NEA Common Core State Standards Toolkit

Information & Resources

- English Language Arts/Literacy
- Mathematics

NATIONAL EDUCATION ASSOCIATION

Great Public Schools for Every Student

10933-2013-kh

Introduction

These resources are designed to give educators the tools they will need to effectively prepare for the implementation of Common Core State Standards.

Background

Full implementation of the Common Core State Standards (CCSS) is scheduled for 2014. To date, 46 states have agreed to a set of voluntary K-12 state standards in English language arts/literacy and mathematics, and efforts are ongoing to establish future standards for science and social studies. The goal of the CCSS is to provide a clear, consistent understanding of what students are expected to learn. They reflect the knowledge and skills required for successful entry into college and careers.

The Common Core State Standards were developed in partnership with the National Governors Association and the Council of Chief State School Officers as well as 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.

Common Core Working Group

In October 2012, NEA President Dennis Van Roekel appointed 56 members to a nationwide effort to prepare educators for implementation of the Common Core State Standards called the NEA Common Core Working Group. Consisting of state affiliates and local leaders, the group was tasked with 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.

Introduction

Vision and Goal Statement

NEA believes the Common Core State Standards have the potential to provide all children access to a complete and challenging education. The cooperation in developing these voluntary standards allows educators far more manageable curriculum goals, providing more opportunities for greater professional judgment that promotes student success.

In preparing educators for the implementation of the Standards, NEA will provide interactive resources and forums that will assist in this area and positively impact student achievement through:

- 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 as well as strategies for advocacy and parental and community engagement.

How to Use this Resource

This toolkit contains six critical areas for understanding and preparing for implementation of the Common Core State Standards: (1) Common Core State Standards Overview; (2) Curriculum and Instruction; (3) Professional Development; (4) Assessment and Reflection; (5) English Language Learners; and, (6) Students with Disabilities.

Reviewed in its entirety, this resource is designed to provide general background and links to pertinent information about the CCSS as well as practical assistance and planning. Users can download editable materials and presentations that may be used in a variety of settings. Video resources have been included for individual use as well as for sharing in larger settings.

Resources found in this toolkit will be updated as elements change and implementation of the Standards progress. The toolkit is intended to be a fully dynamic resource of information on Common Core State Standards.

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 has compiled these materials to snapshot key areas of implementation and assist in broad communications 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 development and educational shifts associated with implementation of 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

Overview

- 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 developing the Common Core State Standards?

Learn more about how NEA partnered with and advised state policymakers to ensure educators' voice was present throughout development of the Common Core State Standards.
http://www.nea.org/home/46665.htm

How are states implementing the Common Core State Standards?

States are progressing at varying rates in implementing the Common Core State Standards. The following resources provide information on states' preparations, looming challenges, as well as snapshots of assessment consortia and relevant legislation.

The following chart (next page) provides a state-by-state snapshot of states that have adopted the Common Core State Standards. The chart also outlines each states's choice of assessment consortia and shows the level of participation within those networks.

Common Core State-by-State Participation Guide

STATE	CCSS	SBAC	PARCC	ASSETS/WIDA
Alabama	X	X	X	X
Alaska				X
Arizona	X		XG	
Arkansas	X		XG	
California	X	XG		
Colorado	X	X	XG	X
Connecticut	X	XG		
Delaware	X	XG	X	X
District of Columbia	X		XG	X
Florida	X		XG	
Georgia	X		XG	X
Hawaii	X	XG		X
Idaho	X	XG		X-ST
Illinois	X		XG	X
Indiana	X		XG	
Iowa	X	XG		
Kansas	X	XG		
Kentucky	X	X	X	X
Louisiana	X		XG	
Maine	X	XG		X
Maryland	X		XG	X
Massachusetts	X		XG	X
Michigan	X	XG		
Minnesota				X
Mississippi	X		XG	
Missouri	X	XG		X
Montana		XG		X
Nebraska				
Nevada	X	XG	X	X
New Hampshire	X	XG	X	X
New Jersey	X		XG	X
New Mexico	X	XG	XG	X
New York	X		XG	
North Carolina	X	XG		X
North Dakota	X	X		X
Ohio	X	X	XG	
Oklahoma	X		XG	X
Oregon	X	XG		
Pennsylvania	X	X	X	X
Rhode Island	X		XG	X
South Carolina	X	XG	X	
South Dakota	X	XG		X
Tennessee	X		XG	
Texas				
Utah	X	X		X-ST
Vermont	X	XG		X
Virginia				X
Washington	X	XG		X
West Virginia	X	XG		
Wisconsin	X	XG		X
Wyoming	X	X		X

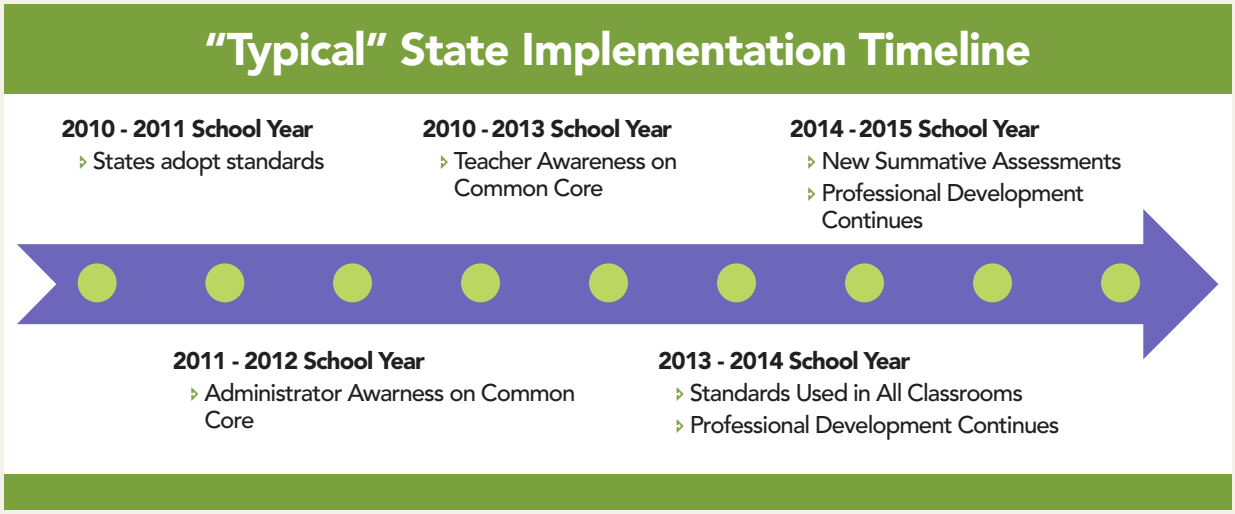
Key: "X" means has adopted Common Core State Standards or participates in the following assessment consortia: Smarter Balanced (SBAC), Partnership for Assessment of Readiness for College and Careers (PARCC), and Assessment Services Supporting ELs through Technology Systems (ASSETS) via the World-Class Instructional Design.

"XG" means the state is a governing state with a major role in development and decision making within the assessment consortium.

"X-ST" means the state has adopted the WIDA English Language Development Standards, but does not participate in consortium activities.

Overview

To Reach full implementation by 2014, 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.



Implementation Resources

- Preparing for Change: A National Perspective on Common Core State Standards Implementation Planning: http://www.edweek.org/media/preparingforchange-17standards.pdf
- States' Progress and Challenges in Implementing Common Core State Standards: http://www.cep-dc.org/displayDocument.cfm?DocumentID=343
- State-by-State Common Core Legislative Tracking: https://docs.google.com/spreadsheet/ccc?key=0AllQ6M2UM-s7dElJclVLRU5May1BTXlZbHRsaktFRlE#gid=0

Advocacy & Communications

To communicate effectively about the Common Core State Standards, NEA has 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/frequently-asked-questions
- Common Core Myths vs. Facts

Common Core Myths and Facts

Myths about Content and Quality: General	
Myth: Common standards will bring states' standards down to the lowest common denominator.	**Fact:** 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.
Myth: The standards are not internationally benchmarked.	**Fact:** 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.
Myth: The standards only include skills and do not address the importance of content knowledge.	**Fact**: 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: The standards do not prepare or require students to learn Algebra in the 8th grade, as many states' current standards do.	**Fact:** 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.

Myths about Content and Quality: Mathematics (cont.)	
Myth: Key math topics are missing or appear in the wrong grade.	**Fact:** 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: The standards suggest teaching "Grapes of Wrath" to second graders.	**Fact:** 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.
Myth: The standards are just vague descriptions of skills; they don't include a reading list or any other similar reference to content.	**Fact:** 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.
Myth: English teachers will be asked to teach science and social studies reading materials.	**Fact:** With common ELA standards, English teachers will still teach their students literature as well as literary non-fiction. 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, there were many state experts that 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 have made careful use of a large and growing body of evidence. The evidence base includes 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: The Standards will be implemented through No Child Left Behind (NCLB) - signifying that the federal government will be leading them.	**Fact:** Common Core State Standards is 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.
Myth: These standards amount to a national curriculum for our schools.	**Fact:** 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. They standards are not mandatory for states, and they were not developed through a top-down approach.
Myth: The federal government will take over ownership of Common Core State Standards.	**Fact:** 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 decision making related to whether to adopt the standards and how to implement them.
Myth: The Standards will lead to a national test.	**Fact:** 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, 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."

Special Features

This section provides resources that can be downloaded and customized for handouts, presentations, and additional background. The documents contained in this separate folder, called "Advocacy & Communications Resources," detail NEA messages on Common Core State Standards and expand on key elements of the standards, such as the various assessment consortia, education and instructional shifts, and college- and career-readiness points.

- President Dennis Van Roekel on Common Core State Standards: http://www.youtube.com/watch?v=nTMdnACCQLs
- Common Core State Standards for College and Career Readiness
- NEA Webinar on Common Core State Standards
- Common Core State Standards Overview: The Shifts: What they are and why they are so 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" http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf
- Parent's Guide to Student Success — National PTA grade-by-grade guide for Common Core State Standards: http://pta.org/parents/content.cfm?ItemNumber=2583
- Raising the Bar: Implementing Common Core State Standards for Latino Student Success: http://www.naleo.org/institutes/Campaign_for_High_School_Equity_2012/NSBA%20speaker%20presentations/Session%20I/Erika%20Beltran/NCLR_CCSS_Implementation_Guide.pdf

Media Highlights

- Here Come the Common Core Standards: http://neatoday.org/2011/05/17/here-come-the-common-core-standards/
- States Struggling with Common Core Transition: http://neatoday.org/2012/01/29/states-struggling-with-common-core-transition/
- Common Core Found to Rank with Respected Standards: http://www.edweek.org/ew/articles/2011/10/26/10standards.h31.html
- Common Core Standards Drew from Ideas from Abroad: http://www.edweek.org/ew/articles/2012/01/12/16curriculum.h31.html?tkn=LXLFgAfd%2FTf2R0p6Z6PWUkBQMTHBfP6wJ6dJ&cmp=clp-edweek&intc=EW-QC12-EWH
- Common Core: Getting There Globally: http://blogs.edweek.org/edweek/global_learning/2012/05/common_core_getting_there_globally.html?qs=common+core

- Common Core Legislation: How Did Your State Do? http://blogs.edweek.org/edweek/state_edwatch/2012/06/common_core_legislation_how_did_your_state_do.html?qs=common+core

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/

Curriculum & Instruction

NEA Common Core State Standards Toolkit

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

1. Increase your knowledge of the Common Core State Standards (CCSS)
2. Provide you with the tools and resources to communicate to others about the CCSS
3. Give ideas about what and how to teach content indicated in the CCSS for Mathematics and English Language Arts
4. Understand NEA's positions on the CCSS

Background

The CCSS are not a curriculum. Standards are statements of the knowledge and skills that students need to master to be prepared for college and/or the workforce. 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-statestandardsresources?gclid=CPG80In77MCFcRa4AodnnwA3Q

Preparing for the Common Core:

A description of the four major hurdles associated with the implementation of the CCSS.

http://thejournal.com/articles/2012/11/27/preparing-for-common-core.aspx?=THENU

Common Core Standards: Will it make a difference for our military-connected students?

"K-12 Core Curriculum Standards: Why are they the same, only different?"

https://www.box.com/s/ae99d1ee60e254f42015

School Time Analysis Tool (STAT)

The School Time Analysis Tool (STAT) is a Web-based application hosted by the National Center on Time & Learning to assist schools better understand how they are currently using time across a typical week and school year. The STAT asks schools to identify their use of time in three broad categories: Academic, Non-core Academic, and Other. (Free registration)

http://www.timeandlearning.org/?q=school-time-analysis-tool-0

Implementation

General

- An Example of a Local CCSS Systems Implementation Plan Template

  Description: Each local education agency (LEA) should develop its own local plan for CCSS systems implementation based on local needs and resources. This document is an example of California's efforts to develop local plans. This document includes a template organized around the significant milestones of CCSS systems implementation. The template denotes full implementation of CCSS systems by the 2014-2015 school year. LEAs may wish to augment their local plans with elements from the Suggestions and Opportunities for LEAs charts distributed throughout the document or delete elements as appropriate to create a plan that is tailored to local needs.

  http://www.cde.ca.gov/re/cc/documents/appendixaleatemplate.doc

- Instructional Evidence Guides for Common Core State Standards

  The Instructional Practice Evidence Guides are tools for observing the effective integration of the Common Core State Standards for English language arts (ELA) /literacy and mathematics into instructional practice. These tools are intended for use by teachers, coaches and instructional leaders to support the development of Common Core State Standards aligned instructional practice.

- English Language Arts and Literacy, Grades K-2
  http://engageny.org/sites/default/files/resource/attachments/evidence_guide_ela_k-2.pdf
- English Language Arts and Literacy, Grades 3-5
  http://engageny.org/sites/default/files/resource/attachments/evidence_guide_ela_3-5.pdf
- English Language Arts and Literacy, Grades 6-12
  http://engageny.org/sites/default/files/resource/attachments/evidence_guide_ela_6-12.pdf
- Mathematics, Grades K-8
  http://engageny.org/sites/default/files/resource/attachments/evidence_guide_math_k-8.pdf

Elementary School

- Video

  English Language Arts
  Teaching Channel videos offer educators a wide range of subjects for grades K-12. The videos also include information on alignment with CCSS.
  https://www.teachingchannel.org/videos?default=1

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

- Sample Lessons

  English Language Arts
  Exemplars on this Web site feature the following: reading tasks in which students are asked to read and reread passages and respond to a series of text-dependent questions; vocabulary and syntax tasks which linger over noteworthy or challenging words and phrases; discussion tasks in which students are prompted to use text evidence and refine their thinking; and writing tasks that assess student understanding of the text. Teachers are encouraged to take these exemplars and modify them to suit the needs of their students.
  http://www.achievethecore.org/steal-these-tools/close-reading-exemplars

  The site contains numerous lessons designed with the CCSS in mind. From ASCD; you must register to use the site.
  http://educore.ascd.org/

  Mathematics
  http://illustrativemathematics.org/illustrations

  From ASCD; you must register to use the site.
  http://educore.ascd.org/
  https://www.teachingchannel.org/videos?default=1

Middle School

- Video

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

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

- Sample Lessons

English Language Arts
The site contains numerous lessons designed with the CCSS in mind. From ASCD; you must register to use the site.
http://educore.ascd.org/

Mathematics
http://illustrativemathematics.org/illustrations

The site contains numerous lessons designed with the CCSS in mind. From ASCD; you must register to use the site.
http://educore.ascd.org/

High School

- Video

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

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

- Sample Lessons

English Language Arts
The site contains numerous lessons designed with the CCSS in mind. From ASCD; you must register to use the site.
http://educore.ascd.org/

Mathematics
http://illustrativemathematics.org/standards/practice

The site contains numerous lessons designed with the CCSS in mind. From ASCD; you must register to use the site.
http://educore.ascd.org/

Exemplars for Other Disciplines

- Social Studies
  This is the America Achieves Web site. You must register to access information. Registration is free.
  http://commoncore.americaachieves.org/landing#module/5?&_suid=135402974241803065689873076074

- Science
  Common Core Standards for Science are in development. The English language arts standards address science in the Science, Social Studies and Technical Subjects Appendix (pdf download…see below) and how they integrate reading, writing and listening into the subject areas. Essentially, in elementary school, the English language arts course work is considered a shared responsibility among all the subject areas; any lesson in science should also include an ELA component.
  http://commoncorestandards.com/science/science-common-core-standards/
  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 must 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 promotes the importance of all students studying the arts, this section highlights places where ELA 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

Text Complexity

The Common Core State Standards are the first to require text complexity as a specific standard: "Read and comprehend complex literary and informational texts independently and proficiently." When choosing texts for instruction and assessment at any grade level, educators should consider three dimensions of text complexity:

1. Use *quantitative measures* to assign a text to a grade band.
2. Use *qualitative measures* to locate a text within a specific grade band.
3. Use *professional judgment* to decide how suited a text is for a specific instructional purpose with a particular set of students.

For more information and resources about text complexity, visit:
http://www.achievethecore.org/steal-these-tools/text-complexity

- Defining "Deep Reading" and "Text-Dependent Questions"
  http://turnonyourbrain.wordpress.com/2012/03/29/defining-deep-reading-and-text-dependent-questions/Guide to Accessing Quantitative Analysis Tools

Text-Dependent Questions

Text-Dependent Questions: What Are They?

The Common Core State Standards for reading strongly focus on students gathering evidence, knowledge, and insight from what they read. Indeed, 80 to 90 percent of the reading Standards in each grade *require* text-dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text-dependent questions.

As the name suggests, a text-dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them.

For example, in a close analytic reading of Lincoln's "Gettysburg Address," the following would not be text-dependent questions:

- Why did the North fight the civil war?
- Have you ever been to a funeral or gravesite?
- Lincoln says that the nation is dedicated to the proposition that "all men are created equal." Why is equality an important value to promote?

The overarching problem with these questions is that they require no familiarity at all with Lincoln's speech to answer them. Responding to these sorts of questions instead requires students to go outside the text. Such questions can be tempting to ask because they are likely to get students talking, but they take students away

from considering the actual point Lincoln is making. They seek to elicit a personal or general response that relies on individual experience and opinion, and answering them will not move students closer to understanding the text of the "Gettysburg Address."

Good text-dependent questions will often linger over specific phrases and sentences to ensure careful comprehension of the text—they help students see something worthwhile that they would not have seen on a more cursory reading. Typical text dependent questions ask students to perform one or more of the following tasks:

- Analyze paragraphs on a sentence-by-sentence basis and sentences on a word-by-word basis to determine the role played by individual paragraphs, sentences, phrases, or words.
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another.
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole.
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts.
- Question why authors choose to begin and end when they do.
- Note and assess patterns of writing and what they achieve.
- Consider what the text leaves uncertain or unstated.

Creating Text-Dependent Questions for Close Analytic Reading of Texts

An effective set of text-dependent questions delves systematically into a text to guide students in extracting the key meanings or ideas found there. They typically begin by exploring specific words, details, and arguments and then moves on to examine the impact of those specifics on the text as a whole. Along the way they target academic vocabulary and specific sentence structures as critical focus points for gaining comprehension.

While there is no set process for generating a complete and coherent body of text-dependent questions for a text, the following process is a good guide that can serve to generate a core series of questions for close reading of any given text.

Step One: Identify the Core Understandings and Key Ideas of the Text

As in any good reverse engineering or "backwards design" process, teachers should start by identifying the key insights they want students to understand from the text—keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

Step Two: Start Small to Build Confidence

The opening questions should help orient students to the text and are sufficiently specific for students to answer and gain confidence to tackle more difficult questions.

Step Three: Target Vocabulary and Text Structure

Locate key text structures and the most powerful academic words in the text that are connected to the key ideas and understandings, and craft questions that illuminate these connections.

Step Four: Tackle Tough Sections Head-on

Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences).

Step Five: Create Coherent Sequences of Text-Dependent Questions

The sequence of questions should not be random but should build toward more coherent understanding and analysis to ensure that students learn to stay focused on the text to bring them to a gradual understanding of its meaning.

Step Six: Identify the Standards Being Addressed

Take stock of the Standards being addressed in the series of questions and decide if any other Standards are suited to being a focus for this text (forming additional questions that exercise those standards).

Step Seven: Create the Culminating Assessment

Develop a culminating activity around the key ideas or understandings identified earlier that reflects (a) mastery of one or more of the Standards, (b) involves writing, and (c) is structured to be completed by students independently.

For details about how text complexity can be measured and made a regular part of instruction consult the following document: CCSS for ELA and Literacy in.pdf. It introduces a three-part model that blends qualitative and quantitative measures of text complexity with reader and task considerations. The final section in this document concludes with three annotated examples showing how the model can be used to assess the complexity of various kinds of texts appropriate for different grade levels.

Examples of Nontext-Dependent Questions Compared to Text-Dependent Questions:

Nonexamples and Examples

Not Text-Dependent	Text-Dependent
In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something.	What makes Casey's experiences at bat humorous?
In "Letter from Birmingham Jail." Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.	What can you infer from King's letter about the letter he received?
In "The Gettysburg Address" Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?	"The Gettysburg Address" mentions the year 1776. According to Lincoln's speech, why is this year significant to the events described in the speech?

NEA. DMH-A

Resources From Council of Chief State School Officers

- 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
- Webinar: Student Achievement Partners' Release of Common Core PD Modules
- Publication: Common Core State Standards: State Spotlights
- Webinar: Common Core Webinar Series
- 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 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 Based

The CCSS are based on 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. The ELA 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.** A particular 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 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 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 Standards include a significant focus on informational text in grades 6-12, along with 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 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 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 utilize media in all content areas.

- **Recognition that both content and skills are important.** The ELA 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 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 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 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 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 in order 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 the grade 7 will be well prepared for algebra in grade 8, and the Math Standards accommodate a full algebra course in either grade 8 or 9.
- **Application to the real world.** The middle and high school Math 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. 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 their way 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 — and 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

General

- Examples of teachers' testimonials about the CCSS
  http://www.achievethecore.org/by-teachers-for-teachers/bios
- Implementing the Common Core State Standards: Lessons from the Field
  https://www.box.com/s/2wzl58c4xnjjjj5lf30i
- Fulfilling the Promise of the Common Core State Standards: Moving from Adoption to Implementation to Sustainability

  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
- UPDATE: GE Foundation Invests $18 Million in Common-Core Work
  http://blogs.edweek.org/edweek/curriculum/2012/02/ge_foundation_invests_18_milli.html
- 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.governing.com/papers/Impacting-the-Future.html
- 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

- Videos providing general, yet detailed, information about the CCSS in mathematics
  http://www.youtube.com/course?list=EC9F9C431FF82A15B5&feature=plcp
- Defining "Deep Reading" and "Text-Dependent Questions"
  http://turnonyourbrain.wordpress.com/2012/03/29/defining-deep-reading-and-text-dependent-questions/

  http://www.act.org/research/policymakers/pdf/reading_report.pdf
- 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
  http://www.youtube.com/course?list=ECD7F4C7DE7CB3D2E6&feature=plcp
- Key Instruction Shifts of the Common Core State Standards for Mathematics
  http://www.achievethecore.org/downloads/Math%20Shifts%20and%20Major%20Work%20of%20Grade.pdf
- Roger Howe's article, "Three Pillars of First Grade Mathematics," expounds on the CCSS Grade 1 mathematics standards. Howe is a mathematician at Yale University.
  http://commoncoretools.me/wp-content/uploads/2012/02/3pillars.pdf
- Knowing and Teaching Elementary Mathematics
  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
  http://www.achieve.org/common-core-math-standards-implementation-can-lead-improved-student-achievement
- Thinking About Place Value in Grade 2
  http://www.achievethecore.org/downloads/Thinking%20About%20Place%20Value%20in%20Grade%20Two.pdf

Professional Development

NEA Common Core State Standards Toolkit

Background

Introduction

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

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:

The Association also 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

l. 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)

https://insidenea.nea.org/governance/neapolicydocuments/Pages/resolutions.aspx

Source: NEA Resolutions

Professional development activities provided by and for Association members and staff on the Common Core State Standards should adhere to the tenets of Resolution D-14.

Great Public Schools Criteria

All children have a basic right to a great public school. Our vision of what great public schools need and should provide acknowledges that the world is changing and public education is changing, too. The 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 is related to the GPS 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 providing 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/12462.htm

Source: NEA Great Public Schools Criteria

Implementation

Professional Development Modules

These PD modules are intended for use directly 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.

The Common Core "Shifts"

This two-page document describes the instructional shifts necessary to effectively implement the Common Core State Standards.

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

Additionally, educators can review tips to make sure their questions are text dependent and of high quality by thinking about several factors

Examples of Question Quality Factors:
Does the student have to read the text to answer each question?
Is it always clear to students that answering each question requires that they use evidence from the text to support their claims?
Do students have an opportunity to practice speaking and listening while they work with these questions and tasks?
Do questions include appropriate scaffolding so all students can understand what is being asked (Are the questions worded in such a way that all students can access them)?
Are the questions coherently sequenced? Do they build toward gradual understanding of the text's meaning?
Is this a task worthy of the student and classroom time it will consume?

Checklist for Evaluating Question Quality

http://www.achievethecore.org/downloads/understanding-text-dependent-questions/7.understanding_tdqs_checklist_evaluating_question_quality_handout.doc

ELA Modules

This 1–2 hour module is designed to provide participants with a deep understanding of the key shifts required by the Common Core State Standards for English Language Arts and Literacy.

- Facilitators Guide
  http://www.achievethecore.org/downloads/E0711_ELA_Literacy_Shifts_Facilitators_Guide.doc
- Presentation Slides with Facilitators Notes
  http://www.achievethecore.org/downloads/E0711_ELA_Literacy_Shifts_Presentation_Slides_with_notes.ppt
- Presentation Slides without Facilitators Notes
  http://www.achievethecore.org/downloads/E0711_ELA_Literacy_Shifts_Presentation_Slides_without_notes.ppt

Handouts and Activities

- Key shifts on the Common Core State Standards in ELA/Literacy
  http://www.achievethecore.org/downloads/E0711_ELA_Literacy_Shifts_Key_Shifts_CCSS_ELA_Literacy.doc
- Processing the Shifts Handout
  http://www.achievethecore.org/downloads/E0711_ELA_Literacy_Shifts_Processing_the_Shifts_handout.doc
- Processing the Shifts Discussion Topic
  http://www.achievethecore.org/downloads/E0711_ELA_Literacy_Shifts_Processing_the_Shifts_discussion_topic.doc
- Name the Standards
  http://www.achievethecore.org/downloads/E0711_ELA_Literacy_Shifts_Name_the_Standards.doc
- Name the Standards Handout
  http://www.achievethecore.org/downloads/E0711_ELA_Literacy_Shifts_Name_the_Standards.doc
- Name the Standards Answer Sheet
  http://www.achievethecore.org/downloads/E0711_ELA_Literacy_Shifts_Name_the_Standards_answer_document.doc

Mathematics Modules

This 1–4 hour module is designed to provide participants with a deep understanding of the key shifts required by the Common Core State Standards for Mathematics.

- Facilitators Guide
  http://www.achievethecore.org/downloads/E0711_Math_Shifts_Facilitators_Guide.doc
- Facilitators Slides with facilitators Notes
  http://www.achievethecore.org/downloads/E0711Math_Shifts_Presentation_Slides_without_notes.ppt

Handouts and Activities

- Practicing with the Shifts
  http://www.achievethecore.org/downloads/E0711_Math_Shifts_Practicing_with_the_Shifts.doc
- Practicing with the Shifts Answer Document
  http://www.achievethecore.org/downloads/E0711_Math_Shifts_Practicing_with_the_Shifts_answer_document.doc
- Key shifts on the Common Core Mathematics
  http://www.achievethecore.org/downloads/E0711_Math_Shifts_Key_Shifts_CCSS_Math.doc
- Processing the Shifts Handouts
  http://www.achievethecore.org/downloads/E0711_Math_Shifts_Handout_Processing_the_Shifts.doc
- Processing the Shifts Discussion Topic
  http://www.achievethecore.org/downloads/E0711_Math_Shifts_Handout_Processing_the_Shifts.doc
- Discussion Questions and Additional Readings
  http://www.achievethecore.org/downloads/E0711_Math_Shifts_Discussion_Questions_for_Additional_Reading.doc

PowerPoint Slide Deck

This section provides customizable PowerPoint slides on general information related to common core adoption, implementation, and instructional shifts.
http://www.achieve.org/files/CCSSOverviewMarch2012FINAL.pptx

Videos and Webinars

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

Resources

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

The brief explores 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 for states, districts, and school leaders to make in professional learning.

Professional Development

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

Meet the Promise of Content Standards: Professional Learning Required is an informative brief on the critical role that professional learning plays in implementing content standards. Outlining a vision for educators supported through high-quality professional learning, the brief describes elements of effective professional learning as well as recommendations for action for educators at the federal, state, system, school, and individual level.

Read *Meet the Promise of Content Standards: Professional Learning Required (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. How to select appropriate lessons, materials, etc. correlated to the CCSS
5. Understand NEA's positions related to the assessment of the CCSS

Background

The information in this section provides a basic understanding of the CCSS assessments: the who, what, when, why, and how. This section focuses on assessments of English language arts(ELA)/Literary and mathematics.

Introduction

The CCSS will be assessed by all the states that adopted them. By the year 2014, all the states will be expected to assess them electronically, though there are exceptions under certain conditions.

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 has policies that support the implementation of a valid and appropriate assessment system that includes formative and summative assessment and adheres to the principles of Universal Design for Learning.
IMPLEMENTATION:	State ensures that districts provide professional development, resources, and time for teachers to become proficient users of formative and summative assessment data. The assessments and results are valid, timely, and yield multiple measures of student growth.

Positive Achievement Outcomes

POLICY:	State has policies and programs to ensure positive achievement outcomes for all students, including strategies to reduce learning gaps, prevent dropouts, and increase the number of students that are college and career ready.
IMPLEMENTATION:	Students participate in quality early childhood programs and are ensured access to core subjects and 21st Century interdisciplinary themes such as global, financial, and health literacy, along with other courses essential for graduates that are college and career ready.

Implementation

- 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: Alabama, California, Connecticut, Delaware, Hawaii, Idaho, Iowa, Kansas, Maine, Michigan, Missouri, Montana, Nevada, New Hampshire, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, 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 together 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: Alabama, Arizona, Arkansas, Colorado, District of Columbia, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, and Tennessee.
- http://www.parcconline.org/parcc-states

- 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 states include: Alabama, Delaware, District of Columbia, Georgia, Hawaii, Illinois, Kentucky, Maine, Maryland, Mississippi, Missouri, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, Wisconsin, and Wyoming.
  - http://www.wida.us/; http://assets.wceruw.org/

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 sys tems 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

- 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 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

- Video/Webinar: Balanced Assessment Systems that Support Student Learning presented by Sue Brookhart, November 2012.

  http://www.cse.ucla.edu/temp/heritage/Brookhart2

English Language Learners

NEA Common Core State Standards Toolkit

Background

The National Education Association (NEA) has compiled resources and tools that can be used by our members and Association staff to assist in supporting our 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 Cultural Competence
http://www.nea.org/assets/docs/PB13_CulturalCompetence08.pdf

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

Great Public Schools Indicator

POLICY:	State Policy requires accommodations and differentiation in curriculum, instruction, and assessment to meet the range of students' needs.
IMPLEMENTATION:	Districts provide research and professional learning opportunities and coaching to support educators as they provide accommodation to meet the range of students' needs

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.

English Language Learners

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/

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 15 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/standards/eld.aspx

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

Resources

NEA Tools

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

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&feature=plcp

Students with Disabilities

NEA Common Core State Standards Toolkit

Background

The National Education Association (NEA) has compiled resources and tools that can be used by our members and Association staff to assist in supporting our students with disabilities with effective implementation and access to mathematics and English language arts (ELA) Common Core State Standards (CCSS). In order to participate successfully in the general curriculum, students with disabilities, as appropriate, 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

Great Public Schools Indicator

POLICY:	State Policy requires accommodations and differentiation in curriculum, instruction, and assessment to meet the range of students' needs.
IMPLEMENTATION:	Districts provide research and professional learning opportunities and coaching to support educators as they provide accommodation to meet the range of students' needs

Students with Disabilities

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.

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/Publications/Accommodations_Manual_-_How_to_Select_Administer_and_Evaluate_Use_of_Accommodations_for_Instruction_and_Assessment_of_students_with_Disabilities.html

http://www.ccsso.org/Resources/Publications/An_Analysis_of_Accommodations_Issues_from_the_Standards_and_Assessments_Peer_Review.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

Resources

Resources for Educators Working with Students with Disabilities

Assessing Special Education Students
http://www.ccsso.org/Resources/Programs/Assessing_Special_Education_Students_(ASES).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 websites. 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://ideapartnership.org/
www.achieve.org

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

Glossary of Assessment Terms

http://www.ccsso.org/Resources/Publications/Assessing_Students_with_Disabilities_A_Glossary_of_Assessment_Terms_in_Everyday_Language.html

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/Publications/Research-based_Practices_for_Creating_Access_to_the_General_Curriculum_in_Reading_and_Literacy_for_Students_with_Significant_Intellectual_Disabilities.html

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

NEA EXECUTIVE OFFICERS
Dennis Van Roekel, President
Lily Eskelsen, Vice President
Rebecca S. Pringle, Secretary-Treasurer

NEA EXECUTIVE COMMITTEE MEMBERS
Greg Johnson, Oklahoma
Christy Levings, Kansas
Paula Monroe, California
Princess Moss, Virginia
Joyce Powell, New Jersey
Earl Wiman, Tennessee

NEA EXECUTIVE DIRECTOR
John C. Stocks

NEA CENTER FOR GREAT PUBLIC SCHOOLS
Bill Raabe, Senior Director

NEA EDUCATION POLICY AND PRACTICE
Donna Harris-Aikens, Director

NEA COMMON CORE WORK GROUP
Alan Bone, NE
Annice Brave, IL
Melanie Buchanan, TN
Pamela Burtnett, FL
Kathy Christensen, WY
RosaMaria Cordova, AZ
Tyna Davis, AL
Kisha Davis-Caldwell, MD
LaDawn Druce, AK
Fred Farris, WV
Delores Flemming, GA
Randy Flora, OH
Garnet Franklin, MN
Amy C. Fratz, NJ
Keith Gambill, IN
Sherry Gile, VT
Cara Haney, WA
Linda Hunt, NV
Tania Johnson, IA
Daly Jordan-Koch, CA
Jennifer Kelly, ME
Marty Lankford, MI
Mary Matthew, KS
Brenda McGown, KY
Theresa McSweeney, NY
Kimberly Meigs, OK
Peter Mili, MA
Kendra Wisenbaker Morr, ID
Cheryl Mosier, CO
Maxine Mosley, NH
Stacy Nishina, HI
David Olio, CT
Kathy Powers, AR
Kathryn Richardson, SC
Melissa Romano, MT
Jennifer Saarinen, RI
Lauren Sabo, NC
Darein Spann, MS
Kathy Steinhoff, MO
Deborah Stevens, DE
Laura Vasquez, NM
Jennifer Voigt, WI
Colleen Works, OR
Susan Yocum, PA
Susen Zobel, UT

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

Acknowledgements
Thank you to the following staff team from the NEA Education Policy and Practice Department who helped make this "living toolkit" a reality: Shyrelle Eubanks, Alexis Holmes, Michael Kaspar, and John Riley. Additionally, the Common Core Work Group and this toolkit have benefited from the invaluable expertise and collective wisdom of several state affiliate colleagues: Peg Dunlap (Kansas), Pamela Fossett (Alabama), Ron Jetty (Wisconsin), Jim Meadows (Washington), Elic Senter (North Carolina), and Kathie Skinner (Massachusetts). And finally, we send a special thanks to Branita Griffin Henson, Dana Dossett, and Kimberly Hellmuth who have worked tirelessly to provide quality editing and design support for this toolkit.