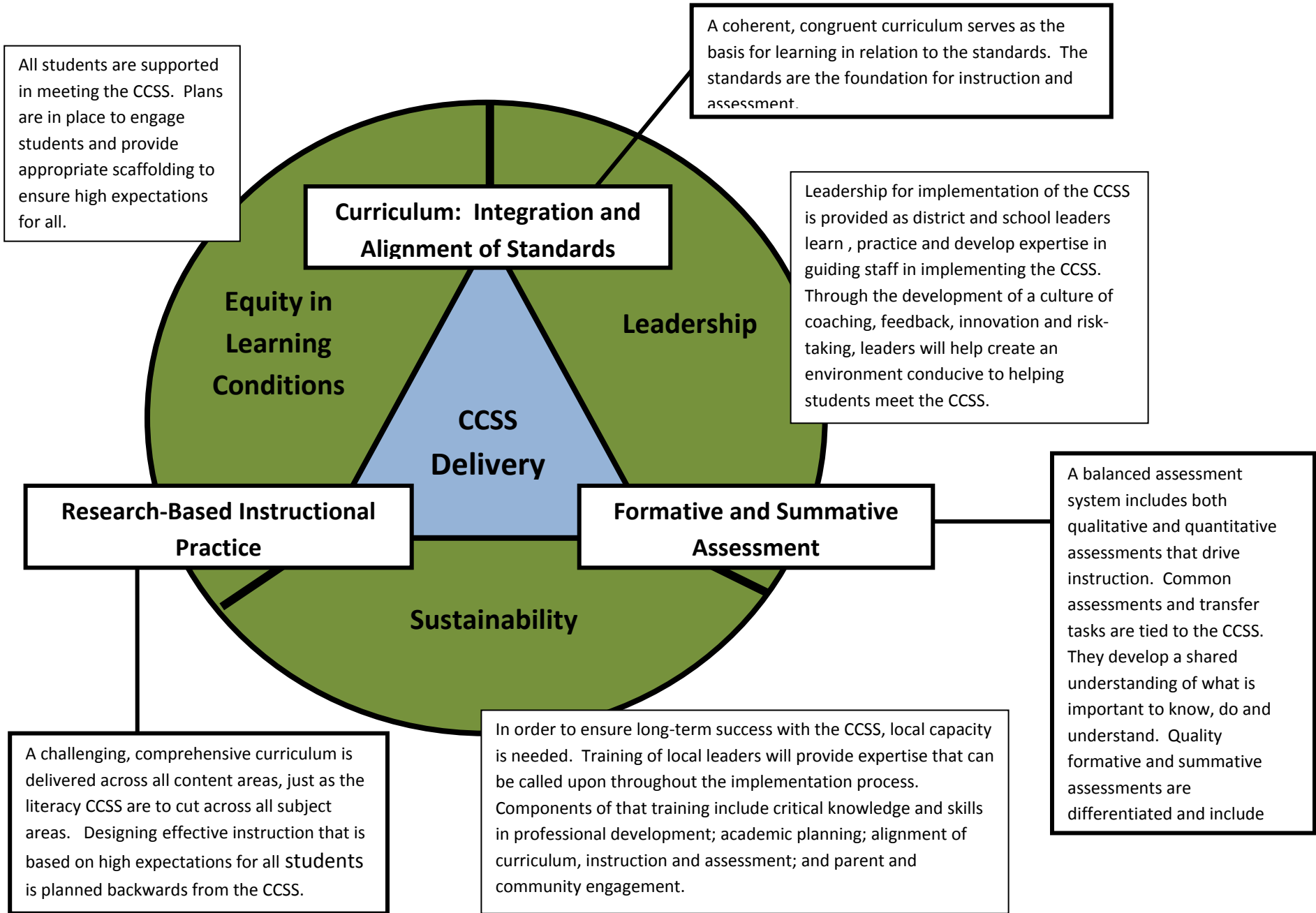


# Components of CCSS Delivery



Framework Component	Connections to Implementation of the CCSS	
<b>Integration and Alignment</b>	A coherent, congruent curriculum serves as the basis for learning in relation to the standards. The standards are the foundation for instruction and assessment.	
<b>Research-Based Instructional Practice</b>	A challenging, comprehensive curriculum is delivered across all content areas, just as the literacy CCSS are to cut across all subject areas. Designing effective instruction that is based on high expectations for all students is planned backwards from the CCSS. Research-based instructional practices help students accomplish the identified learning purposes – the CCSS.	
<b>Formative and Summative Assessment</b>	A balanced assessment system includes both qualitative and quantitative assessments that drive instruction. Common assessments and transfer tasks are tied to the CCSS. They develop a shared understanding of what is important to know, do and understand. Quality formative and summative assessments are differentiated and include student monitoring of learning goals.	
<b>Context for the Implementation of the CCSS</b>		
<b>Equity in Learning Conditions</b>	All students are supported in meeting the CCSS. Plans are in place to engage students and provide appropriate scaffolding to ensure high expectations for all.	
<b>Leadership</b>	Leadership for implementation of the CCSS is provided as district and school leaders learn , practice and develop expertise in guiding staff in implementing the CCSS. Through the development of a culture of coaching, feedback, innovation and risk-taking, leaders will help create an environment conducive to helping students meet the CCSS.	

<b>Sustainability</b>	In order to ensure long-term success with the CCSS, local capacity is needed. Training of local leaders will provide expertise that can be called upon throughout the implementation process. Components of that training include critical knowledge and skills in professional development; academic planning; alignment of curriculum, instruction and assessment; and parent and community engagement.	
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