

Inside the Common Core

A QUICK REFERENCE GUIDE



Springdale School District

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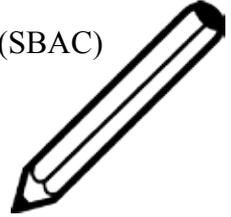
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*Inside the
Common Core*

A QUICK REFERENCE GUIDE

I. ACRONYMS, ORGANIZATIONS, & VOCABULARY

- College Career Ready Standards (CCRS)
- Common Core State Standards (CCSS)
- National Governors Associations (NGA)
- Council of Chief State School Officers (CCSSO)
- Partnership for the Assessment of Readiness for College and Careers (PARCC)
- Smarter Balanced Assessment Consortium (SBAC)
- Learning Progressions
- Common Core Curriculum Maps
- Through-course assessment
- Interdisciplinary teaching
- Achieve



II. NEW STANDARDS OF LEARNING IN ENGLISH LANGUAGE ARTS AND MATHEMATICS

- Internationally benchmarked.
- Increased levels of rigor.
- Rollout for K-2 in 2011-2012 in both reading and math.
- Grades 3-12 in following years.
- More complex reading at earlier levels. For example, some of the books traditionally taught at 5th grade are on the 3rd grade list; some of the books traditionally taught in high school are on the 8th grade list.
- Literary works will include print and non-print sources (e.g., music, art, poetry), as well as technology-based resources.
- More complex math at earlier levels. For example, Algebra I includes content from Algebra II; 7th and 8th grade math have content from Algebra I.
- Move from a “mile wide and an inch deep” approach in mathematics to teaching fewer concepts per grade with the expectation that students will develop a deeper understanding of each concept.
- More focus on content reading. For example, reading will

focus more on primary source documents at the secondary level in social studies and science courses and will focus less on literary works.

- More focus on evidence-based logical writing (i.e., argumentative writing) than narrative and descriptive writing.
- English Language Arts standards include expectations within career and technical courses.

III. NEW ASSESSMENT MODELS:

- Through-course assessments. Assessments are conducted throughout the school year and are taken approximately every 9 weeks.
- Testing timeline -- pilot 2012-2013 and 2013-2014; data count 2014-2015.
- Use multiple scores to determine student performance.
- Assessments will blend into instruction with some of the assessments known as “performance assessments” which will be carried out over the course of several days.
- Assessments will have integrated content as students demonstrate their skills.
- Assessments will require applied problem solving.

IV. SHIFT IN DELIVERY OF INSTRUCTION:

- Instruction is driven by the assessment system.
- Reading and math are viewed as tools to gain knowledge and to demonstrate new learning.
- Instructional models given to schools as samples to be used in the classroom are interdisciplinary-centered on a big idea.
- Based on the sample instructional models, multiple resources (e.g., print, non-print and technology-based) are used to give students knowledge and understanding around a big idea.
- Good examples of interdisciplinary learning are found in the EAST programs, International Baccalaureate (IB)

programs, Laying the Foundations AP training, academy programs, project-based learning, STEM programs and live-event learning such as the Stock Market Game among other economic education projects. Many elementary and middle school programs use interdisciplinary approaches as well.



V. ADAPTING TO THE CHANGE:

- Faculty members need time (i.e., professional development hours working in grade level, vertical and content area teams) to determine what is to be taught and what is no longer expected to be taught.
- Faculty members need time (i.e., professional development hours) to create, adjust or modify their teaching to align lesson plans and the activities within them to support the new learning expectations, also referred to as “learning progressions” in CCSS math standards terms.
- Faculty members need to adjust the type of assessments being used to evaluate student learning. (*Note: This may also require professional development in order to understand an assessment system that clusters learning expectations.*)
- Some faculty members, particularly those in grades K-8 may need more professional development in mathematics in order to teach more complex math at earlier grades.

- Parents need orientation to the standards, teaching systems and assessments. National PTA has materials for parents (www.pta.org).
- Students are expected to have immediate remediation when they are not on the “path” to be college- or career-ready.
- Assessments will use technology -- the state and school districts will need to be prepared with improved access to and capacity to manage technology.
- Test scores will most likely fall due to the changes in assessment systems.

VI. THE RATIONALE FOR CHANGE:

- The philosophy behind College and Career Ready Standards is to get all students college- and career-ready by the time they take their last exam in high school. This exam is not the same as taking a grade level exam such as the 11th grade literacy. These new exams are expected to be predictive of successful transition onto the next rung toward college or career.
- All states and schools involved in the College and Career Ready Standards will use the same standards and assessment systems so that the United States and our state of Arkansas can be economically competitive.
- States and local school districts’ performances can be compared more easily when everyone is using the same assessments.
- The standards are not new names for old ways of doing business instead they require a change in the teaching and learning process.
- The standards lay out a vision for what it means to be a literate person in the 21st century.
- The learning experiences are as much about helping students become better thinkers, problem solvers, and researchers as they are about learning specific bits of content.
- Students will be asked to communicate their learning in a

variety of ways.

- Arkansas needs to increase the number of college graduates.



VII. KEEPING EVERYONE UP TO SPEED:

- All information is posted (see <http://commoncore.springdale.schoolfusion.us>).
- Professional development days are built into the calendar (K-2 = four days; 3-12 literacy = 2 days)
- Common Core Maps are available as a place to begin.
- PARCC assessment samples will be made available to build knowledge and skills about the new assessment center.
- All K-2 teachers are being trained in cognitively-guided instruction (CGI) and 3-7 teachers in mathematical thinking.
- Build upon Laying the Foundation AP training for knowledge and skill building in secondary literacy.
- Shift the lexile reading levels that define grade level reading.
- Adjust the report card to align with the definition of grade-level reading.
- Share information as it is available personally with targeted audiences including principals, library media specialists, teachers, school board members and parents.
- Keep in touch with PARCC website (www.achieve.org/parcc) and the Common Core Maps website (www.commoncore.org/maps) to look for new information.
- Keep open communication channels as new information arrives.

Common Core State Standards Implementation Timeline for Arkansas Public School

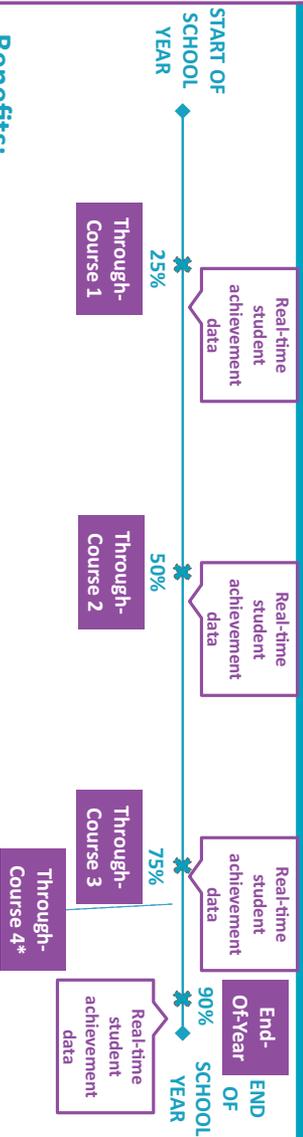
2010-2011 School Year	Districts Develop Transition Plan	ADE Shares Resources and Provides PD	State Assessments Reflect AR Curriculum Frameworks
2011-2012 School Year	Common Core State Standards K-2	ADE Shares Resources and Provides PD	State Assessments Reflect AR Curriculum Frameworks
2012-2013 School Year	Common Core State Standards 3-8	ADE Shares Resources and Provides PD	State Assessments Reflect AR Curriculum Frameworks
2013-2014 School Year	Common Core State Standards Grades 9-12	ADE Shares Resources and Provides PD	Pilot New Assessment System
2014-2015 School Year	Common Core State Standards K-12	Full Implementation of Common Core Standards	Full Implementation of New Assessment System

Goal #1: Build a Pathway to College and Career Readiness for All Students





Goal #2: Create Better Assessments



Benefits:

- Assessment is distributed across the year to provide teachers information on their students performance at key points during the year, allowing them to adjust instruction and target interventions before it's too late
- Results will be returned quickly so they are useful to schools

- Assessments will measure more sophisticated, authentic performances

* Through-Course 4 is only in ELA, and will assess Speaking/Listening. This will be required but not part of summative score – could be used for course grades.

Source: Graphic adapted from a representation prepared by the Center for K-12 Assessment & Performance Management (www.k12center.org)

Goal #3: Support Educators in the Classroom

INSTRUCTIONAL TOOLS TO SUPPORT IMPLEMENTATION

- Content frameworks
- Prototypes of through-course assessments
- Model instructional units

PROFESSIONAL DEVELOPMENT MODULES

- **Common Assessment 101-103:** PD focused on the implementation the new assessments
- **Common Assessment 201-204:** PD focused on how to interpret and use the assessment results

K-12 Educator

REAL-TIME STUDENT ACHIEVEMENT DATA

- Aligned performance-based assessments given throughout year
- Data reports will be available, designed with teacher use in mind

EDUCATOR-LED TRAINING TO SUPPORT “PEER-TO-PEER” TRAINING

- Training for cadres of K-12 educators around the instructional tools AND around training their peers to use the instructional tools



Goal #4: Advance Accountability at all Levels

- Many PARCC states intend to use the next generation assessments to inform accountability
- The assessments will measure student mastery of critical knowledge and skills critical for building towards readiness for success in college and careers (e.g. the ability to write an essay using evidence from sources, to perform a multi-step math problem addressing complex issues) in a way that many current assessments do not, allowing states to develop robust accountability systems that value and promote college and career readiness

