National **Charter School**
Resource Center

Welcome to the Webinar!

Implementing the Common Core: What Do Charter School Educators Need to Know?

We will be starting soon.

The National Charter School Resource Center is funded by the U.S. Department of Education's Office of Innovation and Improvement and administered by Learning Point Associates, an affiliate of American Institutes for Research, under contract number ED-04-CO-0109/0004.

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Implementing the Common Core: What Do Charter School Educators Need to Know?

November 16, 2011

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About the Resource Center

The **U.S. Department of Education** is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with Learning Point Associates, an affiliate of American Institutes for Research, has developed the **National Charter School Resource Center**.

Presenter

Beth Ratway

Senior Consultant

American Institutes for Research

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Implementing the Common Core:

What Do Charter School Educators Need to Know?

Beth Ratway

Great Lakes East and Great Lakes West

November 16, 2011

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Outcomes

- Learn more about the Common Core State Standards Initiative and the federally funded assessment consortia.
- Explore tools and resources that can help charter schools implement the Common Core.
- Participate in an interactive conversation with the presenter and other charter school leaders about the opportunities and challenges that implementation of the Common Core presents for charter schools.

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Essential Questions

- What is college and career readiness?
  - How do we define college and career readiness?
  - What are the Common Core State Standards?
  - How will they be assessed?
- How does this impact Charter Schools?
- What resources and tools can help us implement the Common Core State Standards (CCSS)?

Where should we spend our time?

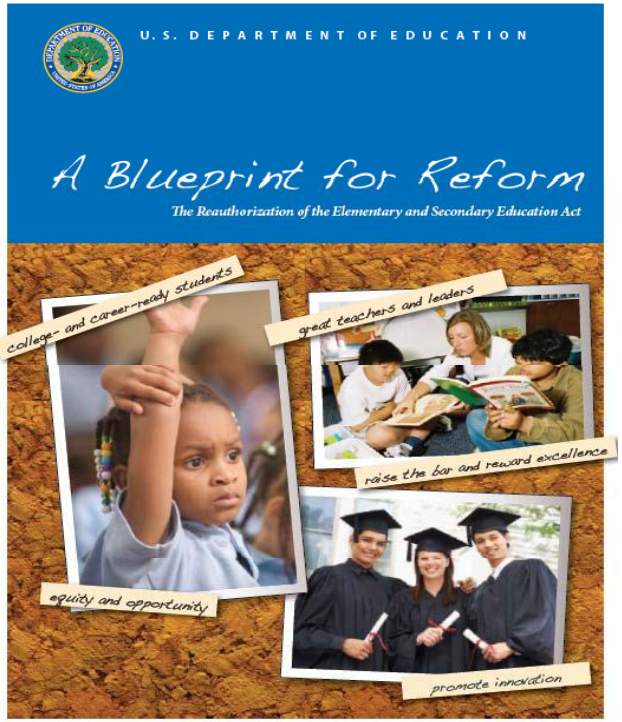
What Is College and Career Readiness?

- How do we define college and career readiness?
- What are the Common Core State Standards?
- How will they be assessed?

Blueprint for Reform

Administration's goal for education:

> We must achieve a new goal—that by 2020, the United States will once again lead the world in college completion.



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Did you know…

Four of every ten new college students, including half of those at two-year institutions, take remedial courses, and many employers comment on the inadequate preparation of high school graduates.

What does it mean to be college and career ready?

College Readiness:

College today means much more than just pursuing a four-year degree at a university. Being “college ready” means being prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e., a certificate, license, or associate’s or bachelor’s degree). Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

What Is College- and Career-Ready? Achieve. (www.achieve.org/files/CollegeandCareerReady.pdf)

What does it mean to be college and career ready?

Career Readiness:

In today's economy, a "career" is not just a job. A career provides a family-sustaining wage and pathways to advancement, and requires postsecondary training or education. A job may be obtained with only a high school diploma, but that offers no guarantee of advancement or mobility. Being **ready for a career** means that a high school graduate has the English and mathematics knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for the chosen career (i.e., technical/vocational program, community college, apprenticeship or significant on-the-job training).

What Is College- and Career-Ready? Achieve. (www.achieve.org/files/CollegeandCareerReady.pdf)

Are *college ready* and *career ready* the same thing?

In the last decade, research conducted by Achieve as well as others shows a convergence in the expectations of employers and colleges in terms of the knowledge and skills high school grads need to be successful after high school.

Economic reality reflects these converging expectations. Education is more valued and more necessary than ever before. The bottom line is that today **all** high school graduates need to be prepared for some postsecondary education or training if they are to have options and opportunities in the job market.

What Is College- and Career-Ready? Achieve. (www.achieve.org/files/CollegeandCareerReady.pdf)

Are *college ready* and *career ready* the same thing?

- Thirty-five years ago, only 12 percent of U.S. jobs required some postsecondary training or an associate's degree, and only 16 percent required a bachelor's degree or higher.
- In the next decade, nearly 9 in 10 job openings in the U.S. will require postsecondary education or training. Forty-five percent will be in "middle skill" occupations, which require at least some postsecondary education and training, and 33 percent will be in high-skilled occupations for which a bachelor's degree or more is required. By contrast, only 22 percent of future job openings will be "low skill" and accessible to those with a high school diploma or less.
- Although the United States still ranks third in the adult population (25- to 64-year-olds) with an associate's degree or higher among 30 countries, we now rank 10th among 25- to 34-year-olds with a two-year degree and above. Competing countries are catching up to—and even outpacing—the United States in educational attainment of their new generation of adults.

What Is College- and Career-Ready? Achieve. (www.achieve.org/files/CollegeandCareerReady.pdf)

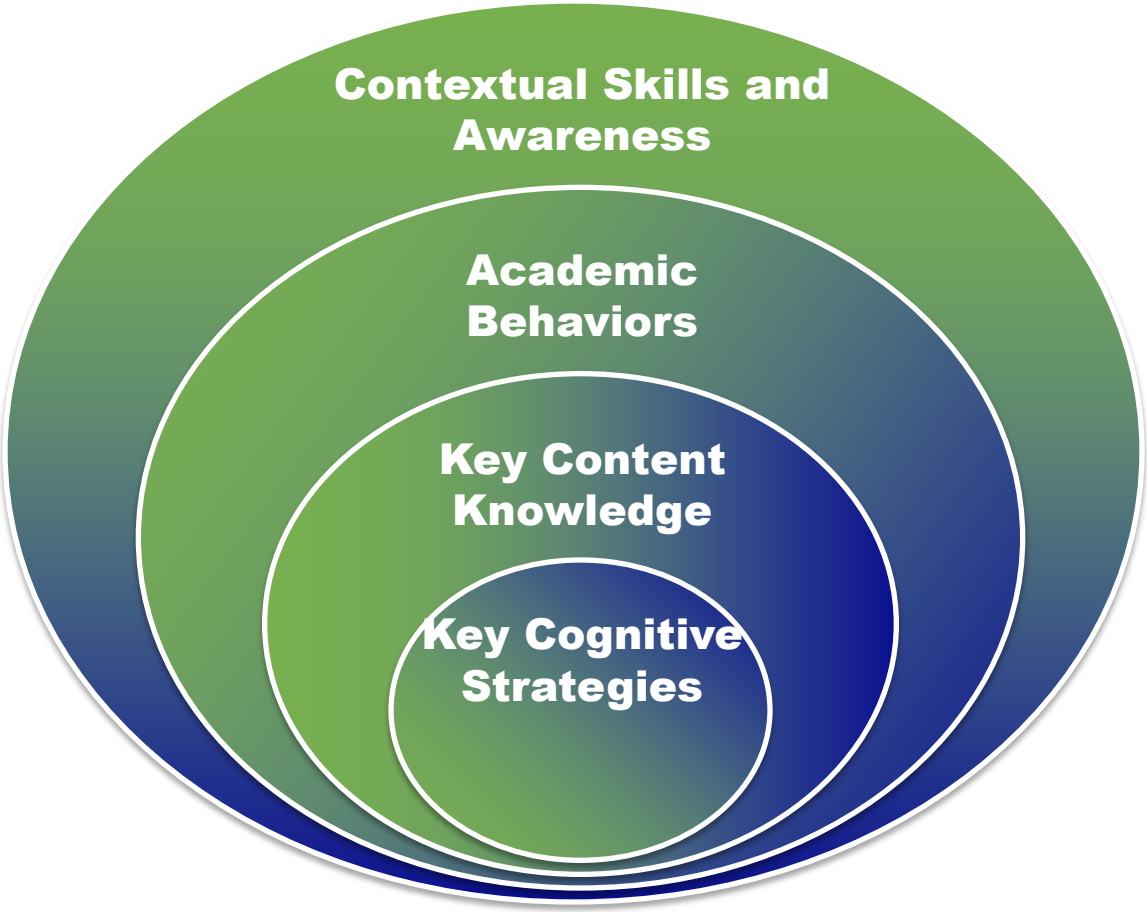
College Readiness and Career Readiness: Same or Different?

- 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.

Nature of the Challenge

- Getting more students ready for “life”
- Need for a more complete definition of “ready”

The Four Dimensions of Readiness



The Four Dimensions of Readiness

Key Cognitive Strategies

- Problem formulation, research, interpretation, communication, precision and accuracy

Key Content Knowledge

- Key foundational content and "big ideas" from core subjects

Academic Behaviors

- Self-management skills: time management, study skills, goal setting, self-awareness, and persistence

Contextual Skills and Awareness

- Admissions and workforce contexts and requirements

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Get a summary: "What Makes a Student College Ready?" by David Conley (October 2008). *Educational Leadership* (Vol. 66, No. 2).

College and Career Readiness

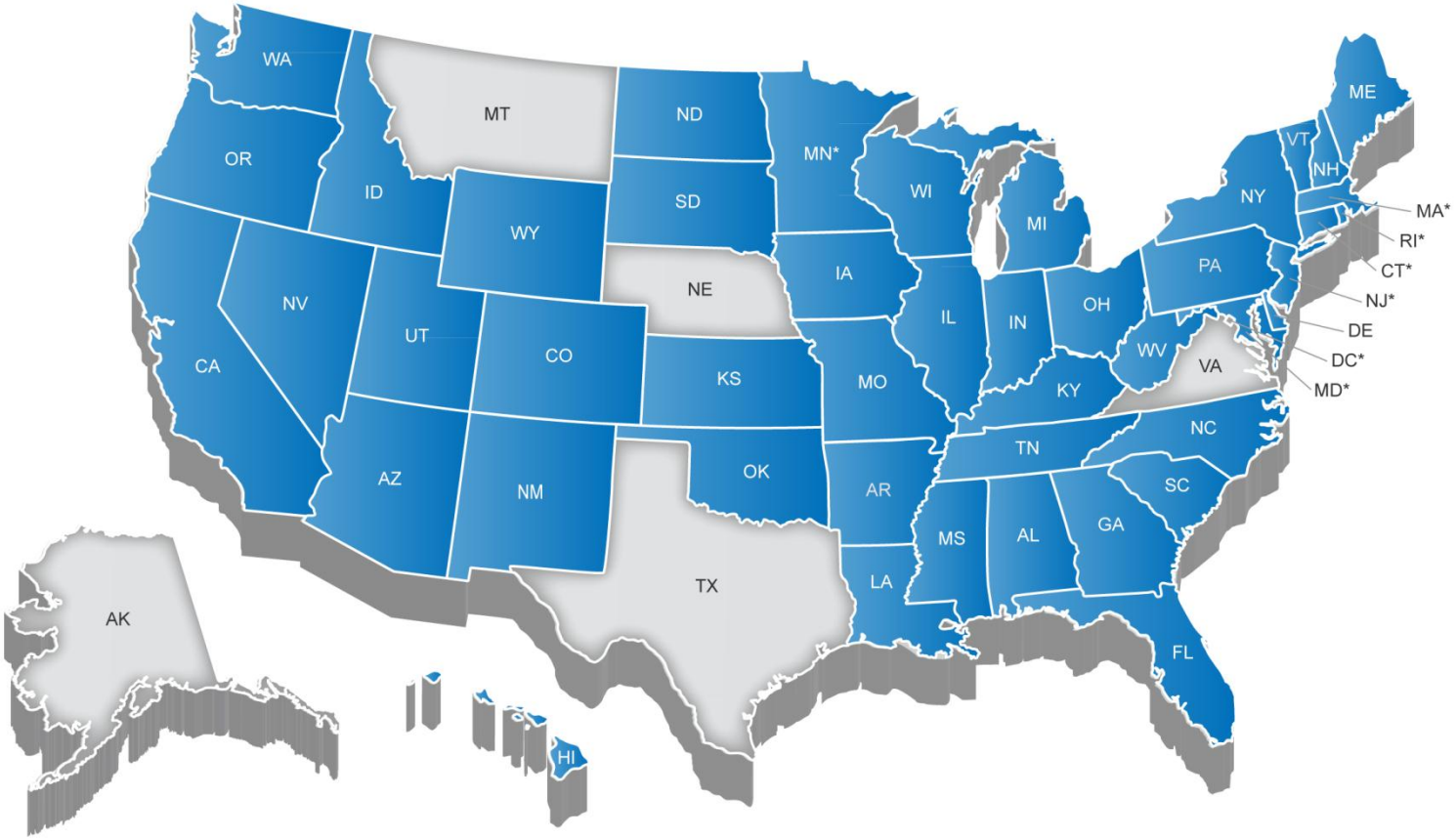
What do we do well currently?

Common Core State Standards

Standards for College and Career Readiness

How familiar are you with the Common Core State Standards?

States That Have Adopted the CCSS



Impetus for the Common Core State Standards

- Currently, **every state has its own** set of academic standards, which means public-educated students are learning different content at different rates.
- All students must be **prepared to compete** not only with their American peers in the next state but also with students around the world.

This initiative will potentially affect 43.5 million students, which is about 87 percent of the student population.

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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."

(National Governors Association & CCSSO, 2010)

www.corestandards.org/

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Development of Common Core Standards

- Joint initiative of:

- Supported by:
  - Achieve
  - ACT
  - College Board

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Why do we need common standards? Why now?

- Disparate standards across states.
- Global competition.
- Today's jobs require different skills.
- For many young people, a high school degree isn't preparing them for college or a good job.

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Intentional Design Limitations

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 for students to be college and career ready

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

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Common Core State Standards Evidence Base

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*

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Criteria Used to Develop CCSS

1. Fewer, clearer, higher
2. Aligned with college and work expectations
3. Include rigorous content and application of knowledge through higher-order skills
4. Build upon strengths and lessons of current state standards
5. Informed by top-performing countries
6. Evidence and/or research based
7. Realistic and practical for the classroom
8. Consistent across all states

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Why are Common Core State Standards good for stakeholders (students)?

- **College and Career Focus.** They 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.** They 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.

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Why are Common Core State Standards good for stakeholders (educators)?

- **Training.** Allow for more focused preservice and professional development
- **Valid Assessments.** Assure that what is taught is aligned with assessments, including formative, summative, and benchmarking
- **Own the "How."** Provide the opportunity for instructors to tailor curriculum and teaching methods
- **Depth.** Inform the development of a curriculum that promotes deep understanding for all children

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What's the big deal?

- The CCSS initiative is a **"sea change"** in education for teaching and learning!
- The CCSS **mandate** 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 the 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.

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What is in the Standards?

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

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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

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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

What about other subjects???

- ELA – History/Social Studies, Science and Technical Subjects
- Mathematical Practices
- Next Generation Science: www.nextgenscience.org
- Social Studies

What are the opportunities that come with the adoption of the Common Core?

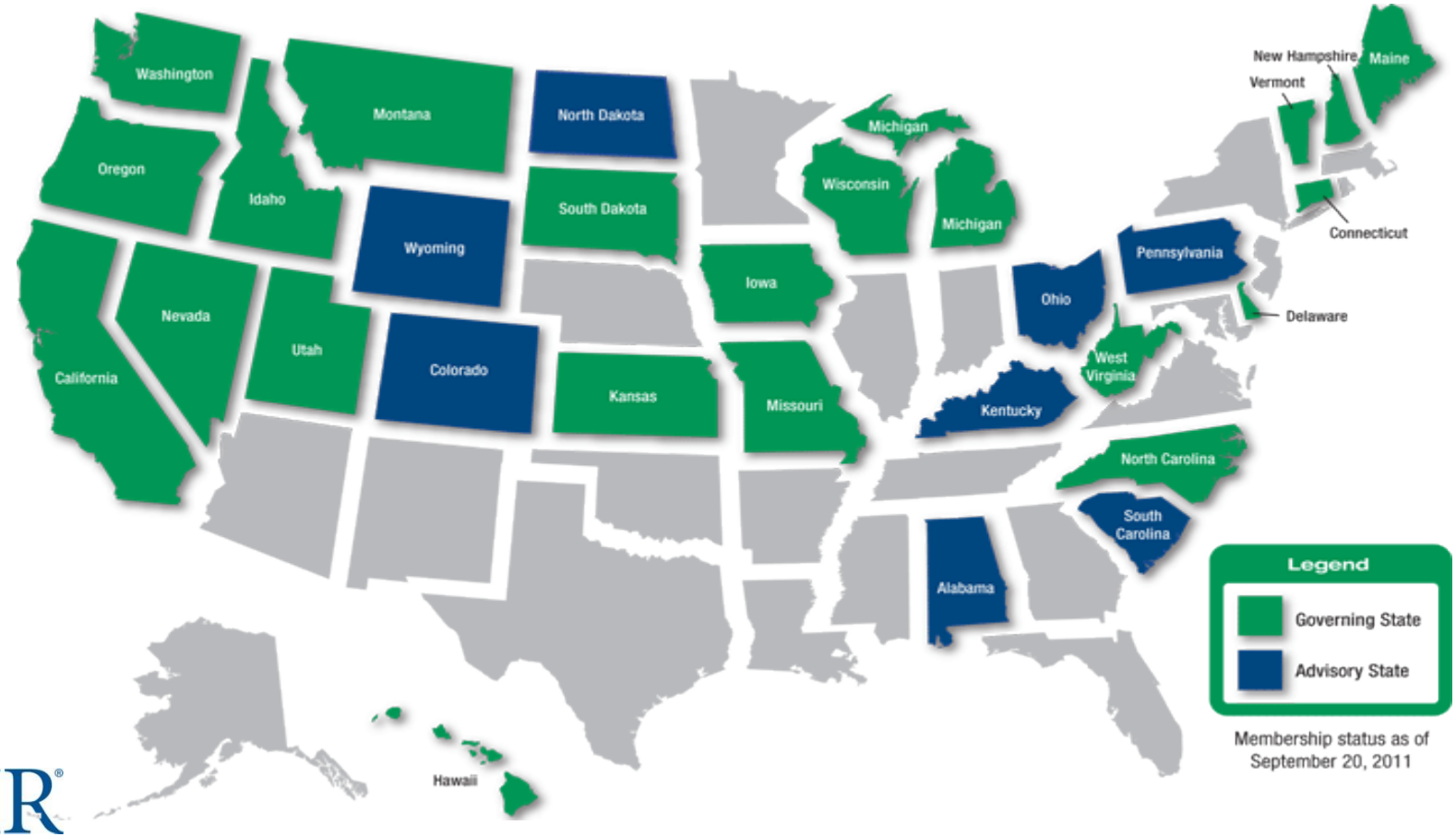
How will they be assessed?

Next-Generation Assessments

- Use more rigorous tests measuring student progress toward **"college and career readiness."**
- Have **common, comparable scores across member states, and across consortia.**
- Provide **achievement and growth information to help make better educational decisions and professional development opportunities.**
- **Assess all students, except those with "significant cognitive disabilities."**
- Administer **online, with timely results.**
- Use **multiple measures.**

Source: Federal Register, Vol. 75, No. 68, Friday, April 9, 2010, pp. 18,171–85

Smarter Balanced States



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Smarter Balanced Assessment Consortium (SBAC): Components—Summative

- Assesses **the full range of Common Core in English language arts and mathematics for students in Grades 3–8 and 11. (Interim assessments can be used in Grades 9 and 10.)**
- Measures **current student achievement and growth across time, showing progress toward college and career readiness.**
- Can be given **once- or twice-a-year (mandatory testing window within the last 12 weeks of the instructional year).**
- Includes a **variety of question types: selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks.**

Source: Smarter Balanced Assessment Consortium (SBAC) presentation, 9.29.11

SBAC: Components—Interim

- Optional comprehensive and content-cluster assessment to help **identify specific needs of each student**
- Can be administered **throughout the year**
- Provides **clear examples of expected performance on Common Core standards**
- Includes a **variety of question types: selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks**
- Aligned to and reported on **the same scale as the summative assessments**
- **Fully accessible for instruction and professional development**

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Source: Smarter Balanced Assessment Consortium (SBAC) presentation, 9.29.11

SBAC: Components—Formative

- Research-based, **on-demand tools and resources for teachers**
- Aligned to **Common Core, focused on increasing student learning and enabling differentiation of instruction**
- **Professional development materials include model units of instruction and publicly released assessment items, formative strategies**

Source: Smarter Balanced Assessment Consortium (SBAC) presentation, 9.29.11

To Find Out More About SBAC

The **SMARTER Balanced Assessment Consortium can be found online at www.smarterbalanced.org.**

Timeline (p. 25):
http://www.k12.wa.us/SMARTER/pubdocs/SMARTERBalanced_WebPresentation.pdf

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Partnership for Assessment of Readiness for College and Careers (PARCC) States

Alabama
Arizona
Arkansas
Colorado
D.C.
Florida
Georgia
Illinois
Indiana
Kentucky
Louisiana
Maryland
Massachusetts
Mississippi
New Jersey
New Mexico
New York
North Dakota
Ohio
Oklahoma
Pennsylvania
Rhode Island
South Carolina
Tennessee

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Source: PARCC presentation, October 2011

PARCC Goals

1. Create high-quality assessments.
2. Build a pathway to college and career readiness for ***all*** students.
3. Support educators in the classroom.
4. Develop 21st century, technology-based assessments.
5. Advance accountability at all levels.

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Source: PARCC presentation, October 2011

PARCC: Components—Summative

- **Performance-Based Assessment (PBA):** administered as close to the end of the school year as possible. The ELA/literacy PBA will focus on writing effectively when analyzing text. The mathematics PBA will focus on applying skills, concepts, and understandings to solve multiple-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools.
- **End-of-Year Assessment (EOY):** administered after approximately 90 percent of the school year. The ELA/literacy EOY will focus on reading comprehension. The math EOY will comprise innovative, machine-scoreable items.

Source: PARCC presentation, October 2011

PARCC: Components—Formative

- **Early Assessment:** designed to be an indicator of student knowledge and skills so that instruction, supports, and professional development can be tailored to meet student needs.
- **Mid-Year Assessment:** composed of performance-based items and tasks, with an emphasis on hard-to-measure standards. After study, individual states may consider including as a summative component.

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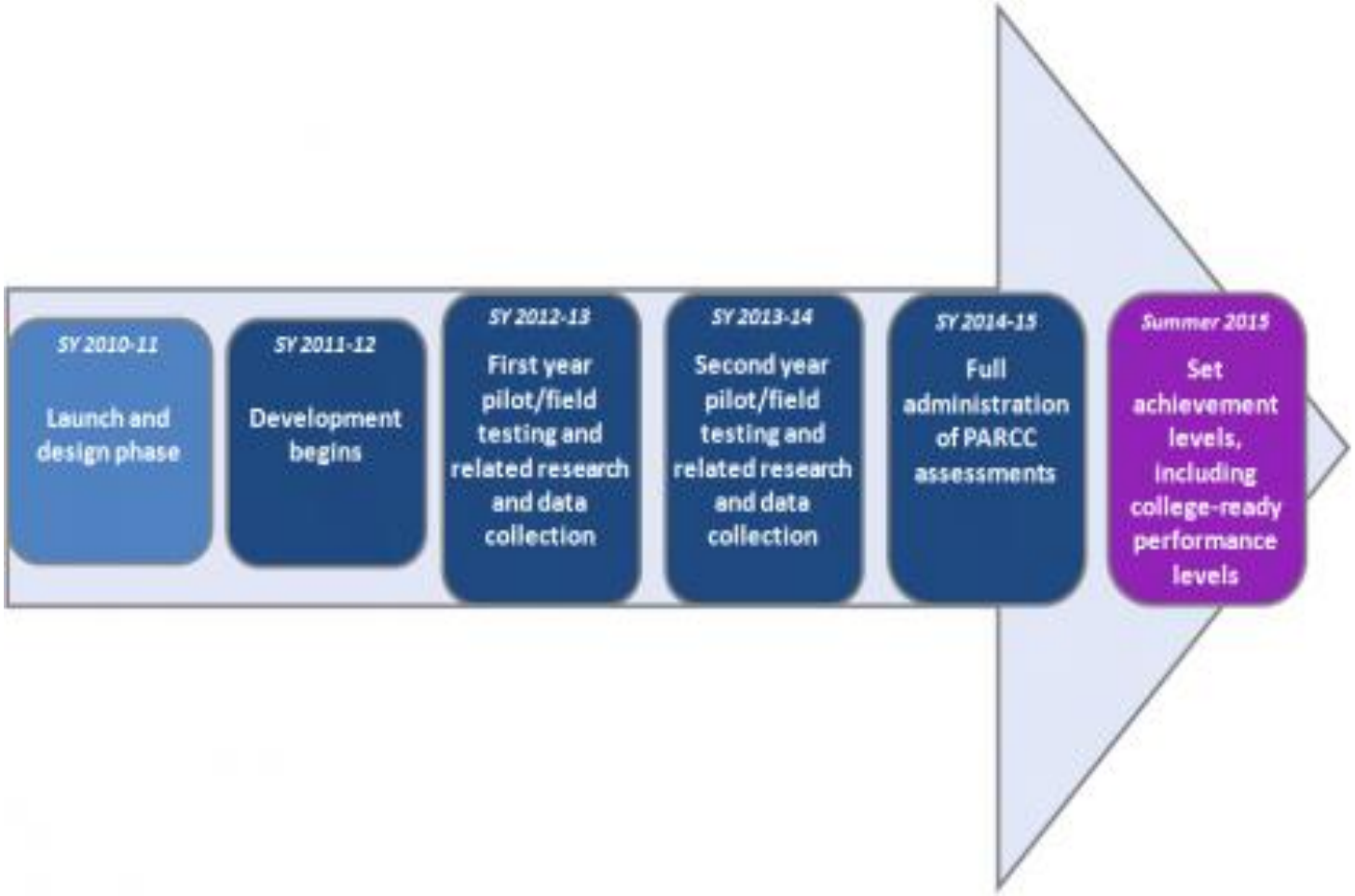
Source: PARCC presentation, October 2011

Timeline


SY 2010-11
Launch and design phase
SY 2011-12
Development begins
SY 2012-13
First year pilot/field testing and related research and data collection
SY 2013-14
Second year pilot/field testing and related research and data collection
SY 2014-15
Full administration of PARCC assessments
Summer 2015
Set achievement levels, including college-ready performance levels

To Find Out More About PARCC

The **PARCC can be found online at** **www.PARCConline.org**.

Source: PARCC Presentation 10/2011

Resources

Visual of SBAC – http://www.k12center.org/rsc/pdf/SBAC_System_5-2-11.pdf

Visual of PARCC – http://www.k12center.org/rsc/pdf/parcc_system.pdf

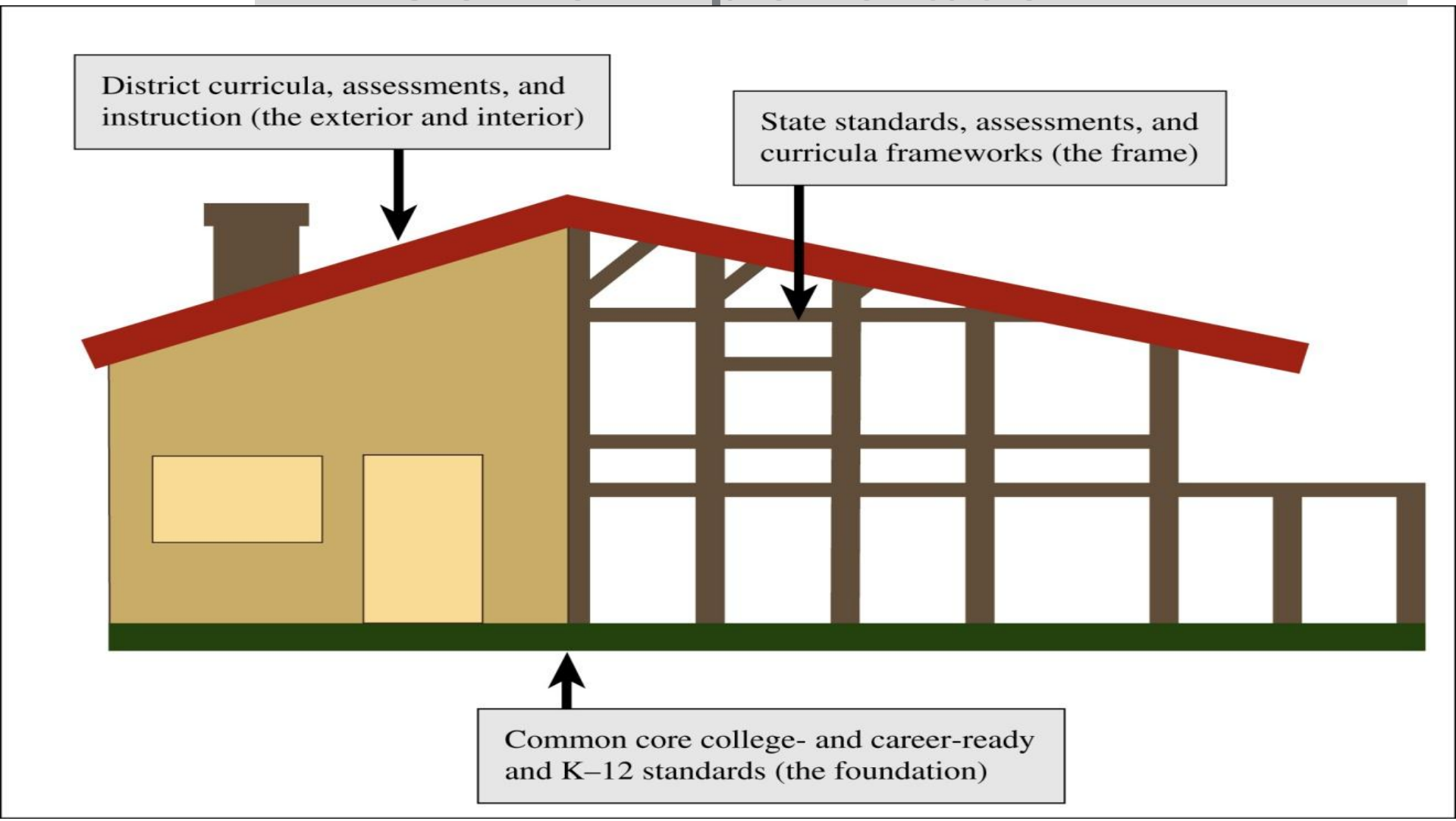
ETS summary of both - http://www.ets.org/k12/commonassessments

Assessments

How will this impact our work?

What are resources and tools that can help us get ready for implementing the Common Core State Standards (CCSS)?

A Vision for Implementation



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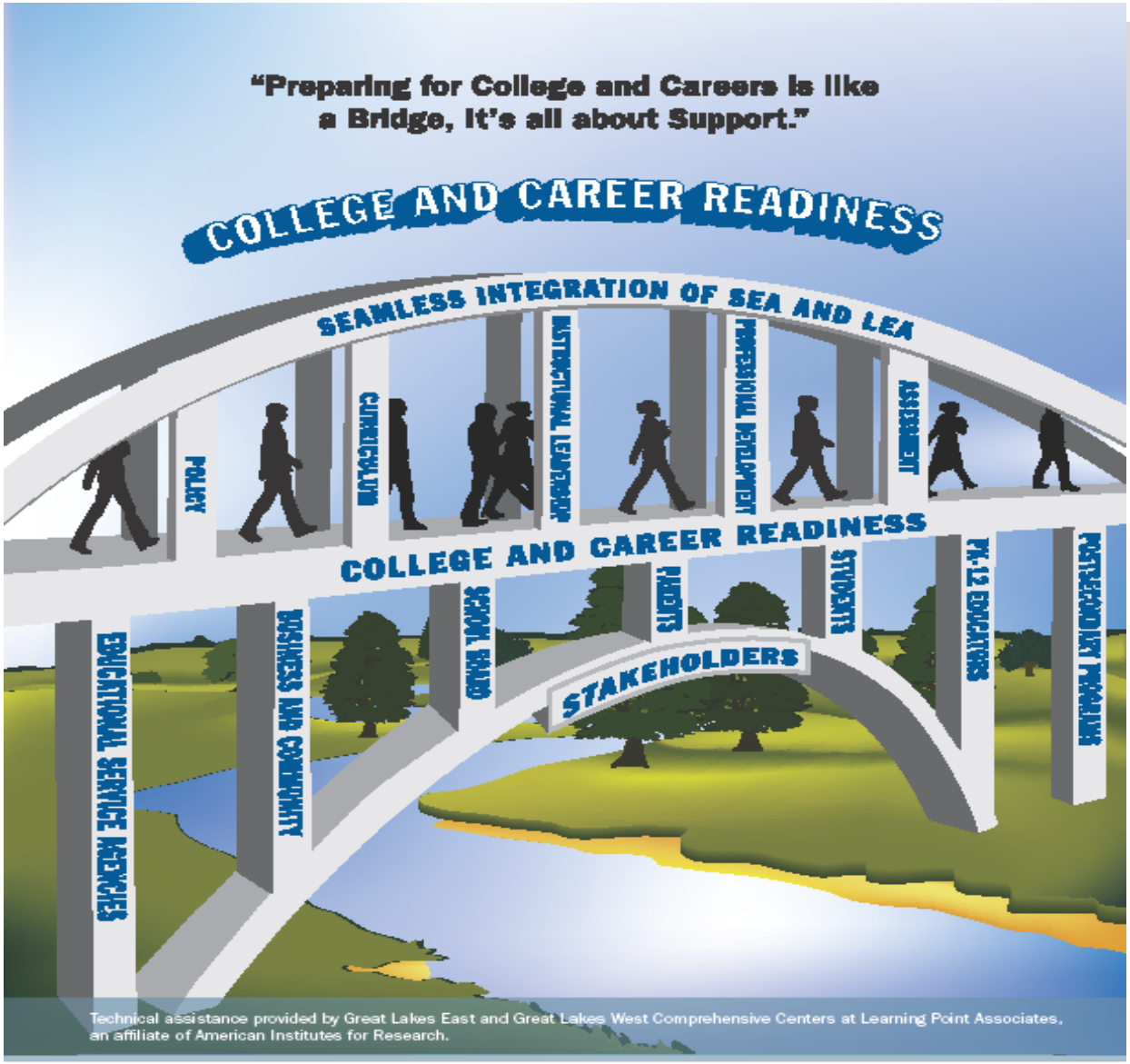
Reports

- Center on Education Policy:
  http://www.cep-dc.org/index.cfm?DocumentTopicID=1
- State Implementation
- District Implementation



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Midwest COMMON CORE Consortia

In collaboration with Great Lakes East & Great Lakes West Comprehensive Centers

Critical Components for Localization

- Clear vision for implementation
- Plan for implementation
  - Curriculum
  - Instruction
  - Assessment
  - Professional development
  - Stakeholder engagement

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Work That Needs to Be Done

- Define
- Design
- Do

All through constant inclusive deliberation

Innovation Configuration Map

DEFINE

Innovation Configuration Map

DEFINE

Communication Planning Tool

DESIGN

Implementation Planning Tool

- Purpose:
  - Help districts plan for implementation of the CCSS
- Structure:
  - Current state
  - Desired state
  - Planning
    - Goal setting
    - Engaging
    - Measuring
- Critical elements of focus:
  - Curriculum
  - Instruction
  - Assessment
  - Professional development

DESIGN

Professional Development Map

DO

Resources to use

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

More Resources

- EPIC Higher Ed report - https://www.epiconline.org/files/pdf/ReachingtheGoal-FullReport.pdf
- EPIC Alignment study - https://www.epiconline.org/files/pdf/LiningUp-FullReport.pdf
- Great Lakes West CCSS Resources for District Implementation- http://www.learningpt.org/greatlakeswest/common_core/exterior.php
- Partnership for 21st century skills toolkit - http://p21.org/storage/documents/P21CommonCoreToolkit.pdf
- CCSSO EdSteps - http://www.edsteps.org/CCSSO/Home.aspx

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Questions to Consider

- What can we do to facilitate deep understanding of standards and build capacity for effective instruction to support standards achievement?
- How do we redesign the system for improvement so that it focuses on effective instruction?
- How do we structure professional development that engages teachers in higher levels of content knowledge and effective instruction?
- How can we make it safe for teachers to work together to build higher levels of instructional and content expertise?
- **How can we share what we already do to help others?**

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Beth Ratway

P: **630-649-6565**

E-Mail: **bratway@air.org**

1120 East Diehl Road, Suite 200

Naperville, IL 60563-1486

General Information: **800-356-2735**

Website: **www.air.org**

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Thank you for participating.

- For more information about the standards: www.corestandards.org
- We look forward to your participation in future webinars hosted by the National Charter School Resource Center.
- This webinar will be archived at the following website: http://www.charterschoolcenter.org/webinars/
- Please share your feedback with us through the evaluation.

National Charter School Resource Center
1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
Phone: 877-277-2744 or 202-403-6222
Website: www.charterschoolcenter.org
E-mail: charterschoolcenter@air.org