

# COLLEGE AND CAREER READY TALKING POINTS for PRINCIPALS

**05/2015**

## OVERARCHING MESSAGES

### COLLEGE AND CAREER READY STANDARDS ARE:

- ✓ Aligned with college and workforce expectations.
- ✓ Clear, understandable and consistent.
- ✓ Rigorous in content and the application of knowledge through higher-order skills.
- ✓ Built on strengths and lessons of states who have undergone this transition.
- ✓ Informed by standards in other top-performing countries, so that all students are prepared to succeed in our global economy and society.
- ✓ Evidenced-based.

### FOR TEACHERS

- ✓ Confident in having resources.
- ✓ Reassured that students will be prepared for college /workplace.
- ✓ Standards do not tell teachers how to run their classrooms or principals how to run schools.
- ✓ Principals and school leaders will receive effective professional development resulting in increased capacity to take on the role of instructional leader.
- ✓ DoDEA has the ability to provide the supports and resources to principals and classroom teachers involved with College and Career Ready development and implementation.
- ✓ Instructional shifts in Literacy and Mathematics are necessary.

### FOR PARENTS

- ✓ Reassured that highly-mobile military-connected students can transition easily between schools.
- ✓ College and Career Ready Standards (CCRS) establish clear, consistent and high learning goals, focus on preparing students for success in college and career, provide a continuity of standards and

opportunity for academic development for highly mobile students and an understanding that standards and expectations do not change between school systems.

- ✓ CCRS in Literacy and Mathematics set a foundation for even greater student success and growth.
- ✓ CCRS are more relevant to the real world and clearly establish knowledge and skills students are expected to attain each year.

## EXPANDED MESSAGES - OVERARCHING

### COLLEGE AND CAREER READINESS

- ✓ DoDEA's CCRS are designed to make sure that all students graduate from high school with the knowledge and skills necessary for success in college and career.
- ✓ Requirements for high school graduation have changed effective SY 2015/16. Additional information is available at <http://www.dodea.edu/StudentServices/Graduation/index.cfm>

### CLEAR AND CONSISTENT EXPECTATIONS

- ✓ The standards provide students, parents, and teachers with a clear understanding of what students are expected to learn at every grade level, and as such, serve as a roadmap to quality education. Outcomes improve when students, parents, and teachers are on the same page working together toward shared goals.
- ✓ The standards provide consistent learning goals for all students – regardless of where they live – so that when children move with their families from one assignment to another, they will stay on track in school, making the transition of moving more seamless for both students and teachers.

## EXPANDED MESSAGES - TEACHERS

### PROFESSIONAL DEVELOPMENT

- ✓ In DoDEA, fully implementing the Common Core State Standards will require shifts in instructional strategies and practices.
- ✓ Educators, school leaders, and teacher preparation programs will benefit from thoughtful and embedded professional development opportunities to prepare for and navigate the transition to the standards.

### THE MATHEMATICS STANDARDS

- ✓ The standards stress not only procedural skills, but also conceptual understanding to make sure students are learning and absorbing the critical information they need to succeed at higher

levels – rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review it again the following year.

- ✓ The K-5 standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals, which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into practical applications of those core math principles.
- ✓ In kindergarten, the standards follow successful international models and recommendations from the National Research Council’s Early Math Panel report by focusing kindergarten work on the number core: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart (the building blocks of addition and subtraction).
- ✓ The K-5 standards build on the best state standards to provide detailed guidance to teachers on how to navigate their way through complex topics such as fractions, negative numbers, and geometry, and to do so by maintaining a continuous progression from grade to grade.
- ✓ Having built a strong K-5 foundation, students can do hands-on learning in geometry, algebra, and probability and statistics once they reach the middle school level. Students who have completed grade 7 and mastered its content and skills will be well-prepared for algebra in grade 8.
- ✓ The middle school standards are robust and provide a coherent and rich preparation for high school mathematics.
- ✓ The high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically.
- ✓ The high school standards set a rigorous definition of college and career readiness by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.
- ✓ The high school standards emphasize mathematical modeling – the use of mathematics and statistics to analyze empirical situations – to help students better understand the concept and improve decision-making skills.

## THE ENGLISH-LANGUAGE ARTS STANDARDS

### READING

- ✓ The standards establish a staircase of increasing complexity in what students must be able to read so that all students are ready for the demands of college-and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- ✓ Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain

insights, explore possibilities, and broaden their perspectives. Because the standards are building blocks for successful classrooms – but recognize that teachers, school districts, and states need to decide on appropriate curriculum – they intentionally do not offer a required reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.

- ✓ The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, and seminal works of literature. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

## WRITING

- ✓ The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing – a basic form of argument – extending down into the earliest grades.
- ✓ Student research – both short focused projects (such as those commonly required in the workplace) and longer term in-depth research – is emphasized throughout the standards, but most prominently in the writing strand, since a written analysis and presentation of findings is a critical skill for students to master.
- ✓ Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

## SPEAKING AND LISTENING

- ✓ The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through various media platforms.
- ✓ An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way these standards are put into practice, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

## LANGUAGE

- ✓ The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- ✓ The standards help prepare students for real life experience at college and in 21st century careers. The standards not only recognize that students must be able to use formal English in their writing and speaking, but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.

- ✓ Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening.

## **MEDIA AND TECHNOLOGY**

- ✓ Just as media and technology are integrated in school and life in the 21st century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

