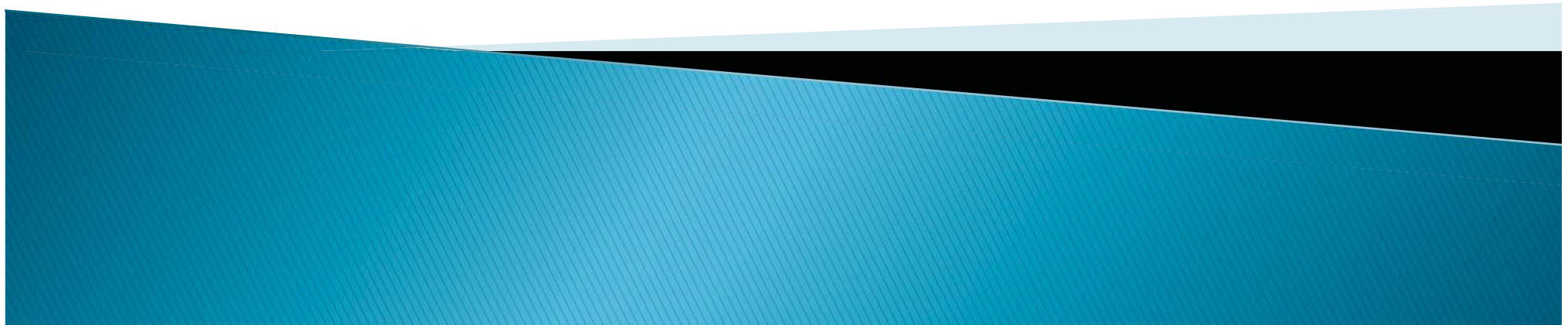


LOTE and the Common Core Standards


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January 31, 2011

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What are the Common Core Standards?

- ▶ The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.
 - ▶ These standards define the knowledge and skills students should have within their K–12 education careers so that they will graduate high school able to succeed in entry–level, credit–bearing academic college courses and in workforce training programs.
- 

The standards:

- ▶ Are clear, understandable and consistent;
- ▶ Include rigorous content and application of knowledge through high-order skills;
- ▶ Build upon strengths and lessons of current state standards;



- ▶ Are aligned with college and work expectations;
- ▶ Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- ▶ Are evidence-based.



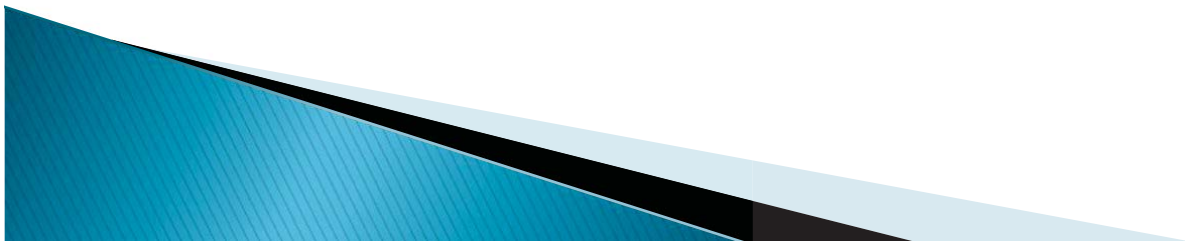
Where do they come from?

- ▶ Council of Chief State School Officers (CCSSO)
- ▶ National Governors Association
- ▶ Center for Best Practices (NGA Center)



New York City Graduates

- ▶ Many NYC public school graduates struggle in College:
- ▶ 40,549 students graduated from NYC public high schools in 2007
- ▶ 39% enrolled at CUNY in Fall 2007
- ▶ 45% of these students required remediation in reading, writing, or math

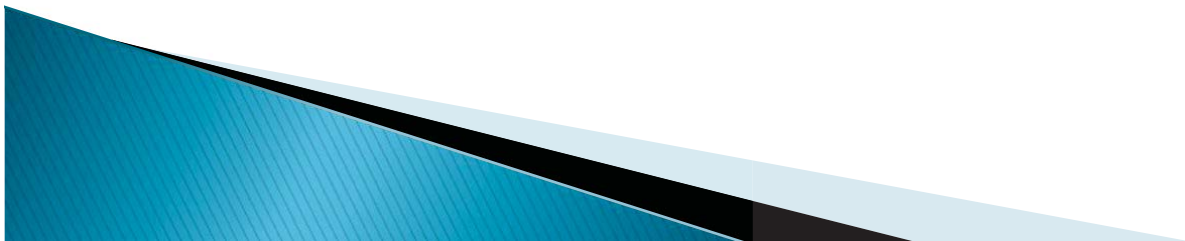


Standard Development Process

- ▶ The standards are meant to be increase in depth and breath of complexity with a basis in college and career readiness from kindergarten to grade 12.
- ▶ (see chart)



- ▶ The following considerations guided the standards development workgroups in setting the college and career readiness standards.
- ▶ **Fewer, clearer, higher:**
- ▶ produce a set of fewer, clearer and higher standards.
- ▶ translatable to and teachable in the classroom.
- ▶ cover only those areas that are critical for student success
- ▶ Scaffolded and developmental



Internationally benchmarked:

- ▶ informed by the content, rigor and organization of standards of high-performing countries and states
- ▶ all students are prepared to succeed in a global economy and society



Special populations:

- ▶ the inclusion of all types of learners was a priority
- ▶ Recognized that special populations may require additional time and appropriate
- ▶ instructional support with aligned assessments
- ▶ selected language intended to make the standards documents accessible to different learners



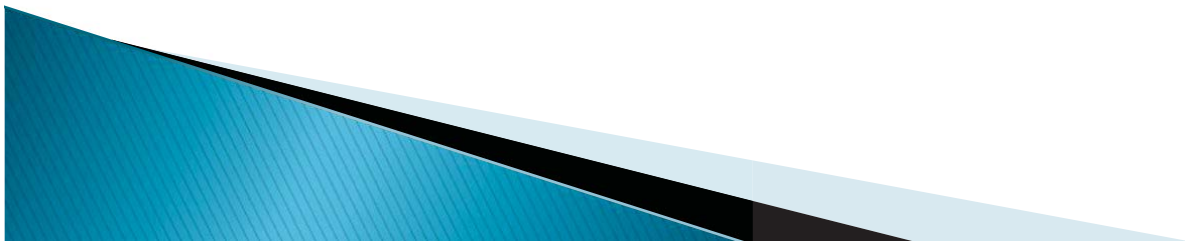
Assessment:

- ▶ standards will ultimately be the basis for an assessment system that would include multiple measures of student performance.
- ▶ a variety of assessments will be created to reinforce teaching and learning tied to the agreed upon expectations.



Standards and curriculum:

- ▶ Standards are not curriculum. We have LOTE Check points A, B, C.
- ▶ This initiative is about developing a set of standards that are common across states.
- ▶ The curriculum that is developed will continue to be a local responsibility (or state-led, where appropriate).
- ▶ The curriculum could become more consistent from state to state based on the commonality of the standards
- ▶ there are multiple ways to teach these standards, and therefore, there will be multiple approaches that could help students accomplish the goals set out in the standards.



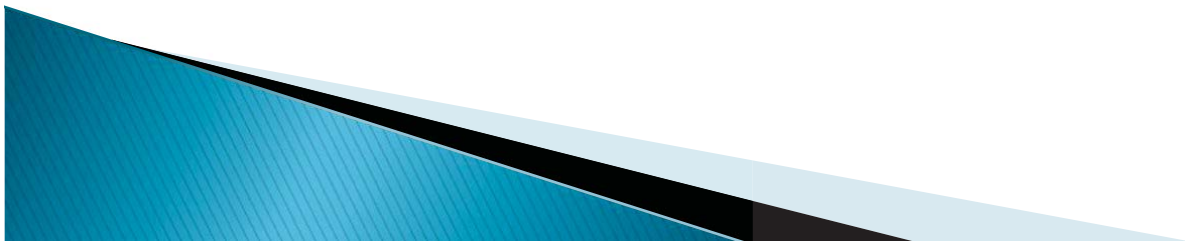
Fact

- ▶ Fact: The CCS Standards are NOT a curriculum. They are a clear set of shared goals and expectations for
- ▶ what knowledge and skills will help our students succeed.



Fact:

- ▶ The best understanding of what works in the classroom comes from the teachers who are in them. That's why these standards will establish *what students need to learn*.
- ▶ *CCSS* will NOT dictate *how teachers should teach*.
- ▶ Schools and teachers will decide how best to help students reach the standards.



College and Career Readiness

- ▶ Our LOTE curriculum includes checkpoints A, B and C. For the purposes of this workshop, we will discuss checkpoint B (Regents) as it relates to the Common Core State Standards for English Language Arts & Literacy in History, Social Studies,, Science and Technical Subjects
- ▶ (see Chart #2)
- ▶ LOTE checkpoints from <http://www.p12.nysed.gov/ciai/lote/pub/lotelea.pdf>

How can we align our checkpoint curriculum to the Common Core Standards?

- ▶ Refer to handout
- ▶ Using the chart discuss with a colleague one activity that you currently do in class that is aligned to the standards (3 mins.)
- ▶ Share with the whole group (3 mins total)



English Language Arts Standards » Reading: Literature » Grade 9–10

- ▶ **Key Ideas and Details**
- ▶ 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ▶ 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.



English Language Arts Standards » Reading: Literature » Grade 9–10

- ▶ 3 . Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.



Lather and Nothing Else

- ▶ For the purposes of this workshop (different levels and different languages) we will discuss the short story “Lather and Nothing Else” by Hernando Tallez in translation in the context of the reading Literature Standards grades 9–10.
- ▶ Select 1 of the three and relate the story to the standards. Write your brief answers on the chart paper



The Quality Review and the CCS

- ▶ Refer to Quality Review Rubric 2010– 2011



Resources

- ▶ Here is the main website for the Common Core State Standards:

<http://www.corestandards.org/>



- ▶ The PDF for English standards

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf



- ▶ The PDF for Math standards:

http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf



- ▶ <http://www.corestandards.org/about-the-standards>



- ▶ The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

Source <http://www.corestandards.org/about-the-standards>



- ▶ CCSSO and the NGA Center led the standards' development process in consultation with teachers, parents, experts and administrators. To ensure that this process is open, inclusive, and rigorous, several working groups and committees have been formed.

They include the:

- ▶ [Standards Development Work Group](#) – responsible for determining and writing the common core state standards.

- ▶ [Feedback Group](#) – provides information backed by research to inform the standards development process by offering expert input on draft documents.

- ▶ [Validation Committee](#) – nominated by states and national organizations and selected by a group of 12 governors and chiefs who hold leadership positions at NGA Center and CCSSO. These independent, national education experts will review the common core state standards to ensure they meet the development criteria.

Source <http://www.corestandards.org/frequently-asked-questions>



Resources

- ▶ Why are the Common Core State Standards for just English–language arts and math?
- ▶ English–language arts and math were the first subjects chosen for the common core state standards because these two subjects are skills, upon which students build skill sets in other subject areas. They are also the subjects most frequently assessed for accountability purposes.

Of course, other subject areas are critical to young people’s education and their success in college and careers. Once the English–language arts and math standards are developed, CCSSO and NGA Center, on behalf of the states, may develop common core in additional subject areas.

- ▶ Source <http://www.corestandards.org/frequently-asked-questions>
- ▶
- ▶ AFT’s statement of support: http://www.corestandards.org/assets/k12_statements/StatementK12AFT.pdf
- ▶
- ▶ Myths and Facts about CCSS: <http://www.corestandards.org/about-the-standards/myths-vs-facts>
- ▶
- ▶ FAQs: <http://www.corestandards.org/frequently-asked-questions>



**Alignment of Attributes of Students Who Are College and Career Ready in Reading, Listening, Speaking, reading, Writing and Language
with
Attributes of Students Who Are College and Career Ready in LOTE
(Informed by checkpoint B)**

| | |
|--|--|
| <p>They demonstrate independence</p> | <p>Students can:</p> <ul style="list-style-type: none"> • comprehend messages and short conversations when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone • read and comprehend materials written for native speakers when the topic and language are familiar. • use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures |
| <p>They build strong content knowledge</p> | <ul style="list-style-type: none"> • write short notes, uncomplicated personal and business letters, brief journals, and short reports • identify subtleties of meaning through the use of learned vocabulary and structures including present, past, and future tense • exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances • conduct an interview with a native speaker of the target language • discuss songs, stories, and selected excerpts from the literature of the target language. |
| <p>They respond to the varying demands of audience, task, purpose, and discipline.</p> | <ul style="list-style-type: none"> • initiate and sustain conversations, face to face or on the phone, with native-speaking or more fluent individuals • use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation. • listen to Native speakers live or on tape, and use nonverbal cues, repetition, and rephrasing to understand • write brief analyses of more complex content when given the opportunity for organization and advance preparation, though errors may occur more frequently • give an oral presentation on an assigned topic, using learned and practiced vocabulary, complex sentence structures in the present and, some sentences in the past and future tenses • write a short response to a classroom situation. |

| | |
|---|--|
| They comprehend as well as critique | <ul style="list-style-type: none">• select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past, and future time frames, and express details and nuances by using appropriate modifiers• read simple materials independently, but may have to guess at meanings of longer or more complex material. |
| They value evidence | <ul style="list-style-type: none">• read personal letters and notes, simple business correspondence, pamphlets, feature articles or editorials in newspapers or magazines published for the general public and discuss the positions presented in them.• read selected short stories and poems and identify the main idea and some specific ones. |
| They use technology and digital media strategically and capably | <ul style="list-style-type: none">• understand the main idea and some discrete information in television, radio, or live presentations• view slides depicting diversity within the target culture and discuss their reactions• watch television programs in the target language. |
| They come to understand other perspectives and cultures | <ul style="list-style-type: none">• follow conversations and understand messages that concern everyday life and the larger society• produce written narratives and expressions of opinion about radio and television programs, newspaper and magazine articles, and selected stories, songs, and literature of the target language. |