

Summary of the Utah Plan for Transitioning to the English Language Arts Common Core Standards

The Utah State Board of Education
March 2011

Process

1. State Board directed that a report be given at the March 2011 Board Meeting detailing the implementation plan for transitioning to the English Language Arts Common Core Standards.
2. A group of approximately 80 teachers (six per grade level) met for four full days to compare and contrast the existing core with the new core.

Process (cont.)

3. The ELA Common Core Task Force was formed, and met three times to review plans and progress, and to give input into the process.
4. Several state-wide meetings were held for Curriculum Directors and Language Arts Supervisors.
5. Presentations were given at multiple charter school meetings.
6. Numerous meetings for local districts were conducted all over the state.

Timeline

- **Fall 2009** – College and Career Ready Standards released
- **June 2010** – Final Common Core State Standards for Grades K-12 released
- **June 2010** – States begin committing to the Common Core
- **August 2010** – Utah State Board of Education adopts Common Core
- **2010-2011 school year** – Analysis of new core and development of implementation plan
- **Summer 2011** – Common Core Academy
- **2011-2012 and 2012-2013 school years** – Ongoing support and transition work at state and local levels
- **Fall of 2013** – Full implementation of ELA Common Core begins
- **2013-2014 school year** – Full pilot of new assessment system
- **2014-2015 school year** – Operational implementation of new assessment system (this year it counts)

Brief Summary of Gap Analysis: Differences Between Existing and New Core

1. Greater attention to writing (argument, informative/explanatory, narrative) in all grades.
2. Old core is more skill-specific, new core is more outcome-driven.
3. Greater attention to informational text through all grades, up to a 70/30 ratio in high school.
4. Expectation of increased teaching and learning through the use of digital media.
5. Both reading and writing are intended to be done with a greater range of texts and at a higher level of difficulty in every grade.

Brief Summary of Gap Analysis: Differences Between Existing and New Core (cont.)

6. Focus on not just learning ABOUT a topic, but on PRODUCING language as a result of the learning (teaching toward performances).
7. Teaching students to substantiate their opinions, support their arguments, and verify their facts.
8. Teaching students to speak with confidence and clarity.
9. Learn to collaborate effectively with others.

Brief Summary of Professional Development Priorities

1. **Writing, writing, writing.** The three types, the writing process, classroom management, publishing, digital, etc.
2. Work with **integrating Common Core with the content** of other content areas (e.g., Science, Social Studies, Arts, etc.).
3. More attention to **informational text**, including availability, integration with all content areas, text structure, etc.
4. Supporting teacher's ability to teach and expect **multi-media production**.
5. How to **locate, evaluate, and verify digital sources** of information.

Brief Summary of Professional Development Priorities (cont.)

6. Attention to the **range and complexity** of text for each grade (Appendix B in the Common Core).
7. Attention to the pedagogy and assessment required for using **performance tasks** as student outcomes of learning.
8. More attention to the study of **structure and uses of language**.
9. **Speaking, listening, and productive discussion** as social and workplace necessities.
10. A continued focus on **effective collaboration** between and among teachers, in which they critically examine student work in order to adjust and improve instruction.

Common Core Academy

1. 5-6,000 teachers for four days over six weeks and 14 locations
2. Each location with 13 ELA groups (K-12), two math groups (sixth and ninth grades), and one administrator group
3. Two facilitators per group
4. Curriculum for the Academy a framework developed by teachers, reading supervisors, and other experts
5. Other Academies to be scheduled during August and into the school year
6. Implementation will happen one LEA, one school, at a time

Implementation

1. No new courses are required to implement the ELA Common Core.
2. Teachers will stay anchored in what they are currently doing—no one will have to stop what they are doing and then start something new.
3. **Implementation will be a process, over the next three years, of continuing to do what we now do well—research-based best-practices—while improving and retooling small pieces in a gradual progression.**