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CALIFORNIA

Common Core State Standards and Assessments Implementation

First Edition

Leadership Planning Guide
CALIFORNIA

Common Core State Standards and Assessments Implementation

"[We] face a choice in the days ahead: The transition to new standards and related tests can be done in the way it has always been done, or the [Common Core State Standards] can be at the heart of more aggressive instructional reform efforts."[*]

First Edition

Sacramento, California
October, 2013

Consortium for the Implementation of the Common Core State Standards

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Ca f a C S e e de Ed ca a Se ce A c a (CCSESA)

Developed with the input and cooperation of the

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California has a unique opportunity to improve public education by strengthening instruction, providing targeted support for English learners and struggling learners, preparing students for the demands of the technology reliant 21st century, and expanding pathways for students to college and career. This opportunity is made possible by the adoption of the Common Core State Standards (CCSS) which are designed to increase expectations to the level of other high-performing countries, go deeper into subjects, are based on research, and provide for a more active curriculum.

The goals of the use of the CCSS include 1) addressing a persistent disparity between the performance of U.S. students and their counterparts in top-performing countries, 2) lessening the remediation rate for first-year college students, 3) improving the preparation of students for the workplace, and 4) equipping students for civic participation[1] and reaching individual potential through the liberal arts.

Establishment of the CCSS and their attendant college-readiness standards helps achieve the goal of ensuring college-readiness, defense of society, and English literacy.[2,3]

All standards are expected of all students.

The advent of the CCSS provides a unique and powerful opportunity to strengthen and grow "Professional Capital" which stresses the importance of both individual human capital and social capital. Investing in both of these is hugely important with the implementation of the CCSS. The potential for forming a new culture of teamwork and collaborative decision-making, **where the teaching role is front and center**, should not be overlooked. Focusing on Professional Capital can provide the power of making change together and of moving the entire profession forward.[4]

This is an opportune time to refocus and improve support for the classroom teacher. Important questions include how much time they need (to teach, to prepare, to collaborate), what tools are necessary, and what types of support need to be available to make the standards come alive. Within the context of a coherent and aligned instructional plan, teachers must be supported to initiate their own changes and make their own judgments on the frontline. And they need to be critical partners in planning, decision-making, and continuous improvement.
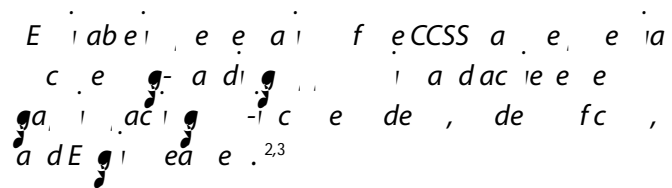
1   For a rich resource, see Los Angeles County Office of Education (LACOE) document, "Preparing Students for College, Career, and CITIZENSHIP: A California Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects" at http://commoncore.lacoe.edu/documents/preparing_students_civic_education_connections.pdf.

2   The Education Trust-

California has a twenty-five year history of rich curriculum frameworks and acclaimed Academic Content Standards, so this work in many ways is a natural next step.

Local decision-making and local control has been re-energized with the advent of the Local Control Funding Formula. School districts are being given greater flexibility as well as responsibility. Decision-making is being pushed to the local level, including decisions on how to teach, how to get instructional resources into the hands of teachers, how to get people trained, how to integrate technology with high-quality teaching, and how to organize the district to effectively use the CCSS.[5]

Therefore, the focus of this document is on the school district. It is understood that some districts will give flexibility and authority to schools in terms of site-based decision-making for much of the CCSS implementation. This guide should be helpful at both the district and school site levels.[6,7]

School districts have numerous and sometimes disparate "systems" which need to be in alignment toward a common goal to form a
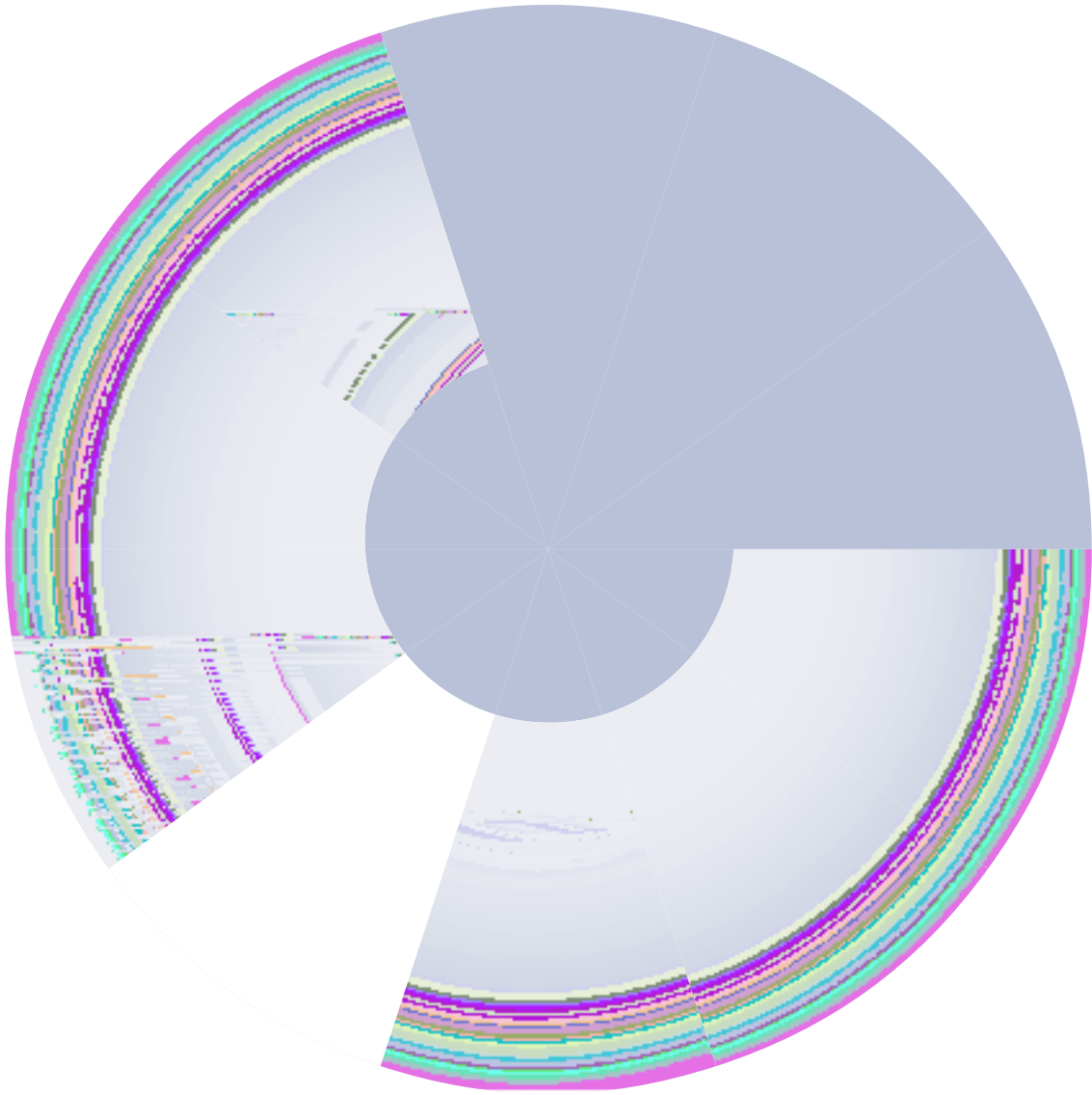
The initial audience for this Guide is school board members, superintendents, principals, teacher and instructional leaders, and classroom teachers. This document may also be useful for engaging parents and community members, some of whom might potentially be enlisted to assist with the implementation of the CCSS.

The partners involved in this document, and the ongoing work of CCSS implementation, will continue to upgrade and update this Guide as experience and research dictate. Additional information, resources, updated links, and examples of best practices will be added as time goes along. Forums are planned to encourage discussion and collaboration on the ten key components.

Implementation

What would implementing the CCSS look like? Can this opportunity indeed be used to strengthen and improve instructional delivery systems and ensure that every student is moved toward college and career readiness?[8]

Can we use this opportunity to improve and integrate research-based efforts to better assist English language learners and students with disabilities and to improve the achievement of historically underperforming groups?[9,10]

Can this effort stimulate a renewed commitment to teamwork, to new and deeper teacher/administrator/board member collaboration, to effective joint decision-making, and a revitalized role for parents? Can this opportunity be used to really strengthen the school site as the locus of improved teaching, support, and accountability?

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and engage students in the curriculum that is designed to teach the standards. **The CCSS are not a curriculum**. Curriculum is the roadmap that teachers use to help students acquire and master the knowledge and skills detailed in the standards. A coherent and specific curriculum is *a ed bac a d* from desired performances.[11] Therefore, deciding what should be taught when is "job number one."

Districts are encouraged to ensure that their curricula is thoughtfully and fully aligned to the standards. This process could include selecting full curricula designed to work with the CCSS, or designing programs from the ground up, utilizing best practices and evidenced-based instruction, and grounded in the new California curriculum frameworks. Districts will need to decide which recently developed curriculum and materials, either proprietary, open source, or home grown, or a combination, will best implement the CCSS. It is understood that in some districts these decisions will be pushed to the school site level where groups of teachers, along with the principal, decide how best to meet the needs of individual students. (When decisions devolve to individual schools, leaders will need to consider how all parents can be assured that regardless of zip code their children will receive the same high-quality instruction.)

The CCSS impact more than just English language arts (ELA)/English language development (ELD) and mathematics. Thought should be given to integrating and reinforcing the goals of the new standards throughout *a* the subjects that are taught. The CCSS assume that all students will have access to a broad comprehensive curriculum.

For the last twenty-five years, California has espoused an **expansive liberal arts education**—a full and complete educational experience that includes the arts, science, history/social studies, universal languages, health, physical education, and Career Technical Education. For too long schools have had neither the resources nor the time to support a full and well-rounded curriculum. Now is an excellent opportunity to review instructional programs, assess their e ectiveness for every single student, and begin to direct resources toward the greatest areas of need in order to broaden and deepen instructional programs.

The CCSS also provide an important opportunity to improve access to rigorous academic content standards for students with disabilities and for our most vulnerable learners. It is critical that there is planning as to how to accommodate students with disabilities in the general education setting, as well as those who are well below grade level, using Response to Instruction and Intervention (RtI

the majority of time through special education programs and services also receive a robust curriculum that encompasses the authentic standards. A critical aspect of implementing and sustaining a tiered intervention model is having appropriate progress monitoring and screening measures, especially for students in elementary grades.

be going to the State Board of Education for action in November 2013. When approved and adopted this framework will be posted at http://www.cde.ca.gov/ci/cr/cf/allfwks.asp.

The **ELA/ELD curriculum framework** will integrate both the ELA Content Standards and the recently adopted ELD Standards and will align to the CCSS. This framework will go to the IQC in November 2013, followed by field review from December 2013 to February 2014. The IQC will recommend the framework in spring 2014 to the State Board of Education for action in July 2014. When approved and adopted the framework will also be posted at http://www.cde.ca.gov/ci/cr/cf/allfwks.asp.

Four Phases of Implementation

Getting parents, students, and teachers ready and at a point of understanding will take a while. The discipline of delivery describes the movement of a system from aspiration to planning to implementation.[15] This Guide encourages thinking about four phases of implementation: awareness, transition, implementation, and continuous improvement.

These phases are not uniform across all aspects of implementation; nor are they mutually exclusive and linear. While districts may be at the awareness phase with respect to some aspects of CCSS implementation, they may be in the transition or implementation phase with respect to other aspects.

1. Capacity Building and Leadership Development

The past years have seen California schools and districts enduring cuts and undergoing significant "belt-tightening" in order to survive a serious fiscal crisis. Governor Jerry Brown has promoted the Local Control Funding Formula which, along with increased temporary tax revenue, gives local school districts the impetus to "redesign" for delivery of improved instruction and learning, in particular to provide additional resources or support for pupils who are English learners (EL), foster youth, or disabled.[16] Indeed, **local school boards** have great discretion and responsibility over a wide range of issues, from curriculum to resource allocation.[17]

The emphasis in the CCSS on career and college readiness offers an opportunity to move to deeper and more active student learning, improve graduation rates, and provide wider choices for students upon graduation and address long-standing inequities in student outcomes.

A key to this effort is building the capacity of the district office in meaningful and strategic ways in order to better support teachers, to utilize their leadership skills, to support increased collaboration and professional learning, to support them in engaging parents, and to assist principals as they become instructional leaders and work with teachers in useful and productive ways.

Also key, as discussed in the introduction of this Guide, is the ing Formula2b0 c -3.9(fu-1.364ew ilit)-8.pefand collaborat,ith tor, aor

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linked to "really knowing the stuff" of the CCSS and how the content was built, to understanding the need for coherent curriculum grade-by-grade, and having the skills to recognize effective teaching through observation.[19]

Suggested Steps

1. View the move to CCSS as a vehicle to engage parents and the community in district efforts to deepen the curriculum, improve graduation rates, engage students more deeply in their learning, and close persistent achievement gaps.

2. Brief the Board on the instructional shifts and assessment implications of moving to the CCSS.[20]

3. Assist the Board to understand that the flexibility offered in funding, combined with the advent of the CCSS, gives them a unique opportunity for broadened decision making to meet local needs and situations.

4. Establish a **core leadership team** to decide how to organize and lead implementation of the CCSS. Ensure representation of teacher leaders as well as parents and all stakeholder groups.

5. Because the CCSS have significant implications for teaching, learning, and assessment, discuss with teacher and principal leadership the preferred and agreed-upon steps to take to begin implementation.

6. Work with the Board to understand the need for supportive district structures to build capacity, and the need both initially and ongoing to move resources to support implementation.

7. Develop a draft implementation plan for the CCSS, wth the3 I0TJ6G

9. Consider contracting with a third party (county office of education or other alternative outside resource or independent contractor, proprietary or non-profit) to assist with the analysis and re-alignment of resources, structures, practices and policies toward the CCSS.

10. Review the budget for professional development on an on-going basis. The implications are significant for continuous improvement.

11. Many districts will want to give consideration as to how much money should be moved to the school site level to enhance local decision making.

12. Begin an examination of programming and services for ELs in order to maximize this time to improve instruction for ELs and other groups that need additional time and support.

13. Review instructional planning processes for students with disabilities to ensure that the elements are being included in the overall planning for the district and are an integral part of the implementation plan being prepared.

14. Alert the leadership of preschool and after-school programming that the CCSS have significant implications for them and prepare them to participate in professional development.

Key Questions and Special Considerations

1. Has the awareness phase been completed for everyone? (i.e., have all staff received a basic orientation on the CCSS?)

2. Is there a cadre of teacher leaders and others who know the CCSS well, who can be leaders at the school level, and who can inform and educate others?

3. If not, how soon can professional development be arranged in order to develop a degree of expertise (through a county office of education or other entity or organization)?

4. Have decisions been made as to how district structures and offices need to be re-configured to support ongoing implementation?

5. Consider how much decision making can/should be

public engagement be developed and executed. It is prudent to engage stakeholders early, often, and throughout the process of implementation.

Teachers, principals, students, parents, and community leaders need to know the essence of the CCSS and the ELD standards, and why deep knowledge and thoughtful implementation is so important. They need to know how learning will be evaluated through formative assessments and new interim/benchmark and summative assessments. In most cases there is a need to be specific, using actual instructional modules and assessment tasks, in order to bring the standards to light.

All district sta   need to be equipped with key messages that the district wants to disseminate to the community. A helpful article, "Engaging CCSS: Reading for Key Ideas and Details," suggests using actual examples from the CCSS in the public engagement e ort. These can be found at http://blogs.edweek.org/edweek/engagement_and_reform/2013/08/engaging_common_core_reading_for_key_ideas_and_details.html.

The California Department of Education has developed a useful Communications Toolkit for California. It can be found under the Administrators tab at http://www.cde.ca.gov/re/cc/index.asp. This website also includes resources for parents.

It is important to utilize an array of communication tools (electronic, face-to-faceoiubstro utiliziuti765ul impl e-to(engagealul)]TJ0 -1.364 TD[stakeholdersion anongosingbstits dsion communicating withpdarts and-fatiltmating toray ommunicationbe tts and thir childarts teachers.

esources for parent, and communitymembders can ound at http://www.commo_cors4bd (ar)-4(ts)11(.or)8(gbsit)0.1(/default.)]TJ0 -1.364 TD[(asp-14x?P)26(gagID=239p)]

6. Check to be sure communication is in the needed home languages and in clear-to-understand formats (no jargon), and that a plan is in place to engage and reach the full audience of parents, students, and the broader local community.

7. Give consideration to building the capacity of parent leaders to serve as "CCSS Ambassadors."

Key Questions and Special Considerations

1. Has the board been sufficiently briefed? How? Does each board member feel supported to answer basic questions if necessary?

2. Are the school principals prepared to explain the purpose of the standards, the major instructional shifts, and the new types of assessment, using specific examples?

3. Is there a plan to communicate the changes to all parents, and to listen to their questions and concerns? Do the messages address what changes may look like/can be expected in terms of what their children will learn or how tests will be administered? (i.e., the messaging should focus first and foremost on helping parents understand what CCSS means for their children.)

4. Have presentations been planned with specific community organizations and groups?

5. Do people understand that the CCSS maintain fundamental skills while moving to deepen learning? If there is any confusion, then the message needs to be tightened.

6. District and school leaders should meet with local newspapers and realtors in advance of the first round of tests to communicate that they will be baseline and are likely to be low because the expectations have increased.

7. Have students been assisted in understanding what the shift to the CCSS will mean for them in very practical terms?

8. Is there a plan to explain to parents of E5pCSS will mean for them in 92 9o the-4(oes each)]TJTÿJ0 -1.9(t t5ons ha)8erstanT-1.0.1(ds)11(, the maC will mDEFF0009pCSS 1D t)6.1(o p

The CCSS envision a more active curriculum with questions and presentations and projects. Leaders may want to spend some time understanding these changes, and studying written and interactive resources that provide general background on the shifts in teaching and learning. Three helpful resources are listed here:

- NEA Issues and Action: CCSS at http://www.nea.org/home/IssuesAndAction.html

- The Hunt Institute's Common Core video series at http://www.youtube.com/user/TheHuntInstitute

- California Department of Education: CCSS Professional Learning Modules for Educators at http://myboe.org/portal/default/Group/Viewer/GroupView?action=2&gid=2996

- Another resource providing an overview of the conceptual instructional shifts in the CCSS can be downloaded from the Aspen Institute Education and Society Program website.[26]

California is in the final stages of revising its curriculum frameworks in English language arts and in mathematics to conform and embrace the CCSS, as well as promote a broad liberal arts curriculum. Consideration should be given to starting with these frameworks in the work to examine curriculum. Each framework not only includes the CCSS but also specifications to help educators translate the standards and learning outcomes into a curriculum that meets those standards.

Specifications are also included for instructional materials, professional development, and ramping up timely interventions for struggling students.

The ELA/ELD Framework is currently being drafted for the Instructional Quality Commission (IQC) for presentation in October 2013. It is expected to be sent out for public review and comment from December 2013 through February 2014. The Mathematics Curriculum Framework has already been approved by the IQC and can be viewed at http://www.cde.ca.gov/be/cc/cd/draftmathfwchapters.asp. When adopted by the State Board of Education, both the Mathematics and the ELA/ELD Frameworks will be found at http://www.cde.ca.gov/ci/cr/cf/allfwks.asp

It is not reasonable to expect teachers to develop all the necessary curricular units to engage students in the new standards and expectations.

26   Implementation of the Common Core State Standards: A Transition Guide for School level Leaders developed by the Aspen Institute Education and Society Program, Education First, Insight Education Group, and others. See page

Districts, and consortia of districts and county offices, have an opportunity to work together to review and strengthen curriculum—to ensure that it is coherent and specific. Indeed, E.D. Hirsch has noted that "The single most effective way to enhance teacher effectiveness is to create a more coherent multi-year curriculum, so that teachers at each level will know what students have already been taught."[27]

The CCSS are sometimes written by grade spans, and decisions need to be made as to what concept should be taught at what grade level. In other words, it is likely work will need to be done on a new or revised scope and sequence before curriculum can be fully developed, and before lesson plans can be extensively designed.

New York and Colorado have both done extensive work on model curriculum for the CCSS. Visit these two sites for sample curricula and model unit:

27 J.D. Hirsch, Jr., "Why I'm for the Common Core: Teacher Bashing and Common Core Bashing Are Both Uncalled For" at http://www.huffingtonpost.com/e-d-hirsch-jr/why-im-for-the-common-cor_b_3809618.html

- New York State Education Department's website, http://www.engageny.org/, provides information on their Common Core Mathematics Curriculum Framework which includes specifications for curriculum and units of instruction. (See http://www.engageny.org/common-core-curriculum-assessments)

- Colorado Department of Education, "Colorado's District Sample Curriculum Project" at http://www.cde.state.co.us/standardsandinstruction/samplecurriculumproject.

Posted on The University of Arizona website is a series of math progressions documents for the math CCSS. These documents should prove helpful and can be found at http://ime.math.arizona.edu/progressions

Thinking about curriculum in conjunction with implementing the CCSS gives opportunity for broadening and integrating the curriculum for students, both to reinforce and to promote the teaching of the arts, history/social studies, science, and physical education. To cite one example using arts education see, "The Arts and Common Core Mapping Project" at http://commoncore.org/maps/documents/Art_in_the_Maps.pdf.

The *Next Generation Science Standards* were adopted by the California State Board of Education in September 2013. These standards make some of the same shifts as the CCSS and complement them. (The CCSS are only developed for

mathematics and English language arts/English language development.) That is, the new science standards promote more active teaching, fewer topics, more depth, and stress the importance of practice standards.

This is a good opportunity to promote and expand tiered instruction and build on the Response to Intervention (RtI) framework. The key is a system of quick and intensive interventions specifically tailored for specific students. In order to accomplish that challenge schools must have frequent data on each student. Progress monitoring and screening tools can be found on the National Center on Responses to Intervention website at http://www.rti4success.org/resourceslanding.

Finally, curriculum and instruction is realized through benchmarks (i.e., decoding simple words by first grade) and a system of progress monitoring. Therefore, benchmarks need to be decided upon and established for both curriculum and instruction and assessment.

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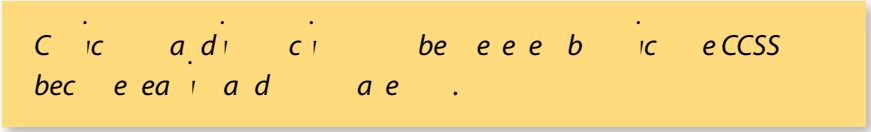
Suggested Steps

   1.

N e: The **California Teachers Association** (CTA) has completed a "spiraling" project to show how the standards and skills build on each other at each grade at http://ctaipd.ning.com/group/ipd-strand-ucla/page/summer-institute-materials-and-resources(Summer Institute Materials and Resources).

4. Through this process pay special attention to retaining and building on foundational reading skills. The new ELA/ELD curriculum framework is organized around five topical areas: meaning making, language development, e ective expression, content knowledge, and foundational skills. An organized program of foundational skills should include the teaching of print concepts, phonemic awareness, phonics, decoding and sounding out new words, fluency, syllabication, and morphemic analysis. (See also the state of Colorado "Five Components of Reading" at http://www.cde.state.co.us/coloradoliteracy/clf/eightelements_01-fivecomponents for more information.) **The CCSS does not lessen the emphasis on foundational skills, but rather encompasses them**.[28]

5. A key role of the district board of education is to review student learning and performance expectations and approve the curriculum.[29] Setting up a board "workshop" is a good first step to ensure board members have common understandings as they approach decisions on curriculum.

6. Districts will need to decide on the traditional math sequence or an integrated sequence. To read a description of the sequences (or "pathways" as they are called), see CCSS for Mathematics Appendix A at [http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf.](http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf) Examples are o ered for assistance.

7. Set up a process to have peer examination of the curriculum of all teachers—including visual performing arts, science, history/social studies, etc. All subjects should ideally reinforce one another, and be sequenced so as to maximize instruction aligned to the standards. The goal is to ensure a strong liberal arts education, including civic engagement, and to ensure that all classroom teachers support students with accessory texts in their discipline.

28 See International Dyslexia Association. Perspectives on Language and Literacy, Fall 2012 at http://www.interdys.org/Perspectives.htm

29 For examples of the district board of education authority see Education Code Sections 51210, 51220, 60210, and 60119.

8. Set up a process so that all teachers are exposed to and understand the literacy strand as it crosses all subjects.

9. Ensure assistance for English learners is embedded throughout the curriculum.[30] The ELA/ELD curriculum

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_____

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a. Start by deciding specific learning objectives for each unit.

b. Build in 6-week interim/benchmark assessments.

c. Finalize decisions on grade-level content.

d. Sequence units to target specific skills for alignment of units and across each grade or course.

Key Questions and Special Considerations

1. To what extent do teachers and administrators understand how instruction will change when the CCSS are fully implemented? What else needs to be done to support them?

2. Ask, *A e a   de g e acce   ec ec ic   ?*

3. Is targeted instruction being maintained to ensure access for all learners?

4. Are teachers engaged in creating curriculum maps/scope and sequences? What do they need in order to be better supported for these tasks?

5. Are there school district supports for students having trouble with foundational skills or with the more demanding curriculum?

6. Do all instructional sta   understand the standards and expectations for English learners and for special needs students?

Key Component 4

4. ## Alignment of Instructional Materials and Electronic Resources

It is essential that the instructional materials and resources selected, both electronic and print, be well aligned to the CCSS. If districts are attempting to retain and utilize older materials, and add to the older materials, the same thoroughness and care needs to be taken regarding alignment.

Rubrics for assessing the quality and alignment of instructional materials and resources can be found in the new California

Curriculum Frameworks. The Educators Evaluating Quality Instructional Products (EQuIP) at http://achieve.org/EQUIP can also be helpful.[32] Finally, see the Materials Alignment Toolkit developed by the Chief State School Officials and Achieve for assistance in determining alignment to the CCSS. (See http://www.achievethecore.org/page/285/toolkit-content-list-page)

Reviewers need to be selected and trained on these alignment rubrics so that thoughtful decisions can be made as to which materials and resources are best aligned to the CCSS. Once selections are made, teachers need to be made aware when they will receive the resources, when they will be trained on how to use them, and when they will have time to collaborate.

The Basal Alignment Project, a joint project of the Council of the Great City Schools and Student Achievement Partners, can also be helpful. It rewrites questions to make the curriculum more active using existing materials. See p. 323 at http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Calendar%20of%20Questions.pdf.[33]

Suggested Steps

1. Review curriculum in terms of alignment and coverage of the CCSS.

2. Utilize California's new/revised curriculum frameworks as each one has very good suggestions to assist in the selection and alignment of instructional materials and electronic resources at http://www.cde.ca.gov/ci/ma/cf/.

3. Establish grade-level and school-site teams to analyze the standards, to understand the clusters, to assess what new resources need to be obtained or worked on, and to decide on the desired mix of basal, supplementary, and electronic resources from proprietary, non-profit, or free sources.

   Note: Useful rubrics are in the Appendices of both the Mathematics and English Language Arts/ELD frameworks at http://www.cde.ca.gov/ci/cr/cf/allfwks.asp.

4. Some teachers will create or modify units of study. Care needs to be given to ensure they are tightly aligned to the CCSS. Reminder: lesson plans do not constitute the full curriculum that needs to be in place. Other teachers might want to work on replacement units, or search to identify such units and broad clusters of units.

32 See Oregon Department of Education, Instructional Materials at http://www.ode.state.or.us/search/page/?id=3590 and NCSM, Materials Analysis Tools at https://www.mathedleadership.org/ccss/materials.html

33 See Edmodo and the basal alignment project. They have developed rigorous text-based lessons aligned to existing basals; they are doing the same for middle school anthologies.

Allow for these efforts in the process of curriculum definition and selection.

5. Study the supplemental resources reviewed by the CDE as deemed aligned to standards (See http://www.cde.ca.gov/ci/cr/cf/suptsupmatreview.asp).

6. Review and study the "Approved and Aligned Instructional materials" adopted and listed by the State Board of Education at http://www.cde.ca.gov/nr/ne/yr12/yr12rel104.asp [Mathematics in January 2014 (although legal deadline is March 2014); ELA/ELD in November 2015 (as required under SB 201)]. The review process used for the state review "adoption" offers helpful tips for review at the local level. (See http://www.cde.ca.gov/ci/ma/im/ for a description of the process used.)

7. Utilize a rubric to aid the textbook adoption process and the selection of electronic resources (See http://www.corestandards.org/resources and http://www.cde.ca.gov/ci/cr/cf/evaluationcriteria1-4-12.asp). Ensure that the reviewers are well trained on the rubric selected or developed.

8. Develop and make known specific plans on getting sufficient teaching and learning materials and resources into the hands of teachers.

9. Consider if there is a role for open education resources (OERs).[34,35]

10. Consider establishing a quality-control process for vetting teacher-developed resources.

11. Develop discussion groups among teachers and protocols for meaningful sharing of units, lessons, and instructional materials.[36] Make these discussions a regular part of collaboration time.

12. Investigate how technology could enhance instruction and learning. Look at the evidence of what works. Work with a group of teachers to assess and to develop a work plan of actionable steps, and include teachers from the wide range of populations served by the district, including teachers with EL students and SWD.

13. Work with educators in the area of special education to develop lessons with universal design for learning using CCSS, and review instructional materials being

34 See Lisa Hansel, "What's the Difference Between Great Lessons and a Great Education?" Core Knowledge (July 11, 2013) at http://blog.coreknowledge.org/2013/07/11/

35 See ISKME, OER Support at http://www.iskme.org/services/oer-support and OER Commons at http://www.oercommons.org/

36 See Better Lesson at http://betterlesson.com/

utilized to ensure that lesson materials are aligned with key standards. Identify where the gaps are present and identify and procure supplemental materials to respond to areas that are not in alignment.

14. Do school and classroom libraries have both fiction and nonfiction books for students to read? Is there a good selection of books available for students to read in addition to textbooks? Are books available in languages other than English?

Key Questions and Special Considerations

1. To what extent have teachers and administrators reviewed curriculum instructional materials in terms of alignment to the CCSS? Have they reviewed options and the desired combinations of open and proprietary? (Have parents been given an opportunity to review?)

2. Have appropriate curriculum resources been identified that will support EL students and students with disabilities having full access to the CCSS?

3. Is there a systematic textbook/ technology adoption process to compare options against the CCSS to determine which series/software has the strongest alignment?

4. Is there a process and funding set aside for enhancing the collection of fiction and nonfiction books for classroom and school libraries to support the curriculum maps/units developed by the district and/or schools?

5. Ask what kind of feedback will be gathered and what kind of follow-through will be provided so that continuous improvement will be supported over time.

Key Component 5

5. Professional Development for All

Educators must deeply understand the CCSS, and all sta   that impact and influence teaching and learning—not only math and English language arts teachers or classroom teachers—need to be familiar with the instructional shifts they require. To address

the needs of all students, the needs of all teachers need to be addressed.[37]

Therefore, extensive and ongoing purposeful professional development is essential. An emphasis should be on observing and debriefing if possible. Teachers need to know "what we are we looking for." Further, until the new ELA/ELD curriculum framework incorporating both ELA and ELD standards is available (should be public in draft form by the middle of December, 2013), consideration should be given to training on the ELD standards in tandem with the CCSS.

Ideally, training would be delivered in partnership with content experts who will be around "for the whole ride" and who can bring an emphasis on building long-term internal capacity.

- Leveraging of all available resources, both inside and outside the school, to fully implement the CCSS to maximize learning.[38]

Principals should work with teachers to revisit the issue of instructional time. Helpful resources for principals are available from the **National Elementary Principals Association** (See http://www.naesp.org/common-core-state-standards-resources). Good information for **Secondary Principals** can be found in the Achieve "Secondary Action Brief" (See http://www.achieve.org/files/RevisedSecondaryActionBrief_Final_Feb.pdf)

Training for teachers in utilizing the newly selected instructional resources is essential and time needs to be provided to discuss and collaborate on resources.

Ideally, professional learning incorporates multiple modes of delivery, including workshops, peer observation, study groups, and coaching.

Consideration should be given to leveraging funds and resources to support site-based professional learning.

Successful implementing districts have found tht a strategic and extensive professional development plan and program must be of the highest priority.

[38] For general reference, download the District Assistance Survey at http://www.cde.ca.gov/ta/ac/ti/dasintro.asp

Suggested Steps

1. Decide what needs to be included in the professional development to ensure deep understanding of content and performance expectations, the instructional shifts upon which the CCSS are built, and the types of assessment that will be used to measure student progress.

    a. Include an understanding of the integrated approach to curriculum, planning, and delivery as an instructional shift of the CCSS.

    b. Include any newly adopted (at district or site level) instructional materials and electronic resources in planning the professional program.

2. It is recommended that professional development first be given on the new curriculum frameworks approved by the state in mathematics and English language arts. These useful references help introduce the CCSS and

place them in the context of the larger instructional picture. The frameworks also include recommendations for professional development.

3. Include all teaching sta , as well as after-school, instructional aides, support sta , preschool and transitional kindergarten teachers, in the professional development planning and delivery.

4. Consider the appropriate level of CCSS training for Pre-K and transitional kindergarten teachers, and if possible, o er a "crosswalk" between the California Preschool Learning Foundations (See http://www.cde.ca.gov/sp/cd/re/psfoundations.asp) and the CCSS.

5. Principal training is key. Decide what will be covered in the training in order to su ciently understand the instructional shifts called for in the CCSS, and how those shifts can be made. Time should be spent both on the CCSS and on the new state curriculum frameworks.

   a. Principals need a f   a   a eade   skills in order to develop high functioning teams, to support the instructional shifts of the CCSS, and to foster continuous improvement.[39] Professional development needs to include suggestions for team building and ways to promote meaningful continuous collaboration.[40]

   b. Principals need to be well grounded in the content of the standards and in the instructional materials.

   c. Principals need be able to recognize and support good teaching through observation[41] and collaboration skills.

6. Provide professional development for teachers and principals on the new assessment system, including item types, types of formative assessment, and data interpretation.

7. Create and sustain Professional Learning Communities.

   a. Have a plan for forming and supporting professional learning communities, both in person and online.

   b. Develop school-site teams around CCSS implementation and continuous improvement strategies.

c. Allocate sufficient funds and time so that school-level collaboration can be sustained.

d. Teachers can be assisted in knowing how to ask students questions, how to promote student study teams, and how to encourage students' learning through "productive struggle."[42]

8. Allot sufficient time to understand the new research on English learners, and the increased emphasis on the specifics of language acquisition. See "Unlocking the Research on English Learners" by Claude Goldenberg, *American Educator*, 2013 at http://www.aft.org/pdfs/americaneducator/summer2013/Goldenberg.pdf

9. Provide professional development for teachers on the literacy and ELD standards as they are reinforced in science, history/social studies, the arts, and technology.

10. Plan for initial training and ongoing support for the use of technology as an instructional tool. Consider how technology can be integrated with high-quality teaching.

11. Consider leveraging funds and resources to support site-based professional learning.

Key Questions and Special Considerations ————

1. Professional development should provide opportunities that are job-embedded, such as lesson study and/or peer coaching, in order to bring professional learning to bear on changing instruction.

2. How is ongoing support provided to teachers on the instructional shifts that should be present in the implementation of the CCSS, the level of student engagement desired, and the content knowledge for each set of standards?

3. In what ways will teachers be provided with frequent and structured opportunities to meet and share and work together in terms of getting better at implementing the CCSS?

4. Has consideration been given to identifying a core group of "local experts" that can be identified and trained to be site-level trainers, as desired?

42 See Joint Action Brief, "Implementing the Common Core State Standards: The Role of the Elementary School Leader" (2013) at http://www.achieve.org/publications/implementing-common-core-state-standards-role-elementary-school-leader-action-brief

5. Has consideration been given to identifying a cadre of instructional leadership coaches to support the ongoing provision of professional development?

6. Have strategies been identified and included in the professional development to address the specific needs of EL students, students with disabilities, and struggling learners with an eye toward closing achievement gaps?

7. Does the professional development include strategies for the integrated use of technology, and practice of the same?

Key Component 6

6. Student Learning Feedback Systems, New Assessments, Re ection, and Instructional Adjustments

The goal is to design and implement a comprehensive assessment strategy that places instruction and actionable data for teachers at its center.

Interim/benchmark and formative assessments need to be provided throughout instruction to make sure that students arent a compr(tiv)

6.

development for teachers should include practice in adjusting instruction based on student learning data.

Full implementation of this component means that the district has in place timely, two-way communication systems with all stakeholders regarding student achievement, academic expectations, and accountability requirements. All communication is rendered in a format and language that is understandable to all stakeholders. The district may want to consider modifying their report cards in order to encourage parents to track their students' progress.

For struggling students the district will want to consider restating their expectations for the regular and uniform administration and analysis of common district benchmark assessments. Further, formative/curriculum-embedded assessments can be very helpful to teachers of these students on a regular basis.

Finally, the use of placement/exit criteria to provide strategic and intensive interventions, as well as providing additional grade-level instruction, become essential. (RtII demands frequent progress assessment and monitoring. For a list of rated assessments that fit the criteria for RtI (or RtI[2]), refer to the National Center on Response to Intervention's Tools Charts at http://www.rti4success. org/resourceslanding.

It is unlikely that the Smarter Balanced Assessments can be successfully taken by students unless practice and "trial runs" are provided. Students have to know how to take these tests, including how to use the technology.

Suggested Steps

1. Agree on what teachers and administrators should expect to see and hear as they observe high-quality teaching and learning.

2. Decide on the measures to be used to track and monitor progress of implementation, and whether instructional practice is changing and improving.

3. Track student performance and teacher implementation by agreed upon metrics.

4. Implement SBAC-aligned assessment tasks and district benchmark assessments aligned to SBAC item specifications, with the needed accommodations for English learners and students with disabilities.
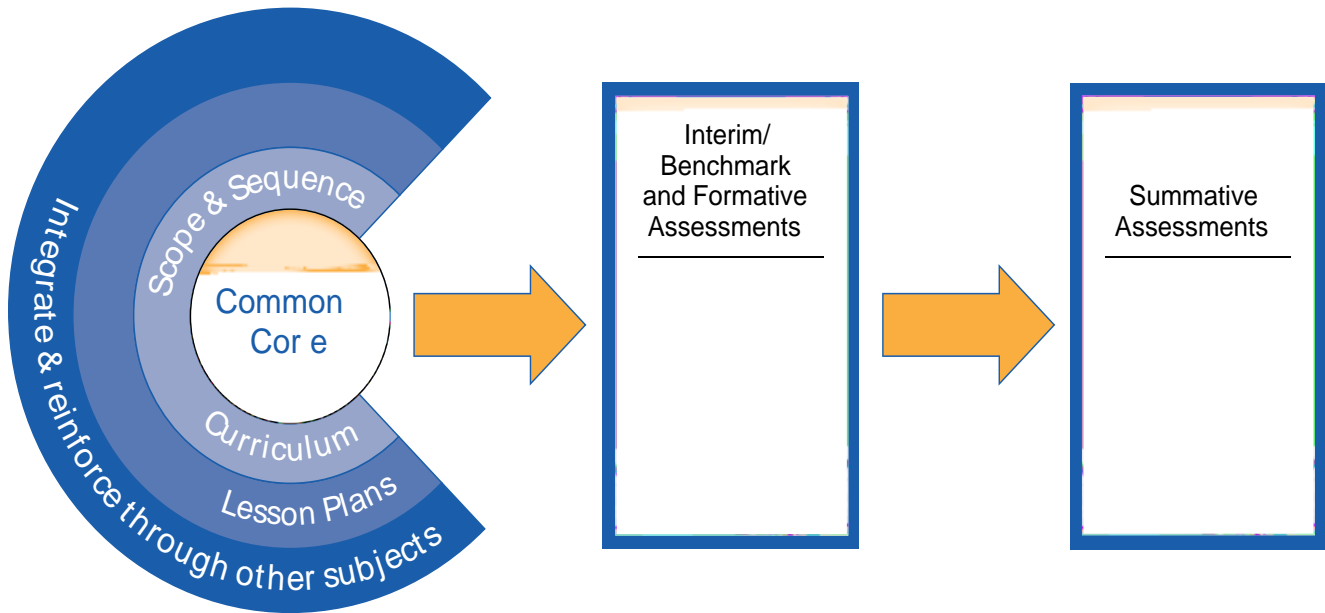
5. Decide on the measures to be used to track and monitor progress of English language proficiency, how to determine literacy and math skills in the student's home language, and whether the test results of the ELs reflect their academic needs or their lack of English proficiency to understand the demands of the test and implications for reclassification.

6. Implement schoolwide instructional processes to deliver, revise, and reteach as determined by assessment results.

7. Decide what data is needed to inform students and parents of the preparation of students to transition to higher education and careers.

8. Utilize the National Center on RTI for progress monitoring tools that can be used to evaluate progress of RTI, adjust practices based on the evaluation, and monitor changes to ensure sustainability of tiered instruction and RTI. (See www.rti4success.org/progressMonitoringTools.)

Key Questions and Special Considerations

1. Is there a system in place for the regular collection of interim/benchmark and summative assessment data to be made available to teachers? This should include immediate feedback as well as weekly progress monitoring.

2. How are the curriuclum and assessments aligned across the grade spans?

3. Are benchmarks being utilized in tiered instruction

FIGURE B

The Relationship of Common Core State Standards to Teaching and Learning and Assessment

Integrate & reinforce through other subjects

Scope & Sequence

Common Core

Curriculum

Lesson Plans

Interim/
Benchmark
and Formative
Assessments

Summative
Assessments

Key Component 7

7. Align Instructional Assistance and Support Programs

Suggested Steps

1. Align Pre-K and transitional kindergarten programs to prepare for the CCSS in kindergarten and first grade.

2. The use of immediate feedback to intervene quickly should be a priority, as discussed in component 6. Take this opportunity to review the changes that can be made to tiered instruction and to Response to Intervention (RTI), as well as to special education programs. A good resource for use with RTI is the guide developed by the **Ventura County Office of Education** and CCSSEA which can be found at http://www.cde.ca.gov/ci/cr/ri/

3. For those ready for acceleration, select a pathway that ensures coverage of 8th grade CCSS, and o ers supports for struggling learners (i.e., change the method of teaching, give more time, intervene). (Reminder: expectations have been raised with the CCSS.)

4. Identify useful intervention programs and strategies and decide how they can best be mobilized to support the teaching and learning of the CCSS.

5. Review all special and support programs, including special education and after school programming, so that they work in tandem and in alignment with the implementation of the CCSS. (see National Center for Learning Disabilities (NCLD) for basic resources on the CCSS and special education at http://www.ncld.org/about-us)

Key Questions and Special Considerations:

1. Can the supports that will assist special education teachers and others to teach to the new standards be described?

2. Will academic coaches/teacher leaders be utilized? If already being used, will they be used di erently given the context of the CCSS?

3. How will interventions need to be revised and/or expanded in light of the CCSS?

4. How can the Response to Intervention framework, with the tiered instruction approach, be better utilized to support the CCSS?

5. Some high school and middle school students need more time to learn the standards. Explore alternative pathways to get more students "up to speed."

6. Are special education teachers and related service personnel prepared and supported to utilize the CCSS through their various settings?

7. What steps are being taken to align and assist Pre-K and Transitional Kindergarten programs to prepare for the CCSS?

8. Are all Pre-K programs utilizing the California Pre-K Early Learning Foundations?[43]

9. How can the after school programs be brought into tighter and more purposeful alignment with the CCSS?

10. Are the e orts to teach English learners consistent with the CCSS? How e ective are they?

11. Does first instruction and subsequent intervention for EL students build upon a student's home language, background and experiences, as well as their linguistic proficiency in both English and their home language?

12. Consider increasing high demand alternative pathways of preparation for the workplace, preferably negotiated with the local community college, for those students not going to four-year higher education institutions.

13. Engage parents in two-way communication relative to the employment and post-secondary educational opportunities for students upon graduation.

Key Component 8

## 8. Technology Support for Instruction, Data, and Assessment

Students are expected to "…use technology and digital media strategically and capably."[44]

The CCSS and the Smarter Balanced Assessment Consortium (SBAC) assessments bring new technology challenges to districts. District leaders face the challenge of building technology-rich school and classroom environments where all students

can succeed at high levels with CCSS, and demonstrate that knowledge on SBAC assessments.

To create those classroom learning environments, districts must develop and implement plans to: increase educator knowledge and capacity to e ectively teach with technology; increase student access to quality learning experiences with technology; and assure that infrastructure requirements for teaching and learning CCSS and administering SBAC assessments are met. Through focused and purposeful action, districts can take important steps forward to address these goals.

Review and analyze the CCSS and the SBAC assessments to identify
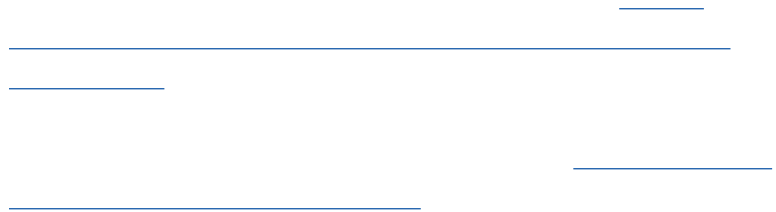
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stated priorities of the district. For example, the fiscal priorities should mirror and support the instructional priorities which include buying and installing technology, purchasing the needed instructional resources, and most importantly, providing the extensive professional development and intervention support necessary for successful implementation of the CCSS.

Likewise, the human resources processes of the district must be examined to be sure they are supporting and reinforcing the CCSS priorities of the district. For example, have discussions been held with the nearby institutions of higher education/schools of education about the importance of training teacher candidates on

5. Ensure that sufficient monies are allocated for professional development and collaboration time.

6. Create collaboration sessions with the local colleges/ teacher development institutions (administrators and teachers from each), and ensure that they are aware of and have copies of *Greatness by Design*. Collaboration should foster joint learning and discussion of the implications of this report. These sessions should prove valuable and should result in an outline of possible measures for getting, supporting, and keeping new teachers.

Key Questions and Special Considerations

1. How will essential fiscal resources be directed and repurposed to support implementation? Consider the district staff capacity needs.

2. Has provision been made for the delivery

2. Is there sufficient feedback from the business community to inform necessary changes in instructional practices to sufficiently prepare students to enter the workforce?

3. To what extent has the 4th-12th grade instructional program been designed to provide for the integration of rigorous core content instruction with industry-related knowledge and skills as well as a work-based learning component?

4. Is there sufficient coordination for students with community agencies, both while in school and after leaving school, such that issues of poverty, health, and needed social services are addressed?

5. Is there evidence of increased civic knowledge and engagement?

CONCLUSION

Successful implementation of the CCSS and curricula will likely take a sustained effort of seven years or more. Over that time as teachers gain a deeper understanding of the curriculum and students progress through school with increasing levels of instruction using the CCSS the needs of the teachers and students will change.

Teachers will need to continue learning and improving to make their teaching as effective as possible. This will lead to minor and some major changes in the curriculum and in instruction.

This entire effort should be part of a continuous improvement process which involves focused coaching for new teachers, intensive and useful professional development for all teachers, and the formation of professional networks by and for teachers so they might learn from their peers in their school and from those in other schools.

Lastly, continuous improvement entails effective and ongoing communication with all stakeholders.

Leadership Planning Guide: California

Quick Checklist for CCSS and Assessments Implementation

SELECTED Suggested Steps	SELECTED Key Questions and Special Considerations	Current Status
3. Curriculum and Instruction (page 23)		
:: Discuss with teachers the plan to take apart the CCSS to ensure deep understanding of content and performance expectations. :: Develop a plan for sequencing the Common Core standards and topics across the grades. The CCSS are not always grade-specific; decisions must be made as to what to teach when. :: The literacy strand needs to be reinforced across all subjects—another reason all teachers should be familiar with the CCSS. ::		

| SELECTED Suggested Steps	SELECTED Key Questions and Special Considerations	Current Status
5. Professional Development for All (page 32)		
• Provide in-depth professional development to math (and other discipline) teachers on the new mathematics curriculum framework, and help them see the connections to what they teach.	• Has the district identified leaders committed to planning, adapting, and delivering Common Core professional development with a focus on equity?	
• Provide extensive professional development on the revised English language arts curriculum framework.	• Does the professional development plan include sufficient time for teachers to collaborate on an ongoing basis? Has this been decided in consultation with teachers?	
• Offer deep training for a selected cadre of teachers and principals who will serve as the leaders at the school sites.	• Is there a plan to form and support professional learning communities, both in person and online?	
• Provide professional development to teachers on every component they will be expected to lead and evaluate.	• Is there a clearly identified budget for professional development?	
• Provide some training on the CCSS for ALL staff who touch and influence instruction.		
• Work with teachers to form professional learning communities to encourage sharing, collaboration, and learning together. Learning together should include how to improve and how to continuously improve curriculum and instruction.		
• Have a plan on how to sustain the professional learning communities over time.		
• Consideration should be given to allocating time for teachers to work with each other as well as with content area experts.		
• Implement a plan to support principals as instructional leaders working on the CCSS.		
• Address Pre-K articulation by providing training for all Pre-K teachers on Kindergarten and first grade standards, building on the Early Learning Foundations. [c]		
• Address the professional development needs of after-school program staff regarding the CCSS.		
• Develop a plan to systematically include all special education staff as well as other special needs staff (including gifted).		
6. Student Learning Feedback Systems, New Assessments, Reflection, and Instructional Adjustments (page 37)		
• Obtain agreement with teachers and implement systems to track student performance and teacher implementation of the CCSS.	• Do the principals and teachers have sufficient data on student learning to guide instruction and to modify instruction as needed?	
• Develop intermediate and long-term benchmarks as part of a broad district accountability system that is fair and comprehensive, and includes district and school indicators of success.	• Is additional training necessary on the various forms of assessment?	
• Considerable time needs to be spent helping teachers understand and use formative assessments, and to work together to understand the potential uses of such data.	• Have sufficient time, resources and professional development been directed to teachers so that they can become proficient users of formative and summative assessment data?	
• Make use of interim assessments to guide and adjust instruction.		
• Be clear on indicators of success for English learners and for students with disabilities.		
• Prepare students and teachers for the new state tests, including explanations and practice test taking.		
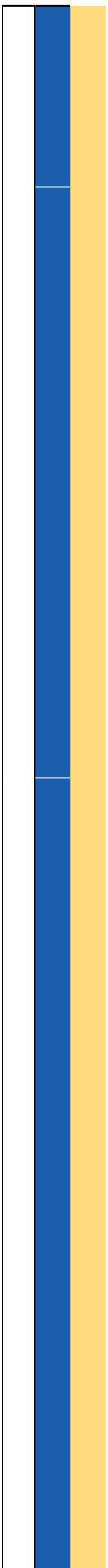
Conceptualization of Ten Key Components across the Four Phases of Implementation

Ten Key Components	Four Phases of Implementation			
	Awareness Phase	Transition Phase	Implementation Phase	Continuous Improvement Phase
1. Cacapity Building and Leadership Development				
2. Communication and Stakeholder Engagement				
3. Curriculum and Instruction				
4. Align Instructional Materials and Electronic Resources				
5. Professional Development for All				
6. Student Learning Feedback Systems and Assessment				
7. Align Instructional Assistance and Support Programs				
8. Technology Support for Instruction, Data, and Assessment				
9. Realign Fiscal and Human Resources to Support Implementation				
10. Student Transitions to Higher Education and Careers				