

PROFESSIONAL LEARNING UNIT (PLU)
CCRS Implementation Team: Implementing the Standards Successfully
2012-2013

Title Number: PLUACLD210

Title Name: PLUASIL 7 ACLD, Office of Student Learning (Instructional Services),
CCRS Implementation Team: Implementing the Standards Successfully

ABSTRACT

The purpose of the professional study is to provide specific, differentiated support to districts to facilitate implementation of the College- and Career-Ready Standards. District CCRS Implementation Teams will meet with ALSDE staff four times during the year to reflect on the LEAs' collective awareness and implementation of the CCRS. The primary outcome of the CCRS Implementation Team Meetings is to plan effective and appropriate professional development to facilitate the transition to full implementation of the CCRS. Participants will receive content specific training to gain a deeper understanding of the CCRS, tools to help them assess district implementation of the CCRS, and support for planning professional development.

Requirements of this study include:

- Participating in at least three Year 1 CCRS Implementation Team Meetings
- Ongoing professional reading and reflection
- Providing evidence that the district has developed a College-and Career-Ready Standards Professional Development/Transition Plan
- Providing evidence that the district has provided turnaround training for a minimum of five activities recorded in their College-and Career-Ready Standards Professional Development/Transition Plan

The CCRS Implementation Team Meetings will be offered statewide, through the eleven Regional In-Service Centers. At the completion of this study, participants meeting all requirements will earn one professional learning unit (PLU). This professional study will be offered up to three years.

ACTIVITY 1

In-depth study of the College-and Career-Ready Standards

Participants who attend the CCRS Implementation Team Meetings will engage in content specific study of the CCRS including learning about the shifts in content, rigor of standards, and teacher and student behaviors reflective of classrooms focused on CCRS.

The following topics will be areas of focus:

- Scaffolding learning through vertical alignment and shifts of grade level standards
- Understanding of what CCRS look like in practice
- Promoting teacher buy-in for implementation of CCRS
- District Self-Assessment of CCRS Implementation
- Connecting Plan 2020 and implementation of CCRS
- Introduction to and training on Alabama Insight
- Networking with other districts about CCRS implementation
- Receiving updates on resources, training, etc.
- Elements of effective professional development
- Tools to assist in planning CCRS professional development

Participants will engage in protocols to engage participants in conversation. Time will be spent on understanding and identifying student and teacher behaviors that indicate full implementation of the CCRS. Participants will be expected to apply what is learned at the CCRS Implementation Team Meetings and use the information to plan for turnaround training in their districts.

ACTIVITY 2

Plan effective differentiated professional development for CCRS implementation

Participants will apply their understanding and knowledge of the CCRS to plan PD for their districts. Districts will complete a College-and Career-Ready Self-Assessment to determine the type and level of professional development needed for their district.

The following process will be used for planning:

1. Complete the College-and Career-Ready Self-Assessment
2. Review the *Guide for Professional Development/Transition Planning for Implementation of the College- and Career-Ready Standards* to determine appropriate PD activities
3. Complete a College-and Career-Ready Standards Professional Development/Transition Plan and submit to the CCRS Rollout Coordinator

ACTIVITY 3

Provide CCRS implementation turnaround training for district

CCRS Implementation Teams will use the College-and Career-Ready Standards Professional Development/Transition Plan to record objectives, action steps, timeline,

person(s) responsible, resources, and status of the professional development planned for each of the following phases of development:

Phase One - Awareness: Building awareness of the CCRS among educators, including the rationale for common standards across states

Phase Two - Implementation: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the mathematics and ELA standards and to develop lessons and units of study that reflect the CCRS

Phase Three – Follow-up & Support: Focusing on curriculum development/adoption, resources and assessment strategies to ensure success for all students

Phase Four – Evaluation & Accountability: Evaluating progress and making necessary revisions to the professional development/transition plan to ensure success for all students

Turnaround training for a minimum of five activities recorded in the district College-and Career-Ready Standards Professional Development/Transition Plan must be verified through agenda, learning targets, and sign-in sheets.