### Ready, Set, Go! Common Core Stewardship Team

The Common Core State Standards (CCSS) Stewardship Team has been appointed and will meet May 16th. CCSS implementation efforts require a group of committed individuals who represent all sectors of education in order to achieve the overarching Common Core goal: every Oregon student *College and Career-ready*.

This group consists of 36 stakeholders, who were identified through a statewide nomination process and appointed by the Superintendent of Public Instruction. The Stewardship Team will:

1. Finalize Oregon’s transition timeline from the current state standards and assessments to the new Mathematics and English Language Arts & Literacy CCSS and the SMARTER/Balanced Common Assessment.
2. Assist in the facilitation of regional stakeholder CCSS Workshops planned for Spring/Summer 2011.
3. Help identify funding sources for transition/implementation work.
4. Help communicate the events/resources related to CCSS with stakeholders.
5. Help build Oregon’s long-term CCSS implementation plan (blueprint).

Stewardship membership includes K-12 and postsecondary educators in English language arts, mathematics, science, social science, and career and technical education, early childhood educators, ESD staff, faculty from colleges of education (teacher preparation), special education and English Language Learner directors, along with representatives from professional educational organizations.

Subsequent stewardship team meetings will be held at least quarterly via Web Ex. Look for additional information about the work of the Stewardship Team on the ODE CCSS Stewardship web page at [http://www.ode.state.or.us/search/page/?=3344](http://www.ode.state.or.us/search/page/?=3344) and in future ODE publications.

Contacts: Cheryl Kleckner, Education Specialist, at 503-947-5794 or cheryl.kleckner@state.or.us; and Mickey Garrison, Data Strategist at mickey.garrison@state.or.us.
The Facts about the CCSS

Now that the move toward implementation of the Common Core State Standards (CCSS) is beginning, it is important that all Oregonians, educators and otherwise, have the facts at their fingertips. An Oregon Common Core Fact Sheet (http://www.ode.state.or.us/wma/teachlearn/commoncore/common-core-fact-sheet.pdf) has been created for this purpose.

In addition to a brief summary of how the standards were created and Oregon’s role in their development, the fact sheet provides an outline of the key design features of the CCSS as well as answers to frequently asked questions.

This resource, along with many others, can be found on the ODE CCSS web site www.ode.state.or.us/go/commoncore.

Contact: Cheryl Kleckner at 503-947-5694 or cheryl.kleckner@state.or.us.

Calling ALL Teachers! Grade-level Versions of the Common Core Standards Are Available

See the new grade-level versions of the Common Core State Standards (CCSS) for Mathematics and English Language Arts & Literacy accessible from the ODE CCSS web page at http://www.ode.state.or.us/go/commoncore. Grade-level versions for Literacy in History/Social Studies, Literacy in Science, and Literacy in Technical Subjects will be completed in May. Social Sciences, Science, and CTE teachers—see the new literacy standards on your subject area web page by June!

The standards are posted in both Word and PDF format to provide districts and schools with flexibility as they begin transitioning to Oregon’s new standards. The link for the standards and other resources related to the Common Core can be found on the CCSS Math http://www.ode.state.or.us/search/page/?=1527 and the CCSS English Language Arts & Literacy http://www.ode.state.or.us/search/page/?=3251 web pages.

Contact: Mark Freed, Mathematics Specialist at 503-947-5610 or mark.freed@state.or.us. Julie Anderson, English Language Arts Specialist at 503-947-5613 or julie.anderson@state.or.us.

Highlighting CCSS Resources

As we move forward with implementation of the Common Core State Standards, there is a great deal of work being done at the district, school, and individual teacher level to review and understand these new standards and what they will mean for our students and our schools.

Many districts are planning on focusing some summer professional development time on diving deeper into these standards. To help in planning this work, we wanted to share a list of resources developed by the Council of Chief State School Officers (CCSSO). Some of these resources are completed and ready for use; others are currently in development and timelines for their completion have been included for your reference. This is not intended to be an exhaustive list of resources, simply a collection of useful tools to which we will add in the months to come. Most of the resources were developed by CCSSO and the lead writers of the standards.

For your convenience, these resources have been grouped into four categories: (1) communications and outreach, (2) mathematics, (3) English language arts, (4) Other Resources. You can access the list of resources here.
**Charter School Operators Workshop**

Any new charter school operators or district staff who are responsible for the oversight of charter schools are invited to attend the Charter School Operators Workshop. The intent of the workshop is to assist those charter schools opening in 2011-12, but is appropriate for any new charter school administrator or director, or any district staff responsible for the oversight of a charter school.

To attend, e-mail Donna Newbeck at: donna.newbeck@state.or.us with the names and e-mail addresses of those planning to attend.

Contact: Margaret Bates, Education Specialist for Charter Schools at 503-947-5688, margaret.bates@state.or.us

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**Charter School Institution IDs**

Any new charter schools opening in the 2011-12 school year need to apply for an Institution ID. Any charter schools changing addresses, adding grade levels, changing administrators need to send in an Institution ID update.

Forms are available at: [http://www.ode.state.or.us/search/results/?id=219](http://www.ode.state.or.us/search/results/?id=219).

Contact: Margaret Bates, Education Specialist for Charter Schools at 503-947-5688 or margaret.bates@state.or.us

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**English Language Arts (ELA) Crosswalk is Here!**

To assist Oregon districts and schools in the transition to the Common Core, a K-12 Crosswalk between the CCSS for ELA and Oregon’s ELA Standards was prepared for each CCSS strand—Reading, Writing, Speaking and Listening, and Language.

The goal of the Crosswalk is to help Oregon districts make sense of the new CCSS without having to invest in creating their own crosswalk. It was designed as a district planning tool and professional development resource.

Here’s how it works: Each CCSS standard is compared to Oregon’s standards. Following each comparison is a **Summary Analysis** of the comparison, a list of **Gaps** between the two sets of standards, and possible **Implications for Implementation**. This section has been left mostly blank for districts and schools to note site-specific implications during transition planning. The **Comment** column on the right side of the page aggregates observations for each row.

The Crosswalk provides an analysis of every CCSS with the CCRs as organizers:

<table>
<thead>
<tr>
<th>Reading CCRs</th>
<th>Language CCRs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Reading Skills Standards (CCSS), K-5 only</td>
<td>Language Standards (CCSS)</td>
</tr>
<tr>
<td>Literature Standards (CCSS)</td>
<td></td>
</tr>
<tr>
<td>Informational Text Standards (CCSS)</td>
<td></td>
</tr>
<tr>
<td>Writing CCRs</td>
<td>Speaking and Listening CCRs</td>
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<td>Writing Standards (CCSS)</td>
<td>Speaking and Listening Standards (CCSS)</td>
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For additional information or questions, please contact: Julie Anderson at 503-947-5613 or julie.anderson@state.or.us

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**eCIP Update**

On February 23, 2011, a numbered memorandum was issued by the Office of Educational Improvement and Innovation addressing the suspension of eCIP submissions. The memo stated that “in regards to federal and state regulations, current legislation requires that districts maintain continuous improvement plans outlining staff efforts to improve outcomes for students. ODE will use each district’s most recent eCIP submissions to fulfill this requirement.”

To clarify, ODE will use each district’s most recent approved plan to fulfill this requirement. If a district’s plan is currently not approved, the district will need to continue to resubmit the plan until it is approved. ODE is continuing to work with a small number of districts on their electronic Continuous Improvement Plan (eCIP) resubmissions.

Contact: Melinda Bessner, Education Specialist at 503-947-5626 or melinda.bessner@state.or.us
Teacher Nominations for Social Science Instructional Materials Evaluation

The Department of Education is looking for nominations of teachers, curriculum specialists, and others who have interest and experience in the Social Sciences. Evaluations are scheduled for August 1-7, 2011 and involve a 7-day or less commitment with travel reimbursement and a paid stipend.

The group will be evaluating Social Science materials for the approved list to be voted on by the State Board of Education in October 2011.

Nomination Form
http://www.surveymonkey.com/s/WYXBHS2 (to be completed by your superintendent or principal)

Nominee Information Form
http://www.surveymonkey.com/s/WDH5DJ (to be completed if you have been recommended by your superintendent or principal)

Contact: Paula Merritt, Instructional Materials Coordinator at 503-947-5746 or paula.merritt@state.or.us

ESEA Odyssey 2011

The Office of Educational Improvement and Innovation is offering regional workshops sharing information and updates about ESEA (formerly NCLB) programs. Host locations and dates are:

- June 7 & 8 Pendleton - Pendleton Convention Center
- June 14 & 15 Roseburg - Joseph Lane Middle School
- June 22 Seaside - COSA Conference, Seaside Convention Center
- August 17 & 18 Embassy Suites Hotel—Portland Airport

Additionally, companion 1/2 day pre-sessions will be held in Seaside and Portland. Staff from districts in improvement status and/or districts with schools in improvement status are required to attend one of these two pre-sessions. An overview of requirements and answers to questions on how best to respond will be provided.

- June 21 - 12 noon-4 pm (Seaside)
- August 16 - 12 noon-4 pm (Portland)

For more information please see the complete announcement at http://bit.ly/e5VH1y.

Contact: Jan McCoy, Education Specialist, at 503-947-5704 or jan.mccoy@state.or.us.

Meet Heather Mauzé – Title II-A Coordinator

The Office of Educational Improvement and Innovation (EII) is pleased to welcome Heather Mauzé as the Oregon Department of Education’s new Title II-A coordinator.

Heather comes to ODE after serving Texas school children over the last 20 years. She began her career in education as a secondary classroom teacher, served as Coordinator for Gifted and Talented Programs, a master teacher, and a middle school administrator. Most recently, Heather worked in the Texas Education Agency’s Division of NCLB Program Coordination where she served as the Coordinator of Title II A federal funds.

Contact: Heather Mauzé, Education Specialist, 503-947-5806 or heather.mauze@state.or.us.
**Framework PD Portal Now Open!**

An online professional development portal to support the Oregon K-12 Literacy Framework is now available! Mirroring the framework in its design, this portal offers modules organized around the six Framework components: Goals, Assessment, Instruction, Leadership, Professional Development, and Commitment.

Each module includes

1. Several key concepts, that outline the main ideas within the topic
2. A professional development presentation that uses a narrated multimedia sequence of content material
3. Practice activities to help you understand the material and how to begin implementing the procedures described and
4. A series of related resources, including links to related information and sources for further study of the subject.

The modules and accompanying materials were designed to be used in a collaborative learning arrangement such as a professional learning community (PLC), a grade level or cross-grade improvement team or a study and implementation group.

Visit the portal at [http://oregonliteracypd.uoregon.edu/](http://oregonliteracypd.uoregon.edu/) and look for more information in a future edition of the EII Update!

Contact: Julie Anderson, English Language Arts Specialist at 503-947-5613 or julie.anderson@state.or.us

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**Oregon K-12 Literacy Framework: Focus on Instruction**

**Feature 7: Engaging Students During Teacher-led Instruction**

Student engagement during lesson presentation is critical for student success. One of the most important aspects of effective teacher-led instruction in grades K-12 is gaining the attention of students before instruction begins. Once they have students’ attention, effective teachers pace lessons quickly to maintain attention. Appropriate pacing both within and between tasks is necessary. For tasks such as phonemic blending and segmentation, letter-sound practice, and word reading, teachers should elicit about 10-12 responses per minute. For more complex tasks in a reading lesson, such as vocabulary instruction and comprehension strategy instruction, teachers will need to stay within time limits as outlined by either the program or the length of the class period. Transitions between tasks need to be quick, whether in grade 2 or grade 10, and follow specific procedures that teachers establish early in the school year so class time is not wasted.

In addition to providing appropriate pacing, teachers can increase engagement by eliciting student responses throughout the lesson. This may be accomplished through requiring group responses whenever possible (see Feature 4: Multiple opportunities for practice). Assigning partners for Think Pair Share or other supported discussion activities is another way to increase student responses throughout the lesson. When presenting a comprehension question, for example, the teacher can ask the students to whisper the answer to their partner first and then call on an individual student to answer for the group (e.g., “Everybody, what is the prefix of biology? Tell your partner what that means.”). The idea is to create as many opportunities for the students to actually do something (e.g., respond as group, respond to partner, write response on a whiteboard, etc.) versus sitting passively and listening.

<table>
<thead>
<tr>
<th>Feature 7: Engaging Students During Teacher-led Instruction Checklist</th>
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<tbody>
<tr>
<td>Teacher gains attention of students before beginning instruction</td>
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<tr>
<td>Teacher uses appropriate pacing within and between tasks</td>
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<tr>
<td>Teacher elicits student responses throughout the lesson</td>
</tr>
<tr>
<td>Teacher employs other active engagement techniques such as Think Pair Share, etc.</td>
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</tbody>
</table>

Contact: Julie Anderson, Education Specialist at 503-947-5613 or julie.anderson@state.or.us

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1(Greenwood, et al., 1992; Snow, 2002; Torgesen et al., 2007; Rosenshine, 1978; NASBE, 2006)