



An Overview of the Involvement of Higher Education in the Creation of the Common Core Georgia Performance Standards in English Language Arts

Study Committee on the Role of Federal Government in
Education

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Jennifer E. N. Wunder, Ph.D.
Associate Professor of English
Director, Honors Programs
Georgia Gwinnett College

How did this process take place and who was involved in Georgia?



2009

- Representatives from UGA and Emory serve on ELA teams to draft college- and career-readiness standards followed by K-12 standards.
- Multiple drafts are released to the public for comment and feedback is requested from educators at varying levels.

How did this process take place and who was involved in Georgia?



2010

- The draft, proposed standards are “cross-walked” with Georgia’s current performance standards and the crosswalk is sent to representative educators from multiple levels across the state.
- The Georgia Department of Education hosts multiple webinars and conference calls with educators to discuss the crosswalk and standards.
- The Board of Regents Advisory Committee on English (BoR ACE) is asked to participate in reviews, discuss the standards and research, and develop a response.
- The Common Core State Standards and the report of the validation committee are released.
- The Georgia State Board of Education adopts the Common Core Georgia Performance Standards.

How did this process take place and who was involved in Georgia?



2011

- Georgia sends educator representatives to participate in the Partnership for Assessment of Readiness for College and Career (PARCC). Representatives include educators from K-12, the TCSG, and the USG, as well as the Georgia DoE.
- Reviews take place at multiple points throughout the year and developments are communicated to stakeholders such as members of the BoR ACE to receive feedback and for communication to others.
- Developed draft materials are revised and released for comment. Notice goes out to educators at all levels encouraging them to visit the websites and provide feedback and commentary.

How did this process take place and who was involved in Georgia?



2011

- BoR ACE members are informed and urged to share the information and links with faculty at their schools. Feedback is requested and collected.
- Members of the BoR ACE re-iterate previous support for the standards and their emphasis on the importance of assessment.
- The Georgia DoE develops and deploys webinars and telecasts for teachers regarding the Performance Standards. Educators across levels are invited to attend these.
 - EG: BoR ACE members and their faculty are encouraged to do so.
- The Georgia DoE develops and deploys a spectrum of materials to assist educators and the public with matters related to the standards.

What has changed from the previous Georgia standards?

The CCGPS...



- Maintain and advance the rigor of previous standards while offering educators greater flexibility in terms of methods and content.
- Emphasize depth of knowledge and mastery of skills rather than broader but potentially shallower exposure.
- Focus on results and allow multiple means to achieve those results.
- Allow for greater emphasis on skills related to effective communication across grades and disciplines.
- Increase the focus on writing arguments and informative or explanatory texts – forms of writing students will use more frequently.

Are we losing content knowledge? What about literary texts?



- The CCGPS include and allow for the study of important literary texts – both fiction and non-fiction.
- Georgia educators will continue to teach American, British, and world literature.
- Foundational texts can and should still be used.
- “Informational texts” include literary non-fiction already used in our classrooms.
- A range of informational texts can and should be taught in non-ELA disciplines, just as they already are.

Will non-ELA teachers have to start teaching English?



College- and career-ready students must be prepared to research, read, and write across disciplines. The ELA Standards complement content in other disciplines.

- Teachers in non-ELA disciplines can continue to teach students how to research and read content in their disciplines.
- Students will be asked to effectively communicate the knowledge they have learned.

The Standards work across disciplines and provide teachers in non-ELA disciplines with clear expectations regarding the reading, writing, speaking, and listening skills of their students.

Will the standards sufficiently prepare students for college and careers?



The CCGPS have been reviewed by educators at all levels, throughout the process. These educators, including members of the TCSG and USG, have agreed that the CCGPS are not lacking. They are comprehensive and rigorous while allowing for greater control of curriculum and content at the state and local levels. This is precisely because they do not dictate every last element or detail.

