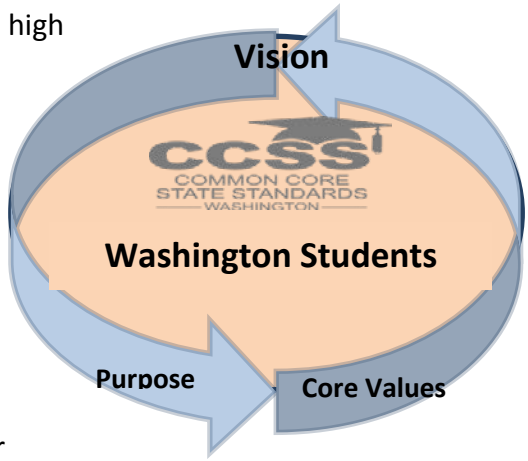
Implementing the Common Core State Standards for English Language Arts and Mathematics in Washington State (http://www.k12.wa.us/corestandards)

Our Vision: Every student will have access to the CCSS standards through high quality instruction aligned with the standards every day; and that **all teachers** are prepared and receive the support they need to implement the standards in their classrooms every day.



Our Purpose: To develop a **statewide system** that supports all school districts in their preparation of educators and students to implement the CCSS using a 2-pronged approach focused on:

1. **The "What": Key Content Shifts** in English Language Arts and Mathematics
2. **The "How": System "Remodeling"** to support building capacity for sustained professional learning that supports CCSS implementation now and be applied to other initiatives in the future.

Our Core Values: This vision can only occur through core values of clarity, consistency, collaboration, coordination, and commitment from classrooms, schools, and communities to the state level.

2012-13 Washington CCSS Activities

CCSS Opportunities and Resources

CCSS Awareness and Professional Learning Opportunities and Materials
(http://www.k12.wa.us/CoreStandards/Resources.aspx)

- OSPI CCSS Quarterly Webinar Series
- PD Offered through all 9 ESDs
- CCSS District Implementation Network Collaborations (http://www.k12.wa.us/CoreStandards/DistrictProject.aspx)
- Instructional Materials Quality Considerations – New and Existing

Assessment System Resources

- Smarter Balanced Released Sample Items / Perf. Tasks (http://www.k12.wa.us/SMARTER/default.aspx)
- Dynamic Learning Map Assessment Literacy Supports (http://dynamiclearningmaps.org/moreinfo/forteachers.html)

Teacher-Leader Capacity Building Opportunities

- Math and ELA "Fellows" build capacity around common learning (Spring 2013) (http://www.k12.wa.us/CoreStandards/Fellows.aspx)

Statewide CCSS Collaborations

- Educator Membership Associations
- Publisher Representatives
- Statewide Conferences and Capacity Building

TOP RESOURCES for CCSS Implementation (2012-13-updated March 2013)

General:

Achieve – Three new CCSS Implementation Action Briefs (Dec. 2012) targeted to provide role-specific guidance and support to elementary and secondary school leaders and school counselors. *http://www.achieve.org/publications*

Council of the Great City Schools – This consortium of the nation's largest, most diverse school districts offers a plethora of CCSS resources for educators, families, and communities. *http://www.cgcs.org/Page/239*

EngageNY/ New York Materials for teachers and teams, videos of classroom application *www.engageny.org/teachers*

Achieve The Core Guidance and templates on how to begin implementing the shifts, assembled by the nonprofit Student Achievement Partners. *www.achievethecore.org*

EduCore ASCD is supporting a free digital tool to assist educators ushering in changes and strategies for implementation of the Common Core State Standards. *http://educore.ascd.org/*

Understanding Language This project aims to heighten educator awareness of the critical role that language plays in the new Common Core State Standards and Next Generation Science Standards. The long-term goal of the initiative is to increase recognition that learning the language of each academic discipline is essential to learning content. *http://ell.stanford.edu/*

For Mathematics:

Inside Mathematics: Video excerpts of mathematics lessons correlated with the practice standards, resources on content standards alignment, and videos of exemplary lessons in both elementary and secondary settings. *www.insidemathematics.org*

Illustrative Mathematics: Guidance to states, assessment consortia, testing companies, and curriculum developers by illustrating the range and types of mathematical work that students experience in a faithful implementation of the Common Core State Standards. *www.illustrativemathematics.org*

Progressions Documents for the Common Core Math Standards: Narrative documents describing the progression of a topic across a number of grade levels. *Http://math.arizona.edu/~ime/progressions/*

Publishers Criteria for Mathematics: Provides criteria for aligned materials to CCSS. Based on the two major evidence-based design principles of the CCSSM, focus and coherence, the document intends to guide the work of publishers and curriculum developers, as well as states and school districts, as they design, evaluate, and select materials or revise existing materials. *www.corestandards.org/resources*

For English Language Arts:

Kansas Department of Ed : Collections of teacher-created work for CCSS in the classroom *www.ksde.org*

Literacy Design Collaborative (LDC) :Focuses on secondary with an eye to cross-content integration. The LDC work can also inform all ELA teachers as we move to more comprehensive literacy teaching. *www.literacydesigncollaborative.org*

National Council of Teachers of English is convening multiple experts and partners to provide teachers with comprehensive supports for English Language Arts and professional collaborative learning. Stay tuned – more coming this fall! *www.ncte.org/standards/commoncore*

Publishers Criteria K-2 and **Publishers' Criteria 3-12:** Provides criteria for aligned ELA materials to CCSS. The documents intend to guide the work of publishers and curriculum developers, as well as states and school districts, as they design, evaluate, and select materials or revise existing materials. *www.corestandards.org/resourc*

The "What": Key Content Shifts in the CCSS

Three Shifts in English Language Arts/Literacy:

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

Building knowledge through content rich non-fiction plays an essential role in literacy and in the Standards. In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading primarily includes content rich non-fiction in history/social studies, science and the arts; the K-5 Standards strongly recommend that students build coherent general knowledge both within each year and across years. In 6-12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6-12, the Standards for literacy in history/social studies, science and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing. To be clear, the Standards do require substantial attention to literature throughout K-12, as half of the required work in K-5 and the core of the work of 6-12 ELA teachers.

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

The Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care. The Standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing. Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of *text-dependent* questions, questions in which the answers require inferences based on careful attention to the text.

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

Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The Standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*)

<table>
<tr><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9-10</th><th>11-12</th></tr>
<tr><td colspan="11">Foundational Skills</td></tr>
<tr><td colspan="5">• Print concepts and alphabetic principle
• Phonological awareness
• Phonics and word recognition
• Fluency</td><td colspan="6">Although foundational skills are addressed prior to grade 6, students who struggle in these areas will need further support.</td></tr>
<tr><td colspan="11">Reading Literature and Informational Texts
Focus on teaching students reading skills to engage with rigorous texts across a broad spectrum of content; balance the types of texts students read.
*Percentages represent comprehensive use (teaching, learning, and student production) across a school year.</td></tr>
<tr><td colspan="5">• Balance grades K-5 = 50%* literature; 50%* informational text</td><td colspan="6">• Balance grade 6-8 = 45%* literature; 55%* informational text
• Balance grades 9-12 = 30%* literature; 70%* informational text</td></tr>
<tr><td colspan="11">Literacy (Reading and Writing) in History/Social Studies, Science, and Other Technical Subjects
Focus on teaching key ideas, details, using evidence from text to support conclusions, contextual vocabulary acquisition, and point of view.</td></tr>
<tr><td colspan="11">Writing Standards
Focus on teaching the processes of writing, including a balance of text types and the role of argument in History/ social studies, and science
*Percentages represent comprehensive use (teaching, learning, and student production) across a school year.</td></tr>
<tr><td colspan="5">Balance of writing types, including writing in the content areas
• By grade 4—opinion =30%; information = 35%; narrative =35%</td><td colspan="6">Balance of writing types, including writing in the content areas
• Grade 8 – argument = 35%; information = 35%; narrative = 30%
• Grade 12 – argument = 40%; information = 40%; narrative = 20%</td></tr>
<tr><td colspan="11">Speaking & Listening Standards
Focus on teaching use of rhetorical and critical thinking in speaking, listening, and collaborative study and work
• Comprehension and collaboration
• Presentation of knowledge and ideas
• Evaluate speaker's point of view</td></tr>
<tr><td colspan="11">Language Standards
Focus on teaching conventions of standard English, knowledge of language in different contexts, and vocabulary acquisition.</td></tr>
</table>

More on the shifts at achievethecore.org

The "What": Key Content Shifts in the CCSS

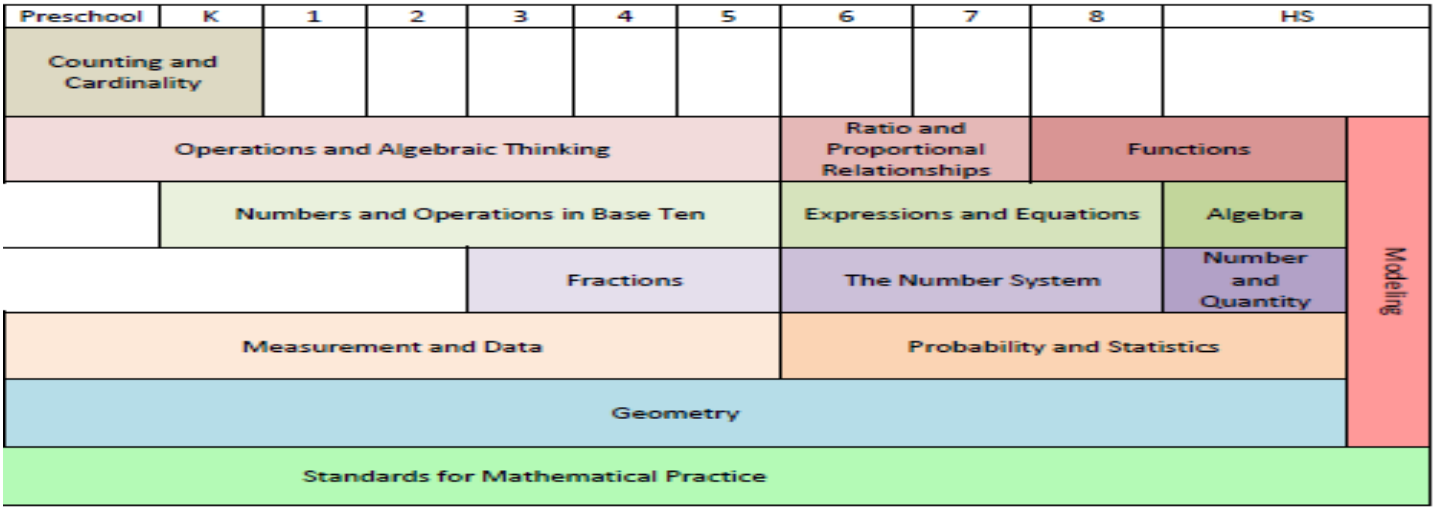
Three Shifts in Mathematics:

1. **Focus** strongly where the Standards focus	**Focus:** The Standards call for a greater focus in mathematics. Rather than racing to cover topics in today's mile-wide, inch-deep curriculum, teachers use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the math classroom. They focus deeply on the major work* of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside of the math classroom.
2. Coherence: think across grades, and link to major topics* within grades	**Thinking across grades:** The Standards are designed around coherent progressions from grade to grade. Principals and teachers carefully connect the learning across grades so that students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning. **Linking** to major topics: Instead of allowing additional or supporting topics to detract from the focus of the grade, these topics can serve the grade level focus. For example, instead of data displays as an end in themselves, they support grade-level word problems
3. **Rigor**: in major topics* pursue: **conceptual understanding**, procedural skill and **fluency**, and **application** with equal intensity	**Conceptual understanding:** The Standards call for conceptual understanding of key concepts, such as place value and ratios. Teachers support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. **Procedural skill and fluency:** The Standards call for speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as single-digit multiplication so that students have access to more complex concepts and procedures **Application:** The Standards call for students to use math flexibly for applications. Teachers provide opportunities for students to apply math in context. Teachers in content areas outside of math, particularly science, ensure that students are using math to make meaning of and access content.

Grade	Priorities in Support of Conceptual Understanding and Fluency
K–2	Addition and subtraction—concepts, skills, and problem solving
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers 2
8	Linear algebra

Standards for Mathematical Practice

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



More on the shifts at achievethecore.org

A Standards-Based Support and Development System

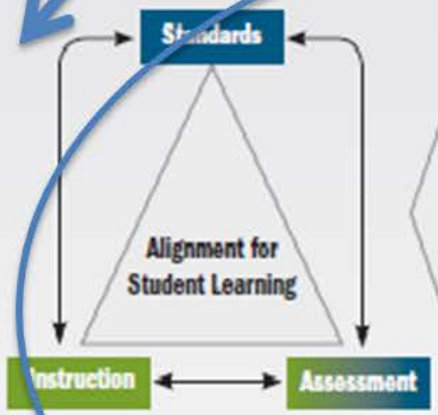
A state-wide system designed for the growth and development of students, through the growth and development of educators

The "How": System "Remodeling"

1. What do all students need to know and be able to do as a result of the CCSS?

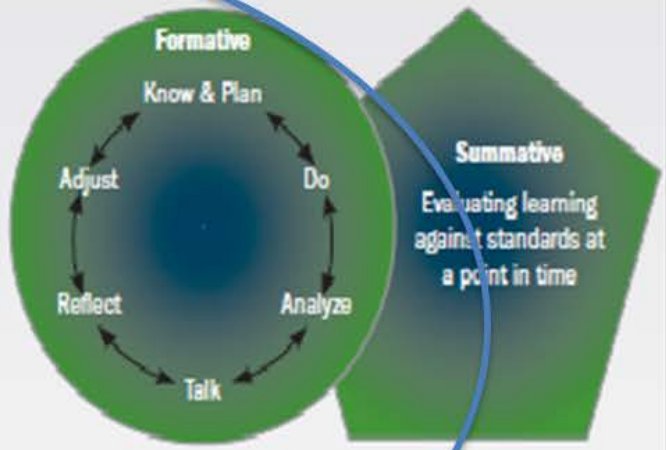
Standards-Based Education rests on several core beliefs:

1. that an agreed upon set of standards can be designed to guide teaching and learning;
2. that every child and youth should be held to high expectations for meeting these standards;
3. that all teachers achieve high standards by using evidence-based practices;
4. that educators should be held accountable for student learning



Standards for Professional Learning
Learning Forward (formerly NSDC)

Learning Communities
Leadership
Resources
Data
Learning Designs
Implementation
Outcomes



Desired Outcomes of a Standards-Based Education System

- Higher student performance
- Enhanced teacher practice
- Sustainable school growth
- Increased student engagement
- Collaborative learning communities
- Improved return on investment of professional development dollars
- Strengthened human capital in high-needs schools

Leaders & policymakers should use research, practitioner input and contextual information to make high stakes decisions about reform.

Key
- Standards
- Evaluation

2. What do the adults in the system need to know and be able to do to support all students?

3. How do we design a <u>professional learning system</u> to support them?