Algebra Forum IV
May 23, 2012

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California and the Common Core State Standards

- Senate Bill 1 from the Fifth Extraordinary Session (SB X5 1):
  - established an Academic Content Standards Commission (ACSC) to develop standards in mathematics and English–language arts
  - stated that 85 percent of the standards were to consist of the Common Core State Standards (CCSS) with up to 15 percent additional material
  - directed the State Board of Education (SBE) to adopt or reject recommendations of the ACSC
Transitioning to the Common Core System

Awareness & Dissemination
Building Readiness

Transition
Moving to the New Standards

Implementation
Making Meaning

Transformation
Changing Teaching and Learning
CDE Integrated Action Team

- Utilize information from internal and external stakeholders to create a comprehensive plan for CCSS system implementation in California

- Design, establish, and monitor systems to facilitate effective implementation of CCSS system

- Facilitated by Barbara Murchison, Consultant
Seven Guiding Strategies

1. Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS

2. Provide CCSS-aligned instructional resources designed to meet the diverse needs of all students
Seven Guiding Strategies

3. Develop and transition to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability.

4. Collaborate with parents, guardians, and the early childhood and extended learning communities to integrate the CCSS into programs and activities beyond the K-12 school setting.
Seven Guiding Strategies

5. Collaborate with the postsecondary and business communities to ensure that all students are prepared for success in career and college.

6. Seek, create and disseminate resources to support stakeholders as CCSS systems implementation moves forward.
Seven Guiding Strategies

7. Design and establish systems of effective communication among stakeholders to continuously identify areas of need and disseminate information
Common Core State Standards Systems Implementation – Significant Milestones

**2010**
- Promotion of the CCSS and supporting resources at conferences, workshops, in Webinars, and online begins

**2011**
- May: A Look at Kindergarten Through Grade Six in California Public Schools available online
- August 2: SBE adopts Common Core State Standards
- March: Technology Readiness Tool available

**2012**
- February: Supplemental Instructional Materials Review report posted online*
- November: Revised ELD standards available*
- July: First set of 4 professional development modules available

**2013**
- November: Revised mathematics framework available*
- Spring: Pilot testing of summative assessments
- September: 8–10 new professional development modules available

**2014**
- May: Revised English-language arts framework available*
- Spring: Field testing of summative assessments
- November 1: Assessment Transition Plan due to State Legislature

**2015**
- Spring: Administer operational summative assessment

* pending SBE action
Transitioning to the Common Core

A Look at Kindergarten Through Grade Six in California Public Schools

New online and printed publications focusing on California’s content standards, including the Common Core State Standards
CDE on iTunes U

CDE on iTunes U offers easily accessible high quality professional development for teachers and education administrators.

What You Will Find
CDE on iTunes U is the State Superintendent’s latest initiative to provide professional development resources to California’s education community.
CDE on iTunes U: Highlighted Links

CDE on iTunes U
CCSS main link:

Common Core State Standards:
http://itunes.apple.com/WebObjects/DZR.woa/wa/viewTagged?id=389183656&tag=Common+Core+State+Standards

NGA/CCSSO:

CTA Good Teaching:

Grade Level Curriculum:
http://itunes.apple.com/WebObjects/DZR.woa/wa/viewTagged?id=389183656&tag=Grade +Level+Curriculum

Outside CDE on iTunes U
New York State Education Department:
CDE CCSS Resources

http://www.cde.ca.gov/ci/cc/

Contact CDE Team:
commoncoreteam@cde.ca.gov
Common Core State Standards Resources ListServ

Join the ListServ to receive information and updates regarding the implementation of the Common Core State Standards.

To Subscribe
Send a "blank" message to:

join-commoncore@mlist.cde.ca.gov
Instructional Materials

- The SBE adopted the CCSS in 2010
- Last SBE mathematics adoption in 2007
- Last SBE English language arts adoption in 2008
- Next likely SBE adoption of materials after July 1, 2015
SB 140 (Lowenthal): Supplemental Instructional Materials Review

- Supplemental Instructional Materials will bridge the gap between the content in the current materials being used in schools and the Common Core State Standards.
- Materials will work with either adopted materials or other materials being used in district.
Materials: Purpose of the Review

- To determine the degree to which the supplemental materials—in conjunction with basic materials—provide full coverage of the Common Core State Standards with California additions for the given subject and grade level(s).

**Intent:**

- Supplemental materials include the minimum amount of content needed to fully address the Common Core State Standards; and
- Costs for districts to purchase and implement the supplements be kept as low as possible
## SIMR: Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Winter 2011-12</td>
<td>Review of Publisher Standards Maps</td>
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<tr>
<td>January 2012</td>
<td>SBE approves evaluation criteria</td>
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<tr>
<td>March 2012</td>
<td>SBE approves reviewers</td>
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<tr>
<td>June 2012</td>
<td>Training of Reviewers</td>
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<tr>
<td>September 2012</td>
<td>Reviewers make recommendations</td>
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<tr>
<td>November 2012/January 2013</td>
<td>SBE action on recommendation</td>
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<tr>
<td>February 2013</td>
<td>Posting of report on CDE website</td>
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SIMR: Information

Information on the process and results (when available) can be found at:
http://www.cde.ca.gov/ci/cr/cf/suptsumatreview.asp
Assembly Bill 250 (Brownley)

- Superintendent sponsored
- Begins process for the development and adoption of curriculum frameworks aligned to the Common Core State Standards
- Extends the operative date of the state’s assessment system by one year
- Creates professional learning modules
## Curriculum Framework: Mathematics

<table>
<thead>
<tr>
<th>Date</th>
<th><strong>Milestone/Activity</strong></th>
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</thead>
<tbody>
<tr>
<td>2012</td>
<td>SBE Approves Plan, Timeline, CFCC Applications</td>
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<tr>
<td>2012</td>
<td>4 Focus Groups</td>
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<tr>
<td>2012</td>
<td>SBE Appoints CFCC, Receives Focus Group Report, Approves Guidance for the Revision of Framework (July 2012),</td>
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<tr>
<td>2012-13</td>
<td>CFCC Work: 6 Meetings</td>
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<tr>
<td>2013</td>
<td>Two Required 60-Day Public Reviews</td>
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<tr>
<td>2013</td>
<td>SBE Action</td>
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</tbody>
</table>
Contact Information

• Dr. Tom Adams, Director, Curriculum Frameworks & Instructional Resources Division, tadams@cde.ca.gov

• Deborah Franklin, Consultant
  • dfrankli@cde.ca.gov
Professional Learning

• AB 250 requires that CDE:
  • Compile a list of existing professional learning (PL) activities and resources currently available
  • Determine what PL activities and resources are needed by districts
  • Refine the existing Web site to better communicate activities aimed at transitioning to the Common Core State Standards
Professional Learning Modules

• Development

• Establish an Educator Task Force to develop guidelines for model PL modules
  – Teachers of various subject areas and grade spans
  – District and County Administrators
  – Professional Development Experts
  – Representatives from IHEs
  – Other educational organizations
Module Development

The criteria for the modules shall be based on:

- The California Standards for the Teaching Profession

- The Standards for Professional Learning (Learning Forward, 2011)
Professional development modules to **deepen the understanding** of the following:

- **The common core academic state standards**
- Instructional strategies to support the learning of all pupils, including English learners, pupils with disabilities, and underperforming pupils
- Instructional strategies that promote creativity, innovation, critical thinking, problem solving, collaboration, and communication skills in all academic content areas
- The integration of subject content knowledge
- Instructional leadership and coaching
Module Topics
(Task Force Recommendations)

1. Overview of the CCSS

• Shifts between the 1997 content standards and the new CCSS for K-12

• Description of the set of Professional Learning Modules

• Include high-quality CCSS resources
Module Topics, Cont.

2. K-12 Standards for Mathematical Practice

• Embed Lesson Design

• Research and Best practice

• Integrate RtI², 21st Century Skills, and Technology
Module Topics, Cont.

3. Math: K-12 Learning Progression

- Apply coherence & deep understanding

- Use diagnostic and formative concepts assessments (grade spans K-2, 3-6, and subject-specific for upper middle and secondary)
Module Topics, Cont.

4. ELA: Non-fiction Reading

• Embed lesson design for kindergarten through grade twelve

• Text complexity, text based answers, academic vocabulary

• Diagnostic and formative assessment

• Integrate differentiated instruction (RtI²), 21st Century Skills, and Technology
Module Topics, Cont.

5. ELA: Non-fiction Writing

• Embed lesson design for grade spans 6-8, 9-10, 11-12

• Writing from sources and using academic vocabulary

• Diagnostic and formative assessment

• Integrate differentiated instruction (RtI²), 21st Century Skills, and technology
6. Assessment Literacy

- Understand underlying theoretical rationales and have knowledge of the research findings that support the effectiveness of CCSS-based assessment.

- Gain deeper understanding of diagnostic and formative assessments to inform instructional decisions to support the learning of all pupils, including English learners, pupils with disabilities, and underperforming pupils for differentiated lesson planning.
Additional Module Development

At least 10-14 modules are planned to be completed by September 2013 including:

- Collaborative Conversations
- Literacy in History and Social Studies
- Literacy in Science
- Literacy in Technical Subjects
- English Learners, ELD standards and Common Core
Audiences for Learning Modules

- Teachers
- Administrators
- School Leaders

- Modules will be designed for individual study or group activities
Professional Learning Module Timeline: 2012 Activities

Feb 15-16: On-site meeting with Educator Task Force

April: Develop Contracts and Module Development Begins

August: Approval of modules

September: Posting to CDE Common Core Web site
Professional Learning Modules Contacts

• Carrie Roberts, Administrator, LHALO, croberts@cde.ca.gov
• Phyllis Hallam, Consultant, LHALO,
• phallam@cde.ca.gov
Next Generation of Science Standards
NGSS
California to Revise Science Standards

• SB 300 required the Superintendent of Public Instruction, Tom Torlakson, to submit a set of revised standards to the State Board of Education by March 2013.

• The revised standards must be based upon the NGSS.

• The SBE must take action on the revised standards by July 2013.
Lead Partners

- Next Generation Science Standards
- NRC
- AAAS
- NSTA
- Council of State Science Supervisors
- Achieve
California is actively participating in NGSS development.
California’s Review Team

University Faculty
K-12 Teachers
California Mathematics and Science Programs and Projects
Leaders in Business and Industry
California Science Teachers Association
California Department of Education
The Guiding Principles of the Framework are Research-Based and Include...
Two-Step Process

http://www.nextgenscience.org/
NEXT GENERATION SCIENCE STANDARDS
Next Generation Of Science Standards Architecture

Integration of 3 Dimensions:
- Practices
- Crosscutting Concepts
- Core Ideas
What is the Value of Weaving the Three Dimensions of the Framework Together?

- Strengthening Scientific Thinking
- Lengthening Scientific Thinking
- Develop Flexible Scientific Thinking
- Making Connections within Scientific Thinking
Dimension 1
Scientific and Engineering Practices

1. Asking questions (science) and defining problems (engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (science) and designing solutions (engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

For each, the Framework includes a description of the practice, the culminating 12th grade learning goals, and what we know about progression over time.
Dimension 2
Crosscutting Concepts

1. Patterns
2. Cause and effect
3. Scale, proportion, and quantity
4. Systems and system models
5. Energy and matter
6. Structure and function
7. Stability and change
Dimension 3 - Disciplinary Core Idea

- **Disciplinary Significance**
  - Has broad importance across multiple science or engineering disciplines, a key organizing concept of a single discipline

- **Explanatory Power**
  - Can be used to explain a host of phenomena

- **Generative**
  - Provides a key tool for understanding or investigating more complex ideas and solving problems

- **Relevant to Peoples’ Lives**
  - Relates to the interests and life experiences of students, connected to societal or personal concerns

- **Usable from K to 12**
  - Is teachable and learnable over multiple grades at increasing levels of depth and sophistication
Conceptual Shifts in the NGSS

1. K–12 Science Education Should Reflect the Real World Interconnections in Science
2. Science and Engineering Practices and Crosscutting Concepts should not be taught in a vacuum; they should always be integrated with multiple core concepts throughout the year.
3. Science concepts build coherently across K-12
4. The NGSS Focus on Deeper Understanding and Application of Content
5. Integration of science and engineering
Correlation to Common Core Standards

- Each science standard is correlated to the cognitive demands of both English Language Arts standards and mathematics standards.
- Specific correlation of the Common Core standards are noted in the architecture of each individual science standard.
Components of the NGSS Public Release
Goal: To distribute and receive feedback from interested stakeholders; to create a transparent process

- The standards will be open for three weeks in May. Survey closes on June 1.

- The standards and the survey can be accessed at www.nextgenscience.org
NGSS Public Release Contents

1. How To Read The Standards
2. Conceptual Shifts in the Next Generation Science Standards
3. College and Career Readiness and the Next Generation Science Standards
4. Diversity and Equity in the NGSS: All Standards, All Students
6. Next Generation Science Standards
7. Practices and Crosscutting Progression Matrices
Next Steps in Developing the NGSS

- June – August 2012: Revise NGSS based on public review
- August/September 2012: Lead state reviews
- September/October 2012: Revision based on Lead State Feedback
- November 2012: Public Draft Review II
- December 2012: Finalize and release NGSS
Sign up for email updates at http://www.nextgenscience.org/
Questions?

Announcing!!!
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