NEA Common Core State Standards Toolkit

Information & Resources

- English Language Arts/Literacy
- Mathematics

NEA Common Core State Standards Toolkit

Introduction

The Common Core State Standards Toolkit is designed to give educators tools they can use to implement the Common Core State Standards. These materials also include a variety of strategies and downloadable resources to engage families, communities, and policymakers.

Background

The Common Core State Standards (CCSS) are a set of voluntary K-12 standards in English language arts/literacy and mathematics. The goal of the CCSS is to provide a clear, consistent understanding of what students are expected to learn. The Standards reflect the knowledge and skills required for successful entry into college and careers. To date, 43 states and the District of Columbia have agreed to adopt and implement the CCSS.

The Common Core State Standards were developed in partnership with the National Governors Association, the Council of Chief State School Officers, the National Education Association, American Federation of Teachers, the International Reading Association, the National Council of Teachers of English, and the National Council of Teachers of Mathematics.

Since adopting the CCSS, many state legislatures have acted to affirm, modify, or replace the Standards. In the Education Commission of the States (ECS) report, *States and the (not so) new standards—Where are they now?*, users can access a brief overview of some of the state legislative activity.

http://www.ecs.org/clearinghouse/01/14/21/11421.pdf

Common Core Working Group

In October 2012, NEA appointed 56 members to the NEA Common Core Working Group, a nationwide effort to prepare educators to implement the CCSS. The group has since been expanded to include two representatives from every Common Core state. Comprised of state affiliates and local leaders, the group has three primary responsibilities: (1) maintain educators' presence throughout Common Core implementation; (2) facilitate communication about the Standards; and, (3) assist in the development of educational tools.

Vision and Goal Statement

NEA believes the CCSS have the potential to provide access to a complete and challenging education for all children. Broad range cooperation in developing these voluntary standards provides educators with more manageable curriculum goals and greater opportunities to use their professional judgment in ways that promote student success.

NEA developed this interactive Toolkit with resources and access to forums to prepare educators to implement the Standards and positively impact student achievement by:

▸ Facilitating a feedback loop of information about the Standards and corresponding assessments;

▸ Informing instructional practice with strategies and curricular design methodologies; and,

▸ Providing a continuum of support for implementing the Standards, along with strategies for advocacy, and family and community engagement.

How to Use this Resource

This Toolkit is intended to be a fully dynamic resource of information on Common Core State Standards and contains eight critical areas to help educators understand and prepare to implement the CCSS: (1) Common Core State Standards Overview; (2) Curriculum and Instruction; (3) Professional Development; (4) Assessment and Reflection; (5) English Language Learners; (6) Students with Disabilities; (7) Advocacy; and (8) Tools and Resources.

Reviewed in its entirety, the Toolkit provides general background and links to pertinent information about the CCSS, as well as practical assistance and planning. Users can download editable materials and presentations in smaller chunks that may be used in a variety of settings. Video resources are available for individual use or sharing in larger settings.

Resources found in this Toolkit will be updated periodically as implementation of the Standards progresses.

NEA Common Core State Standards Toolkit

Overview

Background

The resources contained in this overview provide a general understanding of Common Core State Standards (CCSS) and a growing set of advocacy tools. NEA compiled these materials to snapshot key areas of implementation and assist in broad communication about the Standards.

Implementation

What are the Common Core State Standards?

EXAMPLES OF COMMON CORE STATE STANDARDS	
English Language Arts/Literacy	**Mathematics**
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). —*Reading Standard for Literature, Grade 7 (Integration of Knowledge and Ideas)*	Draw and identify lines and angles, and classify shapes by properties of their lines and angles. —*Mathematics Standard, Grade 4 (Geometry)*
Conduct short research projects that build knowledge through investigation of different aspects of a topic. —*Writing Standards, Grade 4 (Research to Build and Present Knowledge)*	Use probability to evaluate outcomes of decisions. —*Statistics and Probability Standards, High School (Using Probability to Make Decisions)*

These written and interactive resources provide general background on the developmental and educational shifts associated with implementing the CCSS.

▶ NEA Issues and Action: Common Core State Standards http://www.nea.org/home/46653.htm

▶ Hunt Institute's Common Core Video Series: http://www.youtube.com/user/TheHuntInstitute

▸ Three Minute Video Explaining the Common Core State Standards: http://vimeo.com/51933492

▸ Common Core State Standards for English Language Arts and Mathematics, Grades K-12

    ELA: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

    Math: http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

How has NEA been involved in the development and implementation of the Common Core State Standards?

NEA has partnered with a variety of organizations to ensure that the educators' voice was present during the creation and implementation of the Standards. In addition, NEA has advocated nationally and locally for sufficient time and resources for educators and communities to properly implement the Standards. NEA has called on its members to offer their expertise so that other educators can learn from their experiences with the Standards, as well.
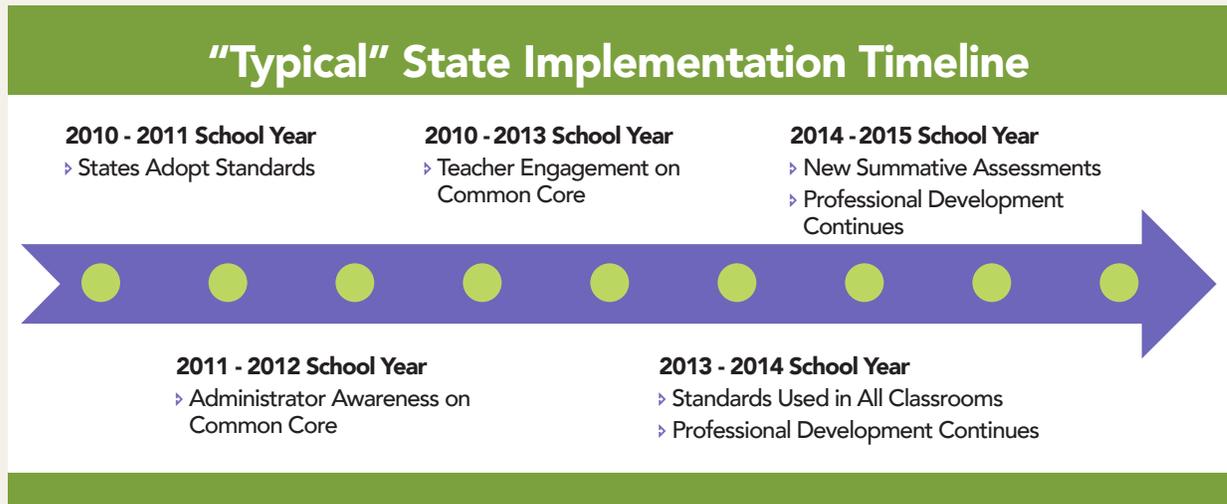
▸ NEA's Involvement in the Common Core State Standards

    http://www.nea.org/home/46665.htm

▸ Message Guidance on Common Core State Standards

    http://www.nea.org/home/message-guidance-on-ccss.html

▸ NEA Members featured on Better Lesson

    http://www.nea.org/home/57683.htm

▸ Common Core Stories of Success

    http://www.nea.org/home/59986.htm

How are states implementing the Common Core State Standards?

Increased debate about the Standards may create the impression that states are moving away from their initial commitment. Despite the heightened scrutiny, however, the majority of states have continued with their plans for implementation.

To reach full implementation, states have agreed to activities such as building awareness among various audiences, ensuring curriculum alignment, and planning for ongoing professional development. The following graphic charts the general schedule for most states that have adopted the CCSS.

"Typical" State Implementation Timeline

2010 - 2011 School Year
▷ States Adopt Standards

2010 - 2013 School Year
▷ Teacher Engagement on Common Core

2014 - 2015 School Year
▷ New Summative Assessments
▷ Professional Development Continues

2011 - 2012 School Year
▷ Administrator Awareness on Common Core

2013 - 2014 School Year
▷ Standards Used in All Classrooms
▷ Professional Development Continues

Implementation Resources

▶ States' progress on implementation:
http://www.ecs.org/html/IssueSection.asp?issueid=252&s=What+States+Are+Doing

▶ Media highlights:
http://www.edweek.org/topics/standards/?intc=intst

Advocacy & Communications

To communicate effectively about the Common Core State Standards, NEA compiled a variety of materials to discuss and share among different audiences.

Talking Points

▶ NEA Policy Brief "Common Core State Standards: A Tool for Improving Education"
http://www.nea.org/assets/docs/HE/PB30_CommonCoreStandards10.pdf

▶ Frequently Asked Questions
http://www.corestandards.org/resources/frequently-asked-questions

Common Core Myths and Facts

Myths about Content and Quality: General

Myth:	Fact:
Common standards will bring states' standards down to the lowest common denominator.	At the outset of developing the Standards, there was an explicit agreement that no state would lower its standards. College- and career-ready standards are needed because even in high performing states, students are graduating and passing all the required tests and still require remediation in their postsecondary work. The Standards are designed to build upon the most advanced current thinking about preparing all students for success in college and their careers. They were informed by the best in the country, the highest international standards, and evidence and expertise about educational outcomes.
The Standards are not internationally benchmarked.	International benchmarking played a significant role in both the English language arts (ELA) and math standards. In fact, the college- and career-ready standards include an appendix listing the evidence that was consulted in drafting the standards and the international data referenced in the benchmarking process.
The Standards only include skills and do not address the importance of content knowledge.	The Standards recognize that both content and skills are important. In ELA, the Standards require certain critical content for all students, including: classic myths and stories from around the world, America's founding documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are left to state and local determination. In addition to content coverage, the standards require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening. In mathematics, the Standards lay a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. Taken together, these elements support a student's ability to learn and apply more demanding math concepts and procedures. The middle school and high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. In addition, the standards set a rigorous definition of college and career readiness, not by piling topic upon topic, but by demanding that students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.

Myths about Content and Quality: Mathematics

Myth:	Fact:
The Standards do not prepare or require students to learn algebra in the 8th grade, as many states' current standards do.	The Standards do accommodate and prepare students for algebra 1 in 8th grade, by including the prerequisites for this course in grades K-7. Students who master the K-7 material will be able to take algebra 1 in 8th grade. At the same time, grade 8 standards are also included; these include rigorous algebra and will transition students effectively into a full algebra 1 course. The overarching aim of the standards in mathematics for grades K through 7 is to prepare students to succeed in algebra in grade 8.

Great Public Schools for Every Student

Myths about Content and Quality: Mathematics (cont.)

Myth:	Fact:
Key math topics are missing or appear in the wrong grade.	The mathematical progressions presented in the Standards are coherent and based on evidence. Part of the problem with having 50 different sets of state standards is that today, different states cover different topics at different grade levels. Coming to consensus guarantees that from the viewpoint of any given state, topics will move up or down in the grade level sequence. This is unavoidable. What is important to keep in mind is that the progression in the standards is mathematically coherent and leads to college and career readiness at an internationally competitive level. In fact, the use of learning progressions in order to outline goals for curriculum and instruction is a practice commonly used in many countries that perform well on international assessments of academic achievement.

Myths about Content and Quality: English Language Arts Literacy

Myth:	Fact:
The Standards suggest teaching *Grapes of Wrath* to second graders.	The ELA standards suggest *Grapes of Wrath* as a text that would be appropriate for 9th or 10th grade readers. Evidence shows that the complexity of texts students are reading today does not match what is demanded in college and the workplace, creating a gap between what high school students can do and what they need to be able to do. The Common Core State Standards create a staircase of increasing text complexity, so that students are expected to both develop their skills and apply them to more and more complex texts.
The Standards are just vague descriptions of skills; they don't include a reading list or any other similar reference to content.	The Standards do include sample texts that demonstrate the level of text complexity appropriate for the grade level and compatible with the learning demands set out in the Standards. The exemplars of high-quality texts at each grade level provide a rich set of possibilities and have been very well received. This provides teachers with the flexibility to make their own decisions about what texts to use, while providing an excellent reference point when selecting their texts. The Standards have the potential to provide teachers with far more manageable curriculum goals.
English teachers will be asked to teach science and social studies reading materials.	With common ELA standards, English teachers will still teach their students literature as well as literary nonfiction. However, because college and career readiness overwhelmingly focuses on complex texts outside of literature, these standards also ensure students are being prepared to read, write, and research across the curriculum, including in history and science. These goals can be achieved by ensuring that teachers in other disciplines are focusing on reading and writing to build knowledge within their subject areas.

Myths about Content and Quality: English Language Arts Literacy (cont.)

Myth:

The Standards don't have enough emphasis on fiction/literature.

Fact:

The Standards require certain critical content for all students, including: classic myths and stories from around the world, America's founding documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are left to state and local determination. In addition to content coverage, the Standards require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening.

Myths about Process

Myth:

No teachers were involved in writing the standards.

Fact:

The Common Core State Standards drafting process relied on teachers and standards experts from across the country. In addition, many state experts came together to create a thoughtful and transparent process of standard setting. The initiative has provided educators, parents, and a wide range of stakeholders and experts the opportunity to provide input.

Myth:

The Standards are not research or evidence based.

Fact:

The Standards make careful use of a large and growing body of evidence, including scholarly research; surveys on what skills are required of students entering college and workforce training programs; assessment data identifying college and career ready performance; and comparisons to standards from high performing states and nations.

In ELA, the Standards build on the firm foundation of the NAEP frameworks in reading and writing, which draw on extensive scholarly research and evidence. For mathematics, the Standards draw on conclusions from TIMSS and other studies of high-performing countries that the traditional U.S. mathematics curriculum must become substantially more coherent and focused in order to improve student achievement, addressing the problem of a curriculum that is "a mile wide and an inch deep."

Myths about Implementation

Myth:

The Standards tell teachers what to teach.

Fact:

The best understanding of what works in the classroom comes from the teachers who are in them. That's why these Standards will establish what students need to learn, but they will not dictate how teachers should teach. Instead, schools and teachers will decide how best to help students reach the Standards. They actually give teachers more flexibility and a common, general focus that allows teachers to exercise professional judgment in planning instruction.

Myths about Implementation (cont.)

Myth:	Fact:
The Standards will be implemented through No Child Left Behind (NCLB) - signifying that the federal government will be leading them.	The Common Core State Standards are a voluntary, state-led effort that is not part of NCLB. States began the work to create clear, consistent college- and career-ready standards before their emphasis in the American Recovery and Reinvestment Act or release of the U.S. Department of Education's Elementary and Secondary Education Act Blueprint. Standards are being driven by the needs of the states, not the federal government.
These Standards amount to a national curriculum for our schools.	The Standards are not a curriculum. They are a clear set of shared goals and expectations for what knowledge and skills will help our students succeed. Local teachers, principals, superintendents and others will decide how the Standards are to be met. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms. The Standards are not mandatory for states, and they were not developed through a top-down approach.
The federal government will take over ownership of Common Core State Standards.	The federal government will not govern Common Core State Standards. This initiative was and will remain a state-led effort. States controlled the development of the Standards and retain the right to determine whether to adopt the Standards and how to implement them.
The Standards will lead to a national test.	The adoption and implementation of the Standards is in the hands of the states. The assessments tied to the Standards are also in the hands of the states. Although the U.S. Department of Education has funded state consortia for standards assessment systems, Smarter Balanced and the Partnership for Assessment of Readiness for College and Career (PARCC), the power to develop and use any specific assessment remains in the hands of member states.

———
Sources:
Common Core Standards Initiative: www.corestandards.org
NEA Policy Brief, "Common Core State Standards: A Tool for Improving Education."
http://www.nea.org/assets/docs/HE/PB30_CommonCoreStandards10.pdf
NEA Background, "Common Core State Standards for College and Career Readiness." http://www.nea.org/home/55486.htm

Special Features

This section provides downloadable resources that can be customized for handouts, presentations, and additional background. These documents detail NEA messages on CCSS. They also expand on key elements of the Standards, such as the various assessment consortia, education and instructional shifts, and college and career readiness points.

General Background Materials

▸ Common Core State Standards for College and Career Readiness

▸ NEA Webcast on Common Core State Standards

▸ Common Core State Standards Overview: The Shifts: What they are and why they are important

▸ The Common Core State Standards: Moving beyond awareness to classroom implementation and assessment

▸ College and Career Readiness: Strengthening Postsecondary Pathways with Common Core State Standards

Parent and Community Engagement Materials

▸ NEA Policy Brief, "Parent, Family, Community Involvement in Education"

▸ Parent's Guide to Student Success–National PTA

▸ Raising the Bar: Implementing Common Core State Standards for Latino Student Success, National Council of La Raza

▸ Parent Roadmaps for English Language Arts, Council of the Great City Schools

▸ NEA-PTA Parent Guides
www.nea.org/assets/docs/NEA-PTA-CCSS-Student-Success-Brochure.pdf
www.nea.org/assets/docs/NEA_PTA_Blue_2Pager_Spanish_FINAL_12JUN14.pdf
www.nea.org/assets/docs/NEA-PTA-CCSS-Advocacy-Brochure.pdf
www.nea.org/assets/docs/NEA_PTA_Green_2Pager_Spanish_FINAL.PDF

Resources

Council of Chief State School Officers
http://www.ccsso.org/Resources/Programs/The_Common_Core_State_Standards_Initiative.html

National Parent Teacher Association
http://pta.org/parents/content.cfm?ItemNumber=2583

The Hunt Institute
http://www.hunt-institute.org/knowledge-library/articles/2011-9-1/common-core-state-standards-a-new-foundation-for-student-success/

Student Achievement Partners
http://www.achievethecore.org/

Education Week
  http://www.edweek.org/topics/standards/

The Common Core Café
  http://commoncorecafe.blogspot.com/

Curriculum & Instruction

NEA Common Core State Standards Toolkit

This section includes information, tools, and resources to help users:

1. Recognize the primary shifts of the Common Core State Standards (CCSS)
2. Access the tools and resources to implement CCSS across grade levels and content areas
3. Locate state, general, and content-specific resources to broaden understanding of the CCSS

Background

The CCSS are not a curriculum. Standards are statements of the knowledge and skills that students must master to be considered college and career ready. Curriculum is the roadmap that teachers use to help young people acquire and master those skills. Depending upon the individual needs and learning styles of their students, teachers then develop instructional strategies and techniques to navigate the roadmap.

One key to navigating the roadmap is to understand the shifts required by the CCSS. There are three primary shifts for ELA/literacy and three for mathematics as follows:

SHIFTS FOR ENGLISH LANGUAGE ARTS/LITERACY	SHIFTS FOR MATHEMATICS
1. Building knowledge through content-rich nonfiction	1. Focus strongly where the Standards focus
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational	2. Coherence: Think across grades, and link to major topics within grades
3. Regular practice with complex text and its academic language	3. Rigor: In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity

Description of Common Core Shifts for English Language Arts/Literacy and Mathematics

http://www.achievethecore.org/downloads/E0702_Description_of_the_Common_Core_Shifts.pdf

Resources for Understanding the Common Core State Standards

http://www.edutopia.org/common-core-state-standards-resources

Implementation

General

The Education Commission of the States (ECS) has categorized implementation issues into five broad categories, which include:

▶ Teaching and Leadership

▶ Higher Education Transitions Financial Strategies

▶ Curriculum and Alignment

▶ Assessments

▶ Special Populations

The ECS Web site provides information to promote greater understanding of the broad issues associated with CCSS implementation. To access this information, place your cursor over the *Implementation Issues* tab on the site and click on one of the five categories listed above.

http://www.ecs-commoncore.org/

Educator Resources

Listed here are a variety of implementation resources available for educators of all grade levels for a wide range of subjects. Some of these listings integrate multiple resources that can provide educators with new ideas, sample lessons, and ready-to-use materials. Immediately following the general resources for multiple content areas, you will find resources specific to particular content areas.

Achieve the Core: This Web site contains a wide variety of free, downloadable, customizable information, and content designed to build understanding of the Common Core State Standards. In addition to general information, the site contains specific information to help educators understand and implement the CCSS and includes practical tools and information for both ELA and mathematics.

http://achievethecore.org/

Teaching Channel: This Web site features a video showcase of inspiring and effective teaching practices in America's schools. The videos include both elementary and high school examples covering multiple content areas. This site also features a series of videos focused on CCSS-centered classroom practices produced through a partnership between NEA and Teaching Channel. These videos provide a window into classrooms to watch the interaction between students and teacher. The videos also feature reflections and voice overs by teachers talking about CCSS alignment NEA members sharing reflections on implementing CCSS-aligned strategies and classroom practices.

https://www.teachingchannel.org/videos?categories=topics_common-core

EduCore: This site provides tools for teaching the CCSS and includes tools and professional development resources to help educators transition to Common Core State Standards-based teaching and learning. You must register with ASCD to use the site. Registration is free.

http://educore.ascd.org/

NEA Master Teacher Project BetterLesson: NEA and BetterLesson partnered to produce a resource for teachers to share what works in the classroom. This site features more than 3,000 easily accessible, classroom-ready lessons that can be integrated into any curriculum. This new BetterLesson product was built entirely for the Common Core State Standards and features the lessons of more than 130 Master Teachers (MTs) who represent every K-12 grade level for math and English language arts and literacy.

http://cc.betterlesson.com/mtp

English Language Arts/Literacy

CCSSO Navigating Text Complexity
This site addresses questions and issues related to understanding text complexity and its relationship to implementing the Common Core State Standards in ELA and literacy. This site can help educators answer questions, such as: What makes a text complex? What tools can I use to select rich, worthy texts for instruction in my classroom? How can analyzing the qualitative characteristics of a text inform my instruction of a text?

http://www.ccsso.org/Navigating_Text_Complexity.html

ReadWorks
ReadWorks provides free, sharable research-based units, lessons, and authentic, leveled nonfiction and literary passages designed to be used with CCSS-aligned curriculum.

https://www.readworks.org/.

Literacy Design Collaborative
Literacy Design Collaborative (LDC) offers teachers, coaches, and leaders an instructional system for developing students' literacy skills to prepare them for the demands of college and careers. LDC is intended to assist teachers in building students' literacy skills and understanding of science, history, literature, and other important academic content through meaningful reading and writing assignments that are aligned with the CCSS.

http://ldc.org/

Mathematics
This Web site offers exemplars that illustrate the range and types of mathematical work that students should experience under the CCSS, as well as graphic representations of the learning progressions that occur across grade levels by strand.

http://illustrativemathematics.org/illustrations

Exemplars for Other Disciplines

▶ Social Studies

This is the America Achieves Web site. Users must register to access this free site.

http://commoncore.americaachieves.org/

▶ Science

The Next Generation Science Standards (NGSS) were released in April 2013. Like the CCSS, the NGSS are a set of voluntary, rigorous, and internationally benchmarked standards for K-12 science education. The Standards identify science and engineering practices and content that all K-12 students should master to be college and career ready. In addition to the NGSS, the ELA/Literacy Standards address science in the Science, Social Studies, and Technical Subjects Appendix (see pdf download below) and how they integrate reading, writing, and listening into grade 6-12 subject areas. In grades K-5, the English language arts coursework is considered a shared responsibility across all subject areas; any lesson in science should also include an ELA/literacy component.

Next Generation Science Standards

http://www.nextgenscience.org/

Science, Social Studies, and Technical Subjects Appendix

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

▶ Physical Education

Description: How can each content area show its connection to literacy? Physical educators are challenged to rethink how and what they typically teach. The PE curriculum is 20 years old and should be revised to show the connection to literacy.

http://www.livebinders.com/play/play/241043

▶ The Arts and the Common Core Curriculum Mapping Project

Description: Because the CCSS promote the importance of all students studying the arts, this section highlights places where ELA/literacy instruction can be enhanced by connecting a genre or particular text, or a theme of a unit, to works of art, music, or film. For example, students can study self-portraiture when they encounter memoirs. Students might compare a novel, story, or play to its film or musical rendition. Where a particular period of literature or the literature of a particular region or country is addressed, works of art from that period or country may also be examined. In each case, connections are made to the standards in the CCSS themselves. Membership is required to access this site.

http://commoncore.org/maps/documents/Art_in_the_Maps.pdf
http://www.youtube.com/watch?feature=player_embedded&v=cPbKUF2zbyw

Resources from Council of Chief State School Officers (CCSSO)

▶ Program: The Common Core State Standards Initiative (CCSSI)

▶ Publication: Common Core State Standards: Implementation Tools and Resources

- ▶ Webinar: Mathematics Common Core Standards and the Concept of Focus
- ▶ Webinar: CCSSO Webinar: One Percent Assessment Consortia and the Common Core
- ▶ Publication: Common Core State Standards: State Spotlights
- ▶ Webinar: Framework for English Language Proficiency Development Standards
- ▶ Publication: Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards
- ▶ Webinar: CCSSO Webinar: Overview of the English Language Proficiency Development Framework

Content Brief: English Language Arts and Literacy in History/Social Studies & Science

The Common Core State Standards (CCSS) advance the best elements of standards-related work to date. The English Language Arts Standards (ELA/Literacy Standards) articulate a clear progression of learning from kindergarten to grade 12. They illustrate a vision for student literacy across subject areas that applies to reading, writing, speaking, and listening. This breakthrough resource is designed to help teachers better understand how instructional efforts at each grade level contribute to college and career readiness.

Evidence Base

The CCSS are based on a large body of evidence including scholarly research, surveys on the skills to enter college and workforce training programs, assessment data identifying college and career ready performance, and comparisons to standards from high-performing states and nations. The ELA/Literacy Standards also build on the firm foundation of the NAEP frameworks in reading and writing, which similarly draw on an extensive body of scholarly research and evidence.

Responding to the Evidence Base

- ▶ **Clear focus on college and career readiness.** An individual standard was included only when the best available evidence indicated that its mastery was essential for students to be college and career ready in a 21st century, globally competitive society. As new and better evidence emerges, the ELA/Literacy Standards will be revised accordingly. By focusing on the most essential elements of college and career success, teachers and students will spend their time and efforts on the skills required to achieve long-term success.

- ▶ **Greater focus on text complexity.** There is clear evidence that the texts students are reading today are not of sufficient complexity and rigor to prepare them for the reading demands of college and careers. The ELA/Literacy Standards devote as much attention to the complexity of what students are reading as to how well students read them. As students advance through the grades, they must develop more sophisticated comprehension skills and apply them to increasingly complex texts.

- ▶ **Shared responsibility for students' literacy development.** Most college and career reading consists of sophisticated informational text in a variety of content areas. The ELA/Literacy Standards include a significant focus on informational text in grades 6 -12, and a special section designed for history/social studies and science

teachers to supplement the content CCSS in their respective disciplines. This focus is in addition to, not in place of, literary texts.

▸ **A focus on writing to argue or explain in the later grades.** The ELA/Literacy Standards include developing student writing skills in three areas: argument, information/ explanation, and narrative. As students progress toward high school-level work, the emphasis on writing shifts to focus overwhelmingly on writing to argue, inform, and explain by using evidence from sources (which corresponds to the NAEP's shift in emphasis).

▸ **Research and media skills integrated into the CCSS as a whole.** In college and the workforce, students will need to research information and will also consume and produce media. As media is embedded into elements of current curriculum, it is also embedded throughout the CCSS rather than being treated as a separate section. Students are expected to research and use media in all content areas.

▸ **Recognition that both content and skills are important.** The ELA/Literacy Standards require certain critical content for all students, including classic myths and stories from around the world, America's Founding Documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are left to state and local determination. In addition to content coverage, the ELA/Literacy Standards require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening.

Support for Teacher Understanding and Innovation

The ELA/Literacy Standards use individual grade levels in grades K-8, then two-year grade bands in grades 9-12 (9-10 and 11-12) to allow schools, districts, and states greater flexibility in high school course design.

The ELA/Literacy Standards demonstrate to teachers how each element connects with the grades preceding and following, and ultimately the connection to college and career readiness.

The ELA/Literacy Standards are supported by three appendices which provide extensive information on the research supporting key elements of the CCSS, examples of texts to illustrate appropriate range of reading for various grade levels, and annotated writing samples to demonstrate adequate performance. These appendices help educators better understand the content and deliver instruction more closely aligned to the CCSS.

Content Brief: Mathematics

The Mathematics Standards (Math Standards) are a breakthrough in focus and coherence. The Math Standards articulate a progression of learning that deepens a student's ability to understand and use mathematics. The Math Standards concentrate on core conceptual understandings and procedures starting in the early grades, enabling teachers to take the time needed to teach core concepts and procedures well—and to give students the opportunity to really master them.

Evidence Base

The Math Standards are informed by a large body of evidence including scholarly research, surveys on the skills required to enter college and workforce training programs, assessment data identifying college- and career-ready

performance, and comparisons to standards from high-performing states and nations. Notable in the research base are conclusions from the Trends in International Mathematics and Science Study (TIMSS) and from other studies of high-performing countries that the traditional U.S. mathematics curriculum must become substantially more coherent and focused to improve student achievement. The Math Standards address the problem of a curriculum that is "a mile wide and an inch deep"—a problem that has plagued many states for years.

Responding to the Evidence Base

▶ **Focus as seen in high-performing countries.** In current practice, many teachers must rush through material in an effort to cover a broad swath of topics at every grade. As a result, students learn enough to get by on the next test, but do not engage in deep learning or understanding. Teachers must then spend significant time reviewing concepts again the following year. The Math Standards focus on critical elements for future learning and application, giving students enough time to develop the procedural fluency and conceptual understanding that are needed to truly master mathematical concepts. By limiting the topics expected to be addressed in each grade, teachers will have more time to teach for understanding.

▶ **A solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals.** Taken together, these elements support a student's ability to learn and apply more demanding math concepts and procedures that follow in the upper grades. The Math Standards devote attention to these building blocks, aligning with practices of high-performing countries and the recommendations of our own National Research Council's Early Math Panel report. For example, kindergarten expectations are focused on the number core: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart, which lays the foundation for the addition and subtraction skills found in the first grade Math Standards. This logical progression of concepts and skills continues through grade 8.

▶ **Preparation for algebra in grade 8.** The Math Standards for middle school are robust and provide a coherent and rich preparation for high school mathematics. Students who have mastered the content and skills through grade 7 will be well prepared for algebra in grade 8, and the Math Standards accommodate a full algebra course in grades 8 or 9.

▶ **Application to the real world.** The middle and high school Math Standards require students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. The Math Standards set a rigorous definition of college and career readiness, not by piling topic upon topic, but by demanding that students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.

▶ **Emphasis on mathematical modeling.** The Math Standards require middle and high school students to use mathematics and statistics to analyze problems, understand them better, and improve decisions. As students choose and use appropriate strategies to solve problems, they develop a better sense of quantities and their relationships in physical, economic, public policy, social, and everyday situations.

Students are encouraged to use technology in developing mathematical models, allowing them to vary assumptions, explore consequences, and compare predictions with data.

Support for Teacher Understanding and Innovation

The K-5 Math Standards provide detailed guidance to teachers on how to navigate through knotty topics such as fractions, negative numbers, and geometry by maintaining a continuous progression from grade to grade. These grade-by-grade progressions were informed by current best state standards, as well as by international models, education research, and the insights of professional mathematicians.

By drawing on the best lessons from high performing countries, the Math Standards provide a foundation for redesigning and refocusing the math curriculum, moving sharply away from the "mile wide and inch deep" approach.

The Math Standards ensure that students spend sufficient time mastering the building blocks of mathematical thinking in K-5, and allow middle and high school teachers to engage students in hands-on learning and real world applications in geometry, algebra, probability, and statistics.

An extensive appendix has also been created to demonstrate optional pathways through either a traditional high school math course sequence or an integrated math course progression.

Resources

Resources by State

Alabama This Web site is intended to help Alabama educators better understand the Standards and provide high-quality resources and instructional materials to implement the CCSS.

Alaska did not adopt the CCSS.

Arizona This Web site provides information and resources to parents, educators, students and business leaders about the Standards and includes a link to Arizona's Common Core Standards *Communications Tool Kit.*

Arkansas The Arkansas Department of Education Common Core site includes the strategic plan, videos, documents, and other resources that are updated periodically about Arkansas' implementation of the CCSS.

California This Web site provides information on the Standards and the CCSS-related activities taking place in California.

Colorado The Standards and Instructional Support Web site includes curriculum samples organized by grade level and content area, along with resources for Colorado's District Sample Curriculum Project. Additional information can be found by visiting the Colorado Education Association site.

Connecticut This Web site provides current, state-specific information related to the CCSS. Additional information can be found by visiting the Connecticut Education Association site.

Delaware This Web site offers CCSS information and resources in the math, ELA/literacy and other content areas, as well as links to professional development opportunities. Additional information can be found by visiting the Delaware State Education Association site.

Florida This Web site provides current, state-specific information on the CCSS. Additional information can be found by visiting the Florida Education Association site.

Georgia This Web site offers information for parents, teachers, and administrators on the CCSS.

Hawaii This Web site offers resources including webinars, instructional resources, curriculum frameworks, and materials review criteria.

Idaho The Web site provides an overview of the CCSS, an implementation timeline, assessment information, and links for criteria and considerations in the standards development.

Illinois This Web site offers updates on professional development activities, as well as other resources for CCSS implementation. Additional information can be found by visiting the Illinois Education Association site.

Indiana Revoked the CCSS.

Iowa The Iowa Core site offers resources, implementation planning information, FAQs, and background information on the CCSS.

Kansas The Kansas College and Career Ready Web site offers resources to help educators support the implementation of the CCSS.

Kentucky The Kentucky Department of Education site contains informational resources for the CCSS, including information on End of Course assessments and other curriculum and assessment changes.

Louisiana This Web site provides current, state-specific information on the CCSS.

Maine This Web site offers content-specific information, analysis of the standards, and resources for ELA/Literacy and mathematics.

Maryland The Maryland State Department of Education Web site provides information on the CCSS for parents and teachers, along with links to additional resources and implementation tools.

Massachusetts This Web site offers a variety of resources including curriculum frameworks, implementation resources, and prototypes of curriculum units.

Michigan The Michigan Department of Education site provides resources which include learning maps, publisher's criteria, professional development opportunities, as well as assessment transition plans.

Minnesota Did not adopt the CCSS for mathematics. There is a limited amount of information available on this site pertaining to the ELA/Literacy Standards.

Great Public Schools for Every Student

Mississippi The Mississippi Department of Education site provides links to information on the CCSS, training material, and training opportunities.

Missouri The Missouri Department of Elementary and Secondary Information offers a variety of resources related to the CCSS including an implementation plan, a list of certified trainers, a link to webinars, and additional resources.

Montana The Montana Office of Public Instruction has a variety of resources on the CCSS including professional development, math and ELA/literacy resources, assessment information, as well as an implementation continuum.

Nebraska Did not adopt the CCSS.

Nevada This Web site offers transition documents, training materials, and updates on the Nevada CCSS.

New Hampshire This Web site provides access to information about the CCSS, the New Hampshire implementation framework and action plan, and information on technology readiness.

New Jersey The New Jersey Department of Education site includes links to background information on the CCSS, professional learning opportunities, an implementation timeline, and contact information for the state content coordinators.

New Mexico This Web site functions as the online clearinghouse of information for students, parents, teachers, and administrators interested in the New Mexico Common Core State Standards and provides useful resources, access to statewide communications, and links to primary sources.

New York The engage[ny] Web site offers a variety of resources for educators including information on assessment, teacher/leader effectiveness, data-driven instruction, a professional development network, a video library, as well as parent and family resources related to the CCSS. Additional information can be found by visiting the New York State Educational Association site.

North Carolina The North Carolina Accountability Curriculum and Reform Effort (ACRE) site provides information on the history of ACRE, its development and implementation, timelines, documents, and resources guiding the efforts of CCSS implementation.

North Dakota The North Dakota Department of Public Instruction provides information about the North Dakota CCSS, parent information, assessment information, and implementation resources.

Ohio This Web site provides information about the Ohio standards, professional development resources, and transition tools.

Oklahoma Revoked standards. Oklahoma's new generation of standards are referred to as c^3, which stands for college, career, and citizen ready. The Oklahoma c^3 Standards site houses information about the standards, implementation, assessment, as well as links to other CCSS resources.

Oregon This Web site provides an implementation toolkit which includes resources for teachers, students, administrators, school boards, and parents.

Pennsylvania This Web site provides current, state-specific information on the CCSS.

Rhode Island This Web site provides background information and links for Rhode Island's transition to statewide CCSS implementation.

South Carolina This Web site provides resources related to understanding and implementing the CCSS.

South Dakota The South Dakota Department of Education site provides information about content- and grade-specific standards, parent guides, and an adoption timeline.

Tennessee The Tennessee Curriculum Center is an online professional community where teachers can collaborate, find professional development opportunities and identify curriculum resources that are aligned with the CCSS. Additional information can be found by visiting the Tennessee Education Association site.

Texas Did not adopt the CCSS.

Utah The Utah Education Network site provides CCSS resources including parent roadmaps, FAQs, a transition plan, as well as free apps to access the CCSS on your mobile device.

Vermont This Web site provides current, state-specific information on the CCSS.

Virginia Did not adopt the CCSS.

Washington This Web site provides background information and links for Washington's transition to statewide CCSS implementation.

West Virginia This Web site provides resources including links to tools, professional development, curriculum, and an overview of the CCSS.

Wisconsin This Web site provides current, state-specific information on the CCSS.

Wyoming The Wyoming Department of Education site includes an overview of the CCSS, Wyoming's content and performance standards, implementation plans, and guidelines for instructional materials development.

Washington, DC The District of Columbia Public School site offers background information on the CCSS, an implementation timeline, and information about the content area standards.

General

▸ Examples of teacher testimonials about the CCSS; users must register to access this free site.
   http://achievethecore.org/common-core-intro-for-parents

- Implementing the Common Core State Standards: Lessons from the Field
  https://www.box.com/s/2wzl58c4xnjjjj5lf30i

- ASCD's *Fulfilling the Promise of the Common Core State Standards: Moving from Adoption to Implementation to Sustainability* illuminates activities educators and policymakers at all levels can undertake to successfully implement the Common Core State Standards.
  http://educore.ascd.org/resource/Content/93d20b4d-2c8b-443b-898c-8d42703c5de9

- From Common Core Standards to Curriculum: Five Big Ideas by Jay McTighe and Grant Wiggins
  In this article, McTighe and Wiggins explore five big ideas about the Common Core State Standards and their translation into a curriculum. The authors highlight potential misconceptions in working with the Standards and give recommendation for designing a coherent curriculum and assessment system.
  http://grantwiggins.files.wordpress.com/2012/09/mctighe_wiggins_final_common_core_standards.pdf

- What U.S. Schools Can Learn From High-Performing Countries
  http://www.edweek.org/chat/2012/01/13/index.html?qs=high-performing+countries

- Common Core Standards: Will it make a difference for our military-connected students?
  This resource provides information on the CCSS as it pertains to mobile, military-connected students and how the CCSS can help improve consistency, continuity and clearer educational expectations.
  "K-12 Core Curriculum Standards: Why are they the same, only different?"

- This piece focuses on CCSS implementation and the thoughtful, state-specific work currently underway. State exemplars include Massachusetts, Utah, Kentucky, and Indiana. The article highlights voices of leading thinkers from both sides of the aisle. Impacting the Future is currently online only.
  http://www.hunt-institute.org/elements/media/files/GOVERNING%20_final.pdf

- Digital Resources
  These digital resources and tools for creating, collaborating, researching, and sharing can be found in the Common Core Curriculum Maps. This is not intended to be a comprehensive list, as the technologies are constantly evolving. (Membership is required to access this site.)
  http://commoncore.org/maps/resources/digital_resources

English Language Arts/Literacy

- Videos providing general, yet detailed, information about the CCSS in ELA/Literacy by the Hunt Institute
  http://www.youtube.com/course?list=EC9F9C431FF82A15B5&feature=plcp
  Reading Between the Lines: What the ACT Reveals About College Readiness in Reading (2006)
  http://www.act.org/research/policymakers/pdf/reading_report.pdf

Mathematics

- Videos providing general, yet detailed, information about the CCSS in mathematics by the Hunt Institute
  http://www.youtube.com/course?list=ECD7F4C7DE7CB3D2E6&feature=plcp

▶ Key Instruction Shifts of the Common Core State Standards for Mathematics; users must register to access this free site

http://www.achievethecore.org/math-common-core/math-shifts/

▶ Three Pillars of First Grade Mathematics, by Roger Howe
This article expounds on the CCSS Grade 1 mathematics standards.

http://commoncoretools.me/wp-content/uploads/2012/02/3pillars.pdf

▶ Knowing and Teaching Elementary Mathematics by Richard Askey.

http://stuff.mit.edu:8001/afs/athena/course/6/6.969/OldFiles/www/readings/ma-review.pdf

▶ From the American Institutes of Research: "Measuring Up: How The Highest Performing State (Massachusetts) Compares to the Highest Performing Country (Hong Kong) in Grade 3 Mathematics"

http://www.air.org/files/AIR_Measuring_Up_Report_0427091.pdf

▶ From Achieve: "Common Core Math Standards Implementation Can Lead to Improved Student Achievement;" users must register to access this free site

http://www.achieve.org/common-core-math-standards-implementation-can-lead-improved-student-achievement

▶ Illustrating the Standards: Sample Problems; users must register to access this free site

http://www.achievethecore.org/math-common-core/sample-problems/

Professional Development

NEA Common Core State Standards Toolkit

Background

Introduction

The National Education Association (NEA) compiled resources and tools for use by members and Association staff to conduct professional development activities on the Common Core State Standards (CCSS). The **"Implementation"** section includes ready-to-use professional development modules, PowerPoint slides, and links to videos intended to help educators implement the CCSS effectively. The **"Resources"** section provides links to additional materials that presenters and participants may find useful.

NEA Policy

The National Education Association believes that continuous professional development is required for education professionals to achieve and maintain the highest standards of student learning and professional practice. Resolution D-14 Professional Development for Education Professionals states that the Association believes that professional development should—

a. Be based upon clearly articulated goals reached by consensus of the school community

b. Be designed, directed by, and differentiated to meet the needs of affected professionals at each site

c. Support education professionals in meeting the needs of students

d. Be incorporated into and aligned with (not added to) professional work expectations

e. Be standards-referenced and incorporate effective practice, relevant data, and current research

f. Be supported by adequate resources

g. Be career-long, rigorous, and sustained

h. Stimulate intellectual development and leadership capacity

i. Balance individual priorities with the needs of the school and the district

j. Include an ongoing assessment and evaluation component to determine effectiveness

k. Respond to, refine, improve, and adjust the professional development according to the feedback provided by the participants

I. Provide:

- training and ongoing support for the implementation of new and expanded programs/skills
- training and ongoing support in the development of new and revised curricula and instructional strategies
- time during the regular work day and work year for inquiry, research, reflection, and collaboration
- opportunities for mentoring/peer coaching with colleagues on an ongoing basis
- a depth of subject matter knowledge and a greater understanding of the impact of culture, gender, and learning styles
- opportunities to assume new roles, including leadership positions
- flexibility for the use of a variety of resources such as university-school partnerships, professional development schools, exchange programs, professional development resource centers, and cultural and business resources
- Training and ongoing support for the use of technology as an instructional tool. (1976, 2008)
  nea.org/governance/neapolicydocuments/Pages/resolutions.aspx

Source: NEA Resolutions

Professional development (PD) activities provided by and for Association members and staff on the CCSS should adhere to the tenets of Resolution D-14.

Great Public Schools Criteria

NEA believes that all children have a basic right to a great public school. NEA's vision of what great public schools need and should provide acknowledges the ever-changing world in which we live—and public education must change along with it. The Great Public Schools (GPS) criteria form the basis for NEA's national and state policy goals. Their attainment requires the commitment of educators and policymakers at all levels of government. High quality professional development relates to the GPA criterion: "Quality Conditions for Teaching and Lifelong Learning."

Quality conditions for teaching and learning include smaller class sizes and optimal-sized learning communities; safe, healthy, modern, and orderly schools; up-to-date textbooks, technology, media centers, and materials; policies that encourage collaboration and shared decision making among staff; and the provision of data in a timely manner with staff training in the use of data for decision making. For more information about the GPS criteria, go to http://www.nea.org/home/gpsindicators.html

Source: NEA Great Public Schools Criteria

Implementation

Professional Development Modules

These professional development (PD) modules are intended for direct use by individual educators in professional learning communities, or for preparing to lead professional development in a school or district setting. The time required for each module can be customized, suitable for a variety of applications, by expanding the amount of time spent on the activities and in discussion. Each module contains a facilitator's guide, PowerPoint presentations with thorough notes, hands-on activities, related readings and research, recommended topics for discussion, and Web and video resources. Refer to the facilitator's guide for specific instructions on how to use each part of the module.

Why the Common Core? How these Standards are Different

This 1–1.5 hour module provides background information necessary to understand the role the Common Core State Standards play in improving education. It answers the question: How are these standards different than the latest versions of any individual state's standards? The module concludes with an overview of the major math and ELA/literacy shifts required by the CCSS.

START HERE: Review the facilitator's guide for a detailed overview.

If you have 1 hour…

1. Share PowerPoint presentation and lead participants through both reflection activities.

▸ PowerPoint with Notes
▸ PowerPoint without Notes
▸ Reflecting on Common Core Shifts: Handout
▸ Reflecting on Actions – ELA/Literacy Shifts: Handout
▸ Reflecting on Actions – Math Shifts: Handout

If you have 1.5 hours or more…

1. Share PowerPoint presentation and lead participants through both reflection activities.

ELA Modules

Introduction to the ELA/Literacy Shifts

This 1– 2 hour module provides participants with an introduction to the key shifts required by the Common Core State Standards for English Language Arts and Literacy.

Professional Development

START HERE: Review the facilitator's guide for a detailed overview.

If you have 1 hour...

1. Share PowerPoint presentation – 30 minutes
   - ▶ PowerPoint with Notes
   - ▶ PowerPoint without Notes
2. Lead conversation around Discussion Topic – 20 minutes
   - ▶ Processing the Shifts: Directions
   - ▶ Processing the Shifts: Handout
   - ▶ Description of ELA/Literacy Shifts

If you have 2 hours...

1. Share PowerPoint presentation – 45 minutes
2. Lead conversation around Discussion Topic – 30 minutes
3. Lead the Hands-on Activity – 45 minutes
   - ▶ Name the Standards: Directions
   - ▶ Name the Standards: Handout
   - ▶ Name the Standards: Answer Document

Introduction to the Literacy Shifts in Content Areas

This 1 – 2 hour module provides participants with an introduction to the key shifts required by the CCSS for Literacy in the content areas: history/social studies, science, and technical subjects.

START HERE: Review the facilitator's guide for a detailed overview.

If you have 1 hour...

1. Share PowerPoint presentation – 30 minutes
   - ▶ PowerPoint with Notes
   - ▶ PowerPoint without Notes
2. Lead conversation around Discussion Topic – 20 minutes
   - ▶ Processing the Shifts: Directions
   - ▶ Processing the Shifts: Handout
   - ▶ Description of ELA/Literacy Shifts

If you have 2 hours...

1. Share the PowerPoint presentation – 45 minutes
2. Lead conversation around Discussion Topic – 30 minutes
3. Lead the Hand-on Activity – 30 minutes

   ‣ Name the Standards: Directions
   ‣ Name the Standards: Handout
   ‣ Name the Standards: Answer Document

If you have 4 – 6 hours...

1. Share the PowerPoint presentation – 45 minutes
2. Lead conversation around Discussion Topic – 30 minutes
3. Lead the Hand-on Activity – 30 minutes
4. Lead participants through additional module: Understanding Text-Dependent Questions

Understanding Text-Dependent Questions

This 1 – 4 hour module promotes educators' understanding of how text-dependent questions support the key ELA/Literacy shifts. This module is suitable for K-12 ELA/Literacy instructors, as well as teachers of history/social studies, science, and technical subjects.

START HERE: Review the facilitator's guide for a detailed overview.

If you have 1 hour...

1. Show the Core Video –10 minutes

   ‣ Common Core in ELA/ Literacy: Shift 4: Text-based Answers (video)

2. Share PowerPoint presentation – 45 minutes

   ‣ PowerPoint with Notes
   ‣ PowerPoint without Notes

If you have 2 hours...

1. Show the Core Video –10 minutes
2. Share PowerPoint presentation – 45 minutes
3. Lead the Hands-On Activity – 1 hour version

   ‣ Creating and Evaluating Text Dependent Questions
   ‣ Guide to Creating Text Dependent Questions
   ‣ Checklist for Evaluating Question Quality
   ‣ Evaluating and Modifying Text Dependent Questions

If you have 4 hours...

1. Show the Core Video – 10 minutes
2. Share PowerPoint presentation – 45 minutes
3. Lead the Hands-On Activity + a conversation around the Discussion Topics 2 hour version + 30 mins
   ‣ Discussion Topics: Text-Dependent Questions

Mathematics Modules

Introduction to the Math Shifts

This 1– 4 hour module is designed to provide participants an introduction to the key shifts required by the Common Core State Standards for mathematics.

START HERE: Review the facilitator's guide for a detailed overview.

If you have 1 hour...

1. Share PowerPoint presentation without activities – 1 hour
   ‣ PowerPoint with Video and with Notes
   ‣ PowerPoint with Video and without Notes
   ‣ PowerPoint without Video and with Notes
   ‣ PowerPoint without Video and without Notes

If you have 2 hours...

1. Share the PowerPoint presentation – 1 hour
2. Lead three embedded hands-on activities without discussion topics – 20 minutes per activity
   ‣ Practicing with the Shifts: Handout
   ‣ Practicing with the Shifts: Answer Document

If you have 3 hours...

1. Share PowerPoint presentation without activities – 1 hour
2. Lead three embedded hands-on activities, including discussion questions – 30 minutes per activity
3. Lead conversation around discussion topics – 30 minutes
   ‣ Processing the Shifts: Directions
   ‣ Processing the Shifts: Handout
   ‣ Key Shifts of the CCSS in Math

4. Share additional videos and/or related readings and facilitate associated discussions –
   45 minutes - 1 hour

   ▶ Discussion Questions for Additional Reading

Deep Dive into the Math Shifts

This 1 – 3 hour module fosters a careful understanding of the math shifts. Participants take a deep dive into the major work of grades K-8, build a deeper understanding of the coherence of the Standards, and work through sample problems that reflect the "rigor" expected by the Standards.

START HERE: Review the facilitator's guide for a detailed overview.

If you have 1 hour...

1. Share PowerPoint presentation – 15 minutes
2. Lead the embedded Coherence Activity – 45 minutes

   ▶ PowerPoint without Notes

   ▶ Coherence Activity: Directions

   ▶ Coherence Activity: Directions for Producing Cards

   ▶ Coherence Activity: K-8 Sheet

   ▶ Coherence Cards 1: Application

   ▶ Coherence Cards 2: Decompose

   ▶ Coherence Cards 3: Equations

   ▶ Coherence Cards 4: Fluency

   ▶ Coherence Cards 5: Place Value

   ▶ Coherence Cards 6: Number Line

   ▶ Coherence Cards 7: Operations

   ▶ Coherence Activity: Answer Sheet

3. If appropriate, assign "Engaging with the Content and the Sample Problems" activities as follow-up for participants.

   ▶ Focus Activity: Engaging with the Content – Handout

   ▶ Rigor Activity: Sample Problems

   ▶ Math Shifts and Major Work of Grade

If you have 2 hours...

1. Share PowerPoint presentation – 15 minutes
2. Lead its three embedded activities:
   ▶ Engaging in the Content – 30 minutes
   ▶ Coherence Activity – 45 minutes
   ▶ Sample Problems – 30 minutes

If you have 3 hours...

1. Share PowerPoint presentation – 15 minutes
2. Lead its three embedded activities:
   ▶ Engaging in the Content – 30 minutes
   ▶ Coherence Activity – 45 minutes
   ▶ Sample Problems – 45 minutes
3. Lead Extension Activity: Creating Problems to meet the Focus, Coherence, and Rigor of the Standards – 45 minutes
   ▶ Creating Problems: Activity Materials
   ▶ Creating Problems: Activity Sample

Follow-Up:
Handouts for use in subsequent leadership meetings, or individual reflection and planning opportunities:
   ▶ Discussion Questions for Additional Readings

Instructional Leadership and the Common Core
This 1.5 – 3 hour module is designed to guide school-level instructional leaders in beginning the work of understanding and implementing the Common Core. The module addresses five areas of consideration:

▶ Knowledge of the shifts
▶ Setting a vision for college and career readiness
▶ Developing clear metrics to guide the work
▶ Building capacity in the school
▶ Staying engaged in the work

START HERE: Review the Facilitator's Guide for a detailed overview.

If you have 1.5 hours...

1. Share PowerPoint presentation – 60 minutes

   ‣ PowerPoint with Notes

   ‣ PowerPoint without Notes

2. Complete Reflection on the Standards Handouts — individually or as a group activity – 30 minutes

   ‣ Reflecting on Actions: ELA Literacy Shifts

   ‣ Reflecting on Actions: Math Shifts

If you have 2 hours...

1. Share PowerPoint presentation – 60 minutes

2. Complete Reflection on the Standards Handouts — individually or as a group activity

3. Complete Getting to Measurable, Meaningful Metrics framework — either individually or as a group activity – 30 minutes

   ‣ Getting to Measurable, Meaningful Metrics

If you have 3 hours...

1. Share PowerPoint presentation – 60 minutes

2. Complete Reflection on the Standards Handouts — individually or as a group activity – 30 minutes

3. Complete Developing Metrics framework — either individually or as a group activity – 60 minutes

4. Complete Building Capacity for the Work exercise — either individually or as a group activity – 30 minutes

Follow-Up:

Handouts for use in subsequent leadership meetings, or individual reflection and planning opportunities:

   ‣ Discussion Questions for Additional Readings

   ‣ Three Core Shifts — Reading

Resources

PowerPoint Slide Deck

This section provides customizable PowerPoint slides on general information on adoption, implementation, and instructional shifts related to the CCSS.

http://www.achieve.org/files/CCSSOverviewMarch2012FINAL.pptx

Videos and Webinars

▸ The Hunt's Institute Common Core Video series features over 30 videos that can be used to support and enhance presentations on CCSS. http://www.youtube.com/user/TheHuntInstitute

▸ The Council of Chief State School Officers developed 45-minute professional development videos for central office and school-based staff and teachers on the shifts in the CCSS in ELA/literacy and Math. The videos can be stopped and restarted at various spots to allow for discussion.

  ▸ ELA http://www.commoncoreworks.org/domain/127

  ▸ Math http://www.commoncoreworks.org/Page/345

Meet the Promise of Content Standards: Investing in Professional Learning developed by Learning Forward details the critical attributes of professional learning necessary to achieve the vision of Common Core standards. This brief also addresses the need for long-term commitment and resource investments from the nation and each state to achieve that vision.

In addition, the brief calls attention to the urgent need for schools, districts, states, regional and national education agencies, and education vendors to change the allocation and application of professional learning resources. It also recommends new investments that states, districts, and school leaders can make in professional learning.

Download Meet the Promise of Content Standards: Investing in Professional Learning (PDF).

Assessment & Reflection

NEA Common Core State Standards Toolkit

This page includes information, tools and resources that will help to:

1. Increase your knowledge of the assessments of the Common Core State Standards (CCSS)
2. Provide you with the tools and resources to communicate to others about the CCSS assessments
3. Give exemplars of the CCSS assessments
4. Determine how to select appropriate lessons, materials, etc. correlated to the CCSS
5. Understand NEA's positions related to the assessment of the CCSS

Background

In 2010, 45 states and the District of Columbia adopted the Common Core State Standards (CCSS) in English language arts (ELA)/literacy and mathematics. Alaska, Nebraska, Texas, and Virginia did not adopt the CCSS but have approved new standards. Currently, 43 states and the District of Columbia continue with the CCSS in place. That number could decline further as states consider repeals and other activity around the CCSS that is likely to continue in 2015. Transitioning and implementing assessments based on the new standards are ongoing and challenging for educators as the results for the 2014-15 school year will have implications for students, educators, schools, districts, and states.

The information in this section provides a basic understanding of the CCSS assessments. This section focuses on assessments of ELA/literary and mathematics.

NEA Policy

Beyond Two Test Scores: Multiple Measures of Student Learning and School Accountability
Evaluating schools based on the performance of students on two tests—reading and math—has resulted in a narrowing of the curriculum, teaching to the test, and a loss of focus on the whole child. This brief shows how the use of multiple measures of student learning can enhance education and provide an important indicator of school progress.

http://www.nea.org/assets/docs/PB38beyondtwotestscores2011.pdf

Great Public Schools Indicators

Appropriate Student Assessment

Policy:	‣ State developed a policy that requires the use of both formative and summative student assessments that adhere to the principles of Universal Design for Learning (UDL). ‣ State developed a policy that requires educators to be involved in assessment design and development. ‣ State policy requires that assessment systems employ multiple measures of student growth.* *Measures of student growth may include pre- and post-tests, percent change in GPA, group work or presentations, end-of-course papers or portfolios, and project-based inquiry activities.*
Implementation:	‣ Districts use both formative and summative student assessments that adhere to the principles of UDL. ‣ Districts involve educators in assessment design and development. ‣ District assessment systems employ multiple measures of student growth.
Outputs:	‣ Percentage of teachers surveyed indicating assessments adhere to the principles of UDL. ‣ Percentage of teachers surveyed indicating satisfaction with the quality of student assessments. ‣ Percentage of teachers indicating satisfaction with the sources used to measure student growth.

Positive Achievement Outcomes

Policy:	‣ State has policies and programs to prevent dropouts. ‣ State has policies and programs to increase the number of students who graduate and are college and career ready.
Implementation:	‣ Districts offer programs with 21st century interdisciplinary themes (e.g. global and financial literacy).
Outputs:	‣ Percentage of 3rd grade students proficient in literacy. ‣ Percentage of students passing algebra 1 in grades 7 and 8. ‣ Percentage of students at or above 3.0 GPA. ‣ Percentage of students receiving a score of 3 or above on the AP exam. ‣ Percentage of students who take the SAT or ACT.

Outputs: *(Continued)*	‣ Percentage of students who graduate. ‣ Percentage of students who dropout. ‣ Percentage of students who go on to a four-year college, vocational programs, or public service. ‣ Percentage of student entering a two- or four-year college who do not require remediation or learning support courses.

Implementation

Based on a study conducted by the Education Commission of the States, some key highlights from the 2014-15 school year assessment are:

▶ 18 states are administering Smarter Balanced assessments, with all 18 testintg stufents in grades 3 through 8, and 15 states testing in any of grades 9 through 12.

▶ 12 states and Washington, D.C, are administering Partnership for Assessment of Readiness for College and Careers (PARCC).

▶ 20 states aeither never joined or have left the consortia entirely and are chossing to use state-developed asessments.

▶ 2 states—Massachusetts and Missouri—will administer a combination of consortium and state-developed assessments.

Smarter Balanced Assessment Consortium (SBAC)

About SBAC:

Smarter Balanced Assessment Consortium (SBAC) is a state-led consortium developing assessments aligned to the Common Core State Standards (CCSS) in English language arts/literacy and mathematics that are designed to help prepare all students to graduate high school college and career ready.

SBAC States include: California, Connecticut, Delaware, Hawaii, Idaho, Iowa, Maine, Michigan, Missouri, Montana, Nevada, New Hampshire, North Carolina, North Dakota, Oregon, South Dakota, Vermont, Washington, West Virginia, Wisconsin, and Wyoming.

http://www.smarterbalanced.org/about/member-states/

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

About PARCC:

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 23 states plus the U.S. Virgin Islands working to develop a common set of K-12 assessments in English and math, anchored in what it takes to be ready for college and careers.

The PARCC states include: Arkansas, Colorado, Illinois, Louisiana, Maryland, Massachusetts, Mississippi, New Jersey, New Mexico, New York, Ohio, Rhode Island, and the District of Columbia.

http://www.parcconline.org/parcc-states

AIR Assessments

AIR Assessments offers a full range of testing services, including test development, online and paper-based services, alternate assessments for students with disabilities, as well as, scoring and reporting abilities. Member states include Arkansas, Florida and Utah.

http://www.air.org/program/air-assessment

ACT

While the ACT test has historically been a college readiness assessment that is a curriculum- and standards-based educational and career planning tool, that assesses students' academic readiness for college, it is also used in some states as part of the state assessment for ESEA purposes.

http://www.act.org/products/k-12-act-test/

ACT Aspire

ACT Aspire offers a new system of aligned summative assessments that can be implemented at a state, district or school level. Member states include Alabama, South Carolina and Wisconsin.

http://www.discoveractaspire.org/

The WIDA Consortium (World-Class Instructional Design and Assessment (WIDA) and Assessment Services Supporting ELs through Technology Systems (ASSETS)

About WIDA/ASSETS:

The World-Class Instructional Design and Assessment (WIDA) is a consortium of 31 states to design and implement proficiency standards and assessment for grade K-12 students who are English language learners, as well as a set of proficiency standards and assessments for Spanish language learners. The ASSETS (Assessment Services Supporting ELs through Technology Systems) project is an assessment system anchored in WIDA's English Language Proficiency Standards that are aligned with the CCSS.

The WIDA/ASSETS states include: Alabama, Alaska, Colorado, Delaware, Georgia, Hawaii, Illinois, Indiana, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Northern Mariana Islands, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Tennessee, Utah, Vermont, Virginia, Wisconsin, Wyoming, and the District of Columbia.

http://www.wida.us/

Resources

▸ The Council of Chief State School Officers (CCSSO) commits to further states' proactive leadership in promoting college and career readiness for all students by establishing next-generation accountability systems. Over the

past several years, chief state school officers and other representatives from state education agencies (SEAs) have developed a set of guiding principles for what a next-generation accountability system should include. The ultimate goal of these new systems is to ensure that every student has access to a high-quality education. States will achieve this goal by (1) driving school and district performance towards college and career readiness, (2) distinguishing performance to more meaningfully target supports and interventions to the students most in need, (3) providing timely, transparent data to spur action at all levels, and (4) fostering innovation and continuous improvement throughout the system.

http://www.ccsso.org/What_We_Do/Standards_Assessment_and_Accountability/Resources.html

▸ Creating Systems of Assessment for Deeper Learning
by David T. Conley & Linda Darling-Hammond
Stanford Center for Opportunity Policy in Education (SCOPE)

https://edpolicy.stanford.edu/publications/pubs/1075

This report discusses the needed transformations in curriculum, instruction, and assessment for states to move beyond their current testing systems to new systems of assessment that are able to support the development of deeper learning skills and to generate instructionally useful diagnostic information, and to prepare students for college and careers in the 21st century.

▸ Assessment Videos

https://www.teachingchannel.org/videos?default=1

▸ Publishers' Criteria for the CCSS in ELA/Literacy

These documents provide criteria for publishers and curriculum developers as they work to ensure alignment of materials in grades K-2 and 3-12 with the Common Core State Standards in English language arts and literacy for history/social studies, science, and technical subjects. By underscoring what matters most in the Standards, the criteria illustrate what shifts should take place in the next generation of curricula, including paring away elements that distract or are at odds with the Standards.

http://www.achievethecore.org/downloads/Publishers%20Criteria%20for%20Literacy%20for%20Grades%20K-2.pdf?20120412

http://www.achievethecore.org/downloads/Publishers%20Criteria%20for%20Literacy%20for%20Grades%203-12.pdf?20120412

This document aims to support faithful implementation of the Common Core State Standards for Mathematics (CCSSM) by providing criteria for aligned materials. 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.

http://www.achievethecore.org/downloads/Math_Publishers_Criteria_K-8_Summer_2012.pdf

English Language Learners

NEA Common Core State Standards Toolkit

Background

The National Education Association (NEA) has compiled resources and tools for use by members and Association staff to support students who are English language learners (ELL). ELL students are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and English language proficiency. ELL students may need differentiated instruction, additional time and supports to achieve success in the general education setting.

NEA Policy

NEA Policy Brief on Professional Development for General Education Teachers of English Language Learners

http://www.nea.org/assets/docs/PB32_ELL11.pdf

NEA Policy Brief on Cultural Competence

http://www.nea.org/assets/docs/PB13_CulturalCompetence08.pdf

NEA Policy Brief on Universal Design for Learning (UDL)

http://www.nea.org/assets/docs/PB23_UDL08.pdf

Accommodation and Differentiation

Policy:	‣ State developed a policy that requires accommodations and differentiations in curriculum, instruction, and assessment to meet the range of students' needs.
Implementation:	‣ Districts provide job-embedded professional learning to help educators provide accommodations to meet the range of students' needs. ‣ Schools implement Response to Intervention (RTI). ‣ Schools implement Positive Behavior Intervention and Supports/Positive Behavior Supports (PBIS/PBS).
Outputs:	‣ Percentage of teachers with at least eight hours of professional learning on analyzing student data to differentiate instruction for students with disabilities, as needed.

NEA NATIONAL EDUCATION ASSOCIATION   *Great Public Schools for Every Student*

Outputs: *(Continued)*	‣ Percentage of teachers with at least eight hours of professtional learning on analyzing student data to differentiate instruction for students with limited English proficiency.
	‣ Percentage of teachers with at least eight hours of professtional learning on analyzing student data to differentiate instruction for students with gifts and talents.
	‣ Percentage of teachers trained in PBIS/PBS.

Toward a Common Definition of English Learner

http://www.ccsso.org/Documents/2013/Common%20Definition%20of%20English%20Learner_2013.pdf

Implementation

Research into best practice for English language learners (ELL) supports the notion that students benefit when they have foundational literacy skills in their first language and when schools incorporate their primary language and culture into the classroom.

The World-class Instructional Design and Assessment (WIDA) is a trusted resource in the education of prekindergarten through grade 12 language learners. WIDA advances academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research, and professional development for educators.

The Assessment Services Supporting English Language Learners through Technology Systems (ASSETS) is a 30-state consortium, building on the work of the WIDA Consortium, to create the next generation of English Language Proficiency tests. English Language Proficiency Standards that are aligned with the Common Core State Standards, will be informed by rigorous ongoing research, and supported by comprehensive professional development and outreach. The Consortium's work is supported through a federal Enhanced Assessment Grant (EAG) with plans for full operationalization of the new assessment system in 2015-16.
http://assets.wceruw.org/

Common Core Connections

The WIDA Standards were shown to have a strong linkage to the Common Core State Standards in English Language Arts/Literacy and Mathematics in a 2010 correspondence study conducted by the University of Oklahoma Department of Educational Training, Evaluation, Assessment, and Measurement (E-TEAM). The full correspondence study results are available on the Alignment page of the WIDA Web site referenced above.

Alignment provides the connection between what is expected and what is assessed. The goal of WIDA's alignment research is twofold:

1. To analyze the relationship between English language proficiency (ELP) standards and ELP tests; and,
2. To analyze the relationship between ELP standards and academic content standards.

WIDA's alignment approach is based on Dr. Gary Cook's adaptation of Dr. Norman Webb's alignment methodology. It has been used to conduct ELP alignment and correspondence studies in over fifteen states.. Three criteria are considered in a Cook alignment study:

▸ **Match —** how well an ELP test matches ELP standards or how well ELP standards match content standards.

▸ **Depth —** the degree to which an ELP test reflects the linguistic difficulty of ELP standards or the degree to which ELP standards reflect the cognitive complexity of content standards.

▸ **Breadth —** how well an ELP test covers the range and balance of ELP standards or how well ELP standards cover the range and balance of content standards.

The studies are conducted using the online Web Alignment Tool (WAT). The tool is available for public use and may be accessed at: Web Alignment Tool (WAT).

http://www.wida.us/index.aspx

Grade level lessons from Connecticut State Department of Education
http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320848

Teaching Complex Text
http://cgcs.schoolwires.net/page/144

Resources

NEA Tools

Diversity Toolkit: English Language Learners (ELLs)
http://www.nea.org/tools/30405.htm

This Color ín Colorado resource explores what the Common Core State Standards (CCSS) will mean for English language learners. It is a bilingual site for families and educators that provides news, classroom resources, blogs, lesson plans and exemplars.
http://www.colorincolorado.org/educators/common_core/

Raising the Bar: Implementing Common Core State Standards for Latino Student Success:
http://www.nclr.org/images/uploads/pages/Implementation_Guide.pdf

Introductory CCSS Video in Spanish
http://www.youtube.com/watch?v=uKVUy4MX8dI&list=UUF0pa3nE3aZAfBMT8pqM5PA&index=1&fea ture=plcp

Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards
http://www.ccsso.org/Documents/2012/ELPD%20Framework%20Booklet-Final%20for%20web.pdf

Understanding Language, Literacy & Learning in the Content Areas
Key Principles of ELL Instruction
http://ell.stanford.edu/content/six-key-principles-ell-instruction

Students with Disabilities

NEA Common Core State Standards Toolkit

Background

The National Education Association (NEA) has compiled resources and tools for use by members and Association staff to support students with disabilities with effective implementation and access to mathematics and English language arts (ELA) Common Core State Standards (CCSS). For students with disabilities to participate successfully in the general curriculum, as appropriate, they may be provided additional supports and services such as: Universal Design for Learning (UDL), Response to Intervention (RTI), Instructional accommodations and Assistive technology and services to access the general education curriculum and the Common Core State Standards. Students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to the CCSS based on their communication and academic needs. All students with disabilities should have access to multiple means of learning and opportunities to demonstrate their knowledge of the Common Core State Standards.

NEA Policy

NEA Policy Brief

Universal Design for Learning (UDL)
http://www.nea.org/assets/docs/PB23_UDL08.pdf

Response to Intervention (RTI)
http://www.nea.org/assets/docs/HE/PB27_ResponsetoIntervention.pdf

Accommodation and Differentiation

Policy:	‣ State developed a policy that requires accommodations and differentiations in curriculum, instruction, and assessment to meet the range of students' needs.
Implementation:	‣ Districts provide job-embedded professional learning to help educators provide accommodations to meet the range of students' needs. ‣ Schools implement Response to Intervention (RTI). ‣ Schools implement Positive Behavior Intervention and Supports/Positive Behavior Supports (PBIS/PBS).
Outputs:	‣ Percentage of teachers with at least eight hours of professional learning on analyzing student data to differentiate instruction for students with disabilities, as needed. ‣ Percentage of teachers with at least eight hours of professtional learning on analyzing student data to differentiate instruction for students with limited English proficiency. ‣ Percentage of teachers with at least eight hours of professtional learning on analyzing student data to differentiate instruction for students with gifts and talents. ‣ Percentage of teachers trained in PBIS/PBS.

NEA's Great Public Schools (GPS) criteria require not only the continued commitment of all educators, but the concerted efforts of policymakers at all levels of government. The criteria will prepare all students for the future, create enthusiasm for learning and engaging all students in the classroom; close achievement gaps and increase achievement for all students; and ensure that all educators have the resources and tools they need to get the job done.

‣ Adequate, equitable, and sustainable funding. Resources must be adequate and equalized across schools. Testing alone will not improve schools that lack strong and prepared leaders, well-qualified teachers, and high-quality instructional materials. Schools need adequate and equitable funding and full funding for critical programs such as Title 1 and IDEA. In addition, states and districts must identify disparities in educational resources, supports, programs, opportunities, class sizes and personnel (including the distribution of accomplished educators) through required Equity and Adequacy plans.

Implementation

The Common Core State Standards (CCSS) provide a historic opportunity to improve access to rigorous academic content standards for students with disabilities (SWD). For SWD to meet the standards and fully demonstrate their conceptual and procedural knowledge and skills, their instruction must incorporate supports and accommodations. SWD, as appropriate, may be provided instructional supports for learning, instructional accommodations, and assistive technology devices and services to ensure access to general education curriculum and the CCSS. Accessibility supports fall into a series of categories that illustrate the broad scope of needs addressed. The range of accessibility supports include:

▶ Braille

▶ Tactile

▶ Sign language (human or avatar)

▶ Item translation

▶ Keyword translation

▶ Simplified language

▶ Alternate representation (from a text-based description of a figure to an animation that represents a series of events described in text)

▶ Accessibility through Adapted Presentations

 – Magnification (magnifier, microscope, enlarger)

▶ Reverse contrast

▶ Alternate text and background colors

▶ Color overlay

▶ Accessibility through Adapted Interactions

 – Masking (answer or custom)

 – Auditory calming (background music)

▶ Additional time

▶ Breaks

▶ Keyword emphasis

▶ Line reader (highlighter or underscore tool)

▶ Language learner guidance

▶ Cognitive guidance

Individualized Educational Program (IEP) teams, 504 plan committees, general and special education teachers, administrators, and district level assessment staff should utilize five steps in the selection, administration, and evaluation of the effectiveness of instructional and assessment accommodations by students with disabilities.

The five steps include the following:

1. Expect students with disabilities to achieve grade-level academic content standards.
2. Learn about accommodations for instruction and assessment.
3. Select accommodations for instruction and assessment for individual students.
4. Administer accommodations during instruction and assessment.
5. Evaluate and improve accommodation use

 http://www.ccsso.org/Resources/Resources_Listing.html

Teaching Every Student (TES) offers model lessons, interactive activities, tutorials, curriculum resources and other tools:

http://www.cast.org/teachingeverystudent/

Response to Intervention holds the promise of ensuring that all students have access to high-quality instruction, and that struggling learners are identified, supported, and served effectively:

Elementary School
http://www.rtinetwork.org/k-5

Middle School
http://www.rtinetwork.org/middle-school

High School
http://www.rtinetwork.org/high-school

Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn.

UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.
http://www.cast.org/udl/

Resources

Resources for Educators Working with Students with Disabilities

Assessing Special Education Students
http://www.ccsso.org/Resources/Resources_Listing.html

Achieving the Common Core is a resource bank for Common Core State Standards (CCSS) implementation, with tools and resources developed by Achieve and other organizations that are targeted for educators.

Included in the resource bank are advocacy and communication resources; instructional support and alignment resources; implementation planning tools; and state materials and Web sites. The Achieve resource bank also includes links to CCSS resources developed by external groups such as the IDEA Partnership's CCSS Collection. (NEA contributed to the development of the IDEA Partnership's CCSS Collection.)
http://www.ideapartnership.org

Special Education Resources for General Educators
http://www.ccsso.org/Resources/Digital_Resources/SERGE.html

Glossary of assessment terms for Students with Disabilities
http://www.ccsso.org/Resources/Resources_Listing.html

Common Core State Standards and Gifted Education
http://www.nagc.org/CommonCoreStateStandards.aspx

Accessible Portable Item Profile (APIP) Standard
http://www.imsglobal.org/apip.html

One Percent Assessment Consortia
http://www.ccsso.org/Resources/Digital_Resources/1_Percent_Assessment_Consortia_Webinar.html

Review of literature and research regarding research-based practices in reading and literacy for students with significant intellectual disabilities:
http://www.ccsso.org/Resources/Resources_Listing.html

Review of literature and research regarding research-based practices in mathematics for students with significant intellectual disabilities:
http://www.ccsso.org/Resources/Resources_Listing.html

Professional Development Resource Guide:
http://www.ccsso.org/Resources/Publications/Professional_Development_Guide.html

The goal of the National Center and State Collaborative (NCSC) project is to ensure students with the most significant cognitive disabilities achieve increasingly higher academic outcomes:
http://www.ncscpartners.org/

Assessing Special Education Students (ASES) and Related Resources
http://www.ccsso.org/Resources/Resources_Listing.html

nea NATIONAL EDUCATION ASSOCIATION

Advocacy

Common Core implementation plans at the state and local levels must be developed collaboratively, adequately resourced, and overseen by community advisory committees that include the voices of students, parents, and educators. NEA encourages parents and community leaders to collaborate with educators and be informed advocates so all students can benefit from the opportunity presented by the CCSS. The following resources can facilitate local action for parents, students, educators, and community members to make sure policymakers and elected officials provide the necessary resources and supports for implementation of the standards.

Collective Bargaining Guidance

▸ FACT SHEET: Bargaining/Advocacy Advisory on Common Core State Standards (CCSS)

Policy Resolutions

SCHOOL BOARD TEMPLATES – http://www.nea.org/home/school-board-resolution-templates-ccss.html
   Download below points as Word Documents from above web address.

▸ Support for common sense implementation of common core state standards – Time is of the Essence!

▸ Support for common sense implementation of common core state standards – Enough Is Enough!

Common Core Talking Points and Message Guidance

▸ Common Core State Standards Talking Points

Tools & Resources

Implementation of Common Core State Standards calls for a collective understanding of the educational shifts and how best to apply this knowledge broadly to ensure that students are prepared and successful.

The following resources provide additional tools and materials to help align classroom instruction to the standards, communicate with families about the changes, and build a community of support to exchange ideas and strategies.

▶ NEA Master Teacher Project with BetterLesson
  NEA and BetterLesson partnered to provide access to lesson plans aligned to the standards. Lesson plans are classroom ready, and Master Teachers post a variety of reflections and tips for implementing common core.
  http://cc.betterlesson.com/mtp

▶ NEA Common Core Toolkit
  NEA prepared this compilation of Common Core resources to offer background on the Standards, advocacy tools, and links to instructional supports.
  www.nea.org/home/ccss-toolkit.htm

▶ GPS Network
  This online community includes discussion groups geared toward Common Core and family and community engagement. Joining the network provides immediate access to these and other groups and opportunities to create new discussion groups.
  http://www.gpsnetwork.org

▶ NEA-PTA Common Core Parent Guides
  In collaboration with the National PTA, NEA created brochures to help educators communicate with families about the CCSS. These resources provide strategies to help educators and families work together to advocate for student learning.

  – Families + Educators Working Together = Student Success
    http://www.nea.org/assets/docs/NEA-PTA-CCSS-Student-Success-Brochure.pdf
    In Spanish/Guía en español
    http://www.nea.org/assets/docs/NEA_PTA_Blue_2Pager_Spanish_FINAL_12JUN14.pdf

  – Families and Educators…Be an Advocate for Student Achievement
    http://www.nea.org/assets/docs/NEA_PTA_Green_2Pager_Spanish_FINAL.pdf

nea | NATIONAL EDUCATION ASSOCIATION

Great Public Schools for Every Student

Common Core Stories of Success: This is a video compilation of educators discussing how the Standards have impacted students and families, and how the educators have effectively aligned their instruction to the changes.

– http://achievethecore.org/storiesofsuccess

Instructional Practice Guide: Coaching and Lesson Planning: The Instructional Practice Guide includes coaching and lesson planning tools to help teachers and those who support teachers to make the shifts in instructional practice required by the CCSS. The tools share a clear set of expectations—framed around the shifts—which help to facilitate conversations between teachers and coaches. By using these tools and reflecting on practice, teachers can make clear connections between lesson planning and classroom instruction.

– https://www.achievethecore.org/instructional-practice

National Education Association
The National Education Association is the nation's largest professional employee organization, representing 3 million elementary and secondary teachers, higher education faculty and staff, education support professionals, school administrators, retired educators, and students preparing to become teachers.