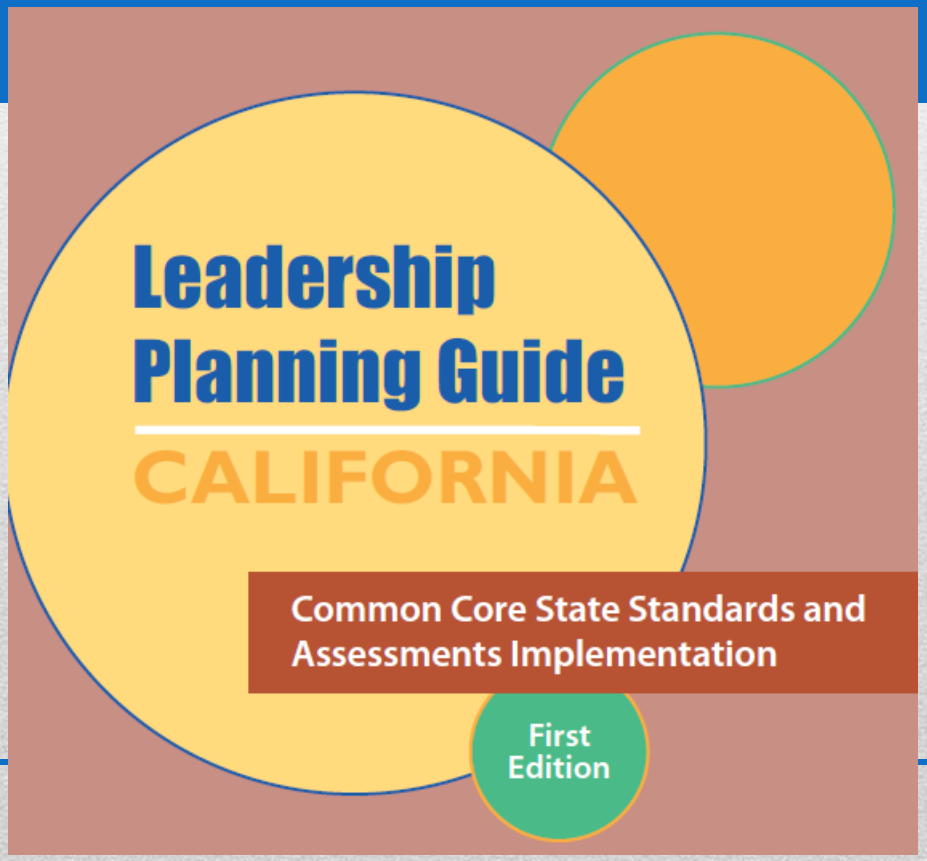
COMMON CORE TOOLS

PACE
Policy Analysis for California Education
CCSESA
California County Superintendents Educational Services Association
Santa Clara County Office of Education

Leadership Tools

Leadership Guide for Implementation of the Common Core State Standards



Leadership Guide Purpose

- Build upon existing CCSS resources and provide a practical guide for implementing the CCSS for district and site leaders, and local boards
- Provide uniformity in guidance to school districts in the implementation of the CCSS through collaboration with critical partners, such as the California Department of Education (CDE) and the State Board of Education (SBE), and other statewide organizations
- Act as a dynamic document that will continue to evolve and expand as educational leaders gain more knowledge through practical experience and research

Leadership Guide

A collaborative effort between:

- CCSESA
- ACSA
- CTA
- CSBA
- PTA
- The Charter Schools Association

5

Implementing the Common Core State Standards at the District Level: Ten Key Components

Leadership Guide

Leadership Guide

Each key component contains:

- Overview
- Suggested steps
- Key questions and special considerations
- A quick checklist
- A checklist for the four phases of implementation

The Guide is available on the CCSESA website

www.ccsesa.org

Leadership Guide

http://edpolicyinca.org/ccss

Strategy Guidebook Background

- **Audience:** District and school leaders
- **Purpose:** Describe a research-based process for leaders to use as they navigate their CCSS journey. Addresses the interrelated instructional, leadership and system shifts required by CCSS.
- **Research Basis:** Three main sources:
  - PACE/Pivot research report (“Getting to the Core”)
  - Pivot’s *Leadership and Design Cycles*
  - Pivot’s experience working with dozens of school districts on CCSS implementation

Organized Around Six Design Challenges

1. How best to build teacher capacity to implement student-centered instructional strategies.
2. How to address gaps in curriculum in ways that foster creativity and increase student motivation.
3. How to use assessments to promote a new vision for teaching and learning.
4. How to leverage technology to promote deeper and more personalized learning.
5. How to structure implementation activities to reach every teacher, classroom and student
6. How to engage and motivate administrators, teachers, students and other stakeholders.

What's In It?

- A model for how to design and implement a CCSS plan that combines both "top down" with "bottom up" strategies
- Resources and practical advice for each step of the process and for each design challenge
- Guiding questions or "design choices" to help address each challenge
- Eight essential change management strategies

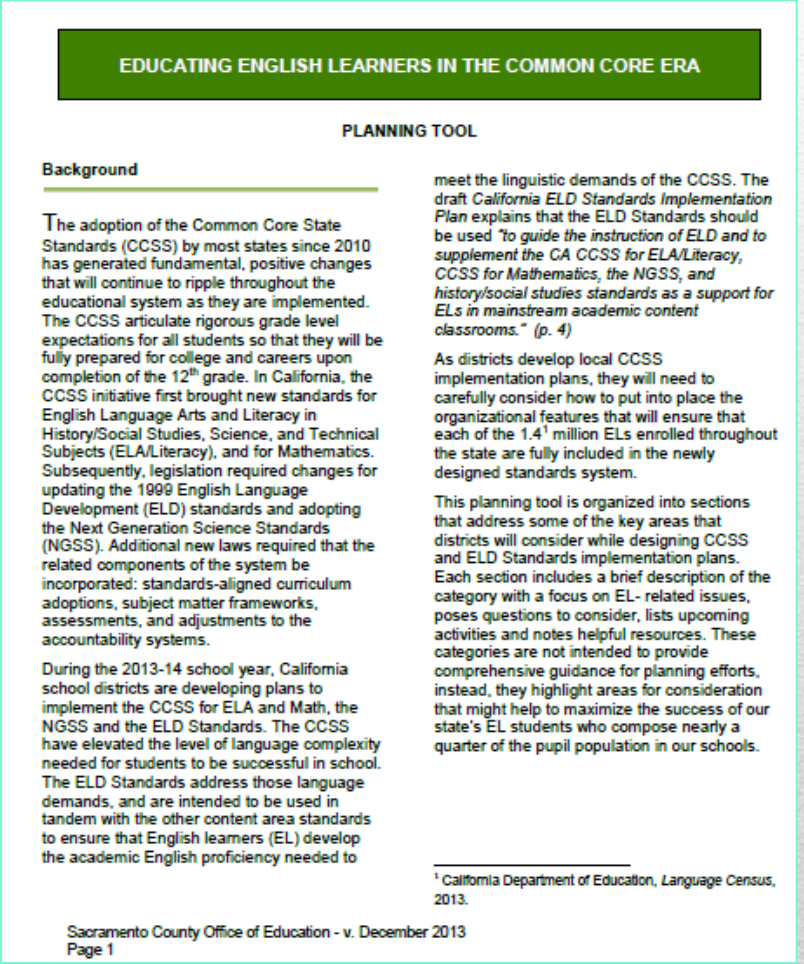
EDUCATING ENGLISH LEARNERS IN THE COMMON CORE ERA - *Planning Tool*

The *Common Core State Standards (CCSS)* have elevated the level of language complexity needed for students to be successful in school.

As districts develop local CCSS implementation plans, they will need to carefully consider how to put into place the organizational features that will ensure that each of the 1.4 million English Learners (ELs) enrolled throughout the state are fully included in the newly designed standards system.

EDUCATING ENGLISH LEARNERS IN THE COMMON CORE ERA - *Planning Tool*

This planning tool addresses some of the key areas that districts may consider while designing CCSS and ELD Standards implementation plans.



EDUCATING ENGLISH LEARNERS IN THE COMMON CORE ERA

PLANNING TOOL

Background

The adoption of the Common Core State Standards (CCSS) by most states since 2010 has generated fundamental, positive changes that will continue to ripple throughout the educational system as they are implemented. The CCSS articulate rigorous grade level expectations for all students so that they will be fully prepared for college and careers upon completion of the 12th grade. In California, the CCSS initiative first brought new standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/Literacy), and for Mathematics. Subsequently, legislation required changes for updating the 1999 English Language Development (ELD) standards and adopting the Next Generation Science Standards (NGSS). Additional new laws required that the related components of the system be incorporated: standards-aligned curriculum adoptions, subject matter frameworks, assessments, and adjustments to the accountability systems.

During the 2013-14 school year, California school districts are developing plans to implement the CCSS for ELA and Math, the NGSS and the ELD Standards. The CCSS have elevated the level of language complexity needed for students to be successful in school. The ELD Standards address those language demands, and are intended to be used in tandem with the other content area standards to ensure that English learners (EL) develop the academic English proficiency needed to meet the linguistic demands of the CCSS. The draft *California ELD Standards Implementation Plan* explains that the ELD Standards should be used *"to guide the instruction of ELD and to supplement the CA CCSS for ELA/Literacy, CCSS for Mathematics, the NGSS, and history/social studies standards as a support for ELs in mainstream academic content classrooms." (p. 4)*

As districts develop local CCSS implementation plans, they will need to carefully consider how to put into place the organizational features that will ensure that each of the 1.4[1] million ELs enrolled throughout the state are fully included in the newly designed standards system.

This planning tool is organized into sections that address some of the key areas that districts will consider while designing CCSS and ELD Standards implementation plans. Each section includes a brief description of the category with a focus on EL- related issues, poses questions to consider, lists upcoming activities and notes helpful resources. These categories are not intended to provide comprehensive guidance for planning efforts, instead, they highlight areas for consideration that might help to maximize the success of our state's EL students who compose nearly a quarter of the pupil population in our schools.

[1] California Department of Education, *Language Census*, 2013.

Sacramento County Office of Education - v. December 2013
Page 1

EDUCATING ENGLISH LEARNERS IN THE COMMON CORE ERA - *Planning Tool*

Organized by selected topics that include:

- brief description with a focus on EL- related issues
- questions to consider for implementation
- upcoming activities to note
- links to helpful resources

These categories are not intended to provide comprehensive guidance for planning efforts, instead, they highlight areas for consideration that might help to maximize the success of our state's English learners who compose nearly a quarter of the pupil population in our schools.

Communication Tools

Communicating the CCSS

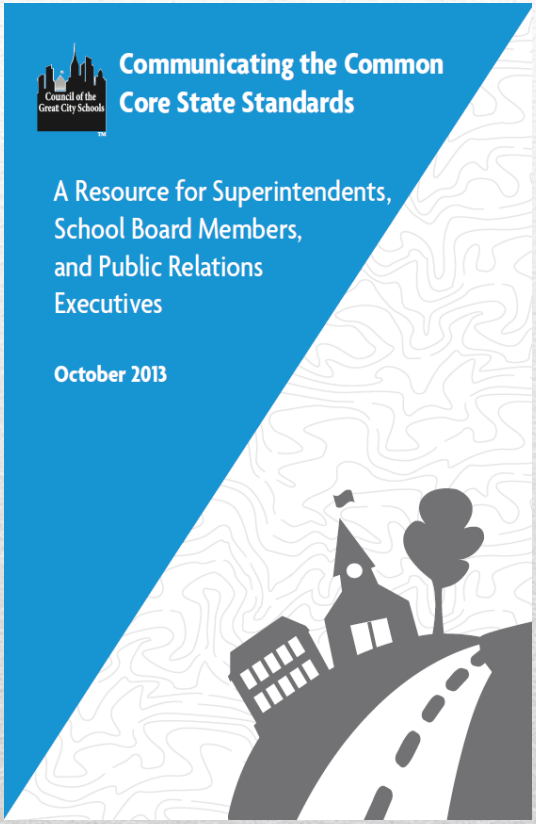
A Resource for Superintendents,

School Board Members, and

Public Relations Executives

www.commoncoreworks.org

Council of the Great City Schools



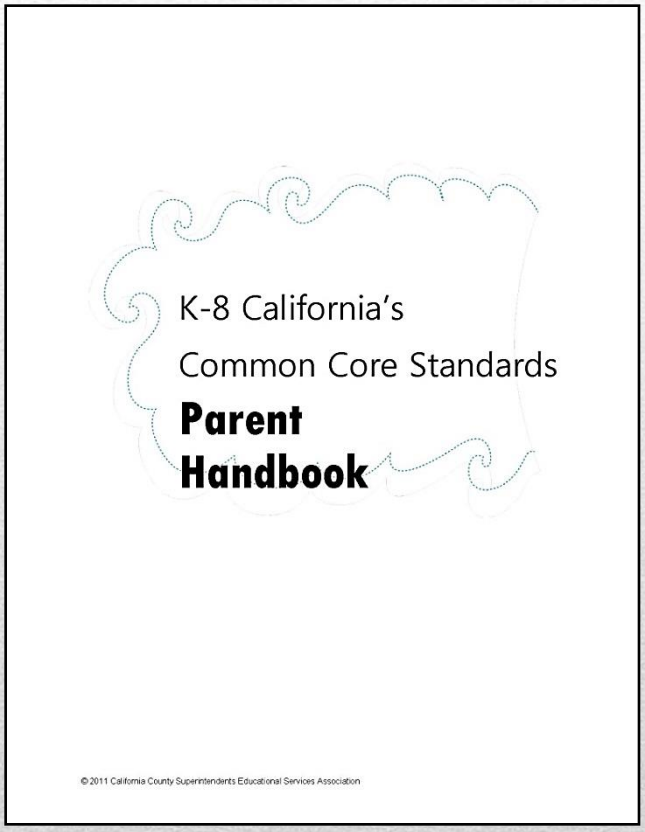
A communication tool with overviews of:

- Messages
- Messengers
- Strategies
- Successful communication plan

Also includes:

- Key messages
- Superintendent’s Letter to Parents
- Principal’s Letter to Parent’s
- A case study
- FAQs

K-8 California's Common Core Standards Parent Handbook



California County Superintendent's Educational Services Association (CCSESA)

- Handbook developed to assist K-8 parents with the transition to the CCSS
- Written in parent-friendly terms for each grade level in ELA and math
- Translated in 18 languages
- Available on the CCSESA website

Professional Development and Curriculum Development

CALIFORNIA
SUBJECT
MATTER
PROJECT

http://csmp.ucop

The nine subject matter projects are focused on implementing the CCSS:

- The California Arts Project
- California History-Social Science Project
- California International Studies Project
- California Math Project
- California Physical Education-Health Project
- California Reading and Literature Project
- California Science Project
- California World Language Project
- California Writing Project

CSMP Common Core Initiatives

- Task Force materials for CCSS in Mathematics
- Literacy for Science: Accessing our Complex Language
- The History Blueprint: A Common Core Program
- Common Core, Common Ground
- Foundations of Effective Language Teaching: World Languages and Common Core Literacy
- Focus on Analytical Writing, Critical Reading, and the Common Core Standards
- Implementation of the CCSS in Physical Education
- Awakening the Common Core
- Not Quite “Common” Common Core? Changing Arts Educational Landscapes

Mathematics Framework

Mathematics Framework

- Will help guide the curriculum development and instruction that teachers provide.
- Provides context for implementing the CCSS.
- Focuses on the grade level and course level CCSS in the chapters.
- Provides a wealth of examples for teachers to use.

- Provides background and assists in district decision-making of whether to implement a Integrated or Traditional Pathway.
- Provides criteria for the selection of instructional materials aligned to common

www.cde.ca.gov/ci/ma/cf/

English Language Arts framework is posted for comment

www.cde.ca.gov/ci/rl/cf/

Many more resources are posted on the PACE website

http://edpolicyinca.org/ccss

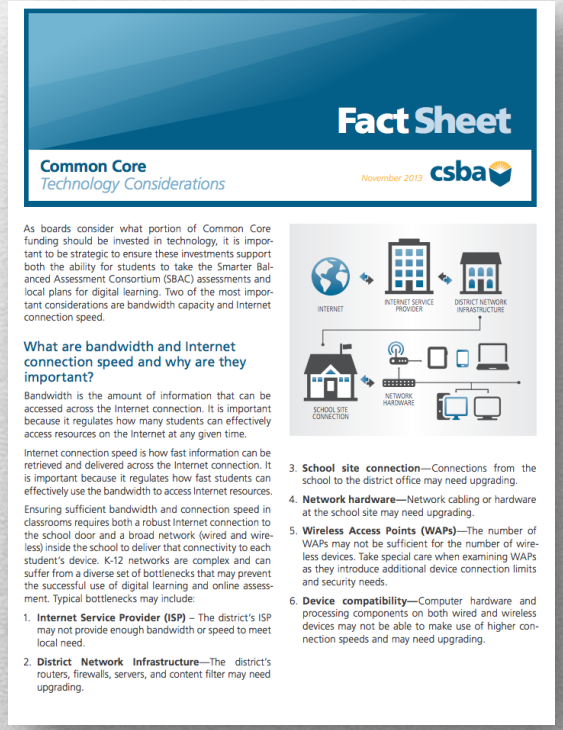
Technology Tools

CAASPP Technology Readiness Website

A Repository of Tech Readiness Resources

- Categorized, reviewed and vetted websites and documents for assisting schools and districts with technology-related information pertinent to SBAC and implementation of CAASPP

Resource Title	Common Core Technology Considerations
Summary	California School Boards Association (CSBA) Fact Sheet School boards are challenged with making wise investments in core technology to support CAASPP assessments and Common Core instruction. This brief CSBA Fact Sheet offers important yet easy-to-understand information regarding bandwidth capacity and Internet connection speed. Included are key questions for consideration.
Resource Type	Best or Promising Practice Journal/News Article
Topic	Internet Bandwidth Operating Systems
Intended Users	Administrators
Format	External Website



Fact Sheet

Common Core
Technology Considerations

November 2013 csba

As boards consider what portion of Common Core funding should be invested in technology, it is important to be strategic to ensure these investments support both the ability for students to take the Smarter Balanced Assessment Consortium (SBAC) assessments and local plans for digital learning. Two of the most important considerations are bandwidth capacity and Internet connection speed.

What are bandwidth and Internet connection speed and why are they important?

Bandwidth is the amount of information that can be accessed across the Internet connection. It is important because it regulates how many students can effectively access resources on the Internet at any given time.

Internet connection speed is how fast information can be retrieved and delivered across the Internet connection. It is important because it regulates how fast students can effectively use the bandwidth to access Internet resources.

Ensuring sufficient bandwidth and connection speed in classrooms requires both a robust Internet connection to the school door and a broad network (wired and wireless) inside the school to deliver that connectivity to each student's device. K-12 networks are complex and can suffer from a diverse set of bottlenecks that may prevent the successful use of digital learning and online assessment. Typical bottlenecks may include:

1. **Internet Service Provider (ISP)** – The district's ISP may not provide enough bandwidth or speed to meet local need.
2. **District Network Infrastructure**—The district's routers, firewalls, servers, and content filter may need upgrading.

3. **School site connection**—Connections from the school to the district office may need upgrading.
4. **Network hardware**—Network cabling or hardware at the school site may need upgrading.
5. **Wireless Access Points (WAPs)**—The number of WAPs may not be sufficient for the number of wireless devices. Take special care when examining WAPs as they introduce additional device connection limits and security needs.
6. **Device compatibility**—Computer hardware and processing components on both wired and wireless devices may not be able to make use of higher connection speeds and may need upgrading.

Browse or Search for Info

- By resource type
- By resource topic
- By “type” of user

Resource Type:

- ☐ Best or Promising Practice
- ☐ Case Study
- ☐ Implementation Guide
- ☐ Journal/News Article
- ☐ Research
- ☐ Technical Document
- ☐ Tool

Topic:

- ☐ Internet Bandwidth
- ☐ Infrastructure
- ☐ Pilot Testing
- ☐ Technical Specifications
- ☐ Network Planning
- ☐ Technology Readiness
- ☐ Device Considerations
- ☐ Testing Environment
- ☐ Operating Systems
- ☐ Headphones and Keyboard

Intended Users:

- ☐ Administrators
- ☐ Assessment/Evaluation Staff
- ☐ Teachers
- ☐ Technology Administrators/Coordinators
- ☐ Technology Support Staff

Promotion Via Videos and Webcasts

- Videos
  - “Why complete the TRT?”
  - “Using the CAASPP Tech Readiness Web site”
- Webcasts
  - Support for schools, districts and COEs with successful CAASPP implementation strategies

This site will be available on February 28, 2014

http://www.BeTechReady.org