Looking Through the Wide-Angle Lens: Districtwide Implementation of the Common Core

New Mexico CCPD
Common Core Advanced Institute: Drilling Deeper for Stronger Results
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Introductions

Where are you in your journey of implementing the CCSS?

☐ Role?
☐ What’s happened already?
☐ How’s it going?
☐ Challenges?
☐ Celebrations?
Today’s guiding questions

- What do we know about change and the needs of adult learners?
- What are the changes we seek in the transition to CCSS?
- How might we intentionally design our transition plan so that it is successful?

Moving information into action; changing behaviors from years of habit

“One of the best examples of good teaching I have ever encountered was with a golf professional. On my first lesson, he said, ‘Here is a bucket of balls … hit ‘em.’ A few minutes later, he wandered back and said, ‘Keep hitting them, only this time, keep your head down, eye on the ball.’ By the next bucket of balls, he had introduced one more skill for the day … no more. Before a few weeks were out, he had quietly attended to my feet, grip, shoulder level, and follow through. A few years later, I realized with a start that every single one of my problems was visible on the first lesson. If he had attended to all of them that first day, I would probably had missed the ball entirely and resigned in disgust from ever playing golf again.”

—Donald Graves, from Writing: Teachers and Children at Work (1983)
Principles and themes of change

- Change is a process, not an event … it takes time and persistence.
- Individuals go through stages in the change process and have different needs at different stages.
- Change strategies are most effective when they are chosen to meet people’s needs.

Why does change fail?

Number 1 reason:
We’re not clear on what we’re trying change …
Dennis Sparks:

“Experts in planning often say that one of the most common mistakes that people make in planning is to begin to do activities without a clear understanding of either what they’re trying to accomplish or what the barriers are to that accomplishment.”

Dennis Sparks:

“So one of the most important things as a school faculty can do together is to make sure they clearly understand what they’re trying to achieve, that they can literally see it in their mind’s eye what it would look like if this change were never made in their classrooms or school.”
What is our end in mind as we implement CCSS?

What are the challenges?

- What questions are you hearing from teachers?
- What misconceptions do you observe/hear?
- What implementation challenges are you already anticipating or experiencing?
Kouzes and Posner: Why is it so hard to successfully implement?

- Failure to understand the power of vision and to communicate it powerfully, through word and deed.
- Failure to create a sense of urgency. If people don't understand why change is needed, then they stay in their comfort zones.
- Failure to create a coalition for change. You have to get the “movers and shakers” on board at the beginning.

- Failure to remove obstacles to change. They hold you up, and exhaust the energy and resources.
- Failing to achieve “quick wins.” They prove it is not only possible, but relevant.
- Declaring victory too soon. If you don't keep at it, it vanishes overnight. Change has to become embedded, habituated, and part of the culture.
Proactively Designing Our Plan

Step 1: Create a sense of urgency

- What message do we want to share about the Common Core State Standards/quality first instruction/21st century learning?
- What methods have you used or seen used to communicate this message?
What do we really want?

- Compliance?
  - Fear-based
  - “Big Brother”
  - Moses approach
- Commitment?
  - Inspiration—student centered
  - Encourage the heart
  - Teamwork

(Sinek, Start With Why: How Great Leaders Inspire Everyone to Take Action, 2009)
Walking survey

What strategies have you used to create a sense of urgency relative to the CCSS?

Step 2: Build a guiding coalition

- Traditional:
  - District leadership team
  - School leadership team

- Inclusive:
  - Representative teachers
  - Teachers’ association
  - Other stakeholders: community, parents, etc.
Guiding coalition:
- Guiding principles
- Vision
- Plan for implementation

Step 3: Create the vision

Have we clearly defined the “end in mind” in our plan?
- Can we paint a clear picture of that change?
  - What tools might we use?
  - What examples might you share?
- How have we communicated that to all stakeholders, particularly those who have to make the shifts (for input/ideas)?
Step 4: Communicate the vision

- In what ways has the message been communicated?
  - By whom?
- What is the “message behind the message”?

Guiding questions for clarifying the change

- What does it look like to teach to the CCSS?
- In best practice, what will we (teachers) and students be doing? What wouldn’t we see happening (non-examples of best practice)?
- Are there some alternatives to this strategy/approach that are also acceptable?
From mission to vision to action

Guiding Principles

Mission

Vision

Goals and Actions

What is our goal?

How would it look if it were successfully implemented?

What steps do we need to take to get from our current reality to our desired vision?
LITERACY

Implementation of Common Core State Standards

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>2012-13</td>
<td>All teams will become familiar with the common core state standards and begin to incorporate strategies in support of their attainment. Teachers will engage in professional learning within a variety of contexts to support the following instructional shifts: &lt;br&gt;• Building knowledge through content-rich experiences across disciplines, including social media, blogs, and the real world &lt;br&gt;• Reading, writing, and speaking grounded in evidence from text (both literary and informational) &lt;br&gt;• Develop practice with complex text and academic language across disciplines</td>
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<tr>
<td>2013-14</td>
<td>All teachers will teach a minimum of 2 CCSS-aligned units developed or adopted by teams. Professional learning will focus on continued work in literacy, with an expanded focus on writing, including: &lt;br&gt;• Writing for argumentation, developing evidence from multiple sources &lt;br&gt;• Range of writing within extended and narrow channels (across the disciplines) in integration of authentic and summative assessments</td>
</tr>
<tr>
<td>2014-15</td>
<td>All teachers will fully implement CCSS-aligned instruction. Professional learning will focus on continued work in extended activities, leading to the development of writing and argumentation at the 21st century skills of: &lt;br&gt;• Collaboration &lt;br&gt;• Communication &lt;br&gt;• Critical thinking &lt;br&gt;• Creative/Innovation &lt;br&gt;In concert with this emphasis, there will be increased use of performance tasks as assessments.</td>
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Goal Areas

Capacity building and collaboration

<table>
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<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>2012-13</td>
<td>Provide 3-dayProfessional Development Institute for TAPs and potentially department champions/lead teachers with a focus on literacy and supporting change at their sites. Release TAPs and teacher leaders for 2 days each month to receive updated training. &lt;br&gt;• Send cadre of teachers to UCI writing/History project</td>
</tr>
<tr>
<td>2013-14</td>
<td>Provide exemplary units across disciplines and grade levels &lt;br&gt;• Provide literacy training to administrators (separate sessions for elementary and secondary)</td>
</tr>
<tr>
<td>2014-15</td>
<td>Expand exemplary units across disciplines and grade levels, with increased emphasis on embedded performance tasks</td>
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Resource Development

Administrator Training and Support

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<th>Year</th>
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<tbody>
<tr>
<td>2012-13</td>
<td>Develop new SBCR site for CCSS literacy &lt;br&gt;Establish and train Middle School Task Force &lt;br&gt;Provide PK-12 training to STEM sites</td>
</tr>
<tr>
<td>2013-14</td>
<td>Create unit development across disciplines and grade levels &lt;br&gt;• Before distinctive units and identify exemplary teaching materials</td>
</tr>
<tr>
<td>2014-15</td>
<td>Provide continued training in literacy, with an expansion in the area of writing</td>
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Teacher Training

Support for implementation

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<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>2012-13</td>
<td>Release all elementary teachers for full day to receive orientation on literacy &lt;br&gt;Organize teaching videos for on-demand access</td>
</tr>
<tr>
<td>2013-14</td>
<td>August Academy: Provide leveled pacing guides across units to elementary teachers. Simulated training throughout the year is provided for each unit. &lt;br&gt;Design and deliver embedded &amp; direct PD focused on writing across disciplines</td>
</tr>
<tr>
<td>2014-15</td>
<td>Provide protocols for team processes &lt;br&gt;Provide sample IPGs for teachers &lt;br&gt;Conduct administrator support sessions (i.e. leading artifact of implementation, etc.)</td>
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Site Support for CCSS Transition

Managing Implementation

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<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>2012-13</td>
<td>Site Leadership: Ensure that teachers participate in orientation training and focus on CCSS standards and lead to inclined</td>
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</table>
Step 5: Empower everyone

- What do we mean by “everyone”?
- With knowledge
- With resources
- With support

Use the guiding questions of a PLC …

<table>
<thead>
<tr>
<th>Guiding question</th>
<th>Implications for teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do we want students to know and be able to do?</td>
<td>Unwrap the standards to build clarity.</td>
</tr>
<tr>
<td>How will we know they are learning?</td>
<td>Examine and design assessments.</td>
</tr>
<tr>
<td>How will we respond when they aren’t learning?</td>
<td>Examine strategies for scaffolding and support students at all levels.</td>
</tr>
<tr>
<td>How will we respond when they already learned it?</td>
<td></td>
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When teachers feel that something is being done to them, it is much harder to support change.

Step 6: Celebrate short-term wins

- What should we be looking for?
- How might we celebrate?
  - At what level? District? Site? Team?
Make connections to what is already happening …

As a staff, identify the things that are:

What we know about change …

The reality is that big change is messy. Not only that, change comes in clusters with rumblings of further big changes. Knowing that you’re not alone helps … it’s all about relationships …
The three stages of backward design

1. **Identify desired results.**
   - What do we want teachers to know, do, understand (that leads students to success in the CCSS)?

2. **Determine acceptable evidence.**
   - What would we see happening in the classroom?
   - At the team level?
   - At the schoolwide level?

3. **Plan learning experiences and instruction.**
   - What professional learning and support will teachers need to reach this end in mind?

When designing professional development, remember that adult learners like things that:

- Are practical and problem-centered.
- Promote their positive self-esteem.
- Integrate new ideas with existing knowledge.
- Show respect for the individual learner.
- Capitalize on experience.
- Allow choice and self-direction.
Michael Fullan

Fullan (1991) notes that we over assume the capacity of teachers to move actively into implementation without a substantial amount of help and assistance, provided particularly by staff development.

(Fullan, The New Meaning of Educational Change, 1991)

Looking at what we know …

- Professional development is not an event.
- There is no such thing as “one size fits all” professional development.
- The closer to home, the higher the likelihood that practice will change.
- Drive-bys don’t work.
  - Jumpstarts vs. shot in the dark
Quality professional development

- Focuses on deepening teachers’ content knowledge and pedagogical skills
  - Using what we know about adult learning
- Includes opportunities for practice, research, and reflection
  - Utilizes data/evidence drawn from student work
- Is embedded in educators’ work and takes place during the school day

<table>
<thead>
<tr>
<th>Date:</th>
<th>Teacher:</th>
<th>Class:</th>
<th>Text Unit:</th>
<th>Lesson Plan:</th>
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**CCSS Evidence Guide for Planning and Practice in a Single Lesson – English Language Arts, Grades 6-12**

The Skills required by the Common Core State Standards in English Language Arts and Literacy are:

1. Reading: Citing text evidence
2. Writing: Conventions of standard English grammar, usage, and mechanics
3. Speaking and listening: Speaking and listening

**Evidence Observed and Noted**

<table>
<thead>
<tr>
<th>Evidence Observed or Noted</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. A high-quality text (for multiple texts) is at the center of the lesson.</td>
<td>Yes</td>
</tr>
<tr>
<td>B. Students are engaging in meaningful conversations and are using evidence to support their ideas.</td>
<td>Yes</td>
</tr>
<tr>
<td>C. The lesson includes opportunities for both whole class and small group instruction.</td>
<td>Yes</td>
</tr>
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</table>

This guide aims to provide evidence examples of what the Common Core State Standards for English Language Arts in grades 6-12 look like in daily planning and practice. It is designed as a developmental tool for teachers and those who support teachers.
Products

- Unwrapped standards
- Pacing guides/curriculum maps
- Sample units
- Model lessons
- Sample assessment/performance tasks
- Rubrics

The good news …

We’ve got approximately 46 states doing the same thing … sharing is the key!
Observing models and examples

Develop practical understanding of the research.
- School and classroom visitations
- Peer observation
- Instructional artifacts
- Co-planning, i.e., lesson study
- Audio/video examples

Taking action

- What activities and products will support teachers' understanding and implementation of the CCSS?
- How are you organizing resources?
- How are you communicating and sharing these resources?
- How are you helping people “filter” all that’s coming to them?
- What areas are you prioritizing for your rollout?
- What strategies are you using to provide quality professional development?
Looking ahead

“We must not, in trying to think about how we can make a big difference, ignore the small daily differences we can make which, over time, add up to big differences that we often cannot foresee.”

—Marian Wright Edelman
Thank you!

To schedule professional development at your site, contact Solution Tree at 800.733.6786.