

**The Common Core and Next Generation Instruction**  
Joseph S. Micheller, Ed.D  
James Reed III  
Cleveland Heights-University Heights Schools  
November 13, 2012

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**Cleveland Heights-University Heights Schools**



Every Student. Every Day. Some Success. Some Way.

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企业的创新  
THE ENTERPRISE RELIES ON  
寄望员工的智能  
EMPLOYEES' INTELLIGENCE FOR INNOVATION

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**Advances in the  
PARCC  
ELA/Literacy  
Assessment**

August 2012

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**The CCSS Shifts Build Toward College and  
Career Readiness for All Students**

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graph LR; A[Engage with Complex Text] --> B[Extract and Employ Evidence]; B --> C[Build Knowledge]
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**Grade 3 Technology-Enhanced  
Constructed-Response Item**

Drag the words from the word box into the correct locations on the graphic to show the life cycle of a butterfly as described in "How Animals Live."

Words:

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**Aligns to the Standards and Reflects Good Practice**

- Reflects the key shift of *building knowledge from informational text*:
  - students must apply their understanding of the text to complete the graphic.
  - requires explicit references to the text as the basis for the answers rather than simply guessing.
- Whereas traditional items might have asked students to “fill in one blank” on a graphic (with three steps already provided), this technology enhanced item allows students to demonstrate *understanding of the entire sequence* of the life cycle because none of the steps are ordered for them.

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**2010 SAMPLE QUESTION**

4. Which sentence summarizes paragraph 10?

- B. Bob E. Brown grows more comfortable as he relaxes and enjoys performing.
- C. Bob E. Brown begins to play and does so without looking down at his guitar.
- D. Bob E. Brown manages to get through two songs despite forgetting exactly how to play them.

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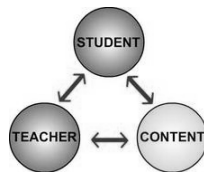
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**Making this transition:**

Richard Elmore

- *“The relationship of the teacher and the student in the presence of content must be at the center of efforts to improve performance.”*
- *“You can’t alter the skill and knowledge of the teacher when you stay in a low-level curriculum. If you alter the content without changing the skill and knowledge of teachers, you are asking teachers to teach to a level that they don’t have the skill and knowledge to teach to.”*
- The real accountability system is the tasks students are asked to do

**Instructional Core**




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### Making This Transition

*"We learn to do the work by doing the work, not by telling other people to do the work, not by having done the work at sometime in the past, and not by hiring experts who can act as proxies for our knowledge about how to do the work"*



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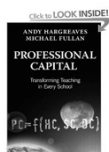
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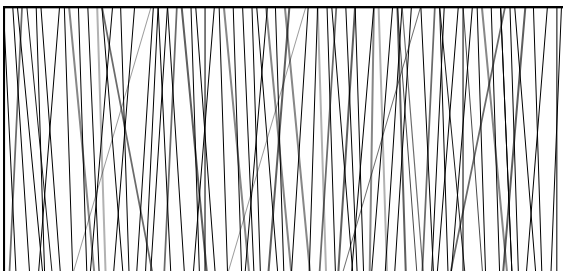
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**Cleveland Heights-University Heights Schools**  
**Pathways of Choice**

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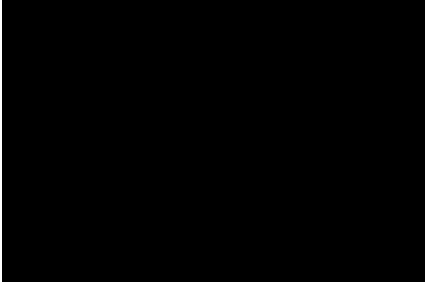
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# Pathways Of Choice




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## Pathways of Choice

- Each Pathway will provide students:
  - Critical thinking and problem solving (expert thinking)
  - Communication and collaboration (complex communicating)
  - Creativity and innovation (applied imagination and invention)

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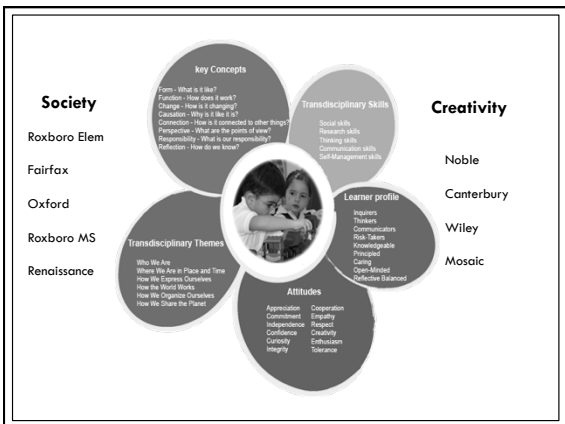
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**International Bachelorette**

Primary Years Program (PYP)  
Learner Profile Attributes

**communicator**  
**Open-Minded**  
**PrinCiPIEd**  
**Risk-Taker**  
**knowledgeable**  
**BALANCED**  
**thinker**  
**Caring**  
**reflective**

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**Discovery**

Boulevard  
Gearity PD  
Monticello  
Legacy

Is organized around an open-ended Driving Question or Challenge.

Creates a need to know essential content and skills.

Requires inquiry to learn and/or create something new.

Requires critical thinking, problem solving, collaboration, and various forms of communication

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**Boulevard Elementary School**

Second Grade: The second grade focused on how weather travels throughout the seasons. The students will keep a weather journal. They will use the Vernier probes to measure wind and temperature and to graph it over time. The students will study different weather tools. They will focus on how they work, how they measure weather, and how they are made. They will make their own weather station. Students will have an opportunity to engage in inquiry by designing their own rain gauge. A meteorologist will come talk to the students about how she studies weather.

Boulevard Science Club took home two first-place medals at the Engineers and Technicians of the Future Robotics Competition.

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Society	Discovery	Creativity
<b>Roxboro E IB</b> Investigate 9/10-4/11 Candidate 9/11-7/14 World School 7/14	<b>Boulevard STEM</b> Investigate 9/10-6/11 Implement 9/11-6/14 Fully Implemented Ohio STEM 6/14	<b>Noble IB-Arts</b> Investigate 9/11-4/12 Candidate 9/12-7/15 World School 7/15
<b>Roxboro MS IB</b> Investigate 9/11-4/12 Candidate 9/12-7/115 World School 7/15	<b>Gearity PD STEM</b> Investigate 9/11-6/12 Implement 9/12-7/15 Fully Implemented Ohio STEM 6/15	<b>Canterbury IB-ARTS</b> Investigate 9/12-4/13 Candidate 9/13-7/16 World School 7/16
<b>Fairfax IB</b> Investigate 9/12-4/13 Candidate 9/13-7/16 World School 7/16	<b>Monticello New Tech</b> Investigate 9/11-6/12 Design/Planning 9/12-6/13 Implement 9/13-6/15 Fully Implemented 9/15	<b>Wiley IB-ARTS</b> Investigate 9/12-4/13 Candidate 9/13-7/16 World School 7/16
<b>Oxford IB</b> Investigate 9/12-4/13 Candidate 9/13-7/16 World School 7/16	<b>Legacy New Tech</b> Investigate 9/10-6/11 Design/Planning 9/11-6/12 Implement 9/12-14 Fully implemented 9/14	<b>Mosaic ARTS</b> Investigate/Design phase 9/11-12 Implementation 9/12-14
<b>Renaissance ISSN</b> Planning Yr. 9/11-6/12 Implementation 9/12-14 INSSN Designation 7/14		

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Now Let's Zero in on

The Renaissance School of Humanities  
and International Studies



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**By 2015 the pathways will be in place  
with a few schools needing to complete  
their last year of candidate status**



In 2016 the pathways  
will be fully in place



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**Thank You !**



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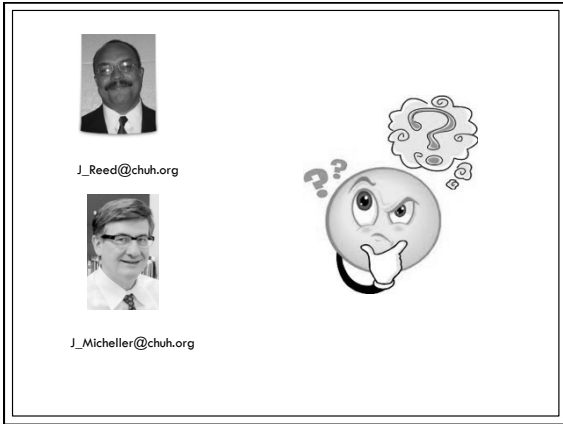
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## Profile of an International Studies Schools Network (ISSN) High School Graduate

The goal of the International Studies Schools Network (ISSN) is that every student who graduates from an ISSN school possesses the knowledge, skills, and habits of mind necessary to succeed and contribute in the 21st century global environment. It is a goal for each and every ISSN student; our mission is excellence and equity in the global era. The following is a profile of the attributes we strive to develop in each ISSN high school graduate.

ISSN graduates are **Ready for College**. They:

- Earn a high school diploma by completing a college-preparatory, globally focused course of study requiring the demonstration of college level work across the curriculum
- Have the experience of achieving expertise by researching, understanding, and developing new knowledge about a world culture or an internationally relevant issue
- Learn how to manage their own learning by identifying options, evaluating opportunities, and organizing educational experiences that will enable them to work and live in a global society
- Graduate with all options open for post-secondary education, work and service

ISSN graduates have the **Knowledge Required in the Global Era**. They understand:

- Mathematics as a universal way to make sense of the world, solve complex, authentic problems, and communicate their understandings using the symbols, language, and conventions of mathematics
- Critical scientific concepts, engage in scientific reasoning, and apply the processes of scientific inquiry to understand the world and explore possible solutions to global problems
- How the geography of natural and man-made phenomena influences cultural development as well as historical and contemporary world events
- The history of major world events and cultures and utilize this understanding to analyze and interpret contemporary world issues
- Arts and literature and use them as lenses through which to view nature, society, and culture as well as to express ideas and emotions

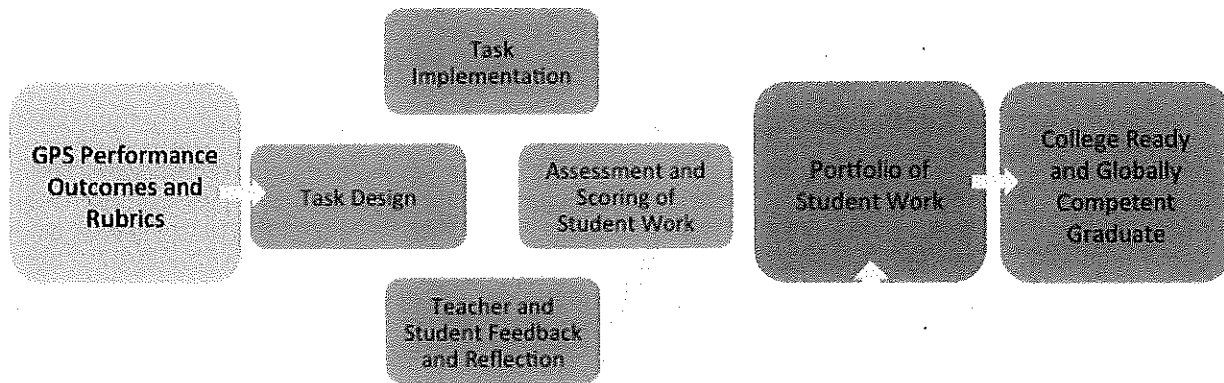
ISSN graduates are **Skilled for Success in a Global Environment**. They:

- Are “literate for the 21st century” – proficient in reading, writing, viewing, listening, and speaking in English and in one or more other world languages
- Demonstrate creative and complex thinking and problem solving skills by analyzing and producing viable solutions to problems with no known or single right answer
- Use digital media and technology to access and evaluate information from around the world and effectively communicate, synthesize, and create new knowledge
- Make healthy decisions that enhance their physical, mental, and emotional well-being

ISSN graduates are **Connected to the World**. They:

- Effectively collaborate with individuals from different cultural backgrounds and seek out opportunities for intercultural teamwork
- Analyze and evaluate global issues from multiple perspectives
- Understand how the world’s people and institutions are interconnected and how critical international economic, political, technological, environmental, and social systems operate interdependently across nations and regions
- Accept responsibilities of global citizenship and make ethical decisions and responsible choices that contribute to the development of a more just, peaceful, and sustainable world

## How the Graduation Performance System Works



This is a continuous cycle that:

- repeats across the curriculum
- happens in school and in out-of-school time
- drives improvement among teachers and students



The goal of a globally-focused school is to provide students with opportunities to develop global competence across the curriculum. Students learn to understand the world through the disciplines of art, English language arts, history/social studies, mathematics, science, and world languages and, at the same time, strengthen their understanding of the core subjects in a global context. A well-rounded global curriculum not only opens students' eyes, but also sets the stage for them to act in ways that are inspired by their course of study and driven by a desire to make a difference locally, regionally, and globally.

### Investigate the World: Generate Global Knowledge

Students initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about globally-focused issues.

- Identify, describe, and frame questions about an issue, and explain how that issue is locally, regionally, and/or globally focused.
- Use a variety of international and domestic sources to identify and weigh relevant evidence that addresses a globally-focused question.
- Analyze, integrate, and synthesize evidence to formulate a coherent response to a globally-focused question.
- Develop a position that considers multiple perspectives, addresses counter arguments, and draws reasonable conclusions.

### Recognize Perspectives: Apply Cross-Cultural Understanding

Students recognize, articulate, and apply an understanding of different perspectives (including their own).

- Express personal perspective on situations, events, issues, or phenomena, and identify various influences on that perspective.
- Explain the perspectives of other people, groups, or schools of thought, and identify possible influences on those perspectives, including access to information and resources.
- Explain how perspectives influence human interactions, affecting their understanding of situations, events, issues, or phenomena.
- Apply an understanding of multiple perspectives and contexts when interpreting and communicating information about situations, events, issues, or phenomena.

### Take Action: Enact Global Solutions

Students translate their ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.

- Identify collaborators across disciplines and industries, and create opportunities for individual or collaborative action to improve a situation, event, issue, or phenomena.
- Assess options and plan actions based on evidence that indicates the potential for impact, taking into account previous approaches, varied perspectives, and/or potential consequences.
- Act, individually or collaboratively, in creative and responsible ways to contribute to improvement locally, regionally, and/or globally, and assess the impact of the action.
- Reflect on their capacity to contribute/advocate for improvement locally, regionally, and/or globally.

### Communicate Ideas: Connect and Collaborate Across Boundaries

Students select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups.

- Identify and understand the expectations and perspectives of diverse audiences, and apply that understanding to meet the audience's needs.
- Select and apply appropriate verbal and non-verbal communication strategies to communicate and collaborate effectively.
- Select and apply appropriate resources—technology, media, and/or world languages—to communicate and collaborate effectively with diverse individuals and groups.
- Reflect on audience response and/or feedback, and revise communication choices based on the impact of communication.