



Thurgood Marshall College Fund Teacher Quality & Retention Program MS CCSS Workshop October 31st 2015

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Background of Common Core

You have been given a “Facts” page about the CCSS, each group is responsible for a section of the facts page:

You are asked to :

- Read (independently) and summarize (as a group) your findings on a sheet of chart paper and be ready to share out to the group.
- As the groups are presenting their findings you are to capture the top 10 things about CCSS you did not know or found interesting.



Background of Common Core

- You have 5 minutes to go to the posters hanging and place a comment:
 - “Ah ha!” moments (*pink*)
 - Questions you may still have (*blue*)
 - Something you would like more information about (*yellow*)



Facts and Myths

- In your table groups determine whether the statements you were given were facts or myths.

How did your group do?



What does a CCSS classroom look like?

- Does your classroom include the following three opportunities for students:

3 ELA/Literacy Shifts

- Building knowledge through content rich information text
- Reading and writing grounded evidence from text
- Regular practice with complex text and it's academic vocabulary

<http://achievethecore.org/content/upload/Research%20Supporting%20the%20ELA%20Standards%20and%20Shifts%20Final.pdf>



Students with Disabilities

- Read through the article on “Students with Disabilities”

As you are reading :

- Note three sentences that resonate with you.
- Chose ONE sentence that you would like to share out as the most important
- Be ready to share and discuss with the group.



Why did we look through the “Special Education Lens?”

In your small table groups discuss this question and be prepared to share out.



Modifications for Bobbi

Bobbi has a learning disability in reading. She is overwhelmed by long reading passages, because she cannot read on grade level.

Bobbi needs to learn about main idea and supporting details. The teacher provides Bobbi a story on her reading level. Bobbi only has to identify the main idea while the rest of the class must identify the main idea and supporting details.



Putting into Practice - ELA

- Read the lesson you have been given and determine how you would differentiate for a student with and IEP (Learning Disabled-trouble reading)
- Be ready to share.



Putting into Practice - ELA

- What are some of the resources needed to support instruction?
- Where can you find the resources needed?

<http://www.ode.state.or.us/search/page/?id=3907>

http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-6-12.pdf



10 min Break

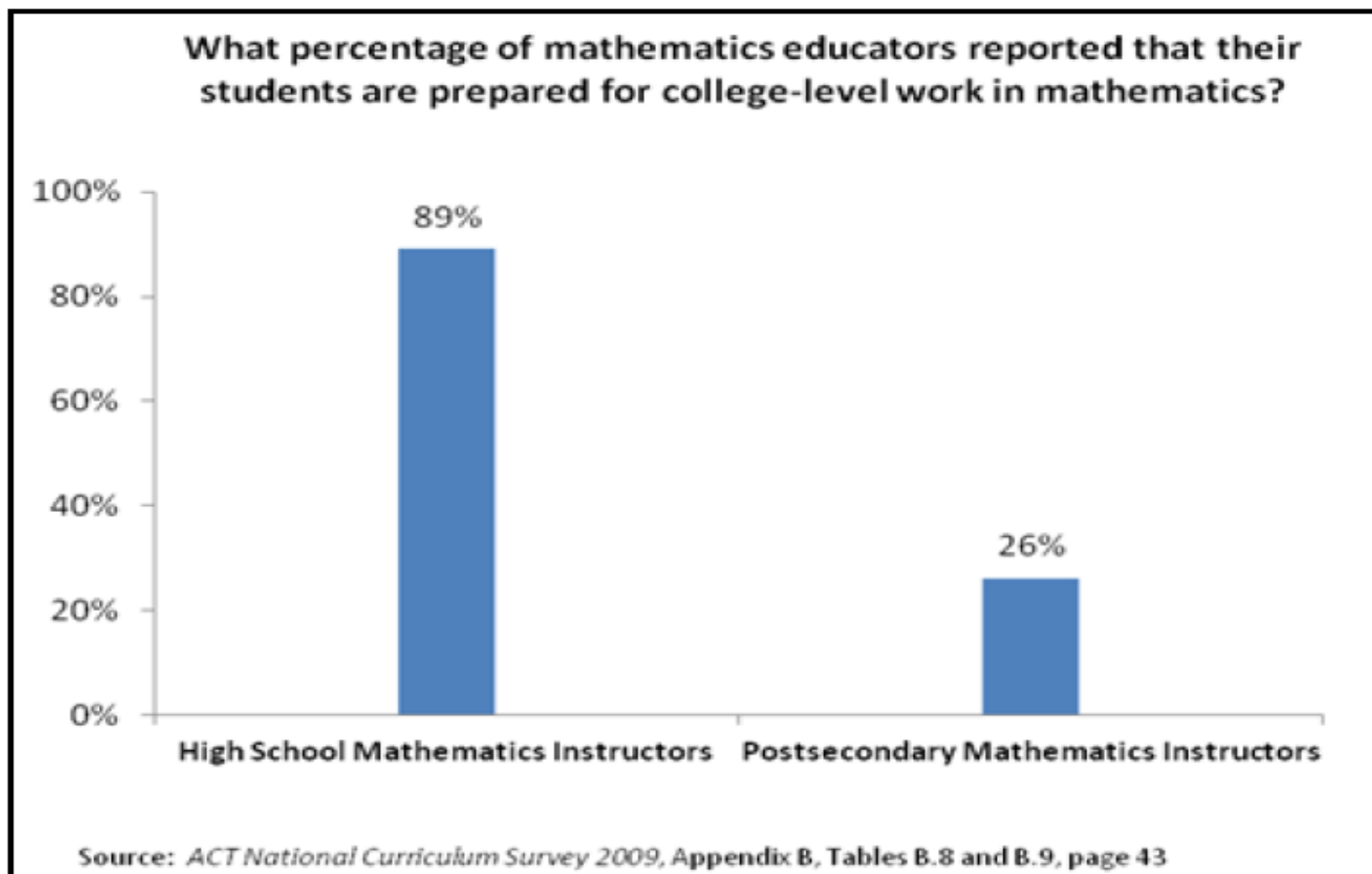


The Background of the Common Core

- Initiated by the National Governors Association (NGA) and Council of Chief State School Officers (CCSSO)
- Result in College and Career Readiness
- Based on solid research and practice evidence
- Designed with the principles: Fewer, higher, and clearer



College Math Professors Feel HS students Today are Not Prepared for College Math



What The Disconnect Means for Students

- Nationwide, many students in two-year and four-year colleges need remediation in math.
- Remedial classes lower the odds of finishing the degree or program.
- We need to set the agenda in high school math to prepare more students for postsecondary education and training.



The CCSS Requires Three Shifts in Math

1. **Focus:** Focus strongly where the standards focus.
2. **Coherence:** *Think* across grades, and *link* to major topics.
3. **Rigor:** In major topics, pursue *conceptual understanding*, procedural skill & *fluency*, and *application*.

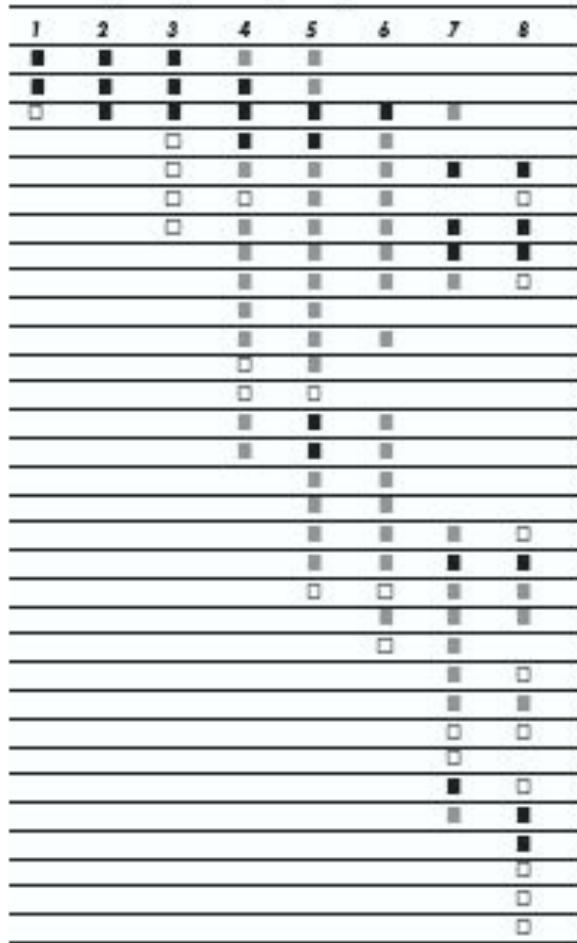


Focus

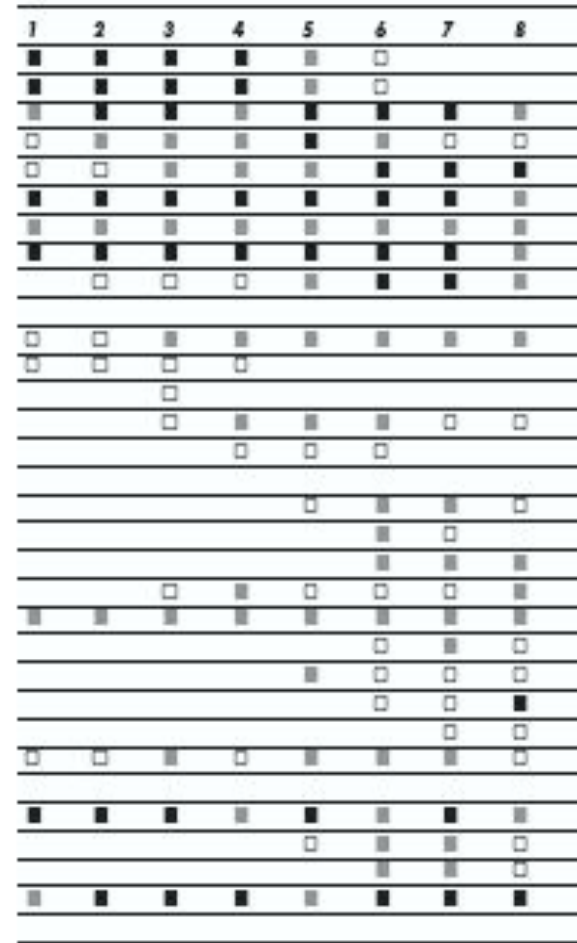
- Move away from "mile wide, inch deep" curricula identified in TIMSS.
- Learn from international comparisons.
- Teach less, learn more.
- “Less topic coverage can be associated with higher scores on those topics covered because students have more time to master the content that is taught.”
– Ginsburg et al., 2005

The shape of math in A+ countries

Mathematics topics intended at each grade by at least two-thirds of A+ countries

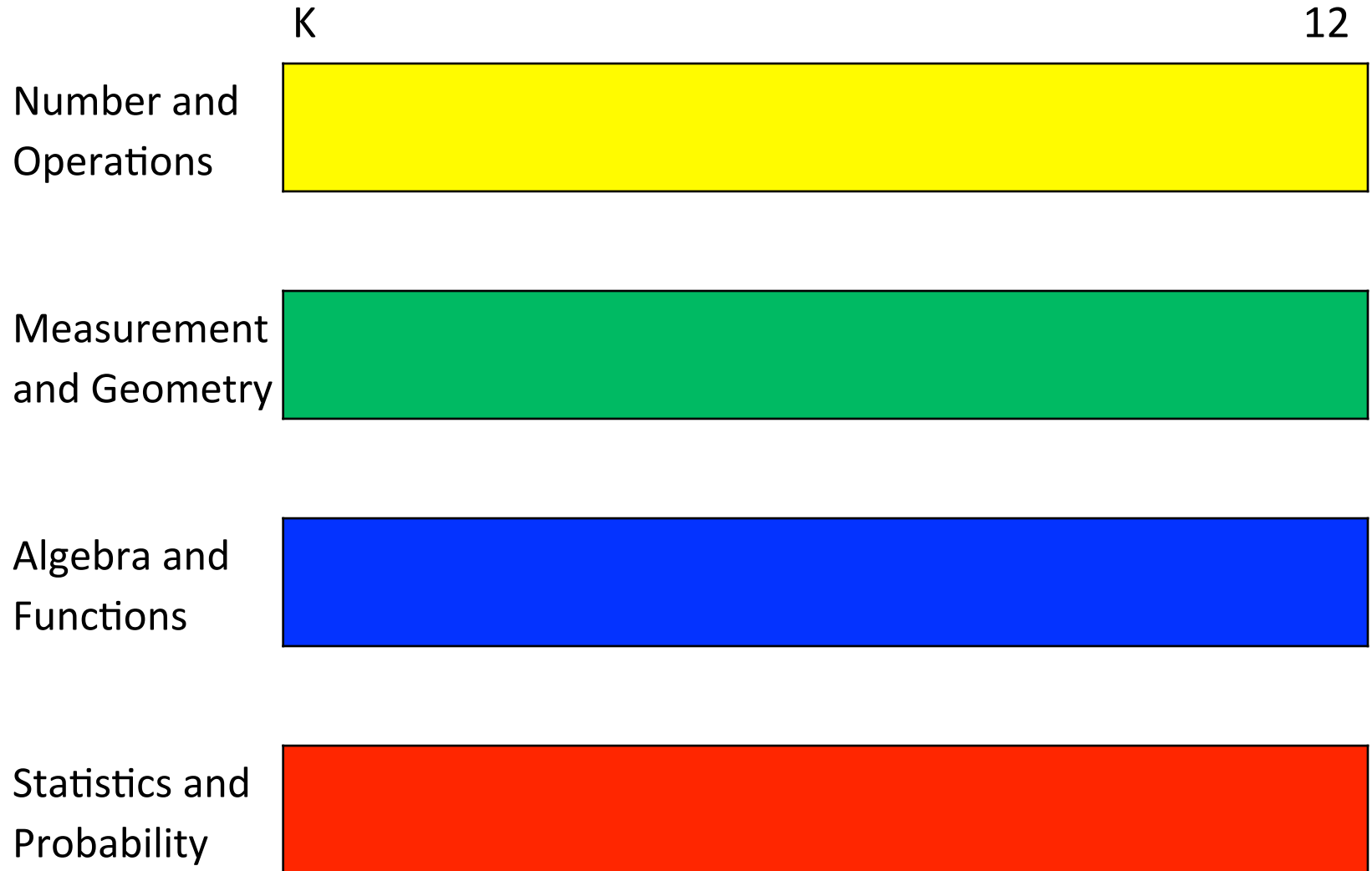


Mathematics topics intended at each grade by at least two-thirds of 21 U.S. states

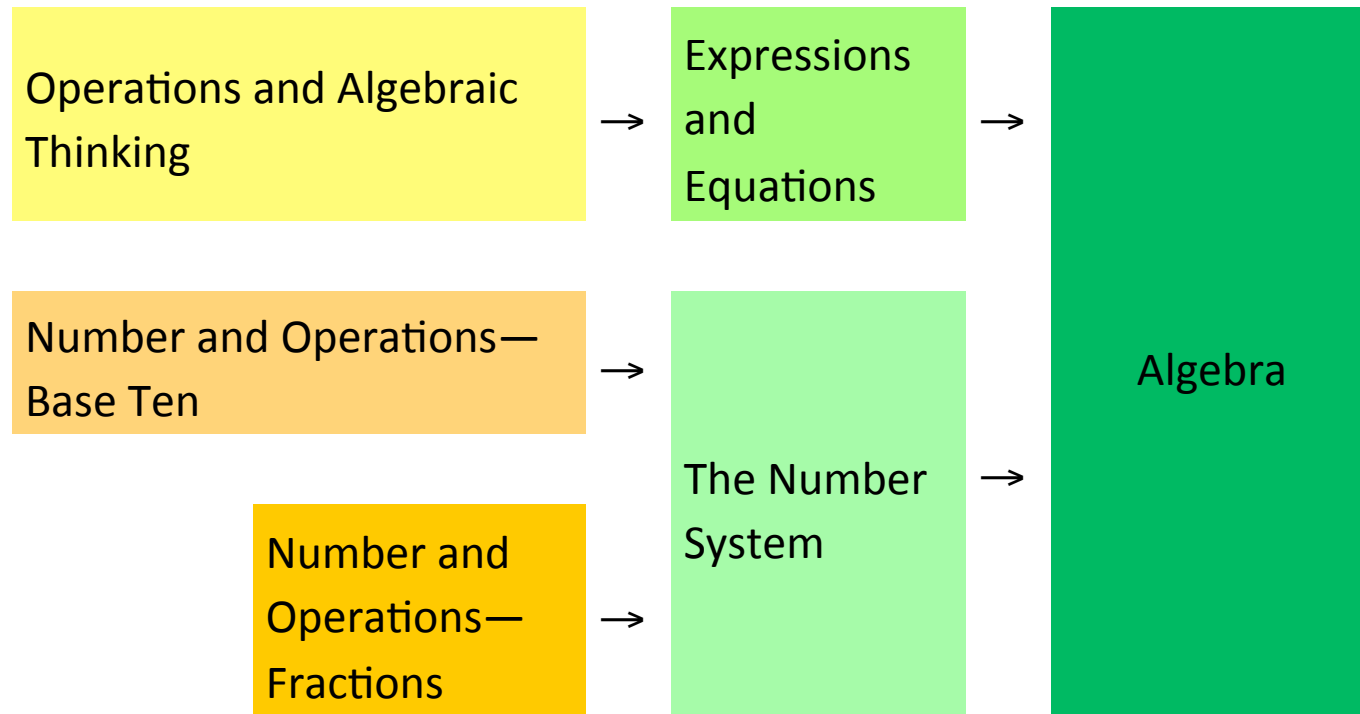


¹ Schmidt, Houang, & Cogan, "A Coherent Curriculum: The Case of Mathematics." (2002).

Traditional U.S. Approach



Focusing attention within Number and Operations



K 1 2 3 4 5 6 7 8 High School

Priorities in Mathematics

Grade	Focus Areas in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction, measurement using whole number quantities
3–5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra and linear functions

Rigor

- The CCSSM require a balance of:
 - Solid conceptual understanding
 - Procedural skill and fluency
 - Application of skills in problem solving situations
- Pursuit of all three requires equal intensity in time, activities, and resources.



Solid Conceptual Understanding

- Teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives
- Students are able to see math as more than a set of mnemonics or discrete procedures
- Conceptual understanding supports the other aspects of rigor (fluency and application)



Fluency

- The standards require speed and accuracy in calculation.
- Teachers structure class time and/or homework time for students to practice core functions such as single-digit multiplication so that they are more able to understand and manipulate more complex concepts

Application

- Students can use appropriate concepts and procedures for application without prompting.
- Teachers provide opportunities at all grade levels for students to apply math concepts in “real world” situations, recognizing this means different things in K-5, 6-8, and HS.
- Teachers in content areas outside of math, particularly science, ensure that students are using grade-level-appropriate math to make meaning of and access science content.



Putting into Practice - Math

- Read the lesson you have been given and determine how you would differentiate for a student with an IEP (Learning Disabled-trouble reading)
- Be ready to share.



Modifications for Jesse

Jesse is able to recall basic mathematics facts; however, when solving more complex mathematics problems with algorithms, he is unable to remember the steps and often loses his place. Jesse has attended afterschool tutoring all year, but scores on his classroom assignments and tests indicate that his performance has not improved.



Putting into Practice - Math

- What are some of the resources needed to support instruction?
- Where do you find the resources needed?



Questions & “Ah ha!” Moments

