Thurgood Marshall College Fund
Common Core Webinar

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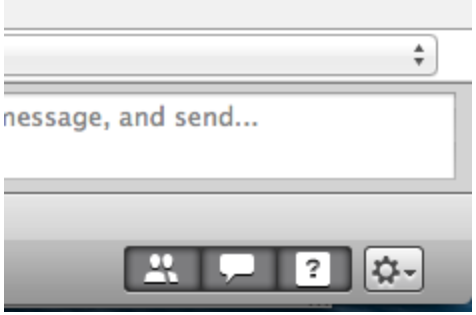
http://tmcf.org/our-programs/k-12-education/common-core-state-standards

Agenda

- Introduction
- Background (Common Core/Standards)
- The Math Shifts
- The Literacy Shifts

The Webinar



- Making WebEx interactive!
- Who is here?
  - Tell us your name and what you are teaching this semester using the "Chat" feature on the right

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Common Core State Standards

Initiated by the National Governors Association (NGA) and Council of Chief State School Officers (CCSSO) with the following design principles:

- Result in College and Career Readiness
- Based on solid research and practice evidence
- Fewer, higher, and clearer

The Common Core

FACT	MYTH
1) A set of K-12 standards that provide a framework of skills and understanding to prep for college and career	1) A prescribed curriculum or pacing guide that limits how teachers design their day to day teaching
2) Developed by 48 states, territories and the District of Columbia	2) Mandated by the Federal Government
3) Included input from variety of teachers and teacher organizations (AFT, NEA, NCTE, NCTM), high approval rating from teachers	3) Forced on teachers without input or buy-in
4) The standards build upon each other and include suggested supports for scaffolding	4) The standards are developmentally inappropriate and aren't appropriate for all students
5) Two main testing consortia (PARCC, SBAC) developed assessments aligned with the standards.	5) The tests are designed to collect private student information and make money for companies.

http://www.corestandards.org/about-the-standards/frequently-asked-questions/

What does this mean for the classroom?

Before Common Core State Standards we had standards, but rarely did we have **standards-based instruction**.

- Long lists of broad, vague statements
- Mysterious assessments
- Coverage mentality
- Focused on teacher behaviors – "the inputs"

Things to Understand

1) What is a standard?
2) How do we interpret standards?
3) How do we focus on student outputs?
4) How do we assess standards?

Standards and Interpreting Them

- A **standard** describes a set of knowledge or skills that a student should have.
  - *CCSS.MATH.CONTENT.K.CC.A.1: Count to 100 by ones and by tens.*
- Interpreting includes both deconstructing and implementing.
  - How would you deconstruct the above standard?
  - How **might** you implement the standard?

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Student outputs and assessments

- Student outputs include watching what students are doing, not just what the lesson asks them to do.
- What can assessments look like?
  - Formative
  - Summative
  - Standardized (starting 3rd grade, SBAC, PARCC)

How do we make sense of all the standards?

- In order to help educators see what students should be doing in an overarching picture, the **Shifts** were created.
- These big ideas in Math and ELA are the result of teaching the standards.

The Shifts - An Overview of the CCSS Standards

The CCSS Requires Three Shifts in ELA/Literacy

1. Regular practice with **complex text** and its **academic language**
2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational
3. **Building knowledge** through **content-rich nonfiction**

The CCSS Requires Three Shifts in Mathematics

1. **Focus:** Focus strongly where the standards focus.
2. **Coherence**: *Think* across grades, and *link* to major topics
3. **Rigor:** In major topics, pursue *conceptual* **understanding,** procedural skill and *fluency*, and *application*

Literacy is based on a “text”.

Viewpoints on “text”

A science teacher gives the students a diagram of the human heart.

A math teacher gives the students a graph.

An art teacher gives the students a painting.

A music teacher gives students sheet music.

www.wordle.net

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1) What is a complex text?
   a) Use Quantitative and qualitative data to determine if the text is complex.
2) How do students use evidence?
   a) They answer text-dependent questions.
3) How do we build knowledge?
   a) Texts are chosen to help teach content such as math.

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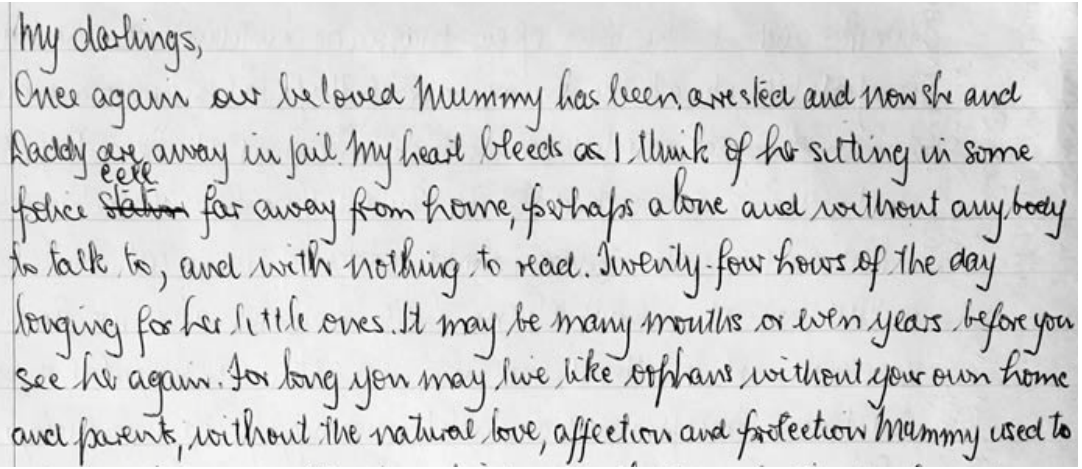
Let's look more closely


My darlings,
Once again our beloved Mummy has been arrested and now she and Daddy are away in jail. My heart bleeds as I think of her sitting in some police cell far away from home, perhaps alone and without anybody to talk to, and with nothing to read. Twenty-four hours of the day longing for her little ones. It may be many months or even years before you see her again. For long you may live like orphans without your own home and parents, without the natural love, affection and protection Mummy used to

Results:

File Submitted:	Direct Entry
ATOS Level:	6.8
Word Count:	428
Average Word Length:	4.2
Average Sentence Length:	23.7
Average Vocabulary Level:	2.7
Language selected:	English
Confirmation #:	998982

A letter from Nelson Mandela

Shift One:

Is it complex?

Let's look more closely

My darlings,

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Shift Two: How could we ask for evidence? Use text-dependent questions that can only be answered if students read the text.

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Let's look more closely

This is not the first time mummy goes to jail. In October 1958, only four months after our wedding, she was arrested with 2,000 other women when they protested against passes in Johannesburg and spent two weeks in jail. Last year she served four days, but now she has gone back again and I cannot tell you how long she will be away this time. All that I wish you always to bear in mind is that we have a brave and determined mummy who loves her people with all her heart. She gave up pleasure and comfort in return for a life full of hardship and misery, because of the deep love she has for her people and country. When you become adults and think

Shift Three: Building knowledge

What knowledge would students learn from reading this?

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What is your biggest takeaway from talking about the ELA Shifts?

The Math Shifts

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1) Why is focus important?
   a) Build and master one skill before advancing to the next.
2) What does coherence mean?
   a) Making connections to previous concepts to build understanding
3) How do I teach rigor?
   a) Teach for conceptual understanding <u>that leads to</u> procedural fluency <u>within</u> applications - no more tricks

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The Math Shifts

Focus:

CCSS.MATH.CONTENT.K.CC.A.1: Count to 100 by ones and by tens.

If the teacher decides to also ask the students to add the numbers together as they collect the fish, is the teacher showing focus?

The Math Shifts

Coherence:

CCSS.MATH.CONTENT.K.CC.A.1: Count to 100 by ones and by tens.

CCSS.MATH.CONTENT.K.CC.A.2
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

When the teacher decides to teach CC.A.2, how can the teacher show coherence or connections?

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The Math Shifts

Rigor: (Conceptual understanding and fluency)

CCSS.MATH.CONTENT.K.CC.A.1: Count to 100 by ones and by tens.

One teacher has students write out every number from 1-100.

One teacher gives students a variety of numbers like 44, 22, 56 and 78 and then asks students to write the next three numbers in sequence.

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Which Shift do you feel is most challenging for:

Students?
Math teachers?
Parents?

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Before Houston!

- Please **find** the content standards that you will be teaching
  - Example: Google *"North Carolina Biology Standards"* or *"Mississippi Math Standards"*
- **Bring** a digital or paper copy of your standards

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