



# **COMMON CORE**

## STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

### **The New Illinois State Learning Standards Incorporating the Common Core 2014-2015**

**COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO)  
&  
NATIONAL GOVERNORS ASSOCIATION  
CENTER FOR BEST PRACTICES  
(NGA CENTER)**



# Learning Target

- Create an awareness of the Common Core Standards Initiative (*new Illinois State Learning Standards*) and the implications on curriculum, instruction, and assessment Pre-K-12.





- The Common Core State Standards Initiative is a **state-led** effort launched more than a year ago by state leaders, including governors and state commissioners of education from 48 states, 2 territories and the District of Columbia, through their membership in the National Governors Association Center for Best Practices (NGA Center) and Council of Chief State School Officers (CCSSO).



- Federal government not involved in development of the standards
- State-led initiative
  - Parents, teachers, administrators, other experts involved in the process
- States voluntarily chose to adopt the standards
- Illinois is one of 43 states that have adopted the Common Core Standards (CCSS)
- Local teachers, principals, superintendents, and school boards will continue to make decisions about curriculum and how their school systems are operated



# Why new standards?

- Current reality: each state has its own set of academic standards
- Expectations have changed since 1997
- A great deal of duplication and repetition
- Mastery vs. exposure
- This degree of inconsistency breeds incoherence
  - Incoherence undermines sensible instructional materials, common high-quality assessments, and focused professional development



# Criteria for CCSS

- Fewer, clearer, and higher (focused)
- Alignment with college and work expectations
- Inclusion of rigorous content and application of knowledge through high-order thinking
- Consideration of strengths of and lessons learned from current state standards
- Internationally benchmarked, so that all students are prepared to succeed in our global economy and society
- Evidence and/or research-based



# Current Status

- January 2011: Mathematics Standards were officially released with timeline for implementation and assessment
- Spring 2011: English Language Arts Standards were released
  - Literacy standards for history/social studies, science, and technical/careers have been included in Eng/LA

*Development and Implementation will span over the next 18-24 months in varying phases*



# English/Language Arts

- Grade levels for K-8; Grade bands for 9-10 and 11-12
- Each strand is organized by College Career Readiness Anchor Standards
- Integrated Model of Literacy
- Research and media skills blended into the standards
- Balance of literature & informational text





# English/Language Arts

- **K-5 and 6-12 ELA Sections**
  - Reading
  - Writing
  - Speaking and Listening
  - Language
- **6-12 History/Social Studies, Science, and Technical Subjects Section**
  - Reading
  - Writing



# English/Language Arts

- Reading
  - Comprehension
  - Range of Reading and Level of Text Complexity
  - Literary and informational texts
- Writing
  - Writing Types and Purposes
  - Production and Distribution of Writing
  - Research
  - Range of Writing



# English/Language Arts

- Speaking & Listening
  - Comprehension and Collaboration
  - Presentation of Knowledge and Ideas
  
- Language
  - Conventions of Standard
  - Knowledge of Language
  - Vocabulary Acquisition and Use



# Key Ideas in Mathematics

- K-5: Focus on number and operations
- K-7: Graded ramp up to algebra, through fractions, ratios, and proportional reasoning
- 6-8: Rich hands-on work with ratios, geometry, statistics, and probability
- High School: Rigorous algebra, geometry, modeling, statistics and probability
- *Emphasis throughout on problem-solving, quantitative reasoning, and modeling*



# Standards for Mathematical Practice

- Practices that promote mathematical proficiency for students
- Mathematical “habits of mind”
- Behaviors and attitudes
- Conceptual and procedural tools
- Mathematical processes

# Intentional Design Limitations

## What the Standards do **NOT** define:

- How teachers should teach
- All that can or should be taught
- The nature of advanced work beyond the core
- The interventions needed for students well below grade level
- The full range of support for English language learners and students with special needs
- Everything needed to be college and career ready



# Instruction

- *CRITICAL KEY IS MODIFYING INSTRUCTIONAL PRACTICES*
- Emphasis on both concepts and skills (learning progressions)
- Integrated literacy instruction



# Assessment

- **What is PARCC?**
  - **Partnership for the Assessment of Readiness for College and Careers**
    - Illinois is a governing state in a 26 state consortium on assessment called the Partnership for the Assessment of Readiness for College and Careers (PARCC)
    - PARCC assessments will incorporate more frequent assessments and include performance tasks to measure the new Illinois standards more effectively





# Assessment

**No changes will be in place for the 2011 Spring ISAT** (Illinois Standards Achievement Test)/**PSAE** (Prairie State Achievement Examination)

- Current assessment system will undergo significant adaptations that are in the very early stages of design and development.
- *The target date for implementation of the new assessment is the 2014-15 school year*



# Assessment

- All students will be assessed
  - Special guidance will be given for English Language Learners and students with special needs
- The subjects of the new assessment will align with the new ELA and math standards
- **Assessments for grades 6-11 will be administered via computer while 3-5 will be administered via paper and pencil (in the short term)**



# New Assessment

- Given at key times throughout the school year (4 times)
- Several through-course assessments (formative), followed by year-end assessment (summative)
- Provide feedback throughout the year with a quicker turnaround



# Implementation

- **Standards are only the foundation; Successful implementation is key**
- Long-term process:
  - Awareness (Familiarity)
  - Understanding
  - Internalization
  - Incorporation



# Goal for implementation

- **Establish:**
  - common vision of effective teaching and learning
- **Create:**
  - Aligned curricula
  - Create quality materials
  - Effective mechanisms for professional growth
  - Aligned assessments



# Links/Resources



- <http://www.corestandards.org/>
  - *Link to the main Common Core Standards website that contains the standards themselves along with an informative webinar and other information*
- [http://www.isbe.net/common\\_core/default.htm](http://www.isbe.net/common_core/default.htm)
  - *Illinois State Board of Education (ISBE) is also updating information frequently*

# Links/Resources



- [http://www.pta.org/common\\_core\\_state\\_standards.asp](http://www.pta.org/common_core_state_standards.asp)
- <http://www.ptacommoncore.org/>
  - General information for parents
- <http://www.pta.org/4446.htm>
- National PTA<sup>®</sup> created the guides for grades K-8 and two for grades 9-12 (one for English language arts/literacy and one for mathematics). The *Guide* includes:
  - Key items that children should be learning in English language arts and mathematics in each grade, once the standards are fully implemented.
  - Activities that parents can do at home to support their child's learning.
  - Methods for helping parents build stronger relationships with their child's teacher.
  - Tips for planning for college and career (high school only).

# Recursos en español

- **La Iniciativa de Estándares Estatales Esenciales Comunes (Common Core State Standards Initiative)**
  - [http://www.pta.org/common\\_core\\_state\\_standards.asp](http://www.pta.org/common_core_state_standards.asp)
  - <http://www.ptacommoncore.org/>
    - Información general
- <http://www.pta.org/4446.htm>
  - **Guía Para Padres Para Fomentar El Éxito Escolar**
    - presenta un panorama general del aprendizaje que habrá adquirido su hijo en matemática y artes lingüísticas en inglés/alfabetización al terminar cada nivel



# Links/Resources

- <http://www.act.org/commoncore/pdf/CommonCoreAlignment.pdf>
  - *ACT has also done a crosswalk (comparison) between the ACT College and Career Readiness Standards and the new CCSS*
- [www.ccsso.org/scee](http://www.ccsso.org/scee)
- [www.ccsso.org/intasc](http://www.ccsso.org/intasc)
  - *Educator effectiveness (evaluation) rolled in with the reauthorization of ESEA (Elementary and Secondary Education Act) linked to Common Core*