

Let's begin with introductions...

- Tiffany McDole
- Exec. Director, Training & Support at TDOE
- Tiffany.McDole@tn.gov

Our Goal in this Course:

Support collaborative leadership learning focused on increasing student achievement in the transition to Common Core State Standards.

How Will We Achieve that Goal:

- Peer-Led Discussions and Collaboration
- Direct Applications to Our Classrooms and Schools
- A Focus on student learning

Let's begin with introductions. Please share:

- Your name
- One challenge you have faced in the transition to the new state standards or one question you have
- One student that inspires you to surmount these challenges

Time	Content
11:15-11:25	Welcome & Agenda
11:25-11:35	Structure of the Leadership Course
11:35-12:15	Math Focus: Calculator Exercise
12:12-1:00	Lunch
1:00 – 1:40	Literacy Focus: Writing to Sources
1:40-2:00	Closing

What this Course Is and Is Not

What it is	What it is NOT
Leaders learning alongside leaders	TDOE-prescribed course of action
Content-specific strategies and discussions focused on literacy and math	General discussion of leadership strategies
Relevant to student learning during and after the course	Only focused on what is coming, only focused on what is here now
Focused on student learning	Focused on compliance
New content	A repeat of Leadership 101 A repeat of teacher content from this past summer
Focused on helping student prepare for PARCC	Just technical information about administration of PARCC
Connected to our own student work and real evidence of student performance	Sit and get

Math:

1) Are teachers spending time on the right content?

2) Are students getting regular practice with demanding tasks?

3) Are teachers asking questions that require students to talk about the meaning of mathematical ideas and debate and critique the reasoning of their peers?

4) Are teachers monitoring and advancing the progress of all students towards mastery of all standards and practices?

Literacy

5a. (K-5) Are all students receiving sufficient direct, explicit instruction supporting mastery of the foundational literacy skills?

5b. (6-12) Are all literacy teachers (including science, social studies, technical subjects and English teachers) regularly engaging students in appropriately demanding literacy assignments ?

6. Are students receiving daily practice citing evidence in conversation, writing and/or research?

7. Are teachers selecting appropriately complex texts that reflect the needed balance of informational text and fiction?

8. Are students receiving regular practice with and feedback on their writing?

Every session included:

Authentic practice with content exercises

Video clips wherever possible to demonstrate what this looks like in action

Bridge to practice homework assignment (submitted to group leaders and discussed at opening of next class)

Time for discussion and sharing ideas with peers in small groups

Class 1	Class 2	Class 3
<p>ELA</p> <p>Orientation to the ELA Common Core Standards & Text-Based Questions</p>	<p>ELA</p> <p>Text Complexity and Text</p>	<p>ELA</p> <p>Writing in Common Core</p> <p>ELA Wrap –Up</p>
<p>Math</p> <p>Orientation to the Math Common Core Standards & Math Focus</p>	<p>Math</p> <p>Math Instructional Tasks</p>	<p>Math</p> <p>Assessing and Advancing Question</p> <p>Math Wrap-Up</p>

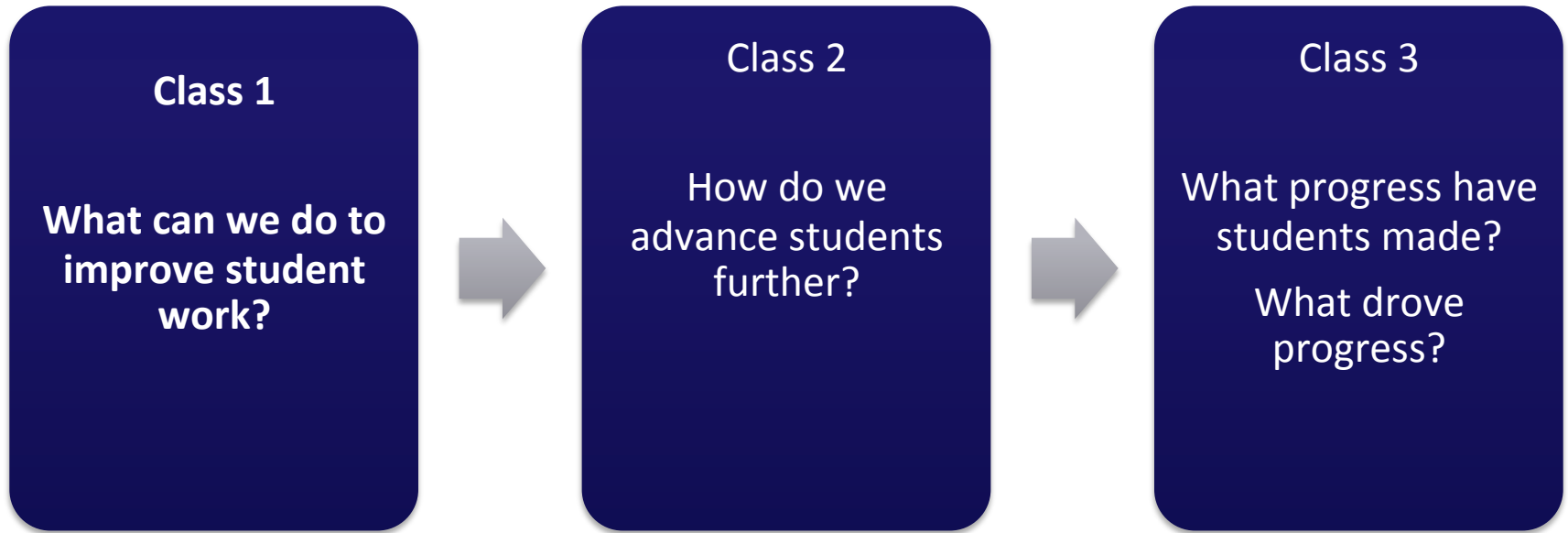
- The focus of Leadership 202 is drawn from studying what is going well and where we are struggling in the field based on these key questions.
- Committees completed field work in Math and ELA and studied artifacts, talked to teachers, talked to students and watched instruction to really determine where change was sticking and where we were struggling.
- The results are included on www.tncore.org

Literacy

How do we help all students comprehend complex texts and write effective analyses?

Math

How do we help all students master the most challenging math content in each grade?



Class 1

Class 2

Class 3

Literacy

- | | | |
|---|---|--|
| <ul style="list-style-type: none">• What should writing look like?• Where do my students need to improve?• What can I do to help them get better? | <ul style="list-style-type: none">• What progress have students made so far?• How do I make sure students get good feedback? | <ul style="list-style-type: none">• What progress did students make overall?• What drove this progress? |
|---|---|--|

Math

- | | | |
|--|---|--|
| <ul style="list-style-type: none">• What do students need to be able to do?• How can their understanding build?• What does it look like to ask questions that drive students towards a goal? | <ul style="list-style-type: none">• What progress did student make?• What else do they need to do to be ready for PARCC? | <ul style="list-style-type: none">• What progress did students make overall?• What drove this progress? |
|--|---|--|

80% of students in your literacy partner group will get a 3 or 4 in focus and development on this essay

80% of the students in your math partner group will independently perform the most challenging grade level content on PARCC

- **Keep students at the center of focus and decision-making**
- **Be present and engaged** – limit distractions, if urgent matters come up, step outside
- **Monitor air time and share your voice** - you'll know which applies to you!
- **Challenge with respect** – disagreement can be healthy, respect all intentions
- **Be solutions oriented** – for the good of the group, look for the possible
- **Risk productive struggle** - this is safe space to get out of your comfort zone
- **Balance urgency and patience** - we need to see dramatic change and change will happen over time

- Any other norms desired to facilitate your learning?

By the end of this class you will:

- Understand the structure of the Common Core State Standards, the instructional shifts and strands.
- Understand the importance of focus in mathematics
- Understand the expectations of text-based writing for TN students in the new standards

MATH

Math:

1) Are teachers spending time on the right content?

2) Are students getting regular practice with demanding tasks?

3) Are teachers asking questions that require students to talk about the meaning of mathematical ideas and debate and critique the reasoning of their peers?

4) Are teachers monitoring and advancing the progress of all students towards mastery of all standards and practices?

Math:

- 1. Focus** strongly where the Standards focus
- 2. Coherence:** think across grades, and link to major topics within grades
- 3. Rigor:** require conceptual understanding, procedural skill and fluency, and application with intensity.

- The Tennessee Department of Education has released information regarding curriculum coverage (dropped SPIs and Focus Clusters)

- Documents:
 - Standards Table
 - TNCore Focus Clusters and Dropped SPIs Update
 - Key Instruction Shifts
 - Major Work of the Grade for K-8
 - Required Fluencies in K-6
 - PARCC Model Content Frameworks for K-8

TNCore Focus Clusters and Dropped SPIs Update

Let's take a walkthrough of the table:

- What is one of the new focus clusters for 4th grade?
- What is one of the newly dropped SPIs for 7th grade?
- What is a focus cluster for Algebra I in 2013-14 school year?

Let's take a walkthrough of the table.

- Dropped SPIs
- Focus Clusters
- Other Content

Read through the focus standards with the SPIs for the grade level.

For the 2013-2014 school year, it is recommended
that **60-75%** of time be dedicated to the
focus clusters, depending on the grade.

- Read through the Focus Clusters
 - Read the Common Core State Standards
 - Read the SPIs on associated topics
- In small groups discuss what you notice reading across a row

Now look to the Curriculum Calculator Exercise worksheet

Goal of this exercise is to get a high level picture of how a teacher spends time in the classroom

- Not an exercise in precision
- Not judgmental nor making assumptions
- Not just one way to approach curriculum coverage

1. Have the Standards Table and Sixth Grade Artifact in front of you
 2. Go through the scope and sequence categorizing the SPIs into:
Dropped SPIs, Focus Clusters, or Other Content
 3. Count the number of days spent on each category
 4. Calculate the percent of time on each category
- Take 10 minutes to complete the exercise in pairs
 - Then take 5 minutes to compare at your table

- Take a few minutes to share out at your table:
 - What answers did you get?
 - What did you notice?
 - What questions do you have?

BREAK

LITERACY

1. Building knowledge through content-rich **nonfiction and informational texts**
2. Reading and writing grounded in **evidence from text**
3. Regular practice with **complex text** and its academic vocabulary

TCAP Reading and Language Arts	CCSS English Language Arts & Literacy
<ul style="list-style-type: none">• Language• Communication• Writing• Research• Logic• Informational Text• Media• Literature	<ul style="list-style-type: none">• Reading Literature• Reading Informational Text• Reading Foundational Skills• Writing• Speaking & Listening• Language

Common Core State Standards	SPIs
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>W.5.1b Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>W.5.1d Provide a concluding statement or section related to the opinion presented.</p>	<p>SPI 0501.3.2 Identify the purpose for writing (i.e., to entertain, to inform, to share experiences, to persuade, to report).</p> <p>SPI 0501.3.5 Select an appropriate concluding sentence for a well-developed paragraph.</p> <p>SPI 0501.3.6 Rearrange sentences to form a sequential, coherent paragraph.</p> <p>SPI 0501.3.7 Select details that support a topic sentence.</p> <p>SPI 0501.3.11 Rearrange paragraphs from a narrative writing selection in sequential and chronological order.</p> <p>SPI 0501.3.9 Choose the sentence that best supports the topic sentence and fits the flow of ideas in a paragraph.</p>

- The Common Core State Standards include English language arts AND Literacy. The literacy standards apply to Science, CTE and Social Studies.

- 1. Turn & talk (3 min):** Reflect back on the assignments you wrote for college and/or graduate school as well as the writing you do now as part of your job. What were your teachers and supervisors looking for? What made for effective writing in each case?
- 2. Share reflections** with whole group (2 minutes)

Scan the anchor standards.

1. How do the writing standards compare to the traits you discussed about college level writing?
2. Which standards will present the greatest challenges for your students?

Settling New Lands

Write an expository essay comparing and contrasting how reasons for colonization have changed from settling America to attempting to settle space. Analyze how the texts provide conflicting information about why settling new lands is important. Draw evidence from the passages to support your analysis. Develop your topic with relevant, well-chosen facts, concrete details, or other information and examples. Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling in your response.

- The scoring rubric rates student writing on a number of specific and separate categories (traits) instead of a single group of indicators.
- On the TCAP Writing Assessment rubric, these traits are scored separately and independently of one another on a scale of 1-4.
- The four traits for 2013-14 ELA rubrics are: Development, Focus and Organization, Language, and Conventions. (The conventions trait is absent on the Literacy rubrics.)

ELA 6-8 Informational/Explanatory Rubric

Score	Development	Focus & Organization	Language	Conventions
4	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient evidence¹ from the stimuli to insightfully develop the topic. thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains an effective and relevant introduction. utilizes effective organizational strategies to create a unified whole and to aid in comprehension. effectively clarifies relationships among ideas and concepts to create cohesion. contains an effective and relevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to the task. illustrates sophisticated command of syntactic variety for meaning and reader interest. utilizes sophisticated and varied transitional words and phrases. effectively establishes and maintains a formal style. 	The writing: <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English.² may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes relevant and sufficient evidence¹ from the stimuli to adequately develop the topic. adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a relevant introduction. utilizes adequate organizational strategies to create a mostly unified whole and to aid in comprehension. clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion. contains a relevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates consistent command of precise language and domain-specific vocabulary appropriate to the task. illustrates consistent command of syntactic variety for meaning and reader interest. utilizes appropriate and varied transitional words and phrases. establishes and maintains a formal style. 	The writing: <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.² contains some minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly relevant but insufficient evidence¹ from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive. explains some of the evidence provided, demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a limited introduction. demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times. clarifies some relationships among ideas and concepts, but there are lapses in focus. contains a limited concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates inconsistent command of precise language and domain-specific vocabulary. illustrates inconsistent command of syntactic variety. utilizes basic or repetitive transitional words and phrases. establishes but inconsistently maintains a formal style. 	The writing: <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.² contains many errors that may significantly interfere with meaning.
1	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly irrelevant or no evidence¹ from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive. inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains no or an irrelevant introduction. demonstrates an unclear organizational structure; ideas are hard to follow most of the time. fails to clarify relationships among ideas and concepts; concepts are unclear and/or there is a lack of focus. contains no or an irrelevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates little to no use of precise language and domain-specific vocabulary. illustrates little to no syntactic variety. utilizes no or few transitional words and phrases. does not establish or maintain a formal style. 	The writing: <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.² contains numerous and repeated errors that seriously impede meaning.

1. Review the task and texts for the 6 – 8 ELA Phase I writing prompt. (5 min.)
 - Prompt
 - Text 1
 - Text 2

You have now read two texts about Harriet Tubman. Write an essay that compares and contrasts the authors' purposes and how their purposes are conveyed in the two texts. Be sure to cite evidence from both texts to support your analysis. Follow the conventions of standard written English.

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- Take a few minutes to scan through the sample student work provided, making notes about strengths and areas for growth

- 1) Using your rubric, *individually* score training set response #2 on **page 41**.
- 2) Discuss scores for response #2 as whole group.
- 3) In small groups or as a table, score and come to agreement on response #3 on **page 42**.
- 4) Norm around response #3 as whole group.

- What is your reaction to the prompt?
- Student work?

NWP Core Principle:

“Writing can and should be taught, not just assigned, at every grade level.”

- Reactions to the content you have seen?
- Lessons learned/future plans
- Q&A