

# Common Core State Standards Implementation K-2

Supports for  
District Implementation Teams

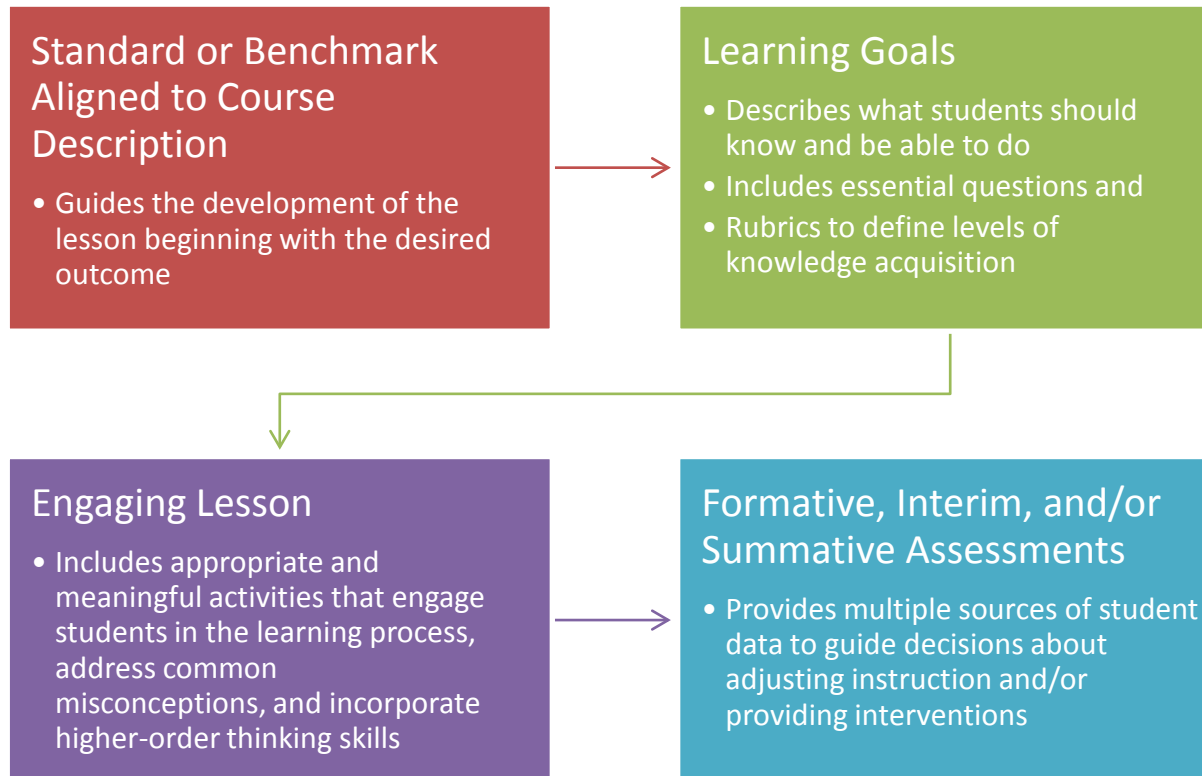
# How Did We Start?

- Florida's Next Generation Sunshine State Standards (Common Core) K-2 Implementation, a training for District K-2 Implementation Teams, was conducted this summer. Topics included
  - A Vision of One System Supporting ALL Students!
  - Engaging Teachers in Learning About and Using Kindergarten (Common Core) Standards

# Standards-Based Instruction

## A Guide for Implementation in Florida's Public Schools

*“The standards come alive when teachers study student work, collaborate with other teachers to improve their understanding of subjects and students’ thinking, and develop new approaches to teaching that are relevant and useful for them and their students” - Linda Darling-Hammond, 1997*



# Lesson Study

A Guide for Implementation in Florida's Public Schools

*Lesson study is a form of long-term professional development in which teams of teachers systematically and collaboratively conduct research closely tied to lessons, and then use what they learn about student thinking to become more effective instructors.*

- Research for Better Schools ([www.rbs.org](http://www.rbs.org))

# Lesson Study

Key Components from the Guide for Implementation in Florida's Public Schools

- (Problem Identification and Analysis) **Identify a common research theme** (sometimes a school-wide theme) based upon student performance data and the Teacher Evaluation Model adopted by the school district.
- (Develop a Plan) **Collaboratively plan a standards-based lesson aligned to the course description** that clearly defines the expected outcomes in terms of student learning and addresses common student misconceptions.
- (Implement the Plan) **Teach and observe the lesson** being sure to record data pertaining to what students were thinking and doing throughout the lesson.
- (Evaluate the Effectiveness) **Reflect upon, analyze, and discuss the lesson and student data** that has been collected; then synthesize your findings.
- Define the **next steps** based upon what the team has learned.

# Multi-Tiered System of Supports

Applied to the Implementation of Common Core State Standards

*A multi-tier system of supports involves the systematic use of data to most efficiently allocate resources in order to improve outcomes. To ensure efficient use of resources, begin with the identification of trends and patterns using school-wide and grade-level data.*

**Core, Universal Supports** – What support, guidance, and training will you provide to all schools and teachers? What resources must you allocate to provide this support, guidance, and training?

**Targeted, Supplemental Supports** – Follow-up with schools and teachers to gather data on how the plan for implementation of CCSS is progressing. Based upon this data which schools and/or teachers need additional supports? Monitor this group a little more frequently than the whole group to determine whether or not the additional supports have been effective.

**Intensive, Individualized Supports** – A few teachers may need individual support, guidance, training, or mentoring.

# Florida's Common Core State Standards Implementation Timeline

Year/Grade Level	K	1	2	3-8	9-12
2011-2012	FL	L	L	L	L
2012-2013	F L	F L	L	L	L
2013-2014 CCSS fully implemented	F L	F L	F L	B L	B L
2014-2015 CCSS fully implemented and assessed	F L	F L	F L	F L	F L

**F** - full implementation of CCSS for all content areas

**L** - begin full implementation of content area literacy standards including: (1) use of informational text, text complexity, quality and range in all grades (K-12), and (2) CCSS Literacy Standards in History/Social Studies, Science, and Technical Subjects (6-12)

**B** - blended instruction of CCSS with Next Generation Sunshine State Standards (NGSSS); last year of NGSSS assessed on FCAT 2.0

# Florida's Common Core State Standards Implementation Plan for Professional Development

Months/Grade Level	K	1	2	3-12	
Jun/Jul 2011	TL	TL	TL	SL	
Dec/Jan 2012	SL	SL	SL	SL	
Jun/Jul 2012	SL	DS	SL	TBL	
Dec/Jan 2013	SL	SL	SL	SBL	
Jun/Jul 2013	SL	SL	DSL	DBL	TL
Dec/Jan 2014	SL	SL	SL	SBL	SL
Jun/Jul 2014	SL	SL	SL	DSL	
Dec/Jan 2015	SL	SL	SL	SL	

T – training provided regionally for district implementation teams by FDOE

S - support provided to district implementation teams by FDOE using WebEx and conference calls

D - districts provide professional development for all teachers

B - focus will be on blended curriculum (NGSSS/CCSS)

L - focus will include literacy standards as appropriate for each grade level

# Engaging Teacher in Learning About and Using Common Core State Standards

Benchmarks	Common Core Math – Kindergarten		Instruction/Textbook Resources
CCMA.K.G	Geometry		
	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).		
CCMA.K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.		CPALMS Formative Assessment (2-D Shape Sort) Go Math Florida, Chapter 7, Lesson 4, pages 281-296 ETC...
CCMA.K.G.2	Correctly name shapes regardless of their orientations or overall size.		CPALMS Formative Assessment (2-D Shape Sort) Text: Go Math, Florida: <ul style="list-style-type: none"> <li>• Sorting: Chapter 7, Lesson 5, pages 297-312</li> <li>• Squares: Chapter 8, pages 329-336</li> <li>• Triangles: Chapter 8, pages 337-344</li> <li>• Circles: Chapter 8, pages 345-352</li> <li>• ETC...</li> </ul>

# Highlights from Language Arts/Reading

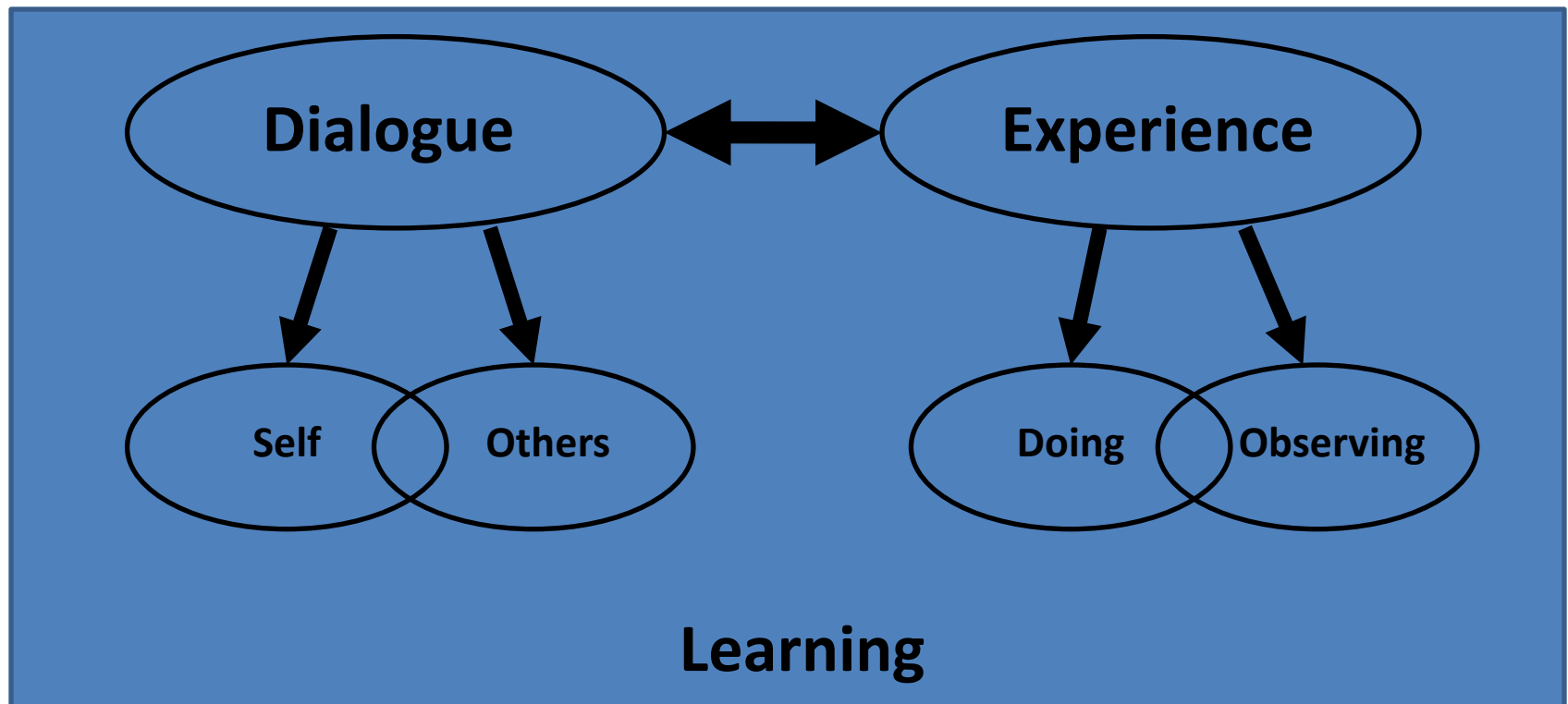
- Increased emphasis on ensuring that all students are grade level readers by the end of second grade so they can access the type of *Complex Text* that is called for by the Common Core State Standards
- Selecting *Rich Text* worth reading and rereading
- *Text-based Engagement* (less front-loading)
- Reading a balance of *Literature and Informational Text*
- Using details from the text to support ideas
- *Integration of Reading, Writing, Speaking and Listening, and Language*

# Highlights from Mathematics

- *Standards for Mathematical Practices* apply to ALL students and ALL grades.
- Standards are presented in *Clusters* within the various Domains of Mathematics; lessons and/or assessments may be developed based upon clusters and/or standards.
- *Engaging students in meaningful activities to problem-solve* is a critical component when learning and teaching mathematics.

# Engaging Students in Learning

*Student engagement requires reflection (dialogue with self about a topic or problem) and dialogue with others (authors, other students, instructors); the stimuli for the talk and writing are observations and experiences that pose problems that need to be resolved.* [Mark R. Stoner. \(2006\) California State University, Sacramento](#)



# What are the Next Steps?

- English Language Arts/Reading
  - *An Initial Look at Core Reading Programs and the Common Core*
  - *Engaging Teachers in Learning About and Using Kindergarten Standards*
  - *Instructional Focus of Reading Standards for Literature K-5*
- Mathematics
  - *Model Lessons using Florida's Standards-Based Instructional Model*
- English Language Proficiencies
- Access Points

# Model Lesson Template

<b>Course Name</b>		
<b>Standard(s)/Benchmark(s)</b>		
<b>Learning Goal(s)/Objective(s)</b>		
<b>Essential Question(s)</b>		
<b>Rubric/Evaluation</b>	<b>Level 4</b>	
	<b>Level 3</b>	
	<b>Level 2</b>	
	<b>Level 1</b>	
<b>Instructional Material(s)/Resources(s)</b>		
<b>Student Engagement Activity/Investigation</b>	<b>Dialogue (with Self and/or Others)</b>	<b>Experience (by Doing and/or Observing)</b>
<b>Assessment</b>		
<b>Special Notes</b>		

# Reflections

- Where are you in terms of implementation for Grade K and planning for implementation of Grades 1 and 2?
- Have you used the alignment tools for instructional materials to *Engage Teachers in Learning About and Using Common Core State Standards*? How is it working?
- What questions do you still have?