

Common Core Standards – Background on Development

The Common Core State Standards Initiative was a state-led effort launched by state leaders, including governors and state commissioners of education from 48 states, 2 territories and the District of Columbia, through their membership in the National Governors Association Center for Best Practices (NGA Center) and Council of Chief State School Officers (CCSSO).

The process used to write the standards ensured they were informed by:

- The best state standards;
- The experience of teachers, content experts, states and leading thinkers; and
- Feedback from the general public.

To write the standards, the NGA Center and CCSSO brought together content experts, teachers, researchers and others.

Teachers have provided an especially important voice in the development of the standards. The National Education Association (NEA), American Federation of Teachers (AFT), National Council of Teachers of Mathematics (NCTM), and National Council of Teachers of English (NCTE), among other organizations were instrumental in bringing together teachers to provide specific, constructive feedback on the standards.

During the development process the standards were divided into two categories:

- College and career readiness standards, which address what students are expected to learn when they have graduated from high school; and
- K-12 standards, which address expectations for elementary through high school.

The NGA Center and CCSSO received nearly 10,000 comments on the standards during two public comment periods. Comments, many of which helped shape the final version of the standards, came from teachers, parents, school administrators and other citizens concerned with education policy.

The draft college and career ready graduation standards were released for public comment in September 2009.

The draft K-12 standards were released for public comment in March 2010.

The final standards were released in June 2010.

An advisory group has provided advice and guidance to shape the initiative. Members of this group included experts from Achieve, Inc., ACT, the College Board, the National Association of State Boards of Education and the State Higher Education Executive Officers.

Common Core Standards Review and Adoption Process

Phase I: Public Review and Comment NGA/CCSSO ELA/Mathematics Standards (December 2009 – February 2010)

December 16, 2009

- Expand the NYSED Common Core Standards Initiative website http://www.emsc.nysed.gov/ciai/common_core_standards.html to include a “toolkit for public comment” which contains:
 - A video of the Commissioner inviting public comment;
 - A Power point presentation describing the Common Core Standards Initiative, sequence of events and timeline, the internal structure of the proposed ELA and mathematics standards and next steps in developing the NYS learning standards process;
 - Two online survey instruments - one for public comment on the NGA/CCSSO proposed mathematics standards; the other for public comment on the NGA/CCSSO ELA standards;
 - NGA/CCSSO draft grade by grade Common Core Standards for public comment; and,
 - Links to related materials.

December 16, 2009

- Standards Review Initiative (SRI) Leadership Team will provide to the Regents a report on SRI activities with respect to NYS ELA/ESL learning standards and provide a basis for discussion of their relationship to the Common Core initiative; and,
- Board of Regents approval on the process for review and adoption of the NYS learning standards and performance expectations in relation to the Common Core Standards for ELA and Mathematics.

January 29, 2010

- Conduct 8-12 regional forums statewide through the NYS Teacher Center Technology Committee. Forums will combine virtual presentation and face-to-face facilitation using the toolkit materials described above. Multiple regional stakeholders will be invited - teachers, administrators, professional development providers, and others, including BOCES, district, and public, charter and non-public school staff.
- Host a statewide discussion with live audience to seek feedback on the Common Core Standards for ELA and mathematics and the supports needed for implementation in NYS schools.
- Submit formal response to the NGA/CCSSO informed by statewide public comment, the work of the Standards Review Initiative Committee, and the NYSED Mathematics Advisory Committee.

February 9, 2010

- Update Board of Regents on timeline and next steps in process for review and adoption of NGA/CCSSO Common Core Standards.

Phase II: Propose a revised set of NYS Learning Standards for ELA/ Mathematics (March 2010 – April 2010)

April 1, 2010

- Review the final set of NGA/CCSSO Common Core Standards against the draft ELA/ESL learning standards, 2005 Mathematics Core and the SRI Working Principles

<http://www.emsc.nysed.gov/standardsreview/StandardReviewWorkingPrinciplesfinal7.17.08.mht> and other pertinent documents;

- Compile a proposed draft of the NYS Learning Standards for English Language Arts and Mathematics grades P-12, with input from cognitive psychologists, members of the Standards Review Initiative Committee and NYSED Mathematics Advisory Council;
- Develop recommendations to the Board of Regents on adoption of the NGA/CCSSO Common Core Standards on mathematics and English language arts (comprises 85% of Common Core standards) and additional NYS standards (15% as judged necessary) for statewide public comment.

Phase III: Public Review, Comment and Adoption of NYS Learning Standards for ELA and Mathematics (April 2010 – July 2010)

April 20, 2010

- Present and request Board of Regents approval to seek statewide public comment on the revised NYS ELA and mathematics learning standards, and
- NYSED expands the Common Core Standards Initiative website http://www.emsc.nysed.gov/ciai/common_core_standards.html to include a “toolkit for public comment” which contains:
 - A video of the Commissioner inviting public comment;
 - Online survey instruments for public comment;
 - Proposed revised NYS learning standards for ELA and Mathematics P-12.

May 18, 2010

- NYSED conducts 8-12 regional forums statewide through the NYS Teacher Center Technology Committee. Forums will combine virtual presentation and face-to-face facilitation, using the toolkit materials described above. Multiple regional stakeholders will be invited - teachers, administrators, professional development providers, and others, including BOCES, district, and public, charter and non-public school staff.
- Update Board of Regents on the status of statewide public comment on the proposed ELA and mathematics standards.

July 10, 2010

- Revise NYS Learning Standards for ELA and Mathematics based on public comment; and
- Produce a final set of standards and grade by grade performance expectations for P-12 in mathematics and ELA.

July 20, 2010

- The new standards and grade by grade performance indicators for P-12 (Common Core 85% + New York State 15% as judged necessary) will be presented to the Board of Regents for adoption.

Phase IV: Design ELA and Math curriculum frameworks, align professional development and pre-service education, and integrate new standards into virtual high school.

Implementation of the Board of Regents approved ELA and Mathematics Standards will include development of curriculum frameworks, alignment of professional development and pre-service education as well as opportunity for online coursework through the development of a virtual high school. As resources become available, the Department will engage the field in the revision of all NYS learning standards with priority given to science and social studies.

Validation Committee

- **Bryan Albrecht**, President, Gateway Technical College, Kenosha, Wisconsin
- **Arthur Applebee**, Distinguished Professor, Center on English Learning & Achievement, School of Education, University at Albany, SUNY
- **Sarah Baird**, 2009 Arizona Teacher of the Year, K-5 Math Coach, Kyrene School District
- **Jere Confrey**, Joseph D. Moore Distinguished University Professor, William and Ida Friday Institute for Educational Innovation, College of Education, North Carolina State University
- **David T. Conley**, Professor, College of Education, University of Oregon CEO, Educational Policy Improvement Center (**Co-Chair**)
- **Linda Darling-Hammond**, Charles E. Ducommun Professor of Education, Stanford University
- **Alfinio Flores**, Hollowell Professor of Mathematics Education, University of Delaware
- **Brian Gong**, Executive Director, Center for Assessment (**Co-Chair**)
- **Kenji Hakuta**, Lee L. Jacks Professor of Education, Stanford University
- **Kristin Buckstad Hamilton**, Teacher, Battlefield Senior High School, NEA
- **Feng-Jui Hsieh**, Associate Professor of the Mathematics Department, National Taiwan Normal University
- **Mary Ann Jordan**, Teacher, New York City Dept of Education, AFT
- **Jeremy Kilpatrick**, Regents Professor of Mathematics Education, University of Georgia
- **Dr. Jill Martin**, Principal, Pine Creek High School
- **Barry McGaw**, Professor and Director of Melbourne Education Research Institute, University of Melbourne; Director for Education, OECD
- **James Milgram**, Professor Emeritus, Stanford University
- **David Pearson**, Professor and Dean, Graduate School of Education, University of California, Berkeley
- **Steve Pophal**, Principal, DC Everest Junior High
- **Stanley Rabinowitz**, Senior Program Director, Assessment and Standards Development Services, WestEd
- **Lauren Resnick**, Distinguished University Professor, Psychology and Cognitive Science, Learning Sciences and Education Policy, University of Pittsburgh
- **Andreas Schleicher**, Head, Indicators and Analysis Division of the OECD Directorate for Education
- **William Schmidt**, University Distinguished Professor, Michigan State University
- **Catherine Snow**, Henry Lee Shattuck Professor of Education, Harvard Graduate School of Education
- **Christopher Steinhauser**, Superintendent of Schools, Long Beach Unified School District
- **Sandra Stotsky**, Professor of Education Reform, 21st Century Chair in Teacher Quality, University of Arkansas
- **Dorothy Strickland**, Samuel DeWitt Proctor Professor of Ed., Emerita, Distinguished Research Fellow, National Institute for Early Education Research, Rutgers, The State University of NJ
- **Martha Thurlow**, Director, National Center on Educational Outcomes, University of Minnesota
- **Norman Webb**, Senior Research Scientist, Emeritus, Wisconsin Center for Education Research, University of Wisconsin
- **Dylan William**, Deputy Director, Institute of Education, University of London