Bridging the Gap

ICCB
May 3, 2013
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?
Agenda

9:30 -10:00 a.m.   Registration

10:00–10:15 a.m.   Welcome, Agenda Overview and Introductions

10:15–11:15 a.m.   Understanding the Illinois Learning Standards (Common Core)

11:15–11:30 a.m.   Engaging in the Alignment work

11:30 a.m.–12:00 p.m.   Reviewing the importance of Partnerships

12:00–12:45 p.m.   Working Lunch

12:45–1:45 p.m.   Aligning the Common Core

1:45–2:00 p.m.   Determining Next Steps
Illinois Learning Standards
Common Core State Standards
Standards for College and Career Readiness
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
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. Your staff will begin using this language.
- Students will be tested and instructional effectiveness will be measured based on CCSS.
- Federal funding is tied to CCSS adoption, implementation, and accountability.
- English Language Arts and Mathematics CCSS are just the beginning. . .more subject area standards are being developed.
What’s in the Standards?
Scavenger Hunts

• Split your group in \( \frac{1}{2} \)
• Have one group do the Math scavenger hunt
• Have the other group do the ELA scavenger hunt

corestandards.org
Resources for this work

CCSS foundations toolkit

Walk throughs tooolo
Share out

• What is one thing that surprised you?
• What is one thing that you want to remember?
• What is one question you have?
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 Pedagogical Shifts

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

http://www.engageny.org/resource/common-core-video-series
Attributes of the CCSS: Mathematics
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

http://www.engageny.org/resource/common-core-video-series
Mathematics Instructional Shifts

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

Common Core
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

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
Understanding Alignment
Understanding Types
Types

1. Standard to standard (corestandards.org)
2. Standard to Assessment (PARCC assessments - http://www.parcconline.org/)
3. Standard to Curriculum
4. Standard to Practice
Which type(s) connect most directly to your work?
High School to College Guidance Document could include all types of coursework. It 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
Lunch Work

• Eat as a team and discuss:
• One success you would like to share
• One challenge you would like to share
• Choose someone to be your spokesperson

We discussed using Fred Newman’s Authentic Intellectual Work Model for reviewing tasks and student work -
http://www.iowaaaiw.info/
The Importance of Partnerships
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)
Small group discussion

• Get into your number groups
• Quietly read your section individually
• Discuss as a group
  – What are the key processes of this step?
  – How useful are the tools shared?
  – How would you use these processes and tools in your work?
  – Are there any other examples you can share?
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?
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
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
  [link](http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf)
  [link](http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf)
  [link](http://www.corestandards.org/assets/Math_Publishers_Criteria_K-8_Summer%202012_FINAL.pdf)
  [link](http://engageny.org/resource/tri-state-quality-review-rubric-and-rating-process)

- PTA summaries – [link](http://www.pta.org/4446.htm)
- Hunt videos - [link](http://www.youtube.com/user/TheHuntInstitute#p/a)
- SBAC content specifications –
  - ELA - [link](http://www.k12.wa.us/SMARTER/ContentSpecs/ELA-LiteracyContentSpecifications.pdf)
  - Math - [link](http://www.k12.wa.us/SMARTER/ContentSpecs/MathContentSpecifications.pdf)
- PARCC content frameworks - [link](http://www.parcconline.org/parcc-content-frameworks)
- Common Core ELA maps- [link](http://commoncore.org/maps/)
- Essential Educator CCSS Resource list - [link](http://essentialeducator.org/?p=5890)
More Resources

- EPIC Higher Ed report -
- EPIC Alignment study -
- Great Lakes West CCSS Resources for District Implementation-
  http://www.learningpt.org/greatlakeswest/common_core/external.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!

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