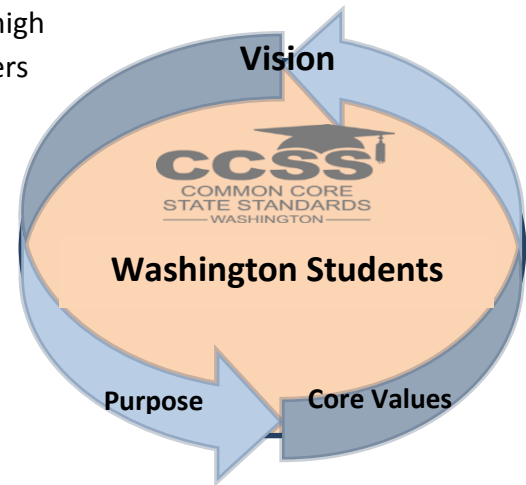


Implementing the Common Core State Standards for English Language Arts and Mathematics in Washington State

Our Vision: Every student will have access to the CCSS standards through high quality instruction aligned with the standards every day; and that all teachers are prepared and receive the support they need to implement the standards in their classrooms every day.

Our Purpose: To develop a statewide system with aligned resources that supports all school districts in their preparation of educators and students to implement the CCSS. ***This includes building system-wide capacity for sustained professional learning that can support CCSS implementation now and be applied to other initiatives in the future.***



Our Core Values: This vision can only occur through core values of clarity, consistency, collaboration, coordination, and commitment from classrooms, schools, and communities to the state level.

Foundational Components for Implementing New Academic Standards

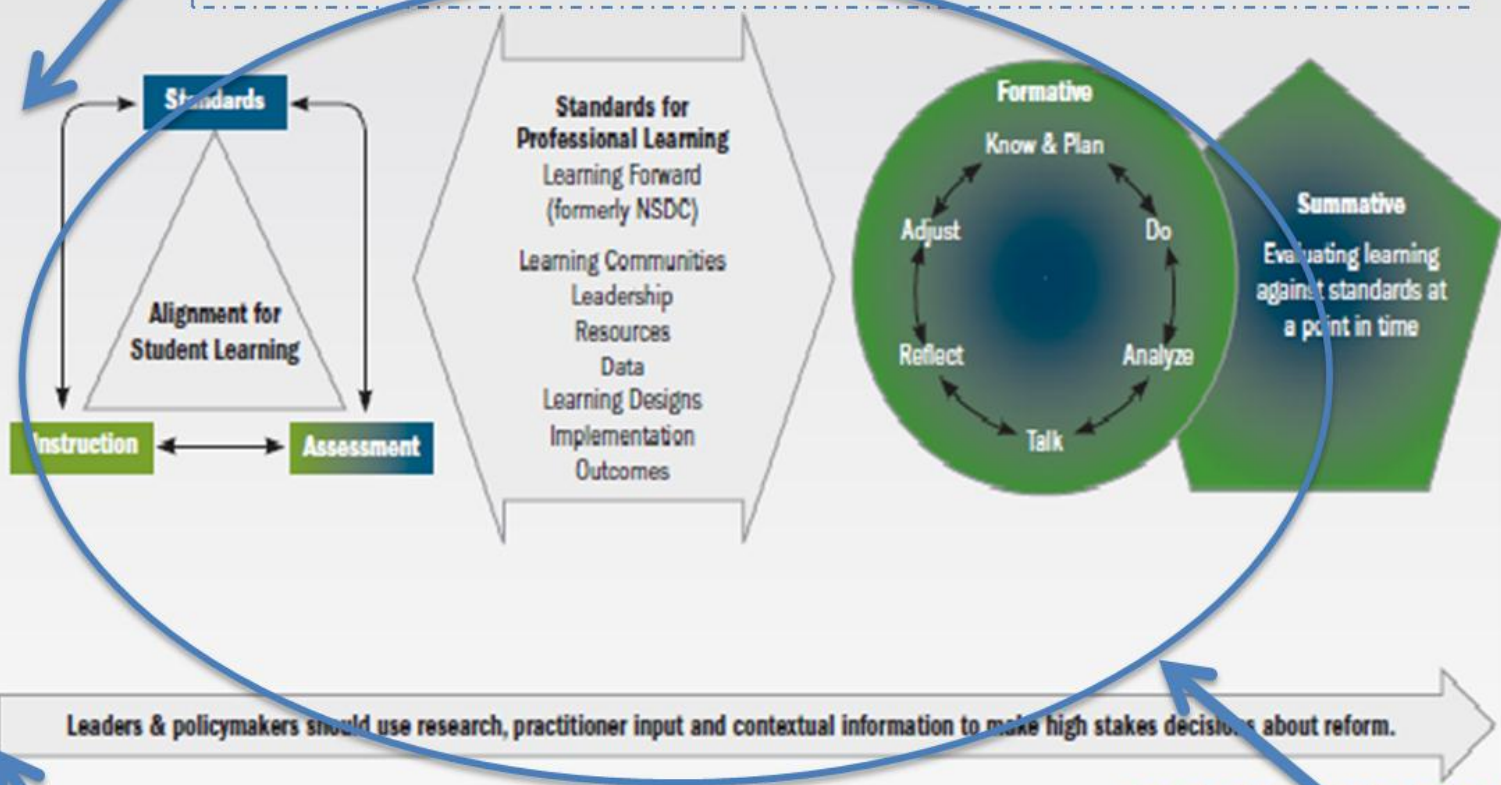
Phases of Implementation	Classroom Teachers will Need...	District and Building Administrators, Coaches, and Teacher Leaders will Need...
1) Awareness	<ol style="list-style-type: none"> 1) Understanding of the standards, the major shifts and differences between the old and new standards within their subject and grade levels 2) Time and support within professional learning communities to plan and consider impact at the classroom level 	<ol style="list-style-type: none"> 1) Understanding of the standards, the major shifts and differences between the old and new standards 2) To conduct analyses of alignment and gaps within district/building instructional materials and district/building level assessments 3) An implementation and communication plan for transitioning between old and new standards that integrates with existing district/building priorities, school improvement efforts and educator evaluation processes
2) Build Educator Capacity, and 3) Classroom Transitions	<ol style="list-style-type: none"> 1) Collaborative time to dig into the standards document more deeply in order to understand key content and vertical articulation of ideas 2) Collaborative time in order to develop instructional skills to implement the standards 3) Collaborative time to understand alignment gap of the CCSS within classroom units and lessons 	<ol style="list-style-type: none"> 1) To identify teacher leaders to develop and lead district/building professional learning 2) Provide professional learning time for all teachers to implement the standards
4) Application and Assessment	<ol style="list-style-type: none"> 1) Aligned materials and instructional supports, as well as classroom-based assessments 2) Understanding of the gaps in their own knowledge and skills to further inform professional learning needs 3) Knowledge and ability to use data from the new assessment system 	<ol style="list-style-type: none"> 1) Knowledge and ability to implement a new assessment system, including a thorough understanding of the system and its resources/components available throughout the year 2) Resources to provide to teachers materials, instructional supports and aligned classroom-based assessments 4) Understanding of the gaps in knowledge and skills of teachers to further inform professional learning needs

A Standards-Based Support and Development System

A state-wide system designed for the growth and development of students, through the growth and development of educators

1. What do all students need to know and be able to do as a result of the CCSS?

- Standards-Based Education rests on several core beliefs:
1. that an agreed upon set of standards can be designed to guide teaching and learning;
 2. that every child and youth should be held to high expectations for meeting these standards;
 3. that all teachers achieve high standards by using evidence-based practices;
 4. that educators should be held accountable for student learning



- Desired Outcomes of a Standards-Based Education System
- Higher student performance
 - Enhanced teacher practice
 - Sustainable school growth
 - Increased student engagement
 - Collaborative learning communities
 - Improved return on investment of professional development dollars
 - Strengthened human capital in high-needs schools

Key

- Standards
- Evaluation

2. What do the adults in the system need to know and be able to do to support all students?

3. How do we design a professional learning system to support them?

Washington's CCSS Implementation Timeline and Activities (State, Regional, and District Efforts)

2010-11 School Year	2011-12 School Year	2012-13 School Year	2013-14 School Year	2014-15 School Year and beyond
<p>1) CCSS Exploration</p> <ul style="list-style-type: none"> Conduct standards comparisons Analyze costs/benefits of adoption Engage stakeholders & policy makers Conduct bias and sensitivity review Formal Adoption 7/20/11 	<p>2) Build Awareness of CCSS and Begin Building Statewide Capacity</p> <p><u>Supports for Standards Implementation</u></p> <ul style="list-style-type: none"> Provide initial CCSS overview presentations to OSPI and ESD staff Identify resources from national organizations, and other states Establish CCSS Quarterly Webinar Series Convene school district leadership teams to learn about CCSS and build transition plans Develop, disseminate, maintain communication materials to support building awareness Connect districts with resources to align professional learning and materials to support implementation Develop and begin dissemination of content-specific transition supports Establish CCSS content specialist cadres of educators to build capacity within districts to implement the CCSS <p><u>Assessment</u></p> <ul style="list-style-type: none"> 2012: MSP/HSPE/EOC based on 2008 WA Math Standards and 2005 Reading/Writing Standards 	<p>3) Build Statewide Capacity and Classroom Transitions</p> <p><u>Supports for Standards Implementation</u></p> <ul style="list-style-type: none"> Provide supports around CCSS vision and awareness; including resource for special populations Convene school district leadership teams to learn about CCSS and build transition plans Maintain existing core content support at regional levels (establish, where necessary) Maintain CCSS specialist cadres of educators to build capacity within districts to implement the CCSS Align state CTE Course Frameworks with CCSS Develop and disseminate CCSS implementation toolkits for various audiences CCSS Quarterly Webinars <p><u>Assessment</u></p> <ul style="list-style-type: none"> Give priority to using current WA items most closely aligned to CCSS when developing state tests Work with Legislature to determine impact of new assessment system on high school exit exams 2013: MSP/HSPE/EOC based on 2008 WA Math Standards and 2005 Reading/Writing Standards 2014: Statewide pilot of new assessment items for Math and ELA 	<p>4) Statewide Application and Assessment of CCSS</p> <p><u>Supports for Standards Implementation</u></p> <ul style="list-style-type: none"> Continue to provide supports around CCSS vision and awareness and classroom transitions; including key messages and supports for special populations Convene school district leadership teams to share transitional activities and to collaborate around CCSS implementation Maintain CCSS educator cadre as a resource within and across districts; including as support to utilize CCSS toolkits <p><u>Assessment</u></p> <ul style="list-style-type: none"> 2015: New assessments in Math, Reading, and Writing 	
<p>5) Statewide Coordination and Collaboration to Support Implementation</p> <ul style="list-style-type: none"> Establish and maintain engagement and coordination of state Steering Committee, State Communications Advisory, and ESD Network CCSS activities Convene state professional learning association, high capacity school districts, and stakeholders to align messages, coordinate efforts, and build statewide capacity Engage partners to align and leverage state/national initiatives and resources Work with key state partners on efforts to build capacity across systems for CCSS implementation (e.g. higher education, early learning) 				

Specific Opportunities to Build Statewide....

AWARENESS:

Opportunities and Resources	Web Site
OSPI CCSS 2011-12 Quarterly Webinar Series <ul style="list-style-type: none"> - District/Building Leaders, May 23, 10:30 – 11:30 - Mathematics, May 29, 3:30 – 4:30 - English language arts, May 31, 3:30 – 4:30 	http://k12.wa.us/CoreStandards/UpdatesEvents.aspx 2012-13 dates to be posted soon!
College Board CCSS Leadership Webinar Series, Winter/Spring 2012	http://advocacy.collegeboard.org/preparation-access/teacher-advocacy/events/webinar-series-school-leadership-common-core-standards-an
WA Comparisons and 3-Year Content Transition Plans	http://k12.wa.us/CoreStandards/Transition.aspx
Resources for Regional/Local CCSS Awareness Activities <ul style="list-style-type: none"> - Hunt Institute CCSS Videos - Parent Guides to the CCSS, National PTA - Overview PowerPoint presentations 	http://k12.wa.us/CoreStandards/Resources.aspx

CAPACITY:

Opportunities and Resources	Web Site
Spring 2012 CCSS Professional Learning Opportunities <ul style="list-style-type: none"> - Digging deeper into the - Offered through all 9 ESDs - Will also be offered in 2012-13 	http://k12.wa.us/CoreStandards/ProfDev.aspx
CCSS District Implementation Network Pilot Project Grantee Workshops <ul style="list-style-type: none"> - 50 district CCSS leadership teams receive mini-grants for participation - Workshops will be replicated in ESD regions during 2012-13 	http://www.k12.wa.us/CoreStandards/DistrictProject.aspx
Summer and Fall 2012 Statewide Conferences <ul style="list-style-type: none"> - AWSP/WASA Summer Conference - October WSASCD, OSPI, WASA Annual Conference - Fall WSSDA Conference 	



Professional Learning Opportunities for Mathematics Spring/Summer 2012

The Washington State Mathematics three-year transition plan focuses on one domain area for each year of the transition. The chosen domain of focus for year one aligns to the current testing of the MSP. Each year an additional domain will be added, but the process will remain constant for each year.

Each ESD will make available two days of trainings for teacher-leader facilitators during the 2012 spring/summer.

Module	Description
Step 0: Introduction and Overview of the Common Core State Standards for Mathematics (CCSS-M) - (approx.. 1-2 hours)	This information can be accessed through the OSPI webinars or other online resources.
Step One: Decoding the Language of the Common Core State Standards for Mathematics (CCSS-M) – (approx. 3 hours)	During this training, teachers will dig into the language of the standards and what the content standards expect from students.
Step Two: Deepening Your Understanding of the Mathematics in the Common Core State Standards (CCSS-M) - (approx. 4 hours)	Teachers will further unpack the standards by looking at examples and connecting content standards to the Standards of Mathematical Practices.
Step Three: Connecting the Common Core State Standards for Mathematics (CCSS-M) to Instructional Materials – (approx. 1.5 hours)	Teachers will have an opportunity to link the Common Core State Standards for Mathematics to instructional materials and other resources. Teachers will examine the cognitive complexity of tasks within their materials and consider the amount of scaffolding that is appropriate.



Professional Learning Opportunities for English Language Arts Spring/Summer 2012

The Washington State English Language Arts three-year transition plan focuses on the primary shifts within the CCSS necessary for each year of the transition.

Each ESD will make available professional learning opportunities for teacher-leader facilitators during the 2012 spring/summer.

Module	Audience	Description
1.0 Getting to Know the ELA CCSS Time: Min. 3 hours	District ELA Leadership Team/ and or principals ELA Coaches/and or Grade-Level Teachers	Receive an overview of the Common Core State Standards for English Language Arts and (ELA) Literacy in History/Social Studies, Science, and Technical Subjects. The presenters will explain some of the major constructs of ELA Common Core. Participants will deconstruct the document and learn the major components, content and organization with a brief explanation of: Reading, Writing, Listening and Speaking, and Language.
2.0 The Vertical Articulation of the ELA CCSS Time: Min. 3 hours	District ELA Leadership Team/ and or principals ELA Coaches/and or Grade-Level Teachers	The ELA Common Core Standards provide a level of detail well beyond what is provided in the written standard. In this presentation participants will learn the vertical and horizontal progression of the standards by strands. The presenter will demonstrate the integration of knowledge and skills through multiple strands with a staircase approach.
3.0 Going Deeper with Text-Complexity Time: Min. 3 hours	District ELA Leadership Team/ and or principals ELA Coaches/and or Grade-Level Teachers	The Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects outlines three-part meld for measuring text complexity. Participants will learn to provide guidance and support to strengthen reading instruction and to incorporate the kinds of complex texts that are most likely to increase students' readiness for career and college level reading.