

Guidance for District CCSS Implementation

This document is designed to help districts determine where they are on the implementation continuum for Common Core State Standards. It is provided as an interim tool as ODE begins designing a more comprehensive resource organized around the Five Key Areas of Effectiveness for School Improvement—District and School Structure and Culture, Family and Community Involvement, Technical and Adaptive Leadership, Educator Effectiveness, and Teaching and Learning. The anchor statements and indicators in this tool will be folded into the new resource, allowing districts to examine their structures and practices in multiple areas.

<p>Instruct staff on the depth and rigor of the CCSS and what students are expected to know and be able to do.</p> <p>Related teacher need: Understand the student learning requirements and be able to describe the expectations in terms of student actions –what it looks like when a student demonstrates the knowledge and skills stated in the standards.</p>		
<p>Awareness</p>	<p>Transition to Implementation</p>	<p>Full Implementation</p>
<ul style="list-style-type: none"> ▪ District administrators have an understanding of the rigor and depth of the CCSS including: <ul style="list-style-type: none"> ▪ The instructional shifts ▪ The ELA & Literacy College and Career Readiness Anchor Standards ▪ The Mathematical Practices 	<ul style="list-style-type: none"> ▪ District and building administrators instruct staff in the rigor and depth of the CCSS including: <ul style="list-style-type: none"> ▪ The instructional shifts <ul style="list-style-type: none"> ▪ English Language Arts (ELA) & Literacy http://www.ode.state.or.us/wma/teachlearn/commoncore/common-core-shifts-ela.pdf ▪ Mathematics http://www.ode.state.or.us/wma/teachlearn/commoncore/common-core-shifts-math.pdf ▪ The ELA & Literacy College and Career Readiness Anchor Standards ▪ The Mathematical Practices standards 	<ul style="list-style-type: none"> ▪ Classroom practices reflect the depth and rigor of the CCSS. District and building administrators: <ul style="list-style-type: none"> ▪ Observe instruction aligned to CCSS ▪ Monitor instruction and provide professional development in areas of need based on observational data
<p>Determine strengths and needs in teacher content knowledge and skills and allocate resources to provide targeted professional development to address the identified needs of staff.</p> <p>Related teacher need: Possess deep understanding of the content knowledge and skills underlying the mathematics and ELA concepts articulated in the standards.</p>		
<p>Awareness</p>	<p>Transition to Implementation</p>	<p>Full Implementation</p>
<ul style="list-style-type: none"> ▪ District and building administrators are planning to conduct a Needs Assessment in order to determine gaps in teacher content knowledge and skills and identify areas of focus for teacher professional development 	<ul style="list-style-type: none"> ▪ District and building administrators have conducted a Needs Assessment of teacher content knowledge and skills to identify areas of focus for professional development ▪ District and building administrators are analyzing the results of the Needs Assessment to determine strengths and needs 	<ul style="list-style-type: none"> ▪ As the result of the analysis of a Needs Assessment of teacher content knowledge and skills, district and building administrators: <ul style="list-style-type: none"> ▪ Identify teacher leaders as a resource ▪ Determine areas of focus ▪ Schedule teacher professional development to address needs ▪ Allocate funds for professional development

Guidance for District CCSS Implementation

Create, monitor, and support a system that provides for consistent collaboration across grade levels and content areas.

Related teacher need: Comprehend how students' knowledge and skills develop across grade levels and content areas.

Awareness	Transition to Implementation	Full Implementation
<ul style="list-style-type: none"> ▪ District and building administrators are aware that a system to provide consistent collaboration across grade levels and content areas is needed 	<ul style="list-style-type: none"> ▪ A district-wide or regional structure exists to facilitate collaboration and communication between teachers and administrators across grade levels and content areas ▪ District and building administrators track meeting progress and outcomes based on stated expectations or targets 	<ul style="list-style-type: none"> ▪ A district-wide or regional structure exists and is actively used to facilitate collaboration, communication, and modeling between teachers and administrators across the K-12 continuum on an established timeline ▪ District administrators monitor meeting progress and outcomes based on stated expectations or targets ▪ District and building administrators provide opportunities for teachers to observe across grade levels and content areas within their district/region

Use assessment data to determine instructional strengths and needs and conduct program evaluations at the district level. Allocate resources accordingly.

Related teacher need: Examine student work to determine patterns and trends for the purpose of identifying needs and adjusting instruction.

Awareness	Transition to Implementation	Full Implementation
<ul style="list-style-type: none"> ▪ The district is aware that a system for conducting program evaluations is needed ▪ The district has a structure for teachers to collaborate 	<ul style="list-style-type: none"> ▪ The district has a system for conducting program evaluations that uses assessment data to determine instructional needs based on student growth ▪ District and building administrators implement collaborative teacher teams that collect and analyze evidence of student work and differentiate instruction 	<ul style="list-style-type: none"> ▪ The district has a culture of data analysis and instructional decisions are based on an evaluation of multiple pieces of evidence ▪ District and building administrators participate in collaborative teacher teams that collect and analyze evidence of student work and differentiate instruction ▪ Building administrators monitor teacher teams and evaluate their effectiveness through classroom observation

Guidance for District CCSS Implementation

Ensure that district instructional materials are coherent, consistent, comprehensive, and support the ELA and math standards and practices of the CCSS.

Related teacher need: Analyze the alignment of district adopted instructional materials with the standards, in order to determine how to use those materials appropriately and effectively.

Awareness	Transition to Implementation	Full Implementation
<ul style="list-style-type: none"> ▪ An inventory of existing district materials (including technology) has been conducted that identifies how current resources can be used to support the CCSS 	<ul style="list-style-type: none"> ▪ The district conducts a district-wide gap analysis that ensures coherent, consistent, and comprehensive materials (including technology) are identified to support the CCSS ▪ Aligned materials have been identified K-12 and a plan is in place to allocate resources and/or purchase materials ▪ The district is developing a plan to offer professional development on aligned materials 	<ul style="list-style-type: none"> ▪ Coherent, consistent, and comprehensive materials (including technology) aligned with CCSS are used in classrooms K-12 ▪ The district offers coaching and/or professional development on aligned materials ▪ Student data is regularly examined to determine whether supplemental materials are needed

Develop staff expertise in designing effective units, lessons, and assessments that meet the rigor the CCSS.

Related teacher need: Design units and lessons that support every student in meeting the mathematics content and practice standards, the ELA reading, writing, language, speaking and listening standards, and the literacy standards across content areas.

Awareness	Transition to Implementation	Full Implementation
<ul style="list-style-type: none"> ▪ The district has an aligned K-12 curriculum in ELA and math ▪ The district has a structure for teachers to collaborate 	<ul style="list-style-type: none"> ▪ The district offers coaching and/or professional development on designing effective units, lessons, and assessments that meet the rigor of the CCSS ▪ Instruction in some classrooms is observed to be aligned to the expectations of the CCSS ▪ District and building administrators implement collaborative teacher teams that collect and analyze evidence of student work and differentiate instruction 	<ul style="list-style-type: none"> ▪ The district reviews and evaluates units, lessons, and assessments to ensure they reflect the rigor of the CCSS ▪ A bank of grade-level units, lessons, and assessments that support effective learning are accessible to all teachers ▪ Observed classroom instruction is aligned to the expectations of the CCSS ▪ Building and district administrators use observations to provide feedback to teachers on the tasks and experiences designed for students ▪ Teacher teams collect and analyze evidence of student work to inform lesson design

Guidance for District CCSS Implementation

Determine strengths and needs in evidence-based instructional strategies and practices. Allocate resources to provide targeted professional development to address the identified needs of staff.

Related teacher need: Possess deep understanding of evidence-based instructional strategies that support the CCSS.

Awareness	Transition to Implementation	Full Implementation
<ul style="list-style-type: none"> ▪ District and building administrators are planning to conduct a Needs Assessment in order to: <ul style="list-style-type: none"> ▪ Determine gaps in teacher evidence-based instructional strategies and practices, and ▪ Identify areas of focus for teacher professional development 	<ul style="list-style-type: none"> ▪ District and building administrators have conducted a Needs Assessment of teacher evidence-based instructional strategies and practices to identify areas of focus for professional development ▪ District and building administrators are analyzing results of Needs Assessment to determine strengths and needs 	<ul style="list-style-type: none"> ▪ As the result of the analysis of a Needs Assessment of teacher instructional strategies and practices, district and building administrators: <ul style="list-style-type: none"> ▪ Identify teacher leaders as a resource ▪ Determine areas of focus ▪ Schedule teacher professional development ▪ Allocate funds to provide professional development ▪ Teacher teams collect and analyze evidence of student work to inform instructional strategies and practices

Develop staff expertise to design assessments, monitor student progress, and inform instruction.

Related teacher need: Create and use formative assessments and monitor student progress in order to better meet the individual needs of students and accelerate learning for students who are not on track to meet the standards for his/her grade level.

Awareness	Transition to Implementation	Full Implementation
<ul style="list-style-type: none"> ▪ The district provides a system for evaluating all students ▪ The district has a structure for teachers to collaborate 	<ul style="list-style-type: none"> ▪ The district provides a system for evaluating all students multiple times per year to identify current academic level and to offer targeted support for the growth of each student ▪ The district provides professional development and/or coaching on designing and using formative assessments ▪ The district provides professional development on how to use data to inform instruction ▪ Teacher teams collect and analyze evidence of student work 	<ul style="list-style-type: none"> ▪ The district has a culture of using data to monitor student progress and inform instruction to target support for each student ▪ The district reviews and evaluates formative assessments ▪ The district uses multiple data sources (needs assessments, student performance data, observations) to plan professional development on designing assessments, progress monitoring, and informing instruction ▪ Building and district administrators monitor teacher teams for evidence that instructional decisions are based on data

Guidance for District CCSS Implementation

Implement an articulated system that trains, supports, and provides teachers with feedback in the use of evidence-based instructional strategies to deliver differentiated instruction that meets the needs of all students.

Related teacher need: Implement evidence-based instructional strategies that scaffold learning to ensure students meet the rigor of the CCSS, and differentiate instruction to support the growth of each student.

Awareness	Transition to Implementation	Full Implementation
<ul style="list-style-type: none"> ▪ District and building administrators are aware that a system for delivering differentiated instruction is needed 	<ul style="list-style-type: none"> ▪ The district has a system that trains, supports and provides teachers with feedback in the use of evidence-based instructional strategies to deliver differentiated instruction ▪ The district offers coaching and/or professional development on evidence-based instructional strategies and delivering differentiated instruction ▪ Building and district administrators and/or coaches use observations to provide feedback to teachers on instructional techniques 	<ul style="list-style-type: none"> ▪ Meeting the needs of all students is central to all district decision making ▪ Targeted, differentiated instruction is observed in classrooms K-12 ▪ Building and district administrators and/or coaches use observations and other sources of evidence to monitor and provide feedback on instructional techniques

Align district assessments with the CCSS that reflect the variety of response types students will encounter on the common assessment, and analyze data on a regular schedule.

Related teacher need: Design tasks and experiences at the appropriate level of rigor that will enable students to demonstrate proficiency through a variety of responses.

Awareness	Transition to Implementation	Full Implementation
<ul style="list-style-type: none"> ▪ The district analyzes and revises existing assessments to align with the CCSS ▪ District educators understand the types of responses (selected response, constructed response, performance tasks) and level of rigor that will be required of students to demonstrate proficiency on assessments 	<ul style="list-style-type: none"> ▪ The district analyzes and revises existing assessments to align with the content of the CCSS as well as various types of responses (selected response, constructed response, performance tasks) ▪ District educators create assessments that use a variety of responses and are aligned with the CCSS 	<ul style="list-style-type: none"> ▪ District assessments align with the content of the CCSS as well as various types of responses (selected response, constructed response, performance tasks) ▪ Building and district administrators and/or coaches use observations and other sources of evidence to monitor use of a variety of assessment responses