



It Takes a City

It Takes a City to Knock it Out of the PARCC!

Deconstruction Cooperative Process Presentation

Specialized Instruction Perspective

Presented by
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District of Columbia Office of the State Superintendent of Education
It Takes a City • It Takes a City to Knock it Out of the PARCC!

Experiences Before the Deconstruction



- Math Teacher
- Special Education Teacher
- Special Education Resource Teacher
- Special Education Department Chair
- Assistant Principal
- Adjunct Instructor
- Coordinator, Special Programs
- Independent Education Consultant



- ✓ Specialized Instruction Strategies
- ✓ Pedagogy
- ✓ Implementation of Universal Design for Learning



Deconstruction of CCSS, PARCC, and Specialized Instruction

Deconstruction of CCSS

- A set of teaching and learning tools
- Utilized CCSS to support customize learning to meet student needs
- Defines the knowledge and skills students should acquire at each grade level to be successful at the post secondary level and in the workforce

PARCC

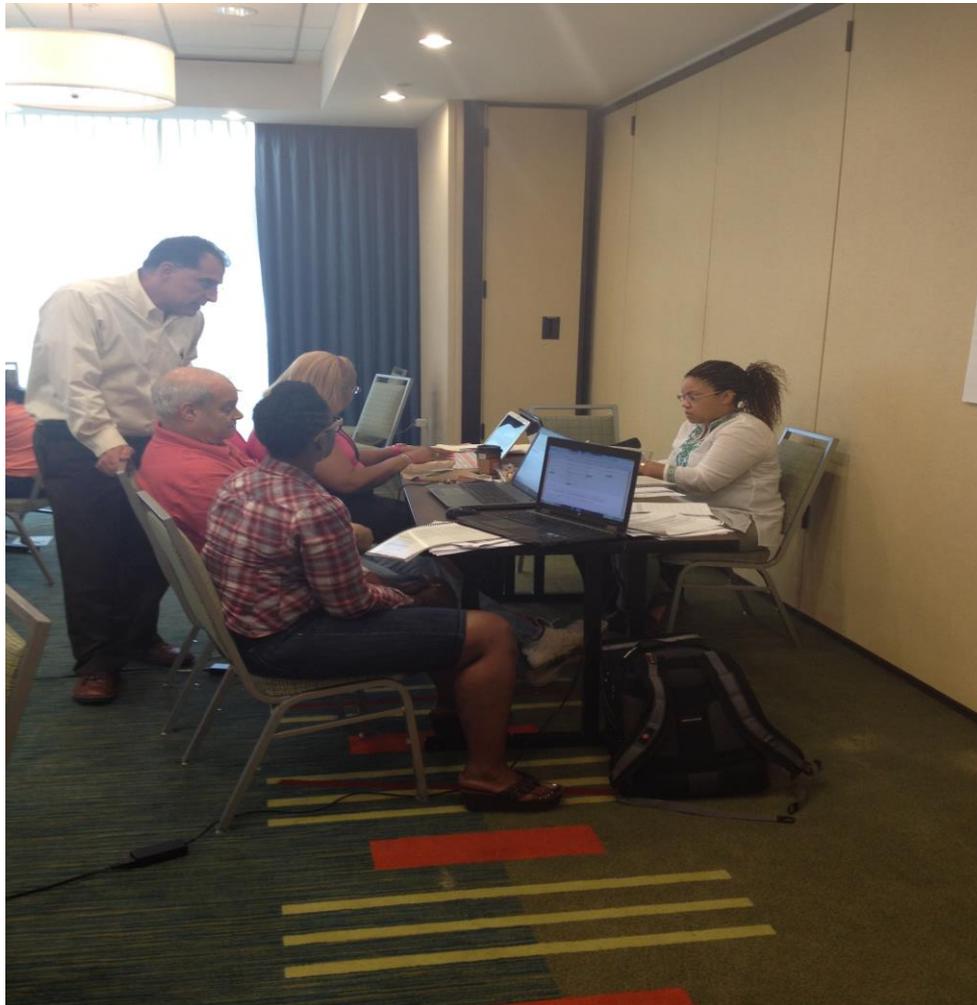
- A set of K-12 assessments
- Aligned with Common Core State Standards (CCSS)
- Measures whether students are on track at each grade level to be successful at the post secondary level and in the workforce

Specialized Instruction

- Explicit/Direct Instruction
- Teaching Social Skills
- Teaching Self Monitoring Strategies
- Teaching Organizational Strategies
- Teaching Time Management Strategies
- Utilization of metacognitive modeling



Deconstruction Team



Our team consisted of:

- 3 females
- 1 male
- 2 persons over the age of 50
- 2 persons under the age of 40
- 2 persons with over 10 years of experience in teaching math at the secondary level
- 2 persons with less than 5 years of experience in teaching math at the secondary level



Experiences During Deconstruction



Experiences After Deconstruction

The examples that were created are provided to you in the packet entitled “Geometry Across Grade Levels with Common Core in Mind”



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Deconstruction – Work Impact

Teachers/Instructional Coaches

- Identification of grade level competencies, grade-level academic standards, and IEP goal-alignment
- Tangible products of effective standards-based IEP lesson planning of CCSS in the area of mathematics
- Obtain/Maintain a structured classroom with defined procedures
- Individualized learning experiences matched to student needs and appropriate accommodations

Administrators

- Understanding instructional shifts needed
- Identification of cluster competencies by grade levels
- Data disaggregation with the intent to isolate areas of student progress or lack thereof



Conclusion

**If we teach today's students,
as we taught yesterday's
we rob them of tomorrow.**

