
District/Superintendent Goal Update



Implementing the Common Core Standards to Promote College and Career Readiness

May 14, 2014

District/Superintendent Goal:

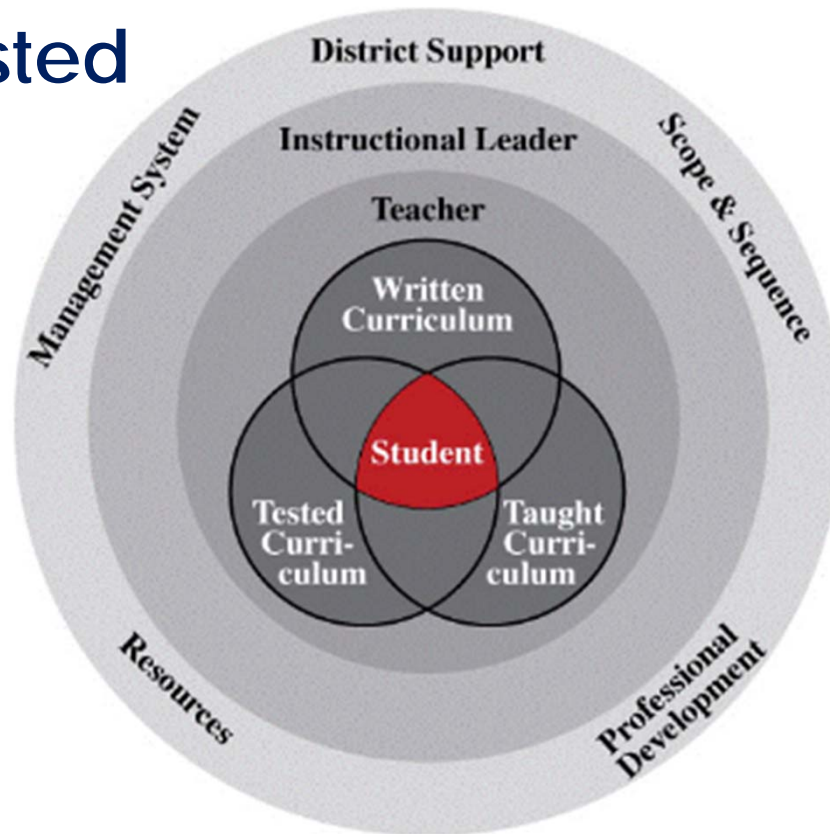
The district will focus its efforts on exceeding the curricular expectations of the common core standards.

Essential Question: How well are we (our staff and students) doing in our transition to the Common Core Standards?



Curriculum Alignment

Written-Taught-Tested

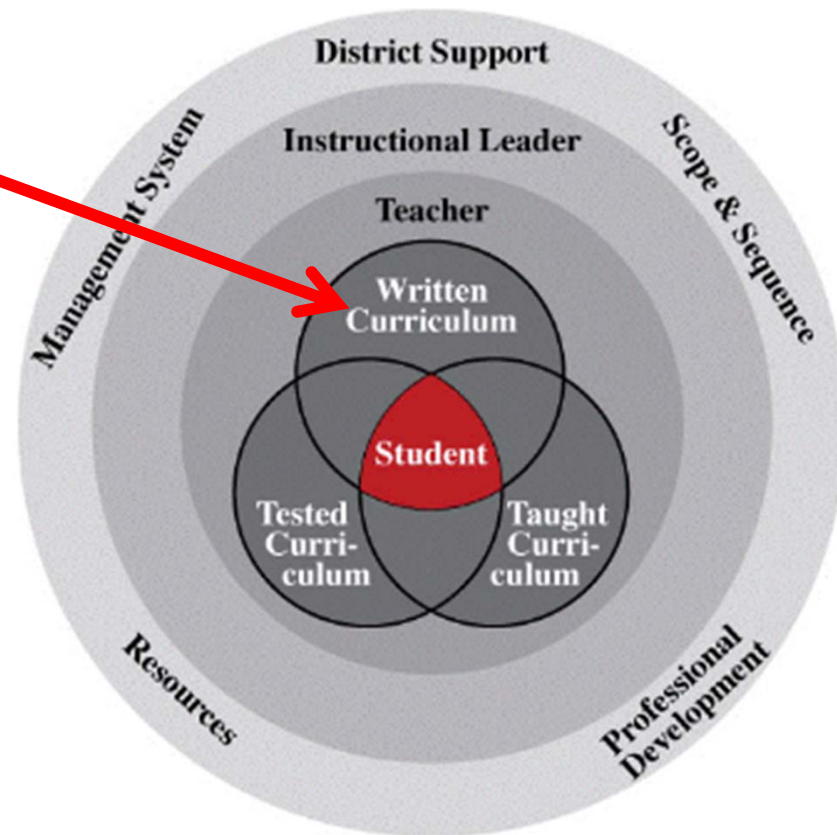


Based on the work of Fenwick English, 2001

Curriculum Alignment

Written

Our district curriculum was Common Core aligned by the start of the 2012-2013 school year



What's Different about the CCSS?

- Intended to be Higher – Clearer - Fewer
 - Straightforward and thorough
 - Help students to be job ready as well as college bound
 - In many areas, particularly math, mastery of fewer areas at early grades
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Key Advances in the Common Core

ENGLISH LANGUAGE ARTS

- Balance of literature and informational texts; focus on text complexity
- Emphasis on argument, informative/explanatory writing, and research
- Speaking and listening skills
- **Literacy standards for history, science and technical subjects**

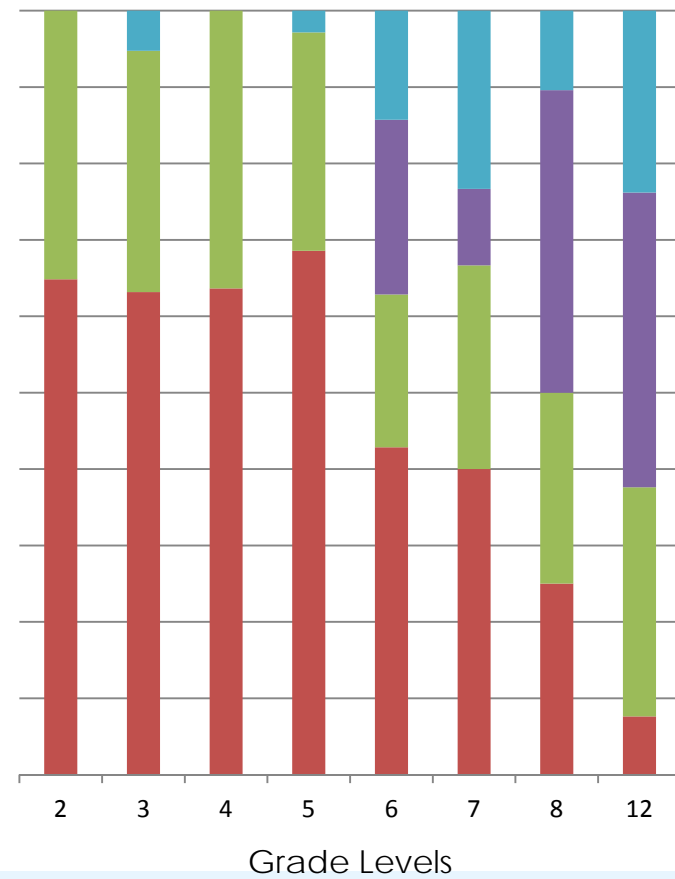
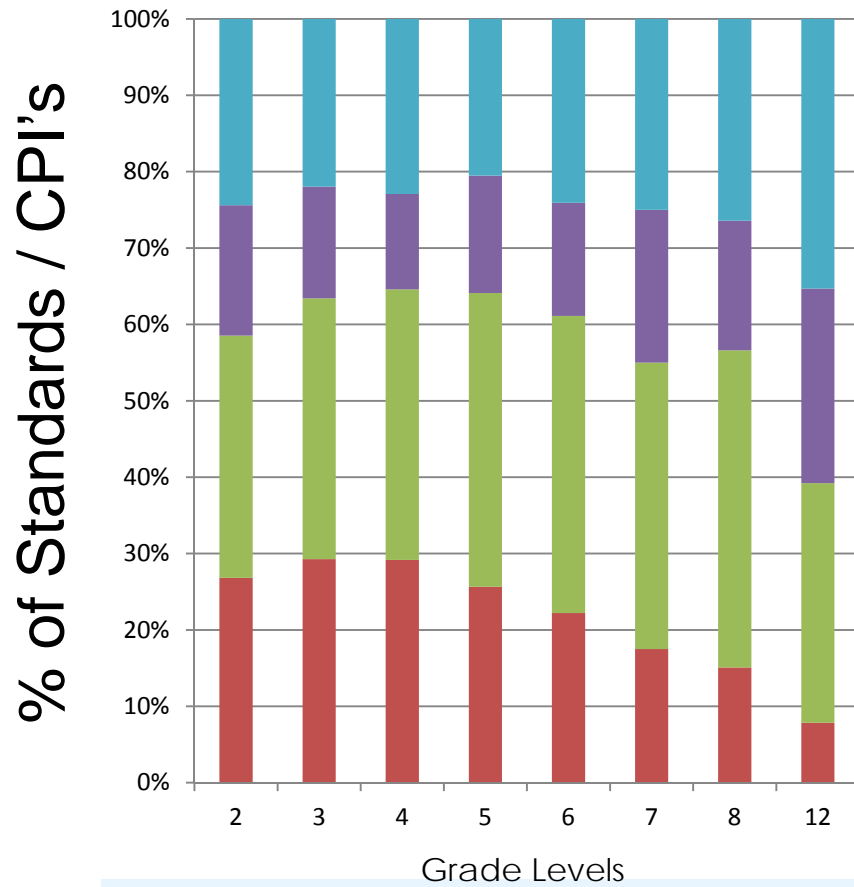
MATHEMATICS

- Focus, coherence and clarity: emphasis on **key topics at each grade level** and coherent progression across grades
- **Procedural fluency** and understanding of concepts and skills
- Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline

Math: Then and Now

NJCCCS

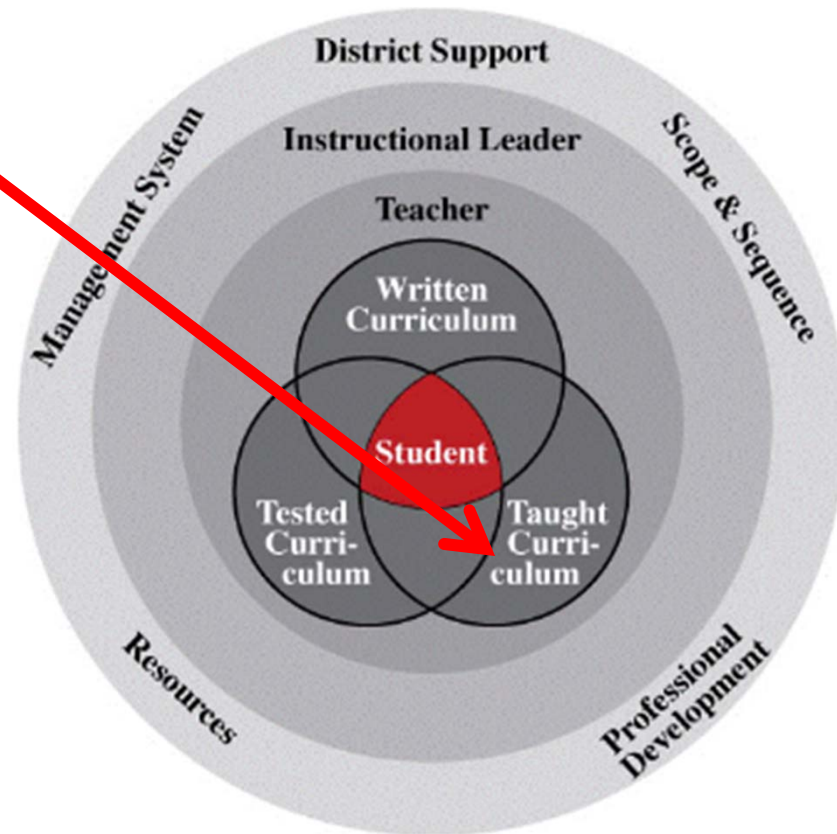
CCSS



Curriculum Alignment

Written-Taught

Shifts in Pedagogy are on-going as evidenced in lesson plans and during classroom observations.



Curriculum Alignment

Written-Taught

Charlotte Danielson's Framework for Teaching

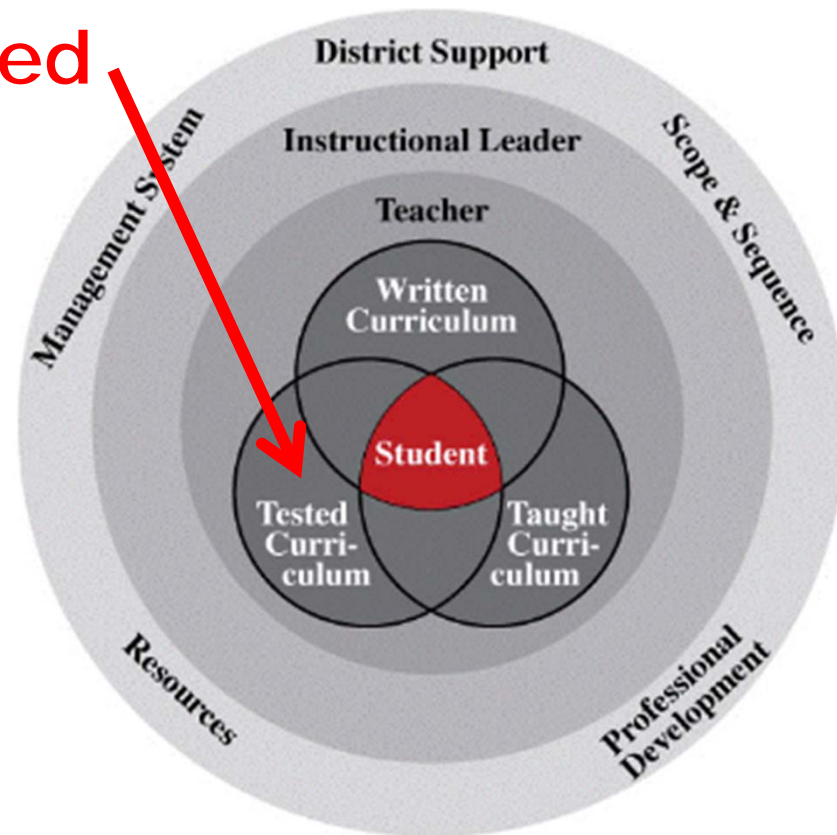
Domain 1 – Planning and Preparation Demonstrating knowledge of content and pedagogy Demonstrating knowledge of students Setting instructional outcomes Demonstrating knowledge of resources Designing coherent instruction Designing student assessment	Domain 2- The Classroom Environment Creating an environment of respect and rapport Establishing a culture for learning Managing classroom procedures Managing student behavior Organizing physical space
Domain 4 – Professional Responsibilities Reflecting on teaching Maintaining accurate records Communicating with families Participating in a professional community Growing and developing professionally Showing professionalism	Domain 3 – Instruction Communicating with students Using questioning and discussion techniques Engaging students in learning Using assessment in instruction Demonstrating flexibility and responsiveness

"It is the learner who does the learning." - Charlotte Danielson

Curriculum Alignment

Written-Taught-Tested

Transition to
assessing
Common Core
Standards starts
with 2013 Spring
NJASK.



NJASK: A Measure of Alignment

The Spring 2013 and Spring 2014 NJASK assessments provide/will provide some measure of curriculum alignment

- 2013: English Language Arts (3-8) and Math (3-5 only)
- 2014: English Language Arts and Math (3-8)

Note: These are “transitional” assessments because we will not be able to measure the full range of the CCSS until the next generation assessments are finalized and administered (i.e. the PARCC assessments).

Early Indicators of Alignment

Comparison of 2012 and 2013 NJASK Scores

- Cohort Analysis (ie. How did students in grade 3 in 2012 do as 4th graders in 2013?)
 - Year to Year Comparative Analysis of Grade Level Performance. (ie. How did 2013 5th Grade students perform when compared to 2012 5th Grade students?)
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Mathematics: Cohort Performance

Grade	Adv. Proficient		Proficient		Partially Proficient		Total Proficient	
	2012	2013	2012	2013	2012	2013	2012	2013
3	55.8		37.5		6.7		93.3	
4	43.3	50.4	48.4	44	8.4	5.6	91.7	94.4
5		61.3		31.3		7.4		92.6

Notes:

- Increase in percentage of students achieving proficiency in 2013.
- Significant increase in Advanced Proficient students moving from grade 4 to 5.

English Language Arts: Cohort Performance

Grade	Adv. Proficient		Proficient		Partially Proficient		Total Proficient	
	2012	2013	2012	2013	2012	2013	2012	2013
3	10.7		77.2		12.1		87.9	
4	13.5	21.4	66.5	64.1	20	14.5	80	85.5
5	13	16.6	67	61.3	19.9	22.1	80	77.9
6	20.3	13.6	72	73.3	7.7	13.2	92.3	86.9
7	20.4	32	58.8	56.3	20.8	11.7	79.2	88.3
8		23.8		71.1		5.1		94.9

Notes:

- Minor decrease in proficient/significant increase in advanced proficient as students moved from 3rd-4th, 4th-5th and 6th-7th.
- Substantial increase in percentage of students achieving proficiency as students moved from grade 5th-6th and 7th-8th.

Grade Level Performance

Grade	Test	Adv. Proficient		Proficient		Partially Proficient		Total Proficient	
		2012	2013	2012	2013	2012	2013	2012	2013
3	ELA	10.7	6.8	77.2	80.5	12.1	12.7	87.9	87.3
3	Math	55.8	61.8	37.5	31.8	6.7	6.4	93.3	93.6
4	ELA	13.5	21.4	66.5	64.1	20	14.5	80	85.5
4	Math	43.3	50.4	48.4	44	8.4	5.6	91.7	94.4
5	ELA	13	16.6	67	61.3	19.9	22.1	80	77.9
5	Math	44.4	61.3	45.8	31.3	9.7	7.4	90.2	92.6
6	ELA	20.3	13.6	72	73.3	7.7	13.2	92.3	86.9
6	Math	57.1	47.8	37.2	41.2	5.7	10.9	94.3	89
7	ELA	20.4	32	58.8	56.3	20.8	11.7	79.2	88.3
7	Math	40.8	53.6	43.6	33.5	15.6	12.9	84.4	87.1
8	ELA	29	23.8	66.2	71.1	4.8	5.1	95.2	94.9
8	Math	56.1	55.1	36.4	32.4	7.5	12.5	92.5	87.5

Using this data: Math

Accomplished to Date:

- Curriculum Mapping and CCCS Alignment - Spring 2013
- Revisions to Curriculum Guides: Summer, 2013 (K, 1, 2, 3, Honors 6, 7, Honors 8). Changes included such items as a revision to 3rd Grade Scope and Sequence
- Acquisition of Math manipulatives to support pedagogical shifts.
- PD for K-6 Math teachers on Common Core.
- Grade level meetings focused on Common Core and Series adoption.

Using this data: Math

Next Steps:

- Curriculum Revisions to continue this summer (6, Honors 7, Algebra I, Honors Algebra I)
- K-6 Math series adoption process initiated and pilot planned for 2014-15.
- Continue to investigate/repair alignment (in particular grades 6 and 8)

Using this data: ELA

Accomplished to date:

- Created a **CCSS-aligned Word Study** scope & sequence by grade which includes High Frequency Words.
- **Aligned reading and writing units** so that they complement each other.
- Authored Unit Plans based on our Curriculum Guides that include reading **strategies** not just reading comprehension skills and close reading lessons using challenging grade level, common text.
- Identified and secured **supplemental materials** to fill identified gaps and goals.

Using this data: ELA

Next Steps:

- Summative Assessments that reflect **PARCC**
- Identify and acquire an appropriate **Guided Reading** program
- Continue to provide PD on pedagogy focused on Guided Reading.
- Implement use of **paired text** for small group instruction that scaffolds student practice with grade level text for struggling/developing readers
- **Close Reading** lessons across the year to complement every reading unit.
- Continue to investigate/repair alignment (in particular grades 5 and 6)

Learn more....

Visit our Curriculum Website:

<http://www.holmdelschools.org/curriculum/curriculum.shtm>

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Questions?
