Transitioning to Common Core Standards through Professional Development

Train the Trainer Session for Kindergarten Lead Teachers

Teachers use jump ropes to form geometric shapes and describe their attributes.

MCC.K.G.2 Correctly name shapes regardless of their orientation or overall size.
Teacher Survey Data Year 1

Teachers’ Views on How Prepared They Are to Teach the Common Core Standards

- Very prepared: 27%
- Somewhat prepared: 22%
- Somewhat/Very unprepared: 51%

Lessons Learned

- Sketchy implementation in kindergarten classrooms
- Lead Teachers not given time to redeliver PD
- Little to no monitoring by site administrators
- Misalignment of current core materials
- District staff overextended in the search for quality resources
- Instructional coaches require additional support
Plan-Do-Act- Check

A Culture of Reflective Practice

Osceola Timeline Year 2

<table>
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<th>Dates</th>
<th>Events</th>
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<tr>
<td>August 2012</td>
<td>Superintendent Luciano Supports Full K-2 Implementation</td>
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<tr>
<td>August 2012- June 2013</td>
<td>Contract with Marzano Research Lab to provide Administrator, Coach and Teachers Training (Training Plan based on Surveys and Feedback)</td>
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<tr>
<td>August 2012- June 2013</td>
<td>Initiate Reflective Visits K-12</td>
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<tr>
<td>August 2012- June 2013</td>
<td>Monthly CCSS Update Meetings and or training for</td>
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<td></td>
<td>- Board Members</td>
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<td></td>
<td>- School Leaders</td>
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<td>- School Improvement Cadre</td>
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<td>- Instructional Coaches</td>
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<td>October 2012</td>
<td>Next Steps Planning with School Leaders</td>
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<tr>
<td>January 2013</td>
<td>ACSD Common Core PD for District and School Leaders</td>
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<tr>
<td>January-May 2013</td>
<td>District Resource Teachers develop and deliver grade specific PD in ELA and Mathematics at every elementary site</td>
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<tr>
<td>January-May 2013</td>
<td>Instructional Coaches support teachers on site with lesson development, resources and lesson delivery</td>
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On-Site PD for Teachers in Grades 1-2

- Rolled out in Three Phases
- Two Training Teams (District Resource Teachers ELA and Math)
- 28 Elementary Schools
- 448 teachers
- Substitutes provided through C&I

Reflective Visits

One Voice, One Direction, One Destination...

Unlimited Student Achievement

Reflective Visit

Date: ______________________

School Name: ______________________

Benchmarks

1. Do students understand benchmark / objective? ______
2. Do students know why it is important? ______
3. Do students know where they are in order to achieve benchmark? ______ (Proficiency Scale)

Differentiated Instruction

1. Do students know why they are being pulled for small group instruction?
   Example: I am being pulled as I am only at a “C” proficiency and I need to understand x, y, z in order to be proficient.
2. Instruction varied from group to group?

Data

1. Goal Setting - are students setting their own goals?
2. Do students know their own data?
3. Can students explain what their data means?
4. Are proficiency scales being used with targeted benchmarks?
   Proficiency > 3

What do students need to know or be able to do in order to be proficient? Specifically - skills / knowledge
Snapshots of Common Core Standards Implementation

School District of Osceola County, Florida

LACC.2.W.1 Writing opinion pieces using valid reasoning and valid and sufficient evidence
Teaching students how to incorporate evidence in written responses

LACC.1.RIT.7 Use the illustrations and details in a text to describe key ideas
LA.CC.2.RI.5 Know and use various text features (eg: captions, bold print, subheadings, etc.)

Student Scales
LACC.2.RI.2 Identify main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Teacher employs probing questions during guided reading....
Checking for Understanding

Talking about books

Rich classroom library
Mathematics Vocabulary

MCC.1.NBT.2 Understand that the two digits of a two digit-number represent amounts of tens and ones.
MACC.3.NF.3b Recognize and generate simple equivalent fractions. Explain why fractions are equivalent by using a visual fraction model.

Student work samples
Multiple pathways to understanding

School based professional development to understand the math standards.
Students engage in collaborative conversations to problem solve during mathematics practice.

Contact us...

Dr. Lissette Brizendine- Asst. Superintendent for Elementary Curriculum and Instruction
brizendl@osceola.k12.fl.us
407-870-4849

Elaine M. Grohol, EdS- Director for Elementary Curriculum and Instruction
grohole@osceola.k12.fl.us
407-870-4953