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Common Core State Standards: An Overview of Policy Conditions in the States

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Policymaker Role in Adoption Process

- State Board of Education/Board of Regents:
 - AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, GU, HI, IA, IL, IN, KS, LA, MA, MD, MI, MO, MP, MS, MT, NC, NH, NJ, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, UT, VT, WV, WY
- State Chief (Commissioner/Superintendent):
 - ND, NM, WI
- Governor through Executive Order:
 - AS
 - Legislature:
 - ID, KY, ME, MN (*ELA only*), WA



Academic Standards

- Standards are statements of what students should know and be able to do
- All states have academic standards
- CCSS are tied to college- and career-readiness
- Standards alone do not spur innovation in teaching and learning
- Appropriate curriculum, instructional strategies, classroom materials and assessments that measure student growth all need to be developed in conjunction with academic standards



Landmark Legislation in Kentucky

- March 2009 – Gov. Beshear signed SB 1 into law
- Focus on college- and career- readiness and degree completion
- KY was first to provisionally adopt the CCSS
- Mandated Kentucky Department of Education, Kentucky Board of Education and Kentucky Council on Postsecondary Education to develop a unified plan to reduce college remediation rates by at least 50% by 2014
- Also requires an increase in college completion rates of students enrolled in remedial education by 3% annually from 2009 to 2014.



Examples of KY's Strategic Plan

- All students have access to AP, IB or other accelerated learning opportunities
- All students have access to dual credit opportunities
- STEM programs and success in these programs increase
- Targeted interventions are provided for all students who are not college- and career-ready
- All secondary students have access to a comprehensive advising program
- All public PSE institutions provide accelerated online or alternative learning formats for remedial education



Implementing the CCSS in Washington

- July 2010: Legislature provisionally adopted CCSS
- 2010/11 SY:
 - CCSS exploration to compare standards, cost analysis, benefits to the state, policymaker and stakeholder engagement
- July 2011: Formal adoption by legislature
- 2011/12 SY:
 - State built awareness of the core, conducted quarterly webinar series, trained district leaders, established communication strategy, CCSS specialist cadres to build capacity with LEAs



Efforts in Washington

- 2012/13 SY:
 - Provided supports including those for special populations, convened school leaders to prepare transition plans, continued with specialist cadres at the district level, aligned CTE frameworks with CCSS, worked with legislature on impact of new assessment system on high school exit exams
- 2013/14 SY:
 - Continued building statewide capacity and classroom transition



Efforts in Washington

- 2014/15 SY:
 - Statewide application and assessment of CCSS, will convene school leadership teams to share transitional activities and collaborate around implementation, new assessments in math, reading and writing
- Going forward:
 - Maintain engagement of state steering committee, convene state professional learning associations and stakeholders to coordinate efforts, leverage state/national initiatives and work with key partners to build across systems



Maine's Story

- State focused on college, career and civic life of the 21st century
- In Maine, more than 50% of students who enter community college must take remedial courses before they can take credit-bearing courses
- Business and industry urged changes to lessen the skills gap
- CCSS were adopted in May 2011 by the legislature; known as Maine's Learning Results Standards
- State stress that student success continues to be the responsibility of LEAs and classroom teachers



Legislative involvement

- CA AB 86 – appropriations bill to aid LEAs in implementation of CCSS
- CA AB 97 – state chief must monitor quality of core curriculum
- CA AB 110 - \$1.1 million appropriated to improve teaching quality
- CO SB 87 – appropriation to DOE to create assessments aligned with the CCSS
- HI HB 200 – appropriation for DOE to implement a pilot program to meet CCSS requirements



Legislative involvement

- OR HB 3233 – Network of Quality Teaching and Learning to improve teaching quality, student achievement and implementation of CCSS
- UT SB 175 – LEAs and charter schools administer college readiness assessments
- WA HB 1812 – extends January 1, 2012 deadline for DOE to estimate the costs for implementing the CCSS which incorporates public feedback
- WY HB 91 – extends timeline for the new accountability system established by the WY Accountability in Education Act related to CCSS



Legislative involvement

- ID SB 1200 – Public Schools Educational Support Program
- NV AB 259 – P-16 Council focuses on teacher quality
- NV SB 288 – State chief selects a college entrance exam
- NM HB 2 – special appropriation for formative CCSS assessments
- NM SB 60 – purchase of IT to support implementation and assessment of college readiness
- ND SB 2102 – aligns statewide achievement tests with CCSS



CCSS Implementation has Budget Implications

- Supporting implementation with fidelity
- Redirecting funds to districts to support implementation
- Reviewing available funding streams for teacher professional development
- Discovering opportunities with neighboring states or within the region
- Determining cost of materials and assessments



Policymakers can Play a Critical Leadership Role

- Communicate the college- and career-readiness challenge
- Create a comprehensive and systemic statewide agenda
- Focus on teacher and leader professional development
- Assess students to determine competency
- Review the data to check for effectiveness
- Hold schools and districts accountable



Policy Action: Curriculum and Instruction

- Incorporate principles that develop critical thinking, inquiry, problem solving, communication, collaboration and self-directed learning
- Ensure early diagnosis and intervention and provide proper interventions and supports as appropriate throughout the K-12 experience to reduce remediation
- Offer flexibility to districts and schools to adopt instructional resources aligned to the CCSS that accelerate and deepen student learning



Policy Action: Curriculum and Instruction

- Allow the SBE to waive state regulatory requirements for schools that are implementing innovative practices
- Fund and provide resources for teachers and leaders to receive embedded, collective and high-quality continuous and ongoing professional development
- Develop a comprehensive and integrated statewide longitudinal student data system to track college- and career-readiness
- Ensure schools have adequate technology infrastructure for personalized learning



Policy Action: Teacher and Leader Effectiveness

- Develop more rigorous teacher pre-service programs connected with high academic standards
- Require educators to demonstrate their mastery of teaching the CCSS to all learners and innovative pedagogies through completion of a professional portfolio
- Improve accountability measure for Institutes of Higher Education and utilize an outcomes-based funding model through monitoring of graduates from colleges of education



Policy Action: Assessment Systems

- Develop formative and summative assessments and utilize assessments of student progress that include student goal-setting, reflection, evaluation and record-keeping
- Consider replacing traditional point-based grades with standards-based grading that measures student proficiency on well-defined course objectives
- Provide PD on the design, use and analysis of performance-based formative and summative assessments for improving instruction



Policy Action: Accountability Systems

- Develop an accountability system that evaluates schools and districts on college- and career-readiness measures
- Include measures of student performance
- Create a statewide comprehensive and effective student information system to provide all stakeholders accurate, transparent data, disaggregated by subpopulation, regarding student performance on multiple assessment measures as well as school and district performance levels



Policy Action: Use of Time

- Award educational credit for learning inside and outside the classroom based on demonstrated mastery rather than seat time
- Expand opportunities for students to earn college credit while in high school
- Provide seamless routes to college to students who achieve early competency
- Offer flexibility to utilize schedules that enable team teaching, project-based learning, work-based learning and interaction with the community



Policy Action: Use of Time

- Allow for extended school days, a longer school year, an annual alternative calendar, as well as other extended learning opportunities, within minimum state requirements
- Encourage schools to include time in the day and year for teacher PD, including observing in other classes, meeting with instructional coaches and collaborating in professional learning communities



Guiding Questions for Policymakers

- ✓ How can state licensure requirements be changed to ensure educators can demonstrate mastery of the CCSS for initial licensure and renewal?
- ✓ What courses are necessary at the postsecondary education level (program approval standards) so pre-services teachers show competency in delivering instruction related to CCSS
- ✓ How can funding provide support for more rigorous teacher evaluation systems that include the CCSS?



Guiding Questions for Policymakers

- ✓ What should be reviewed, amended, or changed regarding professional development? How are current funds spent in the state? Does the state evaluate the effectiveness of PD for teachers?
- ✓ Can other services be consolidated by the state, such as purchasing, to offer resources for CCSS implementation and PD?
- ✓ How can incentives be utilized for those districts that share or consolidate services?



Guiding Questions for Policymakers

- ✓ What policies can you enact related to the use of time (seat time, flexible schedules and calendars) and class size to offer additional resources, provide flexibility for students, and target additional resources to struggling students?
- ✓ Are you willing to offer innovation zones for those districts that want to be transformative in their implementation?
- ✓ How can you engage key stakeholders in this discussion?



Questions?

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