Common Core PD Now!

CCSS 101A – Implementing CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Grades K–12)

This course will provide participants with knowledge and understanding of the design and structure of the Common Core State Standards (CCSS) for English language arts (ELA).

Participants will learn about the research that supports the transition to CCSS for ELA and will understand the necessity of increasing K-12's focus on developing independent readers who will leave high school with the ability to comprehend the type of complex text they will encounter in college and their careers.

Text exemplars/writing samples, key advances and shifts, and criteria for an effective instructional delivery system will be focal points for this session. Participants will acquire knowledge and experience by actively exploring resources, reading critical publications, and engaging in purposeful activities for CCSS for ELA.

This course is organized into the following modules. Each module will take one hour to complete.

- Module 1: Reading Standards and the Three-Part Model for Measuring Text Complexity
- Module 2: Research Supporting CCSS for Writing and Speaking/Listening
- Module 3: Incorporation of CCSS for ELA and Three Tiers of Vocabulary
- Module 4: Design and Structure of CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects
- Module 5: Text Exemplars and Sample Performance Tasks
- Module 6: Student Writing, Annotations, and Sample Performance Tasks

CCSS 101B – Implementing CCSS for Math and Mathematical Practices (Grades K–8)

This course will provide participants with the knowledge and understanding needed to begin implementation of the Common Core State Standards (CCSS) for mathematics in grades K–8.

Participants will explore and develop an understanding of the design and structure of the Common Core Math Standards, the Standards for Mathematical Practices, key advances and shifts, the criteria for an effective instructional delivery system, and creating units.

Participants will acquire knowledge and experience by actively exploring resources, reading critical publications, and engaging in purposeful activities for CCSS for math.

This course is organized into the following modules. Each module will take one hour to complete.

- Module 1: Design and Structure of the Common Core Math Content Standards
- Module 2: Understanding the Major Shifts in Mathematics
- Module 3: Understanding the Standards for Mathematical Practices 1–4
- Module 4: Understanding the Standards for Mathematical Practices 5–8
- Module 5: Lesson Planning and Instructional Delivery
- Module 6: Creating Units in Mathematics

CCSS 102 – Processes and Best Practices for the CCSS ELA and Math Classroom (Grades K–12)

This course will provide participants with strategies to successfully implement the Common Core State Standards (CCSS) in the classroom.

Deconstructing the standards, writing learning targets, establishing learning progressions, pacing learning targets, clustering learning targets, and assessing learning targets will be the focal points of this session.

Participants will acquire processes and best practices that move them toward successful implementation of CCSS at the classroom level.

This course is organized into the following modules. Each module will take one hour to complete.

- Module 1: Learning Targets and Deconstructing Standards
- Module 2: Writing Learning Targets
- Module 3: Refining Learning Targets
- Module 4: Determining Pacing of Learning Targets
- Module 5: Integrating and Clustering Learning Targets
- Module 6: Assessing Learning Targets

CCSS 103 – Response to Instruction: Methods and Strategies for Lagging Sub-Skills (Grades K–2)
CCSS 104 – Response to Instruction: Methods and Strategies for Lagging Sub-Skills (Grades 3–5)
CCSS 105 – Response to Instruction: Methods and Strategies for Lagging Sub-Skills (Grades 6–8)
CCSS 106 – Response to Instruction: Methods and Strategies for Lagging Sub-Skills (Grades 9–12)

This course will provide participants with the knowledge and understanding needed to improve methods and strategies for Response to Instruction (RtI).

RtI will be a critical component in successful schools as they work to improve the effectiveness of their classroom management, instructional planning, and delivery of instruction; identify students at risk; monitor students' progress; and provide 'safety nets' for students with lagging sub-skills.

Participants will acquire knowledge and experience by reflecting on current practices, reading about best practices, and engaging in purposeful planning and activities to shift from the processes and paperwork of a traditional Response to Intervention model to the instructional practices of Response to Instruction that are necessary for successful implementation of the Common Core State Standards.

This course is organized into the following modules. Each module will take one hour to complete.

- Module 1: Planning for Effective Instruction
- Module 2: Identifying Students At Risk
- Module 3: Implementing Response to Instruction
- Module 4: Monitoring Progress
- Module 5: Improving Instructional Practices
- Module 6: Ensuring Fidelity of Instruction

Note: Each course will cover similar material but will focus on CCSS for the grade levels identified in parentheses.

CCSS 107 – Developing Units and Lesson Plans for CCSS English Language Arts (Grades K–12)

This course will provide participants with the knowledge and understanding needed to assist in developing thematic units in English language arts by utilizing learning targets from the Common Core State Standards (CCSS).

This training addresses the purpose of developing units for CCSS, why units are important, when teachers are ready to develop units, why units work, how to do it, and how to identify learning targets that best fit the created unit. This course will provide information that can be used to develop units for language arts while also integrating science and social studies within unit activities.

Participants will acquire knowledge and experience as they manipulate learning targets and generate questions, themes, and activities for units. They will complete the session with a new understanding of how to develop units in language arts for the CCSS.

This course is organized into the following modules. Each module will take one hour to complete.

- Module 1: Understanding Prerequisites for Building Thematic Units
- Module 2: The Process of Unit Development for Language Arts
- Module 3: Identifying the Standards and Learning Targets for Units
- Module 4: Generating Essential Questions and Themes for Units
- Module 5: Identifying Resources and Analyzing Text
- Module 6: Developing Lesson Plans and Activities for Assessing Learning Targets

CCSS 108 – Implementing CCSS for Math and Mathematical Practices (Grades 9–12)

This course will provide participants with the knowledge and understanding needed to begin implementation of the Common Core State Standards (CCSS) for mathematics in grades 9–12.

Participants will explore and develop an understanding of the design and structure of CCSS, the Standards for Mathematical Practices, key advances and shifts, Appendix A, and the criteria for an effective instructional delivery system.

Participants will acquire knowledge and experience by actively exploring resources, reading critical publications, and engaging in purposeful activities for CCSS for math.

This course is organized into the following modules. Each module will take one hour to complete.

- Module 1: Design and Structure of the Common Core Math Content Standards
- Module 2: Understanding the Major Shifts in Mathematics
- Module 3: Understanding the Standards for Mathematical Practices 1–4
- Module 4: Understanding the Standards for Mathematical Practices 5–8
- Module 5: Understanding Appendix A
- Module 6: Lesson Planning and Instructional Delivery

CCSS 109 – Assessing the Common Core State Standards (Grades K–12)

This course will provide participants with the knowledge and understanding needed to assess the Common Core State Standards (CCSS).

Participants will learn about the CSSS assessment consortia and how they can prepare for the new assessments. Formative and summative assessments, universal screening and progress monitoring, and comprehensive assessment planning will be focal points for this course.

Participants will acquire knowledge and experience by improving assessment fluency, visiting relevant websites, and engaging in purposeful planning and activities designed to prepare for assessing CCSS.

This course is organized into the following modules. Each module will take one hour to complete.

- Module 1: Preparing for Change
- Module 2: Partnership for Assessment of Readiness for College and Careers (PARCC) Assessments
- Module 3: Smarter Balanced Assessment Consortium (SBAC) Assessments
- Module 4: Using Formative Assessment Strategies
- Module 5: CCSS Safety Nets and Supports
- Module 6: Embracing the Common Core

CCSS 110 – An Integrated Model: Read, Write, & Reason for Meeting CCSS (K–2)

This course will provide participants with the knowledge and understanding needed to help students delve deeply into appropriately complex text and grapple with the information presented in a text. An analysis of 21st century skills, rigorous readings, and strategies for deep reading and writing will be focal points in this session.

Teachers in grades K–2 must ensure that they do not "cover" many texts, but have their students read deeply, reason out their thoughts with others, and write opinion and information pieces referencing the text to justify. In K–2 classrooms, students will learn the foundations of delving into reading, writing, and reasoning shifts.

Students must become active readers who rely on the text to rigorously and reasonably discuss and answer quality, text-dependent questions. K–2 teachers must facilitate this type of "messy" learning and assess using quality rubrics that indicate clear, rigorous goals and skills.

This course is organized into the following modules. Each module will take one hour to complete.

- Module 1: Opportunities for Required Shifts in 21st Century Reading, Writing, and Reasoning
- Module 2: Contextual Experiences (Part I) – Text Complexity
- Module 3: Contextual Experiences (Part II) – Text Engagement
- Module 4: Contextual Experiences (Part III) – Text-Dependent Questions
- Module 5: Changes and Recommendations for Writing Experiences
- Module 6: Current Literacy Instruction and Needed Changes

CCSS 111 – An Integrated Model: Read, Write, & Reason for Meeting CCSS (Grades 3–5)

This course will provide participants with the knowledge and understanding needed to help students delve deeply into appropriately complex text and grapple with the information presented in a text. An analysis of 21st century skills, rigorous readings, and strategies for deep reading and writing will be focal points in this session.

Teachers in grades 3–5 must ensure that they do not "cover" many texts, but have their students read deeply, reason out their thoughts with others, and write opinion and information pieces, referencing the text to justify. In 3–5 classrooms, students will continue to delve into more complex reading, writing, and reasoning shifts.

Students must become active readers who rely on the text to rigorously and reasonably discuss and answer quality, text-dependent questions. Grade 3–5 teachers must continue to facilitate this type of "messy" learning and assess using quality rubrics that indicate clear, rigorous goals and skills.

This course is organized into the following modules. Each module will take one hour to complete.

- Module 1: Opportunities for Required Shifts in 21st Century Reading, Writing, and Reasoning
- Module 2: Contextual Experiences (Part I) – Text Complexity
- Module 3: Contextual Experiences (Part II) – Text Engagement
- Module 4: Contextual Experiences (Part III) – Text-Dependent Questions
- Module 5: Changes and Recommended Writing Experiences
- Module 6: Current Literacy Instruction and Needed Changes

CCSS 112 – An Integrated Model: Read, Write, & Reason for Meeting CCSS (Grades 6–8)

This course will provide participants with the knowledge and understanding needed to help students delve deeply into appropriately complex text and grapple with the information presented in a text. An analysis of 21st century skills, rigorous readings, and strategies for deep reading and writing will be focal points in this session.

Teachers of ELA and content-area literacy in grades 6–8 must ensure that they do not "cover" many texts, but have their students read deeply, reason out their thoughts with others, and write argumentative and informational pieces citing the text to justify. In 6–8 ELA and content-area literacy classrooms, students will continue to delve into more complex reading, writing, and reasoning shifts and will hone their analysis, collaboration, and writing skills.

Students must become active readers who rely on the text to rigorously and reasonably discuss and answer quality, text-dependent questions. Grade 6–8 ELA and content-area literacy teachers must continue to facilitate this type of "messy" learning and assess using quality rubrics that indicate clear, rigorous goals and skills.

This course is organized into the following modules. Each module will take one hour to complete.

- Module 1: Opportunities for Required Shifts in 21st Century Reading, Writing, and Reasoning
- Module 2: Contextual Experiences (Part I) – Text Complexity
- Module 3: Contextual Experiences (Part II) – Text Engagement
- Module 4: Contextual Experiences (Part III) – Text-Dependent Questions
- Module 5: Changes for Required Writing Experiences
- Module 6: Current Literacy Instruction and Needed Changes

CCSS 113 – An Integrated Model: Read, Write, & Reason for Meeting CCSS (Grades 9–12)

This course will provide participants with the knowledge and understanding needed to help students delve deeply into appropriately complex text and grapple with the information presented in a text. An analysis of 21st century skills, rigorous readings, and strategies for deep reading and writing will be focal points in this session.

Teachers of 9–12 ELA and content-area literacy must ensure that they do not "cover" many texts but have their students read deeply, reason out their thoughts with others, and write argumentative and informational pieces citing the text to justify. In 9–12 ELA and content-area literacy classrooms, students must have quality opportunities to delve into more complex reading, writing, and reasoning shifts and to hone their analysis, collaboration, and writing skills for college and career.

Students must become active readers who rely on the text to rigorously and reasonably discuss and answer quality, text-dependent questions. Grade 9–12 ELA and content-area literacy teachers must facilitate students' honing for this type of learning and assess using quality rubrics that indicate clear, rigorous goals and skills.

This course is organized into the following modules. Each module will take one hour to complete.

- Module 1: Opportunities for Required Shifts in 21st Century Reading, Writing, and Reasoning
- Module 2: Contextual Experiences (Part I) – Text Complexity
- Module 3: Contextual Experiences (Part II) – Text Engagement
- Module 4: Contextual Experiences (Part III) – Text-Dependent Questions
- Module 5: Changes for Required Writing Experiences
- Module 6: Current Literacy Instruction and Needed Changes

CCSS 114 – Discovery Learning and Technology for the CCSS (Grades K-12)

This course will provide participants with knowledge and understanding of 21st century technology and how to integrate this technology into the classroom and—more importantly—the new Common Core State Standards (CCSS).

Participants will learn how to engage and empower students through discovery learning and how to overcome the barriers of using technology in the classroom. Connecting through technology, technology for CCSS, and technology for teachers and students will be focal points for this course.

This course is organized into the following modules. Each module will take one hour to complete.

- Module 1: Preparing for Change
- Module 2: Engaging and Empowering Students Using Technology
- Module 3: Learning to Measure What Matters
- Module 4: Preparing and Connecting
- Module 5: Technology for CCSS
- Module 6: Technology for Teachers and Students

CCSS 115 – Implications and Key Advances for Special Education (Grades K-12)

This course will provide participants with the knowledge and understanding needed to teach and assess the Common Core State Standards (CCSS) for students with disabilities.

Participants will learn about deconstructing the standards, extended learning targets, and standards-based content instruction. Differentiated instruction, standards-based IEPs, appropriate accommodations and modifications, assessments, and data-driven decision making will be focal points for this course.

This course is organized into the following modules. Each module will take one hour to complete.

- Module 1: Curriculum-Aligned Instruction and Extended Learning Targets
- Module 2: Effective Interventions that Embed Standards-Based Content Instruction
- Module 3: Differentiated Instruction and Universal Design for Learning (UDL)
- Module 4: Standards-Based IEPs
- Module 5: Appropriate Accommodations and Modifications
- Module 6: Assessments and Data-Driven Decision Making

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