

Common Core State Standards

A Spotlight for Parents

Issue #11

It's a Sunny *NEW* Day

How often have we thought about school with excitement? The expectation of the unknown, all the things to learn and do and be? Education has always been in a constant ebb and flow, things worked and we did them over and over, practices didn't work so we tried something else. The Common Core Standards finally give us a playing field that is unparalleled and level. Notice the word standards, every child held to the same expectation for learning is unmatched, finally children can go to any school and the standards for learning are the same. Again, notice the word standards, standards are NOT curriculum. Our children will not be in lock step learning. The content may be different across grades and schools, but the standards remain the same, the expectations for success remain the same. Talk to the principal and teachers, find out what they are using for curriculum modules and materials. Talk to them about expectations. Share the excitement of higher expectations for learning, be confident that your child will be prepared of whatever path they choose.

Resources

Where can you go to find out more?

The school Principal and Teachers –they are your best source of information.

www.engageny.org has curriculum materials, modules, and parent resources. Remember this site is geared to public school families so some of the information may not be relevant to your school. Talk to your child's principal for more information.

The Catholic School Administrators Association of NYS— www.csaanys.org, can answer your questions.

Diocesan or Association offices can provide information and guidance.

Student engagement increases when...

- ✓ Academic tasks are challenging, purposeful, and applicable to one's own life.
- ✓ Students are involved in setting their learning goals.
- ✓ Students are encouraged to interact and discuss ideas with their teachers and peers.
- ✓ Praise emphasizes improvement, effort, and process.
- ✓ Peer cooperation, not competition, is encouraged.
- ✓ Instruction allows student choice and decision-making.
- ✓ Appropriate academic scaffolding leads to autonomy.
- ✓ Teachers create a socially-supportive environment.

For resources and information visit www.nyscirs.org and www.engageny.org

Diversity

Within the classroom is the opportunity to create a sense of ownership in students by incorporating their lived experiences and cultural reference points throughout the school environment. A classroom environment that acknowledges their voice and validates their concerns is engaging. Teachers can also be “cultural bridge builders” and find ways to relate the less familiar with the more familiar. This will increase the student’s vocabulary and knowledge base through created experiences incorporating thoughts and ideas that may be foreign to the classroom population.

The implementation of the Common Core State Standards gives teachers a powerful opportunity to build diversity into instruction and encourage some meaningful dialogue in the classroom setting. Paulo Friere, a Brazilian educator, wrote about “reading the word and reading the world”. No text that students read is neutral; there is always a voice behind the words. Placing students into the dialogue of the authors and text that is assigned allows students to make text-to-self and text-to-world connections. An ELA strategy of choosing books that are about same-age peers in other countries or even just in another state can make the connections to the classroom population. Likewise, Math activity using money conversion from country to country will make a connection with the classroom’s diverse population. Teachers need to “create the world” within their classroom walls to develop globally-aware students.

Capture the Core Newsletter—Illinois State Board of Education

When the cook tastes the soup, that’s formative; when the guests taste the soup, that’s summative. - R. Stake

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. Parents have an important role in this as well. For example the seventh Mathematical Practice Standard, **Look for and make use of structure**, means that mathematically proficient students look closely to discern a pattern or structure. Students can see complicated things as single items. Students will apply general mathematical rules to different problems. Young students, for example, might notice that three and seven more is the same as seven and three more, or they may sort a collection of shapes according to how many sides shapes have. Students encounter numerical problems that require deferring calculation steps until one sees the overall structure, or problems that assess how aware they are of how concepts link together. To support your child’s growth and understanding for Mathematical Practice Standard 7, parents can ask their child:

- ✓ Why does this happen?
- ✓ How is ___ related to ___?
- ✓ What patterns do you notice?
- ✓ What do you know about _____ that you could apply to this problem?
- ✓ Why is this important to the problem situation?
- ✓ What happens when we change this?

By engaging in conversations about math, parents will model the importance of knowing and understanding math for everyday life.