Arkansas Department of Education

Mathematics and
English Language Arts & Literacy
Standards Review

Stacy Smith
Director of Curriculum and Instruction

Introductions

Johnny Key, Commissioner of Education

Mark Gotcher Ed D., Deputy Commissioner

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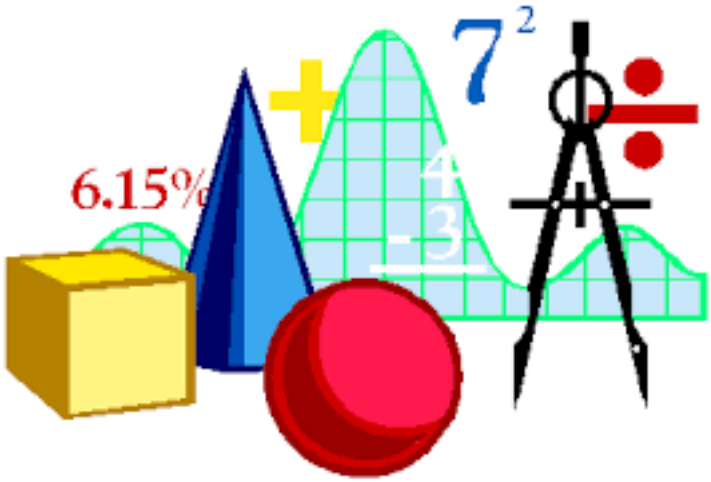
Introductions



Math Review and Revision

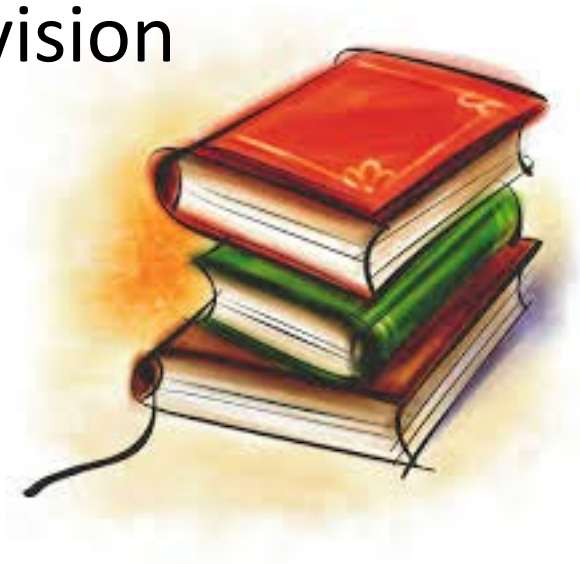
Thomas Coy

Dorie Summons

ELA & Literacy Review and Revision

Sherri Thorne

Jessica McIntosh



ADE Staff

Arkansas Department of Education

- Committed to Process
- We are Educators
- Leadership Support Service

Facilitators

- Educational Service Cooperatives
- STEM Centers
- Higher Ed
- Provide research and direction
- Here to support
- Watch for gaps
- Vertical alignment

How did we get here?

- Review Cycle
  - Literacy 2015-2016
  - Math 2016-2017
- Common Core Task Force
  - Findings
  - Recommendations to Governor

Task Force Findings

- Insufficient communication with parents and educators regarding CCSS
- Educators are almost unanimous in opinion that old Arkansas standards were less rigorous and inferior to current CCSS
- Many educators believe that CCSS are fundamentally and instructionally sound

Task Force Findings

- Some educators and parents are critical of CCSS…a significant majority of educators approve of the CCSS
- Countless hours have been spent learning and implementing the CCSS
- Effective communication has led to successful implementation

Task Force Findings

- Some educators find the standards unclear or subject to more than one reasonable interpretation
- Criticism ranges from well founded- baseless
- Implementation at district and school level
- "Common Core Math" or "CGI"

Task Force Findings

- Some educators- standards unclear Educators are not required to use text exemplars
- Conflicting testimony on developmentally appropriateness of CCSS K & 1st
- Achievement gap between majority and minority
- Other concerns: Testing, data privacy

Task Force Recommendations

- Arkansas maintains complete control
- **Comprehensive review with the goal of revising, improving and replacing, as warranted, both Math and ELA**
  - Such as…
  - Examination and assessment of the multiplication tables and whether they are sufficiently rigorous
  - Review should include ELA text exemplars

Task Force Recommendations

- Survey Arkansans regarding standards
- Follow current law for revision
- Standards seen as constantly improving and reviewed with consideration of national recommendations, but experience of parents and educators

Task Force Recommendations

- On-going improvements; not a one time task
- Maintain CCSS until new standards are implemented
- Improve communication among cooperatives, school districts, schools and parents

Task Force Recommendations

- Instruct the ADE to annotate the standards with footnotes, comments or other instructional devices to ensure consistency of understanding
- Smartphone App
- Educators free to use the most appropriate teaching methods

Task Force Recommendations

- Free to use instructional methodology such as CGI, alongside traditional mathematics instruction
- Pay attention to the suitability of Arkansas standards on 5 and 6 year olds
- Equity issues
- Testing Recommendations

ACT Aspire and ACT

- Grades 3-10 ACT Aspire
- Grade 11 The ACT
- Alabama Standards
- CCSS Linked to ACT College Readiness Benchmarks
- Multiple question types: constructed response, selected response, and technology enhanced

Who are we?

- Arkansas Educators
- Majority Current Classroom Teachers
- 5 Regions of the State
- Large and Small Districts
- Teachers who are parents
- Superintendents
- Higher Education

General Survey

- 1346 respondents
- 491 Current parent
- 863 Educators

General Communication

- 47% Satisfied
- 52% Concerned

"As a teacher, I am fully aware of what the CCSS are how they are being implemented…however, if I was a parent I would be confused and lost"

"Get rid of them"

"Love the CCSS"

Increased Rigor of Standards

- 50% Satisfied
- 47% Concerned

- "Rigor is good, but it is being presented too fast"
- "There seems to be less repetition with foundational skills in K-4 curriculum

Developmental Appropriateness

- 43% Satisfied
- 56% Concerned

- "Although at first glance they seem too hard, the children are able to comply and exceed the expectations"
- "The standards are neither appropriate for all students developmental, socioeconomic, and cultural needs and backgrounds"

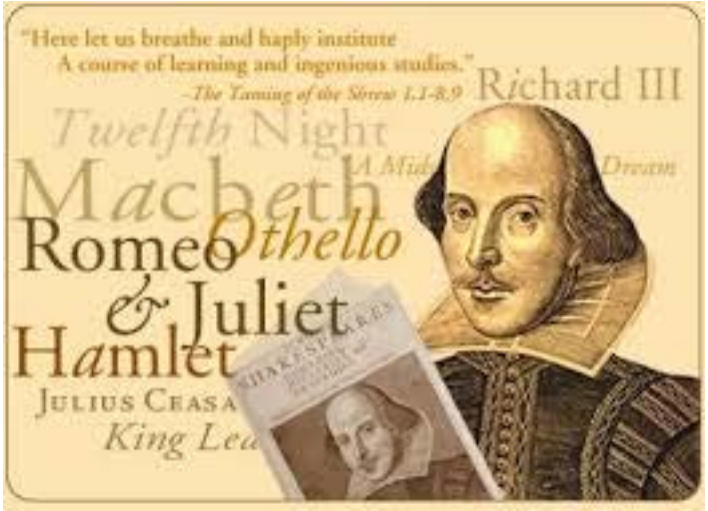
Local School's Choice of Curriculum

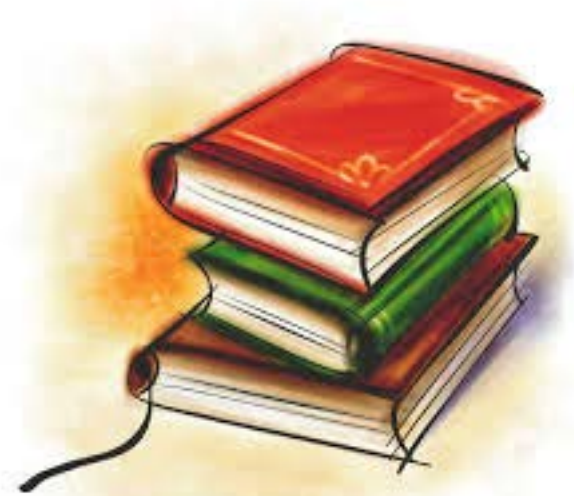
- 49% Satisfied
- 45% Concerned

- "In my district, I believe the literacy is on track…I believe the math has struggled… finding the right curriculum"
- "They DON'T HAVE BOOKS"

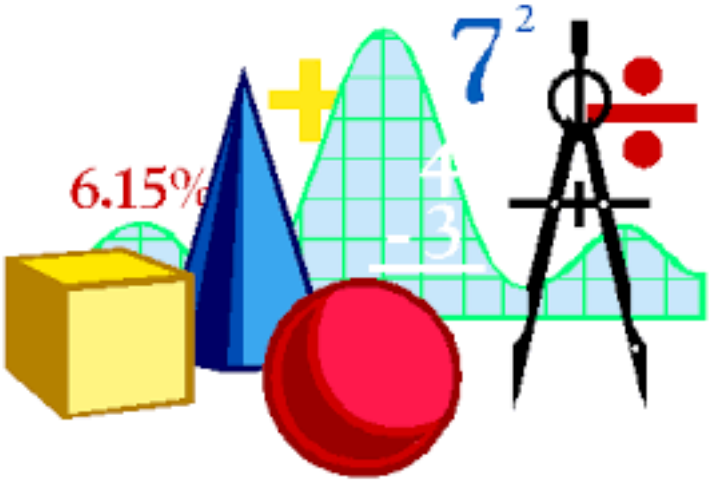
Standards vs. Curriculum

- Standards- What we WANT students to Learn
  - Ex. Cite evidence from the text to support arguments.
- Curriculum- What we USE to teach the Standards
  - Ex. Books, materials used





Perception is Reality



Paperwork

Turn in folder to facilitator at table

Short Break