Connecticut Core Standards Classroom "Look Fors" Guide

A tool to guide CCS-aligned instruction in a non-evaluative way

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STATE DEPARTMENT OF EDUCATION

Why create Classroom Look Fors?

- Successful implementation of the CT Core Standards requires focus on both the curriculum alignment and the instructional practice alignment.
- In order for teachers, colleagues, and instructional leaders to have meaningful and productive conversations about instructional goals and outcomes, there must be shared expectations regarding lesson planning and observation.
- Provides common criteria framed around the Key Shifts required by the CCS that can be used to facilitate conversations between educators about aligning content and instruction.

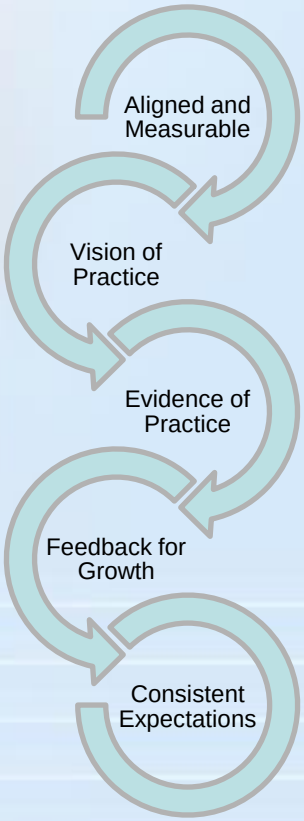
CT Core Standards Classroom "Look Fors" Guide

- CT Core Standards Classroom "Look Fors" Guide have been developed for:
  - Mathematics K-2, 3-5, 6-8 and 9-12
  - ELA/Literacy K-2 and 3-5 and 6-12
- Designed to guide the assessment of effective integration of the Common Core shifts into instructional practice
- Intended to support teachers in developing their practice, and to help coaches, instructional leaders, and administrators in supporting them to do so

Developing Clear and Consistent Expectations for Instructional Practices

Utilizing the CT Core Standards Classroom Look For Guide to support teachers provides:

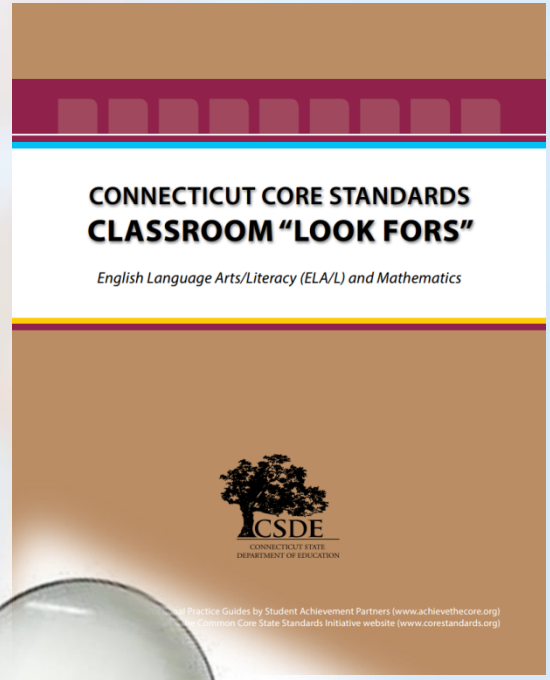
- Tool aligned to the CT Core Standards that is grounded in specific and measurable practices
- Clear vision of how the CCS should look in practice within the classroom
- Evidence of teacher practice and student work
- Feedback that supports on-going professional growth of teachers using a non-judgmental approach
- Alignment throughout the school or district of consistent expectations of instructional practices



Adapted from *Systems of Professional Learning* Module 5

A Closer Look

- Mathematics
- English Language Arts/Literacy



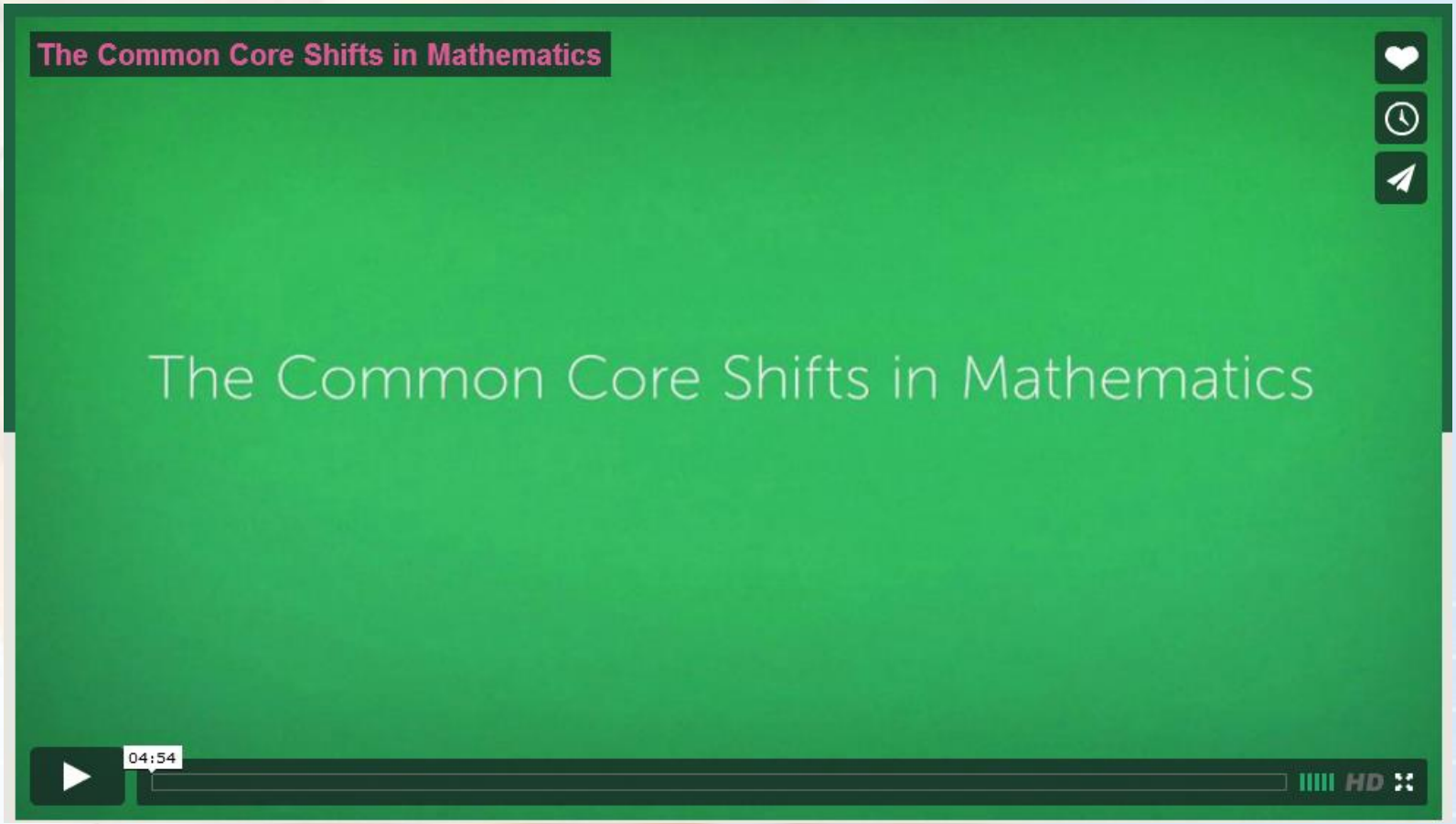
CLASSROOM “LOOK FORS”: MATHEMATICS

Mathematics: 3 shifts

1. **Focus:** Focus strongly where the standards focus

2. **Coherence**: **Think** across grades, and **link** to major topics

3. **Rigor:** In major topics, pursue **conceptual understanding,** procedural skill and **fluency,** and **application**


The Common Core Shifts in Mathematics
The Common Core Shifts in Mathematics
04:54
HD

Core Actions

- The lesson focuses strongly where the standards focus.
- The learning is carefully connected so that students can build new understanding from prior skills and knowledge.
- As appropriate for the standards being addressed, the three aspects of rigor are pursued with equal intensity.

Standards for Mathematical Practice

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

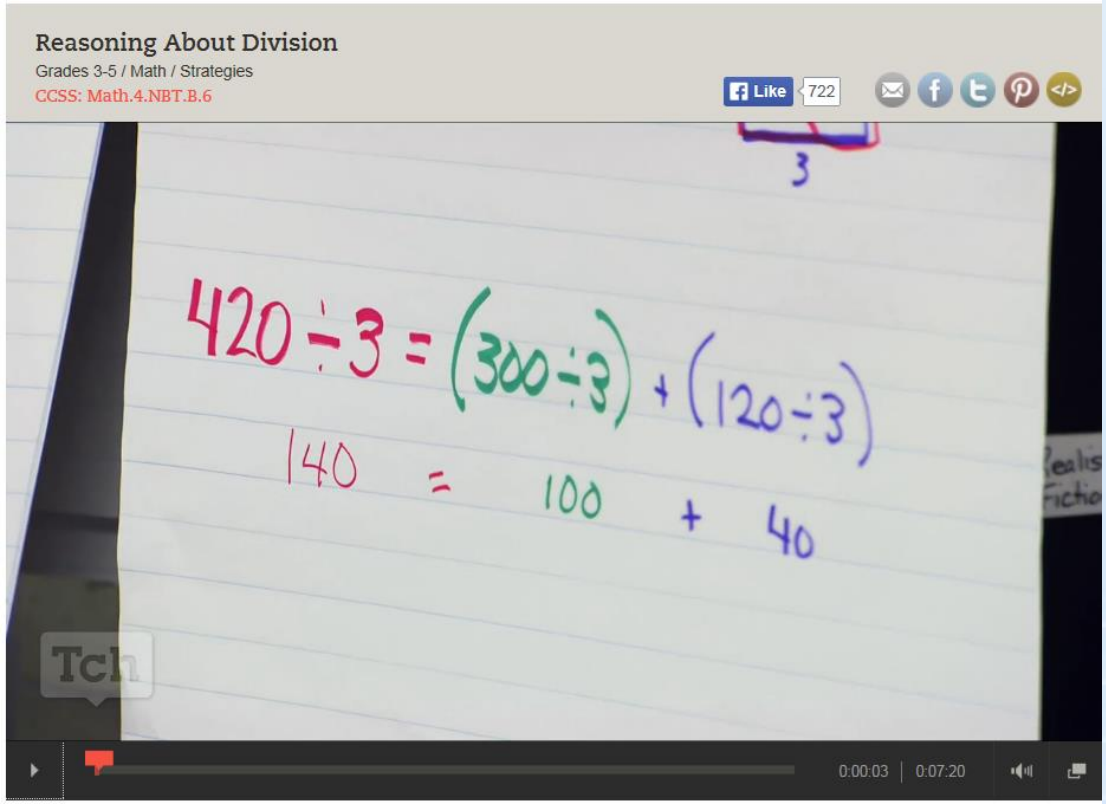
- Breakdown of the 8 standards of mathematical practice into 4 broad categories
- Identifies specific student actions that demonstrate the practice standards
- Identifies specific teacher actions that demonstrate the practice standards

Using the CCS Classroom “Look Fors” to examine:

FOCUS

	How Did You Do?		
K	Compare numbers	Use tally marks	Understand meaning of addition and subtraction
1	Add and subtract within 20	Measure lengths indirectly and by iterating length units	Create and extend patterns and sequences
2	Work with equal groups of objects to gain foundations for multiplication	Understand place value	Identify line of symmetry in two dimensional figures
3	Multiply and divide within 100	Identify the measures of central tendency and distribution	Develop understanding of fractions as numbers
4	Examine transformations on the coordinate plane	Generalize place value understanding for multi-digit whole numbers	Extend understanding of fraction equivalence and ordering
5	Understand and calculate probability of single events	Understand the place value system	Apply and extend previous understandings of multiplication and division to multiply and divide fractions
6	Understand ratio concepts and use ratio reasoning to solve problems	Identify and utilize rules of divisibility	Apply and extend previous understandings of arithmetic to algebraic expressions
7	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers	Use properties of operations to generate equivalent expressions	Generate the prime factorization of numbers to solve problems
8	Standard form of a linear equation	Define, evaluate, and compare functions	Understand and apply the Pythagorean Theorem
Alg.1	Quadratic inequalities	Linear and quadratic functions	Creating equations to model situations
Alg.2	Exponential and logarithmic functions	Polar coordinates	Using functions to model situations

COHERENCE


Reasoning About Division
Grades 3-5 / Math / Strategies
CCSS: Math.4.NBT.B.6
Like 722
420 ÷ 3 = (300 ÷ 3) + (120 ÷ 3)
140 = 100 + 40
0:00:03
0:07:20

RIGOR

Conceptual Understanding

A. As appropriate for the standards being addressed, instructional tasks are designed to build the conceptual understanding.	1. The teacher makes the mathematics of the lesson explicit by using representations, examples, multiple pathways to solutions, explanations, and/or classroom discourse. 2. Effective questioning strategies are used to clarify and extend student thinking, as well as support discussions that contain a balance of eliciting feedback, publicizing ideas, and making connections or justifications. 3. The teacher checks for understanding throughout the lesson, using informal but deliberate methods (questioning, assigning short problems, etc.). 4. Students access concepts from a number of perspectives to see math as more than a set of mnemonics or discrete procedures.

Procedural Skill and Fluency

B. As appropriate for the standards being addressed, instructional tasks are designed to build procedural skills and fluency.	1. Students are expected to have speed and accuracy with simple calculations. 2. Students are given extensive opportunity within the lesson to work with grade-level problems. 3. The teacher structures class time and/or homework time for students to memorize, through repetition, core functions.

Application

C. As appropriate for the standards being addressed, instructional tasks are designed to build application skills.	1. Students apply mathematical knowledge in problem-solving situations. 2. A variety of student-solution methods is shared and examined together to support understanding.

RIGOR IN ACTION

Standards for Math Practice

Habits of Mind of a Productive Math Thinker

- Make sense of problems and persevere in solving them
- Attend to precision

Seeing Structure and Generalizing

- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Modeling and Using Tools

- Model with Mathematics
- Use appropriate tools strategically

Reasoning and Explaining

- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others

CLASSROOM “LOOK FORS”: ELA/LITERACY

ELA & Literacy: Three Shifts

1. **Building knowledge** through **content-rich nonfiction**

2. Reading, writing, and speaking grounded in **evidence from text,** both literary and informational

3. Regular practice with **complex text** and its **academic language**

Core Actions

- Focus Each Lesson on a High Quality Text or Multiple Texts
- Employ Questions and Tasks that are Text Dependent and Text Specific
- Provide all Students with Opportunities to Engage in the Work of the Lesson
- *Ensure that Instruction and Materials Explicitly and Systematically Provide all Students with the Opportunity to Master Foundational Skills*

Core Action #1: High Quality Texts

RC

FOCUS EACH LESSON ON A HIGH QUALITY TEXT (OR MULTIPLE TEXTS).

INSTRUCTIONAL PRACTICE	PRINCIPAL "LOOK FORS" (ON A CONTINUUM)	
A. A majority of read aloud time is spent reading, listening to, speaking, or writing about texts.	There is no text under consideration in this lesson.	The lesson is focused on a text or multiple texts.
B. The texts are at or above the complexity level expected for the grade and time in the school year. **CCSS Lexile Text Range** **Grade 3 = 620L–820L** **Grades 4–5 = 740L–1010L**	The texts are below both the quantitative and qualitative complexity expected for the grade and time in the school year.	The texts are at or above the qualitative and quantitative complexity expected for the grade and time in the school year.
C. The texts exhibit exceptional craft and thought and/or provide useful information.	The quality of the texts is low—they are poorly written and do not provide useful information.	The quality of the texts is high—they are well written and/or provide useful information.

High Quality Texts

High Quality Texts – How Will I Know?

- What text will be used in the lesson?
- Is this text part of a sequence of texts designed to build knowledge? Explain.
- What are the quantitative measure(s) and qualitative features of the text?
- What considerations were made for reader and task?

Core Action #2: Text Dependent, Text Specific

EMPLOY QUESTIONS AND TASKS THAT ARE TEXT DEPENDENT AND TEXT SPECIFIC.

INSTRUCTIONAL PRACTICE	PRINCIPAL "LOOK FORS" (ON A CONTINUUM) →	
A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events, and details.	Questions and tasks do not refer directly to the text and instead elicit opinion answers.	Questions and tasks repeatedly return students to the text to build understanding.
B. Questions and tasks require students to cite evidence from the texts and support analysis, inferences, and claims.	Questions and tasks can be answered without reference to evidence from the text.	Questions and tasks require students to cite evidence from the text.
C. Questions and tasks attend to the academic language (i.e., vocabulary and syntax) in the text.	Questions and tasks do not explicitly attend to academic language or focus exclusively on domain-specific vocabulary.	Questions and tasks intentionally support students in developing facility with academic language.
D. Questions are sequenced to guide students in delving deeper into text and graphics. These inferences should relate to key ideas of the text.	Questions do not follow a clear sequence or are all at the same level of depth.	Questions are sequenced to support and challenge students in deep examination of the text.

Text Dependent, Text Specific

- Text Dependent: Questions require thorough reading of the text, and evidence from it, in order to answer
- Text Specific: Questions address the text specifically, rather than being generic

What is the author's purpose? What is the main idea?

What do the details about Chicago in paragraph 2 tell us about the author's intent in writing this text?

Text-Dependency = Questions Worth Answering

- Many typical reading questions in the classroom were not text-dependent.
- The text is used simply as a “springboard” for discussion, without focusing students’ attention on close reading of the text.

Core Action #3: Productive Engagement

RC **PROVIDE ALL STUDENTS WITH OPPORTUNITIES TO ENGAGE IN THE WORK OF THE LESSON.**

INSTRUCTIONAL PRACTICE	PRINCIPAL "LOOK FORS"
A. The teacher provides the conditions for all students to focus on text.	Students persist in efforts to read, speak and/or write about demanding grade-level texts.
B. The teacher expects evidence and precision from students and probes students' answers accordingly.	Students habitually provide textual evidence to support answers and responses.
C. The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking.	Students use evidence to build on each other's observations or insights during discussion or collaboration.
D. The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.	When possible, students demonstrate independence in completing literacy tasks.
E. When appropriate, the teacher explicitly and systematically attends to strengthening students' reading foundational skills.	Students demonstrate use of word-level diagnostic skills, activating such strategies as needed to read with grade-level fluency and comprehension.

Productive Engagement – How Will I Know?

- Are students able to successfully respond to the text dependent questions and tasks with precision?
- What strategies does the teacher utilize to encourage collaboration among students?
- Are there clear protocols for discussion?
- Are the students doing the work of reading, writing, speaking or listening?

Look For Core Actions 2 & 3

Guided Reading with Jenna. (2011). Teaching Channel. Retrieved from: https://www.youtube.com/watch?v=KhJHzabXTSE

Debrief

- What components were clearly evident during the lesson? What evidence did you gather to support your assertions?
- What components were not clearly evident? How did you know?

Core Action #4: Reading Foundational Skills (K – 5)

RF **ENSURE THAT INSTRUCTION AND MATERIALS EXPLICITLY AND SYSTEMATICALLY PROVIDE ALL STUDENTS WITH THE OPPORTUNITY TO MASTER FOUNDATIONAL SKILLS.**

INSTRUCTIONAL PRACTICE	PRINCIPAL "LOOK FORS" (ON A CONTINUUM)	
A. The foundational skills being taught are aligned to the standards for this grade.	Foundational skills are unconnected to the standards for the grade.	Foundational skills addressed fully align with the standards for the grade.
B. Instruction and materials address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns, and word structure. (Note: not all elements will be addressed in each lesson.)	Instruction and materials are disjointed or fail to comprehensively address the foundational skills.	Instruction and materials coherently address the foundational skills.
C. The teacher focuses the majority of student reading time on reading, listening to, speaking, or writing about text.	There is no text under consideration in this lesson.	The lesson is focused on a text.
D. Instruction and materials provide many opportunities for students of all abilities to practice newly acquired foundational skills.	Instruction and materials fail to provide sufficient opportunity for students of all abilities to practice newly acquired foundational skills.	Instruction and materials provide many opportunities to practice newly acquired foundational skills for the range of students in the classroom.
E. Whenever possible, instruction and materials connect acquisition of foundational skills to making meaning from reading.	Instruction and materials do not connect foundational skills to making meaning from reading.	Instruction and materials connect foundational skills to making meaning from reading.
F. Instruction and materials are responsive to students' understanding of the skills being taught through careful monitoring of student progress.	Instruction and materials do not monitor or adapt to student progress.	Instruction and materials monitor and respond flexibly to student progress.

Where Can I Get More Copies?

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Thank You!