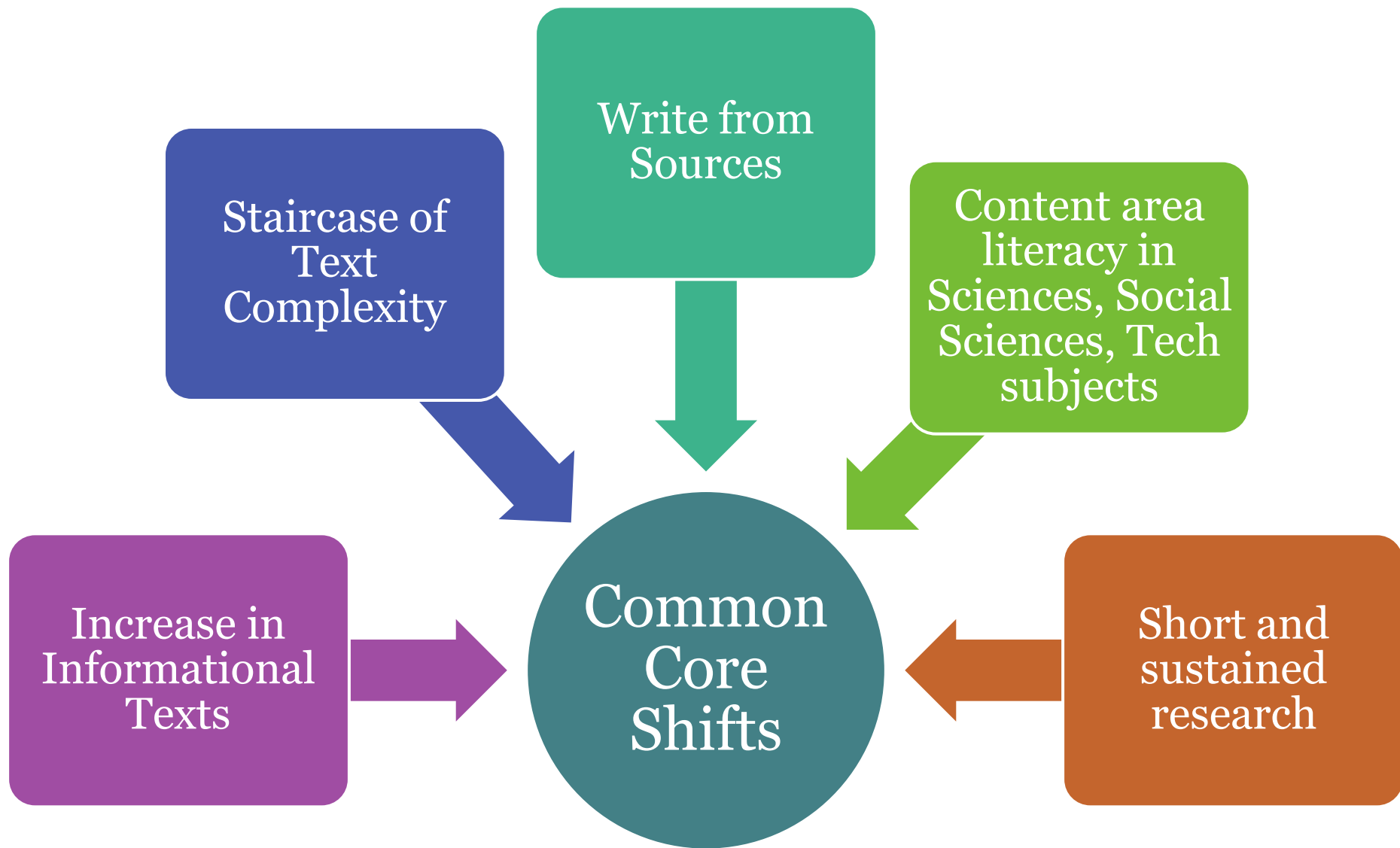


Common Core, College Readiness, and the Teacher Librarian

Doug Achterman
Gavilan College
dachterman@gavilan.edu

A decorative graphic consisting of several horizontal lines of varying lengths and colors (teal, white, and light blue) extending from the right side of the slide towards the center.

- Key Issues for Teacher Librarians re: Common Core State Standards (CCSS)
- College Readiness: a picture
- College instructors' expectations for reading and research
- Alignment of expectations with CCSS
- Implications for Teacher Librarians



Common
Core Multiple
Literacies

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graph TD; A[Common Core Multiple Literacies] --- B[Basic reading and writing]; A --- C[Digital]; A --- D[Media]; A --- E[Information];
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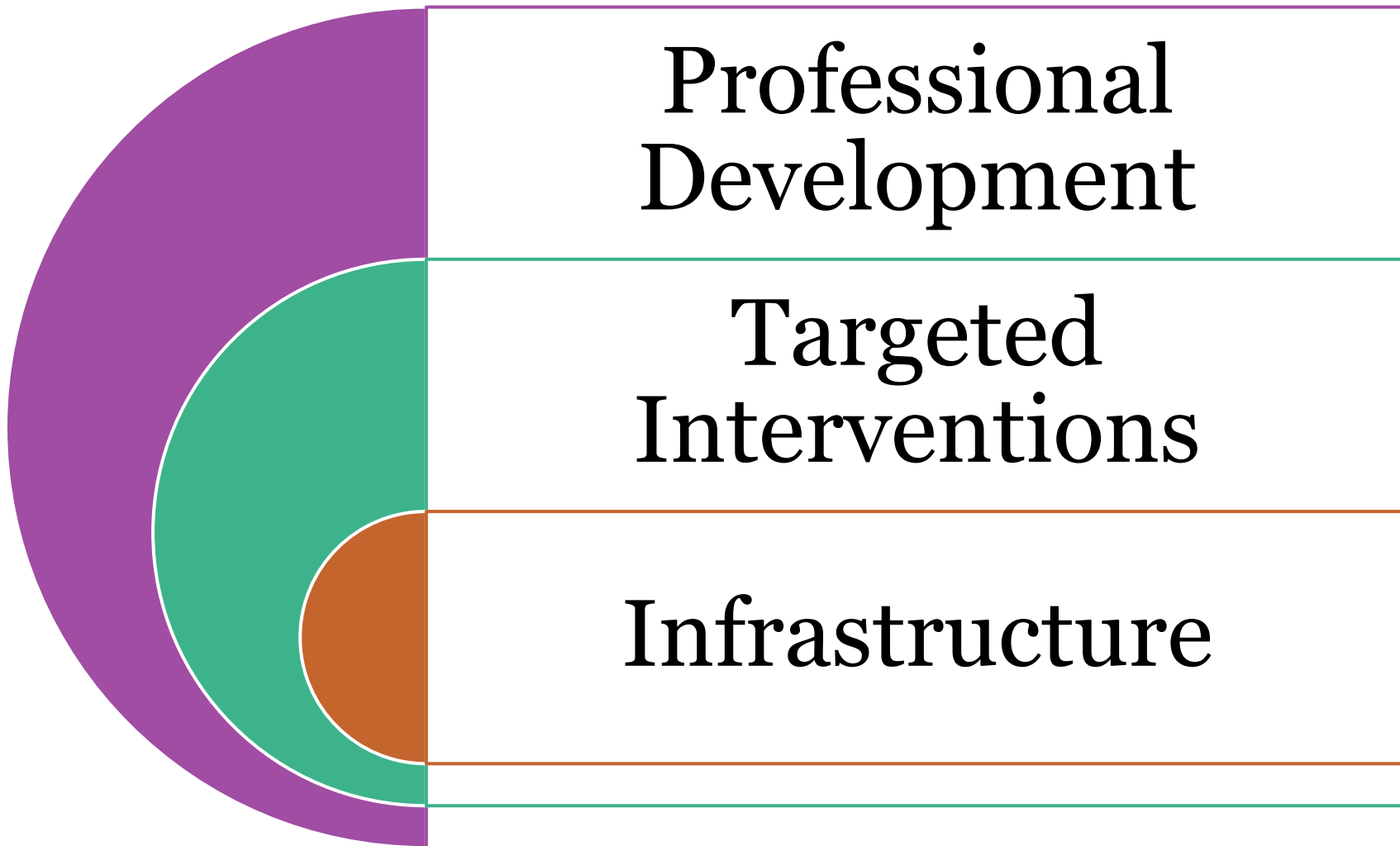
Basic reading
and writing

Digital

Media

Information

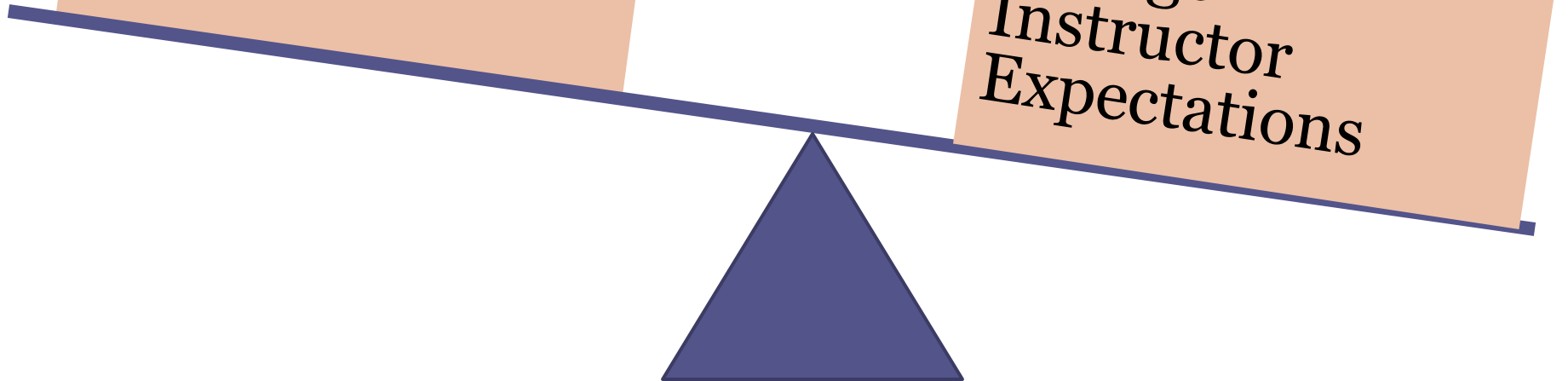
Implementing Common Core



How Does Common Core Align with Community College Expectations?

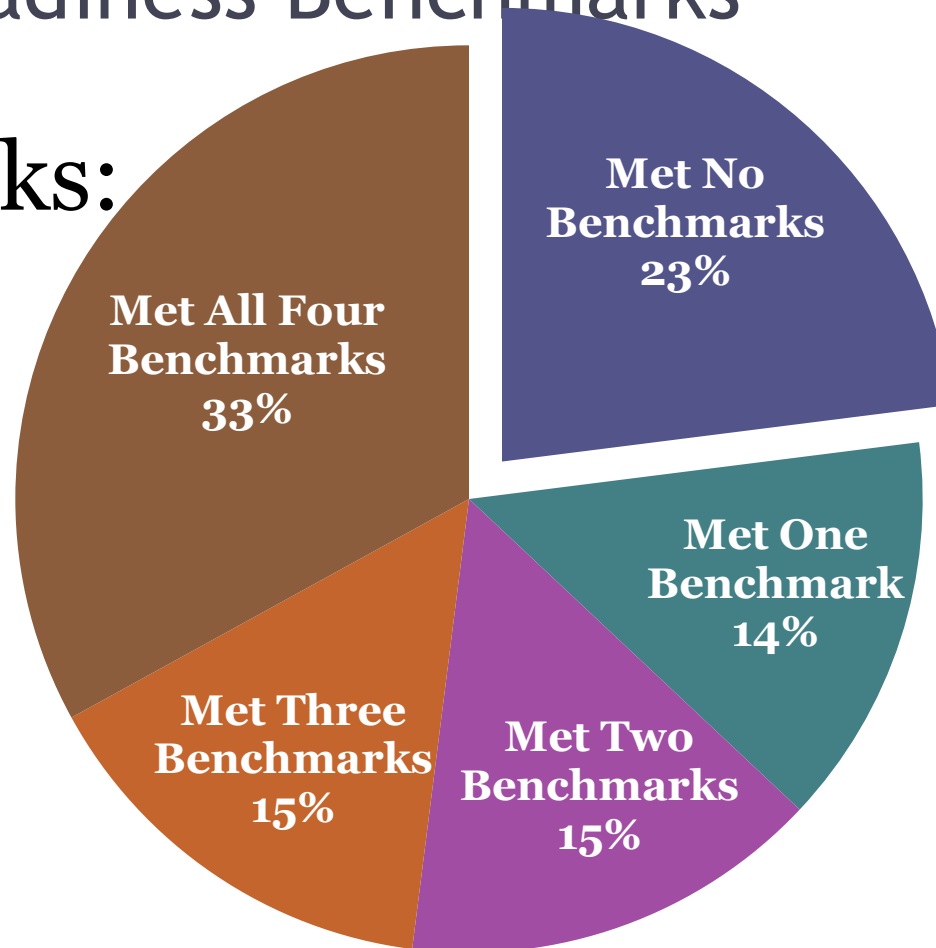
College & Career
Readiness Anchor
Standards

Community
College
Instructor
Expectations



Percent of 2011 ACT- tested CA H.S. Graduates by College Readiness Benchmarks

Benchmarks:
English
Reading
Math
Science

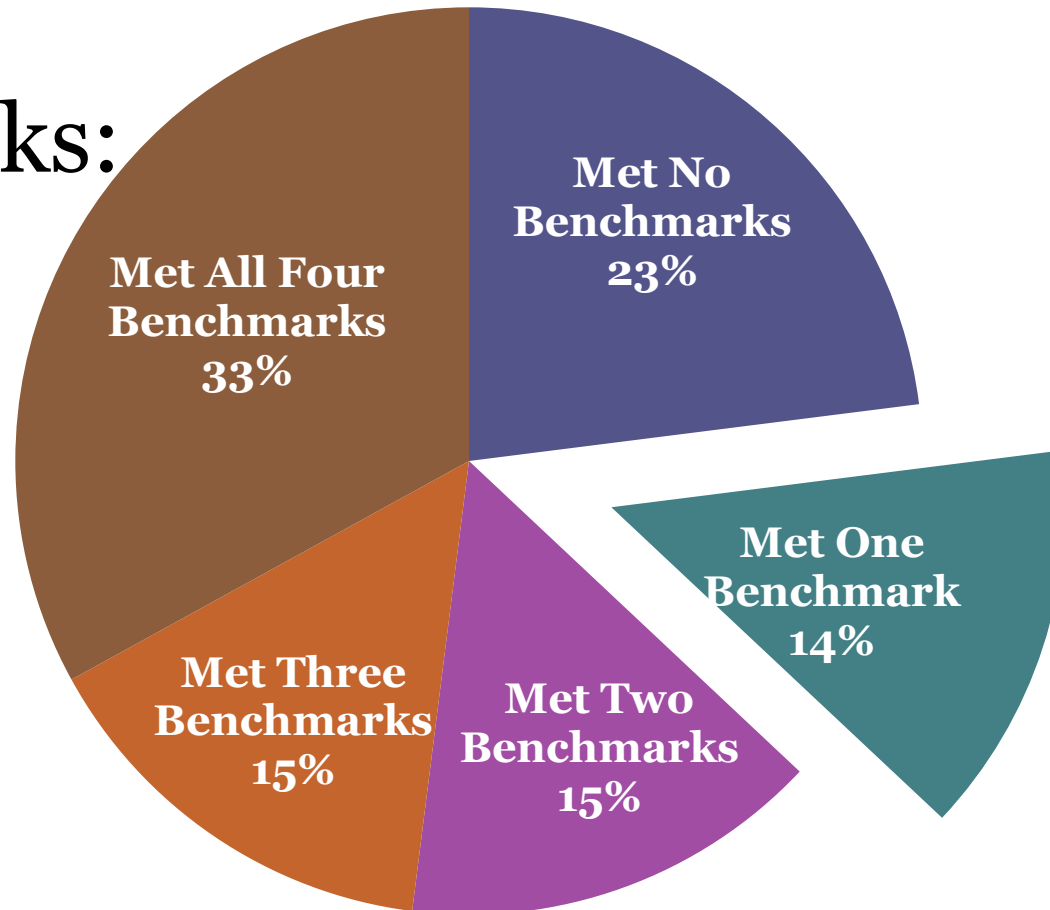


<http://www.act.org/newsroom/data/2013/states/california.html>

* Most students entering community colleges do not take the ACT.

Percent of 2011 ACT- tested CA H.S. Graduates by College Readiness Benchmarks

Benchmarks:
English
Reading
Math
Science

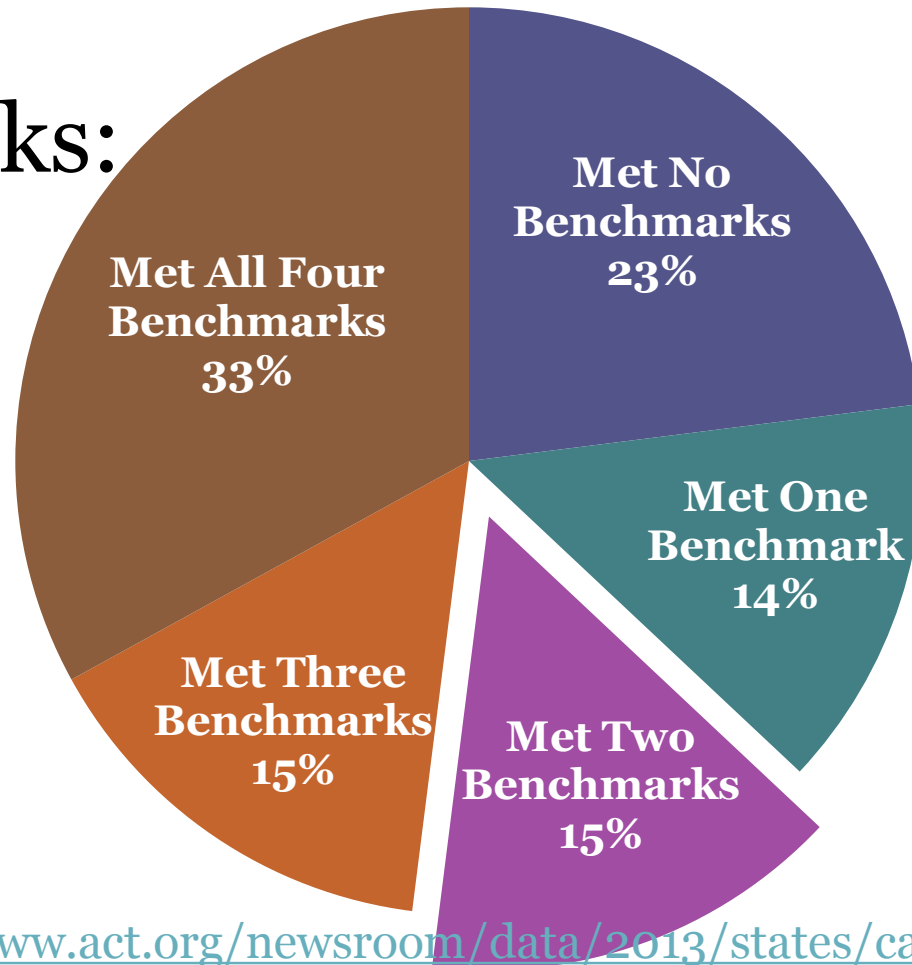


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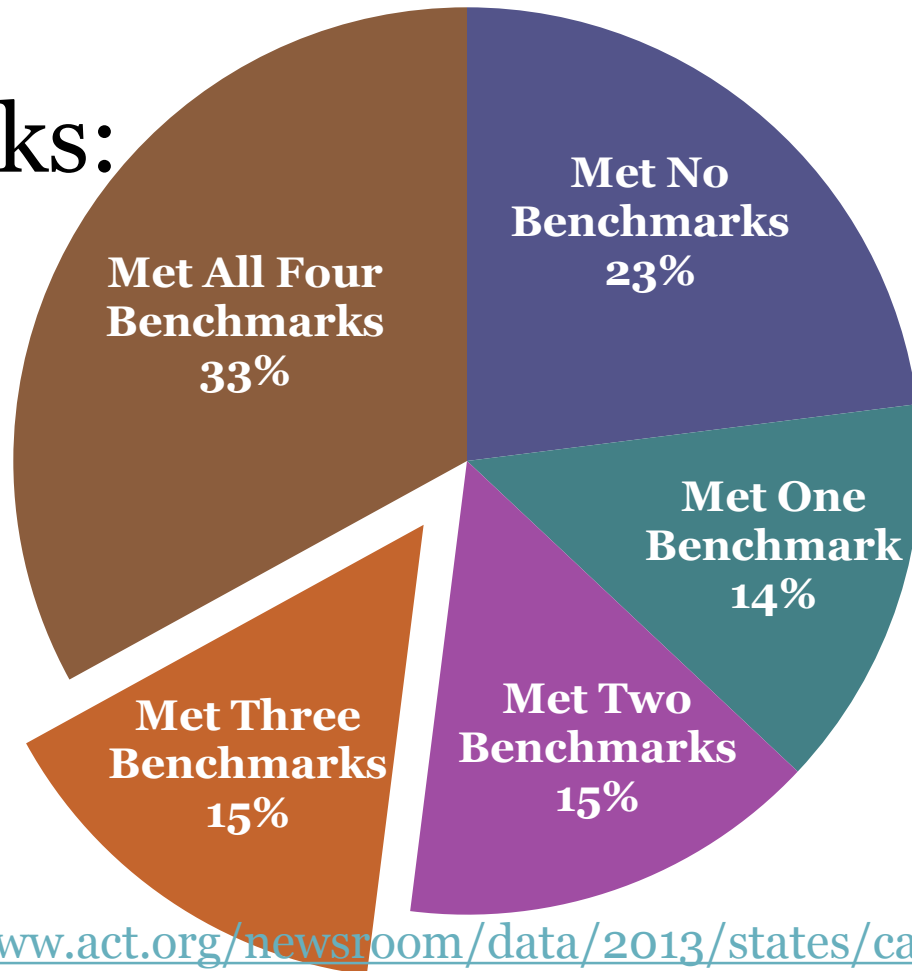


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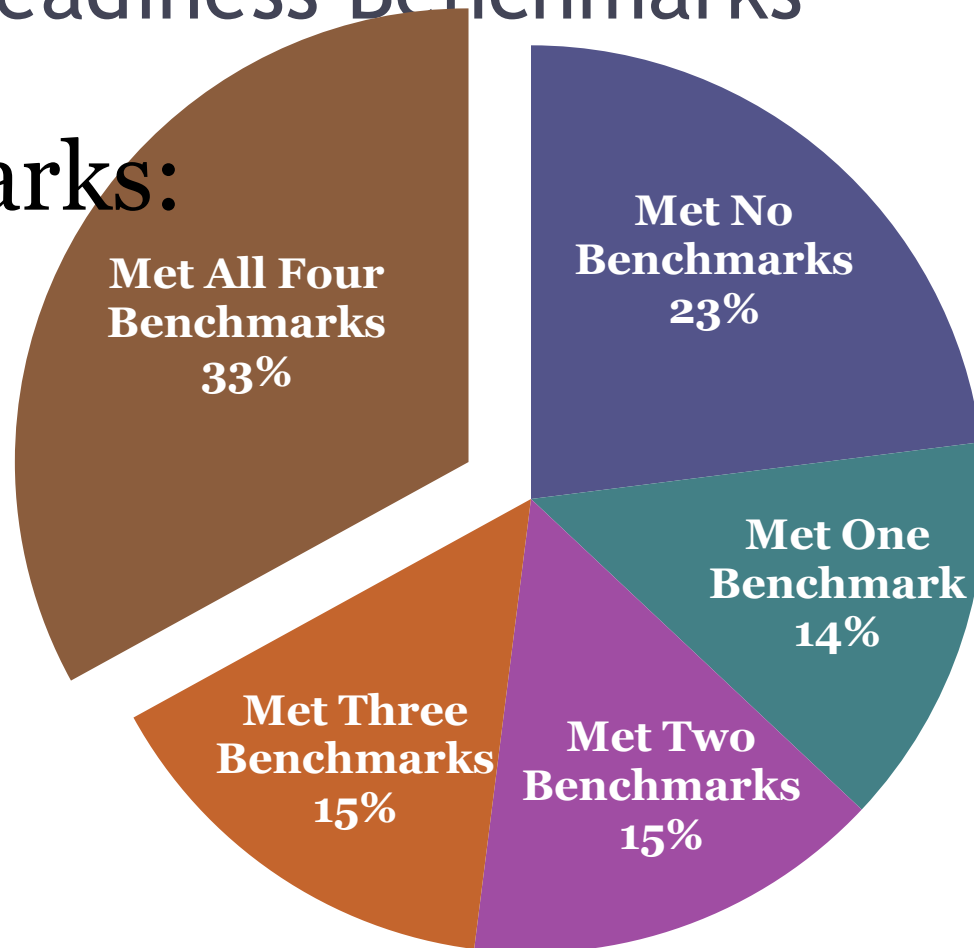


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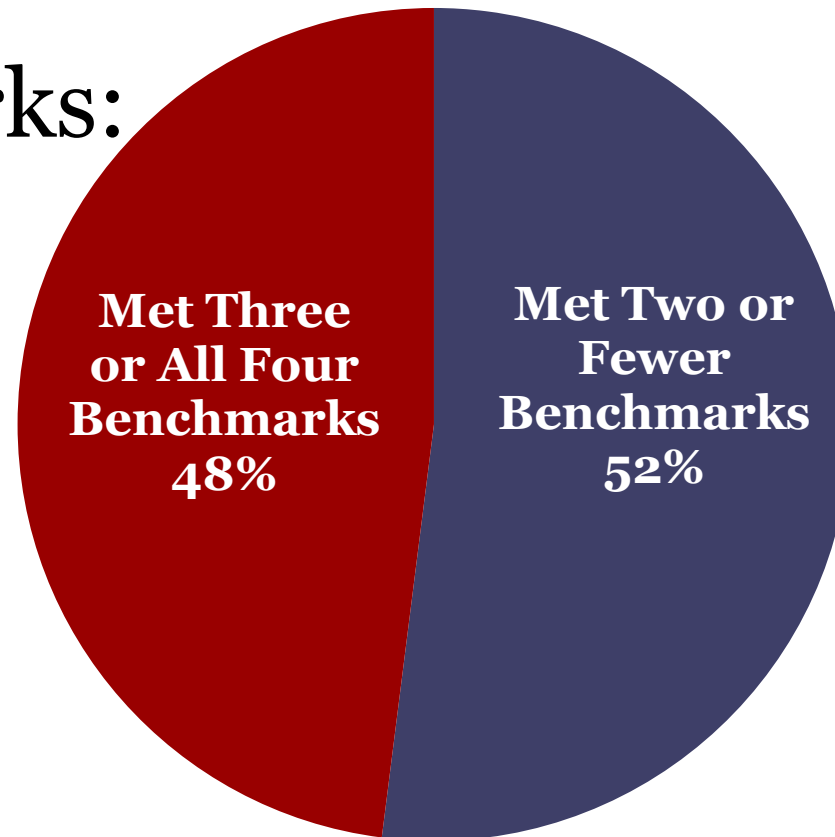


<http://www.act.org/newsroom/data/2013/states/california.html>

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Percent of 2011 ACT-tested CA H.S. Graduates by College Readiness Benchmarks

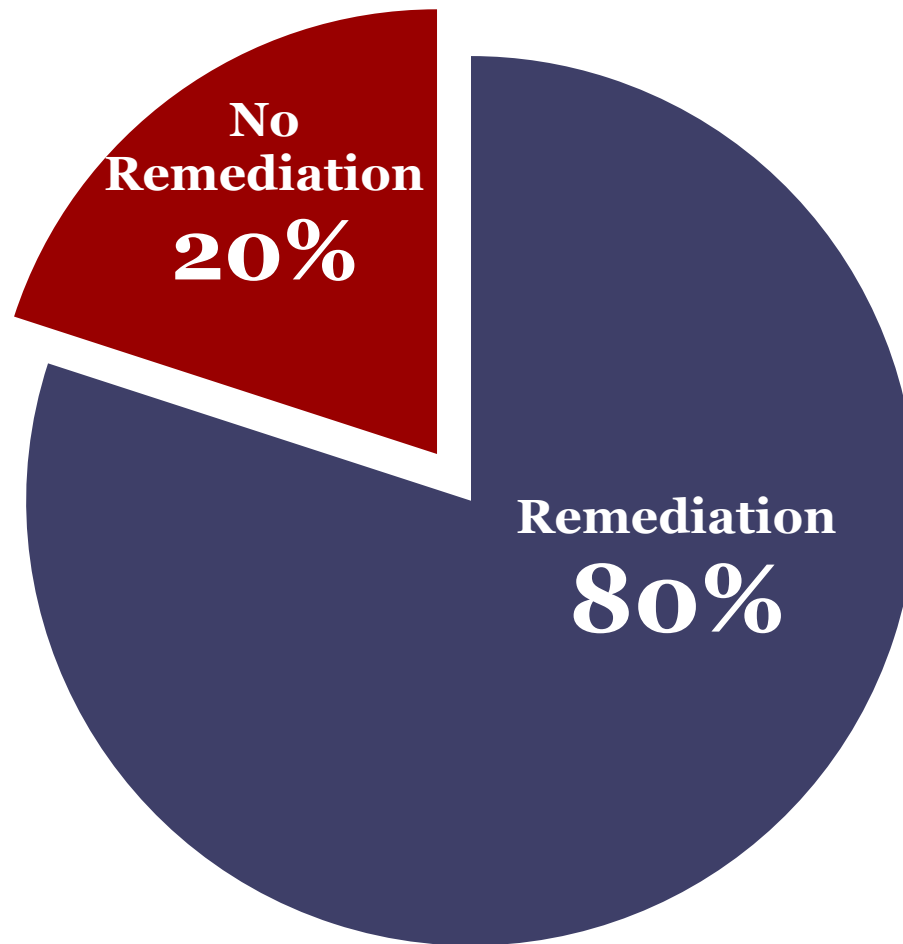
Benchmarks:
English
Reading
Math
Science



<http://www.act.org/newsroom/data/2013/states/california.html>

* Most students entering community colleges do not take the ACT.

Percent of CA Community College Students Requiring Remedial Courses



Grubb., W. N. (with Gabriner, R.) (2013). *Basic skills education in community colleges: Inside and outside of classrooms*. New York: Routledge.

What Skills Do Community College Students Need to Succeed in

- Reading
- Writing
- Research

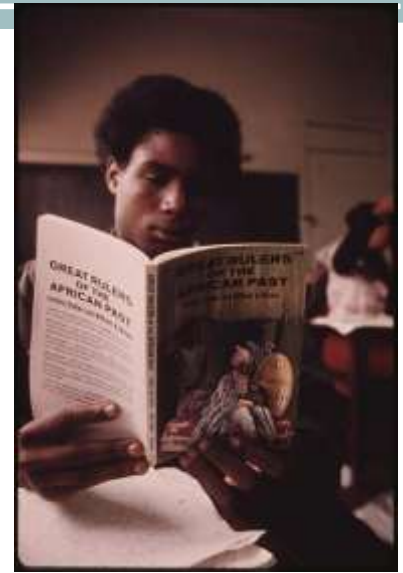
Achterman, Doug. "The Common Core and College Readiness: How Well Do the Standards Align with Community College Expectations? Part 1, Reading." *CSLA (California School Library Association) Journal* Fall 37.2 (2013).

Instructors Interviewed

- English
- History
- Biology
- Anthropology

Reading

- Read Actively
- Make Connections
- Critically Evaluate
- Read Strategically
- Read extensively in all formats and genres
- Make meaning collectively





College and Career Readiness Anchor Standards for Reading

- **Determine central ideas** or themes of a text and analyze their development; **summarize** the key supporting details and ideas.
- **Analyze how and why** individuals, events, and ideas develop and interact over the course of a text.
- **Interpret** words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **Analyze the structure of texts**, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.



College and Career Readiness Anchor Standards for Reading

- **Integrate and evaluate** content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the **validity** of the reasoning as well as the **relevance** and **sufficiency** of the evidence.
- Read and **comprehend complex literary and informational texts** independently and proficiently.

688



So What?

What is the value-added teacher librarians provide in preparing students to be college-ready in reading?

Share in groups of 4

So What?

- What can YOU do to help your school community realize the Teacher-Librarian's unique role in implementing CCSS in reading?

So What?

- What *ELSE* can YOU do to help your school community realize the Teacher-Librarian's unique role in implementing CCSS in reading?
 - Reflect
 - Share w/partner

So What?

Specific ideas for helping students

- Read Actively
- Make Connections
- Critically Evaluate
- Read Strategically
- Read extensively in all formats and genres
- Make meaning collectively

So What? Specific ideas to help students

- **Integrate and evaluate** content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the **validity** of the reasoning as well as the **relevance** and **sufficiency** of the evidence.
- Read and **comprehend complex literary and informational texts** independently and proficiently.

Teacher Librarian Value



- Pipeline to wide variety of quality texts in all formats
- Matching students to “just right” texts
- Teaching different text structures
- Resource for active reading strategies
- Modeling integration of reading instruction across curriculum.

So What? Action Items

Research

- Create a meaningful, relevant, genuine research question in response to reading a variety of texts
- Consider all relevant perspectives
- Read widely as part of research
- Locate, evaluate, and use legitimate academic sources
- Choose different TYPES of sources for different purposes (e.g., books vs. academic journals vs. web pages)
- Paraphrase and practice analytical, systematic note-taking
- Use appropriate citation conventions





College and Career Readiness Anchor Standards related to Research

- **Integrate** and **evaluate** content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.
- Delineate and **evaluate** the argument and specific claims in a text, including the **validity** of the reasoning as well as the **relevance** and **sufficiency** of the evidence.
- **Read and comprehend complex literary and informational texts** independently and proficiently.



College and Career Readiness Anchor Standards related to Research

- **Conduct** short as well as more sustained **research projects** based on **focused questions**, demonstrating understanding of the subject under investigation.
- **Gather relevant information** from **multiple print and digital sources**, **assess the credibility and accuracy** of each source, and integrate the information while **avoiding plagiarism**.
- **Draw evidence** from **literary** and or **informational texts** to **support analysis, reflection, and research**.

So What?

What is the value-added teacher librarians provide in preparing students to be college-ready in research?

Share in groups of 4

So What?

- What can YOU do to help your school community realize the Teacher-Librarian's unique role in implementing CCSS in research?

So What?

- What *ELSE* can YOU do to help your school community realize the Teacher-Librarian's unique role in implementing CCSS in research?
 - Reflect
 - Share w/partner

Teacher Librarian Value



- Expertise in teaching students to locate, evaluate and use information ethically and effectively
- Experience in planning and teaching units that scaffold research, reading and writing skills in an integrated, content-specific way.
- Deep knowledge of school's curriculum and a collection to support it.
- Collaborative partner/mentor in introducing increasingly complex texts into learning



So What? Action Items

So What?

- Too many CA students come to college unprepared
- CCSS supports community college objectives
- Teacher Librarians are uniquely positioned to provide Common Core instruction, mentoring, and professional development toward this end.

If You'd Like to Learn More About Common Core Standards and College Readiness:

- Achterman, D. (2013). The Common Core and college readiness: How well do the standards align with community college expectations? Part 1, Reading. *CSLA Journal* 37(2), 8, 10, 21. Available http://csla.net/wp-content/uploads/2012/09/2013_CSLA_Spring_Journal_372.pdf
- Achterman, D. (in press). The Common Core and college readiness: How well do the standards align with community college expectations? Part 2, Writing and Research. *CSLA Journal* 38(1).
- ACT, Inc. (2010). *A First Look at the Common Core and College and Career Readiness*. Iowa City, IA: ACT, Inc.
- Barnett, E. A., & Fay, M. (2013). *The common core state standards: implications for community colleges and student preparedness for college (An NCPER working paper)*. New York: National Center for Postsecondary Research.
- Brint, S. & Teele, S. (2008). Professionalism under siege: Teachers' views of NCLB. In A.R. Sadovnik, J.A. O'Day, G.W. Bohrnstedt, & K.M. Borman (Eds.), *No child left behind and the reduction of the achievement gap: Sociological perspectives on federal education policy*. New York: Routledge.
- California Department of Education (2012). *School library standards supporting common core*. Sacramento, CA: Author.
- California Department of Education (2013). *California common core state standards for English language arts and literacy in history/social studies, science, and technical subjects*. Sacramento, CA: Author.
- Conley, D., Drummond, K., deGonzalez, A., Rooseboom, J., & Stout, O. (2011). *Reaching the goal: The applicability and importance of the common core state standards to college and career readiness*. Eugene, OR: Educational Policy Improvement Center.
- Grubb., W. N. (with Gabriner, R.) (2013). *Basic skills education in community colleges: Inside and outside of classrooms*. New York: Routledge.
- Head, A. (2013). Deconstructing college readiness. *Project Information Literacy "Smart Talks" Interview no. 17*. Available <http://projectinfolit.org/st/conley.asp>
- Rothman, R. (2012). A common core of readiness. *Educational Leadership* 69(7), 11-15.
- Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). *Reading for understanding: how reading apprenticeship improves disciplinary learning in secondary and college classrooms*. New York: Jossey-Bass.