# Implementing the Common Core State Standards for English Language Arts and Mathematics in Washington State (http://www.k12.wa.us/corestandards)

Our Vision: Every student will have access to the CCSS standards through high quality instruction aligned with the standards every day; and that **all teachers** are prepared and receive the support they need to implement the standards in their classrooms every day.

Our Purpose: To develop a **statewide system** that supports all school districts in their preparation of educators and students to implement the CCSS using a 2-pronged approach focused on:

1. **The "What": Key Content Shifts** in English Language Arts and Mathematics
2. **The "How": System "Remodeling"** to support building capacity for sustained professional learning that supports CCSS implementation now and be applied to other initiatives in the future.
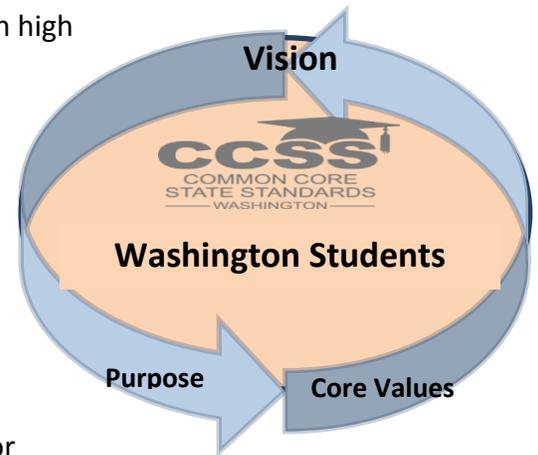
Our Core Values: This vision can only occur through core values of clarity, consistency, collaboration, coordination, and commitment from classrooms, schools, and communities to the state level.

2012-13 Washington CCSS Activities

CCSS Opportunities and Resources

CCSS Awareness and Professional Learning Opportunities and Materials (http://www.k12.wa.us/CoreStandards/Resources.aspx) • OSPI CCSS Quarterly Webinar Series • PD Offered through all 9 ESDs • CCSS District Implementation Network Collaborations (http://www.k12.wa.us/CoreStandards/DistrictProject.aspx) • Instructional Materials Quality Considerations – New and Existing
Assessment System Resources • Smarter Balanced Released Sample Items / Perf. Tasks (http://www.k12.wa.us/SMARTER/default.aspx) • Dynamic Learning Map Assessment Literacy Supports (http://dynamiclearningmaps.org/moreinfo/forteachers.html)
Teacher-Leader Capacity Building Opportunities • Math and ELA "Fellows" build capacity around common learning (Spring 2013) (http://www.k12.wa.us/CoreStandards/Fellows.aspx)
Statewide CCSS Collaborations • Educator Membership Associations • Publisher Representatives • Statewide Conferences and Capacity Building

The "What": Key Content Shifts in the CCSS

Shifts in ELA (*These apply to content area (social studies, science, and technical subject) teachers as well as English teachers.*)

1. Building knowledge through content-rich nonfiction and informational texts in addition to literature
2. Reading and writing grounded in evidence from the text
3. Regular practice with complex text and its academic vocabulary

K	1	2	3	4	5	6	7	8	9-10	11-12
Foundational Skills										
• Print concepts and alphabetic principle • Phonological awareness • Phonics and word recognition • Fluency						*Although foundational skills are addressed prior to grade 6, students who struggle in these areas will need further support.*				
Reading Literature and Informational Texts *Focus on teaching students reading skills to engage with rigorous texts across a broad spectrum of content; balance the types of texts students read.* *Percentages represent comprehensive use (teaching, learning, and student production) across a school year.*										
• Balance grades K-5 = 50%* literature; 50%* informational text						• Balance grade 6-8 = 45%* literature; 55%* informational text • Balance grades 9-12 = 30%* literature; 70%* informational text				
Literacy (Reading and Writing) in History/Social Studies, Science, and Other Technical Subjects *Focus on teaching key ideas, details, using evidence from text to support conclusions, contextual vocabulary acquisition, and point of view.*										
Writing Standards *Focus on teaching the processes of writing, including a balance of text types and the role of argument in History/ social studies, and science* *Percentages represent comprehensive use (teaching, learning, and student production) across a school year.*										
Balance of writing types, including writing in the content areas • By grade 4—opinion =30%; information = 35%; narrative =35%						Balance of writing types, including writing in the content areas • Grade 8 – argument = 35%; information = 35%; narrative = 30% • Grade 12 – argument = 40%; information = 40%; narrative = 20%				
Speaking & Listening Standards *Focus on teaching use of rhetorical and critical thinking in speaking, listening, and collaborative study and work* • Comprehension and collaboration • Presentation of knowledge and ideas • Evaluate speaker's point of view										
Language Standards *Focus on teaching conventions of standard English, knowledge of language in different contexts, and vocabulary acquisition.*										

Shifts in Mathematics

1. Focus: 2-3 topics focused on deeply in each grade
2. Coherence: Concepts logically connected from one grade to the next and linked to major topics within the grade
3. Rigor: Fluency with arithmetic, application of knowledge to real world situations, and deep understanding of mathematical concepts
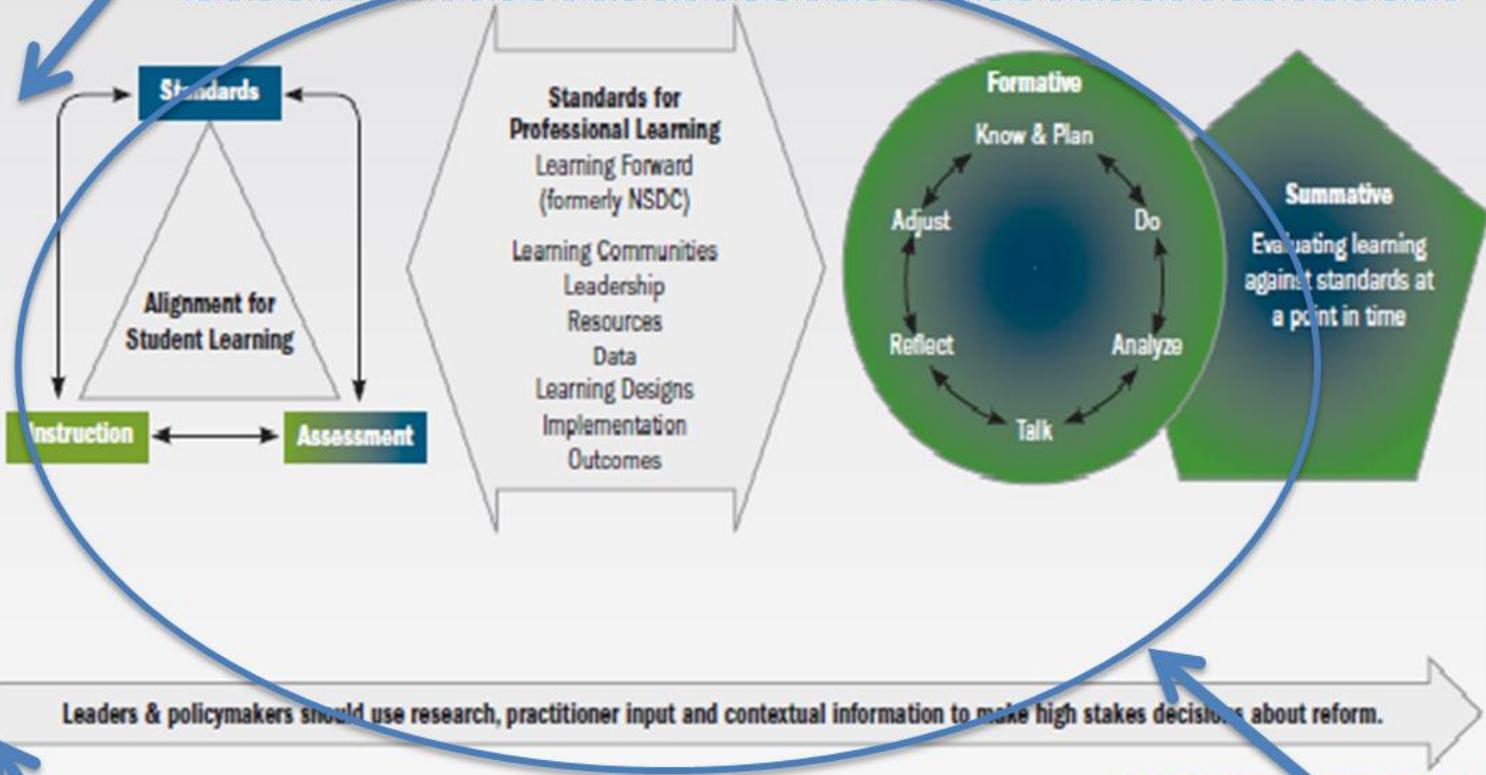
A Standards-Based Support and Development System

A state-wide system designed for the growth and development of students, through the growth and development of educators

The "How": System "Remodeling"

1. What do all students need to know and be able to do as a result of the CCSS?

Standards-Based Education rests on several core beliefs:

1. that an agreed upon set of standards can be designed to guide teaching and learning;
2. that every child and youth should be held to high expectations for meeting these standards;
3. that all teachers achieve high standards by using evidence-based practices;
4. that educators should be held accountable for student learning

Standards

Alignment for Student Learning

Instruction ⟷ Assessment

Standards for Professional Learning
Learning Forward (formerly NSDC)

Learning Communities
Leadership
Resources
Data
Learning Designs
Implementation
Outcomes

Formative
Know & Plan
Adjust
Do
Reflect
Analyze
Talk

Summative
Evaluating learning against standards at a point in time

Desired Outcomes of a Standards-Based Education System

Higher student performance

Enhanced teacher practice

Sustainable school growth

Increased student engagement

Collaborative learning communities

Improved return on investment of professional development dollars

Strengthened human capital in high-needs schools

Leaders & policymakers should use research, practitioner input and contextual information to make high stakes decisions about reform.

Key
- Standards
- Evaluation

2. What do the adults in the system need to know and be able to do to support all students?

3. How do we design a _professional learning system_ to support them?

CURRENT TOP RESOURCES for CCSS Implementation

(Fall/Winter 2012-13)

General:

Achieve – Three new CCSS Implementation Action Briefs (Dec. 2012) targeted to provide role-specific guidance and support to elementary and secondary school leaders and school counselors. *http://www.achieve.org/publications*

EngageNY/ New York Materials for teachers and teams, videos of classroom application *www.engageny.org/teachers*

Achieve The Core Guidance and templates on how to begin implementing the shifts, assembled by the nonprofit Student Achievement Partners. *www.achievethecore.org*

EduCore ASCD is supporting a free digital tool to assist educators ushering in changes and strategies for implementation of the Common Core State Standards. *http://educore.ascd.org/*

For Mathematics:

Inside Mathematics: Video excerpts of mathematics lessons correlated with the practice standards, resources on content standards alignment, and videos of exemplary lessons in both elementary and secondary settings. *www.insidemathematics.org*

Illustrative Mathematics: Guidance to states, assessment consortia, testing companies, and curriculum developers by illustrating the range and types of mathematical work that students experience in a faithful implementation of the Common Core State Standards. *www.illustrativemathematics.org*

Progressions Documents for the Common Core Math Standards: Narrative documents describing the progression of a topic across a number of grade levels. *Http://math.arizona.edu/~ime/progressions/*

Publishers Criteria for Mathematics: Provides criteria for aligned materials to CCSS. Based on the two major evidence-based design principles of the CCSSM, focus and coherence, the document intends to guide the work of publishers and curriculum developers, as well as states and school districts, as they design, evaluate, and select materials or revise existing materials. *www.corestandards.org/resources*

For English Language Arts:

Kansas Department of Ed : Collections of teacher-created work for CCSS in the classroom *www.ksde.org*

Literacy Design Collaborative (LDC) :Focuses on secondary with an eye to cross-content integration. The LDC work can also inform all ELA teachers as we move to more comprehensive literacy teaching. *www.literacydesigncollaborative.org*

National Council of Teachers of English is convening multiple experts and partners to provide teachers with comprehensive supports for English Language Arts and professional collaborative learning. Stay tuned – more coming this fall! *www.ncte.org/standards/commoncore*

Publishers Criteria K-2 and **Publishers' Criteria 3-12:** Provides criteria for aligned ELA materials to CCSS. The documents intend to guide the work of publishers and curriculum developers, as   well as states and school districts, as they design, evaluate, and select materials or revise existing materials. *www.corestandards.org/resourc*

CCSS
COMMON CORE
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