

**WORTHINGTON SCHOOLS
IMPLEMENTATION OF NEW
STANDARDS
*COLLEGE AND CAREER
READINESS***

February 11, 2013

Worthington Board of Education

Brief Video on Common Core



- <http://vimeo.com/51933492>

History of Standards

Cottage industry	Pre-1983
<i>A Nation at Risk</i>	1983
Competency-based education	1983
State level model competency-based program	1994
Governor's Commission for Student Success	2000
American Diploma Project (ADP)	2001
<ul style="list-style-type: none">• Achieve, Inc.• Education Trust• Thomas B. Fordham Foundation• National Alliance of Business	
□ ADP Network of states – align standards with real-world demands	2005

Why Do We Need To Change?



- Urgency to close the gap between what students need to know for postsecondary success and what states require;
- United States losing ground in comparison to other countries around the world;
- 21st century success requires 21st century schools;
- Shifts in where the jobs are require different skills, knowledge and dispositions; and
- Technology changes everything.

History of Standards



Academic content standards adopted:

English language arts and math 2001

Science and social studies 2002

Foreign language,
fine arts, and technology 2003

Standards Revision



Not later than June 30, 2010...the state board of education shall adopt statewide academic standards with emphasis on coherence, focus, and rigor for each of grades kindergarten through twelve in English language arts, mathematics, science, and social studies.

ORC §3301.079(A)(1)

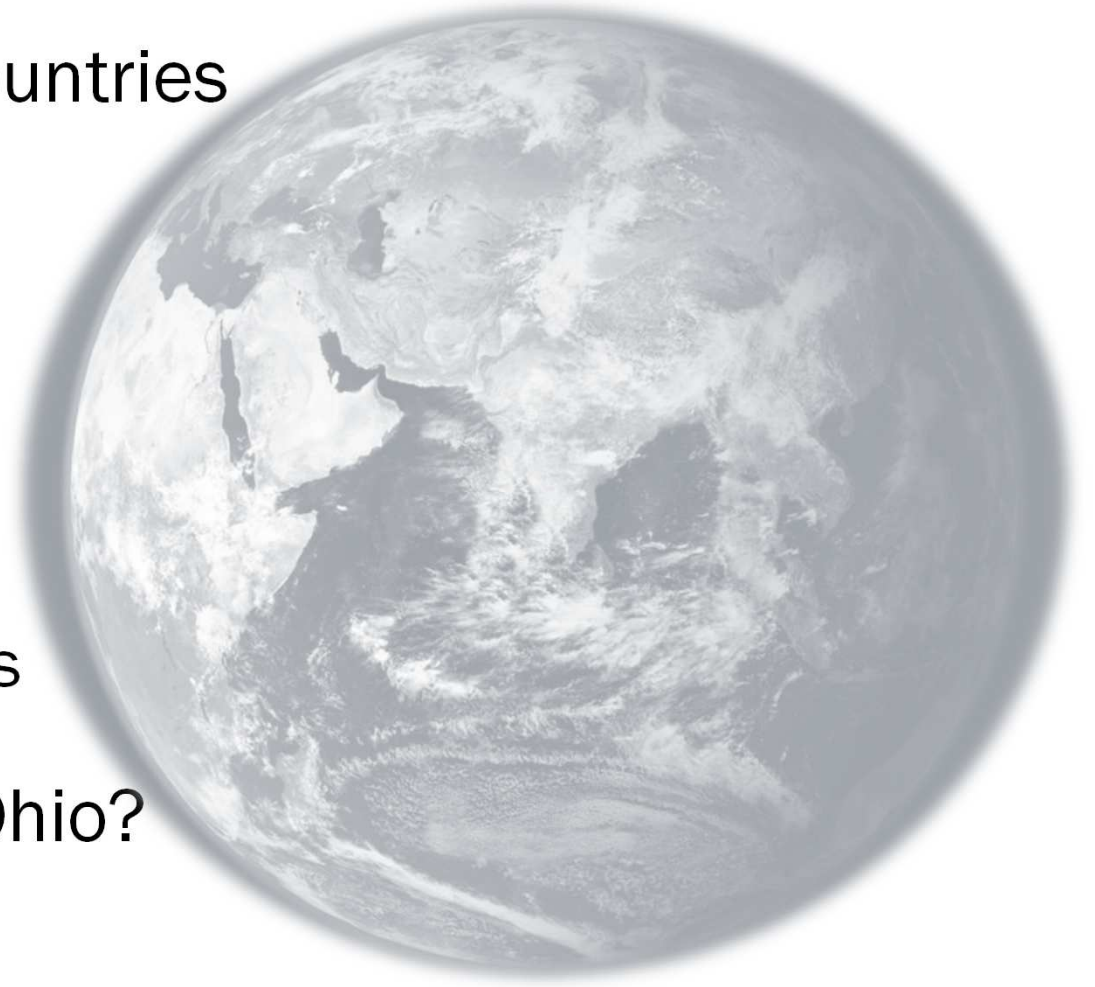
Ohio Criteria for Standards Development



- ◆ Fewer, clearer, and higher
- ◆ Aligned with college and work expectations
- ◆ Internationally benchmarked
- ◆ Include rigorous content *and* application of high-order skills
- ◆ Build upon strengths and lessons of current state standards
- ◆ Evidence – and/or research-based

International Benchmarking

- ◆ High performing countries
- ◆ Three lenses
 - ◆ Standards
 - ◆ Teacher Effects
 - ◆ Learning conditions
- ◆ What fits best for Ohio?



College and Career Ready



...allow each student to be prepared for postsecondary instruction and the workplace for success in the twenty-first century...

ORC §3301.079(A)

Ohio's New Learning Standards



- English language arts
- Literacy in Science, Social Studies, Technical Subjects
- Mathematics

Ohio-Developed Standards

- Science + CC Literacy
- Social Studies + CC Literacy
- Physical Education
- Fine Arts
- World Languages
- Financial Literacy
- Entrepreneurship
- Business Education



Common Core

What It Is

- ❑ Respects the traditional role of state decision making in education;
- ❑ Voluntary, state led alignment of standards in English and mathematics with the demands of college and career;
- ❑ Expects all graduates to have increasingly similar levels of rigor;
- ❑ Reflects the convergence of both employer and post-secondary expectations;
- ❑ Requires a shift in practice and processes;

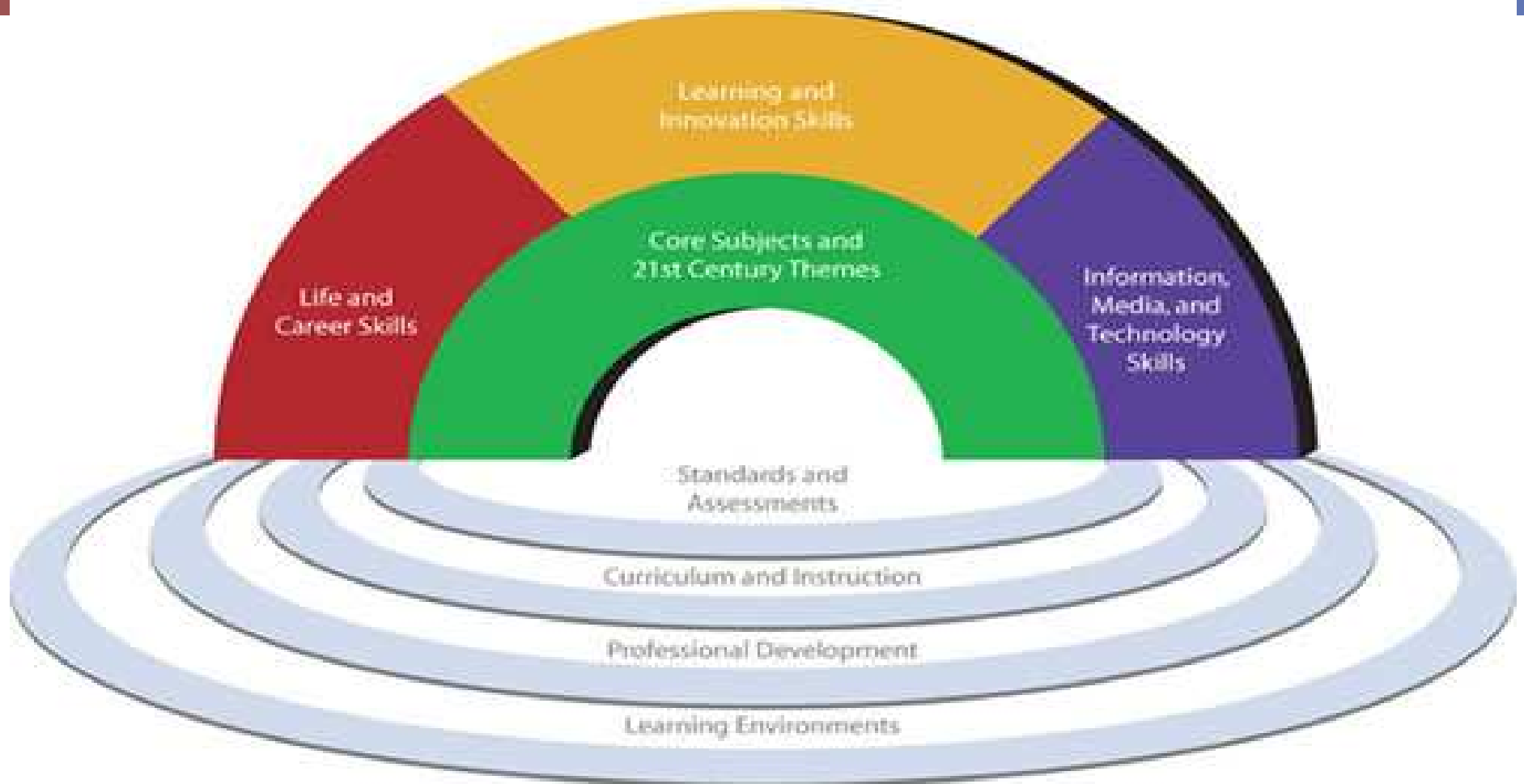
Common Core

What It Is Not



- ❑ Set of national standards imposed by the Federal Government;
- ❑ Same stuff, new package;
- ❑ Focused solely on content; and
- ❑ For the purpose of sorting students.

21st Century Skills



Required Skill Sets



- ◆ Creativity and innovation
- ◆ Critical thinking and problem solving
- ◆ Communication and collaboration
- ◆ Technology literacy
- ◆ Personal management
- ◆ Productivity and accountability
- ◆ Leadership and responsibility
- ◆ Interdisciplinary and project-based learning

Ohio's New Learning Standards

Common Instructional Shifts

A change in the action or practice within the profession of teaching to positively impact the learning of all students in all academic areas.



Ohio's NLS Three Common Instructional Shifts

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- ✓ Build a **deep understanding** of content and effectively **apply** learning within and across disciplines.
- ✓ Craft responses based on **evidence** including: **demonstrate** understanding, **explain** reasoning, and/or **justify** a position.
- ✓ Use **technology** appropriately, strategically and ethically in academic and **real-world** settings.

Common Instructional Shifts

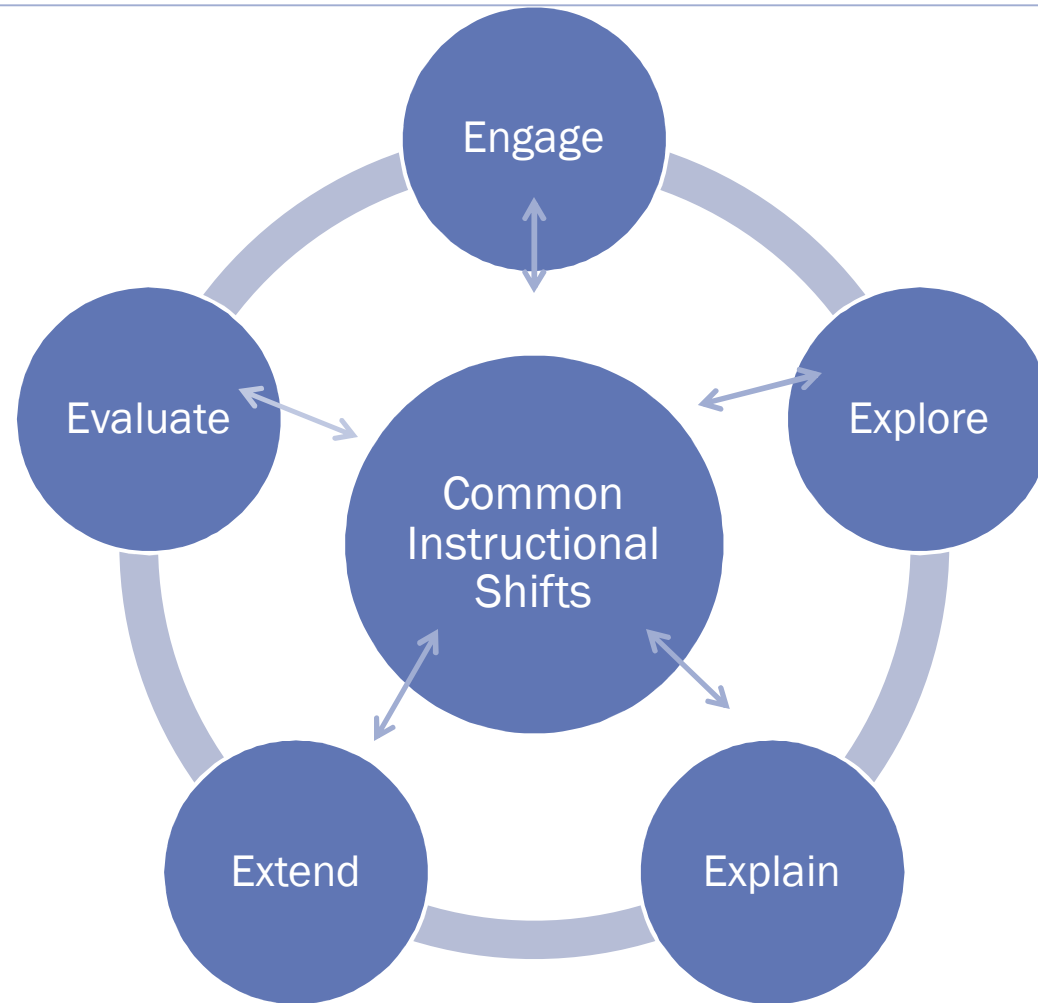


Rigor, Relevance, and Relationships

- Promote a progression and sophistication of skills
- Applicable to academic and real-world environments
- Foster collaboration and connections across disciplines

Common Instructional Shifts Promote the Learning Cycle

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Implementing the Instructional Shifts with Diverse Learners

Key Components of Universal Design for Learning(UDL):

- multiple means of representation
- multiple means of action and expression
- multiple means of engagement

<http://www.youtube.com/watch?v=pGLTJw0GSxk&feature=relmfu>

Ohio's Next Generation Assessments

PARCC-Developed Assessments

- ▶ **English language arts**
 - Grades 3 – 8 and high school
 - 3 HS end of course exams
- ▶ **Mathematics**
 - Grades 3 – 8 and high school
 - 3 HS end of course exams
- ▶ **Operational school year 2014-15**

State-Developed Assessments

- ▶ **Science**
 - Grades 5, 8 and high school
 - 2 HS end of course exams
- ▶ **Social Studies**
 - Grades 4, 6 and high school
 - 3 HS end of course exams
- ▶ **Operational school year 2014-15**

Measure of College and Career Readiness
- Grade 10 (2013-14?)

Communication Plan



- English language arts
- Literacy in Science, Social Studies, Technical Subjects
- Mathematics

Ohio-
Developed
Standards

- Science + CC Literacy
- Social Studies + CC Literacy

