



Understanding and Implementing the Common Core State Standards in LBUSD

Presented to the Board of Education
September 10, 2013
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Why Common Core State Standards?



We need them because

- ◆ Disparate standards across the states
- ◆ Global, not neighborhood competition
- ◆ For many young people, high school wasn't preparing them for college or careers

Why the CCSS Are Important

- ◆ Prepare students with knowledge and skills to succeed in college and career
- ◆ Ensure consistent expectations regardless of a student's zip code
- ◆ Provide educators, parents and students with clear, focused guideposts
- ◆ Offer economies of scale and sharing of best practices



Why Common Core State Standards?



- ◆ **Preparation:** The standards are college- and career-ready. They will help prepare students with the knowledge and skills they need to succeed in education and training after high school.
- ◆ **Competition:** The standards are internationally benchmarked. Common standards will help ensure our students are globally competitive.
- ◆ **Equity:** Expectations are consistent for all – and not dependent on a student's zip code.
- ◆ **Clarity:** The standards are focused, coherent, and clear. Clearer standards help students (and parents and teachers) understand what is expected of them.
- ◆ **Collaboration:** The standards create a foundation to work collaboratively across states and districts, pooling resources and expertise, to create curricular tools, professional development, common assessments and other materials.



The Common Core State Standards Initiative



Beginning in the spring of 2009, Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state K-12 English-language arts (ELA) and mathematics standards.

The Common Core State Standards Initiative (CCSSI) was a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

www.corestandards.org





Building on the strength of current state standards, the CCSS are designed to be:

- ◆ Focused, coherent, clear and rigorous
- ◆ Internationally benchmarked
- ◆ Anchored in college and career readiness*
- ◆ Evidence- and research-based





Common Core State
Standards for
Mathematics

Key Instructional Shifts in Mathematics



- ◆ The Common Core State Standards emphasize **coherence** at each grade level – making connections across content and between content and mathematical practices in order to promote deeper learning.
- ◆ The standards **focus** on key topics at each grade level to allow educators and students to go deeper into the content.
- ◆ The standards also emphasize **progressions** across grades, with the end of progression calling for **fluency** – or the ability to perform calculations or solving problems quickly and accurately.
- ◆ The **Standards for Mathematical Practice** describe mathematical “habits of mind” or mathematical **applications** and aim to foster reasoning, problem solving, modeling, decision making, and engagement among students.
- ◆ Finally, the standards require students to demonstrate **deep conceptual understanding** by applying them to new situations.



Organization of Common Core State Standards for Mathematics



Grade-Level Standards

- ◆ K-8 grade-by-grade standards organized by domain
- ◆ 9-12 high school standards organized by conceptual categories

Standards for Mathematical Practice

- ◆ Describe mathematical “habits of mind”
- ◆ Connect with content standards in each grade



Standards for Mathematical Practice



Eight Standards for Mathematical Practice

- ◆ Make sense of problems and persevere in solving them
- ◆ Reason abstractly and quantitatively
- ◆ Construct viable arguments and critique the understanding of others
- ◆ Model with mathematics
- ◆ Use appropriate tools strategically
- ◆ Attend to precision
- ◆ Look for and make use of structure
- ◆ Look for and express regularity in repeated reasoning



Overview of K-8 Mathematics Standards



The K- 8 standards:

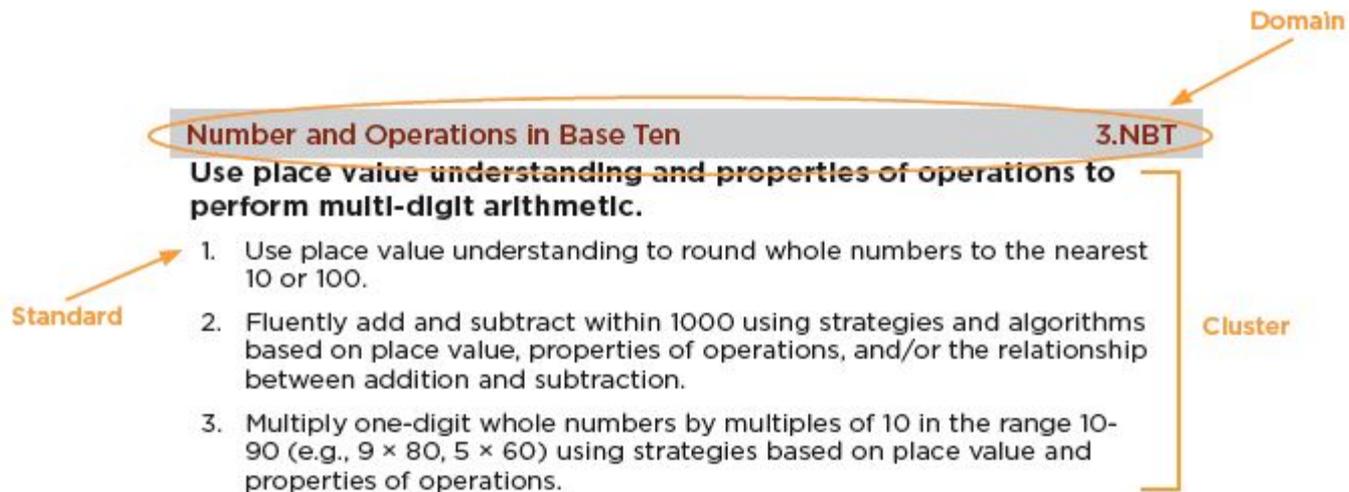
- ◆ The K-5 standards provide students with a solid foundation in *whole numbers, addition, subtraction, multiplication, division, fractions and decimals*
- ◆ The 6-8 standards describe robust learning in *geometry, algebra, and probability and statistics*
- ◆ Modeled after the focus of standards from high-performing nations, the standards for grades 7 and 8 include *significant algebra and geometry content*
- ◆ Students who have completed 7th grade and mastered the content and skills will be *prepared for algebra, in 8th grade or after*



Format of K-8 Mathematics Standards



- ◆ **Domains:** overarching ideas that connect topics across the grades
- ◆ **Clusters:** illustrate progression of increasing complexity from grade to grade
- ◆ **Standards:** define what students should know and be able to do at each grade level



Overview of High School Mathematics Standards



The high school mathematics standards:

- ◆ Call on students to practice *applying mathematical ways of thinking* to real world issues and challenges
- ◆ Require students to develop a *depth of understanding and ability to apply mathematics to novel situations*, as college students and employees regularly are called to do
- ◆ Emphasize *mathematical modeling*, the use of mathematics and statistics to *analyze empirical situations*, understand them better, and improve decisions
- ◆ Identify the mathematics that all students should study in order to be *college and career ready*



Format of High School Mathematics Standards



- ◆ **Content/Conceptual categories:** overarching ideas that describe strands of content in high school
- ◆ **Domains/Clusters:** groups of standards that describe coherent aspects of the content category
- ◆ **Standards:** define what students should know and be able to do at each grade level
- ◆ High school standards are organized around five conceptual categories: *Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability*
- ◆ Modeling standards are distributed under the five major headings and are indicated with a (★) symbol
- ◆ Standards indicated as (+) are beyond the college and career readiness level but are necessary for advanced mathematics courses, such as calculus, discrete mathematics, and advanced statistics. Standards with a (+) may still be found in courses expected for all students





Common Core State
Standards for *English
Language Arts and
Literacy in History/
Social Studies, Science,
and Technical Subjects*

Key Instructional Shifts in ELA/Literacy



- ◆ In Reading, the major advances are the shift away from literature-focused standards to a **balance of literature and informational texts** to reflect college- and career-ready expectations. There is also a greater focus on **text complexity** and at what level students should be reading.
- ◆ In Writing, there is a strong emphasis on **argument and informative/ explanatory writing**, along with an emphasis on writing about sources or **using evidence** to inform an argument.
- ◆ The Common Core also include **Speaking and Listening** expectations, including a focus on formal and informal talk, which can be done through presentations and group work.
- ◆ The Language standards put a stress on **both general academic** and **domain-specific vocabulary**.
- ◆ The Common Core also address **reading, writing and literacy across the curriculum**, and include literacy standards for science, social studies and technical subjects. These standards complement rather than replace content standards in those subjects, and are the responsibility of teachers in those specific disciplines, making literacy a shared **responsibility across educators**.



Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects



College and Career Readiness (CCR) Standards

- ◆ Overarching standards for each strand that are further defined by grade-specific standards

Grade-Level Standards in English Language Arts

- ◆ K-8, grade-by-grade
- ◆ 9-10 and 11-12 grade bands for high school
- ◆ Four strands: *Reading*, *Writing*, *Speaking and Listening*, and *Language*

Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- ◆ Standards are embedded at grades K-5
- ◆ Content-specific literacy standards are provided for grades 6-8, 9-10, and 11-12



Overview of Reading Strand



Reading

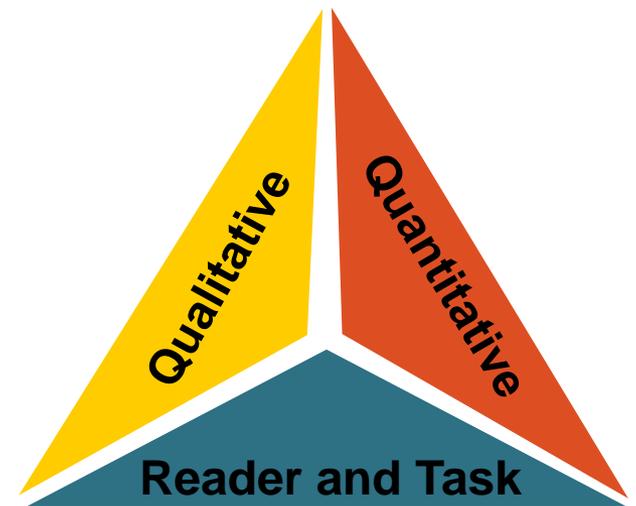
- ◆ Progressive development of reading comprehension; students gain more from what they read
- ◆ Emphasize the importance of grade-level texts that are of appropriate difficulty and are increasingly sophisticated
 - Standards for Reading Foundational Skills (K-5)
 - Reading Standards for Literature (K-12)
 - Reading Standards for Informational Text (K-12)
 - Reading Standards for Literacy in History/Social Studies (6-12)
 - Reading Standards for Literacy in Science and Technical Subjects (6-12)



Overview of Text Complexity



- ◆ Reading Standards include over exemplar texts (stories and literature, poetry, and informational texts) that illustrate appropriate level of complexity by grade
- ◆ Text complexity is defined by:
 1. Qualitative measures – levels of meaning, structure, language conventionality and clarity, and knowledge demands
 2. Quantitative measures – readability and other scores of text complexity
 3. Reader and Task – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned



Example of Grade-Level Progression in Reading



CCR Reading Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Reading Standards for Literature

Grade 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Grade 7: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)

Grades 11-12: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).



Reading Standards for Informational Text

Grade 3: Describe the relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Grade 7: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Grades 11-12: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.



Overview of Writing Strand



Writing

- ◆ Expect students to compose arguments and opinions, informative/explanatory pieces, and narrative texts
- ◆ Focus on the use of reason and evidence to substantiate an argument or claim
- ◆ Emphasize ability to conduct research – short projects and sustained inquiry
- ◆ Require students to incorporate technology as they create, refine, and collaborate on writing
- ◆ Include student writing samples that illustrate the criteria required to meet the standards (See standards' appendices for writing samples)



Overview of Speaking and Listening and Language Strands



Speaking and Listening

- ◆ Focus on speaking and listening in a range of settings, both formal and informal
 - academic, small-group, whole-class discussions
- ◆ Emphasize effective communication practices
- ◆ Require interpretation and analysis of message as presented through oral, visual, or multimodal formats

Language

- ◆ Include conventions for writing and speaking
- ◆ Highlight the importance of vocabulary acquisition through a mix of conversation, direct instruction, and reading
- ◆ To be addressed in context of reading, writing, speaking and listening

Media and Technology are integrated throughout the CCSS



Overview of Standards for History/Social Studies, Science, and Technical Subjects



Reading Standards for History/Social Studies, Science, and Technical Subjects

- ◆ Knowledge of domain-specific vocabulary
- ◆ Analyze, evaluate, and differentiate primary and secondary sources
- ◆ Synthesize quantitative and technical information, including facts presented in maps, timelines, flowcharts, or diagrams

Writing Standards for History/Social Studies, Science, and Technical Subjects

- ◆ Write arguments on discipline-specific content and informative/explanatory texts
- ◆ Use of data, evidence, and reason to support arguments and claims
- ◆ Use of domain-specific vocabulary



What Are the Habits of Mind?



Habits of Mind

Created by renowned educator researchers Arthur Costa and Bena Kallick

Problem-solving, life-related skills necessary for individuals to lead rich, rewarding lives and pursue college, career, and personal goals

Form the underpinnings of the Common Core State Standards

They are:

Persisting

Listening with Understanding and Empathy

Thinking about Thinking

Questioning and Posing Problems

Managing Impulsivity

Thinking Flexibly

Striving for Accuracy

Finding Humor



What Are the Habits of Mind?



Applying Past Knowledge to New Situations

Thinking and Communicating with Clarity and Precision

Gathering Data through all the Senses

Creating, Imagining, Innovating

Responding with Wonderment and Awe

Taking Responsible Risks

Thinking Interdependently

Remaining Open to Continuous Learning



Habits of Mind = Life and Career Skills



Today's work environments require far more than thinking skills and content knowledge.

The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills such as the Habits of Mind as well as:

Adaptability

Social and Cross-Cultural Skills

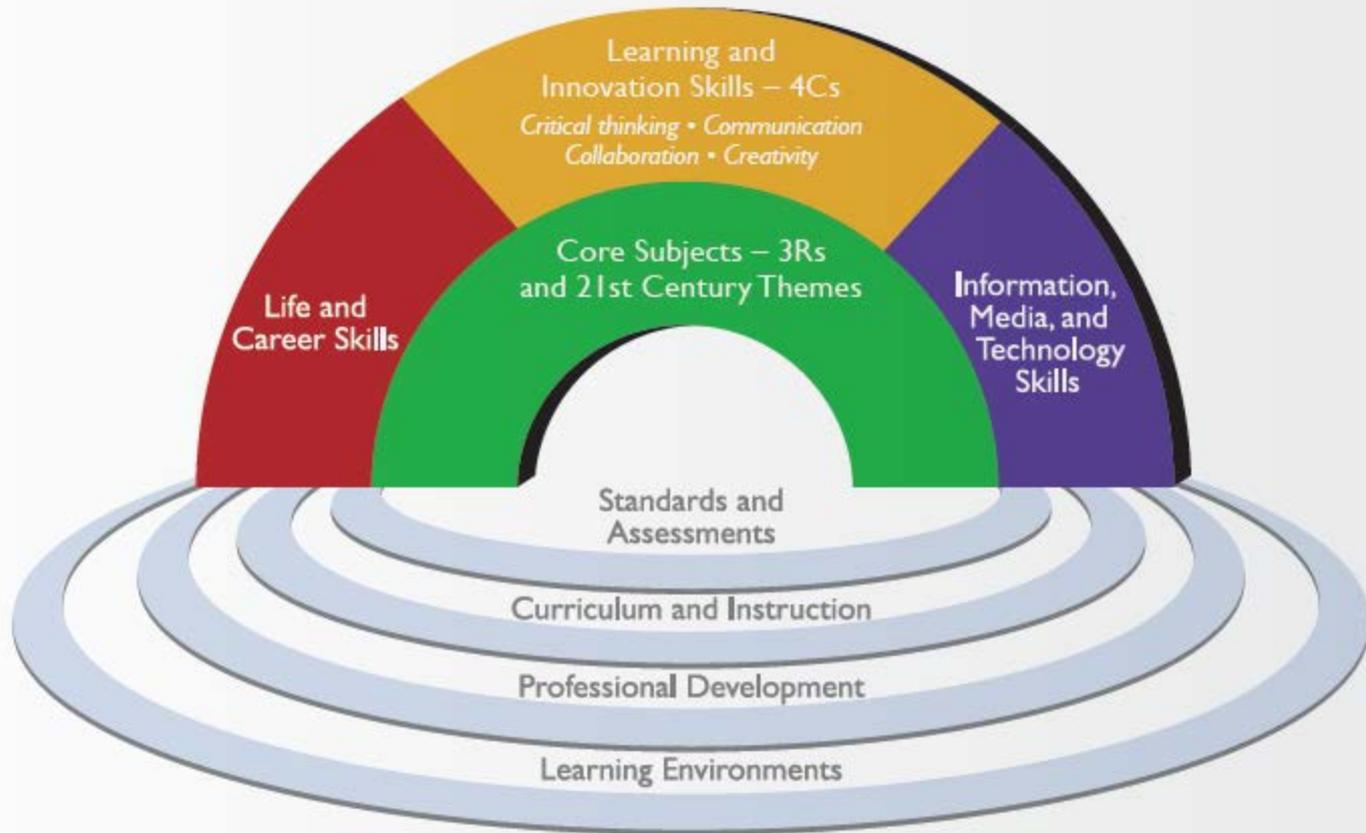
Initiative and Self-Direction

Leadership and Responsibility

Productivity and Accountability



It all Fits Together!





2012-13 Goal: Awareness

All teams become familiar with Common Core State Standards and begin to integrate strategies in support of their attainment. Teachers will engage in professional learning within a variety of contexts to support the following instructional shifts:

- Building knowledge through content-rich non-fiction across disciplines, including primary source documents
- Reading, writing, and speaking grounded in evidence from text
- Regular practice with complex text and its academic language across disciplines
- Focus, coherence, and rigor in mathematics





2013-14 Goal: Pilot

All teachers will teach a minimum of 2 CCSS-aligned units developed or adopted by teams. Professional learning will focus on continued work in literacy, with an expanded focus on writing in all subjects, including:

- Writing for argumentation, drawing textual evidence from multiple sources
- Range of writing within extended and shorter timeframes
- Integration of aligned formative and summative assessments, including benchmarks

Math CCSS standards will be implemented in Grades K-6. Mathematical practices will be emphasized in 7-12 to include increased emphasis on mathematical thinking/problem-solving.





2014-15 Goal: Implementation

All teachers will fully implement CCSS-aligned instruction. Professional learning will focus on continued work in extended literacy and writing that incorporate 21st Century Skills.

District benchmarks will be modified to meet CCSS and include the use of performance tasks.

Math CCSS will be implemented in grades K-12 Reading, writing, and speaking grounded in evidence from text.





2013-14 Pilot Transition Year

Goal: Support schools and teacher teams as they engage in the investigation, study, and implementation of CCSS. Teachers should begin to implement lessons based on CCSS and Habits of Mind. Leadership teams/site administrators will expand awareness and implementation of CCSS by devoting PLC time toward embedding principles of the standards and lesson development/implementation. Professional development opportunities will be provided to support these objectives.





2013-14 Pilot Transition Year

Key Action Areas

Policy Development and Communication

Leadership Development

Professional Development

Development of Curriculum and Collaborative Resources

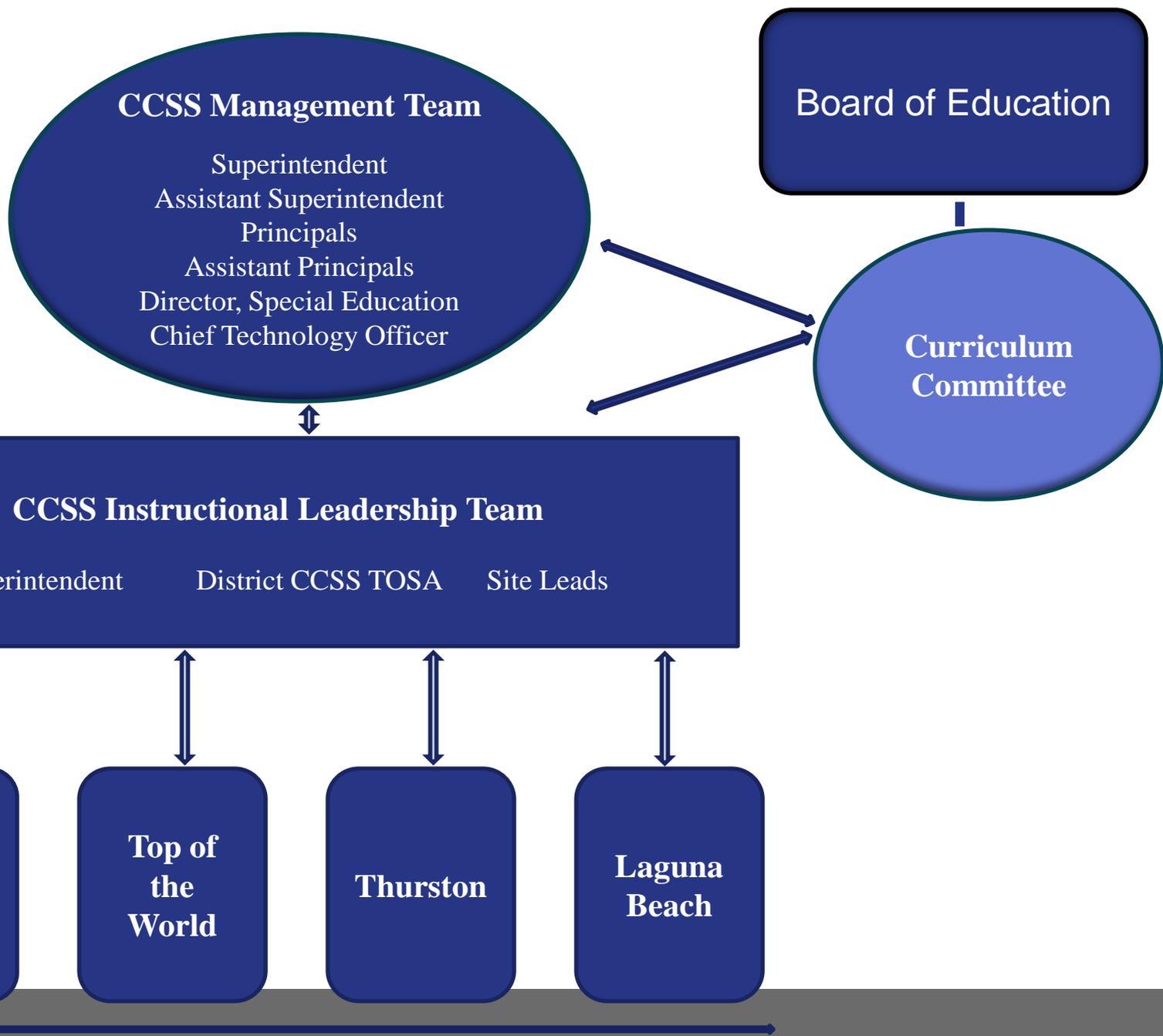
Identify and Investigate other Tools and Resources





**This will take lots of commitment
and team work!**







Feedback and Questions from Board Members

