

Implementing the Common Core State Standards

| Component | High Implementation of CCSS | Where is my school / district at this time? What evidence of progress do we have? | Low Implementation of CCSS |
|---|--|---|----------------------------|
| Curriculum: Integration and Alignment of Standards | <p>All educators are supported and expected to understand and implement the CCSS.</p> <p>All educators believe there is a collective responsibility for all students meeting the CCSS.</p> | <p>Where are we at this time?</p> | |
| | <p>Educators are provided time and professional development to improve their understanding of the CCSS.</p> <p>Educators have a deep, focused and coherent understanding of the CCSS.</p> | <p>Evidence of Progress:</p> | |

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| Research-Based Instructional Practice | <p>Classroom activities are evaluated in terms of effectiveness in helping students meet the CCSS.</p> <p>Materials are selected purposefully to align with the CCSS.</p> <p>There is a clear connection between the standards and the instructional activities selected to teach them.</p> | <p>Where are we at this time?</p> | |
| | <p>Instructional activities reflect best practices and are grounded in research.</p> <p>Activities result in strong engagement of students and are “worth doing.”</p> <p>Technology is used appropriately to deliver instruction.</p> | <p>Evidence of Progress</p> | |

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| Formative and Summative Assessment | <p>Formative assessment is used to provide ongoing, embedded data about student achievement of the CCSS.</p> <p>Grading practices are based on the CCSS standards.</p> <p>Students have continuous opportunities for self-assessment relative to the CCSS.</p> <p>Common assessments are used within grade levels in order to provide consistent data about student achievement of the CCSS.</p> <p>Performance-based tasks are used to achieve the cognitive complexity of the standards.</p> <p>Instruction adequately prepares students for the new generation of state assessments.</p> <p>Educators understand the demands and components of the new assessment system.</p> | <p>Where are we at this time?</p> | |
| | | <p>Evidence of Progress:</p> | |

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| Equity in Learning Conditions | <p>ALL students are held to the same high expectations to read, write, speak, listen and use language.</p> <p>Growth goals are used to guide assessment of learning of the CCSS.</p> <p>Students who are below grade-level are provided appropriate scaffolding activities and interventions.</p> <p>Students who are above grade-level are provided appropriate enrichment and extension activities.</p> <p>Individual student needs are assessed in order to determine appropriate instructional activities.</p> | <p>Where are we at this time?</p> <hr/> <p>Evidence of Progress:</p> | |

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| Sustainability | <p>Adequate resources (time, professional development, materials) are provided to provide ongoing support for understanding and implementing the CCSS.</p> <p>Appropriate technology is readily available for implementing the CCSS.</p> <p>Connections among initiatives are clearly delineated and the initiatives are clearly connected to achievement of the CCSS.</p> <p>Existing initiatives to suspend or amend are identified in order to create capacity for implementing the CCSS.</p> <p>A collaborative culture exists that provides time and resources for sharing ideas for implementing the CCSS.</p> <p>A culture that is supportive for change is established.</p> | <p>Where are we at this time?</p> <hr/> <p>Evidence of Progress:</p> | |

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| Leadership | <p>All stakeholders are aware of the purpose and implications of full implementation of the CCSS.</p> <p>A variety of communication vehicles are readily available to teachers, administrators, parents, students and the community.</p> <p>Communication is available in a variety of formats.</p> <p>Short- and long-term plans are in place for transitioning to the CCSS.</p> <p>Leaders focus on the CCSS as a high priority for students, staff and themselves.</p> <p>Instructional leaders at all levels are developed to support the CCSS.</p> | <p>Where are we at this time?</p> <hr/> <p>Evidence of Progress:</p> | |