



Common Core Implementation at Santa Ana Unified

Masterful Leadership
December 7, 2012

Superior Standards

Supportive School Climate

Purpose for Today





- Link Common Core implementation to SAUSD's mission and vision, 7 C's and Theory of Action
- Learn how SAUSD is addressing the 7 Building Blocks of Success with Common Core implementation:
 - Clear Focus on Learning
 - Comprehensive Accountability
 - Communication
 - Community and Parent Involvement
 - Commitment and Capacity

Jetting to the Core

SAUSD's Mission and Vision







Success

Achievement

United

Service

Dedication

Our Success, Our Passion

In August 2012, the Santa Ana Unified School District Board of Education approved our new Vision and Mission Statements as part of the Seven Building Blocks to SAUSD's success. These statements align with the national direction and our implementation of the Common Core State Standards. They reflect SAUSD's path to providing a world-class education to ensure that our students are college and career ready and prepared to assume their role as a part of the global citizenry.

Vision Statement

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

Mission Statement

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

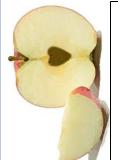
Santa Ana Unified School District

Superior Standards

Supportive School Climate

Foundation of the 7 C's





The Seven Building Blocks to SAUSD Success Preparing All Students to be College and Career Ready

Clear Focus on Learning

Establish a specific vision of what high-quality, personalized learning and instruction looks like inside classrooms based on Common Core State Standards

Comprehensive Accountability

Assess student learning to inform practice and monitor implementation of best practices.

Climate

Ensure safety of students and staff, and build trusting relationships that are driven by the core values of respect, responsibility, and results.

Capital

Effectively and efficiently align fiscal, physical and personnel resources to support and ensure student learning.



Responsibility

Santa Ana Unified School District Office of the Superintendent

Communication

Develop, define and deepen understanding of the District's vision internally and with our community through the creation of a unified message, including avenues for two way communication.

Community and Parent Involvement

Establish transparent, credible processes for community and stakeholder involvement. Seek and promote partnerships with parent groups, community groups and community leaders.

Commitment and Capacity

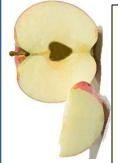
Ensure that all employees feel valued and enact the instructional vision through professional training, implementation, support, and monitoring of performance to strengthen student achievement.

Superior Standards

Supportive School Climate 4

SAUSD's Theory of Action





By implementing high quality, personalized learning and instruction based on common core standards, which focus on inquiry, and higher level thinking we will accelerate student achievement.





Common Core Shifts for ELA/Literacy



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

Common Core Shifts for Mathematics

- 1. Focus strongly where the Standards focus
- 2. Coherence: Think across grades, and link to major topics within grades
- Rigor: In major topics, pursue conceptual understanding, procedural skill and fluency, and application

Superior Standards

Supportive School Climate

Jetting to the Core

4 Year Implementation Plan







SAUSD Common Core State Standards (CCSS) Transition Plan December, 2012

Awareness Phase 2011-2012

- Focus: Administrators, Curriculum Specialists, TOSAs, Department Chairs
- CCSS Introduction

Transitional Phase 2012-2013

- Focus: Administrators, Curriculum Specialists, CLAS Teachers, TOSAs, Classroom Teachers, Students
- •CCSS Introduction
- Focus on Instructional Shifts

Transitional Phase 2013-2014

- Focus: Administrators, Curriculum Specialists, CLAS Teachers, TOSAs, Classroom Teachers, Students
- Focus on performancebased assessment and lesson design

Full Implementation 2014-2015

- Focus: Administrators, Curriculum Specialists, CLAS Teachers, TOSAs, Classroom Teachers, Students
- •Full implementation of CCSS with CCSS assessment

Spring 2012

- CCSS overview with instructional leaders (Why?)
 - o Principals
 - Curriculum
 Specialists
 - o TOSAs
 - Department Chairs/Teacher Leaders (Language Arts, Math, Science)

Fall 2012

- CCSS overview at all sites (Why?)
- Content-specific overviews in all content and elective areas
- Content Training on instructional shifts (How?)
- Close reading and analysis of complex text
- Argumentative writing
- o Academic Language
- o Focus, Coherence and Rigor (Math)
- One Unit of Study Developed by Curriculum Specialists for classroom teachers with CLAS coaching support (November—To approach)

Spring 2013

- Implement CCSS strategies with focus on instructional shifts (Practice and coaching)
- CLAS Teachers/ writing teams develop one unit of study with Curriculum Specialists support (Dec-May) for end of
- Adapt portions of pacing guides to reflect CCSS
- Include CCSS item
 with each unit
- Identified K-12 classroom teachers develop additional units of study

Fall 2013

- Train teachers on performance basedassessments
- Implement model lessons/developed units of study with focus on instructional shifts and assessment (practice and
- Continue to adapt pacing guides to reflect CCSS.

coaching)

 Integrate CCSS items in benchmark/ Common Assessments

Spring 2014

- Train teachers on lesson design with CCSS focus
- Identified teachers continue to develop of CCSS lessons to complement content pacing guides (practice and coaching).
- Complete CCSS pacing guides for all content areas.
- Integrate CCSS items in benchmark/ Common Assessments

Fall 2014

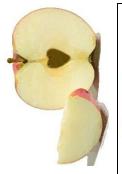
- Fully implement common core pacing guides, lessons and
- assessments
- CCSS benchmarks/ Common Assessments

Superior Standards

Supportive School Climate

2012-2013 Implementation Plan





jetting to the Core

SAUSD's Implementation of Common Core Year 1

Oct-Dec 2012: K-3: Implementation of Common Core Unit of Study (ELA/Sci/SS)

4-5: Implementation of Common Core Unit of Study (Math) January 2013: Conduct Teacher Feedback Groups

(Jan 17 & 24)

Identify areas of refinement for future units of study February-May 2013: Develop modules and

expand teachers' knowledge: 21st Century Learning (Collaboration, Communication, Critical Thinking, Creativity), Academic Language

Academic Language
Development, Effective EL
Strategies, Use of Text Sets,
CCSS Assessments

March-May 2013:

CLAS teachers with support of curriculum specialists and expert teachers write Common Core Units of Study to be taught in May-June 2013

Unified K-12 Year 1 Desired Outcomes

Pilot lessons from units of study in grades K, 2, 3, 4, 7, 8, 9

| July 2012: | August 2012: | CCSS | Management | Kick-off |

K-12 Staff Beginning of Year Introduction to CCSS Sept 2012-June 2013: CLAS

teacher support of CCSS strategies and key tenets May-June 2013:

K-5 teachers and 6-12 teachers in identified core courses implement units of study

Elementary	Intermediate	High School
K-3 Interdisciplinary Units	7 th Grade Science	Biology
K-3 Interdisciplinary Units	8º Grade History	US History World History
4" and 5" Grade Math	6" Grade Math Algebra I (Same writing group as HS)	Algebra I (Same writing group as IS) Algebra II Geometry
K-3 Interdisciplinary Units	6 th Grade ELA. 7 th Grade ELA. 8 th Grade ELA.	9°/10° ELA 11°/12° ELA

Summer 2013:

Identified K-12 classroom teachers develop additional units of study

Creation of performance based assessments similar to SMARTER Balanced assessments for 2013-2014 school year

ondary

Oct-Nov 2012:

Establish multiple points of entry into core courses

Form writing teams in key courses with teacher leaders Dec 2012-Feb 2013: Begin writing process

with support of QTEL with HS teams (Dec 18-19, Feb 6) Replicate process with intermediate writing teams (Jan-Feb) February-May 2013: Develop modules and expand teachers'

knowledge: 21st Century Learning (Collaboration, Communication, Critical Thinking, Creativity), Academic Language Development, Effective EL Strategies, Use of Text Sets, CCSS Assessments March-May 2013: Writing Teams pilot units of study and CLAS

teachers provide demonstration lessons with classroom teachers with possible opportunities for lesson studies Revised 11/29/12

Superior Standards

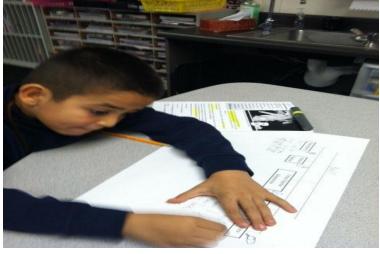
Supportive School Climate

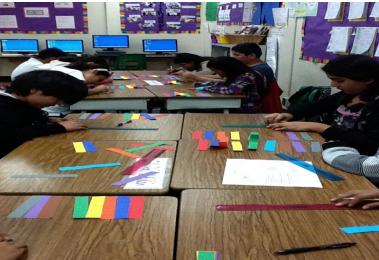
Clear Focus on Learning

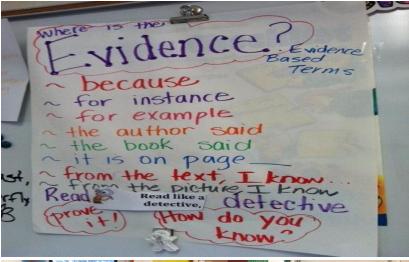




Getting to the Core









Superior Standards

Supportive School Climate

Rationale for Unit Plans

AL ATRI





Getting to the Core

- Provide teachers with a context in which to use multiple strategies— Thinking Maps, GATE, GLAD, SIOP
- Provide teachers with a positive experience with the Common Core
- Provide an exemplar of what effective Common Core instruction looks like
- Provide a shared experience/focus amongst the staff
- Encourage the use of common instructional language

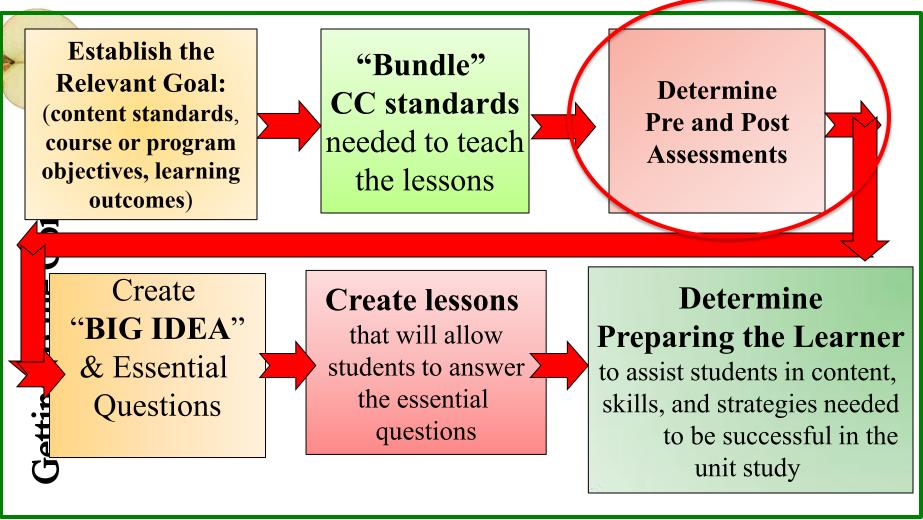
Grade Level/Course:		Time Frame:
Big Idea (Enduring Un Language Arts:	nderstandings): SS:	1 100 00 000000
Essential Questions: SS:		
21 st Century Skills: Learning and Innova		
Creativity & Innov Information, Media a		lving Communication& Collaboration
Information Lite		Information, Communications & Technology Literacy
Prerequisite Skills: Co	ontent:	
Academic Language:	(Think about words to target, teach in	context, and step aside)
Concepts	Content	Functional
		9

Superior Standards

Supportive School Climate

The Process of Unit Design





Superior Standards

Supportive School Climate

Comprehensive Accountability

Launch to the Future!

Step 9

A-G course completion in Grade 12

Step 8

PSAT/SAT/ACT in Grade 10-12

Step 7

AP courses in Grade 10-12

Step 6

Algebra 2 proficiency by Grade 11

Step 5

Algebra 1 proficiency in Grade 8 or 9

Step 4

Math proficiency in Grade 4

Step 3

EL proficiency and reclassification, Grade 5, 7 & 10

Step 2

Writing proficiency in Grade 4,7 & 10

Step 1

Reading Proficiency in Grade 1, 3 & 6

Superior Standards

Supportive School Climate

Nine Steps to Success for College and Career



Effective Communication





jetting to the

SAUSD'S Getting to the CORE Superior Standards - Positive School Climate - Successful Students

a newsletter for SAUSD educators

What's inside

- CCSS Spotlight on
- · CLAS Update
- Principal's Corner
- News!
 K-12 Connection
- Smarter Balanced
 Assessment

We Caught YOU...



Upcoming Meetings
December 2012 - Quality
Teaching for English Learners
with Dr. Walqui informs
SAUSD units of study.

CCSS Spotlight on Success

As part of the Common Core State Standards (CCSS), SAUSD teachers are implementing "close reading" in all subject areas. The technique of close reading, or the thorough and careful analysis of text, is not new, but has now been highlighted with the CCSS focus on interdisciplinary literacy skills. The value of this approach to literacy is demonstrated by students' understanding of the importance of audience, purpose, and evidence when reading texts of all genres, from poetry to scientific journals.

CLAS Update

SAUSD's Certificated Learning & Achievement Specialists (CLAS) have embraced their leadership role in the implementation of the CCSS across the district. The dedicated teacher leaders are inspiring colleagues to accept the challenge to transform teaching & learning in order to prepare all students for college, career and community. The impact of the CLAS effort is palpable as students tackle complex text, academic language, and assessments with enthusiastic confidence.

Principal's Corner

The high school writing teams are scheduled to work with Quality Teaching with English Learners (QTEL) on December 18, 2012 and 19, 2012 and Fehraups (2013 in the following content courses: Biology, US History, World History, Algebra 1, Algebra 11, Geometry, 9th10th English, 11th12th English to develop their CCSS units of study.

Congratulations to the 560 K-3 teachers who have implemented their first Common Core unit of study! The 4th and 5th grade teachers are next to finish!

K-12 Connection

Academic Vocabulary

As part of SAUSD's implementation of CCSS, K-12 teachers will use the "vocabulary quadrant" in their CC lesson plans. The quadrant follows research which reflects the best current thinking about how students learn words and networks of words.

The common core stresses that vocabulary instruction is taught in context as much as possible:

- a. Choose words well: Determine words essential to understanding the text (Tier 2-3). Other words, not essential to understanding the specific text, may be important for students to know for future reading and writing (Tier 2).
- b. Teach in context: Most words are taught within context, using simple step aside explanations if needed. When possible, students use strategies to figure out words independently.
- c. Further Vocabulary Instruction. Rarely will a word be pre-taught. But after reading, students should be actively engaged with words using different contexts – through questioning, word chats, and writer's craft. Instruction must also integrate morphology, phonology, and orthography, and syntax as well as meanings.

Remember the goal... in order for students to become college and career ready, they must become independent readers, using multiple strategies to understand words and comprehend the text. (To learn more, read Appendix A from the CCSS, pp. 32-35)

Santa Ana Unified School District

🐧 Staff Portal A⁺ Parent/Student Portal

1601 East Chestnut Avenue Santa Ana, CA 92701-6322 Phone: 714.558.5501

Home

t Us

School Board

Community

Departments

Santa Ana Unified School District > Common Core > Common Core State Standards > General Information

Studen

udents

Calendar

Common Core State Standards

What is Common Core?

Standard

- A General Information
- Spotlight on SAUSD
- Theory of Action
- Instructional Shifts
- Implementation Plan
- √ Instructional Strategies
- Presentations
- > Partners
- Resources
- Contact Us
- SAUSD Common Core Blog

General Information

The Kindergarten-12 Common Core State Standards (CCSS) represent a set of expectations for student knowledge and skills necessary to succeed in college and careers. CCSS will help ensure that students receive a high quality education consistent, from school to school and state to state. The development of the CCSS was spearheaded by two organizations - the Council of Chief State School Officers and the National Governors Association.

The criteria used to develop the CCSS were:

- Aligned with college and work expectations;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Informed by top-performing countries, so that all students are prepared to succeed in our global economy and society;
- Evidence and/or research-based.

Estándares Estatales Centrales Comunes: Historia

Superior Standards

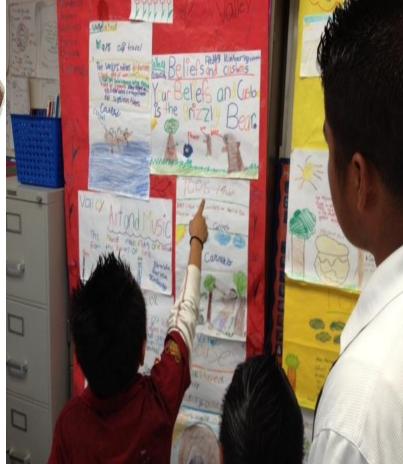
Supportive School Climate

Community and Parent Involvement





Getting to the Core





Superior Standards

Supportive School Climate

Community and Parent Involvement







PARENT SUPPORTING YOUR CHILD IN GRADE FIVE MATHEMATICS

Common Core State Standards

Changing from Procedure to Appliction of Knowledge



Responsibility

Santa Ana Unified School District's Mission:

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country, and a global society.

Estándares Estatales

Centrales Comunes

Cambio de procedimiento a aplicación de conocimiento



Misión del Distrito Escolar de Santa Ana:

Aseguramos experiencias de aprendizaje balanceadas que preparan a nuestros alumnos para el éxito en el colegio y la carrera. Atraemos, inspiramos y estimulamos a todos nuestros alumnos para convertires en ciudadanos productivos, líderes éticos y contribuyentes positivos para nuestra comunidad, el país y la sociedad global.

Superior Standards

Supportive School Climate

Commitment and Capacity





Building Staff Capacity to Provide a World Class Education

Jetting to the Core

Superior Standards

Supportive School Climate