

Arts Education and Arizona's Common Core Standards

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Food for thought...

“Everything’s changed except the way we think”

Albert Einstein

Fixed ideas can give a sense of permanence when in fact we live in an ever-changing and challenging world.

Impact of Technology

- **Compressed** the speed of change
- **Revolutionized** the way we access information
- **Transformed** the way we communicate with each other
- **Altered** the process of teaching and learning

How did we get here?

- Agrarian Age Schools (19th century)
 - One room multi-age
 - Curriculum dominated by memorizing
 - Little writing or computation
 - Attendance optional
- Industrial Age Schools (20th century)
 - Increased uniformity in school programs
 - “Academic” and “terminal” tracks
 - Carnegie units applied rigid structure of time
 - Standardized tests
- Selection system for “thinkers” and “doers” worked
 - Delivered workforce society needed in the proper proportions

New Phase of Education

- Knowledge Age Schools (21st century)
 - Information, media and technology skills
 - Information literacy
 - Media literacy
 - IT literacy
 - Learning and innovation skills
 - Critical thinking and problem solving
 - Creativity and innovation
 - Communication and collaboration
 - Learning is the constant, time is the variable

21st Century Skills

1. Learning and Innovation Skills

- i. Creativity and innovation
- ii. Critical thinking and problem solving
- iii. Communication and collaboration

2. Information, Media and Technical Skills

- i. Information literacy
- ii. Media literacy
- iii. ICT literacy

3. Life and Career Skills

- i. Flexibility and adaptability
- ii. Initiative and self direction
- iii. Social and cultural skills
- iv. Productivity and accountability
- v. Leadership and responsibility

Critical Elements of Arizona's Common Core Standards

- State led effort coordinated by NGA and CCSSO
- Fewer (focused), clearer, and higher
- Alignment with college and career expectations
- Inclusion of rigorous content and application of knowledge through high-order thinking
- Consideration of the strengths of and the lessons learned from current state standards
- Internationally benchmarked, so that all students are prepared to succeed in our global economy and society
- Evidence and/or research-based

What is not covered by the standards?

1. The Standards define what all students are expected to know and be able to do, **not** how teachers should teach.
2. Standards focus on what is most essential, they do **not** describe all that can or should be taught.
3. The Standards do **not** define the nature of advanced work for students.
4. The Standards set grade-specific standards but do **not** define the intervention methods or materials.
5. Standards do **not** define the full range of supports appropriate for English language learners and for students with special needs.
6. While the ELA and content area literacy components described are critical to college and career readiness, they do **not** define the whole of such readiness.

Key Instructional Shifts in ELA

1. Building knowledge through content-rich nonfiction and informational texts
 - a. K-5 requires 50-50 balance between informational and literary reading
 - b. 6-12 integrated content literacy expectations
2. Reading and writing grounded in evidence from text
 - a. Students present careful analyses, well-defended claims and clear information using the text
3. Regular practice with complex text and its academic vocabulary

Key Features of the ELA Standards

1. **Reading** : Text complexity and the growth of comprehension
 1. Equal emphasis on the sophistication of what they reading and the skill with which they read
2. **Writing**: Text types, responding to reading and research
 1. Importance of reading-writing connection requires students to draw upon evidence from text they read
3. **Speaking and Listening**: Flexible communication and collaboration
 1. Develop a broad range of oral communication skills
 2. Develop presentations using media and visual displays
4. **Language**: Conventions, effective use and vocabulary
 1. Essential rules of standard written and spoken English
 2. A matter of craft and informed choices among alternatives

Key Instructional Shifts in Common Core Standards - Mathematics

1. **Focus** strongly where the Standards focus
 - a. Significantly narrow and deepen instruction
 - b. Focus on major work of each grade to build strong foundational understanding

2. **Coherence:** think across grades and link to major topics within grades
 - a. Connect learning across grades
 - b. Major topics serve as grade level focus

3. **Rigor:** in major topics pursue:
 - a. Conceptual understanding
 - b. Procedural skill and fluency
 - c. Application with intensity

Mathematical Practices

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

Depth of Knowledge – Deep Thinking

| Level 1 Recall | Level 2 Skill/Concept | Level 3 Strategic Thinking | Level 4 Extended Thinking |
|---|--|---|---|
| Reproduction of information | Use of information | Reasoning, problem solving | Application to real world |
| <ul style="list-style-type: none"> •Recall •Tabulate •Repeat •Define •Identify •Label •Illustrate •Tell •Recite •Quote •Match •Measure •Name •Memorize •List | <ul style="list-style-type: none"> •Collect •Categorize •Construct •Compare •Classify •Summarize •Predict •Organize •Estimate •Graph •Patterns •Infer •Interpret •Modify | <ul style="list-style-type: none"> •Assess •Revise •Explain •Draw conclusions •Cite evidence •Apprise •Critique •Formulate •Hypothesize •Investigate •Logical argument | <ul style="list-style-type: none"> •Design •Connect •Synthesize •Evaluate •Apply •Analyze •Create •Prove •Apply concepts |

5 Things Teachers Can Do to Support Arizona's Common Core Standards

1. Lead high level text-based discussions
2. Focus on process not just content
3. Create assignments for real audiences and with real purpose
4. Teach argument not persuasion
5. Increase text complexity

Integration not Compliance

- Student centered instructional connections
 - Deep content knowledge
 - Procedural skill and fluency
 - Real world application
- Student centered educational partnerships
 - Cross-content teachers
 - Integrated project based learning
- Student centered external partnerships
 - Families
 - Community
 - Funders

Characteristics of students who are college and career ready

- Demonstrate independence and the ability to work collaboratively
- Possess strong content knowledge
- Respond to varying demands of audience, task and purpose
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Understand other perspectives and cultures

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