

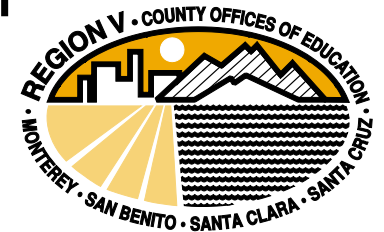
Looking Ahead- AVID and the Common Core State Standards

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Region V

San Jose, California



Content

- 
- Overview of Common Core State Standards
 - Connections between AVID and CCSS
 - Implications as we move forward

My Journey with the Common Core

- “What’s this all about?”
- “Huh, this is pretty exciting!”
- “Stop the noise!”
- “I’m glad to be with all of you today!”

The CCSS Initiative

Led by:
National Governors
Association and
Council of Chief State School
Officers

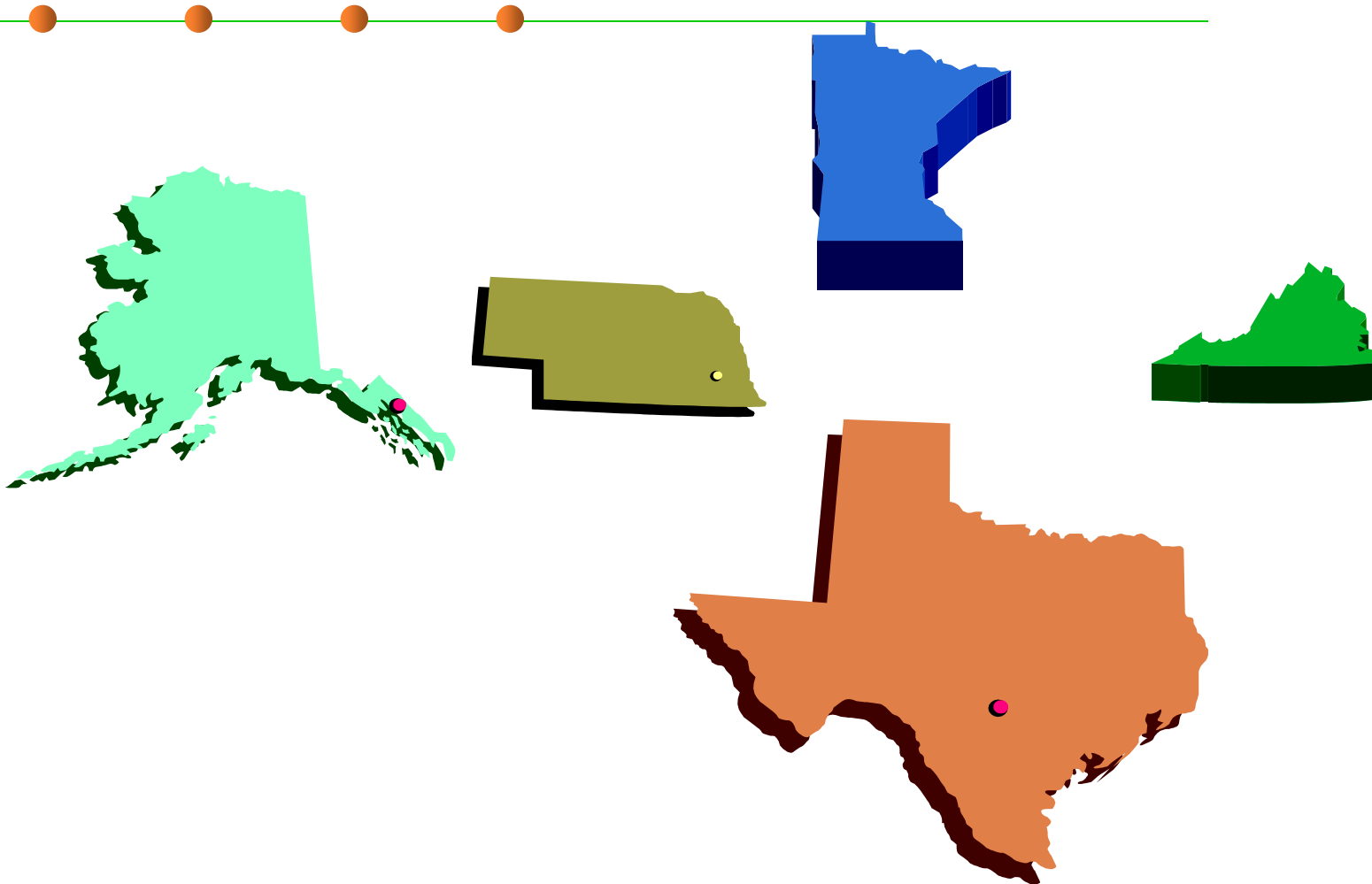
College and
Career
Readiness
Standards
(2009)

K-12 Learning
Progressions
developed

Multiple
rounds of
feedback
from states,
teachers,
researchers
and higher
education


Final
CCSS
released
June
2010

Standards Adoption Status



S. Walters, Region V AVID

Implementation Timeline (CA)



Task/Milestone	Date
Review of Grade Level Standards Maps	Fall 2011
Development of Supplemental Instructional Materials	2012
Development of new Curriculum Frameworks/Field Testing of Assessments	2012-2014
Implementation of Common Core State Standards and Common Assessments	2014-2015 school year (EVERYONE)

Characteristics of the Common Core State Standards

- Fewer
- Focused/coherent
- Aligned with college and career expectations
- Rigorous/application of knowledge
- Built upon strengths and lessons from current standards
- Internationally benchmarked
- Researched Based

“What students should know and to be able to do”

Importance

Equity



Competitiveness



Key Considerations

CCSS

- Anchored in College and Career Readiness Standards
- Goals reflect C&CR and preparation to succeed in a global society

AVID

- AVID prepares students to be college ready
- AVID's mission:
To close the achievement gap by preparing all students for college readiness and success in a global society.

Key Considerations cont.

CCSS

- Rigorous content requiring higher-order thinking and application of knowledge
- Internationally benchmarked

AVID

- Curriculum is based on rigorous standards and requires students to use higher level thinking skills throughout
- An international College Readiness System

ELA Standards Organization

College and Career Readiness Anchor Standards (total of 32)

Grade Level Standards for ELA

Reading	Writing	Speaking and Listening	Language
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Literacy Standards in History/Social Studies and Science and Technical Subjects

Reading

Writing

from Santa Clara County Office
of Education, Curriculum and
Instruction Department

Also...

Three Appendices

- **A**: Research and evidence; glossary
- ★ • **B**: Reading text exemplars; sample performance tasks
- ★ • **C**: Annotated student writing samples

K-12 standards



Grade specific end-of-year expectations

Developmentally appropriate/progression of skills

One-to-one correspondence with CCR standards

Grades 11/12- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Grade 7- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Grade 4- Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Grade 1- Participate in shared research and writing projects.

With a partner:

Compare/contrast two standards.

Discuss the skills /PK involved.

What are the connections to AVID curriculum/strategies?

College and Career Readiness Standard for Writing #7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Integrated Model of Literacy (Grade 7)

Reading for Informational Text Standard 6

College and Career Readiness Standard

Assess how point of view or purpose shapes the content and style of a text.

English Language Arts

Determine an **author's point of view or purpose** in a text and analyze how the author distinguishes his or her **position** from that of others.

**History/
Social Studies**

Identify aspects of a text that reveal an **author's point of view or purpose** (e.g. loaded language, inclusion or avoidance of particular facts).

Science and Technical Subjects

Analyze the **author's purpose** in providing an explanation, describing a procedure, or discussing an experiment in a text.

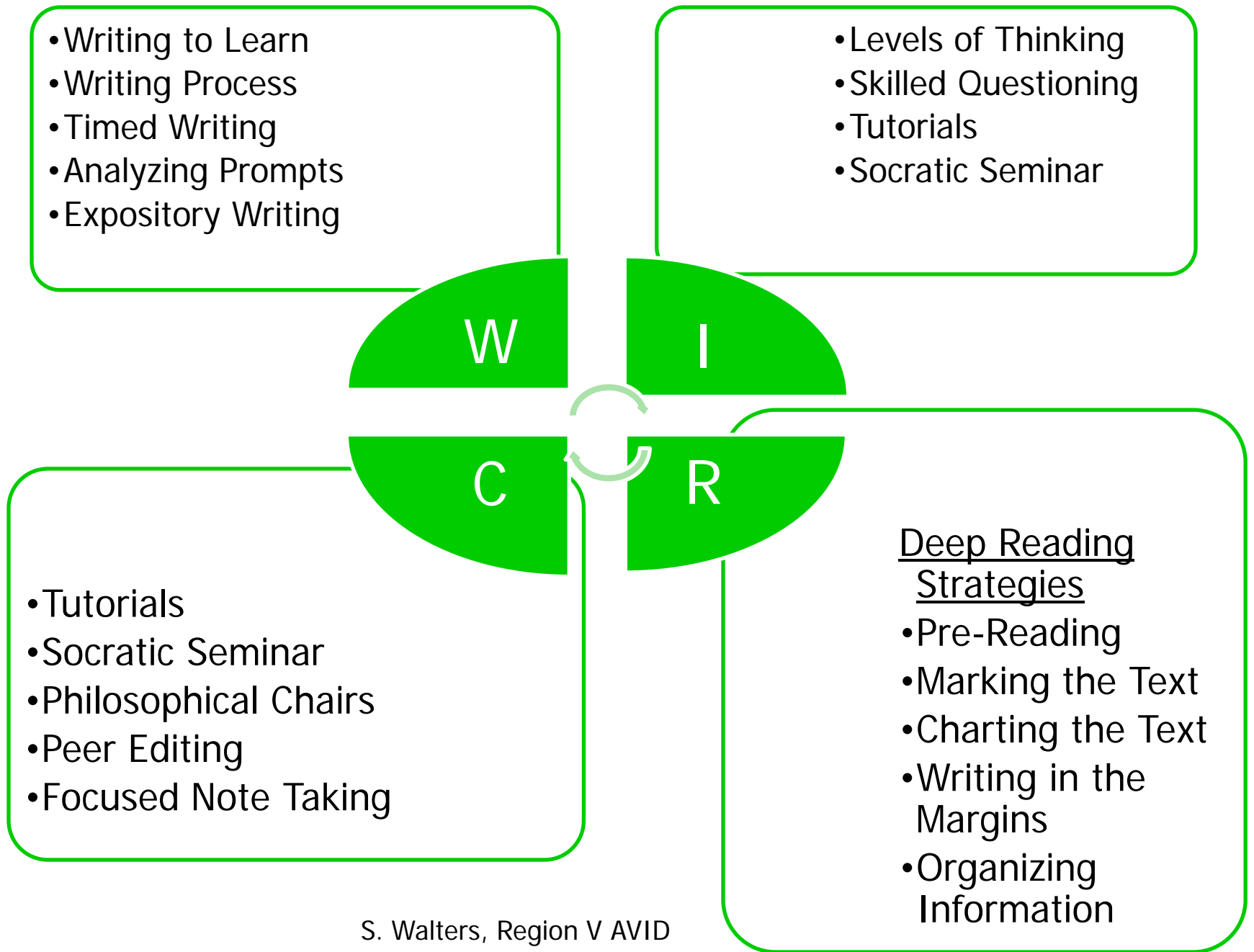
Integrated Model of Literacy

Reading and writing are not the same in every content area, but always serve specific purposes.

Partner Talk:

- Discuss the specific types of reading and writing found in History/SS or Science courses.
- How does AVID assist students in these courses when they are being asked to read and write?





Areas of emphasis- Writing

CCSS

- Focus on writing arguments, explaining and conveying real and imagined events and drawing evidence from sources
- Research

AVID

- Writing as a powerful tool to develop higher level thinking skills
- Writing for different purposes
- The writing process

More Expository Writing



▶ Three mutually reinforcing writing capacities:

- To persuade
- To explain/inform
- To convey real or imagined experience

Grade	Persuade	Inform	Narrative
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Writing Standard Alignment

CCSS

College and Career Readiness Anchor Standards for Writing

#1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

AVID

High School Writing Teacher Guide

Unit 7: Exploring Persuasive
Writing

7.3: Argument

7.3b- A Look at Logical
Reasoning

7.3c- Analyzing an Argument

7.3e- Traditional Pattern for
Organizing the Argument
(evidence)



More Informational Reading

Grade	Literature	Information
4	50%	50%
8	45%	55%
12	30%	70%

Percentages do not imply that high school ELA teachers must teach 70% informational text; they demand instead that a great deal of reading should occur in other disciplines.

Area of emphasis- Reading

CCSS

- Reading a broad range of high quality, increasingly challenging text
- Emphasize analysis of informational texts
- Focus on text complexity

AVID

- Explicit instruction of deep reading strategies to improve literacy.
- Making meaning of complex, expository texts.

Reading Standard Alignment

CCSS

College and Career Readiness Anchor Standard for Reading

#2 Determine central ideas of themes of a text and analyze their development; summarize the key supporting details and ideas.

AVID

Critical Reading: Deep Reading Strategies for Expository Texts Teacher's Guide Grades 7-12

- 2.2 Predicting the main idea
- 4.3 Rereading: Clarifying and Summarizing
- 5.5 Marking the Text: non-fiction
- 8.2 Charting the Text: analyzing the micro-structure
- 10.1/10.2 Summarizing sections of an argument

Area of emphasis-Speaking and Listening

CCSS

- Inclusion of formal and informal talk
- Rich, structured conversations with different audiences

AVID

- Formal and informal speaking and listening opportunities including: Socratic Seminar, Philosophical Chairs, tutorials, speeches, presentations, poems

Collaborative Conversations

Speaking and Listening Standard #1

Engage effectively in collaborative discussions (*one-on-one, in groups and teacher-led*) building on others' ideas and expressing their own clearly.

- a) Come prepared
- b) Follow agreed-upon rules
- c) Pose and respond to questions
- d) Elaborate on the remarks of others
- e) Review key ideas and draw conclusions

GRADE 5

Collaboration Alignment

CCSS

College and Career Readiness Standard for Speaking and Listening

#1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

AVID

Socratic Seminar-a structured discourse in which participants seek deeper understanding of complex ideas through thoughtful dialogue.

Before-Prepare by reading the text, marking the text, make connections.

During- ask questions, gain clarification, discuss ideas of the text, cite the text for evidence

After- reflect on the process as a group

Inquiry Alignment

CCSS

Higher Level thinking skills are found throughout the College and Career Readiness Standards

Analyze appears 9 times

Evaluate appears 4 times

Reason appears 4 times

Infer, Summarize, Apply, Reflect, Compare, Adapt

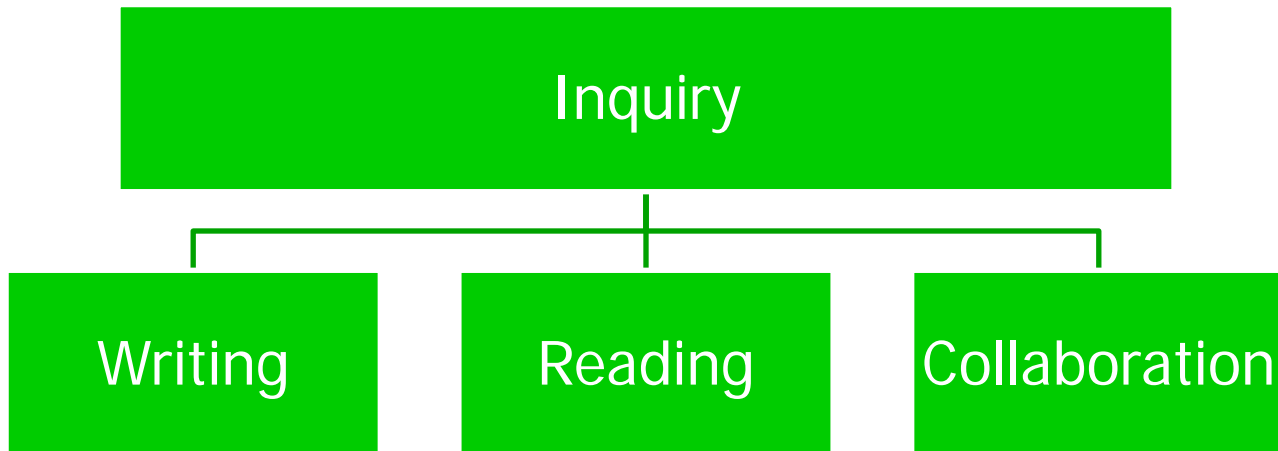
AVID

The AVID Tutorial

Before tutorial-Students engage in Pre-work using critical thinking skills and their Cornell Notes to determine their Point of Confusion in the form of a higher level question.

During tutorial-Students use questioning skills to assist the student presenter identify their background knowledge, process information and make connections and apply their knowledge.

Inquiry is Found Throughout

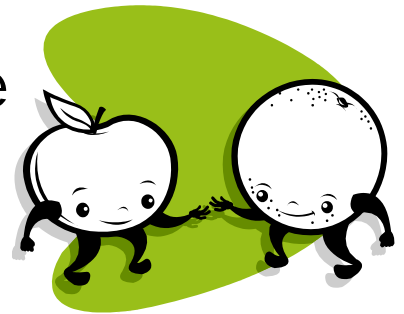


Card Activity

College and Career Readiness Standards

Pair Up

Read the card given to you that states one of the C&CR standards



Think

- “Unpack” the standard (identify the tasks)
- What aspects of AVID support this standard?
- When and where would you see this standard practiced in college, careers, the real world?

Share/Listen

Take turns and share/discuss with your partner.

AVID College Readiness: Working with Sources Grades 11-12

Essential Skill 2- Selective and Purpose-Driven Reading

Step 2:

Consider the historical and rhetorical context for the texts.



C&CR standard #6- Assess how point of view or purpose shapes the context and style of a text.

Step 7:

Increase your understanding of the reading.



C&CR standard #2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Media and Technology



- Skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

Grade level standard example:

Grades 9/10- Reading for Informational Text #7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

David Conley

Professor and Director of the Center for Educational Policy Research, Educational Methodology, Policy and Leadership at the University of Oregon's College of Education , CEO of Educational Policy Improvement Center

Co-Chairman-- CCSS Validation Committee

"Building on the Common Core" article *Educational Leadership*
March 2011

"Reaching the Goal: The Applicability and Importance of the Common Core State Standards to College and Career Readiness" by (EPIC) October 2011

- Instructors in two- and four-year colleges and universities representing 1,897 courses rated the CCSS for applicability and importance to their courses
- 96% of instructors agreed the standards sufficiently challenged students for college level work

The College Board

- Key partner in the process of designing the CCSS
- Endorsed the CCSS in June 2010
- Published alignment reports-
 1. on CCSS and the PSAT and SAT (Nov. 2010)
 2. on CCSS and AP courses (June 2011)

Common Assessments

PARCC

Partnership for
Assessment of
Readiness for
College and Careers

- Measure mastery of CCSS
- Taken on computer/mixed items
- Constructive response and Performance tasks

SMARTER Balanced

SMARTER Balanced
Assessment
Consortium

- Interim and Summative assessments
- Timely scores

What tools would an 11th grade AVID student have when approaching and completing these tasks successfully?

Task	What You Will Do
Part 1	Select 3-5 texts that you will focus on for your anthology: "Perspectives on the American Dream". Make notes on each text.
Part 2	Synthesize the various perspectives on the American dream represented in your selections of texts.
Part 3	Conduct research on an individual to create an original profile of an American dreamer. You may choose someone you know personally or someone that you can learn about through research.
Part 4	Write a reflective essay on what you learned from completing the performance assessment.

You may work in small groups to study and discuss a common set of texts, but you must complete the written portions of the task individually.

Task Overview

Task	What You Will Do	What to Submit
Part 1	Select 3–5 texts that you will focus on for your anthology: “Perspectives on the American Dream.” Make notes on each text.	<ul style="list-style-type: none"> one page of notes on each selected text saved electronically
Part 2	Synthesize the various perspectives on the American dream represented in your selection of texts.	<ul style="list-style-type: none"> 1,000 word typed essay saved electronically
Part 3	Conduct research on an individual to create an original profile of an American dreamer. You may choose someone you know personally or someone that you can learn about through research.	<ul style="list-style-type: none"> 750–1,000 word typed essay saved electronically
Part 4	Write a reflective essay on what you learned from completing the performance assessment.	<ul style="list-style-type: none"> 250–500 word typed commentary

Note: Word count limits are guidelines and not strict requirements.

(continued)

Design of Mathematics Standards

Mathematical Practices (8)

- Behaviors exhibited by successful mathematics students
- Conley's Key Cognitive Strategies

K-12 Standards for Mathematical Content

- Organized by domains (K-8)
- Balance of conceptual understanding and procedural skills

Mathematical Practices and the AVID Tutorial

MP #1

Make sense of
problems and
persevere in solving
them.



Tutorial

Pre-work on TRF
Arriving at a solution
with help of tutor
and group members

MP # 6

Attend to precision



Tutorial

Communication of
student presenter
Use of resources

Math Course Pathways

CCSS for Mathematics: Appendix A

Traditional

- Algebra I
- Geometry
- Algebra II

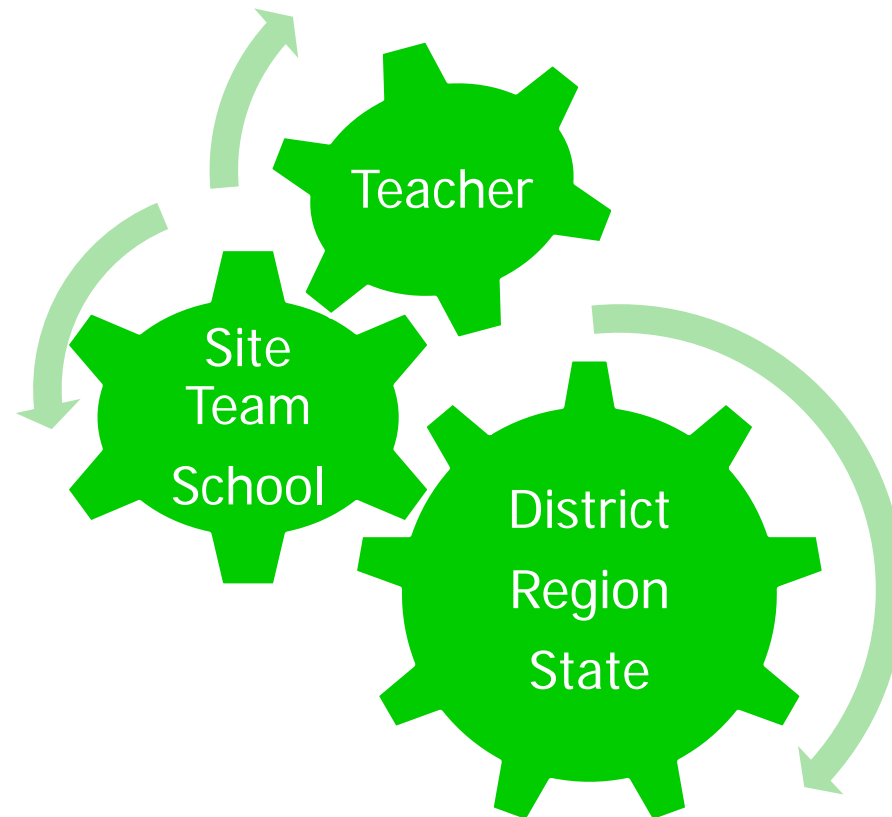
Integrated

- Mathematics I
- Mathematics II
- Mathematics III

Each course includes number, algebra, geometry, probability and statistics

Courses in higher level mathematics: Pre-Calculus, Calculus, Advanced Statistics, Discrete Mathematics, Advanced Quantitative Reasoning

Implications for AVID



Teacher Level

- Awareness/transition/implementation
- Adjustment to instruction
- AVID teachers- see connections to CCSS and what they are teaching in AVID/level of rigor
- Greater opportunities for collaboration/leadership

Site Team Level

- Stronger collaboration and school-wide implementation around writing and reading—*more Level 3 (Institutional) scores on CSS indicators*
- Opportunity to expand AVID by sharing knowledge and practices from those who have been Path trained

School Site and District Level

- AVID Site Team as models/leaders/resources in the transition and implementation of the CCSS
- Use alignment/correlations with CCSS to promote AVID
- Leverage AVID as the academic elective that supports CCSS


Region and State

- Opportunities to join colleagues in providing Professional Development
- Encourage AVID growth in districts
- Collaboration with other college/career readiness programs/Career Technical Ed
- Highlight Path trainings and Writing and Critical Reading strands as beneficial to teachers as they approach the CCSS
- Promotion of AVID as a system of strategies that support the CCSS

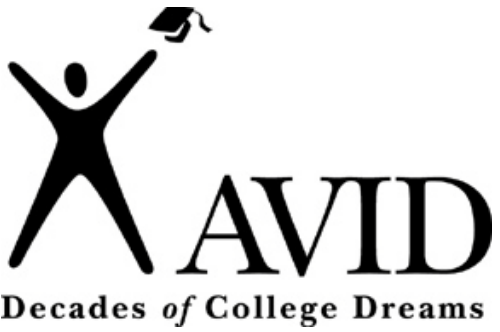
Reality Check

- Mastery of the Common Core State Standards does not a college ready student make.
- Challenges- fiscal, technical, curricular, philosophical

Going forward



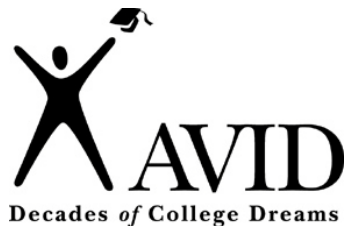
These standards are not intended to be new names for old ways of doing business. They are a call to take the next step. It is time for states to work together to build on lessons learned from two decades of standards based reforms. It is time to recognize that standards are not just promises to our children, but promises we intend to keep.



Thank you for your presence
and participation!

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My sources

AVID Curriculum

www.corestandards.org

www.sccoe.org Curriculum and
Instructions Department

www.cde.ca.gov

www.smarterbalanced.org

Region V AVID Team

Resources



www.corestandards.org

www.smarterbalanced.org

www.parcconline.org

www.clrn.org