

Common Core State Standards Initiative Update

State Board of Education Meeting
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The Common Core State Standards Initiative

Beginning in the spring of 2009, Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state K-12 English-language arts (ELA) and mathematics standards.

The **Common Core State Standards Initiative (CCSSI)** is a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

As of July 9, 2010, **23 states have formally adopted** the common core standards.

Washington Context for Considering

- ❑ Involvement since November 2009
- ❑ 2010 legislation ([E2SSB 6696](#), Section 601) provides for:
 - “Provisional adoption” by the Superintendent by Aug. 2, 2010
 - Detailed report due to Legislature in Jan. 2011
 - Formal adoption and implementation will begin following 2011 session unless otherwise directed by the Legislature
- ❑ Initial review of draft external comparative analysis is positive
- ❑ Timing for revision of WA’s reading and writing standards
- ❑ Inclusion in Race to the Top applications
 - Round 2 (notice of status late July)
 - RTTT Assessment – Smarter Balanced Assessment Consortium

Why Common Core State Standards?

- ◆ **Preparation:** The standards are college- and career-ready. They will help prepare students with the knowledge and skills they need to succeed in education and training after high school.
- ◆ **Competition:** The standards are internationally benchmarked. Common standards will help ensure our students are globally competitive.
- ◆ **Equity:** Expectations are consistent for all – and not dependent on a student’s state of residence.
- ◆ **Clarity:** The standards are focused, coherent, and clear. Clearer standards help students (and parents and teachers) understand what is expected of them.
- ◆ **Collaboration:** The standards create a foundation to work collaboratively across states and districts, pooling resources and expertise, to create curricular tools, professional development, common assessments and other materials.

Nationwide Feedback and Review

□ External and State Feedback teams included:

- K-12 teachers
- Postsecondary faculty
- State curriculum and assessments experts
- Researchers
- National organizations (including, but not limited, to):
 - American Council on Education (ACE)
 - American Federation of Teachers (AFT)
 - Campaign for High School Equity (CHSE)
 - Conference Board of the Mathematical Sciences (CBMS)
 - Modern Language Association (MLA)
 - National Council of Teachers of English (NCTE)
 - National Council of Teachers of Mathematics (NCTM)
 - National Education Association (NEA)

Common Core State Standards Design

□ Building on the strength of current state standards, the CCSS are designed to be:

- Focused, coherent, clear and rigorous
- Internationally benchmarked
- Anchored in college and career readiness*
- Evidence and research based

*Ready for first-year credit-bearing, postsecondary coursework in mathematics and English without the need for remediation.

Common Core State Standards Evidence Base

□ In addition to other factors, standards from individual high-performing countries and provinces were used to inform content, structure, and language. Writing teams looked for examples of rigor, coherence, and progression.

Mathematics

1. *Belgium (Flemish)*
2. *Canada (Alberta)*
3. *China*
4. *Chinese Taipei*
5. *England*
6. *Finland*
7. *Hong Kong*
8. *India*
9. *Ireland*
10. *Japan*
11. *Korea*
12. *Singapore*

English language arts

1. *Australia*
 - *New South Wales*
 - *Victoria*
2. *Canada*
 - *Alberta*
 - *British Columbia*
 - *Ontario*
3. *England*
4. *Finland*
5. *Hong Kong*
6. *Ireland*
7. *Singapore*



Common Core State
Standards for *English
Language Arts and
Literacy in History/
Social Studies, Science,
and Technical Subjects*

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects



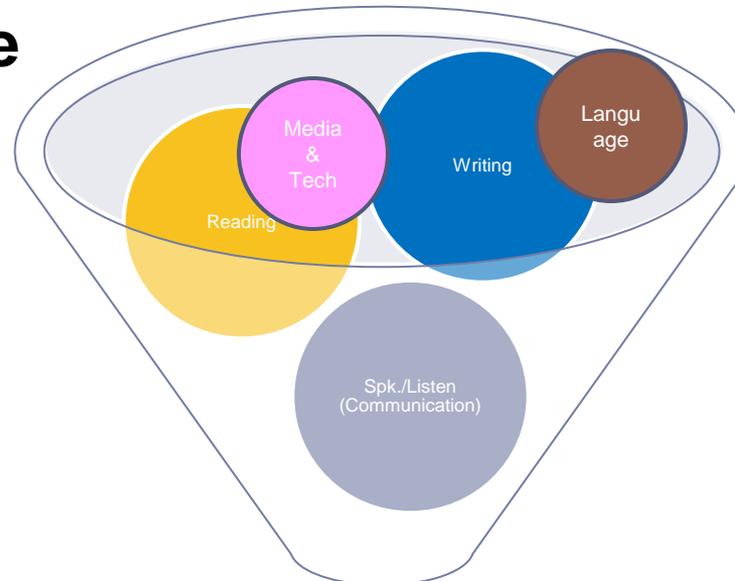
- **College and Career Readiness (CCR) Standards**
 - Overarching standards for each strand that are further defined by grade-specific standards
- **Grade-Level Standards in English Language Arts**
 - K-8, grade-by-grade
 - 9-10 and 11-12 grade bands for high school
 - Four strands: ***Reading, Writing, Speaking and Listening***, and ***Language***
 - Progressive development of reading comprehension; students gain more from what they read
- **Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
 - Standards are embedded at grades K-5
 - Content-specific literacy standards are provided for grades 6-8, 9-10, and 11-12
- **Media and Technology are integrated throughout the standards.**

Washington Context for English Language Arts

Current WA Standards (GLEs)



Common Core





Common Core State
Standards for
Mathematics

Overview of K-8 Mathematics Standards



The K- 8 standards:

- ◆ The K-5 standards provide students with a solid foundation in *whole numbers, addition, subtraction, multiplication, division, fractions and decimals*
- ◆ The 6-8 standards describe robust learning in *geometry, algebra, and probability and statistics*
- ◆ Modeled after the focus of standards from high-performing nations, the standards for grades 7 and 8 include *significant algebra and geometry content*
- ◆ Students who have completed 7th grade and mastered the content and skills will be *prepared for algebra, in 8th grade or after*

Overview of High School Mathematics Standards



- High school standards are organized around five conceptual categories: *Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability*
- Call on students to practice *applying mathematical ways of thinking* to real world issues and challenges
- Require students to develop a *depth of understanding and ability to apply mathematics to novel situations*, as college students and employees regularly are called to do
- Emphasize *mathematical modeling*, the use of mathematics and statistics to *analyze empirical situations*, understand them better, and improve decisions
- Identify the mathematics that all students should study in order to be *college and career ready*.

Additional notes for mathematics...

- ❑ In general, the math that is required for ALL students is present throughout the K-12 document
- ❑ Some standards go beyond “career and college readiness level” (i.e., STEM concepts) are a thread throughout but go beyond what all students will need to know and at high school may lead to a 4th year of math
- ❑ High school courses/pathways (traditional and integrated) are not defined within the standards, however Achieve is developing course progressions as an option

Next Steps in 2010

July and August

- ❑ Provisional adoption
- ❑ Convene external workgroup
 - Thorough analysis of *draft* Comparative Analysis from Hanover Research
 - Develop “crosswalk” and other navigation resources
 - Determine process for considering additional “15%”

September and October

- ❑ Statewide information sessions in collaboration with statewide stakeholder groups
- ❑ Solicit input on the “15%” and other implementation considerations

October – December

- ❑ Complete legislative report (due January 2011)

Common Core Project Anticipated Timelines

July 2010

Summer 2010 – Fall/Winter 2011 (Planning “year”)	Spring – Summer 2011 (Year 1)	School Year 2011-12 (Year 2)	School Year 2012-13 (Year 3)	School Year 2013-14 (Year 4)	School Year 2014-15
<p>Phase 1 – Adopt, Align, Plan Provisional Standards adoption (per 6696)</p> <ul style="list-style-type: none"> -Solicit -widespread I -nput on implem needs and plan 	<p>Phase 2 – Develop Process, Resources for Transition and Implementation</p>		<p>Phase3 – Phase-in Common Core Standards</p> <p>Begin transition process to common core standards</p>		<p>Phase 4 Statewide Implementation – <i>Anticipated</i>...Implementation of Common Core through</p> <ul style="list-style-type: none"> - Pilot of assessment system in 2014 - Statewide implementation in 2015

Final Notes

❑ **There will be differences, but....**

- There is momentum and compelling reasons for adoption (i.e., instructional materials; student mobility; etc.)
- We have time to consider what “15%” might look like for Washington
- We have an opportunity for inclusive dialogue and consideration of these standards
- We intend to make strong connections with existing WA standards in other subjects, including the WA Tribal Sovereignty Curriculum
- We have time to identify needs and provide support for implementation

Resources

- ❑ CCSSO/NGA Common Core Standards Initiative
Web Site:

www.corestandards.org/

www.corestandards.org/Standards/index.htm

- ❑ OSPI Core Standards Informational Web Site:

www.k12.wa.us/corestandards/

Email: corestandards@k12.wa.us

A large, ornate stone building with two prominent towers and a central archway, serving as a background for the text. The building features intricate architectural details, including arched windows and decorative stonework. The towers have conical roofs and are flanked by smaller gabled structures. The central entrance is framed by a large archway.

Thank You!

What does it look like?

Reading and Writing Examples

Common Core Standards	Washington Standards
<p>CC.R.1 (Kindergarten standard)</p> <p>With prompting and support, ask and answer questions about details and events in a text.</p>	<p>WA.R.GLE 2.1.1 (Kindergarten standard)</p> <p>Ask and answer question before, during, and after read aloud and/or shared reading</p>
<p>cc.w.5 (First grade standard)</p> <p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed</p>	<p>WA.W.GLE.1.3.1 (First grade standard)</p> <p>WA asks students to demonstrate understanding that writing can be changed through discussion and self-reflection</p>



What does it look like?

Mathematics Examples

Common Core Standards	Washington Standards
CC.1.OA.5 (first grade standard) Add and subtract within 20. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	WA.1.2.f (First grade standard) Apply and explain strategies to compute addition facts and related subtraction facts for sums to 10.
CC.3.MD.7a (3rd grade) Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	WA.4.3.c (Fourth grade standard) Determine the perimeter and area of a rectangle using formulas and explain why the formulas work