



NYSED Common Core State Standards (CCSS)
Professional Development Module
for ELA/Literacy & Math

Facilitator's Guide

Time	Activity	Process	Key Points	What to Expect from Participants
15 minutes	Welcome & Introduction Slides: 1-5	Review: Slides of Graduation Rates, and Career & College Readiness (Participants may have questions. Provide a vehicle for asking questions (paper on tables, etc.)	Statewide – graduation rates are up, however, this isn't the bar we've been aiming for – we have a new and significant achievement gap to close.	Many participants may not have looked at the new Common Core Standards and this information may be new to them. Some participants may be familiar with the PARCC assessments.
30 minutes	Overview of the Shifts Slides: 6-21	Present: A high level overview of the shifts and the role of the student, principal, and teacher in these shifts	NYS and other states have adopted the CCSS – What is going to be needed to meet the Common Core? The argument of, “I covered it, why didn't the students get it?” will have to shift.	This is a lot for teachers to absorb. Practitioners may be overwhelmed and will need some time to discuss and process the new information. Allow participants to share with each other first and then share out with the larger group as a whole. Teachers may have concerns about their ability to reach all students (students with special needs, etc.)
30 minutes	Content Expertise Slides: 22-23	Discuss: Adult Conversations and Content Expertise • Talking points -the critical	Productive adult conversations about content- what is the impact of these types of conversations?	Conversation among participants may reveal that some of these adult content conversations are taking place. Allow participants to

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		<p>nature of adult conversations and teacher content expertise.</p> <ul style="list-style-type: none"> • Discussion at tables- in what content am I an expert? How many conversations have I had since school started about the content with my colleagues? • What are the criteria for a helpful conversation such as this? • These conversations should be happening on very regular basis in schools – in a conscious, structured way at first, but then these conversations should become part of the adult conversation in the school 	<p>Japanese lesson study as being one of the most effective ways to study lesson structures and lesson plans.</p>	<p>tell about these conversations. What types of conversations are the most effective? What is the outcome? How does it affect the way that you plan and instruct? What impact does it have on student learning?</p> <p>It is important to honor silence throughout the presentation. Some teachers may find this difficult.</p> <p>The level of anxiety amongst participants may rise at this point, particularly with discussion about assessments.</p> <p>Teachers should be encouraged to experiment with the shifts and engage in ongoing conversations with other teachers about what worked and what didn't. One of the concerns expressed by teachers is time. One of the key points of the CCSS is that they will give teachers more time, although</p>

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				<p>it may not be readily apparent.</p> <p>There is a gift of time in the CCSS to talk with other adults about the work and for teachers to dive in to what they really need to do. By teaching LESS CONTENT m</p>
15 minutes	Break and move to breakout rooms			
30 minutes	<p>Looking at student work</p> <p>Slide: 24</p>	<p>Examine: Samples of student work in grade level pairs.</p> <p>Ask:</p> <ul style="list-style-type: none"> • What do you notice about this work? • What are its qualities? • Look at the standards for this grade level and articulate the ways in which it exemplifies them. • What do you notice about student learning that's different in this student work than what you currently see in student work in your classroom and at your school? What do you 	<p>Student Work – compare to the work being done in your schools currently</p>	<p>Participants should be broken into grade level groups first. Some teachers may be in more than one group (teachers who teach in smaller districts may teach 7-12 classes.) Have these teachers choose a group. It is important that the stage be set for teachers to be reflective in their work.</p> <p>One of the issues that may come up is teachers expressing their belief that their students could not possibly do the work in the samples and some may not believe that students wrote</p>

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		<p>think this teacher had to do differently to push students to produce this kind of work?</p> <ul style="list-style-type: none"> • Implementation Gap: Reflect on your own practice and what you just cited as what would the teacher must have done to produce that kind of student work. Talk to a partner and discuss how you can build your knowledge, skill to be able to instruct to reach the same student learning outcome. <p>Current and ideal state: (Each table has poster paper on which they need to record their conversation in terms of current and ideal state.)</p> <ul style="list-style-type: none"> • What is the current state of student and teacher practice if our students are going to produce work such as this? • How do we do our jobs now and how will our jobs need to change? <p>(Note: the standards create anxiety for us. This is not a time when we say anyone is doing it incorrectly. This is a time when we say that</p>		<p>the samples used</p> <p>Some teachers may also ask what the point of the T-Chart is if the annotations (answers) are already included with the student work.</p> <p>Another question may be regarding special needs students – how will they be able to ever do this work?</p> <p>Reply by saying that a lot of the work is about belief, assumption and a rigorous bar and entry point to reach the same expectation. Have them brainstorm entry points. Remind the participants that our charge is to figure out what we can do to address all students’ needs. Please note, for the purpose of this workshop, we just need to “name the bar.” The annotations simply make a more straight-forward line.</p>

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		EVERYONE is going to have to work differently if we are going to raise expectations and move students to a higher level of achievement.)		
15 minutes	Clarifying terms	Define: Evidence based discussions about text		
45 minutes	Adult conversations about content Slide: 25-26	Direct teachers to gather in pairs around their texts or their problem sets. (Protocol on the screen) <ul style="list-style-type: none"> • What was your overall experience in reading this text? How did it affect you? How did it inform your thinking? • What passage had the most meaning for you and why? (read 2 or 3 sentences aloud and then explain) • What questions did the text raise for you? • What moves do you see the author making to achieve their goal? (What is the author's goal?) • As a team, can you construct 5 solid evidence based questions about this text? Questions that <ul style="list-style-type: none"> ○ Require the text in front 	Creating opportunities to have conversations with other adult about content	

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		<p>of you</p> <ul style="list-style-type: none"> ○ Demand close reading of the text ○ Are interesting and compelling ○ Are worth discussing – to YOU <ul style="list-style-type: none"> • Can you think of literary texts that would make a good pairing for this text? • Participants share their questions with others at their table and come up with the 5 best at each table and share out, if possible. 		
30 minutes	<p>Reflection and Plans for working this way</p> <p>Slide: 27</p>	<p>Think/pair/share</p> <ul style="list-style-type: none"> • Was this a new way of working with colleagues? • What can be gained from adult conversations about content? • How/where can I make room for this in school? • What do I need from my principal to make this happen? 	<p>What can teachers do to ensure that conversations about content happen on a regular basis with their colleagues in their schools?</p>	<p>Teacher anxiety will be high and needs to be raised so that teachers really strive and aim high enough for the bar.</p> <p>It is the job of the leader (principal etc.) to be sure that teacher stress stays in the “zone of tolerance.”</p>
	Break/Lunch			
30 minutes	Planning	<p>Discuss:</p> <ul style="list-style-type: none"> • How long would it take to 	<p>What support do you need to be able to implement the ELA</p>	<p>Participants may not be familiar with engageNY.org or</p>

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	Slide: 28-29	<p>teach this text effectively?</p> <ul style="list-style-type: none"> • What are the stages students would need to go through to engage with this text deeply? • What questions should be asked in which order? • What is a task we could ask students to answer at the end to determine whether they have conducted a close reading of this text? • What scaffolding will we need to provide for ELL, SWD, and students reading below grade level? • What vocabulary do I want to teach explicitly, encourage them to skip, define through context? • Does it make sense to pair this text how would I do it? • What do I need to do to get more ready to teach this text? • What support do I need to be able to do this more effectively? 	Common Core more effectively?	NYSED.gov. Refer them to these sites and encourage them to watch Shift videos, found on these sites, and engage in suggested activities.