The Common Core: College & Career Readiness for Every Student
Statewide Graduation Rates Are Up

% Students Graduating with Regents or Local Diploma After 4 Years
Results through June, All Students

New York City 2001 Cohort: 46.5%
Large City 2001 Cohort: 46.8%
Urban-Suburban 2001 Cohort: 60.0%
Rural 2001 Cohort: 70.0%
Average 2001 Cohort: 79.1%
Low 2001 Cohort: 90.9%
Total Public 2001 Cohort: 65.8%

2003 Cohort:
New York City: 52.8%
Large City: 46.9%
Urban-Suburban: 61.9%
Rural: 73.4%
Average: 79.8%
Low: 92.0%
Total Public: 69.3%

2006 Cohort:
New York City: 61.0%
Large City: 49.0%
Urban-Suburban: 64.5%
Rural: 75.4%
Average: 83.0%
Low: 93.3%
Total Public: 73.4%
College Instructors and Employers Say Graduates Are Not Prepared for College and Work

Average estimated proportions of recent high school graduates who are not prepared

College and Career Readiness

• Aspirational Performance Measures
  • Regents Diploma with Advanced Designation
  • Attainment of a 75 on the ELA Regents and an 80 on Math

• Other College and Career Readiness Indicators
  • International Baccalaureate Diplomas
  • Advanced Placement Courses
  • Earning College Credits in High School
NYS Common Core Standards and Assessments

Rigorous Standards and Assessments Pre-K to 12

NY Graduates are College and Career Ready

NY HS Grads Have Skills to Enroll in and Pass Credit-bearing Courses in 1st Semester and/or Embark on Careers
ELA/Literacy & Math Shifts

6 Shifts in ELA/Literacy
- Balancing Informational and Literary Text
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-based Answers
- Writing from Sources
- Academic Vocabulary

6 Shifts in Mathematics
- Focus
- Coherence
- Fluency
- Deep Understanding
- Applications
- Dual Intensity
### ELA/Literacy Shift 1: Balancing Informational and Literary Text

<table>
<thead>
<tr>
<th>What the Student Does...</th>
<th>What the Teacher Does...</th>
<th>What the Principal Does...</th>
</tr>
</thead>
</table>
| • Build **background knowledge** to increase reading skill  
  • Exposure to the world through **reading**  
  • Apply **strategies** to reading informational text. | • Provide students **equal #s** of informational and literary texts  
  • Ensure **coherent instruction** about content  
  • Teach **strategies for informational texts**  
  • Teach “**through**” and “**with**” informational texts  
  • **Scaffold for the difficulties** that informational text present to students  
  • **Ask students**, “What is connected here? How does this fit together? What details tell you that?” | • **Purchase and provide** equal amounts of informational and literacy text to students  
  • Hold **teachers accountable** for building student content knowledge through text  
  • Provide PD and co-planning opportunities for **teachers to become more intimate** with non fiction texts and the way they **spiral** together |
## ELA/Literacy Shift 2: 6-12 Knowledge in the Disciplines

<table>
<thead>
<tr>
<th>What the Student Does...</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Become <strong>better readers</strong> by building background knowledge</td>
<td>• Shift identity: “I teach reading.”</td>
<td>• Support and demand the role of <strong>all teachers</strong> in advancing students’ literacy</td>
</tr>
<tr>
<td>• Handle <strong>primary source</strong> documents with confidence</td>
<td>• Stop referring and summarizing and start reading</td>
<td>• Provide guidance and support to ensure the shift to informational texts for 6-12</td>
</tr>
<tr>
<td>• Infer, like a detective, where the <strong>evidence</strong> is in a text to support an argument or opinion</td>
<td>• <strong>Slow down</strong> the history and science classroom</td>
<td>• Give teachers <strong>permission</strong> to slow down and deeply study texts with students</td>
</tr>
<tr>
<td>• See the <strong>text itself as a source of evidence</strong> (what did it say vs. what did it not say?)</td>
<td>• <strong>Teach different approaches</strong> for different types of texts</td>
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<tr>
<td></td>
<td>• Treat the <strong>text itself as a source of evidence</strong></td>
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<tr>
<td></td>
<td>• Teach students to <strong>write about evidence from</strong> the text</td>
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<tr>
<td></td>
<td>• Teach students to support their <strong>opinion with evidence.</strong></td>
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<tr>
<td></td>
<td>• Ask: “How do you know? Why do you think that? <strong>Show me in the text</strong> where you see evidence for your opinion.”</td>
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</tbody>
</table>
## ELA/Literacy Shift 3: Staircase of Complexity

<table>
<thead>
<tr>
<th>What the Student Does...</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Read to see what more they can find and learn as they <strong>re-read</strong> texts again and again</td>
<td>• Ensure students are engaged in more <strong>complex texts</strong> at every grade level</td>
<td>• Ensure that complexity of text <strong>builds from grade to grade</strong>.</td>
</tr>
<tr>
<td></td>
<td>• Read material at <strong>own level to build joy</strong> of reading and pleasure in the world</td>
<td>• Look at <strong>current scope and sequence</strong> to determine where/how to incorporate greater text complexity</td>
</tr>
<tr>
<td></td>
<td>• Be persistent despite challenges when reading; good readers <strong>tolerate frustration</strong></td>
<td>• Allow and encourage teachers to build a <strong>unit</strong> in a way that has students scaffold to more complex texts over time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Allow and encourage teachers the opportunity to share <strong>texts with students that may be at frustration level</strong></td>
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</tr>
</tbody>
</table>
## ELA/Literacy Shift 4: Text Based Answers

<table>
<thead>
<tr>
<th>What the Student Does...</th>
<th>What the Teacher Does...</th>
<th>What the Principal Does...</th>
</tr>
</thead>
</table>
| • Go back to text to find evidence to support their argument in a thoughtful, careful, precise way  
• Develop a fascination with reading  
• Create own judgments and become scholars, rather than witnesses of the text  
• Conducting reading as a close reading of the text and engaging with the author and what the author is trying to say | • Facilitate evidence based conversations with students, dependent on the text  
• Have discipline about asking students where in the text to find evidence, where they saw certain details, where the author communicated something, why the author may believe something; show all this in the words from the text.  
• Plan and conduct rich conversations about the stuff that the writer is writing about.  
• Keep students in the text  
• Identify questions that are text-dependent, worth asking/exploring, deliver richly,  
• Provide students the opportunity to read the text, encounter references to another text, another event and to dig in more deeply into the text to try and figure out what is going on.  
• Spend much more time preparing for instruction by reading deeply. | • Allow teachers the time to spend more time with students writing about the texts they read- and to revisit the texts to find more evidence to write stronger arguments.  
• Provide planning time for teachers to engage with the text to prepare and identify appropriate text-dependent questions.  
• Create working groups to establish common understanding for what to expect from student writing at different grade levels for text based answers.  
• Structure student work protocols for teachers to compare student work products; particularly in the area of providing evidence to support arguments/conclusions. |
## ELA/Literacy Shift 5: Writing from Sources

<table>
<thead>
<tr>
<th>What the Student Does...</th>
<th>What the Teacher Does...</th>
<th>What the Principal Does...</th>
</tr>
</thead>
</table>
| • Begin to **generate own informational texts** | • Expect that students will generate their own informational texts (spending much less time on **personal narratives**)  
  • Present opportunities to write from **multiple sources** about a single topic.  
  • Give **opportunities to analyze, synthesize** ideas across many texts to draw an opinion or conclusion.  
  • Find ways to push towards a style of writing where the **voice comes from drawing on powerful, meaningful evidence**.  
  • Give **permission** to students to start to have their own reaction and draw their own connections. | • Build teacher capacity and hold teachers accountable to move students towards **informational writing** |
ELA/Literacy Shift 6: Academic Vocabulary

<table>
<thead>
<tr>
<th>What the Student Does...</th>
<th>What the Teacher Does...</th>
<th>What the Principal Does...</th>
</tr>
</thead>
</table>
| • Spend more time learning words across “webs” and **associating words with others** instead of learning individual, isolated vocabulary words. | • Develop students’ ability to **use and access words** that show up in everyday text and that may be slightly out of reach  
• Be **strategic** about the kind of vocabulary you’re developing and figure out which words fall into which categories—tier 2 vs. tier 3  
• Determine the words that students are going to read most **frequently** and spend time mostly on those words  
• **Teach fewer words** but teach the webs of words around it  
• Shift attention on how to plan vocabulary meaningfully using tiers and **transferability** strategies | • Provide training to teachers on the shift for **teaching vocabulary** in a more meaningful, effective manner. |
## Mathematics Shift 1: Focus

<table>
<thead>
<tr>
<th>What the Student Does...</th>
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<th>What the Principal Does...</th>
</tr>
</thead>
</table>
| • Spend more time thinking and working on fewer concepts.  
  • Being able to understand concepts as well as processes (algorithms). | • Make conscious decisions about what to **excise from the curriculum** and what to focus  
  • Pay more attention to **high leverage content** and invest the appropriate time for all students to learn before moving onto the next topic.  
  • Think about how the **concepts connects** to one another  
  • Build **knowledge, fluency and understanding** of why and how we do certain math concepts. | • Work with groups of math teachers to determine what **content to prioritize** most deeply and what content can be removed (or decrease attention).  
  • Determine the areas of **intensive focus (fluency)**, determine where to re-think and link (apply to core understandings), sampling (expose students, but not at the same depth).  
  • Determine not only the what, but at what **intensity**.  
  • Give teachers enough time, with a focused body of material, to build their own **depth of knowledge**. |
## Priorities in Math

<table>
<thead>
<tr>
<th>Grade</th>
<th>Priorities in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>K–2</td>
<td>Addition and subtraction, measurement using whole number quantities</td>
</tr>
<tr>
<td>3–5</td>
<td>Multiplication and division of whole numbers and fractions</td>
</tr>
<tr>
<td>6</td>
<td>Ratios and proportional reasoning; early expressions and equations</td>
</tr>
<tr>
<td>7</td>
<td>Ratios and proportional reasoning; arithmetic of rational numbers</td>
</tr>
<tr>
<td>8</td>
<td>Linear algebra</td>
</tr>
</tbody>
</table>
# Mathematics Shift 2: Coherence

<table>
<thead>
<tr>
<th>What the Student Does...</th>
<th>What the Teacher Does...</th>
<th>What the Principal Does...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build on knowledge</strong> from year to year, in a coherent learning progression</td>
<td><strong>Connect the threads of math focus areas across grade levels</strong>&lt;br&gt;<strong>Think deeply about what you’re focusing on and the ways in which those focus areas connect to the way it was taught the year before</strong> and the years after</td>
<td><strong>Ensure that teachers of the same content across grade levels allow for discussion and planning to ensure for coherence/threads of main ideas</strong></td>
</tr>
</tbody>
</table>

[www.engageNY.org](http://www.engageNY.org)
# Mathematics Shift 3: Fluency

<table>
<thead>
<tr>
<th>What the Student Does...</th>
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</tr>
</thead>
</table>
| • Spend **time practicing**, with intensity, skills (in high volume) | • Push students to know basic skills at a greater level of fluency  
• Focus on the **listed fluencies** by grade level  
• Create **high quality worksheets, problem sets**, in high volume | • Take on fluencies as a stand alone CC aligned activity and build **school culture around them**. |
## Key Fluencies

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Add/subtract within 5</td>
</tr>
<tr>
<td>1</td>
<td>Add/subtract within 10</td>
</tr>
<tr>
<td>2</td>
<td>Add/subtract within 20</td>
</tr>
<tr>
<td></td>
<td>Add/subtract within 100 (pencil and paper)</td>
</tr>
<tr>
<td>3</td>
<td>Multiply/divide within 100</td>
</tr>
<tr>
<td>4</td>
<td>Add/subtract within 1,000,000</td>
</tr>
<tr>
<td>5</td>
<td>Multi-digit multiplication</td>
</tr>
<tr>
<td>6</td>
<td>Multi-digit division</td>
</tr>
<tr>
<td></td>
<td>Multi-digit decimal operations</td>
</tr>
<tr>
<td>7</td>
<td>Solve $px + q = r$, $p(x + q) = r$</td>
</tr>
<tr>
<td>8</td>
<td>Solve simple $2 \times 2$ systems by inspection</td>
</tr>
</tbody>
</table>
Mathematics Shift 4: Deep Understanding

<table>
<thead>
<tr>
<th>What the Student Does...</th>
<th>What the Teacher Does...</th>
<th>What the Principal Does...</th>
</tr>
</thead>
</table>
| • Show, through numerous ways, **mastery of material at a deep level**  
  • Use mathematical practices to demonstrate understanding of different material and concepts | • Ask yourself what mastery/proficiency really looks like and means  
  • Plan for progressions of levels of understanding  
  • Spend the time to gain the depth of the understanding  
  • Become flexible and comfortable in own depth of content knowledge | • Allow teachers to spend time developing their own content knowledge  
  • Provide meaningful **professional development on what student mastery and proficiency really should look like** at every grade level by analyzing exemplar student work |
## Mathematics Shift 5: Application

<table>
<thead>
<tr>
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<th>What the Principal Does…</th>
</tr>
</thead>
<tbody>
<tr>
<td>•Apply math in other content areas and situations, as relevant</td>
<td>•Apply math including areas where its not directly required (i.e. in science)</td>
<td>•Support science teachers about their role of math and literacy in the science classroom</td>
</tr>
<tr>
<td>•Choose the right math concept to solve a problem when not necessarily prompted to do so</td>
<td>•Provide students with real world experiences and opportunities to apply what they have learned</td>
<td>•Create a culture of math application across the school</td>
</tr>
</tbody>
</table>
# Mathematics Shift 6: Dual Intensity

<table>
<thead>
<tr>
<th>What the Student Does...</th>
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<th>What the Principal Does...</th>
</tr>
</thead>
</table>
| • Practice math skills with an intensity that results in **fluency**  
  • Practice math concepts with an intensity that forces **application** in novel situations | • Find the dual intensity between understanding and practice **within different periods or different units**  
  • Be ambitious in demands for **fluency and practice**, as well as the range of application | • Provide enough math **class time** for teachers to focus and spend time on both fluency and application of concepts/ideas |
CCSS Training Scope and Sequence

1. Watch the Common Core PD Video Series on EngageNY.org and complete the post-video activities to internalize the information presented in the videos.

2. Analyze curriculum exemplars with your team to identify the key shifts.

3. Structure planning time for grade level/content areas to use curriculum exemplars as a guide for planning their one CCSS unit this semester.

4. Plan a student work protocol at the end of the CCSS unit for teachers to analyze student work samples and compare how student learning and performance looked different with a CCSS unit.
Adult Conversations and Content Expertise
Content Expertise – Think, Pair Share

Table Discussions

• In what content am I an expert?
• How many adult conversations have I had (since school started) about the content I teach?
• What are the criteria for a productive, enriching adult conversation about content?
Looking at Student Work – Working Together

1. Assemble in grade level groups of 3.
2. Collect all of the writing samples for your grade. Common Core Standards Appendix C
3. Assign a recorder for your group.
4. Create a T chart and draw conclusions about the student work:

What do these students **know**?

What can these students **do**?
Looking at Student Work

Is there a difference between the work currently being produced in your school at this grade level and the student work in the Appendix C of the Common Core State Standards? If so, what is it?

What are the implications for our practice?
Adult Conversations about Text – A Protocol

1. Distribute Text Samples from Appendix B of the CCSS. Common Core Standards Appendix B
2. Assemble with 2-3 other participants and read the text.
3. Choose a timekeeper who has a watch.
4. Each participant silently identifies what s/he considers to be the most significant idea addressed in the text, and highlights that passage.
5. When the group is ready, a volunteer identifies the part of the text that s/he found to be most significant and reads it aloud to the group. This person says nothing about why s/he chose that particular passage.
6. The group should pause for a moment to consider the passage and make notes before moving to the next step.
7. The other participants each have 2 minutes to respond to the passage – saying what they think the author is trying to achieve and is achieving in the passage.
8. The first participant then has 3 minutes to state why s/he chose that part of the article and to respond to – or build on – what s/he heard from colleagues.
9. The same pattern is followed until all members of the group have had a chance to be the presenter.
10. Take 3 minutes for all participants to record 2 questions which would force participants to have an evidence based conversation about this text.
Using Adult Conversations to Prepare for Instruction

Think, Pair, Share

• If you were going to teach this text tomorrow, how would you teach it?

• In what ways has this conversation informed your approach to teaching this text?

• In what way can having adult conversations about content inform your practice?

• What can YOU do to ensure that these kinds of conversation happen about your content on a regular basis with colleagues in your school?
Planning

• How long would it take to teach this text effectively?

• What are the stages students would need to go through to engage with this text deeply?

• What questions should be asked and in which order?

• What is a task we could ask students to answer at the end to determine whether they have conducted a close reading of this text?
Planning

• What support do I need to be able to implement the ELA Common Core more effectively?