

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



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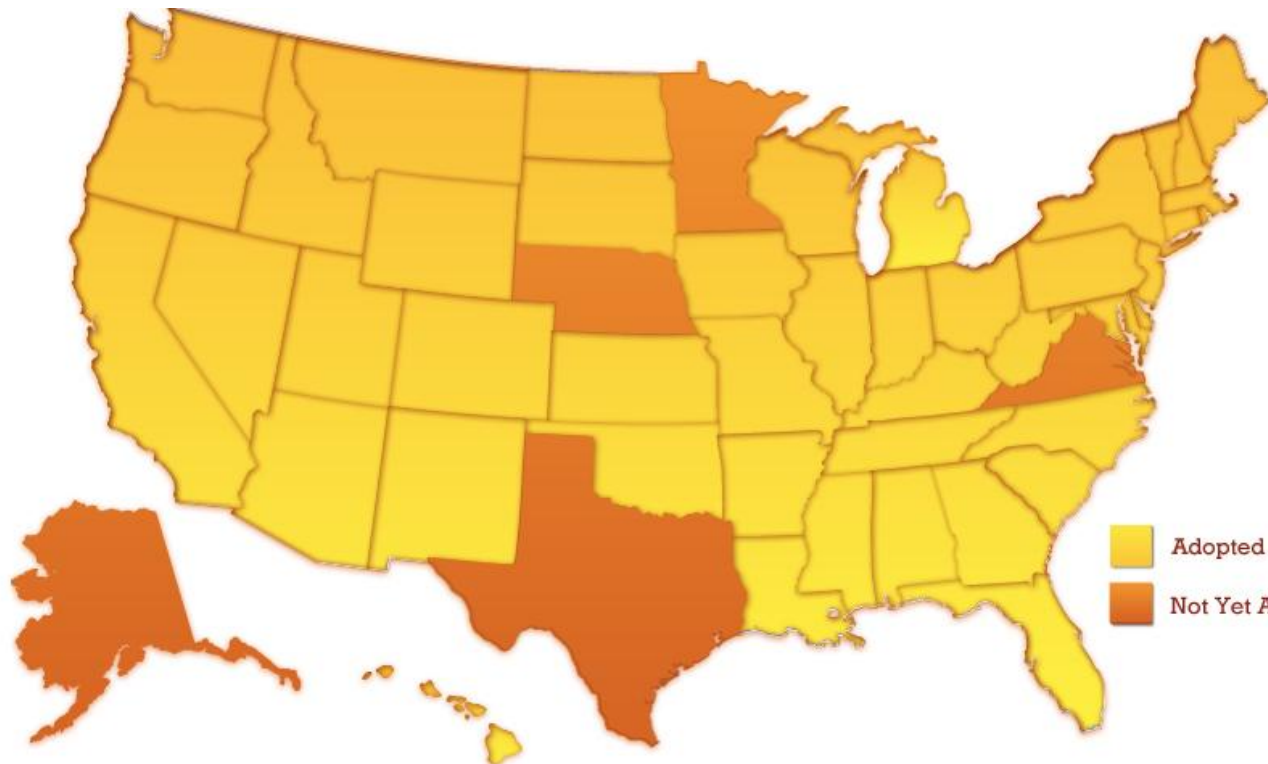
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Purpose of Common Core



- **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



Adopted
Not Yet Adopted



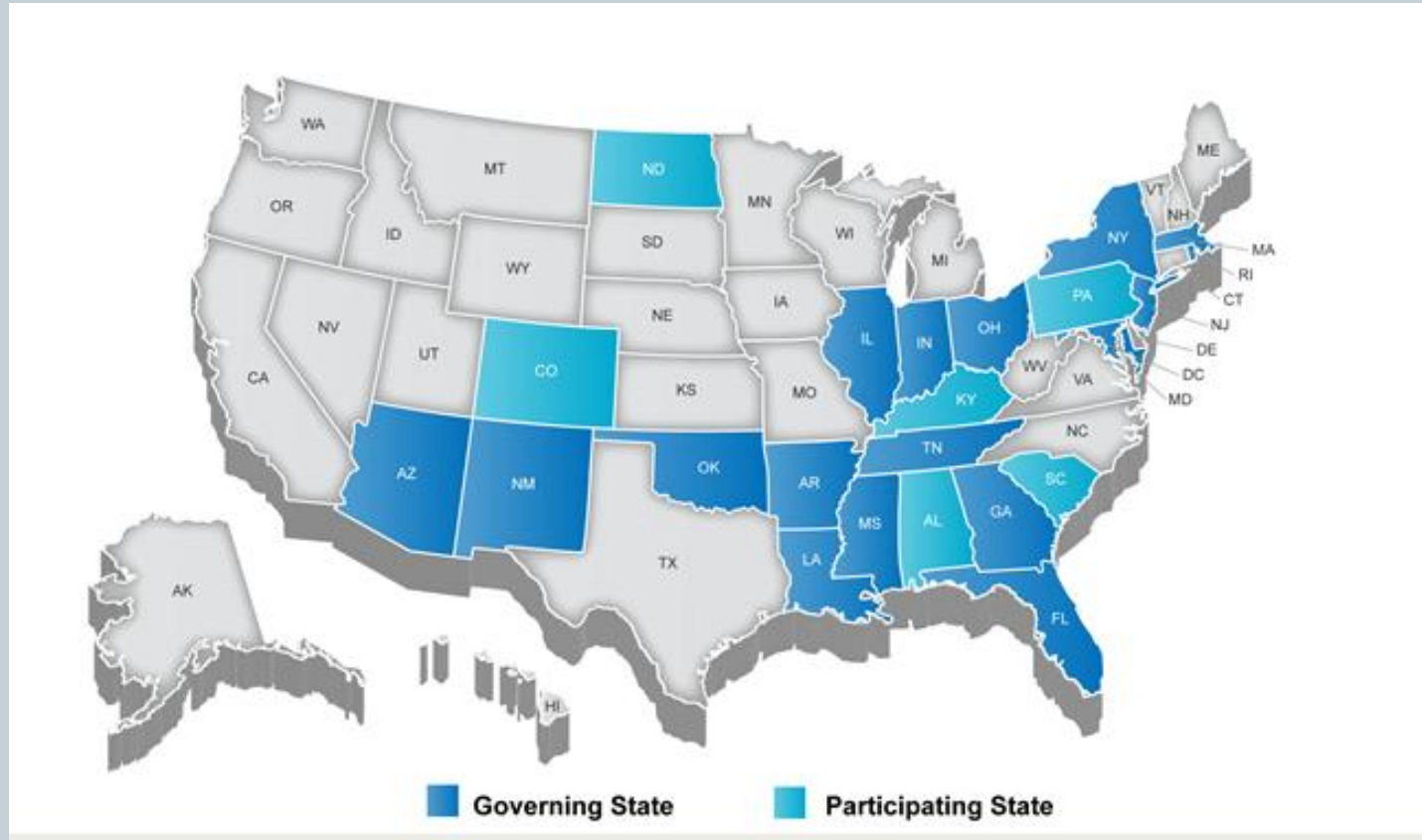
Assessment Consortia: General Assessments



- 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



PARCC 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.”

Assessment Consortia: Alternate Assessment

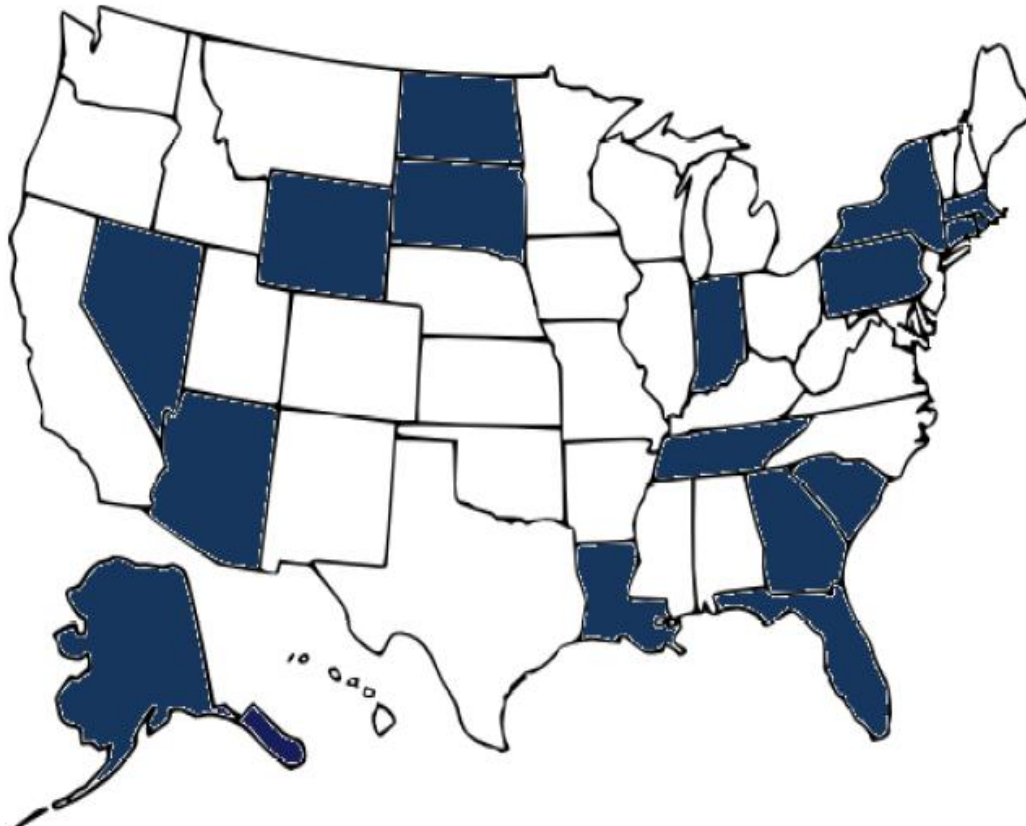




- Dynamic Learning Maps Alternate Assessment System Consortium (DLMAASC)
 - University of Kansas (13 states)
- National Center and State Collaborative Partnership (NCSC)
 - University of Minnesota (3 centers and 19 States)

Dynamic Map States



NCSC States



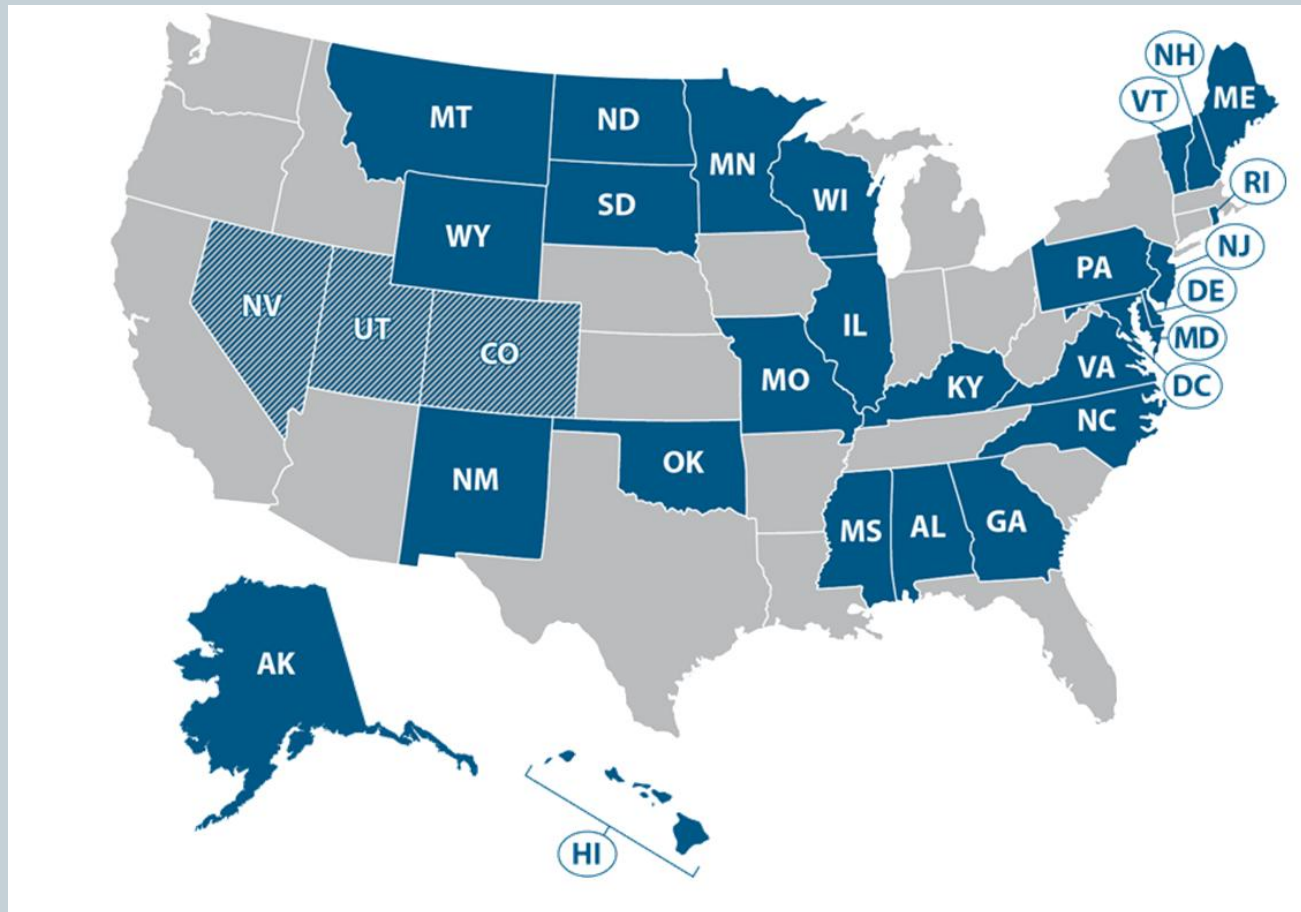
- District of Columbia 
- Pacific Assessment Consortium (PAC-6) (The 6 entities: AS, CNMI, FSM, GU, Palau, RMI) 

Assessment Consortia: English Language Learners



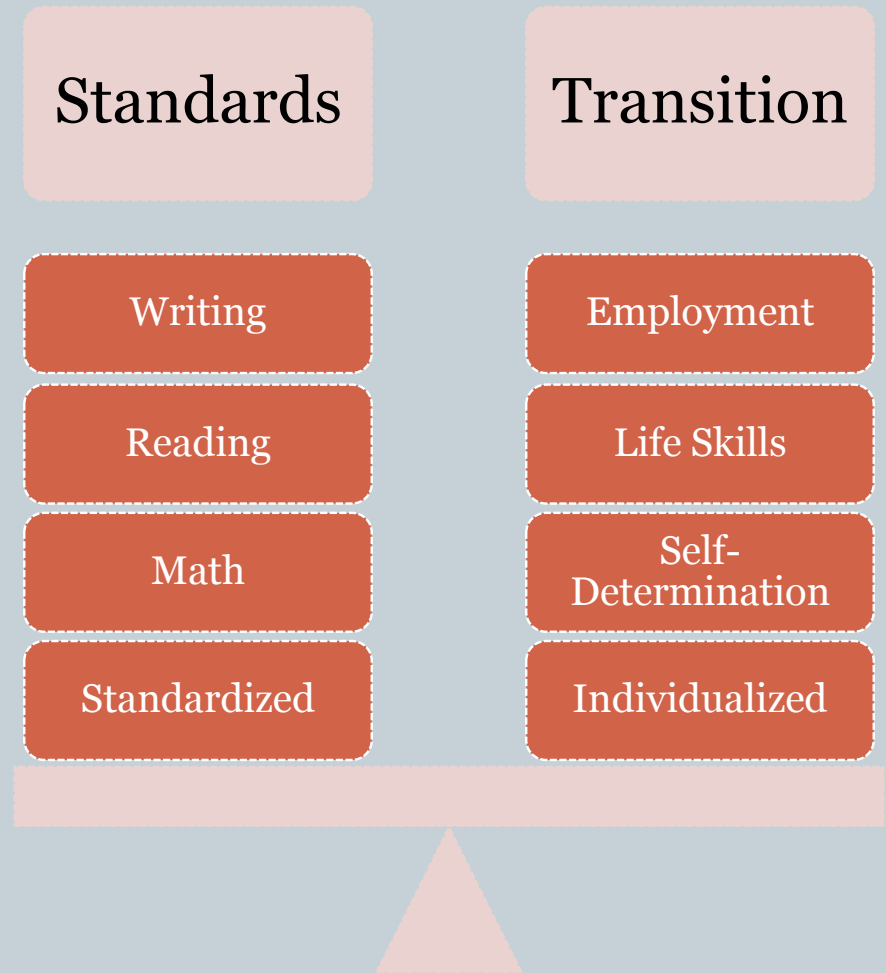
- World-Class Instructional Design and Assessment Consortium (WIDA)
 - University of Wisconsin-Madison
 - 27 States

WIDA States



Standards-Based Education ≠ Special Education?

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

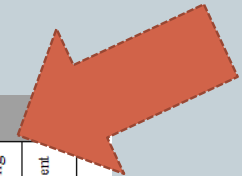


Relevance



- 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



Mathematics		PSE	Ind. Living	Employment
Standard	Activity			
<i>Grade 8: The Number System</i>				
7. Know that there are numbers that are not rational and approximate them by rational numbers.	Using the “one-more than” strategy with cents pile modification. (<u>rounding</u>).		X	
<i>Grade 8: Expressions and Equations</i>				
1. Work with radical and integer exponents. 2. Understand the connections between proportional relationships, lines, and linear equations. 3. Analyze and solve linear equations and pairs simultaneous linear equations.	Sorting: (using square root because of repeated division) task would involve sorting the same number of objects within the same number of groups.		X	X
<i>Grade 8: Functions</i>				
1. Define, evaluate, and compare functions. 2. Use functions to model relationships between quantities.	Any independent purchase using decision making would be a function.		X	
<i>Grade 8: Geometry</i>				
1. Understand congruence and similarity using physical models, transparencies, or geometry software. 2. Understand and apply the Pythagorean Theorem. 3. Solve real world and mathematical	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). Using liquid (paint, drink, vinegar, etc) can be used		X	

Making Curricular Content More Meaningful and Relevant

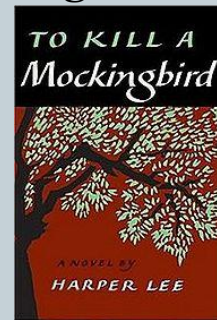
Standard:

Reading: Key Ideas and Details

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Academic Context:

To Kill a Mockingbird



Real life Skill:

Self-Determination

Instruction:

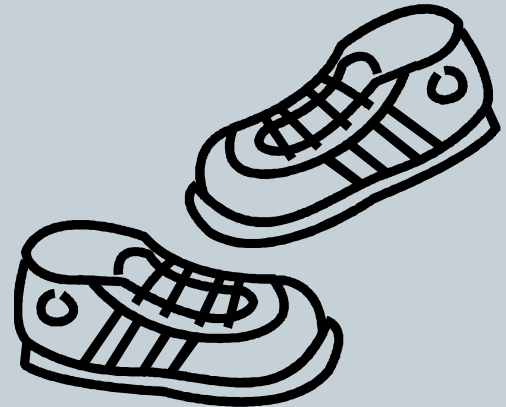
Do a character study of Boo Radley. Analyze his relationships with other characters (e.g., Scout and Jem). Identify how the relationship changes and why including what makes him hide. Apply Boo's situation to your own. Explain how your disability/difference affects your life and potential friendships.

Common Core Standard



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 1st person
and 3rd person



Transition Skill



- Reading the newspaper
- Point of View using comics
- Include weather
- Include classified ads

TOM

Scout wondered if the jury would find Tom innocent or guilty. She knew it wasn't his fault that he was on trial.



Common Core Standard



Analyze how and why individuals, event and ideas develop and interact over the course of a text.



Transition Skill



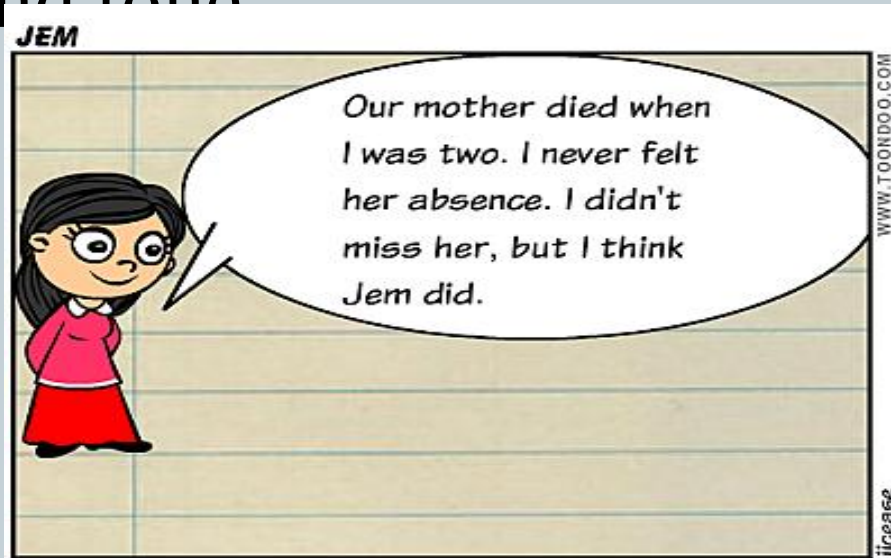
- Overcoming adversity; self-determination skills
- Discuss the way Scout felt when she knew Tom was being discriminated against.



Common Core Standard



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

Making Curricular Content More Meaningful and Relevant

Standard:

Congruence:
Experiment with
transformations in the
plane

Academic Context:

Geometry class

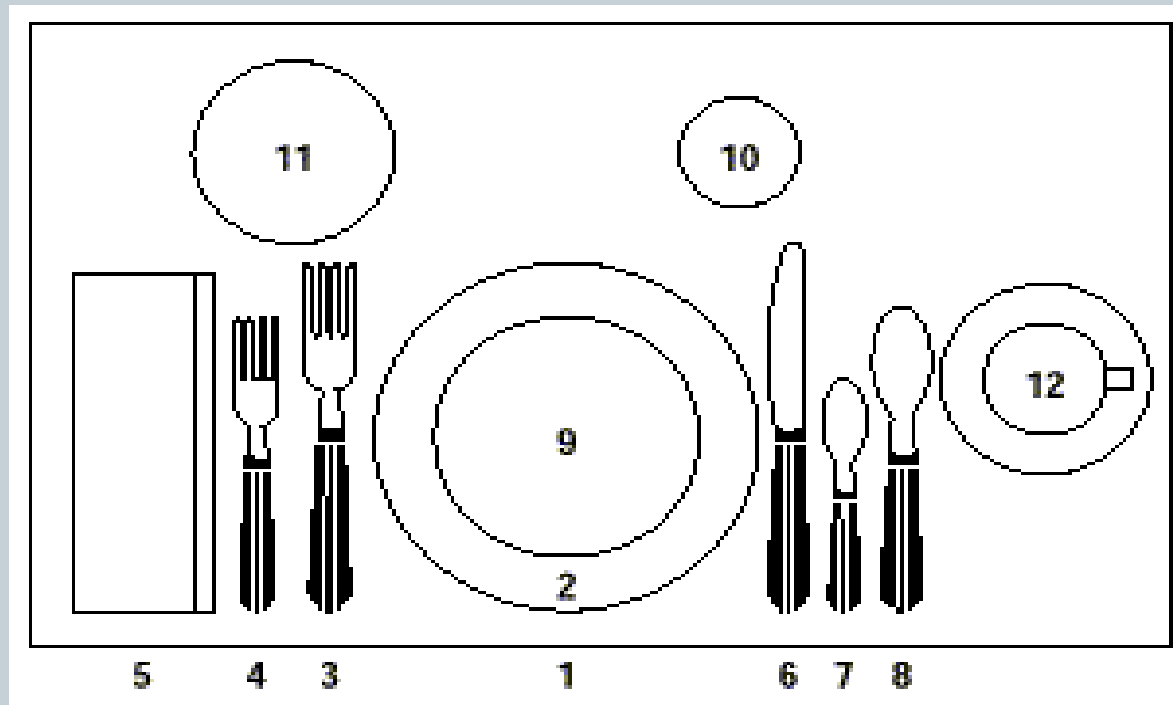
Real life Skill:

Setting the table

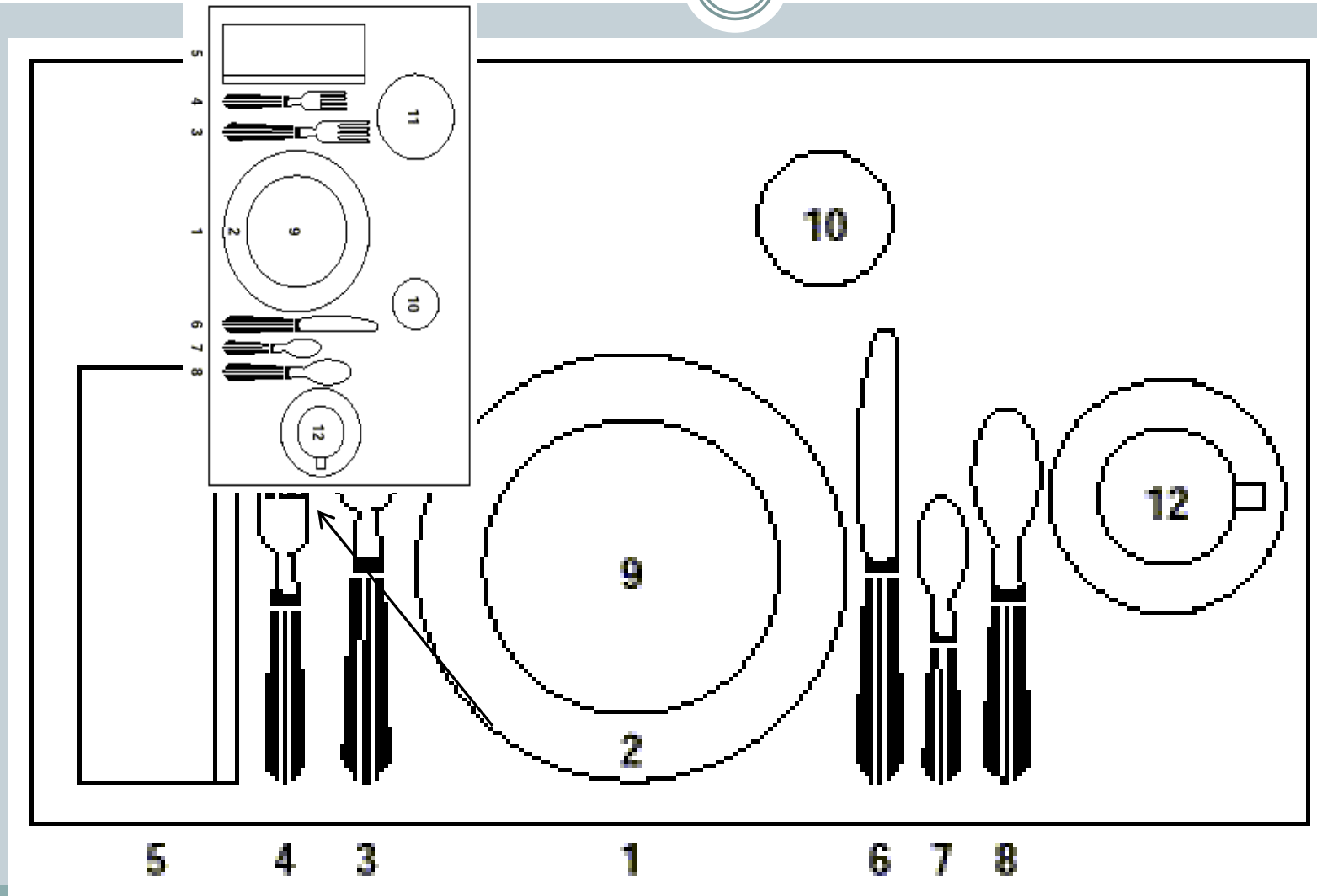
Instruction:

Teach students about transformations in the plane using a place setting.

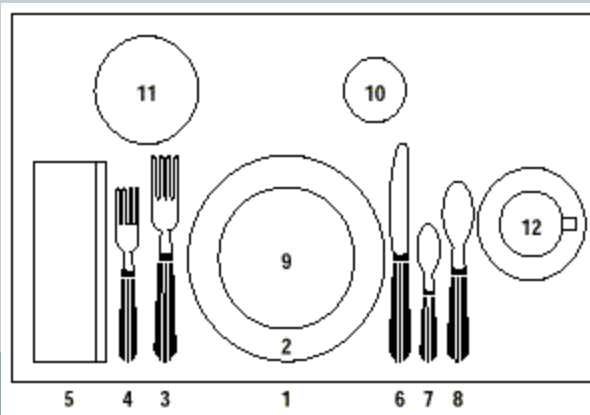
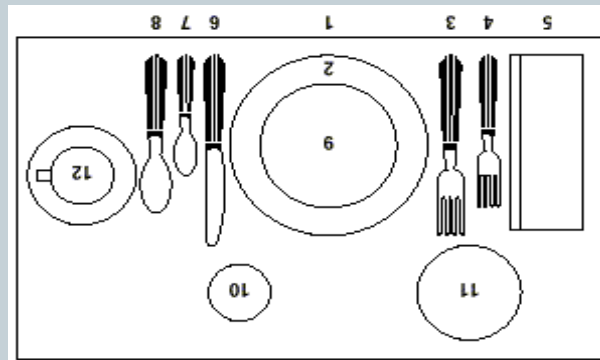
Employment Skill: Transformations in the Plane



Slide



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
- 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
- <http://www.careertech.org/career-technical-education/cctc/info.html> - Common Career Tech. Core
- www.parconline.org; www.smarterbalanced.org
- www.ideapartnership.org - Collection on Core Standards

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