Common Core State Standards (CCSS)

March 26, 2012

Common Core State Standards Subjects

- Mathematics
- English Language Arts
  - Literacy in
    - History/Social Studies
    - Science
    - Technical Subjects
  - (Cross-disciplinary)

What is the origin of the Common Core State Standards?

2009

COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO)

&

NATIONAL GOVERNORS ASSOCIATION CENTER FOR BEST PRACTICES (NGA CENTER)

- Worked together to create a tool designed to transform instruction and learning.

- Goal- “To create a clear, consistent framework that would ensure students were developing the knowledge and skills necessary for success in college and the workforce.”

What is the origin of the Common Core State Standards?

- College and career readiness standards developed in the summer 2009 lead to the CCSS
- K-12 learning progressions developed
  - Carefully sequenced set of building blocks that students must master in route to mastering a more distant curricular aim.
- Multiple rounds of feedback from states, teachers, researchers, higher education, and the general public

What was the Intent of the Common Core State Standards?

- To provide specific expectations for student learning for each grade level
- To determine “what” critical content should be taught at each grade level to ensure readiness for college/career
- To transition from just teaching an objective or covering content
- To provide opportunities for students to engage in learning through investigations, explanations, analysis, application, and problem solving.

What are the Common Core State Standards?

- Aligned with college and work expectations
- Focused and coherent
- Include rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Internationally benchmarked so that all students are prepared to succeed in our global economy and society
- Based on evidence and research
- State led – not a federal mandate

Why is this important?

Apples to Apples

- Currently, every state has its own set of academic standards, meaning public education students in each state are learning to different levels

- All students must be prepared to compete with not only their American peers in the next state, but with students from around the world

Intentional Design Limitations

What the Standards do NOT define:

- How teachers should teach
- All that can or should be taught
- The nature of advanced work beyond the core
- The interventions needed for students well below grade level
- The full range of support for English language learners and students with special needs
- Everything needed to be college and career ready

Common Core Standards – English Language Arts K-12

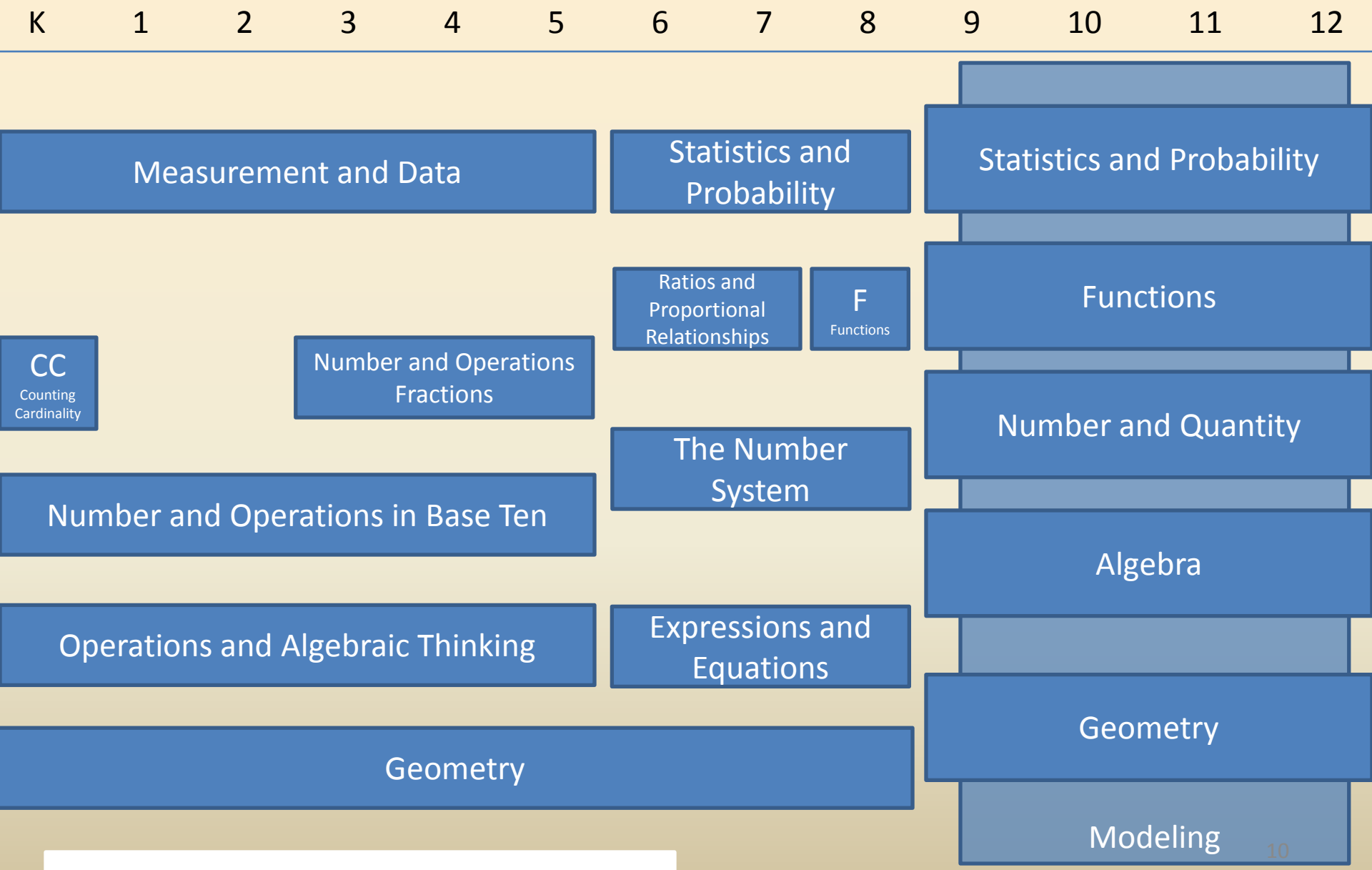
The standards are organized into three main sections

Standards for English Language Arts —*and*— Literacy in History/Social Studies, Science, and Technical Subjects GRADES K-5	Standards for English Language Arts GRADES 6-12	Standards for Literacy in History/Social Studies, Science, and Technical Subjects GRADES 6-12

Each section is divided into strands

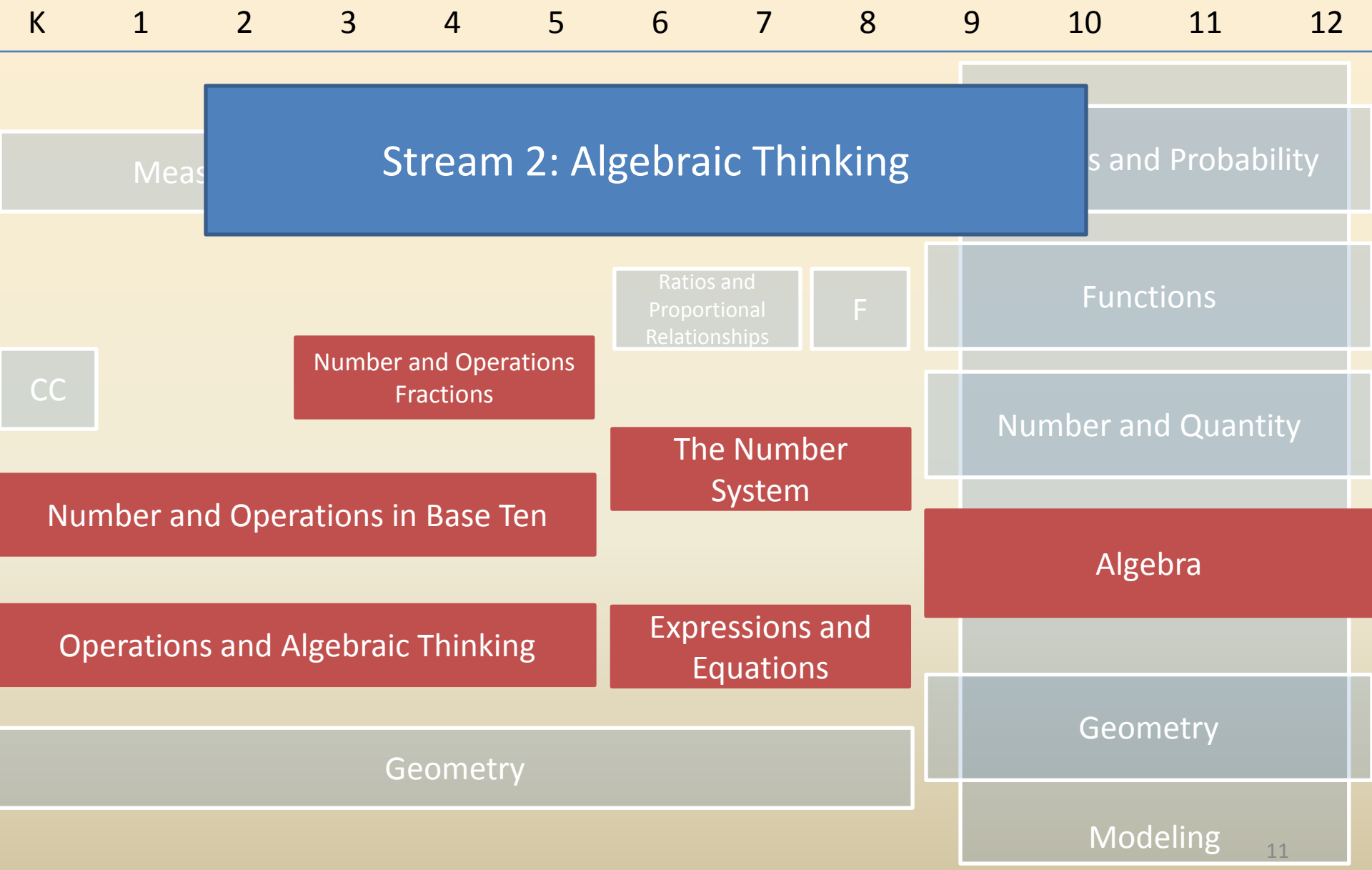
Each strand features grade-level standards that are anchored in **college and career readiness standards**

The Common Core State Standards in Mathematics



Next Stream

The Common Core State Standards in Mathematics



Assessment Consortia

PARC	Smarter Balanced (SBAC)
26 Member states (Florida)	31 Member states (Washington)
Computer based, set form	Online adaptive - Paper and pencil up to 3 years
Up to 5 assessment components	Up to 4 assessment components
Early and mid-year assessment formative, optional (Comp 1 & 2)	Two, adaptive, interim assessments, optional
End-of-year assessment, innovative-machine-scorable types, (Comp 4) - Includes literacy skills in ELA, Sci, SS - Counts in accountability	End-of-year adaptive assessment - 40 to 65 questions per content area taken last 12 weeks of school - Selected response, constructed response, technology-enhanced constructed response - Counts in accountability
Performance assessment (Comp 3) - Multiple sessions/class periods - ELA: focus on writing effectively when analyzing text - Math: Focus on math practices and solving multi-step problems - Counts in accountability	Performance tasks - 2 performance tasks in ELA and Math (4 total) - Tasks require two one-hour periods/sessions - student initiated planning, management of information and ideas, interaction with other materials and/or people - Extended response such as: oral presentation, exhibit, product development, or extended written piece - Counts in accountability

SMARTER
Balanced Assessment Consortium

State-Led and Committed to Transparency

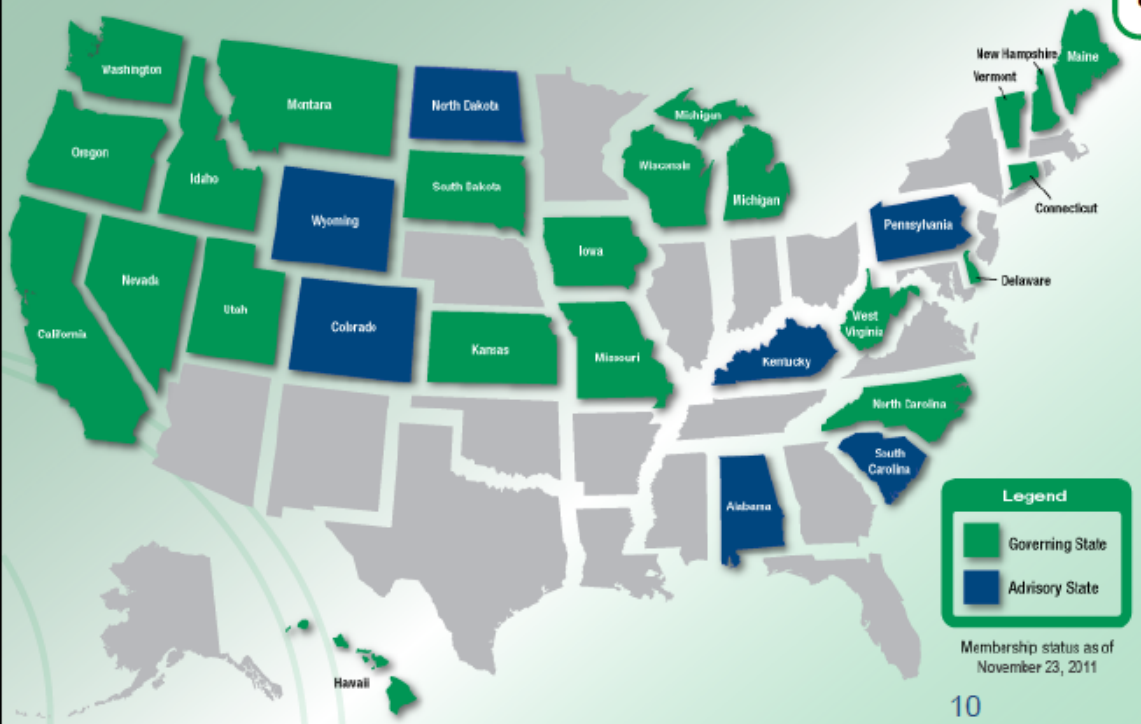
State-Led Governance

States Join Consortium as Governing or Advisory State

- Governors
- Education Chiefs
- State Legislatures
- State Boards of Education

State Representatives Serve on Executive Committee

- 2 elected co-chairs
- 4 representatives elected by governing states
- Lead procurement state (WA)
- Higher education representative



Membership status as of November 23, 2011

SMARTER Staff

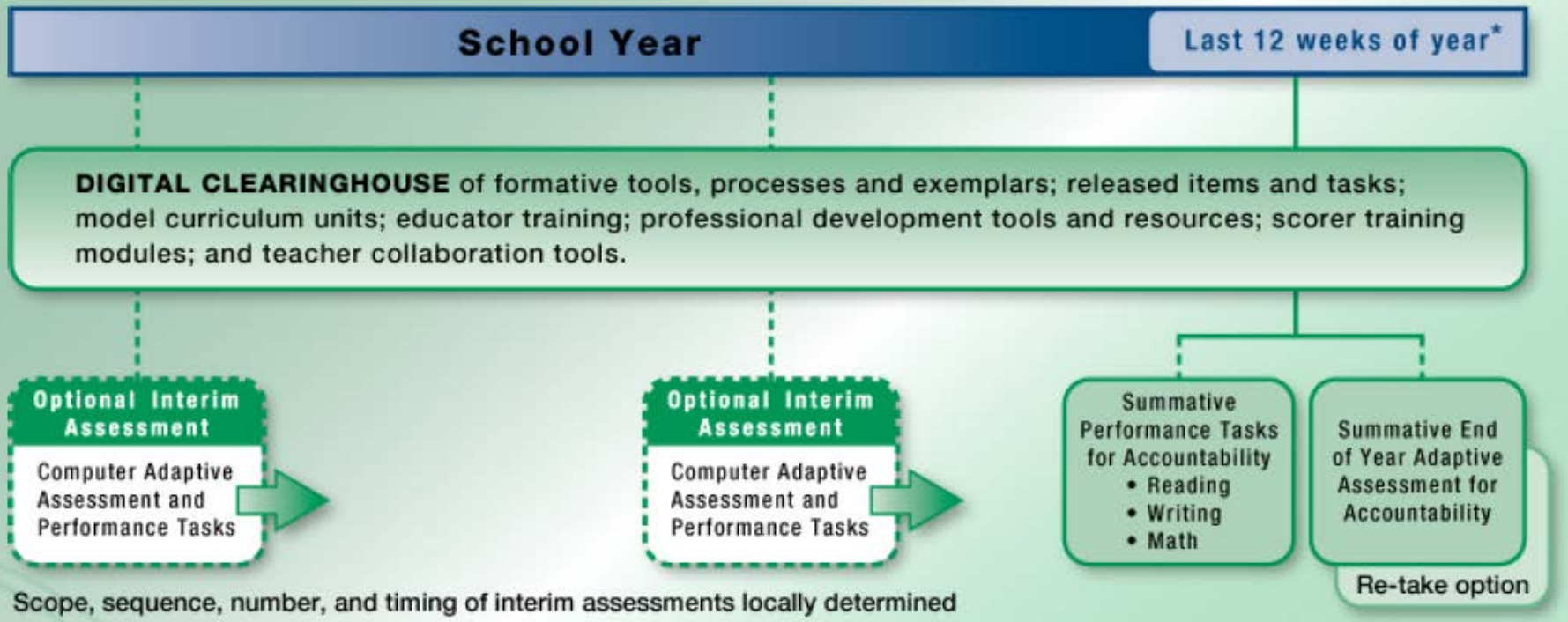
WestEd, Project Management Partner

Advisory Committees

SMARTER Balanced Assessment Consortium

A Balanced Assessment System

English Language Arts and Mathematics, Grades 3–8 and High School



* Time windows may be adjusted based on results from the research agenda and final implementation decisions.

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Using Computer Adaptive Technology for Summative and Interim Assessments

Faster results	• Turnaround in weeks compared to months today
Shorter test length	• Fewer questions compared to fixed form tests
Increased precision	• Provides accurate measurements of student growth over time
Tailored to student ability	• Item difficulty based on student responses
Greater security	• Larger item banks mean that not all students receive the same questions
Mature technology	• GMAT, GRE, COMPASS (ACT), Measures of Academic Progress (MAP)

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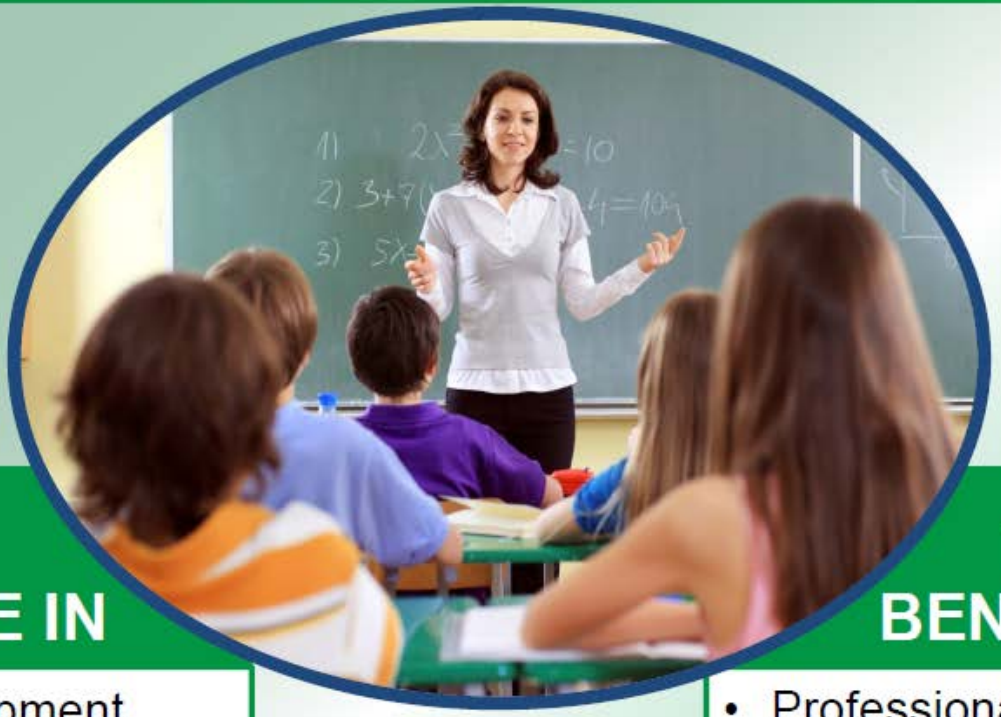
Teacher Involvement



TEACHERS PARTICIPATE IN

- Test item development
- Test scoring
- Formative tool development
- Professional development cadres

TEACHERS BENEFIT FROM

- Professional development
- Formative tools and processes
- Data from summative and interim assessments

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District Five Schools of Spartanburg County

Common Core State Standards Implementation Timeline

2011-12	■Planning, staff development ■Keep focus on 2007 standards for grades K-12 ■Begin developing and refining CC KUD's & Maps Summer 2012	PASS HSAP EOC
2012-13	■Continue developing and refining CC KUD's & Maps ■Keep focus on 2007 standards for grades K-12 ■Full Implementation in graded K-2	PASS HSAP EOC
2013-14	■Full implementation in grades 3-12 ■Bridge Year--TEST on Standards Common to both standards-CC and 2007	Bridge
2014-15	■Full implementation grade K-12	CC

Common Core Standards Implementation Plan: *2011-2012*

Date	Professional Development for Implementation
November 1	Overview of Common Core for Principals
December 13	Implementation Plan: Sharing and Updates for Principals and AP's 9:00-11:00 Principals, 12:00-2:00 Assistant Principals
Jan.-Feb.	Principals introduce ELA and Math Common Core Standards to Teachers.
Jan.-May	Begin revisions of KUDs/Maps and Timelines in ELA and Math for Grades K5-2.
February 10	Professional Development Day (Schools continue to study ELA and Math CC)
March 16	Professional Development Day (Schools continue to study ELA and Math CC)
June-July	Complete revisions of ELA and Math KUDs/Maps and Timelines for K5-2. Begin revisions of ELA and Math KUD's/Maps and Timelines for 3-8. Begin revisions of ELA and Math Curriculum for grades 9-12.
August, 2012	Professional Development: Presentation of Common Core ELA and Math curriculum by teams of writers for grades K-2. Grades K5 – 2: Full implementation of the ELA and Math Common Core for 2012- 2013 school year.
August 2012-July 2013	Grades 3rd – 8 will complete KUDs/Maps and Timelines to align with ELA and Math Common Core for full implementation in 2013-14. Grades 9-12 will complete revisions to ELA and Math Curriculum to align with Common Core for full implementation in 2013-14.

Common Core Standards Implementation Plan: *2012-2013*

Date	Professional Development for Implementation
August	Full implementation of Common Core in grades K5-2nd
September-May	Grades 3rd – 8th Continue work on revising KUDs/Maps and Timelines in ELA and Math
February 8	Professional Development Day (Schools continue to study CC.)
March 15	Professional Development Day (Schools continue to study CC.)
June-July	Complete revision of ELA and Math KUDs/Maps and Timeline for grades 3rd – 8th Continue work on revisions
August	Professional Development-Presentation of revisions for CC by teams of writers Grades 3-8 will begin full implementation of the ELA and Math CC for 2013-2014. Bridge Year: Grades 3-12 will begin full implementation for 2013-2014 school year.

Resources

www.corestandards.org

http://www.k12.wa.us/smarter/Resources.aspx

www.TeachingChannel.org

www.s2temsc.org

http://dww.ed.gov/Fractions/topic/?T_ID=37

http://www.insidemathematics.org

http://commoncore.org/free/index.php/maps

http://www.serve.org/

Ohio Department of Education

ELA
http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1699&ContentID=86942&Content=116833

Math
http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1704&ContentID=83475&Content=114571

(Information shared from the PPT for the Governors Conference)