



COMMON CORE STATE STANDARDS

OUSD Process for Achievement

Congratulations on another great year as we close out the 2012-13 school year!

Currently, OUSD teachers and staff are busy organizing and administering the California Standards Test (CST) and other tests related to the State Testing and Reporting (STAR) program that determine student academic achievement. As we review this past year of building awareness with the Common Core State Standards (CCSS), we are reminded that students’ performance is still being measured by the California State Standards until 2015. Even next year in 2013-14, student learning will be assessed using the STAR tests. While there may be some CST tests that are gradually suspended, this is yet to be determined. As we continue to transition to the Common Core, OUSD District teacher leaders and staff will work to develop “in-house experts” to align the current successful practices with emerging learning expectations and shifts in the CCSS.

As always, our **OUSD Process of Achievement** for accelerating student learning includes elements of **Response to Instruction and Intervention (RtI²)**, **Effective Collaboration** and **Leadership for Learning**. The focus on a daily basis in all classrooms is on individual needs of students and ensuring teachers have the time to collaborate to share best practices. In addition, principals communicate and network with each other those leadership practices that support student learning and teacher instructional effectiveness.

Process for Achievement

Core Initiatives

- **Response to Instruction & Intervention RtI²**
 - ▲ Transition to Common Core State Standards
 - ▲ High quality instruction and intervention
 - ▲ Data based decision making
 - ▲ Progress Monitoring during instruction & intervention
 - ▲ Universal screening for all students
 - ▲ Academic Language Development
- **Effective Collaboration**
 - ▲ Focus on student learning and set learning goals
 - ▲ Professional Learning Communities (PLCs)
 - ▲ Collaborative Academic Support Teams (CAST)
 - ▲ Lesson Design and Action Research
 - ▲ New and Expanding Special Education Roles
- **Leadership for Learning**
 - ▲ K-12 Student Achievement Conferences
 - ▲ Developing in-house Experts – Professional Development
 - ▲ On-going Communication
 - ▲ Network Approach to Leadership

In this issue of the Common Core Connection, the Educational Services Division has provided some updates regarding the **OUSD Process for Achievement** and the integration of the developing awareness with the Common Core State Standards. **Co-teaching and Collaboration** continues to expand as an effective high quality instructional practice for both special education and

general education. The **Teacher Innovator Program (TIP)** participants are completing their units of study and sharing “lessons learned” regarding the use of strategies from the instructional shifts of the Common Core. There is also information pertaining to upcoming **principals’ institute, special education training** and **technology professional development**. Finally, the **Smarter Balanced Assessment** pilot site teachers are learning about the CCSS assessments and how they will look for students in the future. Please look for additional information regarding the Common Core in OUSD at www.orangeusd.org.

VOLUME 1, ISSUE 2

APRIL 22, 2013

In this issue:

<p>OUSD Process for Achievement 1</p> <p>Special Education Mini-Series 2</p> <p>Summer Institute for Principals 2</p> <p>Co-Teaching and Collaboration 2</p>	<p>Common Core Lessons Learned “Tips” from the TIP Teachers 3</p> <p>Staff Development in Technology 4</p> <p>CCSS Overview and Principal Training 4</p> <p>Smarter Balanced Assessment Update 4</p>
--	--

SPECIAL EDUCATION MINI SERIES

Special Education has hosted two of four Special Education mini series for the 2012-13 school year. The first session's topic, "Paced Standard Assessments and Differentiated Instruction," was presented by OUSD's District Instructional Specialist Staff on February 26, 2013. On Tuesday, March 26, the second session of the series focused on special education legal issues and was presented by Dan Harbottle, owner of Harbottle Law Group. Dr. Harbottle's presentation included a review of current case law in the areas of Independent Evaluations, IEP compliance, and placement in the least restrictive environment. On April 30, 2013, Dr. Harbottle will return to present Part 2 on special education legal issues and current case law. The fourth session this school year will cover the topic, "Overview of Common Core State Standards," and will be presented by Frank Donovan, Ed.D.

SUMMER INSTITUTE FOR PRINCIPALS

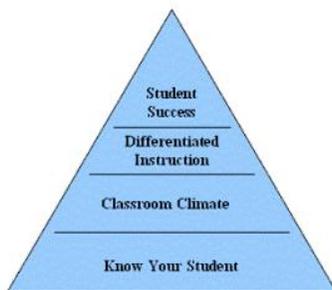
The Summer Institute for Principals date has been set for Tuesday, August 6, 2013.

A task force of five elementary principals, two middle school principals, and four high school assistant principals, along with staff from the Educational Services Division, has begun the work of planning the day long learning about the Common Core State Standards (CCSS). This task force will continue planning in the next few weeks for the August activity but will also begin long term planning for additional professional development in the CCSS.

These professional trainings will be conducted by "experts" within OUSD. Interested "experts" can contact either Anne Truex, Executive Director, Elementary Education, at 714-628-4463 or Aileen Sterling, Executive Director -Secondary Education at 714-628-4467.



CO-TEACHING AND COLLABORATION



On May 21, Educational Services will provide the last of four trainings on co-teaching this for school year. The focuses will be on the parallel co-teaching model, reflecting on this year's student achievement, and looking towards next year with the planning of co-teaching training. For the 2013-2014 school year, OUSD is anticipating new co-teaching teams as the success of the program continues to evolve for all students, especially students with disabilities. At the secondary schools, we are expecting new co-teaching classes in English, Geometry, History/Social Science and Biology. At the elementary schools, we are anticipating the opening of at least three new co-taught classes at Crescent, Handy and Mc Pherson school. The district will provide on-going training support for returning and new co-teaching team through the Orange County Department of Education in June. Training for teachers and administrators will be provided by co-teaching author and researcher, Dr. Marilyn Friend. Training topics for co-teaching schools include training for new co-teachers, advanced co-teacher training and training for administrators who support the co-teaching model.

As the district continues to emphasize the importance of the RtI² model, co-teaching remains a pivotal support in meeting the needs of all students in the three tiered approach. Students with and without disabilities continue to benefit from this instructional approach and achievement scores indicate students are benefiting both academically and socially from a co-taught class. Next year the district will continue to provide professional development training for teachers in co-teaching, effective strategies that support the needs of all learners and the Common Core State Standards. If you have any questions regarding the co-teaching model, please contact Elsie Briseño-Simonovski at 714-628-5436 or the Special Education Department at 714-628-5547.

TEACHER INNOVATOR PROGRAM

COMMON CORE LESSONS LEARNED “TIPS” FROM THE TIP TEACHERS



This year, fifty-three (53) selected TIP teachers worked collaboratively with the Educational Services Department in the implementation of new strategies to address the rigorous demands of the new Common Core State Standards. In a series of teacher professional development trainings, TIP teachers had the opportunity to engage in teaching and learning about the Common Core Standards, Key Shifts and Smarter Balanced Assessment. Additionally, TIP teachers participated in classroom observations of other TIP teachers where conceptual training was turned into actual observable practices. The feedback from TIP teachers and principals has been very positive and, in many cases, teachers are seeing an increase in higher level thinking and learning of students. Teacher feedback has informed teacher current practices and has also influenced future TIP training topics.

Over this school year, TIP teachers identified three key instructional shifts that will impact the quality and effectiveness of teaching for students as the district moves into the new Common Core State Standards. Below are three learning shifts that TIP teachers have shared this year:

1. Depth of learning—TIP Teachers have learned that the success to deepening student thinking is grounded in narrowly focused instructional objectives. TIP teachers have learned that the BEST lessons concentrate on the **key concepts** taking students from minimal knowledge to **mastery**. Requiring students to **verbalize** their thinking surrounding the key concepts is critical in moving them toward mastery.
2. Collaborative student groups—TIP Teachers have learned that the key to promoting student group learning is grounded in what **students are doing**. Students' ability to work collaboratively and verbalize their understanding is increased when each group produces a **single product** rather than each student independently creating the same product. When TIP teachers required every group member to contribute to the same graphic organizer it **increased student learning**. When TIP teachers asked students to record the answers on an individual graphic organizer student learning was reduced to copying rather than thinking.
3. Questioning is the key to success—TIP Teachers have learned that carefully crafted questions that improve a student's ability to think require **patience** and **perseverance**. TIP Teachers have learned that it is really hard to watch **students struggle** to think of an answer. Holding students accountable for verbalizing their thinking requires wait **time**. Teaching students to fully **utilize all resources**, peers, curriculum and technology, to **support their thinking** will increase their understanding and lead to content mastery.

So what is next for TIP? With a firm understanding of the foundational strategies needed for CCSS, TIP teachers will now become the leaders for their colleagues. Non-TIP teachers will have the opportunity throughout the 2013-14 school year to observe demonstration lessons, obtain model lesson plans and receive training from our first cohort of TIP trained teachers. Additionally, the TIP program is looking for current non-TIP teachers who are eager to delve into this exciting new work as we continue our journey in preparing students for college and career. Please contact Julie McNealy, Coordinator, BTSA at 714-628-5527, or Elsie Briseño-Simonovski, Coordinator, Learning Support Services at 714-628-5436 for more information.

UPCOMING STAFF DEVELOPMENT IN TECHNOLOGY

Educational Technology will provide many exciting opportunities for teachers and administrators in 2013-14. Over 50 staff development courses will be offered in support of implementing the digital literacy requirements of the Common Core State Standards into instruction and to increase student achievement and engagement. These courses will address various aspects of technology integration into the classroom curriculum.

eClassroom, a new technology web resource page for teachers and students, will include lesson plan ideas linked to digital literacy standards, recommended software, and apps for iPads, links to technology resources, standards, and SBAC testing guidelines. Link to the website at: <http://eclass.orangeusd.org/index.asp>

In August, an Instructional Specialist will join the Educational Technology team, facilitating more efficient support for professional development. The Instructional Specialist will present many of the new technology courses and collaborate with teachers in presenting and modeling technology-rich lessons that address the standards.

We are also excited to report that 19 additional schools are purchasing iPads and Apple TVs for both teacher and student use. Many schools are also purchasing for their labs new touch-screen desktop computers that support SBAC testing. To support this technology, we will begin this summer upgrading the wireless access points at selected schools.

COMMON CORE STATE STANDARDS (CCSS) OVERVIEW K-12 PRINCIPAL TRAINING

All K-12 principals received an overview on Common Core State Standards (CCSS) training February 19, 2013. Linda Stoterau and Elsie Briseño-Simonovski reviewed the CCSS structure that includes Claims and College/Career Anchor Standards. Vanessa Galey and Allison Granger from the Orange County Department of Education shared the County's website of resources that has been built for principals. They also led the group through a sample Smarter Balanced assessment question so principals could see the type of questions in the new assessments. Christina Lin and Ashley Pedroza shared the District's eClassroom website and plans for the district technology support. Julie McNealy linked the professional development topics for this year: Communication Objectives, Response Frames, and Purposeful Grouping as important strategies teachers will need to employ in their classrooms as we move into the new Common Core standards.



ORANGE UNIFIED SCHOOL DISTRICT

Educational Services Division
Gunn Marie Hansen, Ph.D.
Assistant Superintendent
1401 N. Handy Street
Orange, CA 92867

Telephone: 714-628-4466
FAX: 714-628-4086

www.orangeusd.org

THE SMARTER BALANCED ASSESSMENT PILOT SITE UPDATE



We are well into Smarter Balanced Pilot Assessment and have successfully started testing in eight of our sites. Throughout the months of April and May there will be an additional seventeen test sites, spanning all grade levels and all available testing subjects. Additionally, we were chosen, as a district, to pilot the test type containing an embedded classroom activity; these tests will start the third week of May at six of our sites.

Smarter Balanced piloting has been a great learning opportunity for our district, teachers, site teams and students. Students, as a whole, have left the test energized about the possibility of testing online and excited about being able to show off their technology proficiency. Teachers

have left this eye-opening experience with a better understanding of the expectations of Smarter Balanced and how the test will encompass the new Common Core State Standards. Lastly, this opportunity has provided the District with a chance to evaluate our current technology infrastructure and become confident that our current systems meet minimum testing requirements.

We look forward to continuing this learning process as the remaining sites test over the next two months.

For more detailed information on Smarter Balanced testing within the Orange Unified School District or access to Smarter Balanced practice tests, please contact Christina Lin, Administrative Director, Information and Educational Technology at 714-628-4550 or visit: <http://eclass.orangeusd.org/index.asp>