Common Core State Standards: *The Shifts and their Implications*

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Student Achievement Partners

Student Achievement Partners – *Principles*

We hold no intellectual property

Our goal is to create and disseminate high quality materials as widely as possible. All resources that we create are open source and available at no cost. We encourage states, districts, schools, and teachers to take our resources and make them their own.

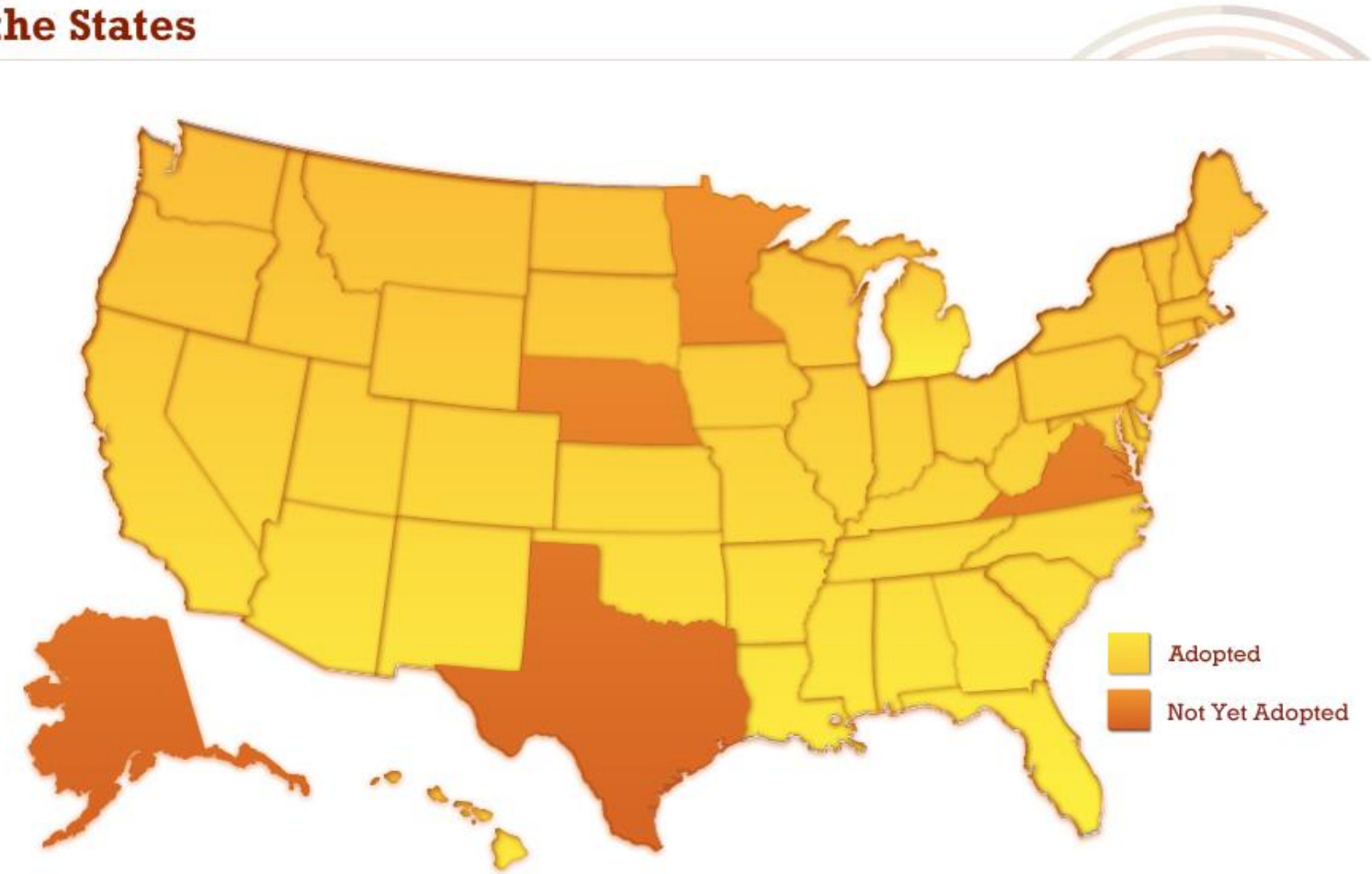
We do not compete for state, district or federal contracts

Ensuring that states and districts have excellent materials for teachers and students is a top priority. We do not compete for these contracts because we work with our partners to develop high quality RFPs that support the Core Standards.

We do not accept money from publishers

We work with states and districts to obtain the best materials for teachers and students. We are able to independently advise our partners because we have no financial interests with any publisher of education materials. Our independence is essential to our work.

Where we are around the nation?



Results

Previous state standards did not improve student achievement.

- ✓ Gaps in achievement
- ✓ Gaps in expectations
- ✓ NAEP results
- ✓ ACT 2012 data – College Readiness Benchmark

All 4 subject areas:	**25%**
3 subject areas:	**15%**
2 subject areas:	**17%**
1 subject area:	**15%**
None	**28%**

- ✓ College remediation rates

Why are we doing this? We have had standards.

Before Common Core State Standards we had standards

- ✓ Long lists of broad, vague statements
- ✓ Mysterious assessments
- ✓ Coverage mentality
- ✓ Focused on teacher behaviors – “the inputs”

but rarely did we have **standards-based instruction**.

What are our expectations?

Based on the beliefs that

- A quality education is a key factor in providing all children with opportunities for their future
- It is not enough to simply complete school, or receive a credential – students need critical knowledge and skills
- This is not a 12th grade or high school issue. It is an education system issue

Quality implementation of the Common Core State Standards is a necessary condition for providing all students with the opportunities to be successful after high school.

Principles of the CCSS

Fewer - Clearer - Higher

- Aligned to requirements for college and career readiness
- Based on evidence
- Honest about time

Major Changes in Literacy Instruction

From…
Majority of what students read is literature. Very little time available for science and social studies instruction.

To…
Building knowledge through content-rich **nonfiction**

Major Changes in Literacy Instruction

From…
Students spend most of the time writing about personal experiences, opinions not grounded in evidence.

To…
Reading, writing, and speaking grounded in **evidence from text**, both literary and informational

Major Changes in Literacy Instruction

From…
Students read text, without consideration of complexity to prepare for post-secondary expectations and vocabulary instruction is often focused on literary terminology, rather than "academic vocabulary" (alliteration vs. ignite)
To…
Regular practice with **complex text** and its **academic language**

ELA/Literacy: 3 shifts

1. **Building knowledge** through **content-rich nonfiction**

2. Reading, writing, and speaking grounded in **evidence from text,** both literary and informational

3. Regular practice with **complex text** and its **academic language**

Major Changes in Math Instruction

From…
A mile-wide, inch-deep curriculum that speeds through topics, rather than building strong foundation

To…
Focus: Focus strongly where the standards focus

Priorities in Mathematics

Grade	Focus Areas in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction - concepts, skills, and problem solving and place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra, linear functions

Major Changes in Math Instruction

From…
Scattered, isolated topics that don't build on student understanding

To…
Coherence: Think across grades, and link to major topics

Major Changes in Math Instruction

From…
Math curricula that emphasize *either* fluency or understanding in mathematics and that application is often seen as just "extra"

To…
Rigor: In major topics, pursue <u>conceptual understanding</u>, procedural skill and <u>fluency</u>, and <u>application</u>

Mathematics: 3 shifts

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**

Key Characteristics of Leading Organizations

- ✓ Systems Thinking
- ✓ Learning Organizations
- ✓ Know – ***Really Know*** – the expectations

Aligning ACTIONS to support the Shifts

Opportunities for Leadership in Organizational Structure:

- Decisions about **budget**
- Decisions about **professional development**
- Decisions about **scheduling**
- Supporting the role of **principals** in their schools
- Decisions about **procurement**

Aligning ACTIONS to support the Shifts

Opportunities for Leadership in Community Engagement:

- Know and talk about the **why**
- What can parents expect (PTA, CGCS)
- What parents can do
- *We are raising expectations… of EVERYBODY!!*

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