Equi-Learn Webinar

EQUITY IN THE COMMON CORE ERA
Considerations for student and professional learning

Part II: Friday, January 31, 2014
4:00-5:30 p.m. Eastern

Copyright © 2013 by Great Lakes Equity Center

This document and its contents are provided to educators, local and state education agencies, and/or non-commercial entities for use for educational training purposes only. No part of this document may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the Great Lakes Equity Center.

The contents of this presentation were developed under a grant from the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

REFLECTION ONE

COMMON CORE MAKES ME FEEL...

Prospects of implementing reform initiatives such as Common Core can elicit varying emotions. One might feel hopeful if one views CC as a means to expand opportunities to learn for all students. At the same time, one might feel a little apprehensive when thinking about the level and extent of systemic changes the initiative might require.

What is the most prevailing emotion that arises in you when thinking about Common Core?
REFLECTION TWO

In what way(s) should professional learning (PL) during Common Core implementation differ from traditional PL?

REFLECTION THREE

If you attended Part I of the this webinar series, what was your biggest takeaway and in what ways do you anticipate applying this takeaway in Part II, which focuses on Professional learning during the CC era?

REFLECTION FOUR

What types of data should implementers access when crafting a theory of change during the CC era?
REFLECTION FIVE

In what ways is professional learning in your current context designed adequately/ inadequately for successful Common Core implementation?

REFLECTION SIX

What are some ways that you could aid a colleague in examining underlying assumptions in the following statement: “Some kids just aren’t college material?”