

help teachers internalize a clear understanding of the *Common Core State Standards* and *North Carolina Essential Standards*.

The primary goal of *Developing Local Curricula* is to transform schools so that large-scale, sustainable continuous improvement is built into their most basic modes of thinking and doing. Educators practice professional standards in this process.

- **Superintendents are expected to:** Create professional learning communities resulting in highly engaging instruction and improved student learning.
- **Principals are expected to:** Create an environment of practiced distributive leadership and teacher empowerment and challenge staff to reflect deeply on and define what knowledge, skills and concepts are essential to the complete educational development of students.
- **Teachers are expected to:** Work collaboratively to create a professional learning community in order to plan instruction appropriate for students.

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#### **Sample Transition Plan**

Improving state standards and assessments are essential steps toward transforming schools and classrooms. Developing the new K-12 *North Carolina Essential Standards* and adopting the *Common Core State Standards* in English Language Arts and Mathematics positions North Carolina to continue to be a leader in education with the outcome of improving student achievement. The impact of such sweeping improvements will depend primarily upon the beliefs, knowledge, and skills of educators who will use the standards and assessments to improve instruction.

A clear district-level transition plan ensures sustainability in programs, policies, and practices beyond 2014, when Race to the Top funding ends. The [Sample Transition Plan](#) included in this guide, illustrates state implementation and transition processes aligned with recommended district-level actions, evidences of those actions, and potential timeframes that will be necessary to ensure an effective implementation.

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