# January 2013
# Common Core Newsletter

*Northeast Regional Center*
**Collaboration among the Education Service Agencies**
**Apache, Coconino and Navajo County**

COCONINO COUNTY ARIZONA

Preparing Arizona's Students for College and Career Success
**ARIZONA'S COMMON CORE STANDARDS**

## Preparing Today's Students for Tomorrow's Challenges

## Northeastern Region's Featured Lighthouse School/District:
## Page Unified School District
### *Collegial Culture, Time, Administrative Support & Teacher Leadership*

**Page, AZ** – Page Unified School District has been recognized as a **"Lighthouse"** school for its exemplary Common Core implementation by the Coconino County Educational Service Agency (CCESA). This recognition is designed to recognize schools/districts within the Northeastern region with exemplary common core implementation initiatives. It is the CCESA's honor to highlight the work Page Unified School District (PUSD) has done embracing the Arizona Common State Standards.

Perry Berry, Associate Superintendent of Schools agreed to share Page's journey into the common core. The following is Mr. Berry's account of this journey.

*The Northeastern Region is looking to highlight schools implementing ACC SS. Contact us about your school's efforts/successes and be highlighted as a Lighthouse School.*

### *What is Page USD's approach?*

*Within PUSD, a systematic plan of services has been provided to initiate and lead the adoption of the Arizona Common Core State Standards (ACCSS). With strong administrative support and teacher leadership, Page is utilizing a trainer-of-trainer approach to create heightened awareness and investigation into the ACCSS during the 2012-13 school year. Although we have experienced difficulties, we are very pleased with the overall awareness, curriculum alignment, and assessment revisions that have taken place during our initial roll-out phase. We have invested in our own people, and I am pleased to have 13 certified ACCSS trainers in our district playing a significant role in the planning and delivery of our district-wide Professional Development plan. The transition to ACCSS requires a **collegial workplace culture** in which administrators and teachers work hand–in-hand to improve their instructional practice.*

*Administrators in our four schools play a key role in establishing PD topics and time associated with our ACCSS roll-out. By collaboratively planning PD sessions and protecting time for certified ACCSS trainers to roll-out PD, our administrators remain focused on items such as, but not limited to, shift awareness, investigation of standards, pedagogy, and ACCSS resources. Although there are tremendous ACCSS challenges ahead, there are none greater than those associated with teacher preparation, and we are working hard to identify ACCSS training time during staff and small-group meetings. **Time** is a critical resource, and I am proud of our administrators and certified trainers for their diligence and cooperation with this initiative.*

*With trained curriculum cabinet committees, our administrators and teacher leaders are also working hard to ensure the necessary curriculum adjustments are reflected within our curriculum warehouse - FOCUS. The ACCSS call for greater focus on fewer topics at each grade level, and we hope to have all core revisions done soon. We believe that the benefits of the rigorous ACCSS will transfer into greater academic achievement over time. With publishers lining up to affirm the alignment of their curricular resources with the ACCSS, we are intentional with our decisions, with the hope that our materials, programs, and judgments will engender a more rigorous curriculum for all students.*

*In isolation, the new standards are not a solution for the educational problems within our district; however, they can be viewed as a focal point to support professional dialogue around rigor, teaching practices, and student learning. Because of this, I am optimistic about the new standards and Page's roll-out plan, because it brings a renewed focus to meaningful conversations among administrators and teachers at all levels of our district.*

**Perry Berry, Page USD Associate Superintendent**

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## Resources
Here are a few links containing additional information, including details on what each child will be expected to know and do in each grade and tips for parents:

http://www.azed.gov/standards-development-assessment/parcc-assessment/

http://www.azed.gov/standards-development-assessment/parcc-assessment/

http://parcconline.org/

www.corestandards.org

www.pta.org/parentsguide

http://ww.azed.gov/standards-practices/files2012/05/rttt-implementation-plan-2-6-12.pdf

http://www.parcconline.org/samples/item-task-prototypes

http://www.smarterbalanced.org/sample-items-and-performance-tasks/

## COMMON CORE & ASSESSMENTS: From AIMS to PARCC

# *High School Transition to the PARCC Assessment*

| | Next Semester – Spring 2013 – Current 10th graders will take AIMS | Final school year before AZ Common Core/PARCC implementation | PARCC implementation in 2015 – scores will be unavailable for use in course grades | PARCC scores may be available for use in course grades in 2016 and after (if available PARCC is xx% of course grades) | PARCC is xx% of course grades | PARCC is xx% of course grades | PARCC is xx% of course grades |
|---|---|---|---|---|---|---|---|
| | **2013** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| **9th Grade** | SAT 10 | SAT 10 | PARCC | PARCC | PARCC | PARCC | PARCC |
| **10th Grade** | AIMS | AIMS | PARCC | PARCC | PARCC | PARCC | PARCC |
| **11th Grade** | AIMS retesting | AIMS retesting | AIMS retesting or PARCC | PARCC | PARCC | PARCC | PARCC |
| **12th Grade** | AIMS retesting | AIMS retesting | AIMS retesting | AIMS retesting | PARCC (if necessary) | PARCC (if necessary) | PARCC (if necessary) |

**PARCC** — Partnership for Assessment of Readiness for College and Careers

*The Arizona Department of Education recently released its AIMS to PARCC transition plan. The graduation requirement from 2017 on will be for students to pass their classes with the PARCC assessment scores included as a percentage of the course grades. This would include math, ELA, and most likely social studies and science courses. (Those classes that have literacy standards)*

*On February 27, 2013 the Coconino County Educational Service Center will be hosting an AIMS to PARCC session in Flagstaff. The following two articles cover the transition plan and minimum/maximum technology specifications. The CCESA encourages you to revisit the November Newsletter that focused on the PARCC Assessments. If you have questions about the upcoming assessment system please let us know and we will try to have them answered in February or bring your questions to the session.*

**2015**
- Seniors must pass AIMS to graduate (retakes given as necessary).
- PARCC results will be unavailable to incorporate in student course grades since those courses were likely taken in 2014 and the standards setting process will delay the return of test results.

**2016**
- Seniors must pass AIMS to graduate (retakes given as necessary).
- PARCC results for seniors will likely **not** be available in time to incorporate into student grades due to standards setting (2015).
- If PARCC results are available they shall be incorporated into student grades for all courses where the assessments are administered (percentage TBD).

**2017**
- PARCC results shall be incorporated into student grades for all courses where the assessments are administered (percentage TBD).
- AIMS is retired except for those seniors where retakes are still applicable.

**2018 and on**
- PARCC results shall be incorporated into student grades for all courses where the assessments are administered (percentage TBD).

## Technology Guidelines for PARCC Assessments:
## Minimum & Maximum Technology Specifications

### Desktop, Laptop, Netbook, and Thin Client[1]/VDI Computers

| Operating System | Minimum Specifications[2] | Recommended Specifications |
|---|---|---|
| Windows | [3]Windows XP – Service Pack 3 | Windows 7 or newer |
| Mac OS | Mac OS 10.5 | Mac OS 10.7 or newer |
| Linux | Ubuntu 9-10, Fedora 6 | Linux: Ubuntu 11.10, Fedora 16 or newer |
| Chrome OS | Chrome OS 19 | Chrome OS 19 or newer |
| Memory | 512 MB of RAM | 1 GB RAM or greater |
| Connectivity | Computers must be able to connect to the Internet via wired or wireless networks. | Computers must be able to connect to the Internet via wired or wireless networks. |
| Screen Size | 9.5 inch screen size or larger | 9.5 inch screen size or larger |
| Screen Resolution | 1024 x 768 resolution[4] or better | 1024 x 768 resolution[4] or better |
| Input Device Requirements | Keyboard<br><br>Mouse/Touchpad | Keyboard<br><br>Mouse/Touchpad |
| | The input device must allow students to control an onscreen cursor to point, click, drag, and select an area. The input device must allow students to enter letters, numbers, and symbols and shift, tab, return, and backspace.<br><br>Other assistive technologies may be needed for students requiring accommodations. PARCC will release Accessibility Guidelines and Accommodations Guidelines in June 2013. | |
| Headphone/Earphone and Microphone Requirements | Headphones/Earphones<br><br>Microphone | Headphones/Earphones<br><br>Microphone |

### Tablets

| Operating System | Minimum Specifications | Recommended Specifications |
|---|---|---|
| Android | Android 4.0 | Android 4.0 or newer |
| Apple iOS | iPad 2 running iOS 6 | iPad 2 or newer running iOS6 or newer |
| Windows | [6]Windows 8 | [6]Windows 8 or newer |
| Memory | 1 GB RAM | 1 GB RAM or greater |
| Connectivity | Computers must be able to connect to the Internet via wired or wireless networks. | Computers must be able to connect to the Internet via wired or wireless networks. |
| Screen Size | 9.5 inch screen size or larger | 9.5 inch screen size or larger |
| Screen Resolution | 1024 x 768 resolution[4] or better | 1024 x 768 resolution[4] or better |
| Input Device Requirements | Keyboard<br><br>Mouse/Touchpad | Keyboard<br><br>Mouse/Touchpad |
| Headphone/Earphone and Microphone Requirements | Headphones/Earphones<br><br>Microphone | Headphones/Earphones<br><br>Microphone |

*College & Career Ready*
*"At the desk where I sit, I have learned one great truth. The answer for all our national problems - the answer for all the problems of the world - come to a single word. That word is "education." Lyndon B. Johnson*