





Intentional Design Limitations

What the Standards do NOT define...

- How teachers should teach
- All that can or should be taught
- The nature of advanced work beyond the core
- The interventions needed for students well below grade level
- The full range of support for English language learners and students with special needs

Implementation Efforts

- Six district pilot project
- Two large-scale assessment consortia
- Implementation for English Language Learners
- Parent guides
- Accountability Taskforce
- Future governance

General Timeline

2010-2011 2011-2012 2012-2013 2013-2014 2014-2015 **Awareness and** understanding, Phase 1 alignment, and adoption **Build statewide capacity,** collaborate to develop and Phase 2 align resources and materials **Professional** development Phase 3 and classroom transition **Statewide implementation** through the assessment system Phase 4 (pilot in 2013-2014, statewide assessment in 2014-2015)

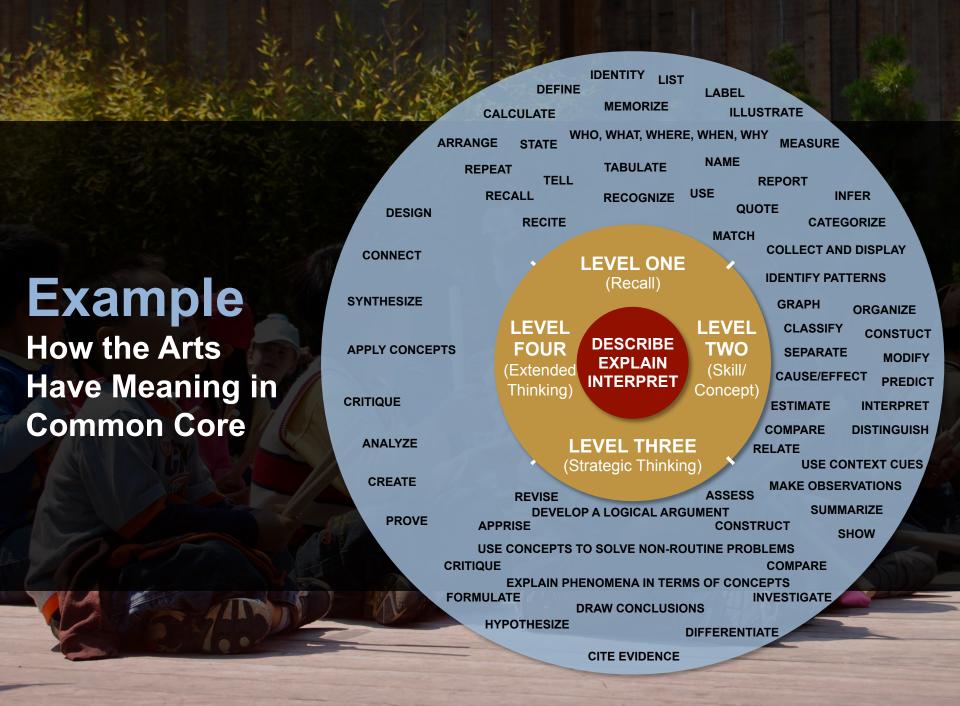


Implications for the Arts

- Early work on new arts standards
- "Correlation" of existing arts standards and curricula with Common Core ELA and Math
- Technology's major role in Common Core

Implications for the Arts

- Room for expanded and alternative text and a need to assist traditional text
- Performance-based aspect of the arts
- Examples of the arts studded into the ELA standards by design, to signal intentionality



Implications for the Arts

Can **Common Core** reach full fruition without the integration of the arts?



What We Can Do

- Learn more about the Common Core
- Work more closely with public education funder colleagues
- Engage in deeper discussions with grantees about how they view and integrate Common Core Standards

What We Can Do

- Look for projects that seek to place the arts in a central role within Common Core Standards
- Seek an advocacy role to ensure the arts do not get squeezed out
- Continue this discussion!

