

Transitioning to Common Core

Hood River County
School District

Transition Plans

Math and
English Language Arts

Proposal for Transition to Common Core Math by 2014-15

This year	2012-13	2013-14	2014-15
Prep K-2	Implement K-2	Revise/refine K-2	K-2 Ready
	Prep 3-5	Implement 3-5	Revise 3-5 3-5 Ready
Prep 7-8	Implement 7-8	Revise 7-8	7-8 Ready
	Prep 6	Implement 6-8	Revise 6-8 6-8 Ready
HS planning			
Prep Algebra	Implement Algebra	Revise Algebra	Algebra Ready
	Prep Geometry	Implement Geometry	Revise Geometry Geometry Ready
		Prep Stats	Implement Stats

For more information about Common Core Math go to www.ode.state.or.us/go/commoncore



DRAFT: Hood River County School District: Transition to Common Core State Standards

Note: Common Core State Standards will be assessed during the 2014-2015 school year with Smarter Balanced Assessment

2011-2012	Summer 2012	2012-2013	Summer 2013	2013-2014	Summer 2014	2014-2015
Awareness				Transition		Implement
Committee, PLC and Professional Development activities	K-5 Design Essential Maps Reading Units: Prioritize essential standards. Align new common core standards to curriculum and assessments (make sure we have a guaranteed and viable curriculum that aligns to CC; how will we know if they have learned it? Assessments will need to match new standards)	Develop monthly pacing calendars (or yearly); develop a plan for making sure students have the opportunities to learn new material, but also have extra time and support if needed; need to know the map for getting to the end result	What materials do we need to bridge?	Adoption: Pilot and Adopt ELA materials – implement fall of 2014	Professional Development on new adoption materials	Implementation <ul style="list-style-type: none"> Materials in classrooms Formative Assessments Discussion and revision of quarterly work
	Further awareness of Common Core standards for all teachers (help all teachers know standards, what are expectations of students to know/be able to do (identify learning targets), what instructional strategies are best for students to learn these standards?)	Needs assessment. Professional development for all teachers on CCSS alignment (transition plans developed by small groups to be communicated to all teachers)				
	Identify existing materials and find "holes" Begin looking at in-district Bridge materials	Adoption: Look at Bridge materials adopted by State Board				

FOR MORE INFORMATION ABOUT COMMON CORE ELA GO TO THE ODE WEBSITE: <http://www.ode.state.or.us/go/commoncore>








FOR MORE INFORMATION ABOUT THE SMARTER BALANCED ASSESSMENT GO TO: <http://www.smarterbalanced.org/>



6-12
ELA

DRAFT: Hood River County School District: Transition to Common Core State Standards

Note: Common Core State Standards will be assessed during the 2014-2015 school year with Smarter Balanced Assessment

2011-2012	Summer 2012	2012-2013	Summer 2013	2013-2014	Summer 2014	2014-2015
Awareness				Transition		Implement
Committee, PLC and Professional Development activities, writing aligned to CCSS	6-12 Design Essential Maps Reading Units: Prioritize essential standards. Align new common core standards to curriculum and assessments (make sure we have a guaranteed and viable curriculum that aligns to CC; how will we know if they have learned it? Assessments will need to match new standards) 	Professional Development for ELA and Literacy in History/Social Studies, Science and Technical Subjects. Continue PLC work. Look at existing Science, SS and Technical Subjects materials in relationship to CCSS. 	What materials do we need to bridge?	Adoption: Pilot and Adopt ELA materials – implement fall of 2014	Professional Development on new adoption materials. 	Implementation <ul style="list-style-type: none"> Materials in classrooms Formative Assessments Discussion and revision of quarterly work
	Further awareness of Common Core standards for all teachers (help all teachers know standards, what are expectations of students to know/be able to do (identify learning targets), what instructional strategies are best for students to learn these standards?) 	Needs assessment. Professional development for all teachers on CCSS alignment (transition plans developed by small groups to be communicated to all teachers) 				
	Identify existing materials and find "holes" Begin looking at in-district Bridge materials 	Adoption: Look at Bridge materials adopted by State Board 				
Additional Implementation:						
Essential Skill of Reading		Essential Skill of Writing				

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FOR MORE INFORMATION ABOUT THE SMARTER BALANCED ASSESSMENT GO TO: <http://www.smarterbalanced.org/>

Building Awareness

District Newsletter

Common Core Standards

The Common Core Standards movement is a significant and historic opportunity for states to collectively develop and adopt a core set of academic standards in mathematics and English Language Arts, which includes literacy in history/social studies, science and technical subjects. The Common Core State Standards build directly on recent efforts that have focused on developing college and career ready standards and ensuring these standards are evidence and research based and internationally benchmarked to top performing countries. These core standards represent critical learning targets for literacy and numeracy. Each state must decide whether or not to adopt these standards as its own. Oregon has joined 46 other states in adopting these standards. As a result, Hood River County School District will be using these standards to help drive curriculum, assessment and personnel decisions. Please familiarize yourselves with Common Curriculum Standards and what it means to students, staff, parents and community in Oregon.

We have attached a flyer with more information. Please watch for weekly updates.

Charlie

Have you heard about the Common Core State Standards?

Oregon is one of more than 45 states that has adopted the Common Core State Standards, or CCSS. These standards align instruction across our state, our country, and even internationally! The resulting materials, resources, and applications will be aligned, accessible, and are intended to save teachers time. **The Common Core State Standards:**

Build on what works

Not “one more thing,” the CCSS are supported by effective practices already in place in Oregon schools.

Practices like *Proficiency-based Teaching and Learning*, the *Oregon K-12 Literacy Framework*, *Response to Intervention (RTI)*, *Positive Behavior Interventions & Supports (PBIS)*, the Oregon DATA Project, and instructional materials selection, are all aligned with the CCSS.

Integrate learning

Critical thinking, literacy across the curriculum, and application of skills are key points in the CCSS.

Your trip to the grocery store requires planning, reading, math facts, estimation, communication, and critical thinking to make the right purchases. The CCSS require students to integrate their learning just as you do when you fill your shopping cart.

Provide a common approach to learning on a continuum

The CCSS fit with Oregon’s vision of education from birth to college and career. The goal of the CCSS is to prepare students for a successful life after school.

AND, whether they stay put or move often, students will be learning the same content.

Offer more support than ever before

You are now part of a planning team that includes most teachers in America.

Because the CCSS have been adopted across the U.S., national organizations and individual teachers have already begun designing lessons, curriculum units, and materials for you to use - free of charge.

These new standards will make us think differently about the way we teach. The Common Core State Standards raise expectations for students, rely on strong content knowledge from teachers, and require a shift in how and when some content is taught. Transition to these new standards will no doubt, require hard work. Thank you for your dedication and support for each other during the transition to a set of standards that will benefit you, your fellow teachers, and students across Oregon.

Want to take a look at the Common Core State Standards?

Your district will develop its own implementation plan and schedule. In the meantime, you can check out the materials available on the ODE website.

www.ode.state.or.us/go/commoncore





Hood River County School District

Common Core State Standards

Early Releases in February will address the Common Core State Standards.

- Who: ALL LICENSED STAFF
- Where: Wy'east Middle School Auditorium
- When:
 - February 8th – Common Core Math presented by Shannon McCaw
 - February 29th – Common Core English Language Arts presented by Penny Plavala
- Times: 1:30 – 3:30.

The Common Core State Standards will be assessed in the 2014-15 school year. We want ALL STAFF to be aware of the upcoming expectations regardless of your content area assignment. The Common Core State Standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build on strengths and lessons of current state standards;
- Are informed by other top-performing countries, so that all students are prepared to succeed in a global economy and society; and
- Are evidence-based.

All Certified Staff attended presentations
by Shannon McCaw on math...



.....and Penny Plavala on ELA



Each week, there's more information...

Common Core Corner

Q: What is the CCSS common assessment?

A: States adopting the CCSS will implement a student assessment system aligned with the CCSS for mathematics and English language arts beginning in the 2014-15 school year.

- Along with 30 other states, Oregon is a member of the SMARTER Balanced Assessment Consortium (SBAC) (www.k12.wa.us/SMARTER/) which has formed to create an historic assessment system.
- The common assessment is a natural continuation of the work already underway in Oregon and builds on our current assessment system and the work of the Oregon DATA Project.
- By partnering with other states, Oregon will be able to leverage resources, share expertise, and produce a system that will meet the needs and expectations of Oregon students and teachers.
- Until the common assessment is designed, piloted, and implemented, however, ODE will continue using the Oregon Assessment of Knowledge and Skills (OAKS) to assess students in math, reading, and writing. Oregon will continue to assess science and social science using OAKS until CCSS are developed for those content areas.

HRCSD COMMON CORE STATE STANDARDS

Answers to your questions from the ELA Common Core State Standards Inservice on February 29th will be coming your way in the next few newsletters. In terms of what's next in our K-12 plan, we are doing the following:

- Identifying what's essential
- What do students need to know or be able to do
- Identifying learning targets in student friendly language
- Mapping to existing resources and identifying gaps

We plan to start summer work in small groups so we end up back-mapping from high school and are ready to start the first quarter in the fall with "BEGINNING TO IMPLEMENT" in as many areas as possible. We want our current 8th graders ready in 2014-15.

MORE TO COME . . .

Why are we doing this?

GUARANTEED | VIABLE | RIGOROUS

Guaranteed - In your school, no matter who teaches a given course or grade level, you can guarantee that certain topics will be addressed - *absolutely guaranteed*.

Viable - The content that is guaranteed can actually be covered in the time available.

Rigorous - Helping students develop the capacity to understand content that is complex, often ambiguous, and personally or emotionally challenging.

POWER STANDARDS

*What do students need for success--in **school** this year, next year, and in following years (**leverage/transference**), in **life** (**endurance**), and on **state tests**.*

- *Power standards are based upon Common Core or State Standards.
- *Power standard statements are clear, concise, and address *essential* learnings.
- *Power standard statements may encompass content and/or processes from many related standards (supporting standards).
- *Supporting standards are prioritized under the broader power standard statement.

For Students

- * daily learning targets
- * kid-friendly language
- * reference to the state standard

For Parents

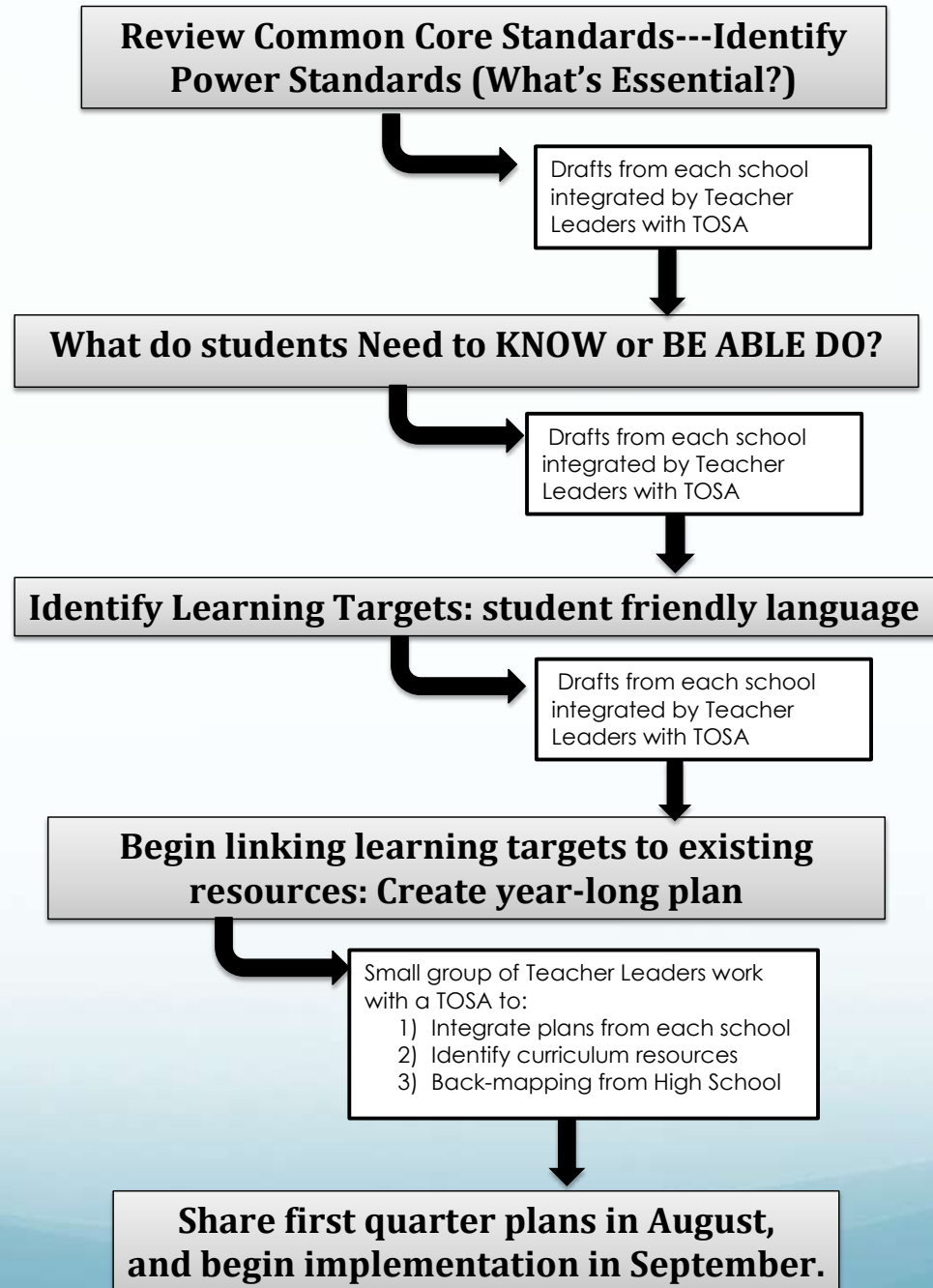
- * Grade level learning expectations (no jargon!)
- * learning expectations for each content area

For Teachers

- * Core Standards have been prioritized and aligned
- * curriculum frameworks

Timeline and plan for the work

Hood River County School District Timeline



Staff Development Needs Assessments

Standards for Mathematical Content		Building:	HRMS	Wy'east
Common Core State Standard	*	✓	+	Notes
Ratios and Proportional Relationships				
For a more detailed explanation of these standards, click here .				
Understand ratio concepts and use ratio reasoning to solve problems.				
6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received</i>			
6.RP.2		<p>A) Write your name at the top and circle your building.</p> <p>B) Circle any words or ideas you have questions about.</p> <p>C) Write * , ✓ , + next to each standard</p>		
6.RP.3				
	c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.			

Identifying Power Standards

Names:

Course/Subject: 8th MathGrade Level: 8th grade

M = major clusters; A = additional clusters; S = supporting clusters

Emphasis	Power Standards:	Need to develop materials	Okay-need to adjust materials	Ready to go
Support	Know that there are numbers that are not rational, and approximate them by rational numbers.			
Major	Work with radicals and integer exponents.			
Major	Understand the connections between proportional relationships, lines, and linear equations.			
Major	Analyze and solve linear equations and pairs of simultaneous linear equations.			
Major	Define, evaluate, and compare functions.			
Support	Use functions to model relationships between quantities.			
Major	Understand congruence and similarity using physical models, transparencies, or geometry software.			
Major	Understand and apply the Pythagorean theorem.			
Additional	Use functions to model relationships between quantities.			
Support	Investigate patterns of association in bivariate data.			
Major	Math Practices: 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.			

Unwrapping or Deconstructing the standards

Content Area:

Grade Level:

Standards:

- Math
- ELA Rdg. Lit
- ELA Rdg. Inf. Text
- ELA Spk./Listen.
- ELA Language

Participating Collaborators:

Building:

Date:

3

Power Standard:

Big Idea:

What does this standard require students to...

Students will KNOW? (Concepts)	Be able to DO? (Skills/Reasoning) (Place Bloom's Level after each verb phrase) 3

NOTES to record while you work...

What are some possible learning targets? (I can statements)

What could a sample test item look like?

Where does this align with our curriculum?

Higher-order thinking	<p>Level 6: Creating</p> <p>(Putting together ideas or elements to develop an original idea or engage in creative thinking).</p> <p>Common verbs: <i>Generate, hypothesize, plan, design, produce, construct, formulate, invent, transform, originate</i></p>
	<p>Level 5: Evaluating</p> <p>(Judging the value of ideas, materials and methods by developing and applying standards and criteria).</p> <p>Common verbs: <i>Check, detect, monitor, judge, critique, appraise, defend, justify, assess, prioritize, convince, discriminate.</i></p>
	<p>Level 4: Analyzing</p> <p>(Breaking information down into its component elements).</p> <p>Common verbs: <i>Differentiate, determine, discriminate, distinguish, organize, integrate, outline, solve, experiment, investigate</i></p>
Lower-order thinking	<p>Level 3: Applying</p> <p>(Using strategies, concepts, principles and theories in new situations).</p> <p>Common verbs: <i>apply, execute, implement, construct, model, display, illustrate, carry out.</i></p>
	<p>Level 2: Understanding</p> <p>(Understanding of given information).</p> <p>Common verbs: <i>Summarize, clarify, paraphrase, represent, translate, exemplify, illustrate, categorize, match, distinguish, conclude, reorganize</i></p>
	<p>Level 1: Remembering</p> <p>(Recall or recognition of specific information).</p> <p>Common verbs: <i>tell, list, define, label, recite, recall, retrieve, record, relate, recognize, identify, describe, examine, locate, match, say, show, tell, write.</i></p>

Next steps

- Identify learning targets
- Link targets to existing resources
- Create yearlong maps and plans
- Examine how Oregon content area goals (science, S.S., etc.) can be supported by common core literacy standards

Communication



What do the Common Core State Standards mean for my student?

Something exciting is happening in education in Oregon, something that all parents will want to know about - the **Common Core State Standards (CCSS)**. These newly adopted standards in English Language Arts and Math are important for your student's future success!

Here's why:

- **The standards are the same wherever you go.** Common standards mean that students in Oregon are learning the same thing as students across the country. Students moving into or out of Oregon will have a smoother educational transition because learning goals will now be the same across states.
- **They're modeled on success.** The Common Core State Standards are aligned to international standards from the highest achieving countries. This means our students will be well prepared to compete both nationally and internationally.
- **College and career ready is the name of the game.** All students graduating college and career-ready is the goal of the CCSS. These standards are designed to prepare students for success in whatever they choose to do after graduation.
- **Real life is really important.** What students learn in school should be directly related to what they'll be required to do once they leave. The Common Core places a strong emphasis on reading informational and technical texts to prepare students for the demands of college and the workplace.
- **College should not begin with remediation.** Too many students entering Oregon universities and community colleges require remedial classes in English and Math. The CCSS are designed to make that a problem of the past by fully preparing students for college-level coursework.
- **Increased access to learning resources.** Common standards mean that learning resources and teaching and learning materials can be shared across states.
- **21st century skills for 21st century jobs.** These standards will prepare our students for career success in the rapidly changing world of work.

Find out more about the Common Core on the ODE web site at <http://www.ode.state.or.us/go/commoncore>

and check out the *CCSS Parent Guides* from the National PTA at www.ode.state.or.us/search/page/?id=3398

Communication with parents...

Sending home with report cards



Sending home at end of the year...

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PARENTS' GUIDE TO Student Success

This guide provides an overview of what your child will learn by the end of 1st grade in mathematics and English language arts/literacy. It focuses on the key skills your child will learn in these subjects, which will build a strong foundation for success in the other subjects he or she studies throughout the school year. This guide is based on the new Common Core State Standards, which have been adopted by more than 40 states. These K-12 standards are informed by the highest state standards from across the country. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 2nd grade.

1ST GRADE

WHY ARE ACADEMIC STANDARDS IMPORTANT?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. They help set clear and consistent expectations for students, parents, and teachers; build your child's knowledge and skills; and help set high goals for all students.

HOW CAN I HELP MY CHILD?

You should use this guide to help build a relationship with your child's teacher. You can do this by talking to his or her teacher regularly about how your child is doing — beyond parent-teacher conferences.

At home, you can play an important role in setting high expectations and supporting your child in meeting them. If your child needs a little extra help or wants to learn



PARENTS' GUIDE TO Student Success

6TH GRADE

This guide provides an overview of what your child will learn by the end of 6th grade in mathematics and English language arts/literacy. It focuses on the key skills your child will learn in these subjects, which will build a strong foundation for success in the other subjects he or she studies throughout the school year. This guide is based on the new Common Core State Standards, which have been adopted by more than 40 states. These K-12 standards are informed by the highest state standards from across the country. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 7th grade.

WHY ARE ACADEMIC STANDARDS IMPORTANT?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. They help set clear and consistent expectations for students, parents, and teachers; build your child's knowledge and skills; and help set high goals for all students.

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GUÍA PARA PADRES PARA FOMENTAR EL ÉXITO ESCOLAR

MATEMÁTICA EN LA ESCUELA PREPARATORIA

Esta guía presenta un panorama general de lo que aprenderá su hijo en matemática en la escuela preparatoria. Se centra en las habilidades clave que su hijo aprenderá en matemática, las cuales construyen una base sólida para alcanzar el éxito en muchas de las otras materias que tendrá en el transcurso de la escuela preparatoria. Esta guía se basa en los nuevos estándares estatales comunes para las materias troncales, que han sido adoptados por más de 40 estados. Los estándares para K-12 se basan en los estándares estatales más altos de todo el país. Si su hijo cumple con las expectativas descritas en los estándares, estará bien preparado para tener éxito.

Communication with the Community...

Hood River News articles

School calendar will change

By ESTHER K. SMITH
News staff writer

The 2012-13 school year will have some significant changes with the adoption Wednesday evening of next year's school calendar at the Hood River County School District's regular board meeting.

The new calendar has been designed to minimize disruption of teaching time by making the following changes:

- For consistency, all professional development and work days are on Mondays

- There is a scheduled week off at Thanksgiving

- Twice-monthly early release Wednesdays will be replaced by weekly late-start Mondays

Making these changes enabled the district to give students 29 complete five-day weeks (three more than there are this year), including four solid weeks of instruction between Thanksgiving break and winter break.

Also, going from twice-monthly early release days to late-start days adds five hours of professional development time, while maintaining a level of instructional hours that exceeds state requirements at every grade level.

Early release days were instituted three years ago when the district adjusted the school calendar to build in time for teachers' professional development in the form of Professional Learning Communities. That adjustment traded full days of teacher inservice for two-hour early releases, approximately twice a month.

PLCs give teachers a chance to meet together in content and grade level teams to analyze student work and design instruction to meet the learning needs of all students. This time is be-

Make up days

The school board approved adding 1.5 days to this school year for snow day replacement. The last full day of school will be June 15. High school graduates and eighth-graders being promoted to ninth grade are not affected by this change.

coming increasingly important as state graduation requirements become more rigorous.

"With the increased graduation and achievement requirements and the implementation of the Common Core State Standards, our teachers have an even bigger job to do," said Terri Vann, HRCSD director of instruction and curriculum.

Oregon is one of 47 states that have adopted the Common Core State Standards (described in detail below). Implementation will require adjusting curriculum and common assessments, Vann said. Professional Learning Communities give teachers a chance to work together on this.

According to Vann, PLCs are most successful when meetings are held weekly, which is why the district decided to go to the one-hour late starts on Monday mornings. This consistency will also make it easier on parents and staff who find it difficult to remember which Wednesdays are early release and which are not, she said.

According to the Oregon Department of Education, the Common Core State Standards are designed to offer:

- National and international rigor — the Common Core State Standards are aligned to internationally benchmarked standards

from the highest achieving countries. This means our students will be well prepared to compete both nationally and internationally.

- Consistency across the country — Common standards mean that Oregon students are learning the same content and skills as students from around the U.S. in the subject areas of English language arts and math. This places everyone on an even playing field and eases transitions between states.

- Homegrown talent — rigorous national standards will help each state produce local, homegrown talent to meet the needs of our rapidly changing workplace.

- 21st century skills for 21st century jobs — The Common Core Standards are designed to prepare students to compete in and contribute to the 21st century global economy. These standards will help produce graduates ready for today's — and tomorrow's — jobs.

- College and career-ready standards for all — Because students need high-level literacy and math skills whether they plan to go to college or directly into a job or workforce training, these standards are designed to prepare students for success in whatever they choose to do after graduation.

- Focus on real-world skills — What students learn in school should be directly related to what they'll be required to do once they leave school. The Common Core Standards emphasize reading informational and technical texts to prepare students for the demands of college and the workplace.

- The board also voted to add a day and a half to this year's calendar to make up for the days missed this winter due to weather issues.

What do the Common Core State Standards mean for Oregon?

We know that the future economic prosperity of our state and our country relies on producing highly skilled graduates who can be the entrepreneurs, innovators, and investors of tomorrow. To prepare our high school graduates to meet the challenges of an increasingly complex global marketplace Oregon increased graduation requirements and adopted the **Common Core State Standards (CCSS)**.

The Common Core offers:

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Consistency across the country. Common standards mean that Oregon students are learning the same content and skills as students from around the U.S. in the subject areas of English Language Arts and Math. This places everyone on an even playing field and eases transitions between states.

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Focus on real world skills. What students learn in school should be directly related to what they'll be required to do once they leave school. The Common Core Standards emphasize reading informational and technical texts to prepare students for the demands of college and the workplace.

Information
shared with
community
groups
like Rotary
and Lions'
Club

To find out more about the CCSS and how Oregon is preparing the workforce of tomorrow, visit

www.ode.state.or.us/go/commoncore



Visit the Hood River County
School District webpage for
documents and information

www.hoodriver.k12.or.us

“Common Core in Hood River
County School District”