

# TPEP and Washington State Learning Standards: Connections Fall, 2014



**AESD** ASSOCIATION OF EDUCATIONAL SERVICE DISTRICTS

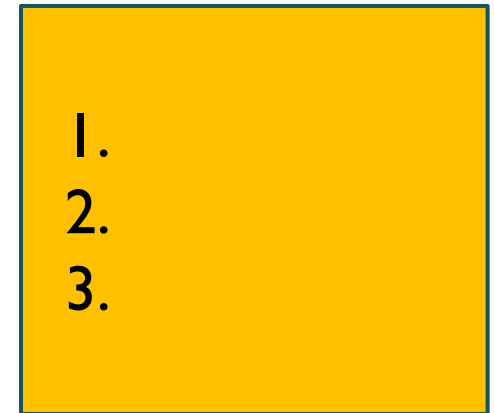
Nine ESDs. One Network.  
Supporting Washington's Schools and Communities.



# Entry Task: 3 Bullets

- Each participant creates a post-it note with 3 Bullets:  
What are the top 3 reasons why it is important to connect two major reform efforts: Teacher and Principal Evaluation and the Washington State Learning Standards (CCSS/NGSS/Current Learning Standards/Guidelines)?

- Table Group: Share out
  - Are there some common themes?
  - Be ready to share out one reason with the whole group.



# Session Norms

- ▶ Pausing
- ▶ Paraphrasing
- ▶ Posing Questions
- ▶ Putting Ideas on the Table
- ▶ Providing Data
- ▶ Paying Attention to Self and Others
- ▶ Presuming Positive Intentions



# TPEP Sessions for 2014-15

## ▶ **Face-to-Face Sessions**

- ▶ Student Growth 2.0
- ▶ TPEP/ Washington State Learning Standards Connections
- ▶ Rater Agreement Practices

## ▶ **A Virtual Presentation**

- ▶ Sharing Electronic Resources



# Session Learning Targets

## Participants will...

- ▶ Build common understanding and language for addressing professional learning about and implementation of the Washington State Learning Standards (CCSS, NGSS, etc.), including the essential instructional practices.
- ▶ Reveal and strengthen the connections between those instructional practices and our District IFW.
- ▶ Strengthen the connections between our District professional learning plan and the Washington State Standards and instructional practices.
- ▶ Identify a data-driven process to locate gaps within your system and develop a plan to address those gaps.

# 1. Building Common Understanding and Language



# What do we want for our children?



## What do our District Statements say?

- ▶ to educate all students, preparing and inspiring them to achieve their full potential. (Arlington)
- ▶ to help students learn today and lead tomorrow. (Tenino)

## Mission/Vision

- ▶ preparing students with the knowledge and skills for life in the 21<sup>st</sup> Century. (Wenatchee)
- ▶ to become a productive, responsible member of the both the community and the world. (Finley)





# Washington's Vision . . .

- ▶ Washington's Basic Education Act and State Learning Goals (1993)
- ▶ Career and College Ready Standards (CCR)



# Our Vision

- ▶ Every student will have access to the Career and College Ready (CCR) 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.



# Toward Coherent Instructional Support



## Washington State Learning Standards

- ▶ CCSS
- ▶ NGSS
- ▶ Learning Standards/Guidelines
  - ▶ Social Studies
  - ▶ The Arts
  - ▶ Health and Fitness
  - ▶ World Languages
  - ▶ Ed Tech
  - ▶ Environment and Sustainability Ed.
  - ▶ Early Learning and Development, B-Gr. 3

# Our Purpose

- ▶ To develop a statewide system that supports all school districts in their preparation of educators and students to implement CCR standards using a 2-pronged approach focused on:
  1. The “What”: Key Content Shifts
  2. The “How”: System Remodeling to support building capacity for sustained professional learning that supports 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
- ▶ Commitment

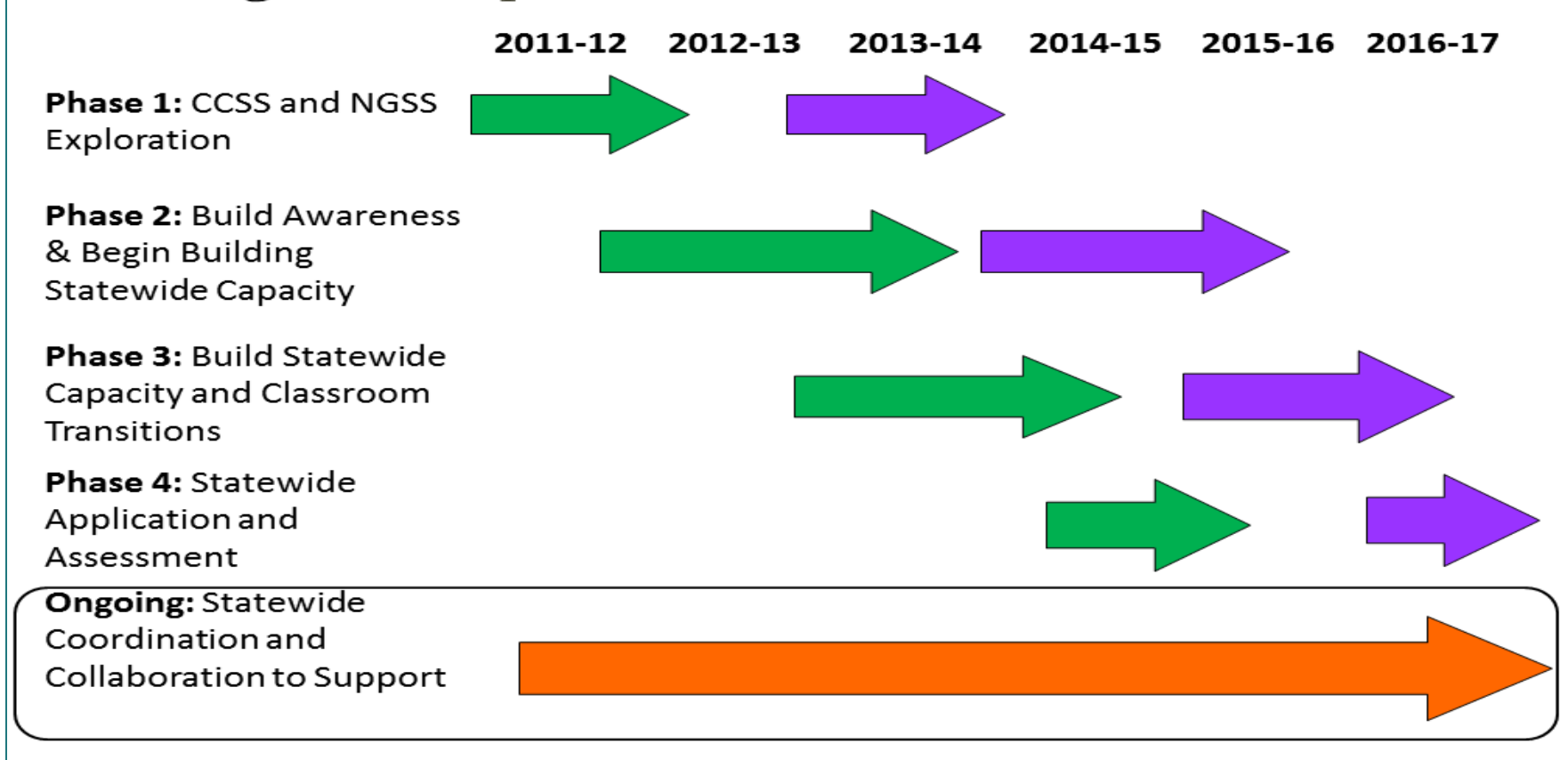
.....from classrooms, schools, and communities to the  
state level.



# Washington's Career and College Ready Standards

## CCSS and NGSS

### Washington's Implementation Phases and Timelines



# Current Learning Standards and Connections

## Learning Standards/Guidelines

in:

Social Studies

The Arts

Health and Fitness

World Languages

Ed Tech

Environment and Sustainability

Education

Early Learning and Development, B-Gr.3



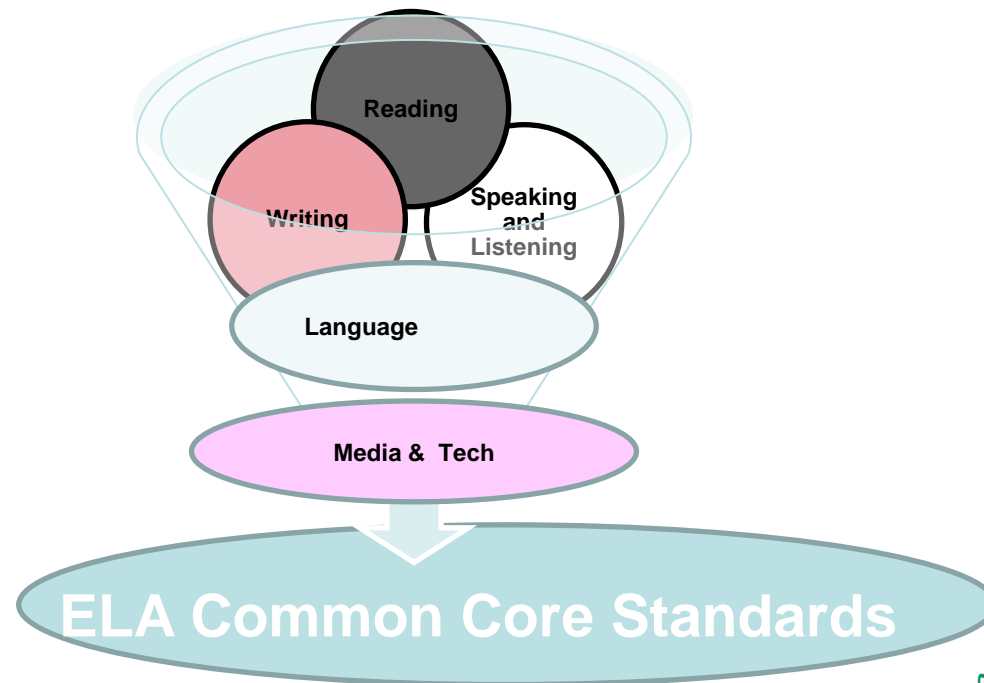
## Current Standards Continue

**Intentional connections will be made across subjects and programs focused on building literacy skills across content areas**



# The “What”: Key Content Shifts in the CCSS

- ▶ ELA/Literacy
  - ▶ **Building Knowledge** through **content-rich nonfiction**
  - ▶ Reading, writing and speaking grounded in **evidence from text**, both literary and informational
  - ▶ Regular practice with **complex text** and its **academic language**





# The “What”: Key Content Shifts in the CCSS

## ▶ Mathematics

- ▶ **Focus** strongly where the Standards focus
- ▶ **Coherence**: think across grades and link to major topics within grades
- ▶ **Rigor**: in major topics pursue: **conceptual understanding**, procedural skill and **fluency**, and **application** with equal intensity

There are also:

- ✓ Grade specific **Mathematical Priorities** to support Conceptual Understanding and Fluency,  
and
- ✓ **Standards for Mathematical Practices**



# The “What: Key Content Shifts in the NGSS

- ▶ The NGSS reflect the **Interconnected Nature** of Science through **Focus, Understanding, and Application of Content**
- ▶ The Science Concepts in the NGSS **Build Coherently** from K-12
- ▶ **Science and Engineering are Integrated** across K-12 in the NGSS



Still...what do we mean by..

## **College and Career Ready?**



# History and Intent

- ▶ 1990's Accountability Movement (*GOALS 2000*)
- ▶ 1996 Creation of *Achieve*
- ▶ 2002: NCLB
- ▶ 2004: Achieve report: "Ready or Not: Creating a High School Diploma That Counts"
- ▶ 2009: National Governors' Association Convening (Coleman, Zimba, etc.)



# History and Intent

- ▶ Clear and available to all students
- ▶ Robust and relevant to the ‘Real World’
- ▶ Reflective of the knowledge and skills needed for success in college and careers

▶ **CCR CCSS**



# What about CONTENT

- ▶ In the world of 21<sup>st</sup> Century Skills (2012), what do employers see as necessary skills for hiring?
- ▶ **What do those employers want as competencies in annual reviews?**

	<i>Hiring</i>	<i>Reviews</i>
Critical Thinking	69%	68%
Communication	75%	75%
Collaboration	60%	67%
Creativity	53%	53%
Self-Management	100%	100%

## What about content?

# David Conley.....

- ▶ Focusing solely on the “what” of content coverage at each grade level and...each subject area provides a partial picture at best, one that obscures almost entirely the notion of learning progressions that build knowledge, skill, insight, understanding and the ability to apply what is being learned across grade levels and subject areas.

Conley, David & Paul Gaston, A Path to Alignment, October, 2013



# Conley's definition of College and Career Ready (CCR)

Jigsaw:

1 page per person

What is one idea you want to share?

What is one surprise you found?



# KEYS TO CAREER AND COLLEGE READINESS

## think:

*Problem Formulation  
Research  
Interpretation  
Communication  
Precision & Accuracy*

**Key  
Cognitive  
Strategies**

## know:

*Structure of Knowledge  
Challenge Level  
Value  
Attribution  
Effort*

**Key  
Content  
Knowledge**

**Key  
Transition  
Knowledge  
and Skills**

**Key  
Learning  
Skills and  
Techniques**

## go:

*Postsecondary Awareness  
Postsecondary Costs  
Matriculation  
Career Awareness  
Role and Identity  
Self-advocacy*

## act:

*Ownership of Learning  
Learning Techniques*



# FOUR KEYS TO COLLEGE AND CAREER READINESS

## Key Content Knowledge

- + Structure of knowledge
  - + Key terms and terminology
  - + Factual information
  - + Linking ideas
  - + Organizing concepts
- + Challenge level
- + Value
- + Attribution
- + Effort

## Key Cognitive Strategies

- + Problem formulation
  - + Hypothesize
  - + Strategize
- + Research
  - + Identify
  - + Collect
- + Interpretation
  - + Analyze
  - + Evaluate
- + Communication
  - + Organize
  - + Construct
- + Precision & accuracy
  - + Monitor
  - + Confirm

## Key Learning Skills & Techniques

- + Ownership of learning
  - + Goal setting
  - + Persistence
  - + Self-awareness
  - + Motivation
  - + Help seeking
  - + Progress monitoring
  - + Self-efficacy
- + Learning techniques
  - + Time management
  - + Test taking skills
  - + Note taking skills
  - + Memorization/recall
  - + Strategic reading
  - + Collaborative learning
  - + Technology proficiency

## Key Transition Knowledge & Skills

- + Postsecondary awareness
  - + Aspirations
  - + Norms/culture
- + Postsecondary costs
  - + Tuition
  - + Financial aid
- + Matriculation
  - + Eligibility
  - + Admissions
  - + Program
- + Career awareness
  - + Requirements
  - + Readiness
- + Role and identity
  - + Role models
- + Self-advocacy

# Teaching to the Common Core

1. What are some common themes, big ideas, key words, or terms that are associated with the CCR-CCSS?
2. How does this CCR-CCSS vision affect our work in the classroom? How does it affect our instruction with ALL students?



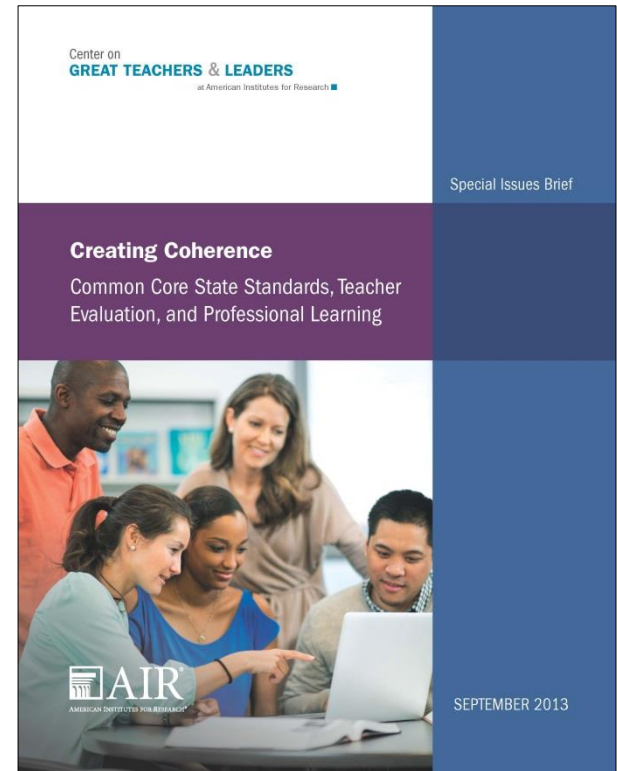
# Creating Coherence

## Special Issues Brief

This brief provides in-depth ideas on creating meaningful coherence across three interdependent education reforms: Common Core State Standards, teacher evaluation, and professional learning.

Available online:

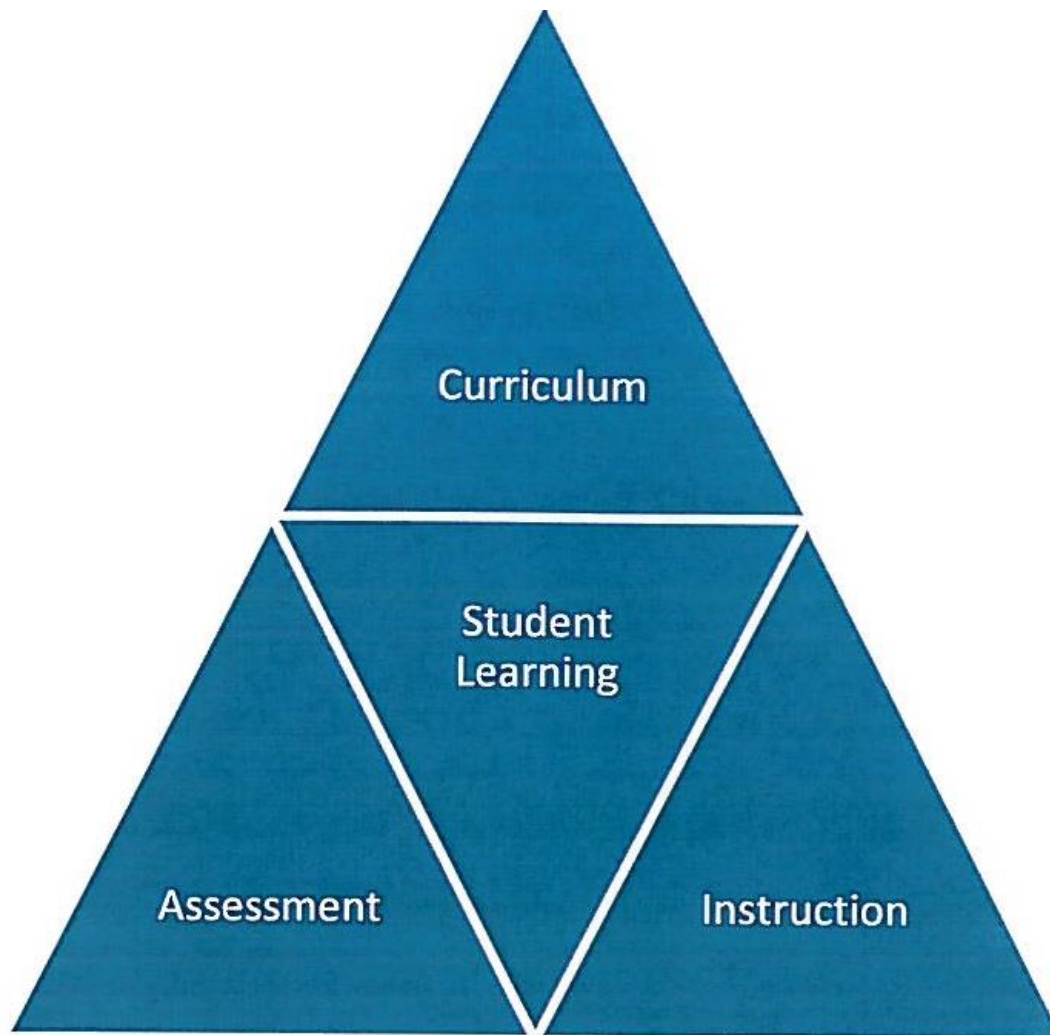
<http://www.gtlcenter.org/sites/default/files/CreatingCoherence.pdf>



## 2. The Essential Instructional Practices

Build a shared understanding and language for addressing professional learning for the Common Core, including the essential instructional practices





# What about Instruction??

***Heritage, et al (2013)***



From Heritage, et al (2013)

...three fundamental aspects of learning...underpin classroom practice for K-12 students' attainment of the CCSS.



# What about INSTRUCTION



# Unlocking the FoL

Break your team into three groups. Read the section of the FoL for your group.

What is a key word/phrase/sentence you'll want to share with your group? Highlight as you read.

Group 1: Pages 5-6

Group 2: Pages 7-10

Group 3: Pages 11-13

**6 minutes.**



# Done Reading?

**5 minutes:** Each team member has **one minute** to share his/her word/phrase/sentence within his/her district group.

**10 minutes:** When done, one team member from each district group will summarize.

**2 minutes:** Use a post it to note what is clear and what you wonder about. Attach the post it to the reading.



# What we might see as a result

Is this all possible?

We'll watch an example: Use pages 7- 10 as you watch and consider what you see in practice in this teacher's classroom:

- ▶ Teaching Channel – [Geometry Lesson](#)
- ▶ How did this lesson deepen kids understanding of perimeter? Of math? Of skills relevant far beyond math?

# 3: The Core Instructional Practices

Build a shared understanding and language for addressing professional learning for the Common Core, including the core instructional practices



# Introducing the Core Instructional Practices

- ▶ When you hear the phrase “essential/core instructional practices” what do you immediately think of?



# Essential/Core Instructional Practices

- ▶ Are a set of content-specific teaching practices that, if enacted by teachers or teams of teachers, should help all students attain mastery of the Common Core State Standards by the end of Grade 12.
- ▶ Are based on research and practice.
- ▶ Are developed in collaboration with teachers, curriculum experts, teacher educators, assessment developers, and other experts.
- ▶ Are meant for use in systems-alignment work.

# Activity: Diving Into the CCR-CCSS Core Instructional Practices

- ▶ Look at the Handout: *Core Instructional Practices*
- ▶ Group in partners of 3 – Number off 1, 2, 3 so each person reviews three practices
- ▶ Read individually, stopping after each practice
- ▶ As you read, think about a connection you can make to your framework.
- ▶ After each stopping point, take turns sharing
- ▶ At the end of the reading, reflect on the connections you found. As a team, write 3 Big Ideas to share with the group and write them on poster paper.





# Alignment of CIPs and Fundamentals of Learning

- Purpose: to determine the alignment between 9 core instructional practices and specific teacher and student practices from the Fundamentals of Learning

If a teacher were implementing this core instructional practice, what we see the teacher doing and the students doing as described by the Fundamentals of Learning?



# Protocol

- Jigsaw
  1. Separate into pieces:
    1. Divide up the 9 CIPs across the participants.
    2. Highlight the actions for students and teachers on each card that align with the Core Instructional Practice at the top of the card.
  2. Come together:
    1. Each partnership or team presents to the whole group their work by describing the actions of the student and/or teacher to demonstrate the alignment of their assigned core instructional practice to what happens in classrooms.
    2. As each partnership or team describes the actions of the student and/or teacher, the rest of the group places checkmarks next to the actions mentioned. The team presenting will place a star next to each FoL action aligned with their particular CIP.
  3. Discuss
    1. As you listen to your colleagues and as you look across your check marks, what insights do you have about the connections between the CIPs and FoL practices?



# Create a Consensogram

1. Review and discuss as a whole group.

- What do you notice?
- Where are there lots of points of connection?
- Where are there few points of connection?
- What gaps exist (if any)?
- What can we take away from this activity?

	Making Meaning	Participating and Contributing	Managing Learning
Students are likely to...	<p>Ask questions of themselves, the teacher, and others</p> <p>Take time to think</p> <p>Tackle real and interesting problems and devise solutions</p> <p>Reason and justify thoughts</p> <p>Draw on personal knowledge and experience</p>	<p>Take an active role in the processes of learning</p> <p>Give thoughtful, extended answers</p> <p>Contribute to and benefit from the learning of others</p> <p>Discuss and explore ideas</p> <p>Gain insights from others' similarities and differences</p> <p>Work in groups of different sizes and compositions and with various individuals</p> <p>Cooperate and take the lead as appropriate in groups</p> <p>Feel able to make suggestions</p>	<p>Be interested in their learning</p> <p>Show perseverance in learning</p> <p>Be reflective about their own learning</p> <p>Be (or become) confident in learning</p> <p>Be resourceful about learning</p> <p>Take risks</p> <p>Learn from mistakes</p>

# 4: Systems Analysis

Reveal and strengthen the connections between the Common Core and district teacher evaluation systems;



# The Coherence Protocol: Group Practice

## Alignment Template

This template provides the alignment between the set of 9 Core Instructional Practices that are not content-specific and the 8 TPEP Teacher Evaluation Criteria\* and provides the workspace for the Coherence Protocol as well as workspace for alignment between the CIPs and what the Fundamentals of Learning will look like in classroom practice.

Core Instructional Practice	Alignment to Teacher Evaluation Criteria	Implicit Connection	Explicit Connection	FoL: Students will be:
<p><b>CIP1.</b> Identify the learning goals for each lesson, align these goals to the learning standards for the grade and content areas, and identify the preceding and succeeding skills and concepts within the appropriate learning progression.</p>	<p><b>Criterion 1:</b> Centering instruction on high expectations for student achievement</p>			<p><b>Making Meaning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Thinking critically, creatively, and metacognitively</li> <li><input type="checkbox"/> Connecting prior knowledge to new learning</li> <li><input type="checkbox"/> Using language, symbols, and texts</li> </ul> <p><b>Participating + Contributing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engaging with others in learning</li> <li><input type="checkbox"/> Communicating ideas, feelings, and understanding</li> <li><input type="checkbox"/> Relating to other people's ideas, feelings, and experiences</li> </ul> <p><b>Managing Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Taking personal responsibility for learning</li> <li><input type="checkbox"/> Adapting learning tactics</li> <li><input type="checkbox"/> Persevering with challenges</li> </ul>
<p><b>Reflective Questions</b></p>		<p><b>Gaps</b></p>		

# Whole Group Discussion: Trends and Implications

Looking around the room at the chart papers...

- ▶ What trends emerged from our alignment work?
- ▶ What do these trends tell us?
- ▶ What actions do we need to consider now?



# 5. Implementing & Reflecting: Aligning Support and Action Plans

Identify any gaps in supporting classroom instruction and discuss concrete steps to address those gaps.

Engages participants in providing feedback, reflecting on learning, and closing the session



# Implications Discussion

- ▶ How can we strengthen the connections between our teacher evaluation instruments and the Common Core?
- ▶ What additional supports do we need to provide to evaluators to help them see and understand these connections?



# Transition

- ▶ Conduct needs assessments
- ▶ Create an intentional plan
- ▶ Align instruction
- ▶ Align instructional materials



# Activity: Planning and Next Steps

## Planning...

- ▶ Based on our work, let's employ a backwards design to the action plan:
  - ▶ What are the outcomes?
  - ▶ What are the tasks?
  - ▶ What is the timeline in 15 days?  
In 30 days? In 60 days?
  - ▶ Who is responsible?



# Possible Protocol

- ▶ Determine district vision
- ▶ Post sections of the readiness assessment
- ▶ Have team reflect on each section and use red, yellow, and green dots to indicate district
- ▶ Discuss how the current district plan may or may not support implementation
- ▶ Prioritize and create a 30/60/90/120 plan



# Activity: 3-2-1

- ▶ 3 big “ah-ha” moments
- ▶ 2 benefits of this work session
- ▶ 1 additional piece of data you could collect to assist in your planning

# Section 6: Team Work Time

Where do we go from here?



# How do you take this home?



# Concluding the Session



# How did we do?

## **Did you Review**

... common understanding and language for addressing professional learning about and implementation of the Washington State Learning Standards (CCSS, NGSS, etc.), including the essential instructional practices?

## **Do you better Understand how to**

... strengthen the connections between those instructional practices and our District IFW?

...strengthen the connections between our District professional learning plan and the Washington State Standards and instructional practices?

...identify a data-driven process to locate gaps within your system and develop a plan to address those gaps.





# Formative Feedback

▶ **Please take two post it notes and write about**



- ▶ some part of today's learning that was particularly useful for you and why
- ▶ some part of today's learning about which you would like more information

**Thank you.**

# Additional Regional Professional Learning Opportunities

<b>Topic</b>	<b>Date</b>	<b>Location</b>
<b>Student Growth Supports</b>	10.21.14	NWESD
<b>Wa. State Learning Standards/ TPEP Connection</b>	12.2.14	NWESD
<b>Rater Agreement Practices</b>	2.3.15	NWESD
<b>Resource Sharing</b>	TBD	Webinar



# Team Time

