Tapping Teachers to Play a Lead Role in Shaping Common-Core Implementation
Alyssa Morones
Contributing writer, Education Week

Follow Alyssa on Twitter: @AmoronesEW
Tapping Teachers to Play a Lead Role in Shaping Common-Core Implementation

**Expert Presenters:**

**Aaron Grossman**, core task project leader, Washoe County Public Schools, Nev., and 2014 Leader To Learn From

**Rachael Etienne**, literacy and professional development specialist, Student Achievement Partners
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Washoe County School District

- Includes Reno, Sparks, Verdi, Incline Village, and Gerlach
- 63,000 students
- 93 schools
- Minority Majority District
  - 49% white; 37% Hispanic; 5% Asian; 3% Black
- 44% FRL; 18% LEP, 13% IEP
2011-2012—Context for the CTP

Popular implementation efforts

1. Purchase “CCSS” materials
2. Attend “CCSS” conferences
3. Follow the council of national experts
Our Principles

1. Let’s honor our classroom peers/governance and allow them to hear the CCSS message unfiltered
   - The authors
   - Work team members
   - Validation team members (both sides)
   - And just about anyone else willing to put their voice out there for free
Our Principles

2 The resources we use and promote are vetted, scalable and free

- www.coretaskproject.com
- www.63000resources.com
- www.projecttahoe.org
- And lots of Edmodo groups
Our Principles

3. This takes time. We have to be patient.
   • Teachers need time
   • Students need time
David Coleman

- Contributing author to the ELA standards
- Co-founded Student Achievement Partners
- Current President of the College Board

At CTP trainings: Minutes 13:00 through 26:33

http://vimeo.com/24930297
18 Teachers

Full range of student populations

Started with the instructional shifts

- Regular practice with complex text and its academic language
- Reading, writing and speaking grounded in evidence from text, both literary and informational
- Building knowledge through content-rich nonfiction
Core Task Project—3 Week Frame

- **Week 1**
  - A review of the shifts
  - Introduction to close reading
  - Planning with a lesson exemplar

- **Week 2**
  - Implementation

- **Week 3**
  - Reflection... these data drive the process forward
  - More professional learning
  - Review how the exemplars were built
Lazarus & Feynman—Complex Text

The Exemplar Text

Lazarus, Emma. “The New Colossus” (1883)

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep, ancient lands, your st中国ed pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempsted-tost to me,
I lift my lamp beside the golden door!"

Feynman here
Lazarus here
The Core Task Project

- Started with 18 teachers
- Over 2000 Washoe teachers have trained with the instructional shifts and/or the CTP
- Hundreds of teachers have taken themselves through the process nationally
- [https://www.youtube.com/watch?v=eSYiwPJFM-M8](https://www.youtube.com/watch?v=eSYiwPJFM-M8)
Core Task implementation Project (CTiP)

- An eight month frame
- Teachers, from multiple sites, meet monthly for half a day
- Vetted content is taken through the Plan-Do-Study-Act model
- Next steps come from teacher reflections and the Instructional Practice Guides (here)
For Classroom Teachers

- Basal Alignment Project Edmodo Code F4Q6NM
- Anthology Alignment Project Edmodo Code pkx4sp
- Read Aloud Project Edmodo Code pkx52i
- Close Reading Exemplars (here)
- Social Studies Units—4th through 6th (here)
- Social Studies CAR (here)
- 6th grade BAP (here)
- Discussion Lessons (here)
- www.63000resources.com & www.coretaskproject.com
Onsite, Online – Learning that Lasts
Common Core State Standards: Implementation and Professional Development

Education Week
May 14, 2014
Key Shifts in ELA/Literacy

1. Regular practice with complex text and its academic language

2. Reading, writing and speaking grounded in evidence from text, both literary and informational

3. Building knowledge through content-rich nonfiction
Alignment Projects: Curriculum-embedded Professional Development

- Basal Alignment Project (BAP)
- Anthology Alignment Project (AAP)
- The Read Aloud Project (RAP)

- Over 40,000 teachers strong
- Over 40 districts/states trained
Alignment Projects: Curriculum-embedded Professional Development

Professional development that can be easily replicated to build capacity

• Lesson Development and Feedback
  – Text Complexity
  – Text-specific questions and tasks
  – Vocabulary

• Cultivate expert writers, reviewers, and curators of high-quality aligned resources
Alignment Projects: Curriculum-embedded Professional Development

www.edmodo.com

Edmodo Group Codes:
• BAP (Basal Alignment Project: grades 3-5)  
  f4q6nm

• AAP (Anthology Alignment Project: 6-10)  
  pkx4sp

• RAP (Read-Aloud Project: K-2)  
  pkx52i
Teaching the Core: CCSS in practice

CCSS Instructional Practice Guides:

- ELA/literacy (K-2, 3-5, 6-12, History/Social Studies, Science & Technical Subjects)
- Mathematics (K-8, HS)

Each CCSS Instructional Practice Guide:

- has 3 – 4 Core Actions and each Core Action has 3-6 indicators
- Highlight key practices for CCSS instruction
Core Advocates and Fellows

• Educators from across the country

• Meet twice per year to share expertise

• Support curriculum, professional development, advocacy, social media, etc.

• Twitter:
  – @achievethecore
  – #coreadvocates
Thank You!
Onsite, Online – Learning that Lasts
Keys to Literacy
Professional Development

*Literacy is the foundation for all learning.....and is all we do.*

- We specialize in Comprehension, Vocabulary, and Writing.
- We collaborate with districts to develop long-term literacy plans.
- Our PD includes training for teachers, coaches, and administrators.

www.keystoliteracy.com
Training Components

- Initial training
- Admin Training
- Follow up
- On-site coaches

Guided Practice
Small Group Sharing
Observe Co-teach
How Students Benefit

• KTL PD gives teachers the knowledge and practice they need to deliver evidence-based, effective literacy instruction that is embedded throughout the school day.

• There are no student materials – the focus is on teachers delivering quality instruction.
Continuity of Instruction

Subject to subject, 
class to class, 
grade to grade
Onsite, Online – Learning that Lasts

www.keystoliteracy.com
978-948-8511
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
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Required Reading from *Education Week*:

**Spotlight on Implementing Common Standards**

As the Common Core States Standards take hold in schools, educators are changing approaches to teaching, testing, textbooks, and professional development. This Spotlight reviews some of the new texts aligned to the standards, results from the earliest student assessments, principal training efforts, and ways to reduce costs associated with common-core implementation.