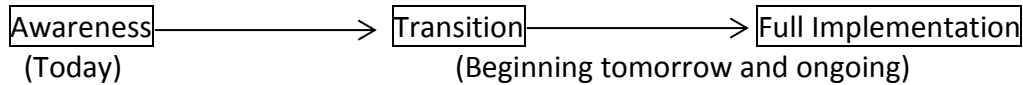


CCSS Overview/Awareness Agenda  
2 hours



**I. Intro. - 10 minutes**

- Purpose Setting / Timeline



- Notebooks

**II. The “3 Gears” of Common Core & why the need for revised, nationwide standards? - 25 minutes**

- Smarter Balanced Assessment Consortium, Depth of Knowledge, Common Core
- America’s Sputnik moment
- Essential attributes of CCSS to make students College and Career Ready
- National adoption of standards
- 6 Instructional Shifts; David Coleman overview video of CCSS
- Focus of CCSS

**II. Smarter Balanced Assessment Consortium (SBAC) – 25 minutes**

- Revolution in assessments, and the implication on instruction
- Take effect in 2014-2015 for grades 3-8 and 11
- Adaptive Technology
- Selected Response
- Constructed & Extended Response
- Technology Enhanced / Technology Enabled
- Performance Tasks

**III. Webb’s Depth of Knowledge (DOK) – 20 minutes**

- 4 levels of rigor / complexity now associated with standards, instruction, and assessment
- Level 1: Recall & Reproduction
- Level 2: Skills & Concepts
- Level 3: Strategic Thinking / Reasoning
- Level 4: Extended Thinking
- Eberhardt’s translation: We are now all GATE teachers. For many years, GATE teachers have developed strategies for adding depth and complexity. These strategies can be implemented with all students, not just GATE students.

**IV. Common Core State Standards for ELA (CCSS) – 35 minutes**

- Structure: 32 standards backwards mapped
- Spiraling staircase of complexity
- Integration of History/Social Studies, Science, and Technical subjects with ELA
- MLK Birmingham video (if time allows) – 15 minutes
- Literacy expectations
- Correlation between CA '97 and CCSS with caveat
  - Springboard documents for 3<sup>rd</sup>-6<sup>th</sup> grades

## V. Next steps toward transition? What can we “take home”? – 15 minutes

- using GATE icons to add depth and complexity to current low-level assignments



- Possible example of adding DOK as well as integrating an interdisciplinary approach
  - “The Ants and the Grasshopper”
  - “He That Will Not Work, Shall Not Eat” a study of how John Smith saved Jamestown
- Possible strategy relating to Instructional Shift #4 Text-Based Answers: CSI Comprehension
- Possible example of Integrating CCSS with Literature: “Core Literature Forms”

## VI. Further Study

- visit [www.smarterbalanced.org/](http://www.smarterbalanced.org/) and sign up to receive regular email updates regarding the new assessments
- Choose a CA '97 standards based lesson/skill that you currently teach which is also covered by the CCSS. Think about strategies you can use to add rigor in order to increase the Depth of Knowledge (DOK) level.