

**ORANGE COUNTY
BOARD OF EDUCATION**

AGENDA ITEM ABSTRACT

Meeting Date: September 10, 2012

AGENDA ITEM No. 12-09-12

ACTION ITEM: (Y/N) N

SUBJECT: Common Core Implementation Status Report

INFO. CONTACT: Dr. Denise Morton, Steven Weber **PHONE:** (919) 732-8126
Dr. Lisa Napp, Patricia Harris, Vickie Smith, Ryan Miller

- ATTACHMENT:**
1. Common Core and More Update Power Point
 2. The Common Core State Standards: An Introduction for Families
 3. Unit Template
 4. Six Instructional Shifts with Explanation
 5. Common Core Postcard with QR Code

PURPOSE: To provide an update to the Board of Education regarding the implementation of the Common Core State Standards.

BACKGROUND: Since 2009, 45 states have signed a memorandum of agreement with the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO) committing to a state-led process – the Common Core State Standards Initiative – to produce a set of K-12 standards in the foundational subjects of English/Language Arts and Mathematics designed to prepare high school graduates to succeed in college and careers. On June 2, 2010, the Common Core State Standards were released.

North Carolina's State Board of Education set an aggressive timeline for implementation of the Common Core Standards to begin in 2012-2013. To help support this state-wide effort, North Carolina education officers applied for and were awarded Race to the Top (RttT) grants. This federal money was divided among the state's school districts to help in implementation efforts.

In Spring 2011, Orange County Schools received the RttT funding. Funding from the grant has been used to provide teachers with resources and professional development so they could effectively implement the Common Core Standards in 2012-2013. The RttT funds have also been used to pay stipends to selected teachers to help develop curriculum documents and for purchases of technology to assist school leadership in the evaluation of teachers.

In Spring 2011, Orange County Schools began the awareness phase of implementing the new standards. During the 2011-2012 school year, as part of the transition phase, teachers created units and assessments. Currently, our district is in the implementation phase of the standards.

Professional Development

During 2011-2012, the Common Core and More Team, consisting of Dr. Denise Morton, Dr. Marcie Holland, Steven Weber, Dr. Lisa Napp, Patricia Harris, Vickie Smith, and Ryan Miller facilitated professional development and the distribution of resources related to the Common Core. During 2012-2013, the Common Core and More Team, along with school-based teams and principals, will deliver professional development focused on the six instructional shifts required to implement the new standards effectively.

Orange County Schools has been recognized statewide for effective planning, training, preparation and implementation of the Common Core.

FINANCIAL IMPACT: \$66,701.80 remaining in RttT funding

\$329,440 was initially appropriated to Orange County Schools minus \$57,058 deducted for the N.C. Education Cloud for a final allocation of \$272,382.

RECOMMENDATION: The Superintendent recommends that the Board of Education receive for information an update regarding the implementation of the Common Core State Standards.

Common Core and More Update

Orange County Schools Board of Education
September 10, 2012

Summer 2011

- Awareness
- Structure of standards
- K-12 Progression
- K-12 All Grades & Content Areas

Summer 2011--Awareness Phase

Guiding Principles

- Develop a district focus on College and Career Readiness which has an emphasis on literacy.
- Provide professional development to all teachers on the Common Core State Standards and North Carolina Essential Standards.

Summer 2011--Awareness Phase

Guiding Principles

- Build on the strengths of existing Professional Learning Communities to unpack standards, develop curriculum maps and implement change.
- Honor and understand the emotional process of change.
- Provide online tools for collaborative work, ongoing communication and a place to archive documents.

School Year 2011-2012

- Teacher Teams presented
- Job-Alike groups met throughout year and developed curriculum units and some assessments.
- Identified team leaders for Job-Alike groups
- Created deliverables
- Parent/Community CC Awareness

Summer Session 2012

- Summer professional development transitioned from CCM team led to teacher leaders developing the sessions and presenting
- Six Shifts
- Assessment
- Paperless

School year 2012-2013

- Implementation Phase
- Teachers are using and revising units and assessments that were created
- District-wide Professional Development on Six Shifts--from Leadership Team and C & I to school-level
- Blended Learning to support Common Core delivery

Presentations & Recognitions

2011

- ASCD; Greensboro
- NCASCD; Pinehurst
- NCDPI; Online Module, "Developing Local Curriculum"

2012

- NCDPI; Summer Institute, Sanford
- ASCD; 1 of 2 districts recognized for Common Core work

Implementation Tools

- Laptops
- Technology integration
- Online resources
- Triangle High Five Math Summit
- Differentiation professional development
- Common Core page on district website
- RESA
- Early release days
- CC designated District Days

THE COMMON CORE STATE STANDARDS: AN INTRODUCTION FOR FAMILIES



If your family had to move from North Carolina to another state, how would you know if your children in grades K-12 would be taught the same standards? Today the answer is: "You wouldn't."

Currently each state determines what a student should know and be able to do by the end of each grade level.

This means that for the 50 states in the U.S. we have 50 different sets of standards.

To address the problem of multiple sets of standards across states, two organizations, the National Governor's Association and the Council of Chief State School Officers, facilitated the creation of one set of standards known as the Common Core State Standards (CCSS). Currently, 48 states and three territories have voluntarily adopted the CCSS. North Carolina adopted in June 2010, and the new standards will be implemented in 2012-2013.

The Common Core State Standards outline standards in English Language Arts, Mathematics, and Literacy for grades K-12. Each standard progresses grade level to grade level like a set of upward stair steps. After grade 12, the ultimate goal is for all students to be college and career ready.

How is Orange County Schools preparing for implementing the Common Core State Standards?

Orange County Schools has developed a three phase timeline for implementing the Common Core State Standards. The three phases include Awareness, Transition, and Implementation.

During the Awareness phase, all teachers, administrators, and the School Board heard an introductory presentation explaining the history of how the CCSS were developed and highlights of how the English Language Arts, Mathematics and Literacy Standards are structured.

During the Transition phase, school teams participated in a two-day summer session and then developed plans for sharing professional development at their schools during the 2011-2012 school year. As part of the Transition phase, teachers are developing curriculum documents. Sample documents include exemplar units and lesson plans, as well as statements articulating essential learning outcomes at the end of each grade or course. Teachers are also involved in on-going professional development that helps them discuss the new standards, analyze the major shifts from the current North Carolina Standard Course of Study to the Common Core State Standards, and familiarize themselves with new curriculum documents.

The 2012-2013 school year begins the Implementation phase of Orange County Schools' timeline. During this year the CCSS will be taught and assessed. Teachers will meet regularly to discuss teaching, learning, and the new curricula. The implementation of the CCSS ensure that all students, regardless of zip code, will receive a guaranteed set of standards.

Resources for parents and families about the Common Core State Standards can be found on the Orange County Schools website.

http://www.orange.k12.nc.us/academic_dept_pages/C_and_I_cc_parents.html

Common & **CORE**
& more

Title of Unit:

Course/Content Name:		Grade Level:	
Name of Unit/Topic:		Time Frame:	

Overview:

Essential Learning Outcomes: ([Click here to access the ELOs.](#) Copy & paste what you need)

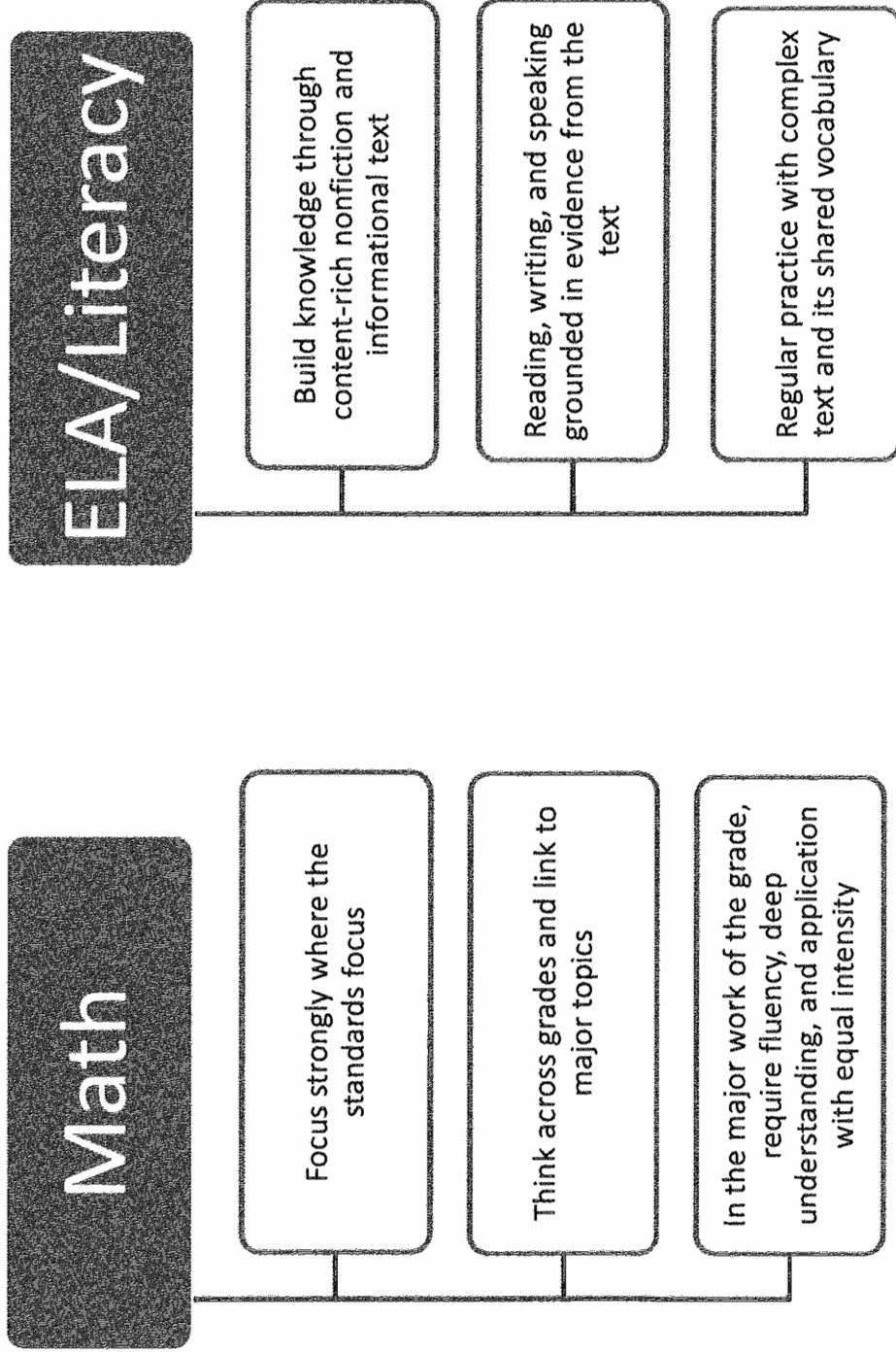
College & Career Readiness Descriptors ([Click here to access the descriptors.](#) Copy & paste what you need)

Core & Interdisciplinary Standards: (Click here to access the standards. Copy & paste what you need)	Student Objectives (Click here to access the "I Can" statements. Copy & paste what you need)
Prior Knowledge	Essential Questions
Key Concepts: Key Skills:	Key Vocabulary

Title of Unit:

Possible Interdisciplinary Connections					
Ideas for Differentiation					
Key Texts					
Suggested Teaching Points					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Teaching Point:	Teaching Point:	Teaching Point:	Teaching Point:	Teaching Point:
Week 2	Teaching Point:	Teaching Point:	Teaching Point:	Teaching Point:	Teaching Point:
Week 3	Teaching Point:	Teaching Point:	Teaching Point:	Teaching Point:	Teaching Point:
Week 4	Teaching Point:	Teaching Point:	Teaching Point:	Teaching Point:	Teaching Point:
Resources					
Assessments					
Rubrics					

K-12 Common Core: Major Instructional Shifts



- * Cursive handwriting taught in third grade – local decision
- * Cursive handwriting is not included in the Common Core State Standards. However, Orange County Schools made the local decision to continue teaching it at the third grade.

Common Core State Standards: Six Major Instructional Shifts in ELA/Literacy & Math

3 Instructional Shifts in Mathematics

by Katherine Phelps, Math Curriculum Lead & 5th grade teacher at Efland Cheeks Elementary

1. Focus Strongly Where the Standards Focus

Teachers must hone their focus on the prioritized math topics within the standards. No longer should teachers try to cover a wide variety of topics at introductory levels. Rather, the CCSS asks educators to deeply instruct within several focus areas of math at each grade level. Teachers must narrow and deepen the way time and energy is spent in the math classroom.

2. Think Across Grade Levels and Link to Major Topics

The intention of the CCSS is that students will richly understand certain math topics in their grade level and have the foundation to build upon those topics from grade to grade. For example, teachers should be aware of how and when a domain, such as Numbers in Operations in Fractions, is introduced to a student and how it is built upon in each grade level. Teachers and students should have a broad picture of how the domains stretch vertically and how the learning and rigor changes within each grade level. The chart below shows the major topics emphasized in the K-8 math standards.

Grade Band	Major Emphases
K-2	Addition and subtraction--concepts, skills, and problem solving
3- 5	Multiplication and division of whole numbers and fractions--concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear Algebra

3. In the Major Work of the Grade, Require Fluency, Deep Understanding, and Application with Understanding

A deep understanding of math topics requires a balance of both the fluency practice of mathematics (speed and accuracy) as well as meaningful application of concepts. A student should be able to efficiently choose methods to best solve a problem, persevere through challenging parts, and be able to share his thinking with others.

3 Instructional Shifts in ELA/Literacy

by Vickie Smith, Director of Literacy & Professional Development

1. Build Knowledge through Content-Rich Nonfiction and Informational Texts

The graph below shows the balance of literary and informational texts required in the CCSS. The only way this balance can be achieved is through reading in all content areas across a student's day. Even in ELA classes, a greater attention is given to informational texts as well as maintaining a traditional emphasis on literature.

Grade	Literary	Information
4	50%	50%
8	45%	55%
12	30%	70%

2. Reading and Writing Grounded in Evidence from the Text

The Standards require students to use textual evidence when answering questions, analyzing, or defending a claim. During discussions, teachers will want to ask students: "What in the text led you to make that conclusion?" When reviewing student writing, teachers will look for support and elaboration that uses quotations, key ideas and details, and logical reasoning to make a claim. Student responses should not be based solely on prior knowledge, experience, or opinion. Instead, responses should be supported by specific evidence for the text.

3. Regular Practice with Complex Text and Its Vocabulary

The ultimate goal of the CCSS is college and career readiness. In order to meet this goal students have to be able to read and write about increasingly complex texts. These texts must represent a variety of content areas in order to build rich academic language. For this reason, literacy across the curriculum and across K-12 classrooms, must be emphasized in order to meet the new standards.

Common CORE

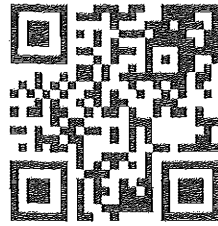
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DR. DENISE MORTON, CHIEF ACADEMIC OFFICER

Our Common Core team has worked diligently to develop resources for our community.
We are pleased to share our materials with you.

Visit our Common Core Website at:

http://www.orange.k12.nc.us/academic_dept_pages/C_and_I_cc.html



View and Download our Shared Files at:

http://www.orange.k12.nc.us/cc_share.html

