

Title I and Common Core State Standards

Putting CCSS to Work in Title I

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Essential Question:

"How do I (as a Title I/resource teacher) develop engaging lessons with clear evidence of student proficiency in ways that will meet the needs of my students in Title I?"

Title I

- * Purpose: To generate high levels of academic achievement in core subject areas for all students, especially those students most in need.
- * Targeted Assisted Programs...targeting eligible students who are most at-risk of failure in reading and/or math.
- * Schoolwide Programs...meeting the needs of all students within a building.

As Title I/resource educators we need to...

- * understand and identify differences in student approaches to learning and know how to design instruction that uses each student's strengths to promote growth.
- * understand students' exceptional learning needs and know how to use strategies and resources to serve these needs.
- * have a working knowledge of the student content standards in reading and/or math.
- * develop and implement supports for student literacy development across reading and math content.

As Title I/resource educators we need to...

- * plan how to achieve student learning goals, choose appropriate strategies, resources and materials to differentiate instruction for individuals and small groups of students.
- * allow multiple ways to demonstrate knowledge and skills.
- * evaluate lessons in relation to short- and long-range goals and systematically adjust the plans to meet each student's needs and enhance learning.

Quality Title I Programming

Effective instructional practices...

- Supplemental instruction to strengthen the core
 - Intensive interventions/instructional goals align with core classroom goals
- Small flexible grouping - how much time is sufficient when meeting with students?
 - 30-45 minutes of intense instruction above and beyond the core
 - Accelerate learning to close the gap
- Ongoing progress monitoring
 - Increase understanding of utilizing assessment results to improve instruction
- Program evaluation
 - Data collection
 - Parent input/Teacher input
 - Annual review of program effectiveness

Title I Materials and Tools

- Choosing materials and tools to boost student achievement
 - requires collaboration and planning with classroom teachers
 - requires an understanding of core curriculum
 - must be supplemental to core instruction
 - multilevel texts for core reading and in content areas
- Which materials and tools are most effective?
 - requires a rich and expansive supply of high quality text
 - 50% literature and 50% non-fiction - common core elementary
 - 30% literature and 70% non-fiction - common core middle school
 - Text complexity is appropriate
 - Inclusive use of 21st Century tools

Common Core State Standards (CCSS)

- * ...Coherent standards designed around developmental learning progressions - ELA and Math
- * ...Requires content-rich curriculum and appropriate assessments/progress monitoring
- * ...Requires students to develop and employ key cognitive strategies
- * ...Provides educators with a broad vision of what it means to be a literate person.

CCSS - ELA

Seven (7) standards:

1) Reading: Literature

2) Reading: Informational Text

3) Foundational Skills

4) Writing

5) Speaking and Listening

6) Language

7) Range, Quality, and Complexity of Texts

CCSS - Math

Domains:

- 1) Counting and Cardinality (K)
- 2) Operations and Algebraic Thinking (K-5)
- 3) Expressions and Equations (6-8)
- 4) Algebra (High School)
- 5) Number and Operations in Base Ten (K-4)
- 6) Number and Operations - Fractions (5)
- 7) The Number System (6-8)
- 8) Measurement and Data (K-5)
- 9) Geometry (K-12)
- 10) Ratios and Proportional Relationships (6-8)
- 11) Statistics and Probability (6-12)
- 12) Functions (8-12)
- 13) Number and Quantity (High School)
- 14) Modeling (High School)

CCSS and Title I...

Title I provides supplemental instruction that supports the core content instruction...
how do we do it?

Whole Group think, pair, share

Answer the question: "How do you support this child with supplemental instruction and resources in order to meet the standard?"

Student Profile (Grade 5)

Henrietta arrived from Gambia this year. She has spoken English all her life albeit a dialect that differs from standard American English. Her grandparents raised her, spoke Malinke with each other and English with her. She now lives with her parents in the U.S., is in the third grade, and reading at a first grade level. She does not interact much with peers or participate in class.

CCSS Standard:
Reading: Literature

Grade 5

Key ideas and details:

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).

On your own...with a partner...Whole Group Share

Using the index cards with a student profile listed on one side and a standard listed on the other, answer the question...

"How do you support this child with supplemental instruction and resources in order to meet the standard?"

Thank you for joining us and exploring CCSS and Title I

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