

Shelley School District: Unpacking the CCSS and Increasing Student Achievement Through Total Instructional Alignment

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Common Core and TIA: Objectives

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- **The Goal**
 - Increased Student Achievement
- **The Purpose**
 - 21st Century College And Career Readiness
- **The Challenge**
 - Pk-16 Seamless Education
- **The Current Initiative**
 - The Common Core State Standards (CCSS)
- **The Solution**
 - Total Instructional Alignment (TIA)



TIA: An Overview

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- Inaugurated in Spring 2008
- Process vs. product oriented
- “Living documents”
- Horizontal & vertical alignment
- Standards, curriculum, instruction & assessment

Common Core State Standards (CCSS)

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Current CCSS Initiative

- Standards for Mathematics and English Language Arts and
- Literacy in History/Social Studies, Science & Technology.
- Provide criteria for completion of instruction in each content area, in each grade level.
- Identify the KSA that students must acquire and be able to demonstrate through performance.

CCSS: By Whom?

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- Developed by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) between 2009 and 2010.
- Supported by the American Federation of Teachers (AFT).

Why CCSS?

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- Resulted from three major national concerns:
 - High school graduate readiness for college and careers.
 - US preparedness to compete in a global economy.
 - Intolerable achievement gaps between minority and non-minority students.

TIA And PLCs: Objectives

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TIA And PLCs: Partnership for Increasing Student Achievement

1. What is it that we want our students to learn (to know and be able to do)?
2. How will we know they have learned and learned well?
3. How will we respond to those students who have not learned?
4. How will we challenge those who have learned (or had prior knowledge)?



TIA And PLCs: Objectives Worksheet

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Shelley TIA PD Sheet		<i>TIA and PLCs: Objectives</i>	
<i>What is it that we want our students to learn (to know and be able to do)?</i>	<i>How will we know they have learned and learned well?</i>	<i>How will we respond to those students who have not learned?</i>	<i>How will we challenge those who have learned (or had prior knowledge)?</i>

Multi-Faceted Training Model

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- Eight-component training model:
 1. Facilitator Training
 2. Working Conference
 3. Focus Group
 4. Administrator Training
 5. Collaborative Partnerships
 6. Regional Advisory Team
 7. Professional Development
 8. TIA Enterprise Portal

Common Core and TIA: Training Process

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- Three major events
 - January: Focus Group Workshop
 - April: Facilitator Training
 - Summer: Working Conference

Common Core and TIA: A Novel Process

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How TIA Works

- Team-based: 5-7 educators (now 4-5)
- Technology-supported – Dell Partnership
- Small group collaboration
- Linked by grade level AND content area

CCSS: Implementation Is Key

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CCSS

- Fewer standards with more rigor
- Aligned with college and workforce expectations
- Focused on desired results, not the means

TIA

- Focuses on implementation-the key to CCSS success
- Provides facilitation for unpacking and alignment of CCSS
- Incorporates aligned instruction and aligned curriculum resources
- Requires construction and alignment of sample assessments

Research Study

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- Written survey (N = 480)
- Summer working conference
- Three components:
 - Concerns regarding CCSS (pre-training)
 - Supports needed to alleviate concerns
 - Perceptions regarding professional development effectiveness (post-conference)

Results (N=335)

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- **Pre-Training Concerns**
 - Relating CCSS to assessment design (137 or 35.7%)
 - Applying CCSS to instruction (87 or 22.7%)
 - Connecting CCSS to student achievement (61 or 15.9%)
- **Supports Desired**
 - More time with the CCSS (208 or 54.2%)
 - More collaboration/discussion (283 or 73.7%)
 - More in-service training (219 or 64.8%)
- **Post-Conference Perceptions**
 - TIA will assist with CCSS implementation (216 or 56.3%)
 - TIA provides curricular/instructional/assessment connections (303 or 78%)

Conclusions

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- “The missing piece for today’s teachers is a detailed account of how to establish the clear, effective, learning objectives that will support subsequent sound decisions about instruction and assessment” (Reeves, 2011, p. 4).
- Idaho TIA provides a framework to assist teachers with unpacking standards and with subsequent vertical and horizontal alignment.
- “What kids should know and be able to do” becomes crystal clear.

Idaho TIA 2012

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- Increased student achievement is the target!
- We are confident that the TIA focus on teacher support will succeed!
- The goal is for TIA 2012 to be more effective than ever before in helping teachers implement the CCSS!

TIA And PLCs: Objectives

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TIA And PLCs: Partnership for Increasing Student Achievement

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Frank Dufour



TIA And PLCs: Objectives Worksheet

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Shelley TIA PD Sheet		<i>TIA and PLCs: Objectives</i>	
<i>What is it that we want our students to learn (to know and be able to do)?</i>	<i>How will we know they have learned and learned well?</i>	<i>How will we respond to those students who have not learned?</i>	<i>How will we challenge those who have learned (or had prior knowledge)?</i>

Common Core and TIA: A Novel Process

Working Template: ELA

Domain: Conventions of Standard English					Pacing Guide	
Strand: Language - L						
Essential Questions:						
Anchor Standards	CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
L.CCR.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., <i>group</i>).	Sample Content Objective: Sample Language Objective	<ul style="list-style-type: none"> Review the definition of a singular noun. Distinguish proper usage of collective nouns. <p><i>Ex: group, class, herd, and team.</i></p>	Prior		Idaho Standard: 2.LA.5.3.1-2.LA.5.4.2
		Sample ELL Strategy		Explicit		
		Sample ELL Strategy		Introductory		

CCSS Implementation Exercise : ELA Grade 1

Domain: E.g. Key Ideas and Details With prompting and support, ask and answer questions about key details in a text.		Grade 1: Ask and answer questions about key details in a text.	
		Grade 2: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
Strand: E.g. Reading Standards for Informational Text - RI			
Essential Questions:			
Anchor Standards	CCSS Standards	Task Analysis	Vocabulary
E.g. RI.CCR.1. Reading: closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	E.g. RI.1.1. Ask and answer questions about key details in a text.		Prior
			Explicit <ul style="list-style-type: none"> •
			Introductory <ul style="list-style-type: none"> •
Idaho Standard Compatibility			

CCSS Implementation Exercise : Math Grade 1

Domain: Operations and Algebraic Thinking 1.OA				Pacing Guide	
Standard: Represent and solve problems involving addition and subtraction.					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Items	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	e.g., Sample Content Objective: Sample Language Objective	<ul style="list-style-type: none"> • 	Prior <ul style="list-style-type: none"> • 		Idaho Standard:
	Sample ELL Strategy		Explicit <ul style="list-style-type: none"> • 		

TIA Portal: COE ISU

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- [TIA Portal: COE ISU](#)

Common Core Portal

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- Official Common Core sites.

www.corestandards.org

<http://www.corestandards.org/the-standards>