

Dr. Donna Ogle, Keynote Session

"The Promises and Challenges of the CCSS"

The Common Core State Standards (CCSS) are designed to streamline instruction in English language arts and mathematics and improve literacy in history/social studies, science and technical subjects. The CCSS require significant changes to the curriculum and the instructional focus in classrooms.

- Why are these changes important to Indiana secondary schools?
- What are the major shifts that we need to make in the curriculum?
- What effect will these changes have on instruction and assessment of student learning?
- How will this refocusing impact the day to day planning of classroom instruction?

Dr. Ogle will explore the purposes for the new standards, the promises in the new standards and also highlight major challenges these pose for schools.

Dr. Schauna Findlay, Featured Session

In response to Dr. Donna Ogle's keynote, Schauna will explore actions which teachers can take now to begin reaching the goals of the CCSS. Identify examples of how the CCSS are different from the previous Indiana State Standards. Demonstrate how school districts can begin or continue the process to deconstruct the standards to align their curriculum with the CCSS.

Afternoon General Session: Navigating the Best CCSS Resources

Dr. Schauna Findlay, Goodwill Education Initiatives

Dr. Donna Ogle, National Louis University

Dale Nowlin, Columbus North High School

A variety of resources to implement the CCSS will be previewed. Schauna will lead an interactive panel discussion of the best resources currently available to guide districts to align their curriculum with the CCSS. Questions may be submitted the morning before the breakout sessions begin. Time will be reserved for Q & A.

CCSS LITERACY BREAKOUT SESSIONS

Aligning Curriculum to CCSS

Dr. Schauna Findlay, Goodwill Education Initiatives

Participants will:

1. Understand the process and benefits of curriculum mapping
2. Describe their current status of curriculum work and create a vision for taking the next steps to implement the Common Core Standards
3. Explain how curriculum maps ensure aligned, guaranteed, and viable curriculum
4. Explain how to use Curriculum Map-Aligned assessments to inform curriculum

Target audience: Teachers and administrators responsible for developing curriculum

Emphasizing Informational Text/ Major Shift #1

Dr. Donna Ogle, National Louis University

The CCSS shift the curriculum to utilize more informational texts. How do teachers prepare students to read more informational text? What are some strategies to read these texts more deeply and closely? This session will explore various strategies to help students read a variety of different kinds of informational texts. Presenter will model and develop strategies to read different kinds of text including PLAN, Notes, Inquiry Charts, and Question the Author. Participants will actively compare different types of informational text.

Literacy Standards for All Content Areas/ Major Shift #2

Dr. Donna Ogle, National Louis University

How do you work with content area teachers to gain an understanding of the importance of the shift in the CCSS? All content area teachers need strategies to support students in gaining understanding of more complex texts. These include more student-to-student discussion, attention to text structure, academic vocabulary, and interpreting visual and media sources. In this workshop several tools teachers can use in content learning will be modeled.

ADDITIONAL BREAKOUT SESSIONS

Algebraic Ideas in grades 5-8

Dale Nowlin, Columbus North High School

How do the algebraic ideas in the Common Core State Standards grades 5-8 compare to the current Indiana Academic Standards for Mathematics? How can teachers incorporate the Mathematical Practices of the CCSS as they teach the algebraic ideas in grades 5 through 8?

Algebra 1 and the Common Core State Standards

Dale Nowlin, Columbus North High School

What does Algebra 1 look like in the Common Core State Standards and how does it compare to Algebra 1 in the Indiana Academic Standards? How can teachers incorporate the Mathematical Practices of the CCSS as they teach Algebra 1?

High Stakes Test Success for the At-Risk; Looper Nation

Lynn Winland, Portage High School Principal

This presentation, facilitated by Portage High School administrators and teachers, will outline the planning and implementation of the PHS 9th and 10th Grade Looping model. This curriculum, which focuses on the academically at risk 9th and 10th grade student population, was designed specifically to improve performance on the Algebra 1 and English 10 ECA. However, the looping framework also provides behavioral support for these at risk students which facilitate their transition from middle school to high school. The PHS Looping model will be discussed in terms of the following:

- 1) Identification and retention of the at-risk population,
- 2) Logistical configuration,
- 3) Programming (academic and behavioral), and
- 4) Measurements of success.

Understanding by Design – Tools to meet Common Core Standards

Dr. John Harrison, Valparaiso University

This session introduces the guiding principles of Understanding by Design and suggests its use to promote understanding of subject area content found in the Common Core standards. Attendees will learn how to plan and teach in a way that will help P-12 students truly understand what they are being taught and to be able to transfer that learning to new situations.

Using Formative Assessment to Plan Instruction; 2011 Teacher of the Year

Stacey McCormack, Penn High School, Physics teacher

"I have no idea why I bombed that quiz! I really thought I knew this stuff!" were comments that I used to hear after every summative assessment in my class. After moving to formative assessments, I don't hear these comments any longer. Putting students in control of their own data has aided them in developing metacognitive skills that have revolutionized my classroom. Summative assessment results confirm, using formative assessments drastically improves overall scores and student learning. I will share my use of DUGIs (my term for formative assessments), how they are used in my classroom, what my responsibility is, what my students have responsibility over, and the results that we now attain.

Lessons & Legacies, Motivating Students

Stacey McCormack, Penn High School, Physics teacher

"What is one lesson you learned in school that you'll never forget?" Come and hear Stacy McCormack, 2011 Indiana State Teacher of the Year, talk about her calling to the classroom and the most important lessons that she hopes her students never forget.

School Grading A- F

Jon Gubera, IDOE

This session will discuss the new A - F accountability system for high schools. The presentation will include an overview of the process that was used to create the new system; the specific calculations that are used to designate grades for high schools; the various data elements that are used in the A - F accountability calculations for high schools; and ways in which high schools can think about presenting the information to the public.