

Welcome!

2010-2011



LITCHFIELD PUBLIC SCHOOLS
AUGUST 30, 2010

“ We are in the midst of massive shift in how we conceptualize and operate public schools in our state and in our country.”

McQuillan 8-18-2010

Systemic Change Drivers

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- Internal factors:
 - Research based on professional practice
 - ✦ Dewey, Marzano, Reeves et al.
- External factors:
 - Technology: Sputnik, Internet
 - Economic restraints: The “Great Depression”
- Confluence
 - 21st Century Skills
 - The “Great Recession”

Strategic Planning

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- Board of Education involvement in systemic change:
- Graduates of the Litchfield Public Schools will master and be prepared to effectively utilize the skills necessary for success in their post-secondary endeavors, and will function as engaged and participating citizens of the 21st Century.
- The Litchfield Public Schools will continue to provide educational services that support students' achievement of their post-secondary goals while maintaining fiscal accountability aligned with student enrollment.
- Faculty meeting updates

“Education Reform in CT: Retaining Our Competitive Edge”

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- **Goals to be accomplished by 2013-2014**
- **Academic attainment**
 - Increase CAPT/CMT performance
 - Reduce achievement gap & increase graduation rate
- **Engagement**
 - Increase parent & community involvement
 - Lower out-of-school suspension rates
- **21st Century Teaching & Learning**
 - Develop a fair, appropriate system for mentoring, supporting, supervising & evaluating teachers & principals that is evidence-based & focused on multiple indicators of student growth

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“Education Reform in CT: Retaining Our Competitive Edge”

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Statewide Focus 2010-2012 “Priority Initiatives”

1. Common Standards and Assessments
2. Early Childhood Education (PK-3rd)
3. T.E.A.M.
4. Statewide Longitudinal Data System
5. CALI/SRBI
6. Aspects of Secondary School Reform

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Statewide Longitudinal Data System

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- July 2010: SASIDs placed in all HS transcripts
- Aug 2010: districts incorporate EINs into data systems (Educator ID Number)
- Sept-Dec 2010: development of system to match student coursework to student-teacher transcripts; collection of data on pilot basis
- Nov 2010: IHEs prepare data systems
- Feb-April 2011: train districts & roll-out system

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Statewide Longitudinal Data System

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- **Collaboration with IHEs**
 - Nov 2010: remediation rates for Class of 2008
 - Nov 2010-Sept 2011: develop “early warning system” for HS students, using Class of 2008 CAPT data
- **Vertical Scale Growth**
 - June 2010: adoption of model for attributing student growth to math & LA teachers in grades 3-8 & 10
 - Sept 2010-May 2011: voluntary pilot of “teacher report” on previous year’s students’ attainment in math & reading
 - July 2011: “teacher reports” available online for districts & teachers to evaluate academic growth, through vertical scales, of students taught in 2010-2011

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Secondary School Reform

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- Student “success” plans– and the creation of student support systems to help middle school & 9th graders anticipate the increased expectations of the core program of study– will form a single initiative focused on:
 - Early warning of potential drop-outs
 - Expanded learning time for middle school students
 - Boosting adolescent literacy
 - Parental involvement in monitoring students’ course selections
 - Comprehensive support systems: academic, nutrition, health & school climate

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Secondary School Reform

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On-Line Learning

State Department of Education initiatives:

- Professional development opportunities on using the Internet to enhance & personalize learning
- To enable students to undertake remedial and advanced course work on-line

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Secondary School Reform

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- Algebra 1 model curriculum field testing will continue through 2010-2011
- On hold:
- Staffing, final course requirements, model curriculum & end-of-course assessments will **not** be the focus of 2010-2012
- This work **must wait** until our standards & longitudinal data system is well underway.

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Common Core Standards

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- Common state standards for kindergarten-Grade 12 English language arts (E/LA) and mathematics
- Adopted by SBOE July 2010
- 48 states & D.C.
- Internationally benchmarked
- Supports CT education reform initiatives
- Next step: an assessment consortium

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Crosswalk: CCS vs. CT Standards

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- CT content area specialists
- E/LA & mathematics standards
- Online interactive Common Core Comparison Tool
- Compared standard by standard
 - ✦ at same grade level
 - ✦ at grade level below and above
 - ✦ by high school grade bands
 - ✦ at prekindergarten level

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Measurement products

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- “Category of Match”
 - Exact, collective, partial, no match
- ✦ “Strength of match”
 - Excellent, good, weak
 - Briefly . . .

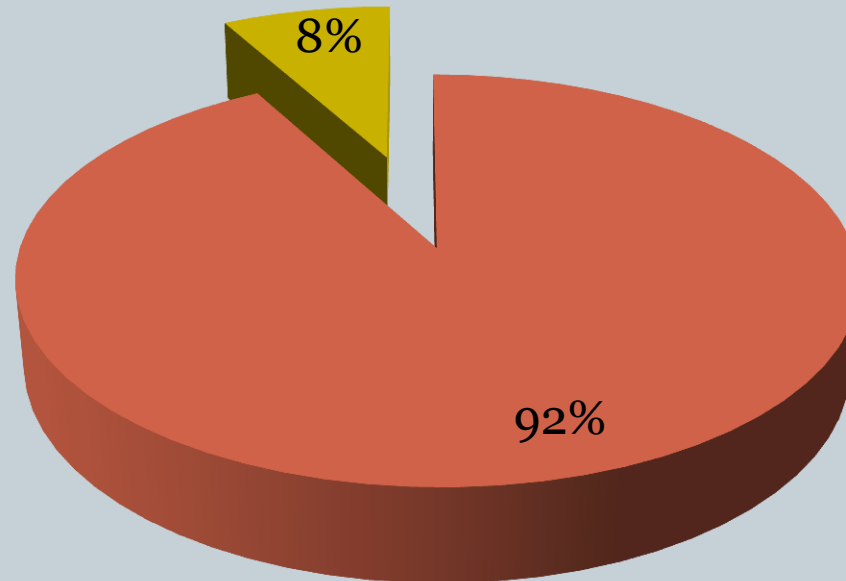
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Common Core Standards Matched to CT Standards

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Mathematics Standards

■ Matched ■ Not matched



Mathematics Findings

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- 92 percent of the Common Core mathematics standards matched Connecticut's mathematics standards. The remaining 8 percent were not matched and translate to 40 Common Core mathematics standards that will be “new” for Connecticut.
- the CCS tends to introduce some mathematics content at earlier grades.

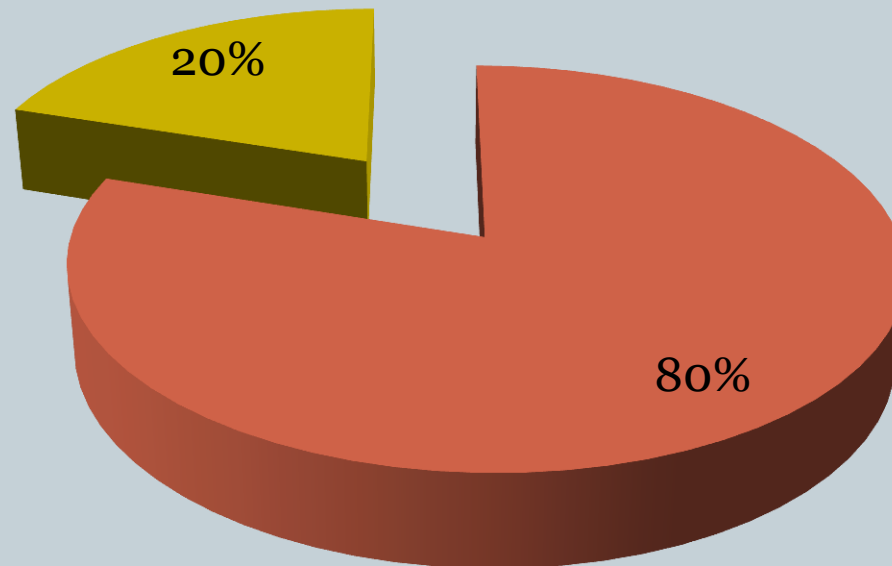
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Common Core Standards Matched to CT Standards

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English/Language Arts

■ Matched ■ Not matched



English/LA Findings

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- 80 percent of the Common Core ELA standards matched Connecticut's E/LA standards. The remaining 20 percent were not matched. This translates to about 200 Common Core E/LA standards that will be “new” for Connecticut.
- for the most part, the matched standards appear at the same grade level in both sets of standards.

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LPS Curriculum Development

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Stage I – Scope and Sequences for all grades and courses – develop K-12 curriculum map

Stage II – Alignment

- Confirm alignment to CT and Common Core Standards as well as CMT/CAPT
- *Vertical* Alignment – Are we covering everything we need to cover K-12? Are there redundancies?
- *Horizontal* Alignment – Should we adjust timing of units for more interdisciplinary connections?

LPS Curriculum Development

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Stage III – Design teaching units using a backward design model

- Identify Desired Results (Essential Questions, Knowledge and Skills)
- Determine Evidence (Balanced Assessments and Performance Expectations)
- Plan Learning Experiences and Instruction

LPS Curriculum Development

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Stage IV- Monitoring our implementation

- How will we ensure that the written & intended curriculum is being implemented?
- How will we use data to monitor the effectiveness of our curriculum and instruction?
- How will we plan to revise the curriculum as needed?

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Core Curriculum Scope and Sequence

Course/Grade Level

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
Name of Unit Weeks				
Name of Unit Weeks				
Name of Unit Weeks				
Name of Unit Weeks				

Quality Curriculum

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SDE Expectations:

- ✓ Research-based teaching strategies that are aligned with learning activities
- ✓ Include suggestions for differentiation to support learners who struggle and to support the extension of the learning beyond the lesson objectives
- ✓ Provide opportunities for varied approaches and choice for learners
- ✓ Promote interdisciplinary connections
- ✓ Address 21st Century skills and technology

Where are we now?

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- **Scope and Sequence**
 - complete for K-6E/LA, K-6 Math, K-8 Social Studies, K-8 Science, Info & Tech Literacy grades 3,4 & 7
 - Additional courses in 9-12 math, English & Science
- **Scope and Sequences on shared drive & all teachers have access**
- **Curriculum steering committee**
 - September 7th to create a timeline for completion of remaining documents & development of comprehensive K-12 curriculum map

Our Next Steps

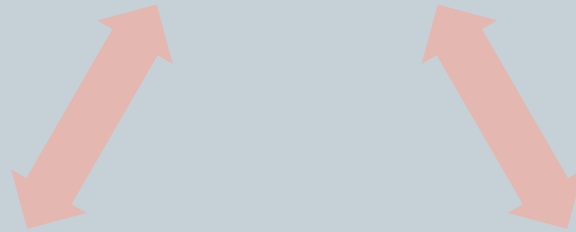
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- Maintaining ***The Instructional Core*** as the conceptual framework for “the work” :
- Previously:
 - Differentiated instruction
 - Data driven decision making
- Now adding:
 - New CT Common Core of Teaching
 - Revised Bloom’s Taxonomy
 - Updated curriculum

The Instructional Core (Elmore, 2009)

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Student



Teacher



Content

Principles of the Instructional Core

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- If you change any single element in the instructional core, you have to change the other two.
- We learn to do the work by doing the work, not by telling other people to do the work, not by having done the work at some time in the past, and not by hiring experts who can act as proxies for our knowledge about how to do the work.

City, Elmore et al. (2009)

The Instructional Core

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“ There are only three ways to improve student learning to scale. ...increase the level of knowledge and skill that the *teacher* brings to the instructional process. ...increase the level and complexity of the *content* that students are asked to learn. ... change the role of the *student* in the instructional process.”

City, Elmore et al. (2009), p.24

The Instructional Core (Elmore, 2009)

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Student

```
graph TD; Student[Student] <--> Teacher[Teacher]; Student <--> Content[Content]; Teacher <--> Content;
```

The diagram illustrates the Instructional Core model. It features three main components: 'Student' at the top, 'Teacher' at the bottom left, and 'Content' at the bottom right. Each component is enclosed in a rounded rectangular box with a dashed border. The 'Student' box is teal, the 'Teacher' box is brown, and the 'Content' box is yellow. Three red double-headed arrows connect the boxes: one between 'Student' and 'Teacher', one between 'Student' and 'Content', and one between 'Teacher' and 'Content', indicating a reciprocal relationship between all three elements.

Teacher

Content

Vision

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- **Research & experience:**
 - Reeves: data-based decision making
 - Marzano: effective instructional strategies
 - Wiggins & McTighe: UbD curriculum construction
 - Wagner: student engagement
- **Through collaborative inquiry, we will examine these successful models and select the concepts that we believe will work for us.**
- **We will develop a “Litchfield Model” to serve as the framework for our educational system.**