

# **Investing in Teachers Training & Common Core Update**

BOE Update: July 2013

# Common Core Training



PD

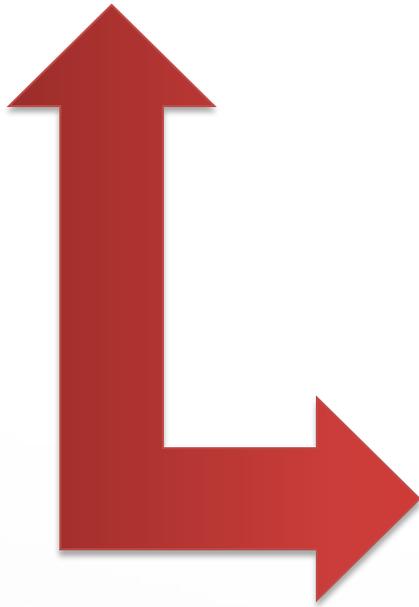
- **146 District participating**
- **Over 5,000 teachers (nonduplicate) participating in state and/or district face to face trainings**
- **Average of 4 days**



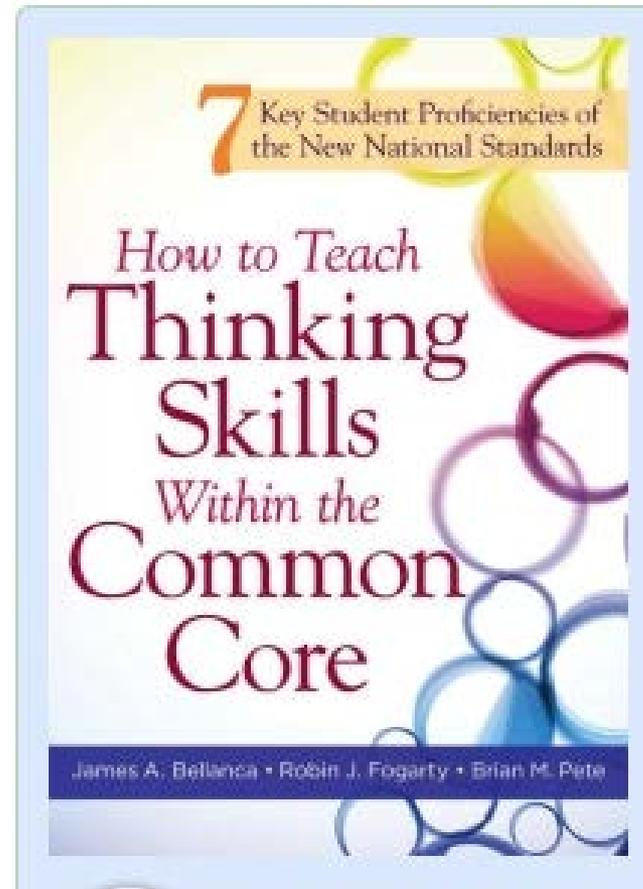
Online

- **202 teachers completed online training in Jan. 2013- May 2013**

# Teachers Interpretation of HOT Skills



- Higher Order Instruction and Assessment
- [Evaluation Results](#)



# Comments from Trainings

- More confident
- Assist me asking more in depth questions for higher critical thinking responses from the students
- Use a wider variety of higher order thinking assessments and rubrics
- Release more control to the students. I will use Socratic Circles
- Focus more on the "how" and "why" rather than the just the "what" of the math standards
- Instruction will improve as current curriculum is tweaked to take student learning to deeper levels of understanding--lessons at level 3 and 4 of Webb
- Think more about how I put my lessons together to match with the CC standards

Continued  
Training

- Almost 700 teachers registered for July/Aug. trainings

Feedback

- Focus Groups
- Classroom Visits

Future PD

- Repeat trainings during school year
- MS CGI training Fall 2013
- Focused CC content training summer 2014

# **Transitioning to CCSS Assessment**

## **Plan:** Apply for US DOE flexibility

- Complete the Smarter Balanced Field Test in Spring 2014 for 100% of tested students (ELA and Math)
- Online
- Not used for accountability
- No ELA/Math DSTEP
- Accountability designations hold steady for 2 years
- Core set of items used to generate student reports
- Use current Science and Alternate Assessments
- Spring 2015 – operational test

# What will new assessments be like?

- More open ended and constructed response type items
- All online
- Technology enhanced items
- All students will have some writing to do
- Accommodations are built into the test
- Starting in 2014-2015 the test will be adaptive
- Performance levels designed to measure if students are on track to be college ready

- Sample tests including items from 2013 pilots available now at:  
[http://sbac.portal.airast.org/Practice\\_Test/default.html](http://sbac.portal.airast.org/Practice_Test/default.html)
- Accommodations to be rolled out over the summer
- Will have a digital library of formative items (SD educators key members in development), CCSS resources for teachers
- Technology specifications:  
<http://www.smarterbalanced.org/smarter-balanced-assessments/technology/>

- Available online now
- Scoring guides just released
- Fixed Form
- Can see some accommodations now
- Language accommodations out soon

- Student Presented with multiple sources (video, article, picture)
- Asked to analyze sources and come up with conclusions to open ended questions.
- Expected to cite evidence from sources.
- Expected to decide which sources are best to use in specific situations.



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NOTES



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below them.

**Part 1****Sources for Performance Task:****Source #1**

Listen to this presentation about monkeys being trained to help people with disabilities.

**1**

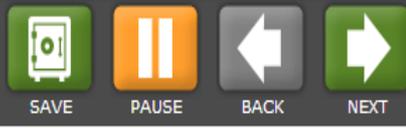
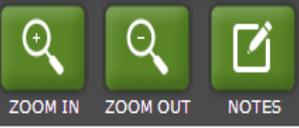
Why might people choose to use service monkeys instead of other service animals? Provide specific reasons from at least two sources in your answer. Be sure to name each source.

Type your answer in the space provided.

**2**

Which of the sources provides the best support for the new law? What are three strong reasons presented by that source?

Type your answer in the space provided.



### Animals Helping People

Seeing eye dogs are trained to be the eyes for people who cannot see. All over the world, seeing-eye dogs are hard at work—guiding, protecting, and loving their blind masters.

A monkey who helps you drink out of a straw? A dog who opens the refrigerator door when you want a snack? A pony gentle enough to ride even if you cannot see? When people need extra care, special animals are there to help!

Horseback riding is good exercise. It also helps people feel happy and confident. Even riders who cannot see, or who have trouble moving their muscles, can have fun on a quiet, gentle, well-trained horse.

Hearing dogs help people who are deaf or hard-of-hearing. These smart, friendly, energetic dogs are specially trained to let their owners know when the doorbell rings, or the smoke alarm goes off, or the baby wakes up from a nap.



Type your answer in the space provided.

3



Which of the three sources would be the most useful in arguing against the new law? Explain why, and support your answer with at least two details from that source.

Type your answer in the space provided.

- Student Presented with reading passage
- Asked multiple questions about the passage
  - Multiple choice similar to current assessments
  - Multiple choice with more than one answer
  - Technology enhanced (drag and drop, ordering)
  - Short answer
- Short reading passages similar to student assignments
  - Analyze strength of student writing, understand writing concepts (topic, supporting information, etc.)
- Listen to Presentations and write about them

### The Ten-Thousand Stroke Chinese Character

by Diana C. Conway

Little Liang lived in China a long time ago. When he turned seven, his father said, "Tomorrow you will start school and learn to write."

"No, thank you," said Little Liang. "I like playing outside better."

"School tomorrow, my boy. Not another word from you."

So the next morning Little Liang went off to school, writing brush in hand. His teacher showed him how to make one stroke to write the number one.

"This is easy," said Little Liang.

The next day he learned to make two strokes to write the number two.

**1**

The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

What is the lesson of the passage?

- A) People should help friends when needed.
- B) Tasks usually take longer than expected.
- C) Hard work usually leads to great success.
- D) There is always more for a person to learn.

**Part B**

Which sentence from the passage **best** supports your answer in part A?

- A) So the next morning Little Liang went off to school, writing brush in hand.
- B) The next day he left home with his schoolbag.
- C) On the way he met Old Mr. Wan.
- D) The teacher picked up the brush and made three strokes.



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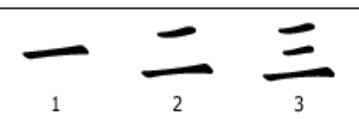


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Sure enough, on the third day of school, the teacher wrote “three” on the paper just the way he expected.



“That’s all the learning I need!” said Little Liang. He sneaked out of school and went looking for birds in the woods.

The next day he left home with his schoolbag. But he didn’t go to school. “I know all there is to know,” he said. “I’ll just go fishing.” Off he walked to the river.

On the way he met Old Mr. Wan.

“Why aren’t you in school today, Little Liang?”

“I know all there is to know, Mr. Wan.”

“That’s wonderful,” said the old man. “I myself never learned many characters. Will you help me write a letter to my son?”

Little Liang went to Mr. Wan’s house. He took his brush and ink from his schoolbag.

- A “That’s wonderful,” said the old man.
- B “You can dip it in the ink and make many lines at once.”
- C “I’m writing Mr. Wan’s name.”
- D “Only three strokes,” said the teacher.

Option B

4



Arrange the events from the passage in the order in which they happen.

Click on the sentences to drag them into the correct locations.

Little Liang tries to write the name of Mr. Wan’s son, but it takes a long time.

After going to school for three days, Little Liang says that he knows everything.

The next morning, Little Liang does not go to school.

Little Liang meets Mr. Wan, who wants Little Liang to help him write a letter to his son.

Little Liang realizes that he does not know everything.

When Little Liang turns seven, his father tells him that it is time to go to school.





You might think such a large bug would be hard to miss. The petaltail, however, is very rare. Few people have ever seen it. After looking for a week, I spotted several of them zooming around.

### Built to Hunt

The hungry petaltails were hunting. Dragonflies are built to hunt. They have two compound eyes. Each eye is made of up to 30,000 smaller eyes.



All those eyes help a dragonfly see everything. Some dragonflies can spot a tasty meal from up to 18 feet away.

Dragonflies have six legs. The insect cannot walk on its legs, however. It uses its four wings to get around. It can soar through the sky at 30 miles an hour, looking for prey.

### From Water to Air

10

Explain why the author is interested in dragonflies. Use details from the passage to support your explanation.

Type your answer in the space provided.

11

Explain why the author uses sections in the passage. Use details from the passage to support your answer.

Type your answer in the space provided.



14



The following is the beginning of an opinion article that a student is writing for the school newspaper. The article needs more support for the reasons why students should be given more choices in the cafeteria. Read the beginning of the article and the directions that follow.

Students should be given more choices in the cafeteria. Giving students different food choices can help them in their everyday lives. Also, giving students more choices will keep students from being wasteful. There are many things on the menu that students do not like. Making this change will definitely make students happier.

Choose **two** sentences that support the reasons given in the paragraph.

- A) Students want to have foods that they can eat quickly.
- B) There are many students who take their lunches to school.
- C) If students are given more choices of what to eat at school, less food will be thrown away every day.
- D) Letting students choose from many foods will help them learn how to make good food choices when they are not in school.

Question



## Our World: Sleeping On-Board the International Space Station

Listen to the presentation. Then answer the questions.



19

Explain how life on the International Space Station is different from life on Earth. Use details from the presentation to support your answer.

Type your answer in the space provided.

20

Describe **two** ways that sleeping on the International Space Station can be difficult for astronauts. Use details from the presentation to support your answer.

Type your answer in the space provided.

- Technology enhanced
  - Graphing
  - Drag and Drop
  - Check boxes
- Creating equations
- Multi part
- Multiple choice
- Data interpretation
- Drawing tools (triangles, polynomials, area, perimeter etc.)



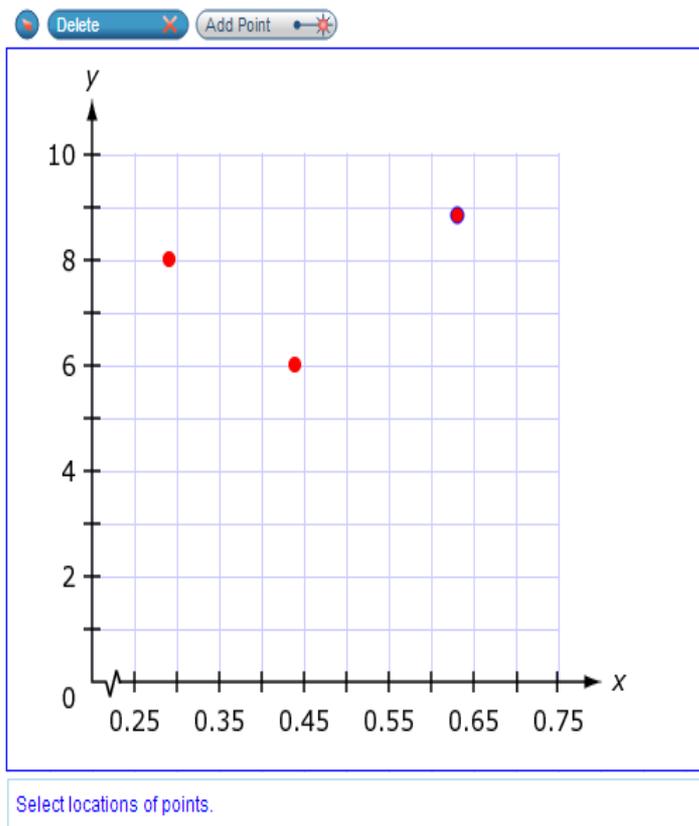
12



An equation is shown.

$$y = \frac{3}{\sqrt{x}}$$

Use the Add Point tool to plot three solutions to this equation on the coordinate grid.





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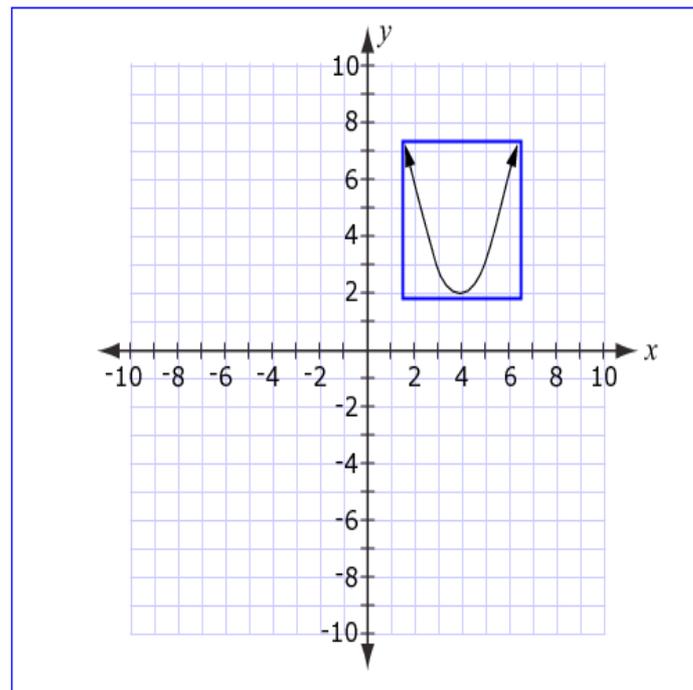
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1



The graph of  $y = x^2$  is shown on the grid.

Drag the graph to show  $y = (x - 4)^2 + 2$ .



Release the mouse button to drop it where you want it.



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6

A car rental company charges customers an initial charge plus a daily charge to rent cars. The initial charge is \$30 and the daily charge is \$25.

The rental company charged Jacob \$180.

Create an equation that can be used to find the number of days,  $x$ , Jacob rented the car.

Click the buttons to create your answer.

← → ↶ ↷ ✕

1	2	3	x
4	5	6	+ - × ÷
7	8	9	< ≤ = ≥ >
0	.	-	$\frac{\square}{\square}$ $\square^\square$ $(\square)$ $\sqrt{\square}$ $\sqrt[\square]{\square}$ $\pi$ $i$
sin cos tan arcsin arccos arctan			



10



An equation is shown, where  $a$ ,  $b$ , and  $c$  are integers.

$$y = a|x + b| + c$$

Kyle claims that this equation will always have two roots.

Sandy claims that this equation will always have zero roots.

- A. Drag one number into each box to create an equation that supports Kyle's claim.
- B. Drag one number into each box to create an equation that supports Sandy's claim.
- C. Drag one number into each box to create an equation that shows that both Kyle and Sandy are incorrect.

- (-5)
- (-4)
- (-3)
- (-2)
- (-1)
- 0
- 1
- 2
- 3
- 4
- 5

Delete

**A. Supports Kyle's claim**

$$y = (-3)|x + \square| + (-4)$$

**B. Supports Sandy's claim**

$$y = 0|x + \square| + \square$$

**C. Both Kyle and Sandy are incorrect**

$$y = \square|x + \square| + \square$$


17



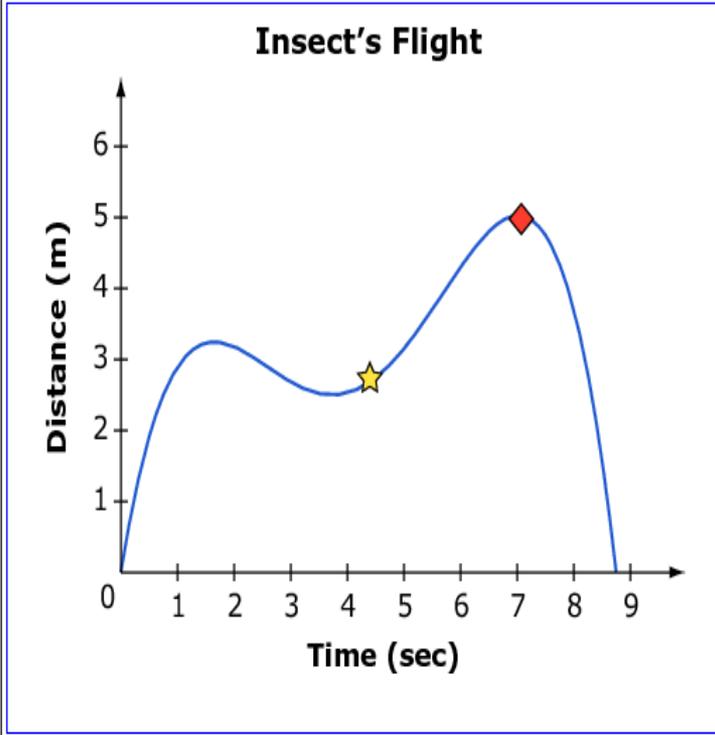
An insect is flying back and forth. The graph shows the insect's distance in meters from its starting point as a function of time in seconds.

Drag a gold star to mark the point on the curve where the insect is at its greatest distance from its starting point.

Drag a red diamond to mark the point on the curve where the insect returns to its starting point.



Delete





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19



Melissa and Carrie both drew right triangles. The length of the hypotenuse in each triangle is  $\sqrt{130}$  units.

The perimeter of Melissa's triangle is  $14 + \sqrt{130}$  units.

A. Use the Connect Line tool to draw Melissa's triangle.

The perimeter of Carrie's triangle is  $16 + \sqrt{130}$  units.

B. Use the Connect Line tool to draw Carrie's triangle.

Delete Add Point Connect Line

Melissa's Triangle	Carrie's Triangle

Select two (2) points to connect or press and drag to create and connect points.

# What has DOE been doing to get ready?

- Assessing students' mastery of the CCSS
  - Delivering Assessments Online  
(Formative and EOC)
  - Delivering Benchmark Assessments
  - Embedding some CCSS items into the DSTEP
- Optional Common Core Training the past couple of years for teachers (Modules 1-6)

- Formative, Benchmark, and End Of Course
- Used to prepare for online testing
- Secure window
- Already housed state assessment data

- Instant feedback
- Instant data
- Not Started/In Progress/Finished
- Start and End Time and Date
- Same setup as Formative program

- Students already uploaded in SDAP for districts
- Item Banks (Math, ELA, Science, Social Studies)
- Items aligned to CCSS (Math and ELA)
- Pre-made Forms (Math and ELA)
- User Groups (school, district, state levels)
- Adding constructed response and NAEP items

# Formative Changes

- Hired teachers realigned items to CCSS
  - Fixed item mistakes
  - Created pre-made forms aligned to CCSS
- Hired teachers to find higher-order thinking skill items for SDAP
- Constructed Response Items
- Ability to save tests as PDFs
- 25 Technology Enhanced and Constructed Response High School Math Items (New!)
- NAEP released items (Available this fall)

- Four tests
- Aligned to the CCSS
- 2012-13 –Pilot year
- 2013-14 – Optional to all SD districts

# How Benchmark tests came about

- One piece of assessment we were missing
- As part of the state's waiver with US DOE, a growth model will be implemented for accountability starting in 2014-15
- Benchmark assessments can be used as part of the teacher and administrator evaluation process for student learning target measures.

# Perks of Benchmark

- Free to districts
- Optional, so participating districts want to partake
- Great way to show student growth
- Practice online testing
- Helps transition to Common Core Standards

# Plans moving forward...

- Optional for districts in 2013-14
- Benchmark data will be used at local level
  - Some districts considering to use as part of the student learning targets for teacher and principal evaluations
- Data is available to the districts to use however they want

# Training our Teachers

- Webinars
- Onsite Trainings
- eMetric Help Guides and Videos
- DOE Help Guides
- Continuous Customer Service

- Surveys
- Various issues during first Benchmark Testing Window
- No issues reported during the last window