Common Core Implementation and International Baccalaureate
Background

- 2007 – Florida adopts Next Generation Sunshine State Standards
- 2009 – Florida is granted RTTT grant
- 2010 - Florida is one of 45 states adopting CCSS
- 2010 – Florida applies for and becomes the fiscal agent for the CCSS assessment – PARCC
- 2010 - Florida begins work to implement CCSS
# Florida’s Timeline

## Florida’s Common Core State Standards Implementation Timeline

<table>
<thead>
<tr>
<th>Year/Grade Level</th>
<th>K</th>
<th>I</th>
<th>2</th>
<th>3-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>FL</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>2012-2013</td>
<td>F L</td>
<td>F L</td>
<td>L</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>2013-2014</td>
<td>F L</td>
<td>F L</td>
<td>F L</td>
<td>B L</td>
<td>B L</td>
</tr>
<tr>
<td>CCSS fully implemented</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCSS fully implemented and assessed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**F** - full implementation of CCSS for all content areas  
**L** - full implementation of content area literacy standards including: (1) text complexity, quality and range in all grades (K-12), and (2) CCSS Literacy Standards in History/Social Studies, Science, and Technical Subjects (6-12)  
**B** - blended instruction of CCSS with Next Generation Sunshine State Standards (NGSSS); last year of NGSSS assessed on FCAT 2.0
Common Core States in Yellow

In the States

- Adopted
- Not Yet Adopted
PARCC Membership

[Map showing states with different colors indicating Governing Board States and Participating States. Note: US Virgin Islands is a Participating Territory.]
The PARCC Goals

1. Create high-quality assessments
2. Build a pathway to college and career readiness for *all* students
3. Support educators in the classroom
4. Develop 21\textsuperscript{st} century, technology-based assessments
5. Advance accountability at all levels
Performance Based and End-of-Year Assessments

– Required *summative assessment components*
  • Grades 3-11 in English, Language Arts, Literacy
  • Grades 3-8 in Mathematics
  • End-of-Course assessments
    • Algebra 1, Geometry, and Algebra 2; or
    • Integrated Mathematics 1/2/3
Required *summative assessment components*

- States will have a choice of testing windows to accommodate district and school needs
- Assessments will be given over the course of several days, with exact numbers and timing still to be determined
- Results will be made available on a similar timeline as current EOCs and FCAT tests
## Transition from FCAT to Common Core Assessments

<table>
<thead>
<tr>
<th>Assessments in 2012-13, and 2013-14</th>
<th>Assessments in 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCAT 2.0 Reading Grades 3 to 10</td>
<td>Common Core English Language Arts</td>
</tr>
<tr>
<td></td>
<td>Grades 3 to 11</td>
</tr>
<tr>
<td>FCAT 2.0 Writing Grades 4, 8, 10</td>
<td></td>
</tr>
<tr>
<td>FCAT 2.0 Mathematics Grades 3 to 8</td>
<td>Common Core Mathematics Grades 3 to 8</td>
</tr>
<tr>
<td>FCAT 2.0 Science Grades 5 and 8</td>
<td>FCAT 2.0 Science Grades 5 and 8</td>
</tr>
<tr>
<td>Florida Algebra 1 EOC</td>
<td>Common Core Algebra 1 EOC</td>
</tr>
<tr>
<td>Florida Geometry EOC</td>
<td>Common Core Geometry EOC</td>
</tr>
<tr>
<td>Florida Biology 1 EOC</td>
<td>Common Core Algebra 2 EOC</td>
</tr>
<tr>
<td>Florida US History EOC</td>
<td>Florida Biology 1 EOC</td>
</tr>
<tr>
<td>Florida Civics EOC</td>
<td>Florida US History EOC</td>
</tr>
<tr>
<td></td>
<td>Florida Civics EOC</td>
</tr>
</tbody>
</table>
Common Core State Standards Emphasis

- English language arts standards emphasize:
  - Reading more complex narrative and informational text
  - Writing, speaking, listening and communicating using more complex language correctly.
  - Literacy in science, social studies and technical subjects; expecting comprehension of informational text in these areas.

- Mathematics standards emphasize:
  - Fluent use of algorithms and properties
  - Conceptual understanding of algorithms and properties
  - The ability to use algorithms and properties to problem solve at high levels as evidenced by being able to build models of mathematical problems and communicate a defense of their solutions.
  - These emphases require a more robust assessment system to accurately measure evidence of student understanding.
English Language Arts

- A focus on results rather than means
- An integrated model of literacy
- Students must cite specific evidence when offering interpretation of a text
- Students must respond to the varying demands of audience, task, purpose, and discipline
- Students employ technology thoughtfully
PARCC Item and Task Prototypes – Grade 6 Reading

**SAMPLE ITEM**

**Part A**
Based on the passage from *Julie of the Wolves*, how does Miyax feel about her father?

a. She is angry that he left her alone.  
b. She blames him for her difficult childhood.  
c. She appreciates his thorough knowledge of nature.  
d. She is grateful that he planned out her future.

**Part B**
Which sentence from the passage best shows Miyax’s feelings for her father?

a. “She had been lost without food for many sleeps on the North Slope of Alaska.”  
b. “This could be done she knew, for her father, an Eskimo hunter, had done so.”  
c. “Unfortunately, Miyax’s father never explained to her how he had told the wolf of his needs.”  
d. “And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned.”
“You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

a. “Biography of Amelia Earhart”
b. “Earhart's Final Resting Place Believed Found”
c. “Amelia Earhart’s Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.”
Fundamental Math Skills

- **MACC.K.CC.3.7** Compare two numbers between 1 and 10 presented as written numerals.
- **MACC.3.NF.1.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- **MACC.6.NS.3.6** Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
- **MACC.8.EE.1.1** Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.
- **MACC.912.N-CN.1.1** Know there is a complex number $i$ such that $i^2 = -1$, and every complex number has the form $a + bi$ with $a$ and $b$ real.
- **MACC.912.A-SSE.2.3** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- **MACC.912.F-TF.1.3** Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for $x$, where $x$ is any real number.
Mathematics

Students:

- make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning
Part A

A farmer plants $\frac{3}{4}$ of the field with soybeans. Drag the soybean to the field as many times as needed to show the fraction of the field that is planted with soybeans.
A portion of the graph of a quadratic function $f(x)$ is shown in the $xy$-plane. Selected values of a linear function $g(x)$ are shown in the table.

<table>
<thead>
<tr>
<th>$x$</th>
<th>$g(x)$</th>
</tr>
</thead>
<tbody>
<tr>
<td>-4</td>
<td>7</td>
</tr>
<tr>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>-5</td>
</tr>
<tr>
<td>5</td>
<td>-11</td>
</tr>
</tbody>
</table>

For each comparison below, use the drop-down menu to select a symbol that correctly indicates the relationship between the first and the second quantity.

<table>
<thead>
<tr>
<th>First Quantity</th>
<th>Comparison</th>
<th>Second Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The $y$-coordinate of the $y$-intercept $f(x)$</td>
<td>$f(3)$</td>
<td>The $y$-coordinate of the $y$-intercept $g(x)$</td>
</tr>
<tr>
<td>Maximum value of $f(x)$ on the interval $-5 \leq x \leq 5$</td>
<td>$f(5) - f(2)$</td>
<td>Maximum value of $g(x)$ on the interval $-5 \leq x \leq 5$</td>
</tr>
<tr>
<td></td>
<td>$5 - 2$</td>
<td></td>
</tr>
</tbody>
</table>
What to Expect

- Fewer but more comprehensive concepts per grade level (no longer teaching concepts in isolation)
- More in-depth evidence of learning
- Less repetition of content from grade to grade
- Most likely an initial dip in performance
- Hopefully overtime, greater lifelong retention of learning
Educator Supports Needed

- Ongoing and substantive site-based professional development
- Access to instructional materials and resources
- Teacher evaluation system aligned to research and model teaching standards
- Develop principal instructional leadership capacity
- Provide support for the development of rigorous summative and formative assessments to inform instruction
How Can Educators Begin to Align Their Instruction to the CCSS?

- Educators should:
  - Focus on content depth, “chunking” the content standards, and clustering of learning goals under these big idea.
  - Integrate the concepts and skills from reading, writing, speaking and listening, language, and mathematics into instructional units.
  - Avoid teaching skills in isolation.
  - Use research based instructional strategies and formative assessments K-12.
  - Promote performance-based assessment.
  - Plan and implement appropriate professional development for both teachers and administrators, building both content and pedagogical knowledge for students as well as educators.
“Look For”.. What Should You See?

- Instruction that looks and feels different
- Evidence of teacher collaboration and alignment
- Evidence of the use of data to inform instruction and intervention/acceleration for students as they make improvement on the learning progression scales.
- Differentiation to support student progression and maintenance
- Absence of mini-benchmarking and/or assessments.
- Integration of Common Core State Standards for English language arts and mathematics across ALL content areas
Florida’s Outreach

- Race to The Top Grant Projects
  - Lesson Study Toolkit
  - Online Student Tutorial
  - Common Core State Standards Summer Institutes
    - Conducted four
    - Throughout the state
    - 8700 Educators Trained
    - Four Day training
    - Left with Implementation Plan
    - Video available on web
PYP Learner Profile

- Inquirers: Students develop their natural curiosity.
- Knowledgeable: Students explore concepts, ideas and issues that have both a local and global significance.
- Thinkers: Students think critically to engage themselves in figuring out complex problems.
- Communicators: Students express themselves and information through a variety of modes of communication.
- Principled: Students act honestly and with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities.
- Open-minded: Students appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities.
- Caring: Students show respect and compassion towards the needs of others.
- Risk-takers: Students approach unfamiliar situations with courage, as well as defend their beliefs.
- Balanced: Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being.
- Reflective: Students give consideration to their own learning and experience.
MYP Learner Profile

- Caring
- Balanced
- Open-minded
- Knowledgeable
- Communicative
- Risk-taking
- Principled
- Reflective
- Inquiring
Websites

- www.corestandards.org/
- www.floridastandards.org/homepage/index.aspx
- www.fldoe.org/schools/ccc.asp