Instructional Materials to Support Common Core State Standards

Today:
• Update: Bridge Year (Interim Adoption)
• Characteristics of well informed consumers
  ✓ Knowledge of the CCSS Shifts
  ✓ Criteria to identify quality

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Objectives for this Webinar

• **Update** on Bridge Year Interim Adoption
  – Bridge Year Criteria adopted by the State Board of Education (January 2012)

• **Characteristics of well informed consumers**
  ✓ Working knowledge of the CCSS Shifts
  ✓ Criteria to identify quality and what to look for
Common Core State Standards (CCSS) (Context)

Goals of State-led Joint Effort:
- Fewer, clearer, and higher-level standards
- Standards aligned with college and work expectations
- Internationally benchmarked standards
- Consistent learning expectations across states
The Oregon Diploma
(Context Continued)

Standards-Based Credit Requirements

4- English/LA
3- Math
3- Science
3- Social Sciences

3- Arts/CTE/Second Language
1- Health
1- PE
6- Electives

Total = 24 credits

Essential Skills Proficiency

☐ Reading (2012)
☐ Writing (2013)
☐ Apply math (2014)

Personalized Learning

☐ Education Plan & Profile
☐ Career-Related Learning Standards
☐ Career-Related Learning Experiences
☐ Extended Application
Brief Introduction (Context Continued)

- **Context** of instructional materials in support of the implementation of CCSS
- **Bridge year** introduction and definition
  1. Bridge (Interim Adoption Year 2012-13)
  2. CCSS English Language Arts (2013-14)
  3. CCSS Mathematics (2014-15)
What is an Interim Adoption (Bridge) Year?

- The Bridge Year leverages Oregon’s existing investment in Standards and Materials to support the implementation of the Common Core State Standards
- Provides new correlations, pacing guides and supplements to older materials in support of CCSS implementation from contracted publishers for ELA and Math
- Allows publishers the opportunity to submit additional supplements and intervention materials developed for CCSS
- Allows publishers to submit professional development and teacher materials that support CCSS implementation
- Offers an opportunity for publishers to submit updated versions of materials in print, digital and accessible formats
CCSS
English Language Arts:
Literacy Standards for Technical Subjects
English Language Arts
Key Ideas

**Traditional Classroom**
- Focus on literature (fiction)
- Literary skills (identifying terms and devices like theme)
- ELA taught in *isolation*

**Common Core Classroom**
- Informational texts prepare for college and career
- Cross-content literacy
- ELA taught in *collaboration*
Oregon CCSS ELA and Literacy **Shifts**

1. Increase Reading of Informational Text
2. Text Complexity
3. Academic Vocabulary
4. Text-based Answers
5. Increase Writing from Sources
6. Literacy Instruction in all Content Areas

[http://www.ode.state.or.us/wma/teachlearn/commoncore/common-core-shifts-ela.pdf](http://www.ode.state.or.us/wma/teachlearn/commoncore/common-core-shifts-ela.pdf)
Bridge Year Criteria

Elementary Grades ELA

Category 1: Elementary Grades (K-5/6) English/Language Arts (ELA) Bridge Year Criteria

1. ____ Provides high quality, complex informational text (literary non-fiction for ELA) to ensure a balance of literary and informational texts (50% / 50%).

2. ____Provides complex texts and multiple differentiated texts and resources for an in-depth look at a single topic across the subject areas (See CCSS Appendix B for exemplar texts).

3. ____Provides literary and informational central texts of varying lengths supported by companion texts that address a range of complexity (CCSS Appendix A).

4. ____Provides texts and resources that elicit deep thinking and text-based responses, e.g., assessments and learning activities that address a range of complexity.

5. ____Provides tasks and resources that support frequent informative; argumentative; and short, research-based writing (CCSS Appendix C).

6. ____Consistently includes tier 2 vocabulary acquisition.
Bridge Year Criteria
Middle Grades ELA

Category 2: Middle Grades (6-8) English/Language Arts (ELA) Bridge Year Criteria

1. ___Provides high quality, complex informational text (55% by grade 8).
2. ___Provides multiple complex texts that are content-specific (e.g. history/social studies, science, and technical subjects) and are tied to grade-level standards (See CCSS Appendix B for exemplar texts).
3. ___Provides complex central texts supported by companion texts of varying lengths and levels of difficulty (CCSS Appendix A).
4. ___Provides high quality texts and resources that elicit and assess deep analyses and responses.
5. ___Provides tasks, models, and writing strategies to enable students to inform; demonstrate understanding; construct arguments; and write short, focused research-based papers (CCSS Appendix C).
6. ___Embeds academic tier 2 vocabulary and effective strategies for vocabulary instruction.
Bridge Year Criteria
Secondary Grades ELA

Category 3: Secondary Grades (9-12) English/Language Arts (ELA) Bridge Year Criteria

1. ____ Provides high quality, complex informational text (70% by end of high school).
2. ____ Provides varied prompts and tools for deep reading of complex, subject-specific content (See CCSS Appendix B for exemplar texts)
3. ____ Provides texts within CCSS complexity bands (CCSS Appendix A) and contains central texts supported by companion texts of varied lengths and levels.
4. ____ Provides high quality texts that demand in-depth analysis and resources that include differentiated instructional strategies and assessments.
5. ____ Provides explicit instruction in the writing process for informative; argumentative; and short, focused research-based writing and includes writing samples and resources for teaching and assessing. (CCSS Appendix C).
6. ____ Provides explicit and recursive instruction in tier 2 academic vocabulary.
CCSS Mathematics
CCSS Mathematics

Key Ideas

• Balanced combination of procedural skill and understanding
  – Requires students to “explain” and “justify” rather than “define” and “identify”
• Standards for Mathematical Practice
• Content focuses at each grade allow in-depth study
• Standards for Mathematical Content
  – K-8 standards by grade level
  – High school standards by conceptual theme
• Focus in Grades 6-8
  – Preparation for geometry, algebra, and probability and statistics
• Focus in High School
  – Emphasis on applying math to solve problems arising in every day life, society, and the workplace
Oregon CCSS Math **Shifts**

1. Focus
2. Coherence
3. Procedural Fluency
4. Deep Conceptual Understanding
5. Applications (Modeling)
6. Balanced Emphasis

http://www.ode.state.or.us/wma/teachlearn/commoncore/common-core-shifts-math.pdf
Bridge Year Criteria
Elementary Grades Math

Category 4: Elementary Grades (K-5/6) Mathematics Bridge Year Criteria

1. _____ Alignment provides a grade level depth of focus for foundational and conceptual understanding.

2. _____ Actively makes CCSS vertical alignment connections within and across grades levels to extend prior learning.

3. _____ Provides materials to apply a variety of appropriate procedures as students solve problems.

4. _____ Materials are designed to foster a classroom environment in which students can engage in, and develop, the varieties of expertise described in CCSS mathematical practices.

5. _____ Provides frequent opportunities through authentic real-world application of higher order skills and modeling skills with the focus of high school graduation and success beyond 12th grade.

6. _____ Provides a balance of content practice, application, and assessment of skills developed through conceptual understanding and mathematical practices and address the four CCSS Smarter Balanced Math Claims: Conceptual understanding/Procedural fluency, Problem solving, Communication and argumentation, and Modeling/performance task.
Bridge Year Criteria
Middle Grades Math

Category 5: Middle Grades (6-8) Mathematics Bridge Year Criteria

1. _____ Alignment identifies where critical areas and gaps are addressed and explains the depth (cognitive demand levels) of the CCSS.

2. _____ Clearly articulated CCSS connections across grade levels specific to these instructional materials.

3. _____ Procedures are presented as generalized methods so students can understand foundational procedures.

4. _____ Materials foster a classroom environment where students engage in and develop mathematical practices described in the CCSS.

5. _____ Authentic academic tasks engage students in higher order thinking skills that allows the opportunity for students to choose and use appropriate mathematical models and link statistics to relevant applications.

6. _____ Materials provide balance between product/process in both content and assessment as they relate to the four CCSS Smarter Balanced Math Claims: Conceptual understanding/Procedural fluency, Problem solving, Communication and argumentation, and Modeling/performance task.
Bridge Year Criteria
Secondary Grades Math

Category 6: Secondary Grades (9-12) Mathematics Bridge Year Criteria

1. _____ The materials clearly demonstrate alignment to the CCSS.
2. _____ Vertical alignment provides connections to the standards across grades, courses, and within the course.
3. _____ Materials support modifying and/or adapting procedures to apply them.
4. _____ Materials are designed to foster a classroom environment in which students can engage in, and develop, the varieties of expertise described in Standards for Mathematical Practice.
5. _____ Materials have authentic applications that include rigorous content and higher order thinking skills which incorporate a variety of modeling activities that require students to use statistics to analyze empirical situations and to understand them better to improve decisions.
6. _____ Materials reflect the Smarter Balanced Math Claims: Conceptual understanding and Procedural fluency; Problem solving; Communication and argumentation and Modeling/performance task.
Target for Materials that Support CCSS Teaching and Learning

QUALITY CONTENT

CCSS and Established Criteria
Performance Tasks and Assessments (Summative)
Instruction and Formative Feedback
Instructional Resources and Learning Objects
National Common Criteria for Quality Instructional Materials

1. Content
2. Equity and Accessibility
3. Assessment
4. Organization and Presentation
5. Instructional Design & Support

Common Criteria developed by State Instructional Materials Review Association (SIMRA)
CCSS Criteria for ELA Materials

• Text Complexity
• Range and Quality of Texts
• High Quality, Text-Dependent Questions and Tasks
• Writing and Research that Analyzes Sources and Deploys Evidence
• Additional Key Criteria for Student Reading, Writing, Listening and Speaking
CCSS Tools for Evaluating Math Materials

• Tool #1 – Mathematics Content Areas
• Tool #2 – Mathematical Practices
• Tool #3 – Other Overarching Issues
Open Educational Resources (OERs) Rubrics

- Degree of Alignment to Standards
- Quality of Explanation of Content
- Utility of Materials as Tools to Teach Others
- Quality of Assessment
- Degree of Interactivity
- Quality of Practice Exercises
- Opportunities for Deeper Learning
- Assurance of Accessibility

OER Rubrics developed by Achieve available at http://www.achieve.org/oer-rubrics
# Instructional Materials Forms and Examples

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Conceptual Framework for Instructional Materials – Search, Discovery and Use

Standards-Based Curriculum

GAP

Teacher Teaching Materials

Student Learning Materials

Core/Basal Instructional Materials Evaluation/Adoption

Print/Digital Materials & Services

Free Educational Resources

Open Educational Resources

Supplemental/Intervention Instructional Resources
New Oregon District Guidance Coming

“Establishing our next generation of instructional materials”
(Request for feedback - April/May 2012)
(State Board of Education - May/June 2012)

• Bridge - ELA - Math
• OAR Division 22
• OAR Division 11
• Updated Equity Criteria
• Vetting Process
• 3-Year Adoption Cycle
• Digital Textbooks
• Digital Specifications
• Online Course Review
• CCSS Implementation

Recommended Resource:

• Digital Textbook Playbook (FCC)
  ▪ Making the transition
  ▪ Connectivity at school
  ▪ Connectivity beyond school
  ▪ Device perspectives