

FINAL REPORT:
Research on the Implementation of the
Common Core State Standards in California

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1 - INTRODUCTION

This document is the final report and work product (Appendix A) of a consultancy project for Visual Thinking Strategies (VTS) that researched the rollout of the Common Core State Standards (CCSS) in Los Angeles. The consultancy took place during January – May 2013. The final report is organized in the following manner: First the purpose and deliverables of the project, including Appendix A, will be defined in this introduction. Second, the research process will be outlined in the methodology section. Third, the major findings of the project will be presented in depth. Lastly the conclusion and recommendations for future CCSS research are given.

The CCSS are the first sequential K-12 educational standards in mathematics and English language arts and content literacy to be adopted by states on a national level. The landscape of American education is in the midst of transition with 45 states having adopted the new standards. Districts, schools and teachers will be responsible for teaching to the CCSS and administering new CCSS student assessments by 2015.

The mission of VTS is to transform the way teachers and students think and learn. VTS offers an accessible research-based teaching method that fosters critical thinking and language skills. The method was developed to facilitate discussions about works of art but can be adapted to other areas of classroom instruction. VTS began in the museum setting but since then, has also focused on classroom instruction through the VTS Core School Program. The Core School Program is a three-year, school-wide professional development program that helps teachers implement VTS in the classroom.

VTS is a national organization that continues to grow through a research-based approach to development and programming. As the organization of VTS grows, so does the capacity of VTS to transform education through teaching VTS and by responding to the needs of the American education system. The purpose of this project was to conduct an external analysis of the rollout of the CCSS in Los Angeles with a consideration of the how the VTS Core School Program could respond to the needs of students, teachers, schools and districts in the CCSS transition.

In a strategic effort to position VTS as a relevant resource for teachers, schools and districts, this project proactively researched the rollout of the newly mandated standards. The following were the desired outcomes for VTS in understanding that informed the design of the project:

- The implementation process of the CCSS for schools and districts
- The professional development offered to teachers and schools for the CCSS from other service providers and the delivery channels
- The effects of the CCSS on institutional funding models
- The plans for CCSS assessment development
- The consultant's recommendations regarding the alignment of VTS program offerings

The project's research was delivered in an interim report presentation and this final report. The scope of research for the consultancy consisted of a case study of the CCSS in Los Angeles with an external analysis of three sectors of stakeholders: schools and districts, outside providers, and funders. Through a literary review and interviews with individuals of the identified stakeholder groups, the consultancy researched the effects of CCSS implementation on the three sectors.

A preliminary overall finding was that the CCSS implementation was in an awareness phase, so there were few findings on how stakeholders were currently being affected. This preliminary finding was presented in an interim report to the liaison for this project, Nick Gardner, the Managing Director, and Yoon Kang-O'Higgins, the Program Director. The objective of the interim report was to identify a cohort within the sectors of research for advanced research. However, due to few findings in the external stakeholder analysis, the direction of the project changed to include research of the CCSS. In addition to an external stakeholder analysis, the project studied the English Language Arts and Content Literary standards of the CCSS in depth. The research of the standards was used to create Appendix A.

Appendix A is a "CCSS Primer Packet for VTS Trainers" in the Core School Program and a deliverable work product of the project. The purpose of primer packet is to provide a CCSS understanding tool for program staff working in schools with teachers. It is included as Appendix A because it is a stand-alone document that can be reproduced for immediate distribution. Appendix A contains CCSS information that is identified as necessary for VTS Core School Program staff to know before the start of the new academic year. Information in the final report is in addition to the information presented in Appendix A and contains major findings from the external stakeholder analysis.

Recommendations for further CCSS research and alignment of VTS programs are presented in the conclusion and recommendations. The recommendations offer strategies for how to conduct this research on a national level and model documents for articulation of CCSS alignment with VTS program offerings.

2 – METHODOLOGY

In order to get a picture of the landscape of the CCSS rollout in Los Angeles, the research was an external stakeholder analysis that consisted of an online literary review, attendance at webinars and professional development workshops, and formal and informal interviews. Formal interviews were scheduled meetings while informal interviews were spontaneous conversations that took place during the research of the project. The research took place during January – May 2013. All research was documented and shared with Nick Gardner, the liaison for the project, in a live Google document spreadsheet titled "Common Core Research Documentation."¹

¹ https://docs.google.com/spreadsheet/ccc?key=0AsET_JCqlwXrdFRBZlctOGozNVdHdnpuWDB5X3JEbXc-gid=2

The Google spreadsheet contains three spreadsheets: a literary review, an interview list and a research leads list. The literary review contains all documents, websites and webinars used in research for this project. The interview list contains contact information and dates of interviews. The research leads list contains leads to further research that were not followed by the end of the consultancy because they were not essential to the deliverables of the project.

A set of guiding questions was determined collaboratively between the consultant and VTS staff at the beginning of the project. The following are the guiding questions for the external stakeholder analysis:

Overarching Question	How does the work of VTS align with the rollout of the CCSS?
Schools	What does their training consist of? How are their needs being addressed? What's missing? What resources are available? What's missing?
Districts	Who and how are districts training teachers? How and on what are teachers being evaluated? What resources are available? What's missing?
Outside Providers	How are organizations aligning their efforts to support the CCSS?
Funders & Funding	What streams of funding are supporting the CCSS?
Assessment & Evaluation	What is the process of the development of the new CCSS assessments and how is that information being disseminated to schools and districts? How will teacher evaluation be effected by the CCSS?
Timelines	What are the timelines for all of the above?

Finding the answers to the guiding questions began with preliminary CCSS background research online. The literary review continued throughout the project and was documented in the live Google document. The most useful document resources are presented throughout the report and in the literary review of Appendix A.

Individuals were interviewed from the three sectors of the external stakeholder analysis: schools and districts, outside providers and funders. A list of formal interviews conducted during this project is provided as Appendix B.

Information on schools and districts were provided through informal interviews with individuals working in schools and formal interviews with individuals working at county and state offices of education. With a preliminary finding that schools and districts were in an awareness phase of the CCSS, interviews with individuals working at county and state offices of education became

the strategy for understanding on how schools and districts were being affected by the CCSS. Interview questions included inquiry on how CCSS information was being disseminated and professional development opportunities for administrators and teachers from state and county offices of education.

Information on outside providers was provided through formal interviews with education staff at several Los Angeles organizations. Interviews focused on the organizations' programming that supported the CCSS. Interviews also asked outside providers about their perceptions of their school partners' CCSS readiness.

Two individuals from the stakeholder group of funders were interviewed. The funders were asked about grant and funding strategies currently being directed towards the CCSS.

Funding was also an area of inquiry. All individuals interviewed were asked about funding streams. Student assessment, teacher evaluation and timelines for CCSS implementation were also areas of inquiry and asked about in interviews. Funding, assessment, evaluation and timelines also directed the online literary review.

The research used for Appendix A remained an external analysis for VTS, but identified windows for VTS alignment in the standards. Gardner determined the windows for alignment, which are included in Appendix A. Most of the information presented in Appendix A was adapted directly from the CCSS. All other information was gathered through the external stakeholder analysis. The information presented in the next section of this report is in addition to the information presented in Appendix A.

3 – MAJOR FINDINGS

This section presents the major findings on the current status of the rollout of the CCSS in the Los Angeles area as researched in the consultancy. The major findings are:

- 1. Schools and districts are unprepared for the CCSS.**
- 2. State and county offices are the disseminators of CCSS information.**
- 3. The CCSS present a platform for convergence.**
- 4. New CCSS student assessments are research based.**
- 5. New CCSS student assessments present a problematic issue of feasibility.**
- 6. There are no government funds being allocated to the rollout of the CCSS.**

- 7. Foundational funding is supporting research and development for the CCSS.**
- 8. Minimal funds being allocated to the CCSS implementation presents an issue of equity for schools and districts.**
- 9. Outside providers with school partnerships are aligning their programs to support the implementation of the CCSS.**
- 10. The Next Generation Science Standards (NGSS) will set the precedent for how the rest of next generation standards will be adopted and mandated by states.**

Each major finding will be discussed and supported by specific findings from the external analysis. Major findings will be offered through bullet points of ideas and/or examples or through a narrative of the finding's aspects. This section delivers the consultancy's desired outcomes for understanding of the CCSS, which are reflected in the guiding questions. The timelines for CCSS implementation are embedded throughout the findings.

1. Schools and districts are unprepared for the CCSS.

The research for this project took place during the "awareness" phase of CCSS implementation and found that teachers are aware of the standards, but unprepared to teach them. There is work to be done to get teachers up to speed on the CCSS. The Bill and Melinda Gates Foundation funded the 2012 Primary Sources survey that claimed "78 percent of more than 10,000 teachers polled were aware of Common Core, but 27 percent felt unprepared to teach the new standards."¹

The first interview conducted for this project was with the manager of Arts for All, Talia Gilbas, which set the stage in understanding how schools are dealing with the CCSS. Arts for All is a ten-year old initiative of the Los Angeles County Arts Commission to implement arts education in Los Angeles county districts. Gilbas offers a bird's eye perspective of where schools are in the transition. In the interview, Gilbas shared that overall, the Arts for All partner schools are unprepared and at varying levels of awareness of and readiness for the CCSS.

Research found that the variability factors of the preparedness of schools are the size of a district and its resources. Overall, there are no sustained opportunities for teachers for CCSS professional development as in-service time is shared with an array of school matters and instruction must continue to support current student testing. It is unclear how the CCSS will be

¹ http://www.dailynews.com/news/ci_21236677/lausd-begin-phasing-common-core-curriculum-standards?source=rss

implemented in the 2013-2014 school year when new CCSS assessments will not be operation until 2014-2015. It is unlikely that teachers will be able to support student achievement for current No Child Left Behind (NCLB) testing while implementing a new CCSS curriculum. There is a large learning curve for teachers who have entered the profession under NCLB with the far more rigorous CCSS. Charter and private schools were not directly interviewed in this project but are also held accountable for the CCSS. These findings are discussed further below.

➤ **District Variability Factors: Size and Resources**

The size of the district and its resources are factors in how and where a district is in implementing the CCSS. Palos Verdes Peninsula Unified School District (PVPUSD) serves 12,000 students and is supported through private funding from residents. The PVPUSD website¹ includes a page of resources for parents to learn about the CCSS. Burbank Unified School District serves just over 18,000 students and has one staff person solely dedicated to the CCSS. Since the CCSS were published, specialists at the Los Angeles Unified School District (LAUSD) office meet weekly to discuss the standards. LAUSD serves nearly 670,000 students. In small districts like PVPUSD and Burbank, availability and capacity of staff allows for dissemination of CCSS information to schools and teachers in the district. Although LAUSD holds weekly district staff meetings, capacity to disseminate information appears to be minimal.

➤ **Professional Development for Teachers**

Currently there is no set time for professional development for teachers in the CCSS. Any time scheduled for the CCSS must compete with other information that must be disseminated such as new emergency procedures or sexual harassment policies. Since the education system is decentralized, it is up to the school to decide how teacher in-service time is used and priorities may not be the CCSS.

In-service time during the school year is carved out of a school day and therefore provides no space for teachers to step out of their current work in the classroom to focus on the CCSS changes. CCSS asks teachers to design new curriculum to support new ways of thinking without specifying what a curriculum could look like. Teachers would like a simple handout of what they need to do, but no such materials exist. Therefore, for schools that have academic coaches, it has become their job to learn about the CCSS and design tools for teachers to build new curriculum. Academic coaches are school staff that assists all teachers in one school in all their needs. For example, coaches from the Durante Unified School District are attending professional development workshops offered by the county offices and preparing packets and activities for teachers to disseminate their own training in the CCSS. But, again, there is a high degree of variability about how professional development in support of CCSS is taking place.

¹ http://pvpusd.k12.ca.us/index.php/parents_and_students/common_core/

➤ **Teaching to the Current Test**

The shadow of No Child Left Behind (NCLB) looms over the readiness of teachers. NCLB requires states to administer annual standardized tests in order to receive federal funding. In 2012, President Barack Obama began granting states waivers from NCLB required testing. California has not received a NCLB waiver and is still required to implement NCLB standardized testing of students. Teachers' responsibility to the current testing allows no changes in instruction or curriculum.

Teachers who have entered the profession in the last decade under NCLB have only taught "to the test" with a "canned" or step-by-step prescribed curriculum and need significant training in teaching the CCSS. Teachers that have been in the profession over ten years may be tempted to believe that the CCSS are a return to their ways of teaching before NCLB; however, there is a need for distinction that the CCSS calls for a more rigorous curriculum than ever before. There are teachers, schools and districts that feel they already align to the CCSS. Claims of "this is how we used to do it" or "we have always been doing it this way" should be regarded with caution.

Race to the Top is separate from NCLB and is a program designed as a contest for federal funding. States are scored on a set of criteria to receive funding. Adoption of the CCSS in the majority of states can be attributed to the Race to the Top program. Race to the Top has awarded over \$350 million in grants to two national consortia responsible for development of new assessments for the CCSS. The two consortia are the Smarter Balanced Assessment Consortium (SMARTER) and Partnership for the Assessment of Readiness for College and Careers (PARCC). States have the choice of which consortia's assessments they will use. California is a SMARTER state.

In addition to the development of assessments by the national consortia, teachers are responsible for an understanding of the assessments to build formative assessments, or performance tasks, into their curriculum. SMARTER has plans to have an operational digital library by fall 2014 with resources for teachers such as formative assessment strategies and practices. Teaching through assessments will define learning goals and model expectations to students.

SMARTER will release a practice test in May that will include performance tasks. Though this was not originally planned, the decision to release of a practice test was a result of an under-estimation of the number of schools that volunteered for pilot testing. Schools volunteered for the pilot testing in exchange for an opportunity to see the new assessments. The practice test will provide real examples for everyone and shed light on the feasibility of teaching through assessment.

➤ **Charter and Private Schools**

Charter schools and private schools are accountable for the CCSS and it is the responsibility of the entity that operates the school to ensure the transition. The San Bernardino County Superintendent of Schools Office (SBCSS) is experiencing, for the

first time in history, private schools in the county asking for help. Private schools have requested professional development in the CCSS from the county office. This illustrates the third major finding of a need for collaboration in the transition in the CCSS as well as the possibilities of communication under a common language.

2. State and county offices are the disseminators of CCSS information.

For California, 2012-2013 represents the awareness phase of the CCSS. State and county offices possess training materials and are disseminating information to districts and schools. State and county education office websites contain detailed information on the CCSS and timelines for implementation. Partnerships between state and county offices have resulted in in-person trainings for administrators throughout the state.

The 2013-2014 school year has been designated the implementation phase and it is not yet evident what will happen during this period. Teachers are being informed on the CCSS through webinars, but there are no scheduled plans for further trainings. In an effort to provide low-cost training to teachers, county education offices have made webinars available on their websites. The webinars are intended for viewing by teachers at home in their own time. Overall, the webinars are not engaging and not more than an introduction to the CCSS. Aside from the surface level trainings available, an issue of quality is of concern as there is no current structure for vetting information or professional development on the CCSS.

This information was gathered through interviews with staff at California County Superintendents Educational Services Association (CCSESA), the San Bernardino County Superintendent of Schools Office (SBCSS) and the Los Angeles County Office of Education (LACOE). Below are brief descriptions of their work regarding the CCSS.

- CCSESA is creating CCSS toolkits and working with districts to write comprehensive plans for the CCSS transition. CCSESA offered hands-on workshops throughout the state in partnership with the California Department of Education.
- SBCSS has conducted trainings for administrators and three cohorts of teachers. The intention of the teacher cohort trainings was to prepare a number of teachers to be “experts” in CCSS so they may support teachers in their school. However, the cohort trainings only provided an introduction to the standards. An in-depth understanding of the CCSS will require much more time and training to begin actual implementation.
- LACOE partnered with Arts for All to offer a workshop series titled “Teaching Creativity Through the Common Core.” The workshops are free and offered quarterly to administrators. Arts for All hopes to offer the series to teachers in the 2013-2014 school year; however, the high demand makes access to teachers unlikely. Registration typically fills up in one day and consists of principals and school coaches. Workshops

include a lecture, small group interaction, and a collaborative group art making project. The series was designed by Shannon Wilkins¹ and consist of three workshops:

1. Integrating Arts into Common Core English/LA
2. From STEM to STEAM
3. Leading the Change to CCSS

3. The CCSS present a platform for convergence.

It will take a village to implement the CCSS. With common standards that unify schools across districts and states, there is now a common language to initiate conversations and collaborative efforts to implement the CCSS. The CCSS are calling for a large shift in schools and will need to be addressed by all entities working in education. The platform CCSS offers for convergence will be described through two examples in California that are utilizing the CCSS common language and addressing the need for convergence.

➤ The CCSS offers a common language for collaboration

The CORE² district collaboration is a model for the potential collaboration within the CCSS through a common language. CORE is an acronym for California Office of Reform Education and a collaboration of ten districts in California. The districts are represented by their superintendents who serve on the board of directors along with Bonnie Reiss, former California Secretary of Education. The unified school districts in CORE are: Los Angeles, Fresno, San Francisco, Santa Ana, Sacramento City, Garden Groove, Oakland, Long Beach and Clovis.

After California was denied its first application for the NCLB wavier, a number of the now CORE districts began writing the second application in collaboration. That application for a NCLB waiver is currently being reviewed and if approved will be the first wavier granted to a set of districts instead of an entire state. Due to the success of their collaborative effort, the districts continue to work together with support from CORE's parent organization, California Education Partners and funding from the Stuart Foundation, William and Flora Hewlett Foundation and James Irvine Foundation.

The CCSS provided a platform for the districts collaboration as well as a common language for the districts to communicate. The Hewlett Foundation funded CORE's teacher institute in summer 2012 that consisted of teachers designing performance tasks aligned with the SMARTER specs. The institute has since been replicated and a white paper has been commissioned by the Hewlett Foundation to share the processes of performance task development that took place at the institutes.

¹ Shannon Wilkins is Education Leadership Program Consultant for LACOE. Wilkins has also taught in the Administration Tier II training for the past six years and claims that her close relationships with administrators has built trust needed for her to advocate for arts integration.

² <http://coredistricts.org/>

➤ **There is a need for convergence to address the CCSS shift in schools**

The LA Fund is a private foundation that supports LAUSD and is a model for the potential of convening organizations to address the CCSS shift.

The LA Fund was able to convene, for the first time in history, all of the presidents and directors of major arts institutions in Los Angeles. Attendance represented Cal Arts, Center Theater Group, the Getty, the Hammer Museum, The Huntington Library, the Los Angeles County Museum of Art (LACMA), the LA Opera, the LA Philharmonic, MOCA, the Natural History Museum and the Music Center.

The LA Fund instituted continuous monthly or quarterly meetings to discuss the CCSS beginning in October 2012. The October and November meetings were attended by presidents and directors, the following meetings were and will be attended by education staff of the institutions. As of March 2013, there were four meetings facilitated by the LA Fund. The third meeting regarded funding in schools. The fourth meeting was an introduction of the Teaching Channel¹, an online resource for professional development.

4. New CCSS student assessments are research based.

The new CCSS student assessments are grounded in research. Research is being used to develop the new student assessments and to monitor SMARTER and PARCC's assessment development.

SMARTER is considering the 21st century competencies in an evidence-centered design (EDC) approach to assessment development. More specific information about the 21st century competencies and EDC are described in Appendix A under the "Shifts in Student Assessments" heading.

Assessment development is also driven by several research initiatives of Educational Testing Service (ETS). The ETS website² is a resource for information on new innovations in testing. Results from current SMARTER voluntary school pilot testing of assessments will be used in the revision and continued development of SMARTER assessments.

UCLA's National Center for Research on Evaluation, Standards, and Student Testing (CRESST), funded by the Hewlett Foundation, is monitoring the two national assessment consortia in producing tests that support deeper learning goals. The latest report published in January 2013 provides theoretical frameworks backing the assessments. The following excerpt from the report describes how research is being done to ensure validity. The CRESST Report 823 states:

¹ <https://www.teachingchannel.org/>

² <http://www.ets.org>

“Our methodology for defining deeper learning draws on Norman Webb’s depth of knowledge (DOK) classification scheme (see Webb, Alt, Ely, & Vesperman, 2005; <http://wat.wceruw.org>) because it is: 1) commonly used in alignment studies of current state tests, 2) familiar to policymakers and practitioners across the country, and 3) has been used in prior Foundation studies to establish a baseline for current state tests. Webb’s system categorizes DOK into the following four levels, essentially:

- DOK 1: Recall of a fact, term, concept, or procedure; basic comprehension.
- DOK2: Application of concepts and/or procedures involving some mental processing.
- DOK3: Applications requiring abstract thinking, reasoning, and/or more complex inferences.
- DOK4: Extended analysis or investigation that required synthesis and analysis across multiple contexts and non-routine applications.¹

5. New CCSS student assessments present a problematic issue of feasibility.

The large amount of resources needed for the new student assessments to be fully operational may be unfeasible. The new student assessments require time to score and technology to administer that is not available to all schools and districts. SMARTER and PARCC were awarded over \$350 million in federal Race to the Top grants; however, their actions suggest that there are more resources needed to fully execute their responsibilities of assessment development. The Race to the Top grant period for the consortia ends in 2014. SMARTER has partnered with UCLA’s National Center for Research on Evaluation, Standards, and Student Testing (CRESST) to ensure continuation of assessment development while PARCC has secured 501(c)(3) status to be eligible for further funding in fear of running out of federal funds.

The new assessments will be adaptive computer-based tests and require improvements for hardware and software in schools. Adaptive testing means questions will be given to students based on their performance in the previous question. The testing will require a ramping up of the amount of data a network can handle and speed of connectivity. Some districts are applying to use federal E-rate program, a funding source for technology in schools, to aid funding in technology improvements; however, E-rate funding for new assessments is unclear.²

The time required for teachers to score CCSS performance tasks in assessments is also not feasible. SMARTER has developed an assessment bank that provides computer automated scoring. Access to the bank costs approximately \$20 per student. California is currently trying to save money in order to purchase the assessment package. California will only purchase the

¹ <http://www.cse.ucla.edu/products/reports/R823.pdf>

² Cavanagh, S. (2013) Districts Look to E-Rate Program to Help With Common Core Tech Costs. Education Week.

package if there are enough funds to purchase access for every California student. Currently, California is testing students in areas not required by NCLB. Eliminating unrequired testing is the strategy for saving money for the assessment package. An alternative plan will need to be developed if California does not save enough funds.

Further, while students continue to be tested under NCLB requirements, California teachers must continue to teach to the Standardized Testing and Reporting (STAR) testing. NCLB is still in effect and awaiting revision. 2013-2014 will be the last year in California for STAR testing. The following year, 2014-2015, SMARTER assessments will replace STAR testing as the testing requirement for NCLB. There is little time for teachers to develop or try out new lessons addressing the CCSS and CCSS assessment.

There are large start-up and ongoing costs for both teacher and computer scoring. There is a concern for the time it requires to administer the tests, which could be up to ten hours, not including any time needed to respond to technical difficulties. Administering tests solely on the computer means relying on technology to always functioning correctly. What if a class is unable to connect to the testing? What if something goes wrong in the submission of completed tests and the students' tests are invalid? Technical glitches could occur at various parts of the assessment process, which would require technical support and time. There are no resources to shore up schools to the new technology needs, posing a real feasibility issue.

6. There are no government funds being allocated to the rollout of the CCSS.

The CCSS are mandated by the state with no additional federal or state funds to support the implementation. Title 2 funds can be used for professional development by schools, and it is up to the district to decide how these funds are used. The sequestration effects on Title 2 funds will not be clear until the 2013-2014 school year begins. However, there has been no increase in Title 2 funds with the CCSS mandate.

In the words of Peter F. Drucker, "no money; no mission." It is alarming and important to note that there are no funds currently dedicated to the CCSS. It is a concern and potentially a barrier to implementation if no dedicated public funds are appropriated for this purpose.

7. Foundational funding is supporting research and development for the CCSS.

Foundations are funding research to develop CCSS understanding. The Hewlett Foundation has funded the monitoring of national assessment development, formative assessment development with teachers in the CORE district collaboration and the development of a

crosswalk between CCSS and deeper learning.¹ These examples of the Hewlett Foundation's funding initiatives illustrate a strategy to support a deeper understanding of the CCSS.

Digital learning may provide an accessible tool for CCSS instruction and is also a foundational funding strategy. The Next Generation Learning Challenges (NGLC) is an initiative to develop digital learning programs for classrooms supported by CCSSO, iNacol² (the International Association for K-12 Online Learning), the League for Innovation in the Community College³, the Bill & Melinda Gates Foundation, and the Hewlett Foundation,. NGLC awarded \$7 million to educational technology programs focused on the CCSS.⁴

8. Minimal funds being allocated to the CCSS implementation presents an issue of equity for schools and districts.

With no government funds being allocated to the CCSS, there is a great need for CCSS funding in schools and districts. Private foundational funding may supplement the absence of federal funds; however, foundational funding will not be able to fulfill the needs of all schools and districts. A potential outcome for foundational funding is that the rollout will be uneven with some districts forging ahead and others significantly lagging behind. The disparity of CCSS implementation funds for districts is an issue of equity.

The CCSS require resources for professional development of teachers and new technology for assessment. Funders are aware of the CCSS but have not yet created funding programs.⁵ The Gates Foundation announced a request for proposals for "Accelerating the Common Core Through Teacher Networks" in March 2013, the first funding opportunity directly supporting the CCSS.⁶ Hopefully, other foundations will follow the Gates Foundation by creating grant programs that support the funding need for CCSS implementation in schools and districts.

Grant programs that support outside provider partnerships with schools are rolling the CCSS into current programs in response to the needs of the schools. For example, the LA Fund is accepting rolling proposals for their LAUSD Arts Integration Grant program. It is a three-year grant to fund organizations to partner with LAUSD schools to pilot arts integration programs in the classroom. Support of the CCSS through proposed projects are considered positive by-products of the grant program.

The LA Fund does not directly support the CCSS, but LAUSD is also receiving funding as a CORE district. Nonetheless, it is doubtful that all 1,087 LAUSD schools are receiving that funding, which means funding is not equitable for schools in LAUSD. Districts without any

¹ The crosswalk document is recommended for VTS to reference in articulation of VTS alignment with the CCSS.

² <http://www.inacol.org/>

³ <http://league.org/>

⁴ Nagel, D. (2011). NGLC Pumps Funding into Ed Tech Focused on the Common Core. The Journal.com

⁵ Robelen, E. (2013). Common-Core Work Gets Aid From Many Philanthropies. Education Week.

⁶ <http://www.gatesfoundation.org/How-We-Work/General-Information/Grant-Opportunities/CCSS-Teacher-Networks-RFP>

foundational funding are in an even worse position to provide equitable support the CCSS implementation. There is inequity of funding for schools and districts to implement the CCSS.

9. Outside providers with school partnerships are aligning their programs to support the implementation of the CCSS.

Outside providers are in different stages in the process of aligning efforts to support the CCSS. Organizations with long established relationships with schools are farther along in the process. Capacity for CCSS support is similar to schools; there are few human resources to deeply understand the CCSS. Therefore, organizations must solicit help from informed administrators and seek additional funding to provide meaningful connections to the CCSS. Further discussions of such organizations are discussed below with examples from research.

➤ Outside providers with long established relationships are farthest along in aligning their programs to support CCSS

Two examples of organizations with enduring and close relationships with schools are the Los Angeles Education Partners (LAEP) and the Armory Center for the Arts. Both organizations are committed to serving their partner schools and therefore have programs already supporting the CCSS.

LAEP is the oldest education nonprofit in Los Angeles and transforms schools into community resource centers. LAEP supports professional development for teachers in partner schools through Humanitas¹, a learning network grounded in an interdisciplinary thematic approach and solution-based learning. During the 2012-2013 school year, the LAEP Director of Professional Development provided CCSS training that infuses the mandated LAUSD training webinars into Humanitas. LAEP work in schools executes both the agendas of the organization and the schools.

The Armory Center for the Arts has been awarded several grants to implement arts integration in science and math and therefore must support the CCSS. The Armory provides professional development for classroom teachers and puts their highly trained teaching artists in the classroom with a gradual release methodology. Gradual release means that first the teaching artist will lead the art integration lessons, then the teaching artist and classroom teacher will teach together until the classroom teacher instructs art integration on their own. Teaching artists are currently working with a professional scientist to develop a curriculum that supports the Next Generation Science Standards.

➤ Outside providers are planning to align programs to support the CCSS

P.S. ARTS, a nonprofit that puts teaching artists in the classroom during the school day, claimed to have plans to make plans for support and alignment of efforts to the CCSS

¹ <http://www.laep.org/humanitas/>

this summer 2013. The LAUSD arts education branch administrator presented the topic Museum of Contemporary Art (MOCA) 2012 summer institute for teachers. Using VTS to implement the CCSS will be a key area of focus in MOCA's 2013-2014 education program Contemporary Art Start. MOCA's secondary arts integration program will emphasize the CCSS as a connecting link between subjects.

➤ **Outside providers are soliciting help from administrators to understand the CCSS**

Availability of organization's capacity is similar to schools; there are few human resources to deeply understand the CCSS. The Music Center and MOCA collaborated with LAUSD specialists to disseminate CCSS information and understanding to their own staff and stakeholders.

➤ **Outside providers are seeking funding to support CCSS programs**

In order to provide programs that directly support the CCSS in schools, organizations are seeking additional funding resources. The LA Fund is one source of funding in Los Angeles for organizational partnerships in schools that will support the CCSS. The CCSS also provide an opportunity for organizations request more funding from their funders because alignment to the CCSS supports programmatic missions to strengthen education in schools. The Huntington Library's art education department is currently proposing a CCSS program to their existing funders in collaboration with My Masterpieces.

The Huntington Library and My Masterpieces have proposed to their funders a three-year, district-wide CCSS professional development for PUSD. The Huntington Library is an art museum and botanical gardens in Pasadena. My Masterpieces is an award-winning Pasadena Unified School District (PUSD) partnership program with the City of Pasadena and Pasadena cultural institutions that facilitates field trips to different museums and institutions in each grade that supports curriculum. The goals of the proposed partner program are to enable teachers to transition to the CCSS with confidence, provide direct experience with project based learning, and pilot a model for CCSS that could be replicated.

10. The Next Generation Science Standards (NGSS) will set the precedent for how the rest of next generation standards will be adopted and mandated by states.

The CCSS are the first set of next generation of standards that will be published and adopted. National committees of diverse stakeholders are currently working on standards in other content areas that align with the CCSS. The CCSS English Language Arts standards are also the standards for literacy in content areas and apply to other content areas now and any future content standards adopted.

There is no schedule for when the remainder of the national standards will be published and adopted. States can choose which standards to adopt. The Next Generation Science Standards (NGSS) were released in March 2013 for adoption. The process and length of time it will take for the NGSS to be implemented will be similar for the standards to follow. National art and social studies standards are underway. There is no information regarding development of assessments for other content areas.

4 – CONCLUSION AND RECOMMENDATIONS

The CCSS present a hopeful direction for the nation's education system by calling for a deeper and more rigorous education for students. However, with little resources for teachers in training and time for development of a more complex curriculum and for schools in supporting the next generation of assessments, there are challenges in feasibility, equity and quality.

One of the biggest questions to be addressed is what will be taken off the list of what teachers have to do to make room for what they need to do with the CCSS (i.e. prepare new curriculum, experiment in the classroom, and collaborate with other content teachers). And, as with any change, there is resistance. Real work in transitioning districts, schools, teachers, and students may be put on hold while resources are used to resist the change to the CCSS.

VTs is ahead of most Los Angeles organizations in seeking an understanding of the CCSS. Although the standards were published in 2010, there is and will continue to be constant flow of new information and developments. The upcoming 2013-2014 school year is the general implementation year and the priority of schools will likely be the CCSS. Assessments are scheduled to be operational in the 2014-2015 school year. Changes resulting from the CCSS will take place in the next two years.

Project Based Learning (PBL) is a method of instruction that strongly connects to the CCSS. While PBL is briefly described in Appendix A, it is recommended as a deeper area of research for VTs. There are numerous resources for PBL. The Buck Institute for Education (BIE) nonprofit is the main resource and is similar to VTs in providing trainings in the teaching method. PBL also shares the training quality of VTs; the instructional method is not easily understood or executed after reading information in a document. The BIE methods for training and materials may be a valuable resource to the VTs Core School Program. More information is available on the BIE website at <http://www.bie.org>.

In order for VTs to remain ahead and apprised of the CCSS transition, the research of this project should continue and be taken to a national level. VTs must be able to market and articulate the Core School Program as a CCSS aligned program, as principals will need to justify any professional development as CCSS support.

The following are recommendations for continuation of this research on a national level and the identifications of documents that serve as a resource for the articulation of CCSS alignment.

➤ **Strategies recommended for national research on CCSS implementation**

The following are recommendations for continuing CCSS research on a national level.

The recommendations reflect successful processes of inquiry used for this project.

- Websites of state offices of education were a source of information on state plans for CCSS implementation and assessment.
- Interviews with individuals at county offices of education were a source in gaining an overview of how districts are being supported in the CCSS in this project. Interviews and website of county offices of education are recommended for learning about how a region is being affected by the CCSS.
- Interviews with outside providers were most accessible for this project and also a source of an overview perspective of districts and schools. Asking outsider providers about how their school partners are handling the CCSS is recommended for understanding how multiple areas are being affected by CCSS.
- Information on individual districts can be found at district websites. District websites may contain a district's implementation plan and timelines, informational CCSS packets for teachers, parents and/or students, and if the district participated in pilot testing for the new assessments. The organization and amount of CCSS materials on a district's website can be used to estimate how many resources are being allocated for CCSS. Districts that have a CCSS page or separate CCSS website are likely directing more resources towards for the CCSS than districts without CCSS information on their website.
- The Smarter Balance newsletter was a source for updates and timelines of the Smarter Balance assessments. Subscription to both national assessment consortia newsletters is recommended for up to date information on new testing.
- The SMARTER practice test will be published in May 2013. The practice test will offer the first comprehensive sample assessment and is recommended as an essential document to understanding the new assessments.
- The 2013-2014 school year will be a year for change because it is the last year for current testing and expected to be the first year of CCSS implementation. There will likely be more teacher training and reflections on CCSS classroom instruction.

➤ **Documents recommended for development of alignment articulation**

The following documents were found during the consultancy, yet did not directly support the scope of the project. While they illustrate how the organizations that created the documents are responding to the CCSS, the documents are more helpful in providing examples of and resource for articulation of CCSS alignment. Appendix A provides windows of opportunity for VTS alignment; however, does not provide a pathway from the windows to VTS. These documents are recommended to assist in the creation of a pathway between VTS and the CCSS.

- *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*

[http://www.leg.state.vt.us/WorkGroups/EdOp/Education for Life and Work- National Academy of Sciences.pdf](http://www.leg.state.vt.us/WorkGroups/EdOp/Education%20for%20Life%20and%20Work-National%20Academy%20of%20Sciences.pdf)

This is a report from the National Research Council that looks at transferable knowledge and skills. The purpose of the document was to clarify definitions for deeper learning and 21st century skills. Information is being disseminated to teachers through concepts of deeper learner or 21st century skills (the 4 c's: collaboration, communication, critical thinking and creativity). The report brief is included in the literary review of Appendix A; the entire report is recommended as a resource for aligning theoretical foundations of the CCSS and VTS.

- "P21 Common Core Toolkit"

<http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf>

The document was written by Partnership for 21st Century Skills, a national organization that has offers their own framework, tools and resources and advocates for education. The document outlines the crosswalk between the CCSS and 21st century skills and may a model of how VTS alignment could be written.

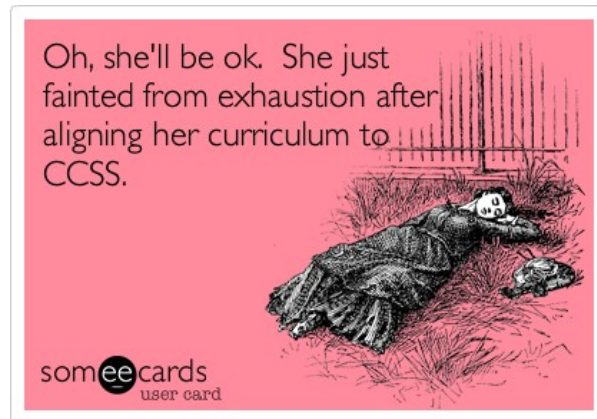
- "Crosswalk Analysis of Deeper Learning Skills"

http://www.hewlett.org/uploads/documents/Crosswalk_Analysis_of_Deeper_Learning_Skills.pdf

This crosswalk was written by the Education policy Improvement Center (EPIC) and funded by the Hewlett Foundation. The document is dry in formatting compared to the previous documents, but contains research of possible value to VTS.

Appendix A: Common Core Primer Packet for VTS Trainers

COMMON CORE PRIMER PACKET FOR VTS TRAINERS



Yes, the Common Core Standards are here and here is what you need to know...

The information in this packet was gathered through an external analysis of the Common Core State Standards (CCSS) rollout in California. The research took place January to May 2013 and included a literary and webinar review and interviews.

This packet will help prepare you to support teachers and schools in the national transition with focus on the English Language Arts (ELA) and Content Literacy standards. Here's what you will find inside:

(1) What are the Common Core State Standards?

What are the standards? Why did the standards come into existence?
How will the CCSS be assessed?
What are the timelines for the standards?
What are some key strategies being utilized in their implementation?

(2) The Common Core Shifts

Before diving into the standards, it helps to understand what is changing
What are the shifts in the standards? What are the shifts in student assessment? What are the shifts in teacher evaluation? And how will those shifts change instruction?

(3) ELA & Content Literacy Standards in Focus

A snapshot of the ELA and Content Literacy standards and windows for alignment and support by VTS within the standards

(4) How will the Common Core Impact the VTS Core School Program?

What more can we find? What are the implications of CCSS for your work?

(5) Literary Review

Articles and documents identified to further your understanding of the CCSS

(1)WHAT ARE THE COMMON CORE STATE STANDARDS?

What are the standards?

- A state-led initiative by the Council of Chief State School Officers (CCSSO) and National Governors Association (NGA) to develop common standards in math and English.
- Designed by a diverse group of stakeholders and shaped through research and multiple rounds of feedback, with plans to revise the standards on a set review cycle.¹
- The standards' criteria were to be essential, rigorous, clear and specific, coherent, and internationally benchmarked with limited repetition across the grades or grade spans to help educators align instruction to the standards.² 21st Century Skills were considered and incorporated where possible.³ So students are prepared for the global economy, standards in top-performing countries informed the CCSS.
- The CCSS were published on June 2, 2010.
- 45 states and D.C. have fully adopted the CCSS as of April 2013.

WHY did the standards come into existence?

Consistency	<ul style="list-style-type: none">• To provide one set of academic standards and expectations of student performance across the country.
Equity	<ul style="list-style-type: none">• To provide more equal access to an excellent education.
Opportunity	<ul style="list-style-type: none">• To provide student the knowledge and skills that will prepare them for college and career in our global economy.
Clarity	<ul style="list-style-type: none">• To provide clear and coherent standards to help students, parents, and teachers know what is expected. Previous standards were “a mile wide and an inch deep.”
Economies of Scale	<ul style="list-style-type: none">• To provide a foundation for districts and states to work collaboratively and achieve economies of scale.

4

¹ <http://www.corestandards.org/assets/ccssi-introduction.pdf>

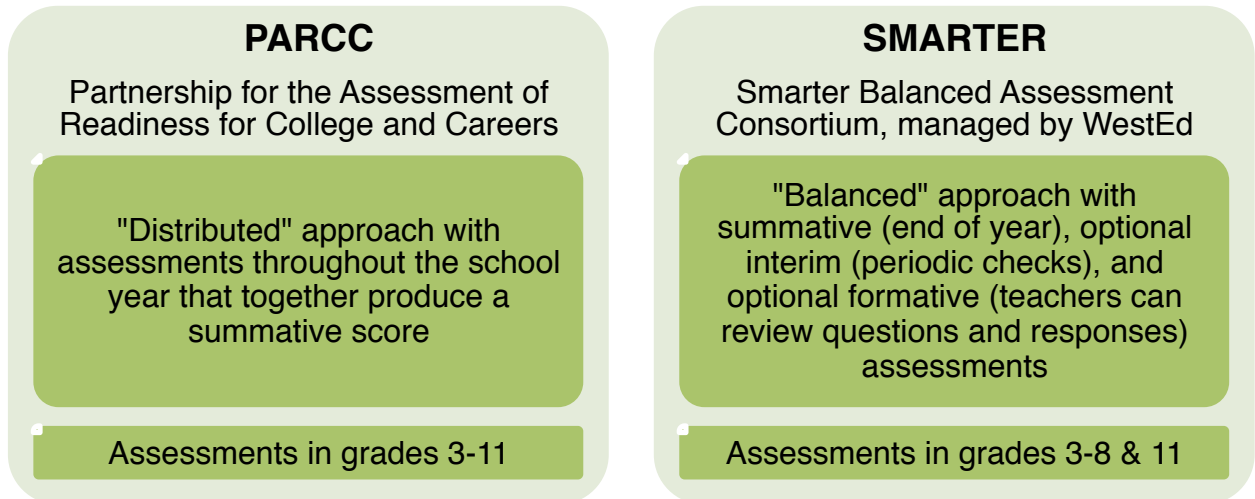
² <http://www.corestandards.org/assets/Criteria.pdf>

³ <http://www.corestandards.org/assets/Considerations.pdf>

⁴ CCSSO, (2012). CCSS: To Classroom Implementation and Assessment [Power Point Slides].

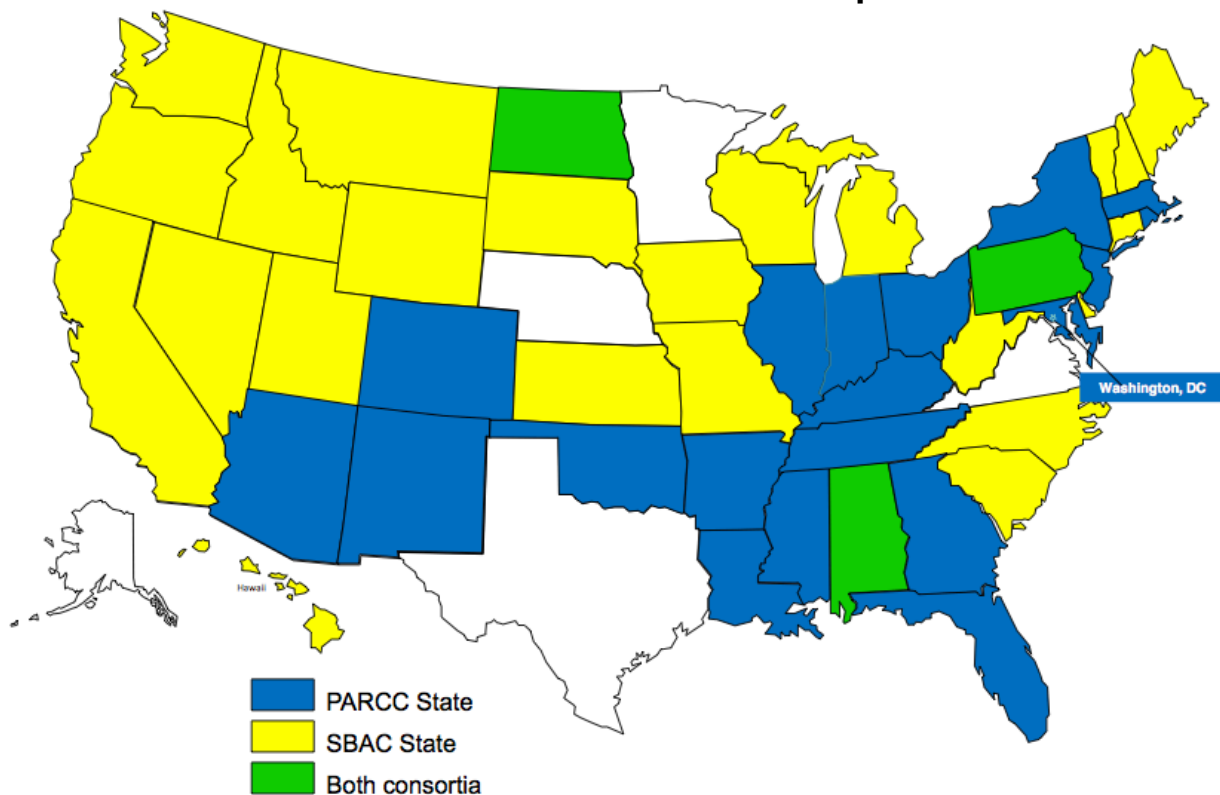
How will the CCSS be assessed?

States may choose from two national assessment consortia funded by federal Race to the Top grants of over \$350 million:



1

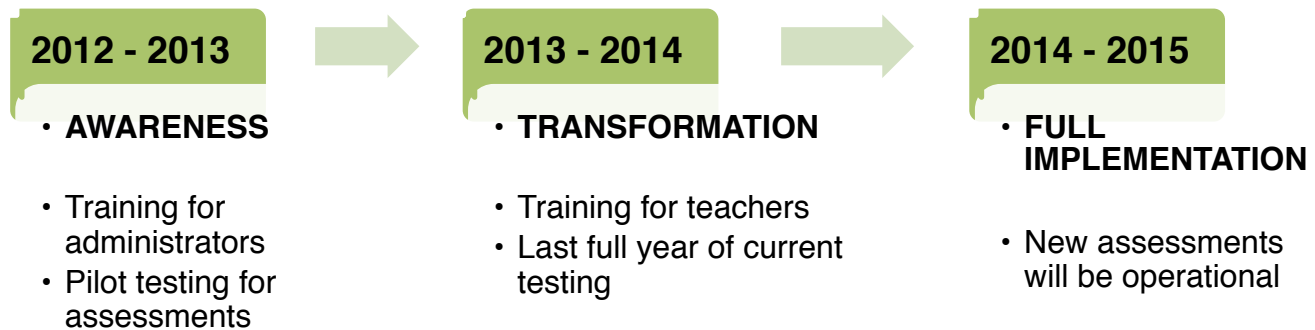
Consortia Membership



Copyright © 2009 Educational Testing Service

¹ Conejo, D. (2011). The CCSS: A Districtwide Dialogue for the LAUSD [Power Point Slides]

What are the timelines for the standards?



In general, the 2012-2013 school year was intended for building awareness of the CCSS. The 2013-2014 school year is projected to be a year of transition with teachers being trained and implementing new instruction to prepare for full implementation of the CCSS and new assessments in 2014-2015.

It is up to each district to develop a CCSS implementation plan; therefore, the process of implementation will vary for each district. The Los Angeles Unified School District (LAUSD) CCSS implementation plan began 2012-2013 with targeting the beginning grades in elementary (K-1st), middle (6th) and high school (9th) with teacher professional development and classroom implementation. Next, the consecutive older grades will be targeted until all grades are reached.

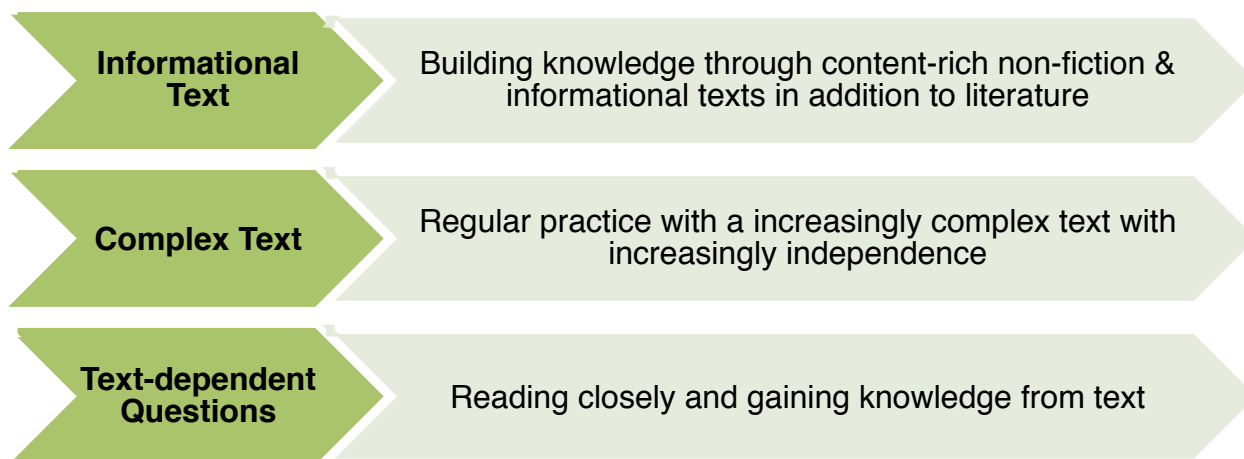
Timelines of other national standard: The CCSS were the first of the next generation of national standards to be developed and published. Most recently the Next Generation Science Standards (NGSS) have been published and other content areas are currently being developed. There is no timeline for the adoption and implementation of the standards to come. The process and time it will take for the NGSS will be an indicator of the how the following standards will be rolled out.

What are some key strategies being utilized in their implementation?

- Webinars are a common tool used for disseminating information because they are easily produced and accessed and can be viewed at any time.
- Project Based Learning (PBL) is seen as an instructional design that supports the CCSS. More information will be provided on PBL in section three of this packet.
- The CCSS offer a common language that can be the foundation to collaborations. This is true for the California Office of Reform Education (CORE), a collaboration of ten California districts. CORE has received private foundational funding and a network of resources to share for CCSS implementation.

(2) THE COMMON CORE SHIFTS

Shifts in ELA and Content Literacy standards



Shifts in Student Assessment

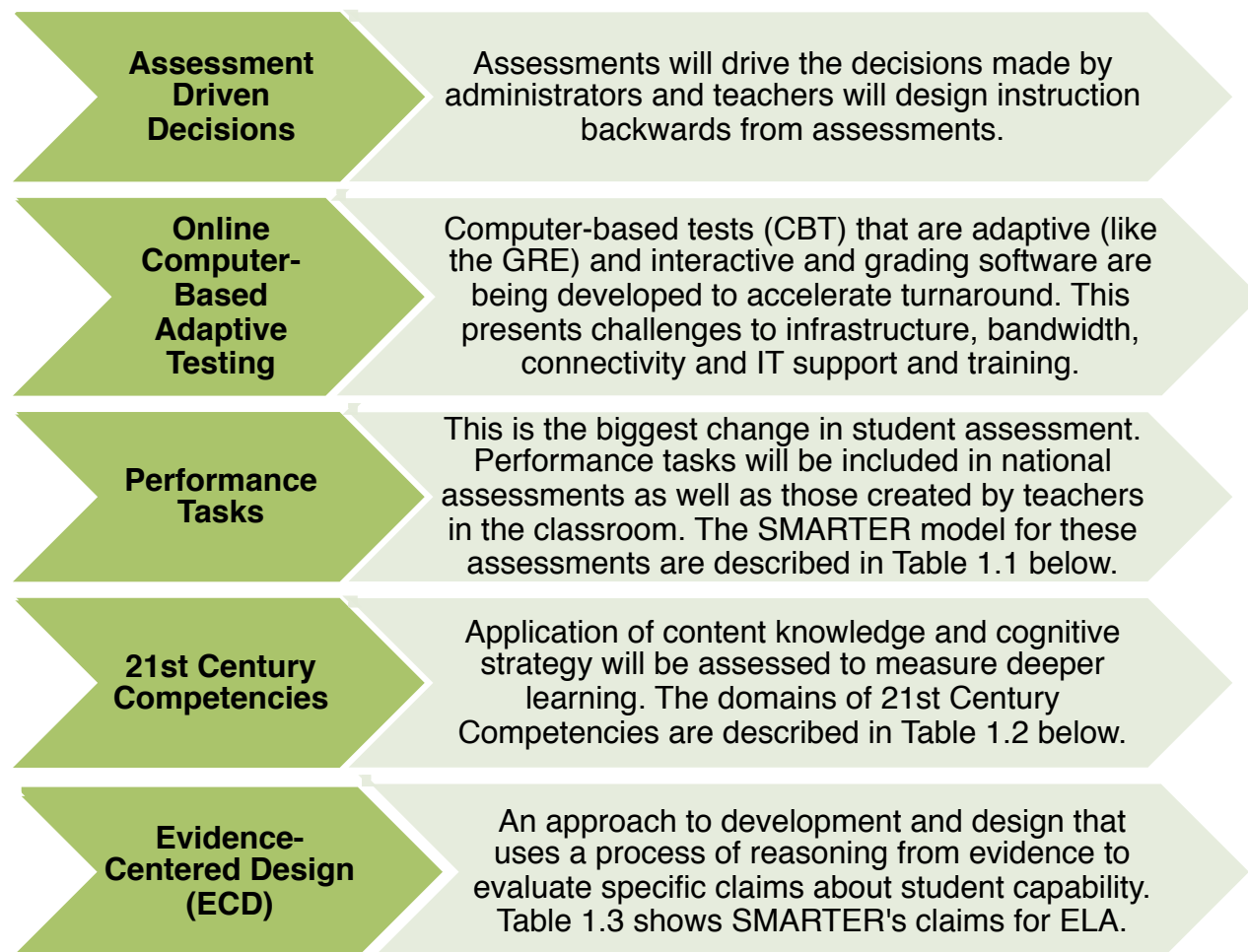


Table 1.1: SMARTER Performance Task Model¹

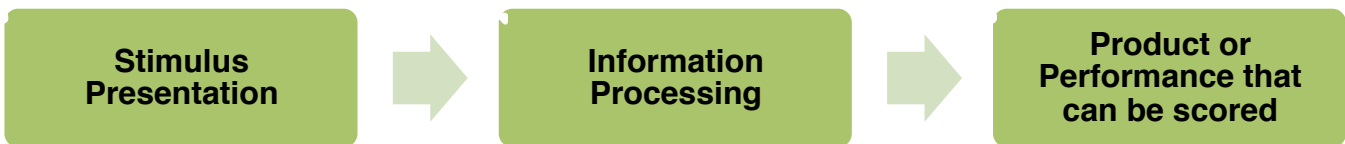


Table 1.2: The 21st Century Competencies²

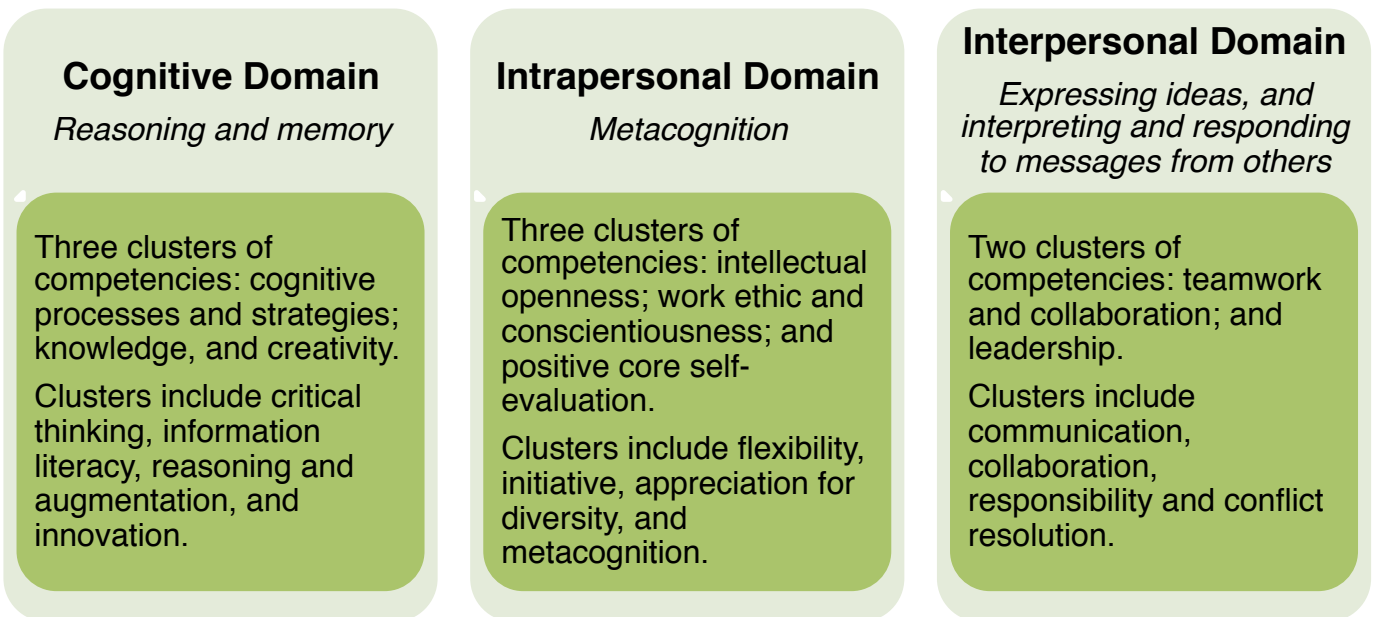


Table 1.3: SMARTER ECD Claims for Demonstration of College/Career Readiness³

Claim #1	• Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Claim #2	• Students can produce effective and well-grounded writing for a range of purposes and audiences.
Claim #3	• Students can employ effective speaking and listening skills for a range of purposes and audiences.
Claim #4	• Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

¹ ETS Collaborative. (2012). SB Assessment Consortium: Performance Task Specifications

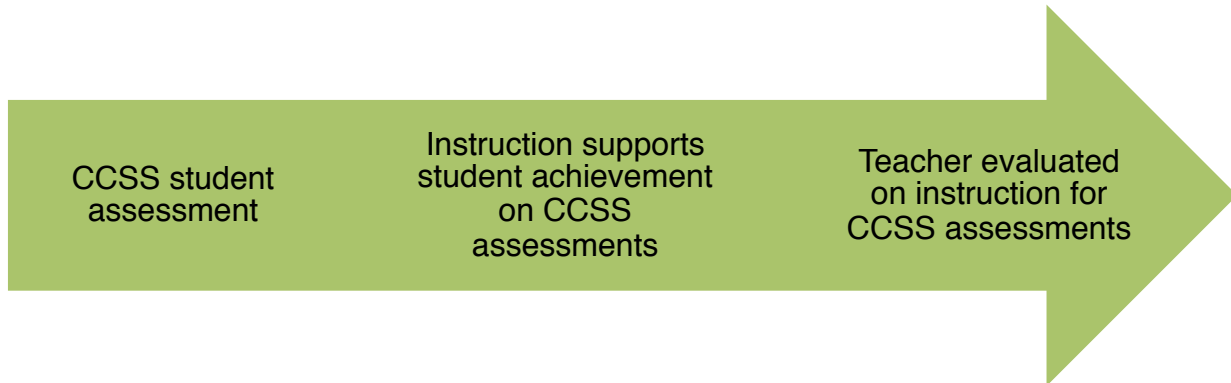
² The National Research Council. (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. NAP.

³ ETS Collaborative. (2012). SB Assessment Consortium: English Language Arts Item and Task Specifications

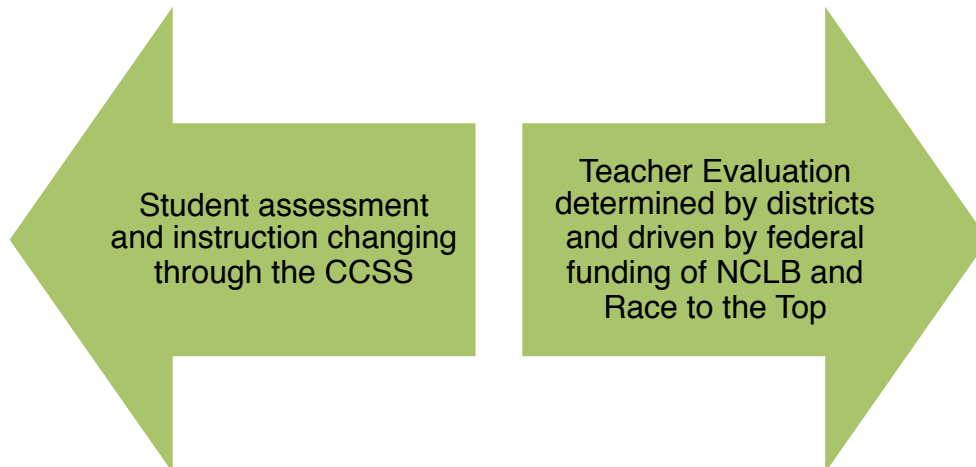
Shifts in Teacher Evaluation

Although assessment is driving decision-making, teacher evaluation is not included in the assessment piece and therefore there is no clear shift. There are two logic models for thinking about teacher evaluation:

Teacher Evaluation as Last Step in the CCSS Transition



The CCSS and Teacher Evaluation as Separate Pieces



Teacher evaluation is and will continue to be a “hot topic” in education. Teacher evaluation is a large component to Race to the Top federal state grants and exhibits how teacher evaluation is tied to political agendas. The large need for CCSS training must be considered. The majority of teacher evaluation is determined by each district and includes a multiple of measures such as students test scores, curriculum review and observations. Teacher evaluation is typically calculated with 30% of student data the question is what type of data will be used.

There are value-added models (VAMs) that measure the contributions of a teacher to student achievement. It is easier to gain achievement in a low-achieving class and therefore “least-value lost” should also be considered in ensuring achievement is not decreasing.

How Will CCSS Shifts Change Instruction?

➤ **Focus on teaching less**

The CCSS are asking teachers to teach *fewer* things done *well*.

➤ **Focus on text-based discussions**

The CCSS are asking teachers to lead high-level text-based discussions with increasing text complexity. There is an emphasis on learning through reading, meaning students will learn content through reading while improving reading comprehension.

➤ **Focus on process and independence**

The CCSS are asking teachers to focus on process, not just content. Students will need to be instructed on how to complete a task with increasing independence. Teachers and students will need to respond to varying demands of audience, task, purpose, and discipline in classroom assignments.

➤ **Focus on argument skills**

The CCSS are asking teachers to teach argument and encourage reasoning (which appeals to logic and reason), not just persuasion (which appeals to emotions and audience).

➤ **Teaching through assessment**

Student achievement in national assessments will be supported through formative assessments designed and implemented by teachers. Formative assessments, such as performance tasks, define learning goals for students and measure and support progress towards goals.

➤ **Teaching informational and complex text**

The CCSS are asking teachers to develop curriculum with an increased amount of informational and complex text used in the classroom. More information regarding informational and complex text is presented in the next section of this packet.

➤ **Teacher Collaboration**

The CCSS are asking students to communicate and collaborate. In order to support the instruction of communication and collaboration, teachers will be better equipped through professional communicating and collaborating with other teachers.

➤ **Instructional Access and Opportunities for English Language Learners (ELLs)**

The CCSS are asking teachers to provide ELLs with additional time and appropriate instructional support. To ensure mastery of the English language and content achievement, the CCSS outlines essential classroom opportunities for ELLs in the “Application of Common Core State Standards for English Language Learners.” That document can be found at the CCSS website at

<http://www.corestandards.org/assets/application-for-english-learners.pdf>.

(3) ELA & CONTENT LITERACY IN FOCUS

Overview of the ELA and Content Literacy Standards

Understanding of the standards begins with an understanding of their structure

- The ELA standards **also** apply to literacy in **all** other content areas (History/Social Studies, Science, and Technical subjects, including art).
- ELA & Content Literacy are organized into four strands:



College and Career Readiness (CCR) Anchor Standards

- Each ELA/Content Literacy strand is comprised of CCR Anchor Standards
- The anchor standards were back-mapped from college and career expectations to decrease the gap between high school expectations and what students are expected to do in college/career
- Each anchor standard has grade-specific standards
- The tables on the next two pages show all the ELA/Content Literacy anchor standards
 - There are ten anchor standards for Reading and Writing and six for Speaking/Listening and Language
 - There are also Foundational Skills for Reading in grades K-5
 - Not all standards begin in Kindergarten
 - The complete ELA/Content Literacy standards are available on the official CCSS website at <http://www.corestandards.org/ELA-Literacy>

Windows for Alignment

Informational text, complex text, and project based learning are key elements of the ELA/Content Literacy standards and are windows of opportunity for VTS to support and align with the CCSS. Following the anchor standards is a deeper look at the three windows.

READING <i>There are grade specific reading standards for both literature and informational text</i>	WRITING	SPEAKING AND LISTENING	LANGUAGE
Key Ideas and Details	Text Types and Purposes	Comprehension and Collaboration	Conventions of Standard English
1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1 Write arguments to support claims in an analysis of substantive topics or texts, using valid and reasoning and relevant and sufficient evidence.	1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Knowledge of Language 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <i>(Begins in 2nd grade)</i>
Craft and Structure	Production and Distribution of Writing	Presentation of Knowledge and Ideas	Vocabulary Acquisition and Use
4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, analyze how word choices shape meaning or tone.	4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. <i>(Begins in 3rd grade)</i>	4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose, and audience.	4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context rules, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the words.	5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6 Assess the point of view or purpose shapes the content and style of a text.	6 Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

READING	
Integration of Knowledge and Ideas	
7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. <i>(n/a to literature)</i>
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	
10	Read and comprehend complex literacy and informational texts independently and proficiently.

WRITING	
Research to Build and Present Knowledge	
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9	Draw evidence from literacy or informational texts to support analysis, reflection, and research. <i>(Begins in 4th grade)</i>
Range of Writing	
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <i>(Begins in 3rd grade)</i>

K-5 Foundational Reading Skills	
<i>There are foundational skills for reading that also have grade specific standards</i>	
Print Concepts	
1	Demonstrate understanding of the organization and basic features of print.
Phonological Awareness	
2	Demonstrate understanding of spoken words, syllables, and sounds.
Phonics and Word Recognition	
3	Know and apply grade-level phonics and word analysis skills in decoding words
Fluency	
4	Read with sufficient accuracy and fluency to support comprehension

Informational Text

Reading standards will be applied to a range of text types. What constitutes these different types of text? Here is the range of text types that should be selected from a broad range of cultures and periods outlined in Reading Standard 10:

Range of Text Types for K-5

Literature

- **Stories:** children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth
- **Dramas:** staged dialogue and brief familiar scene
- **Poetry:** nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem

Informational Text

Literary nonfiction, historical, scientific, and technical texts

- Includes biographies, autobiographies; books about history, social studies, science, the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources

Range of Text Types for 6-12

Literature

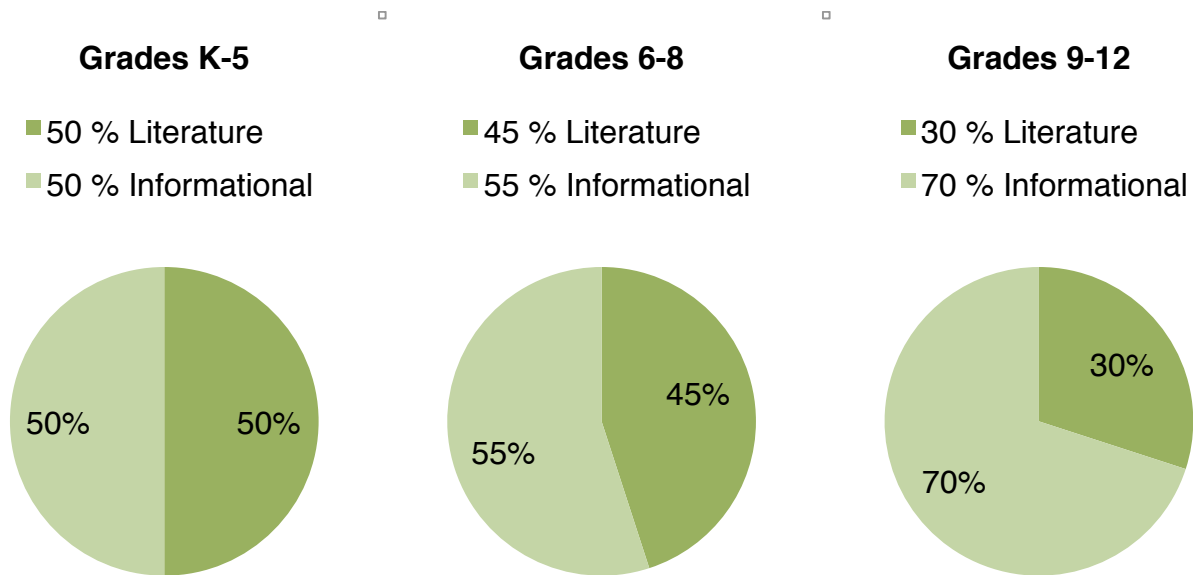
- **Stories:** subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels
- **Dramas:** one-act and multi-act plays, in written form and on film
- **Poetry:** subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics

Informational Text

- Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

There has been a misconception around CCSS increase in informational text. There is a percentage of how much text used is literature and informational in each grade. The misconception stems from a misinterpretation that the percentage applies solely to English.

Here is the distribution of literature and informational text students are expected to read across **all** content areas:



- All teachers are responsible for meeting the requirement of informational texts in a grade so that students are learning through reading, instead of just the delivering of information as is done in a PowerPoint lecture.
- As students' reading development progresses, students are expected to read more informational sources to gain deeper understandings of content.
- Reading informational text requires a different skill set and opportunities to engage and interact with such text is preparation for the college and career experiences.
- Identifying sources of informational text requires teacher and/or librarian resources and collaboration of teachers and school staff.
- Today's textbooks are mainly written as narrative; therefore, they cannot be considered as informational text.
- Digital sources are text found online, such as websites and digital documents, and are nonlinear. Access to digital sources in classrooms presents an issue of equity.

Did you see art images in the range of texts? The arts are claiming artwork to be informational text as it can be considered primary text, technical text and functional text.

Complex Text

Appendix A of the ELA/Content Literary CCSS is dedicated to sharing the research supporting the key elements of the standards including text complexity. Most of the following information is adapted from that document.

The purpose of text complexity in the CCSS is to improve K-12 education in preparing students for what is expected at the college and career level. The CCSS are asking teachers to incorporate a new method of selecting text in curriculum. Below are the three equally important measures in selecting complex text. The range of text complexity can be applied to a unit of study by scaffolding complexity of texts across the unit.

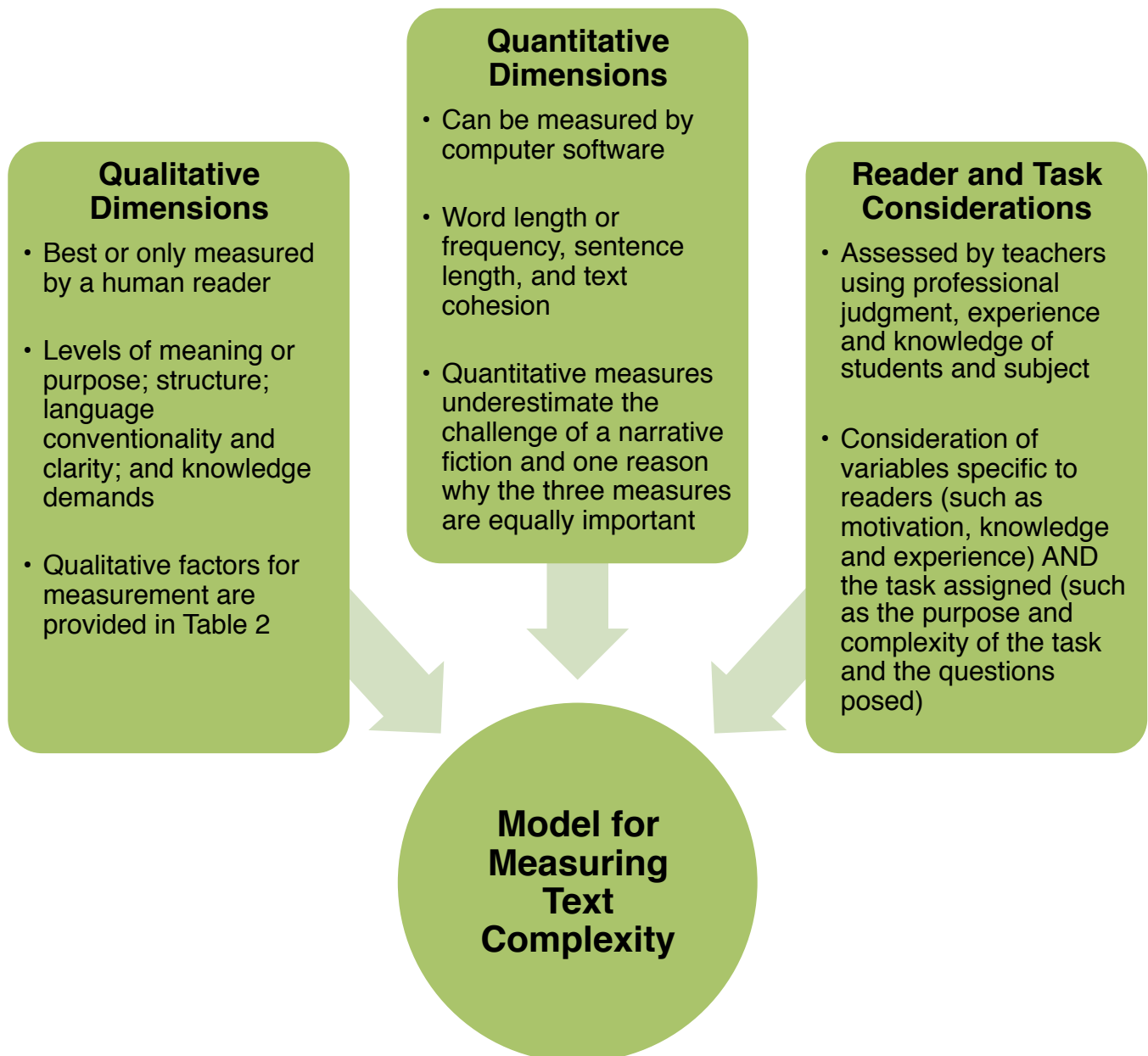


Table 2: Qualitative Dimensions of Text Complexity

There are four qualitative factors (in heading boxes below) for measuring text complexity. Below are ranges of the factors from low to high complexity presented as continua of difficulty rather than as a succession of discrete stages.

LOW COMPLEXITY		HIGH COMPLEXITY	
Levels of Meaning (literary texts) or Purpose (informational texts)			
Single level of meaning	➡	Multiple levels of meaning	
Explicitly stated purpose	➡	Implicit, hidden, or obscure purpose	
Structure			
Simple, explicit, conventional	➡	Complex, implicit, unconventional	
Chronological order	➡	Out of chronological order	
Common genre or subgenre	➡	Specific to a particular discipline	
Simple graphics	➡	Sophisticated graphics	
Graphics that are unnecessary or supplemental to text	➡	Graphics that are essential for understanding text	
Language Conventionality and Clarity			
Literal, clear	➡	Figurative or ironic, ambiguous or misleading	
Contemporary, familiar, conversational	➡	Archaic or unfamiliar, academic	
Knowledge Demands			
Simple, single theme	➡	Complex or sophisticated, multiple themes	
Single perspectives	➡	Multiple perspectives	
Common perspectives & experiences	➡	Perspectives & experiences different than one's own	
Everyday knowledge	➡	Specific knowledge required	
Low intertextuality (few references)	➡	High intertextuality (many references)	

Project Based Learning

Project Based Learning (PBL) is a dynamic approach to teaching that is grounded in doing. PBL is a system of instructional design that employs engagement in real world questions and work over a unit of study. PBL is being considered to strongly align with the CCSS and will likely be used for teaching the CCSS.

Similar to VTS, PBL is a teaching method that requires a deep understanding and training. Below are some of the essential components of PBL; however, for a comprehensive understanding of PBL, further research and training is recommended. The lead resource for PBL is the Buck Institute of Education (BIE). Resource materials and training opportunities are available at their website <http://www.bie.org>.

How PBL aligns with the CCSS:

- Based on 21st century learning skills
- Requires collaboration and research
- Requires student choices based on audience
- Students work independently with the teacher as a guide
- Makes deep use of inquiry skills
- Often makes use of digital tools

Essential components of PBL:

- PBL requires backwards planning. When designing a PBL unit, a teacher must begin with the end in mind and decide what students are to know at the conclusion of the lesson.
- A PBL unit should not focus on too many standards and include a standards rubric that is available for students for modeling of expectations.
- A PBL unit begins with a real world question or challenge that is exciting and motivating for students. This could be a puzzling question, a test, an image, a video, an activity, a field trip, etc. Perhaps an engaging VTS discussion?
- The teacher manages a PBL project with some flexibility in deadlines in response to student feedback.
- A PBL unit concludes with a presentation of work in a celebrating event. Students present their work to peers or professionals. If the lesson was about science, scientists should be the audience for the presentation. The presentation of work resembles real world situations and requires students to consider and adjust to the audience they are presenting to.

(4) HOW WILL THE CCSS IMPACT THE VTS CORE SCHOOL PROGRAM?

Reflecting the on previous sections of the packet, how will the CCSS impact your work in the VTS Core School Program? Here are some questions to think about:

How can VTS...

- **Support 21st century skills and deeper learning?**
VTS supports 21st century skills and deeper learning. In what ways can that alignment best be articulated?
- **Support the ELA/Content Literacy standards?**
VTS aligns with the speaking and listening and language strands of the ELA/Content Literacy standards through student participation in VTS discussions. Are there also ways VTS can align and support the reading and writing strands of the standards?
- **Be applied to text-based discussions?**
The VTS method could be adapted to support text-based discussions. VTS helps students explore meaning in images while providing evidence, could it do the same for exploration of text? If so, how can VTS be a vehicle to guide teachers across content areas and/or make impact across the school day?
- **Image selection be applied to complex text selection?**
VTS is grounded in a thoughtful process of image selection and sequencing that is appropriate for an audience. Successful image selection leads to successful VTS discussions. Could the process of image selection and sequencing be applied to the CCSS process of selecting and scaffolding complex text? How can VTS help guide teachers in these choices?
- **Be applied to formative student assessment performance tasks?**
Included in the literary review is the “Smarter Balanced Assessment Consortium: Performance Task Specifications” document that outlines the components of a performance task used in summative assessments. Teachers will create their own performance tasks for formative student assessments. How could VTS be used or adapted within a performance task administered by a teacher?

How can the VTS Core School Program...

- **Assist teacher collaboration?**
Students will meet the expectations of the CCSS through interdisciplinary instruction. Are there ways the Core School Program could increase the ability and capacity of teachers to collaborate across disciplines?
- **Support teachers with the CCSS in the 2nd and 3rd years of a program?**
What could the 2nd and 3rd of a school’s program include to support teachers with CCSS implementation in addition to or concurrently with the VTS method?

(5) LITERARY REVIEW

Here are suggested readings and videos that supplement this packet. The items were chosen to be points of entry into the CCSS or for going deeper into some of the information presented.

Readings

- **“From Common Core Standards to Curriculum: Five Big Ideas”**
http://grantwiggins.files.wordpress.com/2012/09/mctighe_wiggins_final_common_core_standards.pdf
The authors of Understanding by Design, Jay McTighe and Grant Wiggins share their recommendations for understanding the standards and creating curriculum to achieve them.
- **Smarter Balanced Assessment Consortium: Performance Task Specifications**
<http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/PerformanceTasks/PerformanceTasksSpecifications.pdf>
This document is available on the Smarter Balanced website and was developed by the Measure Progress/ETS Collaborative. The document provides further explanation of the SMARTER performance tasks.
- **Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century Report Brief**
<http://www.nmefoundation.org/getmedia/cbb39ebb-f243-4a8a-aded-5147ee17e06c/Education-for-Life-and-Work-report-brief>
The National Research Council published a report defining terms of deeper learning and 21st century skills to clarify understanding. The report brief provides further definition of the 21st century competencies considered in the development of student assessment.
- **Edweek Interview with Charlotte Danielson on Teaching and the Common Core**
http://www.edweek.org/tm/articles/2013/03/13/ccio_danielson_teaching.html
This article simply offers a perspective on the implications of the CCSS.

Videos

- **“Bring the Common Core to Life” with David Coleman**
<http://usny.nysed.gov/rtt/resources/bringing-the-common-core-to-life.html>
David Coleman, one of the main authors of the CCSS introduces the new standards in this webinar. This video is a great entry into understanding the standards and gaining familiarity of the CCSS language.
- **CBAL Research Initiative: Overview**
http://www.ets.org/s/research/videos/18879_cbal.html
This video illustrates the Educational Testing Service’s research initiative Cognitively Based Assessment *of, for, and as* Learning, or the *CBAL*™. This video is intended to describe the innovations in computer-based testing that may be utilized by the assessment consortia and classrooms.

Appendix B: Interview List

The following is a list of the individuals formally interviewed for this project. The list is organized into stakeholder groups and alphabetically by the individuals' affiliation.

SCHOOLS AND DISTRICTS

Office	Name	Title
California County Superintendents Educational Services Association	Sarah Anderberg	Director, CCSESA Statewide Arts Initiative
California Office of Reform Education (CORE)	Shannah Estep	Integrated Learning Manager
Los Angeles County Office of Education	Shannon Wilkins	Consultant III
Los Angeles Unified School District	Shana Habel	Dance Demonstration Teacher
San Bernardino County Superintendent of Schools Office	Armalyn De La O	Visual and Performing Arts Coordinator
San Diego County Office of Education	Ron Jessee	Recently retired
Ventura County Office of Education	Charice Guerra	English Language Development-Reading/Language Arts Content Specialist

OUTSIDE PROVIDERS

Organization	Name	Title
The Armory Center for the Arts	Lorraine Cleary	Director of Professional Development
The Armory Center for the Arts, Music in Schools Today	Sandy Seufert	Manager of School Programs, Music Education Consultant
Arts for All, Los Angeles County Commission of Art	Talia Gilbas	Manager
The Huntington Library	Kitty Connolly	Strategic Initiatives Manager
The Huntington Library	Guy Fish	Art Education Manager
Los Angeles Education Partners	Amy Chou	Community School Coordinator
Los Angeles Education Partners	John Matich	Director of Professional Development
Museum of Contemporary Art	Jeanne Hoel	Associate Director of Education
The Music Center	Keith Wyffels	Manager of Professional Development
P.S. ARTS	Kristen Paglia	Executive Director, Education & Programs

FUNDERS

Foundation	Name	Title
LA Fund	Melissa Infusino	Director of Strategic Partnerships
The James Irvine Foundation	Gerlie Collado	Program Associate for the Arts