



**CCSS:  
CHANGE CAN  
SUCCESS**

JANUARY 6, 2012

# VISION...

Differentiated Instruction

Child Centered

Low ratio

Mastery learning/reporting

Hands-on application for long-term retention

Science based content

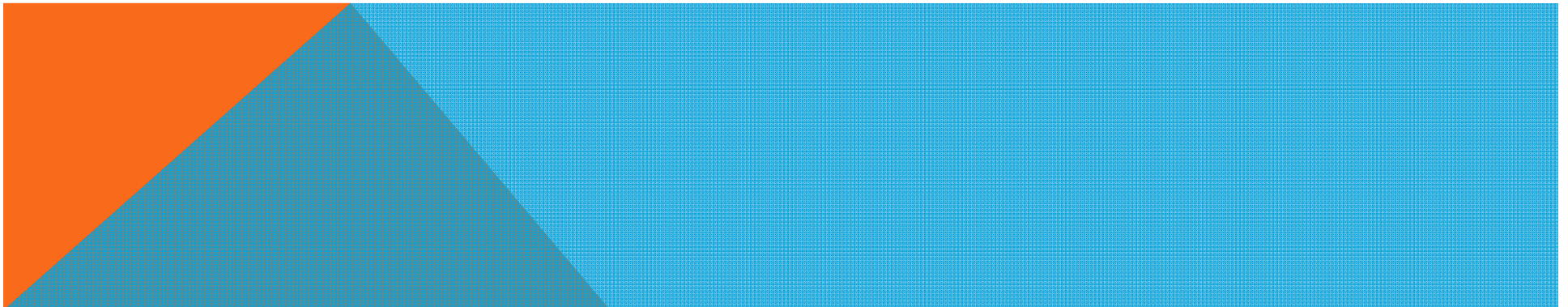
HOT applications

Child centered: grading, instructional groupings, collaboration

Accountability

Data driven decisions to benefit the instruction of the child

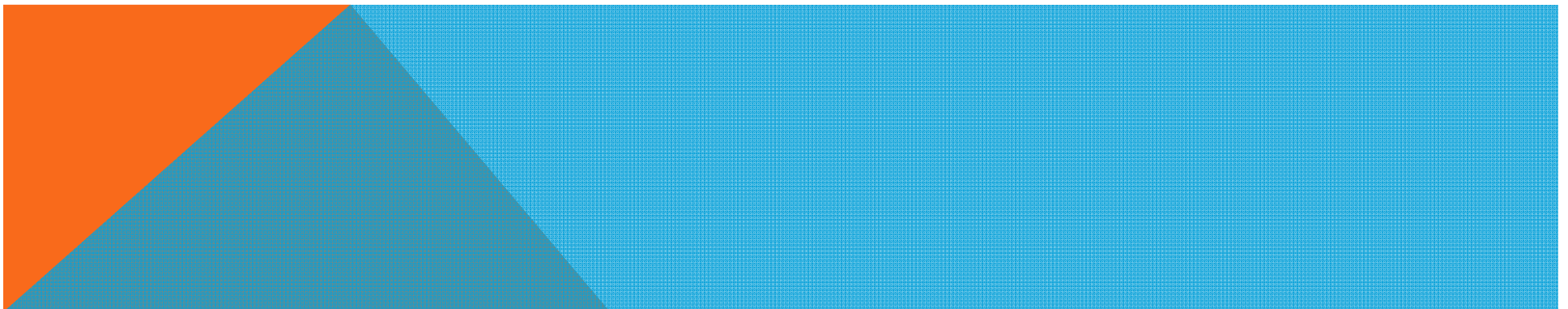
Community



# COMMON CORE STATE STANDARDS

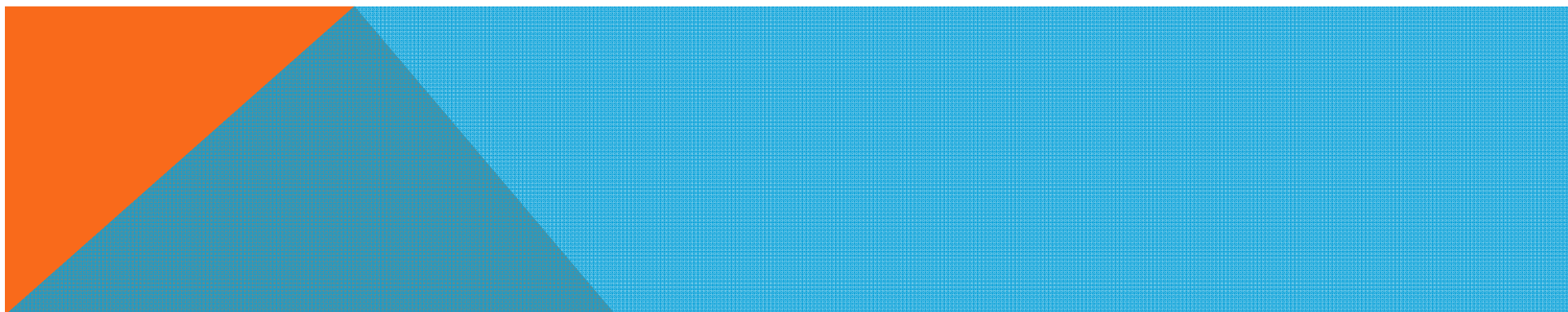
“Arizona is putting in place some of the biggest changes in public schools in two decades. Over the next three years, the reforms will shake up what students learn and when they are promoted, as well as how teachers are evaluated and schools are graded.”

Pat Kossan, [The Arizona Republic](#)



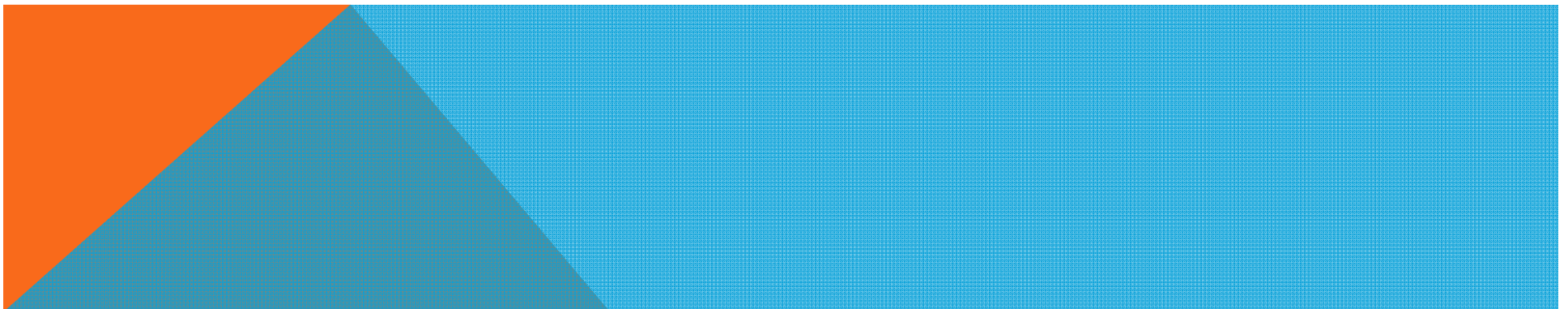
# CORE OF THE CHANGES...

- More rigorous grade-level standards (CCSS)
- AZ students must take the new national reading and math exams that measure those standards during the 2014-15 school year
- State letter grades will become the official rating of a school's performance
- New AZ state teacher evaluations include student test scores
- By spring 2014, schools will have to retain most third-grade students who read poorly



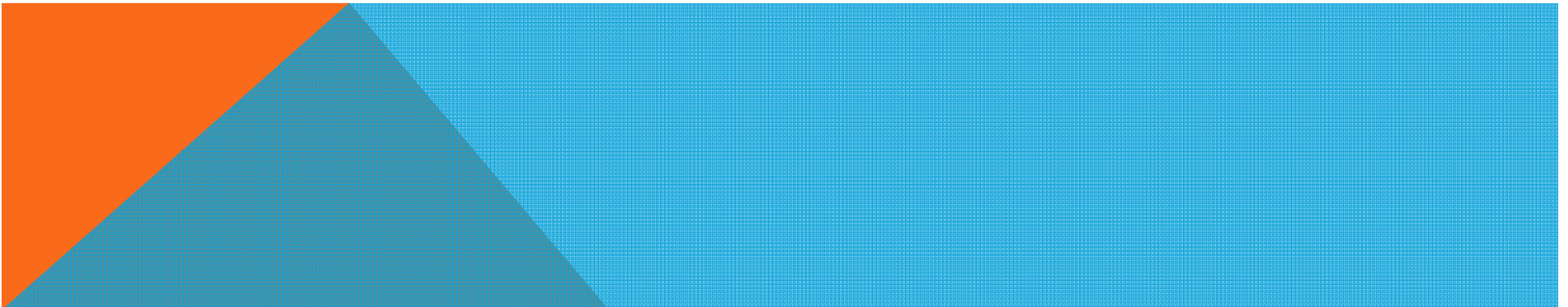
# HOW DO WE RESPOND?

- Rely on our 17 years as educational experts
- Support our teachers to be successful with the new CCSS
- Listen to teachers' ideas
- Administrative “think-tank”
- Think creatively to find positive strategies
- Curriculum review, development, and adoption
- Provide training and time to work with the new CCSS



# SPECIFIC CHANGES...

- Straight grade levels
- Grade level CCSS coaches
- Vertical Villages
- Instructional aide for each regular day village
- Additional instructional minutes
- Specific analysis of rigorous instruction
- Tool to deconstruct the standards and inform instruction
- Schedule changes



# VERTICAL VILLAGES

Total of 5 villages

- 2 regular day (Grades 1-5)
- 1 TOPS (Grades 1-6)
- 1 Middle School (Grades 6-8)
- Kindergarten

Small group of teachers /students working together to accomplish the vision

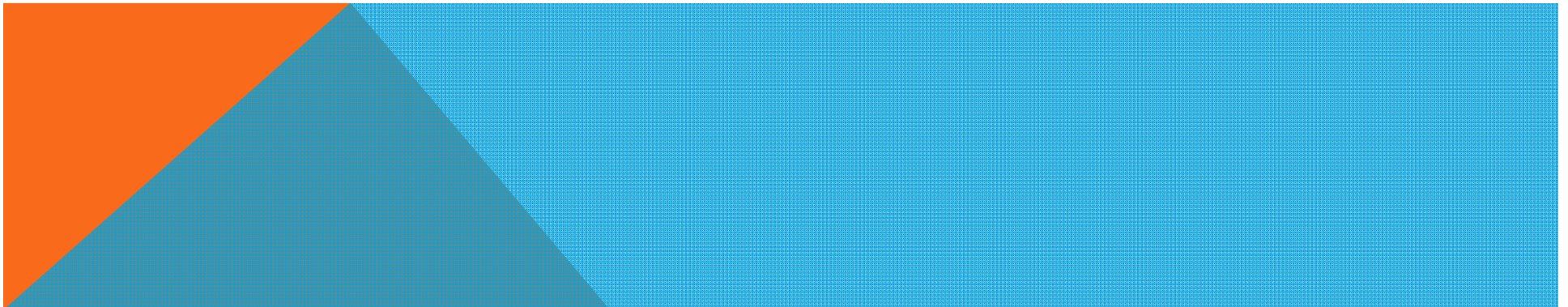
- Cottage fair                      - Differentiation                      - Above grade level

Teachers share responsibility for the success of students

Families placed within the same village

Maintains many positive aspects of multi-age education

Promotes collaboration between grade levels



# SCHEDULES

## Villages:

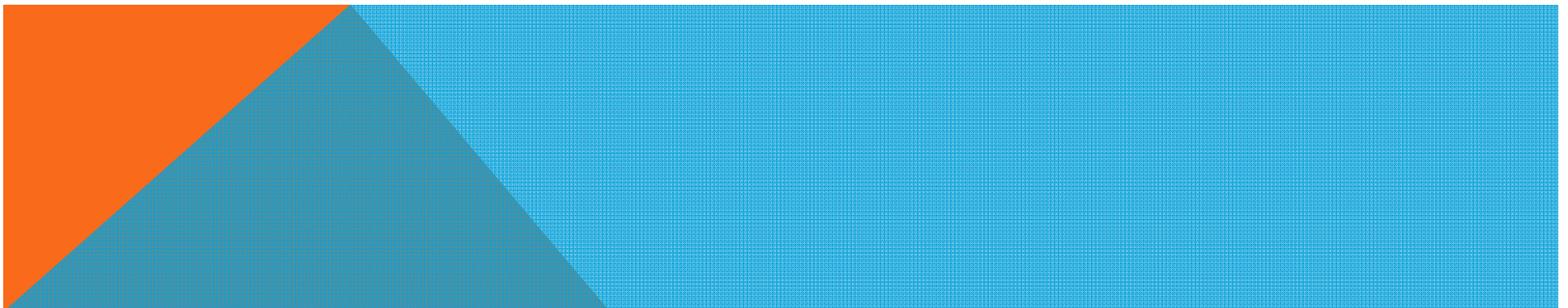
- same beginning and end times (ish)
- Specials' schedules coordinated
- Lunches by grade level
- Recess by village

## Kindergarten

- 10 minutes added per day to half day program

## TOPS

- 10 minutes added per day to each program



# MIDDLE SCHOOL – GRADES 6-8

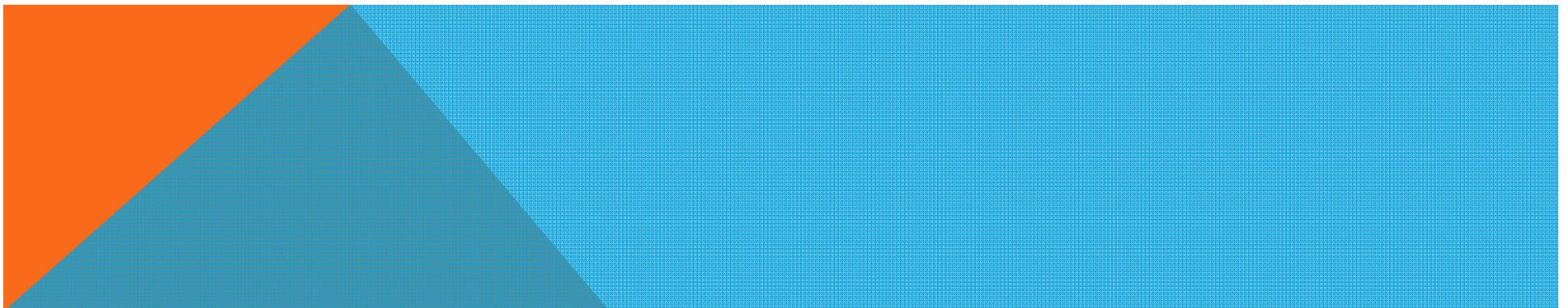
## Middle School:

- Goal: create a dynamic program with high expectations
- Goal: create a program that is cross-curricular in focus/collaboration between disciplines
- High level of differentiation

## 6<sup>th</sup> Grade:

- Two language arts/social studies and two math/science teachers
- Collaborate with junior high

LA/Social Studies	LA/Social Studies
Math/Science	Math/Science



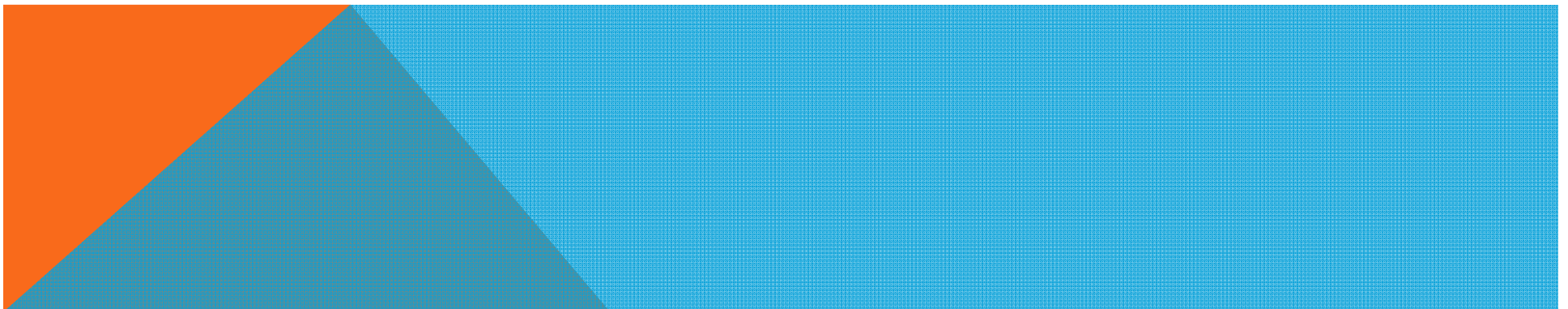
## 2<sup>ND</sup>-3<sup>RD</sup> GRADE - LOOPING

- Enables teacher to intensify instruction and follow at-risk readers from grades two to three to ensure mastery
- Teachers will be involved with additional training and curriculum to work with at-risk readers
- Vertical Alignment Documents will support teachers with a thorough understanding of grade level expectations
- Maintains student/teacher relationship built over two-year placement
- High level of differentiation is the expectation

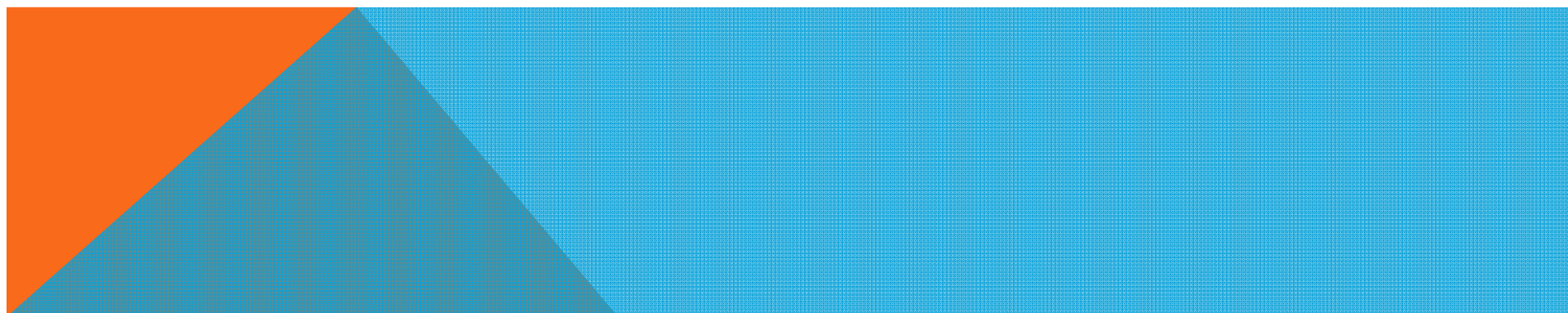


# 4<sup>TH</sup> – 5<sup>TH</sup> GRADE - LOOPING

- Enables teacher to intensify instruction and follow at-risk math students from grades four to five to ensure mastery
- Teachers will be involved with additional training and curriculum to work with at-risk math students
- Vertical Alignment Documents will support teachers with a thorough understanding of grade level expectations
- Maintains student/teacher relationship built over two-year placement
- High level of differentiation is the expectation



# Q & A...



“When all is said and done, it’s not the buses, nor the buildings, nor the budgets that determine how much and how well students learn, it’s the daily interaction between teachers and students, and among students, in the classroom of every school that determine how much and how well students will learn...”

“If one seeks to improve the quality of education and the quality of student achievement, enhancing, empowering, energizing, and engaging teaching and teachers has always been and will continue to be the method of choice.”

Steven Leinwand

