

IMPLEMENTING the COMMON CORE STANDARDS

April 18-20, 2012
Atlanta, GA
The Melia Hotel



Implementing the Common Core Standards (ICCS)

Issue 11 • January 23, 2012

Dear colleagues,

Happy New Year! We hope that you are all enjoying a wonderful and productive start to 2012 and that you are surviving your legislative sessions.

Today's newsletter covers some of the upcoming and recent resources released on Common Core implementation and updates on the PARCC and Smarter Balanced assessment consortia. ICCS members will also hear more from us next week on our commitments to you to follow up on the ideas and requests you expressed at the December ICCS meeting and through your conversations with your ICCS coaches.

We are also pleased to announce that registration will soon be available for the April 18-20, 2012 ICCS meeting to take place in Atlanta, GA at the Hotel Melia. The April meeting will focus on preparing and supporting teachers and school leaders to transform student learning. CCSSO encourages you to begin identifying which members of your team will attend this meeting. If your state team has changed since the winter ICCS meeting, please contact [Renata Lewis](#) with any changes.

As always, please do not hesitate to reach out with questions, ideas for future newsletters, and success stories from your agencies and classrooms by contacting [Katey McGettrick](#).

Thank you,
CCSSO's Common Core Implementation Team

Featured in this newsletter:

- **Featured Event: CCSSO Webinar on Text Complexity**
- **AchievetheCore.org**
- **Launch of Webinar Series on Principals and Common Core Implementation**
- **Report on State Standards Implementation Planning**
- **Head Start Framework and Common Core Correlation: Feedback Requested**
- **Webinar on Comprehensive Birth-Through-Grade-Twelve State Literacy Plans**
- **ESEA Watch**
- **PARCC Assessment Update**

CCSSO Webinar on Text Complexity

To provide states with additional Common Core State Standards implementation support, the Council of Chief State School Officers will host a one-hour webinar on **Thursday, January 26 at 2 p.m. EST** to share tools and resources to support teachers and districts on text complexity, which is the linchpin of the ELA standards. The webinar will feature Sue Pimentel, a member of the Common Core State Standards English language arts writing committee, as well as representatives from the Kansas and Louisiana Departments of Education. All materials and a recording of the webinar will be available on the CCSSO website after the event. Anyone is welcome to register and attend this free webinar.

CCSSO will be hosting additional Common Core implementation webinars throughout the year. We will send out a complete schedule for the remaining year's webinars shortly, but please note that we have also scheduled these webinars:

- February 23, 2 p.m. EST: Communications with Different Audiences- CCSSO will release a series of customizable one page handouts to communicate the Common Core State Standards quickly and easily with district leaders, legislators, and other audiences.
- March 22, 2 p.m. EST: Engaging Higher Education

To [register](#) for the January 26th event, please visit our webinar series home page. Recordings of webinars will also be posted to the home page after each event.

AchievetheCore.org

The Student Achievement Partners (SAP), an organization founded by David Coleman and Jasonimba, two of the lead writers of the Common Core State Standards, recently launched a website to share free, open-source resources to support Common Core implementation at the classroom, district, and state level: www.achievethecore.org. Resources currently available include the most recent edition of the English Language Arts (ELA) Publishers' Criteria, resources from the Standards Immersion Institute hosted for district leaders on January 19-20, 2012 in New York, and guides to writing text dependent questions. Additional resources will be added throughout Spring and Summer 2012.

Launch of Webinar Series on Principals and Common Core Implementation

On January 18th, the College Board Advocacy and Policy Center and the National Association of Secondary School Principals (NASSP) launched a webinar series on School Leadership for Common Core Standards and College and Career Readiness. There will be six webinars on a bi-weekly basis that will emphasize the important role of principals and school leaders as the Common Core State Standards are implemented.

To access more information on the webinar series, click [here](#).

Report on State Standards Implementation Planning

Education First and the EPE Research Center published a [report](#) in January 2012 titled "Preparing for Change: A National Perspective on Common Core State Standards Implementation Planning". This report highlights the results of a survey conducted in June 2011 on state implementation planning. This report is also posted the resource library on spaces.ccsso.org.

Head Start Framework and Common Core Correlation: Feedback Requested

The National Head Start Association in partnership with The Source for Learning, Inc. developed the [*Roadmap to Collaboration: Correlation of the Head Start Child Development and Early Learning Framework with the Common Core State Standards in Kindergarten*](#). This document serves as a crosswalk from pre-school learning expectations to the Common Core kindergarten standards.

The deadline for recommendations and comments on this document has been extended to February 10th, 2012 to provide CCSSO members and their colleagues in state agencies an opportunity to provide input. Click here to access the correlation document and a link to a survey for comments. Please contact [Mari Blaustein](#), Director of Early Childhood Initiatives, The Source of Learning,

Inc. (mblaustein@sflinc.org) with any questions.

Webinar on Comprehensive Birth-Through-Grade-Twelve State Literacy Plans

On Thursday, January 5, 2012 the Alliance for Excellent Education hosted a [webinar](#) focused on comprehensive state literacy plans. The webinar featured **Melissa Colman**, Executive Director, Teaching and Learning Unit, *Colorado Department of Education*, **Mariana Haynes, PhD**, Senior Fellow, *Alliance for Excellent Education*, **Jill Slack, PhD**, Director, Literacy Office, *Louisiana Department of Education*, and **Phillip Lovell**, Vice President of Federal Advocacy, *Alliance for Excellent Education*. As part of their presentations, *both state panelists discussed aligning state literacy plans with the new standards.*

ESEA Watch:

CCSSO's Letter to Congress on ESEA Reauthorization

With Sunday, January 8th marking the 10 year anniversary of the *No Child Left Behind Act*, [CNN](#) and [Huffington Post](#) produced primers on the law.

CCSSO's recent ESEA letter to the Hill/Administration and call for completing reauthorization before the beginning of the next school year was covered by [EdWeek](#).

House ESEA Bill

The House Education Committee proposed legislation to rewrite the Elementary and Secondary Education Act (ESEA) that would dramatically reduce the federal footprint in holding schools accountable for performance and transform the nation's approach to improving teacher effectiveness.

The bills' key provisions would

- **Maintain current requirements to test students in reading and math** in grades 3 through 8 and once in high school. The bill would also maintain the requirement to disaggregate those test data by student subgroup, however, students would no longer be required to take state science tests, which is a departure from both current law and the Senate's ESEA rewrite.
- **Scrap adequately yearly progress**, similar to the Senate bill and the Obama administration's No Child Left Behind (NCLB) waiver plan. In its place, the House bill gives states the authority to develop their own accountability systems as long as they include

annual measures of student achievement, annual evaluations of schools based on student achievement and closing achievement gaps, and school improvement interventions—overseen by school districts—for the lowest-performing schools. The House bill would also eliminate the School Improvement Grant program.

- **Eliminate all maintenance of effort requirements for states and districts**, which require states and school districts to maintain their own education funding at a certain level to access federal funds.
- **Eliminate the highly qualified teacher requirements, and instead require states and districts to develop local teacher evaluation systems** that use multiple measures of evaluation; incorporate student achievement data; include more than two rating categories; are tied to personnel decisions; and are developed with input from parents, teachers, and other staff. In contrast, the Senate bill maintains the highly qualified teacher requirements and only requires teacher evaluations for districts participating in competitive grant programs.
- **Limit the U.S. secretary of education's authority**. As a clear response to U.S. Secretary of Education Arne Duncan's support for the Common Core State Standards and his NCLB waivers, the bills assert that the secretary has no authority to address state standards, assessments, or accountability, and may not coerce states into entering into partnerships with other states.

PARCC Assessment Update

The Partnership for Assessment of Readiness for College and Careers, or **PARCC**, issued an "invitation to negotiate" for development of its test items. PARCC's announcement is accessible by clicking [here](#), and the ITN itself [here](#). The ITN corresponds with PARCC's model content frameworks, which were released in November and can be found [here](#).

For an EdWeek analysis of what can be learned from PARCC's recent ITN, click [here](#).