

From the News: Republicans Reject CCSS, 4/12/2013

- “an inappropriate overreach to standardize and control the education of our children so they will conform to a preconceived ‘normal’
- “rejects this CCSS plan which creates and fits the country with a nationwide straitjacket on academic freedom and achievement.”

http://www.gop.com/wp-content/uploads/2013/04/2013_Spring-Meeting_Resolutions.pdf

From the News: Indiana “pauses” CCSS implementation



<http://www.indystar.com/article/20130429/NEWS05/304290077/Common-Core-s-fate-still-unclear-despite-Indiana-legislature-s-action>

From the News: Ohio House Pulls Back CCSS Funds

- “In the past two weeks, Ohio’s House removed \$10 million in funds earmarked for Common Core-related technology from its budget proposal.”

<http://news.cincinnati.com/article/20130429/NEWS/304290016>

Michigan Budget Defunds CCSS ... but Stops Short of Cancelling Them

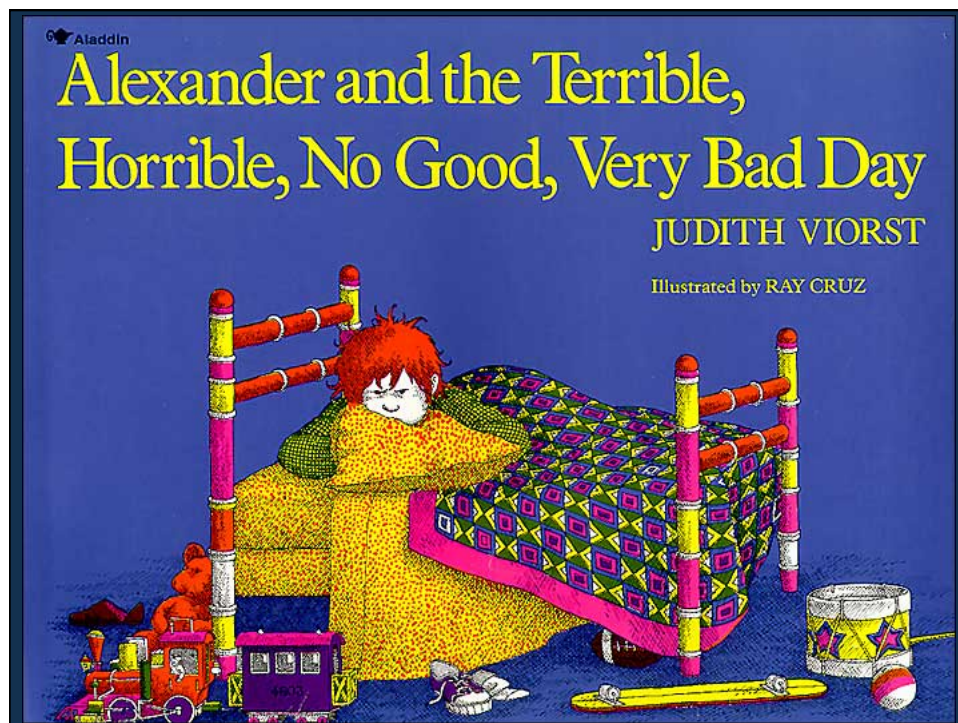
- “Both houses of the state legislature voted to prohibit any spending on implementing the standards or assessments based on the standards without prior legislative authorization.”

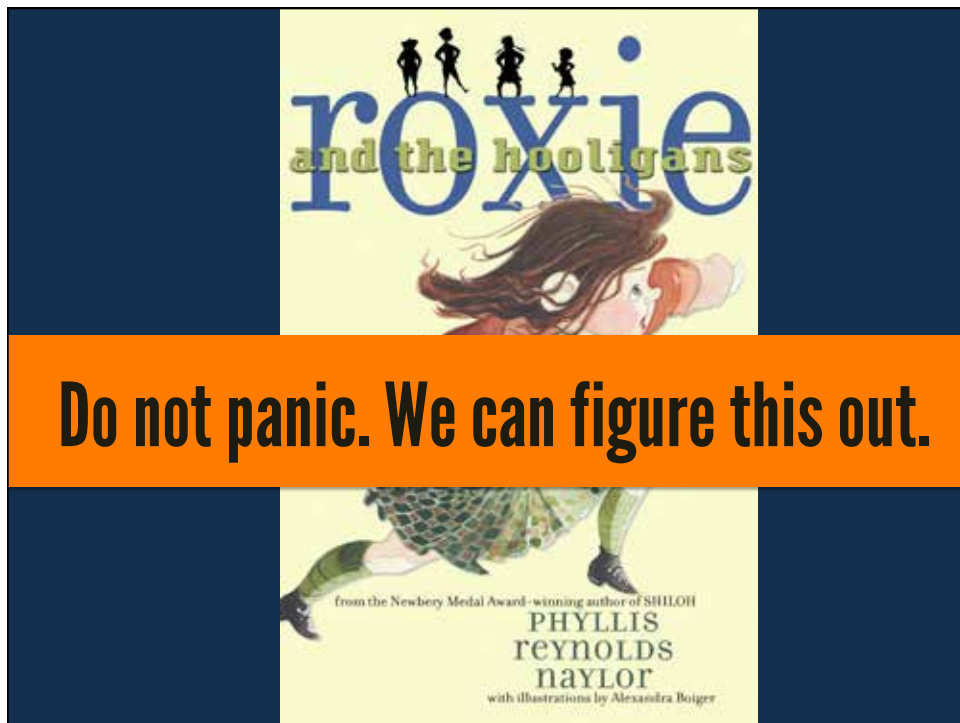
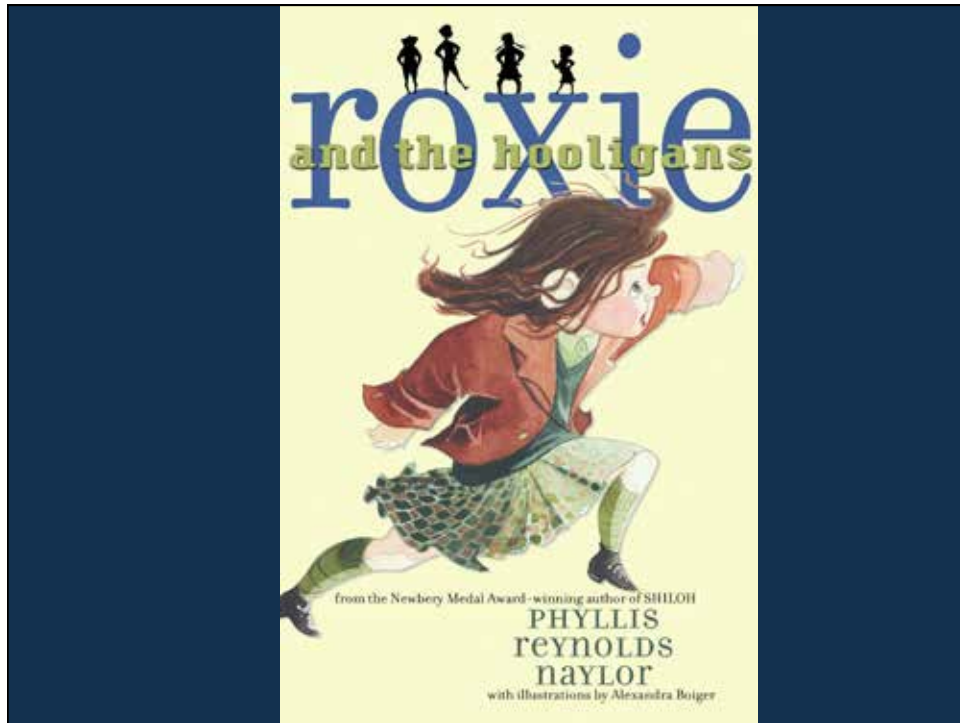
http://www.mlive.com/education/index.ssf/2013/06/funding_for_common_core_implem.html

From the News:

NYC Tests Breed Anxiety ... and Product Placement ... and Testing of Brian Patient in Hospital

- "Complaints were plentiful: the tests were too long; students were demoralized to the point of tears; teachers were not adequately prepared. Some parents, long skeptical of the emphasis on standardized testing, forbade their children from participating." (*New York Times*, <http://nyti.ms/10oxKDU>)
- "Non-fictional passages in the test I took included an article about robots, where the brands IBM™, Lego®, FIFA® and Mindstorms™ popped up, each explained with a footnote. I cannot speak for all test takers, but I found the trademark references and their associated footnotes very distracting and troubling." (8th grader in *Washington Post*, <http://wapo.st/16nS8NH>)
- "A local 4th grader, hooked to medical machines and IV's, undergoing pre-brain surgery screening was asked to take a New York State test from his hospital bed last week." (CBS, Albany: <http://bit.ly/11ZDlmG>)





Standards

Approved at the state legislature level.
What students should know and be able to do; exit skills.

Curriculum

The lesson plans and teaching strategies teachers/schools/districts use to help students achieve the goals set by the standards.

Resources

The textbooks, authentic texts, manipulatives, computer resources, supplies, and tools needed to fuel the curriculum.

Testing

State-approved consortia that determine the multiple-choice and performance tasks that will give evidence of student learning. Administered via computer;

Politics and External Forces

Advocacy groups, philanthropists, ALEC, StudentsFirst, corporations, and others exerting influence.

Key Themes in CCSS (ELA)

Take Action

- **Download** from corestandards.org
 - ELA standards = 66 pages
 - Appendix B for sure (exemplar texts)
 - Appendix C (sample student work)
 - Appendix A (less important)
 - Math (least important)

Heads-Up

- **Commoncore.org** is one organization's interpretation of CCSS, not an official CCSS site

Think About

- How **awesome** it is to have the ability to move beyond single measures of reading ability
- **What it means** for schools that use a reading incentive program
- The need to be able to cross-reference between **Lexile** and other measures of reading ability you might know

Enslow Elementary Books are in the AR program and have an ATOS Book Level.

Use this simple chart to see approximate equivalents to other reading programs.

Grade Level	ATOS Book Level	Lexile Test Measures	Guided Reading Level	Reading Recovery Level
K	2-4		A	1
K	2-6		B	2
K-1	3-6		C	3
1	3-8		D	4
1	3-9	300-400	E	5
1	3-9		F	6
1	3-10		G	7
1	3-11		H	8
1	3-12		I	9
1	3-13		J	10
1	3-14		K	11
1	3-15		L	12
1	3-16		M	13
1	3-17		N	14
1	3-18		O	15
1	3-19		P	16
1	3-20		Q	17
1	3-21		R	18
1	3-22		S	19
1	3-23		T	20
1	3-24		U	21
1	3-25		V	22
1	3-26		W	23
1	3-27		X	24
1	3-28		Y	25
1	3-29		Z	26
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2	3-22	300-400		
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Think Together

- **Where** do teachers learn about new texts?

Think About

- **What** S&L sources do you know that they do not?
- **What** digital resources would help?
 - Books
 - Databases
 - Web sites

Think Together

- **What** makes a good info text?

Think Together

- **What** makes a good info text?
 - Intriguing; awakens curiosity
 - Connects to curriculum or personal interests
 - Reads like literature, not like a basal reader
 - Authentic vocabulary
 - Authentic voice
 - “Literary” style
 - Visually appealing
 - Awakens questions, not just answers

Take Action

- **Find** and share great, more *literary* info text lists (e.g., NSTA, AAAS, Sibert)
- **Read** the series of articles by Zanowski, Aronson, and Cappiello in *SLJ* (slj.com/category/standards/common-core/)
- **Host** teacher book clubs, book browsing, vendor meetings, book talks, etc.



Beware the
Starburst!

Take Action

- **Begin a new conversation** with educators about the power of databases as source texts that students can read online
- **Engage students** in online reading projects:
 - Tweentribune.com
 - U-M Interactive Communications and Simulations (ics.soe.umich.edu)
- **Brush up** on the literature regarding online reading habits
 - *Salon* article: <http://bit.ly/11rLC7H>

Brush up on your research skills.

Think About

- About **1/6** of the standardized tests will cover research skills.
- **Hardly any** of the educational conversation is discussing this.
- This may catch educators and administrators **off guard**.

Think Together

—**Why** is education currently good at getting kids into college and weaker at helping them be successful *in* college, where research projects / papers remain highly prized?

—**“Dump and go”** is too facile when answers can be Googled:

*My animal is _____. It lives in the _____. It eats _____.
It has _____ fur.*

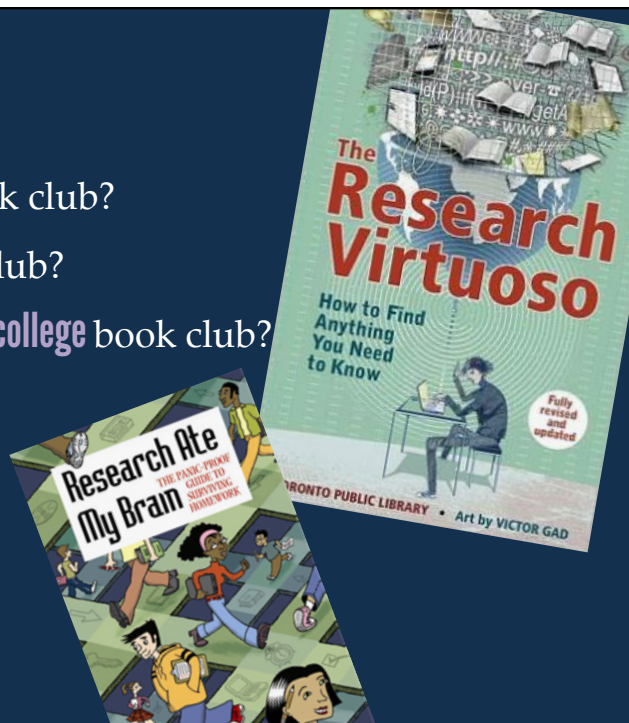
Think About

—Some surprise areas:

- Credibility (note language here: not "website evaluation") for HS
- Questioning (MS+)
- Create knowledge; don't just recall (EL +)
- Use of multiple sources (all)
- Synthesis (all)

Take Action

- Educator book club?
- Staff book club?
- Get ready for college book club?



Take Action

- **Download** your district's curriculum.
- **Prepare** a list of materials that could support a tricky CCSS standard.
- **Reach out** to the curriculum leader, bringing the list so they get a concrete idea of what you can do.

Subtly raise the profile of
info text in your library.

Think About

- **How** can I make informational text a more natural part of my library?

Take Action

- **Model** engaging reading of info text during storytime
- **Build** engaging displays
- **Talk** with parents about strategies for working info text into kids' days (e.g., environmental print, newspapers)

Think About

- **Did you know** that new Next Generation Science Standards were published in Spring 2013, and MDE promised to consider them?
- “The Michigan Department of Education has worked to develop a framework for universal implementation of standards, which include the CCSS and any future standards, to allow for equal implementation across the state. The framework will allow implementation structures to be in place for the ... This dedication to development and implementation of common standards shows the commitment Michigan has to the adoption of the NGSS.”
(nextgenscience.org/Michigan)

Michigan and Next Gen Science Standards

The screenshot shows the Michigan Department of Education website. The header includes the Michigan Department of Education logo and the text "MICHIGAN.GOV Michigan Official Website". Navigation links include "Michigan.gov Home", "MDE Home", "Site Map", "Top Topics", and "Contact MDE". There is a search bar and social media links for "print friendly", "email this page", "Like", and "Tweet".

The main content area is titled "Curriculum and Instruction" and "Common Core". The primary heading is "Next Generation Science Standards (NGSS)".

Next Generation Science Standards (NGSS)
Michigan is one of 26 states leading the development and supporting the adoption and implementation of the Next Generation Science Standards (NGSS). Working with partners from the Lead States, the National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve, Inc., Michigan science and engineering educators have developed standards to define the science concepts and content students will need to learn from kindergarten through high school graduation.

Development
The development of the new science standards was a collaborative, state-led initiative coordinated by Achieve Inc. The process involved K-12 educators, state science officials, scientists, engineers, business leaders and university faculty members. As a lead state partner in NGSS development, Michigan has played an active role throughout the NGSS review and revision process. The standards have undergone numerous lead-state and all-state reviews as well as two public comment periods (in May 2012 and January 2013).

Board of Education
The NGSS were released for state adoption on April 9, 2013.

http://www.michigan.gov/mde/0,4615,7-140-28753_64839_64840---,00.html

Take Action

- **Keep an eye** on the Next Gen Science Standards
- **Hold some funds back** for when districts make post-testing curriculum adjustments
- **Follow** “The Answer” Sheet blog @ *Washington Post* (washingtonpost.com/blogs/answer-sheet/)
- **Do not panic**

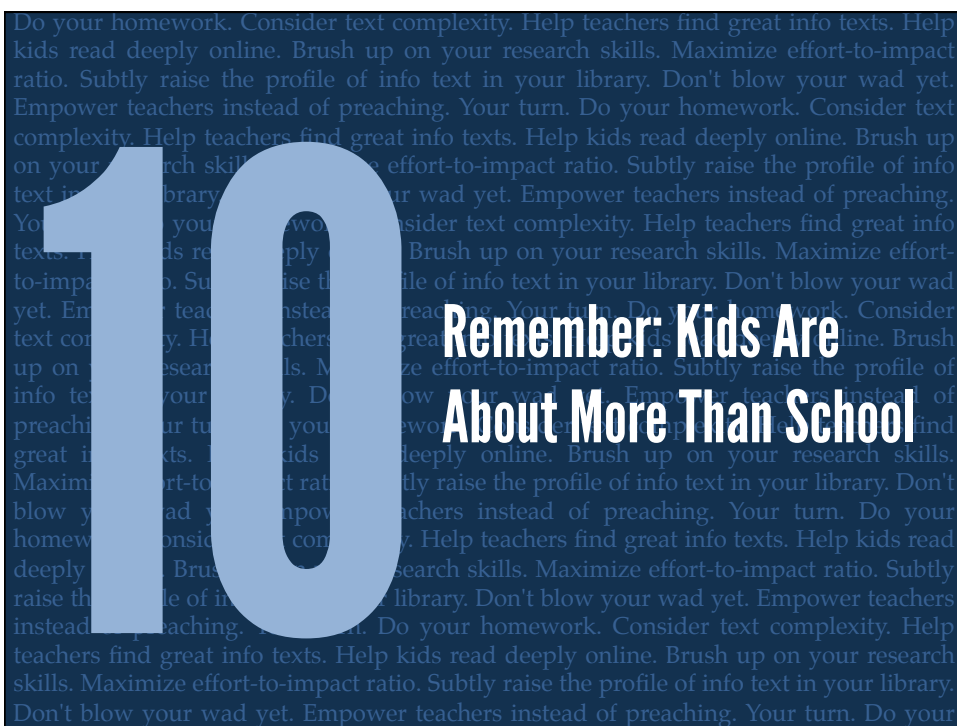
Empower teachers instead of preaching.

Think About

- **How** do teachers feel?
 - Bigger class sizes
 - Budget cuts
 - Increased accountability
 - Disruptions in tenure, etc.

Take Action

- **Respect** teacher efforts
- **Offer**, don't nag
- **Help them** discover their inner librarian



Think About

- The Pew Study on public libraries said that over 90% of people thought their town needed one: libraries are trusted institutions
- People need safe, democratic, free places to unwind, relax, explore personal interests

Take Action

- Save physical & head space for kids to be kids
- Sing, dance, and celebrate with them
- Let them make stuff
- Let them feel that the library is always a place – regardless of the future of print books – where their passions will be mirrored

Your Task Until 3:00p.m.

- Download the worksheet for your school's *exit grade level* from <http://bit.ly/fontblog>.
- Work through the sheet. Where are the points of intersection where you and a classroom teacher can work together? What could you do alone? Etc.
- Work *alone* on this task so you can think deeply about your own building and its needs.

