Top 10 Questions to Ask Common Core Vendors

By: Ann Henson

Their Answers Will Help Separate the Genuine from the Disingenuous

To help distinguish the partners from the pretenders, Compass Learning compiled a list of 10 questions you should be asking prospective Common Core vendors.

1. The new English/language arts (ELA) standards focus on building knowledge through content-rich, cross-curricular nonfiction texts and on text evidence and complexity. How is your product changing to support these shifts?

2. The new math standards focus on key knowledge and skills; coherence across grade levels; and conceptual understanding. How is your product changing to support these shifts?

3. How does your product's assessment system compare to the Common Core assessment systems currently in development?

4. How will using your technology enhance my instruction and improve my students' learning experience?

5. How are you preparing teachers to implement Common Core in their classrooms?

6. Who is developing your Common Core products and what are their credentials?

7. How does your product address 21st century skills?

8. Explain how all students, regardless of skill and ability level, can be successful using your product?

9. How much are you investing in the Common Core initiative?

10. How does your product help students make the transition to the Common Core State Standards?

Link to complete article: http://blogs.edweek.org/edweek/on_innovation/2012/11/top_10_questions_to_ask_common_core_vendors.html?cmp=SOC-SHR-FB

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Writing Types in the Common Core Standards

The Common Core Standards ask students to master three writing types: writing arguments, writing to inform/explain, and writing narratives. Narrative writing is prominent in the earliest grades then adds analytic writing as students progress through the grade levels. The Standards are designed for students to gradually learn to master the use of evidence in their analytic writing. Evidence has a strong place in narrative writing as well, in the details of a story and evidence of a situation.

Beginning in early grades, the Standards emphasize the idea of short, focused research projects. Students should use research to gradually comprehend an area more deeply or to learn about several areas. Through consistent research beginning in the early years, students learn the command of evidence.

Writing in the Standards is closely tied to reading. Students at every grade level must gather information from text and fully understand it. This becomes the source of excellent writing that makes clear arguments and presents information clearly.

Narrative writing is an important part of the Standards. The concepts of creativity and precision are emphasized for narrative writing within the Standards, as are the ideas of presenting a clear argument and conveying complex information clearly. Focus on the gathering and use of evidence will help students with narrative writing as well as analytic writing.

Writing to inform and make arguments. (n.d.). Retrieved from http://www.youtube.com/watch?v=Jt_2jI010WU

Think Alouds for Writing in the 9th Grade

Teachers need to provide students with authentic purposes for writing so they will begin to see how writing is more than just a school requirement. One way to expose them to various types of authentic writing is to bring copies of the local newspaper into class and have the students search for the purpose behind which each of the various articles was written. Examples of the purposes found in most newspaper articles include the following: to express and reflect, to inform and explain, to evaluate and judge, to analyze and interpret and to take a stand or propose a solution.

In addition to authentic writing experiences, students need to be provided with role models for writing. One way to provide a role model for the class is to have the teacher demonstrate the process of writing. The students can watch the teacher grapple with the task of writing as well as listen to the choices he/she is making and why those choices are being made. Five minute quick writes on a topic chosen by the students can be done in front of them. The purposes behind the quick writes can be the same as those purposes the students saw in the newspaper articles. Students then do five quick writes of their own. Lastly, the teacher models expanding on one of his/her quick writes, complete with revisions, and the students do the same with one of their quick writes.


ISBE Winter/Spring Series: ELA Common Core Shift Training!

The ELA Content Area Specialists will be hosting another professional development opportunity with several one day stops around the state. The cost will be minimal and registration information will be found on the ISBE website shortly.

Content will be geared towards the CCSS shifts and updates that PARCC has made regarding assessments. Breakout sessions will be offered along with lunch. Dates and locations are:

- Feb 26th: Carbondale
- Feb 27th: Fairview Heights
- Mar 21st: Rockford
- Mar 22nd: Moline
- Apr 9th: Gurnee
- May 1st: Peoria
- May 2nd: Urbana
- May 3rd: Chicago/Midway
Focus on Standard for Mathematical Practice 5

The fifth Math Practice Standard, **Use Appropriate Tools Strategically**, means mathematically proficient students consider available tools when solving a mathematical problem. They are familiar with grade or course appropriate tools and make decisions about when each of these tools might be helpful, recognizing both the insight to be gained and the limitations of each tool. Students detect possible errors by strategically using estimation and other math knowledge.

They identify relevant external mathematical resources and use them to pose or solve a problem. They are able to use technological tools to explore and deepen their understanding of concepts.

Some examples of tools:
- Pencil and paper
- Concrete model
- Calculator
- Compass
- Protractor
- Ruler
- Spreadsheet
- Statistical package
- Dynamic geometric software
- Digital content on website
- Abacus

Publishers' Criteria

K-8 Publishers’ Criteria for the Common Core State Standards for Mathematics was created by the three lead authors of CCSSM and published in July 2012. It was written to encourage faithful implementation of the spirit of CCSSM. Part 1 focuses on the key shifts in the CCSSM. These shifts are focus, coherence, and rigor. Part II explains in detail each of the criteria found in the provided rubric. These criteria are focus on major work, focus in early grades, focus and coherence through supporting work, rigor and balance, consistent progressions, coherent connections, practice-content connections, focus and coherence via practice standards, careful attention to each practice standard, emphasis on mathematical reasoning, as well as an additional criteria suggesting that other subject areas show consistency with the CCSSM.

The criteria states that the point is not to do crosswalks, but to look for the spirit of the standards. Using this and the CCSSM, decide what needs to be taken out of the curriculum to allow more time for the focus topics. Work with the common core and the standards and don’t spend time rewording the standards.

http://www.corestandards.org/resources

Resources on isbe.net

The Illinois School Board of Education has provided access to a variety of resources on its website, http://www.isbe.net/common_core/htmls/resources.htm

A roadmap for the 2013 ISAT is available on the Common Core section of ISBE to help address questions regarding test items. http://www.isbe.net/common_core/default.htm

Content Area Specialists continue to develop and post resources for educators on the Common Core Professional Learning Series page of ISBE.net. Links to professional development, Power Points, primary resources, tasks, and more can be found. Educators are encouraged to use isbe.net to navigate Common Core State Standards tools and resources. http://www.isbe.net/common_core/pls/default.htm

Standards by themselves cannot raise achievement. Standards don’t stay up late at night working on lesson plans, or stay after school making sure every student learns.

-Publishers’ Criteria
Parents School Partnerships

Consider for a moment the amount of trust required for parents to send their children to school each day. They do so believing that their children will benefit from the expert instruction and care they will receive. In return, educators pledge to do all they can to fulfill this promise, ideally creating a learning environment that nurtures the full development of each child. These efforts by educators occur every day, in both ordinary and extraordinary ways.

Truly, the education of a child requires a partnership between educators and parents, as a child’s educational identity begins and is supported within the family. While family involvement has proven effective in facilitating children’s cognitive, social, and emotional growth, including improved self-esteem, behavior, and attitudes toward school, the quality of involvement matters.

Educators can build trust and develop relationships along a continuum toward meaningful parent and family engagement by showing respect, listening and valuing input, being transparent, providing opportunities for joint decision-making, and following through on commitments. Not surprisingly, the most successful school-family relationships are built upon the same foundations as successful instructional relationships with students: high expectations for all and attention to individual needs.

All families can contribute to more individualized learning by providing valuable insight into their child’s learning styles, culture, and personal history. Educators with an open mind and open door invite this partnership.

Consider these school-family partnerships and how they can be utilized to reinforce behavioral and learning goals, including Common Core State Standards:

- **Two-way school-home communication**, which informs families and empowers them to be involved.
- **Family involvement at home**, which helps families to establish a home environment that extends and reinforces school-based learning.
- **Family involvement at school**, which encourages families to participate in school-based activities that center on various aspects of students’ growth.

**Tips for Effectively Involving Parents**

- **Collaborative**. Two-way exchanges respect and acknowledge parent input and experiences.
- **Child-centered**. Personalized information-sharing for each child can powerfully impact a child’s growth.
- **Constructive**. Useful information should support specific areas of improvement and growth.
- **Clear and Concrete**. Suggestions to support learning should be understandable and applicable.
- **Continuous**. Ongoing, regular communication updates parents on classroom practices and student growth.

**Ways to encourage meaningful parent engagement:**

- **Learn about students, families, and community**. Respect diversity based on culture, language, economics, schedules, and family composition.
- **Be positive**. Focus on support and appreciation.
- **Share information about practices and policies**. Do not assume they are common knowledge.
- **Invite parents into the classroom**. Facilitate an opportunity to observe and participate.
- **Share specific tips and strategies for involvement**. Let parents know specific ways to support their child’s academic, social, emotional, and behavioral goals.
- **Think "beyond the bake sale"** to involve parents in the central focus of your classroom…learning.

**Helpful Resources**

- [Visit the Comprehensive System of Learning Supports](http://www.isbe.net/learningsupports)
- [Conditions for Learning Indicators](http://newsonrelevantscience.blogspot.com/2012/06/50-important-links-for-common-core.html)
- [National PTA’s Common Core Parents’ Guides to Student Success](http://pta.org/parents/?navItemNumber=506)
- [www.illinoisparents.org](http://www.illinoisparents.org) - Parent/family and school resources for strengthening school communities
- [http://commoncoretools.me/](http://commoncoretools.me/) - One of the CCSSM writers, Bill McCallum’s blog with up to date math common core information.
- [www.isbe.net/learningsupports](http://www.isbe.net/learningsupports) - Learning Supports site including Conditions for Learning indicators and an A-Z index of resources for helping students