



What Does Common Core Instruction Look Like and Sound Like in Real Classrooms?

Identifying the Strategies that Make It Work

HFM Leadership Academy

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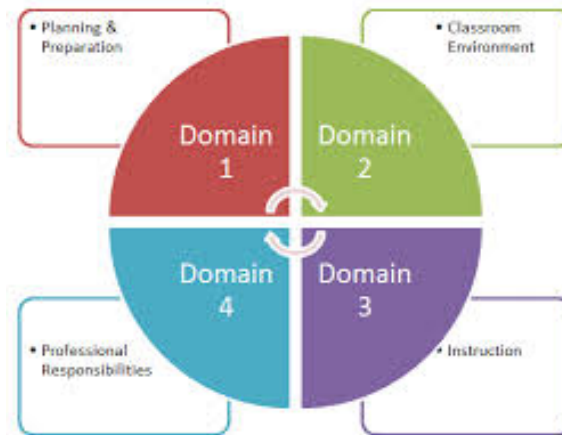
Our big questions today:



- *What does Common Core instruction look like and sound like in real classrooms?*
- *How are these strategies consistent with your own district rubric?*
- *What steps can you take to build a foundation where these strategies can thrive?*

What matters most?

Using the observation and evaluation system to actually improve teaching and learning



One teacher's story ...

- <https://www.teachingchannel.org/videos/measures-of-effective-teaching-observation>

Mr. Mulvaney, 7th Grade SS and Principal Brent McBrien

The Shifts for ELA and Literacy:

- Building knowledge through **content rich non-fiction**
- Reading and writing grounded in **evidence from text, both literary and informational**
- Regular practice with **complex text** and its syntax and **vocabulary**



The Shifts for Math:

- **FOCUS:** *Focus strongly where the standards focus*
- **COHERENCE:** *Think across grades, and link to major topics in each grade*
- **RIGOR:** *In major topics, pursue with equal intensity:*
 - *Conceptual understanding*
 - *Procedural skill and fluency*
 - *Applications*
 - **FOCUS**



Connecting the Dots:



Use the NY CCSS Instructional Practice Guides in conjunction with the teaching rubric to help teachers see the connection and coherence between CC instructional strategies and their district rubric.

NY CCSS Instructional Practice Guides

- On engageny, search “Evidence Collection Tools”
- You will find 14 Daily (D) and Yearly (Y) Guides for
 - ELA and Literacy
 - Science and Technology
 - History and Social Studies
 - Math
- Be sure to read and communicate the small print!
- How can these guides be useful?

Priorities in the Danielson Rubric:

- Focus on **LEARNING**
- **COGNITIVE ENGAGEMENT**
- **EVIDENCE** Based
- More **STUDENT CENTERED**; less teacher directed
- Ongoing **ASSESSMENT** essential
- **VALIDATION** of offstage planning and professional responsibilities



Identifying CC Evidence:



- **What does Common Core instruction look and sound like in the classroom?** What is the teacher saying and doing? What are the students saying and doing?
- As you watch the videos, **use the Danielson Placemat and the Instructional Practice Evidence Guides for Common Core State Standards** to identify examples of effective instruction and CC implementation to guide our discussion.
- **How can a similar activity support learning and collaboration in your district?**

Mrs. Wrights 1st Grade Math Class: Leprechaun Traps

- <https://www.teachingchannel.org/videos/grade-1-math>

Ms. Francisco's 6th Grade ELA class:

- <https://www.teachingchannel.org/videos/teaching-higher-order-thinking-skills>

Julie Koster's 8th Grade ELA Lesson on engageny

- <https://www.engageny.org/resource/common-core-instruction-developing-a-claim-comparing-the-themes-of-two-poems>

Ms. Ziegler's 11th Grade History Class: Philosophical Chairs

- <https://www.teachingchannel.org/videos/reading-like-a-historian-taking-positions>

It's all about deeper learning ...

- <https://www.teachingchannel.org/videos/deeper-learning-challenges-students-exl>



What steps can you
take to promote CC
strategies?



Focus the conversations ..

... on teaching, learning and professional practice.

One way:

- Use the Instructional Evidence Guides on engageny with your district rubric.
- Watch videos of Common Core instructional strategies and discuss how they align with these resources

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Common Core Video Series



Bring teachers together around data and assessment:

“Guiding Instruction Through Common Formative Assessments”

Three seventh grade math teachers collaborate (10 min):

<https://www.teachingchannel.org/videos/guide-instruction-with-cfas>

“Using CFAs to Improve Teaching and Learning”

Seventh grade ELA team (6:19)

<https://www.teachingchannel.org/videos/common-formative-assessment>

And ...



- Encourage and validate **peer visitation** and sharing of what worked and what didn't
- Promote **growth mindsets**: “We are all learning this together ... take chances and don't expect perfect results ... you don't have to be bad to get better”

Remember ...

We can't do this alone!
Support your teachers and one
another... Best of Luck!

