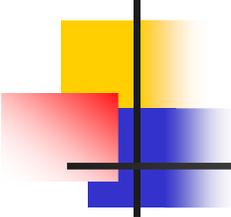


THE COMMON CORE STATE STANDARDS IN CONNECTICUT

Implications for Curriculum, Instruction and Learning

Simsbury Public Schools, Spring 2011

Adapted from CTSDE & Common Core State Standards Initiative

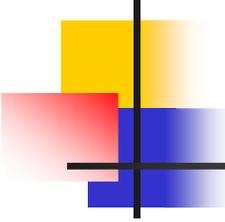


Understanding the CCSS

In the spring of 2009, governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state standards (CCSS) for K-12 English language arts (ELA) and mathematics.

<http://www.corestandards.org>

Achieve, 2010

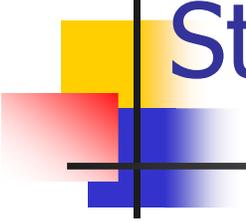


CCSS and Connecticut's Education Reform Agenda

The CCSS, adopted by the State Board on July 7, 2010:

- Internationally benchmarked
- Prepare all students to succeed in a global economy
- Support the State Board's 5-Year Plan
- Support Connecticut's Secondary School Reform

What are the Common Core State Standards?



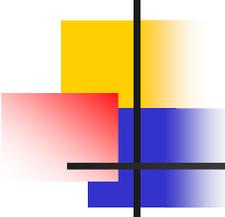
Internationally benchmarked so that all students are prepared to succeed in our global economy and society

Aligned with **college and work expectations** (College and Career Readiness (CCR))

Focused and coherent

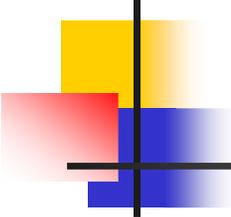
Include **rigorous content and application of knowledge** through high-order skills

Build upon strengths and lessons of current state standards based on evidence and research



CCSS Key Assumptions

- CCSS assume 100% mastery of the preceding year's standards
- Standards are high points, not finish lines
- Standards are not curriculum
- In order for change to be effective, it must be at the unit or chapter level

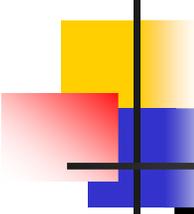


Design and Organization – Language Arts

Reading and Writing

- K–5 (cross-disciplinary)
- 6–12 English Language Arts
- 6–12 Literacy in History/Social Studies, Science, and Technical Subjects*

*Shared responsibility for students' literacy development



Key Advances – Language Arts

Reading

- Balance of literature and informational texts
- Text complexity

Writing

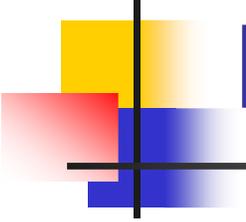
- Emphasis on argument and informative/explanatory writing
- Writing about sources

Speaking and Listening

- Inclusion of formal and informal talk

Language

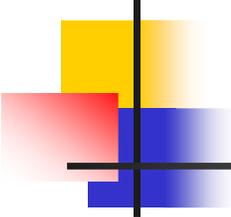
- Stress on general academic and domain-specific vocabulary



Design and Organization – Mathematics

Two Components

- **Standards for Mathematical Content**
- **Standards for Mathematical Practice**

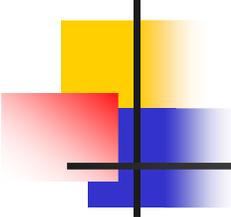


Mathematical Content

- K-8 standards presented by grade level
- Organized into domains that progress over several grades
- Grade introductions give 2–4 focal points at each grade level
- High school standards (9-12) presented by conceptual theme (Number & Quantity, Algebra, Functions, Modeling, Geometry, Statistics & Probability)

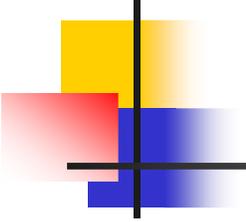
K-8 Mathematics Content

Domains	Counting & Cardinality	Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry	Number & Operations: Fractions	Ratios & Proportional Relationships	The Number System	Expressions & Equations	Statistics & Probability	Functions
K	X	X	X	X	X						
1		X	X	X	X						
2		X	X	X	X						
3		X	X	X	X	X					
4		X	X	X	X	X					
5		X	X	X	X	X					
6					X		X	X	X	X	
7					X		X	X	X	X	
8					X		X	X	X	X	X



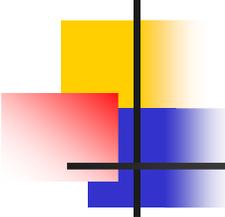
K-12 Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



Key Advances – Mathematics

- **Focus and coherence**
- **Balance of concepts and skills**
- **Mathematical practices**
- **College and career readiness**



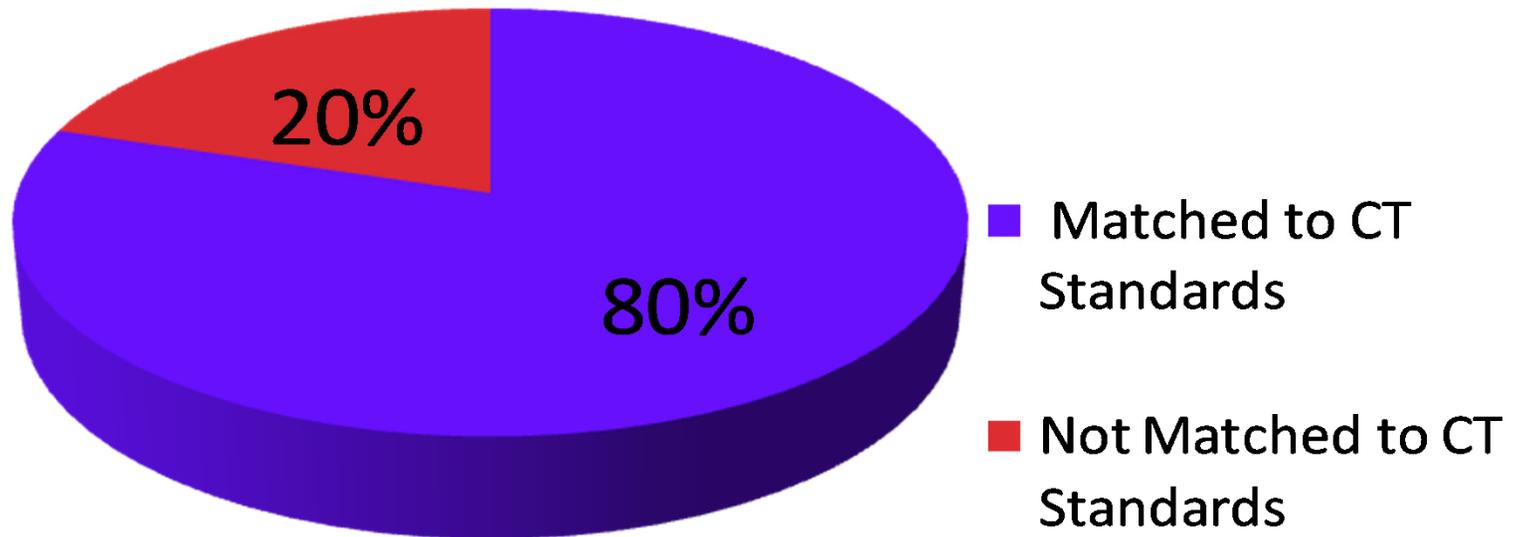
Connecticut's CCSS Adoption Process

Connecticut content experts in English Language Arts and Mathematics worked in teams to determine the existence of matches between CCSS and CT standards using the Common Core Comparison Tool developed by Achieve, Inc.

CCSS were compared to CT standards:

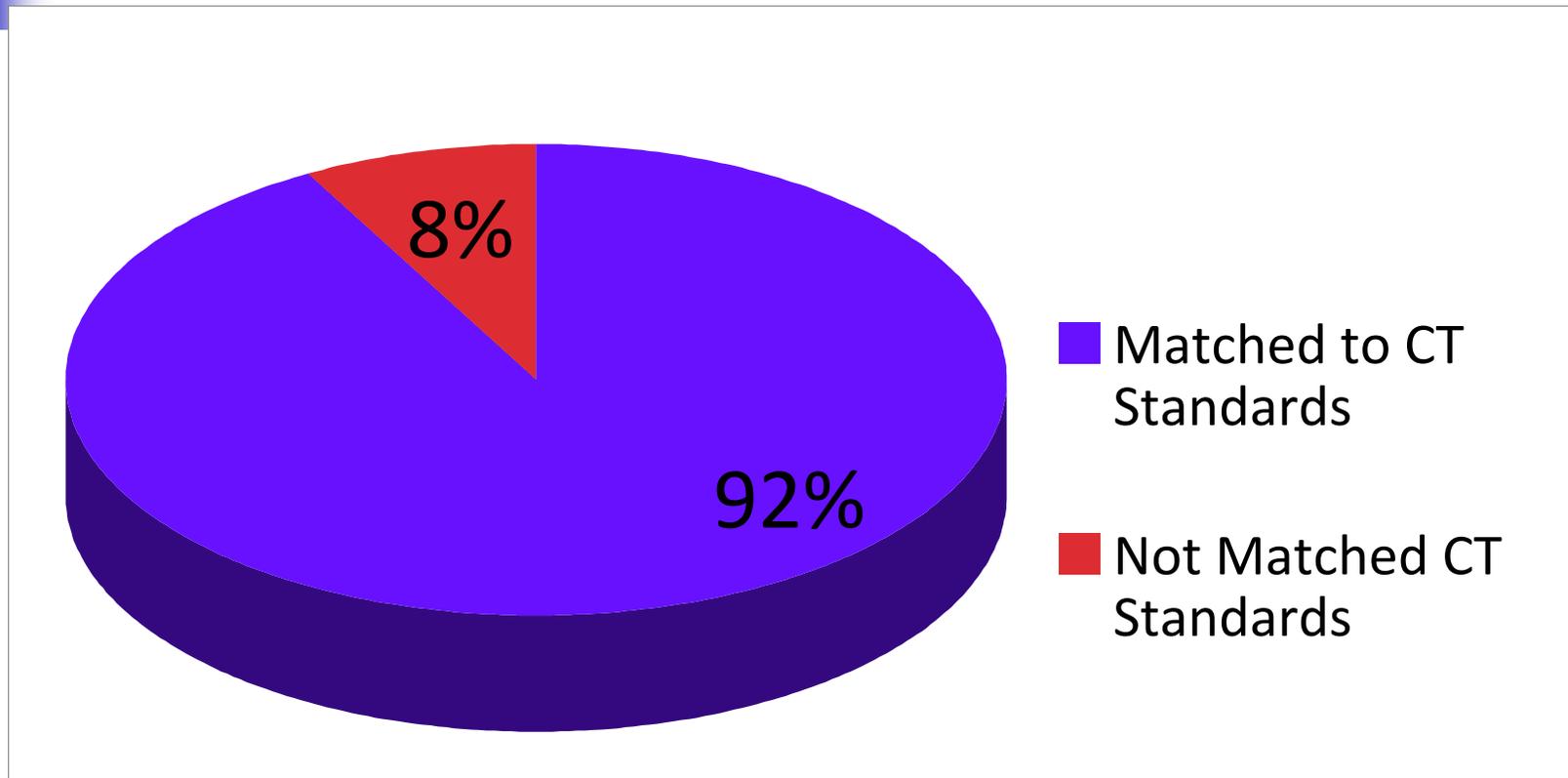
- standard by standard at the same grade level.
- at the prekindergarten level, grade levels before or after the targeted CCSS and by high school grade bands.

English Language Arts CCSS-CT Match Results

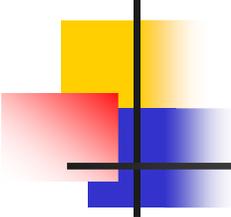


Overall, 80% of the CC ELA standards were matched to CT's ELA standards. The remaining 20% were not matched. This translates to about 200 of the 1,019 CC ELA standards that will be "new" for CT.

Mathematics CCSS-CT Match Results



Overall, 92% of the CC Math standards were matched to CT's Math standards. The remaining 8% were not matched. This translates to 40 CC Math standards that will be "new" for CT.



Future Assessment – In Development

State assessments will remain unchanged until 2014. CT is participating in the SMARTER Balanced Assessment Consortium charged with developing new assessments based on CCSS by 2015.

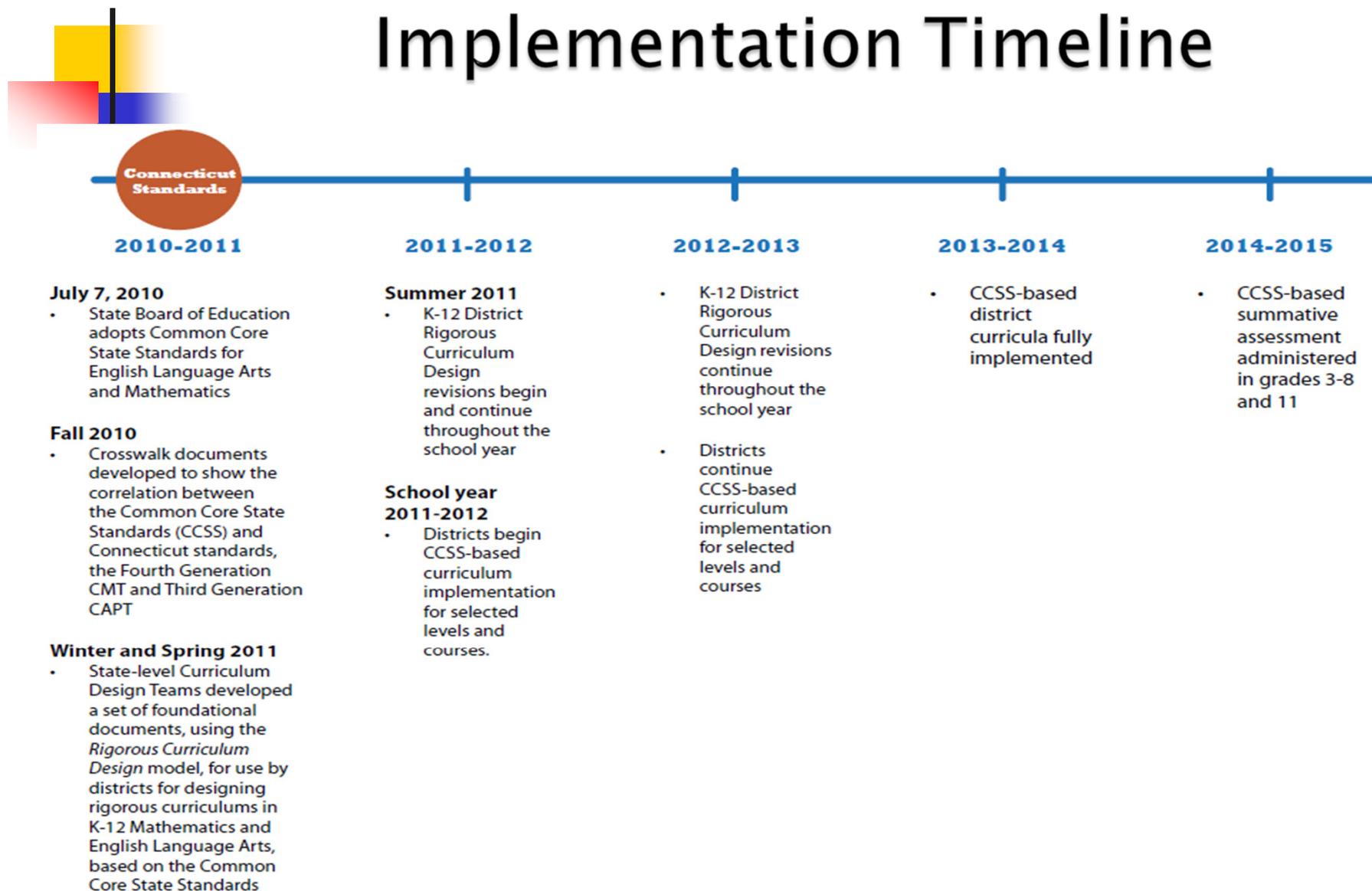
- Grades 3-8 and high school
- Language Arts and Math aligned to the CCSS
- Increased student learning (prepared for post secondary success) and improved teacher practice
- Combination of summative and formative assessments

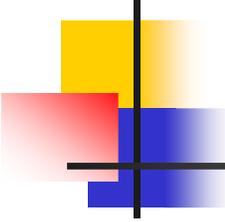
Standards:

Important but insufficient

To be effective in improving education and getting all students ready for college, workforce training, and life; the Standards must be partnered with a content-rich curriculum and robust assessments, both aligned to the Standards.

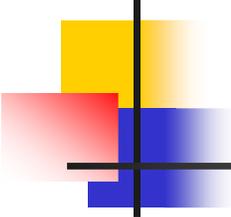
Connecticut Standards District Implementation Timeline





Crosswalk Considerations and Curriculum

- Districts need to compare current curriculum to CCSS. Much will stay the same, however some CCSS concepts/skills may need to be added; some current standards move to a different grade.
- Current instructional materials may need to be supplemented, enhanced or moved to a different grade.
- Practicing and pre-service teachers need support to understand the impact of the CCSS on designing learning opportunities for students.



District Implications & Next Steps

- Curriculum Audits
 - Revision to curriculum and assessments
 - Resources and materials
- Professional Development
 - Overview of CCSS
 - Content area specific training
- Gradual Implementation
 - Multi-year process