An Overview of the Common Core State Standards: Instructional Shifts and Implementation

In the work of implementing the Common Core Standards there are three major streams of work that must be done early and well in order to provide a strong foundation on which to base this critical work.

1. **Develop clarity throughout the district on the instructional shifts required by the Common Core State Standards.**
   - To support the work of understanding the Standards please find:
     a. Description of the instructional shifts in ELA/literacy and mathematics
     b. Table of the major emphases by grade in mathematics
     c. Table of the key fluencies by grade in mathematics
   - To experience the instructional shifts required by the Standards please find:
     a. Instructional module for place value (2nd grade mathematics)
     b. Instructional module for Lincoln’s Gettysburg Address (high school literacy)
     c. Dr. Martin Luther King Jr., Letter from Birmingham Jail

2. **Implement a system of key metrics and their subsequent actions.**
   - Example metrics for current school year

<table>
<thead>
<tr>
<th>Teacher knowledge and practice</th>
<th>Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of text dependent questions in assignments, assessment, and classroom discussion before and after this conference (and your discussion of this conference with teachers).</td>
<td></td>
<td>Percentage of teachers who are able to state the major work of their grade and the amount of time teachers estimate they have shifted to focus on the major work of the grade.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom materials</th>
<th>Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>In K-5, inventory materials to determine the current balance of informational/literary and resulting % after initial steps) In 6-8 disciplinary teachers select 1-3 texts for close study this Spring</td>
<td></td>
<td>Percentage of teachers who have marked up classroom materials and curriculum to indicate areas that are major, additional, and supporting in the standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student work samples</th>
<th>Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self diagnostic of student work to see how much is in response to specific texts using text evidence. Showcase best examples of new work aligned with the Standards. K-2: number of informational texts read aloud and discussed.</td>
<td></td>
<td>Self diagnostic of student work in a major work of the grade to see how it covers fluency, conceptual understanding and application. Showcase best examples of new work aligned with the Standards.</td>
</tr>
</tbody>
</table>

- An outline of professional development and available exemplar video clips
  - “David Coleman on the Common Core State Standards” (Bill and Melinda Gates Foundation): http://www.youtube.com/watch?v=_GgGLpKVXdY
  - “Common Core State Standards: A New Foundation for Student Success” (Hunt Institute): http://www.youtube.com/user/TheHuntInstitute#p/u/2/9lGd9oLofks
  - “Common Core State Standards: Principles of Development” (Hunt Institute): http://www.youtube.com/user/TheHuntInstitute#p/u/3/d1MVErnOD7c
  - “The Crucial Role of Higher Education and Business in Developing the Standards” (Hunt Institute): http://www.youtube.com/user/TheHuntInstitute#p/u/14/_VqzWyjSlk4
3. **Implement policy and procurement decisions aligned to the Standards.**
   - Purchasing decisions should be made to (authentically) support the Standards. Attached please find:
     a. Publishers’ Criteria for the Common Core State Standards in English Language Arts/Literacy, Grades K-2
     b. Publishers’ Criteria for the Common Core State Standards in English Language Arts/Literacy, Grades 3-12
   - Align professional development initiatives (time, budgets) to the Standards
   - Align local assessment systems (benchmarks, interims, etc.) to the Standards