Handout: Sifting the Shifts Reflection Activity

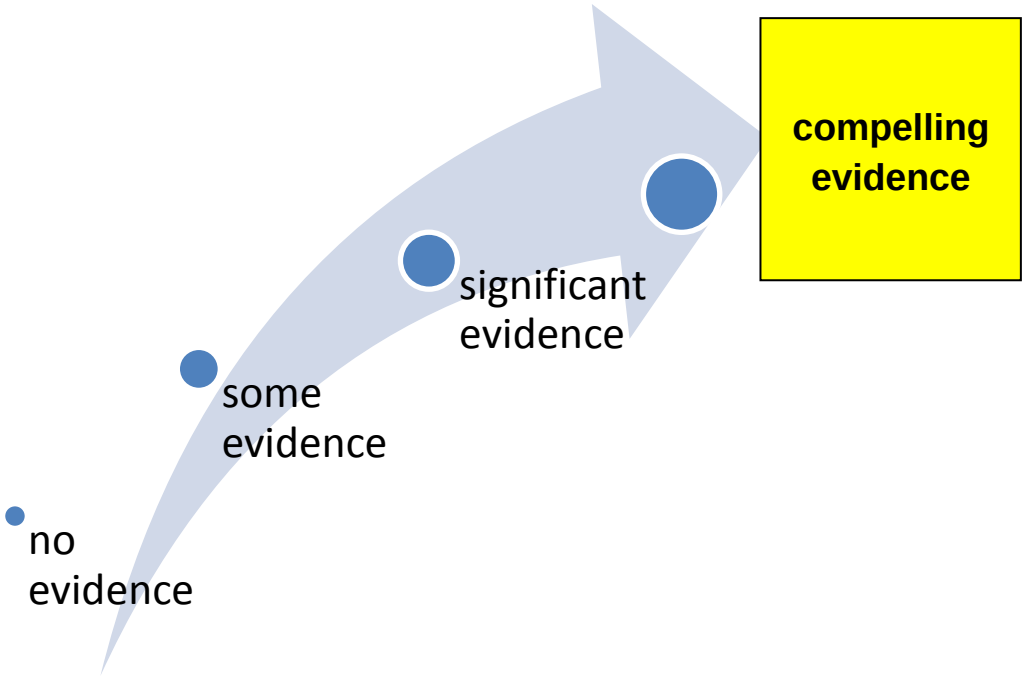
Overview:

Every educational professional works in a specific context. It is fascinating to see how different states and districts have "rolled out" their particular CCSS learning opportunities. Variables differ based on context. If your district or state has already developed materials for you to self-assess the level of CCSS implementation, then please feel free to access/utilize those resources. What follows is a reflection schema that acknowledges that there are elements to the implementation of the CCSS that are beyond any teacher's immediate control. Each context is different and this is true for everyone.

Source:

The stages listed below are directly from the Montana Office of Public Instruction (accessed 8-5-13). They have been adapted to this format so that course participants can engage in reflection around the factors impacting implementation in your location. As in any reflective activity, the intent is to generate thinking around what has been attempted and accomplished, and what remains to be done.

Directions: With your specific professional context in mind, complete the following reflection activity.



Understand MCCS

STAGE 1, my state's Common Core Standards for each grade and subject area have been thoroughly studied and are understood.

No evidence	Some evidence	Significant evidence	Compelling evidence
1	2	3	4

Reflection and evidence serving as basis for numeric selection:

Align Curriculum & Instruction

STAGE 2, district curriculum has been revised or created that aligns with the MCCS at each grade level and provides a common sequencing to facilitate teacher collaboration at the school level.

Educators have identified instructional materials that are coherent, consistent, and comprehensive and support effective learning of the ELA/Literacy and Mathematics standards.

No evidence	Some evidence	Significant evidence	Compelling evidence
1	2	3	4

Reflection and evidence serving as basis for numeric selection:

Align Student Progress Measures

STAGE 3, educators establish measurable conceptual learning progressions and how students' understandings of ideas develop, evolve, and progress to establish measurable goals.

Student assessments have been identified to measure the established goals.

A foundation of understanding for formative assessment is established.

No evidence	Some evidence	Significant evidence	Compelling evidence
1	2	3	4

Reflection and evidence serving as basis for numeric selection:

Implement in Classrooms

STAGE 4, educators design, adapt and use evidence-based best practices and guides to support effective delivery of the curriculum and assessment progress measures to support learning for all students through focused, coherent, and rigorous instruction.

No evidence	Some evidence	Significant evidence	Compelling evidence
1	2	3	4

Reflection and evidence serving as basis for numeric selection:

Implement in Schools

STAGE 5, throughout the school year teachers engage in horizontal (e.g., grade level) and vertical (e.g., cross-grade level) conversations to be sure that every student has multiple learning opportunities and experiences to master standards required for student success at the next grade level.

No evidence	Some evidence	Significant evidence	Compelling evidence
1	2	3	4

Reflection and evidence serving as basis for numeric selection:

Evaluate Assessment Data to Make School-wide Systematic Changes

STAGE 6, educators evaluate data collected from interim and summative assessments. Processes are established to make systematic changes based on data results.

No evidence	Some evidence	Significant evidence	Compelling evidence
1	2	3	4

Reflection and evidence serving as basis for numeric selection:

Sifting the Shifts:

Based on the level of implementation reflected through engaging the above questions, what is the **composite numerical score** (i.e., 6 Stages, maximum implementation score being 24 and the **lowest** being a 6).

What is the numeric composite score for your context? _____

What unique factors may have contributed to this score (i.e., your state, your district, your school? You?) ?

What pending actions or decisions are likely to **positively** impact this numeric composite score in the near future?

What **barriers** exist to positively impacting this numeric composite score?

At the **individual teacher** level, do barriers exist that prevent individual teachers in my context from having compelling evidence in support of **Stage 4 implementation**? (**Stage 4**: educators design, adapt and use evidence-based best practices and guides to support effective delivery of the curriculum and assessment progress measures to support learning for all students through focused, coherent, and rigorous instruction.)

What would need to happen for any **existing barriers** to be removed and what instructional shifts are involved?

What is my immediate role in implementing **Stage 4** and enacting practices deeply aligned with the CCSS?

Do I have a **method or process i**n my context for identifying and designing a plan for meeting my own learning needs related to implementing the CCSS?

No evidence	Some evidence	Significant evidence	Compelling evidence
1	2	3	4

Reflection and evidence serving as basis for numeric selection which indicates I have a plan and being intentional about my own learning needs: