Text Only Handout: Common Core State Standards: Challenges for Teachers of Students who are Visually Impaired

By: Tara Mason, TVI, M.Ed.

\*Note: When you read an asterisks “\*” that is an item that will be popping up on the slide after you are to answer a question or I present a question to then answer it. Once you see an asterisk, I suggest you pause for a moment unless you would like to go ahead and see the answer.

Slide 1

Common Core State Standards: Challenges for Teachers of Students who are Visually Impaired

By: Tara Mason, TVI, M.Ed.

Slide 2

Webinar Agenda

First: Audience Poll: Who is here?

Second: Examine how the standard is written and discuss what each section means

Third: Dissecting the problem and answers: TVI Role, Testing, and Resources

Fourth: Question and Answers

Slide 3

Who is Here?

Please insert your name and job title in the chat window…

Slide 4

Who am I ?

Hello, my name is Tara Mason.

TVI, M.Ed.

Ph.D. Candidate

Work for Perkins on Gates Foundation Project related to Math CCSS

Previously taught at TSBVI

Slide 5 (Your Thoughts- there is a graphic on this slide with an oval which reads: Your Thoughts… there are three ovals that have eyes drawn on them)

**“The CCSS standards establish what students need to learn, and they dictate how teachers should teach it.” *Insert yes or no into chat window.***

1. Yes
2. NO

[www.corestandards.org/resources/frequently-asked-questions](http://www.corestandards.org/resources/frequently-asked-questions)

\* The CCSS standards establish a benchmark of what all students should learn but they DO NOT dictate how teachers should teach it.

Slide 6

Essential Questions

-What makes the CCSS Standards different from the previous state standards?

-What are the challenges that students with visual impairments and/or multiple impairments may face with this new set of standards?

-What are the strategies that TVIs can use to ensure student success in classrooms using the new CCSS?

Slide 7

(Contains a graphic at the top left with an arrow reading “this way”)

“Recent economic studies show that high skills lead to better wages, more equitable distributions of income, and substantial gains in economic productivity. Higher math performance at the end of high school translates into a 12 percent increase in future earnings. If the United States raised students’ math and science skills to globally competitive levels over the next two decades, its GDP would be an additional 36 percent higher 75 years from now,” (Governor’s Educational Symposium, HuntInstitute.org, 2009)

Slide 8

(Your Thoughts- graphic with black oval)

What are one-two words that come to mind when you read that quote taken from the CCSS standards? Take 30 seconds to write the one to two words in the chat box.

Slide 9

(Animation on this slide contains a match being lit with a drawn image of smoke and fire)

Brundin (2013) suggests that, “In general, there is more of an emphasis on critical thinking, problem-solving, creativity and collaboration. Students will be expected to apply what they’ve learned to real-world situations. Part of the impetus is these are the kinds of skills students need in college and in the work world. These standards were [benchmarked to academic standards](http://www.achieve.org/international-benchmarking) from a number of high-achieving countries, such as Singapore and Japan (Colorado Public Radio)”

Slide 10

This slide is an animation with a jagged arrow in the middle placed on a board with a silver thumbtack. An oval rolls down the rectangular prisms and it reads “student success.”

Slide 11

This slide continues the animation; it has a teapot with lines drawn in a downward motion meant to represent water. There is a rectangular prism with the oval reading “student success” rolling down hitting the teapot, which then pours the metaphorical water.

Slide 12

This slide ends the animation. It has a black box which reads “Life long learning+ career readiness+ critical thinking and problem solving” this box is on a vine with leaves surrounding the box and the metaphorical water is pouring down onto the box.

Slide 13

Common Core State Standards (there is the end of the green vine with the “student success” oval inside that looks like a flower blooming)

Slide 14

“Your Thoughts”

**Which criteria DID NOT guide the development of the CCSS? *Insert the number in the chat window.***

1. Alignment with expectations for colleges and career success
2. Reality-based, for effective use in the classroom
3. Evidence and research based
4. Inclusion of content and the application of knowledge through the most basic, lower order thinking skills
5. Improvement to standards of top-performing nations

www.corestandards.org/resources/frequently-asked-questions

Slide 15

(There is the black oval on this slide with a crown on top of it)

What makes the CCSS Standards different from the previous state standards?

1. Were the CCSS created by the federal government?

2. Are the Common Core State Standards are focused only on students going to college?

3. Each state has a different set of standards that are similar to each other, correct?

Slide 16

(There is a man dressed in a black sweater cardigan and slacks, pointing at the information, which is presented in a box)

Dissecting the language and framework

* The top descriptor of each standard is the “Domain” which is composed of both a descriptive title and number.
* The “standard” is the bolded information under the domain number/statement.
* Underneath that is the “cluster” which is the more detailed description of the skills a student needs to perform in order to successfully be evaluated using the standard.

Slide 17

(There is an animation on this slide, it is a black oval with wings on either side. When the slide opens, the black oval flies off the slide from the top and then disappears).

Let’s Dissect Together- Math CCSS

**Standards in this domain (LIST OF ALL STANDARDS UNDER DOMAIN):**

* [CCSS.Math.Content.7.NS.A.1](http://www.corestandards.org/Math/Content/7/NS/A/1)
* [CCSS.Math.Content.7.NS.A.2](http://www.corestandards.org/Math/Content/7/NS/A/2)
* [CCSS.Math.Content.7.NS.A.3](http://www.corestandards.org/Math/Content/7/NS/A/3)

**“Apply and extend previous understandings of operations with fractions.” (DOMAIN)**

[CCSS.Math.Content.7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.](http://www.corestandards.org/Math/Content/7/NS/A/1) **(STANDARD)**

* + [CCSS.Math.Content.7.NS.A.1a Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged*.](http://www.corestandards.org/Math/Content/7/NS/A/1/a) **(1st CLUSTER)**

Slide 18

(There is an animation on this slide, it is a black oval with wings on either side. When the slide opens, the black oval flies off the slide from the top and then disappears).

Let’s Dissect Together-

ELA CCSS

**Standards are provided in “Strands”**

**Example: “English Language Arts Standards>Reading: Literature>Grade 6:”**

* + - “CCSS.ELA-Literacy.RL.6.1”-- (9 Total)

[**This strand is separated into 4 categories with standards underneath these headings:**](http://www.corestandards.org/Math/Content/7/NS/A/1)

* [**Key Ideas and Details**](http://www.corestandards.org/Math/Content/7/NS/A/1)
* [**Craft and Structure**](http://www.corestandards.org/Math/Content/7/NS/A/1)
* [**Integration of Knowledge and Ideas**](http://www.corestandards.org/Math/Content/7/NS/A/1)
* [**Range of Reading and Level of Text Complexity**](http://www.corestandards.org/Math/Content/7/NS/A/1)

[**The ELA standards are divided into four major areas:**](http://www.corestandards.org/Math/Content/7/NS/A/1)

1. [**Reading**](http://www.corestandards.org/Math/Content/7/NS/A/1)
2. [**Writing**](http://www.corestandards.org/Math/Content/7/NS/A/1)
3. [**Speaking/Listening**](http://www.corestandards.org/Math/Content/7/NS/A/1)
4. [**Language**](http://www.corestandards.org/Math/Content/7/NS/A/1)

Slide 19

Dissecting the language + Understanding the Conceptual Expectation

-Differences between the Math and ELA standards.

* Math focuses on the concept behind the operation
* ELA uses reading, writing, and listening as building blocks to learn from written material

Slide 20

Students who are College and Career Ready in ELA: Reading, Writing, Speaking, Listening, and Language can be described as:

* Independent
* Able to build strong content knowledge
* Respond to varying demands
* Comprehend and critique
* Value evidence
* Use Technology and digital media
* Understand other perspectives and cultures

Slide 21

Students who are College and Career Ready in Math CCSS can be described as:

* Able to make sense of problems and persevere in solving them
* Reason abstractly and quantitatively
* Construct viable arguments and critique
* Model with mathematics
* Use appropriate tools strategically
* Attend to precision
* Look for and make use of structure
* Look for and express regularity in repeated reasoning

Slide 22

BRING US TO OUR SECOND ESSENTIAL QUESTION:

What are the challenges that students with visual impairments and/or multiple impairments may face with this new set of standards?

* Conceptual Understanding of CCSS is being able to turn an idea backwards, forwards, and around in the mind of our students
* Implementation Issues
* Appropriate testing accommodations

Slide 23

(“Your Thoughts” Black oval appears with question on the right of the slide)

**Do teachers working with students with visual impairments need to prepare students for being assessed under the new CCSS?**

***Insert the number(s) that is NOT true in the chat window.***

1. IEP and 504 teams will continue to make recommendations for student accommodation's on the new CCSS assessments
2. Testing accommodations and modifications are the same thing.
3. In 2014-2015, states that have adopted CCSS (all but 5) will be required to assess student performance on CCSS in Math and English (which will replace any state accountability assessments related to NCLB)
4. States will have up to 3 years to use print assessments while technology infrastructure is implemented

[www.corestandards.org/resources/frequently-asked-questions](http://www.corestandards.org/resources/frequently-asked-questions)

Slide 24

There is a black oval reading “student success” with flower petals around it.

Essential Question #3:

What are the strategies that TVIs can use to ensure student success in classrooms using the new CCSS?

Slide 25

There is an animation on this slide, it shows a rectangle with a pie chart and lines representing a quotation. There are lines pointing to the pie chart but the image is just an outline.

The CCSS are providing an opportunity to engage our students in high level thinking. What are the new pieces of the “pie?”

Slide 26

There is a man holding a sign that lists the challenges. The question is presented in yellow text on the right side.

What are some of the Challenges?

* Emphasis on technology
* Tools for “access skills”
* Ways to promote higher order thinking
* Not becoming a tutor
* Ensuring incorporation of Expanded Core Curriculum
* Advocacy for testing, instruction, and inclusion

Slide 27

There is the black oval reading “student success” with little stick figure people attached to lines webbing out from the oval.

**Work as a Team and include your districts technology person in the IEP/504 Meeting**

Slide 28

There is a man holding a sign over his face with only his eyes and glasses showing. The sign reads:

Tools for Access Skills

-Assistive Technology

Slide 29

There is a woman with her hands clasped at her waist. She is smiling. The sign in back of her head reads:

Ways to promote higher order thinking skills and Expanded Core Curriculum

….and not become a tutor

Slide 30

Tool to help bring Math CCSS and Expanded Core Curriculum Together.

There is a table (provided below), which has three sections, CCSS Math, Comparative ECC Area, and Lesson Ideas. The slide contains animated text that comes up as I explain how I might complete this table with the first Math CCSS “Standards of Math Practice.”

|  |  |  |
| --- | --- | --- |
| Standard of Math Practice | Comparative ECC Area | Lesson Ideas |
| [CCSS.Math.Practice.MP1](http://www.corestandards.org/Math/Practice/MP1) Make sense of problems and persevere in solving them. |  |  |
| [CCSS.Math.Practice.MP2](http://www.corestandards.org/Math/Practice/MP2) Reason abstractly and quantitatively. |  |  |
| [CCSS.Math.Practice.MP3](http://www.corestandards.org/Math/Practice/MP3) Construct viable arguments and critique the reasoning of others. |  |  |
| [CCSS.Math.Practice.MP4](http://www.corestandards.org/Math/Practice/MP4) Model with mathematics. |  |  |
| [CCSS.Math.Practice.MP5](http://www.corestandards.org/Math/Practice/MP5) Use appropriate tools strategically. |  |  |
| [CCSS.Math.Practice.MP6](http://www.corestandards.org/Math/Practice/MP6) Attend to precision. |  |  |
| [CCSS.Math.Practice.MP7](http://www.corestandards.org/Math/Practice/MP7) Look for and make use of structure. |  |  |
| [CCSS.Math.Practice.MP8](http://www.corestandards.org/Math/Practice/MP8) Look for and express regularity in repeated reasoning. |  |  |

Example on slide:

\*Independent Living Skills (Arrow pointing to ECC area)

\*(1) Take my student to the bank (2) open checking account (3) use mathematical equation to figure out projected savings plan. (Arrow pointing to lesson idea)

Slide 31

There is a table on this slide, it is divided into four columns which are: English Language Arts Standards- Anchor Standards- College and Career Readiness Anchor Standards for Reading; Comparative ECC Area; Lesson Ideas; Inclusion of technical area: H/SS or S/Tech.

Tool to help bring ELA CCSS and Expanded Core Curriculum Together

|  |  |  |  |
| --- | --- | --- | --- |
| English Language Arts Standards -- Anchor Standards-- College and Career Readiness Anchor Standards for Reading | Comparative ECC Area | Lesson Ideas | Inclusion of technical area: H/SS or S/Tech |
| Key Ideas and Details |  |  |  |
| Craft and Structure |  |  |  |
| Integration of Knowledge and Ideas |  |  |  |
| Range of Reading and Level of Text Complexity |  |  |  |
|  |  |  |  |
| English Language Arts Standards -- Anchor Standards-- College and Career Readiness Anchor Standards for Writing | Comparative ECC Area | Lesson Ideas | Inclusion of technical area: H/SS or S/Tech |
| Text Types and Purposes1 |  |  |  |
| Production and Distribution of Writing |  |  |  |
| Research to Build and Present Knowledge |  |  |  |
| Range of Writing |  |  |  |
|  |  |  |  |
| English Language Arts Standards -- Anchor Standards-- College and Career Readiness Anchor Standards for Listening | Comparative ECC Area | Lesson Ideas | Inclusion of technical area: H/SS or S/Tech |
| Comprehension and Collaboration |  |  |  |
| Presentation of Knowledge and Ideas |  |  |  |
|  |  |  |  |
| English Language Arts Standards -- Anchor Standards-- College and Career Readiness Anchor Standards for Language | Comparative ECC Area | Lesson Ideas | Inclusion of technical area: H/SS or S/Tech |
| Conventions of Standard English |  |  |  |
| Knowledge of Language |  |  |  |
| Vocabulary Acquisition and Use |  |  |  |

Slide 32

Contains a cut out of the larger table above. It has only the first set of Anchor Standards for “reading.” There is animated text, which provides an example of how I might complete this table for a lesson connecting the CCSS and ECC.

\*Self Determination (arrow pointing to Comparative ECC Area)

(1) Current events news reading + e-mail summary of article and how it relates to my student (Arrow pointing to lesson idea)

H/SS (2) Compare current event article to topic being covered in social studies and have student practice reading primary source document in braille or using screen reader (Arrow pointing to Inclusion of technical area: H/SS or S/Tech)

Slide 33

There is a black oval with “Your Thoughts” that pops up on the screen.

**Any lesson ideas? Please write a couple words with any ideas that are matched to the above CCSS + ECC criteria.**

***Write lesson idea in chat window.***

Slide 34

There is a man wearing slacks and a button down shirt with a tie. He has a confused look on his face with his hands up in the air. There are three question marks above his head.

Slide 35

This is a resource slide. It includes website links and articles. It has a black oval at the top that reads: “CCSS= Lifelong Learning = Student Success”

Resources:

Common Core State Standards & ECC Planning Tables: Math and ELA

Websites:

<http://www.corestandards.org>

<http://learnzillion.com/lessons>

Articles and PDF files:

CCSS Standardized Testing\_Students withMultipleDisabilities

Coming\_Together.pdf (regarding standardized CCSS testing)

Accommodations vs. Modifications

Governor’s Educational Symposium, http://www.hunt-institute.org/elements/media/event-materials/GESBriefs\_final.pdf