

The Common Core World

A Generalization about Where We're Headed



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PD Standard 8: Requires leadership at the state and local levels that promotes effective professional development and fosters continuous instructional improvement.

Objective: Participants gain information about what the common core standards are and are not

<http://www.youtube.com/watch?v=E1JyLYphevc>

- Since standards-based education took hold in the 1990s, educators have been searching for ways to prioritize and organize the content embedded within standards so that they can focus on the core ideas within a discipline.
- The Common Core Standards initiative is an outgrowth of that thinking.
- College and Career Readiness Common Core Standards are part of the result.

- The federal government was NOT involved in the development of the Common Core Standards.
- This has been a state-led and driven initiative from the beginning.
- States have voluntarily adopted the Common Core Standards based on the timelines and context in their state.
- **Iowa has adopted the Common Core Standards and has its Iowa Core Standards published on the DE website.**

http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2485&Itemid=4602

- *Further analysis reveals that the **shift from a culture of teaching to a culture of learning** would require a change in focus and environment. **Content, instruction, and assessment must work together** to develop the competencies and habits of mind that are essential for future success in college, careers, and citizenry in an increasingly complex and global society.*

- The Common Core State Standards in Literacy and Mathematics were integrated into the Iowa Core by Iowa State Board of Education action in 2010.
- All school districts and accredited nonpublic schools are required to fully implement the Iowa Core in grades 9-12 by July 1, 2012 and grades K-8 by the 2014-2015 school year.

- Building on OVAE's long commitment to promoting state-level institutionalization of adult education content standards, the central **purpose** of this effort (**College and Career Readiness Common Core Standards, April 2013**)—is to forge a stronger link among adult education, postsecondary education, and the world of work.
- It presents a starting point for raising awareness and understanding of the critical skills and knowledge expected and required for success in colleges, technical training programs, and employment in the 21st century.

Does this apply to Adult Literacy?

- Yes.
- Especially since the “New” high school equivalency exam will reflect the Common Core Standards and skills needed for a high school equivalency-
- Adult Literacy teaching effectiveness will need to include alignment among curricula, lessons, skills, and standards.
- OVAE’s College and Career Readiness Common Core Standards are on the DE website
http://educateiowa.gov/index.php?option=com_content&view=article&id=2040&Itemid=4257
- The outcome desired is **Student Success**.

What's different with using the CCRCC standards?

- Teaching is to the standards.
- The Common Core State Standards prepare students for college and/or the workplace.
- There is no mandated curriculum, and it is up to the individual programs and teachers to develop the curricula to elevate student knowledge to match the standards they have adopted.
- This provides a great degree of freedom at the local level to teach in ways that meet the needs of students and educators alike.
- Existing curricula will need to be replaced with new plans, aligned to the new standards.
- **Teacher preparation, textbook design, high school equivalency assessments, CASAS assessments (placement), and the NRS will follow suit**, as they are currently, in large part, inconsistent with those supporting the Common Core.

- Key concepts demand that we slow down and devote more time to allow for reasoning / thinking / discussing as well as the necessary hard work and practice to be successful.
- They also demand we revamp the mile-wide, inch-deep approach in curriculum and textbooks or seeing a high school equivalency diploma as an end point.
- This is not rocket science — just building a sound understanding that will prepare our students to compete in a world that becomes more competitive by the day.
- **And that could lead to rocket science!** <http://www.youtube.com/watch?v=jxefsLG2eps>

The importance of college and career readiness for adult students cannot be overstated. Increasingly, students entering the workforce are discovering that they need critical knowledge and skills that are used on a regular basis. They recognize that pursuing a career pathway that pays enough to support a family and provides genuine potential for advancement hinges on being able to perform the complex tasks identified by the CCSS as critical for postsecondary success.

The CCSS are ambitious. In mathematics, they reflect content typically taught in both beginning and more advanced algebra and geometry courses, as well as in data analysis and statistics classes. The ELA/literacy standards demand robust analytic and reasoning skills and strong oral and written communication skills.

However genuine the concerns may be about setting the bar higher for college and career readiness, **a willingness to act on what educators and employers have clearly identified as non-negotiable knowledge and skills is essential to enabling adult learners to meet the real-world demands of postsecondary training and employment.**

Key Shifts in the Standards for English Language Arts and Literacy

Shift 1 – Complexity: *Regular practice with complex text and its academic language*

Shift 2 – Evidence: *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

Shift 3 – Knowledge: *Building knowledge through content-rich nonfiction*

-- *ELA Literacy standards are bundled into five grade-level groupings: A(K-1), B (2-3) C (4-5), D (6-8), and E (9-12).*

Shift One

- Regular Practice With Complex Text: Why relevant and important?
- What students can read, in terms of complexity is greatest predictor of success in college (ACT study)
- Gap between complexity of college and high school texts is huge (4 years!)
- Too many students are reading at too low a level.
 - (<50% of graduates can read complex texts sufficiently.)
- **Deficiencies are not equal opportunity.**

Shift Two

- Reading, Writing and Speaking Grounded in Evidence from Text: Why relevant and important?
- Most college and workplace writing requires Evidence.
- Ability to cite evidence showed Weak student performance on NAEP (**National Assessment of Educational Progress**).
- Being able to locate and deploy evidence are hallmarks of strong readers and writers.

Implications for Instruction and Assessment

- Require students to follow the details of what is explicitly stated and make valid claims that square with text evidence.
- Do not require information or evidence from outside the text.
- Effective sequences of questions build on each other so students stay focused on the text & learn fully from it .
- All of the reading standards require text-dependent analysis, yet between 30–70% of Q's in major textbooks do not. <http://www.youtube.com/watch?v=te1fSnq6O10>

Shift Three

- Building knowledge through content rich nonfiction: Why relevant and important?
- Non-fiction makes up the vast majority of required reading in college/workplace.
- Informational text is harder for students to comprehend than narrative text.

Implications for Instruction and Assessment

- Emphasize content-rich informational texts — texts worth reading and re-reading.
- Provide students with coherent selections of strategically sequenced texts so they can build knowledge about a topic.
- Include study of US Founding Documents and the Great Conversation that has followed.

Key Shifts in the Standards for Mathematics

- 1. Focus:** Focus strongly where the standards focus.
- 2. Coherence:** *Think* across grades, and *link* to major topics
- 3. Rigor:** In major topics, pursue *conceptual* understanding, procedural skill and *fluency*, and *application*
 - K-8 standards are organized by grade level (with 5 or 6 domains within each level).
 - High school standards are organized by conceptual categories: Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability.

Shift One

- Focus Strongly Where the Standards Focus:
Why relevant and important?
- Important to significantly narrow the scope of content so that students can focus their time and energy on the major work of the level.
- By focusing deeply on what is emphasized in the standards, students gain strong foundations.

Implications for Instruction and Assessment (areas of focus of OVAE panel)

Level A •

- Addition and subtraction –concepts, skills, and problem solving, place value, and whole number relationships

Level B•

- Multiplication and division of whole numbers and fractions–concepts, skills and problem solving; fractions concepts and area measurements

Level C•

- Four operations with fractions and decimals –concepts, skills, and problem solving; understanding rates and ratios; early expressions and equations

Level D•

- Rates, ratios and proportional reasoning; arithmetic of rational numbers and integers, linear algebra and linear functions

Level E•

- Solving linear, quadratic, exponential and simple rational equations; modeling algebraically with functions; graphing functions on the coordinate plane

Shift Two

Designing learning around coherent progressions level to level: Why relevant and important?

- Connecting learning within and across levels allows students to demonstrate new understanding built upon foundations from previous study.
- Coherence means that each standard is not a new event, but an extension of previous learning.

Standards for **Mathematical Practice** **Are KEY**

- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively.
- MP.3 Construct viable arguments and critique the reasoning of others.
- MP.4 Model with mathematics.
- MP.5 Use appropriate tools strategically.
- MP.6 Attend to precision.
- MP.7 Look for and make use of structure.
- MP.8 Look for and express regularity in repeated reasoning.

Implications for Instruction and Assessment

The Practices are meant to be applied across all levels.

Not all Practices are appropriate for every concept/lesson—focus should only be on those practices that are central.

Important to see to it that there are opportunities to experience all the practices for students over the unit or the level of study.

http://www.youtube.com/watch?v=7E-EGbB3N_0

CCR Math Standards Organization

- Panelists bundled the selected standards into five grade-level groupings to more closely reflect adult education levels of learning: A (K–1), B (2–3), C (4–5, 6), D (6, 7–8) and E (high school). □
- Panelists narrowed the K–6 content, focusing on key takeaways (a subset of standards representing progress towards algebra).
- Standards omitted primarily because they were too specific, redundant, subsumed by other standards, or handled sufficiently in an earlier level.

CASAS Alignment

CASAS Basic Skills Content Standards: Alignment with Common Core State Standards

- In 2010, CASAS Reading and Math Content Standards were aligned to Common Core State Standards, showing strong alignment
- In May 2013, CASAS commissioned an update to the CASAS/CCSS alignments to show relationship to the April 1013 OVAE “College and Career Readiness Standards for Adult Education” report.
 - Strong alignment found between CASAS Math Content Standards and Math Standards selected.

New Assessment Series

- CASAS is developing a new Reading and Math series for use in ESL and ABE/ASE programs in the U.S.
- The new Reading and Math series will be aligned to the Common Core State standards, based on the April 2013 OVAE CCR Standards for Adult Education study.
 - At levels C and D, they will focus more on academic skills and are designed for programs that transition adult learners to careers and post-secondary instruction.
 - Field testing begins Summer 2013.

Myths and Facts about the Common Core

- **Myth:** These *Standards* amount to a national curriculum for our schools.
- **Fact:** The *Standards* are not a curriculum. They are a clear set of shared goals and expectations for what knowledge and skills will help our students succeed. Local teachers, administrators and others will decide *how* the standards are to be met. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms.

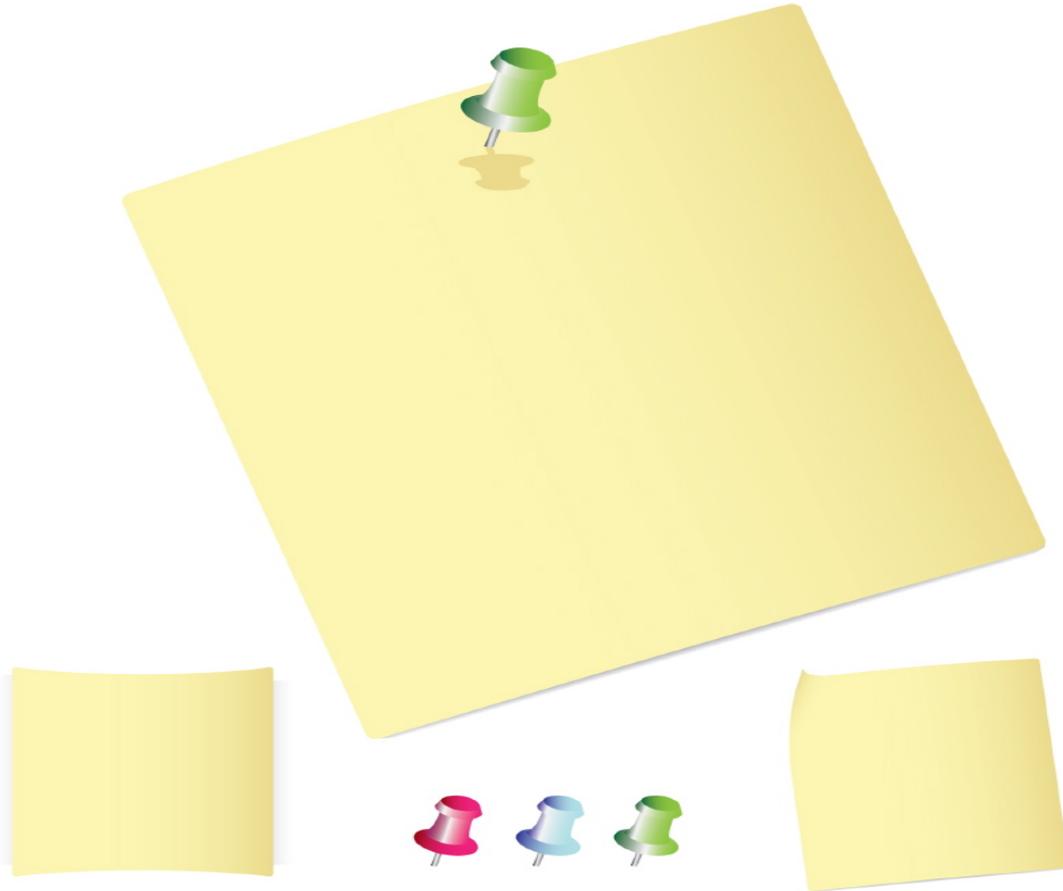
Myth: No teachers were involved in writing the *Standards*.

Fact: The common core state standards drafting process relied on teachers and standards experts from across the country. In addition, there were many state experts that came together to create the most thoughtful and transparent process of standard setting. This was only made possible by many states working together.

What can be done now?

- Preview the College and Career Standards in all areas.
- Start a discussion in your program about how they could impact the structure of your classes and program.
- Sign-up for the Standards in Action training-clipboard
- Continue to align lesson plans to CASAS competencies and content standards and align those lessons to the CCRstandards.
- Attend professional opportunities to unpack and implement the standards.
 - The focus from the state this year will be on Reading and Writing standards.
 - The focus next year will be on the Listening and Speaking standards.
 - The focus the following year will be on the Math standards.
 - Math practices for common core have been (since 2011) and are currently being offered through Iowa's Adult Education and Literacy Numeracy Academy.

Let's look at some handouts...



Some very good resources:

- Annenberglearner.org for all subjects
 - <http://www.learner.org/>
- Khan Academy for math
 - <http://www.khanacademy.org/>
- Teal for writing
 - https://teal.ed.gov/documents/TEAL_JustWriteGuide.pdf

Q/A



So let's...

Re-think and

Re-Design

because



the Future Is Here!