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TO: Members of the State Board of Education
FROM: Nancy S. Grasmick *Nancy*
DATE: July 20, 2010
SUBJECT: Transition Plan for the Common Core Standards

PURPOSE:

The purpose of this item is to provide information on the work plan for the transition to the Common Core Standards.

BACKGROUND:

In a collaborative effort 48 states, 2 territories and the District of Columbia committed to developing a common core of state standards in English-language arts and mathematics for grades K-12. This state-led effort has been coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) with input from ACT, College Board, Achieve Inc., NASBE and State Higher Education Executive Officers (SHEEO). Maryland's commitment to be a part of this effort was made public in a press release in June 2009 and the Board reaffirmed that commitment by voting unanimously to adopt the standards at their June 2010 meeting.

The Common Core State Standards provide Maryland an important opportunity to address updating our State Curriculum to ensure all students are college and career ready. According to a publication about the Common Core, "Standards do not tell teachers how to teach, but they do help teachers figure out the knowledge and skills their students should have so that teachers can build the best lessons and environments for their classrooms. Standards also help students and parents by setting clear and realistic goals for success. Standards are a first step – a key building block – in providing our young people with a high-quality education that will prepare them for success in college and work. Of course, standards are not the only thing that is needed for our children's success, but they provide an accessible roadmap for our teachers, parents, and students." Maryland's next step is to begin the process of transitioning to these common standards to support teachers with their instructional planning process.



EXECUTIVE SUMMARY:

With the June 2 release of the final version of the Common Core State Standards, Maryland State Department of Education's Division of Instruction staff began the process of reviewing the standards and comparing them to Maryland's State Curriculum. Members of MSDE's Division of Instruction staff have been trained on the use of the Achieve Common Core Comparison Tool (CCCTool). This tool has been developed to help state departments of education understand the differences and similarities between the CCSS and their current standards. Once the state team has completed the comparison, a data file of that side-by-side comparison and summary report can be generated. MSDE staff has begun working with the tool to develop a shared expectation for quality of match between the State Curriculum and Common Core Standards in preparation for the work to be done with educators from across the State.

The comparison work will begin in early August with workgroups focusing on specific grades and grade bands. The first step will be to ensure that all participants have the same understanding of the quality of match between the State Curriculum and the Common Core Standards. Participants will determine whether the degree of similarity between our State Curriculum and the Common Core, can be rated as an excellent, good, or weak match. When the overall match and rate process has been completed, we will be able to identify the degree of match overall and at various grade levels, as well as, where there are gaps. Finally, completion of the match and rate process in the Common Core Comparison Tool (CCCTool) will enable our state team to produce a data set and reports that will be used to inform the revisions to the Common Core State Curriculum.

Once the data has been examined, the work will begin to create curricular documents and produce materials that will support teachers in effective classroom implementation. MSDE has requested that each district and institution of higher education provide the names of content and grade level specialists to assist with this work. These Maryland educators, along with representatives with expertise in special education, gifted education, English language learners, and instructional technology, will participate in the development, creation, review and selection processes necessary to produce documents and materials useful to Maryland educators. In addition, Maryland will review and determine the usefulness of materials developed by national organizations such as the Council of Chief State School Officers, National Association of State Boards of Education and Achieve in support of the Common Core. As the curriculum work is being conducted, the work of the assessment consortium will be carefully monitored.

Communication is a critical component of Maryland's plan for the transition to Common Core. The involvement of our district and higher education partners will help ensure common understanding of the student expectations and will assist with the development of teacher preparation programs aligned to those curricular expectations. Materials for parents will be

developed to create a vehicle for non-educators to understand grade level expectations for their children. Clear, specific well communicated expectations will help move us to the goal of a united effort to help all students reach grade level standards.

The target completion date for this initial work is June 2011, when the draft curriculum and supportive documents are shared with the State Board for their review and consideration. However, there will be on-going work to create tools in support of the classroom teacher and to begin building a suggested scope and sequence, aligned to the assessments designed by the assessment consortium, that will be available for teachers or systems to use.

ACTION:

This item is for information only.

Attachment: Draft Transition Plan

NSG/dls

Draft Transition Plan
Common Core Standards for Maryland
2010-2011

May

- MSDE Reading/ English, Language Arts (RELA) Team and the MSDE Mathematics Team met with representatives from local districts to examine the Draft Common Core State Standards and compare with Maryland State Curriculum
- Draft Common Core State Standards document was shared with all 24 districts at the Mathematics Briefing

June

- State Board of Education adopted the Common Core State Standards
- MSDE Mathematics and RELA Teams received training on the use of the Achieve Common Core Comparison Tool (CCCTool) and the analysis of data gathered in the gap analysis process.
- Common Core Standards Documents were shared with LEA Assistant Superintendents and content supervisors to gather input on process and product of State Curriculum transition plan
- Names of LEA content specialists were requested. These professionals will provide assistance on the multiple projects during the year of building Maryland's document. Two names from each local for:
 - Early elementary
 - Intermediate grades
 - Middle School
 - High School

(Note: different folks will be used for the various projects throughout the year-long effort)

July

- Internal MSDE staff preparation for gap-analysis work
- Request names of College and University faculty who will participate on the State Curriculum transition work MSDE mathematics representatives will provide feedback on the high school mathematics courses pathways work underway with Achieve

August

- Representatives from LEA and MSDE will review Common Core Standards and State Curriculum using the Achieve Common Core Comparison Tool (CCCTool). This will include representatives with specialty in the areas of special education, gifted and talented education, English language learners, and instructional technology.
 - RELA
 - August 3rd – 5th for grades 6-10
 - August 10th- 12th for k-5 and grade 11-12
 - Mathematics
 - August 2 and 3 for grades 5 & 6
 - August 4 & 5 for grades K-2 and grades 7 & 8
 - August 9 & 10 for high school

- Social Studies, Science, Technology Education representatives will review the History/Social Studies, Science and Technical literacy standards in comparison to those State Curriculum documents

Key questions to be considered include:

- *Which of the concepts and skills required in the Common Core are included in our state's standards? How strong is the comparison between these two sets of standards?*
- *How similar are the Common Core and state standards with respect to the grade levels at which concepts and skills are taught? At what grade levels are there differences where our state expectations address concepts and skills earlier or later than the Common Core?*
- *How similar are the Common Core and state standards with respect to the expectations that are included in specific strands (English language Arts) and domains (mathematics)? In what strands and domains do we find the greatest differences?*
- *Which of the concepts and skills required in the Common Core are not included in our state's standards? To what degree do these Common Core expectations represent concepts and skills that are significantly different than what is currently included in our state standards e.g. Mathematical Practices?*
- *Which concepts and skills required in our state's standards are not included in the Common Core? Which of these excluded state expectations address essential content that is unique to our state and that our state would consider adding (up to 15%) to the Common Core adoption?*

September

- Invited representatives from Maryland's Colleges and Universities, locals systems and MSDE will review the data from the gap-analysis and begin curriculum revision work
- Review the alignment results with LEA staff at each content briefing
- Workgroups begin transitioning, infusing and reshaping the curriculum documents
- Documents will be posted on a password-protected website
- Toolkit workgroups will begin the review of existing tools and identify IHE, LEA, STEM business partner or professional organization materials that can be used in the toolkit.
- Review and determine usefulness of materials developed by national organizations (CCSSO, NASBE, Achieve) in support of the Common Core State Standards.
- Pending Race to the Top funding, recruit, screen and select employees to fill contractual positions for curriculum work.

October- May

- Identify and build plans to bridge content where there are grade level changes
- Populate the revised Common Core State Curriculum with tools
- Identify where there are missing tools
- Share draft document with local supervisors, representatives of institutions of higher education and assistant superintendents
- Monitor the work of the assessment consortium

May

- Post the draft Common Core State Curriculum document with opportunity for public feedback

June 2011

- Present draft document to State Board for review and acceptance

July 2011-June 2012

- Build suggested scope and sequence for curricular implementation
- Develop materials to support parent understanding of curricular expectations