

# Creating Coherence

## Connecting Teacher Evaluation and Support Systems to the Common Core

■ Handouts

JANUARY 2014



PROFESSIONAL LEARNING MODULE

### **About This Booklet**

This *Creating Coherence: Handouts* booklet is intended for use with the following additional resources:

- *Creating Coherence: Facilitator's Guide*
- *Creating Coherence: Workbook*
- Sample agenda
- Slide presentation (Parts 1 and 2)

These online resources are available for download on the *Professional Learning Modules* webpage of the Center on Great Teachers and Leaders website. Please visit the webpage at <http://www.gtlcenter.org/technical-assistance/professional-learning-modules/>.

### **Adapting This Booklet**

This booklet is designed so that facilitators can adopt it as written or modify the content to reflect state and local context, needs, and priorities. If modifications to content are made, the GTL Center requests that the following disclaimer be included in the revised materials:

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## Connecting Teacher Evaluation and Support Systems to the Common Core

Revised Edition

January 2014

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at American Institutes for Research ■

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This work was originally produced in whole or in part by the Center on Great Teachers and Leaders with funds from the U.S. Department of Education under cooperative agreement number S283B120021. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

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# Handout 1: Common Core Connections

## English Language Arts (ELA)/ Literacy

Core Instructional Practices: ELA/Literacy	Common Core Connections
<p><b>L-CIP1.</b> Identify the learning goals for each lesson, align these goals to the Common Core ELA/ literacy anchor standards for the grade and content areas, and identify the preceding and succeeding skills and concepts within the appropriate learning progression.</p>	
<p><b>L-CIP2.</b> Create literacy-rich classroom environments to support language and literacy learning for diverse student populations, including English language learners, students with disabilities, gifted students, and others—as identified by teachers or schools—who need additional scaffolding, monitoring, or support, including access for all students to grade-appropriate texts and tasks. This practice includes regularly leading whole-class and small-group discussions in which students practice speaking, listening, and building on one another’s thinking.</p>	
<p><b>L-CIP3.</b> Implement integrated, text-based instruction by doing all of the following:</p> <ul style="list-style-type: none"> <li>▪ Assigning increasingly complex reading, listening, speaking, language, and writing tasks that engage students with increasingly complex literary and informational texts.</li> <li>▪ Demonstrating close and critical reading strategies.</li> <li>▪ Providing opportunities for scaffolded practice in analyses of text content, craft, and structure.</li> <li>▪ Asking higher-order, text-dependent questions that require students to respond with precision and by using evidence from the text for increasingly complex text and cross-text analyses.</li> </ul>	
<p><b>L-CIP4.</b> Implement explicit writing instruction, focusing on writing to and from sources, by doing all of the following:</p> <ul style="list-style-type: none"> <li>▪ Assigning grade-appropriate writing tasks (including opinion, narrative, argument, and research).</li> <li>▪ Demonstrating writing processes such as prewriting, drafting, and revising, including elaborated examples of these processes by type, audience, and purpose.</li> <li>▪ Facilitating student discussion and peer review.</li> </ul> <p>Providing continuous, specific feedback on individual student writing projects.</p>	

Core Instructional Practices: ELA/Literacy	Common Core Connections
<p><b>L-CIP5 (K–5 Teachers Only).</b> Within reading lessons, provide explicit, integrated, systematic instruction in Common Core State Standards grade-level print concepts, phonological awareness, phonics, and fluency.</p>	
<p><b>L-CIP6.</b> Implement integrated, explicit language instruction by doing all of the following:</p> <ul style="list-style-type: none"> <li>▪ Emphasizing conventions of standard English grammar and usage for the purpose of meaningful communication.</li> <li>▪ Demonstrating and explicitly explaining examples of standard English grammar and usage, explaining and giving examples of figurative language, and describing word patterns and relationships.</li> <li>▪ Providing multiple opportunities for language practice in small- and large-group discussions.</li> </ul> <p>Making connections between students’ informal and home language usage and standard English.</p>	
<p><b>L-CIP7.</b> Teach vocabulary by doing all of the following:</p> <ul style="list-style-type: none"> <li>▪ Regularly embedding grade-appropriate academic vocabulary and domain-specific vocabulary in tasks and assignments.</li> <li>▪ Questioning and leading discussions with individuals and groups of students.</li> <li>▪ Encouraging the accurate use of terminology through guidance and feedback.</li> <li>▪ Demonstrating how to acquire new vocabulary through reading.</li> </ul> <p>Providing definitions and examples of academic and domain-specific vocabulary as well as providing access to multiple print and digital sources of definitions.</p>	
<p><b>L-CIP8.</b> Demonstrate and guide students in the appropriate and strategic use of technology (e.g., computer software and hardware, the Internet, social media networks) as a set of tools for research, learning, and communication.</p>	



Core Instructional Practices: ELA/Literacy	Common Core Connections
<p><b>L-CIP9. (Teachers of Grades 6–12 History, Social Studies, Science, and Technical Subjects).</b> Implement text-based instruction specific to their subject areas by doing all of the following:</p> <ul style="list-style-type: none"> <li>▪ Assigning tasks that require and guide students to identify, use, and analyze discipline-specific resources and texts, such as elaborate diagrams and data sets in complex informational texts that illustrate scientific or technical concepts and primary and secondary sources in history.</li> <li>▪ Providing multiple examples of and scaffolded practice for citing specific textual evidence to support analyses of historical, scientific, and technical texts.</li> <li>▪ Explicitly explaining and modeling discipline-specific argument writing by providing scaffolded practice in using precise and knowledgeable claims as well as logically sequenced supporting reasons and evidence.</li> </ul> <p>Integrating a variety of media resources as well as providing opportunities for students to analyze and compare a variety of information sources, including data, multimedia, texts, and experiments.</p>	
<p><b>L-CIP10.</b> Use questioning and formative assessments to gather evidence of learning throughout every lesson to monitor student learning and assess the degree to which each student has met the learning goals.</p>	

## Mathematics

Core Instructional Practices: Mathematics	Common Core Connections
<p><b>M-CIP1.</b> Identify learning goals for each lesson, relate these goals to the Common Core State Standards for mathematical practice and content, and identify the preceding and succeeding skills and concepts within the appropriate learning progression.</p>	
<p><b>M-CIP2.</b> Select, modify, sequence, and assign tasks, activities, and problems that are aligned with the lesson’s learning goals and that promote the development of student understanding of the learning goals.</p>	
<p><b>M-CIP3.</b> Use rich, problem-based tasks; encourage students to persevere in reaching solutions and to grapple with the tasks.</p>	
<p><b>M-CIP4.</b> Embed the mathematical content being taught in contexts that connect mathematics to the real world, as appropriate, and emphasize the use of mathematics in modeling real-world phenomena, where appropriate.</p>	
<p><b>M-CIP5.</b> Promote reasoning and sense-making through consistent use of questions such as “Why?” “How do you know?” and “Can you explain your thinking?” Use the answers to these questions to orchestrate classroom discussions in which students explain and defend their thinking and critique the reasoning of others.</p>	
<p><b>M-CIP6.</b> Use and elicit multiple representations to support the visualization of mathematical skills and concepts, and make explicit the connections between and among these representations.</p>	
<p><b>M-CIP7.</b> Elicit and value multiple approaches to solving mathematical problems, and use these different approaches to facilitate discussions in which the connections between and among these approaches are made explicit.</p>	
<p><b>M-CIP8.</b> Emphasize the importance of precise mathematical communication, and connect students’ informal language to precise mathematical terminology and notation appropriate to their mathematical development.</p>	
<p><b>M-CIP9.</b> Guide students to select and use appropriate tools and technology to complete mathematical tasks.</p>	
<p><b>M-CIP10.</b> Use formative assessments to gather evidence of learning during and at the end of every lesson to monitor student learning and assess the degree to which each student met the learning goals.</p>	

## Handout 2: Common Core State Standards: English Language Arts/Literacy—College and Career Readiness Anchor Standards

Reading	Writing
<p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</li> </ol> <p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>6. Assess how point of view or purpose shapes the content and style of a text.</li> </ol> <p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li> <li>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ol> <p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>10. Read and comprehend complex literary and informational texts independently and proficiently.</li> </ol>	<p><b>Text Types and Purposes</b></p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</li> <li>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</li> </ol> <p><b>Production and Distribution of Writing</b></p> <ol style="list-style-type: none"> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ol> <p><b>Research to Build and Present Knowledge</b></p> <ol style="list-style-type: none"> <li>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ol> <p><b>Range of Writing</b></p> <ol style="list-style-type: none"> <li>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ol>

<b>Speaking and Listening</b>	<b>Language</b>
<p><b>Comprehension and Collaboration</b></p> <ol style="list-style-type: none"> <li>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ol> <p><b>Presentation of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> </ol>	<p><b>Conventions of Standard English</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ol> <p><b>Knowledge of Language</b></p> <ol style="list-style-type: none"> <li>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ol> <p><b>Vocabulary Acquisition and Use</b></p> <ol style="list-style-type: none"> <li>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</li> </ol>

Retrieved from <http://www.corestandards.org/ELA-Literacy/CCRA/>

## Handout 3: Common Core State Standards: Standards for Mathematical Practice

### **1. Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. ...

Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

### **2. Reason abstractly and quantitatively.**

Mathematically proficient students make sense of quantities and their relationships in problem situations. ... Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

### **3. Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. ... They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. ... Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

### **4. Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. ... They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

## **5. Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations.... Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

## **6. Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. ...

## **7. Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. ... They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects.

## **8. Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Retrieved and abridged from <http://www.corestandards.org/Math/Practice/>

### **About the Center on Great Teachers and Leaders**

The Center on Great Teachers and Leaders (GTL Center) was created to help states leverage their strengths to improve the educational attainment of all students by ensuring an effective teacher in every classroom and an effective leader in every school. Funded by the U.S. Department of Education, the GTL Center is part of the U.S. Department of Education's Comprehensive Centers program, which includes seven content centers that focus on specific areas of expertise and 15 regional centers that provide services primarily to state education agencies to enable them to assist districts and schools.

In its role as a content center, the GTL Center is responsible for providing in-depth knowledge, expertise, and analyses to regional centers and the states they serve. The GTL Center disseminates information about scientifically based research on effective practice, creates research-based products, and provides expertise that regional centers can use in delivering technical assistance to states.

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