

District Infrastructure

District Infrastructure	Level 1 Maintenance of a non CCSS led System	Level 2 Awareness and Exploration of a CCSS led System	Level 3 Transition to a CCSS led System	Level 4 Emerging New Infrastructure to Support a CCSS led System	Level 5 Predominance of a CCSS led System
Goals, Policies and Practices	Goals, policies and practices do not support a CCSS-led system School/district improvement plan does not support a CCSS-led system.	Limited use of research-based strategies is reflected in the design of goals, policies, and practices Aware of the importance of creating goals, policies, and practices that address a CCSS-led system Aware of connection between school/district improvement plan and an CCSS-led system	Select research-based validated principles for determining goals, policies and practices Develop/revise prioritized goals and policies that support a CCSS-led system Align some components of school/district improvement plan with a CCSS-led system	Clearly reflect validated research-based principles in district goals, policies, and practices Review and revise goals, policies, and practices annually Collect data based on policies and practices. Develop clear goals and timelines for school/district improvement plan that are aligned with CCSS-led system	Continuously and systematically evaluate and revise goals, policies and practices based on current research and collected data Evaluate and revise based on collected data Continuously and systematically revise school/district improvement plan to reflect growth
Resources (Financial, material, professional development and personnel)	No resources have been provided to support the implementation of a CCSS-led system	Aware that the allocation of resources is necessary to implement a CCSS-led system	Develop plan to provide allocation of resources to support a CCSS-led system	Implement plan for the allocation of resources that support a CCSS-led system	Fully dedicate the allocation of resources to achieve the goals of a CCSS-led system Allocate resources through a continuous review and feedback loop that identifies priorities
Leadership	No evidence of leadership to implement a CCSS-led system Does no support and/or communicate a CCSS-led system	Aware of need for shared leadership to implement a CCSS-led system Aware of need for district communications to consistently support a CCSS-led system	Develop structure for shared leadership to implement a CCSS-led system Clear communication from superintendent and principals that conveys the importance of a CCSS-led system	Responsibility for a CCSS-led system is shared by administrators and certified staff Clear communication from administrators and certified staff that a CCSS-led system guides decision making	Shared leadership for a CCSS-led system exists at all levels (e.g., school board, administrators, certified staff, support staff) Clear communication to the entire community that a CCSS-led system is the foundation for decision-making

www.corestandards.org

This website is the official website of the Common Core State Standards Initiative. This includes links to the standards, news from CCSSO and NGA, and a state adoption map.

www.teachingchannel.org

There are over 100 free videos related to Common Core instruction available on the Teaching Channel. The videos provide lesson ideas, an **overview** of the ELA and Math standards, and demonstrations of teaching practices. Videos vary in length from five to thirty minutes.

<http://www.pta.org/4446.htm>

PTA has provided grade-by-grade parent guides that reflect the Common Core State Standards. Individual guides were created for grades K-8 and two were created for grades 9-12 (one for English language arts/literacy and one for mathematics)..

<http://www.ode.state.or.us/search/page/?id=3470>

The Oregon Department of Education has great resources for administrators. This link directs you to the Common Core State Standards Administrator's Toolkit.

Affective Response

Affective Response	Level 1 Maintenance of a non CCSS led System	Level 2 Awareness and Exploration of a CCSS led System	Level 3 Transition to a CCSS led System	Level 4 Emerging New Infrastructure to Support a CCSS led System	Level 5 Predominance of a CCSS led System
Attitudes and Beliefs about CCSS	High degree of resistance and apprehension to a CCSS led system	Aware that a CCSS led system has the potential to improve student learning	Growing acceptance through research and practice that a CCSS led system improves student learning	Commit to a CCSS led system to improve student learning	A CCSS led system is the organizational structure around which district curricula and classroom practices are centered
Motivation to Implement CCSS	No motivation to implement a CCSS system	Changes in classroom practices are motivated by administrative direction Reference CCSS in lesson planning as preliminary step in implementation	Changes in classroom practices are motivated by growing belief that a CCSS led system will benefit students Begin efforts to adapt a CCSS led system to fit school/district structure (e.g., curriculum mapping)	Intrinsic motivation to embed a CCSS system into classroom/school/district practices Work cooperatively to adapt district structure to a CCSS led system	High level of engagement of all staff in implementation of a CCSS led system Enthusiastic commitment and support of a CCSS led system at building and district level
Confidence Level	Apprehension and anxiety surrounding a CCSS led system reform	Receptive to participation in CCSS led system	Secure in ability to contribute a CCSS led system	Self-directed involvement in a CCSS led system	Advocacy for a CCSS led system

<http://www.ascd.org/research-a-topic/school-culture-and-climate-resources.aspx> Resources and professional development tools that recognize the structure of the climate and culture of a school and it's importance in designing school reform.

www.leadandlearn.com The Leadership and Learning Center is the professional development and consulting services division of Houghton Mifflin Harcourt, and offers many services including articles and advice from Dr. Doug Reeves.

<http://www.nsba.org/Board-Leadership/Governance/KeyWork/Climate-Resources> The National School Boards Association (NSBA) is a not-for-profit organization representing state associations of school boards and their member districts across the United States.

Professional Development

Professional Development	Level 1 Maintenance of a non CCSS led System	Level 2 Awareness and Exploration of a CCSS led System	Level 3 Transition to a CCSS led System	Level 4 Emerging New Infrastructure to Support a CCSS led System	Level 5 Predominance of a CCSS led System
Align to Common Core Standards (CCS)	Other school/district policies and practices drive professional development efforts	Aware that professional development needs to be aligned with a CCSS-led system No consideration of student data in designing professional development	Develop plan to align professional development with a CCSS-led system Emerging understanding of the significance of student data in designing professional development	Implement a CCSS-led system aligned professional development plan Use student learning data to design professional development	Continuous review of the professional development system Design targeted professional development using system-wide analysis of student learning data
Sufficiency and Quality	No procedures in place for CCSS-led system training sessions	Isolated opportunities for professional development related to a CCSS-led system are not well advertised	Increase in professional development opportunities related to a CCSS-led system Emerging articulation across stages of learning Collaborative discussions with staff toward CCSS implementation and alignment.	Frequent professional development opportunities for entire staff related to a CCSS-led system in vertical and horizontal teaming situations Recognize the need for professional development based on scientific research Use findings from ongoing discussion of school improvement data as a basis for professional development offerings	Ongoing targeted professional development supporting systemic improvement as a result of vertical and horizontal teaming situations Provide targeted professional development based on scientific research Analyze needs and school improvement data to determine professional development offerings Acquired professional development information is evident in classroom practice
Audience	No targeted audience	Provide opportunities for participation in professional development to targeted certified staff	Provide professional development to all certified staff	Provide professional development to all certified and paraprofessional staff	Include appropriate educational community in professional development

<http://engageny.org/resource/common-core-professional-development-kit/>

This kit is designed to help Network Teams prepare teachers and administrators for the implementation of the Common Core State Standards. The kit contains a facilitation guide and a full day presentation (including talking points) that will provide participants with a clear understanding of the rigor and expectations needed to meet the demands of the Common Core

<http://www.ode.state.or.us/search/page/?id=3603>

ELA & Literacy Toolkit is to assist teachers in implementing the Common Core in their classrooms. The toolkit uses a sequential process and is organized into three phases: Awareness & Transition, Implementation, and Evaluate & Refine. The Toolkit will evolve over time and is not intended as a list of requirements to follow, nor is it intended to describe everything that needs to be done to support student success. It is simply a place to start.

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1699&ContentID=126014&Content=128409>

These Ohio-developed presentations provide information for understanding and implementing the College and Career Ready (Common Core) Standards for English language arts.

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1704&ContentID=126186&Content=128411>

These Ohio-developed PowerPoint presentations provide information for understanding and implementing Ohio's College and Career Ready (Common Core) Standards in Mathematics.

<http://www.roe13.k12.il.us/Services/CCS/CCS.html>

ROE #13 has resources for each grade level/grade band as teachers begin having collaborative conversations about their standards. Click on the grade level needed. Some of the documents are "evaluation sheets" to see what standards are currently in place and which ones are not, checklists for the CCS and other information.

Curriculum Development

Curriculum Development	Level 1 Maintenance of a non CCSS led System	Level 2 Awareness and Exploration of a CCSS led System	Level 3 Transition to a CCSS led System	Level 4 Emerging New Infrastructure to Support a CCSS led System	Level 5 Predominance of a CCSS led System
Alignment	<p>Curriculum is not connected with a CCSS-led system or to the school's improvement goals for student learning</p> <p>Curriculum is not standardized to the Common Core; reliance on texts for decisions about content and pacing is evident</p>	<p>Curriculum is textbook driven with limited references to a CCSS-led system</p> <p>Awareness of the Common Core Standards and practices of a CCSS led system</p>	<p>Curriculum alignment to a CCSS-led system and the school's improvement goals for student learning is uneven; some areas are clearly connected whereas others are not linked at all</p> <p>Sporadically refer to CCSS when planning curriculum</p> <p>Student progression is recognized by alignment toward CCSS-led system but not linked across grade levels.</p>	<p>Curriculum is aligned to both a CCSS-led system and school's improvement goals for student learning in one or more learning areas</p> <p>Plan classroom curriculum and instruction based on CCSS</p> <p>Student progression is recognized by alignment toward CCSS-led system and linked across grade levels to define curriculum</p>	<p>System wide alignment is organized among standards based curriculum, assessment, professional development and teacher evaluation</p> <p>The district has realigned its existing English Language Arts curriculum with the CCSS.</p> <p>Differentiates to meet individual student needs by using a CCSS-led system defined curriculum across grade level continuum.</p>
Selection and Use of Resources (print/non-print materials and electronic media)	<p>Resources are selected with no regard to a CCSS-led system alignment</p> <p>Resources are selected based on personal preference</p>	<p>Resources are selected on publishers' assurances that they are aligned to a CCSS-led system</p> <p>Awareness of need to develop resource alignment criteria based on a CCSS-led system</p> <p>Investigate standards based resources beyond the textbook to include non-print and electronic media</p>	<p>Develop/use CCSS-led system alignment criteria to evaluate existing resources for accuracy and appropriateness</p> <p>Identify standards based resources that support various demonstrated levels of student proficiency</p> <p>Identify standards based resources beyond the textbook to include non-print and electronic media</p>	<p>School-wide resources are evaluated and selected based on the CCSS</p> <p>Use standards based resources that support various demonstrated levels of student proficiency</p> <p>Implement standards based resources beyond the textbook to include non-print and electronic media</p>	<p>System-wide resources are evaluated and selected based on CCSS and best practices</p> <p>Consistently use standards based resources that support various demonstrated levels of student proficiency throughout the curriculum</p> <p>Sustain and review standards based resources beyond the textbook to include non-print and electronic media</p>
Program Identification Development	<p>Programs not aligned to a CCSS-led system</p> <p>No existing program evaluation</p>	<p>Recognize the relationship of program identification/development to a CCSS-led system and data analysis</p> <p>Recognize the need for program evaluation</p>	<p>Collect/analyze data, create needs assessment to develop/identify a CCSS-led system aligned program</p> <p>Develop criteria for program evaluation</p>	<p>Identify/develop a CCSS-led system aligned programs based on data analysis, needs assessment, and scientifically based research</p> <p>Evaluate and revise programs periodically</p>	<p>Implement a CCSS-led system aligned programs based on data analysis, needs assessment and scientifically based research</p> <p>Evaluate and systematically revise programs continually</p>

<http://engageny.org/resource/tri-state-quality-review-rubric-and-rating-process/>

The Tri-State Collaborative (composed of educational leaders from Massachusetts, New York, and Rhode Island and facilitated by Achieve) has developed criterion-based rubrics and review processes to evaluate the quality of lessons and units intended to address the Common Core State Standards for Mathematics and ELA/Literacy.

<http://www.achievethecore.org/downloads/Publishers%20Criteria%20for%20Literacy%20for%20Grades%20K-2.pdf>

David Coleman and Sue Pimentel, two authors of the Common Core State Standards, developed these criteria to guide publishers and curriculum developers as they work to ensure alignment with the Common Core State Standards in developing reading materials for the early grades (K-2) and the later grades (3-12)

<http://www.oercommons.org/> Find free-to-use teaching and learning content from around the world in the Open Ended Resources databank of Educational Resources which is a project created by the Institute for the Study of Knowledge Management in Education.

Curriculum Development

Instruction	Level 1 Maintenance of a non CCSS led System	Level 2 Awareness and Exploration of a CCSS led System	Level 3 Transition to a CCSS led System	Level 4 Emerging New Infrastructure to Support a CCSS led System	Level 5 Predominance of a CCSS led System
Standards Focused Instructional Practices	Previous methods determine instructional practices and establish the learning environment	Begin examination of current instructional practices as they relate to the CCSS, best practices and research-based findings	Collaborate on the analysis of instructional practices in relation to the CCSS, best practices and research based findings	Collaborate on the refinement of instructional practices based on best practices and research-based findings that support the CCSS.	Base instructional practices across grade levels on the CCSS, research-based findings, and best practices
Accountability	No use of student learning data for instructional practices	Recognize need to use student learning data to drive instruction	Collect student learning data to inform instruction	Analyze student learning data to drive instruction	Student learning data continually determines instructional practices

<http://www.achievethecore.org> (may have to copy and paste link)

The Student Achievement Partners (SAP), an organization founded by David Coleman and Jason Zimba, two of the lead writers of the Common Core State Standards, recently launched a website to share free, open-source resources to support Common Core implementation at the classroom, district, and state level.

www.teachingchannel.org

There are over 100 free videos related to Common Core instruction available on the Teaching Channel. The videos provide **lesson ideas**, an overview of the ELA and Math standards, and **demonstrations of teaching practices**. Videos vary in length from five to thirty minutes.

http://www.parconline.org/sites/parcc/files/PARCC%20MCF%20for%20ELA%20Literacy_Fall%202011%20Release%20%28rev%29.pdf

The Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts.

The ISBE Content Specialists have compiled strategies and formative assessments for the Informational Text CCS. Strategies for Literature texts for CCSS are expected to be posted soon.

http://www.isbe.state.il.us/common_core/pdf/ela-teach-strat-k-5.pdf

K-5 ELA Strategies and Formative Assessments

http://www.isbe.state.il.us/common_core/pdf/ela-teach-strat-6-12.pdf

6-12 ELA Strategies and Formative Assessments

Student Learning and Assessment

Student Learning and Assessment	Level 1 Maintenance of a non CCSS led System	Level 2 Awareness and Exploration of a CCSS led System	Level 3 Transition to a CCSS led System	Level 4 Emerging New Infrastructure to Support a CCSS led System	Level 5 Predominance of a CCSS led System
Use of Assessment Information to Inform Instruction	Use the results of assessments for grading purposes only	<p>Aware that assessment results should inform classroom instruction</p> <p>Explore data analysis and collection methods</p>	<p>Plan to use formative and summative assessment data to modify future instruction</p> <p>Use assessment data to track whole group achievement over time</p> <p>Disaggregate data to track achievement of sub-groups</p>	<p>Begin to use assessment results to evaluate previous instructions and begin to modify future instruction</p> <p>Use assessment data to re-teach concepts and skills to groups and individuals as needed</p> <p>Analyze disaggregated data to track achievement of sub-groups</p>	<p>Assessment results are continuously used to evaluate and modify instruction</p> <p>Use assessment data to provide remediation and/or enrichment</p> <p>Understand the achievement of targeted subgroups</p>
Standardized Tests	Commercially developed standardized tests are chosen with no regard to the CCSS	Aware of need to align commercially developed standardized test(s) to CCSS	Preview commercially developed standardized tests for CCSS alignment	Select commercially developed standardized tests that are aligned to CCSS.	Use commercially developed standardized tests as an additional measure for CCSS achievement
Reporting of Assessment Information	<p>Traditional report cards and letter grades distributed every grading period. Letter grades are not based on consistent criteria</p> <p>Parent/teacher conferences held once or twice a year</p> <p>Standardized test results used at administrative level only</p>	<p>Certified staff are aware of CCSS as indicators of student progress</p> <p>Investigate evidence of student learning in teacher led conferences with parents, students may or may not be present.</p> <p>Certified staff are given standardized test results with little or no interpretation</p>	<p>Introduce CCSS to students and parents as indicators of student progress</p> <p>Use evidence of student learning in teacher-led conferences with parents, students may or may not be present</p> <p>Certified staff and students are given/understand interpretation of standardized test results</p>	<p>Limited use of CCSS expectations to report student progress at all grade levels</p> <p>Use evidence of student learning in student and teacher-led conferences with students and parents, attendance required by both</p> <p>Certified staff, students, parents, and media understand standardized test results and the implications of these results</p>	<p>Systematically report student progress based on CCSS expectations</p> <p>Student-led conferences with parents and teachers to articulate learning goals and achievements</p> <p>Conduct public dialogues to clearly define and interpret nation/state/district/school results based on the CCSS</p>

http://www.educationworld.com/a_admin/admin/admin112.shtml

This website provides a plethora of information about student-led conferences.

http://www.isbe.net/common_core/pdf/da-form-asmt-chart.pdf

This chart provides a number of in-class formative assessment ideas to check student understanding in an effort to keep learning moving forward.

<http://www.qualityinstruction.org/About-Formative-Assessment.htm>

Align, Assess, Achieve offers tools and resources to help educators bring formative assessment into their classrooms

Student Learning and Assessment

Student Learning and Assessment (continued)	Level 1 Maintenance of a non CCSS led System	Level 2 Awareness and Exploration of a CCSS led System	Level 3 Transition to a CCSS led System	Level 4 Emerging New Infrastructure to Support a CCSS led System	Level 5 Predominance of a CCSS led System
Achievement Expectations	Achievement expectations based on teacher expectations	Emerging awareness that CCSS define achievement expectations	Develop some achievement expectations from the CCSS	Develop achievement expectations across grade level learning areas based on CCSS	Use CCSS to define achievement expectations system-wide
Classroom Assessment	Use primarily one assessment method that may or may not be aligned to the CCSS-led system	<p>Aware that a CCSS-led system require multiple and various assessment methods</p> <p>Aware that frequent and various opportunities are needed for students to demonstrate knowledge and skills</p> <p>Aware that bias and distortion exist in assessment instruments</p>	<p>Begin to incorporate multiple and various assessment methods that align to a CCSS-led system</p> <p>Begin to provide students frequent and varied opportunities to demonstrate knowledge and skills</p> <p>Analyze assessments to identify bias and distortion</p>	<p>Incorporate multiple and various assessment methods across learning areas</p> <p>Begin to make adaptations for students to have an opportunity to demonstrate their best work</p> <p>The majority of classroom assessments are embedded into instruction</p> <p>Begin to select assessments that minimize bias and distortion</p>	<p>Use multiple appropriate methods as valid measures of student achievement system-wide</p> <p>Provide all students frequent and varied opportunities to demonstrate knowledge and skills</p> <p>Classroom assessments are embedded into instruction</p> <p>Consistently select, design, or adapt assessments that minimize bias and distortion</p>
Student Involvement	Students' input is not solicited or considered	<p>Explore ways that students can become actively involved in their learning</p> <p>Certified staff sets CCSS-based expectations with little communication to student</p>	<p>Develop and introduce a plan to actively and constructively engage students in learning activities</p> <p>Certified staff communicates CCSS-based expectations to students</p>	<p>Engage each student actively and constructively in learning and assessment activities</p> <p>Students actively involved in CCSS-based achievement progress</p>	<p>Engage each student actively and constructively in learning and assessment planning activities</p> <p>Students collaborate to establish CCSS-based personal learning and performance expectations and accepts responsibility for achieving them</p>

Math
http://www.isbe.net/common_core/pdf/k2-math-rubric.pdf
 The intent of this document is to provide support as teachers transition to Common Core Standards. It draws attention to the most critical skills for their grade. If more detailed information is needed, refer to the Common Core State Standards for a deeper understanding and more information. The CCSS can be found on the ISBE website or at commoncore.org.

<http://www.nctm.org/news/content.aspx?id=11474>
 Don't be fooled by the fact this is a math site! Here the reader will find a quick reference for Formative Assessment that can be used in any academic area.

ELA
http://www.doe.k12.de.us/aab/English_Language_Arts/ela_assessment_tools.shtml
 Delaware Department of Education has provided writing rubrics, and sample questions reflecting the Common Core State Standards.

Community Awareness

Community Awareness	Level 1 Maintenance of a non CCSS led System	Level 2 Awareness and Exploration of a CCSS led System	Level 3 Transition to a CCSS led System	Level 4 Emerging New Infrastructure to Support a CCSS led System	Level 5 Predominance of a CCSS led System
Community Involvement in the CCSS Implementation System	No formal system in place to inform parents and community about CCSS-led system	Explore a range of options for involving parents and community in a CCSS-led system	Develop plan to provide for awareness of CCSS implementation system that reflects the needs of the community Parents and community receive initial communication concerning CCSS implementation	Working in collaboration with families, design and implement a plan to engage parent/community members to become active partners in the process	Parent/community members become active stakeholders in implementation process Continuously review plan to engage parent/community members as stakeholders
Articulation and Dissemination of CCSS (Grade Level Expectations)	No dissemination of CCSS materials	CCSS awareness has been communicated and made available to the community	Develop plan to inform the community of grade level expectations as defined by the CCSS	Community members partner with the districts/schools to insure that grade level expectations defined by CCSS are clearly communicated to all stakeholders	Disseminate clear grade level expectations defined by CCSS throughout the community in multiple forms (e.g., different languages, formats) All teachers systematically report to parents/family the student's mastery of specific standards-based objectives.
Dissemination of Information about CCSS-Led System	No dissemination of information about a CCSS-led system	Disseminate limited CCSS-led system information to school/district only (e.g., parent conference, open houses)	Disseminate CCSS-led system information to parents through school websites and/or newsletters	Disseminate CCSS-led system information to parents/community shareholders in an ongoing manner (e.g., local news, city website, newspaper)	Disseminate CCSS-led system information in ongoing and interactive formats with all stakeholders (e.g., local media, FAQ link, radio/television programs, roundtable discussions)
Community Resources	No formal process in place for utilization of outside resources	Begin to identify community resources available to schools	Align available community resources to CCSS/curriculum and compile for teachers' use	Incorporate community resources into school/grade level curriculum	Continuously engage school and community to make use of available resources that are aligned to the CCSS

<http://www.pta.org/4446.htm>

PTA has provided grade-by-grade parent guides that reflect the Common Core State Standards. Individual guides were created for grades K-8 and two were created for grades 9-12 (one for English language arts/literacy and one for mathematics). Eleven guides were created in all. State education agencies, school districts, state boards of education, and state/local PTAs may co-brand the *Guides*. The guides are available in English and Spanish.

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<http://www.ode.state.or.us/search/page/?id=3425>

The Oregon Department of Education has developed a CCS toolkit for students and parents.