



CCSS Implementation: A School's Perspective for Professional Development Opportunities

Our LEA's CCSS Transition Plan has set the following Benchmark for our school:

- All educators will have a deeper understanding of the CCSS Writing Standard #1: Writing an Argument.

In accordance with said benchmark, our school has articulated the following Professional Development Plan to ensure all of our educators have a solid understanding of CCSS W.1. to meet our benchmark.

SY 2012-2013 CCSS ELA PD Plan

LEA Professional Development Offering	<ul style="list-style-type: none"> • Team, representative of grade levels/content & building administrator, attends LEA offered one day PD session: Writing an Argument (via RIDE's ISP PD offerings). These team members will attend the session with the knowledge that they will be leaders within their grade levels to help champion their schools' deep study of Writing an Argument during the SY 2012-2013. The team uses the Writing an Argument PD session facilitation guides and materials available on the RIDE website. (http://www.ride.ri.gov/Instruction/CommonCoreMaterials.aspx)
Faculty Meeting Foci	<p>Introduce Focus for Year: Writing an Argument</p> <ul style="list-style-type: none"> • Team utilizes the Writing an Argument Module, Part 1: An Introduction. The team begins with the <i>Introduction, Accessing Background Knowledge about Writing Argument</i>. Follows with the <i>Definition of Argument</i> and <i>Tracing an Argument</i>. Concludes the meeting with <i>Comparing Argument and Persuasion</i>. • Next Common Planning Time is devoted to team completing Writing an Argument Module, Part 1: <i>Common Language</i> and <i>Frustration Model</i>.
Common Planning Time Foci	<ul style="list-style-type: none"> • Complete Common Language and Frustration Model portions of the Writing an Argument, Part 1. Team leaders who received the day long Writing an Argument will assume the lead on this work.

Faculty Meeting Foci	<ul style="list-style-type: none"> • Writing an Argument Team will lead Part 2: Deconstructing Argument Writing.
Common Planning Time Foci	<ul style="list-style-type: none"> • Read CCSS Writing & Language Standards for Grade and Content <ul style="list-style-type: none"> ○ Note questions/ concerns; reflect on impact for implementation/instruction ○ Debrief with grade level/content colleagues • Read Appendix C of CCSS. Focus on appropriate grade level <ul style="list-style-type: none"> ○ Note questions/concerns; reflect on impact for implementation/instruction ○ Debrief with grade level/content colleagues • Read PARCC Frameworks. Focus on Implications for Writing. <ul style="list-style-type: none"> ○ Note questions/ concerns; reflect on impact for implementation/instruction ○ Debrief with grade level/content colleagues
Faculty Meeting Foci	<ul style="list-style-type: none"> • Writing an Argument Team facilitates Writing an Argument Module Part 3: Arguments
Common Planning Time Foci	<p>Writing an Argument Team facilitates</p> <ul style="list-style-type: none"> • Writing an Argument Module Part 4: Analyzing and Writing Arguments – <i>Annotate Student Work</i> • Writing an Argument Module Part 4: Analyzing and Writing Arguments – <i>Rubric for Argument Writing</i>
Faculty Meeting Foci	<ul style="list-style-type: none"> • Writing an Argument Team facilitates the final component of Writing an Argument Module 4: Analyzing and Writing Arguments – <i>Writing an Argument</i>. This is being completed with the larger faculty of the school to enable cross grade/content teachers to work together on this component.
Common Planning Time Foci	<ul style="list-style-type: none"> • Review PARCC Model Released Items <ul style="list-style-type: none"> ○ Note questions/ concerns; reflect on impact for implementation/instruction ○ Debrief with grade level/content colleagues • Utilizing Writing an Argument knowledge, Create a Writing Task for W.1 for grade level/content. <ul style="list-style-type: none"> ○ Share with colleagues for feedback.

	<ul style="list-style-type: none"> • Review PARCC Analytic Writing Rubric <ul style="list-style-type: none"> ○ Revise Argument Writing Task, if needed ○ Administer Argument Writing Task to all students • Cull student Writing Tasks. <ul style="list-style-type: none"> ○ Calibrate student writing, utilizing the PARCC Analytic Writing Rubric. ○ Calibration will be based upon CCSS & PARCC expectations ○ Benchmark papers will be established and shared with grade level/content colleagues • Grade level/Content colleagues will score student papers. Therefore, student papers will be distributed amongst all grade level/content teachers for scoring of student work.
Faculty Meeting Foci	<ul style="list-style-type: none"> • Debrief as a faculty regarding Writing an Argument and implications for instruction and student learning. Develop a plan for further implementation and focus for the SY 2013-2014.