

Common Core State Standards and Digital Curriculum

“I want all students to be able to learn from digital textbooks.”

- PRESIDENT OBAMA, 2011 State of the Union Address

“Students in the 21st century must be aware of the global nature of our world and be able to select, organize, and design information to be shared, understood, and distributed beyond their classrooms.”

— NATIONAL COUNCIL OF TEACHERS OF ENGLISH



No longer will students have to tote 50-pound backpacks with outdated print textbooks. New digital curricular materials will be light digital devices – such as a laptop or tablet – that combine Internet connectivity, interactive and personalized content, learning videos and games, and other creative applications to enable collaboration with other students while providing instantaneous feedback to the student and teacher. Digital textbooks can revolutionize teaching and are not simply the digital form of static textbooks. They will streamline the delivery of Common Core curriculum and assessments.

What are the Standards?

The Common Core State Standards are a set of high-quality academic expectations in English-language arts (ELA) and mathematics that define both the knowledge and skills all students should master by the end of each grade level in order to be on track for success in college and career.

- The standards establish consistent learning goals for all students – regardless of where they live – so that children will know where they are on the path to college- and career-readiness even when moving to a different school or state. (In 2009, about 6,513 school-aged children moved to Hawaii from another state, and about 10,371 students moved from Hawaii to another state.)
- A clear roadmap of academic expectations allows students, parents and teachers to collaborate on shared goals.
- The standards are relevant to the real world: knowledge and skills students will need to succeed in life after high school, in both post-secondary education, and a globally competitive workforce.
- A diverse team developed the Common Core standards to be academically rigorous, attainable for students, and practical for teachers and districts.

What's Different with The New Standards?

Shifts in English Language Arts (ELA)

- Building knowledge through content-rich nonfiction and informational texts in addition to literature
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary (words like commit and synthesize)

Shifts in Mathematics

- Focus: 2-4 critical areas focused on deeply in each grade
- Coherence: Concepts logically connected from one grade to the next and linked to other major topics within the grade
- Rigor: Fluency with arithmetic, application of knowledge to real world situations, and deep understanding of mathematical concepts

Implementation and Testing

Hawaii is implementing Common Core standards for grades K-2, 11 and 12 in the 2012-13 school year; all grades will follow in 2013-14. Hawaii also is a governing member of the Smarter Balanced Assessment Consortium, which is developing the Smarter Balanced Assessment exam for its 24 member states. Smarter Balanced will replace the Hawaii State Assessment for ELA and math in 2014-15. Similar to the current HSA format, the exam will use [Computer Adaptive Testing](#), which adjusts the difficulty of questions throughout the assessment.

For example, a student who answers a question correctly will receive a more challenging item, while an incorrect answer generates an easier question. By adapting to the student, these assessments present an individually tailored set of questions to each student and can quickly identify which skills students have

mastered. This approach represents a significant improvement over traditional paper-and-pencil assessments, providing more accurate scores for all students and better data for teachers.

What Do the Standards Mean?

- The Common Core State Standards will boost Hawaii's long-term economic competitiveness because students will graduate high school with real-world skills they need to be successful in college and the workforce.
- Rigorous educational standards will enable businesses in Hawaii to draw from local talent to meet the needs of the continuously evolving workplace.
- The Common Core will cut costs over time by enabling states to share best practices and streamline efforts in related areas, such as assessment development, which otherwise would require a much greater investment in time and resources from each individual state.

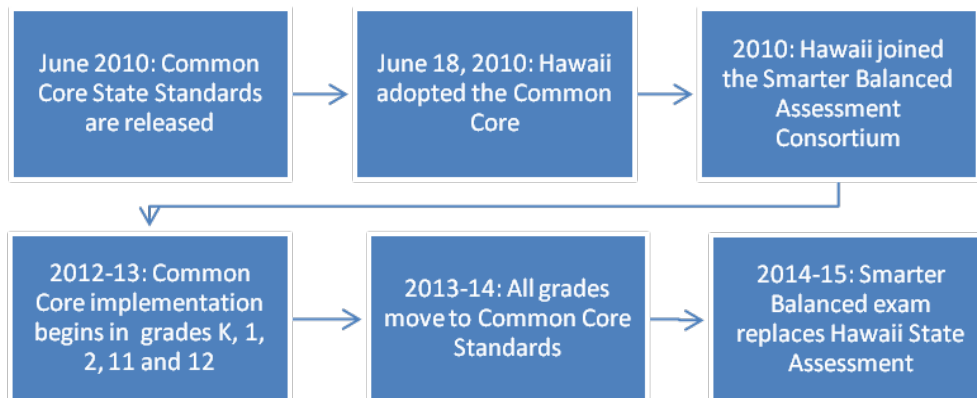
Common Core Digital Learning

As part of the work to implement the Common Core State Standards, Hawaii is advancing curriculum and instruction in our schools so our students will graduate prepared for success in college and careers in today's globally competitive economy. To achieve this goal, the Hawaii State Board of Education and Department of Education aim to provide all school students statewide with up-to-date curricular materials on a digital device such as a tablet or laptop.

The DOE proposes a three-year, phased-in implementation plan for providing each child with a digital curriculum, starting with \$29.375 million in the Fiscal Biennium 2013-15 Budget (\$7.125M in FY14 and \$22.25M in FY15). This initiative takes advantage of ongoing DOE efforts such as new technology for learning and the state's broadband infrastructure while addressing some long-standing challenges facing our public schools. Digital devices:

- Consolidate multiple books, publications, teacher hand-outs, and other learning materials.
- Allow educators to personalize learning materials, tailored to the needs of the student – in line with the State's implementation of tiered interventions to support student learning.
- Cultivate key technical skills for college- and career-readiness by exposing students to technology.
- Offer extended access to learning through online courses, web-based materials, and teacher-directed activities (with broadband access).
- Eliminate problem of increasingly outdated, expensive printed learning materials.
- Helps schools efficiently and effectively administer assessments by using the devices as opposed to cycling students through a computer lab.

Hawaii's Common Core Timeline



Additional Resources

[Official Common Core State Standards Website](#)

[Transforming Hawaii's Public Schools Website](#)

[Common Core Implementation Video Series \(CCSSO\)](#) and [CCSSO's Common Core Resources](#)

[Smarter Balanced Assessment Consortium \(SBAC\)](#)

[Achieve the Core](#)

[Parents' Guide to Student Success](#)

FAQs

Learn more on our [Frequently Asked Questions](#) page.

COMMON CORE STATE STANDARDS FAQs

Q1. What are educational standards?

Education standards are statements of what students are expected to know and be able to do at specific grade levels. They provide clear guideposts for educators as they support students on the path to college- and career-readiness.

Q2. Why do we need educational standards?

- Standards serve as beginning points for teachers when they make decisions about what students need to learn.
- Standards focus on essential concepts, knowledge, skills and behaviors necessary for students to be college- and career-ready.
- In a standards-based system, educational standards serve as the foundation to which curriculum, instruction and assessment are aligned.

Q3. What is the Common Core State Standards (CCSS) Initiative?

- A state-led effort to establish a single set of clear educational standards that states voluntarily adopt for kindergarten through 12th grade in mathematics and English language arts.
- Hawaii adopted the CCSS on June 18, 2010.
- As of January 2013, forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity had adopted CCSS (Texas, Virginia, Alaska, Minnesota and Nebraska have not).
- More information about CCSS is available at: <http://www.corestandards.org/>

Q4. Who developed the Common Core State Standards?

- The Common Core State Standards were developed through a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).
- The standards establish clear and consistent goals for learning that will prepare our children for college and the workforce. The NGA Center and CCSSO received feedback on drafts of the standards from national organizations representing diverse stakeholders, including teachers, postsecondary educators (including community colleges), civil rights groups, English-language learners and students with disabilities.
- An advisory group provided guidance on the initiative. Members of this group include experts from Achieve, Inc., ACT, the College Board, the National Association of State Boards of Education, and the State Higher Education Executive Officers.

Q5. How were Common Core State Standards determined?

- The standards are based on preexisting standards from high-performing states and countries and grounded in research and best practices.
- Standards writing began with the development of the college- and career-ready anchor standards, to ensure that each grade's standards build toward achieving the goal of college- and career-readiness.
- Staff from state agencies, governors' offices and higher education institutions, as well as teachers, school leaders and researchers, were intimately involved in the standards-drafting process.
- Common Core State Standards are intended to be a living work that will continue to be refined as new and better evidence emerges. NGA and CCSSO are working to establish a governance body that would be responsible for overseeing future revisions of the Common Core.

Q6. What schools, grades and subjects will be covered by the Common Core State Standards?

The Common Core State Standards replace the Hawaii Content and Performance Standards (HCPS) III in English language arts and mathematics for all public schools, including charter schools. In addition, the English language arts standards include literacy standards that are designed to be embedded in science and social studies standards.

Q7. What is the timeline for implementation of the Common Core State Standards for Hawaii?

Dates	Content	Device	Assessment
2012-2013	The HawaiiDOE (HIDOE) reviews curricular materials and identifies the English language arts (ELA) and math core curriculum for all HIDOE-operated public schools.	HIDOE participates in a multi-state procurement effort to negotiate a contract and purchase digital devices.	Hawaii State Assessment (HSA) for English language arts and math.
2013-2014	Schools in Phase One implement curriculum. Professional development for all schools.	Schools in Phase One implement 1:1 devices. Professional development for all schools.	Bridge HSA in English language arts and math covers the Common Core and HCPSIII. Schools administer end of course exams in Algebra I, Algebra II, Biology, Expository Writing, and U.S. History.
2014-2015	Schools in Phases One and Two implement curriculum. Professional development for all schools.	Schools in Phases One and Two implement 1:1 devices. Professional development for all schools.	Smarter Balanced Assessment replaces the HSA for English language arts and math. Schools administer end of course exams in Algebra I, Algebra II, Biology, Expository Writing, and U.S. History.
2015-2016	All schools implement curriculum and receive professional development.	All schools implement 1:1 devices and receive professional development.	Smarter Balanced Assessment. Schools administer end of course exams in Algebra I, Algebra II, Biology, Expository Writing, and U.S. History.

Q8. How have teachers been prepared for implementation of the Common Core State Standards?

- This school year (2012-13), the Office of Curriculum, Instruction and Student Support (OCISS) created a series of online professional development protocols for principals to administer with all of their teachers. The protocols are supplemented with workshops and symposia on the Common Core. For example, in December 2012 the writers of the Common Core held a week-long summit for complex area teams on the standards, implications for instruction and strategies for leveraging curricular materials. This is the fifth phase in a five-phase professional development plan, which began in 2010. Learn more in "[Hawaii Teacher Induction Program Standards](#)" from our Great Teachers and Leaders initiative.
- The Department also maintains a Common Core website that is a one-stop shop for Common Core resources. http://wetserver.net/hcpsv3_staging/cc/common-core.jsp
- In addition, teachers and school staff have access to online collaboration sites. These sites are an online space for teachers to collaborate with each other and with OCISS staff.

Q9. How have Principals been prepared for implementation of the Common Core State Standards?

Similar to teachers, principals have received training on the Common Core from the state and complex area level. During the summer of 2012, state staff provided training on the Common Core protocols for all principals. This is the fifth phase in a five-phase professional development plan, which began in 2010.

Q10. What is the funding being sought in the Fiscal Biennium 2013-15 Budget (\$7.125M in FY14 and \$22.25M in FY15) going to be used for?

- The request is for the cost of leasing or purchasing digital instructional materials and devices and some associated costs for professional development (as is built into the vendor contracts).
- Funds to improve technology infrastructure are also included in a separate portion of the biennium budget request. Race to the Top grant funds will also cover a significant portion of the professional development costs through June 2014.

Q11. What are the advantages of using digital materials over traditional textbooks?

- Today's students live in a fast-paced, technological world, and use technology to access information and engage in learning. Transitioning to partially digital materials gets information to students in a manner that is compatible with how students interact with the world.
- Traditional hardcopy textbooks and textbook contracts mean that states are locked in to the same book for extended periods of time. However, digital materials can be updated more frequently at a fraction of the cost of purchasing new textbooks.

Q12. What are the disadvantages of using digital materials over traditional textbooks and how will they be mitigated?

The largest barrier to using digital materials is ensuring equitable access for all students. To that end, the Department is pursuing a 1:1 device strategy that will provide a device to each student. The devices will

be vehicles for students to access curricular materials, for schools to streamline the administration of assessments, and for teachers to use to augment their instruction.

Q13. How much of the curriculum will be digital versus non-digital?

A core curriculum that includes interactive digital components does not mean the end of paper and pencil. All schools will retain the right to select and purchase supplemental materials to use in conjunction with the core curriculum.

Q14. How will students be protected?

Student privacy is of the utmost concern to the Department. Depending on the device selected, the Department has a range of software and hardware security options to protect students from malicious content.

Q15. Will students be able to take home the devices?

There are multiple strategies for addressing this question. The Department is working with complex area superintendents and school leaders to determine the best answer for Hawaii.

Q16. What were the assumptions used to develop this cost estimate?

The Department reviewed prior purchases, school expenditures, and other state costs to make estimates regarding the per pupil annual costs of the materials and devices.

Q17. Who will decide which devices and curriculum materials that are ultimately selected?

The Department worked with the BERC Group (an evaluation, research and consulting firm) to do an initial review of the materials, using the Publishers Criteria created by the standards writers. The second and final phase of the materials review includes teachers, school leaders, and complex area and state staff as the reviewers.

Q18. Will both devices and materials be standardized?

All DOE-operated schools will adopt the core curriculum. However, the curricular package will be selected based on quality and alignment to the standards. This may result in materials from different publishers for ELA and math or between school levels.

Q19. What about the current inventory of technology?

The Department will work with the device vendor, when selected, and with the field to develop a strategy for addressing existing technology that meets the specifications for future assessments.

Q20. What are anticipated costs to roll out the new materials and devices for all schools?

Once Race to the Top funds expire, the Department will need funds in place to support implementation of ongoing professional development.

Q21. What is the long-term plan after the materials and devices are acquired for maintenance, upgrades and replacement of lost or damaged items?

This is an outstanding decision that will be negotiated with the vendors and informed by best practices from other states and experiences from the field in Hawaii.

Q22. Why can't schools pay for the new materials and devices from their Weighted Student Formula (WSF) funds?

- With the transition to CCSS, there are large one-time costs that schools cannot accommodate within the existing WSF budget, without schools having to institute staff reductions or phase in the expense over several years.
- For the last **three** years schools have been instructed to avoid purchasing new curriculum materials (except for replacing lost or damaged materials) in anticipation of the CCSS.

Q23. What are the obstacles to full implementation by all schools and what is being done to mitigate those obstacles?

- Electrical and network capacity: Using the K-12 schedule for facilities construction and upgrades, the Department has identified readiness by complex. To that end, electrical and network upgrades are prioritized based on a complex's implementation phase.
- Technical support: The DOE will work with the device vendor to provide comprehensive, 24-hour support options to complex areas, schools and parents.
- Technical proficiency for all teachers. The DOE has developed a cross-office professional development plan aimed at supporting teachers, principals and complex area staff.

Q24. How will the DOE determine which schools and students will have access to the Common Core materials and devices?

- The Department is rolling out the Common Core materials and devices by complex. This strategy will reinforce the K-12 schedule for facilities construction and ensure that students will continue to have access as they move from grade to grade.
- All schools will receive the devices in one of three phases, depending upon their network and electrical capacity.