



Teaching and Learning Branch

MEMORANDUM

June 9, 2011

TO: Curriculum Directors and Supervisors
Principals

FROM: Marian Wolak, Director of CIPD

RE: Common Core Training

The Delaware Department of Education is sponsoring a comprehensive professional development on the Math and Reading K-12 Common Core Standards on August 1-4 at Polytech High School in Woodside from 8:30-3:30 pm. Professional development hours will be offered to the participants. Hours will be dependent upon the participant's clock hours as an attendee or trainer model. **Deadline for registration will be July 14, 2011.**

The training will be conducted by Pearson trainers to provide professional development to support teachers and specialists to implement the new standards and get results in the classroom.

This professional development opportunity will be offered for teachers and district specialists to better understand the Common Core Standards and/or become Trainers for their districts and charter schools. Attendees must have had Component One and Component Two training on the Common Core Standards. Schedule is as follows:

August 1:	K-5	Common Core Reading Standards	Limit 30 participants
August 2:	K-5	Train-the-Trainer Model for Reading	Limit 20 participants
August 3:	6-12	Common Core Reading Standards	Limit 30 participants
August 4:	6-12	Train-the-Trainer Model for Reading	Limit 20 participants
Participants must attend one or both of the Reading Standards training (K-5 and/or 6-12) in order to be eligible to participate in either one (or both) of the Train-the-Trainer Models.			

August 1 & 2:	K-5	Common Core Math Standards	Limit 30 participants
	6-12	Common Core Math Standards	Limit 30 participants
August 3 & 4:	K-12	Train-the-Train Model for Math*	Limit 30 participants
*Participants must attend all four days to receive credit to become a trainer and must have the sponsorship from their district.			

*Due to the location of the workshop, lunch will be an hour and a half.

*If you have any questions, please contact Marian Wolak at 302-735-4180.

*To register for the training, click the following link:

https://spreadsheets.google.com/spreadsheet/viewform?hl=en_US&pli=1&formkey=dFBLTEZQUXZyc2k2WmU4a3EwN3A2OXc6MQ#gid=0



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Common Core Reading Standards

Synopsis:

Digging Into the Standards

This workshop provides participants with a deeper look at the Common Core State Standards (CCSS) for Reading. Participants dig deeper into the topics of reading comprehension, text complexity, and informational texts. They learn how to select appropriately leveled texts and materials so that students are supported in meeting the high standards embedded within the CCSS. Strategies for teaching English language learners (ELL) are also addressed through the workshop.

Outcomes: By the end of the workshop, participants will be able to:

- Plan appropriate classroom libraries and other reading materials to scaffold students to higher standards.
- Apply grade-appropriate instructional strategies that enrich comprehension of complex text, vocabulary, and fluency.
- Incorporate reading comprehension strategies specific to informational texts.
- Support ELL students in achieving the CCSS reading standards.

Focusing on the Mathematical Practices of the Common Core

This comprehensive workshop provides participants with an opportunity to examine the impact that Mathematical Practices have on students by connecting them to processes, proficiencies, and problem solving. The workshop will focus on the eight practices and how participants can use existing resources to promote and routinely assess the practices. It will also examine specific considerations for differentiation and support for all students as participants unpack content standards while continuing to consider the routine integration of the Standards for Mathematical Practices.

Outcomes: By the end of the workshop, participants will be able to:

- Connect the Standards for Mathematical Practice to the NCTM Process Standards and Proficiencies as detailed in *Adding It Up*.
- Identify a structure for collaboration and use of the eight practices.
- Articulate ways to routinely promote and assess the math practices.
- Describe how specific math practices are embedded in the Standards for Mathematical Content.
- Identify the attributes of a rich, instructional, problem-based approach and how it can support access to the Standards for Mathematical Practice.
- Identify sub-performance tasks as a means for providing students the opportunity to routinely demonstrate the eight practices.
- Connect the analysis of student work to ongoing support of the Standards for Mathematical Practice.