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# Common Core State Standards Pros and Cons: What's a Christian to Do?

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# Common Core State Standards: Pros and Cons

What's a Christian to  
do?

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# Consider the following Educational Acts over the years...

1950's Phonics is introduced to the Curriculum to help with Reading instead of "look-say method".

1960's More Science and Math needed to keep up with the Space Race. Prayer out of Public Schools, Racial Segregation ends. Integration begins slowly.

1970's Open Classrooms/Exploration hands on.

Christian schools begin to grow. Christian textbooks first published.

1980's New Age threats: Right/Left Brain seminar and Rainbow Bright. Hidden Dangers of the Rainbow. Home-schooling starts

1990's Outcomes Education in Education with Standardized Tests with No Child Left Behind.

2000's Common Core Standards

# Biblical Principles for Finding Truth

- Test all things to see whether they be true or not.
- (Bereans)
- All truth is God's truth (Gabelein)
- General Revelation( truth to all mankind) vs Special Revelation (truth given by God) Historical truth, Scientific truth, Developmental truth, others
- Socratic Questioning/Inquiry vs. isolated facts ( How did Jesus promote thinking vs. the Pharisees itemized list of rules?)
- "Cedarville graduates have a great work ethic, good morals, are trustworthy, encourage and show respect, but they offer no new ideas"

quote by Dr. Paul Dixon 2<sup>nd</sup> President and Chancellor at Cedarville University....Fall of 1998.

# Your School's Mission????

- What does your school's mission statement say?
- How do you know whether your school's mission outcome is fulfilled?
- How can I tell your student from your Christian school from a Christian student from the public school?
- What makes the difference?
- How do we measure whether we make any difference in student's lives at all.
- ( Added) Consider these questions: Does any test given by any of us truly measure what a person knows and ultimately what they can be?
- Doesn't God the final summative assessment on all of us?
- Is God doing formative assessment right now on all the things that really matter such as character, use of gifts, our worship, our relationship with Him?

# Be Wise....Think Biblically

- 1. Don't throw out the baby with the bathwater?
- 2. What have we learned from the past? ( His Story)
- 3. Which is better? A completely Christian Curriculum or a Biblically integrated one?
- 4. What is better memorizing Bible verses out of context or knowing Biblical Principles which apply to all areas of our life.
- 5. Biblical mandates or Personal Preferences?
- 6. Learning how to think or what to think?
- 7. What Would Jesus do....say...respond?
- 8. Is God in Control or are We?

# Information on Common Core

- <http://www.corestandards.org/resources/frequently-asked-questions>

## Consider the Facts?

- Fact # 1 The Common Core is based on the book written by McTighe and Wiggins called: "Understanding by Design" which is more commonly known as "backwards planning".
- Fact # 2 The backwards planning calls for authentic and alternative assessment, not standardized Tests
- Fact #3 The only reason for the standardized test is that the Government who had nothing to do with the tests, gave money to the state that implemented them, but wanted accountability.
- Fact #4 "Understanding by Design" calls for implementing a conceptual curriculum that deals with what does the student know, understand, and is able to do. ( All levels of Bloom's Taxonomy)



# Comprehension and Analytical Thinking

- In the following clips write down what actual facts are given to you.
- Listen very careful to all that is said and those things that are inferred
- What was your reaction to each one of the clips and what triggered that reaction?

# Partnership for 21 Century

Learning presents:

*Above and Beyond*

<http://www.youtube.com/watch?v=7KMM387HNQk> Common Core launch

<http://www.youtube.com/watch?v=7hp9NUzn5oY> Glenn Beck

[http://www.youtube.com/watch?v=09iFCNGNO\\_U](http://www.youtube.com/watch?v=09iFCNGNO_U) Education Leadership

<http://www.youtube.com/watch?v=LU2hmnea0PM> Indiana controversy

<http://www.youtube.com/watch?v=19X1gIRUftw> State Tests

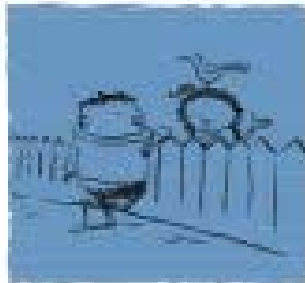
# Pros and Cons

- What did you think of the cartoon? What did it tell you the common core may do?
- Critical Thinking on Glenn Beck????
- What did he really tell you? What educational experts did he interview? Who are these Harvard and Stanford "people".? Since when did the public vote on State standards or have input into local curriculum( or private school)
- McTighe....what did he tell you, what do you know about Backwards Design?
- Who is supporting the common core in Indiana, who said they would no longer have a voice? Pullman and the Heartland Institute.
- State Tests are not part of Understanding by Design or the Common Core Standards which call for embedded formative assessments and student's authentic summative assessment.
- State Tests that are high stakes for students, teachers, schools ...fight against this....no research for this!



# We're taking teaching and learning Above & Beyond

Today's students are moving beyond the basics  
and embracing the 4C's — "super skills" for the 21st century!



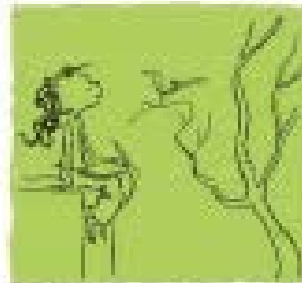
## Communication

Sharing thoughts, questions,  
ideas, and solutions



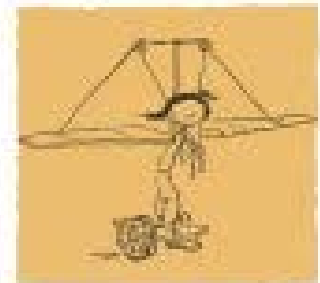
## Collaboration

Working together to reach a  
goal — putting talent, expertise,  
and smarts to work



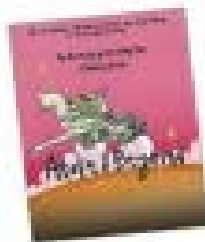
## Critical Thinking

Looking at problems in  
a new way, linking learning  
across subjects & disciplines



## Creativity

Trying new approaches  
to get things done equals  
innovation & invention



For more 4C resources from  
the Partnership for 21st Century Skills,  
including the animated film ABOVE & BEYOND  
by Peter H. Reynolds & Patsy Walker, journey to  
[www.p21.org/4Cs](http://www.p21.org/4Cs)



PARTNERSHIP FOR  
21ST CENTURY SKILLS





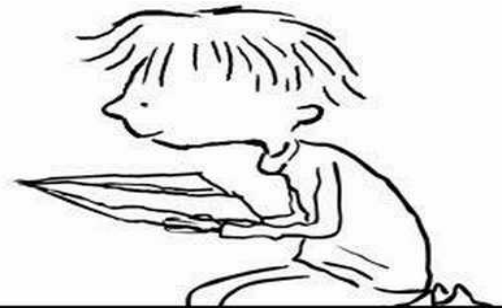
21<sup>st</sup> Century Skills and the 4c's  
are infused in the *Common Core Standards*  
which are the end goals of the  
*Career and College Ready Standards*

**We will fully implement the Common  
Core State Standards in 2014-2015**



**We will take the new national test with  
Common Core Standards in  
Spring of 2015**

## How will the Common Core Standards be different?



- Includes rigorous content and application of knowledge through higher-order thinking skills
- Performance-based collaborative activities and assessments
- Integrated literacy across content areas including Science and Social Studies
- Stronger emphasis on informational text, research and media skills

# Organization of the English Language Arts Standards

- 4 Strands
- - Reading
- -Writing
- -Speaking and Listening
- -Language
- -Research, technology, and multimedia skills blended into standards not as separate subjects.



# Shifts in the ELA Common Core

- Staircase of complexity design, the standards build upon each other
- A combination of literary and informational texts
- Integration of Social Science and Science content knowledge
- 3 types of writing: Informative/Explanatory, Narrative, and Opinion/Persuasive taught K-12
- Emphasis on academic vocabulary

# Integrated Model of Literacy

- The expectations in the CCSS are that the ELA guidelines are to be carried over into social and the natural sciences.
- “ The need to conduct research and to produce and consume media is embedded into every aspects of today’s curriculum. In like fashion, research and media skills and understandings are embedded throughout the CCSS rather than treated in a separate section”
- Council of Chief State School Officials and National Governors Association

# What is Academic Language?

- Domain Specific Vocabulary- i.e. biology, geometry, civics, geography, etc. or words that are general academic vocabulary that may mean something different in each discipline.

General Academic Vocab 570 Word families, the stem, plus all inflections and the most frequent, productive and regular prefixes and suffixes.

Meta-language: i.e. genre, or factor, postulate

Symbols usually Mathematically, but also Geography.

# Key Instructional Shifts

- 1. Building knowledge through **content-rich nonfiction** and **informational texts**.
- 2. Reading and writing grounded in **evidence from the text**.
- 3. Regular practice with **complex text** and its **academic vocabulary**.

# Create Text Dependent Questions:

- These are not:
- Low level , literal or recall questions
- Focused on comprehension strategies
- Just questions.....

# Text Dependent Questions...

- Can only be answered with evidence from the text.
- Can be literal( checking for understanding) but must also involve analysis, synthesis, evaluation
- Focus on word, sentence, and paragraph, as well as larger ideas, themes, or events
- Focus on difficult portions of text in order to enhance reading proficiency
- Can also include prompts for writing and discussion questions.

# Non-Examples/Examples

- In “Casey at the Bat”, Casey strikes out. Describe a time when you failed at something.
- What makes Casey’s experiences so humorous?
- In “Letter from a Birmingham Jail”, Dr. King discusses nonviolent protest. Describe a time when you wanted to fight against something that was unfair.
- What can you infer from King’s letter about the letter he received and was responding to?
- In the “Gettysburg Address”, Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value?
- “The Gettysburg Address” mentions the year 1776. According to the speech, why is this year significant to the events described in the speech.

# Creating Text Dependent Questions

- 1. Identify the core understanding and key ideas of the text.
- 2. Target vocabulary and Text structure.
- ( structure can refer to headings, subheadings, captions, illustrations that provide hints regarding what is the most important information.



# Thoughts on Text Dependent Questions:

- 1. No one way to have students work with text-dependent questions
- 2. Listening and speaking should be built into sequence of activities including reading and writing.
- 3. Re-read, think it, write it.
- 4. Teach students to ask questions: What is the author telling me, Are there any hard or important words, What does the author want me to understand, How does the author play with language to add to meaning?
- 5. Focus on Observing and Analyzing

# Key Advances: Reading

## More Emphasis on Informational Text

- Rationale:
- Until now, students were required to read very little informational text in elementary and middle school.
- Non-fiction makes up the vast majority of required reading in college and the workplace.

\*\*\*Informational text is harder for students to comprehend than narrative text.

# Students work on Literacy with the Standards

- Literacy plays a role in science and technology, history, and social studies and in classes focused on the Arts.
- Background knowledge has long been connected to comprehension. Reading informational texts is essential in building background knowledge.

# The CCSS works on Literacy

- 1. At every grade level there are a set of standards for informational text and a set for literacy standards.
- 2. In Reading Standard 10, it calls for students to read a wide range of informational text.
- Illustration: My wife at a football game with no background knowledge.

## Distribution of Literacy and Informational Passages by Grade

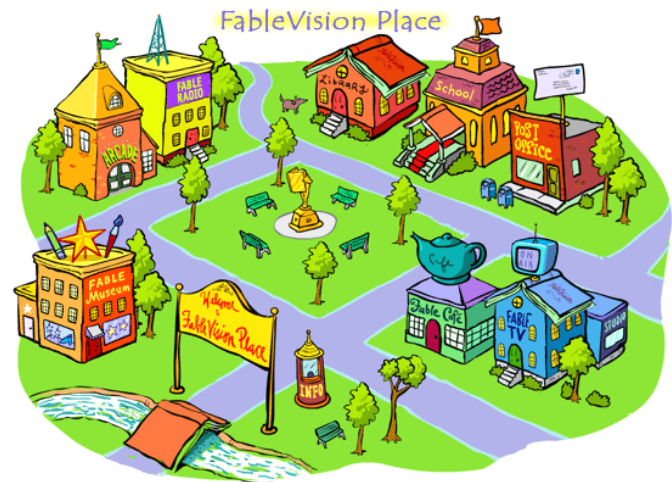
Grade	Literature	Information
4	50%	50%
8	45%	55%
12	30%	70%

# What is informational Text??

- Literary is: Fiction, Literary non-fiction, such as essays, speeches, and autobiographies or biographies, Poetry.
- Informational: Exposition, Argumentation and persuasive text, and procedural text and documents

# ELA Standards Organization

- Reading for Literature (10 standards)
- Reading for Informational Text (10 standards)
- Foundation (4 standards – K-5 only)
- Writing (10 standards)
- Language (6 standards)
- Speaking and Listening (6 standards)



Welcome to FableVision Place! Click anywhere to explore and have fun!

Each of the standard areas have *substrands*, for example in Reading for Literature and Information:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Complexity.

These substrands are the same for all grade levels.

# Breaking it down.....





# Reading Emphasis

- 1. Questions and tasks that are text dependent, where use of supporting evidence is text based
- 2. Careful selection of texts, meeting the complexity requirements at each grade
- 3. Connections between reading and writing across the curriculum.
- ( There is a need for students to take a position or inform others citing evidence not personal opinions)

# Writing: Shifts focus of student writing to:

- Three identified types and purposes of
- K-12 writing:
- Opinions/Arguments
- Informative/Explanatory
- Narratives

# Speaking and Listening, Shifts in instructions ask students to:

- 1. Engage in collaborative conversations between students and adults.
- 2. Come prepared
- 3. Pose and respond to questions to clarify, contribute, and elaborate on remarks of others
- 4. Identify the reasons and evidences a speaker of media source provides
- ( expectation is working together in small groups, one on one and making formal presentations)

# Language: Shifts focus on vocabulary acquisition and use

- 1. Engage in the study of vocabulary, emphasizing academic vocabulary
- 2. Understand figurative language, word relationships and nuances.

## Conventions of Language:

Use standard English grammar when writing, speaking, listening and reading

( CCCS require students to learn a variety of strategies to discern meaning of words in the context they are used)

# Integration of Technology and Multimedia

- Use as sources of information and tools for communication:
  1. Create audio recording of stories or poems; add drawing or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.
  2. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text ( e.g. graphic novel, multimedia presentation of fiction, folklore, myth, poem)

- **Focus**-narrow and deepen the scope
- **Coherence** connecting across grade levels
- **Fluency**-speed and accuracy
- **Deep understanding**
- **Application** of concepts
- **Dual Intensity** - practice and understand



## Shifts in Common Core Math

# Math Proficiency

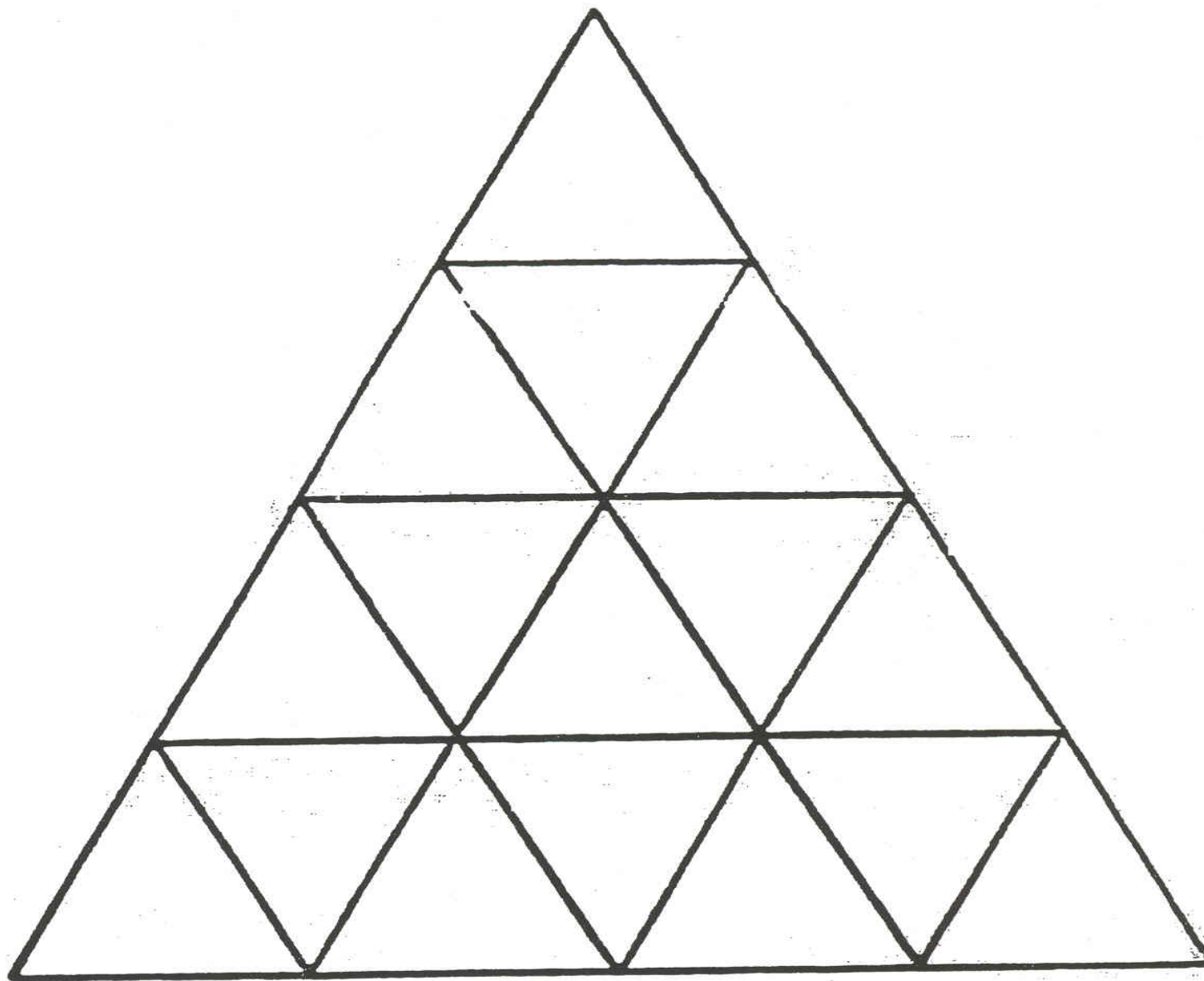
- Conceptual Understanding
- Problem Solving
- Procedural Skills
- All these as they relate to “doing Math”

# C. C. Standards for Math

2 Types of Standards:

1. Math Practice ( recurring throughout the grades).
2. Math Content ( different at each grade level)





HOW DID I FEEL?

# Standards for Math Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with Mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularly in repeated reasoning

## There are two sets of standards in math:

- **Math Domain Standards by grade level**
- **K-12 Mathematical Practice Standards**

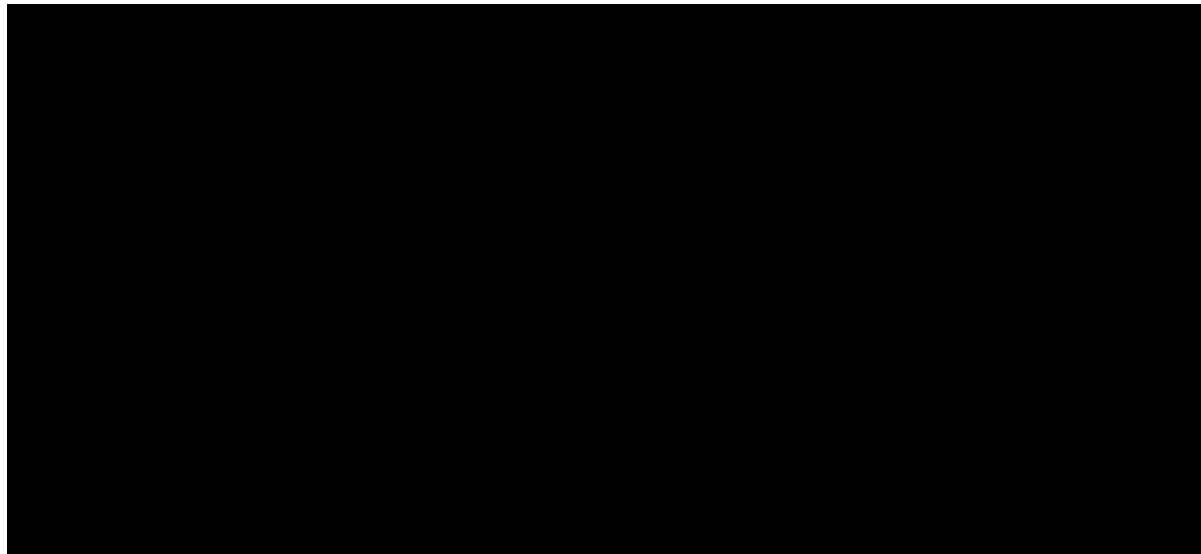


# Math Domain Standards

- **Counting and Cardinality (K only)**
- **Operations in Algebraic Thinking**
- **Number and Operations in Base Ten**
- **Measurement and Data**
- **Geometry**
- **Number and Operations- Fractions (grades 3-5)**

# How will teaching and learning change in the 21<sup>st</sup> Century?

<http://youtu.be/yfpa9uTWdJE>



# Performance-Based Assessment

- Knowing the important role the 4C's will play in *21<sup>st</sup> Century Learning* how can you apply them in your daily instruction now?
- Activities: Bridge Activity, Paper Cup Activity, Farmer, Turkey, Boat, Sack of Grain, Cat.

**Share your thinking with your table group and collaborate on how you can purposefully including these important skills in your teaching.**

The Common Core Standards are an opportunity to transform how we teach our students to prepare them for the 21<sup>st</sup> Century



How will you begin the change?

# Recommend the CCSS?

I was told once by a Philosophy Professor from Wheaton College that we as believers are to “capture what is true and biblical” even though it comes from the World.

God reveals a lot through General Revelation and we need to be sorting, checking, discerning what the World is offering and take it and put it in a biblical system of Education.



# Recommend the CCSS?

- I believe there is a lot of great things in the common core: The backwards design model from Understanding by Design.
- I believe having less single low level factual informational standards and moving to more of a conceptual model of teaching is great.
- There may be lots of problems with the CCSS, but let's examine them thoroughly and use what is good and get rid of what is wrong.
- We as believers need to take the lead and not sit back in the bleachers watching what is going on, but rather be on the playing field.

## How to get on the playing field!

- 1. Have a solid philosophy of education that is biblically based.
- 2. Be a biblical critical thinker and don't take everything at face value.
- 3. Stop listening to everyone else's opinion and get the facts yourself.
- 4. Learn how to do educational research and get those advanced degrees.
- 5. Start using your talents and gifts to create new curriculums that are solid academically and biblical.

## Listen to OUR COACH to win!

- Dr. Stotsky and my daughter  
<http://www.uaedreform.org/sandra-stotsky/>  
(Con)
- Her philosophy, her viewpoint!
- [http://nhchristianacademy.org/site/cpage.asp?cpage\\_id=140036429&sec\\_id=140007169](http://nhchristianacademy.org/site/cpage.asp?cpage_id=140036429&sec_id=140007169)  
Kevin Washburn's viewpoint! ( Foundations and Frameworks reading program the only way)
- [http://www.ncte.org/standards/common-core/kg\\_2-9-12!](http://www.ncte.org/standards/common-core/kg_2-9-12!)
- National Council for the Teacher's of English viewpoint! ( Pro)

# What do we do?

- 1. Make sure teachers are trained to know their subject material and be able to “teach it using a paper bag”
- 2. Pick and Choose....Don't just buy a curriculum, but decide what your school needs and fits with your Philosophy!
- 3. Every child learns differently and we need to “Train Up a Child in the way HE or SHE needs to go?”

# The 21<sup>st</sup> Century Teacher

- <http://www.youtube.com/watch?v=yfpa9uTWdJE&feature=youtu.be>