

Creating a Common Core Learning Environment

How to imbed an academic underpinning
into your program and thinking



What do you see?

Write down some initial observations.

Take a minute and talk with your neighbor about what they wrote.

Consider how this connects to a learning environment

Points to consider

- Activity choice
- The role of after school and expanded learning in implementing the common core state standards and student success
- The intersection between research and practice
- Aligning seamless learning between school and out-of-school
- Implications for global learning and competitiveness

Workshop goals

- To create learning opportunities in after school that are engaging and meaningful for the children you serve
- To practice developing and teaching a lesson that has components of embedded learning that is linked to core principles
- Learn how to apply Gardner's multiple intelligence theory to the children in your program and create experiences geared around tapping into their potential
- Learn about the role that you as staff play in setting the culture and climate for "stealth learning" during the after school time
- Discover resources that will help to enhance your program and be a critical linkage to reinforce learning

What is the Common Core?

- Standards that address depth, not breadth
- An equalizer in 46 states (all teaching and learning the same material)
- They follow a staircase
 - Early grades learn skills intensively
 - Later grades build on skills with the knowledge base
- Not a federal mandate, state choice, state adoption

What does this mean for after school?

- Plays a crucial role helping to expand the learning day through partnerships and project based learning
- Students are prepared for college, career, and citizenship applying concepts in a real world way

Common Core Habits of Mind

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of the audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Demonstrate independence

- Allow spaces for youth to experiment
 - Art space
 - Science table
- Allow spaces for youth to lead
 - Problem solving
 - Leadership opportunities
- Allow spaces for youth to collaborate
 - Teamwork
 - Small group activities

Build strong content knowledge

- Create opportunities for youth to go deeper into topics
 - Art and artists
 - Cooking and math
 - Sports and stats
 - Youth interest areas
 - Survey youth
 - Provide access to resources
 - Real world connections

Respond to the varying demands of the audience, task, purpose, and discipline

- Allow for sequenced activities
 - Create opportunities for project-based learning
 - Skills build upon prior knowledge
 - Require attention to activity tasks
 - Require rigor and discipline
- Build in reflection time for youth to understand the purpose of the activity

Comprehend as well as critique

- Don't do an activity for the sake of something to do
 - Build in checks for youth to comprehend the concept of what they are engaged in
 - Challenge them to examine the process and suggest better ways
 - How would they adapt the activity, what are their thoughts on the subject
 - This generation of youth want to make a difference, allow them to have a voice

Value evidence

- Allow opportunities for youth to talk about both the process and the outcomes
 - What helped us reach _____?
 - Why was _____ so important?
 - Who were _____ in the process?

Use technology and digital media strategically and capably

- We are in the digital age...youth are wired and understand how to use the parts and whole of technology.
 - Are there opportunities in your program to integrate several areas to deepen their understanding of the interconnectedness to the real world?
 - Video production, use of multiple programs to create an end product
 - Opportunities for engagement inside and out of the program and school day

Come to understand other perspectives and cultures

- Habits of mind link to global competence
 - Investigate the world
 - Communicate ideas
 - Recognize perspectives
 - Take action
- After School and Expanded Learning programs offer opportunities to explore concepts in a deeper way to reinforce learning

Habits of Mind in Action

- What does it look like in after school?



Writing- Analyzing Media (1).rv

Circle Drawing

- Working in groups of five, use the chart paper to draw circle in the center of the page
- Passing the marker around the group clockwise, draw a dot and a ring around the center circle.
- Do the same thing seven more times with each ring expanding outward and getting smaller relative to the position of the center circle.

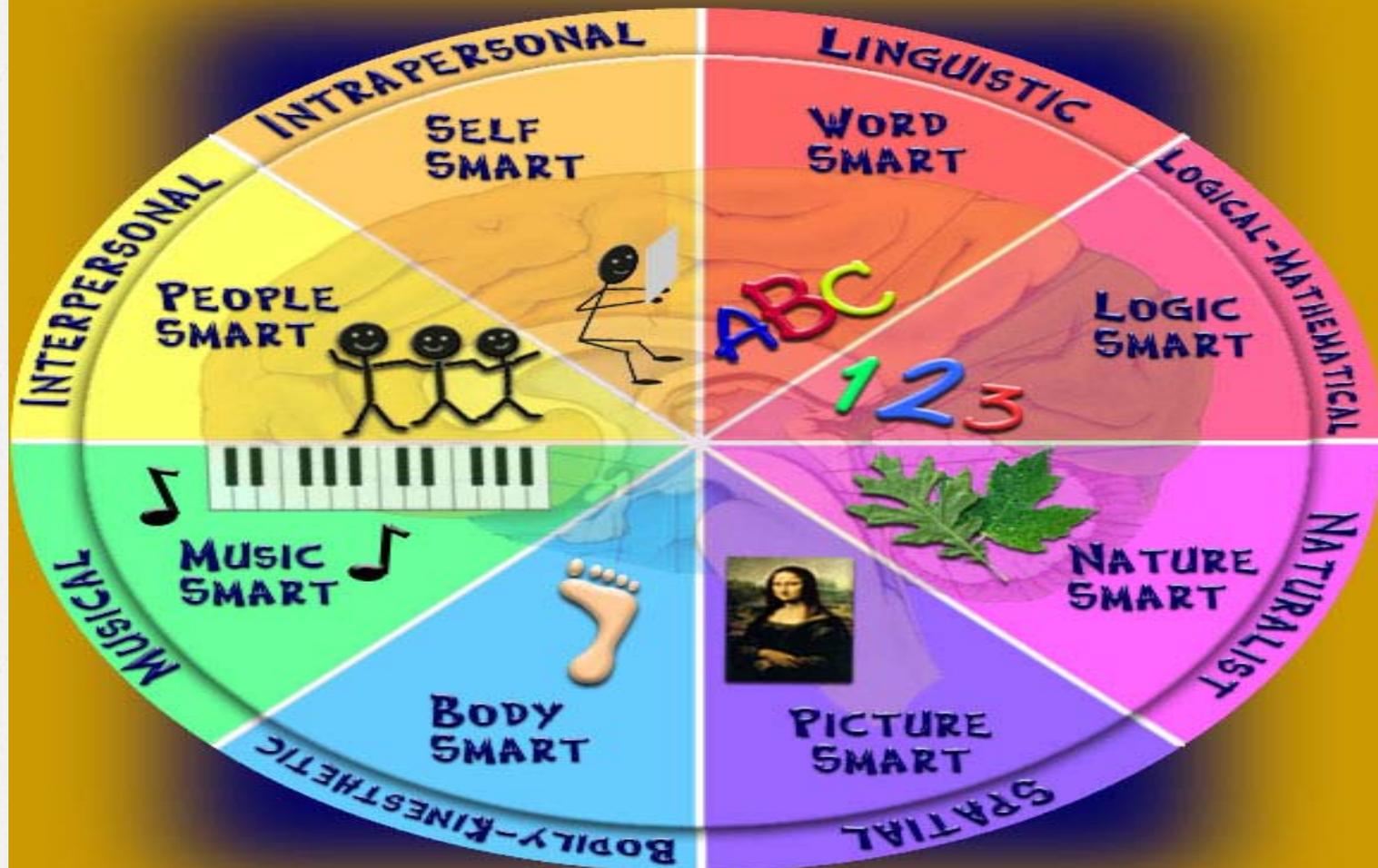
Between the lines

- Each team member now gets a marker.
- Use your colors to make swirls, shapes, shading, and other things to enhance your rings **between the lines**...do not cross over the lines
- Hang on the wall – gallery walk to see others with your group...talk about reflections or things you notice about others work

Debriefing the activity

- What were some things you noticed about the different designs?
- How did the incorporation of shading and personalizing the drawing change the activity for you?
- Were there any connections to the children you work with in this activity?
- How does this contribute to a learning environment?

MULTIPLE INTELLIGENCES

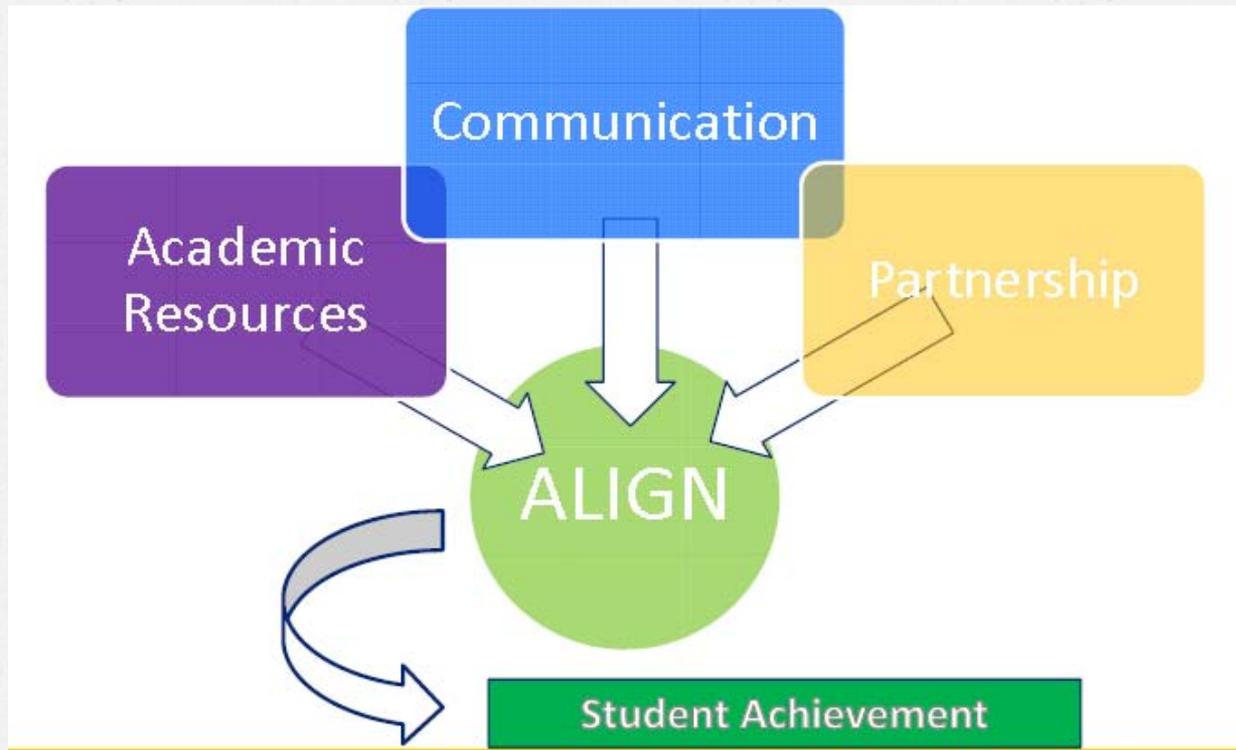


THEORY BY HOWARD GARDNER
GRAPHIC BY MARK R. KASER
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How are children learning?

- Think for a minute about some of the children in your program...
 - What are their interests?
 - Do they gravitate toward certain activities?
 - Are there certain areas they are “good” at?
 - What activities are you developing to meet their needs?

What is Alignment?



Engaged Learning

The role of afterschool in the Common Core Standards

- Understand the standards
 - Out of school educators are the link between school-based curriculum and the rest of a student's world
 - Elena Silva, Carnegie Corporation
 - Focus on aligning activities with habits of mind rather than individual content standards
 - Afterschool programs can foster a high level of student interest in learning through integrated content and experiential delivery

Communication is Key

Creating a culture for partnerships and alignment

- Academic Alignment
 - Create mechanisms for ongoing communication and data sharing
 - Understand what teachers are teaching and when
 - The program can compliment the school-day instruction and support learning through inquiry, experiential learning, and student interest

Seamless transitioning

- Training on the common core is ongoing
 - This presents an opportunity for joint professional development
 - School-day and afterschool staff build skills and share promising practices
 - Puts the student at the center of the discussion and values all partners committed to student success at a common table

What does it look like?

- Provide youth a space to practice the learning of the school-day in the context of engaging activities
 - A bridge for learning could be created through joint planning time to allow the lesson to come to life through the expanded learning opportunities provided by the afterschool program

The role of climate in learning

- What ways are programs allowing children to explore their interests?
 - A program can have a literacy base and use multiple methods from the frameworks without even looking like a literacy program
 - Are the children going outside and exploring the field/playground area, journaling about their summer, or interviewing people for a newspaper project?
 - All of these things are forms of embedded “stealth” learning that enhance your program

Making Connections

- Children are learning all the time, the key is how to focus that learning into opportunities
- Communicate with school staff/teachers
- Attend school staff meetings, present your program as a partner in learning
- Get parents involved in activities both after school and home

What are you interested in?

- Is there a hobby or something you enjoy doing?
- Are there ways this could be linked to the activities?
- Could there be learning connections to the frameworks?

Embed the Concepts

- Use the language of expanded learning opportunities and habits of mind
 - Critical thinking
 - Multiple viewpoints
 - Making connections
 - Imagining alternatives
 - Make content relevant

Resources

- Common Core Standards
 - <http://www.corestandards.org/the-standards>
- SEDL – After School Curriculum Guides
 - <http://www.sedl.org/afterschool/toolkits/>

Questions



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**Creating a Common Core Learning Environment
In After School and Expanded Learning Programs**

Participant Handouts

Ken Anthony, Director of Professional Development

Connecticut After School Network

**Connecticut
After School
Network**

MAKING THE CASE TO EDUCATORS FOR EXPANDED LEARNING OPPORTUNITIES AND AFTERSCHOOL

Recent in-depth interviews with district superintendents and school principals revealed some important considerations in making the case for expanded learning and afterschool. The following points will help you achieve greater impact when engaging these essential education stakeholders.

- Never forget that educators feel under siege by budget and accountability demands. Start by acknowledging them for what they are already doing.
- Educators want to see research results. Frame the positive outcomes using the Attendance Behavior Coursework (ABC) framework. See the Durlak and Weissberg research one-page graphic http://www.expandinglearning.org/docs/ExpandedLearning&Afterschool_Infographic.pdf
- Talk about afterschool and summer as cost-effective education reform tools that can target the needs of specific populations, especially in low-income communities.
- Infuse STEM, summer, and hands-on learning into painting the afterschool content picture whenever possible because educators recognize their importance.
- Speak to the positive contribution of community partners including the resources they bring to support, enrich, and expand what happens in the school day. If you can cite dollar amounts and/or specific in-kind resources, all the better.
- Don't forget about safety. The educators interviewed often spoke of the importance of programs offering safe environments for children and youth. We also heard this in the Afterschool Alliance focus groups. Parents and voters use the word "safety" more broadly than "gangs" and "street violence." Parents include in "safety" the issues of bullying and predators.

MAKING THE CASE TO EDUCATORS FOR EXPANDED LEARNING OPPORTUNITIES AND AFTERSCHOOL

Message advice from the field.

Here are some talking points for educators from representatives of some successful programs.

- Afterschool programs can make life easier for superintendents, principals, and board members. Whether run through the district or in partnership with a third party provider, afterschool programs can help bring students up to proficiency, provide opportunity for activities not available during the regular school day, and keep students out of trouble.
- Afterschool provides solutions to the obstacles around academic achievement:
 - sports and physical activity to prevent obesity;
 - additional adult involvement to counter "dropping out";
 - service learning to address disengagement;
 - career exploration to highlight ways out of poverty.
- Afterschool programs can and should be aligned to the K-12 school day and mastery of standards. The hours after school may not look and feel like the regular school day, but they can move students toward mastery of the standards.
- Afterschool programs are effective bridges to parents since many staff members are from the community.

Common Core State Standards Frequently Asked Questions

What are educational standards?

Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.

Why do we need educational standards?

We need standards to ensure that all students, no matter where they live, are prepared for success in postsecondary education and the workforce. Common standards will help ensure that students are receiving a high quality education consistently, from school to school and state to state. Common standards will provide a greater opportunity to share experiences and best practices within and across states that will improve our ability to best serve the needs of students.

Standards do not tell teachers how to teach, but they do help teachers figure out the knowledge and skills their students should have so that teachers can build the best lessons and environments for their classrooms. Standards also help students and parents by setting clear and realistic goals for success. Standards are a first step – a key building block – in providing our young people with a high-quality education that will prepare them for success in college and work. Of course, standards are not the only thing that is needed for our children's success, but they provide an accessible roadmap for our teachers, parents, and students.

How are educational standards determined now?

Each state has its own process for developing, adopting, and implementing standards. As a result, what students are expected to learn can vary widely from state to state.

Is having common standards the first step toward nationalizing education?

No. The Common Core State Standards are part of a state-led effort to give all students the skills and knowledge they need to succeed. The federal government was not involved in the development of the standards. Individual states choose whether or not to adopt these standards.

What is the Common Core State Standards Initiative?

The Common Core State Standards Initiative is a state-led effort to establish a shared set of clear educational standards for English language arts and mathematics that states can voluntarily adopt. The standards have been informed by the best available evidence and the highest state standards across the country and globe and designed by a diverse group of teachers, experts, parents, and school administrators, so they reflect both our aspirations for our children and the realities of the classroom. These standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and

No. The Common Core State Standards are a clear set of shared goals and expectations for what knowledge and skills will help our students succeed. Local teachers, principals, superintendents and others will decide how the standards are to be met. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms. Local teachers, principals, superintendents, and school boards will continue to make decisions about curriculum and how their school systems are operated.

Were teachers involved in the creation of the standards?

Yes. Teachers have been a critical 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 have been instrumental in bringing together teachers to provide specific, constructive feedback on the standards.

We encourage teachers and practitioners to submit comments and feedback on the standards through the web site corestandards.org.

Does having common standards lead to dumbing down the standards across the board?

Not at all. The Common Core State Standards have been built from the best and highest state standards in the country. They are evidence-based, aligned with college and work expectations, include rigorous content and skills, and are informed by other top performing countries. They were developed in consultation with teachers and parents from across the country so they are also realistic and practical for the classroom. Far from looking for the "lowest common denominator," these standards are designed to ensure that all students, regardless of where they live, are learning what they need to know to graduate from high school ready for college or a career.

Will more standards mean more tests?

No. For states that choose to adopt these common standards, having one set of standards will make it easier for states to pool information and resources to develop a shared set of high-quality tests to better evaluate student progress. The goal is not to have more tests, but to have smarter and better tests that help students, parents, and teachers.

What makes this process different from other efforts to create common standards?

This process is different because it is state-led, and has the support of educators across the country as well as prominent education, business, and state leaders' organizations, including CCSSO, the NGA Center, Achieve, Inc, ACT, the College Board, the National Association of State Boards of Education, the Alliance for Excellent Education, the Hunt Institute, the National Parent Teacher Association, the State Higher Education Executive Officers, the American Association of School Administrators, and the Business Roundtable.

Are these national standards?

The English-language arts and math standards are for grades K-12. Research from the early childhood and higher education communities have also informed the development of the standards.

What does this work mean for students with disabilities and English language learners?

Common standards will provide a greater opportunity for states to share experiences and best practices within and across states that can lead to an improved ability to best serve young people with disabilities and English language learners. Additionally, the K-12 English language arts and mathematics standards include information on application of the standards for English language learners and students with disabilities.

Why are the Common Core State Standards for just English-language arts and math?

English-language arts and math were the first subjects chosen for the common core state standards because these two subjects are skills, upon which students build skill sets in other subject areas. They are also the subjects most frequently assessed for accountability purposes.

Of course, other subject areas are critical to young people's education and their success in college and careers. Once the English-language arts and math standards are developed, CCSSO and NGA Center, on behalf of the states, may develop common core in additional subject areas.

Will these standards incorporate both content and skills?

Both content and skills are important and have been incorporated in the common core state standards. One of the criteria by which the standards will be evaluated is whether or not they include rigorous content and application of knowledge through high-order thinking skills.

What will these common core state standards mean for students?

The standards will provide more clarity about and consistency in what is expected of student learning across the country. Until now, every state has had its own set of academic standards, meaning public education students at the same grade level in different states have been expected to achieve at different levels. This initiative will allow states to share information effectively and help provide all students with an equal opportunity for an education that will prepare them to go to college or enter the workforce, regardless of where they live. Common standards will not prevent different levels of achievement among students. Rather, they will ensure more consistent exposure to materials and learning experiences through curriculum, instruction, and teacher preparation among other supports for student learning. In a global economy, students must be prepared to compete with not only their American peers in the next state, but with students from around the world. These standards will help prepare students with the knowledge and skills they need to succeed in college and careers.

How will these standards impact teachers?

What is the role of the federal government in standards implementation?

The federal government has had no role in the development of the common core state standards and will not have a role in their implementation.

However, the federal government will have the opportunity to support states as they begin adopting the standards. For example, the federal government can

- Support this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to implement the standards.
- Provide long-term financial support for the development and implementation of common assessments, teacher and principal professional development, and research to help continually improve the common core state standards over time.
- Revise and align existing federal education laws with the lessons learned from the best of what works in other nations and from research.

Who will manage (or own) the Common Core State Standards Initiative in the future?

The Common Core State Standards Initiative was and will remain a state-led effort. In addition to supporting effective implementation of the Common Core, NGA and CCSSO are committed to developing a long-term governance structure with leadership from governors, chief state school officers, and other state policymakers.

Common Core State Standards

Myths vs. Facts

Myths About Content and Quality: General

Myth: Adopting common standards will bring all states' standards down to the lowest common denominator, which means states with high standards, such as Massachusetts, will be taking a step backwards if they adopt the *Standards*.

Fact: The *Standards* are designed to build upon the most advanced current thinking about preparing all students for success in college and their careers. This will result in moving even the best state standards to the next level. In fact, since this work began, there has been an explicit agreement that no state would lower its standards. The *Standards* were informed by the best in the country, the highest international standards, and evidence and expertise about educational outcomes. We need college and career ready standards because even in high-performing states – students are graduating and passing all the required tests and still require remediation in their postsecondary work.

Myth: The *Standards* are not internationally benchmarked.

Fact: International benchmarking played a significant role in both sets of standards. In fact, the college and career ready standards include an appendix listing the evidence that was consulted in drafting the standards and the international data consulted in the benchmarking process is included in this appendix. More evidence from international sources will be presented together with the final draft.

Myth: The *Standards* only include skills and do not address the importance of content knowledge.

Fact: The *Standards* recognize that both content and skills are important.

In English-language arts, the *Standards* require certain critical content for all students, including: classic myths and stories from around the world, America's Founding Documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are left to state and local determination. In addition to content coverage, the *Standards* require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening.

In Mathematics, the *Standards* lay a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. Taken together, these elements support a student's ability to learn and apply more demanding math concepts and procedures. The middle school and high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. The *Standards* set a rigorous definition of college and career readiness, not by piling topic upon topic, but by demanding that students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.

Part of the problem with having 50 different sets of state standards is that today, different states cover different topics at different grade levels. Coming to consensus guarantees that from the viewpoint of any given state, topics will move up or down in the grade level sequence. This is unavoidable. What is important to keep in mind is that the progression in the Common Core State Standards is mathematically coherent and leads to college and career readiness at an internationally competitive level.

Myths About Content and Quality: English-language arts

Myth: The standards suggest teaching Grapes of Wrath to 2nd graders.

Fact: The ELA Standards suggest Grapes of Wrath as a text that would be appropriate for 9th or 10th grade readers. Evidence shows that the complexity of texts students are reading today does not match what is demanded in college and the workplace, creating a gap between what high school students can do and what they need to be able to do. The Common Core State Standards create a staircase of increasing text complexity, so that students are expected to both develop their skills and apply them to more and more complex texts.

Myth: The standards are just vague descriptions of skills; they don't include a reading list or any other similar reference to content.

Fact: The standards do include sample texts that demonstrate the level of text complexity appropriate for the grade level and compatible with the learning demands set out in the standards. The exemplars of high quality texts at each grade level provide a rich set of possibilities and have been very well received. This provides teachers with the flexibility to make their own decisions about what texts to use - while providing an excellent reference point when selecting their texts.

Myth: English teachers will be asked to teach science and social studies reading materials.

Fact: With the Common Core ELA Standards, English teachers will still teach their students literature as well as literary non-fiction. However, because college and career readiness overwhelmingly focuses on complex texts outside of literature, these standards also ensure students are being prepared to read, write, and research across the curriculum, including in history and science. These goals can be achieved by ensuring that teachers in other disciplines are also focusing on reading and writing to build knowledge within their subject areas.

Myth: The standards don't have enough emphasis on fiction/literature.

Fact: The standards require certain critical content for all students, including: classic myths and stories from around the world, America's Founding Documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are left to state and local determination. In addition to content coverage, the standards require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening.

Myths About Process

Myth: No teachers were involved in writing the *Standards*.

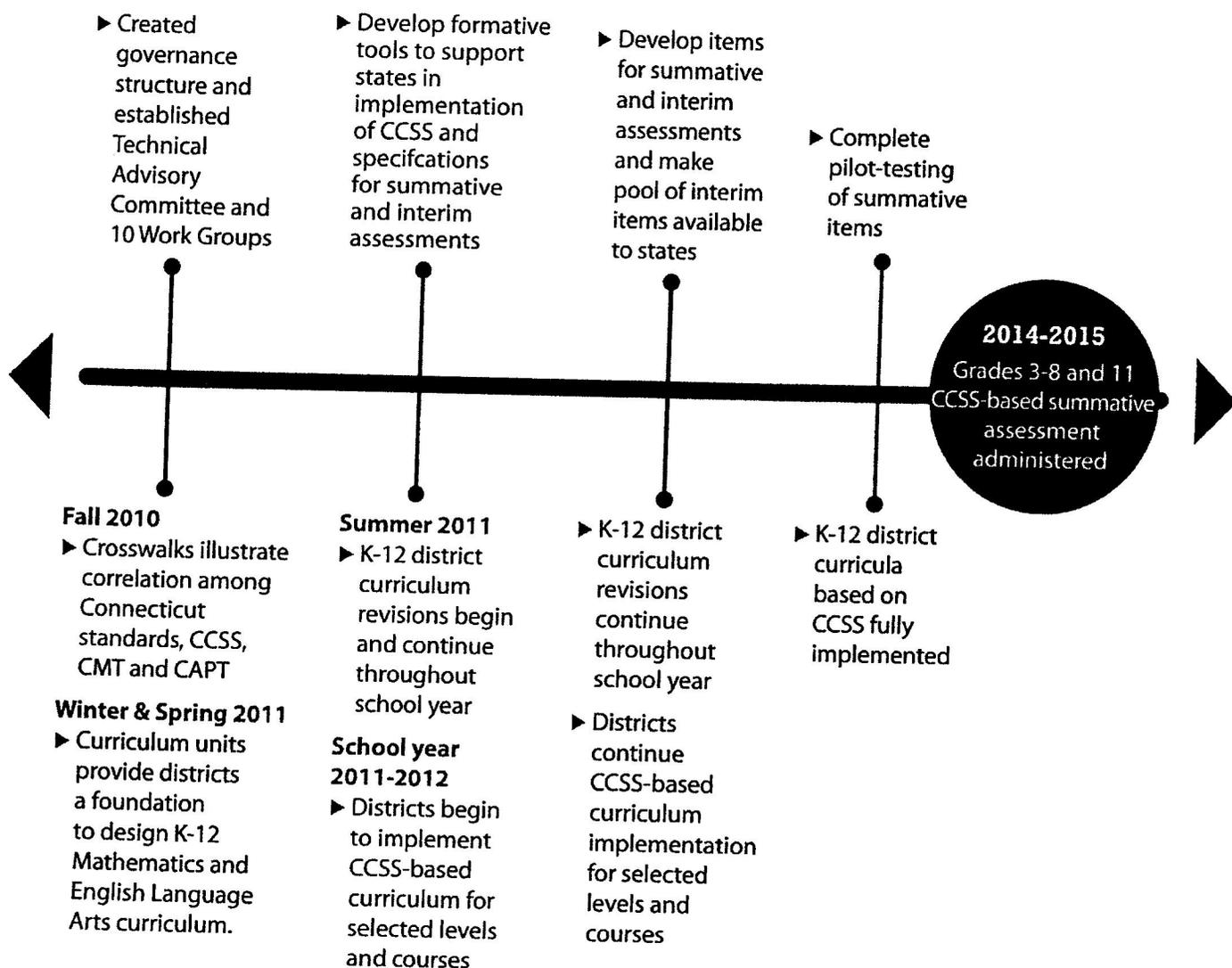
Myth: The federal government will take over ownership of the Common Core State Standards Initiative.

Fact: The federal government will not govern the Common Core State Standards Initiative. The Initiative was and will remain a state-led effort. NGA and CCSSO are committed to developing a long-term governance structure with leadership from governors, chief state school officers, and other state policymakers.

DISTRICT IMPLEMENTATION GUIDE

(Use blue arrows to navigate timeline)

ASSESSMENT



CURRICULUM

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Meeting the Common Core through Global Learning What Afterschool Programs Can Do

Afterschool and expanded learning programs can meet their mission of youth development as well as the objectives outlined in the Common Core by taking a global learning approach. As outlined in Asia Society's framework, globally competent students:

- **Investigate the world** beyond their immediate environment
- **Recognize perspectives**, both their own and others'
- **Communicate ideas** effectively with diverse audiences
- **Take action** to improve conditions both locally and globally

The mission statement of the Common Core State Standards (CCSS) calls for global competence. The standards are designed "to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy."

When we drill deeper to look at the Common Core "habits of mind" that describe the profile of a successful graduate prepared for college, career, and citizenship, we see clear alignment across several of the domains of global competence. Where the Common Core calls for students to "build strong content knowledge," it is the same set of skills globally competent youth use to "investigate the world." Likewise, when students "understand other perspectives and cultures," a Common Core outcome, it is no different from a globally competent student "weighing perspectives."

Common Core Habits of Mind	Domains of Global Competence
<i>Students...</i>	<i>Students...</i>
Demonstrate independence	Investigate the world
Build strong content knowledge	Investigate the world
Respond to the varying demands of audience, task, purpose, and discipline	Communicate ideas and recognize perspectives
Comprehend as well as critique	Investigate the world and communicate ideas
Value evidence	Investigate the world
Use technology and digital media strategically and capably	Communicate ideas
Come to understand other perspectives and cultures	Recognize perspectives

Global competence goes a step further than the Common Core to help students "take action." Through global learning, students acquire *and* apply the knowledge, skills, and dispositions in the CCSS through hands-on and real-world projects. These types of projects lead to deeper engagement in learning for youth, as well as a lifetime of active citizenship to address the complex challenges and unprecedented opportunities of the 21st century.

By simultaneously meeting and exceeding the Common Core State Standards through global learning, afterschool and expanded learning programs can continue to address their goals of engaging youth, providing real-world relevance, and preparing students for life and work beyond school in the global 21st century.

GLOBAL COMPETENCE MATRIX

Global Competence is the capacity and disposition to understand and act on issues of global significance.

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
<p>Students investigate the world beyond their immediate environment.</p>	<p>Students recognize their own and others' perspectives.</p>	<p>Students communicate their ideas effectively with diverse audiences.</p>	<p>Students translate their ideas and findings into appropriate actions to improve conditions.</p>
<p>Students:</p> <ul style="list-style-type: none"> ■ Identify an issue, generate a question, and explain the significance of locally, regionally, or globally focused researchable questions. ■ Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question. ■ Analyze, integrate, and synthesize evidence collected to construct coherent responses to globally significant researchable questions. ■ Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions. 	<p>Students:</p> <ul style="list-style-type: none"> ■ Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective. ■ Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives. ■ Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge. ■ Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives. 	<p>Students:</p> <ul style="list-style-type: none"> ■ Recognize and express how diverse audiences may perceive different meanings from the same information and how that affects communication. ■ Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies. ■ Select and use appropriate technology and media to communicate with diverse audiences. ■ Reflect on how effective communication affects understanding and collaboration in an interdependent world. 	<p>Students:</p> <ul style="list-style-type: none"> ■ Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions. ■ Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences. ■ Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken. ■ Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.

The Global Competence Matrix was created as part of the Council of Chief State School Officers' EdSteps Project in partnership with the Asia Society Partnership for Global Learning.

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How Global Afterschool Programs Can Support Common Core State Standards
By Asia Society

<http://asiasociety.org/education/afterschool/how-global-afterschool-programs-can-support-common-core-state-standards>

Afterschool and expanded learning programs that adopt a global learning agenda can meet their own mission of youth development—and the objectives outlined in the Common Core.

Education is meant to provide the next generation with the knowledge and skills they need to be successful in a global innovation age. In order to do it, educators have to make sense of the growing list of outcomes essential for success in a changing world: the Common Core State Standards for college and career readiness, 21st century skills, social and emotional development, civic skills, and the list goes on.

That's a tall order. But there's a simple way to go about it. The global competence framework is a singular approach towards all of these outcomes. It works in classrooms—and it works in afterschool, expanded learning, and summer learning programs.

There are two important facts to keep in mind: 1) global competence and the Common Core are already closely aligned in their missions and the knowledge, skills, and dispositions they require, and 2) the outcomes that the Common Core and global competence call for can be developed anytime, anywhere. Here's how to meet all objectives at once.

Global Competence Is Common Core—and More

First, let's examine how the Common Core and global competence overlap. It's especially important to consider long-term outcomes.

The mission statement of the Common Core State Standards (CCSS) calls for global competence. The standards are designed "to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy."

When we drill deeper to look at the Common Core "habits of mind" that describe the profile of a successful graduate prepared for college, career, and citizenship, we see clear alignment across several of the domains of global competence. Where the Common Core calls for students to build strong content knowledge, it is the same set of skills youth use to "investigate the world," a global competence domain. Likewise, when students "come to understand other perspectives and cultures," a Common Core outcome, it is no different from a globally competent student "weighing perspectives."

In fact, looking at the overall purpose of the standards and global competence outcomes side by side is an informative exercise for any education community to undertake together. (And if you want to drill even deeper, the Common Core State Standards include both literacy and math Anchor Standards that give focus and coherence to the set of knowledge and skills that students need to be college and career ready. [Learn more.](#))

However, global competence goes a step further to help students take action. Students who work to make a change in the world *apply* the knowledge, skills, and dispositions acquired through the Common Core. The action they catalyze can address either the complex challenges or unprecedented opportunities of the 21st century.

An ideal setting to accomplish the Common Core and more? Afterschool and summer programs. The co-author of the CCSS, the [Council of Chief State School Officers](#), agrees. But CCSSO also urges out-of-school programs to make implicit connections very explicit.

Addressing the Common Core through Global Competence

Educators can start by identifying the standards they want to focus on, and then think about how students will [use the particular knowledge and skills in real-world situations](#) outside of school.

In their recent book, *Educating for Global Competence* ([free download](#)), Veronica Boix Mansilla and Tony Jackson provide several strategies, including:

- **Engage students by addressing global challenges**, such as migration and urbanization, climate change, food security, and others.
- **Globalize the context for learning** by viewing content from international perspectives on history as well as current events
- **Connect with universal themes**, such as the search for identity, the impact of oppression, or the power of the individual to change the course of history.
- **Learn through international collaboration** via videoconferencing, social networking, and other communication technologies.

Next, educators can use desired learning outcomes (try the [global leadership outcomes](#)) and link them to Common Core standards. For example, a globally competent youth will use communication strategies and collaboration techniques to “meet the needs and expectations of diverse individuals and groups.”

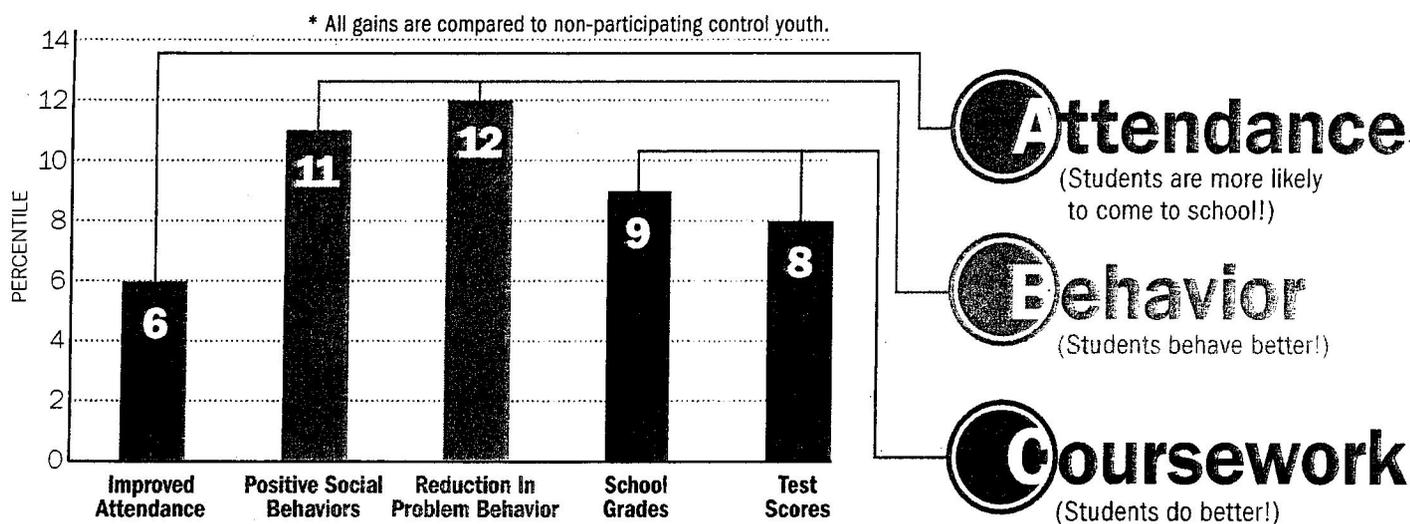
A learning experience that addresses this outcome can simultaneously address the [Common Core Writing Anchor Standards](#):

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

High Quality Afterschool Programs ACCELERATE STUDENT ACHIEVEMENT

Research shows that high quality afterschool programs can lead to increased **Attendance**, **Behavior** and improved **Coursework**. This means that students participating in a high quality afterschool program went to school more, behaved better, received better grades and did better on tests. These ABCs are critical factors to student engagement and achievement.

High quality afterschool programs are proven to accelerate student achievement:¹



About the Research

Information based on a meta analysis of 68 research evaluations of afterschool programs conducted by Professors Joseph Durlak and Roger Weissberg. The two-thirds (41) of programs found to meet the SAFE criteria (sequential, active learning, focused time and attention and explicit definition of skills) showed significant improvements in attendance, behavior and/or coursework.

A Base to Build On

Many states and communities provide funding for high quality afterschool programs. At the federal level, the 21st Century Community Learning Center is a unique federal funding stream that has been successfully bringing together communities to accelerate student achievement through afterschool and summer learning programs for more than a decade. Unique for the emphasis it places on having communities at the table, this funding stream allows for local design and variation in providing engaging, proven, cost-effective afterschool and summer learning programming.

More than **1.6 million** young people served²



10,466
school-based and
community-based centers
across the country³

FOR MORE INFORMATION, VISIT THE EXPANDED LEARNING & AFTERSCHOOL PROJECT AT WWW.EXPANDINGLEARNING.ORG.

¹ Durlak, J. A., & Weissberg, R. P., Pachan, Molly (2010). *A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents*. <http://casel.org/wp-content/uploads/A-meta-analysis-of-after-school-programs-that-seek-to-promote-personal-and-social-skills-in-children-and-adolescents.pdf>.

^{2,3} Afterschool Alliance. Retrieved March 19, 2012 from <http://www.afterschoolalliance.org/policy21stccclc.cfm>.

Afterschool Outcomes

National, state and local evaluations are providing evidence of the impact afterschool and summer programs have on academic outcomes for students.

Improved School Attendance



LOS ANGELES

Improved attendance and higher aspirations for going to college for elementary school students attending LA's BEST afterschool program

CHICAGO

95% graduation rate for students in Project Exploration afterschool and summer programs; and 14% reduction in absences for Afterschool All-Stars' participants

NEW YORK CITY

Higher daily attendance and credit accumulation for students who participated in middle school afterschool programs

WISCONSIN

Improved behavior, class participation and homework completion from students in 21st CCLC programs report teachers

TEXAS

Strong participation in 21st CCLC programs correlates with better attendance during the regular school day

NATIONAL

Improved reading and math grades for students in 21st CCLC programs

FT. WORTH

Participation in the Fort Worth After School Program tied to passing the math portion of the state assessment

NORTH CAROLINA

More students earned A's and B's because of involvement in Young Scholars Program

CALIFORNIA

More students passed both the English/Language Arts and math portions of the California High School Exit Exam who were involved in the 21st Century High School After School Safety & Enrichment program

Improved Test Scores & Grades



Alignment Afterschool: THINK Overall Analysis

A recent research study conducted through the THINK Together / UCI Doctoral Fellowship assessed the impact of school- day and afterschool program alignment on student achievement (from 2010-2011). Alignment practices were measured through multiple survey scales and were reported by both principals and afterschool staff. Findings indicate that THINK Together sites that were designated as highly aligned on the three scales of academic resources, communication, and partnership had a statistically significant **positive** effect on English Language Arts (ELA) scaled scores on the California Standards Test (CST). Sites that were misaligned on communication and partnership had a statistically significant **negative** effect on CST scaled scores for ELA, and Math. Below are the practices that were addressed within each alignment scale. The graphic represents the theory of alignment that was set forth to be tested through this study.

Academic Resources

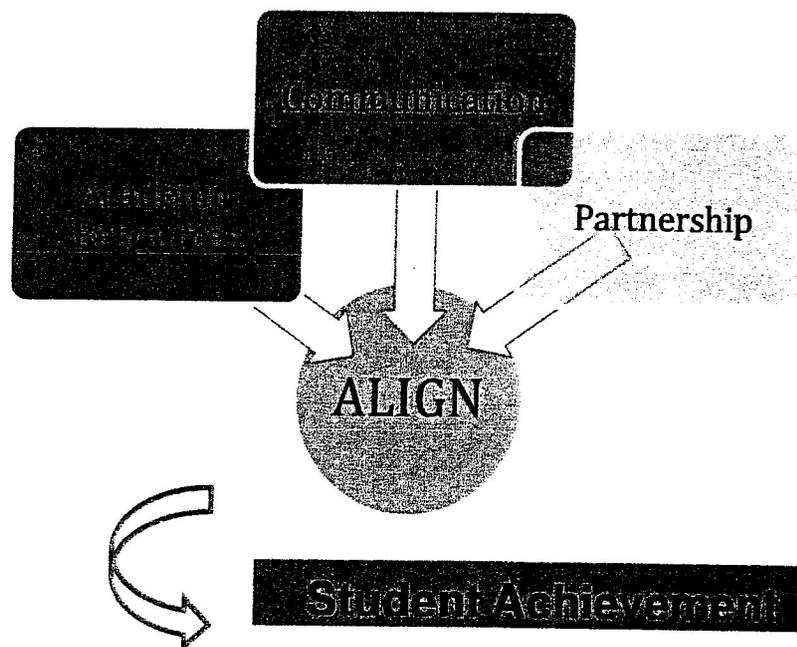
- Site based curriculum materials for ELA
- Site based curriculum materials for MATH
- Computer labs for use of technology-based curriculum
- Curriculum pacing guides
- District benchmark scores

Communication

- Curriculum concepts being taught in school
- Homework assignments
- The needs or progress of individual students
- Issues related to classroom/shared space
- Planning program content
- Enrollment / Registration levels and policies
- Student discipline issues / policies
- Staffing of program

Partnership

- There is a strong partnership between the afterschool program and the school
- The Site Coordinator keeps administration informed of important decisions and issues related to program policy
- Teachers are willing to collaborate with the afterschool program staff Afterschool program staff are responsive to ideas and suggestions from school staff
- Afterschool staff reach out to teachers to identify the needs of students
- Afterschool staff transmit important information about children and parents to appropriate school staff in a timely fashion
- Curriculum and instruction in the afterschool program reinforce concepts taught during the school day
- The program is well coordinated with other afterschool activities at the school



JULY 2012

THE COMMON CORE STANDARDS: WHAT DO THEY MEAN FOR OUT-OF-SCHOOL TIME?

The Common Core State Standards are front and center on the national stage as states, districts, schools and teachers prepare for their rollout over the coming two to three years. Not surprisingly, pundits, policymakers and education experts across the blogosphere are weighing in with opinions about the potential success or failure of these implementation efforts.

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Although it may be several years before the Common Core deeply affects instruction in many schools, the developers of the standards and those tasked with assessing them are confident they can drive shifts in both what and how students learn – shifts that will make students more college and career ready than ever before.

Out-of-school time (OST) programs are among those speculating about the impact of the Common Core on everyday practice. Growing momentum around the idea of expanded learning opportunities and the recognition that quality learning experiences can occur anywhere, anytime, has heightened that interest. Many OST programs, especially those that focus on academics, are trying to figure out what exactly the standards cover, and whether and how they can support schools and districts in implementing the standards.

With that in mind, the Forum for Youth Investment partnered with Youth Development Executives of King County – a new coalition in the Seattle area interested in exploring this topic – to develop this brief about what the Common Core means for the youth development and OST field. In the pages that follow we provide an overview of the standards, discuss where things stand in terms of implementation and assessment, give examples of how OST systems are beginning to respond, and reflect on specific challenges and opportunities facing the OST field.

¹ Though the Common Core is focused on math and ELA, similar efforts are afoot within the science and social studies realms.

WHAT ARE THE COMMON CORE STATE STANDARDS?

The Common Core is the result of a two-year process, facilitated by the National Governor's Association and the Council of Chief State School Officers (CCSSO), to develop a set of common standards for math and English Language Arts (ELA).¹ The Common Core represents what students in grades K-12 should master in order to be college and career ready, and the hope is that the standards will increase the rigor and coherence of curriculum and assessment as well as increase alignment across states.

Content standards are broken out by grade, highlighting specific competencies students in each grade level must achieve in the two main subject areas. The Common Core focuses on fewer standards at a deeper level than do many of the models used in the past. The standards also emphasize higher order thinking skills; that is, they focus more on demonstrating understanding of content and analyzing written materials rather than on memorizing specific content. The math standards put greater emphasis on understanding how to get to the right answer than simply answering a question correctly, and the ELA standards shift toward increasingly complex informational text.

The standards have been adopted by 46 states². Most have begun some level of implementation, with the primary emphasis on teacher training and preparation. Recent research suggests that the magnitude of change that will be required to teach the Common Core is significant.³ States are taking a variety of approaches to implementation, from rolling the standards out slowly by grade levels to focusing on one subject area at a time. Most states intend to have the new standards fully implemented by the 2014-15 school year, at which point new assessments, described below, will be piloted across the country.

WHAT ARE HABITS OF MIND?

If you are following discussions of the Common Core, you may have heard references to habits of mind.⁴ CCSSO describes them as "knowledge, skills, and dispositions that operate in tandem with the academic content in

the standards ... and offer a portrait of students who, upon graduation, are prepared for college, career, and citizenship."⁵

In the Common Core math standards, habits of mind are reflected in the "standards of mathematical practice." In the ELA area, they are reflected in an introductory discussion of "the capacities of a literate individual." Habits of mind encompass a range of skills that are critical both to academics but also to success in work and life. They also include skills that many youth-serving organizations have long focused on. According to Sandra Alberti of Student Achievement Partners, a new nonprofit created to support implementation of the Common Core, "You can teach these skills across courses – in a health education class, in an afterschool program – not just in the math classroom. These are overarching skills students need to be successful."

HABITS OF MIND AND THE COMMON CORE

THE STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

CAPACITIES OF A LITERATE INDIVIDUAL

1. They demonstrate independence.
2. They build strong content knowledge.
3. They respond to the varying demands of audience, task, purpose and discipline.
4. They comprehend as well as critique.
5. They value evidence.
6. They use technology and digital media strategically and capably.
7. They come to understand other perspectives and cultures.

² To date, Minnesota has adopted the ELA standards only. Alaska, Nebraska, Texas and Virginia have not adopted the standards.

³ McConnell, M. (May 5, 2012). Implementing the common core: Back to the tortoise and the hare. *Desert News*. Accessed May 22 at: <http://educatingourselves.blogs.deseretnews.com>.

⁴ Costa, A. L. and Kallick, B. (2008). *Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success*. Alexandria, VA: ASCD. Marzano, R.J. (1992). *A Different Kind of Classroom: Teaching with Dimensions of Learning*. Alexandria, VA: ASCD.

⁵ Council of Chief State School Officers. (2011). *Connecting High-Quality Expanded Learning Opportunities and the Common Core State Standards to Advance Student Success*.

This is just one example. Educators will find many more connections by considering standards from a global learning perspective.

The key to meeting both the CCSS and global competence is to focus on the big-picture outcome. In this example, youth can *successfully communicate relevant ideas appropriate to a specific audience*—and pick up the technical mechanics of research and writing along the way.

The Role of Afterschool, Expanded Learning, and Summer Programs

Complying with CCSS doesn't mean that afterschool and expanded learning programs need to operate like English language arts or math classrooms. As Elizabeth Devaney and Nicole Yohalem wrote in a commentary for the *Forum for Youth Investment*, "The good news is that the Common Core defines college and career readiness in a way that pushes beyond traditional academic competence and reflects some skills that youth organizations have long championed (e.g., problem-solving, perseverance, independence, understanding other cultures). This reinforces the importance of developing these kinds of skills and creates more room for recognizing the value that out-of-school learning experiences can have."

In summary, expanded learning programs that incorporate global learning can be engaging to youth, relevant to the real-world, and—by simultaneously meeting and exceeding the Common Core State Standards—prepare students for life and work in the global innovation age.

WHAT IS THE ROLE OF ASSESSMENT IN THE COMMON CORE?

Because it is often the case that what gets measured gets done, there is a great deal of interest in the role that assessment will play in driving implementation of the Common Core. Two consortia – the Smarter Balanced Assessment Consortium and the Partnership for Assessment of Readiness for College and Careers – were awarded a collective \$330 million from the U.S. Department of Education to develop assessments aligned with the Common Core, along with online resource banks that will include lesson plans, materials and resources related to implementation. Each consortium is made up of a collection of states that have signed on to use the resulting assessments.

Many believe the use of these new assessments will provide better and more consistent measures of student achievement than current standardized tests.

Each consortium is developing a system of formative, interim and summative assessments. Formative assessment will help teachers and schools identify students that need support and group students appropriately, interim assessment will measure progress throughout the year and summative assessment will measure student progress at the end of the year. The expectation is that states will replace current achievement tests with these new assessments and use the same scoring system. Many believe the use of these new assessments will provide better and more consistent measures of student achievement than current standardized tests.

ASSESSING HABITS OF MIND. The consortia are primarily focused on developing assessments to measure the math and ELA content standards. That said, there are plans to incorporate at least some of the standards of practice or habits of mind into content-based assessments, especially in the case of the Smarter Balanced Assessment Consortium. Sue Gendron, policy advisor for the Consortium and former education commissioner in Maine, said they are developing a number of extended response questions and performance tasks designed to get at the standards of mathematical practice. These will be longer problems that require students to demonstrate their work. Problems will be scenario-based around specific themes and will require abstract reasoning, modeling or precision to solve, therefore requiring demonstration of several “mathematical practices.”

Perseverance is not considered a goal in and of itself, but rather is important in terms of how it can help a student stick to a math problem until he gets it.

The Consortium sees the combination of tests it is developing as useful for tracking student progress on the content standards as well as habits of mind, and is working closely with David Conley of the University of Oregon and Linda Darling-Hammond of Stanford University on how to incorporate key learning skills such as persistence and motivation into the assessments. According to Darling-Hammond, it is yet to be seen how much the Common Core will push on the habits of mind. “Those skills absolutely have value. They are the most important skills; the ability to frame a problem and persevere in solving it, for example. You’ll get a glimmer of that in the assessments, but resource constraints and requirements restrict what the assessments can cover.”

Although representatives from each consortium are quick to express how important they are in academic success and other areas of life, it appears that in the Common Core, the habits of mind will be assessed only in the context of content standards. For example, perseverance is not considered a goal in and of itself, but rather is important in terms of how it can help a student stick to a math problem until he gets it. Similarly, independence is considered relevant as it relates to students being able to read independently.

OTHER ASSESSMENT OPTIONS. Beyond the two consortia charged with developing official assessments, others are exploring how to assess aspects of the Common Core. CCSSO, according to Expanded Learning Program Director Taliah Givens, has identified college and career readiness as a major focus in the coming years and is prioritizing work on assessment of relevant skills and dispositions. Other organizations are developing tools to help teachers and schools better incorporate the habits of mind into formative assessment and instruction. For example, the Strategic Education Research Partnership (SERP) is working with principals in San Francisco and Oakland to develop a simple assessment tool (it fits on 5 x 8 card) they can use to observe the mathematical practices in classrooms and talk with teachers about how to foster those practices among their students.

The Common Core aside, education stakeholders increasingly recognize the importance of habits of mind (often using different language) in supporting student learning. In recent years, the Collaborative for Academic, Social and Emotional Learning; the Broader, Bolder Approach Campaign; ASCD; the American Association of School Administrators; Corporate Voices for Working Families; the Partnership for 21st Century Skills, and our own Ready by 21 initiative – to name a few – have all called for broad definitions of readiness and increased opportunities for students to develop cross-cutting skills that will help them succeed in college, work and life.

School districts and networks like the New Tech Schools are beginning to draw explicit attention to such skills and habits of mind by incorporating them – independent of content knowledge – into grading procedures and adding them to report cards. Among out-of-school time providers, interest in assessing non-academic outcomes is growing, with organizations and systems using a number of measures to determine whether and how programs contribute to skill development in areas such as self-regulation, critical thinking and collaboration.⁶

HOW IS THE OST FIELD RESPONDING?

Already, OST organizations have begun responding to the Common Core in a variety of ways. While it's still early, the examples below illustrate the kinds of action some in the field are pursuing.

- ✓ The Georgia Afterschool Investment Council recently led a process to develop statewide quality afterschool standards. The state Department of Education and local school districts were included in that process alongside community organizations in an explicit attempt to connect the quality standards with the priorities of the schools. The resulting standards include a specific set focused on how a quality afterschool program can connect to schools and the Common Core, with an emphasis on how programs can address the habits of mind described above.
- ✓ The Utah Afterschool Network and Utah State Office of Education partnered to host a Leadership Institute in April 2012 aimed at helping program providers better align curriculum, training and resources with the Common Core. The institute was designed to provide practical resources to participants from a variety of program settings, including school-based, community-based, government/recreation and private OST providers.
- ✓ The New Jersey School-Age Care Coalition has taken on the role of training staff from youth programs in the Common Core so they are knowledgeable and ready to be informed partners to their schools and districts. As part of their Supporting Student Success project, the coalition developed a series of trainings on how OST programs can support in-school learning, using the Common Core as a base. It wasn't easy to get programs up to speed on the standards. "We invited programs to apply for the training program that were high-quality and were already using academic standards in their program," says Sarah Cruz, director of expanded learning opportunities. "Even so, it was a steep learning curve for programs."
- ✓ The Providence After School Alliance in Rhode Island has taken a stab at aligning its expanded learning opportunities initiative with the Common Core standards. This past year, the alliance piloted an initiative whereby students in one high school were awarded course credit for rigorous work conducted in OST experiences. Community educators leading these experiences aligned the content of their curriculum with the standards, then worked with a partnering teacher to assign students grades and award credit.
- ✓ The San Francisco Afterschool for All Advisory Council is exploring how local OST providers can best integrate and support the school district's transition to the Common Core math standards. The Council recently organized a middle school math learning circle with five local OST providers to learn about the new math practices, share best practices in integrating STEM

⁶ Wilson-Ahlstrom, A., Yohalem, N., Dubois, D., and Ji, P. (2011). *From Soft Skills to Hard Data: Measuring Youth Program Outcomes*. Washington, DC: Forum for Youth Investment.

learning into applied and project-based learning, and begin exploring how OST providers can support the district's transition to the new math standards. Going forward, the Council plans to expand the learning circle to include front-line OST and school staff and test new approaches to ensure greater coherence between school-day and OST programming related to the Common Core, such as joint professional development and information-sharing mechanisms.

- ✓ TASC, through its ExpandedED Schools initiative in New York City, is engaging community educators and youth workers in professional development opportunities aimed at introducing the Common Core and demonstrating activities and shared strategies for successful alignment with school-day lessons. TASC is also developing learning modules or bundles of lessons that correspond to the Common Core and provide community educators with a framework for offering inquiry-based activities and improving the quality of instruction.
- ✓ To assist in Common Core implementation, Partnership for Children and Youth, a policy-development and advocacy intermediary in Oakland, Calif., is building a knowledge base of promising approaches to partnerships between schools and OST providers around Common Core implementation. As part of this work the partnership is developing state and local recommendations to share with policymakers, education leaders and OST professionals.

WHAT ARE THE OPPORTUNITIES AND CHALLENGES FOR THE OST FIELD?

The good news is that the Common Core defines college and career readiness in a way that pushes beyond traditional academic competence and reflects some skills that youth organizations have long championed (e.g., problem-solving, perseverance, independence, understanding other cultures). This reinforces the importance of developing these kinds of skills and creates more room for recognizing the value that out-of-school learning experiences can have.

The primary risk for the OST field – which pre-dates the emergence of the Common Core – lies in overpromising. Although some OST programs have successfully focused on academic achievement (see sidebar for examples), some leaders in the OST field argue that programs have strayed too far from what they do best: nurturing what Robert Halpern calls “capacities and dimensions of self such as creativity, aesthetic sense, growing skill in specific domains, self-expression, interpersonal skill, sense of agency and voice, identification with home and community culture, individuality and relatedness, compassion and physical vitality.”⁷ Halpern argues that many afterschool programs are not equipped to deliver academic content and that for some, doing so represents a departure from their “core.”

EFFECTIVE OST PROGRAMS WITH AN EXPLICIT ACADEMIC FOCUS

Citizen Schools forms innovative partnerships with middle schools where a “second shift” of staff join school faculty to focus on building academic, college and career readiness and 21st century skills during the afternoon hours. Students participate twice weekly in a semester-long apprenticeship project. Four times per week students receive homework help, support for college and career readiness, as well as targeted coaching in math and ELA, study habits and time management. **External evaluation** showed effects on student engagement and achievement.

Elite Achievement is a year-round program for 5th through 8th graders focused on improving academic success and culminating in enrollment in a selective college-preparatory high school. Participants spend 650 hours a year outside of school learning an advanced curriculum that is aligned to state standards. During the school year, students participate in an Afterschool Academy, where they receive intensive mentoring in math, literature and other subjects. During the Summer Academy students are involved in math, science, social studies, literature, and an elective. The Summer Academy also includes overnight college trip. At the end of their 8th grade year, scholars are supported in the application and transition process for the most selective college-preparatory high school programs in their community. An **external evaluation** showed significant effects on math and reading.

⁷ Halpern, R. (2005). *Confronting the Big Lie: The Need to Reframe Expectations of Afterschool Programs*. New York, NY: Partnership for Afterschool Education.

In fact, several rigorous evaluations suggest that high-quality OST programs can support academic achievement without an explicit focus on academic instruction.⁸ While this might seem counter-intuitive, social and cognitive development are intertwined, and participating in active learning experiences in a safe environment with high expectations and supportive adults can contribute to increased engagement in learning, improved behavior and increased grades.

The primary risk for the OST field – which pre-dates the emergence of the Common Core – lies in overpromising

Cautions aside, youth organizations can play several roles to support the implementation of the Common Core. In exploring these or other strategies, it is important to keep in mind that states, districts and individual schools may be overwhelmed by the volume of resources being released and the number of vendors offering “aligned” products. “Everyone tells me they are aligned with the standards,” said Greta Bornemann of the Washington Office of Superintendent of Public Instruction. “It’s a miracle! There is no such thing as a guarantee of alignment at this point. It is too new.” Most states are singularly focused on building awareness and understanding among teachers about the standards in preparation for the rollout of new assessments in 2014; they might not have the time or inclination to take on anything else right now.

It is therefore particularly important that OST partners offer support in a meaningful and informed way that does not add burden to already overtaxed districts. Specific steps for intermediaries and programs to consider include:

- ✓ **BECOME KNOWLEDGEABLE.** An important step that OST programs, systems and intermediaries can take now is to become knowledgeable about the structure and format of the Common Core, including the habits of mind. As Elena Silva of the Carnegie Corporation of New York noted, “Out-of-school educators are the link between school-based curriculum and the rest of a student’s world. Being that link means understanding the school’s goals, understanding the kids’ worlds and making those connections.”
- ✓ **GET UP TO SPEED ON IMPLEMENTATION.** In addition to understanding the standards themselves and the habits of mind embedded within them, programs should become knowledgeable about how states and districts are implementing the Common Core. Find out what your state is tackling first, the timeline for rollout and how it is conducting training. OST programs should be knowledgeable and supportive partners.
- ✓ **FOCUS ON ALIGNING ACTIVITIES WITH HABITS OF MIND RATHER THAN INDIVIDUAL CONTENT STANDARDS.** The multi-age and multi-subject nature of many OST programs makes alignment with specific standards difficult. Sue Gendron of the Smarter Balanced Assessment Consortium commented, “I would hate to see programs focus in too deeply on the individual content standards. Afterschool programs should be fostering high levels of interest in learning rather than focusing too deeply on individual standards.”
- ✓ **COMMUNICATE WITH SCHOOL STAFF ABOUT ACADEMIC ALIGNMENT.** If academic support is a primary goal of your program, efforts to align with content standards might make good sense. Rather than pore over the standards to identify specific content to cover, create mechanisms for ongoing communication and data sharing with schools you work with. Understanding what teachers are teaching and when, will make it easier for your program to complement school-day instruction and support students in achieving the standards.
- ✓ **CONSIDER JOINT TRAINING AND PLANNING TIME.** The time is ripe for joint professional development and planning opportunities that bring together school-day and afterschool staff to build skills and share promising practices. If some precedent already exists for joint training, the Common Core is a natural subject. If not, the standards provide a new opportunity to bring different actors committed to student success to a common table.
- ✓ **MODEL ENGAGING INSTRUCTION.** The Common Core is as much about shifting instruction as it is about curriculum, so showing schools how you teach rather than what you teach may be powerful. By creating opportunities for students to practice skills they are

⁸ Durlak, J. and Weissberg, R. (2007). *The impact of after-school programs that promote personal and life skills*. Chicago, IL: Collaborative for Academic, Social and Emotional Learning.; Kauh, T. (2011) *AfterZone: Outcomes for Youth Participating in Providence’s Citywide After-School System*. Philadelphia, PA: Public/Private Ventures. Hall, G., Yohalem, N., Tolman, J., and Wilson, A. (2003). *How Afterschool Programs Can Most Effectively Promote Positive Youth Development as a Support to Academic Achievement*. Wellesley, MA:

learning in school in the context of engaging activities, Gendron said, high-quality programs can “model best practices to help school districts see what is happening and what this can look like.”

- ✓ **HELP SCHOOLS WITH COMMUNICATION.** Youth development programs are sometimes more connected to young people’s families and communities than schools are. Offering to help your partnering schools communicate with families about the Common Core might be an important role your program can play and a door to a deeper relationship with the school.

In addition to the above strategies, it is important for OST programs and systems to shore up their own “core” of effective youth development practices. Consider how existing program development and quality improvement efforts you are involved in can connect with and support the Common Core, in particular the habits of mind.

High-quality youth development and OST programs already foster many of these practices, and in recent years, many programs have begun codifying those practices through quality standards, frameworks and assessment tools.

(See this comparison between Common Core habits of mind and the Youth Program Quality Assessment and its STEM supplement.) By emphasizing the implementation

of high-quality instructional practices that reflect what we know about youth development and learning, OST programs can support college and career readiness and, in the process, provide schools and districts with creative examples of helping youth develop and practice the habits of mind they need to succeed.

Many OST leaders and practitioners are grappling with the question of how academically focused their programs should be. Some programs are structured and staffed to directly support academic success, and in such cases looking for ways to align with Common Core content standards makes sense. For the field more generally, focusing on the habits of mind and other cross-cutting learning skills that are now considered instrumental competencies for college and career readiness should increase the relevance of programs and demonstrate their value to school partners.

Timing is everything. The Common Core is emerging just as calls for expanded learning opportunities and expanded learning time are growing. The OST field has a window to assert itself as a necessary part of children’s development and education. In doing so, the goal need not be to replicate the core work of schools but rather to complement, support and expand it.

TO LEARN MORE

Common Core Standards Website: www.corestandards.org

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

General information about CCSSO’s common core initiative:

<http://ccssso.org/Resources/Programs/The-Common-Core-State-Standards-Initiative.html>

Common Core State Standards: Implementation Tools and Resources: <http://ccssso.org/Documents/2012/Common-Core-Resources.pdf>

Connecting High-Quality Expanded Learning Opportunities and the Common Core State Standards to Advance Student Success:

<http://ccssso.org/Documents/Connecting-High-Quality-Expanded-Learning-Opportunities-and-the-Common-Core-State-Standards-to-Advance-Student-Success.pdf>

HABITS OF MIND

www.habitsofmind.org

www.ascd.org/publications/works/108/01/4-charters/Relation-ASCD-Resources-Habits-of-Mind.aspx

PARTNERSHIP FOR 21ST CENTURY SKILLS

P21 Common Core Toolkit: A Guide to Aligning the Common Core State Standards with the Framework for 21st Century Skills:

[www.p21.org/files/publications/2011/01/2011-01-01-Common-Core-Toolkit-1005881111.pdf](http://p21.org/files/publications/2011/01/2011-01-01-Common-Core-Toolkit-1005881111.pdf)

ASSESSMENT RESOURCES

Partnership for Assessment of Readiness for College and Careers: www.parc-online.org/

Smarter Balanced Assessment Consortium: www.smarterbalanced.org/

SERP Observational Assessment looking at Standards of Mathematical Practice: <http://math.serpaonline.org/serpa-wb-11-11-11>

Lesson 4

Paintings go beyond being beautiful or created by an important painter—they convey a lot of information. If realistic, they might show characters in a context (e.g., being in a house, town, or moment in time; interacting with other people or not; expressing feelings through body or facial expressions). It might be said that these paintings tell a story of sorts.

In this activity, students discover that a painting can spur their imaginations to think about the story it tells. Their ability to detect clues is extended by elaborating on what they see in the painting. As they work in teams to develop a script based on their imaginings, they are learning about how artists think.

Grade Level(s):
3–6

Duration:

Two 45-minute
sessions

Student Goals:

- Learn to analyze a work of art to determine character, setting, and perspective
- Understand concepts of composition (how a painting is put together) that relate to the elements of telling a story
- Learn to work in teams to devise a character and compose a line that will be spoken to express a scenario

Curriculum
Connections:

Language arts
and social studies



Imagine This!

Students are fine-tuning their powers of observation and becoming experts at delving into a piece of art and detecting clues. They examine the painting *Lady at the Paris Exposition* by Luis Jimenez Aranda (1889). Their instructor asks, "What is that lady doing? Why is she there? What does she see over her shoulder?" Students in small groups develop a theatrical scenario that illustrates the answers to these and other questions. They perform their script for the class.

What You Need

- Access to image of the painting *Lady at the Paris Exposition* by Luis Jimenez Aranda (1889). This painting is part of the Meadows Museum permanent collection and can be found at www.smu.edu/newsinfo/releases/m0011photos-a.html.
- Computer(s) with Internet access
- Computer projector (optional)
- Writing materials

Getting Ready

- Access the Meadows Museum Web site and locate the image of the painting *Lady at the Paris Exposition*.
- Review the basics of the storytelling elements in the painting.
- Study the painting and create some possible scenarios to seed ideas (but let students suggest some first when you show it to them), such as the following:
 - "The lady is waiting for someone—who?"
 - "The lady is nervous about something. What could it be?"
 - "Why is the lady on a balcony? What time of day is it? What is she doing?"

Session 1: Finding the Painting's Story

What You Need

- Access to image of the painting *Lady at the Paris Exposition*
(www.smu.edu/newsinfo/releases/m0011photos-a.html)
- Computer(s) with Internet access
- Writing materials

What to Do

- Arrange students in small groups of 3–4.
- Explain to students that many paintings tell a story, but the viewer has to find the story by looking for clues.
- Show students the painting *Lady at the Paris Exposition*. You can do this by using a computer projector to show the image or having each group locate the picture on the Meadows Museum Web site.
- Ask students to describe what they see. Use a chalkboard or chart paper to make a list of details that students observe in the painting. Select several students to study the painting closely and make comments about use of color or brushstrokes.
- Prompt each group to collect clues in the painting that tell them something about the setting, time, and point of view. Ask students to come up with possible answers to the following questions:
 - What part of the world do you think is being depicted? Where does the painting take place?
 - What year is it? What time of year is it? What time of day is it?
 - How old is the woman? Is she meeting someone? Is she a tourist or a local?
 - What is happening?
 - Where is the painter's point of view? Why is the painter watching this scene?
- Explain to students that there are not right or wrong answers to these questions. Instead, the questions are designed to get them thinking about what is happening in the painting.
- Collect notes from students or ask them to save the notes for the next session.

Session 2: Writing Scenarios

What You Need

- Access to image of the painting *Lady at the Paris Exhibition*.
- Writing materials
- Student notes from previous session

What to Do

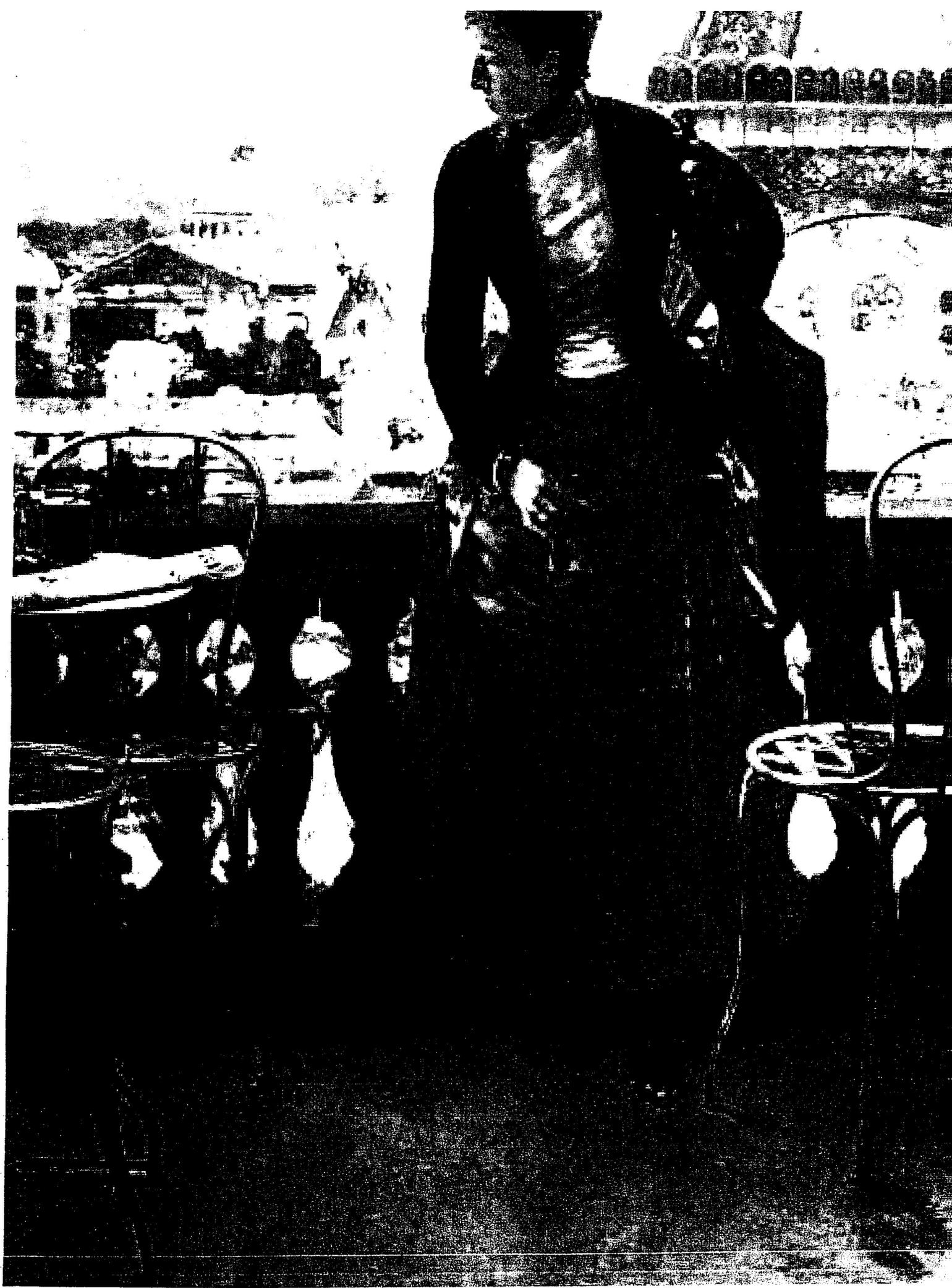
- Divide students back into their groups and ask them to consult their notes from the previous session.
- Ask each group to write a short scenario and think of one spoken line that the woman in the painting might say based on the scenario.
- When this is completed, have the small groups share their scenarios.

Extend

- Have groups write a short play that extends their initial ideas.
- Allow groups to present their play to the class.

Outcomes to Look for

- Student understanding of the concept of story in works of art
- Student ability to identify elements in works of art
- Scenarios that are appropriate to the work of art



Lesson 1

This sample lesson is one example of how you can implement the practice of *Exploring Science Through Projects and Problems*. In this activity, students work in groups to solve a problem: construct a prototype of a bridge or other device that will allow the goats in the story *The Three Billy Goats Gruff* to get to the other side of the river without getting eaten by the troll. This lesson incorporates literature and mathematics.

3-5

Two 45-minute sessions

- Use reading, math, and science skills to solve a real-world problem
- Design a solution and construct a model
- Keep journals or records of scientific investigations
- Learn and use appropriate science and engineering vocabulary
- Work together to solve a problem



The class is abuzz with the sounds of construction as teams of students work on building models. At one table, several students hold their breath as they test their makeshift device. They are trying to help the three Billy Goats Gruff get across the river safely without harming the evil troll who lives under the bridge. One student places a small plastic goat in a paper coat attached to a string and spools of thread. But the cup tips and the goat falls into the imaginary river. "Back to the drawing board," says one student. "Being an engineer and solving problems is hard work." Eventually, all the teams create working models and present them to the class.

- A copy of *The Three Billy Goats Gruff* by P. Galdone (New York: Claron Books, 1981)
- Index cards
- Pencils (one pair per student)
- Scissors (one pair per student)
- Handout 5: Engineering Design Project Assessment Rubric (one per team)

Per team (prepared in baggie or small box):

- Cereal box, individual portion size, empty
- String, any type, 45 cm long
- Thread spool, empty or taped to keep from unwinding
- Plastic spoon
- Clay, nonhardening, 2-inch ball
- 12 craft sticks
- Tape, transparent, small roll
- Three pipe cleaners
- Three 3-ounce paper cups (bathroom cups)
- Three plastic goats (optional), or additional pipe cleaners for students to make goats

- Assemble all materials for easy distribution.
- Purchase or check out from a library a copy of *The Three Billy Goats Gruff* by P. Galdone.
- Read through *The Three Billy Goats Gruff* and develop questions for discussion.
- Decide on the best grouping of students and roles to be assigned.
- Prepare the area for each team to work and a display area for the finished products.

Allow enough space for students to work safely.

- **Engage** students by introducing and reading aloud the story of *The Three Billy Goats Gruff*. As you read, ask students what problems the goats have to solve, such as getting across the river safely. (See the Teaching Tip on p. 10 for more information on leading read alouds.)
- **Explore** possible solutions to the problem. Divide students into small groups and give each group one copy of the assessment rubric (Handout 5). Then present the challenge: Tell students that they are members of an engineering company hired by the goats' parents. Each team needs to come up with a solution that enables the goats to cross the river safely every morning yet does not harm the troll. Each team will then design and make a model of its solution. Students have 60 minutes to complete the project. (You may want to vary this time and extend it to the next day.)
 - Ask students to brainstorm and discuss with you four possible solutions, the pros and cons of each one, and their final choice. Allow about 15 minutes for brainstorming. Instruct students to record their ideas as they go. Remember that the goal is to have students create an invention or device (such as a bridge) to solve the problem.
 - Once each team has shared its ideas and made a decision, give the students their kit of materials so that they may begin making a model. Each team should create a name for the device, label it with an index card, and create a company portfolio for the goat parents to consider.
- **Explain** the solutions. Have the teams present their models and completed rubrics to the whole group while you and the remaining students ask probing questions about the model and how it works.
 - Each team cleans up by returning leftover materials to the bags.
 - Debrief about the brainstorming and invention process, and the difficult and fun elements of designing like an engineer.

Teaching Tip

Word Walls

To help students learn and use appropriate science and engineering vocabulary related to this activity, consider using a large piece of paper or a bulletin board as a word wall. On it, write vocabulary terms such as *engineering model* and *prototype* in large type. Throughout the activity add new words to the wall as appropriate and review the existing words with students. Have students make copies of the word wall to keep in their folders.

- **Extend learning if time allows.**
 - Ask students to write a reflection of what they learned.
 - Create a display of the students' inventions in the school library or other public area.
 - Based on what did and did not work, have students plan how they might change their models.
- **Evaluate.** Look for the following outcomes:
 - Student engagement and participation
 - Students working together cooperatively
 - Ideas and answers that reflect an understanding of the problem, the use of problem-solving skills, and how to form possible solutions
 - Journal entries or records of ideas, pictures, and what did and did not work



Handout 5: Engineering Design Project Assessment Rubric

Team Name:	
Team Members	

How did you do?

Your team brainstormed at least 4 different ideas. (10 points per idea, 40 points maximum)	
The invention helps the goats get to green grass. (yes = 30 points; no = 0 points)	
The invention does not hurt the goats or the troll. (yes = 30 points; no = 0 points)	
Portfolio bonus points (0 to 10, teacher award)	
Presentation bonus points (0 to 10, class award)	
Total Points	

Reflection

Preparation

- How well did the lesson planning help you prepare for this activity?
- What can you do to feel more prepared?

Academic Enrichment

- How did this lesson support other academic content areas like math or literacy?
- What changes could you make to strengthen academic enrichment while still keeping the activity fun?

Classroom Management

- What strategies did you use to make the lesson go smoothly?
- What changes would you make if you taught the lesson again?

Expansion

- How can this activity be improved to include concepts from other content areas?
- What resources or connections can be made to the larger community to provide support for this activity?