

Update on Common Core State Standards – November 16, 2011

In July of 2010, the New Hampshire State Board of Education adopted the Common Core State Standards (CCSS), which are a national set of learning expectations for college and career success that were developed by teachers, parents, school administrators, and education experts. New Hampshire is one of forty six states and U.S territories (including all the New England states) that have adopted the CCSS. The standards were developed out of partnership between the Council of Chief State School Officers and the National Governors Association and are not an initiative of the federal government. These newly adopted standards provide a consistent, clear understanding of what students are expected to learn in K-12 math and language arts. While there are many similarities between the existing New Hampshire state standards and the CCSS, you might notice changes in what content is emphasized and the grade in which the content is taught. For example, there is an increased emphasis on informational text in elementary school in the new standards.

The purpose of adopting the CCSS is not simply to align with other states, but rather to raise the bar in all grades to ensure that our students are receiving a relevant and rigorous education. The adoption of the CCSS means that students will be better prepared to meet the demands of college and/or the work place in the 21st century. Today's global economy means that our students need to possess academic standards by the completion of twelfth grade to ensure their success in college and/or workforce.

For more information on the common core, go to www.orcsd.org, District Information>Curriculum

Curriculum and Assessment Timeline for New Hampshire

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
NH Curriculum Standards for English language arts and mathematics*	NH Curriculum Frameworks for ELA and Math	NH Curriculum Frameworks for ELA and Math	NH Curriculum Frameworks for ELA and Math (supplemented with some differences)	NH Common Core Standards in English language arts and mathematics in use	NH Common Core Standards in English language arts and mathematics in use
Common Core State Standards for ELA and mathematics	Begin Review Using Toolkit – The goal is to familiarize	Continue Review, using NH Toolkit – Begin implementation of K-2 standards	Begin to seriously map the grade level differences between NH and CCSS to plan for SY13-14	First year for new standards to be used in classrooms	CCSS with NH specific enhancements fully implemented in classrooms
State Assessment in Reading, Writing, Mathematics	NECAP (fall)	NECAP (fall)	NECAP (fall)	NECAP (fall)	New SBAC Adaptive Test (spring)
State Assessment in Science	NECAP (spring)	NECAP (spring)	NECAP (spring)	NECAP (spring)	NECAP (spring)

Oyster River's Timeline: Where to Begin With Curricular Transition 2011-2012 School Year

Our curriculum revision cycle is a three year cycle beginning with a research and draft first year, implement and final draft the second year and evaluation and on-going professional development in the third year. All curriculum committees have building level administrators, media specialists, a Director of Instruction and grade level representatives from K-5 and content specific teachers grades 6 -12.

The 2011-2012 school year will be a time for the administrative team and curriculum groups to just get "into" the standards. The Directors of Instruction will help the teams learn their way around the standards, what they include, how they are organized, and even how they compare and relate to our NH Curriculum Frameworks.

Specifically, we will:

In ELA Committee and Math Committee Meetings:

- Read and share: the Introduction sections of both content areas
- Read and share: Application of CCSS for ELLs
- Read and share: Application to Students with Special Needs
- In ELA: Start with Appendix A (the research , explanation of text complexity, distribution of emphasis, and foundational skills)
- In Math: be sure Mathematical Practices are in place

Do's and Don'ts

- ✓ DO: use this year's curriculum time to become familiar with the CCSS
- ✓ DO: reassure our teachers that it isn't 'one more thing' that they have to do
- ✓ DO: let K-2 teachers begin to use the standards
- ✓ DO: make sure the Mathematical Practices are in place in all classrooms

- ✓ DON'T: panic or rush to change anything!
- ✓ DON'T: make any major curricular changes
- ✓ DON'T: purchase new textbooks or materials if possible – they are still evolving

In the 2012-2013(*research/draft*) school year we will begin to seriously map the grade level differences between NH and CCSS to plan for school year 2013-14 in Math and ELA. We will focus our research by grade level and consider these questions:

- How does our current curriculum standards compare with common core state standards?
- Which standards are similar?
- Which standards appear at a grade level above or below our state standards?
- Which standards are new.?
- How does your classroom, end of year, and or formative assessments align with the learning expectations outlined in the CCSS?
- How does your curriculum and instructional materials align with the CCSS?
- Will you need to develop new lessons and units?
- How will adoption of the new CCSS impact your work?
- What supports will you need to help students learn the knowledge and skills in the standards?

2013-2014(*implement/final draft*) is the first year for new standards to be used in classrooms. We will focus professional development based on the needs of teacher around the CCSS. In 2014-2015(*evaluation/on-going PD*) we will continue to provide professional development as the CCSS will be fully implemented in the classrooms for both Math and ELA. For more information about our curriculum revision cycle, check out the district website>District Info>Curriculum.

Why the Common Core State Standards are Good for New Hampshire

21st century technology and media skills are integrated throughout the Common Core.

The Common Core State Standards allow New Hampshire and the nation to focus on how to teach effectively, rather than debating what to teach.

The Common Core State Standards are not significantly higher or lower than New Hampshire standards, making the transition and alignment process easier than in many other states.

The Common Core State Standards allow us to utilize the many resources that will be developed to support one set of national standards – supports that will be developed for teachers, students, and families – something that NH cannot do by itself.

Adopting the Common Core State Standards allows NH to have a voice in the new assessments being developed to measure the CCSS. This should result in a cost sharing/saving to NH, similar to NECAP, but with a much more robust and 21st century assessment system.

The Common Core State Standards are generally clearer and easier to understand than the current NH standards, including the format.

In mathematics, the CCSS put an emphasis on automaticity of facts and mastery as well as building a solid foundation in number sense before moving on. This is a positive step that will move NH students forward. Analysis of NH data confirms this.

The Common Core State Standards support NH's current emphasis on the importance of informational reading and writing at all grades, and especially at high school.

The Common Core State Standards support the goal of having more mathematics for all students in high school.

The Common Core State Standards include reading, writing, speaking, listening, and language, and will allow NH to test in some of the areas that were lost to budget restraints.

At kindergarten and grade one, the CCSS are much more specific and helpful to teachers and parents. This fills a gap in the NH standards that were written before kindergarten was mandatory.

The Common Core State Standards allow K-12 educators and higher education to work together to hold ALL students accountable for the same standards.

The Common Core State Standards allow us to support families that move during the school-age years – some 46% of all American families. (2000 census)