Purpose

Build capacity to better understand the Illinois Learning Standards in English Language Arts and Mathematics (Common Core State Standards) and how to align secondary and postsecondary expectations.
Objectives

The intended outcomes for meeting participants are as follows:

• Gain a greater understanding of the Illinois Learning Standards (Common Core State Standards)
• Become aware of what is needed to implement the Illinois Learning Standards (Common Core State Standards) Pk-20
• Identify research, resources, and tools to help institutions align the Illinois Learning Standards (Common Core State Standards)
• Explore the Illinois toolkit that will help secondary and postsecondary institutions align the work.
• Develop strategies to address the gaps between current work and the needs of the field
• Share strategies and ideas for aligning to the Illinois Learning Standards (Common Core State Standards)
Questions we will address today:

• What is the nature of the challenge?
• What are current opportunities?
• How do we build a systematic approach to alignment?
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>10:00 a.m.</td>
<td>Welcome, Agenda Overview and Introductions</td>
</tr>
<tr>
<td>10:15 a.m.</td>
<td>Understanding the Illinois Learning Standards (Common Core) <em>as they fit within the context of College and Career Readiness</em></td>
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<tr>
<td>10:45 a.m.</td>
<td>What is working locally</td>
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<td>11:15 a.m.</td>
<td>Exploring the Toolkit</td>
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<tr>
<td>12:00 p.m.</td>
<td>Working Lunch - Reviewing the importance of Partnerships</td>
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<tr>
<td>12:45 p.m.</td>
<td>Engaging in the Alignment work</td>
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<tr>
<td>2:15 p.m.</td>
<td>Determining Next Steps</td>
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Where should We Spend Our Time?

http://www.polleverywhere.com/multiple_choice_polls/owlaBMGcybu7xD1
Nature of the Challenge:

• Getting More Students Ready for “life”
• Need for a more complete definition of “Ready”
Research and Ideas Summaries from:

- COLLEGE KNOWLEDGE
  What it Really Takes for Students to Succeed and What We Can Do to Get Them Ready
  DAVID T. CONLEY

- COLLEGE AND CAREER READY
  Helping All Students Succeed Beyond High School
  DAVID T. CONLEY
Creating A System for Change

The system improves college and career readiness by

- **Defining** readiness
- **Examining** schools and students
- **Aligning** the instructional program
- **Strengthening partnerships** between high schools and colleges.
Defining Readiness
College Readiness and Career Readiness: Same or Different?

- EPIC’s research on the content of courses in two-year certificate programs is identifying the overlap between college readiness and career readiness knowledge and skills.
- Necessary academic content knowledge varies among in two-year certificate programs and between certificate programs and general education courses at four-year institutions.
- However, almost all certificates require a strong academic foundation, and students in certificate programs need strong skills in the area of Academic Behaviors.
A More Complete Definition of “Ready”

The definition of “ready” is a student who can succeed—without remediation—in credit-bearing general education courses or a two-year associates or certificate program that leads to a career in the O-NET job zone 3 classification.

David Conley EPIC
The Four Dimensions of Readiness

- Key Cognitive Strategies
- Key Content Knowledge
- Academic Behaviors
- Contextual Skills and Awareness
The Four Dimensions of Readiness

**Key Cognitive Strategies (THINK)**
- Problem formulation, research,
- interpretation, communication,
  precision and accuracy.

**Key Content Knowledge (KNOW)**
- Key foundational content and
  “big ideas” from core subjects.

**Academic Behaviors (ACT)**
- Self-management skills:
  time management, study skills,
  goal setting, self-awareness,
  and persistence.

**Transition Skills (College/Workforce Knowledge) (GO)**
- Admissions requirements, college types and missions, affording college, college culture, and relations with professors. Understanding the context/environment

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Some Example Recommendations

• **Key Content Knowledge:**
  • Standardize placement tests statewide and familiarize high school students with the test and allow students to take the test while in high school
  • Increase dual enrollment, AP, IB

• **Key Cognitive Strategies:**
  • Require senior assignment or project that requires a research paper as one required element
  • Consider “senior seminars” where students are exposed to assignments that require cognitive strategies

• **Academic Behaviors:**
  • Require schools to adopt common policies regarding the content of syllabi, including dates for all assignments and tests
  • Provide resources for students to learn time management, study skills, goal setting

• **Contextual/Transition Knowledge:**
  • Expect students to access online college prep systems
  • Encourage campus visits
  • Apprenticeships
Where are your current strengths?

Key Cognitive Strategies (THINK)
• Problem formulation, research,
  interpretation, communication,
  precision and accuracy.

Key Content Knowledge (KNOW)
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  “big ideas” from core subjects.

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• Admissions requirements, college types and missions, affording college, college
  culture, and relations with professors. Understanding the context/environment
Illinois Learning Standards
Common Core State Standards

Standards for College and Career Readiness
The Four Dimensions of Readiness

- Key Cognitive Strategies
- Key Content Knowledge
- Academic Behaviors
- Contextual Skills and Awareness

Common Core

David Conley - EPIC
Difference between Standards and Curriculum

- **Standards** are specific criteria for what students are expected to learn and be able to do. Usually take 2 forms in the curriculum: content standards, which tell what students are expected to know and be able to do in various subject areas, and performance standards, which assess degree to which content standards have been met.

- **Curriculum** is an organized program of learning, usually segregated by subject area, composed of four main categories: content, instruction, assessment, and context. Curriculum content can be understood as the information and skills students should learn and eventually know by studying the material. (www.education.com)
Instruction - Instructional Resources and Supports (the exterior and interior)

District curricula, assessment and instruction (the frame)

Common Core STATE Standards (the foundation)
How familiar are you with the Illinois Learning Standards?
Impetus for the Common Core State Standards

• Every state had its own set of academic standards, meaning public-educated students are learning different content at different rates.

• All students have to be prepared to compete with not only their American peers in the next state, but with students around the world.

This initiative will potentially affect 43.5 million students, which is about 87% of the student population.
What are the Common Core Standards?

“Common Core Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.”

(NGA & CCSSO, 2010)

http://www.corestandards.org/
Development of Common Core Standards

Joint initiative of:

Supported by:
- Achieve
- ACT
- College Board
Common Core State Standards (CCSS) Adoption
Foundation for the Standards

• Aligned with college and work expectations
  – Prepare students for success in entry-level, credit bearing, academic college courses (two- and four-year postsecondary institutions)
  – Prepare students for success in careers that offer competitive, livable salaries above the poverty line, offer opportunities for career advancement, and are in growing or sustainable industries
Aspects of CCSS

New Focus:
- College and career readiness
- Content and skills
- Coherence, focus, rigor

New Features:
- Fewer, clearer, higher
- Internationally benchmarked
- An aligned model curriculum
Why are Common Core State Standards good for students?

- **College and Career Focus.** It will help prepare students with the knowledge and skills they need to succeed in college and careers.

- **Consistent.** Expectations will be consistent for all kids and not dependent on a student’s zip code.

- **Mobility.** It will help students with transitions between states.

- **Student Ownership.** Clearer standards will help students understand what is expected of them and allow for more self-directed learning by students.
What’s the big deal?

- The CCSS initiative is a “sea change” in education for teaching and learning!
- The CCSS mandates the student learning outcomes for every grade level.
- The CCSS force a common language.
- Students will be tested and instructional effectiveness will be measured based on CCSS.
- Federal funding is tied to CCSS adoption, implementation, and accountability.
What’s in the Standards?

www.corestandards.org
What does College and Career Ready mean for ELA

• They demonstrate independence.
• They build strong content knowledge.
• They respond to the varying demands of audience, task, purpose, and discipline.
• They comprehend as well as critique.
• They value evidence.
• They use technology and digital media strategically and capably.
• They come to understand other perspectives and cultures. (pg 7)
Attributes of the CCSS: English Language Arts

• Shift in emphasis from **fiction to nonfiction** in reading and writing.

• **Focus on close analysis of texts** with evidence to back up claims and conclusions.

• **Emphasis in teaching literacy skills** in and through history/social studies, science, and technical content areas.
ELA Instructional Shifts

- Balancing Informational and Literary Text
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-Based Answers
- Writing From Sources
- Academic Vocabulary
Mathematical Practices

Engage students in the content through the Mathematical Practices:

1. Problem solving
2. Reasoning
3. Modeling
4. Using tools
5. Making arguments
6. Precision
7. Structure
Mathematics Instructional Shifts

- Focus
- Coherence
- Fluency
- Deep Understanding
- Application
- Dual Intensity
What are the opportunities that come with the adoption of the Common Core?

Building a Pk-16 aligned system
Building an Aligned System

Bridging the Gap Toolkit
Exploring the Toolkit

• Split up the sections of the toolkit among your team
• Skim through your section
• Take notes using the following strategy:

  R – Something you want to remember
  ! – Something that surprises you
  ? – Something that you have a question about
Exploring the Toolkit

• What is one thing that surprised you?
• What is one thing that you want to remember?
• What is one question you have?
Understanding Alignment
Understanding Types
Types

- Standard to standard
- Standard to Assessment
- Standard to Curriculum
- Standard to Practice

pp. 13-15
Which type(s) connect most directly to your work?
High School to College Guidance Document could include all types

Communicates the deeper knowledge and cognitive skills sets required of college coursework.
Components may include:

– Standard to Standard
  • Alignment to expectations

– Standard to Assessment
  • Sample assessments

– Standard to Curriculum
  • Course prerequisites and prior knowledge

– Standard to Practice
  • Sample methods of instruction
  • Samples of student work
  • Assignment examples
Depth of Knowledge (DOK) Levels

- **Level One (Recall)**
  - Describe
  - Explain
  - Interpret

- **Level Two (Skill/Concept)**
  - Identify
  - Evaluate
  - Compare

- **Level Three (Strategic Thinking)**
  - Formulate
  - Hypothesize
  - Differentiate

- **Level Four (Extended Thinking)**
  - Use Concepts to Solve Non-Routine Problems
  - Assess
  - Construct

**Level One Activities**
- Recall elements and details of story structure, such as sequence of events, character, plot and setting.
- Conduct basic mathematical calculations.
- Label locations on a map.
- Represent in words or diagrams a scientific concept or relationship.
- Perform routine procedures like measuring length or using punctuation marks correctly.
- Describe the features of a place or people.

**Level Two Activities**
- Identify and summarize the major events in a narrative.
- Use context cues to identify the meaning of unfamiliar words.
- Solve routine multiple-step problems.
- Describe the cause/effect of a particular event.
- Identify patterns in events or behavior.

**Level Three Activities**
- Support ideas with details and examples.
- Use voice appropriate to the purpose and audience.
- Identify research questions and design investigations for a scientific problem.
- Develop a scientific model for a complex situation.
- Determine the author’s purpose and describe how it affects the interpretation of a reading selection.
- Apply a concept in other contexts.

**Level Four Activities**
- Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
- Apply mathematical model to illustrate a problem or situation.
- Analyze and synthesize information from multiple sources.
- Describe and illustrate how common themes are found across texts from different cultures.
- Design a mathematical model to inform and solve a practical or abstract situation.

Strengthening Partnerships
Establishing Lasting Partnerships

“This partnership between postsecondary and secondary schools continues to offer opportunities for closer collaboration, greater efficiencies and a smooth transition throughout the stages of every student’s academic journey.”

Leen van Rentergem
Director ICT Services,
Katholieke Universiteit Leuven
Getting Started

• Get the right people around the table
• Understand the issues and challenges
• Developing trusting relationships
• Identify goals
Partnerships should...

- Develop governance structures that connect classrooms, schools and school districts, and that build from feeder patterns among schools (a high school and the elementary and middle schools that "send" their students to the high school).
- Be democratic, mutually respectful, and mutually beneficial, vesting significant leadership in principals and teachers.
- Focus on a strategy aimed at pre-K through 16 reform
- Require creating academic linkages across all levels of schooling. This process can be strongly advanced through forming site-based curriculum development workshops led by teachers and university faculty with participation from students and community members.
- Connect to organizations that can take innovations to scale.
Who’s at your “table”?
Aligning the Core
Steps

• Step 1: Document Existing Curriculum (29-32)
• Step 2: Conduct Gap Analysis (33-37)
• Step 3: Align Content (38-39)
• Step 4: Calibrate Student Performance Expectations (40-45)
• Step 5: Direct Ongoing Efforts (46)
Team discussions

• Go through each step one at a time
• Read through the section
• After each section, discuss as a group
  – What are the key processes of this step?
  – Where is work at?1-4 (1 being we haven’t thought about it, 4- being we have completed this)
  – If you answered 1,2 3:
    • How useful are the tools shared to our work?
    • How would you use these processes and tools in your work?
  – If you answered 4
    • Are there any other examples you can share?
Step 1 – Document Existing Curriculum

• Identify the essential knowledge, skills, and/or standards for review
• Determine when and where the knowledge, skills and/or standards are delivered
• Look at syllabi and course descriptions and requirements
Step 2 – Conduct Gap Analysis

A. Review and understand the Common Core.
B. Map the Common Core to the existing curriculum documents collected in Step 1.
   – Optional: If the existing curriculum is already mapped to the previous Learning Standards, use the crosswalks developed by the Illinois Board of Education to map the Common Core to existing curriculum.
C. Match the Anchor Standards and Standards for Mathematical Practice to the existing curriculum.
D. Determine the degree of alignment between the Common Core and the existing curriculum.
E. Identify the missing Common Core.
Step 3 – Align Content

A. Review individually the results of the Gap Analysis from Step 2.
B. Convene subject area teams within an institution.
C. Convene subject area vertical teams.
D. Revise curriculum to align to the Common Core.
Step 4: Calibrate Student Performance Expectations

A. Engage in benchmarking.
B. Establish a scoring system.
C. Review curricular activities.
D. Engage in vertical calibration.
Step 5: Direct Ongoing Efforts
Did you ask these questions?

• *Who should participate in the alignment process?*
• *Who should lead these efforts?*
• *How can leaders bring the appropriate participants together?*
Next Steps
Developing an alignment plan

• Work together as a team to clarify your current plan
  – What could you use from today that would help move your work forward?
• Create 3 goals for your work
• Create 2-3 concrete action steps for the next three months for each goal
What are resources and tools that we can offer to help districts implement the Common Core State Standards (CCSS)?
Resources for more info on CCSS

- Publishers Criteria
  http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf
  http://www.corestandards.org/assets/Math_Publishers_Criteria_K-8_Summer%202012_FINAL.pdf

- PTA summaries – http://www.pta.org/4446.htm
- Hunt videos - http://www.youtube.com/user/TheHuntInstitute#p/a
- SBAC content specifications –
- PARCC content frameworks - http://www.parcconline.org/parcc-content-frameworks
- Common Core ELA maps- http://commoncore.org/maps/
More Resources

• EPIC Higher Ed report -

• EPIC Alignment study -

• Great Lakes West CCSS Resources for District Implementation-
  http://www.learningpt.org/greatlakeswest/common_core/exterior.php

• Partnership for 21st century skills toolkit -


• Significant Discussions toolkit
Questions to consider

• What can we do to facilitate our own understanding of standards to be able to better plan for alignment?

• How do we inform others about our work and how they can connect to it?
Thank you!

Beth Ratway
bratway.edgagement@gmail.com
Additional slides on national landscape
Administration’s goal for education:

We must achieve a new goal—that by 2020, the United States will once again lead the world in college completion.
College- and Career-Ready Students

- Raising standards for all students.
- Better assessments.
- A complete education.
Great Teachers and Leaders in Every School

• Effective teachers and principals
• Our best teachers and leaders where they are needed most.
• **Strengthening teacher and leader preparation and recruitment.**
Equity and Opportunity for All Students

• Rigorous and fair accountability for all levels.
• Meeting the needs of diverse learners.
• Greater equity.
Raise the Bar and Reward Excellence

• Fostering a Race to the Top.
• Supporting effective public school choice.
• **Promoting a culture of college readiness and success.**
Promote Innovation and Continuous Improvement

• Fostering innovation and accelerating success.
• Supporting, recognizing, and rewarding local innovations.
• Supporting student success.
Empowering Parents through Quality Charter Schools Act

- Allow states to apply for competitive grants to set up new charter schools, or expand and replicate high-quality charters. That's a change from current law, which just allows states to use the funds for new charters, or to share information.
- Make it more likely that states that are following what Congress considers "best practices" when it comes to charters get the grants.
- Call on states to keep an eye on the overall performance of charters, including progress in boosting student achievement.
- Extend the period the period of charter grants to five years, from three.
- Authorize $300 million for charter grants and charter facilities. Right now, the grants are authorized at $300 million, and the facilities piece is $150 million. So this is a cut in the suggested spending level for charters overall. Sometimes Congress follows those suggested levels in spending bills, sometimes not. Right now, Congress is spending about $255 million total on charters.