Standards Implementation (CCSS/NGSS) and Professional Learning

Quality Education Council
November 18, 2013

Jessica Vavrus, Assistant Superintendent,
Teaching and Learning
Office of Superintendent of Public Instruction
“The dramatic shift in teaching prompted by the common core will require practical, intensive, and ongoing professional learning – not one-off “spray and pray” training that exposes everyone to the same material and hope it sticks”
~Stephanie Hirsh, Learning Forward (2011)

“Current teachers must receive extensive professional development on the Common Core standards, curricular materials, and strategies on teaching that now require students to delve deeper and develop critical thinking and analytical skills that previous standards did not adequately address…”
~ National Association of State Boards of Education (2011)
Our time this morning

• Standards Implementation (CCSS/NGSS)
  • Progress and priorities
  • Status and resources

• Professional learning
  • The state of the nation
  • Policy levers
  • Input from the field
Historical Approach to Professional Learning

- PLC’s
- Learning Improvement Days (LID)
- Principal Internships
- Learning Standards
- Mentor & Induction (BEST/TAP)
- Professional Certification
- Math and Science Days
- Late Starts
- Teacher Growth Plans
- Initiative
Aligned System – Common Language and Common Vision

- District-directed professional learning structures
- Student and School Success
- Aligned Federal and State Programs
- National Board Certification
- Comprehensive Mentor & Induction Programs (BEST)
- Pre-Service Programs
- BEA Funding and Policy Recommendations
- Career and College Ready State Learning Standards for ALL Students (CCSS/NGSS)
- Assessment & Accountability Systems (SBAC)
- Educator Effectiveness Systems (TPEP)
- Professional Learning Aligned to Standards
- Regional Support Systems (ESDs)

Basic Education Act: State Learning Goals
McCleary Court Decision & Fully Funding Basic Education
2013 Progress

• 2013 QEC Recommendations
  1. SHB 2776 Statutory Requirements
  2. Professional Learning
  3. Increased Instructional Hours and the Opportunity for an Enhanced High School Diploma

• 2013 Legislature
  – HB 1252 (did not pass)
  – ESSB 5956, Strengthening Student Outcomes
  – English language arts regional support
  – Funding for teacher PD for TPEP
Priorities for 2014 for CCSS/NGSS and Professional Learning

✓ Full funding for basic education

✓ Implementation of:
  • State Directed Learning Improvement Days
    • TPEP and CCSS/NGSS
  • Regional Support for Standards Implementation
    • ELA, Math, Science
  • Assessment systems and supporting technology
What role do policy makers have in supporting and sustaining professional learning to support every teacher and ultimately, every student?
“These standards are not intended to be new names for old ways of doing business.”

—CCSS-M, page 5
CCSS and NGSS
Washington’s Implementation Phases and Timelines

Phase 1: CCSS and NGSS Exploration

Phase 2: Build Awareness & Begin Building Statewide Capacity

Phase 3: Build Statewide Capacity and Classroom Transitions

Phase 4: Statewide Application and Assessment

Ongoing: Statewide Coordination and Collaboration to Support

Implementing Career- and College- Ready Standards in Washington State

Our Vision: *Every student will have access* to CCR standards through high quality instruction aligned with the standards every day; and *every educator is prepared and supported* to implement the standards in their classrooms every day.

Our Purpose: To develop a *statewide system* with resources that supports all school districts in their preparation of educators and students.
Guiding Beliefs and Approach toward CCSS Implementation in WA

2-Prongs

1. **The What**: Content Shifts (for students and educators)
   - Belief that past standards implementation efforts have provided a strong foundation on which to build for CCSS;
   - **HOWEVER** there are shifts that need to be attended to in the content.

2. **The How**: System “Remodeling”
   - Belief that successful CCSS implementation will not take place top down or bottom up – it must be “both, and...”
   - A Comprehensive Professional Learning System is KEY
The “What”: CCR Learning Standards
Policy Ramifications

- Identifying Evidence of Student Learning (TPEP, Student Growth, across subjects)
- Professional learning – access and equity for all teachers
- Instructional materials quality

CCSS-Mathematics:
- The CCSS in mathematics defines three years of high school mathematics to be Career and College Ready. The SMARTER Balanced assessment will assess students on those three years (Algebra 1, Geometry, Algebra 2, Integrated series)

CCSS-English language arts:
- Shared responsibility for student learning
- Structural / scheduling implications at middle-and high school

NGSS-Science:
- Learning Progressions over K12 span
  - Science in Kindergarten/Elementary
- Infusion of engineering processes and content
  - Increases STEM learning opportunities
- High school requirements (course and credit requirements)
The “How”:
Implementation Considerations & Structures

• Changing roles and capacities
  – State, Regional, Local
  – Internal and External

• New Statewide Structures

• Coordination & Connection Among Major State Initiatives
  – Teacher and Principal Evaluation
  – Student and School Success
  – Migrant Bilingual
  – Special Education
  – Career and Technical Education
Bringing the Career- and College-Ready (CCR) System Together

All students leave high school college and career ready

- https://wacore2college.wikispaces.com/Project+Overview
- http://www.k12.wa.us/CoreStandards/ProfDev.aspx
The Key? Connecting Multiple Avenues, Providers, and Directions for Professional Learning

Including:
- School Districts
- Higher Education
- Education and Educator Associations
- Private Partners
The state of the state:
Winter 2013 AIR “State of the State” Survey

• District/building leaders; school directors; teachers
  – 15,793 K-12 educators
  – 26% of the state

• TPEP primary focus

• CCSS status check included
One year ago...the numbers

• Most (67%) are familiar with the CCSS.
• Over 83% of districts have started planning.
• 62% of districts have begun implementation.
• 96% of districts are offering activities to support teacher implementation.
• 60% of districts offer opportunities for teacher collaboration, including supports for building awareness and allowing access to CCSS resources.
• 59% are moderately or very hopeful CCSS will result in positive changes including higher quality instruction, meaningful assessment resources, and applied student learning.
• 40% are not worried about negative changes as a result of CCSS, with 39% slightly worried.
• Educators are most worried about lack of time to support student and teacher learning, and having sufficient materials/resources.
The state of the state: April 2013 Curriculum Director Survey

- 85 school district curriculum leaders, statewide representation

- 4 Questions

Please give us the equivalent of a GPS reading on your district's efforts in implementing Common Core State Standards in math and English language arts.

1. Where did you start?

2. Where are you now?

3. Where will you be in one year?

4. What changes in instruction, or changes in how educators talk about teaching and learning, have you observed that indicate adaptations to the CCSS are underway?
Indicators of CCSS transitions and changes in educator practice... (Q4 from April 2013 Survey)

Structuring learning
• Students are learning to ask questions of each other, work together to solve problems and reflect on their own learning
• Teachers are realizing it is about instruction and how we structure learning; less about changing standards

Teachers learning together
• Professional development and time for teachers to work together to become proficient with the standards
• Teachers are learning to use the PLC format more effectively

The content
• Teachers are beginning to understand we need to teach fewer concepts more deeply
• We are further along in one content area versus equally (further along in ELA than math)

Materials and Resources
• Teachers are talking about the standards rather than the materials
• Starting to abandon materials not linked to CCSS
One district’s approach

Destination
“Common Core State Standards”/
Improved Student Learning

Vehicle — “**Formative Assessment**” — Helps get you to your “destination”

Co-pilot/navigator — **TPEP** provides support/gets you back on track

**Students**

**Teacher**

**Shared by:** Jean Carwin, K-8 Math Specialist/TOSA
# What Resources are Available?

## Opportunities and Resources

<table>
<thead>
<tr>
<th>Awareness and Professional Learning Opportunities and Materials</th>
<th>(<a href="http://www.k12.wa.us/CoreStandards/Resources.aspx">http://www.k12.wa.us/CoreStandards/Resources.aspx</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSPI CCSS Webinar Series</td>
<td>ELA series: <em>What ELA Looks Like Across the Content</em></td>
</tr>
<tr>
<td>PD Offered through all 9 ESDs</td>
<td></td>
</tr>
<tr>
<td>CCSS District Implementation Collaborations</td>
<td></td>
</tr>
<tr>
<td>Instructional Materials Quality Considerations &amp; Supports</td>
<td></td>
</tr>
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</table>

## Assessment System Resources

- Smarter Balanced Released Sample Items / Perf. Tasks
- Dynamic Learning Map Assessment Literacy Supports

## Teacher-Leader Capacity Building Opportunities

- Math and ELA “Fellows” build capacity around common learning (Spring 2013)
Statewide Professional Learning System –
OSPI/AESD Network

- Common language, messages, supports
- Transition plans and resources
- Professional learning supports

http://www.k12.wa.us/CoreStandards/
http://www.k12.wa.us/Science/NGSS.aspx
http://www.washingtonesds.org/site/default.aspx?PageID=1
Resources for Communities and Families

OSPI’s CCSS Family and Community Resources Web Site:
http://www.k12.wa.us/Core Standards/Families/default.aspx
Communications Campaign

- Audience is public (parents, community, educators, lawmakers)
- Prepare for initial decline in test scores in transition to more rigorous assessments
- Counter misinformation/myths

http://www.readywa.org/

TOP 3 THINGS YOU SHOULD KNOW ABOUT COMMON CORE

CONSISTENT LEARNING EXPECTATIONS FOR ALL STUDENTS

Before Common Core, what counted as grade-level work in one state might have been less than average in another, or vice versa. Common Core provides a consistent set of learning standards and expectations for all students so we can truly know how each child is doing in school, no matter where they live.

CLEAR STANDARDS THAT FOCUS ON UNDERSTANDING OVER MEMORIZATION

Common Core goes deeper into fewer topics.

COMMON CORE IN WASHINGTON

Washington is one of 46 states to adopt the Common Core State Standards, which are designed to better prepare students for college, work and life.

Until now, every state has had
K-12 to Higher Ed Transitions and Communication

**WA Core to College** *(https://wacore2college.wikispaces.com/Project+Overview)*

- Increase **understanding and acceptance** of CCSS across WA higher education institutions, particularly in English and Math departments
- Develop statewide **agreement on the use of the CCSS in defining Washington college-readiness standards** and the role of the **SMARTER Balanced** assessment instrument in assessing that readiness
- **Explore use of CCSS in pre-college math programs** in Washington higher education through pilot collaborative (high school and college) curricular projects

**Increasing Student Learning at Scale (ISLS)**

- Facilitate and accomplish **multi-year cross-agency** planning and communication
- Create **common and aligned** legislative, agency, and local level **policy agendas and timelines**
- Develop **common, synergistic external messaging** for various publics, including legislators, linked to existing Real Learning for Real Life campaign efforts
- **Coordinate external funding and technical assistance sources** coming to, or developed within, Washington state to support college and career readiness and CCSS and NGSS implementation
A New Vision of Learning for Teachers and Students

Students and Teachers engaged in real-world applied learning within individual contents and across subjects and programs

English language arts

Source: Working Draft, 12-6-11 by Tina Cheuk, ell.stanford.edu
PROFESSIONAL LEARNING TO SUPPORT IMPLEMENTATION
“A primary vehicle to every state to develop the essential knowledge, skills, dispositions, and practices of the education workforce is professional learning...

...today, however, there is little systemic attention to professional learning as a core strategy for educator reform...”

~Stephanie Hirsh & Joellen Killion, Learning Forward
Changes in instruction

Where do professional learning needs connect?

Professional Development

Preparation, Licensure, Certification, Mentoring/Induction, and Career Pathways

Educator Evaluation

Career- and College-Ready Learning Standards

Students

Educators

QEC.11-18-13
Has your district provided you with the resources and tools that you need to successfully teach to the Common Core standards?

Source: Teachers Assess Implementation Of The Common Core Hart Research Survey for AFT, 2013
The state of the nation: Need for More PD to Implement CCSS

Have you received any professional development or training related to CCSS? Was that training adequate in preparing you to teach to the standards?

Source: *Teachers Assess Implementation Of The Common Core* Hart Research Survey for AFT, 2013
The state of the nation: Need for More Time...

Thinking about the past 12 months, has each of the following increased, decreased or stayed the same at your school?

- Time to collaborate with other teachers
- Professional development opportunities

Figure 1.6
Teacher-Reported Changes in Professional Learning Environment in Past 12 Months

<table>
<thead>
<tr>
<th></th>
<th>Increased</th>
<th>Stayed the same</th>
<th>Decreased</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time to collaborate with other teachers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>24%</td>
<td>39%</td>
<td>36%</td>
</tr>
<tr>
<td>2012</td>
<td>33%</td>
<td>41%</td>
<td>24%</td>
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<td><strong>Professional development opportunities</strong></td>
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<td></td>
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</tr>
<tr>
<td>2011</td>
<td>26%</td>
<td>46%</td>
<td>27%</td>
</tr>
<tr>
<td>2012</td>
<td>35%</td>
<td>45%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Base: Teachers 2012 (n=1,000); Teachers 2011 (n=1,001)
Q1020 (2012)/Q810 (2011): Thinking about the past 12 months, has each of the following increased, decreased or stayed the same at your school? Time to collaborate with other teachers, Professional development opportunities

Source: 2012 MetLife Survey of the American Teacher
What Professional Learning is Essential for CCSS and NGSS?

• Understanding the **content shifts** (CCSS/NGSS), implications on, and application to classroom instruction;

• Working collaboratively with educators **across content areas and grade spans** focused on building-wide implementation of the CCSS and NGSS; and

• Understanding how to **identify evidence of student learning** through the use of formative assessment resources and processes, such as those available through the Smarter Balanced Digital Library and making specific plans for focusing instruction to improve learning as a result.
What is Professional Learning in the Learning Profession?

Effective professional learning enables educators to develop the knowledge, skills, practices, and dispositions needed to help students learn and achieve at higher levels.

~ Learning Forward, 2011
Components of a Statewide Comprehensive Professional Learning System

- Standards
- Governance
- Alignment
- Protected Time
- Career-long professional learning
- Third-Party Provider Supports
- Evaluating and Monitoring
- Leadership

**Foundational Beliefs**
- Clear Definition

**Sources:**
Learning Forward, 2012
How can policy makers influence professional learning?

## Policy Levers

<table>
<thead>
<tr>
<th>Policy</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards for Professional Learning / Definition</td>
<td>Nothing</td>
<td>Adopt Vision, Standards and definition for professional learning (integrate into funding requirements, program designs, etc.)</td>
</tr>
<tr>
<td>Resources: time and funding</td>
<td>Debating time and funding</td>
<td>Reconfiguring time Allocating and focusing resources</td>
</tr>
<tr>
<td>Professional learning</td>
<td>Local decisions</td>
<td>Requirement for accreditation; access to resources, waivers, funding</td>
</tr>
<tr>
<td>Capacity building</td>
<td>Needs focused Menu driven Academies, conferences, etc.</td>
<td>Standards focused Targeted providers and partners</td>
</tr>
</tbody>
</table>
## Policy Levers, cont.

<table>
<thead>
<tr>
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<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>NBCTs, master teachers, teacher leaders</td>
<td>Salary advancements as award</td>
<td>recognition and compensation for responsibilities and leadership; formal licenses; career continuum opportunities;</td>
</tr>
<tr>
<td>Planning requirements</td>
<td>District, school</td>
<td>Evaluation requirements</td>
</tr>
<tr>
<td>Re-licensure / Recertification</td>
<td>Accumulating credits</td>
<td>Crediting change in practice and student impact</td>
</tr>
</tbody>
</table>
Now what?
Input from the field for next steps...

• Honor and fund professional learning for every educator
  • State defines clear parameters for content and focus
  • State sets expectations for accountability and monitoring at all levels of the system
  • Allow districts flexibility in:
    – Meeting the needs of their staff (career continuum)
    – Scheduling and timing (honor PL that may occur during the school day)
    – Structuring and differentiating (small and large district system difference)

• Create and provide connected professional learning resources and opportunities – statewide and regionally

• Align state and federal plans and funding to support consistent vision of professional learning

• Make progress on statewide vision for professional learning
THANK YOU.
Washington’s 1 million students are counting on us!