



Achieve

All students should graduate from high school ready for college, careers and citizenship

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News Clips

Florida Educators Embrace Common Core

Florida schools are implementing the Common Core State Standards in English and math, which are intended to better prepare high school graduates for college or work. Read the article in *The Daytona Beach News-Journal*. [More...](#)

Even PARCC Does UDL

Katie Novak Ed.D notes "It's about time a standardized test is developed in a non-standard way. All students learn differently, and so it only makes sense that students be allowed to access the same challenging, standards-based assessment in a way that helps them to be successful, regardless of variability." [More...](#)

Perspective Newsletter May 2013

Commentary

EQuIP

One of the many opportunities provided by the transition to the Common Core State Standards (CCSS) is the chance to develop high quality instructional materials for teachers and schools that are aligned to the rigor and college- and career-ready expectations found in the standards. Determining how aligned and effective instructional materials are also poses one of the most significant challenges to the implementation of the CCSS.

To take on that challenge, teachers can be empowered to evaluate all the lessons and unit plans that they have to choose from or that they create themselves. That is why Achieve formed [EQuIP \(Educators Evaluating the Quality of Instructional Products\)](#) in spring of 2012. [EQuIP](#) brings together a network of more than 20 states already participating in the American Diploma Project (ADP) Network to focus on increasing the supply of high quality lessons and units aligned to the CCSS that are available to elementary, middle and high school teachers as soon as possible; and building the capacity of educators to evaluate and improve the quality of instructional materials for use in their classrooms and schools.

EQuIP builds on the collaborative effort that Achieve facilitated when Massachusetts, New York and Rhode Island joined together to develop the Tri-State Rubrics. The EQuIP rubrics have since been revised to reflect feedback and to ensure strong alignment with the [Publisher's Criteria](#).

Many states and districts are already using the rubrics and review process to support their implementation of the CCSS in a variety of ways including:

- Guiding the development of lessons and units;
- Evaluating existing lessons and units to identify improvements needed to align with the CCSS;
- Building the capacity of teachers to gain a deeper understanding of the CCSS; and
- Informing vendors of criteria that will be applied in the evaluation of proposals and final products.

Common Core in Ohio

John Frye, Director of Staff and Pupil Services for the New Richmond Exempted Village School District, said the Common Core goals are internationally benchmarked and emulate expectations found in high performing systems abroad, but do not call for a specific curriculum or reading list. "Rather, they lay out an ambitious set of goals for the math, reading and writing skills that children should acquire as they move through school," he said. [More...](#)

To date, EQulP states have submitted nearly 100 English language arts/literacy or mathematics lessons/units for review and feedback during EQulP cross-state convenings. Twenty-five states and New York City have participated in one of the EQulP cross-state convenings. Since last fall, 12 of these states have collectively trained more than 7,000 educators on the EQulP rubrics. Achieve staff have made more than 20 presentations on the EQulP rubrics and quality review process for individual states and partner organizations.

In response to the significant and ongoing interest of states, Achieve is establishing a cross-state EQulP Jury. We are honored and excited to announce that we selected 24 jurors from 12 states during our first selection process. Selected jurors will meet in mid-June to calibrate and establish inter-rater reliability so that they can begin reviewing materials. States, districts and partner organizations will be welcome to submit materials for review; submission guidelines will be posted on Achieve's website in June. We anticipate hosting a second round of jury selection in the late fall/early winter.

News

Interactive Online Version of NGSS Released

An interactive version of the [Next Generation Science Standards \(NGSS\)](#) is now available online. This tool allows users to search the standards and organize content to meet their needs. Within the [Disciplinary Core Idea \(DCI\)](#) and [Topics](#) arrangements, standards can be organized by grade band/level and DCI. The NGSS can also be viewed as the individual [performance expectations](#) that make up the standards. In this arrangement, content can be organized by the [three dimensions](#) from the [NRC Framework for K-12 Science Education](#): Practices, Crosscutting Concepts, and DCIs.

New Resources

New Paper Gives States 10 Steps for Integrating Teacher Effectiveness Systems and the Common Core

To strengthen state implementation of CCSS and meaningful teacher evaluations, the Aspen Institute and the Council of Chief State School Officers (CCSSO) released a set of recommendations for forging coherence across these efforts at CCSSO's Implementing the Common Core Standards (ICCS) meeting of 22 states in New Orleans. [Teaching to the Core: Integrating Implementation of Common Core and Teacher Effectiveness Policies](#), authored by the Aspen Institute's Ross Wiener,

suggests ten actions for state leaders. Common Core and teacher effectiveness policies each are ambitious reforms on their own; together, they have transformational potential to significantly improve student outcomes and equity for all students. Teaching to the Core offers practical suggestions to state leaders on how to ensure that teachers are using strategies that engage students in learning at high levels. By building coherence across Common Core and teacher effectiveness policies, state leaders can assist local educators in making fundamental improvement to curriculum, instruction, and assessment.

Transforming Data to Information in Service of Learning

The State Educational Technology Directors Association (SETDA) released [Transforming Data to Information in Service of Learning](#) to help education leaders understand how technical interoperability initiatives relate to teaching and learning and to offer recommendations for how states, districts, and schools can become more responsive to educator needs and personalize learning for students. The initiatives profiled focus on ensuring consistent data definitions across schools, enabling the sharing of information across school data systems, and facilitating the search and discovery of education resources on the internet. In a context where there is growing interest in leveraging new digital learning tools, online services, educational "apps," and other technologies in and out of the classroom for learning, the report offers three recommendations: 1) Develop a consensus-based, long-term vision and roadmap for interoperability to ensure investments in technology and digital learning are cost effective and meet educator and student needs; 2) Establish an ongoing mechanism to certify best practices and address transparency related to the privacy and security of student data; 3) Address data standards and interoperability issues with vendors as part of state and district procurement processes for educational technology and digital learning solutions, including for the adoption of free solutions. See the press briefing [video](#).

The College Major Advantage

Just in time for high school graduations, the Georgetown University Center on Education and the Workforce published [Hard Times, College Majors, Unemployment and Earnings 2013: Not All College Degrees Are Created Equal](#). Although a college degree gives job seekers a formidable advantage over those without, this update confirms a harsh reality: not all degrees are created equal. Choice of major determines likelihood of unemployment. For instance, the unemployment rate for recent college graduates in nursing was the lowest at 4.8 percent, while recent graduates in information systems, concentrated in clerical functions, were the hardest hit with an unemployment rate of 14.7 percent. People who make technology are still better off than people who use technology. Unemployment rates for recent graduates in information systems, concentrated in clerical functions, is high (14.7%) compared

with mathematics (5.9%) and computer science (8.7%). Unemployment rates are relatively low for recent graduates in education (5.0%), engineering (7.0%), health and the sciences (4.8%) because they are tied to stable or growing industry sectors and occupations. The study confirms that a college education still pays off in an economy recovering from recession. Earnings, however, also depend on what employed college graduates took. Median earnings among recent college graduates range from \$54,000 for engineering majors to \$30,000 for arts; psychology and social work; and life and physical sciences. The highest paying majors continue to be in engineering.

Career Opportunities

Achieve has career opportunities available including a Director, State Policy and Implementation Support; Program Associate, PARCC; and Senior Advisor, PARCC Assessment Technology. Go to www.achieve.org/careers.

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