Huntington Union Free School District

ADMINISTRATIVE TEAM MEETING
TUESDAY, AUGUST 30, 2011

COMMON CORE STATE STANDARDS (CCSS)

The essence of the Common Core initiative can be induced from its name. The nature of the ***core*** is of an essential, irreducible set of knowledge and skills, while ***common*** suggests a social contract and all that it implies: shared benefit and equitable treatment.*

* from Understanding Common Core State Standards, by John Kendall

NYS COMMON CORE LEARNING STANDARDS

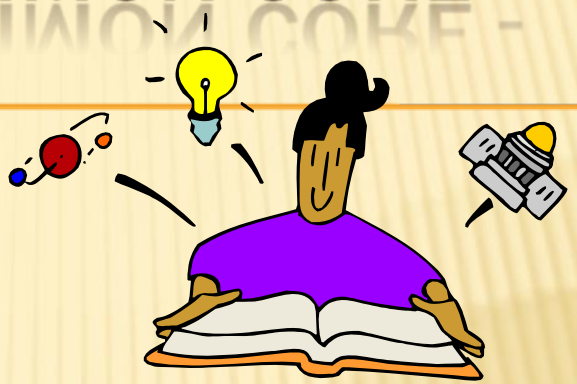
- Overarching goals for today…
  - To become familiar with New York State P-12 Common Core Learning Standards for English Language Arts & Literacy, and Standards for Literacy in History/Social Studies, Science, and Technical Subjects (CCLS); and Mathematics
  - To Understand how Implementing the CCLS in the classroom will impact teaching, leaning, curriculum and materials

WHY STANDARDS? WHY COMMON CORE STANDARDS?

- Standards provide a shared vision of what students should know and be able to do.
- Standards provide a shared vision for teachers and administrators
- Common Core State Standards establish consistency across the states
- And now, the Commissioner of Education on the CCSS…

OUR COMMISSIONER OF EDUCATION SPEAKS…

OVERVIEW OF THE COMMON CORE - AREAS OF FOCUS



- Reading
- Writing
- Speaking and Listening
- Language
- Media and Technology – Research & Media skills build into the Standards as a whole

INCLUDED IN THE CCSS DOCUMENT

- P-12 Anchor Standards for English Language Arts
  - Reading Literature, Informational Texts
  - Writing
  - Listening and Speaking
  - Language
  - Progressive Skills Charts for Language Arts Conventions (page 30)

SIX "SHIFTS" IN ELA LITERACY

- Balancing Informational and Literary Text
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-based Answers
- Writing from Sources
- Acdemic vocabulary

BALANCING INFORMATIONAL AND LITERARY TEXTS: PK-5

- Students read a true balance of informational and literary texts.
- Elementary school classrooms are, therefore, places where students access the world—science, social studies, the arts and literature—through text.
- At least 50% of what students read is informational text.

BUILDING KNOWLEDGE IN THE DISCIPLINES: 6-12

- Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction.
- Students learn through domain-specific texts in science and social studies classrooms—rather than referring to the text, they are expected to learn from what they read.

STAIRCASE OF COMPLEXITY

- In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase."
- Students read the central, grade appropriate text around which instruction is centered. (Page 32 & 58)
- Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

TEXT-BASED ANSWERS

- Students have rich and rigorous conversations which are dependent on a common text.
- Teachers insist that classroom experiences stay deeply connected to the text on the page.
- Students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of the a text.

WRITING FROM SOURCES

- Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts.
- While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.

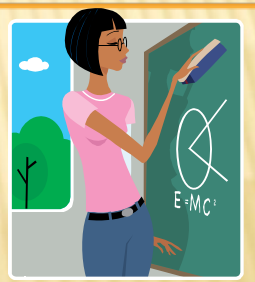
ACADEMIC VOCABULARY

- Students constantly build the vocabulary they need to access grade level complex texts.
- By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.

TEXT DEPENDENT QUESTIONS

- "Words We Live By: Your Annotated Guide to the Constitution," by Linda Monk
  - What is (and isn't) the meaning of "popular sovereignty"? Why does Monk claim that this is the form of government in America?
  - Is Lucy Stone confused when she asks "Which 'We the People'?" Why does Monk say this question has "troubled the nation?"
  - What does the phrase "founding fathers" mean? Why does Marshall think the founding fathers could not have imagined a female or black Supreme Court Justice?

CCSS IMPLEMENTATION TIMELINE



- Implementation Timeline
  - School Year 2011/2012
    - Recommend initial phase of CCSS implementation: every teacher is delivering at least one CCSS-aligned unit each semester.
    - Math and ELA tests continue to be aligned with 2005 Standards
    - Vendors for curricular modules in ELA, Math, and the Arts are chosen between September and January and their submissions (several exemplary units) are immediately made available to the field

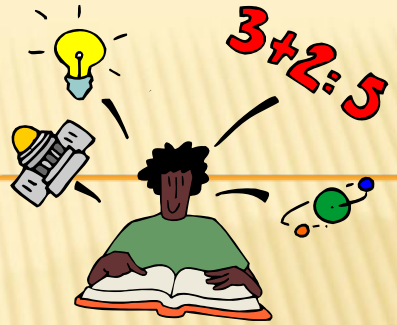
COMMON CORE STATE STANDARDS (MATHEMATICS), THE COMMISSIONER'S MESSAGE

- Common Core Math

“SHIFTS” IN MATHEMATICS

- Focus
- Coherence
- Fluency
- Deep Understanding
- Application
- Dual Instensity

WHERE TO START



- How to read the grade level standards
- Structural Organization (page 9)
  - 2005 NYS Core Curriculum and the 2010 Common Core
- Performance Indicator Organization (page 9)
  - 2005 NYS Core Curriculum
    - Five Process Strands
    - Five Content Strands
  - 2010 Common Core
    - Eight Mathematical Practices
    - Eleven Mathematical Content Domains (each grade addresses no more than 5 domains
- Required Fluencies in the Common Core State Standards for Mathematics (page 12)

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

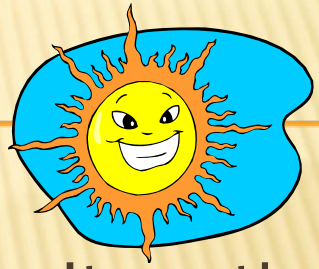
BENEFITS OF THE COMMON CORE

- Intentional Instruction
- A Manageable Number of Standards
- A Greater Pool of Resources
- Increased Collegiality
- Increased Professionalism
- A More Consistent, Equitable Learning Experience
- The End of the Carnegie Unit
- Customized Learning and Multiple Pathways

CONCERNS ABOUT THE COMMON CORE

- It's a Free Country!
- Down with the Progressive Tense!
- Accountability and Assessment
- One Size Fits All?
- Ready for Whose College?

AND YET…



- Kendall (2011) suggests that despite the legitimate concerns, the Common Core offers more opportunity for improvement than the system we have now, and we appear to be determined to get it as right as we can this time (pg. 40)