



Ohio School Boards Association Capital Conference and Trade Show

November 13 – 16, 2011

Greater Columbus Convention Center
Columbus, Ohio

Creating the urgency for putting kids first

Student achievement

Tuesday, November 15, 2011

3:45 p.m.

D 131

James Wright, director of curriculum and instruction, ODE

Procurement Card program

OSBA, BASA and OASBO have joined forces with the following Pennsylvania (PA) associations to bring this procurement card program to Ohio: PA Association of School Business Officials, PA School Boards Association, PA School District Liquid Asset Fund and the PA Association of School Administrators.

The procurement card program, called EasyProcure, is a no-fee bank Visa purchasing card with rebates, offered through PNC. The purchasing card can create efficiencies through simplification of the procurement and reconciliation processes, reduce manual paperwork and cut administrative costs.

For more information about this new program, contact Amanda Finney at (614) 540-4000 or (800) 589-OSBA.

Please complete an online conference evaluation either during or after the event at:

<http://links.ohioschoolboards.org/CC11Evaluation>

OSBA Mission

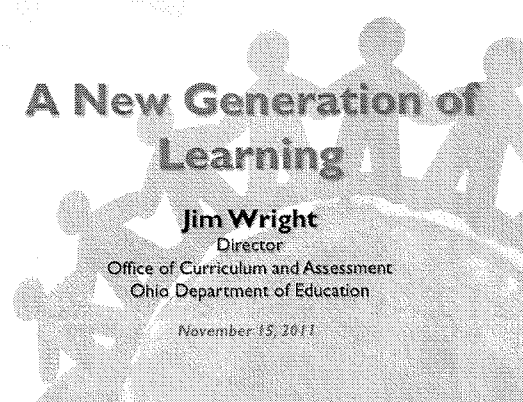
OSBA leads the way to educational excellence by serving Ohio's public school board members and the diverse districts they represent through superior service and creative solutions.

Ohio School Boards Association



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A New Generation of Learning

Jim Wright
Director
Office of Curriculum and Assessment
Ohio Department of Education
November 15, 2011




Components of a 21st Century Education

- College and Career Ready Academic Standards 
- An Aligned Curriculum
- High Quality Instructional Supports 
- Modernized Assessments

What is College and Career Readiness?

Being qualified for:

- A degree-granting postsecondary education, without remediation
- A chosen career, ready for advanced training.

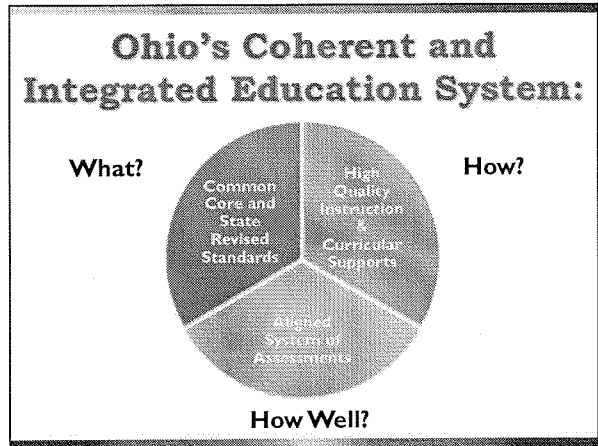
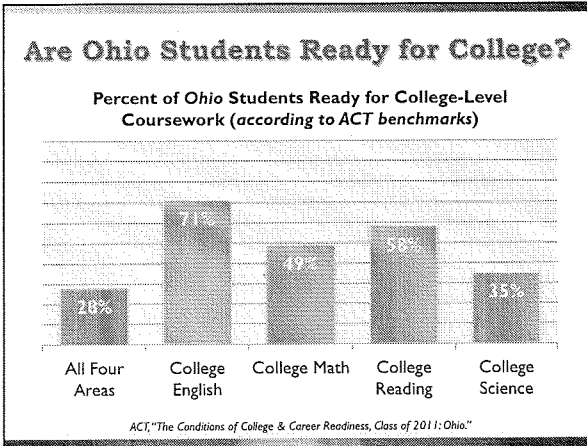


Jobs Will Require More Education & Training

Year	No College Required	College Required
1973	72%	28%
2018	38%	62%

NO COLLEGE REQUIRED
COLLEGE REQUIRED

Source: Georgetown Center on Education and the Workforce, 2010.



Ohio's New Academic Standards

COMMON CORE	OHIO'S REVISED STANDARDS
<ul style="list-style-type: none"> English language arts Mathematics 	<ul style="list-style-type: none"> Science Social Studies

Ohio's New Standards Reflect

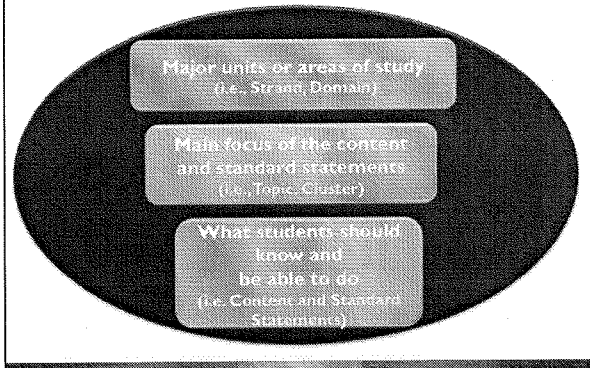
NEW FEATURES:

- Fewer, clearer, and higher
- Internationally benchmarked
- An aligned model curriculum

NEW FOCUS:

- College and career readiness
- Content and skills
- Coherence, focus, rigor

Common Organizational Framework



Attributes of the CCSS: English Language Arts

- Shift in emphasis from fiction to nonfiction in reading and writing.
- Focus on close analysis of texts with evidence to back up claims and conclusions.
- Emphasis in teaching literacy skills in and through history/social studies, science, and technical content areas.

Based on Reading framework for the 2008 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

Attributes of the CCSS: Mathematics

Engage students in the content through the Mathematical

Practices:

- Problem solving
- Reasoning
- Making arguments
- Precision



Attributes of the Science Standards



Scientific Inquiry



Engineering



Technological Design

Attributes of the Social Studies Standards

A Comprehensive Curriculum that:



Promotes

- Historical Thinking
- Civic Participation



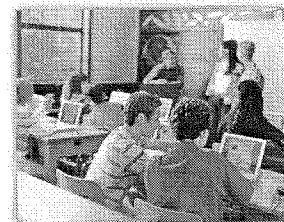
Includes

- Economic Decision-making
- Financial Literacy



Ohio's New Standards Inform:

- Curriculum Revision
- Assessment Development
- Career-Technical Programs
- Special Education Programs
- English as a Second Language Programs
- Higher Education Alignment




Curricular Supports

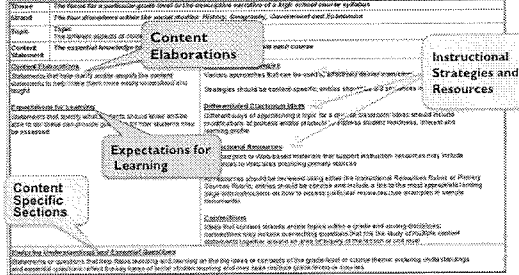
Goals of Model Curricula

To support teachers to :

- Reach a shared understanding of the intent of the Common Core and revised standards
- Provide differentiated instruction for diverse learners
- Find resources that match higher expectations and support technological applications



Model Curriculum Template

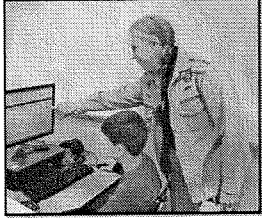


ELA and Science Model Curricula

Model Curricula


English Language Arts

Science





Model Curricula

774 Model Curricula have been developed across all four content areas in grades K-12



Other Instructional Supports

- Crosswalks/Comparative Analysis Documents
- Formative Instruction Modules
- Eye of Integration
- Instructional Improvement System

Ohio's Standards Crosswalks

Example:
English Language Arts, Grade 8

Grade	Common Core State Standards	Ohio Revised Academic Content Standards Benchmark
Speaking and Listening Strand		
Complex Integrated Collaboration		
	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led with diverse partners) on grade 8 topics, texts, issues, problems or questions, building on others' ideas & expressing their own.	ECOA: Use a variety of strategies to enhance speaking comprehension. ECOC: Evaluate the accuracy and purpose of a presentation by analyzing the language and delivery methods made by the speaker. ECOB: Be able to use and understand of effective speaking strategies by linking appropriate language and adjusting presentation techniques.
	a. Come to discussions prepared, having read or researched material under study; actively draw on that preparation by referring to evidence on the topic, text, or issue to prove a point or to ask a question.	No Aligned Benchmark
	b. Follow rules for collegial discussions and decision-making, track progress toward goals, and describe individual roles as needed.	No Aligned Benchmark
	c. Presentations that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, reasoning, and analysis.	No Aligned Benchmark
	d. Analyze the main ideas and supporting evidence presented by diverse media and formats, including visually, quantitatively, and orally; evaluate the overall credibility of the source (e.g., topic, general point, method, and presentation).	ECOB: Analyze the techniques used by speakers and the influence of audience and evaluate the effectiveness of the speaker or media message.
	2. Analyze the main ideas and supporting evidence presented by diverse media and formats, including visually, quantitatively, and orally; evaluate the overall credibility of the source (e.g., topic, general point, method, and presentation).	ECOB: Analyze the techniques used by speakers and the influence of audience and evaluate the effectiveness of the speaker or media message.
	3. Analyze the main ideas and supporting evidence presented by diverse media and formats, including visually, quantitatively, and orally; evaluate the overall credibility of the source (e.g., topic, general point, method, and presentation).	ECOB: Analyze the techniques used by speakers and the influence of audience and evaluate the effectiveness of the speaker or media message.

Comparative Analysis Documents


Example:
Social Studies, Grade 2

Content that is new to Grade 2	Content that has been included at Grade 2, but may be modified or at a greater depth	Content that is no longer a focus at Grade 2
<ul style="list-style-type: none"> • Biographies are a resource for learning about American social and political leaders, explorers, inventors and scientists and their impact on the world. • There is a connection between the main people to meet the human and physical characteristics of the place where they live. • Bar graphs are used to compare quantities. • People earn income by working on jobs. 	<ul style="list-style-type: none"> • Map types are expanded to include electronic maps. • People share their culture as they move from place to place. • The city grid environment illustrates the way culture's meet basic needs. • Human activities impact the environment in positive and negative ways. • As children work collaboratively they understand that groups are accountable for choices made and actions taken. • There are different rules for different settings. • There are a variety of ways to use a resource. • People use money to buy and sell goods and services. 	<ul style="list-style-type: none"> • Specific names of social and political leaders, explorers, inventors and scientists • Culture products by continent • Name and location of the continents • Expressions of culture and its influence on people in a particular place • Identification of elected officials (mayor, governor, and president)

Standards and Model Curricula Resources

From the ODE homepage at education.ohio.gov:

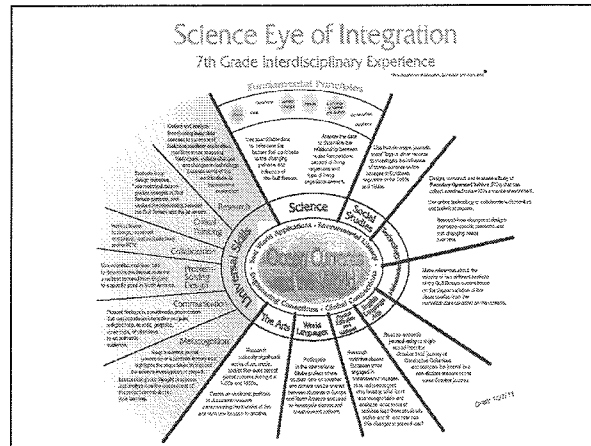
- Click "Academic Content Standards"
- Then choose Revised Academic Content Standards and Model Curriculum Development



[Home](#) | [Standards](#) | [Resources](#) | [About Us](#) | [Contact Us](#) | [Privacy Policy](#) | [Feedback](#)

Eye of Integration

- **What is it?** A tool that facilitates integration of concepts and skills across content areas and applications.
- **Purpose:** To encourage depth, rigor, and relevancy in Ohio classrooms.
- **Components:**
 - Topic, essential question or big idea
 - Universal Skills or 21st Century Skills
 - Content area specific integration



Formative Instruction Modules and Professional Development

Web-based formative instruction modules

- Foundations of formative instruction
- Content-specific modules
- Module for instructional leaders
- Module for instructional supervisors

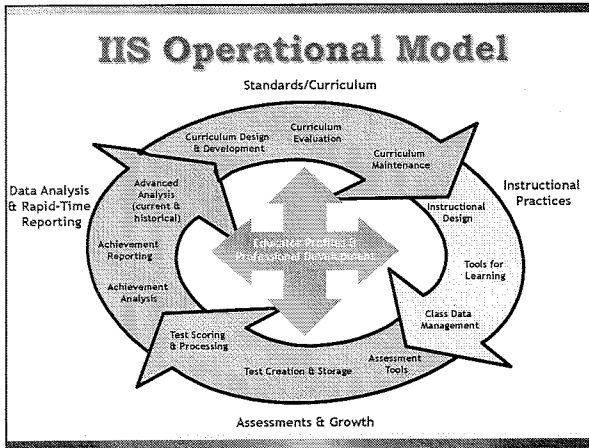
Regional Professional Development

- Training and support on modules
- Support to districts

Instructional Improvement System

Structure and Components:

- Online access to electronic curriculum, resources and tools aligned to the new academic standards
- Curriculum customization for differentiated instruction
- Online portfolio of formative assessments
- Data-analysis capabilities including early-warning indicators for teachers, administrators, parents, and students.



Statewide Resources and Support

Resource	Release Date
K-12 standards crosswalks in English language arts, mathematics, social studies, and science	2010-2011
Parent Guides for Common Core (www.pta.org)	2010-2011
Advanced Placement Network Website	2010-2011
Regional Standards awareness and professional development sessions	2010-2012
Model curriculum aligned to the newly adopted standards	2011
Curriculum Crosswalks	2011-2014
Comparative Analysis Documents	2011-2014
Guidance Document for evaluating resources	2011-2012
Innovative Learning Environments (ILEs)	2011-2012
Webcasts, podcasts, and videos	2011-2014
AP Workshops	2011-2014
High School Higher Ed Alignment Project	2011-2014
Web-based formative instruction modules	2011-2014
Guidance document for designing and evaluating formative instruction	2012-2013
Opportunities for educators to contribute to model curriculum	2012-2014

Professional Development Opportunities

- Stakeholder Outreach
- Targeted Professional Development
- High School – Higher Education Alignment

Professional Development

Stakeholder Outreach	Targeted Professional Development
<ul style="list-style-type: none"> • Provide awareness and understanding about the standards and curricular resources • Each ESC will host 3-4 meetings • Training regional and urban entities to implement 	<ul style="list-style-type: none"> • Provide in depth professional development across the regions • Facilitated by Regional Content Facilitators (RCFs) • Focus on assisting teachers with depth of content and curriculum revision

High School- Higher Education Alignment Project

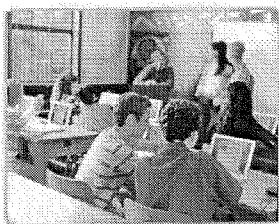
Striving to reduce remediation by aligning:

- High school math and English course sequences and content to college readiness expectations
- Teacher preparation programs to expectations for college readiness

High School- Higher Education Alignment Project

Informational Meetings this October:

- 2 meeting opportunities in each region
- All RttT LEAs are invited (teachers, curriculum directors, administrators)
- Registration available on STARS
- For more information, search the project name from the ODE homepage



Ohio's New Generation of Assessments

Ohio's New Assessments: HB153

- **K-8**
 - Combine reading and writing into a single English language arts assessment
 - Establish 3 performance levels (instead of 5)
- **High School**
 - College Test
 - Series of End of Course exams


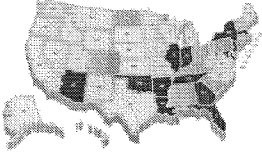
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Ohio's New Assessments

ASSESSMENT CONSORTIA	STATE-DEVELOPED
<ul style="list-style-type: none"> ☐ English language arts ☐ Mathematics 	<ul style="list-style-type: none"> ☐ Science ☐ Social Studies

New Assessments Introduce Online Testing

Assessment Consortia

<p>SMARTER Balanced Assessment Consortium (SBAC) Consortium of 29 states</p> 	<p>Partnership for Assessment of Readiness (PARCC) Consortium of 23 states + D.C.</p> 
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Assessment Consortia

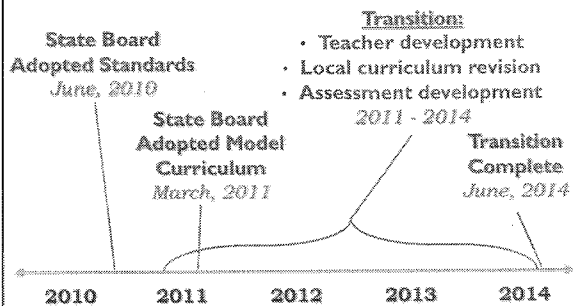
Both PARCC & SMARTER Balanced consortia will have :

- › English language arts and mathematics assessments
- › On-line testing
- › Formative and summative components
- › Item Types
 - Multiple choice
 - Extended response
 - Technology-enhanced
 - Performance assessments
- › High school tests: End-of-course vs. End-of-year
- › Teachers involved in developing and scoring tests

Assessment Consortia Comparison

SBAC	PARCC
Computer-Adaptive Summative Assessment	Computer-Based Comprehensive Assessment + Listening/Speaking Component
Performance Tasks during last 12 weeks	Performance-based Assessments in final weeks
Optional Formative Interim Assessment (Computer-adaptive and performance tasks)	Optional Early Diagnostic and Mid-Year Assessment Components
Rapid reporting system to inform instruction and accountability	Rapid reporting system to inform instruction and accountability

State Transition Timeline



Guidance for Districts

What Should Districts Do Now?

- **Become familiar with:**
 - Common Core State Standards
 - Revised standards
 - Model curricula
- **Assure** that all students have access to high quality instruction and challenging curriculum
- **Develop** support structures for struggling students
- **Watch** for new opportunities and resources

District Next Steps

2010-2011	2011-2012	2012-2013	2013-2014
<ul style="list-style-type: none"> Build awareness of new standards Conduct crosswalk activities Participate in creating model curricula 	<ul style="list-style-type: none"> Introduce model curricula Conduct curriculum gap analysis Initiate formative instruction PD Begin using new standards in grades K-2 and 11-12 	<ul style="list-style-type: none"> Revise curriculum based on analysis findings Participate in performance based and formative assessment pilots Continue formative instruction PD 	<ul style="list-style-type: none"> Integrate standards and curricula into district curricula and teachers' course planning Integrate performance tasks in course activities Prepare for online testing Complete formative instruction PD

State Transition Timeline

June 2010- July 2011	2011-2012 School Year	2012-2013 School Year	2013-2014 School Year	2014-2015 School Year
Phase 1 - Communication and Awareness <ul style="list-style-type: none"> Statewide awareness and understanding of the new academic standards and model curriculum Participating member in both national assessment consortia OAA and OGT assessments aligned to the Ohio's 2001 and 2002 academic standards 	Phase 2 - Alignment Refinement <ul style="list-style-type: none"> Curriculum aligned to new standards National assessment consortia and state assessment development work OAA and OGT assessments aligned to Ohio's 2001 and 2002 academic standards 	Phase 3 - Alignment and Initial Transition <ul style="list-style-type: none"> Continued alignment and initial implementation of aligned curriculum and instruction National assessment consortia and state assessment development work OAA and OGT assessments aligned to Ohio's 2001 and 2002 academic standards 	Phase 4 - Complete Transition and Full Implementation <ul style="list-style-type: none"> Implementation of local curriculum & instruction aligned to the CC and state revised standards National and state assessments fully operational Accountability based on the new national- and state-level assessments 	

Questions?

