

COURSE SYLLABUS

Course: Common Core State Standards for School Leaders

Presenter: KDS

Credits: 3 Graduate Credits

Course Overview

The Common Core State Standards originated in 2010 and have been adopted by the majority of states across the country. The standards aim to increase the rigor of instruction for all students in order to adequately prepare them for success in college and careers. In this course, educational leaders will explore the Common Core State Standards to understand the purpose for the standards, the foundations of the standards, what students are expected to understand, know, and be able to do, and how the standards and the related Common Core Shifts will impact teachers' approach to instruction across subject areas and grade levels. The course will explore the impact the standards have for instructional planning and assessment, and will address considerations for diverse student populations. Throughout this course, educational leaders will explore the school culture, strategic communication, and organizational structures needed to support school-wide transition to the Common Core. Through readings, classroom instructional videos, and other materials, participants will gain a strong understanding of the standards and their application. Participants will deepen their capacity to lead implementation of the Common Core State Standards within their school or district.

Learning Objectives

After completing this course, educators will know:

1. The history, purpose, and structure of the CCSS, and high-level content of the standards; key points of intersection across disciplines in the standards, progressions in the standards, and the increased need the standards creates for vertical and horizontal collaboration.
2. School and community cultures that support the CCSS vision and implementation.
3. Leveraging collaborative teams as a way to support CCSS implementation.
4. The CCSS shifts, the implications for instructions, and how the shifts can help leaders clearly articulate CCSS expectations.
5. The impact the standards have for instructional resources, planning and assessment, and addressing the needs for diverse student populations.
6. Implications for CCSS assessment and developing professional development.



Course Outcomes:

After completing this course, educators will have the knowledge, skills, and practical strategies to:

1. Communicate to teachers and families the expectations for students of the CCSS and the importance of adopting of the CCSS with fidelity.
2. Develop a distributive leadership teaming structure and processes using protocols that provide teachers with meaningful opportunities for collaboration.
3. Cultivate collaborative learning around teaching practice with planning and instruction.
4. Identify Instructional shifts associated with the CCSS and identify teaching practices that support diverse learners within the CCSS framework.
5. Allocate resources to provide materials needed to address the CCSS, and conduct a needs assessment to identify resources and training required for successful implementation.
6. Conduct a data inventory and develop a year-long professional development plan that supports CCSS implementation.



Unit 1: Introduction to Common Core State Standards

Objectives

After completing this unit, educators will know:

- The history, purpose, and structure of the CCSS, and high-level content of the standards; key points of intersection across disciplines in the standards, progressions in the standards, and the increased need the standards creates for vertical and horizontal collaboration.

Student Learning Outcomes

After completing this unit, educators will have the knowledge, skills and practical strategies to:

- Communicate to teachers and families the expectations for students of the CCSS and the importance of adopting of the CCSS with fidelity.

Readings

- “Achieving the Common Core: Understanding the K-12 Common Core State Standards in Mathematics”
- “Achieving the Common Core: Understanding the K-12 Common Core State Standards in English Language Arts and Literacy in History, Social Studies, Science, and Technical Subjects”
- “Why I Believe in The Common Core”
- “Can American Students Get Smart”
- “How to Read Grade Level Standards”
- “Do We Need a Common Core?”
- “I Was Naïve about Common Core”
- “Achieving the Common Core”
- “How to Read Grade-Level Standards”
- “The Mathematical Practices”

Unit 2: School Culture and Leadership Communication

Objectives

After completing this unit, educators will know:

- School and community cultures that support the CCSS vision and implementation.



Student Learning Outcomes

After completing this unit, educators will have the knowledge, skills and practical strategies to:

- Develop a distributive leadership teaming structure and processes using protocols that provide teachers with meaningful opportunities for collaboration.

Readings

- “Developmental Rubric for School Improvement”
- “Promising Practices in Professional Growth and Support”
- “Distributed Leadership: What’s all the Hoopla”
- “When Teachers Run the School”
- “The Continuing Trouble with Collaboration: Teach talk”
- “Instructional Leadership Teams: Leading the Way to Successful CCSS Implementation”
- “The Power of Collaboration: Instructional Leadership Teams That Really Work”
- “Learning Forward Protocols”
- “Principals Share What Works”
- “The Role of Supportive School Environments in Promoting Academic Success”
- “Parental Roadmaps”

Unit 3: Leveraging Teams for CCSS Implementation

Objectives

After completing this unit, educators will know:

- Leveraging collaborative teams as a way to support CCSS implementation.

Student Learning Outcomes

After completing this unit, educators will have the knowledge, skills and practical strategies to:

- Cultivate collaborative learning around teaching practice with planning and instruction.

Readings

- “Self-Assessment of Current Collaborative Professional Learning Designs and Activities”
- “The Benefits of Teacher Collaboration”
- “What Makes Effective Teaching Teams Tick”
- “Effective Team: The Key to Transforming School”



Unit 4: The Instructional Shifts of the CCSS

Objectives

After completing this unit, educators will know:

- The CCSS shifts, the implications for instructions, and how the shifts can help leaders clearly articulate CCSS expectations.

Student Learning Outcomes

After completing this unit, educators will have the knowledge, skills and practical strategies to:

- Identify instructional shifts associated with the CCSS and identify teaching practices that support diverse learners within the CCSS framework.

Readings

- “Common Core Shifts in ELA/Literacy: Shifts for Students, Teachers and Administrators”
- “Common Core Shifts in Mathematics: Implications for Students, Teachers and Administrators”
- “Implementing the CCSS: The Role of the Elementary School Leader Action Brief”
- “Implementing the CCSS: The Role of the Secondary Leader Action Brief”

Unit 5: Resources Allocation & Instructional Planning

Objectives

After completing this unit, educators will know:

- The impact the standards have for instructional resources, planning and assessment, and addressing the needs for diverse student populations.

Student Learning Outcomes

After completing this unit, educators will have the knowledge, skills and practical strategies to:

- Allocate resources to provide materials needed to address the CCSS, and conduct a needs assessment to identify resources and training required for successful implementation.



Readings

- “Implementing the Common Core State Standards: Instructional Time”
- “Educators Evaluating Quality Instructional Products”
- “A Special Educator Shares Her Perspective on the Common Core State Standards”
- “Access to the Common Core for All”
- “Five Strategies to Build Bridges with ELLs”
- “Realizing Opportunities for ELLs in the Common Core: ELA and Disciplinary Literacy Standards”
- “Mathematics, the Common Core, and Language”
- “Language Demands and Opportunities in Relations to Next Generation Science Standards for ELLs”
- “Oppositional Culture”
- “Common Core Standards and Gifted Education”
- “Frequently Asked Questions About the CCSS and Gifted Education”
- “Common Core State Standards and Career and Technical Education”

Unit 6: Implications for Assessment and Professional Learning

Objectives

After completing this unit, educators will know:

- Implications for CCSS assessment and developing professional development.

Student Learning Outcomes

After completing this unit, educators will have the knowledge, skills and practical strategies to:

- Conduct a data inventory and develop a year-long professional development plan that supports CCSS implementation.

Readings

- “Creating a Data Drive Culture: Leadership Matters”
- “Standards for Professional Learning”
- “A Teacher’s Guide to Performance Assessment
- “Three Ways Student Data Can Inform Your Teaching”



Unit 7: Epilogue

Objectives

After completing this unit, educators will know:

- Their goals for planning instruction and aligning to the CCSS.

Student Learning Outcomes

After completing this course, educators will have the knowledge, skills and practical strategies to:

- Revisit learning goals and begin planning lessons and designing tasks aligned to the CCSS.

Methods of Instruction

- Videos (presentations consisting of interviews and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the course which ask participants to reflect on the course content, their own practice, and next steps for their practice)
- Quizzes (selected-response quizzes to assess understanding)
- Discussion forum (prompts that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.



Percentage of Course Credit

- Reflections 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, midterm, and final), including watching all videos and participating in all discussion forums. We do not award partial credit.

Grading Policy

A: 3.4 – 4.0
B: 2.7 – 3.3
C: 2.0 – 2.6
F: >2.0



Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Quizzes	90-100%	80-89%	70-79%	69% or below
Reflection Question	<p>Participant has provided rich detail and supporting examples from the course content.</p> <p>Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.</p>	<p>Participant has included appropriate content from the course content.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the specific questions posed.</p> <p>Participant has not responded to all reflection questions.</p> <p>Participant has copied from the course transcript without synthesis or analysis.</p>



Part A: Create a Needs Assessment Survey: (50%)

Create an original survey that asks educators to gauge their understanding of the CCSS, identify areas where they would like to acquire more knowledge, and assess their resource needs for CCSS implementation. Your survey should determine the following information (at minimum):

- What does the educator know about the CCSS?
- What areas does the educator recognize as strengths and areas of growth?
- What resources does the educator need to implement the CCSS?

You may wish to use the Common Core Feedback Tool for Educators found under the Resources tab as an exemplar, but your survey must be original.

Before administering the survey:

- Remind respondents that survey results allow educator input for identifying professional learning needs.
- Assure respondents that they can remain anonymous and that survey results will be kept confidential.
- Guarantee respondents that answering the survey honestly will not result in any kind of reprisal.

The survey should provide you with enough information to make an informed decision about the kinds of resources and professional development your team needs to meet the demands of the CCSS. It should also give educators an opportunity to self-assess their CCSS knowledge as well as provide an objective measure of their professional learning needs.

Specify what grade level and subject areas will be captured in your needs assessment.

Part B: Create a CCSS Action Plan (50%)

Using the data gleaned from the survey, create a CCSS Action Plan to determine the best way to proceed to support your teachers manage a successful CCSS implementation that increases student achievement over the course of the school year. The CCSS Action Plan should outline a clear set of specific, measurable, achievable, realistic, and timely goals. For example, do not say that you will purchase new, nonfiction readers for the entire school if that is not a real possibility.

You may wish to include other forms of data, such as:

- Observations, both peer and administrator
- Anecdotal evidence
- Student data

Remember:

- Your CCSS Action Plan can be in outline form, and should be about one page in length (single-spaced, 12-pt font).



- Language should be easy to read and as jargon-free as possible.

When you've completed your mid-course project, upload your **Needs Assessment Survey** and **CCSS Action Plan** for evaluation.

Midterm Part 1: Needs Assessment Survey Rubric (50%)					
Assignment Component	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Score
Develops an original survey to serve as a CCSS needs assessment.	Addresses the CCSS elements needed to gauge level of understanding.	Addresses the CCSS most elements needed to gauge level of understanding.	Addresses the CCSS some elements needed to gauge level of understanding.	Addresses the CCSS elements few needed to gauge level of understanding.	_____
Survey assesses teacher knowledge of the CCSS in a way that is both self-reflective and objective.	Evaluates teacher knowledge of the CCSS in a way that allows for self-assessment and measures content objectively masterfully.	Evaluates some teacher knowledge of the CCSS in a way that allows for self-assessment and measures content objectively.	Evaluates teacher knowledge but may not account for self-assessment and measures content objectively.	Evaluates teacher knowledge of the CCSS in a way that does not account for self-assessment or measures content objectively.	_____
Survey assesses what resources	Collects data on a range of resources	Collects some data on a range of resources	Collects data on one level of the types of	Collects no data on the types of resources	_____



teachers need to become CCSS proficient in their classroom.	teachers need to support CCSS implementation masterfully.	teachers need to support CCSS implementation masterfully.	resources teachers need to support CCSS implementation masterfully.	teachers need to support CCSS implementation masterfully.	
Appropriateness for audience	Provides appropriate language for the audience (i.e., for math teachers vs. for English teachers, or by grade level).	Provides mostly appropriate language for the audience (i.e., for math teachers vs. for English teachers, or by grade level).	Provides language that is somewhat appropriate for the audience (i.e., little to no differentiation for math teachers vs. for English teachers, or by grade level).	Provides language that is not appropriate for the audience (i.e., no differentiation for math teachers vs. for English teachers, or by grade level).	_____
Organization & quality of writing	Organizes survey well and presents information in a way that enhances understanding. Organizes and develops most sections around ideas relevant to the CCSS. No grammatical errors or typos.	Organizes survey and presents information in a way that adequately enhances understanding. Organizes and develops many sections around ideas relevant to the CCSS. A few grammatical errors or typos.	Organizes somewhat survey and presents information. Organizes and somewhat develops sections around ideas relevant to the CCSS. Many grammatical errors or typos.	Organizes survey poorly. Organizes and develops sections around ideas relevant to the CCSS insufficiently. Plentiful grammatical errors or typos.	_____
Total Score Part 1					_____/20



Midterm Part 2: CCSS Action Plan Rubric (50%)					
Assignment Component	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Score
Creates a CCSS Action Plan for resources and professional development.	Creates an exceptional Action Plan for resources and professional development.	Creates an adequate Action Plan for resources and professional development.	Creates a basic Action Plan for resources and professional development.	Creates a weak CCSS Action Plan.	_____
Includes specific, measurable, achievable, realistic, and timely goals in the CCSS Action Plan.	Includes specific, measurable, achievable, realistic, and timely goals.	Includes mostly specific, measurable, achievable, realistic, and timely goals.	Includes adequately specific, measurable, achievable, realistic, and timely goals.	Include few specific, measurable, achievable, realistic, and timely goals.	_____
Appropriateness for audience	Addresses the appropriate audience with friendly tone and easy to understand language.	Addresses some of the identified audience and uses easy to understand language.	Addresses a general audience and uses some jargon.	Addresses a general audience and uses confusing language and jargon.	_____
Organization & quality of writing	Includes no grammatical errors or typos. Uses varied sentence structure. Organizes and clearly develops plan.	Includes few grammatical errors or typos. Uses coherent sentence structure. Organizes and mostly develops plan.	Includes some distracting grammatical errors or typos. Uses awkward sentence structure. Organizes and somewhat	Includes many grammatical errors or typos. Uses problematic sentence structure. Organizes and develops plan insufficiently.	_____



Demonstrates strategies to increase student achievement			develops plan.		
	Generates multiple strategies to increase student achievement that show a strong, clear link to current research, and incorporates several different types of school data.	Generates two strategies to increase student achievement that show a link to current research, and incorporates at least one type of school data.	Generates one strategy to increase student achievement and incorporates one source of school data, but may not show a clear link to current research.	Generates at least one strategy to increase student achievement that is not based on current research or school data.	_____
Total Score Part 2					_____/20

Overall Midterm Score

Part 1 _____

Part 2 _____

Total Score _____/40



Final Culminating Project

To complete the final culminating project, you will develop an original, year long Professional Development (PD) Plan to support implementation of the Common Core State Standards (CCSS) in your school.

Begin by accessing the following documents:

- CCSS PD Plan Exemplar
- CCSS PD Plan Template
- Your mid-course project

Review the CCSS PD Plan Exemplar. You may use the CCSS PD Plan Template or one of your own choosing. Your PD Plan should be designed to address the findings from the CCSS Needs Assessment Survey and CCSS Action Plan you created for the mid-course project. The PD Plan you create should be a living document that you can modify throughout the year to reflect current learning needs.

Develop a Year-Long PD Plan

Specifically, your plan should include the following information for **each** PD session:

1. **Basic Information:** Teacher names, grade levels, subject areas taught, frequency of PD sessions, length of sessions, type of sessions (lecture, break-out, Professional Learning Communities [PLCs]).

2. Standards & Objectives

- **Content:** Identify one or more CCSS area of focus for the session.
- **Shift:** Identify at least one instructional shift in both math and ELA subject areas.
- **Objectives & Outcomes:** List the specific learning objective(s) for this session (the specific knowledge and skills that participant will acquire by the end of the session).

3. Task(s)

- Describe the task(s) participants will form.
- Explain how the task aligns to the objectives.
- Explain how the task relates to increasing student achievement.

4. Protocols and Structures

- Describe how the session will be structured and include the activities participants will complete.
- Include an explanation of how the activities align to the standards.
- Describe how the session will lead to an increase in student achievement.

5. Assessment

- Explain how you will assess learning as the session unfolds, both formally and informally.



- Describe how you will gauge whether teachers have mastered the content.
- Explain how you will recognize and reward teachers for their efforts.

Final Exam Rubric					
Assignment Component	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Score
Creates an original year-long CCSS PD Plan based on the needs found during the midterm.	Creates an exemplary original, year-long plan based on needs.	Creates an adequate original, year-long plan based on needs.	Creates an acceptable original, year-long plan based on needs.	Creates a subpar original, year-long plan that is not needs based.	-----
Includes basic information (teacher names, grade levels, subjects taught, and frequency of PD sessions, length of sessions, and type of sessions).	Includes all the basic information.	Includes most of the basic information.	Includes some of the basic information.	Includes insufficient basic information.	-----
Includes a CCSS area of focus and instructional shift as well as objectives and outcomes for each PD session.	Includes a detailed CCSS area of focus, shift, and objectives and outcomes for each PD session.	Includes a mostly detailed CCSS area of focus, shift, and objectives and outcomes for each PD session.	Includes an adequately detailed CCSS area of focus, shift, and objectives and outcomes for each PD session.	Includes an insufficiently detailed CCSS area of focus, shift, and objectives and outcomes for each PD session.	-----
Includes descriptions of the tasks	Includes a thorough description of	Includes an adequate description of	Includes a description of each task, but	Includes an insufficient description of	



<p>participants will take part in for each PD session and explains how the tasks align to the objective.</p>	<p>each task and explains how the tasks align to the objective.</p>	<p>each task and explains how the tasks align to the objective.</p>	<p>does not explain how the tasks align to the objective.</p>	<p>each task or explain how the tasks align to the objective.</p>	<p>-----</p>
<p>Includes descriptions of the protocol and structure for each session, including an explanation of how they align to the CCSS.</p>	<p>Includes thorough descriptions of the protocols and structures for each session, including an explanation of how they align to the content standard.</p>	<p>Includes an adequate description of the protocols and structures for each session, including an explanation of how they align to the content standard.</p>	<p>Includes descriptions of the protocols and structures for each session, but does not include an explanation of how they align to the content standard.</p>	<p>Includes insufficient descriptions of the protocols and structures for each session, or insufficient explanations of how they align to the content standard.</p>	<p>-----</p>
<p>Includes both formative and summative assessment strategies for each PD session.</p>	<p>Includes both formative and summative assessment strategies.</p>	<p>Includes some references to formative and summative assessment strategies.</p>	<p>Includes either formative or summative assessment strategies for each session, but not both.</p>	<p>Includes neither formative nor summative assessment strategies.</p>	<p>-----</p>
<p>Demonstrates strategies to increase student achievement</p>	<p>Professional Development sessions strongly and clearly demonstrate how student achievement will be increased, reflect current research, and incorporate several different types of school data.</p>	<p>Professional Development sessions clearly demonstrate how student achievement will be increased, reflect current research, and incorporate at least one type of school data.</p>	<p>Professional Development sessions demonstrate how student achievement will be increased and incorporate one type of school data, but may not clearly reflect current research.</p>	<p>Professional Development sessions do not adequately demonstrate how student achievement will be increased.</p>	<p></p>



Total Score					_____
--------------------	--	--	--	--	-------