

Raising the Bar: Common Core State Standards



Idaho State Department of Education

<http://www.sde.idaho.gov/site/common/>

About the Initiative

- Common Core State Standards Initiative is a voluntary, state-led effort
- 48 states, 2 territories, and D.C. committed to developing a common core of state standards for proficiency in English language arts and mathematics for grades K-12.
- Idaho signed on in June 2009



Why Do We Need These Standards?

- Right now, too many Idaho students go on to post-secondary education or into the workforce and need remediation once they get there.
- Our goal must be for every student to not only graduate from high school, but to go on to post-secondary education without the need for remediation.
- These standards will ensure our students are college- and career-ready.



Why Do We Need These Standards?

- In the 21st century, Idaho students are not just competing against their peers in Idaho or in neighboring states.
- In this ever-changing global economy, no matter where a student lives, they will be competing for jobs against their peers across the United States and around the world.
- These standards will ensure our students are competitive with students around the world.



Why did Idaho sign on?

- The Initiative is voluntary, state-led effort.
- We need more rigorous, relevant standards to raise student achievement and ensure our students are prepared for life after high school.
- Our students are ready for this challenge.
- Common Core State Standards with other states will be cost-effective in the long term.



How were Standards developed?

- Collaboration with teachers, school administrators, and national groups representing postsecondary educators, English language learners, and students with disabilities, to name a few
- Idaho educators were involved throughout the process



The Final Standards

- These standards define the knowledge and skills students should have within K-12 grades so they will graduate from high school able to succeed in entry-level, credit-bearing academic post-secondary courses (college or professional-technical) and in the workforce.



The Final Standards (cont.)

- Are aligned with college and workforce expectations;
- Are more focused and coherent;
- Include rigorous content and application of knowledge through higher-order skills;
- Build upon strengths and lessons of current state standards;
- Are benchmarked against standards in other top-performing countries.
- Are built on extensive research.



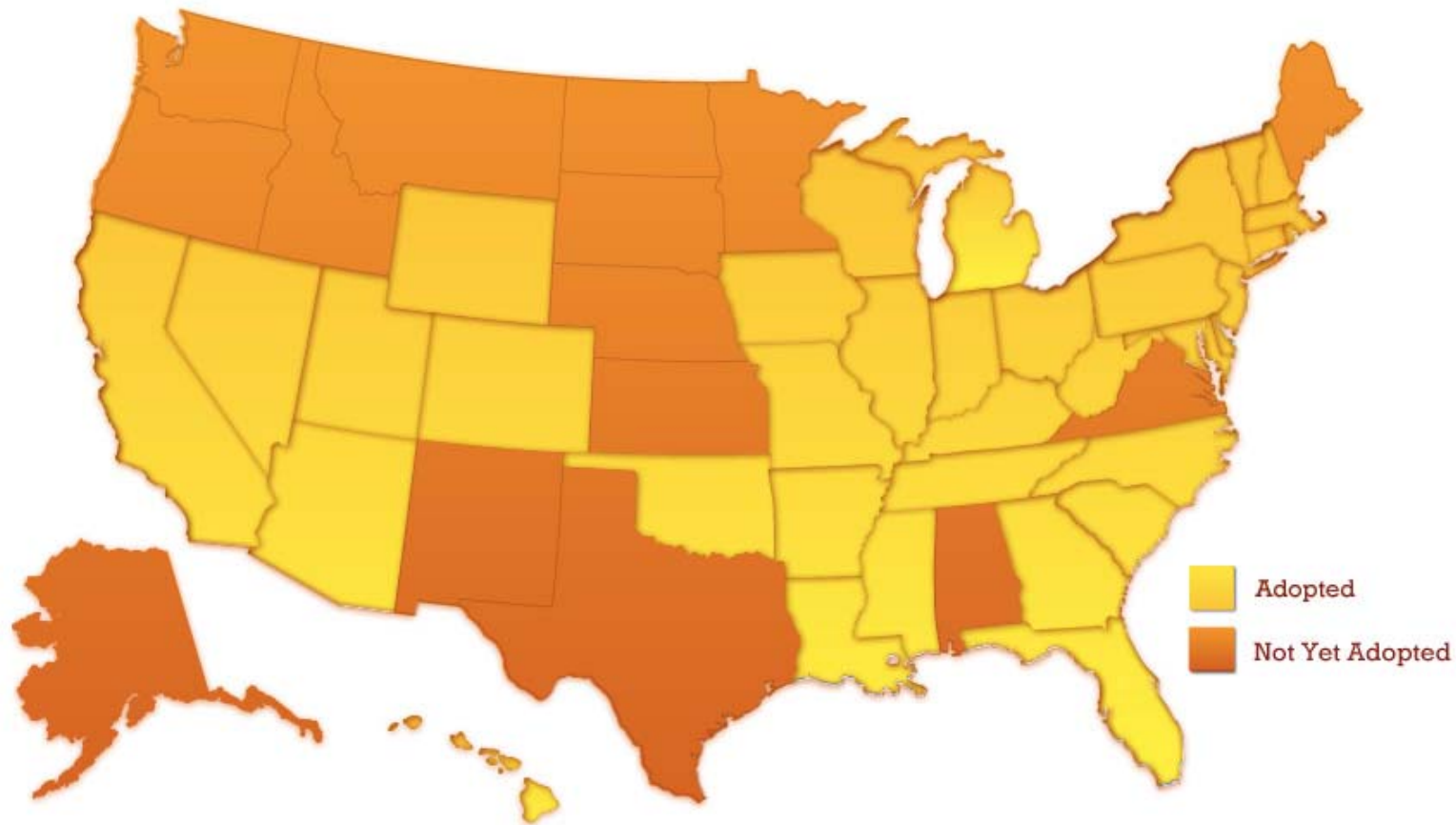
The Process



Next Steps

- Final standards were published on June 2, 2010.
- Each state has the choice of whether or not to adopt the Common Core State Standards for math and English language arts.
- If adopted, the Common Core State Standards must make up at least 85% of the state's standards in English language arts and mathematics.
- 35 states and D.C. have adopted the standards, to date.





District of Columbia



Puerto Rico



Guam



American Samoa Islands



U.S. Virgin Islands



Northern Mariana Islands

Next Steps (cont.)

- July 2010: Idaho teachers conducted a side-by-side comparison of Idaho Standards and Common Core State Standards
- August 2010: The State Board gave initial approval for the Common Core State Standards
- September/October 2010: Standards open for public comment
- November 2010: Standards go to State Board for official approval
- January 2011: Standards go to Legislature for final approval



Implementation

- If approved by the Legislature in January 2011, the Standards will go into effect in the 2013-2014 school year.
- Here is the timeline for implementation:
 - 2011-2012 Professional development
 - 2012-2013 Professional development
 - 2013-2014 Common core state standards taught in Idaho classrooms
 - 2014-2015 New common assessments delivered



How Will Standards Be Implemented?

- State Department of Education is creating a statewide plan to implement the Common Core State Standards
- Idaho will work with other states on meaningful professional development
- SDE staff will work intensely with districts over 2 years before implementation
- Focus on three groups: math teachers, English teachers, principals in collaboration with higher education



How Will Standards Be Implemented?

- SDE will work with districts to help you develop a plan that meets the needs for your district
- Districts *may* start implementation sooner than 2013 if they choose
- Districts will need to align curricular materials to new Standards
- ISAT will remain in place until a new assessment has been developed



English Language Arts Standards



What's Different about Proposed Standards?

- Four strands of English language arts standards:
 1. Reading
 2. Writing
 3. Speaking and Listening
 4. Language



Reading

- Standards will ensure students are ready for the demands of college-and career-level reading no later than the end of high school.
- The Standards encourage the use of literary texts as well as informational texts to ensure students are prepared for the workforce.
- The Standards focus on text complexity to ensure students can read at multiple levels.
- Students will learn to build knowledge, gain insights, explore possibilities, and broaden their perspective through reading.



Reading

- The Standards do not offer a reading list. Each locally elected school board will still determine all curricular materials.
- The Standards do offer sample texts to help teachers prepare lesson plans.



Writing

- The Standards emphasize the ability to write logical arguments based on well-researched evidence and sound reasoning.
- The Standards ensure opinion writing—a basic form of argument—extends down into the earliest grades.
- The Standards emphasize research, both in longer, in-depth research and short, focused projects (such as those commonly required in the workplace).



Speaking and Listening

- The Standards require students master speaking and listening skills in a variety of settings.
- Students will gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- The Standards focus on academic discussions in one-on-one, small-group, and whole-class settings.
- The Standards will focus on formal presentations as well as informal discussions.



Language

- The Standards will ensure students grow their vocabularies through a mix of conversations, direct instruction, and reading.
- Students will determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- These Standards will help prepare students for real life experiences in post-secondary education and the workforce.



Media and Technology

- Just as media and technology are integrated in school and life in the 21st century, skills related to media use (both critical analysis and production of media) are integrated throughout the English language arts standards.



Literacy Standards in Other Subject Areas

- Other content areas play a critical role in developing the literacy skills students need for success.
- The English language arts standards include literacy standards in history, social studies, science and technical subjects.
- The literacy standards help ensure students have the skills they need to read demanding informational and explanatory texts in post-secondary education and the workforce.



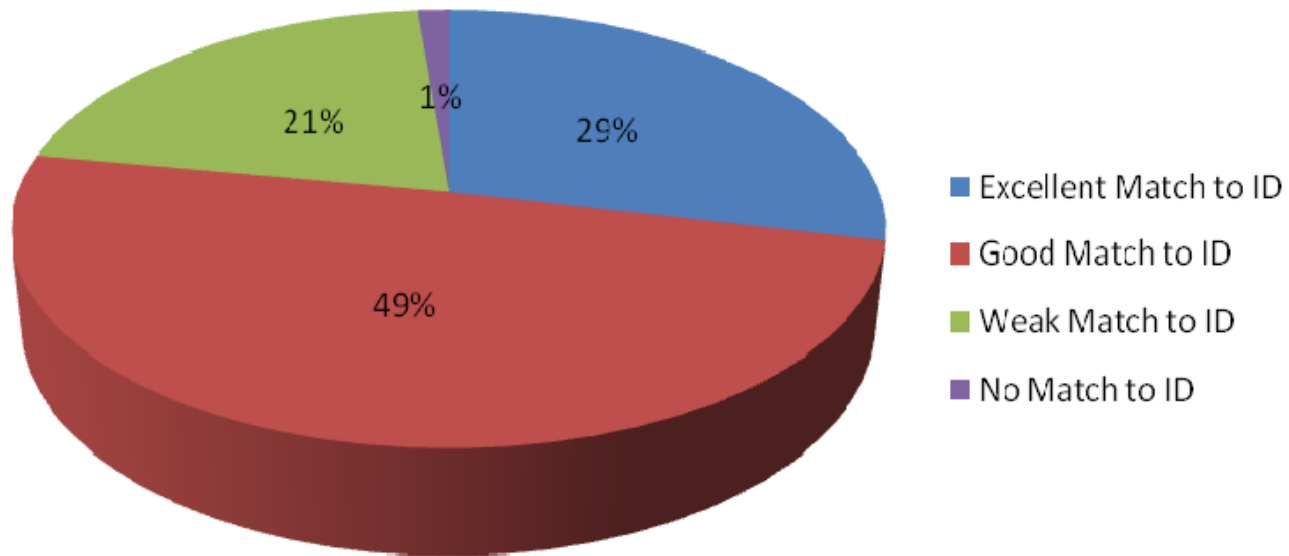
Alignment Process

- Idaho teachers evaluated and compared the Common Core State Standards to Idaho's current content standards.
- The results showed a strong correlation between the proposed Common Core State Standards (CCSS) and the current Idaho content standards.
- The differences:
 - CCSS emphasize collaboration.
 - CCSS emphasize the use of technology.
 - CCSS ensures other content areas will emphasize literacy skills.

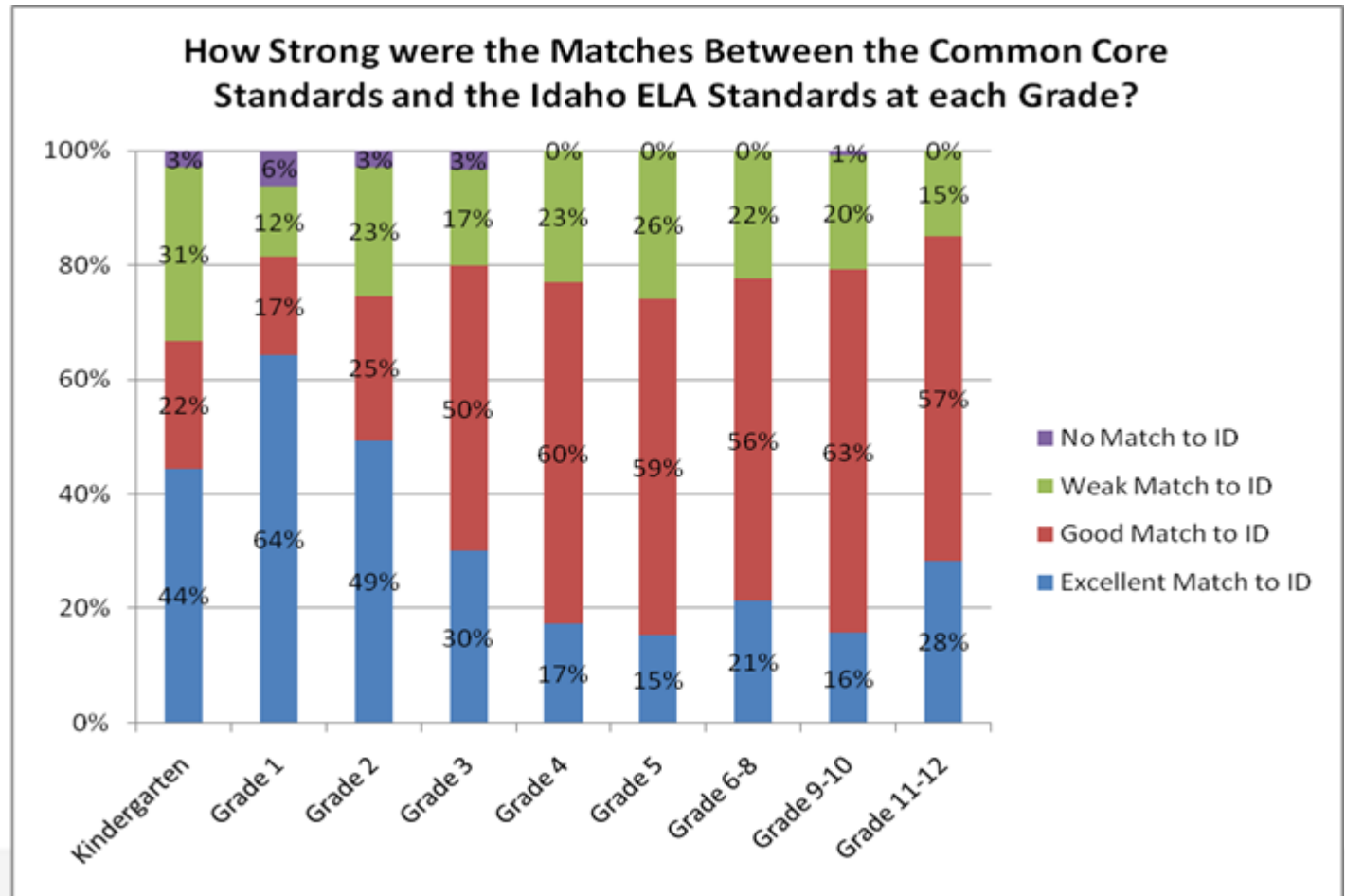


99 Percent Match Among Standards

How Strong were the Matches Between the K-12
Common Core Standards and the Idaho ELA
Standards?



Grade-Level Similarities and Differences



How Do Common Core State Standards Compare to Idaho's Current Standards?

- The Common Core State Standards are more rigorous, relevant and provide more clarity for Idaho teachers. Here's an example:
 - **Current Idaho Kindergarten standards for Writing Applications:** “Respond orally to identify a connection between the text and self.”
 - **Proposed Common Core State Standard for Writing, Text Types and Purposes:** “Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state as opinion or preference about the topic of the book (e.g. My favorite book is...).”



How Do Common Core State Standards Compare to Idaho's Current Standards?

Here is another example:

- **Current Idaho Grade 10 standard for Writing Applications, Acquire Expository (Informational/ Research) Writing Skills:** “Write a research report that includes a thesis, provides relevant support, and documents sources.”
- **Proposed Common Core State Standard for Research to Build and Present Knowledge:** “Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.”



Mathematics Standards



Development of Mathematics

- Development began with research-based learning progressions detailing what we know today about how students' mathematical knowledge, skill and understanding develop over time.



Understanding Mathematics

- The proposed Common Core State Standards define what students should understand and be able to do in their study of mathematics.
- Mathematical understanding and procedural skills are equally important and both can be assessed through rich tasks.



Hallmark of Understanding

- To be successful, students must master math concepts as well as procedural understanding.
- If a student can explain their thinking he/she has a better chance to succeed when faced with an unfamiliar task.



Standards for Mathematical Practice

- These mathematical practices describe areas of expertise that educators should seek to develop in their students.
- These practices describe ways students should engage in mathematics as they grow in maturity and expertise in grades K-12.



8 Practices Include

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 precisions.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



Grade-Level Contents

- Grade-level focus (big ideas)
 - A couple of paragraphs describing the focus of this grade level.
- Grade-level overview (outline)
 - A bulleted list of concepts being taught.



High School Standards

- High school standards specify the math that all students should study in order to be college- and career-ready.
- A (+) symbol indicates additional math that students should learn in order to take advanced courses.



High School Standards

The high school standards are listed in conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability



High School Pathways

- The standards do not mandate a sequence.
- The organization is critical to implementation.
- Sample Pathways will be available soon to help guide organization for local school districts.



Proposed Pathway Options

- Traditional course sequence:
(Algebra I, Geometry, and Algebra II)
- Integrated course sequence:
(Math 1, Math 2, Math 3)



6th Grade Sample

Geometry (Domain)

Solve real-world and mathematical problems involving area, surface area, and volume.

1. Find the area of right triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.



Alignment Process

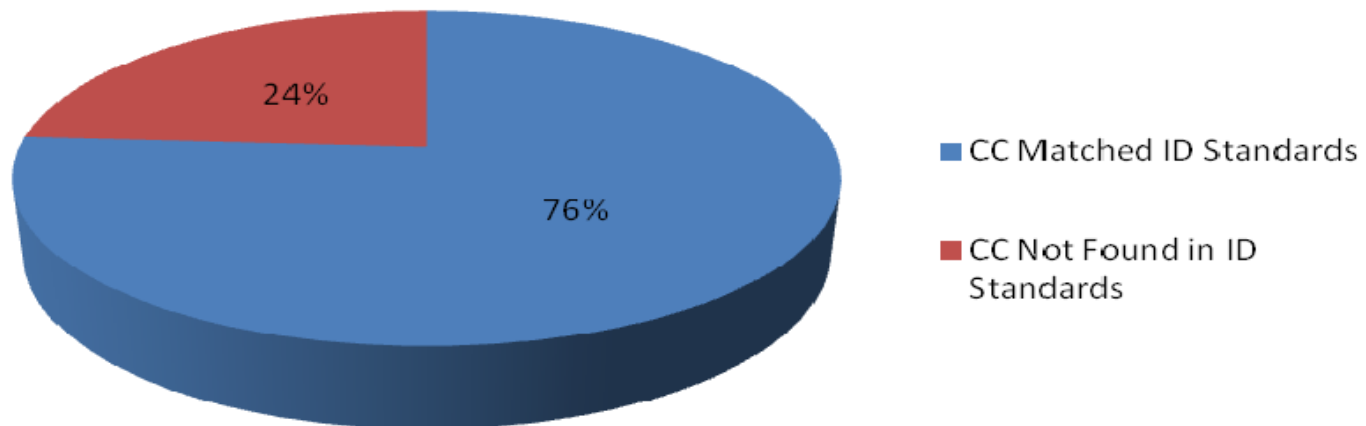
- Idaho teachers evaluated and compared the Common Core State Standards to Idaho's current content standards.
- The results showed most differences occurred in the primary and middle grades.
- The differences:
 - Composing and decomposing numbers (K)
 - Summarize and describe distributions (6)
 - Understanding and applying the Pythagorean Theorem (8)



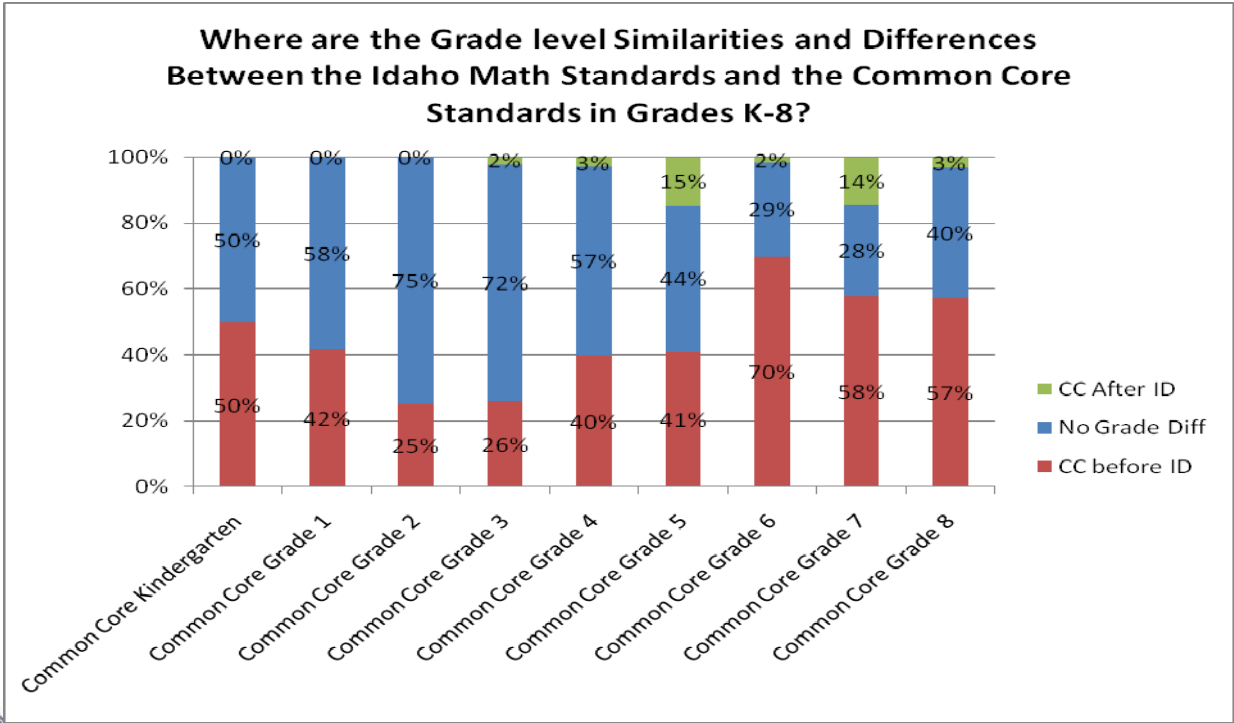
Overall Match

What percentage of the Common Core K-12 Math Standards were matched with the Idaho Math Standards?

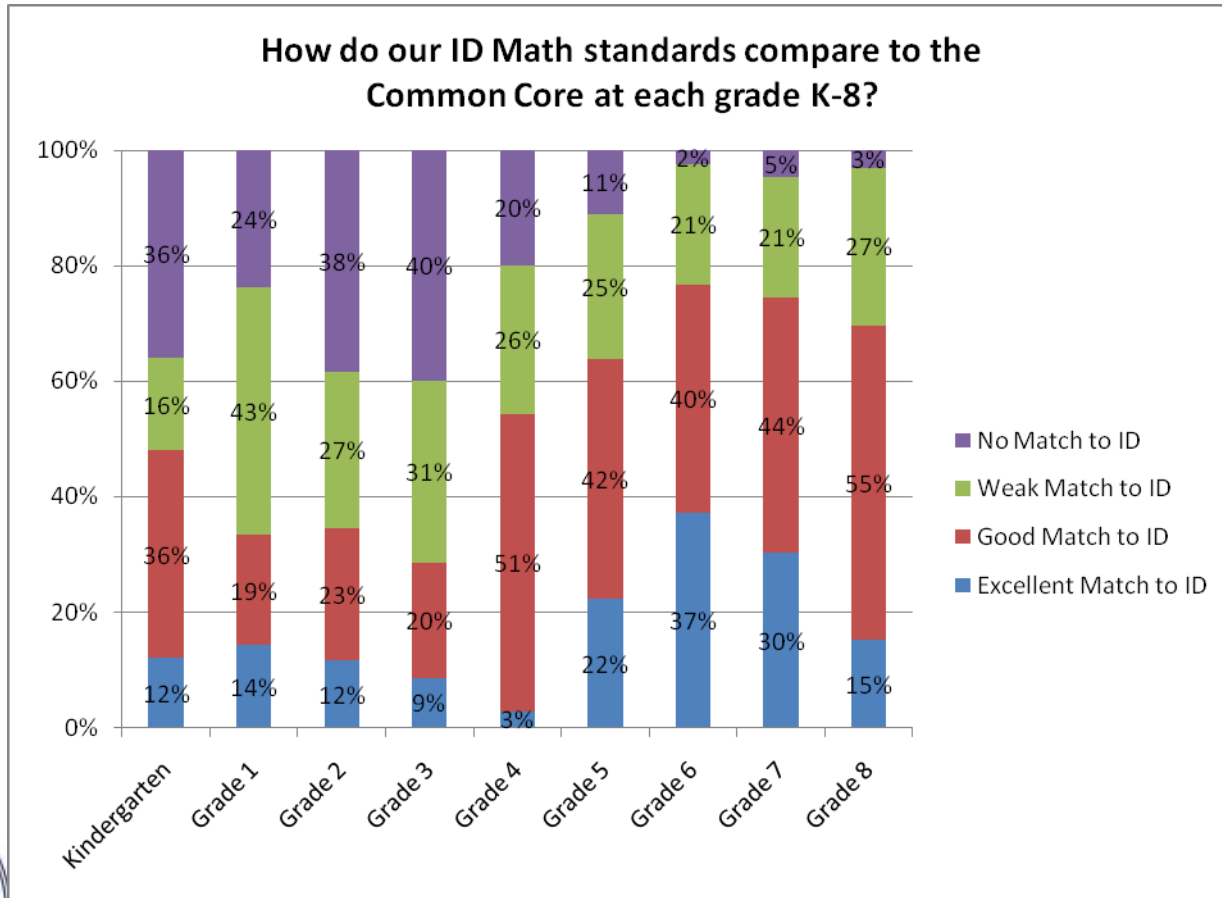
Includes 55 9-12 "(+)" standards (n=495)



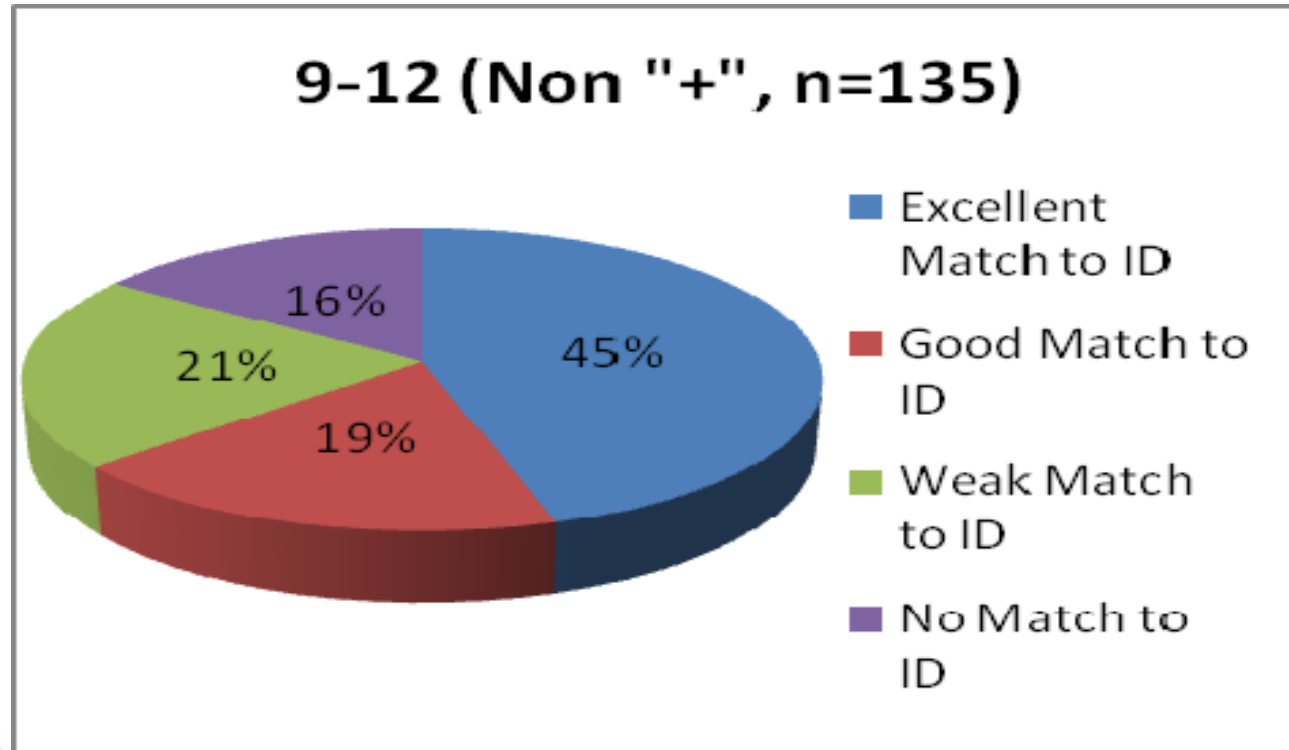
Grade-Level Similarities and Differences



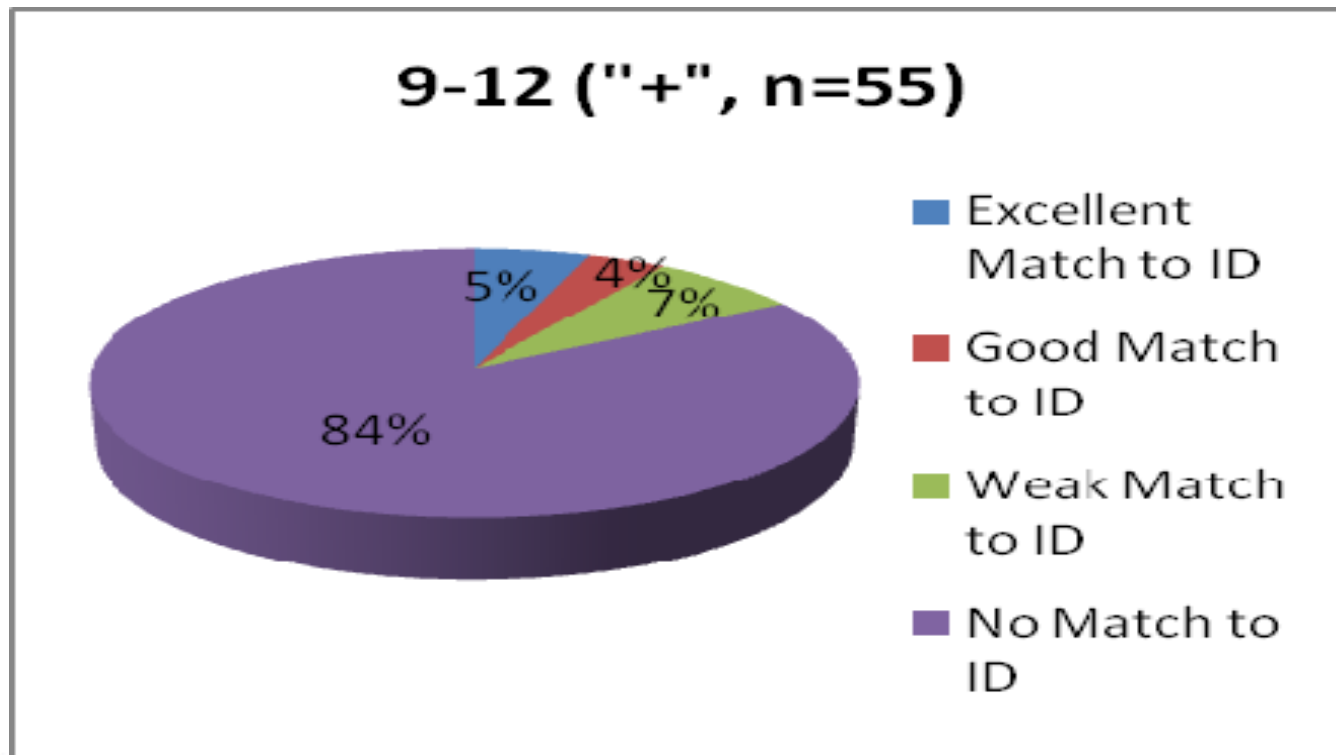
K-8 Comparison



High School



High School (+) Standards



Local Control

- These standards do not dictate curriculum. Locally elected school boards will be responsible for adopting textbooks and other curricular materials.
- Learning opportunities will continue to vary across schools and districts.
- Educators should make every effort to meet the needs of individuals based on their current understanding.



In Conclusion....

- The Common Core State Standards are more rigorous and relevant for what students need to know and be able to do to be successful in Idaho in the 21st century.
- The standards are state-led and voluntary.
- Idaho students are ready for this challenge.



Questions and Comments



Submit comments and questions online:

<http://www.sde.idaho.gov/site/common/>