



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

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# Common Core State Standards

**September 25, 2013**

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# Agenda

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1. Why new standards?
2. Instructional shifts in ELA/Literacy and Math
3. Implementation
  - Expectations - Roles
  - Capacity development
  - New tools and resources
4. Next Steps
5. Discussion

# Why Common Core Standards?

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- ❑ **Preparation** — Standards are college and career-ready.
- ❑ **Competition** — Standards are internationally benchmarked; will help ensure students are prepared for global economy.
- ❑ **Equity** — Expectations are consistent for all; not dependent on a student's zip code.
- ❑ **Clarity** — Standards are focused, coherent and clear. Clearer standards help students understand what is expected of them.
- ❑ **Collaboration** — Common standards create a foundation to work collaboratively across states and district to create curricular tools and resources.



What are the **key**  
Common Core  
instructional shifts in  
**ELA** and **Mathematics**?

# CCSS ELA Instructional Shifts

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- ❑ A move from predominately Narrative to a balance of Narrative, Informational, and Argumentative Reading and Writing
- ❑ Increase in the quantity and complexity of writing with an emphasis on Argumentative and Research Writing
- ❑ Direct engagement with complex literary and informational text
- ❑ An increase in academic discussion

# CST Sample Item – ELA Grade 7

**66** Read this sentence.

“Come on, Christopher!” Laura cried as Christopher continued to scrutinize the menu. “You’ve been looking at the menu all day—just pick something!”

**To scrutinize means**

- A** to study carefully.
- B** to read with difficulty.
- C** to skim quickly.
- D** to read carelessly.

CSR10679.05A

# Sample Performance Task

## SBAC ELA Grade 7

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### Student Directions for Part 2

You will now review your sources, take notes, and plan, draft, revise, and edit your essay. You may use your notes and refer to the sources. Now read your assignment and the information about how your essay will be scored; then begin your work.

#### Your assignment:

Imagine you are part of a debate club at school, in which teams argue for and against different positions on interesting topics. To practice for an upcoming debate about napping, you will write a formal essay arguing whether or not naps are generally good for people. Use evidence from the sources to support your argument and address the opposite point of view.

#### Argumentative Scoring

Your argumentative essay will be scored using the following:

1. **Statement of claim and organization:** How well did you state your claim, address opposing claims, and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective was your introduction and your conclusion?
2. **Elaboration/evidence:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas using precise language that is appropriate for your audience and purpose?
3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

# CCSS Math Practice Standards

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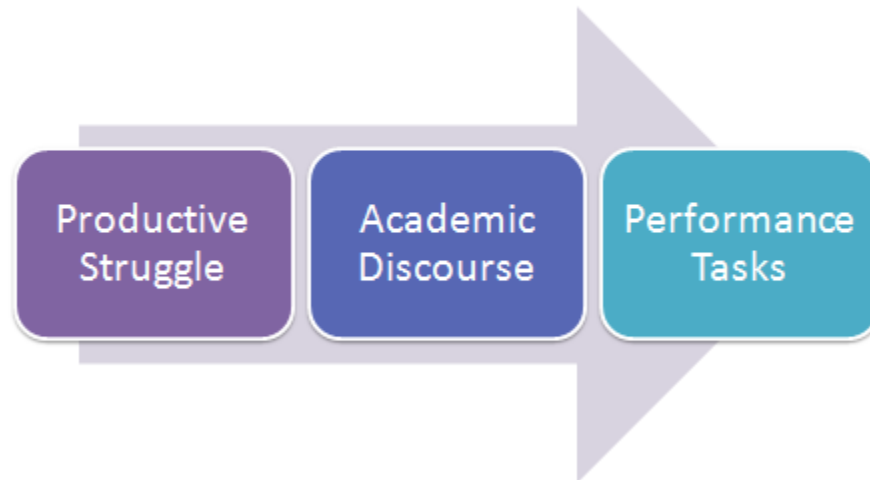
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



# CCSS Math Instructional Shifts

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Three Shifts in Practice



# CST Sample Item – Math Grade 7

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**What is 6050.287 rounded to the nearest ten?**

- A** 6050
- B** 6100
- C** 6050.29
- D** 6050.3

CSM01224

# Sample Performance Task

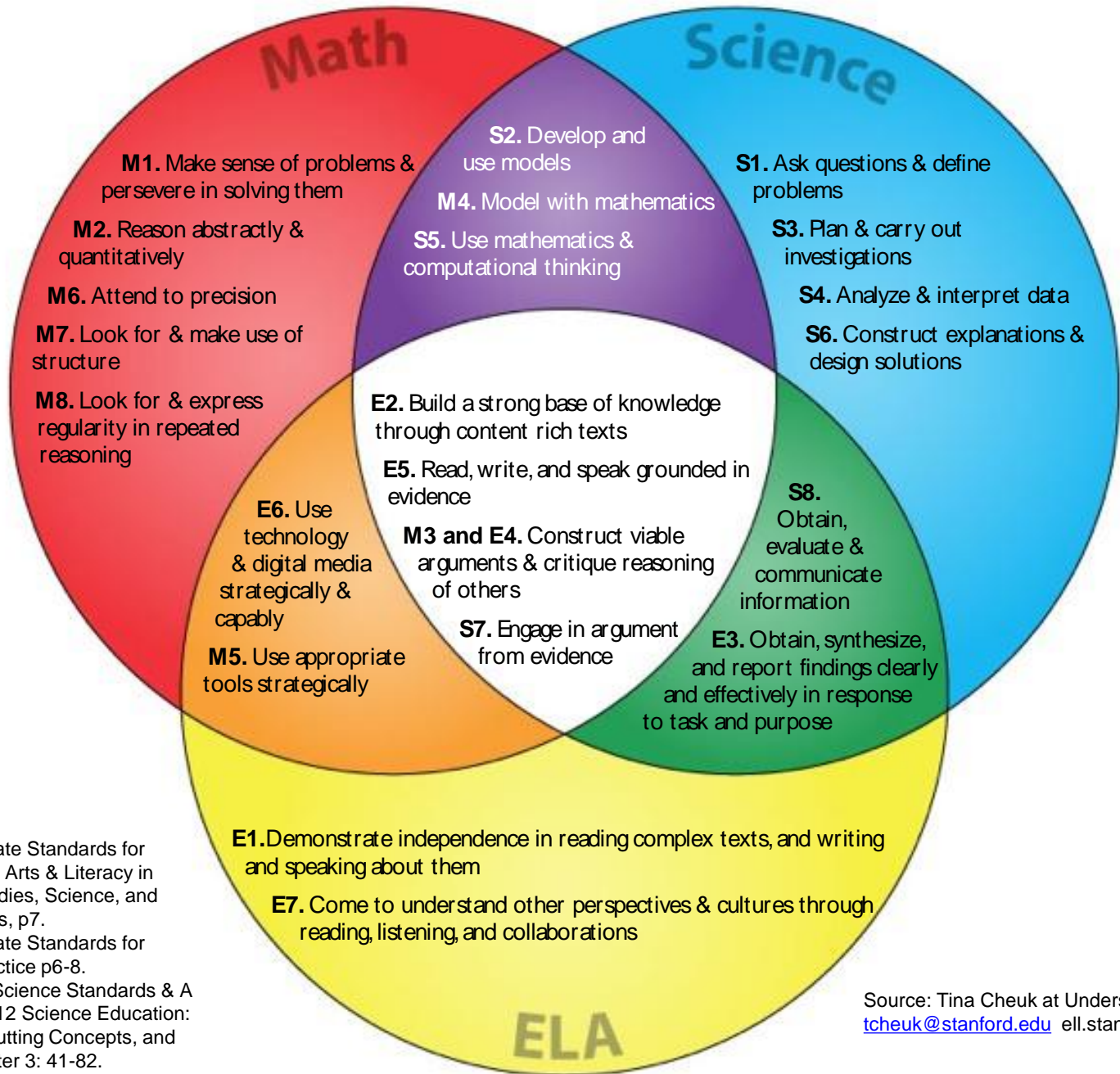
## SBAC Math Grade 7

43027



Claire is filling bags with sand. All the bags are the same size. Each bag must weigh less than 50 pounds. One sand bag weighs 58 pounds, another sand bag weighs 41 pounds, and another sand bag weighs 53 pounds. Explain whether Claire can pour sand between sand bags so that the weight of each bag is less than 50 pounds.

# Venn Diagram for CCSS-Math Practices, CCSS-ELA/Literacy student capacities, & NGSS practices



## Sources:

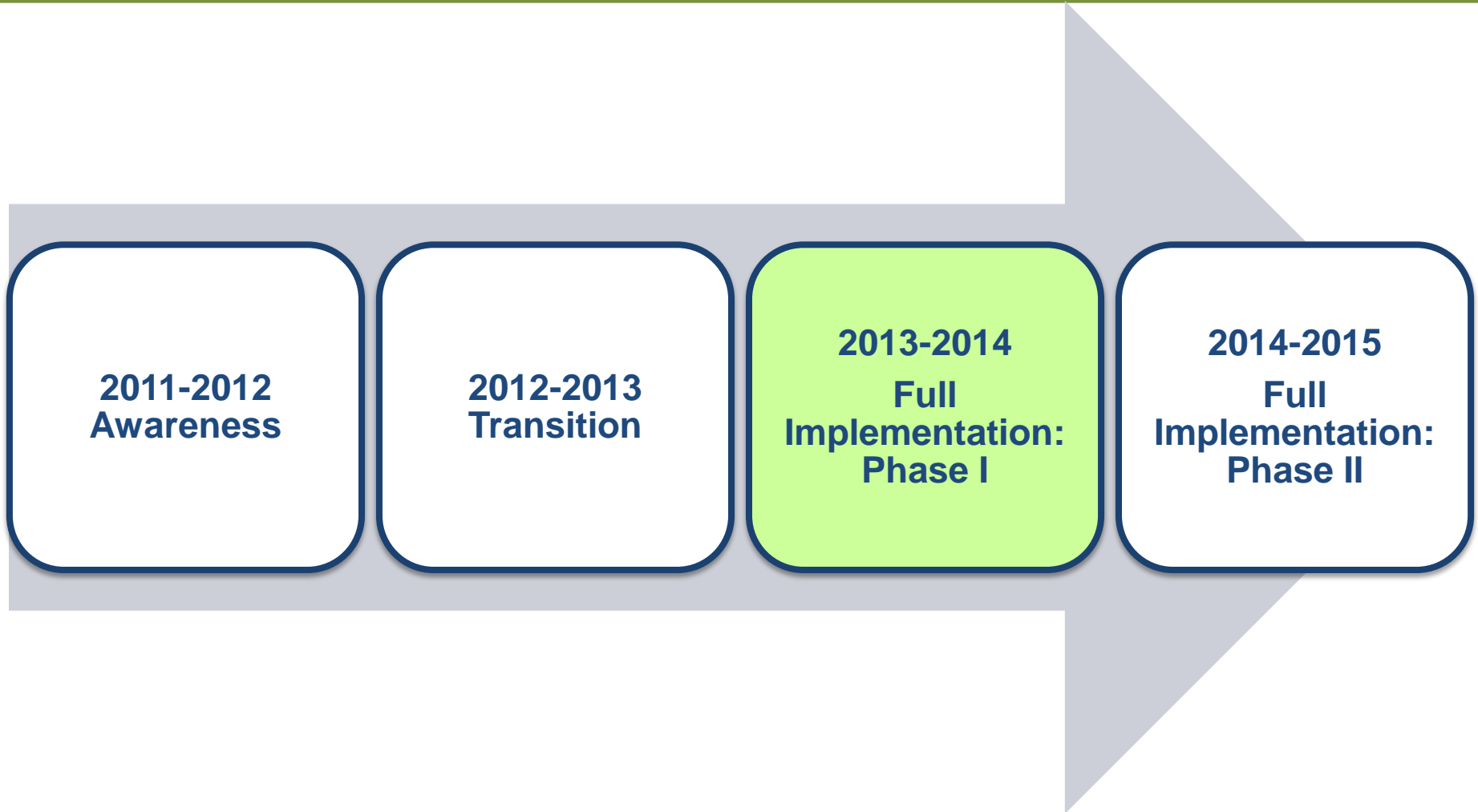
Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, p7.

Common Core State Standards for Mathematical Practice p6-8.

Next Generation Science Standards & A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas, Chapter 3: 41-82.

Source: Tina Cheuk at Understanding Language  
[tcheuk@stanford.edu](mailto:tcheuk@stanford.edu) ell.stanford.edu

# Common Core Implementation Timeline



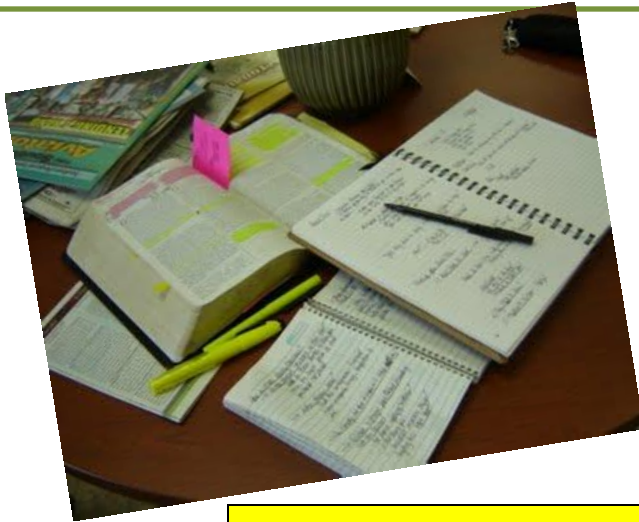
# Common Core Implementation

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New standards require deep understandings of quality teaching, new tools, resources, and expertise

# District-wide Focus: Across Common Core

**Close Reading of Complex Text  
(Non-Fiction & Fiction)**



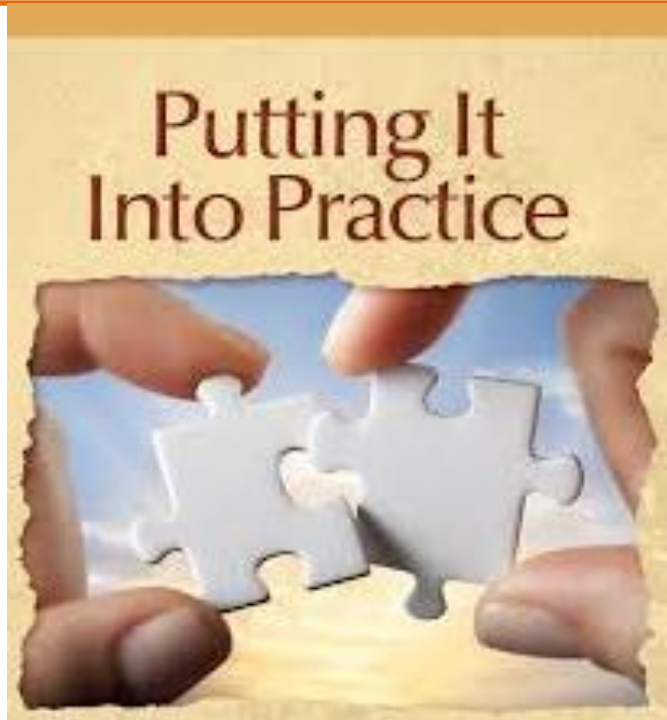
**Academic Discussion**



**Writing Arguments with Evidence**



# Professional Learning is Critical



- ❑ **Design** district wide teacher leader networks:
  - Deepen ELA/Math content knowledge
  - Learn to use units, data, tools, expertise, and resources to examine and shift practice
  - Collaborate within and across schools about CCSS implementation
  
- ❑ **Develop** principal leadership in 5 key areas:
  - Manage to vision
  - Develop high functioning teams
  - Lead data-driven cycles of inquiry
  - Establish curriculum/content expertise
  - Facilitate high quality observation and feedback



# Core Curriculum Guide

## CCSS Reference Materials for Teachers

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### ELA

- Literacy Framework
- Vertical Articulation of Common Learning Experiences for ES, MS and HS
- Scope and Sequence for PK-12 students
- Sample Units with lesson support for diverse student populations
- Bank of performance tasks, student work exemplars
- Bank of instructional strategies that meet unique and diverse needs of OUSD students

### Mathematics

- Vertical Articulation of Common Learning Experiences PK-12 students
- Scope and Sequence for PK-12 students
- Sample Units and Instructional Planning Tools and Lessons
- Bank of performance tasks and student exemplars
- Bank of instructional strategies that meet unique and diverse needs of OUSD students

# Principal CCSS Implementation Guide

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- ❑ Clarify site expectations for: teachers, teacher leaders, principals and central office departments— LCI, QAA and Executive Directors
- ❑ CCSS reference tools and resources in one place for site leaders

# Principals' Role

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- ❑ Foster and support the development—across all content areas—of students' competency in:
  - Speaking and listening in academic discussions.
  - Reading, with comprehension, increasingly complex non-fiction texts.
  - Writing arguments with evidence.
- ❑ Establish a culture of professional collaborative learning and continuous improvement.
- ❑ Lead data driven cycles of inquiry with Instructional Leadership Team and staff based on student evidence collected in observations and instructional rounds using the 5 X 8 card, student work, and formative and summative assessments.

# Teacher Leaders' Role

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- ❑ Serve on Instructional Leadership Team
- ❑ Coordinate/facilitate site based professional learning on standards, using core curriculum guide, instructional shifts, new units
- ❑ Support implementation of site goals
- ❑ Support new formative and summative assessments
- ❑ Attend Teacher Leadership Institutes

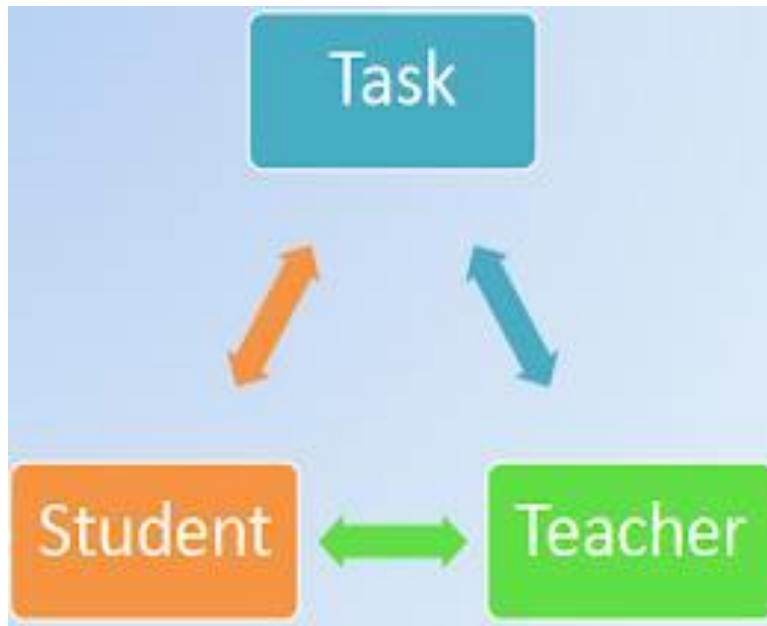
# Teachers' Role

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- ❑ Design and implement common core units that engage students in:
  - academic discussions
  - multiple reading assignments of complex texts
  - writing arguments grounded in evidence
- ❑ Administer formative assessments and use data to improve instruction on an on-going basis
- ❑ Prepare students for the Smarter Balanced Assessment Consortium (SBAC) assessment to be administered in the spring

# Instructional Rounds

## *A way to study school site implementation*



**Essential Question:** How does a focus on Academic Discussions help us to further our work to prepare students for the Common Core?

- ❑ Multiple district leaders partner with principals and teacher leaders to observe classrooms at all PreK-12 sites
- ❑ CCSS instructional shifts will be the focus of classroom observations

# 5x8 cards observational tool for Instructional Rounds (math)

## Looking For Standards In The Mathematics Classroom

The Common Core State Standards (CCSS) define eight standards for students' Mathematical Practice. Not all standards will be evident every time, in every activity. You will find evidence of the standards that students are applying in the work and the talk of students.

(see reverse)

### CCSS Standards for Mathematical Practice

The Standards for Mathematical Practice describe eight varieties of expertise that students should develop:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Council of Chief State School Officers and National Governors Association. (2010). Common Core State Standards for Mathematics. Available: [http://www.corestandards.org/assets/CCSSI\\_Math%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf) (June 2011)



### 5x8 Evidence-Gathering Card

Principle	Student Vital Actions
Logic connects sentences <i>Practices 1, 2, 3, 6</i>	Students <b>say a second sentence</b> (spontaneously or prompted by the teacher or another student) to explain their thinking and connect it to their first sentence.
Reasoning develops when students develop viable arguments <i>Practices 1, 2, 3, 6, 7, 8</i>	Students <b>talk about each other's thinking</b> (not just their own).
Students write explanations <i>Practices 1 - 8</i>	Students <b>write their mathematics</b> , and connect multiple representations of their thinking (e.g. pictures, diagrams, numbers, words, tables, graphs, expressions, etc.). Students revise their thinking, and their written work includes <b>revised explanations</b> and justifications.
Academic success depends on academic language <i>Practices 3, 6</i>	Students use <b>general and discipline-specific academic language</b> in their oral and written explanations and discussions (spontaneously and/or prompted by the teacher or other students.)
ELLs develop language through content	<b>English learners produce language</b> that communicates ideas and reasoning, even when that language is imperfect. They take advantage of available language supports and resources: peer support, sentence frames, multiple choice oral responses, visual representation, graphic organizers, home language, cognates, etc.
A growth mindset matters	<b>Interview- Do students believe that they can learn to be good at math</b> by learning more math, by working hard, and persevering to make sense of problems? Or do students think they cannot change how good at math they are?
Equity (The foundation for the above)	<b>Which students are participating?</b> (e.g. boys more than girls, the same few students, ELL and special ed students?) Are they volunteering? Called on to do math? Talking about math in their group? Off task? <b>All students ask math questions.</b>



V8 1-15-13  
Your input welcome: [TeamMath@ousd.k12.ca.us](mailto:TeamMath@ousd.k12.ca.us)

# Inquiry Cohort Schools

- ❑ **Balanced Literacy**—Acorn Woodland, **Reach**, Markham, Grass Valley, Think College Now, Redwood Heights, Bella Vista, La Escuelita, Garfield, Manzanita Community, Sankofa, Emerson and Chabot
- ❑ **Elementary Math**—Sequoia, Horace Mann, Bridges, **RISE** and **Brookfield**
- ❑ **Science and Literacy**—Martin Luther King, Joaquin Miller, Hoover, **Lafayette**, PLACE, Franklin, Laurel, International Community School, Burckhalter, Encompass, New Highland, Parker and Howard
- ❑ **Dual Language Cohort**—Esperanza, **Global Family**, Community United, Melrose Leadership and Manzanita SEED
- ❑ **Middle School Math**—**Bret Harte**, Edna Brewer, Claremont, Montera, **Frick** and Westlake
- ❑ **ELA and Math Springboard**—**McClymonds**, **West Oakland Middle**, **Castlemont**, Madison, Elmhurst Community Prep, **Roots**, **Fremont**, **Frick**, United for Success, Coliseum Community Prep, Roosevelt and **Alliance**



# Inquiry Cohort

## Weekly Support to Sites

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- Teacher observations/coaching
- Co-planning of lessons and projects
- Review and analyze student work
- Model/demonstration of lessons
- Provide sample CCSS units
- Assist with planning of site-based professional learning
- Walkthroughs with principals and EXO

# Next Steps



- ❑ Adopt K-12 CCSS-aligned curricula and instructional materials
- ❑ Continue to invest in K-12 classroom libraries
- ❑ Continue to build capacity of sites to implement CCSS
- ❑ Prepare students for SBAC assessments
- ❑ Build parent awareness of CCSS



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