



**Getting to the core: A
parents guide to
understanding Common
Core Standards**

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21st Century Learning



**SOUTH ATLANTIC CONFERENCE *of*
SEVENTH-DAY ADVENTISTS
OFFICE OF EDUCATION**

SAC Culture...Behavior

- Our school follows the *Responsive Classroom / Developmental Design* approach. *Responsive Classroom* is a widely used, research-backed approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills, leads to more high-quality instruction, and ultimately helps students to learn that Jesus has given them the power of choice and action, yet with that comes natural positive and negative consequences. The following are our collectively understood classroom procedures:

Individual Discipline System

- **Green**—great job!
- **Yellow**—warning! Go to “Take A Break” for 5 minutes
- **Red**—Stop! **You’re on notice.** Go to “Take A Break” for another 5 minutes
- **Orange**—**Danger!** Call parents, go to “Take A Break” in the buddy teacher’s classroom for 30-minutes, miss recess
- **Black**—**Office Referral and Suspension.** It’s time to go see Dr. Cookenmaster and for mom and dad to come and pick you up.
- **Group Discipline**, a necessity at times and a natural life occurrence





Common Core Standards

- States led and developed common core standards for K-12 in English/Language Arts and Mathematics.
- The focus was on learning expectations for students, **not** how students get there



Why Common Core Standards?

- Unequal standards across states
- Student mobility from one school to the next
- Global competition
- Today's jobs require different skills



Importance of Common Core Standards

- Prepares students with the knowledge and skills they need to succeed in college and work
- Ensures consistent expectations regardless of a student's zip code
- Provides educators, parents, and students with clear, focused guideposts



Who's Using Common Core?

47 states, the District of Columbia, Guam, the US Virgin Islands, American Samoa, and the Northern Mariana Islands have signed on to the Common Core State Standards Initiative.

All Seventh-day Adventist Schools in the United States, Canada, and Bermuda (NAD).



Standards Criteria

- 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
- Based on evidence and research



Developing Standards

- College and career readiness standards were developed in summer 2009.
- Based on the college and career readiness standards, K-12 learning progressions were developed.
- Multiple rounds of feedback from states, teachers, and feedback groups and validation committees were taken into account.
- Groups representing English language learners and students with disabilities were instrumental in developing the ELL and students with disabilities statements in the introduction to the standards.
- A public comment period on K-12 standards ended on April 2, 2010.



NAD and the Common Core

- **NAD Common Core Math Standards** that contain the national common core standards as well as other standards unique to our Adventist World View in goals and philosophy were adopted in 2012.
- **NAD Common Core Language Arts Standards** that contain the national common core and reflect the Adventist World View Philosophy were adopted in 2013.



Public vs. NAD Common Core Standards in Mathematics

Statistics and Probability

6.SP

Develop understanding of statistical variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Summarize and describe distributions.

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5. Summarize numerical data sets in relation to their context, such as by:
 - a. Reporting the number of observations.
 - b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
 - c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

6	Statistics and Probability	6.DSP.1 Develop understanding of statistical variability (6.SP.1,2,3)
		6.DSP.2 Summarize and describe distributions (6.SP.4,5)



First Steps of Implementation

- Standards are essential, but inadequate. Along with standards,
 - Educators must be given resources, tools, and time to adjust classroom practice.
 - Instructional materials needed that align to the standards.
 - Rubrics must be used to help measure assessments and the daily Body of Evidence (BOE) of student progress.
 - Assessments must be developed to measure student progress.
 - Division, Union, Conference, and School policies will need to be reexamined to ensure they support alignment of the common core standards with student achievement.



Standards-based Reporting

- Improve communication to parents about student achievement related to Standards.
- Use grading practices that support student learning.
- Recognize that standards-based grading and reporting is a best practice in education.



High Standards

- The Adventist model Common Core Standards set clear targets for every *child*
- “Students can hit any target that holds still for them.” –Rick Stiggins

Performance Based System



Standards-based Reporting

“No studies support the use of low grades or marks as punishments. Instead of prompting greater effort, low grades more often cause students to withdraw from learning.”

Guskey and Bailey (2001), *Developing Grades and Reporting System for Student Learning*, Corwin Press, pp. 34-35



Performance-based Grading Scale

- 4** Exceeds the Standard
- 3** Proficient
- 2** Partially Proficient
- 1** In Progress
- 0** No Progress
- M** Missing
- E** Excused

Grade are based on the mode of students scores by subject area strand. This means their most frequently occurring score towards meeting the standard is reported in each strand. The average of all the strands is reported as the final grade in the subject.



Grading Scale

Remember, Standards set the targets for every *child* because we believe every child can learn.

Grades are based on your child's achievement of the Standards.

Students on IEPs have the grading scale adjusted to meet the individual learning goals as based on their IEP and the report card will reflect that the grading has been modified.



Grading Scale

- Both **4** and **3** mean your child is meeting standards, or their IEP goals.
- Both are challenging because Adventist Edge has set high Standards.
- **4** recognizes excellent work.



Grading Scale

- Both **2** and **1** mean your child is not meeting standards yet.
- Both mean “something” should change:
 - More time and opportunity to learn.
 - Adjust instruction.
 - Get tutoring outside of school .
 - Other school supports and interventions.
 - More home involvement.



Home and School Relationship

- The home is the first school and the lifelong school (EG White). The teachers and OACS are your support system. We cannot do our job without your full cooperation, support, and time.



Research Says

Three greatest influences on a student's success in school are:

- **Parent Support** 49%
- Quality of Teacher 43%
- Class Size 8%



Parental Involvement

Ask your child three questions daily:

1. What are you learning?
2. Are you doing good work? How do you know?
3. Why is it important to do good work?

Participate at school:

1. Come support all school functions.
2. Participate in meetings.
3. Give encouragement, do not tear down.



What is RTI

Response to Intervention (RTI) is an emerging approach to the diagnosis of tracking student progress maintaining core curriculum while remediate and accelerating the students who are the book ends of our classroom.

- A student with academic delays or gifts is given one or more research-validated interventions.
- All students' academic progress is monitored frequently to see if our teaching strategies are sufficient to help students.
- Those students who are the book ends, are provided enriched interventions, based on research and best practice.



Pyramid of Learning

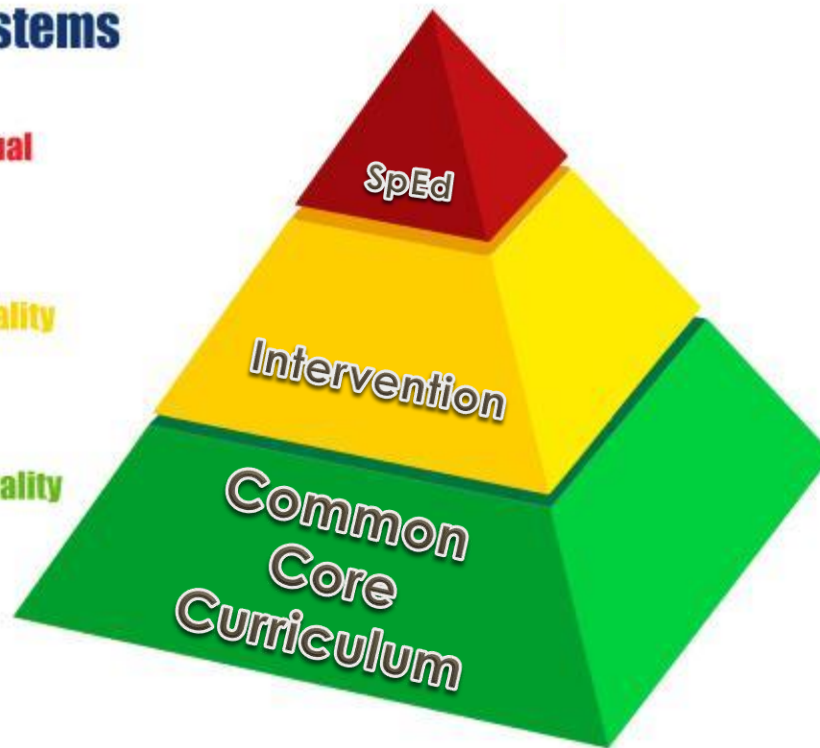
(Response to Intervention - RtI)

Academic Systems

1-5% Intensive Individual Interventions

5-10% Targeted High Quality Interventions

80-90% Universal High Quality Instruction for all students



Classroom Rotations

We encourage parents to attend classrooms together. Classroom rotations will be in 20-minute intervals.

Please understand this is not a time for parent/teacher/student conference. We request that you not ask the teacher how your student is doing in school. We will have conferences on October 16.

