

## **Modeling Effective Collaboration on the Alignment of Standards and Assessment Based on the Common Core Standards Among High Schools, Community Colleges and Four-Year Institutions**

The original purpose of the Common Core Standards was to provide consistency across the states of what knowledge, skills and abilities students are expected to learn in subjects such as English language arts, mathematics and science in order for them to be competitive in a global economy. Much of the focus has been on the implementation of the standards in K-12 schools with the emphasis that the new standards are designed to assure students are ‘college and career ready’. However, the vision of the Common Core Standards, in which higher education was an active partner, was much broader at not only ensuring the success of students in elementary and secondary education, but subsequently, in postsecondary education as a result of higher standards and aligned expectations between secondary and postsecondary education. To achieve this outcome requires that higher education not only be informed of the Common Core Standards but also engaged as a full partner in its implementation. With this in mind, the American Council on Education (ACE) recommends four key areas where actions required by higher education are needed, including:

- Area 1: Aligning K-12 and higher education curricula (e.g., developmental courses, bridge courses, dual credit courses, and first-year postsecondary courses);
- Area 2: Aligning key school-to-college policies, including more targeted college readiness supports to help students make the transition;
- Area 3: Developing assessments and aligning with placement policies; and,
- Area 4: Preparing new and existing teachers (including the inclusion of Arts and Sciences faculty).

It is the broader objective of the Central Illinois Common Core Alignment Consortium to engage its partners over time with strategies that address each of these key areas. **For the purposes of this proposal, the Center for the Study of Education Policy (CSEP) at Illinois State University, representing the Central Illinois Common Core Alignment Consortium, requests funding to address Area 1 and Area 4 above: aligning K-12 and higher education curricula (area 1) and preparing new and existing teachers (area 4).**

The Central Illinois Common Core Alignment Consortium is made up of P-20 stakeholders representing the counties of Dewitt, Livingston, and McLean. Membership includes: Illinois State University, Illinois Wesleyan University, Heartland Community College, Lincoln College, Dewitt/Livingston/McLean County Regional Office of Education #17, McLean County Unit #5 School District, Bloomington District #87, and Olympia School District.

The work of the Central Illinois Common Core Alignment Consortium began this summer as a pilot initiative between Illinois State University, Heartland Community College, and University High School to examine curriculum, faculty expectations, and student work informed by the Common Core standards with a particular focus on reducing remediation at the post-secondary level. Realizing that this work could be strengthened by expanding the involvement of additional districts and postsecondary institutions, more stakeholders were brought to the table. Most relevant, though, was the inclusion of the Dewitt/Livingston/McLean County ROE office,

who is currently working with a core group of secondary math faculty representing districts throughout the region.

Funding from this grant will allow the initial work started last summer to expand into a broaden region-wide strategy that adds the participation of Dewitt/Livingston/McLean County ROE, Olympia School District, McLean Unit #5, Illinois Wesleyan University, Lincoln College, as well as teacher education and general education faculty from Heartland, IWU, and ISU and staff to the original work started by Heartland, Illinois State University, and University High School.

This project will tap into the existing work that is occurring with Dewitt/Livingston/McLean County Regional Office of Education #17 and a group of secondary math teachers from throughout the region who have been working on aligning the common core standards. Through this work, we will bring in postsecondary math faculty from Illinois State University, Heartland Community College, and Illinois Wesleyan University.

Through funding from this grant, the Central Illinois Common Core Alignment Consortium will focus on the following goals, objectives, and activities from March through September 2013:

Goal 1: Broaden work on regional math faculty collaboration to include postsecondary faculty/staff at ISU, Heartland, and IWU that teach developmental math, first year math, and math education courses.

Objective 1: Create a shared agreement secondary and postsecondary faculty on, “What is college ready (and how would we know it if we saw it)”?

- 1) Activity One: Conduct a gap analysis of mapping the common core to developmental and first-year courses.
  - Engage faculty in an activity that maps the Anchor Standards and Standards for Mathematical Practice to their existing curriculum identifying the degree of alignment, especially identifying gaps in the alignment (Note: EPIC’s gap analysis template may be helpful though will need to be altered).
  - Engage faculty in a reflective discussion on the following topics:
    1. When or in what course common core standards are taught at the postsecondary level, how the common core standards connect or do not connect to first-year postsecondary and developmental education courses.
    2. How the common core standards are reflected on the current placement testing tools (Compass, ACT, PARCC).
- 1) Activity Two: Bring together ROE’s committee of secondary faculty with identified postsecondary math faculty to develop shared definition on college and career readiness in math related to the common core standards. Note: Survey data will be shared with this committee and used to identify items of consensus and disagreement.
- 2) Activity Three: Develop recommendations for an action plan of strategies for creating better alignment in math education to reduce remediation and ensure great success in postsecondary education (e.g., bridge courses, dual credit options, assessment options, etc.).

Goal 2: Create a deeper understanding among postsecondary faculty that prepare PreK-12 teachers on how the common core standards and PARCC assessments will impact teaching pedagogy, content, and assessment.

- 1) Activity One: Conduct a summer seminar with teacher education faculty at ISU and IWU on integrating the common core into teacher education content and methods courses. These courses will be designed for faculty teaching in the College of Education at ISU and will include invitations for participation among faculty in other Colleges at ISU (e.g., math department) and faculty at IWU.
- 2) Activity Two: As part of the summer seminar work, faculty will be asked to identify one course that will be redesigned and bring copies of the syllabus to the seminar (Note: EPIC's CourseCreate (course syllabi template) may be something to consider as a tool for this session)
- 3) Activity Three: As part of the summer seminar work, faculty will also develop sample course materials aligned with the common core or review existing course materials that will be accessible through the Illinois Shared Learning Environment (Note: at this time, materials on ISLE are not yet made available)

Goal 3: To introduce college-level faculty with teaching and administrative responsibilities for General Education to the Common Core standards in Math, ELA, and Science.

- 1) Activity One: Conduct a summer seminar that will include a series of sessions including the following work:
  - a. Introduction to the Common Core and PARCC: What are they and when/how are they coming?
  - b. Practitioners viewpoint: two teachers (ELA and Math) from K-12 schools on their viewpoints of the common core and the PARCC assessments
  - c. Discussion on implications for general education
- 2) Activity Two: As part of the summer seminar work, faculty will be asked to identify one course that will be redesigned and bring copies of the syllabus to the seminar (Note: EPIC's CourseCreate (course syllabi template) may be something to consider as a tool for this session)

Goal 4: Document lessons learned for reflection and dissemination

- 1) Activity One: Develop a toolkit for dissemination that includes a case study and artifacts.
- 2) Activity Two: Reflect on work done through three different regional efforts to create connections and cohesion.

Figure One: Conceptual Framework

Topic	Teacher Education	Math articulation between high schools and postsecondary	Higher Education General Education
	PROJECT BASED	PROBLEM BASED	AWARENESS/WORKSHOP APPROACH WITH PROJECT INTEGRATION
Focus	To create dialogue between teacher education faculty and ISU content faculty around the discussion of CCSS implementation.  Project-based; as in lesson plans, units of study, instructional strategies and assessment design.	To analyze data regarding remediation of college freshmen from ROE 17 schools  To examine perceived/real gaps in curriculum from local high schools and university faculty	To introduce college-level faculty at Illinois State University with teaching and administrative responsibilities in general education to the Common Core Standards in Math, ELA, and Science  To begin conversation on general education course redesign within and across courses
Who would be involved?	<ul style="list-style-type: none"> <li>ISU Faculty from Teaching and Learning; teacher education faculty from IWU and Heartland</li> <li>K-12 faculty from ROE 17 schools</li> <li>ISU teacher ed faculty from Math and English departments</li> </ul>	<ul style="list-style-type: none"> <li>HCC/ISU/IWU/Lincoln faculty that teach remedial/101 classes in math</li> <li>Stakeholders from high schools and higher education</li> <li>High school faculty that teach Math (especially those that teach part-time in higher ed)</li> </ul>	<ul style="list-style-type: none"> <li>Higher Ed faculty that teach general education courses from ISU, IWU, Heartland, and Lincoln</li> </ul>
Who could lead and be project managers?	Diane Wolf, Regional Office of Education, and lead faculty from ISU Teaching and Learning	Jeremy McClure, Heartland Community College; TBD, Math Department, Illinois State University, Kevin Thompson, U High	Jon Rosenthal, ISU Teacher Development staff from ISU, Heartland, Wesleyan, and Lincoln

In addition to the work outlined in this proposal, other issues may form into regional work groups (as interest and opportunity provide), such as the following:

- Examining the vertical alignment between first-year credit bearing and developmental courses at IWU, ISU, Heartland, and Lincoln College
- Examining curriculum alignment opportunities with dual credit and blended learning

- Examining the alignment of assessments (following work of national PARCC Advisory Committee of College Readiness)
- Integrating the use of the Illinois Shared Learning Environment as a tool for alignment

Overseeing the work of these work groups will be a CCS Alignment Steering Committee that will meet quarterly to be updated on the progress of the work and offer suggestions/recommendations for next steps. Membership of the Steering Committee will include representatives from Unit #5, District #87, Olympia School District, Regional Office of Education, Heartland Community College, Illinois State University, Lincoln College, and Illinois Wesleyan University. The leadership of the CCS Alignment Steering Committee is provided by Dr. Jon Rosenthal, Associate Provost for Undergraduate Education, Illinois State University, Dr. Jeff Hill, Superintendent of University Lab Schools, Diane Wolf, Assistant Regional Superintendent, Dr. Rick Pearce, Heartland Community College, Dr. Barb Meyer, School for Teaching and Learning, Illinois State University, and Jeremy McClure, Instructional Chair for Math and Science, Heartland Community College.

Any questions regarding this proposal can be directed to Dr. Erika Hunt at [elhunt@ilstu.edu](mailto:elhunt@ilstu.edu) or 309/438-2725.