



YOUTH DEVELOPMENT
EXECUTIVES OF
KING COUNTY



The Common Core Standards:

What Do They Mean for Afterschool & Youth Development Practitioners in Washington State?

By Elizabeth Devaney and Nicole Yohalem with Jessica Paul Werner, August 2012

ABOUT THIS BRIEF

This brief was developed by the Forum for Youth Investment in collaboration with Youth Development Executives of King County. Its content is largely based on the Forum's July 2012 Out-of-School Time Policy Commentary entitled, *The Common Core Standards: What do they Mean for Out-of-School Time?* This and other resources are available online at www.forumfyi.org and www.readyby21.org.

The Common Core State Standards are front and center on the national stage as states, districts, schools and teachers prepare for their roll out over the coming two to three years.

Although it may be several years before the Common Core deeply affects instruction in many schools, the developers of the standards and those tasked with assessing them are confident they can drive shifts in both what and how students learn that will help students be more college and career ready than ever before.

Youth organizations and after-school programs are now among those speculating about the impact of the Common Core on everyday practice. Growing momentum around the idea of expanded learning opportunities and the recognition that quality learning experiences can occur anywhere, anytime has heightened that interest. Many youth programs, especially those with a specific focus on academics, are busy trying to figure out what exactly the standards cover and whether and how they can support schools and districts in implementing them.

With that in mind, the Forum for Youth Investment partnered with Youth Development Executives of King County, a new coalition in the Seattle area interested in exploring this topic, to develop this brief about what the Common Core means for the youth development and afterschool field. In the pages that follow we provide an overview of the standards, discuss where things stand in terms of implementation and assessment, give examples of how after-school systems are beginning to respond, and reflect on specific challenges and opportunities facing the field.

What is the Common Core?

The Common Core is the result of a two year process, facilitated by the National Governor's Association and the Council of Chief State School Officers (CCSSO) to develop a set of common standards for math and English Language Arts (ELA).¹ The Common Core represents what students in grades K-12 should master in order to be college and career ready, and the hope is that they will increase the rigor and coherence of curriculum and assessment as well as increase alignment across states.

¹ Though the Common Core is focused on math and ELA, similar efforts are afoot within the science and social studies realms.

Content standards are broken out by grade, highlighting specific competencies students in each grade level must achieve in the two main subject areas. The Common Core focuses on fewer standards at a deeper level than many of the models used in the past. They also emphasize higher order thinking skills; that is, they focus more on demonstrating understanding of content and analyzing written materials rather than memorizing specific content. In the math standards there is more emphasis on understanding how to get to the right answer than simply answering a question correctly, and in the ELA standards, there is a shift toward increasingly complex informational texts.

The standards have been adopted by 46 states² and implementation has begun at some level in most, with the primary focus on teacher training and preparation. Recent research suggests that the magnitude of change that will be required to teach the Common Core is significant.³ States are taking a variety of approaches to implementation, from rolling the standards out slowly by grade levels to focusing on one subject area at a time. Most states intend to have the new standards fully implemented by the 2014-15 school year, at which point new assessments, described below, will be piloted across the country.

Washington State formally adopted the standards in July of 2011. The state has a four phase implementation plan that began with an in-depth exploration of the standards and how they align with existing state standards. This year the state focused on raising awareness about what that exploration revealed. A group of Washington educators who were selected from an application process conducted an analysis that revealed a 72% match between the Common Core and the WA reading standards, an 83% match with the WA writing standards, but only a 23% match with the WA math standards.

From 2012-14, the Washington Office of Superintendent of Public Instruction (OSPI) will build statewide capacity to implement the Common Core, including reworking the state course frameworks, disseminating implementation toolkits to schools, continuing professional development, and convening district leadership teams to develop transition plans. The state is placing a strong emphasis on shifting instructional practice rather than curriculum content. "We are thinking about what all students need to know and be able to do as a result of the common core and what adults need to know and be able to do to support students" noted WA Assistant Superintendent for Teaching and Learning Jessica Vavrus at a recent symposium on the implementation of the common core in Washington. Finally, OSPI will pilot the new assessments in 2014 and fully implement them in 2015. OSPI sees itself as the connector for districts, supporting higher education partnerships and professional development opportunities. More information on the WA transition process is available [here](#).

What are 'habits of mind'?

If you are following discussions of the Common Core, you may have heard references to 'habits of mind'.⁴ CCSSO describes them as "knowledge, skills, and dispositions that operate in tandem with the academic content in the standards...and offer a portrait of students who, upon graduation, are prepared for college, career, and citizenship."⁵

In the Common Core math standards, such skills are reflected in the "standards of mathematical practice." In the ELA area, they are reflected in an introductory discussion of "the capacities of a literate individual." While

² To date, Minnesota has adopted the ELA standards only. Alaska, Nebraska, Texas and Virginia have not adopted the standards.

³ McConnell, M. (May 5, 2012). Implementing the common core: Back to the tortoise and the hare. *Desert News*. Accessed May 22 at: <http://educatingourselves.blogs.deseretnews.com>.

⁴ Costa, A. L. and Kallick, B. (2008). *Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success*. Alexandria, VA: ASCD. Marzano, R.J. (1992). *A Different Kind of Classroom: Teaching with Dimensions of Learning*. Alexandria, VA: ASCD. The Common Core does not include references to all 16 Habits of Mind, but addresses similar student characteristics and skills.

⁵ Council of Chief State School Officers. (2011). *Connecting High-Quality Expanded Learning Opportunities and the Common Core State Standards to Advance Student Success*. Washington, DC: Author.

they do not reflect the full range of Costa and Kallick’s Habits of Mind, much less the 21st century skills that those in education, youth development and workforce development have championed in recent years, they address critical competencies that many have argued are transferable beyond the classroom.

According to Sandra Alberti of Student Achievement Partners, a new nonprofit created to support implementation of the Common Core, “you can teach these skills across courses – in a health education class, in an after school program – not just in the math classroom. These are overarching skills students need to be successful.”

What is the Role of Assessment in the Common Core?

Because it is often the case that what gets measured gets done, there is a great deal of interest in the role that assessment will play in driving implementation of the Common Core. Two consortia – the Smarter Balanced Assessment Consortium and the Partnership for Assessment of Readiness for College and Careers – were awarded a collective \$330 million from the U.S. Department of Education to develop assessments aligned with the Common Core, along with online resource banks that will include lesson plans, materials, and resources related to implementation. Each consortium is made up of a collection of states that have signed on to use the resulting assessments once they are complete. Washington is the Lead Procurement State for the Smarter Balanced Consortium and oversees all financial procurement on its behalf. The consortium represents 43% of students in the country, including most of the Pacific Northwest.

Each consortium is developing a system comprised of formative, interim and summative assessments. Formative assessments will help teachers and schools identify students in need of support and group students appropriately, interim assessments will measure progress throughout the year and summative assessments will measure student progress at the end of the year. The goal is that states will replace their current achievement tests with these new ones and use the same scoring system – in fact that is a requirement for states to continue to be members of the consortia. Many believe the use of these new common assessments will provide better and more consistent measures of student achievement than current standardized tests.

Assessing ‘Habits of Mind’. The consortia are primarily focused on developing assessments to measure the math and ELA content standards. That said, there are plans to incorporate at least some of the standards of practice or habits of mind into content-based assessments, especially in the case of the Smarter Balanced Assessment Consortium. Sue Gendron, Policy Advisor for the consortium and former Education Commissioner in Maine, said they are developing a number of extended response questions and performance tasks designed to get at the standards of mathematical practice. These will be longer problems that require students to demonstrate their work. Problems will be scenario-based around themes and will require abstract reasoning, modeling or precision to solve, therefore requiring demonstration of several “mathematical practices.”

‘Habits of Mind’ and the Common Core

The Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Capacities of a Literate Individual

1. They demonstrate independence.
2. They build strong content knowledge.
3. They respond to the varying demands of audience, task, purpose, and discipline.
4. They comprehend as well as critique.
5. They value evidence.
6. They use technology and digital media strategically and capably.
7. They come to understand other perspectives and cultures.

According to Greta Bornemann at OSPI, performance tasks won't explicitly ask students how well they persevere, for example, but solving a specific problem might require perseverance.⁶ The Smarter Balanced Consortium sees the combination of tests they are developing as useful for tracking student progress on the content standards as well as 'habits of mind', and is working closely with David Conley of the University of Oregon and Linda Darling-Hammond of Stanford University on how to incorporate key learning skills such as persistence and motivation into assessments. According to Darling-Hammond, how much the Common Core will push on habits of mind is yet to be seen. "Those skills absolutely have value. They are the most important skills; the ability to frame a problem and persevere in solving it, for example. You'll get a glimmer of that in the assessments, but resource constraints and requirements restrict what the assessments can cover."

Although representatives from each consortium are quick to express how important habits of mind are in academic success and other areas of life, it appears that in the Common Core, they will be assessed only in the context of content standards. For example, perseverance is not considered a goal in and of itself, but rather is important in terms of how it can help a student stick to a math problem until they get it. Similarly, independence is considered relevant as it relates to students being able to read independently.

Other Assessment Options. Beyond the two consortia charged with developing official assessments, others are exploring how to assess aspects of the Common Core. CCSSO, according to Expanded Learning Program Director Taliah Givens, has identified college and career readiness as a major focus in the coming years and is prioritizing work on assessment of relevant skills and dispositions. Other organizations are developing tools to help teachers and schools better incorporate the habits of mind into formative assessment and instruction. For example, the Strategic Education Research Partnership is working with principals in San Francisco and Oakland to develop a simple assessment tool (fits on 5 x 8 card) they can use to observe the mathematical practices in classrooms and talk with teachers about how to foster them among their students.

Though not explicitly associated with the Common Core, a range of education stakeholders as well as the business community increasingly recognize the importance of habits of mind (often using different language) in supporting student learning. In recent years, the Collaborative for Academic, Social and Emotional Learning; the Broader, Bolder Approach Campaign; ASCD; the American Association of School Administrators; Corporate Voices for Working Families; the Partnership for 21st Century Skills and the Ready by 21 initiative – to name a few – have all called for broad definitions of readiness and increased opportunities for students to develop cross-cutting skills that will help them be successful in college, work and life.

School districts and networks like the [New Tech Schools](#) are beginning to draw explicit attention to such skills and habits of mind by incorporating them – independent of content knowledge – into grading procedures and adding them to report cards. Among out-of-school time providers, interest in assessing non-academic outcomes is growing and a number of measures are being used by organizations and systems to determine whether and how programs contribute to skill development in areas such as self-regulation, critical thinking and collaboration.⁷

Locally, Youth Development Executives of King County (YDEKC) in partnership with the Road Map Project for Education Results (staffed by CCER) is working to support CBO engagement in improving education results. One priority of the partnership is to define, assess and improve what some call "non-cognitive skills" like student motivation and engagement as well as 21st century skills in school and community based settings. These indicators will likely complement Common Core efforts to assess 'habits of mind' in the context of math and ELA.

⁶ For more information about performance tasks, look here: www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/PerformanceTasks/PerformanceTasksSpecifications.pdf

⁷ Wilson-Ahlstrom, A., Yohalem, N., Dubois, D., and Ji, P. (2011). *From Soft Skills to Hard Data: Measuring Youth Program Outcomes*. Washington, DC: Forum for Youth Investment. Silva, E. (2008). *Measuring Skills for the 21st Century*. Education Sector: Washington, DC.

As part of the Seattle K-12 Arts Learning Collaborative, Arts Corps is working with Seattle Public Schools to develop performance-based assessments that will support school-day arts teacher assessments of student growth in 21st century skills such as perseverance, creative and critical thinking, and communication and collaboration. This effort parallels a national initiative to develop new arts standards by the National Coalition of Core Arts Standards.

How is the Afterschool and Youth Development Field Responding?

Already, youth organizations and intermediaries have begun responding to the Common Core in a variety of ways. While still early, the examples below illustrate the kinds of action some in the field are pursuing.

In Washington state:

- ✓ **School's Out Washington (SOWA)** has initiated the development of statewide quality standards for youth development and afterschool programs. To be completed in 2012, the standards will address how programs connect with the school day, including connections to the Common Core. Georgia has created a similar framework with [standards](#) focused on how programs can address habits of mind.
- ✓ **SOWA** has identified expanded learning opportunities (ELOs) as an educational equity strategy and is one of four states participating in the Supporting Student Success project focused on embedding ELOs and related policy into state education systems. Essential to a high-quality ELO is intentional alignment with and support of learning that takes place during school. CCSSO has found that high-quality ELOs can link directly to the academic content and skills standards in the Common Core⁸. ELOs and their link to the Common Core will be included in a statewide plan for the Afterschool and Youth Development field currently being developed with input from key stakeholders across the state.
- ✓ **The Seattle Elementary Alignment Team (SEAT)** is working to support elementary school out-of-school time providers in understanding how to access and use academic data, including current state test scores in math and reading, to inform learning activities for individual students. SEAT will be moving into supporting providers in understanding and supporting Common Core implementation in the coming years.
- ✓ **The 21st Century Community Learning Center Program**, administered through OSPI, provides professional development opportunities to school- and community-based programs to support alignment of instruction and enrichment with the Common Core, development of effective school-community partnerships, student ownership and engagement, and parent education and engagement. OSPI staff members are collaborating with Common Core developers at CCSSO and working closely with OSPI's Common Core lead staff in both Mathematics and English Language Arts.
- ✓ **OSPI** is working in conjunction with American Institutes for Research and the David P. Weikart Center for Youth Program Quality to conduct a rigorous statewide evaluation of 21st CCLC programs. The evaluation includes "leading indicators" or quantitative measures meant to provide an overall picture of program performance and support continuous program improvement. Indicator domains include Program Design, Program Quality, Linkages with the School Day, and Opportunities for Youth Ownership and Engagement. OSPI and its partners are in the process of selecting and piloting a youth report measure to assess levels of youth engagement and short-term, proximal program outcomes.

Around the country:

- ✓ **The Utah Afterschool Network and Utah State Office of Education** partnered to host a [Leadership Institute](#) in April 2012 aimed at helping program providers better align curriculum, training, and

⁸ Council of Chief State School Officers. (2011). *Connecting High-Quality Expanded Learning Opportunities and the Common Core State Standards to Advance Student Success*. Washington, DC: CCSSO.

resources with the Common Core. The institute was designed to provide practical resources to participants from a variety of program settings, including school-based, community-based, government/recreation, and private OST providers.

- ✓ **The New Jersey School-Age Care Coalition** has taken on the role of training staff from youth programs in the common core so they are knowledgeable and ready to be informed partners to their schools and districts. As part of their [Supporting Student Success](#) project, they developed a series of trainings on how after school programs can support in school learning, using the Common Core as a base. It wasn't easy to get programs up to speed on the standards. "We invited after school programs to apply for the training program that were high quality and were already using academic standards in their program," says Director of Expanded Learning Opportunities Sarah Cruz. "It turned out they weren't actually using the standards. It was a steep learning curve for programs."
- ✓ **The Providence After School Alliance** in Rhode Island has taken a stab at aligning their [expanded learning opportunities initiative](#) with the Common Core standards. This past year, they piloted an initiative whereby students in one high school were awarded course credit for rigorous work conducted in OST experiences. Community educators leading these experiences aligned the content of their curriculum with the standards and then worked with a partnering teacher to assign students grades and award credit.
- ✓ **The San Francisco Afterschool for All Advisory Council** is exploring how local providers can best integrate and support the district's transition to the Common Core math standards. The Council recently organized a middle school math learning circle with five local afterschool providers to learn about the new Math practices, share best practices in integrating STEM learning into applied and project-based learning, and begin exploring how providers can support the district's transition to the new math standards. Going forward, they plan to expand the learning circle to include front-line afterschool and SFUSD school-day staff and test new approaches to ensure greater coherence between school-day and afterschool programming related to the Common Core, such as joint professional development and information-sharing mechanisms.
- ✓ **The Afterschool Corporation (TASC)**, through its [ExpandED Schools](#) initiative in New York City, is engaging community educators and youth workers in professional development opportunities aimed at introducing the Common Core and demonstrating activities and shared strategies for successful alignment with school-day lessons. TASC is also developing learning modules or bundles of lessons that correspond to the Common Core and provide community educators with a framework for offering inquiry-based activities and improving the quality of instruction.
- ✓ **Partnership for Children and Youth**, a policy-development and advocacy intermediary in Oakland, California, is building a knowledge base of promising approaches to partnerships between schools and afterschool providers around Common Core implementation. As part of this work they are developing state and local recommendations to share with policy makers, education leaders, and afterschool professionals.

What are the Opportunities and Challenges Facing the Afterschool and Youth Development Fields?

The good news is that the Common Core defines college and career ready young people in a way that pushes beyond traditional academic competence and reflects some skills that youth organizations have long championed (e.g., problem solving, perseverance, independence, understanding other cultures). This reinforces the importance of developing these kinds of skills and creates more room for recognizing the value that out-of-school learning experiences can have.

The primary risk – which pre-dates the emergence of the Common Core – lies in overpromising. Though some youth programs have experienced success focusing explicitly on academic achievement (see sidebar for examples), some in the youth development field have argued that programs have strayed too far from what

they are best at – namely nurturing what Robert Halpern calls “capacities and dimensions of self such as creativity, aesthetic sense, growing skill in specific domains, self-expression, interpersonal skill, sense of agency and voice, identification with home and community culture, individuality and relatedness, compassion, and physical vitality.”⁹ Halpern argues that many after school programs are not equipped to deliver academic content and for some, doing so represents a departure from their own “core.”

In fact, several rigorous evaluations suggest that high quality youth programs can support academic achievement without an explicit focus on academic instruction.¹⁰ Though this may seem counter-intuitive, developmental theory suggests that social and cognitive development are intertwined. Participating in active learning experiences in a safe environment with high expectations and supportive adults can contribute to increased engagement in learning, improved behavior, and increased grades.

Cautions aside, there are several roles that youth organizations can play to support the implementation of the Common Core. In exploring these or other strategies, it is important to keep in mind that states, districts, and individual schools may be overwhelmed by the volume of resources being released and the number of vendors offering “aligned” products. “Everyone tells me they are aligned with the standards,” said Greta Bornemann of the Washington Office of Superintendent of Public Instruction (OSPI). “It’s a miracle! There is no such thing as a guarantee of alignment at this point. It is too new.” Most states are singularly focused on building awareness and understanding among teachers about the standards in preparation for the roll out of new assessments in 2014 and may not have the time or inclination to focus on anything else right now.

It is therefore particularly important that afterschool and youth development partners offer support in a meaningful and informed way that does not add burden to already overtaxed districts. Specific steps for intermediaries and programs to consider include:

- ✓ **Become knowledgeable.** Arguably, the best thing that youth programs, systems and intermediaries can do at this point is to become knowledgeable about the structure and format of the common core, including the habits of mind. As Elena Silva of the Carnegie Corporation of New York noted, “Out of school educators are the link between school-based curriculum and the rest of a student’s world. Being that link means knowing the school’s goals - in this case standards – well, and knowing the kids’ worlds well, and making those connections.”

Effective Afterschool Programs with an Explicit Academic Focus

Citizen Schools forms innovative partnerships with middle schools where a “second shift” of staff join school faculty to focus on building academic, college and career readiness and 21st century skills during the afternoon hours. Students participate twice weekly in a semester-long apprenticeship project. Four times per week students receive homework help, support for college and career readiness, as well as targeted coaching in math and ELA, study habits and time management. External evaluation results showed effects on student engagement and achievement.

Higher Achievement is a year-round program for 5th through 8th graders focused on improving academic success and culminating in enrollment in a selective college-preparatory high school. Participants spend 650 hours a year outside of school learning an advanced curriculum that is aligned to state standards. During the school year, students participate in an Afterschool Academy, where they receive intensive mentoring in math, literature and other subjects. During the Summer Academy students are involved in math, science, social studies, literature, and an elective. The Summer Academy also includes overnight college trip. At the end of their 8th grade year, scholars are supported in the application and transition process for the most selective college-preparatory high school programs in their community. An external evaluation showed significant effects on math and reading.

⁹ Halpern, R. (2005). *Confronting the Big Lie: The Need to Reframe Expectations of Afterschool Programs*. New York, NY: Partnership for Afterschool Education.

¹⁰ Durlak and Weissberg, 2007; Kauh, T. (2011) *AfterZone: Outcomes for Youth Participating in Providence’s Citywide After-School System*. Philadelphia, PA: Public/Private Ventures. Hall, G., Yohalem, N., Tolman, J., and Wilson, A. (2003). *How Afterschool Programs Can Most Effectively Promote Positive Youth Development as a Support to Academic Achievement*. Wellesley, MA: National Institute on Out-of-School Time.

- ✓ **Get up to speed on implementation.** In addition to understanding the standards themselves and the habits of mind embedded within them, programs should be knowledgeable about how states and districts are implementing the Common Core. Find out what your state is tackling first, the timeline for roll out, and how they are conducting training. Youth programs should work to be knowledgeable and supportive partners.
- ✓ **Focus on aligning activities with habits of mind rather than individual content standards.** The multi-age and multi-subject nature of many youth programs makes alignment with specific standards difficult. Sue Gendron of the Smarter Balanced Assessment Consortium commented, “I would hate to see programs focus in too deeply on the individual content standards. Afterschool programs should be fostering high levels of interest in learning rather than focusing too deeply on individual standards.”
- ✓ **Communicate with school staff about academic alignment.** If academic support is a primary goal of your program, efforts to align with content standards may make good sense. Rather than poring over the standards to identify specific content to cover, it will be most effective to create mechanisms for ongoing communication with participants’ schools and specifically classroom teachers if possible. Understanding what they are teaching when will make it easier for your program to complement school-day instruction and support students in achieving the standards.
- ✓ **Consider joint training and planning time.** The Common Core is as much about shifting instruction as it is about curriculum, so showing schools *how* you teach rather than *what* you teach may be powerful. By creating opportunities for students to practice skills they are learning in school in the context of engaging activities, high quality programs can “model best practices to help school districts see what is happening and what this can look like,” said Gendron.
- ✓ **Help schools with communication.** Youth programs are sometimes more connected to young people’s families and communities than schools. Offering to help your partnering schools communicate with families about the Common Core may be an important role your program can play and a door to a deeper relationship with the school.

In addition to the above strategies, it is important for programs and systems to shore up their own “core” of effective youth development practice. Consider how existing program development and quality improvement efforts you are involved in can connect with and support the Common Core, in particular the habits of mind.

High quality youth development and afterschool programs already foster many of these practices and in recent years, many have begun codifying those practices through quality standards, frameworks and assessment tools such as the Youth Programs Quality Assessment. By focusing on implementing high quality instructional practices that reflect what we know about youth development and learning, youth programs can support college and career readiness and in the process, provide schools and districts with creative examples of helping youth develop and practice the habits of mind they need to succeed.

Many youth development leaders and practitioners are grappling with the question of how academically focused their programs should be. Some programs are structured and staffed to directly support academic success, and in such cases, looking for ways to align with Common Core content standards makes sense. For the field more generally, focusing on the habits of mind and other cross-cutting learning skills that are now considered instrumental competencies for college and career readiness should increase the relevance of programs and demonstrate their value to school partners.

Timing is everything. The Common Core is emerging just as calls for expanded learning opportunities and expanded learning time are growing. The afterschool and youth development fields have a window to assert itself as a necessary part of children’s development and education. In doing so, the goal need not be to replicate the core work of schools but rather to compliment, support, and expand it.

To Learn More

Official Common Core Standards Website: www.corestandards.org

- Math Standards: http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf
- ELA Standards: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Council of Chief State School Officers

- General information about CCSSO's common core initiative
http://ccsso.org/Resources/Programs/The_Common_Core_State_Standards_Initiative.html
- *Common Core State Standards: Implementation Tools and Resources:*
http://ccsso.org/Documents/2012/Common_Core_Resources.pdf
- *Connecting High-Quality Expanded Learning Opportunities and the Common Core State Standards to Advance Student Success:*
<http://ccsso.org/Documents/Connecting%20Expanded%20Learning%20Opportunities%20and%20the%20Common%20Core%20State%20Standards%20to%20Advance%20Student%20Success.pdf>

Habits of Mind

- www.habitsofmind.org
- ASCD Resources related to Habits of Mind:
<http://www.ascd.org/publications/books/108014/chapters/Related-ASCD-Resources@-Habits-of-Mind.aspx>

Partnership for 21st Century Skills

- *P21 Common Core Toolkit: A Guide to Aligning the Common Core State Standards with the Framework for 21st Century Skills:*
http://www.p21.org/index.php?option=com_content&view=article&id=1005&Itemid=236

Assessment Resources

- Partnership for Assessment of Readiness for College and Careers: <http://www.parcconline.org/>
- Smarter Balanced Assessment Consortium: <http://www.smarterbalanced.org>
- SERP Observational Assessment looking at Standards of Mathematical Practice:
http://math.serpmedia.org/tools_5x8.html

Washington State Resources

- School's Out Washington: <http://www.schoolsoutwashington.org>
- The Road Map Project: <http://www.roadmapproject.org>
- Youth Development Executives of King County: <http://www.ydekc.wordpress.com>
- Office for the Superintendent of Public Instruction: <http://www.k12.wa.us/>