Revealing How EDUCATION LEADERS Can Work Together on COMMON-STANDARDS Implementation

FREE WEBINAR:
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2 to 3 p.m. ET
Catherine Gewertz
assistant editor, *Education Week*
Revealing How Education Leaders Can Work Together on Common-Standards Implementation

**Expert Presenters:**

**Tracey Lamb**, principal, Fulton County High School, Hickman, Ky.

**Steve Gering**, chief leadership development officer, Chicago Public Schools
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Tracey Lamb
Currently, High School Principal in Fulton, KY
Served the last 4 years on the NASSP Executive Board
Principal experience in elementary, middle, and high schools ranging from rural to suburban, small to large, large socio-economic and special education populations
- Doctorate student at Spalding University
- KY’s High School Principal of the Year in 2008
- KY’s Dawson Orman Award for Outstanding School Principal in 2011
- Served 3 terms on the KY Association of School Administrators Executive Board
- KY Association of Secondary School Principals Board of Director for Region 1
Kentucky Commissioner Terry Holiday:

“Since Kentucky is the first in the nation to fully implement the new common core standards, Kentucky educators face a challenge in identifying high-quality, engaging instructional resources that support and reinforce the new standards.”
What are High School Principals Experiencing?

- All-over the board with implementation with CCSS
- A few states have also completed a full round of EOC assessments
- Shortages of qualified teachers to hire in Math and English
- Trying to help teachers overcome their fear of or resistance to literacy standards in all core areas
- Challenges due to limitations imposed by union contracts
- Fear the computer technology is inadequate, unreliable and may crash during the state testing cycle
- Because of the Turn Around models, fear losing their jobs
- Lack of resources for implementation
How does a principal lead the change effort with common core?

- Educate self on common core inside-out
- Actively participate in all available trainings offered—then apply lessons learned
- Utilize all the tools available through the State and District
- Build capacity within your building
- Monitor-Monitor-Monitor

- Make sure vertical alignment occurs between elementary-middle-high school
- Provide professional learning opportunities and peer networking
- Ensure time is built-in for teachers to use and implement CC for instruction & assessment
- Provide time for teachers to analyze data and make necessary revisions
School-wide Instruction in Math:

- Focus on Focus
- Think across grades and a shift in grades
  - i.e.: Algebra I in middle school
  - Algebraic thinking permeates K-8
- Deeper conceptual understanding
- Coherence

- Problem-solving, fluency, critical thinking, application—dual intensity
- Deep understanding
- Change in how we teach
- Geometry, Probability, Statistics
- Writing and speaking

engageNY.org
Shifts in ELA…

- Non-fiction and informational texts
- Building knowledge in the disciplines
- Text complexity
- Close Reading
- Writing from sources
- Regular practice with complex text and its academic vocabulary
- Listening and speaking

engageNY.org
In Summary...the BIG school wide changes are:

- Rigor for ALL students
- Grade level shifts
- Text complexity
- Cross content literacy
- Close reading
- Writing across content areas
- Student engagement
- More Instructional time that is bell to bell
- Approach to teaching
- Professional development
To have success with CCS & EOC, the principal MUST ensure the following are in place

- Focused, continuous, connected, on-going PD
- School-wide literacy
- Writing across all content areas
- Bell-to-bell instruction
- Vertical articulation and K-12 alignment
- Make use of Instructional time
- Multi-tiered interventions
- Develop Teacher leadership
- Student engagement
- Develop a set of Defined instructional practices

- NASSP, 2012
10 Keys the Principal Must Have:

- Vision
- Narrow Focus
- Easy for staff
- Work on Mindsets of staff
- Focus on Implementation—continuous improvement, learn, act
- Develop a Spirit of Collaboration
- Shared leadership
- Make the most of Instructional Time
- Inclusive
- Collective

NASSP, 2012
Where does the Principal begin?

*Use Kotter’s 8-Step Model*

- Create a sense of urgency
- Form a guiding team
- Create a vision
- Communicate the vision
- Enable action
- Ensure short-term wins
- Improve and expand
- Anchor the changes

**Next steps…**

- Carefully examine your data from a WIDE variety of resources
- Determine priorities
- Explore possible solutions that will lead to improved student performance
- Determine what must be in place to implement the needed changes
- Develop a plan and a timeline
- Build capacity to address these needs
- Build technology infrastructure
- Establish goals for an improvement plan
- Implement, determine regular check points to monitor progress, collect and analyze additional data, make adjustments
What is the process principals need to facilitate for teachers?

- Meaningful PD
- Provide the time and resources to do the work, analysis and revision needed
- Build the schedule to allow for teacher collaboration
- Unpack the standards
- Begin with the end in mind
- Make sure the 4 “R’s” are incorporated
- Establish pacing guides
- Establish new curriculum maps based on the new standards
- Make sure there is reading and writing in EVERY content area in EVERY classroom EVERY day
- Have assessments for checkpoints at least 2-3 times prior to state testing
- Analyze assessment findings
- Refine as needed
What should the principal look for in the classroom?

- Increased rigor & relevance
- Whole class instruction AND discussion
- Engaged students
- “Close reading” and writing
- Higher order thinking AND questioning
- Real world application
- Meaningful feedback to students
- Student and teacher self-reflection
- Quality assessments being used to inform and drive effective instruction
- Students writing argumentative & exploratory texts in EVERY discipline
- Students reading complex texts independently & proficiently in EVERY discipline
**Additional tips…**

- Learning checks at least 3-4 times per year
- Classroom walk thru with meaningful, immediate feedback to teachers
- Honest evaluations of teachers
- Hire the best—move out “dead weight”
- Make sure at the high school level, 70% of reading materials are informational [50% at elementary]
- In mathematics, ensure that rigor is seen in problem-solving, critical thinking skills, and that students can articulate how they are solving the problems
- Literacy should be seen across ALL curricula
- In writing, students need to be able to cite evidence from the text—they need to use reasoned judgment
- Advance instruction by using formative assessment results to provide explicit feedback
Remaining Slides…

Tools for Principals

Explanation on where KY is with CCSS

How KY is preparing school leaders

Info on Leadership Networks

KY Department of Ed Resources

CIITS

Quality Core

Sources
Set a vision for school transition to CCSS

Establish teacher buy-in and ensure communication flow enables teacher leader engagement and commitment

Check for teachers adjusting to rigor and expectations

Allow time for teachers to reflect

 Communicate changes to curriculum with parents and community

NAESP, 2012
Gather information for understanding and meeting teachers’ needs

Use an inquiry-based approach at your school

Facilitate understanding of curriculum changes for Math, ELA, Science, Social Studies, Arts, Vocational Studies, World Languages

Facilitate understanding of assessments

NAESP, 2012
Tools for Principals...CCSS Implementation

Checklist: Student Learning

- Measuring students’ engagement in new, deeper, more rigorous learning activities supporting the CC & documenting of evidence
- Identify grade level/subjects that appear to be at the forefront of implementing CC
- Identify grade level/subjects that need more help in implementing the CC
- Determine plans for ELL, and students with IEPs, and gifted & talented students
- Develop plans for struggling students (RTI)

NAESP, 2012
Tools for Principals…CCSS Implementation

**Checklist: Capacity Building**

- Plan job-embedded professional development
- Determine timeline for implementation
- Determine team of CC instructional leaders
- Determine plan for getting assistance
- Determine how to adjust budget, staffing, planning or professional development
- Identify additional funding resources from your state, district, grants, or other sources
- Set strategies to monitor and adjust during the implementation period

• NAESP, 2012
Tools for Principals... CCSS Implementation

Checklist: Special Considerations

- Is your school a needs improvement/turnaround/transformation school?
- Does your school have unique populations (ELL, special disabilities, socioeconomic)?
- Has your school experienced recent teacher turn-over?
- Is your school in the midst of union/labor expectations/negotiations?
- Are adjustments in curriculum needed (which areas/grades)?
- Does your school have a high student mobility rate?

NAESP, 2012
**Where is KY in the process with CCSS?**

Most school districts in KY have accomplished the following since June 2010:

- Rolling out and deconstructing standards
- Revising curriculum maps and pacing guides

**ALL schools in state have already taken End-of-Course (EOC) Assessments**

All schools in the state participate in high school and college readiness tests at grades 8, 10, and 11

**Continuous Instructional Improvement Technology System (CIITS) was initiated in August 2011**
How is KY preparing its School Leaders?

- Leadership Network Cohort Trainings
- Kentucky Department of Education (KDE) Resources
- Continuous Instructional Improvement Technology System (CIITS)
- Quality Core Access
- College Career Readiness
Leadership Networks

The Leadership Network concept/design is based on the most current research-based data that we have on effective professional development.

The focus of the networks is capacity building, not a ‘train the trainer’ model.

Four major components form the foundation of every Leadership Network in the state:

- [CCSS, Assessment, CHETL, & Leadership]
Kentucky Department of Education (KDE) Resources

KDE is providing schools with information access to Common Core and Senate Bill 1 in the areas of:

- Assessment Literacy Modules
  - Learning Target Module
  - Tuning Protocol Module
  - Assessment Literacy

- End-of-Course Assessments

--KDE, 2012
Continuous Instructional Improvement Technology System (CIITS)

schoolnet/Pearson database used for:
Creating, scheduling & administering tests

What is currently available in CIITS?
- Deconstructed state standards
- Student information
- Resources and tools to support teachers with formative assessment
- Resources and tools to support school & district leaders in creating interim and common assessments
Benefits of CIITS to School Leaders

- Build assessments using items from an item bank or by creating new items
- Schedule assessments for administration
- Monitor the collection of results
- Generate and analyze reports related to student responses
Quality Core allows educators to:

- Focus on fewer, clearer, and higher course standards that are the essentials for college and career readiness
- Use formative assessments to guide instruction and make targeted interventions
- Measure student progress through benchmark and End-of-Course Assessments
- Provide professional development resources and training opportunities for teachers and leaders
- Customize instruction to the needs of specific classrooms, schools, and districts
What does Quality Core (QC) Provide?

- Course Objectives Booklet
- Course Description & Syllabus
- Rigor & Relevance Template
- Course Outline
- EOC Test Blueprint
- Instructional Unit Plans
- Guidelines for Developing Instructional Units
- Benchmark Assessments
- Sample Unit
As a School Leader, how does this QC help me do my job?

- Each administrator/school leader has their own access user log-on
- Can go in and verify that what is being seen in the classroom is truly what is supposed be taught
- Can help us assist new teachers with developing units and assessments
- Can help us help all teachers with rigor & relevance
- Can help us better analyze the data
## College & Career Readiness

### College/Career Readiness Rate

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<tr>
<th>College Ready</th>
<th>Career Ready: Must meet benchmarks for one requirement in Career Academic area and must meet one requirement in Career Technical area</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>Armed Services Vocational Aptitude Battery (ASVAB)</td>
</tr>
<tr>
<td>COMPASS</td>
<td>ACT Work Keys (Applied Math, Locating information, and Reading for Information)</td>
</tr>
<tr>
<td>KYOTE</td>
<td>Kentucky Occupational Skills Standards Assessment (KOSSA)</td>
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<td></td>
<td>Industry Certificates</td>
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### Bonus: College AND Career Ready must meet at least one from each area

- **College Ready Academic**
  - ACT or COMPASS or KYOTE

- **Career Ready Technical**
  - KOSSA Industry Certificates

**NOTES:**

1. By meeting the College Ready Academic definition, the student does not have to take the additional tests of ASVAB or Work Keys for the bonus area.
2. For accountability purposes, the bonus shall not allow the readiness percentage to exceed 100 percent.
Sources:

engageNY. ELA/Literacy & Math Shifts. www.engageNY.org

http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Common+Core+Standards+Resources.htm


NASSP Common Core (2012). www.nassp.org/commoncore

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Principal Leadership in Implementing the Common Core

*Education Week Webinar*
We will create a system of schools that prepares every student, in every community, to succeed in college and career.
Principal is Key Lever

High quality principal in every school

» Autonomous
» Empowered
» Supported
- Standards setting organization
  - Common Core - Content standards
  - Teaching Framework – Teaching standards

- Timelines & expectations for implementation
  - Pacing guidance & milestones

- Capacity building
  - Network Teams
  - Chief’s Lecture Series - CCSS

- Supports for implementation
  - Tools
  - Vetting consultants & materials
CPS Network Structure

- 19 Regional Networks
- 17 – 42 Schools in each Network
  - 14 Elementary
  - 5 High School
  - 1 Alternative
- Led by a Chief of Schools
  - Principal developer and evaluator
  - Supported by Network team of 7-10
- Primary purpose – Develop principal leadership
Office of Network Support

- Supports Chiefs of Schools & Network teams
- Primary purpose – Develop Chief of Schools leadership capacity
  - Bi-weekly meetings – Model best practice
- Builds structures to share best practices across the Networks
By SY 2014-15 all students will have access to high quality Common Core-aligned curricula as defined by the CPS Framework for Content Standards in literacy and mathematics.
Common Core: Timeline

2012-13
- Comprehension
- Writing
- Math Practices
  - Math Bridge Plan (6-10)

2013-14
- Language, Listening and Speaking
- Foundational Skills (K-5)
- Literacy in Content Areas (6-12)
- Math Practices
  - Math Bridge Plan (K-5)
  - Revised Bridge Plan (6-10)

2014-15
- Full Math Content and Practices
- All English Language Arts / Literacy Strands
2011-2012 Scope and Sequence

Quarter 1: Reading the Standards
Quarter 2: Unpacking Standards
Quarter 3: Developing Performance Assessments
Quarter 4: Unit Planning
Summer: ELA Unit Planning, Math Bridge Plan
## Implementation Process

<table>
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<tr>
<th>Scope</th>
<th>Objectives</th>
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</table>
| **Central Office**           | • Set standards for CCSS implementation  
• Develop training and tools to support CCSS implementation  
• Set milestones for CCSS implementation |
| **Network Teams**            | • Central office supports network teams by developing capacity in the CCSS  
• Develop a differentiated delivery mechanism for building capacity on the CCSS with portfolio of schools  
• Not turnkey |
| **School Instructional Leadership Teams (ILT)** | • Network supports school ILTs by developing capacity in the CCSS  
• Develop a differentiated delivery mechanism for building capacity in the school’s teachers/teacher teams  
• Not turnkey |
Principal Support for CCSS

- **Chief and Network Team’s primary responsibility**
  - Whole group
  - Differentiated groups
  - Individual coaching

- **Leadership capacity development for principals**
  - Skills and knowledge to lead CCSS implementation
  - Effectively leading the ILT for CCSS implementation
  - Differentiating support to teachers for CCSS implementation
  - Creating systems for PD, data analysis, and planning
Common Core: Focus This Year

Learning ’11-’12:
- CCSS Structure
- How to unpack
- Features of an ELA Performance Assessment
- Features of an ELA unit plan
- Math Bridge Plan

Doing’12-’13:
- Principals lead ILT and Teacher Team structures for data analysis and planning
- Principals use classroom observations to support CCSS
- Principals lead development of learning cycles

Teams ready to move from Learning to Doing

Summer: Transition from “Learning” to “Doing” with support of solid team structures.
Next Steps

- How will we know if CCSS are implemented?
  - Quality reviews
  - Performance tasks aligned to the CCSS

- Alignment of CCSS and Teaching Framework
  - Support principals in utilizing TF to support CCSS implementation

- Support for principals without overstepping
  - Autonomous principals
  - Building capacity, not turnkey training
  - Clear standards & milestones
  - Tools, materials, & consultants
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Required Reading from *Education Week*:

**Common-Core Training for Principals on Increase**
Recently, there has been a surge of activity to acquaint principals with the new standards and teach them how to lead their staff members through the profound changes that are required to turn the new expectations into classroom instruction.

**Spotlight on Implementing Common Standards**
In order to implement the Common Core State Standards, educators need instructional materials and assessments. But not all states are moving at the same pace, and some districts are finding common-core resources in short supply. This Spotlight highlights the curriculum, professional development, and online resources available to help districts prepare for the common core.
Road Maps to Common Core Success

Registration Now Open!

Indianapolis
March 11, 2013

White Plains
March 21, 2013

www.edweekevents.org/common-core-success