**Implementation of the CCSS Needs Assessment Rubric with Aligned Resources**

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| 1. **Developing common language and understanding of the instructional shifts inherent in the CCSS.** | | | | |
| *How do we build a common vision of understanding of the CCSS and its implications for instruction?* | | | | |
| **1.1 Creating a common language** | | | | |
| **Attributes** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **1.1.1**  **CCSS language defined and utilized consistently and shared with all stakeholders** | * No attempts have been made to create a common set of terms or to provide a consistent CCSS language to all stakeholders. | * Common language is established only as it exists in major documents in the field and limited attempts have been made to share this common language. | * Presenters and document developers are cognizant of and make attempts to use common language about the CCSS. Exposures to this common CCSS language have been provided. | * Key terms / language are determined and consistently applied in all documents produced by the district. Multiple means have been employed to provide all stakeholders with a common and consistent language necessary to implement the CCSS. |
| **1.1.2Clear vision of CCSS implementation created and shared with all stakeholders** | * No vision statement has been created to guide the implementation of the CCSS | * The district is in the beginning stages of crafting a vision statement for CCSS implementation | * A vision statement for implementing the CCSS has been crafted, but it has not been widely shared inside and outside of the school system | * A clear and compelling vision has been created that includes the goals, expectations and purpose for implementing the CCSS and that vision is shared across all stakeholder groups |

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| **1.2 Establishing a clear, shared vision of what College and Career Ready (CCR) means** | | | | |
| **Attributes** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **1.2.1**  **College – and Career-Readiness (CCR) comprehensively defined** | * The term “College and Career Ready” (CCR) is not used in the district. | * CCR is defined in the district as a score on a college-readiness test, grade point or credits accumulated. | * The district uses the definition of CCR from the CCSS and goes beyond determining CCR as a score on a test. | * Through extensive discussions about college and career readiness, the district has built a comprehensive definition of what it means to be college and career ready. |
| **1.2.2**  **Support for CCR built with the community through a widely shared vision of what CCR means** | * No discussions have taken place around the meaning of CCR nor has input been sought in developing the definition of CCR. | * Discussions about the definition of CCR are random and have taken place solely among mostly district-level personnel. | * Purposeful discussions about the definition of CCR have taken place among most staff members, including the district leadership or planning team. | * Planned, widespread discussions about what it means to be CCR have taken place throughout the community in order to build support for college and career readiness. This vision of CCR is clearly articulated and widely supported. |

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| **1.3 Consistent interpretation of the CCSS** | | | | |
| **Attributes** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **1.3.1**  **Common understanding of the CCSS built through organized process** | * No work has been done to build a common understanding of the CCSS | * The district and some teachers are aware of documents that explain and give examples of the standards, but these have not been consistently used | * Information and resources about the standards have been distributed throughout most of the district, but there has not been an organized process for using them | * Reviewing, discussing and determining a common understanding of the standards has taken place through organized and structured professional development |
| **1.3.2**  **Documentation created or adopted for specific interpretations of the CCSS that includes clear examples of the standards in action** | * No work has been done to build a consistent understanding of the CCSS and there is no clear concept of what the standards would look like if implemented successfully. | * Discussion has occurred around the CCSS, but no single interpretation of the standards or what they would “look like” if implemented has been adopted. | * Multiple documents have been used to interpret the standards, but no single or set of documents has been adopted as a consistent interpretation of the CCSS. Examples of the standards being implemented in classrooms are available and shared randomly, but not consistently. | * A single document or set of documents have been created or adopted that provides specific interpretations and understanding of the CCSS. Clear examples of what the standards “look like” when they are implemented with fidelity have been created or identified. |



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| **1.4 Common understanding of the instructional shifts inherent in the CCSS** | | | | |
| **Attributes** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **1.4.1**  **Common interpretation of the shifts required in teaching and learning are widely distributed and articulated** | * No work has been done on understanding the instructional shifts of the CCSS or a district-level, common interpretation has not been established. | * The district recognizes the need for a common understanding of the shifts. Some information has been shared on the instructional shifts, but not consistently or with all teachers and administrators. | * Language for a common understanding of the shifts have been developed for the district, but it has not been widely distributed. Some groups have a clear understanding of the shifts, but others do not. | * The district has adopted an official interpretation of the instructional shifts and has worked to ensure widespread understanding. All staff have a consistent understanding of the instructional shifts and what they mean for teaching and learning of the CCSS. |
| **1.4.2**  **Staff can explain the instructional shifts in terms of classroom practices of the CCSS and how they are connected to CCR** | * An understanding of instructional shifts necessary to implement the CCSS has not been built. | * Information about the instructional shifts for implementing the CCSS has been shared informally. | * Professional development has been delivered on the instructional shifts and all staff can articulate them. | * Staff can articulate the instructional shifts necessary for implementing of the CCSS, can identify specific examples of what it would look like in practice in the classroom and can explain how they are critical to students becoming college and career ready. |

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| 1. **Examining and aligning district sanctioned curriculum, instruction, assessment and professional learning.** | | | | |
| *How can we integrate CCSS into the school curriculum to support instructional practice and student learning?* | | | | |
| **2.1 Standards, instruction and assessment aligned** | | | | |
| **Attribute** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **2.1.1**  **Procedures and guidelines for alignment developed and routinely followed** | * No work has been done on developing procedures and guidelines for aligning curriculum, instruction and assessment. | * There is a recognition of the need for alignment between standards, instruction and assessment, but no guidelines or procedures have been developed for determining alignment. | * Some procedures and guidelines have been developed for assuring that the standards, instruction and assessment are aligned, but the curriculum has not been reviewed for this alignment. | * Procedures and guidelines have been developed for checking for alignment of standards, instruction and assessment and these procedures and guidelines are followed routinely when developing curriculum. |
| **2.1.2**  **District-adopted model template used to design instruction** | * No templates exist for developing units of instruction. | * A variety of unit planning templates are used across the district to develop units of instruction. | * The district has developed a model template for unit development but it is not uniformly used across the district. | * All curriculum developers in the district use a district-adopted model template for developing units of instruction. |
| **2.1.3**  **Year-long curriculum maps developed and used to monitor implementation** | * No year-long curriculum map exists to provide an overview of what is taught at each level. | * Year-long curriculum maps have been developed for some subject areas and/or some grade levels. | * Year-long curriculum maps have been developed for math and ELA, but these maps are not frequently updated or used to monitor implementation of the CCSS. | * Year-long curriculum maps have been developed for all subjects and these maps are used frequently to assess and monitor implementation of the CCSS. |
| **2.1.4**  **Rubric developed and used to assess quality of instructional units** | * No quality criteria has been developed or adopted to assess the quality of instructional units. | * A checklist or some form of limited criteria has been developed to assess the quality of the curriculum written, but it is not widely used. | * Some form of criteria for assessing quality of instructional units has been developed and this criteria is applied only in some subjects or grade levels. | * A rubric has been developed or adopted and it is used to assess the quality of instructional units created. The rubric includes components for assessing the alignment between the standards, instruction and assessment. |

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| **2.2 Instruction consistent with the instructional shifts of the CCSS** | | | | |
| **Attributes** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **2.2.1**  **Clear examples of CCSS instruction provided so that staff can identify practices consistent with the instructional intent of the CCSS** | * Staff has not been provided with information or training on instruction consistent with the CCSS. They cannot identify and align instructional practices with the implementation of specific standards. | * Some examples of instruction that aligns with the CCSS have been provided to some staff. While they understand the instructional practices necessary to implement the CCSS, they struggle with identifying these practices and explaining the alignment of practice with the standards they exemplify. | * Examples of instruction that align with the standard are made available to most of the staff, but are not an integral part of professional development delivery. Staff can identify some instructional practices that align with some of the CCSS and can provide some explanation as to how those practices are consistent with the instructional intent of the CCSS. | * Clear examples of instruction that align with the standards have been provided to all staff as part of the delivery of professional development. Staff can consistently identify instructional practices that align with the intent of the CCSS and can explain how those practices are consistent with the instructional intent of the CCSS. |
| **2.2.2**  **Selection criteria for materials and resources consistently applied** | * No district-wide criteria has been identified or adopted for the selection of instructional materials aligned to the CCSS | * The district is in the process of either developing or investigating the development of a set of criteria for selecting instructional materials that align to the CCSS | * Criteria for materials and resource selection aligned to the CCSS have been adopted by the district, but are not consistently applied in the selection of instructional materials | * Criteria has been established by the district to use in selecting materials and resources that align to the CCSS and these criteria are consistently applied when adopting instructional resources |
| **2.2.3**  **Clear criteria for identifying quality instructional strategies understood widely and applied in planning instruction** | * No criteria has been adopted for selecting quality instructional activities to teach the CCSS, nor have any expectations or practices been established for selecting instructional strategies in planning instruction. | * The district acknowledges the need for establishing criteria for identifying quality instructional activities to teach the CCSS, but has not yet developed it. While some information has been shared about quality instructional strategies, this information has not been put into practice. | * Clear criteria for identifying the quality of instructional strategies has been developed, but has not yet been widely shared with staff. While aware of the criteria, teachers do not routinely use it to select or develop instructional strategies. | * Clear criteria for identifying the quality of instructional strategies has been developed and staff can articulate this criteria. There is an expectation that staff will use the criteria in selecting instructional strategies that will be used to teach the CCSS and they routinely use the criteria in their selection of strategies. |

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| **2.3 Assessments clearly measure the CCSS** | | | | |
| **Attributes** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **2.3.1**  **Formative assessments used to adjust instruction** | * Classroom formative assessment is not used to guide instruction. | * The need for using frequent, formative assessment is recognized, but this data is rarely used to make instructional decisions. Teachers may not be familiar with how to use formative assessment to make instructional decisions. | * Teachers regularly use formative assessment, but do not consistently use the results to make instructional decisions and changes. | * Teachers consistently and frequently use formative assessment to gauge how well students are achieving the standards and to impact how they provide and make changes to instruction. |
| **2.3.2**  **Instruction is adjusted to meet the demands of new state tests** | * No information has been shared in the district regarding the next generation state assessments. | * District and building personnel are aware of the coming new state tests, but little has been done to change curriculum to align to it. | * All educators are aware of the new state tests, but instruction has not changed significantly to match these new expectations for student performance. | * Awareness of the shifts needed in instruction to meet the demands of the new state tests is high and teachers are changing the way they prepare students for these tests by changing instruction. |
| **2.3.3**  **Transition plans for moving to new state assessments developed that includes parents, students and the community** | * Educators are not aware of the what will be required by the new state assessments and the district has no plan for transitioning to the next generation state assessment. | * Some educators are aware of the learning required for success on new state assessments, but no plan has been developed to prepare students for them | * The majority of educators are aware of what it will take to prepare students for the new state assessments, but little formal planning for this preparation has been developed | * A transition plan for moving to the next generation state assessment has been developed, which includes specific guidelines for preparation and that includes a plan for preparing parents, students and the community |
| **2.3.4**  **Student achievement data used to make decisions about programs and instruction** | * A narrow spectrum of assessments are used to collect data on student achievement and this data is not used consistently or well to make changes in programs and instruction | * The range and type of assessments used to monitor student progress have increased, but the resulting data has not been consistently used in making program and instructional changes. | * Teachers have some skills in collecting and using data about student achievement, but the data collected and used is limited in scope and in the depth of its use as tool to drive changes in the classroom or in programs. | * Teachers have sufficient knowledge, ability and supports to use data collection and reporting systems (assessment) including a wide range of types of classroom, building, district and state level data on student achievement. In addition, this data is used consistently in making decisions about programs and instruction |

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| **2.4 Student interventions identified to help all students meet the CCSS** | | | | |
| **Attributes** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **2.4.1**  **Specific scaffolding strategies for students with cognitive challenges included in instructional plans** | * Scaffolding is never or rarely planned and therefore the specific needs of students are often not addressed | * Little scaffolding is planned prior to instruction for students with cognitive challenges and much of the scaffolding that is provided is generic in nature rather than specific to the needs of students in the class | * Some scaffolding is planned for students with cognitive challenges, but these scaffolds are inconsistent in addressing the specific needs of the students for which they are designed | * As part of the instructional plan, specific steps for providing scaffolding for students with cognitive challenges have been identified |
| **2.4.2**  **Plans developed to meet the learning needs of ELL / ESL students in mastering the CCSS** | * No attempts are made to develop interventions that address the specific learning needs of ELL / ESL students as they work to master the CCSS | * The provision of interventions for ESL / ELL students is random and dependent on the specific teacher. These interventions are usually not planned ahead of time/ | * Some interventions are planned that address the language demands of the CCSS and the needs of ELL / ESL students; however, they are often vague or generic. | * Explicit plans for meeting the needs of ELL / ESL students have been developed to support the unique learning needs of these students in mastering the CCSS standards. |
| **2.4.3**  **Needs of gifted and talented students addressed in instructional planning** | * Interventions that support the learning needs of gifted and talented students are not or usually not included as part of the instructional plan | * Whether or not planned interventions for gifted and talented students are included in instructional planning is largely left to the discretion of the teacher or the group designing the instruction | * Some planned interventions that meet the advanced learning needs of gifted and talented students are included in instructional planning, but these are often left to the discretion of the teacher | * The needs of gifted and talented students have been addressed in all instructional planning with the inclusion of specific supports for meeting the needs of these students in providing appropriate challenges and tasks that align with the CCSS |

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| **2.5 Professional learning aligned to staff needs in implementing the CCSS** | | | | |
| **Attribute** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **2.5.1**  **Professional development built to meet the learning needs of individual teachers related to CCSS implementation** | * Staff is not consulted about their learning needs in regards to implementing the CCSS or are not considered when creating professional development plans. | * Professional development planners have gathered some information from staff about their needs in very informal ways. Plans include isolated or random examples of activities designed to meet the expressed needs of staff. | * Some input is gathered from staff members about their professional learning needs and this input is considered to some degree in planning professional development. | * Staff at every level are involved to identify their professional learning needs in order to design professional development that meets teachers’ needs in delivering the CCSS with fidelity. |
| **2.5.2**  **Professional development monitored for consistency between identified needs and what is implemented** | * No monitoring systems are in place to measure how well the delivered professional development aligns with identified needs of the staff | * Feedback and evaluation forms are used with each professional development activity, but they do not specifically note how the professional development met previously identified needs of participants | * Some attempts are made to include feedback about how well professional development has met participants previously- identified needs | * Monitoring systems are in place to continually assess the congruency between professional development that is delivered and professional development that has been identified as needed |

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| 1. **Implementing CCSS in schools: the role of district leaders** | | | | |
| *How can district leaders support, monitor and ensure that the CCSS are implemented with fidelity in every classroom and that students are learning the standards?* | | | | |
| **3.1 The culture supports the innovations needed to implement the CCSS** | | | | |
| **Attributes** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **3.1.1**  **Plan developed for addressing the cultural changes needed to facilitate CCSS implementation** | * No discussions / work have been conducted around developing a culture that is conducive to change as the CCSS are implemented | * There is an awareness of the need to attend to the culture of the school or district in order to make substantial changes, but there have been little efforts to assess or analyze the culture in terms of CCSS implementation | * Some work has been done to assess and analyze the culture of the school / district, but there is not a specific plan in place to address the development of a culture that supports CCSS implementation | * A plan is in place for assessing, analyzing and changing the culture of every school and the district to facilitate the implementation of the CCSS |
| **3.1.2**  **Consensus and support for integration of the CCSS has been built** | * There is a significant number of educators who work actively or passive aggressively against the CCSS | * The range of support for the CCSS is widely varied among educators at the building and district levels | * The majority of educators are supportive of the CCSS and are willing to work to integrate them into the curriculum | * There is nearly complete consensus among educators in support of the integration of the CCSS into the curriculum and they are motivated to implement the CCSS |
| **3.1.3**  **Potential obstacles / barriers to CCSS implementation identified and addressed** | * The district has not identified potential obstacles or barriers to the implementation of the CCSS | * The district has had some discussions regarding potential obstacles or barriers to successful implementation of the CCSS, but has not addressed them | * The district has identified the potential obstacles and barriers that might disrupt the implementation of the CCSS but has not develop plans for eliminating or reducing them | * Potential obstacles / barriers for implementation of the CCSS have been identified and actions for reducing or eliminating these obstacles / barriers have been established |

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| **3.2 Roles / Responsibilities for implementation of the CCSS are clearly delineated** | | | | |
| **Attributes** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **3.2.1**  **Leadership team formed to ensure implementation of CCSS** | * All planning for CCSS implementation is developed by the school or district staff | * The district has begun to identify a leadership team or has developed one, but the team has not yet taken a leadership role in planning for CCSS implementation | * A leadership team has been named, but to date the team has not taken an active role in developing a plan for ensuring that the CCSS are implemented with fidelity | * A leadership team has been formed to lead the implementation of the CCSS and is actively engaged in ensuring that the standards are implemented with fidelity |
| **3.2.2**  **Roles and responsibilities clearly delineated and communicated** | * No work has been done on identifying the roles and responsibilities of various groups in the implementation of the CCSS | * There is an acknowledgement that various groups play different roles in CCSS implementation, but little in terms of structure or definition of these roles has been developed | * The roles and responsibilities of various groups have been discussed, but no formal delineation of these roles and responsibilities have been drafted | * The roles and responsibilities of each group (teachers, school leaders, district leaders) have been delineated clearly and have been communicated to all |
| **3.2.3**  **System included in district plan for monitoring performance of groups in filling roles and responsibilities** | * No monitoring or accountability systems are in place to evaluate how well each group is carrying out its identified roles and responsibilities | * Responsibilities of various groups for implementing the CCSS have been delineated, but no accountability mechanisms have been established to monitor the execution of those responsibilities | * A loose system of accountability is in place to hold various groups accountable for their identified responsibilities in implementing the CCSS | * A monitoring system is in place to assess the extent to which and how well each group is fulfilling its role and responsibilities as designated by the district plan |

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| **3.3 Classroom observations / Monitoring systems are in place** | | | | |
| **Attributes** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **3.3.1**  **Processes and procedures for monitoring progress in CCSS implementation uniformly implemented** | * No consistent and clearly established monitoring and feedback loops have been developed to utilize data gathered from classroom observations. | * Processes and procedures for monitoring CCSS implementation are not consistent across the district. There are some guidelines and processes for conducting classroom observations, but these are not tied directly to the instructional shifts inherent in implementing the CCSS. | * Some processes and procedures for monitoring progress on implementing the CCSS have been developed, but they are not uniformly utilized. Data gathered about CCSS implementation from classroom observations or monitoring activities is used randomly. | * Processes and procedures have been established for monitoring progress, such as evidence walks and walk-through criteria and these processes and procedures are uniformly implemented. Monitoring and feedback loops for determining CCSS implementation are enacted on a consistent basis. |
| **3.3.2**  **Teachers included effectively in the monitoring process** | * Teachers are not provided opportunities to observe other classrooms in order to witness implement-tation of the CCSS | * The number of teachers who are provided with classroom observation opportunities is sporadic and the use of data collected from those observations varies widely | * While teachers are provided with some opportunities to observe other classrooms, there is not a consistent plan for how this happens or how the observations are used to improve CCSS implementation | * Teachers are integral to the monitoring process and are provided with opportunities to observe CCSS in action in other classrooms and the data gathered by teachers is routinely used to improve CCSS implementation |
| **3.3.3**  **Clear criteria established for collecting evidence of implementation** | * No criteria have been developed to guide classroom observations or monitoring of CCSS implementation | * Classroom observations are part of the monitoring system, but the criteria for collection of evidence regarding CCSS implementation have not been specifically / clearly identified | * Some criteria have been developed to guide collection of specific evidence during classroom observations | * Clear criteria are used to establish the “look-fors” when conducting evidence walks or walk-throughs |

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| 1. **Organizational policies and structures that support effective implementation of the CCSS district-wide.** | | | | |
| *What organizational policies and structures need to be in place for effective implementation of the CCSS?* | | | | |
| **4.1 Funding for resources for implementing the CCSS** | | | | |
| **Attributes** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **4.1.1**  **Resources necessary for implementation fully included in the budget, including all potential federal and state resources** | * The district has not yet begun to identify the financial resources that will be needed to implement the CCSS. | * The district is beginning to assess the financial resources needed to implement the CCSS and is investigating potential federal and state resources. | * Funding sources, including federal and state resources, for CCSS implementation have been identified, but have not yet been fully integrated into the budget. | * Budget implications for implementation of the CCSS have been addressed and necessary resources are fully included in the budget, including all potential federal and state resources. |
| **4.1.2**  **Adequate funding for professional development related to CCSS implementation included in budget** | * No specific funding has been included in the budget for professional development related to implementing the CCSS | * Money is included in the budget for professional development, but funds are not specifically earmarked for professional development related to CCSS implementation | * Funding for professional development needed to implement the CCSS has been included in the budget but it is not adequate for what needs to be provided | * Adequate funding for professional development related to the implementation of the CCSS has been built into the district budget |

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| **4.2 Accountability systems for measuring progress are in place** | | | | |
| **Attributes** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **4.2.1**  **Clear and measurable criteria established for measuring progress of CCSS implementation** | * No criteria for measuring progress in implementing the CCSS have been determined | * The district has not yet included criteria for measuring progress in implementing the CCSS, but has plans to do so | * The CCSS implementation plan includes some criteria for determining how well the CCSS are being implemented | * Action plans for implementing the CCSS include clear and measurable criteria for determining the progress of the district in implementing the CCSS |
| **4.2.2**  **Timelines clearly delineated for implementation** | * No timelines for tracking progress on implementing the CCSS have been determined and included in the district’s plan | * The district’s CCSS implementation plan includes general, broad timelines for measuring progress in implementing the CCSS | * Timelines for implementation are included in the CCSS implementation plan, but they have not been correlated with the implementation timelines mandated by the Florida DOE | * Timelines are linked to specific implementation milestones and align with identified timelines set by the Florida DOE as mandated implementation guidelines |

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| **4.3 Teaching resources / materials selection and implementation** | | | | |
| **Attributes** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **4.3.1**  **Procedures and criteria developed to guide the process of selecting instructional resources and materials** | * No procedures or criteria have been established for selecting instructional resources and materials. | * The district has reviewed the materials selection policies and criteria to determine the requirements needed to implement the CCSS. | * Procedures and criteria have been developed to meet the unique requirements of CCSS implementation but they are not uniformly applied. | * Procedures and clear criteria are in place to ensure that only high-quality materials, tightly aligned to the CCSS, are considered in the adoption of instructional materials. |
| **4.3.2**  **Acceptable-use policies adopted and applied to use of instructional materials not adopted by the district** | * No policies for use of additional instructional materials outside of district adoptions have been established | * No specific policies for the use of instructional materials outside of district adoptions have been identified, but the district is planning to establish such guidelines | * Policies for using instructional materials that are not district-approved adoptions have been drafted but these polices are not regularly used to evaluate consistency with them | * Policies for the acceptable use of materials outside of district-adopted resources are established and these guidelines are regularly applied to the use of instructional materials that have not been adopted by the district |

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| **4.4 Data use in decision-making about CCSS implementation** | | | | |
| **Attributes** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **4.4.1**  **District-wide assessment plan developed to guide use of data from large-scale assessments** | * No assessment plan exists to guide the use of all large-scale assessments in making decisions about instruction and curriculum. | * The district is in the process of developing an assessment plan that will guide how data is used to make changes in instruction and curriculum. | * A district-wide assessment plan that outlines the purpose of all large-scale assessments has been developed, but it does not include plans for how the data will be used to make decisions about instruction and curriculum. | * A district-wide assessment plan has been developed that outlines the purpose of all large-scale assessments in the district along with how the data from those assessments will be used to make decisions about instruction and curriculum. |
| **4.4.2**  **Multiple sources of data used to make decisions about curriculum and instruction** | * Multiple data points are rarely used to make decisions about programs and instruction. | * Decisions are often based on single points of data, although there is growing recognition of the need to use multiple sources of data in making decisions about programs and instruction. | * Decisions are often made using multiple sources of data, but the practice of using multiple data is not yet an established practice. | * Multiple sources of data are used when making decisions about changes to instruction and curriculum. |
| **4.4.3**  **Data warehoused, organized and accessible for use by staff** | * The district does not house student achievement data in a central location. | * The district does not house student achievement data in a central location, but is investigating options for doing so. | * The district warehouses data in a central location, but it is not easily accessible by all building and district staff. | * Data is warehoused and organized for easy access and use by all building and district staff. |

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| **4.5 Comprehensive plans for implementation of the CCSS** | | | | |
| **Attributes** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **4.5.1**  **Long-range comprehensive plan for implementing the CCSS shared widely with staff and community** | * The district has not yet begun the development of a comprehensive plan for CCSS implementation | * The district is beginning the process of developing a comprehensive plan for CCSS implementation | * The district has developed a CCSS implementation plan but has not yet shared it widely with staff and the community | * A long-range, comprehensive implementation plan has been developed for implementing the CCSS and the plan has been shared widely with staff and the community |
| **4.5.2**  **Strategies for monitoring changes in instruction included in the implementation plans** | * The district does not include information and feedback loops in its CCSS implementation plan | * The district is aware of the need for information and feedback loops in developing its CCSS implementation plan, but has not yet drafted those components for inclusion in their plan | * The district’s CCSS implementation plan is working on the development of information and feedback loops to include in its CCSS implementation plan | * Included in the CCSS implementation plan are information and feedback loops are designed to monitor whether instructional practice changes |
| **4.5.3**  **All parts of the plan aligned with the district’s vision for CCSS implementation** | * The district has not yet begun the process of developing a CCSS transition plan. | * The district is just beginning to develop a CCSS transition plan and will be including a process for aligning policies and structures with the district’s vision and expectations for CCSS implementation | * The district has a CCSS implementation plan, but it does not include an examination of how policies and practices align with the district’s vision and expectations for CCSS implementation | * As part of the CCSS implementation plan, current policies and structures (curriculum, resource adoption, professional development, graduation requirements, promotion policies, professional development) are evaluated to ensure that they align with the district’s vision and expectations for CCSS implementation. |

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| **4.6 Technology use / integration for implementing the CCSS** | | | | |
| **Attributes** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **4.6.1**  **Plan developed for technology to support implementation and assessment of the CCSS** | * The district has not yet examined the technology require-ments needed to implement the CCSS and the PARCC | * The district is aware of the need to evaluate and update the technology and infrastructure related to CCSS implementation, but has not yet developed a plan. | * The district has begun to develop a plan for ensuring adequate technology and infrastructure for CCSS and PARCC implementation. | * The district has a plan for procuring the essential hardware, equipment and infrastructure needed to implement the CCSS and to support the PARCC assessment |
| **4.6.2**  **Technology skills embedded in the CCSS identified and teachers receive assistance in using appropriate technology** | * CCSS that embed technology skills have not been identified and no plan exists for assisting teachers in implementing them | * Technology skills embedded in the CCSS have been identified, but no professional development opportunities have been planned or initiated to assist in teaching these specific standards | * Technology skills inherent in the CCSS have been identified and some professional development has been planned or delivered to assist in building the skills needed to teach the identified technology skills | * The district has reviewed the CCSS standards for embedded technology skills and has developed professional development to assist teachers in addressing these technology-infused standards |

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| **4.7 Plan for communicating about CCSS implementation** | | | | |
| **Attributes** | **Not Started Yet** | **Beginning** | **Implementing** | **Sustainable** |
| **4.7.1**  **Communication plan widely distributed and strongly supports CCSS** | * A communication plan for CCSS implementation is not in place. | * Planning for communicating about the CCSS is limited to some additions to the district’s overall communication plan. | * A communication plan has been developed to share information about the CCSS, but it is somewhat limited in scope in distribution and audiences addressed. | * A comprehensive and specific communication plan is in place that makes a strong and compelling case for CCSS in in place. |
| **4.7.2**  **All stakeholder groups, and especially parents, addressed in district CCSS communication plan** | * No communication plan exists for the sharing of information about the CCSS with any groups outside of the school, including parents. | * The CCSS communication plan addresses limited stakeholder groups and there have been limited attempts to educate parents about the CCSS. | * Multiple stakeholder groups are addressed in the district’s CCSS communication plan, but the plan does not include all stakeholder groups. Efforts to educate parents have been sporadic and random. | * All stakeholder groups (parents, students, community and business members, and educators) are included in the district communication plan for increasing communication about the CCSS. Efforts to inform parents have been particularly varied and widespread. |
| **4.7.3**  **Consistent messages about the CCSS relayed across all stakeholder communications** | * The district does not have a communications plan specifically focused on CCSS implementation | * The district is just beginning to draft a communications plan for CCSS implementation and needs to ensure that consistent messages are delivered to all audiences | * The district has a communications plan for CCSS implementation but the messages have not been clearly delineated or the totality of audiences are not addressed | * The district has a clear communications plan for CCSS implementation that includes consistent messages and objectives, audiences, modes of communication and frequency of communications |