



# Indiana Department of Education

151 West Ohio Street  
Indianapolis, Indiana 46204

## MEMORANDUM

**TO:** State Board of Education

**FROM:** Dr. Stacey Hughes, Assistant Superintendent

**DATE:** July 27, 2010

**SUBJECT:** Common Core State Standards

The Department requests that the State Board of Education adopt the Common Core State Standards. Summary information and a timeline are attached.

# **Common Core State Standards & Indiana's Implementation Plan**

June, 2010

Dr. Schauna Findlay, Director of  
Curriculum and Instruction

## *What is the Common Core State Standards Initiative?*

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- The Common Core State Standards Initiative is a significant and historic opportunity for states to collectively develop and adopt a core set of academic standards in mathematics and English language arts including literacy standards for science and social studies

### *Who is participating?*

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- 47 states, DC, Puerto Rico, and the Virgin Islands have signed on to the Common Core State Standards Initiative led by the NGA Center and CCSSO
- This initiative will potentially affect 43.5 million students which is about 87% of the student population

Source: SchoolDataDirect.org; 2007

### *The Criteria*

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- Fewer, clearer, and higher
- Aligned with college and work expectations
- Include rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Internationally benchmarked so that all students are prepared to succeed in our global economy and society
- Evidence- and/or research-based

## *Common Core Validation Process*

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- Independent review and validation of the college- and career-readiness and K-12 standards
- Recognized and trusted education experts on standards

## *Development and Example*

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### Phase I:

- College and Career - Readiness Standards
  - DRAFT Standard 1:  
“Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.”

Phase 2:

- K-12 Standards/Learning Progressions
  - Grade 3: “Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.”
  - Grade 4: “Draw on details and examples from a text to support statements about the text.”
  - Grade 5: “Quote from a text to support statements about the text.”

*Why is this important?*

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- Currently, every state has its own set of academic standards, meaning students in each state are learning to different levels
- This initiative will allow equal access to an excellent education
- All students must be prepared to compete not only with their American peers, but with students from around the world

*Why is a common core of state standards good for everyone?*

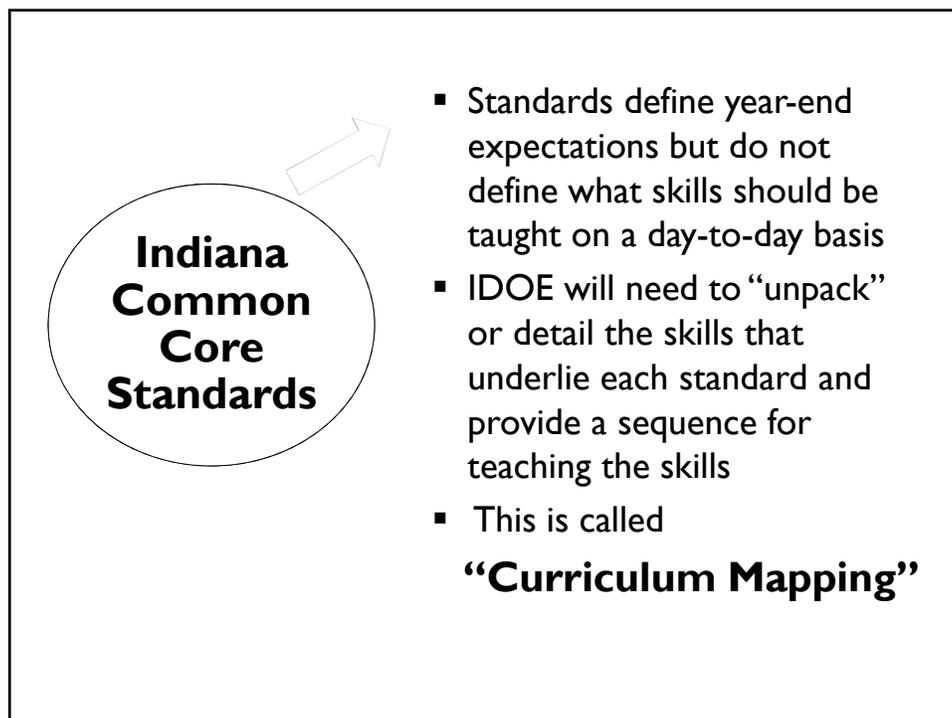
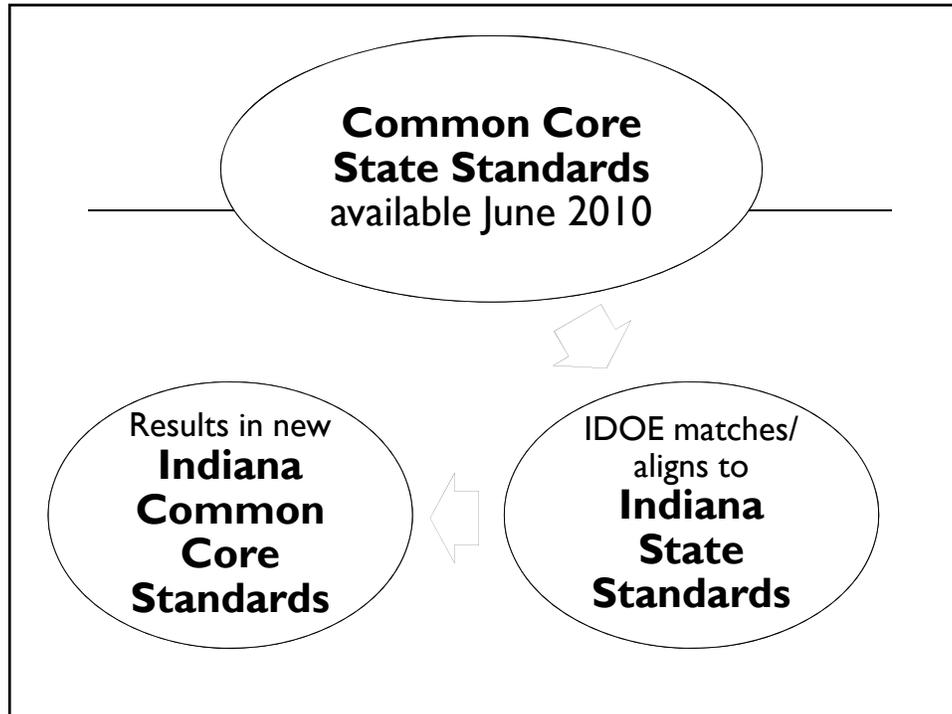
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- It will help prepare all students with the knowledge and skills needed to succeed in college and careers
- It will help students who move between states
- It allows states to align curricula to internationally benchmarked standards
- It allows for more focused pre-service education and professional development

*Why is a common core of state standards good everyone?*

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- It creates potential economies of scale around areas such as curriculum, instructional resources, and assessment
- It provides the opportunity to compare and evaluate policies that affect student achievement across states and districts
- It creates the opportunity for America to compete for high-wage, high-skill jobs in a knowledge-based economy



### *Indiana's Teaching and Testing of Standards Timeline 2010-11*

**Math**

- Teachers will teach Math 2000 standards
- Teachers will NOT teach Math 2009 standards
- For ISTEP+ Math 2000 standards will be tested

**English**

- Teachers will teach English/language arts 2006 standards
- For ISTEP+ English/language arts 2006 standards will be tested

### *Indiana's Teaching and Testing of Standards Timeline 2011-12*

**Math**

- Teachers will teach Math 2000 standards
- Teachers will also teach Common Core standards
- For ISTEP+ Math 2000 standards will be tested
- For selected schools, Common Core test items will be piloted

**English**

- Teachers will teach English/language arts 2006 standards
- Teachers will also teach Common Core standards
- For ISTEP+ English/language arts 2006 standards will be tested
- For selected schools, Common Core test items will be piloted

## *Indiana's Anticipated Teaching and Testing of Standards Timeline 2012-14*

### **Math**

- Teachers will teach Math 2000 and Common Core standards
- For ISTEP+ Math 2000 and Common Core standards will be tested

### **English**

- Teachers will teach English/language arts 2006 and Common Core standards
- For ISTEP+ English/language arts IN 2006 and Common Core standards will be tested

## *National Anticipated Testing of Common Core Standards 2014-15*

***We anticipate a national test on the Common Core State Standards.***

***We expect this test will be given over the course of the year with the final section at the end of the year, so results can be acted upon.***

***We expect this assessment will be given online, with paper and pencil testing only used as an accommodation.***

## *How will IDOE help schools?*

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Standards Correlation Reports will be shared in 2010-11  
Curriculum Maps

- IDOE will develop E/LA and math maps
  - To assist teachers how to integrate the two sets of standards as we transition from the old to the new
  - To assist teachers in determining the skills that underlie each standard and that students need to learn
  - To provide a common sequence so assessments can be aligned which will inform adjustments to instruction

Training on Common Core Standards and Curriculum Maps will be provided at the ESCs and by IDOE.

## *What are the benefits of curriculum mapping?*

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- Teachers through collaborative discussions determine the skills students need to be able to know and do by “unpacking” the standards and the indicators.
- The expectations of students are consistent within a grade level.
- Cognitive depth builds from year to year when teachers align the standards across the grade levels.

### *Benefits of curriculum mapping, cont'd.*

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- When all schools within a district have aligned and mapped curricula, students who move from school to school are taught in the new school where they left off in the previous school.
- Determine gaps – content or skills that are not being taught and redundancies – areas that are being taught over and over without an increase in cognitive depth.

### *What Goes on a Map?*

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Vocabulary

*skills*

**Essential Questions**

**Assessments**

Time

**STANDARDS**

*Content*

**Resources**

## *What Should the Format Be?*

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Unit	Essential Questions	Content/ Standards	Skills	Vocabulary	Resources	Assessment

## *What Process Will Be Used by IDOE to Develop the Maps?*

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- Classroom and content experts
- Mapping experts
- Unpack standards to define content and skills
- Assemble skills into instructional units
- Align assessments to skills

*How do the state maps affect my current mapping process?*

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- The process of mapping should continue
- The ways Title I funds can support this process are being expanded
- Training for districts in improvement and corrective action will go deeper into the curriculum improvement process; not just focusing on creating a map
- The state maps will be available in your current software

*How do we use the curriculum maps if we aren't mapping now?*

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- Starting point for common planning
- Can be printed or saved to record what was actually taught
- Use for developing the Response to Instruction model and tiers

## *Resources*

- Common Core State Standards Initiative  
<http://www.corestandards.org/>
- Council of Chief State School Officers  
[http://www.ccsso.org/federal\\_programs/13286.cfm](http://www.ccsso.org/federal_programs/13286.cfm)