



# North Coast Teacher Induction Program



Common Core Resource Guide



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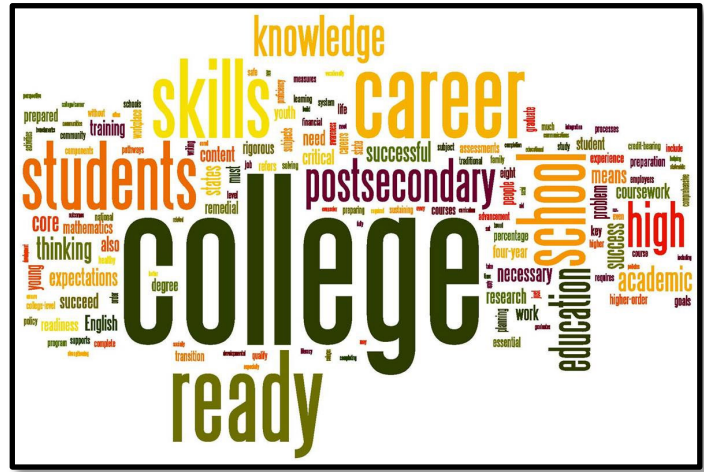
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## COMMON CORE STATE STANDARDS

### What is the Common Core?

State education chiefs and governors in 48 states came together to develop the Common Core, a set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. Today, 43 states have voluntarily adopted and are working to implement the standards. These standards are designed to ensure that students graduating from high school are prepared to take credit bearing introductory courses in two- or four-year college programs or enter the workforce.



### Who led the development of the Common Core State Standards?

The nation's governors and education commissioners, through their representative organizations, the National Governors Association Center for Best Practices (NGA) and the Council of Chief State School Officers (CCSSO), led the development of the Common Core State Standards and continue to lead the initiative. Teachers, parents, school administrators, and experts from across the country, together with state leaders, provided input into the development of the standards. The actual implementation of the Common Core, including how the standards are taught, the curriculum developed, and the materials used to support teachers as they help students reach the standards, is led entirely at the state and local levels.

### Why are the Common Core State Standards important?

High standards that are consistent across states provide teachers, parents, and students with a set of clear expectations to ensure that all students have the skills and knowledge necessary to succeed in college, career, and life upon graduation from high school, regardless of where they live. These standards are aligned to the expectations of colleges, workforce training programs, and employers. The standards promote equity by ensuring all students are well prepared to collaborate and compete with their peers in the United States and abroad. Unlike previous state standards, which varied widely from state to state, the Common Core enables collaboration among states on a range of tools and policies, including the:

- Development of textbooks, digital media, and other teaching materials
- Development and implementation of common comprehensive assessment systems that replace existing state testing systems in order to measure student performance annually and provide teachers with specific feedback to help ensure students are on the path to success
- Development of tools and other supports to help educators and schools ensure all students are able to learn the new standards.



## What guidance do the Common Core State Standards provide to teachers?

The Common Core State Standards are a clear set of shared goals and expectations for the knowledge and skills students need in English language arts and mathematics at each grade level so they can be prepared to succeed in college, career, and life. The standards establish what students need to learn, but they do not dictate how teachers should teach. Teachers will devise their own lesson plans and curriculum, and tailor their instruction to the individual needs of the students in their classrooms.



## Common Core State Standards versus previous state education standards

The Common Core was developed by building on the best state standards in the United States, examining the expectations of other high-performing countries around the world, and carefully studying the research and literature available on what students need to know and be able to do in order to be successful in college, career, and life.

No state was asked to lower their expectations for students in adopting the Common Core. The evidence-based standards were developed in consultation with teachers and parents from across the country, so they are also realistic and practical for the classroom.

## How do the Common Core State Standards impact teachers?

The standards impact teachers by:

- Providing consistent goals and benchmarks to ensure students are progressing on a path for success in college, career, and life
- Providing consistent expectations for students who move into their districts and classrooms from other states
- Providing the opportunity to collaborate with teachers across the country as they develop curricula, materials, and assessments linked to high-quality standards
- Helping colleges and professional development programs better prepare teachers.

## Do the standards tell teachers what to teach?

Teachers know best about what works in the classroom. That is why these standards establish what students need to learn, but do not dictate how teachers should teach. Instead, schools and teachers decide how best to help students reach the standards.

## What does this work mean for students with disabilities and English language learners?

The Common Core State Standards give states the opportunity to share experiences and best practices, which can lead to an improved ability to serve young people with disabilities and English language learners. Additionally, the standards include information on application for these groups of students.

## Application to Students with Disabilities



The Common Core State Standards articulate rigorous grade-level expectations in the areas of mathematics and English language arts. These standards identify the knowledge and skills students need in order to be successful in college and careers.

Students with disabilities —students eligible under the Individuals with Disabilities Education Act (IDEA)—must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers.

These common standards provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities.

Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, how these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:

- Supports and related services designed to meet the unique needs of these students and that enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
- An Individualized Education Program (IEP)<sup>1</sup>, that includes annual goals, aligned with and chosen to facilitate their attainment of grade-level academic standards.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided with additional supports and services, such as:

- Instructional supports for learning based on the principles of Universal Design for Learning (UDL)<sup>2</sup>, which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
- Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005) are changes in materials or procedures that do not change the standards but allow students to learn within the framework of the Common Core.
- Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

<sup>1</sup> According to IDEA, an IEP includes appropriate accommodations that are necessary to measure the individual achievement and functional performance of a child.



Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

<sup>2</sup> UDL is defined as “a scientifically valid framework for guiding educational practice that (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (b) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.” Excerpt from the Higher Education Opportunity Act (PL 110-135).



6. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)

7. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)

8. Modifications/Accommodations: (What curriculum modifications and/or classroom accommodations will you make for Students with Disabilities in your class? Be as specific as possible.)

### Common Core Aligned Lesson: Reflection

- ! Does this lesson reflect one of the “shifts” in instruction? If so, please describe which shift is addressed and how?
- ! In addition, please choose ONE question below to respond to after you have taught the lesson OR create your own question and respond to it after you have taught the lesson.
  1. How did this lesson support 21<sup>st</sup> Century Skills?
  2. How did this lesson reflect academic rigor?
  3. How did this lesson cognitively engage students?
  4. How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?

You are also encouraged to use a facilitated “Learning from Student Work” protocol to review and reflect on student work related to this lesson.

*Adapted from: "Lesson Plan Templates." Pleasant Plains CUSD. Web. Sept. 2014.*

*<Http://www.ppcusd8.org/files/\_qfCz5\_/a272805cde4193e23745a49013852ec4/Common\_Core\_Aligned\_Lesson\_Template.docx>.*





## COMMON CORE RESOURCES

For a more in depth understanding of the Common Core Standards Initiative, visit:

- **California Department of Education**  
What are the Common Core Standards  
<http://www.cde.ca.gov/re/cc/tl/whatareccss.asp>
- **Common Core State Standards Initiative**  
<http://www.corestandards.org>
- **Council of Great City Schools**  
Three-Minute Video Explaining the Common Core State Standards  
<http://youtu.be/qUjjk9lgDcY>
- **North Coast School of Education**  
Get up to speed on the Common Core State Standards  
[http://ncsoe.org/pub/ncs\\_docs/educators.html](http://ncsoe.org/pub/ncs_docs/educators.html)
- **Sonoma County Office of Education**  
Common Core Standards Resources for teachers  
<http://www.scoe.org/pub/htdocs/ccss-teachers.html>

