

Explore the Core:

Supporting Standards Implementation for All Learners

As you enter...

Complete the survey on your current level of implementation of standards (class, school, or district level).

Core Actions- Scaffolds Survey

Rate Your Current Level of Implementation from 1-4, using the following rubric:

1= I/ We would like support to begin to apply this scaffold.

2= I/ We are beginning to apply this scaffold.

3= I/ We are fully engaged in applying this scaffold.

4= I/ We can model this scaffold.

* = RETELL Strategies

1. Do you (individual or team) explicitly link prior learning and new concepts?

Sample Strategies: Critical Reading Discussion, Digital Media, *Language Experience Approach

1 2 3 4

Beginning Implementation ○ ○ ○ ○ Advanced Implementation

MATSOL

8:30-9:15

Grand North

Friday, May 8, 2015

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Session Objectives

- **Identify** a district-wide plan towards integrating and aligning standards and supporting all learners through the implementation of Core Actions with scaffolds and supports.
- **Discuss** feedback and findings after exploring the Core Actions documents.

Agenda

Focus Area	Time (45 min.)	Information/Activities
Enter & Engage:	5 min.	<ul style="list-style-type: none">● Self-Assess with Scaffolds Survey
Examine:	20 min.	<ul style="list-style-type: none">● Examine Core Actions/Scaffolds- Creation, Implementation & Next Steps
Explore & Exhibit:	10 min.	<ul style="list-style-type: none">● Explore Core Actions through video feedback● Explore ELA Core Actions/scaffolds document● Discuss “feedback & findings” with table team
Evaluate:	10 min.	<ul style="list-style-type: none">● Share thoughts, questions, and feedback● Complete <i>Poll Everywhere</i> survey

Examine: Standards Alignment

Core Actions for K-12 Mathematics

Adapted from: Student Achievement Partners, CCSS Instructional Practice Guides

Origin: Student Achievement Partners

Core Action Indicator

CORE ACTION 1: Develop disciplinary literacy in mathematics by ensuring the work of the lesson reflects the content shifts required by the CCSS for Mathematics.

C. The lesson intentionally targets the aspect(s) of rigor (Conceptual Understanding, Procedural Fluency, Application) called for by the standard(s) being addressed.

Core Action Sub-Indicator

Alignment to Rubric

(Teacher Rubric Strands: I-A-4. Well-Structured Lessons; II-A-3. Meeting Diverse Needs)

- C. The teacher strengthens all students' understanding of the content by sharing a variety of in students' representations and solution methods.
- D. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.

CORE ACTION 3: Develop disciplinary literacy in mathematics by providing all students opportunities to exhibit mathematical practices in connection with the content of the lesson.

Disciplinary Literacy

- B. The teacher encourages reasoning and problem solving by posing challenging problems that offer opportunities for productive struggle.
- C. The teacher establishes a classroom culture in which students explain their thinking orally and in writing.

Scaffolds and Supports for English Language Learners and Students with Disabilities

Adapted from Universal Design for Learning (UDL) and World Class Instructional Design and Assessment (WIDA)

Scaffolds and Supports UDL and WIDA

Use think-alouds and real-world examples to explicitly connect new concepts to students' prior knowledge.	Provide opportunities for the creation and usage of digital media and graphic organizers when solving, writing, and orally responding to rigorous mathematical tasks.	Identify and discuss language and text structures and Tier 2 and 3 vocabulary that are essential to comprehension of high-quality, grade-level, complex mathematical tasks.
Build on students' cultural and linguistic backgrounds by connecting to students' experiences with mathematical concepts and skills in a variety of settings outside of the school community.	Provide opportunities for the purposeful use of concrete manipulatives, visuals, drawings, and graphs when solving, writing, and orally responding to rigorous mathematical tasks.	Use WIDA standards to develop language targets and objectives that are appropriate for students' language proficiency and instructional levels.
Engage students in multiple readings of word problems to make sense and meaning, accompanied by hands-on activities, such as drawing or deliberate movement.	Teacher uses the "Number Talks"/"Multiple Strategies" protocols to support students' discussion of strategies for solving particular problems and how those strategies are interrelated.	Enable rigorous evidence-based discussions and engagement around conceptual understanding, procedural fluency and application, through protocols, such as Turn-and-Talks, collaborative learning structures, and "My Favorite No".

Examine: Supporting ALL Learners

Core Actions for K-12 Science

Text taken/adapted from the Student Achievement Partners, CCSS Instructional Practice Guide for ELA

CORE ACTION 1: Develop disciplinary literacy in science by employing the science and engineering practices from the MA STE Curriculum Framework during each lesson to develop understanding of disciplinary core ideas.

(Teacher Rubric Strands: I-A-1. Subject Matter Knowledge; I-A-4. Well-Structured Lesson; I-B-2. Adjustments to Practice; I-A-1. Quality of Effort and Work; I-A-2. Student Engagement; I-A-3. Meeting Diverse Needs)

Science and Engineering Practices (adapted from the Next Generation Science Standards)	
1. Asking questions (for science) and defining problems (for engineering)	5. Using mathematics and computational thinking
2. Developing and using models	6. Constructing explanations (for science) and designing solutions (for engineering)
3. Planning and carrying out investigations	7. Engaging in argument from evidence
4. Analyzing and interpreting data	8. Obtaining, evaluating, and communicating information

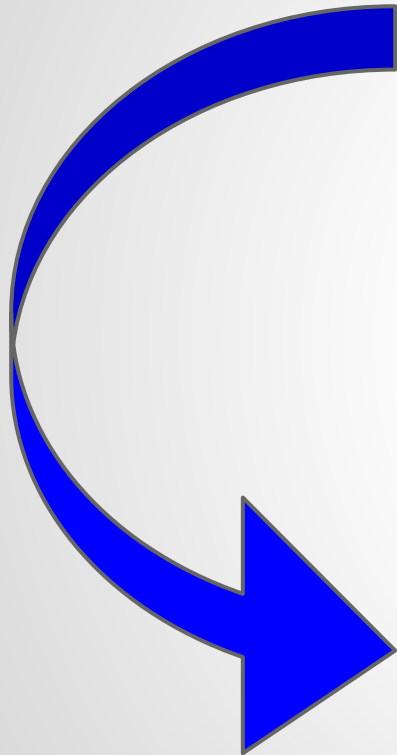
The teacher:

- A. creates the conditions for learning science and provides all students regular opportunities to engage in each of the science and engineering practices during every unit.
- B. plans lessons that use a variety of instructional strategies to promote student engagement and perseverance.
- C. differentiates instruction and strategically acts on knowledge of individual students to promote progress toward independence in attaining grade level expectations for science and engineering practices and content.
- D. uses curriculum embedded performance tasks to inform and assess instruction (e.g., CWAs, PBTs, etc.).
- E. provides opportunities every day for students to “make sense” of their experiences (developing understanding by going beyond the activity) in class through oral discourse and writing.
- F. expects that students document and reflect upon learning experiences in science notebooks each day.
- G. provides frequent, critical feedback to students that helps them understand what to do to improve their performance. Feedback may include questions, ideas, suggestions, and strategies and should address both the practices and how to deepen their understanding of the disciplinary core ideas.
- H. creates a sense of urgency to accomplish tasks in the classroom.

Scaffolds and Supports for English Language Learners and Students with Disabilities

Adapted from Universal Design for Learning (UDL) and World-Class Instructional Design and Assessment (WIDA)

Provide opportunities for students to process and produce language at the discourse, sentence, and word/phrase level.	Include sensory, graphic and/or interactive (instructional) supports (e.g., digital media, graphic organizers, word walls, and anchor charts).	Explicitly link prior learning and new concepts (e.g., through complex text, critical reading discussion, <i>digital media</i> , etc.).
Use WIDA standards and integrate language domains (e.g., reading, writing, speaking, and listening) to develop language targets and objectives that are appropriate for students' language proficiency and instructional levels.	Enable rigorous evidence-based discussions and engagement by providing language structures (e.g., sentence stems) and using protocols (e.g., turn-and-talks, rebuttal, summarizing and synthesizing the main points, and collaborative learning structures).	Explicitly teach relevant Tier 2 vocabulary words to build the academic language necessary for students to read, write, and/or discuss texts and tasks. Tier 2 vocabulary should be embedded within the context of the lesson rather than at the start of the lesson.
Model annotation (e.g., through shared and interactive reading and writing) of high-quality grade level text at the word, phrase, or sentence level.	Create authentic and meaningful assessments in conjunction with timely and targeted feedback on a consistent basis.	Select an essential complex aspect of the text in which to delve deeper (e.g., close read) with questioning and academic language instruction.



Examine: WIDA, RETELL & UDL Alignment

<p>Scaffold 1 Explicitly link prior learning and new concepts (e.g., through Complex Text, Critical Reading Discussion, Digital Media, Language Experience Approach).</p>	<p>Scaffold 2 Analyze academic language demands, and provide opportunities for students to process and produce language at the discourse, sentence, and word/phrase level.</p>	<p>Scaffold 3 Model annotation (e.g., through Shared and Interactive Reading and Writing, Think-aloud) of high-quality grade level text at the word, phrase, or sentence level.</p>
<p>Scaffold 4 Select an essential complex aspect of the text in which to delve deeper (e.g., Close Reading) with questioning and academic language instruction.</p>	<p>Scaffold 5 Explicitly teach relevant vocabulary words to build the academic language necessary for students to read, write, and/or discuss texts and tasks. (e.g., using 7 Steps, Tiered Instruction, Sentence Frames)</p>	<p>Scaffold 6 Use WIDA standards and integrate language domains (e.g., Reading, Writing, Speaking, and Listening) to develop language targets and objectives that are appropriate for students' language proficiency and instructional levels.</p>
<p>Scaffold 7 Create authentic and meaningful assessments that support higher-order thinking. Provide timely and targeted feedback on a consistent basis.</p>	<p>Scaffold 8 Enable rigorous evidence-based discussions and engagement by providing language structures (e.g., Sentence Stems) and using protocols (e.g., Final Word, Gallery Walk, Numbered Heads Together, Expert Groups, Snowball).</p>	<p>Scaffold 9 Include sensory, graphic and/or interactive instructional supports (e.g., Digital Media, Graphic Organizers, Partner Reading, Word Walls, Anchor Charts, RAFT, Write-around, Ratiocination, Reciprocal Teaching).</p>

Examine: Implementation

2014/15 Successes

- ★ Cross-department consistency
- ★ Strengthening and focusing observation, feedback & support
- ★ Pilot scaffolds focus using survey
- ★ Central- network-school leaders
- ★ Schools aligning goals to Core Actions*

2014/15 Challenges

- Implementation Support
- Cross-department consistency
- Foundational background knowledge of standards

2015/16 Next Steps

- ❑ Core Actions embedded in professional development
- ❑ Schools and Departments aligning goals to Core Actions*
- ❑ District-wide consistency

Explore: Core Actions & Scaffolds



1. Which Core Actions (including sub-indicators) did you observe in this lesson?
2. Which supports ensured all students were accessing Tier 1 instruction?
3. Which Core Actions and/or scaffolds might further support the content and language development of all learners?

Evaluate: Core Actions Application

Review the ELA grades 3-5 Core Actions document with embedded scaffolds and supports.

How might this document support your plans for deepening implementation of standards? (class, school, or district level).

Core Actions for Grades 3-5 ELA and Literacy

Adapted from: Student Achievement Partners, CCSS Instructional Practice Guides

CORE ACTION 1: Focus each lesson on a high quality text (or multiple texts).

(Teacher Rubric Strands: I-A-1. Subject Matter Knowledge; I-A-4. Well-Structured Lessons; II-A-3. Meeting Diverse Needs)

- A. A majority of the lesson is spent reading, speaking, or writing about text(s)
- B. The text(s) are at or above the complexity level expected for the grade and time in the school year
- C. The text(s) exhibit exceptional craft and thought and/or provide useful information
- D. The text(s) are content-rich and designed to build knowledge
- E. The teacher plans and delivers instruction that focuses on developing proficiency with academic language and complex sentence structures
- F. The teacher provides all students with opportunities to read grade level complex text with appropriate rate, expression, and accuracy
- G. The teacher ensures that texts read aloud contain more complex vocabulary and syntax than texts students can read independently

CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.

(Teacher Rubric Strands: I-A-1. Subject Matter Knowledge; I-A-4. Well-Structured Lessons; II-A-3. Meeting Diverse Needs)

- A. The questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details
- B. The questions and tasks require students to use details from text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and spoken responses.
- C. Questions and tasks attend to the academic language (i.e., vocabulary and syntax) in the text
- D. Questions are sequenced to guide students in delving deeper into text and graphics. These inferences should relate to key ideas of the text

CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

(Teacher Rubric Strands: I-A-1. Subject Matter Knowledge; I-A-4. Well-Structured Lessons; II-A-3. Meeting Diverse Needs)

- A. The teacher provides the conditions for all students to focus on the text
- B. The teacher expects evidence and precision from students and probes students' answers accordingly
- C. The teacher creates the conditions for student conversations and plans tasks where students develop critical thinking skills
- D. The teacher acts on knowledge of individual students to promote progress toward independence in grade level literacy tasks
- E. When appropriate the teacher explicitly and systematically attends to strengthening students' reading foundational skills
- F. The teacher strategically and flexibly groups students
- G. The teacher has prepared varied learning experiences based on fluency, vocabulary, and comprehension needs

CORE ACTION 4: Provide all students with writing instruction in each of the four text types (opinion, informational, narrative, and poetry) with at least 6 multi-draft pieces of writing published by each student.

(Teacher Rubric Strands: I-A-1. Subject Matter Knowledge; I-A-4. Well-Structured Lessons; II-A-3. Meeting Diverse Needs)

- A. Lessons provide students with strategies for both on-demand writing (responding to a prompt) and process writing
- B. The teacher explicitly teaches language conventions and embeds them in the revision and editing process
- C. The teacher provides explicit feedback to improve student writing
- D. Rubrics are used to assess progress and create new learning goals for students
- E. Evidence of daily routine writing (notebooks, journals, writing folders) is visible and contains constructive feedback
- F. The teacher provides opportunities for students to conduct research drawing evidence from literary or informational texts

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Evaluate: Questions?, Thoughts..., Feedback!

 Respond at Pollev.com/kerrilamprey972

 Text **KERRILAMPREY972** to **+17474443548** once to join, then **A, B, C, or D**

To what extent would the Core Actions/Scaffolds support your standards implementation with English Language Learners and all students?

- A. They are not relevant to my school/district's current needs.
- B. I would adapt the Core Actions/Scaffolds to meet my specific needs.
- C. I would consider using the Core Actions/Scaffolds.
- D. We have already implemented a version of the Core Actions/Scaffolds.

Thank You!

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Core Actions with Scaffolds Resources

<http://www.bostonpublicschools.org/ird>