

A Guide for Professional Development/Transition
Planning for Implementation of the
College- and Career-Ready Standards

Alabama State Department of Education
January 2013



Alabama
College- and
Career-Ready
Standards & Support
Navigating Success for All..



Forward: Professional Learning

The adoption of the Common Core State Standards in English Language Arts and Mathematics by the Alabama State Board of Education in November 2010, served as a catalyst of the transformation of K-12 education in Alabama. Because the standards are anchored in the knowledge and skills for all students to be successful in college and career, the effectiveness of their implementation requires all educators to teach in a manner consistent with the intended purpose of common, rigorous standards. This expectation, in turn, will require sustained professional development efforts in all Alabama schools during the upcoming years.

The transition period between the adoption of the College-and Career-Ready Standards (CCRS) in 2010 and full implementation of the 2010 Math Course of Study in 2012-2013 and full implementation of the 2010 English Language Arts Course of Study in 2013-2014, requires a phased approach for Alabama districts and schools, with successive levels of implementation, each a prerequisite for the next phase.

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

Phase Two - Implementation: Going deeper in 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, resources, and assessment strategies to ensure success for all students

Phase Four – Evaluation & Accountability: Ensure quality implementation of the CCRS by evaluating progress and making necessary revisions to the professional development/transition plan to ensure success for all students

Each of the phases demands intensive professional learning at the local level.

Research has shown that successful professional learning requires a “comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement,” *Learning Forward*.

Learning Forward’s Standards for Professional Learning (revised 2011) outline characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results:

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Educators in districts and schools across Alabama will need systems that incorporate these research-based elements of practice to create a coherent, consistent culture of learning.

A Guide for Professional Development /Transition Planning for Implementation of the College-and Career-Ready Standards provides a menu of professional development suggestions and resources that will support districts as they transition to the CCRS. This Guide lays out in detail the priorities that the Alabama State Department of Education (ALSDE) feels are the most significant and will lead to a deeper understanding and implementation of the CCRS. Many educators have already begun to explore the CCRS and how the standards will impact their existing curriculum and instructional practices. However, all educators and students will benefit – in the short term and long term – from the guidance in these recommendations for professional learning. This document is intended to be a guide for district leadership teams to use for planning thoughtful and effective CCRS professional development for district leaders and teachers. The document can also serve as an individual resource for independent study.

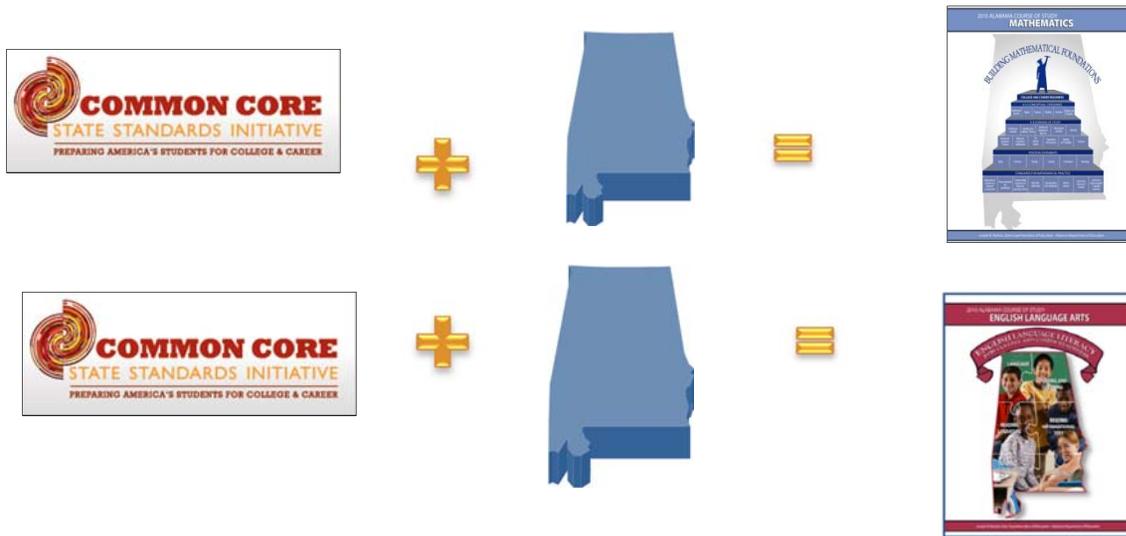
The CCRS, powered by effective professional development systems, are a significant driver of the transformation of education in Alabama. A truly effective implementation of the CCRS demands innovation in learning environments, technology, and systems that support all students to meet rigorous 21st century expectations. This document serves as a professional development/transition guide for districts and schools in their implementation of the CCRS. It will evolve and grow as new resources are created or identified and further connections are mapped to a new course for education in Alabama. The ALSDE CCRS website will continue to be updated with useful resources and professional development opportunities to support Alabama districts and schools as they implement the College-and Career-Ready Standards.
<http://alex.state.al.us/ccrs/>

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Phase One - Awareness: Building awareness of the College-and Career-Ready Standards among educators, including the rationale for having common standards across states

The Alabama State Board of Education approved the adoption of the internationally benchmarked Common Core State Standards (CCSS) along with selected Alabama standards in November 2010. By combining both Common Core and Alabama's standards, our state has adopted one of the most comprehensive sets of standards in the nation; ensuring students are prepared for a successful future in the ever-expanding global environment. The 2010 Courses of Study for Mathematics and English Language Arts reflect the CCSS and Alabama added standards resulting in Alabama's College- and Career-Ready Standards (CCRS).



The 2010 Alabama Course of Study for Math:

<http://alex.state.al.us/ccrs/node/74>

The 2010 Alabama Course of Study for ELA:

<http://alex.state.al.us/ccrs/node/69>

The following link distinguishes the Alabama-Added Grade Level Standards for ELA:

http://alex.state.al.us/ccrs/sites/alex.state.al.us.ccrrs/files/Alabama%20Added%20Grade%20Level%20Standards_GF.pdf

In training Alabama’s educators on the new standards, it should be understood that CCRS will be the term used but it is interchangeable to any reference of CCSS documents or training.

A thorough understanding of the CCRS must begin with a close reading of the standards themselves, as well as the introduction and the appendices. Educators should be brought together to examine both the grade-specific standards for each strand and the progressions that build knowledge and skills from grade to grade. Discussion should focus on the meaning of each standard, including content and skills, and its implications for instruction, curriculum and assessment. Districts should outline a professional development/transition plan with goals for implementing College-and Career-Ready Standards and assessments.

Phase One Recommendations for Professional Development

- 1. All educators will be aware of the CCRS vision and will be familiar with the CCRS documents. (References A-C)**
- 2. All educators will understand the CCRS are learning progressions for students with the promise of being college and career ready. (References D-E)**
- 3. Educators will identify the student behaviors of learners that are college and career ready. (Reference F)**

References/Resources;

These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

- A. The Common Core State Standards have been adopted by 46 states, the District of Columbia, and other U.S. territories. The CCSS were developed in partnership by the Council of Chief State School Officers (CCSSO) and the National Governors Association. A brief history of the vision of the CCSS is needed. The CCSS Initiative website is a valuable resource which presents the Mission Statement for the CCSS Initiative <http://www.corestandards.org/>.

Another source in the form of a short video is below:

<http://www.youtube.com/watch?v=PbagTYYCXYU>

In this series, the CCSS are explained along with insights on how to implement the CCSS in classrooms across America

<https://www.teachingchannel.org/videos/how-to-read-common-core/>

- B. Dr. Tommy Bice, Alabama Superintendent of Education, outlines Alabama's vision for preparing students to be College-and Career-Ready in Alabama's Plan 2020. A prepared graduate is defined as well as priorities, objectives, and strategies for college and career readiness. This vision is the foundation for Alabama's College-and Career-Ready Initiative.

http://www.alsde.edu/general/Alabama_PLAN_2020.pdf

Dr. Bice has outlined Five Absolutes of Education in Alabama. These Absolutes further clarify Alabama's commitment to implementation of the CCRS.

Video: http://www.firstpost.com/topic/place/alabama-dr-tommy-bice-on-the-5-absolutes-of-education-in-alabama-video-kYbCxIsK_bl-508-5.html

Document: **Attachment 1**

- C. As we transition to the CCRS, it is important that everyone has a clear vision and understanding of the skills a literate individual who is college and career ready possesses. Educators may want to engage in an activity where they investigate what a literate individual looks like in order to develop a vision of a prepared graduate.

http://alex.state.al.us/ccrs/sites/alex.state.al.us.ccrs/files/Activity_Investigating%20Portrait%20of%20a%20Literate%20Individual.pdf

- D. When Alabama developed the 2010 Courses of Study for Mathematics and ELA, the CCSS and Alabama Added Standards were combined and presented in a format that was comparable to previous Alabama Courses of Study. When building an understanding of the new standards, the CCSS documents are easier to use to trace the grade level expectations for College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, and Language for ELA and Reading and Writing Standards for History/Social Studies, Science, and Technical Subjects. Every educator should have access to the CCSS. Educators will need to read the standards very closely. Educators should read all components of the standards documents including the introduction and explanation pages throughout the document. Reading one grade level is not enough to fully understand the impact of the CCSS.

- a. Identify a facilitator to lead the whole group or small groups through a book walk of the CCSS documents.
<http://www.corestandards.org/the-standards>.
- b. Educators may want to view ELA and Literacy Standards in a different format while working in collaborative teams. Easy to read documents of the CCSS can be found under Professional Development in Vertical Alignment Activities at the following link: <http://alex.state.al.us/ccrs>
- E. The Hunt Institute Videos provide a general overview
 - a. Common Core State Standards: Principles of Development
<http://www.youtube.com/user/TheHuntInstitute#p/u/3/d1MVErnOD7c>
 - b. Watch the Hunt Institute Videos for more details about specific changes
 - The English Language Standards: Key Changes and Their Evidence
<http://www.youtube.com/user/TheHuntInstitute#p/u/5/JDzTOyxRGLI>
 - The Mathematics Standards: Key Changes and Their Evidence
<http://www.youtube.com/user/TheHuntInstitute#p/u/15/BNP5MdDDFPY>
- F. Compare the Student Behaviors expected in the CCRS. The ELA document outlines the portrait of students (seven capacities) on page 7. The Math document identifies eight Standards for Mathematical Practice on pages 6-8. These expectations are observable behaviors that a college and career ready learner develops and strengthens over time (K-12). Evidence of this development should indicate strategic use of these practices as the learner works through new experiences and problems. Check educators' understanding of the progressions and practices noted in the standards documents.
 - a. ELA (page 7) http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
 - b. Mathematics (pages 6-8) http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

Figure A: Student Practice and Capacities

ELA Capacities	Mathematical Practice
Demonstrate Independence	Make sense of problems and persevere in solving them
Build strong content knowledge	Reason abstractly and quantitatively
Respond to the varying demands of audience, task, purpose, and discipline	Construct viable arguments and critique the reasoning of others
Comprehend as well as critique	Model with mathematics
Value evidence	Use appropriate tools strategically
Use technology and digital media strategically and capably	Attend to precision
Come to understand other perspectives and cultures	Look for and make use of structure
	Look for and express regularity in repeated reasoning

- c. The activity referenced earlier that investigated what a literate individual looks like could be revisited to conclude this section.

http://alex.state.al.us/ccrs/sites/alex.state.al.us.ccrs/files/Activity_Investigating%20Portrait%20of%20a%20Literate%20Individual.pdf

For further study:

Read the NEA Policy Brief, Common Core State Standards: A Tool for Improving Education.

http://www.nea.org/assets/docs/HE/PB30_CommonCoreStandards10.pdf

To further aid states as they continue to implement the Common Core State Standards, the Hunt Institute and the Council of Chief State School Officers have commissioned a series of video vignettes that explain the Standards in far greater depth

http://www.ccsso.org/Resources/Digital_Resources/Common_Core_Implementation_Video_Series.html

Reflection:

Building leadership teams should check their progress in meeting the goals of the district professional development/transition plan for CCRS. A school is ready to move to Phase Two when educators have met three objectives:

1. All educators will be aware of the CCRS vision and be familiar with the CCRS documents.
2. All educators will understand the CCRS are learning progressions for students with the promise of being college and career ready.
3. Educators will identify the student behaviors of learners that are college and career ready.

Educators may need to return to actions in Phase One to clarify understandings about the standards, to revisit the learning progressions and/or evaluate the progress of students in developing the practices and capacities.

Parents and Community:

A school may use the resources/references listed above to design informational meetings for parents and community. It is important for parents and community members to understand the vision for CCRS and where information can be located. Please guide parents and community to the National PTA website.

<http://pta.org/advocacy/content.cfm?ItemNumber=3008&navItemNumber=557>

This National PTA Parents' Guide to Success is also accessible on the AL CCRS website

<http://alex.state.al.us/ccrs/node/76>

The Council of Great City Schools has released Parent Roadmaps to support parents' understanding of the Common Core State Standards at the elementary grade levels.

<http://cgcs.schoolwires.net/domain/36>

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

Beyond a close reading, the CCRS will require intensive, sustained professional development initiatives at the district and school levels during the next several years in order to effectively implement the instructional shifts in the CCRS. There is new learning for all educators implicit in the concepts contained in the standards. The Alabama State Department of Education, together with professional development organizations and resources from other states who have adopted the CCSS, has defined priorities for going deeper into the instructional shifts implicit in the CCRS for ELA and mathematics. All Alabama educators must be thoughtfully engaged in the professional learning necessary to improve the learning of all students in the 21st century.

Phase Two Recommendations for Professional Development

1. Educators will identify significant instructional shifts in ELA and mathematics.
2. Educators will identify and participate in targeted, professional learning needed to implement CCRS.

References/Resources:

These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

- A. Educators will work in collaborative groups to discuss school wide changes that must occur as we transition to the more rigorous CCRS. Conversations in grade level, vertical teams, and faculty meetings should focus on the cultural changes that must occur.
http://alex.state.al.us/ccrs/sites/alex.state.al.us/ccrs/files/Common_Core_Mind_Shifts.pdf
<http://alex.state.al.us/ccrs/sites/alex.state.al.us/ccrs/files/The%20CCSS%20and%20Schoolwide%20Instructional%20Changes.pdf>
- B. Educators will work in collaborative groups to identify the significant instructional shifts in the CCRS. A team of educators has identified instructional shifts for ELA and mathematics.

http://alex.state.al.us/ccrs/sites/alex.state.al.us/ccrs/files/E0711_ELA_Literacy_Shifts_Key_Shifts_CCSS_ELA_Literacy.doc

<http://www.achievethecore.org/downloads/Math%20Shifts%20and%20Major%20Work%20of%20Grade.pdf>

The following link has modules and a menu of training options for focusing on the shifts in ELA and Mathematics

<http://www.achievethecore.org/steal-these-tools/professional-development-modules>

An excellent ppt that explores the math content shifts can be found by following <http://alex.state.al.us/ccrs/node/75> to Math Professional Development and reviewing Phase I Content Shifts

The Standards for Mathematical Practices Observation Tool is very useful to observe lessons and student behaviors: <http://alex.state.al.us/ccrs/node/76>

A deeper understanding on the CCRS instructional shifts will occur if educators participate in activities where they can reflect on the shifts and the implications to instructional practice. Grade level teams and vertical teams should discuss the impact of these instructional shifts. Encourage teams to reference professional texts to learn more about each instructional shift.

Reflecting on the shifts in ELA:

http://alex.state.al.us/ccrs/sites/alex.state.al.us/ccrs/files/E0711_ELA_Literacy_Shifts_Processing_the_Shifts_handout.docx

Reflecting on the shifts in Mathematics:

<http://alex.state.al.us/ccrs/sites/alex.state.al.us/ccrs/files/CCRS%20Reflecting%20on%20the%20Shifts%20in%20Math.docx>

- C. Educators will work in collaborative groups to examine and discuss learning progressions. This requires a deeper analysis of the grade level standards and much conversation and reflection from educators. The ALSDE CCRS website provides access to PowerPoint presentations complete with notes that facilitators may use to lead educators to a deeper understanding of learning progressions.

The following ppts on the math learning progressions are available at <http://alex.state.al.us/ccrs/node/75> :

Phase I Components of the ACOS and High School Progressions (K-8)

Phase I Domains of Study & Learning Progressions (K-8)

Phase I Components of the ACOS and High School Progressions (9-12)

Phase I Domains of Study & Learning Progressions (9-12)

- D. As educators learn more about how to implement the CCRS through targeted, professional learning, it is important that all educators be included in the professional learning (i.e. SPED, EL, G/T, content, fine arts, etc...)
- E. Educators can use the Alabama Insight Tool to plan lessons that reflect the rigor of the CCRS. The Insight Tool unpacks the standards for teachers. Not only does Insight tell what students can do to show attainment of a standard, but what a student needs to know to aid in the attainment of the standard. The “Skills” field indicates what procedural skill(s) a student needs to demonstrate for attainment of the standard. Alabama Insight has a hot link to ALEX for quality lessons that address specific CCRS. Alabama Insight is unpacked for Mathematics, ELA, and Literacy in History/Social Studies, Science and Technical Subjects.

<http://alex.state.al.us/ccrs/node/191>

Each district has access codes

Training materials and instructions for using Insight have been developed to share with educators or for them to use for independent study.

<https://www.dropbox.com/sh/niainvzpap0klc8/FI83XkBUDa>

- F. Educators Evaluating Quality Instructional Products (EQuIP), a collaborative of the American Diploma Project (ADP) Network, has developed tools and processes to review the quality of materials (tasks, lessons, units, modules) that teachers can use to address the content and rigor of the CCRS.

Tri-State Quality Review Rubric for Lessons & Units: Mathematics

<http://www.achieve.org/files/TriStateMathematicsRubric1pageoverviewv4.1%20071712%20CC%20BY.pdf>

Protocol to review the Tri-State Quality Review Rubric for Lessons & Units: Mathematics

<http://www.achieve.org/files/EQuIPMathlongformfeedbackresponseextendedCCBY101012.pdf>

Tri-State Quality Review Rubric for Lessons & Units: ELA/Literacy (Grades 3-5 and ELA (Grades 6-12)

http://www.achieve.org/files/TriStateELA_LiteracyRubric1pageoverviewv4.1%20071712CC%20BY.pdf

Protocol to review the Tri-State Quality Review Rubric for Lessons & Units: ELA/Literacy (Grades 3-5 and ELA (Grades 6-12)

<http://www.achieve.org/files/EQuIPELAlongformfeedbackextendedCCBY101012.pdf>

This video provides an overview of Achieve's EQuIP collaborative and the Tri-State Rubrics for evaluating the quality of instructional materials.

<http://vimeo.com/46694757>

G. Access to tools that provide specific guidance for what the CCRS for ELA/Literacy and Mathematics look like in planning and practice is available in the form of two resources: Instructional Practice Guide and Supplement for Reflection Over the Course of the Year. The CCSS Instructional Practice Guide provides concrete examples of what the Core Actions for implementing the CCSS look like in daily planning and practice. It is designed as a developmental tool for teachers and those who support teachers and can be used to observe a lesson and provide feedback or to guide lesson planning and reflection. The Supplement for Reflection provides concrete examples of what the Core Actions for implementing the CCSS look like in planning and practice over the course of the year. These resources s can be used for any or all of the following:

1. Teacher self-reflection
2. Peer-to-peer observation and feedback
3. Instructional coaching

<http://achievethecore.org/instructional-practice>

For further study:

Reflection:

Building leadership teams should check their progress in meeting the goals of the district professional development/transition plan for CCRS. A school is ready to move to Phase Three when educators have met two objectives:

1. Educators will identify significant instructional shifts in ELA and mathematics.
2. Educators will identify and participate in targeted, professional learning needed to implement CCRS.

Educators may need to return to actions in Phase Two to evaluate or clarify understandings about the learning progressions and/or to evaluate how the professional development has supported improvements in professional learning as evidence by student learning.

Parents and Community:

A school may use the resources/references listed above to design informational meetings for parents and community. It is important for parents and community members to understand the commitment for continued professional learning and the impact for student learning. The National PTA website has many tools that may enhance your collaboration with parents and community. <http://www.pta.org/4034.htm>

Phase Three: Focusing on curriculum development/adoption, resources and assessment strategies to ensure success for all students

A deep understanding of the CCRS is essential to educators as they begin to analyze curriculum, instructional practices and assessment. During the next few years, educators will need to plan to utilize data to review and revise curriculum, instructional practices, and assessments to better support student learners in meeting the goal of college and career readiness. The job embedded professional development involves grade-level groups and vertical teams utilizing data to make decisions.

Phase Three Recommendations for Professional Development

- 1. All educators will collaborate to develop and adopt curriculum and materials that are aligned to the College- and Career-Ready Standards(Reference A)**
- 2. All educators will access the full range of assessment strategies to ensure success for all students. (Reference B)**

References/Resources:

These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

- A. Educators will work in collaborative teams to develop and adopt curriculum that is aligned to the CCRS. Educators should examine instructional materials (current and potential purchases) for alignment to the rigorous standards of the CCRS. The work of curriculum design and instructional materials selections should follow a process of instruction (based on the curriculum), gathering data on student progress, professional teams reflecting on the process and progress, making adjustments and needed revisions to curriculum, instruction and assessment, and repeating this process. A transition plan will be needed as grade spans begin the implementation of CCRS to ensure that all students receive grade level instruction as required by CCRS.

- a. ELA

Curriculum Mapping

<https://learningconnection.doe.in.gov/ArticleViewer.aspx?art=10>

Text Book adoption- information is accessible on the ALSDE home page. Evaluation tool:

http://www.alsde.edu/html/sections/doc_download.asp?section=161&id=17228&sort=1

b. Math

Curriculum Analysis Tool developed by Bill Bush. This tool can be downloaded from

<http://commoncoretools.me/2011/07/09/curriculum-analysis-tool/>

A Mathematics Resource Filter is being developed and will be available on the AL CCRS website soon.

- B. Educators will develop an assessment system that is aligned to the CCRS and genuinely measures progress. Considerable focus should be given to formative assessment. Collaborative teams of educators will meet in professional learning communities to examine student work and provide feedback regarding the curriculum, instructional practices, and assessment system.

In Plan 2020, State Superintendent, Dr. Tommy Bice proposed a balanced assessment plan beginning in 2012. The plan consists of three types of assessment: formative, benchmark, and summative. Formative assessments should drive instruction. Data results should be evaluated and instruction should be changed to meet the needs of the students. Benchmark assessments should be used to monitor instruction in the classroom. Summative assessment results should be used to evaluate the effectiveness of instruction. Instruction should focus on student learning, therefore: data should drive instruction. Plan 2020 will focus on meeting the individual needs of students to ensure that our students graduate high school college and career ready.

ALSDE has made available Global Scholar and Quality Core formative assessments to all public schools in the state. Refer to Alabama's Assessment Timeline in **Attachment 2**.

- a. Alabama purchased Global Scholar's K-12 assessment program for schools in the state. Global Scholar provides a computer adaptive formative assessment program available to all public schools in Alabama. Global Scholar consists of two parts: Performance and Achievement. Performance tests are given three times a year and will offer data to assist classroom instruction (pinpoint student proficiency level) to inform teachers of next steps to be taken while planning for instructional needs. Achievement tests offer teachers the opportunity to develop online tests using content from item banks or self-created tests. Results are immediate and should be used to identify student strengths and needs in order to adjust instruction. Each district has access codes.
- b. ACT's QualityCore is a research-driven solution to raise the quality and intensity of high school core courses. It is

a comprehensive program that supports the current curriculum and instructional methods. Components of the QualityCore program include an interactive formative item pool that provides educators with customizable quizzes and interim/benchmark assessments in core high school courses. For 2012-13, Alabama will implement QualityCore in English 9, English 10, Algebra I, and Geometry. In addition to the formative and benchmark/interim assessments, comprehensive assessments that provide data on cumulative learning are provided for each of the core high school courses. For access: www.act.org/qualitycore . Each district has access codes.

Correlation Documents-QualityCore Course Standards and the Alabama Course of Study

These correlation documents have been developed to assist in designing assessments from the QualityCore website's Test Builder. The Quality Core course standards have been correlated to standards in Alabama's Course of Study. Please note that these are draft documents and edits are still being made.

ELA: <http://alex.state.al.us/ccrs/node/71>

Math: <http://alex.state.al.us/ccrs/node/76>

- C. The Toolkit for Evaluating the Alignment of Instructional and Assessment Materials to the CCSS is a set of interrelated, freely available instruments for evaluating instructional and assessment materials for alignment to the CCSS. Educators are encouraged to integrate the Publishers' Criteria and the tools in the Toolkit into CCSS implementation efforts and to use them to deepen shared understanding and support systematic application of the criteria for CCSS-aligned instructional and assessment materials.

Potential users of the Toolkit:

- educators and administrators responsible for developing or evaluating curriculum, or for making purchasing decisions for comprehensive textbooks and textbook series in print and digital format;
- educators and administrators responsible for developing, evaluating or making purchasing decisions for grade or course-level assessment materials, including individual or sets of assessments, item banks or individual assessment items; and
- teachers and instructional coaches responsible for creating, or selecting and reviewing, lesson plans and units.

[https://www.dropbox.com/s/qt1pqtw6gppmp7a/Toolkit for Evaluating the Alignment of Instructional and Assessment Materials to the CCSS.pdf](https://www.dropbox.com/s/qt1pqtw6gppmp7a/Toolkit%20for%20Evaluating%20the%20Alignment%20of%20Instructional%20and%20Assessment%20Materials%20to%20the%20CCSS.pdf)

For further study:

- a. CCSS Institute #2 Assessment Literacy, January 31, 2012.
<http://ideas.aetn.org/commoncore/institutes#institute-2>
- b. Wylie, E.C. (2008). Formative Assessment: Examples of Practice. Washington, D.C.: The Council of Chief State School Officers. http://www.ccsso.org/Documents/2008/Formative_Assessment_Examples_2008.pdf
- c. McManus, S. (2008). Attributes of Effective Formative Assessment. Washington, D.C.: The Council of Chief State School Officers. http://www.ccsso.org/Documents/2008/Attributes_of_Effective_2008.pdf

Formative Assessment strategies

- d. <http://www.exemplars.com/resources/formative-assessment/tools-for-teachers-questioning-guides>

Reflection:

Building leadership teams should check their progress in meeting the goals of the district professional development/transition plan for CCRS. A school is ready to move to Phase Four when educators have met two objectives:

1. All educators will collaborate to develop and adopt curriculum and materials that are aligned to the CCRS.
2. All educators will access the full range of assessment strategies to ensure success for all students. Educators will need to return to actions in Phase Three to review and evaluate curriculum, instruction and assessment.

Parents and Community:

The Parent's Guide to Success provides suggestions for supporting the implementation of CCSS.
<http://www.pta.org/4446.htm>

A webinar about the Parent's Guide to Success is accessible on the right side of the webpage, under the header Webinar Information

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

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

To maximize all resources (human and capital) educators will need to examine all aspects of the learning system and determine what should be sustained, revised, or deleted. Throughout this phase, educators will need to discuss, learn, and search for information. On-going work will be done in this phase. All educators should be moved to action by the professional development/transition plan.

Phase Four Recommendations for Professional Development

- 1. Educators will continue to meet in professional learning communities (PLC) to reflect on curriculum, instruction and assessment. Professional Development/transition plans will be updated to reflect learning. (References A-B)**

References/Resources:

These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

- A. Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators. The use of Learning Forward's Standards for Professional Learning offers teachers a resource to develop new skills, knowledge, and practices necessary to heighten the quality of instruction. Facilitators should use these standards as a guide when planning professional learning activities. Refer to page 3 of this document for a list of the standards and explanations of these standards.
Examine Learning Forward's Standards for Professional Learning- <http://learningforward.org>
- B. Educators will work collaboratively to collect and analyze data, reflect on the progress of meeting the goals of the CCRS, and make needed revisions to the professional development/transition plan. Educator's may use tools such as:

- a. CCRS Self- Assessment Tool - **Attachment 3**
- b. CCRS Professional Development/Transition Plan - **Attachment 4**
- C. Implementation of the CCRS requires educators and school leaders make fundamental shifts in practice. Educators and leaders are required to think across grades, to consider not only learning at a specific grade level, but the progression of mathematical and literacy skills across grades. School leaders set a critical foundation for learning and success for all students. Principals are called upon to lead their teacher leaders through a process of examining their curricula and instruction and making adjustments so that students achieve at higher levels and are better prepared for subsequent grades. Because the instructional shifts can be expected to take years to implement with fidelity, school leaders will need both short- and long-term plans that are based on the assessed needs of students as well as the professional development needs of the teachers. The following briefs provide practical suggestions for the elementary and secondary school principal.

<http://www.achieve.org/publications/implementing-common-core-state-standards-role-secondary-school-leader-action-brief>

<http://www.achieve.org/publications/implementing-common-core-state-standards-role-elementary-school-leader-action-brief>

- D. The following rubric provides district leaders with a continuum to evaluate progress of CCRS Implementation. Categories assessed include: Aspiration, Clarity of Roles, Leadership, Plan and Timeline, Budget and Resources, Technology and Information Systems, Monitoring and Problem Solving, Instructional Materials, Professional Learning for Teachers, Educator Preparation, Professional Learning for Principals, Identification of and Supports for Special Populations, Engagement with Stakeholders, Engagement with the Broader Community, and Building Momentum through Productive Relationships.

<http://alex.state.al.us/ccrs/node/265> - Click on College and Career Ready Standards Implementation – Progress and Capacity Rubric

Reflection:

A school will move back and forth through the four phases as educators encounter new professional learning and/or reflect on student learning. These phases are meant to be a process for considering professional learning that promotes the full implementation of the CCRS. Building Leadership teams should check their progress in meetings the goals of the district professional development/transition plan for CCRS.

Parents and Community:

Educators will need to continue to communicate their CCRS plan to parents and community. Be sure to post information on your school website. Encourage parents and community to participate in collaborative committees in support of the school's CCRS implementation plan.

Summary of Recommendations:**Phase One: Building Awareness of the CCRS among educators, including rationale for having common standards across the states**

- All educators will be aware of the CCRS vision and will be familiar with the CCRS documents.
- All educators will understand the CCRS are learning progressions for students with the promise of being college and career ready.
- Educators will identify the student behaviors of learners that are college and career ready.

Phase Two: 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

- Educators will identify significant instructional shifts in ELA and mathematics.
- Educators will identify and participate in targeted, professional learning needed to implement CCRS.

Phase Three: Focusing on curriculum, resources, and assessment strategies to ensure success for all students

- All educators will collaborate to develop and adopt curriculum that is aligned to the CCRS
- All educators will access the full range of assessment strategies to ensure success for all students.

Phase Four: Ensure quality implementation of the CCRS by evaluating progress and making necessary revisions to the professional development/transition plan to ensure success for all students

- Educators will continue to meet in professional learning communities (PLC) to reflect on curriculum, instruction and assessment. Professional development/transition plans will be updated to reflect learning.

Absolutes During the Transition

Teach to the standards for each of the required subjects (Alabama College- and Career-Ready Standards - Courses of Study)

Through a clearly articulated and locally aligned K-12 curriculum (Sample curricula found on ALEX and Alabama Insight)

Supported by aligned resources, support, and professional development (Sample lesson plans and supporting resources found on ALEX, differentiated support through ALSDE Regional Support Teams and ALSDE Initiatives, etc.)

Monitored regularly through formative, interim/benchmark assessments to inform the effectiveness of the instruction and continued learning needs of individuals and groups of students (GlobalScholar, QualityCore Benchmarks, and other locally determined assessments)

With a goal that each student graduates from high school with the knowledge and skills to succeed in post-high school education and the workforce without the need for remediation as evidenced by multiple measures achieved through multiple pathways to meet the graduation requirements set for students in Alabama. (Alabama High School Graduation Requirements/Diploma)

College-and Career-Ready Standards (CCRS) Implementation Self-Assessment

The purpose of this tool is for the CCRS Implementation team to reflect on the local education agency's (LEA's) collective awareness and preparation for the effective implementation of the College and Career Ready Standards. After the team member rates his school and/or LEA, he should take time to write possible next steps in each area.

- 1 = I have little evidence that this is taking place in my school and/or LEA.
 2 = I have some evidence that this is taking place in my school and/or LEA.
 3 = I have strong evidence that this is taking place in my school and/or LEA.

CCRS for Math	1 - 3	CCRS for ELA	1 - 3	CCRS Literacy in History/Social Studies, Science, and Technical Subjects	1-3
Awareness		Awareness		Awareness	
Math teachers are aware that the CCRS for math are to be fully implemented during the 2012-2013 school year.		ELA teachers are aware that CCRS will be fully implemented during 2013-2014 school year.		Content teachers are aware that literacy standards will be fully implemented during the 2013-2014 school year.	
K-12 math teachers understand that they are responsible for implementing literacy standards.		ELA teachers are aware that they are responsible for instruction in reading, writing, speaking, listening, and language.		Content area teachers are aware that they share the responsibility for instruction in reading and writing.	
Math teachers are familiar with the Mathematical Practice Standards and how they will impact instruction.		ELA teachers are aware of the literacy standards for History, Social Studies, Science and Technical Subjects and how they will impact instruction.		Content teachers are aware of the literacy standards for History, Social Studies, Science and Technical Subjects and how they will impact instruction.	
Math teachers are aware that some content has been shifted to different grades and they must plan to teach the gaps that will occur.		ELA teachers are familiar with the key shifts required by the ELA Course of Study.			
Teachers are familiar with Alabama's new assessment plan.		Teachers are familiar with Alabama's new assessment plan.		Teachers are familiar with Alabama's new assessment plan.	

Attachment 2

Possible next steps for the team:					
Implementation		Implementation		Implementation	
Your system's math leadership team has been selected.		Your system has selected ELA teachers to be on the CCRS Implementation Team.		Your system has selected content teachers to be on the CCRS Implementation Team.	
Your math leadership team attended Phase II training (Explorations) provided by the SDE.					
Your math leadership team turned around Phase II training (Explorations) to teachers in your district.					
Your teachers have received other information/PD (webinars, MEGA, regional sessions...).		Your teachers have received information/PD (webinars, MEGA, regional sessions...).		Your teachers have received information/PD (webinars, MEGA, regional sessions...).	
Teachers are familiar with the Insight Tool as a resource.		Teachers are familiar with the Insight Tool as a resource.		Teachers are familiar with the Insight Tool as a resource.	
Math teachers are familiar with the cumulative progression of the CCRS for each grade level.		ELA teachers are familiar with the cumulative progression of the CCRS for each grade level.		Content area teachers are familiar with the cumulative progression of the CCRS for each grade level.	
Work has been done on pacing.		Work has been done on pacing.		Work has been done on pacing.	
Lesson plan templates support implementation of CCRS.		Lesson plan templates support implementation of CCRS.		Lesson plan templates support implementation of CCRS.	
Instructional planning includes inquiry-based learning.		Instructional planning includes multi-standard tasks.		Instructional planning includes multi-standard tasks.	
		Learning outcomes reflect critical thinking and inquiry based learning.		Learning outcomes reflect critical thinking and inquiry based learning.	
		Assessments are aligned with CCRS.		Assessments are aligned with CCRS.	

Attachment 2

Possible next steps for the team:					
Sustained Practice (beginning August 2012)		Sustained Practice (2013-2014)		Sustained Practice (2013-2014)	
Inquiry-based lessons are prevalent in instructional planning.		Multi-disciplinary tasks are prevalent in instructional planning.		Multi-disciplinary tasks are prevalent in instructional planning.	
Literacy standards are embedded in student work.		Reading and writing are embedded in student work		Reading and writing are embedded in student work.	
Consideration is given to the processes and not just the product.		Instruction includes the appropriate balance of literary and informational texts in ELA classrooms.		Instruction includes the appropriate amount of informational texts in content area classrooms.	
Ample opportunities are provided to apply math concepts to relevant, real-world problems.		The appropriate balance of writing to persuade, explain, and convey experience is evident in ELA classrooms.		The appropriate balance of writing to persuade, explain, and convey experience is evident in content area classrooms?	
		There is ample opportunity for students to read widely and deeply in increasingly complex texts.		There is ample opportunity for students to read widely and deeply in increasingly complex texts.	
The Mathematical Practice Standards are embedded in student work.		Rubrics are used to assess level of learning.		Rubrics are used to assess level of learning.	
The Mathematical Practice Standards are used as a way to assess standard mastery.		Assessments provide time to reflect, revise, and revisit student work.		Assessments provide time to reflect, revise, and revisit student work.	
Instructional coaching is provided to improve practice.		Instructional coaching is provided to improve practice.		Instructional coaching is provided to improve practice.	
Job-embedded professional learning is common practice.		Job-embedded professional learning is common practice.		Job-embedded professional learning is common practice.	
Collaborative time is provided to unpack the CCRS and plan standards based lessons.		Collaborative time is provided to unpack the CCRS and plan standards based lessons.		Collaborative time is provided to unpack the CCRS and plan standards based lessons.	

Attachment 2

Possible next steps for the team:

Possible questions for reflection with your team:

1. Are you on track to implement the CCRS for math during the 2012-2013 school year?
2. Are you on track to implement the CCRS for ELA and Literacy in the history/social studies, science, and technical subjects during the 2013-2014 school year?
3. How do you plan to support teacher learning and implementation of the CCRS?
4. How can the Regional Planning Team, Regional Support Staff, and ALSDE support your efforts to prepare your teachers for full implementation of the CCRS?
5. What structures do you have in place to monitor the CCRS implementation process?

**College-and Career-Ready Standards Professional Development/Transition Plan
(For district and school leaders, classroom teachers, and special area teachers)**

Phase I - Awareness

Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
To provide an awareness of the CCRS, the content and instructional shifts	Target Audience:					
	Target Audience:					
	Target Audience:					

Phase II - Implementation						
Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
To assist teachers in gaining a deeper understanding of CCRS and to develop lessons and units of study that reflect CCRS	Target Audience:					
	Target Audience:					
	Target Audience:					
	Target Audience					

Phase III – Follow Up/Support

Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
To support schools and teachers in implementation by focusing on curriculum, resources, and assessment strategies to ensure success for all students	Target Audience:					
	Target Audience:					
	Target Audience:					
	Target Audience:					

Phase IV – Evaluation & Accountability

Goal(s)	Objectives	Action Steps	Timeline	Person(s) Responsible	Resources	Status
To ensure quality implementation by evaluating progress and making necessary revisions to the strategic plan to ensure success for all students	Target Audience:					
	Target Audience:					
	Target Audience:					
	Target Audience:					