



Our conversation today

- CCSS and Model Curriculum Overview
- PARCC Updates
- NJ ASK Transition
- Regional Achievement Centers
- College and Career Readiness Task Force

The Quiet Revolution & Model Curriculum

Common Core State Standards

- Fewer, clearer, more rigorous
- Internationally benchmarked

Commonness

- Leverage state and nation-wide expertise (46 States and DC)
- PARCC (23 States and DC)

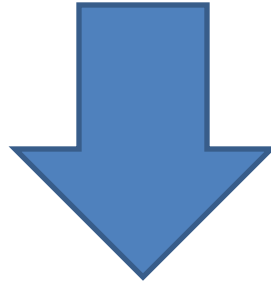
Continuous improvement

- Model 1.0 followed by Model 2.0
- Professional Development (content & grade specific)

The CCSS Difference: Grade 7 ELA

Before: NJCCCS (2004)

1. Produce written work and oral work that demonstrate comprehension of informational materials.



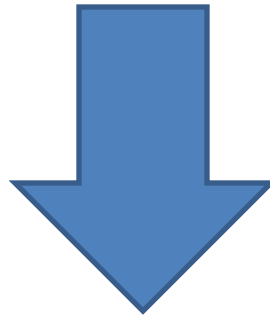
After: CCSS (2010)

2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

The CCSS Difference: Grade 8 Math

Before: NJCCCS (2004)

1. Understand and apply the Pythagorean Theorem.



After: CCSS (2010)

1. Explain a proof of the Pythagorean Theorem and its converse.
2. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
3. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

The CCSS Difference: Grade 3-5 ELA: Integration of Knowledge and ideas

Grade 3: **Compare and contrast the most important points and key details** presented in **two texts** on the same topic

Grade 4: **Integrate information** from two texts on the same topic **in order to write or speak about the subject knowledgably**

Grade 5: Integrate information from **several texts** on the same topic in order to write or speak about the subject knowledgably.

College Readiness : Grade 11 ELA

Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

Introduce **precise** knowledgeable claims(s), establish the **significance** of the claim(s), **distinguish** the claim(s) from alternate or opposing claims, and create an **organization** that logically sequences claim(s), counterclaim(s), reasons and evidence.

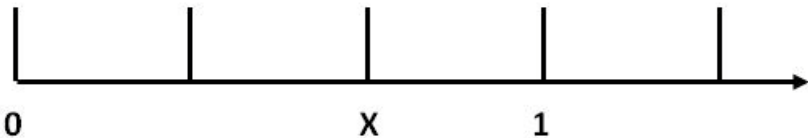
Develop claim(s) and counterclaim(s) **fairly and thoroughly**, supplying the **most relevant evidence** for each while pointing out the **strengths and limitations** of both in a manner that **anticipates the audience's** knowledge level, concerns, values, and possible biases.

Model Curriculum 1.0

Version 1.0		Version 2.0		Version 1.0
WHAT Students need to Learn		HOW We can best Instruct		WHEN do we know students have Learned
Standard	Student Learning Objectives	Instruction	Formative Assessments	Summative/Formative
CCSS Standard 1	SLO #1 SLO #2	<ul style="list-style-type: none"> Model Lessons Model Tasks Engaging Instructional Strategies 	<ul style="list-style-type: none"> Effective checks for understanding Teacher designed formative assessments 	Unit Assessment SLOs 1-5
CCSS Standard 2	SLO #3 SLO #4 SLO #5			
General Bank of Assessment Items 2.0				
Student level learning reports - Professional development - Resource reviews				

Model Curriculum

Grade 3 sample formative assessment items

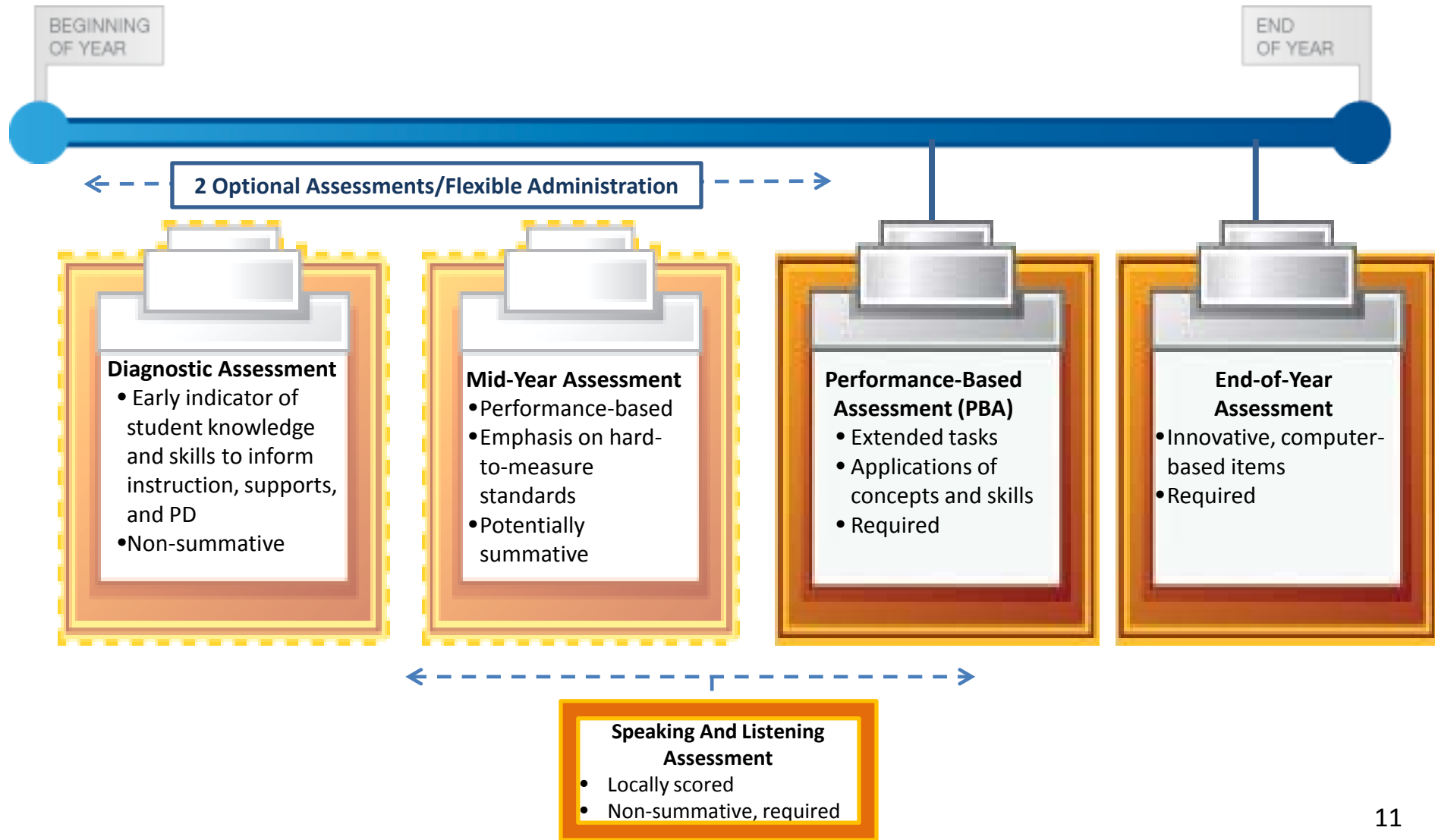
Code #	CCSS and/or NJCCCS	
3.NF.1	Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.	
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
3	Identify unit fractions and fractions composed of unit fractions on the number line.	3.NF.1
VOCABULARY		
Partitioning, Unknown, Equation, Multiple, Properties of Operations, Arrays		
ASSESSMENT		
Sample SLO #3	<p>Find the fraction numeral which names the location X.</p>  <p>a. $\frac{2}{4}$ b. $\frac{2}{3}$ c. $\frac{1}{2}$ d. $\frac{3}{4}$</p>	
Sample SLO #3	<p>Bob, Jasmine, Margo, Tim and Elijah were a team. Only Bob and Margo were bused to school. What part of the team did not arrive by bus? A. $\frac{2}{3}$ B. $\frac{3}{5}$ C. $\frac{2}{5}$ D. $\frac{1}{2}$</p>	

Common Standards require Common Assessments

- **Common Core State Standards** are critical, but just the first step
- **Common Assessments** aligned to the Common Core will **help** ensure the new standards truly reach every classroom
- **Quality Implementation** is required for students to reap the benefits of new standards

PARCC Assessment Design

English Language Arts/Literacy and Mathematics, Grades 3-11



Goal #2: Build a Pathway to College and Career Readiness

K-2 formative assessment being developed, aligned to the PARCC system

Timely student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

College readiness score to identify who is ready for college-level coursework

Targeted interventions & supports:

- **12th-grade bridge courses**
- **PD for educators**

K-2

3-8

High School

SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

ONGOING STUDENT SUPPORTS/INTERVENTIONS

Claims Driving Design: ELA/Literacy

Students are on-track or ready for college and careers

Students read and comprehend a range of sufficiently complex texts independently

Students write effectively when using and/or analyzing sources.

Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.

Reading Literature

Reading Informational Text

Vocabulary Interpretation and Use

Written Expression

Conventions and Knowledge of Language

Claims Driving Design: Mathematics

Students are on-track or ready for college and careers

Solve problems involving the **major content** for their grade level with connections to practices

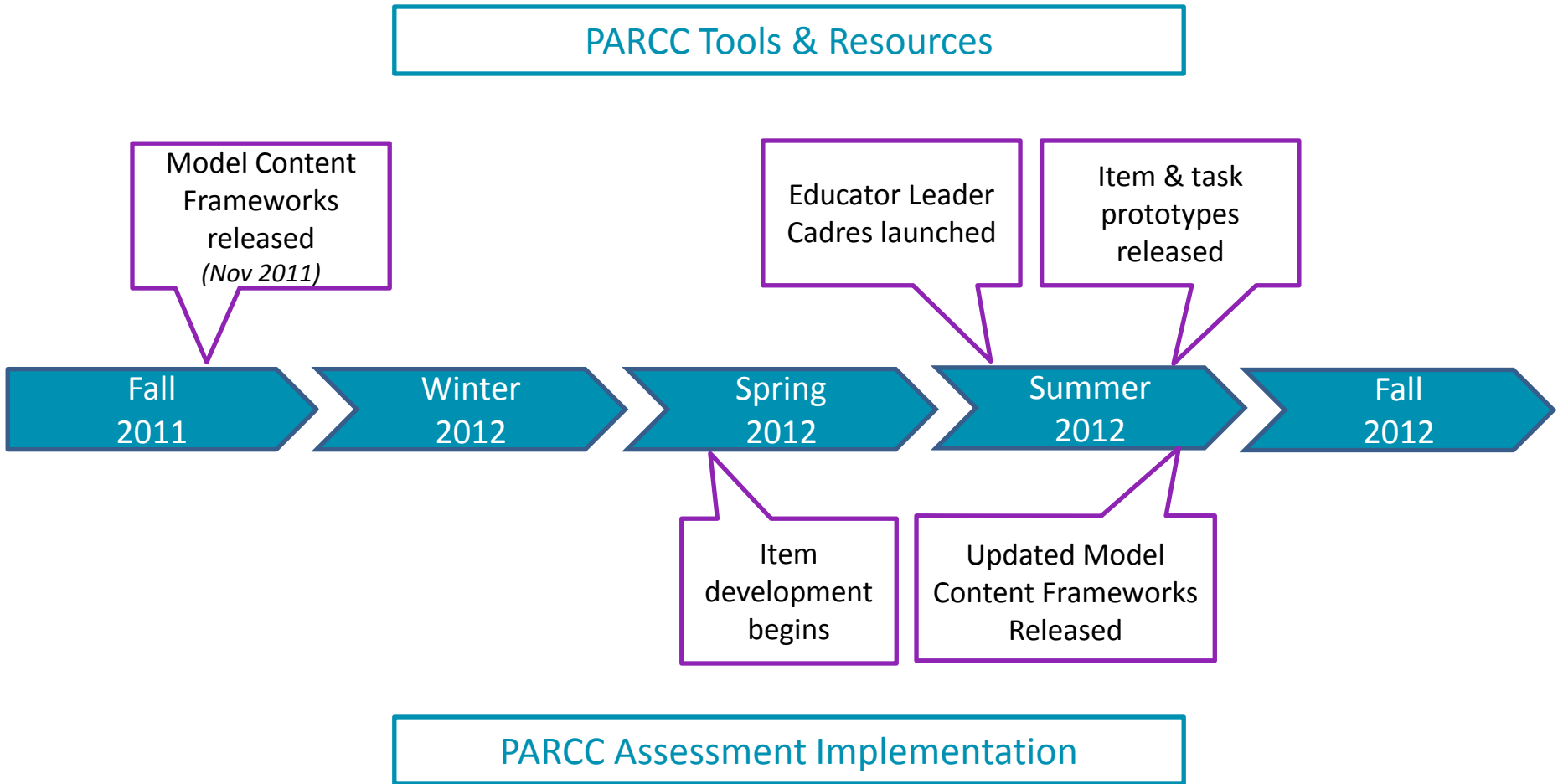
Solve problems involving the **additional and supporting content** for their grade level with connections to practices

Express **mathematical reasoning** by constructing mathematical arguments and critiques

Use the **modeling practice** to solve real world problems

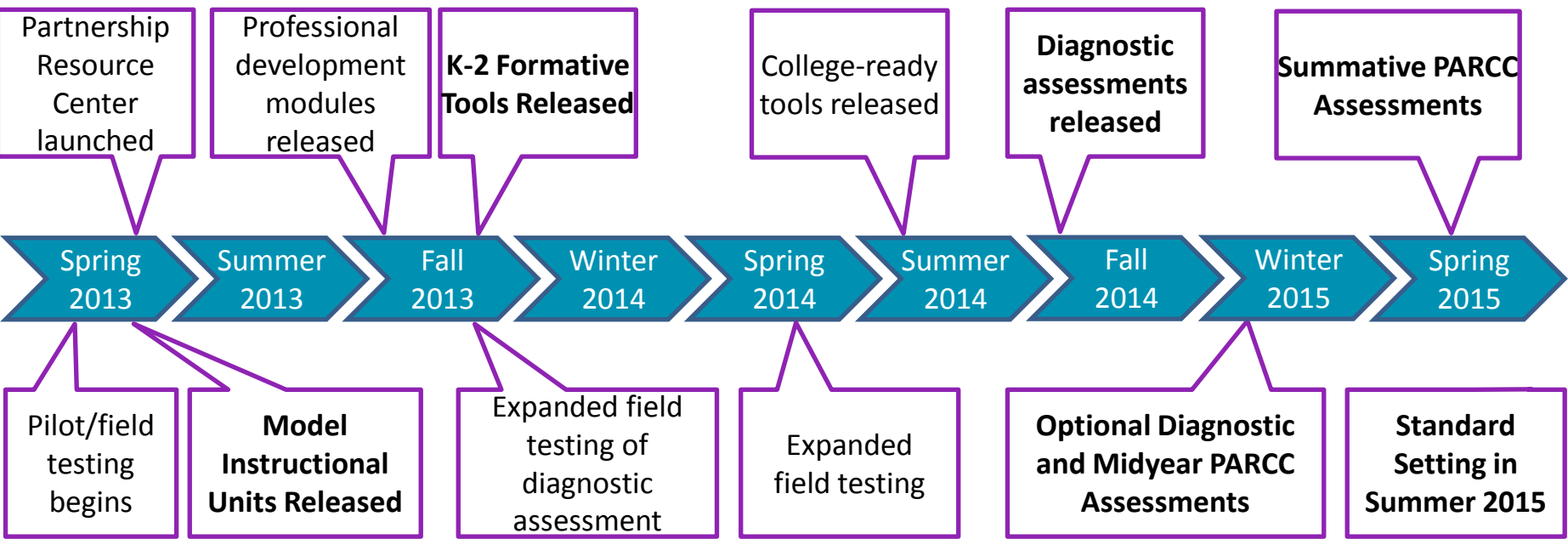
Demonstrate fluency in areas set forth in the Standards for Content in grades 3-6

PARCC Timeline Through 2011-12



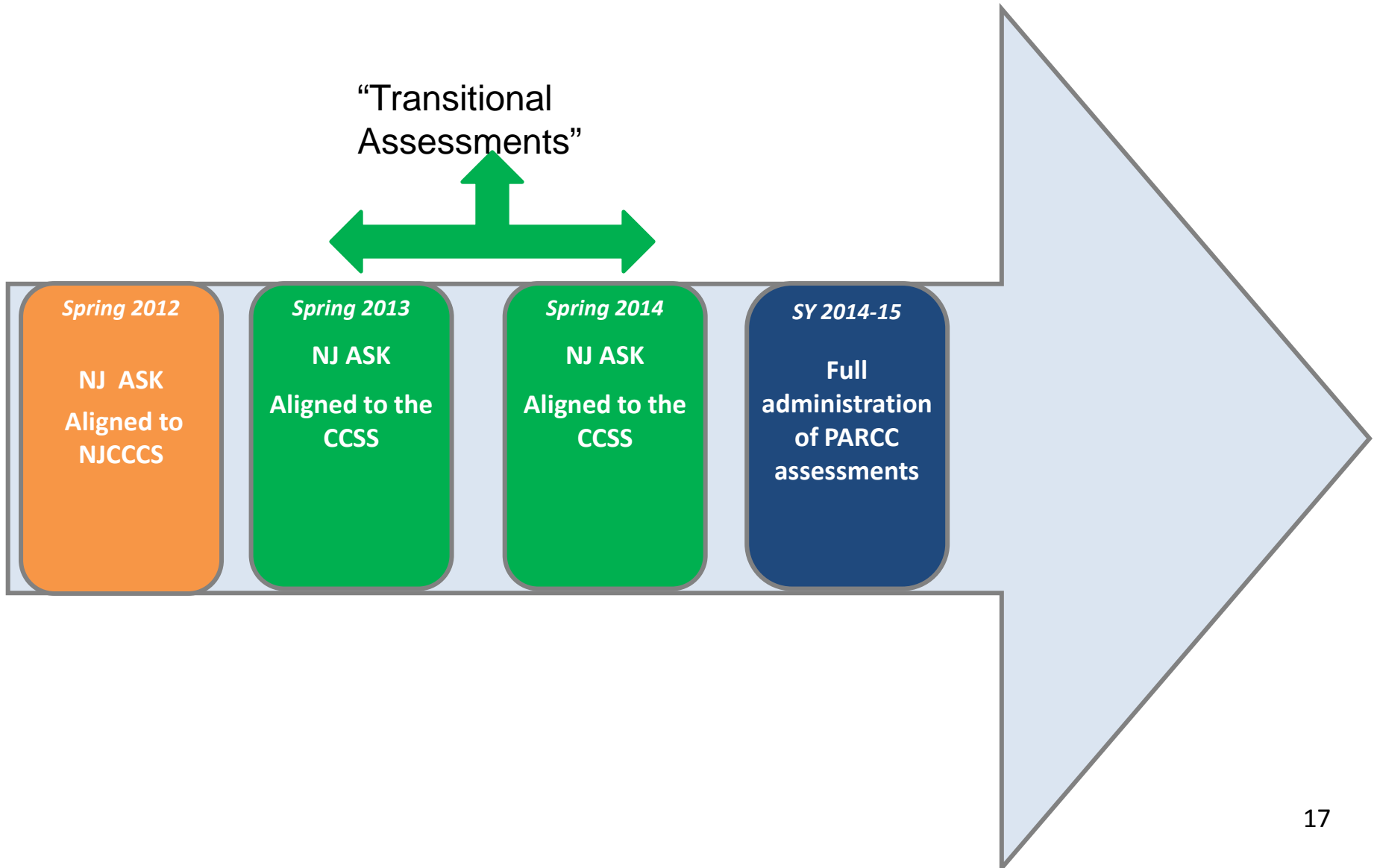
Timeline Through First PARCC Administration in 2014-2015

PARCC Tools & Resources



PARCC Assessment Implementation

Assessment Transition Timeline



Regional Achievement Centers



Context for the Regional Achievement Centers (RACs)

Through New Jersey's waiver from provisions of the Elementary and Secondary Education Act (ESEA), the Department of Education has developed a new school accountability system to replace certain provisions of No Child Left Behind.

The Department is undergoing a fundamental shift from a system of primarily oversight and monitoring to service delivery and support

RACs represent the Department's most ambitious, focused effort to date to improve student achievement across the state:

- Shift focus from all schools to low performing schools
- Significant resources aligned with proven turnaround principles
- State resources and activities coordinated to support RACs

Regional Achievement Center mission & guiding principles


RAC Mission Statement:

New Jersey's Regional Achievement Centers, struggling schools, and their districts will partner to set clear goals for student growth, put proven turnaround principles into action, and use data to drive decision-making and accountability. Working together, we will meet our shared goal of closing the achievement gap and preparing all of our students for success in college and career.

RAC Guiding Principles:

- **Partnership:** Regional Achievement Centers, Priority and Focus Schools, and their districts work together.
- **Research base:** School turnaround principles proven to drive student achievement are put into action.
- **Support:** High impact professional development is regularly provided to teachers, leaders, and Regional Achievement Center teams. Resources are targeted to support Priority and Focus Schools.
- **Accountability:** RAC teams, Priority and Focus Schools, and their districts are held directly accountable for results.

Regional Achievement Centers approach

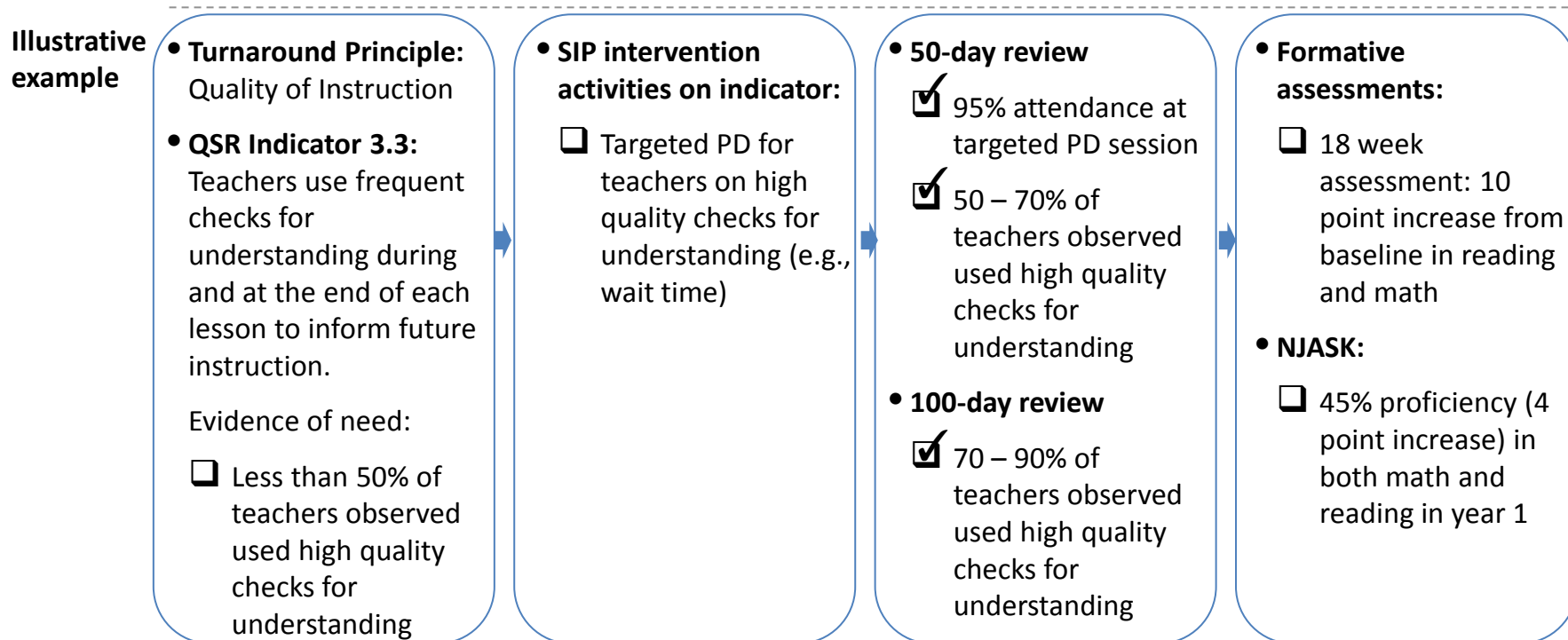
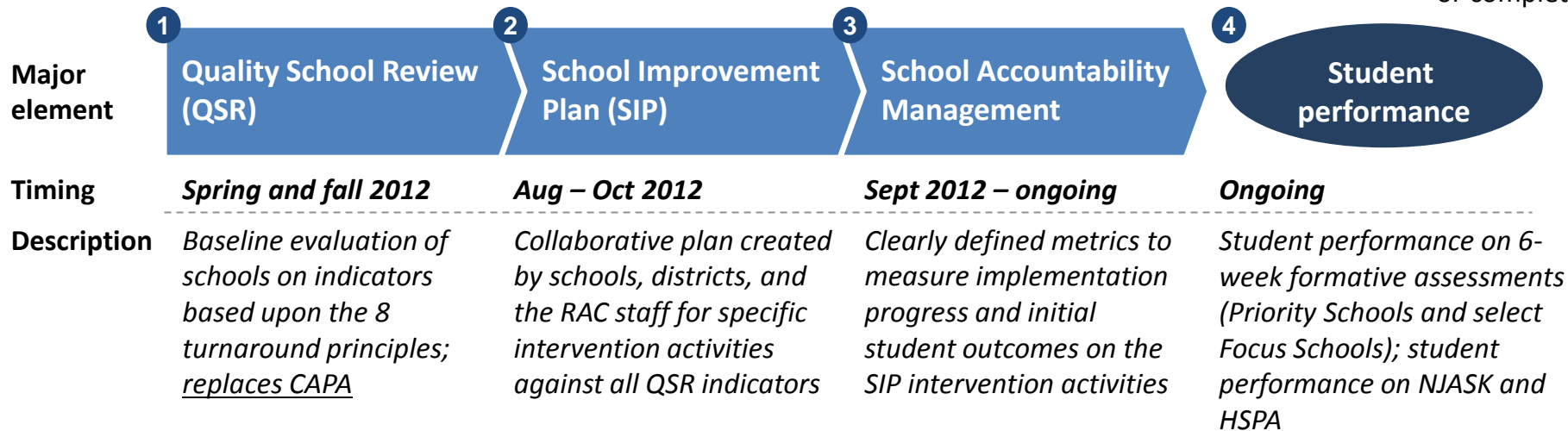
- **Identify schools**
 - **Assess needs**
Quality School Review (QSR) and School Improvement Plan
 - **Implement targeted interventions**
aligned to proven turnaround principles
- 

8 Turnaround Principles

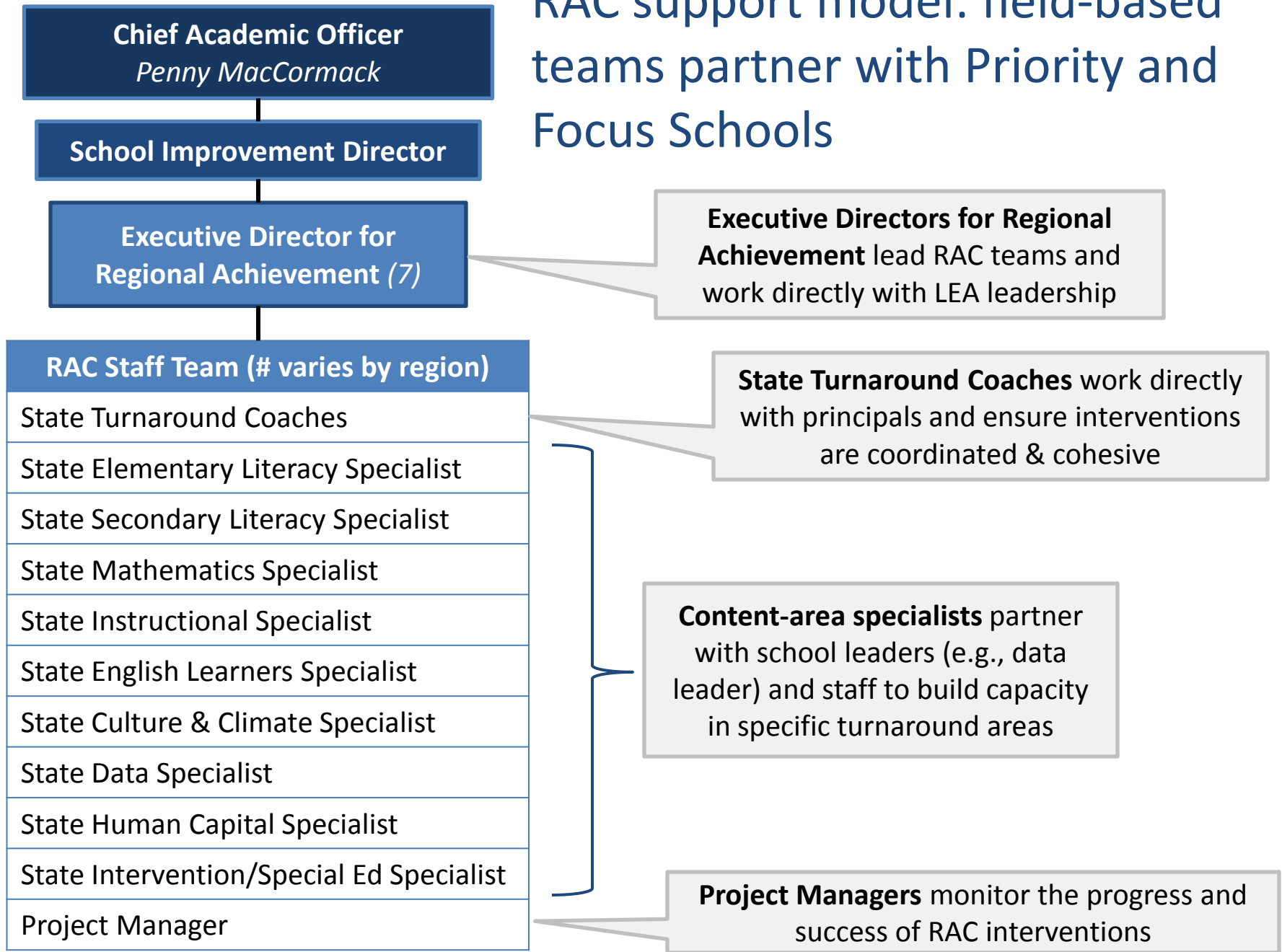
1. **School Leadership:** The principal has the ability to lead the turnaround effort
2. **School Climate and Culture:** A climate conducive to learning and a culture of high expectations
3. **Effective Instruction:** Teachers utilize research-based effective instruction to meet the needs of all students
4. **Curriculum, Assessment, and Intervention System:** Teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted
5. **Effective Staffing Practices:** The skills to better recruit, retain and develop effective teachers and school leaders
6. **Enabling the Effective Use of Data:** School-wide use of data focused on improving teaching and learning, as well as climate and culture
7. **Effective Use of Time:** Time is designed to better meet student needs and increase teacher collaboration focused on improving teaching and learning
8. **Effective Family and Community Engagement:** Increased academically focused family and community engagement

Regional Achievement Centers approach

Demonstrated or completed



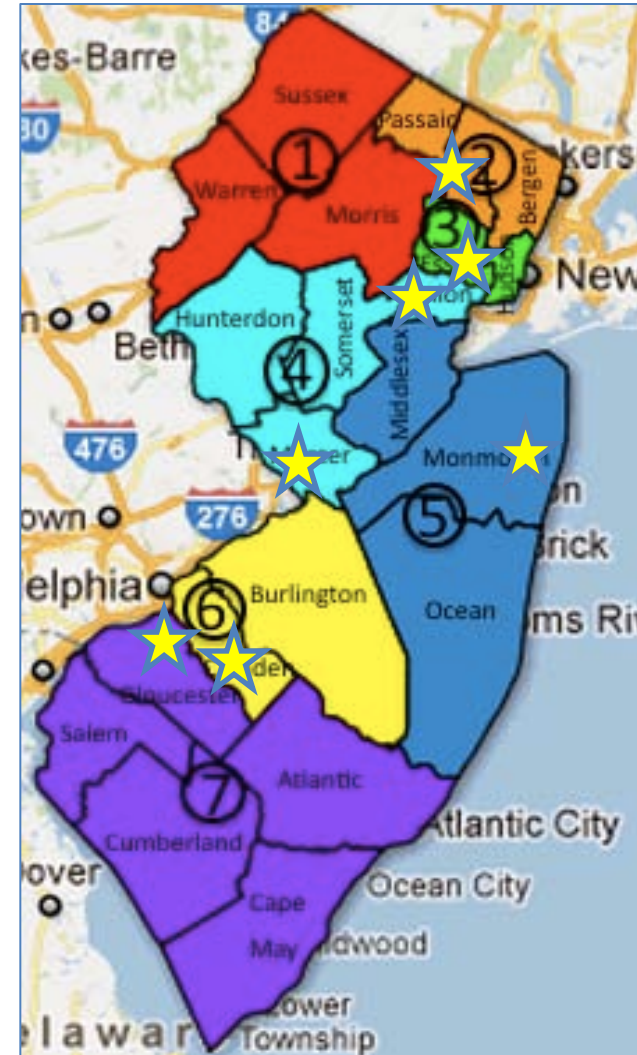
RAC support model: field-based teams partner with Priority and Focus Schools



RACs are organized geographically; each RAC field team will have an office within the region

#	Counties	# Priority Schools	# Focus Schools	Total Priority & Focus
1	Morris - Sussex - Warren	0	5	5
2	Bergen - Passaic	6	39	45
3	Essex - Hudson	26	46	72
4	Hunterdon - Mercer - Somerset - Union	15	26	41
5	Middlesex - Monmouth - Ocean	3	30	33
6	Camden - Burlington	24	3	27
7	Atlantic - Cape May - Cumberland - Salem - Gloucester	1	34	35

Subject to revision



★ Indicates Regional HQ

RAC focus: capacity building, sustainability, shared accountability

Capacity building

- RAC teams spend 90% of time in Priority Schools
- Priority Schools only will hire or identify leaders in math, literacy, data, and climate and culture
 - RAC teams will establish professional development and other training opportunities for schools leaders on tailored topics

Sustainability

- RACs work with P&F Schools to align Title I and/or district funds with School Improvement Plans
- Priority Schools receive RAC support for three years at a minimum
- Focus Schools receive RAC support for two years at a minimum

Shared Accountability

- RAC staff are equally accountable for Priority School success
- Seven-week cycle is used to report on P&F School progress against goals

Urgent action: Priority Schools that fail to implement the required interventions or fail to demonstrate required improvement in student academic achievement may become subject to state-ordered closure or other action

Transition to College and Career Ready Task Force



The Problem:

Disconnect between High School graduation requirements and College & Career readiness

- College Remediation Rates
- Business/Industry Failure Rates



Task Force Charge

- What does college and career readiness mean?
- What is the appropriate way to assess this level of achievement?
- What graduation requirements should be mandatory, including comprehensive examinations and end-of-course assessments?
- What processes, benchmarks, and timelines should be established to guide the transition from the current system to the new system?

Task Force Membership

- PreK-12
- Community Colleges
- 4-Year Colleges
- Business/Industry
- State Department of Education



What does college and career readiness mean?

Common Core State Standards

- Adopted by New Jersey June 2010
- Literacy (ELA, Social Studies/History, Science)
- Mathematics
- Focused, clear, coherent progression
- 46 states & DC

The Task force recognized that other measures should be included

What is the appropriate way to assess this level of achievement?

End-of-Course Assessments

- Correspond to specific learning standards
- Inform classroom practice and teacher professional development
- PARCC (23 states): Grades 9,10,11 ELA and Mathematics
- DOE to develop additional EOCs (initially Science and Social Studies)

What graduation requirements should be required?

- DOE and Higher Education to determine EOC “proficiency” levels
- DOE to determine number and type of EOCs required for a high school diploma (includes CCSS and non-CCSS)
- Districts have flexibility on non-CCSS assessment development



What processes, benchmarks, and timelines should be established to guide the transition from the current system to the new system?

PHASED TRANSITION

Phase I:

Current grades 9-12

- HSPA/AHSHA
- Optional: SAT, ACS, Accuplacer/Bridge course

Phase II:

Current grades 5-8

- Pilot new EOCs (teacher training and setting proficiency)
- Optional SAT, ACT, Accuplacer/Bridge course

Phase III:

Current grade 4 and below

- New EOC graduation requirements include re-taking modules

What you can expect of me...

- Willingness to listen, learn & reflect
- Quiet determination
- Persistence
- Resilience

What I need from you ...

- Honest constructive feedback
- Willingness to problem solve
- Expect the DOE to continuously improve

