

How to Use This Presentation

Presenters may choose to use all of the slides in this presentation even for specific audiences such as educators, parents, board members, or community partners. However, when targeting parents and/or community members, presenters may choose to hide some slides regarding CCSS history in the interests of time.

REACH³H

Regional Educators Advancing College, Career,
and Citizen Readiness Higher

Toolkit 1: Making the Case for the
Common Core State Standards

Goals

- Understand the reasons for adopting the Common Core State Standards (CCSS) in Oklahoma
- Know what the CCSS encompass
- Know the timeline for implementation of the CCSS and assessments

Where Do You Stand?

- **Southeast Corner of the Room** – Very little knowledge of CCSS
- **Southwest Corner of the Room** - Some knowledge of CCSS
- **Northeast Corner of the Room** - Good Knowledge of CCSS
- **Northwest Corner of the Room** - Solid, detailed knowledge of CCSS

The Purpose of Education in America

*What is the purpose of public
education in 21st century
America?*

- # The Purpose of Education in America
- Creating graduates who are –
- Ready to enter college
 - Ready to enter workforce training
 - Ready to be informed, contributing citizens

If We Know What We Want, How Do We Get There?

Given our purposes for education in the 21st century, **WHAT** do we want classrooms to look like in the future?

When we know what we want classrooms to look like, **HOW** will we get there?



REGIONAL EDUCATORS ADVANCING COLLEGE
CAREER AND CITIZEN READINESS HIGHER

The Common Core Strategy

Common Core standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

National Governors Association & Chief State School Officers, 2010

CCSS History

- State-led, beginning in September, 2009
- Coordinated by:
 - National Governors Association (NGA) Center for Best Practices
 - Council of Chief State School Officers (CCSSO)

CCSS History

The process used to write the standards ensured they were informed by:

- The best state standards;
- The experience of teachers, content experts, states and leading thinkers; and
- Feedback from the general public

CCSS History

- Posted for public comment in March, 2010
- Nearly 10,000 responses received
- Released to states to consider for adoption in June, 2010

CCSS Endorsements

- Association for Career and Technical Education
- The College Board (ACT & SAT college entrance examinations)
- National Association of Secondary School Principals
- National Parent Teacher Association
- State Higher Education Executive Officers
- U.S. Chamber of Commerce

CCSS in Oklahoma

- Memorandum of Agreement with NGA/CCSSO, Summer 2009 (agreement to consider for adoption)
- Two state members on standards-writing review team, 2009-2010
- Multiple reviewers during drafts, 2009-2010

CCSS in Oklahoma

- Posted on SDE website for public comment in March, 2010 (363 responses)
- Adopted by Oklahoma State Board of Education, June 2010
- Approved by Governor, July 2010

CCSS Criteria for Excellence

- Aligned with **college and work expectations**
- Focused and coherent
- Include **rigorous** content and application of knowledge through high-order thinking skills
- Build upon strengths and lessons of current state standards
- Based on evidence and research
- **Internationally benchmarked** so that all students are prepared to succeed in our global economy and society
- Provide opportunity to significantly improve the quality and usefulness of **large-scale assessments, professional development, and resources**

CCSS Subjects

Common Core State Standards are written for:

- K-12 mathematics
- K-12 English language arts
 - 6-12 Literacy in history/social studies, science, and technical subjects: applications across all content areas

Key Shifts from *PASS* to CCSS: English Language Arts

- **Reading**
 - Balance of literature and informational texts
 - Measurement of Text Complexity
- **Writing**
 - Emphasis on argument and informative/explanatory
 - Writing about sources
- **Speaking and Listening**
 - Inclusion of formal and informal talk
- **Language**
 - Focus on general academic and domain-specific vocabulary

Secondary Literacy Performance Task Example

Example: Cite strong and thorough textual evidence from John Keats’s “**Ode on a Grecian Urn**” to **support an analysis** of what the poem says explicitly about the urn as well as **what can be inferred** from the text regarding what meanings the figures decorating the urn convey as well as noting where the poem leaves matters about the urn and its decoration uncertain.

CCSS Match: RL.11-12.1

Source: CCSS Appendix B: Text Exemplars and Sample Performance Tasks



Elementary Literacy Performance Task Example

Students would read a passage that provides information about **different characteristics** of African and Asian elephants. Students would be asked to think about the similarities and differences between the two elephants. Instructions to students: Find two sentences from the paragraphs you have read in the text that illustrate how the two elephants differ, and enter each sentence into the **“Difference”** box. Then, find two sentences from the paragraphs that show how the two elephants are similar, and place them in the **“Similar”** box.

Similarities



Differences

Key Shifts from *PASS* to CCSS: English Language Arts

- **Standards for reading and writing in history/social studies, science, and technical subjects**
 - Complement rather than replace content standards in those subjects
 - Responsibility of teachers in those subjects

Secondary Literacy Performance Task Example

Science, History/Social Studies, Technical Subjects

Example: Science/Technical Texts

- Read and view different examples of case-making materials related to the Genetically Modified Food debate. **Take a position** and **cite specific textual evidence** from your sources, attending to important distinctions each author makes and to any gaps or inconsistencies in the account. Defend your conclusion from counter-claims. **Create a presentation** of your analysis that highlights **key evidence** and your strongest claims.

CCSS Match: 11-12.RST.8

Source: Achieve

Key Shifts for *PASS* to CCSS: Mathematics

Focus and Coherence

- K-5 standards provide a solid foundation in *whole numbers, addition, subtraction, multiplication, division, fractions, and decimals*
- K-12 standards identify key topics and continuous progress at *each grade level* through high school level mathematics

Key Shifts for *PASS* to CCSS: Mathematics

Balance of concepts and skills

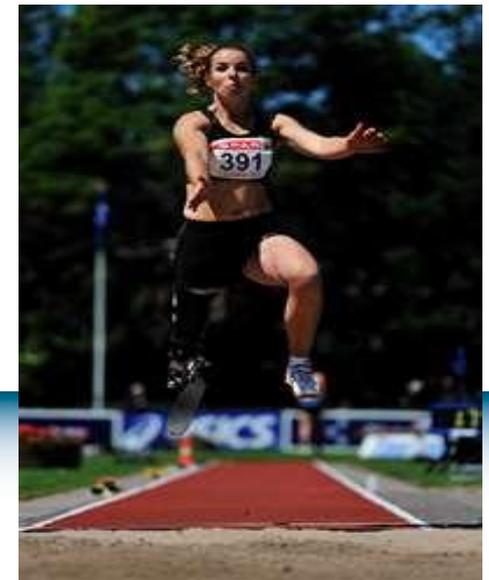
- Content standards require both conceptual understanding and procedural fluency: learning the critical information to succeed at the next level of coursework
- “Clustered” or integrated standards provide practice in applying mathematical ways of thinking to real world issues and challenges
- Foster reasoning and sense-making in math

Middle School Mathematics Performance Example

- **Example:** Our school has to select a girl for the long jump at the regional championship. Three girls are in contention. We have a school jump-off. Their results, in meters, are given in the accompanying table.

CCSS Match: 6.RP.2 and 6.RP.3b

Source: College and Career Readiness Sample
Mathematics Tasks



Middle School Math Example, continued

Elsa	Miki	Aisha
3.25	3.55	3.67
3.95	3.88	3.78
4.28	3.61	3.92
2.95	3.97	3.62
3.66	3.75	3.85
3.81	3.59	3.73

Table 3: Data from the jump-off: distances are given in meters.

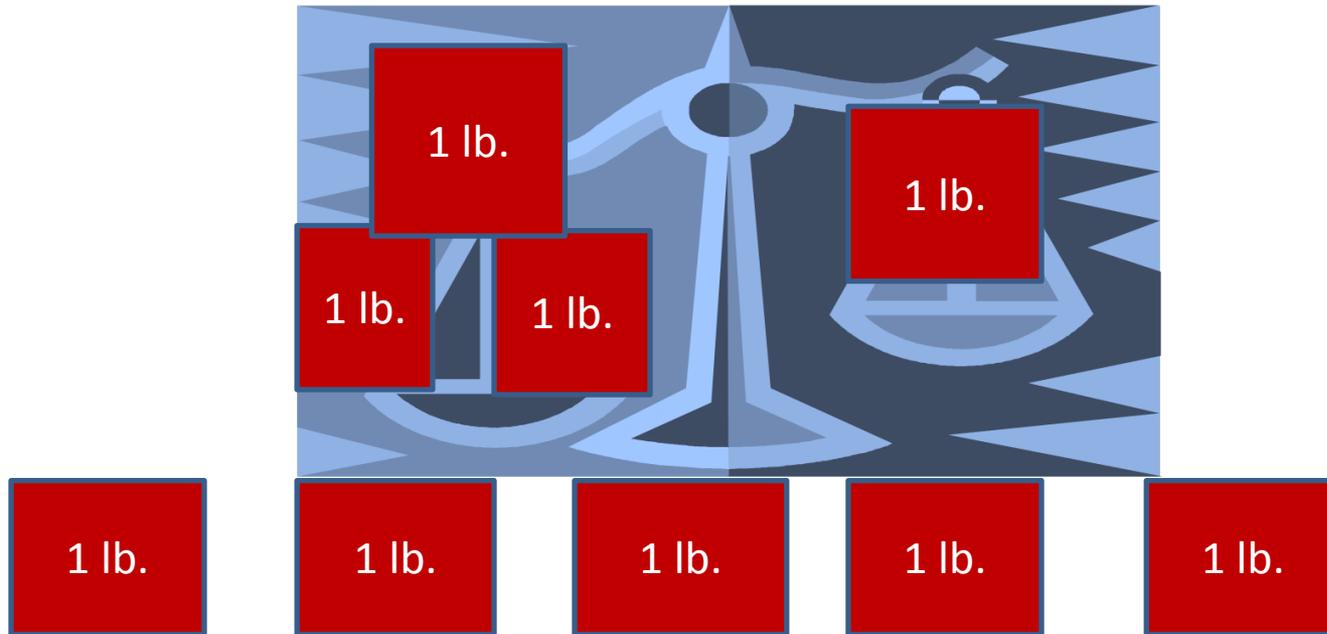
Hans says, “Aisha has the longest average. She should go to the championship.” Do you think Hans is right?

Explain your reasoning.

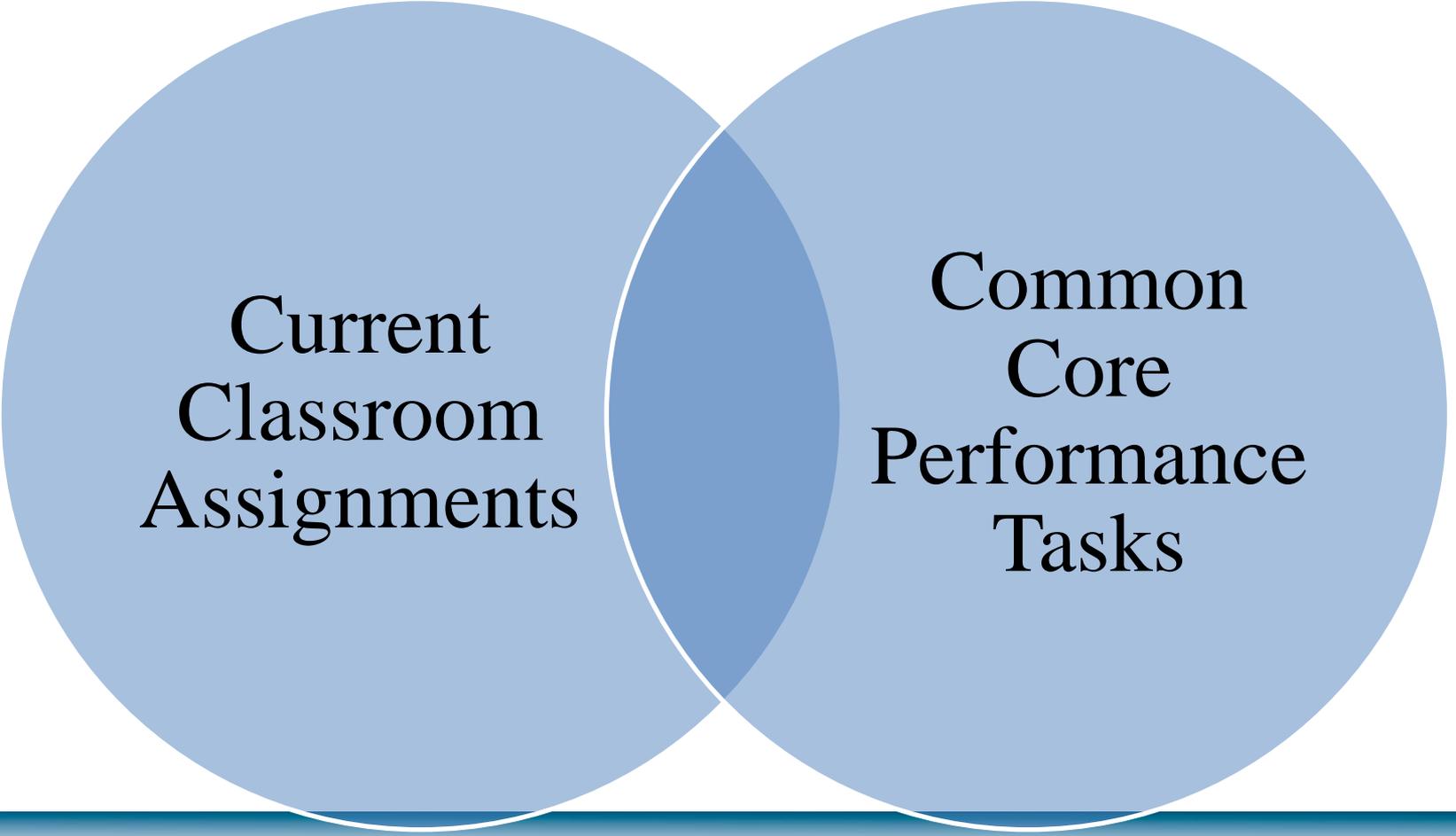
Elementary Math Performance Task

Example

How would you balance the scale pictured below? Move the weights to make the scale balanced.



CCSS: Reality Check



Current
Classroom
Assignments

Common
Core
Performance
Tasks

CCSS: What Students *Know* and *Show*

- Students **read** to get information and **write** to share information **in all content areas**.
- Students practice writing for 3 major purposes: to inform/explain, to present a logical argument, to narrate a sequence of events.

Writing = every grade, every subject, often.

CCSS: What Students *Know* and *Show*

- Students **cite evidence from the text** to support their interpretations of what they read.
- Students **read** text which compares to the examples in CCSS **at their grade level.**

CCSS: What Students *Know* and *Show*

- Students collect, organize, interpret, and display **data** in multiple ways.
- Students justify their answers with **mathematical reasoning**.

CCSS: What Students *Know* and *Show*

- **Students engage in assignments using sample performance tasks.** English Language Arts - Appendix B of CCSS and College and Career Readiness Sample Mathematics Tasks.
- **Students use of technology as a tool** to learn and to demonstrate/display what they have learned.
- Students can describe what **proficient work** looks like.

CCSS: What Teachers Are Doing

- Learning the CCSS: Examine the “side-by-side” comparisons of the *PASS* and the CCSS on the SDE Common Core website (under “Resources” heading)

CCSS (Grade 5): Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

PASS (Grade 5): Apply the concept of place value of whole numbers through hundred millions (9 digits) and model, read, and write decimal numbers through the thousandths.

CCSS: What Teachers Are Doing

- Modifying existing units and lessons to incorporate multiple thinking tasks

NOW

Students summarize the rising action, climax, and aftermath of Shakespeare's play *Macbeth*.



NEW

Students analyze how the Japanese filmmaker Akira Kurosawa in his film *Throne of Blood* draws on and transforms Shakespeare's play *Macbeth* in order to develop a similar plot set in feudal Japan.

What Teachers Are Doing

Using strategies that support literacy in every content area:

- Building Academic Vocabulary
- Before-During-After Reading Guides
- Graphic Organizers
- Cornell Note-taking
- Formal and Informal Writing Assignments
- Cooperative Learning

What Teachers Are Doing

Identifying clusters of related math standards:

- Fractions, decimals, percentages
- Geometry and measurement
- Statistics, data analysis, and mathematical operations

What Parents Can Do

Early Childhood

- Count items with your child
- Use math vocabulary (“Here is your *half*,” “Let’s *divide* the apple into two pieces.”)
- Read information books and show children where they can find information (labels, signs, on packaging)

What Parents Can Do

Intermediate Grades

- Practice “consumer math” while shopping (Total the prices to see when we reach a specific dollar amount, compare the costs of two similar items)
- Read together to get information (compare ingredients on labels of similar products, read directions, examine maps or simple diagrams)

What Parents Can Do

Middle School

- Create a budget together for how to use allowance or “odd job” income (reinforcing percentages, estimation)
- Ask your student to *explain* his/her opinion and encourage a reasoned answer

What Parents Can Do

High School

- Ask your student to use algebra to select the best cell phone plan (apply mathematical proofs)
- Ask your student to write directions for using technology to help an elderly family member (example: steps great-grandma can follow to set the DVR)

What Parents Can Do

Access the National Parent Teacher Association Parents' Guide to Student Success, developed to help parents support the implementation of the CCSS at

www.pta.org

What Partners Can Do

A recent study by The Education Trust found that 31 percent of college professors and 39 percent of employers believe that high school graduates don't have the basic skills to succeed in college or workforce training.

Help change the perception regarding future graduates.

What Partners Can Do

Help educate the public about CCSS:

- Accept invitations to visit schools on “Career Day”: describe the skills you use in your job
- Review the commoncorestandards.org website
- Speak to professional groups about CCSS or invite a school representative to speak

3-Year Transition Plan

- June 24, 2010 – Adopted
- 2010-2011 School Year – Districts develop and begin implementing a *transition plan*
- 2010-2014 – Oklahoma State Department of Education assists districts in transition
- 2014-2015 – Full implementation of Common Core State Standards

CCSS Timeline

State Board
Adopts
Common Core
State Standards
June, 2010

Transition:
• Teacher
development
• Local curriculum
revision
• Test development
2010 - 2014

Transition
Complete
June, 2014



2010

2011

2012

2013

2014

CCSS: Check Your Understanding

Take a few minutes to rate yourself again on the Concept Check Sheet you used to rate your self at the beginning of this presentation.

Education in America

*Educate and inform the whole mass
of the people... They are the only
sure reliance for the preservation of
our liberty.*

Thomas Jefferson

Thank You!

Please fill out your evaluations –
we value your feedback!



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