Conversation on Education
Common Core Curriculum & Response to Intervention

November 7, 2013
Agenda

• Welcome
• Common Core Learning Standards
• Response to Intervention
• Key Takeaways
• Questions and Answers
Common Core Learning Standards Implementation Status

Jona Wright – Director of Humanities
Dr. Leslie Maloney – Director of STEM
James Peiffer- Assistant Superintendent
Statewide Initiatives
Regents Reform Agenda

Data Driven Instruction

College & Career Ready Students

Teacher/Leader Effectiveness

Common Core Learning Standards
Common Core Learning Standards

• A state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO)

• Aligned with college and work expectations

• Include rigorous content and application of knowledge through high-order skills

• Informed by other top performing countries, so that all students are prepared to succeed in our global economy and society
2010: Board of Regents adopts Common Core Learning Standards

2011-12: Districts begin transitioning to Common Core

2013: Common Core Assessments in Grades 3 – 8 ELA and Math are administered
Six Shifts in Math

- Focus
- Coherence
- Fluency
- Deep Understanding
- Applications
- Dual Intensity
Current Implementation Status - Math

- **Elementary:**
  - Implementation of *Math Expressions*
  - Aligning report descriptors to Common Core

- **Middle School:**
  - Adapting NYS Common Core modules in 6-8 Math
  - Implementation of additional RTI math period in 6\textsuperscript{th} & 7\textsuperscript{th} grade Math

- **High School:**
  - Adapting NYS module for Algebra
  - Common planning period dedicated to Common Core transition
Pierre is making an apple crumb pie using the items below.

**APPLE CRUMB PIE**

<table>
<thead>
<tr>
<th>Crumb</th>
<th>Filling</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\frac{3}{4}$ cup flour</td>
<td>4 cups sliced apples</td>
</tr>
<tr>
<td>$\frac{1}{3}$ cup sugar</td>
<td>$\frac{1}{3}$ cup sugar</td>
</tr>
<tr>
<td>$\frac{1}{4}$ cup butter</td>
<td>$\frac{1}{2}$ cup raisins</td>
</tr>
</tbody>
</table>

How much total sugar must Pierre use to make the pie crumb and filling?

- **F** $\frac{7}{12}$ cup
- **G** $\frac{2}{6}$ cup
- **H** $\frac{3}{4}$ cup
- **J** $\frac{2}{3}$ cup
Mr. Morris built a fence to enclose his yard. He put up \( \frac{3}{4} \) of the fence on Monday. On Tuesday, he put up \( \frac{1}{6} \) of the fence, and on Wednesday, he put up the rest of the fence. What portion of the fence did he put up on Wednesday?

A: \( \frac{11}{12} \)

B: \( \frac{3}{5} \)

C: \( \frac{2}{5} \)

D: \( \frac{1}{12} \)
Six Shifts in ELA

• Balancing Informational & Literary Text
• Building Knowledge in the Disciplines
• Staircase of Complexity
• Text-based Answers
• Writing from Sources
• Academic Vocabulary
Current Implementation Status - ELA

• **Elementary:**
  – Continual alignment work on units and curriculum to the Common Core Learning Standards (CCLS)
  – Looking at resources, K-5, aligned to support the CCLS implementation

• **Middle School:**
  – Adapting NYS Common Core resources in 6-8 ELA
  – Looking at resources, 6-8, aligned to support the CCLS implementation

• **High School:**
  – Continued alignment 9-12, to the ELA CCLS
  – Common planning period dedicated to Common Core transition
Experiencing the Shifts
Pre-Common Core Question

The Wizard of Oz

Use details and evidence to support your answers!

– What motivates Dorothy?
– What role do the red shoes play?
– What element of the human psyche does the lion represent?
– What is the climax of the story?
– How many settings are there in the story?
– Is it real or is it a dream?
– What is the theme?
Experiencing the Shifts
Common Core Question

EVERY LITTLE HURRICANE ~Sherman Alexie

Although it was winter, the nearest ocean four hundred miles away, and the Tribal Weatherman asleep because of boredom, a hurricane dropped from the sky in 1976 and fell so hard on the Spokane Indian Reservation that it knocked Victor from bed and his latest nightmare.

• Where and when does the story take place?
• What time of year is it?
• Why are the tribal weathermen asleep because of boredom?
• What happens in this first sentence?
• What do we learn about Victor in this first sentence?
Common Core in New York
Moving Forward

2014: Roll-out of Common Core Regents Exams begins

2015: Gr 3-12 ELA & Math assessments transition to national assessments (pending Board of Regents approval)

Class of 2017: First cohort of high school graduates required to pass Common Core Regents Exams for graduation
The Role of Assessment

- Data Driven Instruction
- College & Career Ready Students
- Teacher/Leader Effectiveness
- Common Core Learning Standards
The Role of Assessment

Plan

Evaluate

Student Achievement

Implement

Assess

PENFIELD
CENTRAL SCHOOL DISTRICT
Building a Bright Future
The Role of Assessment

Assessments FOR Learning
• Provide information regarding strengths/needs of students
• Pre-test, quiz, observation, exit ticket

Assessments OF Learning
• Provide information regarding program & curriculum
• End of Chapter/Unit Test, Final Exam, NYS Assessments
For more information...

- Visit the **Common Core Learning Standards** page on the Penfield District website (under the Instruction Tab)

- Check out the link to **Parent Roadmaps** for grade level specific information
Response to Intervention-RTI
Penfield’s “Diamond Approach”

No More “Falling Between the Cracks”
Don Bavis – Cobbles Principal
Winton Buddington – Bay Trail Principal
Traditional “Pyramid” Response to Intervention

- Assessment screening of all students
- Students not meeting certain benchmark scores designated to be in need of RTI services
  - Tier 3 most needy and most intensive intervention (frequency/group size)
  - Tier 2 less intense
  - Tier 1 least intense/classroom teacher?
Traditional “Pyramid” Response to Intervention

Group Sizes

Smallest

Smaller

Larger

Skill Levels

Far Below

Below

Grade level

1

2

3

Above Grade Level?
Traditional “Pyramid” Response to Intervention

• Frequent progress monitoring assessments to determine growth or lack of growth in the specific skills shown to be weak (a.k.a. “response to intervention”)
• Very targeted instruction in smaller group
• Lack of growth=more intensive services (Tier)/Special Education
• Growth to benchmark=discontinue RTI services
“Diamond” Response to Intervention

- Redefines what we traditionally mean by “Intervention”
- ALL students get intervention
- ALL students get frequent progress monitoring and targeted instruction of essential skills to maximize their individualized growth from wherever they began
“Diamond” Response to Intervention

- Group Sizes:
  - Smallest
  - Larger
  - Smallest

- Skill Levels:
  - Far Above
  - Above
  - Grade Level
  - Below
  - Far Below
“Diamond” Response to Intervention

• It is a “Growth” system of intervention for the entire cohort
• Flexible groupings adjusted every 6-8 weeks on “Data Discussion Days”
• Done Through Grade Level “Intervention Blocks”
• Assessment: Underperforming students don’t fall through the cracks.
• But now, neither do grade level or above grade level students.
Bay Trail RTI

- How do we know if they know it?
- What do we want students to know?
- What do we do if they don’t?
- What do we do if they do?

Interventions for students struggling at grade level

- Labs – Reading and Math Learning Center
- Structured Study
- Strategic Reading 8
- Supported Math
- Modified Academic program

Interventions for students needing challenge or more rigor

- Independent Study Individualized Plan
- Compacting
- Strategic Reading II
- Accelerated Math and LE
- Enriched Pull-out
- Shared Inquiry/JGB

Classroom instruction / Differentiation in the classroom / Collaboration / Whole-school offerings / HOME base
Key Takeaways

• We are preparing students for the Common Core shifts
• Assessment is only one piece of our program
• Our focus is on educating the whole child – music, arts, athletics, character education, etc.
Questions and Answers

• Please use the microphone
• Please be respectful in your comments
• Ticket Out the Door – Opportunity to share additional comments and concerns
Thank you for coming!