CCSS in the Stamford Public Schools

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1

CCTF Logic Framework Focus:

1. Knowledge development of CCSS

2. Curriculum Writing/integration at the local level

2

Stamford Public Schools

- In 2012-13, Stamford Public Schools (SPS) included 15,922 students and 1,944 staff.
  - 20 schools
    - 12 elementary
    - 5 middle
    - 3 high
- More than 65 languages are spoken in homes of SPS children.
- Approximately 15% of students are English Language Learners.
- More than 50% are Economically Disadvantaged.

Stamford Public Schools Budget

- $16,740 per pupil
- General Fund Budget= $248,574,216
- Grants= $25,297,347
- Staff= 12.6% grant funded

Three Phases of CCSS Roll-Out

1. **Awareness**
   - Teachers
   - Administrators
   - Public

2. **Transition**
   - Phasing in changes

3. **Implementation**
   - K-12

Resource Commitment

- In addition to operating budget and Alliance funding, support for the CCSS was also from the GE Foundation

- Stamford had two GE Foundation Developing Futures^{TM} in Education grant
  - #1. Mathematics and Science
  - #2 Complete the work for mathematics and science and begin literacy

6

GE Foundation Grants

- Implementation of a standards-based curriculum for math, science, ELA
- Elimination of tracking at the middle school level
- Development of district assessments for all levels
- Supporting SPS mission statement…"each and every child"

The CCSS Work

The work with curriculum and the PD associated which started during the GE Foundation's initial grant, helped with the implementation of the CCSS

Awareness

Teachers and administrators attended:

- GE Foundation Summer Conferences
- GE Foundation Immersion Institutes with Student Achievement Partners (SAP)
- CCSS meetings around the state
- CCSS webinars for teachers

Professional Development

- Focus on CCSS shifts, practices, standards

9

Transition

- Development of CCSS Three-Year Plans

- Teams of teachers to begin revising curriculum to be aligned to CCSS (curriculum committees) with help of Teachers on Special Assignment (Curriculum Associates)

- Phasing in CCSS – not at one time

10

Math

Grades	Year CCSS Changes Implemented
K-2	2012-2013
3-5	2013-2014
6	2012-2013
7 and 8	2013-2014
Algebra I and 2	2013-2014
Geometry, etc.	2014-2015

11

Literacy

Grades	Year CCSS Changes Implemented
K-2	2013-2014
3-5	2012-2013
6-8	• 2012-2013 pilot some units • 2013-2014 Revised units for full implementation
9-12	• 2012-2013 pilot some units • 2013-2014 Revised units for full implementation

Review and Feedback

Curriculum and other document reviewed and feedback given from Student Achievement Partners (SAP)

Elementary Literacy
Teacher Developed Curriculum
Curriculum Implemented
SAP Reviewed and Provided Feedback
Administrators Informed about SAP Feedback
Feedback Incorporated
All Teachers informed of Curricular Changes at PD Sessions
Administrators Informed of Curricular Changes at Admin Retreat in August

14

Secondary Literacy
Teacher Developed Curriculum
Curriculum Implemented
SAP Reviewed and Provided Feedback
Feedback Incorporated
SAP Training on Assessments
SAP to Spotlight Secondary ELA Curriculum
All Teachers informed of Curricular Changes at PD session
Administrators Informed of Curricular Changes at Admin Retreat in August

Secondary Mathematics
Teacher Developed Curriculum
Curriculum Implemented
SAP Reviewed and Provided Feedback
Feedback Incorporated
SAP Training on Assessments
All Teachers informed of Curricular Changes at PD session
Administrators Informed of Curricular Changes at Admin Retreat in August

Lessons Learned

1. Make stakeholders aware of the change that is coming
2. Include teachers in the change
3. Don't try to do it all at once – phase in the change
4. Get an additional perspective
5. Provide support
6. Be willing to revise