Here are some district expectations and parameters. These parameters (the Tights and Loose) will set the outside limits within which your school administration and teacher leaders set forth your work, study and collaboration.

<table>
<thead>
<tr>
<th>TIGHT</th>
<th>LOOSE</th>
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| Lead the school through introduction of the Common Core Standards addressing the following:  
  - Why we have adopted the CCSS  
  - The timeline for implementation  
  - How it impacts instruction for students | Establish your school based process to share information  
Utilize the district website and available resources  
Use the structures available for professional development within your site, i.e., PLC, staff meetings, PD days. |
| Lead the school staff through an understanding and implementation of the needed Instructional Shifts.  
**Questions to Guide Your work:**  
  - Do Teachers know the shifts?  
  - How can teachers identify the major work they need to do in their grade/course with the shifts?  
  - How can teachers begin reviewing instructional materials to prepare for the focus on the shifts?  
  - How can teachers identify, evaluate, and develop text dependent questions? | Access available resources  
**District website:**  
"http://www.aps.edu/academics/common-core-state-standards" |
| Stay within the district timeline and aligned resources |  
**Web sites:**  
Hunt Institute - "http://www.hunt-institute.org/"  
Core Standards.org - "http://www.corestandards.org/"  
Engage NY - "http://engageny.org/common-core/"  
NMPED - "http://newmexicocommoncore.org/"  
Achieve the Core - "http://www.achievethecore.org" |
|  | **Professional Journals** |

Curriculum & Instruction March 2012
Albuquerque Public Schools is implementing the Common Core Standards in order to prepare all students for success in college and in their careers.

- The Common Core is designed to connect K-12 standards to the demands of readiness for post-secondary education.
- The standards are focused, coherent, integrated, and clear. Clearer standards help students (and parents and teachers) understand what is expected of them.
- Expectations are consistent for ALL students, resulting in academic success that closes the Achievement Gap and encourages accelerated student progress.
- The Common Core closes the gap in the quality of high school courses across schools by offering ALL students rigorous high school core courses.
- The rigorous core curriculum and focus of the Common Core close the gap in college readiness as well as increase success rates for college retention, completion and achievement.
- The standards are internationally benchmarked. Common standards will help ensure our students are globally competitive.
- The Common Core is focused, thus giving students and teachers more time to master the essential skills.

- Common Core instruction supports teaching that addresses the needs of ALL students including ELL, bilingual and culturally diverse students.
- High standards for ALL students close the gap between aspirations for college and career and readiness to achieve success in either arena for ALL students.
- Adoption of the Common Core addresses the variation in quality and rigor across the nation. Major studies identify the existing state standards as a mile wide and an inch deep - lacking focus and coherence.
- The Common Core was developed using the research and knowledge from top-performing countries, educators, content experts, researchers and national organizations.
- The standards create a foundation to work collaboratively across states and districts, pooling resources and expertise, to create curricular tools, professional learning, common assessments and other materials.
- CCSS is a state-led effort of over 45 states with teams of teachers, curriculum and assessment experts, researchers, and national organizations.
Common Core Instructional Shifts for Mathematics

1. **Focus** strongly where the Standards focus

2. **Coherence**: Think across grades, and link to major topics within grades

3. **Rigor**: Require fluency, application, and deep understanding

Common Core Instructional Shifts for ELA/Literacy

1. **Building knowledge** through content-rich nonfiction and informational texts

2. Reading and writing grounded in evidence from text

3. Regular practice with complex text and its academic vocabulary

http://www.achievethecore.org/steal-these-tools
FOCUS IN MATH

As a first step in implementing the Common Core Standards for Mathematics, focus strongly where the standards focus. Rather than racing to cover everything in today’s mile-wide, inch-deep curriculum, educators are encouraged to use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the math classroom. Focus deeply on only those concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.

Reviewing existing classroom materials, such as math textbooks, is a lightweight way to begin implementing focus. For guidance about which topics constitute the major work of each grade, consider using the guide, {HYPERLINK "http://www.achievethecore.org/steal-these-tools/focus-in-math"}.

FOCUS IN ELA

Text dependent questions
As a first step in implementing the Common Core Standards for ELA/Literacy, focus on identifying, evaluating, and creating text dependent questions.

The standards focus on students’ ability to read closely to determine what a text says explicitly and to make logical inferences from it. Rather than asking students questions about their prior knowledge or experience, the standards expect students to wrestle with text dependent questions: questions that can only be answered by referring explicitly back to the text in front of them. In a shift away from today’s emphasis on narrative writing in response to decontextualized prompts, students are expected to speak and write to sources – to use evidence from texts to present careful analyses, well-defended claims, and clear information.

Educators can start by learning how to distinguish between text dependent and non-text dependent, between quality and trivial questions, and by crafting their own text dependent questions. A lightweight way to begin implementing the ELA/literacy standards is to review existing ELA/literacy materials for text dependent questions and to in turn write new text dependent questions in response to texts used in ELA, science, and social studies classrooms. To learn more about text dependent questions, consider using the {HYPERLINK "http://www.achievethecore.org/steal-these-tools/text-dependent-questions"} and reviewing our library of Close Reading Exemplars.

http://www.achievethecore.org