

English Language Arts (ELA) Collaborative

The English Language Arts (ELA) collaborative is composed of member states from across the country that come together to leverage their collective expertise to support effective implementation of college- and career-ready ELA/literacy standards. At every meeting, time is carved out for members to share best practices and high-quality tools and resources. In 2013, the group launched the Navigating Text Complexity website, a collection of web resources to help educators everywhere navigate the text complexity demands critical to college- and career-ready standards. Over the past two years, the website has undergone several upgrades in content and usability and continues to be an area of focus.

The ELA collaborative hosts three in-person meetings per program year supplemented periodically by online webinars, resources, and tools that sustain and extend the work. ELA members tend to be literacy and English Language Arts specialists within their respective state education agencies.

2017-2018 Achievements:

In the 2017-2018 program year, the ELA collaborative met with a series of national experts, engaged with other CCSSO groups in cross-collaborative work, and finalized resources to support state work in Foundational Skills and Early Learning; and Disciplinary Literacy among other ELA topics.

Speakers:

- Miah Daughtery, *Director of ELA & Literacy, Achieve*
- David Paige, *Associate Professor, Bellarmine University*
- Silas Kulkarni, *Executive Director, Teaching Lab*
- Doug Fisher, *Professor, San Diego State University*
- Nancy Frey, *Professor, San Diego State University*

2018-2019 Goals:

CCSSO believes that it is incumbent on states to set high expectations for student success by creating opportunities and removing barriers. ELA is working towards this vision by providing states the ability to ensure their teachers have access to high-quality, standards-aligned curriculum frameworks, instructional resources, and professional development.

- Continuing to foster disciplinary literacy.
- Sharing examples of quality professional learning in literacy.
- Reviewing progress on the cognitive complexity index, as well as research from NAEP on paper-pencil vs. computer testing.
- Promoting engagement with the Navigating Text Complexity website.
- Organizing school visits to observe innovative approaches to literacy instruction and improving student outcomes.

Spotlight on Equity

A focus on equity is central to CCSSO's 2017-2020 strategic plan and our work with our members. CCSSO and state chiefs are committed to each child—regardless of background—graduating ready for college, careers, and life. In 2017, CCSSO and the Aspen Institute released [Leading for Equity: Opportunities for State Education Chiefs](#), which set forth ten commitments and a series of actions state chiefs can take to advance equity. Each of CCSSO's collaboratives is a venue for working with national experts and collaborating with peer states to identify concrete strategies for advancing relevant commitments found in the report. Equity will play a major role in the agenda of the collaboratives over the next membership year. Examples of equity commitments from [Leading for Equity](#) the ELA collaborative addresses through its work are:

- **Equity Commitment Number 3, Part D)** Analyze and publicly report rates of identification for special education services.
- **Equity Commitment Number 7, Part D)** Monitor district course offerings and screening practices to determine whether low income students and students of color are being provided a college- and career-ready course of study.

Biography of Advisor

Cindy Parker has been an educator for 30 years, serving as a middle and high school ELA teacher, and retired from the Kentucky Department of Education, where she held various roles, including literacy coordinator, grant coordinator, and director of the Division of Next Generation Professionals. She has a BA in English from the University of Kentucky, MA from Eastern KY University, and earned National Board Certification in Adolescent/Young Adult English language arts. She is a past-president of the Kentucky Reading Association, International Literacy Association (ILA) member, served on the Common Core State Standards Committee of ILA, a committee that revised the ILA Standards for Literacy Professionals, and is a Kentucky State Literacy team member. She is an adjunct instructor at the University of Kentucky in the College of Education and works for the Central Kentucky Educational Cooperative as the Special Projects Coordinator.

CCSSO Liaison:

Shannon Glynn Thomas is the Director of College and Career Ready Standards at the Council of Chief State School Officers (CCSSO). In this role, she leads the Council's work to uphold the fidelity and intent of the Common Core State Standards and promote sharing and collaboration across states and national organizations with regard to college and career readiness. Shannon leads CCSSO's work on high-quality instructional materials and aligned professional development, managing a network of seven states that are working to increase access and use of standards aligned, high-quality materials. She also manages a network of Chief Academic Officers and Chief Talent Officers and oversees work related to standards aligned instruction in the early grades.

Shannon has worked extensively in education policy at the federal, state and local level. Prior to joining CCSSO, Shannon worked for Congressman Ron Kind, serving as an education policy legislative assistant and as an associate at a small policy firm managing education non-profit clients.



2017-18 State Members:

DC, DoDEA, HI, ID, IN, IA, KY, ME, MD, MI, MO, NE, NC, OH, OR, SD, TN, USVI, WA.

2017-18 Industry Partners:

College Board, Edreports.org, MetaMetrics, Reading Recovery Council

