

2014 ATDN Summer Institute

August 20 & 21

New Haven Adult Education



Agenda

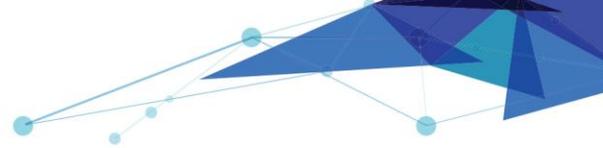
- 9:00 Welcome!
- 9:15 CCR Review & Advances
- 10:00 Break
- 10:15 ELA (stay here) & Math (not here)
- 12:00 LUNCH
- 1:00 – 3:00 ELA & Math continued

Process That Led to the CCR Standards for Adult Education



OCTAE created a deliberative, multilayered process:

- Convened two review panels—one in math and one in English language arts/literacy (ELA/literacy)—with a wide cross-section of experience and expertise.
- Common Core State Standards served as the basis of our discussions (CCSS).
- Gathered feedback from colleagues around the nation and the lead CCSS writers.
- Established an evidence-based process.



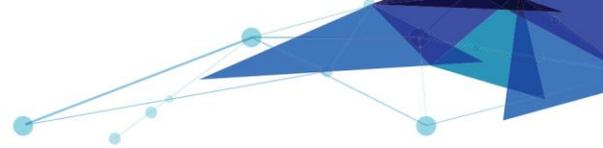
Three Questions Guided the Panels' Review

1. Using evidence, what CCSS content in the area of ELA/literacy is *relevant* to preparing adult students for success in higher education and training programs?
2. Using evidence, what CCSS content in the area of mathematics is *relevant* to preparing adult students for success in higher education and training programs?
3. Using evidence, which standards in each content area are *most important* for adult students?

CCR Standards Organized for Adult Education



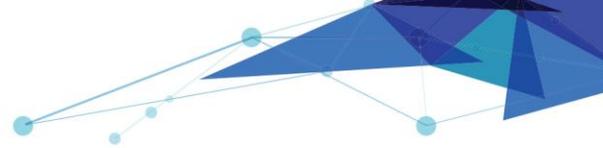
- Panelists bundled the selected standards into five grade-level groupings to more closely reflect adult education levels of learning:
 - ELA/Literacy - A (K–1), B (2–3), C (4–5), D (6–8), and E (9–12)
 - Math - A (K–1), B (2–3), C (4–5 +6), D (6+ 7–8), and E (9–12)
- Standards were omitted primarily when they were too specific, redundant, subsumed by other standards, or handled sufficiently in an earlier level.



College and Career Readiness Standards for Adult Education

Susan Pimentel
2013





CCSS and CCR Standards in ELA/Literacy: How Do They Compare?

- Fewer standards than CCSS, but wording of selected standards is identical.
- For ASE, focus is primarily the 9-10 standards *but* content and texts are CCR.
- Focused mainly on informational text standards.
- CCS standards that specify particular content, namely seminal U.S. documents, were selected.
- Expository writing is accentuated.



CCSS and CCR Standards in Mathematics: How Do They Compare?

- Many fewer standards (only about 31% of CCSS), but wording of selected standards is identical.
- Drew most CCR standards from the domains of algebra and functions.
- CCR standards do not include the 54 STEM standards from the CCSS.

Key ELA Advances Prompted by the CCR Standards for Adult Education



1. **Complexity:** Regular practice with complex text (and its academic language)
2. **Evidence:** Reading, writing, and speaking grounded in evidence from text
3. **Knowledge:** Building knowledge through content-rich informational texts

Key ELA Advances Build Toward CCR for All Students



ELA/Literacy Advance One: Regular Practice With Complex Text



Relevance and Importance Based on the Research?

- What students can read, in terms of complexity, is the greatest predictor of success in college (ACT study).
- Gap between complexity of college and high school texts is huge (four years!).
- Too many students are reading at too low a level. (<50% of graduates can read sufficiently complex texts).

Deficiencies are not equal opportunity. . .



ELA/Literacy Advance Two: Reading, Writing, and Speaking Grounded in Evidence From Text

Relevance and Importance Based on the Research?

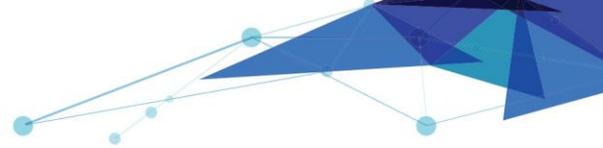
- Most college and workplace writing requires evidence.
- The ability to cite evidence differentiates strong from weak student performance on national assessments.
- Being able to locate and deploy evidence are hallmarks of strong readers and writers.

ELA/Literacy Advance Three: Building Knowledge Through Content-Rich Nonfiction



Relevance and Importance Based on the Research?

- Nonfiction makes up the vast majority of required reading in college and the workplace.
- Informational text is harder for students to comprehend than narrative text.
- Males lag females in reading. Research shows males prefer reading informational texts over narrative fiction.



Three Advances in CCR ELA/Literacy Boil Down to . . .

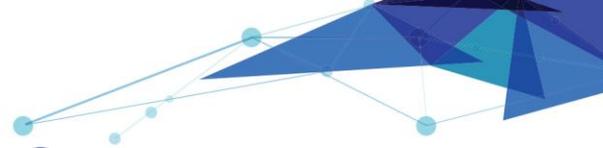
- Texts worth reading!
- Questions worth answering!
- Work worth doing!

Three Key Advances Prompted by the CCR Standards in Mathematics



1. **Focus:** Focus strongly where the CCR standards focus.
2. **Coherence:** Design learning around coherent progressions level to level.
3. **Rigor:** Pursue conceptual understanding, procedural skill and fluency, and application—all with equal intensity.

Mathematics Advance One: Focus Strongly Where the CCR Standards Focus



Relevance and Importance Based on the Research?

- High-performing nations significantly narrow the scope of content so that students can focus their time and energy on the major work of the level.
- By focusing deeply on what is emphasized in the standards, students gain strong foundations.
- Identifying concepts that support the major concepts of the level creates a coherent flow of knowledge and skills within the level.

Mathematics Advance Two: Designing Learning Around Coherent Progressions Level to Level

Relevance and Importance Based on the Research?

- Based on how students' mathematical knowledge, skill, and understanding are known to develop over time:
 - Coherence allows students to demonstrate new understanding built on foundations from previous study.
 - Coherence prevents standards from being a list of isolated topics.
 - Coherence means that each standard is not a new event, but an extension of previous learning so less time needs to be spent on re-teaching.

Mathematics Advance Three: Conceptual Understanding, Procedural Skill and Fluency, and Application



Relevance and Importance Based on the Research?

- Students with solid conceptual understanding know more than “how to get the answer”; they can generalize and apply concepts from several perspectives.
- When students can perform calculations with speed and accuracy (fluency), they are able to access more complex concepts and procedures.
- When students have the ability to use math flexibly, they are then able to apply their knowledge to a wide variety of types of problems.

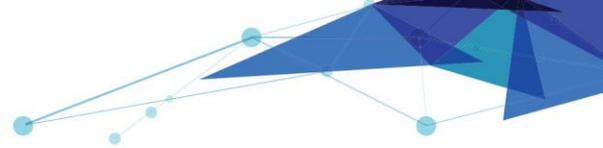
Standards for Mathematical Practice



Relevance and Importance Based on the Research?

- The Standards for Mathematical Practice describe varieties of expertise that students at all levels need to develop.
- When concepts and skills are connected to the Practices, deeper understanding can occur, which allows student to extend them to new situations.
- Emphasis on the Practices shifts the focus from just “how to get the answer” to also “learning how to learn.”

Standards for Mathematical Practice



MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

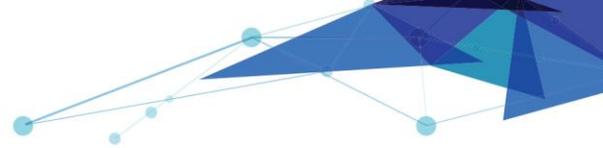
MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

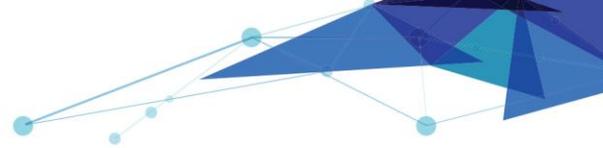
MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.



What the CCR Standards for Adult Education Are Not!

- They are *not* an order in which standards are to be taught.
- They are *not* directions about how instructors should teach.
- They are *not* a full spectrum of support and interventions for students.
- They are *not* a curriculum, so states and programs will need to complement them with high-quality curricula.
- They are *not* a national or federal set of mandates.



What the CCR Standards for Adult Education are...

A model set of evidence-based CCR standards for use by state and local adult education programs.

Connecticut has adopted these standards.