Common Core Standards

Webcast June 3, 2010
Education Policy and Practice Department
National Education Association
Need to Rethink the Entire System of Education

Education, not test scores, is the purpose of teaching and learning. Students need teachers who demonstrate and exercise the qualities we want in students: they are thoughtful, informed decision makers and problem solvers.
What is the Common Core State Standards Initiative?

The Common Core State Standards Initiative is a significant and historic opportunity for states to collectively develop and adopt a core set of academic standards in mathematics and English language arts.
The Main Characters

- Council of Chief State School Officers
- National Governors Association
- College Board
- ACT
- Achieve
- NEA
- more
CCSSO and the NGA Center in partnership with ACT, the College Board, and Achieve established the common core development, advisory, and validation process

- AFT, NEA, the Alliance for Excellent Education, the Business Roundtable, the Coalition for Student Achievement, the Hunt Institute, NASBE, and others supported the initiative through various means
- A National Forum on Common Standards shared ideas, gathers input, and informs the initiative
- A Standards Development Group defined and wrote the drafts of the common core state standards
A Feedback Group informs the work of the Development Group and provides input and guidance as drafts of the standards are developed.

A Validation Committee ensures the standards are research and evidence-based; this group is neutral to and completely independent of the Standards Development Group.
How Has the Project Evolved?

- The NGA Center and CCSSO led the initial process in partnership with ACT, the College Board, and Achieve to develop the common core state standards in mathematics and English language arts.
- The role of the last three has diminished with CCSSO and NGA being the main leaders.
How Has NEA Been Involved?

- Partner from the beginning
- Asked for teachers to have the opportunity to give input as a group.
- Continuing review by teachers and staff
- Remain involved in next steps of governance.
Two Groups: Mathematics and English Language Arts.

6 Teachers in each group: elementary, middle, 2 from high school, ELL, and special education.

Two teachers from this group became more formally and directly involved as members of the Validation Committee and the Review Committee.
What do the common core standards look like?

- Fewer, clearer, and higher
- Articulate to parents, teachers, and the general public expectations for what students will know and be able to do, grade by grade, and when they graduate from high school
- Internationally benchmarked
- Research and evidence based
- Ready for states to adopt
What happens after the common core standards are developed?

- Adoption of the common core state standards is voluntary for states
- Each state will follow its individual process for coalition-building and adoption
- States will be asked to share their timelines for adoption of the common core
- States choosing to adopt the common core state standards have agreed the common core will represent at least 85% of the state’s standards in mathematics and English language arts
- There is an obvious role for assessment; some states will voluntarily come together to develop new, innovative, common assessments
What happens after states adopt common core standards?

The common core state standards are the first step in transforming our education system. For systemic change to occur:

◦ Educators must be given resources, tools, and time to adjust classroom practice.
◦ Instructional materials need to be developed that align to the standards.
◦ Assessments will be developed to measure student progress.
◦ Federal, state, and district policies will need to be re-examined to ensure they support alignment of the common core -- throughout the system -- with student achievement.
How can I get more information?

- Visit the Common Core State Standards website pages to learn more: [www.nga.org](http://www.nga.org) or [www.ccsso.org](http://www.ccsso.org)

- Subscribe to Common Core State Standards updates at [www.ccsso.org](http://www.ccsso.org) or the NGA newsletter at [join-nganews@talk.nga.org](mailto:join-nganews@talk.nga.org)
Why is a common core of state standards good for students?

- It will help prepare students with the knowledge and skills they need to succeed in college and careers.
- Expectations will be consistent for all kids and not dependent on a student’s zip code.
- It will help students with transitions between states.
- Clearer standards will help students understand what is expected of them and allow for more self-directed learning by students.
Why is a common core of state standards good for parents?

- Helps parents understand exactly what students need to know and be able to do
- Helps parents support their children and educators by making expectations clear and goals high
- Provides equal access to a high quality education
- Provides opportunities to meaningfully engage parents
Why is a common core of state standards good for educators?

- Allows for more focused pre-service and professional development
- Assures that what is taught is aligned with assessments including formative, summative, and benchmarking
- Provides the opportunity for instructors to tailor curriculum and teaching methods
- Informs the development of a curriculum that promotes deep understanding for all children
Why is a common core of state standards good for states?

- Allows states to align curricula to internationally benchmarked standards
- Allows states to ensure professional development for educators is based on best practices
- Creates the opportunity for America to compete for high-wage, high-skill jobs in a knowledge-based economy
- Allows for the development of a common assessment
- Gives states the opportunity to compare and evaluate policies that affect student achievement across states
- Creates potential economies of scale around areas such as curriculum development and assessment
Education Standards Today: Broad Support for Concept of Shared Standards

70% of the engaged public believe standards that set “clear expectations” for student learning are very important.

The public has a mixed view of current standards: 46% are very or fairly satisfied, 52% less satisfied; 56% feel standards are too low, 39% say they are about right or too high.

Teachers are more satisfied with standards (66% very/fairly satisfied, 33% less satisfied), and feel they are set at the right level (71%), not too low (11%).

There is limited awareness that there are too many standards (14% among public, 51% among teachers).
“Currently, each state establishes its own standards and then tests students to see if these standards are met. Some people think it would be better for all states to have the same education standards in subjects such as mathematics, reading, and English language skills.”
“The Standards Initiative was established by the nation’s governors and state school superintendents, and is developing a single set of standards in math and English for all states to voluntarily adopt. For each grade level from kindergarten through high school, the standards would say which English and math skills students are expected to have.”
What Are the Potential Positive Effects of The Common Standards?

- Common goals, collaboration across states, shared resources.
- Better assessment systems.
- Better instruction.
- States less susceptible to ideological idiosyncrasies
Learning Progressions

- Developed based on research.
- Built around core or essential concepts and processes.
- Move toward increased understanding, skill and capacity
CCR 6: Assess how point of view or purpose shapes the content and style of a text

- Gr. 4 Compare the point of view from which different stories are narrated, including the difference between first and third person narration.
- Gr. 5 Identify how a narrator’s perspective or point of view influences how events are described.
Gr. 3 Compare what is presented in the text with relevant prior knowledge and beliefs, making explicit what is new and surprising.

Gr. 4 Compare an eyewitness account to a secondhand account of the same event or topic.
Potential to Push Assessment Beyond Multiple Choice

- Grade 5, Informational Text: Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably.
- Grade 8, Literature: Explain the comparisons the author makes through metaphors, allusions, or analogies in a text and analyze how those comparisons contribute to the meaning.
WHAT’S NEXT

- Work at the state level.
- Roles for affiliates as well as individual members in developing policy and practice.