

## Talking Points about the CCSS A Brief Summary from David Coleman's Presentations

- The Common Core makes Common Sense! The guiding vision behind the standards is to have fewer standards at high levels of rigor that very clearly highlight what's important to know and be able to do by the end of each grade level.
- The Common Core reclaims teachers' rightful role as guides to the world for children.
- It was just as important to decide what not to include in the CCSS as it was to specify what must be addressed at each grade level. The eraser was as powerful as the pen when writing these standards. This gives us license to STOP doing a lot of what we currently think has to be covered and pushes us to eliminate those favorite units that we just like to do.
- Keep in mind that on the TIMMS, an international mathematics test, Hong Kong's curriculum teaches only half of the topics that are on the math test. The United States covers all the topics. However, Hong Kong scores at the highest levels. There is a galvanizing simplicity to the standards that allows us to have the time to focus, practice, and deeply explore topics.
- The PARCC test is being designed to be worthy of students' time and worthy of instructional imitation. There is no need for "test prep" when instruction is aligned to the assessment and its standards.
- There are no materials or programs being published right now that align to the CCSS. In the meantime, spend funds on buying **time** for teachers to meet rather than materials. It is essential that educators have the opportunity to study the standards and participate in professional conversations to help deepen their understanding. This time can also be used to review and cull current materials and resources to ensure that they align to the CCSS.
- To get started make evidence a watchword in your schools! Students must be expected to provide evidence from sources to support their ideas, arguments, positions, and thinking. This can be done at all grade levels and content areas.
- To get started think about the key instructional shifts in both literacy and mathematics. These three areas are critical to help deepen our understanding of student expectations within the CCSS and PARCC assessment. Teachers should be as aware of the standards in both the grades that precede and follow the one they teach. There is additional documentation that fleshes out these "shifts" within the *Critical Areas of Focus* documents (<http://www.ride.ri.gov/Instruction/CommonCoreMaterials.aspx>).