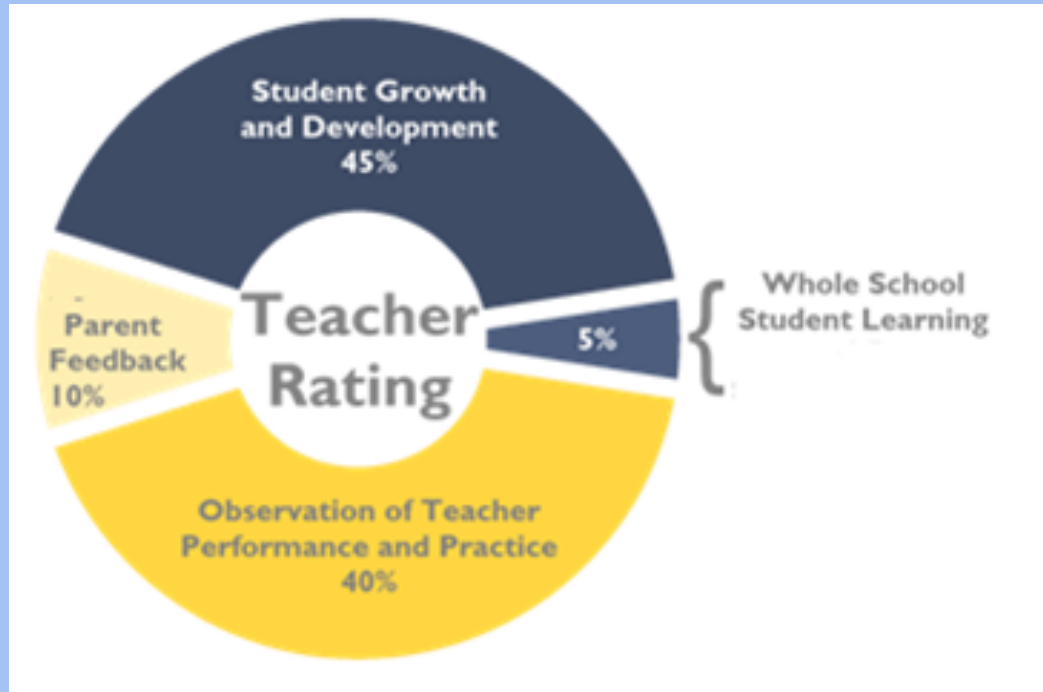
In the **State of Connecticut**, there is **no provision allowed** for parents to **Opt Out** of the Common Core State Standards or its testing.

**Connecticut General Statute 10-14n** explicitly provides:

(b) (1) For the school year commencing July 1, 2013, and each school year thereafter, each student enrolled in grades three to eight, inclusive, and grade ten or eleven in any public school *shall*, annually, in March or April take a mastery examination in reading, writing and mathematics.

..(2) For the school year commencing July 1, 2013 and each school year thereafter, each student enrolled in grade five, eight, ten or eleven in any public school *shall*, annually, in March or April, take a state-wide mastery examination in science.

# Teacher Evaluation and CCSS



# Frequently Asked Questions...



# Questions and Concerns