



Our Students. Their Moment.

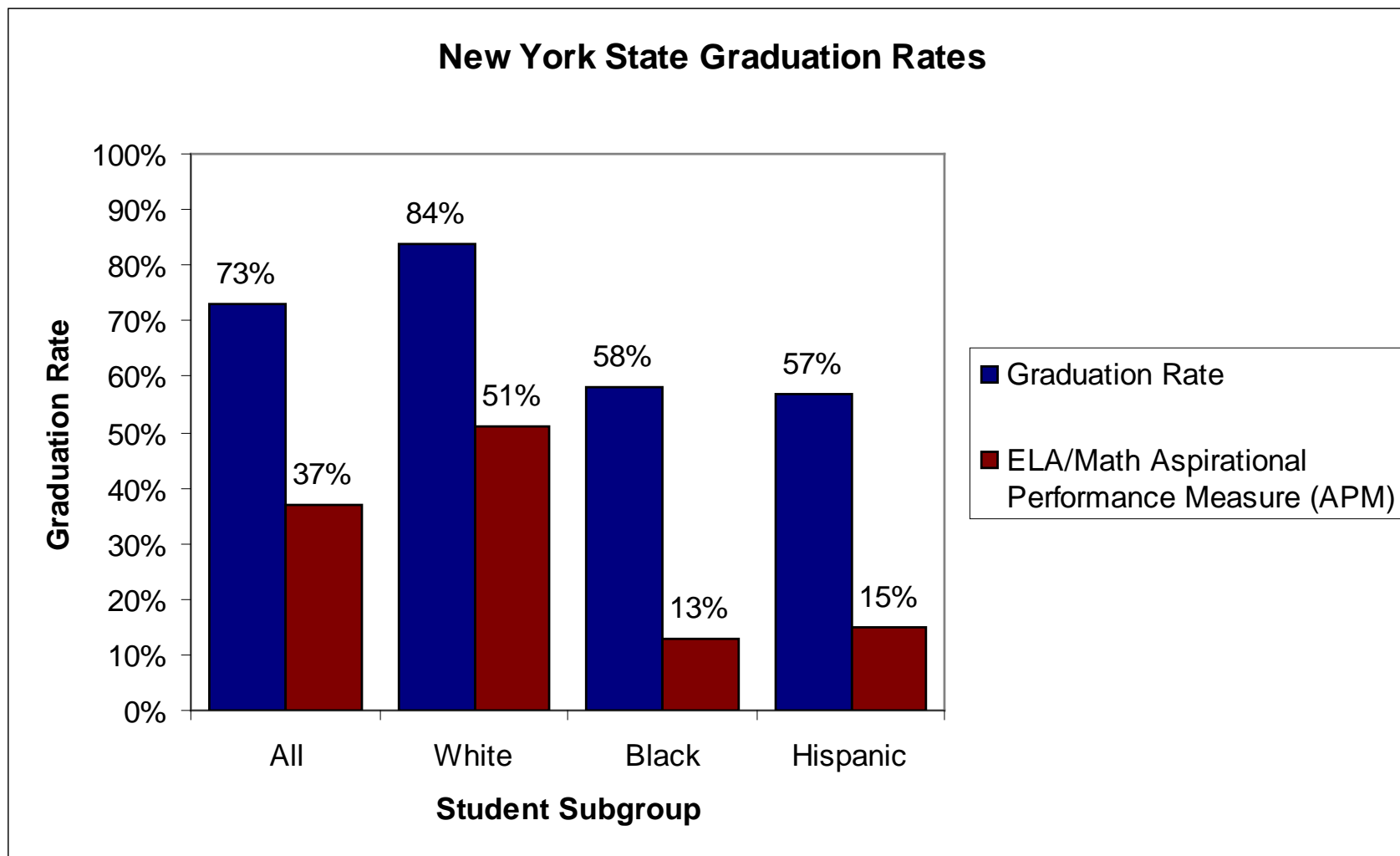
Leadership for Results in a Common Core Driven World

Sullivan BOCES

December 13, 2011



Graduation Rates in New York State*



* 2006 cohort, four-year outcomes through June

Source: NYSED Office of Information and Reporting Services

College and Career Readiness

Aspirational Performance Measures

- Regents Diploma with Advanced Designation
- Regents Diploma with Credit-Bearing Course-Ready English Language Arts and Math Scores

Other College and Career Readiness Indicators

- International Baccalaureate Diplomas
- Advanced Placement Courses
- Earning College Credits in High School

College and Career Readiness in Sullivan County*

	Sullivan County
ELA/Math Aspirational Performance Measure (APM)	31%
Graduation Rate	72%

* All students, 2006 cohort, four-year outcomes through June

Source: NYSED Office of Information and Reporting Services

Students with Disabilities in Sullivan County*

	Sullivan County
ELA/Math Aspirational Performance Measure (APM)	3%
Graduation Rate	38%

* All students, 2006 cohort, four-year outcomes through June

Economically Disadvantaged Students in Sullivan County*

	Sullivan County
ELA/Math Aspirational Performance Measure (APM)	17%
Graduation Rate	62%

* All students, 2006 cohort, four-year outcomes through June

Increasing Demands of Economic Competitiveness

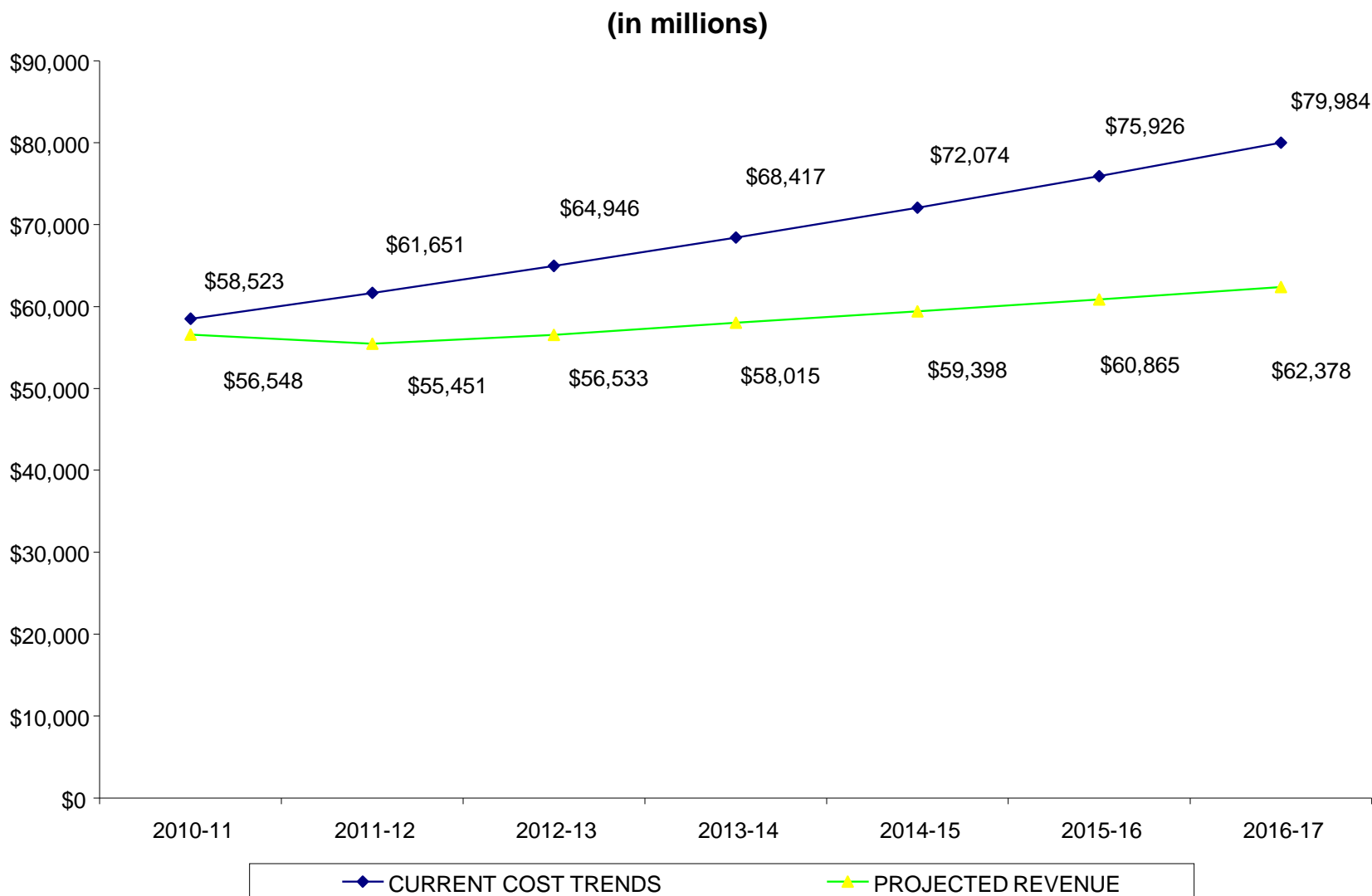
The global economy is changing the nature of work and the kinds of jobs our young people will enter.

Jobs that once required a high school degree and paid a family-sustaining-wage and included retirement and health benefits are disappearing, and new jobs require more knowledge and skills than ever before.

Today, roughly two-thirds of all new jobs require some form of postsecondary education.

Experts say this percentage only will increase in the future.

Impact of Caps on Local and State Revenues for School Districts



Source: New York State Board of Regents Item. "Development of 2012-13 Regents State Aid Proposal." <http://www.regents.nysed.gov/meetings/2011Meetings/October2011/1011sad1.pdf>

Three Paths Forward

Scenario #1

Slow cuts that work to erode public education

Scenario #2

Tinker around the edges, trying to protect students and learning

Scenario #3

Redesign schooling to improve processes and outcomes, and sustainability

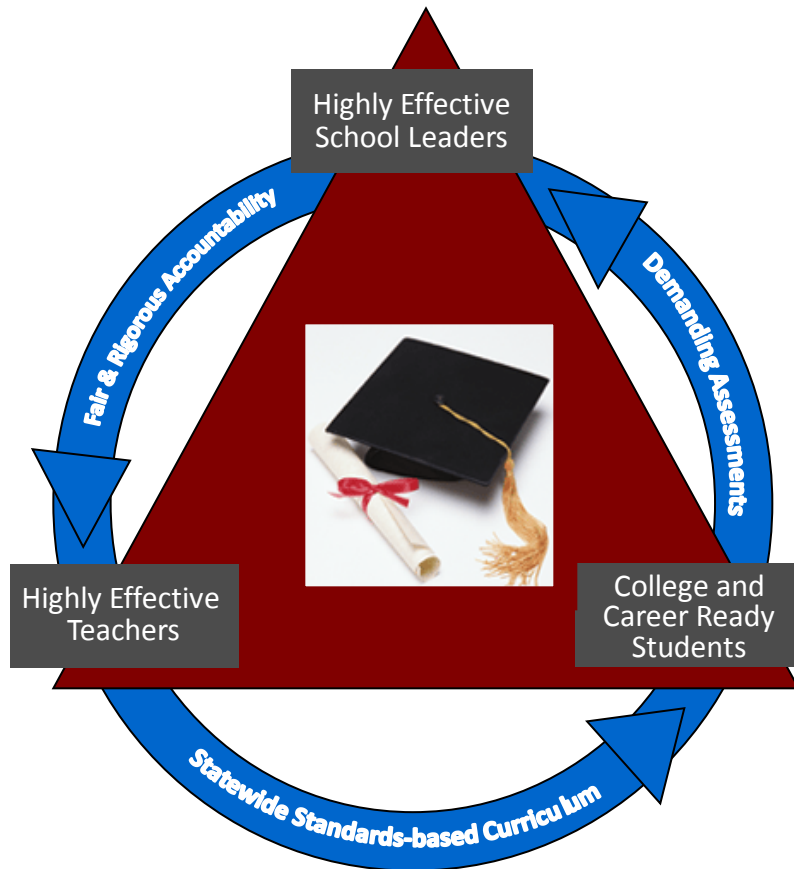
Source: Marguerite Roza, September 13 2011 Presentation to School Finance Symposium hosted by the Board of Regents.

A new approach for new outcomes

To increase our outcomes, we need to increase our productivity

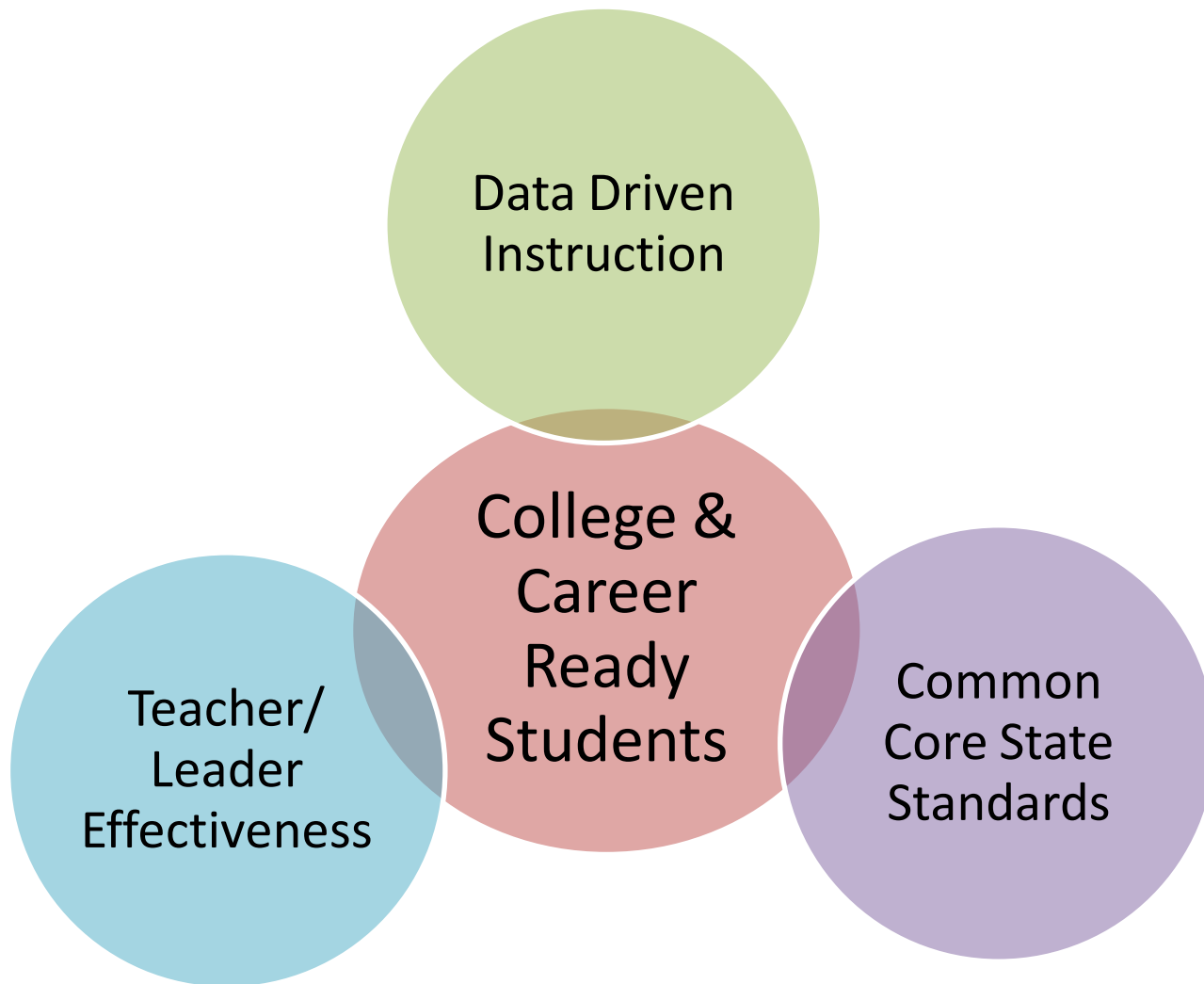
- Focus on performance management
 - Evidence-based observation
 - APPR with multiple measures including observations
 - Targeted, measured Professional Development for improvement
- Leveraging technology
 - To build capacity
 - To supplement learning
 - To gain efficiencies

Regents Reform Agenda



- **Adopting Common Core standards** and developing curriculum and assessments aligned to these standards to prepare students for success in college and the workplace
- **Building instructional data systems** that measure student success and inform teachers and principals how they can improve their practice in real time
- Recruiting, developing, retaining, and rewarding **effective teachers and principals**
- *Turning around the lowest-achieving schools*

3 Initiatives



Common Core State Standards

ELA/ Literacy

Informational Text, Complex Text, Evidence Based Conversation & Writing, Academic Vocabulary




Mathematics

FOCUS on Priorities, Deep Conceptual Understanding for ALL, Dual Intensity of Practice & Application

NY State Test Item 5th Grade Math (2005)

12

Pierre is making an apple crumb pie using the items below.

APPLE CRUMB PIE 	
Crumb	Filling
$\frac{3}{4}$ cup flour	4 cups sliced apples
$\frac{1}{3}$ cup sugar	$\frac{1}{3}$ cup sugar
$\frac{1}{4}$ cup butter	$\frac{1}{2}$ cup raisins

How much total sugar must Pierre use to make the pie crumb and filling?

F $\frac{7}{12}$ cup

G $\frac{2}{6}$ cup

H $\frac{3}{4}$ cup

J $\frac{2}{3}$ cup

Example Common Core Performance Task 5th Grade Math

Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

Example Annotated Student Work

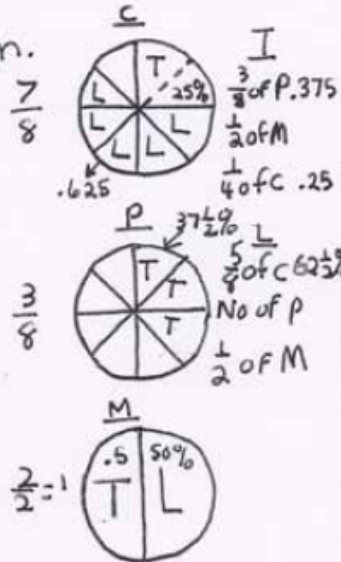
Stuffed with Pizza

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I will find who is correct, Tito or Luis.

I will make a diagram.

Key	
T	TITO
L	Luis
C	cheese
P	Pepperoni
M	mushroom
	pizzas



Tito ate

$$\frac{3}{8} + \frac{1}{2} + \frac{1}{4} = ?$$

$$\frac{3}{8} + \frac{4}{8} + \frac{2}{8} = \frac{9}{8} = \boxed{\frac{1}{8}}$$

Luis ate

$$\frac{5}{8} + \frac{1}{2} = ?$$

$$\frac{5}{8} + \frac{4}{8} = \frac{9}{8} = \boxed{\frac{1}{8}}$$

you have to find how to have 8 in the denominator so you add equivalent fractions

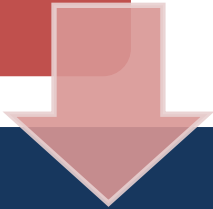
Answer: Luis was right because they both ate $\frac{1}{8}$ pizza

The student is able to make sense and persevere in solving the problem. The student demonstrates correct reasoning of proportional parts of a whole, correctly assigns each boy pizza pieces, and finds the correct equivalent fractions to state a correct answer. The student verifies her/his answer with decimals and percents and brings prior knowledge of statistics to the solution.

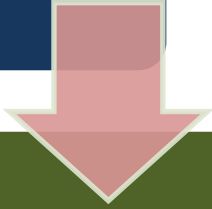
The student models with mathematics. The area model/diagram of the pizzas is accurate, labeled, and a key defines Tito, Luis, and the types of pizzas. The student uses the diagram to record some of her/his extended thinking to percents and decimals.

Phased State Level Implementation of the Core

Live David Coleman Webinar,
Gettysburg, EngageNY.org
Initial Training, The Shifts,
PBS Video Series & PD Suggestions



EngageNY 1.1, Sample Modules,
Professional Development Kit,
Tri-State Rubric & Jury, Road Show
Ongoing Network Team Training



Intensive Teacher Training, Engage 2.0,
“Effective Teacher” Practice Videos,
“Developing Teacher” Practice Videos,
DDI Cycle Videos, Curricular Modules

Phased School Level Implementation of the Core

Awareness

Capacity Building, Intensive PD,
Problem Solving in Teams,
1 Unit Per Semester

Full Implementation,
Aligned Assessments
(Formative, Interim/ Periodic,
Summative)

Teachers

Principals

Network Teams/NTEs

Administrators

Find engageNY resource

Find

Common Core



“The Common Core is all about making sure our students are equipped for success when they graduate.”

What does success look like for our students? Common Core standards serve as a guidepost for educators – so that we can ensure that every student across New York is on track for college and career success.

Here you will find resources to guide your implementation:

Learn about the Common Core from a [video series](#) explaining the standards in depth.

Learn about the [shifts](#) in standards and instruction that the Common Core will bring about, as well as ready-to-use [curricular exemplars](#) that will help your students achieve these standards in ELA/ Literacy and Math.

Obtain [publishers criteria](#) to help guide curriculum developers and publishers as they work to ensure alignment with Common Core State Standards (CCSS) in developing curricular materials.

We invite you to use these resources and exemplars in your classroom. [Share your feedback](#) with us as you go.

For Teachers

[Common Core Instructional Shifts](#)

[Curriculum Exemplars](#)

For Principals

[Common Core Instructional Shifts](#)

[Common Core Implementation Timeline](#)

For Network Teams/NTEs

[Common Core Instructional Shifts](#)

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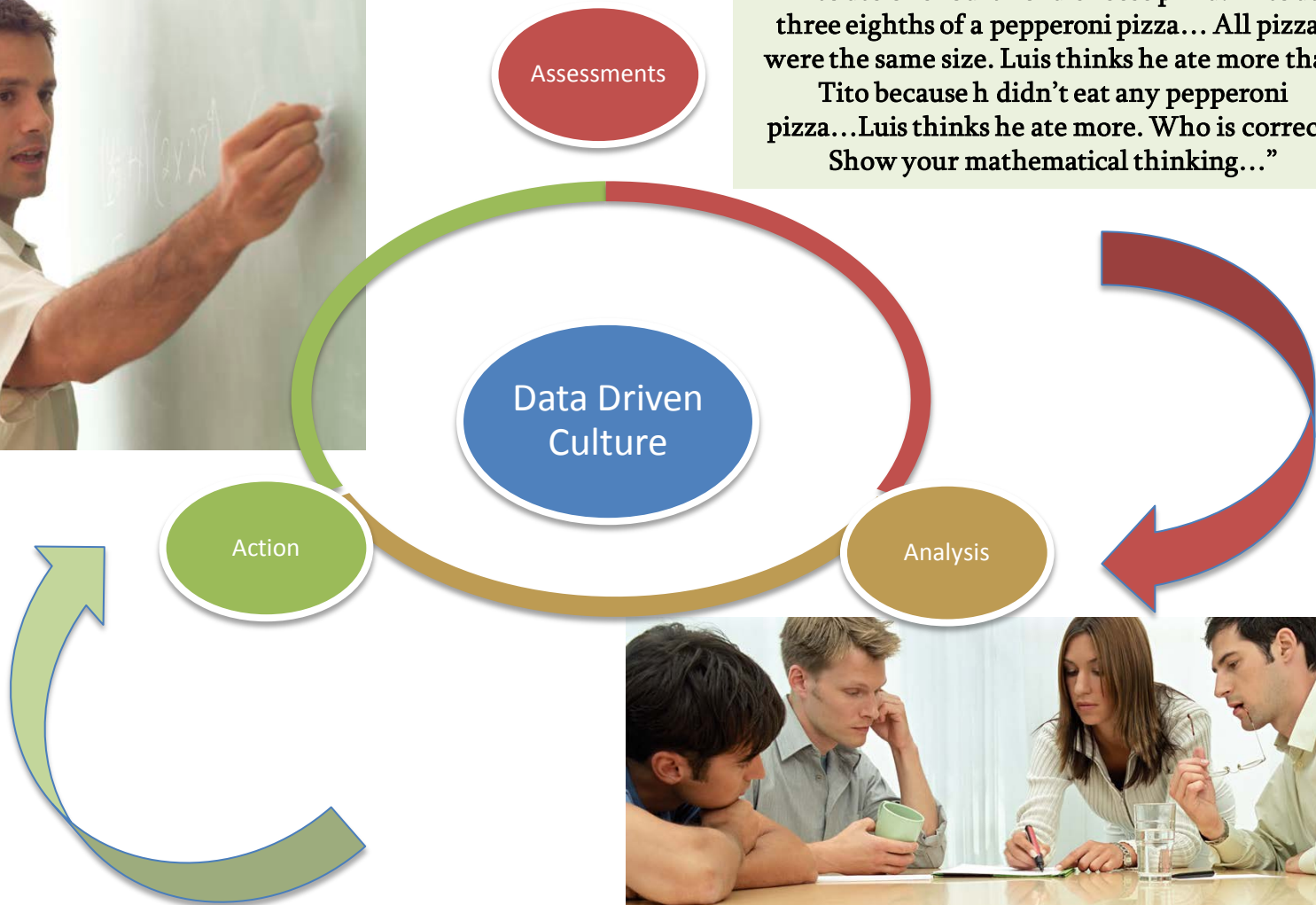
[Common Core Implementation Timeline](#)

[Teacher Evaluation Road Map: 2011-12](#)

Data Driven Instruction



“ Tito ate one fourth of a cheese pizza. Tito ate three eighths of a pepperoni pizza... All pizzas were the same size. Luis thinks he ate more than Tito because h didn't eat any pepperoni pizza...Luis thinks he ate more. Who is correct? Show your mathematical thinking...”



Principals Driving Teacher Effectiveness



1. The Principal Collects Objective Evidence



2. The Principal Gives “Evidence Based Feedback” to the Teacher

3. The Reflective Teacher Shifts her practice so that more students learn more.



Roles Under the New Paradigm....

What Boards Do	What Superintendents Do	What Principals Do
<ul style="list-style-type: none"> • Educate the community on readiness and the changes needed • Adopt policies that support the focus on college and career readiness • Budget based on values and expectations of the community • Protect human capital investments through professional development • Evaluate the Superintendent based on multiple measures, including student achievement, teacher & leader effectiveness • Focus discussion at Board meetings on student achievement, teaching and learning • Get Smart on the three school-based initiatives in the Regents Reform Agenda 	<ul style="list-style-type: none"> • Build Principals' Capacity and hold them accountable for implementing: <div data-bbox="683 458 1224 686" style="background-color: #c0392b; color: white; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> • The Common Core • Data-Driven Instruction • Evidence based observation </div> • Foster the use of district-wide, common interim assessments aligned to the Common Core • Demand that principals foster systems for test-in-hand analysis of interim assessment data to drive changes in teacher practice • Implement effective & aligned professional development at all levels of the district • Demand and Protect principal time in classrooms <p style="text-align: center;">www.engageNY.org</p>	<ul style="list-style-type: none"> • Build teacher awareness and establish a common language around the Shifts in Instruction demanded by adoption of the Common Core • Protect teacher time to plan units which adhere to the Shifts demanded by the Common Core • Have a laser-like focus on teaching and learning and build a culture of reflection and continuous improvement • Spend as much time as possible in classrooms to collect evidence and artifacts to drive improvements in teacher planning and practice • Engage in evidence-based, action-oriented conversations with teachers; build teacher capacity & hold them accountable • Foster systems for test-in-hand analysis of interim assessment data to drive changes in teacher practice

What are next steps for Board members?

1. Get to know the Common Core by watching the professional development video series on www.engageny.org with your governance team and complete the post-video activities to internalize the information presented in the videos.
2. Engage in monthly conversations with the superintendent about how the Common Core and Data Driven Instruction will be implemented in our district (request that a model lesson to be demonstrated to the Board and a model data meeting occur fish-bowl style)
3. Set policies that ensure that all teachers and principals will be evaluated and supported with professional development based on what works.
4. Develop a plan for the Board and the governance team to develop a deep understanding of the Common Core State Standards, Annual Professional Performance Review, student achievement data, and fiscal planning.
5. Build a 2012-13 budget by aligning resources with the strategy to reach our goals for improving student achievement through implementation of The Common Core, Data Driven Instruction, and Teacher & Leader Effectiveness

engage^{ny}

Our Students. Their Moment.

Thank You.

Follow me on Twitter
@JohnKingNYSED

