Huntington UFSD
Board of Education Meeting
Monday, January 7, 2013
Implementing the Common Core State Standards
The essence of the Common Core initiative can be induced from its name. The nature of the core is of an essential, irreducible set of knowledge and skills, while common suggests a social contract and all that it implies: shared benefit and equitable treatment.*

* from Understanding Common Core State Standards, by John Kendall
Why Standards? Why Common Core Standards?

• Standards provide a shared vision of what students should know and be able to do
• Standards provide a shared vision for teachers and administrators
• Common Core State Standards establish consistency across the states
Making the case for the Common Core State Standards...
Some Good News

Graduation Rates Rise Despite Tougher Standards

– Requirements tightened: 5 Regents

– Passing grade – 55 to 65

– Statewide graduation rate has grown from 69%–74%
Our Challenge
Graduating *All* Students College & Career Ready

New York's 4-year high school graduation rate is 74% for All Students. However, the gaps are disturbing.

### June 2011 Graduation Rate

<table>
<thead>
<tr>
<th></th>
<th>Graduation under Current Requirements</th>
<th>Calculated College and Career Ready*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Graduating</td>
<td>% Graduating</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>74.0</td>
<td>34.7</td>
</tr>
<tr>
<td>American Indian</td>
<td>59.6</td>
<td>16.8</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>82.4</td>
<td>55.9</td>
</tr>
<tr>
<td>Black</td>
<td>58.4</td>
<td>11.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>58.0</td>
<td>14.5</td>
</tr>
<tr>
<td>White</td>
<td>85.1</td>
<td>48.1</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>38.2</td>
<td>6.5</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>44.6</td>
<td>4.4</td>
</tr>
</tbody>
</table>

*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.*

Source: NYSED Office of Information and Reporting Services
45% of students in Associate Degree programs who take 3+ remedial courses do not continue their college education.
3 Key Strategies to Raise Student Achievement
Raising Expectations for all

- Data Driven Instruction
- College & Career Ready Students
- Common Core State Standards
- Teacher/Leader Effectiveness
What is a Standard?

A statement of a desired outcome, which in education is usually a description of student learning.
Example of “back mapping” design

- **Reading CCR #5**: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- **9-10.RI.5**: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **6-8.H.5**: (History/Social Studies) Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **4.RI.5**: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **K.RI.5**: Identify the front cover, back cover, and title page of a book.
Benefits of the Common Core

• Intentional Instruction
• A Manageable Number of Standards
• A Greater Pool of Resources
• Increased Collegiality
• Increased Professionalism
• A More Consistent, Equitable Learning Experience
• The End of the Carnegie Unit
• Customized Learning and Multiple Pathways
Shifts for Students Demanded by the Core

6 Shifts in ELA/Literacy

Read as much non fiction as fiction
Learn about the world by reading
Read more challenging material closely
Discuss reading using evidence
Write non-fiction using evidence
Increase academic vocabulary

6 Shifts in Mathematics

Focus: learn more about less
Build skills across grades
Develop speed and accuracy
Really know it, Really do it
Use it in the real world
Think fast AND solve problems
Preparing for CCLS Implementation

• Attendance at NTI trainings in Albany
  – August 2012, Dr. Card, Marybeth Robinette
  – November 2012, Marybeth Robinette, Joe Leavy and several teachers
  – February 2013, directors and chairs to attend

• Professional Development Activities District-wide for both teachers and administrators
  – Book Discussion Collegial Circle for Secondary Teachers, Teaching Reading in the Content Areas by Urquhart & Frazee (2012)

• Curriculum Writing in summer of 2012 using Atlas Rubicon (K-8)
Preparing for CCLS Implementation – Professional Development

- Attendance at ASCD Institutes and Online PD sessions, Western Suffolk BOCES workshops
- **Turnkey Trainings by staff members:**
  - Kim Schiller & Lauren Amendola, *Unpacking the Common Core Standards in Literacy for Secondary Teachers of English, Social Studies, and Science*
  - Keith Meyers & Martha Reilly, Sheltered Instructional Observational Protocol for English Language Learners
- Specific foundational skills training for Elementary teachers provided by Angela Berner (ELA Coordinator), and Donna O’Shaunessy (Reading Specialists from Flower Hill)
  - Phonological Awareness
  - Fluency
  - The Importance of Academic Vocabulary K-6
- Math Common Core workshops for Elementary and middle school teachers
- Month of January, half-day staff development sessions on Modules developed by NYSED for both Math and Literacy/English Language Arts, provided by
  - Marybeth Robinette, Christine Lofaro (AIS Math Teacher)
  - Angela Berner, ELA Coordinator
  - Building Principals
Curriculum Writing in summer of 2012 using Atlas Rubicon
Curriculum Writing in summer of 2012 using Atlas Rubicon – (Cont’d)
Concerns about the common core

• It’s a Free Country!
• Down with the Progressive Tense!
• Accountability and Assessment
• One Size Fits All?
• Ready for Whose College?
And yet...

Kendall (2011) suggests that despite the legitimate concerns, the Common Core offers more opportunity for improvement than the system we have now, and we appear to be determined to get it as right as we can this time (pg. 40)
Questions