

THE COMMON CORE STATE STANDARDS: UNDERSTANDING THE BASICS AND IMPLICATIONS FOR STUDENTS WHO ARE DEAF-BLIND



Part #1 of a 3-part National Deaf-Blind Project Network Webinar Series

Hosted by the National Consortium on Deaf-Blindness (NCDB)

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Objective for Today

To achieve a common understanding of:

How do the Common Core Standards affect the educational program of students who are deafblind?

To meet this objective, we will delve into the following questions:

- What are the Common Core States Standards?
- Who developed the the Common Core State Standards?
- How do they tie into the education of SWD?
- How do they tie specifically into the education of children and youth who are deafblind? (setting the stage for webinars two and three)

Acronym Glossary Used in this Webinar



- CCSS – Common Core State Standards
- DB – deaf-blind
- ELA – English Language Arts
- IDEA – Individuals with Disabilities Education Act
- SWD – students with disabilities

Why this Topic?

- We have an awesome opportunity ahead of us.
- We have a universal education product for all students. The destination is clear – the path is up to us to navigate, but we are all heading to the same place.
- It begins with common standards – a set target for all students.

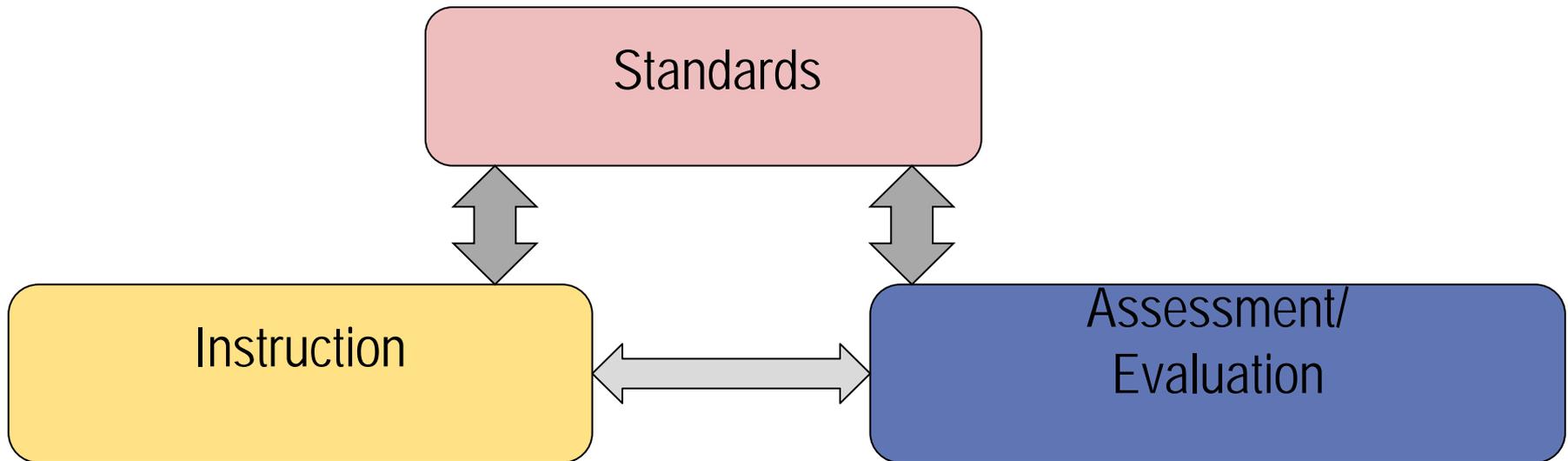
What are Educational Standards?

- Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
- Prior to the Common Core State Standards, each state developed and implemented their own educational standards. We had 50+ set of educational standards!

Why are Standards Important?

Standards provide the framework for both instruction and assessment

Standards are what students need to know, be able to do and understand.



What are the Common Core Standards?



- A state-led product that established a single set of clear educational grade-level standards for **kindergarten through 12th grade** in **English Language Arts** and **Mathematics**.
- **The goal of the CCSS:** High standards that are consistent across states that provide teachers, parents, and students with a set of clear expectations that are aligned to the expectations for college and careers readiness.

Who is in Charge of the CCSS?

- Initiated and coordinated by the National Governors' Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO)
- States are leading the CCSS initiative across the country.



Who Created the CCSS?

- States across the country collaborated with:
 - ◆ general / special education teachers
 - ◆ content experts
 - ◆ researchers

- More than 10,000 comments were received during two public comment periods.

ELA Sections and Strands

- Each section is divided into strands
- K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands;
- 6–12 History/ Social Studies, Science, and technical subjects section focuses on Reading and Writing.

Reading

Comprehension (standards 1 – 9)

- Standards for reading literature and informational texts
- Strong and growing *across-the-curriculum* emphasis on students' ability to read and comprehend informational texts
- Aligned with NAEP Reading framework

Range of reading and level of text complexity (standard 10, Appendices A and B)

- “Staircase” of growing text complexity across grades
- High-quality literature and informational texts in a range of genres and subgenres

Reading Foundational Skills

Four categories (standards 1 – 4)

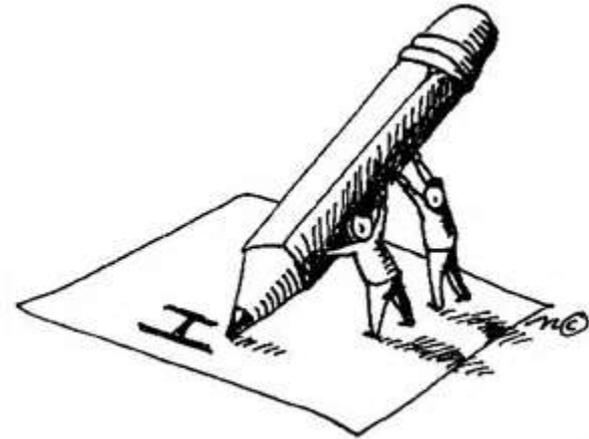
- Print concepts (K – 1)
 - Phonological awareness (K – 1)
 - Phonics and word recognition (K – 5)
 - Fluency (K – 5)
-
- Not an end in and of themselves
 - Differentiated instruction



Writing

Writing types/purposes (standards 1 – 3)

- Writing arguments
 - Writing informative/explanatory texts
 - Writing narratives
-
- Strong and growing *across-the-curriculum* emphasis on students writing arguments and informative/explanatory texts
 - Aligned with NAEP Writing framework



Writing

Production and distribution of writing (standards 4 – 6)

- Developing and strengthening writing
- Using technology to produce and enhance writing

Research (standards 7 – 9)

- Engaging in research and writing about sources

Range of writing (standard 10)

- Writing routinely over various time frames

Speaking and Listening

Comprehension and collaboration (standards 1 – 3)

- Day-to-day, purposeful academic talk in one-on-one, small-group, and large-group settings

Presentation of knowledge and ideas (standards 4 – 6)

- Formal sharing of information and concepts, including through the use of technology

Language

Conventions of standard English

Knowledge of language (standards 1 – 3)

- Using standard English in formal writing and speaking
- Using language effectively and recognizing language varieties

Vocabulary (standards 4 – 6)

- Determining word meanings and word nuances
- Acquiring general academic and domain-specific words and phrases

Key Advances

Reading

- Balance of literature and informational texts
- Text complexity

Writing

- Emphasis on argument and informative/explanatory writing
- Writing about sources

Speaking and Listening

- Inclusion of formal and informal talk

Language

- Stress on general academic and domain-specific vocabulary

CCSS - Mathematics

- **Standards** define what students should understand and be able to do.
- **Clusters** summarize groups of related standards.
- **Domains** are larger groups of related standards.

Design and Organization

Standards for Mathematical Practice

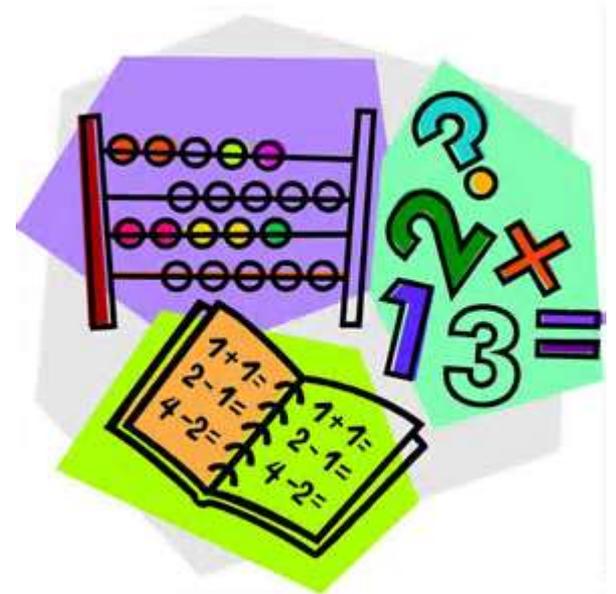
- Carry across all grade levels
- Describe habits of mind of a mathematically expert student

Standards for Mathematical Content

- K – 8 standards presented by grade level
- Organized into domains that progress over several grades
- Grade introductions give 2 – 4 focal points at each grade level
- High school standards presented by conceptual theme
(Number & Quantity, Algebra, Functions, Modeling, Geometry, Statistics & Probability)

CCSS Mathematics by Domain

- Counting and Cardinality
- Operations and Algebraic Thinking
- Operations in Base 10
- Numbers and Operations – Fractions
- Measurement and Data
- Geometry
- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Functions
- Statistics and Probability



What about Other Content Areas?

- CCSSO and NGA are not leading the development of standards in other academic content areas.
- Other organizations have/may develop standards in other academic subjects, including Science, World Languages, and Art.

The CCSS Timeline / State Adoption



The standards were released in 2010

To date, 45 states, District of Columbia, the Department of Defense, and two territories have adopted the CCSS.

Why are the CCSS Important?



The standards promote equity by ensuring all students, no matter where they live, are well prepared with the skills and knowledge necessary to collaborate and compete with their peers in the United States and abroad.

Why are the CCSS Important?



The CCSS enable collaboration between states on a range of tools and policies, including:

- Development of textbooks, digital media, and other teaching materials aligned to the standards;
- Development and implementation of common comprehensive assessment systems; and
- Changes needed to help support educators and schools in teaching to the new standards

Standards-Based Instruction

(one state example)



Colorado English Language
Proficiency Standards



Common Core Standards



21st Century Learner Skills



Post-Secondary Workforce
Readiness

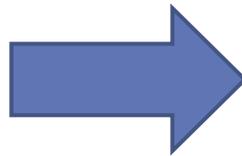


Grade-level Skills &
Evidence Outcomes

In Colorado, “all” means “all” learners....

Standards

Adopted by the State of
Colorado



Districts adopt **Curriculum**

An organized plan of
instruction that engages
students in mastering the
standards

Textbooks

**Instructional
Materials**

Resources

What about Students with Disabilities?

“SWD —students eligible under the IDEA —must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers.

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

The CCSS and SWD



“These goals are consistent with the goals that educators have for students with disabilities who, like other students, need to leave high school with the ability to use technology, understand a variety of perspectives, and communicate effectively.”

Guidance for SWD and the CCSS

- Supports and related services are in place to meet the unique needs of SWD and to enable access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
- IEPs that include annual goals aligned to grade-level academic standards
- Teachers and specialized instruction support personnel are prepared and qualified to deliver high-quality, evidence-based individualized instruction and support serves.

ELA Standards and SWD

Accommodation Examples

.... *reading* should allow for the use of Braille, screen-reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein,

speaking and listening should be interpreted broadly to include sign language.

Guidance for SWD and the CCSS

- **For ALL:** Solid universal instruction with evidence of Universal Design for Learning or UDI (engagement by presenting information in multiple ways and allowing for diverse avenue of action and expression).
- **For SWD:** to participate with success in the general curriculum, they may need additional supports and services including instructional accommodations, including assistive technology.

CCSS Opportunity



It is a time to transition
from an emphasis on
ACCESS

to an emphasis on
LEARNING

Students who are Deaf-Blind

- Require a variety of potential accommodations to have access to communication and learning
- Benefit from a Multi-Tiered System of Support with solid universal / differentiated instruction (with accommodations in place) and needed tiers of support based on a problem-solving model that includes both general educators and special educators.

The Common Core State Standards Require us to Emphasize:

- Learning that builds over time.
- Application of knowledge and skills.
- Active participation and interaction during learning activities.
- Collaboration and communication.
- Ongoing comprehensive instruction in reading, writing, speaking, listening, and language.

Five Key Elements of School Support

1. **Ownership**
2. **High Expectations**
3. **Intervention Systems**
4. **Inclusion / Collaborative Thinking**
5. **Organizational / Professional Development**

What Can You Do?

1. Learn the Common Core State Standards (as adopted in your state / territory)
2. Participate in professional development on the CCSS (specifically the trainings offered to general educators)
3. Implement evidence-based practices in delivering the CCSS (www.centeroninstruction.org/)

What Can You Do?

4. Provide our students with continual access to the CCSS.
5. Monitor student progress and adjust instruction accordingly.

Parent-Specific Resources

The National PTA offers Parent Guides to Student Success— 11 guides that reflect the CCSS and that are written specifically for parents. Individual guides are available for grades K–8; two guides are available for grades 9–12, one for English language arts/literacy and one for mathematics.

www.pta.org/common_core_state_standards.asp

CEC Guidance

- Provides resources on the CCSS and special education.
 - “What Special Educators Need to Know”
 - “Standards’ Impact for Special Ed”
 - “Parents’ Guide to the CCSS”
- www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelop_ment/CommonCoreStandardsforStudents/default.htm

For More Information

- **Broad Overview:**

<http://www.corestandards.org/>

- **What is Happening in Your State /Territory:**

<http://www.corestandards.org/in-the-states>

Standards Truly for All!

