

Timeline Grades 6-12	2011-2012 <i>The Awareness Phase</i> (This phase represents an introduction to the CCSS, the initial planning of systems implementation, and establishment of collaborations)	2012-2013 <i>The Transition Phase</i> (This phase concentrates on building foundational resources, implementing needs assessments, establishing new professional learning, and expanding collaborations between all stakeholders)	2013-2014 <i>The Transition Phase</i>	2014-2015 <i>The Implementation Phase</i> (This phase expands the new professional learning support, fully aligns curriculum, instruction, and assessments, and effectively integrates these elements across the field)
NCLB Accountability				Smarter Balanced Assessment Consortium (SBAC)
STAR Testing				Smarter Balanced Assessment Consortium (SBAC)
Professional Development Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS	Support professional learning to promote awareness of and familiarity with CCSS. Area of Focus: <ul style="list-style-type: none"> ✚ Compare and contrast the CCSS with the 1997 content standards Activities Included: <ul style="list-style-type: none"> • Leadership training at VCOE • Teacher Specialists to UCSB • All Schools introduced to CCSS • Purchase materials • Prepare P.D. • Math Liaison: “Math ask” for 	Support ongoing professional learning to promote transition to the CCSS. Areas of focus include: <ul style="list-style-type: none"> ✚ English Language Arts: text complexity, text-based questions and tasks, developing literacy across the content areas, writing informational text, the new ELD standards ✚ Mathematics: the standards for mathematical practice, modeling, and content shifts in mathematics for grades K-8 ✚ New Learning: transition to the SBAC assessment system, effective utilization of technology and media, 21st century skills, career and college readiness 	Continue professional learning areas of focus	Provide professional learning to support full implementation of the CCSS Areas of focus: <ul style="list-style-type: none"> ✚ Content shifts in mathematics ✚ Transition to SBAC assessments

	<p>students and teachers to do together (open ended, CCSS aligned)</p> <ul style="list-style-type: none"> • Liaisons have been introduced • These are on the math Intranet • Leadership could drive departments to use those quarter 4 • UCSB includes some teachers, SCWriP ELA being trained as well 	<p>Utilize new resources from the CDE: New professional learning modules (available summer 2012)</p> <p>Activities Include:</p> <ul style="list-style-type: none"> • Post on our district website Webinars and presentations on the CCSS and develop a library of CCSS-related resources available on line • Distribute CCSS with P.D. at the beginning of the school year • Standards mapping • Learning how to I.D. and analyze gaps in curriculums • During overview everyone is shown “how to” analyze gaps • Create the process for “analyze gaps” to be done in department meetings • Mathematical practices • Rigor and relevance • Rigor and relevance: • Curriculum Calibration from BTSA from Hollingsworth • Train in Blooms and the rigor/relevance chart • Writing across the 	<p>Utilize new resources from the CDE: New professional learning modules (summer 2013) and curriculum frameworks (math available fall 2013, ELA available spring 2014)</p> <p>Activities Include:</p> <ul style="list-style-type: none"> • Design units of study that meet CCSS • 2013/2014 Specific shift that specialists have 	
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		<p>curriculum</p> <ul style="list-style-type: none"> • Text complexity • Library clerks could be compiling lists of lexile levels • Booklets • Whole staff focused 2012/2013 • Specialists were trained on content to professionally develop 		
<p>Assessments Develop and transition to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability</p>	<p>Compare/Contrast CCSS with current content standards and begin to incorporate new skills in the CCSS into instructional planning</p> <p>Share SBAC sample items in ELA and Math. Share new types of questions (constructed response, extended response, technology enhanced, and performance tasks)</p>	<p>Revise existing quizzes, unit exams, and end-of-course exams to assess higher-level thinking, constructed responses, synthesis, and collaboration as indicated in the CCSS</p> <p>Revisit end-of-chapter/unit questions and quizzes in existing materials and elevate them to higher level thinking. For example, a question may ask, "What tone does the author use in the article?" Elevate the question to, "Which words or phrases set the tone of this article?" or, "Replace words or phrases to change the tone of this article from impersonal to</p>	<p>Continue to revise existing quizzes, unit exams, and end-of-course exams to assess higher-level thinking, constructed responses, synthesis, and collaboration as indicated in the CCSS</p> <p>Continue to revise end-of-chapter/units and quizzes and elevate to higher level thinking</p>	<p>Continue to revise existing quizzes, unit exams, and end-of-course exams to assess higher-level thinking, constructed responses, synthesis, and collaboration as indicated in the CCSS</p> <p>Continue to revise end-of-chapter/units and quizzes and elevate to higher level thinking</p>

	<p>Activities Include:</p> <ul style="list-style-type: none"> • 9-12 PBA • LA could change Q 4 benchmark to be more performance based 	<p>friendly.” For mathematics, utilize word problems to provide students with opportunities to apply mathematical thinking to real-world challenges.</p> <p>Provide opportunities for professional learning to develop understanding of difference between interim assessments and formative practices. (Formative Practices include: learning targets; criteria for success; collecting evidence; and documenting evidence)</p> <p>Activities Include:</p> <ul style="list-style-type: none"> • Modify current benchmark assessments to include PBA • Begin to share examples of Smarter Balanced Assessments 	<p>Visit SBAC Web site for ideas (formatting, scope) on formative practices and professional development</p> <p>Activities Include:</p> <ul style="list-style-type: none"> • Pilot hybrid benchmarks • Modify to align solely to CCSS 	<p>SBAC formative resources and tools available online</p> <p>Activities Include:</p> <ul style="list-style-type: none"> • Implement benchmarks from VUSD or SBAC
<p>Teaching and Learning Provide CCSS-aligned instructional resources designed to meet the diverse needs of all students</p>	<p>Activities Include:</p> <ul style="list-style-type: none"> • Grading Policy • Best Practices • “Math tasks” Look at 8 practices • Show samples of assessment questions to show teachers where we are going • Find the people who are 	<p>Continue to assess existing instructional materials and supplement them with additional resources</p> <p>Strategies Include:</p>	<p>Continue to assess existing instructional materials and supplement if needed</p>	<p>Continue to assess existing instructional materials and supplement if needed</p>

	<p>doing it and have them show how they are doing it</p> <ul style="list-style-type: none"> • Get poster in “kid friendly” language • Standards mapping: how do standards we use now related to - CCSS “Crosswalk” look at how to make the change right now in ways that strengthen T & L and won’t affect CST • Staff meeting as professional development: Hand out the “info stuff” in bulleted form, come prepared with questions, then move on to professional development • Dedicated staff meeting at the start of the year to hand out booklets and PowerPoint • Principals are trained, and then staff is made to work WITH the CCSS 	<ul style="list-style-type: none"> ✚ Reviewing current instructional materials and identify material which aligns to CCSS ✚ Identifying CCSS that current materials do not support and develop lessons using resources from the library, internet, and primary source documents ✚ Announce adoption of the revised ELD standards (Fall 2012) ✚ Publish in print and online the revised ELD standards ✚ Incorporate new ELD standards into revised ELA framework <p>Activities Include:</p> <ul style="list-style-type: none"> • Examine gaps in curriculums • ID current teaching strategies that align, i.e. TAPPLE, VTS 	<p>Utilize new resources from the CDE: New professional learning modules (summer 2013) and curriculum frameworks (math available fall 2013, ELA available spring 2014)</p> <p>Post list of recommended supplemental instructional materials online (February 2013)</p> <p>Activities Include:</p> <ul style="list-style-type: none"> • Bridge gaps in curriculums • Teacher-developed units • Examine supplemental materials 	<p>Provide CCSS-aligned instructional materials for mathematics (2016) and ELA (2018)</p>
<p>Technology (need guiding statement)</p>				

<p>1. Transition to the SBAC assessment system</p> <p>2. Provide resources to develop effective utilization of technology and media</p>	<p>Utilize online technology readiness tool to evaluate current technology and infrastructure</p> <p>Activities Include:</p> <ul style="list-style-type: none"> • Develop Wiki site as a communication tool for content lead teacher committees • Complete CDE survey of technological resources 	<p>Use information from tool to identify technology gaps and develop a plan that identifies strategies to update technology</p> <p>Activities Include:</p> <ul style="list-style-type: none"> • Research computer adaptive testing 	<p>Implement Technology Plan</p>	<p>SBAC assessments and resources available online</p>
<p>Communication Collaboration</p> <p>Collaborate with administrators, teachers, classified staff members, board members, parents, and students to keep all stakeholders informed on CCSS updates and available resources</p>	<p>Develop a steering committee to help lead the implementation of the CCSS.</p> <p>Invite district leaders to participate in CCSS Implementation Team. These include but are not limited to: district office representatives, site principals at elementary and secondary level, teacher representative, classified union representative, teacher</p>	<p>District lead subscribe to CDE's CCSS Resources and SBAC Web pages listservs to remain appraised of latest developments and resources related to CCSS systems implementation and utilize resources as appropriate. Send brief monthly updates to content teacher leaders</p> <p>District lead reviews CDE's Professional Development Opportunities Web page and shares with content teacher leaders</p>		

<p>2. Collaborate with parents, guardians and the early childhood and extended learning communities to integrate the CCSS into programs and activities beyond the K-12 school setting</p> <p>3. Collaborate with the postsecondary</p>	<p>specialists, and librarians.</p> <p>Activities Include:</p> <ul style="list-style-type: none"> • Develop Steering Committee • Develop Leadership Team Committee • Hold quarterly meetings for updates • Annual update to Board President • Explicitly include VUEA educators in transition groups 	<p>Utilize parent communication structures to share resources on the CDE’s Web site with parents, families, and the local educational community to promote awareness and understanding of the CCSS and new developments regarding CCSS systems implementation. Structures may include:</p> <ul style="list-style-type: none"> ✚ School Site Council Meetings ✚ PTA/PTSO Meetings ✚ Back to School Nights ✚ Parent Newsletters ✚ Local School Board Meetings ✚ News Releases <p>Integrate the CCSS into after school programs and extended learning opportunities through alignment with the regular school day to provide academic enrichment and safe constructive alternatives for students</p> <p>Continue to build partnerships with external stakeholders to provide additional resources to support extended learning opportunities</p> <p>Conduct professional learning activities that promote awareness of the new definition of career</p>	<p>Develop new courses, lesson plans,</p>	
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<p>and business communities to ensure that all students are prepared for success in career and college</p>		<p>and college readiness</p> <p>Revise programs and materials to reflect new definition of career and college readiness that includes the CCSS</p> <p>Seek opportunities for students to engage in events at local community colleges</p> <p>Continue to promote AVID classes</p> <p>Encourage students to participate in the Early Assessment Program</p> <p>Invite business leaders to speak to students in grades 6-12, elaborating on 2-3 specific standards and their role in possible careers</p> <p>Include counselors in discussions regarding career and college readiness to ensure comprehensive school implementation of the CCSS</p>	<p>and work-based experiences that include the demonstration and application of the revised CTE Model Curriculum Standards</p>	
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*Common Core State Standards Systems Implementation Plan for California (July 2012)