Think Tank for Embedding Secondary Transition Skills in the Common Core State Standards

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Purpose of Common Core

- The Common Core State Standards...
  - are based on students being college and career ready by the end of high school
  - only include what is most essential for students to know and be able to do in ELA and math
  - are focused
  - include both content and skills
  - have a clear, logical progression of content and skills from grade to grade
  - are about student mastery, not content coverage
Assessment Consortia: General Assessments

- Partnership for Assessment of Readiness for College and Careers (PARCC)
  - Fiscal state: Florida (26 States)
  - Management partner: Achieve
  - Amount: $186 million

- SMARTER Balanced Assessment Consortium (SBAC)
  - Fiscal state: Washington (31 States)
  - Management partner: WestEd
  - Amount: $176 million

Rooney, 2011
PARCC States
SBAC States
PARCC and SBAC Assessment
Content Shifts

English Language Arts (ELA)

- **Texts worth reading**: The assessments will use authentic texts worthy of study instead of artificially produced or commissioned passages.

- **Questions worth answering**: Sequences of questions that draw students into deeper encounters with texts will be the norm (as in an excellent classroom), rather than sets of random questions of varying quality.

Mathematics

- **Problems worth doing**: Multi-step problems, conceptual questions, applications, and substantial procedures will be common, as in an excellent classroom.

- **Focus**: Instead of randomly sampling a mile-wide array of topics, assessments will have a strong focus where the standards focus. This will reinforce the concept of “going deep” rather than simply "covering topics."

from http://www.parcconline.org/samples/item-task-prototypes
Assessment Consortia: Alternate Assessment

- Dynamic Learning Maps Alternate Assessment System Consortium (DLMAASC)
  - University of Kansas (13 states)

- National Center and State Collaborative Partnership (NCSC)
  - University of Minnesota (3 centers and 19 States)
Dynamic Map States
NCSC States

District of Columbia
Pacific Assessment Consortium (PAC-6)(The 6 entities: AS, CNMI, FSM, GU, Palau, RMI)
Assessment Consortia: English Language Learners

- World-Class Instructional Design and Assessment Consortium (WIDA)
  - University of Wisconsin-Madison
  - 27 States
Standards-Based Education ≠ Special Education?

- Need for standards
- Individualized to preferences, interests, and needs
- Shift as students get closer to graduation

**Standards**
- Writing
- Reading
- Math
- Standardized

**Transition**
- Employment
- Life Skills
- Self-Determination
- Individualized
Relevance

- How do we insure that relevant, transition-focused skills (employment, independent living, social, career planning, decision making, self-advocacy, college success) are taught as students demonstrate progress in the Common Core?
- Embed within standards instruction?
- Multiple methods for demonstrating skill proficiency?
- “think” transition!
# Infusing Secondary Transition Skills into CCSS Table

<table>
<thead>
<tr>
<th>Standard</th>
<th>Activity</th>
<th>PSE</th>
<th>Incl. Living</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 8: The Number System</strong></td>
<td></td>
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<tr>
<td>7. Know that there are numbers that are not rational and approximate them by rational numbers.</td>
<td>Using the “one-more than” strategy with cents pile modification. (rounding).</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Grade 8: Expressions and Equations</strong></td>
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<tr>
<td>1. Work with radical and integer exponents.</td>
<td>Sorting: (using square root because of repeated division) task would involve sorting the same number of objects within the same number of groups.</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>2. Understand the connections between proportional relationships, lines, and linear equations.</td>
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<td>3. Analyze and solve linear equations and pairs simultaneous linear equations.</td>
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<tr>
<td><strong>Grade 8: Functions</strong></td>
<td>Any independent purchase using decision making would be a function.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>1. Define, evaluate, and compare functions.</td>
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<tr>
<td>2. Use functions to model relationships between quantities.</td>
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<tr>
<td><strong>Grade 8: Geometry</strong></td>
<td>Building a bird house or dog house: you need a right angle at the top and then you determine how much wood you need from corner to corner on the bottom (this applies the Pythagorean theorem).</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>1. Understand congruence and similarity using physical models, transparencies, or geometry software.</td>
<td>Using liquid (paint, drink, vinegar, etc) can be used</td>
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<tr>
<td>2. Understand and apply the Pythagorean Theorem.</td>
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<tr>
<td>3. Solve real world and mathematical</td>
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</tbody>
</table>
Making Curricular Content More Meaningful and Relevant

| **Standard:** Reading: Key Ideas and Details |
| **Academic Context:** To Kill a Mockingbird |
| **Real life Skill:** Self-Determination |

| **Instruction:** |
| Do a character study of Boo Radley. Analyze his relationships with other characters (e.g., Scout and Jem). Identify how the relationship changes and why including what makes him hide. Apply Boo’s situation to your own. Explain how your disability/difference affects your life and potential friendships. |
W.9-10.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.

- Point of View
- Teaching the concept of being in “someone else’s shoes”
- Concept of 1\textsuperscript{st} person and 3\textsuperscript{rd} person
Transition Skill

- Reading the newspaper
- Point of View using comics
- Include weather
- Include classified ads
Analyze how and why individuals, event and ideas develop and interact over the course of a text.
Transition Skill

- Overcoming adversity; self-determination skills
- Discuss the way Scout felt when she knew Tom was being discriminated against.
W.9-10.3 Interpret Words and phrases as they are used; analyze how specific word choices shape meaning and tone.

- Characterization: direct
Transition Skill

- Social Skills
- Telling your mother that you get off at 7:00 vs. telling your boss that you get off at 7:00
- Appropriate workplace conversations, appropriate ways to approach criticism
<table>
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<th><strong>Standard:</strong></th>
<th><strong>Academic Context:</strong></th>
<th><strong>Real life Skill:</strong></th>
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<tr>
<td>Congruence: Experiment with transformations in the plane</td>
<td>Geometry class</td>
<td>Setting the table</td>
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**Instruction:**
Teach students about transformations in the plane using a place setting.
Employment Skill: Transformations in the Plane
Rotation
Now your turn

- CCSS: Language Arts/English and Mathematics

- Brainstorm Starters
  - Think RELEVANCE
  - So, what?, where?, why?, how?
  - Contextual learning
  - Current issues
  - Real life application of concepts
  - Your students and ALL students
Next Steps

- Go to NSTTAC’s website – [www.nsttac.org](http://www.nsttac.org)
- Open the link to the CCSS Think Tank
- Add your ideas (identify yourself/ your school or organization!)

- Review process (content experts)
- Monthly updates

- Lesson plans?, what else?
Additional Resources

- **www.corestandards.org** – resources and current information on the adoption and implementation of the Common Core State Standards
- **www.commoncore.org** – a curriculum mapping project for resources regarding instruction and curriculum design, associated with the Core Standards
- **www.parcconline.org; www.smarterbalanced.org**
- **www.ideapartnership.org** - Collection on Core Standards
Contact Us

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