



Compton Unified School District Common Core State Standards Implementation Plan & Timeline

Compton Unified School District has begun the critical task of transitioning to the new *Common Core State Standards for College and Career Readiness* (“CCSS”) and the aligned SMARTER Balanced Consortium Assessments. The transition process requires vision, planning and increased instructional capacity that will challenge teachers to teach with an expanded repertoire of skills and depth of knowledge.

The Common Core State Standards (CCSS) Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The goal is to have American students fully prepared for the future so our communities will be best positioned to compete successfully in the global economy. Currently, 45 states and/or U.S. territories have adopted the Common Core Standards.

Common Core State Standards

- Aligned with college and work expectations
- Focused and coherent
- Include rigorous content and application of knowledge through high-order critical thinking skills
- Build upon strengths and lessons of current state standards
- Internationally benchmarked so that all students are prepared to succeed in our global economy and society
- Based on evidence and research

How will the Instructional Shift demanded by Common Core be reflected in the ELA and Math Assessments?

The CCSS for ELA/Literacy and Mathematics will bring large changes in what is expected from a teacher’s instructional approach. The shift in ELA is about an intense focus on complex, grade-appropriate non-fiction and fiction texts that require application of academic vocabulary and other key college and career readiness skills.

In Mathematics, the CCSS demands that teachers focus their instruction on fewer, more central standards thereby having more time to build core understanding and linkages between mathematical concepts and skills. CCSS also requires students to have developed fluency in all basic Math facts.

Changes in ELA and Mathematics: Pedagogical Shifts demanded by the Common Core State Standards

There are 12 pedagogical shifts that Educators will have to make in terms of curricular materials and classroom instruction, six in ELA and six in Mathematics.

Shifts in ELA/Literacy		
Shift 1	Balancing informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time, space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Shifts in Mathematics		
Shift 1	Focus	Teacher significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply in only the concepts that are prioritized in the standards.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers' structure class time and/or homework time for students to memorize, through repetition, core functions.
Shift 4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
Shift 5	Application	Students are expected to use math and choose the appropriate concepts for application even when they are not prompted to do so.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

(Adapted from EngageNY, 2012)

There are Six Shifts in ELA/Literacy Assessment		
Shift 1	Balancing informational & Literary Text	Passages will be authentic and will be balanced between informational and literary texts.
Shift 2	Knowledge in the Disciplines	Assessments will contain knowledge-based questions about the informational text; students will not need outside knowledge to respond.
Shift 3	Staircase of Complexity	Passage selection will be based on text complexity that is appropriate to grade level per Common Core.
Shift 4	Text-based Answers	Questions will require students to marshal evidence from text, including from paired passages
Shift 5	Writing from Sources	Students will be tested directly on the meaning of pivotal, common terms, the definition of which can be discerned from the text. Academic vocabulary will be tested indirectly through general comprehension of the text.
Shift 6	Academic Vocabulary	

Six Shifts in Mathematics Assessments		
Shift 1	Focus	Priority standards will be the focus of the assessments. Other standards will be deemphasized.
Shift 2	Coherence	Assessments will reflect the progression of content and concepts as depicted in the standards Across grade levels.
Shift 3	Fluency	It will be assumed that students possess the required fluencies as articulated through grade 8; as such, students will not be allowed to use calculators in grades 3-5. Students will be allowed to use four-function calculators with a square root key or scientific calculators in grade 6 and scientific calculators in grades 7-8.
Shift 4	Deep Understanding	Each standard will be assessed from multiple perspectives, while not veering from the primary target of measurement for the standard.
Shift 5	Application	Students will be expected to know grade-level mathematical content with fluency and to know which mathematical concepts to employ to solve real-world mathematics problems.
Shift 6	Dual Intensity	

(adapted from EngageNY, 2012)

These are the key foundational components to support transition to the CCSS

	Classroom Teachers will need....	District & Building Administrators, Implementation Specialist, and Site-Based Coaches, will need....
Awareness	<ol style="list-style-type: none"> 1. To understand that the CCSS are new standards that require students to have a deeper understanding and a well-rounded application of concepts in both literacy and mathematics to be assured they are college and career ready; 2. An understanding of the ELA Instructional Shifts and the Standards for Mathematical Practice; 3. An understanding of the CCSS implementation timeline and student achievement expectations for different grade levels; 4. An understanding of the differences in the content expectations between the California State Standards (CST) and the CCSS within their subject and grade levels; 5. Time & Support within PLCs to plan and consider the instructional changes to implement with the most dramatic impact on student achievement and College and Career Readiness. 	<ol style="list-style-type: none"> 1. To understand that the CCSS are new standards that require students to have a deeper understanding and a well-rounded application of concepts in both literacy and mathematics to be assured they are college and career ready; 2. An understanding of the ELA Instructional Shifts and the Standards for Mathematical Practice; 3. An understanding of the CCSS implementation timeline student achievement expectations for different grade levels; 4. An understanding of the differences in the content expectations between the California State Standards (CST) and the CCSS; 5. An implementation and communication plan for transitioning between the old and new standards; 6. A plan for communicating the changes to parents.
Build Educator Capacity & Classroom Transitions	<ol style="list-style-type: none"> 1. Collaborative time to examine the standards document extensively in order to understand key content, vertical articulation and spiraling of concepts; 2. Collaborative time to develop and refine new instructional skills necessary to implement the CCSS; 3. Collaborative time to develop rigorous, high level instructional strategies to teach the CCSS; 4. Collaborative time to understand, discuss, and 	<ol style="list-style-type: none"> 1. To provide professional learning time focused on instruction and student academic growth related to the CCSS; 2. To identify teacher leaders to develop and lead site professional learning (with support from district staff & departments); 3. To develop a District/site plan for providing support as needed to all schools/teachers to ensure successful transitions.

	process the new content required within their subject and grade levels, which may include reviewing standards across a multiple-year vertical spread.	
Application & Assessment	<ol style="list-style-type: none"> 1. Aligned materials and instructional supports, including classroom-based assessments; 2. An understanding of the gaps in their own knowledge and skills to further inform professional learning needs; 3. The knowledge and ability to interpret data from new and existing assessment systems to inform instructional practices. 	<ol style="list-style-type: none"> 1. The knowledge and ability to implement and use existing and new assessment systems, including a thorough understanding of the systems and their resources/components available; 2. Strategically chosen research-based resources for teachers such as materials, instructional supports and aligned classroom-based assessments; 3. An understanding of the gaps in knowledge and skills of teachers to further inform professional learning needs

(Adapted from the Nevada State Department of Education website)

California Department of Education Resources

- ❖ Common Core State Standards (CCSS) Web Site: <http://www.cde.ca.gov/re/cc/>

Multi-State Resources

- ❖ Common Core State Standards Initiative Web Site: <http://www.corestandards.org>
- ❖ <http://engageny.org/resource/common-core-implementation-timeline>
- ❖ SMARTER Balanced Assessment Consortium Web Site: <http://www.smarterbalanced.org/>
- ❖ Student Achievement Partners: <http://www.achievethecore.org/>

- ❖ Common Core State Standards (CCSS) NYSED website <http://engageny.org/common-core-curriculum-assessments/>
- ❖ SMARTER Balanced Assessment Consortium Web Page: <http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp>
- ❖ Utah State Office of Education web site: <http://www.schools.utah.gov/core>
- ❖ Nevada State Department of Education website on CCSS