



Tara Mason, TVI, M.Ed.

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



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



Whenever you see an oval with “Your Thoughts”
It means please participate using the chat window!



**Your
Thoughts...**

Who is Here?

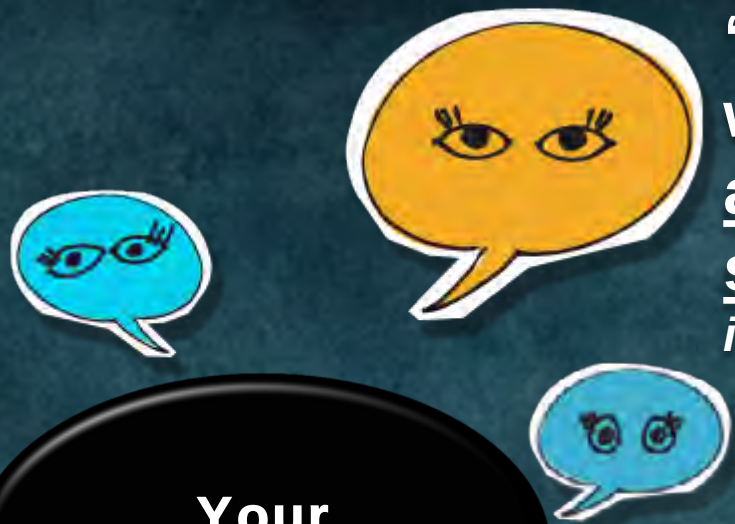
Please insert your
name and job title in
the chat window...

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



**Your
Thoughts...**

“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

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

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?



“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)

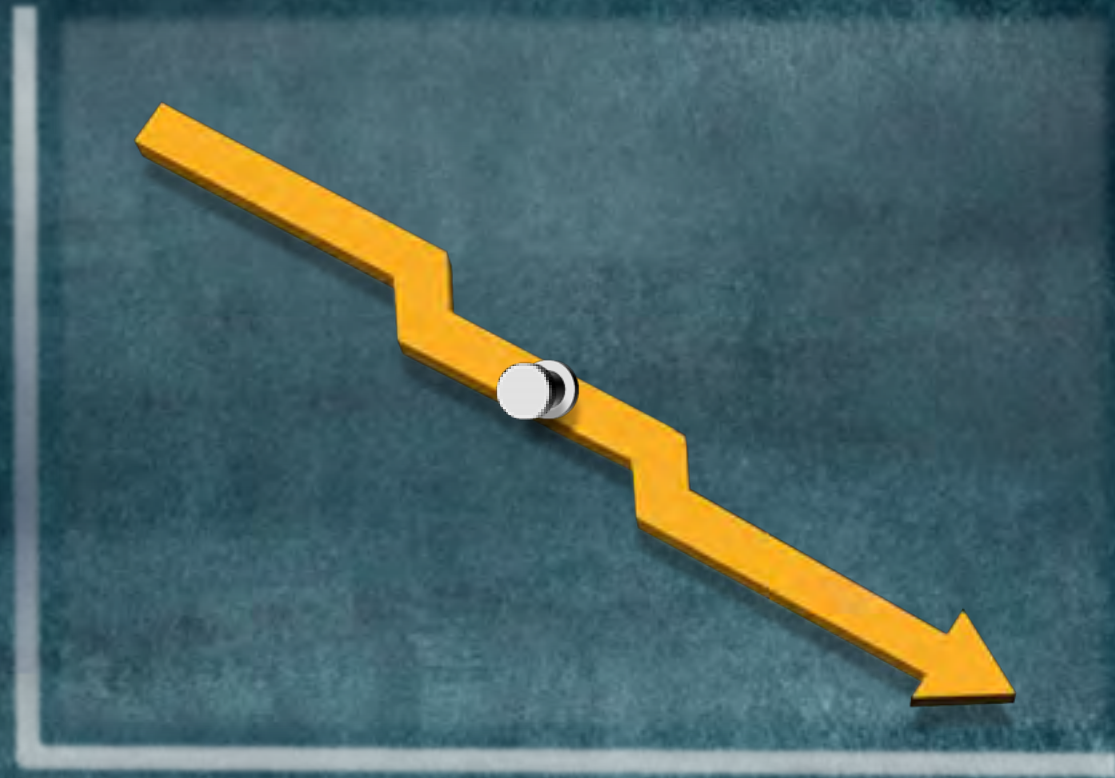
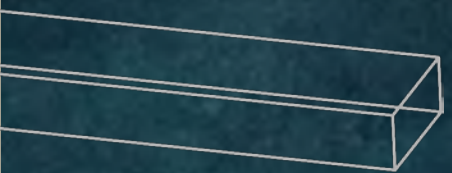


Your Thoughts...

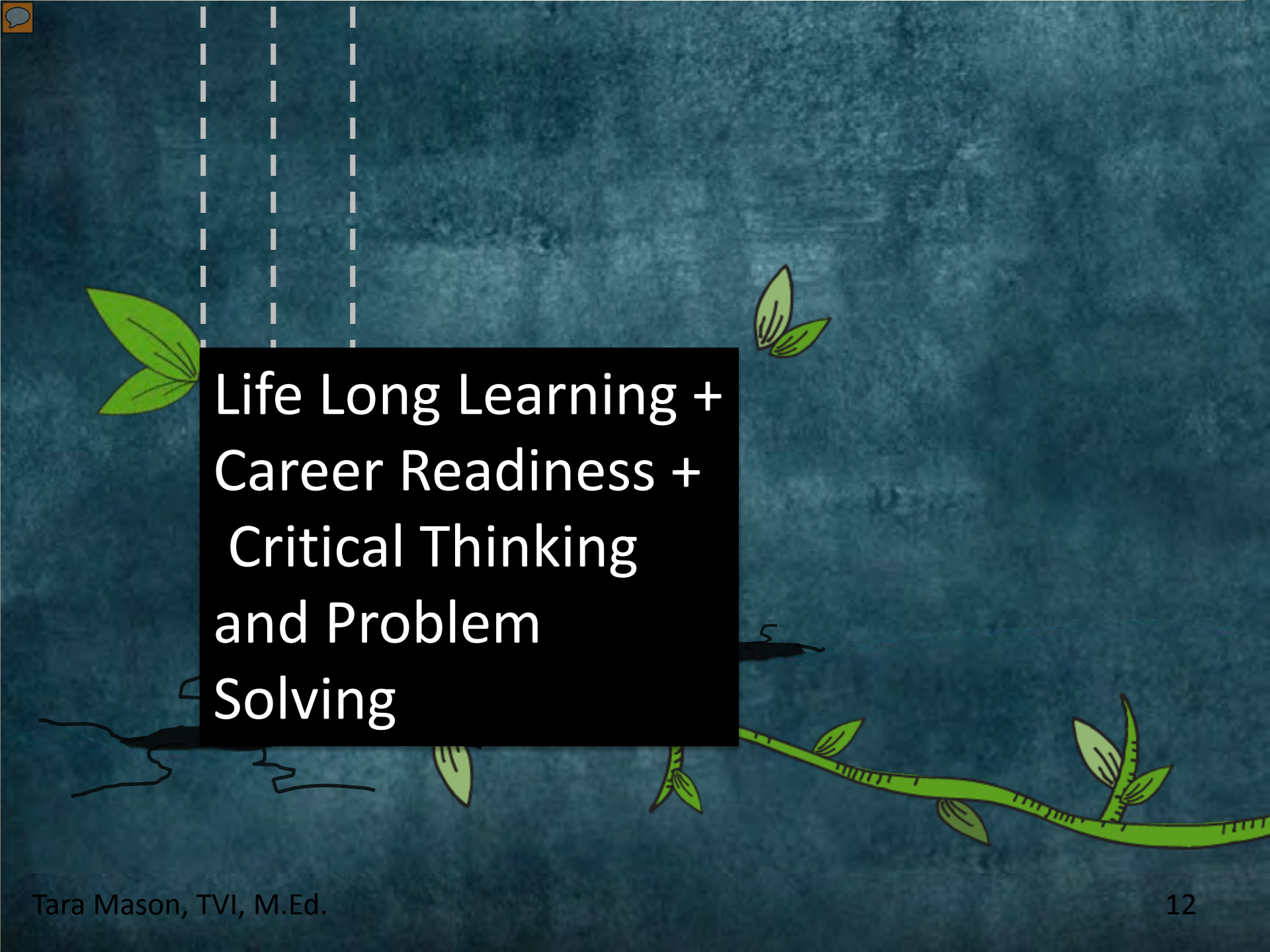
What are one-two words that come to mind when you read that quote taken from the CCSS standards?
Take 30 seconds to write the one to two words in the chat box.

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 from a number of high-achieving countries, such as Singapore and Japan (Colorado Public Radio)”









Life Long Learning + Career Readiness + Critical Thinking and Problem Solving



Common Core State Standards



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



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?



Dissecting the Math 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.

Let's Dissect Together- Math CCSS



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

- CCSS.Math.Content.7.NS.A.1
- CCSS.Math.Content.7.NS.A.2
- CCSS.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. (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. (1st CLUSTER)

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:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

The ELA standards are divided into four major areas:

1. Reading
2. Writing
3. Speaking/Listening
4. Language



Differences between the Math and ELA standards.

**Dissecting the
language +
Understanding the
Conceptual
Expectation**

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



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



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



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



Which statement is NOT TRUE for teachers working with students with visual impairments needing to prepare students for being assessed under the new CCSS?

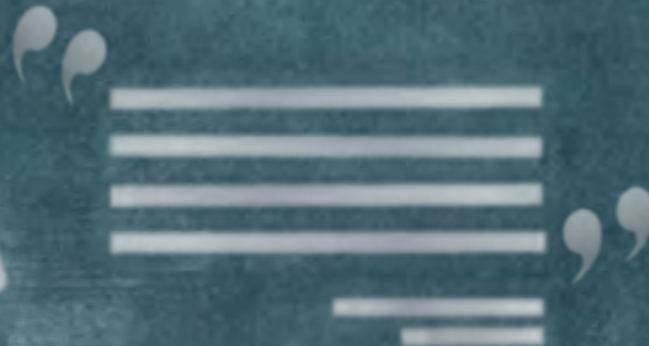
Insert the number(s) that is NOT true in the chat window.

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

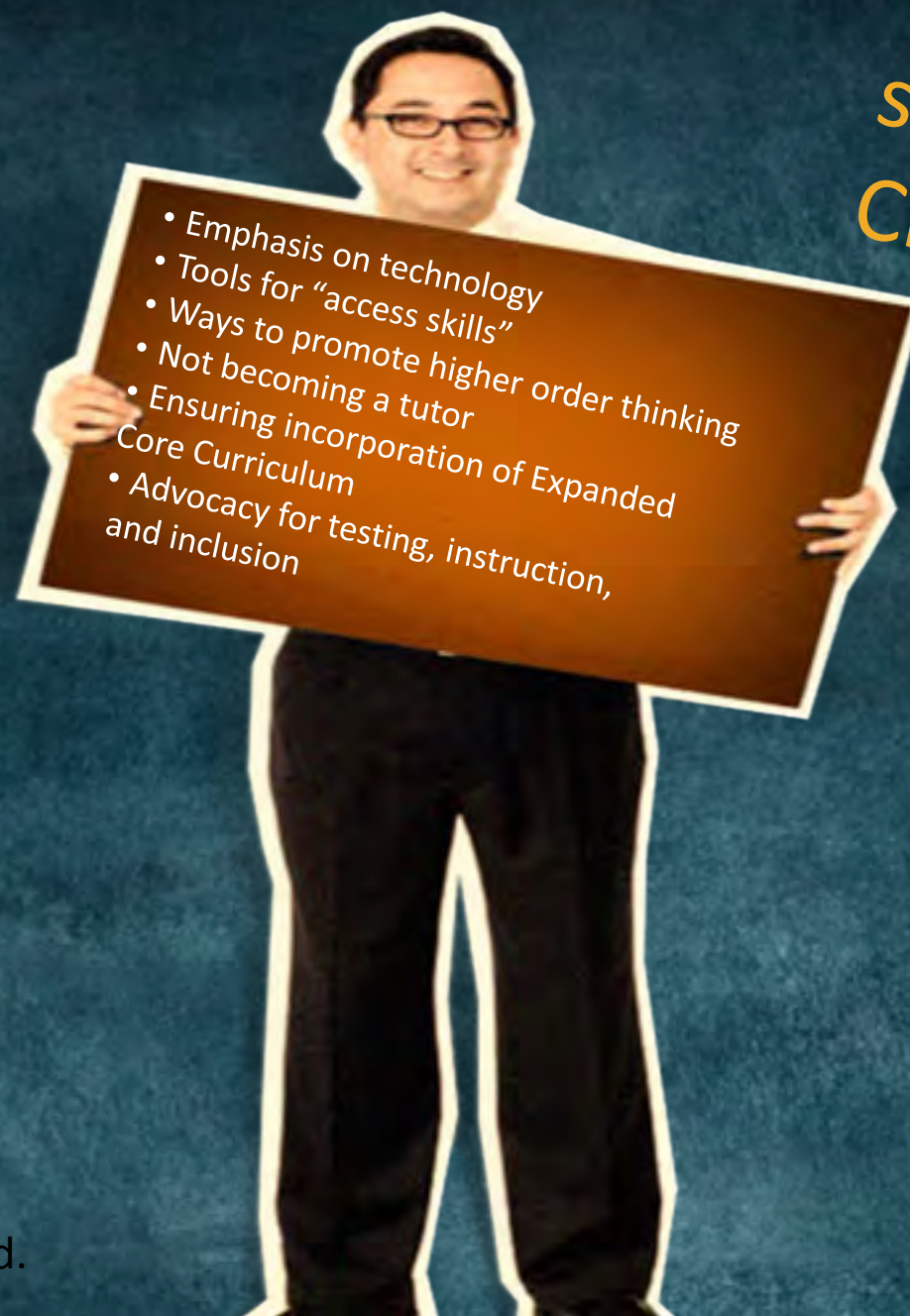


Essential Question #3:
What are the
strategies that TVIs can
use to ensure student
success in classrooms
using the new CCSS?

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



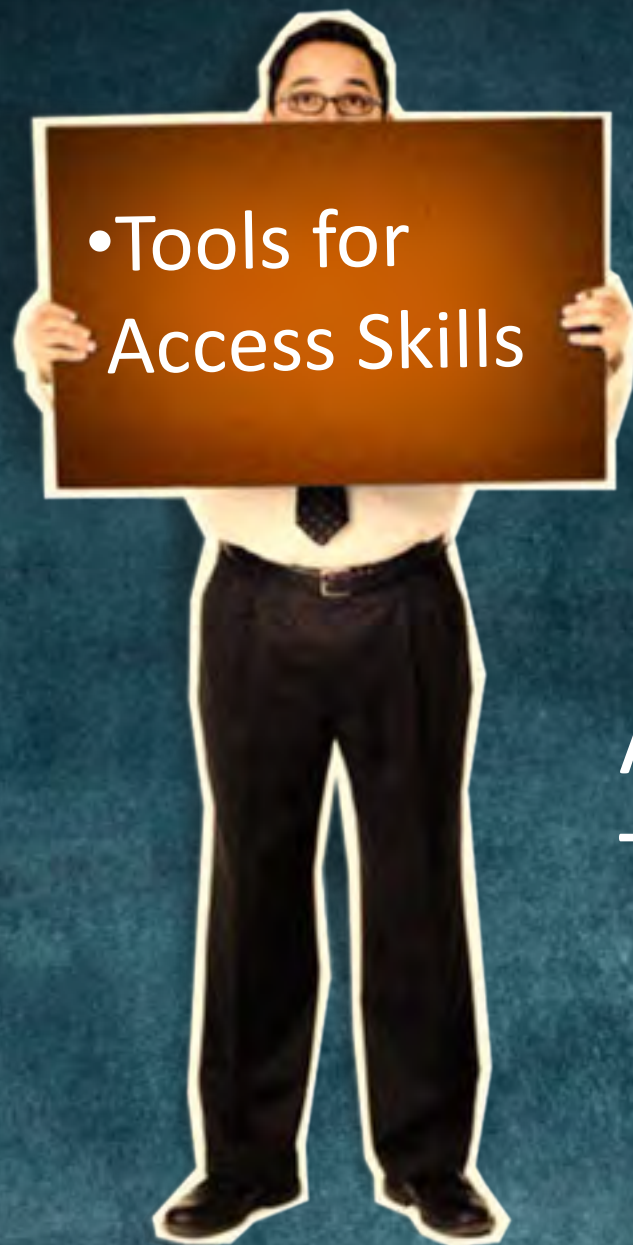
What are some of the Challenges?



- 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



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



Assistive Technology



Ways to
Promote
Higher Order
Thinking and
Expanded
Core
Curriculum

...and not
become a
tutor!



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

Standard of Math Practice	Comparative ECC Area	Lesson Ideas
CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.	Independent Living Skills	
CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.		
CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.		
CCSS.Math.Practice.MP4 Model with mathematics.		
CCSS.Math.Practice.MP5 Use appropriate tools strategically.		
CCSS.Math.Practice.MP6 Attend to precision.		
CCSS.Math.Practice.MP7 Look for and make use of structure.		
CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.		

(1) Take my student to the bank
(2) open checking account (3)
use mathematical equation to
figure out projected savings
plan.

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 Purposes			
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			



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

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	Self Determination		
Craft and Structure			
Integration of Knowledge and Ideas			
Range of Reading and Level of Text Complexity			

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

Tool to help bring ELA CCSS and Expanded Core Curriculum Together



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.



**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:

1. CCSS_Standardized_Testing_Students
withMultipleDisabilities
2. Coming_Together.pdf (regarding
standardized CCSS testing)
3. Accommodations vs. Modifications
4. [http://www.hunt-
institute.org/elements/media/event-
materials/GESBriefs_final.pdf](http://www.hunt-institute.org/elements/media/event-materials/GESBriefs_final.pdf)

Slide templates modified from Duarte's Five
tips for PowerPoint Presentations