Common Core State Standards for Special Education Teachers

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Los Angeles Unified School District
Overview

- LAUSD Common Core Standards Transition Timeline
- Implication of the CCSS for Instruction
- Description of how various departments are collaborating
- Specific Collaboration with Mathematics Department
- Specific Collaboration with English Language Arts Department
About LAUSD

- 664,233 Students
- 31,748 Teachers
- 18 Primary Centers
- 457 Elementary Schools
- 86 Middle Schools
- 106 Senior High Schools
- 21 Magnet Schools (K-12)
- 27 Other
- 715 Total Schools
Demographic Data

- 73% Latino
- 10% African American
- 9% White
- 8% Other
LAUSD Phase-In for the CCSS

Awareness and Building Understanding of the CCSS 2011-12

Transition to and Implementation of the CCSS 2012-14

Transformation of Teaching and Learning 2014-and beyond
# LAUSD Common Core Standards Transition Timeline

<table>
<thead>
<tr>
<th>Phase 1 Standards</th>
<th>Phase 2 Standards</th>
<th>Phase 3 Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide overview for all schools on CCSS</td>
<td>Implementation of the following two shifts in all classrooms</td>
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</tr>
<tr>
<td>2. Implementation of the following two shifts in all classrooms</td>
<td>1. Regular practice with complex text and its academic vocabulary (ELA and Content courses).</td>
<td>1. Build knowledge through content-rich nonfiction and informational texts (ELA and Content courses).</td>
</tr>
<tr>
<td>a. Reading and writing grounded in evidence from text (ELA and content)</td>
<td>2. Coherence: Think across grades, and link to major topics within grades (Math).</td>
<td>2. Rigor: Require fluency, application, and deep understanding (Math).</td>
</tr>
<tr>
<td>b. Focus strongly where the Standards focus. (Math).</td>
<td>Assessments</td>
<td>Assessments</td>
</tr>
<tr>
<td>3. Transition grades Kindergarten, 1st grade, 6th and 9th grade from CSS to CCSS</td>
<td>• No changes in CST</td>
<td>• Full implementation of Smarter Balanced assessments</td>
</tr>
<tr>
<td>Assessments</td>
<td>• Greater changes in assessments to focus on CCSS like assessments</td>
<td>Professional Development</td>
</tr>
<tr>
<td>• No changes in CST</td>
<td>Professional Development</td>
<td>• Monthly PD covering District CCSS priorities (all schools)</td>
</tr>
<tr>
<td>• Some piloting of formative assessments in targeted grades</td>
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<td>• Targeted professional development for 2nd, 3rd, 7th, 8th and 10th grade teachers</td>
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<td>• Monthly PD covering awareness and District CCSS priorities (all schools)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Targeted professional development for Kindergarten, 1st 6th and 9th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 2011-2012 School Year

## 2012-2013 School Year

## 2013-2014 School Year

## 2014-2015 School Year
## Cohort 1: CCSS Implementation
### 2012-2013 School Year-Big Picture

### All schools-all grades
- Provide overview for all schools on CCSS
- Implementation of the following two shifts in all classrooms
  1. Reading and writing grounded in **evidence from text** (ELA and content)
  2. **Focus** strongly where the Standards focus
  3. Math Practice 3

### All Schools – Some Grades
- Transition grades: K, 1\(^{st}\), 6\(^{th}\), 9\(^{th}\) grade to CCSS

### Assessments
- No changes in CST
- Some piloting of formative assessments in targeted grades

### Professional Development
- Monthly PD covering awareness and District CCSS priorities (all schools)
- Targeted professional development for Kindergarten, 1\(^{st}\) 6\(^{th}\) and 9\(^{th}\)
### Cohort 2: CCSS Implementation

#### 2013-2014 School Year-Big Picture

<table>
<thead>
<tr>
<th>All schools-all grades</th>
<th>Grades 2(^{nd}), 3(^{rd}), 7(^{th}), 8(^{th}) and 10th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of the following two shifts in all classrooms</td>
<td>Deep understanding of the standards for the grade level</td>
</tr>
<tr>
<td>1. Regular practice with complex text and its academic vocabulary</td>
<td>Understanding of how the standards progress throughout grades</td>
</tr>
<tr>
<td>2. Coherence: Think across grades, and link to major topics within grades</td>
<td>Implementation with one ELA unit and one Math Unit</td>
</tr>
<tr>
<td>Math Practices - TBD</td>
<td>Kindergarten, 1(^{st}), 6(^{th}) and 9(^{th})</td>
</tr>
<tr>
<td></td>
<td>grades expand to 3 units with increasing text complexity</td>
</tr>
</tbody>
</table>
Cohort 3: CCSS Implementation
2014-2015 School Year-Big Picture

All schools-all grades

- Implementation of the following two shifts in all classrooms

1. Building knowledge through content-rich nonfiction and informational texts

2. Rigor: Require fluency, application, and deep understanding (Math)

3. Math Practices, TBD

Grades 4th, 5th and 11th

- Deep understanding of the standards for the grade level
- Understanding of how the standards progress throughout grades
- Implementation with one ELA unit and one Math Unit

Kindergarten, 1st, 2nd, 3rd, 6th, 7th and 8th, 9th and 10th grades expand to all units with increasing text complexity and use of informational text
Teachers of Grades K, 1, 6, 9 (9th grade Math and 9th ELA only) will need to view and engage with the following modules:
1. Awareness Modules
2. Districtwide Implementation Modules
3. Targeted Grade Level Modules for K, 1, 6, 9

Teachers of Grades 2-5, 7-8, 10-12 will need to view and engage with the following modules:
1. Awareness Modules
2. Districtwide Implementation Modules

Additional LAUSD Professional Development Resources:
- Elementary
- Secondary
- Strategic Operating Plan including Common Core Timeline
## Awareness Modules

**Common Core K-12 Awareness Modules**

There are two versions of the Modules, including both a facilitated and a non-facilitated option. The difference between the two are as follows:

- **Facilitated version:** Fully automated PowerPoint with narration built in. School site personnel needs to press “continue” buttons as prompted by the narration.
- **Non-Facilitated version:** Standard PowerPoint presentation with notes which would be spoken/read live to the participating group.

<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Introduction to the Common Core State Standards</td>
</tr>
<tr>
<td>Module 2</td>
<td>Instructional Shifts</td>
</tr>
<tr>
<td>Module 3a</td>
<td>Structure of Math Standards</td>
</tr>
<tr>
<td>Module 3b</td>
<td>Structure of ELA/Literacy Standards</td>
</tr>
<tr>
<td>Module 4</td>
<td>Assessments - <strong>Coming soon!</strong></td>
</tr>
</tbody>
</table>
Lets Take a Closer Look!

- LAUSD Common Core Website
  http://ccss.lausd.net
Description of how various departments are collaborating

- Collaboration with the Office of Curriculum and Instruction in both English Language Arts and Mathematics.
- Collaboration and products created with the California Office of Reform for Education alongside with seven other districts in our state.
- The Los Angeles Unified School District three year roll out plan, which will include focus grades, and shifts of instruction and practice
- Future creation of an IEP Goal bank derived from the new CCSS
- Current professional development on both the CCSS and Content for High School teachers.
- Professional Development training on “Treasures” for our Elementary self contained teachers and correlations to the CCSS within a multi grade classroom.
- Parent resources and training currently being conducted for parents
A network of seven districts from throughout the state meet periodically to discuss and design formative assessments, rollout, and overall implementation of the common core standards.

Districts involved in the collaborative include:

- Los Angeles
- San Francisco
- Fresno
- Sanger
- Sacramento City
- Long Beach
- Clovis
- Oakland
Math: 27 Modules

Revised Math Modules
updated Oct 05, 2012 by Ben Sanders

Grade 3 Modules
"Baking Cookies"
"Colorful Data"
"Four Square Wars"
"Fun on the Farm"
"Lashelles Garden"
"Special Delivery"
"Theater Field Trip"
"Tile Mural"
"Window Washers"

Grade 5 Modules
"Bake Sale"
"Cady’s Cats"
"Carnival Day"
"Improving Our Schools"
"John’s Trip to Disneyland"
"School Supplies"
"Science Fair Project"
"Soccer Snacks"
"Summer Olympics"

Grade 7 Modules
"Animals of Romnar"
"Linflower Seeds"
"Miguel's Milkshakes"
"Photos"
"Smallest and Largest"
"Speedy Texting"
"T Shirts"
"Yum Yum Cereal"

ELA: 36 Modules

Revised ELA Modules
updated Oct 05, 2012 by Ben Sanders

Grade 1 Modules
"A Tree Is A Plant"
"Cover"
"Follow the Water"
"Frog and Toad Together"
"From Seed to Pumpkin"
"Hitman’s First Full Moon"
"My Five Senses"

Grade 4 Modules
"Bud Not Buddy"
"My Librarian is a Camel"
"Quest for Tree Kangaroo"
"Secret Garden"
"Seeing Eye to Eye"
"Telescopes"
"The New Colossus"
"Tuck Everlasting"
"We are the Ship"

Grade 7 Modules
"Eleven"
"Frederick Douglass"
"Freedom Writers"
"Harriet Tubman"
"I Too Sing America"
"Letter on Jefferson"
"Road Not Taken"
"Tale of Mandarin Ducks"
"Vincent Van Gogh"
"Words We Live By"

Grade 9 Modules
"Gettysburg Address"
"Glass Menagerie"
"Grapes of Wrath"
"Hope, Despair, Memory"
"Women"
"Letter From Birmingham Jail (a)"
"Letter From Birmingham Jail (b)
"Letter From Birmingham Jail (c)"
Specific Collaboration with Mathematics Program

* Overview and the awareness of the Common Core State Standards
* Instructional shifts in mathematics
  * Focus as an instructional shift in mathematics
* Emphasis on Mathematics Practices, especially Mathematics Practice 3 Construct viable argument and critique the reasoning of others.
  * The following critical areas, concept, or big ideas were selected:
    * Linear Sentences
    * Systems of Linear Equations
    * Quadratics
Collaboratively, model lessons have been developed. While constructing the general education lessons, emphasis was placed on how teachers could adapt the model lesson based on the learning needs of students with disabilities.

All professional development has been presented as a collaboration between the Division of Special Education and the ELA Department to stress the importance that Special Education can and will be held to the same standards and that all of the PD and shifts are applicable to not only general education teachers but special education teachers as well.

During the summer of 2012, each school was asked to send 4 teachers to become CCSS leads at their schools. Of those 4 teachers, 2 were special education teachers.
IEP Goal Bank (Welligent)

* Re-Alignment of current goal bank with new standards

* Aligning IEPs to the CCSS By: Ginevra Courtade and Diane M. Browder
Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.
College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.
### Reading Standards for Literature K-5

<table>
<thead>
<tr>
<th>Grade 3 students:</th>
<th>Grade 4 students:</th>
<th>Grade 5 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Craft and Structure</strong></td>
<td><strong>Integration of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>2. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
<td>3. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic and summarize the text.</td>
</tr>
<tr>
<td>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
<td>4. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</td>
<td>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
</tr>
<tr>
<td>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</td>
<td>5. Determine major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when reading or speaking about a text.</td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
</tr>
<tr>
<td>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</td>
<td>6. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</td>
<td>5. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folklore, myth, poem).</td>
</tr>
<tr>
<td>6. Distinguish their own point of view from that of the narrator or of the characters.</td>
<td>7. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</td>
<td>6. Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
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</tr>
<tr>
<td>7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</td>
<td>8. (Not applicable to literature)</td>
<td>7. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</td>
</tr>
<tr>
<td>8. (Not applicable to literature)</td>
<td>9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</td>
<td>8. (Not applicable to literature)</td>
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<tr>
<td>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</td>
<td></td>
<td>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</td>
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</table>
CCSS Goal based on three different Present Levels of Performance:

1. Student will select object/pictures to compare two multicultural story themes for 4 out of 5 opportunities.

2. Student will use pictures to identify themes in multicultural literature read to him and sort the different stories by corresponding themes for 4 to 5 opportunities.

3. Student will use a Venn Diagram to compare and contrast the themes of multicultural literature he has previously read with 90% responses correct for at least 3 stories. (Courtade and Browder 2011)
Elementary ELA

- Basal Alignment Project
- Self Contained Classroom Training
Work of hundreds of educators who volunteered to revise the questions, tasks, and directions for your reading program. This set of questions, the vocabulary words selected for you to discuss with students, and the new culminating tasks for each text selection have all been carefully aligned to the Common Core English Language Arts Standards (CCSS).
Basal Alignment Project

http://www.edmodo.com/home
3 Day Training will Include:

* CCSS Overview
* Multi Grade Setting Planning (Combo Planners)
* Ancillaries (Buffet Line)
* Close Reading/Text Dependent Questioning
* Assessment driving Instruction
Secondary ELA

- Alignment of Current Instructional Guides to new CCSS
- Incorporation of Smarter Balance Sample Assessment into Bridge Lesson
- Anchor Standard Correlation Activity
## Example of Anchor Standard Alignment Exercise

<table>
<thead>
<tr>
<th>CCR Anchor Standards</th>
<th>Breakdown of Task: Existing or Added</th>
<th>Instructional Shift</th>
<th>Justification (per strand)</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.1</td>
<td>E-Students must cite evidence from the text</td>
<td>R/W grounded in evidence from the text</td>
<td>Students must be able to effectively cite evidence from the text.</td>
</tr>
</tbody>
</table>
The existing data shows that whereas the entire district is making a steady increase in mathematics achievement especially in Algebra, the gap between the Special Ed students and the other subgroups is not closing.
Elementary Mathematics
Ongoing Professional Development

Day 1-Introduction to the CCSS

• History of Standards-Based Instruction
• Standards for the 21st Century
• Module 1—Overview of CCSS
• Module 2—Instructional Shifts
• Critical Questions #1-4
• Streamlining Standards
• Literacy Across Content Areas
• Serving the Needs of ELs and SWDs
• Assign PLC article for homework

Day 2/3-Mathematics

• Unwrapping the Standards
• Introduction to the Math CCSS
• Math Practices
• Terminology and Structure of the Math CCSS
• Progressions of Learning K-12
• Blending Practice and Content Standards: Grade Level Focus
• Wrap Up and Planning
Secondary Mathematics

* Algebra 1 Training for Teachers of Self Contained Classes
* General Education and Special Education Co-Presenting
* Review of concept lesson - Tying Knot
Tying the Knot Concept Lesson
Concept Task

Tying the knot

Your task is to explore the relationship between the length of a rope and the number of knots tied in the rope.

a) By measuring the length of the rope after you tie each knot, investigate the relationship between the number of knots and the length of the rope.

b) Express this relationship in a table, a graph, a written description, and an algebraic formula.

c) The graph can be drawn as a set of discrete points on a coordinate system. These points lie along a line of best fit and can be connected by a straight line.

• What are the slope and y-intercept of this line?

• Interpret the meaning of the slope and y-intercept with regard to the rope and the knots.

• Predict the length of a rope with 10 knots

• (Extension) What is the maximum number of knots that you can tie with your piece of rope?
Concept Lesson: “Tying the Knot!”

Your task is to explore the relationship between the length of a rope and the number of knots tied in the rope.

a) By measuring the length of the rope after you tie each knot, investigate the relationship between the number of knots and the length of the rope.

b) Express this relationship in a table, a graph, a written description, and an algebraic formula.
Lesson Debrief: “Tying the Knot!”

* What EL/SEL strategies were modeled?
* How did they contribute to building the important conceptual understandings of the task?
* What role will your paraprofessional take and how will your planning reflect that?
• What will this look like in a self contained or Resource setting?

• What shifts in your practice will you need to undertake as an educator?
  • Planning
  • Teaching
  • Reflection
  • Collaboration with others
CCSS and Moderate to Severe

- Correlation of current materials
  Curriculum Guide for Students with Moderate to Severe Disabilities

- Development of concept lessons aligned to new standards

- Connections between Functional Performance Indicators and the CCSS

- Redefining “Independence”

- CCSS College and Career Readiness. What does this mean to our Moderate to Severe population? How does this apply?
CCSS – Recognize and name all uppercase and lowercase letters to the alphabet
FPI 1.2 Student will distinguish letters from non-letters
FPI 1.3 Student will match same case letters

CCSS – Isolate and pronounce, the initial, medial vowel, and final sounds
FPI 2.2 Students will categorize sounds

CCSS – Recognize that spoken words are represented in written language by specific sequences of letters
FPI 3.2 – Students will match symbol/cue to activity and function
“Never too old, never too bad, never too late, never too sick to start from scratch once again.” -Bikram Choudhury

“By changing nothing, nothing changes.” - Tony Robbins
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Thank You