Delivering on the Promise of the Common Core
How Funders Can Support State-Level Implementation

April 19, 2012
11:00 AM PT/2:00 PM ET

Web Seminar presented by:
GFE’s
Education Policy Working Group
John Branam
Director of Programs
Grantmakers for Education
Our Mission

Strengthen philanthropy's capacity to improve education outcomes for all learners
Figure 13
Strategies for leveraging grantmaking impact

- **DO YOU FUND THIS?**
  - Collaborating with other funders: 91%
  - Collaborating with non-funder stakeholders: 83%
  - Grants for general operating support: 73%
  - Grants to influence public policy or to build public will for policy changes: 61%
  - Grants to support community organizing: 48%

- **WHAT CHANGES DO YOU ANTICIPATE TO CURRENT FUNDING LEVELS?**
  - Collaborating with other funders: 58% = 35% ↓ 1%
  - Collaborating with non-funder stakeholders: 44% = 39% ↓ 0%
  - Grants for general operating support: 14% = 71% ↓ 4%
  - Grants to influence public policy or to build public will for policy changes: 34% = 48% ↓ 0%
  - Grants to support community organizing: 13% = 64% ↓ 3%

**KEY:**
- ↑ Anticipate increasing funding
- = Anticipate maintaining funding
- ↓ Anticipate decreasing funding
Innovation 2.0
Grantmaking to Transform America’s Education Systems

www.edfunders.org
Education Policy Working Group

- Advancing the strategic grantmaking of network members
- Building strategic partnerships among education grantmakers
- Identifying experiences and learnings in the field of public policy and philanthropy
- Contact Kimberiln@edfunders.org to learn more or join GFE’s Education Policy Working Group

Kimberlin Butler
Program & Network Manager
Grantmakers for Education
Deepens Knowledge
Forges Strategic Partnerships
Identifies Experiences & Learnings
Send a chat to Kimberlin Butler at GFE.
Type your question here and press enter or unmute your line to pose a question.
Press *6 to mute/unmute your phone
Lower the volume on your computer speakers
Chris Tebben
Executive Director
Grantmakers for Education
Speakers

Michael Cohen
President
Achieve

Barbara Chow
Education Program Director
The William and Flora Hewlett Foundation

John B. King
Commissioner
New York State Education Department
Michael Cohen
President
Achieve, Inc.
CCSS Implementation

• Implementation Timeline
• Related State Policy Initiatives
• Implementation Framework
• How Philanthropy Can Help
Implementation Timeline

• **No single timeline**
  • Implementation timelines and strategies vary among states and districts

• **Common Driver**
  • PARCC and SBAC assessments to be implemented in school year 2014-2015
Key initiatives include:

- College and Career Readiness Policies and Initiatives
- Assessment – PARCC & SBAC
- Instructional Improvement
- State and Federal Accountability Requirements
- Evaluating Educator Effectiveness
- Teacher Preparation
Framework for State CCSS Implementation

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<th>Educator Supports</th>
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<td>Teacher professional development</td>
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<td>Principal professional development</td>
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<td>Curriculum and instructional resources</td>
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<td>Teacher evaluation systems</td>
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<td>Teacher preparation</td>
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<td>Aligning teacher policies</td>
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<th>Student Supports</th>
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<td>Targeted Interventions</td>
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<td>Targeted Funding</td>
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Framework for State CCSS Implementation

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<th>System Alignment</th>
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<td>Reporting and accountability system</td>
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<td>Summative assessments</td>
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<td>High school graduation requirements</td>
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<td>K-12 and postsecondary alignment</td>
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<th>Infrastructure</th>
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<td>State funding</td>
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<td>Technical infrastructure</td>
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<th>Outreach</th>
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<td>Communications</td>
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<td>Stakeholder engagement</td>
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Kentucky Content and Instructional Support Leadership Networks

- Launched teams and networks of local educators to build district capacity for implementing CCSS

- K-12 and higher education co-convene teams of K-12 math and ELA/literacy teachers and district superintendents for regional networks to share strategies, problem solve and design new practices for improving instruction and student achievement

- Teams have clear deliverables – including developing tools for online repository of instructional resources for all Kentucky educators

- In 2011, networks designed high-quality formative and end-of-unit assessments and data-driven instructional practices

- Networks are charged with “scaling up” the practices they’re learning and developing once back in their home districts
State Examples: Collaboration around Curriculum and Instructional Resources in Massachusetts, New York, and Rhode Island

Expanding the Pool of High Quality Instructional Tools for educators in all states:

- **Common Framework**: Massachusetts, New York and Rhode Island have developed shared framework for the development of model curriculum and instructional units.

- **Common Definition of Quality**: Achieve and Student Achievement Partners worked with leaders from MA, NY, and RI to develop and pilot rubrics and review processes for educators to use in evaluating the **quality and alignment** of instructional materials.

- **Involving Additional States**: Using a common definition of quality, Achieve will convene Educators Evaluating Quality Instructional Products (E2QIP) teams from 15+ states who will participate in a juried review of instructional materials (tasks, lesson, units, modules) provided by participating states in order to provide feedback and identify high quality tools.

- **Available to all educators**: Instructional tools that pass the juried review process will be available on a web library.
Ensuring successful implementation of CCSS and PARCC assessments

- Convened university chancellors/presidents to deepen their understanding of CCSS and PARCC assessments and to discuss their roles/responsibilities
- All two- and four-year institutions are launching PARCC Campus Leadership Teams that will come together for statewide discussions to reach consensus on core competencies for college readiness
- All two- and four-year institutions will have at least one faculty member involved in PARCC research activities to help build evidence base for tests as indicator of college readiness

Building shared ownership of college readiness by K-12 and postsecondary

- Aligning teacher preparation courses to the CCSS by fall 2013
- Campus Leadership Teams will implement new PD for new and experienced teachers and developmental education instructors to prepare for the CCSS and PARCC assessments
Launching the Ohio Future Ready Coalition

- Includes leaders for Ohio Department of Education, Ohio Board of Regents, Fordham Foundation, KidsOhio, KnowledgeWorks, and Battelle for Kids working collaboratively to communicate about Ohio’s broader college- and career-ready reform agenda
- Clear and consistent message around comprehensive approach that includes CCSS, college- and career-ready standards in science and social studies, and broader Race to the Top reforms
- Created 700+ model instructional units for all four core content areas
- Targeting an audience of influential policymakers and K-12 educators through a shared communications strategy
- Hosted kick-off event in February 2012 with 350 state policymakers and district leaders on CCSS and PARCC
- Series of targeted webinars for key stakeholders and launching website
State Example: Technology Capacity in Louisiana and New York

Louisiana

- The Louisiana DOE has been working with districts to create contracts for procuring hardware, software and Internet connectivity to allow expanded regional or statewide procurements.

- Louisiana’s PK–12 schools want the state to create centralized procurement mechanisms for acquiring private network and telecommunication services, hardware and software, deployment and management services, and support services while achieving savings similar to those enjoyed by Louisiana’s education and government institutions.

New York

- State Education Law was amended to provide districts flexibility in the use of instructional materials aids (textbooks, library materials, computer software and instructional computer hardware).
Indian Assessment Guidance

- Indiana has created Assessment Guidance and Common Core Additions for 2011-12 in grades 2-8 for Math grades 3-8 in ELA.
- The documents detail which standards are assessed by the state assessment and which are more appropriate for assessment in the classroom to communicate roles and responsibilities.
- Detailed 2011-12 instructional priorities with regard to the CCSS ensure students do not experience a gap in learning as the state transitions to the CCSS.

Assessment Mapping in Rhode Island

- Rhode Island created a tool to help LEAs inventory the types of assessment currently administered, grades/range, description of assessment (e.g., the content strand, domain, areas covered within assessment), purpose and use of data, scoring procedure/turnaround time for providing feedback to students, implementation schedule, allowable accommodations, and number of schools using the assessment/total number of schools in LEA serving these grades.
How Philanthropy Can Help

• Convening Stakeholders

• Communications
  • Key audiences include teachers, parents, legislators, higher education & business leaders

• Coalition Building

• Collaboration
  • Among districts
  • K-12/higher education
Implementing the Common Core

Grantmakers for Education

April 19, 2012

www.achieve.org
Chris Tebben
Executive Director
Grantmakers for Education
John B. King
Commissioner
New York State
Education Department
Common Core Implementation in New York State

Grantmakers for Education Web Seminar

Dr. John B. King, Jr.
President of the University of the State of New York and Commissioner of Education

April 19, 2012
Regents Reform Agenda: All Students College & Career Ready

- Implementing **Common Core State Standards** and developing curriculum and assessments aligned to these standards to prepare students for success in college and the workplace.

- Building **instructional data systems** that measure student success and inform teachers and principals how they can improve their practice in real time.

- Recruiting, developing, retaining, and rewarding **effective teachers and principals**.

- Turning around the lowest-performing **schools** with robust interventions based on the three areas above.
A Framework for New York State’s Common Core Implementation

Instructional Shifts Demanded by the Core

6 Shifts in ELA/Literacy

- Balancing Informational & Literary Text
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-based Answers
- Writing from Sources
- Academic Vocabulary

6 Shifts in Mathematics

- Focus
- Coherence
- Fluency
- Deep Understanding
- Applications
- Dual Intensity
Network Teams

• Created by Race to the Top application

• Network Teams comprised of over 500 regional professional development staff, district leaders, school leaders, and teachers

• Network Teams turn-key NYSED training

• Professional development in:
  - Implementation of the Common Core State Standards
  - Data-Driven Instruction
  - Teacher & Leader Evaluation
Common Core Resources on EngageNY.org

Common Core Video Series
August 1, 2011 | 2 Comments

Education Commissioner John King, David Coleman and Kate Gerson explain every key aspect of Common Core standards in depth. By viewing this 15-part series, New York educators and administrators will learn step-by-step how to implement the Common Core for ELA/Literacy and Math in their schools and classrooms. You will also gain a deeper understanding of the rationale behind the Common Core and what it will mean for students across our state.

Produced in partnership with NYS PBS stations WCNY/Syracuse and WNET/New York City, the series illuminates the Common Core through conversations between Commissioner King, a former high school social studies teacher and middle school teacher, the Common Core State Standards, and Gerson, a Senior Research Fund and a former high school English teacher.

Network Teams and other professional development activities will work with schools and districts. Most importantly, conversation between educators, districts and the state will be the major focus of the Common Core. Only through open dialogue will we bring the Common Core to life. Join the conversation by leaving a comment.

“The Common Core is all about making sure our students are equipped for success when they graduate.”

Curriculum Exemplars
August 1, 2011 | 6 Comments

ELA

Common Core Exemplar for Elementary School ELA: Feynman’s “The Making of a Scientist”
The goal of this three-day exemplar, Common Core Exemplar for Elementary School ELA: Feynman’s “The Making of a Scientist,” is to give students the opportunity to use the reading and writing habits they’ve been practicing on a regular basis to unpack Feynman’s memoir of interactions with his father that awakened the scientific spirit within him.

Common Core Exemplar for Elementary School ELA: The Great Fire
The goal of this three-day exemplar, Common Core Exemplar for Elementary School ELA: The Great Fire, is to give students the opportunity to use the reading and writing habits they’ve been practicing on a regular basis to unpack Feynman’s memoir of interactions with his father that awakened the scientific spirit within him.

Common Core “Shifts”

There are twelve shifts that the Common Core requires of us if we are to be truly aligned with it in terms of curricular materials and classroom instruction. There are six shifts in Mathematics and six shifts in ELA/Literacy.

<table>
<thead>
<tr>
<th>Shift 1</th>
<th>PK-5</th>
<th>Balanced</th>
<th>Informational &amp; Literary Texts</th>
<th>Students read a true balance of informational and literary texts. Elementary classrooms are, therefore, places where students access the world – a social studies, the arts and literature – through text. At least 50% of what they read is informational.</th>
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<td>Shift 2</td>
<td>6-12</td>
<td>Knowledge</td>
<td>in the Disciplines</td>
<td>Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through other texts in science and social studies classrooms – rather than through the text, they are expected to learn from what they read.</td>
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www.engageny.org
Designed in collaboration with Rhode Island, Massachusetts, Student Achievement Partners, and Achieve Tools to help teachers align curriculum w/ Common Core

<table>
<thead>
<tr>
<th>I. Alignment to the Rigors of the CCSS</th>
<th>II. Key Areas of Focus in the CCSS</th>
<th>III. Instructional Supports</th>
<th>IV. Assessment</th>
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<tr>
<td>The lesson/unit aligns with the letter and spirit of the CCSS:</td>
<td>The lesson/unit addresses key areas of focus in the CCSS:</td>
<td>The lesson/unit is responsive to varied student learning needs:</td>
<td>The lesson/unit requires students to demonstrate their knowledge and skills:</td>
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<td>- Focuses teaching and learning on a targeted set of grade-level CCS ELA/Literacy standards. **</td>
<td>- Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts (including, when applicable, illustrations, charts, diagrams, audio/video, and media). **</td>
<td>- Cultivates student interest and engagement in reading, writing, and speaking about texts. **</td>
<td>- Provides all students with multiple opportunities to engage in appropriate complexity for the grade level. Scaffolding so that students direct the text. **</td>
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<td>- Makes close reading of text(s) a central focus of instruction and includes sequences of text-dependent questions that cause students to read closely, examine textual evidence, and discern deep meaning. **</td>
<td>- Writing from Sources: Routinely expects that students draw evidence from texts to inform, explain, or make an argument in various written forms (notes, summaries, short responses, or formal essays). **</td>
<td>- Includes aligned rubrics and/or assessment guidelines that provide sufficient guidance for interpreting performance. **</td>
<td>- Includes regular independent reading based on student choice and interest to build stamina, confidence, and motivation.</td>
</tr>
<tr>
<td>- Includes a clear and explicit purpose for instruction and selects text(s) that are of sufficient quality and scope for the stated purpose. **</td>
<td>- Academic Vocabulary: Focuses on building and using high-level academic vocabulary through various instructional strategies and the integration of authentic and complex texts.</td>
<td>- Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate.</td>
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<tr>
<td>- Focuses on quality text selections that measure within the grade-level text complexity band (i.e., present vocabulary, syntax, complexity, and character of the text).</td>
<td>- Focuses on students’ reading strategies, requiring students to demonstrate their understanding of text and the ability to apply reading strategies in different contexts.</td>
<td>- Uses varied modes of assessment, including a range of pre-formative, summative, and self-assessment measures.</td>
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Rating: 3 2 1 0

www.engageNY.org
Curriculum Modules: ELA & Math

- Curricular modules aligned to the Common Core in ELA & Math being developed and delivered beginning Summer 2012
  - Teaching materials
  - Performance tasks

- Contracts awarded to:
  - Core Knowledge Foundation (Grades Pre-K - 2 ELA)
  - Expeditionary Learning (Grades 3-5 ELA)
  - Common Core Inc. (Grades Pre-K– 5 Math)

- RFPs issued for Grades 6 – 12 for ELA and Math; contract to be awarded spring 2012

- Coming in 2013-2014: Curricular Modules in Social Studies, Science, ESL, Native Language Arts, STEM, and the Arts
Video Exemplars

- NYSED is building a library of more than 500 professional development videos including examples of excellent New York State teachers implementing the Common Core
  - Pre-K-12
  - English Language Arts and Math
  - Diverse classroom contexts: English Language Learners, Students with Disabilities, etc.

- First Videos available Summer 2012

- Common Core Alignment Videos
  - Teachers conducting evidence dependent lessons about texts
  - Teachers conducting Math lessons on a priority standard and ensuring all students reach deep conceptual understanding

- Video showing developing vs. effective vs. and highly effective practice
  - Teachers asking students questions and responding to their answers
  - Principals giving teachers feedback about instruction

- Video showing studio talk
  - National expert explaining a high quality data meeting
  - Columbia researcher Jonah Rockoff discussing the latest research on value-added evaluation models
NYS Assessments: Transitioning to the Common Core

• Grade 3-8 Assessments: aligned with the Common Core 2012-13
  ➢ Collaborating closely with Student Achievement Partners on item design

• High School Regents Exams aligned with the Common Core, beginning in 2013-14
  ➢ NYSED has convened Content Advisory Panels comprised of K-12 educators and higher education faculty

• New York is one of 23 states plus the District of Columbia in Partnership for Assessment of Readiness for College and Careers (PARCC): Expected to be operational in 2014-15
  ➢ Planning to launch computer-based testing pilot in 2012-13 (if resources available) to expedite transition
Aligning Teacher & Leader Preparation and Evaluation

• Preparation:
  ➢ Align Teacher Certification Content Exams with Common Core, beginning in 2014
  ➢ Launch Performance-Based Teacher & Principal Certification Assessments (evaluation of practice aligned to the Common Core), beginning in 2014
  ➢ Use Race to the Top funds to support Clinically-Rich Graduate and Undergraduate Teacher Preparation Pilots

• Evaluation:
  ➢ Support districts in making connection between Common Core and Teacher & Leader Evaluation
  ➢ Work with Student Achievement Partners to align use of teacher observation rubrics with Common Core
NYSED: The Work & Challenges Ahead

The Work Continues

- Changing role of NYSED: Transform the Agency and transform practice in the field
- Close the Achievement Gap, recognizing the diversity of the districts throughout the state
- Move goal from high school completion to college and career-readiness

Challenges Remain

- Need for strong higher education partnership: especially teacher and principal preparation
- Coordinated Common Core message
- High level of support to accompany high level of accountability
Private philanthropy can optimize the reform agenda and dramatically improve student outcomes.

**Regents Research Fund Making a Difference**

- Fellows provide expertise to help seize our opportunity to transform the education our students receive
  - Common Core & Educator Engagement
  - Assessment
  - Teacher & Leader Effectiveness
  - Technology & Virtual Learning
  - School Innovation
- Development of EngageNY.org version 2.0

**Additional Tools to Help Teachers Help Students**

- Continue to build capacity to accelerate reform
- Expanded Communications Efforts: For Educators and For Parents
- Effective District-level Implementation of Teacher-Leader Evaluation System
New York’s students are counting on us. We are answering their call.

Thank You.

Follow me on Twitter @JohnKingNYSED

Email me at JKing@mail.nysed.gov
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Closing Questions

1. What are the most compelling reasons for funders to support states and districts in implementing the Common Core? To what extent would your board see this as an important role to take on?

2. In which areas do your grantmaking priorities and strategy align with states’ implementation and capacity needs?

3. What unique value can grantmakers offer to state education agencies in their implementation work? What challenges do you see in supporting this kind of work?

4. How can you and other funders in your state leverage your convening power to help key stakeholders better manage the complex change process of Common Core implementation?
Future GFE Programs

A Renaissance of Wonder: Supporting Creativity through Digital Media and Learning
✓ Pittsburgh, PA (April 24-25, 2012)

Embracing the Power of Education: Fulfilling the American Dream
✓ Brooklyn, NY (Oct. 24-26)
Your thoughts improve our programs!
Thank you for participating!