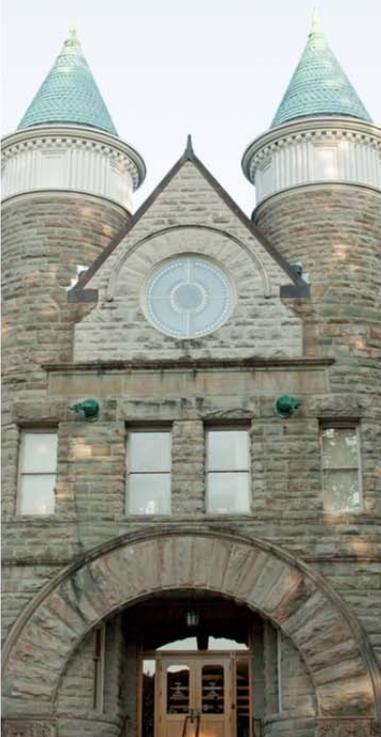


REPORT TO THE LEGISLATURE

Common Core State Standards: Implementation Activities, Timelines, Costs, and Input on Enhancements

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Report to the Legislature

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Executive Summary

This report responds to Second Engrossed Substitute House Bill (2ESHB) 1087, Section 501 (1)(ii) for the Office of Superintendent of Public Instruction (OSPI) to provide a report on implementation of the Common Core State Standards (CCSS) by January 1, 2012. This report must include the following:

- A timeline and estimate of costs for implementation of the CCSS; and
- Feedback from an open public forum for recommendations to enhance the standards, particularly in math.

Background

During the 2010 Legislative Session, the Superintendent of Public Instruction was given the authority through Engrossed Second Substitute Senate Bill (E2SSB) 6696, Section 601 (RCW 28A.655.071) to adopt the CCSS on a provisional basis by August 2, 2010. Superintendent Randy Dorn provisionally adopted the standards on July 19, 2010, and following the 2011 Legislative Session, he formally adopted the K–12 CCSS for mathematics and English language arts as Washington’s academic learning standards in those subjects on July 20, 2011. The CCSS will replace Washington’s 2008 mathematics standards and its 2005 reading and writing standards. The new standards will be measured through the state’s assessment system fully in the 2014–15 school year. Superintendent Dorn’s decision to formally adopt the CCSS as Washington’s learning standards in mathematics and English language arts was made following more than a year of extensive review and analysis, as well as educator and public stakeholder input regarding implementation considerations from the time the standards were finalized (June 2009) through the completion of a bias and sensitivity review process led by OSPI in June 2011. The January 2011 OSPI [“Common Core State Standards for English Language Arts and Mathematics: Analysis and Recommendations Report to the Legislature”](#) (per RCW 28A.655.071) and OSPI’s [“Bias and Sensitivity Review of the Common Core State Standards in English Language Arts and Mathematics: Implementation Recommendations Report”](#) compiled much of this input and were key to informing the final decision to adopt the standards. During the 2011 Legislative Session, OSPI worked closely with the House and Senate Education Committees and their staff to understand the alignment of Washington standards with the CCSS, and the costs (actual and opportunity) related to adoption and implementation of the standards.

Timeline and Costs

Statewide implementation of the CCSS began following adoption in July 2011. Activities will be coordinated in a “phase-in” approach over the next several school years with full implementation coinciding with the implementation of a new state assessment system in the 2014–15 school year. Implementation activities are outlined in the report in the following five “phases” and will focus on aligning and connecting existing state, regional, and local professional learning with the content of the CCSS:

1. CCSS Exploration (2010–11 school year)
2. Build Awareness of CCSS and Career- and College-Readiness Vision (Summer 2011–ongoing)
3. Build Statewide Capacity and Classroom Transitions (Spring/Summer 2012–ongoing)
4. Statewide Application and Assessment of CCSS (Spring 2014 with CCSS pilot assessments; statewide assessment in 2014–15)
5. Statewide Coordination and Collaboration to Support Implementation (Summer 2011–ongoing)

This report also provides an estimate of the incremental and unique costs related to implementation of the CCSS at the state (OSPI), regional (Educational Service District (ESD)), and local school district levels. The underlying assumption here is that the state and local districts continually work to tie instructional practices and curriculum to standards. This work is ongoing and is part of the core work of the state and school districts alike. Critical to statewide implementation will be to:

- Maintain existing funding at the state, regional, and local levels that currently supports core activities to support standards development and implementation.
- Maintain existing mathematics support at the regional ESD level and increase support in English language arts.
- Build regionally-based cadres of CCSS specialists committed to building deep knowledge of the CCSS and to provide support within their local and neighboring districts for implementation.
- Coordinate regional educator training opportunities focused specifically on the CCSS.

The cost estimates included assume that the state, regional ESDs, and local school districts will shift existing resources from current standards implementation support and alignment activities to those focused on CCSS implementation. The only component in which existing resources do not exist is at the regional ESD level for English language arts (ELA) support at the same level in which the regional mathematics coordinators in each ESD are currently funded.

Estimated costs for implementation of the CCSS (includes existing and needed ESD funding)

Costs (2010–11 school year)	Estimated Costs (2011–13 Biennium)	Estimated Costs (2013–15 Biennium)
State: \$75,000	State: \$313,000 Regional: \$1.6M (\$1.3M for full-time ELA support) District: \$6.5M	State: \$442,000 Regional: \$3M (\$2.6M for full-time ELA support) District: \$11.4M

While costs identified in this report at the local level are relatively small, OSPI recognizes that local staff resources will be used during the transition to the new standards. The cost estimates in this report do not include the existing costs of teachers, administrators or other local school district staff utilizing their time for alignment, as it is assumed that these staff persons are currently aligning their instructional activities to existing standards, or are otherwise involved in the process of aligning curriculum and instruction resources and supports with high-quality teaching and learning. The cost estimates also do not include possible local costs related to purchasing new or updating current instructional materials to ensure alignment with the standards. When considering instructional materials costs, the precise amount required by local districts cannot be determined given the great variance among districts regarding their purchasing and adoption cycles of instructional materials. The costs for districts to purchase aligned instructional materials will depend on the extent in which existing instructional materials are aligned with the new standards, thus dictating whether new instructional materials need to be purchased or if existing materials can be supplemented, and the extent to which supplementary materials will be available online at low or minimal costs.

At all levels, activities related to implementing new standards will need to take place in the coming years to varying degrees, with or without new funding. Existing and emerging fund sources and structures to support this work include:

- Current core funding at the state, regional, and local levels (e.g., Basic Education Act funding to all districts to support “materials, supplies, and operating costs”).
- Current professional learning time, structures, and activities at the state, regional, and local levels (e.g., professional learning communities, early release days, and continuing education requirements).
- In-kind support and resources from educational partners.
- Integration with current statewide initiatives, where appropriate. Primarily this includes state funding to support teacher and principal evaluation efforts, and federal funding for Title II Part A (Teacher and Principal Quality), Title II Part B (Mathematics and Science Partnerships), and Title I School Improvement Grant funds.
- Coordination with other state agencies, organizations, and initiatives to fund and facilitate CCSS implementation activities.

Public Input on Implementation of and Enhancements to the CCSS

OSPI sought input regarding implementation of the CCSS from educators and the public during summer and fall 2011 through a variety of in-person and web-based methods, including webinars, presentations, and targeted outreach efforts. The primary purposes for gathering input beyond that which was collected in 2010, prior to the state’s adoption of the standards, were to gather:

- Information on the resources, supports, and structures needed by educators for implementation of the standards at the state, regional, and local levels, in conjunction with other key state initiatives; and
- Recommendations from the public for making enhancements to the CCSS.

Input was gathered through four methods:

1. OSPI Bias and Sensitivity Review of the CCSS (June 2011)
2. Educator Policy Forums on Teacher and Principal Evaluation and the CCSS (October 2011)
3. CCSS Public Survey (Fall 2011)
4. CCSS Public Forums (November 2011)

Significant input was gathered that will inform current and future statewide support for implementation. With regard to whether or not the CCSS should be enhanced, input was gathered through the public survey and the two open public forums. The combined input from both sources suggested that the majority of respondents felt that the state should take time to fully implement the CCSS before making the decision as to whether or not to enhance the standards. Some respondents thought that enhancements such as adding examples and other supportive components as part of CCSS implementation would be useful for parents and educators. Respondents that felt the standards should not be enhanced believed that undertaking another process to review the CCSS would distract the state from implementing the standards successfully. Overall, the comments and suggestions gathered in 2011 were consistent with the feedback gathered in fall 2010 on the same subject. The majority of 2011 respondents advocated for focusing attention on building a strong support system for implementation of the CCSS prior to making decisions about enhancing the standards. While some respondents provided comments

about specific content that should be added, there was not consensus among respondents about what should be added.

Implementation

In order to effectively implement the CCSS, it is critical to connect and interweave the many state and federal education reform initiatives into one agenda focused on preparing students for careers and college. OSPI is taking this approach with many state initiatives, especially focusing on the key connections within implementation of the CCSS and the state's Teacher and Principal Evaluation Project (TPEP). OSPI has engaged educators and stakeholders throughout the state to inform the vision, design, and implementation of both initiatives.

Washington's adoption of the CCSS offers a unique opportunity for Washington to move statewide professional learning efforts forward focused on the CCSS and to collaborate with and learn from other states that began their implementation efforts over one year ago. The state will also be able to utilize and build on implementation support materials that have been developed by other states and national organizations for building educator knowledge of the standards. Districts throughout the state are seeking assurance that the CCSS will remain Washington's state learning standards for mathematics and English language arts in order to allow for deep and meaningful implementation to occur over several years. Regional ESDs, statewide professional learning organizations, and our state's largest districts began mobilizing district leaders and educators at the start of the 2011–12 school year to facilitate collaborations around transition and to the CCSS are continuing to transfer and align existing resources and structures to support implementation. Successful implementation of the CCSS will require continued intentionality to align and leverage statewide initiatives to best support the state's educators. The implementation activities and costs delineated in this report hinge upon this intentional alignment and the ability of leaders at all levels to transition existing activities and resources from current standard implementation support and alignment activities to those focused on CCSS implementation.

While financial resources are waning at all levels, there are savings to be found in the economies of scale already underway throughout the nation with the 43 other states also implementing the CCSS. With Washington's elimination of state-supported professional learning days in 2009, and with the potential of statewide reduction in the number of school days per year, it is also important for policy makers to be mindful of current and emerging state and federal educational accountability requirements in light of this context. Additionally, as new resources and opportunities emerge at national, state, and local levels, it will continue to be important to target these resources toward ongoing learning improvement that is focused and targeted to support educators' implementation of state learning standards. Through continued engagement and collaboration with other states undertaking similar education reform agendas, Washington is well positioned to access the diversity of aligned resources already being developed to implement the CCSS.

I. Introduction

Under current state law (RCW 28A.655.070), the Office of Superintendent of Public Instruction (OSPI) has the responsibility to develop and maintain Washington’s academic learning standards consistent with the goals outlined in the Basic Education Act, RCW 28A.150.210. This includes periodic review and possible revision of the standards. On July 20, 2011, the Superintendent of Public Instruction formally adopted the “K–12 Common Core State Standards (CCSS) for Mathematics and English Language Arts” as Washington’s academic learning standards in those subjects. The CCSS will replace Washington’s 2008 mathematics standards and its 2005 reading and writing standards. The new standards will be measured through the state’s assessment system fully in the 2014–15 school year. Superintendent Randy Dorn’s decision to formally adopt the CCSS as Washington’s learning standards in mathematics and English language arts was made following more than a year of extensive review and analysis, public and educator input regarding implementation considerations from the time the standards were finalized (June 2009) through the completion of a bias and sensitivity review process led by OSPI in June 2011.

During the 2010 Legislative Session, the Superintendent of Public Instruction was given the authority through Engrossed Second Substitute Senate Bill (E2SSB) 6696, Section 601 (RCW 28A.655.071) to adopt the CCSS on a provisional basis by August 2, 2010. Superintendent Dorn did so on July 19, 2010. According to E2SSB 6696 (RCW 28A.655.071), implementation of the standards could not occur until after the education committees of the House of Representatives and the Senate had an opportunity to review the standards during the 2011 Legislative Session. The 2010 legislation required OSPI to submit a report to the Legislature by January 2011 that included: (a) a comparison of the new standards and the current standards, including the comparative level of rigor and specificity of the standards and the implications of any identified differences; and (b) an estimated timeline and costs to the state and to school districts to implement the provisionally adopted standards (including providing the necessary professional development, adjusting state assessments, and aligning curriculum). This report was completed in January 2011 and is located on the OSPI CCSS Web site at <http://www.k12.wa.us/CoreStandards/Background.aspx>.

In order for final adoption to occur and for implementation to begin, it was not necessary for the Legislature to take action during the 2011 Legislative Session. During the 2011 Legislative Session, OSPI worked closely with the House and Senate education committees and their staff to understand the alignment of Washington standards with the CCSS, and the costs (actual and opportunity) related to adoption and implementation of the standards. While the Legislature did not take action related to the state’s adoption of the standards, it did require OSPI to complete a second report as outlined in Second Engrossed Substitute House Bill (2ESHB) 1087, Section 501 (1)(ii). This report must include the following:

- A timeline and estimate of costs for implementation of the CCSS; and
- Feedback from an open public forum for recommendations to enhance the standards, particularly in math.

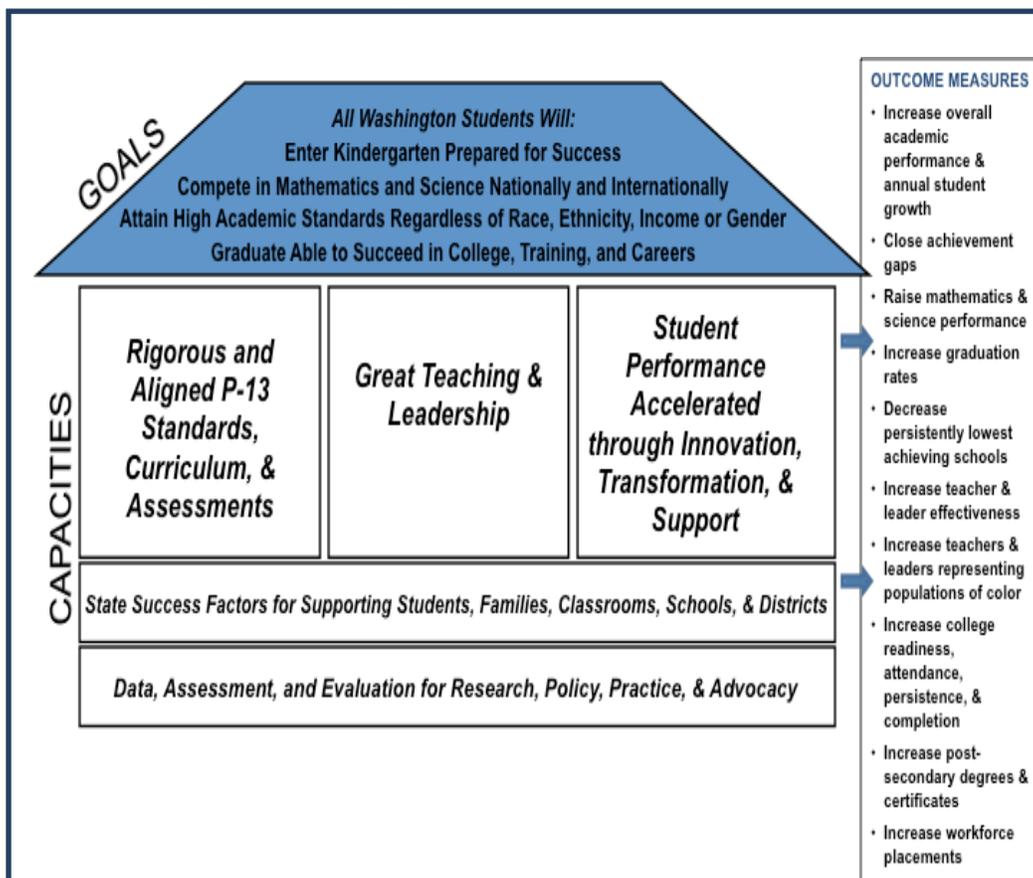
The full text of the 2010 and 2011 legislative directives related to the CCSS is located in Appendix A. This report fulfills the requirement outlined in 2ESHB 1087, Section 501 (1)(ii).

II. Implementation Vision, Activities, Timeline, and Costs

Implementation Vision

In 2010, the state’s education leaders (including OSPI, State Board of Education, Professional Educator Standards Board, and all state educational associations) built on education reform efforts over the past decade by committing to an ambitious, multi-year reform agenda—formalized through an Education Reform Plan Framework—and four student-achievement goals that align the state’s P–20 work on education. The four goals reflect the importance of aligning statewide P–20 education practices and systems: shifting from a compliance monitoring approach to a customized technical assistance and professional learning support approach; addressing ongoing student achievement gaps; enhancing student and educator prowess in Science, Technology, Engineering and Mathematics (STEM); and preparing students for success in college and beyond. Five essential capacities characterize what school, district, regional, state, agency, board and commission staff need to excel at. Furthermore, the capacities highlight strategies for enabling, or implementing, comprehensive and deep education reform. Figure 1 illustrates Washington’s overall Education Reform Plan Framework.

Figure 1: Washington's Education Reform Plan Framework



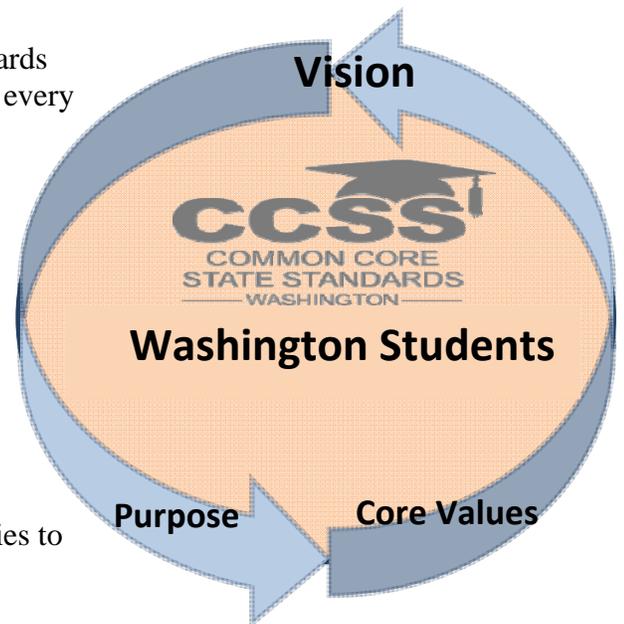
In order to effectively implement this framework, it is critical for the state to authentically connect and interweave the many state and federal education reform initiatives into one agenda focused on preparing students for careers and college. OSPI is taking this approach with many state initiatives, especially focusing on the key connections within implementation of the CCSS and the state’s Teacher and Principal Evaluation Project (TPEP). OSPI has engaged educators

and stakeholders throughout the state to inform the vision, design, and implementation of both initiatives. Regarding CCSS implementation, the CCSS Steering Committee (comprised of representatives from school districts, higher education, Educational Service Districts (ESDs), professional learning stakeholders, and OSPI) developed a vision for implementation of the CCSS that is grounded in a clear purpose and core values.

Vision: Every student will have access to the CCSS standards through high quality instruction aligned with the standards every day; and that all English language arts and mathematics teachers are prepared and receive the support they need to implement the standards in their classrooms every day.

Purpose: To develop a statewide system with aligned resources that supports all school districts in their preparation of educators and students to implement the CCSS.

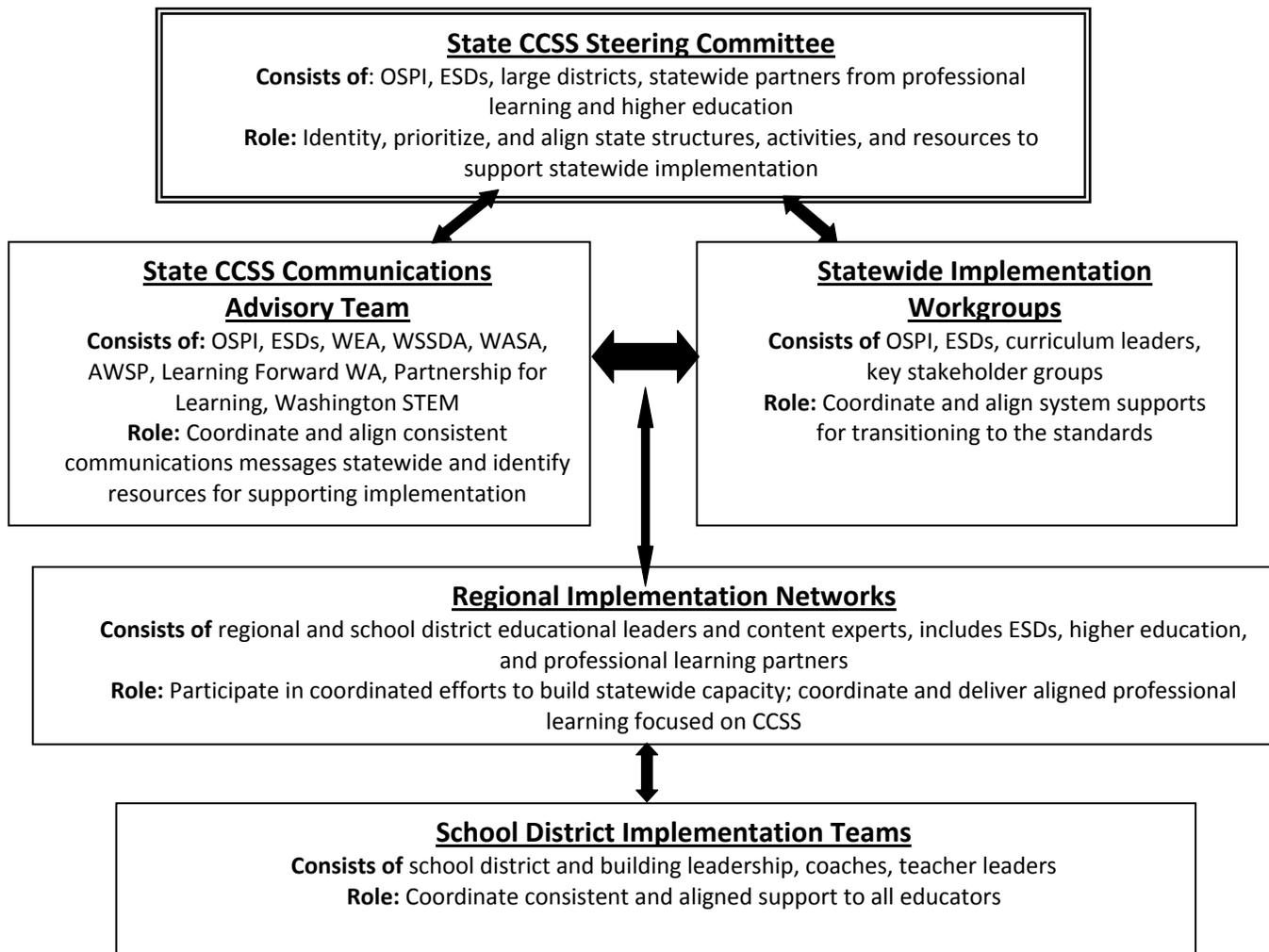
Core Values: This vision can only occur through core values of clarity, consistency, collaboration, coordination, and commitment from classrooms, schools, and communities to the state level.



Today, more than ever, it is critical to create a system that is interconnected and aligned through activities, funding, and messages. Strong implementation by educators of the CCSS is directly related to improving teacher practice. As the new educator evaluation system moves toward the inclusion of Professional Growth Plans, implementation of the CCSS will need to be embedded given the close connections to criteria focusing on content knowledge and instruction. Alignment of these statewide efforts to support student and educator growth and development through implementation of the CCSS and TPEP will provide the coherence necessary for the success of both.

Following a model similar to that established by TPEP, OSPI's CCSS implementation structure is nimble, responsive, and accessible to all key stakeholders. Figure 2 provides an overview of this structure. The state CCSS Steering Committee, combined with the state CCSS Communications Advisory Team, includes statewide professional learning organizations, associations, and private partners with the ability to mobilize and leverage significant resources in support of statewide implementation.

Figure 2: CCSS State Leadership and Implementation Structure



Implementation Activities since Adoption

Educators and statewide educational partners are mobilizing across the state to support implementation of the CCSS. It should be noted that while the following summary is focused on OSPI-led activities, school district leaders began collaborating at the start of the 2011–12 school year within each of the nine ESD regions to build their collective capacity for implementation of the standards. At least four regions—ESD 189 (northwestern), ESD 112 (southwestern), ESD 105 (Yakima Valley region), and ESD 101 (Spokane and vicinity)—are also working on implementation support structures for the state’s smallest school districts. Following is a summary of key OSPI activities since June 2011.

Summer 2011:

- Conducted bias and sensitivity review of CCSS.
- Announced adoption (July 20, 2011) and began key initial state transition activities including:
 - Established and convened CCSS Steering Committee, CCSS Communications Advisory Team, and OSPI/ESD content workgroups.
 - Launched OSPI CCSS Web site with state-specific resources to support CCSS transition and links to other state and national resources.

- Convened statewide content association leaders to engage in statewide implementation efforts.
- Engaged Career and Technical Education (CTE) leaders around how CTE programs can support implementation of CCSS.

Fall 2011:

- Delivered initial CCSS awareness training to all OSPI staff and staff from all nine ESDs.
- Provided CCSS workshops at all statewide educator association conferences and the State Board of Education's November 2011 meeting.
- Launched CCSS Quarterly Webinar Series for 2011–12 school year.
- Worked with ESD leadership to establish consistency in convening school district curriculum leaders to focus on CCSS transitions.
- Established key ongoing partnerships with the groups and organizations below to align implementation efforts and connect statewide initiatives:
 - State TPEP partners
 - Higher Education Coordinating Board projects (including Title II, Part A professional learning activities, and state GEAR-UP grants) and collaboration with the Washington Association for Colleges of Teacher Education
 - Professional Educator Standards Board revision of the pre-service teacher endorsement competencies to align with CCSS
 - Next Generation Science Standards (review and consideration of drafts in light of current state standards and transition to CCSS in mathematics and English language arts)
 - Statewide Strategic Planning for Career and Technical Education (as per Senate House Bill 1710 from the 2011 Session)
 - Washington's Financial Education Public Private Partnership (FEPPP) implementation efforts, including participation in the FEPPP Ad Hoc CCSS/Financial Education Committee to align and integrate future financial literacy professional learning resources and supports with the CCSS
 - Washington STEM grants to school districts
- Applied for and was awarded participation in two CCSS implementation support initiatives:
 - Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core Initiative (led by Learning Forward in partnership with the Council of Chief State School Officers and the Sandler Foundation). Washington was selected to be one of six states participating in the project through June 2013.
 - Common Core State Standards and Assessments: K–12/Postsecondary Alignment Grant (partnership among the Lumina, Hewlett, and Gates Foundations). Washington was one of ten states invited to apply for this three-year grant, worth \$600,000 over three years.

Activities will continue as described in more detail in Table 3 to support statewide application and assessment starting with the 2014–15 school year.

Also critical to successful implementation of the CCSS is to establish a statewide professional learning system that is mindful of the activities and knowledge necessary for all educators when implementing standards-based teaching and learning efforts. As such, it is important to

understand the context and connection between state learning standards and professional learning in Washington State.

State Standards and Professional Learning in Washington

Since 1993, Washington has had defined state academic learning standards, or Essential Academic Learning Requirements, that guide what all students should know and be able to do throughout the course of their K–12 education. OSPI and state partners, such as the ESDs have provided opportunities for educators to learn about the state standards through a variety of methods over the years ranging from large scale state conferences to monthly webinars and electronic educator collaboration websites. However, it has always been the responsibility of each school district to ensure their educators receive the professional development and support necessary for educators to deliver instruction aligned with state standards.

The high level expectations for students, teachers, and for school districts in the transition to the CCSS is similar to 1993 when our state adopted common academic standards for the first time and when Washington revised its mathematics and science standards in 2008 and 2009. The state’s learning standards should serve as the foundation to guide state and local professional learning around each subject area. Similar to past standards adoptions and revisions, district and building administrators and classroom teachers will need the foundational pieces to support the transition to the CCSS described below in Table 1.

Table 1: Foundational Components for Implementing New Academic Standards

	Classroom Teachers will Need...	District and Building Administrators, Coaches, and Teacher Leaders will Need...
1) Awareness	<ol style="list-style-type: none"> 1) Understanding of the standards, the major shifts and differences between the old and new standards within their subject and grade levels 2) Time and support within professional learning communities to plan and consider impact at the classroom level 	<ol style="list-style-type: none"> 1) Understanding of the standards, the major shifts and differences between the old and new standards 2) To conduct analyses of alignment and gaps within district/building instructional materials and district/building level assessments 3) An implementation and communication plan for transitioning between old and new standards that integrates with existing district/building priorities, school improvement efforts and educator evaluation processes
2) Build Educator Capacity, and 3) Classroom Transitions	<ol style="list-style-type: none"> 1) Collaborative time to dig into the standards document more deeply in order to understand key content and vertical articulation of ideas 2) Collaborative time in order to develop instructional skills to implement the standards 3) Collaborative time to understand alignment gap of the CCSS within classroom units and lessons 	<ol style="list-style-type: none"> 1) To identify teacher leaders to develop and lead district/building professional learning 2) Provide professional learning time for all teachers to implement the standards
4) Application and Assessment	<ol style="list-style-type: none"> 1) Aligned materials and instructional supports, as well as classroom-based assessments 2) Understanding of the gaps in their own knowledge and skills to further inform professional learning needs 3) Knowledge and ability to use data from the new assessment system 	<ol style="list-style-type: none"> 1) Knowledge and ability to implement a new assessment system, including a thorough understanding of the system and its resources/components available throughout the year 2) Resources to provide to teachers materials, instructional supports and aligned classroom-based assessments 4) Understanding of the gaps in knowledge and skills of teachers to further inform professional learning needs

Across the state, districts have varied capacities and disparate approaches to supporting their educators to implement the state learning standards. In the past, districts had the financial capacity to provide professional development over multiple days, either after the school day or during the summer. Districts vary widely in how professional learning is funded, delivered, and supported at the local level. Some districts have a tightly-focused, systemic approach to professional learning, while others leave these decisions up to individual building leaders. Many of these decisions hinge closely upon the negotiated teacher contracts for the use of professional learning time during the school year.

With fewer resources currently available, many districts offer no formal professional learning. Creative districts rely on scheduling solutions such as professional learning communities and one-on-one instructional support for educators that occur during contracted days. Other examples of how districts are providing professional learning opportunities for their educators include:

- Paid days during the summer, prior to the start of the school year.
- A limited number of release days per year (either as early release days or full days through the course of the year).
- Hiring dedicated district-level instructional coaches to work with educators during the year.
- Identifying and assigning designated teacher leaders to work with educators during the year at the building level.

One of the assumptions that was made in the January 2011 OSPI “[Common Core State Standards for English Language Arts and Mathematics: Analysis and Recommendations Report to the Legislature](#)” was that on average, each of Washington’s 295 school districts had at least 1.0 Full-Time Equivalent (FTE) staff at the district office level with the responsibility to coordinate curriculum, instruction, and assessment activities and who was therefore tasked with the responsibility to oversee the district’s implementation of new academic standards and implementation of associated assessments. While this may have been a valid assumption in previous years, data from the 2010–11 school year suggests a different picture of overall district support capacity. Table 2 represents the total number of staff allocated in positions at the district level that provide management functions, program support and direction, and overall coordination of district-wide activities (not including school district superintendents). A portion of this change in staffing is certainly related to changes in fiscal resources since 2008.

While it is not practical to compare the data from year to year due to funding and accounting changes, anecdotally from school district input, and based on current national, state, and local education funding trends, it is clear that school districts are having to make difficult decisions with waning resources related to their ability to support teaching and learning. Through outreach to districts during 2011, we learned that regardless of size, districts are refocusing and reprioritizing minimal resources around core instructional activities (students). Districts are also making new efforts to collaborate and share expertise with neighboring districts around implementation of the CCSS. Larger school districts with more district office and content expertise capacity are more willing to work with the state to make the materials they develop available to other school districts with more limited capacity.

Table 2: School District Staffing Capacities to Support Curriculum, Instruction, and Assessment Activities

Statewide Landscape 2010–11 School Year			District Curriculum, Instruction, and Assessment Staff	
School District Size Based on Student FTE Count	# of Districts	% of State Student Population	Total FTE	Average FTE per District
Up to 1,999	186	10%	64	.35*
2,000 to 4,999	52	17%	146	2.8
5,000 to 9,999	27	19%	158	5.8
10,000 to 19,000	21	30%	290	13.8
20,000 +	9	24%	209	23
Statewide Totals	295	100%	867	2.93

Source: School District Personnel Summary Reports, 2010–11 (School District Form S-275)

*Note: 93 of these districts (50%) report no district staff at this level.

School District Capacity Summary:

- Washington’s smallest districts have a small number of personnel (less than .5 FTE) at the district and building levels filling multiple leadership, administrative, and instructional roles. Ninety-three of the 186 districts report having no district administrative staffing to support this work other than possibly the superintendent. As a result, it is likely that a majority of these districts rely heavily on their regional ESD or other state-level partners to support professional learning activities and building the capacity of their educators.
- School districts with greater capacity at the district levels are able to provide a stronger infrastructure that support professional learning for teachers throughout the school year.
- Since implementation of the state’s learning standards are at the core of teaching and learning activities that occur at the district and building levels, districts will need to have systems and support structures in place to support their educators to implement the standards regardless of their fiscal capacities.
- Implementation of the CCSS is just one of the large system change efforts districts are confronting. Educator evaluation systems will also demand significant time and attention from these district leaders. Because these efforts are both concurrently implemented and necessarily connected, it will be critical for OSPI and state partners to provide linkages among both efforts to support implementation of them as a package to support educators’ ongoing growth and development and at the same time creating conditions for a consistent and uniform system of public education across the state of Washington.

Implementation Timeline and Costs

As described earlier, OSPI is working in collaboration with key state partners to establish and maintain a statewide infrastructure that will support full implementation coinciding with the implementation of a new state assessment system in the 2014–15 school year and beyond. Table 3 provides an overview of key CCSS implementation activities that will occur over the next three years. This coordinated system will provide multiple entry points for all school districts to have access to a variety of opportunities and resources to support strong transitions to the CCSS based on local capacities and contexts. Additionally, the table provides an overview of the estimated costs associated with implementation for the 2011–13 and 2013–15 biennia. Following the table is an explanation of the assumptions used to derive the cost estimates for this report.

Table 3: Washington's CCSS Timeline, Activities, and Costs

2010–11 School Year	2011–12 School Year	2012–13 School Year	2013–14 School Year	2014–15 School Year and beyond
<p>1) CCSS Exploration</p> <ul style="list-style-type: none"> Conduct standards comparisons Analyze costs/benefits of adoption Engage stakeholders & policy makers Conduct bias and sensitivity review Formal Adoption 7/20/11 	<p>2) Build Awareness of CCSS and Career & College Readiness Vision</p> <p><u>Supports for Standards Implementation</u></p> <ul style="list-style-type: none"> Provide initial CCSS overview presentations to OSPI and ESD staff Identify resources from national organizations, and other states Establish CCSS Quarterly Webinar Series Convene school district leadership teams to learn about CCSS and build transition plans Develop, disseminate, maintain communication materials to support building awareness Connect districts with resource to align professional learning and materials to support implementation <p><u>Assessment</u></p> <ul style="list-style-type: none"> 2012: MSP/HSPE/EOC based on 2008 WA Math Standards and 2005 Reading and Writing Standards 	<p>3) Build Statewide Capacity and Classroom Transitions</p> <p><u>Supports for Standards Implementation</u></p> <ul style="list-style-type: none"> Provide supports around CCSS vision and awareness; including resource for special populations Convene school district leadership teams to learn about CCSS and build transition plans Establish CCSS specialist cadres of educators to build capacity within districts to implement the CCSS Maintain existing core content support at regional levels (establish, where necessary) Align state CTE Course Frameworks with CCSS Develop and disseminate CCSS implementation toolkits for various audiences CCSS Quarterly Webinars <p><u>Assessment</u></p> <ul style="list-style-type: none"> Give priority to using current WA items most closely aligned to CCSS when developing state tests Work with Legislature to determine impact of new assessment system on high school exit exams 2013: MSP/HSPE/EOC based on 2008 WA Math Standards and 2005 Reading/Writing Standards 2014: Statewide pilot of new assessment items for Math and ELA 	<p>4) Statewide Application and Assessment of CCSS</p> <p><u>Supports for Standards Implementation</u></p> <ul style="list-style-type: none"> Continue to provide supports around CCSS vision and awareness and classroom transitions; including key messages and supports for special populations Convene school district leadership teams to share transitional activities and to collaborate around CCSS implementation Maintain CCSS educator cadre as a resource within and across districts; including as support to utilize CCSS toolkits <p><u>Assessment</u></p> <ul style="list-style-type: none"> 2015: New assessments in Math, Reading, and Writing 	<p>5) Statewide Coordination and Collaboration to Support Implementation</p> <ul style="list-style-type: none"> Establish and maintain engagement and coordination of state CCSS Steering Committee, state Communications Advisory, and ESD Network Convene state professional learning associations and stakeholders to align messages, coordinate efforts, and build statewide capacity Engage partners to align and leverage state/national initiatives and resources Work with key state partners on efforts to build capacity across systems for CCSS implementation (e.g., early learning, higher education) Integrate targeted CCSS content support throughout statewide professional learning opportunities
<p><u>Costs (2010–11 school year)</u></p> <p>State: \$75,000</p>	<p><u>Estimated Costs (2011–13 Biennium)</u></p> <p>State: \$313,000 Regional: \$1.6M (\$1.3 for ESD ELA support) District: \$6.5M</p>		<p><u>Estimated Costs (2013–15 Biennium)</u></p> <p>State: \$442,000 Regional: \$3M (\$2.6 for ESD ELA support) District: \$11.4M</p>	

Assumptions: Estimated Costs to Implement the CCSS

Table 3 provides a summary of the estimated incremental costs and the unique costs related to statewide implementation of the CCSS. It should be noted that the January 2011 *OSPI Common Core State Standards Analysis and Recommendations* report's analysis of implementation costs provided an estimate of all activities at the state, regional, and local levels related to implementation, including the costs of existing staff time at the state (OSPI) and school district office levels. In contrast, this report does not include costs related to staffing at the state (OSPI) and local school district levels as these costs are assumed to continue as currently funded—without regard to funding source.

The cost estimates in this report assume that the state (OSPI), regional ESDs, and local school districts will shift existing resources from current standards implementation support and alignment activities to those focused on CCSS implementation. The only component in which existing resources do not exist is at the regional ESD level for English language arts support at the same level in which the regional mathematics coordinators in each ESD are currently funded (see 3b below).

Following is a summary of the key implementation activities that were included in the cost estimates for the current and upcoming biennia:

1. CCSS Exploration

- a. **State (OSPI) Costs:** The costs incurred during the 2010–11 year were to support meetings of educators to conduct comparisons and crosswalk documents bridging the 2008 Washington mathematics standards and the 2005 reading and writing standards with the CCSS. In addition, prior to adoption, OSPI convened a bias and sensitivity committee to review the standards and provide recommendations on ways to implement them to allow access for all students to their content.

2. Build Awareness of CCSS and Career and College Readiness Vision

- a. **Estimated State (OSPI) Costs:** Most of the state activities related to building awareness are assumed within the costs of core activities for supporting transitions to new standards. In the 2011–12 school year, OSPI partnered with Washington State Association for Supervision and Curriculum Development and Learning Forward Washington to host two CCSS symposia for school district leadership teams to provide initial awareness and orientation to the standards. This model is likely to be replicated throughout the state by ESDs and other professional learning partners as an effective way to build initial understanding around the standards and their vision for career and college readiness.
- b. **Estimated Regional (ESD) and Local School District Costs:** Most of the regional and local activities related to building awareness are assumed within the costs of core activities for supporting transitions to new standards.

3. Build Statewide Capacity and Classroom Transitions

- a. **Estimated State (OSPI) Costs:** OSPI will work in partnership with the nine regional ESDs to bring together teams to coordinate trainings to build regionally-based cadres of CCSS specialists. Each year two meetings of the cadres are planned in each region. These individuals might be curriculum and/or teacher-leaders from ESDs and school

districts committed to building deep knowledge around the CCSS and to providing support within their local and neighboring districts for implementation efforts.

- b. **Estimated Regional (ESD) Costs:** This report assumes that support will continue for the regional ESD mathematics coordinator positions in each of the nine ESDs. In the area of English language arts, however there is disparate staffing for English language arts across the regions. OSPI provides minimal funding through Title II, Part A to each ESD to support a portion of a position for statewide literacy efforts. This report factors in the need to establish full-time English language arts coordinators in each region similar to the model currently supported for mathematics and science. Given the interdisciplinary nature of the CCSS for English language arts, these positions are critical.

In addition, regional training opportunities for educators will be hosted in each of the nine regional ESDs that focus specifically on mathematics and English language arts (four trainings per year per subject (eight total) estimated in each region) annually. The content of all trainings will be developed jointly between OSPI and the ESD mathematics and literacy coordinators in order to ensure consistency of content and alignment of statewide support for transitioning to the new standards.

- c. **Estimated Local School District Costs:** This report assumes that the costs at the district levels are primarily opportunity costs. Districts have always provided a range of support to educators so they have the knowledge and skills necessary to teach the state learning standards and effectively use related instructional materials. With the transition to the CCSS, districts will shift focus and align educator learning to the new content. The primary “new” work will be the work of aligning existing district level professional learning systems, instructional materials and resources, and grading systems. This report assumes that meetings will occur in every school district to undertake this work at varying levels. In addition, educators from all districts will be invited to participate in the state and regional professional learning opportunities focused on implementing the CCSS. Small districts often place the responsibility for new professional learning on individual teachers. Others contract with their ESD or join with other districts to create regional collaboratives to provide professional development. Larger districts use in-house expertise. Access, quality, focus, and depth of learning all vary widely. OSPI and the ESDs will work together to assure all educators have access to the skills and knowledge they need to implement the CCSS.

While costs identified in this report at the local level are relatively small, OSPI recognizes that local staff resources will be used during the transition to the new standards. The cost estimates in this report do not include the cost of existing teachers, administrators or other local school district staff utilizing their time for alignment, as it is assumed that these staff persons are currently aligning their instructional activities to existing standards, or are otherwise involved in the process of aligning curriculum and instructional resources and supports with high quality teaching and learning.

Finally, the cost estimates also do not include possible local costs related to purchasing new or updating current instructional materials to ensure alignment with the standards. When considering instructional materials costs, the precise amount required by local districts cannot be determined given the great variance among districts regarding their

purchasing and adoption cycles of instructional materials. The costs for districts to purchase aligned instructional materials will depend on the extent in which existing instructional materials are aligned with the new standards, thus dictating whether new instructional materials need to be purchased or if existing materials can be supplemented, and the extent to which supplementary materials will be available online at low or minimal costs.

4. **Statewide Application and Assessment of CCSS**

- a. **Estimated State (OSPI) and Regional (ESD) Costs:** The activities and assumptions described above are assumed to continue through statewide application and assessment of the standards. At the state level, OSPI will work to align current assessment system resources with the CCSS and with the new assessments that will be implemented in the 2014–15 school year.
- b. **Estimated Local School District Costs:** The activities and assumptions described above are also assumed to continue throughout application and assessment. As part of initial alignment activities, districts will have included analysis of their district and classroom assessments for their alignment with the CCSS. During that work, and by accessing resources made available by the state, they will make necessary adjustments to locally-developed assessments.

5. **Statewide Coordination and Collaboration to Support Implementation**

- a. **Estimated State (OSPI) Costs:** Critical to successful implementation is the continued coordination among state education partners, associations, and stakeholders. As the state education agency, OSPI will take the lead to convene and facilitate coordination and sharing among groups that historically do not work together. Three to four meetings are planned annually to bring state partners and stakeholders together around the activities described in Table 3. These may include convening stakeholders to consider tools to support reviewing instructional materials and resources for their alignment with the standards.

At all levels, the activities described above will need to take place in the coming years to varying degrees, with or without new funding. Existing and emerging fund sources and structures to support this work include:

- Current core funding at the state, regional, and local levels (e.g., Basic Education Act funding to all districts to support “materials, supplies, and operating costs”).
- Current professional learning time, structures, and activities at the state, regional, and local levels (e.g., professional learning communities, early release days, and continuing education requirements).
- In-kind support and resources from educational partners to support state and regional professional learning opportunities and to support building infrastructure support for implementation such as communications and website development resources.
- Integration with current statewide initiatives, where appropriate. Primarily this includes state funding to support teacher and principal evaluation efforts, and federal funding for Title II Part A (Teacher and Principal Quality), Title II Part B (Mathematics and Science Partnerships), and Title I School Improvement Grant funds.
- Coordination with other state agencies, organizations, and initiatives to fund and facilitate CCSS implementation activities. One example of this is OSPI’s collaboration with the Higher Education Coordinating Board to integrate CCSS implementation

support into professional development for GEAR-UP grant recipients, and to provide financial support for the awareness and capacity building activities mentioned above.

III. Public Input on Implementation and Enhancements to the Common Core State Standards

OSPI sought input regarding implementation of the CCSS from educators and the public during summer and fall 2011 through a variety of in-person and web-based methods, including webinars, presentations, and targeted outreach efforts, as a component of outreach during the transition to the CCSS, and as directed by the Legislature in Second Engrossed Substitute House Bill 1087, Section 501 (1) (ii). The primary purposes for gathering input beyond that which was collected in 2010 prior to the state's adoption of the standards were to gather:

- Information on the resources, supports, and structures needed by educators for implementation of the standards at the state, regional, and local levels, in conjunction with other key state initiatives; and
- Recommendations from the public for making enhancements to the CCSS.

The four primary outreach efforts were:

1. **OSPI Bias and Sensitivity Review of the CCSS (June 6 and 7, 2011):** This process was completed in June 2011, prior to the state's adoption of the CCSS in July. OSPI recruited a committee of 50 educators from across the state to review the standards and provide recommendations to support bias-free and culturally-sensitive implementation of the standards. OSPI hired an external consultant team to provide support to develop the review process and instruments and to facilitate the process.
2. **Educator Policy Forums—Teacher and Principal Evaluation and CCSS (October 1 and 23, 2011):** OSPI, in partnership with the Washington Education Association, Association of Washington School Principals, and Center for Strengthening the Teaching Profession facilitated two educator policy forums with over 150 practicing principals and teachers. The purpose of the forums was to amplify the accomplished educator voices in determining the design and implementation plan for the new teacher and principal evaluation system and CCSS. Specifically, participants were asked to address how the state, regions, and districts can best support teachers and principals in the areas of evaluation and implementation of the CCSS in the coming years.
3. **CCSS Public Survey (Open Online September 20–November 23, 2011):** This online survey was made available at the start of the 2011–12 school year in conjunction with the first series of OSPI CCSS webinars in September. The focus of the survey was to garner input from educators and interested members of the public about priorities around the CCSS implementation and whether or not the standards should be enhanced. If participants believed the standards should be enhanced, they were asked to respond as to how. OSPI disseminated the survey on the OSPI Web site, verbally in presentations throughout the state, and through an official OSPI memorandum.
4. **CCSS Public Forum (November 3 and 15, 2011):** The state Legislature required OSPI to host “an open public forum” to seek recommendations to enhance the standards. In order to allow sufficient access to individuals wishing to provide input in person, OSPI hosted two public forums, one in eastern Washington (Spokane) and one in western (SeaTac). The public forums were designed as an opportunity for participants to:
 - Learn more about the standards and their implications for career and college readiness;

- Provide input regarding implementation of the standards; and
- Make recommendations about whether the standards should be enhanced, and under what process and timeline.

As with the public survey, OSPI disseminated information about the public forums on the OSPI Web site, through OSPI social media venues (i.e., Facebook and Twitter), through public notice in online and print newspapers, verbally in presentations throughout the state, and through an official OSPI memorandum.

It should be noted that input on whether or not enhancements should be made to the CCSS was gathered specifically through the public survey and public forums only.

Results:

1. **OSPI Bias and Sensitivity Review of the CCSS:** The review process was conducted using a rubric focused on key bias and sensitivity considerations (race/ethnicity/culture, sex and gender, religion, age group, disability, and socioeconomic considerations). The committee made general recommendations for implementing the mathematics and English language arts CCSS in a bias-free and culturally-sensitive manner, and in many instances, provided detailed recommendations for specific groups of standards. While the final bias and sensitivity review report provides a summary of all recommendations garnered from the committee¹, many, more global recommendations were articulated consistently by the committee throughout the review and can be applied to most or all of the CCSS for English language arts and mathematics. According to the committee, successful implementation of the CCSS must include intentional activities that support educators to:
 - Develop an understanding of the alignment of the CCSS throughout the kindergarten through high school progression in order to ensure that all learners are supported throughout their academic careers.
 - Develop an awareness of and build upon the rich diversity of students' cultural backgrounds, family structures, learning styles, language and communication skills and patterns, proficiency levels, and methods of expressing ideas and operations as they develop instructional approaches, interaction groupings, classroom libraries, and assessment strategies.
 - Foster exposure to and interactions with multicultural images, role models and content which can support understanding, valuing and developing the craft, perspectives, and points of view of authors, mathematicians, and other practitioners from different backgrounds and cultures (cultural/ethnic/racial, sex and gender, disability, and socioeconomic considerations).
 - Balance providing access to diverse, culturally rich texts, multimedia sources and cultural models with scaffolding learning activities to ensure that students acquire the requisite comprehension skills, cultural knowledge, and vocabulary to develop the CCSS for English language arts and mathematics (cultural/ethnic/racial, disability, and socioeconomic considerations).
 - Initiate regular classroom dialogue and other class activities to help students recognize discuss, and address the emotional reactions students might have to bias in primary and

¹ OSPI Bias and Sensitivity Review of the Common Core State Standards in English Language Arts and Mathematics: Implementation Recommendations Report, Section 3
<http://www.k12.wa.us/CoreStandards/pubdocs/ImplementationRecommendationReport.pdf>

secondary sources (cultural/ethnic/racial, sex/gender, religion, disability, and socioeconomic considerations).

- Ensure access to technology and multimedia resources to provide culturally relevant and engaging materials while carefully selecting text, illustrations, and media to avoid biased or stereotypical representations (cultural/ethnic/racial, sex/gender, religion, disability, and socioeconomic considerations).
- Give learners opportunities to develop and share their cultural heritage and personal stories and content knowledge and skills development in English and their home languages, and ensure equitable and adequate time to do so in response to their diverse needs and years of English language acquisition (cultural/ethnic/racial, sex/gender, religion, disability, and socioeconomic considerations).
- Use culturally responsive literacy and knowledge, transfer strategies such as teacher modeling, discussion, charting, and graphic organizers to scaffold learning for students of differing abilities and to increase their stamina, knowledge and skills development.

2. Educator Policy Forums—Teacher and Principal Evaluation and CCSS: Two Educator Policy Forums were facilitated around several key questions related to both initiatives in October 2011. Most of the 150 participants agreed in the critical nature of making explicit linkages between implementation of the CCSS with the new educator evaluation criteria related to expectations, instruction, and content knowledge. Several key themes emerged and are summarized below regarding implementation of the CCSS:

- Educator voice is essential for successful implementation of both teacher and principal evaluation and CCSS implementation.
- Clear and consistent communication must be delivered to all stakeholders during the transition to CCSS.
- Resources to support implementation need to be available. OSPI could act as a clearinghouse of supporting instructional resources and professional development materials.
- Opportunities for professional learning should be equitably available for all stakeholders, and differentiated for various audiences.

3. CCSS Public Survey: A total of 626 individuals responded to the public survey focused on the CCSS during the nine weeks it was available online for response. The full public survey and compilation of responses to questions 5 and 6 of the survey can be found in Appendix B.

Overall, the majority of the respondents classified themselves as “educators or instructional coaches” (52 percent); 29 percent identified themselves as “district or school administrators”; 10 percent were “parents or community members”; and 9 percent fell into an “other” category. In terms of general knowledge about the CCSS, most of the respondents were “familiar, but not well-versed” with the standards (39 percent), with 31 percent having a “good understanding” of the standards. Seven percent rated themselves as “highly knowledgeable” about the standards. The remaining respondents knew nothing or very little about the standards. Forty-six percent of the respondents ranked communication about and implementation of the standards at the top of their priority list. Educators, parents, and community members were strongest to indicate communication about and implementation of the CCSS as one of their highest priorities (52 percent and 49 percent

respectively). Tables 4 and 5 provide a summary of respondent’s opinions on making enhancements to the CCSS for Mathematics and English language arts.

Table 4: Survey Responses for Enhancement of the CCSS in Mathematics

Do you believe the CCSS in Mathematics should be implemented without change, or enhanced? (Survey Question 5)				
Respondent Role	They should be enhanced	They should be implemented without change	Possibly, in the future	No Opinion
District or School Administrator (N=184)	6%	28%	48%	18%
Parent or community member (N=63)	29%	8%	49%	14%
Educator or instructional coach (N=324)	10%	18%	48%	24%
Other (N=55)	9%	18%	40%	33%
Total Percent of Respondents (N=626)	11%	20%	48%	21%

Table 5: Survey Responses for Enhancement of the CCSS in English Language Arts

Do you believe the CCSS in English Language Arts should be implemented without change, or enhanced? (Survey Question 6)				
Respondent Role	They should be enhanced	They should be implemented without change	Possibly, in the future	No Opinion
District or School Administrator (N=184)	4%	27%	47%	22%
Parent or Community member (N=63)	16%	13%	43%	28%
Educator or Instructional Coach (N=324)	6%	9%	33%	52%
Other (N=55)	13%	9%	33%	45%
Total Percent of Respondents (N=626)	7%	15%	38%	40%

All respondents had the opportunity to provide comment regarding enhancements, whether they felt enhancements should be made or not. Comments were primarily provided by individuals that indicated that yes, the standards should be enhanced, or that they should “possibly” be enhanced in the future. Regarding mathematics specifically, 112 individuals included comments to the question, “If you believe the CCSS in Mathematics should be enhanced, how so?” From the 11 percent of respondents that indicated the mathematics standards should be enhanced, there was no general agreement on how the standards should be enhanced. Some respondents felt it would be important to provide examples to give clarity to the standards, while others felt it was important to ensure that the rigor is the same or higher than the 2008 “Washington State K-12 Mathematics Learning Standards”. Regarding English language arts, specifically, 61 individuals included comments to the same question for that subject. There was also no agreement as to how the English language arts standards should be enhanced from the seven percent of respondents that believe the English language arts standards should be enhanced. Some felt it was important to increase the rigor, while others were concerned about the implication that the standards represent one bar for all kids.

- 4. CCSS Public Forum:** A total of 28 individuals attended one of the two public forums held in November. Participants ranged from interested parents and community members to

classroom educators, school district administrators, and one legislative staffer. A full compilation of the agenda, OSPI Memorandum, and compiled responses gathered during the public forums can be found in Appendix C.

Overall, four themes were identified from more than 180 specific comments provided by participants at the public forums.

A. Outcomes for Students and Teachers: Over 50 of the comments addressed outcomes for students. The topics that were mentioned most often included thoughts about:

- That students will benefit from consistent expectations.
- There is a focus on career- and college readiness preparation within the CCSS
- The CCSS lays a strong foundation for students.
- The CCSS will hold students to high expectations and provide clear learning targets for all students.
- The CCSS will make positive changes in content.
- The “habits of mind” described in the standards cross-cut to other content areas.

Regarding outcomes for teachers, comments addressed:

- Shared responsibility for teaching the CCSS.
- Collaboration among colleagues will be necessary with the CCSS.

B. Implementation of the CCSS: Another third of the comments addressed implementation of the standards. The most frequent comments included thoughts on:

- Whether or not educators are prepared to teach the standards (e.g., will districts and the state offer opportunities to receive quality professional development?).
- The time needed to support full implementation.
- Access to implementation support by small and rural school districts.

Other implementation topics mentioned more than once included:

- Content-specific comments about the English language arts standards (including, questions about the balance of informational and narrative text, inclusion of literature, and how “fluency” is defined within the standards).
- Implications for changes in instruction, especially with students with special needs and/or challenges.
- The need to link implementation of the CCSS with other state initiatives, especially with teacher and principal evaluation efforts across the state.

C. Resources Needed for Successful Implementation: Participants made more than 40 comments about the resources needed for successful implementation. Many comments addressed the important role of the state in identifying, developing, and/or making available resources to educators that no longer have time to develop or find resources on their own.

The resources that were mentioned most often included:

- Curriculum materials alignment (with possible need to update and/or replace).
- The use of technology to support implementation and the implications using more technology might have on traditional instructional delivery methods.
- Communication with parents is critical, especially parents of ELL students.
- Mechanisms to share good ideas and build capacity across districts.

- Transitional documents and examples.
- Continued maintenance of the OSPI CCSS Web site.
- Funding specifically to support the professional learning necessary to support implementation of the standards.

D. Professional Learning to Support Implementation: More than 20 participants mentioned the professional learning that would be needed to support educators with implementation of the standards and the challenges presented in implementation of new standards. The most frequent comments shared addressed the following critical components of professional learning to support implementation of the CCSS:

- The need for professional learning to build on what teachers already know.
- The importance of providing time for collaborative learning at local levels.
- Having focused and explicit goals for the content and outcomes of professional learning (e.g., content needs to address instructional and assessment alignment issues at the district and building levels).
- The need to provide multiple methods for educators to access professional learning resources (e.g., providing learning opportunities via the Internet).
- Finding ways to build and maintain educator engagement despite waning motivation and initiative fatigue.

Public forum participants were also given time to discuss whether enhancements should be made to the standards. Participant comments about the topic of enhancing the standards fell into the following areas:

- **Process for Considering Enhancements:** Several comments advocated for focusing support on learning the standards and then consider whether something is missing in the future. Participants felt that if, after allowing time for full implementation to occur throughout the state, it is determined that enhancements need to be made to the content of the standards, OSPI should engage educators, students, parents, and communities at all levels to consider possible needs and to look at what other states have done to enhance the standards.
- **Timeline for Considering Enhancements:** The majority of participants were pragmatic in their perspective regarding timing for making enhancements. The majority agreed that the state should wait until following full statewide implementation to make enhancements to the standards. Participants were concerned about how enhancements might require changes to state and local assessment systems. In addition, participants referenced the staff development time needed to implement the standards as-is, and that additional time would be needed for enhancements.
- **Specific Enhancement Suggestions:** Several participants made specific suggestions about topics that they thought should be added, or drawn out within the standards. Suggestions ranged from adding emphasis and content around environmental and sustainability Education topics to adding Washington-specific connections within the standards.
- **No Reason to Add Enhancements:** In general, participants making these comments felt that making enhancements would add complexity to an already complex process and that the process would distract implementing the standards successfully.
- **Other Considerations:** Participants provided comment and/or questions on a variety of other topics related to implementation and/or making enhancements to the standards. These included suggestions of adding targeted supports (e.g., definitions and examples) to the

standards and developing processes to engage families and communities throughout the state.

Overall, the comments and suggestions related to making additions to and/or enhancing the standards that were gathered in 2011 through the public survey and two public forums were consistent with the feedback gathered in fall 2010 on the same subject. The majority of 2011 respondents advocated for focusing attention on building a strong support system for implementing the CCSS prior to making decisions about making enhancements to the standards. While respondents provided some specific comments about content that should be added to the standards, there was no consensus among respondents about that topic. In order to support focused implementation in the years leading up to assessment of the CCSS, OSPI does not intend to make enhancements to the content of the CCSS, as per the majority of public input received in 2010 and 2011.

IV. Conclusion

In closing, Washington's adoption of the CCSS offers a unique opportunity for Washington to move forward statewide professional learning efforts to focus on the CCSS and to collaborate with and learn from other states that began their implementation efforts over one year ago. The state will also be able to utilize and build on implementation support materials that have been developed by other states and national organizations for building educator knowledge of the standards. Districts throughout the state are seeking assurance that the CCSS will remain Washington's state learning standards for mathematics and English language arts in order to allow for deep and meaningful implementation to occur over several years. Regional ESDs, statewide professional learning organizations, and our state's largest districts began mobilizing district leaders and educators at the start of the 2011–12 school year to facilitate collaborations around transition to the CCSS and are continuing to transfer and align existing resources and structures to support implementation. Successful implementation of the CCSS will require continued intentionality to align and leverage statewide initiatives to best support the state's educators. The implementation activities and costs delineated in this report hinge upon this intentional alignment and the ability of leaders at all levels to transition existing activities and resources from current standard implementation support and alignment activities to those focused on CCSS implementation.

While financial resources are waning at all levels, there are savings to be found in the economies of scale already underway throughout the nation with the 43 other states also implementing the CCSS. With Washington's elimination of state-supported professional learning days in 2009, and with the potential of statewide reduction in the number of school days per year, it is important for policy makers to be mindful of current and emerging state and federal educational accountability requirements in light of this context. As additional resources and opportunities emerge at national, state, and local levels, it will continue to be important to target these resources toward ongoing learning improvement that is focused and targeted to support educators' implementation of state learning standards. Through continued engagement and collaboration with other states undertaking similar education reform agendas, Washington is well poised in accessing the diversity of aligned resources already being developed to implement the CCSS.

V. Appendices

Appendix A: Common Core Legislative Language, 2010 and 2011

2011 Session Law (Signed by Governor 6/15/11)

Second Engrossed Substitute House Bill 1087 (2ESHB 1087, Section 501, (1)(ii))

(ii) By January 1, 2012, the office of the superintendent of public instruction shall issue a report to the legislature with a timeline and an estimate of costs for implementation of the common core standards. The report must incorporate feedback from an open public forum for recommendations to enhance the standards, particularly in math.

2010 Session Law (Signed by Governor 3/29/10)—RCW 28A.655.071

1) By August 2, 2010, the superintendent of public instruction may revise the state essential academic learning requirements authorized under RCW 28A.655.070 for mathematics, reading, writing, and communication by provisionally adopting a common set of standards for students in grades kindergarten through twelve. The revised state essential academic learning requirements may be substantially identical with the standards developed by a multistate consortium in which Washington participated, must be consistent with the requirements of RCW 28A.655.070, and may include additional standards if the additional standards do not exceed fifteen percent of the standards for each content area. However, the superintendent of public instruction shall not take steps to implement the provisionally adopted standards until the education committees of the House of Representatives and the Senate have an opportunity to review the standards.

(2) By January 1, 2011, the superintendent of public instruction shall submit to the education committees of the house of representatives and the senate:

- (a) A detailed comparison of the provisionally adopted standards and the state essential academic learning requirements as of the effective date of this section, including the comparative level of rigor and specificity of the standards and the implications of any identified differences; and
- (b) An estimated timeline and costs to the state and to school districts to implement the provisionally adopted standards, including providing necessary training, realignment of curriculum, adjustment of state assessments, and other actions.

(3) The superintendent may implement the revisions to the essential academic learning requirements under this section after the 2011 Legislative Session unless otherwise directed by the legislature.

Appendix B: Common Core State Standards Public Survey and Responses

Public Survey Questions (Open for completion September 20–November 23, 2011)

- 1) What is your primary role in the implementation of the Common Core State Standards?**
- District Administrator
 - School Administrator
 - Parent
 - Educator
 - Community Member
 - Instructional Coach
 - Other (please specify)
- 2) How would you describe your knowledge of Washington's Common Core State Standards in Mathematics?***
- 5: Highly knowledgeable
 - 4: Good understanding
 - 3: Familiar but not well versed
 - 2: Scratching the surface
 - 1: What standards?
- 3) How would you describe your knowledge of Washington's Common Core State Standards in English Language Arts?***
- 5: Highly knowledgeable
 - 4: Good understanding
 - 3: Familiar but not well versed
 - 2: Scratching the surface
 - 1: What standards?
- 4) Where does communication about Common Core State Standards and implementation of the standards fit in your current list of priorities for the 2011–12 school year?***
- 5: Top of the list
 - 4: High on the list
 - 3: Middle of the pack
 - 2: Low on the list
 - 1: Not on the list
- OSPI is required to provide the State Legislature a report by January 1, 2012 with a timeline and an estimate of costs for implementation of the Common Core State Standards. The report must incorporate public feedback on recommendations to enhance the standards.**
- 5) Do you believe the CCSS in Mathematics should be implemented without change, or enhanced?***
- They should be enhanced.
 - They should be implemented without change.



- Possibly at a future date they should be considered for enhancement, after educators have had time to work with the standards.
- No Opinion

If you believe the CCSS Math standards should be enhanced, how so?

- 6) Do you believe the CCSS in English Language Arts should be implemented without change, or enhanced?***
- They should be enhanced.
 - They should be implemented without change.
 - Possibly at a future date they should be considered for enhancement, after educators have had time to work with the standards.
 - No Opinion

If you believe the CCSS in English Language Arts should be enhanced, how so?

- 7) Have you accessed OSPI's Common Core State Standards' website for information?**
- Yes
 - No
- 8) If you answered yes, how could the Web site better support your transition to the Common Core?**
- 9) As you reflect on our state's transition to the Common Core, what questions do you have?**

Public Survey Responses and Comments:

1) What is your primary role in the implementation of the Common Core State Standards?		
Respondent Role	Number of Respondents (N=626)	Percent of Total Respondents
District or School Administrator	184	52%
Parent or Community Member	63	10%
Educator or Instructional Coach	324	29%
Other	55	9%

2) How would you describe your knowledge of Washington's Common Core State Standards in Mathematics?					
Respondent Role	1: What standards?	2: Scratching the surface	3: Familiar but not well versed	4: Good understanding	5: Highly knowledgeable
District or School Administrator (N=184)	1%	21%	40%	33%	7%
Parent or Community Member (N=63)	3%	24%	35%	25%	13%
Educator or Instructional Coach (N=324)	2%	21%	38%	33%	6%
Other (N=55)	4%	22%	44%	25%	5%
Total Percent of Respondents (N=626)	2%	21%	39%	31%	7%

3) How would you describe your knowledge of Washington's Common Core State Standards in English Language Arts?					
Respondent Role	1: What standards?	2: Scratching the surface	3: Familiar but not well versed	4: Good understanding	5: Highly knowledgeable
District or School Administrator (N=184)	2%	22%	41%	31%	4%
Parent or Community Member (N=63)	3%	29%	44%	19%	5%
Educator or Instructional Coach (N=324)	19%	33%	30%	15%	4%
Other (N=55)	9%	20%	47%	13%	11%
Total Percent of Respondents (N=626)	11%	28%	36%	20%	5%

4) Where does communication about Common Core State Standards and implementation of the standards fit in your current list of priorities for the 2011–12 school year?					
Respondent Role	1: Not on the list	2: Low on the list	3: Middle of the pack	4: High on the list	5: Top of the list
District or School Administrator (N=184)	5%	21%	35%	34%	6%
Parent or Community member (N=63)	10%	6%	32%	44%	8%
Educator or Instructional Coach (N=324)	1%	18%	32%	40%	9%
Other (N=49)	9%	5%	33%	42%	0%
Total Percent of Respondents (N=620)	4%	17%	33%	39%	7%

5) Do you believe the CCSS in Mathematics should be implemented without change, or enhanced?				
Respondent Role	They should be enhanced	They should be implemented without change	Possibly, in the future	No Opinion
District or School Administrator (N=184)	6%	28%	48%	18%
Parent or community member (N=63)	29%	8%	49%	14%
Educator or instructional coach (N=324)	10%	18%	48%	23%
Other (N=55)	9%	18%	40%	33%
Total Percent of Respondents (N=626)	11%	20%	48%	21%

If you believe the CCSS in Mathematics should be enhanced, how so?

The following comments were taken directly from the survey as provided by respondents:

- I haven't studied them in enough detail to have an opinion.
- Ensure that common strategies are listed in each grade level and that span of mastery is provided.
- I believe staffs are going to need the clarifications that were provided in the 2008 Math PEs.
- When the state gets out of financial problems.
- By enhanced, I mean narrowed and reduced. It is essential that we minimize the negative effects of these changes. There are tremendous curriculum and professional development costs associated with these changes at a time when the state is reducing school resources. As much as possible we need to do only the minimum required with adopting these standards. At the same time, anything that is not in the standards, but is in our current standards must be abandoned in order to keep them as streamlined as possible.
- They should be enhanced by reducing them to the bare minimum and the state should adopt open-source texts to support the standards so there is no additional cost to the districts. With all of the cuts district cannot afford the materials or training needed to implement the new standards.
- They should not be implemented.
- Eventually to reflect the General Math Placement Test (MPT-G) so students may be placed in the correct math program at the college or university level...bring back the Washington State College Placement Test as the HSPE.
- What about ELL and SpEd--Ignored as usual. Only half of students will attend college... where are the life skills?!
- Please, implement something and then quit changing them. Our teachers are stressed with the continual changes. I believe we can hit the target, if only the target will stop moving!
- Get it done and over with...We need to get our curriculum aligned and get moving. Lots of frustration with the constantly moving target and the mile-wide, inch deep current standards. But when we do this, we need to have funding to do it right...Funding for new curriculums and for adequate professional development.
- I've consistently heard concerns from math teachers who have reviewed the standards. They are very concerned and have not voiced a positive opinion. I would think more time is needed to review and give instructors more voice in the process so the measure is more valid.
- I am not sure what you mean by enhanced, but I think the language is more technical than teacher friendly and that it will take some professional development with teachers to help them understand concepts and skills with clarity.
- I would need to know more before I could give you a great answer. People throughout the state are still working on the last standards adopted. Last yrs MSP was the first year to assess kids on them. Students, families and staff are just frustrated as we keep adopting new standards, always changing the assessment, how each item will be weighted, etc., etc., etc.
- I am not well-versed enough on the Common Core to have an opinion.
- Changes motivated from management issues uncovered from implementation or related to student performance data clarity.
- Include explanatory comments and examples. This was very helpful to teachers when added to our current state standards.
- No

- I think we need teachers to see and work with them, and then make suggestions.
- No
- I would like to see more examples for better understanding of teachers of the meaning of the standard. It concerns me we have a solid group of PE's now and teachers are beginning to fully understand them and now we have a new set with changes at grade levels up or down and there has not been much work to help teachers understand those changes or how it will affect them. The documents that do the side by side are good but we as building administrators have to get that word out and it is difficult when there are so many things on our plates. I believe in the CCSS but I worry we just keep implementing new things and keep changing the targets at different grade levels and now we are producing kids with gaps. How do we fill the gaps? Sorry I will get off my soap box.
- Provide more examples like our current state standards.
- They should be brought up to the rigor of our current GLE's
- Yes, they should be more in line with National Math Standards.
- The design of curriculum should be driven by educators and education researchers, not companies hoping to make profit.
- Given time there is always room for improvement in any educational area.
- They should be more in line with the standards the state devised a few years ago.
- We need to enable kids at different levels to work on separate materials from a younger age. Right now, the standards in our district are the same for all students in that grade - this means that some students repeat the same material for several years starting with Kindergarten and 1st grade. If a 1st grader has already mastered simple addition, then they should be given the opportunity to work on advanced skills, and the schools we've attended have not been able or willing to accommodate this unless the student qualifies for Highly Capable or is willing to work on supplemental materials on their own time. This approach may be more successful for increasing basic math literacy for MSP testing, but it does not promote the excitement and joy of learning and exploring a subject that leads to a child taking advanced classes and AP tests in High School. College preparation should be in our minds from the time that a child enters early education, otherwise some students may always be playing catch-up while others are passively prevented from advancing to their full potential. It is not enough to pass the MSP - we want to prepare all of our students who are capable for advanced, college level, math preparation. If we do this, we will exceed the goals of the MSP and better prepare our children for a technical certification or advanced degree. Students who are struggling to learn basic numbers and math should receive additional intensive assistance as early as the difficulty is identified. The student who is struggling academically needs IEP type of team support whether or not there is a "diagnosed" issue - the evidence of need is their performance. A team approach will work better for this student and enable the teacher to spend a more balanced amount of time with each student.
- More rigorous - I don't feel that our standards are high enough. Having said that, I am not specifically versed in all the standards, I just feel that we need to raise standards based on the global competition that our kids face.
- More challenging work should be made available.
- We need to make the whole thing more challenging...the curriculum moves too slowly from grades 2–5. They cover in 4 yrs what they should cover in three...so much of it is repeated year to year, it is incredibly un-ambitious.
- So WA state's standards are up to standards with the rest of the US
- I think they should be abandoned. A document like this has no credibility. The introduction and overview are so full of nonsensical gobldygook that the whole document should be discarded.
- The document stresses vague, inappropriate, and un-teachable concepts. Nevertheless many of the objective standards are fine. There is almost no empiric evidence behind waffle like "using appropriate tools strategically, attending to precision, make use of structure, express regularity in repeated reasoning." etc. This is pseudoscience, something that I would not tolerate in my field as a professor at UW. The focus for elementary mathematics should be narrower, teaching kids how to add, multiply, subtract and divide. There should be more rote learning of basic facts (e.g times tables, addition) with drills until the knowledge is reflexive. Developing mathematical literacy in this way will help later on. Forget about wasting time on basic geometry, working with money, length, etc. These will come naturally later. My kid (in AP) is doing fine, yet it still seems we parents have to do most of the education ourselves. I pity the children who come from underprivileged backgrounds or who have of less motivated parents. Moreover, the advanced mathematical curriculum for high school seems basic compared to what I was taught when I was a high school pupil overseas. How will Washington State students compete globally?
- I do not believe they should be implemented at all. We have good new standards adopted recently. The costs for school districts to implement new standards yet again are redundant. Our state standards are far better than CCSS.
- You have not given me the option I would choose. The CCSS should be repealed, statewide. They are expensive,

untested, unproved, unfunded, and - in math - lesser than what we have in Washington State.

- The teaching methods need to be enhanced; then any standard will be easy to meet.
- Do not change the current standards. They are good. Implement the 15% option to use the current standards. Keep with the testing we are just starting.
- Standards should specify that those students meeting standard early have an acceleration option - not be held to the pace of the majority. Without this provision, highly capable learners are held back and penalized.
- My concern is primarily from the highly capable perspective. I know that these standards are intended to be a floor, and not a ceiling, for achievement. For highly capable learners, strict attention to grade level standards can actually reduce, and not enhance, achievement. Appropriate, out of grade level evaluations, must be addressed.
- Should move up one grade level in difficulty. Too low level as is. When you hold your expectations high, you will get higher results. Hold your expectations low, and you get low results.
- Make the core standards simpler to understand for parents and students, and align them closer to the National Core Standards.
- Number sense with basic frame work of instructional essential learning to scope and sequence of learning, building connections.
- The language is fine for mathematicians, but NOT for non-math people. I don't see the elementary teachers being able to use these! Having examples next to the standards like our Washington standards would be so helpful!
- They need to be extremely specific, linked to standard course (e.g. Algebra 1, Geometry, Algebra 2) and we should see a complete practice test document at least two years before the CCSS Math test is piloted.
- I believe that the standards should meet the expectations for incoming freshmen at our state colleges and universities and should meet requirements for our major growth businesses in the state.
- CCSS need to be implemented through a curriculum that specifically addresses a sequence and continuum of lessons K–12 that is written for teachers. Teachers do not have time to hunt and peck through a variety of sources and computer programs to see that every individual student has their individual learning gaps addressed and then brought up to a specific standard.
- I think we should look at other alternatives besides state testing. Where is the money coming from? What now will we be required to do if we choose a waiver on the No Child Left Behind Laws? Too much change to our curriculum... always a moving target . . .
- Give it a year or two of implementation, then comes back and re-visit.
- CCSS Math standards should be more detailed. Feels like we are going backwards is how specific they are, like the standards were two sets ago.
- Made more clear and specific. Broken down into grades after 8th grade as well. Or we could use the standards we have that already do that.
- You can't shift gears without allowing time for the change to take place. Its like an engine if you go from 1st to 4th without going through the other gears you will not get the results you were looking for.
- Bring them up to our state standards
- Addition of examples to standards
- It would be nice if they were enhanced the way the WA ones for math were done recently by the MLA. this makes for a much more useful document.
- Our current standards are finally making sense to educators, students, and parents. Legislators...you are so out of the loop and do not understand what is going on in education. Leave what we have. Common Core takes us BACKWARDS to where we were 4 years ago. Dazed, confused, unsuccessful. Enhance them. Make the match what we have for Alg 1, Geom, Alg 2. We finally got it RIGHT. Stop trying to change the wheel. Its round and it rolls. Stop trying to reinvent math standards. We have them, they are effective, and we are helping our students meet those standards. For my entire 13 year career, we have been without consistency and realistic goals. We have them NOW. Common Core will not help; it will confuse the issue. You've spent SO much money on all of this. Stop spending more to make the "wheel more round".
- I feel that the CCSS math standards should only be enhanced if the enhancements mirror the same in other states. We don't want our standards to be "uncommon" for that will defeat the point of adopting them.
- we need to try them out and see how they are working - how the students are adapting the knowledge
- I don't even know what you mean by "enhanced".
- As students, society and technology change so shall the curriculum. Please set a target and keep it for at least five years...too much energy is spent spinning wheels and recycling last year's papers.
- I believe after time with implementation they should be looked at to ensure effectiveness.

- Educators need something with a timeline. Something like these standards are valid and will not change for "x" number of years. They need to know the target is not moving and the system is stable.
- They should be tested in classrooms and then we should have another look.
- More online practice tests for MSP
- The common core standards in math need to be narrowed down as were the science standards. Depth of subject matter versus breadth is much more reasonable.
- We need time to look at the CCSS. The PE's that we use now are good; I really don't understand why we are changing AGAIN. Further, we keep changing, how we will EVER get honest test data.
- I need time to thoroughly study the CCSS Math standards before I will know how they should be enhanced.
- The geometry standards would mean a total re-haul of all geometry curricula, as they focus on transformational geometry.
- By enhanced I really mean CHANGED. Analytical Geometry should be introduced before axiomatic (read Euclidean) Geometry. Analytical Geometry allows students to understand algebraic principles on a deeper level because they can see them.
- The current state standards are fine. The CCSS are a step back. Do not implement them, just to get federal money (RTTT). They will hurt the math education of the children.
- If our current standards are higher than the ccss, then the ccss should be enhanced to match which wouldn't take too long.
- Removal of criteria that hamstrings teachers' ability to make professional decisions about curriculum and instruction. For example, mandating the use of the standard algorithm can inhibit a teacher's desire to explore other approaches, particularly those that generate from students' ideas and classroom conversations. I have already heard numerous comments by teachers that "I'd like to have students share their ideas, but that's not what is going to be on the test." This is the perception, and perception is reality. (As an aside, calling an algorithm "traditional" is insulting to any child whose parents' taught them another method, or who developed one on their own). The 8 teaching habits are quite good, and focused on students. In my view they could easily be collapsed into 3 or 4 main ideas.
- It is always important to evaluate and reevaluate what is age appropriate and what is not.
- Much more specific specifically when referring to standards like 2nd grades computation standard. This does not specifically state what the subtraction standard is and what facts will be covered. If it is within 20, does that mean 9+9 as the highest because it is single digit? This should be clearly stated.
- To include language of other core subjects such a history and science.
- The math standards get changed every year.
- The enhancements should be based on what educators who have had time to work with the CCSS have developed or described as necessary additions.
- I have trouble answering this question because I do not know what you mean by "enhanced". I you mean adding even more to teach then NO I do not think they should be enhanced. If you mean, should they be clarified and better written, then yes, by all means enhance them.
- We may need to align them with State Graduation requirements. Where each standard will fall in regards to traditional and integrated courses.
- We need to teach them first before enhancing to see how rigorous they are and reachable.
- Actually, the list of things you've already added is overwhelming! I believe they should be REDUCED, instead of enhanced.
- Our current standards have been well discussed, developed, and are fine.
- One area of enhancement should be explaining the clear expectations of the standard through examples and training. More changes need to be limited to honing in on what we are doing otherwise we spend too much time on change and less time on instruction.
- I teach fourth grade. The primary focus of instruction is fractions and multiplication. The problem stems from the fact that mastery of multiplication. Fact is not expected until fourth grade, which is too late for out curriculum.
- I would like to see samples provided for grades K-2. It is easier to explain to new teachers when you have samples to use to explain what you mean. I think that we just need to do it. It is easier to move toward something when you see it right in front of you.
- As written, the math standards are written for mathematicians. Most teachers, especially in the elementary grades, won't be able to understand them. Resources must be made available to help them interpret their meaning, with detailed examples well beyond those included in the standards themselves.

- Be adaptable for kids working above grade level to prepare for algebra and geometry -- I have kids taking the MSP and the Algebra or Geometry exams...way too much to prepare for. If taking an algebra or geometry EOC they should be exempt from the MSP.
- Enhanced? How about thrown out!!! These new standards are hurting the majority of our kids because they are not ready for them! (However, they do make the text book publishers very happy because they can make more money.) Why didn't you talk to the "average" classroom teacher before you decided to adopt these? I'm sure you will have no problem blaming us when they don't work. (And you wonder why so many teachers quit.) I feel really sorry for our kids.
- Some topics determined as core are difficult to rationalize when a student will ever use such mathematics or why ALL students need to have particular topics. Especially, when some topics are focused on the development future mathematical understanding which ALL students don't need.
- The closer to a national standard the better. This could mean that the math standards could mirror the NCTM.
- Getting started with the standards and, more importantly, getting students up to standard is a sufficiently daunting task at the moment.
- Too many students that are capable give up being a math student at a very young age. We must stop blaming parents for not having them ready because that doesn't matter, we'll still have those students. Elementary teachers need to assist young students to have a strong foundation that shows common sense in an approach and a logical answer as their final answer. Students should spend more time explaining why they are doing the process in that manner; not just recite steps like first I, then I, finally I. Teachers need processes to teach an understanding of what's happening in the math situation and help students explain logically why the process is done that way. Problem is teachers did not learn that way and many elementary teachers were not great math students themselves and end up teaching the way they learned (memorized the steps), Professional development must be done by very knowledgeable mentors and teachers need to go back and learn the way it should be taught. This will take time (years) and should start with the early grades.
- They should align with all states. As long as we are aligned, no modifications need to be made.
- I'm not sure what you mean by "enhanced"? Who would be enhancing them and in what ways? What implications would this have for teachers now or in the future?
- I would like to see narratives of what the content and assessment pieces may/may not look like
- In this transition, it is important to not forget about the current PE's that students are being held accountable.
- As originally envisioned, the common core would allow Washington State to carry forward standards which may be reflected in most recent standards (upon which the EOCs are based) that are not reflected in the common core and/or standards which reflect the need for our students to be rich in technology, math & science to support many of the employers throughout the Pacific Northwest. I think Washington State should adopt additional standards focused on preparing our students to be employable by these employers.
- Some of the standards could be clearer. A document such as the item specs (for MSP) would be beneficial.
- More examples, similar to what our own standards provide
- I like the "explanatory comments and examples" on our WA State Standards and felt this was a missing component to the CCSS. Now I realize that states like Arizona are supplying us with this as a supplemental document, so that should work fine.
- Please do not enhance them. It will be better to cover them as is rather than add more
- Add examples for each standard in order to maintain consistency with instruction and assessment. Delineate between alg 1 and alg 2. Or explain why algebra is spread out among several standards.
- They should be made clearer, simpler, and with examples
- My choice is NOT above. I believe our state standards are better than the national standards. I'd hate to see us compromise our EOC work and high level standards to just use the Common Core ones. We should use our state ones and "enhance" it with the national standards. Reverse from choice #1.
- No.
- Align with course work and apprenticeship programs offered through career and technical education. Many students will show they understand concepts within the context of application.
- If we add to the Common Core Mathematics Standards, we will be re-creating the "mile wide - inch deep" mathematics curriculum that our country is so often criticized for. Give students time to study mathematics deeply as intended in the Mathematical Practices and authentically model real world applications so they see the connection between mathematics and life.
- I would like to leave the opportunity open for enhancement after teachers have had a chance to use them through

- at least one testing period.
- Should not be enhanced question #5 is confusing with how this follow-up is stated.
- More rigor and advanced classes requirements. Also pragmatic knowledge and skill
- Only through use will the "hits and misses" in the standards become obvious at the instructional level. That's the time to revise the standards.
- Based on historical analytical data maybe should consider current existing math standards that are not part of CCSS as part of future enhancement

6) Do you believe the CCSS in English Language Arts should be implemented without change, or enhanced?				
Respondent Role	They should be enhanced	They should be implemented without change	Possibly, in the future	No Opinion
District or School Administrator (N=184)	4%	27%	47%	21%
Parent or Community member (N=63)	16%	13%	43%	29%
Educator or Instructional Coach (N=324)	6%	9%	33%	52%
Other (N=55)	13%	9%	33%	45%
Total Percent of Respondents (N=626)	7%	15%	38%	40%

If you believe the CCSS in English Language Arts should be enhanced, how so?

- The following comments were taken directly from the survey as provided by respondents:
- Not enough background information to have an opinion
 - This question is slightly unclear. I believe the CCSS should be implemented without change. The GLEs that are missing either fall under a larger CCSS, will still be taught to get students to the CCSS.
 - Again, I believe staffs are going to need some specificity or clarification otherwise each person will interpret differently. The GLEs helped add that level of specificity.
 - again when the state is out of financial problems
 - By enhanced, I mean narrowed and reduced. It is essential that we minimize the negative effects of these changes. There are tremendous curriculum and professional development costs associated with these changes at a time when the state is reducing school resources. As much as possible we need to do only the minimum required with adopting these standards. At the
 - Same time, anything that is not in the standards, but is in our current standards must be abandoned in order to keep them as streamlined as possible.
 - They should be enhanced by reducing them to the bare minimum and the state should adopt open-source texts to support the standards so there is no additional cost to the districts. With all of the cuts district cannot afford the materials or training needed to implement the new standards.
 - Should not be implemented.
 - Again the HSPE should reflect what the College and University Placement Test is testing.
 - More appropriate for SpEd and ELL students
 - I believe they should be implemented without change. That's why I answered yes.
 - Same as above.
 - Same as above
 - No
 - No
 - Providing examples is important for teacher understanding
 - We have standards in place already that are rigorous and well thought out.
 - The design of curriculum should be driven by educators and education researchers, not companies hoping to make profit.
 - We need to enable kids at different levels to work on separate materials from a younger age. Right now, the standards in our district are the same for all students in that grade - this means that some students repeat the same material for several years starting with Kindergarten and 1st grade. If a 1st grader has already mastered simple

phonics and reading, then they should be given the opportunity to work on advanced skills, and the schools we've attended have not been able or willing to accommodate this unless the student qualifies for Highly Capable or is willing to work on supplemental materials on their own time. This approach may be more successful for increasing basic literacy for MSP testing, but it does not promote the excitement and joy of learning and exploring a subject that leads to a child taking advanced classes and AP tests in High School. College preparation should be in our minds from the time that a child enters early education, otherwise some students may always be playing catch-up while others are passively prevented from advancing to their full potential. It is not enough to pass the MSP - we want to prepare all of our students who are capable for advanced, college level, math preparation. If we do this, we will exceed the goals of the MSP and better prepare our children for a technical certification or advanced degree. Students who are struggling to learn basic letters or writing should receive additional intensive assistance as early as the difficulty is identified. The student who is struggling academically needs IEP type of team support whether or not there is a "diagnosed" issue - the evidence of need is their performance. A team approach will work better for this student and enable the teacher to spend a more balanced amount of time with each student.

- Again, more challenging work should be made available and the children who learn at a faster pace be challenged accordingly.
- So WA state's standards are up to date with the rest of the US
- I believe they are an improvement to what we have now. My children were never taught grammar or writing conventions. At least there is some thought to these in the CCSS.
- An option for acceleration must be offered for those students who meet standards early
- My concern is primarily from the highly capable perspective. I know that these standards are intended to be a floor, and not a ceiling, for achievement. For highly capable learners, strict attention to grade level standards can actually reduce, and not enhance, achievement. Appropriate, out of grade level evaluations, must be addressed.
- Each grade should have a standard reading list with books suitable for that grade. Make it high level, for e.g. Roahl Dahl in 2nd grade, Mark Twain in 3rd grade, Dickens in 4th grade etc...No more picture books once in First Grade. We must start holding our expectations high if we want schools and children to deliver higher standards.
- Teachers need to have the freedom to develop and use their own books and curriculum that fits the needs of their students.
- Specific training. An explanation of exactly what each standard is describing. Samples of quality lessons. Samples of quality student work.
- Action research!!!
- I would like to know more about the assessment of the CCSS in English LA, and at this time there is little information about the direction of assessment. I know it is being worked on and look forward to seeing what is decided. I am also glad that Nikki Elliot-Schuman is on the performance team.
- See comments for Mathematics.
- Same as math One national curriculum needs to be written and the teachers should be able to follow that curriculum. No one person can hunt for a sequence of lessons to bring every individual in the USA up to the same exact place.
- WE have TPEP coming our way.....only so much time in the day.....HELP!
- Making sure that they are specific with the skills and strands like the GLE/EALRS and strands are now...not general like Whole Language
- "Student language" copies should be provided state wide. So all teachers have the same vocabulary when teaching
- Rework the grammar/language section. There is NO scientific grammar research that spells out a sequence of grammar rules to be taught at each grade level -- it is arbitrary, specious, and arrogant to make such a list and then indicate there is research. Let teachers in the field, along with grammarians from the collegiate level, work on this - probably reduce it all to grammar in context of students' writing!
- 1) The CCSS booklet/online version needs samples of reading/writing test questions and writing prompts. 2) Writing assessment should not only include written pieces that are linked to something students have read or studied, so that we can truly measure how well a student can make their ideas clear in writing. If all assessed written pieces are around a piece of reading or something studied, the end product is more of a measurement of how well students understood that specific concept or story, not how well they are able to make themselves understood.
- For one, this is a very poorly written question. You can't put an "or" in a yes or no question. The timeline appears to already be established so I don't think we have a choice but to move forward without enhancements. Once again, there is a rush to implement, like our current teacher evaluations, without adequate training or thought to outcome. I don't have a problem with the Common Core Standards. The rush to test them in two-three years is a problem.

- To reflect our current reading and writing standards that are not address... so we can have one document that addresses everything.
- Same as above. Focus on 1 standard a year allowing the teachers and students to get used to meeting new standards.
- I don't even know what you mean by "enhanced."
- I believe after time with implementation they should be looked at to ensure effectiveness.
- They should be tested in classrooms and then we should have another look.
- Without change.
- I am not sure how GLE's will interface or not with the CCSS and what it will do for my soon to be teachers and where I need to go with this information. So that they have an understanding of old and new system. Would really like to get the time line nailed down.
- Actually, the list of things you've already added is overwhelming! I believe they should be REDUCED, instead of enhanced.
- Our current standards have been well discussed, developed, and are fine.
- I would like to see samples provided for grades K–2. It is easier to explain to new teachers when you have samples to use to explain what you mean. I think that we just need to do it. It is easier to move toward something when you see it right in front of you.
- Writing and reading should be taught together. Children should start early, be read to by teachers (introduced to great authors). Writing and reading should be open to student choice. Allow students to read and write what they want to know, do know and enjoy learning about. They must see that they are becoming knowledgeable and eventually gain confidence in those areas they enjoy as topics. Editing and spelling should be handled differently with the access to computers since they help with spelling, grammar, punctuation plus internet resources to help students with searching for "how, why and what".
- They should align with all states. As long as we are aligned, no modifications need to be made.
- Immediate need for clear assessed targets AND related question stems/templates.
- see above questions
- I think identifying similarities and differences to our current standards
- More specifics with extensions for Special Education students
- Again, my opinion doesn't fit in a box. The national CCSS in L.A. downplay all the research which evidences the importance of having grammar embedded in writing process. The national CCSS focus too much on grammar and usage as an isolated skill. I believe some of the skills are NOT developmentally in the correct place in the scope and sequence of the National CC standards.
- How come there's no "NO. DON'T ADOPT THEM AT ALL!"?
- No
- I am concerned about the assumption that other content areas will actually take an active role in teaching students to read and understand non-fiction materials. Also, I am happy to see the inclusion of communication and research standards, but I am concerned about how these will be addressed. It is particularly troublesome to think that more and more is being demanded of the Language Arts course / teacher with no additional time allowed -- or without fewer students in the classroom.
- Consider pathways approach to formatively assess student growth/capacity. Consider application of language arts competencies beyond generic test-taking.
- Perhaps point out what teachers should do for students who have already learned the Common Core for that year.
- See #5
- They are very low for kindergarten - almost silly and don't reference all we know from research - a giant step back to whole language
- Only through use will the "hits and misses" in the standards become obvious at the instructional level. That's the time to revise the standards.

Note: The responses from questions seven and eight were reviewed to inform the OSPI Common Core State Standards website, however their results were not synthesized for this report.

7) Have you accessed OSPI's Common Core State Standards' website for information?

8) If you answered yes, how could the website better support your transition to the Common Core?

9) As you reflect on our state's transition to the Common Core, what questions do you have? Analysis of Themes from Respondents						
Respondent Role	Training / Professional Development	Implementation Timelines	Funding	Testing	Comparison with WA Standards / Differences	Transition
District or School Administrator (N=42)	21%	19%	21%	14%	8%	17%
Parent or Community member(N=4)	25%	0	50%	25%	0	0
Educator or Instructional Coach (N=59)	24%	12%	10%	17%	27%	10%
Other (N=21)	24%	24%	13%	10%	10%	19%
Total Percent of Respondents (N = 126)	23%	16%	16%	15%	17%	13%

Appendix C: Common Core State Standards Public Forums—Agenda,
Memorandum, Participant Comments

**Washington Common Core State Standards Public Forum
Agenda**

November 3 & 15, 2011
5:00–8:00 p.m.

Northeast Educational Service District 101 / Tyee High School, Highline School
District
Spokane, WA / SeaTac, WA

- Welcome and Introductions
- Top of Mind
- Overview of Common Core State Standards
- Discussion around Common Core State Standards—English Language Arts
- Discussion around Common Core State Standards—Mathematics
- Discussion around Enhancements to the Common Core State Standards
- Closing



Facilitator Agenda

Agenda Items, Time, Processing Questions for Facilitators
<p>5:00pm 10 minutes (Relevant Strategies, Porsche) Welcome, introductions (OSPI, facilitator team), purpose Review of meeting rules, process, protocols, Entry Poll of knowledge about CCSS</p>
<p>5:10pm 3 minutes – Porsche Entry Poll: <i>Show of hands. Scale 1–5 (1 is no prior knowledge; 5 is well versed)</i></p> <ol style="list-style-type: none"> 1. How much do you know about the CCSS initiative overall? 2. How much do you know about the CCSS ELA standards? 3. How much do you know about the CCSS Math standards? 4. How many of you participated in one of the 3 OSPI webinars on the CCSS this past August/September or other learning
<p>5:13pm 20 minutes – Porsche Top of Mind protocol</p>
<p>5:33pm 25 min CCSS Overview – OSPI staff</p>
<p>5:58pm English Language Arts 20 minutes Overview and Context – OSPI Staff 20 minutes Discussion Questions – small groups facilitated by external facilitators</p> <ol style="list-style-type: none"> 1. What questions do you have? 2. How will students, families, and/or schools benefit from the ELA standards? 3. What might be challenging with the ELA standards or their implementation? For students? Families? Schools? 4. What ideas do you have that would ensure successful implementation of the standards with all students?
<p>6:38 MATH 20 minutes Overview and Context – OSPI staff 20 minutes Discussion Questions – small groups facilitated by external facilitators</p> <ol style="list-style-type: none"> 1. What questions do you have? 2. How will students benefit from the Math standards? 3. What might be challenging with the Math standards or their implementation? 4. IF TIME: What ideas do you have that would ensure successful implementation of the standards with all students?
<p>7:18pm Enhancements to the Standards 20 minutes Overview/Context - OSPI staff - How other states have considered making additions 17 minutes Discussion Questions – small groups facilitated by external facilitators</p> <ol style="list-style-type: none"> 1. We’ve looked at some ways that states have approached making enhancements to the standards. What are your suggestions about how Washington might approach making “enhancements”? 2. What things do you feel should be included and/or considered when determining enhancements – overall? For ELA? For Math? 3. What role should the state have in supporting and/or enhancing the standards, versus local school districts or individual teachers? 4. How should we include families and communities in the process of determining if and how to enhance the standards?
<p>7:55pm 5 min - Closing - OSPI next steps, Please do the survey</p>

MEMORANDUM NO. 064-11M TEACHING & LEARNING
(Issued October 21, 2011)



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

RE: Common Core State Standards Public Forums, November 3 & 15, 2011

Following the 2011 Legislative Session, the Common Core State Standards (CCSS) in mathematics and English language arts were formally adopted as Washington's revised K–12 learning standards in those subjects. Washington's transition to the CCSS will occur over the next three years with full assessment of the standards taking place in the 2014–15 school year. As a component of outreach during this time of transition to the CCSS, and as directed by the Legislature in Second Engrossed Substitute House Bill 1087, Section 501, (1) (ii), the Office of Superintendent of Public Instruction (OSPI) would like to invite you and your colleagues to participate in two opportunities to gather input:

1. **In-person Public Forums:** The public forums are designed as an opportunity to:
 - Learn more about the standards and their implications for career and college readiness; and
 - Make recommendations about whether they should be enhanced, under what process and timeline.

Eastside

Educational Service District 101
4202 S. Regal Street
Spokane, 99223-7764
November 3, 2011
5:00 P.M.–8:00 P.M.

Westside

Tyee Educational Complex
Highline Public Schools
4424 S. 188th Street
Seatac, WA 98188
November 15, 2011
5:00 P.M.–8:00 P.M.

Information about these events will also be shared via statewide media advisory at least one week prior to the public forums. There are no fees associated with these forums and they are open to the public.

2. **Online Survey:** If you are unable to attend one of the public forums, an online survey is also available as an opportunity for providing input. We ask that you take the time to fill out this short survey, which will provide valuable information to inform statewide implementation efforts. The survey became available following the OSPI CCSS webinar series on September 20th and will remain open and available for input through November 23, 2011. The survey can be accessed at:
<http://www.surveygizmo.com/s3/635638/Washington-Common-Core-State-Standards>.

More information about the newly adopted Common Core State Standards can be found at the following Web site: <http://www.k12.wa.us/Corestandards/default.aspx>.

The Office of Superintendent of Public Instruction is committed to student success and your input is critical in this transition. All input gathered throughout this process will be carefully considered and submitted as part of OSPI's report to the Legislature in January 2012.

If you have any questions regarding this memorandum, please contact Greta Bornemann at (360) 725-6352, greta.bornemann@k12.wa.us or Jessica Vavrus at (360) 725-6417, jessica.vavrus@k12.wa.us. The agency TTY number is (360) 664-3631.

PUBLIC FORUM THEMES AND COMMENTS FROM PARTICIPANTS

Overall, four themes were identified from more than 180 specific comments provided by participants at the public forums.

A. Outcomes for Students and Teachers: Over 50 (over one third) of the comments addressed outcomes for students. The themes that were mentioned most often included thoughts about:

- Students will benefit from consistent expectations
- There is a focus on Career and College readiness preparation within the CCSS
- The CCSS lays a strong foundation for students
- The CCSS will hold students to high expectations and provide clear learning targets for all students
- The CCSS will make positive changes in content
- The “habits of mind” described in the standards cross cut to other content areas

Regarding outcomes for teachers, comments addressed:

- Shared responsibility for teaching the CCSS
- Collaboration among colleagues will be necessary with the CCSS

Specific comments regarding Outcomes:

These comments were taken down to the best of the scribe’s ability.

- Curriculum: every curriculum serves specific standards. Is it introduction, mastery, etc. Once it is dropped then the kids won’t master it.
- The WA state standards are higher than the Core.
- It sounds like in certain parts of the country—academic rigor might be a challenge for teachers and students. The lexile range seems to be raised. All students are required to be at that level.
- Just the fact that you have consistent measure across 4 states...fair game for all students. Identify what is effective and share with the rest of the nation. Will make a huge difference.
- Breadth and depth of knowledge will allow students greater opportunities for jobs
- This is good literacy instruction, not just fluency, but accuracy
- Impressed with the level of the work—how deeply they have looked at it, especially the changes that will be seen in K. Her district has a program for K readiness, and she’s seeing a real difference in what the K kids are accomplishing as a result of more academic focus.
- Appreciates the shift to viewing all content areas as places to marry literacy learning with the subject-area learning. This builds on what was good about the EALRS. This dual focus allows you to take the time to teach science, for example, while you are still strengthening the ELA skills.
- This builds a stronger foundation from K on—academic vocabulary, and so on.
- O standard applies to whole class...early from week one. Will have a fair evaluation to the end....comprehensive assessment from state.
- This requires teachers to change their style of teaching, not just hand out High achieving countries accept a large failure rate but the U.S. does not. The bottom tier often gets dropped in other high-achieving countries. We don’t accept that here in this country. Other countries accept a high drop-out rate or pay for remediation that is costly. Parents foot the bill. Or other countries have different tracks in math. Is that what we are thinking? Can we have high-achieving scores like these countries? There are students I could push harder, but a quarter students cannot do the work. How do we keep the rest in school because we don’t want them to drop out?
- I don’t think the current standards are challenging enough for college
- similar to the ELA benefits, the layered approach, getting to the root and explaining multiple ways
- This is a return to the research that has been behind behind success in other parts of the world .
- High expectations and a belief in students, and they will rise to the top.
- Foundation and progression and how concepts build from one level to another

- Conceptual understanding - need to make sense of the procedures rather than just memorize
- Practices will prepare students to be mathematical thinkers
- Habits of Mind (perseverance) cut across content areas and encourage opportunities for cross-curricular applications
- Will get kids ready for college -- no more wondering whether a good HS grade will lead to success in college
- Significant depth - fewer concepts should assure more time to explore and learn deeply
- Expectation of computation / memorization (multiplication tables)
- Prepped for wide variety of jobs that require mathematical thinking
- Prepped for a happy and satisfying life
- Public confidence in schools
- Spiraling curriculum morphs to less -- each grade level now "owns" specific content
- Close to existing Math Performance Expectations, so not such a big change as ELA
- When standards are clear, it's easy to screen for kids with deficits and get them the attention they need
- From K perspective, this builds the foundation they need.
- Will help the students be more focused on the standards.
- The standards movement is making teachers a lot more collaborative, which is also beneficial to students. Greater reliance on team teaching benefits students whose teachers have some weak areas and can be strengthened by working with colleagues. That's especially of value for elementary school math.
- These kids live in the United States of America, so they should be able to travel across state lines with a certain level of knowledge and skill.
- Just adopting the same standards for all 44 states...it is great for the students if they move from one state to another Their transcript will be accepted everywhere and they will be put in the right place. Makes it easier for families.
- Just the system identifies students who are ready for challenges... raise the expectations and identify those with new challenges.
- Want verification: the first part of what we were hearing was about career and college ready; problems with remediation in college: Wasn't that always our goal? To me that's always been the goal? How is this different? My thinking is the connection: that K-12 is talking with higher ed. That's what I'm thinking is the difference?
- Part of an answer: business community: people are coming in to the business community not prepared. Our goal has always been to be prepared. That is the same but we just weren't achieving that goal? That's the change
- Students required to read from different sources and write to them. New courses will be benefiting from each other; writing to sources is what they are expected to do. That will be good. Idea that both literature and technical text; both information from written and oral prompts they support each other.
- A lot of benefits, we used to think in terms in reading about 20% informational text. Now think that is not enough. Publishers will put more in, having this spelled out is a benefit because we are trying to prepare them for college and career.
- A little scary to lose great literature.
- Is a benefit to the student as an employee, having the skills to do things.
- Have the percentages broken out would be a minimum requirement
- Consistency between buildings, states
- Potential for more collaboration. Ideally, there will be more common collaboration across departments
- Excited about defined percentage of info vs. literary
- Evens field for all students—guaranteed curriculum
- Shared responsibility for teaching a variety of genres
- Expose students to informational and to literature in a balance since everyone is teaching informational

- Vertical consistency
- Digital media: capable of communicating, but unable to do so politely, that will close doors to them
- Young students with difficulty decoding text: challenge that these students have access to this type of text; need access even if they are struggling with process still need other opportunities
- Maintaining consistency between buildings, schools, districts
- Great what OSPI mentioned about students having to persevere and stay with a problem and continue; rather than take 30 seconds; US 25th in the world in math and why is that? These standards should improve things and will be a benefit to them to learn and be better at Math.
- Pathway A/ Pathway B: are both pathways universal among all the states that have adopted the common core or are that regional? It has been very emotional in Spokane and just about everywhere; previous job going through a lot of adoptions and so I'm curious about that.
- Wait and see; like the problem solving ideas; those are good ideas to be addressed; more of the method of how you would look at any topic. Perseverance is important; math is easier than science, take something and solve it in math; know it is not just what the calculator says
- Do we currently compete globally with number fluency and modeling?
- Quality over quantity
- Mastery focus
- Expectation for students to think/apply besides computation and "right answers"
- when parents say here's a test you must pass to graduate; EVERYONE must pass -- you hear no, not my kid. As soon as you say everyone must; important to convince people it is a good thing
- Focused.
- Deeper levels of learning that will benefit all students.
- That they will think critically.
- Nationwide, as students transition, when people move, they will be in the same basic areas.
- Refreshing to hear teaching Math & Science; kids need math to solve science. Benefit to the integration; kids will be more excited about math; get excited about a project and/or a problem to solve. Kids don't see application, new system application focus on that
- This is a return to the research that has been behind success in other parts of the world
- Will get kids ready for college -- no more wondering whether a good HS grade will lead to success in college
- Significant depth - fewer concepts should assure more time to explore and learn deeply
- Expectation of computation / memorization (multiplication tables)
- Prepped for wide variety of jobs that require mathematical thinking
- Prepped for a happy and satisfying life
- Public confidence in schools

B. Implementation of the Common Core State Standards: Another third of the comments addressed implementation of the standards. The most frequent themes included thoughts on:

- Whether or not educators are prepared to teach the standards (e.g., will districts and the state offer quality professional development?);
- The time needed to support full implementation; and
- Access to implementation support by small and rural school districts.

Other implementation topics mentioned more than once included:

- Content-specific comments about the English language arts standards (including, questions about the balance of informational and narrative text; inclusion of literature; and how "fluency" is defined within the standards);
- Implications for changes in instruction, especially with students with special needs and/or challenges; and
- The need to link implementation of the Common Core State Standards with other state initiatives, especially with teacher and principal evaluation efforts across the state.

Specific comments regarding Implementation:

- Several districts applied common core to their district vision. Wondering how that works.
- Shifts—in ELA—from a district level, not much different from the CCSS and what is currently in WA ST (processes more than content is different)
- How will this work in districts of all sizes and for all teachers?
- How does the common curriculum become supported by common assessment and common teaching practices?
- IT will take a lot to get all students to these levels.
- Focused. Deeper levels of learning that will benefit all students. That they will think critically. Nationwide, as students transition, when people move, they will be in the same basic areas.
- Parents might be concerned with the percentage of informational text from literature.
- Content areas will share the literacy burden.
- Parents may not understand
- What gets tested gets taught—assessment –we don't know what it looks like, we have to guess on what the tests will be
- Fluency, clarify what it is in the CCSS, a battle for years
- We are in need of involving so many stakeholders, it is an awesome challenge, how it is going to happen is daunting
- Each grade level now "owns" specific content -- implementation will be a challenge. What about reteaching? Changes the way we think about instruction.
- Rural districts- How do we ensure awareness and a smooth transition while dealing with “this too shall pass” mentality?
- Focus is on regular communication to technical reading and writing and sounds like we're throwing literature away. Where is the discussion of world ideas? English teachers would be really worried about what they have to lose with 70% technical. In the world the US takes pride in their preparation of thoughts.
- Concur: where does studying the great works? From social studies focus: I'm not prepared to teach reading comprehension. I don't know how to teach.
- Teacher practice does not currently lend itself to teaching the how of learning vocabulary
- What plans are in place for ensuring teachers will have professional development needed?
- Rural schools—where will money come from for resources and PD?
- Even downloading and copying costs prevent some districts from making full use of resources
- How do you sift through the standards? Time is an issue for teachers.
- Implementation is dependent on teacher buy-in
- How do we manage to implement with students that are English Language Learners
- Challenge for students not being held accountable for writing conventions; basic skills: capitalization, punctuation; use of texting; e-mail from student wanting to come and observe this class poorly written; need to hold all students accountable for writing conventions
- Secondary teachers not trained as teachers of reading, social studies, etc.
- Stream kids as ability? Have whole range of students reading at a variety of levels, how you deal with that. Look at ability grouping to help students gain access. Comparison to math where they are grouped as they are ready.
- Aligned with teaching practices? With teacher ed training?
- What about value of literature for literature's sake? Appreciation of arts? Some teachers and parents will want to hold on to paradigms. (But does having reading/writing standards infused across all curriculum areas actually free up English teachers to specialize in literary works?)
- Concerned about teacher buy-in to “protect” curriculum at various grade levels
- Phasing in; managing and dealing with so many different types of standards
- Must be very intentional
- Should be part of new teacher and principal evaluation system

- Must be consistent from district to district regardless of size
- Do superintendents have knowledge and expertise to guide the change, especially in smaller districts?
- Assessment will drive implementation, perhaps as wake-up call
- Assessment cannot be a mystery
- Concept of domains rather than strands; ability to manage that especially as an elementary teacher with so many content areas
- What about those 8th graders not exposed to algebra?
- What about losing the studies that have been traditionally “math”?
- Is math the study of patterns or the study of modeling? Can it be both, and should it be more in-depth?
- Ability for smaller districts to collaborate with larger districts since there is more commonality now, piggyback
- Slow down instruction for understanding while still challenging students
- With math: 2 pathways; everyone has to have different experiences, it looks like they’re letting both coexist. That will always be a discussion. I would rather focus on content that focus on math ideas that have been applied for 2000 year and we don’t have to rediscover it
- What about holdout teachers who don’t “join the club”?
- To secure successful implementation: we need pre service training programs to get this.
- If you want to get everyone through no matter what the system is, think about the kids that are not there every day. Need more support for the lowest kids, can’t come into class with missing several days in a row and no adult support and more support outside of class to make the building get the kids through. If we’re going to get 100% we need to get the kids there every day.
- Use technology more to share school to school
- Kids taken out of elective and worked with help on their other classes, rather than struggling with all 6 classes. Have someone with a case load of
- can’t throw integrated out the window
- Arrows of implementation: last year and this is the awareness and we’re 1/3 of the way this year and we have practitioners not aware Extend that arrow and allow another year giving us more time; combination with new principal and teacher evaluation. Are we asking too much of our school personnel?
- Legislature needs to know that we are teaching children every day and trying to learn and focus on this in our “off” time
- Results will translate into the analytic data on the standards. Is the teacher going to have tools to measure their effectiveness, or do they have to wait until the end that comes from the district or state agency? Will there be tools to help them know how they are doing?
- we have teachers who are not aware of CCSS, how do we bring up awareness and importance of this direction
- How will teachers keep pace with annual changes in assessment, lack of material support, and lack of professional development support for teachers along with the increased accountability and expectations? (district and state levels of support)
 - – parents will want to know the whys and content shifts.
- How will the state make supports for teachers during the transitions?
- How will teachers be able to find the time to teach to all of the standards, and what will the levels of support be?
- What does the nature of the online testing mean for students, teachers, districts, as well as the possibility of digital delivery?
- Option of pull-out students for elementary math specialist. More like high school with different teachers. Who will facilitate moving of young students? Teachers could share specialties.
- We need more rigorous math teacher education programs.

C. Resources Needed for Successful Implementation: Participants made more than 40 comments about the resources needed for successful implementation. The themes mentioned most about resources included:

- Curriculum materials alignment (with possible need to update and/or replace);
- The use of technology to support implementation and the implications using more technology might have on traditional instructional delivery methods;
- Communication with parents is critical, especially ELL students' parents;
- Mechanisms to share good ideas and build capacity across districts;
- Transition documents and examples;
- Continued maintenance of the OSPI Common Core State Standards Web site; and
- Funding specifically to support the professional learning necessary to support implementation of the standards.

Specific comments regarding Resources:

- Is there a specific map that shows like 6, L-1 maps to...a direct correlation. What matches to what and what's the sequencing?
- More information on how OSPI will support school districts in this fast timeline implementation.
- High school standards: Will teachers have access through OSPI to out of state resources with language arts or content area literacy content?
- How will the state make supports for teachers during the transitions?
- To what extent will the state support new curriculum materials?
- Change of informational text levels...this is a huge shift. The books get bigger.
- Consistency and capacity to share. Will be able to identify what works and then share.
- Depends on the system available to the educators...systems offers good resources, assessments handouts lesson plans...without that in place it will be a big mess! The presenter mentioned that there will be a system to offer resources. Without them? Needs to be common...be the same shared success...if they cannot deliver that, it will be difficult for educators to find on their own.
- Teachers don't have time to figure out on their own.
- Parents will have a resource to go to on the OSPI website. But how accessible will it be to the average family?
- Now parents opt out of certain books—can parents opt out of state books if that happens?
- We also need plans for remediation when students do not get it—what are they?
- More parent education—what the standards are, what they mean, what is expected of their students, and how they can help students. Parents should attend a mandatory seminar and sign a contract before students can be enrolled.
- OSPI has a beautiful website but are parents accessing it?
- How to do we reach out to ELL parents? Communication must be accessible to parents? Smart phones. Websites should be mobile phone accessible.
- Focus on families with language needs
- How do these align with the traditional approach in mathematics and the more integrated pathways?
- Parents may wonder how this will look in practice for example—where does teaching time happen in the curriculum?—parents will want to know the whys and content shifts.
- The transition between the current and new standards. And actually, I saw a document that was clear about how the math standards are mapped...more clear for math than ELA.
- Districts who are using texts in common really need to work together so districts don't have to reinvent the pacing and alignment.
- How will the state support the transition to the CCSS? Some states have complete pacing guides in place... can we use the resources available to make this transition?
- Assessment in online environments give some districts pause. Will there be supports in place?
- Parents need games, other ways to reinforce skills at home -- need ways to learn

- Title 1 and LAP funds have supported classroom teachers to host Federal Way parent education nights, Seattle Parent symposia with interpreters, but now Title and LAP can't fund as many of those activities as in the past
- Coaches and intervention specialist positions are disappearing, but kids need their time and expertise
- Parents of 4th graders have had difficulty with the most recent approaches to math. The sooner we can bring parents along with understanding the process, the better.
- Getting family support—how do we bring the parents along so they can reasonably help their children at home with math? Maybe they can get the answer but can they do the steps/the process the students are expected to show? There's no textbook for kids to take home and parents to look at—so much is on handouts, a blizzard of paper.
- Use community resources (Boeing, Weyerhaeuser) to help teachers learn how to teach the standards deeply and enrich the learning.
- At the elementary level, there have been so many changes. That's where schools will need to reach out to parents.
- We'll soon be using tablets that go home with kids in lieu of textbooks, with unlimited open source materials (\$9.95/month internet access for families with free/reduced lunch).
- Yeah, probably sharing with Texas and California....so CA has adopted the program so they probably can share their results and what works for them with WA and help avoid the problems they ran into during the transition. Learn from their mistakes. If they are willing to share.
- OSPI website that provides all the common core standards and also has a transition document that provides a recommendation to districts as to how to implement it within a school; ie 1st and 2nd implement these parts now.
- Will we have more resources to help teachers prepare for the assessments?
- How will the transition documents help students who are currently eighth graders be prepared by the time they are juniors? How will the first group(s) be successful?
- Funding; support all types teachers: keep adding hoops for beginning teachers and have to go through before they can be teachers; cut pay and up the requirements: how are we going to get quality teachers when they are demeaned by cutting their salary over and over; there is not the respect and compensation as in other fields: who are we going to get? (discussion of new requirements)
- Is the glossary sufficient, or do we need to add to it?
- Students from families challenged by language needs, etc., find it harder to get support with their learning.
- Transition documents will help math teachers be more intentional for teaching standards at each grade level
- Need academic coaches for the students; need for lower kids that aren't getting the support at home; amounts to a study skills class.
- Need to pay attention and have resources to meet social emotional needs of kids; difficulty in meeting standards,
- Teachers not trained as social workers; as budgets get cut we lose counselors, family liaisons, social emotional is where we need support.
- If we can keep coaches in our building, it will be great!
- We need a melding of state standards to common core, highlighting what is different and the same. We need this document to be easily readable. Not a 20 page book.

D. Professional Learning to Support Implementation: More than 20 participants mentioned the professional learning that would be needed to support educators with implementation of the standards and the challenges presented in implementation of new standards. The most frequent themes addressed the following critical components of professional learning to support implementation of the Common Core State Standards:

- The need for professional learning to build on what teachers already know;
- The importance of providing time for collaborative learning at local levels;

- Having focused and explicit goals for the content and outcomes of professional learning (e.g., content needs to address instructional and assessment alignment issues at the district and building levels)
- The need to provide multiple methods for educators to access professional learning resources (e.g., providing learning opportunities via the Web); and
- Finding ways to build and maintain educator engagement despite waning motivation and initiative fatigue.

Specific comments regarding Professional Learning:

- Teachers doing professional development with common core math standards have higher level skills—how to implement with the existing knowledge they have.
- How do we get administrators support and get time for teachers to come together for professional development? How are we going to do in the classroom to ensure mastery. We need collaboration support.
- Transition time for learning and teaching to standards is a challenge. My building ranges in knowledge of standards that we have right now—from being very familiar with standards to knowing nothing.
- People need to talk, share ideas and strategies, problem-solve together.
- How will teachers learn ELA and math standards in both subject areas? Common core in math has a more conceptual basis that many teachers have difficulty knowing now. How do we train about the concepts of math? Teachers must have the habits of mind too. Elementary teachers may have superficial training.
- How will teachers be supported in this change? Every year there is something new, and how will they get training... or will they keep cycling in and out of the profession.
- Each teacher must be aware of what came before and what's coming next --- the vertical alignment of the curricular design
- If mastery is not met, concepts are not revisited the following year unless the teacher makes it happen.
- Conceptual knowledge of elementary teachers is weak. Most of them are afraid of math. We need to provide the training.
- What are the plans for remediation if skills are not met? What training is the district or OSPI going to provide?
- I'm a fan of webinars. Webinars 2.0.
- Provide teachers time. They must get paid. We are asking teachers to grow and put in time without compensation as they cut our budget. Are they going mandate additional training? Teachers can opt out of training because of summers is non-contracted time. Training during confines of school day takes away from students.
- How do we lift the existing teachers to a new level?
- Professional development. Inside the grade level, across levels. Learn the standards and learn the content at the same time (especially in math)
- Professional development takes a lot of time: 2014 is not too far away and these are major shifts. Pretty dramatic in ELA we're working with educational leaders to understand, very complex.
- Huge need for professional learning re: teaching vocabulary effectively for all content areas
- What teachers need to know is not clearly defined
- Teacher practice does not currently lend itself to teaching the how of learning vocabulary
- Do teachers have the desire to do something different—again—when we've had so many changes already?
- Professional development; have hope for the young mind coming out of training, want this to be in the college right now.
- Needs to have time and staff development time for perusing the information of the common core; Time to begin to learn; Needs to be marketed; needs to give many reminders so districts can send teams.
- Make a big Skype (K-20) webinar

INPUT ON ENHANCEMENTS TO THE STANDARDS

Overall participant comments about the topic of enhancing the standards fell into five main categories (E1–E4 below):

E1. Process for Considering Enhancements: These comments were made regarding a process for considering enhancements:

- It should be within OSPI.... split 50:50 between educators and state/district representatives.....not industry. Industry will push with what works with their products.
- Ask the states that are further ahead in implementation what they are learning.
- How are we comparing to other countries? Look at it and ask what else we can do.
- Ask students who are now in college. What would you tell us to improve?
- Collect longitudinal data from students, parents, business.
- Classroom teachers across all levels need to look at enhancements if a committee is needed.
- Families and communities should be invited -- and given a lunch or compensated. Local principal could select parents. Demographically-representative parents that represent school should be invited.
- Focus on learning what is given and use it before we try to add. Then consider whether there is something missing

E2. Timeline for Considering Enhancements: Participants made these comments

regarding a timeline for considering enhancements:

- I would like a period of time to do what is in the document for 5 years before adding anything
- Look at a process wait 5 years, then look at districts that are doing well and make adjustments
- With the additions, it would probably change the meaning of the evaluation...now you are adding new context that will lower or make standards more complicated when compared to other states.
- Leave enhancements for down the road. Let's accomplish the basics, first.
- The state might need to be cautious about getting to enhancements until full and supported implementation is in place.
- Need to have staff development time for perusing the common core; Time to begin to learn

E3. Specific Enhancement Suggestions: Participants made these comments regarding

Specific content additions to the standards:

- State-specific content could be used to support the ELA standards and math. It would be relevant learning.
- Add SAT content?
- Add Sustainability (green/environmental) emphasis in math or language arts.
- Add emphasis on airplanes (aeronautics).
- Increase focus on the “small research” writing aspects (e.g., synthesizing and evaluation) for all students.
- Make linkages to Washington-specific topics such as state history, indigenous tribal peoples, history, geology, exploration, logging, coastal elements, trade, our global neighbors, military, etc.
- Add more business-specific topics related to STEM (Science Technology Engineering and Mathematics) careers.

E4. No Reason to Add Enhancements: Others thought there was no reason to add to the standards:

- Why add more when less is more? Leave it where it is at the state level.
- Don't put in enhancements, what we need to do is enough; trying to add enhancements adds debate. With our timelines it is difficult to implement; with so much required: **DON'T PUT ANYTHING ELSE!**
- Too much information and opinions from many people that don't have the buy in to discuss the needs of all students rather than their personal opinion.

E5. Other Considerations: Participants provided comment/questions on a variety of other topics related to implementation and/or making enhancements to the standards:

- Maybe we don't want to add to standards, but add supports to the standards (definitions, examples, etc.)
- If you add standards, you should add assessment
- What about families and communities? What can we provide for those who are adamantly against the CCSS?
- We have a strong sense of local control in WA. How do CCSS fit into a local set of standards? Enhancements need to fit the local community.

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