



Introduction to the Common Core Standards

*Office of Achievement
Resources, NYCDOE*

Goals

Participants will:

- Understand the what and why of the Common Core Learning Standards (CCLS)
- Make connections between how the CCLS defines a literate person and a mathematically proficient person and what this means for teacher preparation and education
- Trace a standard from pre-K through 12th grade in order to get a sense of the progression of knowledge and skills required by the CCLS
- Explore how the CCLS might impact pre-service and in-service teachers and therefore teacher education curricula

Agenda

Time	Event
5 minutes	Introductions
30 minutes	Presentation & Activity
30 minutes	Activity
15 minutes	Debrief and Q & A

Turn and Talk

- What does it mean to be college and career ready today as compared to 10 years ago? As compared to 20 years ago?
- How has the role of the teacher in this preparation changed over time?
- What implications does this have for teacher education?

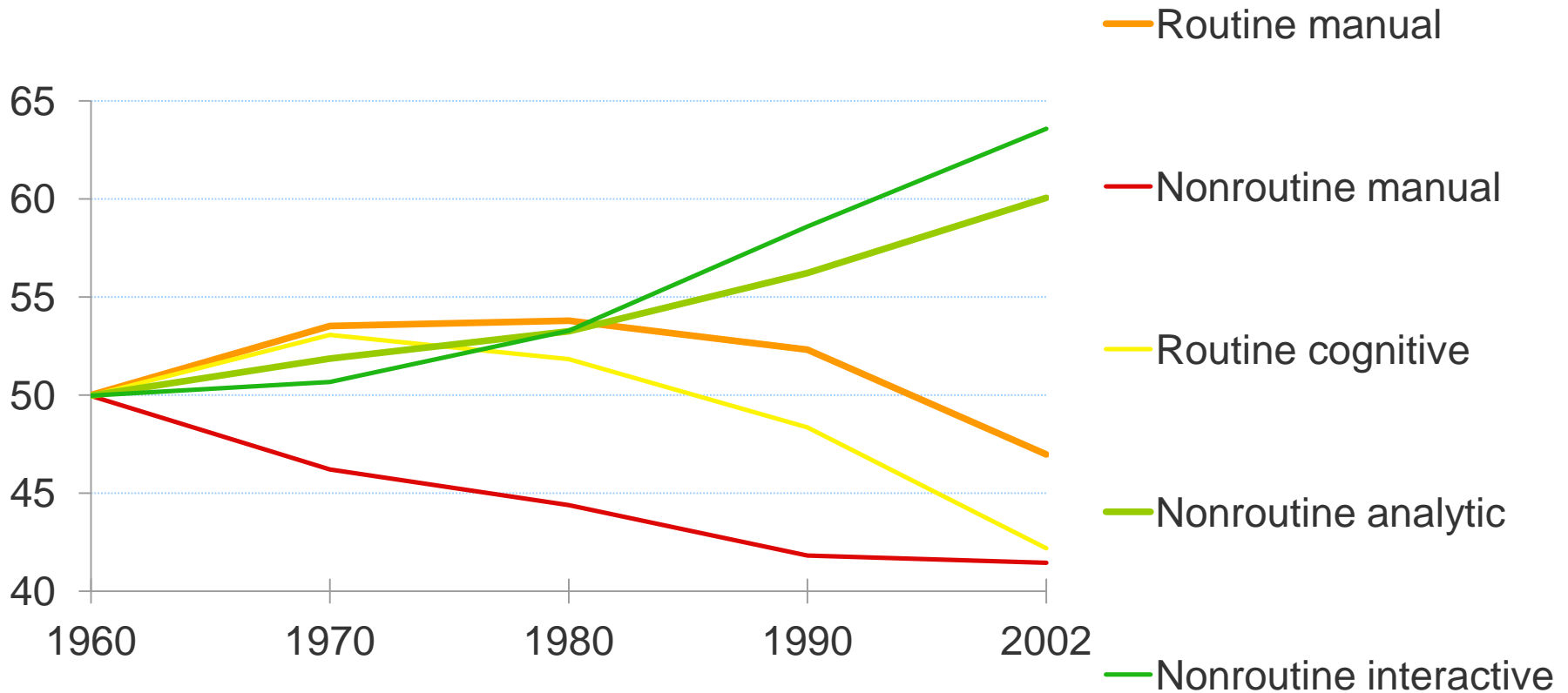
Common Core Self-Assessment

What do you know about the CCLS?	How has your institution begun to prepare teachers to implement the CCLS?	What questions do you have about the CCLS?

Demand for Skills Change:

Economy-wide measures of routine and non-routine task input (U.S.)

Mean task input as percentiles of the 1960 task distribution



(Levy and Murnane, 2005)

CUNY Data

2007 High School Graduates from NYC	40,549
CUNY Enrollment in 2007	39%
Associate's Degree Program	53%
Bachelor's Degree Program	47%
% of HS Graduates at CUNY who require remediation in Reading, Writing or Math	45%

Source: "Where Are They Now" Report, CUNY and NYCDOE

Salary Comparison

According to the U.S. Census Bureau (2000), the average amount of money earned by individuals based on their education level is shown in the table below:

Education	Average Yearly Salary	Average Monthly Salary
No High School Diploma	\$14,349	\$1,196
High School Diploma	\$23,233	\$1,936
Associate Degree	\$31,684	\$2,640
Bachelor's Degree	\$45,648	\$3,804
Master's Degree	\$56,958	\$4,747
Doctorate Degree	\$87,644	\$7,304

Why are the Common Core Standards Important?

Our goal

- > Ensure that every student will graduate from high school prepared to succeed in college or enter a career

The CCLS

- > Provide educators, parents, and students with clear, focused guidance about what skills to teach
- > Prepare students with higher-order knowledge and skills
- > Ensure consistent expectations regardless of a student's zip code
- > Lead to new more rigorous assessments that will drive changes in curriculum and teacher practice

What are the Common Core Standards?

A shared set of standards for English language arts and mathematics that resulted from a state-led effort.

- > “Fewer, clearer, and higher”
- > Aligned with college and work expectations
- > Include rigorous content and application of knowledge through higher-order skills
- > Provide teachers and parents with a common understanding of what all students across the country are expected to learn
- > Benchmarked internationally
- > Based on evidence and research

Key Components of the CCLS

Math

- > **Fewer topics**; more generalizing and linking of concepts
- > Emphasis on both conceptual understanding and procedural fluency
- > Focus on **mastery of complex concepts via hands-on learning**
- > Correspond to a set of mathematical practices that are the same for all grades but get more complex over time

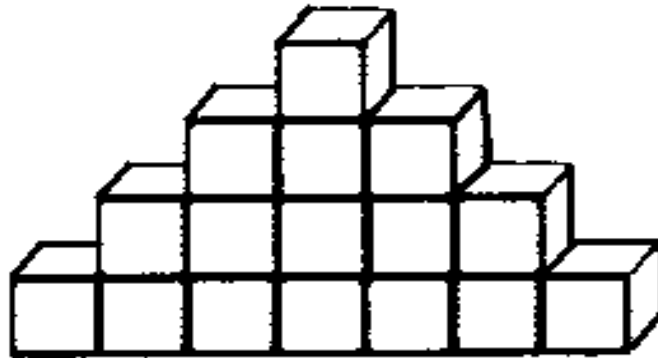
Literacy

- > Literacy-building as a **shared responsibility** for all content area teachers
- > Emphasis on teaching reading of **informational text**
- > Emphasis on steadily increasing students' ability to understand more and **more complex texts over time**
- > Integration of **research skills** across standards and grades
- > Emphasis on **writing to argue, inform, and explain** in the upper grades to prepare students for college-level writing

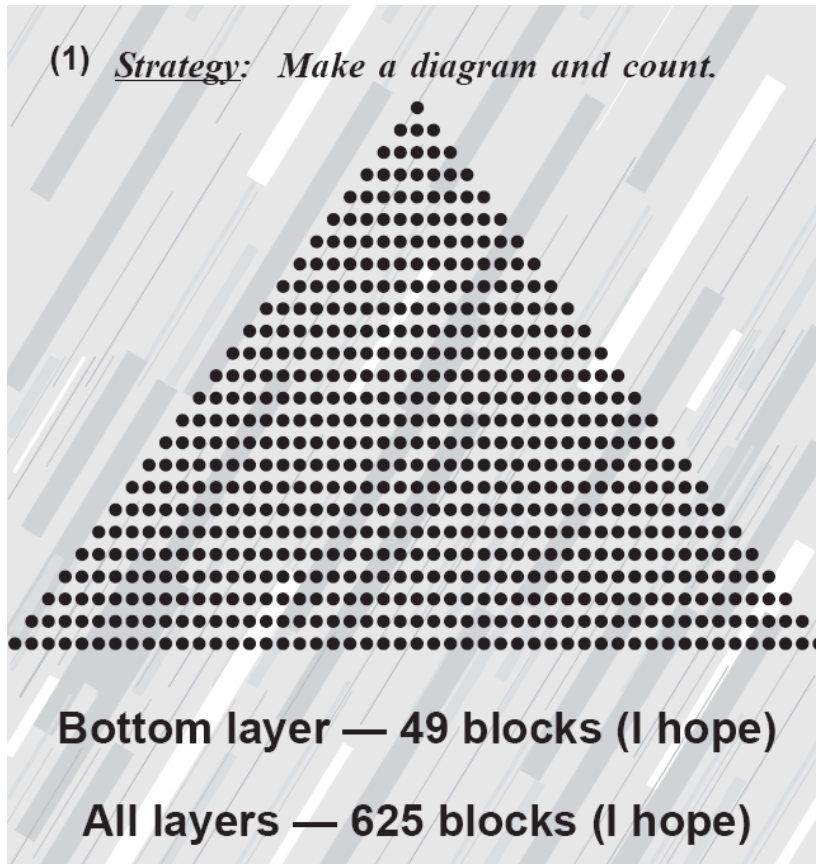
Performance Task Assessment Example: Mathematics

Take 3 minutes to begin solving the following problem:

Twenty-five layers of blocks are stacked; the top four layers are shown. Each layer has two fewer blocks than the layer below it. How many blocks are in all 25 layers?



Possible Solution #1



Possible Solution #2

All Rows: Number of cubes?

1	11	21	31	41	100
3	13	23	33	43	100
5	15	25	35	45	100
7	17	27	37	47	100
9	19	29	39	49	100
25	25	25	25	25	625

Sum of
tens digits

Sum of
ones digits

Possible Solution #3

All Layers: Number of cubes?

$1 + 3 + 5 + \dots + 45 + 47 + 49$
Group using Gauss' method.

$$\begin{array}{r} (1 + 49) \\ + (3 + 47) \\ + (5 + 45) \\ \vdots \\ + (23 + 27) \\ + 25 \\ \hline 625 \end{array} \quad \begin{array}{l} \left. \vphantom{\begin{array}{l} (1 + 49) \\ + (3 + 47) \\ + (5 + 45) \\ \vdots \\ + (23 + 27) \end{array}} \right\} 12 (50) \\ + \\ 25 \end{array}$$

Common Core “Shifts” in Mathematics

- Focus
- Coherence
- Fluency
- Deep understanding
- Applications
- Dual intensity

Text-based Questions and a Central Text

Moving from...	Moving to...
<p>Comprehension: <i>List all the reasons Truth believes that women should have equal rights.</i></p>	<p>Comprehension: <i>To whom is Truth speaking? How do you know?</i></p>
<p>Re-read for significance: <i>Identify and explain the moments that are most touching to you.</i></p>	<p>Re-read for significance: <i>What moments do you find most compelling in advancing the speaker's argument? Explain what makes them compelling.</i></p>
<p>Interpretation: <i>How do you think Truth felt after she gave her speech?</i></p>	<p>Interpretation: <i>Truth keeps repeating the question, "and ain't I a woman?" What does she mean by this? Why does she keep repeating it?</i></p>

Increased Emphasis on Reading Informational Text

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

Increased Emphasis on Persuasion and Explanation

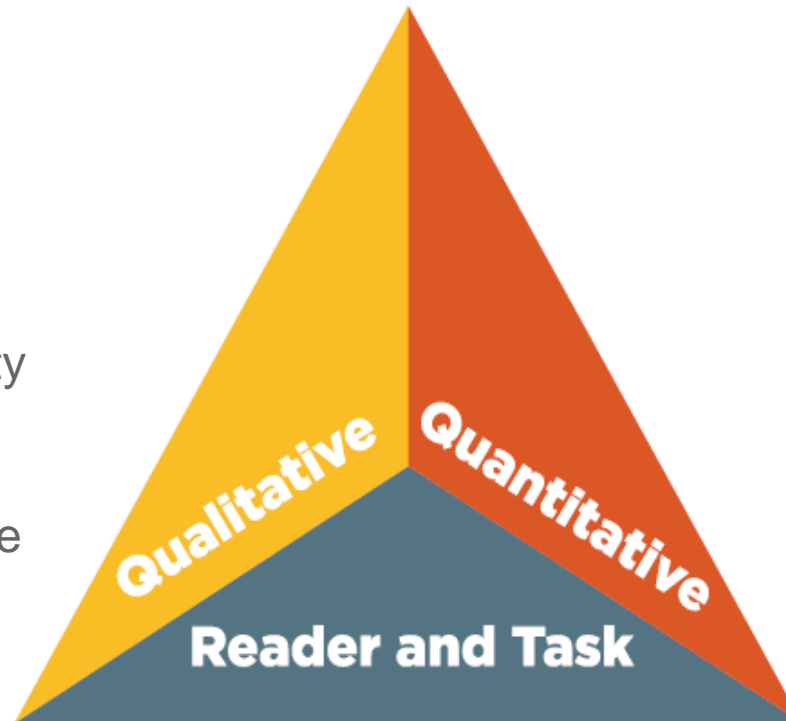
Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition*. Iowa City, IA: ACT, Inc.

Text Complexity

- Level of meaning or purpose
- Structure
- Language conventionality and clarity
- Knowledge demands (life experiences, cultural/literary knowledge, content/discipline knowledge)



- Flesch-Kincaid Grade Level Test
- Dale-Chall Readability Formula
- Lexile Framework for Reading

Figure 1: The Standards' Model of Text Complexity

Educator judgment to match texts to particular students and tasks – cognitive capabilities, motivation, knowledge, experiences

Common Core “Shifts” in ELA / Literacy

- Balancing informational and literary text
- Knowledge in the disciplines
- Staircase of complexity
- Text-based answers
- Writing from sources
- Academic vocabulary

The Common Core Standards Timeline

2010-11

- > New York City leads pilots of new assessment tools
- > New York City begins working with educators to understand what CCLS means for curriculum
- > New York City begins working with families to understand how Common Core Learning Standards should be communicated throughout the district

2011-12

- > Citywide instructional expectations
- > Math and ELA tests continue to be aligned with 2005 Standards

2012-13

- > NYS tests aligned to the CCLS in grades 3-8 ELA and grades 3-8 Math and Regents Integrated Algebra

The Common Core Standards Timeline

2013-14

- > Full implementation of CCLS in schools. NYS tests aligned to the CCLS in Math Regents Geometry

2014-15

- > NYS and NYC assessments will test achievement on the New York State PreK-12 Common Core Learning Standards for English Language Arts & Literacy and Mathematics

Citywide Instructional Expectations 2011-12

All New York City public school students will:

- Experience a Common Core standards-aligned task that is part of a larger unit of study in both literacy and math.
 - > In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.
 - > In math, students will engage in a cognitively demanding task that requires them to demonstrate their ability to model with mathematics and/or construct viable arguments and critique the reasoning of others.

Implications for Teachers

Curriculum

- Coherent units of study with cognitively demanding performance tasks

Pedagogy

- Guiding students towards completion of a summative performance task through academic tasks that gradually develop skills and knowledge

Assessment

- Both formative and summative assessments that provide feedback students can use to correct misconceptions and reflect upon processes employed to complete tasks

CCLS Activity 1

CCLS Activity 1

In this activity, you will:

- Read either “Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language” or a portion of the Standards for Mathematical Practice.
- Underline phrases and words that strike you as relevant to teacher preparation.
- Share a phrase and your reason for choosing it.
- Share a word and your reason for choosing it.

CCLS Activity 2

CCLS Activity 2

Anchor Standard for Writing: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient details.

Summary of Progression

How does what students need to know and be able to do change over time?

Implications

For teacher practice

For teacher preparation/training

Writing Standard

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Kindergartners:

Grade 1 students:

Grade 2 students:

Text Types and Purposes

1. 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 an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

CCLS Activity 2

- Divide into grade-band groups: 3-5, 6-8, 9-12
- In your group, read Writing Standard 1 for your grade band
 - Note how content (what students need to know) changes over time
 - Note how performance (what students need to be able to do) changes over time
 - Note implications for teacher practice and for teacher preparation/training
- Share your grade-band group's observation with your table group

Debrief Questions

- What does this progression mean for expectations of teacher content knowledge and capacity?
- What implications does this have for pre-service teacher education? In-service?
- How might NYC's timeline for CCLS implementation influence university coursework?

Common Core Reflection

One thing I learned (about the CCLS, about what it requires of teachers and students, about what the DOE is doing to support CCLS implementation, etc.)	One thing for my institution to consider (as it prepares teachers to implement the CCLS, related to teacher ed/prep strategy, related to resources, etc.)	One action I will take (to learn more, to help colleagues understand, to assess our current teacher ed program, etc.)

Contact

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Resources

- To learn more about the CCSS initiative:

<http://corestandards.org/>

- To learn more about the CCLS in New York:

http://www.p12.nysed.gov/ciai/common_core_standards/

- For CCLS resources for educators:

<http://schools.nyc.gov/Academics/CommonCoreLibrary/default.htm>