

Common Core Aligned Instructional Bundles:

CTE and Academic Project Integration

December 20, 2011

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Common Core Aligned
Instructional Bundles:
CTE/Academic Integration
Session I
December 20th 2011

Agenda

- Introduction/ Welcome
 - Outcomes for the Day
 - Common Core Learning Standards
- New Emphasis
 - Range of Reading and Level of Text Complexity
 - Writing Informational Reports/Explanatory Texts
 - Argumentative Essays
- Project Development
- Developing Instructional Bundles
 - Bundle Components
 - Alignment of Standards with Tasks
- Academic Topic/CTE Topic
- Student Project
- Universal Design For Learning (UDL)
- Depth of Knowledge (DOK)
- Electronic Structures for Inter and Intra Group Communications
- Q & A
- Next Steps
- Feedforward

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Outcomes

Participants will:

- Have a clear understanding of developing an instructional bundle in terms of:
 - Common Core Learning Standards
 - Project Task
 - Creating Rubrics for Formative and Summative Assessment
 - Annotating Student Work
- Generate ideas for integrating CTE and Academic subject tasks and units
- Review essential aspects of UDL and DOK guidelines for constructing engaging, authentic learning opportunities

Six Shifts in ELA/Literacy

Shift 1	PK-5, Balancing Informational & Literary Texts	Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.
Shift 2	6-12, Building Knowledge in the Disciplines	Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.
Shift 3	Staircase of Complexity	In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.
Shift 4	Text-Based Answers	Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
Shift 5	Writing from Sources	Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
Shift 6	Academic Vocabulary	Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.

Six Shifts in Math

Shift 1	Focus	Teachers use the power of the eraser and significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that, for example, fractions or multiplication spiral across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions (found in the attached list of fluencies) such as multiplication tables so that they are more able to understand and manipulate more complex concepts.
Shift 4	Deep Understanding	Teachers teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations, as well as writing and speaking about their understanding.
Shift 5	Applications	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in “real world” situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in “drills” and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding learning environments is driven by the specific mathematical concept and therefore, varies throughout the given school year.

Sample SY Overview for Creating a Bundle

1. Facilitate introductory activities around CCLS. i.e. logic behind organization, how to unwrap the power standards into skills vs. concepts/content, issues of rigor (DOK, Appendix C) and text complexity (Appendix A & B).
2. Teachers select performance tasks & units from their curriculum and/or from the CCL library
3. Teachers identify a target/representative group of students and analyze student work that reflects the power standards in order to get a sense of existing student proficiency levels.
4. Teachers adapt and refine (in terms of greater CC alignment and/or specific supports for target student audience) performance task and unit (bundle components).

DELIVERABLE DEADLINE: Schools/Networks submit draft tasks and units for feedback from Common Core Fellowship review team [two weeks] prior to implementation

PHASE TWO (April 2012)

Take Action: Implement Instructional Strategy

5. Teachers teach unit and performance task
6. Teachers observe each others lessons and collect low-inference notes on changes, adaptations, challenges, successes of lessons.
7. Teachers gather and analyze student work. What did the students understand? What did they not understand/demonstrate. What portion of the representative group met standards? Exceeded?

PHASE THREE (May 2012)

Monitor and Revise progress: Examine Student Work/data, Examine Teacher Work

8. Teachers determine next steps for student learning and adaptations of performance task/unit. What percentage of students not meeting the standard was a result of flaws in the task/unit scaffolds? What scaffolds/ needs did teachers not anticipate that should be incorporated into a re-write? What sections of the task/unit were engaging to students/could be more engaging? Where the texts challenging enough? Too challenging?
9. Teachers adapt performance task and bundle components (unit) to reflect new understanding.

DELIVERABLE DEADLINE: Achievement Coaches submit final tasks and units for review from Common Core Fellowship review team. Review team will either 1) write feedback and send back to school for further refinement, 2) edit and refine the bundles themselves, or 3) approve and post in the Common Core Library

JUNE

10. Teachers reflect on possible performance task, skills, concepts, scaffolds & learning activities to incorporate into a subsequent bundle/unit.
11. Teachers reflect on implications for over-all curriculum alignment and turnkey to other school teams.

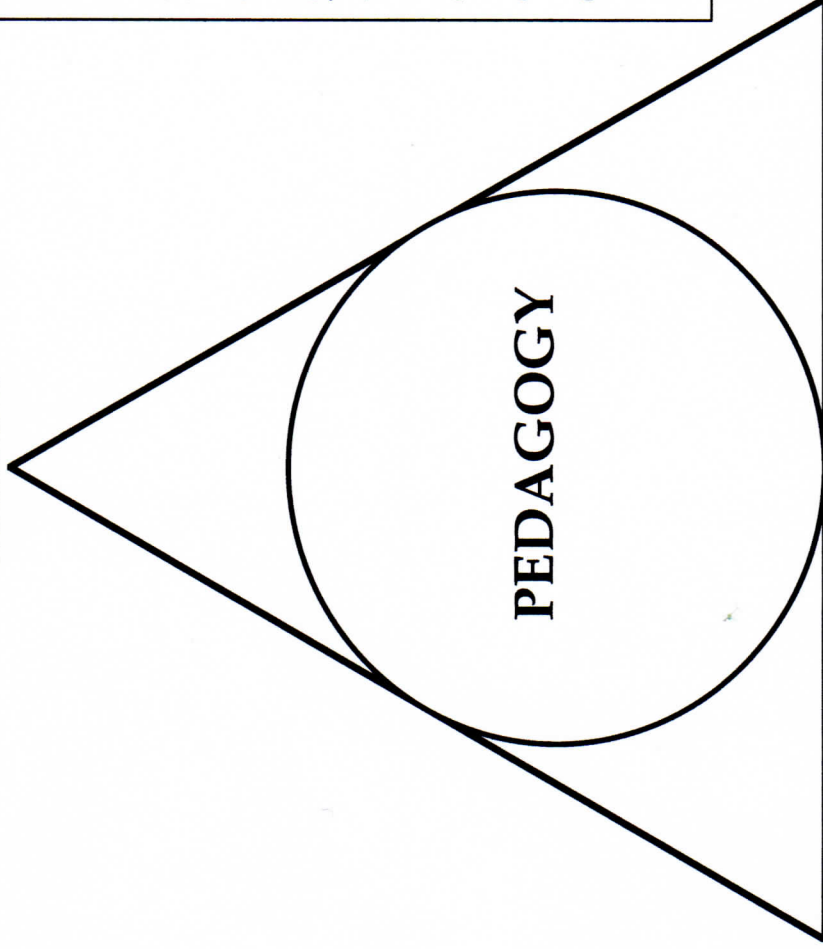
Task Bundle Template

Component	Explanation of Component	To Be Completed By Task/Unit Designer
1. Cover Sheet: The data captured below will be used to populate the cover sheet.		
Unit Overview	1-2 sentences describing the unit in which the task is embedded. Additionally, information on the context of the unit (i.e. what students need to know before the unit, what comes after, etc.) should be included.	
Task Name	Full name of the task	
Grade	Specify K-8 or HS for math; K-8, 9-10 or 11-12 for Literacy	
Subject	For example: Algebra	
Depth of Knowledge Level of the Task	Enter 1 through 4, using Webb's DOK. Include a one sentence rationale indicating why the task is identified as a particular level.	
Task Description	1 sentence description of the task	
Standards of Task Assessed	Verified using an alignment process and including math practices for math tasks. Include the standard abbreviation and full text. For example: K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	
Materials needed for task administration	Title and author of any texts used for the task or other materials, such as a calculator for math tasks	
2. Task		
Title Page	Enter the text that you would like to see on the title page describing what is contained in this section.	
Student copy of the task	Student version of the task	
Teacher instructions	Instructions for teachers to implement the task	
3. Rubric		
Title Page	Enter the text that you would like to see on the title page. The text should describe the type of rubric(s) used.	
Rubric	Rubrics should use the language of the standards wherever possible.	
4. Annotated Student Work		
Title Page	Enter the text that you would like to see on the title page describing what is contained in this section. Please include the circumstances of performance for the student work.	
Annotations	Annotations using Word comment or text boxes that show where in the student work the student does or does not meet the standards/criteria in the rubric.	
Overall Score	The total number of points the student received	
Score point on each rubric criterion (if rubric has multiple criterion)	Score point for each criterion on the rubric	
Summary of student performance on the criteria within the rubric	One paragraph describing student performance on the rubric.	

Instructional implications/next steps for the student/level	One paragraph describing next steps for the student anchored in the rubric and primary standards addressed.	
5. Instructional Supports		
Title Page	Enter the text that you would like to see on the title page describing what is contained in this section.	
Unit topic and length	1-3 sentences describing the unit topic and the duration of the unit	
Common Core Learning Standards	CCLS addressed in the unit	
Big Ideas/Essential Understandings	Important core concepts, understandings, or theories. They go beyond discrete skills and focus on larger concepts, processes, or themes.	
Essential Questions	Over-arching questions that provide focus for the curriculum and are aligned based on a key concept, enduring understanding, and/or big idea to prompt inquiry.	
Content	Subject matter; key concepts; facts; topics; foundational information addressed in the unit using the language of the standards wherever possible.	
Skills	Targeted proficiencies, performances, actions, strategies addressed in the unit. Starting with an action verbs using the language of the standards wherever possible.	
Vocabulary	Vocabulary addressed in the unit.	
Assessments	The assessments section should include both the diagnostic and formative assessments used in the lesson, as well as the final assessment	
Learning Plan	Learning plan leading to the final task including supports for ELLs and SWDs.	
Resources	Websites, books, etc. needed to teach the unit.	
6. UDL Guidance		
UDL One-pager	Document that details how the task is aligned/can be adapted to incorporate the principles of UDL.	
7. Text Supports		
Title Page	Enter the text that you would like to see on the title page describing what is contained in this section.	
Texts Used	Include texts if not copyrighted. If copyrighted, include ordering information. Use AP style to cite books, magazines, websites and other sources.	
Annotated text (if available)	Texts annotated to show qualitative difficulty.	
Completed text rubric (if available)	Rubric indicating where primary unit texts fall qualitatively.	
Guidance around access to text (if not included in learning plan).	Guidance around supporting all students with accessing complex unit texts.	

CURRICULUM

SKILLS

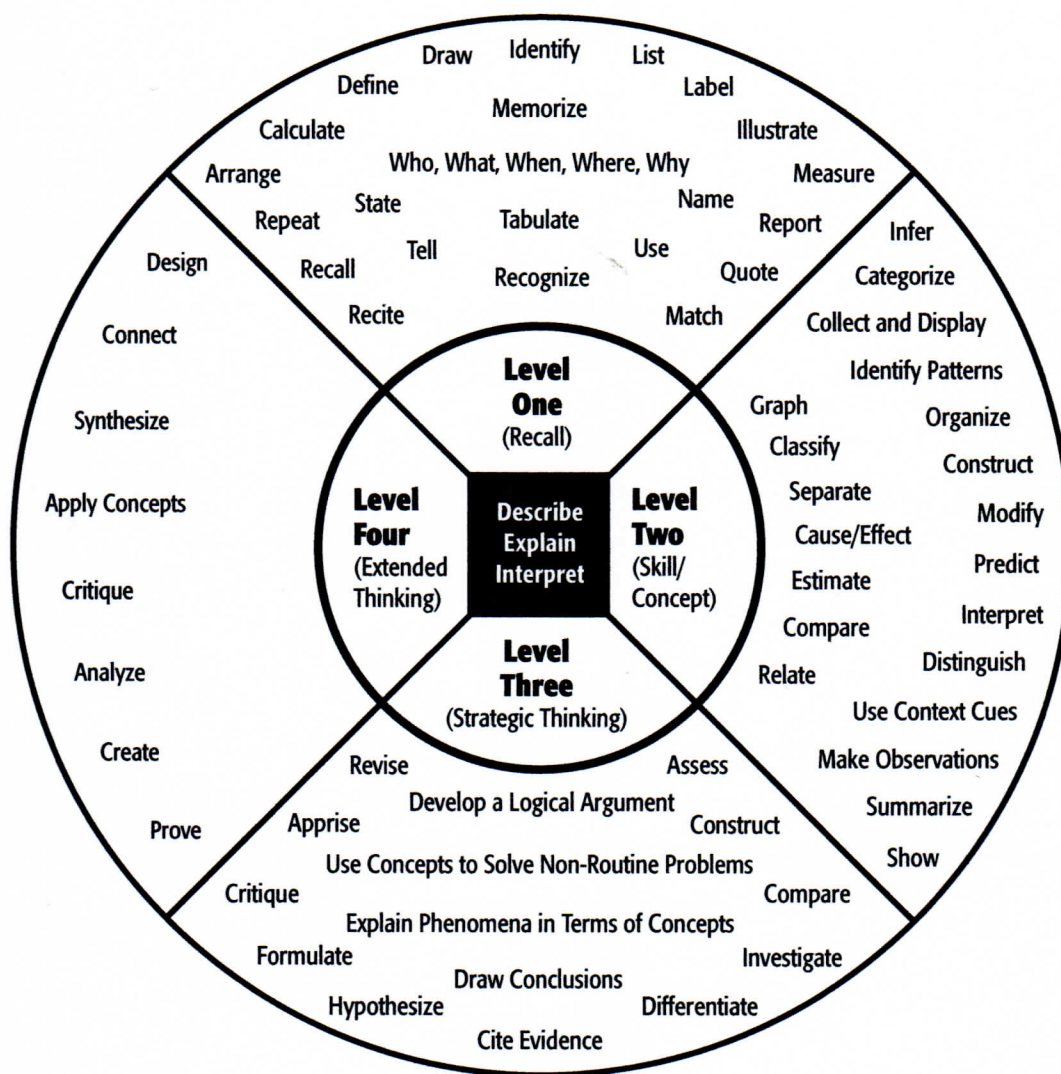


INFORMATION

CONCEPTS

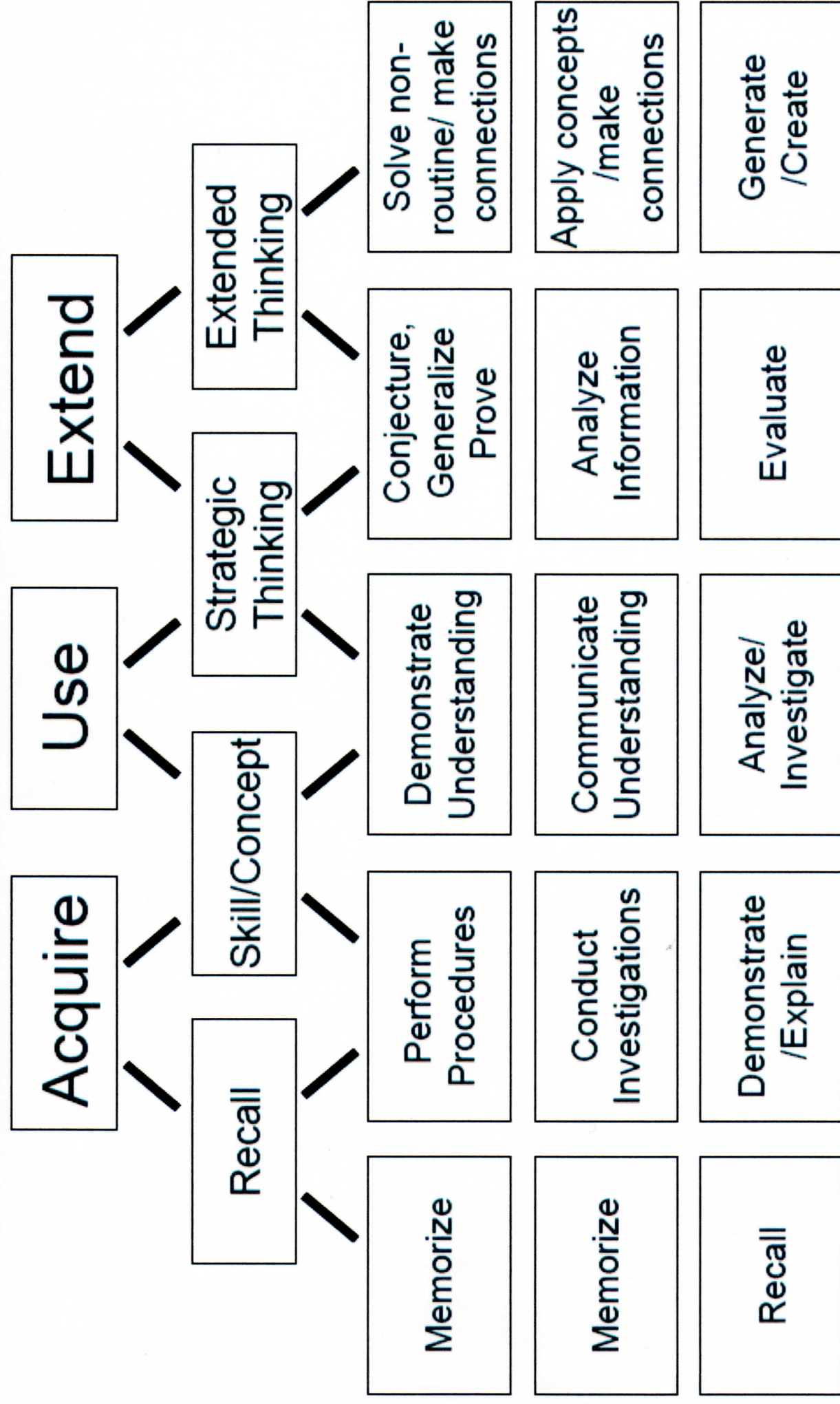
Our lesson plans must include specific objectives for information students are expected to remember, concepts students should understand, and skills, *so that students are able to process the information and further develop conceptual understanding.*

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Expectations for Student Performance



CTE Topic	Academic Topic
Possible Projects	

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3 – 2 – 1

3 concepts essential to developing Common Core aligned instructional bundles I will remember are ...

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2 actions I will take between now and our next session...

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1 question I still have about this process is....

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