

TRANSCRIPT

California Department of Education's Resources and Support for Common Core Implementation: Part III

SPEAKER Barbara Murchisen

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DEB SIGMAN (INTRODUCTION)

As Barb is walking up, I just wanted to let everyone know that Barb is the lead in our Common Core System Implementation Office. It's a new acronym. I haven't quite got it down, CCSIO. There's a song in there. Anyway, Barbara and folks have been working through an integrated action team, as Janelle mentioned, to really make sure that when someone gives guidance to the field from one of our divisions, that it's certainly consistent with another division's guidance. And so we know, those of us who've worked in a district, we know that sometimes if you call the department you might not get consistent messages or consistent information. We want to—that's confusing to you folks and not very helpful. So we want to make sure that doesn't happen. So Barb really is instrumental in making sure this coherence piece is really—that we, too, hold ourselves accountable for our coherent message and a coherent system. So, thank you.

BARBARA MURCHISON Thank you. Thanks, Deb. Lots and lots of hands are involved, more than these two. I'm really glad to be here today. Part of what I want to do in some of the time we have remaining is provide you with an overview of some of the resources that are available on the department website, because we've recently remodeled the Common Core information to make it more accessible to folks, be able to find what they need as they move forward with implementation.

One of the first things we did was make sure that there is a link to the Common Core State Standards page right there on our CDE homepage. And some of this is just going to modeling because I know, we've heard from folks, "We go there, but we can't find the things we need." So this is our effort to try and make things readily accessible.

So there's our Common Core State Standards page; they are linked down and that should bring you—the AV guys assured me that everything would bring—ah, there we go. We're going to rely on the wonders of the Internet here.

So here is our Common Core State Standards webpage. We've got a nice plain-language introduction at the top, which will allow everyone to understand exactly what the Common Core State Standards are and why we have them. And then the first couple of links, I'm not going to go to those, but those are the standards because we think that's the first thing folks maybe want to look at. If you have people who are new to the whole idea, and that could be your own professional learning community, it could be your parents, it could be something you might want to share at Back to School night—this first link with the standards is kind of a new page for the CDE. I'm going to open it up in Firefox because it's so new that it doesn't look quite as good on Safari as it does on Firefox. We're working on that.

And again, just very simple: what are the Common Core Standards. We can watch a video, because we know that folks are visual learners. You can read about the standards; there are the standards themselves again. There's a link to the adoption process, what California did to go ahead and move to the Common Core Standards. And then links to the appendices. Another notable thing about this page, beyond the movie—this movie that we've embedded as one of the Hunt Institute videos. Can I see just by a show of hands how many of you have already taken a look? A very nice resource for folks, we provide the link to the CCSSO website, where those Hunt Institute videos are found.

Now, before I go much further I want to direct you to the two handouts you should have on your table. Everything that I am going to walk through here and share with you are on these handouts. Given that we're in the midst of a heat wave in Sacramento, I couldn't resist the swimming metaphor. But we do know that with a thousand districts some folks are just wading into this work, others have taken the plunge, and still others of you are diving deeper. So this, again, is an effort to help you find things that are good starting points for you, depending on where your professional learning community is. And we'll be talking about some of this, but I wanted to make sure to mention that now.

So I'm going to go back. I'm going to go away from Firefox. I'm not going to show the movie in the interest of time; you can find it, though, now. And I'm going to scroll down further; I'm back on that main Common Core State Standards page. And I will tell you, because this is a trick. I've worked at the department for a couple of years; this is something I just learned a couple of weeks ago. If for some reason you are lost in the department webpages, and I know that happens occasionally, anytime you're—somewhere you're not sure where you are, if you just click on the seal it will bring you back to our main page. Here, I'll do it now. Bring you back to our main page and then you

can always go back to Common Core State Standards. Because still, even with all of this remodeling work we're doing, sometimes I'm like, how do I get back?

So the next big chunk on this page is California's Implementation Plan. In March of this year, the plan was put forward by the State Board of Education and the state superintendent to the governor and legislature as a living document. This is our guiding document; it tells what the State Board of Education and the CDE are involved in, in moving forward with implementation, and provides many suggestions and opportunities for local education agencies. I'm not going to really get into this document because it's 62 pages long and we have not too much time, but I'm actually kind of curious to see how many folks in here have already accessed this document and know of this document or perhaps are using it? Okay, great. So I'm not going to spend a lot of time looking at the document itself, although I do encourage you to take a look at it. But this is a new feature we just added to help folks stay apprised of our activities at the department and State Board.

So this is the first inside page of the plan. California's plan has a timeline of significant milestones for implementation. I don't know if you can read it very well, but some of our major activities are there. We know by November 2012 we should have revised language, English language development standards available. We know by November 2013 we should have a revised mathematics framework available. I think Bill Honig will probably talk more about the revision of those frameworks when he comes up in a few minutes. We know in February 2013 we should have a list of supplemental instructional materials that have been reviewed, and that report should be ready, we're expecting in November an assessment transition plan. So these are the big milestones in California's implementation process as we know it.

Again, this is a living document, and part of the work of my office is to make sure that this is updated as things change. So we are committed to having this be the most current information. So if there are any of these activities that you are particularly involved in at any point or particularly interested in at any point, you can go here to this page and find out a lot more. You may have noticed as I was hovering over these shapes that they were turning color. If they turn color that means that they are active links, which is also a kind of new and groovy thing for the department. So I'm going to take a look at the "revised mathematic framework available" shape. I'm going to click on it and it brings me to another timeline, a much more specific timeline that's just about the math curriculum framework revision process. So clearly we don't have—you know, I could go on for a long time; I kind of love this thing. But you can see so far that we've had the four focus groups. Here you can click and find out, oh, the State Board of Education appointed the curriculum framework and evaluation criteria committee; that happened just last month.

So this is a new link, and there you can find out who exactly is on that, who the approved applicants are.

Now, here's another trick that's important if you feel like you've gotten too far. There are breadcrumbs up here. We call them breadcrumbs so you can find your way back; that's new to me, too. So we're going to go back to—oh, now look, I'm lost I'm on the math page, and I'm glad this happened. This is a teachable moment. Deb, don't laugh. What am I going to do? I'm going to go back here. I'm going to model. If you've gone on the wrong place you can always go back, and get us back to the significant milestones timeline, which is right there. All right. So you can play with this. I encourage folks to play with it; that's where my idea of play time has gone. Go ahead and play with your significant milestones timeline and find out more about any of these projects. I do want to point out before I leave this entirely to show you some other resources. I'll go to the supplemental instructional materials review process. They've got their own timeline, lots going on there this summer. The reviewers have been trained, and they're reviewing materials right now. That's this link; we don't have anything happening here.

But an important thing you want to know on every one of this mini timelines is down here in the related content box, you can go directly—if you don't really want to play with the shapes like I like to—you can go to the program page and find a more traditional California Department of Education page, which will provide you with plenty of information. All right, so going back to Common Core page. I do encourage you if you're interested in any of the activities to get familiar with that significant milestones timeline.

Some folks, many folks told us that they really liked having a template for their local educational agency to use to guide them in developing their own local plans. The templates is Appendix A of the larger 62-page document, and we've extracted it here. It should open up in Word, I think. And it's just a shorter couple of pages, I think 8 pages.. And you'll see, very soon—maybe not so soon—it's broken up into three columns. It's broken up into season, and then for each season it tells you what activities the State Board of Education and California Department of Education are engaged in, what major projects and products you can expect to see at that time. And then provides a lot of suggestions about things you might want to be thinking about at your LEA for working in alignment with the activities of the State Board and the department. It was important to us to make this a Word document so you could cut and paste as needed to meet your own local needs and local resources.

So before I leave this page I want to do a kind of follow-up with what Deb said, which is, please, if you do nothing after leaving here, if you have not already done so, please—it's on the pager, they're starred. Do sign up for the Smarter Balanced Assessment Consortium email list, and do sign up for the

California Department of Education Common Core State Standards Listserv. We are committed to sending that out so that you have timely information. We sent one out yesterday that talked about two new resources that we added and talked about the opportunity to participate in the survey about the assessment reauthorization and the opportunity to apply to serve on the English Language Arts CFCC. So that kind of timely information, opportunities to participate, new resources, very important. And there's information here at this link and also information on this page, which is also, I believe, on your flash drive and electronic form, so very easy to do.

One other thing that we've done to try and make things easier to find—match appropriate resources to the appropriate folks—is to build out these audience-specific pages. So if you're an educator, you'd want to take a look at the educator page; students, parents, and guardians is another new thing. We know that this doesn't happen without parents and guardians and obviously not without students. And you can see that we've added two new resources just yesterday. Some of the folks on the earlier panel had talked about how important it was to get parents up to speed. Back to School season is upon us. Here are a couple of great resources. One of the challenges is that with 45 states implementing moving forward with the same sets of standards, there are a lot of resources out there. Part of our task is to review them and share with California educators the ones that we think are just excellent.

So this Council of Great City Schools parents roadmaps was just released, I think, a couple of weeks ago. We got it up there yesterday, and it provides grade-level descriptions of shifts for parents, things that their students will be learning at school, and how parents can support it at home. Lots of good things here for students, parents, and guardians.

Going to go back to the Common Core State Standards page and look at the educator page for a minute, because this is, I think, where most of you will find things. David Lieben was here this morning talking about Student Achievement Partners. For those of you who haven't been there yet, I think it's very important—I'm sure he and Meredith Liben will talk about this this morning—to familiarize yourself with some of the resources available on their website, Achieve the Core. We are expecting to see the first professional learning modules from California next month. We expect to see them in the meanwhile for Back to School. If you want to do some good professional development with your community, Student Achievement Partners have made available these five one-and-a-half to four-hour modules, just so you're aware of them. I don't know if that's what you need in your particular spot, but it's important to know that they're there, because they may be great. There are a number of other things available at Achieve the Core as well, so that's a website that you will see on many of our sites, many of our pages.

So after we go through resources for educators, we talked about resources specifically for administrators. And here you'll see more about communications toolkits, different presentation templates that you can use with your community. Again, there's a specific learning module just for instructional leadership. We know how important it's going to be to have the instruction leadership. It's not just in the classroom, but the whole school building. And then if you scroll down further, we even have resources for the higher education community. You can get to any of those section breaks just by clicking on one of the links at the top.

And finally, very important, we have two links, one for English language arts and literacy and one for mathematics, here at the top of the page but also on the Common Core page. So if you're looking for an English language arts resource, you can just go to that page, and there are a number of things that will be useful to you there.

We're also working at this point on trying to build out a searchable database because we know even with our best trying to sort things into audiences, sometimes you just want to say okay, ELA, eighth grade, what have you got for me? And we're trying to—we're working on building that up and tagging these resources because we know that there will an ever-increasing number.

Before I go, and I just want to share, here's the mathematics page. I have to share, and I get teased a lot because I think this is very, very, very cool. If I can find it. The illustrative math project—because I think we've talked a lot, and you can find—we link to the Hunt Institute videos, we link to Engage New York where there are some great videos of David Coleman talking about what text-based questions and tasks look like; those are fabulous. And we've had a lot of talk about how you can do Common Core for English language arts pretty readily. But the illustrative mathematics project I just want to share with you because I feel like we talked about text-based questions and tasks and text complexity a lot, but we may not have talked about math as much. So I'm making up for that right now.

The illustrative math project is a project that's being built and reviewed and monitored by many of the Common Core authors for math. And what's happening is folks from all around the country are developing tasks that teachers can use with their students that exemplify teaching to the Common Core State Standards. So I think it's very cool. And it's one of those sites that's continually building. So let's just take a look at K-8 standards, because when it comes to math, I can sort of understand those. And let's just say I want to look only at first grade. So you'll see here are the domains for first grade. And I want to see only the illustrated standards. When they first started building this a year and half ago, it would show the standards. So once it opens this up and it's just showing me the illustrated standards, you could see the See Illustrations link. So if you're trying to figure out—if you're a first-

grade teacher and you say, okay, I know how to make—have my kids count to a hundred by the end of the year by ones and tens, but what would be the Common Core way of doing that in a little more rich conceptional way? You can click on See Illustrations, and there are four different tasks that have been thoroughly reviewed by mathematicians, math educators, authors of the Common Core, and they encourage folks to send in tasks that they've developed. So I can see this and there's a lesson, right? So there are just four lessons. If you're wondering, well, am I doing this appropriately or what do they mean by this? I think illustrative mathematics is a great site. My understanding is they're going to keep building it out and possibly link video vignettes of classroom instruction. So this is a good one to watch in terms of how do we begin to do those shifts in mathematics.

So I think we are two minutes left for questions and answers, stress on the answers. And if you have any questions, go ahead and one of the three of us will do our best—you want to go to the microphone—one of the three of us will do our best to answer them. There's the plug again: please do subscribe to these two lists.

DEB SIGMAN Any questions?

(INFORMAL TALK)

AUDIENCE I think we're all very excited about the Smarter Balanced Assessment Consortium assessments coming online. So this is more of a timeline question. It's not a criticism. In a high school district, we're trying to figure out what's going to happen with ELA ninth and tenth grade and with the math in the ninth and tenth grade. And we can leave science and history to the side because we're talking about Common Core today. On that timeline, when is the CDE going to make a decision on what happens to those two years? Are we just going to use the Smarter Balanced 11th grade? And again, I'm not asking for the answer because you probably don't know it, but what is the timeline for that decision? This is a question I get asked frequently by faculty, and I know we don't have the answer today. But when can we give them that timeline?

DEB SIGMAN So we do actually have an answer. So the superintendent is required to set forth a set recommendations to the legislature and the governor in November of this year. And those recommendations have to do with transitioning to a new assessment system. And so for the better part of this year, my staff has been collecting information from folks that the superintendent has had to—is required to consult with—on all different things with regard to assessments. So and I think Barbara mentioned the survey, so there's a survey that's available to anyone; it's available on our website. So you can tell us what you think the assessment system should look like.

Now, the bottom line is the assessment system doesn't change unless the legislature puts a bill forward and the governor signs the bill, right? That's how it happens. So the CST system, the STAR system, as you and I know it, is scheduled to sunset in 2014. So absent any new legislation about what an assessment system would look like, then everything would go away, right? So it's anticipated that via these recommendations that the legislature will likely will run a number of bills. We've been gathering information about what that should look like at ninth and tenth grade for all subject areas; certainly there's a desire, I think there's a general desire to reduce testing. At the same time there's a general desire to make testing more robust and rich and consistent with instruction and curriculum, right? So sometimes those things are at odds because a reduction in time doesn't necessarily equate to a richer, more rich and robust assessment system.

So you can expect to see a set of recommendations in November, and then come January, it's safe to say that there will be a—I suspect more than one legislative proposal put forth to see what the next-generation assessment system looks like. There's a strong interest on the part of science and history/social studies teachers to make sure that they are not lost in the assessment arena because of the emphasis in terms of the consortium work and so forth. The consortium also is developing interim assessments and formative assessments that certainly could be used in ninth and tenth grade. But what ninth and tenth will specifically look like, I think, is going to be a year out. So I don't have a specific answer for you, but I do have some timelines that are in place.

BARBARA MURCHISON

If you go back to the significant milestone's timeline, keep an eye on it that way, the assessment transition plan has its own mini timeline. But also as we know more, we will be communicating with folks using the Listserv, both Listservs, I imagine, for that. Additional questions? Well, thank you.