Common Core State Standards: Implementation Tools And Resources

CCSSO
Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO or the Council) developed this list of free tools and resources to support state education agencies, districts, and educators during the process of implementing the Common Core State Standards (CCSS). This document primarily lists resources developed by CCSSO and other leading organizations and is not intended to be a comprehensive list of all available resources. CCSSO does not endorse any for-profit products.

This is the fourth edition of this document and was released on May 15, 2013. Future updates to the document will continue to be hosted in the same location on CCSSO's website. To view this resource guide online, please visit: http://www.ccsso.org/Documents/2012/Common_Core_Resources.pdf

The resources are grouped into the following categories:

Updated May 2013

Common Core State Standards: Implementation Tools And Resources

ABOUT THE STANDARDS

Corestandards.org
Corestandards.org is the official website of the Common Core State Standards Initiative. This website hosts the official version of the standards, including a downloadable web version (XML format), a set of frequently asked questions, and related resources. The corestandards.org website was most recently updated in December 2012 to include more information on state implementation.
Creators: CCSSO and the National Governors Association (NGA)
Contact: CCSSO
Website: www.corestandards.org

Videos of Standards Writers Explaining Key Issues of the Common Core
These professional-quality, modular videos describe important aspects of the ELA/literacy and mathematics standards, and are designed to share with educators, either sequentially or on an individual basis. The videos feature lead standards authors David Coleman, Sue Pimentel, Bill McCallum and Jason Zimba.
Creator/Lead Author: CCSSO, in partnership with the James B. Hunt Institute
Contact: CCSSO
Website:http://www.ccsso.org/Resources/Digital_Resources/Common_Core_Implementation_Video_Series.html

Achievethecore.org
Student Achievement Partners (SAP) launched the upgraded achievethecore.org website in May 2013 that includes several more resources, materials, tools, and modules designed to help parents, students, educators and administrators implement and succeed with the Common Core State Standards. The website now includes the following resources:

- The Common Core sets high standards for all students but realizes that some students will require different supports in order to meet these standards. Achievethecore.org includes Common Core-aligned materials and resources for struggling students.
- Information on the essential actions and CCSS-aligned tools for school and district leaders to review and know to ensure all students succeed under the Common Core.
- Adding to their modules, achievethecore.org has developed and posted two new Professional Development modules.
- Evidence guides for instructional practice that provide specific guidance for what the CCSS for ELA/Literacy and Mathematics look like in planning and practice.
- It is important for educators to let members of their community and elected officials know they support the standards. The site includes information on how educators can support the Common Core beyond their school communities. There are details on how educators can become core advocates and author core-aligned materials.

2

Updated May 2013

Common Core State Standards Videos to Support Common Core Implementation

The Southeast Comprehensive Center developed Common Core State Standards (CCSS) videos to support states, schools, and teachers in the implementation of the CCSS. The videos were created in collaboration with the states in the Southeast Comprehensive Center region based on their need for professional development support. Each video is an audiovisual resource that focuses on one or more specific standard and usually includes examples and illustrations geared to enhancing understanding.
Website: http://secc.sedl.org/common_core_videos/

RELATED PUBLICATIONS

NASBE *State Education Standard* (September 2012): The Common Core Standards from origin to execution

The September 2012 issue of the *State Education Standard*, a quarterly publication of the National Association of State Boards of Education, examines the history of the CCSS from their creation and adoption to implementation, and the current development of standards-aligned assessments. Articles highlight key shifts in instruction, opportunities for students with disabilities, the "15 percent" rule, as well as different perspectives from educators and policymakers. Download a free copy on the NASBE website.

Updated May 2013

COMMUNICATING THE COMMON CORE

Common Core State Standards Brief for Legislators

The Common Core State Standards are a state led initiative, but and it is important to continue to share information about the standards with state and national legislators. Achieve, Education First, the Aspen Institute, and the Insight Education Group collaborated in developing a resource for state legislators to help them understand the Common Core State Standards and their role in supporting implementation. The paper includes background, issues, and questions relating to the Common Core State Standards and provides detailed guidance on the impact state legislators can have on implementation. The tool discusses how state legislators can impact issues of curriculum, assessment, teacher professional learning, teacher preparation, and teacher and principal effectiveness by exercising their oversight, authorization, and appropriation powers. The tool can be found here:
http://www.achieve.org/files/CCSS_Legislator_Tool.pdf.

Foundation for Excellence in Education Common Core Communications Toolkit

This toolkit includes communications checklists, information on common misperceptions about the standards, sample questions and answers, examples of how the standards raise the bar for public education, sample letters to parents and educators, and an archive of selected opinion pieces about the Common Core.
Contact: Foundation for Excellence in Education
Website: http://excelined.org/policy-library/common-core-toolkit/

Military Child Education Coalition Q&A Pamphlet

This pamphlet, developed by the Military Child Education Coalition, provides background on the standards, explains why the Common Core is important to military-connected students, and discusses the new assessments that will accompany the new standards. It also includes four perspectives on the value of the Common Core – a student, a parent, an administrator, and a teacher.
Creator: Military Child Education Coalition
Contact: Stayce Parry
Website: http://www.militarychild.org/k-12-core-curriculum-standards

Communicating Test Scores

MetaMetrics released a series of briefs entitled *Looking Worse Before We Look Better: Student Performance in a Common Core World*. The briefs discuss how to communicate the expected drop in student test scores that coincide with the more difficult Common Core State Standards.

INFORMATION FOR HIGHER EDUCATION

Several national organizations have developed resources focused on the role of the higher education community in CCSS implementation.

Updated May 2013

Implementing the Common Core State Standards: An Action Agenda for Higher Education

The issue brief, published in January 2011 by Achieve, Inc., the American Council on Education (ACE), and State Higher Education Executive Officers Association (SHEEO), calls on the higher education community to actively participate as new state standards are implemented for English language arts/literacy and mathematics for grades K-12. It provides a concise overview of the Common Core initiative and summarizes key areas in which higher education should engage as the standards are implemented, including: defining college readiness and aligning key policies for the school-to-college transition; developing K-12 assessments and aligning college placement policies with them; aligning K–12 and higher education curricula, and providing teacher preparation and in-service professional development. The brief can be found here: http://www.acenet.edu/news-room/Documents/Implementing-the-Common-Core-State-Standards-2011.pdf

Discussion paper: The Common Core State Standards and Teacher Preparation: The Role of Higher Education

This discussion paper, published by the Association of Public and Land-Grant Universities, lays out an action agenda for higher education institutions in Common Core implementation in four areas: aligning higher education curriculum with K-12 curriculum; teacher preparation; conducting relevant Common Core research; and developing partnerships. The brief can be found here: http://www.aplu.org/document.doc?id=3482

INFORMATION FOR PARENTS

Several national organizations developed helpful brochures to explain the Common Core State Standards to parents.

PTA Parent Guides

The grade-by-grade parent guides explain what students will be learning in each grade in ELA and math under the Common Core State Standards, and how parents can support their students' learning. Eleven guides were created for grades K-12, and all are available in English and Spanish. State education agencies, school districts, state boards of education, and state/local PTAs may contact the National PTA to co-brand the *Parents' Guides to Student Success*.
Creators: PTA and Common Core State Standards writers
Contact: National PTA
Website: http://pta.org/parents/content.cfm?ItemNumber=2583

Council of Great City Schools Parent Roadmaps

The Council of Great City Schools has developed *Parent Roadmaps* for understanding the Common Core State Standards for English language arts/literacy and mathematics in kindergarten through twelfth grade. For each grade and subject, the roadmaps explain to parents what their child will be learning and how parents can support learning outside of the classroom. They are currently available in English and Spanish, and plans are underway to publish

Updated May 2013

them in additional languages. Visit the CGCS website at
http://www.cgcs.org/site/default.aspx?PageID=1 to download the roadmaps.

English Language Arts
Mathematics

The Council of Great City Schools has also created a 3-minute video concisely describing the Common Core State Standards and where they came from that can be used to share the initiative with parents.
Creator: Council of Great City Schools
Contact: Robin Hall

Additionally, the Council of Great City Schools developed two 30-second Public Service Announcements (PSAs) that tell the story of the Common Core State Standards to the public. The PSAs are available in both English and Spanish. The organization also developed two three-minute videos, in both English and Spanish, explaining the Common Core in more detail. The videos are useful for presentations to community and parent groups.

Flyer Introducing the Common Core to Parents
The Aspen Institute developed a flyer that can be given to parents to help them understand the Common Core State Standards. Available in English and Spanish, the flyer makes the Common Core accessible to families and other stakeholders by explaining what the standards are and why they are important. You can find the flyer here: http://www.aspeninstitute.org/publications/common-core-state-standards-introduction-families-other-stakeholders.

Polling on Public Awareness and Support
In June 2012, Achieve released the results of a national Common Core awareness poll that built on the results of a similar August 2011 poll. The results, outlined in a report titled Growing Awareness, Growing Support: Teacher and Voter Understanding of the Common Core State Standards & Assessments showed teachers are increasingly knowledgeable about the Common Core State Standards (CCSS) and that they like what they see. The voting public continues to give high marks to the idea of having common standards and assessments. When given additional information about the CCSS and the related assessment, support remains high.

The 2012 annual Phi Delta Kappa (PDK)/Gallup Poll of the Public's Attitudes Toward Public Schools, which polls the public on a number of education topics, also contains positive findings for public perception of the Common Core. According to the report, most Americans believe the Common Core standards will allow U.S. schools to compete globally, and three out of four Americans believe the standards will provide more consistency in the quality of education between school districts and states. In addition, half of those polled believe the standards will improve the quality of education in their community schools. However, 40 percent responded that the standards would not have any effect on education. The positive findings are encouraging, but the need remains high

Updated May 2013

to increase public awareness and understanding of the standards. Read the full report and findings or download this PDFat: http://www.pdkintl.org/poll/docs/2012-Gallup-poll-full-report.pdf.

OTHER STATE-SPECIFIC RESOURCES
State education agency staff may log on to CCSSO's state collaborative site, spaces.ccsso.org, for communications resources, including the CCSS toolkit and customizable, audience-specific brochures. States are also encouraged to partner with parent, community, and business groups to increase awareness about the standards. State education agency staff may also email Shannon Glynn, shannong@ccsso.org for state-specific support on communicating about the Common Core.

Updated May 2013

REVIEWING INSTRUCTIONAL MATERIALS

Publishers' Criteria for the Common Core State Standards in English Language Arts/Literacy

The Publishers' Criteria for English Language Arts and Literacy were developed by the lead authors of the CCSS to guide publishers and curriculum developers as they work to develop reading materials aligned with the Common Core State Standards for grades K-2 and grades 3-12. The criteria encourage developers and publishers to be strategic about what to include and what to exclude in instructional materials. By underscoring the most significant elements of the literacy standards, the criteria illustrate what shifts must take place in the next generation of curricula, including paring away elements that distract from, or are at odds with the CCSS. These guidelines are not intended to dictate classroom practice, but rather are meant to ensure publishers and curriculum developers provide teachers with effective tools.

Publishers' Criteria for K-2 (Revised May 16, 2012)
Publishers' Criteria for 3-12 (Revised April 12, 2012)

Creators/Lead Authors: Student Achievement Partners and endorsed by CCSSO, NGA, the National Association of State Boards of Education, the Council of Great City Schools, and Achieve

Contact: CCSSO

Website: http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf and http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf

K-8 and High School Publishers' Criteria for Common Core State Standards for Mathematics

The Publishers' Criteria for Common Core State Standards for Mathematics were developed by the lead authors of the standards to guide publishers and curriculum developers as they work to develop mathematics materials aligned with the Common Core State Standards for grades K-8 (revised April 9, 2013) and High School (Released April 9, 2013). The criteria encourage developers and publishers to be strategic about what to include and what to exclude in instructional materials. By underscoring the most significant elements of the mathematics standards, the criteria illustrate what shifts must take place in the next generation of curricula, including paring away elements that distract from, or are at odds with the CCSS. These guidelines are not intended to dictate classroom practice, but rather are meant to ensure publishers and curriculum developers provide teachers with effective tools.

Creators/Lead Authors: Student Achievement Partners and endorsed by CCSSO, NGA, the National Association of State Boards of Education, the Council of Great City Schools, and Achieve

Contact: CCSSO

Website: http://www.corestandards.org/assets/Math_Publishers_Criteria_K-8_Spring%202013_FINAL.pdf and http://www.corestandards.org/assets/Math_Publishers_Criteria_HS_Spring%202013_FINAL.pdf

Updated May 2013

**Evaluating Lessons and Units for Common Core Alignment
(The Tri-State Quality Review Rubric and Rating Process)**
Achieve is currently facilitating a collaborative initiative titled Educators Evaluating Quality Instructional Products (EQuIP) to evaluate and develop instructional units and tasks aligned to the CCSS. EQuIP builds on the efforts of the Tri-State Collaborative, including rubrics and processes developed by Massachusetts, New York, and Rhode Island to determine the quality and alignment of instructional lessons and units to the CCSS.
Creator: Achieve, in collaboration with the states of Rhode Island, New York, and Massachusetts
Contact: info@engageny.org
Website: http://www.engageny.org/resource/tri-state-quality-review-rubric-and-rating-process/

Guide for Developing Digital Resources to Support Common Core
Student Achievement Partners compiled a guide for developing digital resources that support Common Core State Standard implementation. The guide supports content developers in understanding the structure of the standards and the major shifts they represent. The document is a primer on responsible interpretation of the Common Core State Standards for those creating digital programs and resources to support implementation.
Website:http://gallery.mailchimp.com/3222734d2cafa7abd15e2c1b2/files/2013_03_22_Guide_for_Developing_Digital_Resources_Supporting_the_CCSS.pdf

Open Educational Resources (OER) Rubrics and Evaluation Tool
Achieve developed eight rubrics in collaboration with leaders from the OER community, to help states, districts, teachers, and other users determine the degree of alignment of OERs to the Common Core State Standards, and to determine aspects of quality of OERs. Achieve has also partnered with OER Commons, an online repository for open educational resources, to help users apply these rubrics and evaluate the quality of instructional resources.
Contact: Achieve
Website: http://achieve.org/oer-rubrics

Updated May 2013

INSTRUCTIONAL SUPPORTS

Student Achievement Partners' Professional Development Modules
Student Achievement Partners (SAP) is a nonprofit founded by three of the contributing authors to the Common Core to support effective and innovative implementation of the CCSS. The organization has created professional development modules designed to support district and school leadership in their transition to the Common Core. SAP has released a total of nine modules as of May 2013. **Modules are available at this website**: http://www.achievethecore.org/leadership-tools-common-core/professional-development

The nine modules now available are:

- ***Introducing the Common Core to Parents and Community Members:*** A toolkit for informing parents and community members about the Common Core. ***(New)***
- ***Using the ELA/Literacy Publishers' Criteria to Better Understand the Standards:*** A deeper understanding of the standards and their implication for instructional resources. ***(New)***
- ***Why the Common Core? How these Standards are Different:*** An overview of the background information necessary to understand why the Common Core State Standards were developed and how they are different from previous standards we have seen.
- ***Introduction to the ELA/Literacy Shifts:*** An introduction to the key shifts required by the Common Core State Standards for English Language Arts and Literacy.
- ***Introduction to the Literacy Shifts in the Content Areas:*** An introduction to the key shifts required by the Common Core State Standards for English Language Arts and Literacy, specifically in the content areas (social studies, science, arts, etc.).
- ***Understanding Text Dependent Questions:*** A resource for strengthening educators' understanding of how text-dependent questions support the key shifts called for by the Common Core State Standards for ELA/Literacy.
- ***Introduction to the Math Shifts:*** An introduction to the key shifts required by the Common Core State Standards for Mathematics.
- ***Deep Dive into the Math Shifts:*** A deeper dive into the Math shifts for those familiar with the shifts required by the Common Core State Standards for Mathematics.
- ***Instructional Leadership and the Common Core:*** A guide for school-level instructional leaders for starting the work of implementing the Common Core in their school.

The modules are intended be shared widely for use by individual educators for self-study or presentation, in professional learning communities, or as a resource for preparing to lead the professional development in a school or district setting. The time required for

Updated May 2013

each module can be customized 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. CCSSO hosted a webinar in July 2012 to mark the initial release of the first four modules. You may view the archived webinar and presentation through CCSSO's website at http://www.ccsso.org/Resources/Digital_Resources/SAP_PD_Modules_Webinar.html
Contact: info@studentsachieve.net

Professional Development Videos on ELA/Literacy and Mathematics
The Council of the Great City Schools released a 45-minute professional development video, "**From the Page to the Classroom: Implementing the Common Core State Standards in English Language Arts and Literacy**" for central office and school-based staff and teachers on the shifts in the Common Core in English language arts and literacy. The video provides background on the Common Core and the three shifts inherent in the standards. The video is available at this website:
http://www.commoncoreworks.org/domain/127

CGCS also released a corresponding 45-minute professional development video on the shifts in the Common Core for mathematics, "**From the Page to the Classroom: Implementing the Common Core State Standards in Mathematics**." This video emphasizes the three shifts inherent in the standards for mathematics education and features Jason Zimba. Like the ELA/Literacy video, this video has start and stop points to allow for discussion to build a shared understanding of the shifts. The video is available at this website: http://www.commoncoreworks.org/Page/345

Identifying Common Core-Aligned Instruction in the Classroom
Student Achievement Partners created CCSS Evidence Guides to provide specific guidance for what the CCSS for ELA/literacy and math looks like in classroom planning and practice. The guides are designed as developmental tools for teachers and those who support teachers. They are intended to be used for:
1. teacher self-reflection
2. peer-to-peer observation and feedback
3. instructional coaching

Website: http://www.achievethecore.org/leadership-tools-common-core/instructional-practice/
Contact: info@studentsachieve.net

TEACHING VIDEOS ON THE COMMON CORE

Teaching Channel Common Core Lessons by Teachers
The Teaching Channel features over 100 free videos related to Common Core

Updated May 2013

instruction. These independently-developed videos provide an overview of the ELA/literacy and mathematics standards, specific lesson ideas, and demonstrations of teaching practices. Videos vary in length from five to thirty minutes. While CCSSO does not officially certify the alignment of independently-developed resources to the Common Core, these videos are promising resources. In particular, videos featuring Sarah Brown Wessling, the 2010 National Teacher of the Year, are a vibrant demonstration of the Common Core coming to life in the classroom.
Website: https://www.teachingchannel.org/videos?categories=topics_common-core

America Achieves Videos, Lesson Plans, and Resources
America Achieves re-launched its Common Core website with new content and features. The site now features analysis videos to accompany their video lesson modules in which teachers discuss the lesson, their practice, and Common Core implementation in their school. The site also features videos explaining the key instructional shifts associated with the CCSS; information and resources from the Educator Evaluating Quality Instructional Products (EQuIP) project; and an improved search function. America Achieves is in the process of filming more videos, and plans to have at least one math and one ELA video module per grade posted online for grades K-12 by fall 2013. Users need to sign up for a free account to access this free content. If you are a new user to the site, please click on the "New User" icon on the upper right-hand of the site to register for an account.
Contact: America Achieves
Website: http://commoncore.americaachieves.org/

EDUCORE
ASCD created the EduCore digital tool as a repository of evidence-based strategies, videos, and supporting documents to help educators transition to the Common Core State Standards in both mathematics and English language arts and literacy for the secondary grades. EduCore is free and available to all educators. Please visit their website to access these tools at http://educore.ascd.org/.

The EduCore mathematics tools include videos, PowerPoint presentations, CCSS math materials, and formative assessment lessons. The formative assessment lesson plans, titled "Classroom Challenges" and designed for grades 6–12, were developed by Mathematics Assessment Resource Services (MARS); the lessons feature problem-solving and content development formative assessments on many subjects (such as solving linear equations in two variables and applying angle theorems).

EduCore ELA and Literacy tools include materials developed by the Literacy Design Collaborative, including three templates for teaching argumentation, informational writing and text, and narrative writing for middle and high school educators in all disciplines. Related resources include templates teachers can use to develop their own instructional

Updated May 2013

modules and videos on how to create such templates.
Contact: commoncore@ascd.org

PARCC and Common Core Implementation Resources for Teachers
The National Math and Science Initiative (NMSI) recently made Common Core State Standards (CCSS) resources available to all teachers with unlimited access by sharing them on the Partnership for Assessment of Readiness for College and Careers (PARCC) open-source website. The resources were developed for the PARCC Educator Leader Cadres (ELCs) and will help teachers prepare to implement the Common Core, be more equipped to provide students with the tools they need to be successful, and assist teachers in preparing students for the PARCC assessment. NMSI partnered with PARCC to launch the Educator Cadre Initiative, which helps states build and expand the number of educators who understand and support the Common Core State Standards and assessments.
Website: http://www.nms.org/Resources/CommonCoreOpenResources, log-in required

Updated May 2013

IMPLEMENTATION PLANNING

Common Core Survey Tool

Achieve, Education First, and the U.S. Education Delivery Institute (EDI) released a Common Core Survey Tool to help state and district leaders track the quality of their standards implementation. The survey item bank includes survey questions tailored to teachers and school leaders. State leaders can use the item bank as a base for creating customized surveys. The survey tool includes a guidance document that explains the context of the tool, methods for customization and use, and suggestions for how to use the data to make mid-course corrections.

Creators: Achieve, Education First, and U.S. Education Delivery Institute
Contact: comment@deliveryinstitute.org
Website: http://www.deliveryinstitute.org/publications/feedback-loops-common-core-state-standards-implementation

STATE EDUCATION AGENCY (SEA) PLANNING

CCSSO State Education Agency (SEA) Common Core Implementation: Progress and Capacity Rubric

CCSSO developed this progress and capacity rubric for state education agencies with support from the U.S. Education Delivery Institute. The rubric addresses five key elements of implementation, including systems alignment and system change, teacher supports, principal supports, student supports, and communications and engagement. This resource builds off of tools created by Education First and Achieve.

Website: http://spaces.ccsso.org

Achieve CCSS Implementation Rubric and Self-Assessment Tool

Education First and Achieve created a "CCSS Implementation Rubric and Self-Assessment Tool" to help states determine the strength of their implementation plans and illustrate ways to improve them. This tool sets a high-quality standard for a strong state role, provides some concrete details and examples to help state leaders get there, and profiles some promising state approaches. The rubric identifies a strong state role that seeks three outcomes: accountability for results, quality of services and products, and alignment of services and products with the expectation of the CCSS.

Contact: CCSSO
Website: http://achieve.org/ccss-implementation-rubric-and-self-assessment-tool

Teaching to the Core: Integrating Implementation of Common Core and Teacher Effectiveness Policies

CCSSO and the Aspen Institute Education & Society Program have released a policy brief authored by Ross Wiener that discusses aligning teacher evaluation and Common Core implementation. The purpose of this policy brief and its 10 recommendations is to help state departments succeed in carrying out the dual responsibilities of leading changes in teacher evaluation and implementation of the

14

Common Core State Standards. The first six recommendations deal with organizational design and functions of state departments and the final four recommend changes in practice.

Website: www.ccsso.org/commoncore

Publication Date: May 15, 2013

Survey Results on Common Core Implementation in Urban Cities

The Council of Great City Schools conducted a survey of all their 67 urban school districts to determine how Common Core implementation is going. The survey covers a wide range of implementation areas including districts' long-term implementation plans, professional development activities, strategies on measuring and collecting data on implementation, and communication strategies. The report also includes preliminary predictions on how student achievement will be impacted by under the Common Core. To access this report visit: http://www.cgcs.org/site/default.aspx?PageID=1

Professional Learning Policy Workbook for States and Districts

Learning Forward released the Professional Learning Policy Review: A Workbook for States and Districts in 2013, authored by Joellen Killion. This workbook provides states and local school districts with guidance to conduct a review of existing policies related to professional learning. The review process includes discovery, analysis, and recommendations for possible policy.

Website:
http://www.learningforward.org/docs/commoncore/professionallearningpolicyreview.pdf

PRINCIPAL SUPPORTS

National Association of Secondary School Principals (NASSP) Common Core Resources

NASSP has a number of resources to help school leaders as they work to meet the challenge of implementing the standards, including a webinar series, articles, a library of Common Core digital publications and newsletters, and a blog on the principals and the Common Core.

Creator: National Association of Secondary School Principals

Contact: Mel Riddile, Associate Director for High School Services, NASSP

Website:
http://www.nassp.org/KnowledgeCenter/TopicsofInterest/CommonCoreStateStandards.aspx

Action Briefs Outlining Role of School Personnel in Common Core Implementation

Achieve, in partnership with College Summit, the National Association of Secondary School Principals (NASSP), and the National Association of Elementary School Principals (NAESP), released a series of action briefs on the role of school counselors, secondary school leaders, and elementary school leaders in the implementation of the Common Core. The action briefs provide

Updated May 2013

school leaders with a deeper understanding of the Common Core and spell out the leaders' critical role in implementation.
Website: http://www.achieve.org/publications

RELATED PUBLICATIONS

ASCD Education Leadership Article: The Common Core Standards: Starting Now

The Common Core Standards: Starting Now, featured in ASCD's Education Leadership Journal in January 2013, provides guidance on beginning Common Core implementation to principals and district superintendents in a time of competing priorities and tight budgets. Authors David Liben and Meredith Liben, noted literacy experts, consulted with the writers of the Common Core State Standards for ELA/Literacy, and are senior consultants to Student Achievement Partners.
Website: http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/The-Common-Core-Standards@-Starting-Now.aspx

ASCD Education Leadership Article: Making the Shifts

Making the Shifts, featured in ASCD's Education Leadership Journal in January 2013, provides guidance on the instructional shifts in English language arts/literacy and mathematics that impact professional development, assessment design, and curriculum choices. When educators focus on three core shifts in English language arts and literacy, the expectations for teaching and learning will be clear, consistent, and tightly aligned to the goals of the standards. The author, Sandra Alberti, is the Director of State and District Partnerships and Professional Development for Student Achievement Partners.
Website: http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Making-the-Shifts.aspx

ASCD report: Fulfilling the Promise of the Common Core State Standards: Moving from Adoption to Implementation to Sustainability

Fulfilling the Promise of the Common Core State Standards: Moving from Adoption to Implementation to Sustainability outlines illuminating activities educators and policymakers at all levels can take on to successfully implement the Common Core State Standards. The recommendations in the report are derived from data gathered from field work, surveys, and educator summits hosted by ASCD and CCSSO in Arkansas, Colorado, North Carolina, and Utah. Find the report here:
http://educore.ascd.org/resource/Download/1d60f46d-b786-41d1-b059-95a7c4eda420

ASCD has made a number of key recommendations to education leaders that will help them successfully implement the Common Core State Standards in their school systems. These recommendations include:

- Transforming principals into instructional leaders;
- Listening to educators about their professional learning needs;

Updated May 2013

- Adopting technology for teaching and learning;
- Aligning initiatives into comprehensive reforms;
- Making sure educators deeply understand the standards and the key instructional shifts they require; and
- Vetting instructional resources for quality and alignment with the standards.

Learning Forward Brief Series on Professional Learning and Common Core

These briefs are offered as part of Learning Forward's initiative Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core, which is supported in part by the Sandler Foundation, the Bill & Melinda Gates Foundation, and MetLife Foundation. Visit this website to find the below reports: http://www.learningforward.org/docs/pdf/read-the-brief-(pdf).pdf?sfvrsn=0

Meet the Promise of the Content Standards: Professional Learning Required
This brief focuses on the critical role that professional learning plays in implementing content standards. The brief outlines a vision for educators supported through high-quality professional learning, describes elements of effective professional learning, and provides recommendations for educators to take action at the federal, state, system, school, and individual level.

Meet the Promise of the Content Standards: Investing in Professional Learning
The second brief details the critical attributes of professional learning necessary to achieve the vision of CCSS, and addresses the need for long-term national and state commitment and investment to achieve that vision.

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

Putting a Price Tag on the Common Core: How Much Will Smart Implementation Cost?
Putting a Price Tag on the Common Core: How Much Will Smart Implementation Cost by the Thomas B. Fordham Institute estimates the implementation cost for each of the forty-five states and the District of Columbia that have adopted the Common Core State Standards. The report shows that costs naturally depend on how states approach implementation. Authors Patrick J. Murphy of the University of San Francisco and Elliot Regenstein of EducationCounsel, LLC illustrate this with three implementation models: business as usual, bare bones, and balanced implementation. The report examines the tradeoffs associated with each implementation strategy and estimates the cost of all three approaches for every state that has adopted the Common Core.
Website: http://www.edexcellence.net/publications/putting-a-price-tag-on-the-common-core.html

17

Updated May 2013

Partnering for Student Success: How States and Districts Collaborate to Innovate
This report by the U.S. Education Delivery Institute provides case studies of promising practices where state education leaders are maximizing the impact of their efforts by creating strong, collaborative relationships with school leaders throughout their states.

State Progress on Implementing the Common Core
On February 4, 2013, Education First and the EPE Research Center released a second annual look at state implementation of the Common Core State Standards. The new report, "Moving Ahead: A National Perspective on States' Progress in Common Core State Standards Implementation Planning" found states making progress in three key areas: professional development for teachers, developing instructional materials, and devising teacher-evaluation systems linked to the new standards.
Website: http://www.edweek.org/media/movingforward_ef_epe_020413.pdf

Updated May 2013

MATHEMATICS COMMON CORE RESOURCES

Publishers' Criteria for Common Core State Standards for Mathematics
The Publishers' Criteria for Common Core State Standards for Mathematics were developed by the lead authors of the standards to guide publishers and curriculum developers as they work to develop mathematics materials aligned with the Common Core State Standards for grades K-8 and High School. The criteria encourage developers and publishers to be strategic about what to include and what to exclude in instructional materials. By underscoring the most significant elements of the mathematics standards, the criteria illustrate what shifts must take place in the next generation of curricula, including paring away elements that distract from, or are at odds with the CCSS. These guidelines are not intended to dictate classroom practice, but rather are meant to ensure publishers and curriculum developers provide teachers with effective tools.
Creator: CCSS lead writers
Contact: CCSSO

CCSSO, the National Governors Association, the National Association of State Boards of Education, Achieve, and the Council of Great City Schools cohosted two webinars in October 2012 on the K-8 Math Publishers' Criteria developed by Student Achievement Partners: one for state and district curriculum leaders, education policymakers, and one for publishers. Jason Zimba, a lead math standards writer and a co-developer of the Publishers' Criteria, and Beth Cocuzza, Director of Mathematics for Student Achievement Partners, walked participants through the criteria and discussed the recommended uses of this document. You can find the webinars here:
http://www.ccsso.org/Resources/Digital_Resources/Common_Core_Webinar_Series.html

- Recording of webinar for educators and policy-makers

- Recording of webinar for publishers

Illustrative Mathematics
The Illustrative Mathematics Project provides guidance to the work of teachers, states, assessment consortia, and testing companies by illustrating the range and types of mathematical work that students will experience in a faithful implementation of the standards.
Creator/Lead Author: Bill McCallum, lead math standards writer, Kristin Umland, University of New Mexico and Linda Plattner, Executive Director, Illustrative Mathematics
Status: New tasks added weekly, currently approximately 600 published tasks at all grade levels
Website: http://www.illustrativemathematics.org/

Mathematics Common Core Toolbox
The Charles A. Dana Center for Mathematics at the University of Texas-Austin compiled a mathematics common core toolbox. The more rigorous standards require districts to reexamine what it means for all students to understand and learn mathematics. The site includes resources, information, instructional materials, and tools to help districts meet

Updated May 2013

the challenges of the new standards.
Website: http://www.ccsstoolbox.org/

Progressions Documents for the Common Core Math Standards
Mathematical progressions, which are narrative documents describing the progression of a topic across a number of grade levels, informed both by research on children's cognitive development and by the logical structure of mathematics, provided the original foundation for writing the standards. The math Common Core writing team is currently finalizing and publishing these documents. Drafts of the progressions developed to date are posted to the web site.
Creator/Lead Author: Bill McCallum, Jason Zimba, Phil Daro, lead math standards writers
Timeline: Under development, drafts available for review
Website: http://ime.math.arizona.edu/progressions/

AchieveTheCore.Org
Student Achievement Partners has launched AchievetheCore.org a website to share free, open-source resources to support Common Core implementation at the classroom, district, and state level: www.achievethecore.org. The mathematics resources on the web site include a newly released module that takes a deep dive on the key instructional shifts for math and guidance for focusing math instruction.
Website: http://www.achievethecore.org/math-common-core/math-shifts/

Classroom Examples and Tools for Mathematics Instruction
Inside Mathematics is a professional resource for educators featuring classroom video examples that illustrate the math practice standards, and videos of exemplary lessons integrating multiple math practices. In addition, Common Core-aligned tasks, searchable either by grade level or content area, are available on the site. Four new classroom videos of "Number Talks" show students engaged in mental math exercises and conversations about math, including one from a bilingual Spanish-English classroom.
Website: http://insidemathematics.org/index.php/classroom-video-visits

Common Core Math Blog by Bill McCallum, a Lead Writer of the CCSSM
Math Common Core lead writer Bill McCallum writes a blog of implementation projects related to Common Core mathematics implementation. This blog also includes a forum section with responses to questions about the content of the standards from educators. Any registered user who posts a question in the forum will be answered.
Website: **http://commoncoretools.me/**

RELATED INFORMATION AND PUBLICATIONS

CCSSO Webinar: Mathematics Common Core Standards and the Concept of Focus
On April 30, 2012, CCSSO hosted a webinar on the Common Core mathematics, featuring Ellen Whitesides, advisor for the Math SCASS. The webinar included a presentation on the concept of focus in the Math standards, the work of the Math SCASS,

Updated May 2013

and information on the Illustrative Mathematics Project.
Website:http://www.ccsso.org/Resources/Digital_Resources/Mathematics_Common_Core_Standards_Webinar.html

CCSSO Webinar: Common Core State Standards for Mathematics: Shifts and Implications for Instruction
On March 29, 2012, CCSSO hosted a webinar, supported by the Kansas EAG State Consortium project, titled "Common Core State Standards for Mathematics: Shifts and Implications for Instruction". Presenter Beth Cocuzza, of Student Achievement Partners, is a New Jersey mathematics educator and curriculum expert.
Website:http://www.ccsso.org/Resources/Digital_Resources/CCSS_for_Math_Shifts_and_Implications_for_Instruction.html

National Council of Teachers of Mathematics (NCTM) President Voices Support for CCSS
National Council of Teachers of Mathematics' (NCTM) President Linda Gojak wrote an article "Common Core State Standards for Mathematics: An Uncommon Opportunity" for NCTM educators in support of the Common Core State Standards for Mathematics. As someone who spent nearly 30 years teaching and several more supporting teachers, she makes a strong and personal case for the adoption of the standards.
Website: http://www.nctm.org/about/content.aspx?id=35990

Research on Common Core State Standards for Mathematics
Dr. William Schmidt and the Education Policy Center at Michigan State University released three papers discussing implementation of the Common Core State Standards in Mathematics (CCSSM). The papers can be found here: http://education.msu.edu/epc/publications/. Each paper includes findings derived from separate surveys conducted in 2011 and provides baseline information on awareness, support, and progress on CCSSM implementation among key stakeholders.

- *Implementing the Common Core State Standards for Mathematics: What We Know About Teachers of Mathematics in 41 States:* In 2011, the Center for the Study of Curriculum at Michigan State University conducted a survey of school district directors and math teachers in the states that have adopted the CCSSM. The goal of the survey was to provide baseline information about what math teachers and school district directors know about the standards as well as inform and guide efforts as states begin implementation.
- *Implementing the Common Core State Standards for Mathematics: What Parents Know and Support:* In order for implementation of the CCSSM to be successful, all stakeholders must be engaged. The Center for the Study of Curriculum conducted a survey of the parents of students in grades 1-8 about their perceptions and attitudes towards education in general and the standards in particular.
- *Implementing the Common Core State Standards for Mathematics: A Comparison of Current District Content Coverage in 41 States:* The Center

Updated May 2013

for the Study of Curriculum conducted a survey of all states that have adopted the CCSSM. The goal was to provide baseline information about awareness of the CCSSM initiative, gain understanding of how well acquainted education officials were with specific CCSSM topics, and to determine progress in local efforts to implement CCSSM.

Dr. Schmidt's research on Curricular Coherence and the Common Core State Standards for Mathematics appeared in the peer-reviewed academic journal *Education Researcher*. The research used Third International Mathematics and Science Study (TIMSS) data to examine the degree of similarity between CCSSM and the standards of the highest-achieving nations on the 1995 and the 2009 TIMSS. Schmidt and his colleagues found a very high degree of similarity between CCSSM and the standards of the highest-achieving nations on the 1995 TIMSS, while a similar analysis revealed wide variation in the proximity of state standards in effect in 2009 to the CCSSM. The researchers also assessed the relationship between the proximity of a state's standards to the CCSSM and performance on the 2009 National Assessment of Educational Progress (NAEP). After adjusting for cut-points on state assessments and controlling for state demographics related to socioeconomic status and poverty, they found that states with standards more like the CCSSM, on average, had higher NAEP scores.

Updated May 2013

ENGLISH LANGUAGE ARTS (ELA)/LITERACY COMMON CORE RESOURCES

Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy
The Publishers' Criteria for English Language Arts and Literacy were developed by the lead authors of the CCSS to guide publishers and curriculum developers as they work to develop reading materials aligned with the Common Core State Standards for grades K-2 and grades 3-12. The criteria encourage developers and publishers to be strategic about what to include and what to exclude in instructional materials. By underscoring the most significant elements of the literacy standards, the criteria illustrate what shifts must take place in the next generation of curricula, including paring away elements that distract from, or are at odds with the CCSS. These guidelines are not intended to dictate classroom practice, but rather are meant to ensure publishers and curriculum developers provide teachers with effective tools.
Publishers' Criteria for K-2 (Revised May 16, 2012)
Publishers' Criteria for 3-12 (Revised April 12, 2012)
Creators/Lead Authors: Sue Pimentel and David Coleman, lead CCSS ELA standards writers
Contact: CCSSO
Website: http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf and http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf

Supplemental Research to Appendix A of Common Core State Standards on Text Complexity
As a result of new research on the quantitative dimensions of text complexity published since the standards' release, CCSSO and NGA developed a supplement to Appendix A of the Common Core Standards that is posted on www.corestandards.org. This research expands upon the three-part text complexity model outlined in Appendix A of the CCSS in ELA/Literacy that blends quantitative and qualitative measures of text complexity with reader and task considerations. The supplement contains an updated chart of text complexity grade bands and associated ranges for six quantitative computer programs that measure text complexity. It also presents new field-tested tools for helping educators assess the qualitative features of text complexity.
Contact: CCSSO

Navigating Text Complexity
Understanding text complexity is essential to implementing the Common Core State Standards in ELA & Literacy. In May 2013 the CCSSO English Language Arts state collaborative, led by CCSS lead author Sue Pimentel, launched the Navigating Text Complexity resource to support districts and educators. This site contains videos and professional development tools. Access these tools here:
http://www.ccsso.org/Navigating_Text_Complexity.html.

Updated May 2013

AchieveTheCore.Org
Student Achievement Partners' Common Core website AchievetheCore.org includes free, open-source resources to support Common Core implementation at the classroom, district, and state level: www.achievethecore.org. Resources currently available include the most recent edition of the English Language Arts (ELA) Publishers' Criteria and guides to writing text dependent questions. Additionally, Student Achievement Partners recently developed a module that introduces educators and school officials to the literacy shifts in the content areas.

Basal Alignment Project
The Council of the Great City Schools and Student Achievement Partners (SAP) developed a free, online resource bank, known as the Basal Alignment Project, of standards-aligned materials and questions that teachers and administrators can use in conjunction with their current curriculum while new instructional products are being developed. These organizations have convened literacy educators from states across the country to write the materials. Website registration is required to access the dozens of freely-available, revised questions and tasks for widely used 3rd-5th grade texts in basal reading series. Sign up on Edmodo by using the code "**etuyrm**" to join the BAP group.
Contact: Robin Hall, Council of Great City Schools
Website: http://www.edmodo.com/

RELATED INFORMATION AND PUBLICATIONS

CCSSO Webinar on Text Complexity
The recording of the January 26, 2012 webinar on text complexity and the accompanying materials are available online. The webinar, which focused on tools and resources to support teachers and districts on text complexity, featured Sue Pimentel, a leader on the Common Core State Standards English language arts writing committee, as well as representatives from the Kansas and Louisiana Departments of Education.
Website: http://www.ccsso.org/Resources/Digital_Resources/The_Common_Core_State_Standards_Supporting_Districts_and_Teachers_with_Text_Complexity.html

CCSSO Webinar: The Common Core State Standards for ELA: Shifts and Implications for Instruction
On April 12, CCSSO hosted a webinar, supported by the Kansas EAG State Consortium project, titled "The Common Core State Standards for English Language Arts: Shifts and Implications for ELA Instruction". Presenters Meredith and David Liben, ELA instructional specialists and professional development leaders, work with Student Achievement Partners, a nonprofit organization founded by three of the contributing authors of the Common Core State Standards that assembles educators and researchers to design actions based on evidence to improve student achievement. The webinar includes discussion led by Sandra Warren, ASES SCASS adviser, and Kris Shaw, ELA specialist in Kansas State Department of Education.
Website:
http://www.ccsso.org/Resources/Digital_Resources/April_12_EAG_Webinar.html

Updated May 2013

Common Core State Standards: Implementation Tools And Resources

International Reading Association (IRA) Statement: Providing Literacy Implementation Guidance for the ELA Common Core

The International Reading Association has issued guidance on seven issues that have proven challenging to teachers, principals, administrators, and others who are charged with implementing the Common Core State Standards (CCSS) for English Language Arts. The discussion around each of the seven areas – the use of challenging texts, the foundational skills in the standards, comprehension, vocabulary, writing, disciplinary literacy, and diverse learners – is accompanied by recommendations on how to implement these aspects of the standards.
Website: http://www.reading.org/Libraries/association-documents/ira_ccss_guidelines.pdf

Aspen Institute Primer on Close Reading of Text

In October 2012, the Aspen Institute released "Implementing the Common Core State Standards: A Primer on "Close Reading of Text" which can be accessed at http://www.aspeninstitute.org/publications/implementing-common-core-state-standards-primer-close-reading-text. To assist teachers in understanding and employing a Close Reading technique, the primer addresses three key questions:

- What is "Close Reading" of text, and what are its essential attributes? How, and for what purposes, should teachers employ this strategy?

- What is the role of background knowledge in the development of reading comprehension, and when should teachers activate and/or provide background knowledge?

- What should teachers and district leaders consider about Close Reading as they prepare to implement it in practice?

ASCD *Educational Leadership* article: The Common Core Ate My Baby and Other Urban Legends

The Common Core Ate My Baby and Other Urban Legends, authored by literacy expert Timothy Shanahan and featured in *Educational Leadership*, dispels five myths about the new ELA standards and show what the standards really entail.
Website: http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/The-Common-Core-Ate-My-Baby-and-Other-Urban-Legends.aspx

The Role of Fiction in the High School English Language Arts Classroom

Two of the lead authors of the ELA Common Core State Standards, Sue Pimentel and David Coleman, penned this December 2012 article in *The Huffington Post* that specifies how literature and informational texts are treated in the Common Core.

Website:http://www.huffingtonpost.com/susan-pimentel/the-role-of-fiction-in-th_b_2279782.html

Updated May 2013

CONNECTING CAREER AND TECHNICAL EDUCATION TO THE COMMON CORE

Common Core Standards and Career Technical Education Classroom Tasks
Achieve and the National Association of State Directors of Career Technical Education, jointly piloted a process where educators evaluated, modified, and/or developed instructional tasks that demonstrate how Career Technical Education (CTE) content can be leveraged throughout high school mathematics. The tasks were developed by high school and postsecondary mathematics and CTE educators, and validated by content experts in the Common Core State Standards in mathematics and the National Career Clusters Knowledge & Skills Statements. They were developed to demonstrate how the Common Core and CTE Knowledge & Skills Statements can be integrated into classroom learning, and to provide classroom teachers with a truly authentic task for either mathematics or CTE courses.
Website: http://www.achieve.org/ccss-cte-classroom-tasks

Common Core State Standards & Career and Technical Education: Bridging the Divide between College and Career Readiness
In May 2012, Achieve released a brief, Common Core State Standards & Career and Technical Education: Bridging the Divide between College and Career Readiness which outlines a set of eight strategies state and district leaders can leverage to ensure the implementation of Common Core State Standards engages, informs, and benefits from the career and technical education (CTE) community. The paper was prepared for Achieve by Hans Meeder and Thom Suddreth of the Meeder Consulting Group, with the Association for Career and Technical Education and the National Association of State Directors of Career Technical Education Consortium.
Website: http://www.achieve.org/files/CCSS-CTE-BridgingtheDivide.pdf

CONNECTING ENGLISH LANGUAGE LEARNERS TO THE COMMON CORE

Changing Role of the ESL Teacher
Believing that English as a Second Language (ESL) teachers have been largely absent from the conversation about Common Core Implementation, TESOL convened a group of ESL educators to discuss their role. TESOL released a report summarizing the conversations that took place during the meeting. The report can be accessed here: http://www.tesol.org/docs/default-source/advocacy/ccss_convening_final-5-3-13.pdf?sfvrsn=4

English Language Proficiency Development Framework
The English Language Proficiency Development (ELPD) framework, published in September 2012, outlines the underlying English language practices and uses found in the CCSS and the NGSS; communicates to ELL stakeholders the language skills that all ELLs must acquire in order to successfully engage the CCSS and NGSS; and sketches out a procedure by which to evaluate the degree of alignment present between the framework (that corresponds to the language demands of the CCSS and NGSS) and ELP standards.

To assist states and interested stakeholders in using the framework, CCSSO hosted a four-part webinar series on this publication. The first webinar oriented participants to the framework and its uses. The subsequent webinars focused on the key practices in each subject area – English language arts, mathematics, and science—as described by their respective standards, as well as the features of discipline-specific language used by teachers and students while engaged in the learning of these key practices. You can access the webinars at http://www.ccsso.org/Resources/Digital_Resources/Common_Core_Webinar_Series.html
Links to listen to the archived webinars are listed below.

- Overview
- Mathematics
- English Language Arts
- Science

Creator: CCSSO
Website:http://www.ccsso.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.html

Common Core State Standards Available in Spanish
The San Diego County Office of Education, CCSSO, and the California Department of Education completed a draft translation of the Common Core State Standards for English Language Arts & Literacy into Spanish. Common Core en Español is now available to

Updated May 2013

each state and territory that has adopted the Common Core State Standards. An effort to translate the mathematics standards into Spanish is currently underway.

Website: http://commoncore-espanol.com/

Videos about Common Core for Community Members Available in English and Spanish

The Council of the Great City Schools developed two 30-second Public Service Announcements (PSAs) to quickly tell the story of the Common Core State Standards to the public. The PSAs are available in both English and Spanish. The PSAs were recently released and have already been viewed by more than 10 million people in just two weeks.

In addition, CGCS also developed two three-minute videos (one in English and one in Spanish) that explain the Common Core in a slightly longer form. The three-minute videos explain how the Common Core will help students achieve at high levels and help them learn what they need to know to get to graduation and beyond. These videos work particularly well for presentations to community and parent groups.

Understanding Language Project at Stanford University

Understanding Language Project at Stanford University aims to heighten educator awareness of the critical role that language plays in the new Common Core State Standards and Next Generation Science Standards. Language-rich performance expectations such obtaining, evaluating, and communicating information; articulating and building on ideas; constructing explanations; and engaging in argument from evidence permeate the Common Core State Standards. Resources are available on this website http://ell.stanford.edu/ and include:

- A set of commissioned papers focusing on the shifts, challenges, and opportunities found in the new Standards. These papers offer strategic analyses of the language demands and opportunities contained in the new Standards. They also offer guidance on implementation in areas such as assessment and teacher professional development
- An instructional unit aligned to the Common Core ELA, which was created to exemplify effective strategies for helpings ELLs to take advantage of the linguistic opportunities in the Common Core ELA. It includes more than 230 pages of resources, complete with full student handouts.

Colorín Colorado

The Colorín Colorado site is a partnership between AFT and WETA that aggregates and displays unique resources on Common Core for English as a second language (ESL) teachers, including videos of teachers in Albuquerque, New Mexico collaborating on CCSS instruction for ELLs.
Contact: **Colorín Colorado**
Website: http://www.colorincolorado.org/educators/common_core/

Updated May 2013

<u>**RELATED PUBLICATIONS**</u>

**<u>The Role of Language and Literacy in College- and Career-Ready Standards:
Rethinking Policy and Practice in Support of English Language Learners</u>**
In October 2012 the Alliance for Excellent Education released <u>The Role of Language and Literacy in College- and Career-Ready Standards: Rethinking Policy and Practice in Support of English Language Learners</u> which discusses the role of language and literacy in college- and career-ready standards for English Language Learners (ELLs). The Common Core State Standards (CCSS) offer great promise for advancing the quality of education and outcomes for all students, but meeting the higher expectations associated with them could prove especially daunting for the rapidly growing population of ELLs— students who must learn grade-level content while simultaneously trying to master the English language. This report discusses these challenges, highlights initiatives already underway to help ELLs meet these challenges, and outlines how policy and practice must change to help ELLs graduate ready for college and a career.

Additionally, this video shows College Board President David Coleman moderating a discussion with national ELL experts, including Lily Wong-Fillmore, on how to ensure that all students are challenged and given an opportunity to succeed.

Website: <u>http://www.cgcs.org/Page/144</u>

<u>**Updated May 2013**</u>

CONNECTING STUDENTS WITH DISABILITIES TO THE COMMON CORE

Using Multi-Tiered Systems of Support (MTSS) to Implement Common Core
The Council of Great City School's put together a white paper which encourages schools to embrace the needs of ALL students. Regardless of how school district leaders implement the Common Core, some students will require additional support and intervention in order to be successful. The Council of Great City School's recommends implementing the standards within a framework of a Multi-Tiered System of Supports (MTSS) will help ensure that all students succeed.
Website:http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/77--Achievement%20Task%20Force--RTI%20White%20Paper-Final.pdf

CCSSO Webinar: Language Arts Instructional Strategies for Special Education and All Teachers
On April 10, 2012 CCSSO hosted a webinar, supported by the Kansas EAG State Consortium project, titled "Language Arts Instructional Strategies for Special Education Teachers and All Teachers". Presenter Lisa Campbell, ELA and special education specialist and professional development leader of Hamilton County, Ohio, focused on critical changes in methods and content of instruction in language arts in the elementary grades under the Common Core Standards that teachers will need to incorporate into their instruction and curriculum.
Website:
http://www.ccsso.org/Resources/Digital_Resources/April_10_EAG_Webinar.html

CCSSO Webinar: Transition to the CCSS for Teachers of Students with Significant Cognitive Disabilities
On April 16, 2012 CCSSO hosted a webinar, supported by the Kansas EAG State Consortium project, titled "Transition to the CCSS for Teachers of Students with Significant Cognitive Disabilities". Presenter Karen Erickson, a special education expert at the University of North Carolina - Chapel Hill, focused on important transitions in instructional approach for teachers of students with significant cognitive disabilities.
Website:
http://www.ccsso.org/Resources/Digital_Resources/April_16_EAG_Webinar.html

CCSSO Webinar: Overview of the 1% Assessment Consortia
On July 10, 2012 CCSSO hosted a webinar to provide an overview of the two assessment consortia funded to design assessment systems aligned to the Common Core for students with the most significant cognitive disabilities, Dynamic Learning Maps (DLM) and the National Center and State Collaborative (NCSC) Partnership. These new alternate assessments are expected to fit cohesively within the comprehensive assessment systems under development by the Partnership for Assessment Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced). Both DLM and NCSC will be ready for use by the 2014-15 school

Updated May 2013

year. Rachel Quenemoen (NCSC) and Neal Kingston (DLM) discussed similarities and differences between the consortia and how their work connects to the Common Core, which was followed by Q&A with the audience.
Website:http://www.ccsso.org/Resources/Digital_Resources/1_Percent_Assessment_Consortia_Webinar.html

NSTTAC Common Core Transition Think Tank
The National Secondary Transition Technical Assistance Center, funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), has developed a list of example transition skills that are aligned to the Common Core State Standards.

- English Language Arts
- Mathematics

Contact: NSTTAC
Website: http://www.nsttac.org/content/ccss-transition-think-tank

Updated May 2013

DEFINING COLLEGE AND CAREER READINESS

Building Blocks for Change: What it Means to Be Career Ready
The Career Readiness Partner Council, a broad-based coalition of education, policy, business and philanthropic organizations that strives to forward a more comprehensive vision for what it means to be career ready, issued a statement in October 2012 around its vision for career readiness. CCSSO is a member organization of the Career Readiness Partner Council and is one of the listed supporters of the statement. The statement can be found here: http://careerreadynow.org/docs/CRPC_4pagerB.pdf

National High School Center College and Career Readiness Webinar
In June 2012, the National High School Center hosted a series of webinars on college and career readiness (CCR). The webinars can be found here: http://www.betterhighschools.org/webinar/default.aspx#CCRWebinars. Nationally-recognized experts and practitioners in the field of college and career readiness shared their perspectives on defining and actualizing college and career readiness for all students. Topics included:

- The Complexity of College and Career Readiness
- College and Career Readiness and Linked Learning
- College and Career Readiness and Students with Disabilities
- Aligning Resources, Structures, and Supports for Actualizing College and Career Readiness

Education Policy Improvement Center's Definition of College and Career Readiness
Dr. David Conley, founder of EPIC, has developed a definition of college and career readiness, which is available on the center's website. Dr. Conley presented on this topic to CCSSO's Implementing the Common Core Standards (ICCS) state collaborative in December 2011. Additional presentations and resources about college and career readiness are available on EPIC's website.
Contact: EPIC
Website: http://www.epiconline.org/

2012 50-State Achieve Report on College and Career Readiness
In September 2012, Achieve released its seventh annual "Closing the Expectations Gap" report, which surveys all 50 states and the District of Columbia on standards, graduation requirements, assessments, and accountability systems aligned to college- and- career-ready expectations. The report can be found on Achieves website at achieve.org: The key findings regarding standards and assessments include:

- All 50 states and the District of Columbia have adopted standards aligned to the expectations of college and careers. 46 states and DC have adopted the Common Core State Standards, while four have state-developed CCR standards; and

- 18 states administer college- and career-ready high school assessments capable of producing a readiness score that postsecondary institutions use to make

32

Updated May 2013

placement decisions. It is expected that 44 states and the District of Columbia participating in one or both Race to the Top assessment consortia will meet this criteria when the next generation assessments are administered for the first time in 2014-2015.

Updated May 2013

ASSESSMENT CONSORTIA INFORMATION

General Assessment Consortia

Two state-led consortia – the Smarter Balanced Assessment Consortium (Smarter Balanced) and the Partnership for the Assessment of Readiness for College and Careers (PARCC) – are currently developing the assessments that will test students on the new standards beginning in the 2014-2015 school year. You can sign up for updates on their work through their web sites:

Partnership for Assessment of Readiness for College and Careers (PARCC) (http://www.parcconline.org/)
Smarter Balanced Assessment Consortium (Smarter Balanced) (http://www.smarterbalanced.org/)

Each consortium has released model content frameworks in ELA and Math and posted them on their respective websites:
PARCC Model Content Frameworks
Smarter Balanced Content Specifications

In addition, sample assessment items are available for the public to view through the consortia's websites:
PARCC Item and Task Prototypes
Smarter Balanced Sample Items and Performance Tasks

PARCC has also recently released a few tools about their assessment. The PARCC Assessment Administration Capacity Planning Tool includes a calculator that supports local technology budgeting and decision-making in preparation for computer-based administration of the tests. PARCC also released guidance, blueprints, test specification tools, and Common Core State Standards resources for all educators.

CCSSO, in conjunction with the two consortia, hosted two webinars on the sample items, one for ELA/literacy featuring Rebecca Mieliwocki, the 2012 National Teacher of the Year and one for mathematics featuring Jim Mamer, the winner of 2012 Ohio Council of Teachers of Mathematics Elementary Teaching Award. In each webinar, the teacher discusses his or her reactions to the new assessment items, and gives guidance to fellow teachers about the Common Core State Standards and accompanying assessments that students and teachers will experience soon. The webinars can be found here:
http://www.ccsso.org/Resources/Digital_Resources/Common_Core_Webinar_Series.html

ELA Webinar with Rebecca Mieliwocki, 2012 National Teacher of the Year
Math Webinar with Jim Mamer, winner of 2012 Ohio Council of Teachers of Mathematics Elementary Teaching Award

Updated May 2013

Common Core State Standards: Implementation Tools And Resources

CCSSO
Council of Chief State School Officers

Alternate Assessment Consortia

Two state-led consortia are developing Common Core assessments for students with the most significant cognitive disabilities, which is about 1% of the student population:
Dynamic Learning Maps (http://dynamiclearningmaps.org/)
National Center and State Collaborative (http://www.ncscpartners.org/)

ELP Assessment Consortia

Two state-led consortia are developing English language proficiency (ELP) assessments corresponding to the Common Core State Standards:
ASSETS: Assessment Services Supporting ELs through Technology Systems (http://www.wida.us/assessment/assets.aspx)
English Language Proficiency Assessment for the 21st Century (ELPA21) (http://www.ode.state.or.us/news/Announcements/announcement.aspx?ID=8675&TypeID=5)

RELATED RESOURCES AND PUBLICATIONS

CCSSO Webinar: Overview of the 1% Assessment Consortia

In July 2012, CCSSO hosted a webinar to provide an overview of the two assessment consortia funded to design assessment systems aligned to the Common Core for students with the most significant cognitive disabilities: Dynamic Learning Maps (DLM) and the National Center and State Collaborative (NCSC) Partnership. These new alternate assessments are expected to fit cohesively within the comprehensive assessment systems under development by the Partnership for Assessment Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced). Both DLM and NCSC will be ready for use by the 2014-15 school year, the same year in which the comprehensive assessment systems will be operational. Rachel Quenemoen (NCSC) and Neal Kingston (DLM) discussed similarities and differences between the consortia and how their work connects to the Common Core, which was followed by Q&A with the audience. Access the webinar here:
http://www.ccsso.org/Resources/Digital_Resources/1_Percent_Assessment_Consortia_Webinar.html

Publication: Coming Together to Raise Achievement: New Assessments for the Common Core State Standards

This guide, *Coming Together to Raise Achievement: New Assessments for the Common Core State Standards,* published by the K-12 Center at ETS, provides information about the designs, work, and timelines for each of the five assessment consortia. It also includes advice from educators about what teachers and schools can do now to start the transition to the Common Core State Standards, an annotated list of helpful websites and online resources, and an explanation of evidence-centered design, the process being used to develop the new assessments, and its benefits. Access this publication at:
http://k12center.org/rsc/pdf/20847_consortiaguide_sept2012.pdf.

Updated May 2013

Publication: December 2011 Report from the National Center for Higher Education Management Systems (NCHEMS)

This guide *December 2011 report from the National Center for Higher Education Management Systems (NCHEMS),* identifies the conditions that can help build consensus between state K-12 and postsecondary systems on policy issues. It specifically makes recommendations for meaningful involvement by higher education in the implementation of the Common Core State Standards and assessments by identifying criteria that reflect a state's capacity for alignment between K-12 and higher education, as well as the hallmarks of what meaningful higher education involvement looks like. Visit http://www.nchems.org/pubs/detail.php?id=146 to access this report.

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