

# Transition to Common Core Curriculum Standards (CCCS)



	Phase I (2012-2013)		Phase II (2013-2014)		Phase III (2014-2015)	
	In the Classroom (What teachers see and what students see)	Behind the Scenes (What teachers and Admin see)	In the Classroom (What teachers see and what students see)	Behind the Scenes (What teachers and Admin see)	In the Classroom (What teachers see and what students see)	Behind the Scenes (What teachers and Admin see)
<b>Instructional Practices</b> Outcome: Instruction and learning plans so that students graduate <i>ready for</i> college and career education.	Focus on Rigor and Relevance/DOK* in <b>peer training</b> on Math, ELA, and CORE instructional areas, including technology  *Depth Of Knowledge+	Facilitated district-wide and site Professional Development that reflects each grade /dept. level student success with Rigor, Relevance, and Relationship/+DOK	Stronger instructional practices that focus on implementation of summative, formative (benchmark), and diagnostic assessment	Facilitated district-wide and school site Professional Development and reflection on student success based on improved instructional practices	Overt transition to extended use of instructional practices by every teacher in every classroom in order to reach EVERY student	Facilitated Professional Development and reflection on instructional practices district-wide by all teachers at all grade levels/departments, based on assessment
<b>Curriculum</b> Outcome: Revised and implemented curriculum (including literacy /writing across ALL content areas) to address college and career readiness.	Review of existing curriculum in <b>collaborating teams (PLC's)</b> with special attention to topics and subtopics present in CCCS rather than all the prior standards	Use of analytical tools (data management) to identify topics and subtopics in existing curriculum needing additional attention to fully implement CCCS	Deeper and extended attention to topics and subtopics present in CCCS that are not evident in existing curriculum  *Integration of Knowledge	Vetted and revised targets across the District to build comprehensive curriculum (including literacy /numeracy across all content areas) at greater DOK	Fully implemented new curriculum aligned tightly to Common Core Curriculum Standards	Facilitated reflection on and revision of new curriculum for continuous improvement (CILT) as needed
<b>Resources, Materials, Textbooks, etc.</b> Outcome: Instructional materials that address college and career readiness.	Review of existing resources, materials, textbooks, etc. to <b>"BRIDGE"</b> any gaps in <b>content or language</b> objectives expected to fully-address the CCCS	Development of criteria and technology to evaluate resources, materials, textbooks, etc. for alignment with CCCS (Review digital "bridge" materials as they become available)	Greater use of existing resources, supplementing with "bridge" materials where needed and feasible, to more deeply address CCCS  *Implementation of Knowledge	Piloted new "bridge" materials to align curriculum as needed for the full implementation of CCCS	Fully implemented "blended" hybrid resources, materials, textbooks, etc. to address new curriculum	Facilitated ongoing reflection on "blended" materials to better implement CCCS  Monitored timelines for new adoptions or updates utilizing technology
<b>Assessment Practices</b> Outcome: Assessments implemented that align with CCCS, preparing students for college and career readiness	Focus on existing formative and summative assessments; examining <b>Academic Vocabulary</b> formative items as aligned to CCCS	Professional Development on CCCS sample assessment items (paper/pencil and online)	Refinement of existing formative and summative assessments; increased/enriched assessment items aligned to CCCS	Professional Development on CCCS formative and summative assessment items as developed and shared through SBAC	Aligned formative and summative assessments for CCCS; purging old assessments no longer rigorous and relevant  *Community of Knowledge - Ownership	<b>Fully Implement new SMARTER BALANCED ASSESSMENT CONSORTIUM (Spring 2015)</b>