

## COURSE SYLLABUS

**Course:** Common Core State Standards for School Leaders

**Presenter:** KDS

**Hours:** 45 Hours

### 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](http://plagiarism.org).



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### **Percentage of Course Credit**

- Reflections                      60%
- Quizzes                              40%

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes), including watching all videos. 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)
<b>Quizzes</b>	90-100%	80-89%	70-79%	69% or below
<b>Reflection Question</b>	<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>