

Annotated Bibliography:

Common Core

Dr. Kenneth Howey and Stephanie

Addison, J. & McGee, S.J. (2005). To the Core: College Composition Classrooms in the Age of Accountability, Standardized Testing, and Common Core State Standards. *Rhetoric Review*, 34(2), 200 – 218.

An explanation of the history of standardized tests in the US reveals the ways they have shifted from tools of articulation to tools of accountability not only in K–12 classrooms but also in higher education. Understanding the competing interests at play and the potential effects of the Common Core State Standards at the college level is crucial to reasserting assessment as a teaching and learning practice instead of a system of accountability.

Bennett, S.M., & Hart, S.M. (2015). Addressing the “Shift”: Preparing Preservice Secondary Teachers for the Common Core. *Reading Horizons*, 53(4), 1-33.

Common Core represents a shift in content-area literacy instruction, broadening from a narrow focus on generalizable skills to also include a disciplinary perspective of literacies specific to the specialized language and habits of thinking within particular subjects. This requires teachers to be knowledgeable in their content and possess competence in pedagogical practices that allow them to scaffold their students' literacy development within these disciplines. We examined how the implementation of a Disciplinary Literacy Project into a content-area literacy course influenced pre-service secondary teachers' disciplinary literacy practice. The findings suggest structured inquiry into disciplinary communities enhances pre-service teachers' understanding of disciplinary literacy, but this knowledge is not easily transferred into classroom instruction. Implications for future research on disciplinary literacy models and pre-service teacher preparation are discussed.

Berry, B. (Oct 2013). Bold leaders, Inconvenient Truths. *Educational Leadership*. 71(2).

The article presents information on teacher leadership in the U.S. The author looks at how the U.S. can model leadership opportunities and educational systems based on the student achievement success in Singapore and Finland. The article looks at fostering leadership, the U.S. Common Core State Standards, and the public opinion of U.S. teachers.

Conley, M. Trinkley, R., & Douglas, L. (2014). Using Inquire Principles of Art to Explore Mathematical Practices Standards. *Middle Grades Research Journal*, 9(3), 89-102.

With the implementation by 43 states of the Common Core State Standards in Mathematics, many teacher educators, administrators, and classroom teachers are asking how the Standards for Mathematical Practice can be integrated into daily teaching. The purpose of this study was to explore how science, technology, engineering, and mathematics (STEM) plus the arts STEAM might assist practitioners in realizing the call set forth in the Standards for Mathematical Practice. Using a constructivist framework, the primary investigators worked with the Columbus Museum of Art to integrate the learning-thinking model of observe, describe, interpret, and prove (ODIP) into their mathematics methods courses. Over the course of three semesters, preservice middle childhood teachers were trained in the ODIP model at the museum, practiced the model at the university, and implemented the model abroad during a study trip to Spain. Data collection primarily took the form of written journal entries and reflective responses to inquiry prompts. Qualitative narrative analysis was used to analyze the data, which led to findings that demonstrate how ODIP aligned with three of the Standards for Mathematical Practice. The researchers concluded that STEM concepts can be illuminated through the arts and that the ODIP model was a beneficial pedagogical tool that holds educational significance as a method to promote the Standards for Mathematical Practice in middle childhood education.

Curtis, R., & Aspen, I. (2013). Finding a New Way: Leveraging Teacher Leadership to Meet Unprecedented Demands. Aspen Institute.

Given the newly refined ability to distinguish between teachers and their effectiveness, and the imperative brought on by the Common Core standards (CCSS) to deliver instruction at a more sophisticated level, it is no longer reasonable or tenable to keep treating teachers the same. Instead, school systems should provide their highest-performing teachers with leadership roles that both elevate the profession and enable them to have the greatest impact on colleagues and students. It is not easy to implement new forms of teacher leadership meaningfully and effectively; doing so involves some profound changes to the status quo. This paper addresses what is necessary for change and how school systems might be able to achieve it.

Davis, E., Sinclair, S., & Gschwend, L. (2015). A Mentoring Program Drills Down on the Common Core. *Phi Delta Kappan*, 96(6), 59-64.

The Santa Cruz/Silicon Valley New Teacher Project -- under the aegis of the New Teacher Center -- devised a program to train teacher mentors to help new teachers incorporate the Common Core standards into their teaching. The three-year program yielded five critical lessons: Mentors need ongoing support to develop their readiness and willingness to guide new teachers in implementing the Common Core; mentors need to be grand generalists of the Common Core so they can work with

teachers in many contexts; rolling out the Common Core requires leveraging resources and relationships in new ways; working with new teachers is a balancing act; and mentors and new teachers can quickly become Common Core leaders.

Doorey, N. (2014). The Common Core assessments: What you need to know. *Educational Leadership*, 71(6).

The article provides answers to questions about the Common Core State Standards and the use of assessments from the Partnership for Assessment of Readiness for College and Career (PARCC) and the Smarter Balanced Assessment Consortium.

Free PD on the Common Core. (2013). *Educational Leadership*, 71(4), 95.

The article offers information on the professional development training webinars to be offered by the Association for Supervision and Curriculum Development (ASCD) to teachers.

Giouroukakis, V., & Cohan, A. (2014). Common Core, Common Language: Reforming Instructional Questioning. *Delta Kappa Gamma Bulletin*, 80(4), 12 -18.

The Common Core State Standards (CCSS) for English Language Arts and Literacy in JL History/Social Studies, Science, and Technical Subjects have necessitated reforms that include a shift in instructional strategies, including those related to questioning. Teachers must utilize questioning in the classroom that focuses on common language for curricular development and instructional purposes. Yet, the types of questions that teachers have learned in their respective teacher-preparation programs may not necessarily align with the CCSS, with different academic terms used in each content area. As a result, teachers may be confused by the various terms used to define questioning types and the overlaps that exist. In this article, the authors present an instructional grid for questioning that is streamlined to include common language supported by the CCSS for ELA/Literacy and can facilitate teachers' development of questions across the curriculum.

Goodwin, B., & Miller, K. (Dec 2012/Jan2013). Research says. *Educational Leadership*, 70(4).

The author discusses research into the connection between students' nonfiction reading habits and academic achievement, and cites studies from the 2012 U.S. Common Core State Standards suggesting that informational and technical reading should be included in literacy instruction. Literary analysis versus summarizing, teaching to student interests, and reading comprehension skills are discussed, and research into students' media exposure is described. The effects of nonfiction reading on college readiness are also mentioned.

Jones, A.G., & King, J.E. (2012). *The Common Core State Standards: A Vital Tool for Higher Education Change*, 44(6), 37-43.

The article discusses the development of the Common Core State Standards (CCSS), a set of U.S. educational standards, and how they compare to higher education goals. It notes that college and career readiness have become the end-goals and success measure of K-12 education, rather than just high school graduation. The authors explain how the CCSS relates to higher education, stating that it will form the basis of students' academic experience prior to college and assist with their transition. Other topics covered include how the CCSS differs from other state standards and curricula, educator preparation, and professional development.

Leifer, R., & Udall, D. (2014). *Support the common core with the right instructional materials: Finding strong instructional materials is crucial to realizing the promise of the common core, and there are tools available to help educators identify them. Phi Delta Kappan*, 96(1), 21.

Teachers and textbooks will be crucial to student success in meeting the new standards. With the right materials and a sound approach, teachers can spend more time focusing on how they teach, not what they teach. Students will be the biggest beneficiaries, said Dunkirk Principal Texter. "I'm watching my students [working with the new materials]," she said, "and I know they're going to be so much more successful."

Maunsell, P. A. (2014). *Communication is Key to Common Core. Phi Delta Kappan*, 95(6), 61.

The article discusses the results of research performed by the U.S. Education Trust concerning communication of the Common Core State Standards and changes to teacher assessments. Topics include developing a communication plan and partnerships with stakeholders, focusing on internal communication, and choosing the best communication tools and message delivery systems.

Marzano, R. J. (2012). *Teaching Argument. Educational Leadership*, 70(1), 80-81.

In this article the author discusses the Common Core State Standards for language arts and mathematics and examines how the teaching of the concept of argumentation is emphasized within each discipline. The author notes the focus on critical thinking, analytical, and creativity skills within the standards and provides guidance to language arts and mathematics teachers on how to approach instruction on argumentation concepts such as claims, grounds, backing, and qualifiers. He also describes how to adapt such methods in order to teach younger students through the use of writing prompts.

Michalec, P. (2013). Common Core and Inner Core: Co-Collaborators in Teacher Preparation. *Curriculum and Teaching Dialogue*, 15(1-2).

This paper argues for a model of teacher education and teacher professional development that combines program specific application of standards (common core) as well as attentiveness to the inner dimensions of teaching (inner core). The goal of the integrated model outlined in this paper is to honor the insights and wisdom of both the common and inner core without pitting one against the other in an antagonistic, either-or relationship.

Pilgrim, M.E. (2014). Engaging Future Teachers in Problem-Based Learning with the Park City Mathematics Institute Problems. *Primus: Problems, Resources & Issues in Mathematics Undergraduate Studies*, 24(3), 215 – 231.

Problem-based learning (PBL) is a pedagogical technique recommended for K-12 mathematics classrooms. However, the mathematics courses in future teachers' degree programs are often lecture based. Students typically learn about problem-based learning in theory, but rarely get to experience it first-hand in their mathematics courses. The premise for trying an entirely problem-based approach to a capstone course for pre-service secondary mathematics teachers was simple: If the expectations of pre-service mathematics teachers is to engage their own students in the Common Core State Standards Mathematical Practices, then such classroom practice should be modeled in their undergraduate mathematics instruction. The Park City Mathematics Institute has developed several sets of problem-based materials around coherent mathematical themes, for use in 3-week intensive summer in-service workshops, which provide a great resource for pre-service mathematics courses. These materials were implemented with the single overarching goal in mind: To better equip pre-service teachers to use PBL by having them experience PBL for themselves. This article describes the results from both the students' and the instructor's perspectives and assesses how well the goal was achieved.

Resources for Understanding the Common Core. (2013). *Educational Leadership*, 70(4).

The article reviews websites about the U.S. educational framework the Common Core State Standards, including the EduCore website located at <http://educore.ascd.org>, and the Treasure Hunt website located at www.ksde.org/LinkClick.aspx?fileticket=JNhziWNfKtA%3d&tabid=4778&mid=11623 from the Kansas State Department of Education.

Sewall, A.M. (2014). Common Core State Standards: Impact on Higher Education and Libraries. *Journal of Library Administration*, 54(4), 337 – 346.

The article presents an entry in the journal's regular column focusing on strategic planning and assessment in library science and administration. This entry describes the impact of the U.S. Common

Core State Standards initiative on higher education and libraries. Related subjects addressed include the link between library services and the Common Core system, the link between the Common Core requirements and higher education, and the implications of the Common Core on assessment practices.

Smith, M. W., Wilhelm, J. D., & Fredricksen, J. (2013). *The Common Core: New standards, New Teaching. Phi Delta Kappan*,94(8), 45.

The article discusses writing as part of the common core state standards, and presents advice for teachers on instructional methods for student writing in order to meet the standards. Different types of composition which the author states students must master including practice writing, writing to plan, first-draft composition, and final-draft composition are explored, and an "inquiry square" writing exercise is presented. The common core's emphasis on the ability of students to write convincing arguments, clear informational texts, and strong narratives is also examined.

Stolle, E.P., & Frambaugh-Kritzer, C. (2014). *Putting Professionalism Back into Teaching: Secondary Preservice and In-Service Teachers Engaging in Interdisciplinary Unit Planning. Action in Teacher Education*, 36(1), 61 – 75.

Recently, interdisciplinary instruction has come back to the educational scene, specifically supported through the Common Core State Standards. As teacher educators and former middle-level teachers, the authors see this as a positive move to enhance learning for adolescents. This qualitative study sought to answer: How do secondary preservice and in-service teachers respond to interdisciplinary instruction? Findings provide key insights into how interdisciplinary instruction, when implemented successfully within a content area literacy course, empowers preservice and in-service teachers, and brings about a more professional environment. That is, data shows designing interdisciplinary instruction provided the teachers space to take up an identity as teaching professional—acting as specialist, acting as agent, and acting as regulator. Based on the authors' analysis, the authors believe interdisciplinary instruction has the potential to elevate the professional status for teachers, and teacher educators can lead and guide secondary preservice and in-service teachers toward new understandings and paradigms surrounding interdisciplinary methods as we seek to evolve and improve secondary-level curriculum.

Zhang, S. (2014). *New Teachers' Implementation of the Common Core State Standards. Action in Teacher Education*, 36(5/6), 465 – 479.

This study investigates new teachers' challenges in implementing the secondary mathematics and English Common Core State Standards (CCSS) using a survey approach that addressed 17 secondary mathematics and English teachers' understanding and implementation of the CCSS and their needs for collaboration with peers in a positive learning community. The findings included new teachers' perspectives about their lack of preparedness and their challenges in understanding the CCSS language,

content, and student learning. The teachers also reported difficulties in working with veteran teachers. The teachers described needing preparation during their teacher education programs; collaboration among teachers of similar content areas, programs, and schools; and professional development and support from administrators.