

**Attachment to  
Agenda Item**

*February 4, 2014*  
**Board Meeting**

**Agenda Item  
# 12**



# A Presentation to the Board of Education

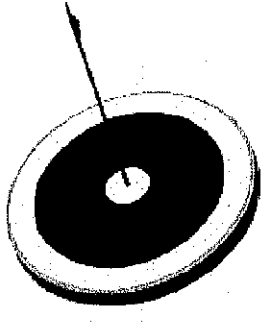
February 4, 2014

## Transition to Common Core State Standards in Mathematics

Mark Cerutti, Associate Superintendent, Education Services  
Anna Trunnell, Director, Curriculum/Professional Learning  
Mark Freathy, Math Curriculum Specialist



STATES CONNECT THROUGH COMMON CORE



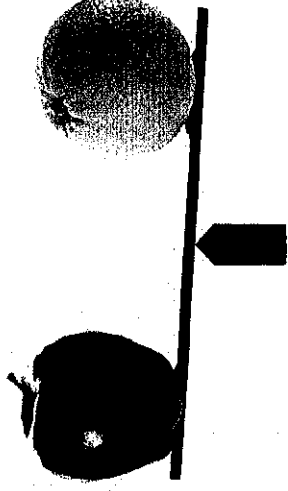
# Presentation Outcomes

Provide answers for the following two questions:

- What considerations must be made for 7<sup>th</sup> and 8<sup>th</sup> grade math course offerings?
- What does mathematics instruction look like from here forward?

## **What is the difference between “standards” and “curriculum”?**

- States determine the content standards.
- Districts determine the curriculum.
- Curriculum is the vehicle for the standards.
- Curriculum is comprised of the texts and materials used by a district to teach content standards.



Where are we in the transition with CCSS mathematics?

- K-6 adoption and implementation of GoMath curriculum

- Implementation of the 8 Standards for Mathematical Practice at the K-12 level

- Review of available 7/8 math curriculum

# Two Kinds of Math Standards

## Content Standards

Tell us what students should learn in the math classroom.

## Standards for Mathematical Practice

These processes are how students interact with the content standards.

# What does the structure of CCSS 7/8 math courses look like?

- The CA Mathematics Framework outlines a new set of courses for 7/8 CCSS implementation:
  - Grade 7 Math
  - Grade 8 Math\*

\*Algebra 1 is outlined as a 9<sup>th</sup> grade course and no longer as the default 8<sup>th</sup> grade course.

# Courses at a Glance

<p>7<sup>th</sup> Grade Math</p>	<p>In grade seven instructional time will focus on four critical areas:</p> <ol style="list-style-type: none"><li>(1) developing understanding of and applying proportional relationships, including percentages</li><li>(2) developing understanding of operations with rational numbers and working with expressions and linear equations</li><li>(3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume;</li><li>(4) drawing inferences about populations based on samples.</li></ol>
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(Description taken from the CA Framework document.)



# Courses at a Glance

<p><b>8<sup>th</sup> Grade Math</b></p>	<p>In grade eight, instructional time will focus on three critical areas:</p> <ol style="list-style-type: none"><li>(1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations</li><li>(2) grasping the concept of a function and using functions to describe quantitative relationships</li><li>(3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence and understanding and applying the Pythagorean Theorem.</li></ol>
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(Description taken from the CA Framework document.)

# The Case of 8<sup>th</sup> Grade Math

- Significantly higher rigor than the Algebra 1 course that many students have taken while in 8th grade.
- Addresses the foundations of algebra by including content that was previously part of the Algebra I course.

# What about Students Who Require Support?

7 <sup>th</sup> Grade Math w/Support	<ul style="list-style-type: none"><li>• Same standards focus as 7<sup>th</sup> grade math.</li><li>• Academic support provided to develop below grade level standards.</li><li>• Support may include: more time, smaller class size, modified curriculum, instructional strategies, etc.</li></ul>
8 <sup>th</sup> Grade Math w/Support	<ul style="list-style-type: none"><li>• Same standards focus as 8<sup>th</sup> grade math.</li><li>• Academic support provided to develop below grade level standards.</li><li>• Support may include: more time, smaller class size, modified curriculum, instructional strategies, etc.</li></ul>

# What about Acceleration?

<p>Accelerated 7<sup>th</sup> Grade Math</p>	<ul style="list-style-type: none"> <li>Accelerated math course for students with advanced math skills and understanding, and can move through the math standards at a faster pace.</li> <li>Students will complete all the 7th grade standards and the first half of the 8th grade standards.</li> </ul> <p>(This course leads to the completion of high school Algebra 1 by the end of 8th grade but does not skip any grade level standards along the way.)</p>
<p>Accelerated 8<sup>th</sup> Grade Math</p>	<ul style="list-style-type: none"> <li>Students must have successfully completed the accelerated 7<sup>th</sup> grade course.</li> <li>Standards in this course will cover the 2<sup>nd</sup> half of the grade eight, and the Algebra 1 or Mathematics 1 course standards.</li> </ul> <p>(This course allows students to enter the Geometry (or Mathematics II) course in grade nine)</p>

(Consistent with CA Framework recommendation)

## Where we are with this...

- Our math offerings are currently being discussed.
- The decisions made for 7/8 math will not have a direct affect on courses offered in high school.

# Courses & State Assessments

Grade	Course Offered	Former STAR Test	CAASP Test
7	Pre-Algebra	Grade Level Math	SBAC Math 7
	Pre-Algebra w/Support	Grade Level Math	SBAC Math 7
	Algebra 1	Algebra 1	SBAC Math 7
8	Algebra Readiness	General Math Test	SBAC Math 8
	Algebra 1	Algebra 1	SBAC Math 8
	Algebra 1 w/Support	Algebra 1	SBAC Math 8
	Geometry	Geometry	SBAC Math 8

# Next CCSS Parent Night – Feb. 26

## 6:30-8:00 in the Board Room

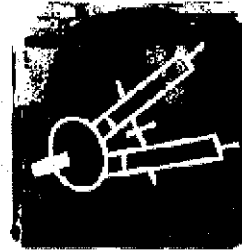
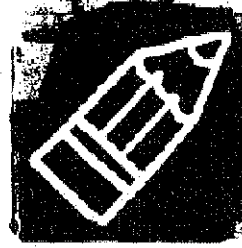
*The following will be addressed:*

- *How might Common Core instruction look different from when I was in school?*
- *How do Common Core State Standards impact me as a parent?*

# Questions?

# CCSS

COMMON CORE STATE STANDARDS



STATES CONNECT THROUGH COMMON CORE



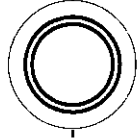
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**Agenda Item  
# 14**



# EGUSD English Learner Program



ENGLISH LANGUAGE DEVELOPMENT MATERIALS ADOPTION

BOARD OF EDUCATION

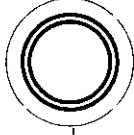
FEBRUARY 4, 2014

ANNA TRUNNELL, DIRECTOR,  
CURRICULUM & PROFESSIONAL LEARNING

SUE LARSON, PROGRAM SPECIALIST,  
LEARNING SUPPORT SERVICES



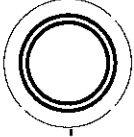
## Purpose of ELD Adoption



English Language Development (ELD):

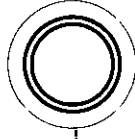
- ***Shining Star*** adopted in 2001
- ***High Point*** adopted in 2004
- ***Inside*** and ***Edge*** replace our current curriculum, which is outdated and no longer in production.
- ***Inside*** and ***Edge*** are State approved materials that provide differentiated options for students in grades 7-8 and 9-12.
- ***Inside*** and ***Edge*** are aligned to CCSS.

## ELD For Secondary Students



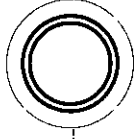
- A goal of the EGUSD Title III Program Improvement Plan is support for Long Term English Learners (LTELs).
- California Education Code Section 313.1 defines LTELs specifically.
- EGUSD currently has 2,440 students classified as LTEL. ( 1,243 in HS; 790 in MS; 407 in 6<sup>th</sup> grade)
- New ELD curriculum is part of the coordinated work to support English Language Acquisition needs of our students who have yet to gain English proficiency.

## Process



- **Inside and Edge** were field tested in 2012-13 school year.
- The ELD Steering Committee recommended both programs for adoption in May, 2013.
- The Curriculum Standards Committee recommended both programs for adoption in January, 2014.

## Communication about Process



Information was shared with the following groups:

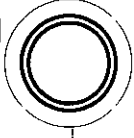
- District Leadership
- ELA Steering Committee
- ELD Steering Committee
- EL Coordinators
- EL Coaches
- DELAC (comprised of parents)
- Principals

## Data Collection: Types and Processes



- Initial student data collected: CST, CAHSEE, CELDT.
- Program assessments piloted along with instructional materials.
- Program Evaluation Rubrics
- Program Rating Sheets
- *Field test teachers worked closely with coaches throughout the field test process.*
- *Field test teachers attended regular meetings and trainings.*

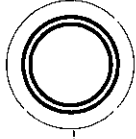
## Participants



- EL Steering Committee – 15
- Pilot Teachers – 13
- Students –
  - 235 last year
  - 340 currently
- DELAC Parents – 50
- EL Coaches – 3
- Total Participants = 656



## Results



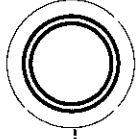
Secondary ELD ratings are in favor of:

***National Geographic / Hampton Brown 7-12:***

★ ***Inside*** – Junior High

★ ***Edge*** – High School

# Recommendation for Adoption



- Adopt *Inside* and *Edge* for implementation in fall 2014

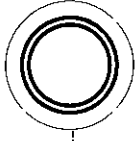


## Preparation & Planning



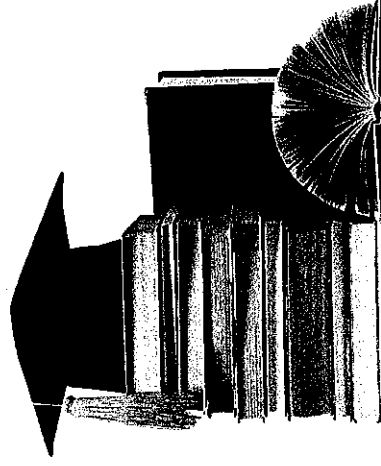
- Training for ELD teachers and coaches offered during 2 summer institutes - June & August
- During the institutes, EL coaches will run full day materials planning sessions for teachers
- During the school year, 8-12 week intervals for additional training will be provided to support implementation through year
- Administrators will also receive an overview training of the program to understand components.

Thank you



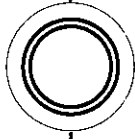
We appreciate your time and consideration!

Questions?





# EGUSD English Learner Program



ENGLISH LANGUAGE DEVELOPMENT MATERIALS ADOPTION

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