Freeport Public Schools

PTA Council Meeting

September 27, 2012
Common Core in Review
Six **Shifts** in ELA Literacy

- Standards increase in complexity from K-12, helping to articulate what students need to know and be able to do along this trajectory and assist with differentiation.
- Literacy-building as a shared responsibility for all content area teachers.
- Emphasis on teaching reading of informational text.
- Emphasis on steadily increasing students' ability to understand more and more complex text over time.
- Integration of research skills across standards and grades.
- Emphasis on writing to argue, inform, and explain in the upper grades to prepare students for college-level writing.
What Have We done?

- Informational Text—upgraded reading program (purchased upgraded materials from Harcourt titled “Revisions to the Common Core”)
- Trade books representing 70% vs. 30% (Dodd)
- Argumentative writing: K-12
- Wrote AIS curriculum to ensure alignment of questions to meet rigor of Common Core
- All curriculum maps include specific selections for each quarter (moving from 50-50 to 70-30)
- All text selections in Follett System will let teachers know which component of the common core each book is aligned with
- Literacy-building as a shared responsibility for all content area teachers
# Six Shifts in Mathematics

<table>
<thead>
<tr>
<th><strong>Focus</strong></th>
<th>Deep Focus; Fewer topics; more generalizing and linking of concepts</th>
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<tr>
<td><strong>Coherence</strong></td>
<td>Connect learning within and across grade levels with emphasis on mathematical modeling in the upper grades</td>
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<td><strong>Fluency</strong></td>
<td>Speed and accuracy with simple calculations</td>
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<td><strong>Deep Understanding</strong></td>
<td>Accessing concepts from a number of perspectives (deep conceptual understanding)</td>
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<tr>
<td><strong>Application</strong></td>
<td>Focus on mastery of complex concepts in higher math (e.g., algebra and geometry) via hands-on &amp; “real world” situations learning</td>
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| **Dual Intensity** | Emphasis on both conceptual understanding and procedural fluency starting in the early grades  
  ✓ More time to teach and reinforce core concepts from K-12  
  ✓ Some concepts will now be taught later |
What Have We Done?

- Realigned all curriculum maps to ensure more in-depth content/concepts
- Curriculum maps to ensure connected learning within and across grade levels
- Focus on mathematical fluency, beginning in primary grades
- Real-life application
2010-2012: All administrators and teachers were provided with multiple awareness level workshops on the CCSS in large and small group settings.

- Department/building-level meetings and collegial circles
- Grade level/clusters/department teachers met to collaboratively create Common Core Modules
- Grades K-2 curricula maps in ELA and Math were created in July 2011 and implemented Sept. 2011
Grades 3-8 ELA & math curricula maps have been created with involvement of teachers.

Grades 3-8 Common Core were implemented in May & June 2012.

August 30th: ELA & Math teachers worked on common core aligned modules to deliver in classroom settings.

Supplemental materials purchased.

Argumentative writing: Literacy across the content areas.
Next?

- Administrators closely assessing instructional practices through formal and informal observations to ensure alignment with CCSS
- Continued focus on vertical progression of content up the grade levels
- Protocols for close reading of text lessons on a variety of text types, including both literary and informational
- Providing continued professional development to ensure math content is being taught at a deeper level (conceptual vs. procedural)
- Close reading of text lessons will be implemented by all departments other than English
- Follett Library system provides collection analysis by Dewey Decimal classification to provide a percentage of non-fiction collection and/or fiction collection & list books according to text complexity. This will help us determine needs for additional books
- Professional development
Beginning 2012-2013

- 40% of all classroom teachers and principals evaluations will be based on student performance as follows:
  - 20% on State English and Math exams
  - 20% on local assessments
Beginning 2012-2013

- 40% of all teachers/principals in grade 4-8 – evaluations will be based on student performance as follows:
  - 25% (value added assessments) on State English and Math exams
  - 15% on local assessments
Beginning 2012-2013

- All grades/subjects without State assessments will be evaluated on “Student Learning Objectives” (SLOs)
Student Learning Objectives

- An academic goal for a teacher’s students
- Set at start of course (September 2012-June 2013)
- Represents most important learning for year (or semester, where applicable)
- Must be specific and measurable
- Must be based on available prior student learning data
- Must be aligned to Common Core, State, or national standards, as well as any other school and District priorities
- Teachers’ HEDI scores based upon the degree to which their goals were attained.
## Components of a SLO: NYSED SLO Framework

All SLOs **MUST** include the following **eight** basic components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Student Population</strong></td>
<td>Which students are being addressed?</td>
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<tr>
<td><strong>Learning Content</strong></td>
<td><strong>What is being taught?</strong> Aligned to common core, state or national aligned to common core, state or national standards.</td>
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<td><strong>Interval of Instructional Time</strong></td>
<td>The instructional time; this may be a semester, quarter or year.</td>
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<td><strong>Evidence</strong></td>
<td><strong>What assessment(s) or student work product(s)</strong> will be used to measure this goal?</td>
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<td><strong>Baseline</strong></td>
<td>What is the <strong>starting level</strong> of learning for students covered by this SLO?</td>
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<td><strong>Target(s)</strong></td>
<td>What is the <strong>expected outcome</strong> (target) by the end of the instructional period?</td>
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<td><strong>HEDI Criteria</strong></td>
<td>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?</td>
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<tr>
<td><strong>Rationale</strong></td>
<td><strong>Why</strong> choose this learning content, evidence and target?</td>
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From NY DOE engageny.org *Introduction to SLO* Deck
Other Measures of Teacher/Principal Effectiveness (60 points) – to be negotiated with the unions

- Based on State approved rubrics
- For FTA:
  - District will be using NYSUT rubric
- For Principals:
  - District will be using Marshall’s rubric
Rating Scales

- All school districts will use the same rating scales across the State
  - Highly Effective
  - Effective
  - Developing
  - Ineffective
Teacher/Principal Improvement Plan

- The APPR process requires teacher/principal improvement plans for any teacher/principal receiving a rating of developing or ineffective.
Training

- The District must certify all supervisors who will be evaluating teachers/principals are trained.
Timeline

- July 1 of each year, the District shall adopt a complete plan for APPR and submit the plan to the Commissioner for approval.
- September 1 of each year or as soon a practicable thereafter, the commissioner shall accept or reject plan.
- By September 10 or within ten days of its approval by the commissioner, the District shall make the plan available to the public on its website.
- The District will lose its additional State Aid funding if APPR plan is not submitted by January 17 of each year.