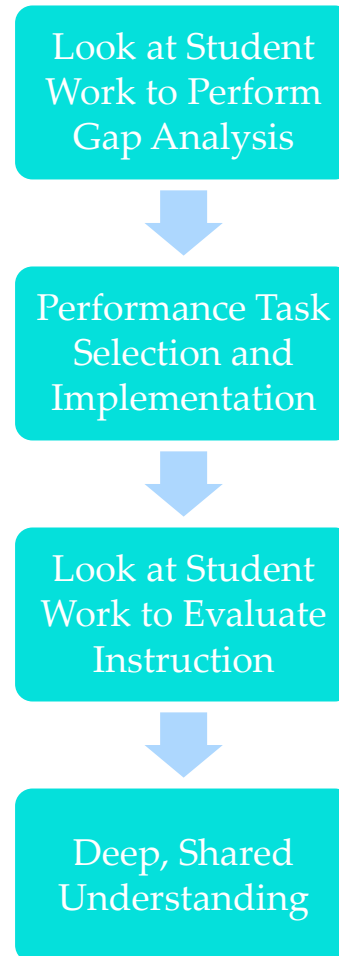# THE LIVED EXPERIENCE OF COMMON CORE IMPLEMENTATION IN NEW YORK CITY SCHOOLS

Heather D. Goldsworthy   April 29, 2013

2011-12 Citywide Instructional Expectations Theory of Action

Look at Student Work to Perform Gap Analysis

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Performance Task Selection and Implementation

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Look at Student Work to Evaluate Instruction

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Deep, Shared Understanding

Continuum of Engagement with the CIEs

Conservation-oriented

Transformation-oriented

Frameworks for Engagement

- Minimizing disruption and panic

- Framing scope of change as limited

- Adapting existing curriculum

- Minimize energy loss

- Teacher as instructor, not developer

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Look at Student
Work to Perform
Gap Analysis
        ↓
Performance Task
Selection and
Implementation
        ↓
Look at Student
Work to Evaluate
Instruction
        ↓
Deep, Shared
Understanding
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Frameworks for Engagement

Conservation-Oriented		Transformation-Oriented

Conservation-Oriented

- Minimizing disruption and panic

- Framing scope of change as limited

- Adapting existing curriculum

- Minimize energy loss

- Teacher as instructor, not developer

Flow chart (center):

Look at Student Work to Perform Gap Analysis

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Performance Task Selection and Implementation

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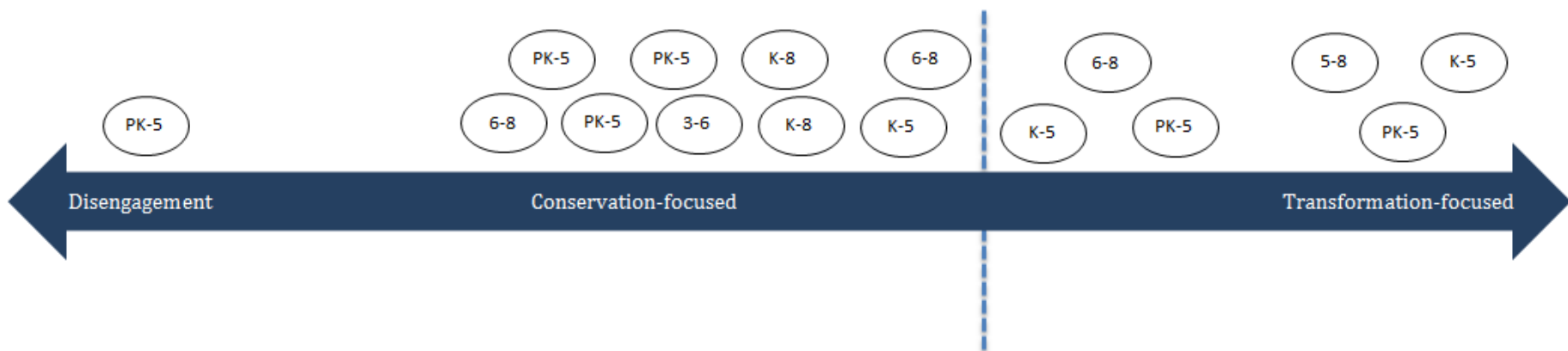Look at Student Work to Evaluate Instruction

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Deep, Shared Understanding

Transformation-Oriented

- Acknowledging scope of change

- Creating new/significantly modifying curriculum

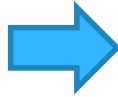- Struggle is productive

- Teacher as developer *and* instructor

Continuum of Engagement

School-level Engagement

- Scope of change is different for students and teachers
- And will require different levels of effort

Look at Student Work to Perform Gap Analysis

Performance Task Selection and Implementation

Look at Student Work to Evaluate Instruction

Deep, Shared Understanding

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School-level Engagement

Transformation-Oriented

- Scope of change is different for students and teachers
- And will require different levels of effort

Look at Student Work to Perform Gap Analysis

Performance Task Selection and Implementation

Look at Student Work to Evaluate Construction

Deep, Shared Understanding

"We're already basically teaching to grade level standards and it's a matter of tweaking how we teach it and the types of activities that our kids do. So there is part of me that sort of thinks that we can relax on this, and we will be able to do it if we put our energy there and our kids will follow."

School-level Engagement

- Scope of change is different for students and teachers
- And will require different levels of effort

- Scope of change is significant for both students and teachers
- And will require significant effort by all

Look at Student Work to Perform Gap Analysis

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Performance Task Selection and Implementation

↓

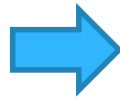**Look at Student Work to Evaluate Instruction**

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Deep, Shared Understanding

School-level Engagement

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Look at Student Work to Perform Gap Analysis

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Instruc

Deep, Sh
Understan

"It kind of overwhelmed me at the beginning because I thought "It's so simplistic." But then you're thinking about well, this is not what it seems. We need to really look deep into this, and read between the lines, and start learning and thinking about what this really means for your classroom and your instruction."

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School-level Engagement

- Scope of change is different for students and teachers
- And will require different levels of effort

- The purpose of the task is primarily compliance with the CIEs

- Scope of change is significant for both students and teachers
- And will require significant effort by all

Look at Student Work to Perform Gap Analysis

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Performance Task Selection and Implementation

↓

Look at Student Work to Evaluate Instruction

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Deep, Shared Understanding

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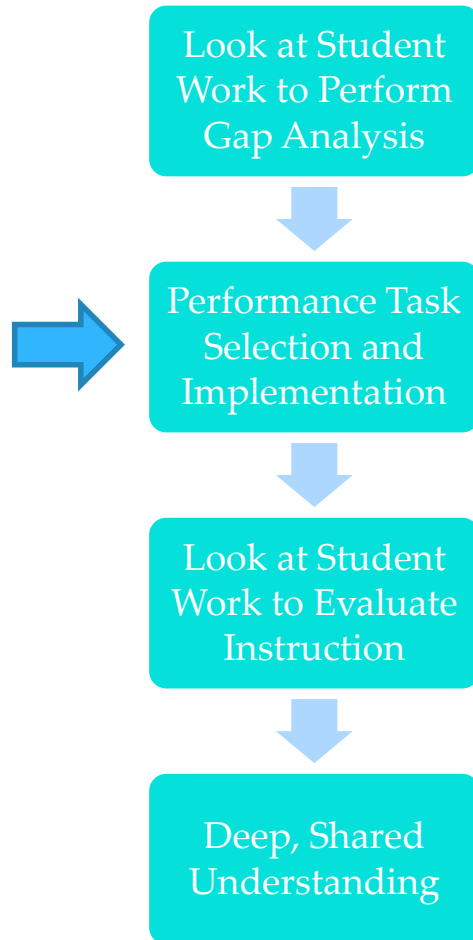
School-level Engagement

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Transformation-Oriented

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- And will require significant effort by all

Look at Student Work to Perform Gap Analysis

↓

Performance Task Selection and Implementation

Student Evaluate uction

Shared standing

"To me the task was like the nail in the coffin for inquiry. It was depressing. Because you're never going to get through these, and I don't care about them, to be honest. And they're not useful, and I don't understand. It seems like an exercise. [The network and our AP] told us to do it and no one really understands what's the purpose."
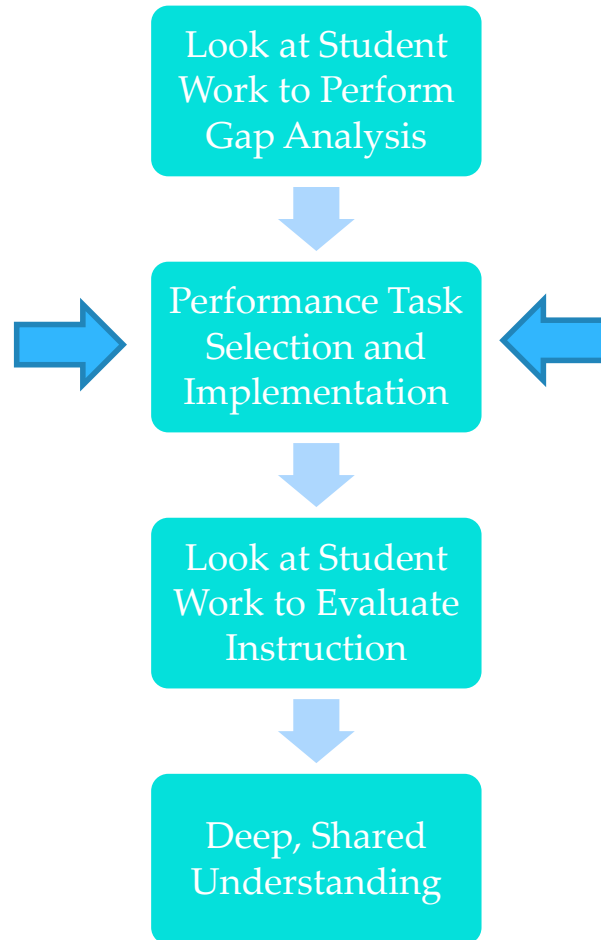
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Look at Student Work to Perform Gap Analysis

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Performance Task Selection and Implementation

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Look at Student Work to Evaluate Instruction

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Deep, Shared Understanding

- Scope of change is significant for both students and teachers
- And will require significant effort by all

- Tasks are an opportunity to engage deeply with the standards

School-level Engagement

- Scope of change is different for students and teachers
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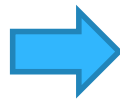- The purpose of the task is primarily compliance with the CIEs

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Look at Student Work to Perform Gap Analysis

Performance Task Selection and Implementation

Look a... Work to... Instr...

Deep... Under...

"Just purchasing a program would probably help the kids, but it won't help my staff because they're just basically technicians that are just putting out a lesson. But if they're going through it they're actually experiencing the development of these lessons, I think you move the faculty to a different place… I think what they gained from this is the understanding of why we're teaching what we're teaching, and why should we use these rubrics, and why are these tasks better than another one."

School-level Engagement

Conservation-Oriented

- Scope of change is different for students and teachers
- And will require different levels of effort

- The purpose of the task is primarily compliance with the CIEs

- Student performance reflects difficulty and clarity of the task and the grading rubric

Transformation-Oriented

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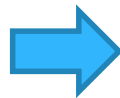
Look at Student Work to Perform Gap Analysis

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Performance Task Selection and Implementation

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Look at Student Work to Evaluate Instruction

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Deep, Shared Understanding

School-level Engagement

"We didn't give them the formulas, and I honestly thought it was a little too easy. But the kids didn't do that great on it, so we concluded that you need to embed the formulas, and that they need to write them down and memorize them and be tested on them daily."

- Student performance reflects difficulty and clarity of the task and the grading rubric

Look at Student Work to Perform Gap Analysis

Performance Task Selection and Implementation

Look at Student Work to Evaluate Instruction

Deep, Shared Understanding

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- Student performance reflects the structure of the task *and* instructional practices

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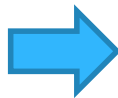
Look at Student Work to Perform Gap Analysis

Performance Task Selection and Implementation

Look at Student Work to Evaluate Instruction

Deep, Shared Understanding

"What happens is when you look at the student work and you see that they're not mastering the task is you go back to the actual task itself and you say what was the ask of the task, was it clear, was there a part missing? So it just gives you like a different lens in looking at your role as an instructor. Is there something that I could have done?"
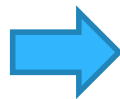
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School-level Engagement

- Scope of change is different for students and teachers
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- The purpose of the task is primarily compliance with the CIEs

- Student performance reflects difficulty and clarity of the task and the grading rubric

- Wide range of understandings
- Wide range of preparedness

Look at Student Work to Perform Gap Analysis

↓

Performance Task Selection and Implementation

↓

Look at Student Work to Evaluate Instruction

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Deep, Shared Understanding

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School-level Engagement

Conservation-Oriented

- Scope of change is different for students and teachers
- And will require different levels of effort

- The purpose of the task is

> "I want the materials. I don't want you to come and tell me "try this, do this." And then I have to scurry and try to find something and try to see if it's going to align, if it's going to be perfect... You want me to try this strand on the Common Core? You want me to do this? No problem, but provide us with some concrete [curriculum]."

- Wide range of understandings
- Wide range of preparedness
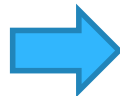
Process Flow:

- Look at Student Work to Perform Gap Analysis
- Performance Task Selection and Implementation
- Look at Student Work to Evaluate Instruction
- Deep, Shared Understanding

Transformation-Oriented

- Scope of change is significant for both students and teachers
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- Tasks are an opportunity to engage deeply with the standards

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School-level Engagement

Conservation-Oriented

Transformation-Oriented

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Performance Task Selection and Implementation

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Look at Student Work to Evaluate Instruction

- Student performance reflects difficulty and clarity of the task and the grading rubric

- Student performance reflects the structure of the task *and* instructional practices

Deep, Shared Understanding

- Wide range of understandings
- Wide range of preparedness

- Deeper, shared understanding
- Feeling more prepared

School-level Engagement

- Scope of change is different for students and teachers
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Look at Student Work to Perform Gap Analysis

- Scope of change is significant for both students and teachers
- And will require significant effort by all

- The purpose of the task is primarily compliance with the CIEs

Performance Task Selection and Implementation

"I feel like I've learned this year to be that person who just accepts the idea that you have to go into something not fully understanding exactly what you're doing until you're actually in the moment, and then kind of improvise a little bit as you're in there. And then that's a calmer transition… I think understanding that nobody has the answers, and you just kind of have to go with the flow.

- Student performance reflects difficulty and clarity of the task and the grading rubric

Look at Student Work to Evaluate Instruction

Deep, Shared Understanding

- Wide range of understandings
- Wide range of preparedness

- Deeper, shared understanding
- Feeling more prepared

New Questions

- What determines a school's framework for engagement?

- Can frameworks be changed?

- What types of supports do schools with different frameworks need?