

**Feedback from Common Core Differentiated Workshop, Lenox Elementary
4-11-2013**

From: McCullum, Heather **Sent:** Thursday, April 11, 2013 8:08 PM **To:** Croley, Erin **Cc:** Matsuo, John **Subject:** RE: new for Thursday


Erin,

Thank you for coming to Lenox! I felt as though the meeting went really well. I thought the stations were such a great way for people to be in charge of their own learning and pacing both of which really fit our building style. I felt the knowledge level was raised without sending total shock waves throughout the building. It will be interesting to hear the feedback.

Thanks again,
Heather McCullum

CCSS Feedback

[Matsuo, John](#)

Sent: Friday, April 12, 2013 11:53 AM
To: [LXES Licensed](#)
Cc: [Croley, Erin](#)
Attachments:  [CCSS Feedback 4-11-13.docx \(21 KB\)](#)[\[Open as Web Page\]](#)

Dear Lenox Staff,

Great work yesterday! Amazing job of organizing and keeping us going Erin. I believe everyone is farther along on the journey to understanding and being able to make the shift to CCSS. I am thrilled by those that want to jump in next year and begin the planning process right away.

I have attached a compilation of the feedback sheets. I put some responses to the questions that were asked, but there is a lot of work in progress. I feel great about our mission and the movement we are making as a staff.

The message is loud and clear that we will need time and planning. Also coming up loud and clear was non-fiction and how we can get what will be needed to make that happen, and what type of financial support we will be able to access for this. (Boosters/school funds, etc.)

Also there was a separate request to look at Social Studies and Science standards and compare units of study to make sure we are not crossing over unnecessarily.

There are several questions about CFAs and their development.

Thank you again. Let's keep the conversation and the action going.

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From Feedback Form:

New Insights or Ah-ha's

- Reading Foundational Skills are not integrated in the pacing guide +1
- RFS need to be taught along with each unit
- What we're using/doing works/covers most of this
- More in depth knowledge of CCSS
- The why behind going toward standards
- Interesting to see pacing guides and that the standards look familiar
- Most of these CCSS core pieces are already being used in 5th grade so not a lot of changes for us.

What was Helpful?

- The pacing guide
- Planning sheet (Idea generator)
- Time to talk in teams and time to talk across grade levels
- Grade level discussions
- Yes
- The organization of the pacing guides
- Looking through the pacing guide video to see examples.
- Looking through the pacing guide to find things we're already doing and what will need to be covered more deeply.
- Stations-choice
- Full year handout

Questions

- Should we be aligning our reading of informational text with science and social studies standards?
- Can we use a planning day to break this info up & get it planned in a helpful way for us?
- Are we sharing CFAs with other schools?
- When re we creating CFAs?
- Why, are CFAs being created per grade level/school?
- Shouldn't CFAs be standard per grade level district wide?
- Who will be writing the CFAs?

- Is there going to be new curriculum to teach to these goals?
- What science & technological text resources could we purchase?

Future Actions/Needs

- Time +1 +1 +1
- Support
- Planning +1 +1 (grade level and whole staff) +1
- Collaboration with other kinder teachers
- More time like today would be great, with everyone in 1 or 2 locations with specialists and support people like Erin who have resources. We would love to work on quarter 1 so we're ready for September, but we will definitely need more time.
- Realistic understanding of resources- How much money do we have to purchase new materials? Would Boosters help us get non-fiction?
- Support we need to know what is already out there.
- Class set of dictionaries
- *Time for Kids, Weekly Reader, etc.*
- Non-fiction texts
- Science & Social Studies Standards
- GLAD strategies to meet the needs of all students when teaching content.
- Time
- Perhaps auxiliary materials
- Classroom news magazines
- More non-fiction in our library and available to all classrooms/teachers/students
- Time for SPED to collaborate with each grade level
- What science & technological text resources could we purchase?

Next Steps:

After reviewing the feedback with John, I will

- compile Open Education Resources for non-fiction to share with the staff,
- design workshops to explore Social Studies and Science standards, and
- design workshops and tools to integrate planning with ELA, Math, Social Studies, and Science standards.