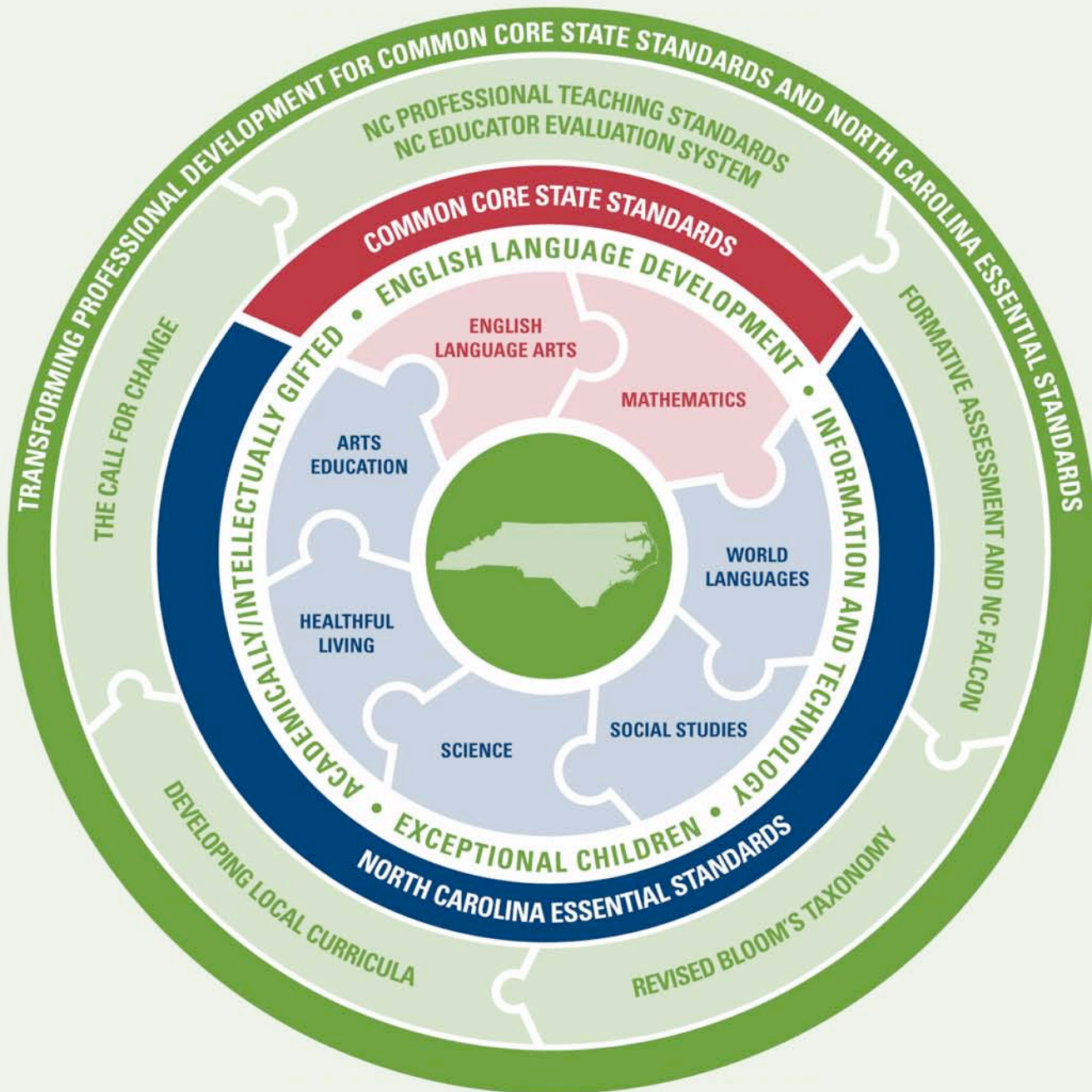


Facilitator's Guide

Common Core State Standards and North Carolina Essential Standards

2011 SUMMER INSTITUTES



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.

This **sample** Transition Plan is structured to illustrate 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. A clear district-level Transition Plan will ensure sustainability in programs, policies, and practices beyond 2014, when Race to the Top funds are to conclude.

State Implementation and Transition Process:

Build educator and stakeholder knowledge of the new *Common Core State Standards* and the *North Carolina Essential Standards*.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Determine who is providing the overall leadership within the organization and who makes up the implementation	Organizational Chart	Spring 2011
Determine specific job responsibilities for the administrative implementation team and how their work will be evaluated (such as the Central Office Evaluation Tool)	Written job responsibilities with corresponding employee evaluation document and improvement plan template (Human Resources)	Summer 2011
Determine what on-going support is needed for the administrative implementation team	Employee Improvement Plan submitted and monitored	Summer 2011
Determine the time line for support of the administrative team	Development and review of timeline	Summer 2011
Determine the philosophy and values that stakeholders must have in order to embrace the change	School Board driven discussion of the district's mission, vision, goals, and values	Summer 2011-Summer 2014

Determine when and how the philosophies and values are presented during training opportunities	Implementation Map	Summer 2011-Summer 2014
Review recruiting and selection criteria for all instructional staff to determine understanding of the new Common Core and Essential Standards	Data regarding teacher pass rates on PRAXIS, satisfactory performance task used to determine knowledge of the Common Core State and North Carolina Essential Standards; personality inventory to determine level of characteristics, such as willingness to learn, solve problems, and think creatively	Summer 2011-Summer 2014

State Implementation and Transition Process:

Develop a clear communication plan to build educator engagement.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Determine who will communicate that there are new standards and when they are to be implemented	Leader Credibility	Summer 2011-2014
Determine if a phase-in approach beginning with grades K-2 is feasible for the 2011-2012 school year and how this will be communicated	Implementation of new standards at selected grade levels	Spring- Summer 2011
Ensure all content areas and grades fully implement the new standards in 2012-2013 school year	Implementation of new Common Core and Essential Standards	Fall 2012-2014
Determine the frequency and purpose of the communication plan	Development and implementation of Communication Plan	Summer 2011-2014
Determine how the communication plan will inform varied audiences (parents, teachers, community members, businesses, etc.)	Development and implementation of Communication Plan	Summer 2011-2014
Determine the strategies and communication methods that will be used to work with external stakeholders	Request for Participation (RFP), external partners work plan and expectations	Summer 2011-2012

State Implementation and Transition Process:

Develop and disseminate instructional resources and tools to build educator understanding of the new standards.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Complete an inventory of current instructional resources and tools to determine if any support the new standards	Inventory of mandatory and optional resources provided (DPI and local district); re-align local curriculum, units, and annual instructional maps to new Common Core and Essential Standards	Spring-Summer 2011-2013

State Implementation and Transition Process:

Develop a variety of online modules to be used by local districts in their blended professional development.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Ensure all teachers have accessibility to and have completed the online modules; ensure all teachers have accessibility to the district PLC	Number of teachers completing modules; district structure to embed modules within local professional development; number of teachers receiving Certificate of Completion	Summer 2011-2014

State Implementation and Transition Process:

Begin instructional materials adoption process.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Re-examine current instructional materials to determine if supplemental materials are possible or if adoption is needed and possible	Instructional materials selection process	Winter 2011-2012

Determine how the new instructional resources and tools are made available to educators	District team use instructional tools and resources to begin alignment work; Level of accessibility and support provided to educators by administrators (school and district levels); Teachers use of instructional resources and tools	Spring-Summer 2011-2014
Determine who is in the best position to provide support to the classroom teacher in implementing the new standards and using instructional tools (administrators, mentors, instructional coaches, peer teachers, etc.)	Coaching criteria for administrators, mentors, instructional coaches, and peers	Spring 2011-2014
Determine plans for teachers to use Crosswalk and Unpacked Standards documents to begin alignment work	Professional Development Plan and Time line	Summer 2011-2013
Determine who will be selected to serve on the curriculum development team to align curricula to the new Common Core and Essential Standards (units, materials, annual instructional map, etc.)	Leadership credibility, teacher leadership qualities, selection by Race to the Top Coordinator	Spring 2011-2013
Determine the external partners needed to sustain and support the implementation of the new standards Determine the level of support (financial, organizational, and/or human) that can be provided by external partners	Request for Participation (RFP), external partners work plan and expectations; comprehensive list of community and private partners	Summer 2011-2013
Determine the “connector” between the external partners and the district/school	External partner work plan completed and monitored	Summer 2011-2013
Determine what will be asked of the external partners and to what degree	External partner work plan completed and monitored	Summer 2011-2013

Determine consistent practices that will be used by all coaches to assess the use of instructional resources and tools	Cognitive and Instructional Coaching training; Coaching Logs, Classroom Walk-Through and Classroom Visits	Summer 2011-2013
Determine to what degree additional support on the Common Core and Essential Standards instructional tools and resources are needed by DST regional leads, ERD leads, or curriculum experts	Teacher, school, and district need	Summer 2011-2013
Create a process by which teachers provide feedback on their level of support and quality of Common Core and Essential Standards Instructional resources and tools	District PLC, teacher survey	Summer 2011-2013

State Implementation and Transition Process:

Provide professional development opportunities to ensure every teacher has a deep understanding of the standards and can implement them to improve student outcomes.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Select district team to attend Common Core and Essential Standards 2011 Summer Institute	Members of District-Level and Charter teams; registration and attendance at selected site	Spring 2011
Begin professional development to ensure all teachers understand the knowledge and skills contained within the new Common Core and Essential Standards	Develop Time Line for intensive Professional Development; ensure all teachers participate in the district professional development (blended approach)	Fall 2011-2014

State Implementation and Transition Process:

Provide regional support for districts on *Common Core State Standards*, *North Carolina Essential Standards*, and instructional practices.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Continue professional development efforts focused on Common Core and Essential Standards/instructional strategies/formative assessment, and data literacy	Ensure all teachers have the opportunity to attend state-level professional development offerings; intensive professional development efforts focused on Common Core and Essential Standards and instructional practices	Fall 2011-2014

State Implementation and Transition Process:

Make accessible NC FALCON and formative assessments exemplars.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Ensure that all teachers have participated in and completed the NC FALCON module and is using formative assessment effectively in the classroom	Teacher documentation; Certification of Completion from NC FALCON module;	2011-2014

State Implementation and Transition Process:

Communicate to LEAs information regarding online assessment by providing development of *Best Practices Guide for Online Assessments* and are making plans to move to a digital assessment environment.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Develop a plan to transition and implement online assessments in collaboration with Testing Coordinator and Technology Director	Transition and Implementation Plan	Summer 2011-2013
Determine what data will be collected to ensure the implementation of the Common Core and Essential Standards	EVAAS, EOG/EOC, Benchmark Assessment Data, Classroom Walk Through	Summer 2011-2014
Determine what process will be put in place to review and respond to the data	School developed process	Summer 2011-2014
Determine a time line for data review (every 6 weeks, monthly, etc.)	Adherence to a developed time line	Summer 2011-2014
Determine who will organize the data and how the data will be presented	Director of Accountability/ graphs and charts as needed	Summer 2011-2014
Determine whether or not the implementation of the Common Core and Essential Standards is successful based upon the data collected	Number of staff trained on Common Core and Essential Standards, increase in student achievement and outcome as evident by formative, benchmark, and summative assessments	Summer 2013-2015
Determine what data the administrative implementation team will use to inform their decisions and determine support		Summer 2011-2014

State Implementation and Transition Process:

All EOCs currently available online.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Determine which EOCs are to be accessible online	EOC online reporting	2011-2015

State Implementation and Transition Process:

NC moves to online assessments **only** through the IIS.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Provide all students accessibility to EOCs online	EOC online reporting	2014-beyond

State Implementation and Transition Process:

Ensure summative tests and summative test data are used effectively.

Sample District Implementation and Transition Process	Evidences/Comments	Timeline
Districts administer summative tests to students	EOC online reporting	2012-beyond