

# Implementation of the Common Core State Standards

Instructional Services



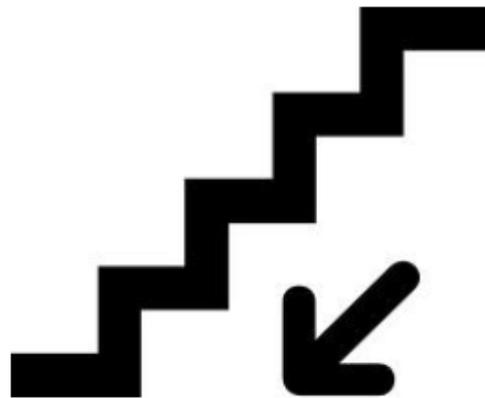
# Developers of the Common Core asked one important question:

*“What will our high school graduating students need to know and be able to do to be successful in college or entering into the workforce?”*



## In response to this question...

- Fundamental changes were made to academic proficiency standards.
- Common Core State Standards (CCSS) began with a vision of a college and career ready student and mapped subsequent grade levels from this profile.





# As a result, FUSD committed to ensuring students develop...

## College and Career Readiness

- Show evidence of knowledge in English Language Arts, Mathematics and 21<sup>st</sup> Century themes for students to be ready to succeed academically in credit-bearing, college-entry courses and in workforce training programs
- Identify strengths and passions for the purpose of informing future endeavors
- Learn how to take responsibility of their own life-long learning with continuous opportunities for self-reflection of basic skills through on-going assessments



# As a result, FUSD committed to ensuring students develop...

## Communication

- Command a world language other than English
- Communicate new information with a purpose to diverse audiences appropriately
- Utilize resources that provide opportunities to communicate in the global world



# As a result, FUSD committed to ensuring students develop...

## Information and Knowledge Management

- Use critical thinking, divergent thinking and creativity to solve problems individually or with a collaborative group
- Demonstrate the ability to access and use *just right* resources and manipulate for a purpose
- Know how to search for information, evaluate the source, and create a personal learning network to organize information
- Be able to learn and adjust to emerging technologies

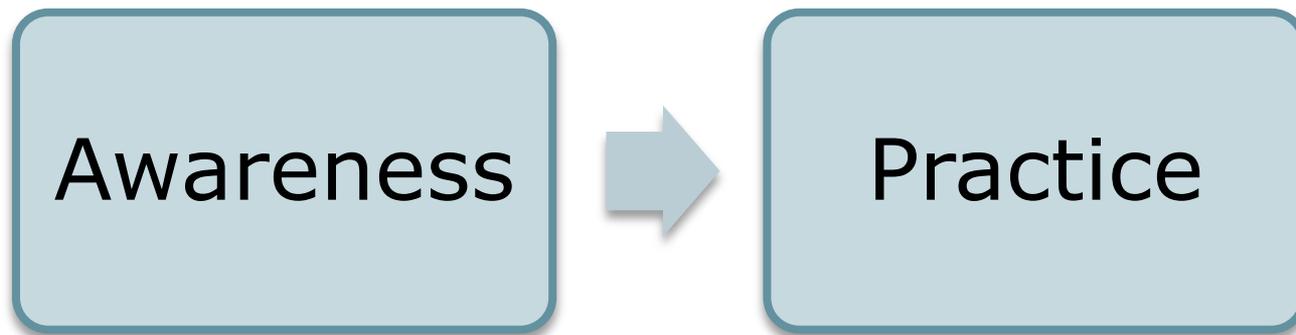


# As a result, FUSD committed to ensuring students develop...

## Connection to the World

- Have knowledge of career opportunities within the local and global community
- Have the ability to respond flexibly to complex problems while navigating within the local and global community physically or virtually
- Demonstrate leadership skills locally and globally

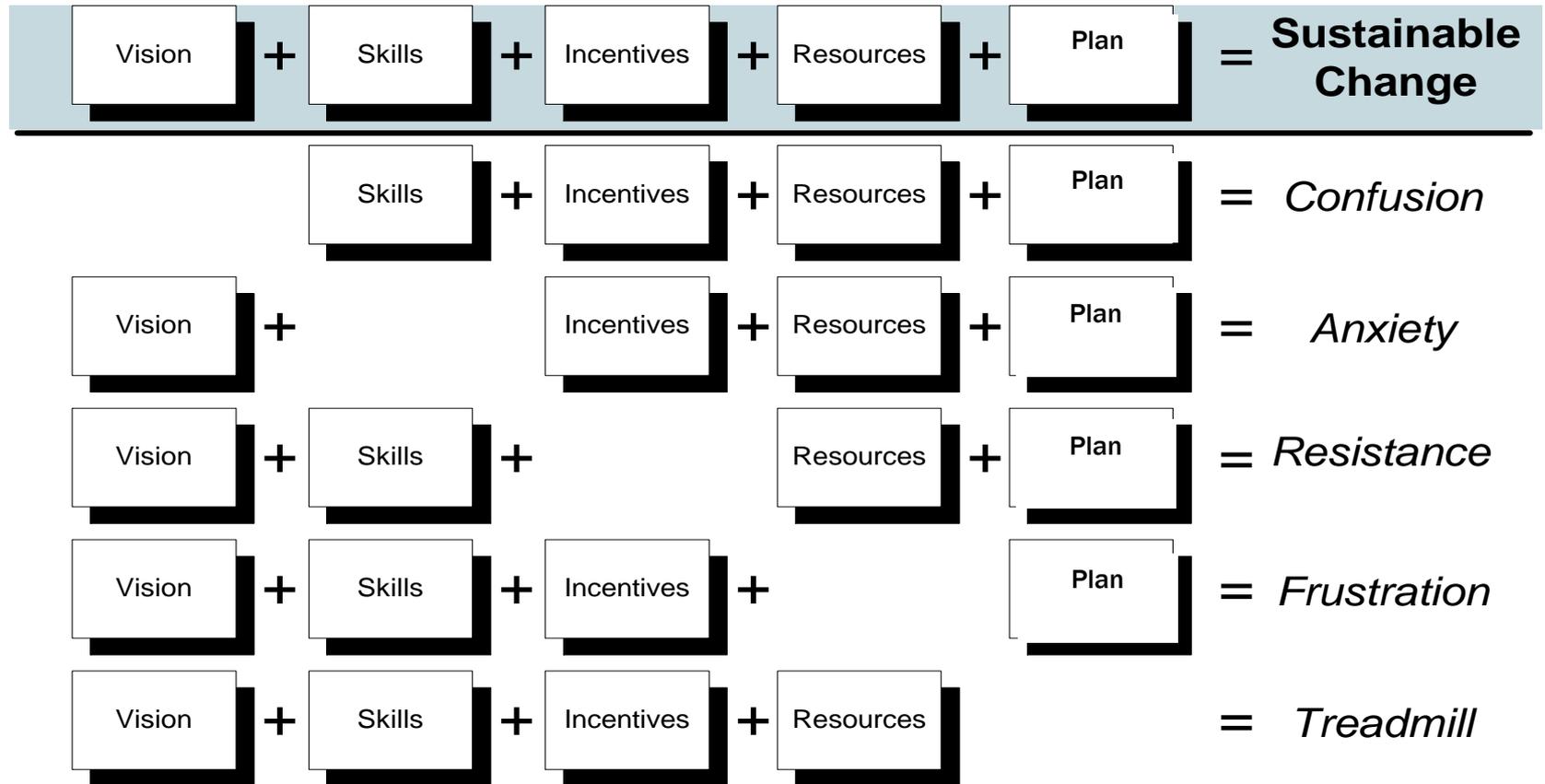
# Transitioning from Awareness to Practice



**“Knowledge is of no value unless  
you put it into practice.”**

-Anton Checkhov

# Conditions for Successful Implementation



**Vision:** The “Why are we doing this?” to combat confusion  
**Skills:** Skill sets needed to combat anxiety  
**Incentives:** Reasons, perks, advantages to combat resistance  
**Resources:** Tools and time needed to combat frustration

**Plan:** The direction to eliminate the treadmill effect

# Vision



Our *vision* is the attainment of the goal articulated in the FUSD *mission statement*.

**“The mission of the Fontana Unified School District is to graduate all students prepared to succeed in a changing world.”**

# Skills, Incentives & Resources



It is the task of the Elementary & Secondary CCSS Working Group members to identify and prioritize the skills, incentives, and resources necessary for the transition to and adoption of the CCSS.

As a district priority, it is essential that additional ***time, money,*** and ***personnel*** be allocated to ensure the efficacious implementation and sustainability of the **Common Core State Standards.**

# Plan

The Common Core implementation plan is intended to promote

- Professional development of all FUSD teachers and administrators.
- Design and alignment of K-12 curricula.



**Full implementation of CCSS is required in 2014-2015. Support and refinement is expected to continue well beyond the initial implementation year.**

## Fontana Unified School District



### CCSS Professional Development Plan 2013-2014

Site Based PD	Jul. 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013	Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	Jun. 2014
Principal Training		Mod 1	Mod 2	Mod 3	Mod 4		Mod 5	Mod 6				
Teacher Training			Mod 1	Mod 2	Mod 3		Mod 4	Mod 5	Mod 6			
Online Support				Mod 1	Mod 2		Mod 3	Mod 4	Mod 5	Mod 6		
POD Cast		✓					✓					

Module 1: CCSS Overview  
Module 4: Math Practices

Module 2: Depth of Knowledge  
Module 5: ELA Overview

Module 3: Math Overview  
Module 6: SBAC

3-Day Teacher Training	Jul. 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013	Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	Aug. 2014
Grades K-5									✓	✓	✓	✓

Day 1: ELA – Leadership & Learning Center  
Day 2: Math – Leadership & Learning Center

Day 3: AM  
Day 3: PM

FUSD – support documents/SRI Universal Screening  
HMH Supplemental Bridge Materials

3-Day Teacher Training	Jul. 2013	Aug. 2013	Sept. 2013	Oct. 2013	Nov. 2013	Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	Aug. 2014
MS & HS				✓	✓	✓	✓	✓				

Day 1: ELA or Math – Leadership & Learning Center  
DAY 2: Effective Instructional Model – Part 2

Day 3: Effective Instructional Model – Part 3

# Fontana Unified School District



## Rigorous Curriculum Design Process



Foundation	July 2013	August 2013	September 2013	October 2013	November 2013	December 2013	January 2014	February 2014	March 2014	April 2014	May 2014	June 2014
Prioritize	✓											
Name	✓											
Assign	✓											
Pace	✓	✓										
Unit Plan		✓										
<b>Unit Design</b>												
Unwrap		✓			✓							
BI & EQ		✓			✓							
CFAs			✓			✓						
Plan Engaging Tasks			✓			✓						
Write Lessons				✓			✓					
<b>Support Documents</b>												
Report Card	✓	✓			✓		✓	✓				
Grade Standardizations	✓	✓			✓		✓	✓	✓		✓	

Unit Design	July 2014	August 2014	September 2014	October 2014	November 2014	December 2014	January 2015	February 2015	March 2015	April 2015	May 2015	June 2015
Unwrap	✓	✓		✓		✓		REVISIONS	REVISIONS		REVISIONS	
BI & EQ	✓	✓		✓		✓						
CFAs	✓	✓		✓		✓						
Plan Engaging Tasks	✓		✓		✓		✓					
Write Lessons	✓		✓		✓		✓					
<b>Support Documents</b>												
Grade Standardizations	✓	✓		✓		✓						

## Rigorous Curriculum Design

Foundation	Unit Design	Implementation
Prioritize Standards Name Units Assign Priority/Supporting Standards Pacing Calendar Unit Planning Organizer	Unwrap Priority Standards Big Ideas & Essential Questions Common Formative Assessments Planning Engaging Learning Experiences Write Daily Lesson Plans	Pre-Unit CFA Grade Level PLCs Differentiate Instruction Teach Unit Progress Monitor Grade Level PLCs Differentiate Instruction End-Unit CFA Grade Level PLCs Buffer Week (RTI)

### K-12 CCSS Working Group Schedule 2013-14

Math	7/22	8/22	9/3	9/17	10/1	10/22	11/12	12/3	1/14	1/28	2/11	2/25	3/11	4/1	5/13
ELA	7/26	8/27	9/10	9/24	10/8	10/29	11/19	12/10	1/21	2/4	2/18	3/4	3/20	5/6	5/20

## In summary...



- The implementation of CCSS is an ongoing initiative as we progress from the awareness, to the transition, implementation, and transformation phases.
- CCSS is the district's **priority** as this informs teaching and learning in every FUSD classroom. It has necessitated the collaboration of all FUSD departments.
- We are making an investment in our teachers and administrators as we believe that a lateral, collaborative initiative will yield greater results than a top-down, bureaucratic approach.