A hand holding a yellow pencil is pointing to a multiple-choice test paper. The paper has several rows of questions, each with four bubbles labeled A, B, C, and D. The text is overlaid on the left side of the image.

Beyond the Bubble:

Achieving the Promise of the Common Core State Standards

Mountain Home Public Schools

Dr. Lonnie Myers, Superintendent

Dr. Leigh A. Gigliotti, Assistant Superintendent

2465 Rodeo Drive

Mountain Home, AR 72653

870-425-1201

870-425-1316 fax

The Great Adventure

Artist: Steven Curtis Chapman

- This is where you can download the video

<http://www.youtube.com/watch?v=FrrjbTc0urk>





For example,
begin building



NEW
VOCABULARY

Examples:

- “Students should next come to learn...”
- “Domains”
- “Clusters”
- “Learning progressions”
- “Through-year assessments”

For example,
begin building



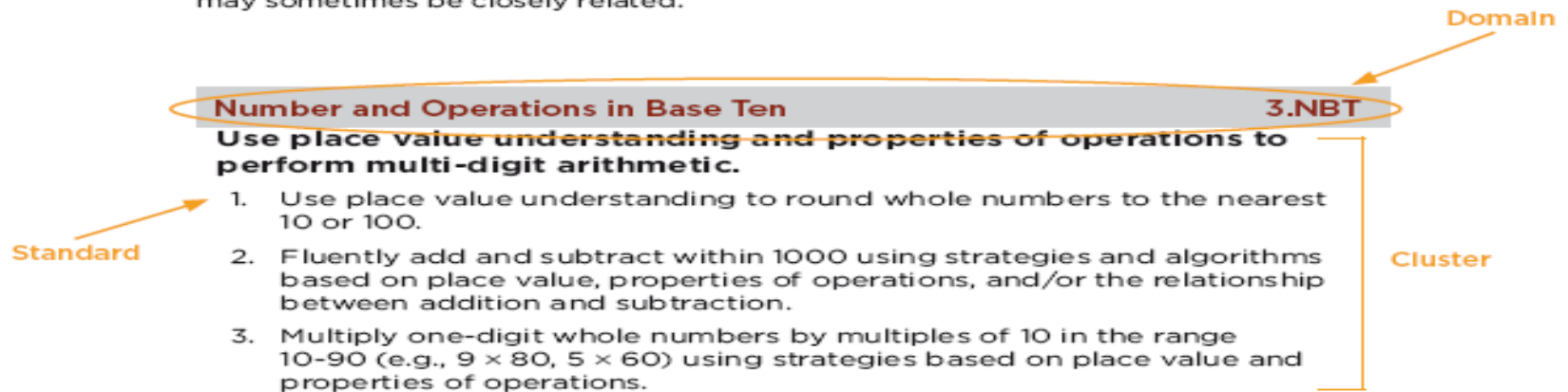
NEW
VOCABULARY

How to read the grade level standards

Standards define what students should understand and be able to do.

Clusters are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.



Domain → **3.NBT**

Cluster → **Use place value understanding and properties of operations to perform multi-digit arithmetic.**

Standard →

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

For example,
begin building



**NEW
VOCABULARY**

Did you know?

By 2018, 63% of all jobs are expected to require postsecondary education.

Currently only 26% of young adults (25-34) in the United States have college degrees.

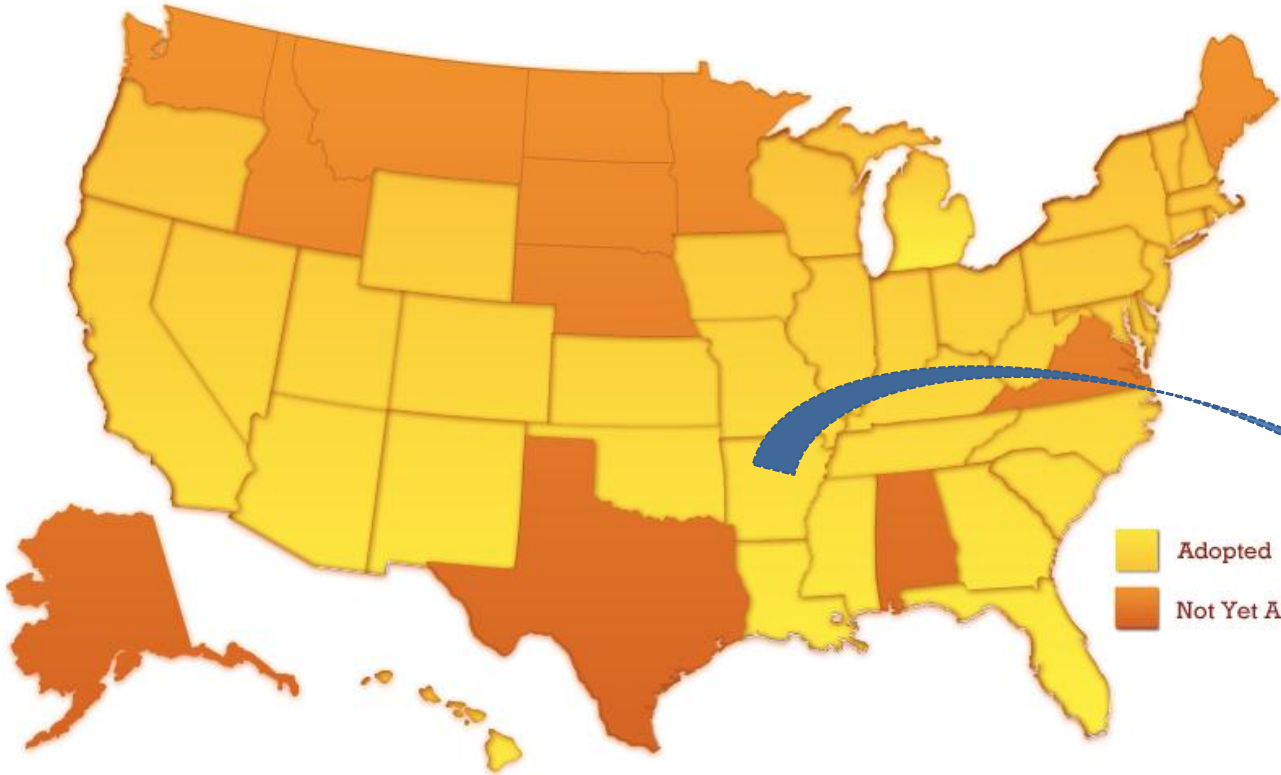
Source: Higher Ed



www.corestandards.org

State-led effort coordinated by the
National Governors Association Center for Best Practices
and the
Council of Chief State School Officers (CCSSO)
with assistance from Achieve, ACT, and the College Board (SAT)

Status of State Adoption of Common Core State Standards



Adopted
Not Yet Adopted

AR State Board of Education adopted on July 12, 2010



Mission Statement

The Common Core State Standards ***provide a consistent, clear understanding of what students are expected to learn***, so teachers and parents know what they need to do to help them.

The standards are designed to be

- Robust
- Rigorous
- Relevant to the real world

“Common Core State Standards are not intended to be new names for old ways of doing business.
They are a call to take the next step. “

Excerpt from Common Core State Standards Document



Compass Check



Main Principles of Common Core State Standards

- English Language Arts and Mathematics
- ELA - Integrated Across Content Areas
- College and Career Readiness
- Research-based
- Internationally Benchmarked
- Content at each grade level is based on learning progressions (deeper rather than wider)



Did you know?

According to the Thomas B Fordham Institute (National Firm that grades state frameworks):

- Arkansas Math Frameworks C
- Common Core Standards for Math A-
- Arkansas ELA Frameworks D
- Common Core Standards for ELA B+

Common Core compared with Arkansas Frameworks

- 3 = Excellent match. Arkansas SLE(s) match the common core standard in both depth of learning and content.
- 2 = Good match. Arkansas SLE(s) match the common core standard with minor aspects of the core standard not addressed in the Arkansas SLE(s).
- 1 = Weak match. Arkansas SLE(s) relate to the common core standard with major aspects of the common core standard not addressed by the Arkansas SLE(s).
- <http://ccssarkansas.pbworks.com/w/page/32131061/CCSS-Arkansas>

Common Core State Standards Comparison with Arkansas Student Learning Expectations for Mathematics

Strand Code		Common Core State Standard	Grade	Matched Grade	Matched Arkansas Standard	Match*	Notes
NF	2b	CC.3.NF.2b Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)	3	4	AR.4.NO.1.4 (NO.1.4.4) Rational Numbers: Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of whole numbers, using models	1	Specify locate a specific fraction by using an endpoint on the created number line
			3	5	AR.5.NO.1.1 (NO.1.5.1) Rational Numbers: Use models and visual representations to develop the concepts of the following: ---Fractions: parts of unit wholes, parts of a collection, locations on number lines, locations on ruler (benchmark fractions), divisions of whole numbers; ---Ratios: part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people); ---Percents: part-to-100		
			3	4	AR.4.NO.1.5 (NO.1.4.5) Rational Numbers: Utilize models, benchmarks, and equivalent forms to recognize that the size of the whole determines the size of the fraction		

Common Core State Standards Comparison with Arkansas Student Learning Expectations for Mathematics

Strand Code		Common Core State Standard	Grade	Matched Grade	Matched Arkansas Standard	Match*	Notes
NS	1	numbers. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for	8	7	AR.7.NO.1.6 (NO.1.7.6) Rational Numbers: Recognize subsets of the real number system (natural, whole, integers, rational, and irrational numbers)	3	include "understanding"
NS	2	CC.8.NS.2 Know that there are numbers that are not rational, and approximate them by rational numbers. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately	8	8	AR.8.NO.3.5 (NO.3.8.5) Application of Computation: Calculate and find approximations of square roots with appropriate technology		AR not descriptive
			8	9-12	AR.9-12.LA.AI.1.1 (LA.1.AI.1) Evaluate algebraic expressions, including radicals, by applying the order of operations		
EE	1	CC.8.EE.1 Work with radicals and integer exponents. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^(-5) = 3^(-3) = 1/(3^3) = 1/27$.	8	9-12	AR.9-12.LA.AI.1.3 (LA.1.AI.3) Apply the laws of (integral) exponents and roots.	3	AR not explicit; NO.1.7.6 soft match
			8	7	AR.7.NO.1.6 (NO.1.7.6) Rational Numbers: Recognize subsets of the real number system (natural, whole, integers, rational, and irrational numbers)		
			8	8	AR.8.NO.3.4 (NO.3.8.4) Application of Computation: Apply factorization to find LCM and GCF of algebraic expressions		

Grade Level Summary Data Sheet (by Common Core Math standards)

Common Core grade level	Total # of CC standards at grade level	# of 3 ratings EXCELLENT	# of 2 ratings GOOD	# of 1 ratings WEAK	# of non-matched standards
K-12	495	185	210	73	16
K	25	10	14	0	1
1	21	2	15	4	0
2	26	6	13	5	2
3	35	11	16	6	2
4	35	5	22	7	0
5	36	10	13	12	1
6	43	31	12	0	0
7	43	29	12	1	0
8	33	21	9	2	0
9-12	190	60	83	36	10

Strand	Standard #	Standard	Grade	Matched Grade	Matched Standard	Degree of Match	Notes
R.I	7		3	3	AR.3.R.10.19 (R.10.3.19) Reading a variety of practical materials for enjoyment and critical analysis: Use functional print, including recipes, menus, and maps, to accomplish tasks		
R.I	8	CC.3.R.I.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	3	3	AR.3.R.11.4 (R.11.3.4) Meaning-based word recognition: Recognize and use transition words	3	
R.I	8		3	2	AR.2.R.9.8 (R.9.2.8) Using inferences to make meaning: Make and explain inferences from text, such as cause and effect relationships		
R.I	8		3	4	AR.4.R.9.7 (R.9.4.7) Using inferences to make meaning: Infer the purpose of the text to expand comprehension		
R.I	8		3	3	AR.3.R.9.10 (R.9.3.10) Determining importance to make meaning: Organize information and events logically		
R.I	9		3	2	AR.2.OV.2.4 (OV.2.2.4) Listening and responding to literature: Listen to literature and respond appropriately, including comparing/contrasting and		

Strand	Standard #	Standard	Grade	Matched Grade	Matched Standard	Degree of Match	Notes
L	4.c	Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	2	2	AR.2.R.11.2 (R.11.2.2) Meaning-based word recognition: Use knowledge of personal pronouns, simple abbreviations, antonyms, synonyms, and root words to read with meaning	2	CC are missing from AR-stretch to match
L	4.c		2	5	AR.5.R.11.4 (R.11.5.4) Word Study and Vocabulary: Use knowledge of root words and affixes and word relationships to determine meaning		
L	4.d	CC.2.L.4.d Vocabulary Acquisition and Use: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	2	1	AR.1.R.11.2 (R.11.1.2) Meaning-based word recognition: Determine word meanings by applying knowledge of compound words, regular plurals, common contractions, inflectional endings, and singular possessive nouns	2	cc is missing from AR-stretch to match
L	4.e	CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and	2	2	AR.2.R.10.19 (R.10.2.19) Reading a variety of practical materials for enjoyment and critical analysis: Use resources, including class-constructed thesaurus and glossary to enhance reading	2	CCSS refers to online references
L	4.e		2	4	AR.4.R.11.9 (R.11.4.9) Word Study and vocabulary: Use word-reference materials, including the glossary,		

Grade Level Summary Data Sheet (by Common Core ELA standards)

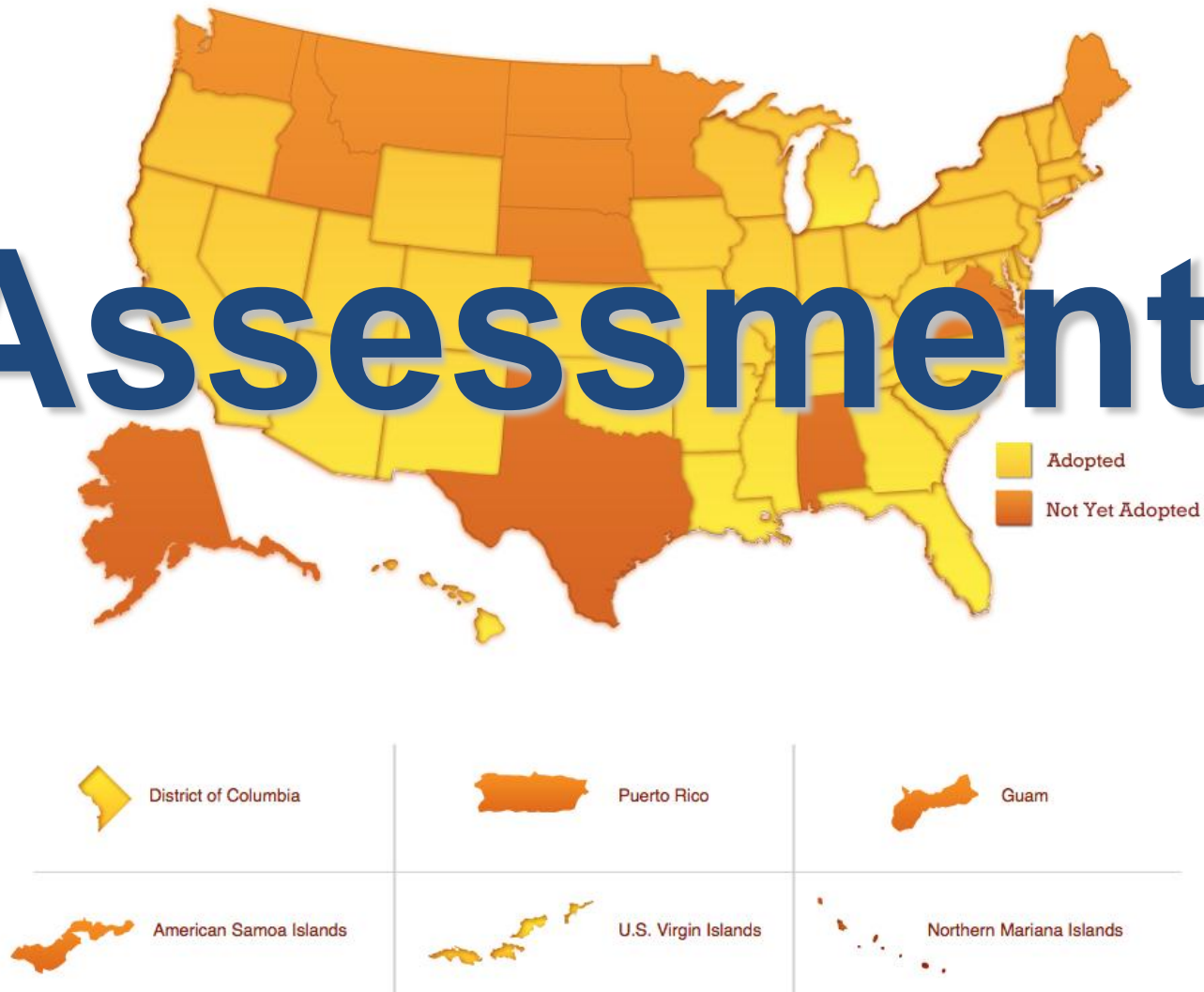
Common Core grade level	Total # of CC standards at grade level	# of 3 ratings EXCELLENT	# of 2 ratings GOOD	# of 1 ratings WEAK	# of non-matched standards
K-12	1019	608	258	95	40
K	72	45	18	5	4
1	81	58	9	6	8
2	71	36	22	8	2
3	90	43	25	16	5
4	87	79	7	0	1
5	85	46	28	11	0
6-8	273	192	71	5	2
9-10	115	31	36	31	10
11-12	113	55	37	12	5

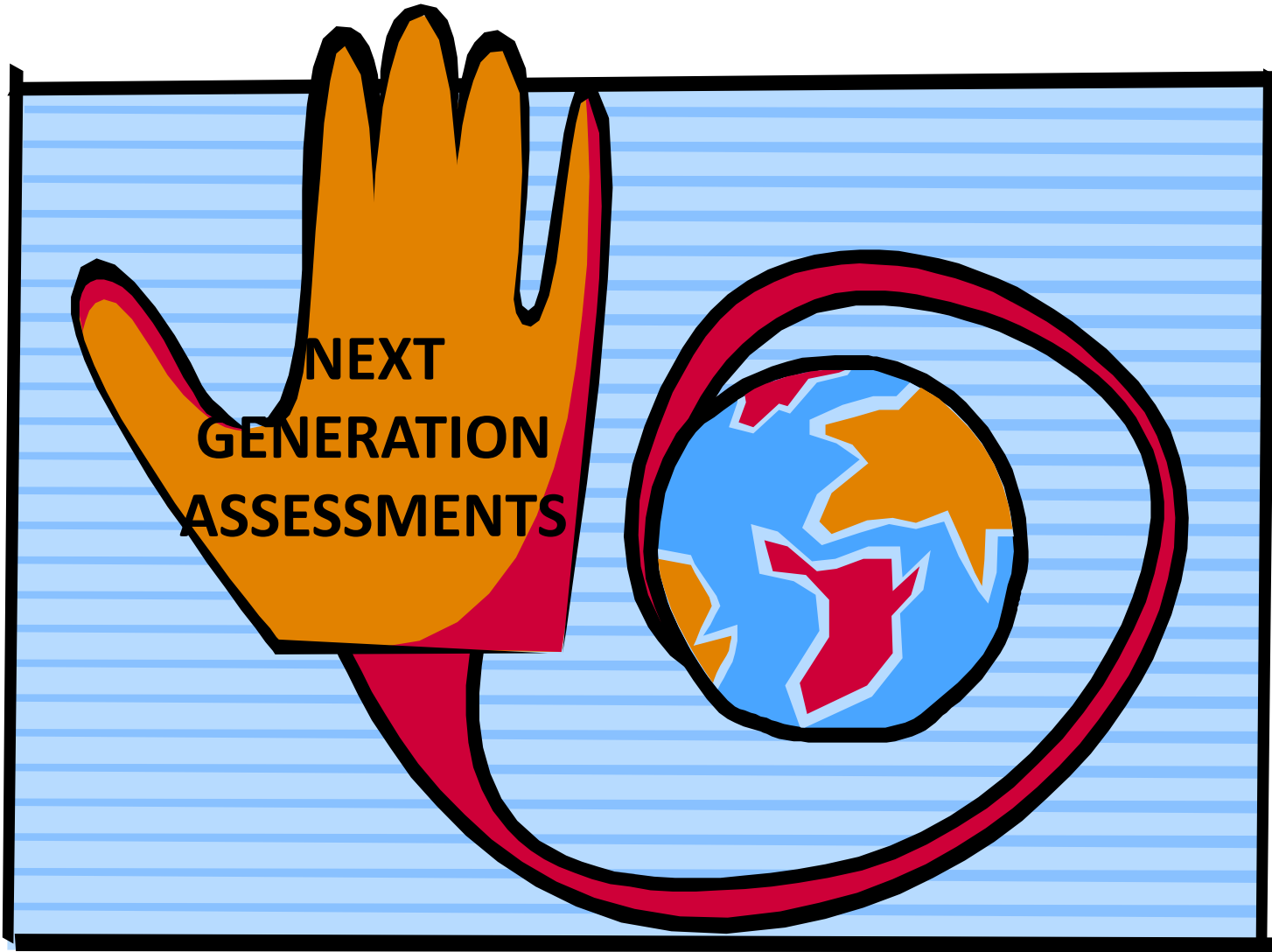
Common Core Standard Implementation

- 2011-2012 K-2
- 2012-2013 3-8
- 2013-2014 9-12; pilot test on the
Assessments
- 2014-2015 Assessments begin

First comes standards and then comes...

Assessment!





**NEXT
GENERATION
ASSESSMENTS**

What is the Goal of these Next Generation Assessments?

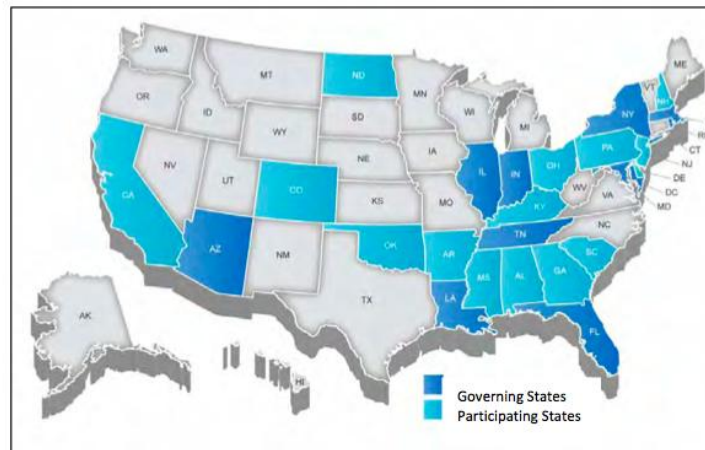
To develop assessments that don't simply measure whether students can fill in a bubble on a test, but whether they possess 21st century skills like problem-solving and critical thinking and entrepreneurship and creativity.

2 Testing Consortia

- Smarter Balanced Assessment Consortium (SBAC)
- **Partnership for the Assessment of Readiness for College and Careers (PARCC)**



New assessments will be ready by 2014-2015



Key features in PARCC...

Partnership for the Assessment of Readiness for College and Careers

Highlights from the PARCC Summary

<http://www.achieve.org/PARCCsummary>

PARCC



- States will adopt common assessments and performance standards.
- Assessment system will be anchored in college and career readiness.
- Students will take parts of the assessment at key times during the year.
- Assessments will be computer based.
- Assessments will include sophisticated items and performance tasks.

Compass Check



Online Assessment Examples

Sample Item • Technology Enhanced

A spinner has 10 sections of equal size. Each section on the spinner is labeled with one letter (A, B, C, or D). The arrow on the spinner was spun 40 times. The results of the spins are recorded in the table below.

Spinner Results

Letter	Number of Spins
A	8
B	12
C	4
D	16

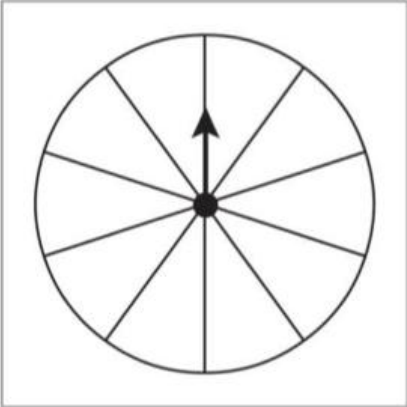
Based on the data in the table, complete the spinner below to show the number of sections that are most likely labeled with each letter. Click on the letter you want to select. Then click where you would like to place the letter on the spinner.

A

B

C

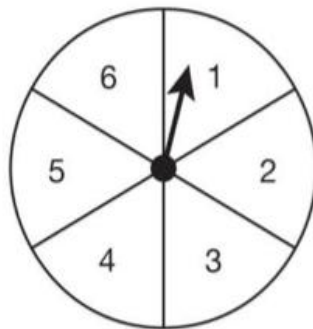
D



Submit

Sample Item • Technology Enhanced

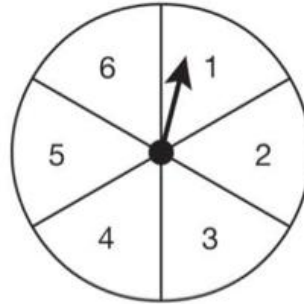
The spinner below is divided into six equal sections. Each section is marked with a number from 1 to 6.



- a. The theoretical probability of spinning each number is $\frac{1}{6}$. Based on this probability, how many times should each number occur in 20 spins?

(continued)

You will now conduct an experiment by spinning the spinner 20 times. Use the spinner below to conduct the experiment. Use the spin button to run each trial, then tabulate the results on your scratch paper.



Spin

b. Create a frequency table in the template below that shows the results of the spins. Provide appropriate labels for the table.

Submit

(continued)

Sample Item • Technology Enhanced

- c. Explain clearly why your answer from **part a** is different from or the same as the results given in the table above.

Enter response here



Submit

- d. If the spinner were spun 200 more times, how would the frequency of the results be affected?

Enter response here





Submit

Sample Item • Constructed Response


The Hardwood Furniture Company manufactures small tables and chairs. It costs \$30 to make each table and \$20 to make each chair. The amount available to produce all the tables and chairs in one week is \$1,200. Let t represent the number of tables produced and c represent the number of chairs produced.


- a. The equation for the cost of making furniture for one week is $30t + 20c = 1,200$. On the grid below, construct a graph of this equation (with correct labels and scales).
- b. The Hardwood Furniture Company always produces two chairs with each table. Write an equation that represents the number of chairs (c) in terms of the number of tables (t). Graph and label this equation on the same grid used for **part a**.


Draw angle 


Draw line 


Label **A**

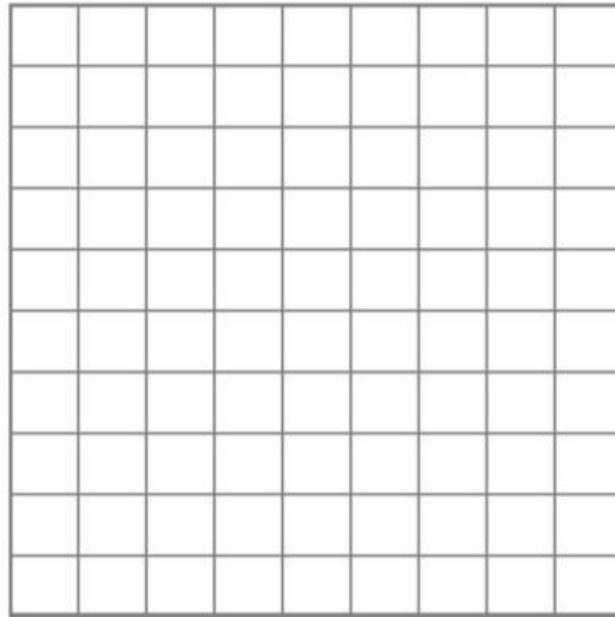
Point 

Pencil 

Protractor 

Eraser 

Calculator 



Submit

(continued)

Sample Item • Constructed Response

- c. Determine the number of tables and chairs the Hardwood Furniture Company can produce per week based on the production costs and the amount of money available (i.e., \$1,200). Round the answer appropriately.
- d. Explain how the answer to **part c** is indicated on the graph.

Enter response for parts c and d here

Submit

Gas Bills, Heating Degree Days, and Energy Efficiency

Here is a typical story about an Ohio family concerned with saving money and energy by better insulating their house.

Kevin and Shana Johnson’s mother was surprised by some very high gas heating bills during the winter months of 2007. To improve the energy efficiency of her house, Ms. Johnson found a contractor who installed new insulation and sealed some of her windows. He charged her \$600 for this work and told her he was pretty sure that her gas bills would go down by “at least 10 percent each year.” Since she had spent nearly \$1,500 to keep her house warm the previous winter, she expected her investment would conserve enough energy to save at least \$150 each winter (10% of \$1,500) on her gas bills.

Ms. Johnson’s gas bill in January 2007 was \$240. When she got the bill for January 2008, she was stunned that the new bill was \$235. If the new insulation was going to save only \$5 each month, it was going to take a very long time to earn back the \$600 she had spent. So she called the insulation contractor to see if he had an explanation for what might have gone wrong. The contractor pointed out that the month of January had been very cold this year and that the rates had gone up from last year. He said her bill was probably at least 10% less than it would have been without the new insulation and window sealing.

Ms. Johnson compared her January bill from 2008 to her January bill from 2007. She found out that she had used 200 units of heat in January of 2007 and was charged \$1.20 per unit (total = \$240). In 2008, she had used 188 units of heat but was charged \$1.25 per unit (total = \$235) because gas prices were higher in 2008. She found out the average temperature in Ohio in January 2007 had been 32.9 degrees, and in January of 2008, the average temperature was more than 4 degrees colder, 28.7 degrees. Ms. Johnson realized she was doing well to have used less energy (188 units versus 200 units), especially in a month when it had been colder than the previous year.

Since she used gas for heating only, Ms. Johnson wanted a better estimate of the savings due to the additional insulation and window sealing. She asked Kevin and Shana to look into whether the “heating degree days” listed on the bill might provide some insight.

Argon Energy Co.	Customer	Bill Date
	Ms. Arlene Johnson	January 31, 2008
	42 Bluebonnet Avenue	Account #
	Columbus, OH 43205	55-73342B Residential
<hr/>		
Current Itemized Bill		
	December 30 reading actual	8300
	January 31 reading actual	8488
		<hr/>
	Total units used January 2008	188
	January 2008: 1108 heating degree days 0 cooling degree days	
	Price per unit @ \$1.25	\$235
<hr/>		
Energy Use History		
	Total units used January 2007	200
	January 2007: 1000 heating degree days 0 cooling degree days	
<hr/>		
	TOTAL CURRENT CHARGES	\$235

(continued)

Sample Item • Performance Event

- a. Assess the cost-effectiveness of Ms. Johnson's new insulation and window sealing. You will need to research on "heating degree days" on the internet. In your response, you must do the following:
- Compare Ms. Johnson's gas bills from January 2007 and January 2008.
 - Explain Ms. Johnson's savings after the insulation and sealing.
 - Identify circumstances under which Ms. Johnson's January 2008 gas bill would have been at least 10% less than her January 2007 bill.
 - Decide if the insulation and sealing work on Ms. Johnson's house was cost-effective and provide evidence for this decision.

Enter response here

Submit

(continued)

Sample Item • Performance Event

- b. Create a short pamphlet for gas company customers to guide them in making decisions about increasing the energy efficiency of their homes. The pamphlet must do the following:
- List the quantities that customers need to consider in assessing the cost-effectiveness of energy efficiency measures.
 - Generalize the method of comparison used for Ms. Johnson's gas bills with a set of formulas, and provide an explanation of the formulas.
 - Explain to gas customers how to weigh the cost of energy efficiency measures with savings on their gas bills.

When you have completed your pamphlet, upload it using the button below.

Performance Event drawn from the Ohio Performance Assessment Project.

Sample Item • Extended Performance Event

Americans Dreaming

We are shaped by the stories we are told and that we tell. One of the most powerful and longstanding stories in the United States of America is one about how, with determination, grit, and maybe a bit of luck, a person can become anything he or she wants to be. This is the legend of the American dream. This idea—and the criticisms of it—is a mainstay of American writing and media. Writers, filmmakers, reporters, and others have long been fascinated by the dream of a land where everything is possible. Evidence of this fascination can be found in the countless stories Americans have produced—whether in private, in print, or in public media. Our lives are wallpapered with the accounts of American dreams—in the making, remembered and romanticized, or broken.

There are two major parts in this performance assessment. In the first part, you will be asked to complete a task in which you synthesize the various perspectives on the American dream you have encountered in high school and elsewhere. Your analyses of these texts and the work you do to select, arrange, and understand the different perspectives each offers are important work in and of themselves, but they also prepare the way for the inclusion of an additional voice—your own. In the second part of the assessment, you will have the chance to offer your own perspective on the American dream by crafting a text of your own about an American dreamer you know.

The parts of this performance assessment are sequenced in a certain order. Be sure to complete them in order because the work you do in the first parts will help you with the later portions of the assessment. The chart on the next page shows what you will be expected to do and submit at the end of this assessment. The specific prompts for each of the tasks are found in the pages that follow.

(continued)

Sample Item • Extended Performance Event

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)

Sample Item • Extended Performance Event

I. Perspectives on the American Dream

At this point in your career as a reader and writer, you already know a lot about what other people say for and against the American dream. In this task you will have an opportunity to take stock of and reflect on that learning—to gather texts you've read previously that grapple with the theme and to notice the arguments different authors make about whether the American dream is a driving force or an illusion.

Your teacher will lead a whole class brainstorm to list several texts you have read in high school English or that you have encountered elsewhere that touch on the idea of the American dream. These texts may be fiction or nonfiction, print or other media such as film. The aim is to gather a group of texts, each of which makes an argument about the American dream (i.e., where people's lives are shaped by their belief in, pursuit of, or disappointment in searching for that dream).

Part 1. Select three to five texts dealing with the American dream for the following task. The selected texts must represent at least two different perspectives and must include at least two different types of text (e.g., print text, visual media, audio media, multi-media, digital media). **At least two texts must be print (written) texts** (or a form of text with written versions of the text, for example, a transcript, script, or lyrics).

(continued)

Sample Item • Extended Performance Event



For EACH of the texts you chose, make notes in response to the following questions:

- What message or perspective about the American dream is conveyed in the text?
- What methods are used to convey this perspective? How effective are these methods in persuading/appealing to the audience?
- What are the conditions in the world (historical/cultural) in which this text was produced? How does this knowledge help you understand the text? (You may need to do some research to obtain this information.)
- How credible (believable) is this perspective on the American dream?

In your notes, please refer to specific examples from the texts to support your observations. These notes will be submitted to your teacher to be scored as part of this performance event.

You should develop one page of notes per task that can be saved electronically.

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.


(continued)

Sample Item • Extended Performance Event

Possible texts may include (not required):

- *The Adventures of Huckleberry Finn* — Mark Twain
- *Sister Carrie* — Theodore Dreiser
- *The House of Mirth* — Edith Wharton
- *The Great Gatsby* — F. Scott Fitzgerald
- *Beloved* — Toni Morrison
- *How the Garcia Girls Lost their Accents* – Julia Alvarez
- *The House on Mango Street* — Sandra Cisneros
- *A Raisin in the Sun* play — Lorraine Hansberry
- “I Have a Dream” speech – Martin Luther King, Jr.
- “A Dream Deferred” poem – Langston Hughes
- “In America” film (2003) – Jim Sheridan
- “When the Levees Broke” film (2006) – Spike Lee
- “American Land” song – Bruce Springsteen
- Photography of Walker Evans, Dorothea Lange, James VanDerZee

(continued)

Part 2. Synthesizing: “Perspectives on the American Dream” Anthology Project

Imagine that you are editing an anthology for 11–12th graders entitled, “Perspectives on the American Dream.” Your job is to prepare the introduction to this anthology. In your introduction, please do the following things:

- a) Include the 3–5 texts that you selected in Part 1 of the task and decide how to arrange them in order.
- b) Identify and analyze the varied perspectives on the American dream represented in the texts you selected, including the methods used by each text to convey a perspective.
- c) Compare/contrast and draw connections across the messages about the American dream found in each text (or, perhaps in the case of poems and photographs, the *set* of texts).
- d) Evaluate and draw conclusions about varied perspectives on the American dream represented in your anthology to convey your own perspective on these texts.
- e) Propose a set of questions to focus readers as they consider the perspectives represented in these texts.

As editor of this anthology, you have the opportunity to put forth your own perspective on the American dream as well as to introduce the perspectives on the American dream represented within and across the texts you select. Your introduction should be clear, to the point, and engaging. This work should be typed and saved electronically.

II. Profiling an American Dreamer Task

In the first part of this performance assessment, you synthesized different perspectives on the idea of the American dream. During that work, you paid careful attention to the arguments others have made about the productivity or legitimacy of this idea and, in doing so, you “sampled” an ongoing conversation about the American dream idea, a discussion that has been going


(continued)

Sample Item • Extended Performance Event

on for a long time. This task, Profiling an American Dreamer, is designed to give you a chance to become more than a careful observer of this conversation—it is intended to give you a chance to “deal in,” to craft a profile of your own in which you too can weigh in on questions about “the productivity and legitimacy of the American dream.” In this task, you will write a profile about a living American dreamer. You may choose someone you know personally or someone that you can learn about through research.

You may work in small groups to conduct your interviews or research on the person you will profile, but you must compose the profile individually. You may also collaborate with other students to revise and refine your writing (e.g., through writer’s workshop).

Part 3. Profiling an American Dreamer



As a result of your work in Part 1, you are more aware of the perspectives people have on the idea of the American dream. In this assessment task, you will have the chance to provide an additional perspective on the idea of the American dream, as you compose a profile of an American dreamer you know.

Writing the Profile: Write a profile about a *living* American dreamer. In your profile, aim to represent or record some aspect of that person and his or her experience that communicates a perspective on the nature or legitimacy of the American dream. You should conduct a range of research activities as you work on this project. The results of this research—photographs, the results of interviews and observations, and/or secondary text work—could all be a part of your final product. If you use published sources, properly cite your sources and include a References page that indicates where to find texts that were retrieved from the Internet.

Essays like Dan Barry’s “At an Age for Music and Dreams” (*New York Times*, April 15, 2009, accessed at <http://www.nytimes.com/2009/04/15/us/15land.html>) can give you ideas for how your project might eventually look. At the end of your work you should aim to have a 750–1,000 word typed profile that will be submitted electronically.

What else can we expect to see?

- **Science** (draft by Fall 2011)
- **English Language Development Standards for ELLs** (within 1 year)
- **Social Studies** (within 2 years)
- **Arts** (development may begin January 2011)



*“Standards and assessments
are only the foundation
upon which states will construct high-quality
curriculum, professional development, and all
the other pieces that will support teachers
preparing to teach to these new standards and
students learning at higher levels.*

---Education Secretary Arne Duncan



We need to frequently consult our
compass and adjust accordingly.

However, our compass is not
something to carry in our pocket.

*We must keep it in our hearts
and minds.*

MHPS Timeline

- **2011-12**
- **MH K-2 Common Core State Standards (CCSS) –**
CCSS for K-2 implementation
- **MH K-12 Teachers -New teacher evaluation per ADE:**
- August training for Pathwise™/to help teachers prepare for new teacher evaluation system
Teachers do not need to be a Pathwise™ mentor; the training is to help teachers understand the new performance evaluation system that is coming
-Evaluators are trained in new teacher evaluation system
- **MH K-12 –(optional) Book Study on Total Instructional Alignment** at the building levels along with alignment (vertically) starting with MHHS and MHJH in core areas
- **MH K-12 Technology** as Diane Martin advises
- MH K-12 Other PD per **ACSIP**

MHPS Timeline

- **2012-13**
- **MH 3-8 Common Core State Standards (CCSS)**
CCSS for 3-8 implementation
- **MH K-12 New teacher evaluation system** will be implemented
- **MH K-12 Technology** as Diane Martin advises
- MH K-12 Other PD per **ACSIP**

MHPS Timeline

- **2013-14**
- **MH 9-12 Common Core State Standards (CCSS)** –
CCSS for 9-12 implementation
- On a waiting list at ADE to Pilot PARCC Assessments
at MHPS (grade levels to pilot – to be announced)
- **MH K- 12 Technology** as Diane Martin advises
- MH K-12 Other PD per **ACSIP**

MHPS Timeline

- **2014-15**
- **MH (grades to be determined) Common Core State Standards (CCSS) –**
Partnership for Readiness for College of Careers (PARCC) assessment program implementation (grade levels – to be announced)
- **MH K-12 Technology** as Diane Martin advises
- **MH K-12 Other PD per ACSIP**