

Curriculum Leaders Meeting

April 29, 2011

Holiday Inn, Topeka

Welcome – Brad Neuenswander, Deputy Commissioner, welcomed everyone. Brad said that we have a full agenda and full house for today’s meeting.

Approximately 140 were in attendance at today’s meeting.

School Funding Update -- Dale Dennis, Deputy Commissioner, shared the latest updates from the legislature. They’re near the end of this year’s session; however, there are quite a few differences between the House and Senate versions of funding for public schools.

- **Special Education:** You could get an additional \$1,600 per teacher for Maintenance of Effort (MOE) and if there is every time to drop local contribution now is the time. If state funding goes up this year then you could drop your local contributions. You will end up with the same balance that you planned on because you’ll get more from the state than what you anticipated. However, next year we lose ARRA money.
- **Base State Aid Per Pupil (BSAPP):** The Governor’s recommendation is \$3,780, the House’s recommendation is \$3,762 and the Senate’s recommendation is \$3,786, A kid that walks through your doors with no exceptionality – no special education, no transportation, etc. the BSAPP is less than in 1992. Many people do not realize that or understand it.
- **Mentor Teacher Program:** Both the Governor and House recommend funding; however, the Senate’s version does not include funding for the program.
- **Discretionary Grants:** Senate took out all that money and added it to the base.

Mr. Dennis also shared copies of letters to editors about what a teacher does.

Mr. Dennis asked, “How many education bills have passed both the House and Senate and been sent on to the Governor?” Answer: None.

Updates on Education Bills:

- **S.B. 11** -- Reduces the 10-mile rule to 2.5 miles for students that live in one district and desire to attend school in another district. Another school district can come within 2.5 miles of your building to pick up kids. This does not apply to school districts with territory in, Johnson, Sedgwick, Shawnee and Wyandotte counties. There will be problems over this. Also, you won’t get paid for them in transportation, but you can get regular aid.
- **S.B. 23** --Provides that any child who has been under the Kansas Code for Care of Children, the Secretary of SRS or Juvenile Justice after turning 14 years of age and has achieved the minimum

high school graduated requirements and are at least 17 years of age, shall be issued a diploma by their school district.

- S.B. 111 --Delays the implementation date for special education districts/cooperatives that provide a minimum funding of 75 percent per pupil and a maximum of 150 percent per pupil until July 1, 2012. It will cost everyone about \$50 per teacher. There is a little provision that allows school districts to use some of their cash balances in selected funds by transferring those funds to the general fund to pay for operating costs. Local boards of education have down a super job to pay bills on time. Many boards will start spending down, but whatever you need to plan out how long you can spend down cash. You'll need a plan to work that out.
- H.B. 2015 – Extends the current method for computing the local option budget and extends the 20-mill levy.
- H.B. 2182 – You may not have looked at or paid any attention to. It's a pharmaceutical bill which amends the law for students who have had head injuries as a result of sports to obtain a doctor's release before they can return to such activities. This bill also authorizes students in school swimming to participating in club swimming.
- H.B. 2191 – Amends the teacher tenure law and provides that a district may extend the three-year probationary period for one or two additional years, if the teacher and board agrees. The district would have to provide a plan of action and the teacher has 48 hours to make a decision.
- KPERS – It is a big issue whether it defines contribution or defines benefits

Question: What about KAN-ED? Answer: The Senate is supportive but the House isn't. Mr. Dennis thinks it will around for at least one more year.

Mr. Dennis thanked everyone for the great job they're doing.

Commissioner's Update – Commissioner DeBacker provided an update on several agency initiatives, etc., including:

- Math and English Language Arts Standards -- Standards have not changed in these two content areas in 2003 for one and 2005 in another. For some, you may not have been through a change in standards. Summer academies on the common core standards will be held across the state. Our goal is to get you familiar with the standards. Since the session in Wichita area is already full it was suggested that another session be held in that area.
- Your State Board has been hard at work on your behalf. They are a very good board and represent your interests. This week David Dennis, Chairman of the State Board sent a letter, endorsed by the entire State Board, to Secretary of Education Arne Duncan asking that 2009-2010 performance targets remain the same. This is the 2nd letter that was sent. If you have a chance to see your board member, thank them. Only one other state has asked for a waiver -- Arkansas. The current system is not working, and we have to have some relief. The other thing your board has done is that they're working on a strategic plan/agenda. The board had received over 150 recommendations of what should be accomplished. Recommendations came from several committees/commissions, including: the Kansas Education Commission, the Kansas

Commission on Graduation and Dropout Prevention and Recovery, etc. The State Board took those recommendations and narrowed them down and came up with a mission, motto and four goals and 15 objectives to work on over the next couple years. This board will be together until December 2012 and they're determined to make progress in those areas.

There is a lot going on at KSDE. The agency has experienced cuts, just like schools have. If we continue to make cuts we have to give something up; we can't continue what we're doing. How many have automated system that answers a phone within your district? We have a live person who answers our main line and those are things that we have to start looking at. We're going to be touching people and programs.

Brad said it is going to be challenging and important that we pull together as a state. We need to concentrate on communication and working with each other.

[Thinkfinity](#) – Jeannette Nobo, Assistant Director, Career, Standards and Assessment Services, shared that KSDE is partnering with Verizon to provide professional development opportunities and resources to school districts, etc. Thinkfinity is free and a great resource for school districts to use. Jeannette introduced David Russell, Vice-President, External Affairs for Verizon Communications, and Brenda Hill from the Kansas-Missouri region. Verizon is pleased to partner with KSDE. Diane thanked Verizon for the generous contribution. She said this is the 2nd year and definitely something that will be put to good use in our state. It is very much appreciated.

[eTranscripts](#) – Tom Foster, Director, Career Standards and Assessment Services, distributed a brochure on Kansas eTranscript, which is a chance to move into 21st century. Almost all Kansas colleges have signed up for this program and at this time it doesn't count anything.

[Kansas Common Core Standards and Assessments](#) -- Tom Foster said it is not easy to change and that is what the common core standards are about -- changes. The common core movement represents something unique and provides a tremendous opportunity for us to forward in ways we're never been able to before. We have a much larger voice in the whole movement and all around us there is building a focus of change around standards and education. This is one of the biggest changes and opportunities to create a focus and connection for kids. One of the things that will create a difference and focus is college and career ready. It is focusing on what kids what to do, what they want to become and what they're dreams are and what they think is important. It is creating a system not only based on student achievement but student growth over a period of time.

There are two comprehensive assessment system proposals that have been funded:

- Partnership for the Assessment of Readiness for College and Careers (PARCC or Partnership) for the development of a K-12 assessment system aligned to the Common Core State Standards in English language arts and mathematics, which will help states dramatically increase the number of students who graduate high school ready for college and careers. There are 24 states and D.C. in this Partnership.

- SMARTER Balanced Assessment Consortium (SBAC) is the first collaboration of its kind to develop a common assessment system among a majority of states. SMARTER Balanced is to develop a multi-state student assessment system that is aligned to the Common Core State Standards. SMARTER Balanced is developing computer-adaptive summative assessments with extended performance tasks along with interim assessments and a suite of formative tools and resources. There are 31 states in this Consortium. Kansas is a governing member of the Consortium.

Components of SBAC include:

- End-of-year assessments designed to measure achievement and growth overtime (growth models)
- Performance Tasks
- Summative
- Interim assessments to assist schools and students will be directly aligned with instruction.
- Open resource moment, which are instructional and curriculum resources that are not copyrighted and are free.
- Standards are to be linked to other standards (ESOL, early childhood, 21st century, career/technical education, etc.)
- Link common core standards to achievement and demographic data for students.

The growth model the state is looking at is a student percentile growth projection. This model combines student percentile and student trajectory and aggregates from the local level up to the state level.

[Kansas Common Core Standards and Assessments](#) -- Jeannette Nobo, Assistant Director, Career, Standards and Assessment Services provided a quick introduction and the process of the Common Core Standards. The process started in 2009 with college and career readiness standards, and then based upon multiple rounds of feedback the final common core standards were released on June 2, 2010.

Design of the Common Core Standards:

- Aligned with college and career readiness
- Focused and coherent
- Rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Internationally benchmarked
- Based on evidence and research

Why is this important?

- Currently, every state has their own set of standards, meaning students in each state are learning to different levels
- Common standards will help ensure our students are globally competitive

- Help to prepare students with the knowledge and skills they need to succeed in education and training after high school
- All students must be prepared to compete with not only their American peers in the next state, but with students from the world
- Clear standards help students, parents and teachers understand what is expected of them
- Standards create a foundation for working collaboratively across states and school districts

Kansas Standards Development Process:

- Standards committee identified in 2009 – writing and review
- Writing committee received draft first, reviewed and provided feedback and sent to review committee and then feedback sent to national
- Process followed not only in math and ELA, but other standards
- State Board adopted Kansas Common Core Standards in October, 2010.
- Also, will be going through a review of History Government Standards and will present the process to the State Board in May. Final adoption by the State Board is scheduled for December 2012. Also, we'll be looking at putting together a science standards committee together, so when nationally they start looking, we'll be ready to provide feedback.

Next steps:

- Training
 - Webinars
 - Summer academies
 - Workshop presentations
 - Training of trainers
 - Adding a webinars on assessments
 - Adding training on common core for administrators that will only focus what administrators should be doing and focusing on.

Resources:

- Timeline
- Month-by-month calendar

Further information regarding the Common Core Initiative in Kansas can be found at:

<http://www.ksde.org/Default.aspx?tabid=4605>.

[Kansas Common Core Standards for English language Arts \(ELA\) and Literacy in History/Social studies, Science and Technical Subjects](#) -- Matt Copeland, English Language Arts Program Consultant, provided an overview of the ELA standards. As shared earlier, the common core standards initiative has been going on for 2 years, since 2009.

Kansas Advantages to CCS in ELA and Literacy:

- A focus on college and career readiness
- Inclusion of the four strands of ELA
 - Reading
 - Writing
 - Listening and speaking
 - Language
- All educators have a shared responsibility for literacy instruction, regardless of discipline or content area.
- A focus on results rather than means
- Efficiencies of scale – common standards allow for greater collaboration among states in the areas of:
 - Professional development
 - Resource development
 - Teaching tools

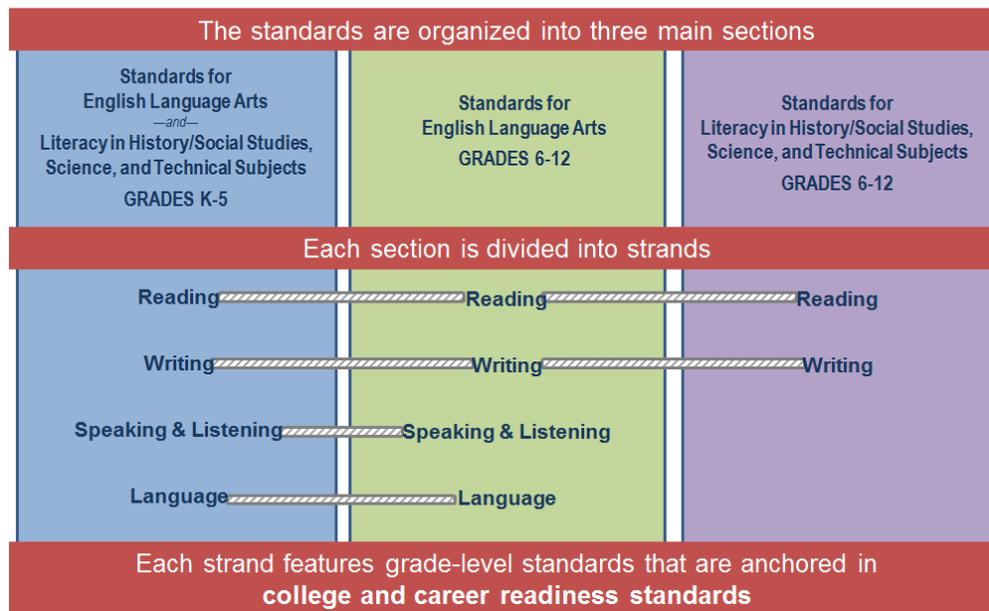
Hallmarks of College and Career Readiness in ELA and Literacy

- Demonstrate independence in “the 4 C’s”
 - Comprehend complex text
 - Critique the craft used to create text
 - Construct rich understandings of content
 - Convey multifaceted meaning
- Build strong content knowledge through research and study
- Respond to varying demands of audience, purpose, task and discipline in writing and speaking
- Use technology and digital media to deepen encounters with text and content and to present and share information
- Come to understand other perspective and culture

One of the things about the common core standards is that as we’re busy at looking at the standards, but what these standards mean is not in the statement themselves. The cross-walk between these standards and our retired standards is not enough because we miss a lot. ~~If~~ there are fewer standards ~~but~~ we’re also raising expectations. ~~So,~~ rather than adding more standard statements, they packed the sidebars and appendices. There is emphasis on research throughout the standards. Focus on the use of evidence is sprinkled throughout these standards, as well as a focus on appropriate levels of text complexity. This is perhaps one of the most important keys of the standards. One of the things that we’ll need to do is to look at our curriculum and re-evaluate the texts we ask our students to read our curricula. The standards for Literacy in History/Social Studies, Science, and Technical Subjects do not replace our current standards; they are meant as to complement.

The standards document is divided into 3 main sections:

Common Core Standards – English Language Arts K-12



Teachers finally have common language to talk about and at the secondary level they have those conversations about what students are learning in multiple classrooms.

Matt also provided a quick overview of the reading, writing, speaking and listening, [and language](#) strands. (See PPT posted on the website for additional information on the strands, etc.: <http://www.ksde.org/Default.aspx?tabid=1859>.)

Matt also stated that the glossary is not with the standards document, it's buried in the Appendix A. Appendix A contains:

- Research supporting key elements of the Standards
- Explanation of the text complexity model
- Definitions of the Standards' three text types
- A three-tiered model of vocabulary development
- Glossary of Terms

Appendix B is the monster and contains:

- Text samples to exemplify the level of text complexity, quality and range the Standards require
- Sample performance tasks that illustrate the application of the Standards to texts of sufficient complexity, quality and range

Appendix C contains:

- Annotated student writing samples that illustrate the criteria required to meet the Standards for particular types of writing – argument, informative/explanatory text and narrative – in a given grade

Additional comments included:

- The six traits are not mentioned in the common core standards; [however, they were among the many models that influenced the writing standards.](#)
- Text complexity – [The quantitative measures produced by a Lexile score or an ATOS book level](#) is just one leg [of the three-part model.](#) ~~accelerated reader, Now~~ we have a model and resources to help educators reexamine the texts [they ask students to read.](#)
- The standards “prioritize” compact, short, self-contained texts that require students” to probe and ponder.”
- Students have to be adept [to with](#) all kinds of texts.
- English teachers may have to change the way they approach instruction.
- In History/Social studies it’s much the same; it’s not just about reading the words, it’s about reading everything that comes along with the words.

[Kansas Common Core State Standards for Math](#) -- David Barnes, Mathematics Program Consultant said there’s a lot of things in the common core standards that are the same for ELA and mathematics. The feedback process was much the same, with the committee work, etc. They’ve had many requests for a “crosswalk” between the now retired standards and CCSS. We found that those types of documents are not nearly as helpful. Things did not move a grade or two, they may have moved several grades. He also shared that they’re looking at a Survey of Enacted Curriculum. There is neutral language in content areas and you can align standards, assessment and classroom practices to. The focus is for classroom practice. As a part of the summer academy all teachers will be asked to participate in the Survey of Enacted Curriculum. Teachers will be able to look at data on their own classroom. At the district or building level, at least three teachers have to participate in the summer academy/survey to get a district or building level report. When looking at teacher data, you get more than content and depth of knowledge. In addition to looking at what teacher’s teach, they’ll look at what type of approaches to instruction are used, what is your philosophy of education, what is your background?

A Math Transition Plan, details how a teacher moves from where they are in math instruction to where they need to be:

- Mathematical practices
- Critical Areas (Grades K-8)
- Full Implementation

Mathematics Practices: There are 8 practices for all grades

1. Making sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision – ability to communicate, being specific, calculating accurately and efficiently.
7. Look for and make use of structure – relates to the Kansas addition.
8. Look for and express regularity in repeated reasoning

Mathematical practices are independent on content you're teaching. They can be implemented regardless of how much the curriculum content aligns to Common Core.

Critical Areas: For every grade level they have a list of 2-4 critical areas for that grade level. Critical areas are the focal points, very similar to NCTM focal points. You can group much of your instruction under this and move forward.

Implementing Critical Areas:

- Instruction can be organized around the Critical Areas
- During transition years, curriculum can be supplemented to meet assessment requirements and address holes in coverage
- By focusing on the Critical Areas and using the Mathematics Practices, students will be well prepared for future study even if some standards receive less coverage

Full Implementation:

- No longer has any references to the retired standards
- Mathematics Standards are incorporated in all math classrooms
- Focus is still on Critical Areas for curriculum planning
- Supplement the Critical Areas to cover all of the Common Core Standards

David also talked about the transition planning considerations for grades K-12. ((See PPT posted on the website for additional information: <http://www.ksde.org/Default.aspx?tabid=1859>).

Appendix A –Which is not a part of formal adoption from the board, includes 4 course sequences:

1. Traditional Courses (Algebra I, Geometry, Algebra II) with Algebra starting at 9th grade
2. Traditional Courses with Algebra I starting at 8th grade
3. Integrated Mathematics with first course at 9th grade
4. Integrated Mathematics with first course at 8th grade

How does this connect to Kansas Course Codes? The alignment is pretty close.

Brad said staff have shared a lot of information and there is a lot of work to still to do. He expressed his appreciation to staff and to all the committee's for their work on the Common Core Standards initiative.

Meeting adjourned at 2:10 p.m.

DRAFT