

# Why the Common Core in New Mexico?

# Why Our Students Need a Common Core



61% of jobs in New Mexico require a post-secondary degree.

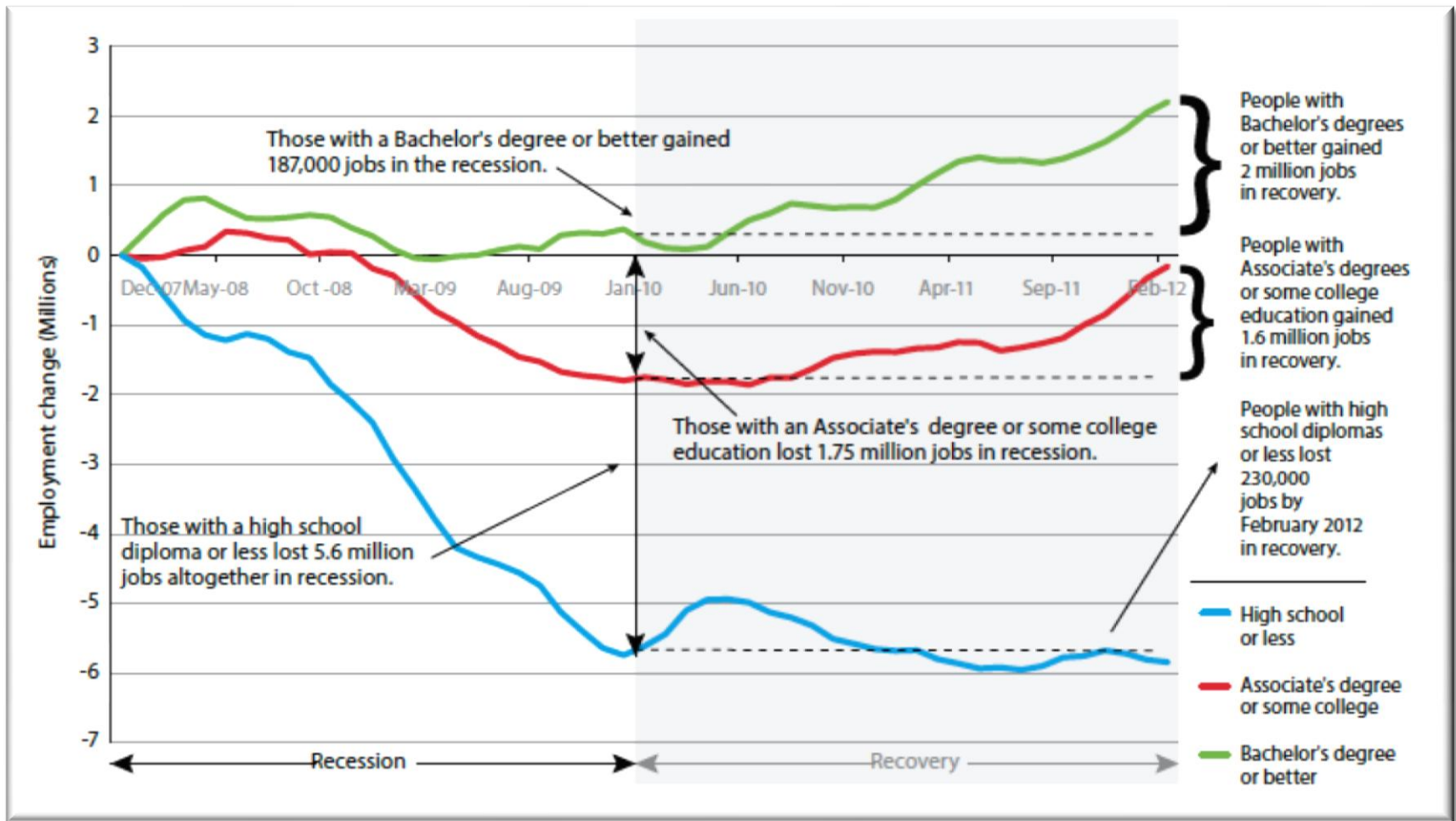


45% of all jobs in the U.S. require 1-2 years of additional training beyond high school.



46.2% of NM students take remedial courses in college within two years after graduation.

# Today's Students Are Entering a Different World



Jobs lost during the recession by Americans with and without any additional training after high school

# What is the Common Core?

- The Common Core State Standards (CCSS) are standards of what students should know and be able to do at the end of each grade level
- Schools and Districts can decide what curriculum they want to use to meet the standards
- Teachers decide how to plan their lessons and how to teach to implement the standards in their classrooms (flexibility and creativity)

# The Common Core State Standards **provide:**

- **New expectations** of skills and knowledge for K – 12 students in Literacy and Mathematics
- Teachers have the **time to go in-depth** on objectives, while **covering fewer things at each grade level**
- Parents and communities a pathway for a **rigorous curriculum** so students are **prepared for college and careers**

# Common Core **Myths**

- The Common Core is a curriculum
- The federal government developed the Common Core
- States were required to implement the Common Core to receive Race to the Top funding
- The Common Core prevents teachers from teaching literature
- Implementing the Common Core requires states to collect and house vast amount of personally identifiable student data

# Common Core Facts

- State education chiefs and governors led the development of the CCSS
- The standards suggest a balance between literature and non-fiction texts
- The standards do not tell teachers how to teach or offer required reading lists
- There is no data collection requirement of implementing the CCSS
- Race to the Top required “college and career readiness standards” not necessarily the Common Core

# Shifts in CCSS ELA/Literacy

- **Building knowledge** through **content-rich nonfiction**
- Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
- Regular practice with **complex text** and its **academic language**



# Why Literacy Shifts Need to Occur:

- Informational text makes up vast majority of required reading in college/workplace (80%)
- Most college and workplace writing is evidence-based and expository in nature (not narrative)
- Too many students reading at too low a level (<50% of graduates can read sufficiently complex texts)

# Shifts in CCSS Mathematics

- **Focus:** Focus strongly where the standards focus
- **Coherence:** **Think** across grades, and **link** to major topics
- **Rigor:** In major topics, pursue **conceptual understanding**, procedural skill and **fluency**, and **application**

# Why Mathematics Shifts Need to Occur:

- Nearly half of New Mexico students take remedial mathematics courses upon entering college
- Previous state standards did not prepare New Mexico students to apply math to real situations and problems needed to succeed in the workplace
- The focus of the CCSS mathematics standards on students expressing and explaining their answers deepen students' communication, reading and writing skills

# The CCSS Math Difference

## Old Question:

Randa ate  $\frac{3}{8}$  of a pizza, and Marvin ate  $\frac{1}{8}$  of the same pizza. What fraction of the pizza did Randa and Marvin eat?

Choices: a.  $\frac{5}{8}$  b.  $\frac{3}{8}$  c.  $\frac{1}{4}$  d.  $\frac{1}{2}$

## New Question:

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct?

Show all your mathematical thinking. (Answer: Luis is right both ate  $1 \frac{1}{8}$  of a pizza).

Source: Dr. Robin Fogarty's Webinar, "Instructional Rigor and Relevance

# Common Core from New Mexico Educators

- “With the CCSS we have less things to cover; therefore, we can go deeper. We can do more coverage of each content area, instead of skimming the surface of so many of them.”- Melissa Roberts, 4<sup>th</sup> grade teacher, Logan Municipal Schools
- “I'm hoping that the CCSS will increase our students' abilities to succeed outside of education, and become better citizens, and this will all around make New Mexico a better state...with fewer students dropping out of school. I'd really, really like these things to find their potential.”  
- Byron Taylor, teacher at Estancia Valley Learning Center, Estancia
- “The Common Core is moving away from our traditional thoughts and approaches to teaching, and bringing in new, innovative ideas, and going from page-to-page teaching from the book to pulling in different resources.... Hopefully teachers will embrace the Common Core for the better of their students.”  
- Sandee Elkins, Belen Consolidated School District

# SBA Transition to PARCC Timeline for New Mexico



# State-wide Professional Development & Trainings

1. Common Core Summit last March 2012
2. NM Reads to Lead Trainings
3. Priority Schools Tour of Love
4. New Mexico Common Core Professional Development Program (with Solution Tree and KDS)
5. WIDA training on ELD standards and ACCESS data  
February/March/May
6. Common Core professional development modules to support English Learners released will be released this month (July 2013)

# New Mexico Common Core Professional Development Program

- Online Courses
- In-person workshops
- Webinars (recorded and available online)
- Regional mentoring
- Over 2,394 teachers have been trained so far!





# NEW MEXICO COMMON CORE STATE STANDARDS

# NEW MEXICO COMMON CORE

A large graphic consisting of the letters 'P' and 'D' in a dark blue, bold font. The 'D' is stylized with a colorful sunburst or hand-like design inside it, featuring yellow, pink, blue, and green rays.

## New Mexico Common Core Professional Development Program

The New Mexico Public Education Department (PED) is excited to launch the New Mexico Common Core Professional Development Program (NMCCPD) to support implementation of the Common Core State Standards (CCSS). The program is being delivered during spring 2013 in partnership with Knowledge Delivery Systems (KDS), a leading provider of e-learning solutions, and Solution Tree (ST). The NMCCPD Program will offer in person conferences and workshops, online courses, webinar series to dive deeper on specific topics, and regional in person support from Common Core experts. Use the links below to explore the professional development offered, register for workshops, and see what's happening in your region.

[Calendar of All Trainings](#)

[www.newmexicocommoncore.org](http://www.newmexicocommoncore.org)