Common Core State Standards—Planning to Succeed

The K-12 Common Core State Standards (CCSS) provide an unprecedented opportunity—and challenge. In advancing standards for mathematics and English language arts, the CCSS have the potential to help transform the very DNA of teaching and learning.



KEY QUESTIONS TO CONSIDER:

- What is the current awareness level of teachers, administrators, parents and the broader community?
- Are stakeholders building a culture that supports the implementation of the CCSS?
- Are state and local resources allocated equitably across the district?
- Do educators have access to high-quality professional development?

The chart indicates steps that should be taken chronologically but not independently. No step should ever be deemed complete. On going awareness campaigns and planning sessions should occur even while soliciting feedback on previous initiatives.

AWARENESS

Create broad stakeholder awareness of the CCSS through regular communications

Collaboratively develop a sustainable plan for implementation, to include:

- Calendar of events and actions
- Expectations for all stakeholders
- Regular communication with stakeholders
- Process for identifying and developing teacher leaders
- Process for training staff to build capacity to sustain the work
- Detailed budget

PLANNING

Identify and train teacher leaders as Common Core advocates and as trainers for other educators

Create a Resource Review Team that will:

- Align existing instructional resources to the CCSS
- Research additional support resources and materials
- Examine school infrastructure for:
 - Opportunities for common planning time
 - Reallocating resources toward professional development (PD) across all grades and all schools
 - Opportunities for ongoing PD
 - Opportunities for additional time for collegial conversations and looking at student work

PROFESSIONAL DEVELOPMENT

Provide job-embedded PD (e.g., teacher leaders, coaches, specialists)

Use staff meetings for PD learning opportunities

Provide opportunities for educators to deconstruct the standards to develop common understanding of their meaning

Build assessment literacy of teachers and students

Build internal capacity to sustain high-quality implementation

IMPLEMENTATION AND FEEDBACK

Create opportunities to practice and refine instructional practices

Include a system for evaluating effectiveness of the plan, receiving feedback from educators and modifying as necessary

Review and update resources

Tailor professional development offerings to address teacher/ student needs

Use data to inform instruction, school practice, and implementation policy

ONGOING COMMUNICATION WITH STAKEHOLDERS

STAKEHOLDERS: Parents, students, teachers, business, community, labor, civic leaders, media, higher education faculty