Common Core Town Hall Meeting

7PM, October 1, 2013
San Marino Schools & PTA

Welcome and Opening Remarks

Ms. Sally Fadley

PTA Council President

Overview

- Message From the State PTA
- 21st Century Learning Skills
- Assessment
- English/Language Arts & Math
- Q&A
- Closing

Message From the State PTA

Ms. Vanessa Koo
PTA

3-Minute Video
Explaining Common Core

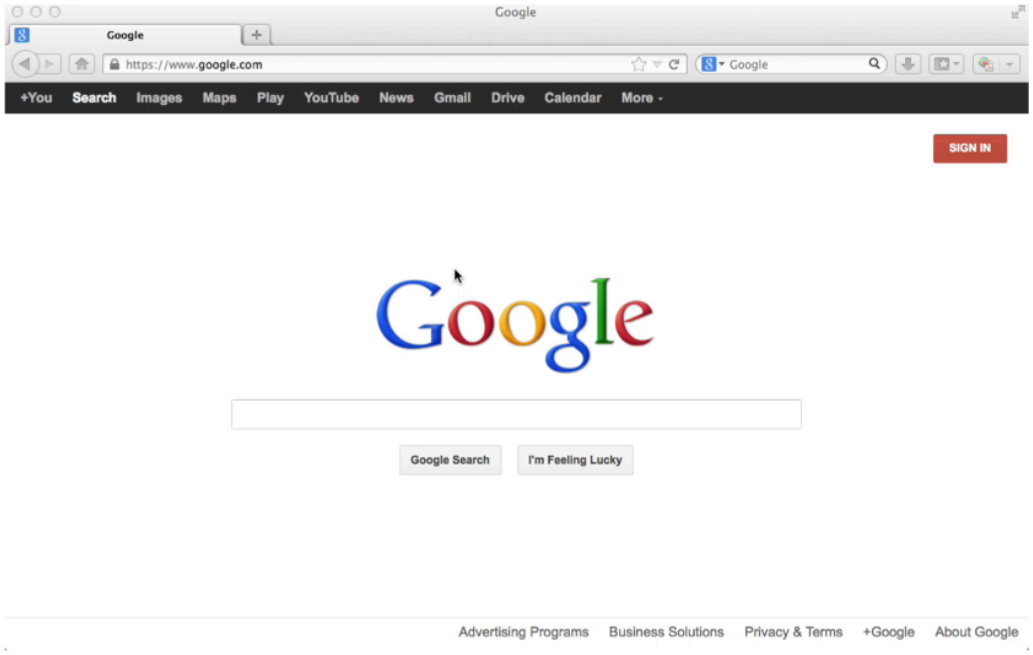
How to Find More Info?

Visit http://www.capta.org/sections/programs/e-standards.cfm

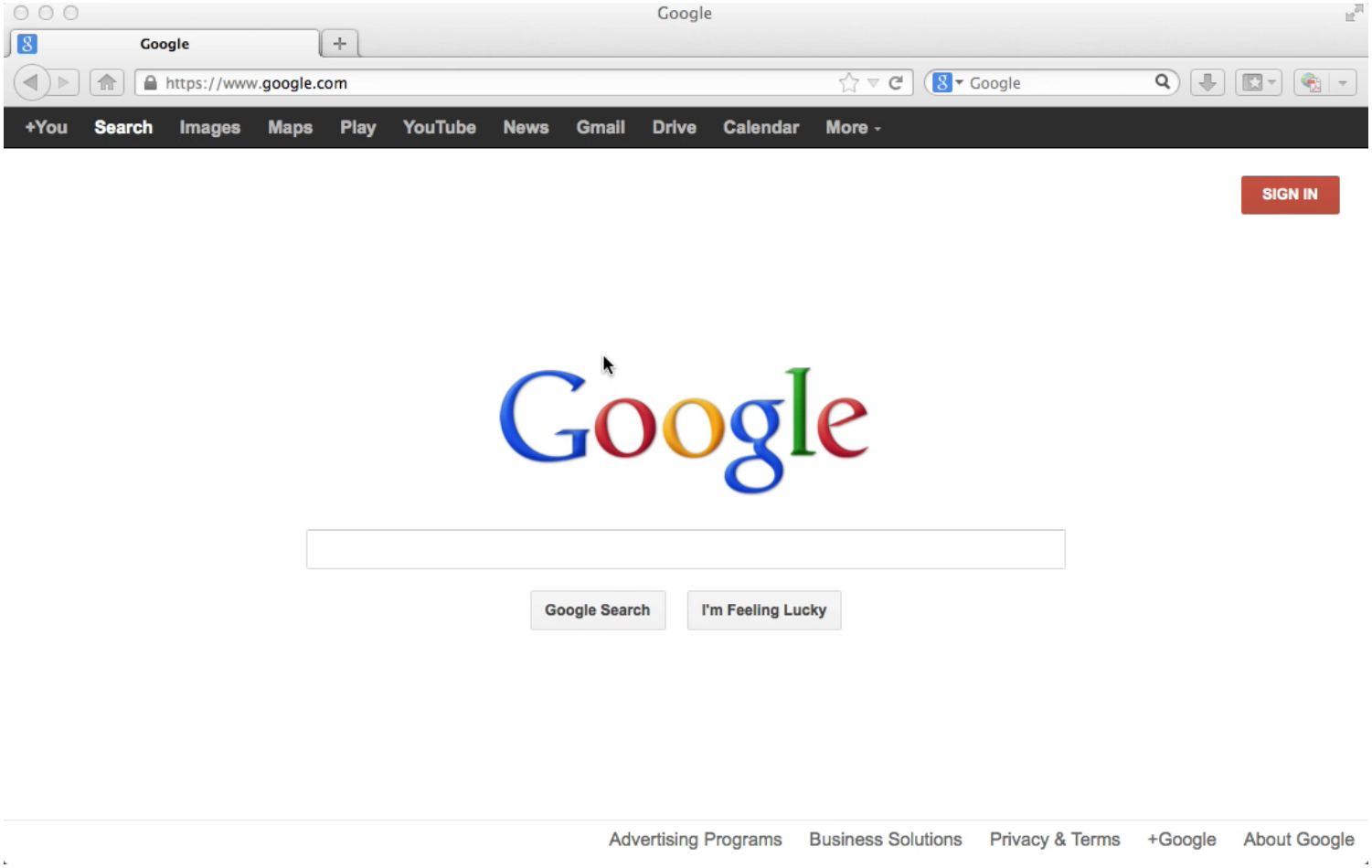
OR SEARCH BY:

1. **Open Google, search by "California State PTA"**
2. **Open the website: The California State PTA, in the search bar, type: common core.**
3. **Open the first link show as: Common Core, Parent Guide to the Common Core State Standard / California.**

Let's Demonstrate How…



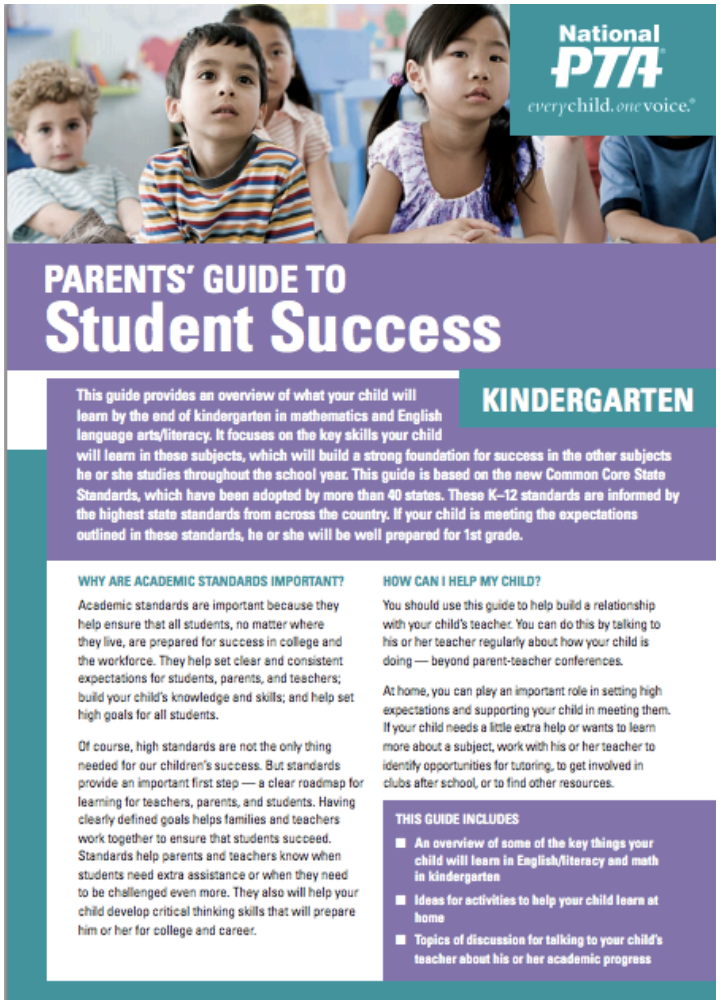
Demonstration Video



Parent's Guide to Student Success

- **Read the guide for Kindergarten to High School**
- **Here is the example for Kindergarten:**

http://www.capta.org/assets/downloads/parent-guides/K_StudentSucess.pdf



National PTA
everychild.onevoice.

PARENTS' GUIDE TO
Student Success

KINDERGARTEN

This guide provides an overview of what your child will learn by the end of kindergarten in mathematics and English language arts/literacy. It focuses on the key skills your child will learn in these subjects, which will build a strong foundation for success in the other subjects he or she studies throughout the school year. This guide is based on the new Common Core State Standards, which have been adopted by more than 40 states. These K–12 standards are informed by the highest state standards from across the country. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 1st grade.

WHY ARE ACADEMIC STANDARDS IMPORTANT?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. They help set clear and consistent expectations for students, parents, and teachers; build your child's knowledge and skills; and help set high goals for all students.

Of course, high standards are not the only thing needed for our children's success. But standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. Standards help parents and teachers know when students need extra assistance or when they need to be challenged even more. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

HOW CAN I HELP MY CHILD?

You should use this guide to help build a relationship with your child's teacher. You can do this by talking to his or her teacher regularly about how your child is doing — beyond parent-teacher conferences.

At home, you can play an important role in setting high expectations and supporting your child in meeting them. If your child needs a little extra help or wants to learn more about a subject, work with his or her teacher to identify opportunities for tutoring, to get involved in clubs after school, or to find other resources.

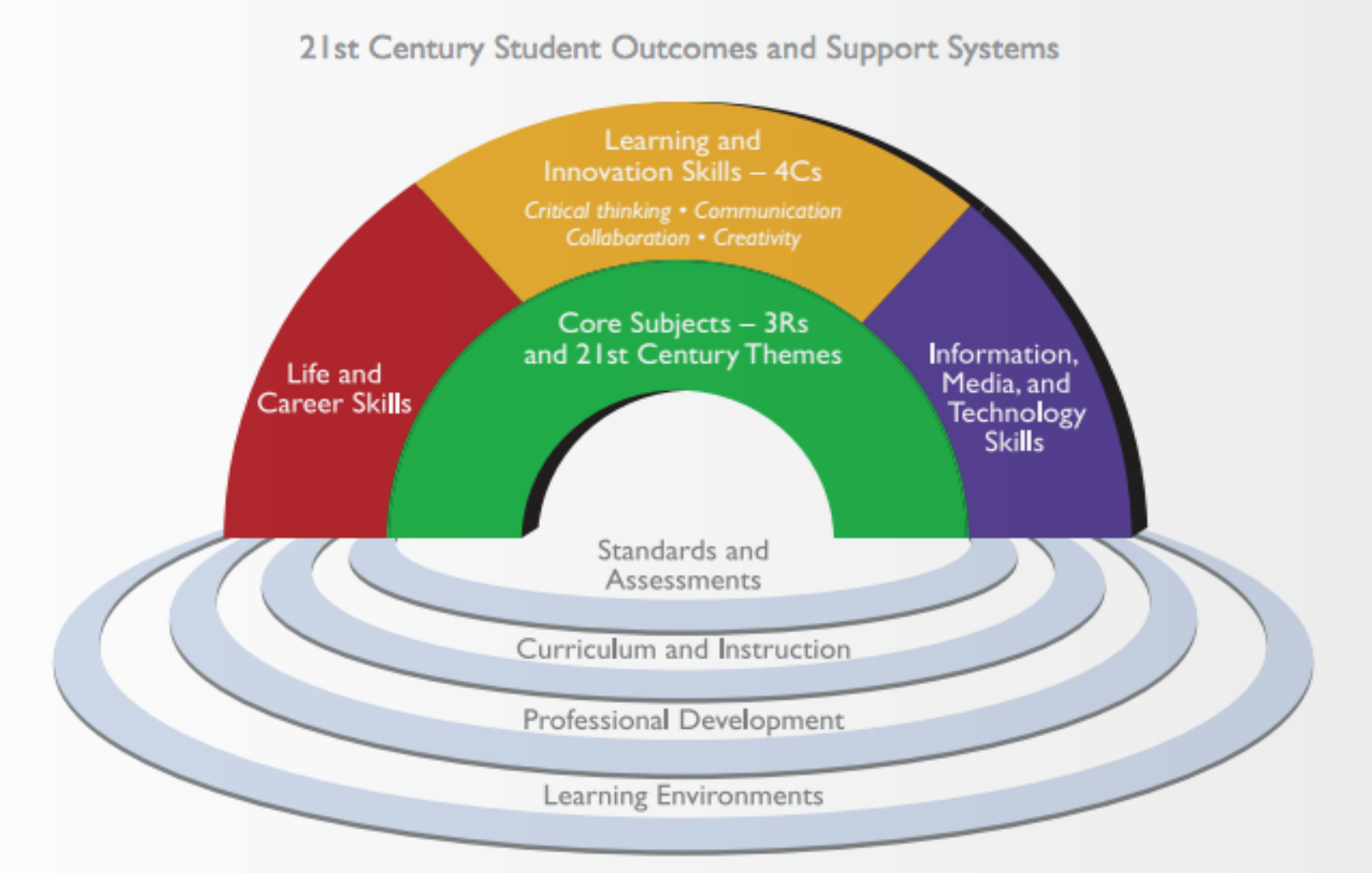
THIS GUIDE INCLUDES

- An overview of some of the key things your child will learn in English/literacy and math in kindergarten
- Ideas for activities to help your child learn at home
- Topics of discussion for talking to your child's teacher about his or her academic progress

21st Century Learning Skills

Mr. Loren Kleinrock
Superintendent

21st Century Learning Skills



http://www.p21.org/overview/skills-framework

College and Career Readiness

- Problem solving
- Critical thinking
- Reading and using work-related text
- Applying information from workplace documents to solve problems
- Applying mathematical reasoning to work-related problems
- Setting up and performing work-related mathematical calculations
- Locating, synthesizing, and applying information that is presented graphically
- Comparing, summarizing, and analyzing information presented in multiple related graphics

Learning & Innovation Skills
The 4 C's

- Critical Thinking
- Communication
- Collaboration
- Creativity

Information Media and Technology Skills

Effectively:

- Use
- Manage
- Evaluate

Information from digital technology and communication tools

Life and Career Skills

- Flexibility
- Self-direction
- Teamwork
- Appreciation of Diversity
- Accountability
- Leadership

Key Instructional Changes

- Emphasis on questions that require:
  - Greater depth of knowledge to answer
  - The ability to base answers on text-based information that supports the answer
  - Emphasis on non-fiction and primary sources
  - Written and oral communication skills emphasized across the curriculum

What Hasn't Changed?

Mastery of the content of core academic subjects:

- 80% of Standards are the same
- Reading, Writing, Math, Science, Social Studies

Assessment

Dr. Gary McGuigan
Assistant Superintendent of Instructional Services

Benefits of Common Core State Standards

Consistency	• Previously, every state had its own set of academic standards and different expectations of student performance.
Equity	• Common standards can help create more equal access to an excellent education.
Competition	• All students must be prepared to compete with not only their American peers, but also with students from around the world.
Clarity	• Clear and coherent standards will help students (and parents and teachers) understand what is expected of them.
Collaboration	• Common standards create a foundation for districts and states to work collaboratively.

The Challenge

How do we get from here...

Common Core State Standards specify K-12 expectations for college and career readiness

...to here?

All students leave high school college and career ready

... and what can an assessment system do to help?

Next Generation Assessments

- More rigorous tests measuring student progress toward **"college and career readiness"**
- Have **common, comparable scores** across member states, and across consortia
- Provide **achievement and growth information** to help make better educational decisions and professional development opportunities
- **Assess all students,** except those with "significant cognitive disabilities"
- Administer **online,** with timely results
- Use **multiple** measures

Two Consortia Awarded Funds

- **SMARTER Balanced** Assessment Consortium (SBAC)
  - On September 2, 2010, SBAC awarded $160 million
- **Partnership for Assessment of Readiness for College and Career** (PARCC)
  - On September 2, 2010, PARCC awarded $170 million
- An additional $15.9 million awarded to each consortium for the purpose to help all participating states with the transition to common core and common assessments

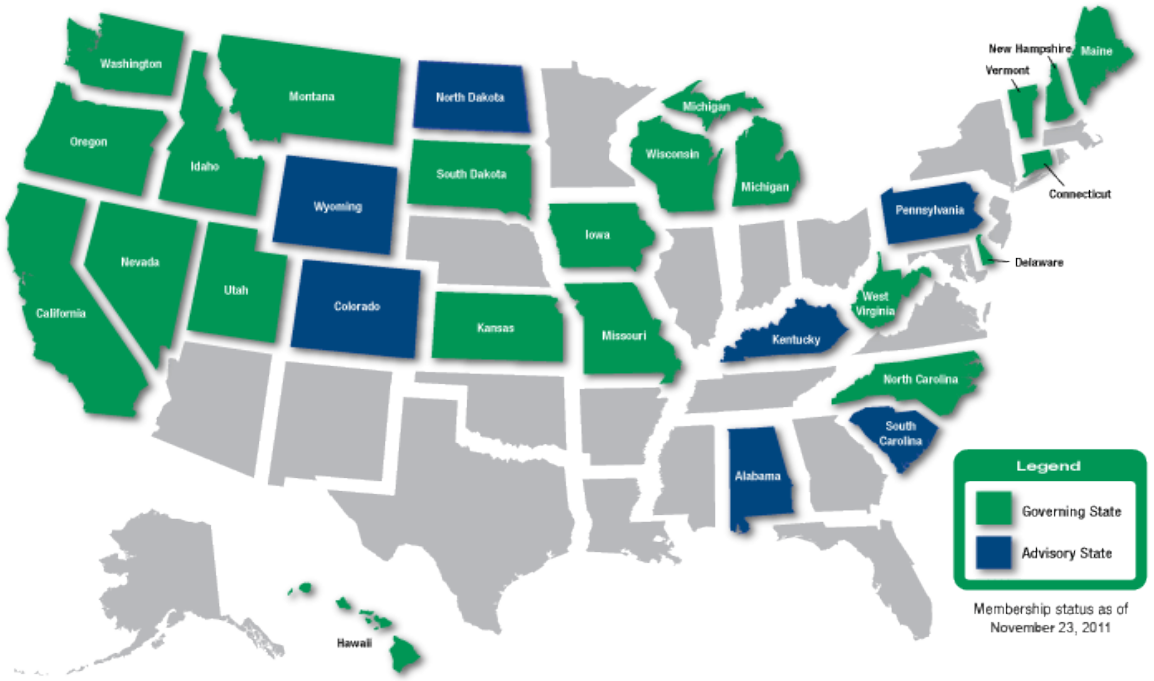
Smarter Balanced Assessment Consortium

California joined the consortium as a Governing Member on June 9, 2011

SMARTER
Balanced Assessment Consortium

Change in SBAC States

- Consortium of 28 states
  - 21 Governing
  - 7 Advisory



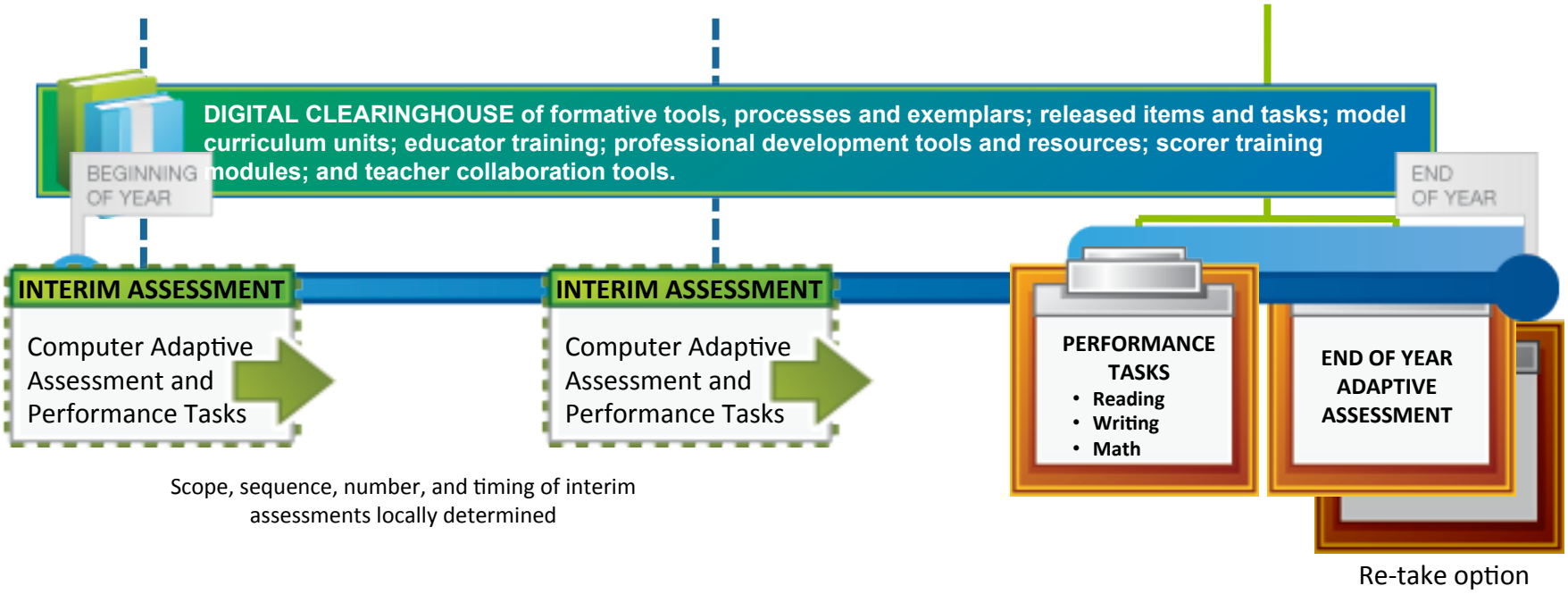
- 28 states representing 44% of K-12 students

The SBAC Goals

- To develop a set of **comprehensive and innovative** assessments for **grades 3-8 and 11** in English language arts and mathematics aligned to the Common Core State Standards
- Students leave high school **prepared for postsecondary success** in college or a career through increased student learning and improved teaching
- The assessments shall be **operational** across Consortium states in the **2014-15 school year**

The SBAC System

English Language Arts and Mathematics, Grades 3 – 8 and High School



Item Types

- **Selected-response**
- **Constructed-response**
  - Complex thinking skills, comparison and contrast, cause and effect, patterns, conflicting points of view, categorizing, summarizing, interpreting information
- **Extended constructed-response**
  - Assess knowledge and skills not easily accessed with selected response or constructed response (e.g., oral presentations, exhibitions, product development, extended written response)
- **Technology-enhanced**
  - Requires productive use of technology

Technology for Smarter Balanced

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Computer Adaptive Technology

Faster results	Turnaround in weeks
Shorter test length	Fewer questions compared to fixed form tests
Increased precision	Provides accurate measurements of student growth over time
Tailored to student ability	Item difficulty based on student responses
Greater security	Larger item banks mean that not all students receive the same questions
Mature technology	GMAT, GRE, COMPASS (ACT), Measures of Academic Progress (MAP)

Technology Readiness

- **San Marino USD is Ready!**
  - Hardware
  - Software
  - Bandwidth
  - Staffing
  - Electrical system and other infrastructure required for online testing

Pilot Tests

The Smarter Balanced Pilot Test, which occurred between February 20 and May 24, 2013, marked an important milestone in the development of a next-generation assessment system, allowing the Consortium to gather information about the performance of assessment items and the test delivery system under real-world conditions.

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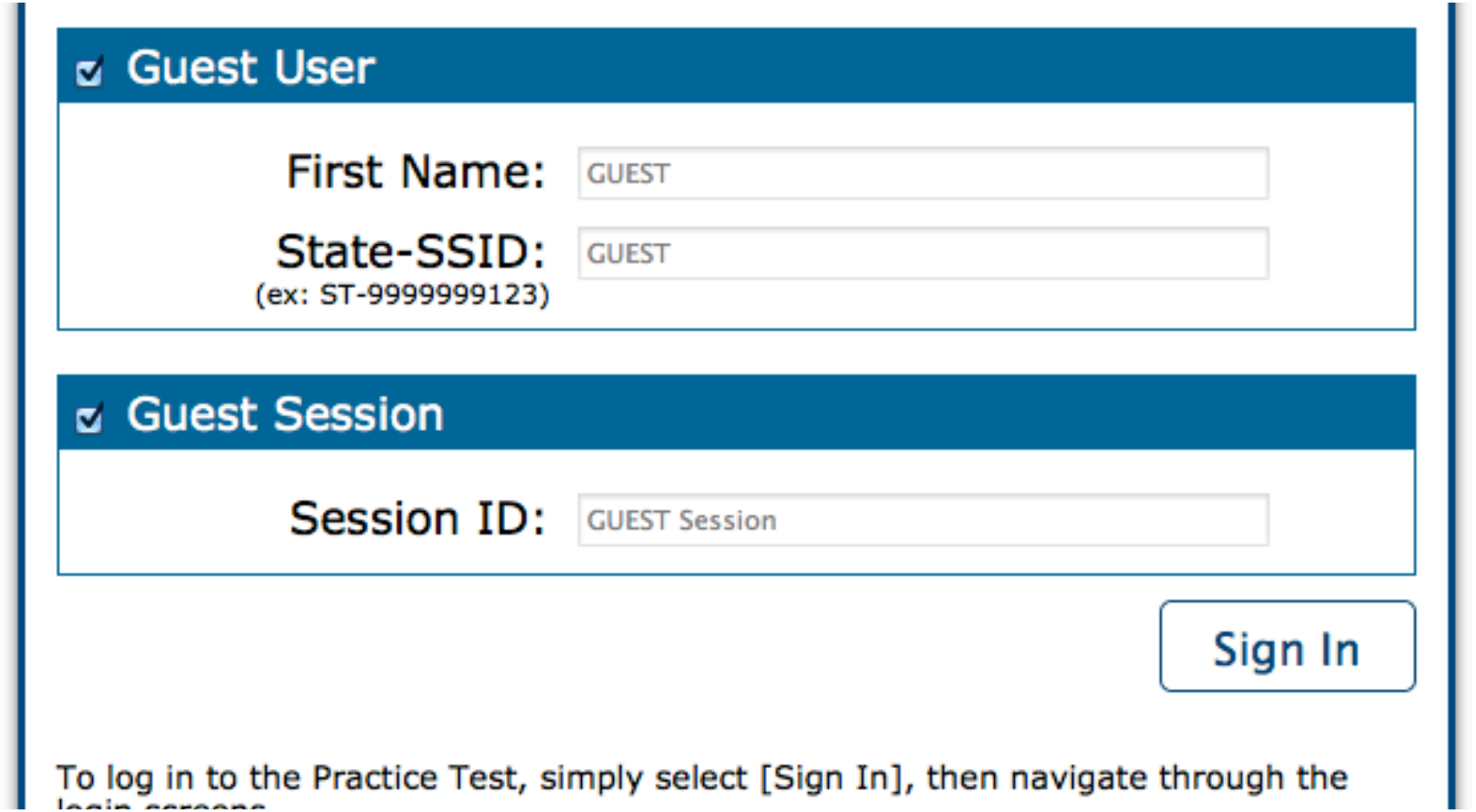
Field Tests are Coming!

The Practice Tests provided a preview of the Smarter Balanced assessments, but they did not encompass the full range of content that students will encounter on the spring 2014 Field Test or on the operational assessments.

Training for Students



http://www.cde.ca.gov/ta/tg/sa/practicetest.asp

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Transitioning to the Common Core

Subject: Math

School Principals

Standards for Mathematical Practice

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

Integrated Math or Standard Math Pathway

Standard	Integrated
• 6th Grade Math	• 6th Grade Math
• Pre-Algebra	• 7th Grade Math
• Algebra	• Integrated Math 1
• Geometry	• Integrated Math 2
• Algebra 2	• Integrated Math 3
• Pre-Calculus	• Pre-Calculus
• Calculus	• Calculus
• Statistics	• Statistics

Integrated vs. Standard
Comparing the Standards

Algebra

- 74 total standards
- 19 changed/eliminated
- What's been taken out?
  - Complete, Factor, Find, Explain
    - Complete the square in a quadratic expression to reveal the max or min value.
    - Factor a quadratic expression to reveal the zeros of the function it defines.
    - Find inverse functions.

Integrated Math 1

- 66 total standards
- 10 new/transformed
- What's been added?
  - Construct, Compute, Combine, Distinguish
    - Construct an equilateral triangle/square/regular hexagon inscribed in a circle
    - Prove the slope criteria for parallel and perpendicular lines
    - Use coordinates to prove simple geometric theorems algebraically

Math Assessment Differences Elementary

Smarter Balanced

Sample Questions

SAMPLE QUESTIONS DEMO
http://sampleitems.smarterbalanced.org/itempreview/sbac/index.htm

Math Assessment Differences Middle

Previous

- A bird flew 20 miles in 100 minutes at constant speed. At that speed, how long would it take the bird to fly 6 miles?
  - *This question requires one calculation, using a formula.*

CCSS

- A bird flew 20 miles in 100 minutes at constant speed. At that speed:

  (a) How long would it take the bird to fly 6 miles?

  (b) How far would the bird fly in 15 minutes?

  (c) How fast is the bird flying in miles per hour?

  (d) What is the bird's pace in minutes per mile?

  - *This question requires a series of calculations and reasoning. It measures if students understand why the formula works.*

Math Assessment Differences High

Previous

- If 3(y-1) = 8, then what is y?
  - *This question is an example of solving equations as a series of mechanical steps.*

CCSS

- What are two different equations with the same solution as 3(y-1) = 8?
  - *This question is an example of solving equations as a process of reasoning.*

Transitioning to the Common Core

Subject: English / Language Arts

School Principals

English Language Arts (ELA) Common Core State Standards

Grades 1-5:

Reading Strand

Writing Strand

Speaking & Listening Strand

Language Strand

Grades 6-12:

English-Language Arts

History/Social Studies,

Science, and Technical Subjects

English Language Arts
The Six SHIFTS to Common Core

- Increased Reading of Informational Text
- Text Complexity
- Academic Vocabulary
- Text-based Answers
- Increase Writing from Sources
- Literacy Instruction in All Content Areas

English Language Arts Shifts in SMUSD

- Read and understand more challenging texts
- Emphasize reading ***informational*** text
- Develop literacy in History/Social Studies, Science, and Technical Subjects

Examples:

- Explain how a simple machine works (science)
- Compare/contrast world events (social studies)
- Justify a solution to a problem (mathematics)

Cognitive Complexity Vs. Difficulty

Difficulty= how many students answered the question correctly.

Cognitive Complexity = The kind and level of thinking required of students to successfully engage with and solve a task; ways in which students interact with content. Multiple steps are needed to answer the question, or complete the assignment.

Increasing Complexity

- Complexity through Projects
- Complexity in Writing
- Complexity as we Assess Prior Knowledge
- Complexity with Vocabulary
- Complexity in Review Games

Supporting the Common Core at Home

- Ask WHY when children tell you they want something
- Use the word BECAUSE after “No” or “Not this time…”
- Give reasons- you to them and them to you
- Encourage questions and explore answers, especially questions that are not YES-NO.

Supporting the Common Core at Home

- Explain & discuss issues or problems in your house, neighborhood, community.
- Brainstorm solutions
- Compare how things are alike and difference
- Tell your children what you value and why.
- Encourage and celebrate opinions.

Not a Huge Change; A Shift

- The English Department met in the summer to map current standards and practices to those in the Common Core Standards.
- Lessons are being developed and implemented to address weaknesses, gaps, needed adjustments, and actual changes to comply with new standards.

Discoveries

- Expand curriculum to include more listening to learn and more reading of non-fiction and informational texts.
- Focus on extracting critical information in all genres (listening, speaking, fiction, non-fiction).
- Provide more instruction in the variety in required writing types.

The Overriding Change

To formally expand writing instruction to include Persuasion/Argument, Narrative, and Expository styles.

Change Versus Shift

- Infuse additional non-fiction works at each grade level
- Add persuasive argument essay with claim and counterclaim for argument
- Specific use of rhetorical devices to support assertions (e.g., ethos, pathos, logos)
- Broaden writing assignments, now almost exclusively Literary Analysis, to include Narrative/ Argument, Narrative/ Creative, Information/ Explanation
- All writing assignments must have a purpose and a defined audience

“Masque of the Red Death”

Current

- Literary analysis paragraph addressing the use of literary elements in Romanticism (grotesque, exotic setting, symbolism, corruption of man by society).

Common Core

- Create a narrative incorporating elements of Romanticism.
- Identify and incorporate language standards and vocabulary

The Great Gatsby

Current Standards

- List two images that Fitzgerald uses in describing the setting. What mood is created by these images?
- Describe how Nick finally meets his host. What are his first impressions of Gatsby?
- Cite the details Fitzgerald uses to suggest mystery.

Common Core Standards

- What effect does the tense shift have on the passage itself?
- How does Nick's first meeting with Gatsby support or refute the rumors about him?
- How does Nick's initial impression of Gatsby add to the mystery surrounding Gatsby?

Not Just a Curricular Shift

- Students have had a lifetime of instruction and practice at identifying the “right” answer, then bubbling a scantron
- Teachers have been trained to teach, assess, analyze, and adjust

- Students will become active thinkers, creators, communicators (written and spoken) and problem-solvers
- Teachers facilitate independent and collaborative learning

Change

- Will be gradual
- Will encourage depth of knowledge
- Will empower students to be LEARNERS, CREATORS, THINKERS

MAY frustrate students and teachers at times! This is the nature of change, but change leads to growth.

Questions and Answers

Closing Remarks

Thank you for joining us!