

Common Core Path to Excellence



**A THREE YEAR ROADMAP TO SUCCESS
AT SPOON RIVER VALLEY CUSD #4**

The Winds of Educational Change continue to Blow!



- Beginning the 2014-2015 school Year, there will be a new accountability system in Illinois.
- The new system is being developed by the Partnership for the Assessment of Readiness for College and Careers (PARCC)
- It will initially be linked to Common Core Standards in English, Language Arts, and Math.

PARCC



Primary Goal of PARCC

- To create an assessment system that will assist states to dramatically increase the number of students who graduate high school ready for college and careers and provide students, parents, teachers, and policymakers with the tools they need to help students from grade 3 to high school stay on track and graduate prepared.

New Assessment System



Three Major Components

- Support for Lowest Performing Schools
- Longitudinal Data System
- Effective Teachers and Leaders

Support for Lowest Performing Schools



- School Improvement Grants (SIG's)
- Statewide System of Support
- State intervention

Illinois Longitudinal Data System



- Establish a statewide transcript system for middle and high school
- Integrate student level data with administrator data
- Expand connections to postsecondary and ultimately to careers
- Expand data collection to Early Childhood
- Think of a Pre-K to Grade 20 system

What will be the same?



- Continued focus on standardized test scores and other data points
- The School Improvement Planning Process
- Continued focus on ensuring student success one student at a time
- Overall uncertainty about school finance in Illinois
- Continued constant change.

What will be different?



- The National Common Core Standards in Reading and Math- <http://www.isbe.net/ADP?default.htm>
- Our exit outcomes will need to be modified to reflect the new standards
- Authentic Assessments will need to be developed and aligned to the Common Core Standards; rigor must increase

What will be different?



- We will need to develop a Certified teacher and Administrator Evaluation Plan to incorporate new summative ratings and is based, in part, on student achievement
- Public Act 096-0861 mandates the need for a new evaluation plan

What will be Different?



- Some teaching assignments will be different as we face a declining student population base.
- There will be direct budgetary implications for Spoon River Valley CUSD #4 that will affect staff over time.
- All teachers **MUST** teach differently going forward than in the past.

What will be different?



- Outcomes, properly aligned to the common core standards must drive instruction
- We must be prescriptive in terms of telling you what to teach
- Technology must be stressed in your teaching pedagogy
- Emphasis must be on application of concepts and not just knowledge of concepts

Creating a Culture of Achievement



Implications for Staff

- All district staff must be willing to take responsibility for student success.
- We know staff are working hard and we appreciate those efforts. We must continue that effort going forward.
- We must remember we are here to teach **students** and not necessarily a particular grade or subject
- All of us must find new ways to do old things

Why do this?



- Our long term viability as a district depends on our ability to attract and retain students in our district.
- To not do what is being suggested means that our district will fail to adhere to the section in our Mission Statement that states, “Make decisions based on academic achievement”. In turn we will ultimately lose programs and staff.

Standards and Assessment



- A new statewide assessment system will be in place for the 2014 (Fall)-2015(Spring) school year.

Standards and Assessment



- What will the new assessment look like?
- Assessments will be computer based
- Performance tasks will be included
- PARCC assessments will be used for accountability, comparability and evaluations (teachers and principals)
- Assessments will provide timely feedback to inform instruction.

Standards and Assessment



What we know:

- ISAT and PSAE will be used until 2014
- Pilot items will be incorporated into ISAT this year; this will impact scores
- This entire process is about changing instruction
- Teaching and assessing will be different.

Standards and Assessment



What we know

- We have to RAISE expectations for all kids and for teachers
- Common Core should be fully implemented school year 2013-14
- New preliminary Standards for Science were released and new standards for Social Studies are on the way.

Final thoughts about this Process



- A change in Reading assessment is coming: 50% will be on reading fiction and 50% reading for information. We need to continue to be focused on writing based on what they have read as well
- K-2 assessments are in the works. The new third grade is the old sixth grade
- It is no longer what kids know, it is about what kids DO with what they know
- In the new testing system first, second, ninth and tenth grade students will also be tested.

Final thoughts about this process



- We must focus on what is important. We must teach fewer concepts in more depth than more concepts with less concentration
- The textbook is not the curriculum guide. Standards must drive what we teach.
- Going forward we will be looking at new course sequences in the core areas. For example, in high school we will be looking to transition Math I, Math II, Math III and Math IV. Similar patterns will occur with English, Science and Social Studies over time.

Final thoughts about this Process



- Outcomes need to be sequential and aligned to the Frameworks. Newly designed tests will be cumulative based on sequencing outlined in the Frameworks
- Embrace technology: Smart phones, iPads, netbooks and notebooks
- We must find a way to successfully utilize these devices in class and not rule them out as a learning tool.
- We must encourage a significant parent component in the process

Questions?



- Refer to Common Core Grid Timeline attachment.

Spoon River Valley CUSD #4

Common Core Path to Achievement

By K. Scot Reynolds

COMMON CORE PATH TO ACHIEVEMENT

Summer 2012

August 16, 2012

This document is designed to outline the necessary steps that must be taken to align our curriculum to the new mandated Common Core Standards and to bring our certified staff and administrator evaluations into compliance with new regulations concerning student growth. This will be a four year project with many moving pieces. However; at the end of the time, our curriculum and our certified staff evaluation process will meet the requirements of the legislation and more importantly, lead to improved student performance. This document is intended to be a living, breathing document that will undoubtedly change over time as new information and interpretations of the new law come forth. We will change and adapt this document accordingly. For now, this document is designed to be the road map from which we will begin our journey.

YEAR	COMMON CORE	TEACHER EVALUATION	PRINCIPAL EVALUATION	SENATE BILL 7 REQUIREMENTS
2011-2013	<ul style="list-style-type: none"> Conduct conversations with staff about the difference in focusing on Mastery and Student Growth Finalize Exit Outcomes Alignment to new Common Core Standards Discuss effective, formative assessments. Hold Vertical and Horizontal Articulation Meetings to ensure proper alignment of the new standards Create Common Assessments for ALL exit outcomes focusing on rigor and alignment 	<ul style="list-style-type: none"> Begin discussion with staff about recent changes in the law and what the changes mean for us. Specifically focus on "student growth" aspect of the new system Seek agreement with SRVTA to change rating categories to new rating categories in current evaluation instrument and define those. Completed Fall, 2011 Conduct preliminary discussions with SRVTA _ Proposed rules re PERA _ Preliminary 	<ul style="list-style-type: none"> Change Administrator Evaluations to reflect new rating categories Define new rating categories Create new Principal Evaluation Plan Review new Principal Evaluation Plan with Admin Team and seek their feedback Update Admin Job Descriptions to alignment to Illinois Professional Standards for School Leaders (Completed) Discuss/study "student growth" components for administrator evaluations 	<ul style="list-style-type: none"> Conduct joint Committee meeting to discuss Honorable Dismissal List by December 1, 2011 (Completed) Process for determining Honorable Dismissal List must be finalized by Feb. 2, 2012 Prepare the "75 Day List" Prepare the "45 Day List" Prepare the May 10th List _establishes categories of teachers and qualifications for the 2012-

	<ul style="list-style-type: none"> Conduct Needs Analysis of Staff Development Create effective information campaign for stakeholders 	<p>review of Danielson Model August, 2012</p> <ul style="list-style-type: none"> Conduct Needs Assessment of certified staff re Danielson Model. To be completed at Jan. 2013, Teacher Institute. Review state model if available 	<ul style="list-style-type: none"> Discuss/determine how much student growth is sufficient Finalize indicators of Student Growth for administrator evaluations Revise process to reflect new timelines and requirements (student growth) (Completed) 	<p>2013 RIF Cycle</p> <ul style="list-style-type: none"> Update Board on new training mandates effective 1-1-2012 (Completed, on-going)
2013-2014	<ul style="list-style-type: none"> Start creation of Pre and Post assessments for all exit outcomes based on alignment to common core for ALL classes Implement assessments on PILOT basis second semester Create formative assessments for all exit outcomes Continue information campaign for stakeholders 	<ul style="list-style-type: none"> Form study committee and begin holding voluntary meetings using "book study" format Focus on Danielson's model and the book Enhancing Professional Practice, 2nd edition Discuss/Define indicators of student growth Discuss/determine how much student growth is sufficient Review 4 Domains, 22 component and 76 element of Danielson Model with staff to create awareness of each for all certified staff (Winter/Spring 2013) Review state model (April, 2013, In-service) 	<ul style="list-style-type: none"> By September 1, 2012, new process for valuation of principals must be in place: Prior to Oct 1: conduct meeting to set student growth metrics and targets Prior to Oct. 1: establish professional growth goals Evaluation must be completed by March 1 each year 	<ul style="list-style-type: none"> Conduct Joint Committee meeting to discuss Honorable Dismissal List by December 1, 2012 Process for determining honorable Dismissal List must be finalized by Feb. 2, 2013 Prepare the "75 Day List" Prepare the "45 Day List" Prepare the May 10th List _establishes categories of teachers and qualifications for the 2012-2013 RIF Cycle Assist Board of Education in meeting training mandates (Completed)
2013-2015	<ul style="list-style-type: none"> Introduce assessments to determine baseline student performance (Pre and Post Test) and formative assessment to determine student attainment of 	<ul style="list-style-type: none"> Suggest – Use this year as a "pilot year" for new evaluation system Use new model - incorporate student growth info to show impact of student growth on summative 	Repeat Cycle	<ul style="list-style-type: none"> Conduct Joint Committee meeting to discuss Honorable dismissal List by December 1, each year Process for determining Honorable

	<p>individual exit outcomes</p> <ul style="list-style-type: none"> • Continue informative campaign for stakeholders 	<p>evaluation rating</p> <ul style="list-style-type: none"> • Create “Formal” committee to develop the new system to meet requirements of the new law (180 day statutory date and requirement to be determined) 		<p>dismissal List must be finalized by Feb., each year</p> <ul style="list-style-type: none"> • Prepare the “75 Day List” • Prepare the 45 Day List” • Prepare the May 10th List -establishes categories of teachers and qualifications for the 2013-2014 RIF Cycle • Assist Board of Education in meeting training mandates (on-going)
2014-2015 and beyond	<ul style="list-style-type: none"> • First year of full implementation of curriculum aligned to the new common core, and new assessments to determine student growth 	<ul style="list-style-type: none"> • First full year of implementation of new teacher evaluation system*= (Date to be jointly determined) New system will reflect student growth and practice component. 	Repeat Cycle	Repeat Cycle