

Adopt CCSS Vision:

School/district has adopted CCSS and utilizes the CCSS mission statement to frame educational change. Includes awareness of why CCSS were developed and three primary reasons for adoption of CCSS.

PD-Unpack CCSS Math:

Professional Development relating to how CCSS are different; how to read the standards; getting to know documents and appendices; knowing where GLEs/GSEs and CCSS are not aligned; and importance of mathematical practices.

PD-Unpack CCSS ELA:

Professional Development relating to how CCSS are different; how to read the standards; getting to know documents and appendices; knowing where GLEs/GSEs and CCSS are not aligned; and importance of text complexity.

Alignment of District Master PD plans with implementation of CCSS:

The district has aligned the professional development plan to include CCSS, which includes ensuring that all sessions address these needs.

Alignment of SINI/DINI/Restructuring plans with implementation of CCSS:

SINI/DINI plans include the implementation of the CCSS, related PD, and activities related to monitoring the implementation of CCSS and performance of students.

Developing student support services:

such as RtI, Title 1, special education, etc., that promote student achievement relating to CCSS

Integrate text complexity practices across content:

Instructional practices include the integration of text complexity practices within ELA and across disciplines.

Embedded and ongoing PD on CCSS:

District and school professional development plans provide strategic and long range focus on job embedded and ongoing support of CCSS across all content areas.

Review, adopt, and provide PD on new and supporting materials:

District/school professional development is conducted to review, adopt, and utilize new and support materials to implement CCSS with consistency and fidelity in grades K-12.

Curriculum aligned vertically K-12 ELA:

District and school curriculum is aligned vertically in grades K-12 to CCSS for mathematics. Curriculum is articulated and communicated to all staff.

Teacher evaluation aligned with CCSS teaching requirements:

District/school supervision and evaluation plans for staff are aligned to implementation of CCSS. Supervision and evaluation supports instructional change needed to address CCSS and related student achievement.

Integrate Mathematical Practices across content:

Instructional practices include the integration of mathematical practices within mathematics and across disciplines.

Review Math Content Specifications:

District and school curriculum and assessment leaders/staff have reviewed the content specifications proposed for the summative assessment in math by SMARTER Balance.

Review ELA Content Specs:

District and school curriculum and assessment leaders/staff have reviewed the content specifications proposed for the summative assessment in ELA by SMARTER Balance.

Curriculum aligned vertically K-12 Math:

District and school curriculum is aligned vertically in grades K-12 to CCSS for mathematics. Curriculum is articulated and communicated to all staff.

PD-Text Complexity:

Professional development is conducted on the importance and integration of text complexity for CCSS ELA.

PD-Mathematical Practices:

Professional development is conducted on the importance and integration of mathematical practices for CCSS Math.

PD-Developing aligned assessments:

Professional development is conducted that focuses on aligning assessments to CCSS. This includes all types of assessments such as summative, formative, interim, diagnostic, and performance tasks.

PD-Awareness:

Professional development is conducted at district and school levels to inform staff and community on the background of CCSS and why it is important.

PD- Orientation:

Professional development is conducted for staff to inform them on differences between GLEs/GSEs and CCSS. Major themes and focus areas are captured for ELA and Mathematics.

PD-SMARTER Balance:

Professional development is conducted on summative assessments aligned to CCSS developed by the SMARTER Balance consortium.

CCSS included as regular part of meeting structures:

Regular meeting times (district, school, and grade-level/content area teams) are devoted to discussing Common Core implementation and timeline.

Establish 1 or more CCSS champions:

District has a designated Common Core champion as well as CCSS leaders in schools. Person(s) is an expert in standards and facilitates answering of questions/concerns. Direct line to curriculum and instruction in district and schools.

Align data systems to CCSS results:

School/district has analyzed current data systems for alignment to CCSS and SMARTER Balance assessment and has determined future needs relating to data and evidence to measure CCSS effectiveness.

Inform parents:

School/district communicates with parents through a variety of resources (letters, radio, newspapers, PTOs) expected changes under CCSS and how parents can support students.

Establish CCSS steering team:

School/district has a steering or leadership team in place for development of a plan and implementation of CCSS. Teams are present at each district school.

Determine how to monitor implementation:

School/district plan includes a component of how to monitor implementation and the effectiveness of CCSS implementation. Monitoring answers the question “how will we know the implementation has taken place?”

Strategic Plan:

School/district has adopted implementation timeline including rollout in terms of grades and/or content, professional development and communication benchmarks, and utilizes a backward design model from spring 2015.

Inform teachers of changes in teaching (standards and requirements):

Teachers are informed of the timeline for transition, including specific assessment target dates, when grade levels will be transitioning, and who is the Common Core contact for school/district.

Inform community:

School/district produces community information materials supporting the change to Common Core. Creates and maintains working relationships with community stakeholders that build understanding of CCSS.