Common Core at CPS

Scope and Sequence
Implementation Plan
Literacy and Math Content Frameworks
Fidelity of Implementation

CPS Vision

*CPS consists of a system of schools that prepares every student, in every community, to succeed in college and career.*
Strategic Priorities

Common Core: By SY 2014-15 all students will have access to high quality Common Core-aligned curricula as defined by CPS Framework for Content Standards in literacy and mathematics.

Framework for Teaching: By SY 2012-13 all educators will be supported by a clear vision for effective instruction as defined by the CPS Framework for Teaching.

Full School Day: By SY 2012-13 all students will have access to core academics, intervention, and enrichment through a 7 hour school day.

Timeline and Professional Learning Supports
### Implementation in SY12

<table>
<thead>
<tr>
<th>Scope</th>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td><strong>Network Team PD</strong></td>
<td>• Focus on daily lessons and unit planning in teacher teams using the CCSS</td>
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<tr>
<td></td>
<td>• Develop and refine a differentiated delivery mechanism (or Network Theory of Action) for building capacity on the CCSS with portfolio of schools</td>
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<tr>
<td><strong>ILT PD</strong></td>
<td>• Focus on unit planning (unpacking standards, performance assessment development, unit development)</td>
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<td></td>
<td>• Implement necessary ILT and TT structures to make the shift to CCSS possible</td>
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<tr>
<td><strong>Early Adopters</strong></td>
<td>• Focus on development, implementation, and refinement of unit plans (unpacking standards, performance assessment development, unit development)</td>
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<td></td>
<td>• Development of exemplars</td>
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<tr>
<td><strong>Teacher Leader PLC</strong></td>
<td>• Develop the year-long CCSS-aligned Literacy and Mathematics Content Frameworks</td>
</tr>
</tbody>
</table>

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Focus in SY12

Learning:
- CCSS Structure
- How to unpack
- Features of an ELA Performance Assessment (PA)
- Features of an ELA unit plan
- Math Bridge Plan
- Universal design

Doing:
- Creating, maintaining ILT and TT structures for data analysis and planning
- Classroom observations
- Building learning cycles
- Ensuring instruction and instructional tasks are rigorous
- Design instruction for varied learner profiles

Summer: Transition from “Learning” to “Doing” with support of solid team structures.

Summer Institutes

- All 20 Networks collaborated with Departments of Literacy and Mathematics to design and deliver training for up to 4 teacher leaders from every school.
- Process:
  - Training with Networks during late June:
    - Shifts in the standards
    - What high quality plans and tasks aligned to the standards look like
    - Understanding the Content Frameworks
    - How to facilitate learning with colleagues
  - Work with colleagues at school sites to build plans aligned to the Content Framework
  - Meet in ongoing PLCs to discuss implementation challenges

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**Instructional Materials**

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**Instructional Materials Guidance SY12**

**DO NOT rush to buy anything that is branded “Common Core Approved.”**

<table>
<thead>
<tr>
<th>This Spring</th>
<th>This Summer</th>
<th>Next Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Audit existing nonfiction text sets</td>
<td>- Purchase supplemental texts to support unit planning</td>
<td>- Implement use of supplemental texts</td>
</tr>
<tr>
<td>- See CCSS Appendix B for exemplars</td>
<td></td>
<td>- Audit quality of math core materials</td>
</tr>
</tbody>
</table>

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Text set RFP

- Process:
  - Organized ideal text criteria based on PARCC Model Content Frameworks (balance of informational, appropriate levels of complexity...etc), Publishers Criteria and existing CPS Frameworks for Social Science and Science
  - 14 Publishers submitted text bundles to meet guidelines
  - Bundles were vetted by teams of teachers and Central content experts

- Results
  - Pearson will be the selected vendor for the first round of purchases.
  - RFP will allow schools flexibility to purchase based on their needs, from a vetted list of high quality texts.

- Next steps
  - RFP for bilingual, native language texts
  - Expand lists of titles and vendor options
  - Undergo vetting process for math instructional materials in SY13

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Content Frameworks

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## CCSS Instructional Shifts

### Literacy (Across Content Areas)
1. Regular practice with complex text and its academic vocabulary
2. Building knowledge through content-rich informational text
3. Reading and writing grounded in evidence from text

### Mathematics
1. Focus on critical areas to develop deep conceptual understanding and procedural fluency
2. Integrate the mathematical practice standards throughout instruction
3. Maintain coherence and continuity to link learning within and across grades

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## Structure of CPS Literacy Content Framework

<table>
<thead>
<tr>
<th>Literacy Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Paper</td>
</tr>
<tr>
<td>CPS Literacy Planning Guide</td>
</tr>
<tr>
<td>Literacy Toolset</td>
</tr>
<tr>
<td>Sample Curriculum Map</td>
</tr>
<tr>
<td>Unit Plan</td>
</tr>
<tr>
<td>Performance Assessment</td>
</tr>
<tr>
<td>Scoring Tool</td>
</tr>
</tbody>
</table>

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Structure of CPS Mathematics Content Framework

1. **Mathematics Framework**
   - **Position Paper**
   - **CPS Mathematics Planning Guide 1.0**
   - **Mathematics Toolset**
     - Sample Tasks
     - Lesson Modification Guidance
     - Lesson Templates
     - Professional Learning

**CPS Mathematics Content Framework: Bridge Plan**

**Bridge Plan:** Term used to describe the 3-year transition to implementation of the CCSS-M.

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>‘12–13 Year 1</th>
<th>‘13–14 Year 2</th>
<th>‘14–15 Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td><strong>Recommended: Work with Math Practices</strong></td>
<td>Implement Mathematics Content Framework 1.0 (Grades K-5)</td>
<td>100% CCSS-M Content</td>
</tr>
<tr>
<td>6-8</td>
<td>Implement Mathematics Content Framework 1.0 (Grades 6-8)</td>
<td>Implement Mathematics Content Framework 2.0 (Grades 6-8)</td>
<td>100% CCSS-M Content</td>
</tr>
<tr>
<td>High School</td>
<td>Implement Mathematics Content Framework 1.0 (Algebra I and Geometry)</td>
<td>Implement Mathematics Content Framework 2.0 (Algebra I, Geometry, and Algebra II)</td>
<td>100% CCSS-M Content</td>
</tr>
</tbody>
</table>

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# Bridge Plan: Critical Focus Standards

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Big Idea(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 6 – 8</td>
<td>Expressions and Equations Domain</td>
</tr>
</tbody>
</table>
| **Algebra I** | • Linear and Exponential Relationships  
• Quadratic Functions and Modeling |
| **Geometry** | • Congruence, Proof, and Constructions  
• Circles With and Without Coordinates |

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# Fidelity of Implementation
Alignment of support and accountability

- Content Frameworks
- Exemplar Units, tasks
- Additional teacher-created samples

- Quarterly ILT Sessions
- Teacher Leader Institutes and PLCs

- Informal/Peer Observations
- End of quarter/unit formative assessments

- Formal Observations using Framework for Teaching aligned to CCSS
- BOY and Eoy CCSS-aligned performance tasks to measure student growth

Clear Standards and Resources
Aligned Professional Learning
Systems of Continuous Improvement
Measures of Accountability