Common Core State Standards: After adoption, the work begins!

College Board
New England Regional Forum
January 2012
Session Agenda

• Welcome / introductions

• What you hope to learn

• Common Core State Standards101

• Perspectives from the field
  » State Department of Education
  » Smaller Suburban District
  » Larger Urban District

• Audience questions and discussion
Session Resources

- Achieve.org
- The Hunt Institute
  » Include sample lessons
- National Governors Association
- New State Assessment Consortia
  - PARCC
  - Smarter Balance
- Dana Center, UT, Austin
- Monique Culberson
  Scarborough Public Schools, ME
- Lisa Dyer
  Worcester Public Schools, MA
- Colleen O’Brien
  RI Dept of Education
- Dane Linn
  College Board
• Aligned with college & 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 – coordinated by NGA Center and CCSSO
Why is this important?

• College and Career Readiness
• 21st Century Global Economy
• Equity
• Comparability
Major design goals

- Align with best evidence on college and career readiness expectations
- Build on the best standards work of the states
- Maintain focus on what matters most for readiness
English Language Arts - Key Advances

Reading
- Balance of literature and informational texts
- Text complexity

Writing
- Emphasis on argument and informative/explanatory writing
- Writing about sources

Speaking and Listening
- Inclusion of formal and informal talk

Language
- Stress on general academic and domain-specific vocabulary
Key Advances

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

Alignment with college and career readiness expectations
Math - Key Advances

Standards for Mathematical Practice

- Carry across all grade levels
- Describe habits of mind of a mathematically expert student

Standards for Mathematical Content

- K-8 standards presented by grade level
- Organized into domains that progress over several grades
- Grade introductions give 2–4 focal points at each grade level
- High school standards presented by conceptual theme (Number & Quantity, Algebra, Functions, Modeling, Geometry, Statistics & Probability)
Focus and coherence
- Focus on key topics at each grade level.
- Coherent progressions across grade levels.

Balance of concepts and skills
- Content standards require both conceptual understanding and procedural fluency.

Mathematical practices
- Foster reasoning and sense-making in mathematics.

College and career readiness
- Level is ambitious but achievable.
Implementation - Best Practices
• Professional Development in Maryland and Delaware

Implications for Charter Schools
• Standards and Assessments - timeline
• Curricular and Instructional Resources
• Habits of Mind
• Available Resources at Home and Across the Country
The CCSS in Rhode Island

Get Ready! SY 2011-2012
Studying the Standards

Get Set! SY 2012-2013
Continued Study of the Standards
Curriculum Development/Implementation

Go! 2013-2014
Implementation of the CCSS
Rhode Island’s Initiatives: Cohesive Trajectory

Transforming Education in Rhode Island, Strategic Plan 2010-2015

Rhode Island ~ Race To The Top:

• Study of the Standards workshop
• Curriculum Development
  • Scopes/Sequences
  • Units of Study
• Field Resources
• Instructional Management System (IMS)
  • Data Use Professional Development
  • Formative/Interim Assessments
• Educator Evaluation
  • Professional Growth Goals
Rhode Island’s Initiatives: Cohesive Trajectory

Transforming Education in Rhode Island, Strategic Plan 2010-2015

• Race To The Top ~ Assessment: PARCC
  • Higher Education: Defining College & Career Readiness
  • MA & NY collaboration: Units of Study/Lesson Rubric
  • Frameworks
Our “Rhode” to the CCSS

**Challenges**

- Scale
- TIME
- Dissemination of information to field

**Opportunities**

- Conversations with Higher Education partners
- Leverage our collective knowledge & efforts across SEAs and LEAs
District Resources

Field Support

- Resources on webpage
  - Introductory/Transition
    - Modules
    - Benchmarks
    - Powerpoints
- Facebook
- RSS Feed
Examples from the field...

Scarborough Public Schools
Scarborough, ME
Examples from the field...

Worcester Public Schools
Worcester, MA
Curriculum Renewal Cycle Overview

Phase 1
- Define Standards
- Define Student Needs
- Define Scope & Sequence Of Curriculum

Phase 2
- Evaluate Instructional Capacity
- Align SBR Programs
- Align Materials, Technology & Professional Development

Phases 3 & 4
- Implement Pilot(s)
- Collect / Analyze, Apply Data (Content & Implementation)
- Evaluate Curriculum, Instruction, Assessment, & PD

Phase 5
- Bring Instructional Tools & Supports To Scale
- Develop Policies to Ensure Excellence & Equity
- Select Long-term PD

Curriculum Renewal Cycle Overview

Evaluate Curriculum, Instruction, Assessment, & PD

Align Materials, Technology & Professional Development

Align SBR Programs

Collect / Analyze, Apply Data (Content & Implementation)

Implement Pilot(s)

Evaluate Instructional Capacity

Phase 5

Phases 3 & 4

Phase 2

Phase 1
PHASE 1

1. Define Curriculum Standards
   - Use Gap-analysis to Determine Discipline Objectives Framed By The District’s Mission

2. Define Needs of Students
   - Align grade-to-grade, Within grade, & Interdisciplinary Connections

3. Define Scope & Sequence
   - Develop Initial Objectives-Based Rubrics For Alignment Of Instructional Tools / Supports

Continue With Phase 2 Process

Define Discipline Mission & Goals

Evaluate Policies
Continue With Phase 3 Process

Evaluate Instructional Capacity

1. Integrate Technology Into Instruction
2. Refine Objectives-Based Rubrics For Alignment Of Instructional Supports To Include Language Objectives
3. Create Vertically Aligned Performance Tasks

Align Materials, Technology & PD

Apply Rubrics to Core, Supplemental & Intervention Alignment

Create Standards-based Communication / Report System

Align Materials & PD To Support Implementation

PHASE 2

Curriculum Renewal

Create Vertically Aligned Performance Tasks

Use best-practice For Scientifically-based Research (SBR) alignment

PHASE 2

Align SBR Tools
Continue With Phase 5 Process

Apply Data for Improvement

Implement Curriculum Pilot

Collect Data

Monitor Fidelity of Implementation

PHASES 3 & 4

1. Apply Leadership Strategies To Manage Change
   - School-based Project Plans Developed To Address Site-based Needs
   - Develop Project Plan To Bring To Scale Throughout District
   - Communicate Results To Stakeholders

2. Collect Data
   - Quantitative & Qualitative Student Assessments, Teacher data sets re: PD, Planning & Instruction

3. Apply Data for Improvement
   - Disaggregated Summary Data, Value-added Analysis
   - Integrate Product & Process Data

Continue With Phase 5 Process
Continue With Phase 1 Process

Curriculum Renewal

PHASE 5

Align Long-term PD

Develop Policies

Ensure Educational Excellence & Equity

Bring to Scale

Use Value-added Analysis To Align Professional Development

Use Value-added Analysis To Evaluate Program Effectiveness And Program Supports