EQUITY IN THE COMMON CORE ERA

CONSIDERATIONS FOR STUDENT AND PROFESSIONAL LEARNING
GREAT LAKES EQUITY CENTER

One of the ten regional EACs funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. The Great Lakes Equity Center provides assistance to state education agencies and public school districts in the areas of race, gender, and national origin equity.

http://glec.education.iupui.edu/
Our Goals:
Participants will be able to…

• articulate a rationale for inclusive learning environments in the Common Core era

• describe core features of UDL and PML and articulate reasons for using these frameworks

• develop ideas about how to employ UDL and PML as frameworks/strategies to advance learning

• describe the role and responsibilities of educators in each of these frameworks
AGENDA

1. Welcome and session objectives
2. Common Core 101
3. Policy-as-practice: Shifts as spaces for reflection and community engagement
4. Universal Design for Learning & Peer-Mediated Learning as frameworks for success in inclusive classrooms
5. Wrap up and preparation for session II
• False. They are K-12 standards.

Common Core standards cover only grades 6-12 in English/Language Arts and Mathematics.
The U.S. Department of Education led the development of the Common Core State Standards.

- False. They were led by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).
State-led consortia are developing assessments for Common Core.

- True. There are two assessments in progress: the Partnership for Assessment of Readiness for College and Career (PARCC) and the Smarter Balanced Assessment Consortium (SBAC).
States can choose whether or not to adopt the standards.

- True. Decisions about adoption are made at the state level.
Common Core standards include guidance for practice related to specific student groups.

- True. In addition to the standards for English Language Arts and Mathematics, the Common Core also includes documents containing considerations for supporting English Language Learners and students with disabilities.
COMMON CORE STATE STANDARDS INITIATIVE

Mission Statement
The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. 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

Common Standards
Building on the excellent foundation of standards states have laid, the Common Core State Standards are the first step in providing our young people with a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school.

Discover the Common Standards
Mathematics Standards
English Language Arts Standards

Read More »
AGENDA

Welcome and session objectives

Common Core 101

Policy-as-practice: Shifts as spaces for reflection and community engagement

Universal Design for Learning & Peer-Mediated Learning as frameworks for success in inclusive classrooms

Wrap up and preparation for session II
The interpretive and decision-making processes that take place daily in schools and classrooms and result in sets of standards or patterns at a particular site (Sutton & Levinson, 2001)
POLICY SHIFTS AS REFLECTIVE SPACES

Policy
Assess Interpret Learn
Act
WHAT MIGHT IT LOOK LIKE?

“The Common Core has only opened the door to opportunities that exist in challenging our teachers to make the diverse communities within the Jemez Valley Corridor an extension of their classrooms. For Jemez, our focus is to make education relevant to our communities and include the outside experiences of our children in the classroom.”
EQUITY 101

Equity exists when educational practices, policies, curricula, resources, and school cultures are representative of all students, such that each student has access to, can participate in and make progress in high quality and rigorous learning experiences, regardless of her or his race, socio-economic status, gender, ability, religion, national origin, linguistic diversity, or other characteristics.
EQUITY IN THE COMMON CORE ERA

Student-centered

Asset-based

Rigorous

Engaging

Culturally Responsive

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Equity in Education

Who benefits and who does not?
GRADUATION AND DROPOUT RATES

- Earn more
- Steady employment
- Civic engagement
- Benefits of citizenship
GRADUATION RATES

Percent

73.7  71.0  72.6  73.4  73.9  74.7  75.5  78.2

School year


Copyright by Great Lakes Equity Center 2014
GRADUATION RATES FOR STUDENTS WITH DISABILITIES

OSEP (2007) Copyright by Great Lakes Equity Center 2014
GRADUATION RATE COMPARISON BY RACE AND ETHNICITY

NCES (2009-2010)
DISABILITY RATES BY RACE AND ETHNICITY

Figure 2.3a. Percentage of children ages 3 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 2006

NOTE: Race categories exclude persons of Hispanic ethnicity.
Half of states graduated less than 60% of students with limited English proficiency in 2010-2011.

In some states, only 25-29% graduate.
WHO’S BENEFITING FROM RIGOROUS INSTRUCTION AND LEARNING OPPORTUNITIES?
Even African-American students with high math performance in fifth grade are unlikely to be placed in algebra in eighth grade.

Students of color are less likely to attend high schools that offer physics.

Source: U.S. Department of Education Office of Civil Rights, Civil Rights Data Collection, March 2012
STUDENTS OF COLOR ARE LESS LIKELY TO ATTEND HIGH SCHOOLS THAT OFFER CALCULUS.

Source: U.S. Department of Education Office for Civil Rights, Civil Rights Data Collection
DIFFERENCES IN RIGOR IN ELA

LOW RIGOR

Grade 7 Writing Assignment

- My Best Friend:
- A chore I hate:
- A car I want:
- My heartthrob:

HIGH RIGOR

Grade 7 Writing Assignment

Essay on Anne Frank

Your essay will consist of an opening paragraph which introduced the title, author and general background of the novel.

Your thesis will state specifically what Anne's overall personality is, and what general psychological and intellectual changes she exhibits over the course of the book.

You might organize your essay by grouping psychological and intellectual changes OR you might choose 3 or 4 characteristics (like friendliness, patience, optimism, self doubt) and show how she changes in this area.
What systemic factors are causing these disparities?
ASSESS & INTERPRET

Are expectations universally high?

Are curricula and instructional practices culturally responsive?

Do all students have access to high-quality instruction, tools, and learning environments?
LEARN

Policy ➔ Assess ➔ Interpret ➔ Learn ➔ Act

Graduate

Pushout
“In 2004, realizing we weren’t meeting the needs of our special education students, we launched a full-inclusion program…

Students knew we had high expectations for them and they rose to the challenge. Inclusion also caused us to look at our instructional practice, to ensure that it was more precisely targeted to the needs of each one of our students.

We had to bring the curriculum to the kids, not the kids to the curriculum. And now, with the majority of states adopting the Common Core State Standards (CCSS), there is no better time to reflect on the need for more inclusion in schools.”

Greg Mullenholz, 2013
THE COMMON CORE WEBSITE

Mission Statement
The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. 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.

Common Standards
Building on the excellent foundation of standards states have laid, the Common Core State Standards are the first step in providing our young people with a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school.
Read More »
THE STANDARDS

Read the Common Core Standards:

Mathematics Standards

English Language Arts Standards

Or Click Here to Download Printable Versions of the Common Core Standards

The Standards

Building on the excellent foundation of standards that are already in place, the Common Core State Standards are the first step in providing our young people with an equitable education. It should be clear to every student, parent, and teacher what the standards are and that they are in every school.

Teachers, parents, and community leaders have agreed to help create the Common Core State Standards. The standards clearly communicate what students are expected of students at each grade level. This will allow our teachers to be better equipped to help students learn what they need to help students learn and establish individualized benchmarks for them. The Common Core State Standards focus on core conceptual understandings and procedures starting in the early grades, thus enabling teachers to take the time needed to teach core concepts and procedures well—and to give students the opportunity to master them.

With students, parents, and teachers all on the same page and working together for shared goals, we can ensure that students make progress each year and graduate from school prepared to succeed in college and in a modern workforce.

To appropriately cite the Common Core State Standards, use the following:

Authors: National Governors Association Center for Best Practices, Council of Chief State School Officers.
Title: Common Core State Standards (insert specific content area if you are using only one)
Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.
Copyright Date: 2010
AGENDA

Welcome and session objectives

Common Core 101

Policy-as-practice: Shifts as spaces for reflection and community engagement

Universal Design for Learning & Peer-Mediated Learning as frameworks for success in inclusive classrooms

Wrap up and preparation for session II
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Greg Mullenholz, 2013
## INCLUSIVE EDUCATION

<table>
<thead>
<tr>
<th>Redistribution</th>
<th>Recognition</th>
<th>Represent</th>
</tr>
</thead>
<tbody>
<tr>
<td>• of quality opportunities to learn and engage in educational programs</td>
<td>• and value of differences as reflected in content, pedagogy, and assessment tools</td>
<td>• themselves (marginalized groups) in decision-making processes that advance and define claims of exclusion and the respective solutions that affect their children’s educational futures</td>
</tr>
</tbody>
</table>

EQUITY IN THE COMMON CORE ERA

Student-centered

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Rigorous

Engaging

Culturally Responsive
PEER-MEDIATED LEARNING (PML)

http://glec.education.iupui.edu/assets/files/2013_7_15_Brief_FINAL.pdf
PEER-MEDIATED LEARNING

• **Four Principles:**
  • We Learn through Active Engagement
  • All Individuals are Capable of Active Engagement
  • All Individuals are Cultural Beings
  • Collaboration is a Priority

• **Fostering Supportive Classroom Communities:**
  • Student driven projects
  • Create interdependence
  • Experiences that are Universally Designed for Learning
UNIVERSAL DESIGN FOR LEARNING (UDL)
UNIVERSAL DESIGN FOR LEARNING (UDL)

Present information and content in different ways
More ways to provide Multiple Means of Representation

Differentiate the ways that students can express what they know
More ways to provide Multiple Means of Action and Expression

Stimulate interest and motivation for learning
More ways to provide Multiple Means of Engagement

Center for Applied Special Technology (CAST)
http://www.cast.org/udl/index.html
EXAMPLE OF OPTIONS TO EXPRESS LEARNING

http://www.fortheteachersblog.org/creative-ways-to-show-what-you-know/#.UriTpPR6N8G

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UDL AND CULTURAL RESPONSIVITY

UDL is culturally responsive (CR)

• Relies on students’ interests, needs, learning preference, and cultural background

UDL provides means to achieve CR

• Contributes, adds, transforms, and sparks social action of non-dominant groups to the mainstream (Banks, 2007)

CONNECTIONS TO COMMON CORE

- Student-centered
- Asset-based
- Engaging
- Rigorous
- Culturally Responsive
POSSIBLE CONNECTIONS TO CCSS

CCSS.Math.Content.8.SP.A.1
Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities.

CCSS.Math.Content.8.SP.A.4
Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table.

CCSS.Math.Practice.MP3
Construct viable arguments and critique the reasoning of others.

CCSS.Math.Practice.MP4
Model with mathematics.

CCSS.Math.Practice.MP5
Use appropriate tools strategically.
CONNECTIONS TO PML AND UDL
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SUMMARY

- Current service provision
- Policy language
- Equity
- Pedagogical frameworks
- Professional learning

Assess → Interpret → Learn → Act

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